

Review Attendance

Subject	Educational Establishment – Secondary School (Rehoboth Christian College) – 109 (Lot 2), 115 (Lot 3) Maddington Road, and 5 (Lot 4) Alcock Street, Maddington (Gibbs Park Precinct) (City ref: PLN25/0486)	
Date	7 October 2025	
Time	9.40am – 11.05am	
Location	City of Canning for City of Gosnells	
Design Reviewers	Brett Wood-Gush Jackson Liew Simon Kilbane	Panel Member (Chair) Panel Member (Architecture/Urban Design) Panel Member (Landscape Architecture/Urban Design)
Proponent Team	Nick Grindrod Seth Merlo Ian Rodgers Zach Croft Leon Slattery	Senior Planner, Rise Urban Pty Ltd Operations Manager, Rehoboth Christian College Associate, Parry & Rosenthal Architects Senior Planner, Rise Urban Pty Ltd Directory, Parry & Rosenthal Architects
Local Government Staff	Felicitas Dhlwayo Kevin Townroe	Senior Planning Officer, City of Gosnells Planning Officer, City of Gosnells
Stakeholders (if applicable)	Nil	
Observers (if applicable)	Nil	

Declarations

Nil

Briefings

Seth Merlo	Operations Manager, Rehoboth Christian College	Presented a brief overview of the need for the development. He highlighted his intention to purchase additional surrounding lots.
Ian Rogers	Associate, Parry & Rosenthal Architects	Presented how they have addressed the 10 Design Principles of SPP 7.0
Nick Grindrod	Senior Planner, Rise Urban Pty Ltd.	Gave a brief overview on the demonstration subdivision for, urbanisation of the remainder of the precinct.

Executive Summary *[completed by the Chair]*

Overall

The DRP are not providing a formal comment on the subdivision plan. The plan provided does help convey that the land could be subdivided for urban uses, but with few technical reports and uncertain opportunities for land assembly, assessment is not possible. The subdivision plan should provide a street edge to the school.

The school masterplan will need to consider the outcome if the land is not assembled and outline how the layout minimises the impact on future residential development opportunities.

Summary:

The Panel thanked the applicant for their presentation. Overall, the Panel is generally supportive of the school's location. Road network access is good, and a train station is nearby. The use is also collocated with the community centre and the Bramfield Primary School. Pedestrian access needs to be well resolved.

Interface issues are a key consideration, including how the school will present to the street. A fortress fence and moat of parking is a poor urban outcome, and a more responsive approach is needed. Relationships with adjacent neighbours require careful consideration.

The DRP supports the creation of a shared square in the school but invites a response that is far more responsive to the context, passive design orientation, and the existing site landscape. The DRP also invite a 'village response' that layers a hierarchy of movement routes and spaces to reinforce legibility, integrate components and also provide breaks to spaces for different groups. A program is needed, as well as more details on how sport and recreation will be offered.

The school should serve as a demonstration of sustainability and biophilic design in response to the local ecology. The architect needs to share and protect. The seeds of this approach are present and require further attention.

The Panel agree the design development is heading in the right direction; however, it needs more details on design and refinements in a Master Plan to provide support.

Design Review Report Endorsement

Is the proposal required to go back to a future Design Review Panel Meeting?

- ☒ Yes – future full panel design review.
- ☐ No – future chair review only
- ☐ No – supported – no further review required

Is the proposal supported?

Please tick one of the following:

- ☐ Yes - Supported
- ☒ Yes - Supported – pending further attention and/or conditions to be imposed.
- ☐ No - Not supported

Chair

Brett Wood-Gush



Design Quality Evaluation

Principle 1: Context and character *Good design responds to and enhances the distinctive characteristics of a local area, contributing to a sense of place.*

1. Good outline of the school community needs and site selection.
2. Good to see a masterplan. This provides some confidence that an integrate outcome is possible. A good result will rely on good staging and delivery.
3. Location has some access benefits – access to rail, spaces.
4. The school is a positive for the vitality of the area.
5. The relationship to the Community Centre is positive and could be stronger.
6. Consider how the performance halls and other key spaces can be more community-focused and have more of an iconic appearance to the street.
7. Car park frontage is a common design, but not positive. Consider moving the parking off the street front. Consider connecting with the community centre to share parking during peak times.
8. Expand the narrative on land use and respond to local context/ history through the language of the building. This includes ecology, Aboriginal cultural heritage and historic heritage.
9. The design provides its own context internally. This could be far more connected to the landscape and solar orientation.
10. A more in-depth and comprehensive site analysis is recommended to show how the masterplan respond to the site's broader interfaces and connections, including land-use, public and active transport networks, surrounding landmarks, sight lines, parklands, primary school, community centre (etc.).
11. Develop a material palette that complements the surrounding suburban and parkland context—drawing on natural or muted tones, warm earthy colours, and references to local flora (indigenous or agricultural origin) may be a design option.
12. Further justify roof forms, window proportions, and façade detailing and demonstrate how they respond appropriately to the building use, local climate / context, and character, and are visually compatible. Some initial built-form ideas are already evident and should continue to be developed and refined.
13. **Drain Reserve:** Noted that the drain reserve is separately owned (confirm ownership). Ensuring connectivity between the two stages is paramount, and opportunities to enhance the usability and interface with the drainage area should be explored. Consider this drainage line / swale as a potential opportunity for a biophilic experience and sustainability education (pedagogy), rather than an obstacle / constraint.
14. Provide a clear set of graphics to communicate the planning moves across the site, including entry / egress in various modes

Principle 2: Landscape quality *Good design recognises that together landscape and buildings operate as an integrated and sustainable system, within a broader ecological context*

1. Significantly more information is needed for a full assessment.
2. Work closely with a Landscape Architect to generate a design that is of its place, integrating built form and landscape.
3. Tree retention / audit should cover more than just threatened or protected species. It should identify large trees and areas of canopy that can create shade and identify.
4. Consider how the swale can present as a Living Stream.
5. Any car park and open areas should be lush and shaded.
6. Plan the verge landscape and include trees.
7. Select large, climate and shot hole borer-resistant trees.
8. Mapping of trees to be shown in Master Plan and should be a design driver. Even the conifer at 5 Alcock Street could have value until other trees establish.
9. Significant existing trees are present. A detailed tree mapping, along with a clear retention and removal strategy, should be developed, taking into consideration any existing wildlife habitats. Retained or replanted vegetation can help soften site edges, provide noise buffering from traffic and adjacent light industrial uses, and offer visual and acoustic mitigation for residential properties.
10. Establish canopy target for site as well as % of site metrics for parking / built form/hardscape / lawns / other.

Principle 3: Built form and scale *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.*

1. The grand two-storey, scale is positive.
2. The DRP are not concerned about the scale adjacent to the residential. It is relatively moderate and appropriate.
3. The form may look flat-roofed close up. Design of the façades and shade devices becomes critical.
4. Consider a variety of scales and how all the services will be house and integrated.
5. Create a cohesive variety of scaled spaces and forms.
6. Consider how the forms present to the street, including 'civic' built form and areas where landscape is the 'hero'.
7. Consider how build form layout supports ESD. Shading, ventilation of internal and external spaces.
8. An overall drainage management approach is needed.
9. The proposed mix of single- and double-storey built forms is appropriate and does not present any design concerns.
10. Clarify connection to existing streetscapes as well as future intended neighbouring land use(s).

Principle 4: Functionality and build quality *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.*

1. Significantly more information is needed for a complete assessment.
2. The large court space is a good common ground.
3. The external and internal layouts appear manageable and straightforward.
4. Light to internal passages has been considered.
5. Consider breakout spaces for smaller groups.
6. The circulation looks effective. Provide a pedestrian access diagram and confirm hierarchies of movement and include clear points of entry / egress and arrival.
7. Consider all servicing needs early in the planning.
8. Parking eats into the site and is in isolated pods. This has some benefits for proximity to different classrooms, but this also reduces the optimisation of parking spaces. Review parking layouts.
9. Locate the quietest uses adjacent to the neighbours.
10. Pedestrian Access: Investigate safe and accessible pedestrian routes, prioritising connections from the streets, through the carparks, to the main building entries.
11. Active Cooling and Heating Strategy: Consider the placement of condensers, either at-grade or on the roof. Ensure maintainability and accessibility with minimal disruption to building use and address visual screening to reduce impact.
12. Waste Management: Review the location of bin stores, collection points, and manoeuvring areas to ensure efficient and safe operations.
13. Other Services: Assess the placement of substations and transformers, if required.
14. Bicycle Parking: Provide secured bicycle parking where required.

Principle 5: Sustainability *Good design optimises the sustainability of the built environment, delivering positive environmental, social and economic outcomes.*

1. There is very little detail to assess.
2. Building orientation and design do not appear oriented to optimise northern sunlight and protect from east and west harsh sun. Passive design is critical.
3. Avoid large, exposed walls that demand extensive shading.
4. Deliver education on sustainability through a demonstration sustainable school.
5. Provide a complete ESD strategy and commitments.
6. Retain shade trees.
7. Encourage public transport and bike parking.
8. Show location of A/C condensers.
9. Show the location of the transformer if needed.
10. Waste Management required, show movement of waste trucks in and out.
11. Stormwater Plan required to show where the drainage is going. Recycle water wherever possible.
12. A consolidated statement outlining the overall sustainability strategy would be beneficial. It is reasonable to anticipate the inclusion of photovoltaic systems, water-efficient landscaping and irrigation, permeable paving, environmentally responsible building materials, passive design, and energy / water metering etc.

Principle 6: Amenity *Good design optimises internal and external amenity for occupants, visitors and neighbours, providing environments that are comfortable, productive and healthy.*

1. There is limited information. Even at the masterplan level, this is a key consideration and more could be done to illustrate the program layering of spaces and uses.
2. Confirm service and access are well managed.
3. Consider seating, conversation, and play nodes and subspaces. Built-in level changes can be used to create subspaces and extensive seating.
4. Consider lighting strategy. Consider light spill if there are any areas spotlighted at night.
5. Outline drainage strategy and how the creek will be integrated.
6. The basketball court needs lighting and fencing.
7. Consider noise impacts to residential houses backing onto the school.
8. Internal Circulation: Investigate the hierarchy of footpaths and internal connections within the school compound to support efficient movement and a functional layout.
9. Shaded Outdoor Spaces: Explore shaded areas and verandas and the interconnections between building blocks to improve usability and comfort.
10. Active Zone / Courtyard: Consider the design and use of the active courtyard and the basketball court (planned for relocation in Stage 2), and how they interface with surrounding building blocks to ensure safe and functional use.
11. Other opportunities for incidental seating, outdoor learning and group gatherings to be explored.
12. Lacking any clarity regarding active, large play spaces (ovals, grassed areas).

Principle 7: Legibility *Good design results in buildings and places that are legible, with clear connections and easily identifiable elements to help people find their way around.*

1. The masterplan appears legible for car access.
2. Pedestrian / active transport access needs to be put first – Provide a clear pedestrian entry, safe and legible in and through the site, consider signage and location of the school logo.
3. Identify bus parking.
4. Site and internal layout appear legible.

Principle 8: Safety *Good design optimises safety and security, minimising the risk of personal harm and supporting safe behaviour and use.*

1. Fencing may be necessary, but it needs to be well-designed and located to avoid a fortress look. Consider alignment, setback, materiality, scale, screening.
2. Consider signage and wayfinding now as part of the Architecture.
3. Consider fire management given wooded neighbouring blocks.
4. The DRP see the creek as a positive natural feature. Consider risks from steep creek banks. These may need to be remodelled.
5. Roof access needs to be designed in.
6. Opportunities for pedestrian priority crossings to be investigated provided to improve safe access through the carpark.
7. Fence design, signage, and wayfinding to be investigated to support the sense of arrival, security, permeability and visibility.
8. Continue dialogue with Gosnells to investigate the safety of street crossing points, especially in relation to the adjacent community buildings.

Principle 9: Community *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.*

1. Education is a necessary use and contributes to the area.
2. Noise / traffic appears manageable, although there are current and planned interfaces with residential areas that are problematic and need attention.
3. The proximity of the Music Hall to residential areas is a concern.
4. Will there be any sports and recreation component? How is this accommodated?
5. Share spaces with the community wherever possible. The north corner could be an opportunity.
6. Seek to provide streets to the edge of the school and consider traffic calming all around the school.

7. A school development will certainly benefit the community by providing education, fostering social connections, supporting local engagement and neighbourhood identity.

Principle 10: Aesthetics *Good design is the product of a skilled, judicious design process that results in attractive and inviting buildings and places that engage the senses.*

1. Build in reference to the local context.
2. The architecture of large patios and layered screening is supported. Build a narrative / justification to lead the design development of all components.
3. Consider an Art Strategy.
4. Ensure any boundary security integrates with the design.
5. Provide a strong landscape program that connects strongly with the specific sense of place, including the use of endemic local planting of this location (and soil type), materiality, colour, shape and form, as well as potentially acknowledging the site's agricultural past.
6. Use a palette of interest materials to provide richness and variety.
7. The aesthetics are progressing, so there is not much to comment on at this stage. However, some promising elements should be further strengthened and refined.

Design Review progress				
	Supported			
	Pending further attention			
	Not yet supported			
	Yet to be addressed			
	DRP Meeting 1	DRP Meeting 2	DRP Meeting 3	DRP Meeting 4
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				