

Design Review Report – Item 1

Local government:	City of Stirling	
Item no.:	Item 1 – DA22/0180 – 25 & 27 Lawley Crescent Mount Lawley – Community – Perth College – New Classroom Building	
Chairperson:	Emma Williamson	
Panel members:	Phil Gresley David Karotkin Tony Blackwell Stephen Carrick	
Local government officers:	Dean Williams Shaun Wheatland James Fletcher Simone Palmer	Acting Coordinator Planning Planning Officer Senior Planning Officer DRP Support Officer
Observers		
Date:	17 March 2022	Time: 2pm
Venue:	City of Stirling via Zoom	

Proponent/s

Erica Thomson	Brown Falconer Architects (Applicant)
Michael Jorgensen	Brown Falconer (<i>Applicant</i>)
Ross Gilchrist	Perth College
Jon Burgess	Burgess Design Group
Owners	Perth College

Observer/s

Briefings

Development assessment overview	Shaun Wheatland	Planning Officer
Technical issues	Shaun Wheatland	Planning Officer

Design Review

Proposed development	Item 1 – DA22/0180 – 25 & 27 Lawley Crescent, Mount Lawley – Community – Perth College – New Classroom Building	
Property address	25 & 27 Lawley Crescent, Mount Lawley	
Background		
Proposal		
Applicant or applicant's representative address to the design review panel	Michael Jorgensen	Brown Falconer
Key issues / recommendations	The Panel thank the Applicant for their presentation.	

	The Panel is broadly supportive of the scheme and look forward to seeing this develop a more nuanced response to the textures of the campus alongside a design language that is age appropriate. Further development of the southern elevation is encouraged, to incorporate fine grain detail and a reconsideration of the glass balustrading. Landscape and Sustainability elements are unresolved and the addition of suitably qualified consultants to the project team at this stage of the project is encouraged. Sustainability is seen as an opportunity for the college to communicate core values with the building having the potential to be used as an educational tool for students. Refer to attached Design Quality Evaluation Report.
Chairperson signature	

Design quality evaluation Item 1 – DA22/0180 – 25 & 27 Lawley Crescent Mount Lawley – Community – Perth College – New Classroom Building DRP Meeting – Thursday 17 March 2022	
	<i>Design Principle satisfied</i>
	<i>Design Principle pending further attention</i>
	<i>Design Principle not satisfied</i>
Principle 1 Context and character	<i>Good design responds to and enhances the distinctive characteristics of a local area, contributing to a sense of place.</i>
	1a. This design principle was supported by the Panel Members. 1b. The Panel commended the Applicant on the contextually appropriate use of red brick combined with the black steel framing elements.
Principle 2 Landscape quality	<i>Good design recognises that together landscape and buildings operate as an integrated and sustainable system, within a broader ecological context.</i>
	2a. The Panel encourage the Applicant to consider the extension of the waterplay element as a larger landscape area that could develop more playfulness, expanding the use of the recycled brick and potentially integrating shade elements over. 2b. Comment was made by the Panel in relation to the apparent mis-match of the landscape and architecture drawings, noting that development of the landscape plan should ensure clear access paths and high levels of amenity. 2c. The Panel encouraged the Applicant to provide further thought and development around the interface between the landscape and the entry. 2d. The Panel expressed concern around the landscape solutions and encouraged the Applicant to place more emphasis on the movement of children and suitable play spaces. 2e. Comment was made by the Panel the landscape feels unresolved.
Principle 3 Built form and scale	<i>Good design ensures that the massing and height of development is appropriate to its setting and successfully negotiates between existing built form and the intended future character of the local area.</i>
	3a. The Panel stated the scale is supported, responding well to the topography of the site and gives due consideration to the neighbours. 3b. The Panel queried the applicability of the skillion roof form when considered in relation to the other buildings on campus. 3c. The Panel commented on the solidity of the retaining walls and balustrades as depicted in the renders, noting that further development could reduce their bulk and look for ways to create a more interesting interface with the existing campus. 3d. The Panel expressed concern in relation to the building mass and the challenge of getting natural light into the large, communal teaching spaces at the centre of the plan. The Panel encourages the Applicant to look for ways to articulate the plan or modulate the roof form to address this.
Principle 4 Functionality and build quality	<i>Good design meets the needs of users efficiently and effectively, balancing functional requirements to perform well and deliver optimum benefit over the full life-cycle.</i>
	4a. This design principle is supported by the Panel. 4b. A request was made by the Panel for clarification in relation to the location and functionality of the play spaces.
Principle 5 Sustainability	<i>Good design optimises the sustainability of the built environment, delivering positive environmental, social and economic outcomes.</i>

	5a. Concern was expressed by the Panel around the depth of the south facing verandahs and what impact this will have on the amount of natural light penetration and requested clarification through diagrams. 5b. The Panel suggested there is an opportunity to use sustainability as an educational tool for the students. This could start with an understanding of how the building regulates natural light. 5c. The Panel strongly recommended engaging the services of a sustainability specialist to assist with this project as soon as possible.
Principle 6 Amenity	<i>Good design optimises internal and external amenity for occupants, visitors and neighbours providing environments that are comfortable, productive and healthy.</i>
	6a. The Panel suggested looking at ways of increasing natural light and ventilation into the central area and suggested using ceiling treatments and modulation. 6b. Comment was made by the Panel there is further opportunity to increase the sense of amenity to students through the development of the landscape. 6c. The Panel stated there is concern the low ceilings are a missed opportunity.
Principle 7 Legibility	<i>Good design results in buildings and places that are legible, with clear connections and easily identifiable elements to help people find their way around</i>
	7a. It was mentioned by the Panel the school logo appears on a number of elevations and legibility could be improved by the integration of other useful signage as an alternative. 7b. The Panel suggested there is opportunity to further articulate the main entry to make this more clear. 7c. It was mentioned by the Panel it would be beneficial to have a signage strategy incorporated into the design.
Principle 8 Safety	<i>Good design optimises safety and security, minimising the risk of personal harm and supporting safe behaviour and use.</i>
	8a. The safety principle is supported by the Panel. 8b. The Panel requested clarification around what happens at the conclusion of the water play area as this could pose a slip hazard. 8c. It was mentioned the portion of the stairs that integrates the waterplay element could be designed to become a more habitable and usable space.
Principle 9 Community	<i>Good design responds to local community needs as well as the wider social context, providing environments that support a diverse range of people and facilitate social interaction.</i>
	9a. This principle is supported by the Panel.
Principle 10 Aesthetics	<i>Good design is the product of a skilled, judicious design process that results in attractive and inviting buildings and places that engage the senses.</i>
	10a. The Panel expressed support for the material palette that centers around the use of the red brick. This can be further improved through the incorporation of finer grain elements and textures. 10b. The Panel does not support the use of the white cladding on the single storey building element. 10c. The Panel queried the use of the glass balustrade as it feels out of character with the language of the campus. 10d. Recommendation was made by the Panel there is further opportunity to enhance the balance between the campus language and the recognition of the building as an age appropriate junior school.

Design Review progress**Item 1 – DA22/0180 – 25 & 27 Lawley Crescent, Mount Lawley – Community – Perth College – New Classroom Building****DRP Meeting – Thursday 17 March 2022**

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	<i>Design Principle pending further attention</i>		
	<i>Design Principle not satisfied</i>		
	DR1 17/3/2022	DR2	DR3
Principle 1 - Context and character			
Principle 2 - Landscape quality			
Principle 3 - Built form and scale			
Principle 4 - Functionality and build quality			
Principle 5 - Sustainability			
Principle 6 - Amenity			
Principle 7 - Legibility			
Principle 8 - Safety			
Principle 9 - Community			
Principle 10 - Aesthetics			

Recommendations Summary**Item 1 – DA22/0180 – 25 & 27 Lawley Crescent, Mount Lawley**

DR1 – DRP Recommendations DRP Meeting – 17/3/2022	DR1 – Applicant Response DRP Meeting – 17/3/2022	DR2 DRP Recommendations DRP Meeting –	DR2 – Applicant Response DRP Meeting –
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Perth College
ANGELICAN SCHOOL FOR GIRLS

Perth College Junior School Redevelopment

PAVILION

GYMNASIUM

PLAYING FIELDS

EXCELSIOR HOUSE

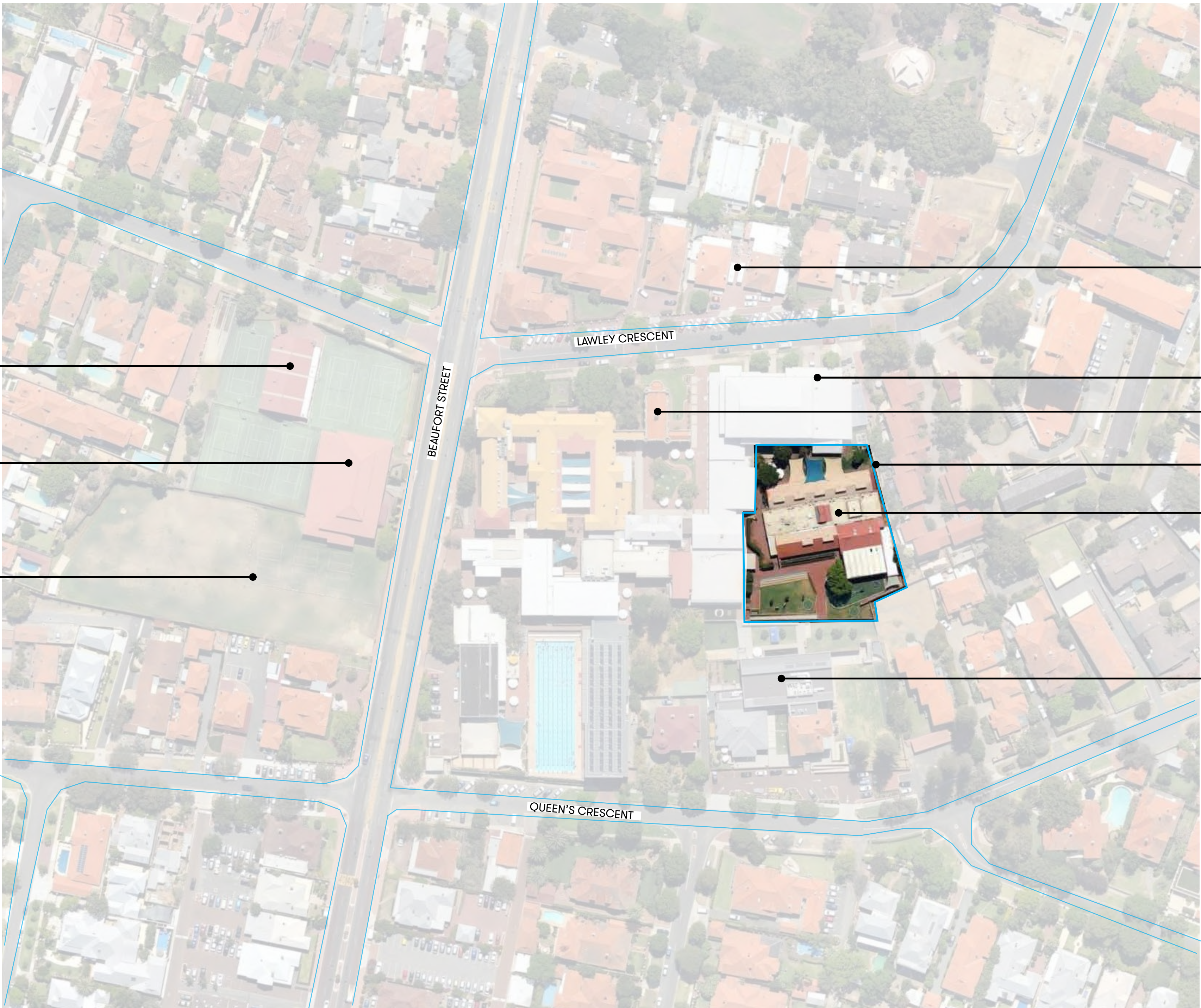
JUDITH COTTIER THEATRE

CHAPEL OF ST MICHAEL AND ALL ANGELS

EXISTING BOUNDARY

EXISTING JUNIOR SCHOOL

FOUNDERS EARLY LEARNING CENTRE

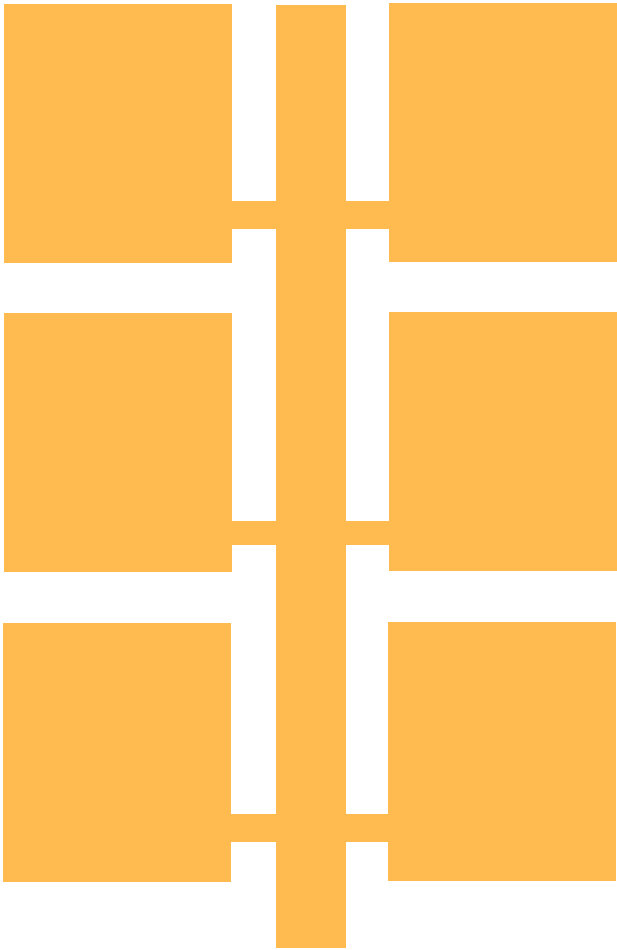




The Journey



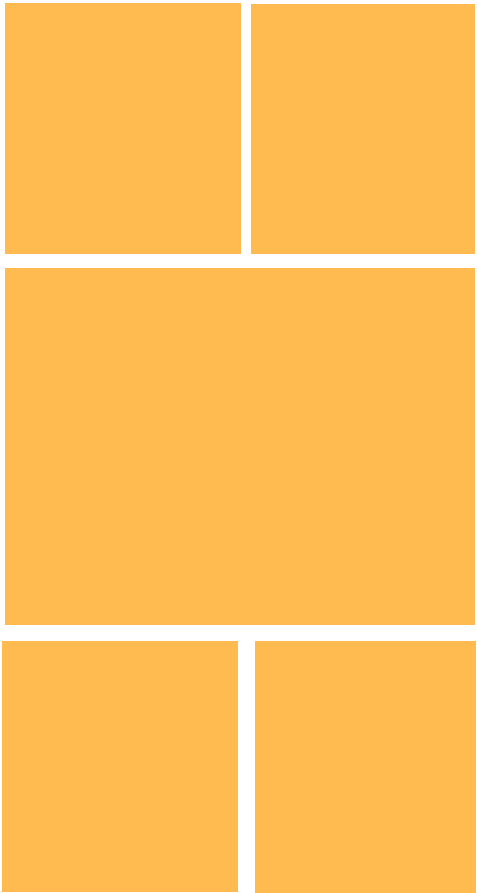
The Journey



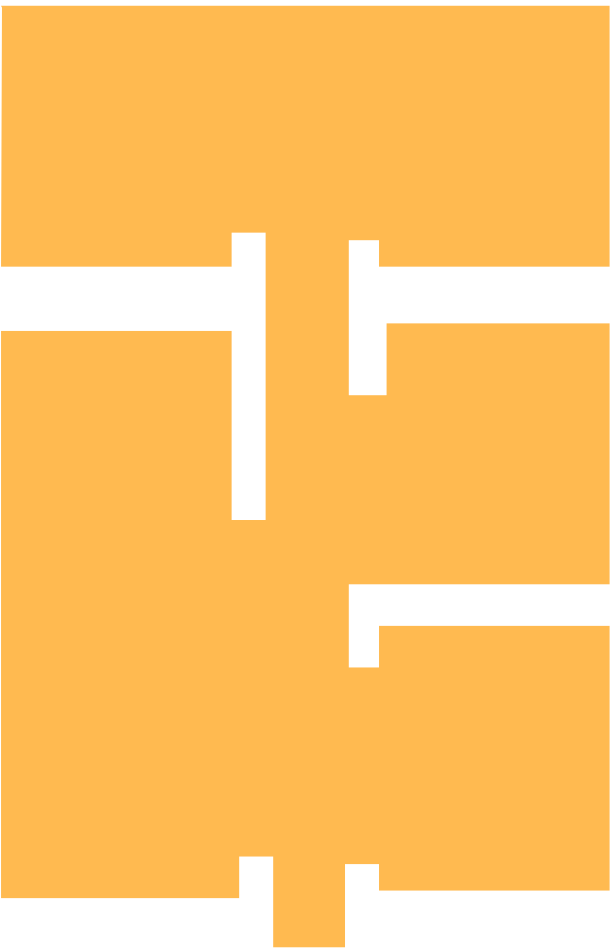
Traditional school plan
separate box shaped
classrooms opening
off long corridors



Large, open
undifferentiated
space



Classroom spaces
linked to shared
communal spaces



Multi-option space
made up of many
diverse, discrete but
connected spaces

Image courtesy of Ministry of Education New Zealand

The Journey

Colab Process

_Interview with key stakeholders

_We asked workshop participants to provide us images of what the school should definitely not be and what it should be.



_We asked workshop participants to provide us images of what the school should definitely not be and what it should be.





The Journey

These principles will guide future decision making, planning and evaluation of the learning environment from an educational perspective by translating a pedagogical vision into spatial concepts.

The Junior School will embody joy in learning and a sense of fun.

The Junior School will make the learning process visible, including making mistakes and taking risks.

The Junior School will use space, technology and pedagogy to inspire creativity, courage and innovation.

The Junior School will be an agile and flexible space, nurturing diversity through collaboration and individuality and empowering students as learners.

The Junior School will promote indoor and outdoor connections, with natural light and fresh air to allow activation, movement and engagement.

Site Selection



Site Selection

Kidney Bean Concept

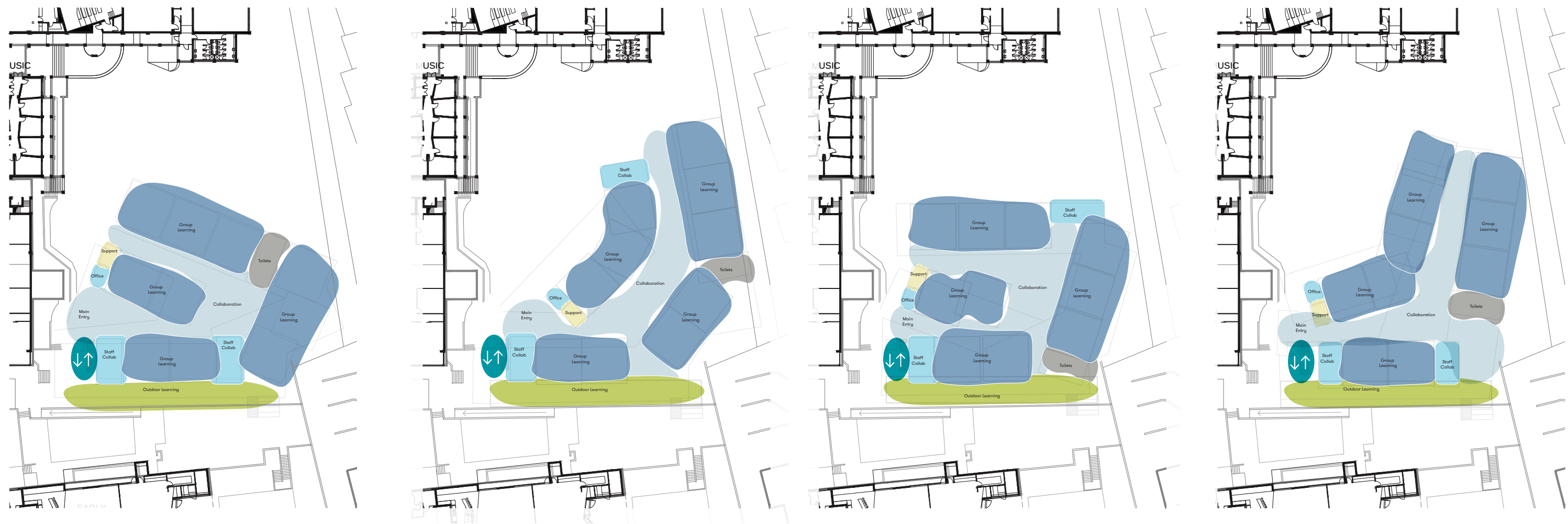
-  Green Spcae
-  Built Zone
-  Entrance via Main Campus
-  Entrance via Lower Junior School
-  Main Circulation Pathway



Not to scale

Site Selection

Kidney Bean Concept



Not to scale

Site Selection

Junior School Zoning Diagram



Not to scale

The Concept

Junior School Level Plan



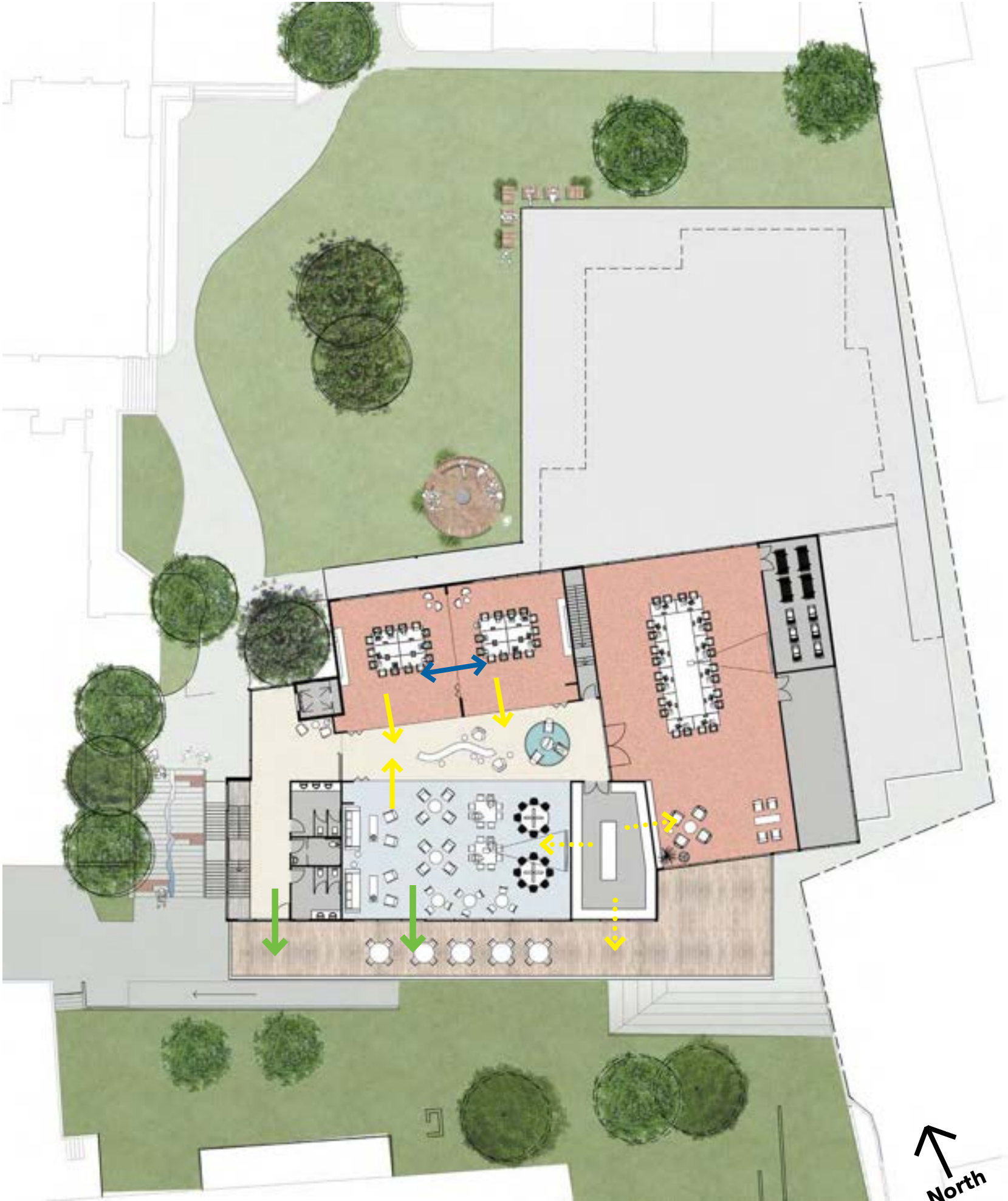
The Concept

Undercroft Level Plan



The Concept

Upper Level Plan

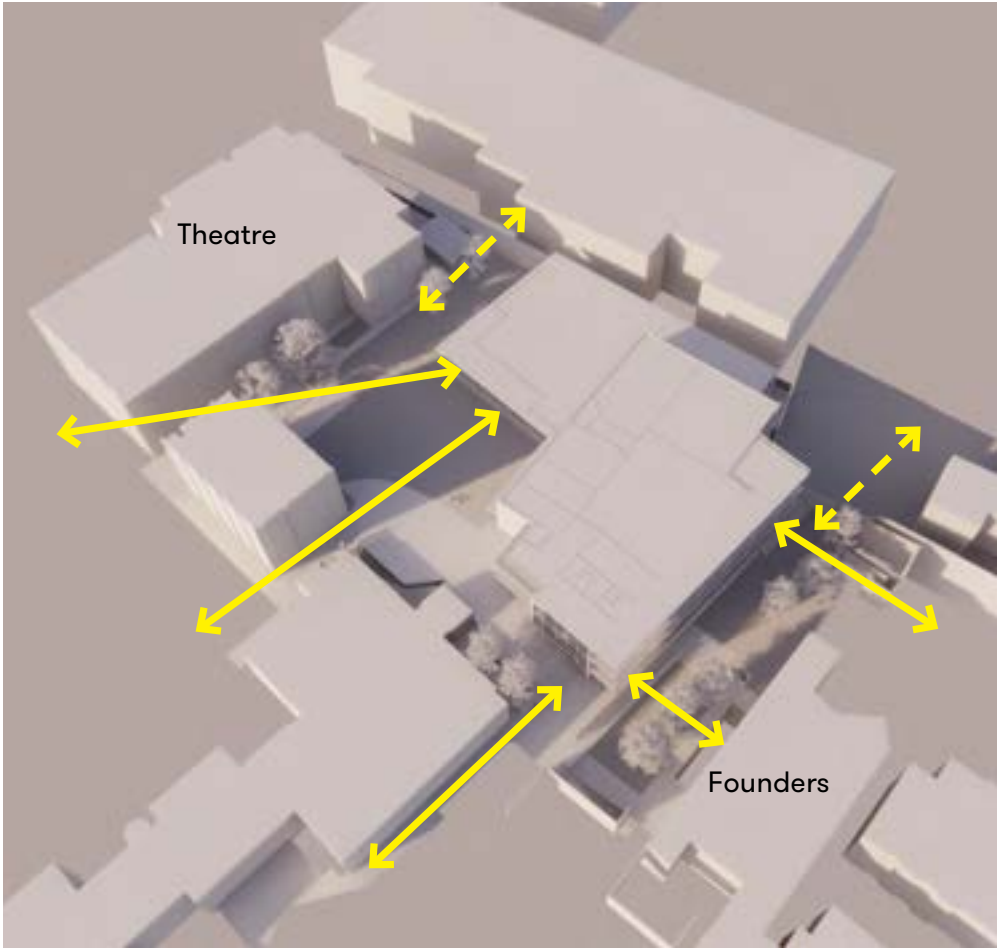


The Concept

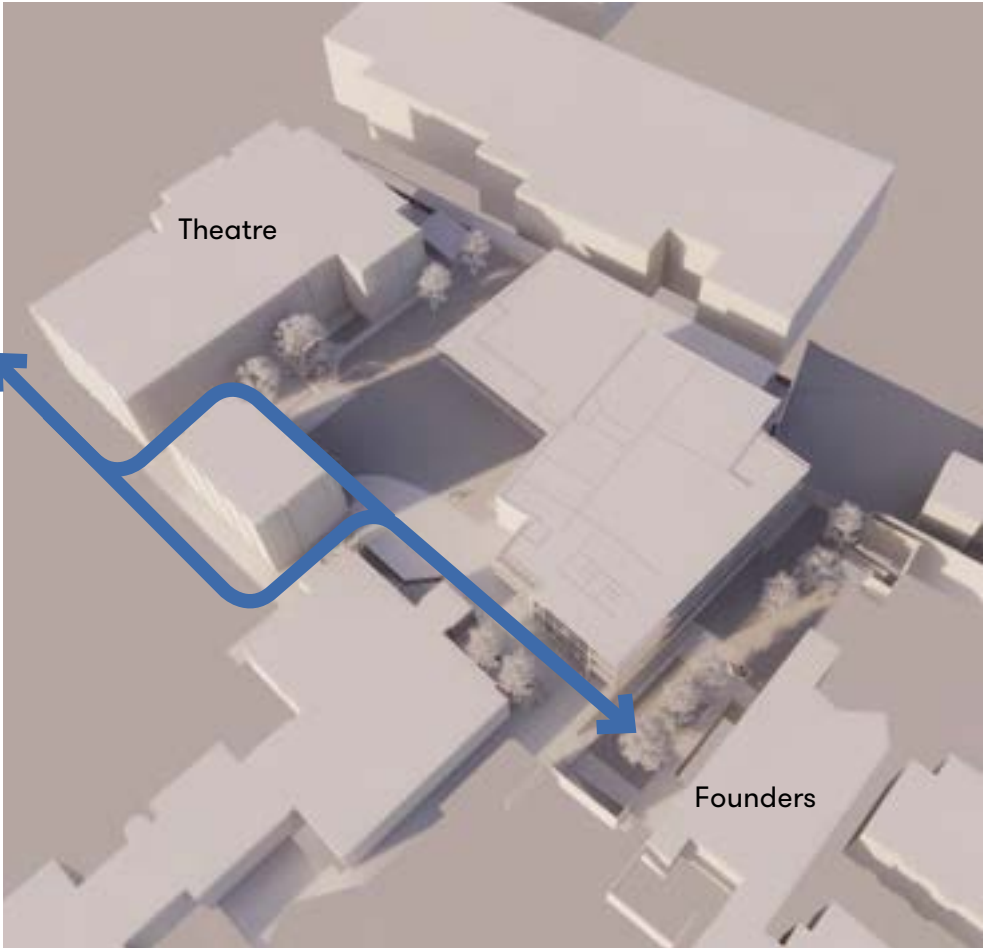


The Concept

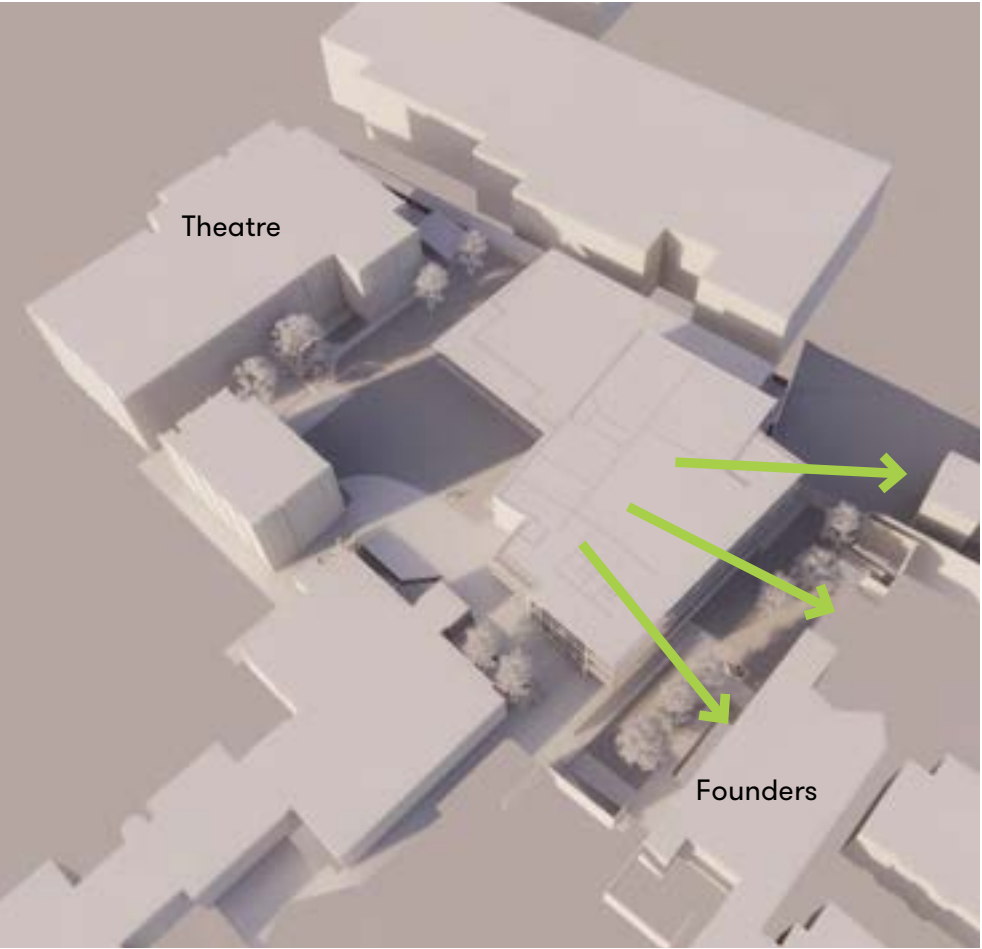
Key Architectural Principles
Connection



Connection to the Campus



Journey through Campus



Connection off Campus

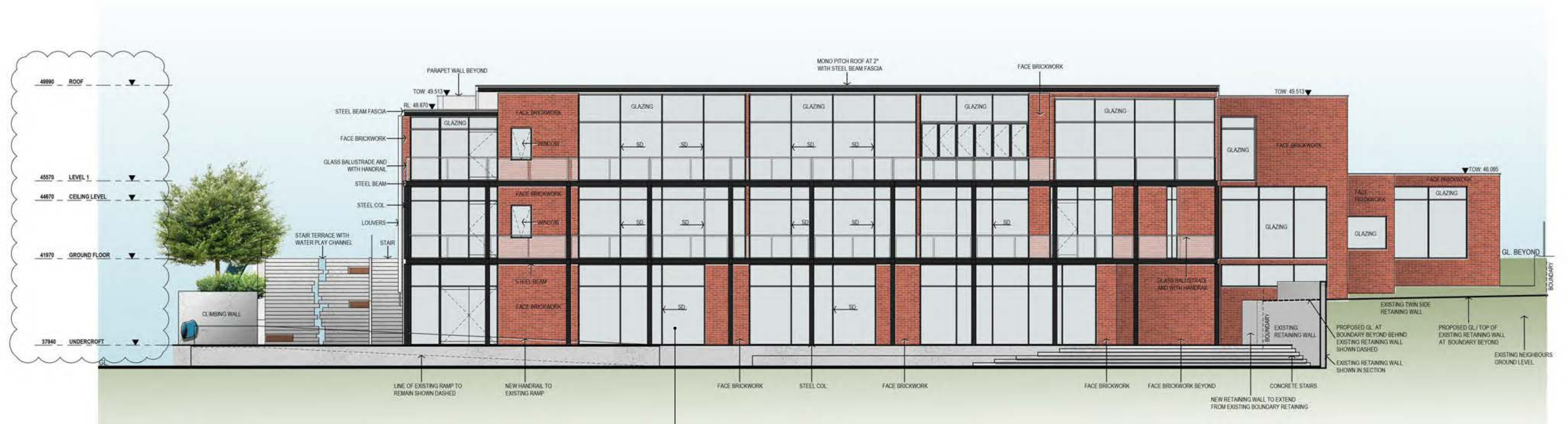
ENTRY ROUTE TO
TO JUNIOR SCHOOL VIA
LAWLEY CRESCENT AND
RECEPTION

MAIN ENTRANCE
TO JUNIOR SCHOOL

ENTRY ROUTE TO
GROUND FLOOR AND UPPER
LEVEL FROM QUEEN'S CRESCENT
VIA LOWER PRIMARY FOUNDERS
BUILDING

ENTRY ROUTE TO
UNDERCROFT LEVEL FROM
QUEEN'S CRESCENT VIA
LOWER PRIMARY
FOUNDERS BUILDING





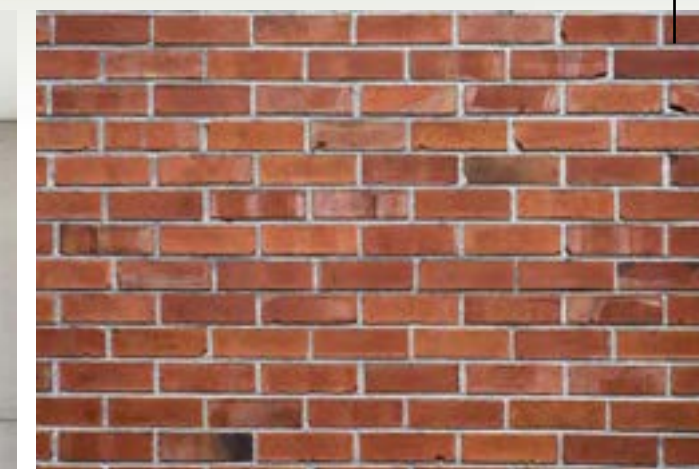
1 - SOUTH ELEVATION

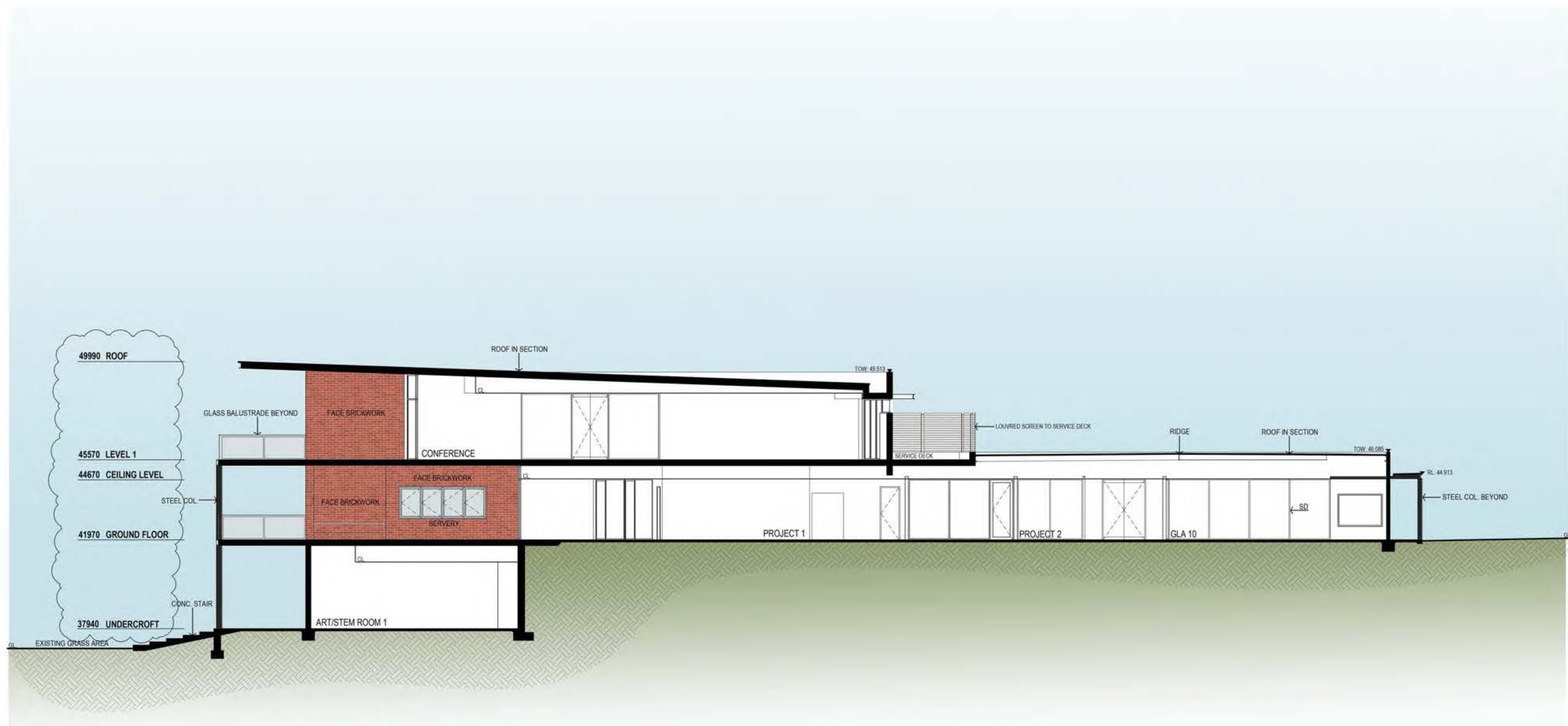
1 : 100



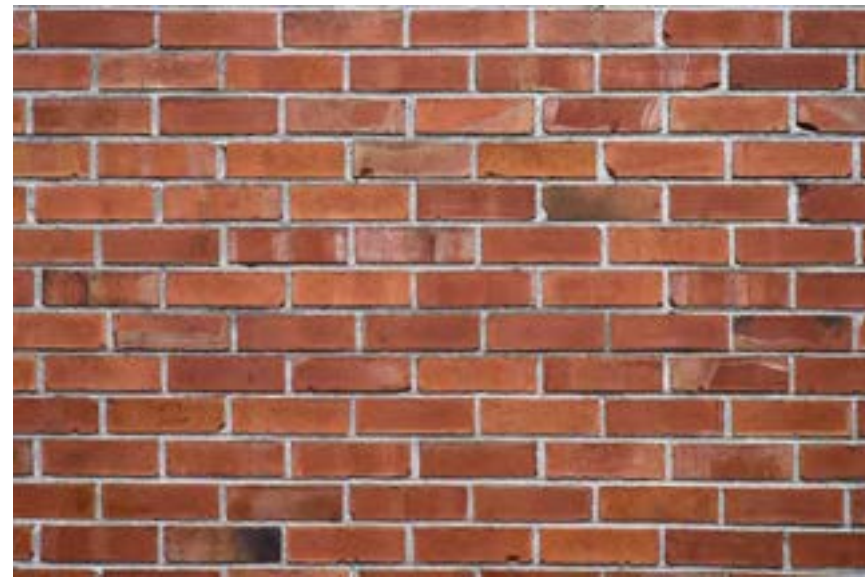
2 - WEST ELEVATION

1 : 100





SECTION 1
1:100
DA06



RED BRICK TO REFERENCE HERITAGE
PRECINCT MATERIALITY AND TO CONNECT
TO RECENT ARCHITECTURAL CAMPUS
ADDITIONS

EXTERNAL CLADDING TO PROVIDE
CONTRAST AND DEFINITION TO BRICK
WHILST REFERENCING HERITAGE DETAILS AND CON-
TEMPORARY CAMPUS
ARCHITECTURE

BLACK STEEL FRAMING AND DETAILS

RETAINED BRICK PAVERS FROM JUNIOR SCHOOL TO
BE REUSED THROUGHOUT LANDSCAPE

RETAINED BRICKS FROM JUNIOR SCHOOL TO BE RE-
USED THROUGHOUT
LANDSCAPE AND PLAYSCAPE









LEGEND :

- EXTENT OF WORKS
- EXISTING TREES TO REMAIN AND BE PROTECTED
- PROPOSED IRRIGATED TREES
- EXISTING SITE PAVING TO REMAIN AND BE PROTECTED
- PROPOSED SITE SALVAGED UNIT PAVERS
- PROPOSED FEATURE PAVING
- PROPOSED FEATURE PAVING
- RAISED RECYCLED TIMBER DECKING
- IRRIGATED SHRUB PLANTING
- SOFTFALL MULCH
- FEATURE IRRIGATED POTS
- SEATING WALLS
- TEACHING WALLS
- SEATING AND CLIMBING ROCKS
- STONE SEATING SLABS
- TIMBER BALANCE LOGS
- WATER PLAY

NOTE: FINAL DESIGN OF YARNING CIRCLE, OUTDOOR LEARNING SPACES AND PLAYGROUND TO BE DETERMINING DURING WORKSHOP WITH COLLEGE

PLANT SCHEDULE

SYMBOL	BOTANICAL NAME	POT SIZE	SPACING	QTY
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TREES

DR	DELONIX REGIA	100L	as indicated	TBC
JM	JACARANDA MMOSIFOLIA	100L	as indicated	TBC
EV	EUCALYPTUS VICTRIX SNOW QUEEN	100L	as indicated	TBC
LN	LAGERSTROEMIA ALBA	100L	as indicated	TBC
MQ	MELALEUCA QUINQUENERVIA	100L	as indicated	TBC
PS	POPULUS SIMONII	100L	as indicated	TBC

SHRUBS

BM	BUXUS MICROPHYLLA JAPONICA	140MM	3/M2	TBC
CD	CARISSA DESERT STAR	140MM	3/M2	TBC
CC	CONVOLVULUS CNEORUM	140MM	4/M2	TBC
DS	DICHONDRA SILVER FALLS	140MM	4/M2	TBC
HS	HIBBERTIA SCANDENS	140MM	4/M2	TBC
FN	FICINIA NODOSA	140MM	4/M2	TBC
EG	EREMOPHILA GLABRA	140MM	4/M2	TBC
CG	CASUARINA GLAUCA 'COUSIN IT'	140MM	4/M2	TBC
PM	PITTOSTRUM MISS MUFFETT	140MM	3/M2	TBC
RIA	RHAPHIOLEPIS INDICA ALBA	140MM	3/M2	TBC
PE	POA ESKIDALE	140MM	3/M2	TBC
RO	ROSMARINUS OFFICINALIS PROSTRATUS	140MM	4/M2	TBC
TJ	TRACHELOSPERMUM JASMINOIDES	140MM	4/M2	TBC
TP	THRYPTOMENE Pink Lace	140MM	4/M2	TBC

B	REISSUE FOR DEVELOPMENT APPROVAL	14.02.2022	TC
A	ISSUE FOR DEVELOPMENT APPROVAL	04.02.2022	TC
REV	AMENDMENT	DATE	CHKD



info@fourls.com.au ph:(08) 9286 4900 11/34 Eighth Avenue, Maylands, WA

ISSUE FOR DEVELOPMENT APPLICATION

PERTH COLLEGE JUNIOR SCHOOL
UPPER GROUND LANDSCAPE SITE PLAN

DRAWN	4LS	DESIGNED	4LS	REDUCTION
CHECKED	AT	PRINCIPAL		0 5000
APPROVED	AT			
SCALE	1:200 @ A1	DATE	FEBRUARY 2022	DRAWING NO.
4LS PROJ NO.	FOUR0261			REV NO.
				L01 B

THIS IS A CADD DRAWING
DO NOT AMEND MANUALLY



LEGEND :

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B	REISSUE FOR DEVELOPMENT APPROVAL	15.02.2022	TC
A	ISSUE FOR DEVELOPMENT APPROVAL	04.02.2022	TC
REV	AMENDMENT	DATE	CHKD

info@fourls.com.au ph:(08) 9286 4900 11/34 Eighth Avenue, Maylands, WA

ISSUE FOR DEVELOPMENT APPLICATION
PERTH COLLEGE JUNIOR SCHOOL
LOWER GROUND LANDSCAPE CONCEPT PLAN

DRAWN	4LS	DESIGNED	4LS	REDUCTION
CHECKED	AT	PRINCIPAL		0 5000
APPROVED	AT			
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				L02 B

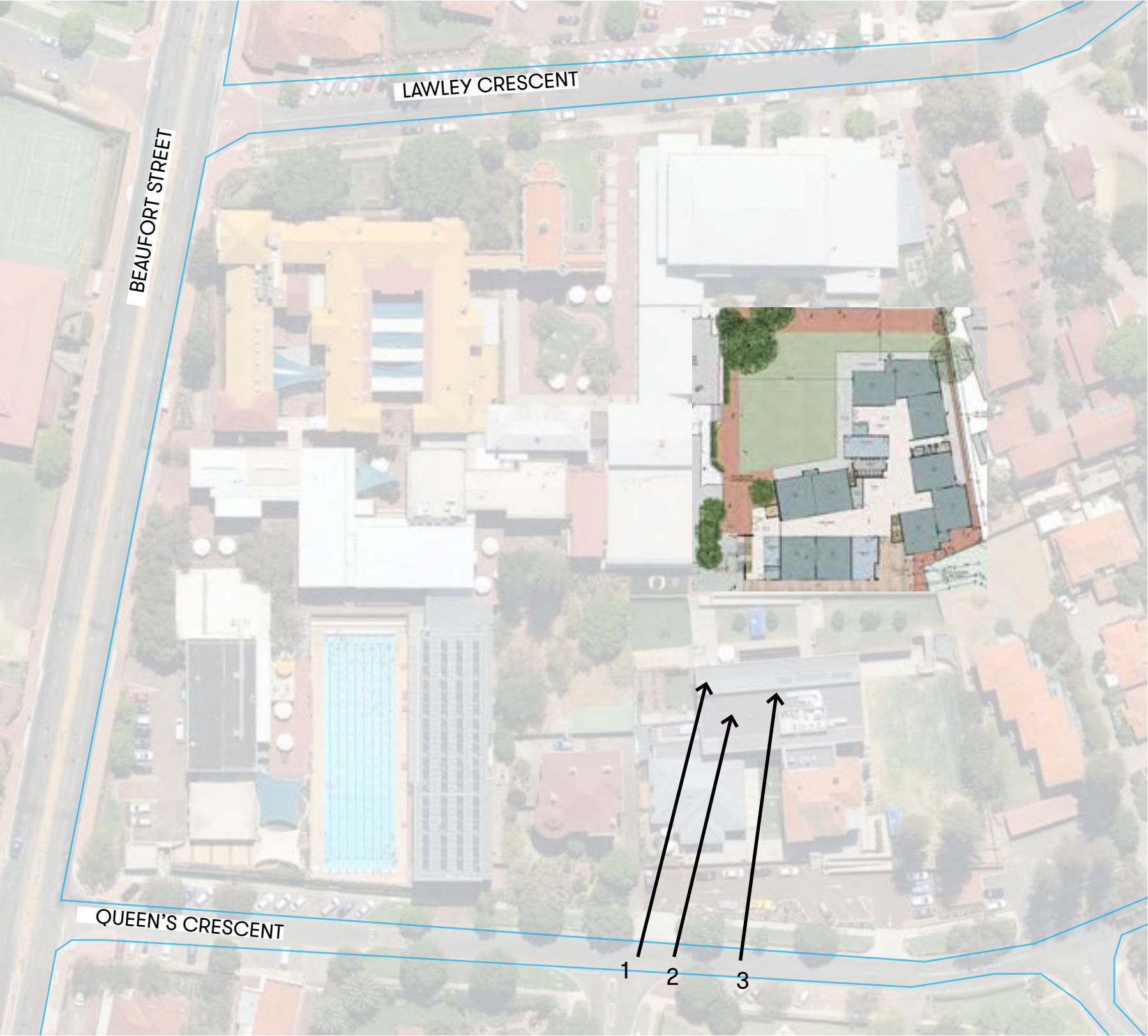
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VIEW 1



VIEW 2



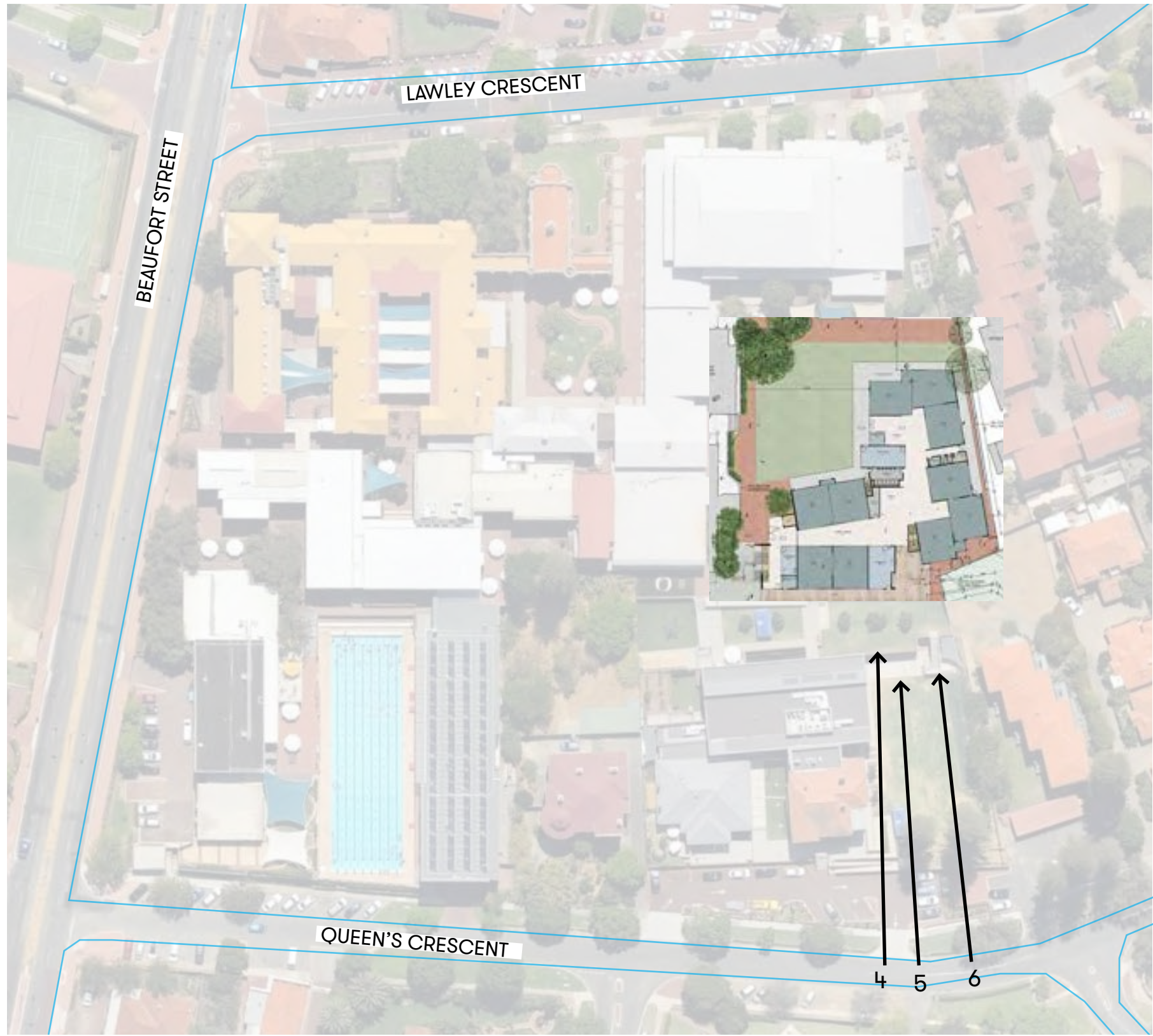
VIEW 3



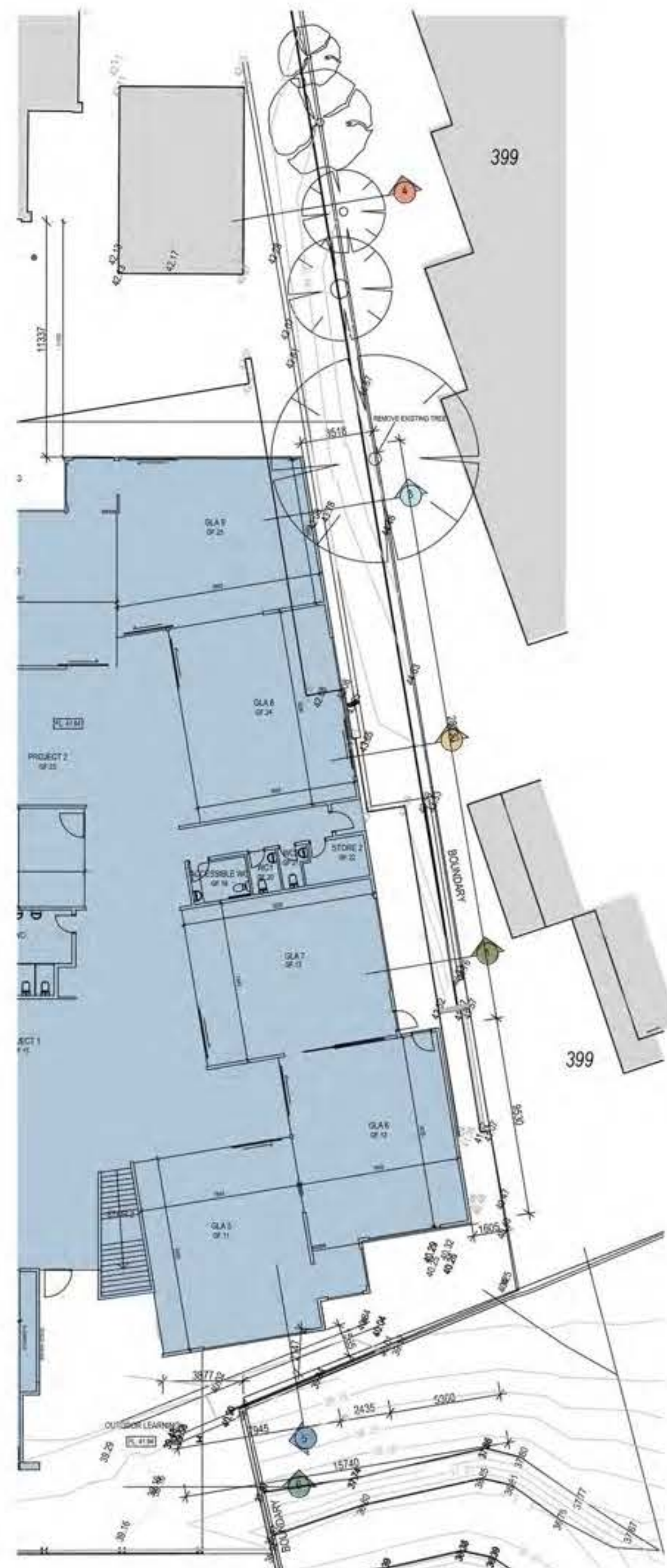
VIEW 4



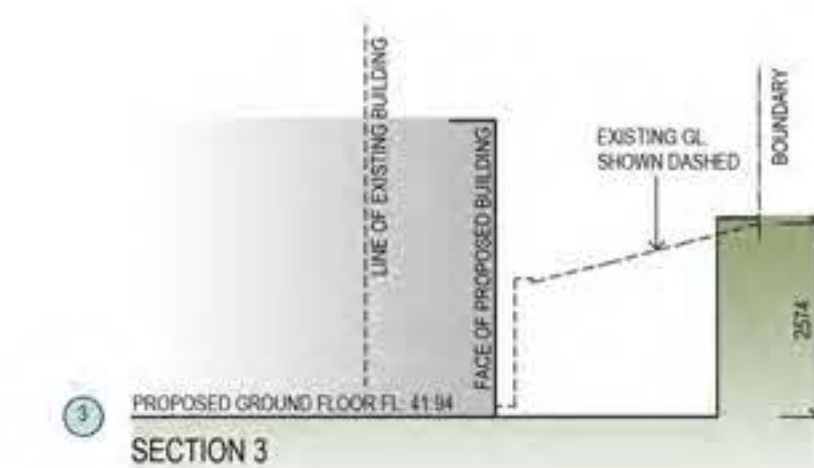
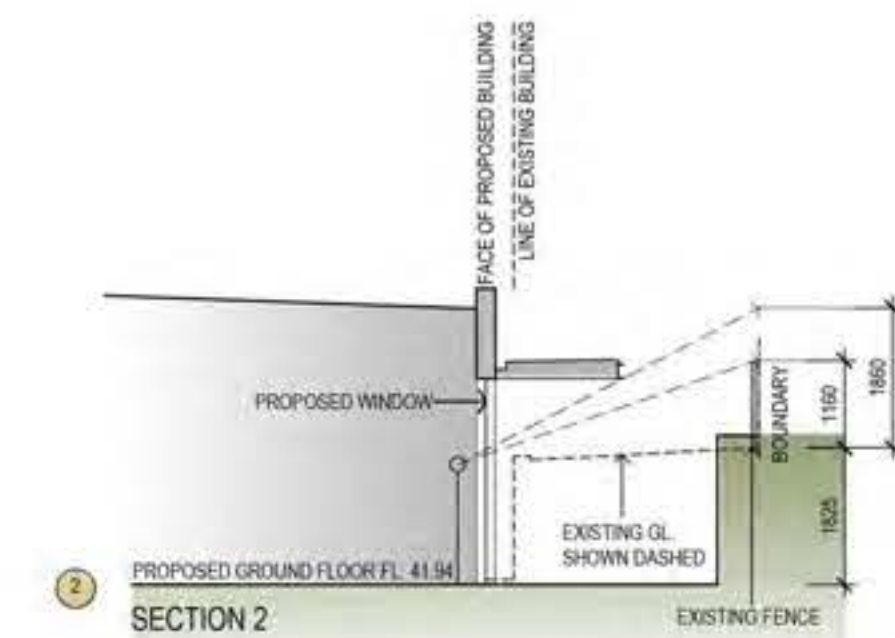
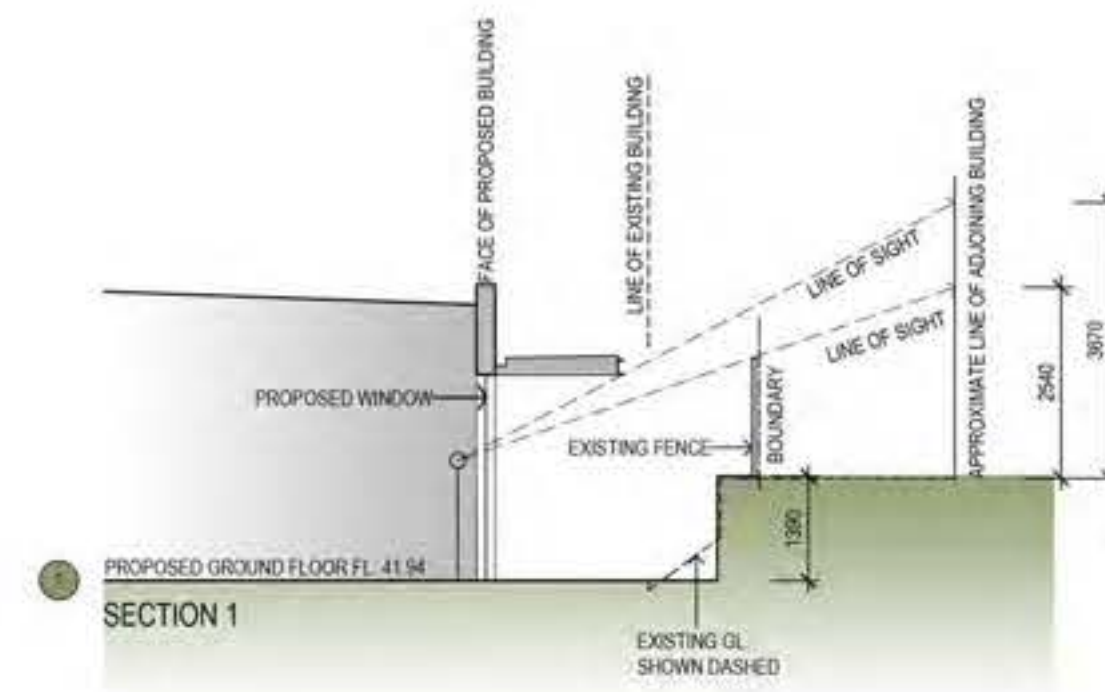
VIEW 5



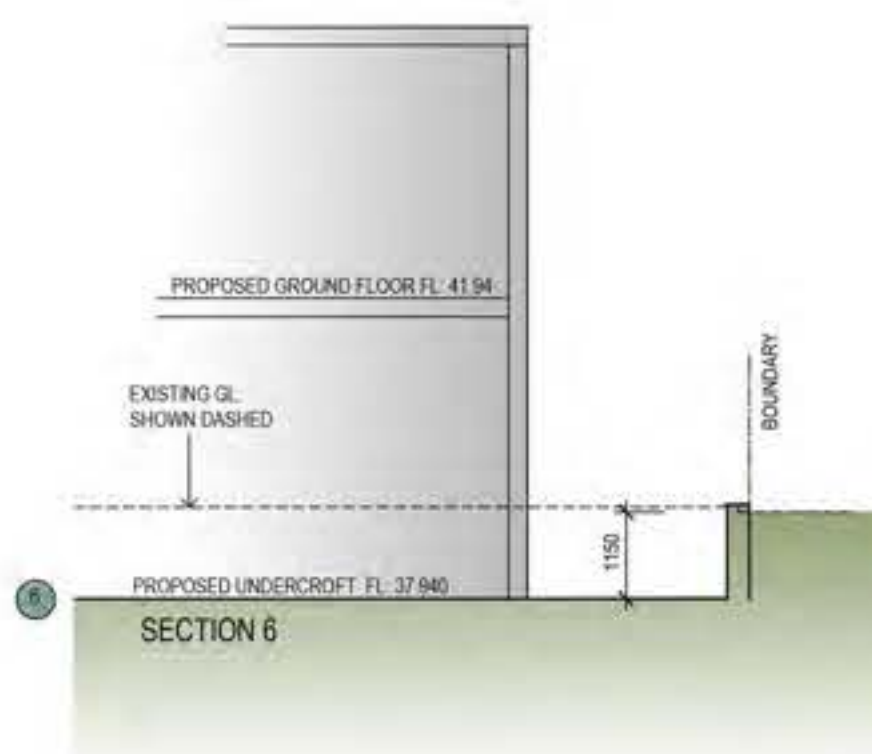
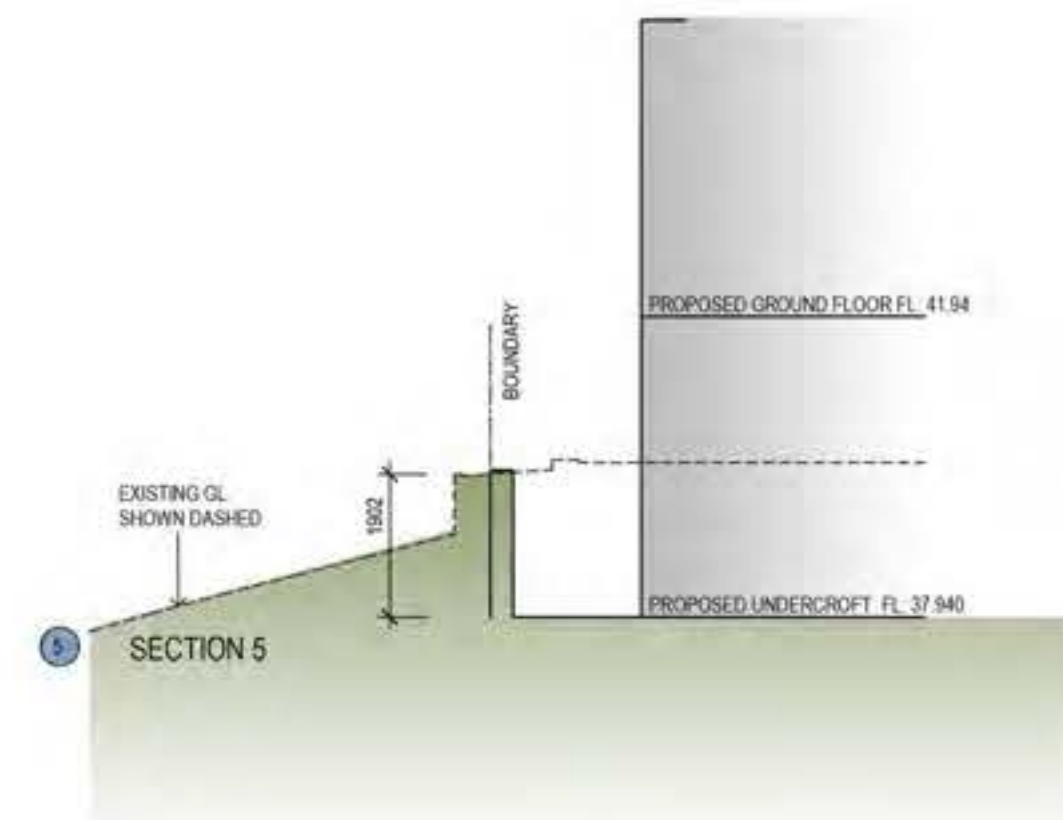
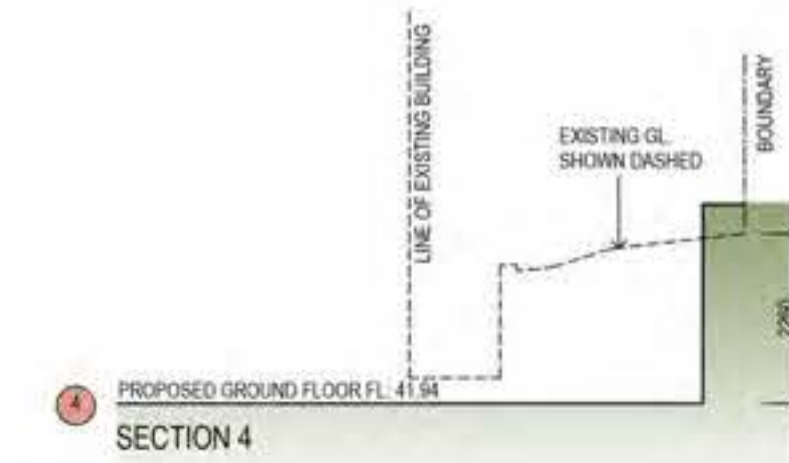
VIEW 6

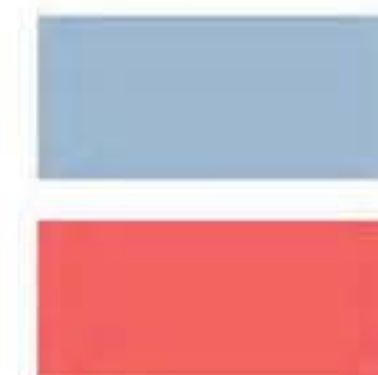
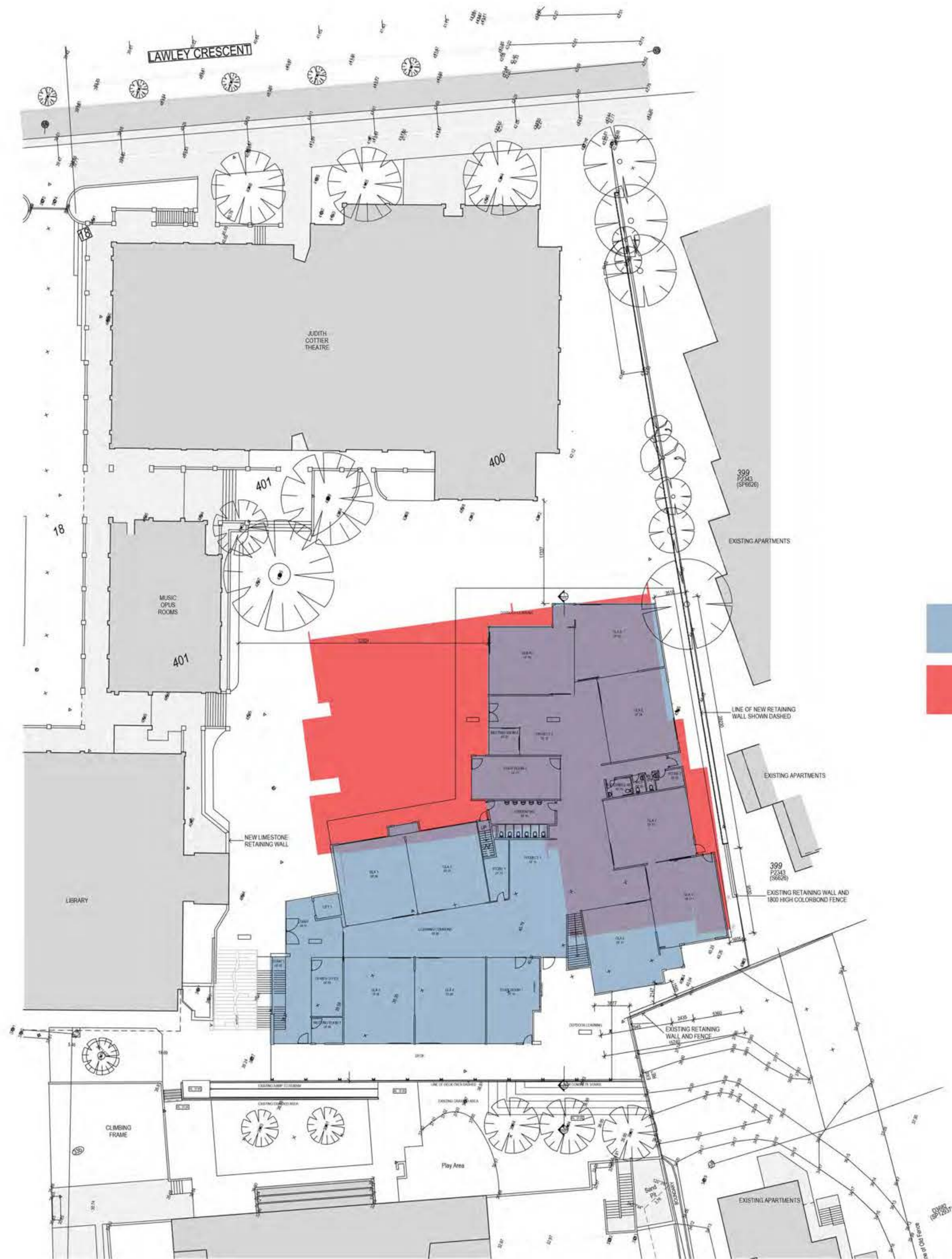


1 - BOUNDARY PLAN
1 : 200



2 - BOUNDARY SECTIONS
1 : 100





NEW JUNIOR SCHOOL BUILDING

EXISTING JUNIOR SCHOOL BUILDING