

# Glenlyon-Norfolk School Pemberton Woods

Spring 2025  
Campus Renewal Plan **Revision 3 - ISSUED 2025.12.10**

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# Credits & References

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

### Design Team

Architecture & Urban Design



Landscape Architecture



Transportation:



Civil:



Planning & Development



### Companion Documents

The following documents preceded the development of this Rezoning submission, and provided a foundation for this visioning document.

- City of Victoria Official Community Plan
- Gonzales Neighbourhood Plan (2002)
- City of Victoria Zoning Regulation Bylaw
- Crime Prevention Through Environmental Design Guidelines
- City of Victoria Tree Protection Bylaw
- Climate Forward Building Guide
- Growing Food and Gardening in Mixed-Use, Multi-Unit Residential Development Policy
- Dark Sky Principles

# 1 Introduction

## 1.1 Application and Intent

As Glenlyon Norfolk School (GNS) prepares for the future, we are dedicated to evolving alongside both educational and community landscapes. Similar to many schools throughout the province, GNS recognizes the importance of modernizing its infrastructure and augmenting its resources not only to enhance our educational facilities, but to enrich the lives of everyone connected to our community and beyond. The proposed campus has been shaped through an extensive engagement process involving the collaboration of diverse stakeholders, including faculty, staff, students, parents, board members, alumni, neighbours and the broader Victoria community. Our goal is to create a dynamic environment where academic pursuits are balanced with activities that nurture well-being, foster community connections and inspire learning across a diverse breadth of subjects from technology and athletics to sciences, arts and culture. The renewal of the Pemberton Woods Campus is about more than enhancing facilities; we are crafting a multifaceted ecosystem that supports a diverse range of needs, integrates innovative solutions and improves local infrastructure to accommodate our growing city.

Our proposed plan includes the addition of diverse housing options and improved transportation, all thoughtfully designed to complement the neighbourhood's character. We are grateful to the many individuals who contributed their insights and support throughout the planning and design process. As an educational institution with over 110 years of history in Victoria, we are driven by the prospect of creating a lasting legacy that enriches our city, empowers our students and strengthens community connections.

1:  
PROPOSED SW  
AERIAL VIEW



# 1 Introduction

## 1.2 Organization and Content

This document will explore various site and contextual elements that have influenced the creation of the Pemberton Woods Campus Renewal Plan. Historic context, neighbourhood context, and policy have all shaped the vision for the new Pemberton Woods Campus. Through extensive and thoughtful community consultation, the design team has identified guiding principles that influence all aspects of the project. At its heart, this document underscores the importance of engagement and collaboration between Glenlyon Norfolk School (GNS) and the Gonzales neighbourhood. Recognizing the shared goals of both the school and the neighbourhood, the Pemberton Woods Campus Renewal Plan strives to foster a harmonious and mutually beneficial relationship. The plan is committed to aligning with community aspirations by thoughtfully integrating the school's amenities with the needs of the surrounding residents. By doing so, GNS ensures that its resources, such as sports fields, playgrounds, and green spaces, serve both the students and the broader community. This holistic approach aims to create a campus that is not only a centre of education but also a valuable community asset.

This analysis delves into the Pemberton Woods Campus Renewal Plan through key elements such as design strategies, services, and vehicular and non-vehicular circulation, in order to clarify the proposed campus plan and its interaction with the greater Gonzales neighbourhood. Central to the plan is a thoughtfully considered landscaping strategy that emphasizes GNS's commitment to promoting healthy lifestyles and fostering a sense of connection with nature.

In order to ensure that the school is visually compatible with the neighbourhood, this document also explores materiality, massing, and the proposed architectural character of the school. It is paramount that the buildings are a good fit for the Gonzales neighbourhood and serve to augment the community. Detailed

attention is given to the selection of materials and the scale of the buildings to ensure that they complement the existing neighbourhood fabric while introducing modern, functional design elements.

To ensure that the new campus plan is respectful of its context, this document also provides an in-depth analysis of boundary conditions at property lines. It thoughtfully explores the interface between the public and the school, highlighting how the design transitions from the bustling GNS environment to the surrounding residential areas. This approach ensures that the campus does not impose on its neighbours but rather blends harmoniously, creating a seamless transition between different zones.

One notable commitment of the renewed Pemberton Woods is the addition of residential townhouses to the site. This document will expand on their design, amenities, and their relationship to the school. The townhouses are designed to provide a mix of unit types, catering to a diverse range of residents and contributing to the housing needs of the Gonzales neighbourhood. By integrating these

residential units, the plan supports a vibrant, mixed-use community that benefits both GNS and the local area.

Finally, this document will lay out the operational aspects of this project. Functional design decisions have been made to ensure that the site works smoothly and is accessible. This includes detailed plans for transportation logistics, service areas, and emergency access routes. The goal is to create a campus that is not only aesthetically pleasing but also highly functional and user-friendly.

In summary, this document serves as a comprehensive guide to the Pemberton Woods Campus Renewal Plan. It illustrates how GNS aims to create a campus that is well integrated within the Gonzales neighbourhood, fostering a collaborative and supportive environment. Through thoughtful design and strategic planning, the renewal plan seeks to enhance the quality of life for students, staff, and local residents, making GNS a valuable and enduring part of the neighbourhood.

1:  
EXISTING  
AERIAL



### 1.3 Design and Engagement Process

For over a year, GNS has actively engaged with the Gonzales and Victoria communities through an extensive and collaborative process, which has fundamentally shaped the design principles for the renewed Pemberton Woods Campus. A series of workshops and presentations have enabled the design team to simultaneously listen to the concerns and priorities of neighbours and community members, and ensure that the general public remains well informed about the campus's planning and design evolution.

The resulting campus plan proposed in this submission reflects this extensive consultation process. We have developed a design that carefully responds to concerns brought forward by various parties, using an iterative and collaborative approach to capture the complex and overlapping priorities of neighbours, community members, and anticipated users of the site, including students, staff, and faculty members. The overarching ethos for this campus renewal emphasizes a balanced approach where community context and neighbourhood fit become fundamental tenets of a successful design concept.

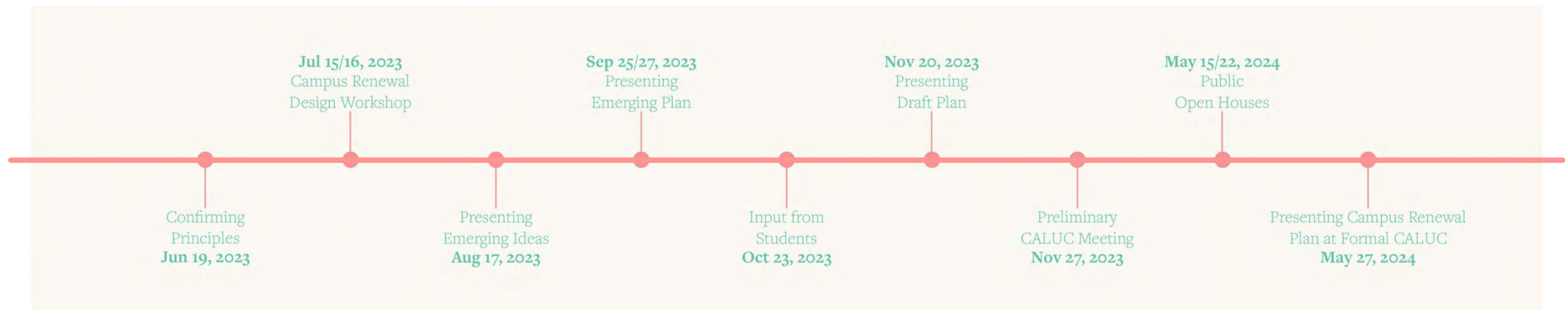
The planning and design process for the site has evolved significantly during consultation. Starting in the spring of 2023, many initial site configurations were explored as the design team familiarized itself with the primary concerns of the neighbourhood and tested the pros and cons of these various schemes. These configurations were progressively refined into three primary concepts, each related to the positioning of the turf field and the resulting organization of buildings, site circulation, and open spaces. These schemes were presented to community members, and their opinions were polled and taken into consideration as the school reviewed the implications of each. The options were narrowed down to two, and finally to one, with feedback from community members incorporated at each iteration and refinement.

This current scheme, which relocates the turf field to Maddison Street and orients the school buildings towards Richmond Avenue, became the preferred option for many reasons. Its attractiveness to neighbours for its general massing and traffic implications helped the school confidently determine that this site configuration captures

many of the requests and mitigates many of the concerns put forward by community members, while maintaining numerous favorable features identified during the consultation process.

The following pages are excerpts from the community consultation mail out, which was developed to provide a comprehensive summary of the consultation process, highlighting the workshops, presentations, and discussions that shaped the design evolution. It serves as a record of the concerns, priorities, and feedback received from community members and illustrates how these insights were integrated into the final campus plan.

#### 1: PROJECT TIMELINE



# 1 Introduction

## NEIGHBOURHOOD MAIL

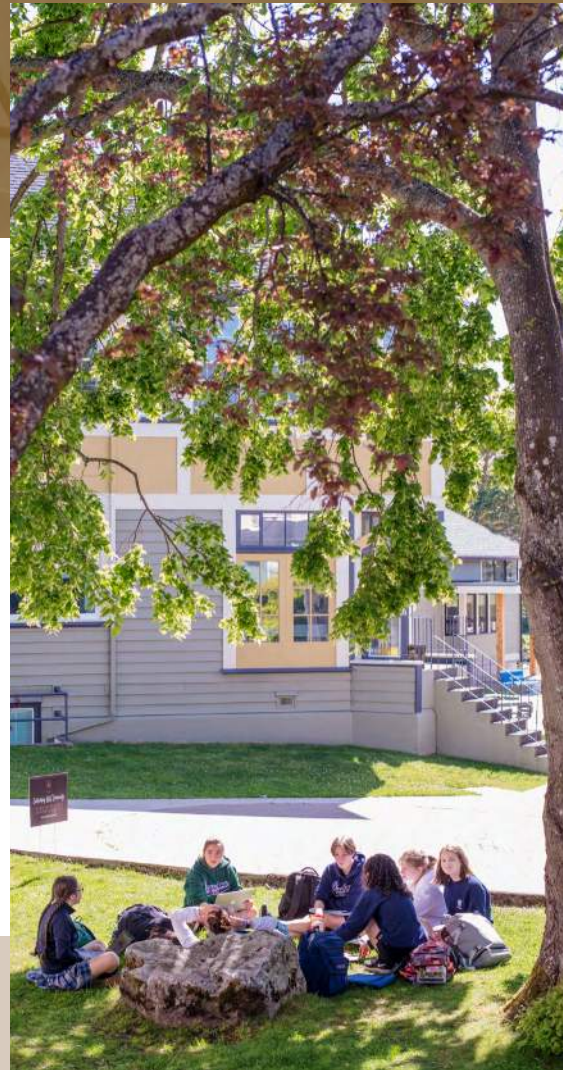
### Introduction.

#### Why a Renewal Plan for Pemberton Woods?

At the core of our renewal effort is the understanding that education today demands more than just traditional learning environments. It requires spaces that inspire innovation, foster well-being and facilitate connections—not just within our walls, but with the world outside. This process aims to ensure that GNS continues to be a place where education is a journey of discovery, engagement and growth as well as a vibrant hub for the City and beyond.

#### Embracing Change for a Thriving Future.

The PW Renewal represents a bold step forward, one that acknowledges the challenges of updating a historic campus that dates back to 1932, while seizing the opportunity to enhance our educational offering and improve community integration. It's about creating a space where students will thrive as they prepare for the challenges and opportunities of the future, equipped with the knowledge, skills and empathy to lead with confidence and compassion. This is why we renew and engage and why it's so important to have as many voices as possible contribute to shaping this long-term transformation.



#### Long Term Needs.

In the fall of 2022, a comprehensive assessment of the school's anticipated long-term requirements was carried out. This included a detailed analysis of current and anticipated needs, specifying spaces and their relationships to each other. For several key reasons, it became clear that the school's future program space-needs will require greater square footage. First, to adequately accommodate the ever-evolving offerings and wide-ranging programs of an independent school. Second, to provide space for our administration staff to work on-site and third, to accommodate the growing community and student body.

#### Student Population:

A small independent school, GNS prides itself on a tight-knit community of students. We also recognize the importance of accommodating inevitable population growth within the City of Victoria and the Gonzales neighbourhood. The proposed PW Campus plan prepares for a limited and gradual population growth over the long term to an identified maximum of 650 students; an increase from our current population which has fluctuated up to 550 over the years. The proposed Campus Renewal design aims to mitigate any potential negative impacts to the neighbourhood as the school student body gradually increases. The projected growth will happen over many years and be managed to maintain a positive influence on the neighbourhood's sense of community, our commitment to personalized learning and ensure sufficient staffing to deliver quality education.

#### Housing:

The PW Campus Renewal is committed to enhancing both school facilities and community amenities, which includes integrating a thoughtful housing strategy into our plans. As such, we are proposing the development of approximately 16 new rental housing units. The proposed units are a mix of one, two and three bedroom options, designed to accommodate a diverse range of residents and families.

Situated in the northeast corner of the campus, this housing initiative aims to provide new opportunities for living in the Gonzales neighbourhood. The design of these new homes will work in harmony with the local architectural style, supporting the character of the neighbourhood while offering modern, sustainable living options.

With the introduction of these diverse units, GNS is actively contributing to the variety of available housing in Victoria, ensuring that our campus renewal not only meets educational objectives, but also addresses broader community needs.

## Guiding Principles.

Before embarking on our community engagement journey, GNS took time to reflect on the core values and vision that would steer the PW Renewal, asking questions such as: What are our core beliefs? What distinguishes this initiative? And what commitments are we making to the community?



From this reflection emerged a draft of Guiding Principles: **Inclusion, Innovation & Learning, Health & Wellness and Sustainability.**

Serving as a compass for our planning process, we shared these principles, seeking feedback through direct conversations and digital platforms. Were they resonant? Did they align with the aspirations of our students, faculty, staff, parents and the neighbouring community? Through ongoing dialogue and workshops, we have refined them within the Pemberton Woods Campus Renewal Charter, a project charter that will direct our actions and interactions moving forward, and help to guide the project.

### 1 Inclusion:

GNS is dedicated to fostering an environment where every individual feels valued and connected, offering spaces that welcome diverse interactions and encourage communal growth.

Our commitment extends to honouring our school's rich history and its ties to the broader community, including the traditional territories of the Songhees and Esquimalt Nations, ensuring that our renewal reflects respect for these relationships.



### 2 Innovation & Learning:

In an ever-evolving world we commit to facilitating learning environments that embolden curiosity, creativity and the pursuit of excellence.

The PW Renewal will underscore the importance of adaptive learning spaces to support students to become resilient, thoughtful and innovative thinkers prepared to lead in an interconnected world.



### 3 Health & Wellness:

The well-being of our collective community is paramount. We pledge to create spaces that promote and prioritize socio-emotional, physical and mental health, ensuring accessibility and safety for everyone.

By designing environments that encourage positive interactions and inclusivity, we affirm our commitment to nurturing a supportive and healthy community.



### 4 Sustainability:

Rooted in sustainable practices, our approach to renewal will seek to minimize environmental impact while maximizing health, comfort and productivity for all campus users.

We aspire to lead by example, showcasing how sustainable design can create adaptable, inspiring spaces that foster community connection and ecological stewardship.



# 1 Introduction

## NEIGHBOURHOOD MAIL

### Engagement & Collaboration.

Throughout the eight events that were hosted, we recorded ideas and suggestions and implemented feedback into our design iterations. Those who were not able to attend in person were encouraged to participate online at [pwrenewal.ca](http://pwrenewal.ca) where we posted monthly updates, and invited comments and concerns via surveys. We also encouraged in-person meetings, phone calls and emails through a newly established Community Engagement role. The Associate Director of Community Engagement works to build collaborative community relationships with staff, parents, neighbours and the city as a whole, as well to ensure positive, newsworthy GNS stories are shared with a variety of stakeholders.



Over the course of the engagement series more than 200 unique comments were recorded, each of which was carefully considered for implementation. Those that had merit were included within each design iteration. Below is a list of suggestions from the collective community. A check-box indicates that the suggestion has been implemented in our proposed final design.

- ✓ Implement a circular drive-through for smoother traffic during on-site pick-up and drop-off.
- ✓ Move traffic from Maddison to Richardson to alleviate traffic on the People Priority Greenway.
- ✓ Designate a one-way thoroughfare from Richmond to control traffic direction.
- ✓ Ensure any campus through-roads incorporate traffic calming measures to prevent speeding.
- ✓ Increase on-site parking availability to alleviate school parking in residential areas.
- ✓ Maximize setbacks and green buffers to improve experience for adjacent neighbours.
- ✓ Design stepped buildings while consolidating buildings towards the site centre.
- ✓ Limit buildings close to the property perimeter to a single story to reduce visual impact.
- ✓ Use solid fences, decorative brick walls or other sound barriers to reduce noise.
- ✓ Situate noisy facilities such as basketball courts and gymnasiums in the campus centre.
- ✓ Include rooftop gardens to maximize green spaces.
- ✓ Create spaces for food production and community gardens.
- ✓ Implement rain gardens, stormwater filtration and other water management methods.
- ✓ Integrate sustainability education throughout the campus.
- ✓ Create bike infrastructure to promote alternative modes of transportation.
- ✓ School bus pick up and drop off moved from Maddison to Richmond.
- ✓ Foster community connections through on-campus events and support of local initiatives.
- ✓ Respect the neighbourhood's character and diversity in design aesthetic.
- ✓ Include spaces for outdoor learning that align with the educational vision.

The following pages provide insight into our process and how we were able to extract these ideas from students, parents, faculty, staff, board members, alumni, neighbours and the broader community.

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# 1 Introduction

## NEIGHBOURHOOD MAIL

### Event One.

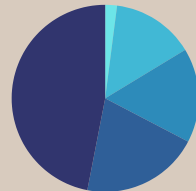
#### Confirming Principles & Moving Ahead

  
June 19, 2023

Our inaugural engagement event commenced with a 30-minute session for introductions and presentations, followed by an engaging one-hour question and answer period.

#### Participants:

- 1 Student
- 7 Parents
- 8 Consultants
- 10 GNS Faculty
- 23 Neighbours



Question (Neighbour)

*"When you say you want to 'modernize' the campus, what does this mean? What is the plan, and what projects would you like to see?"*

Response (GNS Staff)

*"A few main areas for improvements are on our minds: for example, building up the mental health team and creating wellness spaces, connecting students with nature by providing outdoor learning and athletic spaces, and incorporating and growing with rapidly changing technology. Some other areas of interest include improving classroom space and science programs."*

13 Event One.

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

### Small Group Discussions.

To conclude the event on a lively note, a breakout activity was organized, sparking creative conversations about both the school and the neighbourhood so the design team could gain insights from the greater community.



#### Green Spaces:

- Greenway and public spaces
- Preservation and enhancement
- Community events on campus



#### Transportation:

- Alternative transportation methods
- Traffic management and parking
- Public transportation and bus routes
- Bike promotion and infrastructure



#### Form & Character:

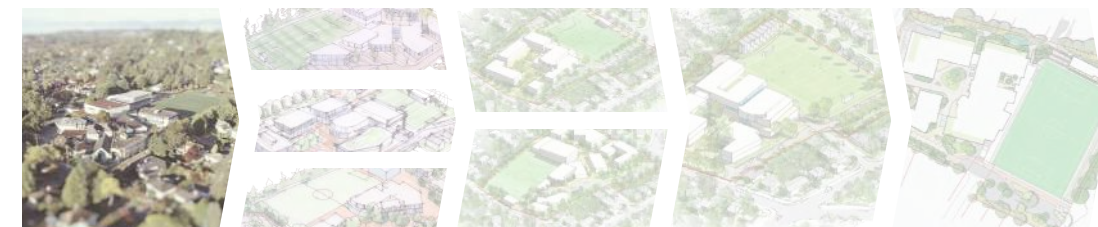
- Neighbourhood character and diversity
- Building design and architectural style
- Community access to school facilities
- Emergency preparedness and response



#### Sustainability:

- Environmental sustainability initiatives
- Engaging students in sustainability
- Energy efficiency and green design
- Mental well-being and green spaces

### Evolving Plan:



Event One. 14

# 1 Introduction

## NEIGHBOURHOOD MAIL

### Event Two.

#### Campus Renewal Design Workshop

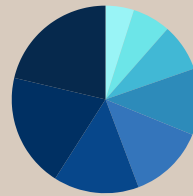
July 15 & 16, 2023

Our second event spanned two days, with a design workshop, presentation and optional campus tour on Day One. Day Two involved facilitators combining the participants' ideas to create four distinct schemes.

Workshop participants ultimately designed and selected three campus concepts to move forward to the next phase.

#### Participants:

- 3 Tenants
- 4 Consultants
- 5 Faculty
- 7 Architects
- 8 Kids 9-15 y/o
- 9 Parents
- 12 Staff
- 13 Neighbours



Janine (Neighbour)

"I found the sessions interesting and informative. Last weekend was interesting because of the interaction between the 'pros' and the rest of us. They appeared to be forthcoming and willing to engage with everyone."

Tara (Parent)

"Watching my children actively engage and have their voices and ideas heard and presented was heartwarming - reaffirming how much the PW Renewal Team encourages everyone to get involved. They truly care about the students' vision."

15 Event Two.

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

### Event Two: Day One

July 15, 2023

Day One involved a presentation, campus tour and a design charrette that centred around six diverse topics, each representing a crucial aspect of the renewal design. Participants were actively encouraged to share ideas and concerns related to each topic, and discussions ensued with the support of one to two subject matter expert facilitators.



#### Workshop Table Topics:

Campus Design  
& Personality

Landscape Features  
& Characteristics

Young  
Designers

Building Function  
& Configuration

Landscape Use  
& Flow

Mobility  
& Access

Housing &  
Neighbourhood

#### Emerging Concepts:

With a total of seven tables, an impressive array of 36 ideas emerged from the session, capturing thoughts and insights contributed by all participants.



Transportation &  
Access Solutions



Thoughtful Design  
& Building Heights



Enhanced Road &  
Access Points



Optimizing Field &  
Green Spaces



Sustainable  
Transportation &  
Public Transit



Inclusive Community  
Engagement & Use



Balancing Setbacks  
& Building Massing



Event Two. Day One.

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# 1 Introduction

## NEIGHBOURHOOD MAIL

### Event Two: Day Two

July 16, 2023



On Day Two, the Design Team convened early to delve into the emerging ideas from each table. Engaging in thorough discussions, they collaborated to create **four distinct schemes**, showcasing how concepts from the landscape architecture, architecture, housing and transportation tables could ingeniously merge.



While architects and landscape architects worked on drawing the evolving four schemes, participants actively engaged in real-time discussions about the concepts. They asked questions, offered suggestions and collaborated with members of the Design Team to help further shape the PW Renewal.

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Event Two. Day Two.

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL



Day Two concluded with participants choosing **three concepts** from the four presented. Each design was guided by the principles of inclusion, innovation and learning, health and wellness and sustainability. Each concept offered unique benefits for an exciting campus renewal.

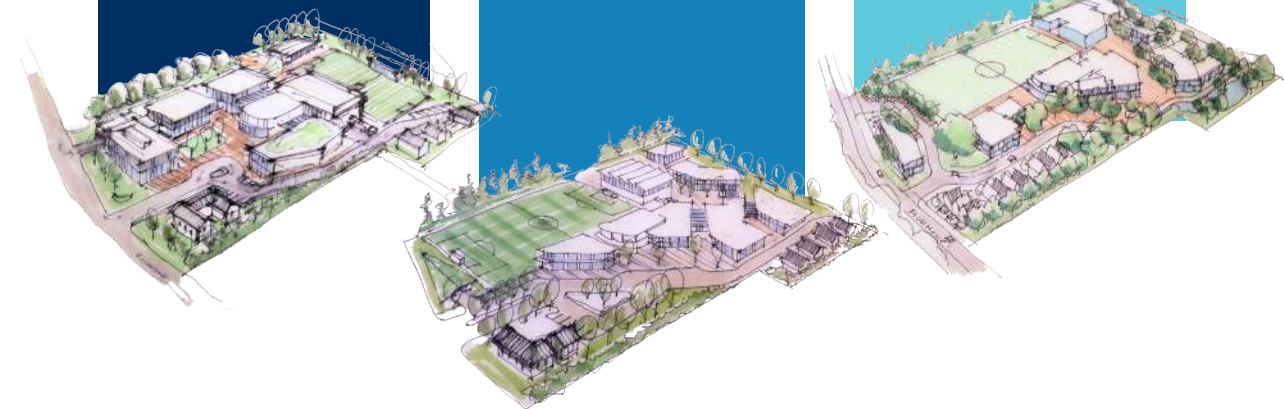


### Emerging Design Schemes:

**1. West Campus:**  
Move the Turf adjacent to Maddison, to allow for key campus improvements.

**2. East Campus:**  
Keep the Turf in its current location, along with key campus improvements.

**3. South Campus:**  
Shift the Turf East to allow for key campus improvements.



### Evolving Plan:



Event Two. Day Two.

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# 1 Introduction

## NEIGHBOURHOOD MAIL

### Event Three.

#### Presenting the Emerging Ideas

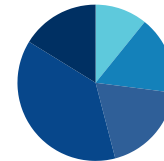


Aug. 17, 2023

This session was opened with GNS summarizing the collaborative design efforts to-date and the resulting evolving concepts. After the two concepts were presented, participants divided into two groups each led by two architects who discussed each design in detail. They provided clarifications and answered questions while Neighbour Lab members documented the feedback.

#### Participants:

- 4 Parents
- 6 Staff
- 6 Other
- 7 Faculty
- 14 Neighbours

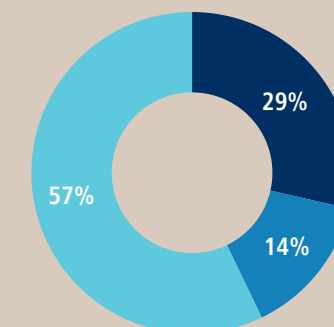


#### Design Feedback:

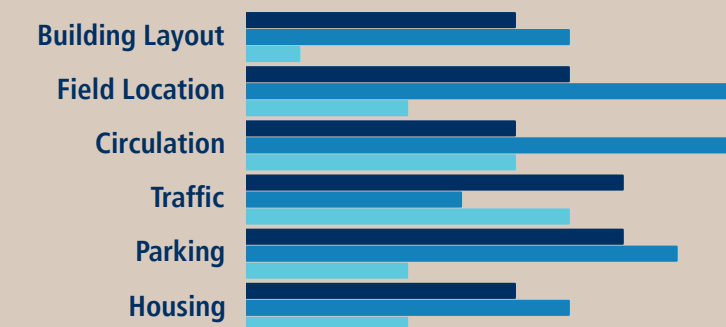
Following Event Two, a public survey was made accessible online and via email communication, encouraging participants to provide comprehensive feedback on the trio of concepts developed during the workshop. The following results reflect the feedback provided by both online engagement and one-on-one discussions.

West East South

Less Desirable:



Most Favourable:



19 Event Three.

Event Three. 20

# 1 Introduction

## NEIGHBOURHOOD MAIL

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

### The Evolving Concepts:

The PW Renewal Team scrutinized all feedback, analyzing both the preferences and reservations expressed by the collective community. The objective was to blend the qualities of these concepts, creating a more refined and cohesive pair of designs to encapsulate the essence of the collaborative efforts. The evolving process resulted in two refined concepts: **"Move the Turf"** and **"Keep the Turf."** Feedback received at this event was primarily in favour of "Move the Turf" and more skeptical of "Keep the Turf."



21 Event Three.

West Campus:



East Campus:



South Campus:



Move the Turf:



Keep the Turf:



- Clear identity—front door on Richmond
- Significantly less disruption in phasing
- More efficient construction period
- Improved accessibility
- Clearer distinction of private/public zones
- More efficient traffic flow with two access points on Richmond
- More cost-effective and environmentally efficient to operate

- More buildings and less logical layout
- More challenging accessibility
- Less distinction on private/public zones
- Turf field is pinched at north west and south east corner limiting spectator access
- More costly to operate
- Housing location unresolved

### Evolving Plan:



Event Three.

22

### Event Four & Five. Presenting the Emerging Plan



Sept. 25 & 27, 2023

Hosted by: Fairfield Gonzales Community Association (FGCA) on Sept. 25  
& the Gonzales Neighbourhood Association (GNA) on Sept. 27

GNS participated in meetings hosted by the FGCA and the GNA to showcase its ongoing work on the project, present the design process and engage in dialogue with participants. Based on the conversations from the last event, a detailed presentation summarized how previous comments were incorporated into the next iterations of designs. The presentation was followed by an engaging community discussion.



Question (Attendee)

*"Maddison is all drop-off now, and if I look at the new drop-off area off Richmond, it is smaller. How will it accommodate?"*

Response (Cascadia)

*"What we have designed is actually longer, as the multimodal corridor can also be used if the roundabout is full."*

23

Event Four & Five.

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL



### Move the Turf, Evolved:

Following the presentation, the team of architects and landscape architects provided an in-depth look into the "Move the Turf" concept. They discussed its evolution, while considering factors such as context, design principles, circulation, precincts, setbacks, green buffers, programming, housing and amenities.

### Evolving Plan:



Event Four & Five.

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# 1 Introduction

## NEIGHBOURHOOD MAIL

### Student Design Forum. Input from the Students

Oct. 23, 2023

Two GNS Design classes participated in a Student Design Forum to gain insight into the PW Campus Renewal project. Led by GNS faculty member Jon Hamlin, the session also involved Cascadia Architects' Andy Guiry and Sara Huynh who provided insights into the design process and the vision for the school. The forum enhanced the student-centred focus of the project through presentations and interactive feedback.

**Emerging Ideas:**

A campus-wide student survey conducted prior to the Design Forum identified their top three priorities: **Classroom Facilities & Technology, Dining Hall & Food Services and Outdoor Recreation Areas**



#### Evolving Plan:



25 Student Design Forum.

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

### Event Six. Presenting the Draft Plan

Nov. 20, 2023

A two-hour event in the Dining Hall of the PW Campus featured the latest updates from the PW Renewal team, including presentations by architects, landscape architects and traffic consultants. Attendees engaged in a collaborative Q&A session, as well as one-on-one discussions with project team members. Large-scale school plans were provided to facilitate meaningful dialogue. Collaboration between participants and the design team proved to be invaluable in identifying key modifications that were needed for the project.

#### Discussion Themes:

-  **Traffic**
-  **Outdoor Programming**
-  **Sustainability**
-  **Phasing**
-  **Security**
-  **Positive Direction**



Event Six. 26

# 1 Introduction

## NEIGHBOURHOOD MAIL



### The Evolving Plan:

The architects and landscape architects unveiled fresh sketches, showcasing various exterior sites and a glimpse into select indoor spaces. Their presentation delved into the design's stylistic inspirations, offering specifics on building dimensions, parking arrangements and the turf field layout.



**Traffic:** Traffic Consultants discussed their approach to the Transportation Impact Assessment, including strategies to enhance safety and circulation. The presentation covered building dimensions, parking arrangements, turf field layout and the potential impact on post-construction traffic.

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Event Six.

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

### Event Seven.

#### Preliminary CALUC Meeting



Nov 27, 2023

This preliminary meeting is the second step towards the formal presentation to the Community Association Land Use Committee (CALUC) of the Fairfield Gonzales Community Association. GNS presented the project's progress, which was followed by questions and feedback from members of the CALUC.



#### Q&A Highlight:

What changes have you made to the plan based on community engagement?

- With no predetermined campus concept, the project team and the community started from scratch
- Ongoing adjustments made to the campus plan concept were based on feedback from the collective community, including: rerouting pick-up/ drop-off areas, removing parking from Maddison to address traffic concerns and preserving green spaces



Conceptual Sketch of the Pedestrian Entrance to the Central Courtyard.

Conceptual Sketch of the Campus Front Entry from Richmond Avenue.

### Evolving Plan:



Event Seven.

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# 1 Introduction

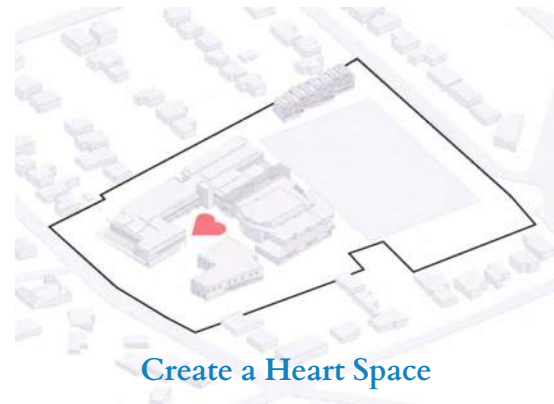
## CALUC PRESENTATION

### 1.3 Design and Engagement Process

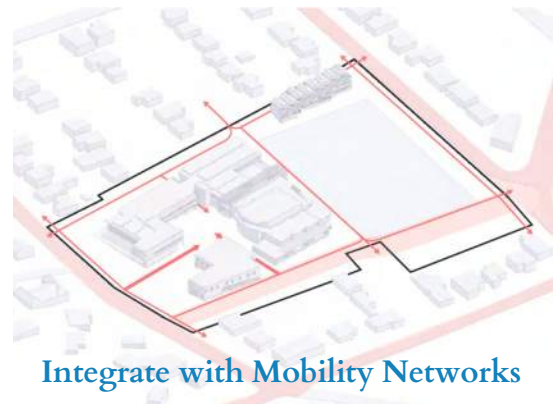
This extensive engagement process culminated in a formal CALUC presentation at Fairfield Community Place on May 27th, 2024, where the design team had the opportunity to present the refined campus plan to the broader community and stakeholders. This presentation served as a key milestone, synthesizing the extensive engagement process, the evolution of the design, and the thoughtful integration of community feedback. It provided a platform for further discussion, ensuring transparency and reaffirming the school's commitment to a collaborative and responsive design approach.

#### Program Elements

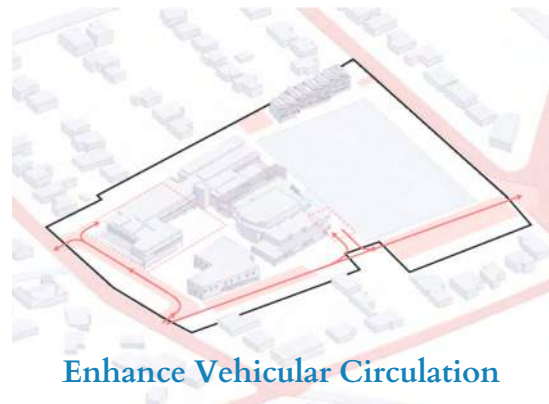
- 1 Science Labs
- 2 Senior School
- 3 Learning Strategies
- 4 Athletic Centre
- 5 Underground Parking
- 6 Pick Up/Drop Off Loop
- 7 Multi-Modal Corridor
- 8 Middle School
- 9 Townhouse Style Housing
- 10 Commons, Library, Dining
- 11 Field Viewing & Full Turf
- 12 Administration/Staff
- 13 Visual & Performing Arts
- 14 Design & Technology



Create a Heart Space



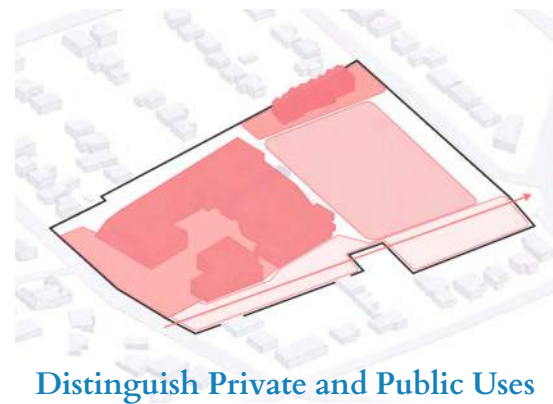
Integrate with Mobility Networks



Enhance Vehicular Circulation



Honour Site Boundaries



Distinguish Private and Public Uses



# 2 Historical & Community Context

## 2.1 History of PW and Site Significance

Glenlyon Norfolk School (GNS) is an independent school in Victoria, British Columbia, with a history that reflects the broader development of education in the city. The school was formed through the merger of two independent institutions, Glenlyon Preparatory School, established in 1932, and Norfolk House School, founded in 1913. Each school brought its own educational traditions and values, and their eventual merger in 1986 created a unified learning environment that has continued to evolve over the years. Today, GNS serves students from Junior Kindergarten through Grade 12, operating across two campuses: the Beach Drive Campus for Junior School students and the Pemberton Woods Campus, which serves Middle and Senior School students.

The Pemberton Woods Campus is located within the Gonzales neighbourhood, an area with a long history of residential and community development. Originally part of Joseph Despard Pemberton's estate, the land remained largely undeveloped until the 1930s. The Gonzales area itself saw significant growth in the early 20th century, and the introduction of Norfolk House School in the 1930s contributed to this evolving landscape, providing an educational space for students while adapting alongside the neighbourhood's changes.

At the heart of the Pemberton Woods Campus are the Main Building and Gymnasium, the two oldest structures on the site. Built in the early 1930s, these buildings were part of the original Norfolk House School and have remained in use ever since. While they represent important pieces of the school's history, they have also undergone significant modifications over time to meet the needs of modern education. Neither structure is registered as a heritage building, and their architectural integrity has been impacted by necessary expansions and functional updates. However, elements of their original design have been preserved where possible, ensuring that the history of the campus remains visible while supporting the needs of current and future students.

BELOW:  
HISTORIC PHOTOGRAPH, NOR-  
FOLK SCHOOL FOR GIRLS &  
GYMNASIUM (1932)



## 2.1 History of PW and Site Significance

The Main Building and Gymnasium at the Pemberton Woods Campus of Glenlyon Norfolk School have played a significant role in the school's history, serving generations of students as spaces for learning, physical education, and community gatherings. Over the years these buildings have been modified, including expansions for additional classroom space, updated facilities, and improved accessibility. While elements of the original designs have been preserved where possible, the buildings' primary value lies in their historical use rather than their architectural significance.

The Statement of Significance acknowledges the historical role of the Main Building and Gymnasium within the context of GNS and the broader Gonzales neighbourhood. These buildings reflect the early development of independent education in Victoria and the growth of the community around them. Their presence has contributed to the neighbourhood's character, but their current state, shaped by numerous modifications, does not meet the criteria for heritage preservation. The proposed campus renewal plan respects this history while focusing on creating modern, functional spaces that meet contemporary educational standards.

The Conservation Rationale and Methodology recognize that while the Main Building and Gymnasium are important to the school's history, their extensive modifications and the demands of modern education make preservation impractical. The renewal plan prioritizes retaining historical elements through documentation and interpretive signage rather than maintaining the existing structures. This approach allows GNS to honour its past while providing state-of-the-art facilities that support future generations of students. The new campus design integrates historical references through architectural details and educational displays, ensuring that the legacy of the school and its place within the Gonzales neighbourhood remain a visible and valued part of the community.



ABOVE:  
HISTORIC PHOTO-  
GRAPH, NORFOLK  
SCHOOL FOR GIRLS &  
GYMNASIUM (DATE  
UNKNOWN)



RIGHT:  
HISTORIC PHOTO-  
GRAPH, NORFOLK  
SCHOOL FOR GIRLS,  
GYMNASIUM, ATKINS  
BUILDING (1950S)

# 2 Historical & Community Context

GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

1:  
INTERIOR CAMPUS



2:  
VIEW FROM MADDISON



3:  
VIEW FROM RICHMOND



4:  
DENFORD HALL AND FIELD



5:  
VIEW FROM MAIN BUILDING



6:  
VIEW FROM BANK



7:  
NORTH EAST CORNER OF SITE



8:  
TURF FIELD

# 2 Historical & Community Context

## 2.2 Community and Neighbourhood Context

The Gonzales neighbourhood is a well-established residential community defined by its green spaces, recreational amenities, and essential services that support a diverse population. While primarily composed of single-family homes, the area also features parks, schools, community facilities, and commercial nodes that contribute to its character. Gonzales offers a blend of residential, community, and commercial spaces, fostering a connected and active neighbourhood environment.

Parks and outdoor gathering spaces such as Pemberton Park, Gonzales Park, Hollywood Park, and Abkhazi Garden provide opportunities for recreation, relaxation, and social connections playing a vital role in community engagement and enhancing the overall quality of life for residents.

In addition to its parks, the Gonzales neighbourhood is home to key indoor community spaces and institutions, including St. Matthias Anglican Church and Christ Church Cathedral Pre-School, which

serve as gathering points for residents. The neighbourhood also includes childcare facilities like Little Owl Daycare, providing essential services to local families.

Commercial areas are conveniently accessible through nodes such as Fairfield Village, Oak Bay Avenue, and Montague Court, offering a variety of shops, services, and local businesses that contribute to the vibrancy of the area.



### PARKS & OUTDOOR FLEX SPACES

1. Pemberton Park
2. Gonzales Park
3. Hollywood Park
4. Margaret Jenkins School
5. Abkhazi Garden

### INDOOR COMMUNITY SPACES

6. St. Matthias Anglican Church

### CHILDCARE FACILITIES

7. Christ Church Cathedral Pre-School
8. Little Owl Daycare

### COMMERCIAL NODES

9. Fairfield Village
10. Oak Bay Avenue
11. Montague Court

- Childcare & Indoor Community Spaces
- Parks & Outdoor Flex Spaces
- Commercial Nodes

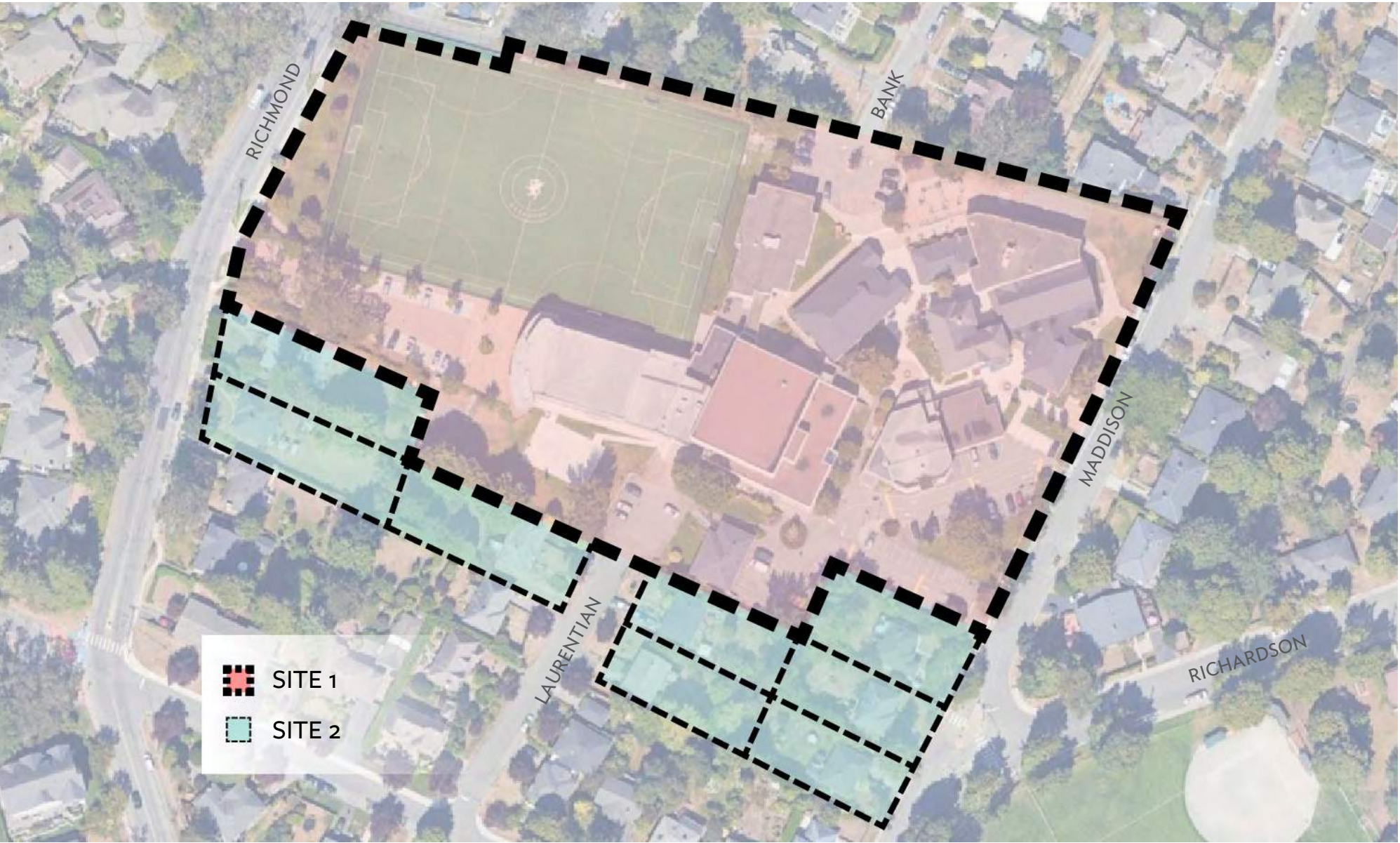
As part of planning for its future, Glenlyon Norfolk School (GNS) continues to evolve alongside the neighbourhood, ensuring its role as a valued part of the community. Through thoughtful campus planning with the community, the school remains committed to maintaining strong connections with residents, fostering accessibility, and complementing the surrounding area. The integration of landscaping, pedestrian linkages, and thoughtful urban design elements reflects a continued dedication to being a positive and engaged neighbour in Gonzales.

## 2.3 Adjacent and Related Sites

The site, situated between Richmond Avenue (AAA route) and Maddison Street (a designated pedestrian and cycling route), positions Glenlyon Norfolk School (GNS) as a significant presence nestled within a largely residential surrounding built environment. Other key road connections include Laurentian to the south and Bank and Somenos to the north, all of which terminate at the site’s edge. These connections underscore the strategic importance of the Pemberton Woods Campus within the Gonzales neighbourhood, emphasizing its role as both an educational hub and a potential community asset and connector.

GNS owns eight residential lots adjacent to its current campus, home to single-family residences serving the Gonzales neighbourhood. As part of the Pemberton Woods Campus Renewal, GNS will incorporate eight of these sites to modernize its facilities to meet the future needs of the school and address shared community concerns. This renewal plan not only aims to enhance the school’s infrastructure but also to integrate more closely with the surrounding community by introducing 16 new townhouse units. These townhouses will replace and add to the neighbourhood’s housing stock, providing a variety of unit types to cater to diverse resident needs, thus contributing to the area’s housing diversity and vibrancy.

The renewal plan for the Pemberton Woods Campus is carefully designed with the Gonzales neighbourhood in mind. By making use of these residential lots and introducing new townhouses, GNS is not only addressing its own needs for modernization and slow growth but also contributing positively to the local housing market and community structure.



1 (BELOW):  
EXISTING  
CAMPUS PLAN

| Label  | Lot                       | Current Zone                                  | OCP Urban Place Designation             |
|--------|---------------------------|---|---|
| Site 1 | Current School            | R1-B Single Family Dwelling District          | Public Facilities, Parks and Open Space |
| Site 2 | Adjacent Residential Lots | R1-G Gonzales Single Family Dwelling District | Traditional Residential                 |

2 (LEFT):  
ZONING  
DESIGNATION

# 2 Historical & Community Context

## 2.4 Relevant Background Policies

The GNS Pemberton Woods Campus Renewal Plan aims to modernize and expand its current educational facilities to meet the long-term needs of the school and the surrounding community. In doing so, the renewal plan aligns with many guiding documents such as the current Official Community Plan (OCP), the current Gonzales Neighbourhood Plan (GNP), and other relevant guidelines. For more information on these documents please reference Section 10 - Amendments and Future Provisions.

## 2.5 Existing Site Conditions

Established in 1913, Glenlyon Norfolk School (GNS) has a rich history within the Gonzales neighbourhood. Originally known as Norfolk House School, it moved to its current Pemberton Woods campus in 1932. Over the years, GNS has evolved alongside the changing needs of its students and community. The Pemberton Woods Campus reflects this evolution, with its collection of school buildings added incrementally over time, forming a learning village connected through a series of pathways.

Today, many of these buildings are reaching the end of their lifespan, prompting the site to prepare for its next evolution. A full renewal of the Pemberton Woods Campus will allow the school to reorient its facilities away from Maddison Street, creating a community-facing campus accessed from Richmond Avenue. This renewal demonstrates GNS's commitment to being a positive, contributing member of the Gonzales neighbourhood, ready to meet the changing needs of its students and neighbours.

1:  
AERIAL NW



2:  
TURF FIELD



3:  
AERIAL NE



5:  
AERIAL SW



6:  
MADDISON FRONTAGE



7:  
AERIAL SE

# 3 Urban Design Strategy

## 3.1 Vision

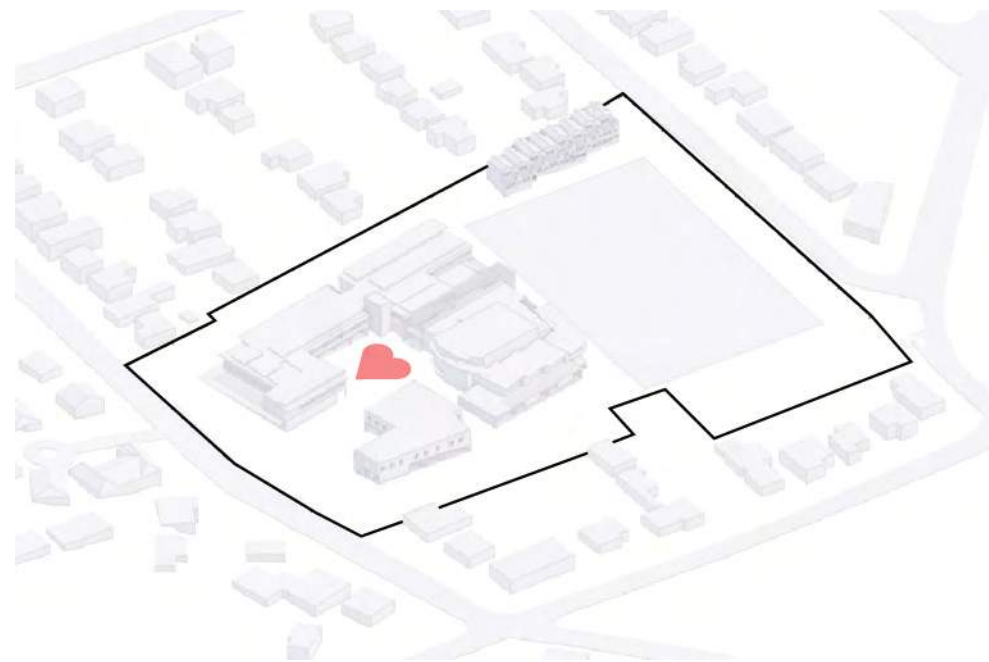
Our vision for the renewed Pemberton Woods Campus is grounded in principles that ensure a cohesive and functional design for both the school as well as for the broader community. The reconfiguration of school programming around a central courtyard allows for the re-imagining of circulation to and through the campus all while maintaining generous landscaped areas.

Overall, we have developed a series of core design pillars that will steer the Pemberton Woods Campus Renewal towards a campus design that ensures that the site is welcoming and conducive to learning. Our approach prioritizes accessibility, enhances connectivity, and respects the natural landscape, creating an inclusive and harmonious environment for students, staff, and the Gonzales neighbourhood.

## 3.2 PW Specific Urban Design Pillars

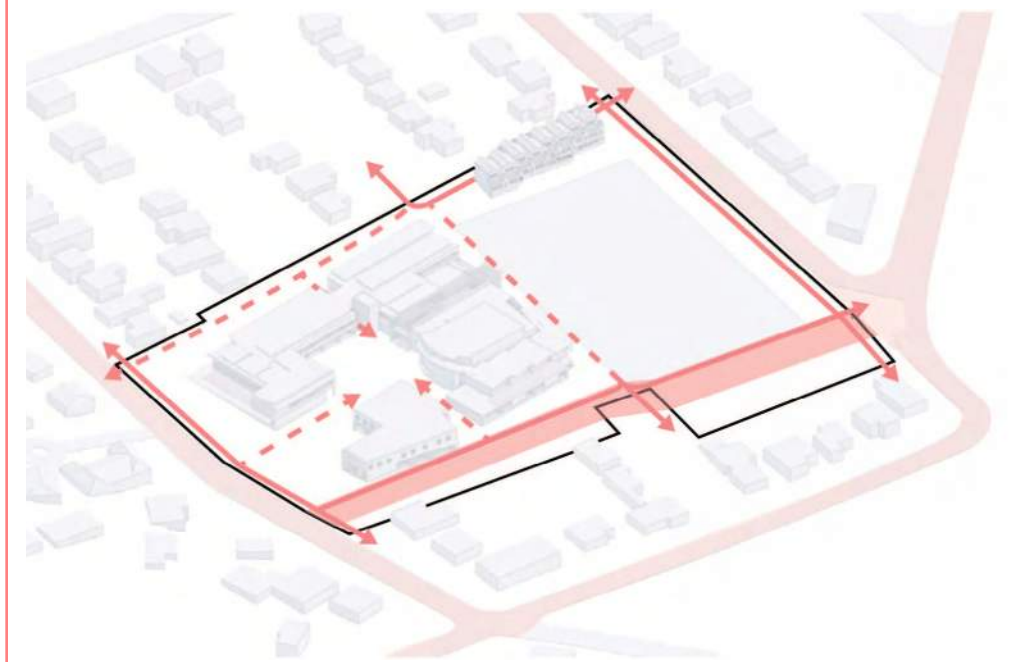
Our design philosophy is one of coherence and connection, integrating the renewed Pemberton Woods Campus with the vibrant Gonzales neighbourhood while creating a modern learning environment.

1. Create a Heart Space
2. Integrate with Mobility Networks
3. Enhance Vehicular Circulation
4. Honour Site Boundaries
5. Distinguish Private from Public Use



### Create a Heart Space

- Orient school uses to the centre of the site, organizing programs around a central courtyard to foster a distinct and integrated campus feeling.
- A designated gathering space at the centre of campus directs active uses away from the outer edges of the site while providing a unique space for school events and campus culture.
- The heart space concept creates a curated welcoming first impression of the Pemberton Woods Campus through the new Richmond frontage.

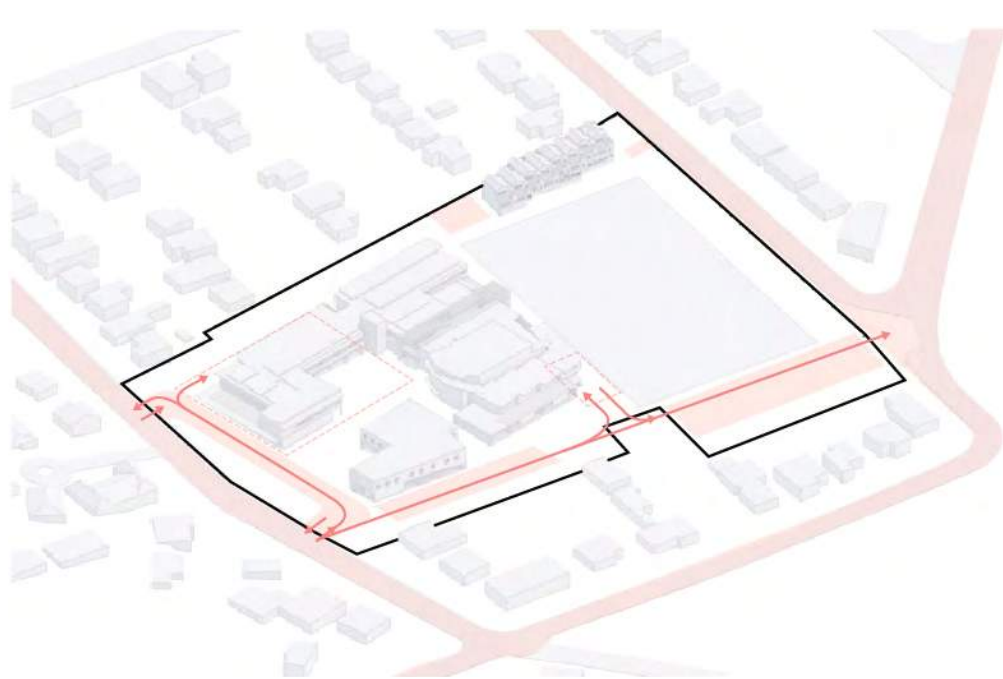


### Integrate with Mobility Networks

- Creating safe and accessible connections is a key focus in our campus renewal.
- We are dedicated to enhancing the existing links between the school and the Gonzales neighbourhood through thoughtful planning of both public and private pathways.
- A multi-modal pathway running along the south edge of the campus invites pedestrians and cyclists alike. This pathway is thoughtfully designed to seamlessly connect with Victoria's existing cycling network, offering a secure and welcoming route for the community.

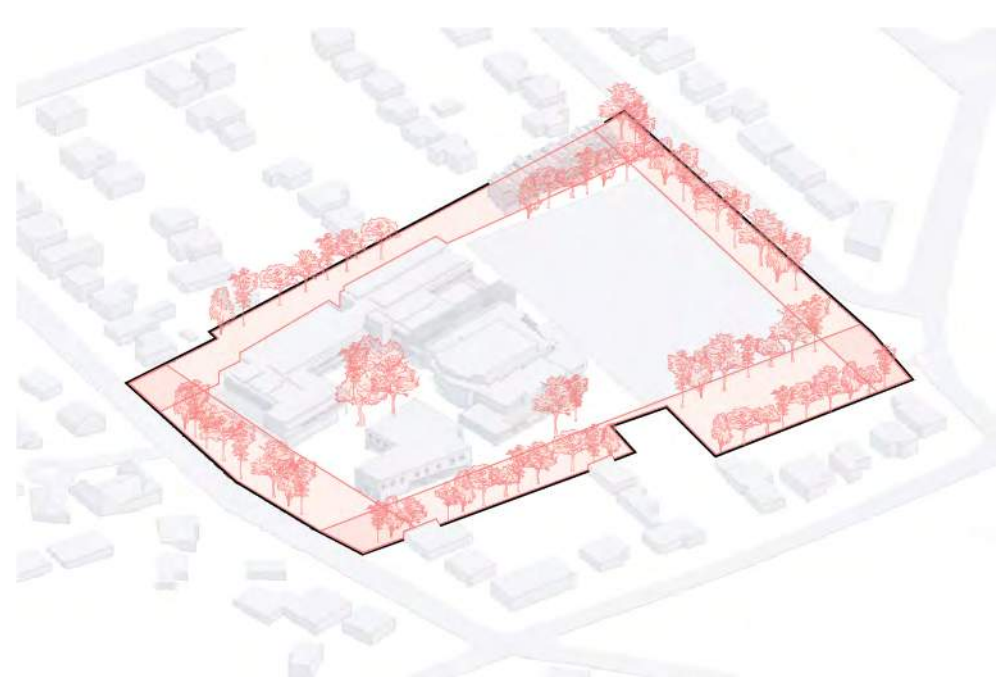
# 3 Urban Design Strategy

## 3.2 PW Specific Urban Design Pillars



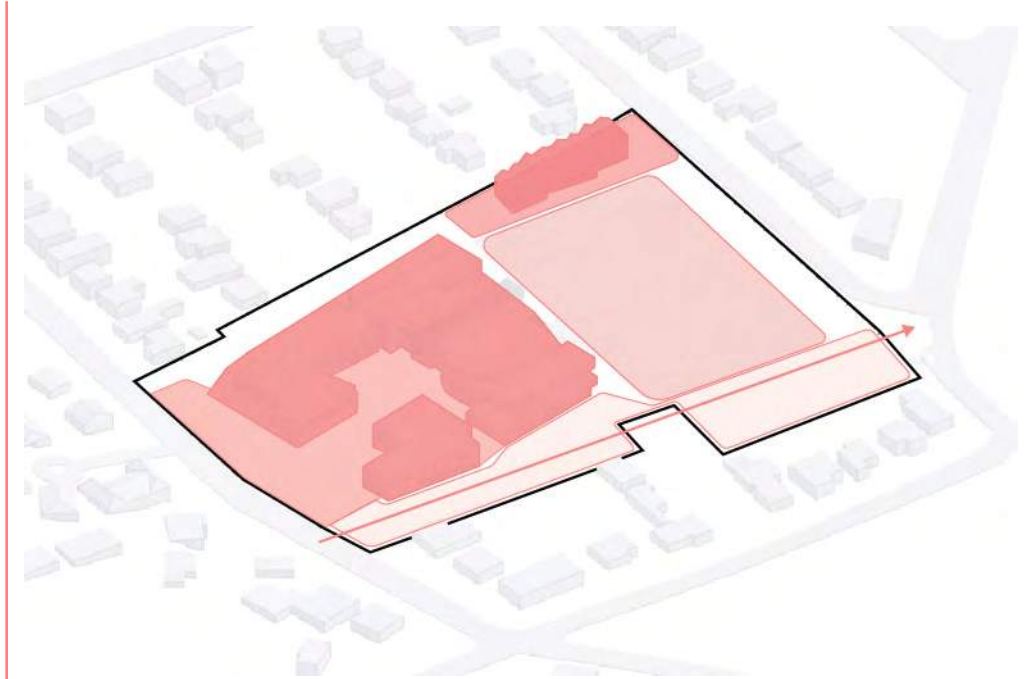
### Enhance Vehicular Circulation

- The main campus vehicular access point is reoriented to Richmond Avenue, moving away from smaller streets like Bank, Laurentian, and Maddison.
- Complemented by a new underground parking facility for staff and a streamlined pick-up drop-off loop, this layout ensures efficient and focused traffic flow to and through the site.
- Our proposed one-way through route enables smooth entry from Richmond Avenue to exit onto Richardson, serving both school operations and community life.



### Honour Site Boundaries

- Generous setbacks all around the site respect the existing grain and scale of the surrounding residential neighbourhood.
- These setbacks support our goal to retain priority trees as well as to add to the urban street scape with thoughtful landscaping which complements the topography of the site.
- Orienting school buildings towards Richmond Avenue allows for larger setbacks facing more quiet residential streets such as Bank, Laurentian, and Maddison, ultimately allowing for a larger green buffer between the campus and the broader community in key locations.



### Distinguish Private and Public Uses

- Emphasize the creation of distinct precincts that organize the school's facilities, catering to a range of public and private uses while promoting a sense of community and accessibility.
- The eastern field is designated for semi-public recreational use, offering space for both school-related and community activities.
- This strategic organization optimizes school safety and functionality while also fostering community inclusivity and non-motorized transportation.

# 4 Proposed Campus Plan

## 4.1 Introduction and Concept

This schematic site aerial illustrates the proposed Glenlyon Norfolk Pemberton Woods Middle and Senior campus (GNS) located at 781 Richmond Avenue. Nestled in the Gonzales neighbourhood, the site is bordered by Richmond Avenue to the west, Maddison Street to the east, with Bank and Somenos Street terminating at the northern edge, and Laurentian Place at the southern edge. The school owns eight residential properties to the south along Richmond, Laurentian, and Richardson, and the long term campus renewal concept utilizes these adjacent residential sites.



# 4 Proposed Campus Plan

## 4.2 Design Elements & Spaces within PW

### FRONT DOOR & ENTRY SEQUENCE

The renewal plan aims to create an inviting and accessible entrance for the Pemberton Woods Campus along Richmond Avenue. This area serves as a critical frontage for the site and forms the first impression for visitors and the community. The primary vehicular and pedestrian access points are all positioned in this location, enhancing the school's presence and providing a warm and welcoming atmosphere.

First-time visitors can access the campus via Richmond Avenue, where dedicated short-term parking stalls are available along the one-way through route. This convenient parking location provides easy access to the administration building, which serves as the front door to the campus. Visitors can also easily reach the performance and arts section of the building, ensuring a smooth experience for attending events. This thoughtful layout enhances the visitor experience, making navigation and participation in campus activities straightforward and enjoyable.

The renewed design emphasizes seamless pedestrian connectivity, allowing easy and safe access to the campus. Wide, well-lit pathways will guide visitors from the street to the main entrance, surrounded by thoughtfully landscaped areas. The central courtyard will serve as a heart space, drawing activity to the centre of the campus and serving as a connective gathering outdoor space.



# 4 Proposed Campus Plan

## 4.2 Design Elements & Spaces within PW

### PUBLIC TO PRIVATE PRECINCTS

Our campus renewal plan emphasizes the creation of distinct precincts that effectively organize the school's facilities, catering to a range of public and private uses. These precincts enhance the functionality and aesthetics of the campus while promoting a sense of community and accessibility.

The layout includes a central courtyard precinct, an inviting space that serves as a gathering spot for students during breaks as well as a venue for school events. It's where the energy for the school is most vibrant, fostering camaraderie and school spirit. There is also a restricted access precinct which houses essential school operations and specific community services, as well as a multi-modal precinct designed to support active transportation and seamless connectivity with the public realm. Finally, the proposed turf field forms a programmable, semi accessible recreational precinct, offering key outdoor athletic space for both school-related and community activities. This strategic organization optimizes school safety and functionality while also fostering community inclusivity and active transportation through the careful and calibrated delineation of program areas into these distinct precincts.

The landscape plan includes a 6 foot high metal security fence with horizontal pickets and security gates. At the edge of the soccer field, the fence will be a design and material that meets the needs of safe play.





# 4<sup>th</sup> Proposed Campus Plan

## 4.2 Design Elements & Spaces within PW

### NOISE CONTROL

In order to mitigate noise for neighbouring residents, we have implemented several strategic design measures. Centralizing school activities around the internal courtyard helps to contain much of the noise within the heart of the campus, minimizing disruption to the surrounding community. Additionally, the buildings are oriented towards the busier Richmond Avenue, directing noise away from quieter residential areas. This thoughtful orientation ensures that the more active parts of the school are contained within the centre of the campus. Furthermore, extensive landscaping is used as a green buffer around the entire perimeter of the site. This planted barrier not only absorbs sounds but also provides a visual screen and physical distance, creating a more peaceful environment for both the school and its neighbours. These combined efforts demonstrate a commitment to creating a harmonious coexistence with the surrounding community while maintaining a vibrant school environment.



-  Solid Noise Screen
-  Planted Noise Screen

# 4 Proposed Campus Plan

## 4.2 Design Elements & Spaces within PW

### LAND USE & BUILDING FORMS

As Glenlyon Norfolk School (GNS) prepares for the future, we are dedicated to evolving alongside both educational and community environments. Similar to many schools throughout the province, GNS needs to modernize its infrastructure and augment its resources not only to enhance our educational facilities, but to enrich the lives of everyone connected to our community and beyond.

We are enhancing more than just our facilities; we are crafting a multifaceted ecosystem that supports a diverse range of needs, integrates new solutions, and improves local infrastructure to accommodate our growing city. Our proposed plan includes the addition of diverse housing options and improved transportation.

#### Educational Use

1. Science Labs
2. Senior School
3. Learning Strategies
4. Athletic Centre
5. Middle School
6. Commons, Library, Dining
7. Turf Field
8. Visual & Performing Arts
9. Design & Technology

#### Front Door

10. Administration, School Store, & Cafe

#### Residential Use

11. Townhouse Style Housing



# 4 Proposed Campus Plan

## 4.2 Design Elements & Spaces within PW

### OPEN SPACES & KEY URBAN FEATURES

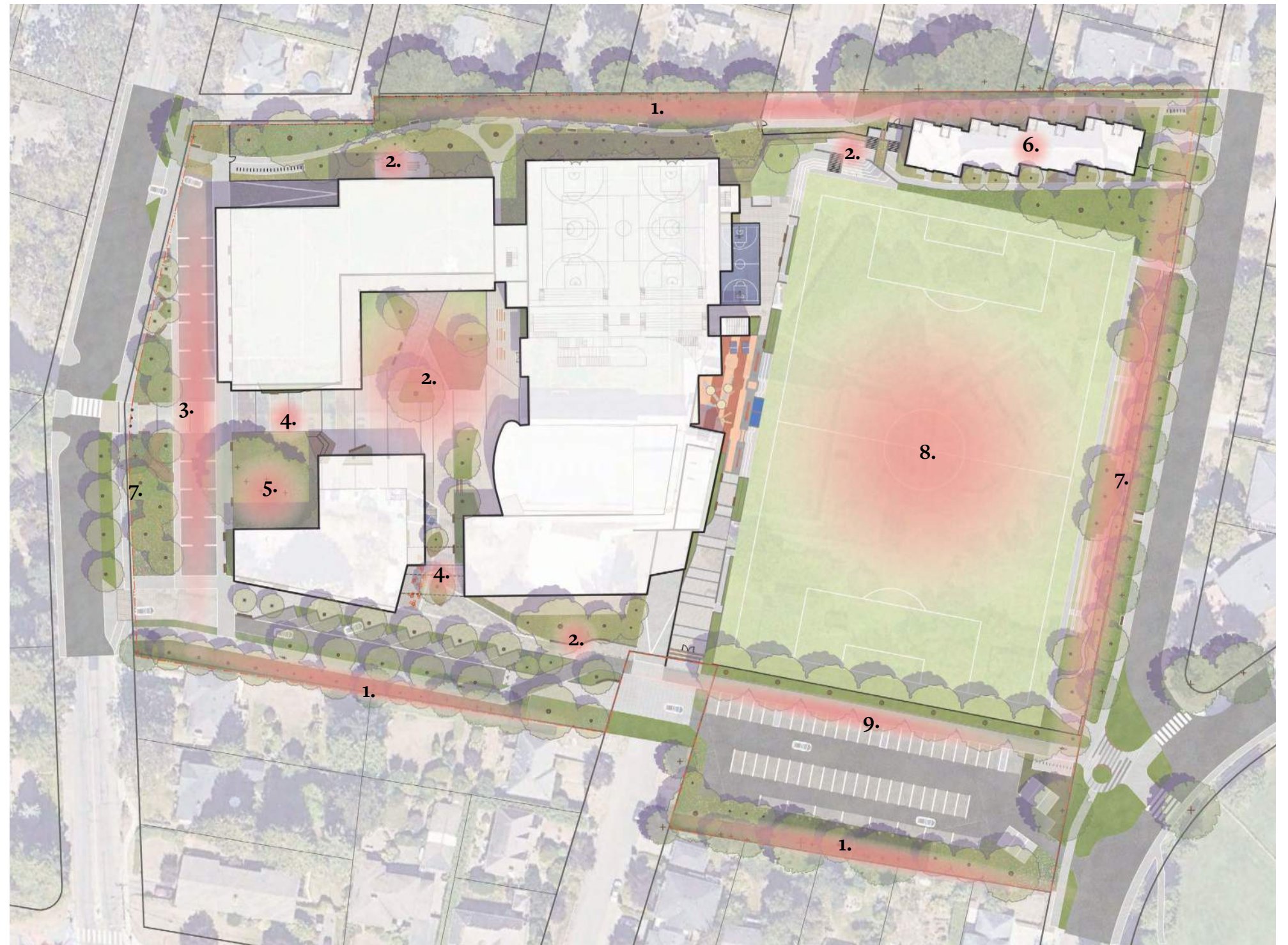
The Pemberton Woods Campus will accommodate a wide variety of students, staff, families, and members of the community on a daily basis. The outdoor spaces are designed to welcome people to the campus and enhance their experience through clear and attractive circulation, safe and easy pick-up drop-off, enriched outdoor learning spaces and generous outdoor play areas.

The campus “square” is wrapped with school gathering spaces and classrooms making for a dynamic courtyard for learning, hanging out, and school group activities. This area is the front door of the school community.

The turf field located off of Maddison Street is easily accessed by school users from the adjacent gym and fitness facilities. It provides an attractive green vista from the school facilities and neighbourhood sidewalk and pathways.

#### Landscaped Areas

1. Green Buffer
2. Learning Landscape
3. Pick-up Drop-off
4. Front Door
5. Naturalized Landscape
6. Residential
7. Green Public Edge
8. Active Landscape
9. Multi-Modal



# 4 Proposed Campus Plan

## 4.3 Non Vehicular Site Circulation

### PEDESTRIAN & CYCLIST MOBILITY

Creating safe and accessible connections is a key focus in our campus renewal. GNS is committed to enhancing active transportation infrastructure that seamlessly integrates with the Gonzales neighbourhood while balancing public and private spaces. The new multi-modal pathway along the southern edge of campus will provide a safe and connected pedestrian and cycling route between Richmond Avenue and Richardson Street, linking to Victoria's existing cycling network.

To further encourage active transportation, the campus plan includes end-of-trip facilities for staff, covered short-term bicycle parking, long term storage for oversized bicycles, access to EV charging, and bicycle maintenance and repair stations. These upgrades ensure convenient and secure options for students, staff, and visitors, supporting Victoria's broader goals for sustainable mobility.

Additionally, well-defined pedestrian pathways throughout the campus will improve walkability and accessibility, making movement around the school safer and more intuitive for all users. The design carefully balances community integration with the secure environment necessary for a school setting, ensuring that pathways and circulation enhancements contribute to a connected, accessible, and safe campus.

**Total: 188 Bike Parking Stalls**  
**70 Long Term Bike Parking Stalls**  
**118 Short Term Bike Parking Stalls**



# 4 Proposed Campus Plan

## 4.4 Transportation and Service Spaces

### VEHICULAR CIRCULATION & PARKING

In collaboration with our Gonzales neighbours, we have developed a strategic approach to traffic management which significantly lessens the impact on the surrounding residential area. Central to this plan is the reorientation of the main campus access to Richmond Avenue, moving away from smaller streets like Bank, Laurentian, and Maddison. This includes shifting bus pick-up drop-off points to Richmond Avenue, further reducing congestion on narrower neighbourhood streets. Complemented by a new underground parking facility for staff and a streamlined pick-up/drop-off loop, these changes ensure efficient and focused traffic flow. Additionally, our revised one-way through route enables smooth entry from Richmond Avenue and exit onto Richardson Street, harmonizing school operations with community life. Traffic along this route will be accessible limited by GNS hours of operation. Originally designed to accommodate approximately 100 on-site parking stalls, the new renewal plan aims to increase our capacity to approximately 181 spaces, demonstrating our ongoing commitment to improving neighbourhood interactions and campus functionality.

**Total: 182 Stalls**  
**81 Underground Parking Stalls**  
**101 Above Grade Parking Stalls**



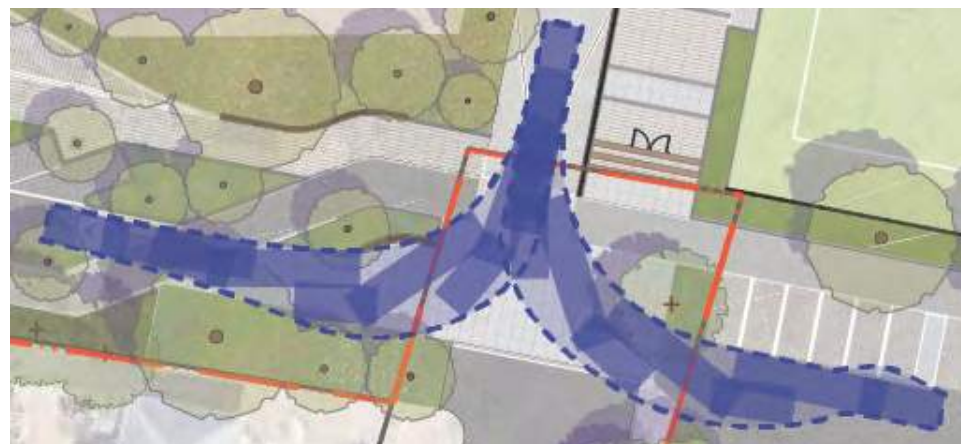
# 4 Proposed Campus Plan

## 4.4 Transportation and Service Spaces

### LOADING & EMERGENCY ACCESS

The design of loading and service areas, as well as emergency paths, is thoughtfully planned to ensure functionality and to minimize disruption. The loading and service access is conveniently located off Richmond Avenue, where vehicles travel down a designated one-way through route to reach the underground loading area situated along the southern edge of the site. This configuration allows for efficient deliveries while keeping service activities discrete and out of sight. Once deliveries are completed, vehicles exit the site via Richardson Street, maintaining a smooth flow of internal traffic.

Emergency service vehicles benefit from direct access from Richmond Avenue through the centre of the site (refer to A-060). They can navigate between the administration building and the main school building, allowing emergency vehicles to park in the central courtyard. This strategic placement ensures quick and unobstructed access to all campus buildings, enhancing safety and response times, while simultaneously providing a generous pedestrian connecting the heart of the campus to the street.



# 4 Proposed Campus Plan

## 4.5 Distance Requirements

### BUILDING HEIGHT AND SETBACKS

The design of our school carefully considers its positioning both within the campus, and also within the Gonzales neighbourhood. We have purposefully arranged our buildings and sports fields to allow for significant green space along the edges of the campus. These green buffer zones act as gentle transitions from the school's active environment to the peaceful residential areas nearby.

To enhance this feeling of tranquility and to maintain privacy we have set our buildings back from the borders of the campus. This approach also creates space for the potential of green roofs, which not only adds beauty, but also contributes to our sustainability goals.

Together these steps have been taken to ensure that the campus fits harmoniously with its surroundings, presenting a landscape that is inviting and respectful to the neighbourhood. As a person walks around the school's perimeter they will encounter a cascade of greenery, softening the presence of our educational facilities and gently transitioning them into the neighbourhood as a whole.

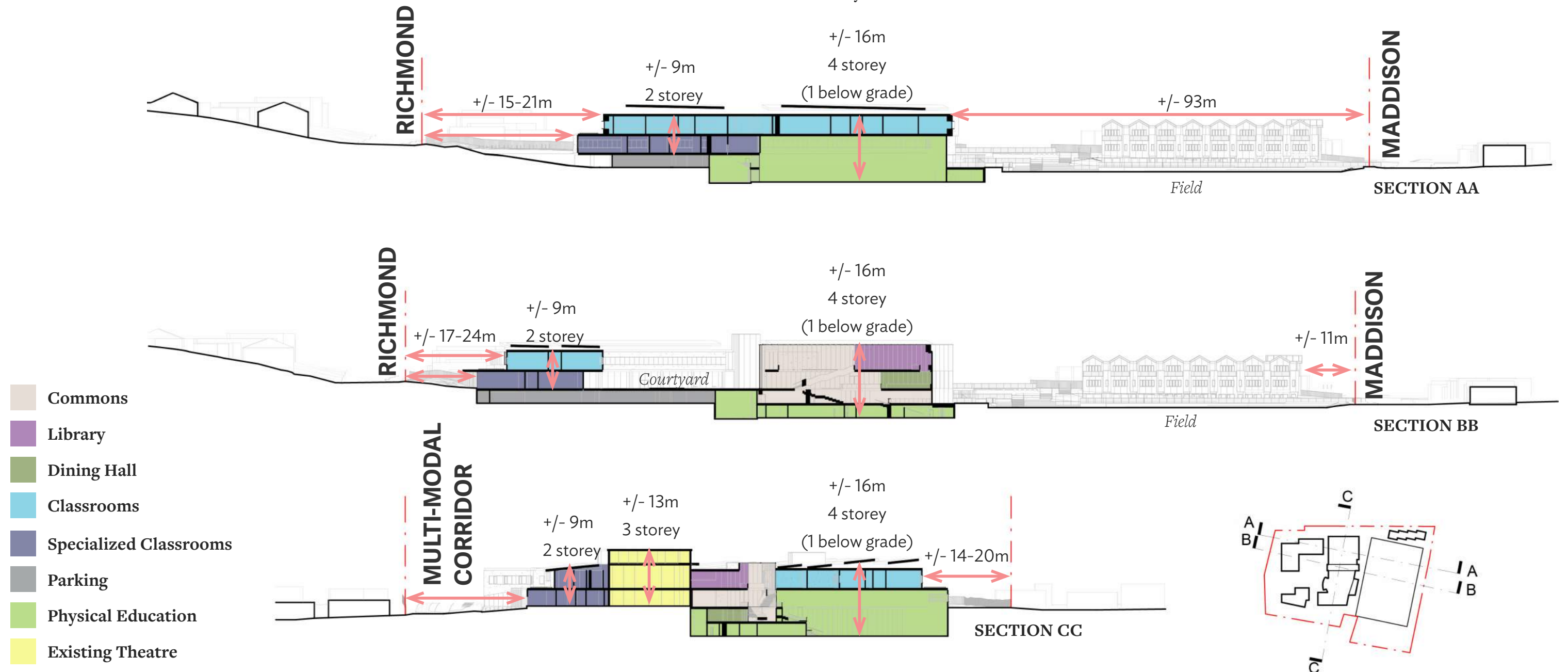


# 4 Proposed Campus Plan

## 4.5 Distance Requirements

### BUILDING HEIGHT AND SETBACKS

In crafting the Pemberton Woods Campus, we have embraced the natural slope of our site, from Richmond Avenue down to Maddison Street. This unique terrain has inspired the placement and organization of our facilities, nestling a significant part of our campus infrastructure below grade. This arrangement ensures that the campus maintains a humble two-storey profile, preserving the low-rise scale of the area. The buildings gracefully rise to their full stature adjacent to the central sports field, which sits moderately depressed into the landscape, reducing visual impact. Bordering Maddison Street, a tapestry of trees and rich greenery acts as a soft veil, integrating the campus with the street-scape. This landscape strategy not only conceals the elevation change, but also enriches the neighbourhood with verdant views and a harmonious transition from the school to the community.



# 4 Proposed Campus Plan

## 4.6 Campus Heritage Integration

Heritage is an important part of our renewal planning. The former Norfolk House School for Girls building and the Gymnasium are long-standing features of the Pemberton Woods Campus and represent part of Victoria's educational landscape. GNS has been the steward of these buildings since their construction, and we have approached this aspect of renewal with care and respect.

We also recognize that heritage can carry different meanings for different people. To ensure a thoughtful and professional approach, GNS engaged Luxton Heritage Consultants and invited input from alumni, staff, and community members with personal connections to the site. This process looked at both the history of the buildings and their condition after many decades of changes.

The assessment found that while the buildings hold historical value, the original character has been significantly altered over time. Additions, renovations, and material changes have replaced or obscured much of what made the buildings distinctive when constructed in the early 1930s. Because of this, the professional team along with alumni, (including those with deep ties to the buildings) concluded that the most meaningful way to honour this heritage is not through retaining the structures themselves, but through documenting them and carrying their important elements and stories into the renewed campus.

To meet the City's new Section 10.2 heritage direction, the renewal includes a series of specific and lasting commitments:

### 1. Comprehensive Documentation Before Deconstruction

GNS will complete full professional documentation of both buildings, including measured drawings, high-resolution photography, and a written record of their role in the School's history. This creates a permanent archive for future students, alumni, and the community.

### 2. Salvaged Materials Reinstalled in the New Admin Building

Several surviving character elements will be carefully removed, restored, and permanently incorporated into the new Administration Building, including:

- The original inscribed wood panel
- Select woodwork and trim
- Surviving architectural details and pendant fixtures

These elements will be presented in a way that highlights their origin and meaning.

### 3. Heritage Interpretation Across the Renewed Campus

As the campus renewal phases progress, outdoor interpretive features will be added to celebrate the School's long history, including:

- Interpretive signage with historic photographs
- A small heritage-inspired garden incorporating salvaged architectural pieces
- A commemorative pathway linking the historic campus location with new learning spaces

These elements will be introduced as individual areas are constructed, ensuring the heritage story remains visible throughout the site.

### 4. Thoughtful Design References in Landscape

An approach within the landscape design will, where possible, incorporate architectural pieces salvaged from the original buildings, plant species associated with the early campus, and seating and gathering spaces intended for quiet reflection. These integrated elements allow the site's heritage to be experienced as part of daily campus life.

### Honouring the Past While Planning for the Future

This approach reflects recognized heritage practice that values both the physical and cultural aspects of heritage. It acknowledges that an equally meaningful way to honour a building's legacy is through careful documentation, reuse of its most significant elements, and the integration of its stories into a renewed environment, one designed to serve the school and neighbourhood safely, sustainably, and effectively for generations to come.



# 5 Public Realm & Landscape

## 5.1 Introduction

### APPROACH

Glenlyon Norfolk School (GNS) welcomes students, families, and alumni into the bustling, active heart of campus while engaging with its residential context with public through-paths, cycling infrastructure, rich habitat value, and a continuation of the Gonzales neighbourhood's signature urban forest. Through thoughtful material choices, careful locating of programs and adjacencies, native and adaptive planting, retention of key existing trees, and amenities that welcome the community into the edges of the site, GNS provides an inviting and enriching experience to its community.

- |                                |                                    |
|--------------------------------|------------------------------------|
| 1 Flexible Plaza & Fire Access | 16 Maddison Greenway               |
| 2 Student Commons              | 17 Accessible Ramp to Field        |
| 3 Theatre Spill Out            | 18 Dining Spill Out                |
| 4 Mews                         | 19 Play Zone                       |
| 5 Internal Road                | 20 Basketball Court (below)        |
| 6 Multi-Modal Pathway          | 21 Outdoor Maker Space             |
| 7 Student Drop-Off             | 22 Bike Parking and Amenity        |
| 8 Richmond Street Scape        | 23 Restored Garry Oak Meadow       |
| 9 The Forest Walk - Private    | 24 Surface Parking Area            |
| 10 Outdoor Classroom Space     | 25 Southern Plant Buffer           |
| 11 Flexible Seating Area       | 26 Loading Zone (back of house)    |
| 12 Seat Wall Spectator Zone    | 27 Underground Parking Entrance    |
| 13 Residential Yards           | 28 Residential Parking             |
| 14 Planted Slope               | 29 Group/Sports Team Seating Steps |
| 15 Seat Step Spectator Zone    |                                    |



# 50 Public Realm & Landscape

## 5.2 Landscape Character

### DESIGN OBJECTIVE:

#### Planting

1. The landscape character is designed to enhance and support campus life, environmental stewardship, and neighbourhood values. Areas associated with arrival activities are more structured and ornamental in nature. Landscaped areas within the courtyards and outdoor classrooms will be varied and support adjacent uses, mitigating micro-climate factors such as shade and wind. Edge conditions are more naturalized, allowing for rain gardens, natural grasses, and woodlands.

#### Species

2. The intent is to provide year round interest, maximize habitat values, and enhance adjacent activities and uses. Urban agriculture activities are incorporated on roof top outdoor spaces.

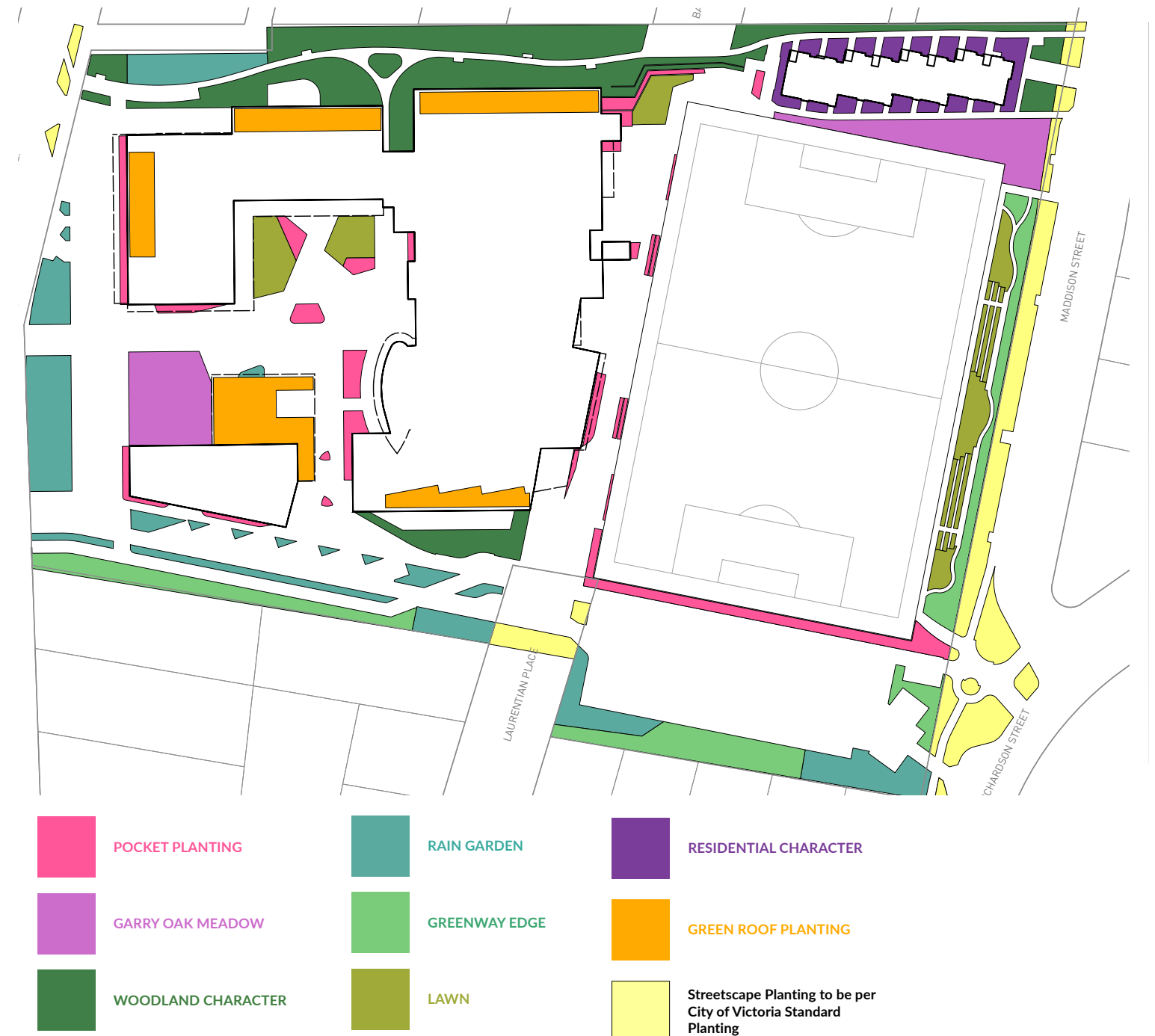
#### Buffers

3. Landscape buffers between existing residential uses and campus life will be enhanced or created on the northern and southern edges. This may take the form of retention of existing plant material, new plantings, and/or fencing structures. Campus activities such as roads or paths are set back from property lines to allow for significant buffers to be accommodated.

#### Tree Retention

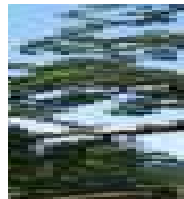
4. The site has several existing trees that will be retained and incorporated into the landscape design. However, there are also several existing trees that will require removal for this development. The landscape design includes many proposed trees to not only make up for this loss, but to also further enhance the environment of the school grounds and surrounding community.

VIEW 1 (BELOW):  
PLANTING ZONES  
SITE PLAN



## 5.2 Landscape Character

### GARRY OAK MEADOW



*Quercus garryana*,  
Garry oak



*Camassia quamash*  
Blue Camas



*Allium cernuum*  
Nodding Onion



*Elymus glaucus*,  
Blue wildrye



*Symphoricarpos albus*,  
Snowberry



*Arbutus menziesii*,  
Arbutus

### WOODLAND CHARACTER



*Cornus nuttalli*, Pacific  
dogwood



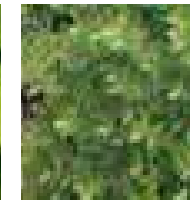
*Pseudotsuga menziesii*,  
Douglas Fir



*Polystichum munitum*,  
Western sword fern



*Maianthemum dilatatum* 'False Lily of  
the Valley'



*Vaccinium ovatum*,  
'Evergreen  
Huckleberry'



*Lupinus bicolor*,  
Two-coloured lupin

### GREENWAY PLANTING



*Deschampsia cespitosa*  
'Tufted Hair Grass'



*Clethra alnifolia*, 'Ruby  
Spice' summersweet



*Dryopteris arguta*,  
Coastal wood fern



*Echinacea purpurea*,  
Purple cone flower



*Vaccinium ovatum*,  
'Evergreen  
Huckleberry'



*Pinus contorta* var.  
*contorta*, Shore pine



*Larix decidua*  
'European larch'



*Malus fusca*, Pacific  
crabapple



*Eriophyllum lanatum*,  
Woolly sunflower

### RAIN GARDEN



*Acer rubrum*,  
Red maple



*Sambucus racemosa*,  
Red elderberry



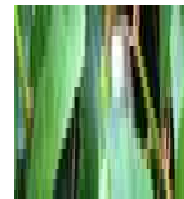
*Rosa nutkana*,  
Nootka Rose



*Myrica gale*,  
Bog myrtle



*Carex obnupta*,  
Slough sedge



*Gaultheria shallon*,  
Salal



*Iris setosa*,  
Dwarf Arctic iris



*Carex stipata*,  
Awl fruited sedge



*Juncus patens*  
'Carmen's Grey',  
Carmen's Gray rush

### POCKET PLANTING



*Sedum* 'Autumn Joy',  
Autumn Joy  
Stonecrop



*Pennisetum alopecuroides*,  
Fountain Grass



*Achillea millefolium*,  
Yarrow



*Fragaria vesca*,  
Woodland strawberry



*Rudbeckia fulgida*  
'Goldstrum',  
black-eyed Susan

### RESIDENTIAL PLANTING



*Deschampsia cespitosa*  
'Tufted Hair Grass'



*Rudbeckia fulgida*  
'Goldstrum',  
black-eyed Susan



*Cornus kousa* 'Satomi',  
Satomi dogwood



*Cornus canadensis*,  
bunchberry

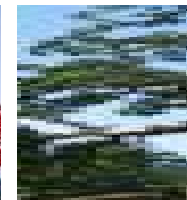


*Vaccinium ovatum*,  
'Evergreen  
Huckleberry'

### MUNICIPAL REPLACEMENT TREES



*Acer rubrum*, Red  
maple



*Quercus garryana*,  
Garry oak



*Prunus cerasifera*,  
Flowering plum



*Gleditsia Tricanthos*,  
Honey locust



POCKET PLANTING



GARRY OAK MEADOW



WOODLAND CHARACTER



RAIN GARDEN



GREENWAY EDGE



LAWN



RESIDENTIAL CHARACTER



GREEN ROOF PLANTING



Streetscape Planting to be per  
City of Victoria Standard  
Planting

# 5 Public Realm & Landscape

## 5.3 Visual Features

### DESIGN OBJECTIVE:

#### Student Life

1. The school commons is the centre of student social life in the campus landscape. Using retained soil volumes provides tactile plantings and flexible lawn space to accommodate movable furnishings and spaces for gathering.
2. The Visual and Performing Arts Centre is an active cultural hub on campus, hosting performances all year round. Outdoor gathering spaces with lush plantings, movable furniture and lighting provide a space for theatre spill out.
3. A full cafeteria is able to spill out to a covered outdoor dining area. Picnic tables, movable furniture, seat walls, and lighting will animate this area.

#### Moving Around Campus

4. On the southern edge of the property is an internal street and vehicular parking featuring unique paving surfaces to enhance its 'Woonerf' nature.
5. Pedestrian circulation around campus is through sidewalks, plazas, covered breezeways, and wooded paths.

#### Learning Outdoors

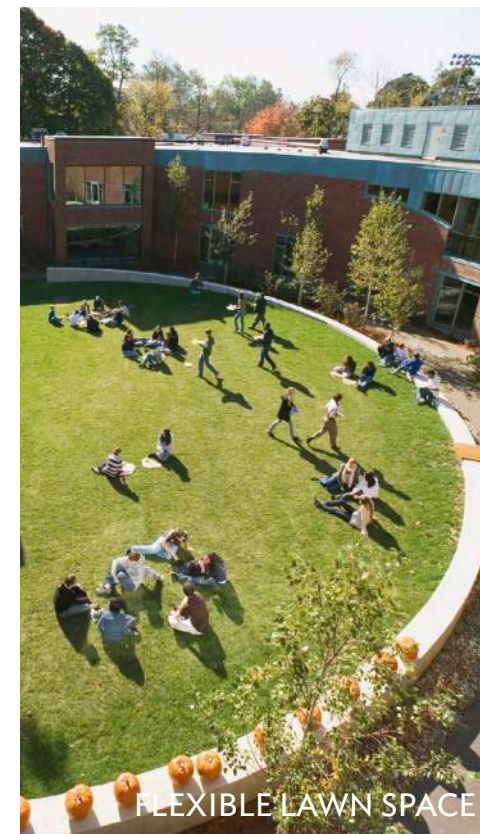
6. Learning environments don't just take place within an interior classroom. The campus plan includes outdoor learning spaces outside of the Maker Lab, classrooms, fitness area, and other gathering spaces. Outdoor classrooms can be covered study areas, amphitheatre-like seating, and small group areas.
7. The naturalized areas on campus are ideal for studying the natural sciences. These include wooded areas, rain gardens, and Garry Oak meadows.

#### Roof Tops

8. Building roofs provide unique opportunity for a range of activities including gathering, planters, flexible furnishings, feature lighting, and urban agriculture. Urban agriculture can yield significant production in limited space, and can be used as an opportunity for student learning.
9. Roof areas which are not accessible to interior spaces can be developed for extensive green roof developments. These environments provide building insulation, storm water management, habitat value, and visual interest.

#### Sports Courts and Play

10. Multi-sport court is located centrally on site, purposefully separated from adjacent properties.
11. A playground will be located to the south of the multi-sport court for easy access for Middle School students.



# 5.0 Public Realm & Landscape

## 5.3 Visual Features

Outdoor learning landscape with lush planters built into seating steps uses grade change as opportunity (5.3.6).



GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

Extensive green roof with a variety of plantings (5.3.8).



# 50 Public Realm & Landscape

## 5.4 Plazas and Hardscaping

### DESIGN OBJECTIVE:

To provide attractive, comfortable, and easily accessible outdoor spaces for learning, gathering, play, and circulation.

#### Accessibility

1. Outdoor spaces associated with the campus will be easily accessible to adjacent interior spaces, campus circulation and the larger community. Hard surfaces will have minimal grades suitable for all forms of wheeled aids. Circulation is designed to connect seamlessly to adjacent neighbourhood sidewalks.

#### Flexibility

2. Wherever possible outdoor areas will accommodate a range of uses throughout the seasons. Protection from the elements in outdoor classrooms and breezeways enhances student life. Seating will be flexible to group size and movable where feasible.

#### Wayfinding

3. Identifying locations and moving about the campus easily is key to user safety and comfort. Appropriate signage and wayfinding will be located throughout the campus both inside and outside facilities.

#### Lighting

4. All outdoor spaces associated with the campus will have adequate lighting for safety and comfort. The multi-modal pathway will be lit for year round use by the neighbourhood. Lighting will be a mixture of pole style augmented with bollards, seat, and in-ground fixtures. Special trees and public art may be highlighted with uplighting.

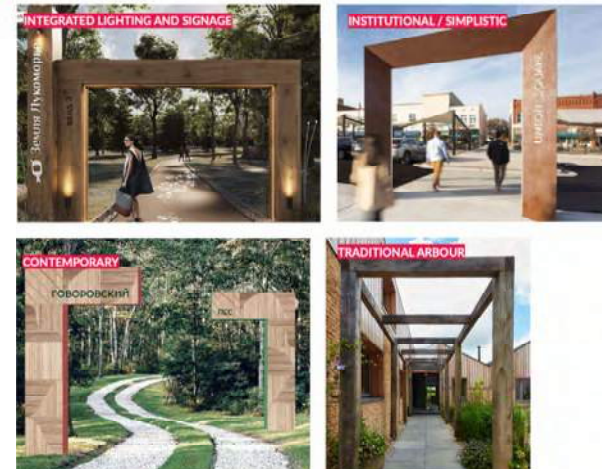
### H HERITAGE AND PLACEMAKING



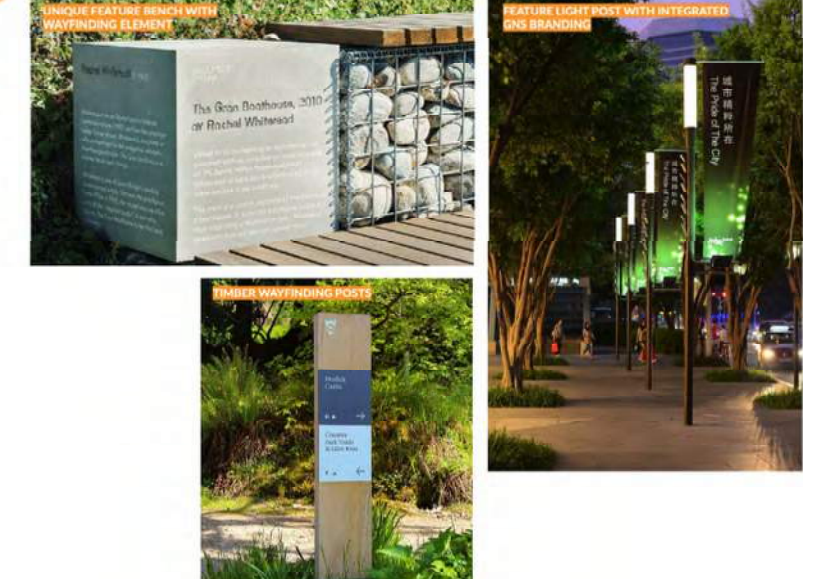
### FINDING



### PG PRIVATE GNS CAMPUS GATEWAY



### G GNS CAMPUS GATEWAY - COMMUNITY



# 50 Public Realm & Landscape

## 5.5 Stormwater Management

### DESIGN OBJECTIVE:

Managing stormwater effectively also fosters a greener educational environment for students, staff, and the community.

#### Integrated Approach

1. One of the design goals of the Pemberton Woods Campus Renewal Plan is to positively contribute to stormwater management. Rain gardens and bioswales will be strategically placed to slow down and treat runoff from streets and parking areas. Extensive and intensive green roofs will contribute to reduced runoff and provide additional insulation for the school buildings. Where feasible, the landscape design will include permeable paving to allow rainwater to infiltrate through the surface. This will reduce surface runoff, improve water quality and contribute to environmental sustainability. Further, the integration with existing stormwater infrastructure will ensure seamless drainage connectivity, preventing overflow during heavy rainfall events.

#### Green Roofs

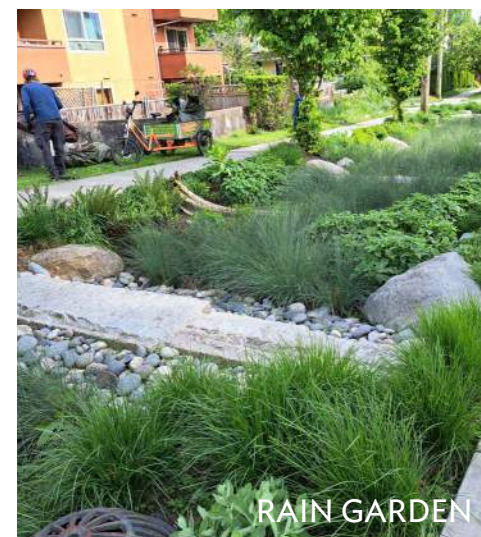
2. Green Roofs on the school provide the possibility of the capturing and local treatment of rainwater that can be used for irrigation, toilet and urinal flushing and other non-potable uses.

#### Resilience

3. Compliance with the City of Victoria regulations and environmental considerations will ensure that the chosen plants and materials minimize ecological impact while also enhancing the schools resilience against climate change.

#### Education

4. Educationally, these green infrastructure features will serve as practical tools for teaching environmental stewardship and sustainability to staff and students at the school, as well as the surrounding community.



# 6 Building Form & Character

The design approach of on-site public spaces has profound influence on the way one feels and experiences the campus. Buildings, site elements, and landscaping all contribute to communicating entrances, wayfinding, and an overall sense of place. Key design decisions should consider: human scale, the community's residential context, materiality, durability, and entrance delineation.

## 6.1 Materiality and Architectural Character

### DESIGN OBJECTIVE:

Carefully considering materiality and character to ensure human comfort, a vibrant aesthetic, and a distinct sense of place.

#### Human Scale

1. Designing in relation to the human scale is essential for creating spaces that feel comfortable, create a sense of belonging, and establish an inviting pedestrian environment. Visual elements such as scale, texture, and colour can help guide people through spaces to focal points. This type of way-finding recognizes a diverse set of needs and provides a flexible solution that accommodates a range of requirements.

#### Residential Context

2. Provide great neighbourhood fit and a welcoming campus, recognizing the site's rich residential context. Our campus will contribute to the residential livability of the neighbourhood, providing new on-campus amenities and housing in a diversity of unit types, and ultimately contributing to the variety and quality of the Gonzales neighbourhood.

#### Architectural Materials & Details

3. The selection of materials and the approach to detailing will create a sense of place. There are many factors that will aid in bringing visual identity to GNS's focuses of individuality, caring, and community. Natural and sustainable materials will add warmth and character to the campus buildings.

#### Durability

4. Design buildings that withstand harsh weather, adapt to climate change, and require minimal maintenance over the lifetime of the building. Buildings should anticipate future adaptations and internal layout changes.



# 6 Building Form & Character

## 6.1 Materiality and Architectural Character

Thoughtful materiality and character ensure human comfort, a vibrant aesthetic, and a distinct sense of place. By choosing natural materials and timeless designs, we commit to creating spaces that withstand the test of time. These design decisions aim to provide beautiful, adaptable, and enduring environments for occupants, fostering a quality of space that enhances both functionality and aesthetic appeal.



Diversity in building design and the use of natural materials in order to evoke individuality of being, and courage of expression (6.1.3)

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL



Programming the roof for garden, solar panels, or for gathering spaces (6.2.5)

# 6 Building Form & Character

## 6.2 Massing and Form

### DESIGN OBJECTIVE:

Design massing and form to create buildings that are distinctive, human scale and in balance with nature.

#### Site Grading

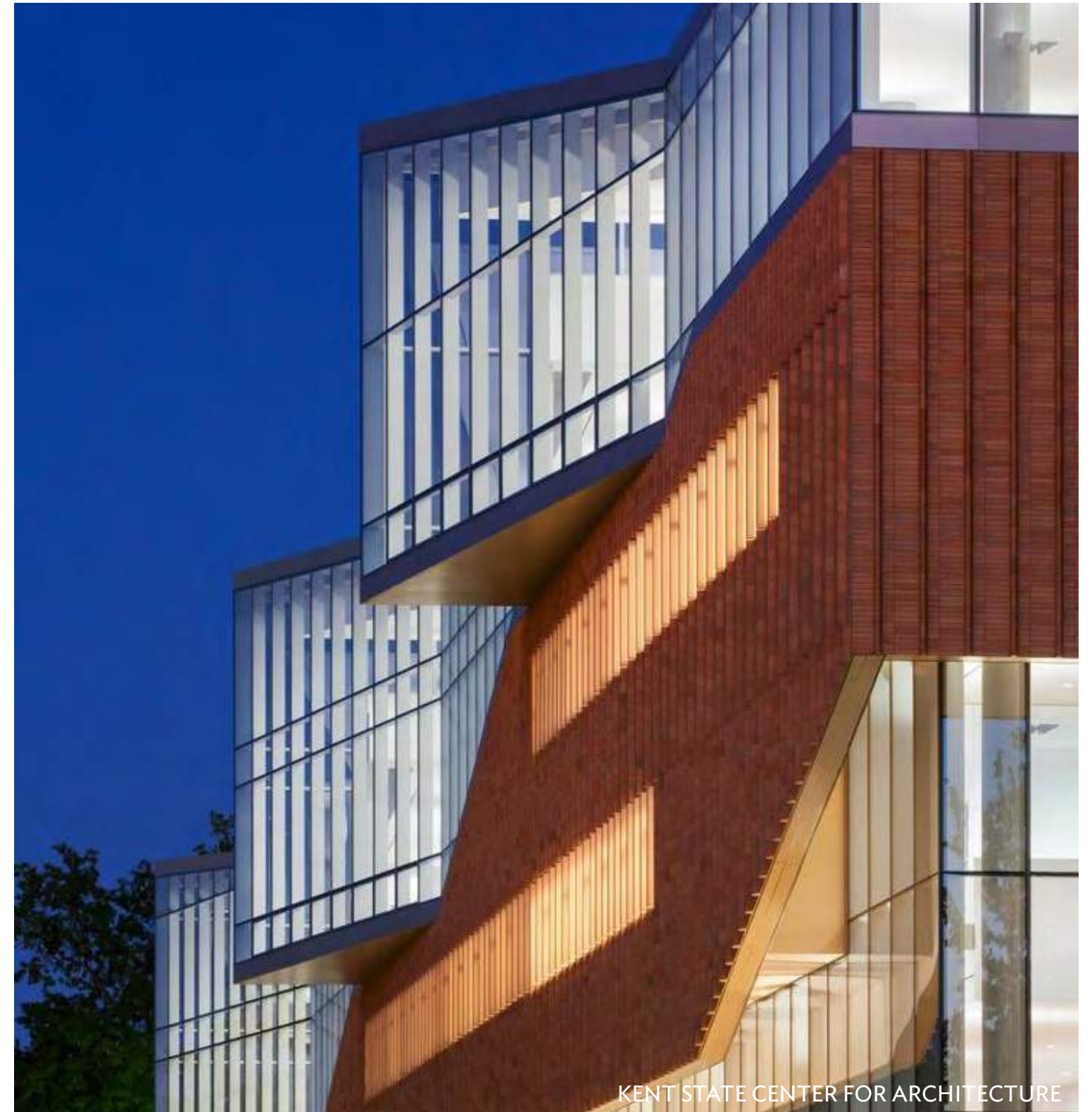
1. Site grading should prioritize improving accessibility within a strategy for storm water management and to create diversity in scale of public spaces.
2. Access for all ages and abilities is required connecting to off-site modes of transportation. By using existing topography and prioritizing strategic site regrading the design will be able to minimize the need for handrails and ramps, creating desirable paths of travel for all to access.
3. Where possible, maintain natural grades and utilize on site storm water management design such as rain gardens and drainage swales.

#### Roof Expression

4. To humanize the space, provide unique roof lines which reduce the institutional feel of the campus through the unique character of each building. Low sloped roofs which mimic the landscape create a welcoming and intimate setting.
5. Consider programming roofs for solar opportunities as well as for vegetable gardens and native plants to reduce heat island effect.
6. Roof forms to break up large massing forms at skyline and to reflect the residential roof elements such as dormers and pitches.

#### Building Differentiation

7. Take cues from the program to inform a distinct character and identity for each individual building.
8. Buildings should be welcoming in scale and materiality, clearly communicating entrances and use. The design of the new campus buildings should take cues from neighbouring buildings, but should not replicate them.
9. Buildings should be designed to maximize daylighting, passive ventilation, and accessibility.



KENT STATE CENTER FOR ARCHITECTURE

# 6 Building Form & Character

## 6.2 Massing and Form

Utilize existing site sloping to provide at grade entrances to different floors of buildings (6.2.1)

Varied roof forms to create a distinct campus skyline (6.2.4)



Connect inside and outside spaces to promote community connection (6.3.5)

## GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

Limit height of campus buildings to reduce impact to neighbours (6.3.4)



Encourage distinct building designs that speak to creativity, curiosity, and learning (6.2.7)

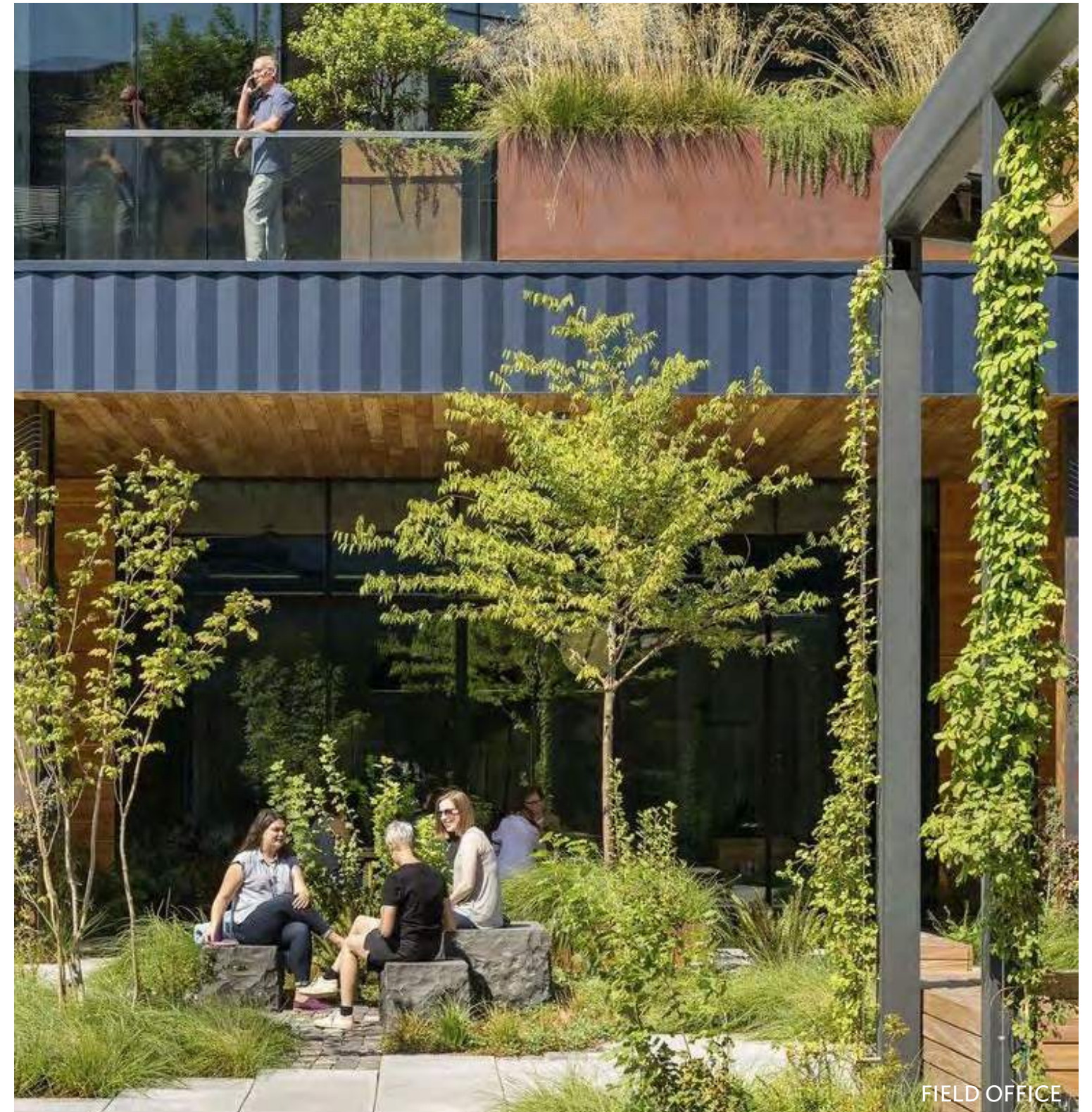
# 6 Building Form & Character

## 6.3 Neighbourhood Fit

### DESIGN OBJECTIVE:

Respect and enhance the warm residential setting that surrounds the campus.

- |   |   |
|---|---|
| <b>Sunlight &amp; Solar Access</b>      | 1. Minimize loss of daylight to neighbouring properties by utilizing sun studies to inform the impact of massing and height of new buildings.   |
| <b>Skyline &amp; Aesthetic Impact</b>   | 2. Utilize varied and low lying roof lines to create a distinct campus village skyline while respecting the surrounding neighbourhood setting.  |
| <b>Setbacks</b>                         | 3. Maximized building setbacks are proposed at exterior property lines to minimize impact on neighbours.  |
| <b>Building Height</b>                  | 4. Building height is limited to four storeys or +/-16m in order to reduce impact on neighbouring residential areas.  |
| <b>Outdoor &amp; Indoor Programming</b> | 5. Consider impact of light and sound when designing outdoor programmed spaces. Maximize the ability to connect indoor and outdoor through flexible programming.  |
| <b>Parking</b>                          | 6. Ensure parking is discretely integrated within the campus layout by prioritizing underground solutions where feasible and positioning surface parking to minimize visual impact on surrounding residential properties while maintaining functionality and accessibility. |
| <b>Streetscape and Safety</b>           | 7. Activate the sidewalk and street edge with programmed areas, encouraging eyes on the street. Locate and create entryways and connections such that they are visible and accessible throughout campus. Provide adequate site lighting with dark sky principles.           |
| <b>Light and Noise Pollution</b>        | 8. Design interior and exterior spaces to minimize light, noise, and air pollution.   |



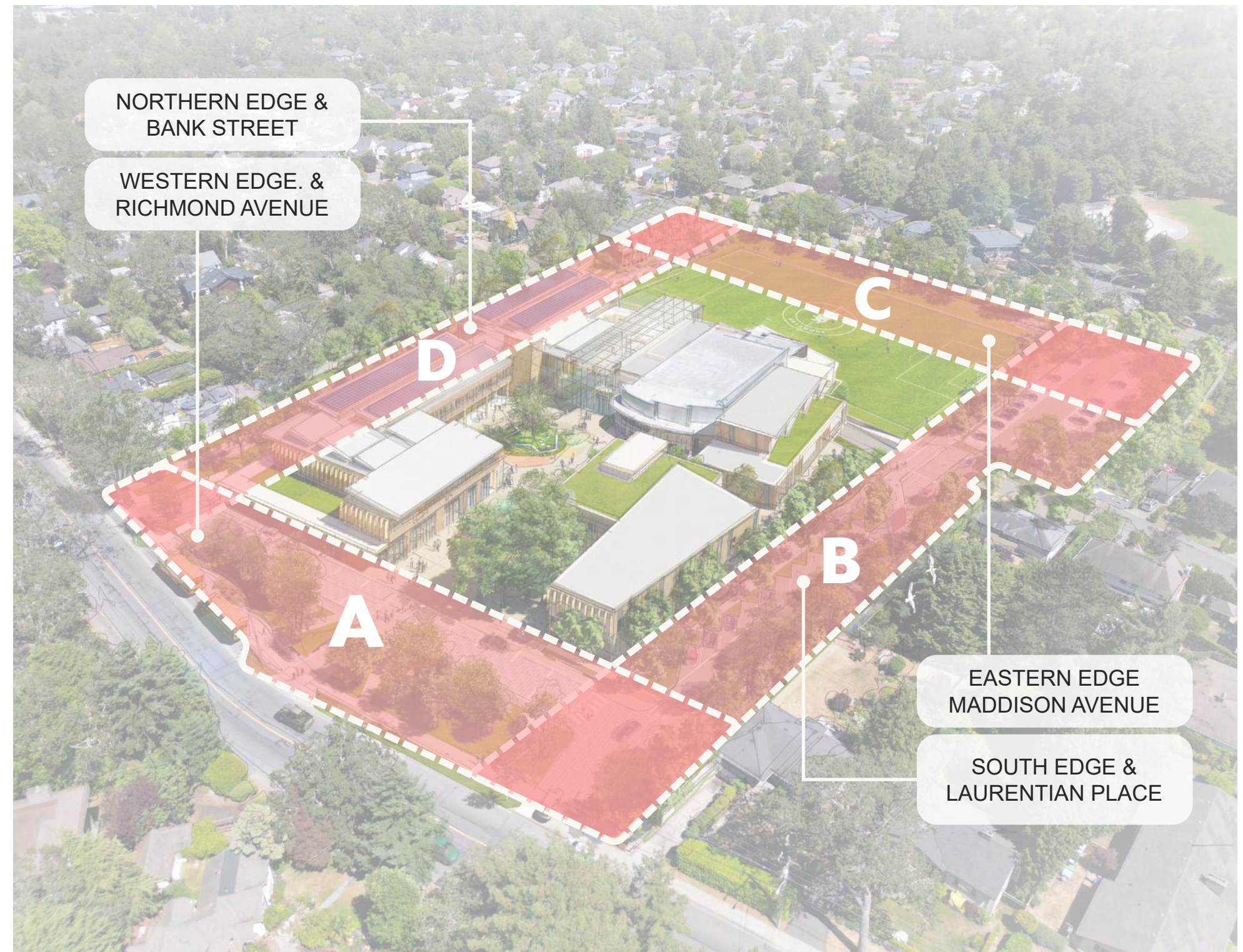
# 7 Site Boundary Characteristics

## 7.1 Introduction and Description

The site is organized to methodically and intentionally consider its neighbouring adjacencies. By breaking the boundary of the site into four distinct zones we are able to analyze the quality and character of each edge condition, ensuring that there is careful consideration as to how the renewed campus interacts with the neighbouring properties and broader community.

Each property line is subject to unique conditions, therefore, each zone expresses a unique response. The western zone A connects the Pemberton Woods Campus to the vibrant Richmond Avenue and acts as a first impression to the site for visitors. This public interaction continues along the multi-modal path and one-way road at the southern zone B, whereas zones C and D act as privacy buffers along the more quiet edges of the site facing Maddison and Bank Street. Each edge features generous setbacks with planted landscapes, further buffering the activities of the school from neighbours.

1. North P.L. & Bank Street Interface
2. East P.L. & Maddison Street Frontage
3. South P.L. & Laurentian Street Interface
4. West P.L. & Richmond Avenue Frontage



# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

### A. WESTERN EDGE AND RICHMOND AVENUE

#### Overview:

The renewal plan aims to create an inviting new face for the Pemberton Woods Campus along Richmond Avenue, a key connecting roadway within the Gonzales neighbourhood. As a critical frontage for the site and a first impression to the public, the building form and vehicular circulation have been thoughtfully designed to foster a welcoming atmosphere.

#### Description:

A key feature of the western edge zone is the pick-up/drop-off loop, which extends nearly the entire length of the frontage. This loop is designed to manage vehicular traffic along Richmond during peak times efficiently. Adjacent to the entrance of this loop is the multi-modal pathway, and one way internal street accommodating pedestrians, cyclists, and vehicles, and facilitating smooth movement through the site. The western edge serves as the primary access point to the campus, ensuring streamlined circulation and connectivity.

#### Architectural Form and Character:

The character of the Richmond edge should be unimposing on neighbouring buildings while still maintaining a distinct presence as the entry to the school. The building massing varies from 1 to 2 storeys in height in order to fit into the character of the neighbourhood. Additionally, the pick-up/drop-off loop creates a natural buffer from the tempo of the school to the busyness of Richmond by providing a discrete area for school traffic at peak times.

VIEW 1:  
RICHMOND  
AVENUE  
INTERFACE



# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

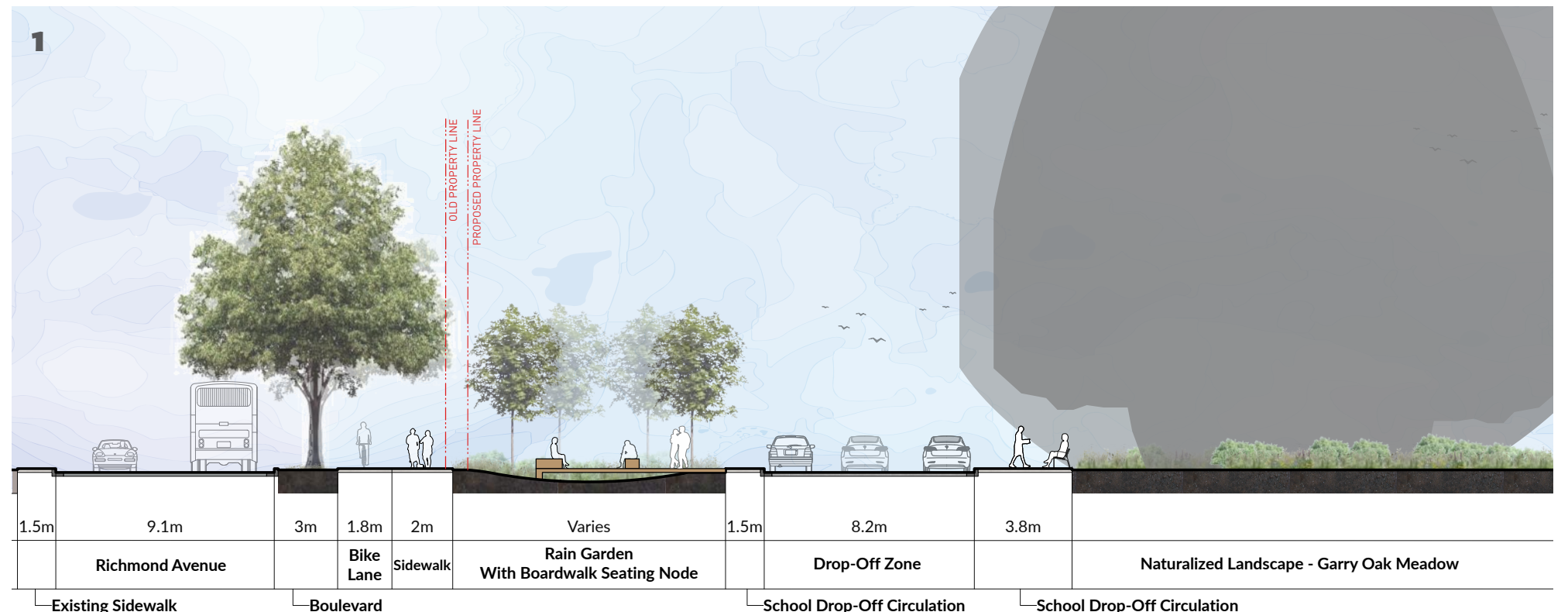
### A. WESTERN EDGE AND RICHMOND AVENUE

#### Landscape Approach:

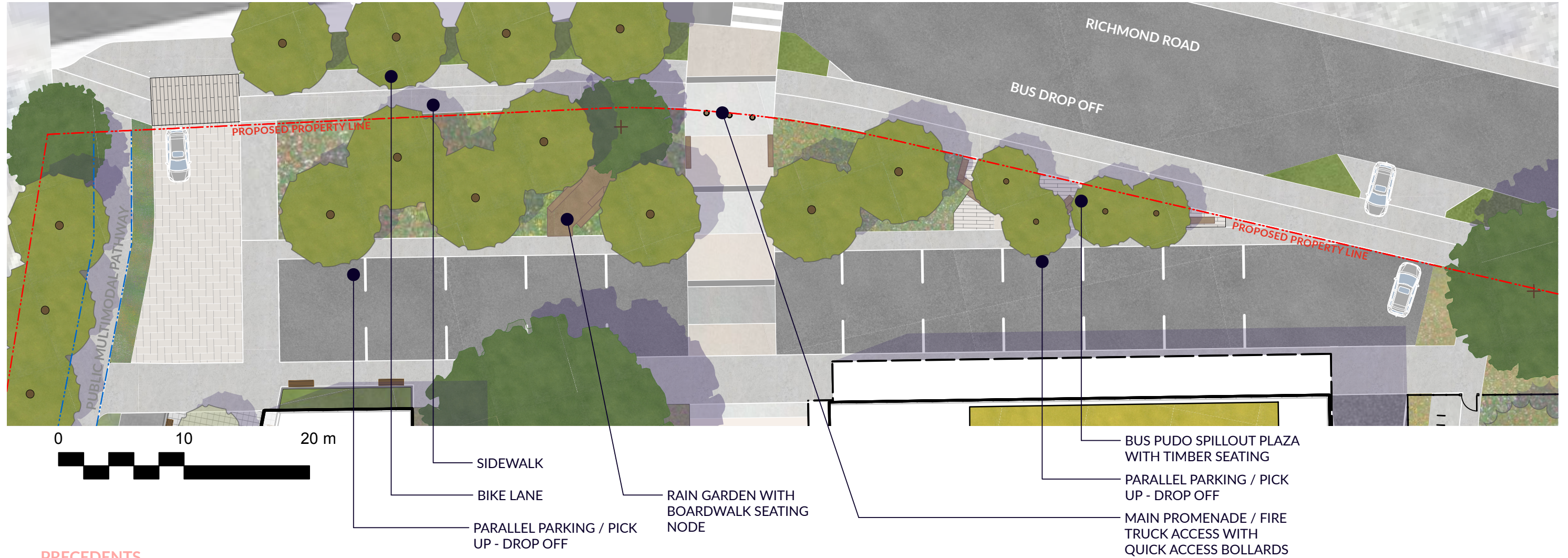
The formal entry to GNS is located along Richmond Avenue, with a widened sidewalk, gateway planting, seating nodes, and habitat protection. The Richmond curb edge accommodates bus drop off and additional parking. School signage will be prominent in addition to safety and lighting bollards, special paving, and traffic calming.

#### Key Outdoor Features:

1. Within the landscape zone, a mix of deciduous, evergreen, and coniferous plantings will provide year round interest, valuable habitat space, and noise attenuation.
2. Area to accommodate rain gardens to help manage storm water from the paving surface and slow down run off.
3. A pick-up drop-off zone for vehicles flanks the entrance, providing areas for waiting and a pedestrian through way.
4. A flexible, high quality, paving area 'rolls out the welcome carpet' connecting the drop off zone to entrances to the school. This 6.5m wide space also accommodates fire access in the event of an emergency.
5. An existing grove of Garry Oak trees is preserved and enhanced adjacent to the arrival path to the school front door. This area will have limited access to protect sensitive root zones, native grasses, and seasonal bulbs. Educational opportunities will be maximized through interpretive signage.



# 7 Site Boundary Characteristics



## PRECEDENTS



# 7 Site Boundary Characteristics

GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL



# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

### B. SOUTHERN EDGE & LAURENTIAN PLACE

#### Overview:

Our campus renewal plan incorporates multiple buffer zones to preserve the distinctive character of the Gonzales neighbourhood. The southern property line, bordering the termination of the residential Laurentian Place, features intentional landscaping to create a calm and welcoming atmosphere that benefits both the community and the school.

#### Description:

The main feature of the southern edge is the multi-modal pathway which facilitates movement for students traveling to and from campus by foot or bike and for residents of the Gonzales neighbourhood as a whole. Additionally, several surface parking stalls along a low-traffic, one-way road accommodate short-term visitors and school deliveries. Together, the multi-modal pathway and the roadway create an internal seam of circulation that buffers school activity from the neighbourhood's tranquility while providing a safe transportation route.

#### Architectural Form and Character:

To ensure a comfortable right of way for pedestrians, cyclists, and vehicles, a variety of surfaces will be used for the multi-modal pathway. This variance in texture and scale provides a pleasant experience for all users while simultaneously slowing vehicular traffic through the site. The buildings along the multi-modal pathway feature transparent designs, allowing visitors to view arts and technology classrooms, fostering a sense of openness and engagement. To the south there will also be a continuous eight foot tall fence to provide neighbours with both visual and sound privacy.



VIEW 2:  
MULTI MODAL  
PATH &  
INTERNAL  
STREET



VIEW 3:  
LAURENTIAN PL.  
INTERFACE

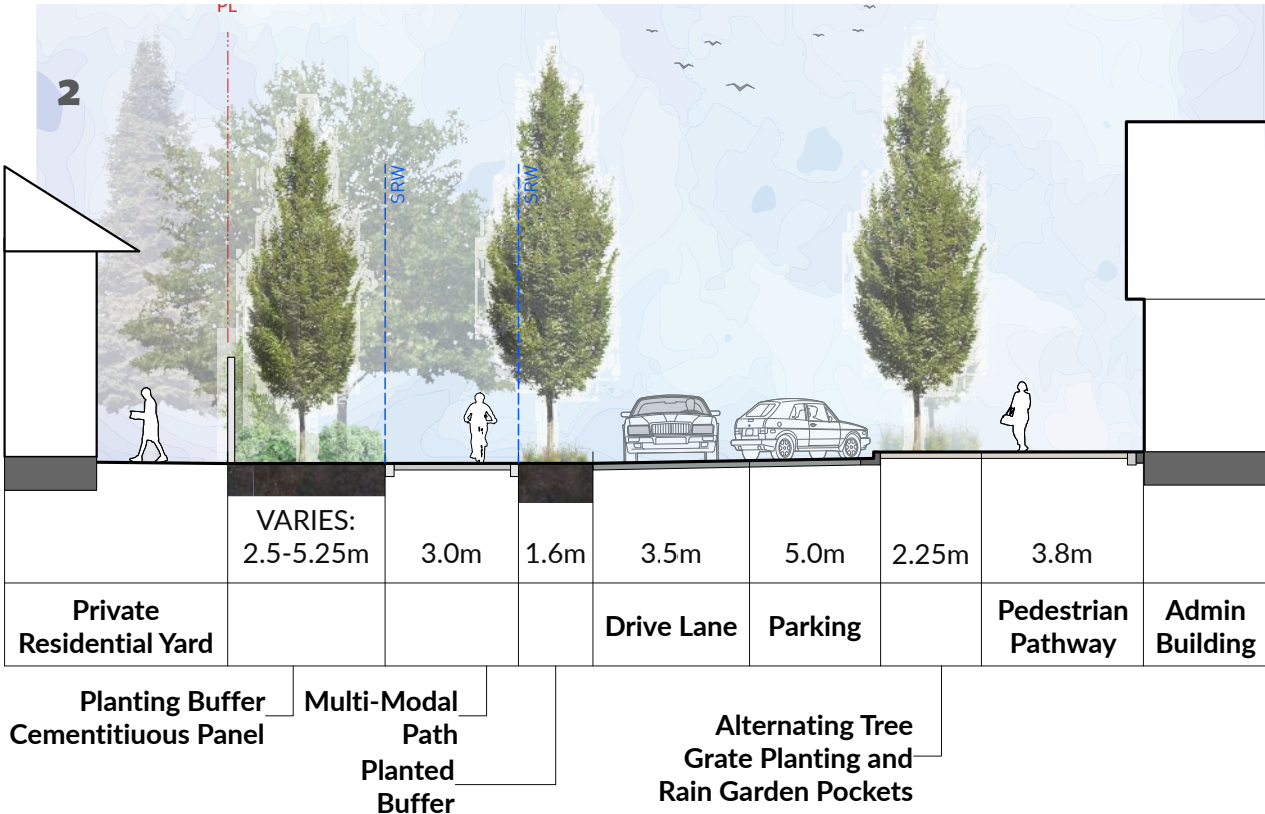
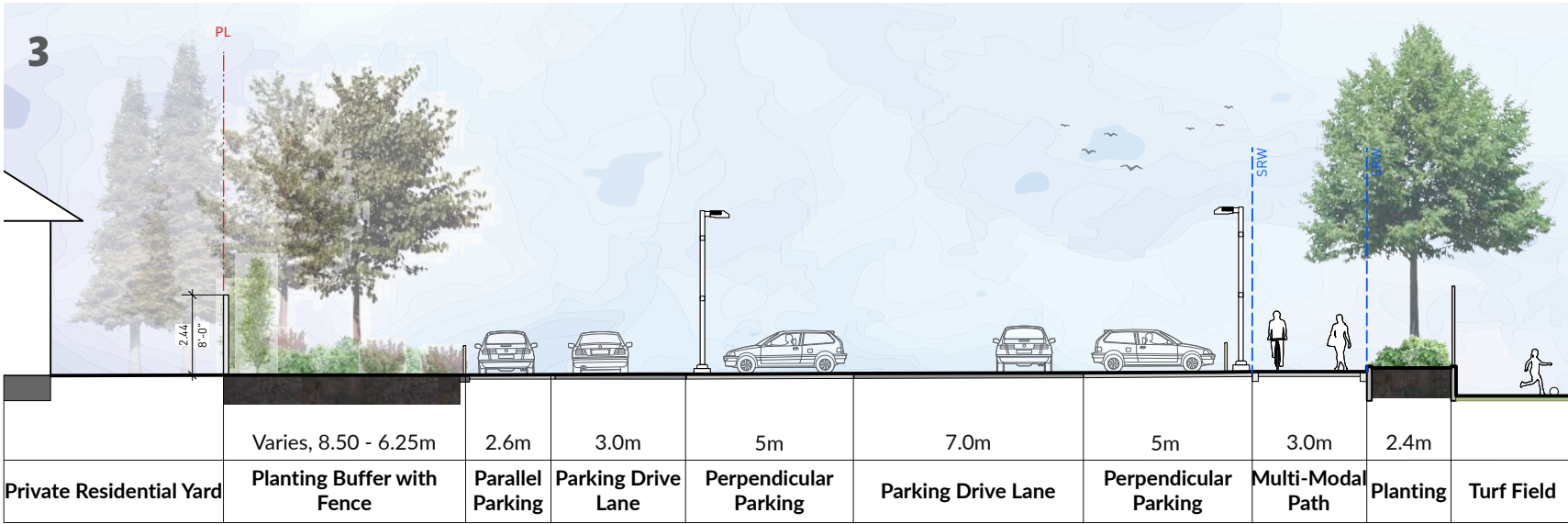
# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

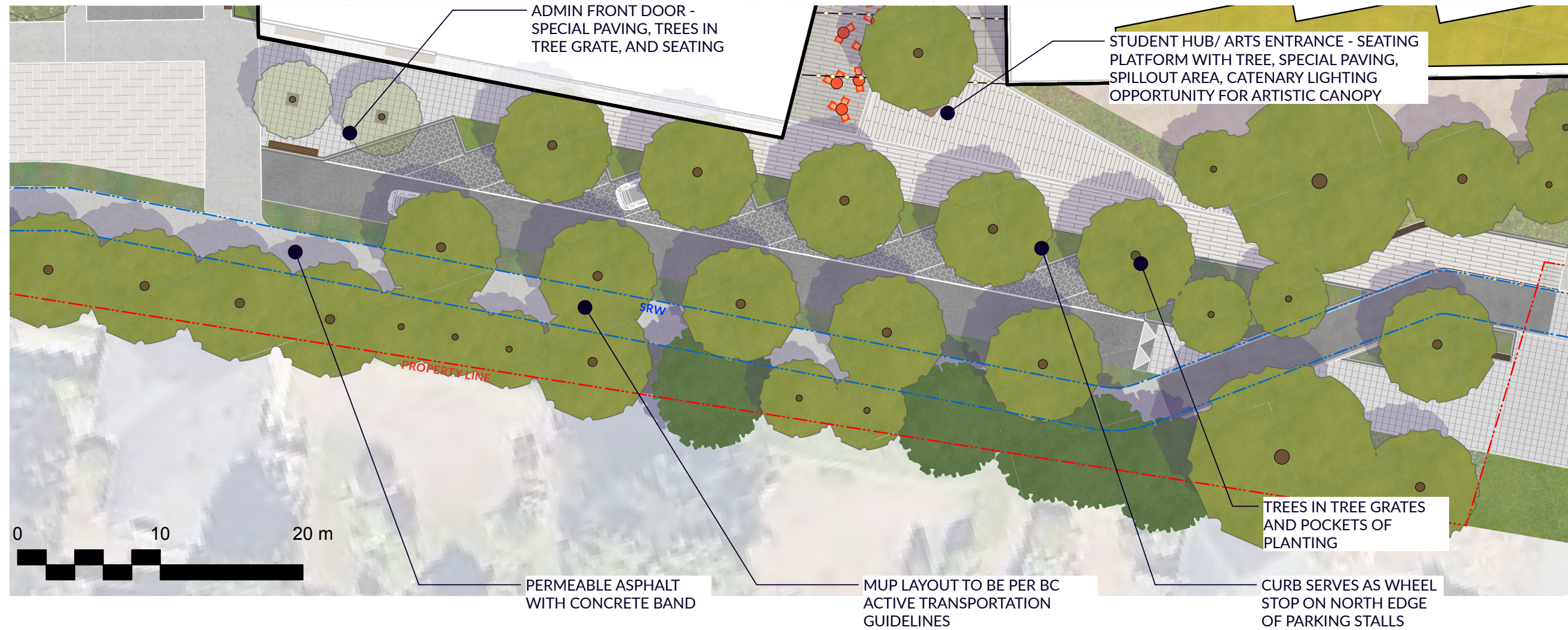
### B. SOUTHERN EDGE & LAURENTIAN PLACE

**Landscape Approach:**  
Along the southern property edge an internal road connects Richmond Avenue to Richardson Street, providing visitor and student parking as well as school services and loading. A multi-modal public pathway provides safe and easy access for pedestrians and cyclists to access school activities and to connect to the larger neighbourhood. Several seating nodes complement the pathway system.

- Key Outdoor Features:**
- 1. On the western side, a small buffer provides separation to the thoughtfully lit, multi-modal pathway. Fencing and generous planting buffers the activities to the adjacent residential uses.
  - 2. On the eastern end, naturalized plantings and fencing provide a significant buffer between the parking areas and the homes of neighbours. These wooded areas will provide key habitat opportunities.



# 7 Site Boundary Characteristics



## PRECEDENTS

### SHARED SPACE



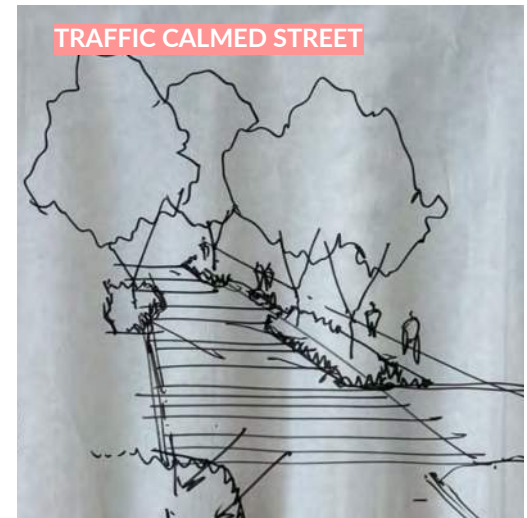
### RAIN GARDEN



### STUDENT HUB / SPOILOUT



### TRAFFIC CALMED STREET



# 7 Site Boundary Characteristics

GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL



# 7 Site Boundary Characteristics



## PRECEDENTS



# 7 Site Boundary Characteristics



PRIVATE GNS GATEWAY  
FEATURE

SEATING NODES  
SURROUNDING COV  
MADDISON CHARACTER  
PLANTING BEDS

FEATURE PAVING

## PRECEDENTS



# 7 Site Boundary Characteristics

GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL



# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

### C. EASTERN EDGE & MADDISON STREET

#### Overview:

The eastern edge of the site faces Maddison Street, a quiet residential road and neighbourhood green-way connecting to Richardson Street and Pemberton Park. The proximity of this park, combined with the tranquil nature of Maddison Street and the landscaped transition to the open field space on the Pemberton Woods Campus site, offers a unique opportunity to create a dynamic, connected, and enhanced outdoor oriented experience in this location.

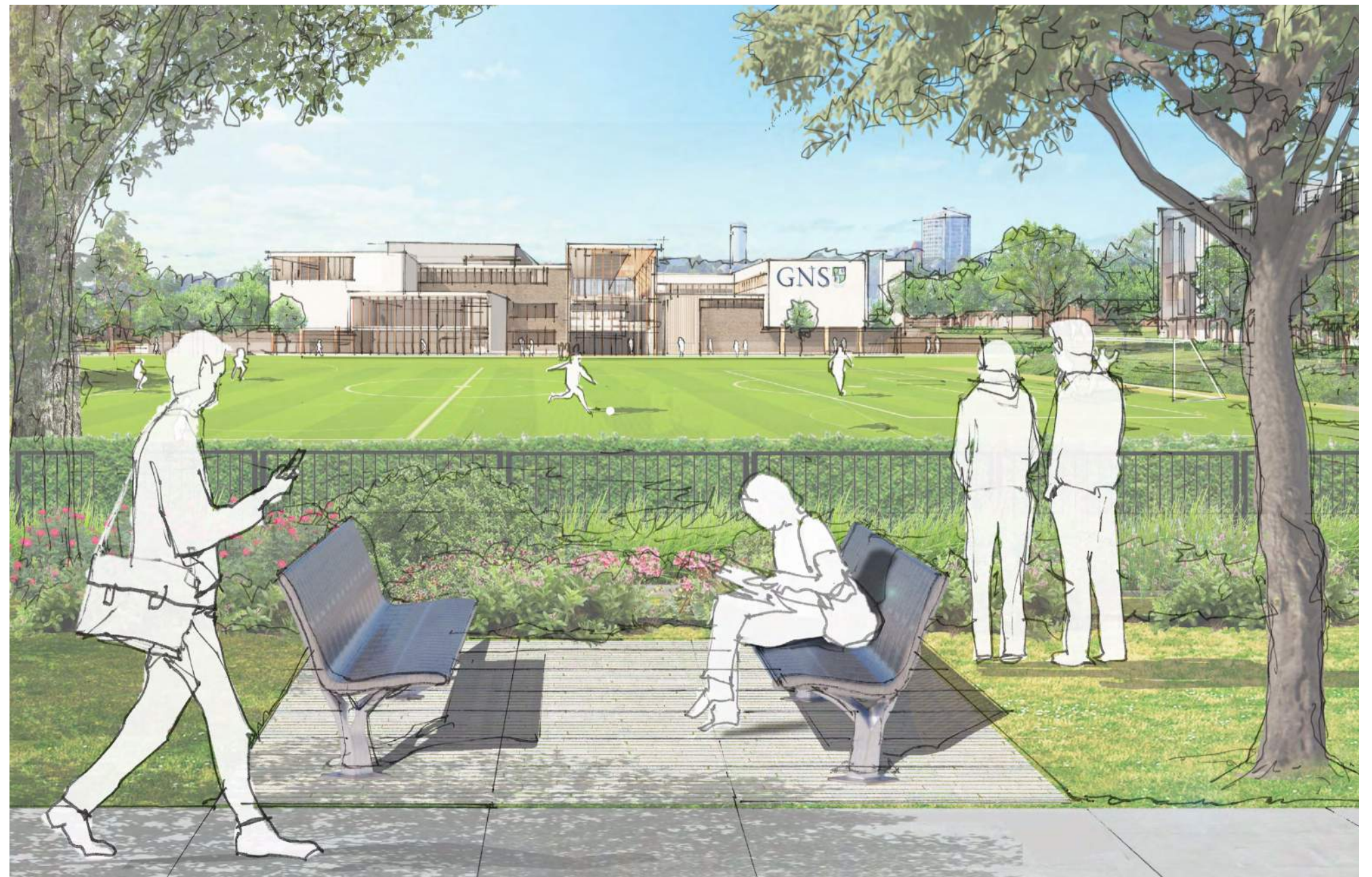
#### Description:

To enhance the connection to Pemberton Park, the eastern boundary features generous setbacks to situate a full-sized soccer field along Maddison Avenue. This area, comprised of landscaped spaces and a dedicated playing field, serves as a calm buffer to the more lively central areas of the school. Additionally, the one-way multi-modal pathway terminates at the south-eastern corner of the site, integrating smoothly with the landscape and the pedestrian and cycling flow at Richardson Street.

#### Architectural Form and Character:

A green buffer zone has been established between the field and Maddison to provide additional noise protection and visual screening for the surrounding neighbourhood. This buffer creates a gentle transition from the campus to the community, insulating the field and offering a landscaped area for spectators to enjoy during games. Additionally, this buffer zone supports the school's sustainability goals by fostering a connection to nature and promoting local biodiversity.

VIEW 4:  
MADDISON  
STREET  
INTERFACE



# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

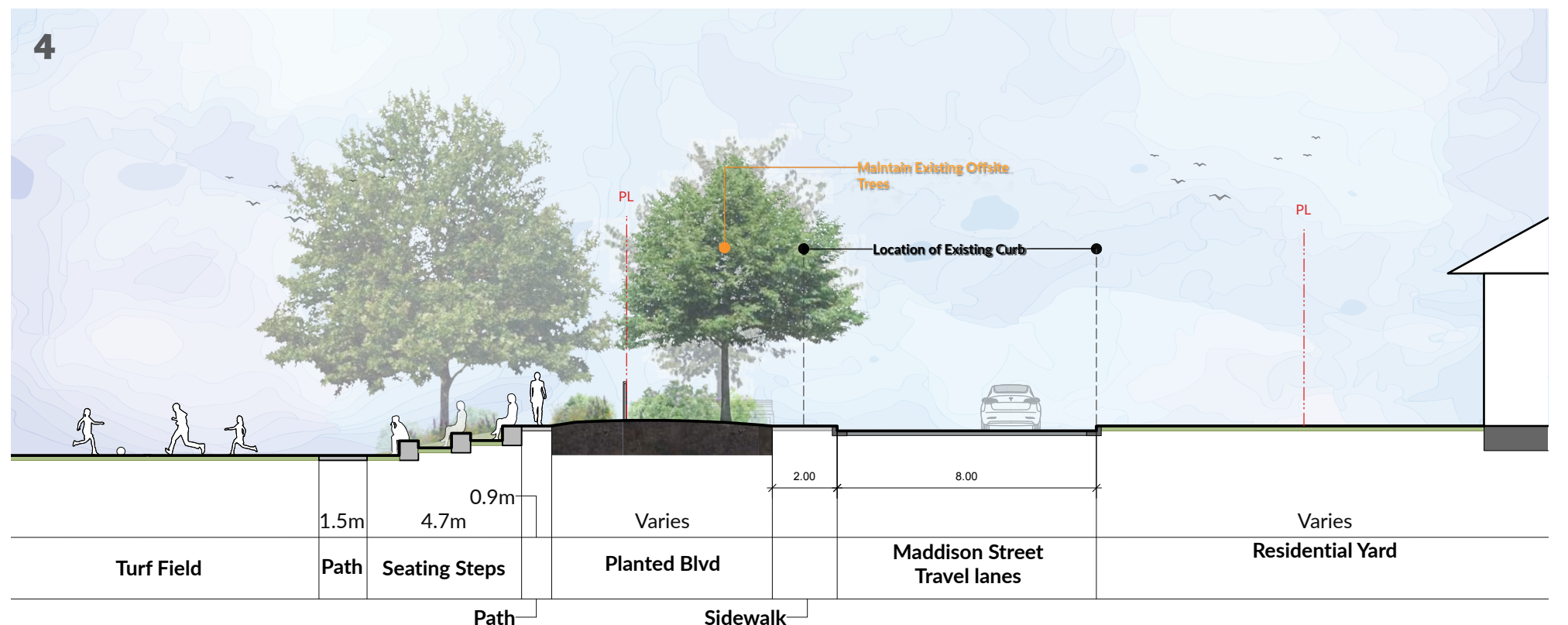
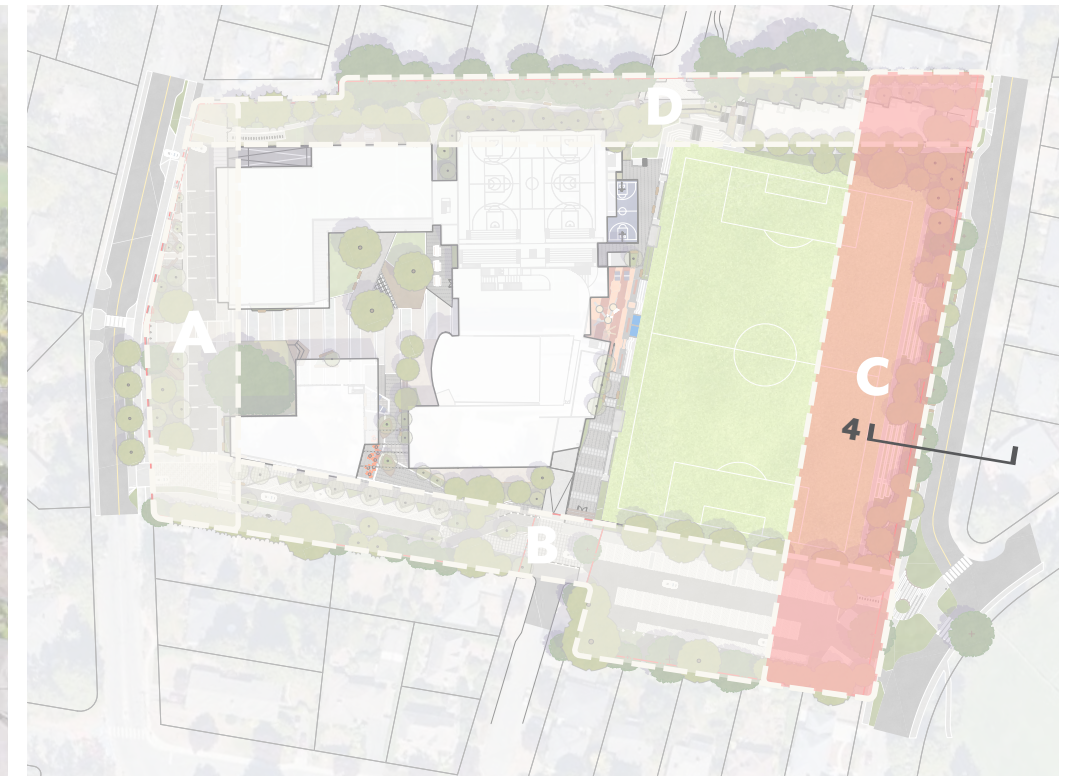
### C. EASTERN EDGE & MADDISON STREET

#### Landscape Approach:

Maddison is a local, residential street with generous setbacks, sidewalks, and street trees. Several pathways connect to Maddison from the school and Richmond Road. The majority of the frontage is the active turf playfield surface.

#### Key Outdoor Features:

1. An all weather sports field is located parallel to Maddison Street on the eastern portion of the campus. Interior fitness activities spill out on the field with numerous sightlines from building elevations.
2. A moderate grade change from the street to field allows for a pathway and comfortable, terraced seating steps down to the playfield surface for spectator enjoyment.
3. Maddison will be reconfigured within the city right-of-way to provide traffic calming, the space for a generous planted boulevard, sidewalk, and landscape buffer. Large street trees and massed plantings will enhance the neighbourhood canopies and habitat opportunities. Several seating nodes will be located along this corridor.
4. For safety and security, a transparent fence will separate the play zones from the public street.



# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

### D. NORTHERN EDGE & BANK STREET

#### Overview:

Acting as the termination of Bank and Somenos Streets, the northern edge of the site plays a crucial role in respecting and integrating into the character of the Gonzales neighbourhood. The stepped massing of the school terminates continuously at the north-west edge of the site, alongside a row of significant trees and landscape buffer.

#### Description:

The northern edge of the site, interacting with multiple residential streets, aims to mimic the scale of the existing housing by implementing a modest 1-2 storey building profile which steps back from the property line in order to maintain the comfort of neighbours. In addition to the building form, significant consideration has been put into the proposed landscape along the northern edge to simultaneously respond to community context and provide outdoor learning environments for GNS students.

#### Architectural Form and Character:

Bank Street is proposed to terminate at the northern edge of the site with a four-stall surface parking area servicing the proposed housing component. Replacing the current small pick-up drop-off and loading area will reduce congestion on Bank Street and give the northern edge a calmer and more naturalized feel. The school also capitalizes on the new northern edge by implementing learning landscapes where classes can take place outdoors, furthering the connection to nature for GNS students. This thoughtful design balances functionality with aesthetic appeal, creating a cohesive and engaging environment for the campus.

VIEW 5:  
BANK STREET  
INTERFACE



# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

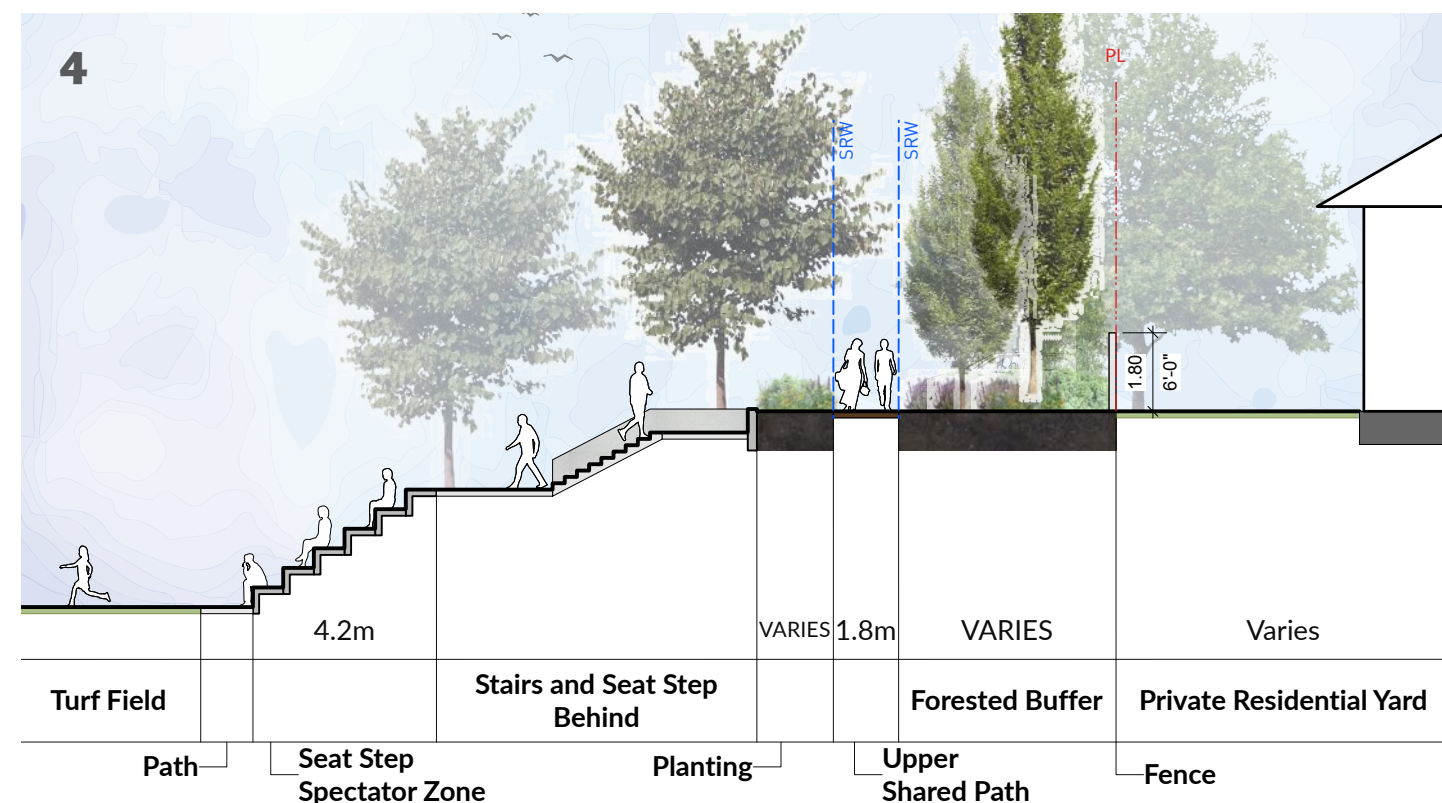
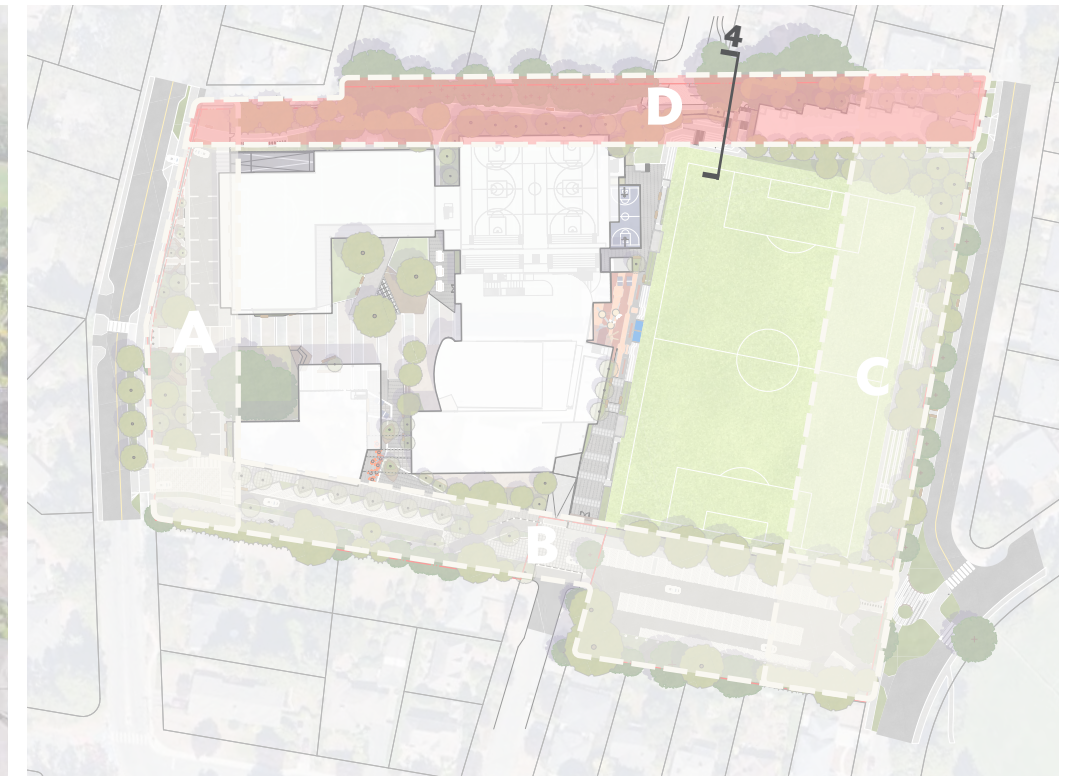
### D. NORTHERN EDGE & BANK STREET (EAST)

#### Landscape Approach:

The cluster of multi-family homes on the northeastern corner of the campus, nestled into existing trees and generous woodland planting, provides a natural buffer between the adjacent neighbourhood and school activities. Public circulation and seating, along with robust areas of native planting, anchor this corner of the site within its residential and ecological context.

#### Key Outdoor Features:

1. A stepped landscape with terraced seating and planted pockets has been created to take advantage of the significant grade change between Bank Street and the northwest corner of the playing field. This feature provides a sunny, flexible viewing and social space with the potential for outdoor classroom use.
2. Landscaping on the southern side of the townhouses will feature small trees and shrubs, enhancing the sweeping views of the playing field.
3. A public pathway will provide a cut-through between Bank and Maddison Streets alongside the proposed residential homes. Seating opportunities for community use are incorporated at each end of this community pathway.
4. Generous areas of native planting provide habitat value and expand the Gonzales Neighbourhood's urban forest.



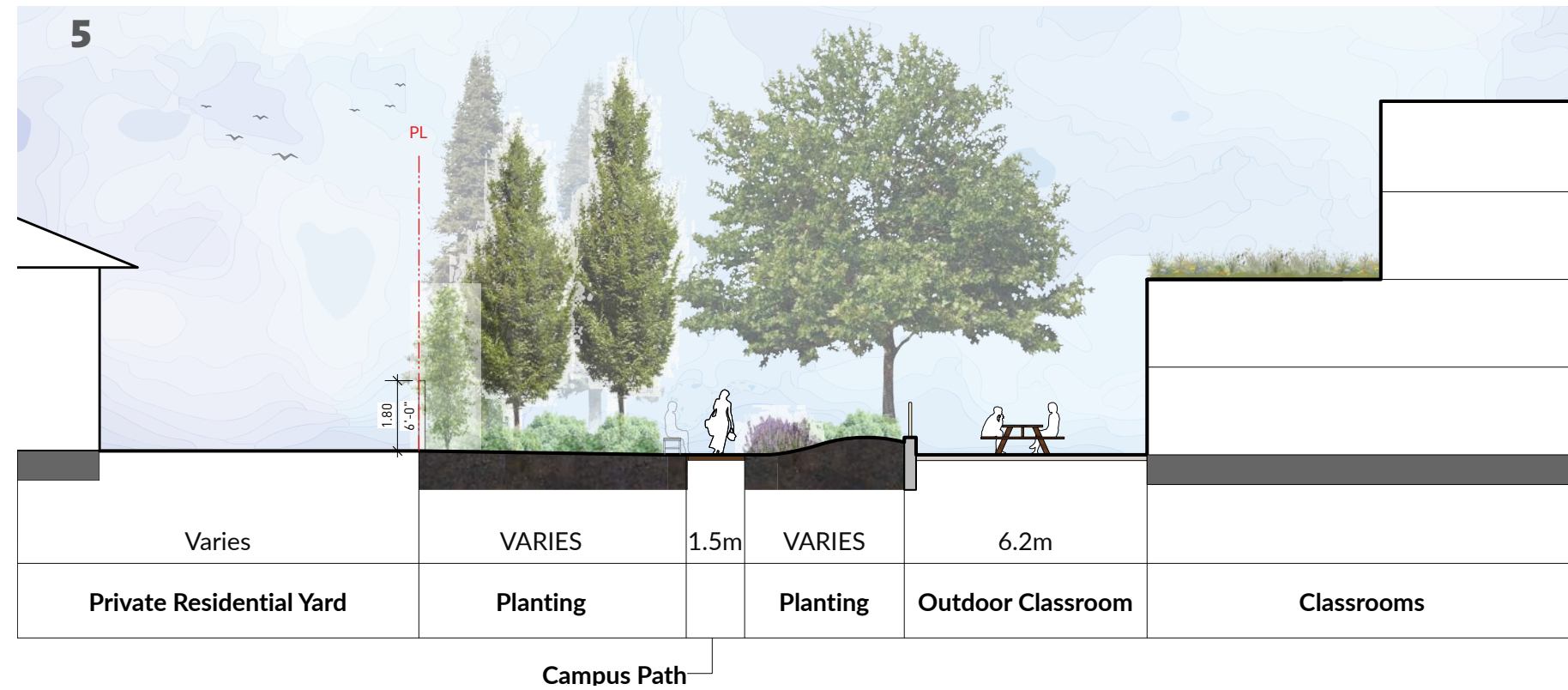
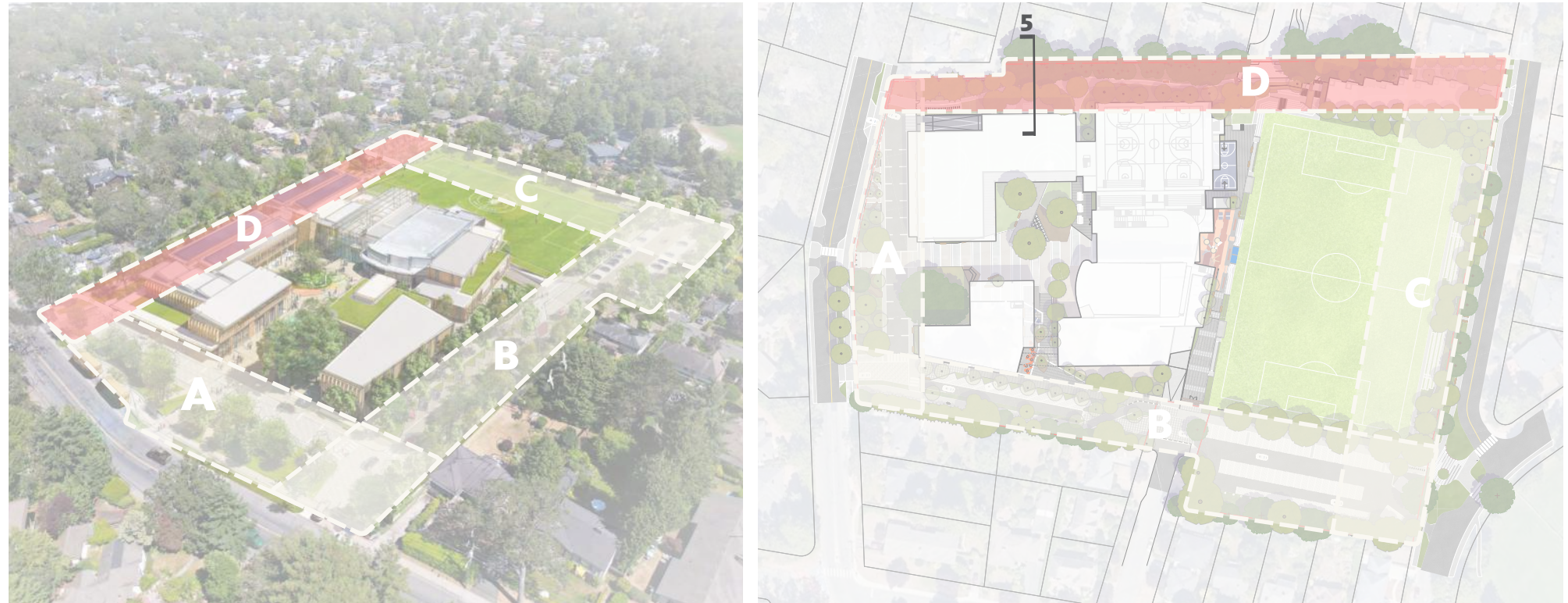
# 7 Site Boundary Characteristics

## 7.2 Public Realm to Building Interface

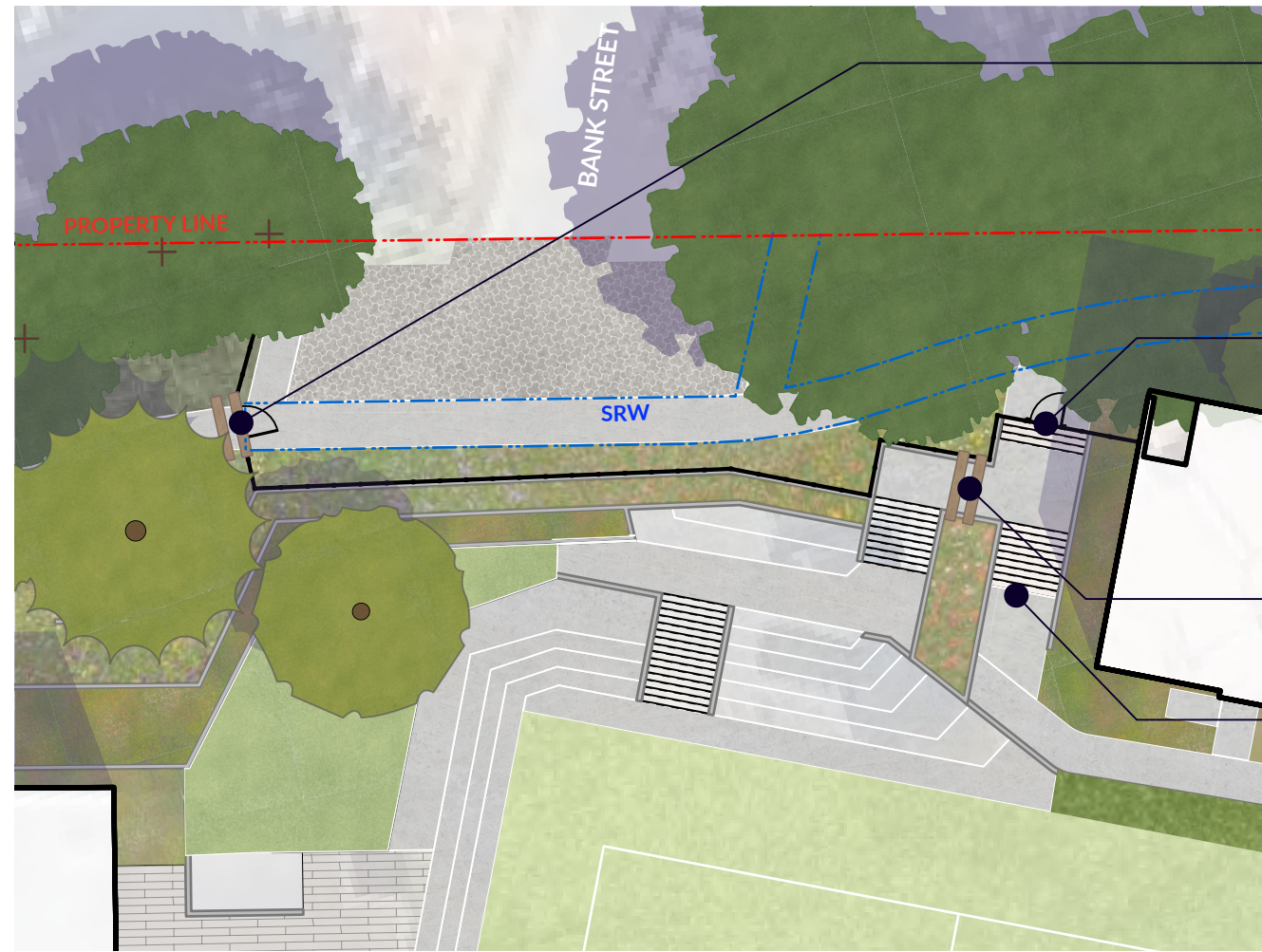
### D. NORTHERN EDGE & BANK STREET (WEST)

**Landscape Approach:**  
The northern edge of the property is buffered by a wide ribbon of woodland-character planting, including numerous existing mature trees. An outdoor classroom is nestled into this forest landscape on the northern side of the campus buildings.

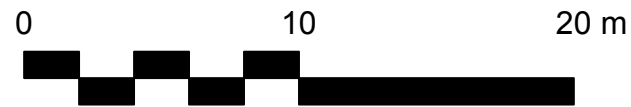
- Key Outdoor Features:**
- 1. Wherever possible the existing trees and hedging will be preserved to continue to provide visual and auditory screening between the existing residential properties and school activities. Generous additional native trees and plants will augment the Gonzales neighbourhood’s urban canopy.
  - 2. A secondary pathway will traverse this woodland buffer. The western extent of the pathway will be for school use only. Designated seating areas for school activity will be incorporated along the school pathway system.



# 7 Site Boundary Characteristics



- PRIVATE CAMPUS GATEWAY WITH LOCKABLE GATE
- BIKE PARKING
- LOCKABLE GATE FOR CAMPUS AND RESIDENTS
- PRIVATE CAMPUS GATEWAY - Option for gate to be located at Arbour
- SEPARATE STAIR FOR RESIDENTS
- LOCKABLE GATE FOR RESIDENTS



PRECEDENTS



PERMEABLE PATHWAY WITHIN FORESTED BUFFER



COASTAL PLANTING PALETTE WITH EXISTING MATURE TREES

## 8.1 Introduction and Rationale for Inclusion

### INTRODUCTION AND VISION FOR HOUSING:

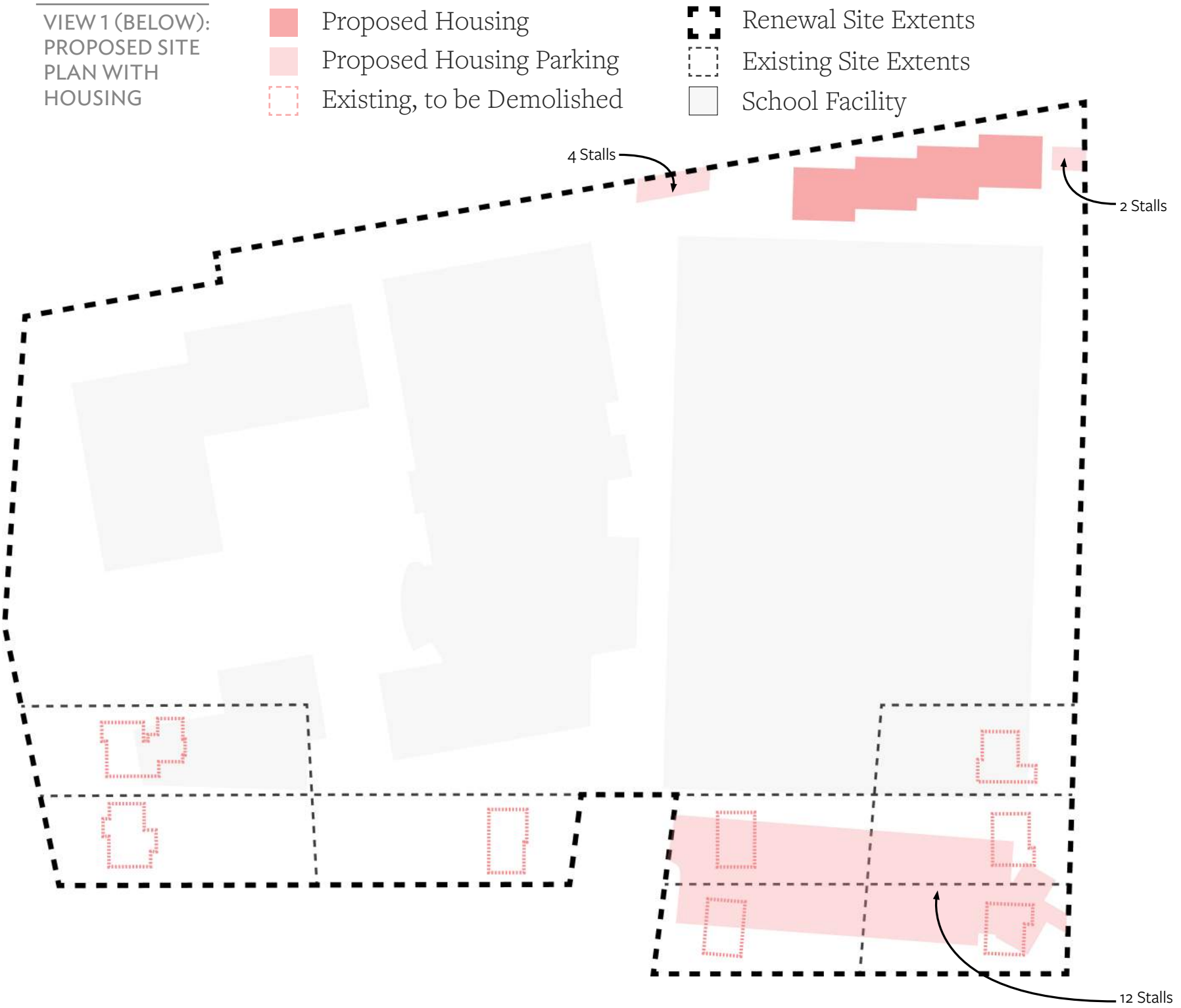
As a part of the Pemberton Woods Campus Renewal Plan, GNS is committed to providing new and diverse housing in the Gonzales neighbourhood. This initiative aims to support the City’s urgent need for housing diversity while also fostering a vibrant and inclusive community.

### COMMITMENT TO HOUSING DIVERSITY:

The Pemberton Woods Campus Renewal Plan proposes to consolidate and utilize eight adjacent residential sites owned by the school to the south of its current boundary. To ensure that the existing housing stock, which includes older homes nearing the end of their service life, is not permanently removed from the neighbourhood, GNS is committed to replacing these residential units with a townhouse typology housing component. This approach not only maintains, but also enhances the overall housing stock within the neighbourhood. The new units will offer varied housing options to the Gonzales neighbourhood and will be well designed, diverse, and accessible, seamlessly fitting into the character of the neighbourhood. This initiative positions GNS as an engaged partner in addressing the housing crisis while maintaining the vibrancy of the school.

### DATA SUMMARY:

|                        | Existing            | Proposed                         | Required |
|------------------------|---------------------|----------------------------------|----------|
| Number of Residences   | 8                   | 16                               | N/A      |
| Types of Residence     | Single Family Homes | Mix of 1, 2, and 3 Bedroom Units | N/A      |
| Off-Street Parking     | N/A                 | 18                               | 18       |
| Long Term Bike Parking | N/A                 | 32                               | 19       |



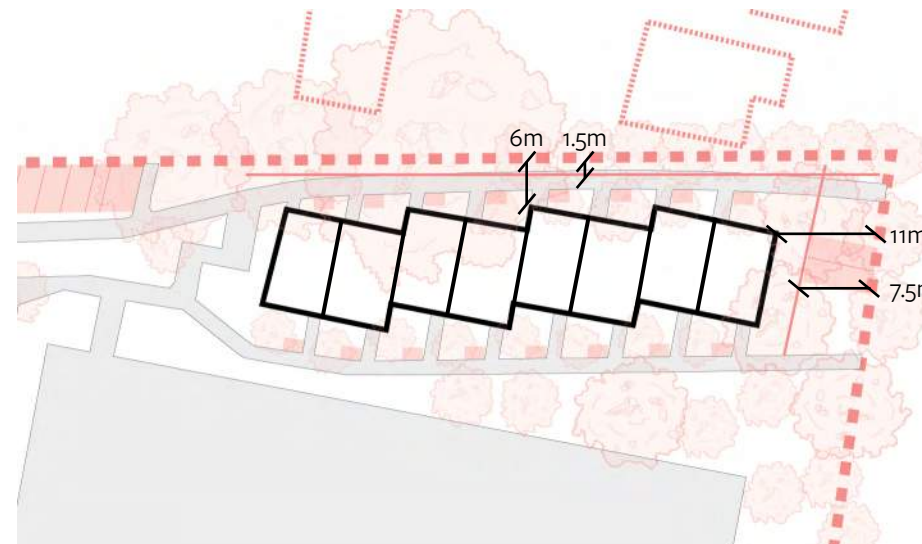
# 8 Residential Housing & Amenities

## 8.1 Introduction and Rationale for Inclusion

### ENHANCING COMMUNITY CONNECTIVITY:

The Pemberton Woods Campus Renewal Plan is committed to enhancing both school facilities and community amenities, integrating a thoughtful housing strategy. The plan aims to include 16 new rental housing units, designed to accommodate a diverse range of residents. These units are a mix of one, two, and three-bedroom options, addressing broader community needs. This initiative helps respond to Victoria's housing crisis by providing quality, purpose-built rental housing to the neighbourhood.

The inclusion of these units supports a cohesive and connected neighbourhood, meeting educational, recreational, and residential needs in a well-planned campus. The units will feature modern urban living amenities, both indoor and outdoor. These features will enhance the living experience for residents and foster a sense of connection and belonging within the Gonzales neighbourhood.



This housing initiative exemplifies GNS's dedication to providing comprehensive benefits beyond education, reinforcing our commitment to social responsibility and community engagement. Through this renewal plan, GNS aims to create a vibrant, inclusive, and well-integrated community, enriching the lives of everyone connected to GNS and the Gonzales neighbourhood.

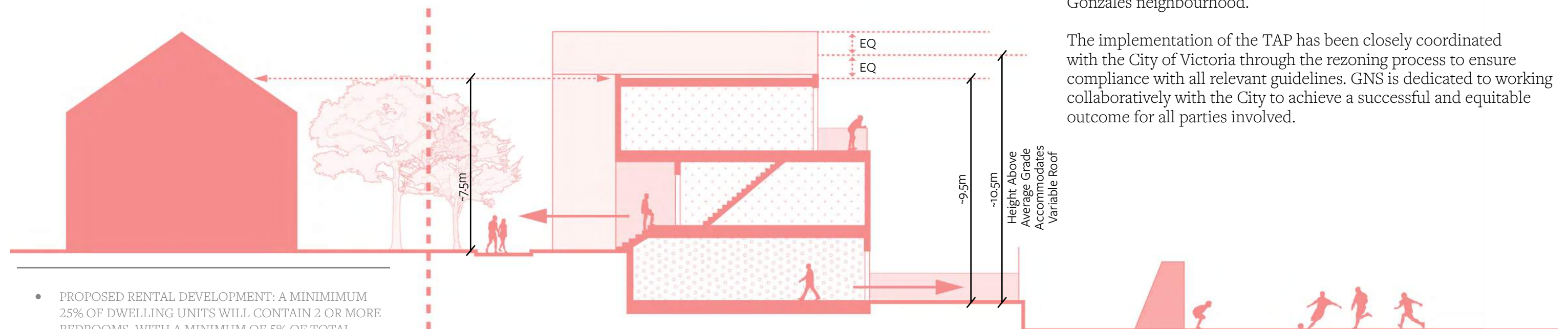
### TENANT ASSISTANCE POLICY (TAP):

Glenlyon Norfolk School (GNS) recognizes the importance of providing support to tenants affected by the Pemberton Woods Campus Renewal. As a non-profit organization committed to social responsibility and community engagement, GNS aims to address tenant needs with compassion and fairness in accordance with the City's Tenant Assistance Policy (TAP).

The TAP is designed to provide support and mitigate the impact on tenants displaced due to redevelopment. The policy ensures that tenants receive appropriate assistance, including financial compensation, relocation support, and access to replacement housing options. GNS is committed to adhering to these guidelines while also considering the unique context of our non-profit status and educational mission.

GNS's approach to the TAP reflects our broader commitment to social responsibility and community engagement. By providing comprehensive support to affected tenants, we aim to ensure a smooth transition while upholding the values of fairness and compassion. The initiative is part of our ongoing efforts to create a vibrant, inclusive, and well-integrated community within the Gonzales neighbourhood.

The implementation of the TAP has been closely coordinated with the City of Victoria through the rezoning process to ensure compliance with all relevant guidelines. GNS is dedicated to working collaboratively with the City to achieve a successful and equitable outcome for all parties involved.



- PROPOSED RENTAL DEVELOPMENT: A MINIMUM 25% OF DWELLING UNITS WILL CONTAIN 2 OR MORE BEDROOMS, WITH A MINIMUM OF 5% OF TOTAL DWELLING UNITS CONTAINING 3 OR MORE BEDROOMS.

# 8 Residential Housing & Amenities

## 8.2 Residential Design and Massing

### DESIGN OBJECTIVE:

Residential housing provides the unique opportunity to integrate school life at GNS with the larger Gonzales neighbourhood.

- Access to Grade**
  - 1. By utilizing the natural slope of the site, each townhouse will have an at-grade entrance, fostering a connected and inclusive community feel. This approach enhances the overall aesthetic of the townhouses and promotes a pedestrian-friendly environment.
- Individual Entrances**
  - 2. Each unit having its own entrance creates a sense of identity, giving residents a place they are proud to call home. This delineation of the townhouses also breaks down the massing to suit the character of the neighbourhood.
- Bicycle Parking**
  - 3. The renewed Pemberton Woods Campus will be well-integrated into existing cycling networks with a focus on active transportation. Dedicated bike storage for townhouse residents will be provided, aligning with the school's goal to promote a healthy and sustainable lifestyle.
- Diverse Unit Types**
  - 4. The Gonzales neighbourhood is vibrant and diverse. By providing a mix of one, two, and three-bedroom units, the townhouses will accommodate a range of residents, promoting an inclusive community. Two and three-bedroom suites will be multi-storey, providing a unique townhouse typology.
- Oriented Views**
  - 5. Outdoor patios and balconies for all unit types have been thoughtfully oriented to face inwards on the site, overlooking the turf field, providing both residents and neighbours with privacy.



# 8 Residential Housing & Amenities

## 8.3 Residential Housing

GNS has engaged extensively with the neighbourhood to determine the most appropriate form of housing for the site. Various housing options were explored, including higher-density and different typologies. However, after thorough community consultation and feedback, the consensus was to pursue a townhouse form that aligns with the neighbourhood's scale and character.

The inclusion of 16 rental units (or 15,00 sf) as part of the Pemberton Woods Campus Renewal Plan aims to introduce new and diverse housing options to the Gonzales neighbourhood while maintaining its distinctive low-rise character. To achieve this, attached townhouse type units are proposed. These townhouses are designed to fit in with the scale of the neighbourhood by making strategic use of the change in grade. By allowing walkouts from both sides of the building, each unit has an individual entrance, similar to other homes in the area. Additionally, utilizing the natural grade maintains a two-storey profile in relation to the neighbouring sites, respecting the scale, height, and privacy of neighbours.

The new rental housing units are strategically oriented inwards, with balconies overlooking the playing field rather than neighbouring properties. The design reflects GNS's commitment to being a considerate neighbour, ensuring privacy and minimizing disruption for the surrounding community. Additionally, this development features generous setbacks, further enhancing the sense of space and reducing the visual impact on adjacent homes. By integrating these design elements, GNS demonstrates its dedication to creating a harmonious environment that respects the existing neighbourhood while providing modern, sustainable living options for new residents.

The townhouses are designed to attract a variety of residents, with a focus on creating homes for families. Emphasizing this goal, the plan includes well-designed outdoor spaces that encourage connection and build a sense of community. These areas are thoughtfully integrated into the landscape and enhance the living experience for families, providing a safe and engaging environment for children and communal spaces for neighbours to connect. This approach ensures that the new housing supports a family-friendly atmosphere, enriching the overall community dynamic.



# 8 Residential Housing & Amenities

GLENLYON NORFOLK PEMBERTON WOODS CAMPUS RENEWAL

## 8.4 Connections and Services for Residents

### CONNECTIONS

The unit configuration is designed to provide a distinct sense of connection and identity for its residents. Equally important is fostering a sense of community among residents and to the larger Gonzales neighbourhood. The site will feature direct access to Maddison Street, where residents can gather to connect to the broader green way. The site allows for terraced landscaping that overlooks the turf field to further grow its connections.

GNS aims to foster a connection to nature and to promote sustainability. Each unit will have access to long-term bike storage to encourage active transportation, seamlessly integrating with the multi-modal pathway and other established neighbourhood bike routes. This initiative supports a healthy, eco-friendly lifestyle for residents.

### SERVICES

Given its proximity to the school, all infrastructure to the proposed housing component will be integrated into the school operations. These services encompass grounds keeping, facility maintenance, and garbage and recycling removal. By managing these essential services through GNS, residents can enjoy a well-maintained and organized environment.



# 8 Residential Housing & Amenities

## 8.5 Third Party Uses

The integration of school infrastructure and public spaces is an additional component of the Pemberton Woods Campus Renewal Plan. The design emphasizes the creation of both internal and external communal spaces that serve the needs of the broader community.

### INTERNAL SPACES

GNS is committed to providing internal spaces that offer amenities for third party uses. These spaces include:

- **Multipurpose Rooms:** Flexible spaces that can be used for community functions, meetings, and events.
- **Auditorium:** A state-of-the-art facility for performances, art, culture, guest lectures, and community events.
- **Library:** A resource-rich environment open to camps or outside groups to study, research, and participate in cultural activities.
- **Innovation Space:** A long term goal is to incorporate potential other uses to grow education in technology, health care, and innovations.
- **Double Gym:** A versatile gymnasium for outside group sports and physical team training.

### EXTERNAL SPACES

The campus will feature several external communal areas designed to encourage interaction and engagement among community members. These spaces include:

- **Plaza Areas:** Central gathering spots for social interaction, events, and casual meetings.
- **Green Spaces:** Landscaped areas for relaxation, recreation, and environmental education.
- **Playgrounds and Sports Fields:** Facilities for physical activities that serve both the school and outside organizations.



# 9 Operational Aspects

## 9.1 Introduction

The operational aspects of the Pemberton Wood Campus Renewal are focused on fostering a positive and supportive environment for everyone involved. Glenlyon Norfolk School aims to create a functional, efficient, and welcoming campus that supports education and community engagement. The following sections detail the operational guidelines, internal circulation plans, and day-to-day procedures to ensure the campus operates smoothly and meets the needs of students, faculty, staff, and the surrounding community.

## 9.2 Design and Functional Attributes

- **Modern Classrooms:** Equipped with the latest technology and adaptable layouts to support a variety of teaching methods and student activities for both middle and high school students.
- **Flexible Learning Spaces:** Designed to be reconfigurable for different uses, ensuring that spaces can evolve with changing educational requirements and contemporary educational standards.
- **Double-Size Gym:** Providing ample space for physical education, sports events, and community activities, all while promoting physical wellness and school spirit.
- **Natural Interior Lighting:** Ensuring all buildings maximize natural light to create a welcoming and healthy learning environment.
- **Sustainable Materials:** Utilizing local materials and suppliers where possible to reduce environmental impact and promote long-term sustainability.
- **Connectivity:** Integrated technology infrastructure to support modern educational practices and administrative functions, enhancing the learning experience.
- **Community Spaces:** Areas designated for future community use, fostering interaction between the school and the neighbourhood.

Indoor/Outdoor school spaces foster curiosity and follow contemporary educational standards



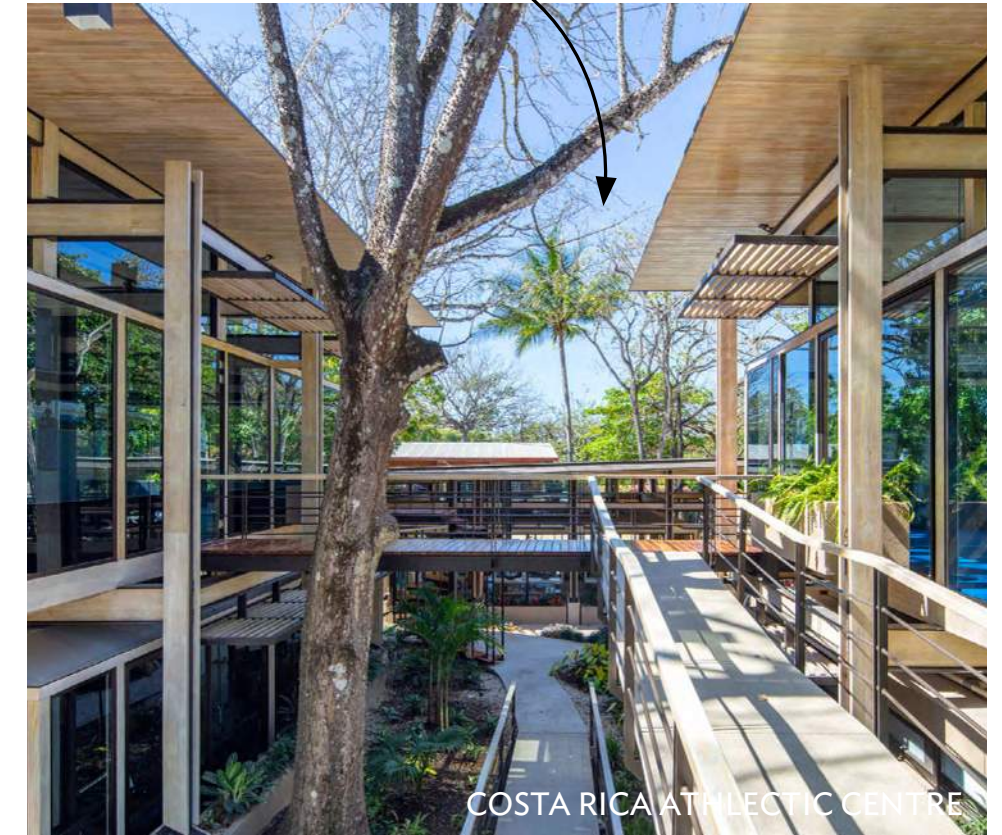
WILLOWS COMMUNITY SCHOOL

Welcoming and warm classroom with flexible orientation for adaptable learning



WESOLA SCHOOL

Natural and sustainable materials promote connection to nature



COSTA RICA ATHLETIC CENTRE

Potential community spaces are thoughtfully integrated with school amenity



GODOLPHIN AND LATYMER SPORTS BUILDING

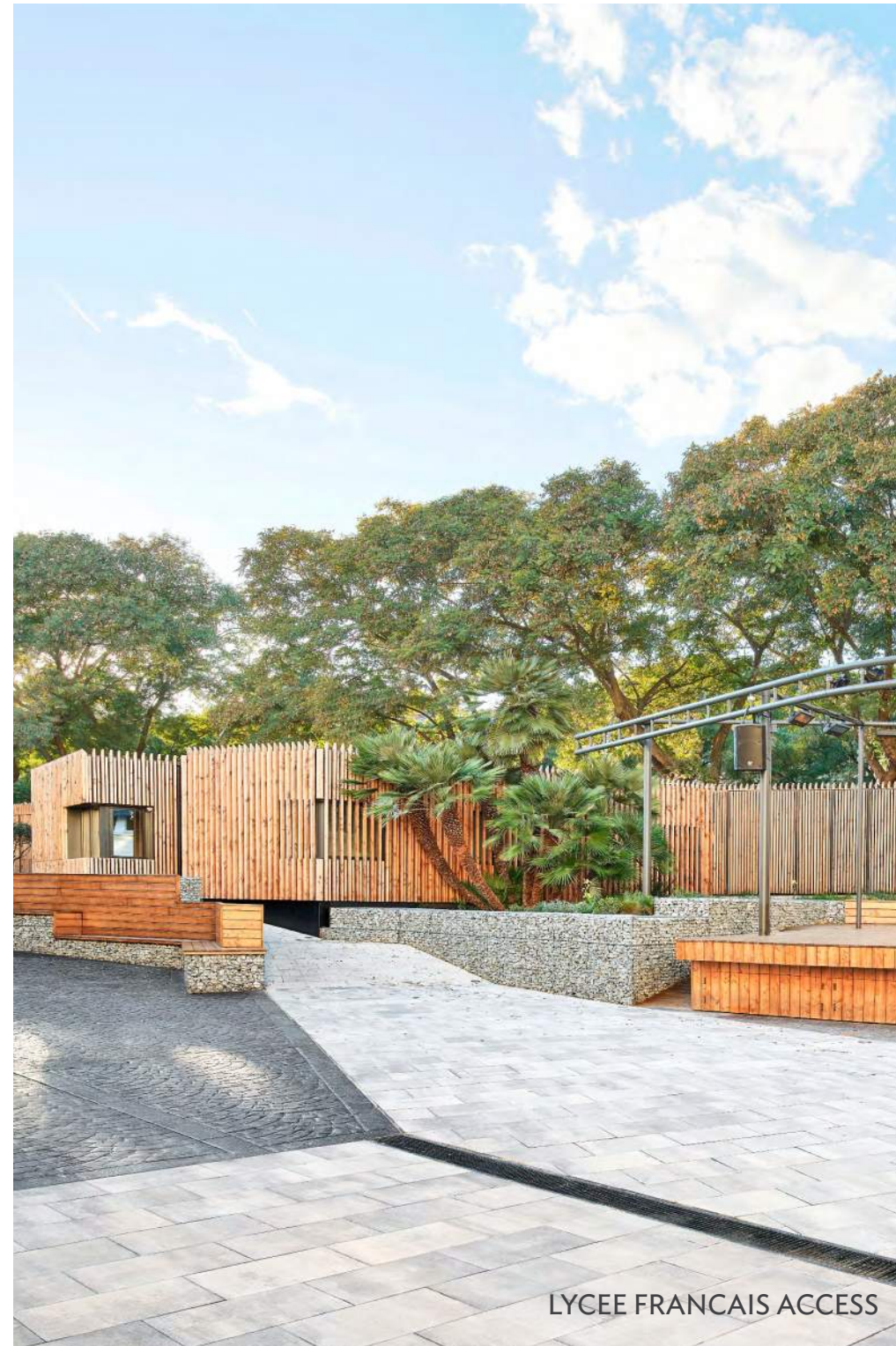
# 9 Operational Aspects

## 9.3 Accessibility

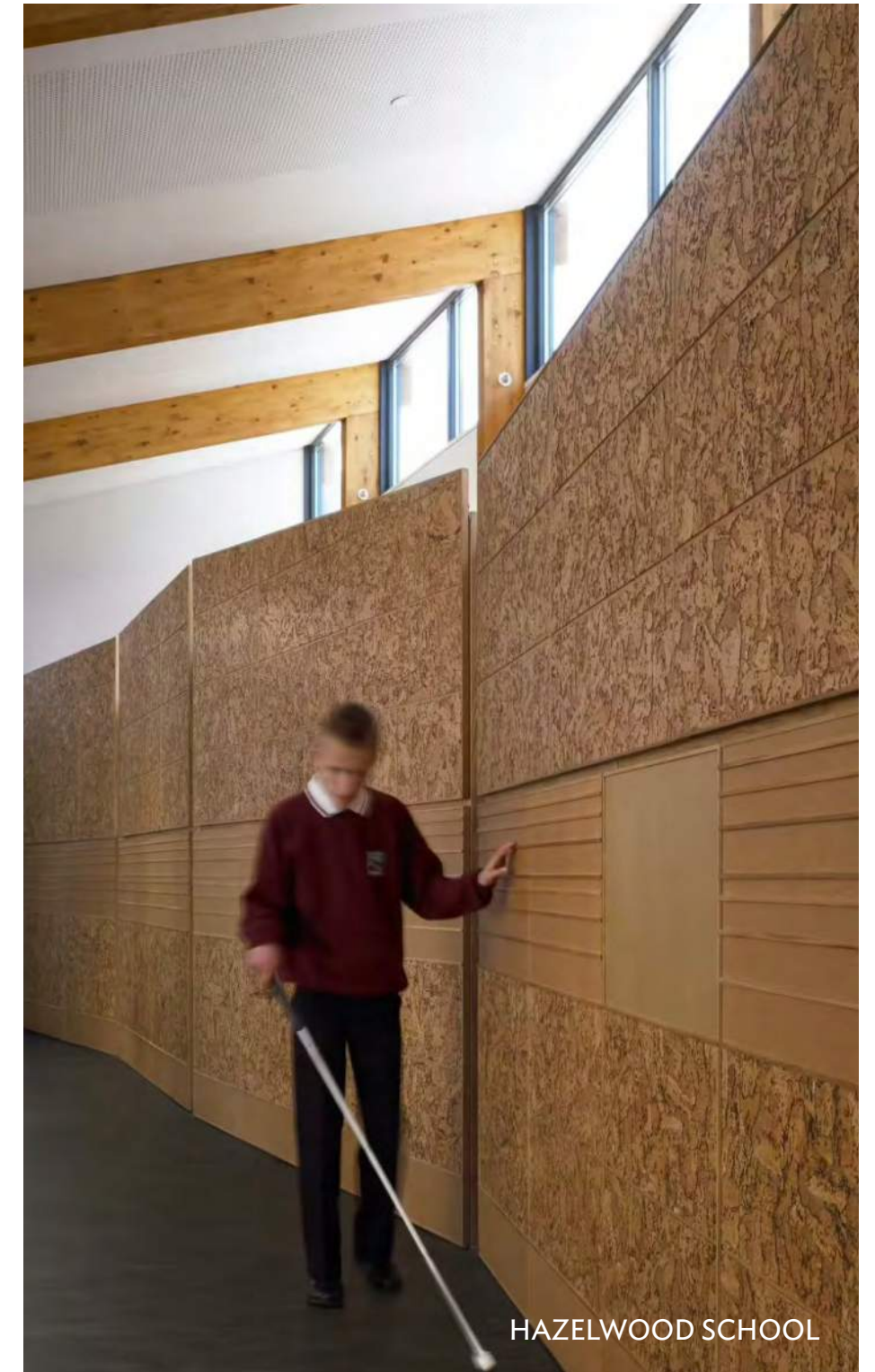
### Accessibility

The renewed campus will provide a fully accessible environment that meets current provincial requirements and supports safe and equitable movement for all users. Primary entries, internal circulation routes, and major outdoor pathways will be barrier-free, with grades, widths, and surface materials selected to accommodate mobility aids and ensure year-round usability.

Equitable accessible connections will link all major buildings, the parkade, outdoor learning areas, the playing field, and key gathering spaces. Wayfinding and signage will be designed to be clear and intuitive, helping users navigate the campus easily during daily use and special events. These elements ensure the campus remains welcoming and functional for people of all ages and abilities.



LYCEE FRANCAIS ACCESS



HAZELWOOD SCHOOL

# 9 Operational Aspects

## 9.4 Parking and Circulation Bicycle and Vehicle

### Parking and Circulation - Student and Staff Movement

The parking and circulation plan focuses on managing traffic flow efficiently, facilitating student movement between classrooms, and encouraging sustainable transportation options:

- **Underground Parking:** Large underground parking facilities focused on staff parking to minimize surface parking and maintain the aesthetic integrity of the neighbourhood.
- **Pick-Up Drop-Off Loop:** A dedicated loop accessed via Richmond Avenue to streamline student drop-off and pick-up, reducing traffic congestion.
- **Bicycle Parking:** Ample, secure bicycle parking facilities to encourage cycling among students, staff, and visitors.
- **Student Movement:** Accessible pathways for students to move between classrooms and school facilities efficiently and safely.
- **Traffic Calming Measures:** Implementing measures such as speed bumps and signage to ensure the safety of all campus users.
- **Parking Management:** Ensuring adequate parking for staff, visitors, and event attendees, while minimizing the impact on the surrounding neighbourhood.
- **Bus Parking and Equipment Storage:** Designated areas for bus parking and kayak storage to accommodate the diverse needs of students and staff.
- **Consolidation of School Administration Spaces:** Strategically located administration to optimize accessibility and functionality.



# 9 Operational Aspects

## 9.5 Day-to-Day Operational Guidelines

### Day-to-Day Operational Guidelines

The day-to-day operational guidelines are designed to ensure the smooth functioning of the campus while maintaining harmony with the surrounding neighbourhood:

- **Hours of Operation:** Establishing clear and consistent hours of operation for school activities, events, and community use to minimize disruption to neighbours.
- **Noise Management:** Implementing strategies to manage and minimize noise levels during school hours, events, and construction activities.
- **Light Pollution:** Using lighting designs that minimize light spill into the surrounding neighbourhood, preserving dark skies and reducing light pollution.
- **Safety Protocols:** Continuing to apply comprehensive safety protocols for students, staff, and visitors, including emergency response plans and regular safety drills.
- **Sustainable Practices:** Incorporating sustainable practices into daily operations, such as waste reduction programs, energy-efficient systems, and eco-friendly transportation options.
- **Event Management:** Continuing to coordinate events to ensure they are well-organized, with considerations for parking, noise, and community impact.
- **Maintenance and Upkeep:** Regular maintenance of buildings, grounds, pest management, and infrastructure to ensure a clean and welcoming environment for all users.
- **Garbage and Recycling:** Continuing to implement effective waste management systems, including regular collection of garbage and recycling, to maintain cleanliness and sustainability on campus.



WESTMARK LOWER SCHOOL

## 10.1 Introduction

The GNS Pemberton Woods Campus Plan aims to modernize and expand the current educational facilities to meet the long-term needs of the school and the surrounding community. This section provides a detailed overview of the amendments and future provisions suggested for this application and its alignment with the current Official Community Plan (OCP), Gonzales Neighbourhood Plan, and other relevant guidelines.

## 10.2 Existing Zoning and Policies

### EXISTING LOTS AND ZONING

The Pemberton Woods Campus is situated in the Gonzales neighbourhood, encompassing multiple unconsolidated lots with varied zoning designations and Urban Place Designations per the City’s Official Community Plan (OCP). The application includes nine legal lots located at

- 1. 781 Richmond Avenue
- 2. 728 Laurentian Place
- 3. 729 Laurentian Place
- 4. 733 Laurentian Place
- 5. 724 Maddison Street
- 6. 730 Maddison Street
- 7. 736 Maddison Street
- 8. 731 Richmond Avenue
- 9. 735 Richmond Avenue

The parcels are primarily zoned as R1-B Single Family Dwelling District and includes properties zoned as R1-G Gonzales Single Family Dwelling District. These zones have distinct regulations regarding land-use, density, and building height.

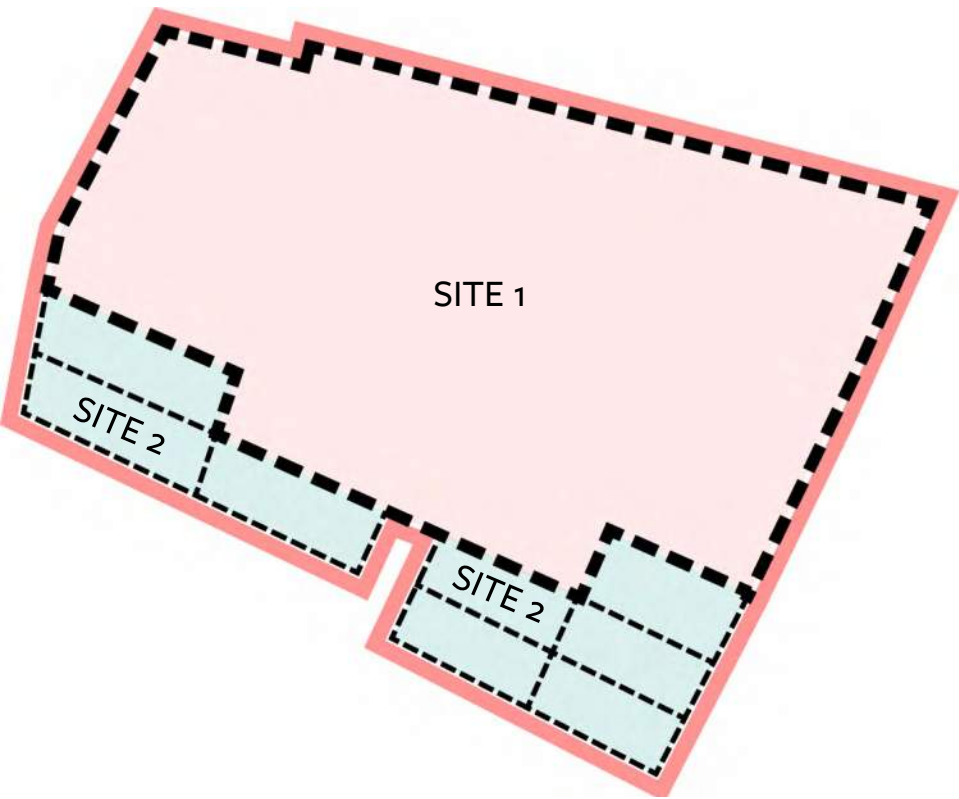
### CURRENT ZONES

#### R1 - B Single Family Dwelling District

- This zone permits the current public building use with a maximum building height of 11m or 2.5 storeys

#### R1 - G Gonzales Single Family Dwelling District

- This zone does not permit the proposed institutional use, thus necessitating a rezoning application.



### OFFICIAL COMMUNITY PLAN DESIGNATIONS

The Official Community Plan (OCP) designations for the GNS Pemberton Woods Campus encompasses both Public Facilities, Parks, Open Space, and Traditional Residential Areas. Specifically, 781 Richmond Avenue falls under the Public Facilities, Parks, and Open Space designation, supporting uses such as public and private open spaces, recreational facilities, public parks, schools, and other institutions. This designation aligns with the goal of fostering community facilities that enhance public access and engagement.

The remaining properties (731, 735 Richmond Avenue, 724, 730, 736 Maddison Street, and 728, 729, 733 Laurentian Place) are designated as Traditional Residential.

An OCP amendment will not be required for the properties designated Traditional Residential in conjunction with this application based on Policy 6.6, which states: Parks, schools, public facilities and utilities, public assembly, community services, pathways, open space, urban food production, institutional, and recreational uses are permitted in all designations as determined in accordance with zoning.

The City’s housing policy emphasizes the retention and creation of affordable and rental housing, as noted in the OCP (Section 13) and the Housing Strategy. The OCP typically envisions low-density buildings and structures in this area to support public facilities in the neighbourhood with a Floor Space Ratio (FSR) of approximately 0.5:1. However, higher density is supported for non-market housing, ranging up to 2.5:1 as indicated in local area plans.

| Label  | Lot                  | Current Zone                           | OCP Urban Place Designation       |
|--------|----------------------|--|-----------------------------------|
| Site 1 | Current School       | R1-B Family Dwelling District          | Public Facilities and Open Spaces |
| Site 2 | Adjacent Residential | R1-G Gonzales Family Dwelling District | Traditional Residential           |

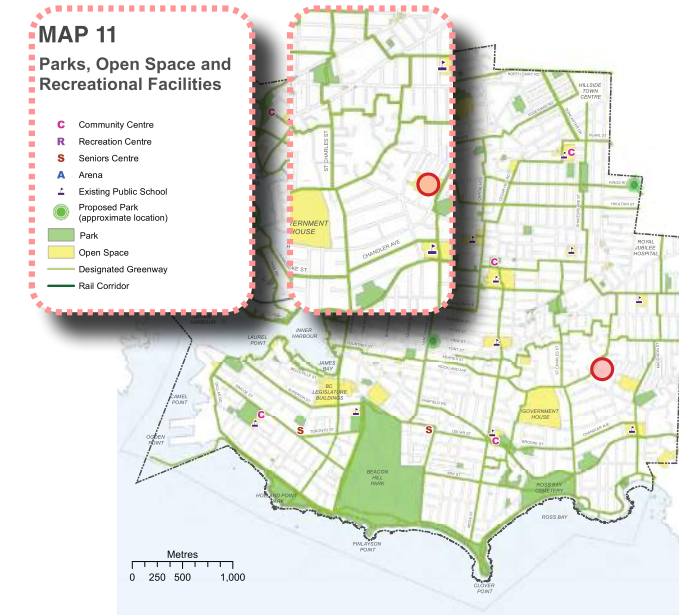
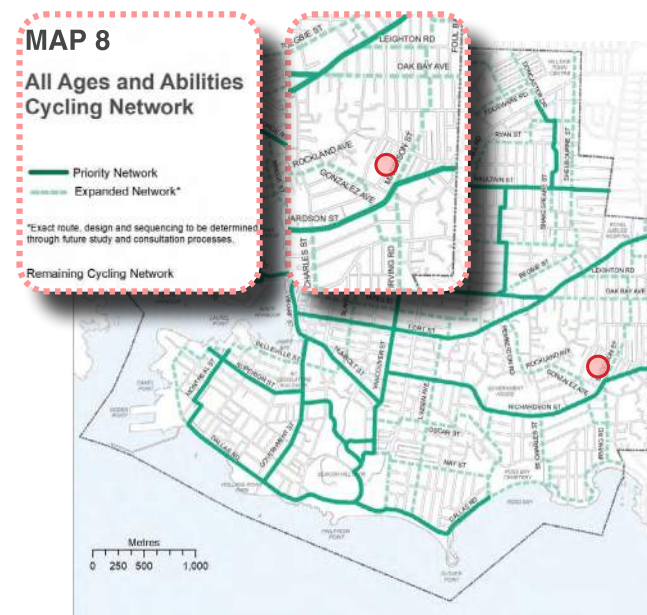
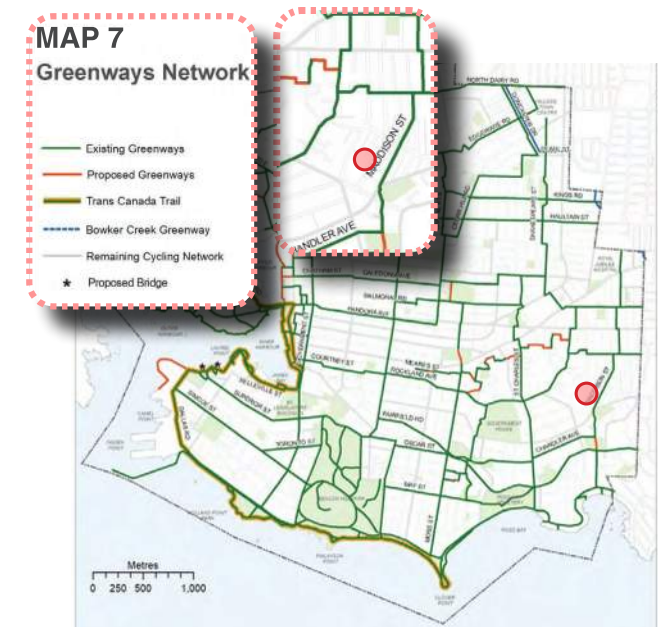
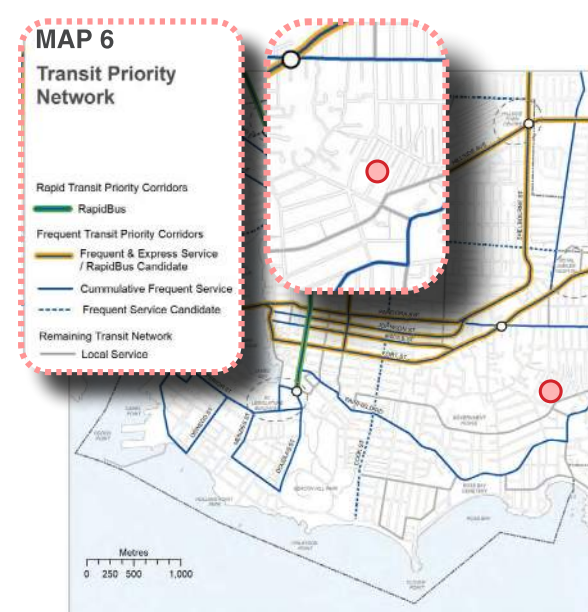
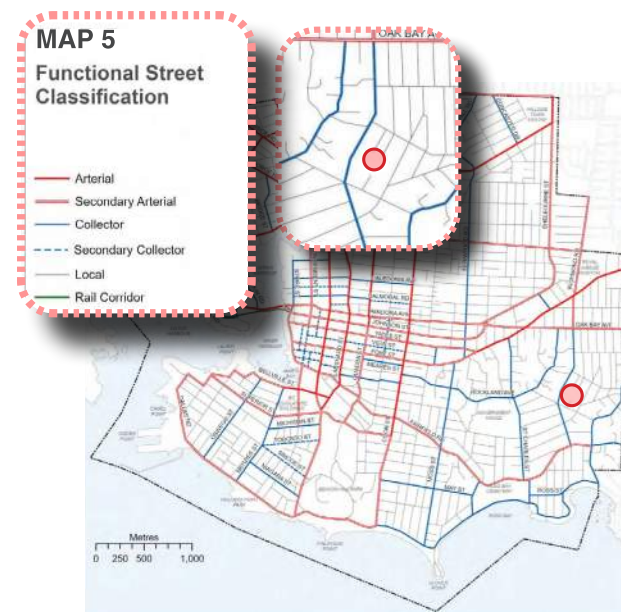
# 10 Amendments & Future Provisions

## 10.2 Existing Zoning and Policies

### OCP TRANSPORTATION PARAMETERS & OBJECTIVES

The project site is situated within the transportation-related parameters and objectives outlined in the City's Official Community Plan (OCP) as follows:

- **Functional Street Classification:** The west side of the project site is on Richmond Avenue, and the southeast side is on Richardson Street, both of which are Secondary Collectors based on the OCP Functional Street Classification.
- **Bikeways:** Both Richmond Avenue and Richardson Street are designated as bikeways. Richardson Street is an existing bikeway, and Richmond Avenue is a proposed bikeway per the identified cycling network laid out in the OCP, making the site well-suited for non-vehicular access.
- **Frequent Transit Routes:** Foul Bay Road, located roughly one block southeast of the site, is designated as a Frequent Transit Route in the OCP's Victoria Region 25 Year Transit Future Plan.
- **Greenways Network:** The OCP identifies pedestrian-oriented greenways, parks and open spaces as critical public amenities within the city. Maddison Street, located along the site's east property line, is designated as a People Priority Greenway, while Brighton Avenue, located two blocks north of the site, is designated as a People Only Greenway. These designations indicate that the streets are designated for pedestrians, bicycles, and other non-motorized traffic, with motorized traffic limited to emergency and maintenance vehicles.
- **Open Space:** The school's site is identified as Open Space in the OCP. Making connections from the site to Urban Villages, Town Centres, and other designations through improvements to pedestrian, cycling, and greenway networks is an OCP objective.



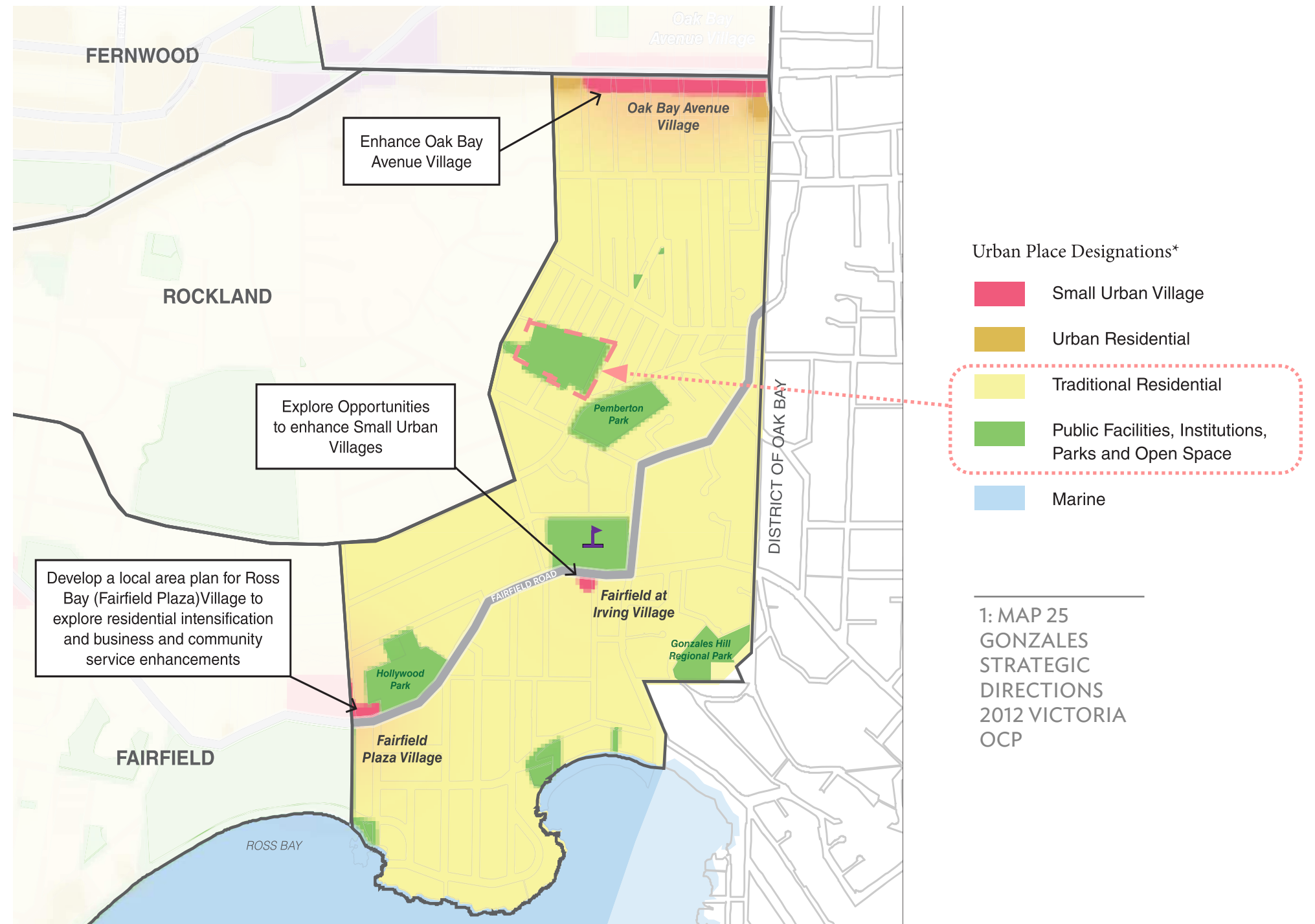
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2012 VICTORIA  
OCP  
(SEPT 7, 2023  
UPDATE)

## 10.2 Existing Zoning and Policies

### GONZALES NEIGHBOURHOOD COMMUNITY PLAN

Adopted over two decades ago in 2002, the Gonzales Neighbourhood Plan (GNP) continues to serve as a guiding framework for development and preservation within the Gonzales neighbourhood. With a focus on balancing growth with the unique character of the community, the GNP provides specific guidance for institutional land use, aiming to foster harmonious integration with the surrounding residential areas.

The GNP aims to balance development with the preservation of the neighbourhood's unique character. It emphasizes the integration of institutions like GNS into the community fabric while minimizing potential negative impacts such as green space loss, increased traffic, and parking congestion. The plan encourages the provision of facilities and programs that cater to the recreational and social needs of youth. The GNP outlines specific traffic management strategies to mitigate the impact of school-related traffic on local residents.



10.2 Existing Zoning and Policies

GNP KEY OBJECTIVES AND GUIDELINES

- **Institutional Integration:** The GNP seeks better integration of institutions within the neighbourhood by addressing traffic and parking impacts on residential properties. It emphasizes responsible and full membership in the Gonzales neighbourhood.
- **Preservation of Residential Character:** The GNP actively seeks maintaining the character of the neighbourhood.
- **Youth-Oriented Facilities and Programs:** Recognizing the importance of catering to the needs of younger residents, the GNP encourages the provision of facilities and programs that meet the recreational and social needs of youth within the community.
- **Reduced Vehicle Use and Traffic Management:** The GNP promotes reductions in vehicle use and outlines specific traffic management strategies, aiming to foster a safe and walkable environment for all residents.
- **Glenlyon Norfolk School Specific Guidelines:** The GNP includes specific guidelines for Glenlyon Norfolk School, emphasizing the need for responsible development that aligns with the neighbourhood’s values. These guidelines call for evaluating parking and traffic improvements around the school to reduce friction with neighbours, as well as adhering to guiding principles for institutional rezoning applications.
- **Maddison People Priority Greenway:** This is an initiative aimed at enhancing pedestrian and cycling infrastructure within the Gonzales neighbourhood. This greenway prioritizes non-vehicle transportation, creating safe and accessible pathways that connect key destinations. It also emphasizes the importance of green space, community gardening, and green infrastructure to promote environmental sustainability.

| R1-B                        | Per Zone            |
|-----------------------------|---------------------|
| Permitted Use               | Public Building     |
| Height Public Building      | 11m (2.5 storeys)   |
| Height Residential Building | 7.6m (2 storeys)    |
| Site Coverage               | 40%                 |
| Front Yard Setback          | 7.5m                |
| Side Yard Setback           | 1.5m (or 10% width) |
| Rear Yard Setback           | 7.5m (or 25% depth) |

| R1-G               | Per Zone                                     |
|--------------------|--|
| Permitted Use      | Single Family, Secondary Suite, Garden Suite |
| Height             | 7.6m (2 storeys)                             |
| FSR                | 1.1:1 as per OCP                             |
| Site Coverage      | 30%  |
| Open Site Space    | 50%  |
| Front Yard Setback | 7.5m   |
| Side Yard Setback  | 1.5m (or 15% width)                          |
| Rear Yard Setback  | 9.1m (or 30% depth)                          |

ABOVE:  
R1-B & R1-G  
SUMMARY

RIGHT:  
GNS ZONING  
MAP

- R1-B

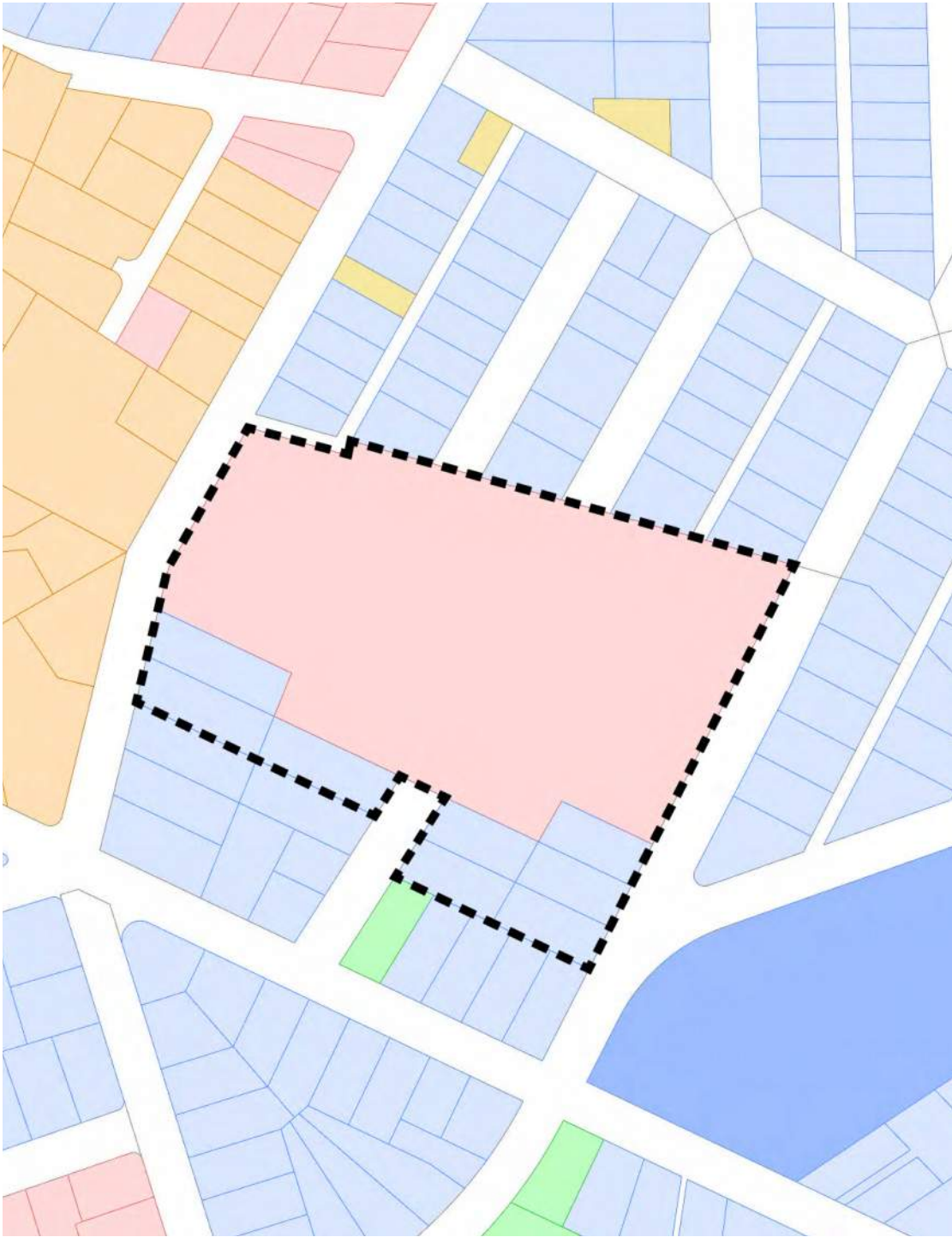
Single Family Dwelling District
- R1-G

Gonzales Single Family Dwelling District
- R1-A

Rockland Single Family Dwelling District
- R1-S

Single Family Dwelling (Small Lot) District
- R-2

One - and Two - Family Residential Zone



## 10.2 Existing Zoning and Policies

### GLENLYON-NORFOLK SCHOOL'S FRAMEWORK OF NEIGHBOURHOOD COMMITMENT

The GNP outlines a framework for Glenlyon-Norfolk School's commitment to the neighbourhood, which includes:



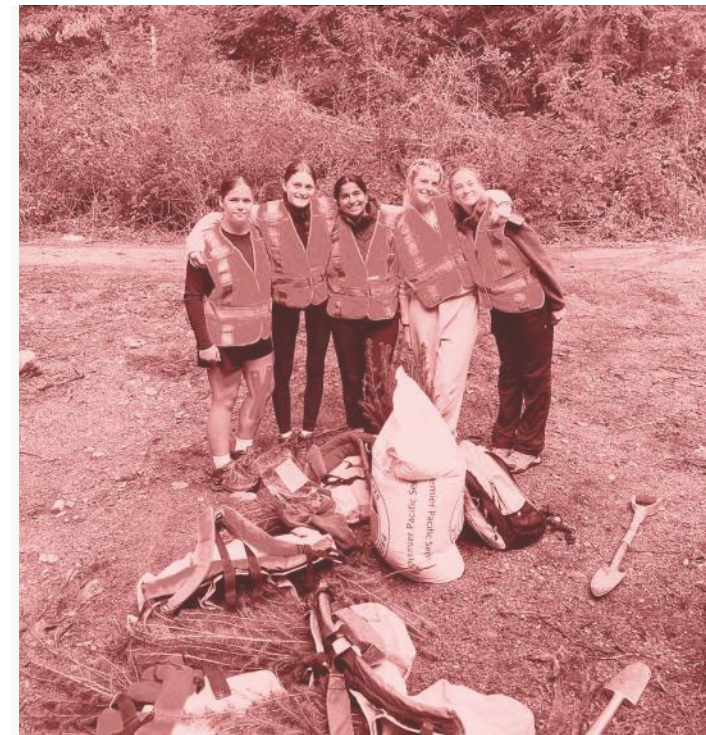
#### Community Membership and Responsibility

- GNS participates in community events, supports local initiatives, and collaborates with residents to address shared concerns.



#### Values of the Neighbourhood Vision

- Respecting and embracing the neighbourhood's core values, including enhancing the built and natural environment, maintaining residential scale, promoting social stability, traffic calming, and the safety and well-being of children.



#### Educational and Civic Engagement

- A commitment to producing citizens of the world, including citizenship in the immediate community, and engaging in open collaboration and consultation in the school's planning process. In 2023/24 GNS actively engaged with over 120 different community organizations.



#### Stewardship and Community Involvement

- A commitment to stewardship of the school's resources and a belief in the principle that "it takes a village to raise a child."

## 10.2 Existing Zoning and Policies

### COMPLIANCE WITH EXISTING DOCUMENTS

The proposed development is committed to enhancing the Gonzales neighbourhood through various community amenity contributions:

- **Integration with Existing Policies:** The proposed zoning and design guidelines seek to align with the objectives set out in the OCP and Gonzales Neighbourhood Plan. This includes design engagement, communication, green spaces, reducing traffic, long term planning and enhancing recreational facilities.
- **Traffic and Parking Management:** Through a robust consultation the renewal plan includes measures to improve traffic flow and parking, such as underground parking facilities, designated pick-up drop-off zones, and traffic calming measures.
- **Public Engagement:** GNS is committed to maintaining open communication with the community and stakeholders throughout the Rezoning application process, phased renewal, and construction period. Regular updates will be provided at key milestones, including during each Development Permit stage, and efforts will be made to minimize disruptions. As the renewal is built out in phases, GNS will continue to share information on construction activities, timelines, and key site changes to ensure transparency and awareness in the neighbourhood.



## 10.3 Application Approach and Proposed Structure

### OBJECTIVE

The proposed zoning structure for the Pemberton Woods Campus Renewal Plan is designed to align with the existing policies and objectives outlined in Section 10.2, addressing the need for better integration within the Gonzales neighbourhood while accommodating the long term updates and modernization of the GNS Middle and Senior School. Recognizing the current zoning designations and Urban Place Designations per the City's Official Community Plan (OCP), the following section details the creation of a new Comprehensive Development Zone (CD Zone) to support the project's goals.

The proposed CD Zone aims to consolidate the nine parcels into a single, cohesive zoning area that supports the diverse needs of the Pemberton Woods Campus while maintaining compatibility with the surrounding neighbourhood. This approach seeks to strike a balance between institutional and residential uses, aligning with the objectives of both the OCP and the GNP.

### USES

The proposed Comprehensive Development (CD) Zone would allow for a variety of uses, including:

- **Educational Facilities:** The primary use will be dedicated to educational purposes, encompassing modern classrooms, flexible learning spaces, laboratories, libraries, and administrative offices. These facilities will support a comprehensive educational program for middle and senior school students.
- **Community Spaces:** Areas designated for community use, including meeting rooms, event spaces, recreational facilities that foster interactions between the school, students, families, and the wider neighbourhood.
- **Recreational Areas:** Sports fields, playgrounds, and a double-sized gym to support the school's physical education curriculum, host sports events, and provide valuable recreational opportunities for the community.
- **Residential Units:** Approximately 16 new rental housing units, comprising of one, two, and three bedroom options, are proposed. Designed to harmonize with the neighbourhood's architectural style, these units will offer modern, sustainable living options for faculty, staff, and the broader community.
- **Daycare:** Would allow for the operation of a daycare facility, providing childcare services to the community.
- **Financial Services:** Would allow for financial administrative uses to provide services to the school.
- **High Tech:** Would allow for the establishment of high-tech studios and startups, promoting innovation and economic growth in the neighbourhood.
- **Home Occupation:** Would permit home-based businesses, located within the new established housing units, subject to regulations in Schedule D - Home Occupation, ensuring minimal disruption to the residential character of the neighbourhood.
- **Office:** Would allow for various office uses, including professional services, medical and dental offices, to support the needs of the community.
- **Personal Service:** Would allow for personal service establishments, such as hair salons or spas, providing convenient services to residents.
- **Restaurant:** Would permit the operation of restaurants or coffee shops offering diverse options and contributing to the neighbourhood's vibrancy.
- **Retail:** Would allow for retail establishments (primarily the school store), providing convenient access to goods and services for the school and residents.



## 10.3 Application Approach and Proposed Structure

### COMMUNITY AMENITY CONTRIBUTIONS

The proposed development is committed to enhancing the Gonzales neighbourhood through various community amenity contributions:

- Public East/West Access Pathways:** Formalized pathways will be established to connect the campus seamlessly to adjacent streets and parks, ensuring safe and convenient pedestrian and cyclist access. This pathway will contribute to a walkable and bikeable community, encouraging active transportation and reducing reliance on vehicles.
- Maddison Greenway Enhancement and Access Termination:** The proposal includes the termination of vehicular access to and from Maddison Street, aligning with the goals of the Maddison People Priority Greenway. Additionally, the development will contribute to the enhancement of the greenway, further prioritizing pedestrian and cyclist safety and promoting a greener, more livable neighbourhood.
- Off-site Frontage Improvements on Richmond, Maddison, Laurentian and Bank:** The proposed application aims to enhance the Gonzales neighborhood through various off-site updates. These improvements include sidewalk and curb installation or repair and enhancements at each edge, street tree planting, street lighting upgrades, traffic calming measures, and bus stop improvements where applicable. These community amenity contributions demonstrate a commitment to creating a more vibrant, accessible, and sustainable neighbourhood.



1: MAP OF GONZALES NEIGHBOURHOOD



## 10.3 Application Approach and Proposed Structure

### LOT AREA

The proposed development consolidates the nine individual lots into a single, unified parcel, allowing for the comprehensive implementation of the long-term campus plan and any necessary phasing components. This consolidation supports the long-term campus plan, allows coordinated phasing, and provides flexibility to accommodate educational, residential, and community-serving uses. It also ensures consistent application of zoning and open space requirements across the entire site.

### Floor Space Ratio (FSR)

- **Overall Density:** The CD Zone is proposed to permit a maximum Floor Space Ratio (FSR) of 0.65:1 across the site. This density supports the space requirements of a contemporary educational campus while remaining compatible with the surrounding neighbourhood and the OCP's direction for institutional lands. The rental townhouse component will be drawn from the new overall FSR limit. Given the site will be one single lot, these homes have been designed to deliver needed rental housing while maintaining appropriate transitions to adjacent residential properties and respecting the overall massing strategy for the site.

### Building Height

- **Maximum Building Heights:** Heights within the CD Zone will be regulated using maximum geodetic elevations, rather than storey counts or existing grade conditions. This approach aligns with the City's updated zoning framework and provides consistent, predictable height limits across the site, independent of topographic variation. Geodetic caps will ensure building massing remains respectful of the neighbourhood while meeting the functional needs of the campus.
- **Height Transitions:** Geodetic height limits will step down toward all site edges, keeping the tallest buildings centralized within the campus and ensuring a smooth transition to the lower-scale residential context surrounding the site.

### Setbacks

- **Minimum Setbacks:** A consistent 6m setback will apply along all property lines. This creates clear separation from neighbouring homes, improves privacy, and maintains a landscaped perimeter around the campus.
- **Green Buffer Zones:** Enhanced landscape buffers will be incorporated within the setback areas to retain mature trees where possible, introduce new planting, and strengthen the transition between the campus and neighbouring streets.

### Site Coverage

- **Maximum Site Coverage:** Building coverage will be limited to a maximum of 50% of the site. This maintains a balanced campus layout with generous open spaces, pedestrian routes, and landscaped areas.
- **Impervious Surface Reduction:** Where feasible, the school will incorporate green infrastructure, such as permeable paving, rain gardens, and enhanced landscape areas; to reduce stormwater runoff and improve environmental performance.

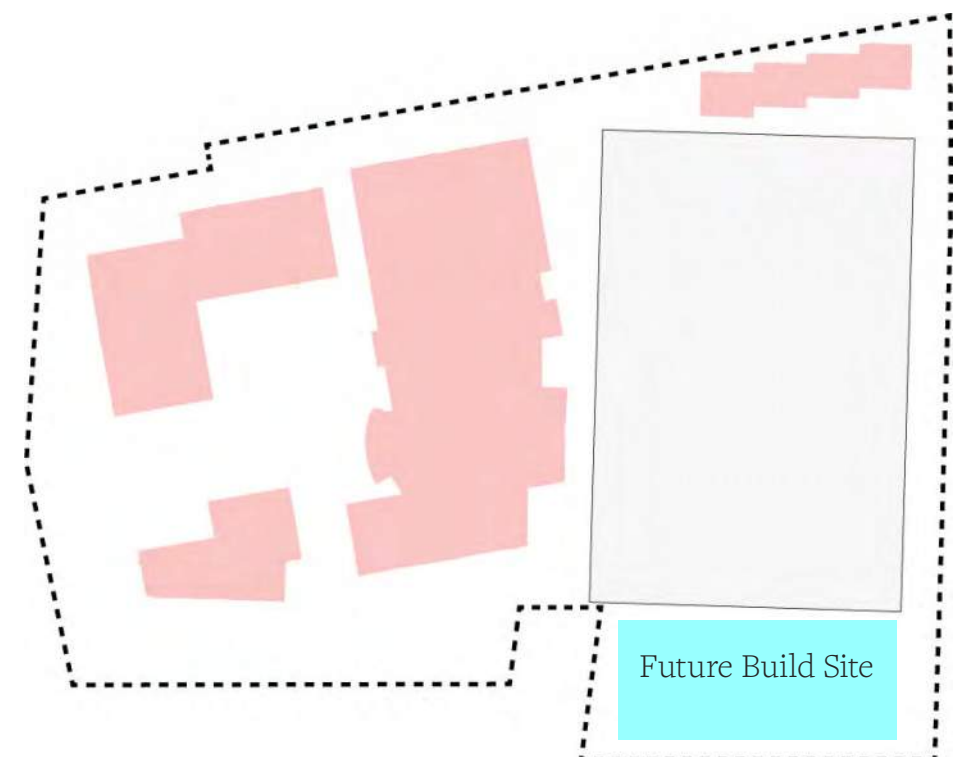
### Parking

- **Parking and Schedule C Compliance:** The school is requesting that the CD Zone reflect the clear outcome of neighbourhood engagement, where residents asked that the project meet Schedule C parking ratios without reductions. The renewal plan has therefore been designed to fully comply with current Schedule C requirements through a combination of underground parking and the southeast surface lot. No TDM measures, variances, or alternative parking standards are being proposed.
- Because the City is reviewing Schedule C, the CD Zone is also structured to allow future flexibility. If parking requirements are reduced over time, the southeast surface lot could be re-evaluated for redevelopment as a future building site or another

community-serving use. This approach respects community expectations today while ensuring the campus can adapt responsibly as municipal policy evolves.

### Open Site Space

- **Landscaped Areas:** A minimum of 50% of the site will remain as landscaped open space, including gardens, lawns, tree-lined walkways, and passive gathering areas. These spaces will provide recreational opportunities for students, staff, and the community.
- **Outdoor Learning and Play Areas:** Purpose-built outdoor areas will be integrated throughout the campus to support learning, recreation, and student wellness.
- **Community Gardens:** Dedicated garden plots will offer opportunities for community engagement, urban agriculture, and student-led programming.



## 10.4 Legal and Developmental Agreements

### INTRODUCTION

This section provides a detailed overview of the legal and developmental agreements necessary to facilitate this application, ensuring alignment with the current OCP, Gonzales Neighbourhood Plan, and other relevant guidelines.

### REZONING AND LOT CONSOLIDATION

The proposed development necessitates a rezoning application to accommodate the intended institutional use. Currently, the site includes properties zoned as R1-B Single Family Dwelling District and R1-G Gonzales Single Family Dwelling District. The application will seek to consolidate the nine parcels into a single lot and craft a new Comprehensive Development Zone (CD Zone) for the entire application lands. This approach is modeled after successful precedents such as the Fernwood CD Zone, catering specifically to the needs of the campus.

### ROAD DEDICATION ON RICHMOND

The road dedication on Richmond Avenue includes a 0.86m land dedication along the campus frontage to accommodate future transportation improvements. This dedication aligns with the City's long-term vision for enhanced pedestrian, cycling, and vehicular infrastructure along Richmond Avenue and has been integrated into the updated site plan to ensure compliance with City standards.

### PUBLIC ACCESS AGREEMENT

The public access through-site statutory right-of-way (SRW) includes a dedicated pedestrian connection from Richmond Avenue to Maddison Street along the southern edge of the campus and another from Bank Street to Maddison Street along the northern edge, enhancing campus accessibility and neighbourhood connectivity. Additionally, north-south public pedestrian movement is facilitated offsite through planned upgrades to Maddison Street as a designated greenway and improvements along Richmond Avenue, ensuring safe and continuous pedestrian access while maintaining campus security and operations.

1:  
EXISTING SE  
AERIAL VIEW



An aerial photograph of a school campus, including a large sports field, several school buildings, and surrounding residential areas. The entire image is covered with a semi-transparent red overlay.

**End of Document**  
Thank You