

BETTER PLACED

# DESIGN GUIDE



# FOR SCHOOLS

GOVERNMENT  
ARCHITECT  
NEW SOUTH WALES



## Design objectives for NSW

Seven objectives define the key considerations in the design of the built environment.



Better fit  
contextual, local  
and of its place



Better performance  
sustainable, adaptable  
and durable



Better for community  
inclusive, connected  
and diverse



Better for people  
safe, comfortable  
and liveable



Better working  
functional, efficient  
and fit for purpose



Better value  
creating and  
adding value



Better look and feel  
engaging, inviting  
and attractive



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S  
W**

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Government Architect NSW acknowledges the Traditional Custodians of the land and pays respect to Elders past, present and future. We honour Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to place and their rich contribution to our society. To that end, all our work seeks to uphold the idea that if we care for Country, it will care for us.

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NSW Government

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PART

# INTRODUCTION



# ONE



**This document has been prepared by the office of the Government Architect NSW, who provide leadership for the New South Wales Government in architecture, landscape architecture and urban design.**

## **Status of this Document**

This document is a design guide for new school development and upgrades in NSW and accompanies the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 (Education SEPP).

The Education SEPP requires that a consent authority take into consideration the design quality of a proposed school development when evaluated in accordance with seven design quality principles before determining a development application (DA).

The Education SEPP also requires that a qualified designer must verify that the development be applied to the design quality principles before a

complying development certificate (CDC) can be issued for certain school developments.

The design quality principles are outlined in Schedule 4 of the Education SEPP. This document – hereby referred to as the Design Guide – provides practical guidance on how school projects can be designed to best address the design quality principles in the Education SEPP.

The Design Guide is intended to assist school developers in planning projects, and consent authorities and qualified designers in assessing school DAs and preparing school proposals for CDCs.



## 1.1 Introduction

**Schools are a vital part of any healthy and thriving community. They provide an important civic place for meeting and exchange and often operate as social as well as educational hubs, not just for parents and students, but for the wider community through the sharing of sports grounds and other facilities.**

**High quality, well designed schools create a sense of pride, identity and ownership for the communities they serve. They also help deliver better educational results.**

There is growing appreciation of the significant role that good design can play in education, with increasing evidence that student learning outcomes are closely related to the quality of the environment in which they learn.

Factors such as air quality, ventilation, natural lighting, thermal comfort and acoustic performance have been shown to have a profound impact on teacher wellbeing and student attentiveness, attendance and overall performance.

There is also an increasing awareness of the need for schools to prepare students for the rapidly changing global economy they will inhabit. Skills such as creativity, communication, collaboration and critical thinking are now becoming as valued as the more traditional literacies.

It is essential that our school facilities enable the learning and teaching outcomes required of a modern world. It is also vital that they are designed and constructed to reflect the values and aspirations of the local communities for which they perform such an important civic role.

St Columba's Primary School, Sydney  
Catholic Schools, Neeson Murcutt  
Architects. Image: Brett Boardman



## 1.2 About this Design Guide

### Aims of the Design Guide:

- to promote and champion good design processes and outcomes for schools across NSW
- to deliver schools that respond positively to their physical, social and environmental context
- to support the delivery of excellent learning environments.

### This Design Guide and Better Placed:

**Better Placed** is an integrated design policy for the built environment of New South Wales, developed by the Government Architect. It establishes the value of good design and identifies key concepts, good process, and objectives for good design outcomes.

**Better Placed** is part of a suite of documents intended to support better design and to enhance the quality of our built environment. The Design Guide for Schools is a part of this broader suite and is intended to be used as a best practice guide to support the delivery of good design for schools across NSW.

Barker College – Imaginarium.  
NBRS Architecture.  
Alexander Mayes photography.



## 1.3 Who is the Design Guide for?

**The Design Guide has been prepared to support and advise:**

- communities in which school building is taking place
- urban designers, architects, landscape architects, school development agencies, project managers and other professionals involved in designing and planning school facilities
- councils and other consent authorities assessing new school designs and school building upgrades
- design Review Panels reviewing school developments
- architects preparing a Design Verification Statement for a complying development certificate.

## 1.4 How to use the Design Guide

**The Design Guide** is intended to act as a best practice manual, not an assessment tool, to support the delivery of good school design.

Part One introduces the important role design plays in creating high quality education environments for schools.

Part Two provides a detailed explanation of how to achieve good design for schools

- **2.1** lists the **Design Quality Principles** from the Education SEPP, it should be referred to by all groups in the design and development of any school project
- **2.2** provides **Design Considerations** and detailed guidance intended to be used as a checklist by design teams, clients, school communities, consent authorities and Design Review Panels
- **2.3** provides **key steps for effective design process** and is of greatest relevance to school facility development agencies, client teams and project managers
- **2.4** recommends **key activities for good design outcomes**

Part Three provides supporting documents

- **3.1** provides a template for the Design Verification Statement to be completed by the architect and submitted as part of a complying development certificate.
- **3.2** provides an overview of **Better Placed**.



PART

# BETTER DESIGN



TWO

# FOR SCHOOLS

St Columba's Primary School, Sydney  
Catholic Schools. Neeson Murcutt  
Architects. Image: Brett Boardman

## 2.1 Education SEPP Design Quality Principles

The following section lists the Education SEPP Design Quality Principles to be used when designing new schools and school building upgrades. These principles are a set of values that enable a common understanding between school developers, design teams, school staff, students and the community when designing new school buildings or upgrades.

### 1

#### Context, built form and landscape

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage

The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate

Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites

School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.

### 2

#### Sustainable, efficient and durable

Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling

Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.

### 3

#### Accessible and inclusive

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities

(Note: Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space)

Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

### 4

#### Health and safety

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.

“Our students compete on a global stage and they need new skills to prepare them for further study and jobs – many of which have not yet been created. They need skills we call the 4Cs: creativity, communication, collaboration and critical thinking.”

— NSW Department of Education,  
21st Century skills for Australian Students

## 5

### Amenity

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood

Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants

Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.

## 6

### Whole of life, flexible and adaptive

School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning

Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.

## 7

### Aesthetics

School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements

Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood

The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.

## 2.2 Design considerations

**The following section provides guidance on how to meet the Education SEPP Design Quality Principles. The guidance is presented in the form of a series of Design Considerations, intended to be used in the following manner:**

- Design teams should use this section as a check list during the design process to help ensure proposals will meet the objectives of the Education SEPP Design Quality Principles, and deliver good design
- School developers can use this section to assist in the development of project briefs and aspirations, scopes of work, programs and to assess the work of design teams during the design process
- Communities can use this section to inform themselves of what to expect of a well designed school
- Consent Authorities should use the Considerations to assist in the assessment of proposals against the Education SEPP Design Quality Principles
- Design Review Panels should refer to the Considerations as part of a holistic and integrated project design review process.

Inaburra Learning Centre.  
NBRS Architecture.  
Alexander Mayes Photography







# 1

## Context, built form and landscape

### New school development should:

Respect and respond to its physical context, neighbourhood character, streetscape quality and heritage

Consider interpretation of Aboriginal cultural heritage within the design of buildings and open spaces in consultation with local Aboriginal community

Respond to its natural environment including scenic value, local landscape setting and orientation

Retain existing built form and vegetation where significant

Include tree planting and other planting that enhances opportunities for play and learning

Ensure landscaping improves the amenity within school grounds and for uses adjacent to the school

Be informed by a current Conservation Management Plan (CMP) and consider local heritage items both on the school site and in the local neighbourhood

Take advantage of its context by optimising access to nearby transport, public facilities and local centres

Consider height and scale of school development in relationship to neighbouring properties.

# 2

## Sustainable, efficient and durable

### New school development should:

Be responsive to local climate including sun, wind and aspect

Select materials and approaches to detailing that are robust and durable

Integrate landscape, planting and Water Sensitive Urban Design (WSUD) principles to enhance amenity and building performance

Include deep soil zones for ground water recharge and planting

Minimise reliance on mechanical systems

Include initiatives to reduce waste, embodied energy and emissions, through passive design principles and the use of advanced energy production systems where possible

Maximise opportunities for safe walking, cycling and public transport access to and from the school.

# 3

## Accessible and inclusive

### New school development should:

Establish security requirements early to ensure any required secure lines can be designed and integrated with built form

Balance security with accessibility and inclusiveness by minimising the use of fencing particularly along street frontages

Engage students, educators and the community in development of the vision and design brief for the school

Allow for passive and dynamic play of different age groups

Provide school frontages and entrances that are visible, engaging and welcoming

Encourage access for members of the community to shared facilities after hours

Ensure clear and logical wayfinding across the school site and between buildings for all users including after hours community users

Ensure accessibility for all users of the site

High rise schools should consider the impact of circulation times on timetables and pedagogical models, particularly when accessing core learning spaces. This may have design implications for spatial planning, lift and circulation requirements.

# 4

## Health and safety

### New school development should:

Locate buildings and design facades that optimise fresh air intake and access to daylight

Prioritise pedestrians and avoid conflicts between vehicles and people

Provide covered areas for protection from sun and rain

Support safe walking and cycling to and from school through connections to local bike and foot paths and the provision of bike parking and end of journey facilities

Support passive surveillance, including through the location of toilets and areas for communal use outside of school hours

Incorporate Crime Prevention Through Environmental Design (CPTED) principles

Clearly define access arrangements for after school hours

Consider location and number of toilet facilities to allow safe use by different age groups and genders.

# 5

## Amenity

### New school development should:

Be integrated into, and maximise the use of the natural environment for learning and play

Ensure access to sunlight, natural ventilation and visual outlook wherever possible

Facilitate flexible learning by providing access to technology

Seek opportunities for buildings and outdoor spaces to be learning tools in themselves

Provide a diversity of indoor and outdoor spaces to facilitate informal and formal uses

Provide buffer planting in setbacks where appropriate to reduce the impact of new development

High rise schools should consider and seek to minimise the negative impacts of overshadowing and wind on surrounding built form and open space, and on school grounds.

Ensure outdoor play ground space is sufficient to accommodate the student population including future growth.

Locate buildings away from noisy roads and other noise sources to ensure acoustic levels within teaching and learning spaces are acceptable

Where teaching and learning spaces must be located alongside noise sources, arrange built form to ensure dual aspect that will allow for natural ventilation away from the noise source. In extreme cases, mechanical systems and other technologies may be necessary to ensure acoustic levels can be maintained along with cross flow ventilation and natural light.

# 6

## Whole of life, flexible and adaptive

### New school development should:

Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches and the integration of new technologies

Be based on a masterplan of the school site that includes the testing of options for future potential growth

Take a whole-of-lifecycle approach when considering cost and consider wider public benefits over time

Provide capacity for multiple uses, flexibility and change of use over time

Respond to the findings of a site appraisal including in-ground conditions, contamination, flora and fauna, flooding, drainage and erosion, noise and traffic generation

Understand the potential impacts of future local projected growth

Design learning spaces to cater for a range of learning styles and group sizes

Consider providing areas for collaboration, group learning, presentations, specialised focus labs, project space and wet areas, display areas, student breakout, teacher meetings, and reflective / quiet spaces.

# 7

## Aesthetics

### New school development should:

Reflect a commitment to and investment in design excellence

Create engaging and attractive environments

Achieve a purposeful composition of materials and elements through a rigorous design process

Provide an engaging environment for pedestrians visually and materially along public street frontages

Seek opportunities to enhance public facing areas with landscaping and ensure landscape and building design are integrated

Integrate service elements with the building design

Balance internal spatial requirements with an external mass and scale that responds to its environment

Avoid long stretches of security fencing to public facing areas through arrangement of building edges, landscaping, gates and other openings

Look for opportunities to include public art.

## 2.3

# Key steps for effective design process

The following section outlines key steps and activities that will support the delivery of good design outcomes and provide mechanisms to evaluate quality during and after the design and construction process.

This section is primarily intended for the use of school development agencies, client teams and project managers to guide an integrated design approach across all stages of a project from initiation to post occupancy evaluation.

It may also be used by design teams, project stakeholders and communities as a reference for best practice process in the design of schools.

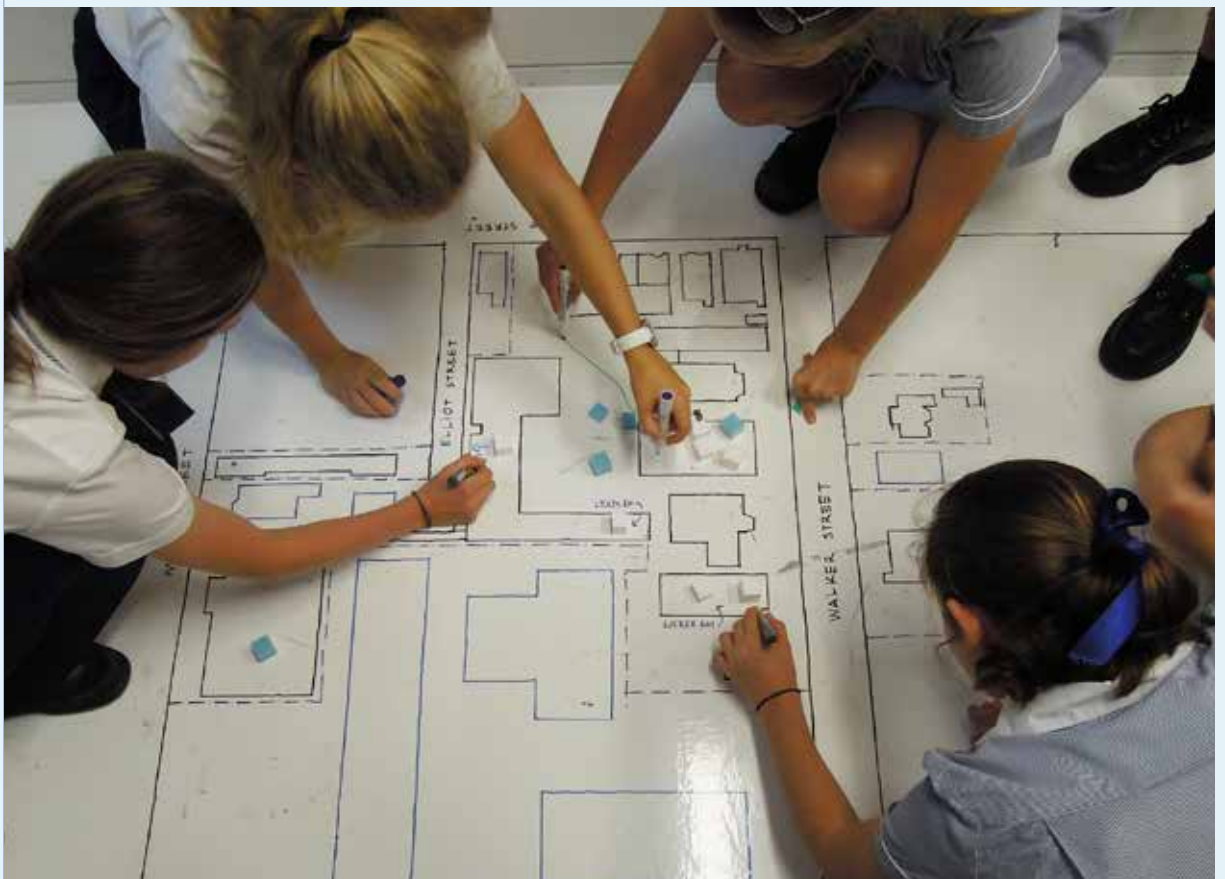
1. **Community integration** is essential in establishing the design vision and key project criteria including budget and program
2. Foster agreement from the school and community on the preferred **pedagogical** approach. Learn from other school models
3. Prepare a strong **brief** with a clear set of values and design objectives
4. Set up a **procurement** process to appoint the best designers, not just the familiar. Identify opportunities for emerging practices that can bring energy and new ideas
5. Allow time for design, site planning and **master planning** in collaboration with the school and community. Clarify staging based on future needs and available budget
6. Appoint a **Design Champion** and establish a project control group to monitor the project throughout design stages
7. Engage an expert **Design Review** panel to provide regular review, feedback and guidance to design teams in developing their school designs
8. Support an iterative process to better understand opportunities and constraints emerging from the design. Whilst the aspirational **brief** is fixed for the duration of the project, the functional brief may evolve over the course of design development
9. Respond to and reflect the diversity of the school community and respond to demographic change
10. In the early stages of the process coordinate school design with timetable planning to ensure the physical environment can support the **pedagogical** approach, curriculum and class structure proposed
11. Design to reduce long-term maintenance costs and environmental impacts
12. Protect the budget for implementing proposed landscape works and an ongoing maintenance program
13. Research current and imminent technologies with the school to help determine their requirements. Ensure that development of learning spaces throughout the school will support this

14. Work with stakeholder groups in the design of interiors and research selection of FF&E to ensure the school's **pedagogical** vision is enabled
15. Ensure the design architect is retained until project completion to liaise with the builder and ensure construction is in accordance with the approved design
16. Keep the school community regularly updated with project progress – this can take the form of meet the architects evenings, displaying project progress physically within the school or online, including broadcasted time-lapse images of the construction site. Look for opportunities to use the construction as a **pedagogical** tool
17. Work with students and staff to develop protocols for using new learning spaces. Include it in a school user manual so current and future school users will understand the intent behind the design of spaces and how to use them
18. Always complete a **post-occupancy** evaluation and continue to adapt the environment as things change.

**“Well designed and maintained public spaces should be at the heart of any community. They are the foundation for public interaction and social integration, and provide the sense of place essential to engender civic pride.”**

— Lord Richard Rogers,  
Pritzker Architect

MLC School Burwood.  
BVN Architects.  
Image: BVN Architects.



## 2.4 Key activities for good outcomes



Inaburra Learning Centre.  
NBR Architecture.  
Alexander Mayes Photography.

## Community integration

Close links between a school and its community can enhance student learning, public safety, health and economic wellbeing. Many schools and communities work together to share library and sporting facilities, meeting spaces, performance spaces and to run after-hours adult education or school holiday programs. The co-location of early learning centres and before and after-school care programs on school grounds is now common-place.

School developers, design teams, local authorities and other stakeholders should work closely with communities to ensure that the potential benefits of shared facilities can be realised. This includes identification of the kinds of spaces and functions that the community needs, along with master planning and detailed design that will facilitate co-use.

In new communities, schools are often one of the few public buildings being constructed. They can help set the urban structure, create legibility, identity and provide a landmark in the landscape. Integration of community and educational uses is important in these areas, enabling the school to function as the centre of the community as it grows.

## A collaborative brief

A carefully conceived, documented and thoroughly reviewed project brief is the most critical driver leading to high-quality design.

The brief must outline the objectives and needs of the project, setting the design ambitions and the pedagogical approach without prescribing a solution.

Develop the brief collaboratively between the design team, education policy makers, teachers, students and the community so that underlying assumptions throughout the design and development process are challenged.

Schools that are developed in a collaborative partnership create better communities and more engaged students.

## Participatory pedagogy

Engage students, educators, and the school community in the discussion of different pedagogical approaches early in the design process, including more traditional and more contemporary teaching styles.

Ultimately allow the school to determine which teaching style(s) is suitable for them.

Remember that innovative approaches are more successful when students, teachers and the school community prepare for them before new buildings and spaces are built, for example through small scale pilot projects.

New approaches to learning often require a variety of settings and increased technology support in order to enable a range of interaction styles. These can include large groups, small groups, personalised learning and indoor and outdoor spaces, all of which can impact on the spatial and environmental requirements of the school.

Regardless of the pedagogical approach, spaces should be designed to be adaptable to enable integration of new information and communication technologies as they emerge.

## Procurement

The procurement of a well designed school starts with the appointment of a quality design and project team. The design team includes architects, landscape architects and specialist consultants, such as heritage architects.

Procurement methods have a significant impact on the quality of the final development and its operation. While good design can be achieved with all procurement methods, some make it seriously challenging unless potential threats to design quality are understood and managed.

Over the life of a school, evidence shows that bad design ends up costing money, for example through higher maintenance costs, while good design is cheaper in the longer term and adds real value.

Good design can increase the value for money that school buildings provide across their whole life. Well designed school buildings are cost-effective and provide a long-term community asset.

## Master plan

A master plan provides a spatial framework for an educational environment that aligns with the school's values whilst addressing opportunities and constraints arising from the site and its surrounding area. It helps coordinate diverse considerations into a strategic long-term plan.

The master plan should inform the location and scale of buildings, the scale and arrangement of outdoor spaces between buildings and the time efficient linkages between them and beyond the school. The masterplan process can also enable testing of the spatial implications of different pedagogical and timetable approaches, provide for staged delivery, and help manage potential changes in student numbers over time.

The master plan should always include the broader urban fabric and be understood as an urban design exercise intended to integrate the school with its surrounding neighbourhood. Identify and map opportunities and constraints including the scale and character of adjacent development, location of transport services, green spaces, community facilities and local centres.

Work with the local council, Transport and the wider community to identify potential 'safe routes to school' that will encourage walking and cycling.

## Design Review

Design Review is a useful tool for managing and protecting design quality.

Design Review provides independent, expert feedback on proposals throughout the design process. It involves understanding the design vision for a project and assessing how this vision is implemented 'on the ground'.

The staging, range of participants and scope of a Design Review process may vary from project to project. In general, Design Review can make the most impact at the earliest stages of the design process:

- during master plan options, concept and schematic design
- where the brief is being tested through initial formal responses and the strategic design intent is being established.

Follow up Design Review in later stages will help ensure design intent is carried through into construction.

## Design Champion

A Design Champion is a respected member of the school staff or community. Their role is to advocate for good design and monitor its delivery for decision makers and the design team throughout the project.

The Design Champion should ideally have a good understanding of educational and architectural quality, and have the authority to influence decision makers if project priorities are moving away from quality and focusing exclusively on program and budget.

The Design Champion should be independent of the design team to ensure there is no conflict of interest.

## Post-occupancy evaluation

A post-occupancy evaluation is critical to encouraging good educational outcomes. It can identify successes and weaknesses as well as provide benchmarks to inform future projects.

A post-occupancy evaluation is a formal evaluation process where information is accurately recorded to produce an objective impression of the project and its design outcomes.

The evaluation should have a clear and specific goal. This may include delivery outcomes, safety and comfort, operational performance data, user experience in relation to learning and teaching, as well as informing future procurement methods for project delivery and their impact on design outcomes.





St Columba's Primary School, Sydney Catholic Schools. Neeson Murcutt Architects. Image: Brett Boardman

PART

# SUPPORTING GOOD



THREE

# DESIGN FOR SCHOOLS



St Columba's Primary School, Sydney Catholic Schools.  
Neeson Murcutt Architects. Image: Brett Boardman

## 3.1 Design Verification Statement (Template)

### What is a Design Verification Statement?

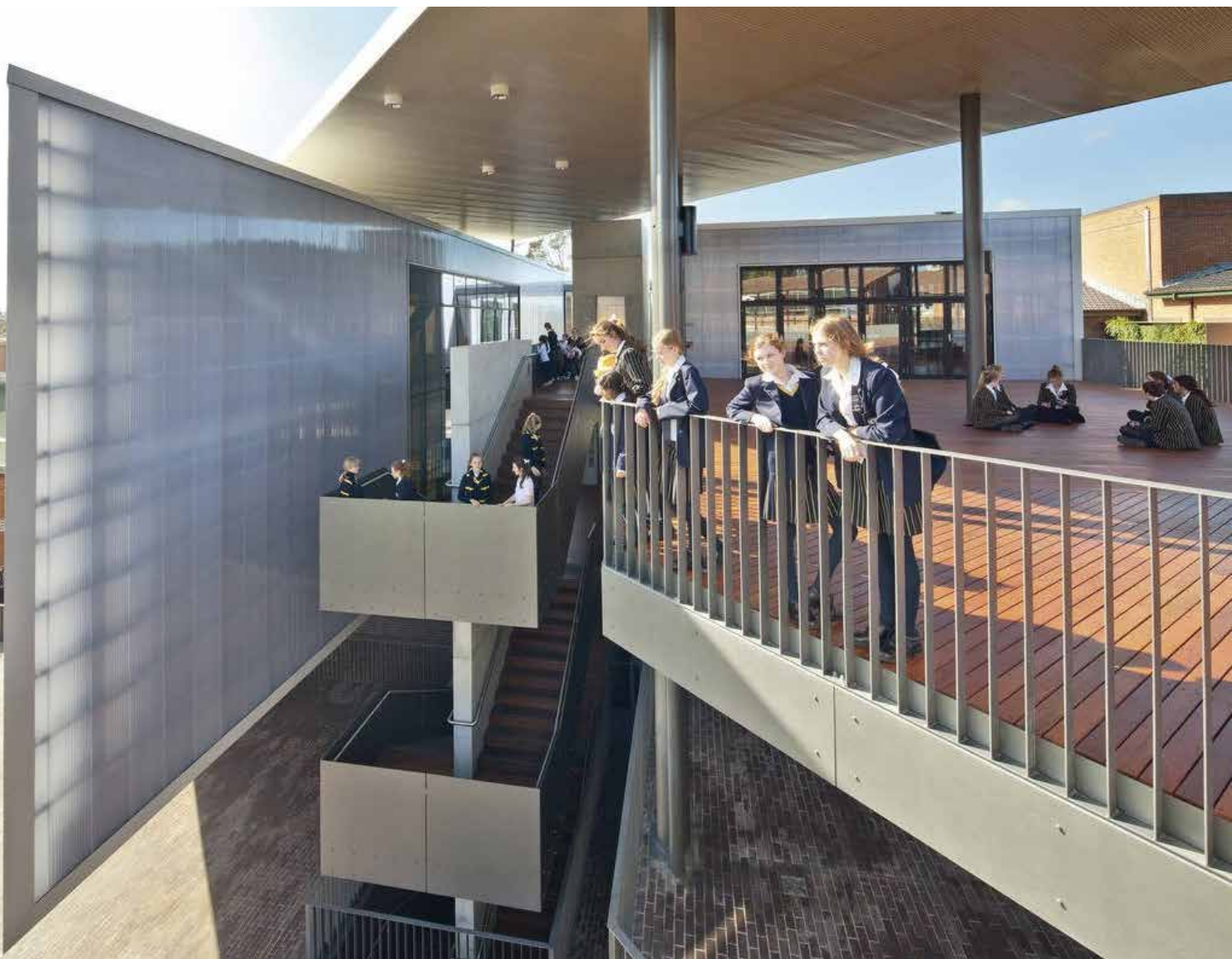
The Design Verification Statement (DVS) is a document confirming that the architect of the school development has applied the Education SEPP design quality principles to the design. It is required when submitting a Complying Development Certificate (CDC).

### How to use this Design Verification Statement Template

The Design Verification Statement Template is intended to be used by architects preparing a DVS for a Complying Development Certificate. The template is not a form; it provides a suggested structure and headings; it is assumed that the architect will create their own version to accommodate the text space that they require.

Description of the project, design process, considerations and response to each of the design quality principles should be brief but thorough. Wherever possible, list or separately provide supporting documents in the form of drawings or reports that evidence the statements made.

Ravenswood School for Girls  
BVN Architects.  
Images: John Gollings.



# Better Schools

## Design Verification Statement

**Project name:**

### Project Overview

**Project name:**

---

**Project Address:**

---

**Architect's Name:**

---

**Registration No.:**

---

I confirm responsibility for designing the proposed development and have applied the Education SEPP Design Quality Principles. (Please note this document may be used as a reference by schools, communities, councils and certifiers to verify this).

**Signature of Architect:**

---

**Architect's Name:**

---

**Description of the Project:**

**Design process undertaken:**

(eg. Community engagement to establish a design vision, master planning for future development, independent Design Review, etc.)

**Key design considerations:**

(eg. Sharing school facilities with the community, response to neighbourhood character, pedagogical approach, etc.)

**Response to Education SEPP Design Quality Principles**

Following the structure of the table below summarise how you have applied the Education SEPP Design Quality Principles to the proposed development. Drawings and reports can also be listed to support each response. Add pages as required.

<b>1 Context, built form and landscape</b>	
<b>Drawing</b>	<b>Report</b>
<b>2 Sustainable, efficient and durable</b>	
<b>Drawing</b>	<b>Report</b>
<b>3 Accessible and inclusive</b>	
<b>Drawing</b>	<b>Report</b>
<b>4 Health and safety</b>	
<b>Drawing</b>	<b>Report</b>
<b>5 Amenity</b>	
<b>Drawing</b>	<b>Report</b>
<b>6 Whole of life, flexible and adaptive</b>	
<b>Drawing</b>	<b>Report</b>
<b>7 Aesthetics</b>	
<b>Drawing</b>	<b>Report</b>



Australia Street Infants School.  
Scale Architecture.  
Image: Brett Boardman.

## 3.2 About Better Placed

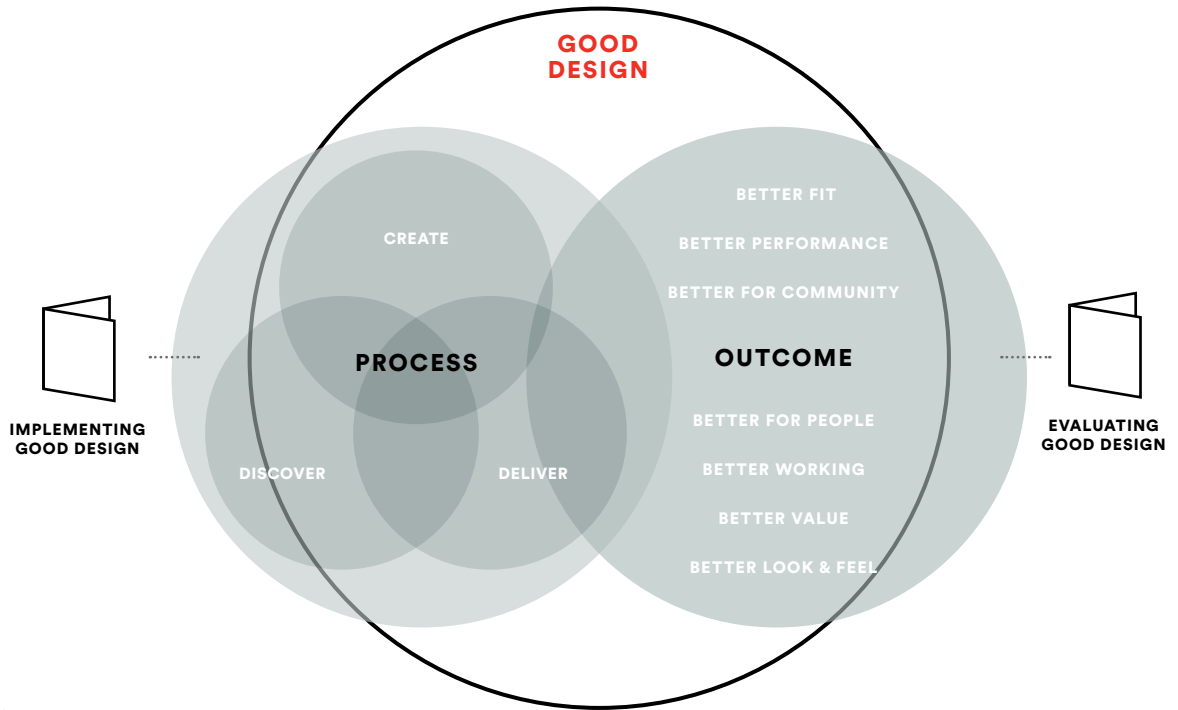
### Design is:

Design is a verb and a noun; and both a problem defining and problem solving activity that brings together many different people and pieces of information in order to identify and develop new opportunities.

Design is a process put in place to do something, and an outcome by creating something.

### Good design

This policy establishes a baseline of what is expected to achieve good design, across all projects in NSW. Good design is a phrase that encapsulates the aspirations of **Better Placed** including its vision for NSW, its definition of good process, and its outline of objectives for the built environment.

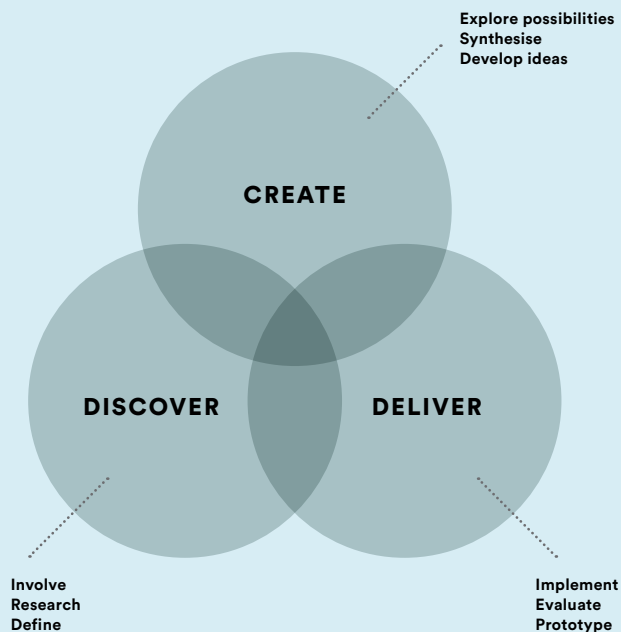


Good design process leads to good design outcomes

## Good design process

A design process involves a series of actions or steps taken to achieve a particular end. Design processes are not linear; they are iterative, collaborative and at times circular, where feedback and ideas are continually intertwined. Design processes help provide solutions to complex problems where many inputs and concerns are needed to be resolved simultaneously.

Good design outcomes result from good processes.





## A well-designed built environment is:

### Healthy

for all members of our communities, promoting physical activity and walkable environments, social cohesion, and community safety and security to support people's wellbeing.

### Responsive

to the needs and aspirations of local people, now and into the future, inviting innovative use and habitation, interaction, productivity and enjoyment.

### Integrated

so residents and visitors can move about freely between public domain, infrastructure, open space and buildings. Where homes, workplaces and recreational spaces contribute to vibrant, accessible and user-friendly, diverse and dynamic environments.

### Equitable

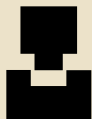
by presenting opportunities for all segments of our community.

### Resilient

to the dynamic, challenging conditions of our time, to adapt and evolve while retaining essential qualities and values.

## Good design outcomes

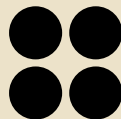
Seven distinct objectives have been created to define the key considerations in the design of the built environment. Achieving these objectives will ensure our cities and towns, our public realm, our landscapes, our buildings and our open spaces will be healthy, responsive, integrated, equitable, and resilient.



OBJECTIVE 1.



OBJECTIVE 2.



OBJECTIVE 3.



OBJECTIVE 4.



OBJECTIVE 5.



OBJECTIVE 6.



OBJECTIVE 7.

### Better fit

contextual, local and of its place

### Better performance

sustainable, adaptable and durable

### Better for community

inclusive, connected and diverse

### Better for people

safe, comfortable and liveable

### Better working

functional, efficient and fit for purpose

### Better value

creating and adding value

### Better look and feel

engaging, inviting and attractive

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—Schools design quality program  
—Being involved in school design  
—Building schools for the future  
—Schools design process  
—Schools design panel: assessment report

**“Perhaps the most influential settings in a child’s development are the places where they learn. Creating healthy and vibrant learning environments can have both physical and psychological benefits and can function as sources of learning themselves.”**

— Professor Laura Lee,  
Professor of Architecture,  
Carnegie Mellon University

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