



West Elevation
1:200

FACADE TYPES LEGEND

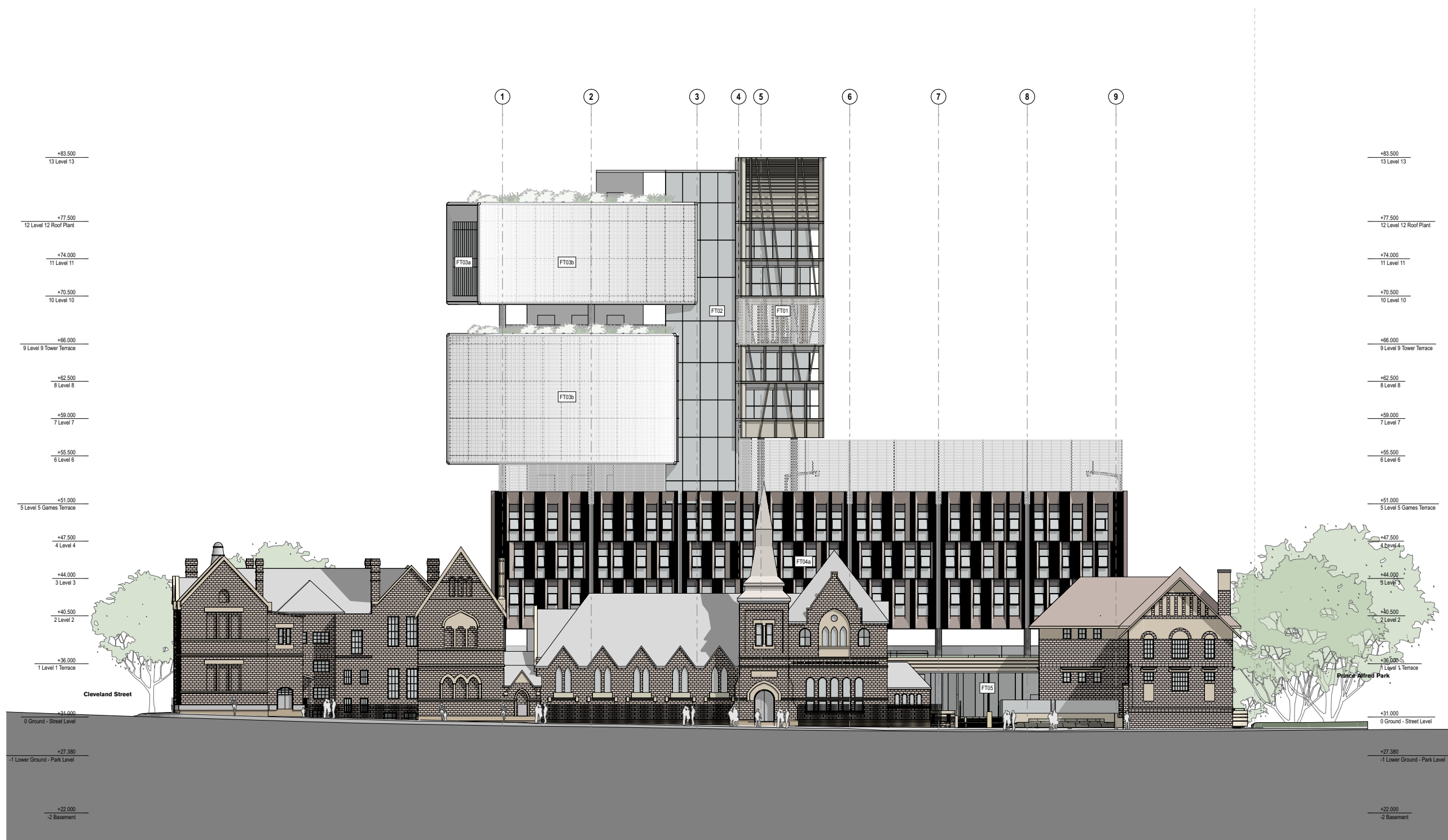
- FT01** Full Height Tensile Webnet facade with angled external steel framed feature aluminium structure.
- FT02** All glass façade.
- FT03a** Aluminium framed floor-by-floor system with internal glazed sliding system.
- FT03b** Perforated aluminium shading screen in front of aluminium framed system with internal glazed sliding system. Incorporates 600mm wide maintenance access gangway.
- FT04a** Face bricks on stainless steel shelf angles with inset aluminium framed windows and aluminium sheet trim to reveals
- FT04b** Face bricks on stainless steel shelf angles and horizontal aluminium blades.
- FT05** Glass façade comprising vision and spandrel strips with external battens. Incorporates sections of solid wall and laminated glass balustrade to 450mm above parapet.



South Elevation
1:200

FACADE TYPES LEGEND

- FT01** Full Height Tensile Webnet facade with angled external steel framed feature aluminium structure.
- FT02** All glass facade.
- FT03a** Aluminium framed floor-by-floor system with internal glazed sliding system.
- FT03b** Perforated aluminium shading screen in front of aluminium framed system with internal glazed sliding system. Incorporates 600mm wide maintenance access gangway.
- FT04a** Face bricks on stainless steel shelf angles with inset aluminium framed windows and aluminium sheet trim to reveals
- FT04b** Face bricks on stainless steel shelf angles and horizontal aluminium blades.
- FT05** Glass facade comprising vision and spandrel strips with external battens. Incorporates sections of solid wall and laminated glass balustrade in 1600mm where appropriate.



East Elevation - Context
1:200

12.0 Sustainability

Northrop

Sustainability Objectives

To provide a sustainable environment for learning.

The project will be targeting in the development of the designs, the following sustainability measures to demonstrate commitment to economic, social and environmental sustainability, alongside student wellbeing and comfort;

- Achievement of a 5 Star Green Star Design & As Built v1.1 Rating (self-assessed);
- Investigation into the possible achievement of a WELL Silver Rating (self-assessed); and
- Investigation into the possible implementation of smart metering and monitoring systems to create a space that will educate occupants about the building performance and how this is effected by occupant behavior.

Rooftop vegetable garden will promote an understanding of food production and agriculture.

Digital Displays will provide monitoring and behavioural information about the building and its occupants.

Mechanically assisted Natural ventilation will promote cross ventilation and minimise the use of air conditioning systems for all rooms

Accessible Stairs will promote active transport between floors and minimise unnecessary lift use.

External sunshade screens improve thermal comfort and glare control

Motion Sensor Lighting throughout circulation and play spaces will minimise unnecessary lighting load.

Permeable paving to reduce stormwater run off and overland flow

Secured Cycle Parking facilitates renewable transport modes and reduces demands on the wider transportation infrastructure.



Rainwater storage can be integrated into landscaping to provide an education opportunity around water re-use.

Light shelves, optimised shading and large glazed areas will help promote daylight entry into teaching spaces

Outdoor recreation spaces will reduce ventilation and lighting energy use associated with internal spaces.

Landscaping will be xeriscape native vegetation to minimise irrigation and maintenance requirements

Water efficient fixtures throughout will reduce water consumption throughout the building.

Geothermal heating and cooling linking to the Prince Alfred Park Co-gen will be investigated.

Adaptive reuse of existing heritage buildings will reduce demand for new energy expenditure.



13.0 Services

Northrop and Wood and Grieve

General

An initial services review has been undertaken and preliminary design strategies developed for all services. It is intended that compliance will be achieved with the requirements of the Department of Education. A summary of the major services items is provided as follows

Reticulation

In the new building reticulation will generally be located within the core zones adjacent to the main lift lobby. A clear services strategy with minimal transfers is necessary to meet project budget and programme limitations.

Plant Areas

Three main areas have been allocated for plant: within the Lower Ground levels of Building 1 and 2 and within the new podium adjacent to the loading area and within the upper 2 levels of the Verandah.

Electrical

Substation Spatial Requirements: A maximum demand calculation has indicated that the expected load would be in the order of 2,400A. Accordingly two off chamber substations are required for the development. It is proposed that two single transformer chamber substations are located adjacent to the Loading/Maintenance

area accessed from Cleveland Street. The Switch Room will be located below in the basement area.

Mechanical

Mixed Mode Intent: It has been noted that to meet the Department of Education's noise criteria of 35dB within teaching spaces, openable façade components to achieve natural ventilation within teaching spaces will not be feasible for the majority of the Campus.

In lieu of openable façade components in order to deliver the mixed mode intent the proposed strategy is to utilise ducted fan coil units to fully air condition all spaces located on each level.

To meet the mixed mode intent, it is proposed that the outside air connections to these units can be sized so that during periods when the outside air temperature is favourable, the fan coil units can become a 100% outside air system and use to cool outside air to offset the cooling load within the space. When the temperature outside becomes too hot or humid the system will revert back to normal mode with full air conditioning and minimum outside air to meet the ventilation requirements of the space.

Future flexibility: The above system provides each floor with the flexibility to adjust internal wall layouts while not requiring major changes to the main plant. FCU's can be relocated as needed

to meet the new layout and if additional intake louvres are required the can be installed without affecting the external appearance of the façade due to the external screening.

In other areas where assisted ventilation is required, whirly birds, exhaust fans, ceiling fans and roof mounted turbo ventilators will be utilised.

Storage spaces will have permanent air ventilation openings (without compromising security), to prevent concentration of odours.

Fire Services

To enable flexibility, it is anticipated that all buildings will be sprinklered. A fire engineered approach will be developed to enable the fire egress stairs to be used as main access stairs.

In order to deal with a potential population of large assemblies the egress from the Gymnasium will be critical. Compliance stair widths have been indicated on the proposed scheme.

14.0 Accommodation Schedule Summary

FJMT/New Learning Environments

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Accommodation Schedule

project	Inner Sydney High School				code	ICHS	
					revision	02	
					date	09/06/2017	
					doc number	9000	
note							
Area		Net briefed room area measured to the inside face of walls.					
B1		Building 1					
B2		Building 2					
B3		Building 3					

note

Area Net briefed room area measured to the inside face of walls.

B1 Building 1

B2 Building 2

B3 Building 3



Accommodation Schedule

project	Inner Sydney High School				code	ICHS	
						revision	02
						date	09/06/2017
						doc number	9001
note							
Area		Net briefed room area measured to the inside face of walls.					
B1		Building 1					
B2		Building 2					
B3		Building 3					

Learning Faculties	Floor (Story)	Room Name	Quantity	Area
	Level 5 Games Terrace	GAMES COURT	1	914.4
	Level 5 Games Terrace	GAMES	1	254.8
	Level 9 Tower Terrace	LC-SENIOR - GAMES	1	164.3
	Level 9 Tower Terrace	GAMES TERRACE	1	154.0
	Level 12 Roof Plant	SPEC. STEAM - GAMES	1	172.6
				2,415.9 m²
General Learning Unit				
	Ground - Street Level	LEARNING STUDIO/PRESENTATION SPACE	1	65.5
	Ground - Street Level	PRACTICAL ACTIVITES AREA - GL	1	62.4
	Ground - Street Level	INFORMAL LEARNING - GL	1	51.6
	Ground - Street Level	OPEN LEARNING SPACES - GL	1	78.1
	Ground - Street Level	STORE - GL	1	5.3
	Ground - Street Level	SEMINAR - GL	2	63.9
	Ground - Street Level	LEARNING STUDIO/PRESENTATION	2	121.9
	Level 1 Terrace	STORE - GL	1	6.0
	Level 1 Terrace	LEARNING STUDIO/PRESENTATION SPACE	1	65.8
	Level 1 Terrace	SEMINAR - GL	1	42.3
	Level 1 Terrace	RESOURCE NODE GL	1	14.1
	Level 1 Terrace	INT - GL	1	12.8
	Level 1 Terrace	OPEN LEARNING SPACES - GL	1	80.0
	Level 1 Terrace	PRACTICAL ACTIVITES AREA - GL	1	62.3
	Level 1 Terrace	LEARNING STUDIO/PRESENTATION	2	121.7
				853.7 m²
Library - Student and Community Hub				
	Ground - Street Level	LIFT LOBBY	1	14.2
	Ground - Street Level		1	3.0
	Ground - Street Level	SENIOR STUDY	1	66.3
	Ground - Street Level	COUNSELOR WAITING	1	18.6
	Ground - Street Level	IT HELPDESK	1	29.2
	Ground - Street Level	SHARED MEETING / CHILL OUT SPACE	1	34.8
	Ground - Street Level	STUDENT SERVICES / CAREERS	1	36.3
	Ground - Street Level	LIBRARY ADMIN	1	14.0
	Ground - Street Level	INT	1	11.2
	Ground - Street Level	COUNSELLING OFFICE	1	14.4
	Ground - Street Level	LIBRARY INFORMAL LEARNING	1	336.7
	Ground - Street Level	RESOURCE NODE - PA	1	18.3
	Ground - Street Level	SEMINAR	2	24.3
	Ground - Street Level	INT. RM- LIBRARY	3	27.5
	Level 2	RESOURCE NODE D&T	1	12.4
	Level 3	RESOURCE NODE- VISUAL ARTS	1	19.9



Accommodation Schedule

project	Inner Sydney High School				code	ICHS	
					revision	02	
					date	09/06/2017	
					doc number	9002	
note							
Area	Net briefed room area measured to the inside face of walls.						
B1	Building 1						
B2	Building 2						
B3	Building 3						

Learning Faculties	Floor (Story)	Room Name	Quantity	Area
	Level 6	RESOURCE NODE - GENERAL STEAM	1	33.4
	Level 7	RESOURCE NODE - GENERAL STEAM	1	33.4
	Level 8	RESOURCE NODE - SENIOR LEARNING	1	33.1
	Level 10	RESOURCE NODE- SPEC. STEAM	1	34.8
	Level 11	RESOURCE NODE- SPEC. STEAM	1	34.8
				850.6 m²
Materials Learning Unit - Type 2 Design & Technology				
	Level 2	PRACTICAL ACTIVITIES AREA - SOFT MATERIALS, 3D PRINTERS	1	60.8
	Level 2	PRACTICAL ACTIVITIES AREA - CAD	1	60.8
	Level 2	STORE ROOM (MATERIALS)	1	50.5
	Level 2	OPEN LEARNING SPACES D&T	1	75.3
	Level 2	SEMINAR ROOM- D&T	1	24.5
	Level 2	LPG STORE	1	1.0
	Level 2	STORE ROOM (PROJECTS)	1	38.0
	Level 2	HARD MATERIALS WORKSHOP	1	144.1
	Level 2	STORE ROOM D&T	1	45.6
	Level 2	OPEN LEARNING SPACES - PRODUCTION & PROCESS D+T	1	61.7
	Level 2	INFORMAL LEARNING	1	18.6
	Level 2	INT- D&T	2	24.0
	Level 2	LEARNING STUDIO/PRESENTATION SPACE D&T	2	121.0
	Level 2	STORE	2	28.0
				753.9 m²
Materials Learning Unit - Type 4 Food Tech				
	Level 4	COMBINATION DOMESTIC/SEMI-COMMERCIAL KITCHEN	1	116.4
	Level 4	LAUNDRY / STORE	1	45.5
	Level 4	DINING	1	49.1
	Level 4	COMBINATION FULL COMMERCIAL KITCHEN	1	111.4
	Level 4	PANTRY - SEMI-COMMERCIAL	1	23.4
	Level 4	SEMINAR	1	22.6
	Level 4	SEMINAR	1	24.9
	Level 4	KITCHEN PREPARATION 2	1	30.2
	Level 4	INT	2	26.1
	Level 4	LEARNING STUDIO/PRESENTATION SPACE - VISUAL ARTS	2	121.0
	Level 4	STORE FT	2	19.3
	Level 4	OPEN LEARNING SPACES - WITH ACCESS TO SINKS	4	252.6
				842.5 m²
Movement Complex				
	Basement	FIRST AID	1	15.1
	Basement	GYMNASIUM TYPE 1	1	624.0
	Basement	MOVEMENT STUDIO	1	154.9



Accommodation Schedule

project	Inner Sydney High School				code	ICHS	
					revision	02	
					date	09/06/2017	
					doc number	9003	
note							
Area		Net briefed room area measured to the inside face of walls.					
B1		Building 1					
B2		Building 2					
B3		Building 3					

Learning Faculties	Floor (Story)	Room Name	Quantity	Area
	Basement	OPERABLE STAGE	1	48.2
	Basement	GYM EXTENSION	1	83.6
	Basement	CONTROL ROOM	1	15.9
	Basement	CHAIR STORE	1	54.6
	Basement	LARGE EQUIPMENT STORE ROOM	1	23.4
	Basement	MOVEMENT STUDIO STORE	1	32.7
	Basement	CHANGE ROOM & SHOWERS	2	105.4
	Basement	STORE	2	20.4
	Basement	ACC. CHANGE ROOM & SHOWERS	2	14.8
	Level 5 Games Terrace	OUTDOOR EQUIPMENT STORE	1	21.5
				1,214.5 m²
Outdoor Covered Workshop				
	Level 2	OUTDOOR WORKSHOP-TYPE 1	1	86.8
	Level 2	WELDING/HOT METALS (OUTDOOR WKSHP)	1	12.0
				98.8 m²
Outdoor Learning				
	Lower Ground - Park Level	OUTDOOR LEARNING - FITNESS	1	46.5
	Ground - Street Level	OUTDOOR LEARNING AREA - LIBRARY	1	41.3
	Level 2	OUTDOOR LEARNING - D&T	1	128.3
	Level 3	OUTDOOR LEARNING - VISUAL ARTS	1	86.7
	Level 4	OUTDOOR LEARNING	1	88.4
	Level 7	OUTDOOR LEARNING - GENERAL STEAM	1	34.2
	Level 8	OUTDOOR LEARNING - GL	1	43.5
	Level 11	OUTDOOR LEARNING - SPEC STEAM	1	39.3
				508.2 m²
Performance Learning Unit				
	Lower Ground - Park Level	SHARED HEALTH/PE & PERFORMING ARTS WKSHP	1	88.1
	Lower Ground - Park Level	MUSIC PRACTICE	1	49.5
	Lower Ground - Park Level	BAND ROOM	1	92.3
	Lower Ground - Park Level	PA - STORE	2	53.2
	Ground - Street Level	OPEN LEARNING - PA	1	62.8
	Ground - Street Level	INFORMAL LEARNING	1	3.9
	Ground - Street Level	PRACTICAL ACTIVITIES AREA - PA	1	51.7
	Level 1 Terrace	MUSIC PRACTICE	1	29.5
	Level 1 Terrace	MUSIC PRAC	1	18.3
	Level 1 Terrace	LEARNING STUDIO/PRES STUDIO - PA	1	66.0
	Level 1 Terrace	SEMINAR ROOM - PA	1	30.8
	Level 3	SHARED TV/PHOTOGRAPHY ROOM	1	34.1
				580.2 m²
Science Learning Unit				



Accommodation Schedule

project	Inner Sydney High School				code	ICHS	
					revision	02	
					date	09/06/2017	
					doc number	9004	
note							
Area		Net briefed room area measured to the inside face of walls.					
B1		Building 1					
B2		Building 2					
B3		Building 3					

note

Area Net briefed room area measured to the inside face of walls.

- B1 Building 1
- B2 Building 2
- B3 Building 3



Accommodation Schedule

project	Inner Sydney High School				code	ICHS	
					revision	02	
					date	09/06/2017	
					doc number	9005	
							note Area Net briefed room area measured to the inside face of walls. B1 Building 1 B2 Building 2 B3 Building 3
Learning Faculties	Floor (Story)	Room Name	Quantity	Area			
Staff							
	Basement	STAFF STUDY	1	16.8			
	Lower Ground - Park Level	ACC. WC	1	6.0			
	Lower Ground - Park Level	STAFF AMENITIES	1	70.2			
	Ground - Street Level	STAFF STUDY TYPE 2	1	73.1			
	Ground - Street Level	ACC. WC	1	6.0			
	Ground - Street Level	STAFF LOUNGE - TYPE 1	1	157.8			
	Ground - Street Level	PREP/PRINT	1	15.3			
	Ground - Street Level	STAFF STUDY - PA	1	14.1			
	Level 1 Terrace	INTERVIEW ROOM	1	10.8			
	Level 1 Terrace	STAFF STUDY NODE- GL	1	23.0			
	Level 1 Terrace	ACC. WC	1	6.0			
	Level 1 Terrace	STAFF STUDY- TYPE 2	1	73.0			
	Level 1 Terrace	INTERVIEW/MTG RM	1	15.5			
	Level 2	STAFF STUDY D&T	1	13.5			
	Level 2	ACC. WC	1	6.0			
	Level 3	STAFF STUDY- VA	1	22.1			
	Level 3	ACC. WC	1	6.0			
	Level 4	STAFF STUDY- FOOD TECH	1	22.1			
	Level 4	ACC. WC	1	6.0			
	Level 5 Games Terrace	ACC. WC	1	6.0			
	Level 6	STAFF STUDY - GENERAL STEAM	1	10.2			
	Level 6	ACC. WC	1	6.0			
	Level 7	STAFF STUDY - GENERAL STEAM	1	10.2			
	Level 7	ACC. WC	1	6.0			
	Level 8	ACC. WC	1	6.0			
	Level 8	STAFF STUDY - SENIOR	1	10.2			
	Level 9 Tower Terrace	ACC. WC	1	6.0			
	Level 10	STAFF STUDY - SPEC STEAM	1	15.6			
	Level 10	ACC. WC	1	6.0			
	Level 11	ACC. WC	1	6.0			
	Level 11	STAFF STUDY - SPEC STEAM	1	15.6			
				667.1 m²			
Storage							
	Lower Ground - Park Level	BULK STORE ROOM	1	24.4			
	Lower Ground - Park Level	GARDEN STORE	1	14.1			
	Lower Ground - Park Level	ARCHIVE STORE RM -TYPE 1	1	31.9			
				70.4 m²			
Student Services							
	Lower Ground - Park Level	AMB. WC	1	3.0			



Accommodation Schedule

project	Inner Sydney High School				code	ICHS	
					revision	02	
					date	09/06/2017	
					doc number	9007	
							note
					Area	Net briefed room area measured to the inside face of walls.	
					B1	Building 1	
					B2	Building 2	
					B3	Building 3	

Learning Faculties	Floor (Story)	Room Name	Quantity	Area
	Level 10	CS	1	1.7
	Level 11	CS	1	1.7
	Level 11	AMB. WC	1	3.0
	Level 11	WC	1	2.5
	Level 12 Roof Plant	WC	1	2.5
	Level 12 Roof Plant	CS	1	1.7
	Level 12 Roof Plant	Amenities	1	13.6
	Level 12 Roof Plant	AMB. WC	1	3.0
				197.2 m²
Visual Arts Learning Unit				
	Level 3	SENIOR STUDIO	1	115.3
	Level 3	STORE ROOM (POTTERY)	1	7.6
	Level 3	VA STORE	1	24.0
	Level 3	SEMINAR	1	36.0
	Level 3	INTERVIEW RM VA	1	13.6
	Level 3	OPEN LEARNING / PRACTICAL ACTIVITIES	1	62.4
	Level 3	DIGITAL MEDIA ART - TYPE 12	1	60.9
	Level 3	VA SHARED WORKSHOP	1	122.6
	Level 3	STORE ROOM - VISUAL ARTS	1	40.0
	Level 3	OPEN LEARNING	1	52.6
	Level 3	LEARNING STUDIO/PRESENTATION SPACE - VISUAL ARTS	2	121.0
	Level 3	INFORMAL LEARNING	2	50.3
	Level 3	STORE	4	55.1
				761.4 m²
				13,036.0 m²

note

Area Net briefed room area measured to the inside face of walls.

- B1 Building 1
- B2 Building 2
- B3 Building 3

15.0 CPTED

Prepared by FJMT in consultation with NSW Police ▪ Surry Hills Command

Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.

Draft Better Schools Design Guide
Government Architect NSW

Introduction

This preliminary Crime Prevention Through Environmental Design (CPTED) Report has been undertaken to inform both the design and the layout of the proposed Inner Sydney High School (ISHS) project.

Project Description

The new Inner Sydney High School, at 244 Cleveland Street is on the existing Cleveland Street Intensive English High School site at the corner of Cleveland and Chalmers Streets, Surry Hills in the City of Sydney, LGA.

The Inner Sydney High School (ISHS) is proposed to accommodate up to 1200 students to take enrolment pressure off surrounding high schools exceeding student capacity, and accommodate future population growth within City of Sydney Local Government Area (LGA). The high school will contain high quality general and collaborative learning spaces and associated facilities.

Specifically, this proposal seeks development consent for the following works at the site:

- Internal reconfiguration and refurbishment of the existing heritage listed buildings on the site to create:
 - General and specialist learning areas;
 - Amenities; and
 - Staff workplaces for teachers and administrative staff.
- Construction of a 14 storey plus roof level, multi-purpose school building, containing:
 - Collaborative general and specialist learning hubs with a combination of enclosed and open spaces;
 - Library and Resource Hubs;
 - Staff workplaces;
 - Student canteen;
 - Indoor Movement Complex and other indoor recreation and performance spaces;
 - Outdoor learning and recreational areas.
- Associated site landscaping and public domain improvements; and
- Augmentation and construction of ancillary infrastructure and utilities as required.

Objectives

The objectives of the CPTED are to create a safe, crime free environment that:

- Increases detection and apprehension of offenders,
- Maximises efforts required to commit crime,
- Minimises environments and conditions which may instigate unacceptable behaviour, and
- Reduce the actual and perceived benefits of crime.

The "Safer by Design" guidelines have been adopted following the following design principles;

- Surveillance
- Access control
- Territorial reinforcement
- Space management

Legislative Requirements and Guidelines

The report has been compiled in accordance with the NSW Department of Urban Affairs and Planning Crime Prevention Through Environmental Design (CPTED) guideline and in consultation with the NSW Police - Surry Hills Command. The guidelines assess the appropriateness of proposed developments to provide a safe, crime free environment. During the Design Development of the project a "School Security Assessment" will be undertaken by the Surry Hills Command.

The Draft Better Schools Design Guide has also been used as a reference document.

Crime Risk

As discussed with the Surry Hills Command, the main crime risks currently evident within Prince Alfred Park include:

- graffiti
- theft
- harassment

Principles

Surveillance

Natural and technical surveillance are important and focus on ensuring that people can see what other people are doing. Typically public areas need to be over viewed by others with clear sight lines from private to public areas, effective lighting of public places and landscaping which does not provide areas for people to hide or entrap victims.

Electronic surveillance is used both as a further deterrent, particularly effective where cameras are visible, for broader surveillance where natural surveillance cannot be achieved, as well as an evidence tool used by police.

The following provides an assessment of the proposed facility against the surveillance principles;

- Clear sightlines have been provided between public entrance and the student entrance. For example, the location and partition treatment of the Public Reception located at the Main School Entrance allows for passive surveillance from the Reception counter. The main entrance is a new generous public plaza with good sightlines from Chalmers Street.
- Internal and external pathways and circulation areas are wide and open. Constrained corridors are minimised.
- Dead end corridors are minimised
- Building re entrants at fire stairs are minimised and if required will be well lit and if possible are visible from adjacent glazed areas.
- All gates are transparent to allow for visual access. (ie: palisade)
- External lighting is consistent along pathways with increased lighting at facility entries.
- Egress paths are open and integrated into the overall design.
- All stairs are used for both egress and general circulation with all stair doors on "hold open" only closed during emergency modes.
- CCTV cameras provide additional active surveillance to deter unacceptable behaviour.

Access Control

School facilities need to be clear in their definition of where people can and cannot go and to define boundaries.

The use of physical barriers (e.g. fencing, walls and locked doors) and symbolic barriers (e.g. landscaping and changes in level) are important in access control. This is equally important for primary and ancillary areas (e.g. carpark, garbage collection area, storage areas etc.)

The following provides an assessment of the proposed facility against the access control principle;

- Both fencing provisions and building envelope restrict access.
- Climability of facades is limited. Note - this aspect will be further developed during detailed design.
- Landscaping design responds to pedestrian movement paths and guides people to entries and public spaces. Landscaping enhances pathway boundaries and shields visual connections to limited access areas. Landscape design also discourages access to the building perimetre at parkside.
- Carpark access is by prior arrangement only. A security system will be provided to control access.
- Lift orientation is restricted to within the building extents and as such only operational during opening hours. A separate lift is provided for after hours public access which will be controlled through a swipe card system.
- External and internal way finding signage will assist in access legibility and pathways.

Territorial reinforcement

Areas that are well-maintained and well-used generate a feeling of "ownership" and thus reduce opportunities for criminal activity. Public areas need to clearly define their intended use and encourage community activity.

The following provides an assessment of the proposed facility against the territorial reinforcement principle;

- The school name will be prominently displayed at the main entrance..
- Consistent maintenance, graffiti and damage monitoring and management will be provided and will be outlined in the Operational Management Plan which will be developed once the management of the school is determined.

Space management

Areas need to be attractive and well-maintained with regular removal of waste, garden maintenance, removal of graffiti, repair of vandalism and the continued refurbishment of existing fabric. This applies to both public and communal "school" areas.

The following provides an assessment of the proposed facility against the space management principle;

- Management methodologies have an emphasis on damage, graffiti and maintenance to ensure the facility presents a clean, cared-for environment. Detailed requirements will be outlined in the Operational Management Plan which will be developed once the management of the school is determined.
- Selection of materials, furniture, fitments and fittings will have a emphasis on reducing vandalism.
- Gathering spaces will be integrated into the design.
- Lighting will be integrated into the Landscaped Terraces.