



Upgrades to Dalmeny Public School

Architectural Design Report for Review of Environmental Factors

For Department of Education NSW

Document Quality Control

Project: Upgrades to Dalmeny Public School
Client: Department of Education NSW
Project No: 7068DA01

This document has been prepared by:

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NOTES:

Quality Assurance

The information below is used as document quality control under Fulton Trotter Architects' Quality Management System. The accuracy of this document cannot be controlled once this document has been printed.

Revision History

Issue	Date	Revision Details/Status	Prepared by:	Approved by:
A	11.02.25	Draft Issue	MK	JW
B	24.02.25	Draft Issue	MK	JW
C	04.03.25	Draft Issue	MK	JW
D	19.03.25	REF Issue	MK	JW

CURRENT ISSUE: D
Document Quality Control

Fulton Trotter Architects acknowledge the **Darug** people as the traditional custodians of the land upon which the **Dalmeny Public School** stands. We recognise their continuing connection to land, waters and culture and pay our respects to their Elders past, present and emerging.

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1 Introduction

This Architectural Design report has been prepared to accompany a Review of Environmental Factors (REF) prepared for the Department of Education (DoE) relating to the Dalmeny Public School Upgrade (the activity) under Part 5 of the Environmental Planning and Assessment Act 1979 (EP&A Act) and State Environmental Planning Policy (Transport and Infrastructure) 2021 (SEPP TI).

This document has been prepared in accordance with the Guidelines for Division 5.1 assessments – Consideration of environmental health facilities and schools, Addendum October 2024 (the Guidelines) by the Department of Planning, Housing and Infrastructure.

This report examines and takes into account the relevant environmental factors in the Guidelines and Environmental Planning and Assessment Regulations 2021 under Section 170, Section 171 and Section 171A of the EP&A Regulation. The purpose of this report is to:

- outline a response to State Environmental Planning Policy (Transport and Infrastructure) 2021, Schedule 8 Design Quality Principles in Schools (Chapter 3)
- consider visual impact
- note approach to Artwork Strategy
- complement architectural drawings as part of the submission

Project Name:	Dalmeny Public School Upgrade
Proponent:	The Department of Education (DoE)
Landowner:	The Minister for Education and Training

Table 1 – Summary of Relevant Section of the Part 5 Guidelines and EP&A Regulation

Regulation / Guideline Section	Requirement	Response	Report Section
Section 171 (2)(b)	Any transformation of a locality.		
	(b1) Impact on the existing and future character of the neighbourhood, streetscape and local area	Relevant design guidelines have been addressed as per State Environmental Planning Policy (Transport and Infrastructure) 2021 and Design for Schools Guide.	Page 17
	(b2) impact on the operation of existing and future surrounding uses, including industrial or agricultural land uses		Page 13,15
	(b3) visual impact from key viewpoints and views to key viewpoints		Page 17
	(b4) cumulative impacts from the development, and other approved developments, on the locality		Page 16
Section 171 (2)(d)	Any reduction of the aesthetic, recreational, scientific or other environmental quality or value of a locality.		
	(d1) impacts onto adjoining properties and public spaces (particularly in residential areas) such as lighting impacts and light spill, acoustic, visual privacy, noise and vibration (including from helicopters and ambulances), visual amenity, solar access, view loss and view sharing, vistas, overshadowing, local character, streetscape, weather factors such as wind impacts (i) the above should be considered from any proposed development or activity on the development site, public-address system, ambulance siren, flashing signage, event, hours of operation, or out of hours use of school facility, helicopter facility, emergency facility, research centre where hazardous material is being used or stored and any potential incident, etc.	Relevant design guidelines have been addressed as per State Environmental Planning Policy (Transport and Infrastructure) 2021 and Design for Schools Guide. Traffic related items to be address in Traffic Engineering Report.	
	(d2) impacts on connectivity, permeability and accessibility of public spaces and areas surrounding the development, this includes impacts on arterial and other thoroughfares and green corridors and wayfinding	Relevant design guidelines have been addressed as per State Environmental Planning Policy (Transport and Infrastructure) 2021 and Design for Schools Guide. Traffic related items to be address in Traffic Engineering Report.	Page 14
	(d3) impacts on other aesthetic, recreational, scientific or other environmental quality or value of the locality not mentioned above or in (a) and the cumulative impacts	N/A	N/A

Table 1 – Summary of Relevant Section of the Part 5 Guidelines and EP&A Regulation (continued)

Regulation / Guideline Section	Requirement	Response	Report Section
Section 171 (2)(r)	Any relevant environmental factors.		
	(r2) developments compatibility with neighbouring land uses, including proximity to: <ul style="list-style-type: none"> (i) restricted premises, injecting rooms, drug clinics, premises licensed for alcohol or gambling, sex services premises (for schools) (ii) hazardous land uses, waste transfer depots or landfill sites, service stations, air pollutant generating uses, noise or odour generating uses, extractive industries, industrial uses (iii) intensive agriculture, agricultural spraying activities and sources (iv) adjacent to or on land in a pipeline corridor (v) sites which, due to prevailing land use zoning, may in the future accommodate the above uses. 	N/A	N/A
	(r3) noise/air pollution, vibration and safety impacts from the below on the proposed development: <ul style="list-style-type: none"> 1. roads with higher traffic volumes, higher operating speeds and more heavy vehicles, freight traffic or used to transport dangerous goods or hazardous materials 2. rail lines 3. beneath flight paths 4. industrial and agricultural areas 5. substations 	N/A	N/A
	(r4) dangerous goods and hazardous materials (their storage, use, removal and disposal) associated with the development	N/A	N/A
	(r5) suitability and safety of drop-off and pick-up areas, including for emergency vehicles, safety and convenience of proposed parking areas and rates, and off-and-on street parking on school/hospital location, vehicle and pedestrian access, internal vehicle and pedestrian areas, provision of servicing, loading/unloading.	N/A	
	(r6) impacts of bushfire, flooding or land contamination, any soil and groundwater contamination, hazardous materials from demolition works on the proposed development	N/A	N/A
	(r7) any other relevant impacts	N/A	N/A

2 Site Analysis / Description

The activity site is located at 129 Dalmeny Drive, Prestons and is legally described as Lot 312 DP 882619. Dalmeny Public School is located on the southern side of Dalmeny Drive and on the northern side of Umbria Street. The surrounding context of the site is predominantly low density residential.

The site is irregular in shape with existing pedestrian access, vehicular access and the car park provided from Dalmeny Drive along the northern boundary. Alternative access from Umbria Street.

The site is zoned R2 Low Density Residential and existing development comprises various buildings and play space associated with Dalmeny Public School. The site currently comprises an existing co-education primary (K-6) public school with 24 permanent buildings (PTS), 14 demountable structures (DTS) (12 teaching spaces and 2 amenities block), interconnected covered walkways, play areas, on-grade parking, sports court and green spaces with mature trees.

All the existing buildings on site are 1 storey. Buildings are clustered to the north of the site, with the southeastern part comprising of a large play area and sports courts. There is Cumberland bushland along western boundary of the site. There is a gradual slope downwards from the south-west to the north-east of the site. Development surrounding the site generally includes single or two storey residential houses.

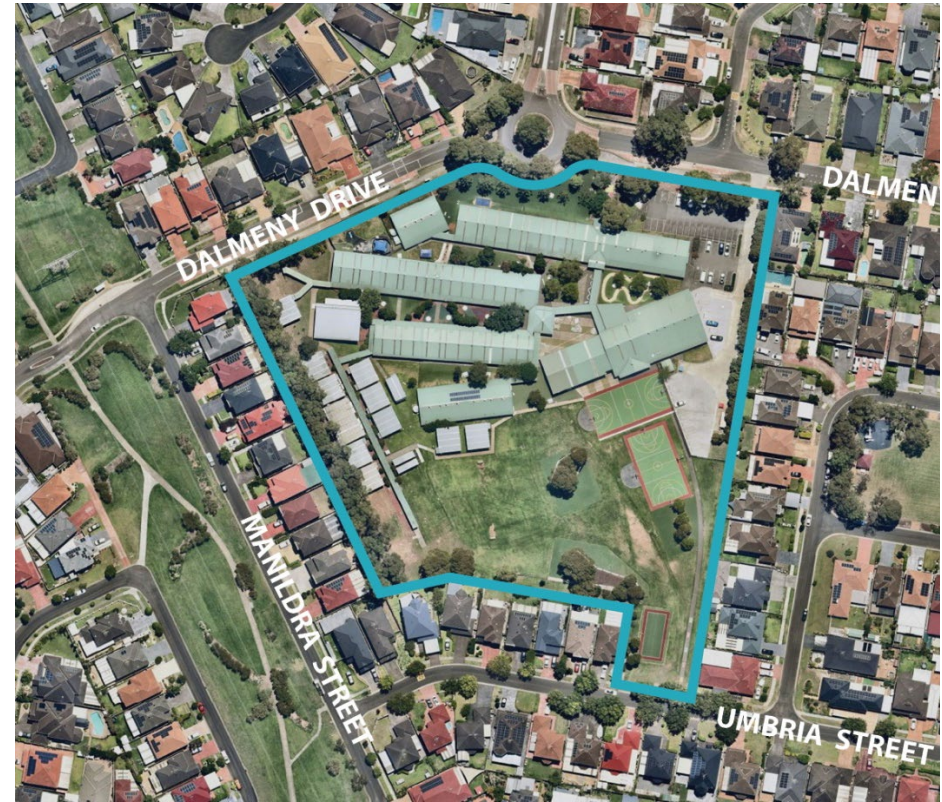


Figure 1: Aerial image of the site, outlined in red (Source: NearMap, taken Jan 2025)

3 Proposed Activity Description

The proposed activity for the Dalmeny Public School Upgrade includes the construction and occupation of a two-storey classroom building and associated covered walkways and landscaping.

Demolition

- a. Demolish part of existing fence on Dalmeny Drive;
- b. Demolition part of existing fence near block D for new gate;
- c. Remove 1 tree near Dalmeny Drive, other smaller trees near existing demountables;
- d. Trenching of underground services, and
- e. Earthworks associated with new buildings and landscaping

Construction and occupation

1. Two-storey classroom building (Block H);
2. Covered walkways (excluding between Block G and H);
3. Footpath between block G and block H;
4. Landscaping (surrounding Block H),
5. Fence and gate south of Block H;
6. Gate to south of block D;
7. OSD tank;
8. New Main Switch Board;
9. Substation; and
10. Fire Hydrant.

The classroom building will consist of the following floor layout:

- **Ground Floor Level:** Comprises eight (8) general learning spaces (GLS) and two (2) learning commons spaces (LCS). Also located on the ground floor level are amenities, services, storage spaces and a lift and two staircases to provide access to the first-floor level; and
- **First Floor Level:** The first-floor level will also comprise eight (8) GLS and two (2) LCS. Also located on the first-floor level are amenities, a mechanical plant room and other rooms for services.

The intent of the activity is to replace existing demountables with permanent teaching spaces (PTS).

Figure 2 on next page, shows the scope of works for the proposed activity.



Figure 2: Extract of proposed Site Plan (Fulton Trotter Architects Proposed Site Plan, Rev 12 – not to scale)

Works to be undertaken under separate Planning Pathway (not part of this REF)

Works to be undertaken under a separate planning pathway cannot be undertaken until the

Activity is completed and operational.

- Decommission and remove existing single storey portable classrooms;
- Decommission and remove existing portable amenities;
- Associated covered walkways to be demolished;
- Associated site infrastructure works;
- Shade structure over pathway between block G and H;
- Remainder of landscaping; and
- Fencing and gate north-west of Block H.



Figure 3: Artists Impression – View from North-East (Source: Fulton Trotter Architects)

4 Consultation

The project team has consulted with the relevant agencies and authority stakeholders to inform the proposed Dalmeny Public School upgrade project.

The following is a summary of all stakeholders who have been consulted and informed as part of the Dalmeny Public School Upgrade –

- Liverpool City Council
 - Flooding / Civil Department
 - Planning Department
 - Sydney Water – S73
 - Endeavour Energy
- TFNSW
 - Transport Working Group
- School Community
- Department of Education
 - Director of Education and Leadership (DEL)
 - School Principal
 - DoE ICT, SSU
 - EFSG/Pattern Book
 - Project Manager
 - Architect/Consultants
 - SI Temporary School
 - SI AM Regional Office
 - SI Cost Management



Figure 4: Artists Impression – View from North-West (Source: Fulton Trotter Architects)

5 Design Statement

Design Process Undertaken

- Master Plan Validation
 - o Fulton Trotter Architects were engaged by the NSW Department of Education and School Infrastructure NSW (SINSW) to design the redevelopment of Dalmeny Public School.
 - o This process includes identifying key issues identified in the Masterplan Feasibility Report by NBRS and the due diligence reports prepared by various consultants and initial site inspection findings.
 - o The preferred architectural masterplan option was presented to the school, SINSW technical stakeholders and the Project Control Group as well as the Transport Working Group.
- Concept Design
 - o Fulton Trotter Architects and the design team continued to develop the endorsed planning option. This phase looked further into the EFSG requirements and functional relationships of the proposed schedule of accommodation.
 - o The final Concept Design Report was presented to the school, SINSW technical stakeholders and the Project Reference Group
- Schematic Design
 - o The endorsed Concept Design has been further developed in conjunction with the design team to show a high-level strategy on how the project will be built
 - o The final Schematic Design was presented to the SINSW for the purpose of exploring a tender package.

Key Design Considerations

- State Environmental Planning Policy (Transport and Infrastructure) 2021 'Design Quality Principles' and 'Design Guide'.
- Educational Facilities Standards and Guidelines (EFSG) SINSW
- Asset Management Unit (AMU) SINSW existing works and upgrades
- Maintaining a minimum 10m² of outdoor space per student across the site
- Educational Rational (SINSW engage the school to focus on desirable outcome in the design to compliment the schools pedagogical approach and broader community engagement objectives)
- Maintaining as much of the existing building stock as possible.
- Maintaining the Tree Protection Zones for the existing mature trees adjacent to the proposed building – to the Western Boundary and eastern side.



Figure 5: Existing trees to the western boundary (Source: Fulton Trotter Architects)

6 Response to State Environmental Planning Policy (Transport and Infrastructure) 2021

Schedule 8 Design Quality Principles in Schools (Chapter 3)

The following is a summary of the responses to the Design Quality Principles in Schools requirements in the State Environmental Planning Policy (Transport and Infrastructure) 2021.

Principle 1 – Responsive to context

Schools should be designed to respond to and enhance the positive qualities of their surroundings.

In designing built forms and landscapes, consideration should be given to a Country- centred approach and respond to site conditions such as orientation, topography, natural systems, Aboriginal and European cultural heritage and the impacts of climate change.

Landscapes should be integrated into the overall design to improve amenity and to help mitigate negative impacts on the streetscape and neighbouring sites.

The proposed activity seeks to address this principle as follows:

- The two-storey building is carefully scaled to complement the surrounding single-storey school buildings and nearby single- and two-storey residences, ensuring it does not overpower the area. While the building will be visible from the homes on Umbria Street, its view is softened by the mature trees along the western and southern boundaries, maintaining a balanced presence.
- The building levels are set to tie into the open play space between the proposed and existing building and pathways to the North-eastern end of the building – allowing for pedestrian connectivity from the new classroom spaces out onto the playing field. Also creating tiered seating for informal gathering space and seamless connectivity to the open play space.
- The facade of the building features brickwork and CFC cladding – creating a material and colour connection to the existing buildings on the site. Allowing the building to sit comfortably as part of the existing campus.
- Retention of the existing natural Cumberland bushland to the western perimeter of the site



Figure 6: Artists Impression – View from North-West (Source: Fulton Trotter Architects)

Principle 2— Sustainable, efficient and resilient

Good school design combines positive environmental, social and economic outcomes and should align with the principles of caring for Country.

Schools should be designed to be durable and resilient in an evolving climate.

Schools and their grounds should be designed to minimise the consumption of energy, water and other natural resources and reduce waste.

The proposed activity seeks to address this principle as follows:

- Sunshading and generous roof overhangs are provided to protect the building from solar heat gain.
- Passive cooling using a high window area for natural ventilation, with adjacent existing and proposed trees.
- Light coloured materials are applied to the façade to reduce the urban heat island effect.
- Regular column grid and open floor plates for maximum flexibility of layout in the future. Long life, loose fit.
- Robust and low-maintenance materials are used to ensure the longevity of the building.
- Collection of roof water for re-use in toilets and landscaping.
- Landscaping to external areas.
- Social sustainability- outdoor spaces, collaboration spaces.
- PV solar cells are provided to the roof of the new building.

Principle 3— Accessible and inclusive

School buildings and grounds should be welcoming, easy to navigate and accessible and inclusive for people with differing needs and abilities.

Schools should be designed to respond to the needs of children of different ages and developmental stages, foster a sense of belonging and seek to reflect the cultural diversity of the student body and community.

Schools should be designed to enable sharing of facilities with the community and to cater for activities outside of school hours.

The proposed activity seeks to address this principle as follows:

- Accessible path of travel into the site and the new building are provided from Dalmeny Drive.
- Accessible paths are provided to connect the proposed new building into the existing site path network adjacent to the existing Building G.
- Accessible path is provided between existing block A and block B for easy access between existing SLU facilities.
- Ramps are integrated into the landscape to not feel like dedicated “accessible ramps” but part of the natural movement through the site.
- Providing ramp, stair and lift access for full accessibility.
- The development does not change the ability for the school facilities to be shared with the community.

Principle 4— Healthy and safe

Good school design should support wellbeing by creating healthy internal and external environments.

The design should ensure safety and security within the school boundaries, while maintaining a welcoming address and accessible environment.

In designing schools, consideration should be given to connections, transport networks and safe routes for travel to and from school.

The proposed activity seeks to address this principle as follows:

- The proposed activity maintains the existing boundary reinforcement and lines of security that are in place on the site.
- The building includes blinds and doorways for secure lockdown in emergencies, protecting staff and students.
- Layout supports good supervision with visual connectivity and internal space for monitoring.
- ESD principles are applied, enhancing comfort with improved acoustics, air quality (low VOC, low formaldehyde materials), natural light, and ventilation.
- Teaching spaces open to a shared space, enabling passive surveillance, removing hiding spots, and revitalizing unused areas.
- Additional fencing is proposed along southern side to enclose the out-of-bounds area.

Principle 5— Functional and comfortable

Schools should have comfortable and engaging spaces that are accessible for a wide range of formal and informal educational and community activities.

In designing schools, consideration should be given to the amenity of adjacent development, access to sunlight, natural ventilation, proximity to vegetation and landscape, outlook and visual and acoustic privacy.

Schools should include appropriate indoor and outdoor learning and play spaces, access to services and adequate storage.

The proposed activity seeks to address this principle as follows:

- Consistent layout of learning spaces and learning commons offering opportunities in furniture for different levels of openness or insularity.
- Sliding doors and operable walls between spaces to increase flexibility of uses and spaces.
- Designated storage areas to minimise clutter.
- Clear circulation paths to the proposed works.
- Generous windows to allow for natural light and natural ventilation
- A new building in an area of existing mature trees of a scale that is complementary to the surrounding residential area.
- Landscape around the ground floor provides outdoor learning and gathering spaces in form of tiered seatings.

Principle 6— Flexible and adaptable

In designing schools, consideration should be given to future needs and take a long-term approach that is informed by site-wide strategic and spatial planning.

Good design for schools should deliver high environmental performance and ease of adaptation and maximise multi-use facilities.

Schools should be adaptable to evolving teaching methods, future growth and changes in climate, and should minimise the environmental impact of the school across its life cycle.

The proposed activity seeks to address this principle as follows:

- Regular column grid and open floor plates- maximum flexibly.
- Simple circulation using external verandah space to the North.
- Consolidation of services and wet areas.
- Variety of learning and teaching spaces offering different levels of openness or insularity.
- Sliding doors and operable walls to increase flexibility of uses and spaces.
- Use of robust and low-maintenance materials.
- Generally, use of pre-finished materials or naturally finished materials that don't require ongoing painting.
- Natural as well as mechanical ventilation.

Principle 7— Visual appeal

School buildings and their landscape settings should be aesthetically pleasing by achieving good proportions and a balanced composition of built and natural elements.

Schools should be designed to respond to and have a positive impact on streetscape amenity and the quality and character of the neighbourhood.

The identity and street presence of schools should respond to the existing or desired future character of their locations.

The design of schools should reflect the school's civic role and community significance.

The proposed activity seeks to address this principle as follows:

- The facade of the building features brickwork and CFC cladding– creating a material and colour connection to the existing buildings on the site. Allowing the building to sit comfortably as part of the existing campus.
- Colours are used in the sunshading vertical fins and roof soffit to provide visual interest and create connections to the colours of the existing buildings on the campus.
- The proposed building will have well-articulated elevations comprising a simple unobtrusive contemporary aesthetic and will sit comfortably in the existing campus.
- The long elevations are designed with a depth of façade and a variety of materials which breaks down the scale of the building.

Indigenous Artwork

The activity has followed a simple approach in relation to Indigenous artwork where the design aims to extend existing arrangements that the school currently has. The activity will include indigenous artwork opportunities to internal and external areas of the building and landscape that continue existing indigenous programs at the school.



Figure 7: Artists Impression – View from Northern side (Source: Fulton Trotter Architects)

Visual Impact Assessment

In addition to the items discussed above related to SEPP Transport and Infrastructure 2021, a summary of visual impact is as follows:

- The proposed building is located to the rear of the site, so it has minimal impact on the views to the school from the street frontages – from Dalmeny Drive.
- The proposed building is a two-storey form and is set back from the adjoining boundary behind the existing mature trees. This minimises the visual impact on the adjoining residential properties.

Attached to this report are artist impression perspectives that indicate a realistic representation of the proposed building in the proposed setting on the site.



Figure 8: Artists Impression – View from North-western side (Source: Fulton Trotter Architects)

7 Evaluation of Environmental Impacts

An evaluation of the environmental impact related to SEPP Transport and Infrastructure 2021 is concluded as follows:

2. The extent and nature of potential impacts are low and will not have significant impact on the locality, community and/or the environment.
2. Potential impacts can be appropriately mitigated or managed to ensure that there is minimal impact on the locality, community and/or the environment. Refer to Mitigation Measures table appended to the REF.



***Figure 9: Artists Impression – View from South – Eastern side
(Source: Fulton Trotter Architects)***

Appendix 1

ARCHITECTURAL DESIGN

DALMENY PUBLIC SCHOOL

FOR NSW DEPARTMENT OF EDUCATION

7068DA01

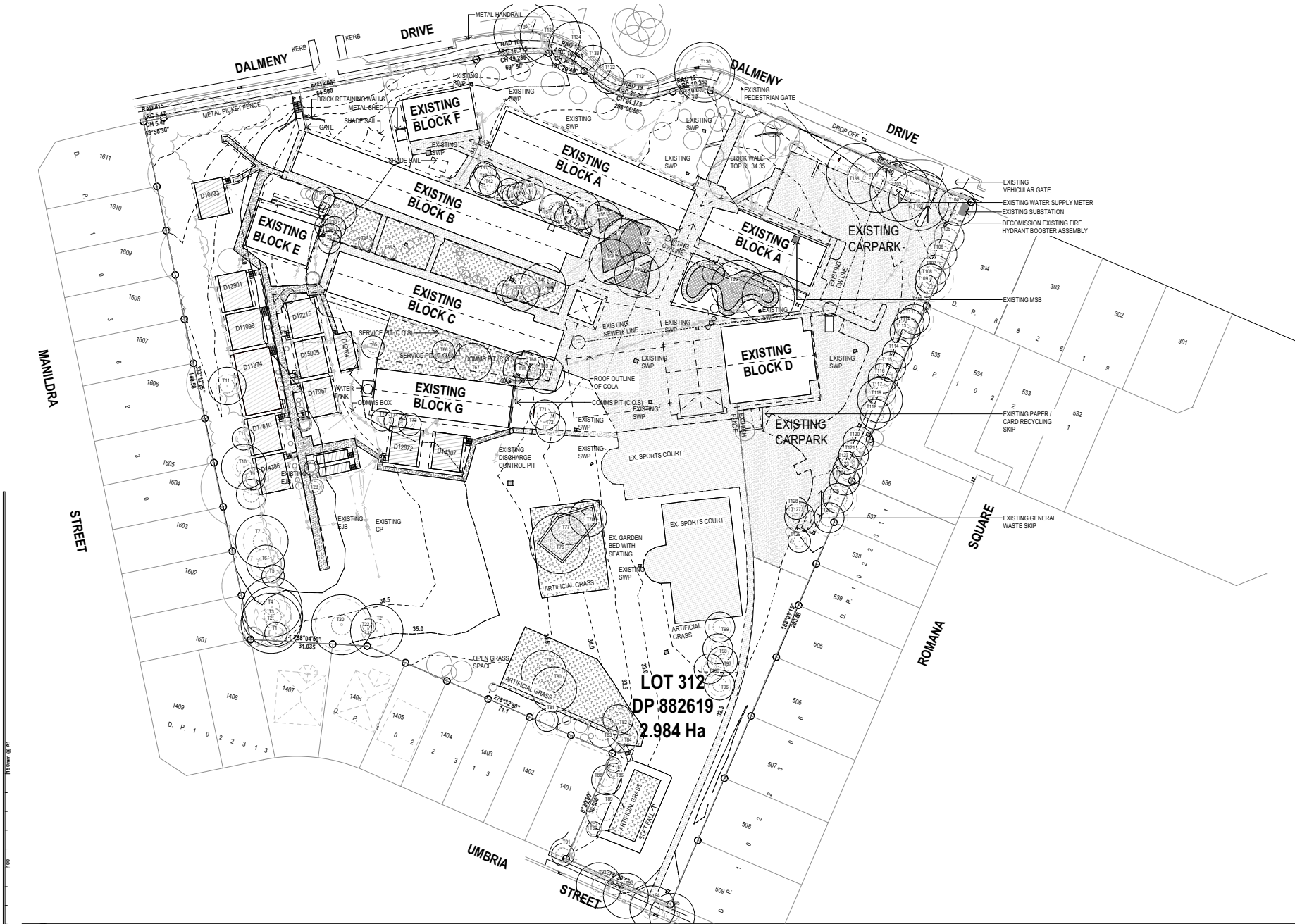


Drawing Name						Current R.
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DAPS	FTA	00	00	DR A 1002	DEMOLITION SITE PLAN	11
DAPS	FTA	00	00	DR A 1101	PROPOSED SITE PLAN	16
DAPS	FTA	00	00	DR A 1301	TREE REMOVAL PLAN	10
DAPS	FTA	00	00	DR A 1302	SHADOW DIAGRAMS	05
DAPS	FTA	00	00	DR A 1303	SHADOW DIAGRAMS	05
DAPS	FTA	00	00	DR A 1601	SITE ANALYSIS PLAN	06
DAPS	FTA	B00H	GF	DR A 2101	PROPOSED GROUND FLOOR PLAN	15
DAPS	FTA	B00H	L1	DR A 2102	PROPOSED LEVEL 1 PLAN	14
DAPS	FTA	B00H	LR	DR A 2103	PROPOSED ROOF PLAN	13
DAPS	FTA	B00H	ZZ	DR A 3201	ELEVATIONS 01	09
DAPS	FTA	B00H	ZZ	DR A 3202	ELEVATION 02	09
DAPS	FTA	B00H	ZZ	DR A 3301	SECTIONS 01	10
DAPS	FTA	B00H	ZZ	DR A 3401	FACADE STRATEGY - EXTERNAL MATERIALS AND ...	11
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DAPS	FTA	B00H	ZZ	DR A 9002	PERSPECTIVES 2	09
DAPS	FTA	XX	XX	DR A 0000	COVER SHEET + DRAWING LIST	12

LOCALITY PLAN



PROPOSED BUILDING



1 SECTION
EXISTING SITE PLAN
SCALE: 1:500

EXISTING SITE PLAN LEGEND

- ARTIFICIAL GRASS
- DEMOUNTABLE BUILDING
- EXISTING CONCRETE PAVING
- EX STORMWATER PIT
- EX SOFT LANDSCAPING
- EX BITUMEN
- EX GLS BUILDINGS
- EX UNDERGROUND WATER SERVICE
- EX UNDERGROUND SEWER / SEWER INSPECTION PIT
- EX UNDERGROUND COMMS LINE

13	FOR REF ISSUE	19/03/2025	MK
12	TENDER ADDENDUM 01	18/03/2025	MK
11	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
10	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
09	ISSUED FOR COORDINATION	03/02/2025	MK
08	FOR 100% SCHEMATIC DESIGN	19/12/2024	MK
07	FOR 80% SCHEMATIC DESIGN ISSUE	09/12/2024	MK
06	FOR 50% SCHEMATIC DESIGN ISSUE	19/11/2024	MK
05	ISSUED FOR 100% CONCEPT DESIGN	01/11/2024	MK
04	FOR 80% CONCEPT DESIGN ISSUE	18/10/2024	MK
03	FOR CONSULTANT COORDINATION	11/10/2024	MK
02	FOR CONSULTANT COORDINATION	30/09/2024	MK
REV	DESCRIPTION	DATE	INT.

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SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION

DALMENY PUBLIC SCHOOL
1612 DALMENY DRIVE,
PRESTONS, NSW

EXISTING SITE PLAN

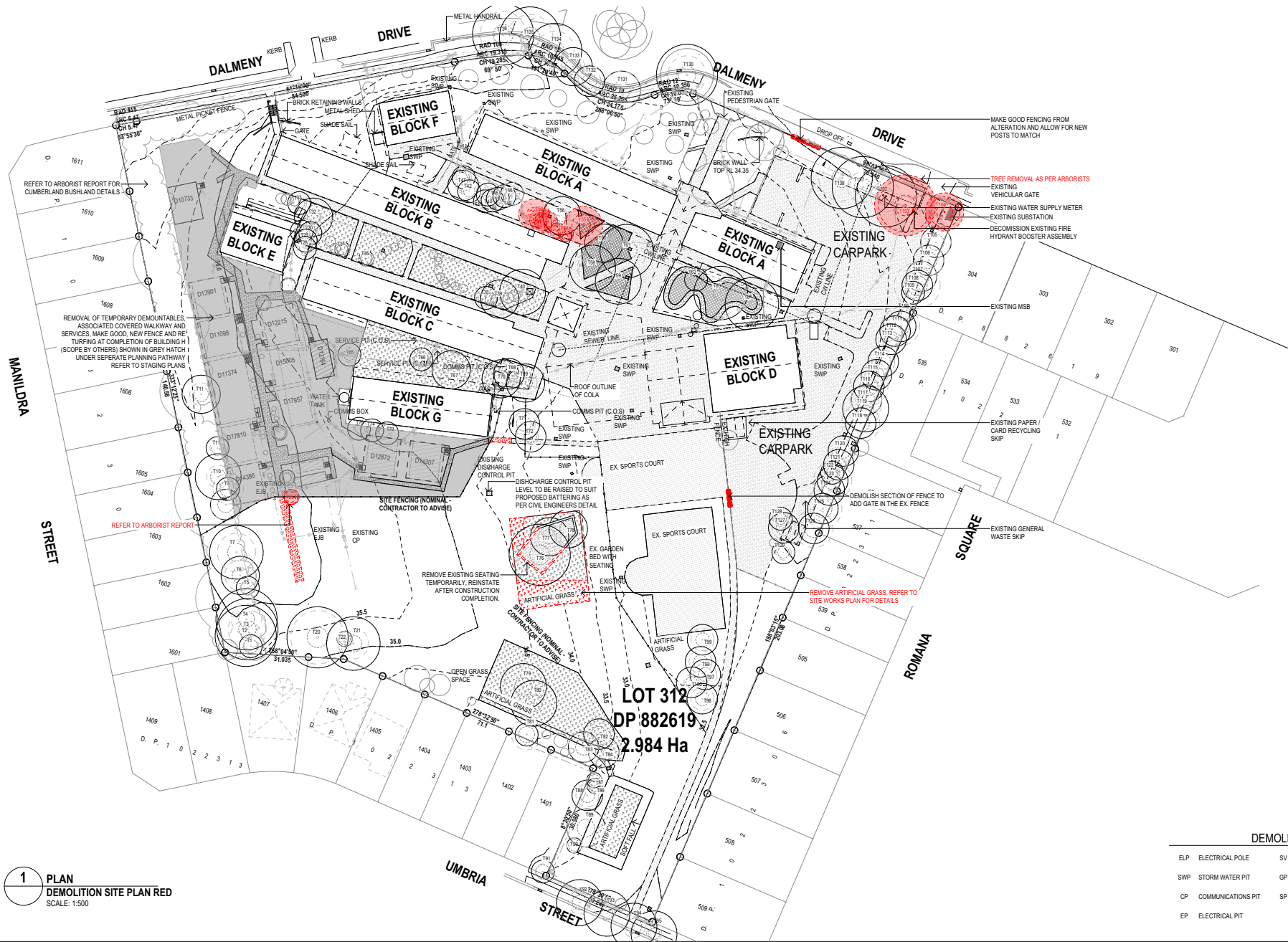
Figured dimensions take precedence over
scale dimensions. Contractors must verify
all dimensions on site before commencing
any work or making shop drawings.

PROJECT NUMBER
7068DA01

DIRECTOR
JW

DRAWING NUMBER
DAPS-FTA-00-00-DR-A-1001

CHECKED
REVISION
13



1 PLAN
DEMOLITION SITE PLAN RED
SCALE: 1:500

DEMOLITION SITE PLAN LEGEND

	ARTIFICIAL TURF		EX. SOFT LANDSCAPING		SERVICES TO BE DEMOLISHED OR MADE REDUNDANT OR REPLACED
	DEMOUNTABLE BUILDING TO BE DEMOLISHED AFTER CONSTRUCTION		EX. BITUMEN		EXISTING ARTIFICIAL TURF TO BE REMOVED
	EXISTING CONCRETE PAVING		EX. GLS BUILDINGS		EXISTING ARTIFICIAL TURF TO BE REMOVED
	EX. STORMWATER PIT		DEMOLISHED CONCRETE PAVING PRIOR TO CONSTRUCTION		DEMOLISHED CONCRETE PAVING PRIOR TO CONSTRUCTION

11	FOR REF ISSUE	19/03/2025	MK
10	TENDER ADDENDUM 01	19/03/2025	MK
09	REVISED 100% SCHEMATIC DESIGN ISSUE	06/03/2025	MK
08	FOR COORDINATION	04/03/2025	MK
07	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
06	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
05	ISSUED FOR COORDINATION	03/02/2025	MK
04	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
03	FOR 80% SCHEMATIC DESIGN ISSUE	06/12/2024	MK
02	FOR 50% SCHEMATIC DESIGN ISSUE	15/11/2024	MK
01	FOR 80% CONCEPT DESIGN ISSUE	18/10/2024	MK
REV.	DESCRIPTION	DATE	INT.

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NSW 7524 QLD 2017
NSW 7180 QLD 2105
NSW 4500 QLD 4500

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION

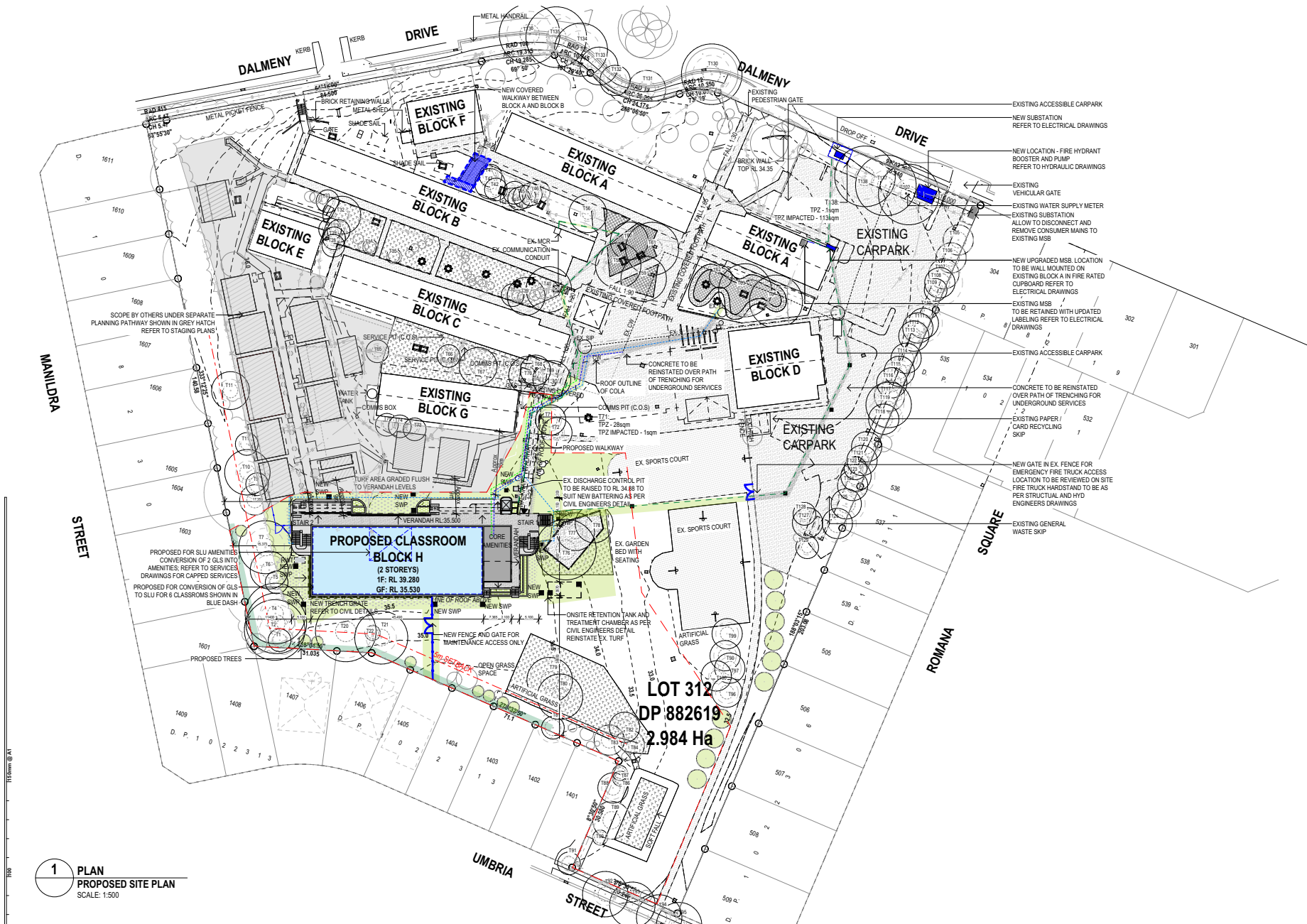
DALMENY PUBLIC SCHOOL

1612 DALMENY DRIVE,
PRESTONS, NSW

DEMOLITION SITE PLAN

Figured dimensions take precedence over scale dimensions. Contractors must verify all dimensions on site before commencing any work or making shop drawings.

PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-FTA-00-00-DR-A-1002		11



1 PLAN
PROPOSED SITE PLAN
SCALE: 1:500

PROPOSED SITE PLAN LEGEND

- | | | | |
|---------------------------|---|--|--------------------------|
| EXISTING ARTIFICIAL GRASS | EXISTING BUILDINGS | PROPOSED EXTENT OF LANDSCAPE WORKS | NEW FH SHARED TRENCH |
| EXISTING CONCRETE PAVING | PROPOSED GLS FOOTPRINT | PROPOSED CONCRETE PAVING | NEW COLD WATER TRENCH |
| EXISTING STORMWATER PIT | PROPOSED CIRCULATION - WALKWAY, VERANDAH, LIFT AND STAIRS | EX. UNDERGROUND WATER SERVICE | NEW SANITARY DRAIN |
| EXISTING SOFT LANDSCAPING | PROPOSED AMENITIES AND SERVICES | EX. UNDERGROUND SEWER / SEWER INSPECTION PIT | NEW CONSUMER MAINS |
| | | EX. UNDERGROUND COMMS LINE | CONTRACTOR SITE BOUNDARY |

16	FOR REF ISSUE	19/03/2025	MK
15	TENDER ADDENDUM 01	19/03/2025	MK
14	REVISED 100% SCHEMATIC DESIGN ISSUE	05/03/2025	MK
13	FOR COORDINATION	04/03/2025	MK
12	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
11	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
10	ISSUED FOR COORDINATION	03/02/2025	MK
09	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
08	FOR 80% SCHEMATIC DESIGN ISSUE	06/12/2024	MK
07	ISSUED FOR 50% SD PRG 5	28/11/2024	MK
06	FOR 50% SCHEMATIC DESIGN ISSUE	15/11/2024	MK
05	ISSUED FOR 100% CONCEPT DESIGN	01/11/2024	MK
REV	DESCRIPTION	DATE	INT.

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Greg Jones	NEW 6555	OLD 2020
Julian Egan	NEW 6555	OLD 2020
John Ward	NEW 6555	OLD 2020
Katharine Egan	NEW 6555	OLD 2020
Paul Deane	NEW 6555	OLD 2020
Rachel Lanning	NEW 6555	OLD 2020

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION

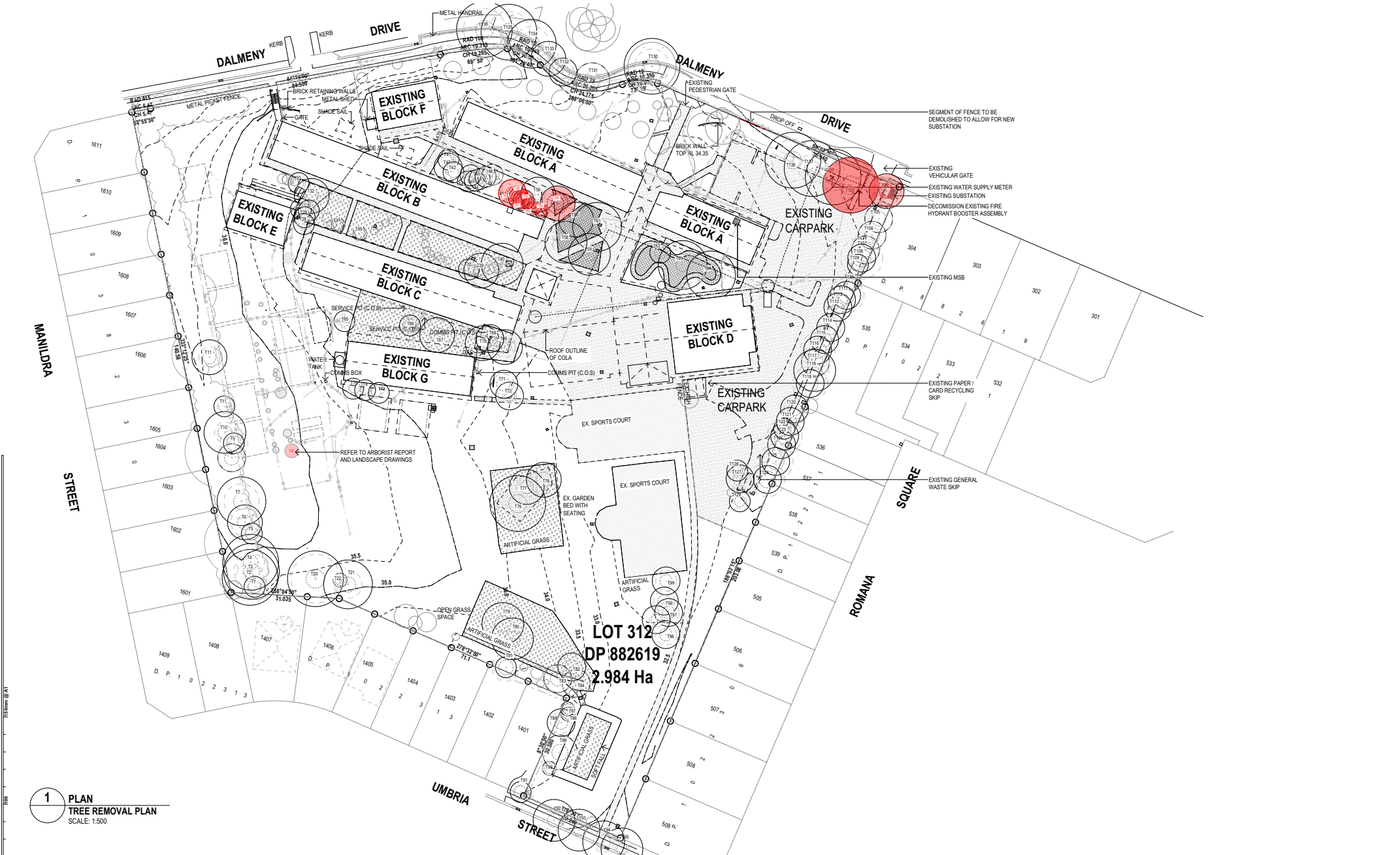
DALMENY PUBLIC SCHOOL

1612 DALMENY DRIVE,
PRESTONS, NSW

PROPOSED SITE PLAN

Figured dimensions take precedence over scale dimensions. Contractors must verify all dimensions on site before commencing any work or making shop drawings.

PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-FTA-00-00-DR-A-1101		



1 PLAN
TREE REMOVAL PLAN
SCALE: 1:500

REV.	DESCRIPTION	DATE	INT.
10	FOR REF ISSUE	19/03/2025	MK
09	TENDER ADDENDUM 01	18/03/2025	MK
08	REVISED 100% SCHEMATIC DESIGN ISSUE	05/03/2025	MK
07	FOR COORDINATION	04/03/2025	MK
06	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
05	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
04	ISSUED FOR COORDINATION	03/02/2025	MK
03	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
02	FOR 80% SCHEMATIC DESIGN ISSUE	06/12/2024	MK
01	FOR 50% SCHEMATIC DESIGN ISSUE	19/11/2024	MK

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Paul Dalmeny mk
Rajesh Laxman mk

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QLD 2013
NSW 6271 QLD 3817
NSW 7524 QLD 4529
NSW 7180 QLD 4500

SCHEMATIC DESIGN
NSW DEPARTMENT OF
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DALMENY PUBLIC SCHOOL

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PRESTONS, NSW

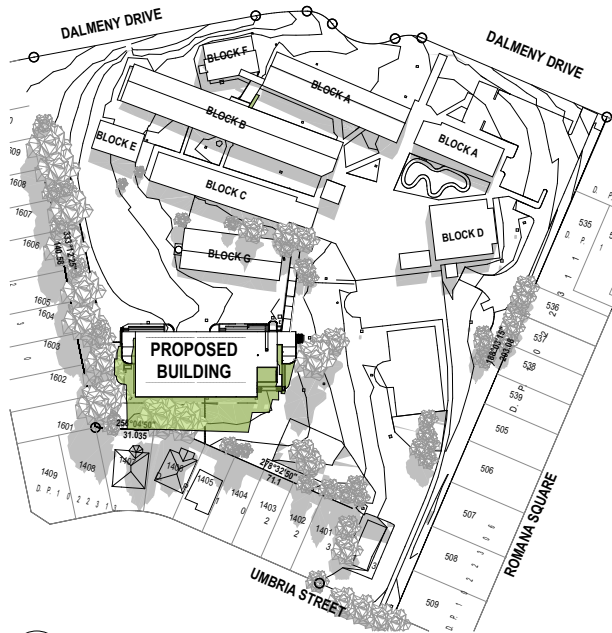
TREE REMOVAL PLAN

Figured dimensions take precedence over
scale dimensions. Contractors must verify
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any work or making shop drawings.

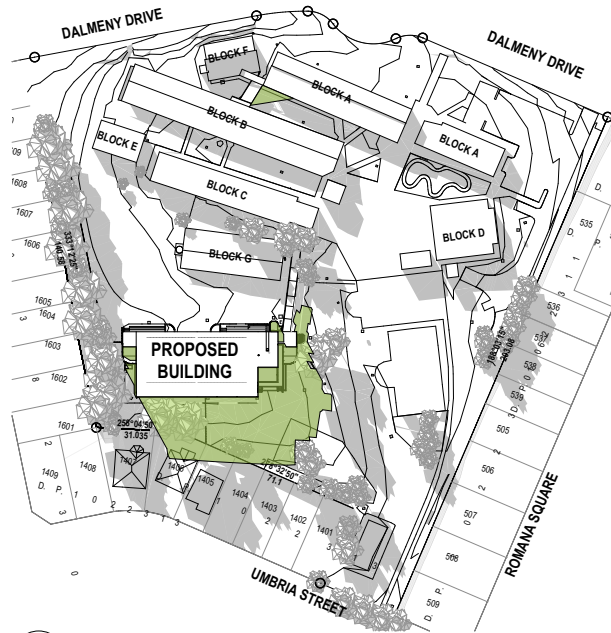
PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-FTA-00-00-DR-A-1301		10



1 PLAN
SHADOW DIAGRAMS - JUNE 21 9AM
SCALE: 1:1000



1 PLAN
SHADOW DIAGRAM - JUNE 21 12PM
SCALE: 1:1000



1 PLAN
SHADOW DIAGRAM - JUNE 21 3PM
SCALE: 1:1000

SHADOW DIAGRAM LEGEND

- EXISTING SHADOWED AREA
- NEW SHADOWED AREA

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Rory Egan

NSW 6655 QLD 2025
QLD 2025 QLD 2025
NSW 6655 QLD 2025
NSW 6655 QLD 2025
NSW 6655 QLD 2025

SCHEMATIC DESIGN

NSW DEPARTMENT OF
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DALMENY PUBLIC SCHOOL

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PRESTONS, NSW

SHADOW DIAGRAMS

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any work or making shop drawings.

PROJECT NUMBER

7068DA01

DIRECTOR

JW

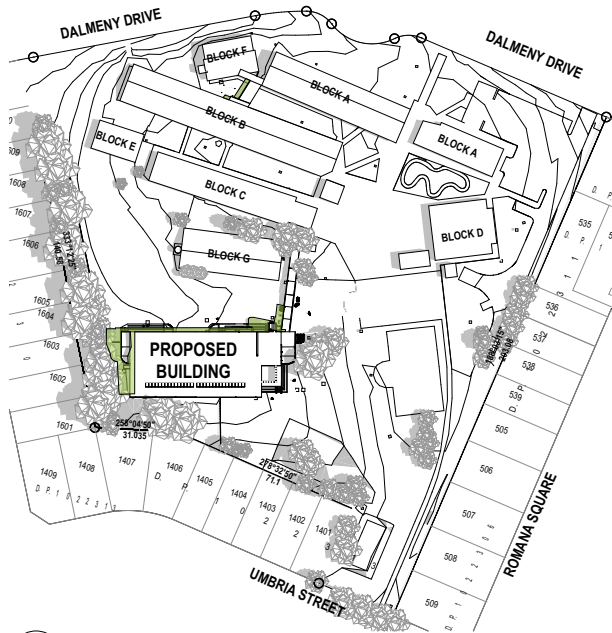
DRAWING NUMBER

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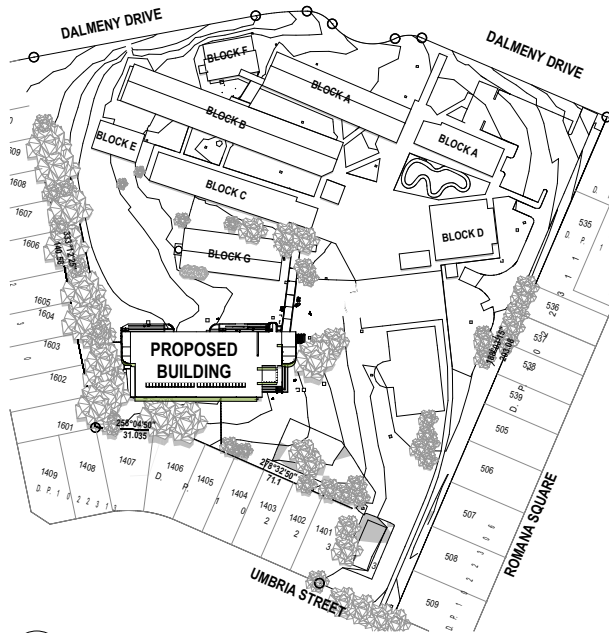
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REVISION

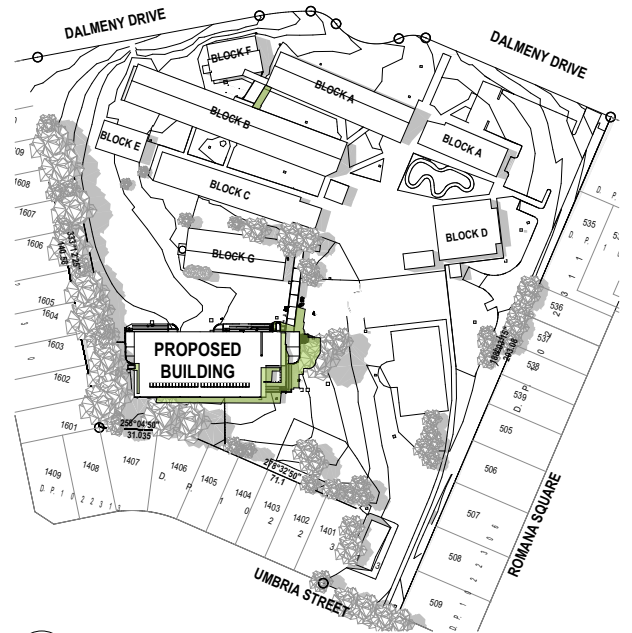
05



1 PLAN
SHADOW DIAGRAM - DEC 21 9AM
SCALE: 1:1000



1 PLAN
SHADOW DIAGRAM - DEC 21 12PM
SCALE: 1:1000



1 PLAN
SHADOW DIAGRAM - DEC 21 3PM
SCALE: 1:1000

SHADOW DIAGRAM LEGEND

- EXISTING SHADOWED AREA
- NEW SHADOWED AREA

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NSW 7180 QLD 3105
NSW 4500

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION

DALMENY PUBLIC SCHOOL

1612 DALMENY DRIVE,
PRESTONS, NSW

SHADOW DIAGRAMS

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PROJECT NUMBER
7068DA01

DIRECTOR
JW

DRAWING NUMBER
DAPS-FTA-00-00-DR-A-1303

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REVISION

05



06	FOR REF ISSUE	19/03/2025	MK
05	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
04	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
03	ISSUED FOR COORDINATION	03/02/2025	MK
02	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
01	FOR 80% SCHEMATIC DESIGN ISSUE	06/12/2024	MK
REV.	DESCRIPTION	DATE	INT.

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John Wines	NSW 6371	DL2 0047
Michaela Bradbury	NSW 7424	DL2 0047
Paul Schwartz	NSW 7180	DL2 0038
Rene Lowndes	DL2 0038	DL2 0038

PHASE	SCHEMATIC DESIGN
CLIENT	NSW DEPARTMENT OF EDUCATION
PROJECT	DALMENY PUBLIC SCHOOL
ADDRESS	1612 DALMENY DRIVE, PRESTONS, NSW

DRAWING

SITE ANALYSIS PLAN

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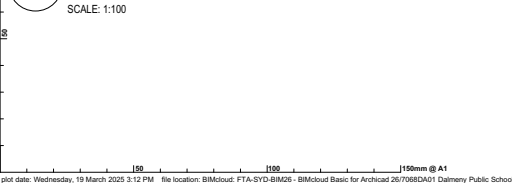
PROJECT NUMBER
7068DA01





DIRECTOR
JW

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DRAWING NUMBER
DAPS-FTA-00-00-DR-A-1601

REVISION
06



PLAN LEGEND	
	DOOR LABEL
	WINDOW LABEL
	EXTERNAL WALL TYPE LABEL
	INTERNAL WALL TYPE LABEL

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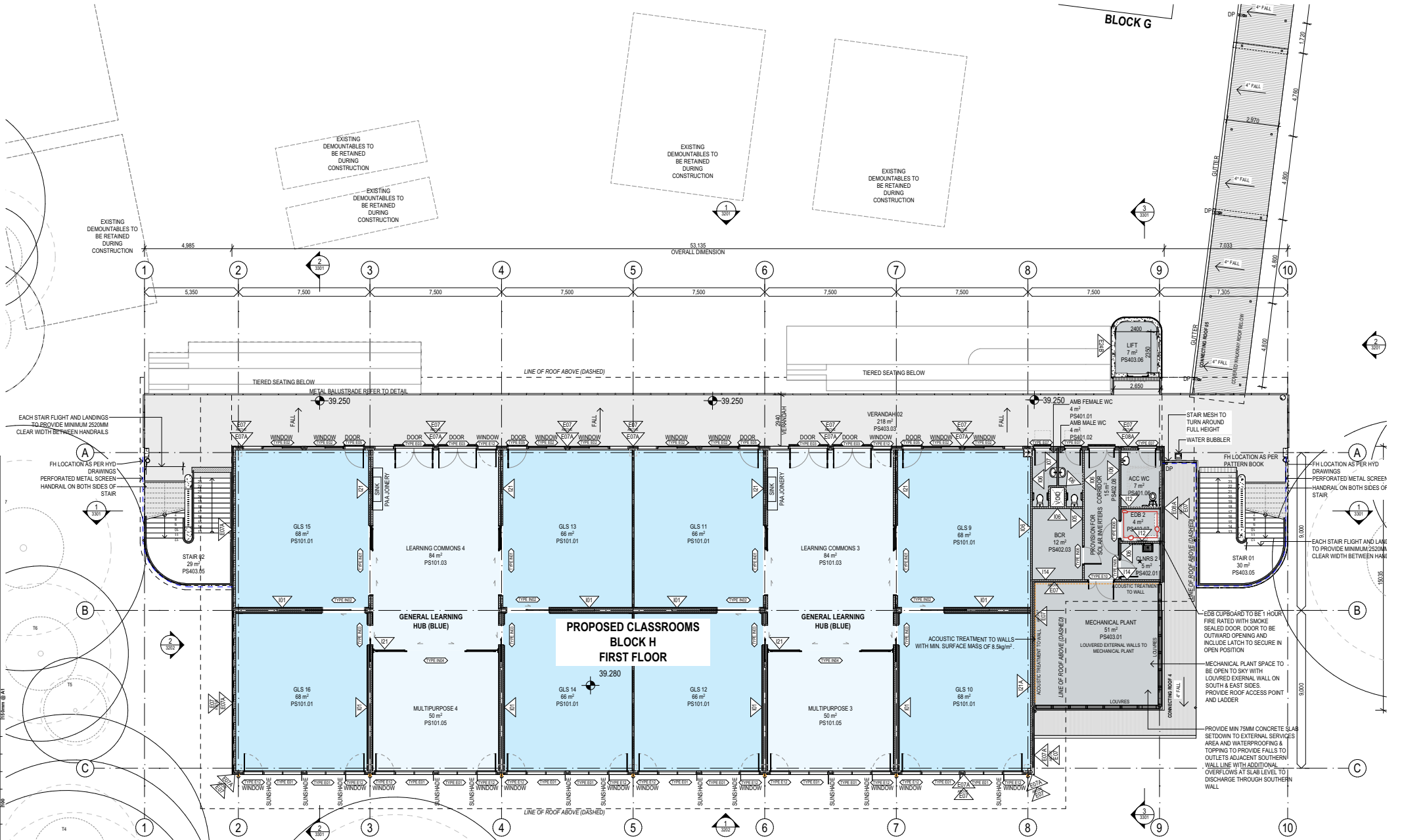
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NSW 8271 02 9313 3313
NSW 7454 02 9318 3313
NSW 7180 02 9500 3313

1612 DALMENY DRIVE,
PRESTONS, NSW

PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-ETA-B00H-GE-DR-A-2101	1	



1 PLAN
FLOOR PLAN FIRST FLOOR
SCALE: 1:100

NOTE:
1. FINISHES APPLYING TO THIS BUILDING ARE SCHEME 1 AND SCHEME 3, UNLESS SPECIFICALLY NOTED OTHERWISE. REFER TO SPECIFICATION SCHEDULE AND MATERIAL SCHEDULE DRAWING FOR SELECTIONS.
2. CERAMIC TILES TO WET AREA WALLS MUST EXTEND 2400MM HIGH.

PLAN LEGEND	
	DOOR LABEL
	WINDOW LABEL
	EXTERNAL WALL TYPE LABEL
	INTERNAL WALL TYPE LABEL

REV	DESCRIPTION	DATE	INT.
14	FOR REF ISSUE	19/03/2025	MK
13	REVISED 100% SCHEMATIC DESIGN ISSUE	09/03/2025	MK
12	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
11	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
10	ISSUED FOR COORDINATION	03/02/2025	MK
09	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
08	FOR 80% SCHEMATIC DESIGN ISSUE	08/12/2024	MK
07	ISSUED FOR 50% SD PRG 5	28/11/2024	MK
06	FOR 50% SCHEMATIC DESIGN ISSUE	15/11/2024	MK
05	ISSUED FOR 100% CONCEPT DESIGN	01/11/2024	MK
04	FOR 80% CONCEPT DESIGN ISSUE	18/10/2024	MK
03	FOR CONSULTANT COORDINATION	11/09/2024	MK

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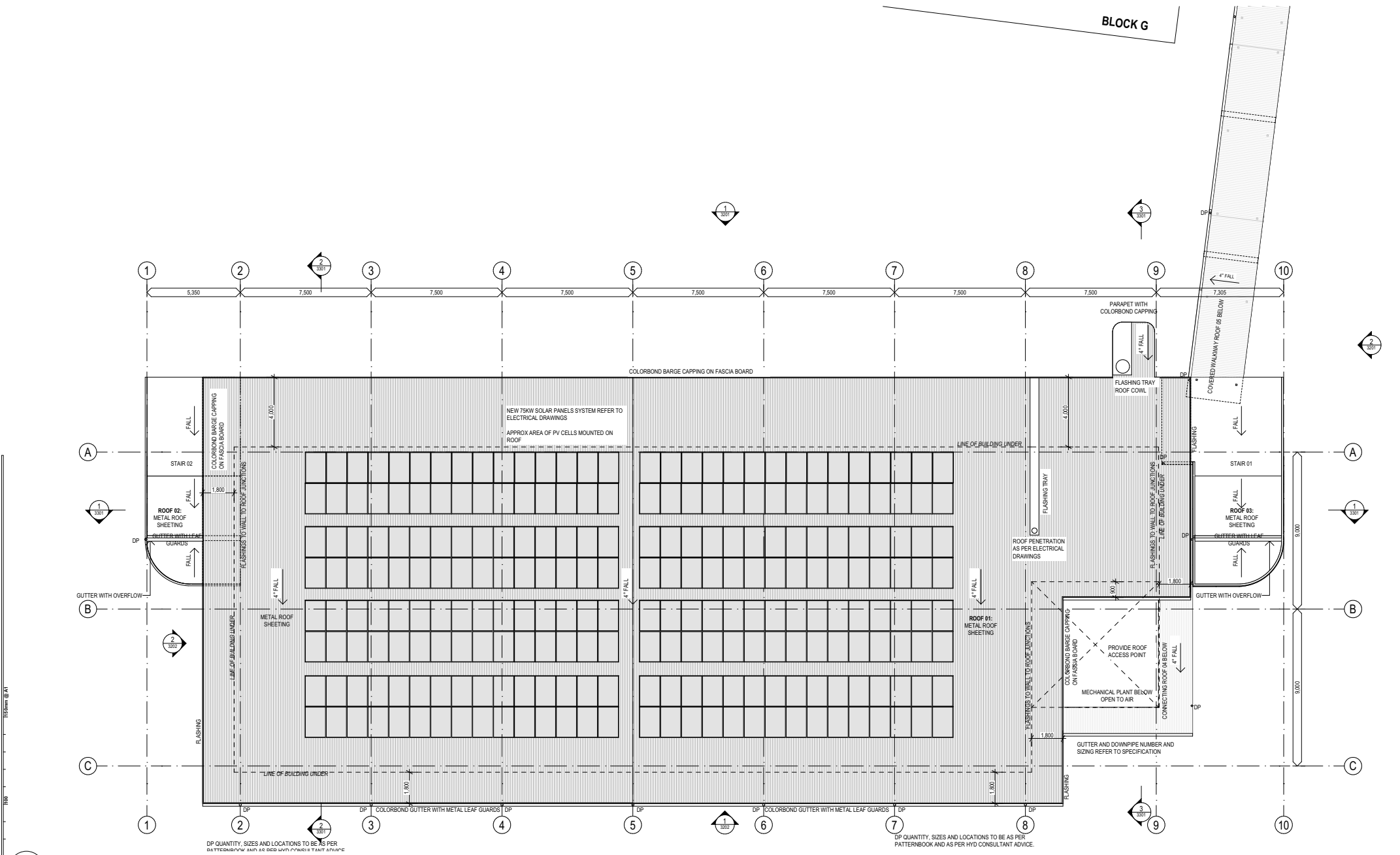
DIRECTOR	GLD 2025
ARCHITECT	GLD 2025
DESIGNER	GLD 2025
PROJECT MANAGER	GLD 2025
CLIENT	GLD 2025
DATE	GLD 2025

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION
DALMENY PUBLIC SCHOOL
1612 DALMENY DRIVE,
PRESTONS, NSW

PROPOSED LEVEL 1 PLAN
Figured dimensions take precedence over scale dimensions. Contractors must verify all dimensions on site before commencing any work or making shop drawings.

PROJECT NUMBER	7068DA01	CHECKED	JW
DRAWING NUMBER	DAPS-FTA-B00H-L1-DR-A-2102	REVISION	

14



1

PLAN
ROOF PLAN
SCALE: 1:100

NOTE:
FINISHES APPLYING TO THIS BUILDING ARE SCHEME 1 AND SCHEME 3, UNLESS SPECIFICALLY NOTED OTHERWISE. REFER TO SPECIFICATION SCHEDULE AND MATERIAL SCHEDULE DRAWING FOR SELECTIONS.

ROOF PLAN LEGEND

ROOF LABEL

XXXX - XXXX- FINISH CODE (REFER TO FINISHES LEGEND)

AA - MATERIAL CODE (REFER TO MATERIAL LEGEND)

FALL 5°

FALL IN ROOF

13	FOR REF ISSUE	19/03/2025	MK
12	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
11	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
10	ISSUED FOR COORDINATION	03/02/2025	MK
09	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
08	FOR 80% SCHEMATIC DESIGN ISSUE	09/12/2024	MK
07	ISSUED FOR 50% SD PRO'S	28/11/2024	MK
06	FOR 50% SCHEMATIC DESIGN ISSUE	19/11/2024	MK
05	ISSUED FOR 100% CONCEPT DESIGN	01/11/2024	MK
04	FOR 80% CONCEPT DESIGN ISSUE	18/10/2024	MK
03	FOR CONSULTANT COORDINATION	11/10/2024	MK
02	FOR CONSULTANT COORDINATION	30/09/2024	MK
REV.	DESCRIPTION	DATE	INT.

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John Ward mba

Architect

Paul Deane mba

Project Coordinator

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OLD 2025

OLD 1213

NEW 5271

OLD 3847

NEW 7154

OLD 4529

NEW 7160

OLD 3105

OLD 4500

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NSW DEPARTMENT OF EDUCATION

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PRESTONS, NSW

DRAWING

PROPOSED ROOF PLAN

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PROJECT NUMBER

7068DA01

DIRECTOR

JW

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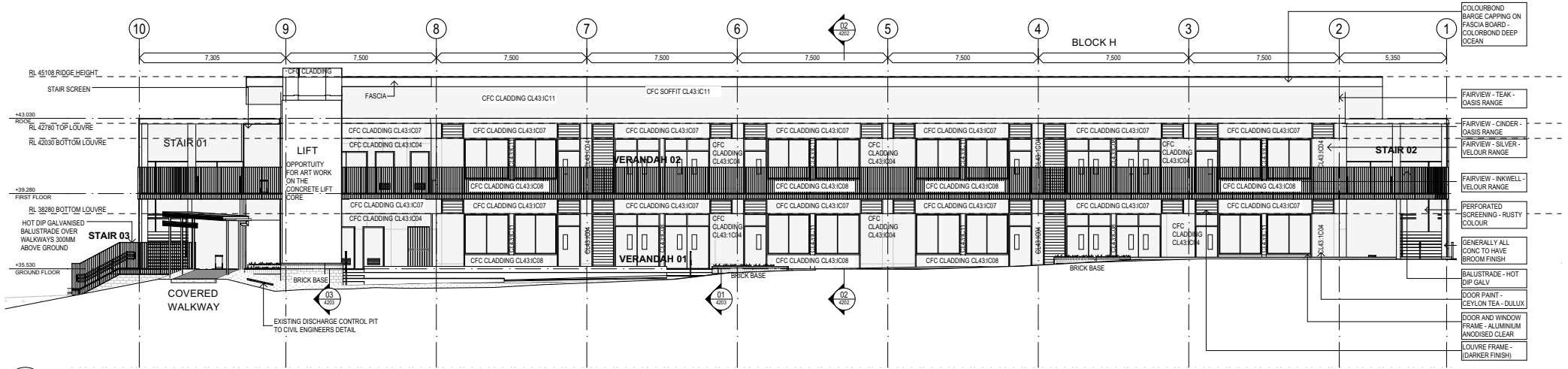
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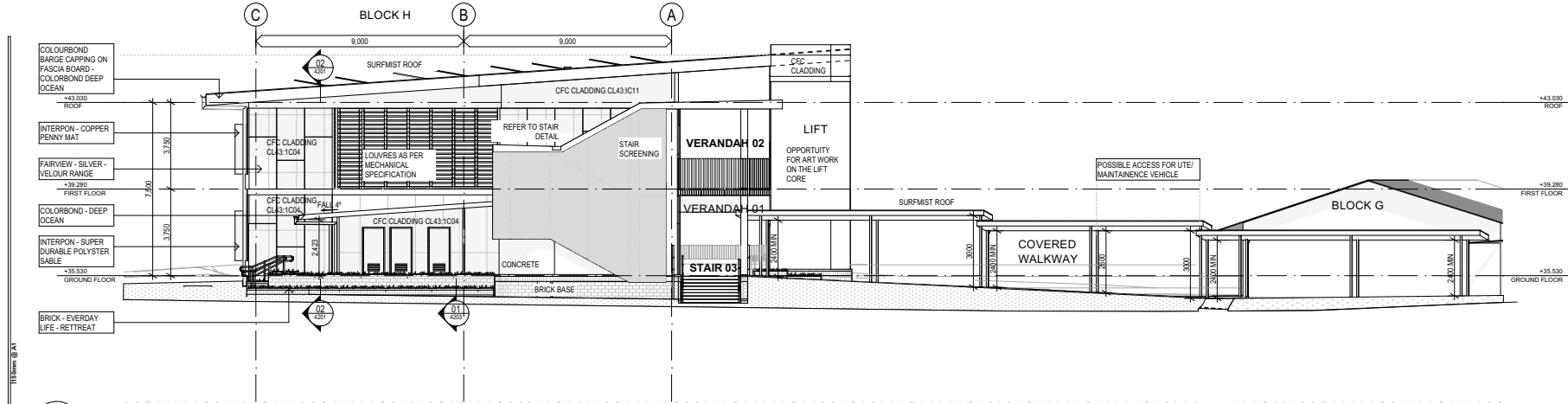
REVISION

13

plot date: Wednesday, 19 March 2025 3:12 PM file location: BIMcloud: FTA-SYD-BIM26 - BIMcloud Basic for Archcad 26/7068DA01 Dalmeny Public School



1 ELEVATION
NORTH ELEVATION
SCALE: 1:100



2 ELEVATION
EAST ELEVATION
SCALE: 1:100

REV	DESCRIPTION	DATE	INT.
09	FOR REF ISSUE	19/03/2025	MK
08	TENDER ADDENDUM 01	18/03/2025	MK
07	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
06	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
05	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
04	FOR 80% SCHEMATIC DESIGN ISSUE	09/12/2024	MK
03	ISSUED FOR 50% SD PRG 5	28/11/2024	MK
02	FOR 50% SCHEMATIC DESIGN ISSUE	15/11/2024	MK
01	FOR PRELIMINARY SCHEMATIC DESIGN ISSUE	18/10/2024	MK

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VIC 1804
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NSW 6071
NSW 7524
NSW 7180
QLD 2020
QLD 1313
QLD 3817
QLD 4529
QLD 3105
QLD 4500

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION

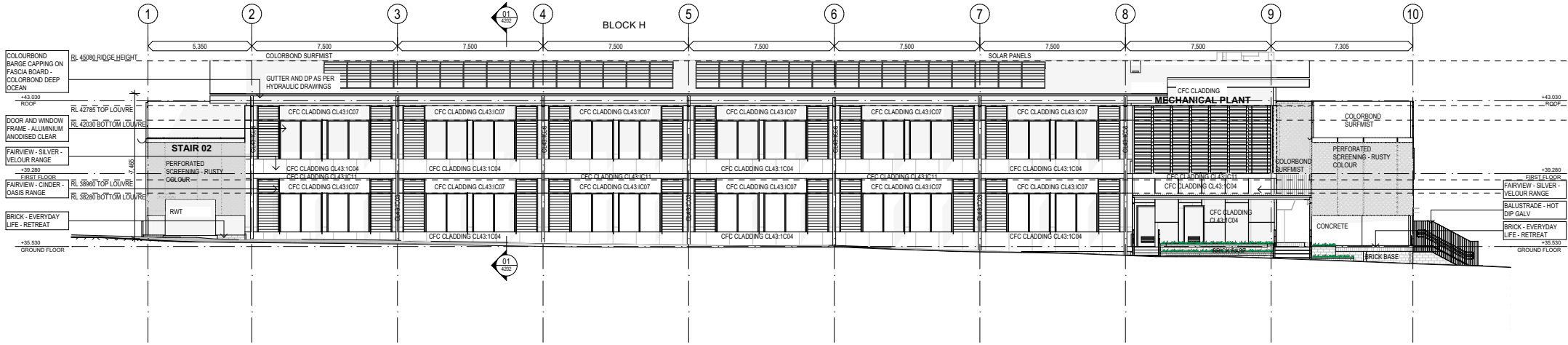
DALMENY PUBLIC SCHOOL

1612 DALMENY DRIVE,
PRESTONS, NSW

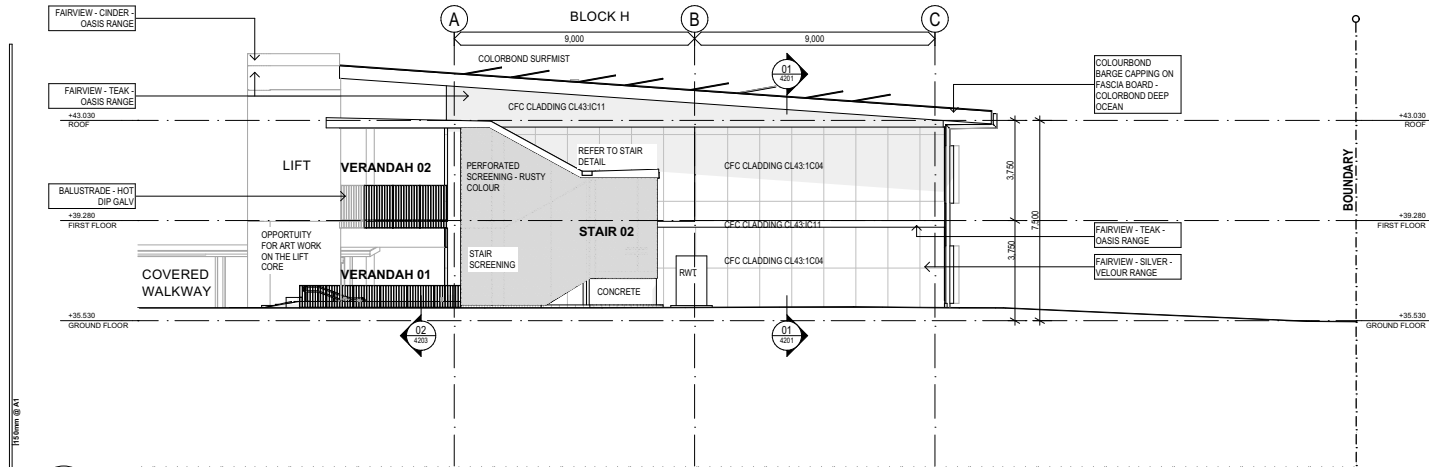
ELEVATIONS 01

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PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-FTA-B00H-ZZ-DR-A-3201		



1 ELEVATION
SOUTH ELEVATION
SCALE: 1:100



2 ELEVATION
WEST ELEVATION
SCALE: 1:100

REV	DESCRIPTION	DATE	INT.
09	FOR REF ISSUE	19/03/2025	MK
08	TENDER ADDENDUM 01	18/03/2025	MK
07	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
06	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
05	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
04	FOR 80% SCHEMATIC DESIGN ISSUE	09/12/2024	MK
03	ISSUED FOR 50% SD PRG 5	29/11/2024	MK
02	FOR 50% SCHEMATIC DESIGN ISSUE	15/11/2024	MK
01	FOR PRELIMINARY SCHEMATIC DESIGN ISSUE	18/10/2024	MK

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NSW 7154 QLD 4529
NSW 7160 QLD 3105
QLD 4500

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NSW DEPARTMENT OF
EDUCATION

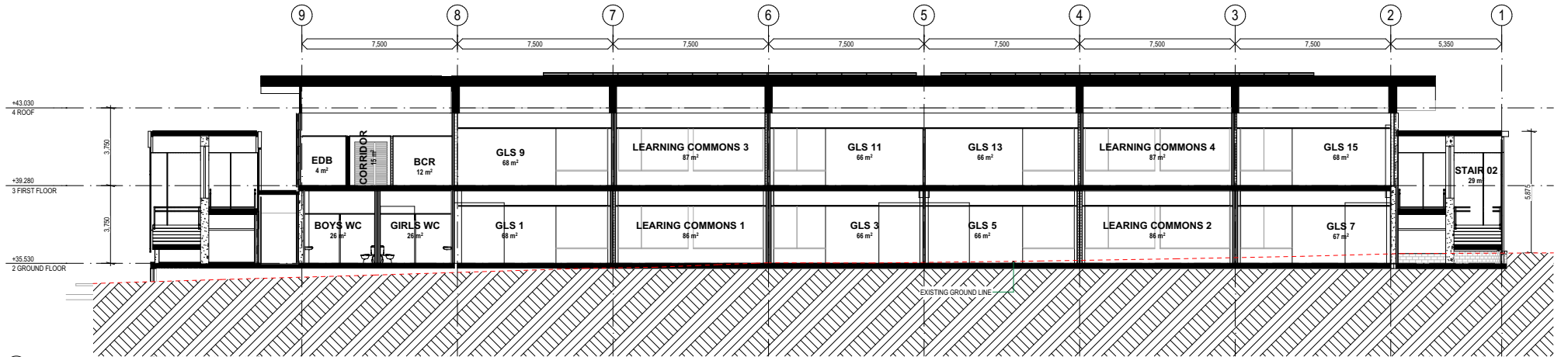
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PRESTONS, NSW

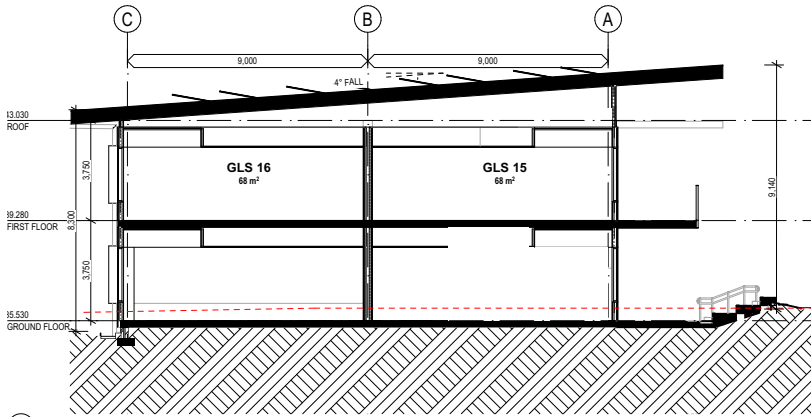
ELEVATION 02

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any work or making shop drawings.

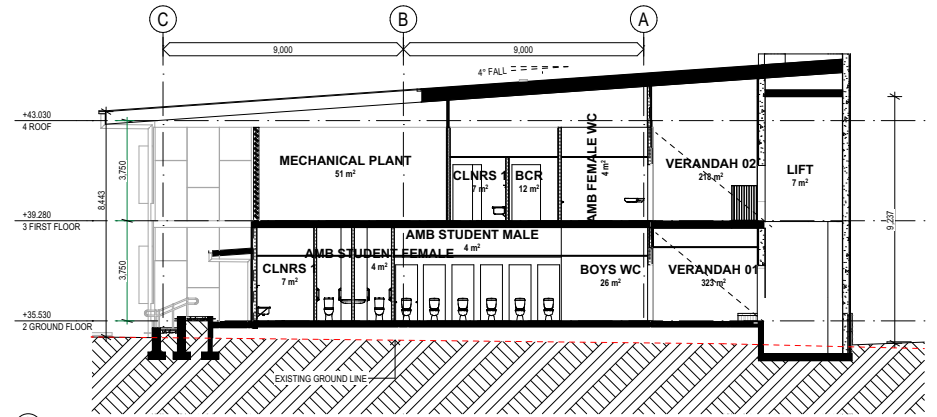
PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-FTA-B00H-ZZ-DR-A-3202		09



1 SECTION
SECTION 01
SCALE: 1:100



2 SECTION
SECTION 02
SCALE: 1:100



3 SECTION
SECTION 03
SCALE: 1:100

SECTION LEGEND

	DOOR LABEL
	WINDOW LABEL
	MATERIAL CODE (REFER TO MATERIAL LEGEND)
	WALL MATERIAL / FINISH LABEL
	FINISH CODE (REFER TO FINISHES LEGEND)

REV	DESCRIPTION	DATE	INT.
10	FOR REF ISSUE	19/03/2025	MK
09	TENDER ADDENDUM 01	18/03/2025	MK
08	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
07	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
06	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
05	FOR 80% SCHEMATIC DESIGN ISSUE	08/10/2024	MK
04	FOR 50% SCHEMATIC DESIGN ISSUE	19/11/2024	MK
03	ISSUED FOR 100% CONCEPT DESIGN	01/11/2024	MK
02	FOR PRELIMINARY SCHEMATIC DESIGN ISSUE	18/10/2024	MK
01	FOR CONSULTANT COORDINATION	11/09/2024	MK

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NSW 6271 QLD 3867
NSW 7154 QLD 4529
NSW 7180 QLD 3105
QLD 4500

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION

DALMENY PUBLIC SCHOOL

1612 DALMENY DRIVE,
PRESTONS, NSW

DRAWINGS

SECTIONS 01

Figured dimensions take precedence over
scale dimensions. Contractors must verify
all dimensions on site before commencing
any work or making shop drawings.

PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-FTA-B00H-ZZ-DR-A-3301		10

SUNSHADE VERTICAL BLADES
MW54 : PC13
TYPE: INTERPON
COLOUR: COPPER PENNY MATT



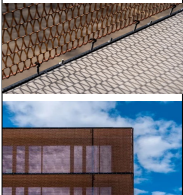
SUNSHADE VERTICAL BLADES
MW54 : PC03
TYPE: INTERPON
COLOUR: SUPER DURABLE POLYSTER
GRIS 2500 SABLE



FASCIA / DOWNPIPE / GUTTER - CB09
TYPE: COLORBOND
COLOUR: DEEP OCEAN



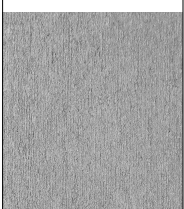
PERFORATED METAL SCREENING -
MW49:PC#
TYPE: TBC
COLOUR: RUSTY ORANGE TBC



FACE BRICK WALL - MA02 : BK07
TYPE: EVERYDAY LIFE
COLOUR: RETREAT
STRETCHER BOND + SOLDIER COURSE



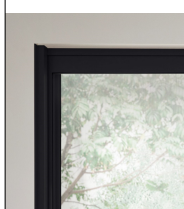
CONCRETE
TYPE: TBC
FINISH: BROOM FINISH



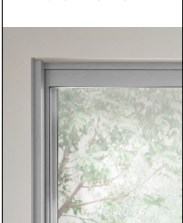
DOOR - PF12
TYPE: DULUX
COLOUR: CEYLON TEA



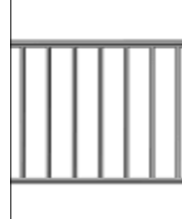
LOUVRE FRAME - CB01
TYPE: COLORBOND
FINISH: MONUMENT



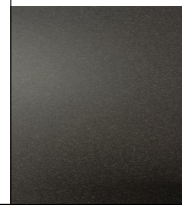
WINDOW FRAME - MF01
TYPE: ANODISED ALUMINIUM



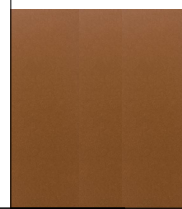
BALUSTRADE - SS02
TYPE: HOT DIPPED GALVANISED



CFC CLADDING - CL43 : IC07
TYPE: FAIRVIEW GENESIS
COLOUR: OASIS RANGE - CINDER



CFC CLADDING - CL43 : IC11
TYPE: FAIRVIEW GENESIS
COLOUR: OASIS RANGE - TEAK



CFC CLADDING - CL43 : IC04
TYPE: FAIRVIEW GENESIS
COLOUR: VELOUR RANGE - SILVER



CFC CLADDING - CL43 : IC08
TYPE: FAIRVIEW GENESIS
COLOUR: VELOUR RANGE - INKWELL



11	FOR REF ISSUE	19/03/2025	MK
10	REVISED 100% SCHEMATIC DESIGN ISSUE	09/03/2025	MK
09	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
08	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
07	ISSUED FOR COORDINATION	03/02/2025	MK
06	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
05	FOR 80% SCHEMATIC DESIGN ISSUE	06/12/2024	MK
04	ISSUED FOR 50% SD PRG 5	28/11/2024	MK
03	FOR 50% SCHEMATIC DESIGN ISSUE	01/11/2024	MK
02	FOR 80% CONCEPT DESIGN ISSUE	18/10/2024	MK
01	FOR CONSULTANT COORDINATION	11/02/2024	MK
REV.	DESCRIPTION	DATE	INT.

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QLD 4502

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION

DALMENY PUBLIC SCHOOL

1612 DALMENY DRIVE,
PRESTONS, NSW

**FAÇADE STRATEGY -
EXTERNAL MATERIALS AND
FINISHES**

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PROJECT NUMBER	DIRECTOR	CHECKED
7068DA01	JW	
DRAWING NUMBER	REVISION	
DAPS-FTA-B00H-ZZ-DR-A-3401		11



100mm @ A1

plot date: Wednesday, 19 March 2025 3:13 PM

file location: BIMcloud - FTA-SYO-BIM26 - BIMcloud Basic for Archicad 26/7068DA01 Dalmeny Public School

10	FOR REF ISSUE	19/03/2025	MK
09	REVISED 100% SCHEMATIC DESIGN ISSUE	05/03/2025	MK
08	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
07	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
06	ISSUED FOR COORDINATION	03/02/2025	MK
05	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
04	FOR 80% SCHEMATIC DESIGN ISSUE	06/12/2024	MK
03	ISSUED FOR 80% SD PRG 5	28/11/2024	MK
02	ISSUED FOR 100% CONCEPT DESIGN	01/11/2024	MK
01	FOR 80% CONCEPT DESIGN ISSUE	18/10/2024	MK
REV.	DESCRIPTION	DATE	INT.

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NSW 7160
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QLD 3213
QLD 3817
QLD 4520
QLD 3103
QLD 4600

ARCHITECT PROJECT NAME

SCHEMATIC DESIGN
NSW DEPARTMENT OF
EDUCATION
DALMENY PUBLIC SCHOOL
1612 DALMENY DRIVE,
PRESTONS, NSW

DRAWING

PERSPECTIVES 1

Figured dimensions take precedence over scale dimensions. Contractors must verify all dimensions on site before commencing any work or making shop drawings.

PROJECT NUMBER
7068DA01

DIRECTOR
JW

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DRAWING NUMBER
DAPS-FTA-B00H-ZZ-DR-A-9001

REVISION

10



150mm @ A1

plot date: Wednesday, 19 March 2025 3:13 PM file location: BIMcloud - FTA-SYO-BIM26 - BIMcloud Basic for Archcad 26/7068DA01 Dalmeny Public School

REV.	DESCRIPTION	DATE	INT.
09	FOR REF ISSUE	19/03/2025	MK
08	FOR REVISED 100% SCHEMATIC DESIGN	24/02/2025	MK
07	FOR REVISED 100% SCHEMATIC DESIGN	14/02/2025	MK
06	ISSUED FOR COORDINATION	03/02/2025	MK
05	FOR 100% SCHEMATIC DESIGN	13/12/2024	MK
04	FOR 80% SCHEMATIC DESIGN (ISUE	06/12/2024	MK
03	ISSUED FOR 60% SD PRG 5	28/11/2024	MK
02	ISSUED FOR 100% CONCEPT DESIGN	01/11/2024	MK
01	FOR 80% CONCEPT DESIGN ISSUE	18/10/2024	MK

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Philip Lumsden MBE

NSW 6855
VIC 1804
NSW 6271
NSW 7143
NSW 7160

QLD 2023
QLD 3213
QLD 3817
QLD 4529
QLD 3105
QLD 4620

SCHEMATIC DESIGN
NSW DEPARTMENT OF
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DALMENY PUBLIC SCHOOL
1612 DALMENY DRIVE,
PRESTONS, NSW

PROJECT NUMBER
7068DA01

DIRECTOR
JW

CHECKED

REVISION

PERSPECTIVES 2
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PROJECT NUMBER
7068DA01

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REVISION

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09