

Condition and Functionality Assessment of Existing Spaces

Purpose

This document provides information about how the condition, fit for purpose (functionality) and functional relationship are rated.

			Condition			Functional Relationship		
Definitions:			Suitability of space for contemporary use (i.e. assessment of the extent to which intervention is required to alter a space to accommodate contemporary educational, administrative or ancillary practices.)			Operational amenity afforded by the location of a space both within the school and in relation to adjacent activities.		
A*	Proposed Indicators	IRR†	A*	Proposed Indicators	IRR†	A*	Proposed Indicators	IRR†
Intervention Level 1 - example								
1	Good condition. Adaptive re-use possible at negligible cost.	0%	1	Space is fit for purpose.	Nil	0	Space is well connected to adjacent activities and well located within school.	Nil
	Replace floor finishes Re-paint space Generally considered as (unfunded) maintenance costs.	5% 5%		Space is fit for contemporary school use.			No intervention required.	
Intervention Level 2 - example								
2	Corrective action and/or adaptive re-use possible requiring minimal intervention.	0% - 25%	2	Space requires minimal intervention to facilitate contemporary use; i.e. to be fit for purpose.	2	1	Space is satisfactorily connected to complementary adjacent spaces, all of which are satisfactorily located within school.	2
	Replace floor finishes Replace lighting Re-wire space Install new ceiling Repaint space	5% 5% 5% 5% 5%		Space functionality is disrupted by occasional intervention by staff and/or students to improve environment to facilitate contemporary use.			The applicant determines that the existing location can be tolerated, however, the connection to adjacent spaces requires minor intervention at the interface to improve educational and/or operational amenity. Minor intervention level 2 is required.	

* Assessment † Intervention Rate Range

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Intervention Level 3 - example								
3	Corrective action and/or adaptive re-use possible requiring major intervention.	25% - 50%	3	Space requires frequent intervention to facilitate contemporary use; i.e. to be fit for purpose.	3	2	Space is poorly connected to adjacent activities, or functionality is disrupted by incompatible adjacent activities; all spaces are well located within school.	3
	Replace floor finishes Replace lighting Re-wire space Install new ceiling Repaint space Remove walls Replace windows Install wet area"	5% 5% 5% 5% 5% 10% 10% 5%		Operational functionality is frequently disrupted by intervention to improve environment to facilitate contemporary use; or activity is displaced in pursuit of suitable contemporary amenity.			Major intervention required to improve connectivity and or separation between spaces or alternatively, to convert incompatible spaces to suitable use. Major intervention level 3 is required.	
Intervention Level 4 - example								
4	Corrective action and/or adaptive re-use possible requiring significant intervention.	50% - 75%	4	Space requires significant changes to infrastructure to facilitate contemporary use; i.e. to be fit for purpose.	4	3	Space is well connected to complementary adjacent activities and poorly located within school.	4
	Replace floor finishes Replace lighting Re-wire space Install new ceiling Repaint space Remove walls Replace windows Install wet area Remove plinth Structural Work Fire-rating	5% 5% 5% 5% 10% 10% 5% 5% 10% 10%		Poor amenity of space imposes serious limitations on teaching and learning, administrative or other functionality to the extent that contemporary practices are compromised.			Indicator implies that the group of otherwise well-connected spaces should potentially be relocated elsewhere in the school to improve educational or operational amenity. Significant intervention level 4 is required.	
Intervention Level 5- example								
5	Corrective action and/or adaptive re-use uneconomic - demolition recommended.	N/A	5	No intervention possible to facilitate contemporary use.	5	4	Space relates poorly to adjacent activities and is poorly located within school to the extent that suitable intervention is uneconomic and/or siting significantly interferes with optimal operation of the school.	5
	Demolition			Demolition			Demolition	

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