

## Design Quality Principles in Schools Assessment Table

Design Quality Principle	Assessment	Consistent?
<p><b>Principle 1 - Context, built form and landscape</b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The development adequately responds to its setting. The development has been positioned in the north western part of the site which will locate it away from existing residences to the west. Part of existing building 10 to the south will be demolished to ensure better daylight access for the new building. Skylights will be installed to ensure reasonable daylight access for the remaining section of building 10 which will be abutted by and partially overshadowed by the new building.</p> <p>The development will include the removal of 34 trees in order to facilitate the construction of the new building and the car park works. It is noted that the removal does not trigger the biodiversity offsets scheme and that the vegetation is not significant as it has been historically thinned, is severely weed infested and is isolated from other patches of vegetation. However, the removal will be offset by the planting of 117 new trees and an appropriate mix of shrubs, grasses and groundcovers. This is a superior outcome for the site as it will result in more trees in appropriate locations that will provide better softening and microclimate control for the school buildings and car park. This will also include replacement tree planting to offset the trees removed along the western boundary of the car park that borders existing residential properties in Currans Hill.</p> <p>The development is consistent with the relevant objectives of the RU2 Rural Landscape zone in that its siting and design will maintain the existing character of the site and the minor height exceedances will not adversely impact upon the scenic quality of the site's rural setting nor views to the Campbelltown Scenic Hills to the east.</p>	Yes.
<p><b>Principle 2 - Sustainable, efficient and durable</b></p> <p>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.</p> <p>Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.</p>	<p>The development will include rainwater capture, drought resistant vegetation, clerestory windows, lightweight cladding to reduce embodied energy, provision for possible roof-mounted solar panels, operable windows, recycling and energy monitoring.</p>	Yes.
<p><b>Principle 3 - Accessible and inclusive</b></p> <p>School buildings and their grounds should</p>	<p>Wayfinding through the site will be relatively simple as the site has one primary entry/exit which leads to the cluster of adjoining school</p>	Yes.

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<p>provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.</p> <p><b>Note.</b> Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space.</p> <p>Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.</p>	<p>buildings relatively close to each other in a 'crescent' shape. Paths will be extended from the existing buildings with ramps where required in order to ensure accessibility. Signage will also be provided, both in the form of the proposed free-standing signs and other smaller, wayfinding signs within the site.</p> <p>The applicant has advised that no community use is proposed however such uses would still be capable of being carried out and that the 'learning street' could be used by the community, including the on-site church community, outside of school hours.</p>	
<p><b>Principle 4 - Health and safety</b></p> <p>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.</p>	<p>The site is located at the end of a private road and enjoys some passive surveillance from nearby seniors housing and a residential development. The building will include a high proportion of glazing that will provide for additional passive surveillance of its surroundings. The building will be located towards the rear of the site and behind the control line of the main administration building that is located adjacent to the entry plaza. The development will provide lighting that will comply with AS 1158.</p>	Yes.
<p><b>Principle 5 - Amenity</b></p> <p>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.</p> <p>Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants.</p> <p>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.</p>	<p>The development is well set back from Narellan Road which will protect occupants from noise. It's location at the northern western end of the site will also help protect residents in Currans Hill to the west from noise. The applicant has submitted an acoustic report in support of the DA. The report demonstrates that the site can accommodate the development without unreasonable adverse noise impacts upon the surrounding environment.</p> <p>The development is surrounded by a number of soft and hard open spaces that will provide students with appropriate learning and play spaces. The development adequately addresses the need to provide sunlight, ventilation, outlook, visual and acoustic privacy, storage and service areas.</p>	Yes.
<p><b>Principle 6 - Whole of life, flexible and adaptive</b></p> <p>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</p>	<p>The development has been designed to meet the college's immediate and projected future needs.</p> <p>The development 's learning spaces have been designed to accommodate a range of learning settings, environments and group sizes to maximise opportunities for contemporary teaching and learning.</p>	Yes.

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adaptation and maximise multi-use facilities.	The use of a concrete frame and non-load bearing walls will allow future modifications to be made with minimal impact to the building structure.	
<p><b>Principle 7 - Aesthetics</b></p> <p>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.</p> <p>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.</p>	<p>The development adequately responds to its setting. The building will be located on a part of the site that slopes downwards to the north and will be cut into a hill. This gives the building the appearance of a two/two and a half storey development when viewed from within most of the site and the surrounding area which is appropriate given the prevailing building height in the area. The building's bulk and scale will be ameliorated by having it 'fractured' into different elements which will be reinforced by earthy, warm material and finish changes. The building will also be partially screened from view by existing buildings on the site. When viewed from a distance the building will not detract from the surrounding area and it ultimately represents an attractive and high quality addition to the college.</p>	Yes.