

Hastings Secondary College Upgrade | Port Macquarie Campus / Response to Submissions

SINSW SSDA — REV 2 — 18/08/21

Project Name	Hastings Secondary College Upgrade • Port Macquarie • Response to Submissions		
Project Code	HSPM		
Revision	Date	Comment	Approved
0	08/08/2021	Draft for Review	EC
1	11/08/21	Updated Draft for Review	EC
2	18/08/21	Updated Draft for Review	EC



3.1 Hastings Council Submission - Landscaping

Item 3.1.1
Could consideration be given to replacing Swamp gum (Eucalyptus ovata) with a local species such as Swamp mahogany (Eucalyptus robusta).

Swamp Gum - Eucalyptus Ovata can certainly be replaced with Swamp Mahogany - Eucalyptus Robust. Please refer to Landscape Tree Management Plans and Proposed Planting Plans.

Koalas feed almost exclusively on leaves. The occurrence of primary tree species as a food source is critical to attracting and maintaining Koala populations.

Eucalyptus Robusta is local native tree identified as a Primary food source / tree species for Koala's on the North Coast.

Eucalyptus microcorys (Tallowwood) have been identified as an existing tree on the port Macquarie site. The use of Swamp Mahogany in combination with the Tallowwood will further enhance the koala habitat.

Koalas also require a range of other tree species, including non eucalypts across their habitat for resting and shelter, particularly in extreme weather conditions.

Koala Habitat Strategy

The design responds to the ecological context of the site in consideration of koala habitat zones.

- Existing Koala Habitat Trees to be retained and protected
- Tree 23 and Tree 27 Eucalyptus microcorys - Tallowwood are listed in the National Koala Tree Planting Lists as being Primary Koala Food.
- New Koala Habitat Tree to be planted in close proximity for connected specimens within a habitat zone
 - Eucalyptus grandis
 - Eucalyptus microcorys
 - Eucalyptus robusta



Eucalyptus robusta



Banksia Intearifolia



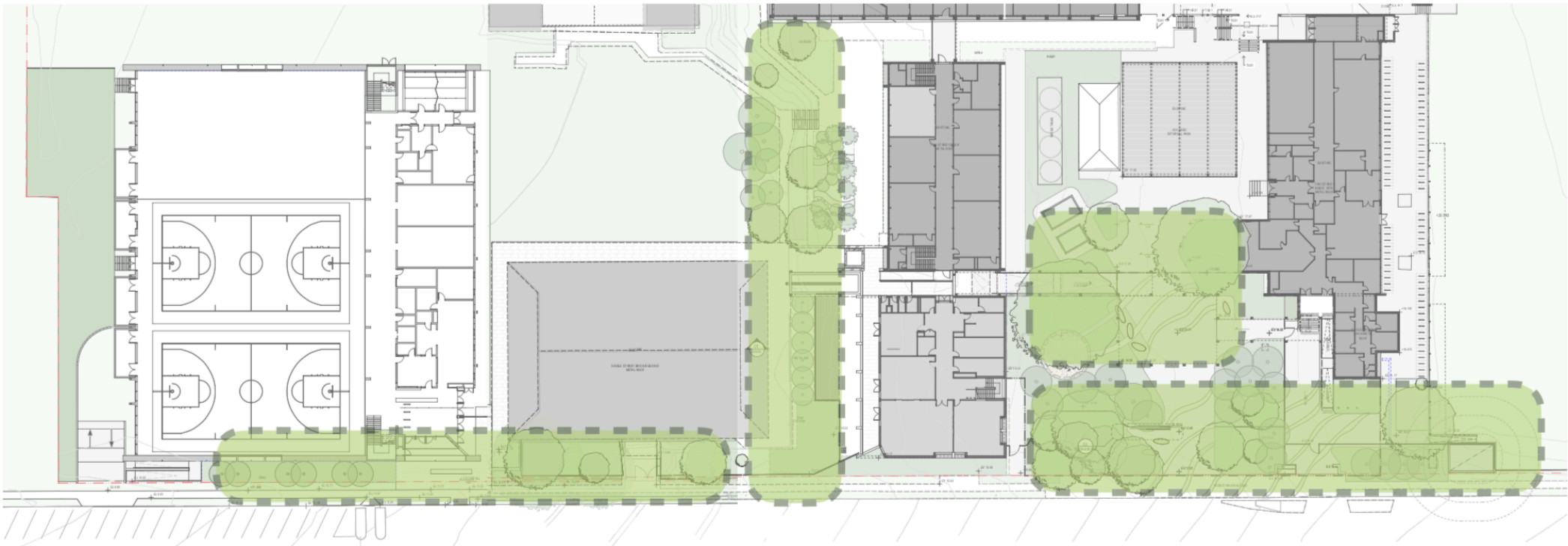
Melaleuca sp



Eucalyptus grandis



Eucalyptus microcory



Zones for planting

3.7 Hastings Council Submission - Contributions

Item 3.7.1

Proposed works will increase demand on water and sewer services. Specific information for the total cost of works as been unable to be obtained. There appears to be some discrepancies in building areas (and configurations) for the PCYC component of the plans (e.g. 3,150 sqm in Appendix A - Architectural Plans (Record# D2021/166253); 3,268.4 sqm in Architectural Plans 1 (Record #D2021/166267, page 81); and 4,000 sqm in Architectural Plans 1 (Record #D2021/166267, page 32).

Refer attached amended PCYC Gross Floor Area Drawings which clarify the PCYC area discrepancies. To calculate the GFA, the GFA Definition (LEP 2012 - NSW Legislation) has been used. Please note that the GFA excludes the car parking, however we have identified the area of this item, separately.

GFA = 3908.11m2

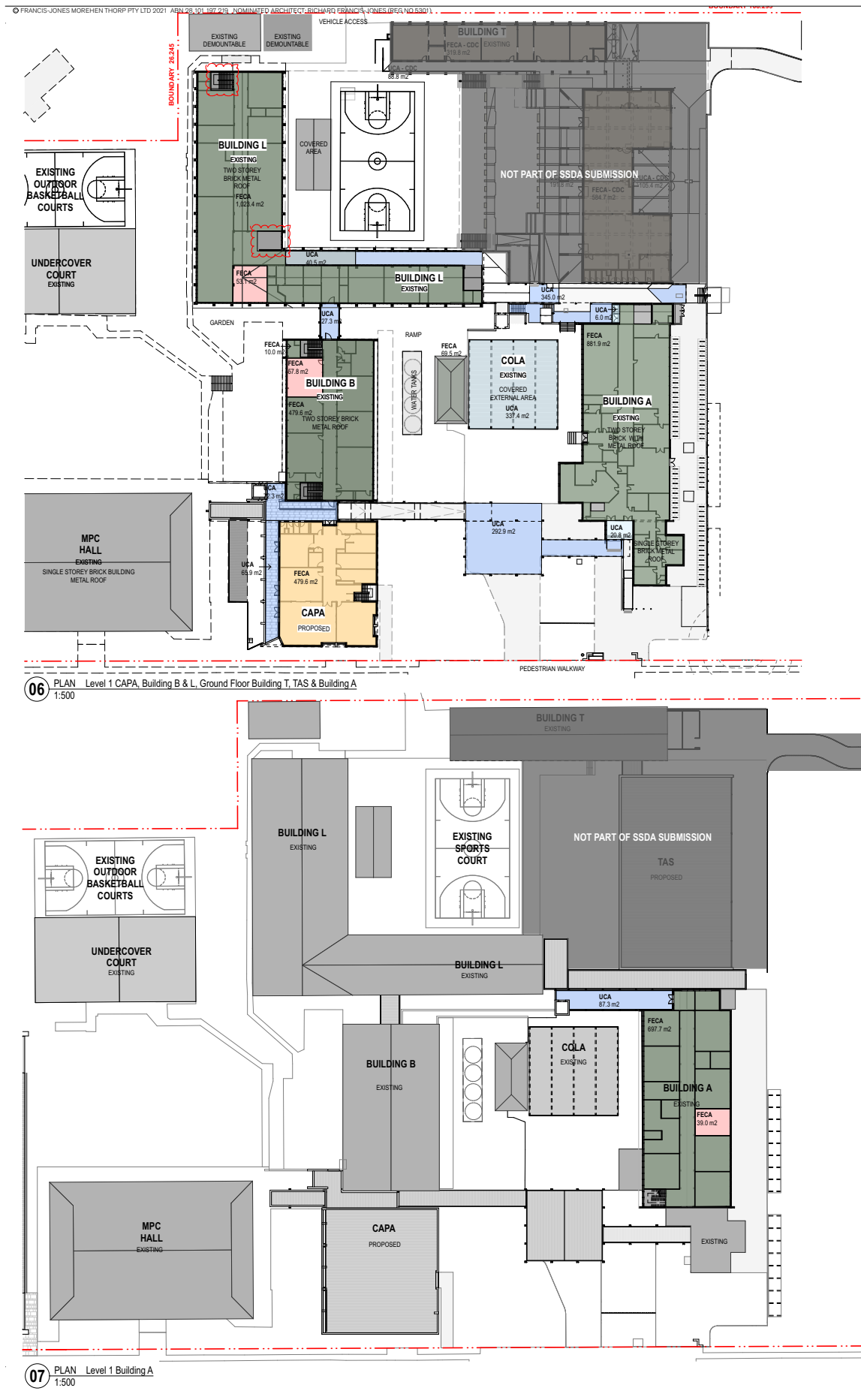
Carpark = 910.49m2

GFA definition (LEP 2012 - NSW Legislation)

gross floor area means the sum of the floor area of each floor of a building measured from the internal face of external walls, or from the internal face of walls separating the building from any other building, measured at a height of 1.4 metres above the floor, and includes:

- (a) the area of a mezzanine, and
- (b) habitable rooms in a basement or an attic, and
- (c) any shop, auditorium, cinema, and the like, in a basement or attic, but excludes:
- (d) any area for common vertical circulation, such as lifts and stairs, and (e) any basement:
- (i) storage, and
- (ii) vehicular access, loading areas, garbage and services, and
- (f) plant rooms, lift towers and other areas used exclusively for mechanical services or ducting, and
- (g) car parking to meet any requirements of the consent authority (including access to that car parking), and (h) any space used for the loading or unloading of goods (including access to it), and
- (i) terraces and balconies with outer walls less than 1.4 metres high, and
- (j) voids above a floor at the level of a storey or storey above.





GFA Schedule FECA Existing			
Zone	Existing / Proposed	Location	Measured Area
FECA	A-Area-GFA-Existing	Building A- Ground Floor	881.88
	A-Area-GFA-Existing	Building A Level 1	697.67
	A-Area-GFA-Existing	Building B Ground Floor	554.06
	A-Area-GFA-Existing	Building B Level 1	10.01
	A-Area-GFA-Existing	Building L Level 1	479.61
	A-Area-GFA-Existing	Building L Ground Floor	22.13
	A-Area-GFA-Existing	Building L Ground Floor	28075
	A-Area-GFA-Existing	Building L Level 1	1,023.44
	A-Area-GFA-Existing	Building U	69.46
	A-Area-GFA-Existing	MPC Hall	912.94
	A-Area-GFA-Existing		4,831.95 m²

GFA Schedule FECA Proposed			
Zone	Existing / Proposed	Location	Measured Area
FECA	A-Area-GFA-Proposed CAPA	CAPA Building Level 1	479.64
	A-Area-GFA-Proposed CAPA	CAPA Ground Floor	522.82
	A-Area-GFA-Proposed CAPA	CAPA Lower Ground	21.16
			1,023.62 m²
	A-Area-GFA-Proposed PCYC	PCYC Ground Floor	3,183.86
	A-Area-GFA-Proposed PCYC	PCYC Level 1	724.25
			3,908.11 m²
	A-Area-GFA-Refurbished	Building A Level 1	39.00
	A-Area-GFA-Refurbished	Building B Level 1	57.83
	A-Area-GFA-Refurbished	Building L Ground Floor	34.65
	A-Area-GFA-Refurbished	Building L Ground Floor	56.28
FECA GFA EXCLUDED	A-Area-GFA-Refurbished	Building L Ground Floor	138.29
	A-Area-GFA-Refurbished	Building L Level 1	53.13
	A-Area-GFA-Refurbished	Building L Ground Floor	525.19
			904.37 m²
	A-Area-GFA-Proposed PCYC	PCYC Lower Ground	910.49
			510.49 m²
			6,746.59 m²

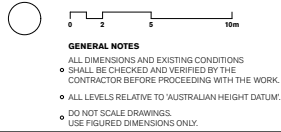
GFA Schedule UCA			
Zone	Existing / Proposed	Location	Measured Area
UCA	A-Area-GFA-Existing	Building A Entry	6.02
	A-Area-GFA-Existing	Building A Entry	20.80
	A-Area-GFA-Existing	Building L Level 1	40.48
	A-Area-GFA-Existing	Existing COLA	337.35
	A-Area-GFA-Existing	Undercover Area	97.21
	A-Area-GFA-Existing	Undercover Court Existing	574.82
			1,076.68 m²
	A-Area-GFA-Proposed Circulation	Building A Linkway Level 1	87.31
	A-Area-GFA-Proposed Circulation	Building L & A Linkway	344.96
	A-Area-GFA-Proposed Circulation	Building L & B Linkway Level 1	272.26
	A-Area-GFA-Proposed Circulation	Building L Ground Floor	29.50
UCA - CDC	A-Area-GFA-Proposed Circulation	Building L Ground Floor	188.81
	A-Area-GFA-Proposed Circulation	Building L Linkway Lower Ground	7.39
	A-Area-GFA-Proposed Circulation	CAPA Ground Floor	249.53
	A-Area-GFA-Proposed Circulation	CAPA Level 1	65.92
	A-Area-GFA-Proposed Circulation	CAPA Level 1	72.34
	A-Area-GFA-Proposed Circulation	Entry Canopy	292.86
			1,365.88 m²

GFA Schedule CDC			
Zone	Existing / Proposed	Location	Measured Area
FECA - CDC	A-Area-GFA	Building T Ground Floor	319.79
	A-Area-GFA	Building T Lower Ground	12.06
	A-Area-GFA	Building T Lower Ground	91.52
	A-Area-GFA	TAS Building	584.67
			1,008.04 m²
UCA - CDC	A-Area-GFA	TAS Building	105.37
			105.37 m²
	A-Area-Room	TAS Building	191.83
			191.83 m²
	A-Area-Room CDC	Building 1 Ground Floor	88.85
	A-Area-Room CDC	TAS Building	191.83
			280.68 m²
			1,585.92 m²

GFA definition (LEP 2012 - NSW Legislation)

gross floor area means the sum of the floor area of each floor of a building measured from the internal face of external walls, or from the internal face of walls separating the building from any other building, measured at a height of 1.4 metres above the floor, and includes:

- (a) the area of a mezzanine, and
- (b) habitable rooms in a basement or an attic, and
- (c) any shop, auditorium, cinema, and the like, in a basement or attic, but excludes:
- (d) any area for common vertical circulation, such as lifts and stairs, and (e) any basement:
- (i) storage, and
- (ii) vehicular access, loading areas, garbage and services, and
- (f) plant rooms, lift towers and other areas used exclusively for mechanical services or ducting, and
- (g) car parking to meet any requirements of the consent authority (including access to that car parking), and (h) any space used for the loading or unloading of goods (including access to it), and
- (i) terraces and balconies with outer walls less than 1.4 metres high, and
- (j) voids above a floor at the level of a storey or storey above.



Total Site Area = 34518.1m²

GFA LEGEND



NOTE: PLEASE REFER TO SSDA-28000 FOR GFA AREA SCHEDULES

rev	date	name	by	chk
06	15/2/21	For Information	SJP	
05	20/2/21	For Information	SJP	
04	16/4/21	SSDA	MJ	
03	25/3/21	SSDA	KT	
02	25/2/21	Draw SSDA 02	KT	
01	12/2/21	Draw SSDA	MJ	

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project
Hastings Schools Port Macquarie
Hastings Secondary College
Port Macquarie NSW 2444

title
Area Calculation Plans
GFA Plans & Area Schedule

scale	1:200 @ A1	first issued	12/2/21
project code	sheet no.	revision	
HSPM	SSDA-280001	06	

4.1 Government Architect NSW – Connection with Country

Item 4.1.2

Consider the inclusion of an Indigenous consultant in the design team – one who has local knowledge if possible – acknowledging that story threads extend beyond specific sites.

The Project Team has engaged with a local facilitator who has arranged for interested Aboriginal Knowledge holders to participate in a series of workshops. A second presentation was conducted with the State Design Review Panel on 04 August, 2021 which outlined the discussions which were an outcome of the 2nd workshop and are summarised in the below items.

Item 4.1.4

Articulate, in future presentations, how engagement with Traditional Custodians, including Indigenous parents and local organisations is informing the design approach

Noted – as outlined above, we are pleased to advise that 2 sessions have been held with Aboriginal Knowledge holders and one of the fundamental items which was discussed was a continued engagement.

4.1 Connection with Country

4.1.5 There is an opportunity to anchor the connection to Country and amplify the significance of the site's river and coastal location within the design approach – this will help to establish a place based identity for the school.

Please refer to the extract from the State Design Review Presentation which outlines the consultation to date. The Project Team have had 2 Workshops with Aboriginal Knowledge Holders - the first was an orientation with some initial discussions and the second included visits to both campuses plus a Walking on Country around Port Macquarie.

One of the key themes which resulted from these discussions was the significance of the Port Macquarie landscape, which was captured from the views from Transit Hill where the breadth of landscape can be experienced from mountain to river to coast. This was discussed as a key theme which can be developed to connect the two campuses of Hastings Secondary College. Linking examples could include:

- linking totems specific to each campus
- linking artwork at the entrance of each campus

Item 4.1.6
Draw on both historical and contemporary modes of habitation and respond to the specific ecology of the area.

Please refer to Item 4.2.5

Item 4.1.7
Consider opportunities for practices & processes, naming, massing, materiality, form, circulation and movement, landscape, specification of plant species that are endemic to the bioregion and so on.

Please refer to Item 4.2.5

Item 4.1.8
Explore how a rich connection with place might reinforce the school's strengths and inform its pedagogical approach in how it relates to built and natural form.

A connection with place was discussed in detail during the workshop and the following key themes and thoughts were discussed. The strategy is to continue to develop these themes with the key stakeholders to enable an authentic Connection with Country. The themes included:

Pathways

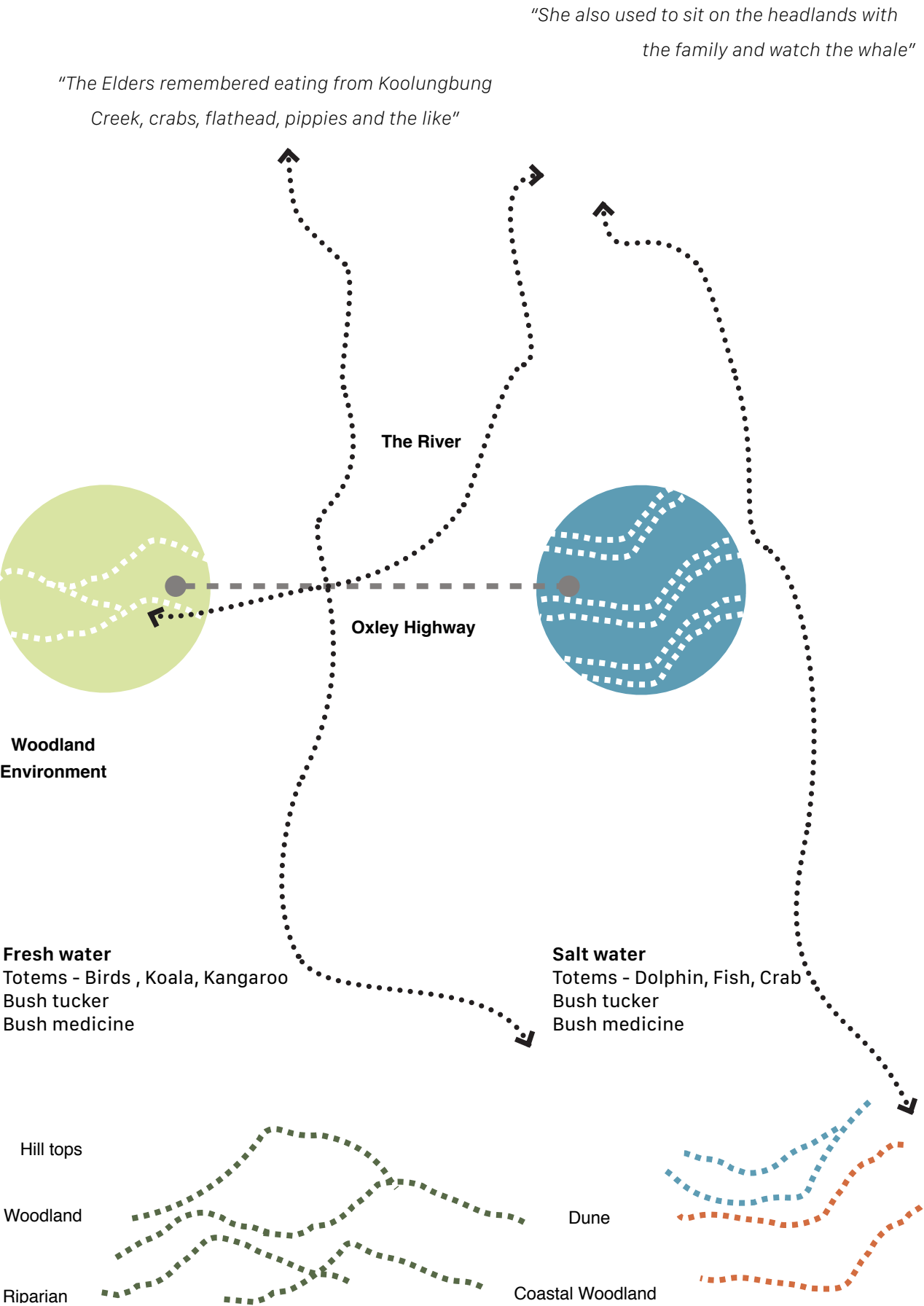
- The importance of pathways and walkways through each of the campuses, both new and existing
- A suggestion to use the pathways to allow connection with other generations

Indigenous Landscape

- A softening of the landscape and an emphasis through the design of the landscape of the movement through the spaces to provide a sense of anticipation along each pathway
- These new meandering pathways could tie in with a renewed sense of identity for both campuses and to act as a counter point to the existing built form
- The selection of indigenous species can also be planted along the pathways and used for teaching with information about each plant. Example plants include:

- paper bark,
- eucalypts
- tea trees (medicinal) and
- lomandra as ground cover

— Suggestions of Buck Tucker Gardens with endemic species



Item 4.1.8 Continued

An inclusive yarning circle

The suggestion of a Yarning Circle located upon entry to the campus, under a shady tree help break up hard lines of the buildings - a culturally welcoming and inclusive place The Yarning Circle could be made by the school community with material from the site or local area.

Totems

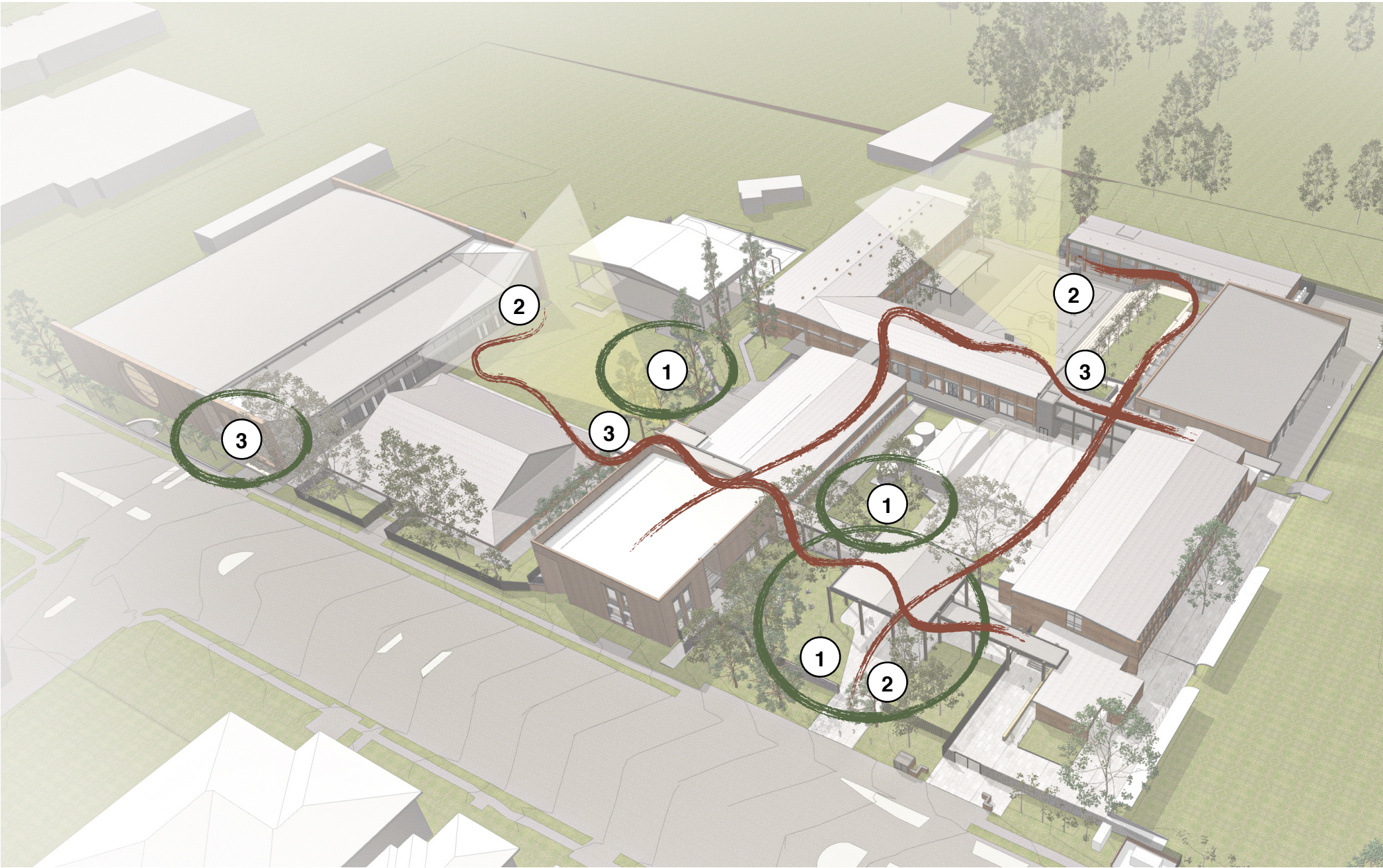
- ___ Totems specific to each campus
- ___ Provide planting specific to each totem
 - koala - swamp mahogany, tallowwood, forest red gum
 - dolphin
 - red belly black snake - riparian and wetland habitats, eating fish, tadpoles, frogs, lizards, snakes and mammals
 - wallaroo - soft textured grasses, shrub foliage and coarse tussock grasses

Celebrating Important Cultural Events

- ___ Reinforce Hastings Council Bicentenary commitment for healing
- ___ Australia's first recorded surf rescue on 9 December, 1827 at the mouth of the Hastings River
- ___ Raising of the Aboriginal flag over 20 years ago by Birpai Elder Cyril Marr

Item 4.1.10 The inclusion of a First Nations consultant on the design team, and the engagement with Traditional Custodians and with the Birpai Hastings community is positive. This consultation is underway, but to date this engagement has not yet informed the design strategy, cultural approach or curriculum.

- 1 The landscape development of the front entrance and other landscape opportunities across the site which were discussed.
- 2 The continued discussions about how pathways across the site can provide Aboriginal cultural knowledge for the school community
- 3 Development of specific moments in the site which can contribute to Aboriginal cultural knowledge for the school community. This would include a celebration of the Beach Rescue and the Flag Pole.



4.2 Masterplan and Landscape

Item 4.2.1

The immediate context of the Port Macquarie Campus at the mouth of the Hastings River, and with such proximity to the ocean is exceptional; the ecological significance, natural beauty and spatial quality provide rare opportunities for school design. Develop the design to integrate the built form with landscape elements and amplify the unique character of the setting. Provide detail of the form and character of these interfaces including opportunities for undercover play and learning areas.

The landscape is an important aspect of the revitalised campus. Through the expansion of the existing site framework a series of either formal or informal courtyards define outdoor spaces with differing characters. The new built forms address these spaces either with north facing verandahs or new landscaped edges.

Each courtyard space references the Ecological Vegetation Classes of the surrounding context and will be planted accordingly.

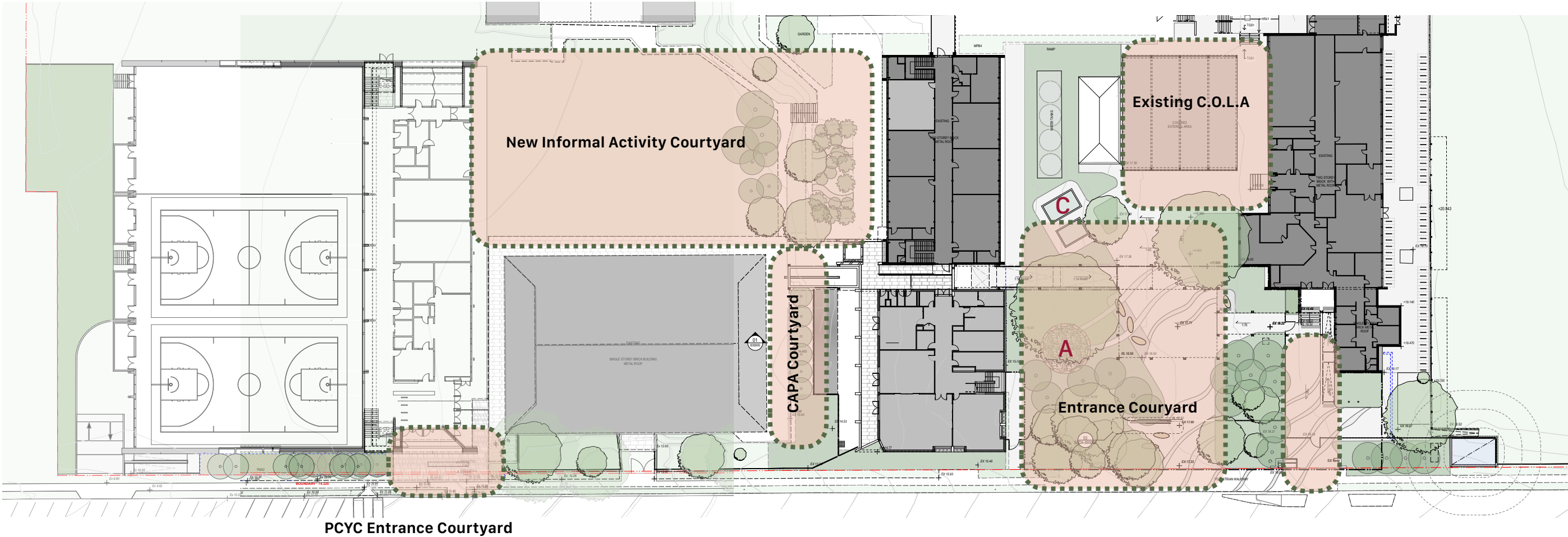
The main entrance to the campus is re orientated to be formed by the new large courtyard which will be planted with many new koala friendly trees. This space will also include opportunities for outdoor learning, including a Yarning Circle. The placement of the Yarning Circle has been discussed with the Aboriginal Knowledge Holders. (A)

The new Bush Tucker Garden located at (B) will provide opportunities for casual seating and learning in a bushland amphitheatre. This will work in conjunction with the Multi Purpose Courts and the PCYC.

A new raised bed food garden will also be located at (C) demonstration Earth to Table of local plants

Built Form

- The existing built form defines plaza / courtyard landscape spaces.
- There is an opportunity to open to views to the coast from 1st story of both CAPA and the new walkways connecting the campus.
- Setbacks for planted edges are provided at arrival nodes to provide an emphasis and appreciation of landscape.
- The indigenous species of the coastal landscape are maintained and enhanced so that there is a connection to the wider precinct.



Place - Learning and Meeting

Specific places within the landscape which Connect with Country

- Yarning circle located within the revitalised "Coastal Woodland" tree / koala community
- COLA and Shaded Entrance Canopies, providing opportunities for shaded education and display and specific information relating to each campus's totems
- Second storey views to coast line, providing opportunities for connecting with generations of the school community through stories
- Growing gardens adjacent to the existing Canteen, provides the opportunity for Earth to Table learning and ongoing engagement with the school community
- Bush food / medicine - Indigenous garden, provides the opportunity for learning and ongoing engagement with the school community



Interpretive signage / way finding



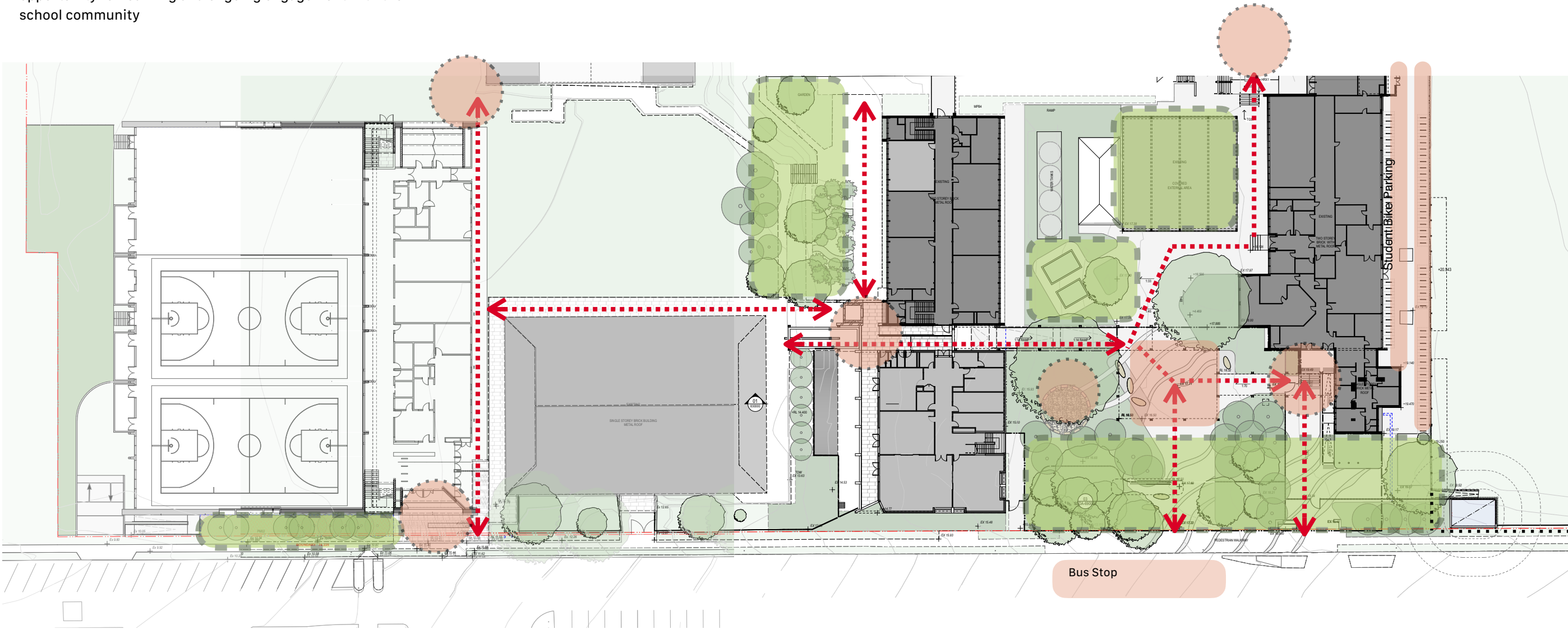
Yarning circle / non-prescriptive play



Arrival signage and art piece



Inlay / stamped concrete



4.2 Masterplan and Landscape

Item 4.2.7 Increasing the tree canopy buffer at the school's entrance around the identified koala habitat is strongly encouraged.

The existing trees retained at the entry to the Port Macquarie Campus are reinforced by 19 new proposed trees that will provide a substantial increase in both primary and secondary tree species to support wildlife habitat but also increase tree canopy at the school's main entrance.

All 19 trees are koala use trees.

Koalas feed almost exclusively on leaves. The occurrence of primary tree species as a food source is critical to attracting and maintaining Koala populations.

Koalas also require a range of other tree species, including non eucalypts across their habitat for resting and shelter, particularly in extreme weather conditions.

Refer to the following attachments:

Updated SSDA 810000 - Landscape GA

4.3 Built Form

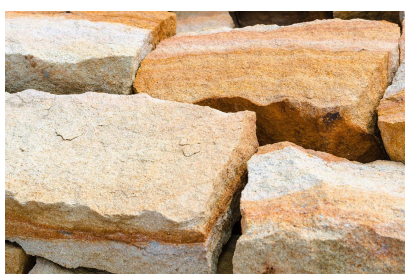
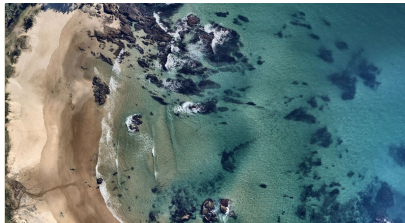
Item 4.3.1
Demonstrate how the coastal context and unique setting of the site informs the built form, including its massing, character, façade composition, operability (user controlled flexibility), and materiality.

The materiality is reflective of the coastal location with an emphasis on durable and simple materials, complementary to the existing campus.

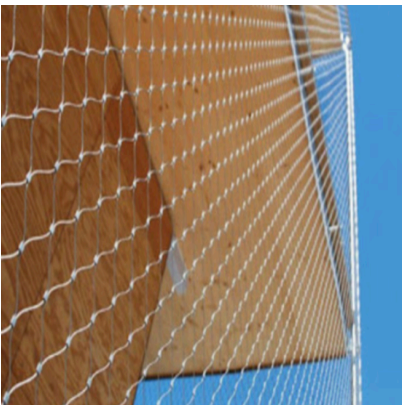
An overlay of colours will be used which reflect the indigenous planting, to selected moments to the exterior (wayfinding signage, detailed paintwork to steel) and to the interior.

The two new buildings - the PCYC and CAPA, are simple geometric forms aligning with the framework of the existing campus. They are characterised by deep set north facing terraces or protected verandahs. The emphasis is on light and shade and materiality, rather than complex applied finishes.

Aligning with the Department of Education Facilities Guidelines and Standards (ESFG) all new buildings are both naturally ventilated and air conditioned, which can be both user and centrally controlled according to functionality. One of the important aspects of contemporary learning spaces is that there is a diversity of learning settings provided and that the functional spaces can respond to this need. Glazed sliding walls are provided to enable user controlled flexibility across CAPA.



Stainless steel mesh



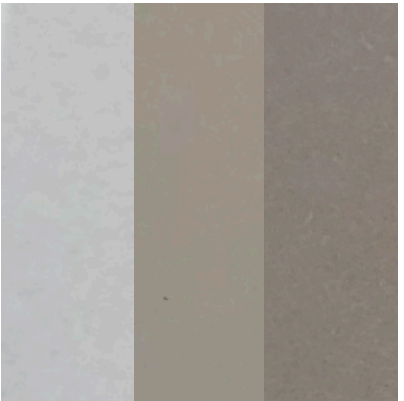
Acetylated timber



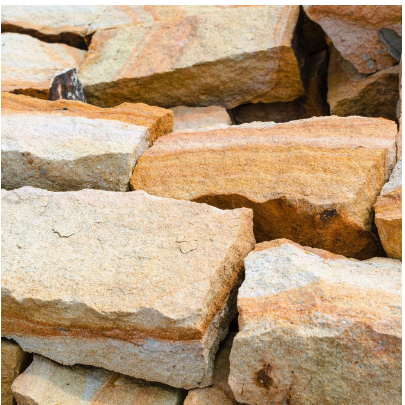
Dry pressed bricks



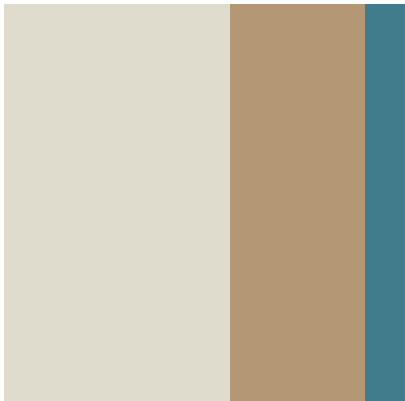
Compressed fibre cement with integral colour



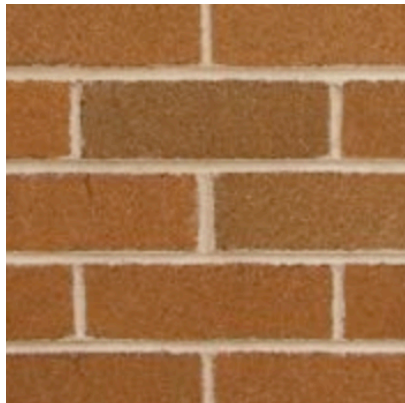
Sand stone blocks



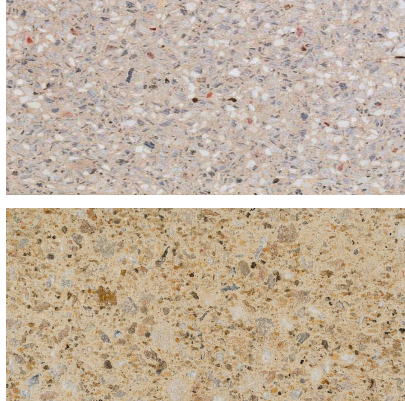
Contextual paint colours



Existing brickwork



Concrete precast paving



Item 4.3.4

The architectural treatment and expression of the PCYC is was difficult to understand in relation to the rest of the proposal. This significant element within both the school and the streetscape requires further development to demonstrate how it responds to its context and to the overall campus.

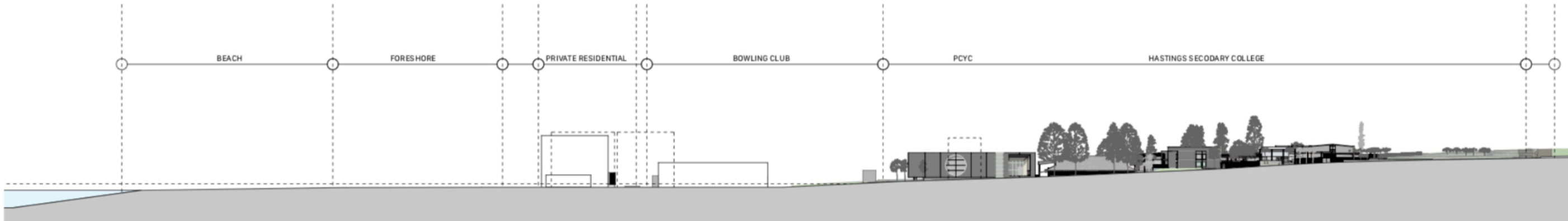
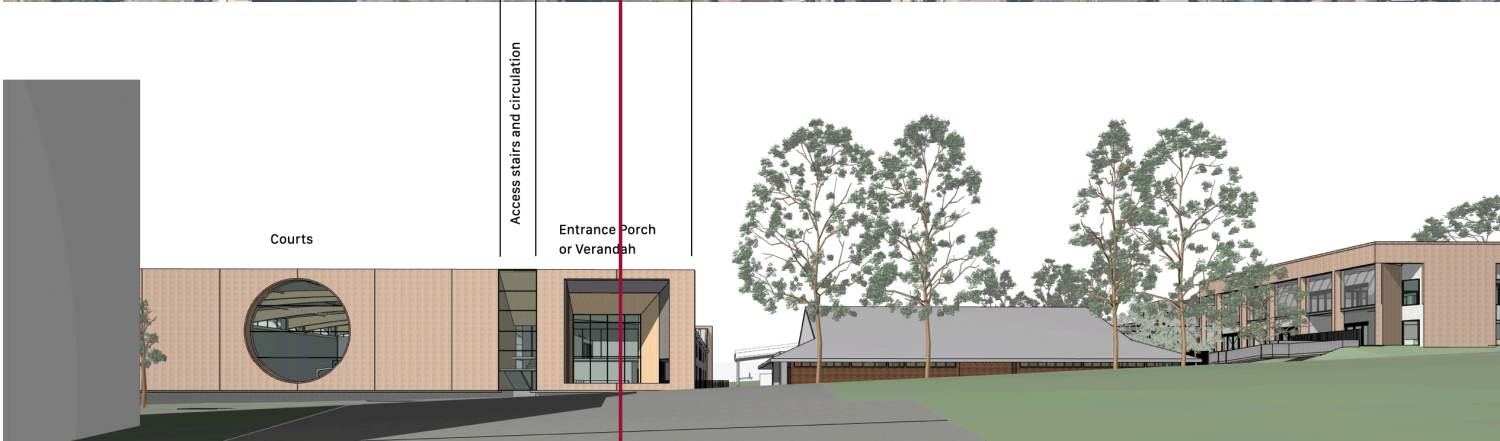
The PCYC is appropriately located adjacent to one of the Port Macquarie Sporting Precincts - the Oxley Oval and the sporting facilities of Hastings Secondary College. The building is of a large scale - essentially three full sized basketball courts, however it does sit within a large scale urban context as is demonstrated by the section below.

Significantly the entrance to the PCYC, expressed as a deep set verandah is on access to the continuation of the Oxley Highway, an original Aboriginal Peoples pathway and a connection between both campuses of Hastings Secondary College. The verandah is lined with a warm timber coloured cladding and provides a public/civic generosity to the facility.

The brick materiality of the west and east facades are complimentary of the brickwork of the College and the large circular window is seen as a "eye" to the community function of the PCYC. The two functional uses of the PCYC are divided by a glazed circulation zone which provides a transparency across the site to the playing fields to the east.

One of the important aspects of the PCYC is transparency, therefore the entrance sequence, reception and foyer spaces as well as the Youth Hub and associated circulation are very visible from Owen Street providing an inclusive environment for the community.

As demonstrated by the below section, the PCYC sits within a broad context - the urban form along Owen Street moves from a finer grained residential to Hastings Secondary College to the larger multi unit residential buildings which over look the coastline. The PCYC is appropriately scaled within this context.



9.2 Coastal Use Area

Item 9.2.3

For completeness of assessment, the EIS should address the following management objectives for the coastal use area listed under section 9 of the CM Act:

1. To protect and enhance the scenic, social and cultural values of the coast by ensuring that:

- i The types, bulk, scale and size of development is appropriate for the location and natural scenic quality of the coast, and
- ii Adverse impacts of development on cultural and built environment heritage are avoided or mitigated, and
- iii Urban design, including water sensitive urban design, is supported and incorporated into development activities, and
- iv Adequate public open space is provided, including for recreational activities and associated infrastructure, and
- v The use of the surf zone is considered

The typology of built form is consistent with a school setting. The height, bulk and scale is consistent with both the school setting and surrounding residential and commercial developments

Landscaping has been designed with input from the Aboriginal Engagement Workshops and includes a yarning circle, artwork and totem poles.

Page 20 of the Heritage Impact Assessment notes 'The location chosen for the PCYC minimises the buildings impacts to the heritage values of the site'

The PCYC has been located towards Owen Street to ensure sufficient open space is located within the school site and connects with Oxley Reserve

The following WSUD principles have been developed for the site:

- Protection of existing natural features and ecological processes;
- Minimise wastewater discharges to the natural environment;
- Integrate stormwater management into the landscape that maximise the visual and recreational amenity of the development by creating swales, rain gardens and localised dry detention basins that maximise passive irrigation and the visual amenity of the landscape;
- Reduced impervious surfaces through permeable pavements and soft landscape to reduce urban pollution and facilitate groundwater recharge.
- Reduce potable water demand through measures such as water efficient fittings and appliances, rainwater harvesting and wastewater re-use;
- Sustainable Urban Drainage Systems (SUDS) incorporate soil and vegetation in structures that are usually impermeable. The uptake and passage through soil and vegetation reduces runoff velocity and improves water quality. Surface permeability in urban areas can be increased by using permeable paving where appropriate (e.g. footpaths, car-parking areas, access roads), thus reducing surface run-off and increasing groundwater recharge.

9.2 Coastal Use Area

Item 9.2.4
To accommodate both urbanised and natural stretches of coastline.

The scenic, social and cultural values of the coast have been enhanced and protected by:

- the type, bulk, scale and size of development is appropriate for the location and natural scenic quality of the coast,
- adverse impacts of development on cultural and built environment heritage are avoided or mitigated, by siting the new built forms within the existing framework of the campus and as outlined in the Port Macquarie Hastings Council DCP 2013 - Oxley Park Precinct Structure Plan.
- urban design, including water sensitive urban design, has been incorporated into development activities with a focus on the landscape design using indigenous species and existing contextual ecological structures
- The enhanced connection to adjacent public space including Towns Beach and Oxley Beach foreshore has been reinforced through both new budding siting (consistent with the existing cameos framework) and also the view opportunities throughout the campus and
- The site wide Planting Strategy has been developed with consideration of Ecological Vegetation Classes (EVC's) The surrounding ecological contexts engages with the campus which enhances the natural environment and landscape amenity of the site.

The landscape and urban design approach for the Port Macquarie Campus is informed by the coastal environment the project sit sits within.

Enhancement to the campus's existing external works provides a diverse range of landscape areas at a variety of scales which maximises the amenity and functional use. The geographic location, topography and physical proximity of the school to the Town Centre, Coastal Edge and Hastings River provide a basis for key landscape and urban design drivers which enhance access and connectivity to the adjacent public spaces and natural edges.

Lower Courtyard (headland Forest an indigenous planting),

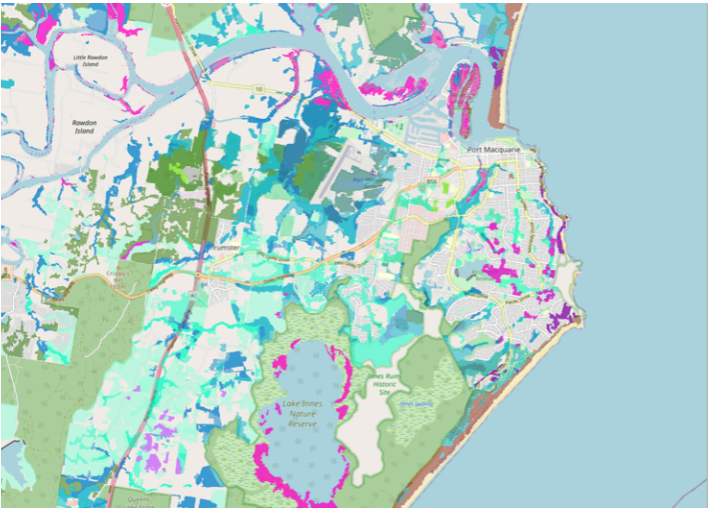
- Connects landscape area along the street frontage with a consistent design approach.
- Allows clear and legible circulation along Owen Street and the adjacent town centre

TAS Terrace (dunal zone)

- Provides outdoor learning environments
- Connected spaces for use by small groups and larger gatherings.
- Provides access and outlook from campus to the coast edges.

Entry Forecourt (Coastal Woodland)

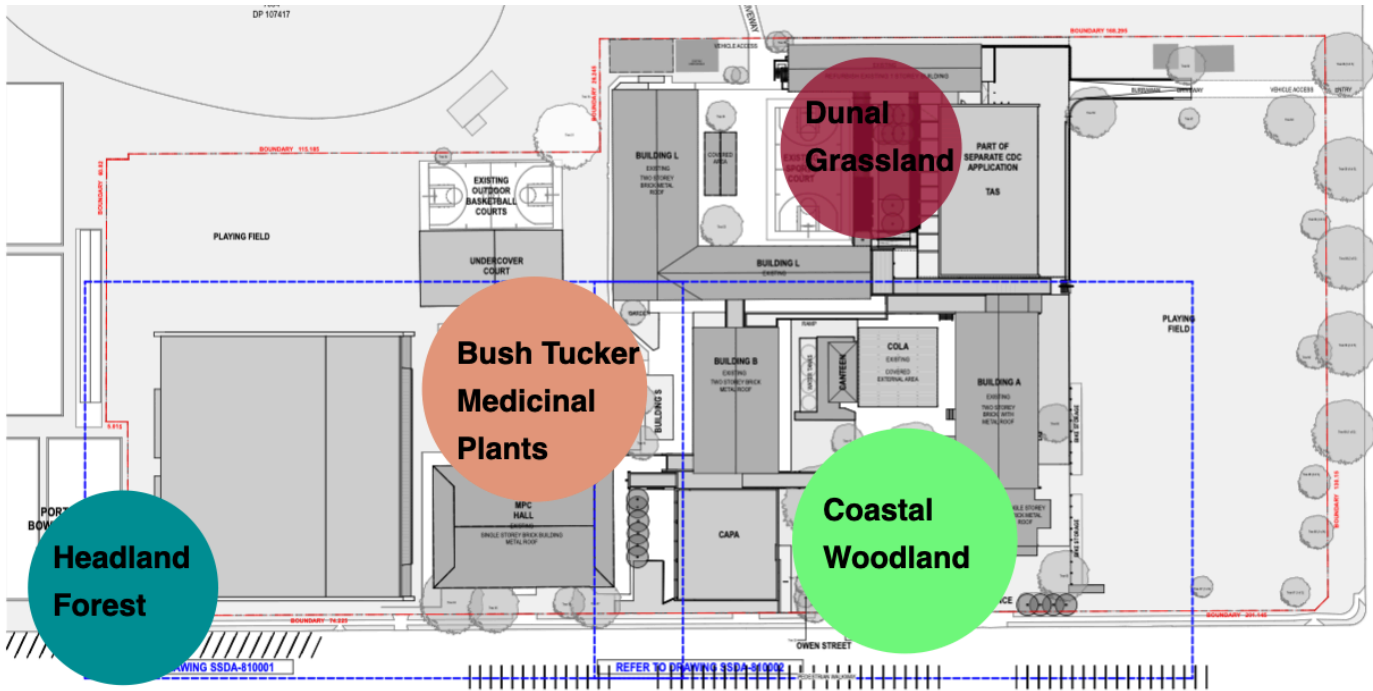
- The new entry forecourt create a memorable entry statement
- Provide Shade and Shelter for visitors and students
- Allows for clear movement , drop off and view lines from the existing streetscape.



EVC Mapping - Port Macquarie



EVC Mapping - Site Context



Site Plan Diagram

10.3 Public Submissions - Built Form

Item 10.3.1
Multiple objections were related to the bulk and scale of the Stage 3 Multi-purpose sports facility. Concerns were raised in relation to the inability for the building to be in keeping with the bulk and scale of the surrounding area, particularly the scenic open parkland corridor of the area.

The PCYC is a large triple court sporting facility - a vital community facility with great social benefit for youth.

It is located to the western edge of the wider sporting precinct of Port Macquarie Council and also is adjacent to the Hastings Secondary College Sporting Facilities, therefore can be a shared facility.

Its location is consistent with the precinct urban form and importantly the coastal open space is maintained, consistent with the Port Macquarie Hastings Council DCP 2013 - Oxley Park Precinct Structure Plan.

The height of the development is within the DCP Height Allowances of 26.5m and 19m.

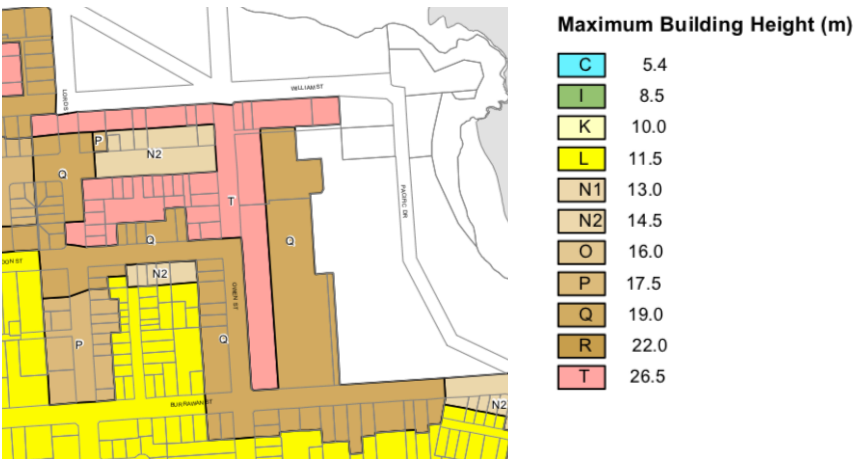
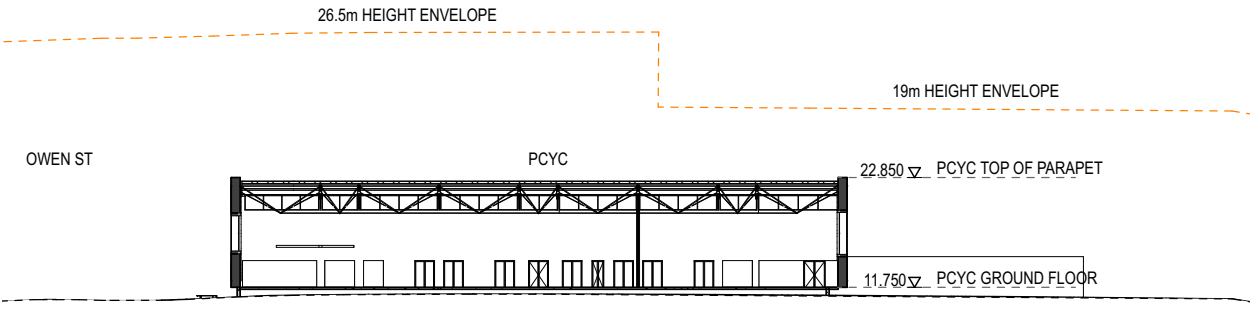


Figure 62: Oxley Park Precinct Structure Plan



10.3 Public Submissions - Built Form

Item 10.3.9

Submission raised query regarding location of solar panels as they were mentioned in reports but not shown on plans.

The location of the solar panels is still under review but they will be located on either all on the PCYC, or partially on CAPA Building and TAS Building (subject to a seperate CDC Application)

10.10 Public Submissions - CAPA Building

Item 10.10.1 CAPA Building

Concerns were raised in several submissions regarding the setback to the CAPA building and removal of trees to construct the CAPA building. No landscaping / or minimal landscaping provided along the streetscape in front of CAPA building

An important design element of the revitalised campus is the new landscape focus of the internal entrance and also the removal of dominant fencing to the entrance area to provide a more welcoming and inclusive approach to the campus.

In order to orientate the CAPA building in a north/south direction to minimise the western facade and to align maintain the alignment with the existing Block B, the setback of CAPA is set forward of the existing Multi Purpose Courts and is approximately 2.8m from the boundary. This enables the fence to be removed in front of the CAPA building, so that facade becomes the line of enclosure.

The orientation if the CAPA also allows for a more generous landscaped entrance to the campus and a better connection to the Multi Purpose Courts.



Opportunity to provide new low level shrubs and ground cover endemic to the area. ie: Lomandra.



Westringia fruticosa



Myoporum Parvifolium



Lomandra Sp

Line of new fence provides a more welcoming and inclusive entrance to the campus

New landscaped entrance with increased planting

10.10 Public Submissions - CAPA Building

Item 10.10.3

Concern was raised that the windows of the CAPA building will look directly into living areas of the Mainsail Building.

The CAPA Building is orientated in a north/south direction to that the fenestration to Owen Street is limited, with the main views focus from within the building to the north and the south.


Two windows are provided to the west. These windows, at the lower level, will be used to display student work in display boxes. Light will be let into the studios beyond through translucent glazing but there will be no vision glass. At the upper level (Level 1), there will be vision glazing, however as these windows are deep set, views will be limited. It should also be noted that the main focus of the teaching studios is to the north and the south.

Limited windows to the western facade

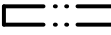


Updated Landscape General Arrangement Plan - Zone 1: School Entry and CAPA


Legend




BOUNDARY LINE




AREA UNDER ALTERNATIVE PLANNING PATHWAY



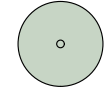
PROPOSED REFURBISHMENT



NEW CONSTRUCTION



EXISTING TREES



PROPOSED TREES

CODE	ITEM
ASP1	Asphalt pavement
BAL1	Balustrade
BNCH1	Bench Type 1
CON1	Concrete Pavement Type 1
STAIR1	Concrete Stairs
EDG1	Edge type 1
EDG2	Edge type 2
EXGPO	External GPO
FN2	Vertical Blade Slat fence
FP1	Flag Pole
GA1	
GA2	
GA3	
GRD1	Grated Drain
GRV1	Gravel
HRX1	External Single Handrail
HRX2	External Double Handrail
L1	Handrail lighting
MPB1	Mass planting 1
MPB2	Mass planting 2
MPB3	Mass planting 3
MPB4	Mass planting 4
MUL1	Mulch
EXPAV	Existing Paving to be retained
PAV1	Precast bands
RW1	Wall Type 1
RW2	Wall Type 2
TRF	Turf
TAP	Hose tap
IRRIGATION	Drip Irrigation
TD1	Timber Decking
TB1	Platform benches
TRF	Turf

Updated Landscape General Arrangement Plan - Zone 1: School Entry and CAPA

