

Part 3a: Generic Functional Briefs – Early Childhood Education and Care Facilities

Education and Care Facilities
Design Standards

**Public education is for
every child and
young person
in South Australia.**



Government of South Australia
Department for Education



Part 3a: Generic Functional Briefs – Early Childhood Education and Care Facilities

Generic functional briefs – template description	4
Operational requirements.....	5
Unencumbered and encumbered spaces	5
Service models.....	7
Functional relationships.....	11
Functional zones, sub-zones and units	11
Functional relationship diagram.....	11
Education and Care	13
UNENCUMBERED AREA – INDOOR LEARNING AND PLAY	14
RETREAT / QUIET SPACE / REST AREA	16
ENCUMBERED AREA – INDOOR LEARNING AND PLAY	18
UNENCUMBERED AREA – INCLUSIVE INDOOR LEARNING AND PLAY	20
ENCUMBERED AREA – INCLUSIVE INDOOR LEARNING AND PLAY	22
SLEEP ROOM	24
KITCHEN	26
UNENCUMBERED AREA – OUTDOOR LEARNING AND PLAY	28
ENCUMBERED AREA – OUTDOOR LEARNING AND PLAY	32
INDOOR COMMUNITY MEETING AREA	34
OUTDOOR COMMUNITY MEETING AND PLAY SPACE	36
MULTI-FAITH ROOM	37
Health.....	38
CONSULTING AND CLINICAL SERVICES	39
Leadership, Administration and Staff Centre	40
LEADERSHIP TEAM AREA	41
FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)	42
ADMINISTRATION AND PROGRAM SUPPORT	44
MEETING ROOM – INTERVIEW	45
PARENTING ROOM	46
STAFF RESOURCE AND UTILITIES AREA	47
STORAGE – SECURE AND GENERAL	49
STAFF CENTRE	50
Staff Workspace.....	52
STAFF WORKSPACE	53
Children, Staff and Community Amenities	54

CHILDREN - TOILETS	55
NAPPY CHANGE	57
CHILDREN – FULLY ASSISTED TOILET, SHOWER AND CHANGE	58
LAUNDRY	60
STAFF – TOILETS	61
STAFF – ACCESSIBLE TOILET	62
STAFF – SHOWER AND CHANGEROOM (END OF TRIP)	64
COMMUNITY ACCESSIBLE TOILET AND NAPPY CHANGE	65
COMMUNITY – TOILETS	66
Sites and Services.....	67
BIN ENCLOSURE	68
BICYCLE STORE – STAFF	69
COMMUNICATIONS ROOM	70
ENGINEERING PLANT AND SERVICES	72
STORES – CLEANER	73
Circulation	74
INTERNAL CIRCULATION	75
EXTERNAL CIRCULATION	76
Learning and Play settings.....	77
Revision record	78
Contact	78

Generic functional briefs – template description

Generic functional briefs provide a clear statement of the functional specifications required to support education and care and ensure alignment between the design of the physical facilities and the department’s vision, strategies, principles and policies.

They provide clarity on essential functional requirements and enable planners and designers to be responsive to contextual requirements for each functional unit within an early childhood education and care (ECEC) facility (also refer to [Appendix B: ECEC Design Checklist](#)). Each generic functional brief sets out:

Area Schedule:	
<ul style="list-style-type: none"> This section contains information from the detailed worksheets within the department’s Area Schedule and provides the rationale and inclusions for the area provision. 	
Adjacencies:	This section gives an indication of desirable relationships between other functional zones, sub-zones and units.
National Regulation:	This section highlights compliance with applicable National Regulations (which refer to the Education and Care Services National Regulations).
Design intent:	
This section outlines the overarching vision and objectives for the functional space within the facility.	
Functional requirements:	
<input type="checkbox"/> This section lists the essential features, operational needs and performance criteria the space must meet to effectively support its intended purpose.	
Operational factors to consider:	
This section highlights key aspects related to the day-to-day use and management of the functional space, ensuring the practicalities of ongoing operation are addressed.	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> Outlines how the space is organised, and how the users move within and through it.	
Visual connectivity and wayfinding::	
<input type="checkbox"/> Addresses the ability for users to easily navigate and orient themselves within the space, highlighting sightlines to important destinations/connections.	
Access:	<input type="checkbox"/> This includes a list of built requirements, fixtures and fittings. <input type="checkbox"/> Individual HVAC, slip ratings, water temperatures and acoustic properties are detailed within Part 4: Technical Specifications . <input type="checkbox"/> ICT infrastructure must be provided in consultation with the ICT Services team <input type="checkbox"/> Security infrastructure (including access control, Closed Circuit Television (CCTV), Emergency Warning Interconnection Systems (EWIS) and Occupant Warning Systems (OWS), fire detection systems and security systems) must be provided in consultation with the Security and Emergency Management team (SEM)
<input type="checkbox"/> Highlights the features supporting participation, including individuals with diverse needs and abilities.	
Acoustics:	
<input type="checkbox"/> Specifies the noise transfer and reverberation control required to support effective use of the space.	
Activation:	
<input type="checkbox"/> Lists the unfixed furniture and equipment required to achieve the design intent and functional requirements of the space, it <u>does not</u> denote the source of funding or responsibilities for the supply and installation.	

The generic functional briefs:

- do not contain Technical Specifications, see [Part 4: Technical Specifications](#) for more information
- must be read in conjunction with all parts of the [Education and Care Facilities – Design Standards](#).

Where it is considered illustrations would help develop an understanding of the functionality, drawings and photos are provided as a reference design. These are simply indicative of the concept and, in general, are not intended as the best design solution.

Operational requirements

The [National Regulations](#) outline the mandate for education and care services to provide safe, clean, and well-maintained environments, and include specific facility requirements for:

- fencing, ventilation and natural light
- designs to facilitate supervision
- sleep and rest spaces
- laundry, toilet, nappy change, and hygiene
- indoor and outdoor spaces space requirements (unencumbered and encumbered spaces)
- administrative space
- natural outdoor environments and shade.

Unencumbered and encumbered spaces

The department's Area Schedule (Planning Standards) provides the unencumbered and encumbered indoor and outdoor spaces for the briefed programs.

Indoor learning and play spaces

The unencumbered indoor space must be detailed in a schedule provided by the design team to the department for review with Preschools and Early Childhood Services (in the Schools and Preschools Division). Refer to the ECEC Design Review Process [Appendix B: ECEC Design Checklist](#) (in [Part 2: Design Principles](#)).

For existing facilities the area of a verandah may be included in calculating the area of indoor space with the written approval of the regulatory authority. A verandah that is included in calculating the area of outdoor space cannot be included in calculating the area of indoor space (refer to the [NQF website](#) for further guidance).

When calculating unencumbered indoor space, the following areas are excluded:

- passageways or thoroughfares (including door swings)
- kitchens
- toilet and hygiene facilities
- nappy-changing areas or areas for preparing bottles
- art sinks and water troughs
- areas permanently set aside for the storage of cots
- fixed storage and joinery
- sleep rooms
- areas or rooms for staff or administration
- other spaces that are not suitable for children, such as the laundry.

Kitchens and bottle preparation areas must be protected by a door or gate with childproof latches to prevent unsupervised access by children. Where bottle preparation areas are provided within indoor learning and play spaces child access must be prevented (possible within concealed lockable cupboards).

Passageways or thoroughfares including door swings are excluded from play space calculations as they are unable to be used for learning and play activities. Where present, 1m² for each single door opening, and 2m² for double doors must be deducted from the total space as these are counted as unencumbered space. For sliding doors, calculate 1m x width of sliding door opening.

This applies to all thoroughfares into and between learning and play areas regardless of where the thoroughfare is located or how doors are configured. Where the thoroughfare is between children’s learning and play areas, 1m² is deducted from both areas because the single door impedes use of both areas. If the door is a double door, 2m² is deducted from both areas. See Figure 1 for an example.

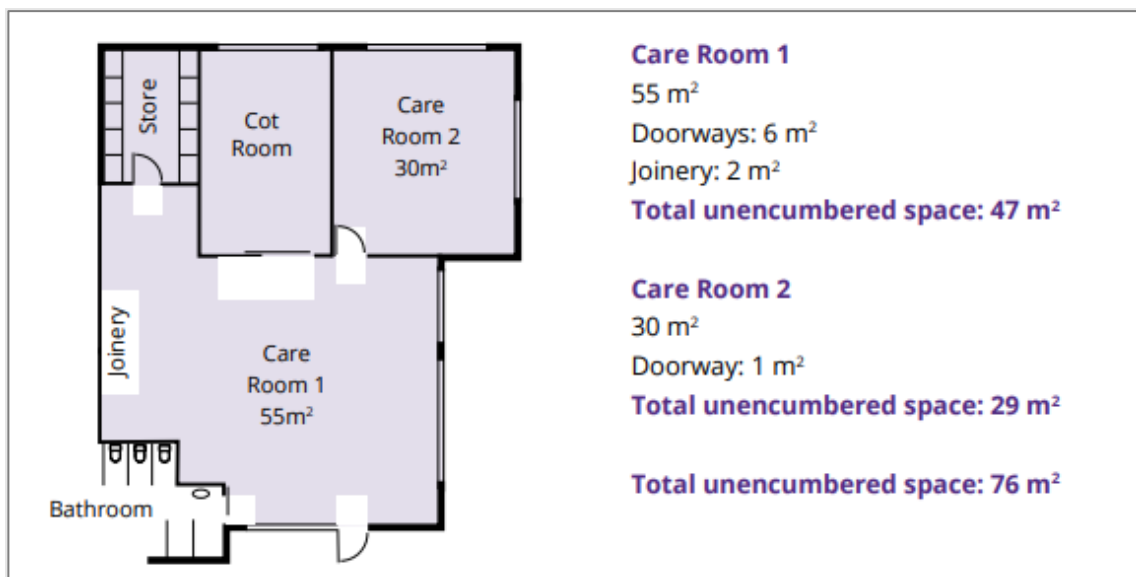


Figure 1: Unencumbered space (indoor) – This diagram from the [ESB Creating Safe Facilities booklet](#) shows an example of the calculation process for unencumbered space in indoor spaces.

Outdoor learning and play spaces

A minimum 7m² of unencumbered accessible and secure outdoor play space per child must be provided.

For existing sites where any verandah area is included in calculating the area of indoor space, it cannot be included in calculating the area of outdoor space (refer to the [NQF website](#) for further guidance).

Encumbrances include:

- fixed structures (excluding play equipment)
- storage sheds
- door circulation
- fencing
- carparking
- ramps and stairs
- building services plant and enclosures
- fixed joinery
- dense hedging and planting
- any other fixture that does not provide play opportunities for children
- any other space not suitable for children.

When calculating encumbrances in outdoor space for doors and gates, deduct 1m² for each single door or gate opening and 2m² for double doors/gates from the total space that can be counted as unencumbered space. For sliding doors or gates, calculate 1m x width of sliding door opening.

This applies to all thoroughfares into and between outdoor play areas regardless of where the thoroughfare is located or how doors/gates are configured. Where the thoroughfare is between children’s outdoor learning and play areas, 1m² is deducted from both areas because the single door/gate impedes use of both areas. If the door is a double door/gate, 2m² is deducted from both areas. See Figure 2 for an example.

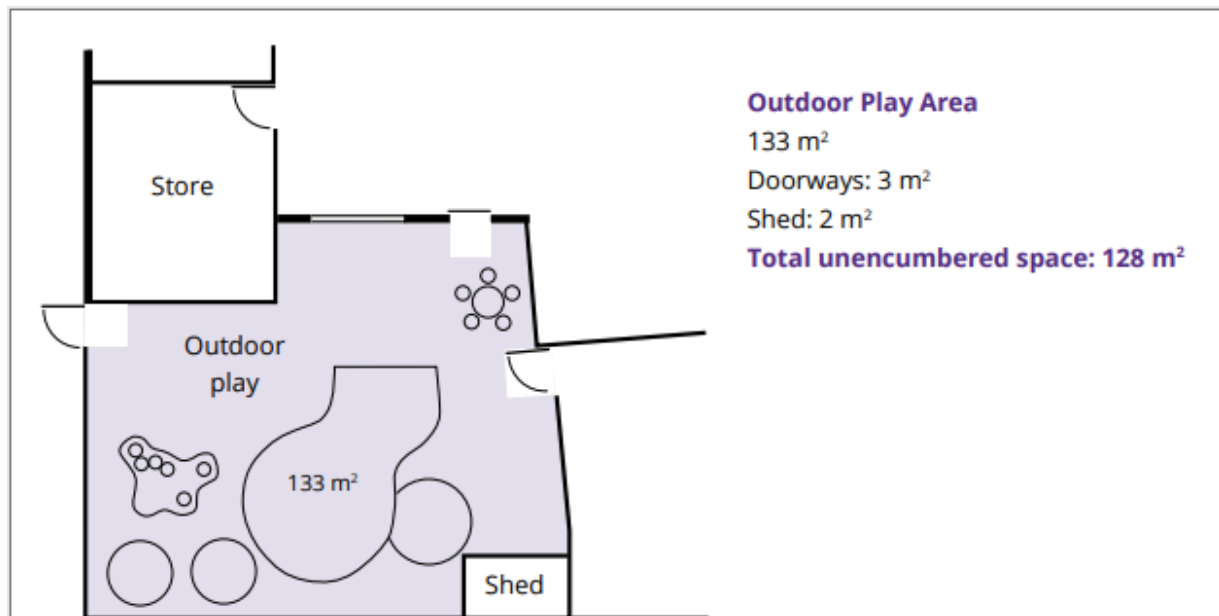


Figure 2: Unencumbered space (outdoor) - This diagram from the [ESB Creating Safe Facilities booklet](#) shows an example of the calculation process for unencumbered space in outdoor areas.

Service models

ECEC facilities bring together education and care, health, and a range of family and community development activities (for families and their children) through a range of services tailored to their local setting and community. These services are offered with a strong focus on partnerships and local decision making with agencies and the local community.

This section outlines the base requirements for an ECEC facility to deliver a preschool program along with the additional requirements for any site-specific included programs and services (noting some services require their own dedicated spaces while others can be undertaken in adaptable multipurpose spaces).

Early childhood education and care services

Preschool Program

Preschool caters for children aged 3 to school age¹ and is also known as kindergarten. It can be a stand-alone service or part of another ECEC service or school.

This program requires:

- areas for individual pursuits as well as interaction in larger social groups, reflecting children's needs for a sense of privacy and space to self-regulate
- facilities that are designed or adapted to ensure access and participation by every child and family attending the service, including adaptive equipment to support the inclusion of children with additional needs and spaces for Supported Preschool Programs (speech and language)
- safe shelving and storage areas from which children can access equipment independently
- convenient access to kitchen and food preparation areas compliant with food safety standards and relevant South Australian and local government requirements

¹ Currently 3-year-old preschool is available to Aboriginal children and children in care. Access for 3-year-old children will be rolled out between 2026 and 2032 in response to the Royal Commission into Early Childhood Education and Care.

- direct access to toilets, nappy change, handwashing and drying facilities from indoors and outdoors
- convenient access to laundry facilities and staff amenities
- space to be allocated for administrative functions, private conversations and parent consultation
- dedicated storage provisions that are inaccessible to children, including secure storage for hazardous substances (cleaning products), first aid equipment, medication and children's records
- integrated spaces (and physically separate spaces) available for children to engage in rest and quiet experiences
- effective visual supervision of all children's areas from any location (the supervision of all children at all times is essential, it must be achieved while giving children the opportunity to 'feel' secluded)
- safe and secure sign-in/out space (secure access from a reception/foyer).

Inclusive Preschool Programs

Inclusive preschool programs cater for children with disability and/or additional needs who meet the eligibility criteria. Program delivery requires additional access to:

- independent indoor and outdoor learning and play spaces (including storage)

From an education and wellbeing perspective, inclusive preschool programs and preschool program staff need to work collaboratively, and children need to be integrated between the services when possible.

Designs need to facilitate the ability for the inclusive and mainstream preschool programs to either work independently from each other or be integrated at times.

Long Day Care

Long day care provides full or part-time care for babies, toddlers and children under the age of 6. Program delivery requires access to:

- independent indoor and outdoor learning and play spaces (including storage)
- independent sleep room(s)
- bottle preparation facilities

From a legislative perspective, indoor and outdoor space is required to be dedicated separately to long day care and preschool. These spaces are used to calculate the capacity of each separate service. Long day care and preschool staff need to work collaboratively, and children need to have the opportunity to be integrated between services.

The design needs to facilitate preschool and long day care to either work independently from each other or be integrated.

Occasional Care

Occasional care programs provide short-term childcare for babies, toddlers and children aged under 4 years. It is provided in communities where there are limited childcare options for children not yet accessing other ECEC programs. This service shares the facilities provided for preschool programs including direct access to nappy change facilities.

Rural Care

Programs are integrated with government preschools in rural communities and have a strong focus on providing care for children in communities where there are limited childcare options. Services include long day care, before and after preschool and school hours care and vacation care for children from birth to 12 years. Rural care programs can only operate where there is physical capacity in the preschool to

accommodate the program.

Kindy Care (Preschool Out of School Hours Care)

Trials are underway across the State with the aim to support families who need care for their children outside regular preschool hours. This new initiative is an outcome of recommendations by the [Royal Commission into Early Childhood Education and Care](#). As further details become available this document will be updated to address any individual facility requirements.

Family and Community Services

Families may be able to access programs at ECEC facilities to enhance and support their parenting, their child's development, and connections with community. They may also include kinship programs, family unification programs and supervised visits provided through the Department for Child Protection. These services may be delivered outside of education and care services times. Activities will vary depending on parent and family needs, with services requiring access to:

- community indoor and outdoor learning and play spaces (including storage)
- parenting room
- community amenities and nappy change facilities
- kitchen facilities
- meeting room – interview
- consulting and clinical services room
- office space
- staff preparation and storage.

Playgroups

Playgroups offer parents with babies and toddlers an opportunity to meet regularly with other parents, share experiences and build a support network through play-based learning that supports the child's growth and development.

Parenting Programs

Parenting programs and groups provide adult-focused learning activities to support families to build parenting capacity to engage with their child, their learning, and link with other agencies.

Creche Services

Creche services may be available for parents participating in onsite parenting programs.

Learning Together Communities program

This program offers a universal standard of playgroups and parent education to help families engage in their children's learning by working individually with families, providing an environment and resources for interactions, modelling and a framework for parents to observe their children's learning.

Community Events and Programs

Community events and programs provided at an ECEC facility will be determined by the shared interests and needs of children and families. This may include cultural celebrations, family social events, gardening and cooking programs, and other activities relevant to the local context.

They provide an opportunity for children, families and the community to come together to develop positive social connections, networks, and to support a sense of belonging.

Personal Development Opportunities

Family practitioners work with parents, centre staff and other organisations to help families find relevant services to maintain safe, caring and resilient relationships. They work alongside vulnerable families and children and support parents to better understand and respond to their child's needs.

This includes opportunities to engage in personal and professional growth and learning (exploring new career pathways, engaging with skill development programs, volunteering at the ECEC facility or in the community, and/or engaging in further study).

Health services

Health Programs (operated by the Department of Human Services and other providers) supports a range of services that may be provided in a group setting or one-to-one consultation, community activity and parental participation. This can include:

- health screening and immunisation clinics
- nutrition groups, parenting groups and Aboriginal health programs
- supported play, therapeutic activities, and community activity groups
- adults and children and group play (including gross motor activities)
- activities with parental and therapist involvement
- practical parental education sessions and activity based groups
- counselling or meeting with families or small groups of parents
- support group activities and parent education groups.

Delivery of these services require access to:

- consulting and clinical services room with access to hand washing and drying facilities
- community indoor and outdoor learning and play spaces (including storage)
- parenting room
- community amenities and nappy change facilities
- kitchen facilities
- office space
- staff preparation and storage.

Promotional Materials

May provide space to display promotional materials and activities on dental health, healthy eating and physical activity and health, child development and parenting information.

Child and Family Health services (CaFHs)

CaFHs provide child and family health services and advice, and child health and development checks.

Antenatal services

Antenatal services at children's centres include checks for women suitable for midwifery antenatal care, pregnancy and birthing information and breastfeeding and parenting information.

Allied health programs (speech pathologists and occupational therapists)

The Allied Health program supports early intervention for children aged birth to 3 years to minimise developmental delays. The program helps staff to identify children at risk of developmental delay, and staff and parents to promote child development.

Functional relationships

The relationship of functional zones ensures facilities operate efficiently and effectively while promoting an atmosphere of friendliness and community involvement.

Contemporary facilities:

- enable collaborative learning and care
- provide flexibility for groupings to support personalised learning
- provide a range of purposeful learning and play settings to support different types of activities
- require children and educators to move to the learning and play space which best supports the activity
- encourage community use of facilities
- provide environments that promote cultural safety and inclusivity.

The design should have a strong sense of connectivity and enable efficient movement through and supervision of spaces.

Functional zones, sub-zones and units

ECEC facilities are subdivided into key functional zones, sub-zones and units in line with the department's Planning Standards (Functional Directory). The total area allocated to each functional unit is provided in the site specific Area Schedule determined by the Planning Standards.

Functional zones	Define the high-level indoor and outdoor areas required to support related activities, operations, or services essential to an early childhood education and care facilities functioning.
Functional sub-zones	Are clearly defined areas within each functional zone, grouped by similar or related activities.
Functional units	Are specific spaces within sub-zones, each designed for a particular task, activity, or operation. These are the core components that enable children and educators to effectively participate in and deliver early childhood education and care programs.

It is important to note that the areas listed below do not imply one space, nor does it imply an area has only one function. Careful consideration needs to be given to ensuring all functional relationships and specific functional unit requirements outlined in each generic functional brief are met.

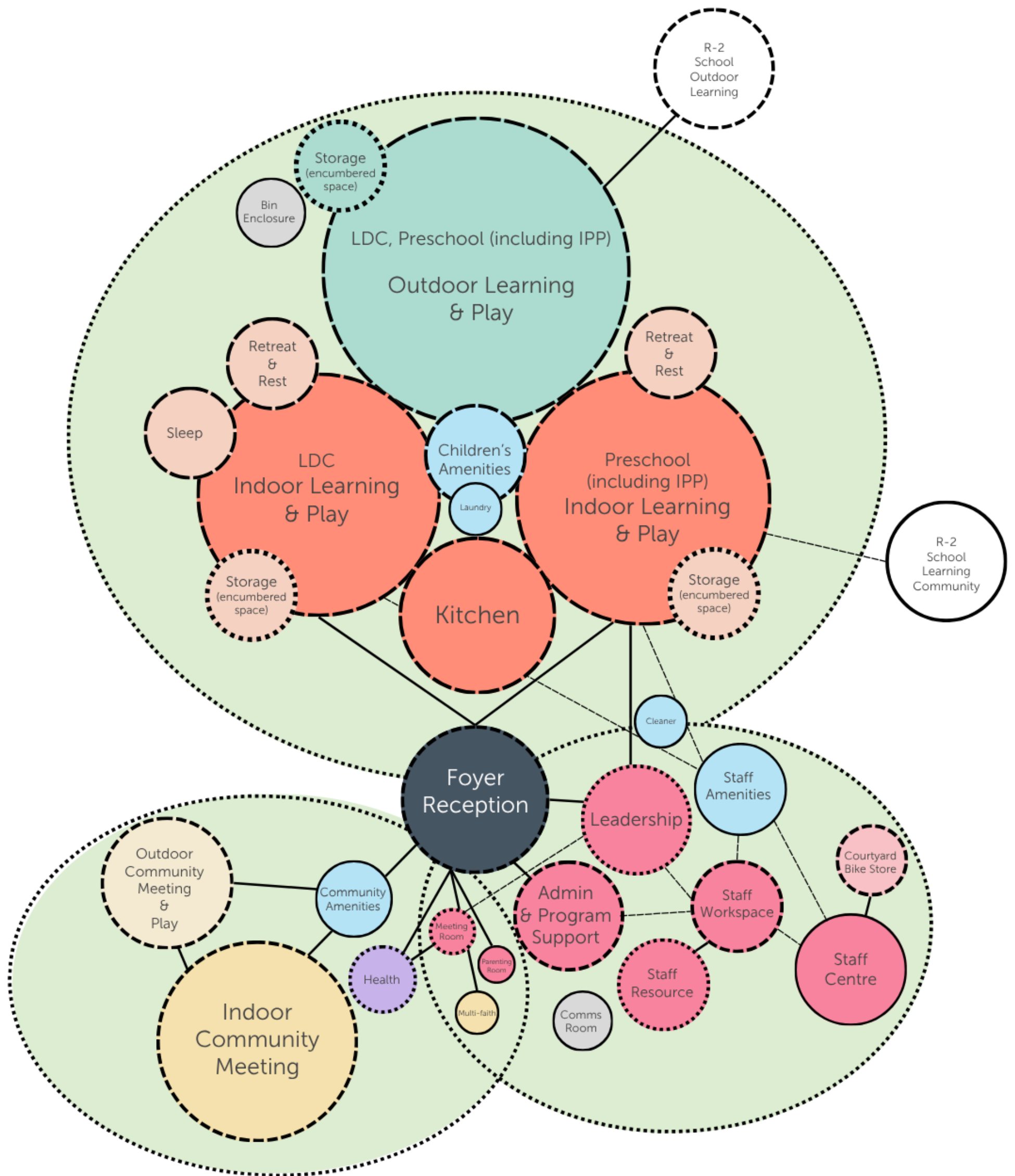
Functional relationship diagram

The layout and relationship between functional zones must be determined in accord with [Part 2: Design Principles](#) and these generic functional briefs.

Figure 3 gives an indication of desirable relationships between the functional zones, sub-zones and units for an ECEC facility to give effect to the Design Principles.

Note:

- the diagram is not to scale or intended as a design, site plan, layout plan or best design solution
- the diagram aims to develop an understanding of the adjacencies and functionalities required to ensure specific requirements are met.



LEGEND

Functional Zones

- ECEC Centre
- Education & Care - Indoor
- Education & Care - Outdoor
- Leadership, Administration & Staff Centre
- Health
- Community & Cultural Space
- Children, Staff & Community Amenities
- Site & Services

Degree of Adjacency

- Direct access/adjacent
- Close proximity
- Unit grouping - a number of functional units with direct adjacencies

Spatial Separation Types

- Physically and visually separated** - a physically separate space with no requirement for line of sight into/from the space.
- Physically separated, high level visual connectivity** - a space separated by a visually transparent wall with an operable connection enabling a physical and visual connection of adjoining spaces. For the Inclusive and Preschool indoor learning and play, the spaces are to be separated by doors to enable physical and visual connection when required.
- Physically separate, medium level visual connectivity** - a defined space with visual connectivity into/from the space, may require ability to be visually closed.
- Physically and visually connected** - an open space that is part of a larger space and may be definable through the surface treatment, fixtures and fittings.

Figure 3 – ECEC Facility functional relationship diagram

Education and Care
<p>Education and Care functional zones are made up of purposeful learning and care settings specifically designed to support a range of activities for both children, and adults within community spaces. While some activities require designated settings others can take place in adaptable, multipurpose spaces.</p> <p>External learning settings are essential to achieving the full functional requirements. All external areas are required to be supervised by staff and line of sight passive surveillance of all readily accessible and highly active external areas is required.</p> <p>The design must ensure the safety of non-mobile children (under 24 months of age) and mobile children in outdoor learning areas by non-intrusive physical barriers that provide visual connection between the play spaces. Any barriers must be fixed in such a way that they are not moveable by children or able to fall over.</p>
Indoor Learning and Play
Unencumbered area
Encumbered area
Inclusive Indoor Learning and Play
Unencumbered area
Encumbered area
Sleep and Rest
Sleep room
Kitchen
Kitchen (explicit teaching/presentation/gathering, food preparation, cold food storage and children’s lunches)
Outdoor Learning and Play
Unencumbered area
Encumbered area
Inclusive Outdoor Learning and Play
Unencumbered area
Encumbered area
Community and Cultural Space
Indoor community meeting area (including kitchen and storage)
Outdoor community meeting and play space
Multi-faith room

UNENCUMBERED AREA – INDOOR LEARNING AND PLAY

Area Schedule:

- Explicit teaching / presentation / gathering
- Collaboration / music / drama / play space
- Cultural and inclusive space(s)
- Reflection and meeting space(s)
- Story telling / dialogue / sharing space
- Children wellbeing / sensory / regulation space(s) / settings
- [Retreat / quiet space / rest area](#)

Adjacencies:

foyer (including public reception and waiting), indoor learning and play (encumbered area), outdoor learning and play, children’s toilet/nappy change, sleep room, kitchen, inclusive indoor learning and play

National Regulation:

107 – Space requirements – indoor space
 84A and 84D - Sleep and rest
 110 – Ventilation and natural light
 115 – Premises designed to facilitate supervision

Design intent:

To provide a secure area for all children, inclusive of developmental needs and ages, with self-direction and self-management encouraged for a range of purposeful learning and play activities including:

- constructing with blocks and a variety of materials (including recycled and natural)
- creative activities with craft and art materials and equipment
- wet, messy, creative and investigative activities
- imaginative play (role play) such as dress up, building cubby houses, and other make-believe activities which are often spontaneous
- engaging with jigsaw puzzles, board games, writing and drawing activities that require tables and chairs
- engaging with digital technology, watching AV presentations, sing-a-longs, listening to audio presentations, group story time and music
- gross motor movement, performance and dance activities
- self-directed choice of toys and activities
- multi-age and kinship learning
- opportunities for learning to self-manage and regulate
- sleep and rest spaces
- spaces to display children’s work

For further information refer to the [Learning and Play Settings](#) table.

Functional requirements:

- physically and acoustically separate learning and play spaces for the briefed programs
- unobstructed space that allows for flexible use and frequent change of learning settings and activities
- areas for individual activity as well as interaction in larger social groups, reflecting children’s needs for a sense of privacy and cultural learning opportunities
- ensure line of sight is available from any location within the activity area (supervision of all children, at all times, is essential and must be achieved while providing opportunities to ‘feel’ secluded, for example the use of nooks) avoid L-shaped, T-shaped, or other configurations that result in secluded corners or obscured areas
- activity areas to open directly to verandah and outdoor learning and play spaces
- direct access to toilets, nappy change, hand washing and drying facilities
- convenient access to resource storage, kitchen and food preparation areas and staff amenities
- direct access to bottle preparation facilities from Long Day Care learning and play space (see [encumbered area](#))
- provide opportunities for the display of children’s creations and books
- maximise display surfaces on available wall space
- a dedicated [retreat/quiet space/rest area](#)

UNENCUMBERED AREA

INDOOR LEARNING AND PLAY

Operational factors to consider:

There must be separate distinct learning and play spaces for legal spatial entitlement (including [retreat/quiet space/rest area](#)) for Preschool and Long Day Care services. These spaces should have line of sight between them and preferably, the ability to be opened into one larger space.

- In Long Day Care centers there needs to be physical separation between spaces for children under 2 years to manage child safety, small parts and choking risks.

The indoor learning and play space is used in multiple ways and needs to allow quick, agile adaptation to support different activities.

Open plan spaces must be acoustically designed for optimum learning for the space to be functional for multiples users, increase speech legibility and provide learning benefits for children.

Additionally, larger spaces (44 places up) should include operable walls to allow the space to be split into 2 or more spaces (to meet each enrolment of 22).

Needs to be adjacent to the foyer to ensure it is accessible after hours with the rest of the centre safely secured and not directly accessible by adults attending the facility for other programs.

Performance criteria:

Spatial layout and circulation:

- seamless access to an adjacent outdoor learning and play space
- be physically and visually connected to an adjoining [retreat/quiet space/rest area](#)
- small and large activity spaces that are connected and flexible
- sufficient space around furniture to provide play areas zoned for various activities
- seamless access to children’s toilet and nappy change
- seamless access to any adjacent inclusive indoor learning and play area or Long Day Care service

Visual connectivity and wayfinding:

- clear line of sight throughout the space (to and from all adjacent spaces)
- abundant natural light with low glare

Access:

- ‘access for all’ through the whole space
- ease of navigation for those with mobility devices
- external access from all spaces
- appropriate adult and child height fixtures and fittings
- consideration of handrails, balustrades and barriers between level changes

Acoustics:

- acoustic performance to support early childhood learning (including children with hearing impairments and sensory processing disorders)

Fit-out:

- variety of natural and neutral textures for materials and finishes
- display boards, whiteboards and writeable surfaces for children and staff use
- low level operable windows with screens to outdoor learning and play spaces
- resilient durable impervious flooring
- non-slip or trip, carpet squares/rug(s)
- finger guards to all doors in this space accessible to children
- fully glazed double doors to verandah and outdoor learning and play space
- entrance floor mat from outdoor learning and play space
- secure entrance doors (self-closing with cushioning device)
- operable walls with viewing panels (to allow large open preschool spaces to be separated)
- unassigned power outlets for flexible use
- power outlets for all equipment and appliances
- lighting controls – electronic timer switches
- infrared occupancy sensors
- ceiling audio system (PA) for background music, with wall-mounted volume / selection control
- wireless access point - WAP
- digital telephone
- data outlets for fixed and portable ICT/AV
- access control main entry door (possibly located in hallway/circulation space)
- assistance alarm
- supervisable fire extinguishers, consider installation in AS 2444 cabinet or enclosure

RETREAT / QUIET SPACE / REST AREA

Area Schedule: <ul style="list-style-type: none"> Part of the Unencumbered Area – Indoor Learning and Play Space and Unencumbered Area – Inclusive Indoor Learning and Play Space 	
Adjacencies:	indoor learning and play (unencumbered area), inclusive indoor learning and play (unencumbered area), outdoor learning and play, sleep room,
National Regulation:	107 – Space requirements – indoor space 84A and 84D - Sleep and rest 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision
Design intent: <p>To provide a physically separate space for each indoor learning and play space for multiple functions including a rest zone, regulation/respice space, quiet activity zone, explicit teaching and learning, and at other times as an extension of the main indoor learning and play space.</p> <p>The area for this space should be 25% of the total allocation for indoor learning and play. Each indoor learning and play space (including those that can be split into 2 or more spaces) should be provided with a room.</p> <p>This space is also intended to be used during lockdowns and needs to be designed to function in this way.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> a physically and acoustically separate space for explicit teaching, presentation, gathering, rest and quiet experiences <input type="checkbox"/> connected to the main area by lockable single or double door access <input type="checkbox"/> can be used as a sleeping room for older children if required (not children under 24 months) <input type="checkbox"/> large enough for whole program enrolment to gather on floor space <input type="checkbox"/> direct access to outdoor learning and play space <input type="checkbox"/> lockable storage for first-aid kit and medicines <input type="checkbox"/> allocated space for bulky equipment such as mattresses/bedding, bean bags <input type="checkbox"/> gathering space for AV experiences 	
Operational factors to consider: <p>Consideration must be given to creating a feeling of privacy, visual calm and separation between spaces for children that require areas with less sensory stimulation.</p> <p>It should be centrally located and visually connected to encourage interaction, communication and a strong sense of belonging.</p> <p>Hanging cords or strings from blinds, curtains, mobiles or electrical devices must not be present in this space.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> seamless access to an adjacent outdoor learning and play space <input type="checkbox"/> seamless access to children’s toilet and nappy change <input type="checkbox"/> seamless access to an adjoining indoor learning and play space 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> variety of natural and neutral textures for materials and finishes <input type="checkbox"/> display boards, whiteboards and writeable surfaces for children and staff use <input type="checkbox"/> operable windows with screens to outdoor learning and play spaces <input type="checkbox"/> resilient durable impervious flooring <input type="checkbox"/> non-slip or trip, carpet squares/rug(s) <input type="checkbox"/> finger guards to all doors in this space accessible to children <input type="checkbox"/> ability to darken the area (block-out curtains/blinds) including door <input type="checkbox"/> provisions for flexible furniture for small group
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> clear line of sight throughout the space (to and from all adjoining spaces) avoiding overlaps or configurations where any portion is not fully visible from the indoor learning and play space or creates blind spots <input type="checkbox"/> abundant natural light with low glare 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> ‘access for all’ through the whole space 	

UNENCUMBERED AREA (RETREAT / QUIET SPACE / REST AREA)

INDOOR LEARNING AND PLAY

<ul style="list-style-type: none"> <input type="checkbox"/> ease of navigation for those with mobility devices <input type="checkbox"/> external access from all spaces <input type="checkbox"/> child height fixtures and fittings 	<ul style="list-style-type: none"> gatherings (wheelchair accessible) <input type="checkbox"/> external exit direct to outdoor learning and play space <input type="checkbox"/> entrance floor mat from outdoor learning and play space <input type="checkbox"/> entrance doors (self-closing with cushioning device) <input type="checkbox"/> lockable internal doors to the retreat/quiet space/rest area (Lockdown) <input type="checkbox"/> lockable storage for first aid (including space for bar fridge) <input type="checkbox"/> full height joinery (cupboard) for mattresses/bed storage (mounted internally with wall rack mat pegs) <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> dimmable lighting <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> provisions for wall-mounted AV display with wireless connectivity for BYOD <input type="checkbox"/> hearing augmentation <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> assistance alarm <input type="checkbox"/> supervisable fire extinguishers, consider installation in AS 2444 cabinet or enclosure
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference to and from adjacent spaces 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> small energy efficient bar fridge (medications/first aid) 	

UNENCUMBERED AREA (RETREAT / QUIET SPACE / REST AREA)

INDOOR LEARNING AND PLAY

ENCUMBERED AREA – INDOOR LEARNING AND PLAY

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Water trough / art sink • Resource collection and display • Storage – equipment and resources • Storage – bedding • Storage – children’s bags 	
<p>Adjacencies:</p>	<p>indoor learning and play (unencumbered area)</p>
<p>National Regulation:</p>	<p>107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision</p>
<p>Design intent:</p> <p>General storage of resources, materials, soft furnishings, equipment and toys accessible by children or staff.</p> <p>Generous open and closed storage to support children’s self-selection of toys and activities as well as an area to organise bags, so children have easy access to their belongings promoting independence while ensuring items do not fall out. Provide a water trough/art sink for children’s use close to a wash sink for staff access.</p> <p>Staff require storage of equipment and materials that is directly accessible from each indoor learning and play area.</p> <p>Long Day Care services will require a separate space for the safe and hygienic preparation of bottles (this can be provided as part of a secure kitchenette within this space (with m² area deducted from the kitchen), or within the education and care functional zone kitchen).</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure fixed or free standing storage does not obstruct sightlines or create obscured areas <input type="checkbox"/> storage spaces accessible by staff only (store room) <input type="checkbox"/> mixture of safe shelving and storage areas from which children of different age ranges can access equipment and personal belongings independently <input type="checkbox"/> adjustable shelving to occupational health and safety standards (compactus, fixed or proprietary shelving systems are appropriate) in any store room(s) provided <input type="checkbox"/> allocated space for bulky equipment such as mattresses/bedding, bean bags and prams <input type="checkbox"/> bench with art sink for cleaning water soluble art materials and under-trough cupboards <input type="checkbox"/> lockable cupboard storage <input type="checkbox"/> storage for loose furnishings and other resources <input type="checkbox"/> lockable first aid storage (retreat/quiet space/rest area) <input type="checkbox"/> floor area storage for larger items/toys <input type="checkbox"/> bottle preparation space and handwashing facilities (if separate from kitchen) 	
<p>Operational factors to consider:</p> <p>Some storage needs to be readily accessible from the indoor learning and play space while also being central for stored items that are shared across the spaces. Depending on the design layout proposed, there could be the opportunity to provide central combined storage and distribute some storage area to each learning and play space and the retreat/quiet space/rest area.</p> <p>Consideration needs to be given to the individual storage requirements of Preschool and Long Day Care programs.</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> distributed throughout learning and play space <input type="checkbox"/> some central storage locations (store room) <input type="checkbox"/> all stored items readily accessible <input type="checkbox"/> bottle preparation area readily accessible 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> art sink with cold water (child and adult height) <input type="checkbox"/> mirrors over art sink <input type="checkbox"/> bottle preparation (must be secured within concealed cupboard if located in the indoor

ENCUMBERED AREA

INDOOR LEARNING AND PLAY

<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lighting for effective viewing of stored objects (store room) <input type="checkbox"/> clear line of sight from bottle preparation area <input type="checkbox"/> clear line of sight from adult wash/art sink 	<p>learning and play area)</p> <ul style="list-style-type: none"> • sink in bench (hot water and TMV) • space for bottle warmer(s), fridge and lockable cupboard <ul style="list-style-type: none"> <input type="checkbox"/> bag storage (mobile or built in) <input type="checkbox"/> shelving with adjustable spacing to suit different sized materials and storage containers <input type="checkbox"/> open and closed (lockable) storage and display for toys, materials and equipment <input type="checkbox"/> childproof lock(s) on cupboards for materials and equipment not freely accessible to children <input type="checkbox"/> durable impervious resilient flooring <input type="checkbox"/> flush painted ceilings to any store rooms <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> single hinged flush panel door (self-closing and self-latching) with view panel (store room)
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> safely child accessible where appropriate <input type="checkbox"/> staff only access for closed spaces (store room) 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	

ENCUMBERED AREA

INDOOR LEARNING AND PLAY

UNENCUMBERED AREA – INCLUSIVE INDOOR LEARNING AND PLAY

UNENCUMBERED AREA

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Explicit teaching / presentation / gathering • Collaboration / music / drama / play space • Cultural and inclusive space(s) • Reflection and meeting space(s) • Story telling / dialogue / sharing space • Children wellbeing / sensory / regulation space(s) / settings • Retreat / quiet space / rest area 	
<p>Adjacencies:</p>	<p>foyer (including public reception and waiting), inclusive indoor learning area (encumbered area), outdoor learning and play area, indoor learning and play (preschool), children accessible toilet/shower and change</p>
<p>National Regulation</p>	<p>107 – Space requirements – indoor space 84A and 84D - Sleep and rest 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision</p>
<p>Design intent:</p> <p>A flexible and adaptable secure learning space for up to 6 children with disability and complex needs that provides the same opportunities as the Preschool and Long Day Care indoor learning and play space.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> able to be independent from or integrated with the main preschool indoor learning and play space <input type="checkbox"/> provide the same opportunities for learning and play as the preschool space <input type="checkbox"/> increased opportunities for sensory learning <input type="checkbox"/> no climbing hazards (including flush walls and window sills) <input type="checkbox"/> acoustic performance for optimal listening conditions is required in this space as children may be hearing impaired and/or have sensory processing disorders <input type="checkbox"/> allow for multiple children with mobility aids to move easily throughout the space <input type="checkbox"/> a dedicated retreat/quiet space/rest area <p>For further information refer to the Learning and Play Settings table.</p>	
<p>Operational factors to consider:</p> <p>This space should enable children to move easily, feel safe and manage how they feel. The space is used in multiple ways and needs to allow quick, agile adaptation to support different activities.</p> <p>Needs to be adjacent to the foyer to ensure ease of access.</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> allow multiple children with mobility aids to easily navigate the space <input type="checkbox"/> seamless access to an adjacent outdoor learning and play space <input type="checkbox"/> be physically and visually connected to an adjacent retreat/quiet space/rest area <input type="checkbox"/> small and large activity spaces that are connected and flexible <input type="checkbox"/> sufficient space around furniture to provide play area zoned for various activities 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> materials and finishes selected to accept a higher level of wear and tear <input type="checkbox"/> a variety of natural and neutral textures for materials and finishes <input type="checkbox"/> low level operable windows with screens to outdoor learning and play spaces <input type="checkbox"/> resilient durable impervious flooring <input type="checkbox"/> non slip, or trip wheelchair and walking frame traversable carpet squares/rug(s) <input type="checkbox"/> display boards, whiteboards and writeable surfaces at child viewing height <input type="checkbox"/> finger guards to all doors in this space accessible to children
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight between multiple indoor learning and play areas including children’s toilets 	

INCLUSIVE INDOOR LEARNING AND PLAY

<ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light with low glare <input type="checkbox"/> adaptable to at times provide visual privacy from the preschool indoor learning and play space 	<ul style="list-style-type: none"> <input type="checkbox"/> consideration of handrails, balustrades and barriers between level changes <input type="checkbox"/> fully glazed double doors to verandah and outdoor learning and play space <input type="checkbox"/> entrance floor mat from outdoor learning and play space <input type="checkbox"/> access control entrance doors (self-closing with cushioning device) <input type="checkbox"/> staff controlled door to allow seamless access to any adjacent preschool indoor learning and play area <input type="checkbox"/> hanging cords or strings from blinds, curtains, mobiles or electrical devices must not be present in this space <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> all power to be isolatable <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> dimmable lighting <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> wall-mounted AV display, in each activity space (including retreat/quiet space/rest area) with wireless connectivity for BYOD <input type="checkbox"/> hearing augmentation throughout spaces <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> assistance alarm <input type="checkbox"/> supervisable fire extinguishers, consider installation in AS 2444 cabinet or enclosure
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'access for all' through the whole space <input type="checkbox"/> ease of navigation for those with mobility devices <input type="checkbox"/> external access from all spaces 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic performance to support early childhood learning (including children with hearing impairments and sensory processing disorders) <input type="checkbox"/> minimise acoustic interference from adjacent spaces 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> mobile communication device(s) must be provided as per the provision of mobile communication devices procedure 	

UNENCUMBERED AREA

INCLUSIVE INDOOR LEARNING AND PLAY

ENCUMBERED AREA – INCLUSIVE INDOOR LEARNING AND PLAY

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Water trough / art sink • Resource collection and display • Storage – equipment and resources • Storage – bedding • Storage – children’s bags 	
<p>Adjacencies:</p>	<p>inclusive indoor learning area (unencumbered area)</p>
<p>National Regulation:</p>	<p>107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision</p>
<p>Design intent:</p> <p>General storage of resources, materials, soft furnishings, equipment and toys accessible by children or staff. Generous open and closed storage is important to support children’s self-selection of toys and activities as well as an area to organise bags, so that children have easy access to their belongings to promote independence while ensuring items do not fall out. Provide a water trough/art sink for children’s use close to a wash sink for staff access. Staff require storage of equipment and materials that is directly accessible from the inclusive indoor learning and play area. Storage for multiple pieces of children’s large personal equipment (wheelchairs, walkers, hoists or lifters).</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> mixture of storage readily accessible to children <input type="checkbox"/> storage spaces accessible by staff only (store room) <input type="checkbox"/> safe shelving and storage areas from which children of different age ranges can access equipment and personal belongings independently <input type="checkbox"/> allocated space for bulky equipment such as mattresses/bedding, bean bags and prams <input type="checkbox"/> bench with art sink for cleaning water soluble art materials and under-trough cupboards <input type="checkbox"/> lockable cupboard storage <input type="checkbox"/> storage for loose furnishings and other resources <input type="checkbox"/> lockable first aid storage (retreat/quiet space/rest area) <input type="checkbox"/> floor area storage for larger items/toys 	
<p>Operational factors to consider:</p> <p>An individual child might need multiple pieces of equipment, but not use some of the equipment all day, adequate storage space needs to be provided for this.</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all stored items readily accessible 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> art sink cold water (child and adult height) <input type="checkbox"/> bag storage <input type="checkbox"/> shelving with adjustable spacing to suit different sized materials and storage containers <input type="checkbox"/> provide adjustable shelving to occupational health and safety standards (compactus, fixed or proprietary shelving systems are appropriate) <input type="checkbox"/> open and closed (lockable) storage and display for toys, materials and equipment <input type="checkbox"/> childproof lock(s) on cupboards for materials and equipment not freely accessible to children <input type="checkbox"/> durable impervious resilient flooring <input type="checkbox"/> flush painted ceilings to any store rooms <input type="checkbox"/> multiple power outlets to recharge equipment
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> bright light for effective viewing of stored objects (store room) <input type="checkbox"/> clear line of sight adult wash/art sink 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> safely child accessible where appropriate <input type="checkbox"/> staff only access for closed spaces (store room) 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	

ENCUMBERED AREA

INCLUSIVE INDOOR LEARNING AND PLAY

- lighting controls – electronic timer switches
- infrared occupancy sensors
- all power and water to be isolatable
- single hinged flush panel door (self-closing and self-latching) with view panel (store room)
- supervisable fire extinguishers, consider installation in AS 2444 cabinet or enclosure

ENCUMBERED AREA

INCLUSIVE INDOOR LEARNING AND PLAY

SLEEP ROOM

<p>Area Schedule:</p> <ul style="list-style-type: none"> Standard cot size is approx. 0.7m X 1.3m (0.9m²). Area per child allows 07.m between cots. 	
<p>Adjacencies:</p>	<p>connected to the indoor learning and play space (long day care)</p>
<p>National Regulation</p>	<p>84A and 84D - Sleep and rest 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision</p>
<p>Design intent:</p> <p>Provides a quiet space to enable children under 24 months of age to sleep in cots and children over 24 months to sleep on mattresses.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide a calm, peaceful, comfortable environment that has natural daylight provided via an external operable window to ensure the space is well ventilated <input type="checkbox"/> provide storage for linen, pillows, blankets <input type="checkbox"/> cots must be positioned to ensure they do not obstruct visibility to other cots <input type="checkbox"/> ensure full visual access to the entire room is available from viewing window avoiding overlaps or configurations where any portion is not fully visible from the indoor learning and play space or creates blind spots <input type="checkbox"/> where two sleep rooms are adjoining, provide viewing window in the wall between the two rooms <input type="checkbox"/> close access to children’s toilet and nappy change <input type="checkbox"/> ensure doorway allows cot(s) to safely evacuate in emergencies 	
<p>Operational factors to consider:</p> <p>Educators are required to closely monitor sleeping children and the sleep environment. This involves checking/inspecting sleeping children at regular intervals, ensuring they are always within sight and hearing distance of sleeping and resting children so they can assess a child’s breathing and skin colour.</p> <p>All elements of sleep room design are required to be anti-ligature.</p> <p>Unencumbered area in the sleep room is not counted as part of the 3.25m² of unencumbered indoor learning and play space per child as per the NQS.</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> rooms to accommodate cots (compliant with AS/NZS 2172) in line with the departments safe sleeping and resting for infants and young children procedure 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> variety of natural and neutral textures for materials and finishes <input type="checkbox"/> storage for linen, pillows, blankets (encumbered space) <input type="checkbox"/> finger guards to all doors in this space <input type="checkbox"/> durable impervious flooring or carpet tiles <input type="checkbox"/> door hardware to prevent unescorted child access <input type="checkbox"/> ability to darken the area (block-out curtains/blinds) including door (hanging cords or strings from blinds, curtains, mobiles or electrical devices must not be present) <input type="checkbox"/> operable external window (with screen) for natural ventilation <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access to natural daylight <input type="checkbox"/> all children should be visible to supervising educators – internal window (sill heights must allow clear visibility of each child’s head and upper torso while lying in a cot) <input type="checkbox"/> doors with viewing panels 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> connected to the learning and play activity area by single hinged door with viewing panel <input type="checkbox"/> unescorted child access should not be possible 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference from adjacent spaces whilst enabling sleeping children to be within earshot of staff 	

SLEEP ROOM

SLEEP AND REST

- dimmable lighting
- infrared occupancy sensors
- ceiling audio system (PA) for background music, with wall-mounted volume / selection control
- wireless access point - WAP
- data outlets for fixed and portable ICT/AV
- assistance alarm
- supervisable fire extinguishers, consider installation in AS 2444 cabinet or enclosure

SLEEP ROOM

SLEEP AND REST

KITCHEN

KITCHEN – FOOD PREP, STORAGE and TEACHING

<p>Area Schedule:</p> <ul style="list-style-type: none"> • explicit teaching/presentation/gathering • food preparation • storage – cold food storage and children’s lunches • when an Inclusive Indoor Learning space is briefed, an additional allowance for inclusive elements is included here for gastronomy bags/tubes, food preparation, storage 	
<p>Adjacencies:</p>	<p>centrally connected to the indoor learning and play spaces, foyer (including public reception and waiting)</p>
<p>National Regulation</p>	<p>107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision</p>
<p>Design intent:</p> <p>Provides a place where staff, parents/volunteers can prepare food and other refreshments for the children. It can also be used for supervised and assisted food preparation by children. It may include designated space for the safe and hygienic preparation of bottles.</p> <p>Additional space can be added from the internal circulation allowance to create a dining area adjacent to the kitchen.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct physical and visual access to adjacent indoor learning and play space <input type="checkbox"/> impervious, durable, easily cleanable flooring and surfaces <input type="checkbox"/> layout to include space for food preparation and storage, cooking, cleaning/washing up, equipment storage (larger centres may consider walk in pantry and food warming equipment) <input type="checkbox"/> separate handwashing facilities <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams <input type="checkbox"/> layout to support up to 4 adults working simultaneously on food preparation <input type="checkbox"/> kitchen must not be accessible to children unless escorted by an adult <input type="checkbox"/> bottle preparation space – if not provided in a separate room using an allocation of m² space from the kitchen <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space. 	
<p>Operational factors to consider:</p> <p>The kitchen will be shared by the Preschool, Long Day Care and Inclusive Preschool Program and will become extremely busy prior to snack and lunch breaks. Consideration of the individual groups requirements needs to be addressed.</p> <p>A Long Day Care Program will require the space for meal preparation throughout the day.</p> <p>A sink for washing art materials is not permitted in the kitchen.</p> <p>Kitchens where meals are prepared for children as part of long day care programs can be granted an exemption to DDA requirements due to the duties associated with this food service. If this is a kitchen shared by long day care and preschool that staff and parents will use, and there is no other kitchen with DDA access to be provided, an accessible workspace should be provided in the main kitchen.</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to support multiple adults working simultaneously on food preparation <input type="checkbox"/> maximise usable benchtop area 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure kitchen space - gate with latch to open (kitchen side) to prevent unsupervised access by children <input type="checkbox"/> resilient non-slip flooring with coved skirting <input type="checkbox"/> if included, bottle preparation sink in bench (hot water and TMV) access to microwave, fridge and
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual connection with indoor learning and play spaces <input type="checkbox"/> natural light from an external operable window 	

KITCHEN

<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> joinery to provide viewing platform for small groups of children outside the secure kitchen space – with access to kitchen counter 	<ul style="list-style-type: none"> lockable cupboard <input type="checkbox"/> meals preparation and cooking area with fitted joinery - benchtop, overhead cupboards, below bench cupboards and drawers (adequate bench and storage space for supplies, and all necessary kitchenware and pantry items) <input type="checkbox"/> overhead storage for first aid supplies with child safety lock <input type="checkbox"/> splashbacks to all countertops, behind hand basin and cooktop <input type="checkbox"/> all cupboards lockable (keyed alike) <input type="checkbox"/> space for microwave oven, integrated fridge freezer, commercial dishwasher (to meet safe food handling requirements), domestic kitchen cooking facilities – hot plates, oven with rangehood <input type="checkbox"/> separate sink for adult hand washing (hot water and TMV) with PPE storage station (gloves/masks) <input type="checkbox"/> child hand washing sink (cold water only) in close proximity <input type="checkbox"/> paper towel dispenser and soap dispensers to hand washing sinks <input type="checkbox"/> double sink for washing dishes (hot water and TMV) <input type="checkbox"/> finger guards must be fitted to gate/door hinges <input type="checkbox"/> whiteboard or writeable surface <input type="checkbox"/> operable external window (with screen) <input type="checkbox"/> screen door if direct access to outside space <input type="checkbox"/> hardwired appliances <input type="checkbox"/> 4x above bench double general power outlets <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> fire blanket <input type="checkbox"/> supervisable fire extinguishers, consider installation in AS 2444 cabinet or enclosure
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer into adjacent spaces 	

- Preschool
 - Inclusive Preschool
 - foster a connection to and inspire respect for the environment and natural world and highlight the relationship between the environment, cultural understanding and human activities
 - provide appropriate learning opportunities for integration into curriculum including science, mathematics, geography, language development and environmental sustainability
 - provide a quality natural learning environment
 - give opportunities for children to choose varied spaces and activities and develop gross motor skills and spatial awareness through steps, safe climbing, running, tumbling
 - provide varied opportunities for engagement with natural materials including sensory elements
 - provide equipment and play structures that provide opportunity to engage in active play and safe risk-taking incorporating transparent or open elements to maintain line of sight into forts, teepees, cubbies etc
 - provide covered sand play area(s) with adjacent water source to drain into the sand area
 - a framed shade structure with roofing materials such as metal sheeting, clear sheeting or a combination of both, including gutters and underground stormwater disposal, must be constructed over sandpits and be designed to allow for the shade to fall over most of the sanded area during operating hours (see roofed structures in the Technical Specifications for built requirements)
 - provide plantings that are native and indigenous to the area and the Aboriginal community
 - provide shelter in the form of shade and wet weather protection using fixed structures and landscape elements. As a minimum, the following built shade areas are to be provided (with roof cover extending beyond the perimeter of areas to be shaded by 1m in all directions):
 - verandah connected to the building preferably facing north and opening directly to a usable paved or grassed area with no step
 - a minimum area of 1m² per child and a minimum depth of 2.4m to enable setting up of tables and chairs for outdoor group activities
 - direct access to toilets, hand washing and drying facilities from the indoor and outdoor spaces
 - include adult friendly seating and shade that maintains line of sight for discreet supervision of children
 - provide accessible paths and paving connecting the indoor learning and play space to storage, sandpit, water play, grassed area and other significant outdoor learning and play zones (paving is not to intrude on or go through the impact absorbing area, and should be provided in varying textures and natural tones)
 - provide circular pathway route for bikes and ride on equipment that does not conflict with movement pathways within the play space
 - include built and natural shade areas and select semi-mature trees of appropriate species ([Kid Safe SA guidance](#))
 - include sand play area(s) with adequate fixed shade structure(s), including an underground stormwater management system
 - provide a water play area including provision of water supply and drainage to preclude any pooling of water (refer Interactive Water Feature requirements in [Part 4: Technical Specifications](#))
 - provide spaces for retreat and quiet or relaxation time, spaces for children to gather in small and large groups, as well as opportunities for physical activity
 - educators should be able to engage freely and meaningfully with children throughout the space without being restricted to fixed positions for supervision
 - spaces should be open, square or rectangular in layout - segmented layouts and fencing should not result in T-shaped, L-shaped, or other configurations that create secluded corners or obscured areas
- Inclusive Preschool outdoor learning and play space
- ability to be both integrated with, and at times independent from, the main outdoor learning and play space
 - provide suspension hooks, under an external covered area, fixed to structural members and away from the main traffic flows
 - provide an impact absorbing surface under the entire fall zone of any suspension equipment
 - secure, unclimbable and aesthetically pleasing barrier fence that doesn't appear discriminating or intimidating
 - spaces that can be easily accessed with mobility aids (exclude the use of boulders and fixed stepping logs in these spaces)
 - verandah connected to the building directly adjacent Inclusive Preschool Program indoor learning and play areas:

- a minimum of 1m² per child and suitable area to provide weather protection for a removable outdoor swing apparatus fixed to a suspension point under the roof structure in accordance with fall zones for swings AS 4685 (Parts 1 to 6) and AS 4422(Int)

Operational factors to consider:

The following must be considered:

- sharp corners and edges must not be present, they must be made well rounded and smooth
- timbers on structures, posts, equipment and garden beds must be sanded, chamfered and splinter free
- copper chrome arsenate (CCA) treated timber is not permitted for use
- children under 2 years should not have access to small objects (of a size that presents a choking hazard) including mulch, bark chips and stones
- materials that absorb heat on hot days can cause burns to children
- bushfire zones requiring construction above BAL-29 must comply with the requirements of the relevant bushfire attack level for the site
- protection against falling from heights
- fall zones and impact absorbing materials
- overuse of rocks/boulders and mounds which restricts play setup and access to flat lawn spaces
- rocks/boulders are not suitable for children under 24 months and designated inclusive spaces
- access for emergency vehicles and the delivery of landscaping supplies must be provided (this includes considering the location of landscape plantings and mature growth size)
- in inclusive spaces, ample circulation is required to manoeuvre large equipment and mobility aids.

Trees selected for natural shade must establish quickly, be a mixture of evergreen and deciduous trees, have a high long-term survival rate, suit the local area’s soil type and climate, and not have spike branches or be prone to dropping limbs. If there are no mature plantings, built shade may need to be provided while landscaping and plantings establish.

The department recommends advice from Kidsafe is sought for the proposed playground design to mitigate any costly installs that are not compliant.

External boundary fencing and barriers, of outdoor play space in early childhood centres and preschools, must comply with AS 1926.1 Swimming pool safety – Safety barriers for swimming pools.

A post-installation comprehensive playground safety inspection must be completed by an accredited Comprehensive Playground Inspector to verify that the Outdoor Learning Area is ready for use and that the equipment supplied and installed conforms with the current playground standards.

Performance criteria

Spatial layout and circulation:

- seamless access to all adjacent indoor learning and play spaces
- adjacent to the R-2 outdoor space is preferable if on a co-located site
- take advantage of available sunshine while considering appropriate shading to provide sun protection (this can be achieved by locating outdoor learning and play spaces on the northern side of the building)

Visual connectivity and wayfinding:

- line of sight for supervision is required to all areas
- visual privacy should be provided to the inclusive preschool space for use when desired
- inclusive play equipment, structures and play features (including sandpit)

Access:

- ‘access for all’ through the whole space including access for wheelchairs and mobility aids

Fit-out:

- sandpits with fixed shade structures (1 for babies under 24 months in Long Day Care and 1 for Preschool children)
- external water taps appropriately located for washdown of undercover paving, garden maintenance and water play activities (sandpit)
- covered outdoor learning areas (verandahs)
- interactive water feature(s)
- suspension hooks to undercover area for therapy and sensory equipment
- rock and boulders
- slopes and mounds
- fixed play structures
- nature play spaces and natural shade areas
- seating
- circulation paths
- unassigned outdoor IP rated power for flexible

UNENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

<p>Acoustics:</p> <ul style="list-style-type: none"><input type="checkbox"/> consider acoustic fencing requirements to adjoining residential properties	<ul style="list-style-type: none">use to all outdoor learning and play spaces<input type="checkbox"/> wireless access point(s) - WAPs to covered areas<input type="checkbox"/> fencing with gated pedestrian and vehicle access
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UNENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

ENCUMBERED AREA – OUTDOOR LEARNING AND PLAY

<p>Area Schedule:</p> <ul style="list-style-type: none"> • External storage • External water trough / art sink • Allowance for pavements and other areas not fulfilling learning and play needs 	
<p>Adjacencies:</p>	<p>outdoor learning and play (unencumbered area)</p>
<p>National Regulation</p>	<p>104 – Fencing 108 – Space requirements – outdoor space 113 – Outdoor space – natural environment 114 – Outdoor space – shade 115 – Premises designed to facilitate supervision</p>
<p>Design intent:</p> <p>Provision of an area (shed or external cupboards within building structure) for the general storage of outside play equipment such as push carts, balls, hoops, sand pit tools, trikes, scooters, chairs, boxes of play equipment and garden tools. This includes a storage shed which can also be used as a secure location for irrigation system controls.</p> <p>In the inclusive preschool area ample storage is required for large equipment and disability aids.</p>	
<p>Functional requirements:</p> <p>Separate storage areas for:</p> <ul style="list-style-type: none"> • Long Day Care • Preschool • Inclusive Preschool <p><input type="checkbox"/> mixture of storage readily accessible to children</p> <p><input type="checkbox"/> lockable storage spaces accessible by staff only (shed/external cupboards)</p> <p><input type="checkbox"/> allocated space for bulky equipment such as push carts, hoops, sand pit tools, trikes, scooters, chairs</p> <p><input type="checkbox"/> art sink for cleaning water soluble art materials</p>	
<p>Operational factors to consider:</p> <p>Storage needs to be readily accessible without being intrusive in the external learning environment. Depending on the design layout proposed, it is possible that one equipment store with well zoned areas could satisfy this functional requirement, or the area could be distributed across two (or more) smaller storage spaces.</p> <p>All external storage must not obstruct sightlines, create obscured areas, or be climbable (otherwise protection against falling from heights, fall zones and impact absorbing materials must be addressed).</p> <p>Development approval through the State Commission Assessment Panel is required for any sheds.</p> <p>Access gates for landscaping supply deliveries and emergency vehicles must be provided (this includes considering the location of landscape plantings and mature growth size).</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <p><input type="checkbox"/> all shelving accessible and objects stored visible</p> <p><input type="checkbox"/> floor area for large toys and equipment</p>	<p>Fit-out:</p> <p><input type="checkbox"/> art sink with cold water</p> <p><input type="checkbox"/> adjustable shelving to occupational health and safety standards</p> <p><input type="checkbox"/> allow space for climbing ladders and walking boards</p> <p><input type="checkbox"/> hanging area for garden tools</p> <p><input type="checkbox"/> cupboards with locks or child-proof catches</p> <p><input type="checkbox"/> unassigned power outlets for flexible use</p> <p><input type="checkbox"/> artificial lighting</p> <p><input type="checkbox"/> power for irrigation controller</p>
<p>Visual connectivity and wayfinding:</p> <p><input type="checkbox"/> lighting for effective viewing of stored objects</p>	
<p>Access:</p> <p><input type="checkbox"/> if the Preschool and Occasional/Long Day care Outdoor Learning Areas are separated by an internal fence, storage must be easily accessible from both sides</p> <p><input type="checkbox"/> level entry for trikes, carts etc</p> <p><input type="checkbox"/> closing mechanisms above child heights</p>	

ENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

<input type="checkbox"/> solid pathways from storage to sanded area, water play area, grassed play and main activity areas (ease of movement of equipment/trolleys)	<input type="checkbox"/> lockable door(s) to storage <input type="checkbox"/> fire detection equipment to any sheds <input type="checkbox"/> infrared occupancy sensors to any sheds
Acoustics: <input type="checkbox"/> none applicable	

ENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

INDOOR COMMUNITY MEETING AREA

Area Schedule: <ul style="list-style-type: none"> Indoor community meeting area 70m² Food preparation/kitchenette 5m² (up to an additional 7m² from the internal circulation allowance can be added to provide all the briefed functional requirements for this space) Resource and storage area 8m² 	
Adjacencies:	foyer (including public reception and waiting), outdoor community meeting – play space, multi-faith room, parenting room, community amenities,
National Regulation	107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision
Design intent: A flexible multi-purpose space for community and cultural programs and activities such as playgroup. This space should be appropriate for adults and children, group play (including gross motor activities), and activities with parental and therapist involvement.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> accommodate up to 35 people <input type="checkbox"/> unobstructed agile space that allows for flexible use and frequent change of learning settings and activities <input type="checkbox"/> ability to be divided into program space and creche for activities to run concurrently <input type="checkbox"/> includes a kitchen that can be used to support education programs: <ul style="list-style-type: none"> bench space allows presentation and demonstration to audience includes domestic stove and rangehood, double sink, adult handwash basin and space to accommodate fridge, microwave and dishwasher (inaccessible to children - restrict access with latched gate or door) <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams <input type="checkbox"/> venue to host community events 	
Operational factors to consider: This space may also be used for practical parental education sessions and activity-based groups, counselling or meeting with families, small groups of parents or full staff gatherings. Consideration should be given to access, space and storage of prams, and the multi-age groups utilising this space (elders, younger adults and young children and babies). Needs to be adjacent to the foyer to ensure it is accessible after hours with the rest of the centre safely secure.	
Performance criteria	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> to accommodate different sized groups of up to 35 people from multi-age groups. <input type="checkbox"/> opens directly to verandah and outdoor community meeting and play space 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> operable wall (solid not with viewing panels) to divide space for concurrent activities <input type="checkbox"/> impervious, durable resilient floor and surface finishes. <input type="checkbox"/> carpet squares/rug(s) <input type="checkbox"/> kitchen: <ul style="list-style-type: none"> non-slip resilient floor with coved skirting meals preparation and cooking area with fitted joinery - benchtop, overhead cupboards, below bench cupboards and drawers (adequate bench and storage space for supplies) cooktop, oven, and exhaust above cooktop (rangehood)
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> ensure line of sight is available from any location within the community space <input type="checkbox"/> visually connected to the foyer/main entrance 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> ease of access to community amenities, parenting room and multi-faith room 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer into and from adjacent spaces 	

INDOOR COMMUNITY MEETING AREA

COMMUNITY AND CULTURAL SPACE

	<ul style="list-style-type: none"> • space for fridge and dishwasher • double bowl sink (hot water and TMV) • boiling and chilled water tap • splashback to sink • adult hand washing basing (hot water and TMV) with PPE storage station (gloves/masks) • foaming soap dispenser over handwashing sink • paper towel dispenser • fire blanket • hardwired appliances <input type="checkbox"/> storage space for equipment to support programs and activities (accessible from indoor and outdoor spaces) <input type="checkbox"/> lockable storage for personal belongings <input type="checkbox"/> operable external window (with screen) <input type="checkbox"/> fully glazed double doors to verandah and outdoor community meeting and play space <input type="checkbox"/> entrance floor mat from outdoor community meeting and play space <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> dimmable lighting <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> IPTV/digital signage displays distributed around room for promotion – audio via speakers integrated in displays <input type="checkbox"/> site-wide IPTV control via PC over network <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> access control <input type="checkbox"/> supervisable fire extinguishers, consider installation in AS 2444 cabinet or enclosure
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INDOOR COMMUNITY MEETING AREA

COMMUNITY AND CULTURAL SPACE

OUTDOOR COMMUNITY MEETING AND PLAY SPACE

Area Schedule: <ul style="list-style-type: none"> Allocated area has been based on a nominal playgroup size of 10 children at 7m² per child 	
Adjacencies:	indoor community meeting area, community amenities
National Regulation	104 – Fencing 108 – Space requirements – outdoor space 113 – Outdoor space – natural environment 114 – Outdoor space – shade 115 – Premises designed to facilitate supervision
Design intent: Fenced outdoor space (children’s play, gathering of small and large groups, community events) with covered outdoor area, directly accessible from and visually connected to the community indoor space.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> verandah which includes access to storage <input type="checkbox"/> hard surface under verandah with space for outdoor furniture <input type="checkbox"/> maximise flat lawn space in non-verandah area <input type="checkbox"/> minimum 20% of non-verandah outdoor area to be shaded (natural or construction) 	
Operational factors to consider: This needs to be a flexible space that can accommodate small to large group gatherings as well as small to large group child play activities. Consideration needs to be given to the multi-age groups utilising this space (elders, younger adults and young children and babies).	
Performance criteria	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> seamless access to the adjacent indoor space 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> provide natural shade and shelter <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> provide grassed areas <input type="checkbox"/> art sink with cold water <input type="checkbox"/> outdoor lighting <input type="checkbox"/> flexible unassigned outdoor IP rated power outlets <input type="checkbox"/> wireless coverage to verandah <input type="checkbox"/> safety or perimeter fencing (to match adjoining boundary fence) with gated pedestrian and vehicle access
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> ‘access for all’ through the whole space <input type="checkbox"/> accessible for wheelchairs and mobility aids 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> consider acoustic fencing requirements to adjoining residential properties 	

OUTDOOR COMMUNITY MEETING – PLAY SPACE

COMMUNITY AND CULTURAL SPACE

MULTI-FAITH ROOM

Adjacencies:	foyer (including public reception and waiting), indoor community meeting area, community amenities, staff centre	
National Regulation	110 – Ventilation and natural light	
Design intent:	This is a quiet space aimed to be supportive of visitors and staff, for reflection, retreat, spiritual and religious observances for people of all faiths.	
Functional requirements:	<input type="checkbox"/> located in a central, discreet location to be easily accessible to visitors and staff <input type="checkbox"/> clear wayfinding signage from the main entry to the multi-faith space <input type="checkbox"/> unisex facility that should be flexible support a diverse range of spiritual / religious beliefs and practices <input type="checkbox"/> located near a community toilet (required for religious ablutions by some faith groups prior to undertaking their prayers) <input type="checkbox"/> storage for belongings (shoes, prayer mat, books, icons) <input type="checkbox"/> ideally with access or views to an external area	
Operational factors to consider:	The space should be designed in a manner that facilitates prayer and/or reflection and should not highlight any one faith’s religious iconography.	
Performance criteria		
Spatial layout and circulation:	Fit-out:	<input type="checkbox"/> entering the room should not cause a disruption to those already using the space
Visual connectivity and wayfinding:		<input type="checkbox"/> carpet tiles to main prayer floor space <input type="checkbox"/> curtain partition to screen door (privacy) <input type="checkbox"/> viewing panel to entrance door, not lockable from inside <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> signage indication for occupation <input type="checkbox"/> signage on ceiling indicating direction of prayer
Access:		<input type="checkbox"/> controllable lighting – natural and artificial <input type="checkbox"/> clear wayfinding signage from the main entry to the multi-faith space <input type="checkbox"/> ‘access for all’ through the whole space <input type="checkbox"/> no key or tool required to exit the room
Acoustics:		<input type="checkbox"/> acoustic privacy is required
Activation:	<input type="checkbox"/> agile seating/furniture that can be moved as required to serve the functions above <input type="checkbox"/> prayer mats <input type="checkbox"/> storage (pigeon holes/lockers)	

MULTI-FAITH ROOM

COMMUNITY AND CULTURAL SPACE

Health

The **Health** functional zone is specifically designed to support a range of health services that promote a child's optimal development and are provided in one-to-one consultation with parental participation.

Consulting and Clinical Services

Consulting and clinical services

CONSULTING AND CLINICAL SERVICES

Adjacencies:	foyer (including public reception and waiting), community and cultural space	
National Regulation	111 – Administrative space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision	
Design intent: Consulting rooms for children and parents to attend with visiting allied health services professionals or for additional learning support as required.		
Functional requirements:		
<input type="checkbox"/> configuration to allow workstation, space for small meetings and clinical/therapy activities <input type="checkbox"/> provision of handwash facilities for clinical treatment services <input type="checkbox"/> secure file and equipment storage <input type="checkbox"/> client privacy and confidentiality <input type="checkbox"/> safe egress layout to maintain physical safety (second exit)		
Operational factors to consider: Given the potential for multiple users and multiple uses, these spaces need to be equipped to be agile and adaptable. Consideration should be given to access and space for prams, as well as multi-generational family members.		
Performance criteria		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> directly accessible with line of sight from entrance/foyer <input type="checkbox"/> ease of movement between furniture <input type="checkbox"/> space to manoeuvre and park prams	<input type="checkbox"/> space for small storage for toys <input type="checkbox"/> fixed joinery bench with inset hand basin (hot water and TMV), adjacent bench space and lockable cupboards under <input type="checkbox"/> foaming soap dispenser over handbasin <input type="checkbox"/> paper towel dispenser <input type="checkbox"/> PPE storage station near sink (gloves/masks) <input type="checkbox"/> lockable overhead cupboards <input type="checkbox"/> display and writeable surfaces <input type="checkbox"/> external operable window (with screen) <input type="checkbox"/> carpet tiles <input type="checkbox"/> resilient non-slip floor (sink area) covered skirting <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> dimmable lighting <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> door with viewing panel, access control entry and not lockable from inside <input type="checkbox"/> assistance alarm <input type="checkbox"/> consider duress alarm <input type="checkbox"/> alternate, safe egress door to maintain physical safety if required	
Visual connectivity and wayfinding:		
<input type="checkbox"/> visibility for passive supervision whilst maintaining privacy		
Access:		
<input type="checkbox"/> provide ease of access for visiting allied health service professionals <input type="checkbox"/> ease of access to community amenities		
Acoustics:		
<input type="checkbox"/> acoustically contained to ensure privacy and confidentiality		
Activation:		
<input type="checkbox"/> furniture suitable to set up as a workstation (for laptop etc) <input type="checkbox"/> 2 – 3 comfortable chairs (with arm rests)		

Leadership, Administration and Staff Centre

The **Leadership, Administration and Staff Centre** acts as the central focal point for the community as well as a co-ordination point for reception, leadership, management, administration and communication.

Leadership

Leadership Team Area (ECEC Director)

Administration

Foyer (includes public reception and waiting)

Administration and program support

Meeting room - Interview

Parenting room

Staff resource and utilities area

Storage – Secure and General

Staff Centre

Staff lounge/kitchenette (including storage for personal belongings)

Staff lounge - external courtyard

LEADERSHIP TEAM AREA

Adjacencies:	foyer (including public reception and waiting), administration and program support, meeting room, staff centre, staff amenities	
National Regulation	111 – Administrative space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision	
Design intent:	Office space(s) to accommodate the Director of the Children’s Centre and the Director of the Long Day Care Services.	
Functional requirements:	<input type="checkbox"/> configuration to allow workstation(s) for individual work including planning and administrative activities <input type="checkbox"/> space for small meetings with staff, parents and visitors (including meetings of a highly confidential nature) <input type="checkbox"/> storage for resources—files, books, folders, other teaching resources to occupational health and safety standards	
Operational factors to consider:	While needing to be central and accessible to staff and children, the layout requires a level of security and seclusion from visitors, with all external visitors being required to first report to reception.	
Performance criteria		
Spatial layout and circulation:	<input type="checkbox"/> locate near the entrance for ease of access for adults and supervision of entrance	Fit-out:
Visual connectivity and wayfinding:	<input type="checkbox"/> visual access to indoor learning and play/outdoor learning and play area where adjacency allows <input type="checkbox"/> natural daylight	<input type="checkbox"/> door(s) with viewing panels, access control, and not lockable from inside <input type="checkbox"/> display boards/whiteboards/writeable surfaces <input type="checkbox"/> open shelf storage — under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> external operable window <input type="checkbox"/> carpet tiles <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for fixed and portable ICT/AV
Access:	<input type="checkbox"/> accessed by entering secure area	
Acoustics:	<input type="checkbox"/> provide a high degree of acoustic separation to ensure confidentiality of conversations	
Activation:	<input type="checkbox"/> workstation(s) adjustable height — sitting or standing for a desktop computer with 2 screens side by side, a printer as well as adjacent paperwork (for the briefed number of staff) <input type="checkbox"/> height adjustable, swivel office chairs <input type="checkbox"/> seating for two to three people plus a small table <input type="checkbox"/> secure storage for personal effects	

LEADERSHIP TEAM AREA

LEADERSHIP

FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)

Adjacencies:	ECEC facility entry point
National Regulation	111 – Administrative space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision
<p>Design intent:</p> <p>The foyer and reception area provides a welcoming, fully accessible secure and safe space for visitors to arrive and sets the tone for the atmosphere and identity of the ECEC facility.</p> <p>It also serves as the administrative hub for the facility and supports a range of administrative functions including filing, printing, compiling, recording and computing.</p> <p>Additional functions include:</p> <ul style="list-style-type: none"> • sign-in and sign-out of children, consulting and clinical services, contractors • display area for exhibitions, parent notices, event information, values and vision, and memorabilia • waiting area for parents, visitors and tradespersons • receiving deliveries 	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reception to provide clear view of main entrance and waiting areas (internal and external) <input type="checkbox"/> foyer to be located at the main entrance without having to traverse through the reception area <input type="checkbox"/> secure foyer area to prevent unsupervised child access to outside spaces with controlled access to the learning and play activity areas (provides controlling access between waiting and service areas) <input type="checkbox"/> waiting area for visitors to accommodate up to 20 people (standing, seated and with prams or using mobility aids) including some space external to the foyer <input type="checkbox"/> display of notices, centre information and showcase children’s learning and activities <input type="checkbox"/> ease of access to adjacent spaces leadership area, indoor learning and play space, staff centre, administration and program support, consulting rooms and community and cultural space <input type="checkbox"/> provide work areas and storage areas that support filing, printing, preparing and compiling information, recording and storing <input type="checkbox"/> safe egress layout to maintain physical safety (second exit) 	
<p>Operational factors to consider:</p> <p>Consideration should be given to potential congestion issues at peak times when there will be a high number of adults and children moving through the area simultaneously. The circulation space needs to be generous and accommodate prams, strollers, and toddlers travelling in both directions. The safety and security of staff at reception is an important consideration while maintaining an open and welcoming feel.</p> <p>Multiple entries into the space may be required depending on community needs and co-location with schools.</p> <p>Airlock at building entry must be included (where additional facilities such as consulting and play group rooms are to be added, a capture barrier should be located at the entrance of the approved early education and care service).</p>	
Performance criteria	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space around furniture to allow easy circulation <input type="checkbox"/> accommodate a combination of people (standing, seated and with prams or using mobility aids) <input type="checkbox"/> located at the main entrance to the facility and be readily accessible from the car park 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comfortable seating in the foyer area to accommodate up to 6 people <input type="checkbox"/> reception counter with 2 workstations in close proximity to a compactus <input type="checkbox"/> secure reception counter(s) that provides sufficient space for staff to attend to two or more tasks, can be accessed readily by all potential users, adults or children, including those using wheelchairs and without obstructing circulation
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maximise external windows to promote visual connection and welcoming entry 	

<ul style="list-style-type: none"> <input type="checkbox"/> internal windows to adjoining spaces <input type="checkbox"/> line of sight to outside to view approaching visitors <input type="checkbox"/> line of sight from the leadership area <input type="checkbox"/> line of sight to community space and consulting rooms <input type="checkbox"/> natural light, control of glare and direct sunlight <input type="checkbox"/> provide clear wayfinding for the Amenities and areas beyond Reception <input type="checkbox"/> afford some privacy for General Office staff from visitors and children 	<ul style="list-style-type: none"> <input type="checkbox"/> space for sign-in and sign-out equipment <input type="checkbox"/> space for collection of payments (cash/EFTPOS) <input type="checkbox"/> space for self-weighing equipment – supplied by Child and Family Health Centres in South Australia (CAFHS) (to be provided in conjunction with Community or Clinical spaces) <input type="checkbox"/> allow for 30% of fixed storage to be lockable <input type="checkbox"/> finger guards to all door hinges (both sides) accessible by children <input type="checkbox"/> open shelf storage—under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> whiteboard or writeable surface <input type="checkbox"/> resilient flooring <input type="checkbox"/> entrance flooring mat(s) <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances (including 2 Workstations, telephone, multifunction device, EFTPOS, POS system) <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> IPTV/digital signage display in foyer to display ECEC information – audio via speakers integrated in display (no hearing augmentation required) <input type="checkbox"/> induction loop (AFIL) hearing augmentation in/under counter when screens present <input type="checkbox"/> IPTV control via network <input type="checkbox"/> audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for fixed and portable ICT/AV (including electronic sign-in of parents and visitors, point-of-sale card reader, workstations, telephone, multifunction device, EFTPOS) <input type="checkbox"/> assistance alarm / duress alarm <input type="checkbox"/> access control for all doors external and internal <input type="checkbox"/> exit doors shall lead into a secure yard, with a self-closing gate <input type="checkbox"/> secure service counter including lockable cash drawer <input type="checkbox"/> alternate, safe egress door for staff to exit to maintain physical safety if required <input type="checkbox"/> alarm keypad <input type="checkbox"/> consider CCTV
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> door closers on any door leading from the entry foyer is required to softly self-close <input type="checkbox"/> doors leading to areas that are not meant for unaccompanied access by children are required to softly self-close and latch <input type="checkbox"/> fully glazed automated double doors (a performance based solution must be prepared for building rules consent to address DDA requirements) <input type="checkbox"/> door hardware to be inaccessible to children <input type="checkbox"/> seamless ‘access for all’ from adjoining internal space(s) 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustically zoned <input type="checkbox"/> reception staff voice(s) clearly audible at the access side of the counter and vice versa 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)

ADMINISTRATION

ADMINISTRATION AND PROGRAM SUPPORT

Adjacencies	foyer (including public reception and waiting), leadership team area, consulting and clinical services, staff amenities, staff centre	
National Regulation	111 – Administrative space 110 – Ventilation and natural light	
Design intent: Workstations for the various administration and program support staff (community development coordinator, family services and allied health services).		
Functional requirements: <input type="checkbox"/> to accommodate staff in shared office equipped with workstation(s) <input type="checkbox"/> storage for resources—files, books, folders, other teaching resources to occupational health and safety standards for each workstation <input type="checkbox"/> space for large multifunction device <input type="checkbox"/> small meeting space		
Operational factors to consider: These spaces need to be equipped to flexibly accommodate rotating users.		
Performance criteria		
Spatial layout and circulation: <input type="checkbox"/> ease of movement between furniture	Fit-out: <input type="checkbox"/> workstation(s) <input type="checkbox"/> individual storage shelves <input type="checkbox"/> display boards, whiteboards <input type="checkbox"/> small meeting table with chairs <input type="checkbox"/> carpet tiles <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> large multifunction device <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> door with viewing panel and access control	
Visual connectivity and wayfinding: <input type="checkbox"/> passive line of sight to the foyer/entrance <input type="checkbox"/> natural light if possible		
Access: <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible <input type="checkbox"/> adjustable height workstations		
Acoustics: <input type="checkbox"/> minimise noise transfer into and from adjacent spaces		

ADMINISTRATION AND PROGRAM SUPPORT

ADMINISTRATION

MEETING ROOM – INTERVIEW

Adjacencies:	foyer (including public reception and waiting), leadership team area	
National Regulation	111 – Administrative space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision	
Design intent: This space will be used for multiple purposes, serving as a general meeting space for staff, a space for leaders to work with staff, and a space where staff can hold interviews with parents and children.		
Functional requirements: <input type="checkbox"/> accommodate up to 4 people <input type="checkbox"/> adaptable to function as a working meeting space (accommodate laptop device) or an interview/meeting space <input type="checkbox"/> area where staff and parents can hold confidential discussions away from the educational and care areas and the reception area <input type="checkbox"/> safe egress layout to maintain physical safety (second exit)		
Operational factors to consider: Given the potential for multiple users, this space needs to be equipped to be agile and adaptable. Consider providing flexibility to open up meeting rooms to one larger space.		
Performance criteria		
Spatial layout and circulation: <input type="checkbox"/> sufficient space to rearrange the furniture to suit the various functions—a meeting table setting or a small, relaxed meeting setting	Fit-out: <input type="checkbox"/> provisions for meeting table to suit intended group size(s) office chairs appropriate to the meeting table <input type="checkbox"/> display and writeable surfaces <input type="checkbox"/> external operable window <input type="checkbox"/> carpet tiles <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> dimmable lighting <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> provisions for AV display including wireless connectivity for BYOD and video conferencing <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> door with viewing panel, not lockable from inside, and access control entry <input type="checkbox"/> alternate, safe egress door for staff to exit to maintain physical safety if required <input type="checkbox"/> assistance alarm <input type="checkbox"/> consider duress alarm	
Visual connectivity and wayfinding: <input type="checkbox"/> a degree of visibility is required into and out of the interview/ meeting rooms while maintaining the capacity for privacy and security <input type="checkbox"/> line of sight is required from the reception desk <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> passive supervision for staff safety		
Access: <input type="checkbox"/> located close to the leadership area and accessible from the foyer and can be accessed without entering the secure area		
Acoustics: <input type="checkbox"/> complete acoustic isolation to ensure privacy and confidentiality		

MEETING ROOM - INTERVIEW

ADMINISTRATION

PARENTING ROOM

Adjacencies:	foyer (including public reception and waiting), staff centre, community and cultural space	
National Regulation	110 – Ventilation and natural light	
Design intent:	A private space for parents (both staff and community) to feed and change babies with provision for pram access.	
Functional requirements:	<input type="checkbox"/> comfortable seating for nursing babies <input type="checkbox"/> small kitchenette (space for sink, microwave and small fridge) for the storage, preparation and heating of baby food and bottles <input type="checkbox"/> ease of access to the community accessible toilet and nappy change	
Operational factors to consider:	Needs to be an all-gender space accessible by both staff and the community with consideration given to space and access for prams.	
Performance criteria		
Spatial layout and circulation:	<input type="checkbox"/> space to manoeuvre and park prams	Fit-out:
Visual connectivity and wayfinding:	<input type="checkbox"/> visually connected to the foyer/main entrance	<input type="checkbox"/> non-slip resilient floor with coved skirtings
Access:	<input type="checkbox"/> ready access to public and staff amenities, waiting areas and community spaces <input type="checkbox"/> ready access to community accessible toilet and nappy change <input type="checkbox"/> unsupervised access by children to this area should be restricted	<input type="checkbox"/> joinery bench with space for microwave, sink (hot water and TMV), small fridge <input type="checkbox"/> foaming soap dispenser over sink <input type="checkbox"/> paper towel dispenser <input type="checkbox"/> PPE storage station (gloves/masks) <input type="checkbox"/> comfortable seating (armchair) suitable for breastfeeding <input type="checkbox"/> privacy curtain to seating area(s) <input type="checkbox"/> space for waste bin <input type="checkbox"/> low height side table <input type="checkbox"/> mirror <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> door with viewing panel, not lockable from inside <input type="checkbox"/> signage indication for occupation <input type="checkbox"/> dimmable lighting <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP
Acoustics:	<input type="checkbox"/> minimise noise transfer into adjacent spaces	

PARENTING ROOM

ADMINISTRATION

STAFF RESOURCE AND UTILITIES AREA

Area Schedule: <ul style="list-style-type: none"> Includes allocation for multifunctional printer and resources 4m² 	
Adjacencies:	staff workspace, staff centre, staff amenities
National Regulation	111 – Administrative space 110 – Ventilation and natural light
Design intent: This area is used by staff to print materials, prepare communication and learning resources including laminating posters, documents and teaching aids. It is also used for centralised storage of stationery and printer/photocopier consumables. It acts as a central location in the leadership, administration and staff centre functional zone for paper recycling and safe disposal of electronic equipment and batteries.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> space to allow for the preparation of educational and resource material <input type="checkbox"/> storage of stationery and multifunction device equipment <input type="checkbox"/> connected to the staff workspace 	
Operational factors to consider: Bench depth and length need to be considered to ensure adequate space for equipment and for production areas. Although open access is desirable, consideration needs to be given to machinery and production sound intruding into surrounding spaces. Adequate ventilation and temperature control is required in the space considering the nature and use of the equipment typically housed in this area	
Performance criteria	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> efficient use of space for unobstructed circulation and access to multifunction devices, storage, printers, work benches, recycling bins <input type="checkbox"/> layout and room shape designed to facilitate several people involved in printing and production activity, whilst enabling access to storage 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> multifunction devices (consistent with FTE staff numbers) <input type="checkbox"/> space for: <ul style="list-style-type: none"> recycling storage for used cartridges safe disposal container(s) for batteries and electronic equipment shredder, laminator, binder, guillotine <input type="checkbox"/> an extended, deep horizontal work space suitable for the production, layout, cutting, laminating and binding of printed materials <input type="checkbox"/> an adjustable height work surface with open space underneath <input type="checkbox"/> flexible table/seating for group tasks <input type="checkbox"/> open storage area for frequently used supplies—paper, cardboard <input type="checkbox"/> extensive secure (lockable) bulk storage for a range of stationery supplies <input type="checkbox"/> storage cabinet for stationery supplies <input type="checkbox"/> provide extensive, accessible storage – both under and over—bench tops for various stationery items, paper and cardboard sizes <input type="checkbox"/> flush painted ceilings <input type="checkbox"/> unassigned power outlets for flexible use
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> located near, and easily accessible from reception and the staff centre 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> containment of noise transfer out of the space 	

STAFF RESOURCE AND UTILITIES AREA

ADMINISTRATION

- power outlets for all equipment and appliances
- lighting controls – electronic timer switches
- infrared occupancy sensors
- wireless access point - WAP
- data outlets for fixed and portable ICT/AV
- access control entry

STAFF RESOURCE AND UTILITIES AREA

ADMINISTRATION

STORAGE – SECURE AND GENERAL

Adjacencies:	leadership team area, administration and program support	
National Regulation	111 – Administrative space	
Design intent:	For general and archival storage purposes, including the storage of confidential material such as student records, cash and keys.	
Functional requirements:	<input type="checkbox"/> store files, documents and records which are confidential, valuable or both	
Operational factors to consider:	Secure Store only accessible to office staff and site leaders. It cannot house any function that requires access by anyone other than office staff or site leaders. It should not be combined with the Communications Room.	
Performance criteria		
Spatial layout and circulation:	<input type="checkbox"/> in close proximity, and easily accessible from staff office spaces <input type="checkbox"/> ensure ease of access to all shelving and storage in accordance with WHS requirements	Fit-out:
Visual connectivity and wayfinding:	<input type="checkbox"/> zero visibility into the room <input type="checkbox"/> items in storage cabinets, compactus, shelves clearly visible when inside the room <input type="checkbox"/> lighting to ensure visibility in all areas of the room when inside the room	<input type="checkbox"/> fire resistance level to a minimum 120/120/120 <input type="checkbox"/> solid core fire rated door, not lockable from inside <input type="checkbox"/> adjustable shelving <input type="checkbox"/> filing cabinets <input type="checkbox"/> compactus (lockable) <input type="checkbox"/> safe (if not co-located on school site) <input type="checkbox"/> key cabinet (with access control) <input type="checkbox"/> resilient flooring <input type="checkbox"/> flush painted ceiling <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> access control entry
Access:	<input type="checkbox"/> level entry to facilitate trolley access <input type="checkbox"/> no key or tool required to exit room <input type="checkbox"/> located behind secure line	
Acoustics:	<input type="checkbox"/> none applicable	

STORAGE – SECURE AND GENERAL

ADMINISTRATION

STAFF CENTRE

STAFF LOUNGE/KITCHENETTE (EXTERNAL COURTYARD and PERSONAL EFFECTS STORAGE

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Staff lounge/kitchenette (minimum viable area is 15m²) • external courtyard 	
<p>Adjacencies:</p>	<p>leadership team area, staff workspace and staff resource and utilities area, staff amenities including shower and changeroom (end of trip)</p>
<p>National Regulation</p>	<p>Nil</p>
<p>Design intent:</p> <p>Provides a central relaxation and social gathering space that is intended to be used at break times, before and after work and as a retreat space for staff.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> located centrally to provide ready access from the learning and play areas <input type="checkbox"/> provide a retreat from the learning and play areas <input type="checkbox"/> have restricted public access <input type="checkbox"/> provide a welcoming, relaxed environment <input type="checkbox"/> have convenient access to staff resource and utilities area <input type="checkbox"/> have access to a shaded, external courtyard <input type="checkbox"/> include a kitchen area sized to serve the staff numbers at peak times during the day and other facilities for casual use by staff <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams <input type="checkbox"/> configuration to allow for flexible arrangement of loose furniture, tables and informal seating <input type="checkbox"/> designated areas where staff have breaks, impromptu gatherings, and eat meals <input type="checkbox"/> promotes relaxation and social interaction between all staff and could be used for staff meetings 	
<p>Operational factors to consider:</p> <p>At peak times there can be high demand for the staff lounge. Careful distribution of functions and layout is required to facilitate efficient and effective use of the space.</p> <p>The staff lounge is not necessarily required to fit the entire staff contingent at any one time, however, there needs to be at least one space where this can occur.</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space to enable ready circulation round the beverage, food drink area <input type="checkbox"/> a wide rectangular room is preferable to a long thin room to enhance community 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> non-slip resilient flooring with coved skirting to kitchen space <input type="checkbox"/> several small settings of comfortable lounge chairs/coffee tables <input type="checkbox"/> a variety of bench areas such as standing height benches, with a large 'kitchen bench' <input type="checkbox"/> space for energy efficient refrigerator(s) (consistent with FTE staff numbers) for storage of staff lunches and snacks, milk and beverages, food platters for staff functions <input type="checkbox"/> sink(s) (hot water and TMV) consistent with FTE staff numbers <input type="checkbox"/> microwave(s) (consistent with FTE staff numbers) placed at bench top level <input type="checkbox"/> an upright stove or wall oven, cooktop and range hood <input type="checkbox"/> boiling and chilled water dispenser(s) (consistent with FTE staff numbers)
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> visual connection to an outside courtyard, private landscaped area or feature view 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sliding door access to external courtyard <input type="checkbox"/> ease of access to staff amenities and parenting room 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic separation from adjoining areas 	

STAFF CENTRE

- dishwasher(s)
- joinery to accommodate internal bins
- space against a wall in the staff lounge for separate refrigerated beverage and snack vending machines (staff choice to install)
- adequate bench space and storage space for supplies, and all necessary kitchenware
- suitable “hotdesk” space to provide additional staff workspace if required
- large noticeboards for display of early childhood planning calendar, professional learning items, development displays
- writeable surfaces
- data outlets for AV equipment and telephone
- unassigned power outlets for flexible use
- power outlets for all equipment and appliances
- lighting controls – electronic timer switches
- infrared occupancy sensors
- wireless access point - WAP
- digital telephone
- data outlets for fixed and portable ICT/AV
- hearing augmentation
- IPTV/digital signage display distributed around room for promotion – audio via speakers integrated in displays
- IPTV control via network
- ceiling audio system (PA) for background music, with wall-mounted volume/selection control
- door (fully glazed or with viewing panel), access control entry and not lockable from inside

STAFF LOUNGE/KITCHENETTE (EXTERNAL COURTYARD and PERSONAL EFFECTS STORAGE

STAFF CENTRE

Staff Workspaces

The **Staff Workspace** functional zone is an individual and collaborative workspace that when effectively connected to the staff resource and utilities area provides efficient access for staff to plan, prepare and store resources and records.

Staff Workspace

Staff workspace

STAFF WORKSPACE

Area Schedule:	
<ul style="list-style-type: none"> Area per staff member 4.5m² 	
Adjacencies:	connected to the staff resource and utilities area, staff centre, staff amenities
National Regulation	111 – Administrative space
Design intent:	
An area where staff can work individually and collaboratively to meet, engage in dialogue and discussion, design and plan, analyse data, access resources, write records, and store resources.	
Functional requirements:	
<input type="checkbox"/> space to be used by multiple staff <input type="checkbox"/> shared workstations suitable for the number of staff <input type="checkbox"/> storage for resources—files, books, folders, other teaching resources to occupational health and safety standards <input type="checkbox"/> secure storage for individual belongings <input type="checkbox"/> a setting/zone to support collaborative work	
Operational factors to consider:	
At peak times there can be high demand for workspace. Careful distribution of functions and layout is required to facilitate efficient and effective use of the space.	
Performance criteria	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> sufficient space to provide ease of movement between workstations, storage and the collaboration zone <input type="checkbox"/> layout and room shape designed to facilitate several people involved in printing and production activity, whilst enabling access to storage	<input type="checkbox"/> carpet tiles <input type="checkbox"/> loose furniture for worktables <input type="checkbox"/> loose furniture for staff workstations (adjustable) <input type="checkbox"/> display and writeable surfaces to be included <input type="checkbox"/> include storage for resource materials <input type="checkbox"/> lockable storage for personal items (consistent with FTE staff numbers and a percentage contingency for part time workers/job share) <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for fixed and portable ICT/AV <input type="checkbox"/> door (fully glazed or with viewing panel), access control entry and not lockable from inside
Visual connectivity and wayfinding:	
<input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible <input type="checkbox"/> adjustable height workstations	
Access:	
<input type="checkbox"/> locate away from entrance and activity areas <input type="checkbox"/> located near, and easily accessible from the general office and the staff lounge <input type="checkbox"/> passive line of sight to the learning and play space	
Acoustics:	
<input type="checkbox"/> containment of noise transfer out of the space	

Children, Staff and Community Amenities

The **Children, Staff and Community Amenities** functional zone provides spaces for toileting, washing, changing and laundry and should be located to be readily accessible to all users.

Children and Staff Amenities

Children – toilets (nappy change)

Children - accessible toilet, shower and change

Laundry

Staff - toilets

Staff - accessible toilet

Staff - shower and changeroom (end of trip)

Community Amenities

Community - accessible toilet and nappy change

Community - toilets

The [Amenities Templates](#) drawings outline toilet layouts supported by the department and include the following templates relevant to ECECs:

Type 01: All-gender toilet

Type 01a: All-gender toilet (with handbasin)

Type 02: All-gender ambulant toilet

Type 02a: All-gender ambulant toilet (with handbasin)

Type 02b: Community all-gender ambulant toilet (with handbasin and change bench)

Type 03: All-gender accessible toilet

Type 03a: All-gender accessible toilet (with shower)

Type 04: Fully-assisted toilet, shower and change

Type 05: Staff end of trip shower/change cubicle

Note: Dimensions to face of internal lining. In line with Planning Standards – all measurements shown are in **net floor area**. These are provided as a guide and construction methods may alter the dimensions.

Example – 22 place example for children’s toilets, nappy change, laundry and fully-assisted toilet, shower and change



CHILDREN - TOILETS

<p>Area Schedule:</p> <ul style="list-style-type: none"> Area per cubicle includes handbasin, circulation and an allowance for ambulant cubicles – 3.3m² 	
<p>Adjacencies:</p>	<p>indoor learning and play space, outdoor learning and play space</p>
<p>National Regulation</p>	<p>109 – Toilet and hygiene facilities 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision</p>
<p>Design intent:</p> <p>To provide supervised toilet and handwashing facilities for children in Preschool or Long Day Care.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> children’s toilets as per NQS requirements <input type="checkbox"/> at least 1 toilet to be an ambulant facility as per AS 1428.1 <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> developmentally and age-appropriate toilet, handwashing and drying facilities with fixtures accessible to children (note specific requirements in the Technical Specifications) <input type="checkbox"/> consider children’s dignity and right to privacy <input type="checkbox"/> ensure educator–child interactions are clearly observable from the outdoor and indoor play spaces 	
<p>Operational factors to consider:</p> <p>It is a legislative requirement that one child’s sized pan and hand basin is provided for every 15 children in attendance at any one time.</p> <p>Toilets must be located to ensure direct access from each indoor learning and play spaces. Accessibility must be maintained, including when operable walls or doors are closed to divide spaces.</p> <p>If children’s toilets are to be provided in more than one location, a minimum of 2 toilet pans should be provided in each toilet room.</p> <p>Hand washing areas will be busy before meal breaks.</p> <p>Must ensure children are not visible from public areas or neighbouring properties, while maintaining unobstructed supervision by educators.</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space for movement in and out of the area, to gain access to the hand basin and hand dryers without obstruction 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cubicles are to be fitted with privacy doors - internally lockable with indicator able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> junior toilet pans <input type="checkbox"/> handwashing sinks (cold water only) <input type="checkbox"/> toilet roll holder for each toilet <input type="checkbox"/> grab rails for ambulant toilets <input type="checkbox"/> mechanical ventilation <input type="checkbox"/> finger guards fitted to the children’s toilet cubicle door hinges (both sides) <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> floor waste <input type="checkbox"/> mirrors above basins <input type="checkbox"/> foaming soap dispensers mounted above sink <input type="checkbox"/> electric hand dryers or paper towel dispensers <input type="checkbox"/> external operable window (with screen) for natural ventilation <input type="checkbox"/> hand dryers to be hardwired
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight from the indoor learning and play spaces to the handwashing is required – internal windows <input type="checkbox"/> line of sight from outside the property boundary into the space is to be prevented 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> readily accessible from both indoor and outdoor learning and play spaces 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nil 	

- lighting controls – electronic timer switches
- infrared occupancy sensors

CHILDREN – TOILETS

CHILDREN AND STAFF AMENITIES

NAPPY CHANGE

Adjacencies:	indoor learning and play space, outdoor learning and play space, children toilets
National Regulation	112 – Nappy change facilities 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision
Design intent: To provide nappy change facilities for children in Preschool or Long Day Care.	
Functional requirements: <input type="checkbox"/> nappy change facilities only accessible to children when accompanied by an educator <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> consider children’s dignity and right to privacy <input type="checkbox"/> ensure educator–child interactions are clearly observable from the outdoor and indoor play spaces <input type="checkbox"/> position allows educator to maintain passive supervision over the indoor learning and play space	
Operational factors to consider: <p>The sink type bath in a fixed cabinetry nappy change bench is not considered appropriate for adult hand washing due to the risk of cross-contamination of faecal matter, separate adult height hand washing facilities must be provided within 1m of the nappy change bench.</p> <p>The nappy change may be located within the children’s toilets with the design ensuring the dignity and rights of the child being changed are maintained.</p> <p>Must ensure children are not visible from public areas or neighbouring properties, while maintaining unobstructed supervision by educators.</p> <p>If the laundry is included in this space it must be located and maintained in a way that does not pose a risk to children.</p>	
Performance criteria	
Spatial layout and circulation: <input type="checkbox"/> sufficient space for movement in and out of the area <input type="checkbox"/> layout of handbasins and nappy bench meet Regulation requirements	Fit-out: <input type="checkbox"/> child gate with gate latch required <input type="checkbox"/> storage to occupational health and safety standards for towels, spare clothing, nappies, wipes etc <input type="checkbox"/> mechanical ventilation <input type="checkbox"/> adult hand washing facilities within 1m of nappy change bench (hot water and TMV) <input type="checkbox"/> fixed nappy change bench with sink type bath (combined tap/handheld shower), child access stairs to bench and secure access to nappy disposal bin <input type="checkbox"/> nappy change bench sink (hot water and TMV) <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> floor waste <input type="checkbox"/> foaming soap dispensers mounted above sink <input type="checkbox"/> electric hand dryers or paper towel dispensers <input type="checkbox"/> hand dryers to be hardwired <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
Visual connectivity and wayfinding: <input type="checkbox"/> line of sight from the indoor learning and play spaces to the handwashing and nappy change is required – internal windows <input type="checkbox"/> line of sight from outside the property boundary into the space is to be prevented	
Access: <input type="checkbox"/> readily accessible from both indoor and outdoor learning and play spaces <input type="checkbox"/> stairs to the change bench should be inaccessible to children without adult assistance	
Acoustics: <input type="checkbox"/> Nil	
Activation: <input type="checkbox"/> nappy disposal unit(s)	

NAPPY CHANGE

CHILDREN AND STAFF AMENITIES

CHILDREN – FULLY ASSISTED TOILET, SHOWER AND CHANGE

Adjacencies:	indoor learning and play space, outdoor learning and play space, inclusive indoor learning and play space, inclusive outdoor learning and play space	
National Regulation	109 – Toilet and hygiene facilities 112 – Nappy change facilities 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision	
Design intent:	This is an additional facility the department makes available to enable staff assisted toileting and personal care for children with a disability. They are <u>not</u> NCC accredited and registered ‘changing places’ facilities.	
Functional requirements:	<input type="checkbox"/> assisted developmentally and age-appropriate toilet, handwashing and drying facilities with fixtures accessible to children (note specific requirements in the Technical Specifications) <input type="checkbox"/> staff or technology assisted use of toilet pan <input type="checkbox"/> staff or technology assisted use of shower <input type="checkbox"/> changing of nappies or incontinence pants – access available from both sides <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> ready access to laundry facilities <input type="checkbox"/> consider children’s dignity and right to privacy	
Operational factors to consider:	They should be placed to support ease of access across the facility close to laundry spaces.	
Performance criteria		
Spatial layout and circulation:	<input type="checkbox"/> layout to allow for staff assisting children to easily manoeuvre around the space <input type="checkbox"/> layout to allow for staff assisting children either side of toilet pan and change table <input type="checkbox"/> adequate and unobstructed space must be available to accommodate waste receptacles for: <ul style="list-style-type: none"> ○ general waste disposal ○ nappy disposal adjacent to change table ○ sharps disposal 	Fit-out:
Visual connectivity and wayfinding:	<input type="checkbox"/> line of sight to the door is required from the indoor learning and play space for passive supervision <input type="checkbox"/> a degree of visibility is required into and out of the fully assisted toilet rooms while maintaining the capacity for privacy and security	<input type="checkbox"/> non-slip floor surface with coved skirting <input type="checkbox"/> junior toilet pan located away from side wall to allow staff assistance either side of pan <input type="checkbox"/> provide 2 fold down grab/hand rails either side of the WC pan <input type="checkbox"/> toilet roll holder <input type="checkbox"/> circulation space for individual storage for personal changing provisions and clothes <input type="checkbox"/> circulation space to allow for privacy curtains to toilet pan and change table <input type="checkbox"/> children’s hand basin with cold water <input type="checkbox"/> screw nose bibcock below and close to hand basin for cleaner’s use <input type="checkbox"/> adult hand basin (hot water and TMV) within 1m of change table <input type="checkbox"/> foaming soap dispensers over sinks <input type="checkbox"/> provide a mirror over the basin <input type="checkbox"/> paper towel dispenser and waste bin <input type="checkbox"/> sanitising wipe dispenser <input type="checkbox"/> PPE station – gloves, masks <input type="checkbox"/> accessible shower with fold down seat and grab rails in accordance with AS 1428.1 <input type="checkbox"/> flushing floor waste <input type="checkbox"/> showerhead must be portable (hand held type) and attached to a vertical grab rail
Access:	<input type="checkbox"/> accessible from both indoor and outdoor learning and play spaces <input type="checkbox"/> ease of access to laundry facility <input type="checkbox"/> unobstructed and adequate space adjacent and in front of WC pan to accommodate a wheelchair	
Acoustics:	<input type="checkbox"/> Nil	

- showers taps installed in a place accessible to staff assistant outside the shower area
- recessed soap holder in a place accessible to an assistant
- provide a towel rail in close proximity to the shower (but not in shower)
- provide an unobstructed and appropriate space against a wall (positioned to allow staff access to both sides of the change table) for an electrically operated, variable height change table
- ceiling track lifters or appropriate space for mobile lifter (with sling hook)
- secure access to nappy disposal bin
- provide unobstructed and adequate space to store a commode chair
- mechanical exhaust
- ventilation grilles (high level above door with acoustic treatment)
- provide statutory signage to door
- power for lifting equipment
- double power outlet for variable height change table
- all power points are to be isolatable by staff
- lighting controls – electronic timer switches
- infrared occupancy sensors
- assistance alarm
- access control
- operable external window (with screen) if possible

Activation:

- storage for child’s personal belongings
- mobile privacy curtains
- mobile hoist with sling hook
- electrically operated change table
- continence and sanitary bins
- commode chair

LAUNDRY

Adjacencies:	indoor learning and play spaces, restricted access to a secure service yard
National Regulation	106 – Laundry and hygiene facilities 115 – Premises designed to facilitate supervision
Design intent: Regular washing of selected items used in the centre and to wash and dry soiled clothes and linen if required.	
Functional requirements: <input type="checkbox"/> accommodate washing machine and dryer <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> storage for consumables	
Operational factors to consider: Locate laundry where it can be shared between activity areas and services. Provide access to a secure service yard.	
Performance criteria	
Spatial layout and circulation: <input type="checkbox"/> access to a secure service yard with a small retractable clothesline <input type="checkbox"/> space to hold multiple nappy bins (larger facilities) <input type="checkbox"/> space to store dirty laundry awaiting washing	Fit-out: <input type="checkbox"/> non-slip resilient flooring with coved skirting <input type="checkbox"/> fixed bench with laundry tub and lockable cupboard underneath <input type="checkbox"/> maximise usable benchtop area <input type="checkbox"/> space for washing machine and dryer <input type="checkbox"/> floor waste <input type="checkbox"/> lockable storage cupboards for consumables <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> operable external window (with screen) <input type="checkbox"/> hot water and TMV <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> unassigned power outlets for flexible use If separate room: <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> internal door glazed for visual access <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> external door self-closing and self-latching <input type="checkbox"/> access control entry
Visual connectivity and wayfinding: <input type="checkbox"/> items in storage must be clearly visible	
Access: <input type="checkbox"/> not accessible to unaccompanied children <input type="checkbox"/> no key or tool required to exit the room	
Acoustics: <input type="checkbox"/> minimise noise transfer into adjacent spaces	
Activation: <input type="checkbox"/> washing machine <input type="checkbox"/> dryer	

STAFF – TOILETS

Area Schedule:	
<ul style="list-style-type: none"> Area per cubicle including handbasin and an allowance for ambulant cubicles – 3.3m² 	
Adjacencies:	staff workspace, staff centre, leadership team area, indoor learning and play space
National Regulation	Nil
Design intent:	
To provide inclusive amenities for all staff.	
Functional requirements:	
<input type="checkbox"/> number of staff toilets as required by NCC <input type="checkbox"/> fully self-contained and all-gender <input type="checkbox"/> convenient access from the indoor learning and play space(s) <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> at least 1 toilet to be an ambulant facility with layout, sanitary fixtures and grab rails to comply with AS 1428.1	
Operational factors to consider:	
Where all-gender toilets are provided they are to be Ambulant toilets to meet AS 1428.1 disability access provisions (see image Amenities Templates - Type 2A).	
Performance criteria	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> provide generous circulation space in the vicinity of toilets <input type="checkbox"/> sufficient space for movement in and out of the area, to gain access to the hand basin and hand dryers without obstruction	<input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> all-gender, self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators and internally lockable able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> floor waste <input type="checkbox"/> toilet pan with dual flush and double flap seat <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> toilet roll holder <input type="checkbox"/> hand basin (hot water and TMV) <input type="checkbox"/> foaming soap dispenser located over hand basin <input type="checkbox"/> mirror and shelf above basin <input type="checkbox"/> coat/bag hook <input type="checkbox"/> hard wired electric hand dryer <input type="checkbox"/> hand towel dispenser and waste bin <input type="checkbox"/> 1 x double power outlet for personal use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control entry when not behind secure line
Visual connectivity and wayfinding:	
<input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting	
Access:	
<input type="checkbox"/> locate with staff support facilities away from children’s amenities	
Acoustics:	
<input type="checkbox"/> acoustically contained	
Activation:	
<input type="checkbox"/> sanitary disposal unit(s)	

STAFF - TOILETS

CHILDREN AND STAFF AMENITIES

STAFF – ACCESSIBLE TOILET

Adjacencies:	staff workspace, staff lounge, leadership team area, indoor learning and play space
National Regulation	Nil
Design intent: To provide an accessible toilet for staff	
Functional requirements: <input type="checkbox"/> fully self-contained and all-gender (see image Amenities Templates - Type 3) <input type="checkbox"/> convenient access from the indoor learning and play space(s) <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> accessible layout, clearances and sanitary fixtures to comply with AS1428.1	
Operational factors to consider: Accessible toilet to meet AS 1428.1 disability access provisions (shower and variable height change table is not required) ensuring an equal distribution of left-hand (LH) and right-hand (RH) transfers.	
Performance criteria	
Spatial layout and circulation: <input type="checkbox"/> provide generous circulation space in the vicinity of toilet	Fit-out: <input type="checkbox"/> all-gender, self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators and internally lockable able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> accessible toilet pan with dual flush and double flap seat <input type="checkbox"/> grabrails <input type="checkbox"/> hand basin (hot water and TMV) <input type="checkbox"/> foaming soap dispenser mounted over hand basin <input type="checkbox"/> floor waste <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> toilet roll holder <input type="checkbox"/> mirror and shelf mounted over hand basin <input type="checkbox"/> coat/bag hook <input type="checkbox"/> hand towel dispenser and waste bin <input type="checkbox"/> hardwired electric hand dryer <input type="checkbox"/> 1 x double power outlets for personal use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control entry <input type="checkbox"/> assistance alarm If shower included to combine end of trip facilities: <input type="checkbox"/> shower recess with portable shower head <input type="checkbox"/> shower taps located outside shower alcove
Visual connectivity and wayfinding: <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> signage reflecting ‘all access’ gender and ability <input type="checkbox"/> consider natural and artificial lighting	
Access: <input type="checkbox"/> locate with staff support facilities away from children’s amenities <input type="checkbox"/> inclusive design for all-gender and all-ability use	
Acoustics: <input type="checkbox"/> acoustically contained	

STAFF – ACCESSIBLE TOILET

CHILDREN AND STAFF AMENITIES

- floor waste
- privacy curtain
- seating

Activation:

- continence and sanitary bins

STAFF – ACCESSIBLE TOILET

CHILDREN AND STAFF AMENITIES

STAFF – SHOWER AND CHANGEROOM (END OF TRIP)

Area Schedule: <ul style="list-style-type: none"> Area per cubicle (combined shower and change) – 3.8m² 	
Adjacencies:	bike store, staff centre, staff amenities
National Regulation	Nil
Design intent: Shower and change facilities for those choosing an active mode of transport to and from work. All-gender facilities must be included to provide inclusive amenities (see Amenities Templates - Type 5).	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> be readily accessible from the bicycle store - staff without compromising the internal security of the building <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes 	
Operational factors to consider: Locating the End of Trip Facilities within the Leadership, Administration and Staff Centre ensures a central location. If combined with staff – accessible toilet can refer to Amenities Templates - Type 3A .	
Performance criteria	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space for movement in and out of the area, to gain access to the shower, change bench and sink without obstruction 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> all-gender self-contained cubicles with full height walls and doors with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) or door undercuts <input type="checkbox"/> privacy doors with indicators and internally lockable able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> change bench and clothes hanging towel rack <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> non-slip resilient flooring with coved skirtings <input type="checkbox"/> floor waste <input type="checkbox"/> shower recess with fixed shower head <input type="checkbox"/> hot water and TMV <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control entry
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> ease of access from staff courtyard/bicycle store <input type="checkbox"/> close to staff lockers <input type="checkbox"/> close to staff toilet <input type="checkbox"/> inclusive design for all-gender and all-ability use 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 	

STAFF – SHOWER AND CHANGEROOM (END OF TRIP)

CHILDREN AND STAFF AMENITIES

COMMUNITY ACCESSIBLE TOILET AND NAPPY CHANGE

Adjacencies:	foyer (including public reception and waiting), community and cultural space, consulting and clinical services	
National Regulation	109 – Toilet and hygiene facilities 112 – Nappy change facilities 110 – Ventilation and natural light	
Design intent: To provide an accessible toilet, shower and nappy change space for use by visitors.		
Functional requirements:		
<input type="checkbox"/> fully self-contained and all-gender (see Amenities Templates - Type 3 – with nappy change) <input type="checkbox"/> stable pull-down nappy changing facilities for community use <input type="checkbox"/> space for sanitary disposal unit and nappy bin <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> accessible layout, clearances and sanitary fixtures to comply with AS1428.1		
Operational factors to consider: Space for a variable height change table and shower is not required.		
Performance criteria		
Spatial layout and circulation:	Fit-out: <input type="checkbox"/> all-gender, self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators and internally lockable able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> pull-down nappy change table <input type="checkbox"/> non-slip resilient floor with coved skirting <input type="checkbox"/> floor waste <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> toilet pan with dual flush and detachable child toilet training seat <input type="checkbox"/> hand basin (cold water only) <input type="checkbox"/> foaming soap dispenser mounted over hand basin <input type="checkbox"/> space for sanitary disposal unit and nappy bin <input type="checkbox"/> toilet roll holder <input type="checkbox"/> provide a mirror and shelf above basin <input type="checkbox"/> hardwired electric hand dryer <input type="checkbox"/> coat/bag hook <input type="checkbox"/> 1 x double power outlets for personal use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> assistance alarm	<input type="checkbox"/> directly accessible from entrance/foyer <input type="checkbox"/> adjacent access from the cultural and community space <input type="checkbox"/> sufficient space for movement in and out of the area, to gain access to the nappy change, hand basin and hand dryers without obstruction
Visual connectivity and wayfinding:		<input type="checkbox"/> clearly visible from foyer area <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting
Access:		<input type="checkbox"/> can be accessed without entering secure area <input type="checkbox"/> inclusive design for all-gender and all-ability use
Acoustics:		<input type="checkbox"/> acoustically contained
Activation:		
<input type="checkbox"/> sanitary disposal unit <input type="checkbox"/> nappy disposal unit		

COMMUNITY ACCESSIBLE TOILET AND NAPPY CHANGE

COMMUNITY AMENITIES

COMMUNITY – TOILETS

<p>Area Schedule:</p> <ul style="list-style-type: none"> Area per cubicle including handbasin and an allowance for ambulant cubicles – 3.3m² 	
<p>Adjacencies:</p>	<p>foyer (including public reception and waiting), community and cultural space, consulting and clinical services</p>
<p>National Regulation</p>	<p>109 – Toilet and hygiene facilities 110 – Ventilation and natural light</p>
<p>Design intent: To provide amenities for visitors.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> all-gender, self-contained toilet <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes 	
<p>Operational factors to consider: Where all-gender toilets are provided they are to be ambulant toilets to meet AS 1428.1 disability access provisions (see image Amenities Templates -Type 2A).</p>	
<p>Performance criteria</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> directly accessible from entrance/foyer <input type="checkbox"/> directly accessible from cultural and community space <input type="checkbox"/> sufficient space for movement in and out of the area, to gain access to the hand basin and hand dryers without obstruction 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> all-gender, self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) or door undercuts <input type="checkbox"/> privacy doors with indicators and internally lockable able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> floor waste <input type="checkbox"/> toilet pan with dual flush and an detachable child toilet training seat <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> toilet roll holder <input type="checkbox"/> hand basin (hot water and TMV) <input type="checkbox"/> foaming soap dispenser located over hand basin <input type="checkbox"/> mirror and shelf above basin <input type="checkbox"/> coat/bag hook <input type="checkbox"/> hard wired electric hand dryer <input type="checkbox"/> hand towel dispenser and waste bin <input type="checkbox"/> 1 x double power outlet for personal use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly visible from foyer area <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> can be accessed without entering secure area 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sanitary disposal unit(s) 	

Site and Services

The **Site and Services** functional zone provides an allocation of space to house the essential infrastructure provided for the comfortable, functional, efficient and safe use and maintenance of the centre.

Site

Bin enclosure

Bicycle store - staff

Services

Communications room

Engineering plant and services

Stores – cleaner

BIN ENCLOSURE

Adjacencies:	laundry, kitchen
National Regulation	104 – Fencing
Design intent: Service yard with space for clothesline and waste bin storage.	
Functional requirements: <input type="checkbox"/> provide an area secure from child access <input type="checkbox"/> ready access from laundry for the secure location of rubbish bins, recycling bins, clothes drying <input type="checkbox"/> convenient access from the kitchen <input type="checkbox"/> provide gates and path access to the site frontage for easy bin collection <input type="checkbox"/> minimum provision of retractable clothesline, larger clothesline may be required for childcare functions managing their own laundry	
Operational factors to consider: Position bins away from building walls and eaves to minimise risk of fire and access to roof. Consider plates, chains, or locks to fix bins to prevent inappropriate use. Ensure adequate provisions for waste management contract requirements for multiple waste streams.	
Performance criteria	
Spatial layout and circulation: <input type="checkbox"/> convenient access from laundry and kitchen	Fit-out: <input type="checkbox"/> undercover clothesline <input type="checkbox"/> non slip paving/concrete <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control entry <input type="checkbox"/> fencing to prevent unauthorised access
Visual connectivity and wayfinding: <input type="checkbox"/> discreet placement minimising views into the space	
Access: <input type="checkbox"/> not to be accessible to children or visitors (staff only) <input type="checkbox"/> access for waste removal vehicles <input type="checkbox"/> where accessible from internal door (access control to both internal and external sides of door)	
Acoustics: <input type="checkbox"/> none applicable	

BIN ENCLOSURE

SITE

BICYCLE STORE – STAFF

Adjacencies:	staff centre, staff amenities (including shower and changeroom)	
National Regulation	104 – Fencing	
Design intent: Storage of non-vehicular transport that supports and encourages sustainable and healthy commuting by staff.		
Functional requirements:		
<input type="checkbox"/> secure fenced and roofed storage for bicycles, scooters and other modes of non-vehicular transport is required for staff, in locations safe and convenient to users <input type="checkbox"/> storage to provide protection from the elements		
Operational factors to consider: Located close to staff amenities, possibly contained within the staff lounge – external courtyard space.		
Performance criteria		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> if combined with external courtyard position to not intrude on usable open space		
Visual connectivity and wayfinding:		
<input type="checkbox"/> minimal visibility from adjacent external courtyard space		
Access:		
<input type="checkbox"/> convenient access from the boundary and bicycle circulation pathways	<input type="checkbox"/> bicycle parking devices that allow users to lock the bicycle frame and both wheels to the parking device using their own lock <input type="checkbox"/> non-slip flooring <input type="checkbox"/> outdoor lighting <input type="checkbox"/> consider unassigned power outlets for flexible use - charging equipment <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control entry <input type="checkbox"/> fencing to prevent unsupervised access by children and unauthorised access by public	
<input type="checkbox"/> ease of access to staff amenities including end of trip		
Acoustics:		
<input type="checkbox"/> none applicable		

BICYCLE STORE - STAFF

SITE

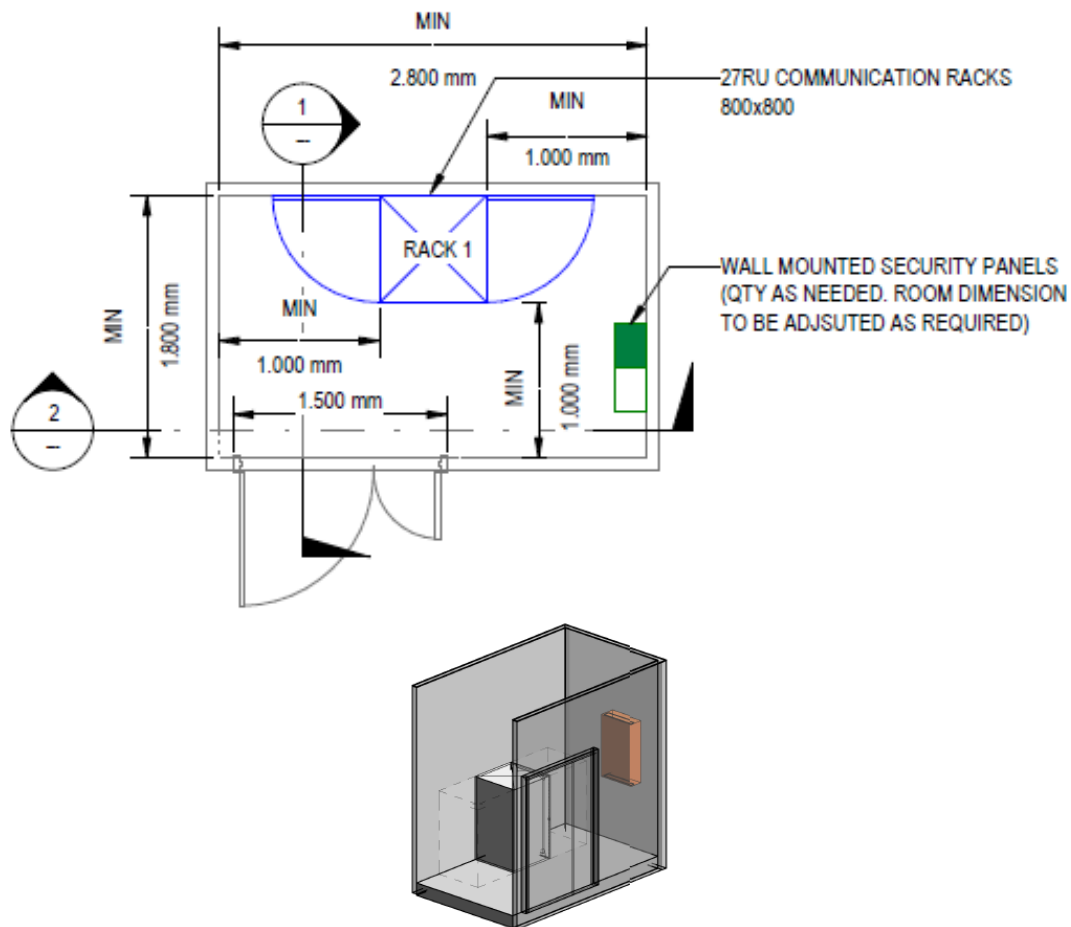
COMMUNICATIONS ROOM

Adjacencies:	leadership team area, administration and program support
National Regulation	Nil
<p>Design intent:</p> <p>Dedicated secure space to house the Core Node or Edge Node equipment and other ICT services (internet and network equipment, servers, telephone systems, and security).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Core Node – the central location or ‘hub’ for local network services, core network switches, servers, data storage and other appliances. <input type="checkbox"/> Edge Node – the peripheral locations or ‘spokes’ of the local area network contain the ancillary ICT equipment for outlying areas or buildings and is connected to the Core Node using high bandwidth fibre optic backbone sub-system cabling. 	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure room <input type="checkbox"/> fire resistant compartment (no sprinklers) as per AS 1530.4 <input type="checkbox"/> temperature and humidity controlled room <input type="checkbox"/> central location close to site perimeter to minimise internal cable runs as well as the external links to services running along adjoining roads <input type="checkbox"/> located away from electromagnetic interference 	
<p>Operational factors to consider:</p> <p>Must comply with AS/NZS 3084 Telecommunication Installations – telecommunications pathways and spaces for commercial buildings for ease of access from entrance/foyer for the delivery of large equipment.</p> <p>1 rack Core Node arrangement with Inter-Connect cable design. Quantity of racks to be as per project requirements.</p> <div style="text-align: center;"> <p>The drawing shows a top-down view of a room layout. A central 'RACK 1' is highlighted in blue. To its right are '45RU COMMUNICATION RACKS 1200x800' shown in green. 'WALL MOUNTED SECURITY PANELS' are also indicated. Dimensions include: a top width of 3.200 mm with a 'MIN' label; a distance of 1.000 mm from the top edge to the start of the rack area; a distance of 1.000 mm from the left wall to the start of the rack area; a distance of 1.500 mm from the left wall to the center of the rack; a distance of 1.000 mm from the center of the rack to the right wall; and a total height of 1.800 mm. Two circular callouts labeled '1' and '2' with arrows point to specific areas. A 3D cutaway view at the bottom shows the room's depth, including a door and the placement of the racks and security panels.</p> </div>	

COMMUNICATIONS ROOM

SERVICES

1 rack **edge node** arrangement with inter-connect cable design. Quantity of racks to be as per project requirements. An Edge Node 'spoke' will be installed if the facility is attached to a school's Core Node 'hub'.



Performance criteria

Spatial layout and circulation:

- located close to the site perimeter to minimise cost of external links to services
- centrally located to minimise cost of fibre backbone cabling to edge cabinets
- access the front, back and at least one side of every comms rack/cabinet

Visual connectivity and wayfinding:

- finishes light in colour to enhance room lighting

Access:

- not accessible to children or visitors
- door access to allow delivery of large equipment (no doorsill) including adjoining hallway
- no key or tool required to exit room

Acoustics:

- acoustically contained

Fit-out:

- resilient (anti-static) flooring
- all cabinets and metallic components within the cabinets earthed in accordance with AS/CA S009
- fire resistant door AS 1901.1
- fire rated walls and ceilings as per AS 1530.4
- air-conditioning solution
- temperature audio-visual alarm (red light flashing outside the room)
- second alert for shutdown facility provided to a sequential mobile list that continues to loop until it is answered by someone on the list
- uninterruptable power supply (UPS)
- lighting controls – electronic timer switches
- infrared occupancy sensors
- access control
- site specific equipment as per department's ICT

ENGINEERING PLANT AND SERVICES

Adjacencies:	as required
National Regulation	104 – Fencing
Design intent: Provide as necessary, rooms, ducts, cupboards or recessed proprietary cabinets for services including communications, mechanical switchboards, electrical switchboards, fire indicator panels and fire hose reel cupboards.	
Functional requirements: <input type="checkbox"/> must not affect or encroach on space intended for other functions <input type="checkbox"/> located to provide economic distribution of services <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space <input type="checkbox"/> refer to DIT Design Guideline G190	
Operational factors to consider: Consideration needs to be given to the required maintenance access to ensure that maintenance can be carried out in a safe, efficient manner without disruption to the other briefed functional areas. May be provided within a plant room, if so it must include adequate circulation, maintenance clearance(s) and required air-flows to and around all plant, and must allow for equipment expansion.	
Performance criteria	
Spatial layout and circulation: <input type="checkbox"/> ease of access provided for maintenance personnel	Fit-out: <input type="checkbox"/> as required for equipment provided <input type="checkbox"/> lockable fencing to prevent unauthorised access
Visual connectivity and wayfinding: <input type="checkbox"/> discreet placement minimising views into the space <input type="checkbox"/> adequate lighting (natural/artificial) to carry out maintenance as required	
Access: <input type="checkbox"/> no child access <input type="checkbox"/> no key or tool required to exit areas	
Acoustics: <input type="checkbox"/> Consider adjacent space(s) and contain sound accordingly as required for equipment provided	

Plant room
Fit-out: <input type="checkbox"/> non-slip resilient floors and walls <input type="checkbox"/> solid door no viewing panel <input type="checkbox"/> acoustically contained <input type="checkbox"/> non-combustable wall and ceiling lining <input type="checkbox"/> floor waste <input type="checkbox"/> potable cold water tap with drain under for hose connection for cleaners and technicians <input type="checkbox"/> double data outlet for equipment monitoring and testing <input type="checkbox"/> power outlets as required for equipment provided <input type="checkbox"/> double power outlet for cleaning <input type="checkbox"/> access control door, not lockable from inside

STORES – CLEANER

Adjacencies:	laundry, bin enclosure
National Regulation	Nil
Design intent: Provide secure storage for cleaning equipment and supplies.	
Functional requirements: <input type="checkbox"/> secure storage for cleaning equipment and supplies <input type="checkbox"/> washing facilities for mops and other materials <input type="checkbox"/> restricted staff only wet area with lockable door <input type="checkbox"/> no plant equipment to be accommodated in this room <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes	
Operational factors to consider: Should be located adjacent to wet areas for cost effective water supply and plumbing access.	
Performance criteria	
Spatial layout and circulation: <input type="checkbox"/> provide generous circulation space for the movement and storage of large cleaning equipment	Fit-out: <input type="checkbox"/> wall mounted cleaners sink (hot water and TMV) <input type="checkbox"/> bench space <input type="checkbox"/> storage space for cleaning equipment (manual and mechanical) <input type="checkbox"/> lockable storage for hazardous chemicals that is adequately ventilated <input type="checkbox"/> warning signs regarding the storage of chemicals <input type="checkbox"/> floor waste <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> space for cleaner’s trolley <input type="checkbox"/> non-slip resilient floors with coved skirting <input type="checkbox"/> impervious walls <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> solid core door (no viewing panel), access control and not lockable from inside
Visual connectivity and wayfinding: <input type="checkbox"/> natural light, if achievable	
Access: <input type="checkbox"/> no child access <input type="checkbox"/> no tool or key required to exit room	
Acoustics: <input type="checkbox"/> none applicable	

STORES - CLEANER

SERVICES

Circulation

The **Circulation** functional zone provides internal and external circulation provisions that are in addition to the area allocated to individual functional units. Effective circulation ensures the movement between functional zones, sub-zones and units is intuitive and unobstructed.

Circulation

Internal circulation

External circulation

INTERNAL CIRCULATION







Area Schedule:	
<ul style="list-style-type: none"> An allowance of 10% of the net floor area has been provided for all internal spaces 	
Adjacencies:	all functional zones as necessary – excludes laundry, bin enclosure and bicycle store - staff
National Regulation	107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision
Design intent:	
Circulation spaces should consider the audience that gathers in the spaces and provide opportunities for children’s work to be displayed. They should allow staff, children and visitors to travel efficiently around and through the facilities without adverse impact on adjacent functionalities and learning activities.	
Functional requirements:	
<input type="checkbox"/> additional allowance for internal circulation should be considered for all the briefed spaces <input type="checkbox"/> circulation pathways should not create safety/supervision issues <input type="checkbox"/> ensure circulation creates a safe/predictable transition for children to support regulation <input type="checkbox"/> enable safe and efficient emergency evacuations	
Operational factors to consider:	
For reasons of child safety and program quality, traffic corridors should provide for movement between the adult precinct and child activity areas without having to pass through the activity areas.	
Performance criteria	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> consideration for passing and turning spaces for wheelchairs, prams and mobility equipment <input type="checkbox"/> ensure clear visibility/line of sight for user safety (no hidden corners)	
Visual connectivity and wayfinding:	
<input type="checkbox"/> adequate lighting for clear wayfinding <input type="checkbox"/> visual clues and signage to support navigation	
Access:	
<input type="checkbox"/> level door thresholds <input type="checkbox"/> ‘access for all’	
Acoustics:	
<input type="checkbox"/> consideration of adjacent spaces <input type="checkbox"/> incorporate sound-absorbing materials and features to minimise noise	<input type="checkbox"/> resilient durable flooring to match adjoining spaces <input type="checkbox"/> wireless access points – WAP as relevant <input type="checkbox"/> unassigned power outlets for flexible use - cleaning <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors

EXTERNAL CIRCULATION

Area Schedule:	
<ul style="list-style-type: none"> An allowance of 5% of the net floor area has been provided for external circulation 	
Adjacencies:	connection of all functional zones
National Regulation	104 – Fencing 108 – Space requirements – outdoor space 115 – Premises designed to facilitate supervision
Design intent:	
Accessible covered walkways are required between all external spaces and buildings, including from parking spaces.	
Functional requirements:	
<input type="checkbox"/> ensure weather protected external circulation can occur without disrupting activities <input type="checkbox"/> fencing and gates must be provided to all circulation entry and exit points <input type="checkbox"/> pathway construction must be suitable to the adjoining space <input type="checkbox"/> circulation pathways should not create safety/supervision issues <input type="checkbox"/> enable safe and efficient emergency evacuations <input type="checkbox"/> appropriate handrails, balustrades and barriers provided to any vertical circulation <input type="checkbox"/> provide wide access pathways and entrance/exit points for side-by-side walking <input type="checkbox"/> ensure physical travel and circulation between zones is intuitive, unencumbered and level <input type="checkbox"/> ensure circulation creates a safe/predictable transition for children to support regulation	
Operational factors to consider:	
For safety pathway construction must be suitable to the adjoining space especially in the outdoor learning and play spaces.	
Performance criteria	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> consideration for passing and turning spaces for wheelchairs <input type="checkbox"/> must ensure the overall circulation strategy is clear, simple, safe and legible	
Visual connectivity and wayfinding:	
<input type="checkbox"/> adequate lighting for clear wayfinding <input type="checkbox"/> ensure clear visibility/line of sight for user safety (no hidden corners)	
Access:	<input type="checkbox"/> covered walkways <input type="checkbox"/> non-slip paving/concrete <input type="checkbox"/> wireless access points – WAP as relevant <input type="checkbox"/> unassigned power outlets for flexible use - cleaning <input type="checkbox"/> outdoor lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> fencing with gated pedestrian and vehicle access where required
<input type="checkbox"/> 'access for all'	
Acoustics:	
<input type="checkbox"/> none applicable	

Learning and Play settings

The indoor learning and play space is made up of purposeful settings specifically designed to support a range of learning and play activities. These spaces need to be multifunctional and agile, tailored to the pedagogical approaches, meet the diverse needs of all learners and should enable the below modalities of learning and play with areas for individual pursuits as well as interaction in larger social groups, reflecting children’s needs for a sense of privacy and space to self-regulate.

 Explicit teaching / presentation / gathering	 Collaboration / music / drama / play space	 Story telling / dialogue / sharing space	 Cultural and inclusive spaces	 Reflection and meeting spaces	 Children wellbeing / sensory / regulation space(s) / settings
<p>Children and educators:</p> <ul style="list-style-type: none"> demonstrate skills and behaviours through play and shared activities model positive interactions, language, and problem-solving strategies communicate ideas in ways suited to young children—using words, pictures, gestures, and play teach concepts explicitly through guided instruction, storytelling, and hands-on experiences <p>Spaces allow:</p> <ul style="list-style-type: none"> clearly designated group time—often known as a ‘mat space’ or ‘circle time’ educators and children gather for intentional learning sessions, demonstrations, storytelling, music activities, or group discussions set up with a large floor mat, rug or soft flooring effective communication, active participation, and focused learning 	<p>Children and educators:</p> <ul style="list-style-type: none"> engage in structured collaborative activities such as group music sessions, dramatic play, storytelling, and guided games collaborate spontaneously whenever needs arise—for example, joining in a song, improvising a drama, or working together during free play access the play space for a variety of art and construction activities during planned and unstructured play <p>Spaces allow:</p> <ul style="list-style-type: none"> group interaction, creative arts, and dramatic play children to: <ul style="list-style-type: none"> create and perform stories they have invented, using dress-ups and props form a music circle, experimenting with instruments, singing songs, or responding to recorded music educators to encourage turn-taking, cooperation, and creativity, while supporting children’s social and emotional learning teamwork, communication, and development of social and emotional skills through cooperative play, music, and dramatic arts 	<p>Children and educators:</p> <ul style="list-style-type: none"> explore ideas together through play, conversations, music, and creative activities share and develop opinions by expressing thoughts, feelings, and choices during group discussions and play listen to stories, songs, and oral presentations, engaging with storytelling and performances discuss everyday issues, such as sharing, friendships, or emotions, through guided conversations and circle time <p>Spaces allow:</p> <ul style="list-style-type: none"> children and educators to engage in conversation, share stories, and listen to one another in a comfortable and nurturing environment (cosy reading corner or yarning circle) spaces are designed to cultivate active listening, respectful dialogue, language skills, and a sense of belonging 	<p>Children and educators:</p> <ul style="list-style-type: none"> explore visible celebration of diverse cultures and backgrounds through displays, books, art, music, and language engage in opportunities for children and families to share cultural traditions, stories, and experiences include multilingual resources and signage to reflect the languages spoken in the community access materials, toys, and play resources that represent a variety of cultures, abilities, and family structures <p>Spaces allow:</p> <ul style="list-style-type: none"> celebration of the identities, backgrounds, and heritage of all children and families, and to ensure everyone feels respected and represented a clear message to be sent that every child, family, and educator belongs, is valued, and is acknowledged support of children’s identity, self-esteem, sense of community, and understanding of diversity 	<p>Children and educators:</p> <ul style="list-style-type: none"> engage in planning activities together (choosing what to learn or play) participate in discussions about ideas, feelings, or experiences make choices as a group or individually, supported by educators work collaboratively on projects or play, fostering teamwork in calm, supportive spaces connect with others remotely (such as through video calls with families or other early learning centres) <p>Spaces allow:</p> <ul style="list-style-type: none"> children and educators to come together for discussions, collaborative decision-making, or quiet individual reflection in a calm and inviting area promotion of critical thinking, emotional literacy, respectful communication, and collaborative decision-making fostering a sense of belonging as everyone’s voice is heard and valued 	<p>Children and educators:</p> <ul style="list-style-type: none"> relax, reflect, or read in quiet areas create one or more focused spaces for individual children or small groups with flexible arrangements to minimise disruptions by being positioned away from main walkways provide a sense of privacy with sufficient distance from other activity zones ensure safety while fostering independence through passive supervision <p>Spaces allow:</p> <ul style="list-style-type: none"> children to manage their emotions, self-regulate, in a sensory retreat/quiet corner specifically designed to support their overall wellbeing contribute to a supportive and inclusive environment, promote emotional regulation, and demonstrate a commitment to recognising and responding to the varied wellbeing needs of all children
<p>Activation requires:</p> <ul style="list-style-type: none"> Central location within the learning and play space, visible and accessible to all children. Clear boundaries, often defined by fixed or movable furniture, shelves, or visual markers. Comfortable seating options, such as floor cushions or bean bags, to ensure children can sit together comfortably. Presentation tools nearby, such as whiteboards, easels, books, puppets, or visual supports to aid instruction. Storage space for resources used during group times, making transitions smoother. 	<p>Activation requires:</p> <ul style="list-style-type: none"> Open floor area: Large enough for groups of children to move, dance, or act out stories together. Music resources: Instruments (like drums, tambourines, maracas), a CD player or Bluetooth speaker, and a song chart or music corner for organised singing or spontaneous music-making. Dress-up and props: Costumes, hats, scarves, and props stored on accessible racks or in labelled bins to inspire imaginative play and role-playing games. Flexible furniture: Movable tables and chairs to allow quick reconfiguration of the space for group projects or performances. Mirrors and stage area: Sometimes a small rug or raised platform serves as a ‘stage’ and mirrors are placed at child level to promote self-expression and confidence. Art materials: Access to art and construction supplies (including art sink) for collaborative projects. 	<p>Activation requires:</p> <ul style="list-style-type: none"> Comfortable seating: soft cushions, bean bags, child-sized couches, or a large rug that encourages relaxation and attentive listening. Books and visual resources: A small bookshelf, baskets of storybooks, or puppets arranged nearby for easy access. Natural or gentle lighting: Lamps or fairy lights to create a warm, inviting ambiance that encourages focus and calm. Circular layout: Seating is often arranged in a circle or semi-circle to promote eye contact and inclusive conversation, sometimes known as a ‘yarning circle’ (a practice drawn from Aboriginal pedagogy). Story props: Flannel boards, puppets, or story stones to help bring stories to life and engage children in dialogue. Personal storytelling prompts: Objects that invite sharing (such as a ‘talking stick’ or ‘sharing shell’ passed from child to child) to support turn-taking and respectful listening. 	<p>Activation requires:</p> <ul style="list-style-type: none"> Displays representing the cultures and backgrounds of the children, families, and broader community (photos of children’s families, events, and cultural celebrations) acknowledging the diversity of the community. Multicultural resources: Artifacts, textiles, flags, books and media, dolls, toys, kitchenware, dress-ups, and puzzles reflecting a variety of languages, skin tones, traditions, and abilities. Acknowledgement of Country: A dedicated space to display an Acknowledgement of Country, possibly with language or art contributions from children. Safe space signals: Visual cues like ‘welcome’ mats or signage in different languages, gender-neutral symbols, and accessibility indicators. 	<p>Activation requires:</p> <ul style="list-style-type: none"> Flexible seating: Comfortable chairs, cushions, or floor mats arranged in a circle or semi-circle to enable face-to-face communication. Calm environment: Minimal distractions, soothing colours, soft lighting, and a tidied layout to promote focus and emotional safety. Documentation and tools: Whiteboard, notepads, or a ‘reflection journal’ where ideas, experiences, or group decisions can be recorded. Sometimes, there is a display board showcasing children’s artwork, ongoing projects, or group agreements/rules. Visual prompts: Posters, question cards, or visual charts to support conversations and help children express their thoughts and emotions. Natural elements: Plants, flowers, or nature-inspired decorations to create a calming atmosphere and support wellbeing. Quiet nook: Sometimes a smaller, semi-private area with soft furnishings for more personal reflection or paired conversations. 	<p>Activation requires:</p> <ul style="list-style-type: none"> Comfortable and calming furnishings: Soft rugs, beanbags, cushions, or a small child-sized tent or pod to create a ‘safe haven’ feeling. Low sensory stimulation: Muted colours, soft acoustics, and gentle lighting (such as lamps or fairy lights) to reduce sensory overload. Sensory tools and resources: Fidget toys, stress balls, textured objects, or tactile boards, Weighted objects (lap pads), soothing visual objects like glitter jars, liquid motion toys, or lava lamps Calming activities: Picture books about feelings and self-regulation, headphones with tranquil music or nature sounds, breathing or mindfulness cards and posters Clear boundaries and signals: Visual cues or signage to help children identify and access the area independently, with guidance as needed. Privacy options: Low screens, bookshelf dividers, or soft drapes to allow children time away from the group without disruption.
<p>Example in practice:</p> <p>Children are invited to the circle time area (mat space) for morning and afternoon greetings, sharing the day’s timetable, and participating in an explicit lesson—such as counting, phonics, or a science demonstration. Educators use a variety of resources and learning aids to explicitly teach key concepts while engaging children in interactive activities.</p>	<p>Example in practice:</p> <p>Throughout the day, groups of children gather to create and perform stories they have invented (using dress-ups and props), form a music circle experimenting with instruments, singing songs, or responding to recorded music, wet, messy, creative and investigative activities with craft and art materials and equipment.</p>	<p>Example in practice:</p> <p>Children gather as an educator reads a favourite picture book aloud. Afterwards, children are encouraged to share their own stories, thoughts, or experiences related to the book. Sometimes, the educator prompts dialogue through questions, or children use puppets to retell the story together. In a yarning circle, children and educators can sit together to share news, ideas, and stories, building community and respect.</p>	<p>Example in practice:</p> <p>Children and educators gather to read stories in different languages, participate in craft activities using traditional techniques, or share foods during multicultural celebrations. An educator may lead the children in an Acknowledgement of Country and invite children’s families to share their customs through storytelling, music, or cooking demonstrations.</p>	<p>Example in practice:</p> <p>After completing a project or activity, educators and children gather in the reflection space to discuss what they enjoyed, found challenging, or learned. Children may take turns sharing their thoughts while an educator takes notes reflecting on their learning. Individual children may use this space to quietly consider their work, or work on specific tasks with educator support.</p>	<p>Example in practice:</p> <p>A child who feels overwhelmed can choose to go to the sensory retreat, settle on a beanbag, and engage with tactile or visual sensory resources to self-soothe. Educators provide support by modelling and prompting its use during heightened emotional times, or by quietly joining the child to guide calming strategies. The space is associated with positive self-regulation and respect for individual needs.</p>

Revision record

Version: v2.0 (DE20/05086)

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