

Smalls Road Public School, Ryde

Crime Prevention through Environmental Design Report

We have designed our buildings to be safe using the following three concepts.

- Crimes against people and property are less likely to occur if other people are around
- It is also important that other people are able to see what is happening
- It is important to give people options and safe choices, particularly in their responses to what is happening

The design of the new school on the site of the former Ryde High School has considered the following;

- How to provide clearly identified, overlooked and well-used routes to gain access to the buildings and sports fields;
- How to ensure security monitoring using the NSW DoE guidelines are placed at strategic locations along key routes especially for after hour usage;
- How to improve surveillance through:
 - Informal surveillance along the circulation route to all classrooms along the visible central walkways circumnavigating the courtyard.
 - Views to the site entry from the front office.
 - Securing gates in remote parts of the site to allow for controlled access.
 - The clustering of after-hours activities within the same area,
 - Controlling and monitoring after-hours access to buildings and facilities.
- How to introduce other activities such as outdoor learning and play spaces, along important routes to augment activity and surveillance.

Also other items considered include;

- Location of car parking adjacent to occupied areas.
- Ensuring that after-hours staff car parking is well-lit and in close proximity to building access points;
- Ensuring that well-lit and sign posted pedestrian routes throughout car parks link the users to the main entrance of the buildings;
- Consideration of lighting design.

We have used six key principles to inform the approach to the different built environment.

1. Surveillance

The idea of passive surveillance is central to CPTED. We have designed our buildings to encourage movement between uses. This maximises student flow paths and visual surveillance in and around the buildings. For example;

- The main circulation path connecting the classrooms is open and visible;
- The central courtyard and covered assembly areas are visible from the circulation walkways;
- The classrooms and COLA spaces on each level overlook the outer landscape areas;
- The incorporation of large glass frontages and windows to the library and hall enables visual contact from inside to outside and vice versa.
- Large open spaces in between the classrooms enable surveillance to surrounding landscape.

- Many mature trees will be retained on site which allow views under canopies.
- Design of lighting reduces the effects of shadows and glare which might put people at risk.

2. Legibility

An urban environment is said to be legible if it is designed in ways that allow people in it to easily know where they are and know how to get where they are going. The access paths can be understood, are not confusing and students won't get lost.

- The buildings have been designed so that the important and appropriate routes can be seen and easily accessed.
- The access paths allow the students and users to be confident and assured and less stressed in the spaces.
- Inclusion of landmarks within the school environment will aid legibility.
- The building's interior courtyard fabric has been designed with appropriate variety which will create legible urban environment.
- Buildings will incorporate wayfinding including signage, maps, building names and room numbers.

3. Territoriality

Most people would prefer to avoid embarrassment or incident by being aware of other's territory and not trespassing by accident. A sense of clarity helps determine how spaces will be used and what represents appropriate behaviour within them.

- The school will be fully fenced which clearly defines the overall site and the division between the areas that can be accessed after hours and areas that are out of bounds after hours.
- Security is also supported by these legitimate boundaries. Due to the 'open' nature of the type of fence, surveillance is not lost.
- The height of the school fence assists in the security management of the school site.
- The School design will creatively use built and landscape features like planting, changes of material and texture, shelter, changes of level, artwork, signage, low walls, seating and the like to define desired movement areas and delineate borders.
- The approach and entry to the buildings is simplified to reduce ambiguity and confusion.

4. Ownership of the Outcomes

Passive surveillance is the most powerful CPTED strategy when people are able to see what is happening, goes on to respond in ways that will enhance their safety and the safety of others. The sense of 'ownership' is crucial to the success of CPTED and the sustainability of the school. Therefore the architectural design needs to be inspirational so that the school community lives to embrace these passive surveillance qualities. The school design facilitates the school spirit and can encourage people to feel safe to be out and about in their environment.

- A level of shared responsibility is encouraged through a feeling of combined ownership of the built environment.
- The buildings are designed to promote a sense of pride in the community.
- The design recognises the needs and aspirations of many groups within the community, government agencies and key stakeholders.
- Understanding that the school must not alienate local community so as not to withdraw their engagement or support.

5. Management

The maintenance and management of the physical asset is important. Spaces that are broken down, dirty, vandalised, full of rubbish and generally looking unloved reduces the sense of pride and ownership by the community. Places that are well looked after send out messages to would be offenders that the community cares. Not only does maintenance strategies for the environment need to be considered at the early design stages but integrated systems of both routine and emergency maintenance must be instituted early and continue to operate during the life of the school.

- The building designs will be detailed to minimise damage and the need for undue maintenance, without undermining the aesthetic and functional qualities that make it attractive.
- Systems of both regular and reactive maintenance and repair must be implemented to maintain the quality of the places.
- The design aims to use sturdy/ durable materials without resorting to harsh, industrial strength, prison-like materials that might undermine the attractiveness of the place.
- Implement a system to encourage the quick reporting of safety risks.
- Implement a system for prompt cleaning, repair or replacement of infrastructure that is damaged.
- Use graffiti resistant finishes to limit vandalism.

6. Vulnerability

Isolated places make people and property more vulnerable. Hidden places provide opportunities for unforeseen crime.

- The built environment is designed to reduce or limit risk from assault by providing active and overlooked places and identified routes to important places.
- Access from the school car park 'drop off' zone to the school entrance gate is visible and in close proximity to the school entry gates.
- The school design aims to eliminate hidden corners, blind spots or bends that create places of concealment which prevent surveillance and limit choices.
- The designs of the buildings do not create strong shadowing to adjacent properties or interfere with the appropriate amenity of the neighbours.
- Closed tunnels and bridges which limit surveillance are excluded.
- School gates are to be locked after hours.
- Natural light infiltration and open circulation where views out of the buildings can be appreciated is seen as essential design components to reduce the feeling of vulnerability.

End of Report