



## Design Principles

### Educational Planning Principles

The creation of Educational Space Planning Principles (the Principles) is the first step in translating an educational vision into spatial concepts. The Principles are important because:

- They encourage learning communities to explore, understand and reassess their teaching and learning philosophies in relation to space and environment.
- They encourage learning communities to consider the ways in which the physical environment and the presence of the facility impacts upon students, teachers and the wider community.
- They create a dialogue and a common language between the learning community and the design team.
- They help to guide and justify choices in relation to design.
- They ensure that the design process remains focused on the main objective, which is to enhance the learning experience for students and improve student outcomes.

### Standard Guiding Principles

There are five principles for Educational Facilities in NSW schools which are considered as part of the planning process for all major capital works:

- Principle 1** Focus on the needs of learners and learning
- Principle 2** Build community and identity and create a culture of welcome, inclusion and belonging
- Principle 3** Be aesthetically pleasing
- Principle 4** Provide contemporary, sustainable learning environments
- Promote learning for students and teachers through collaborative, social interaction and active investigation
  - Encourage learner self-management and self-direction
  - Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning
  - Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces
  - Be integrated into and maximise the use of the natural environment
  - Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves
  - Are age and stage appropriate
- Principle 5** Embed the potential for re-configurability for multi-purpose use and future changing needs

As part of the planning phase of the project, the over-arching educational planning principles described above were used to develop the school specific Educational Planning Principles for the project by the Project Reference Group.



# Design Principles

## Aboriginal Identity

The learning environment will honour the Gadigal people as the traditional owners of the land on which the school stands and will proudly reflect Gadigal Country and culture.



**DEPARTMENT OF EDUCATION PRINCIPLE 2**  
Build community and identity and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community

## Community

The learning environment will support a diverse learning community by removing barriers to inclusion, bringing people together and nurturing lifelong learning opportunities.

The learning environment will shape the Alexandria Park Community School as a centre of excellence in inclusion, innovation and advocacy, instilling a sense of pride and inspiration to succeed.

The learning environment will resonate with young people, improve agency and showcase student achievement.

The learning environment will support and encourage authentic learning partnerships.

The learning environment will support a professional community of collaborative practice, acknowledging teachers, staff and learning partners as facilitators, learners and mentors ensuring they feel a sense of belonging within the school.



**DEPARTMENT OF EDUCATION PRINCIPLE 1**  
Focus on the needs of learners and learning  
**DEPARTMENT OF EDUCATION PRINCIPLE 2**  
Build community and identity and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community  
**DEPARTMENT OF EDUCATION PRINCIPLE 3**  
Be aesthetically pleasing  
**DEPARTMENT OF EDUCATION PRINCIPLE 4**  
Provide contemporary, sustainable learning environments

## K - 12 School

The learning environment will offer smaller intimate learning communities within a larger school context that offers access to shared facilities.

The learning environment will support a stage related approach to learning from infancy to adulthood via learning neighbourhoods, gentle transition and rites of passage.

The learning environment will offer a 'whole school' library approach where a central service-centred library facility supports a network of distributed resource nodes.



**DEPARTMENT OF EDUCATION PRINCIPLE 1**  
Focus on the needs of learners and learning  
**DEPARTMENT OF EDUCATION PRINCIPLE 4**  
Provide contemporary, sustainable learning environments  
**DEPARTMENT OF EDUCATION PRINCIPLE 5**  
Embed potential for reconfigurability, multi-purpose use over time



# Design Principles

## Comprehensive Learning Opportunities

The learning environment will support a personalised learning approach.

The learning environment will be responsive to future focused methodologies to shape critical and creative thinkers and collaborators.

The learning environment will support a comprehensive curriculum and a range of co-curricular activity.

The learning environment will support the specific spatial needs of all subject disciplines, acknowledging that enrolment patterns and disciplinary trends are ever changing and increasingly interdisciplinary.

The learning environment will provide mobile integrated technologies that support a range of blended delivery models, human collaboration and creativity.



### DEPARTMENT OF EDUCATION PRINCIPLE 1

Focus on the needs of learners and learning

### DEPARTMENT OF EDUCATION PRINCIPLE 4

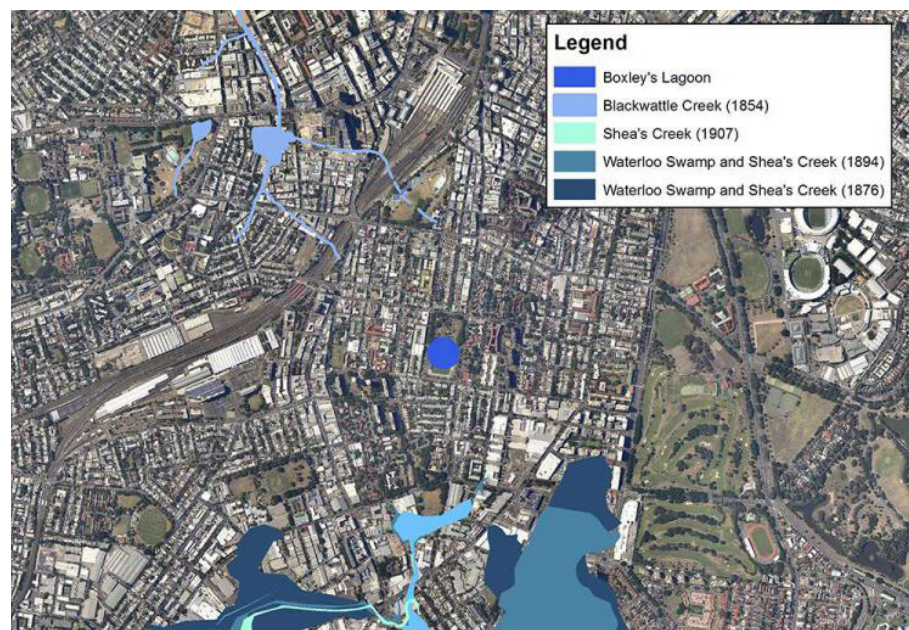
Provide contemporary, sustainable learning environments

### DEPARTMENT OF EDUCATION PRINCIPLE 5

Embed potential for reconfigurability, multi-purpose use over time

## Connecting with Nature

The learning environment will connect users with nature and shape culturally and environmentally aware and responsible citizens.



### DEPARTMENT OF EDUCATION PRINCIPLE 1

Focus on the needs of learners and learning

### DEPARTMENT OF EDUCATION PRINCIPLE 3

Be aesthetically pleasing

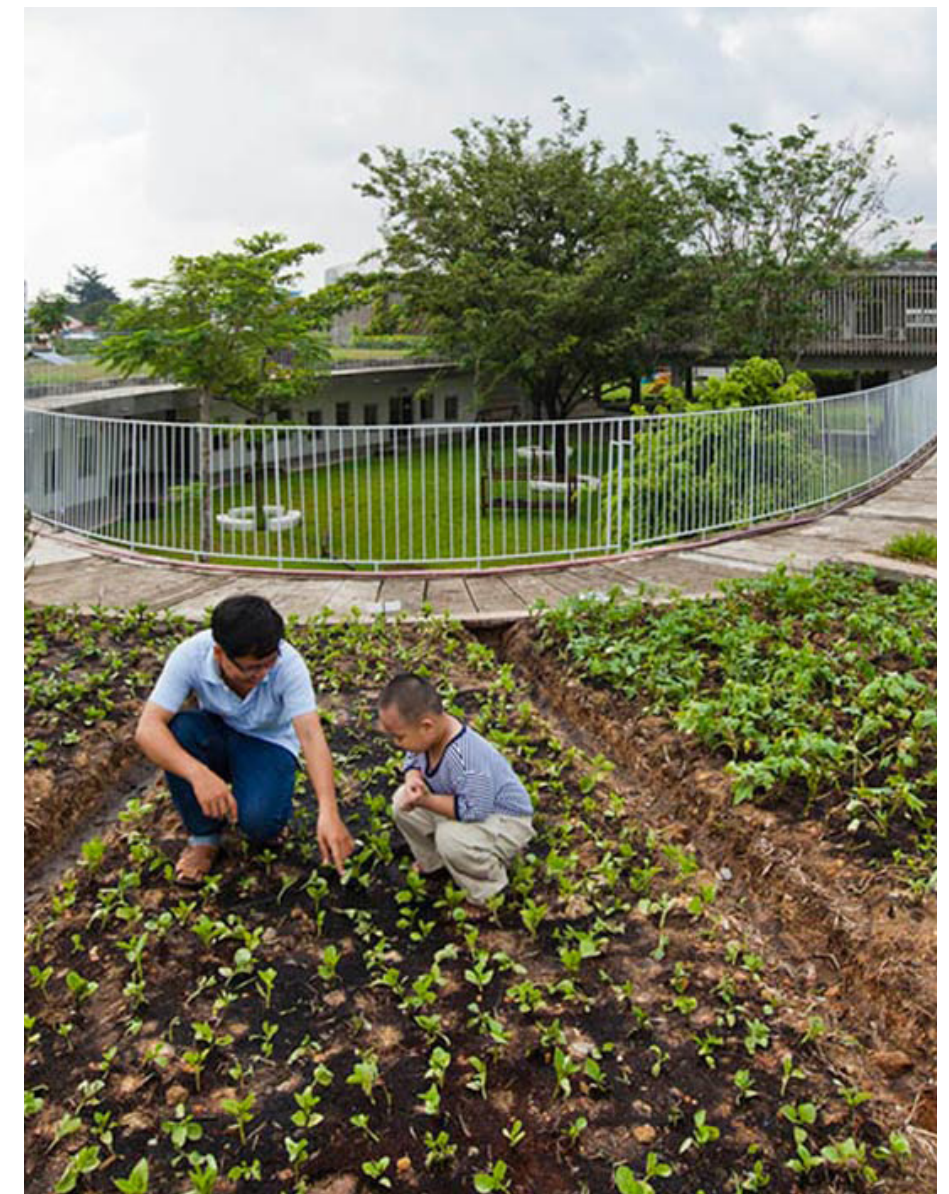
### DEPARTMENT OF EDUCATION PRINCIPLE 4

Provide contemporary, sustainable learning environments

## Health, Wellbeing and Amenity

The learning environment will provide opportunities for intrapersonal reflection and retreat.

The learning environment will support user comfort & well-being.



### DEPARTMENT OF EDUCATION PRINCIPLE 1

Focus on the needs of learners and learning





## 5 Community Consultation

The project team has consulted widely throughout the concept and schematic design phases to hear and appreciate the different drivers for the design of the proposed new school. This consultation has involved regular Project Reference Group (PRG) meetings, presentations to key stakeholders and targeted workshops with specific user and community groups. More general information booths at regular community events in the local area have been undertaken consistently throughout this period.

The PRG has a broad membership and is kept informed on the development of the design and actively engages with the design team on matters of design and project direction. The PRG includes respected members of the local Aboriginal community who have consistently provided advice on what has been presented.

Working collaboratively with the key members of the community from inception to concept development has resulted in unanimous agreement on the preferred design. This has also fostered a shared sense of ownership in the development of the scheme. This series of meetings has led to critical design ideas including:

- The community gathering place;
- Places for outdoor education that will enable the telling of indigenous stories from the local community and better connection to aboriginal education methods;
- The ability to weave landscape themes that directly connected to the local area.

At a more detailed level, user group consultation commenced during Term 4 2016 immediately as groups were identified and available. These included:

- Primary Executive and Staff
- Secondary Executive and Staff
- School Administrative and Support Staff (SASS)
- Community Centre
- Aboriginal Organisations
- Sports Organisations
- Community Organisations
- Parent Groups

School staff were invited during Term 4 2016 and Term 1 2017 to provide feedback on pedagogy/space ideas via a Learning Environments Analysis Tool (LEAT) in the form of an online survey. Workshops were then conducted with:

- SRC representatives from Years 7-12
- Primary School Staff
- Secondary School Staff

The nature of these workshops was to introduce the educational planning process and to explore emerging evidence in learning space design, recent precedents and consultation findings to date.

Staff, students and parents were asked to complete a PARK exercise during Term 4 2016. This exercise is designed for participants to identify those elements of the school that they wish to Preserve, Add, Remove and Keep Out (PARK).

In April 2017, Focus Group sessions were conducted with school staff, students, parents and community members. At these sessions, participants' views were sought on existing and desired elements of the school, both physical and pedagogical based on their area of expertise. A further PARK exercise activity was completed by 2017 Kindergarten students and their parents during Term 2 2017.

These consultation sessions have had a direct and tangible effect on the design direction for built form, landscape design and educational model for the new school.

AUG  
2016

### 1 FIRST STEPS

#### - BENCHMARKING DOCUMENT

A report presented to PRG which summarises examples of national and international school projects, showcasing best practice in contemporary school design and future focused pedagogy

OCT  
TO  
NOV  
2016

### 2 CONSULTATION

- SCHOOL MEMBERS
- CLOSED SESSION COMMUNITY GROUPS
- PRG

Ongoing regular meetings with School, Student Representatives, Parent Representatives and the Design Team

NOV  
TO  
DEC  
2016

### 3 EDUCATION PLANNING PRINCIPLES

- EDUCATION PLANNING CONSULTANTS
  - > Distribute surveys
  - > Invite comment on current school and desire for future school
- PREPARATION OF PRINCIPLES
  - > Through outcomes of school community consultation
  - > PRG discussion
  - > Surveys and PARK exercise
  - > Education Model
- PREPARATION OF DRAFT EDUCATIONAL SPECIFICATION

JAN  
TO  
MAR  
2017

### 4 CONCEPT OPTIONS

- DEVELOPMENT OF CONCEPTS
- PRESENTATIONS
  - > PRG consultation played a critical role in informing preferred concept
  - > Connectivity to Park
  - > Providing maximum open space
  - > Community Soace
  - > Shared Community

APR  
2017

### 5 NEXT STEPS

- ONGOING CONSULTATION WITH:
  - > Staff
  - > Students
  - > Parents
- DEVELOPMENT OF EDUCATIONAL SPECIFICATION
  - > Disciplinary Focus Groups
  - > Space Planning, Learning Settings and Furniture Workshops
- DEVELOPMENT OF SCHEMATIC PLANS
- PREPARE FOR DA APPLICATION

### 6 COMMUNITY INFORMATION

- INFORMATION BOOTHS
- PRESENTATION TO SCHOOL, STAFF AND STUDENTS
- PRESENTATION TO PARENTS

CONSULTATION WITH:
STUDENTS
PARENTS
STAFF
ABORIGINAL COMMUNITY
SPORT ORGANISATIONS
COMMUNITY ORGANISATIONS

SURVEYS  
WORKSHOPS

**P**reserve  
**A**dd  
**R**emove  
**K**eep Out

Undertaken with  
New Learning  
Environments  
[NLE]



AECG  
Aboriginal Elders  
AIME

Inner City Basketball Club  
Community Volunteer

THE FOLLOWING ORGANISATIONS HAVE  
BEEN INVITED FOR CONSULTATION:

**CONSULTED WITH:**  
Connect Redfern  
Carriageworks - Artist in Residence Program  
Play2Learn - Save The Children  
Wunanbiri Preschool  
Alexandria Early Childhood Health  
Camperdown Child Youth & Family Health  
Aspect Building Blocks  
NASCA  
South Sydney Community  
Parent Groups  
Staff  
Students  
Alexandria Residents Action Group

WORKSHOPS WITH:
EDUCATIONAL SPACE PLANNERS
ARCHITECTS

With NLE - informing the design process