

### DoE GENERAL EDUCATIONAL PRINCIPLES

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

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Principle 1:  
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Principle 3:  
Be aesthetically pleasing

Principle 4:  
Provide **contemporary sustainable learning environments**

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### PROJECT EDUCATIONAL PLANNING PRINCIPLES

**Principle 1:**

**Inclusiveness** – provide an inclusive learning environment which respects the needs of all students.

**Principle 2:**

**Safety** – ensure the students, staff and school community feel safe, secure and protected.

**Principle 3:**

**Learning** – provide flexible, multi-use facilities to support future focused learning.

**Principle 4:**

**Activity** – encourage participation in active learning and recreational time with flexible and engaging indoor and outdoor spaces.

**Principle 5:**

**Flexibility** – provide flexible education options including opportunities for connected and collaborative teaching and learning arrangements.

**Principle 6:**

**Sustainability** – promote sustainability through the built and natural environment, minimising ongoing maintenance obligations and cost.

**Principle 7:**

**Community & Identity** – create a culture of welcome inclusion and belonging whilst celebrating the history of the school.

### SUGGESTIONS FOR BRIEF DEVELOPMENT IN SUBSEQUENT DESIGN PHASES

Maintaining the school's core values, ethos and culture.

Providing a school which is open, inclusive and welcoming.

Accessible buildings for all.

Enhanced spaces for students with disabilities to **facilitate ease of movement**, comfort and the necessary amenities.

Spaces **supporting** main classrooms to create places that can cater for

- **different ways of learning**
- **stages of development**
- structured **learning support**.

Layout enhances safety and security with improved **school entry** and visibility through the site.

**Fences** and gateways designed to provide security but also consider landscape, characteristics and materials - consider **street scape and the neighbourhood**.

Buildings and spaces arranged to facilitate surveillance and supervision.

**Points of access** into the school to be considered carefully - informed by pedestrian catchment from around the neighbourhood and traffic approaches.

Access around the school to **cater for different age groups**

- quite 'protected' pathways
- main access through larger open spaces.

Improves safety in relation to the interface between pedestrians and vehicles particularly during pick-up and drop-off activities.

New homebases will provide flexible options for size and **layout of teaching styles**.

Technology integrated in the new work that support the teaching methodology of the school.

Creating flexible facilities with the means to **update resources** and **technology as needs change** and develop.

Creating **flexible learning spaces** that support a broad range of teaching practices and strategies to **cater for different student learning activities and learning styles**.

Spaces to support **collaborative planning and learning**.

Creating a **stimulating** teaching and learning environment.

Retaining and enhancing existing **green spaces** with native trees.

Layout provides areas for **passive and active open space** and provides distinct play areas for different activities.

**Open space** – improving the overall layout of the site to maximise the amount and quality of open space;

- promote where possible green spaces with native trees and garden
- maintain the existing large playing field for active play
- create an improved connection to Paine Reserve.

Retaining outdoor space to cater for **age appropriate play**, performances and exploration and to cater for different needs such as

- large open areas for **running** and sport activities
- quiet, defined and **intimate spaces** for **creative play**
- tactile surfaces
- **engaging with nature** and the elements to foster **sensory play**
- integrating equipment and resources to encourage imaginative, creative and constructive games.

Site planning allowing for or multi-purpose use and future adaptability

New homebases will provide **flexible options** for size and layout to support teaching styles.

Creating a **contemporary** environment that supports collaborative learning and **team work in groups**.

Building structures that promote the connection of people to outside spaces and **support outdoor learning**.

Classroom clusters and ancillary spaces connected with larger shared spaces to provide a planning structure that supports collaborative learning, different learning activities and **combined class activities**.

Building structures that allow for multi-purpose use and future adaptability

Creating an aesthetically pleasing environment

Utilising **passive design principles** for the comfort of building users.

Winter warming and summer cooling through sun, shade, light and ventilation has positive physical and emotional effects.

Creating buildings that have minimum energy and water consumption.

Incorporating passive environmental design elements that reduce the need for mechanical heating and cooling, including **building orientation, sunshading, natural ventilation and thermal mass**.

Employ energy and water reduction strategies such as LED lighting as well as maximise access to natural light

Utilising **low maintenance materials** externally and internally.

**Exterior play spaces**, grounds and gardens to be designed in a **sustainable** way:

- minimise ongoing maintenance
- withstand climatic conditions
- to cope with impact of wear and tear

A **welcoming environment** for students, parents, teachers and community of all different backgrounds promotes a happy and safe school.

Incorporating **community access to the school** - library, hall, multi-use spaces, and external connection with Paine Reserve.

Aware of and **respect the past** and integrate in future school development.

Neighbours form part of the wider community so consider heights, privacy, and acoustics environment.

School entry – a distinctive **'front of house'** to be integrated.

School grounds to function as a **community facility** and offer space for

- OOSH (Out of School Hours care)
- community use (car boot sales)
- play area
- use of spaces for out of hours (such as community classes)



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Education