

Project: Senior Learning Centre, Shellharbour NSW
For: The Anglican Schools Corporation
Job No: 20-0050
Date: 30 March 2022



SCHEDULE 4 SCHOOLS: DESIGN QUALITY PRINCIPLES

PRINCIPLE 1

Context, Built Form and Landscape

The proposed Learning Centre sits within an existing school context surrounded by residential developments and grasslands. The building has been orientated to run East West to maximise the Northern sunlight for the winter months. The structure will provide a buffer from the strong Southerly winds that run through the site protecting the internal pedestrian circulation and play areas.

A Landscape Architect has designed the landscape around the building which integrate well with the existing school structures and circulation paths. The Landscape design has softened the impact of the proposed building. As noted in the Landscape Plans the planting species selected for the Shellharbour Anglican College landscape have been carefully selected based on the original vegetation community found on this site being "Illawarra subtropical rainforest in the Sydney basin bioregion" which occupies the Illawarra coastal plain and escarpment foothills. The planting approach is aimed to deliver a landscape that is educational and allows students to understand and appreciate the original landscape of where the school is situated.

Native grasses and groundcovers will be used throughout the schools internal steep embankments. internal spaces will have minimal tree planting to allow light to enter. native palms and ferns characteristic of the area will be utilised as feature plantings. larger tree species and shrubs will be used as perimeter planting.

PRINCIPLE 2

Sustainable, Efficient and Durable

The Learning Centre is designed to a grid that allows for a range of different spaces and the ability to change the use of spaces as the school grows. Future proofing the building for generations to come. The building has been designed with clerestory windows maximise natural light and an open theatrette allowing the natural light to penetrate through the building. The school is looking for opportunities to use sustainable and recycled materials wherever possible. A heat recovery ventilation system has been proposed to reduce energy use to maintain the temperature within the building.

PRINCIPLE 3

Accessible and Inclusive

Accessible paths have been provided from the primary circulation corridor to the proposed building. The path leads to an accessible main entry. A lift has also been provided near the main entry for accessible use. Spaces have been designed to be flexible, open, and inclusive. An Access Consultant has also been engaged to assess the design for compliance with relative regulations.

PRINCIPLE 4

Health and Safety

The design has minimised any potential blind spots and there will be a surveillance system used throughout the building where required. A surveillance system is already established at the school providing additional safety to students and teachers.

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PRINCIPLE 5

Amenity

The proposed Learning Centre will provide informal and formal learning spaces with access to natural light and ventilation. An Acoustic Consultant has been engaged to provide options on how to reduce the noise impact generated from the building to the neighbouring buildings, as well as minimising the impact of noise from room to room to create a suitable learning and studying environment.

PRINCIPLE 6

Whole of Life, Flexible and Adaptive

As mentioned previously in principle 2, the Learning Centre is designed to a grid that allows for a range of different spaces and the ability to change the use of spaces as the school grows.

PRINCIPLE 7

Aesthetics

The external material of the Learning Centre will be a mix of face brickwork and metal cladding in neutral colours to blend in with the surrounding environment. There will be busts of bright colours throughout the building to provide life and points of references to entrances and building functions.