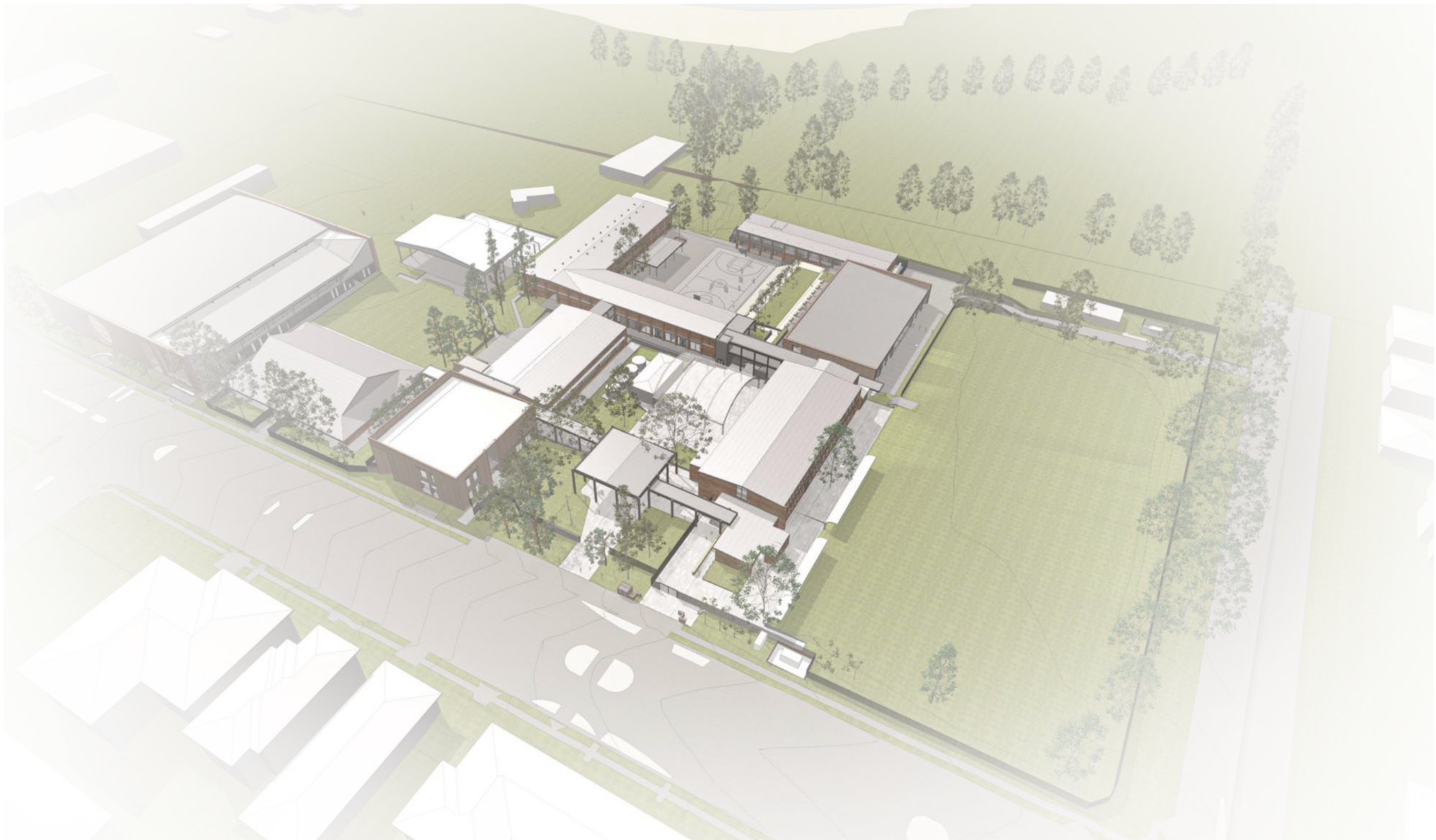


# Hastings Secondary College | Port Macquarie Campus / Architectural Design Statement

SINSW SSDA — REV 3 — 21/05/21

| | | | |
|---|---|---|---|
| **Project Name** | **Hastings Secondary College Upgrade • Port Macquarie • Architectural Design Statement** | | |
| **Project Code** | **HSPM** | | |
| **Revision** | **Date** | **Comment** | **Approved** |
| 0 | 23/02/2021 | Draft for Review | EC |
| 1 | 26/03/2021 | Final for EIS | EC |
| 2 | 23/04/2021 | Final | EC |
| 3 | 15/05/2021 | Final for Submission | EC |

# Contents



# Introduction

Introduction

fjmt studio has been commissioned by School Infrastructure NSW (SINSW) on behalf of the Department of Education (DOE) to prepare the Architectural Design Statement to accompany a State Significant Development Application (SSDA) to the NSW Department of Planning, Industry and Environment (DPIE) for proposed upgrades to Hastings Secondary College (Port Macquarie Campus), previously known as Port Macquarie High School.

Hastings Secondary College consists of two campuses, being Westport and Port Macquarie. This report has been prepared for proposed works at the Port Macquarie Campus, which consists of two properties, the main campus and the Ag Plot.

The works subject to this proposal are to be carried out on the main Port Macquarie campus which is located at 16 Owen Street, Port Macquarie (the site). The site has a secondary street frontage to Burrawan Street and adjoins Oxley Oval along the eastern boundary.

On 23 December 2020, the Secretary of the DPIE issued Secretary's Environmental Assessment Requirements (SEARs) for SSD Application No. 11920082. This report has been prepared in accordance with the SEARs requirements.

Location/ Site Description

The site is located approximately 1.2km south east of the Port Macquarie town centre, with access from Oxley Highway (Gordon Street) via Owen Street to the centre, William Street via Owen Street to the north and Burrawan Street via Owen Street to the south. A maintenance access road exists to the east of the site along Burrawan Street.

The site is located at 16 Owen Street, Port Macquarie and is legally known as Lot 111 in DP 1270315. The Port Macquarie Campus site is located within a coastal setting (east), with residential (single two storey and residential flat buildings) located to the west and south and Port Macquarie Bowling Club to the north. The surrounding street network provides on-street parking. Maintenance vehicular access is located off Burrawan Street.

No natural watercourses are mapped as traversing the site. Scattered vegetation is located throughout the site, with a small area of vegetation concentrated towards the pedestrian access area.

The Port Macquarie Campus site is gently sloping downwards in three general 'platforms' towards the north, with distinct views out towards the ocean and the Hastings River. It also has a distinct view line to the row of Norfolk pine trees along the coastline. The siting of the campus provides many opportunities for ongoing cultural connection to Country. Current built form has an established language of two (2) story, face brick, low pitched metal roof buildings.

Proposed Development

The upgrades will support high-quality educational outcomes to meet the needs of students within the local community and deliver innovative learning and teaching spaces as follows:

- Demolition works to accommodate new works;
- Upgrade to school entry;
- Construction of new two (2) storey Creative and Performing Arts (CAPA) building;
- Construction of new Police Citizens Youth Club (PCYC);
- Partial refurbishment of Building L;
- Refurbishment and alteration to Building B;
- Removal of Building S and demountable buildings;
- New lift connections, covered outdoor learning area (COLA) and covered walkways;
- Associated earthworks, landscaping, stormwater works, service upgrades; and
- Tree removal/ tree safety works.

No change to current staff or student numbers is proposed.

# Detailed Scope

Existing buildings refurbishment (internal)

— minor works to the entrance of Building A (Administration and Entrance)

— refurbishment of the eastern section of Ground Level, Building L (Northern wing), to provide for 3 Supported Learning Home Base Units and associated supporting spaces including a Communications Room, an amenity appropriate for Supported Learning, a Special Programs Studio and shared Practical Activities Areas.

— refurbishment of Ground Level, Building L (Southern wing) to provide new student and staff amenities and two new General Learning Studios.

— refurbishment of Level 1 Building B, refurbishment of 3 existing art service rooms (Kiln Room and Stores) into a new General Learning Studio.

Existing buildings refurbishment (external)

— new 2 level linkway and entrance doors between Building L and B, including make good of surrounding fabric to meet code requirements

— new 2 level linkway and entrance doors between Building B and CAPA, including make good of surrounding fabric to meet code requirements

— minor modifications to the  entrance of Building A including the provision of bicycle parking facilities and an upgrade to the existing ramp and stairs at the entrance.

New Buildings

— new CAPA Building located west of Building B and associated lift and covered access ways to existing Multi Purpose Courts (MPC) located to the north and the existing Building B, located to the east.

— new external lift and associated covered access ways to access external courtyards, Level 1 Building A and Level G and Level 1 of Building L

— new external C.O.L.A to the southern end of Building L

— new external C.O.L.A and associated covered access ways to the main entrance

— new shared use PCYC located to the north of the existing MPC

— new OSD tanks and associated services reticulation

Landscaping

— Removal of selected existing trees as nominated in the Landscape report and new landscaping to the entrance of the College

— new gates and fencing to the Owen Street interface

— Make good of landscaped zone to the north of Building B

— new landscaping to the north of CAPA

— new landscaping associated with the PCYC

Signage

— Provision of new signage to the College Entrance and new way finding signage to new works

Works not part of the Development Application

The south/east portion of the site will include works which are under a Complying Development Certificate. These works include:

— internal refurbishment to Level 1 of Building T and minor refurbishment works to Ground Level, Building T

— minor external refurbishment works to the western access way of Building T

— a new TAS facility, east of Building A

— associated landscaping to the north, east and south of TAS

— refurbishment of the vehicular access way from Burrawan Street

— new waste enclosure

— new kiosk substation

— new water meter and fire booster assembly and associated services reticulation.

# Executive Summary

Executive Summary

The proposal for the College will reflect the values as stated in Hasting Secondary College's Vision Statement in the 2018 - 2020 School Plan:

"We will empower staff and students to become an innovative learning community. We will refine our professional practice to ensure success: we will know every student, grow every student and care for every student. We will shape pathways for students and staff which foster opportunity, personal growth and College belonging. Continued strengthening College frameworks to deliver professional excellence will enrich our professional knowledge. "

One of the fundamental principles of our response is to develop a new identity and a sense of place for the College, which will support the school as an inclusive, community focused campus that can support the holistic education of each learner. Our response respects the former Masterplan of the site and provides new opportunities for a cohesive campus through a number of strategic moves which provide an increased amenity and functionality.

The current school population includes 754 student enrolments and 63 staff (based on data received from Eagle Eye, dated 4 February 2021). The school population will remain unchanged.

The Port Macquarie Campus for the Hastings Secondary College provides a whole of site approach; a new landscape response with refurbishments of existing buildings and the provision of three new buildings, including a shared use PCYC.

Hastings Secondary College is located within the ancestral lands of the Birpai (indigenous custodians) at Port Macquarie, within the layout of the new town grid of 1831. The Port Macquarie High School site was dedicated 1962 and developed in response to population pressures and insufficient accommodation at the Intermediate High School located on the grounds of the Public School. As outlined in the Heritage Impact Statement Hastings Secondary College (formerly known as Port Macquarie High School) is a good example of the early "Wyndham Scheme" schools that were constructed across NSW in response to the introduction of the new HSC curriculum. Designed for future expansion, and using an orthogonal approach to site planning, the schools constructed at this time represented a dramatic shift in educational planning, and embraced a cost-effective selection of materials yet with a refined design aesthetic.

The Port Macquarie Campus site is gently sloping downwards in three general 'platforms' towards the north, with distant views out towards the ocean and the Hastings River. It has a distinct view line to the row of Norfolk pine trees along the coastline.  The site is open with a wide scale.

The siting of the campus provides many opportunities for ongoing cultural connection to Country, which will inform the design development and response to the site. The college currently has an Aboriginal enrolment of 11 % and there are a variety of programs and activities open to Aboriginal students including the Clontarf Academy for boys and the "Sista Connect" program for girls. An integral part of the project, is to work with the College and these two programs to integrate an authentic and ongoing response to the cultural landscape of the site and Hastings Secondary College. Reference has been made to the Government Architect of NSW, Connecting with Country Draft Framework to address the legislative requirements of the NSW Environmental Planning and Assessment Act 1979 (EP&A Act) and key policies–specifically object(f): "to promote the sustainable management of built and cultural heritage (including Aboriginal cultural heritage)". Reference is also made to GANSW: **Better Placed: An integrated design policy for the built environment of NSW** (GANSW 2017) and the Design Guide for Schools (GANSW 2018).

The project objectives are to provide sustainable and contemporary opportunities for learning which provide a strategy for reuse of new and existing fabric.

The new insertions will be 4 Star Greenstar Certified.

The existing campus, has lost over time the clarity of the existing masterplan and the current arrangement of buildings and external spaces is a confused composition which detracts from way finding and overall campus cohesiveness.

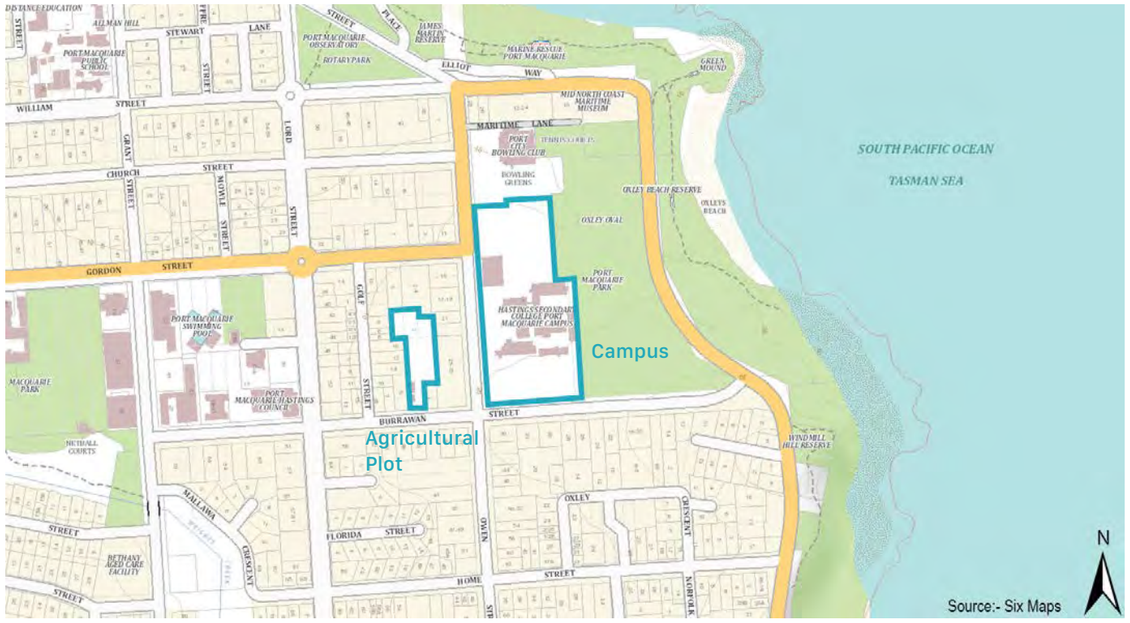
The proposed Schematic Design has reviewed the circulation systems, has realigned the new building footprints and reassessed the form of the major external spaces, to re-introduce the design intent of the 1960's masterplan.

It is important that the presentation of the campus from Owen Street, provides a new opportunity to communicate arrival and the purposes of the campus. The improved way finding allows for key navigation points along the main arrival at Owen Street, reinforcing north/south and east/west connections.

A series of canopies, which provide both opportunities for outdoor learning and gathering as well as covered walkways, provide a unique entry and identity that acknowledges Port Macquarie Campus as one school across two campuses. These canopies, built from steel and timber, reflect the natural characteristics of the site.

The scale and texture of the existing campus will be reinforced in the design resolution of the new insertions. The built and the natural heritage of the site and its buildings will form a palette for future development. The site has an established language of two story, face brick, low pitched metal roofs and a copse of natural bushland which the new masterplan will respect. The existing buildings with simple grid structure can have another life with careful planning to suit new Educational Principles.

The landscape design weaves through the campus, providing an enduring connection to the site and the indigenous plantings. A diverse series of new outdoor learning opportunities are provided throughout the campus. Refer the Landscape Architectural Design Statement for additional detail.




Locality Map


Aerial Context


Aerial Context • Detail

# Project Team

| Organisation | Discipline |
|---|---|
| Client | SINSW \| The Department of Education and Training |
| Project Management | Currie and Brown |
| Quantity Surveyor | Wilde & Woollard |
| Architect | fjmtstudio |
| Note: Masterplan/Concept Architect (engagement completed) | NBRS |
| Accessibility | Phillip Chun |
| Aboriginal Cultural Heritage | EMM Consulting Pty Limited (EMM) and Indigeco |
| Arborist | Woodvale |
| Civil Engineer | Northrop |
| Ecological/Bushfire | Alphitonia |
| Geotechnical | Douglas Partners |
| Heritage, European | Purcell |
| Landscape Architect | fjmtstudio |
| NCC/PCA | Metro BC |
| **Services Engineers** | |
| Hydraulics | JHA |
| Level 3 Designer | JHA |
| Electrical (incl. Dry fire, Security and Comms) | JHA |
| Mechanical | JHA |
| Vertical Transportation | JHA |
| Fire Services | JHA |
| Acoustic | JHA |
| ESD | JHA |
| **Social Impact Assessment** | **EMM Consulting (EMM)** |
| **Structure** | **Northrop** |
| **Town Planners** | **DFP Planners** |
| **Traffic** | **Ason Group** |
| **Waste** | **Elephants Foot** |

# Response to SEARS

| Item | Requirements | Response | Page # |
|---|---|---|---|
| Key Issues | 1. Statutory Context, Strategic Context and Policies | Refer EIS as prepared by DFP Planning | |
| | 2. Built Form and Urban Design | | |
| | — the height, density, bulk and scale, setbacks and interface of the development in relation to the surrounding development, topography, streetscape and any public open spaces. | Refer Architectural Design Statement and Documentation | Page 25 onwards |
| | — design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials and colour palette. | Refer Architectural Design Statement | Page 25 onwards |
| | — how Crime Prevention through Environmental Design (CPTED) principles are to be integrated into development. | Refer CPTED Statement | Page 77 |
| | — how good environmental amenity would be provided, including access to natural daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility. | Refer Architectural Design Statement | Page 25 onwards |
| | — how design quality will be achieved in accordance with Schedule 4 Schools – design quality principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools (GANSW, 2018). | Refer Response to Education SEPP | Page 69 |
| | — how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development. | Refer Services Integration Plan | |
| | — a detailed site and context analysis to justify the proposed site planning and design approach including massing options and preferred strategy for future development. | | Page 30 |
| | — a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items. | Refer Visual Impact Assessment and EIS as prepared by DFP Planning | SSDA-620000 View Analysis & SSDA-620001 View Analysis. |
| | 3. Trees and Landscaping | | |
| | — where relevant, an arboricultural impact assessment prepared by a Level 5 (Australian Qualifications Framework) Arborist, which details the number, location and condition of trees to be removed and retained, includes detailed justification for each tree to be removed and details the existing canopy coverage on-site. | Refer Arborist Report as prepared by Woodvale | |
| | — a detailed site-wide landscape strategy, that:<br>- details the proposed site planting, including location, number and species of plantings, heights of trees at maturity and proposed canopy coverage. | Refer Tree Management Plan and Landscape Layout Plan as prepared by fjmtlandscape | |
| | - provides evidence that opportunities to retain significant trees have been explored and/or informs the plan. | Refer Landscape Architectural Design Statement as prepared by fjmtlandscape | |
| | - considers equity and amenity of outdoor play spaces, and integration with built form, security, shade, topography and existing vegetation. | Refer Landscape Architectural Design Statement as prepared by fjmtlandscape | |
| | — demonstrates how the proposed development would:<br>- contribute to long term landscape setting in respect of the site and the streetscape. | Refer Landscape Architectural Design Statement as prepared by fjmtlandscape | |
| | - mitigate the urban heat island effect and ensure appropriate comfort levels on-site. | Refer Landscape Architectural Design Statement as prepared by fjmtlandscape | |
| | - contribute to objectives to increase urban tree canopy cover. | Refer Landscape Architectural Design Statement as prepared by fjmtlandscape | |
| | — a detailed landscape plan prepared by a suitably qualified person. | Refer Landscape Layout Plan as prepared by fjmtlandscape as prepared by fjmtlandscape | |
| | 4. Environmental Amenity<br>Assess amenity impacts on the surrounding locality, including solar access, visual privacy, visual amenity, overshadowing, wind impacts and acoustic impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated. | | |

# Response to SEARS cont'

| Item | Requirements | Response | Page # |
|---|---|---|---|
| Key Issues | | | |
| | — shadow diagrams. | Refer Overshadowing Diagrams: fjmt SSDA-630000 - SSDA-630003 | |
| | — a view analysis, where relevant, of the site from key vantage points and streetscape locations and public domain including photomontages or perspectives showing the proposed and likely future development. | Refer Visual Impact Assessment and EIS as prepared by DFP Planning | |
| | — an analysis of proposed lighting that identifies lighting on-site that will impact surrounding sensitive receivers and includes mitigation management measures to manage any impacts. | Refer External Lighting Layout Plan as prepared by fjmt and JHA. Refer SSDA-610000 to SSDA-610003 | |
| | — details of the nature and extent of the intensification of use associated with the proposed development, particularly in relation to the proposed increase in staff and student numbers and detail measures to manage and mitigate the impacts. | Refer Architectural Design Statement and EIS as prepared by DFP Planners | |
| | — a view impact assessment that has been prepared in accordance with the established planning principles. | Refer Visual Impact Assessment and EIS as prepared by DFP Planning | |
| | 5. Transport and Accessibility | | |
| | Provide a transport and accessibility impact assessment, which includes, but is not limited to the following: | Refer Traffic Impact Assessment as prepared by Ason | |
| | 6. Ecologically Sustainable Development (ESD) | Refer ESD Report as prepared by JHA | |
| | 7. Heritage | | |
| | — Identify any archaeological potential or archaeological significance on and adjacent to the site and the impacts the development may have on this significance. | Refer ACHAR as prepared by EMM Consulting and Indigeco. | |
| | — Provide a statement of significance and an assessment of the impact on the heritage significance of the heritage items on and adjacent to the site in accordance with the guidelines in the NSW Heritage Manual (Heritage Office and DUAP, 1996) and Assessing Heritage Significance (OEH, 2015). | Note that there are no registered items on heritage located or immediately adjacent to the site. Refer Heritage Impact Statement as prepared by Purcell. | |
| | 8. Aboriginal Cultural Heritage | Refer ACHAR as prepared by EMM Consulting and Indigeco. | |
| | Provide an Aboriginal Cultural Heritage Assessment Report (ACHAR) that:<br>— identifies and describes the Aboriginal cultural heritage values that exist across the site. | | |
| | — includes surface surveys and test excavations where necessary. | | |
| | — has been prepared in accordance with the Guide to investigating, assessing and reporting on Aboriginal Cultural Heritage in NSW (OEH, 2011) and Code of Practice for Archaeological Investigations of Aboriginal Objects in NSW (OEH, 2010). | | |
| | — incorporates consultation with Aboriginal people in accordance with Aboriginal Cultural Heritage Consultation Requirements for Proponents (Department of Environment, Climate Change and Water, 2010). | | |
| | — documents the significance of cultural heritage values of Aboriginal people who have a cultural association with the land. | | |
| | — identifies, assesses and documents all impacts on the Aboriginal cultural heritage values. | | |
| | — demonstrates attempts to avoid any impact upon cultural heritage values and identify any conservation outcomes. Where impacts are unavoidable, the ACHAR and EIS must outline measures proposed to mitigate impacts. | | |
| | — demonstrates attempts to interpret the Aboriginal cultural heritage significance identified into the development. | Also that ongoing consultation is in progress with the HSC Community Group, involving two organisations who already work with the school - the Clontarf Academy and Sista Connect and local elders who has a long association with the College. The consultation process will continue through the Design Development of the project to provide an Aboriginal cultural response to both the campus and the site. | Page 39 |
| | — Any Aboriginal objects recorded as part of the Aboriginal Cultural Heritage Assessment Report must be documented and notified to the Aboriginal Heritage Information Management System (AHIMS) within Heritage NSW of the Department of Premier and Cabinet. | Noted | |
| | 9. Social Impacts | | |
| | — Provide a Social Impact Assessment prepared in accordance with the draft Social Impact Assessment Guideline 2020. | Refer Social Impact Statement as prepared by EMM Consulting | |

# Response to SEARS cont'

| Item | Requirements | Response | Page # |
|---|---|---|---|
| Key Issues | | | |
| | 10. Noise and Vibration | Refer Acoustic Impact Statement as prepared by JHA. | |
| | 11. Biodiversity | Refer Biodiversity Statement as prepared by Ecoplanning | |
| | 12. Contributions | Refer EIS as prepared by DFP Planning | |
| | 13. Staging | Refer Staging Diagrams: SSDA-121301 to SSDA-121305. Note that detailed Construction Management Plans will be provided once the Main Contractor for the project has been engaged. | |
| | — Assess impacts of staging where it is proposed and detail how construction works, and operations would be managed to ensure public safety and amenity on and surrounding the site. | | |
| | 14. Utilities | Refer Services Infrastructure Plan | |
| | 15. Stormwater Drainage | Refer Stormwater | |
| | 16. Flooding | Refer Flooding Report as prepared by Northrop Civil | |
| | 17. Soil and Water | Refer to Civil Documentation as prepared by Northrop Civil | |
| | 18. Waste | Refer to Waste Management Plan as prepared by Elephants Foot | |
| | 19. Contamination | Report on Hazardous Building Materials (HBM) Survey by Douglas Partners | |
| | 20. Bush fire | Refer to Assessment as prepared by Peterson Bushfire | |
| | 21. Aviation | Refer EIS as prepared by DFP Planning | |
| Plans and Documents | The EIS must include all relevant plans, architectural drawings, diagrams and relevant documentation required under Schedule 1 of the Regulation. Provide these as part of the EIS rather than as separate documents.<br>Any plans and diagrams included in the EIS must include key dimensions, RLs, scale bar and north point.<br>In addition to the plans and documents required in the General Requirements and Key Issues sections above, the EIS must include the following: | | |
| | Section 10.7(2) and (5) Planning Certificates (previously Section 149(2) and (5) Planning Certificate). | | |
| | Design report to demonstrate how design quality would be achieved in accordance with the above Key Issues including: | Refer Architectural Design Statement (This document) as prepared by fjmtstudio | |
| | — architectural design statement. | Refer Architectural Design Statement (This document) as prepared by fjmtstudio | |
| | — diagrams, structure plan, illustrations and drawings to clarify the design intent of the proposal. | Refer Architectural Design Statement (This document) as prepared by fjmtstudio | |
| | — detailed site and context analysis. | Refer Architectural Design Statement (This document) as prepared by fjmtstudio | |
| | — analysis of options considered to justify the proposed site planning and design approach. | Refer Architectural Design Statement (This document) as prepared by fjmtstudio | |
| | — summary of feedback provided by GANSW and NSW State Design Review Panel (SDRP) and responses to this advice. | Refer Architectural Design Statement (This document) as prepared by fjmtstudio | |
| | — summary report of consultation with the community and response to any feedback provided. | Refer Consultation Summary as prepared by the Department of Education, Communications | |

# Context and Site Analysis

The site original custodians were the Birpai peoples. The Birpai peoples occupy territory which extends across a vast area from the Taree to Port Macquarie and stretching inland to Gloucester. Their language was that of Gadjang or Worimi which is related to Awabakal from lower in the mid-coast of NSW.

Ref: ACHAR pg 21

Topography

The site for the Port Macquarie campus is characterised by gentle west facing slopes behind the main beaches of Port Macquarie/ Hastings - Town Beach and Oxley Beach. The fall of the land is approximately 10m with the landform's highest portion (southern) situated at 20 m ASL. The natural topography of the project area has been altered through the use of cutting and filling to accommodate the previous uses of the site - a golf course and currently, the school buildings and sporting areas. Although the project area is still sloping, it has not retained the natural relief that is still evident along Port Macquarie Park, which abuts the eastern edge of the project area.

The site is low and wide with expansive views across to the east and the north.

Flora and fauna

As outlined in the ACHAR, the "Pre-European vegetation in the North Coast bioregion includes sub-tropical and temperate rainforests.....There was an abundance of fauna in the North Coast bioregion, many of which would have made up the strong coastal economy of the Birapai peoples. Coastal resources included both fresh and saltwater animals such as sharks, freshwater bass, stingray, crabs and an abundance of shellfish. Land based resources would have been relatively consistent all year round, as the fluctuation in climate is minimal. The eastern grey kangaroos and emu were hunted in the woodlands and grasslands (which would have occupied the current project area) while the forested areas would have been home to possums, wallabies and birds.....

.....The project area has been subject to extensive development as a result of the established school over the last 50 or so years. As such, there is little evidence of remnant vegetation remaining across the site.

A small copse of trees existing to the north/ west of the main entrance, however this bushland is very degraded. A row of Norfolk Island Pines is located to the south of the campus.

History

As outlined in the ACHAR, "the current project area is located at the base of Windmill Hill and was first identified in 1888 as Port Macquarie Park, which was then leased from 1927 as a golf course (latter moved to Tacking Point in 1953). In 1962 a section of the Port Macquarie Park was gazetted for Hastings Secondary School, Port Macquarie campus, and which approximately follows the current project area."

The site contains no current heritage items (Ref: Port Macquarie-Hastings Local Environmental Plan (LEP) 2011), however as identified in the Heritage Impact Statement as prepared by Purcell, .... "the former Port Macquarie High School is a good example of the early "Wyndham Scheme" schools that were constructed across NSW in response to the introduction of the new HSC curriculum. Designed for future expansion, and using an orthogonal approach to site planning, the schools constructed at this time represented a dramatic shift in educational planning, and embraced a cost-effective selection of materials yet with a refined design aesthetic. "

Purcell have prepared a Statement of Significance for Hastings Secondary College, Port Macquarie Campus:

Hastings Secondary College (formerly known as Port Macquarie High School) is of significance as one of the early models of high school designed by the NSW Government Architect's Office in close collaboration with the NSW Department of Education following the reforms brought about by the "Wyndham Report" advocating a new curriculum and moves toward co-educational secondary schools in NSW.

The site demonstrates the new models of learning spaces required for the extended high school curriculum, and its three main stages of development illustrate the increasing requirements of the local area and the change in design and planning of NSW high schools by the NSW Government Architects Office during a period of rapid expansion.

The original buildings on the site have remained in generally good, original condition and are able to demonstrate the original form and materials used.

/1831 map of Port Macquarie showing the approximate area of the Port Macquarie campus project area
Source: State Library of NSW (ref: ACHAR)


/Port Macquarie golf course located on the current site of Port Macquarie Campus
Source: Mid North Coast Co-Op Library(ref: ACHAR)

# Context and Site Analysis cont'

The site has social significance to the Port Macquarie community as the main high school for the place, and historical significance for the prominent position it has within the town on land which has been dedicated to public purposes since 1873. It is recommended that

— Building B00A (original portions only)

— Building B00B (original portions only)

are placed on the SINSW s170 Heritage Register.

<u>Adjacent Context</u>

— The Port Macquarie Bowling Club is directly north of the site on the eastern side of Owen Street. This is a low rise, single story structure with dominant signage. The bowling greens are to the south of the built form aligning with Owen Street.

— A multi story hotel/apartment complex is to the north of the Bowling Club at the junction with William Street. A similar development is located to the western side of Owen Street.

— An on grade carpark is located between Church and Gordon Street, on the western side of Owen Street.

— 13 - 15 Owen Street is a vacant Site

— 17 - 19 Owen Street is an 8 story brick and painted concrete apartment building.

— 21 Owen Street

— 23 Owen Street

— 25 Owen Street, up to the junction with Burranwan Street is a

— The south of Burrawan Street is predominately single story houses

— Port Macquarie Park with Oxley Oval and a council carpark os located to the east.

<u>Climate</u>

Elevation 5m above sea level

Climate Zone 5, warm temperate (National Construction Code classification)

Port Macquarie has a humid, subtropical climate. Generally, the area experiences warm, humid summers and mild winters with rainfall spread evenly throughout the year.

9am mean temperatures ranging from 11.7° in winter to 23.1° in summer suggest that the start to most school days will be temperate. The mean afternoon temperature ranges from 17° in winter to 24.6° in summer. In winter the temperature generally remains cooler throughout the day, while in summer the temperature range is more consistent.

General temperature range is between a mean maximum of 25.9° in February and a mean minimum of 7.2° in July suggesting a consistent, temperate climate.

/1962 - Block B just after completion

# Context and Site Analysis cont'


Main roads

Commercial

Education

Recreational and transport corridor

Heritage

# Site Photographs

View of Building A entry

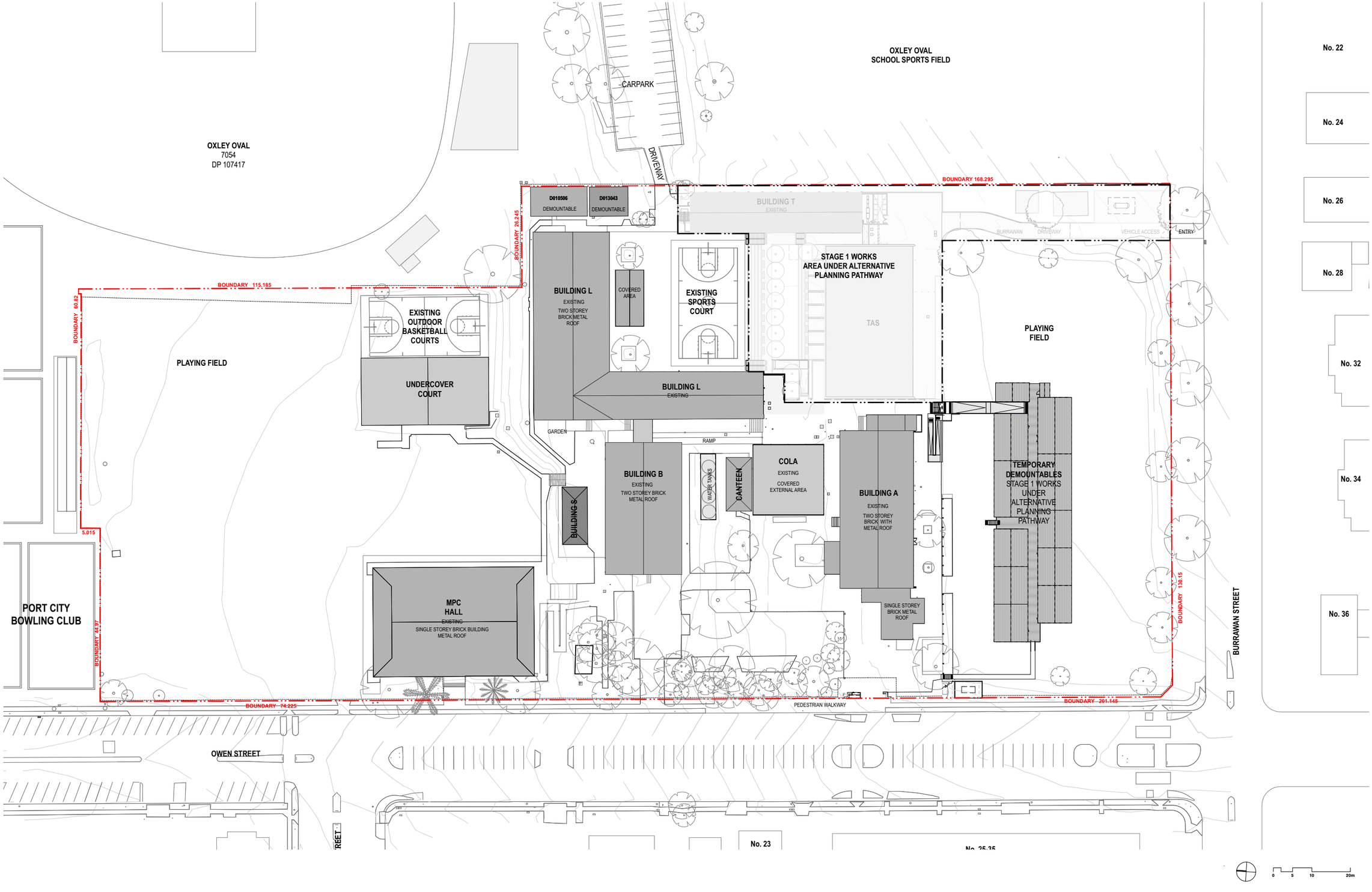

View of current entrance from Owen Street - Building A


View of eastern courtyards, Building T and Building C (Demolished) (subject of CDC Approval)


View of CAPA site (existing bus shelters)


View of northern part of the site looking towards Port Macquarie Park

# Existing Site Plan



# Key Design Principles

14 Key Design Principles were developed during the Masterplan and Concept Design Phase by the previous architectural practice and project team. These have been further developed during the Schematic Design Phase and are represented in this Development Application as follows:

| # | Key Principle | Architectural Response |
|---|---|---|
| 1 | Communicate through architecture<br>*Universal culture of nurturing continued learning*<br>Open and welcoming campus/engagement with the community | The opening up of the entrance to the Port Macquarie Campus, provides a more engaging and inclusive address to the public domain. The intention is that the main response to the site from Owen Street, is a landscape response and that the buildings (new and existing) form a backdrop. By placing both the PCYC and CAPA close to the boundary, this removes the requirement for a fence in this area, increasing the public engagement. |
| 2 | Navigate by Architecture<br>Inclusive and engaging built form | The reinforcement of the original masterplan framework at the Port Macquarie Campus provides a clarity of way finding which assists with the promotion of an inclusive, safe and secure environment. At the Port Macquarie campus, a hierarchy of circulation is reinforced through a series on new canopies and covered walkways which connect each campus precinct. These connections continue across the campus to the new PCYC site to the north. |
| 3 | Learning and student well being<br>Amenity, diversity | The new buildings consider a diversity of flexible learning spaces with access to outdoor learning. A similar approach is undertaken with the refurbished areas. There is a focus on daylight, sustainable material selection, access to views and an engagement with the landscape, natural ventilation (with air conditioning to be used in extreme temperatures) and generally, passive design.<br>The new connections will provide an accessible and undercover access way across the full site for all users. |
| 4 | Served and servant spaces<br>*Hierarchy of spaces*<br>Diversity and clarity | A new overlay of covered circulation - lifts, stairs and ramps, connects the campus precinct. These new connections have a new language and provide a new clarity for the campus. Facilities such as new and refurbished amenities and cleaner's spaces are located along these access ways. |
| 5 | Heritage connection<br>*Acknowledge history (local area), indigenous (traditional owners), natural (Hastings river), social (alumni), representative ("Wyndham" design)* | The new built forms are aligned with the existing framework of the 1960's campus and reinforce the clarity of the original masterplan. Importantly, however, the masterplan is grounded by the site itself - located just 300m from the coast with wide, sweeping views to the north and the east, the new proposal draws upon the natural landscape - the flora and fauna, the topographical characteristics of the Hastings coastline. |
| 6 | Challenge and risk<br>Diversity of spaces offering modes for experimentation and innovation | Through both new build and refurbishment, new diverse learning spaces are provided.<br>All workshops areas, both CAPA and TAS (CDC2) are visible to the students and connected to outdoor learning terraces. The majority of the learning open up to become larger shared spaces, with supporting breakout or practical activity areas. |
| 7 | Environmental control and connection<br>*Natural daylight and ventilation* | The campus has been "reconceived" to encourage the connection to the landscape. New learning spaces open out onto generous covered terraces and the existing courtyards to the north of the new TAS building (CDC) and the north and south of CAPA have been reconfigured. |
| 8 | School and community connection<br>Connection to shared community facilities | At Port Macquarie the new CAPA, with its new lift provides a clear and accessible connection to the MPC and the PCYC. Opportunities for display are provided with a new "community" facing window display located to the western elevation of CAPA. |

# Key Design Principles cont'

| # | Key Principle | Architectural Response |
|---|---|---|
| 9 | Natural connection<br>Outdoor learning | New outdoor learning opportunities have been incorporated into the landscape design. At Port Macquarie, both the CAPA and the TAS open out to north facing covered learning terraces, where GLS's and workshops have direct access to the outside. Additional outdoor learning settings are provided through the landscape using the changes of level to create seating steps and amphitheatres. |
| 10 | Ease of Adaption<br>Well proportioned spaces and FFE selection | All new spaces have been based on a 9m x 9m educational grid and 9m x 7.5m structural grid to maintain future flexibility. |
| 11 | Instant connection<br>Well designed adaptable technology | A new ITC network will be provided to all buildings where work is undertaken (with the excpetion of Block B, where 1 GLS only is being refurbished). Each building will have a dedicated Comms Room and provision for future flexibility. Wall mounted and mobile screens will be used and each learning spaces, including the outdoor learning environments will be WiFi enabled. |
| 12 | Layered groupings<br>Personalisation/project spaces | Both the new and the refurbished spaces have a diversity of learning spaces which will provide the opportunity for personalisation and project spaces. Importantly locations have been provided for student work display in CAPA and TAS. |
| 13 | Sharing spaces<br>Visible learning | Throughout the new buildings and the refurbished areas, the learning spaces - workshops and GLS's are connected with sliding glazed doors and fixed glazing to provide opportunities for visible learning. The interiors of the buildings are opened up to the external courtyards through large format glazing, to provide additional connections. The provision of generous protected outdoor learning spaces will further enhance visibility. |
| 14 | Express your DNA (Culture and identity)<br>Local and global context | Importantly as the project develops, the project team will work with the College to provide opportunities for continued connection to both local and global contexts: sustainability is at an important driver, demonstrating that the existing fabric can be successfully reused and respected;  an ongoing engagement with the local Birpai community has commenced and will be developed throughout the design process to provide opportunities for ongoing learning. |

SHARK

EAGLE

KANGAROO

BASS

STINGRAY

PORPOISE

CRAB

Mid North Coast Library Service - Totems of the Birpai: Prepared by Jenssen Design for the Glasshouse Port Macquarie (2009). All designs compiled by Cheryl Robinson and designed by Marion Hampton with additional artwork by Wes Drew. All design and text copyright to the creators.

# Educational Model

## Hastings Secondary College Principles and Values

The College Strategic Plan for 2018-2020 identifies the following directions:

### LEARNING FOR SUCCESS

— To ensure every student, including every Aboriginal student, is engaged and challenged with deep learning to build confidence and capability.

— Deep understanding of their metacognitive skills, learning progress and how to achieve set goals so as to develop life–long learners.

— Supported by a College wellbeing framework, students will feel connected to their learning and their College.

### TEACHING FOR THE GROWTH OF EVERY STUDENT

— The College will remain at the forefront of contemporary teaching and learning to meet the needs of our students.

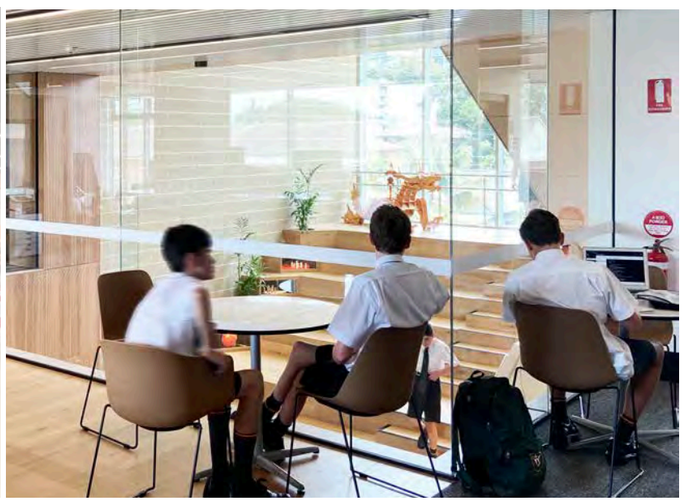
— HSC will provide targeted opportunities for professional challenge and growth which build teacher confidence and capacity. This includes staff delivery of strong foundation skills, diverse curriculum pathways and a sense of College belonging for all students.

### LEADING TO DRIVE HIGH EXPECTATIONS

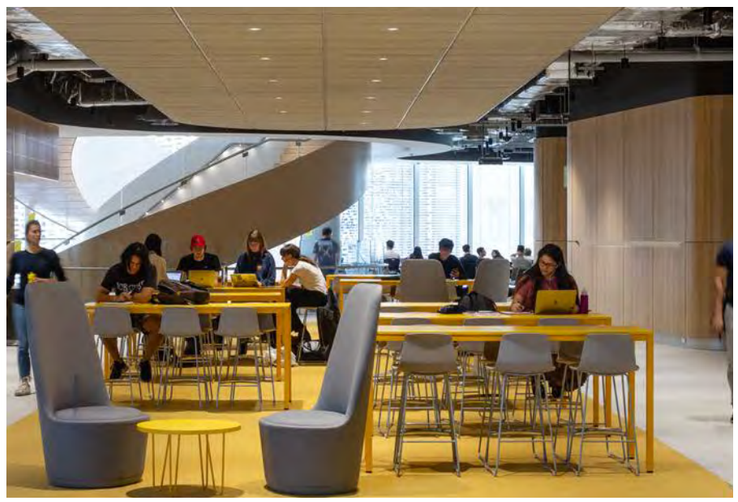
— To ensure collective College leadership responsibility for leading teaching and learning. Leaders will build confidence and capability in promotion and leadership of educational networks to improve teacher learning in the development of future focused pedagogy.

Design and Technology Studios - flexible learning opportunities

Collaboration areas



A diversity of learning spaces



# Educational Model cont'

The NSW DoE General Education Principles for Facilities Design from the EFSG translate into the NSW DoE vision for learning into a set of design considerations for both indoor and outdoor education facilities. The objective is to ensure that NSW students are 'inspired to learn by great teachers and great teaching' in learning environments that support the needs of learners, their communities and a learning-centred approach.

These principles serve as a reference point for facilities design, guaranteeing alignment with DoE's vision and the Australian Curriculum, while providing the flexibility required for users to develop ownership and a unique stamp.

The NSW DoE Educational Facilities are:

**Education Principle 1**: First and foremost, focus on the needs of learners and learning.

**Education Principle 2**: Build community and identity and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community.

**Education Principle 3**: Be aesthetically pleasing.

**Education Principle 4**: Provide contemporary, sustainable learning environments that:

— Promote learning for students and teachers through collaboration, social interaction and active investigation.

— Encourage learner self-management and self-direction.

— Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem-based learning.

— Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces.

— Be integrated into and maximise the use of the natural environment. Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems.

— Are age and stage appropriate.

**Education Principle 5**: Embed the potential for re-configurability, both in the present for multi- purpose use and over time for changing needs.

Beyond the EFSG Educational Principals there is also the OECD (Organisation for Economic Co-operation and Development) principles for effective learning;

— Recognise the learners as its core participants, encourage their active engagement, and develop in them an understanding of their own activity as learners ("self-regulation").

— Be founded on the social nature of learning and actively encourage group work and well-organised co-operative learning.

— Have learning professionals who are highly attuned to the learners' motivations and the key role of emotions in achievement.

— Be acutely sensitive to the individual differences among the learners in it, including their prior knowledge.

— Devise programmes that demand hard work and challenge from all without excessive overload.

— Operate with clarity of expectations and deploy assessment strategies consistent with these expectations; there should be strong emphasis on formative feedback to support learning.

— Strongly promote "horizontal connectedness" across areas of knowledge and subjects as well as to the community and the wider world.

These broad principles will be enriched by understanding the schools' long-term goals and how their local decisions reflect local needs. They will make a strong and clear statement about valued learning and the school's place in the community.

The expectation is that there will be innovation in material selection, low maintenance outcomes and a high level of end user satisfaction.

<u>Specific Educational Principles</u>

The educational rationale and process to develop it is the way of contextualising learning. The Innovative Learning Environments team (SINSW) have worked with the school community to understand the implications of educational research and articulate future-focused learning in their context and have produced a draft Hastings Secondary College Educational Rationale.

# Educational Model cont'

Educational Planning Objectives

From the School Specific Educational Principles, during the Concept Design (as undertaken by NBRS Architecture) Design Implications were developed and then these have been carried over to the Schematic Design by fjmtstudio.

The following are some general educational facility planning objectives that have been developed based on the DoE Educational Principles as outlined above. These objectives will guide future decision-making, planning and evaluation of the learning environment from an educational perspective.

The design will be based on future focused learning and will:

— Be mindful of the original design intent for the school sites.

— Reflect current and future teaching and learning practices and trends.

— Be flexible and allow customisation to suit different community contexts by providing both core and optional space types.

— Take into consideration shared access to local facilities.

— Offer a safe and secure learning and working environment that invites community participation and engagement.

— Be mindful of the needs of learners at different learning stages.

— Offer an engaging and supportive student experience suited to a range of learning styles.

— Offer flexible and well-connected teaching and learning spaces.

— Offer technology-enabled settings with an emphasis on mobility.

— Have the capacity to support comprehensive curriculum delivery.

— Be configured to maximise meaningful and functional relationships and links between people, disciplines and resources.

— Support teachers in their roles as student mentors and members of a professional community.

— Maximise outdoor learning opportunities.

— Create a healthy and environmentally sustainable environment that serves as a tool for learning.

— Treat the entire school as a library by offering a central resource hub supported by distributed resource nodes as required.

— Respond to varied access and usage patterns.

Ongoing development of the Educational Model for the College

The proposed educational model will continue to be developed in consultation with the schools in future phases.

The process will involve the following:

— Continued discussion with School on Modern Learning Environments

— Suggested visitation to DoE Education Futures Unit.

— Visitation to some recently completed Department of Education Secondary Schools showcasing innovative pedagogical developments.

— Review survey of existing school staff which analyses attitudes to teaching and learning spaces.

— Formation of best practice educational model for school.

Through workshops during the Concept Design Stage with NBRS Architecture and the Innovative Learning Environments team at SINSW, the school confirmed their preference for a hybrid typologies - a combination of more open and more enclosed learning spaces


Learning Space Typologies - Dovey and Fisher's (2014) learning spaces type, as adapted in Imms, Cleveland and Fisher (2016) Reference: Department of Education/Educational Rationale

# Proposed Design

The Schematic Design Proposal provides a whole of site approach to the Port Macquarie Campus and is a result of a mix of complex inputs to deliver the most responsive design to align with the existing campus framework, the Educational Principles which have been developed for the campus, the Department of Education's Standards and Guideline (ESFG), the site and its context and the project budget.

Since the original development of the site, the insertion of new buildings has led to a lack of cohesiveness and clear way finding across the site, therefore the intention of the proposal (through the insertion of new built forms) is to provide an improved navigation and orientation and a greater sense of ownership and belonging for the school community.

The project brief is to reinforce the entrance to the campus and to create a new identity for the school. Upon an analysis of the campus and a review of the site's opportunities, it is a campus of landscape courtyards, which are currently under utilised. The intent of the proposal is to link the courtyards and to provide new opportunities for outdoor learning and enhanced engagement with the existing and new buildings. Three new building sites have been identified: one (TAS) is the subject of a CDC, and the other two are allocated to a new CAPA facility to the north of the entrance and adjacent to Block B and a new shared use PCYC, to the north of the MPC.

The main entrance has been reimagined to refocus the connections with the landscape. The main student entrance is relocated to the forecourt between Building A and the new CAPA. The existing copse of remnant trees which is degraded, is regenerated using koala appropriate species, and a series of new canopies, with a fine grain of supporting trunk-like columns provide shelter. Upon entry the students will engage directly and walk through the bushland to a sheltered transition zone between public (Owen Street) and private (College)

Directional axes are developed in both a north/south and an east/west orientation where all circulation across the campus occurs. Two key vertical transport node points to address the challenging site level changes are located external to the built forms, to the centre and to the north of the campus connecting these axes. The new arrangement of courtyards will flow and connect from one to the other in a more natural transition with good sense of passive surveillance.

The new 2 storey CAPA facility will edge Owen Street to the west and form one edge of the internal courtyard to the east. Its street address will elevate its importance as a faculty and in particular its importance in forming relationships and connectedness with the wider community. The street edge CAPA building form will support the edge already formed with the existing Multi-Purpose Hall and the PCYC facility to the north. Each building of these buildings and their corresponding function play an important role in supporting a wider community outlook.

The new materiality is complimentary to the scale and texture of the existing and the heritage of the site and the existing buildings form a palette for the future. The site has an established language of two story, face brick forms with low pitched metal roofs which the new masterplan will respect. The existing buildings simple grid structure can have another life with careful planning to suit new Educational Principles.

The PCYC is located in the north-west corner of the Port Macquarie Campus. Alternatives for the  location were explored during the preliminary master planning phase.The identified location was ultimately preferred for several reasons:

— The entry to the facility is at the end of the Oxley Highway, a major transport nodal point which is significant to the Port Macquarie region.

— similarly, situating the building along Owen Street provides a strong street presence and increases opportunity for public interaction.

— The existing MPC building immediately to the south provides a beneficial functional adjacency with its performance spaces and change facilities of the PCYC.

— Siting the facility in the corner of the site affords a strong ability to secure the public away from students and provide an independent access point into the facility for the public.

— The school playing field immediately east of the facility provides good adjacent opportunity for larger sporting activities, and outdoor basketball courts are also located close by.

— Good access in this position to take advantage of northern aspect, as well as north-easterly vistas towards the ocean and Norfolk Pines.

The PCYC is conceived in three parts - the courts, a circulation spine and the supporting facilities. The public face provides a high level of transparency to enable engagement with the public and a scale which aligns with the adjacent College.

The larger court volume is appropriately place to the north of the site, which increases in scale towards William Street and the coast to the north.

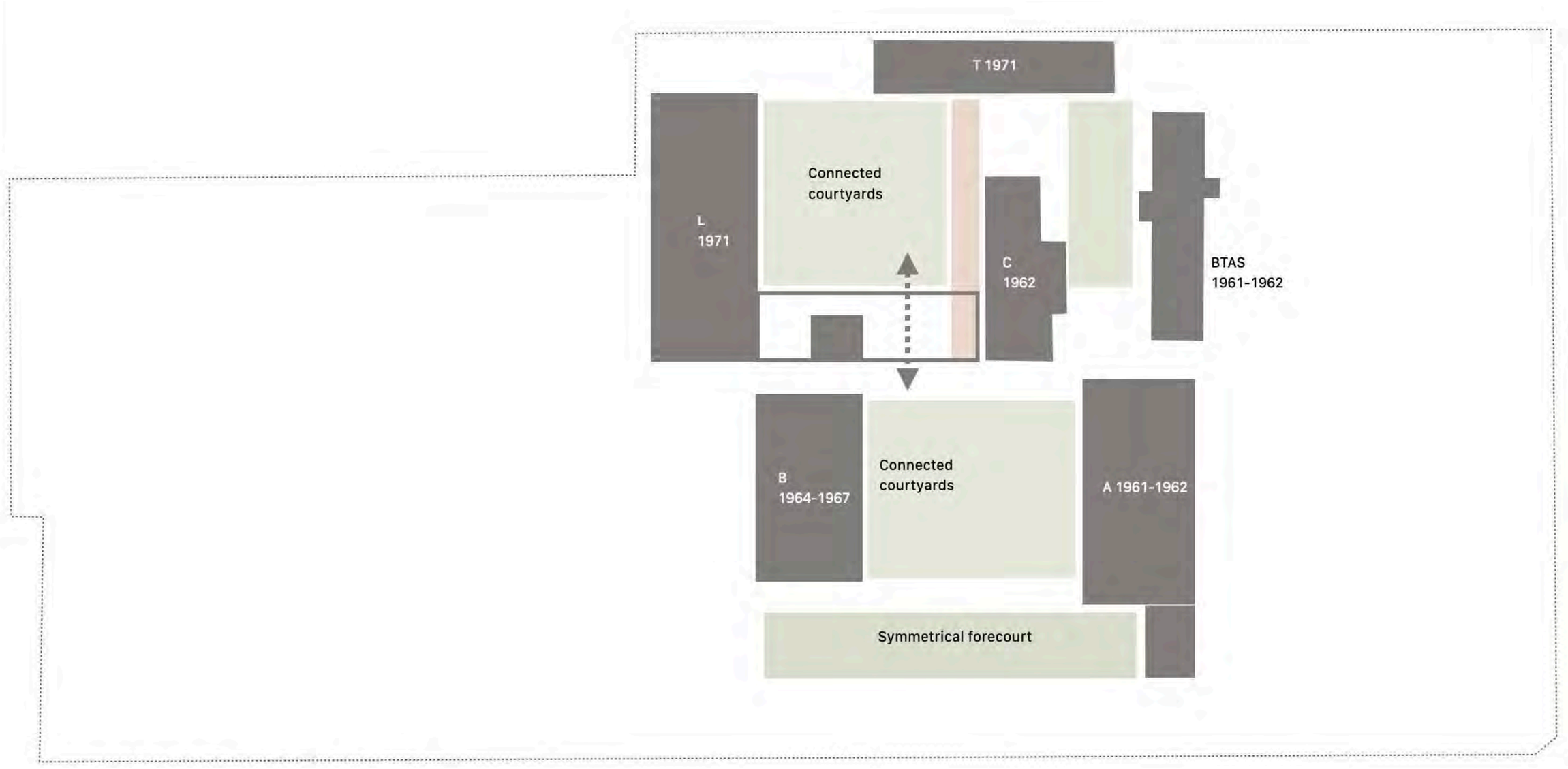
Other works across the site include the refurbishment of internal zones. Only 2 main areas (located in Building L Ground level) will be refurbished, however this work will provide a precedent for future ongoing works.


HASTINGS SECONDARY
PORT MACQUARIE
CAMPUS

# Built Form and Urban Design | Masterplan

As outlined in the "Heritage Concept Design Review" Hastings Secondary College (formerly known as Port Macquarie High School) is a good example of the early "Wyndham Scheme" schools that were constructed across NSW in response to the introduction of the new HSC curriculum. Designed for future expansion, and using an orthogonal approach to site planning, the schools constructed at this time represented a dramatic shift in educational planning, and embraced a cost-effective selection of materials yet with a refined design aesthetic.

The framework of the initial campus design (1960 - 1970) has been considered in the development of the Schematic Design.

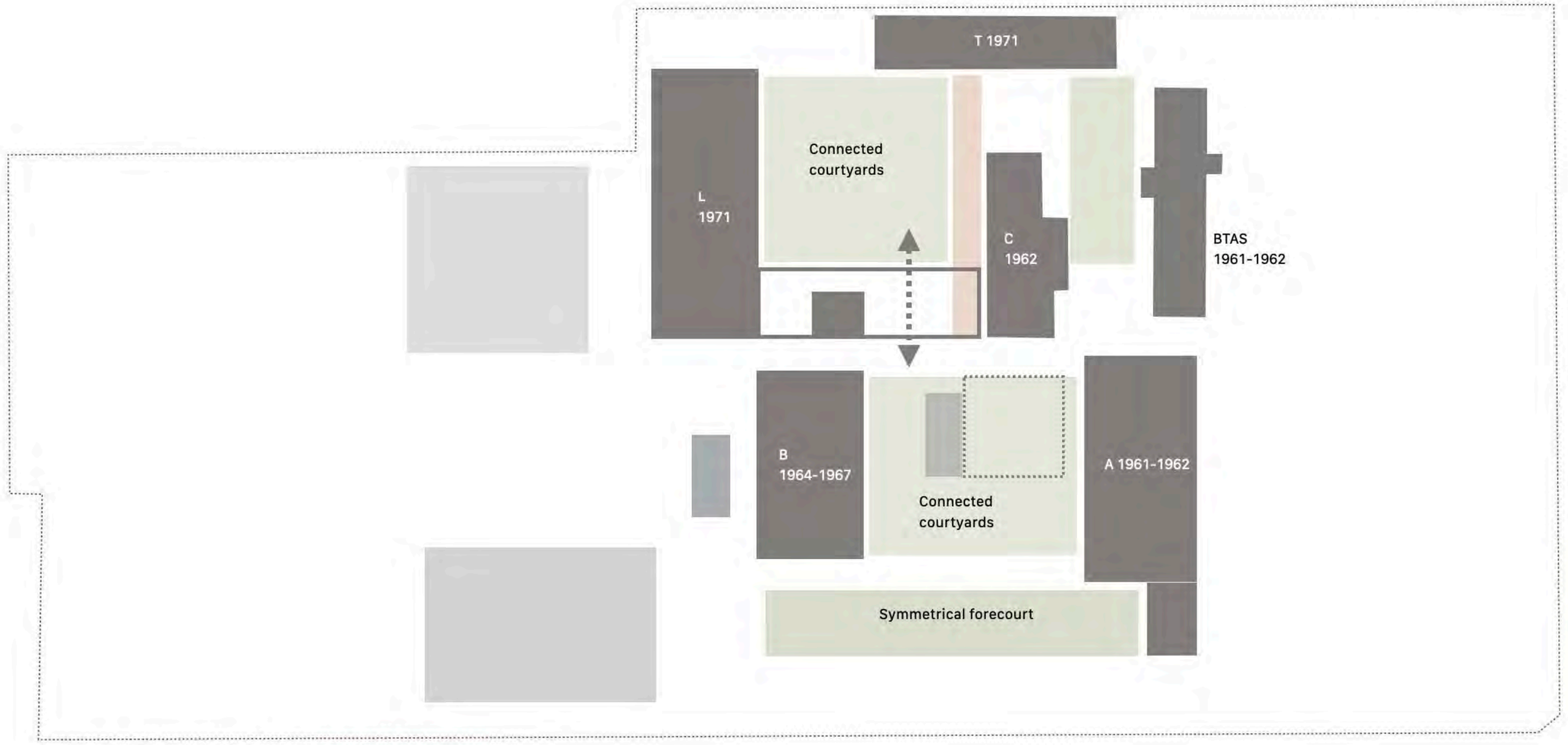


# Built Form and Urban Design | Masterplan cont'

— Existing buildings have a predominately north/south orientation

— A symmetrical forecourt existed between Block A and B which provided a view deep into the campus

— There are 3 major level changes across the site, forming open courtyards - two major connected courtyards with one minor courtyard



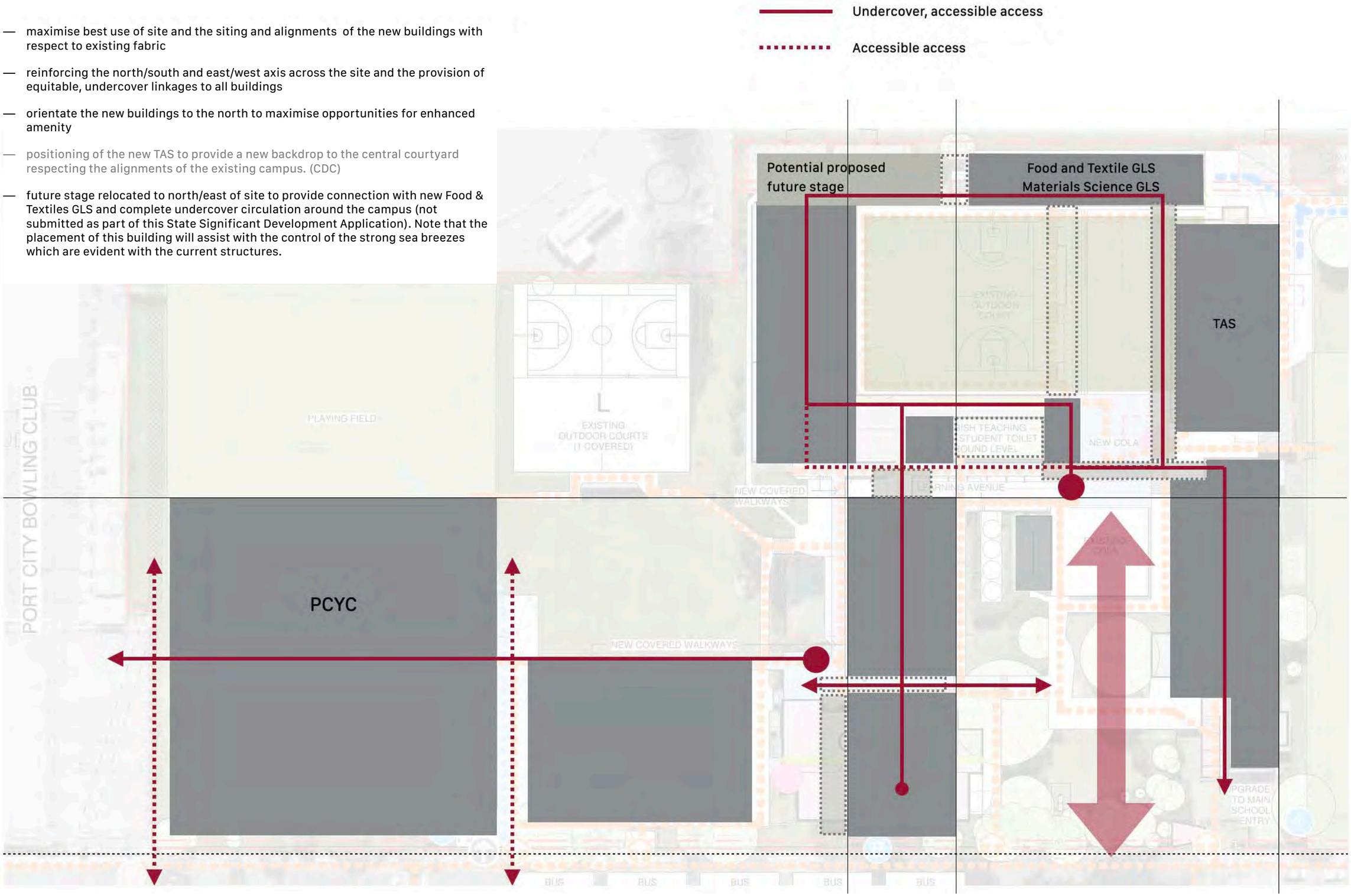
# Built Form and Urban Design | Masterplan cont'

— Strong North/South circulation link

— Strong East/West circulation link

# Built Form and Urban Design | Masterplan Summary

- maximise best use of site and the siting and alignments  of the new buildings with respect to existing fabric
- reinforcing the north/south and east/west axis across the site and the provision of equitable, undercover linkages to all buildings
- orientate the new buildings to the north to maximise opportunities for enhanced amenity
- positioning of the new TAS to provide a new backdrop to the central courtyard respecting the alignments of the existing campus. (CDC)
- future stage relocated to north/east of site to provide connection with new Food & Textiles GLS and complete undercover circulation around the campus (not submitted as part of this State Significant Development Application). Note that the placement of this building will assist with the control of the strong sea breezes which are evident with the current structures.



# Built Form and Urban Design | Masterplan Summary cont'

# Built Form and Urban Design

## Height

General

As defined by the Port Macquarie - Hastings Local Environmental Plan 2011 the Maximum Building Height is 26.5m for the western most 40m of the site, along the frontage to Owen Street & 19m for the rest of the site.

Generally the building heights across the campus are consistent - either single or two storey buildings with low roof pitches. The MPC has a roof profile and pitch which does not align with the design intent of the existing campus framework, therefore presents an opportunity for the PCYC to be expressed in a related yet slightly different form. It is important, however, that a level of consistency is maintained across the campus, so that the PCYC is seen as part of the whole of site development. The maximum height of the PCYC is 13,575m.

CAPA

The CAPA is located to the west of Building B. The ground level of CAPA, aligns with the ground level of Building B, and due to the required increased floor to floor heights of CAPA, Level 1 is accessed via a short ramp and stairs with a minor level change. The existing central access way of Building B, has been continued through into the CAPA.

The roof pitch of CAPA is consistent with Building B.

The overall height of CAPA from the ground level to the roof capping is 11m (Owen Street West Elevation). This will vary across the site due to the slope of the adjacent land. The height difference between CAPA and the Block B ridge line is 2.4m. This is due to the requirement for increased floor to floor heights of CAPA to meet the functional needs of the curriculum.

PCYC

The PCYC is located to the northern part of the site, separated from the Hasting Secondary College campus by the Multi Purpose Courts (MPC) which was built in 1985. Due to the court clearance requirements (7m clear) and the structural requirements (1.5 - 2m), the overall height of the courts is 13.6m. (Owen Street West Elevation) The higher court building has been placed to the north of the site, which is more open and of a larger scale. The support wing to the south of the courts corresponds with the roof line of the MPC.

## Bulk and Scale

CAPA

The CAPA and new canopies respect the bulk and scale of the existing campus. The CAPA addresses the streetscape, with all other new built forms located deep into the campus. The intention is that the western facade of the CAPA forms the site boundary reducing the fence line around the site to provide a more engaging interface with the public domain.

New Canopies

The new canopies, although rectilinear in form aligning with the framework of the heritage campus, are intended to be detailed as lightweight structures. The canopies which are lofty in height,  are supported by fine steel and timber columns and will have a combination of timber lined and integrated colour fibre cement soffits. The canopies vary in height according to their location and connection with the existing fabric.

PCYC

The PCYC, by nature of its functional use, is a large footprint. Bulk and scale is important to address to mitigate the sale of the courts. The built for is divided into 3 clear parts - the courts, an entrance zone and a support zone which contains reception, offices, services, kitchenette, amenities, meetings rooms, gymnasium and the Clontarf Academy. The support zone is a lower scale which responds to the dimensions of the CAPA.

The intention is that the facade articulation also corresponds with the articulation of CAPA - the entrances are defined in a similar manner, providing a high level of visibility into each facility.

The entrance zone is defined as a "Verandah" to Owen Street, providing a transitional zone between public and private.  The "Verandah" is lined with a warm timber cladding, providing a sense of invitation.  The alignment of the western facade, similar to the CAPA, provides a more engaging relationship with the public domain by removing the need for a fence.

The large volume of the courts are characterised by a large format circular window which announces the civic nature of the built form and the scale of the adjacent playing fields to the east.

## Setbacks and Density

CAPA

In order to provide a north orientated building, aligning with Building B, the CAPA is set nominally 2.9m from the existing boundary. The intention is that the external wall of CAPA is the security line for the College. This provides a more engaging interface with the public domain and improves the perception of a "fenced institution".

The intention is that the large windows to the street is used a "display boxes" for CAPA. These boxes will then also be used to provide solar shading and privacy to the learning spaces beyond.

Canopies

The canopies are intentionally set back from the boundary, to provide a transition zone between Owen Street and the College. A small copse of existing vegetation exists, interfacing with Owen Street - it is proposed to regenerate and augment this bushland. The canopy (COLA) and associated connecting walkways are set back beyond this alignment.

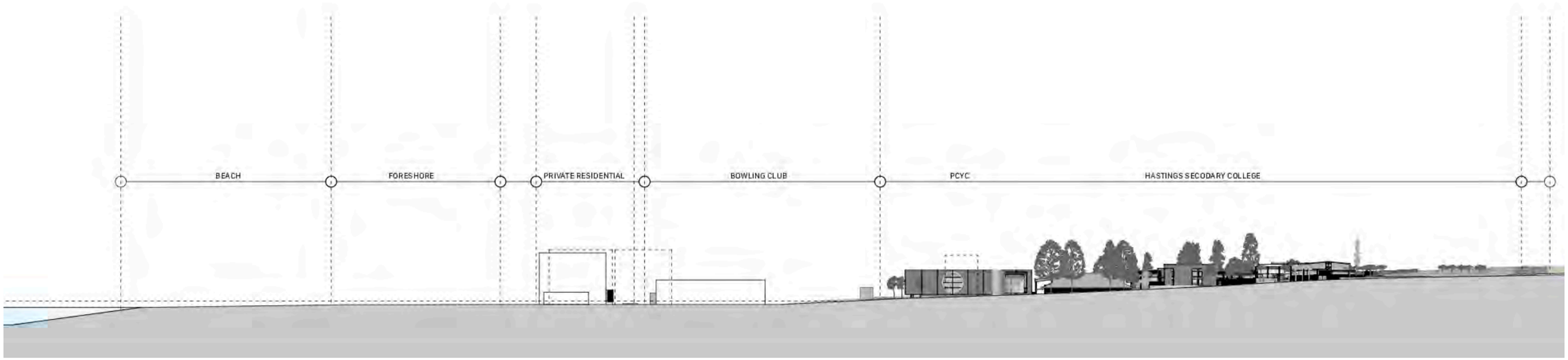
PCYC

The PCYC is setback to align with the CAPA built form. Similar to CAPA, this will provide a more engaging interface with the public domain and improves the perception of a "fenced institution". The security line will be set back from the building alignment to provide a secure access to the College, creating a line of enclosure with the MPC. The setback between the PCYC and the MPC wall alignment is 6m. The setback from the northern boundary is 8.5m, to provide for the easement allowance and a driveway.

MPC

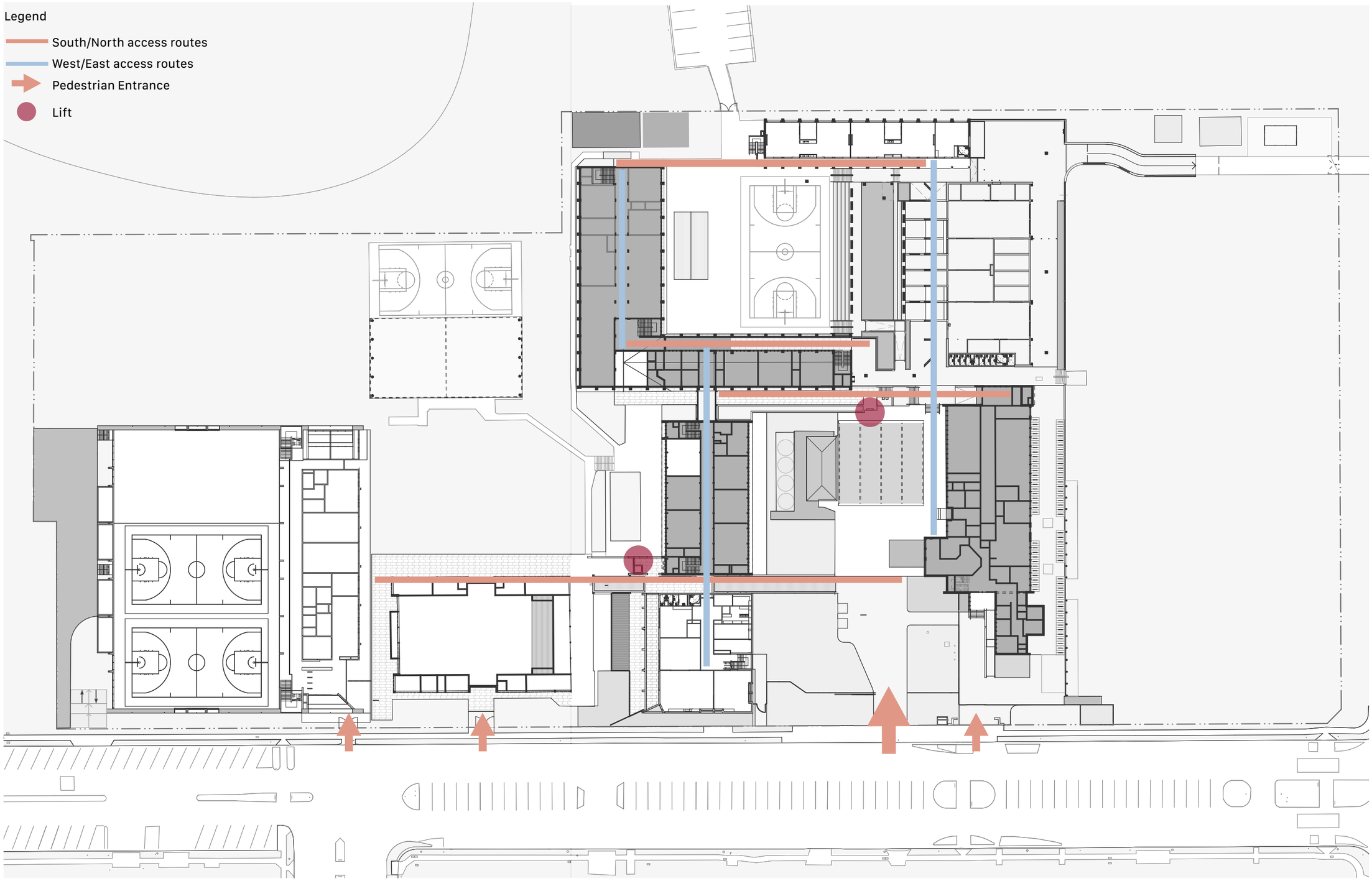
Both new building forms of the PCYC and the CAPA have been placed forward of the Multi Purpose Court (MPC). The form of the MPC, in particular the roof form,  is quite different to the existing campus and the proposed new buildings, therefore it is proposed that its form is suppressed to allow the new, revitalised campus to be more visible.

# Built Form and Urban Design cont'

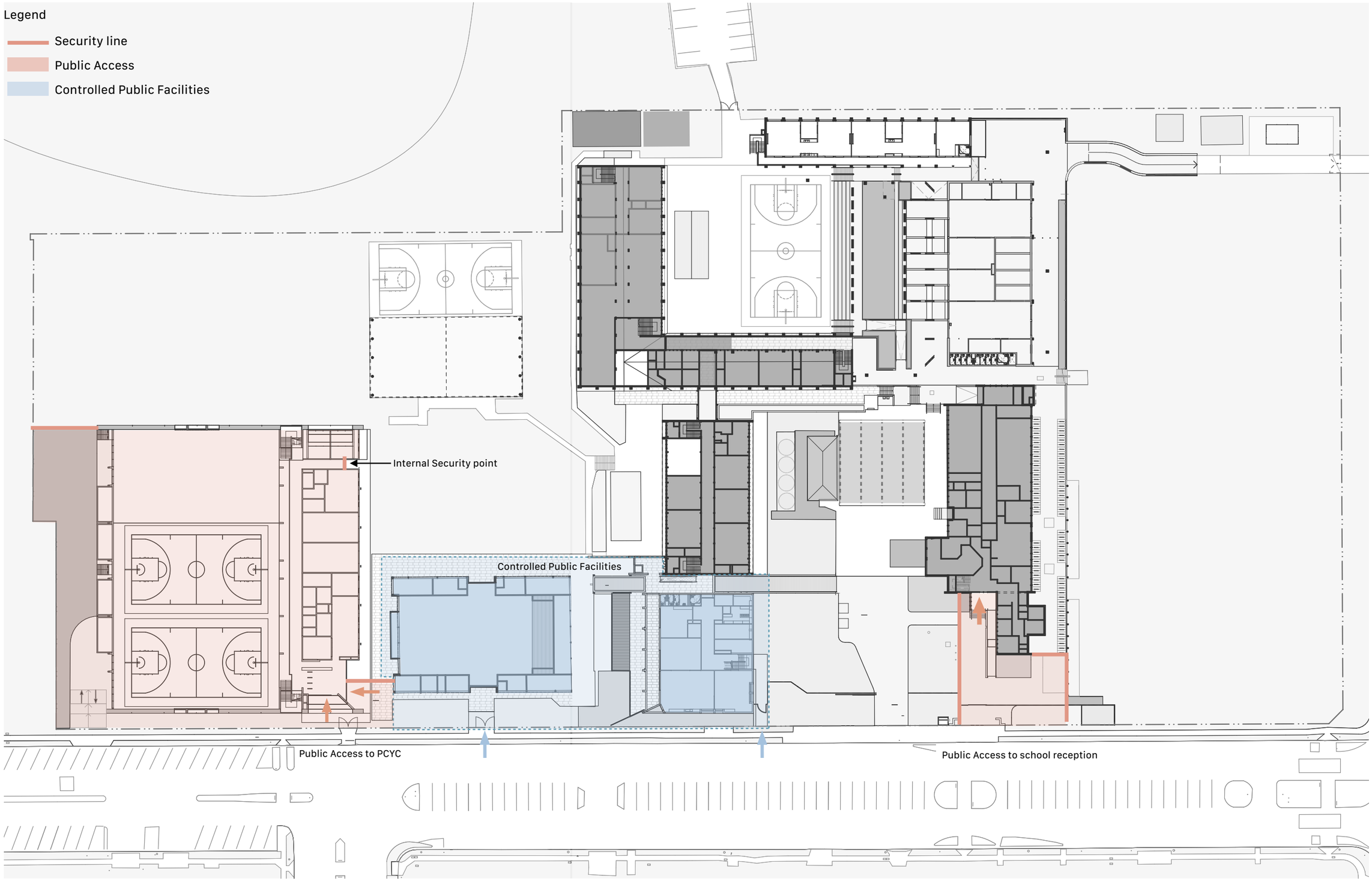



Long section (north/south) through Owen Street demonstrating the scale of the wider site context

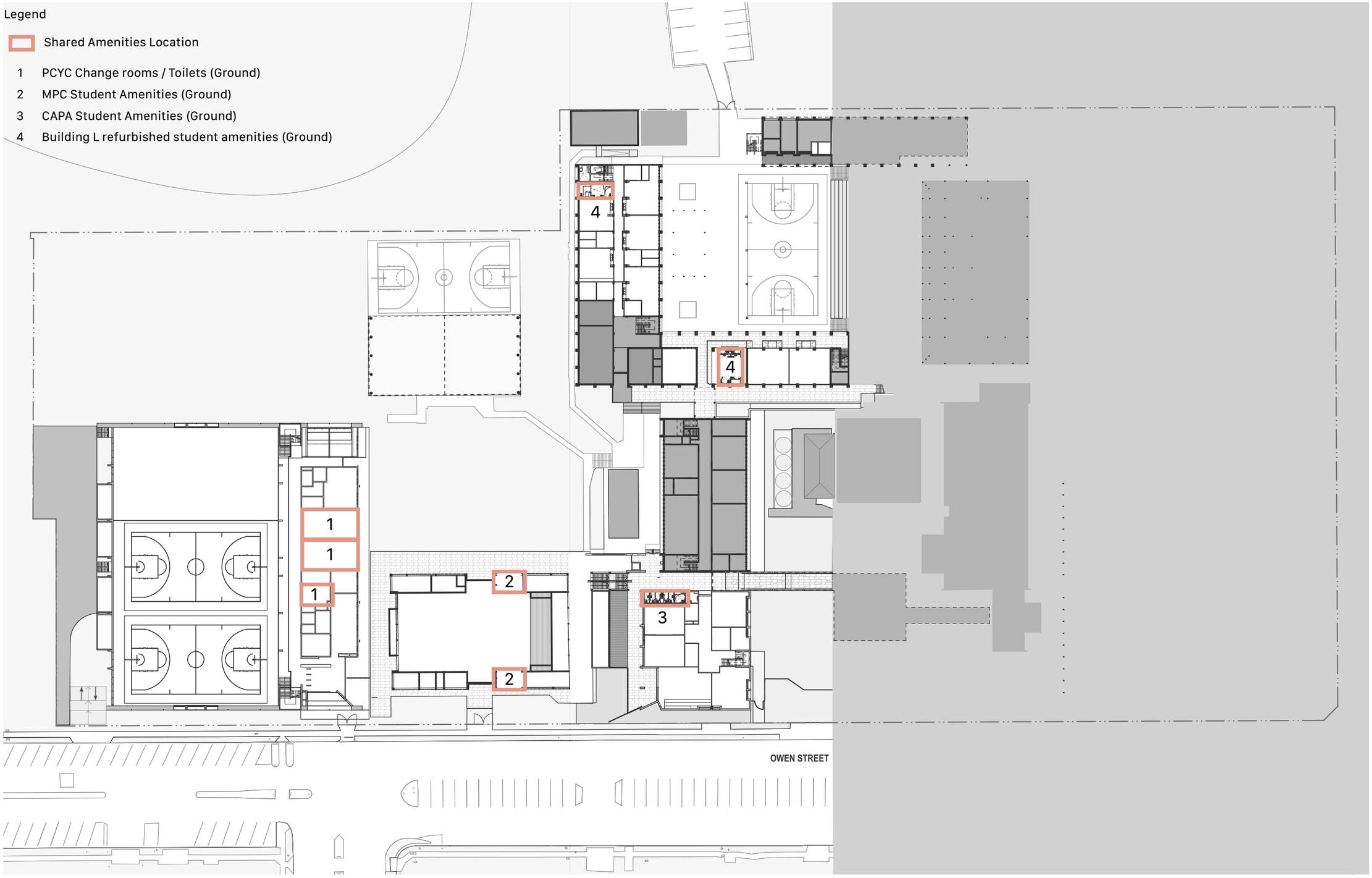
# Site Strategies - Circulation



# Site Strategies - Public Access



# Site Strategies - Amenities Ground



# Site Strategies - Amenities L1

Legend

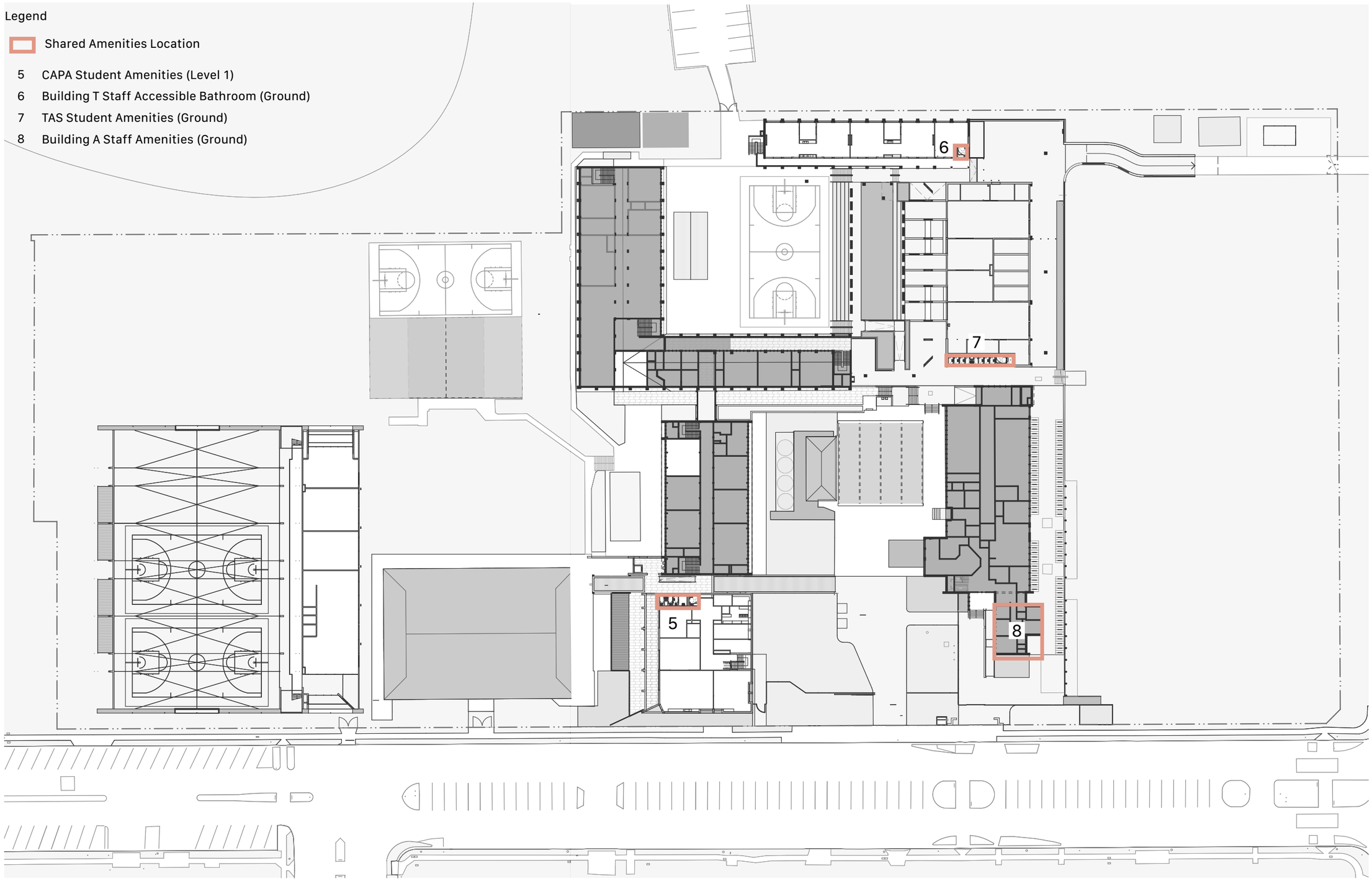
Shared Amenities Location

5 CAPA Student Amenities (Level 1)

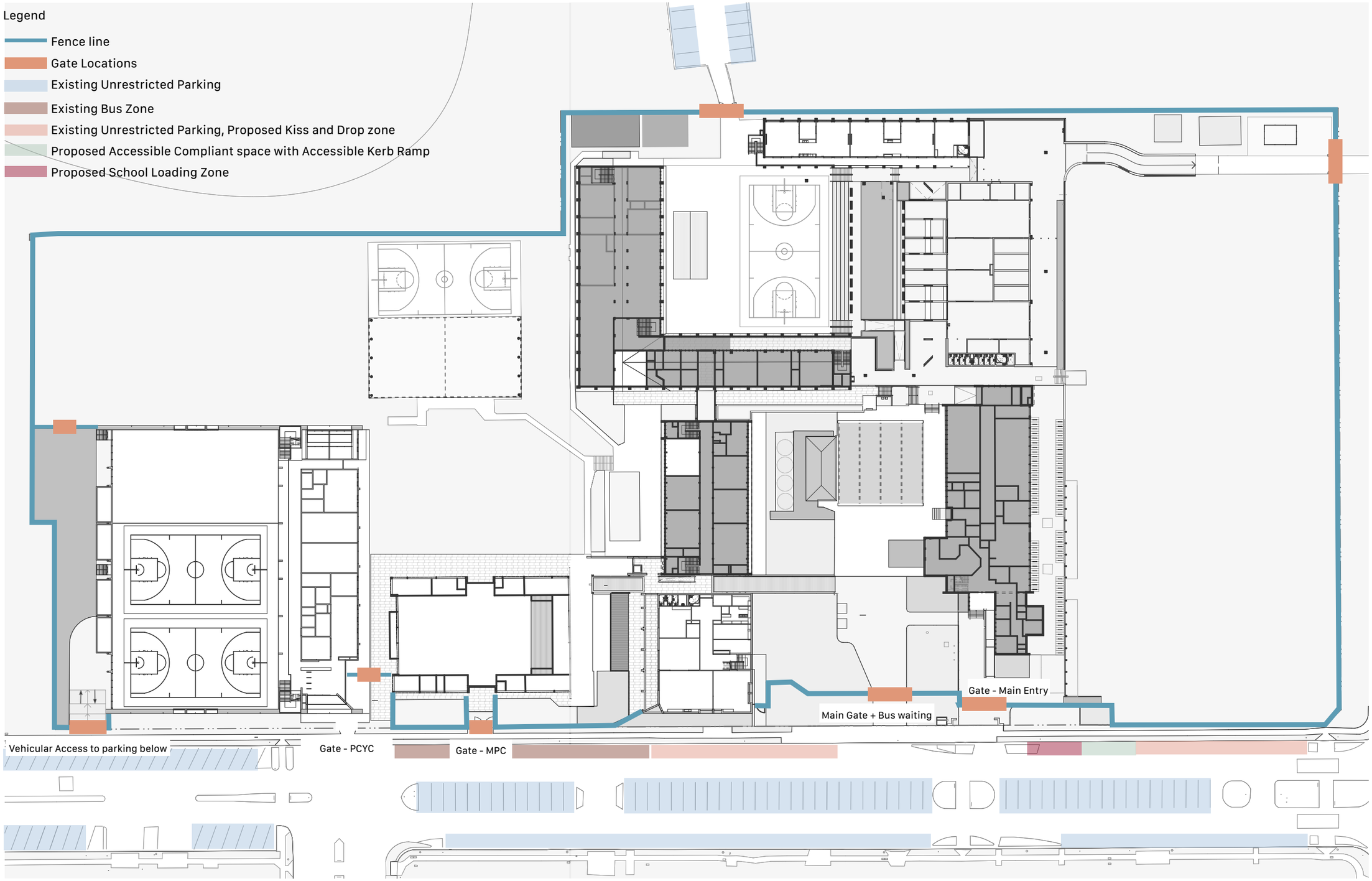
6 Building T Staff Accessible Bathroom (Ground)

7 TAS Student Amenities (Ground)

8 Building A Staff Amenities (Ground)



# Site Strategies - Gates and Fences



# Connection with Country

A strong connection already exists with the Birpai Hastings Community working with both the Hastings Secondary College and through the local feeder schools. Hastings Secondary College has a connection with two groups within the College - the Clontarf Academy and Sista Connect.

Working with these groups and also with the local Elders and Birpai Hastings Community representatives a collaborative process has commenced which will provide a connection to Country.

Two initial discussions have been held with the College representatives, the project team and the local Aboriginal community to discuss how an authentic and collaborative process can be developed to inform the ongoing design development.

10/03/21: Initial discussion about project.

18/03/21: Initial discussion to understand the process of listening and understanding narratives which may inform the design development of both campuses.

During this process to assist with the design, the framework outlined in the GA NSW, Better Placed Draft Connecting with Country Framework has been referenced. As outlined in this document, we understand that "building relationships with Aboriginal people requires appropriate allocation of time and resources to develop personal connections in ways Aboriginal people recommend. These strong relationships should include opportunities for Aboriginal people to provide leadership and guidance for built environment projects – from the beginning and throughout the project life cycle. " Page 22. As our project is providing education for a new generation, this opportunity to provide leadership and guidance is fundamental.

As a masterplan and a Concept Design for the project has already been developed prior to the commencement of engagement with the Birpai Hastings Community, it is envisaged that areas which can be developed will include:

- the development of the design of the landscape including use/function, form and plant selection
- detailed selection and incorporation of materials
- development of cultural references including use of language and artwork/graphics
- enhancement of existing curriculum strategies

The **Clontarf Foundation** exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningfully in society.

Clontarf is a wide-ranging initiative which works in partnership with Hastings Secondary College Campuses and focuses on encouraging behavioural change, developing positive attitudes and assisting students in completing school and securing employment.

Using supportive relationships, a welcoming environment and a diverse range of activities, the young Aboriginal and Torres Strait Islander men in our programme develop improved self-esteem and confidence which assists them to participate in education, employment and society in a positive way.

Our approach has proven to be very successful, not only in attracting young men to school and keeping them there, but also in having them embrace more disciplined, purposeful and healthy lifestyles.

The calibre of people that Clontarf employs is paramount to our success. They are hardworking, passionate and completely dedicated to helping the young men in our programme to achieve their full potential. Our academies are staffed with full-time mentors who possess a wealth of life experience and come from diverse backgrounds.

**Sista Connections** is a Aboriginal Girls program focussed on empowering Aboriginal women to be leaders and role models of the future. The program provides academic support, empowerment through entrepreneurialism and employment, wellbeing, and community connections.
The program is anchored in the values of:
Respect
Personal Best
Resilience
Leadership

Sista's from both campuses will learn more about:
Build self-esteem as a result of gaining new skills and knowledge
Gain their sense of identity – who they are
Be confident and proud of themselves
To connect positive choices about education and future careers prospects
Homework club
Assessment support
Traineeship opportunities
Senior pathway options
Women's business

Sista Connections program builds capacity of our girls, employability, mental health and wellbeing of our girls and pathways to senior success. Sista Connections in partnership with community equips our girls with the tools they need to engage in their education.

The program objectives are designed with an emphasis on:
Building friendships
Building resilience
Connection to community
Connection to self
Connection to culture
Increase in school attendance
Academic achievement and personal achievement
Improvement of Year 12 graduation rates
Facilitation of post-school transitions

Hastings Secondary College prides itself on fostering a strong sense of belonging within the school community.