

# xeriscapes

## ROSEBANK COLLEGE, FIVE DOCK NEW GLA BUILDING & ROOF TOP RECREATIONAL FACILITY PROJECT 8

### LANDSCAPE DESIGN STATEMENT



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## 1.0 INTRODUCTION

### 1.1 Site Description

The subject site is located at Lot 10 (D.P. 718237) and the street address is 1A Harris Road, Five Dock NSW.

The existing topography of the site has a substantial cross fall from the approximate high point RL 14.15, located on the north-east boundary along Harris Road, to the approximate low point RL 8.5 located in the south-west corner of the site, along Parramatta Road, with a fall of approximately 5.65 metres.

The Rosebank College and its grounds were heritage-listed under the Local Government Act for historical and cultural significance. The co-educational secondary school campus consists of 8 buildings and presently occupies 1A Harris Road, Five Dock.

There are existing mature native trees along Parramatta Road which are predominantly being retained as part of this development. There are semi-mature native and exotic trees along Harris Street which are also to be retained as part of this development. Please refer to *Tree Management Plan* and *Arboricultural Report (by Mark Bury Consulting)* for additional information regarding the existing trees being retained and removed.

There are large expanses of hard paved footpath areas along the street frontage, with an existing brick wall surrounding the perimeter of the site.

### 1.2 Local Context/Character:

Rosebank College is located on the corner of Parramatta Road and Harris Road, Five Dock. The existing street character is a mix of commercial/light industrial buildings and single storey terrace cottages.

There are very few existing street tree plantings located along Harris Road with the local context and character being very urban consisting of predominantly concrete pavements, limited turf verges, asphalt concrete carriageways and including on-street and off-street parking associated with the residential/ commercial lots.

The majority of tree planting and vegetation associated with Harris Road, exists within the front garden areas of the residential lots and are predominantly mostly exotic species.

The only apparent infrastructure associated with the subject site are overhead power lines, located on the eastern side of Harris Road. The subject site is located within close proximity to Canada Bay, Five Dock Leisure Centre and the proposed Sydney Metro West Railway Stations, North Burwood and Five Dock.

### 1.3 Proposed Landscape Design:

The landscape design intent for this school re-development is in response to the proposed architectural built form and the existing opportunities and constraints identified on the corner of Parramatta Road and Harris Street.

There is a perimeter (1940's) brick wall & brick piers located along both Harris Street and Parramatta Road boundaries. As the majority of these existing walls are being retained (with the exception of the splay wall right on the corner of Parramatta Road & Harris Street) the proposed landscape design for this development is confined between these walls and the proposed building.

The landscape design intent is to retain as many of the mature existing trees (both native & exotic species) along both Parramatta Road and Harris Street to assist in providing visual amenity and to reduce the bulk and scale of the proposed building.

The existing trees will also assist in providing a landscape 'buffer' zone and the proposed landscape will essentially enhance the understorey treatment of these existing trees and will become an improved aesthetic to this area of the school. The proposed landscape design is in response to the SEPP (Educational Establishments & Childcare Facilities) 2007, and in particular addresses some of the following principles identified in this SEPP.

## 2.0 SEPP (Educational Establishments & Child Care Facilities) 2017

### 2.1 Principle 1 – Context, Built Form & Landscape

*Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.*

*Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.*

*School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.*

As mentioned the proposed landscape design intent for this school development is to retain as many of the existing trees as practical to assist in reducing the bulk & scale of the proposed building. The landscape design intent includes strengthening the existing buffer zone between the proposed building and the existing brick wall for enhancement of the existing landscape aesthetic and for additional screening.

Predominantly shade tolerant shrub and groundcover species have been selected as a suitable understorey under the existing trees with consideration of the shadow diagrams for the proposed building.

### 2.2 Principle 2 – Sustainable, Efficient and Durable

*Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling.*

*Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.*

All proposed plant species selection has been considered in terms of soil types, species hardiness and on-going watering maintenance requirements using on-site stored rainwater for irrigation purposes. An automatic drip line irrigation system will be implemented in accordance with minimum Australian standards.

Species selection will be predominantly native shade tolerant species which are generally quicker to establish and reduce ongoing landscape maintenance requirements such as pruning.

### 2.3 Principle 3 - Accessible and Inclusive

*School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.*

*Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.*

*Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.*

Circulation, connectivity and accessibility have been considered with this landscape design and will include some of the following:

#### Circulation & Accessibility

- Establish a path hierarchy for main pedestrian access, egress and maintenance access paths,
- Segregation of pedestrian paths from vehicular roads and driveways,

- Implementation of 1:14 ramps (with handrails) 1:20 ramps (no handrails) to AS1428.1 Access & Mobility

#### Connectivity

- Implementation of 'Loop' and circuit paths (where practical),
- No 'dead-end' spots,
- Implementation of intersection nodes where paths intersect, and which may include way-finding signage, congregation nodes and seating.

## **2.4 Principle 4 – Health and Safety**

*Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.*

With the proposed landscape design for this school development we would implement the following safety planting initiatives:

- Avoid planting new tree species that are prone to potential limb drop
- Avoid planting new tree & shrub species close to paths and hard paved areas that are known for excessive flower and foliage drop that may cause slip hazards
- Avoid planting new tree species that are known for invasive root structure that may damage paths and hard paved areas, which may cause trip hazards
- Avoid planting new tree and shrub species that are known to be toxic or may cause respiratory, allergy and/or skin irritations

Shrub species, sizing & locations are to ensure that passive surveillance is maintained at building, carpark & driveway entries path and all plantings are to be layered to with smaller groundcovers and shrubs adjacent to paths and buildings in accordance with Crime Prevention Through Environmental Design (CPTED) principles.

## **2.5 Principle 5 – Amenity**

*Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood. Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.*

*Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.*

The planting design strategy for the landscape buffer zones are to enhance the amenity of the development and are to include the following:

- Retain existing tree species within appropriate deep soil zones to reduce bulk & scale of the development
- Retain existing evergreen trees to provide shade & amenity
- Retain existing deciduous trees for solar access & seasonal change
- Provide a broad sensory planting palette to include a variety of colour, texture, aroma & form

## **2.6 Principle 6 – Whole of Life, Flexible and Adaptive**

*School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.*

Refer 2.5 - Principle 5: Amenity

## **2.7 Principle 7 – Aesthetics**

*School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.*

*The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and sense of identity of the neighbourhood.*

The landscape aesthetics for planting (soft-works) have already been referred in Section 2.5 - Principle 5: Amenities. The following materials and finishes of the hard-works have been considered in the landscape design for this school development:

#### Materials & Finishes

- Pre-cast permeable unit paving to be implemented at entry to proposed building to provide permeability to the root zones of the existing mature trees
- Colour and finish of pre-cast permeable unit paving to compliment the existing brick wall and materials & finishes palette of the proposed building
- Use of broom finished concrete paving to assist in reducing slip hazards, and
- Use of stencilled concrete or colour oxide concrete paving to assist in reducing concrete glare
- Black steel palisade fence and gates to compliment the built form and landscape.

Please contact me directly if you require any further information or clarification regarding this landscape design statement.

Kind Regards,

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