

Part 3b: Generic Functional Briefs – Primary and Secondary Schools

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 3b: Generic Functional Briefs – Primary and Secondary Schools

Generic functional briefs – template description	7
Operational requirements.....	8
Primary School	8
Secondary school	8
Nature and times of use of the facilities	9
Out of School Hours Care (OSHC).....	9
Community use of facilities.....	9
Learning Environments	10
Learning Communities.....	10
Learning Neighbourhoods (home bases).....	12
Learning Settings	12
Functional relationships	17
Functional zones, sub-zones and units	17
Functional relationship diagrams	18
Primary Schools.....	19
Secondary Schools.....	20
R – 12 Schools	21
B – 12 Schools	22
Wellbeing Hub	23
STUDENT WELLBEING SPACES – INTERNAL AND EXTERNAL	24
SENIOR COMMON ROOM	26
FIRST AID / SICK BAY	27
WELLBEING STAFF SPACE	29
PSYCHOLOGISTS / COUNSELLOR’S OFFICE	30
Community and Cultural Space	32
ABORIGINAL EDUCATION SPACE – STUDENTS, COMMUNITY AND STAFF (INTERNAL AND EXTERNAL) 33	
External.....	34
CULTURAL SPACE (INTERNAL AND EXTERNAL)	35
External.....	36
MULTI-FAITH ROOM	37
Learning Resource Centre / Library	38
MAIN LIBRARY AREA	39
Multimedia production space.....	40
Senior study space and pathway planning	41
EXTERNAL LEARNING COURTYARD	43

LIBRARY SERVICE AREAS	44
Learning Community.....	46
TEACHING AND LEARNING	48
STUDIO/WORKSHOP – INTER-DISCIPLINARY	51
STUDENT – HEAT AND EAT	53
STUDENT LOCKERS / BAG STORAGE	54
INTEGRATED EXTERNAL LEARNING SPACES AND STORE	55
Studio/workshop – inter-disciplinary.....	56
Technologies	56
Science.....	56
Arts	57
Food technology (secondary) / productive garden (primary).....	57
Performing arts	57
Health and fitness	57
EQUIPMENT STORAGE	58
LAUNDRY	59
EXTERNAL SELF AND CO-REGULATION SPACE	60
Design, Art, Tech, Science	61
LABORATORY – CHEMISTRY, PHYSICS, SCIENCE (BIOLOGY / GEOLOGY)	64
Science – learning and teaching.....	66
Preparation area – science	66
Store – chemicals	67
Store - science.....	67
WORKSHOP - DESIGN AND TECHNOLOGIES (PLASTIC, WOOD, METAL)	68
WORKSHOP - DESIGN AND TECHNOLOGIES (TEXTILES)	71
WORKSHOP - DIGITAL TECHNOLOGIES	73
WORKSHOP - STORE	74
STUDIO - DESIGN	76
ART STUDIO (2D AND 3D) - VISUAL	77
Art and media store / project store.....	78
ART STUDIO (2D AND 3D) – MEDIA	79
Art and media store / project store.....	80
Health, Fitness and Performing Arts.....	81
MULTI-PURPOSE ACTIVITY SPACE	85
GYMNASIUM	87
Store – sports equipment	89
Store – chairs	89

Store –community.....	89
FITNESS AND SPORT SCIENCE - LABORATORY	90
Fitness and sport science – learning and teaching.....	91
FOOD TECHNOLOGY – KITCHEN AND PRODUCTIVE GARDEN	92
Pantry/scullery.....	93
Laundry.....	94
STUDIO – DRAMA / DANCE	95
Drama / dance store.....	96
Theatre	96
Bio box - control room.....	97
Theatre back of house	97
Theatre storage	98
Theatre change / makeup rooms	98
STUDIO - MUSIC	99
Music store	100
Music practice rooms	100
Canteen – Cafeteria	101
CANTEEN - CAFETERIA	102
Canteen prep	103
Canteen servery	104
Canteen desk-work area	105
Canteen store.....	106
Staff – toilet and changeroom.....	106
Leadership, Administration and Staff Centre	107
FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)	109
MEETING ROOM – CONFERENCE	111
MEETING ROOM – INTERVIEW	112
OFFICE – BUSINESS MANAGER	113
OFFICE – GENERAL ADMINISTRATION AND FINANCE	114
STORE - SECURE.....	115
STAFF RESOURCE AND UTILITIES AREA.....	116
STAFF COLLABORATIVE PLANNING AREA	118
STORE – GENERAL (INCLUDING UNIFORM STORE)	119
LEADERSHIP TEAM AREA.....	120
STAFF LOUNGE AND EXTERNAL COURTYARD	122
External courtyard.....	123
STAFF RETREAT/PARENTING ROOM.....	124

Staff Workspace.....	125
STAFF WORKSPACES	126
Amenities.....	128
STAFF – TOILETS	129
STAFF – ACCESSIBLE TOILET	131
STAFF – SHOWER AND CHANGEROOM (END OF TRIP)	133
STUDENT – TOILETS (INCLUDING AMBULANT AND ACCESSIBLE)	134
STUDENT – FULLY-ASSISTED TOILET, SHOWER AND CHANGE	136
STUDENT – TEAM ROOMS AND ALL-GENDER CHANGE CUBICLES	138
COMMUNITY ACCESSIBLE TOILET	139
Sites and Services.....	140
FACILITIES AND GROUNDS MAINTENANCE	141
BICYCLE STORE – STAFF	142
BICYCLE/ SCOOTER STORE – STUDENTS	143
COMMUNICATIONS AND SERVER ROOM	144
Core Node - R-12, Secondary School or New School	145
Core Node - Primary School.....	145
DISTRIBUTED COMMUNICATIONS ROOM	146
Edge Node - R-12, Secondary School or New School	147
Edge Node - Primary school.....	147
ENGINEERING PLANT and SERVICES	148
Plant room	148
STORES – CLEANER	149
Circulation	150
INTERNAL CIRCULATION	151
EXTERNAL CIRCULATION	152
Outdoor Environments.....	153
OUTDOOR ENVIRONMENTS	154
Primary Spaces.....	157
PRIMARY - ACOUSTICALLY ISOLATED STUDIO – DRAMA/DANCE/LANGUAGES	157
PRIMARY - STUDIO/WORKSHOP – INTER-DISCIPLINARY	159
Food preparation.....	160
PRIMARY – OUT OF SCHOOL HOURS CARE	161
Supporting Spaces.....	162
KITCHENETTE	162
KITCHEN	163

STUDENT SERVICES RECEPTION / WAITING	165
Glossary	167
Revision record	167
Contact	167

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 primary and secondary school facilities. 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. 	
<p style="text-align: center;">Specific requirements for Primary Schools have been highlighted here in the briefs.</p>	
Adjacencies:	<p>This section gives an indication of desirable relationships between other functional zones, sub-zones and units.</p>
Design intent: <p>This section outlines the overarching vision and objectives for the functional space within the school.</p>	
Functional requirements: <ul style="list-style-type: none"> <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: <p>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.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> Outlines how the space is organised, and how the users move within and through it. 	Fit-out: <ul style="list-style-type: none"> <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)
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> Addresses the ability for users to easily navigate and orient themselves within the space, highlighting sightlines to important destinations/connections. 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> Highlights the features supporting participation, including individuals with diverse needs and abilities. 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> Specifies the noise transfer and reverberation control required to support effective use of the space. 	
Activation: <ul style="list-style-type: none"> <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 \(Design Standards\)](#)

Where it is considered that 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

Primary School

Primary school caters for a diversity of learners and abilities from Reception to Year 6. It marks the beginning of compulsory education and builds on the practices, routines and structure introduced in the early years. It is characterised by learning that is fun, interactive, relevant and practical.

Primary Years learners are:

- commencing learning in all 8 areas of the curriculum (English, maths, science, humanities and social sciences, the arts, technologies, health and physical education and languages)
- beginning to explore, develop, articulate and manage relationships, placing importance on their peer and friendship groups to attain a greater sense of belonging and support, these relationships can be very fluid and impact on their sense of self on almost a daily basis
- exploring their sense of identity with a strong focus on independence, and need to be supported to develop a greater sense of responsibility for their learning through the development of organisational skills and self-management
- developing a greater interest in community and/or global issues such as the sustainability of the environment, climate change and its impact on their world, school needs to connect to students' lives empowering them to see their learning as significant and connected to the real world
- increasing skills in collaboration and communication while developing a greater sense of social justice and fairness within the context of cultural diversity and social norms
- continuing to develop their decision making, problem solving and thinking skills through active learning, including play-based and inquiry-based approaches
- managing their wellbeing while starting to experience adolescence and the accompanying emotional and physical changes.

Primary Years students need learning spaces that encourage positive interactions - helping them show initiative, become more independent, and take responsibility for their group and environment. The skills, knowledge and attitudes developed in the primary years are important for their success in secondary school.

Secondary school

Secondary schools cater for learners in Years 7-9 (middle school) and Years 10-12 (senior school) who bring with them a variety of social, economic and cultural backgrounds, interests, aspirations, capabilities and prior learning experiences.

Middle Years learners are:

- experiencing adolescence and the accompanying emotional and physical changes
- continuing to form, articulate and manage relationships
- keen to develop greater interdependence with their peers and independence in their lives
- questioning schooling and their engagement with learning, reflecting on who they are, where they belong, what they value and where they are going
- developing their own voice, and having greater ownership of decisions; this independence can lead to individuals challenging the views of their parents/caregivers, educators and society
- aiming for a stronger sense of belonging through participation in wider adolescent cultures.

Middle Years students need support to become active learners by helping them to think deeply, collaborate and ask questions. When learning is challenging, relevant and focused on their interests it can improve student engagement and achievement throughout their school life.

Senior Years learners:

- may be full or part-time, local, interstate or international, continuing or re-entry students
- are dealing with issues related to lifestyles (such as youth subcultures, financial, a complexity of peer, family and other relationships, sexuality, or drugs) which may or may not be congruent with school values and expectations
- may or may not have developed and articulated goals for their future learning and employment pathways
- live with their parents/caregivers or independently, and experience differing levels of parental/caregiver influence and personal independence
- may be moving in and out of schooling to undertake traineeships, apprenticeships, work placements or other forms of educational and training provision
- may be in part-time employment or training
- are shaping and reshaping their lives and are forming and reviewing their personal values
- have complex lives, juggling their learning and living responsibilities as they face their future in an ever-changing world.

Senior Years learning is more varied, and students are now more independent. This means ‘traditional’ classroom methods are less important. Learning spaces need to change to support different ways of learning. Students should be empowered to choose courses and activities and be supported to play an active role in designing their own learning experiences and future pathways.

Nature and times of use of the facilities

The timetabled hours for school are typically 7:30 am – 4:30 pm from Monday to Friday during term time but this varies according to local circumstances and individual school arrangements. Schools operate on a four-term year of typically 10 weeks each. The summer holidays are from mid-December through to late January with three two-week breaks during the year in April, July and October.

The use of the facilities will routinely extend beyond the times specified above, to include holiday periods and weekends, for activities such as Out of School Hours Care (OSHC), staff work/preparation, music tuition, community groups, sporting groups and Governing Council meetings.

Out of School Hours Care (OSHC)

OSHC services for primary learners provide quality care and recreational experiences in line with the department’s [policy](#) and [procedure](#), and the [National Regulations](#) for education and care services. They are typically offered Monday to Friday between 6:30am – 6:30pm before and after school, during vacation periods, and on pupil free days.

Community use of facilities

The community should be able to easily access some areas of the school. Most visits will happen outside of the school’s operating hours, however some access will be needed during school hours. Access must be managed so that the security and safety of school facilities, students and staff are not at risk.

Several functional areas typically lend themselves to shared use with the community:

- Learning Resource Centre/Library - During and outside of school hours – 7 days a week including school holidays
- Community and Cultural internal and external spaces – During and outside of school hours – 7 days a week including school holidays
- Performing Arts - Outside of School Hours – 7 days a week including school holidays
- Gymnasium - Outside of School Hours – 7 days a week including school holidays

- Outdoor Environments (hard courts and sports fields) - Outside of School Hours – 7 days a week including school holidays
- Design and Technology - Outside of School Hours – 7 days a week including school holidays

To support community access, areas used by the community should be near the main entrance and able to be separated from the rest of the school for security. The school should have clear public and school zones with security in place to keep facilities, staff and students safe.

Learning Environments

To support a variety of abilities and learning needs, the school requires responsive spaces that suit different groups, in age appropriate facilities:

- class groups of up to 30 students in traditional and formal class learning activities
- small groups (pairs up to six students) working in collaboration with or without direction
- groups of 10 to 15 students in formal or informal settings with educators
- individual students involved in private study, research and practical activity
- practical classes ranging from 15 to 30 students in workshop and laboratory / studio settings with direct educator supervision of practical instruction or research
- lecture / performance sessions of larger groups of students (possibly 60 to 100)

Some learning areas that have a defined specialist purpose are relatively 'inflexible' due to their design requirements – they will be workshops, laboratories and studios with specific equipment and functions.

Contemporary schools operate very differently from traditional schools. To design effective contemporary learning environments, it is important to understand the daily operation of Learning Communities and Learning Neighbourhoods.

Learning Communities

A Learning Community focusses on creating flexible, multipurpose environments that support diverse learning activities and settings to foster a sense of community among students and educators.

A Learning Community groups learners and educators together within a building, creating an inclusive environment where students can collaborate, learn, and grow together. The design prioritises flexibility, moving away from the traditional 'classroom box' model to create agile spaces that can be reconfigured for various educational activities including workshops, small group work, targeted teaching, and individual learning areas (see [Learning Settings](#) below).

Attributes of a Learning Community include:

- learners choose learning spaces that best fit their activities
- learners work in multi-age groups of different sizes, passively supervised by educators
- educators collaborate as a team, offering an inter-disciplinary curriculum, and supporting learners throughout the day
- learners' schedules are organised around inter- disciplinary projects which they help to choose
- educators act as advisors, giving guidance as needed, rather than mostly direct instruction
- individualised, ongoing assessments focus on skill development
- educators can teach one-to-one, in small groups, or to larger groups
- peer tutoring is encouraged and facilitated by the design of the learning spaces
- learning is hands-on and practical, with theory embedded in the assignments
- learning can happen anytime and anywhere, supported by the learning space design

- most learners work is personalised, creative, and focussed on solving complex problems¹.

Primary Learning Communities:

- the same cohort of learners use the learning community as their [home bases](#)
- the same cohort of learners occupy the learning community approximately 87% of the school day
- learners have limited access to specialist spaces such as music
- include the following spaces dedicated for use by the learners within
 - large studio/workshop – inter-disciplinary, multi-purpose
 - acoustically isolated studio - drama / dance / languages.

Secondary Learning Communities:

- the same cohort of learners use the learning community as their [home bases](#)
- multiple cohorts of learners occupy the learning community throughout the school day
- learning communities include specialist spaces to be used by multiple cohorts of learners.

The design focuses on learner wellbeing and learning. It is important to keep group sizes small enough so learners feel they belong and know each other and their educators. Learning communities of up to 180 learners help to build strong connections. Larger groups make it harder to maintain this sense of community.

In a R-12 school students are typically grouped according to a sub-school model based on broad age stages:

- Early Years - Reception to Year 2
- Primary Years - Years 3 to 6
- Middle Years - Years 7 to 9
- Senior Years - Years 10 to 12

Alternatively, a school might choose to arrange their learning communities according to a school within schools (SWIS²) model with 'houses' or 'homes' for learners across a broader age range.

A learning community comprises of the following functional units:

- [Teaching and Learning](#)
- [Studio/Workshop – Inter-Disciplinary](#)
- [Student – Heat and Eat](#)
- [Student Lockers](#)
- [Integrated external learning spaces](#)
- [Equipment Storage](#)
- [External self and co-regulation spaces](#)
- [Staff workspaces](#) and [Wellbeing staff space](#)
- [Wellbeing Services](#) (office spaces for visiting clinical services)
- [Student Wellbeing Spaces](#)
- [Amenities: Accessible toilet, staff and student toilets, laundry](#)

¹ School Buildings – The Last Domino It's Time for Something New (2020) Prakash Nair, AIA <https://educationdesign.com/wp-content/uploads/2023/08/School-Buildings-The-Last-Domino.pdf>

² SWIS - School within School – is an organisational structure adopted by some schools, especially large schools, to create smaller communities in which all students feel a sense of belonging and identity. Each of the SWIS, or houses, has students from across the vertical age span with a team of educators who have responsibility for the learning and wellbeing of the students. Although more common in Secondary Schools, the SWIS structure is also used to build a stronger sense of community, identity and belonging in very large Primary Schools.

- [Cleaner's store](#)
- [Distributed Communications Room](#)

Specialist spaces should be distributed throughout the learning communities/school site and include:

- Laboratories - science
- Workshops – design and technology, digital technologies, food technology
- Studios – art, drama, music and media
- Health and Fitness.

Learning Neighbourhoods (home bases)

A Learning Neighbourhood is a smaller subdivision of a Learning Community and acts as a 'home base' for a more intimate group of learners, usually 50-60 (25-30 per home base) see Figure 1. Each Learning Neighbourhood has two home bases, where learners can keep their belongings in lockers, relate to an educator with primary responsibility for their learning and wellbeing, and connect closely with their group. Home bases are flexible spaces, not just rooms and seating, and can be used in different ways depending on what learners need throughout the day.

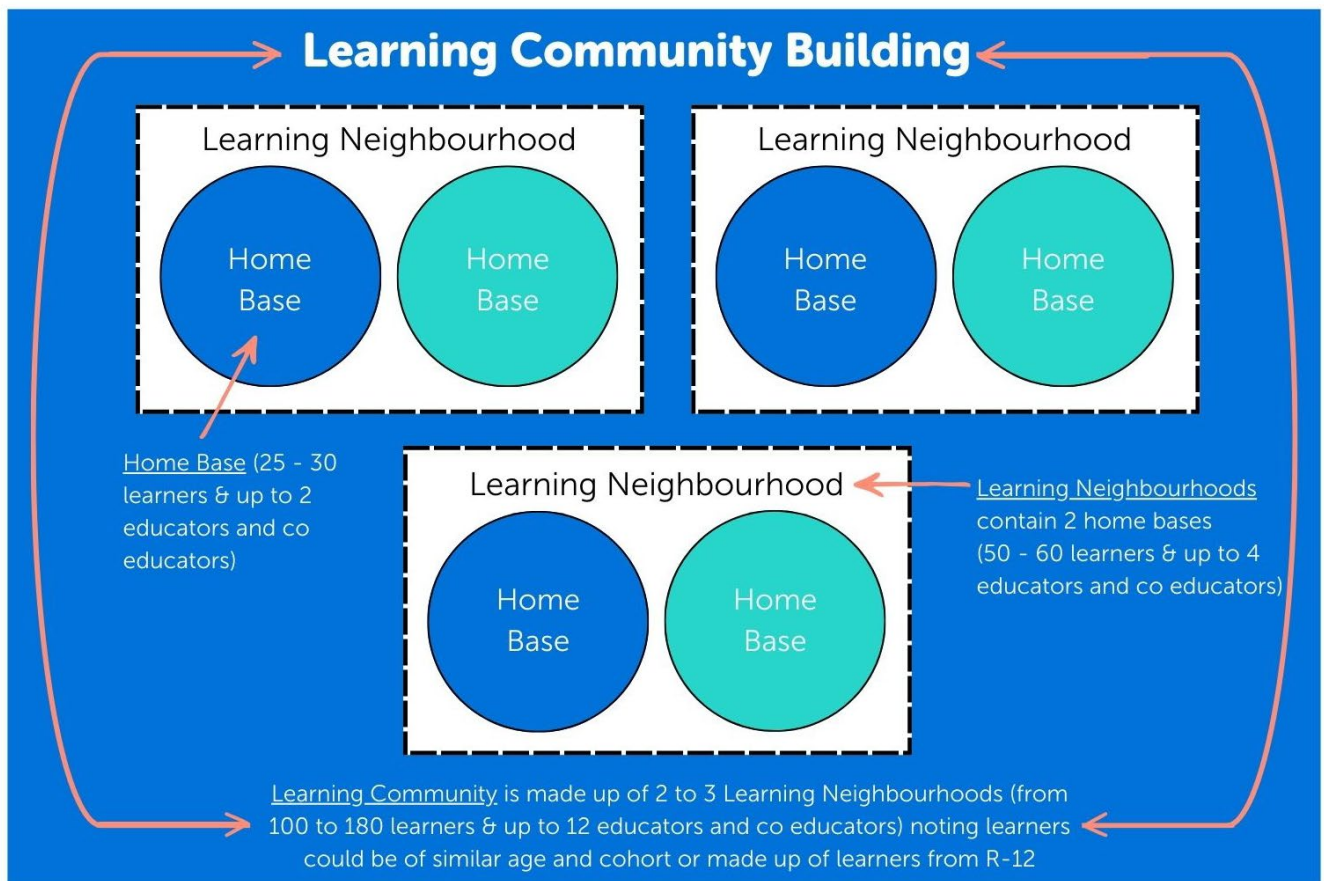


Figure 1 - Learning Community Building diagram showing layout and attributes of Learning Neighbourhoods and Home Bases.

The design should allow each Learning Neighbourhood to work on its own but also easily join with adjacent Learning Neighbourhood(s) when needed. How much they work together may vary day-to-day. It's important to understand what a typical day looks like for both primary and secondary learners, to create a design that can support these operations.

Learning Settings

The reality of enrolment and demographic patterns means that the numbers of learners in each year level will vary considerably. As schools move to personalised learning, the focus moves away from what 'year' a learner is in, to what their learning needs are.

A Learning Community is made up of purposeful learning settings specifically designed to support a range of learning activities and enables:

- collaboration between learners
- collaboration between educators for designing, planning and teaching
- learner self-regulation, self-direction and self-management
- holistic, authentic learning — purposeful, personally significant, experiential, real projects
- assessment in context
- connectedness — with community, virtually locally and globally, within and across disciplines
- seamless access to rich resources — digital, information, equipment and materials
- learning anytime, anywhere.

Spaces are multifunctional and agile, supporting both formal and informal teaching, large and small group experiences, individual study, project work, socialisation, meeting and relaxation. These areas can be tailored to deliver a range of specialisations, subject areas, and pedagogical approaches, ensuring they meet the diverse educational needs of all learners.

For example:

- a **small, acoustically contained space** can be used for virtual conferencing, planning meetings, and explicit teaching of a small group, language or drama rehearsal, and multi-media activities such as recording and podcasting. It does not accommodate many people at one time so given its multiple uses it will be in relatively high demand
- a **medium sized acoustically contained room with large, deep storage cupboards** can store a range of furniture, equipment and soft furnishings making it available for use as a therapy or sensory enrichment space, for use as a medium sized acoustically contained space for language or drama rehearsal, multimedia or a virtual conferencing space or meeting room
- an **acoustically contained room with good visual and physical connection** to adjacent spaces can be used for up to 30 learners at a time for explicit teaching and learning, small group work, whole of group discussions and presentations.
- an **open collaborative space** can be used in many ways. It can accommodate multiple small groups involved in different activities, a mixture of explicit teaching groups, small collaborative groups and individuals working, and it can be used as a large group gathering or presentation space.

The following table and images (Figure 2, 3 and 4) outline the different modalities of learning that need to be supported, providing a design reference for these settings.






 <p>Explicit teaching / presentation / gathering</p>	 <p>Collaboration Spaces</p>	 <p>Dialogue / sharing spaces</p>	 <p>Reflection and meeting spaces</p>	 <p>Focused learning spaces</p>
<p>Learners and educators:</p> <ul style="list-style-type: none"> • demonstrate • model • communicate ideas • teach explicitly <p>Group sizes:</p> <ul style="list-style-type: none"> • small (2- 5), medium(6-15) and large (15- 30) <p>Spaces allow:</p> <ul style="list-style-type: none"> • teaching or presentation focus voices to be clearly audible • learner view of educator/presenter • unobstructed displayed material legible at all positions • effective control of noise intrusion to and from adjoining areas • ability to adapt spaces to group sizes • adjoining space to be combined by opening operable walls/doors to create collaboration and gathering spaces <p>Activation requires:</p> <ul style="list-style-type: none"> • teaching or presentation focus - with displays central to the group (AV, whiteboard, 'teaching wall' writable surfaces • table and chair seating for up to 30 students • support for learners materials- mobile devices, writing, reading matter • storage capacity close at hand to suit equipment and resources 	<p>Learners and educators:</p> <ul style="list-style-type: none"> • engage in structured collaborative activities • collaborate spontaneously at point of need <p>Group sizes:</p> <ul style="list-style-type: none"> • small (2–5), medium (6–15), large (15–30) with a total number of people up to 60 <p>Spaces allow:</p> <ul style="list-style-type: none"> • effective suppression of noise generated by multiple collaborative groups working within the one area • effective suppression of noise intrusion to and from adjoining areas • furniture to floor ratio enabling a range of configurations • sufficient circulation space for several groups collaborating simultaneously on different projects • agile flexible furniture configurations to support a range of different group sizes and activities • ability to separate space by closing operable walls/doors to create explicit teaching / presentation / gathering spaces <p>Activation requires:</p> <ul style="list-style-type: none"> • table and bench combinations to accommodate group sizes up to a total of 60 learners • a variety of readily movable seating • fixed and mobile storage for equipment and resources 	<p>Learners and educators:</p> <ul style="list-style-type: none"> • explore ideas • share and develop opinions • listen to stories and oral presentations • discuss issues <p>Group sizes:</p> <ul style="list-style-type: none"> • small (2–5) to medium (6–15) <p>Spaces allow:</p> <ul style="list-style-type: none"> • participant voices clearly audible throughout the space • effective suppression of noise intrusion to and from adjoining areas • face to face view of all participants • ability for participants to be seated 'in the round' facing each other • stepped or tiered seating if the participants need to sit more than one deep <p>Activation requires:</p> <ul style="list-style-type: none"> • comfortable seating • an intimate, semi-enclosed feel with minimal visual distractions • support for any materials to be displayed • dimmable lighting 	<p>Learners and educators:</p> <ul style="list-style-type: none"> • plan • discuss • make decisions • collaborate in a quiet, focused environment • meet virtually <p>Educators:</p> <ul style="list-style-type: none"> • counsel learners in privacy • tutor learners <p>Group sizes:</p> <ul style="list-style-type: none"> • small (2–5) to medium (6–15) <p>Spaces allow:</p> <ul style="list-style-type: none"> • participants to be seated around a table facing each other • effective suppression of noise intrusion to and from adjoining spaces • a degree of visibility into and out of the room while maintaining the capacity for privacy <p>Activation requires:</p> <ul style="list-style-type: none"> • table(s) that can be adapted to suit the group size and provide access for all users • comfortable seating • writable surface(s) for group planning • storage capacity close at hand to suit the equipment and resources required • dimmable lighting 	<p>Learners and educators:</p> <ul style="list-style-type: none"> • engage with written and graphical material in digital or hard copy form to: <ul style="list-style-type: none"> ◦ personally reflect ◦ enquire ◦ research ◦ consolidate learning ◦ self-regulation spaces <p>Group sizes:</p> <ul style="list-style-type: none"> • individuals and very small (2–3) <p>Spaces allow:</p> <ul style="list-style-type: none"> • for a quiet space • configurations to provide one or more focused area(s) for one or two individuals or small groups • positioning out of major circulation pathways • sufficient distance from other settings to afford privacy • passive supervision <p>Activation requires:</p> <ul style="list-style-type: none"> • inviting and comfortable furniture • fixed seating such as banquettes, nooks, caves etc • agile settings including chairs, stools, tables • sufficient space and surfaces to work effectively with resources • dimmable lighting

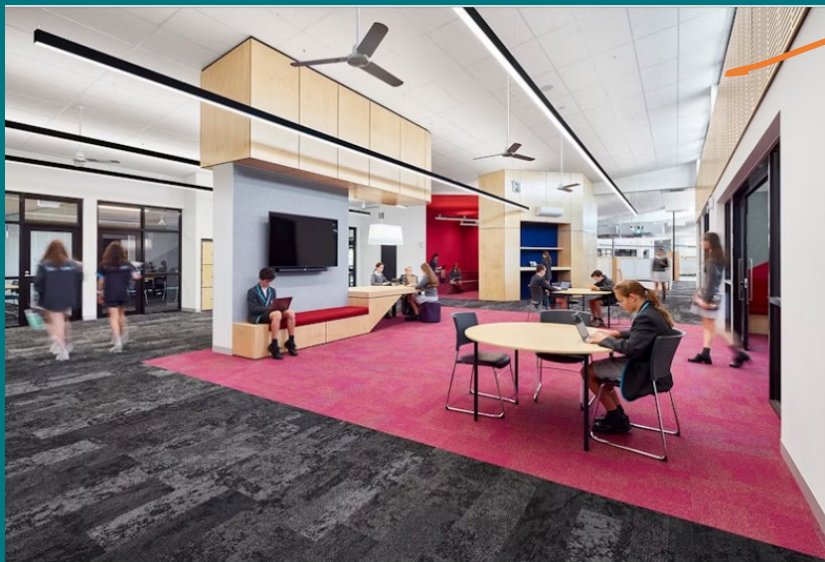
Figure 2 – Learning Settings

PRIMARY LEARNING COMMUNITY EXAMPLE

teaching and learning areas with flexible furniture and an operable opening supporting team teaching



Dialogue/sharing, reflection and meeting, and focused learning spaces (including self-regulation spaces) designed for easy access from the teaching and learning area for inclusion and provided with line of sight from explicit teaching and learning areas

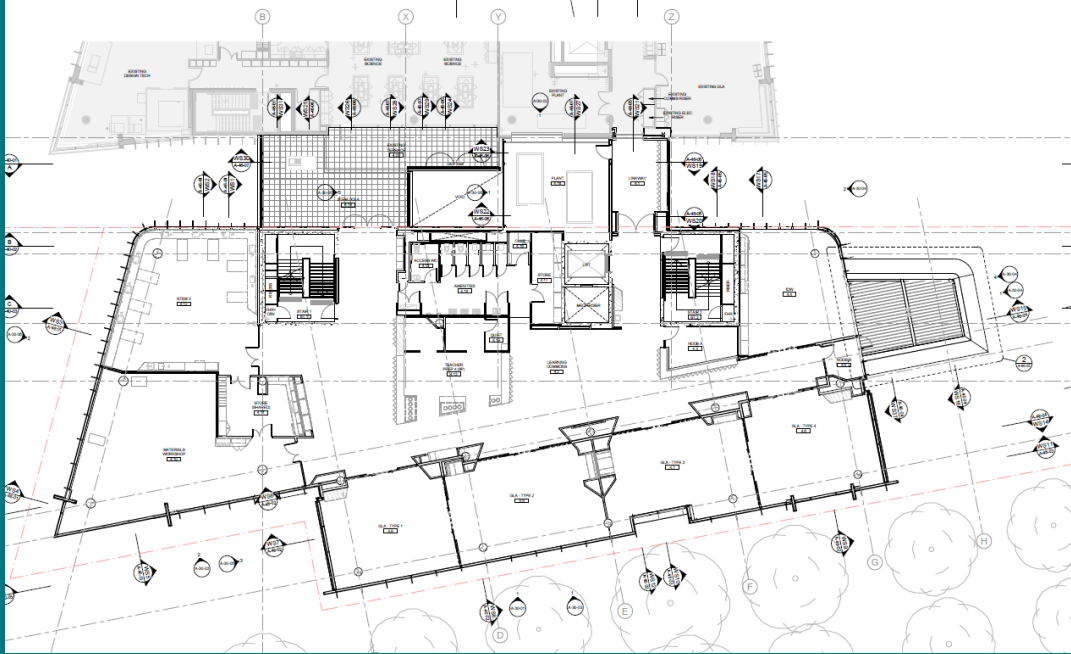


Learning common with flexible furniture providing collaboration, dialogue/sharing, reflection and meeting, and focused learning spaces



Figure 3 – Primary Learning Community

SECONDARY LEARNING COMMUNITY EXAMPLE



teaching and learning areas with alternative seating options for collaboration / sharing (group work)



Focused learning (self-regulation) spaces designed for easy access from the teaching and learning area for inclusive support



Reflection and meeting, focused learning (breakout) spaces provided with line of sight from explicit teaching and learning areas

central learning hub with teachers prep and a variety of learning settings



Figure 4 – Secondary Learning Community

Functional relationships

The relationship of functional zones is important to ensure contemporary facilities operate efficiently and effectively while enabling:

- a sense of belonging and community
- promotion of cultural safety and inclusivity
- collaboration between learners
- collaboration between educators
- personalised learning, within flexible, responsive groupings of learners
- learner self-regulation, self-direction and self-management
- holistic, authentic learning (purposeful, meaningful, experiential, real projects)
- assessment in context - while the learning is happening
- connectedness — with community, virtually locally and globally, within and across subjects
- informal and social interactions between learners
- seamless access from primary learning communities to inter-disciplinary spaces for technology and art, acoustically isolated studio space for performing arts and languages, and specialist health spaces
- seamless access from senior learning communities to specialist laboratories, workshops, studios, health and fitness, and performance spaces
- seamless access to rich resources (digital, information, equipment and materials)
- strong connectivity between indoor and outdoor learning areas
- seamless transition for learners between Early Years, Primary Years, Middle Years and Senior Years
- visual connections, allowing for effective supervision and support that reflect the flexibility of attendance, age and maturity of learners in senior years
- learning anytime, anywhere and with anyone.

Functional zones, sub-zones and units

A school facility is 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 a schools 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 learners and educators to effectively participate in and deliver educational programs.

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

Functional relationship diagrams

The layout and relationship between functional zones must be determined in accordance with [Part 2: Design Principles](#) and the generic functional briefs. Figures 5, 6, 7 and 8 give an indication of desirable relationships between the functional zones, sub-zones and units for a primary, secondary, R-12 and B-12 school facility to give effect to the Design Principles.

Notes on functional relationship diagrams:

- the diagrams are not to scale or intended as a design, site plan, layout plan or best design solution,
- the diagrams aim to develop an understanding of the adjacencies and functionalities required to ensure specific requirements are met, and
- for further detail refer to each individual generic functional brief.

Diagrams are available for the following configurations:

[Primary Schools](#)

[Secondary Schools](#)

[R – 12 Schools](#)

[B – 12 Schools](#)

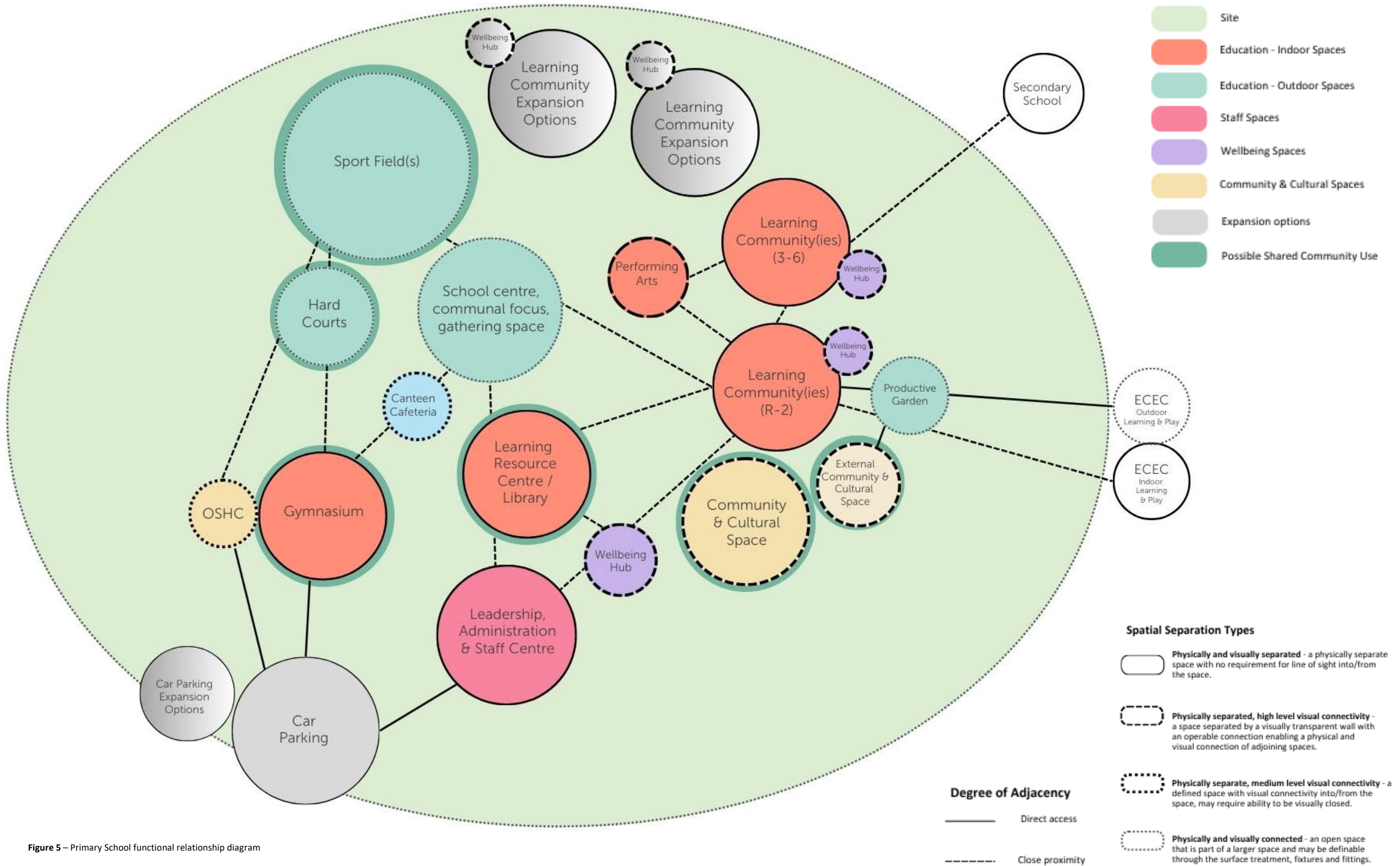


Figure 5 – Primary School functional relationship diagram

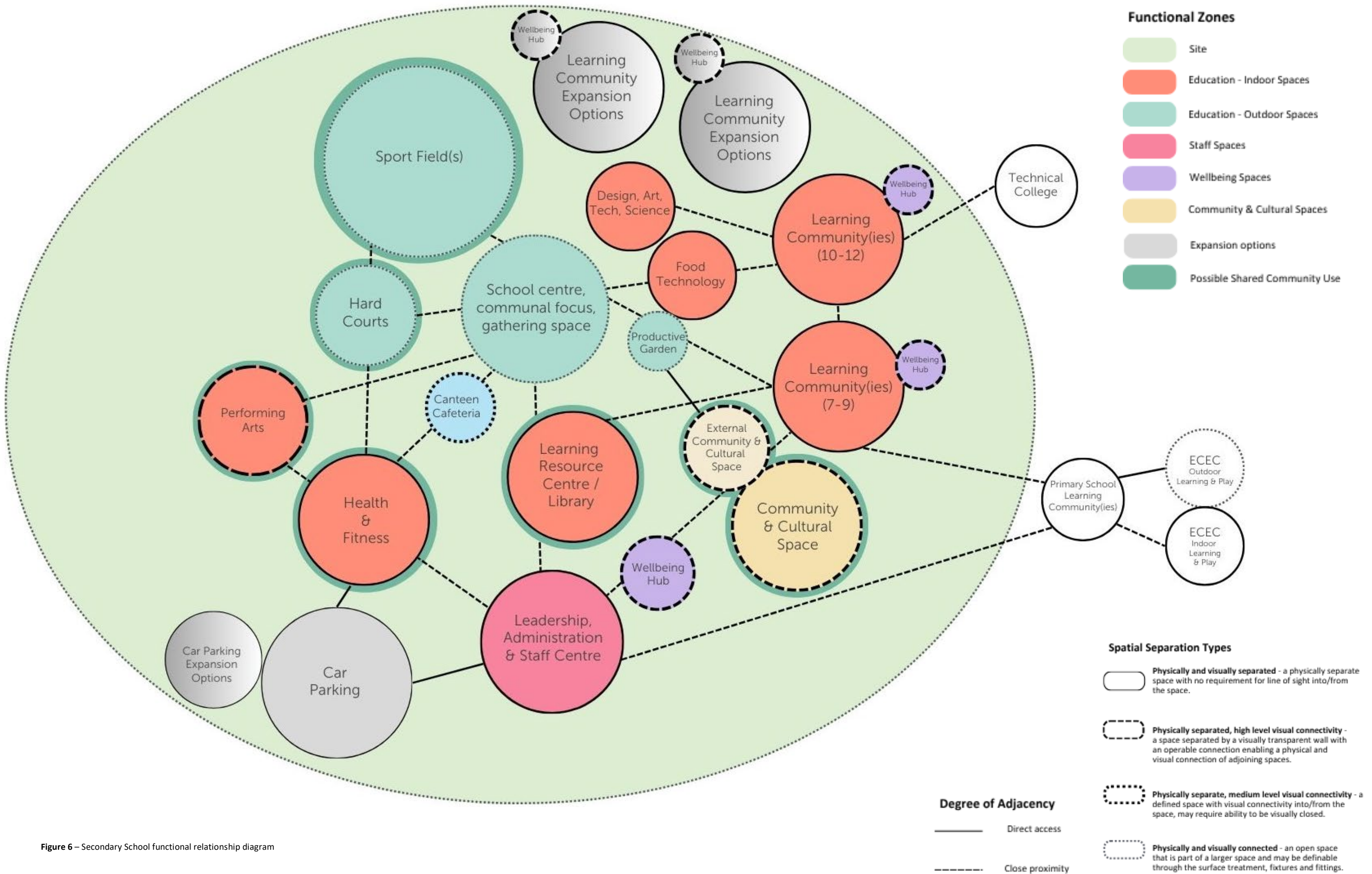


Figure 6 – Secondary School functional relationship diagram

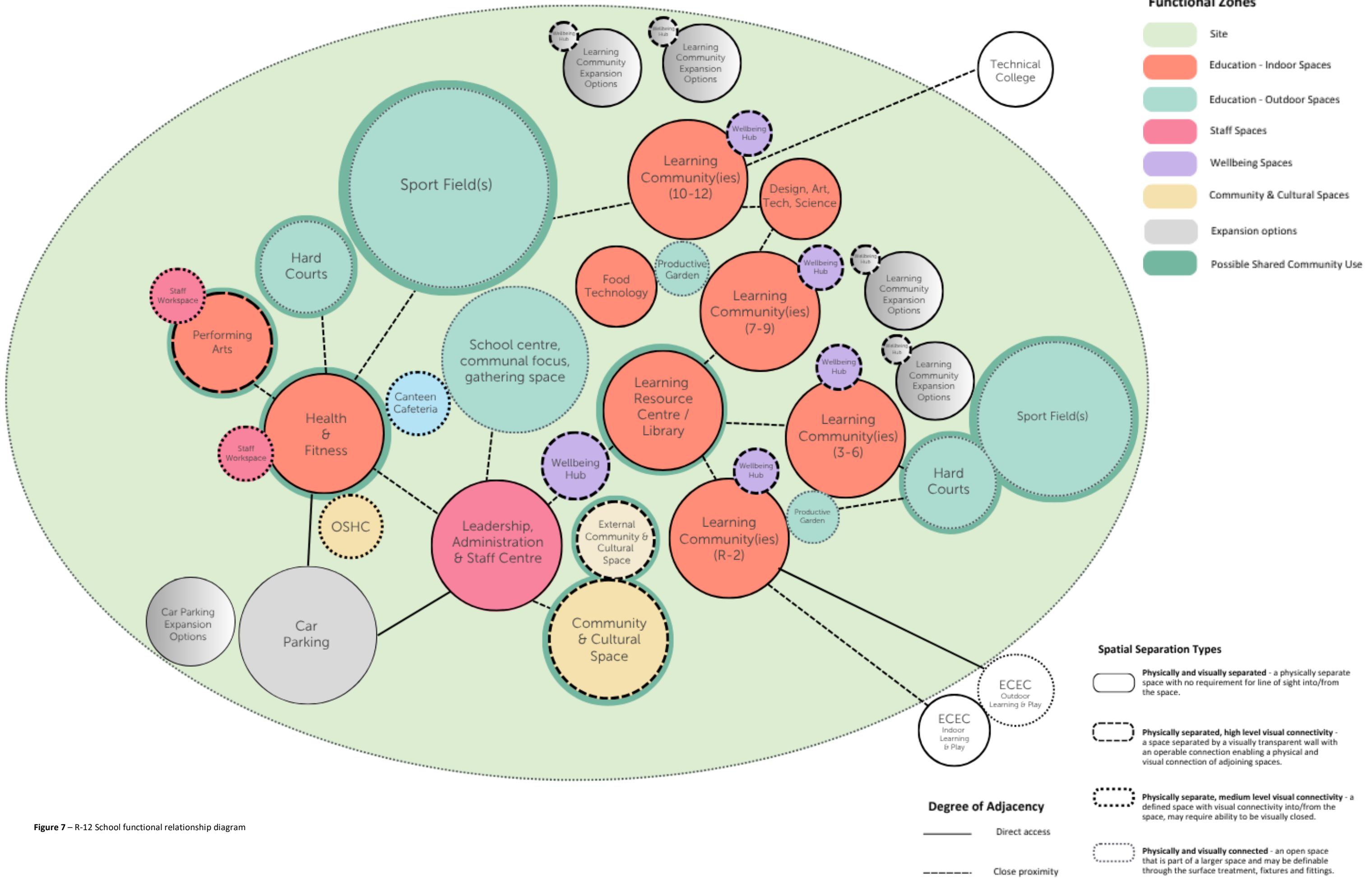


Figure 7 – R-12 School functional relationship diagram

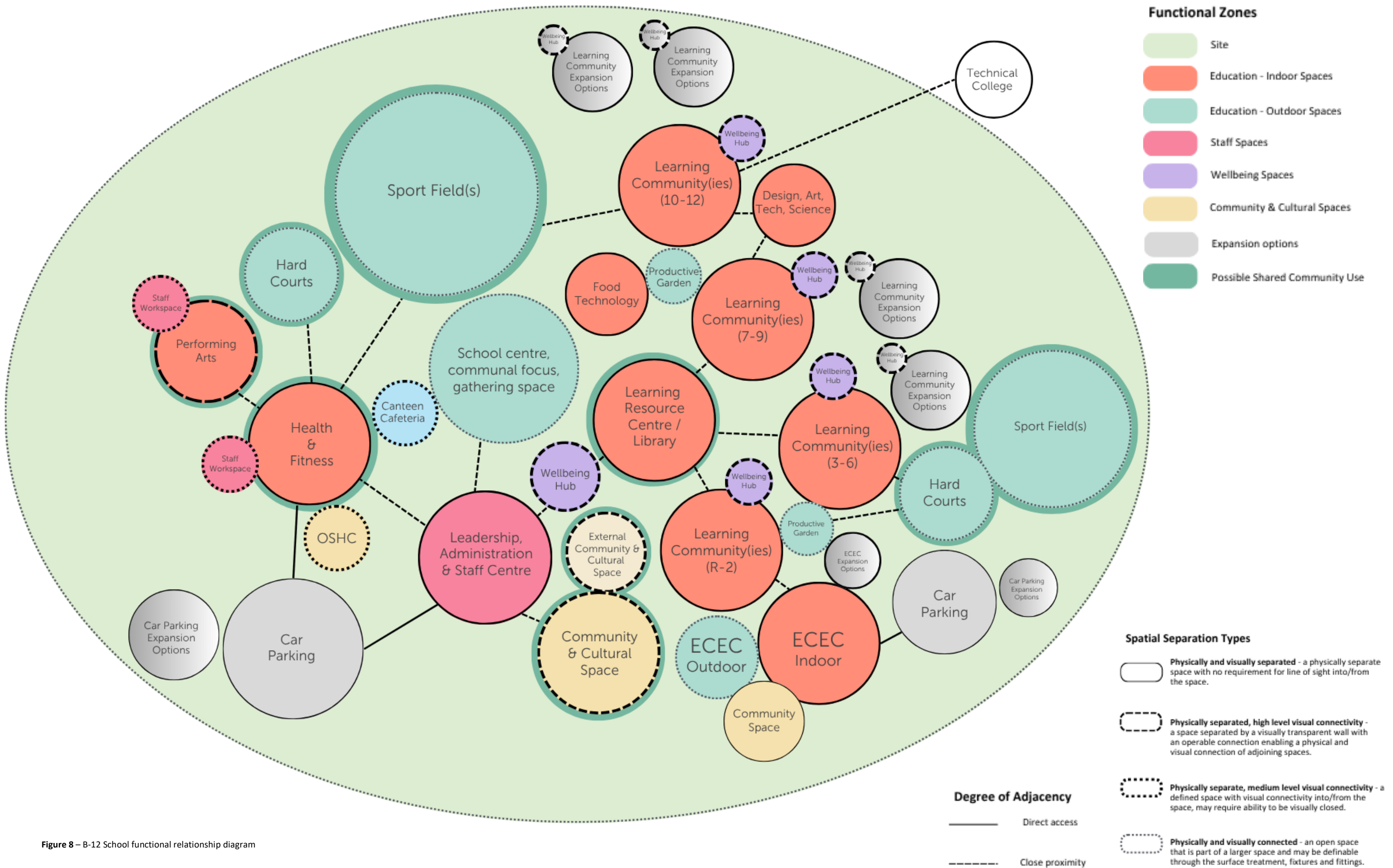


Figure 8 – B-12 School functional relationship diagram

Wellbeing Hub

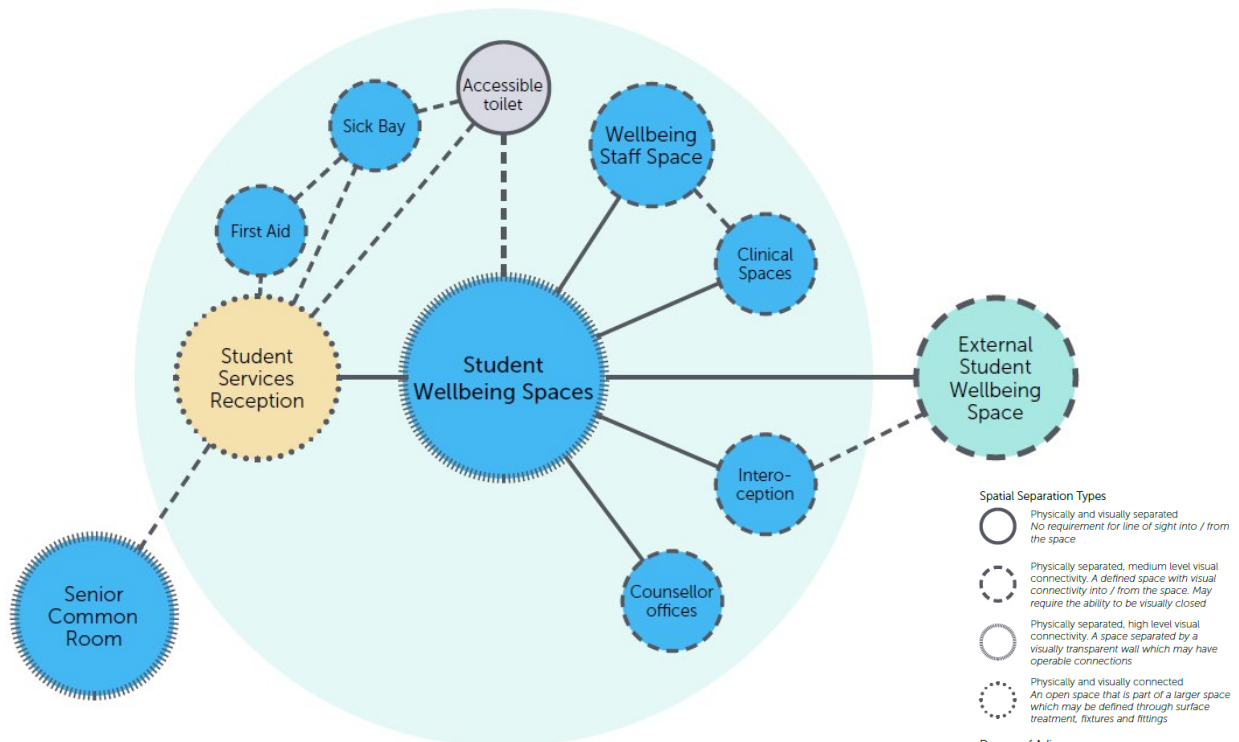
The **Wellbeing Hub** consists of spaces designed to support learner wellbeing, providing spaces for private and confidential discussions with psychologists / counsellors / health professionals, safe interoception spaces for students to self-regulate before returning to class, spaces senior students can spend unstructured time to study, relax and socialise with their peers, along with spaces for rest and treatment when students are unwell.

An allocation of the following spaces should be grouped together in each Learning Community to create small wellbeing hubs that provide a tiered escalation approach to student regulation and increases accessibility to services: [student wellbeing spaces – internal](#), [psychologist/counsellor’s office](#) (Therapy/NDIS consultation room), and [wellbeing staff spaces](#).

To support a holistic model for student wellbeing, the wellbeing hub includes a [student services reception/waiting](#). This space should be screened from major circulation routes to promote confidentiality and comfort while facilitating administrative and support services specific to the student population. It is designed to providing a welcoming and comfortable waiting area, with relatively private entrances that still allow for passive staff surveillance. Students may wait here to access wellbeing spaces such as interoception rooms for self-regulation, to see a specialist, or join a small group gathering.

Student Wellbeing
Student wellbeing space(s) – internal and external
Senior Common Room (Secondary Schools only)
First aid/Sick bay
Wellbeing Staff
Wellbeing staff space
Wellbeing Services
Psychologist/Counsellor’s office
Visiting support staff clinical space

Figure 9 – Wellbeing Hub – functional zone relationship diagram



Note: The Senior Common Room is not a functional unit inclusion for Primary Schools.

STUDENT WELLBEING SPACES – INTERNAL AND EXTERNAL

Area Schedule: <ul style="list-style-type: none"> Allocation is based on 10% of student population with identified wellbeing needs (such as mental health, socially at risk, trauma etc) 	
Adjacencies:	wellbeing services, leadership, administration and staff centre, student services reception/waiting, student amenities
Design intent: Provides students with a safe, calm, and accessible environment to manage sensory input and emotional wellbeing, in a supported space, away from the learning spaces.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> students can safely engage in movement, quiet time, sensory input, and emotional regulation <input type="checkbox"/> provides a sense of dignity and privacy in times of dysregulation while maintaining passive supervision <input type="checkbox"/> materials, finishes and furniture should include: <ul style="list-style-type: none"> • a variety of textures for comfortable sensory seeking and sensory avoiding experiences • sound-absorbing materials such as low visual sensory rugs and fabric wall panels <input type="checkbox"/> natural colours with calming biophilic elements including views to external green spaces <input type="checkbox"/> natural light while allowing control of glare and direct sunlight <input type="checkbox"/> ability to dim lighting and adjust temperature <input type="checkbox"/> durable and easily cleaned flooring and surfaces <input type="checkbox"/> ample floor space for cushions, beanbags, crash mats, therapy swing <input type="checkbox"/> flush finish to any fixtures and fittings <input type="checkbox"/> hanging cords or strings from blinds, curtains, or electrical devices must not be present <input type="checkbox"/> controlled access to multi-sensory equipment and technology in full height built-in joinery (to prevent risk of falls and injuries) <input type="checkbox"/> direct access to a discreet, secure and safe external wellbeing space 	
Operational factors to consider: Students can be hyper or hypo sensitive to stimuli which can mean they either struggle to relax or feel sleepy. The space needs to be customisable with agile furnishing and equipment to address the various sensory needs of students. To create small wellbeing hubs in each Learning Community (providing a tiered escalation approach to learner regulation) these spaces should be located near the psychologist/counsellor's office (Therapy/NDIS consultation room room), wellbeing staff spaces , and staff workspaces .	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> predictable navigation with generous circulation 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet with cushion back and acoustic properties <input type="checkbox"/> lockable full-height storage for multi-sensory equipment and technology <input type="checkbox"/> door with viewing panel, access control and not lockable from inside <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> lighting controls – electronic timer switches external to room <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> unassigned power for flexible use (isolatable by staff within joinery cupboard) <input type="checkbox"/> assistance alarm (to outside of room) <input type="checkbox"/> sliding door to external wellbeing space
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> clearly and easily interpreted access from Learning Communities <input type="checkbox"/> located away from highly visible areas <input type="checkbox"/> degree of visibility from staffed spaces 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> discreet student entrances <input type="checkbox"/> provided by staff in adjoining spaces <input type="checkbox"/> no key or tool required to exit room 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> acoustic separation from adjoining spaces for privacy 	

Activation:

- sensory equipment such as self-regulation aids, headphones, crash mats, trampolines, sensory swing, colour changing lighting effects
- agile seating options including furniture enabling sensory feedback (such as cushions, beanbags, therapy chairs including back supports and wobble stools)
- block-out blinds
- clear signs, pictures, or symbols to help students access the space (such as painted lines to follow to locate the space, communication boards that highlight available options supporting interaction)

SENIOR COMMON ROOM

Area Schedule: <ul style="list-style-type: none"> Allocation based on Year 12 equating to 14.2% of the student population 	
Adjacencies:	Café, library (senior study space), student amenities, outdoor environments
Design intent: <p>Most senior students have non-class time over and above recess and lunch breaks. There are a range of places in the school where senior students can go during this non-structured time including the library, study areas (distributed across the school), gymnasium, outdoor sports areas and other outdoor areas on the site.</p> <p>The senior common room is to be provided as an additional space where students can spend unstructured time to study, relax and socialise with their peers in small or larger groups.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> loose furniture that students can easily rearrange (such as upholstered lounges and chairs, coffee tables, dining tables for groups of 4 to 8 students, dining chairs, stand-up tables and stools) to divide a larger space (moving and arranging furniture) into smaller defined areas for peer groups of 4 – 15 students. <input type="checkbox"/> a mix of fixed joinery to create solo and group study and relaxation nooks <input type="checkbox"/> access to heat and eat style kitchenette facilities <input type="checkbox"/> AV projection <input type="checkbox"/> pin-up space for posters, notices of coming events, and as a student community notice-board <input type="checkbox"/> direct connection to a paved, shaded and landscaped outdoor space, could include external cafeteria space <input type="checkbox"/> impervious, durable, easily cleanable flooring and surfaces 	
Operational factors to consider: <p>Concurrent activities of private or group study, socialisation and conversation, and indoor games will take place, including when poor weather limits outdoor options.</p> <p>The placement of this space within the school must consider and control noise so that it does not impact on adjacent uses.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> zoned layout allowing students to choose the space that best meets their needs <input type="checkbox"/> food preparation area should be zoned away from quiet study areas 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> fixed furniture – nooks, banquettes <input type="checkbox"/> kitchenette facilities <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> data outlets for fixed ICT/AV <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> unassigned power outlets for flexible use – including charging of student devices <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> views out over landscaped areas area desirable <input type="checkbox"/> appropriate treatments for external windows providing a degree of privacy for occupants 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> available to senior students throughout the day 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> permit multiple conversations to occur effectively <input type="checkbox"/> appropriate treatment to quiet zones/study areas <input type="checkbox"/> acoustic separation from adjoining functional areas 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> display boards/whiteboards/writable walls for school planning calendar, student notices, career information, group planning <input type="checkbox"/> loose agile furniture as described in functional requirements <input type="checkbox"/> wall-mounted AV display(s) including wireless connectivity for BYOD 	

FIRST AID / SICK BAY

Area Schedule: <ul style="list-style-type: none"> • 4.5m² workstation allowance (refer to the Student Services Reception/Waiting) • 7m² allowance for accessible toilet and shower 	
Adjacencies:	Wellbeing services (Student Services reception/waiting)
Design intent: The First Aid / Sick Bay serves as a base for administering first aid and as a rest room for sick and injured students.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> accommodate students and attending adults <input type="checkbox"/> provide a degree of privacy for individuals using the rooms <input type="checkbox"/> space cannot be locked from the inside <input type="checkbox"/> access and facilities to address the needs of a range of physical mobilities <input type="checkbox"/> able to be supervised from the Student Services counter co-located in the Wellbeing Hub <input type="checkbox"/> accessible for ambulance trolley and paramedics <input type="checkbox"/> direct access to a toilet and change room/shower that is 'all access' <input type="checkbox"/> space for the secure storage and use of first aid/treatment equipment (first aid kit, fridge, sink) <input type="checkbox"/> accessible PPE storage designed to not create new hazards or hinder emergency access <input type="checkbox"/> ability to dim lights and adjust temperature <input type="checkbox"/> durable and easily cleaned flooring and surfaces 	
Operational factors to consider: At times students may be alone in the First Aid / Sick Bay, and staff must have direct line of sight into the spaces. For vertical schools this space needs to be located on the ground floor to be readily accessible for both sick and injured students, and an ambulance trolley to and from the car park. For larger schools the area allocation for this space may be split between two or more rooms.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> ensure ease of movement around all areas of the space to attend to sick students <input type="checkbox"/> ensure layout allows for maneuvering a wheelchair and ambulance trolley 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> Student – toilets (Accessible) <input type="checkbox"/> impervious, durable resilient floor (non-slip, coved skirting) and surface finishes <input type="checkbox"/> benchtop with handwashing sink <ul style="list-style-type: none"> • hot water (TMV) • waterproof splash back over bench top • mirror <input type="checkbox"/> foaming soap dispenser <input type="checkbox"/> paper towel dispensers and waste bin <input type="checkbox"/> PPE storage station (gloves/masks, glasses) <input type="checkbox"/> floor waste <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> lockable under bench storage with space for lockable bar fridge with small integral freezer (some full height cabinets) <input type="checkbox"/> door with viewing panel, access control and not lockable from inside <input type="checkbox"/> joinery to accommodate internal bins <input type="checkbox"/> wireless access point - WAP
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> visibility for passive supervision whilst maintaining privacy <input type="checkbox"/> controllable natural/artificial light 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> doors to allow maneuvering wheelchair and/or mobile bed/stretcher including adjoining hallway <input type="checkbox"/> adjacent access to student accessible toilet <input type="checkbox"/> convenient access from emergency parking bay <input type="checkbox"/> no key or tool required to exit room 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> acoustic separation from adjoining spaces to ensure privacy 	

- digital telephone
- lighting controls – electronic timer switches
- infrared occupancy sensors
- unassigned power for flexible use
- power outlets for all equipment and appliances
- assistance alarm

Activation:

- whiteboard
- medical waste and sharps containers
- fully fitted large first aid cabinet and kit – wall hung, lockable
- bar fridge with small integral freezer for ice packs, possible medication storage
- comfortable seating for students - mixture of chairs/stools and a recliner chair
- small coffee/side table

FIRST AID / SICK BAY

STUDENT WELLBEING

WELLBEING STAFF SPACE

Area Schedule:	
<ul style="list-style-type: none"> 4.5m² per wellbeing staff workstation space (number defined in Area Schedule) 	
Adjacencies:	Wellbeing services (Student Services reception/waiting), learning community
Design intent:	
They are discreet spaces for writing reports, storing files and resources, and making confidential phone calls.	
Functional requirements:	
<input type="checkbox"/> support a range of administrative functions including filing, printing, preparing and compiling information, recording and storing <input type="checkbox"/> support staff working as a team and/or individually at workstations with sufficient space for reference material/documents, writing and computing occurring side-by-side <input type="checkbox"/> a mix of open and secure storage for files, books, folders and resources in each office <input type="checkbox"/> acoustic separation from adjacent areas to ensure privacy and confidentiality during conversations <input type="checkbox"/> workstation space for report writing	
Operational factors to consider:	
To create small wellbeing hubs in each Learning Community (providing a tiered escalation approach to learner regulation) these spaces should be located near the psychologist/counsellor's office (Therapy/NDIS consultation room room), student wellbeing spaces – internal , and staff workspaces .	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> enable ease of circulation around workstations <input type="checkbox"/> provide sufficient space at workstations for reference material/documents, writing and computing occurring side-by-side <input type="checkbox"/> ensure ease of access to all shelving and storage	<input type="checkbox"/> carpet tiles <input type="checkbox"/> open shelf storage — under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> decals to windows facing student occupied areas <input type="checkbox"/> blinds to external windows <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephones <input type="checkbox"/> data outlets for digital telephones and workstations <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> power outlets for all workstation equipment <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control entry
Visual connectivity and wayfinding:	
<input type="checkbox"/> afford some privacy for staff from students whilst maintaining the ability for passive supervision <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> stored items readily visible	
Access:	
<input type="checkbox"/> seamless access from adjoining student spaces <input type="checkbox"/> convenient access to multifunction device <input type="checkbox"/> ease of access to staff amenities	
Acoustics:	
<input type="checkbox"/> acoustic separation from adjoining spaces <input type="checkbox"/> telephone and staff to staff conversations not intelligible in adjacent areas	
Activation:	
<input type="checkbox"/> desks or workstations adjustable height for staff numbers —sitting or standing <input type="checkbox"/> height adjustable, swivel office chairs <input type="checkbox"/> display boards/whiteboards/writable walls for posters, information resources, and group planning	

PSYCHOLOGISTS / COUNSELLOR'S OFFICE

Area Schedule: <ul style="list-style-type: none"> • 12m² desk, meeting space and furniture per office (number defined in Area Schedule) • Psychologists / Counsellor's office (allocation based on Primary 5.5%, Secondary 6% of student population) • Visiting support staff clinical space (allocation based on Primary 5.5%, Secondary 2.5% of student population) • Therapy/NDIS consultation room (allocation based on percentage in visiting support staff clinical space) 	
Adjacencies:	Wellbeing Services (Student Services reception/waiting), learning community
Design intent: The offices are private spaces for carrying out administrative tasks such as writing up reports and storing files and resources and will be used for confidential meetings and for counselling students, staff of parents (up to 5 people).	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> acoustic separation from adjacent areas to ensure privacy and confidentiality <input type="checkbox"/> ability to dim lighting and adjust temperature <input type="checkbox"/> space for report writing <input type="checkbox"/> a small meeting setting to seat 3- 5 people comfortably around a table or equivalent <input type="checkbox"/> spaces for students to attend with visiting allied health service professionals, NDIS partners or for additional learning support <input type="checkbox"/> ability for to conduct multi-media presentations and virtual conferencing <input type="checkbox"/> writeable surfaces in each office <input type="checkbox"/> a degree of visibility into and out of the offices while maintaining the capacity for privacy and security <input type="checkbox"/> second safe-egress exit required from all consulting offices <input type="checkbox"/> impervious, durable and easily cleaned floor and surface finishes <input type="checkbox"/> for clinical spaces, accessible PPE storage designed to not create new hazards or hinder emergency access 	
Operational factors to consider: One consultation/clinical room should be located near the student wellbeing spaces – internal , wellbeing staff space , and staff workspaces in each Learning Community to create small wellbeing hubs in these spaces (providing a tiered escalation approach to learner regulation) and to support students receiving therapy from visiting clinical/NDIS staff or meeting with a counsellor. One consultation/clinical room should be located within a secure zone that can provide out of school hours access, with-out allowing access to the remainder of the building.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> provide space to occupy up to 5 individuals without overcrowding or creating an 'empty' feel <input type="checkbox"/> sufficient space to carry out relevant activities 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> open and closed storage for files, books, folders and resources <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for digital telephone and AV equipment <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> unassigned power for flexible use <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> access control entry <input type="checkbox"/> second exit for safe egress <input type="checkbox"/> assistance alarm
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> a degree of visibility into and out of the office from outside while maintaining the capacity for privacy and security <input type="checkbox"/> line of site from adjacent staff workspaces is required 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> discrete student access <input type="checkbox"/> for clinical spaces provide ease of access for visiting allied health service professionals <input type="checkbox"/> second safe egress exit <input type="checkbox"/> ease of access to student and staff amenities 	

Acoustics:

- acoustic separation from adjacent areas to ensure privacy and confidentiality

For clinical spaces also provide:

- hand basin with small lockable vanity
- mirror
- foaming soap dispenser over handbasin
- paper towel dispenser and waste bin
- PPE storage station near sink (gloves/masks/glasses)
- resilient non-slip floor to sink area with coved skirting

Activation:

- display board/whiteboards/writeable surfaces
- height adjustable, swivel office chair
- small meeting setting to seat 3-5 people comfortably around a table or equivalent
- display areas/units for posters, information resources, books, magazines, and reference material for students, parents, staff
- interactive AV display screen and virtual conferencing equipment — screen, microphone, speakers and camera

Community and Cultural Space

The **Community and Cultural Space** provides dedicated areas to support engagement with Aboriginal students and community (being), providing a focal point for the learning (knowing) and celebration (doing) of culture and cultural heritage. It also provides a multi-purpose space to foster connection, creativity, and cultural exchange among people of all backgrounds.

Aboriginal Education Spaces

Aboriginal education space –students, community and staff

External Aboriginal education space

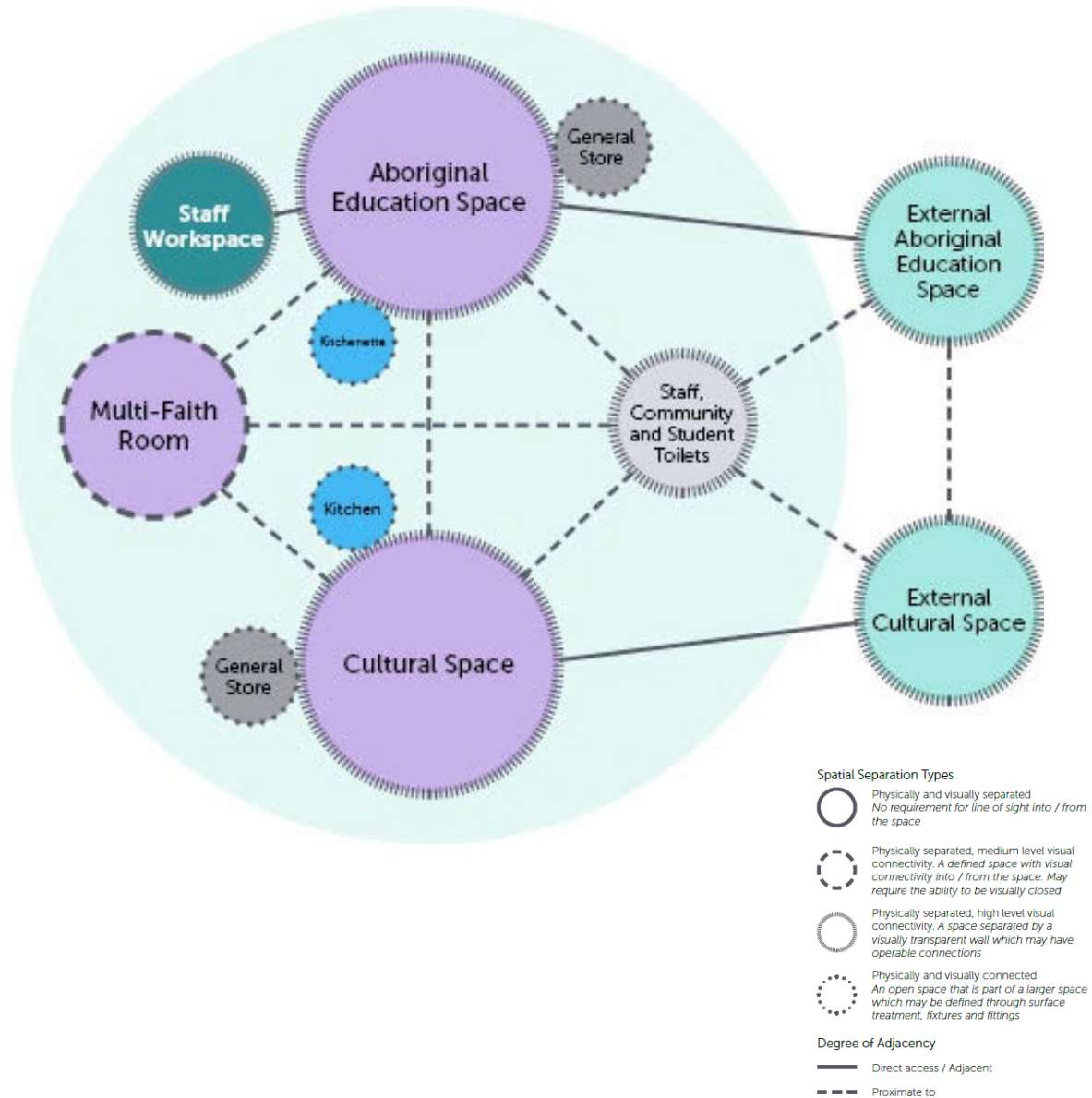
Community and Cultural Space

Cultural space

External cultural space

Multi-faith room

Figure 10 – Community and Cultural Space – functional zone relationship diagram



ABORIGINAL EDUCATION SPACE – STUDENTS, COMMUNITY AND STAFF (INTERNAL AND EXTERNAL)

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Area based on 5.5% of student population identifying as ATSI (can be adjusted to reflect higher populations) • 3m² food preparation allowance • 2m² store allowance • 4.5m² staff workspace allowance • external space (the minimal viable area provided equates to a circle with a diameter of 6m) 	
<p>Adjacencies:</p>	<p>Learning Community, productive garden, school centre – heart</p>
<p>Design intent:</p> <p>A culturally safe, welcoming and available space that promotes a sense of belonging and identity, providing opportunities for Aboriginal learners to excel at school - creating pathways to success. Spaces are available to students, parents, community members and visitors to engage in Aboriginal learning and teaching activities.</p> <p>The space allows for alternative teaching/learning mode such as yarning circles, story-telling and creative learning activities, adapted to each student’s unique strengths and reflective of their identity, language and culture.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> variety of flexible learning spaces that provide opportunities to work independently and in different groupings accommodating the 8 Ways of Aboriginal Learning and seamless access to external spaces <input type="checkbox"/> internal self and co-regulation spaces <input type="checkbox"/> presentation and explicit teaching setting/s with AV display <input type="checkbox"/> circular designs rather than lots of angles (especially in external space) <input type="checkbox"/> features that allow for storytelling and holistic thinking with connections to Country, cultural knowledge and languages <input type="checkbox"/> space to meet with and learn from Elders <input type="checkbox"/> visual design elements (artwork, furniture, furnishings) that are welcoming, culturally respectful and meaningful <input type="checkbox"/> a mix of open and secure storage <input type="checkbox"/> display areas for posters, information resources, group planning <input type="checkbox"/> staff workspace <input type="checkbox"/> kitchenette facilities <input type="checkbox"/> access to laundering facilities (washer/dryer) <input type="checkbox"/> external education space should include plantings that reflect the local flora and fauna and could incorporate plants suitable for activities like weaving and sharing bush foods, circular seating (yarning circle – small, medium, large) around a central fire pit that can be used for cultural ceremonies and cooking 	
<p>Operational factors to consider:</p> <p>The Aboriginal community must be consulted to understand their site-specific needs, design requirements and functionality of this space to reflect connection to Country.</p> <p>The space should be located towards the front of the school (but separate from reception) to visually convey cultural inclusivity, to welcome, and for ease of access for community.</p> <p>Dependent on the staff numbers working in this space, additional staff workspaces can be incorporated here.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accommodate different sized groups from multi-ages <input type="checkbox"/> zoned layout allowing learners to choose the space that best meets their needs 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> durable easily cleaned floor and surface finishes <input type="checkbox"/> carpet tiles/rug(s) <input type="checkbox"/> mixture of fixed settings (nooks, banquettes) <input type="checkbox"/> display and storage areas for resources (some fixed joinery) <input type="checkbox"/> display boards/whiteboards/writeable surfaces
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light, control of glare and direct sunlight 	

<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> culturally safe space <input type="checkbox"/> direct access to outdoor spaces <input type="checkbox"/> ease of access to student amenities 	<ul style="list-style-type: none"> <input type="checkbox"/> fully glazed double doors to verandah and outdoor space <input type="checkbox"/> entrance floor mat from outdoor space <input type="checkbox"/> operable windows with insect screens <input type="checkbox"/> kitchenette facilities <input type="checkbox"/> staff workspace <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> access control entry
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas <input type="checkbox"/> take into account acoustic requirements of multiple small groups working on collaborative activities 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> mixture of agile movable settings (tables, chairs, nooks, banquettes) <input type="checkbox"/> display and storage areas for resources (mobile joinery) <input type="checkbox"/> interactive AV display screen 	

External
<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> natural shade and shelter <input type="checkbox"/> verandah which includes access to storage <input type="checkbox"/> hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> grassed areas <input type="checkbox"/> art sink with cold water <input type="checkbox"/> native plantings (including edible bush foods) <input type="checkbox"/> circular seating (yarning circle) with provisions for a fire pit <input type="checkbox"/> outdoor lighting

CULTURAL SPACE (INTERNAL AND EXTERNAL)

Area Schedule: <ul style="list-style-type: none"> • Area based on 2% of student population accessing the space at one time • 3m² food preparation allowance • 2m² store allowance 	
Adjacencies:	Learning Community, productive garden, school centre – heart, Aboriginal Education Space – Students, community amenities
Design intent: A multi-use space to support connection, creativity, and cultural exchange providing a focal point for the cultural celebration of the diverse school community.	
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"/> includes a kitchen that can be used to support educational programs <input type="checkbox"/> venue to host community events and open seamlessly onto external spaces <input type="checkbox"/> storage space for equipment to support programs and activities 	
Operational factors to consider: For larger sites consider multiple entry points for adaptability allowing the space to be divided into two smaller spaces.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> accommodate different sized groups from multi-ages <input type="checkbox"/> opens directly to verandah and outdoor space 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> durable resilient floor and surface finishes <input type="checkbox"/> carpet tiles/rug(s) <input type="checkbox"/> kitchen facility <input type="checkbox"/> fully glazed double doors to verandah and outdoor space <input type="checkbox"/> entrance floor mat from outdoor space <input type="checkbox"/> mixture of open and closed storage (joinery – storage room) <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> hearing augmentation <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment and appliances <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"/> access control entry
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> provide clear wayfinding for the amenities 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> ease of access to student and community amenities 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas <input type="checkbox"/> consider acoustic requirements of multiple small groups working on collaborative activities 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> adjustable height moveable tables <input type="checkbox"/> stackable chairs <input type="checkbox"/> interactive AV display screen and virtual conferencing equipment — screen, microphone, speakers and camera 	

External**Fit-out:**

- natural shade and shelter
- verandah which includes access to storage
- hard surfaces suitable for fixed and moveable furniture
- grassed areas
- seating spaces / gathering spaces
- outdoor lighting

MULTI-FAITH ROOM

<p>Area Schedule:</p> <ul style="list-style-type: none"> Area based on 5% of student and staff population observing faith during school hours 	
<p>Adjacencies:</p>	<p>cultural space, student amenities, learning communities</p>
<p>Design intent:</p> <p>This is a quiet space aimed to be supportive of students for reflection, retreat, spiritual and religious observances for people of all faiths during school hours.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> unisex facility that should be flexible to support a diverse range of spiritual / religious beliefs and practices including the ability through furnishings to separate genders for religious observances <input type="checkbox"/> located near toilet amenities (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 	
<p>Operational factors to consider:</p> <p>This space should be designed in a manner that facilitates prayer and/or reflection and should not highlight any one faith's religious iconography.</p> <p>Prayer observances may include solo quiet reflection and group vocal prayers. Acoustic and visual privacy is required.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> located in a central, discreet location to be easily accessible to students <input type="checkbox"/> entering the room should not cause a disruption to those already using the space 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles to main prayer floor space <input type="checkbox"/> curtain partition to divide room for male and female occupants <input type="checkbox"/> viewing panel to entrance door, not lockable from inside <input type="checkbox"/> wireless access point - WAP <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"/> signage indication for occupation <input type="checkbox"/> signage on ceiling indicating direction of prayer
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear wayfinding signage from the main entry to the multi-faith space 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ease of access to student amenities <input type="checkbox"/> no key or tool required to exit room 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic privacy is required 	
<p>Activation:</p> <ul style="list-style-type: none"> <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

Learning Resource Centre/Library

The Learning Resource Centre/Library in a contemporary school is a vibrant, inclusive space that goes beyond its original role as a quiet collection of books. Shaped by advances in technology, students and staff can access, share, create and communicate information and knowledge in diverse ways. Much like the living room in a home, it serves as a welcoming environment that fosters creativity, encourages social connection, supports wellbeing and develops digital fluency for all learners. These functions might be provided in one central building or distributed across the school to enhance access to resources and cater to different learning needs.

Main Library Area

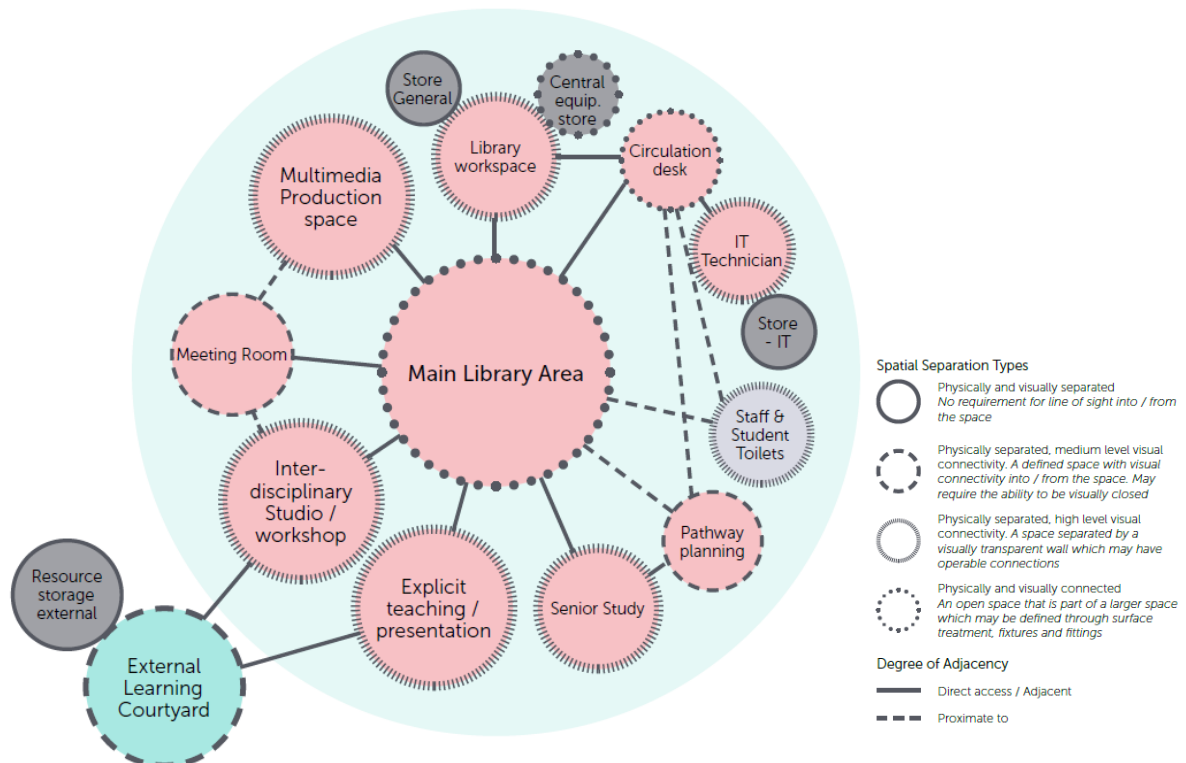
- Resource collection and display
- Collaboration space
- Dialogue/sharing space
- Explicit teaching/presentation
- Reflection and meeting spaces
- Multimedia production space
- Meeting Room(s)
- Senior Study Space (Secondary Schools only)
- Pathway planning (Secondary Schools only)

External learning courtyard

Service Areas

- Library workspace/circulation desk
- Store - general
- Store - centralised equipment store
- IT technician's workspace
- Store – IT

Figure 11 – Learning Resource Centre / Library – functional zone relationship diagram



Note: The Senior Study and Pathway planning spaces are not a functional unit inclusion for Primary Schools.

MAIN LIBRARY AREA

Area Schedule:

- resource collection and display
- collaboration space (see [learning settings](#))
- dialogue/sharing space (see [learning settings](#))
- explicit teaching/presentation (see [learning settings](#))
- reflection and meeting spaces (see [learning settings](#))
- multimedia production space
- [studio/workshop – inter-disciplinary, multi-purpose](#)
- [meeting room\(s\)](#)
- senior study space (**Secondary Schools only**)
- pathway planning (incorporated into area allowance - minimum 12m² recommended) (**Secondary Schools only**)

Adjacencies:

School centre – heart, learning communities, cafe, senior common room

Design intent:

The Library is a central school community building and is part of the learning heart of the school. In a contemporary library some functions require purposefully designed settings while other functions can take place in an agile, multipurpose learning area. It can be used extensively before and after school as well as at recess and lunchtime as a social recreation space for quiet reading, board and computer games, relaxation and retreat. At times:

- one or two educators might be working with a group of 25 – 60 learners
- several small groups are working collaboratively on a project
- individuals are reading or researching
- groups of learners will be undertaking active collaboration and problem-solving activities.

See below for:

- multimedia production space, and senior study space and pathway planning

Functional requirements:

Settings will require frequent rearrangement by students and staff depending on the activity and group size. The main library area must be agile with loose furniture items designed to be easily reconfigurable without special equipment.

The library resource collection and display space includes engaging displays, announcing new arrivals of books, games, AV resources and provides a gallery for the display of student artwork.

- a mix of mobile and fixed library shelving of different kinds at low heights to ensure line of sight and allow natural light to filter into the space
- minimum 10% of shelving is to accommodate front facing books
- self-serve space for staff and students to check-out and return resources

The following [learning settings](#) are required:

- presentation and explicit teaching setting/s for use by small, medium, large and very large groups of students, staff and community (one or two educators might be working with 5 – 60 students)
- quiet, comfortable settings for reading – individual, small groups, a reading circle or dialogue group
- reflective settings for thinking, reading and research
- settings for small collaborative groups around tables
- settings for pairs, small groups collaborating around an AV display, and
- display and storage areas for the collection of resources — books, digital media, charts, games, student projects, wall displays

While being a relatively open space, the layout of the main area is required to:

- be zoned to accommodate age/stage of learners and different activities from quiet reflective to active collaborative

- be activated with loose and fixed furniture to support the functions listed in the design intent
- have line of sight supervision to all areas from the help desk and/or staff work area
- be carefully zoned and spaced to minimise acoustic interference between different functional areas.

Operational factors to consider:

The resource collection and display, senior study space and pathway planning may be distributed throughout the learning communities to support accessibility and school operations.

Enable out of school hours access and community access while maintaining security to main areas of the school.

Performance criteria:

Spatial layout and circulation:

- wall space below windows to allow moveable storage and shelving to be provided
- enable ease of movement between zones and learning settings
- provide adequate viewing space at catalogues and shelves of resources without interrupting through circulation

Fit-out:

- durable, easily cleanable flooring (carpet tiles) and surfaces
- fully glazed double doors to external learning courtyard and main entrance
- entrance floor mats from all outdoor spaces
- security gates
- display and storage areas for the collection of resources (fixed library shelving)
- fixed furniture – nooks, banquettes
- display boards/whiteboards/writeable surfaces appropriate to the function of each space
- targeted lighting for gallery and resource displays
- wireless access point(s) - WAP
- data outlets for AV equipment including fixed and mobile equipment
- hearing augmentation to AV and teaching spaces
- unassigned power for flexible use
- power outlets for all equipment and appliances
- lighting controls – electronic timer switches
- infrared occupancy sensors
- additional requirements in [learning settings](#)

Visual connectivity and wayfinding:

- abundant natural light, control of glare and direct sunlight
- shelving to be low height to ensure line of sight
- items on shelves must be clearly visible
- provide clear wayfinding for the amenities
- ability for passive supervision into defined spaces

Access:

- provide for wheelchair access to viewing of displays and resources and movement between shelving
- direct access to external learning courtyard
- ease of access to student amenities

Acoustics:

- careful zoning to minimise acoustic interference between different learning settings in the main area

Activation:

- multifunction device for staff and student use
- self-serve checkout computer
- AV screens for collaborative work with laptop connection – wireless and hardwired connectivity
- mobile interactive AV display(s)
- agile seating (lounges, chairs, bean bags, floor cushions, stools, tables)
- display and storage areas for the collection of resources (mobile library shelving) – books, digital media, charts, games, wall displays

Multimedia production space

Functional requirements:

This is a large, acoustically isolated multi-purpose space that can be used for a variety of functions and accommodates up to 30 people sitting at tables or 50 sitting in chairs. It can also be constructed as an Immersive Pod – providing a fully immersive virtual reality experience. The space must be flexible and agile to cater for the following functions listed below:

- equipped with AV equipment and large screen for presentations to up to 50
- creation of multimedia products — movies, presentations
- presentation and explicit teaching for use by small, medium, groups of students and educators
- filming, editing, podcast recording, use of VR technology to create a completely immersive and interactive environment
- a number of small collaborative groups working on the one project
- by school staff and visitors for meetings and professional learning, PandC and parent groups
- other members of the community for shared community use, and large group virtual conferencing
- capable of being opened up to the main library area
- 'block-out' capabilities through block-out roller blinds or retractable block-out curtain
- ability to dim lighting to Multimedia Immersive Pod and Control Room

Supporting spaces may include a Control room for AV recording and AV editing:

- accommodating up to four people
- visual connection to the adjoining multimedia/seminar room
- recording of filming in the adjoining room
- editing of AV recordings
- AV recording and editing equipment

Performance criteria:

Spatial layout and circulation:

- ensure readily changeable layout to accommodate different group sizes and activities

Visual connectivity and wayfinding:

- control of glare and direct sunlight
- controllable lighting – natural and artificial

Access:

- provided by staff

Acoustics:

- acoustically treated AV Annex for sound recording from adjacent room
- acoustic treatments to reduce interference with adjacent Learning Areas

Fit-out:

- 'green screen' or wall for filming
- secure storage for all AV and other equipment
- control room
 - accessible workbench under viewing window
 - lockable storage for all AV accessories including lighting equipment
- wireless access point - WAP
- unassigned power for flexible use
- power outlets for all equipment and appliances
- lighting controls – electronic timer switches
- infrared occupancy sensors
- door to control room not lockable from inside

Activation:

- flip tables for easy stacking when not required
- stackable chairs
- video-conferencing capability integrated to AV system
- provisions for audio support (PA) for large group presentations with presenter microphones
- provisions enabling users to connect laptop devices to AV screens for collaborative work — wireless and hardwired connectivity
- provisions for mobile interactive AV display(s) for use in various settings
- provisions for fixed data projection to large groups via dropdown screen or wall with suitable surfaces

Senior study space and pathway planning

Functional requirements:

- provides a quiet space where students can spend unstructured time to study individually or collaborate in small groups (could be incorporated into the main library area with banquette seating, table and chair)

settings, nooks)

- office space for pathway planning counsellor to meet with individual or small groups of students, industry advocates to provide career and transition services/guidance
- may be distributed around the senior learning communities rather than housed in one central location

Performance criteria:

Visual connectivity and wayfinding:

- line of sight supervision from the office space to study area
- abundant natural light, control of glare and direct sunlight

Fit-out:

- durable, easily cleanable flooring (carpet tiles) and surfaces
- some fixed joinery (open and closed storage)
- fixed seating (banquette, nooks)

Activation:

- office workstation adjustable height — sitting or standing
- height adjustable, swivel office chair
- open and closed office storage for files, books, folders and resources
- tables and chairs
- small meeting setting in office for 5 people to be comfortably seated around a table or equivalent
- office display areas/units for posters, information resources, books, magazines, and reference material for students, parents, staff

MAIN LIBRARY AREA

MAIN LIBRARY AREA

EXTERNAL LEARNING COURTYARD

Adjacencies:	Main library area, student amenities, Café and Café outdoor space, school centre - heart	
<p>Design intent:</p> <p>The external learning courtyard provides an extension to the learning opportunities inside the main library area and is equipped with agile settings for:</p> <ul style="list-style-type: none"> • individual, small groups (up to 10) • medium sized groups (up to 30) • conversation, collaboration, and reading • outdoor presentations • wet and dry messy "making" activities • robotic challenges or games <p>It also serves to provide a view onto a landscaped area from within the main library area.</p>		
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> externally accessible storage for furniture and equipment preferably incorporated into the building envelope <input type="checkbox"/> be landscaped to provide a pleasant vista from inside the main library area <input type="checkbox"/> variety of ground surfaces and textures suited to various activities <input type="checkbox"/> shaded (natural and built) <input type="checkbox"/> protection from the elements for use throughout the seasons 		
<p>Operational factors to consider:</p> <p>Large numbers of staff and students will be regularly moving between the indoor and outdoor learning spaces. Could share the external café dining space allowing for collaboration, meeting and learning in groups.</p>		
<p>Performance criteria:</p>		
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space to allow configuration of settings for different sized groups and activities 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a combination of fixed and mobile seating and tables (seating from 30 up to 60 people) that can be configured to suit the use (such as an amphitheatre to seat up to 60) <input type="checkbox"/> a combination of free-standing walls / screens and planting that define the external learning courtyard and provide wind breaks <input type="checkbox"/> hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> trough with taps <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned outdoor rated power for flexible use <input type="checkbox"/> outdoor lighting <input type="checkbox"/> fixed lockable storage <input type="checkbox"/> fully glazed double doors 	
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> visually connected to the main library area <input type="checkbox"/> large opening to allow easy access for groups of students to move through quickly 		
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct access from main library area <input type="checkbox"/> ease of access to student amenities 		
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer through screening and plantings to other external spaces 		
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> mobile seating and tables <input type="checkbox"/> wall-mounted AV display(s) including wireless connectivity for BYOD 		

EXTERNAL LEARNING COURTYARD

MAIN LIBRARY AREA

LIBRARY SERVICE AREAS

<p>Area Schedule:</p> <ul style="list-style-type: none"> Library workspace/circulation desk – 4.5m² per workstation Store – general - 2.5% of net floor area Store – centralised equipment store – 2.5% of net floor area IT technician’s workspace – 6m² per workstation Store - IT 	
<p>Adjacencies:</p>	<p>close to Library Reception in Main Library Area.</p>
<p>Design intent:</p> <p>The Library Service Area provides space(s) for administration, research, secure storage and ICT support and must be directly adjacent to a service counter/help desk.</p> <p>The service area needs to be located so that there is good passive surveillance of the main library area including entry and exit points.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a service counter / ‘genius bar’ for research assistance, ICT assistance and collaborative staff work <input type="checkbox"/> staff workspaces including library materials/resources work area <input type="checkbox"/> general storage for equipment and materials needed for library and ICT administration and management <input type="checkbox"/> passive delineation from Library Main Area <input type="checkbox"/> a large work bench area for staff providing ICT support to work on hardware and software issues with laptops and desktops <input type="checkbox"/> general storage for equipment and materials needed for library and ICT administration and management including compactus and A2 hanging file storage <input type="checkbox"/> secure storage for AV equipment <input type="checkbox"/> space for secure laptop charging bank units with capacity for laptops proportionate to the enrolment <input type="checkbox"/> sufficient space to enable comfortable circulation within the work area from storage to work bench when multiple people are using the area <input type="checkbox"/> line of sight to all areas of the library <input type="checkbox"/> kitchenette facilities <input type="checkbox"/> a large work bench area for staff providing ICT support to work on hardware and software issues with laptops and desktops 	
<p>Operational factors to consider:</p> <p>Deliveries of books and resources may involve boxes and packaging that must be stored until there is time for unpacking and processing. Consider space for the preparation of books and resources for use, and repair of damage.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure ease of access to all shelving and storage <input type="checkbox"/> provide ample space for multiple staff movement between workbench and storage and accessing stored items 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable, easily cleanable flooring and surfaces (including service counter) <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space <input type="checkbox"/> kitchenette facilities <input type="checkbox"/> doors with viewing panels, and access control <input type="checkbox"/> staff workspaces <input type="checkbox"/> large, deep workbench, with storage under, for processing resources and collections of resources <input type="checkbox"/> deep IT service counter with robust top (high volume of wear and tear) to hold a range of sizes
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct visual connection from service counter to main area <input type="checkbox"/> line of sight view of service counter from the workspace <input type="checkbox"/> bright task lighting to staff work areas 	

<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wheelchair access to a section of the service counter <input type="checkbox"/> no key or tool required to exit any storage room <input type="checkbox"/> ease of access to staff amenities 	<p>of digital equipment</p> <ul style="list-style-type: none"> <input type="checkbox"/> deep IT workbench to hold tools and several pieces of equipment with storage above (open shelf) and below (closed) <input type="checkbox"/> full height lockable storage cupboard with adjustable shelving <input type="checkbox"/> full height adjustable open shelving to suit a range of resources and sizes (including hanging files — A2 size) <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephones <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> charging station for mobile devices available for use in the resource centre <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer from main library area to workspaces 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a small meeting setting to seat library staff comfortably around a coffee table or equivalent <input type="checkbox"/> laptop charging station(s) <input type="checkbox"/> height adjustable stools/chairs 	

LIBRARY SERVICE AREAS

SERVICE AREAS

Learning Community

The [Learning Community](#) focuses on creating thriving, flexible, multipurpose environments that support a wide range of learning experiences and foster a sense of community among learners and educators.

Each Learning Community is made up of 2-3 Learning Neighbourhoods (with every Learning Neighbourhood divided into 2 home bases). Specialised spaces and facilities are shared among Learning Neighbourhoods creating opportunities for collaboration.

They will also host satellite [wellbeing hubs](#) and may house some functions of the [learning resource centre / library](#) in distributed models, and [leadership team area](#) to support school operations.

Teaching and Learning

Explicit teaching/presentation/gathering

Collaboration space

Dialogue/sharing space

Reflection and meeting spaces

Internal self and co-regulation spaces, interoception

Focused learning space

Acoustically isolated studio – Drama / Dance / Languages (**Primary Schools only**)

Store – general

Internal circulation

Studio/Workshop - inter-disciplinary

Studio/Workshop - inter-disciplinary

Student Wellbeing

Student - 'heat and eat'

Student lockers / Bag storage

Student lockers (**Secondary Schools only**)

Bag Storage (**Primary Schools only**)

Teaching and Learning - external

Integrated external learning space(s)

Store - external learning

Inclusive elements

Equipment storage

Laundry

External self and co-regulation space

Figure 12 – Primary School Learning Community – functional zone relationship diagram

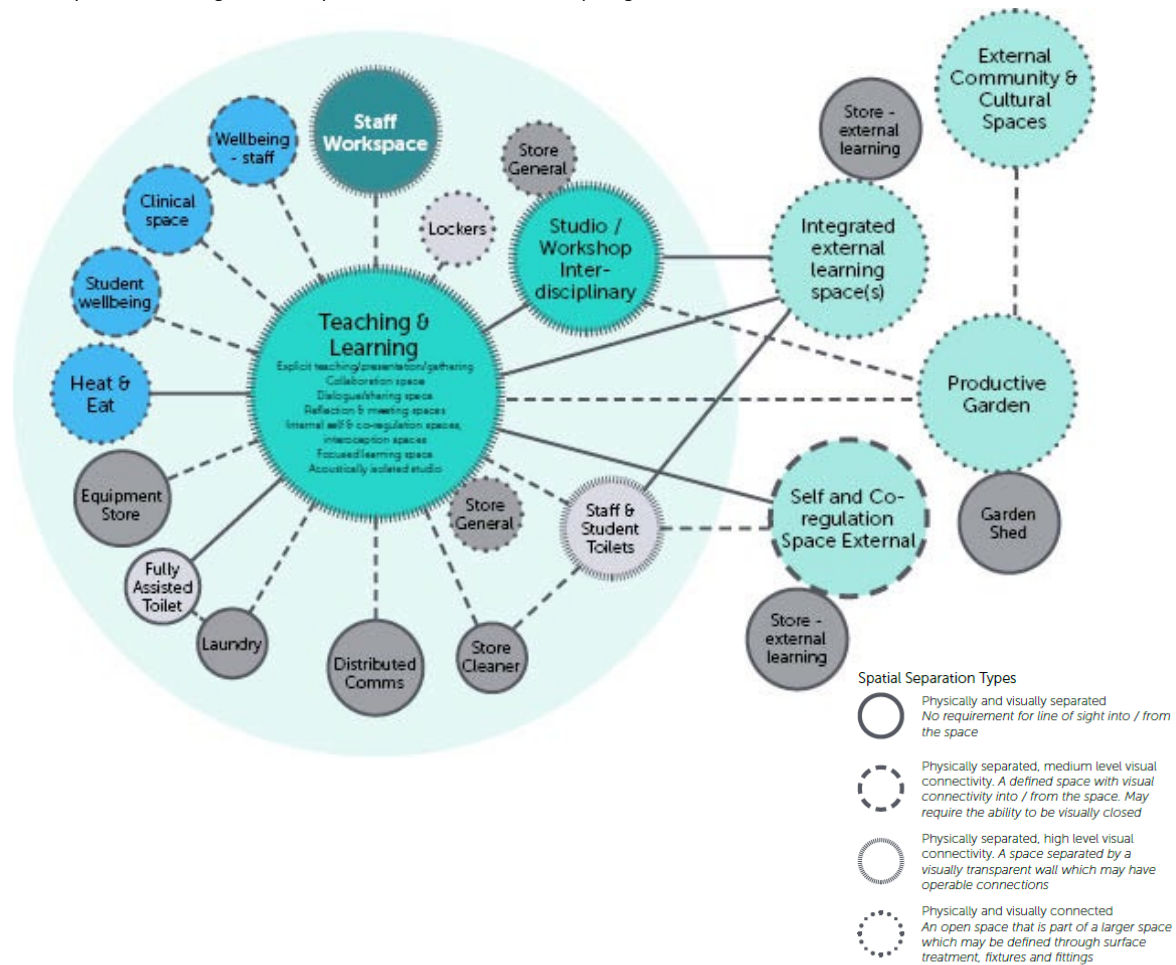
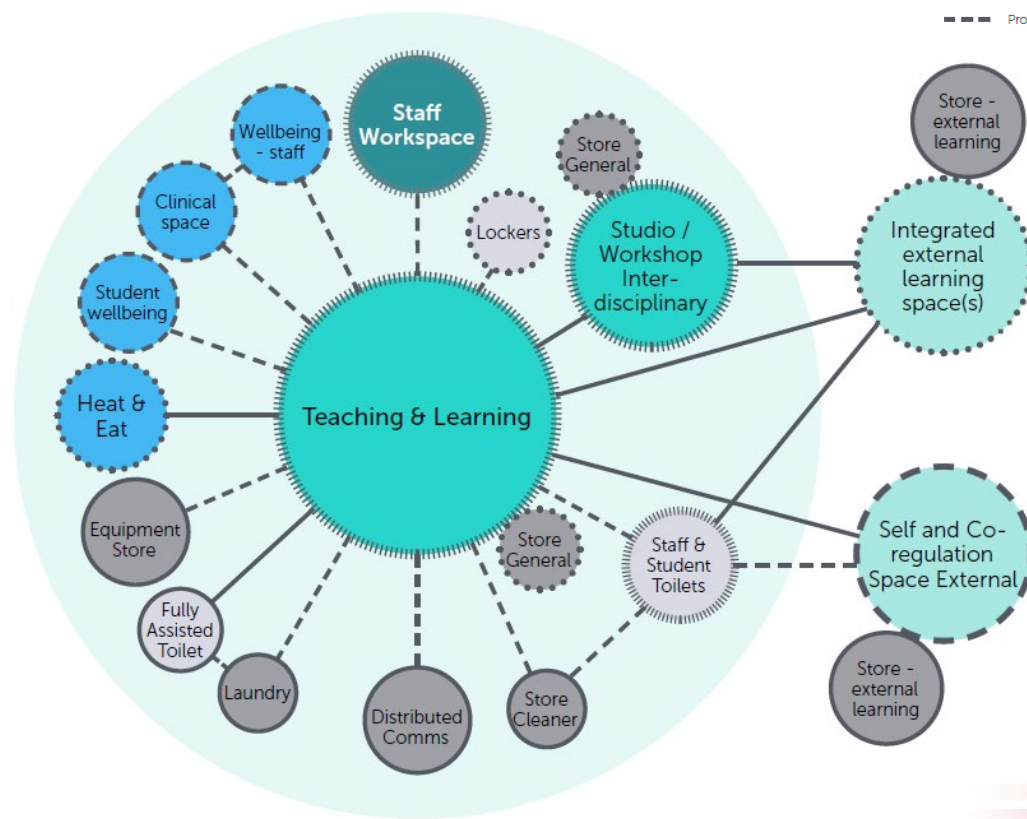


Figure 13 – Secondary School Learning Community – functional zone relationship diagram



TEACHING AND LEARNING

Area Schedule:

- Explicit teaching/presentation/gathering
- Collaboration space
- Dialogue/sharing space
- Reflection and meeting spaces
- Internal self and co-regulation spaces, interoception
- Focused learning space
- Acoustically isolated studio – drama/dance/languages (Primary Schools only – see separate brief)
- Store – general
- Internal circulation
- Area calculation based on 4m² per student
- Note the area allocated to this space already includes an allowance for internal circulation.

For Primary Schools also refer to separate brief [Acoustically isolated studio – drama / dance / languages](#)

Adjacencies:

School centre – heart, outdoor environments, learning resource centre, café, staff and student amenities, staff workspace, wellbeing staff space, wellbeing services, community and cultural space, leadership, administration and staff centre, bicycle store – students

Design intent:

To provide a thriving, flexible and contemporary [learning environment](#) that supports the full range of modalities of teaching and learning, that:

- are purposefully designed to foster learner agency through multiple learning activities
- support the inclusivity and wellbeing of all learners and educators
- allow innovative interaction with information and learning
- provide integration and connection between indoor and outdoor learning areas

Functional requirements:

- agile spaces designed for multiple learning activities and provision of home base gathering areas
- provide ease of access to stored belongings and amenities (including heat and eat) for learners
- provide ease of access to shared workspaces, collaboration spaces, storage and amenities for educators
- suitable for personalised learning, which requires flexible, responsive grouping of learners, one-to-one, small collaborative groups, medium and larger group learning, individual work and learners working without direct educator involvement
- incorporate quiet self and co-regulation spaces (interoception) into all learning areas to provide students with opportunities to regulate more frequently before distress behaviours escalate
- activated with innovative and age appropriate loose furniture, equipment and fit-out elements to support functional agility of the spaces
- provide generous display areas for noticeboards, AV interactive displays (fixed and mobile), planning walls, writeable walls, visual learning aids, work in progress and completed work
- accessible closed and open storage distributed for resources and equipment
- carefully zoned but still flexible to avoid acoustic interference between different spaces

In a learning community building catering for the **maximum 180** learners the following learning areas providing multiple [learning settings](#) are required for shared use between the learning neighbourhoods.

- **Learning Hub** which will provide a gathering space for the whole learning community, and opportunities to include a range of learning settings (it will also incorporate circulation routes around the learning community):
 - it may be designed either as a single space, which links all the learning spaces, or as multiple interlinked ‘hubs’ forming the main circulation
 - must enable the extension of the range of learning opportunities beyond the learning community

- to be a combination of more structured learning settings for teaching and informal ones for student direct learning, which can be used to break up a corridor effect with circulation pathways winding around the spaces, including:
 - **focused learning spaces**: to accommodate a range of modes of operating individual, small group sizes for reading, individual learning/research, consolidating learning, (include nooks/banquettes, caves etc)
 - **dialogue / sharing spaces**: collaborative spaces, targeted teaching, dialogue (include banquettes/agile seating and tables)
- opportunities for fixed equipment integrated with the building fabric that allows smaller groups or individuals to work should be explored
- spatial ambience should be conducive to teaching and learning in line with the aesthetic of the general learning spaces
- circulation paths should be clearly defined within the space to assist in the designation of travel space and learning space
- opportunities for the space to act as a tool for learning through exposure of building services, structure and building systems are to be implemented to encourage curiosity and self-directed learning
- **6 explicit teaching / presentation / gathering spaces (enclosed learning)** to accommodate up to 30 learners each:
 - spaces will act as home bases and be used for explicit teaching and presentations, demonstrations, collaborative group work
 - 1 space will be the [studio/workshop – inter-disciplinary](#)
 - ability to open up to adjoining space
- **3 collaboration spaces (open, flexible, multi-purpose)** to accommodate up to 60 learners each:
 - configures the 6 enclosed learning spaces into 3 open, flexible, multi-purpose spaces
 - used for large and very large group AV presentations, explicit teaching of a large group, examinations
 - includes areas that can be zoned and set up to suit the learning and teaching needs of the community at any one time
- **self and co-regulation spaces** integrated into all learning areas:
 - sensory retreat in enclosed and open learning spaces (nooks, caves etc)
 - can double as focused learning spaces
 - use of intimate scale, such as low ceilings, tight spatial layout
- **reflection and meeting spaces** to accommodate up to 8 learners:
 - acoustically separated but visually connected quiet spaces for use by teaching teams, educators with individual or small groups of learners, and students for private meetings, targeted teaching, collaboration, virtual conferencing
 - 1 space will be a Student Support Space ([wellbeing services](#)) equipped for allied health visits
 - 1 space will be equipped with technology to support video and audio recording, AV presentations and virtual conferencing
 - 1 space will be a Student Support Space ([student wellbeing](#)) interoception space
- In a Primary School setting an [Acoustically isolated studio – drama/dance/languages](#) will also be provided.

Operational factors to consider:

Careful consideration needs to be given to designing spaces with a high level of flexibility that are capable of being adapted readily for different functions with agile furniture and equipment.

Students may have lessons in the Learning Community in which their home base is located, however they may also move between other Learning Communities and buildings for different specialist lessons.

Performance criteria:**Spatial layout and circulation:**

- allow sufficient separation between different groups being taught simultaneously by different educators

Fit-out:

- mixture of suitable impervious, durable resilient and

<p>for unhindered circulation and to avoid acoustic and/or physical interference</p> <ul style="list-style-type: none"> <input type="checkbox"/> flexible layout to provide adaptability for different activities and different sized groups <input type="checkbox"/> ensure sufficient circulation space to and from, and around all learning settings <input type="checkbox"/> refer to Learning Settings 	<p>easily cleanable floor and surface finishes</p> <ul style="list-style-type: none"> <input type="checkbox"/> display boards/whiteboards/writable surfaces <input type="checkbox"/> storage for resources, stationery, equipment (some accessible, some secure) <input type="checkbox"/> sliding openings between open space and adjacent enclosed spaces <input type="checkbox"/> handwashing facilities <input type="checkbox"/> drinking water facilities <input type="checkbox"/> access control <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephones <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> refer to Learning Settings
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> maximise visual connectivity between adjacent spaces using glass walls with physical connections via large sliding openings <input type="checkbox"/> controllable lighting <input type="checkbox"/> clear line of sight from teaching wall/s to every location in the room <input type="checkbox"/> line of sight visibility to and from adjacent spaces <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> refer to Learning Settings 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accessible work benches <input type="checkbox"/> ease of access to student and staff amenities <input type="checkbox"/> ease of access to stored items (personal belongings and learning aids) <input type="checkbox"/> refer to Learning Settings 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas <input type="checkbox"/> take into account acoustic requirements of adjacent spaces when deciding placement <input type="checkbox"/> refer to Learning Settings 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> multifunction device (staff and student use) <input type="checkbox"/> agile furniture as per Learning Settings (including stackable chairs) to increase flexibility of spaces <input type="checkbox"/> flexible furniture options (wobble stools, bean bags, floor cushions, standing desks) 	

STUDIO/WORKSHOP – INTER-DISCIPLINARY

Area Schedule: <ul style="list-style-type: none"> area includes allowances for teaching and learning and storage 	
<p style="text-align: center;">For Primary Schools refer to separate brief Primary Studio/Workshop – Inter-Disciplinary</p>	
Adjacencies:	Integrated external learning space and storage, teaching and learning, student amenities
Design intent: <p>The studio/workshop is a space where messy activities can take place, such as art and STEM.</p> <p>This space supports activities in which learners are involved in hands-on investigations, designing, making and appraising activities with a range of materials and equipment.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> easily configured to suit the nature of the range of activities <input type="checkbox"/> display areas for projects in progress and completed, visual learning aids, posters, graphics, AV <input type="checkbox"/> provide areas for mobile trolley storage for different sets of resources and equipment to enhance dual use <input type="checkbox"/> readily accessible storage <input type="checkbox"/> movable design technology equipment <input type="checkbox"/> accessible PPE storage designed to not create new hazards or hinder emergency access <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space. <p>Interdisciplinary Workshops must support the following learning and teaching activities for individuals and small to large group sizes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct, explicit teaching, demonstration and presentation <input type="checkbox"/> structured and free-form interaction and collaboration <input type="checkbox"/> investigative activities with general digital equipment and materials <input type="checkbox"/> construction, modelling and simulation with digital technologies and in authentic settings <input type="checkbox"/> creative activities with paper, clay, wood, metal, plastic and other materials <input type="checkbox"/> design, construction, modelling and simulation with digital equipment and a range of materials <input type="checkbox"/> display of learning resources and student designs and products <input type="checkbox"/> 2D, 3D, digital and multi-media arts <input type="checkbox"/> health and safety equipment and exclusion zone markings to meet Standards and Legislation <input type="checkbox"/> processing garden products and food preparation <input type="checkbox"/> connected to an integrated external learning space providing settings for individual, small group and medium sized groups up to 30 including: <ul style="list-style-type: none"> • integrated elements to support and extend learning activities • secure outdoor storage of equipment 	
Operational factors to consider: <p>Including 'wet/dry' multi-purpose project spaces in the Learning Community building allows engaging in practical activities and project based learning in all areas of the curriculum especially in years 7-10. These spaces need to be accessible to learners and educators spontaneously at the point of need.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> spacious, flexible layout to provide adaptability for different projects and activities <input type="checkbox"/> ability to create open floor space for construction, modelling and robotics <input type="checkbox"/> clearly identify safe work zones for fixed and stationary machinery and equipment (such as laser cutters) 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> impervious durable and easily cleanable flooring (with coved skirting) <input type="checkbox"/> eye wash <input type="checkbox"/> wet area including art sink(s), hot water (TMV), foaming soap dispensers over sink, paper towel dispenser and waste bin (trade waste may be required)

<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"/> controllable lighting – natural and artificial <input type="checkbox"/> visual and operable connectivity with an adjacent Interdisciplinary Outdoor Learning Area and adjacent learning settings <input type="checkbox"/> line of sight visibility throughout the Interdisciplinary Workshop <input type="checkbox"/> well-lit workbenches 	<ul style="list-style-type: none"> <input type="checkbox"/> mechanical exhaust and dust extraction as required for the installed equipment <input type="checkbox"/> display boards/whiteboards/writable surfaces <input type="checkbox"/> PPE storage (safety glasses/gloves) <input type="checkbox"/> operable windows with screens <input type="checkbox"/> fully glazed double doors to adjoining internal and external spaces <input type="checkbox"/> entrance floor mat from outdoor space <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> access control
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accessible work benches 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effective acoustic separation to and from adjoining areas <input type="checkbox"/> take into account acoustic requirements of multiple small groups working on projects, hard flooring and potentially noisy equipment such as 3D printer 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a mix of (moveable and adjustable height) standing and sitting height benches for up to 30 students <input type="checkbox"/> stackable stools <input type="checkbox"/> wall-mounted interactive AV display(s) including wireless connectivity for BYOD 	

STUDENT – HEAT AND EAT

Area Schedule: <ul style="list-style-type: none"> Note the area allocated to this space already includes an allowance for internal circulation. 	
Adjacencies:	student lockers, outdoor environment
Design intent: <p>To provide facilities for students to safely and conveniently heat and enjoy meals brought from home, supporting their health and wellbeing throughout the school day.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> located to provide convenient access for the whole learning community <input type="checkbox"/> ease of access to external eating areas <input type="checkbox"/> include adequate bench space for a variety of appliances (microwaves, sandwich press) and space for food preparation and washing, that serves the student numbers at peak times during the day <input type="checkbox"/> lockable storage for staff only access <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams 	
Operational factors to consider: <p>Consideration should be given to potential congestion issues at break times when there will be a high number of students and staff accessing the area simultaneously.</p> <p>The bench seating may be used by students as an alternative workspace during lesson/study time.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> layout to support concurrent multiple users and minimise congestion <input type="checkbox"/> connection to internal and external eating areas 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable resilient floor and surface finishes which are easily cleaned <input type="checkbox"/> coved skirting <input type="checkbox"/> lockable joinery with overhead and below bench storage <input type="checkbox"/> large standing bench with space for appliances, food preparation and stools <input type="checkbox"/> double bowl sink, drainboard, splashback, hot water (TMV), soap dispenser over sink, paper towel dispenser and waste bin <input type="checkbox"/> access to filtered drinking water (chilled water tap at sink and drinking fountain / bottle refill station) <input type="checkbox"/> joinery to accommodate internal bins for multiple waste streams <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"/> wireless access point - WAP
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> passive supervision of the space from adjacent Learning Areas 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> accessible to wheelchairs and mobility aids <input type="checkbox"/> ease of access to student belongings 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer to adjacent Learning Areas 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> chairs/stools <input type="checkbox"/> fridge <input type="checkbox"/> multiple toasters, sandwich press, microwaves (site specific requirements) 	

STUDENT LOCKERS / BAG STORAGE

<p>Area Schedule:</p> <p>Allocation based on the following provision of <u>floor space</u> per student:</p> <p>Primary (bag storage):</p> <ul style="list-style-type: none"> • 0.12m² <p>Secondary (student lockers)</p> <ul style="list-style-type: none"> • 0.09m² • footprint of 380mm x 450mm (2 lockers high) <p>Note the area allocated to this space already includes an allowance for internal circulation.</p>	
Adjacencies:	teaching and learning, heat and eat, internal and external circulation
<p>Design intent:</p> <p>Student lockers should be distributed throughout the Learning Communities and located close to (but not within) home bases. Numbers depend on the size of the Learning Community building. They are to be incorporated as seamlessly as possible into easily supervisable areas without significant encroachment or impediment to the functionality of the area. The preference is for an indoor location.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> robust (easily cleaned and scratch resistant) secure storage for students' personal belongings with <ul style="list-style-type: none"> • fixed internal shelf • lockable (secondary school only) • identified by a unique number <input type="checkbox"/> adequate circulation space for access during peak times is maintained <input type="checkbox"/> distributed and integrated into spaces in creative ways (dividers/seating) to establish zones within the learning areas in groups of no more than 15 lockers in one block <input type="checkbox"/> can be easily and readily reconfigured for future location changes 	
<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 students accessing the area simultaneously. Physical location and structure designed to avoid inappropriate behaviour and congregation (they are not to be consolidated in locker rooms or positioned inside home bases).</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate circulation during peak times is maintained <input type="checkbox"/> can be used to define circulation space or learning settings 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> durable lockable fixed joinery or proprietary units to service school population in various locations <input type="checkbox"/> if incorporated into seating, include power outlets for flexible use
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> passive supervision from adjacent learning areas 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accessible to wheelchairs and mobility aids <input type="checkbox"/> ease of access from student 'heat and eat' 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> limit numbers at groupings to avoid overly loud volumes 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

INTEGRATED EXTERNAL LEARNING SPACES AND STORE

Adjacencies:	Studio/Workshop – Inter-disciplinary, Design Technology, Science, Arts/Design, Technology, Performing Arts, Health and Fitness
Design intent:	
<p>Integrated external learning areas are an enriching component of the total learning environment and must be designed to:</p> <ul style="list-style-type: none"> • be an outdoor extension of indoor learning areas • provide disciplinary connection of specialist learning areas • provide interdisciplinary connection of multipurpose learning areas between Learning Community ‘buildings’ • provide protection from the elements supporting use throughout the seasons <p>By incorporating a variety of landscaped spaces across different settings, learners and educators benefit from enhanced opportunities for learning and social engagement. These outdoor areas maximise the use of space and bring the proven benefits of nature into the school environment, supporting wellbeing and enriching daily experiences. Careful placement of these spaces helps to minimise visual distractions from teaching and learning areas, supporting a focused and inclusive educational environment.</p>	
Functional requirements:	
<input type="checkbox"/> allow the following activities: <ul style="list-style-type: none"> • wet, messy activities supporting creative, investigative activities • construction and creative projects • productive garden projects <input type="checkbox"/> small to large group discussions/performances <input type="checkbox"/> quiet reflection and/or reading areas to inspire creative works – art and writing <input type="checkbox"/> provide opportunities for students to exercise choice <input type="checkbox"/> enable discovery in nature and provide exposure to natural materials and natural processes <input type="checkbox"/> enrich the sensory environment <input type="checkbox"/> support gross motor development <input type="checkbox"/> support environmental, sustainability, science, technology and math education <input type="checkbox"/> large opening between indoor and outdoor for easy access - groups of students to move through quickly <input type="checkbox"/> the design should incorporate elements which can be used as educational tools for different topics <input type="checkbox"/> protection from the elements so as to be comfortable for use throughout the seasons <input type="checkbox"/> settings for individual, small group and medium sized groups	
Operational factors to consider:	
<p>The design of the Integrated External Learning Spaces must be included with the design of the internal learning settings, they are not an ‘add on’.</p> <p>Consideration should be given to how the learning outcomes can be incorporated into Integrated External Learning Spaces. For example, how can STEM concepts be incorporated? How can they serve as galleries and/or performance spaces? How can they inspire creative works in art and writing? How can they illustrate patterns and shapes?</p> <p>A set area has not been allocated to the following spaces, which should have external learning spaces incorporated into the outdoor environments, or access to other integrated external learning spaces:</p> <ul style="list-style-type: none"> • science • health and fitness • performing arts 	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> provide adequate circulation space around fixtures	<input type="checkbox"/> combination of natural and built shade/shelter

<input type="checkbox"/> spacious, flexible layout to provide adaptability for different projects and activities <input type="checkbox"/> ensure weather protected external circulation can occur without disrupting learning activities	<input type="checkbox"/> combination of free-standing walls/screens and planting that define the area and provide wind breaks <input type="checkbox"/> fully glazed double doors outdoor presentation spaces <input type="checkbox"/> hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned outdoor rated power for flexible use <input type="checkbox"/> outdoor lighting <input type="checkbox"/> fixed lockable storage <input type="checkbox"/> see below for additional subject requirements
Visual connectivity and wayfinding: <input type="checkbox"/> line of sight supervision from adjacent indoor learning areas is essential <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place	
Access: <input type="checkbox"/> seamless access for all from adjoining internal spaces <input type="checkbox"/> ease of access to student amenities <input type="checkbox"/> ease of access to stored items (personal belongings and learning aids)	
Acoustics: <input type="checkbox"/> ensure external learning environments can be acoustically separated from adjacent internal learning settings when required <input type="checkbox"/> provide a clear listening environment that does not amplify background chatter	
Activation: <input type="checkbox"/> mobile seating and tables <input type="checkbox"/> wall-mounted AV display(s) including wireless connectivity for BYOD	

Studio/workshop – inter-disciplinary

Fit-out:

- a combination of fixed and mobile seating and tables at different heights that can be configured to suit use by different sized groups of up to 30 people
- variety of ground surfaces and textures suited to various activities messy 'making' activities, robotic challenges
- trough(s) with taps

Technologies

Fit-out:

- outdoor benches/fixed and mobile workspaces for up to 30, suitable for project creation
- surfaces resistant to staining and easily washed down
- secure outdoor display/storage of student projects
- trough(s) with taps

Science

Fit-out:

- outdoor benches/fixed and mobile workspaces for up to 60, suitable for science experiments
- chemical resistant surfaces that are easily washed down to facilitate "messy" science experiments
- built environment enables students to conduct various nature related experiments (solar readout panel/solar oven challenge), weather experiments (weather station/s)
- include bio mimetics as a design feature (refers to human-made processes, substances, devices, or systems that imitate nature)

- Fibonacci-inspired design elements
- sundials, including using a feature of the building as a sundial where shadows correspond to points in the landscape design, this could perhaps vary depending on season and events such as solstices
- other landscape design elements to assist in the teaching and learning of Science, such as prisms for light refraction
- built environment provides the ability to drop items from appropriate heights to gain accurate readings
- science sinks

Arts

Fit-out:

- settings for individual, small group and medium sized groups up to 60
- surfaces resistant to staining and easily washed down.
- outdoor benches suitable for art activity
- secure outdoor display and storage for completed student work
- design could incorporate elements of artistic movements (impressionist, post-impressionist, cubist, surrealist) which could be a teaching tool when comparing/contrasting artistic styles
- potential to incorporate design/architecture movements in building/landscaping, such as explore how two strains of modern art, minimalism and cubism, have had an influence on deconstructivity architecture
- trough(s) with taps

Food technology (secondary) / productive garden (primary)

Fit-out:

- suitable for alfresco dining and learning combination of fixed and mobile seating including tables/benches for up to 60
- surfaces resistant to staining and easily washed down
- outdoor cooking facilities (such as outdoor kitchen, BBQ facility, pizza oven, rotisserie)
- productive 'kitchen' garden elements (garden beds with herbs and vegetables – raised to allow equitable access and participation)
- communal meeting space with provision for fire pit
- trough(s) with taps
- access to garden shed

Performing arts

Fit-out:

- settings for individual, small group and medium sized groups up to 60
- areas that may be considered as part of the landscaping of the space include stage areas and amphitheatres catering to larger learning community sized audiences
- provision for portable PA system to be used for ad-hoc performances

Health and fitness

Fit-out:

- settings for individual, small group and medium sized groups up to 60
- integrated elements to promote physical challenges
- external fitness equipment
- secure outdoor storage of equipment

EQUIPMENT STORAGE

Area Schedule:	
<ul style="list-style-type: none"> Allocation of 0.5m² per student (based on 5% of the student population) 	
Adjacencies:	teaching and learning
Design intent:	
This inclusive learning community element provides storage spaces for pieces of large personal equipment (wheelchairs, walkers, hoists or lifters) ensuring students have access to their equipment, when require, to support their learning and wellbeing.	
Functional requirements:	
<input type="checkbox"/> allocated space for bulky support equipment <input type="checkbox"/> organised storage allowing for ease of access to equipment for changing needs throughout the day	
Operational factors to consider:	
An individual student may require several pieces of equipment during the day, although not all of them will be used at the same time.	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> all stored items readily accessible	<input type="checkbox"/> impervious, durable resilient floor and surface finishes
Visual connectivity and wayfinding:	<input type="checkbox"/> combination of fixed joinery with adjustable open shelving and clear floor space
<input type="checkbox"/> bright light for effective viewing of stored objects	<input type="checkbox"/> door with viewing panel, access control and not lockable from inside
Access:	<input type="checkbox"/> multiple power outlets to recharge equipment
<input type="checkbox"/> allow ease of access for mobility aides	<input type="checkbox"/> lighting controls – electronic timer switches
<input type="checkbox"/> no key or tool required to exit room	<input type="checkbox"/> infrared occupancy sensors
Acoustics:	
<input type="checkbox"/> none applicable	
Activation:	
<input type="checkbox"/> none applicable	

LAUNDRY

Area Schedule: <ul style="list-style-type: none"> allocated area per laundry 5m² 	
Adjacencies:	Student Accessible toilet shower and change
Design intent: This inclusive learning community element provides facilities for infrequent washing and drying of soiled clothing.	
Functional requirements: <ul style="list-style-type: none"> <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 within or with direct access to the student fully-assisted toilet, shower and change.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> if located within fully-assisted toilet must not impede on circulation 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> non-slip resilient flooring with coved skirting <input type="checkbox"/> fixed bench with laundry tub and lockable cupboard underneath (maximise usable benchtop area) <input type="checkbox"/> floor waste <input type="checkbox"/> lockable storage cupboards for consumables <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> hot water and TMV <input type="checkbox"/> door with viewing panel (if separate room), access control and not lockable from inside <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> items in storage must be clearly visible 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> not accessible to unaccompanied students <input type="checkbox"/> external door self-closing and self-latching (if separate room) <input type="checkbox"/> no key or tool required to exit room 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer into adjacent spaces 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> washing machine <input type="checkbox"/> dryer 	

EXTERNAL SELF AND CO-REGULATION SPACE

Area Schedule: <ul style="list-style-type: none"> • Area allocation based on 4m² per student • Based on 5% of the student population 	
Adjacencies:	teaching and learning, outdoor environments, student wellbeing spaces - internal
Design intent: <p>This inclusive learning community element provides learners with a safe environment for regulation and refuge outside the indoor learning environment. They are specialist settings responsive to learner needs, along with the internal self and co-regulation spaces and student wellbeing spaces, they form part of a tiered escalation approach to regulation.</p> <p>Students can be hyper or hypo sensitive to stimuli which can make them either struggle to relax or want to rest. Spaces should be flexible to support individual needs and sensory experiences.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> access to a discreet, secure and safe external space <input type="checkbox"/> a space that is flexible and customizable for different user needs <input type="checkbox"/> calming colour palette and sensory rich environment <input type="checkbox"/> landscape plantings and biophilic design to provide sensory opportunities <ul style="list-style-type: none"> • seeing, touching, and smelling the planting • listening to wind, water, birds, and insects • watching the passage of sunlight over planting and through sunshades and leaf canopies <input type="checkbox"/> external storage to allow the space to be customised and adapted with soft furnishing and equipment to address the various needs of learners including opportunities for both sensory seeking and sensory avoiding experiences <input type="checkbox"/> protection from the elements for comfortable use throughout the seasons <input type="checkbox"/> ready access to equipment that supports exploration through a range of senses, including movement, balance, and body awareness (such as swings, balance beams, climbing structures, tunnels, exercise equipment). 	
Operational factors to consider: <p>If suspension points are provided for sensory equipment, circulation clearances, fall zones and impact absorbing materials must be calculated and provided in accordance with the AS 4685 Playground equipment and surfacing suite of standards (refer to Part 4: Technical Specifications for more detail).</p> <p>Loose landscaping such as rocks and pebbles should not be used in these spaces.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> adequate movement around space 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> combination of natural/built shade/shelter <input type="checkbox"/> impact absorbing surface to the entire fall zone of any suspension equipment <input type="checkbox"/> any built seating located to not assist climbing onto boundary screens or shade structures <input type="checkbox"/> resilient plantings to meet functional requirements above <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> outdoor lighting <input type="checkbox"/> lockable outdoor power for flexible use <input type="checkbox"/> an aesthetically pleasing, unclimbable barrier that doesn't look intimidating or discriminatory
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> privacy (visually screened) from adjacent external areas <input type="checkbox"/> line of sight from the indoor learning space while affording some privacy from other students 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> direct access from the main learning area 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise and distractions by locating away from high activity areas (roads and hard courts) 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

Design, Art, Technology and Science

The secondary school **Design, Art, Technology and Science** functional zone provides specialist labs, workshops and studios for each of the disciplines with interconnected design studios, explicit teaching/presentation spaces and open collaborative spaces. These spaces allow learners to visualise innovative futures and make considered design decisions (accounting for diversity, ethics and economics, environmental and social sustainability factors) creating, realising, and evaluating solutions.

Science (Secondary Schools only)

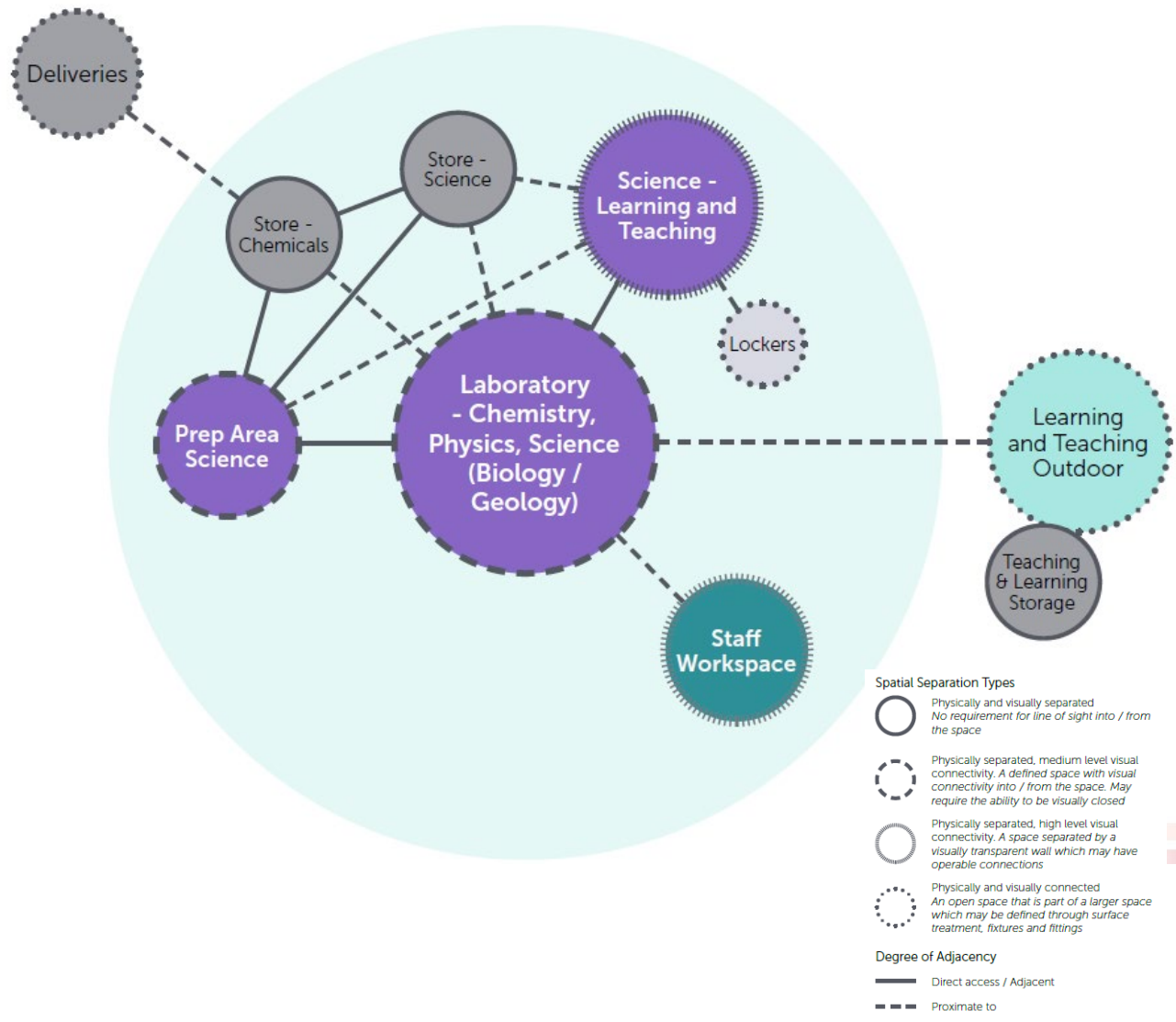
- Laboratory – Chemistry
- Laboratory – Physics
- Laboratory – Science (Biology/Geology)

Science – learning and teaching

Preparation Area – Science

- Store – Chemicals
- Store – Science

Figure 14 – Science – functional sub-zone relationship diagram



Technologies: Design and Technologies and Digital Technologies (Secondary Schools only)

Workshop – Design and Technologies

Workshop – Digital Technologies

Studio – Design

Store – Materials store and preparation

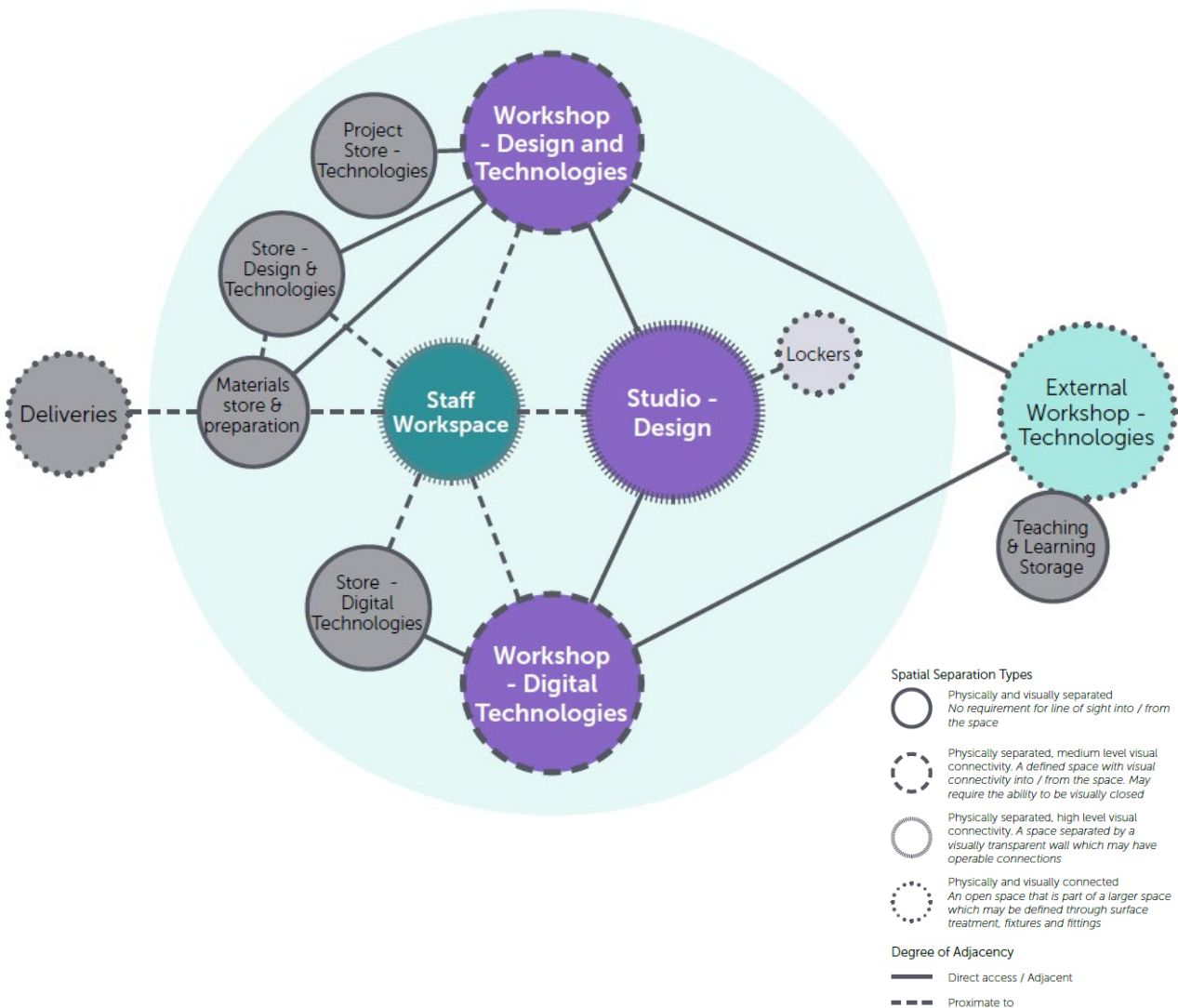
Store – Design and Technologies

Store – Digital Technologies

Project store – Technologies

External workshop – Technologies

Figure 15 – Technologies – functional sub-zone relationship diagram



Visual Arts and Media Arts (Secondary Schools only)

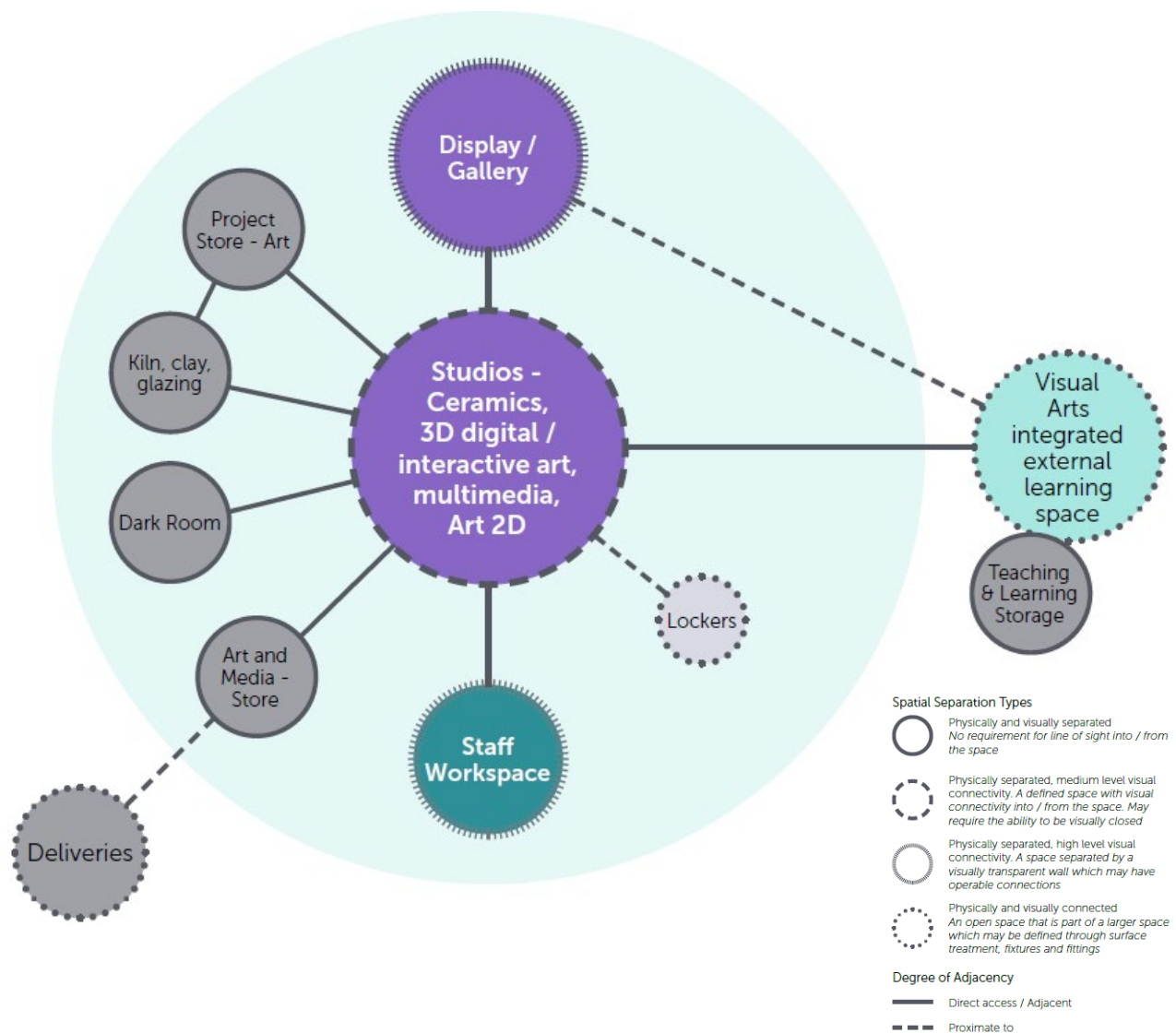
Studio – Ceramics, 3D
 Studio – Digital/Interactive Art
 Studio – Multimedia
 Studio(s) – Art, 2D
 Display / gallery

Art and Media – store plus base allocation for dark room, clay, glazing and kiln

Project store – Art

Integrated external learning space(s)

Figure 16 – Visual Arts and Media Arts – functional sub-zone relationship diagram



LABORATORY – CHEMISTRY, PHYSICS, SCIENCE (BIOLOGY / GEOLOGY)

Area Schedule:

- Area per laboratory space is 100m²
 - Laboratory – Chemistry
 - Laboratory – Physics
 - Laboratory – Science (Biology/Geology)
- Science – learning and teaching (area allocation based on 2.5m² per student)
- Preparation Area – Science (base allocation 40m², allowance per additional laboratory 10m²)
- Store – Chemicals / Store - Science (base allocation 10m², allowance per additional laboratory 5m²)

Adjacencies:

staff workspace, staff and student amenities, integrated external learning space and store, student lockers

Design intent:

The laboratory supports practical investigations and experiments, while the learning and teaching area supports explicit instruction, reflection, collaboration, write-up and communication of results of investigations in reports and presentations.

Up to 50% of time is spent engaged in practical experimentation. Integrated designs that connect two theory spaces to each laboratory facilitate shared use, maximise the use of specialised equipment, and provide ease of movement between practical activities and spaces for theory, reflection, research, and explicit teaching as required.

These spaces are supported by preparation and storage areas organising the specialised science equipment, materials and chemicals required to deliver the curriculum.

Functional requirements:

- laboratories to accommodate up to 28 students (or as briefed) directly connected to theory spaces
- work benches – some fixed around the perimeter of room and equipped with water and power, others moveable in the centre of the room to provide a more flexible use of the space
- adequate space to circulate safely within the room including movement of mobile AV or scientific equipment as required, complying with AS/NZS 2982
- displays of learning resources, visual learning aids, posters, graphics, student work, AV
- flooring and work surfaces to be resistant to acid, corrosives and heat
- easy access to health and safety equipment provided to meet Standards and Legislation
- accessible PPE storage designed to not create new hazards or hinder emergency access
- ventilation and temperature control takes into account the nature and use of equipment in this space
- theory spaces allowing for AV displays, demonstrations and explicit teaching
- storage for specialty laboratory equipment, chemicals, materials and equipment including glassware, apparatus and large bulky equipment
- chemical store for bulk storage of chemicals and to isolate toxic, flammable, corrosive and other hazardous substances from the preparation room and laboratories
- preparation facilities for laboratory assistant and educators to prepare equipment, materials and experiments for use in laboratories, and to clean, wash and sort afterwards
- additional space to conduct long term experiments, typically necessary in biology, is required in approximately 25 percent of the total number of laboratories
- ability to black out the space is required in 25 percent of the laboratories for physics experiments
- connected to an [integrated external learning space](#)

Operational factors to consider:

Laboratory spaces might have a secondary function as a home base.

There is potential for some of the science laboratories to be open spaces if secure storage is provided for equipment that is expensive or requires closely supervised use.

Access for All requires each laboratory to include at least one accessible workbench with a set of fully accessible fitments and appliances.

Performance criteria:	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate space to circulate within the room if all students are seated at fixed or movable benches <input type="checkbox"/> provide a safe area for handling equipment <input type="checkbox"/> agile spaces to allow for a variety of working groups from individual to large groups and to support a range of experimental activities <input type="checkbox"/> direct connection to a prep area incorporating a staff work area and an enclosed chemical and flammable goods store 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> flooring and work surfaces to be resistant to acid, corrosives and heat <input type="checkbox"/> non-slip resilient flooring with coved skirtings <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space <input type="checkbox"/> safety requirements include installation of: <ul style="list-style-type: none"> • signage • storage for PPE: <ul style="list-style-type: none"> ○ pigeon holes for safety glasses (28) ○ hooks for aprons (28, 4 to a hook) ○ gloves and masks • emergency shower and eye wash (each laboratory) • emergency shut-off buttons (separate isolation switch power outlets is required) • hand basin (with soap dispenser/paper towel) • joinery detailing to prevent liquid dripping down the sides of work benches <input type="checkbox"/> work benches (fixed and moveable): <ul style="list-style-type: none"> • to be used standing or seated on stools • long bench spaces to accommodate equipment such as a linear air track - Physics • access to water (undermount sinks) and power – Chemistry and Biology • splashbacks for perimeter benches • space for experiments to be conducted by small groups • under bench space for students textbooks, stationery and technology to be stored when conducting experiments <input type="checkbox"/> 1 x accessible work bench as above <input type="checkbox"/> black out blinds - Physics <input type="checkbox"/> bench space storage for long term experiments – Biology <input type="checkbox"/> extensive display area for visual learning aids, posters, graphics, equipment and science phenomena <input type="checkbox"/> fume cupboard – Chemistry <input type="checkbox"/> mechanical exhaust / extraction of fumes <input type="checkbox"/> storage cupboards — both lockable and open access <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment and appliances
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fully glazed double doors to adjoining internal (theory space) and external spaces <input type="checkbox"/> line of sight viewing to all areas of the laboratory <input type="checkbox"/> line of sight viewing to adjacent theory spaces <input type="checkbox"/> capacity to darken the space as needed for experiments (Physics) <input type="checkbox"/> abundant natural light on window benches for growing plants (Biology) 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access to an integrated external learning space <input type="checkbox"/> each laboratory must include at least one accessible workbench with a set of fully accessible fitments and appliances with taps and power outlets accessible from the side not back <input type="checkbox"/> ease of access to student amenities 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of multiple activities occurring simultaneously <input type="checkbox"/> ensure work in theory spaces is not adversely impacted by activity volumes in practical spaces 	

	<ul style="list-style-type: none"> <input type="checkbox"/> unassigned power outlets for flexible use accessible from bench tops in a range of configurations <input type="checkbox"/> emergency isolation switch for outlets (separate isolation switch for existing sites with gas) <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> see below for additional space requirements
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> specialty laboratory equipment <input type="checkbox"/> seating suitable for use on resilient flooring (consideration of weight) <input type="checkbox"/> moveable work benches <input type="checkbox"/> safety requirements include spaces for: <ul style="list-style-type: none"> • fire blanket • fire extinguishers • first aid cabinet • small freezer for ice packs • mercury spill kits <input type="checkbox"/> safety glasses <input type="checkbox"/> aprons <input type="checkbox"/> gloves and masks <input type="checkbox"/> fridge for first aid storage and curriculum requirements <input type="checkbox"/> fixed ICT/AV equipment 	

<p>Science – learning and teaching</p>
<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration bench with sink (positioned to give students a clear line of sight to demonstration) <input type="checkbox"/> tables and chairs suitable for individual, small and medium size group work <input type="checkbox"/> digital telephone <input type="checkbox"/> see also learning settings <p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AV equipment <input type="checkbox"/> safety equipment (see above)

<p>Preparation area – science</p>
<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access control door with viewing panel (no key or tool required to leave the room) <input type="checkbox"/> work bench space to be used when standing or seated on stools with access to power, sink with hot and cold water with space for incubator, dishwasher and water still (space for 2-3 people to circulate between workspaces) <input type="checkbox"/> mechanical exhaust for extraction of fumes <input type="checkbox"/> fume cupboard <input type="checkbox"/> signage – ‘STORAGE OF CHEMICALS IS PROHIBITED’ in a prominent position where a separate store-chemicals is provided <input type="checkbox"/> digital telephone <input type="checkbox"/> if combined with Store – Chemical

- room to have at least one external wall
- standard vented corrosive cupboard units located together at the furthest end of the room to the door
- flammable materials cabinet vented to outside air
- air intake grille located in external wall at low level (robust, mechanically fixed, and prevent vermin entry)
- ceiling, wall and floor linings are of non-combustible construction
- access control door with grille (no key or tool required to leave the room and door to room swings outward)
- thermal fire detector (for zone 1 hazard)

Activation:

- laboratory dishwasher
- compactus storage
- science refrigerator and small freezer
- specialty laboratory equipment
- commercial grade water still
- safety equipment (see above)
- store – chemicals (if relevant see below)

Store – chemicals**Fit-out:**

- comply with DIT Standard Drawing DD19
- ceiling, wall and floor linings to be of non-combustible construction
- vented corrosives cupboard
- flammable materials cabinet
- appropriate storage for:
 - waste chemicals
 - storage for radioactive materials
- mechanical exhaust for extraction of fumes
- room to have at least one external wall
- access control door with grille (no key or tool required to leave the room and door to room swings outward)
- thermal fire detector (for zone 1 hazard)

Activation:

- shelving securely fastened to wall or floor with some open shelving to accommodate 25L drums of chemicals
- safety equipment including signage (see above)

Store - science**Fit-out:**

- storage for specialty laboratory equipment and diluted chemicals
- fume cupboard
- safety equipment (see above)

WORKSHOP - DESIGN AND TECHNOLOGIES (PLASTIC, WOOD, METAL)

Area Schedule: <ul style="list-style-type: none"> • Area per workshop space 100m² • Store – material store and preparation (shared area 50m²) • Store – design and technologies (20m² per store) • Project store – technologies (20m² per store) • External workshop – technologies (100m² per space) 	
Adjacencies:	staff workspace, staff and student amenities, integrated external learning space and store, student lockers
Design intent: <p>The delivery of contemporary design and technology curriculum focusing on the making of projects and material handling in a workshop environment. Provides learners with the opportunity to experiment with tools, materials and techniques to manage and develop design projects including woodwork, metal work and plastic machinery.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> standing height benches (for use by up to 24 students – 4 per bench) <input type="checkbox"/> access for all - accessible or height adjustable work bench <input type="checkbox"/> adequate space to circulate safely within the room <input type="checkbox"/> durable, stain resistant, non-slip finishes <input type="checkbox"/> access to specialty workshop machinery including services for air, power, water and/or data <input type="checkbox"/> access to wet areas including sinks <input type="checkbox"/> storage for different types and sizes of materials, tools and PPE (designed to not create new hazards or hinder emergency access) <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space <input type="checkbox"/> display areas for student projects, visual learning aids, posters, graphics <input type="checkbox"/> ability to supervise all machines and work benches <input type="checkbox"/> health and safety equipment and exclusion zone markings to meet Standards and Legislation <input type="checkbox"/> accessible PPE storage designed to not create new hazards or hinder emergency access <input type="checkbox"/> access to material store and preparation, store and project store for students work <input type="checkbox"/> access to a centralised studio - design <input type="checkbox"/> connected to an integrated external learning space 	
Operational factors to consider: <p>Access for All requires each workshop to include at least one accessible or adjustable work height benchtop with a set of fully accessible equipment.</p> <p>Site location should allow for convenient truck deliveries of large quantities of subject materials.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> adequate space to circulate within the room if all students are seated at benches <input type="checkbox"/> laboratory benches configure for manual tasks with the aid of machinery and equipment, project assembly <input type="checkbox"/> clearly identify safe work zones for fixed and stationary machinery and equipment <input type="checkbox"/> clearly identify circulation zones for fixed and stationary machinery and equipment <input type="checkbox"/> adequate space to wheel in equipment as required (consideration to door widths and heights) <input type="checkbox"/> provide a safe area for handling equipment 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable resilient floor and surfaces that are heat and stain resistant to ensure suitability of activities that will be undertaken in the area including but not limited to hot works, metal works and woodworking <input type="checkbox"/> wet area including 2x double sink and drainboard with splashback <input type="checkbox"/> trade waste <input type="checkbox"/> display areas for completed projects and works in progress (project store) <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space

<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to all areas of the workshop <input type="checkbox"/> well- lit workbenches <input type="checkbox"/> prototyping materials and consumables visually accessible 	<ul style="list-style-type: none"> <input type="checkbox"/> safety requirements include spaces for: <ul style="list-style-type: none"> • fire blanket • fire extinguishers • first aid kits <input type="checkbox"/> safety requirements include installation of: <ul style="list-style-type: none"> • signage • first aid cabinet • storage for PPE: <ul style="list-style-type: none"> ○ pigeon holes for safety glasses, ear protection and gloves (24) ○ hooks for aprons (24, 4 to a hook) ○ welding masks • hand-held shower • emergency stop buttons and DOLs to be fitted to fixed equipment • fume and dust extraction to be hard wired to DOLs to occupational health and safety standards • Safe work Zones marked on floor around fixed equipment in accordance with occupational health and safety standards • visual alarm devices <input type="checkbox"/> mechanical ducted dust and fume extraction <input type="checkbox"/> storage cupboards, equipment and shadow boards for tools — both lockable and open access <input type="checkbox"/> closed off workstations or bays for activities with a high occupational health and safety risk: <ul style="list-style-type: none"> • welding • operation of large wood/metal cutting and forming equipment • spray booth • 3D printer <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> unassigned power outlets for flexible use via ceiling hung outlets <input type="checkbox"/> ceiling mounted pendant power outlets (non-retractable) above workbenches for handheld equipment <input type="checkbox"/> fixed above bench and/or wall mounted power outlets for machinery <input type="checkbox"/> hard wired specialty equipment to Direct Online (DOL) motors, which power up machinery and extraction simultaneously and individual shut-off buttons for each equipment item <input type="checkbox"/> emergency isolation switch for all socket outlets to the workshop <input type="checkbox"/> lighting controls – electronic timer switches
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access to an integrated external learning space <input type="checkbox"/> direct access to centralised design studio <input type="checkbox"/> each workshop must include at least one accessible or adjustable work height benchtop with a set of fully accessible equipment, taps, power outlets and equipment for access bench(es) accessible from the side not back <input type="checkbox"/> adjacent vehicle access for deliveries and maintenance of equipment 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference from the workshops to adjacent spaces <input type="checkbox"/> noise from exhaust/extraction unit(s) to be minimised 	

WORKSHOP - DESIGN AND TECHNOLOGIES (PLASTIC, WOOD, METAL)

TECHNOLOGIES: DESIGN AND TECHNOLOGIES

- infrared occupancy sensors
- access control door(s)

Activation:

- 6x standing height work benches with 4 vices – mobile
- 1x accessible work bench as above
- specialty workshop machinery (site specific)
- first aid cabinet
- fire blanket
- safety glasses, ear protection and gloves
- aprons
- welding masks
- fixed ICT/AV

WORKSHOP - DESIGN AND TECHNOLOGIES (TEXTILES)

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Area per workshop space 100m² • Store – material store and preparation (shared area 50m²) • Store – design and technologies (20m² per store) • Project store – technologies (20m² per store) • External workshop – technologies (100m² per space) 	
<p>Adjacencies:</p>	<p>staff workspace, staff and student amenities, integrated external learning space and store, student lockers</p>
<p>Design intent:</p> <p>The delivery of contemporary design and technology curriculum focusing on the making of projects and material handling in a workshop environment. Provides learners with the opportunity to experiment with equipment, materials and techniques to manage and develop design projects with a range of fibres and textiles.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> work benches for use by up to 24 students to design, prepare materials, make and appraise textile creations <input type="checkbox"/> access for all - accessible or height adjustable work bench <input type="checkbox"/> adequate space to circulate safely within the room <input type="checkbox"/> durable, stain resistant, non-slip finishes <input type="checkbox"/> access to specialty workshop equipment <input type="checkbox"/> access to wet areas including sinks for dyeing fabrics/textiles <input type="checkbox"/> storage for different types and sizes of equipment, fabric and textiles <input type="checkbox"/> display areas for student projects, visual learning aids, posters, graphics, AV, mannikins <input type="checkbox"/> ability to supervise all work benches <input type="checkbox"/> access to material store and preparation, store and project store for students work <input type="checkbox"/> access to a centralised design studio <input type="checkbox"/> connected to an integrated external learning space 	
<p>Operational factors to consider:</p> <p>These workshops might have a secondary function as a home base.</p> <p>Access for All requires each workshop to include at least one accessible or adjustable work height benchtop with a set of fully accessible manual and electrical equipment.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> layout of benches to include ample space for movement to and from the bench to access equipment and manipulate material <input type="checkbox"/> provide ample area between sewing machines for working with large pieces of material 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable and easily cleanable floor and surfaces <input type="checkbox"/> large flat benches for laying out and cutting of fabrics (including 1 accessible) <input type="checkbox"/> extensive display area for visual learning aids, posters, graphics, AV, mannikins <input type="checkbox"/> mixture of open and closed storage for equipment and materials including for large equipment such as sewing machines, ironing boards, mannikins or fabric rolls <input type="checkbox"/> space for ironing boards or pressing tables that do not impact circulation <input type="checkbox"/> stain and water resistant, non-slip flooring with coved skirting <input type="checkbox"/> 3-6 taps across 1-2 troughs (including accessible access to 1) to avoid congestion <input type="checkbox"/> hot water and TMV to 1 sink
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to all areas of the workshop <input type="checkbox"/> well-lit benches 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access to an integrated external learning space <input type="checkbox"/> direct access to centralised design studio <input type="checkbox"/> ready access to the materials store area <input type="checkbox"/> each workshop must include at least one adjustable work height benchtop with a set of fully accessible equipment, power outlets and equipment for access bench(es) accessible from the side not back 	

<ul style="list-style-type: none"> <input type="checkbox"/> adjacent vehicle access for deliveries <input type="checkbox"/> ease of access to student amenities 	<ul style="list-style-type: none"> <input type="checkbox"/> trade waste system <input type="checkbox"/> floor waste <input type="checkbox"/> mechanical exhaust and dust extraction as required for the installed equipment <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space <input type="checkbox"/> hearing augmentation <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> access control door(s)
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference from the workshops to adjacent spaces 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fixed ICT/AV equipment <input type="checkbox"/> specialty workshop machinery (site specific) 	

WORKSHOP - DIGITAL TECHNOLOGIES

Area Schedule: <ul style="list-style-type: none"> • Area per workshop space 100m² • Store – digital technologies (20m² per store) • Project store – technologies (20m² per store) 	
Adjacencies:	staff workspace, staff and student amenities, integrated external learning space and store, student lockers
Design intent: <p>Learners will gain the skills and confidence to imagine, design and create digital solutions, while developing a deep understanding of digital systems and how to manage associated risks. Digital Technologies provides practical opportunities for learners to develop an understanding of how the devices they interact with work, how they were imagined, created and implemented, within an ethical and safe framework.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> spaces to allow collection, interpretation and use of data and information <input type="checkbox"/> access for all - accessible or height adjustable work bench <input type="checkbox"/> adequate space to circulate safely within the room <input type="checkbox"/> writable surfaces <input type="checkbox"/> display areas for student projects, visual learning aids, posters, graphics, AV <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space <input type="checkbox"/> ability to supervise all work benches <input type="checkbox"/> access to store and project store for students work <input type="checkbox"/> access to a centralised design studio 	
Operational factors to consider: <p>These workshops might have a secondary function as a home base.</p> <p>Access for All requires each workshop to include at least one adjustable work height benchtop with a set of fully accessible manual and electrical equipment.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> adequate space to circulate within the room if all students are seated at workstations 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable and easily cleanable resilient floor and surfaces <input type="checkbox"/> full height storage – joinery cupboards <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space <input type="checkbox"/> digital telephone <input type="checkbox"/> lighting controls – manual and infrared <input type="checkbox"/> occupancy sensors <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> power outlets for flexible use, wall and ceiling <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control door(s)
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to all areas of the workshop 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> direct access to a centralised design studio <input type="checkbox"/> each workshop must include at least one adjustable work height benchtop with a set of fully accessible equipment, power outlets and equipment for access bench(es) accessible from the side not back 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference from the workshops to adjacent spaces 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> fixed ICT/AV equipment <input type="checkbox"/> specialty workshop machinery (site specific) 	

WORKSHOP - STORE

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Store – material store and preparation (shared area 50m²) • Store – design and technologies (20m² per store) • Store – digital technologies (20m² per store) • Project Store – technologies (20m² per store) 	
<p>Adjacencies:</p>	<p>Design and Technology Workshops</p>
<p>Design intent:</p> <p>These spaces include storage for various types and sizes of materials, tools and student projects, as well as staff preparation spaces for handling and preparing bulk materials. It will include a combination of secure, room-based storage for educator use, as well as visible and accessible storage solutions within the workshops for tools and equipment to support learning and ensure ease of access for students.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate space to circulate safely within the room <input type="checkbox"/> durable, stain resistant, non-slip finishes <input type="checkbox"/> storage for various types and sizes of materials (including hazardous chemicals) <input type="checkbox"/> storage for various types and sizes of tools and equipment <input type="checkbox"/> storage space for student projects in development and construction <input type="checkbox"/> staff preparation areas for materials <input type="checkbox"/> easy access to health and safety equipment provided to meet Standards and Legislation <input type="checkbox"/> accessible PPE storage designed to not create new hazards or hinder emergency access 	
<p>Operational factors to consider:</p> <p>For wood technologies - ensure there is an area with sufficient space to store large quantities of materials that may need to be cut down to size.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate space to safely move around the stored materials and equipment <input type="checkbox"/> clearly identify safe work zones for fixed and stationary machinery and equipment <input type="checkbox"/> clearly identify circulation zones for fixed and stationary machinery and equipment 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> metal shelving and racking for board/sheet materials <input type="checkbox"/> non-slip epoxy coating to floor <input type="checkbox"/> preparation space used for cutting materials requires free floor space and power for equipment <input type="checkbox"/> wet area including sink and drainboard with splashback <input type="checkbox"/> hot water and TMV to 1 sink <input type="checkbox"/> trade waste <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space <input type="checkbox"/> safety requirements for staff spaces include installation of: <ul style="list-style-type: none"> • signage • storage for PPE: <ul style="list-style-type: none"> ○ pigeon holes for safety glasses, ear protection and gloves (1 per staff member) ○ 1 hook per staff member for aprons ○ welding masks (metal work staff)
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing into the workshop if the storage space is intended for staff preparation 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> site location allows for ease of access for bulk deliveries 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference from the adjacent spaces 	

	<ul style="list-style-type: none"> • emergency stop buttons and DOLs to be fitted to fixed equipment • fume and dust extraction to be hard wired to DOLs to occupational health and safety standards • Safe work Zones marked on floor around fixed equipment in accordance with occupational health and safety standards • visual alarm devices <ul style="list-style-type: none"> <input type="checkbox"/> mechanical ducted dust and fume extraction <input type="checkbox"/> digital telephone <input type="checkbox"/> unassigned power outlets for flexible use via ceiling hung outlets <input type="checkbox"/> ceiling mounted pendant power outlets (non-retractable) above workbenches for handheld equipment <input type="checkbox"/> fixed above bench and/or wall mounted power outlets for machinery <input type="checkbox"/> wireless access point - WAP <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control door(s)
--	---

Activation:

- safety requirements include:
 - fire blanket
 - fire extinguishers
 - first aid kits
- safety glasses, ear protection and gloves
- aprons
- welding masks (metal work staff)
- fixed ICT/AV equipment

STUDIO - DESIGN

Area Schedule: <ul style="list-style-type: none"> • Studio – design (15m² per workshop space) 	
Adjacencies:	Design and Technology Workshops, Digital Technology Workshops
Design intent: <p>The centralised design studio provides spaces for explicit teaching, design, reflection, collaboration, portfolio development, display and presentations and includes access to computer aided design (CAD) providing learner opportunities to conceptualise digital solutions from inception, through 2D and 3D software programs, to production.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> workstations with access to computers with specialised programs (CAD) <input type="checkbox"/> spaces that allow for collaboration and project planning <input type="checkbox"/> areas for explicit teaching in small, medium and large groups <input type="checkbox"/> equipped with AV display, large drawing and design benches <input type="checkbox"/> adequate space to circulate safely within the room <input type="checkbox"/> writable surfaces <input type="checkbox"/> display areas for visual learning aids, posters, graphics, AV <input type="checkbox"/> it has the potential to have a dual function as a gallery displaying student works 	
Operational factors to consider: <p>The centralised design studio may be occupied by students from different learning groups, and some zoning of the space will aid teacher supervision.</p> <p>For each workshop an allocation of 15m² towards the creation of this space is provided.</p> <p>This studio might have a secondary function as a home base.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> adequate space to circulate within the room if all students are seated at workstations 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> impervious, durable and easily cleanable floor and surfaces <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space <input type="checkbox"/> workspaces/benches (variety of standing benches, large and small work area benches) with infrastructure to support computer based design work and hand drawing based design activities <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> access control <input type="checkbox"/> see also learning settings
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to all areas of the studio from adjacent workshops 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> direct access to workshop(s) <input type="checkbox"/> studio must include at least one accessible or adjustable work height benchtop with a set of fully accessible equipment, power outlets and equipment for access bench(es) accessible from the side not back 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference from the workshops 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> distributed AV displays for individual and collaborative work <input type="checkbox"/> computers running CAD software 	

ART STUDIO (2D AND 3D) - VISUAL

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Area per studio 100m² <ul style="list-style-type: none"> ◦ Studio – Ceramics, 3D ◦ Studio(s) - Art, 2D • Display / gallery • Art and Media – store (12m² per store) + base allocation for dark room (12m²) and clay, glazing, kiln (14m²) • Project store – Art (20m² per store) • Integrated external learning space(s) (50m² per studio) 	
<p>Adjacencies:</p>	<p>staff workspace, staff and student amenities, integrated external learning space and store, student lockers</p>
<p>Design intent:</p> <p>These spaces support learning in, through, and about visual arts practices by developing practical skills, techniques and processes. Learners use a diverse range of 2D and 3D equipment and materials to create, explore and respond to their own artworks and those of others.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> creative and dynamic studio aesthetic <input type="checkbox"/> studio space for up to 28 students with standing or seated work benches enabling flexible configurations <input type="checkbox"/> access for all - accessible or height adjustable bench/sink <input type="checkbox"/> impervious, durable and easily cleanable surfaces <input type="checkbox"/> adequate space to circulate safely within the room <input type="checkbox"/> accessible PPE storage designed to not create new hazards or hinder emergency access <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space <input type="checkbox"/> mix of open and secure storage for different types and sizes of materials and equipment <input type="checkbox"/> writable surfaces <input type="checkbox"/> display areas for 2D and 3D art pieces, student projects, visual learning aids, posters, graphics, AV <input type="checkbox"/> demonstration facilities <input type="checkbox"/> work areas that are appropriate for specific equipment — pottery wheel, kiln, spray booth <input type="checkbox"/> connected to an integrated external learning space 	
<p>Operational factors to consider:</p> <p>Storage will include a combination of secure, room-based storage for educator use, as well as visible and accessible storage solutions with the studio for tools and equipment to support learning and ensure ease of access for students.</p> <p>Access for All requires each studio to include at least one adjustable work height benchtop and height adjustable sink with space under.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> layout of benches to include ample space for movement of large works and materials to and from the bench without disturbing others and without impeding general circulation 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable and easily cleanable floor and surfaces <input type="checkbox"/> mixture of standing and seated benches <input type="checkbox"/> stain and water resistant, non-slip flooring with covered skirting <input type="checkbox"/> mechanical fume extraction to kiln and spray booth <input type="checkbox"/> 3-6 taps across 1-2 troughs (including accessible access to 1) to avoid congestion <input type="checkbox"/> hot water and TMV to 1 sink
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight to all areas of the studio <input type="checkbox"/> line of sight viewing to integrated external learning space <input type="checkbox"/> abundant natural light <input type="checkbox"/> enable line of sight view to outside landscape 	

ART STUDIO (2D AND 3D) - VISUAL

VISUAL ARTS AND MEDIA ARTS

<p>features</p> <p><input type="checkbox"/> all resources available to use are visible</p>	<p><input type="checkbox"/> trade waste system</p> <p><input type="checkbox"/> provide large, flexible bench/work areas of varying height (including 1x accessible space)</p> <p><input type="checkbox"/> safety signage</p> <p><input type="checkbox"/> storage for PPE:</p> <ul style="list-style-type: none"> • hooks for aprons (28, 4 to a hook) • gloves/ glasses • face masks for spray booth <p><input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space</p> <p><input type="checkbox"/> display areas for completed projects and works in progress</p> <p><input type="checkbox"/> wireless access points - WAP</p> <p><input type="checkbox"/> hearing augmentation</p> <p><input type="checkbox"/> digital telephone</p> <p><input type="checkbox"/> data outlets for ICT/AV provisions</p> <p><input type="checkbox"/> power outlets for all equipment</p> <p><input type="checkbox"/> unassigned power outlets for flexible use</p> <p><input type="checkbox"/> lighting controls – electronic timer switches</p> <p><input type="checkbox"/> isolation switch to room and emergency shut-down on equipment</p> <p><input type="checkbox"/> infrared occupancy sensors</p> <p><input type="checkbox"/> access control</p>
<p>Access:</p> <p><input type="checkbox"/> seamless access to an integrated external learning space</p> <p><input type="checkbox"/> each studio must include at least one adjustable work height bench and accessible sink</p> <p><input type="checkbox"/> adjacent vehicle access for deliveries</p> <p><input type="checkbox"/> ease of access to student amenities</p>	
<p>Acoustics:</p> <p><input type="checkbox"/> minimise acoustic interference from the studio to adjacent spaces</p>	
<p>Activation:</p> <p><input type="checkbox"/> stools appropriate for bench heights</p> <p><input type="checkbox"/> fixed ICT/AV equipment</p> <p><input type="checkbox"/> aprons</p> <p><input type="checkbox"/> gloves/ glasses</p> <p><input type="checkbox"/> face masks</p>	

ART STUDIO (2D AND 3D) - VISUAL

<p>Art and media store / project store</p>
<p>Fit-out:</p> <p><input type="checkbox"/> secure storage for expensive equipment</p> <p><input type="checkbox"/> storage cupboards for different types and sizes of materials/paper including A2 hanging file</p> <p><input type="checkbox"/> mixed storage for works in progress</p>

VISUAL ARTS AND MEDIA ARTS

ART STUDIO (2D AND 3D) – MEDIA

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Area per studio 100m² <ul style="list-style-type: none"> ◦ Studio - Digital/Interactive Art ◦ Studio – Multimedia • Display / gallery • Art and Media – store (12m² per store) + base allocation for dark room (12m²) and clay, glazing, kiln (14m²) • Project store – Art (20m² per store) • Integrated external learning space(s) (50m² per studio) 	
<p>Adjacencies:</p>	<p>staff workspace, staff and student amenities, integrated external learning space and store, student lockers</p>
<p>Design intent:</p> <p>These spaces support learners to engage with technologies and cross-disciplinary art forms to design, produce, distribute, and interact with a range of print, audio, screen-based or hybrid artworks. It focuses on visual effects, motion graphics, interactive and mobile media design, sound design, digital media theory, composition and editing.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> studio space for up to 28 students with tables and chairs – height adjustable with wheels <input type="checkbox"/> working space needs to allow for flexibility and collaboration <input type="checkbox"/> floating fixed joinery work bench with upstand for mounting of power and data outlets <input type="checkbox"/> plain wall(s) for filming purposes and retractable green screen <input type="checkbox"/> writable surfaces <input type="checkbox"/> Media Tank to be used for specialist media studies focusing on filming and/or augmented reality and virtual reality technologies <ul style="list-style-type: none"> • ‘block-out’ capabilities through block-out roller blinds or retractable block-out curtain • higher level of acoustic treatment • double glazed partition suite and doors • collaborating workbench <input type="checkbox"/> connected to an integrated external learning space <input type="checkbox"/> storage for different types and sizes of materials and equipment 	
<p>Operational factors to consider:</p> <p>Access for All requires each studio to include at least one adjustable work height benchtop.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> layout to allow adequate circulation without disturbing others working 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable and easily cleanable floor and surfaces <input type="checkbox"/> space for 15 computers with power (can be wall and/or ceiling hung) <input type="checkbox"/> display boards/whiteboards/writeable surfaces appropriate to the function of each space <input type="checkbox"/> lockable storage for valuable media equipment such as portable camera equipment: <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight to all areas of the studio <input type="checkbox"/> line of sight viewing to integrated external learning space <input type="checkbox"/> controllable natural light <input type="checkbox"/> enable line of sight view to outside landscape features <input type="checkbox"/> all resources available to use are visible 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access to an integrated external learning space 	

<input type="checkbox"/> each studio must include at least one adjustable work height bench	<input type="checkbox"/> unassigned power outlets for flexible use
Acoustics: <input type="checkbox"/> minimise acoustic interference from adjacent spaces <input type="checkbox"/> minimise reverberation	<input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control
Activation: <input type="checkbox"/> fixed ICT/AV equipment <input type="checkbox"/> table and chairs – height adjustable with wheels	

Art and media store / project store
Fit-out: <input type="checkbox"/> secure storage for expensive equipment <input type="checkbox"/> joinery for hanging, shelf and cupboard storage

Health, Fitness and Performing Arts

The **Health, Fitness and Performing Art** functional zone provides spaces for students to develop the knowledge, skills and behaviours required to independently manage their physical, mental, social and emotional wellbeing. These spaces emphasise the importance of a healthy lifestyle and regular physical activity for both individuals and groups.

These zones are often in demand from the community and offer opportunities for 'shared use' where community can access these facilities outside of school hours, including evenings, weekends and school holidays. Locating these facilities near the school entrance and car park, with direct access that does not require entry through the main school buildings, will support and encourage broader community use.

Health and Fitness

Multi-purpose activity space

Multi-purpose - store

Gymnasium

Basketball

Basketball – community use

Netball

Netball – community use

Store – sports equipment

Store - chairs

Kitchenette with servery

Store - community

Fitness and sport science – laboratory (Secondary Schools only)

Fitness and sport science – learning and teaching (Secondary Schools only)

Figure 17 – Primary School - Health and Fitness – functional sub-zone relationship diagram

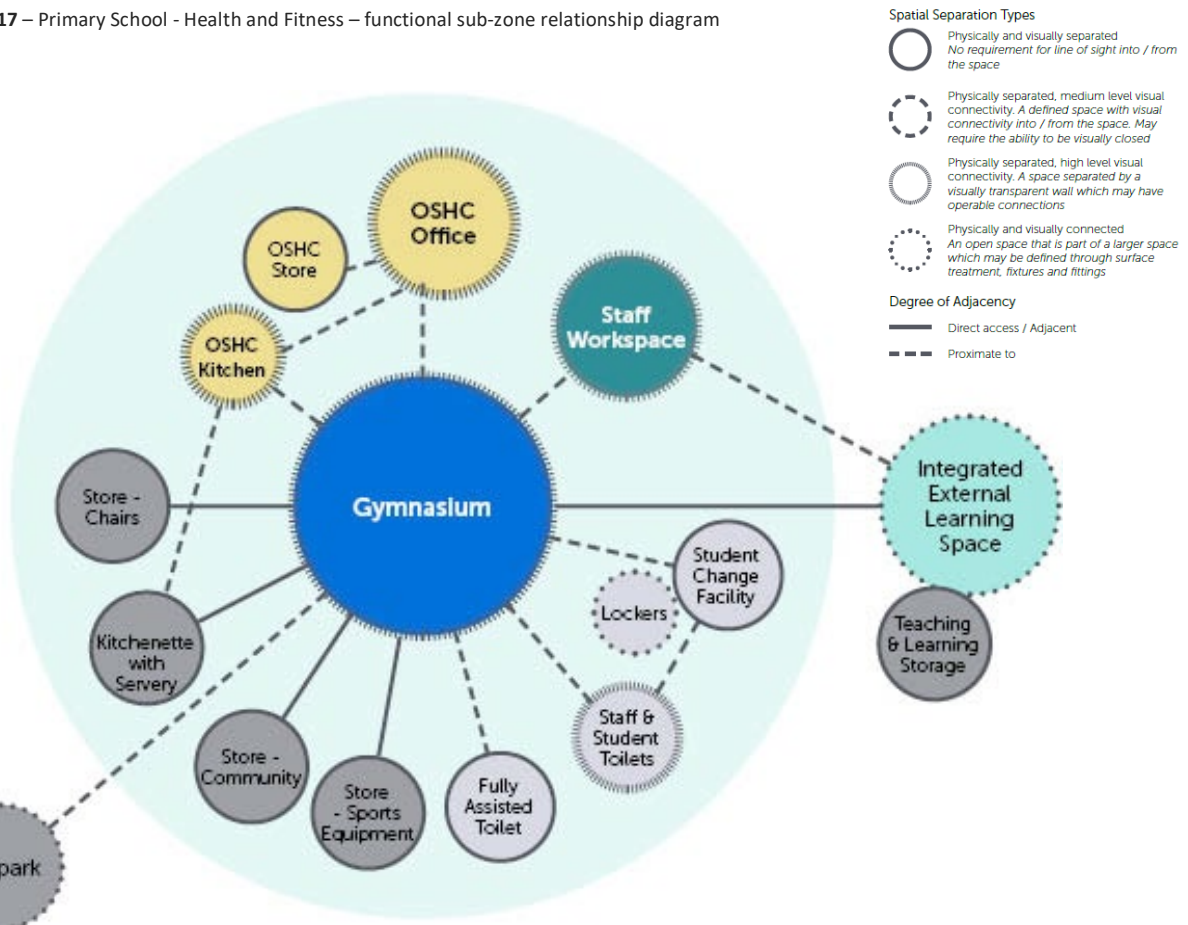
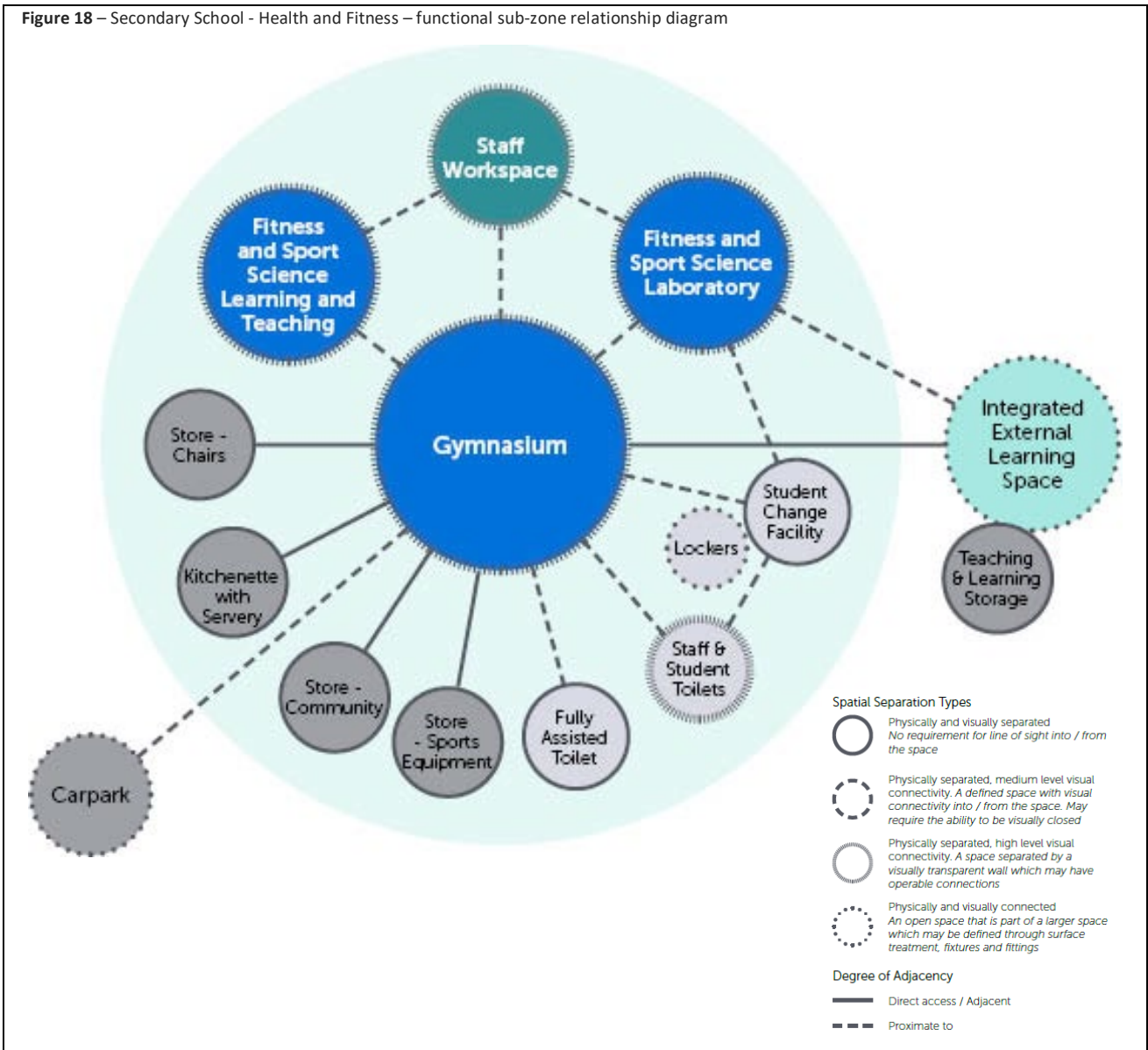
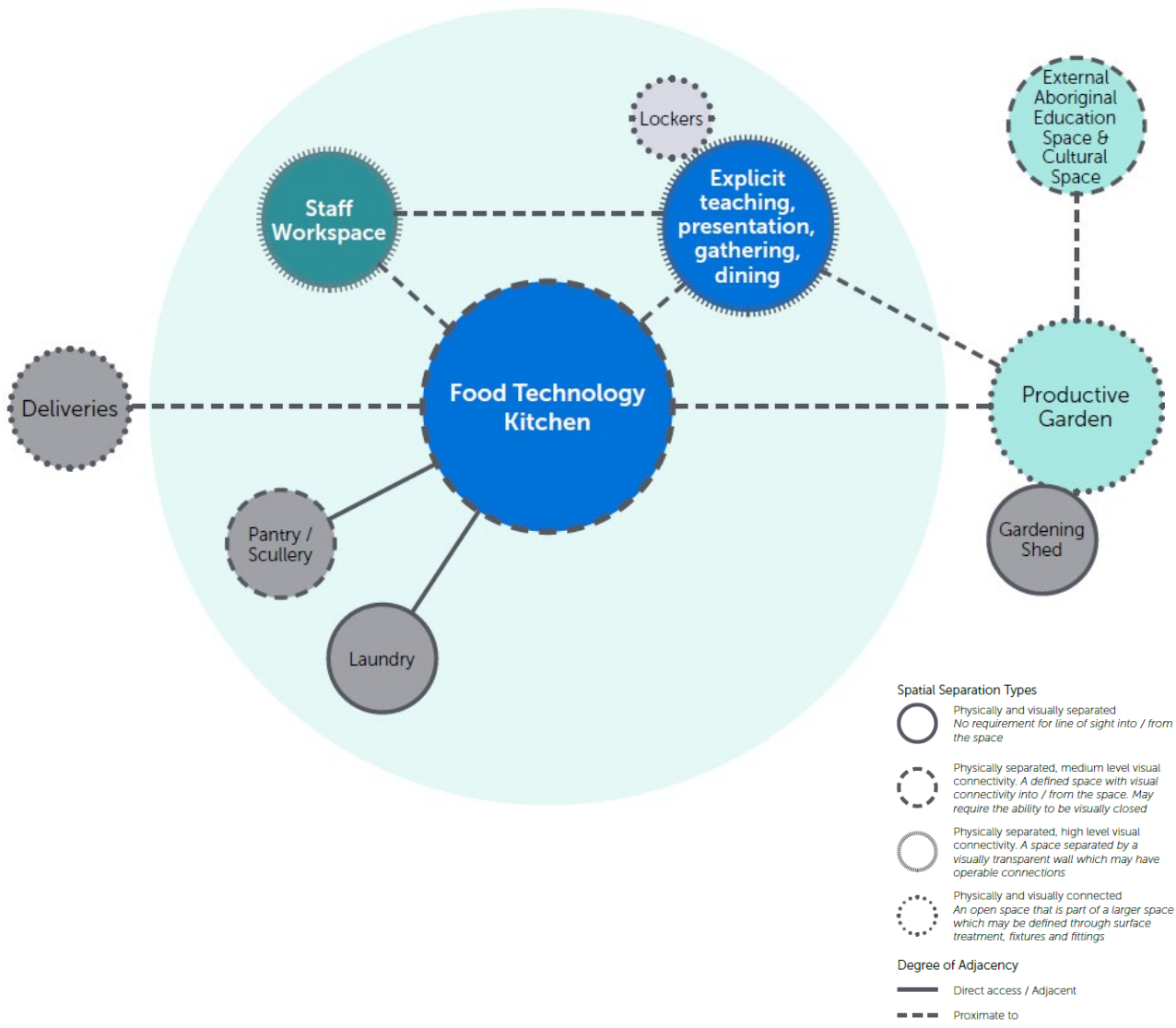


Figure 18 – Secondary School - Health and Fitness – functional sub-zone relationship diagram



Food Technology
Food Technology – Kitchen (Secondary Schools only)
Pantry/Scullery (Secondary Schools only)
Laundry (Secondary Schools only)
Explicit teaching/presentation/gathering/ dining – Food Tech. (Secondary Schools only)
Productive garden
Gardening shed

Figure 19 – Food Technology – functional sub-zone relationship diagram



Performing Arts
Studio – Drama/Dance (Secondary Schools only)
Store – Drama/Dance (Secondary Schools only)
Explicit teaching/presentation/gathering – Drama/Dance (Secondary Schools only)
Studio - Music
Store - Music
Music practice rooms

Figure 20 – Primary School - Performing Arts (music only, drama and dance is supported by the Acoustically Isolated Studio within the Teaching and Learning space – functional sub-zone relationship diagram

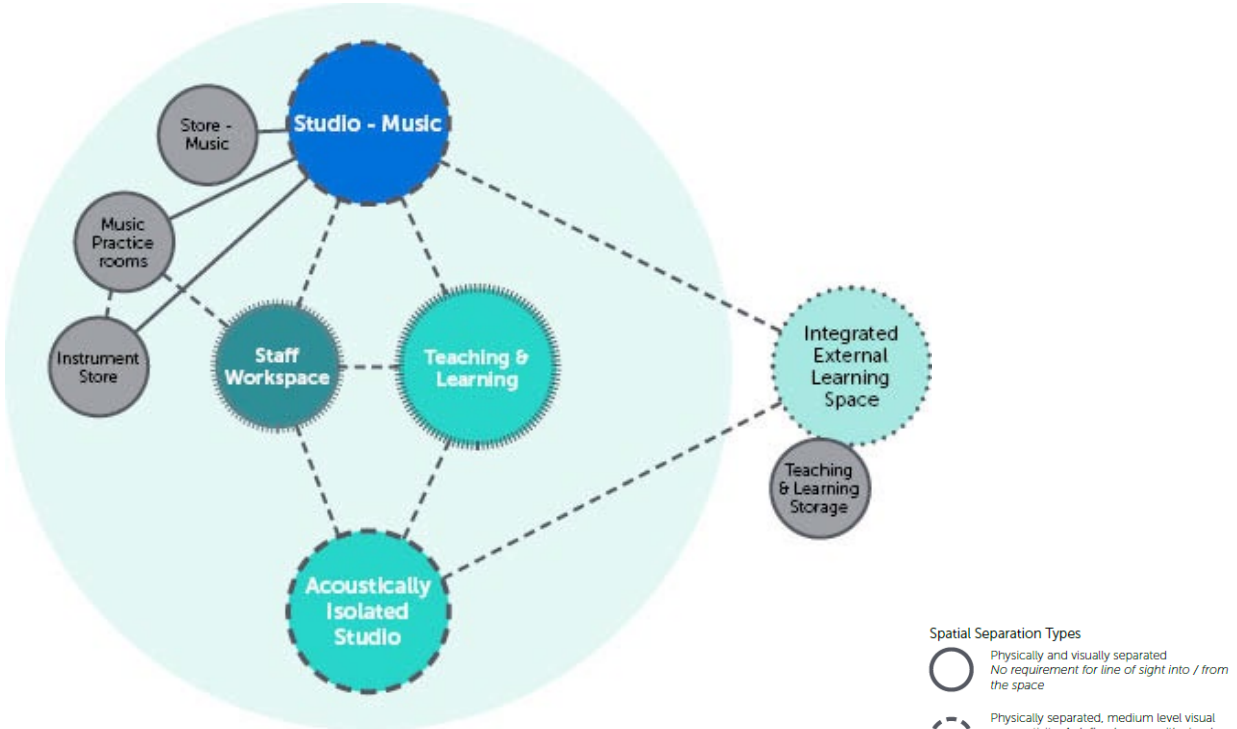
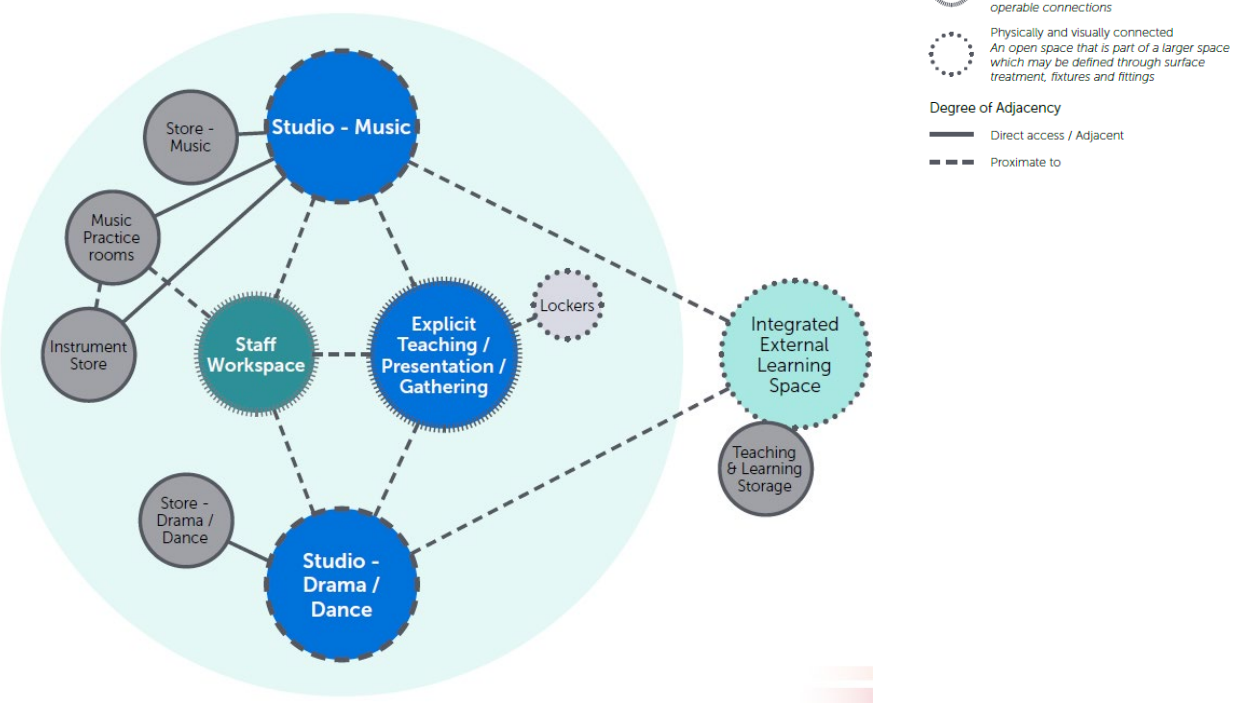


Figure 21 – Secondary School - Performing Arts – functional sub-zone relationship diagram



MULTI-PURPOSE ACTIVITY SPACE

Area Schedule: <ul style="list-style-type: none"> Multi-purpose store (10%) Store – chairs Kitchen with servery (8m²) 	
Adjacencies:	school centre – heart, staff workspace, fitness and sport science – laboratory, external hardcourts, external sports fields, staff and student amenities, out of school hours care
Design intent: <p>The multi-purpose activity space is a central school community building for students and should have direct access to the school centre or heart of the school.</p> <p>In addition to providing an area for indoor physical education, it will also be used for court sports, gymnastics, dance and drama, functions requiring a large assembly area, out of school hours care and possible community use. Access should be direct from the school entry and car park to avoid travelling through the school centre for convenient community and out of school hours use.</p> <p>Provision of tidy, easily accessible storage for the school’s indoor sports equipment, outdoor sports equipment, and other items that are used in the multi-purpose activity space.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> flexible to suit a variety of functions <input type="checkbox"/> suitable for use as a seated audience area for assemblies and presentations <input type="checkbox"/> provision for stage area suitable for assemblies, performances and presentations (fixed, portable or retractable) <input type="checkbox"/> overlaid marked courts for team sports suited to the area allocated <input type="checkbox"/> ensure there are no ledges or narrow points where sports balls can be trapped <input type="checkbox"/> kitchen facility for food and meal preparation/catering <input type="checkbox"/> storage sports equipment with safe shelving and storage areas from which students can access equipment independently with supervision <input type="checkbox"/> storage room for chairs stacked 8 high <input type="checkbox"/> space to store student belongings / bag storage <input type="checkbox"/> connected to an integrated external learning space <input type="checkbox"/> all fittings including lights, emergency exit lights, loudspeakers, security sensors, wireless antennae, light switches, power points, etc must be robust and protected from impact damage <input type="checkbox"/> ventilation and temperature control takes into account the nature of activities in this space <input type="checkbox"/> impact to players and spectators from glare throughout the day is taken into account with window placement <input type="checkbox"/> ability to lockdown facility separate to site wide lockdown. 	
Operational factors to consider: <p>Exit door widths must comply with higher-density assembly use.</p> <p>Some storage for equipment may be provided in a shed readily accessible from the ovals, playing fields and hard courts to avoid the need to travel long distances to access equipment. Storage spaces must be accessible from both inside and outside, with flooring at the same level as the adjoining space to ensure smooth movement of wheeled items.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> dimensions and ceiling height to accommodate intended games and sports 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> stage provision (fixed, portable or retractable) <input type="checkbox"/> impervious, durable resilient floor and surface finishes <input type="checkbox"/> impact resistant walls and protection for fixed equipment
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural lighting <input type="checkbox"/> avoid direct sunlight onto the court area 	

<ul style="list-style-type: none"> <input type="checkbox"/> avoid external windows that create localised high glare behind goals and backboards <input type="checkbox"/> ability to darken the space <input type="checkbox"/> dimmable lighting <input type="checkbox"/> line of sight viewing to the stage from all seated positions <input type="checkbox"/> visibility of internal activity from external and/or adjacent spaces <input type="checkbox"/> clear vision of stored items 	<ul style="list-style-type: none"> <input type="checkbox"/> impact padding <input type="checkbox"/> sports floor <input type="checkbox"/> dancer-approved resilient floor covering (for schools not provided studio – drama/dance) <input type="checkbox"/> permanent court line markings in different colours to delineate the accommodated sports courts (run off space is required to all sides of the court) <input type="checkbox"/> operable basketball baskets and backboards (at each end of each court), that can be simply moved away (motor drive) when the sports court area is used for other functions
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all including to any stage area <input type="checkbox"/> convenient access to toilets <input type="checkbox"/> storage spaces accessible from both inside and outside, with flooring at the same level as the adjoining space to ensure smooth movement of wheeled items <input type="checkbox"/> direct access to integrated external learning space <input type="checkbox"/> ease of access to sport fields and hardcourts <input type="checkbox"/> adjacent vehicle access for deliveries <input type="checkbox"/> any toilets are accessible both internally and externally 	<ul style="list-style-type: none"> <input type="checkbox"/> floor or wall sockets/fittings for goal posts/nets for other sports <input type="checkbox"/> drinking fountain / water bottle refilling station <input type="checkbox"/> secure kitchen facility with server <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> prevention of sound intrusion to and from adjacent spaces <input type="checkbox"/> control of reverberation from noise generated by activities in this space that may cause nuisance to neighbours 	<ul style="list-style-type: none"> <input type="checkbox"/> lighting controls – electronic timer switches (switches located in foyer rather than court space) <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control (store/kitchen)
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> stackable chairs <input type="checkbox"/> storage for chairs and sports equipment <input type="checkbox"/> fixed/portable ICT/AV equipment 	

GYMNASIUM

Area Schedule:

- Store – sports equipment (48m² per gymnasium)
- Store – chairs (incremental dependent on enrolment)
- Kitchen with servery (8m²)
- Store – community (48m² per store)

Adjacencies:

school centre – heart, staff and student amenities, changerooms, staff workspace, fitness and sport science – laboratory, external hardcourts, external sportsfields

Design intent:

The Gymnasium is a central school community building for students and should have direct access to the school centre or heart of the school.

Access should be direct from the school entry and car park to avoid travelling through the school centre allowing convenient community and out of school hours use.

In addition to providing an area for indoor physical education, the Gymnasium will also be used for court sports, gymnastics, dance and drama, functions requiring a large assembly area, out of school hours care and provisions for community use.

Provision of tidy, easily accessible storage for the school's indoor sports equipment, outdoor sports equipment, and storage for items that are used in the gymnasium by the school with separate storage for the community.

Functional requirements:

- sports hall sufficient to accommodate school competition standard basketball court, with standard run-off spaces and additional space for court-side spectators (overlaid with netball and volleyball courts)
- flexible to suit a variety of functions
- suitable for use as a seated audience area for assemblies and presentations
- stage area suitable for assemblies, performances and presentations (fixed, portable or retractable)
- overlaid marked courts for team games suited to the area allocated
- ensure there are no ledges or narrow points where sports balls can be trapped
- secure [kitchen](#) facility for food and meal preparation/catering
- storage sports equipment with safe shelving and storage areas from which students can access equipment independently with supervision
- storage room for chairs stacked 8 high
- separate secure areas to facilitate community shared use
- direct access to [toilets and change facilities](#) both internally and externally
- connected to an [integrated external learning space](#)
- all fittings including lights, emergency exit lights, loudspeakers, security sensors, wireless antennae, light switches, power points, etc must be robust and protected from impact damage
- ventilation and temperature control takes into account the nature of activities in this space
- impact to players and spectators from glare throughout the day is taken into account with window placement
- ability to lockdown facility separate to site wide lockdown.

Operational factors to consider:

Exit door widths must comply with higher-density assembly use.

Some of the storage allocation may be provided in a shed readily accessible from the ovals, playing fields and hard courts to avoid the need to travel long distances to access equipment. Storage spaces must be accessible from both inside and outside, with flooring at the same level as the adjoining space to ensure smooth movement of wheeled items.

Negotiated functions and spaces (via third-party funding) should be undertaken prior to design and construction.

Performance criteria:	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan dimensions and height for sports activities to competition standard is to be provided to accommodate intended games and sports <input type="checkbox"/> run-off space is required to all sides of the court <input type="checkbox"/> preferably, stage is located on the narrower wall to provide best audience view lines from every position in the gymnasium 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> stage (fixed, portable or retractable) <input type="checkbox"/> impervious, durable resilient floor and surface finishes <input type="checkbox"/> impact resistant walls and protection for fixed equipment <input type="checkbox"/> impact padding <input type="checkbox"/> sports floor <input type="checkbox"/> permanent court line markings in different colours to delineate the accommodated sports courts (run off space is required to all sides of the court) <input type="checkbox"/> operable basketball baskets and backboards (at each end of each court), that can be simply moved away (motor drive) when the sports court area is used for other functions <input type="checkbox"/> operable net to divide the gym in half <input type="checkbox"/> floor or wall sockets/fittings for goal posts/nets for other sports <input type="checkbox"/> drinking fountain / water bottle refilling station <input type="checkbox"/> secure kitchen facility with servery <input type="checkbox"/> tiered spectator seating (fixed/retractable) when community funding provided <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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 (switches located in foyer rather than court space) <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control (store/kitchen)
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural lighting <input type="checkbox"/> avoid direct sunlight onto the court area <input type="checkbox"/> avoid external windows that create localised high glare behind goals and backboards <input type="checkbox"/> ability to darken the space <input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight viewing to the stage from all seated positions <input type="checkbox"/> visibility of internal activity from external and/or adjacent spaces <input type="checkbox"/> clear vision of stored items 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all including to any stage area <input type="checkbox"/> convenient access to toilets/changerooms (including all-gender) from internal and external entrances <input type="checkbox"/> store location allows convenient access for deliveries <input type="checkbox"/> storage spaces accessible from both inside and outside, with flooring at the same level as the adjoining space to ensure smooth movement of wheeled items <input type="checkbox"/> direct access to integrated external learning space <input type="checkbox"/> ease of access to sport fields and hardcourts 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> prevention of sound intrusion to and from adjacent spaces <input type="checkbox"/> control of reverberation from noise generated by activities in this space that may cause nuisance to neighbours 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fixed and mobile ICT/AV equipment such as: <ul style="list-style-type: none"> • audio system (PA) (impact protected) to suit room, with audio mixer and ability to accept multiple input sources including microphones • wall mounted speakers • Robotic PTZ cameras for VC and event capture (recording and to screen) including topographical to record events and students technique and human movement • Camera Controller/mixer for AV capture for recording, streaming and managing videos <input type="checkbox"/> electronic scoreboard <input type="checkbox"/> portable lectern with touch-screen AV control panel, confidence monitor, device connectivity, reading light 	

Store – sports equipment**Fit-out:**

- durable floor – resilient to scraping
- open floor space for storage of large items such as:
 - stacked gym mats
 - large pieces of sporting equipment
 - adjustable shelving
 - oval line marking machine
 - outdoor soccer goals
- wall mounted storage
- lockable storage for items requiring supervised use
- horizontal racking for netball, volleyball and badminton posts/nets
- vertical dividers for other nets, poles
- fitted joinery, bins, racks, pigeon hole style and adjustable shelving for sporting equipment and physical education resources including:
 - balls, footballs, basketballs, tennis rackets, ball pumps, cricket equipment

Store – chairs**Fit-out:**

- durable floor – resilient to scraping
- open floor space for storage of stackable chairs

Store –community**Fit-out:**

- durable floor – resilient to scraping
- open floor space for storage of large items such as:
 - stackable chairs
 - stacked gym mats
 - large pieces of sporting equipment
 - adjustable shelving

FITNESS AND SPORT SCIENCE - LABORATORY

Area Schedule: <ul style="list-style-type: none"> • Fitness and sport science – laboratory (minimum viable area 30m² – based on 4.5m² per student) • Fitness and sport science – learning and teaching (area allocation based on 2.75m² per student) 	
Adjacencies:	Multi-purpose activity space/gymnasium, staff and student amenities, changerooms, gymnasium – storage, staff workspace, external hardcourts, external sportsfields
Design intent: <p>The Fitness and Sport Science - Laboratory serves as a learning area for basic exercise and as a testing facility that forms part of the physical education curriculum examining the body's responses to exercise and use of data analysis to propose and justify activities to improve levels of fitness and participation.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> for use by up to 15 students at a time <input type="checkbox"/> provision of space for multiple items of fitness equipment that may include: <ul style="list-style-type: none"> • treadmills, rowing machines, bikes • bench press weights • cable and rack fixed weights machines • weights racks for storage of hex dumbbells, weight plates, barbell weights, kettle bells etc <input type="checkbox"/> close proximity to drinking fountain with water bottle refill tap <input type="checkbox"/> general level of finish in this area is to be robust, and suitable for physical activity <input type="checkbox"/> ventilation and temperature control takes into account the nature of activities in this space <input type="checkbox"/> connected to an integrated external learning space 	
Operational factors to consider: <p>Some items of fitness training equipment may be suited to support students with additional physical needs. This space must be designed to support inclusion of and use by all students.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> critical plan dimensions and height for fitness activities and safe use of equipment for multiple concurrent users <input type="checkbox"/> clear floor area must be provided for lifting barbells <input type="checkbox"/> convenient path to transport deliveries 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> personal items storage space for 15 students <input type="checkbox"/> thick rubber flooring suitable for weights and vigorous movement <input type="checkbox"/> high impact wall protection to solid partition walls <input type="checkbox"/> laminated safety glass <input type="checkbox"/> display boards/whiteboards/writeable surfaces <input type="checkbox"/> storage shelving for various equipment <input type="checkbox"/> storage hooks for skipping ropes <input type="checkbox"/> lockable doors and shutters <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> access control
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> line of sight from multi-purpose activity space / gymnasium and adjacent areas for supervision <input type="checkbox"/> appropriate treatments for external windows with even distribution of diffused natural light 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> must be designed to support inclusion by all students <input type="checkbox"/> convenient access to toilets/changerooms <input type="checkbox"/> direct access to integrated external learning space <input type="checkbox"/> ease of access to gymnasium 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> minimise acoustic interference to adjacent areas 	

Activation:

- provisions for fixed and mobile ICT/AV equipment such as:
 - AV equipment to record physical movement of students for analysis and playback
 - audio system (PA) to support presentations
- a variety of fitness equipment (site specific)
- lockers/pigeon holes if not provided in built joinery

Fitness and sport science – learning and teaching**Functional Requirements:**

- gathering space around AV screen
- flexible furniture to suit different configurations – group work
- see also [learning settings](#)

FOOD TECHNOLOGY – KITCHEN AND PRODUCTIVE GARDEN

Area Schedule: <ul style="list-style-type: none"> • Area per activity space 100m² • Pantry/Scullery (20m² per space) • Laundry (3m² per space) • Explicit teaching / presentation / gathering / dining – Food Technology (40m² per space) • Productive Garden (20m² per space) • Gardening Shed (6m² per shed) 	
Adjacencies:	staff workspace, staff and student amenities, student lockers, community and cultural external spaces
Design intent: <p>Food Technology incorporates teaching and learning related to the food we eat. They should be safe, functional and inspiring spaces that allow learners to develop practical skills and knowledge related to food production and preparation, nutrition and kitchen safety. The indoor and outdoor spaces need to support hands-on-learning, encourage creativity, and promote an understanding of healthy eating and sustainable food practices, through the design, preparation, appraisal and sharing of a range of foods.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable and easily cleanable surfaces <input type="checkbox"/> identical workstations to accommodate 24 students including fixed island bench with space for meal preparation, housing kitchen sink and under bench cupboard with open shelving unit for microwave, and closed storage for pots, pans, mixing and salad bowls, pie dishes, baking trays and cooking utensils <input type="checkbox"/> a demonstration station identically equipped and positioned to give students a clear line of sight to demonstration <input type="checkbox"/> extensive display areas for visual learning aids, posters, graphics, AV <input type="checkbox"/> space to store different types of ingredients - fresh and packaged foods, bulk dry goods <input type="checkbox"/> space for staff preparation of ingredients <input type="checkbox"/> space to store prepared sets of ingredients for classes <input type="checkbox"/> access to laundry facilities <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space <input type="checkbox"/> tables and chairs that can be configured into different settings for explicit teaching and dining <input type="checkbox"/> connected to an integrated external learning space combining alfresco dining and learning, outdoor cooking facilities and productive 'kitchen' garden elements 	
Operational factors to consider: <p>Access for All requires each workshop to include at least one adjustable work height benchtop with a set of fully accessible manual and electrical equipment including stove, sink.</p> <p>Provide space to store delivered items (such as dry or cold food) in their boxes and packaging until they can be unpacked and processed.</p> <p>The pantry/scullery and laundry may be combined in a staff only area, provided storage for each is kept separate.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> 1 station per 2 students - stations can be co-located back-to-back to save floor space and promote collaboration between groups <input type="checkbox"/> require generous circulation between stations 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> resilient non-slip flooring with coved skirting <input type="checkbox"/> impervious, durable and easily cleanable surfaces <input type="checkbox"/> joinery throughout the spaces to accommodate internal bins for multiple waste streams <input type="checkbox"/> lockable storage for appliances <input type="checkbox"/> separate hand washing station with multiple taps
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> maximise line of sight for supervision to all areas 	

<input type="checkbox"/> clear visibility of demonstration station by all students <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> well-lit benches	<input type="checkbox"/> each station to include: <ul style="list-style-type: none"> • 1x microwave • 1x cooktop • 1x under bench oven • bench space for meal preparation • closed storage for, crockery, cutlery, pots, pans, mixing and salad bowls, pie dishes, baking trays (consider more drawers than cupboards for ease of access) • kitchen double bowl sinks and drainers (hot water and TMV) • exhaust above cooktops (rangehoods) <input type="checkbox"/> central lockable storage for knives <input type="checkbox"/> display boards/whiteboards/writeable surfaces <input type="checkbox"/> safety signage <input type="checkbox"/> operable windows with insect screens <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> emergency isolation switches to switched socket outlets (whole of room) <input type="checkbox"/> individual isolation switches for each oven and hot plate shut-off buttons) <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control <input type="checkbox"/> security fence around the garden with easy access for students, community and for maintenance purposes
<p>Access:</p> <input type="checkbox"/> wheelchair accessibility to at least one station and double sink <input type="checkbox"/> level entry to facilitate trolley access <input type="checkbox"/> direct access to integrated external learning space (kitchen garden)	
<p>Acoustics:</p> <input type="checkbox"/> acoustic containment of noise coming from the area to adjacent work areas <input type="checkbox"/> consider the acoustic implications of machine noise and multiple activities occurring simultaneously	
<p>Activation:</p> <input type="checkbox"/> fixed ICT/AV equipment such as: <ul style="list-style-type: none"> • audio system (PA) to support presentations • overhead cameras to record the demonstration bench and AV screen in an appropriate position so that the teacher does not block the views for student <input type="checkbox"/> moveable tables and stackable chairs <input type="checkbox"/> first aid cabinet <input type="checkbox"/> refrigerated storage <input type="checkbox"/> microwaves, cooktops, ovens <input type="checkbox"/> chopping boards, crockery, cutlery, pots, pans, mixing and salad bowls, pie dishes, baking trays etc	
<p>Pantry/scullery</p>	
<p>Fit-out:</p> <input type="checkbox"/> lockable storage for knives	

- storage for different types of ingredients (fresh and packaged foods) including bulk ingredient bins
- work bench for staff preparation of ingredients
- storage for prepared sets of ingredients for classes
- provisions for dishwasher(s), glass door fridge(s), upright freezer(s)
- hand washing basin

Laundry**Fit-out:**

- provisions for washer, dryer
- storage for cleaning equipment (mop/bucket, brooms, cleaning chemicals)

STUDIO – DRAMA / DANCE

Area Schedule: <ul style="list-style-type: none"> • Area per activity space 100m² • Drama/Dance Store – 20m² per store • Explicit teaching/presenting/gathering – based on 3m² per student 	
For Primary School refer to separate brief Acoustically isolated studio – drama / dance / languages	
Adjacencies:	studio – music, staff workspace, staff and student amenities, integrated external learning space and store, student lockers
Design intent: <p>A curriculum delivery and practice area to support dance and drama activities, including choreographing, rehearsing, performing, exploring and responding using bodies, voices, improvised equipment and digital technologies. Learners engage with drama and dance from a diverse range of styles, traditions and contexts, exploring each as makers, performers and audience members.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> studio spaces for drama and dance to support a range of learning and teaching activities (see learning settings) including: <ul style="list-style-type: none"> • direct, explicit teaching, demonstration and presentation • structured and free-form interaction and collaboration • creative activities • rehearsal and performance <input type="checkbox"/> dancer-approved resilient floor covering with barre and mirrored wall <input type="checkbox"/> functional floor space with an acoustically treated operable wall <input type="checkbox"/> sound / lighting / AV control <input type="checkbox"/> ventilation and temperature control takes into account the nature of activities in this space <input type="checkbox"/> connected to an integrated external learning space providing settings for individual, small group and medium sized groups up to 60 including stage areas/amphitheatres for performances 	
Operational factors to consider: <p>The space will be regularly rearranged to accommodate a variety of functions, appropriate storage solutions must be provided to support adaptability with flooring at the same level as the adjoining space to ensure smooth movement of wheeled items.</p> <p>A range of outdoor performance spaces are included in the functional requirements for external learning settings and should be considered as integral components of the performing arts spaces.</p> <p>Theatre facilities can be created for larger schools that are provided multiple studio entitlements by combining these spaces with operable openings and retractable seating – when this occurs they must still be able to operate as individual timetabled spaces. See headings below; theatre, bio box – control room, theatre back of house, theatre storage, theater change – make up rooms.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> facilitate ease of movement with props and equipment <input type="checkbox"/> ensure readily changeable layout to accommodate different sized groups of up to 30 students 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> operable wall to divide room <input type="checkbox"/> sprung floor for dance <input type="checkbox"/> mirror full height and length of one wall with consideration to operable wall <input type="checkbox"/> barre (dance rail) on mirrored wall <input type="checkbox"/> display boards/whiteboards/writeable surfaces <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> line of sight passive supervision throughout the studio <input type="checkbox"/> ability to control lighting (dimnable) <input type="checkbox"/> able to be darkened 	

<input type="checkbox"/> curtain to mirror wall	<input type="checkbox"/> data outlets for ICT/AV provisions
Access:	<input type="checkbox"/> power outlets for all equipment
<input type="checkbox"/> access for all including to any stage area	<input type="checkbox"/> unassigned power outlets for flexible use
<input type="checkbox"/> adjacent to integrated external learning space	<input type="checkbox"/> lighting controls – electronic timer switches
<input type="checkbox"/> ease of access to student amenities	<input type="checkbox"/> infrared occupancy sensors
Acoustics:	<input type="checkbox"/> access control
<input type="checkbox"/> doors and windows with high sound insulation performance	<input type="checkbox"/> see theatre below
<input type="checkbox"/> sound absorbing treatment to moderate reverberation in the space	
Activation:	
<input type="checkbox"/> design suitable sound / lighting / AV control position located at back of room, elevated	
<input type="checkbox"/> fixed and/or portable ICT/AV equipment	

Drama / dance store
Functional requirements:
<input type="checkbox"/> provide secure storage for assorted equipment of varying shapes and sizes (props/costumes, stackable chairs)
Fit-out:
<input type="checkbox"/> vertical rails for storage of upright flats
<input type="checkbox"/> windows not required
<input type="checkbox"/> lighting for clear visibility of stored items
<input type="checkbox"/> level flooring to adjoining spaces to ensure smooth movement of wheeled items
<input type="checkbox"/> lockable room

Theatre	
Functional requirements:	
<input type="checkbox"/> easily retractable seating with option to deploy just 2-3 rows or the entire system to enable flexible use with different sized groups	
<input type="checkbox"/> suitable size stage area with sprung floor for performances when theatre is setup	
<input type="checkbox"/> retractable stage curtain with side wings	
<input type="checkbox"/> large double height space	
<input type="checkbox"/> concealed space for stage left and stage right including nominal control of lighting and audio/visual (stage manager is stage left)	
<input type="checkbox"/> Bio Box - Control Room for lighting and audio visual for live performances accessible from Theatre	
<input type="checkbox"/> Theatre Back of House - coordination of performers and props during practice and performance	
<input type="checkbox"/> Theatre Storage – large internal space for double height sized backdrops, furniture and other props required for performances	
<input type="checkbox"/> Theatre Change / Makeup Rooms - for professional makeup application, hairstyling and costume changes	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> line of sight from stage left and stage right to stage area	<input type="checkbox"/> retractable seating
<input type="checkbox"/> clear vision of the stage from all seating	<input type="checkbox"/> stage area with sprung floor
Visual connectivity and wayfinding:	<input type="checkbox"/> stage curtain
<input type="checkbox"/> ability to be completely darken	<input type="checkbox"/> lockable storage to all spaces
	<input type="checkbox"/> motorised stage and lighting bars, with power and

<p>Access:</p> <input type="checkbox"/> access for all including to any stage area	<p>data provision.</p> <input type="checkbox"/> satellite control positions at stage left and right with data connectivity to control systems.
<p>Acoustics:</p> <input type="checkbox"/> acoustically contained spaces <input type="checkbox"/> suitable for theatre performance	<input type="checkbox"/> appropriate power to suit large scale performances <input type="checkbox"/> performance / theatre lighting system including luminaires, dimmers, and DMX control structured cabling <input type="checkbox"/> hearing augmentation to all seated audience <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control
<p>Activation:</p> <p>Audio visual components required in these spaces can include -</p> <ul style="list-style-type: none"> • Large scale display or backdrop projection. • Audio amplification, multiple microphone inputs, sound mixing consoles. • Stage lighting and mixing control consoles. • Video capture of performance events, multiple Pan-Tilt-Zoom (PTZ) camera feeds. • Live production broadcast control equipment. • Post-production content editing equipment. <p>Given this diversity of requirements performing arts fit outs require engagement with a specialist provider for a bespoke designed solution.</p>	

STUDIO – DRAMA / DANCE

Bio box - control room
<p>Functional requirements:</p> <input type="checkbox"/> line of sight from BIO box (Control Room) to stage <input type="checkbox"/> Bio Box accessed directly from Theatre <input type="checkbox"/> accessible benches in Bio Box <input type="checkbox"/> acoustically contained spaces
<p>Fit-out:</p> <input type="checkbox"/> work bench to fit 4 people, minimum 3 people in front of window with full view of stage <input type="checkbox"/> lighting to include blue lighting for performance mode <input type="checkbox"/> performance lighting control desk <input type="checkbox"/> power outlets for all AV equipment <input type="checkbox"/> CCTV to capture exit and entrance of Bio Box <input type="checkbox"/> AV as per Theatre

Theatre back of house
<p>Functional requirements:</p> <input type="checkbox"/> Unencumbered for efficient circulation of performers and props from Theatre Change / Makeup Rooms to both sides of stage
<p>Fit-out:</p> <input type="checkbox"/> lighting to include blue lighting for performance mode

PERFORMING ARTS

- cushioned floor surfaces to minimise noise of circulating performers, props
- provisions for IPTV/digital signage displays distributed around back of house areas for live show relay - audio via speakers integrated in displays (no hearing augmentation required)

Theatre storage

Fit out:

- props and backdrops are required to be stored and removed for use easily and safely
- double height room (equivalent to stage backdrop height)
- floor space for furniture, props and equipment
- vertical rails for storage of upright flats
- windows not required
- lighting for clear visibility of stored items
- level flooring to adjoining spaces to ensure smooth movement of wheeled items
- lockable room

Theatre change / makeup rooms

Functional requirements:

- clear vision for makeup application
- visual privacy for changing
- accessible benches for makeup and change and inclusive change areas

Fit-out:

- lighting suitable for professional makeup application and hair styling
- discreet costume change spaces
- fixed bench with strip mirror and lighting above for makeup
- full height mirror
- hand basins
- unassigned power outlets above benches for flexible use
- provisions for IPTV/digital signage displays distributed around back of house areas for live show relay - audio via speakers integrated in displays (no hearing augmentation required). Image to be captured by fixed camera in Theatre.
- CCTV to capture exit and entrance of Theatre Change/Makeup rooms

STUDIO - MUSIC

Area Schedule: <ul style="list-style-type: none"> • Area per activity space 70m² (an incremental allowance is provided until enrolment numbers include provisions for a dedicated space) • Music Store – 10m² per store • Music Practice Rooms – 6.5m² per room (allowance includes storage for student instruments) 	
Adjacencies:	Studio – Drama/Dance, staff workspace, staff and student amenities, integrated external learning space and store, student lockers
Design intent: <p>Spaces to support curriculum delivery and practice areas where learners listen to, compose, rehearse, refine, appreciate, respond to, and perform music from a diverse range of styles, traditions and contexts.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> readily changeable studio spaces to support a range of learning and teaching activities including: <ul style="list-style-type: none"> • direct, explicit teaching, demonstration and presentation • structured and free-form interaction and collaboration • creative activities • rehearsal and performance <input type="checkbox"/> provide secure storage for class sets of musical instruments, music stands and assorted equipment of varying shapes and sizes <input type="checkbox"/> functional floor space with an acoustically treated operable wall <input type="checkbox"/> sound / lighting / AV control with the ability to darken the space <input type="checkbox"/> connected to acoustically contained music practice rooms for individual or small group music practice, music tuition (including private tutors) and audio visual recording <input type="checkbox"/> connected to an integrated external learning space providing settings for individual, small group and medium sized groups up to 60 including stage areas/amphitheatres for performances 	
Operational factors to consider: <p>The space will be regularly rearranged to accommodate a variety of functions, appropriate storage solutions must be provided to support adaptability and individual students musical instruments, with flooring at the same level as the adjoining space to ensure smooth movement of wheeled items.</p> <p>A range of outdoor performance spaces are included in the functional requirements for external learning settings. These should be considered as integral components of the performing arts spaces and located to make the movement of instruments more convenient.</p> <p>Where an incremental allowance has been provided (as opposed to a full activity space) the area and functions could be incorporated into the multi-purpose activity space.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> facilitate ease of movement with musical instruments and equipment <input type="checkbox"/> ensure readily changeable layout to accommodate different sized groups of up to 30 students using a range of musical instruments of varying sizes (up to 4 in music practice rooms) 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> provide secure storage for assorted equipment of varying shapes and sizes and stackable chairs <input type="checkbox"/> carpet tiles <input type="checkbox"/> operable wall to divide room <input type="checkbox"/> display boards/whiteboards/writeable surfaces <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> line of sight passive supervision throughout the studio and to the practice room(s) 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> adjacent access to practice rooms <input type="checkbox"/> adjacent access to integrated external learning space 	

Acoustics:

- | | |
|---|---|
| <input type="checkbox"/> acoustically designed for music rehearsal and performance
<input type="checkbox"/> acoustically isolated from adjacent spaces
<input type="checkbox"/> doors and windows with high sound insulation performance
<input type="checkbox"/> sound absorbing treatment to moderate reverberation in the space | <input type="checkbox"/> design suitable sound / lighting / AV control position located at back of room, elevated
<input type="checkbox"/> provisions for ICT/AV portable and/or fixed where appropriate
<input type="checkbox"/> infrared occupancy sensors
<input type="checkbox"/> access control |
|---|---|

Activation:

-
- stackable chairs/music stools
-
-
- music stands

Music store**Functional requirements:**

-
- clear visibility of all stored items
-
-
- accessible from practice rooms and studio

Fit-out:

-
- secure storage room
-
-
- trolley storage for music stands
-
-
- level flooring to adjoining spaces to ensure smooth movement of wheeled items
-
-
- compact unit and shelving for secure storage of class sets of musical instruments of varying shapes and sizes
-
-
- access control

Music practice rooms**Functional requirements:**

-
- adjacent access to practice rooms
-
-
- adjacent access to integrated external learning space
-
-
- acoustically designed for music rehearsal and tuition
-
-
- acoustically isolated from adjacent spaces
-
-
- doors and windows with high sound insulation performance
-
-
- sound absorbing treatment to moderate reverberation in the space

Fit-out:

-
- door with viewing panel, access control and not lockable from inside
-
-
- whiteboards/writable wall
-
-
- seating
-
-
- data outlets for ICT/AV provisions
-
-
- unassigned power outlets for flexible use
-
-
- CCTV to capture entry and exit

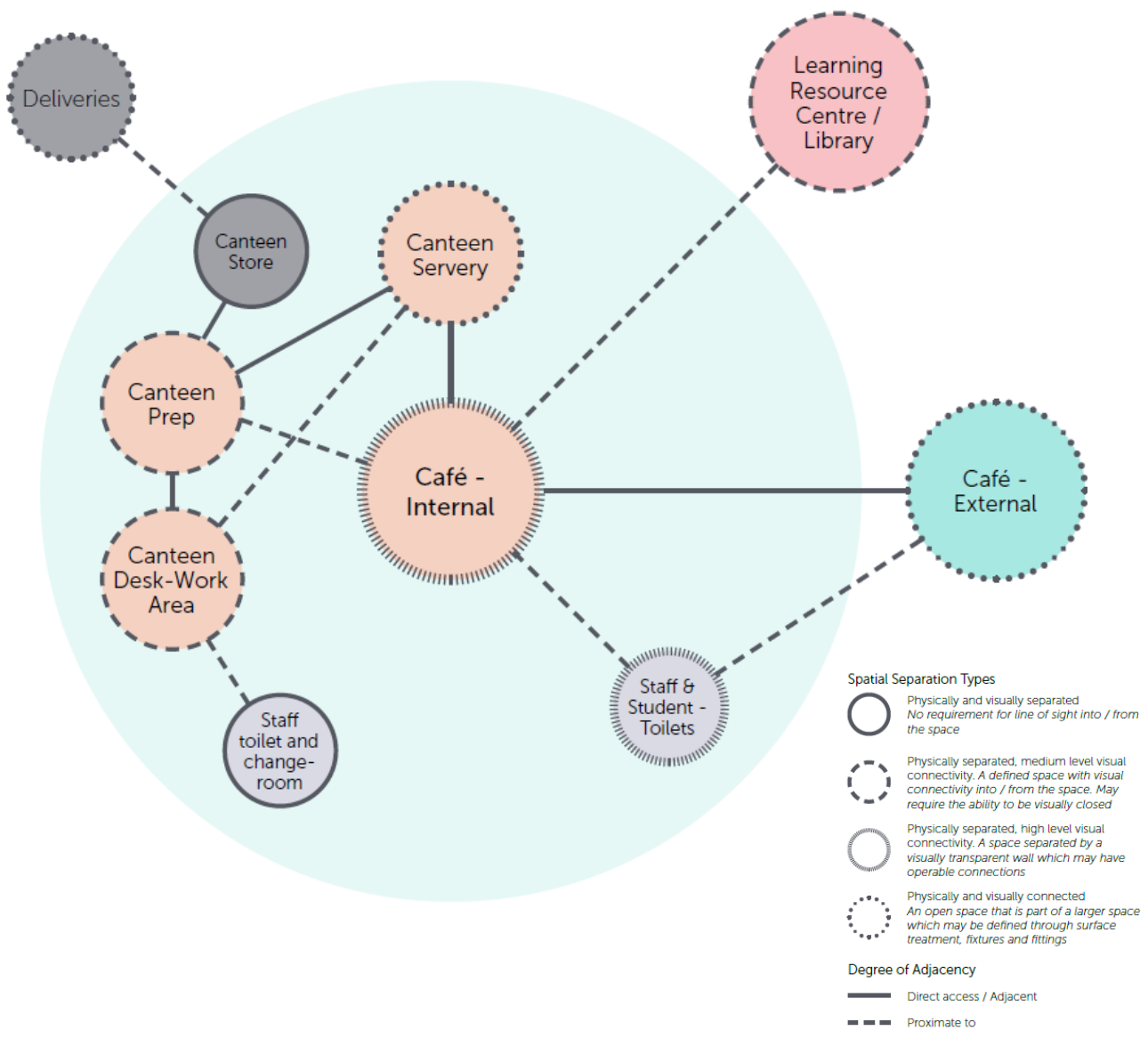
Canteen - Cafeteria

The **Canteen** is a central school community building aspect of the school, connecting an outdoor café space adds to the communal feel of the area. It plays an important role in promoting health and wellbeing – providing balance, nutritious food options that encourage healthy eating habits. Where possible food is prepared onsite from fresh ingredients, with minimal use of packaging to support environmental sustainability. It is designed not only for the efficient delivery of food services, but also as a space where students develop positive attitudes towards nutrition, sustainability and collaboration.

Canteen - Cafeteria

- Café - internal
- Café - external
- Canteen prep
- Canteen servery
- Canteen desk-work area
- Canteen store
- Staff - toilet and changeroom

Figure 22 – Canteen / Cafeteria – functional zone relationship diagram



CANTEEN - CAFETERIA

Area Schedule:

- Café- internal
- Cafe – external
- Canteen prep
- Canteen servery
- Canteen desk-work area
- Canteen store
- Saff – toilet and changeroom (8m²)

Adjacencies:

School centre – heart, gymnasium, performing arts, learning community, learning resource centre (internal and external learning areas)

Design intent:

The Canteen is a central school community building accessible to all forming part of the school centre/heart of the school. It provides a safe and hygienic area for the efficient preparation of large quantities of healthy food for sale. The canteen design must allow for efficient timely food service to a large volume of customers. Supervised self-service of drinks and pre-prepared hot and cold foods prior to reaching the point of sale (POS) needs to be maximised.

Functional requirements:

- areas and layout to support large numbers queuing and efficient service whilst being protected from the elements
- design to promote appropriate behaviour and allow large volumes of students to transition quickly and safely through the space
- supervised self-service of drinks and pre-prepared hot and cold foods
- display and presentation of all foods and drinks, within easy reach of canteen servery staff
- digital displays for menu and prices as well as promoting daily specials, upcoming food events, healthy eating advice
- external counter space for service of multiple students
- storage of a wide range of fresh and packaged foods, bulk dry goods, bottles, cans, frozen foods which multiple canteen staff will need to access during food preparation
- secure storage for cleaning chemicals and equipment
- commercial grade equipment and surfaces suitable for food and drink preparation
- provide internal and external dining areas for students and staff, which can also be used for collaboration, meeting and learning in groups
- provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams
- provide a work area for canteen staff to store work wear and personal effects, display notices/rosters, workstation/desk space for computer, printer, and phone for administration, stock control, pre-orders
- access to toilet and change room amenities for canteen staff members
- accessible PPE storage designed to not create new hazards or hinder emergency access

Operational factors to consider:

Access to the Canteen can be intense for short periods of the day. Wide servery benches and a spacious forecourt facilitate ease of movement, prevent overcrowding and provides efficient service to students during recess and lunch breaks. The service is typically outsourced to external providers.

In a combined Primary/Secondary school the design should show consideration for the different age groups using the space and provide separated entry, service and check out points to minimise intimidation of younger students. The queue for primary will generally move slower than the line for secondary students, providing separate check-out points will allow secondary students to get in and out faster.

Performance criteria:	
<p>Spatial layout and circulation:</p> <input type="checkbox"/> sufficient space to enable ready circulation around the various seating areas	<p>Fit-out:</p> <input type="checkbox"/> impervious, durable and easily cleaned floor and walls – hard wearing materials suited to regular and thorough wet wash <input type="checkbox"/> non-slip resilient flooring with coved skirting <input type="checkbox"/> joinery throughout the spaces to accommodate internal bins for multiple waste streams <input type="checkbox"/> if the design includes an island bench, all necessary services must be reticulated to that location <input type="checkbox"/> all equipment and surfaces are to be of commercial grade suitable for food preparation <input type="checkbox"/> combination of fixed and mobile seating with tables/benches to accommodate dining <input type="checkbox"/> external dining area to have protection against the elements - verandah <input type="checkbox"/> drinking fountains / drink bottle filling stations in external space <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment and appliances <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"/> access control <input type="checkbox"/> lockable doors and security shutters for stock <input type="checkbox"/> keypad at entry door to isolate the Café Functional Units <input type="checkbox"/> Crim-safe mesh to external doors <input type="checkbox"/> lockable solid core door to store
<p>Visual connectivity and wayfinding:</p> <input type="checkbox"/> abundant natural light, control of glare, direct sunlight and views to stock as needed	
<p>Access:</p> <input type="checkbox"/> direct access to canteen without entering school interior <input type="checkbox"/> accessible to wheelchair and mobility aids	
<p>Acoustics:</p> <input type="checkbox"/> acoustic quality permits multiple conversations to occur effectively	
<p>Activation:</p> <input type="checkbox"/> fixed and/or mobile ICT/AV equipment <input type="checkbox"/> refrigerator – drinks display <input type="checkbox"/> seating – indoor and external <input type="checkbox"/> external BBQ and server area	

Canteen prep	
<p>Spatial layout and circulation:</p> <input type="checkbox"/> efficient layout to support sequential preparation and assembly of food items <input type="checkbox"/> space for canteen staff to work and circulate <input type="checkbox"/> ready transfer of food between preparation area and servery	<p>Fit-out:</p> <input type="checkbox"/> space and storage for equipment that may include: <ul style="list-style-type: none"> • oven, cooktop, chargrill, griddle, deep fryer • microwave oven/s • dishwasher • chiller – double door, chest freezer, freezer – double door, milk fridge, refrigerator – glass
<p>Visual connectivity and wayfinding:</p> <input type="checkbox"/> line of sight view to servery counter	

<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> external door for receiving deliveries and removal of waste 	<p>door – café</p> <ul style="list-style-type: none"> • sandwich press • coffee machine <ul style="list-style-type: none"> <input type="checkbox"/> exhaust above cooktops (rangehoods) <input type="checkbox"/> floor waste <input type="checkbox"/> space for wheelie bins – all waste streams <input type="checkbox"/> double bowl sink and drainer (tapware to allow filling of large pots) <input type="checkbox"/> hot water and trade waste <input type="checkbox"/> hand washing station, soap dispenser, paper towel dispenser and waste bin <input type="checkbox"/> chilled and boiling water unit <input type="checkbox"/> secure storage for cleaning chemicals <input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources, group planning <input type="checkbox"/> servery hatch <input type="checkbox"/> external door (with security insect screen) for receiving deliveries of foods and drinks and removal of waste <input type="checkbox"/> PPE station (gloves/masks) <input type="checkbox"/> first aid cabinet <input type="checkbox"/> fire blanket(s) <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> unassigned power outlets for flexible use - suitably located and distributed around external walls/benchtops/island <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> noise control at exhaust hood 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

Canteen servery	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> designed for efficient service and to avoid crowding (queue time must not exceed 10 minutes) <input type="checkbox"/> sufficient work and circulation space to permit unencumbered movement of canteen staff between servery counter, prep area, and food storage areas <input type="checkbox"/> layout to provide separate line up and service areas for primary/secondary students 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> digital wall mounted board for listing of menu and prices <input type="checkbox"/> fitted joinery with benchtops, storage under, lockable cash drawer or space for cash register <input type="checkbox"/> insect control <input type="checkbox"/> joinery to accommodate internal bins for multiple waste streams <input type="checkbox"/> space for appliances to keep prepared food hot, room temperature and cool <input type="checkbox"/> storage and space for equipment that may include:
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight to prep area <input type="checkbox"/> canteen staff to have line of sight to entrances and exits to minimise theft, include mirrors to cover blind spots if necessary 	

	<ul style="list-style-type: none"> • bain marie • benchtop chiller • milk fridge • refrigerator – glass door – café • coffee machine
<p>Access:</p> <p><input type="checkbox"/> the service counter must be accessible to any user of varying ages and physical capabilities, section of counter to be wheelchair accessible</p>	
<p>Acoustics:</p> <p><input type="checkbox"/> acoustic containment of noise coming from the area to adjacent work areas</p> <p><input type="checkbox"/> two-way conversations to be audible at POS / collection</p>	<p><input type="checkbox"/> digital telephone</p> <p><input type="checkbox"/> data outlets for ICT/AV provisions – including cash register/point of sale device(s)</p> <p><input type="checkbox"/> power outlets for all equipment and appliances – including cash register / point of sale device(s)</p> <p><input type="checkbox"/> unassigned power outlets for flexible use - suitably located and distributed around external walls/benchtops/island</p> <p><input type="checkbox"/> lighting controls – electronic timer switches</p> <p><input type="checkbox"/> infrared occupancy sensors</p> <p><input type="checkbox"/> access control</p>
<p>Activation:</p> <p><input type="checkbox"/> ICT/AV equipment such as:</p> <ul style="list-style-type: none"> • AV displays to promote daily specials, upcoming food events, healthy eating advice • IPTV/digital signage displays for menu boards at counter - no audio • IPTV/digital signage displays distributed around room for promotion - audio via speakers integrated in displays (no hearing augmentation required) • IPTV control via network 	

Canteen desk-work area	
<p>Spatial layout and circulation:</p> <p><input type="checkbox"/> enable ease of circulation workstations</p> <p><input type="checkbox"/> provide sufficient space at workstations for reference material/documents, writing and computing occurring side-by-side</p> <p><input type="checkbox"/> ensure ease of access to all shelving and storage</p>	<p>Fit-out:</p> <p><input type="checkbox"/> open shelf storage — under bench and overhead</p> <p><input type="checkbox"/> closed full height storage including some lockable storage</p> <p><input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources, group planning</p>
<p>Visual connectivity and wayfinding:</p> <p><input type="checkbox"/> afford some privacy for staff from students</p>	<p><input type="checkbox"/> digital telephone</p> <p><input type="checkbox"/> data outlets for ICT/AV provisions</p> <p><input type="checkbox"/> power outlets for all equipment</p>
<p>Access:</p> <p><input type="checkbox"/> adjustable height workstations</p>	<p><input type="checkbox"/> unassigned power outlets for flexible use</p> <p><input type="checkbox"/> lighting controls – electronic timer switches</p>
<p>Acoustics:</p> <p><input type="checkbox"/> acoustic separation from adjoining areas</p>	<p><input type="checkbox"/> infrared occupancy sensors</p> <p><input type="checkbox"/> access control</p>
<p>Activation:</p> <p><input type="checkbox"/> workstation adjustable height for — sitting or standing</p> <p><input type="checkbox"/> height adjustable, swivel office chairs</p> <p><input type="checkbox"/> multifunction device</p> <p><input type="checkbox"/> lockable storage for personal items</p>	

Canteen store	
<p>Spatial layout and circulation:</p> <input type="checkbox"/> convenient path to transport deliveries from external door	<p>Fit-out:</p> <input type="checkbox"/> space for commercial upright fridges and freezers <input type="checkbox"/> storage designed to ensure packaged food can be stored as per manufacturers conditions to extend shelf life, cool and dark <input type="checkbox"/> adjustable stainless steel racking and shelving along walls to occupational health and safety standards <input type="checkbox"/> storage for a wide range of fresh and packaged foods, bulk dry goods, bottles, cans, etc <input type="checkbox"/> room ventilation to maintain optimum conditions for storage of fresh foods <input type="checkbox"/> safe <input type="checkbox"/> power outlets for all equipment and appliances <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, access control and no key or tool required to leave the room
<p>Visual connectivity and wayfinding:</p> <input type="checkbox"/> no visibility into room <input type="checkbox"/> convenient path from external door – for deliveries <input type="checkbox"/> all stored items must be clearly visible	
<p>Access:</p> <input type="checkbox"/> level entry to facilitate trolley access	
<p>Acoustics:</p> <input type="checkbox"/> none required	
<p>Activation:</p> <input type="checkbox"/> site specific	

Staff – toilet and changeroom
<input type="checkbox"/> Refer to Type 8 Amenities Templates (All-gender toilet with handbasin and change bench) Amenities

Leadership, Administration and Staff Centre

The **Leadership, Administration and Staff Centre** supports the diverse needs of the school community, serving as a welcoming and accessible primary point of co-ordination and connection for the students, staff, families and broader community. This centre facilitates school leadership, management, administration, staff collaboration, and effective communication, ensuring the smooth operation of all aspects of school life.

Administration

Foyer includes student reception, public reception/waiting/services

Meeting Room - Conference

Meeting Room - Interview

Office - Business Manager

Office – general administration and finance

Store - Secure

Staff resource and utilities area

Staff collaborative planning area

Store – General [incl. uniform store]

Community - accessible toilet (*located under amenities*)

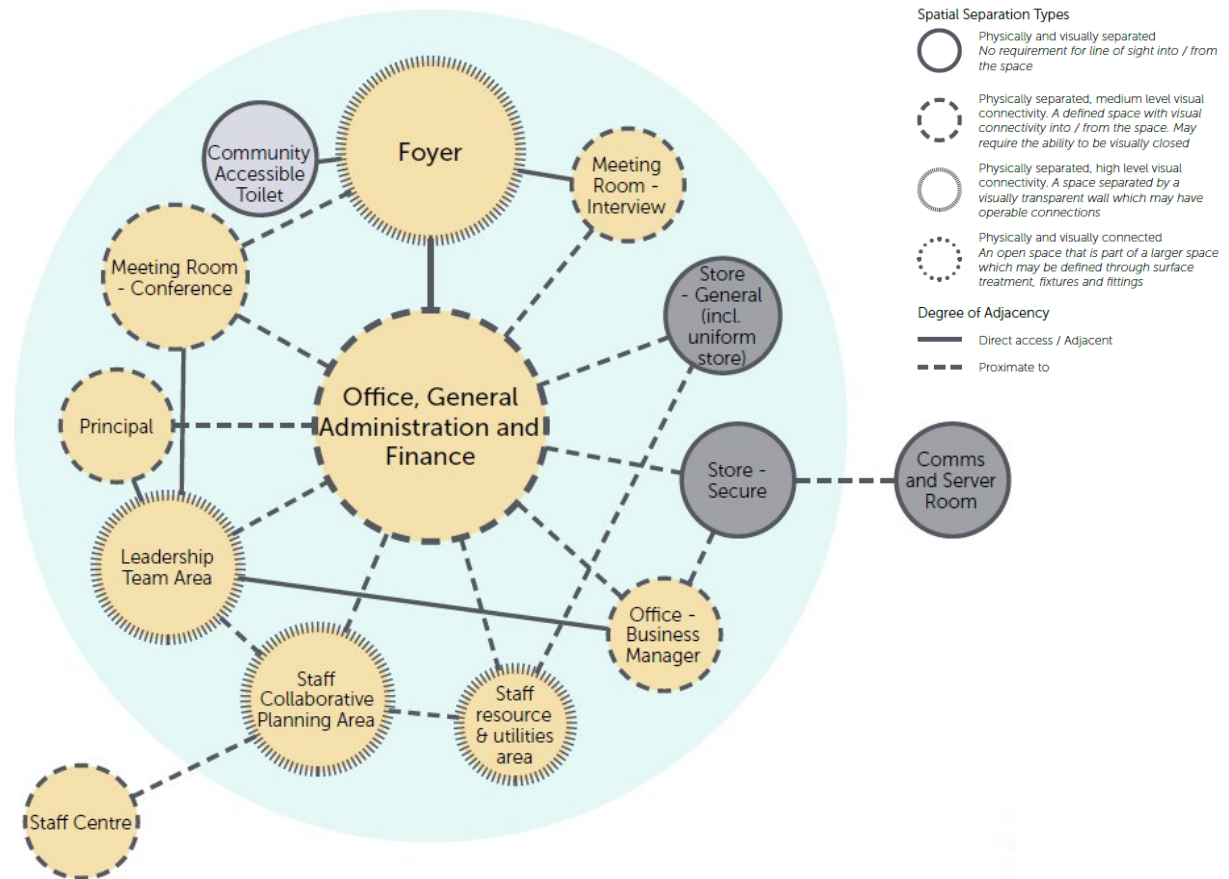
Leadership

Leadership Team Area

Principal

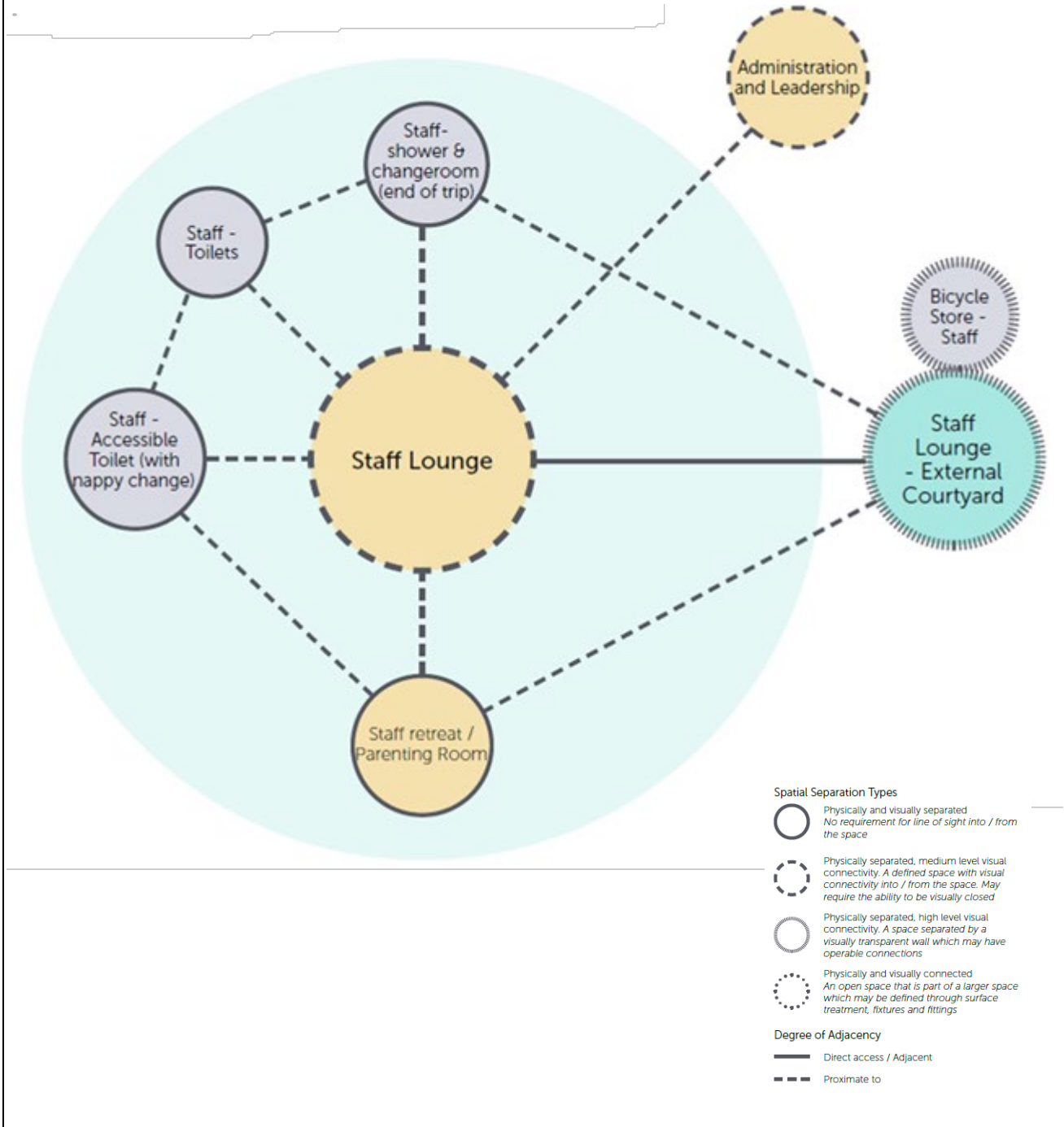
Deputy and Assistant Principal(s)

Figure 23 – Leadership, Administration and Staff Centre – functional zone relationship diagram



Staff Centre
Staff lounge
Staff retreat/parenting room
Staff lounge - external courtyard

Figure 24 – Staff Centre – functional sub-zone relationship diagram



FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)

Adjacencies:	office – general administration and finance, meeting room – interview, meeting room – conference, office – business manager, leadership team area, community accessible toilet, learning community	
<p>Design intent:</p> <p>The foyer and reception area are the first point of contact for parents and other school invitees and provides a welcoming, fully accessible, secure and safe arrival space that sets the tone for the atmosphere and identity of the school.</p> <p>Additional functions include:</p> <ul style="list-style-type: none"> • display areas for school information, school events, school values and vision, memorabilia and historical artefacts that promote and value the vision, culture and history of the school • display areas for student creations, awards and trophies that celebrate the life of the school and success of students over the years • waiting area for students • a waiting area for parents, visitors and tradespersons • registration and admission of school visitors and tradespersons, and • receiving deliveries 		
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> located at the main entrance and be visible from the school main entrance doors <input type="checkbox"/> be accessible to the general public without adversely affecting the security of the school <input type="checkbox"/> include a fit-for-purpose airlock at the building entry <input type="checkbox"/> include a foyer area that provides a waiting space for people (standing, seated and with prams or using mobility aids) including some space external to the foyer <input type="checkbox"/> a reception / service 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 students, including those using wheelchairs and without obstructing circulation <input type="checkbox"/> safe egress layout to maintain physical safety (second exit to secure staff zone) <input type="checkbox"/> provide a gallery/display of school information and showcase student learning and achievements <input type="checkbox"/> provide a publicly accessible Automated External Defibrillator (with signage) in line with State legislation 		
<p>Operational factors to consider:</p> <p>Can be intensely busy at specific peak times – just before school starts, at breaks and shortly after the school’s finishing time. Essential considerations are effective wayfinding and ease of movement in and out of this area – the design should promote clear, unobstructed flow for all users, with wide circulations spaces to avoid congestion and ensure accessibility. Narrow corridors are to be avoided.</p> <p>The safety and security of reception staff is an important consideration while maintaining an open, welcoming feel.</p>		
Performance criteria:		
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure circulation through the area is not impeded by those waiting (seated, standing, with prams or using mobility aids) mindful that at peak times the area can be very busy with students and visitors <input type="checkbox"/> located at the main entrance to the facility and readily accessible from the car park <input type="checkbox"/> reception to provide sufficient space at workstations for reference material/documents, writing and computing occurring side-by-side 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comfortable seating for visitors in waiting area <input type="checkbox"/> secure service counter with: <ul style="list-style-type: none"> • ‘all access’ provisions to accommodate 2 workstations • lockable cash drawer • sufficient space for staff to attend to two or more tasks, readily accessible by all potential users, adults or students (including those with 	

<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 <input type="checkbox"/> reception staff readily visible from school access area and school main entry and vice versa <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> provide clear wayfinding for the amenities and school areas beyond reception <input type="checkbox"/> afford some privacy for general office staff from visitors and students 	<p>wheelchairs) without obstructing circulation</p> <ul style="list-style-type: none"> • bench space on the visitor side with flat surface for form completion • space for sign-in and sign-out equipment • space for collection of payments (cash/EFTPOS) <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(s) <input type="checkbox"/> display boards and cabinets in foyer/waiting area <input type="checkbox"/> signage and electronic information display screens <input type="checkbox"/> signage for Automated External Defibrillator <input type="checkbox"/> resilient non-slip flooring <input type="checkbox"/> entrance flooring mat(s) <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone to reception counter <input type="checkbox"/> power outlets for all equipment and appliances <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"/> data outlets for ICT/AV provisions including electronic sign-in of parents and visitors, works stations, EFTPOS, phone, printer <input type="checkbox"/> provisions for AV screen in foyer/waiting area to display school information, students display <input type="checkbox"/> provisions for audio frequency induction loop (AFIL) hearing augmentation in/under counter when screens present <input type="checkbox"/> assistance alarm / duress alarm <input type="checkbox"/> access control for all doors external and internal <input type="checkbox"/> alternate, access controlled, egress door for staff to exit to maintain physical safety if required <input type="checkbox"/> airlock exit doors <input type="checkbox"/> alarm keypad <input type="checkbox"/> consider CCTV
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fully glazed automated double doors to address DDA requirements <input type="checkbox"/> seamless access for all from adjoining internal spaces <input type="checkbox"/> seamless access for all through the main entry to the reception desk <input type="checkbox"/> clearly identifiable reception counters at appropriate height for parents/visitors, students and wheelchair access 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustically zoned <input type="checkbox"/> ensure reception staff voices clearly audible at the access side of the counter and vice versa (minimise acoustic reverberation) 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

MEETING ROOM – CONFERENCE

Adjacencies:	foyer, leadership team area, community accessible toilet, staff lounge	
Design intent:	The Meeting Room – Conference (Board Room) is a large multipurpose meeting room that will be used by staff and students, the governing council, staff and visitors for a variety of functions including meetings and professional learning, and virtual conferencing.	
Functional requirements:	<input type="checkbox"/> must accommodate up to 20 people meeting as one group <input type="checkbox"/> be changeable as required for the listed design intent above <input type="checkbox"/> include a kitchenette that is equipped to serve refreshments and food that has been pre-prepared <input type="checkbox"/> meeting table to seat the required number of people	
Operational factors to consider:	Located near the main entrance and reception to ensure it is readily accessible for visitors to the school.	
Performance criteria:		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> sufficient space to enable ready circulation to any position around the meeting table with the majority of people already seated <input type="checkbox"/> a wide rectangular room (and table fit out) is preferable to enhance communication	<input type="checkbox"/> display boards/whiteboards/writeable surfaces <input type="checkbox"/> kitchenette that can be closed off from the space with cabinetry and includes storage for hospitality items — plates utensils, glasses cups <input type="checkbox"/> secure storage for all AV and other equipment that could be required in the room to serve its different functions <input type="checkbox"/> carpet tiles <input type="checkbox"/> door with viewing panel <input type="checkbox"/> access control <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use - around the room or centrally to the conference table for mobile device charging <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors	
Visual connectivity and wayfinding:		
<input type="checkbox"/> a degree of visibility into and out of the room is required while maintaining the capacity for privacy and security <input type="checkbox"/> line of sight is required from reception <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting – natural and artificial		
Access:		
<input type="checkbox"/> ease of access from foyer – public reception <input type="checkbox"/> out of hours access without compromising the security of the main area of the school		
Acoustics:		
<input type="checkbox"/> acoustic separation when doors and windows closed		
Activation:		
<input type="checkbox"/> an oval or round-end wide rectangular meeting table to seat up to 20 people <input type="checkbox"/> height adjustable, swivel office chairs for each meeting participant <input type="checkbox"/> fixed wall-mounted AV display appropriate to depth of the viewing area and legible from all positions in the room, for presentations via connection of BYOD at multiple table boxes <input type="checkbox"/> video-conferencing (VC) and teleconferencing integration into AV system <input type="checkbox"/> audio system (PA) to support presentations and video-conferencing sources, including VC microphones <input type="checkbox"/> site-wide AV monitoring and control system - wall mounted AV touch-screen control panel near door, plus desktop AV touch-screen control panel <input type="checkbox"/> IPTV integration into AV systems for television and/or digital signage display		

MEETING ROOM – INTERVIEW

Area Schedule:	
<ul style="list-style-type: none"> Area per room 9m² 	
Adjacencies:	foyer, leadership team area, community accessible toilet, learning community, learning resource centre
Design intent:	
The Meeting Room(s) - Interview will be used for multiple purposes. They can serve as a general meeting space for teaching teams, a space for leaders to work with teaching teams, a space where staff can hold interviews with parents and students, and a space off the foyer to meet with school guests on entry.	
Functional requirements:	
<input type="checkbox"/> accommodate 4-6 people <input type="checkbox"/> have a welcoming, inclusive but private feel <input type="checkbox"/> flexible to function as a working meeting space (accommodate laptop device) or an interview/meeting space <input type="checkbox"/> safe egress layout to maintain physical safety (second exit)	
Operational factors to consider:	
Given the potential for multiple users and uses, these spaces need to be equipped to be agile spaces useable as a workspace or a relaxed conversational space.	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> sufficient space to rearrange the furniture to suit the various functions a work meeting table setting or a small, relaxed meeting setting	<input type="checkbox"/> display boards/whiteboards/writeable surfaces <input type="checkbox"/> carpet tiles <input type="checkbox"/> door with viewing panel, not lockable from inside <input type="checkbox"/> access control <input type="checkbox"/> alternate, access controlled, egress door for staff to exit to maintain physical safety if required <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> consider duress alarm when attached to reception space <input type="checkbox"/> provisions for fixed and mobile ICT/AV equipment
Visual connectivity and wayfinding:	
<input type="checkbox"/> a degree of visibility into and out of the room from outside 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"/> controllable lighting	
Access:	
<input type="checkbox"/> located close to the leadership area <input type="checkbox"/> directly accessible from the foyer <input type="checkbox"/> can be accessed without entering secure area	
Acoustics:	
<input type="checkbox"/> acoustic separation ensuring privacy and confidentiality	
Activation:	
<input type="checkbox"/> meeting setting to suit intended group size(s) <input type="checkbox"/> office chairs appropriate to the meeting table <input type="checkbox"/> fixed wall-mounted AV display including wireless connectivity for BYOD <input type="checkbox"/> video-conferencing via user device soft codec, with wall mounted USB camera <input type="checkbox"/> audio via wall-mounted sound-bar (to avoid hearing augmentation requirement) <input type="checkbox"/> wall mounted touch screen AV control panel <input type="checkbox"/> provide data outlets to digital telephone and all AV and VC equipment	

OFFICE – BUSINESS MANAGER

Area Schedule:	
<ul style="list-style-type: none"> Area per workstation 12m² 	
Adjacencies:	leadership team area, foyer, staff resource and utilities area, staff amenities
Design intent:	
The Business Manager's work includes leading and managing the administration staff, human resource functions and the financial management and administration of the school. At times, it will be used for small group meetings with the principal or other school staff and guests, and for administration and business tasks requiring uninterrupted concentration.	
Functional requirements:	
<input type="checkbox"/> administrative activities supporting school organisation, planning and reporting <input type="checkbox"/> be accessible to external visitors only after signing in at reception <input type="checkbox"/> support small group meetings <input type="checkbox"/> support individual and pair work at a workstation or desk <input type="checkbox"/> readily accessible from the leadership area	
Operational factors to consider:	
The space needs to be accessible but also have the potential to be made private for confidential conversations and for focus work.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> ensure ease of movement between different work areas <input type="checkbox"/> ensure ease of access to all shelving and storage 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> lockable storage cupboard <input type="checkbox"/> open shelving to hold folders vertically <input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources <input type="checkbox"/> safe <input type="checkbox"/> carpet tiles <input type="checkbox"/> door with viewing panel, not lockable from inside <input type="checkbox"/> access control <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> capacity to provide visual privacy when required <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <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"/> adjustable height workstations <input type="checkbox"/> accessible to external visitors only after signing in at reception and accompanied by staff 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> provide a high degree of acoustic separation to ensure confidentiality of conversations <input type="checkbox"/> capable of acoustic separation when doors and windows are closed 	
Activation:	
<ul style="list-style-type: none"> <input type="checkbox"/> desks or workstations adjustable height — sitting or standing <input type="checkbox"/> height adjustable, swivel office chair <input type="checkbox"/> workstation designed to enable two people to work side by side on the same screen or documents and ample space for paperwork beside a laptop or desktop computer (with 2 screens side by side) <input type="checkbox"/> a small meeting setting to seat 2–3 people <input type="checkbox"/> secure storage of files — lockable filing cabinets 	

OFFICE – GENERAL ADMINISTRATION AND FINANCE

Area Schedule:	
<ul style="list-style-type: none"> Area per workstation 4.5m² 	
Adjacencies:	leadership team area, foyer, staff resource and utilities area, store – secure, store – general, staff amenities
Design intent:	
The General Office is the administrative hub for the school and supports a range of operational and administrative functions including, filing, printing, compiling, recording and computing.	
Functional requirements:	
<input type="checkbox"/> support a range of administrative functions including filing, printing, preparing and compiling information, recording and storing <input type="checkbox"/> support staff working as a team and/or individually at workstations with sufficient space for reference material/documents, writing and computing occurring side-by-side <input type="checkbox"/> support small group meetings/collaboration <input type="checkbox"/> deep bench area for collating and compiling documents <input type="checkbox"/> be located near the leadership team area but not directly accessed from it	
Operational factors to consider:	
At busy times, staff may manage student absences, handle payments, school communications and information and operate a uniform outlet. These spaces should be set up to flexibly support multiple rotating staff and tasks.	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> enable ease of circulation around general work areas and workstations <input type="checkbox"/> provide sufficient space at workstations for reference material/documents, writing and computing occurring side-by-side <input type="checkbox"/> ensure ease of access to all shelving and storage	<input type="checkbox"/> deep bench or table area for collating, compiling <input type="checkbox"/> open shelf storage — under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources, group planning <input type="checkbox"/> carpet tiles <input type="checkbox"/> access control <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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
Visual connectivity and wayfinding:	
<input type="checkbox"/> afford some privacy for staff from visitors and students <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible	
Access:	
<input type="checkbox"/> adjustable height workstations <input type="checkbox"/> located beyond secure line	
Acoustics:	
<input type="checkbox"/> ensure telephone and staff to staff conversations are not intelligible in adjacent areas	
Activation:	
<input type="checkbox"/> desks or workstations adjustable height for staff numbers —sitting or standing <input type="checkbox"/> height adjustable, swivel office chairs <input type="checkbox"/> additional seating and table(s) for collaborative working meetings <input type="checkbox"/> large multifunction device(s)	

STORE - SECURE

Adjacencies:	Office – general administration and finance, reception, office – business manager, leadership team area, communications and server room	
Design intent:	The Secure Store is for general and archival storage purposes, including the storage of confidential material such as student records.	
Functional requirements:	<input type="checkbox"/> store files, documents and records which are confidential, valuable or both <input type="checkbox"/> be fire rated	
Operational factors to consider:	<p>The secure store is only accessible to office staff and school leaders. It cannot house any function that requires access by anyone other than office staff or school leaders.</p> <p>Consider locating near, but not combined with, the communication and server room which is also required to be fire rated.</p>	
Performance criteria:		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> in close proximity and easily accessible from the general office and leadership team area <input type="checkbox"/> shelving and storage laid out in accordance with WHS requirements	<input type="checkbox"/> compactus (lockable) - minimum of 1 lineal meter of shelf per 30 students <input type="checkbox"/> adjustable open shelving to be able to accommodate foolscap files <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"/> resilient flooring <input type="checkbox"/> access control <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors	
Visual connectivity and wayfinding:		
<input type="checkbox"/> zero visibility into the room <input type="checkbox"/> items in storage cabinets, compactus, shelves must be clearly visible <input type="checkbox"/> lighting to ensure visibility in all areas of the store		
Access:		
<input type="checkbox"/> level entry to facilitate trolley access <input type="checkbox"/> no key or tool required to exit room		
Acoustics:		
<input type="checkbox"/> none applicable		
Activation:		
<input type="checkbox"/> filing cabinets <input type="checkbox"/> compactus		

STAFF RESOURCE AND UTILITIES AREA

Area Schedule: <ul style="list-style-type: none"> • Area per FTE 0.20m² • Allocation for multifunctional printer and resources 4m² 	
Adjacencies:	reception, office - general administration and finance, office – business manager, leadership team area, student services reception, staff lounge, staff amenities
Design intent: <p>The staff resource and utilities 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 the centralised storage of stationery and printer/photocopier consumables.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> an extended, deep horizontal work space suitable for the production, layout, cutting, laminating and binding of printed materials <input type="checkbox"/> access to multi-function devices, laminators, recycling bins <input type="checkbox"/> extensive, accessible storage both under and over bench tops for various stationery items, different paper and cardboard sizes <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"/> ventilation and temperature control takes into account the nature and use of the equipment typically housed in this space 	
Operational factors to consider: <p>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. Bench depth and length needs to be considered to ensure adequate space for equipment and for production areas.</p> <p>Although open access is desirable, consideration needs to be given to machinery and production sound intruding into surrounding spaces.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> efficient use of space for unobstructed circulation to all areas of the room and equipment 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> an extended, deep horizontal workspace suitable for the production, layout, cutting, laminating and binding of printed materials and the following equipment: <ul style="list-style-type: none"> • laminator(s) • binder • guillotine <input type="checkbox"/> an adjustable height work surface with open space below <input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources, group planning <input type="checkbox"/> open storage area for frequently used supplies – paper, cardboard <input type="checkbox"/> extensive secure bulk storage for a range of stationery supplies <input type="checkbox"/> lockable storage special items and bulk stationery <input type="checkbox"/> key safe <input type="checkbox"/> wireless access points - WAP
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> bright lighting to all work areas in addition to natural lighting <input type="checkbox"/> stored items must be clearly visible 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> level entry to facilitate trolley access <input type="checkbox"/> located behind secure line 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> containment of sound out of the space 	

- data outlets for ICT/AV provisions
- power outlets for all equipment
- unassigned power outlets for flexible use
- lighting controls – electronic timer switches
- infrared occupancy sensors

Activation:

- large multifunction device(s)
- shredder
- confidential shredding bin(s)
- recycling storage for used cartridges
- paper/cardboard recycling bin(s)
- safe disposal container(s) for batteries and electronic equipment

STAFF COLLABORATIVE PLANNING AREA

Area Schedule:	
<ul style="list-style-type: none"> Meeting space for up to 10 staff 	
Adjacencies:	staff resource and utilities area, staff lounge, meeting room – interview, meeting room – conference, staff amenities
Design intent:	
An area where staff can work individually and collaboratively to meet, engage in dialogue and discussion, design and plan, analyse data, write records.	
Functional requirements:	
<input type="checkbox"/> space to be used by multiple staff <input type="checkbox"/> a setting/zone to support individual and collaborative work <input type="checkbox"/> agile furniture (tables and chairs) that can be manipulated into small and larger groupings	
Operational factors to consider:	
<p>Given the potential for multiple users and multiple uses, these spaces need to be equipped to be agile and reconfigurable.</p> <p>This space could be stand-alone or combined with the staff lounge.</p>	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> sufficient space to enable ready circulation to any position around the meeting table(s)	<input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources, group planning <input type="checkbox"/> carpet tiles <input type="checkbox"/> access control <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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
Visual connectivity and wayfinding:	
<input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting – natural and artificial	
Access:	
<input type="checkbox"/> ease of access to staff resource and utilities area	
Acoustics:	
<input type="checkbox"/> containment of noise transfer into and out of the space	
Activation:	
<input type="checkbox"/> loose furniture for worktables (seated and standing) <input type="checkbox"/> seating appropriate to the worktable(s) <input type="checkbox"/> fixed wall-mounted AV display including wireless connectivity for BYOD <input type="checkbox"/> wall mounted touch screen AV control panel	

STORE – GENERAL (INCLUDING UNIFORM STORE)

Adjacencies:	reception, student services reception, office – general administration and finance, staff resource and utilities area	
Design intent: This space is designed for the storage of school uniforms for sale, and a range of other bulk consumables, mobile equipment and resources.		
Functional requirements: <input type="checkbox"/> storage of all uniform items organised by items and sizes <input type="checkbox"/> all stored items easily visible and accessible		
Operational factors to consider: Can consider combining this space and function with the staff resource and utilities area.		
Performance criteria:		
Spatial layout and circulation: <input type="checkbox"/> shelving and storage laid out in accordance with WHS requirements	Fit-out: <input type="checkbox"/> full height adjustable open and closed shelving <input type="checkbox"/> hanging racks for clothes <input type="checkbox"/> mixture of open shelf and closed storage <input type="checkbox"/> resilient flooring <input type="checkbox"/> access control <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors	
Visual connectivity and wayfinding: <input type="checkbox"/> items in storage cabinets, compactus, shelves must be clearly visible <input type="checkbox"/> lighting to ensure visibility in all areas of the store		
Access: <input type="checkbox"/> level entry to facilitate trolley access <input type="checkbox"/> ease of access from student services reception <input type="checkbox"/> no key or tool required to exit room		
Acoustics: <input type="checkbox"/> none applicable		
Activation: <input type="checkbox"/> none applicable		

LEADERSHIP TEAM AREA

Area Schedule:	
<ul style="list-style-type: none"> Principal 20m² Deputy / Assistance Principals 10m² per workstation (number required detailed in Area Schedule) 	
Adjacencies:	foyer / reception, office – business manager, office – general administration and finance, staff resource and utilities area, store – secure, meeting room – conference, staff centre, staff amenities, learning community
Design intent:	
The leadership area provides a central leadership zone that feels connected to, and not remote from, the learning areas of the school while being closely connected to the administration area and staff centre for efficiency of communication and access.	
Functional requirements:	
The leadership area includes work areas for the principal, assistant principal/s and school leaders. The leadership area has a range of functions:	
<input type="checkbox"/> individual work <input type="checkbox"/> meetings with staff, students, parents (including meetings of a highly confidential nature) and visitors <input type="checkbox"/> meetings with other leaders and the leadership team <input type="checkbox"/> planning and developing professional learning activities <input type="checkbox"/> developing and documenting school policies and practices, and <input type="checkbox"/> administrative activities including school organisation and planning, the writing of reports and other documentation <input type="checkbox"/> adjacent access to multifunctional device	
Support for these functions can be provided in a number of ways using a combination of discrete and open settings. Functionally, access to a combination of open and closed spaces that can be used as individual work areas, collaborative work areas, plus small and medium sized private meeting rooms is required.	
Operational factors to consider:	
While needing to be central and accessible to school staff and students, the layout of the leadership area requires a level of security and seclusion from visitors, with all external visitors being required to first report to the reception and general office. The Principal's Office needs to have the potential to be made private.	
This space may be distributed throughout the learning communities to support school operations (such as senior leaders being located within the senior learning community).	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> enable ease of movement between individual and team collaboration areas, meeting spaces, the business manager's office, the general office and the staff centre <input type="checkbox"/> avoid creating a labyrinth effect	<input type="checkbox"/> door(s) with viewing panel, access control, and not lockable from inside <input type="checkbox"/> open shelf storage — under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources, group planning <input type="checkbox"/> carpet tiles <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions
Visual connectivity and wayfinding:	
<input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> capacity to provide visual privacy when required	
Access:	
<input type="checkbox"/> provide a lockable entry/exit to the leadership area <input type="checkbox"/> accessed by entering secure area	

<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide a high degree of acoustic separation to ensure confidentiality of conversations <input type="checkbox"/> collaborative spaces require the capability to contain distracting sound into/out of the space while maintaining ease of flow between spaces 	<ul style="list-style-type: none"> <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
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fixed and mobile furniture to create areas that can be used for collaborative design and planning sessions as a leadership team or with staff groups of up to 15 people <input type="checkbox"/> seating for two to three people plus a small table <input type="checkbox"/> workstations 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"/> secure mobile storage for personal effects 	

STAFF LOUNGE AND EXTERNAL COURTYARD

Area Schedule: <ul style="list-style-type: none"> Includes a base kitchen allowance within the staff lounge of – 15m² (with an additional incremental allowance of 0.10m² per FTE) 	
Adjacencies:	leadership team area, staff collaborative planning area, staff resource and utilities area, meeting room – conference, staff amenities including shower and changeroom (end of trip), staff retreat/parenting room
Design intent: <p>The staff lounge provides a central space for relaxation and social connection for staff, supporting the development of a positive whole-school culture. It is intended to be used during break times, before and after school, and as a retreat space, it offers staff a welcoming environment to unwind and recharge. In addition, it can be used for informal gatherings, planning, and meetings, fostering collaboration and professional relationships amongst staff.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> located centrally to provide ready access from the Learning Communities <input type="checkbox"/> provide a retreat from areas accessible to students <input type="checkbox"/> have restricted public access <input type="checkbox"/> provide a welcoming, relaxed environment <input type="checkbox"/> promotes relaxation and social interaction between all staff and could be used for staff meetings <input type="checkbox"/> have access to a shaded, external courtyard <input type="checkbox"/> include a kitchen sized to serve the staff numbers at peak times during the day (see guidance above) <input type="checkbox"/> a variety of bench areas such as standing height benches, with a large ‘kitchen bench’ <input type="checkbox"/> configuration to allow for flexible arrangement of loose furniture, tables and informal seating <input type="checkbox"/> space against a wall for separate refrigerated beverage and snack vending machines <input type="checkbox"/> large noticeboards for display of school planning calendar, professional learning items, school development displays <input type="checkbox"/> have convenient access to the staff resource and utilities area 	
Operational factors to consider: <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 in the school where this can occur.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> a wide rectangular room is preferable to a long thin room to enhance community building <input type="checkbox"/> directly connected to external, private staff courtyard 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> large display boards/whiteboards/writeable surfaces for display of school planning calendar, professional learning items, school development displays, group planning <input type="checkbox"/> lockable storage for personal items (relief staff and School Service Officers only, teaching staff have provisions in Staff Workspaces) <input type="checkbox"/> kitchen facility with a variety of bench areas such as standing height benches, with a large ‘kitchen bench’ <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> minimal visibility into adjacent circulation space to provide for privacy <input type="checkbox"/> visual connection to an outside courtyard, private landscaped area or feature view <input type="checkbox"/> if practicable, have at least a partial view to external play spaces to allow for incidental supervision of students <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting 	

<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 staff retreat/parenting room <input type="checkbox"/> located behind secure line 	<ul style="list-style-type: none"> <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"/> hearing augmentation <input type="checkbox"/> operable windows with screens <input type="checkbox"/> fully glazed double doors to adjoining internal and external spaces <input type="checkbox"/> entrance floor mat from outdoor space
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic quality permits multiple conversations to occur effectively <input type="checkbox"/> acoustic separation from adjoining areas 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> small settings of comfortable lounge chairs/coffee tables, loose furniture, tables and informal seating <input type="checkbox"/> refrigerated beverage and snack vending machines (school choice to install) <input type="checkbox"/> IPTV/digital signage displays distributed around room for promotion - audio via speakers integrated in displays <input type="checkbox"/> IPTV control via network <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control 	

External courtyard
<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> small settings of loose furniture, tables and informal seating <input type="checkbox"/> provide settings with both natural and built shade/shelter/weather protection for all season use <input type="checkbox"/> screening/fencing for privacy and retreat <input type="checkbox"/> outdoor lighting <input type="checkbox"/> accessible pathways and surfaces <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> landscaping to create a pleasant, calming environment

STAFF RETREAT/PARENTING ROOM

Area Schedule:	
<ul style="list-style-type: none"> • 9m² per room 	
Adjacencies:	staff lounge, staff amenities, accessible toilet with nappy change bench
Design intent:	
A quiet, private space for staff that can be used for a variety of purposes such as caring for and feeding babies, prayer room, or rest space for someone feeling unwell.	
Functional requirements:	
<input type="checkbox"/> located in a central, discreet location to be easily accessible to staff <input type="checkbox"/> ideally with access or views to a semi-private external area (staff external courtyard) <input type="checkbox"/> comfortable seating <input type="checkbox"/> storage <input type="checkbox"/> hand washing facilities	
Operational factors to consider:	
Needs to be an all-gender space. Schools will define their particular use of this space depending on the needs of their staff, therefore the space needs to be readily changeable for the range of functions described above. This space needs to support compliance with the department's breastfeeding policy .	
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	<input type="checkbox"/> carpet tiles with non-slip resilient floor near sink <input type="checkbox"/> kitchenette facilities <input type="checkbox"/> space for waste bin <input type="checkbox"/> privacy curtain to seating area(s) <input type="checkbox"/> mirror <input type="checkbox"/> storage with prayer mat(s) <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <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"/> access control <input type="checkbox"/> door not lockable from inside
Visual connectivity and wayfinding:	
<input type="checkbox"/> viewing panel from outside with visibility control <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> controllable lighting — natural and artificial	
Access:	
<input type="checkbox"/> ready access to staff amenities	
Acoustics:	
<input type="checkbox"/> acoustically separated for a calm, quiet space	
Activation:	
<input type="checkbox"/> comfortable seating (armchair) suitable for sitting and reclining <input type="checkbox"/> low height side table <input type="checkbox"/> small first aid cabinet <input type="checkbox"/> medical waste and sharps container <input type="checkbox"/> prayer mats	

Staff Workspaces

The **Staff Workspace** functional zone provides both individual and collaborative work areas for staff. When effectively connected to the learning areas, it enables efficient access for educators to plan, prepare and organise resources and records. This zone supports staff productivity and collaboration, contributing to the effective delivery of teaching and learning programs.

Staff Workspace

Staff workspaces

STAFF WORKSPACES

Area Schedule: <ul style="list-style-type: none"> • Area per staff member 4.5m² • Based on indicative total FTE – teaching and school support officers 	
Adjacencies:	Learning Community, Health, Fitness and Performing Arts, Design, Art, Tech and Science, staff toilets
Design intent: <p>Every learning setting should have staff workspaces that provide a space where staff can:</p> <ul style="list-style-type: none"> • work individually and collaboratively • engage in dialogue and discussion (open and private) • write records, design, plan and analyse student data together • store and access resources and personal belongings <p>The staff workspace may serve as a social and recreation space, however it is not the primary intent.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> individual workstations for staff members <input type="checkbox"/> storage for resources, files, books, folders, and other teaching resources <input type="checkbox"/> horizontal workspace suitable for small to medium production, layout, cutting, laminating and binding of printed materials (large in Staff Resource and Utilities Area) <input type="checkbox"/> secure storage for individual belongings (including school services officers) <input type="checkbox"/> a setting to support collaborative work for the full complement of staff <input type="checkbox"/> acoustic separation from adjacent areas to ensure privacy and confidentiality 	
Operational factors to consider: <p>While providing a separate space from learning settings, it needs to be readily accessible for access to resources and have line of sight supervision across the adjacent learning spaces.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space to provide ease of movement between workstations, storage and the collaboration zone 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> display boards/whiteboards/writeable surfaces for posters, information resources, group planning <input type="checkbox"/> storage for teacher resources <input type="checkbox"/> lockable storage cupboard <input type="checkbox"/> carpet tiles <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> second exit for safe egress
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> line of sight to and from the adjacent learning areas <input type="checkbox"/> capacity to provide visual privacy when required <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible <input type="checkbox"/> controllable lighting – natural and artificial 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> adjustable height workstations <input type="checkbox"/> adjacent access to multifunction device <input type="checkbox"/> ease of access from adjacent learning area <input type="checkbox"/> ease of access to staff amenities 	

Acoustics:

- acoustic separation to ensure privacy and confidentiality
- telephone and staff to staff conversations not intelligible in adjacent areas

Activation:

- desks or workstations adjustable height — sitting or standing (size and spacing should assume each staff member has dual monitors and uses a laptop computer)
- height adjustable, swivel office chair
- lockable mobile pedestals for all staff including School Services Officers
- a small meeting setting to seat 2–3 people

Amenities

The **Amenities** functional zone provides inclusive facilities for toileting, washing, changing and laundry. These amenities should be conveniently located, available for all-gender and all-ability use, with fully-enclosed cubicles to support the health, safety and wellbeing of the whole school community.

NB: Fully-enclosed cubicles provide for complete privacy with floor to ceiling walls and a door extending to the floor. This is not the same as self-contained cubicles which include wash basin facilities.

Student and Staff Amenities

Staff - toilets

Staff - accessible toilet

Staff - shower and changeroom (end of trip)

Student – toilets (including ambulant and accessible)

Student – fully-assisted toilet, shower and change

Student – team rooms and all-gender change cubicles

Community accessible toilet

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

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

Type 06: Student all-gender change cubicle

Type 07: Team rooms

Type 08: Community toilets and change facilities layout

Type 09: Staff amenities and end of trip layout

Type 10 – Option A: Learning Community Toilet cluster (all-gender)

Type 10 – Option B: Learning Community Toilet cluster (all-gender)

Type 11 – Option A: Learning Community Toilet cluster (mixed - gender and all-gender)

Type 11 – Option B: Learning Community Toilet cluster (mixed – gender and all-gender)

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.

STAFF – TOILETS

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Area allocation per cubicle includes an allowance for handbasins, ambulant cubicles, airlock and circulation • Number of pans assumes 50:50 female to male staff (with staff numbers interpreted as Full Time Equivalent (FTE) staff). This assumption provides a greater number of pans than a higher proportion of female staff would require for compliance with the National Construction Code. • Total allocation includes a 20% factor for distribution. • Note the area allocated to this space already includes an allowance for internal circulation. 	
<p>Adjacencies:</p>	<p>Leadership, administration and staff centre, learning communities, health, fitness and performing arts, learning resource centre/library, design, art, tech, science</p>
<p>Design intent:</p> <p>To provide inclusive amenities for all staff in convenient locations across the school.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> number of staff toilets meets NCC requirements (additional allowances provided allowing for distribution) <input type="checkbox"/> fully-contained provided in a gendered staff bathroom arrangement <input type="checkbox"/> fully-contained, all-gender, ambulant toilets in various locations around the school <input type="checkbox"/> convenient access from all staffed areas of the school <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> ambulant layout, clearances and sanitary fixtures to comply with AS1428.1 	
<p>Operational factors to consider:</p> <p>Staff toilets must be dispersed across the site to ensure facilities are readily available for staff throughout the school day, an additional allowance of 20% has been provided to aid this distribution (see Amenities Templates - Type 2).</p> <p>Staff toilets may be provided in separate female and male washrooms near the staff lounge, combined with the end of trip facilities. Where these are provided, at least 1 all-gendered self-contained cubicle must be accessible in the same vicinity (see Amenities Templates – Type 9, which includes Types 1, 2, 3A, 5 and 8).</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <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 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> mechanical exhaust <p><u>Toilet cubicles</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> full height walls and door ensuring gaps offer visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators, internally lockable and able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> toilet pan with dual flush and double flap seat <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> coat/bag hook <input type="checkbox"/> toilet roll holder <p><u>Ambulant include</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> grabrails <p><u>Self-contained and communal washrooms include</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> hand basin (hot water and TMV) <input type="checkbox"/> foaming soap dispenser located over hand basin <input type="checkbox"/> floor waste <input type="checkbox"/> mirror and shelf above basin (self-contained only)
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <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"/> convenient access from all staff occupied areas <input type="checkbox"/> inclusive design for all-gender and all-ability use 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 	

	<ul style="list-style-type: none"> <input type="checkbox"/> hand basins in vanity (washrooms) with mirror above <input type="checkbox"/> hand towel dispenser and waste bin <input type="checkbox"/> hard wired electric hand dryer <input type="checkbox"/> 1 x double power outlet for personal appliances <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
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sanitary disposal units 	

STAFF - TOILETS

STUDENT AND STAFF AMENITIES

STAFF – ACCESSIBLE TOILET

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Allocation of one dedicated ‘Staff - accessible toilet’ per school plus an allowance to convert a percentage of Staff - toilets to accessible on the basis that these are counted as part of the overall allocation of staff toilets. • Area based on accessible toilet only (2.40m x 2.35m) • Additional allowance per conversion (2.4m²) 	
<p>Adjacencies:</p>	<p>Leadership, Administration and Staff Centre, learning communities</p>
<p>Design intent:</p> <p>To provide accessible toilet amenities for staff.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fully self-contained and all-gender (see Amenities Templates -Type 3 and 3A) <input type="checkbox"/> convenient access from the staff centre and learning communities <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> accessible layout, clearances and sanitary fixtures to comply with AS1428.1 	
<p>Operational factors to consider:</p> <p>Accessible toilet to meet AS 1428.1 disability access provisions (shower and variable height change table were briefed) ensuring an equal distribution of left-hand (LH) and right-hand (RH) transfers.</p> <p>Accessible toilets provided adjacent to the staff retreat/parenting room and gymnasium should include provisions for pull-down nappy change table.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide generous circulation space in the vicinity of toilet 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> full height walls and door ensuring gaps offer visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators, internally lockable and able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> pull-down nappy change table (when located adjacent to the staff retreat/parenting room or gymnasium) <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 continence and sanitary bins <input type="checkbox"/> toilet roll holder <input type="checkbox"/> provide a mirror and a shelf over the basin <input type="checkbox"/> coat/bag hook <input type="checkbox"/> hand towel dispenser and waste bin <input type="checkbox"/> hard wired electric hand dryer <input type="checkbox"/> 1 x double power outlet for personal appliances <input type="checkbox"/> lighting controls – electronic timer switches
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <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 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to be centrally located for ease of access <input type="checkbox"/> inclusive design for all-gender and all-ability use 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 	

STAFF – ACCESSIBLE TOILET

STUDENT AND STAFF AMENITIES

	<ul style="list-style-type: none"> <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control entry (except when located in gymnasium and/or intended for community use) <input type="checkbox"/> assistance alarm <p>Shower include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shower recess with portable shower head <input type="checkbox"/> shower taps located outside shower alcove <input type="checkbox"/> floor waste <input type="checkbox"/> privacy curtain <input type="checkbox"/> seating
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> continence and sanitary bins 	

STAFF – ACCESSIBLE TOILET

STUDENT AND STAFF AMENITIES

STAFF – SHOWER AND CHANGEROOM (END OF TRIP)

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Area per cubicle (combined shower and change) including an allowance for an airlock and circulation – 3.8m² • Note the area allocated to this space already includes an allowance for internal circulation. 	
<p>Adjacencies:</p>	<p>staff lounge and external courtyard, staff toilets, bicycle store - staff</p>
<p>Design intent:</p> <p>Shower and change facilities for those choosing an active mode of transport to and from school. All-gender facilities must be included to provide inclusive amenities. See Amenities Templates -Type 5 and Staff -Toilets layout.</p>	
<p>Functional requirements:</p> <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 <input type="checkbox"/> lockers for 20% of staff to be located near the change rooms 	
<p>Operational factors to consider:</p> <p>Locating the End of Trip Facilities within the Leadership, Administration and Staff Centre ensures a central location for staff.</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 shower, change bench and sink without obstruction 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fully-contained cubicles with full height walls and doors ensuring gaps offer visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators, internally lockable and 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 (when not located behind secure line)
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <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"/> ease of access from staff courtyard <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 	
<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"/> none applicable 	

STAFF – SHOWER AND CHANGEROOM (END OF TRIP)

STUDENT AND STAFF AMENITIES

STUDENT – TOILETS (INCLUDING AMBULANT AND ACCESSIBLE)

STUDENT – TOILETS (INCLUDING AMBULANT AND ACCESSIBLE)

STUDENT AND STAFF AMENITIES

<p>Area Schedule:</p> <ul style="list-style-type: none"> • Area per cubicle including handbasin and an allowance for ambulant cubicles, airlock and circulation – 3.3m² • Total allocation includes a 20% factor for distribution. • Note the area allocated to this space already includes an allowance for internal circulation. 	
<p>Adjacencies:</p>	<p>Learning Communities, learning resource centre, health, fitness and performing arts, wellbeing services, community and cultural space, design, art, tech and science, canteen, outdoor environments</p>
<p>Design intent:</p> <p>To provide inclusive amenities for students. Designs are based on recommendations from international research to help prevent bullying, reduce vandalism, and make them more attractive, user friendly, cleaner and safer for student use. The aim is to reduce the need for time spent in toilet areas, and eliminate the opportunities provided by traditional areas where anti-social behaviour can take place. See Amenities Templates -Types 1, 2 and 3.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fully-contained and all-gender options <input type="checkbox"/> ambulant provisions with layout, clearances and sanitary fixtures to comply with AS1428.1 <input type="checkbox"/> self-contained disability access provisions with layout, clearances and sanitary fixtures to comply with AS1428.1 (ensuring an equal distribution of left-hand (LH) and right-hand (RH) transfers). <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> consider the placement of toilets ensuring they do not share a wall with teaching and learning spaces <input type="checkbox"/> each learning community is to have direct indoor and outdoor access to toilets (not via learning spaces) <input type="checkbox"/> external entrances must have a lockable door <input type="checkbox"/> lighting and exhausts must not be installed directly above toilet pans to avoid tampering and vandalism (see technical specifications for further information). <input type="checkbox"/> drinking fountains must not be directly adjacent to a toilet entrance (distances will depend upon site specific circumstances) <input type="checkbox"/> provide micro waiting/queuing places set back from entrances for waiting students to pause off the flow line and out of direct gaze 	
<p>Operational factors to consider:</p> <p>An additional allowance of 20% has been provided to aid distribution throughout the school to ensure ease of access.</p> <p>Should be in clusters of no more than 5 student toilets (and include either a Type 3 or fully-assisted option) with communal washroom, and an adjacent staff toilet (Type 2) to increase the opportunity for passive supervision and discourage anti-social behaviour. These can be signed all-gender and/or male, female. (See Amenities Templates - Type 10 for learning communities example combinations – accessible toilet (Option A) and fully-assisted (Option B) as briefed).</p> <p>Student toilet cubicles may be provided in separate female and male toilet rooms but must include ample passive supervision to the communal wash space (see Amenities Templates -Type 11 for example combinations). They are to:</p> <ul style="list-style-type: none"> • be fully enclosed with hand basins and drying facilities provided external to the cubicle in a common wash area within each separate toilet room • incorporate passive supervision with openings, glazed doors and viewing panels which provide passive supervision to the wash area • include the provision of all-gender cubicles in close vicinity accessed from a common circulation area. 	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide generous circulation space in the vicinity of toilets <input type="checkbox"/> configured in small groups 	<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"/> 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"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
<p>Visual connectivity and wayfinding:</p> <input type="checkbox"/> clear sightlines from common circulation areas for passive supervision <input type="checkbox"/> signage reflecting ‘all access’ gender and ability <input type="checkbox"/> where hand-washing is visible position or screen basins to provide some privacy such as slatted screens that block direct views around basins while keeping eye-level supervision from one side - supporting cultural modesty needs (adjusting headscarves, washing hands) without making a secluded alcove	<p><u>Toilet cubicles:</u></p> <input type="checkbox"/> full height walls and door ensuring gaps offer visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators, internally lockable and able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> toilet pan with dual flush, single flap seat <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> toilet roll holder
<p>Access:</p> <input type="checkbox"/> toilets need to be able to be readily accessible from all indoor and outdoor learning spaces/common circulation areas <input type="checkbox"/> inclusive designs for all-gender and all-ability use	<p><u>Ambulant include:</u></p> <input type="checkbox"/> grabrails
<p>Acoustics:</p> <input type="checkbox"/> acoustically contained	<p><u>Accessible include:</u></p> <input type="checkbox"/> accessible toilet pan <input type="checkbox"/> grabrails <input type="checkbox"/> hand basin (hot water and TMV) <input type="checkbox"/> foaming soap dispenser located over hand basin <input type="checkbox"/> floor waste <input type="checkbox"/> mirror and shelf above basin (self-contained only) <input type="checkbox"/> hardwired electric hand dryer <input type="checkbox"/> paper towel dispenser and waste bin
<p>Activation:</p> <input type="checkbox"/> sanitary disposal unit(s)	<p><u>Communal washrooms:</u></p> <input type="checkbox"/> hand basins (cold water only) <input type="checkbox"/> foaming soap dispensers located over hand basins <input type="checkbox"/> floor waste <input type="checkbox"/> hardwired electric hand dryer <input type="checkbox"/> paper towel dispenser and waste bin

STUDENT – TOILETS (INCLUDING AMBULANT AND ACCESSIBLE)

STUDENT AND STAFF AMENITIES

STUDENT – FULLY-ASSISTED TOILET, SHOWER AND CHANGE

Area Schedule: <ul style="list-style-type: none"> The number of spaces includes an allowance for one to be provided with a full-size gymnasium. 	
Adjacencies:	Learning Community, Gymnasium, wellbeing hub
Design intent: <p>This is an additional facility the department makes available to enable staff assisted toileting and personal care for students with a disability. They are <u>not</u> NCC accredited and registered ‘changing places’ facilities. (see Amenities Templates -Type 4)</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> fully self-contained and all-gender <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"/> access to laundry facilities (either within this space or a separate adjacent space) 	
Operational factors to consider: <p>They should be placed in various locations to support ease of access across the site (including each learning community building) with or adjacent to laundry spaces.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> unobstructed and adequate space adjacent and in front of WC pan to accommodate a wheelchair <input type="checkbox"/> layout to allow for staff assisting students to easily manoeuvre around the space including: <ul style="list-style-type: none"> <input type="checkbox"/> either side of toilet pan <input type="checkbox"/> either side of the 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 • sanitary disposal • sharps disposal 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> non-slip floor surface with coved skirting <input type="checkbox"/> toilet pan with dual flush 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"/> shelf adjacent to toilet pan <input type="checkbox"/> circulation space for individual storage for personal changing provisions and clothes <input type="checkbox"/> circulation space to allow privacy curtains to toilet pan and change table <input type="checkbox"/> hand basin (hot water and TMV) <input type="checkbox"/> screw nose bibcock below and close to hand basin for cleaner’s use <input type="checkbox"/> foaming soap dispenser over sink <input type="checkbox"/> provide a mirror and a shelf 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 <input type="checkbox"/> shower taps installed in a place accessible to staff assistant outside the shower area <input type="checkbox"/> recessed soap holder in a place accessible to staff
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"/> wheelchair accessible <input type="checkbox"/> ease of access to laundry facility <input type="checkbox"/> readily accessible from all indoor and outdoor learning spaces/common circulation areas <input type="checkbox"/> unobstructed and adequate space adjacent and in front of WC pan to accommodate a wheelchair 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 	

STUDENT – FULLY-ASSISTED TOILET, SHOWER AND CHANGE

STUDENT AND STAFF AMENITIES

	<p>assistant</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide a towel rail in close proximity to the shower (but not in shower) <input type="checkbox"/> 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 <input type="checkbox"/> shelving to be provided on the wall adjacent to the table location, within easy reach, to store items required during changing processes <input type="checkbox"/> ceiling track hoist or space for mobile hoist (with sling hook) <input type="checkbox"/> space for continence and sanitary bins <input type="checkbox"/> provide unobstructed and adequate space to store a commode chair <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> ventilation grilles (high level above door with acoustic treatment) <input type="checkbox"/> privacy doors with indicators, internally lockable and able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> provide statutory signage to door <input type="checkbox"/> power for lifting equipment <input type="checkbox"/> double power outlet for variable height change table <input type="checkbox"/> all power points are to be isolatable by staff <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control <input type="checkbox"/> assistance alarm <input type="checkbox"/> provisions for laundry facilities to be installed either at the time of build or for future needs (include water, power and drain for washer, dryer and laundry sink)
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> storage for student’s personal belongings <input type="checkbox"/> mobile privacy curtains <input type="checkbox"/> mobile hoist with sling hook <input type="checkbox"/> electrically operated change table <input type="checkbox"/> continence and sanitary bins <input type="checkbox"/> commode chair <input type="checkbox"/> washing machine <input type="checkbox"/> dryer 	

STUDENT – FULLY-ASSISTED TOILET, SHOWER AND CHANGE

STUDENT AND STAFF AMENITIES

STUDENT – TEAM ROOMS AND ALL-GENDER CHANGE CUBICLES

Area Schedule: <ul style="list-style-type: none"> • Two per gymnasium court • 15m² per room 	
Adjacencies:	Health, fitness and performing arts
Design intent: <p>The team room is designed as a flexible space that supports team-based activities before, during, and after sporting events. Moving beyond its original use as a changeroom, the team room functions as a space for team meetings, strategy discussions, pre- and post-game briefings, and group activities. It provides a comfortable and inclusive environment where students and coaches can discuss tactics, review performances and foster team spirit.</p> <p>Separate all-gender fully-contained change cubicles (see Amenities Templates -Type 6) are to be provided for discreet sports uniform changes located with the student toilets in the gymnasium.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> team rooms are accessible from outside without having to enter the gym or other connected spaces <input type="checkbox"/> change cubicles are located in the same shared corridor as the self-contained toilet cubicles in the gymnasium <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> team rooms afford some visual privacy from the entry door to the seating area 	
Operational factors to consider: <p>Team room design should allow for the 2 rooms to operate independently or be opened up to form one larger space via an operable opening (see Amenities Templates - Type 7).</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> adequate circulation space 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> non-slip resilient floor <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> consider natural and artificial lighting 	Team Room include: <ul style="list-style-type: none"> <input type="checkbox"/> benches in open space <input type="checkbox"/> operable opening between rooms (staff only)
Access: <ul style="list-style-type: none"> <input type="checkbox"/> inclusive design for all-gender and all-ability use <input type="checkbox"/> ease of access to student toilets and change cubicles from the team rooms 	Change cubicle include: <ul style="list-style-type: none"> <input type="checkbox"/> full height walls and door ensuring gaps offer visual and acoustic privacy <input type="checkbox"/> ventilation grilles (high level above door) <input type="checkbox"/> privacy doors with indicators, internally lockable and able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> change bench <input type="checkbox"/> coat/bag hooks <input type="checkbox"/> mirror on door
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> control of reverberation from noise generated by activities in this space 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

COMMUNITY ACCESSIBLE TOILET

Area Schedule: <ul style="list-style-type: none"> • Allowance of one per school • Area based on accessible toilet only - no shower 	
Adjacencies:	foyer, meeting room – interview, community and cultural space
Design intent: To provide an accessible toilet and nappy change space for use by visitors.	
Functional requirements: <ul style="list-style-type: none"> <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 <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: <ul style="list-style-type: none"> <input type="checkbox"/> directly accessible from foyer <input type="checkbox"/> convenient access from the cultural and community space 	Fit-out: <ul style="list-style-type: none"> <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, internally lockable and 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 a shelf over the basin <input type="checkbox"/> hardwired electric hand dryer <input type="checkbox"/> coat/bag hook <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> 1 x double power outlet for personal appliances <input type="checkbox"/> assistance alarm
Visual connectivity and wayfinding: <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 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> can be accessed without entering secure area <input type="checkbox"/> inclusive design for all-gender and all-ability use 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> sanitary disposal unit <input type="checkbox"/> nappy disposal unit 	

COMMUNITY ACCESSIBLE TOILET

LEADERSHIP, ADMINISTRATION and STAFF CENTRE

Site and Services

The **Site and Services** functional zone provides an allocation of space to accommodate the essential infrastructure required to ensure the facility's comfortable, functional, efficient and safe operation.

Site

Facilities and grounds maintenance

Bicycle store - staff

Bicycle/Scooter store - student

Services

Communications and server room

Distributed communications room

Engineering plant and services

Stores - Cleaner

FACILITIES AND GROUNDS MAINTENANCE

Adjacencies:		Leadership, Administration and Staff Centre, staff amenities, outdoor environments
Design intent: Provides a facilities management office, workshop and bulk store space for operations related to the caretaking of the total site, cleaning, maintenance, storage and break-down of bulk goods and equipment and consumable supplies. This function may be provided in a shed type facility.		
Functional requirements:		
<input type="checkbox"/> functions for repair and storage of equipment and furniture <input type="checkbox"/> receive deliveries that range in size and weight <input type="checkbox"/> accommodate heavy vehicle access <input type="checkbox"/> lockable storage for portable and mobile machinery keys <input type="checkbox"/> accessible PPE storage designed to not create new hazards or hinder emergency access <input type="checkbox"/> provide efficient and accessible storage for a range of materials, chemical goods and cleaning materials <input type="checkbox"/> provide maintenance workshop facilities <input type="checkbox"/> secure area to prevent unauthorised access to equipment and materials		
Operational factors to consider: The site location needs to consider ease of access for deliveries as well as vehicle and equipment movement around the site. For student safety it should be located away from high-traffic zones and play areas. Consider the potential for noise impact on teaching, learning, and community spaces.		
Performance criteria:		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> designed to create zones for office, workshop and storage <input type="checkbox"/> all stored items readily visible	<input type="checkbox"/> workshop tools storage <input type="checkbox"/> wall lockable storage (~25% of all storage) <input type="checkbox"/> hand wash facilities (with hand basin, soap dispenser, paper towel dispenser and waste bin) <input type="checkbox"/> PPE storage <input type="checkbox"/> flammable cupboard for volatile liquids <input type="checkbox"/> heavy duty work bench with open shelving underneath and space for wood and metal vices <input type="checkbox"/> stainless steel sink (2 bowls) for cleaning <input type="checkbox"/> hot water with TMV <input type="checkbox"/> trade waste and floor waste provisions <input type="checkbox"/> loading bay and / or ramp <input type="checkbox"/> emergency isolation switches (shut-off buttons) <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <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"/> access control	
Visual connectivity and wayfinding:		
<input type="checkbox"/> unobtrusive but easily accessible <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> natural light and external view		
Access:		
<input type="checkbox"/> bulk store either directly accessible from the office / workshop zone or integrated <input type="checkbox"/> the location should allow efficient access to gardens and ovals etc to support maintenance activities <input type="checkbox"/> ease of proximity to waste disposal areas <input type="checkbox"/> ease of access for deliveries <input type="checkbox"/> minimise interactions with main pedestrian and vehicle traffic		
Acoustics:		
<input type="checkbox"/> consider adjacent space(s) and contain sound accordingly		
Activation:		
<input type="checkbox"/> workstation – adjustable <input type="checkbox"/> drafting stool <input type="checkbox"/> first aid cabinet		

BICYCLE STORE – STAFF

Area Schedule: <ul style="list-style-type: none"> • Allowance based on AS2890.3 - horizontal parking and an allowance for an access aisle • Based on 2% of staff commuting by bicycle 	
Adjacencies:	staff centre, staff amenities (including shower and changeroom)
Design intent: Storage of non-vehicular transport that supports and encourages sustainable and healthy commuting by staff.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> secure fenced and roofed storage appropriate 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 end of trip amenities, possibly contained within the staff centre – external courtyard space.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> if combined with staff centre external courtyard position to not intrude on usable open space 	Fit-out: <ul style="list-style-type: none"> <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"/> fencing to prevent unauthorised access by public
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> minimal visibility from adjacent external courtyard space 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> convenient access from the boundary and bicycle circulation pathways <input type="checkbox"/> ease of access to staff amenities including end of trip 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	

BICYCLE/ SCOOTER STORE – STUDENTS

Area Schedule: <ul style="list-style-type: none"> • Allowance based on AS2890.3 - horizontal parking and an allowance for an access aisle • Based on 3% of students commuting by bicycle 	
Adjacencies:	Learning community
Design intent: Parking facilities appropriate for bicycles and scooters is provided to promote and encourage the use of active transport. Storage facilities must be in an area where some level of passive surveillance is available and as close as practicable to the adjacent road frontage to allow direct access for users and avoid the need for shared pathways within the site. Locating near site access to the learning communities will support this transportation choice.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> secure, roofed storage enclosures, protected from the weather <input type="checkbox"/> bicycle loops, rails or similar must be provided which allow a user to secure their bicycle frame and both wheels to the bicycle parking device using their own lock 	
Operational factors to consider: Adequate secure, fenced and roofed bicycle/scooter storage is required for students in a location convenient for the users to access the neighbourhood bicycle path network on departure. Note these spaces can also used for securing waste bins over holiday periods to mitigate vandalism/fires and should not be connected to other buildings.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> adequate space for large numbers of students to circulate with bicycles/scooters 	Fit-out: <ul style="list-style-type: none"> <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"/> fencing to prevent unauthorised access by public
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> located to allow passive surveillance of the facility 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> convenient access from shared pathways 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> none required 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	

COMMUNICATIONS AND SERVER ROOM

Adjacencies:	Leadership, administration and staff centre	
Design intent: Dedicated central secure space to house the Core Node ³ equipment and other ICT services (internet and network equipment, servers, digital telephone systems, and security).		
Functional requirements:		
<input type="checkbox"/> 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 <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 (remote from heat sources and moisture or water pipes) <input type="checkbox"/> located away from electromagnetic interference <input type="checkbox"/> allow for multiple floor-standing communications racks with the ability to add further identical racks in the future (quantity of racks as briefed)		
Operational factors to consider: Central location close to site perimeter to minimise internal cable runs as well as the external links to services running along adjoining roads.		
Performance criteria:		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> circulation to access the front, back and at least one side of every comms rack/cabinet <input type="checkbox"/> the room should have a long blank sidewall with the door in the opposite wall	<input type="checkbox"/> resilient (anti-static) flooring <input type="checkbox"/> all cabinets and metallic components within the cabinets earthed in accordance with AS/CA S009 <input type="checkbox"/> fire resistant door AS 1901.1 <input type="checkbox"/> fire rated walls and ceilings as per AS 1530.4 <input type="checkbox"/> temperature audio-visual alarm (red light flashing outside the room) <input type="checkbox"/> second alert for shutdown facility provided to a sequential mobile list that continues to loop until it is answered by someone on the list <input type="checkbox"/> uninterruptable power supply (UPS) <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control	
Visual connectivity and wayfinding:		
<input type="checkbox"/> finishes light in colour to enhance room lighting		
Access:		
<input type="checkbox"/> no unauthorised access <input type="checkbox"/> door access to allow delivery of large equipment (no doorsill) including adjoining hallway <input type="checkbox"/> direct access (should not be via an adjoining room) <input type="checkbox"/> no key or tool required to exit room		
Acoustics:		
<input type="checkbox"/> acoustically contained		
Activation:		
<input type="checkbox"/> site specific as per department’s ICT		

³ The central location or ‘hub’ for local network services, core network switches, servers, data storage and other appliances

Core Node - R-12, Secondary School or New School

- 3 rack Core Node arrangement with Cross-Connect cable design (refer to [Part 4 Technical Specifications](#)).

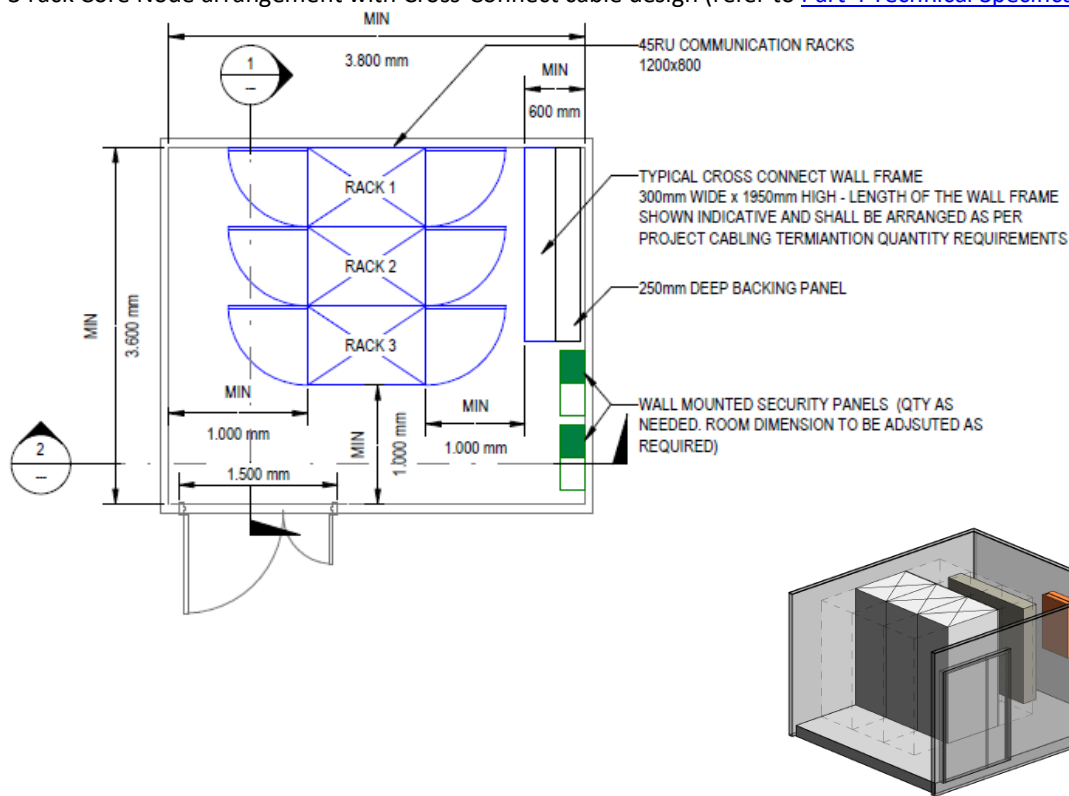


Figure 25 – R-12, Secondary School or new school Core Node floor plan and render.

Core Node - Primary School

- 2 rack Core Node arrangement with Inter-Connect cable design (refer to [Part 4 Technical Specifications](#)).

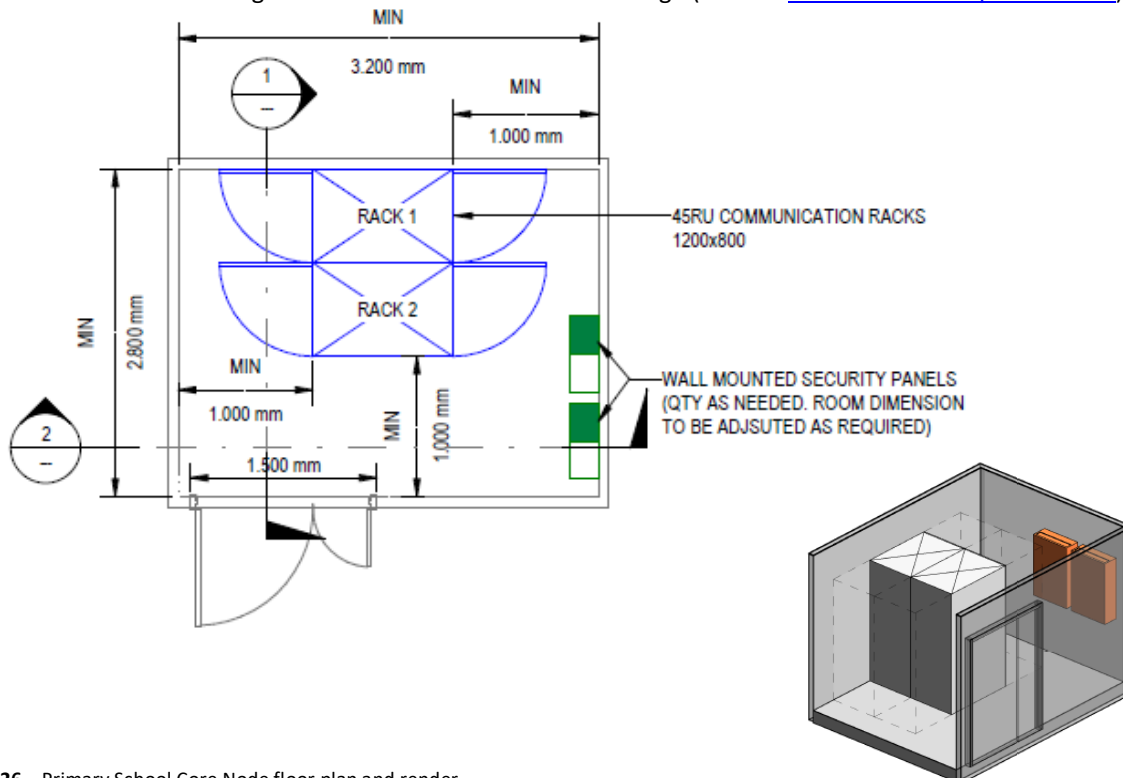


Figure 26 – Primary School Core Node floor plan and render

DISTRIBUTED COMMUNICATIONS ROOM

Area Schedule:	
<ul style="list-style-type: none"> • Allow one per building based on the estimated number of buildings, excluding the building housing the Communications Room • 6m² per room 	
Adjacencies:	Learning community, learning resource centre, community and cultural space, design, art, tech, science, health, fitness and performing arts, canteen
Design intent:	
Dedicated secure space to house the Edge Node ⁴ equipment and other ICT services (internet and network equipment, servers, digital telephone systems, and security).	
Functional requirements:	
<input type="checkbox"/> secure room <input type="checkbox"/> central location close to site perimeter to minimise internal cable runs <input type="checkbox"/> located away from electromagnetic interference <input type="checkbox"/> should allow for one or more floor-standing communications racks (quantity of racks as briefed)	
Operational factors to consider:	
Should not be located within administrative, learning spaces, or teacher preparation spaces due to active equipment noise. Must comply with AS/NZS 3084 Telecommunication Installations – telecommunications pathways and spaces for commercial buildings.	
Performance criteria:	
Spatial layout and circulation:	Fit-out:
<input type="checkbox"/> circulation to access the front, back and at least one side of every comms rack/cabinet <input type="checkbox"/> the room should have a long blank sidewall with the door in the opposite wall	
Visual connectivity and wayfinding:	
<input type="checkbox"/> finishes light in colour to enhance room lighting	
Access:	
<input type="checkbox"/> no unauthorised access <input type="checkbox"/> no key or tool required to exit room	<input type="checkbox"/> resilient (anti-static) flooring <input type="checkbox"/> all cabinets and metallic components within the cabinets earthed in accordance with AS/CA S009 <input type="checkbox"/> uninterruptable power supply (UPS) <input type="checkbox"/> lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> access control
Acoustics:	
<input type="checkbox"/> acoustically contained	
Activation:	
<input type="checkbox"/> site specific as per department’s ICT	

DISTRIBUTED COMMUNICATIONS ROOM

SERVICES

⁴ 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.

Edge Node - R-12, Secondary School or New School

- R-12 secondary school or new school two (2) rack edge node arrangement with cross-connect cable design.

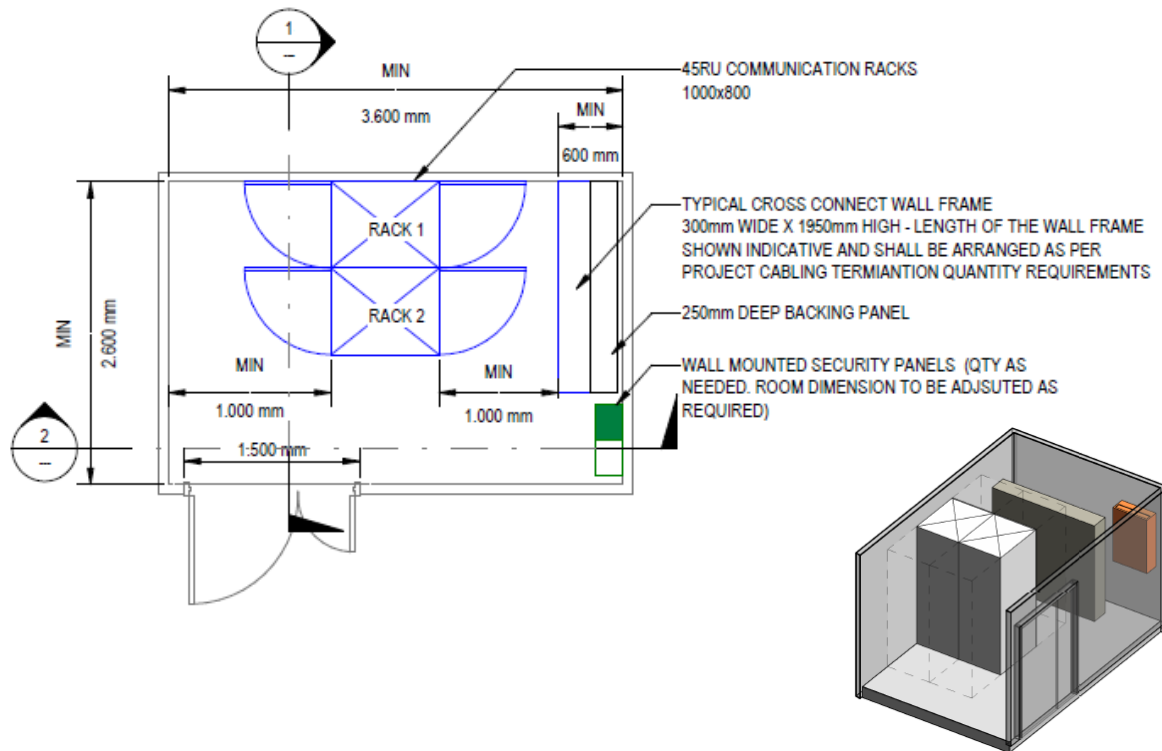


Figure 27 – R-12, Secondary School and new school Edge Node floor plan and render

Edge Node - Primary school

Primary School one (1) rack edge node arrangement with inter-connect cable design.

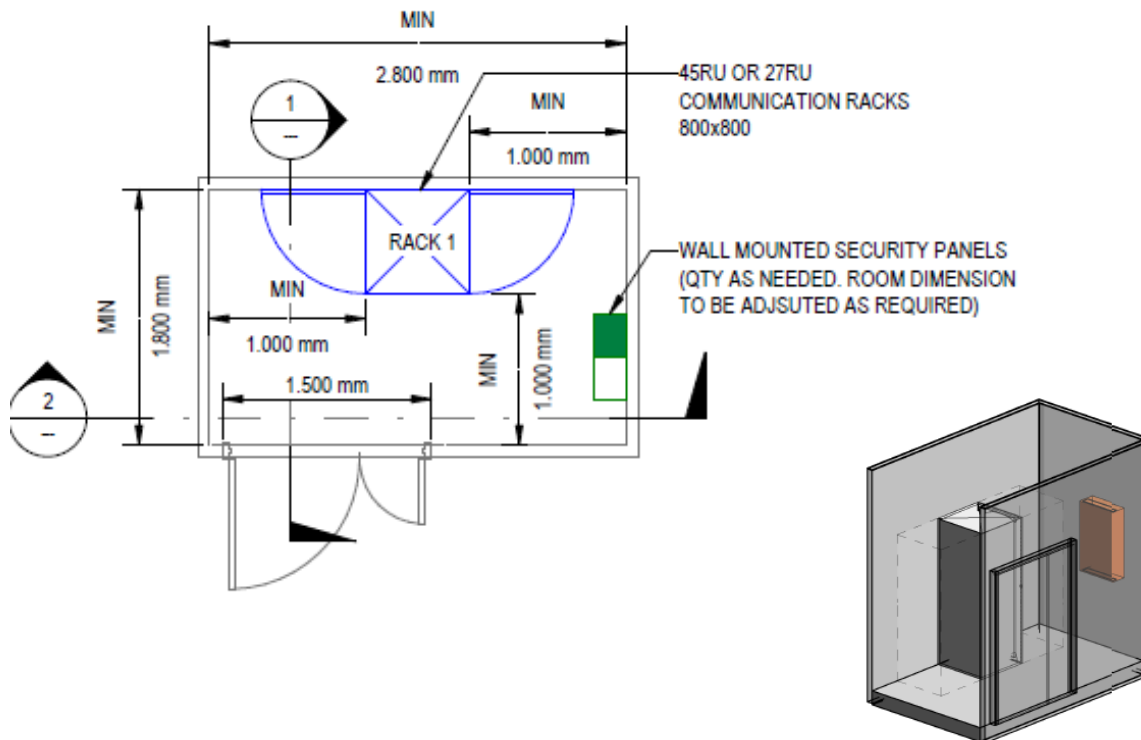


Figure 28 – Primary School Edge Node floor plan and render.

ENGINEERING PLANT and SERVICES

Adjacencies:	all functional zones as necessary
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. Maybe 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:	Fit-out:
<input type="checkbox"/> ease of access provided for maintenance personnel	
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"/> as required for equipment provided <input type="checkbox"/> lockable fencing to prevent unauthorised access
<input type="checkbox"/> no student 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	
Activation:	
<input type="checkbox"/> none applicable	

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

Area Schedule: <ul style="list-style-type: none"> • Allow one per building/floor 	
Adjacencies:	all functional zones as necessary
Design intent: Provide secure storage for cleaning equipment and supplies in a central location, with additional storage points distributed across the site to support efficient access and use, satisfying Work Health and Safety requirements.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> secure storage for cleaning equipment and supplies (vacuums, polishers, blower vacuums, auto scrubbers, buckets, mops, brooms, multiple chemicals in 5-10L containers and janitor’s trolleys) <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 <input type="checkbox"/> locations must not interfere with the learning requirements and functions of a school 	
Operational factors to consider: Should be located adjacent to wet areas for cost effective water supply and plumbing access. Storage sheds are not acceptable for cleaning storage facilities due to the unacceptable security risks.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> centrally located in buildings, on each level of multi-storey buildings <input type="checkbox"/> locate near exit door on the building perimeter <input type="checkbox"/> provide generous circulation space for the movement and storage of large cleaning equipment 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> non-slip resilient flooring with coved skirting <input type="checkbox"/> solid core door (no viewing panel), access control and not lockable from inside <input type="checkbox"/> wall mounted cleaners sink (hot water and TMV) <input type="checkbox"/> floor waste <input type="checkbox"/> bench space, shelving and cupboards <input type="checkbox"/> storage space for cleaning equipment (manual and mechanical) <input type="checkbox"/> lockable ventilated storage for hazardous chemicals <input type="checkbox"/> flammable liquids cabinet (main store only) <input type="checkbox"/> mechanical exhaust <input type="checkbox"/> space for cleaner’s trolley <input type="checkbox"/> warning signs regarding the storage of chemicals <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
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> unobtrusive but easily accessible <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> natural light if achievable 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> no student access <input type="checkbox"/> provide reasonable vehicle access for deliveries 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	

Circulation

The **Circulation** functional zone provides internal and external circulation provisions, that are in addition to the area allocated to individual functional units, ensuring the movement between functional zones, sub-zones and units is safe, accessible and efficient.

Circulation

Internal circulation

External circulation

INTERNAL CIRCULATION

Area Schedule: <ul style="list-style-type: none"> Excludes those functional zones and spaces which include an allowance for internal circulation <ul style="list-style-type: none"> teaching and learning student heat and eat, student lockers, and student toilets staff toilets, and staff shower and changeroom 	
Adjacencies:	all functional zones as necessary
Design intent: Circulation spaces should allow staff, students and visitors to travel safely and efficiently around and through the facilities without adverse impact on adjacent functionalities and learning activities. Consider the audience that gathers in the spaces and provide opportunities for student's work/school notices to be displayed.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> ample width, level and unencumbered, with clear sightlines to reduce crowding and facilitate calm, intuitive movement that does not disturb learning <input type="checkbox"/> enable safe and efficient emergency evacuations <input type="checkbox"/> can be considered as part of the learning environment and be designed to support learning including containing functions and activities such as self and co-regulation spaces, heat and eat spaces, space for lockers and wet areas <input type="checkbox"/> a clear hierarchy between circulation and terminal spaces is important for effective place making <input type="checkbox"/> ensure circulation routes create safe/predictable transitions for students with biophilic experiences <input type="checkbox"/> circulation pathways should not create safety/supervision issues <input type="checkbox"/> appropriate handrails, balustrades and barriers provided to any vertical circulation <input type="checkbox"/> integrate seating nooks or quiet retreat spaces along circulation routes for students who may need time to reset or escape overstimulation (liminal spaces) 	
Operational factors to consider: At times large groups of students will be moving through the spaces together. Paths should take the most obvious and practicable routes.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> must ensure the overall circulation strategy is clear, simple, safe and legible <input type="checkbox"/> consideration for passing and turning spaces for wheelchairs and mobility equipment <input type="checkbox"/> ensure clear visibility/line of sight for user safety (no hidden corners) 	Fit-out: <ul style="list-style-type: none"> <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
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> adequate lighting for clear wayfinding <input type="checkbox"/> visual clues and signage to support navigation 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> 'access for all' 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> consideration of adjacent spaces <input type="checkbox"/> incorporate sound-absorbing materials and features to minimise noise 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable 	

EXTERNAL CIRCULATION

Adjacencies:	connection of all functional zones	
Design intent: Circulation with accessible covered walkways are required between all external spaces and buildings, including from parking spaces, and should provide direct links between adjacent functional zones.		
Functional requirements:		
<input type="checkbox"/> circulation and travel spaces should provide all users (regardless of abilities) with clearly navigated access to functional spaces, which can be considered as destinations or terminal spaces <input type="checkbox"/> a clear hierarchy between circulation and terminal spaces is important for effective place making <input type="checkbox"/> ensure weather protected external circulation can occur without disrupting activities <input type="checkbox"/> circulation pathways should not create safety/supervision issues <input type="checkbox"/> enable safe and efficient emergency evacuations <input type="checkbox"/> ensure circulation paths do not disturb learning <input type="checkbox"/> ensure physical travel and circulation between learning spaces and zones is intuitive, unencumbered and level <input type="checkbox"/> provide benches, shade and chilled water at regular intervals for user comfort <input type="checkbox"/> provide wide access pathways and entrance/exit points for side-by-side walking <input type="checkbox"/> ensure circulation routes create safe/predictable transitions for students to support regulation (liminal spaces) with biophilic experiences <input type="checkbox"/> appropriate handrails, balustrades and barriers provided to any vertical circulation		
Operational factors to consider: At times large groups of students will be moving through the spaces together. Paths should take the most obvious and practicable routes.		
Performance criteria:		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> consideration for passing and turning spaces for wheelchairs and mobility equipment <input type="checkbox"/> must ensure the overall circulation strategy is clear, simple, safe and legible	<input type="checkbox"/> covered walkways <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	
Visual connectivity and wayfinding:		
<input type="checkbox"/> adequate lighting for clear wayfinding <input type="checkbox"/> ensure clear visibility/line of sight for user safety		
Access:		
<input type="checkbox"/> 'access for all'		
Acoustics:		
<input type="checkbox"/> none applicable		
Activation:		
<input type="checkbox"/> none applicable		

Outdoor Environments

Outdoor Environments beyond meeting basic functional needs such as entrances, circulation and parking, are an integral and enriching component of the overall learning environment. Purposeful and considered design of these outdoor environments is essential to fully achieving the objectives outlined in the functional brief, supporting both the educational and wellbeing needs of the school community.

Outdoor Environments

External hard court(s)

External sport field(s)

AFL senior oval/cricket

AFL junior oval

Soccer/hockey pitch

Active play space

Retreat space(s)

Socialising space(s)

Outdoor covered area (built shade)

Shaded areas (natural shade)

Small external performance space/external gathering

School Centre - School Heart (gathering space)

OUTDOOR ENVIRONMENTS

Area Schedule:

- External Hardcourts
 - Area per hardcourt 781m² (based on a netball court including run-off area)
 - 22m² additional run-off between multi-courts
- External sport fields
 - AFL senior oval / cricket – 19,929m² per field (includes 5m run-offs)
 - AFL junior oval – 8,746m² per field (includes 3m run-offs)
 - Soccer/ hockey pitch – 6,996m² per pitch (includes 3m run-offs)
- Active play space
- Retreat space(s)
- Socialising space(s)
- Outdoor Covered Area (built shade) - this allocation is based on providing shade to other landscaped areas
- Shaded Areas (natural shade) - this allocation is based on providing shade to other landscaped areas
- Small external performance space / external gathering - may be combined with other external learning landscape features to create functional space
- School Centre – School Heart (gathering space)

Adjacencies:

Learning Communities, Gymnasium, Interdisciplinary Outdoor Learning Areas, Community Outdoor Space, Outdoor Learning Areas for Design Technology, Science, Arts/Design, Technology, Performing Arts, Health and Fitness, Learning Resource Centre

Design intent:

Current educational principles emphasise the inclusion of communal outdoor spaces in school layouts, connecting facilities and reflecting the pedagogy of relationships by encouraging social encounters, group activities, and interactions within the school community. Design considerations should ensure that outdoor environments:

- are inclusive and enhance the experiences of all learners, regardless of age, gender, or ability
- equitably support both passive and active recreation
- offer opportunities for socialising, self-regulation, and active play
- positively contribute to student wellbeing, agency, security, and sense of belonging
- provide predictable transitions between learning environments through biophilic liminal spaces
- incorporate natural, free form elements when possible
- include ample seating and shaded areas, both natural and built
- enable students to exercise choice and appropriately test boundaries
- actively promote sustainability and integrate these elements as learning opportunities
- provide [integrated external learning spaces](#) adjacent to specialist and multi-purpose learning areas
- support the development of community and culture through gatherings and informal interactions
- encourage passive recreation and learning via fitness trails, nature walks, and cultural walks
- accommodate a variety of outdoor performances, both improvised and planned, in small and large groups
- use architectural features such as steps, stairs and ramps to support gross motor activities
- favour cooler, greener environments over extensive concrete or non-permeable surfaces

Functional requirements:

- key facilities arranged around a central area to create a school centre / heart that allows for community and culture building through gatherings and casual interactions
- competition sized marked hard courts, with run-off space as per current Australian competition standards, for school and community use:
 - netball court(s)
 - netball courts should also be marked for basketball, adjusted to fit on the outdoor competition sized netball court

- tennis courts
- mixture of grass ovals and competition sized marked sporting fields, with run-off space as per current Australian competition standards, for school and community use:
 - Australian rules football senior competition size
 - grass pitch marked for soccer/hockey
 - football ovals must be able to be converted to cricket pitch as per school requirements
 - cricket practice nets with fencing
 - sandpit for athletics with space for run up
- active play spaces that provide for a range of structured and unstructured play
 - minor games, physical education lessons and play activities
 - markings for games such as handball, giant chess, hopscotch
- retreat spaces with a mix of hard and soft landscaping distributed throughout the site, thoughtfully integrated within the overall landscaping, exploring the use of external 'nooks and crannies' created by building forms, to establish areas that offer privacy and intimacy while still allowing for passive supervision
- diverse socialising spaces, rather than repetitive designs, dispersed throughout the site and integrated with the overall landscaping providing for a range of forms, uses, users and group sizes
- provide lawn areas (in addition to ovals) for retreat, socialising, active play spaces
- fixed seating throughout outdoor areas for socialising and observing games especially in naturally shaded areas (benches, steps built into landscaping)
- abundant built and natural shade and shelter
- performance and gathering spaces for a variety of group sizes in a variety of open and intimate settings (stage areas, amphitheatres)
- convenient access to inclusive student and staff amenities and drinking water
- refer to [external circulation](#)

Operational factors to consider:

To ensure schools continue to play an active part in the community, outdoor areas must be designed to be easily accessible by the community while maintaining student safety.

Line of sight passive surveillance of all readily accessible and highly active external areas is required by staff (minimising the number of staff required to be on supervision duty is desirable).

Outdoor environments are also used for learning at different times of the day, not just for recreation at recess and lunch times.

Performance criteria:

Spatial layout and circulation:

- consideration for passing and turning spaces for wheelchairs and mobility equipment
- must ensure clear, simple, safe and legible layout and circulation for peak flows of the whole school population
- ensure adequate circulation to all areas of tiered seating fixtures
- semicircular arrangement of seating around performance spaces
- sporting fields/hardcourts to have a north-south orientation wherever possible, especially if designed for competition use
- consider areas for spectators/competitors adjacent to sportsfields/hardcourts
- retreat spaces located separate to areas used for games/noisy activities

Fit-out:

- provide hard surfaces suitable for fixed and moveable furniture
- use level changes and plantings to define areas, provide fixed seating and performance opportunities
- hard and soft landscaped zones dispersed throughout the site
- lawn and associated landscaping to provide shade and create zones
- abundant built and natural shade and shelter
- ample fixed seating throughout outdoor areas for socialising and observing games especially in naturally shaded areas (benches, steps built into landscaping)
- drinking fountains / bottle refill stations
- wireless access points (WAP) for learning,

<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place <input type="checkbox"/> clear sightlines from every vantage point to presentation areas <input type="checkbox"/> distinctive wayfinding elements including visual design elements to delineate points of interest <input type="checkbox"/> frame views to key facilities <input type="checkbox"/> line of sight passive surveillance of all readily accessible and highly active external areas <input type="checkbox"/> design of retreat spaces should allow for passive supervision whilst still creating an intimate private feel 	<p>performance and school gathering spaces</p> <ul style="list-style-type: none"> <input type="checkbox"/> AV and data outlets to activate spaces <input type="checkbox"/> outdoor rated power outlets and lighting to activate spaces <input type="checkbox"/> bollards - ensure gathering areas have Hostile Vehicle Mitigation (HVM) in place <p><u>Hard Courts</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> netball court(s) should also be marked for basketball <input type="checkbox"/> tennis courts <input type="checkbox"/> inserts for tennis nets <input type="checkbox"/> inserts for reversible netball/basketball goal posts <input type="checkbox"/> court areas surrounded by chain-link fencing <input type="checkbox"/> fencing to include multiple access points, able to be secured / locked <p><u>Sporting Fields</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Australian rules football senior competition size <input type="checkbox"/> grass pitch(es) marked for soccer/hockey <input type="checkbox"/> football ovals must be able to be converted to cricket pitches <input type="checkbox"/> cricket practice nets with chain-link fencing, concrete batting and bowling pads <input type="checkbox"/> sandpit and run up space for athletics
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all must be provided, if a performance space is sunken into the ground, ramp access to the base of the space must be provided <input type="checkbox"/> seamless access from adjoining spaces <input type="checkbox"/> must allow for maintenance and emergency access 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide clear listening environments that do not amplify background 'chatter' in performance / gathering spaces <input type="checkbox"/> consideration should be given to noise mitigation or separation between retreat spaces and active/socialisation spaces 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

PRIMARY - ACOUSTICALLY ISOLATED STUDIO – DRAMA/DANCE/LANGUAGES

Adjacencies:	studio – music, music practice rooms	
Design intent:		
A curriculum delivery and practice area to support:		
<input type="checkbox"/> Drama and Dance – to support dance and drama activities, including choreographing, rehearsing, performing, exploring and responding using bodies, voices, improvised equipment and digital technologies. Students engage with drama and dance from a diverse range of styles, traditions and contexts, exploring each as makers, performers and audience members.		
<input type="checkbox"/> Languages - developing transferable skills, knowledge and understandings in communicating and developing their intercultural capability, reflecting on language use, cultures and global citizenship, and developing respect for diversity and an openness to multiple experiences and perspectives.		
Functional requirements:		
<input type="checkbox"/> studio spaces for drama and dance to support a range of learning and teaching activities including: <ul style="list-style-type: none"> • direct, explicit teaching, demonstration and presentation • structured and free-form interaction and collaboration • creative activities • rehearsal and performance 		
<input type="checkbox"/> provide secure storage for assorted equipment of varying shapes, sizes (props/costumes) and subjects		
<input type="checkbox"/> functional floor space with an acoustically treated operable wall		
<input type="checkbox"/> sound / lighting / AV control		
<input type="checkbox"/> ventilation and temperature control takes into account the nature of activities in this space		
<input type="checkbox"/> connected to an integrated external learning space providing settings for individual, small group and medium sized groups up to 60 including stage areas/amphitheatres for performances		
Operational factors to consider:		
<p>Note in a school where an allocation of space has been provided for music (before a dedicated music studio is provided) this space needs to incorporate this function as well as the dedicated music store and music practice room(s).</p> <p>The space will be rearranged regularly to suit its varied functions and appropriate storage solutions are needed to facilitate this.</p> <p>A range of outdoor performance spaces are included in the functional requirements for external learning settings and these should be considered as integral components of the performing arts spaces.</p>		
Performance criteria:		
Spatial layout and circulation:	Fit-out:	
<input type="checkbox"/> facilitate ease of movement with props and equipment	<input type="checkbox"/> provide secure storage for assorted equipment of varying shapes and sizes and stackable chairs	
<input type="checkbox"/> ensure readily changeable layout to accommodate different sized groups of up to 30 students	<input type="checkbox"/> operable wall to divide room	
Visual connectivity and wayfinding:	<input type="checkbox"/> display boards/whiteboards/writeable surfaces	
	<input type="checkbox"/> wireless access points - WAP	
	<input type="checkbox"/> hearing augmentation	
	<input type="checkbox"/> digital telephone	
Access:	<input type="checkbox"/> data outlets for ICT/AV provisions	
	<input type="checkbox"/> power outlets for all equipment	
	<input type="checkbox"/> unassigned power outlets for flexible use	
	<input type="checkbox"/> dimmable lighting controls – electronic timer switches	
<input type="checkbox"/> line of sight passive supervision throughout the Studio		
<input type="checkbox"/> ability to control lighting		
<input type="checkbox"/> able to be darkened		
<input type="checkbox"/> access for all including to any stage area		
<input type="checkbox"/> adjacent to integrated external learning space		

<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> doors and windows with high sound insulation performance <input type="checkbox"/> sound absorbing treatment to moderate reverberation in the space 	<ul style="list-style-type: none"> <input type="checkbox"/> infrared occupancy sensors <input type="checkbox"/> provision for ICT/AV portable and/or fixed where appropriate
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> moveable tables <input type="checkbox"/> stackable chairs 	

PRIMARY - STUDIO/WORKSHOP – INTER-DISCIPLINARY

Area Schedule: <ul style="list-style-type: none"> • Area includes allowances for teaching and learning and storage • Workshop – food preparation and Dining • Productive Garden (20m² per space) • Gardening Shed (6m² per shed) 	
Adjacencies:	Integrated external learning space and storage, teaching and learning, student amenities
Design intent: <p>The studio/workshop is a space where messy activities can take place, such as art and STEM.</p> <p>This space supports activities in which students are involved in hands on investigations, designing, making and appraising activities with a range of materials and equipment.</p>	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> easily changeable to suit the nature of the range of activities <input type="checkbox"/> movable design technology equipment <input type="checkbox"/> readily accessible storage <input type="checkbox"/> accessible PPE storage designed to not create new hazards or hinder emergency access <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space. <p>Interdisciplinary Workshops must support the following learning and teaching activities for individuals and small to large size groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct, explicit teaching, demonstration and presentation <input type="checkbox"/> structured and free-form interaction and collaboration <input type="checkbox"/> investigative activities with general digital equipment and materials <input type="checkbox"/> construction, modelling and simulation with digital technologies and in authentic settings <input type="checkbox"/> creative activities with paper, clay, wood, metal, plastic and other materials <input type="checkbox"/> design, construction, modelling and simulation with digital equipment and a range of materials <input type="checkbox"/> display of learning resources and student designs and products <input type="checkbox"/> 2D, 3D, digital and multi-media arts <input type="checkbox"/> learn basic food preparation and cooking skills including processing garden products from the productive garden and space for dining <input type="checkbox"/> connected to an integrated external learning space providing settings for individual, small group and medium sized groups up to 30 including: <ul style="list-style-type: none"> • integrated elements to support and extend learning activities • secure outdoor storage of equipment 	
Operational factors to consider: <p>Including 'dry/ wet' multi-purpose project spaces in the Learning Community building is in response to the growing approach to engaging in practical activities and project-based learning in all areas of the curriculum. Students and teachers need to be able to access these spaces spontaneously at the point of need.</p>	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> spacious, flexible layout to provide adaptability for different projects and activities <input type="checkbox"/> ability to create open floor space for construction, modelling and robotics 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> resilient non-slip flooring (with coved skirting) <input type="checkbox"/> impervious, durable and easily cleanable surfaces <input type="checkbox"/> eye wash <input type="checkbox"/> wet area including art sink(s), hot water (TMV), soap dispensers over sink, paper towel dispenser and waste bin (trade waste may be required) <input type="checkbox"/> mechanical exhaust and dust extraction as required for the installed equipment
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting – natural and artificial 	

<input type="checkbox"/> visual and operable connectivity with an adjacent Interdisciplinary Outdoor Learning Area and adjacent learning settings <input type="checkbox"/> line of sight visibility throughout the Interdisciplinary Workshop <input type="checkbox"/> well-lit workbenches	<input type="checkbox"/> provide areas for mobile trolley storage for different sets of resources and equipment can enhance dual use <input type="checkbox"/> display boards/whiteboards/writable surfaces <input type="checkbox"/> display areas for projects in progress and completed, visual learning aids, posters, graphics <input type="checkbox"/> PPE storage (safety glasses, gloves, aprons) <input type="checkbox"/> secure storage <input type="checkbox"/> operable windows with screens <input type="checkbox"/> fully glazed double doors to adjoining internal and external spaces <input type="checkbox"/> entrance floor mat from outdoor space <input type="checkbox"/> one space should be equipped for food preparation (see below) <input type="checkbox"/> wireless access points - WAP <input type="checkbox"/> hearing augmentation <input type="checkbox"/> digital telephone <input type="checkbox"/> data outlets for ICT/AV provisions <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> unassigned power outlets for flexible use – ready access from workbenches <input type="checkbox"/> dimmable lighting controls – electronic timer switches <input type="checkbox"/> infrared occupancy sensors
Access: <input type="checkbox"/> access for all through the whole space including at work benches <input type="checkbox"/> direct access to adjacent integrated external learning space	
Acoustics: <input type="checkbox"/> effective acoustic separation to and from adjoining areas <input type="checkbox"/> take into account acoustic requirements of multiple small groups working on projects, hard flooring and potentially noisy equipment such as 3D printer	
Activation: <input type="checkbox"/> a mix of (moveable, stackable and adjustable height) standing and sitting height benches /tables for up to 30 students and seating <input type="checkbox"/> AV screen for collaborative work – wireless and hardwired connectivity <input type="checkbox"/> AV and projection system suitable for the size of the spaces <input type="checkbox"/> first aid cabinet	

Food preparation
Fit-out: <input type="checkbox"/> joinery throughout the spaces to accommodate internal bins for multiple waste streams <input type="checkbox"/> lockable storage for appliances and knives <input type="checkbox"/> refrigerated storage <input type="checkbox"/> separate hand washing station with multiple taps <input type="checkbox"/> each station to include: <ul style="list-style-type: none"> • 1x microwave • 1x cooktop and under bench oven (with the ability to isolate power) • storage for, crockery, cutlery, pots, pans, mixing and salad bowls, pie dishes, baking trays (consider more drawers than cupboards for ease of access) • kitchen double bowl sinks and drainers (hot water and TMV) with the ability to isolate water • exhaust above cooktops • fire blanket

PRIMARY – OUT OF SCHOOL HOURS CARE

Area Schedule: Allocation based on: <ul style="list-style-type: none"> • Office 8m² • Kitchenette / food preparation 5m² • Storage 8m² 	
Adjacencies:	student and staff amenities, multi-purpose activity space, gymnasium, acoustically isolated studio, studio/workshop – inter-disciplinary, carpark
Design intent: To provide dedicated support spaces for the provision of Out of School Hours Care (OSHC) services, regardless of whether they are operated by the school or a third-party provider.	
Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> spaces must meet the National Regulations for Ventilation and natural light (regulation 110), Administrative space (regulation 111) and Premises designed to facilitate supervision (regulation 115) <input type="checkbox"/> a secure office where staff can work individually and collaboratively to design and plan programs and activities, hold private discussions and meetings, maintain records, and store personal belongings <input type="checkbox"/> secure space to keep first aid equipment and medication (lockable under bench storage with space for lockable bar fridge with small integral freezer) <input type="checkbox"/> provision of tidy, easily accessible storage for various equipment (games, toys, resources) with safe shelving and storage which students can access independently or with supervision <input type="checkbox"/> kitchenette facilities (in line with food safety standards) to support - meal preparation by staff, storage of food and equipment, educational programs for students <input type="checkbox"/> accessible PPE storage in the kitchenette designed to not create new hazards or hinder emergency access <input type="checkbox"/> support spaces are easily accessible from the identified indoor and outdoor shared facilities 	
Operational factors to consider: The OSHC service should be conveniently accessible from the school entry and car park, but should not be located next to the staff lounge and external courtyard.	
Performance criteria:	
Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> layout to support concurrent multiple users and minimise congestion 	Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> see kitchenette and include PPE station for gloves/masks <input type="checkbox"/> for office see office - business manager <input type="checkbox"/> secure storage for hazardous substances (cleaning materials), first aid equipment, medication and student records <input type="checkbox"/> shelving and cupboards for various materials and equipment <input type="checkbox"/> access control, doors not lockable from inside
Visual connectivity and wayfinding: <ul style="list-style-type: none"> <input type="checkbox"/> line of sight from kitchen and office to spaces where students are in care and parents are entering for drop off/collection <input type="checkbox"/> abundant natural lighting 	
Access: <ul style="list-style-type: none"> <input type="checkbox"/> safe and secure drop-off and pick-up locations <input type="checkbox"/> convenient access to full kitchen facilities for stove/cooktop use 	
Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> consideration of adjacent spaces 	
Activation: <ul style="list-style-type: none"> <input type="checkbox"/> see kitchenette <input type="checkbox"/> see office - business manager <input type="checkbox"/> see store – general (including uniform store) 	

KITCHENETTE

<p>Design intent: To provide basic kitchen facilities in a 'heat and eat' style layout.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> area where staff and/or students can heat simple meals from ingredients supplied by the staff/student, and prepare hot or cold beverages <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams <input type="checkbox"/> ventilation and temperature control takes into account the nature and use of equipment in this space. 	
<p>Operational factors to consider: These facilities should be provided in the following spaces:</p> <ul style="list-style-type: none"> • Senior Common Room • Aboriginal Education Space • Library Services Area • Meeting Room - Conference • Staff retreat/parenting room • Primary - Out of School Hours Care 	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> layout to support concurrent multiple users and minimise congestion 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable, easily cleanable flooring and surfaces <input type="checkbox"/> non-slip resilient flooring with coved skirting <input type="checkbox"/> sink with hot water (TMV) and chilled water dispenser <input type="checkbox"/> boiling water dispenser (to Library Services Area and Meeting Room - Conference) <input type="checkbox"/> splashback <input type="checkbox"/> foaming soap dispenser <input type="checkbox"/> paper towel dispenser and waste bin <input type="checkbox"/> fire blanket <input type="checkbox"/> fitted joinery (benchtop, overhead cupboards, below bench cupboards and drawers), microwave oven, fridge <input type="checkbox"/> joinery to accommodate internal bins <input type="checkbox"/> servery to OSHC space <input type="checkbox"/> wireless access points - WAP <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"/> areas for student use to include lockable storage for knives
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight to and from adjoining space(s) <input type="checkbox"/> abundant natural light, control of glare and direct sunlight 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accessible kitchen workbench to address the needs of those in wheelchairs <input type="checkbox"/> connection to internal and external eating areas 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consideration of adjacent spaces 	
<p>Activation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> site specific 	

KITCHEN

<p>Design intent: To provide full kitchen facilities for cooking and meal preparation.</p>	
<p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> impervious, durable, easily cleanable flooring and surfaces <input type="checkbox"/> meals preparation and cooking area where staff, students and/or community can prepare and cook meals from ingredients supplied by the staff for personal use, or school <input type="checkbox"/> preparation of hot and cold beverages <input type="checkbox"/> adequate bench space and storage space for supplies, and all necessary kitchenware <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"/> ventilation and temperature control takes into account the nature and use of equipment in this space. 	
<p>Operational factors to consider: These facilities should be provided in the following spaces:</p> <ul style="list-style-type: none"> • Cultural Space • Multi-purpose Activity Space / Gymnasium • Staff Lounge <p>In Staff Lounge ensure appliances and equipment are consistent with long term enrolment staff numbers.</p>	
<p>Performance criteria:</p>	
<p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> layout to support concurrent multiple users and minimise congestion 	<p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> non-slip resilient flooring with coved skirting <input type="checkbox"/> double bowl sink with hot water and chilled water dispenser (minimum of 2 in staff lounge with TMV if accessible to students) <input type="checkbox"/> tradewaste to be determined on a project specific basis <input type="checkbox"/> boiling water dispenser <input type="checkbox"/> splashbacks to sinks <input type="checkbox"/> separate handwashing sink with foaming soap dispenser, paper towel dispenser and waste bin <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) <input type="checkbox"/> domestic cooktop, oven and exhaust above cooktops (rangehoods) <input type="checkbox"/> dishwasher(s) <input type="checkbox"/> joinery to accommodate internal bins <input type="checkbox"/> operable window with insect screen <input type="checkbox"/> digital telephone <input type="checkbox"/> power outlets for all equipment <input type="checkbox"/> hardwired appliances <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – electronic timer switches
<p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight to and from adjoining space(s) <input type="checkbox"/> abundant natural light, control of glare and direct sunlight 	
<p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accessible kitchen workbench to address the needs of those in wheelchairs <input type="checkbox"/> connection to internal and external eating areas 	
<p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consideration of adjacent spaces 	

- infrared occupancy sensors
- fire blanket
- areas accessible by students to include lockable storage for knives

Activation:

- site specific
- microwave oven(s) at benchtop level
- number of refrigerators for storage of lunches and snacks, milk and beverages, food platters for functions
- first aid cabinet

STUDENT SERVICES RECEPTION / WAITING

Design intent:

To facilitate administrative and support services specific to the student population of the school and provide a waiting space for those accessing the [wellbeing hub](#).

Functional requirements:

- located adjacent to the main reception but separate to the public facing space (private entrance for students from school side)
- have a welcoming, inclusive but private feel
- be a comfortable and calming space with soft furnishings and calming colours
- reception desk (with workstation(s) and a mixture of open and secure storage) that can be accessed readily by all potential users, adults or students, including those using wheelchairs
- waiting area with a mixture of seating zones and furniture
- display areas for books, magazines, reference material for students, parents and/or staff
- a mix of open and secure storage for files, books, folders and resources
- safe egress layout to all areas to maintain physical safety

Operational factors to consider:

4.5m² workstation allowance is provided from the [First Aid / Sick Bay](#) area allocation.

The reception which facilitates administrative and support services specific to the student population can be extremely busy at peak times.

In a combined Primary/Secondary school the design of the waiting area should show consideration for the different age groups using the space and provide separated entrances and distinct spaces, they could be connected by a non-visual operable wall, to minimise intimidation of younger students.

Performance criteria:

Spatial layout and circulation:

- sufficient space between the workstation and reception desk for flow between the areas
- a reception/ service counter(s) that provides sufficient space for staff to attend to two or more tasks
- adjacent access to the [Store – General \(including uniform store\)](#)
- adjacent access to safe
- the waiting area is required to double as a discreet space for group work for up to 12 people

Visual connectivity and wayfinding:

- abundant natural light, control of glare and direct sunlight
- controllable natural/artificial light
- provide clear wayfinding for the amenities and areas beyond reception
- a degree of visibility into the First Aid / Sick Room with the capacity for privacy and security of the occupants
- waiting area slightly removed from entry to afford waiting students a degree of privacy

Access:

- seamless access from adjoining internal space/s
- discrete student access from internal circulation

Fit-out:

- impervious, durable and easily cleaned floor and surface finishes
- carpet tiles
- display board/whiteboards/writeable surfaces
- reception counter to accommodate 2 workstation(s) readily accessible by all potential users, adults or students (including those with wheelchairs) without obstructing circulation
- include accessible bench space on the visitor side with flat surface for form completion
- space for sign-in and sign-out equipment
- space for collection of payments (cash/EFTPOS)
- open and closed storage for files, books, folders and resources
- deep bench area for collating, compiling
- lockable cash drawer
- display area/units for posters, information, books, magazines, and reference material for students, parents, staff in waiting area
- mixture of seating zones and furniture (lounge, chairs, coffee table, bean bags, table and chairs) in waiting area
- wireless access points - WAP
- hearing augmentation

<p>space</p> <p><input type="checkbox"/> for clinical spaces provide ease of access for visiting allied health service professionals and second egress</p> <p><input type="checkbox"/> ease of access to student and staff amenities</p>	<p><input type="checkbox"/> digital telephone</p> <p><input type="checkbox"/> data outlets for ICT/AV provisions including electronic sign-in and EFTPOS card reader</p> <p><input type="checkbox"/> power outlets for all equipment</p> <p><input type="checkbox"/> unassigned power outlets for flexible use – ready access from workbenches</p> <p><input type="checkbox"/> lighting controls – electronic timer switches</p> <p><input type="checkbox"/> infrared occupancy sensors</p> <p><input type="checkbox"/> second exits for safe egress</p> <p><input type="checkbox"/> duress alarm under counter</p> <p><input type="checkbox"/> CCTV to reception space</p>
<p>Acoustics:</p> <p><input type="checkbox"/> reception staff voice(s) clearly audible at the access side of the counter and vice versa (minimise acoustic reverberation)</p> <p><input type="checkbox"/> telephone and staff to staff conversation not intelligible from adjacent areas</p>	
<p>Activation:</p> <p><input type="checkbox"/> site specific</p> <p><input type="checkbox"/> workstations adjustable height for staff numbers – sitting or standing and height adjustable, swivel office chair</p> <p><input type="checkbox"/> multifunction device</p> <p><input type="checkbox"/> provision for ICT/AV portable and/or fixed where appropriate including:</p> <ul style="list-style-type: none"> • AV screen in foyer/waiting area to display school information, students display • induction loop (AFIL) hearing augmentation in/under counter when screens present • audio system (PA) for background music, with wall-mounted volume / selection control 	

Glossary

A glossary of terms is available [here](#).

Revision record

Version: v1.0 (DE20/05086)

Edits: New document.

Approved by: Executive Director, Infrastructure

Published: June 2026

Contact

Team: Asset Planning, Standards and Sustainability

Email: Education.AssetStandards@sa.gov.au

Phone: 8226 0717