

Byron Bay Design Statement - Assessment of Education SEPP Design Quality Principles

The table below summaries Conrad Gargett AMW's response to the SEPP (Education Establishments and Child Care Facilities) 2017 - Schedule 4 Schools - Design Quality Principles the outcomes set out within the Design Guide for Schools by the Government Architect NSW.

<p>Principle 1 – context, built form and landscape</p>	<p>The overall approach to siting, orientation, external materials and spatial planning of the new buildings has been designed to minimise impact on the surrounding heritage buildings and neighbours, enhance the amenity of the existing site and be considerate of the local landscape and surrounding environment. This has been achieved through:</p> <ul style="list-style-type: none"> • A building form which minimises continuous lengths along the school boundary edge and includes large openings to allow views and breezes to continue across the site • The new building form is separated from the existing heritage buildings on the site by a green buffer and are set back from the street to not over-dominate the existing heritage buildings • Extensive new landscaping which incorporates local and native flora and aims to extend and enhance the impact of the existing mature trees across the site. • An interior and exterior material and form which is responsive to the existing buildings on site and coastal environment • Locating the new buildings to avoid areas of mature trees and retain natural amenity • Design of the active edges of classrooms are orientated towards the school play areas to create new potential connections between play and learning spaces • New buildings on the street edge aim to provide a greater sense of identity for the school and “anchor” the school within the local community
<p>Principle 2 – sustainable, efficient and durable</p>	<p>The design utilises multiple strategies to achieve sustainable outcomes and ensure that the school buildings remain resilient and able to respond to changing requirements over time. The design has incorporated ecologically sustainable design principles including:</p> <ul style="list-style-type: none"> • Building orientation and permanent shading to minimise the requirements for cooling • Design to promote natural ventilation through passive design strategies • Internal design planning is flexible and able to be easily adapted in the future • Material selections will be considerate of environmental impact and be focused on the long term impacts of waste, recyclability and durability • Services design includes careful consideration of short and long term efficiency and examines way to reduce the environmental impacts of the new development including the incorporation of efficient technologies and roof mounted solar panels. • Material selection which carefully considers the coastal environment for longevity of the new buildings. • Landscape design and plant selection is considerate of water requirements and utilises water sensitive principles

<p>Principle 3 – accessible and inclusive</p>	<p>The building and landscape design provide clear and easily traversable access for all users and visitors including people with differing needs and capabilities. This is achieved through compliance with the requirements of AS1428.1, accessible pathway grades and surfaces, clearances at doors entries and a new lift to allow easy circulation to upper level classrooms.</p> <p>Wayfinding is enhanced through the creation of a new clear school entrance which will incorporate new wayfinding signage for visitors and students. The building siting and orientation aims to increase site legibility by creating clear pathways to the existing administration building and into the heart of the school.</p> <p>There has also been extensive consultation to enable the design to reflect the short and long term needs and vision of the school and local community. Consultation has occurred at the school and also at the local shopping centre to enable the community to have input as the design has developed.</p>
<p>Principle 4 – health and safety</p>	<p>The design aims to provide a healthy and safe environment for all school users. The design utilises multiple strategies including:</p> <ul style="list-style-type: none"> • Building design incorporating operable windows and louvres and ceiling fans to encourage the use of natural ventilation • Covered outdoor learning and play spaces have been created which are easily accessible to encourage the use of outdoor areas • Extensive outdoor screening has been included to reduce the entry of glare to learning spaces to enable effective learning • Screening and balustrades provide safe outdoor upper level learning spaces which are sheltered from the elements • School entrances are clearly marked and signed and access from clear pathways • Building orientation focuses all active zones on the school centre to allow for casual surveillance
<p>Principle 5 - amenity</p>	<p>The design of the buildings and landscape have focused on providing future-focused learning spaces and connected outdoor learning and play spaces. This aims to enhance the ability of the school to provide high level teaching outcomes while also providing learning and play spaces that are valued by the school community and are engaging for students through:</p> <ul style="list-style-type: none"> • Flexible internal planning and operable walls that will allow the school to respond to new and evolving learning and teaching strategies and collaboration between classes • Technology strategies that are flexible and can be easily adapted over time • A variety of indoor and outdoor covered learning spaces and openings to encourage an easy transition outdoors and encourage collaboration • New learning spaces which are located away from busy roads to minimise noise impacts • Screening, orientation and material selections on walls adjacent to neighbouring properties have been used to reduce the acoustic and visual intrusion to neighbours • A new entry meeting place which creates new amenity for students and parents as a place to meet and collaborate

<p>Principle 6 – whole of life, flexible and adaptive</p>	<p>Extensive site investigation was undertaken at an early stage to understand the impacts of environmental factors and existing site conditions and to consider the potential long term changes to the school. The design and siting of new buildings has considered the impacts of long term growth and adaptation by:</p> <ul style="list-style-type: none"> • Incorporating flexible internal planning which allow for rooms to be changed over time including connections between different rooms and structural systems which leave large open plan areas • Identifying areas for potential future expansion which may be incorporated without significant disruption • Incorporating provision for future changes to plant and service spaces to minimise future infrastructure and building modifications • Incorporating services which have been selected on the basis of long term cost/benefit analysis rather than short term costs • Maintaining mature trees and incorporating new planting as an investment in the long term health and amenity of the school
<p>Principle 7 - aesthetics</p>	<p>The design has been developed based on extensive consultation with the school and in response to the local environment and context. It aims to be engaging and thoughtful with a material palette that is timeless but includes evocative links to the history of Byron Bay with its extensive area of Cedar Trees. The design:</p> <ul style="list-style-type: none"> • Creates dynamic edges with variation in the external material to create areas of light and shade and varying degrees of transparency • Includes an external colour palette that is complimentary to the existing buildings and context. • Incorporates opportunities for activation with seating and learning areas at building edges and creating visual connections across the site • Sensitively incorporates services by concealing and integrating services wherever possible • Creates a new welcoming entry area and external façade to enhance the identity of the school within the wider community • Uses high quality and durable materials to avoid the need for maintenance and to maintain the aesthetic intent long term. • Maintains and respects the existing heritage buildings across the site and aims to continue the external rhythm created by the original building forms.