

Design standards — Part A

Education facilities design principles and generic functional brief

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Preface

The Queensland Department of Education is committed to inclusive education.

Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, and are supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, for everybody, and is supported by culture, policies and everyday practices. We ensure that all users can access and participate in school activities and events.

Our schools, educational settings and learning spaces will be designed to enable users of all backgrounds, identities and abilities to access and fully participate in learning.

This document sets out the values and principles that underpin the design of Queensland education settings. To ensure the Education Facilities Design Principles are fully implemented it is essential that collaboration with stakeholders and specialists occurs at every point in the process of planning, designing, constructing and using the education facilities.

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Glossary

Accessibility¹	Accessibility can be defined as the 'ability to access' the functionality, and possible benefit, of some system or entity and is used to describe the degree to which a product such as a device, service, environment is accessible by all users. The concept of accessible design ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers).
Accessible learning environments²	Our schools, educational settings and classrooms will be designed to enable students of all backgrounds, identities and abilities to access and fully participate in learning. We ensure that students can access and participate in school activities and events.
Acoustically contained	Sound entering and exiting the space is suppressed so that it does not interfere with the activities intended for the spaces.
Acoustically isolated	A space that is acoustically isolated is separated from surrounding spaces and walls and doors have been acoustically treated.
Disability³	The <i>Disability Discrimination Act 1992</i> (DDA) defines disability broadly as: <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions; or • total or partial loss of a part of the body; or • the presence in the body of organisms causing disease or illness; or • the presence in the body of organisms capable of causing disease or illness; or • the malfunction, malformation or disfigurement of a part of the person's body; or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or • a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.
Discrimination	Can be both direct and indirect. Discrimination involves treating someone less favourably than another in similar circumstances because they have a characteristic, for example a disability or impairment, their gender, age, race, parental status, sexuality or cultural background. Indirect discrimination occurs when everyone is treated the same way even though this unreasonably disadvantages someone because they, or their associate, have a characteristic.
Education Principles	Education Principles translate the vision, values and purpose of education into guidelines for the design of all aspects of education practice – pedagogy, curriculum, professional learning, school organisation, leadership, inclusion, wellbeing and engagement with community.
Facilities Design Principles	Facilities Design Principles document the principles that must be embedded in the physical design of schools to support the Education Principles. They guide planners, architects, engineers and all school stakeholders (see definition) in all aspects of the physical design of education facilities and facilitate the appropriate use of these facilities.
Home Base	A Home Base acts as the physical learning home for a group of learners with their teacher. A 'learning home' signifies a personal place/space for students where they locate their belongings, relate to a teacher with primary responsibility for their learning progress and wellbeing, where they connect with the group of other learners who share the 'learning home' and where their work, ideas and achievements are presented and celebrated.

1 Disabled World, Accessibility News and Information, <https://www.disabled-world.com/disability/accessibility/>

2 Department of Education Policy Statement, <https://ppr.qed.qld.gov.au/pp/inclusive-education-policy>

3 The Disability Discrimination Act 1992 <https://www.nccd.edu.au/wider-support-materials/definitions-disability-and-nccd-categories>

Inclusive education²	Students experience inclusive education when they can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.
Learning Community	<p>The general term 'Learning Community' refers to an organisational grouping of learners and teachers accommodated together in one building. In Primary Schools Learning Communities are usually based on the age/stage of learners. In small rural and remote schools with low student numbers a Learning Community is automatically multi-age. Some larger schools choose to organise their Learning Communities as multi-age communities.</p> <p>In Secondary Schools, the concept 'Learning Community' refers to an organisational grouping of learners and teachers – for example a Sub-School or a house in a 'schools within school' (SWIS) arrangement. The Learning Community (the people) is generally attached to a particular building which is their home building where they gather as a community.</p>
Learning Community building	<p>A Learning Community building refers to a building that is designed to accommodate the students and staff who make up a Learning Community. Ideally Learning Community buildings in a typical Primary School will accommodate 150-165 learners and their teachers and support staff.</p> <p>In Secondary Schools Learning Community numbers range depending on the size of the school. Ideally the numbers of students in a Learning Community will range from 150-300. Numbers above 300 make it more difficult to create a sense of belonging and community.</p>
Learning Neighbourhood	A Primary School Learning Neighbourhood consists of a minimum of two teachers and support staff with the students whose wellbeing and learning is their primary responsibility.
Learning setting	A learning setting is a space configured to support one or more special purposes. The setting is fitted out with furniture and equipment (including digital media) to support and enhance the intended learning activities. E.g. an outdoor learning setting designed for wet, messy project work is activated by including a sink, bench, stools, secure storage; an internal learning setting designed to support quiet reading and reflection is designed to be acoustically treated to provide a calm, intimate atmosphere.
Learning space	The term learning space applies to an area that contains a number of learning settings. It is a generic term that applies to a range of areas – a Science Lab is a special purpose learning space; a large open collaborative area is a learning space. The term replaces the term 'classroom' that is no longer appropriate in contemporary learning environments.
Queensland state education settings	Queensland state schools, including state primary, secondary and special education schools, state environmental education centres, outdoor education centres and Queensland Academies.
Reasonable adjustment⁴	An adjustment is a measure or action taken to assist a student with disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (definition from <i>Disability Standards for Education 2005</i> (Cwlth)).
Restrictive practices	When a practice impinges on the rights or freedoms of movement of a child or young person and is implemented, specifically in response to behaviours of concern, this meets the definition of a restrictive practice under the <i>NDIS Act 2013</i> .
School stakeholders	School stakeholders include all school staff including Regional staff, departmental specialist support staff, students and parents.

4 <https://www.ndiscommission.gov.au/document/2741>
<https://ppr.qed.qld.gov.au/pp/restrictive-practices-procedure>
<https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/restrictive-practices>

Universal Design⁵	Universal Design is the design of products and environments to be usable by all people, without the need for adaptation or specialised design. The Seven Principles of Universal Design were developed in 1977 by a working group of architects, product designers, engineers and environmental design researchers.
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Acronyms

CARF	P–12 Curriculum, Assessment and Reporting Framework
DoE	Department of Education
F/P	Foundation/preparatory (prep)
QLD	Queensland
UNSDG	United Nations Sustainable Development Goals

5 What is Universal Design? The 7 Principles, <https://universaldesign.ie/about-universal-design/the-7-principles>

1.0 Introduction

1.1 The purpose of this document

The *Education Facilities Design Principles and Generic Functional Brief* outlines the overarching education rationale, principles and framework for designing and developing contemporary Queensland state education settings⁶ that respond to context and place and provide access for all.

It is the foundation document in a set of companion documents, which when taken together, provide coherent, integrated information to guide the planning, design, construction and use of education facilities. The full set of companion documents includes:

1. *Education Facilities Design Principles and Generic Functional Brief.*
2. *Education Facilities Masterplanning, Architecture and Landscape Design Principles.*
3. *Education Facilities Technical Specifications.*

1.2 Structure of the document

This document and the companion documents are structured to move from the macro to the micro—from vision, values and purpose → design principles → implementation of the principles for:

- masterplanning functional zones
- defining relationships between functional zones
- designing spaces, settings and fit out to meet the functional requirements of leadership, administration, learning and teaching.

The education rationale is summarised as a set of Education Principles which guide the design of all aspects of education practice — pedagogy, curriculum, professional learning, school organisation, leadership, inclusion, wellbeing and engagement with community.

Not only do the education principles have implications for education practice, but they also have clear implications for design of the physical environment. The Facilities Design Principles guide all stakeholders⁷ in every aspect of the physical design of facilities and facilitate the appropriate use of these facilities.

1.3 Reference documents

The mandate for the education rationale that underpins the design of Queensland state schools, draws its authority from the vision, values and educative purpose expressed in:

- The Queensland Plan⁸
- Department of Education Strategic Plan 2023–2027⁹
- The Alice Springs (Mparntwe) Education Declaration¹⁰
- UN Sustainable Development Goals¹¹

6 See a list of Queensland state education settings in the definition of terms p.vii

7 See 'Stakeholders' in the definition of terms p.vii

8 Queensland Government (2018) The Queensland Plan Queenslanders' 30-year vision
<https://www.queenslandplan.qld.gov.au/assets/images/qld-plan.pdf>

9 Queensland Department of Education (2020) Strategic Plan 2020-2024 <https://qed.qld.gov.au/publications/strategies/strategic-plan>

10 Australian Government Education Council (2020) Alice Springs (Mparntwe) Education Declaration
<https://www.education.gov.au/alice-springs-mparntwe-education-declaration>

11 United Nations (2015) Sustainable Development Goals, <https://sdgs.un.org/goals>

The Queensland *P–12 curriculum, assessment and reporting framework* (CARF), and supporting documents, provide detail for the implementation of the education principles in learning and teaching.

A suite of policies and strategies articulate the Department's commitment to deliver on its strategic plan.

- The Inclusive education policy statement¹², the Student Wellbeing Framework¹³ and the Staff Wellbeing Framework¹⁴ outline the Department's commitment to inclusion and wellbeing.
- Our story, our future¹⁵, the Queensland Government's multicultural policy promotes and inclusive, harmonious and united Queensland.
- The Department of Education's Disability Service Plan: Every Queensland Succeeding¹⁶, provides clear direction to ensure that Queenslanders with disability succeed.
- The Digital Strategy 2019–2023¹⁷ outlines the Department's strategy to ensure appropriate IT solutions and digital-rich learning spaces.
- The Community use of school facilities procedures¹⁸ provide a process whereby state schools can be recognised as valuable community resources and play an important role in community building and the development of community hubs.

12 Queensland Department of Education (2020) Inclusive education policy statement <https://education.qld.gov.au/student/inclusive-education/Documents/policy-statement-booklet.pdf>

13 Queensland Department of Education (2018) Student Wellbeing Framework, <https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf>

14 Queensland Department of Education (201) Staff Wellbeing Framework, <https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/healthwellbeing/Documents/staff-wellbeing-framework.docx> [accessed 22 October 2020]

15 Queensland Government (2017) Queensland Multicultural Policy: Our story, our future, <https://cabinet.qld.gov.au/documents/2016/Dec/MPlan/Attachments/Policy.pdf>

16 Queensland Department of Education (2020) Every Queensland Succeeding: Disability Service Plan <https://qed.qld.gov.au/publications/strategies/disability-service-plan>

17 Queensland Department of Education (2022), Digital Strategy 2022–2026, <https://qed.qld.gov.au/publications/strategies/digital-strategy>

18 Queensland Department of Education (2021) Community use of school facilities, <https://ppr.qed.qld.gov.au/pp/community-use-of-state-school-facilities-procedure>

2.0 Guiding vision, goals and strategies

2.1 The Queensland plan¹⁹

The Queensland plan sets out Queenslanders' vision for 2040. The vision articulates the key role education plays in making Queenslanders' 30-year vision a reality.

We will value education as a lifelong pursuit where we gain practical skills, enrich our lives, find secure jobs and improve the competitiveness of our economy. Our brightest minds will take on the world and we will work collaboratively to achieve the best results for Queensland.

The Queensland Plan targets literacy and numeracy and skills for life. It specifically highlights the need for active experiential learning, learning for life, learning as an enriching experience and the need to work collaboratively.

2.2 Queensland Department of Education strategic plan²⁰

The Queensland Department of Education's Strategic Plan 2023–2027 outlines the Department's vision for Queensland education through five strategic objectives:

- A strong start for all children
- Every student realising their potential
- Fair and safe workplaces and communities
- A vibrant racing industry
- Capable people delivering our vision

For each of these strategic objectives, related strategies, plans and initiatives are spelled out from which the education principles outlined in the next section are derived.

In addition, the Plan identifies three focus and their associated challenges and opportunities – [Figure 1](#).

19 Queensland Government (2014) The Queensland Plan: Queenslanders' 30-year vision, <https://www.queenslandplan.qld.gov.au/assets/images/qld-plan.pdf>

20 Queensland Department of Education (2020) Strategic Plan 2023–2027 <https://ged.qld.gov.au/publications/strategies/strategic-plan>

Figure 1. Queensland Department of Education's focus, challenges and opportunities 2023–2027

Our focus	Our challenges	Our opportunities
Achievement Continually improve our services to deliver great outcomes for Queenslanders	Skilled workforce Ensure workforce design, supply, retention and capability meet our service delivery needs	Leadership Empower leaders at every level through high-quality development opportunities
Wellbeing and engagement Create safe and positive environments to strengthen health and wellbeing	Digital security Enhance capacity and capability to maintain the integrity and security of our information and systems	Integrated services Work across government and foster meaningful partnerships to respond to changing communities
Culture and inclusion Embrace diversity to deliver welcoming, inclusive and accessible services	Building resilience Strengthen our prevention and preparedness for disruptive events and climate impacts	Performance improvement Support a culture of continuous improvement to enhance outcomes
	Future-proofed investment Respond to the needs of diverse communities and invest for future generations	Innovation Embed future focused approaches to drive outcomes and innovation
	Safety and wellbeing Address complex issues impacting the wellbeing and safety of children, students, communities and workplaces	Investment Target responses and investment to meet community need

The Queensland Department of Education Strategic Plan and associated focus, challenges and opportunities capture Queensland's response to the educational mandate provided by the Education Council of Australian Education Ministers, the Alice Springs (Mparntwe) Education Declaration.

2.3 The Alice Springs (Mparntwe) Education Declaration²¹

The Alice Springs (Mparntwe) Education Declaration, which builds on past declarations signed in Hobart, Adelaide and Melbourne, was made by the Education Council of all Australian Education Ministers in December 2019. The declaration is built on the premise that:

Education has the power to transform lives. It supports young people to realise their potential by providing skills they need to participate in the economy and in society and contributing to every aspect of their wellbeing.²²

21 Australian Government Education Council (2020) Alice Springs (Mparntwe) Education Declaration <https://www.education.gov.au/alice-springs-mparntwe-education-declaration> p3.

22 Ibid p3

2.3.1 Vision

*‘Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.’*²³

The declaration sets out how this vision of excellence and equity is to be achieved.

- Every child has the opportunity to benefit from structured play-based learning before they start school.
- Every student must develop strong literacy and numeracy skills in their earliest years of schooling.
- Every student must develop broad and deep knowledge across a range of curriculum areas.
- Young people must be prepared to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges.

2.3.2 Educative purpose

The Alice Springs (Mparntwe) Declaration clearly states the purpose of education is to:

‘...play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion’.

In an age of information abundance, the Education Council identifies the need for young people to be able to *‘navigate questions of trust and authenticity’* and that young people need *‘flexibility, resilience, creativity, and the ability and drive to keep on learning throughout their lives.’*

2.4 Education goals for young Australians²⁴

The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

The Declaration goes on to frame what this means for all Australian governments.

²³ Ibid p3

²⁴ Ibid p4

2.5 UN Sustainable development goals

The Queensland Department of Education strategic plan and policies align strongly with the following UN sustainable development goals²⁵:

Goal 3: Good health and wellbeing

Ensure healthy lives and well-being for all at all ages.

Goal 4: Quality education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Goal 9: Industry, innovation and infrastructure

Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.

Goal 11: Sustainable cities and communities

Make cities and human settlements inclusive, safe and sustainable.

The Department of Education *Inclusive education policy* is underpinned by the *UN General Comment 4: Article 24*²⁶ *Right to inclusive education* which recognises persons with disabilities as right-holders under international law entitling them to the right to education without discrimination and on the basis of equal opportunities.

25 <https://sdgs.un.org/goals>

26 United Nations Committee on the Rights of Persons with Disabilities, (2016) *General Comment No.4 Article 24: Right to inclusive education*.

3.0 Education principles

The Queensland, Australian and United Nations policies, plans and goals, identified in the previous section, have embedded within them a number of key education principles. These principles articulate what is valued for learners, learning, access and inclusion, diversity, wellbeing and community. The six key education principles contained in the policy documents listed are listed below.

As noted previously ([Section 1.2](#) Structure of this document), these Education Principles have implications for education practice, and they have clear implications for design of the physical environment. The implications for the design of the physical environment are captured in [Section 4](#).

Education principle 1: Learners

Encourage the development of a sense of identity, purpose and belonging that enables them to thrive in their learning environment and ensures the confidence, capability and resilience to pursue learning throughout life.

This requires that we:

- recognise the individual needs and strengths of all young Queenslanders and design learning experiences that build on strengths and address individual needs
- engage students in developing confidence as learners
- develop learners who are resilient and develop the skills and strategies they need to tackle current and future challenges and are able to recognise, adapt to, and manage change
- develop general learning capabilities: critical and creative thinking; personal and social capability; ethical understanding, intercultural understanding, literacy, numeracy and ICT capability
- encourage taking responsibility for one's own learning.

Education principle 2: Learning

Provide varied, challenging, and stimulating learning experiences that enable all learners to explore and build on their individual abilities, interests, and experiences.

This requires that we:

- design learning experiences that require active investigation, social interaction and collaboration and promote deep learning that is characterised by knowing why, knowing how and knowing how to find out
- adopt a learning-centred approach to ensure every student succeeds
- promote personalised learning and provide the challenge and support that aims to fulfil the individual capabilities and needs of learners
- view learning as developing the whole person-intellectual, emotional, social, physical, cultural, moral and aesthetic
- ensure every child has the opportunity to benefit from structured and unstructured play-based learning
- ensure each student develops strong literacy and numeracy skills in their earliest years of schooling and goes on to develop broad and deep knowledge across a range of curriculum areas.
- inspire creativity, curiosity, exploration and critique

- ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Aboriginal and Torres Strait Islander peoples and work in partnership with local communities
- enable learning anywhere, anytime, with anyone, by any means
- support professional learning, knowledge sharing and collaboration through team structures, collaborative planning and peer observations.

Education principle 3: Access and inclusion

Provide all users with access so they can participate safely in educational activities that are inclusive and free from any form of discrimination.

This requires that we:

- ensure each learner has direct, or indirect access to participate in all learning experiences taking into account learner characteristics and individual learning needs and styles
- identify and remove barriers to enable access to learning and experiences and opportunities across all environments
- provide genuine choice for all learners
- tailor learning activities and feedback to the needs of the learner.

Education principle 4: Diversity

Embrace diversity — diversity in learners and social and cultural diversity — within the school and wider community.

This requires that we:

- develop young people who understand, respect, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures
- acknowledge the rich migrant heritage of our increasingly diverse society
- harness diversity to enrich learning experiences for all
- develop young people who respect and appreciate different points of view and cultural, social, linguistic and religious diversity.

Education principle 5: Wellbeing

Learning and wellbeing are inextricably linked²⁷ — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Create a positive school culture and embed student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

This requires that we:

- build the foundations for wellbeing and lifelong learning through embedding personal and social capabilities (self-awareness, self-management, social awareness and social management)
- support the physical and emotional health and well-being of all students and staff
- promote positive social interaction
- focus on developing the whole person
- ensure safety and security
- ensure dignity of all students and staff is maintained.

Education principle 6: Community

Support a sense of community and belonging both within the school and the school within the wider community.

This requires that we:

- build community and encourage collaboration, participation and engagement in community
- promote a sense of community and belonging by promoting human connectedness
- recognise and leverage the power of schools to act as a magnet for community building
- develop partnerships and foster networks of partners to break down barriers to enable efficient and effective learning opportunities, meaningful engagement within and between schools, families and wider learning community

²⁷ Mellor D, Stokes M, Firth L, Hayashi Y, Cummins R (2008) Need for belonging, relationship satisfaction, loneliness, and life satisfaction. *Personality and Individual Differences* 45(3): 213-218; Baumeister RF, Leary MR (1995) *The need to belong: desire for interpersonal attachments as a fundamental human motivation*. *Psychological Bulletin* 117(3): 497-529; Osterman KF (2000) *Students' need for belonging in the school community*. *Review of Educational Research* 70(3): 323-367.

4.0 Design principles

The Design principles set out in this section provide guidelines that must be addressed in all aspects of the design of education facilities.

There are three sets of principles spelled out in the next three sections that guide:

1. The design process to ensure it is aligned to the Department of Education commitment to improvement, collaboration, future focused investment and place-based responses²⁸ — *the Overarching Principles*.
2. The design of contemporary learning facilities that reflect the six education principles derived from the Queensland Department of Education's strategic plan, vision, goals and priorities — *Education Facilities Design Principles*.
3. Design principles that aim to make the built environment usable by more people — *Universal Design Principles*.

4.1 Overarching design principles

The overarching principles set out the expected approach for planners, architects and designers and the process for the design and construction must be developed in line with these overarching principles.

Overarching Design Principle 1: Responsiveness

Embed the potential for adaptability to ensure that the design does not impose on schools but rather is responsive to:

- individual school communities – their context, place, culture and curriculum²⁹
- varied requirements for use – eg different organisational structures, readiness to adopt contemporary pedagogical approaches – and enable individual schools to implement their own learning and teaching approach.

This means:

- The process for design must include an analysis of the context, place, culture, curriculum and pedagogical approach of the school.

Overarching Design principle 2: Collaboration

Improve all outcomes through collaborative efforts of all departments, community, key stakeholders, including specialist support staff and students.

This means:

- Representatives from all stakeholder groups need to be involved in every stage of the process from design to construction to occupation and post occupancy evaluation.

²⁸ Queensland Department of Education (2020) Strategic Plan 2020-2024

²⁹ It is important to note that 'responsiveness' does not imply responding to personal whim. First and foremost, design of facilities must universally adhere to the Education Facilities Design Principles but have inbuilt adaptability to respond to the context, place, culture, curriculum and pedagogical approach of the school.

Overarching Design Principle 3: Informed risk-taking

Balance opportunity and risk in the pursuit of innovation and continuous improvement

This means:

- Planners, architects, designers and construction companies must, while weighing up risks and potential budgetary constraints, look for opportunities to improve the ability of school facilities to give full effect to the education and design principles.

Overarching Design Principle 4: Harness technology

Leverage technology to engage modern learners, provide access for all learners and advance teaching and learning.

This means:

- Educators, planners, architects, designers and construction companies must be abreast of all available technology which can facilitate engagement of modern learners, remove barriers to access for all learners and advance teaching and learning. There is an onus on educators to inform planners of emerging new technologies on the market and to test these developments.

Overarching Design Principle 5: Reconfigurability

Be future focussed and design-in the ability to accommodate changed personal needs, new learning technology, curriculum changes and changing demands for use that might occur over the long term, without major re-construction and expense.

This means:

- Planners, architects, designers and construction companies must incorporate elements of adaptability in construction techniques, fitout and features, such as adaptable walls and doors, in addition to having a mindset as to how the school might be altered while still adhering to the facility design principles.

4.2 Education Facilities Design Principles

4.2.1 Introduction

The Education Principles ([Section 3](#)) capture what is valued by Queensland Department of Education for:

- Learners
- Learning
- Access and inclusion
- Diversity
- Wellbeing, and
- Community

Each of these Education Principles has clear implications for the design of the indoor and outdoor physical environments.

4.2.2 The purpose of Facilities Design Principles

The Facilities Design Principles, along with the Universal Design Principles, guide planners, architects, engineers and school stakeholders in all aspects of the physical design and facilitate the appropriate use of schools' facilities.

4.2.3 Understanding the implications of the Education Principles for the design of school facilities

Learners and Learning

Two fundamental aspects support the development of successful learners. The first is to ensure learning success in the prescribed academic curriculum, including VET pathways. The second is to develop the attributes and capabilities that enable lifelong learning. The traditional 'single cell' classroom design is not well suited to achieving either of these aims.

For developing capabilities for example, it is widely acknowledged^{30,31} that 'learning about' skills and capabilities does not develop capabilities and skills. Capabilities and skills are not developed by transmission of information. Collaborative ways of working and independence, for example, are developed through participatory and experiential processes where students learn, and are taught how to be collaborative, self-directed and self-managing.

The development of capabilities for lifelong learning is enhanced in learning settings that inspire creativity, active investigation and self-expression; in settings that invite self-direction and require self-management; in settings that connect students globally. Such settings are in stark contrast to the standard industrial era classroom.

Developing global citizens involves more than projects to raise money for giving aid to developing communities. Global awareness and global education means being connected seamlessly to other young people around the globe and engaging together in youth dialogue and projects that transcend geographical and cultural boundaries.

The implication of all of this for facilities design is that the 'single cell' classroom model is not designed to support and enhance a contemporary approach to education.

To achieve success for each learner in the prescribed academic curriculum, contemporary approaches to learning and teaching have evolved to be highly personalised. Instead of a 'one to many' model, for which the traditional classroom was designed, teachers collaborate to enhance the learning of all students through a more effective use of their individual strengths, to enable small group targeted teaching and to provide greater flexibility and responsiveness to the learning needs of individuals and, importantly, to learn from each other.

To support these contemporary approaches to learning and teaching school facilities need to provide diverse, enriched learning settings — quiet zones for reading and explicit teaching groups; creative investigative project areas to develop thinking skills, problem solving, and deep learning through practical application of concepts; collaborative areas; dialogue and community of inquiry spaces; and, ICT enriched zones for presentation and development of sophisticated capabilities for the digital world.

30 Dreyfus H.L and Dreyfus S.E A Five Stage Model of the Mental Activities involved in Skill Acquisition UC Berkeley, 1980 <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA084551> accessed 27 July 2013

31 Carr, M. Dimensions of Strength for the Key Competencies <http://nzcurriculum.tki.org.nz/content/download/507/3828/file/dimensions-for-tki.doc> accessed 20 July 2013

4.2.4 The critical nexus between ‘hard’ and ‘soft’ systems

No matter how well-designed the ‘hard systems’ — the settings, spaces and fit out — are to support and enhance learning, good facilities design must be accompanied by the deliberate development and implementation of ‘soft systems’. For example:

- spaces designed for quiet reflective activities will only function effectively if users of the space monitor and modify their behaviour to ensure that any sounds are at a minimum
- although spaces designed to support collaboration set up the physical fitout and layout so that learners can face each other and work together, these spaces do not suddenly bestow the ability for users to collaborate effectively.

Explicit teaching of the requisite skills, such as self-management skills and collaborative skills is required to give full effect to the design.

In addition, school facilities must simultaneously address the other four Education Principles: Access and Inclusion; Diversity; Wellbeing and Community.

4.2.5 Further implications of the facilities design principles

Access and inclusion

Queensland is committed to providing all young Queenslanders with access so they can participate in education that is inclusive and free from any form of discrimination. Too often in the design of facilities, accessibility is an afterthought.

What if accessibility was inherently designed into every new facility from the beginning?³²

Regional specialist support staff and therapists must be consulted in the early stages of design, and throughout the design, construction and use of the facilities, to ensure each learner has direct, or indirect access to participate in all learning experiences, taking into account their characteristics and individual learning needs and styles.

To achieve the Department of Education’s commitment to inclusive education, the design of Queensland state schools will need to go beyond minimum compliance and employ the Universal Design Principles ([Section 4.3](#)) that aim to make the built environment (indoor and outdoor) usable by all users — school staff, students and visitors to the school.

Similarly, the principles of Diversity, Wellbeing and Community all have implications for the design of school facilities.

The implications of the six Education Principles for the design of school facilities are summarised in [Table 1](#).

32 From Accessibility to Possibility, BeLab, NZ <https://www.belab.co.nz/about-us>

Table 1. The implications of the Education Principles for facilities design — Facilities Design Principles

Education principle/s	Education Facilities Design Principles
<p>1. Learners Encourage the development of a sense of identity, purpose and belonging that enables them to thrive in their learning environment and ensures the confidence, capability and resilience to pursue learning throughout life.</p> <p>2. Learning Provide varied, challenging, and stimulating learning experiences that enable all learners to explore and build on their individual abilities, interests, and experiences</p>	<p>Create contemporary indoor and outdoor learning environments that facilitate a learning and learner-centred approach through:</p> <ul style="list-style-type: none"> • designing integrated purposeful and multi-purpose learning settings and spaces that support and enhance a full range of learning and teaching activities. Activities that must be supported are: <ul style="list-style-type: none"> – direct, explicit teaching, demonstration and presentation – dialogue, storytelling, community of inquiry – meetings for discussion, planning and decision-making – structured and unstructured – interactive and collaborative creative activities with media, general and specialised equipment and materials – interactive and collaborative investigative activities with general and specialised equipment and materials – construction, modelling and simulation through play-based learning and/or authentic settings – display of learning resources and student work – quiet reflective activities and/or individual research – rehearsal and performance – gatherings, assemblies, ceremonies – student displays <p>Note: Where possible learning settings and spaces are used for multiple purposes. A different space is not required for each of the activities above. The number and size of different learning settings is determined in collaboration with school stakeholders. The overall floor area is determined from a universal formula for Queensland state education settings.</p> <ul style="list-style-type: none"> • support disciplinary and interdisciplinary learning within and between curriculum areas for each stage of learning • ensure age-stage appropriate fit out of spaces for learning, recreation and socialisation • provide seamless access to learning by ensuring virtual connectivity locally, nationally and globally • ensure ease of access to learning and teaching resources at the point of use through distribution of appropriate storage throughout learning spaces • activate, invigorate and enrich learning spaces - indoor and outdoor – to support activities that the spaces are designed for • ensure all areas of the school site are assets for learning and maximise the use of the outdoor environment as an integrated component of the total learning environment paying particular attention to sustainability education • ensure circulation paths can be navigated by all learners and that they do not disturb learning activities. <p>Support collaborative learning and teaching for professionals by:</p> <ul style="list-style-type: none"> • making provision for meeting spaces for professional collaboration, data display and planning in small, medium and large groups. • enabling teacher modelling, mentoring and peer observation by ensuring teaching is visible and can be observed unobtrusively in situ. • designing learning spaces for seamless flow of students and teachers between integrated learning settings and spaces.

Education principle/s	Education Facilities Design Principles (continued)
	<ul style="list-style-type: none"> • the deliberate layout of the learning settings to provide for seamless access to and from required resources and ease of flow between spaces. • the juxtaposition of spaces ensuring continuity and appropriate merging of atmosphere and acoustic requirements. • providing fit out of the learning settings that is appropriate to the curriculum area and specific learning activities for which the setting is designed.
<p>3. Access and inclusion</p> <p>Provide all users with access so they can participate safely in educational activities that are inclusive and free from any form of discrimination.</p>	<p>Design and fit out indoor and outdoor spaces that enable all users — school staff, students and visitors to the school to participate safely in all school experiences:</p> <ul style="list-style-type: none"> • go beyond minimum compliance and employ the Universal Design Principles (Section 4.3) that aim to make the built environment (indoor and outdoor) usable by all users from the outset (retrofitting is not a fall back or solution). • in the context of inclusive education, be mindful of the needs of diverse users in all stages of the design process. • engage with professional support staff and students to ensure designs and fit out provide direct, or indirect access, for participation by different students with a range of diverse abilities. • be mindful of the need for order and routine for all learners while not stifling creativity and spontaneity. • ensure physical access of facilities and utility of equipment for people with varying physical and sensory abilities eg: electronic door opening and width allowance for those with physical impairment; height adjustable desks and benches. • ensure physical travel and circulation between learning spaces and zones is intuitive, unencumbered and level. • ensure that settings, spaces and amenities are ‘all access’ and do not segregate or stigmatise individuals or groups. • ensure acoustic properties of spaces support the activities that will be conducted in the space and suit the hearing and visual status and needs of the users. • ensure lighting properties of spaces are adjustable to enable adequate control of glare and visual contrast and support the activities that will be conducted in the space. • where possible incorporate sensory enrichment without overstimulating the senses. • ensure dignity of all students and staff is maintained through appropriate design.
<p>4. Diversity</p> <p>Embrace diversity — diversity in learners and social and cultural diversity – within the school and wider community</p>	<p>Design and fit out indoor and outdoor facilities that reflect and celebrate the cultural make-up of the school community:</p> <ul style="list-style-type: none"> • engage with the school community to determine cultural needs and the specific needs of different groups (e.g. different socioeconomic, different abilities) • provide settings and spaces that support different cultural practices of the school community • provide signage, display areas, meeting and gathering spaces to honour and celebrate cultural diversity and contribute to the development of intercultural understanding • provide for equal user privacy, security and safety — this might include, for example, use of flashing lights as part of the emergency warning systems for staff and students with hearing loss who cannot hear the more traditional auditory-based warning systems.

Education principle/s	Education Facilities Design Principles (continued)
<p>5. Wellbeing Create a positive school culture and embed student and staff wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.</p>	<p>Design facilities that are aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff by:</p> <ul style="list-style-type: none"> • providing a welcoming entry to all facilities • providing indoor conditions and amenity that support and enhance learning • promoting delight and inspiration among students and the broader school community • educating the aesthetic imagination and the senses • including informal community and social spaces and hubs and thus opportunities for students to further develop personal and social capability • providing a continuum of learning and recreation • actively promoting the safety and security of all students, staff and visitors and minimise security risks for buildings and other school assets • integrating facilities with the natural and urban environment • actively promoting safe and easy access by all modes of transport and encourage students and staff to travel by sustainable modes of transport wherever possible.
<p>6. Community Support a sense of community and belonging both within the school and the school within the wider community.</p>	<p>Support a sense of community and belonging both within the school and the school within the wider community.</p> <p>In collaboration with the school community, design facilities that:</p> <ul style="list-style-type: none"> • are welcoming and promote inclusion of the community • actively promote community access and engagement • have a human, family feel as opposed to an institutional feel • have community focal points that create wholeness and oneness through gatherings, incidental crossroads and serendipitous social interaction • support learning neighbourhoods and learning communities as the basic organisational structure • involve the sharing of resources and learning spaces • inspire participation in, and responsibility for the learner's community and respect for others and property • provide Facilities that can be shared by the community to host a diversity of purposes, including out of school hours support, for building a community culture • respond to the local context and assist in creating a local context for new communities • promote integration over segregation including integration of re-locatable buildings through innovative design and effective master planning

4.3 Universal Design Principles — ‘design for all’³³

Universal Design is the design of products and environments to be usable by all people, without the need for adaptation or specialised design. The Universal Design Principles are fundamental, non-negotiable design principles to be applied to all aspects of school facilities.

The wording of the principles has been amended slightly from the original wording of the Centre for Universal Design to make the meaning of each principle clear in school settings.

Universal Design Principle 1: Equitable use

The design is useful to people with diverse abilities.

This means:

- provide effective means of use for all users regardless of differing physical abilities: identical whenever possible; equivalent when not
- avoid segregating or stigmatising any users
- provide for equal user privacy, security and safety
- make the design appealing for all users.

Universal Design Principle 2: Flexibility in use

The design accommodates a wide range of student, staff and visitor preferences and abilities.

This means:

- provide choice in methods of use, taking into account safety and security
- accommodate access and use for all people regardless of user's body size, posture, mobility or handedness
- facilitate the user's accuracy and precision
- provide adaptability to the user's individual needs.

Universal Design Principle 3: Simple and intuitive

Use of the design is easy to understand, regardless of the user's experience, age, knowledge, language skills, or current concentration level.

This means:

- eliminate unnecessary complexity
- be consistent with user expectations and intuition
- accommodate a wide range of literacy and language skills.
- arrange information consistent with its importance
- provide effective prompting and feedback during and after task completion.

33 Centre for Excellence in Universal Design <http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/> - p1

Universal Design Principle 4: Perceptible information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

This means:

- use different modes (visual – pictorial and text, aural, tactile) for presentation of essential information
- provide adequate contrast between essential information and its surroundings
- maximise legibility of essential information
- differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions)
- provide compatibility with a variety of techniques or devices used by people with sensory disabilities.

Universal Design Principle 5: Tolerance for error

The design minimises hazards and the adverse consequences of accidental or unintended actions.

This means:

- arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded
- provide warnings of hazards and errors
- ensure equipment and fittings have built-in fail-safe features
- discourage unconscious action in tasks that require vigilance.

Universal Design Principle 6: Low physical effort

The design can be used efficiently, comfortably and independently with a minimum of fatigue.

This means:

- allow user to maintain a neutral body position
- use reasonable operating forces
- minimise repetitive actions
- minimise sustained physical effort.

Universal Design Principle 7: Size and space for approach and use

Appropriate size and space is provided for approach, reach, manipulation, and independent use regardless of user's body size, posture, or mobility.

This means:

- provide a clear line of sight to important elements for any seated or standing user
- make reach to all components comfortable for any seated or standing user
- accommodate variations in hand and grip size, strength and diversity
- provide adequate space for the use of assistive devices or personal assistance
- ensure that younger/smaller students are considered in the context of height/size/space.

5.0 Generic functional briefs

5.1 Purpose and structure and of the generic functional briefs

5.1.1 Purpose

The generic functional brief for each education setting provides a clear statement of the general and specific functional specifications required to support learning, teaching, administration and management. Its purpose is to ensure alignment between the design of the physical facilities and the Department of Education vision, principles, strategies and policies. While providing clarity about the essential functional requirements, it makes it possible for planners and designers to be responsive to particular contexts by way of the requirements being framed as performance specifications.

5.1.2 Structure

The generic functional brief for each education setting sets out the:

- description of the specific education setting
- vision, purpose and operational requirements for the specific education setting
- major functional zones required to implement the curriculum, support contemporary learning and teaching, leadership, administration and management
- indicative spatial relationships between each major functional zone
- functional units that make up each functional zone
- indicative relationships between functional units
- the design intent and functional specifications for each functional unit
- area guidelines where applicable
- references to supporting documents — *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications and Standards*.

5.1.3 Additional information

Additional specific information concerning the brief for each site must be read in conjunction with this document:

- *Masterplanning, Architectural and Landscape Design Principles*, and
- *Technical Specifications and Standards*.

6.0 Generic functional brief — primary school (Year Prep–6)

6.1 Vision, purpose and functional and operational requirements for contemporary primary schools

6.1.1 Vision and purpose

As stated in [Section 2.2](#), the Queensland Department of Education’s strategic plan 2020–2024 outlines the Department’s vision for Queensland education through five strategic objectives:

- A great start for all children
- Every student succeeding
- Safe and fair workplaces and communities
- Capable people delivering responsive services
- Building Queensland communities

Primary school marks the beginning of the phase of a child’s life that is devoted to compulsory education. As such it plays a crucial role in introducing children to formal learning programs. A child’s experience of learning at primary school has a lifelong impact on their attitude, disposition and self-concept as a learner. Primary school education provides the foundation for learning for life. It shapes children’s expectations of learning success, their expectations of what learning at school is for, their capabilities and responsibilities as a learner and how learning and teaching interrelate.

Schools, that have undergone a transformation from a teacher and teaching-centric model of education to a learner and learning-centred model, note that the learners who have least difficulty with the new approach are the Foundation/Prep (F/P)³⁴ students who learn from day one that school is centred around their learning, their learning progress, their learning capabilities and helping each other. They learn that is how school ‘works’. Older learners, who began school in a teaching and teacher-centred model can have more difficulty adapting at first because they have to learn ‘new rules’ for how to operate. Setting up ‘soft systems’, e.g. expectations of learning behaviour, understanding roles in helping each other learn and understanding the impact their behaviour can have on others’ learning, is crucial to effective learning in a contemporary learning environment.

6.1.2 Factors shaping the functional requirements

Age of learners

Primary schools provide students with seven years of compulsory learning. Foundation (or Prep as it is called in Queensland) is the first year of schooling in Queensland. It is a full time, school-based program, and has a defined curriculum. To enrol in Prep, children must be aged 5 years by 30 June in the year of proposed attendance.

³⁴ The school starting age across Australian states and territories was aligned in 2007. The first formal year of schooling was named Foundation and that is the term used in the Australian Curriculum and states and territories were encouraged to adopt the term uniformly. In practice this has not really occurred. SA uses Reception, VIC uses Prep, NSW uses Kindergarten and QLD uses Prep. In this document the term Foundation (F) is used alongside Prep (F/P) to ensure alignment with the Australian Curriculum.

Learning and teaching

Learning in F/P–2 and Year 3–4 focuses on the early years development outcomes:

- developing a strong sense of identity
- connecting and contributing to their world
- ensuring a strong sense of wellbeing
- developing confidence and involvement as learners; and becoming effective communicators.

Play-based learning, inquiry driven learning and targeted, explicit teaching in small groups are key features of early years pedagogy as children learn to manage their own learning and belongings and contribute to their learning communities.

Learning and teaching in Year 5–6 build on the foundations set in F/P–4. Learning through play, inquiry, collaboration, authentic project-based learning and personalised learning plans continue throughout the primary school years with students growing in independence, self-direction and self-knowledge as learners. Regular assessment, both formative and summative, is largely conducted in context. Self, peer and expert assessment of both the process and product of authentic projects is common. Online real-time assessment and reporting is increasing the personalisation of assessment and increasing the immediacy of assessment information for parents and carers.

Digital Technologies (DT)

From Foundation/Prep right across the primary school years, children access and use digital technologies in a range of ways to enable and enrich learning, to communicate, research and access information and for problem solving and creative expression. In addition to enhancing learning, engagement with digital technologies ensures that students develop the skills to participate and contribute to a technologically rich world.

Curriculum

The Australian curriculum sets out the learning entitlement for learners in primary schools to ensure they develop capabilities and knowledge relevant to their present and future needs and gain a greater understanding of other cultures and technology. As expected in a rapidly changing, highly technological, globalised, post-industrial world, the Australian curriculum, which was launched in draft form in 2010, has introduced new elements to the curriculum and places greater emphasis on emerging technologies and emerging capabilities. In addition to digital media and design with technology, the Australian curriculum brings a stronger focus to Languages and Science from the early years, the development of general capabilities from Foundation³⁵ (Prep) to Year 10 and the Cross Curriculum Priorities — Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability. Teachers adapt the Australian curriculum to suit local and individual needs.

In addition to the Australian curriculum, the National STEM School Education Strategy, endorsed by Australian Education Ministers in 2015, has implications for facilities that support learning experiences designed to develop learners' capabilities in the area of Science, Technologies, Engineering and Mathematics. STEM learning experiences involve employing 'disciplinary thinking for interdisciplinary problem solving'. Learning experiences in STEM involve identifying and responding to a problem, an issue or an opportunity by:

- working as a collaborative team
- employing a problem solving approach

³⁵ 'Foundation' is a term agreed upon by all State and Territory Ministers to provide an Australia-wide consistent name for the first year of school. 'Foundation' replaces 'Kindergarten' in NSW and the ACT, 'Prep' in Vic and 'Reception' in SA.

- engaging disciplinary thinking and understandings in at least two of the disciplines of Science, Technologies and Mathematics
- designing and engineering a solution or product.

6.1.3 Functional requirements for contemporary learning and teaching

The traditional, industrial era Primary School design of ‘single-cell’ classrooms accommodating up to 30 students with some additional facilities such as a hall are no longer adequate to implement contemporary learning and teaching and the changed requirements for the P-6 curriculum and contemporary learning.

Ratio of students to teachers

Department of Education sets targets of 25 students per teacher for Prep to Year 3 and 28 students for Year 4 to 6. In contemporary primary schooling this ratio remains the same but the organisation of learners and teachers changes. Effective design of contemporary learning environments requires an understanding of the potential daily routines of a primary school. The following sections are designed to ‘take designers inside’ the nature of contemporary learning and teaching and the day to day operation in order that, as designers, they can imagine and understand how the functions required and the design of facilities are critical in supporting and enabling contemporary learning and teaching.

Understanding how contemporary learning and teaching operates in Primary Schools

Contemporary primary schools operate very differently to a traditional industrial era school. What follows is just one scenario that represents ways in which contemporary learning and teaching plays out in a primary school. It is intended to convey a feel for the way in which primary schools operate on a day-to-day basis, the range of learning settings that are required to support the variety of learning activities and the way students and teachers flow between learning settings.

A day in the life of a primary school learning neighbourhood.

The day in the life scenario below is based on a possible Year 3–4 Learning Community of between 135–170 students and up to 6 teachers and up to 2 support teachers.

This Learning Community is made up of two Learning Neighbourhoods ([Table 2](#)). *Jilngu* Learning Neighbourhood has three teachers, 72 students and a teacher support while *Barrbal* has three teachers, a teacher support and 70 students and one teacher support.

Table 2. The possible make up of a Year 3–4 Learning Community

Year 3–4 Ngujakura Learning Community	
<p><i>Jilngu</i> Learning Neighbourhood</p> <ul style="list-style-type: none"> • 70 students in Years 3 and 4 (5 students requiring learning support). • A teaching team of 3 teachers and 2 support teachers. 	<p><i>Barrbal</i> Learning Neighbourhood</p> <ul style="list-style-type: none"> • 72 students in Years 3 and 4 (5 students requiring learning support). • A teaching team of 3 teachers and three support teachers.
<p>A day in the life of <i>Jilngu</i> Learning Neighbourhood</p> <p>Jess is in her third year of teaching at Bakikiri state primary school. Jess’s regular daily routine as a teacher of Year 3–4 starts with her riding to school, where she showers and changes in the staff centre and then joins Matt, Mika, El and Omar the other members of her teaching team, in the staff work area of their Learning Neighbourhood to finalise their program for the day. Jess, Matt and Mika have joint responsibility for the learning and pastoral care of 72 students in Year 3 and Year 4. They are supported El and Omar who provide support for several of the students. The team has established a general pattern to their day.</p> <p>There are four broad types of learning activities that occur during the week which are organised around language/literacy, maths/numeracy, discovery, health and creative expression.</p>	

When they meet each morning, they spend time reflecting on the progress of their students from the day before. For language/literacy and maths/numeracy students are arranged in flexible groupings of between 5–10 students according to their learning needs. Jess notes that two of the students in one of her small groups have suddenly 'clicked' on a concept they were having difficulty with and she suggests they join one of Matt's groups. Omar celebrates the success of one of the students he supports and explains the strategies they designed together had really made a difference.

The team spends some time discussing the progress of other students in maths/numeracy who either need more explicit help or are ready to progress to the next stage, they then re-arrange groupings, and discuss the general approach they are taking to other aspects of the day's program as the children start to arrive.

As the children arrive, they move to their home base areas and unpack and store their belongings and bags. Some immediately start engaging with their mobile devices or gather as a group around AV displays to watch a video clip, others gravitate towards the teachers, others socialise in small groups while others head back outside to play handball.

As the formal part of the day begins students from this neighbourhood gather together in one large group to focus on the program for the day which is displayed clearly on the planning wall. They break from the whole neighbourhood gathering and students spend time in their home bases planning their specific goals for the day. Jess and Matt call their small maths/numeracy groups to separate quiet, explicit teaching settings where they work with them around a table for about 20 minutes. Meanwhile Mika roves around the neighbourhood checking in with students who are working on their numeracy goals for the day and El and Omar work directly with two students requiring support.

Matt's numeracy group is joined by Michael from the Barrbal Learning Neighbourhood, the other Learning Neighbourhood in the Year 3–4 Learning Community. Michael achieves high standards in maths/numeracy and joins the advanced group in the Jilngu Learning Neighbourhood for his maths/numeracy learning.

Meanwhile, Mika moves between the other students checking in on their progress and reminding students, when necessary, about the protocols of working in the quiet zone. The learners are distributed around the Learning Neighbourhood having chosen where they wish to learn while being mindful of whether they will be intruding on others' learning. Many are now working collaboratively in the open gathering space on maths problems and Mika watches closely to ensure all students are engaged and contributing. Some are working on paper pencil tasks and discussing their working and answers, others are working in the project space in small groups constructing models to illustrate a concept, while others are working on mobile devices on maths games and exercises.

Others are working individually to consolidate their maths/numeracy learning on paper pencil tasks or using their mobile devices. Another support teacher enters the neighbourhood and finds one of the students who is visually impaired and assists her, and the students working with her, with their learning.

For an hour and a half, groups are rearranged, teachers change roles, students move between activities while the focus remains on maths/numeracy. After the recess break the students return to their neighbourhood and excitedly gather in groups ranging in size from four to 10 students to continue their work towards re-enacting a scene from the book they have been reading together as a Learning Neighbourhood. The plan is to present their re-enactments to the other neighbourhood in their community. Some groups are busy painting, others are editing a video and introducing their soundtrack while others are rehearsing in an outside performance setting clearly in view of one of the teachers. The three teachers move between the groups advising, challenging, questioning and giving feedback. At the end of this session each of the teachers gather the students together in three large groups that distribute themselves into three different locations and spend time reflecting on where they are up to in terms of being ready to present their re-enactments. They reflect on what is going well, the challenges they have and how they plan to overcome them and then set plans for work that needs doing after school to help them move forward again tomorrow.

For the next session the students move out of their neighbourhood area to Physical Education, Performing Arts or to the Language learning setting in their Learning Community building for Mandarin to learn with specialist teachers until lunch time while Jess, Matt and Mika have their timetabled design and planning session in their staff work area. The group involved in their Mandarin session today are busily getting organised to meet face to face via Google apps with their sister class groups in Suzhou. Groups are rehearsing their introductions and getting feedback on their pronunciation, another group is setting up the virtual conferencing space to make sure all of their group can be seen and heard. They've recently started to use the 'digital breakout' rooms feature of their virtual conferencing app which supports small group meetings and face to face chat from their sister class. The challenge they are now facing is how that can work without each of the small breakout groups disrupting each other. Using a floor plan of their Learning Community building they plan the distribution of groups around their neighbourhood to ensure acoustic separation.

After lunch the neighbourhood is abuzz again as the students form into three broad groups for their ongoing discovery work in Humanities and Social Sciences. Students have framed inquiry questions around how and why a specific change occurred in the past. Some students are working individually while others are working in groups

of three to six or seven. As an example of the types of projects they have taken on, one large discovery group has several groups working on uncovering the events around the controversial decision to build a permanent road between Cairns and Cooktown and the impact this development had on the Daintree rainforest. One of the small teams in this group is developing before and after images and digital maps in the media area, others are in the project space drawing and painting pictures of wildlife endemic to the Daintree rainforest in the creative/investigative area, others are intrigued by the events that led to the listing of the wet tropics rainforests on the World Heritage list and have a large timeline on butcher paper on the floor adorned with post-it-notes of events. Others are researching the impact of the clearing of the Daintree rainforest lowlands and have invited a representative of rainforest rescue to talk with them and give them feedback on their research so far and their thoughts about the actions the team is considering that they might take as a result of their research. Melissa, the Science specialist at the school, has joined this group to help guide the students and to be informed so that she can provide support in the action phase of the project.

The day is drawing to a close and students pack up their discovery project work, tidy the neighbourhood and move to their home bases where each teacher meets with the students in their home base. Students spend time reflecting on the goals they set for the day, what was achieved, what was not achieved and why with the teacher prompting them to think about what they could do differently in terms of managing their learning through questions such as, "Were your goals too ambitious? Did you estimate the time each of today's goal would require? Did you ask for help when you needed it? What learning strategies did you use today that worked well for you?" Students plan their homework and receive individual feedback from their home base teacher before leaving school for the day. The teachers move off to bus duty, netball practice etc.

The Learning Neighbourhoods and Learning Community described above represents just one of many possible organisational arrangements of staff and students in neighbourhoods and communities. The key to effective design of contemporary learning environments is to develop integrated multi-purpose and special purpose spaces that support a range of learning activities **One of the strengths of contemporary design is the fact that schools can decide on the specific arrangement of staff, students and the use of space according to the needs of the learners.**

In the above scenario, activities and spaces that support those activities have been highlighted in bold type. In designing facilities for Learning Communities and the Learning Neighbourhoods that make them up is to consider all the settings required to support the learning activities, which learning settings can be used for more than one purpose and how many of each learning setting is required to support the number of students and the likely intensity of use.

The language of contemporary learning environments

New designs for learning environments bring new language. From the [‘Day in the Life...’](#) scenario presented above the following terms require definition:

- Home base
- Learning Neighbourhood
- Learning Community
- Staff workspace
- Language learning setting
- Media area
- Project space
- Gathering/presentation area
- Quiet explicit teaching spaces
- Planning wall
- Outside performance setting

Home Base, Learning Neighbourhood, Learning Community

The concept of a Learning Community design has emerged as primary school designs have moved through the phases of 'single cell classrooms' with one teacher to ~25 learners³⁶ to joining two single cell classrooms by an operable wall to enable collaborative teaching, to adding on 'withdrawal spaces' and 'computer pods,' to eventually arriving at a model of integrated purposeful learning settings that collectively support the range of learning and teaching activities that characterise contemporary pedagogy.

Designers and architects have been able to achieve this 'flipped design' by aggregating the area for up to six classrooms plus travel and redistributing some area from the Resource Centre entitlement, to create Learning Community buildings that accommodate up to 170 learners³⁷. Within each of these Learning Community buildings a range of special purpose and multi-purpose spaces and settings are provided to support the full range of learning activities. Learners and teachers move to the learning settings that support the activity they are engaging in.

A Learning Community building that can accommodate up to 168 learners is large enough to be able to include the range of learning spaces and settings required to support contemporary pedagogy. It also provides the greatest versatility in terms of the organisation of learners and teachers within the Learning Community.

[Figures 2a, 2b, 2c](#) illustrates a range of different organisational models that are possible in a Learning Community building with up to 168 learners, teachers and additional support staff.

[Figure 2a](#) depicts the Learning Community organised as 2 × Learning Neighbourhoods of up to 84 learners with 3 × teachers and support staff per Learning Neighbourhood.

[Figure 2b](#) depicts the Learning Community organised as 3 × Learning Neighbourhoods of up to 56 learners with 2 × teachers and support staff per Learning Neighbourhood.

[Figure 2c](#) depicts the Learning Community organised as 1 × Learning Neighbourhoods of up to 112 learners with 4 × teachers and support staff plus 1 × Learning Neighbourhood of 56 learners with up to 2 teachers and support staff.

The smallest Learning Neighbourhood is two teachers with up to 56 learners. Each of the teachers would have a home base group of 28 learners. Collaboration is one of the key principles identified by the Queensland Department of Education in its statement of principles, challenges and opportunities 2020–2024. It is important to realise that honouring the principle of collaboration by working as a team in a Learning Neighbourhood does not mean collaboration 100% of the time — it does not mean 'team teaching', though at times it might involve team teaching; it does not mean students only work in collaborative groups, though at times they must be working in collaborative groups to develop the social and personal capabilities of collaborating and working with others; it does not mean that teachers do all planning together but it does mean they collaborate about the needs of the learners in their care and how it is best to use their combined resources to address the needs of each learner. These varied modes of collaboration between learners and teachers are depicted in the ["Day of the Life of the *Jilngu* Learning Neighbourhood"](#).

The smallest number of teachers to a neighbourhood to facilitate collaboration is, by definition, two. While schools differ in the maximum number of teachers and learners to a neighbourhood. A number of factors will determine what is the best option in different contexts. When students need a lot of individual attention

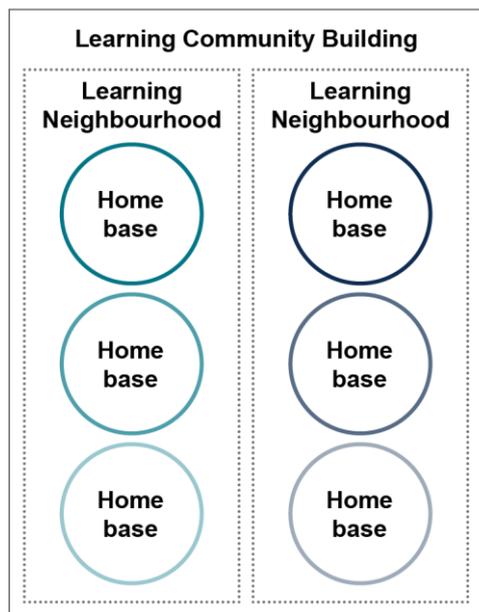
³⁶ The ratio of learners to teachers varies from state to state. The ACT, for example, is committed to working to 1:21 while QLD DOE's target is 1:25 in F/P–3 and 1:28 in Yrs 4–6. The size of a Learning Community is tied to the ratio of teachers to learners.

³⁷ In QLD.

due to their learning needs or personal background the smaller the neighbourhood the better. When students are highly capable learners and can manage and direct their own learning, can access support for their learning from multiple sources and support the learning of those around them larger combinations of home bases to form a Neighbourhood are possible.

One way to remember how the concepts of home base, Learning Neighbourhood and Learning Community work is to think of the fact you live in a home (home base), you have neighbours (Learning Neighbourhood), and your neighbourhood is part of a bigger community (Learning Community)³⁸.

Figure 2. Possible arrangements of Learning Neighbourhoods within a Year 3–4 Learning Community

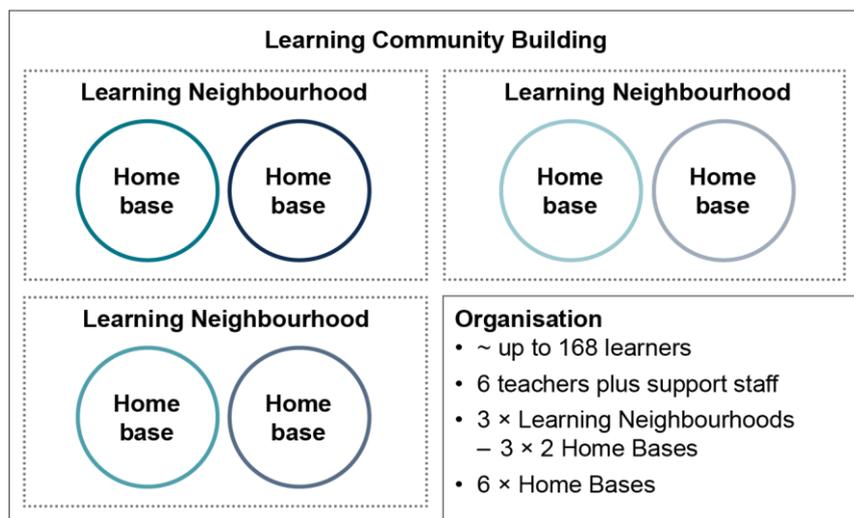


- Organisation**
- ~ up to 168 learners
 - 6 teachers plus support staff
 - 2 × Learning Neighbourhoods
 - 2 × 3 Home Bases in each neighbourhood
 - 6 × Home Bases

Figure 2a

The Learning Community is organised as 2 × Learning Neighbourhoods of up to 84 learners with a 3 × teachers plus support staff per Learning Neighbourhood.

The Learning Community as a whole could have learners of similar age and stage of the Learning Community could be made up of learners from F/P–6.



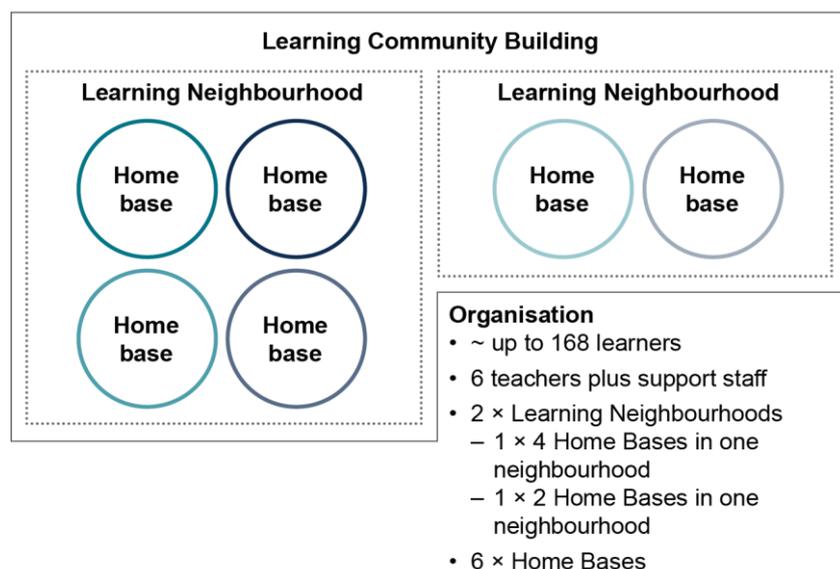
- Organisation**
- ~ up to 168 learners
 - 6 teachers plus support staff
 - 3 × Learning Neighbourhoods
 - 3 × 2 Home Bases
 - 6 × Home Bases

Figure 2b

The Learning Community is organised as 3 × Learning Neighbourhoods of up to 56 learners with 2 × teachers plus support staff per Learning Neighbourhood.

As per 2a (above), the Learning Community as a whole could have learners of similar age and stage or the Learning Community could be made up of learners from F/P-6.

38 Thanks to discussions at Margaret Hendry School, ACT for sharing the way they understand the terms.

**Figure 2c**

The Learning Community is organised as 2 × Learning Neighbourhoods of different sizes. One Learning Neighbourhood has up to 112 learners and 4 × teachers while the other Learning Neighbourhood has up to 56 learners and 2 × teachers.

As per 2a (above), the Learning Community as a whole could have learners of similar age and stage or the Learning Community could be made up of learners from F/P-6.

The advantage of organising learners into home base groups, Learning Neighbourhoods and Learning Communities versus 'single cell classrooms' is that all learners belong to an inclusive Learning Neighbourhood and a Learning Community. Learners requiring specialist support are not segregated in separate facilities. The Learning Neighbourhood, Learning Community concepts remove barriers to inclusion and make it possible for learners of diverse abilities to learn together.

Staff workspace

Many schools choose to devote as much area as possible to learning. When this is their priority, staff choose to use the Learning Neighbourhood settings as their workspace. If the school prefers to have a dedicated staff workspace it is generally designed in a way that at least the collaborative space within the staff workspace can be used by students. The functional requirements specified for the workspace acknowledge the differing requirements.

Addressing the requirements of the Australian Curriculum

The key components of the Australian Curriculum are outlined in [Table 3](#). The Australian curriculum consists of eight learning areas, seven general capabilities and three cross-curriculum priorities.

The eight learning areas include:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- Technologies
- The Arts
- Languages

The Australian curriculum requirements and contemporary pedagogy that enacts the Education Design Principles ([Section 3](#)) determine the learning facilities each Primary School requires. With the advent of the Australian Curriculum a number of explicit requirements for facilities that have not previously been part of primary school emerge.

Science: from Foundation/Prep achievement standards are clearly articulated and to reach these standards teachers are required to design learning experiences that integrate science understanding, science as a human endeavour and science inquiry skills. Such experiences can be thought of as requiring learning that involves ‘head, heart and hand’. Facilities that support investigation and experimentation are required for all learners from Foundation/Prep — Year 6.

The Arts: from Foundation/Prep–6 achievement standards are articulated in Dance, Drama, Media Arts, Music and Visual Arts. Learners are expected to be arts makers – makers of media art, makers of visual art and makers of dance, drama and music. While primary school curricula have always engaged in the Arts, the Australian Curriculum formalises the achievement standards expected making the learning experiences more than ‘Arts and Crafts’. The addition of media arts places specific demands on media facilities as students are required to use media technologies to create media artworks. In addition to facilities for dance, drama and music facilities that support artmaking with digital media are required.

Technologies — Design and Technologies: From Foundation/Prep–6 learners are provided with opportunities to create designed solutions in a number of technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments. Facilities that support learners working in collaborative groups to practically respond to a problem, issue or opportunity and design and engineer a product are required. These facilities also support learning experiences in STEM which integrate two or more of the disciplines of Science, Technologies and Maths.

Technologies — Digital Technologies: As for the Design and technologies aspect of the Technologies curriculum learners actively engage in developing skills in computational thinking and designing digital systems.

For each of the above curriculum areas, including the integration of these areas for STEM education, workshop settings are required with ready access to the required equipment. Science, The Arts and Technologies are no longer areas that a teacher might choose to ‘dabble’ in if they have the interest or passion to do so. These Learning Areas are integral to primary school education and for them to be effectively taught facilities that support learning in these areas are required and they are required at ‘point of need’ and thus need to be integrated into the Learning Community settings.

Table 3. Overview of the Australian Curriculum F/P–10

Learning areas and subjects	Year levels	General capabilities important for life and work in the 21st century	Cross-curriculum priorities
The Arts <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts 	F/P–10	Integrated across all Learning Areas and all Year levels: <ul style="list-style-type: none"> • Literacy • Numeracy • ICT capability • Critical and creative thinking • Personal and social capability • Ethical understanding • Inter-culture understanding 	Integrated across all Learning Areas and all Year levels: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia’s engagement with Asia • Sustainability
English	F/P–10		
Mathematics	F/P–10		
Health and Physical Education	F/P–10		
Humanities and Social Sciences (HASS) <ul style="list-style-type: none"> • HASS • History • Geography • Civics and Citizenship • Economics and Business 	F/6–7 Years 7–10		
Languages	F/P–10		
Science	F/P–10		
Technologies <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	F/P–10		
Work studies (optional)	Years 9–10		

*F/P = Foundation/Prep

In addition to functional zones for learning a number of other functional zones and amenities are required for leadership, administration and management and community engagement.

6.1.4 Operational requirements

Nature and times of use of the facilities

The timetabled hours for Primary Schools are typically 9:00 am to 3:00 pm with students arriving at school from 8:30 am onwards, but this varies according to local circumstances and individual school arrangements. The schools operate on a four term year of 10 weeks each. The summer holidays are from late December through to late January with three two-week breaks during the year in April, June/July and in September/October.

Community use of school facilities

In addition, school use of the Facilities will routinely extend beyond the hours specified above, including during holiday periods, for activities such as before and after school care, holiday programs, staff work/preparation, music tuition, student sporting matches and club activities, student and community sports groups, parent interviews and counselling, staff meetings and School Council and Parents and Citizens Association meetings.

6.1.5 Summary of functional requirements for a contemporary primary school

In contrast to the traditional organisational model of 1 teacher to 25–30 students in separate classrooms, contemporary primary school education operates with organisational models and facilities that:

- enable collaborative learning and teaching
- provide flexibility for student groupings to support personalised learning
- provide a range of purposeful learning settings to support a different types of learning activities including:
 - direct, explicit teaching, demonstration and presentation
 - dialogue, storytelling, community of inquiry
 - meetings for discussion, planning and decision-making
 - structured and unstructured
 - interactive and collaborative creative activities with media, general and specialised equipment and materials
 - interactive and collaborative investigative activities with general and specialised equipment and materials
 - construction, modelling and simulation through play-based learning and/or authentic settings
 - display of learning resources and student work
 - quiet reflective activities and/or individual research
 - rehearsal and performance
 - gatherings, assemblies, ceremonies
 - student displays
- require students and teachers to move to the learning setting which best supports the activity
- encourage community use of school facilities.

The Learning Neighbourhood/Learning Community model is designed to give effect to the principles of Learners and Learning, Access and Inclusion, Diversity, Wellbeing and Community. Further guidelines on designing Learning Neighbourhoods for all users is provided in the detailed functional requirements for Learning Communities ([Section 6.3.3](#)).

6.2 Functional zones for a Year Prep–6 school

P–6 Functional Zones and Functional Units consist of indoor and outdoor areas to support the range of different functions required for a school to operate.

6.2.1 Essential functional zones

Some functional zones are localised (eg multi-purpose hall) while others are distributed (e.g. Janitorial). The essential functional zones for a P–6 school are:

Leadership, Administration and Staff Centre

- Resource centre
- Learning communities
- Multi-purpose workshop space — negotiated specialist space for interdisciplinary projects such as STEM; partnerships with community, and learning events such as expos, computer coding competitions etc.
- Multi-purpose hall with facilities for Performing Arts — Dance, Drama, Music
- Canteen

Outdoor areas for:

- Learning: integrated with and designed to extend internal learning settings
- Gathering and community building spaces: covered and uncovered
- Performance
- Sports: oval, hard courts, handball courts
- Recreation: active and passive
- Kitchen/productive garden
- Parking: access for, and parking of bikes, mobility devices, cars and buses
- Circulation
- Amenities
- Janitorial

Functional zones can serve a variety of users:

- whole school use (e.g., multi-purpose hall, resource centre, multi-purpose workshop)
- largely used by a particular group of learners or staff (e.g., learning communities, staff centre administration and school leadership)
- shared use facilities for use by the community (e.g., multi-purpose hall, resource centre, meeting rooms, out of school hours care and activities (OOSH)).

Functional Zones can serve a variety of purposes:

- a multi-purpose hall can be used for Physical Education, whole school gatherings, performances, exhibitions, community sports groups
- in addition to students' and staff learning and research, the resource centre can be used for extended learning events like an expo or whole school enquiry project, for staff meetings, student meetings, community meetings and presentations to parents.

The layout and relationships between functional Zones must be determined in accord with the masterplanning, Architectural and Landscape Design Principles and address the Education Facilities Design Principles.

Learners and Learning: Create contemporary indoor and outdoor learning environments that facilitate a learning and learner-centred approach through designing integrated purposeful and multi-purpose learning settings and spaces that support and enhance a full range of learning and teaching activities.

Access and inclusion: Design and fit out indoor and outdoor spaces that enable all users – school staff, students and visitors to the school to participate in all school experiences.

Diversity: Design and fit out indoor and outdoor facilities that reflect and celebrate the cultural make-up of the school community.

Wellbeing: Design facilities that are aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff.

Community: Support a sense of community and belonging both within the school and the school within the wider community.

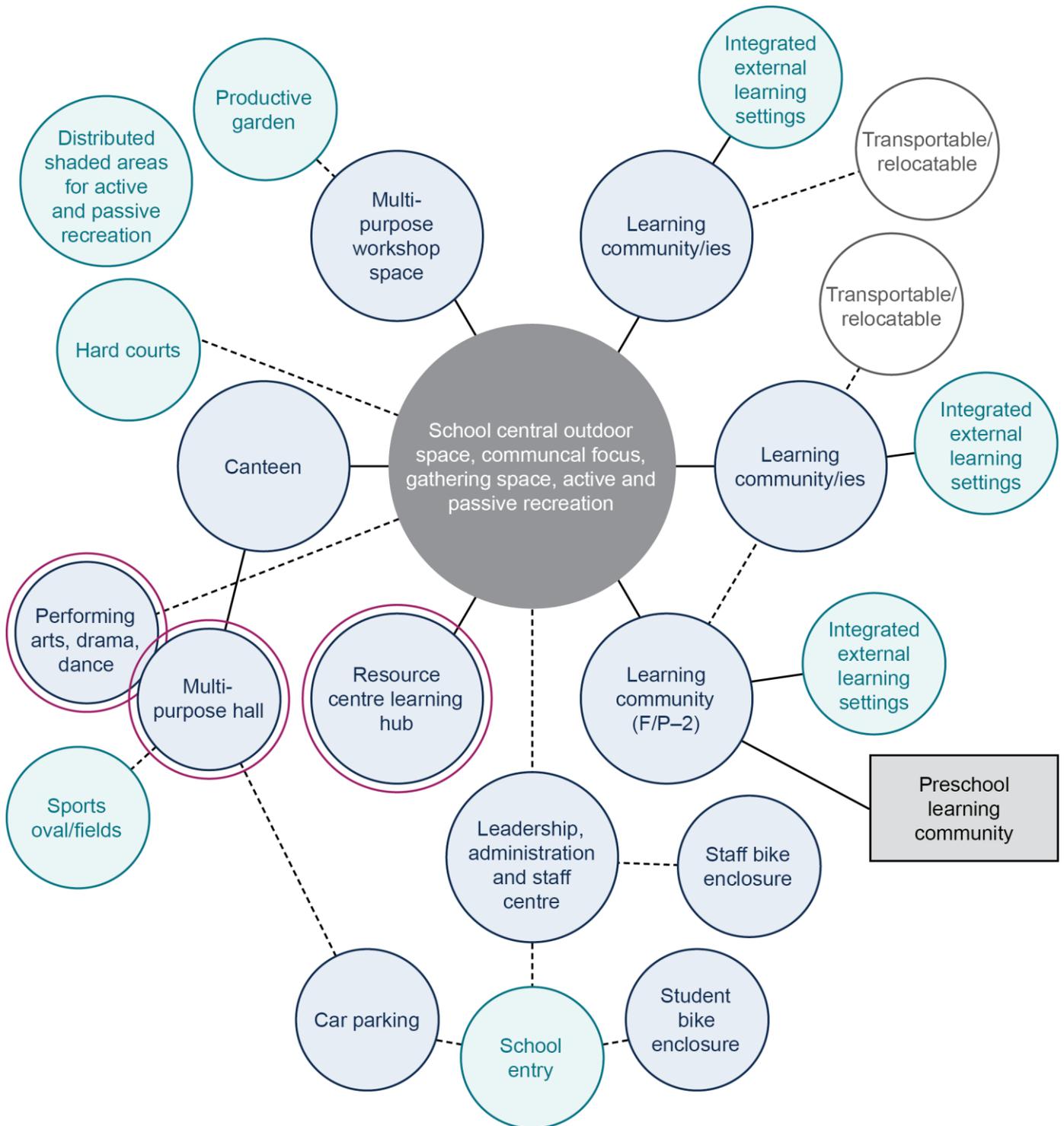
[Section 4.2.5, Table 1](#) must be referred to for elaboration of the implications of these principles for facilities design.

6.2.2 Desired spatial relationships between each major functional zone

[Figure 3](#) gives an indication of desirable relationships between the functional zones for a P–6 School to give effect to the Education Facilities Design Principles.

It is essential that the layout of the site, during the masterplanning process, addresses the preferred functional relationships shown in [Figure 3](#). Given the unique nature of each school site, it is possible that desired relationships might at times compete. When this occurs, designers are required to consider all options and present the positives and negatives of each option.

Figure 3. Required spatial relationships for a P-6 school



Key	
—	Direct relationship
----	Close proximity
◻	Potential facility
○	Permanent school facility
○	External learning settings
○	Potential shared use
○	Transportable

6.3 Detailed functional requirements for a Year Prep–6 school

6.3.1 Leadership, administration and staff centre

Overview

The Leadership, Administration and Staff Centre acts as the central focal point for the public as well as student and parent reception, leadership, management, administration and communication. It serves the needs of the entire school. The Functional Units that make up this zone should generally be provided within one building. The location of these spaces may be varied when an alternative design is considered to provide a superior solution. The alternative design must be supported by a rationale illustrate that there is no loss in functionality or amenity. It might be desirable in large schools, for example, to provide leadership areas in Learning Communities to distribute the leadership presence through the school.

Functional zone	Leadership and administrator	
Location	Main school entry point: a component of a community precinct or a community access zone	
Functional units		Reception and general office: corporate services, resource store, mail and communications area
		Foyer and waiting areas for students and visitors
		Leadership area: Principal and Assistant Principals
		Business services office
		Conference room
		Visiting specialists' office/s
		Multi-purpose interview room
		Casualty/sick bay/first aid and DA compliant accessible student toilet
		Secure store
		Staff centre/lounge and outdoor courtyard
		Staff retreat room
		Staff resource and utilities area
		Data and communications
		Amenities: accessible/visitors' toilet, staff toilets/shower/change room
	Janitorial: cleaners' store and HWS	
Leadership staff		Principal and leadership team
Support staff		Counsellor/psychologist, visiting regional specialist support staff
Administration staff		General office staff
		Business Manager
Operational factors to consider		
The Leadership, Administration and Staff Centre can be intensely busy at specific peak times – just before school starts, at breaks and from just before to shortly after the school's finishing time. Way finding and ease of flow of people in and out of this functional area and within the area is an important factor to consider. Narrow corridors are to be avoided		

Functional unit	Foyer, reception and general office
Functional zone	Leadership, administration, staff centre, student services
Location	School entry point: a component of a community precinct/community access zone
<p>Primary role and function</p> <p>The combined foyer and reception area is the first point of contact for parents and visitors and sets the tone for the atmosphere and identity of the school. The foyer and reception area 'presents' the school to parents and visitors.</p> <p>The general office is the administrative hub for the school. It supports a range of administrative functions including, filing, printing, compiling, recording and computing.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • display of student creations, school information, school events, school values and vision, awards and trophies, memorabilia and historical artefacts • waiting area for students • a waiting area for parents, visitors and tradespersons • registration and admission of school visitors and tradespersons, and • receiving deliveries. 	
<p>General functional requirements for reception</p> <ul style="list-style-type: none"> • be located at the main entrance and be visible from the entrance doors • be accessible to the general public without adversely affecting the security of the school • include a foyer area that provides waiting space for students and visitors • provide a gallery/display of school information and showcase student learning and achievements • open directly to the entrance foyer/waiting while still providing clear, secure access to the internal circulation network. <p>General functional requirements for the general office</p> <ul style="list-style-type: none"> • be located near the principal's work area but not necessarily directly accessed from it • provide work areas and storage areas that support filing, printing, preparing and compiling information, recording and storing • enable administrative staff to work as a team around work areas and individually at workstations which afford some privacy from visitors and students. 	
<p>Operational factors to consider</p> <p>At peak times, the staff in the general office can be extremely busy responding to a range of school operational and administration functions and coordinating processes such as collection of money, processing student absences, whole school communication, information distribution and possibly a school uniform outlet. The safety and security of staff at Reception is an important consideration while maintaining an open, welcoming feel.</p>	

Performance criteria for foyer, reception and general office	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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 circulation through the area is not impeded by those waiting mindful that at peak times the area can be very busy with students and visitors 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> seating for visitors in waiting area <input type="checkbox"/> service counter 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"/> flat surface for form completion in waiting area for up to six to eight people (standing, seated and with prams or using mobility aids) <input type="checkbox"/> seating in separate student waiting area <input type="checkbox"/> clearly identifiable reception counters of appropriate height for parents/visitors, students and wheelchair access (refer to technical specification) <input type="checkbox"/> workstations for the number of administration staff – consider a mix of standing and desk height <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"/> height adjustable, swivel office chairs for each general office staff member plus additional seating and table for collaborative working meetings with other staff members <input type="checkbox"/> display boards, display cabinet in foyer/waiting area display boards in general office <input type="checkbox"/> whiteboard or writeable surface for group planning <input type="checkbox"/> wall clocks distributed such that all spaces have visual access to the time
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <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>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure reception staff voice/s clearly audible at the access side of the counter and vice versa <input type="checkbox"/> ensure telephone and staff to staff conversations within General Office are not intelligible in adjacent areas 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> seamless access for all through the main entry to the reception desk 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> AV screen in foyer/waiting area to display school information, students display <input type="checkbox"/> data point for electronic sign-in of parents and visitors' data point for point-of-sale card reader <input type="checkbox"/> distributed power and data to service works stations <input type="checkbox"/> wireless access throughout foyer and reception to allow for changing layouts and flexibility <input type="checkbox"/> phone data point in general office 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare <p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to each individual and team workspace <p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider security of reception staff; and <input type="checkbox"/> secure service counter including lockable cash drawer
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Leadership area
Functional zone	Leadership, administration, staff centre
Location	In close proximity to general office, business manager's office and staff centre
<p>Primary role and function</p> <p>The leadership area provides a central leadership zone that feels connected to, 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.</p>	
<p>Secondary functions</p> <p>The leadership area includes work areas for the principal, assistant principal/s and school leaders. The leadership area has a range of functions:</p> <ul style="list-style-type: none"> • individual work • meetings with staff, students, parents (including meetings of a highly confidential nature) and visitors • meetings with other leaders and the leadership team • planning and developing professional learning activities • developing and documenting school policies and practices, and • administrative activities including school organisation and planning, the writing of reports and other 	
<p>General functional requirements for leadership area</p> <p>Support for these functions can be provided in a number of ways using a combination of discrete and open settings. Functionally, this requires 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.</p> <p>Schools have a range of approaches to the use of the leadership area depending on their leadership philosophies and models. Three different operational styles can be adopted by different schools:</p> <ul style="list-style-type: none"> • A highly collaborative leadership model with a shared workspace with direct access to two meeting rooms of different sizes that can be used for private meetings and/or collaborative planning. • A separate principal's office with adjacent office space for two assistant principal/s and access to a smaller meeting room. • Three separate offices for all members of the executive leadership team with meetings held in available meeting rooms in the building. <p>To give effect to the overarching principle of responsiveness, a design solution is required that enables the leadership team from each school to readily arrange their use of the leadership area to suit their philosophy. Providing one large space and two smaller spaces can accommodate each of the operational styles described above.</p>	
<p>Operational factors to consider</p> <p>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.</p> <p>Note: The final detailing and fit out of the leadership area must be completed in collaboration with the inaugural principal.</p>	

Performance criteria for leadership area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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 a 'rabbit warren' effect 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> desks and workstations (consider a mix of standing and desk height) for the number of leaders and to suit the design <input type="checkbox"/> open shelf storage — under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> secure storage for personal effects <input type="checkbox"/> height adjustable, swivel office chairs for each leader <input type="checkbox"/> additional seating and table for collaborative working meetings of the leadership team and leaders with other staff members <input type="checkbox"/> lounge chairs and coffee table for meetings that are conversational in nature <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface appropriate to the function of each space <input type="checkbox"/> whiteboard or writeable surface for group planning <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> a degree of visibility into the leadership work area/s from the general office while maintaining the capacity for privacy and security <input type="checkbox"/> a degree of visual connection between the Leadership area and student activity whether it be arrival and/or the school centre/school heart <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> ensure privacy for leaders from visitors 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> closed spaces that will be used for private meetings require acoustic isolation (see Technical Specifications) <input type="checkbox"/> collaborative spaces require the capability to contain distracting sound into/out of the space while maintaining ease of flow between spaces. 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> student access from internal circulation space <input type="checkbox"/> provide a lockable entry/exit to the leadership area that does not require access through the public reception area 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> collaborative spaces equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the spaces (see Technical Specifications) <input type="checkbox"/> phone data point 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide power outlets to activate the spaces and support the intended functionality of the settings within the leadership area
	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider security of leadership staff
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Business services office	
Functional zone	Leadership, administration, staff centre	
Location	Close to (and easily accessible from) the principal's office and the general office.	
Primary role and function		
The business services office is for use by the school's business manager. The business manager's work includes leading and managing the administration staff, human resources functions and financial management and administration. At times, the office will be used for small group meetings between the business manager and the principal or other leadership staff, staff and/or visitors. At other times it will be used for administration and business tasks requiring uninterrupted concentration.		
General functional requirements for the business services office		
The business service office is required to:		
<ul style="list-style-type: none"> • be accessible to external visitors only after signing in at reception • support both small group meetings and individual and pair work at a workstation or desk. 		
Operational factors to consider		
The business services office needs to be accessible but also have the potential to be made private for confidential conversations and for work focus		
Performance criteria for the business services offices		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> ensure ease of movement between different work areas <input type="checkbox"/> ensure ease of access to all shelving and storage	<input type="checkbox"/> desk or individual workstation allowing two people to work side by side on the same screen of documents and ample space for paperwork beside a laptop or desktop computer <input type="checkbox"/> a small meeting setting to seat two to three people comfortably around a coffee table or equivalent <input type="checkbox"/> secure storage of files — lockable filing cabinets <input type="checkbox"/> lockable storage cupboard <input type="checkbox"/> open shelving to hold folders vertically <input type="checkbox"/> height adjustable, swivel office chair <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock	
Visual connectivity and wayfinding		
<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"/> abundant natural light, control of glare and direct sunlight		
Acoustics		
<input type="checkbox"/> acoustic containment when windows and doors are closed		
Access		
<input type="checkbox"/> level access for all from adjoining internal space/s <input type="checkbox"/> accessible to external visitors only after signing in at reception		
ICT	Microclimate	
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data service workstation/desk <input type="checkbox"/> phone data point	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
Electrical	Security (refer to Technical Specifications)	
<input type="checkbox"/> data/power outlets at workstation	<input type="checkbox"/> secure room	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Conference/meeting room
Functional zone	Leadership, administration, staff centre
Location	In close proximity to general office, business manager's office and staff centre.
<p>Primary role and function</p> <p>The conference/meeting room is a large multi-purpose meeting room that will be used by:</p> <ul style="list-style-type: none"> • the school staff and students • the school council, P&C and parent groups • other members of the community for shared community use • by school staff and visitors for meetings and professional learning, and • virtual conferencing. 	
<p>General functional requirements for the conference/meeting room</p> <p>The location, layout and fit out of the conference/meeting room is required to:</p> <ul style="list-style-type: none"> • be located near the main entry and Reception • accommodate 15–20 people meeting as one group • be adaptable as required for the functions listed above • be proximate to a space that is equipped to serve refreshments and food that has been pre-prepared. 	
<p>Operational factors to consider</p> <p>Given that the conference/meeting room will be used by:</p> <ul style="list-style-type: none"> • parents and community members <ul style="list-style-type: none"> – it is important that it be readily accessible from the front entry to the school • school council/P&C and the community out of school hours <ul style="list-style-type: none"> – it is important that access can be gained to the conference/meeting room without the need to enter the main secured area of the school. 	

Performance criteria for conference/meeting room	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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 (as opposed to long and narrow) rectangular room and either oval or wide rectangular table fit out is preferable to enhance communication and face to face visibility for each person participating 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> an oval or round-end wide rectangular meeting table to seat up to 15 people <input type="checkbox"/> height adjustable, swivel office chairs for each meeting participant <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface <input type="checkbox"/> whiteboard or writeable surface for group planning <input type="checkbox"/> kitchenette that can be closed off from the space <input type="checkbox"/> a beverage point with a bench top, sink, boiling and chilled water, upright fridge and microwave oven <input type="checkbox"/> storage for hospitality items — plates utensils, glasses cups <input type="checkbox"/> wall clock <input type="checkbox"/> secure storage for all AV and other equipment that could be required in the room to serve its different functions
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> a degree of visibility into the conference/meeting room from outside while maintaining the capacity for privacy and security <input type="checkbox"/> abundant natural light, control of glare and direct sunlight 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> generally able to contain distracting sound into/out of the space <input type="checkbox"/> capable of acoustic isolation when required (see Technical Specifications) 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> student access from internal circulation space <input type="checkbox"/> provide a lockable entry/exit to the leadership area that does not require access through the public reception area 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data to service AV and VC equipment — consider outlets on the longer and short walls to provide maximum versatility <input type="checkbox"/> equipped for multi-media presentations — interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications) <input type="checkbox"/> phone data point 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide power outlets to kitchenette, AV and VC equipment <input type="checkbox"/> distribute power outlets around the room or centrally to the conference table for mobile device charging <p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Out of School Hours access to the conference/meeting room without compromising the security of the main area of the school.
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Visiting specialists' office/s	
Functional zone	Leadership, administration, staff centre	
Location	In close proximity to student waiting area, near (but not directly connected to) the general office.	
Primary role and function		
The visiting specialists' office/s is a private space for visiting specialists to meet with up to five people for private discussions, write up reports and store files and resources. It will be used for confidential meetings and for counselling students or staff. The atmosphere of the adjacent waiting area and room is required to be welcoming and inviting, not threatening.		
General functional requirements for the visiting specialists' office/s		
The visiting specialists' office is required to:		
<ul style="list-style-type: none"> • have a welcoming, inclusive but private feel • accommodate up to five people (adults and children) seated comfortably • provide secure storage for each of the visiting specialists. 		
Operational factors to consider		
Students and staff generally need a degree of privacy when meeting with a visiting specialist. The waiting area and entrance to the room should be relatively private, while still being discretely observable from the general office.		
Performance criteria for the visiting specialists' office/s		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> waiting area slightly removed from entry <input type="checkbox"/> sufficient space between the work desk and small meeting setting for flow between the areas <input type="checkbox"/> provide personal space for five individuals without either overcrowding or creating an 'empty' feel	<input type="checkbox"/> desk or individual workstation <input type="checkbox"/> storage appropriate to the number of users – secure storage of files, books, resources <input type="checkbox"/> height adjustable, swivel office chair <input type="checkbox"/> a small meeting setting to seat five people comfortably around a coffee table or equivalent <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> seating in the waiting area <input type="checkbox"/> stand to hold books, magazines, activities for students, parents and/or staff waiting <input type="checkbox"/> wall clock	
Visual connectivity and wayfinding		
<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"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting		
Acoustics		
<input type="checkbox"/> acoustic isolation to ensure privacy and confidentiality (see Technical Specifications)		
ICT	Access	
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data for desktop mobile and fixed devices <input type="checkbox"/> equipped for multi-media presentations — interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications) <input type="checkbox"/> phone data point	<input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> discrete student access from internal circulation space	
	Microclimate	
	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
Electrical	Security (refer to Technical Specifications)	
<input type="checkbox"/> distribute power outlets to workstation and AV equipment	<input type="checkbox"/> duress alarm	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Multi-purpose interview room	
Functional zone	Leadership, administration, staff centre	
Location	Readily accessible from the general office and the school entry preferably being able to be accessed by visitors without entering the secure area of the school	
Primary role and function		
The multi-purpose interview room 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 visiting suppliers on entry.		
General functional requirements for the business services office		
The multi-purpose interview room is required to:		
<ul style="list-style-type: none"> • be located near, but not directly connected to the general office • have a welcoming, inclusive but private feel • be adaptable function as a meeting space, an interview space accommodating up to six people 		
Operational factors to consider		
Given the potential for multiple users and multiple uses, this space needs to be equipped to be readily adapted from a workspace to a relaxed conversational space.		
Performance criteria for the business services offices		
Spatial layout and circulation	Fitout	<input type="checkbox"/> adaptable fit out is required so that a small meeting setting to seat five people comfortably around a coffee table, or equivalent, can readily be rearranged to provide a collaborative worktable for up to six people <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock or line of sight vision to clock in adjacent area
<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		
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"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting		
Acoustics	Microclimate	
<input type="checkbox"/> acoustic isolation to ensure privacy and confidentiality (see Technical Specifications)	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
Access	Electrical	
<input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> discrete student access from internal circulation space	<input type="checkbox"/> distributed power outlets	
ICT	Security (refer to Technical Specifications)	
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> phone data point	<input type="checkbox"/> duress alarm	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Secure store	
Functional zone	Leadership, administration, staff centre	
Location	Readily accessible from the general office	
Primary role and function		
The secure store is for general and archival storage purposes, including the storage of confidential material such as student records.		
General functional requirements for the business services office		
The secure store is required to:		
<ul style="list-style-type: none"> • store files, documents and records that are confidential, valuable or both • be fire rated. 		
Operational factors to consider		
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.		
Performance criteria for the secure store		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> ensure ease of access to all shelving and storage	<input type="checkbox"/> solid core fire rated door (see Technical Specifications)	
Visual connectivity and wayfinding	<input type="checkbox"/> filing cabinets	
<input type="checkbox"/> zero visibility into the room	<input type="checkbox"/> adjustable shelving	
<input type="checkbox"/> items in storage cabinets, compactus, shelves must be clearly visible	<input type="checkbox"/> compactus (lockable)	
<input type="checkbox"/> lighting to all areas of the store	<input type="checkbox"/> safe (see Technical Specifications)	
Acoustics	Microclimate	
<input checked="" type="checkbox"/> not applicable	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort	
	<input type="checkbox"/> reduce glare	
Access	Electrical	
<input type="checkbox"/> on the level to facilitate trolley entry and to provide ready access for all	<input type="checkbox"/> power outlets	
ICT	Security (refer to Technical Specifications)	
<input type="checkbox"/> wireless connectivity	<input type="checkbox"/> lockable door	
<input type="checkbox"/> data points		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Staff centre/lounge and outdoor courtyard
Functional zone	Leadership, administration, staff centre
Location	In close proximity to general office, business manager's office and staff centre
<p>Primary role and function</p> <p>The staff centre/lounge and outdoor courtyard provides a central relaxation and social gathering space for all school staff. It plays an important function in building a whole-school culture.</p> <p>It is intended to be used at recess and lunch break times, before and after school and as a retreat space for relaxation. The staff centre/lounge and courtyard can also be used for planning meetings during the school day.</p> <p>The adjoining adaptable space is intended to be used as a professional learning centre. When not required it is an extension of the staff centre/lounge at peak enrolment.</p>	
<p>General functional requirements for the staff centre/lounge and courtyard</p> <ul style="list-style-type: none"> • a welcoming relaxing environment • access to a shaded external courtyard • provide kitchen facilities sufficient to serve the staff numbers at peak times, including casual staff 	
<p>Opportunities</p> <p>The standard size of staff centre/lounges to suite long term enrolment numbers do not provide the area required for whole staff use during peak enrolment periods. There is an opportunity to provide an adaptable space, connected to the staff centre/lounge by an operable wall, that can serve as a professional learning centre at long term enrolment figures or as a larger lounge space at peak enrolment.</p>	
<p>Operational factors to consider</p> <p>With the move to integrate staff work areas into the learning communities and the sharing of school information via email, there has been a tendency for teachers to spend most of their time in the learning communities. This can lead to a reduction in a whole-school culture and an unintentional division between administration and teaching staff. Many schools develop 'soft systems' such as special morning teas, and special events days to provide a reason for teachers to go to the staff centre/lounge. In addition to these 'soft systems' it is important to consider functionalities that could be integrated with the staff centre/lounge to give teachers a reason to visit the area on a regular basis – for example a professional learning centre that houses resources, large displays of the school's strategic plan, student data etc.</p> <p>Note: For the detailed functional requirements for the outdoor courtyard refer to the section 'Functional requirements of external settings'.</p>	

Performance criteria for staff centre/lounge and outdoor courtyard	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space to enable ready circulation around the beverage, food drink area <input type="checkbox"/> a wide rectangular room is preferable to a long thin room to enhance community <input type="checkbox"/> directly connected to external, private staff courtyard 	<p>Fitout</p> <p>Kitchen</p> <ul style="list-style-type: none"> <input type="checkbox"/> several small settings of comfortable lounge chairs/coffee tables <input type="checkbox"/> seating to accommodate long term enrolment staff numbers <input type="checkbox"/> variety of bench areas such as standing height benches with stools, large 'kitchen bench' <input type="checkbox"/> number of refrigerators (consistent with long term enrolment staff numbers) for storage of staff lunches and snacks, milk and beverages, food platters for staff functions <input type="checkbox"/> microwave/s placed at bench top level <input type="checkbox"/> an upright stove or wall oven, cooktop and range hood, dishwashing machine/s <input type="checkbox"/> space against a wall in the staff lounge for separate refrigerated beverage and snack vending machines (school choice to install) <input type="checkbox"/> adequate bench space and storage space for supplies, and all necessary kitchenware <input type="checkbox"/> boiling and chilled water dispenser/s to accommodate long term enrolment staff numbers <input type="checkbox"/> separate one bowl/two drainers stainless steel sink/s <p>General area</p> <ul style="list-style-type: none"> <input type="checkbox"/> large noticeboards for display of school planning calendar, professional learning items, school development displays <input type="checkbox"/> whiteboard functionality — fixed whiteboard or writeable wall for group planning <input type="checkbox"/> rack of named pigeonholes (larger than A4 width) for delivery of mail and messages to staff — sufficient numbers to provide for peak enrolment <input type="checkbox"/> lockers for visiting and relief staff <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimal visibility into adjacent circulation space general to provide for privacy <input type="checkbox"/> visual connection to an outside courtyard, private landscaped area or feature view <input type="checkbox"/> abundant natural light, control of glare and direct sunlight 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> capacity to mute sounds emanating from inside <input type="checkbox"/> acoustic quality permits multiple conversations to occur effectively 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all from adjoining internal space and external spaces including the external courtyard. 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> space equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the spaces (see Technical Specifications) <input type="checkbox"/> phone data point 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power outlets to support kitchen equipment and to provide charging outlets at seated areas 	
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider security of staff belongings 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Staff retreat room	
Functional zone	Leadership, administration, staff centre	
Location	Adjacent to (and readily accessible from) the staff centre/lounge	
Primary role and function		
A retreat room and rest space for staff. This room can be used for a variety of purposes — caring for/feeding babies; a prayer room; a rest space for someone feeling unwell.		
General functional requirement for the staff retreat room		
<ul style="list-style-type: none"> provide a quiet, private space to serve the above functions. 		
Operational factors to consider		
Schools will define their particular use of this space depending on the needs of their staff. Therefore, the space needs to be readily adaptable for the range of functions described above.		
Performance criteria for the secure store		
Spatial layout and circulation	Fitout	<input type="checkbox"/> comfortable furniture for sitting and/or reclining <input type="checkbox"/> additional seating/coffee table <input type="checkbox"/> small first aid cabinet <input type="checkbox"/> facilities for handwashing and drying <input type="checkbox"/> medical waste and sharps container <input type="checkbox"/> benchtop suitable for nappy change <input type="checkbox"/> under bench bar fridge <input type="checkbox"/> carpet with small area of waterproof floor covering near sink
<input type="checkbox"/> ensure access for all <input type="checkbox"/> provide space for manoeuvring a wheelchair		
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		
Acoustics		
<input type="checkbox"/> acoustically treated to create a calm, quiet space		
Access	Microclimate	
<input type="checkbox"/> on the level to facilitate trolley entry and to provide ready access for all	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
ICT	Electrical	
	<input type="checkbox"/> wireless connectivity <input type="checkbox"/> data points	Security (refer to Technical Specifications)
	<input type="checkbox"/> power outlets <input type="checkbox"/> unlockable door	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Staff amenities	
Functional zone	Leadership, administration, staff centre	
Location	Proximal to the staff lounge	
Primary role and function Staff amenities.		
General functional requirement for the staff amenities <ul style="list-style-type: none"> • provide amenities for staff including a shower and change room • readily accessible form the staff lounge • integrated area • located on an external wall with natural ventilation if possible 		
Operational factors to consider The ratio of female to male staff in Queensland primary schools is approximately 4:9 ³⁹ . At peak times, such as recess and lunch, the female staff toilets are in high demand. Consideration should be given to providing individual unisex toilets and generous circulation space within and around the toilet area to prevent congestion and queues. Consideration should also be given to distributing staff toilets around the learning communities and/or staff use of DDA compliant toilets included in each learning community. Locating the staff showers within the leadership, administration and staff centre ensures a central location and provides a reason for teaching staff to frequent the staff centre.		
Performance criteria for the staff amenities		
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> provide generous circulation space in the vicinity of toilets and shower/change room <input type="checkbox"/> ensure space for manoeuvring a wheelchair 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> ventilation to external air <input type="checkbox"/> mechanical ventilation <input type="checkbox"/> hand basins with hot and cold mains water mirrors <input type="checkbox"/> soap and hand sanitiser dispensers <input type="checkbox"/> toilet paper <input type="checkbox"/> facilities hand drying <input type="checkbox"/> coat hooks <input type="checkbox"/> shower <input type="checkbox"/> change area bench <input type="checkbox"/> clothes hanging <input type="checkbox"/> towel rack <input type="checkbox"/> staff lockers 	
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> controllable natural light <input type="checkbox"/> direct line of sight provision from the general office while enabling privacy via a blind or door. 		
Acoustics <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 		
Access <ul style="list-style-type: none"> <input type="checkbox"/> access for all 		
Electrical <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power outlets to support janitorial equipment 	Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> ensure thermal comfort — humidity control <input type="checkbox"/> ensure odour mitigation 	
ICT <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 	Security (refer to Technical Specifications) <ul style="list-style-type: none"> <input type="checkbox"/> internally lockable doors 	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

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Functional unit	Staff resource, utilities and reprographics area	
Functional zone	Leadership, administration, staff centre	
Location	Easily accessible from the general office and staff lounge	
Primary role and function		
The staff resource, utilities and reprographics area is used by teachers and office staff to print materials, collate information packs, prepare communication and learning resources including laminating posters, documents and teaching aids.		
Secondary functions		
<ul style="list-style-type: none"> centralised storage of stationery and printer/photocopier consumables paper recycling safe disposal of electronic equipment and batteries 		
General functional requirement for the staff resource, utilities and reprographics area		
<ul style="list-style-type: none"> efficient use of space for unobstructed circulation and access to photocopiers (MFD), storage, photocopier, laminators, work benches, recycling bins provide extensive, accessible storage – both under and over – bench tops for various stationery items, different paper and cardboard size. 		
Operational factors to consider		
At peak times there can be high demand for workspace. Careful distribution of functions and layout is required to facilitate efficient and effective use of the space. Bench depth and length needs to be considered to ensure adequate space for equipment and for production areas. Although open access is desirable, consideration needs to be given to machinery and production sound intruding into surrounding spaces.		
Performance criteria for the staff resource, utilities and reprographics area		
Spatial layout and circulation	Fitout	<ul style="list-style-type: none"> multi-functional printer/s, copier, scanner, fax with co-located ceiling exhaust extraction system shredder, laminator, binder, guillotine paper recycling wheelie bin storage for used cartridges safe disposal container/s for batteries and electronic equipment an extended, deep horizontal workspace suitable for the production, layout, cutting, laminating and binding of printed materials an adjustable height work surface with open space below a large noticeboard/display board behind the multifunction printer and over bench tops open storage area for frequently used supplies—paper, cardboard extensive secure bulk storage for a range of stationery supplies lockable storage cabinet for supplies of special items key safe wall clock
<input type="checkbox"/> layout and room shape designed to facilitate several people involved in printing and production activity, accessing storage		
Visual connectivity and wayfinding		
<input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible		
Acoustics		
<input type="checkbox"/> contain sound emanating from inside		
Access		
<input type="checkbox"/> access for all		
ICT		
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data points to service equipment		
Microclimate		
<input type="checkbox"/> exhaust fan for fumes from equipment <input type="checkbox"/> ensure thermal comfort given heat generated by electrical equipment		
Electrical	Security (refer to Technical Specifications)	
<input type="checkbox"/> provide distributed power outlets to support reprographic equipment	<input type="checkbox"/> locked storage area for special items and bulk stationery	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Sick bay	
Functional zone	Leadership, administration, staff centre	
Location	Proximal to and readily supervised from the general office	
Primary role and function		
The sick bay serves as a base for administering First Aid and as a rest room for sick students.		
General functional requirement for the sick bay		
<ul style="list-style-type: none"> • accommodate students and adult attending to students - school nurse, visiting nurse office staff member • provide a degree of privacy for individuals visiting casualty • access and facilities to address the needs of a range of physical mobility • direct access to a toilet and change room/shower that is 'all access'. 		
Operational factors to consider		
Apart from being attended to by a nurse or staff member, students can be alone in casualty. At those times office staff must have direct line of sight to the area. Lockable storage is required to prevent unauthorised access by students		
Performance criteria for the sick bay		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> provide generous circulation space in the vicinity of toilets and shower/change room <input type="checkbox"/> ensure space for manoeuvring a wheelchair	<input type="checkbox"/> height adjustable bed (hospital bed or equivalent) <input type="checkbox"/> comfortable seating for students <input type="checkbox"/> fully fitted large (100 people plus) first aid cabinet and kit — wall hung, lockable <input type="checkbox"/> bench top with inset stainless-steel single bowl sink and drainer, hot and cold mains water, lever tap, cupboards under <input type="checkbox"/> waterproof splash back over bench top, matching length overhead cupboards <input type="checkbox"/> lockable under bench lockable bar fridge with small integral freezer <input type="checkbox"/> soap and paper towel dispensers <input type="checkbox"/> medical waste's and sharps containers <input type="checkbox"/> entry door not lockable <input type="checkbox"/> display board and white board <input type="checkbox"/> durable, water and stain resistant flooring (see Technical Specifications) <input type="checkbox"/> wall clock	
Visual connectivity and wayfinding		
<input type="checkbox"/> controllable natural light <input type="checkbox"/> direct line of sight provision from the general office while enabling privacy via a blind or door.		
Acoustics		
<input type="checkbox"/> acoustically contained		
Access		
<input type="checkbox"/> access for all <input type="checkbox"/> access from emergency parking bay capable of manoeuvring a mobile bed/stretchers		
Electrical		
<input type="checkbox"/> provide distributed power outlets to support all equipment		
ICT	Microclimate	
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data points to service equipment	<input type="checkbox"/> ensure thermal comfort — individual climate control	
	Security (refer to Technical Specifications)	
	<input type="checkbox"/> lockable storage area and first aid cabinet	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

6.3.2 Resource centre

Overview

The Resource Centre is the learning ‘heart’ of the school. Ideally it showcases learning to the community as well as students and parents. Resource Centres/Libraries primarily support access to information and learning resources and the sharing, creation and communication of knowledge. As technology has changed the way we access, share, create and communicate information and knowledge, so too it has changed the specific functionalities of libraries – they have become interactive learning centres. A ‘Resource Centre/Library’ in a contemporary school is not the traditional ‘book repository’ of bygone times. It is more akin to the ‘living room’ of a house — a whole-school use space where learners of all ages gather to create and share their own knowledge, work on team projects and engage in extended learning events.

The library is also used for presentations of projects by students, learning events such as an extended project or inquiry for which the main area might be set up as a living museum, gallery or workshop space. As an example, a school set up the main area of the library as a space in which a group of students recreated a setting from the Ballarat goldfields and re-enacted the Eureka Stockade. They ran mini learning events for other groups of students. The Library/Interactive Learning Resource Centre retains many of the functions of a traditional library and is used for reading and storytelling, board and computer games, meetings, seminars and for accessing, and learning to use, a variety of text and media resources that assist learning.

The Resource Centre is required to serve a number of functions. While some functions require purposefully designed settings other functions can take place in an adaptable, multi-purpose space. The Functional Units that make up this zone should be provided within one building.

Functional zone	Resource centre	
Location	Central to the whole school; ideally visually connected to the school entry	
Functional units		Entry foyer
		Processing and display area
		Main library area including resource collection and catalogue
		Outdoor learning courtyard
		Seminar room
		Multimedia room — video, audio recording
		Librarian/resource manager’s office
		Library/resource workroom
		Storage
		ICT help desk and workshop
		Amenities: accessible toilet, student unisex toilets
	Janitorial: cleaner’s store	

Operational factors to consider

Resource Centres are often used as a social, recreational and/or retreat space during school recess and lunch breaks. Complete line of sight visibility for passive supervision is required to all points of the library. Not all schools have a dedicated Resource Centre Manager. Therefore, it cannot be assumed that the Resource Centre/Library will be supervised by Staff at all times. This needs to be considered in the design and layout of the Resource Centre and the provision of secure storage area/s. Resource Centres can be used for out-of-school-hours school events as well as community use. Community members might wish to access the young readers section for storytelling sessions in the school holidays, to use the space for holiday play groups, access the multimedia area and VC equipment, hold meetings, conduct continuing education sessions, or simply use the resources. Areas of the Resource Centre that can be accessed and used by the community, without school personnel present, need to be accessible while still maintaining security to the main areas of the school.

Functional unit	Foyer, display and processing area	
Functional zone	Resource centre	
Location	At the entry point to the resource centre	
Primary role and function		
The combined foyer, display and processing area introduces students to the resource centre. Through engaging book displays, announcing new arrivals of books, games, AV resources and providing a gallery for the display of student artwork it announces the possibilities available in the resource centre.		
Secondary functions		
<ul style="list-style-type: none"> • access help with using the resource centre • processing borrowing and returns • directory and wayfinding • temporary storage of student bags and belongings 		
General functional requirement for the foyer, display and processing area		
<ul style="list-style-type: none"> • be accessible to the general public without adversely affecting the security of the school • gallery 		
Operational factors to consider		
At times large groups of students can be exiting and entering simultaneously. A generous circulation path is required.		
Performance criteria for the foyer, display and processing area		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> enable ease of circulation around the help desk/service area <input type="checkbox"/> provide space for uninterrupted viewing of gallery displays	<input type="checkbox"/> open storage wall and hooks for student bags and belongings <input type="checkbox"/> Help desk/service counter that can be accessed readily by all potential users, including those using wheelchairs and mobility devices, without obstructing circulation <input type="checkbox"/> display cabinet, display shelves, tables and noticeboards <input type="checkbox"/> self-check station for borrowing and returning items	
Visual connectivity and wayfinding	Acoustics	
<input type="checkbox"/> Help/Service Desk readily visible from entry <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> targeted lighting for gallery and resource displays <input type="checkbox"/> provide clear wayfinding for the Amenities	<input checked="" type="checkbox"/> not applicable	
Access	Microclimate	
<input type="checkbox"/> access for all from adjoining internal space/s <input type="checkbox"/> access for all through the main entry	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
ICT	Electrical	
<input type="checkbox"/> AV screen in foyer area to display information <input type="checkbox"/> wireless access	<input type="checkbox"/> provide distributed power/data outlets for gallery area and service desk	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Resource centre main area
Functional zone	Resource centre
Location	Centre of the resource centre
<p>Primary role and function Adaptable, zoned, multi-purpose space for accessing and using resources individually, in small groups and in large groups.</p>	
<p>General functional requirements for the resource centre main area</p> <ul style="list-style-type: none"> • staff meetings • professional learning • community meetings and information sessions 	
<p>General functional requirements for the resource centre main area The following array learning settings are required:</p> <ul style="list-style-type: none"> • presentation and explicit teaching setting/s for use by small, medium, large and very large groups of students, staff and community • 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 <p>While being a relatively open space, the layout of the main area is required to:</p> <ul style="list-style-type: none"> • 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 above • 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. 	
<p>Operational factors to consider The main resource centre area can be occupied by different groups of students simultaneously with some working individually or in small groups while another group is gathered as a larger group. Circulation, access to resources and acoustic implications need to be considered.</p> <p>The resource centre can be used extensively at recess and lunchtime as a social recreation space for quiet reading, board and computer games, relaxation and retreat. At some schools, teacher librarians set up lunchtime activities — games, puzzles. Schools might also use the resource centre for student clubs (e.g., chess, science, art, debating, tech and book club).</p> <p>Settings will require frequent rearrangement by students and staff depending on the activity and group size. The adaptability built into the design of the main area of the resource centre must be agile with loose furniture items able to be moved by small children without assistance.</p>	
<p>Opportunities Depending on the site layout, there might be an opportunity to create an interface, via an operable wall, between the staff lounge and the main area of the resource centre (or alternatively the multimedia seminar room) creating the possibility of creating a larger space for events.</p>	

Performance criteria for the resource centre main area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> enable ease of movement between zones and learning settings <input type="checkbox"/> provide adequate viewing space at catalogues and shelves of resources without interrupting through circulation — consider 'all access' circulation 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> presentation and explicit teaching setting/s for use by small, medium, large and very large groups of students, staff and community <input type="checkbox"/> quiet, comfortable settings for reading — individual, small groups, a reading circle or dialogue group <input type="checkbox"/> reflective settings for thinking, reading and research <input type="checkbox"/> settings for small collaborative groups around tables <input type="checkbox"/> settings for pairs, small groups collaborating around an AV display, and <input type="checkbox"/> display and storage areas for the collection of resources — books, digital media, charts, games, student projects, wall displays etc. <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface appropriate to the function of each space <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight supervision from the staff work area and help/service desk to all areas of the main space <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> items on shelves must be clearly visible 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide for wheelchair access to viewing of displays and resources <input type="checkbox"/> access for all through the whole space 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> hearing augmentation for the larger presentation and gathering area required (see Technical Specifications) 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> mobile interactive AV display/s for use in various settings – size appropriate to the size of the setting (see Technical Specifications) <input type="checkbox"/> fixed data projection for projection to very large groups large dropdown screen or large wall with surface suitable for projection
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings within the main area 	
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide access for the community while maintaining security to the main areas of the school. 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Resource manager's office and staff workstation	
Functional zone	Resource centre	
Location	Central position with direct access from entry foyer	
Primary role and function		
<p>The resource manager's office provides a private workspace for the manager of the centre.</p> <p>The staff workstation is a space to support administration related to library resources. This area is suitable for secure storage of resources such as mobile AV equipment and resources and other precious items.</p>		
General functional requirements for the resource manager's office and staff workstation		
<ul style="list-style-type: none"> located to provide a 180° view to all areas of the resource centre support for handling large volumes of resources abundant storage 		
Operational factors to consider		
<p>The task of supervising the resource centre can be demanding given the potential number of users and the variety of activities and settings provided.</p> <p>Many schools involve parent help in the library, so it is possible for two or more people to be working in the staff workstation and space needs to be allocated accordingly.</p>		
Opportunities		
<p>Depending on the layout of the main area it might be possible to incorporate siting of the library/resource workstation to integrate with the help/service desk and borrowings and returns checkpoint.</p>		
Performance criteria for the resource manager's office and staff workstation		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> sufficient space to enable ready circulation within the work area from storage to work bench when more than one person is using the area <input type="checkbox"/> ensure ease of access to all shelving and storage	<input type="checkbox"/> desk or individual workstation in workstation to be shared between resource centre staff with height adjustable, swivel office chair <input type="checkbox"/> desk in Resource Manager's Office with height adjustable, swivel office chair <input type="checkbox"/> a small meeting setting to seat Resource Centre Staff comfortably around a coffee table or equivalent <input type="checkbox"/> large, deep workbench, with storage under, for processing resources and collections of resources <input type="checkbox"/> secure storage for AV equipment <input type="checkbox"/> full height lockable storage cupboard with adjustable shelving <input type="checkbox"/> adjustable open shelving to suit a range of resources and sizes <input type="checkbox"/> hanging file — A2 size <input type="checkbox"/> noticeboard <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock	
Visual connectivity and wayfinding		
<input type="checkbox"/> a degree of visibility into and out of the workstation from outside while maintaining the capacity for privacy and security <input type="checkbox"/> bright lighting to work area		
Acoustics		
<input checked="" type="checkbox"/> not applicable		
ICT		
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data service workstation/desk <input type="checkbox"/> phone data point		
Microclimate	Electrical	
<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	<input type="checkbox"/> data/power outlets at workstation <input type="checkbox"/> charging station for mobile devices available for use in the resource centre	
Access	Security (refer to Technical Specifications)	
<input type="checkbox"/> readily accessible to Resource Centre users	<input type="checkbox"/> lockable doors for office and workstation	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Multimedia/seminar room
Functional zone	Resource centre
Location	Connected to the main area of the resource centre
<p>Primary role and function The multimedia/seminar room is a large, acoustically isolated multi-purpose space that can be used for a variety of functions.</p>	
<p>General functional requirement for the multimedia/seminar room</p> <ul style="list-style-type: none"> • accommodate up to 30 people sitting at tables, ~50 sitting in chairs • be adaptable as required for the functions listed below <ul style="list-style-type: none"> – AV and live presentations to up to 50 – creation of multimedia products — movies, presentations – explicit teaching to a large group – a number of small collaborative groups working on the one project – by school staff and visitors for meetings and professional learning – P&C 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 Area • equipped with AV equipment and large screen 	
<p>Operational factors to consider Given that the room could be used by parents and community members, it is important that it be readily accessible from the front entry to the school. The resource centre can be very busy on all days at lunchtime and especially on wet days. The ability to quickly set up a range of games and other activities in this space would have the advantage of locating many students in one location facilitating effective supervision.</p>	

Performance criteria for the multimedia/seminar room	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide ample space for movement around tables if set for collaboration, between rows of seats set in theatre style <input type="checkbox"/> a wide (as opposed to long and narrow) rectangular room is preferable for viewing and listening 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> flip tables for easy stacking when not required <input type="checkbox"/> stackable chairs <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface <input type="checkbox"/> storage for stackable chairs and flip tables <input type="checkbox"/> 'green screen' or wall for filming <input type="checkbox"/> wall clock <input type="checkbox"/> secure storage for all AV and other equipment that could be required in the room to serve its different functions
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> a degree of visibility into the room from the adjoining area of the resource centre <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> capacity for darkening the space for AV viewing 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> ready access for all to the room and movement around the room 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> power outlets/data outlets for AV equipment <input type="checkbox"/> distribute power outlets around the room for mobile device charging
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data to service AV and VC equipment — consider outlets on the longer and short walls to provide maximum versatility for presentation areas <input type="checkbox"/> equipped for multi-media presentations — interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications) 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> out of school hours access without compromising the security of the main area of the school.
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	AV annex	
Functional zone	Resource centre	
Location	Connected to the main area of the resource centre	
Primary role and function		
Control room for AV recording and AV editing.		
General functional requirement for the AV annex		
<ul style="list-style-type: none"> • accommodate 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 for the AV annex		
Spatial layout and circulation		Fitout
<input type="checkbox"/> provide ample space for four people moving between storage and workbench		<input type="checkbox"/> workbench under viewing window <input type="checkbox"/> storage for all AV accessories required in the multimedia/seminar room including lighting equipment
Visual connectivity and wayfinding		Access
<input type="checkbox"/> viewing window to the multimedia/seminar room <input type="checkbox"/> capacity for darkening the space		<input type="checkbox"/> door access from circulation space adjacent to the annex <input type="checkbox"/> ready access for all to the room and movement around the room <input type="checkbox"/> height adjustable workbench for wheelchair access
Acoustics		Electrical
<input type="checkbox"/> effective suppression of noise to and from the room <input type="checkbox"/> acoustically treated for sound recording from adjacent room	<input type="checkbox"/> power outlets/data outlets for AV equipment	
ICT		Security (refer to Technical Specifications)
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data to workbench to service equipment		<input type="checkbox"/> lockable full height storage with adjustable shelving
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	ICT helpdesk and workshop	
Functional zone	Resource centre	
Location	Connected to the main area of the resource centre	
Primary role and function		
Provide a physical helpdesk (as opposed to virtual or online) and workshop area for servicing, repair and storage of ICT equipment, equipment manuals and cases. And equipment parts and accessories.		
General functional requirement for the ICT helpdesk and workshop		
<ul style="list-style-type: none"> • service counter • workbench • storage • docking for multi-device charging cart 		
Performance criteria for the ICT helpdesk and workshop		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> provide ample space for movement between workbench and storage and accessing stored items <input type="checkbox"/> space a docking for multi-device charging cart	<input type="checkbox"/> deep service counter to hold range of sizes of digital equipment <input type="checkbox"/> deep workbench to hold tools and several pieces of equipment <input type="checkbox"/> stool <input type="checkbox"/> open shelf storage above work bench <input type="checkbox"/> storage below workbench <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a <input type="checkbox"/> writeable surface <input type="checkbox"/> full height lockable storage with adjustable shelving <input type="checkbox"/> full height open, adjustable shelving bay	
Visual connectivity and wayfinding		
<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		
Acoustics		
<input checked="" type="checkbox"/> not applicable		
Access		
<input type="checkbox"/> wheelchair access to a section of the service counter		
ICT	Microclimate	
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data to workbench and counter <input type="checkbox"/> phone data point	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> ventilation to external space — ceiling exhaust extraction or equivalent	
Electrical	Security (refer to Technical Specifications)	
<input type="checkbox"/> power outlets/data outlets at workbench and to service counter <input type="checkbox"/> docking station for mobile	<input type="checkbox"/> lockable room, lockable storage	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

6.3.3 Learning community

Note: It is critical to have a strong understanding of [Section 6.1.3](#) and the concepts of home base, Learning Neighbourhood and Learning Community in order to grasp the requirements of the Learning Community Buildings

Overview

The Learning Community buildings are occupied by students for the majority of their school day. It is in the design of the general learning environments where the difference between industrial era learning and contemporary, 21st century learning is most obvious.

The general term '**Learning Community**' refers to an organisational grouping of learners and teachers accommodated together in one building. The preferred size of a Learning Community is up to 170 learners with up to six teachers and support staff because this arrangement results in:

- the greatest flexibility in neighbourhood groupings
- sufficient area entitlement to include the variety and number of learning settings needed to support the range of different learning activities engaged in on a day to day basis.

A **home base** acts as the physical learning home for a group of learners with their teacher. A 'learning home' signifies a personal place/space for students where they locate their belongings, relate to a teacher with primary responsibility for their learning progress and wellbeing, where they connect with the group of other learners who share the 'learning home' and where their work, ideas and achievements are presented and celebrated.

Learning Neighbourhoods can be composed of two, three and four home bases. Within the Learning Neighbourhood, the teachers and support staff plan together and collaborate on the needs of their students. Generally Learning Neighbourhoods consist of two or three home bases as larger neighbourhoods mean more learners to get to know well. The Department of Education's strategic principle, 'collaboration', is enacted when the minimum size of a Learning Neighbourhood is two teachers who are set up to engage in professional collaboration and professional mentoring.

A **Learning Community building** is made up of purposeful learning settings specifically designed to support a range of learning activities. While some learning activities require purposefully designed settings (e.g. a workshop space) other activities such as reading groups, small, targeted teaching groups, individual work can take place in an adaptable, multi-purpose space. The Functional Units that make up this zone should be provided within one building.

Functional zone	Learning community buildings	
Location	Arranged around the school centre/school heart with direct access to the school centre/school heart	
Functional units	6/LC	Home base gathering areas, space for personal belongings — identify up to six suitable spaces
	1/LC	Large gathering for Neighbourhood and Community presentations and performances — one per Learning Community building
	2/LC	Open, adaptable multi-purpose space (explicit teaching, demonstrations, collaborative group work) — one large per neighbourhood that can be zoned and set up to suit neighbourhood teacher and learner needs
	6/LC	Quiet reflective zones (dialogue, reading, storytelling, consolidating learning) — three per neighbourhood, distributed
	2/LC	Small group presentation/demonstration space
	1/LC	Workshop space — visual art activities, investigation activities, construction, projects.
	1/LC	Multimedia room — video, audio recording, VC capable
	1/LC	Language learning area — enclosed
	2/LC	Enclosed meeting/conferencing room/s — small group teaching, calming space, rehearsal
		Display areas (cabinets, noticeboards, AV interactive displays, planning walls, writeable walls) — distributed around Learning Community on available wall space
		Cubicles, trays for student's personal effects
		Storage — central, distributed and mobile
		Staff work area including extensive storage for resources
		Integrated external learning settings (see Section 6.3.8)
		Amenities: Accessible toilet, student unisex toilets
	Janitorial: Cleaner's Store	

Operational factors to consider

The specific manner in which individual schools organise and operate teaching and learning groups varies widely across schools and within schools and depends to a very large extent on the needs of the learners. It is important to develop an understanding of the examples of a 'day in the life of a primary school Learning Neighbourhood' ([Section 6.1.3](#)) to develop a design that can support any of these operational examples.

The indicative area allocated for the Learning Neighbourhoods/Learning Communities for F–6 assumes 90–95% occupancy. Careful consideration needs to be given to designing spaces that are capable of being adapted readily for different functions.

Some Functional Units are only used for small parts of a school day. For example, the gathering/presentation space might be used once or twice in a day by each neighbourhood. One large gathering/presentation space is sufficient to serve a Learning Community with teachers and learners negotiating when it is being used and for how long. When this space is not being used for presentations, it can be used as for a number of other activities such as reading, relaxation, small group conversations, a reading space.

This space is less frequently used by the whole Learning Community so in terms of size it should comfortably accommodate half of the Learning Community but be able to be extended in size for use by the whole community by adding chairs and cushions.

Designing facilities to support all users

In the past, facilities for students with disability were separated from what used to be called ‘mainstream’ facilities. These facilities were either tacked on the end of a ‘mainstream’ facility or they were completely separated and located some distance from the ‘mainstream’ facilities. That approach is totally counter to ‘Education principle 3: Access and inclusion’ provide all users with access so they can participate in educational activities that are inclusive and free from any form of discrimination.

Ensuring that students with disability can learn alongside their peers is a key step in providing inclusive education. To achieve the design intent, which is to remove ‘whatever excludes or marginalises’ and remove ‘barriers to inclusion’ so that all users can participate in all experiences, thoughtful design is required.

Specific features of the designed learning environment can provide important support for the particular needs of individual students and, invariably, are beneficial for all learners. It is known that many of the small-scale environmental modifications that enable students of diverse abilities to participate in inclusive educational environments also improve the environment for students who were not classified as having a disability. All learning spaces should be designed with the diverse physical, social and emotional needs of users in mind.

The design challenge requires a generic basic design that can be customised and adapted with furniture and equipment to address the particular needs of learners at any given time whether they be children with disability, a mix of learners or learners without disability. Design of the Learning Community Facilities need to be consistent throughout. That is, modifications made in an area for students with different abilities need to be replicated in all areas to avoid an obvious difference. Not only does this approach avoid discrimination but it gives the greatest flexibility for organising and grouping learners.

The needs of children vary from child to child. All students can benefit from environments that are designed with awareness of potential challenges and disturbance triggers that must be avoided and an awareness of the characteristics of environments that provide support for all learners.

Key elements for inclusive, supportive physical learning environments

- structured and accessible environments
- safe and secure internal and external educational spaces
- adequate storage for a range of equipment and resources that can be selected as required eg. multi-sensory equipment, technology and highly reinforcing activities
- adaptable spaces and spatial variety
- non-threatening larger spaces — include elements with a sense of enclosure, intimacy
- quiet, calming spaces
- absence of clutter
- natural light
- avoidance of flickering or strobing light sources
- ensure acoustic properties of settings and spaces support the activities that will be conducted there and suit the hearing status and needs of all users
- temperature ~26°
- predictable navigation
- safety — minimise possibility of injuring themselves or others, and
- a residential rather than an institutional feel.

Buildings that are predictable, consistent and orderly have been shown to have a calming effect on students with sensory and behavioural issues and help them to focus on learning activities. Learning spaces that are arranged to allow several activities to happen simultaneously and support groups of various sizes, increase teachers' flexibility and promote interdependence among students.

Summary guidelines for the design of specific learning settings in learning communities home base

In the 'single-cell' model, a classroom defined as a 'home base'.

In a Learning Neighbourhood/Learning Community model, students still have a 'home base', but it is not defined by a classroom. Students still require:

- a place for their belongings
- a location with which they identify
- a place to gather with their 'family' of students and the teacher immediately responsible for their learning and wellbeing.

Rather than being a fixed classroom, home bases in Learning Neighbourhoods can be created by placing moveable banks of totes/trays and bag storage close by an area where up to 28 students can be seated on the floor, or on a mixture of tiered seating, bench stools and chairs. Quite commonly, the student personal effects storage is used for zoning and demarcation of different learning spaces.

The key principles for the design and fit out of home bases within Learning Neighbourhoods are:

- storage for students' belongings should be distributed throughout the Learning Neighbourhoods to create the number of home base areas required
- in each Learning Community area, the number of gathering spaces for up to 28 learners that need to be able to be configured is dependent on the need to provide for up to seven home bases. Home base gatherings are generally informal and sitting in the round on the floor is common
- a variety of learning settings can be used as a home base if they are designed as a suitable gathering space to accommodate 28 students seated on the floor or on a mixture of tiered seating, table seating and floor.

Learning settings to support the required range of learning and teaching activities

The key factors involved in determining the number of each type of learning setting per Learning Neighbourhood and per Learning Community are:

- the demand for simultaneous use
- the specific needs of learners, and
- the number of types of learning activities that a setting supports — how adaptable it is.

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. 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 adaptable for use as a therapy or sensory enrichment space, for use as a medium sized acoustically contained space for language or drama rehearsal or for a virtual conferencing space or meeting room.

An open collaborative space can be used in many ways. It can accommodate many 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.

In contrast, a green screen media room that is equipped with recording and broadcasting equipment has a specialised use and, although it can be used as a back-up meeting room, or explicit teaching space, it is less adaptable. It will be in relatively low demand and is therefore more suited to being shared between Learning Neighbourhoods on a Learning Community basis.

The following guidelines are provided for the more defined Learning Settings. For Learning Neighbourhoods of up to 84 students:

- 1 x small acoustically contained spaces for up to six occupants seated around a meeting table, and
- 1 x medium acoustically contained space for up to twelve occupants seated around a table or tables.

For a Learning Community of up to 170 students

In addition to the above Learning Settings for up to 84 students, functional units and Learning Settings that can be centrally co-located in a Learning Community of 170 students and shared between Learning Neighbourhoods include:

- 2 x large acoustically contained spaces capable of accommodating up to 28 occupants seated, or using all floor space, up to 25 students involved in movement (e.g. dance, yoga), one dual use for language learning
- 1 x large presentation/performance space that can accommodate up to 85 students seated in seats, tiered seating, up to 170 students with additional seating and cushions
- 2 x open, adaptable multi-purpose spaces that can be arranged with a number of different settings to meet the needs of user group
- 6 x quiet reflective settings (dialogue, reading/storytelling)
- 2 x small group presentation/demonstration settings
- 2 x enclosed meeting/conferencing rooms (small group teaching, calming space, rehearsal)
- 1 x 'green screen' media studio space
- direct access to an external courtyard/sensory garden
- in all Learning Neighbourhoods students should have ready access to workshop spaces including integrated external learning environments.

Appendix A shows the spatial layout, acoustic, visibility and fit out requirements for learning settings that support each mode of learn Specific functional requirements for learning settings designed to support varied learning and teaching activities. Reference to this table will ensure that the design and fit out of each the learning settings is fit for purpose.

Functional unit	Home base areas	
Functional zone	Learning community building	
Location	Distributed throughout the learning community	
Primary role and function		
<p>In the single-cell model, a classroom defined a home base. In a learning community model, students still have a home base, but it is not defined by a classroom. Students still require:</p> <ul style="list-style-type: none"> • a place for their belongings • a location with which they identify • a place to gather with their 'family' of students and the teacher immediately responsible for their learning and wellbeing. <p>Rather than being a fixed 'classroom', 'home bases' can be created by careful placement of lockers/cubicle arrays for student belongings and mobile resource storage for zoning and demarcation of different learning spaces.</p>		
General functional requirement for the home base areas		
<ul style="list-style-type: none"> • information giving • social interaction • cubicle arrays for student belongings • readily accessible • adaptable furniture arrangements 		
Operational factors to consider		
<p>Students need to access their home bases at the beginning and end of the day. All students are likely to be moving to and from home bases at the same time. Attention needs to be paid to ease of circulation.</p>		
Performance criteria for the home base areas		
Spatial layout and circulation	Fitout - adaptable	
<input type="checkbox"/> spatial arrangement of loose and fixed furniture adaptable — circular for dialogue, semicircular rows for information presentation <input type="checkbox"/> lockers readily accessible and distributed to prevent overcrowding	<input type="checkbox"/> fit out to enable rapid rearrangement to suit the nature of the range of activities - presentation, dialogue, social interaction <input type="checkbox"/> a mix of soft furnishings, movable chairs <input type="checkbox"/> fitout with cubicle arrays and trays to accommodate the students' personal belongings – number dependent on size of group	
Visual connectivity and wayfinding		
<input type="checkbox"/> controllable lighting		
Acoustics	Access	
<input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas	<input type="checkbox"/> access for all through the whole space and to lockers	
ICT	Microclimate	
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work – wireless and hardwired connectivity <input type="checkbox"/> AV display– size appropriate to the size of the space (see Technical Specifications)	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
	Electrical	
	<input type="checkbox"/> provide distributed power/data outlets to activate AV display <input type="checkbox"/> mobile device charging station	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Community gathering space, presentation space	
Functional zone	Learning community building	
Location	Central to the learning community building	
Primary role and function		
A place for the Learning Community to gather as a whole group, a presentation and performance space for a range of group sizes. It is likely to be used for both student and parent information sessions.		
General functional requirement for the community gathering space, presentation space		
<ul style="list-style-type: none"> • information giving • social interaction • community building • individual and small group performance • centrally located in the Learning Community building • a degree of adaptability in furniture arrangements and additional soft furnishings to accommodate different size gatherings — 28, 56, 170. 		
Operational factors to consider		
The whole community will gather less often than smaller groups within the community. The fixed furniture — e.g. tiered seating should be designed to accommodate up to 56 students. With supplementary loose furniture and soft furnishings, the setting can be arranged to accommodate up to 170.		
This setting will not be in high demand for gatherings and performances at all times of the day. At other times it will be used by individuals for relaxing and reading.		
Given its limited but important use, it is desirable to design in as many functions as possible — ‘social stairs’ if in a multi-story building; storage; desk/table space at end of one row of seating etc.		
Performance criteria for the community gathering space, presentation space		
Spatial layout and circulation	<input type="checkbox"/> ready access to all areas of tiered seating — consider shallower stepped walkway in the centre and at edges <input type="checkbox"/> tiered seating preferably located along a wall on the edge of an open space with adjacent enclosed spaces to provide maximum adaptability	Fitout - adaptable
		<input type="checkbox"/> fit out to readily adapt to size of group gathering <input type="checkbox"/> a mix of soft furnishings, movable chairs <input type="checkbox"/> tiered seating designed to serve multiple functions — learning neighbourhood and learning community gathering, individual relaxation, reading, end of lowest level potentially used as a table
Visual connectivity and wayfinding	<input type="checkbox"/> controllable lighting <input type="checkbox"/> clear line of sight from gathering area to location of presenter	Access
Acoustics	<input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas	Microclimate
ICT	<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> AV display — large size appropriate to the maximum size of the audience – pull down screen desirable; mobile AV display for small group presentations (refer to Technical Specifications and Industry Guidelines)	Electrical
		<input type="checkbox"/> provide distributed power/data outlets to activate AV display/s
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Large enclosed learning space	
Functional zone	Learning community building	
Location	Distribute in learning community building	
Primary role and function		
<p>Akin to an industrial era classroom, this space has a number of functions:</p> <ul style="list-style-type: none"> • explicit teaching of groups of 25–30 • teaching of languages • presentations to groups of up to 56 theatre style • quiet space for examinations, individual study, small group work. <p>The space both works to keep sound in and prevent disturbance of adjacent space or to keep sound out if noisy activities are being undertaken in the adjacent open collaborative space.</p>		
General functional requirement for the large enclosed learning space		
<ul style="list-style-type: none"> • teaching wall/s • tables and seats for up to 28 • adjacent to and ready access to an adjacent open collaborative space via sliding doors 		
Operational factors to consider		
<p>At times this space will be used by a group that require acoustic separation. At times it will be used as a space where students gather at the beginning of an activity, or during the activity, and then learners will spread out to work in other learning settings. To facilitate this, large, central closing sliding doors are required to provide seamless flow between the spaces.</p>		
Performance criteria for the large enclosed learning space		
Spatial layout and circulation	<p>Fitout - adaptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> adjustable height tables — seated to standing height, wheelchair accessible <input type="checkbox"/> writeable walls <input type="checkbox"/> side bench under windows with some areas accessible for work while seated <input type="checkbox"/> storage: full height lockable storage area, storage under sections of side bench <input type="checkbox"/> teaching wall/s with AV capability <input type="checkbox"/> stacking chairs <input type="checkbox"/> stools to suit high tables 	
<ul style="list-style-type: none"> <input type="checkbox"/> ready access to and from an adjacent open space <input type="checkbox"/> sufficient circulation space to enable those with mobility devices to navigate readily 		
Visual connectivity and wayfinding		
<ul style="list-style-type: none"> <input type="checkbox"/> controllable lighting <input type="checkbox"/> clear line of sight from teaching wall/s to every location in the room 		
Acoustics		
<ul style="list-style-type: none"> <input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas 		
Access	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate AV display/s <input type="checkbox"/> distributed power/data outlets around the perimeter of the room/side bench 	
<ul style="list-style-type: none"> <input type="checkbox"/> access for all to ensure each person feels they are an integral part of the group 		
ICT	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> AV display — large size appropriate to the maximum size of the audience – pull down screen desirable; mobile AV display for small group presentations (refer to Technical Specifications and Industry Guidelines) 		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Open adaptable multi-purpose spaces – collaborative zone
Functional zone	Learning community building
Location	Distributed through the learning community building
Primary role and function	
Adaptable, multi-purpose space primarily involved in supporting collaboration in small groups as either small groups within a larger group or as independent small groups. Collaboration can be around tables, seated in a dialogue circle and/or around AV/computer screens.	
Secondary functions	
<ul style="list-style-type: none"> • circulation through the learning community building 	
General functional requirement for the open adaptable multi-purpose spaces — collaborative zone	
The following array of learning activities need to be supported in the space:	
<ul style="list-style-type: none"> • structured and free-form interaction and collaboration • demonstration, presentation and explicit teaching • practical activities with dry materials • display of learning resources and student work • be activated with loose and fixed furniture to support the functions listed above • storage of equipment 	
Operational factors to consider	
This space can be used by one large group with smaller collaborative groups or it can be used by several different medium and small groups. Zoning of the space with clusters fixed and loose furniture that support collaboration both facilitate circulation around the clusters in addition to providing a natural separation of groups to minimise sound disturbance between the groups.	

Performance criteria for the open adaptable multi-purpose spaces — collaborative zone	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> spacious, flexible layout to provide adaptability for different activities and different sized groups <input type="checkbox"/> ability to create open floor space for movement, performances and working with large displays on the floor 	<p>Fitout - internal</p> <p>Fit out to enable rapid rearrangement to suit the nature of the range of activities for small or large groups — total number at any one time up to 40–45</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration, presentation and explicit teaching to small, medium, and large and very large groups of students, staff and community <input type="checkbox"/> moveable, height adjustable tables — from standing height to wheelchair access <input type="checkbox"/> chairs/stools matched to table heights <input type="checkbox"/> settings for small collaborative groups around tables <input type="checkbox"/> settings for pairs, small groups collaborating around an AV display <input type="checkbox"/> storage units for stationery, equipment <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surfaces <input type="checkbox"/> sliding doors between open space and adjacent enclosed spaces <input type="checkbox"/> wall clock <p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> mobile interactive AV display — size appropriate to the size of the room (see Technical Specifications)
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight visibility throughout the space and to and from adjacent spaces <input type="checkbox"/> well-lit throughout 	
<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>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> height adjustable work benches/tables <input type="checkbox"/> access for all through the whole space <input type="checkbox"/> ease of navigation for those with mobility devices 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the space and mobile AV displays <input type="checkbox"/> rule of thumb — one data power outlet/90 m² floor space 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage <input type="checkbox"/> secure doors
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Open adaptable multi-purpose spaces — quiet reflective zones	
Functional zone	Learning community building	
Location	Distributed through the learning community building	
Primary role and function		
The open adaptable multi-purpose spaces are required to include a variety of settings to support a number of different activities.		
Secondary functions		
<ul style="list-style-type: none"> • circulation through the learning community building 		
General functional requirement for the open adaptable multi-purpose spaces — quiet reflective zones		
These settings need to be activated by providing the furniture and environment that invite learners to use the settings as intended. For example, café style booths invite a small group to collaborate and provide a conducive atmosphere; the careful placement of mobile furniture to house student bags and belongings can create a small inviting collaborative space; a table in front of an AV screen on the wall invites collaborative work on the screen.		
Operational factors to consider		
Given that these settings are designed for targeted teaching or quiet reflective activities, placement of these settings distant from spaces that are likely to be very active and noisy is required.		
Performance criteria for the open adaptable multi-purpose spaces – quiet reflective zones		
Spatial layout and circulation		Fitout - internal
<input type="checkbox"/> distance between settings to promote privacy <input type="checkbox"/> can be used to break up a ‘corridor’ effect with circulation paths winding around the small reflective spaces		<input type="checkbox"/> fit out to indicate and invite small group use <input type="checkbox"/> moveable, height adjustable tables — from standing height to wheelchair access <input type="checkbox"/> chairs/stools matched to table heights <input type="checkbox"/> provide some settings with soft furnishings to promote conversation <input type="checkbox"/> settings for small collaborative groups around tables <input type="checkbox"/> settings for pairs, small groups collaborating around an AV display <input type="checkbox"/> use storage units to frame settings (e.g. locker banks)
Visual connectivity and wayfinding		
<input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight visibility to and from adjacent spaces		
Acoustics		
<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		
Access		Microclimate
<input type="checkbox"/> height adjustable work benches/tables <input type="checkbox"/> access for all <input type="checkbox"/> ease of navigation for those with mobility devices		<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort reduce glare
ICT		Electrical
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity		<input type="checkbox"/> power outlets/data outlets at workbench and to service counter <input type="checkbox"/> docking station for mobile
		Security (refer to Technical Specifications)
		<input type="checkbox"/> secure storage <input type="checkbox"/> secure doors
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Multi-purpose workshop spaces with connected outdoor learning space
Functional zone	Multi-purpose project spaces
Location	Distributed through the learning community building
<p>Primary role and function Adaptable, multi-purpose space primarily involved in supporting active project-based learning in a range of areas.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • support specialists in residence 	
<p>General functional requirement for the multi-purpose workshop spaces with connected outdoor learning space The following array of learning activities need to be supported in the space:</p> <ul style="list-style-type: none"> • demonstration, presentation and explicit teaching • structured and free-form interaction and collaboration • investigative activities with general science equipment and materials • construction, modelling and simulation with digital technologies • germinating seeds, growing seedlings • processing garden products and food preparation • display of learning resources and student work • be activated with loose and fixed furniture to support the functions listed above 	
<p>Operational factors to consider This space can be used by one large group with smaller collaborative groups or it can be used by several different medium and small groups. Zoning of the space with clusters fixed and loose furniture that support collaboration both facilitate circulation around the clusters in addition to providing a natural separation of groups to minimise sound disturbance between the groups.</p>	
<p>Opportunities 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. It is not feasible to travel from the Learning Community Building to a stand-alone workshop facility.</p>	

Performance criteria for the multi-purpose workshop spaces with connected outdoor learning space	
<p>Spatial layout and circulation</p> <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 	<p>Fitout - internal</p> <p>Fit out to enable rapid rearrangement to suit the nature of the range of activities settings listed on previous page:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration, presentation and explicit teaching to small, medium, and large groups of students, <input type="checkbox"/> moveable, height adjustable tables — from standing height to wheelchair access — and benches <input type="checkbox"/> stools matched to bench heights <input type="checkbox"/> perimeter wall benches with mobile storage units stored under <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface <input type="checkbox"/> resilient, durable, non-slip cleanable flooring <input type="checkbox"/> readily accessible, walk in storage area with full adjustable shelving plus <input type="checkbox"/> trough <input type="checkbox"/> inside — outside sink and bench arrangement <input type="checkbox"/> adjustable height sink and bench space beside <input type="checkbox"/> sliding doors and window between internal and external workshop areas <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight visibility throughout the workshop and to external learning environments <input type="checkbox"/> effective lighting over workbench for precision work 	
<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 projects, hard flooring and potentially noisy equipment such as 3D printer 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> height adjustable work benches <input type="checkbox"/> access for all through the whole space 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> mobile interactive AV display — size appropriate to the size of the room (see Technical Specifications) 	<p>Fitout - external</p> <ul style="list-style-type: none"> <input type="checkbox"/> fixed benches with stools that can be stored inside <input type="checkbox"/> benchtops that can withstand the impact of light construction activities outside sink/wet area and wall bench of generous depth to hold seed boxes, plants etc.
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate ventilation for the equipment and materials in use – glues, fiberglass etc <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces to work benches
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage <input type="checkbox"/> secure doors 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Multimedia/seminar room	
Functional zone	Learning community building	
Location	Centrally located	
Primary role and function		
The Multimedia/Seminar Room in the Learning Community Building is a medium sized, acoustically contained multi-purpose space that can be used for multimedia production, multimedia viewing, virtual conferencing or a seminar space.		
General functional requirement for the multimedia/seminar room		
<ul style="list-style-type: none"> • accommodate up to 15 people sitting • be adaptable as required for the functions listed below <ul style="list-style-type: none"> – AV and live presentations to up to 15 – creation of multimedia products — movies, presentations – explicit teaching and/or seminar style discussion with a medium sized group – other members of the community for shared community use, and – virtual conferencing. 		
Performance criteria for the multimedia/seminar room		
Spatial layout and circulation	<input type="checkbox"/> movable furniture to enable rearrangement to suit filming or audio recording needs <input type="checkbox"/> space to enable projection of lighting onto the 'film set', presentation space	Fitout <input type="checkbox"/> green screen or wall for filming <input type="checkbox"/> secure storage for all AV and other equipment that could be required in the room
Visual connectivity and wayfinding	<input type="checkbox"/> a degree of visibility into the room from the adjoining area <input type="checkbox"/> capacity for darkening the space for AV viewing and making	ICT <input type="checkbox"/> power/data to service AV and VC equipment <input type="checkbox"/> equipped for multi-media presentations — interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications)
Acoustics	<input type="checkbox"/> effective suppression of noise to and from the room <input type="checkbox"/> acoustically treated for maximum sound quality (see Technical Specifications)	Microclimate <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort
Electrical	<input type="checkbox"/> power outlets/data outlets for AV equipment <input type="checkbox"/> distribute power outlets around the room for mobile device charging	Access <input type="checkbox"/> ready access for all to the room, movement around the room and access to equipment
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Small meeting rooms	
Functional zone	Learning, administration and staff centre	
Location	Distributed throughout the learning community building with ready access from the open adaptable spaces	
Primary role and function		
The small meeting rooms serve as a quiet, private meeting space for teaching teams, teachers with small groups of students for targeted teaching, language rehearsal, role play rehearsal.		
General functional requirement for the small meeting rooms		
The small meeting rooms are required to:		
<ul style="list-style-type: none"> • be distributed throughout the Learning Community building • support any activity for which a small group needs to keep the sound in, or sounds from adjacent spaces 		
In contrast to the small and medium group, open collaborative settings distributed throughout the Learning Community building, the small meeting rooms are intentionally enclosed for activities where acoustic quality and/or privacy are of utmost importance.		
Performance criteria for the small meeting rooms		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> sufficient space to circulate around people seated at a central table	<input type="checkbox"/> a small meeting setting to seat up to five or six people	
Visual connectivity and wayfinding	<input type="checkbox"/> display areas — noticeboard for posters, information resources	
<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"/> whiteboard and/or a writeable surface	
<input type="checkbox"/> abundant natural light, control of glare and direct sunlight	<input type="checkbox"/> wall clock or line of sight vision to clock in adjacent area	
<input type="checkbox"/> controllable lighting	Microclimate	
Acoustics	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort	
<input type="checkbox"/> acoustic containment to ensure privacy (see Technical Specifications)	<input type="checkbox"/> reduce glare	
Access	Electrical	
<input type="checkbox"/> seamless access for all from adjoining internal space/s	<input type="checkbox"/> distributed power outlets	
	ICT	
	<input type="checkbox"/> wireless connectivity	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

6.3.4 Multi-purpose workshop space — whole school use (negotiated)

Multi-purpose workshop space, as the name implies, can be used for a variety of functions. interdisciplinary projects such as STEM; partnerships with community, and learning events such as expos, computer coding competitions etc.

As discussed in [Section 6.1.3](#) contemporary learning is multi-faceted including a range of learning modes and activities. In contrast to the industrial era style of teaching, which was largely physically passive for the learner, contemporary learning experiences integrate ‘head, heart and hand’ and emphasise active and experiential learning. Learners are engaged in collaborative, inquiry and project-based learning activities for a considerable portion of their school day.

The workshop settings described in [Section 6.3.3](#) acknowledge the nature of contemporary learning and are designed to support active experiential learning in all curriculum learning areas. The Australian curriculum in the Science and Technologies learning areas, along with the cross curricular priority of sustainability, combined with the national STEM education initiative place additional emphasis on hands on projects. There are considerable advantages in providing a multi-purpose workshop space in addition to the Learning Community workshop spaces particularly if this can be combined with a productive garden. Such a space enables learning activities to continue over an extended period of time, integrate a range of areas such as environmental science, food science, product invention and prototyping. In addition, a dedicated project workshop space can incorporate specialised equipment and fit out that is not able to be, or is not practical to be incorporated in each of the Learning Communities, for example a full kitchen, expensive robotics equipment, science equipment etc.

Functional unit	Multi-purpose workshop (negotiated) with connected outdoor learning/construction space
Functional zone	Multi-purpose project space
Location	Connected to the school centre/school heart; as central as possible to the learning community buildings
<p>Primary role and function Adaptable, multi-purpose space primarily involved in supporting active project-based learning in a range of areas.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • support community partnerships • support artists and entrepreneurs in residence 	
<p>General functional requirement for the multi-purpose workshop with connected outdoor learning/construction space The following array of learning activities need to be supported in the space:</p> <ul style="list-style-type: none"> • demonstration, presentation and explicit teaching • structured and free-form interaction and collaboration • investigative activities with general science equipment and materials • construction, modelling and simulation with digital technologies • germinating seeds, growing seedlings • processing garden products and food preparation • display of learning resources and student work • be activated with loose and fixed furniture to support the functions listed above 	
<p>Operational factors to consider Given the need for this space to be integrated with extensive outdoor features which can be messy in the construction phase, it is best located with an interface to the school centre/school heart and an interface with the area beyond the perimeter of the buildings.</p>	
<p>Opportunities There is an opportunity to integrate this space with a plot for school developed projects such as a productive garden and environmental and sustainability features.</p>	

Performance criteria for the multi-purpose workshop with connected outdoor learning/construction space	
<p>Spatial layout and circulation</p> <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 	<p>Fitout — internal</p> <p>Fit out to enable rapid rearrangement to suit the nature of the range of activities settings listed on previous page:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration, presentation and explicit teaching to small, medium, and large and very large groups of students, staff and community <input type="checkbox"/> moveable, height adjustable tables (from standing height to wheelchair access) and benches <input type="checkbox"/> stools matched to bench heights <input type="checkbox"/> settings for small collaborative groups around tables <input type="checkbox"/> settings for pairs, small groups collaborating around an AV display <input type="checkbox"/> perimeter wall benches with mobile storage units stored under <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface appropriate to the function of each space <input type="checkbox"/> resilient, durable, non-slip cleanable flooring <input type="checkbox"/> readily accessible, walk in storage area with full adjustable shelving plus <input type="checkbox"/> trough <input type="checkbox"/> inside — outside sink and bench arrangement <input type="checkbox"/> adjustable height sink and bench space beside <input type="checkbox"/> sliding doors between internal and external workshop areas <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight visibility throughout the workshop and to external learning environments <input type="checkbox"/> effective lighting over workbench for precision work 	
<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 projects, hard flooring and potentially noisy equipment such as 3D printer 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> height adjustable work benches <input type="checkbox"/> access for all through the whole space 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> mobile interactive AV display — size appropriate to the size of the room (see Technical Specifications) 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate ventilation for the equipment and materials in use — vacuum formers, laser-cutters, 3D printer, glues, fiberglass etc <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<p>Fitout — external</p> <ul style="list-style-type: none"> <input type="checkbox"/> fixed benches with stools that can be stored inside <input type="checkbox"/> benchtops withstand impact light construction activities <input type="checkbox"/> outside sink/wet area and wall bench of generous depth to hold seed boxes, plants etc. 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces to work benches 	
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage <input type="checkbox"/> secure doors 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

6.3.5 Health and physical education

Overview

The Health and Physical Education learning area provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. It focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups.

Facilities required to support effective physical education must provide for participation in physical activity and the development of motor skills and movement competence, health-related physical fitness and sport education. The multi-purpose hall, outdoor hard courts and sports field provide functional units for a range of formalised games and sports and promote physical activity, the development of motor skills and movement competence.

Functional zone	Sports and performing arts	
Location	Central to the whole school; ideally visually connected to the school entry	
Functional units		Multi-Purpose Hall
		Outdoor hard courts
		Sports fields
		Sports equipment storage — internal and external
		First Aid station
		Performing Arts Facilities
		Amenities: Accessible toilet/shower, toilets, change rooms
		Janitorial: Cleaner's Store

Operational factors to consider

The Sport and Performing Arts complex including the multi-purpose hall and sports fields are often in demand from the community. They present a great opportunity for 'shared use' whereby the community accesses these facilities out of school hours during the week, on weekends and during school holidays. Location of these facilities close to the school entry and car park, with direct access without having to enter the school centre/school heart, will facilitate the possibility of wider use of these facilities by the community.

Functional unit	Multi-purpose hall
Functional zone	Sports and performing arts
Location	Proximal to school entry, connected to school centre/school 'heart', direct connection from the Canteen, proximal to hard courts and sports fields
<p>Primary role and function Adaptable, multi-purpose space for indoor physical education, team court sports, gymnastics, performances in music, dance and drama, general school assemblies and presentations, other functions requiring a large, covered assembly area.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • Out of school hours use for before and after school care, • community events and sports, • community meetings and information sessions. 	
<p>General functional requirement for the multi-purpose hall</p> <ul style="list-style-type: none"> • public entry lobby • main area suitable for use as the seated audience area for assemblies and presentations • stage area • overlaid marked courts for team games suited to the area allocated • stackable chairs • storage for stacked chairs • storage for sports equipment 	
<p>Operational factors to consider Common uses for the multi-purpose hall can involve large numbers of people entering or leaving simultaneously. It is important that the public entry lobby and forecourt provide space to facilitate gathering and dispersal. Consider placement of amenities to accommodate the needs of those with mobility issues e.g. place on side wall not at the rear of the hall.</p>	
<p>Opportunities Consideration should be given to connecting the performing arts space to the multi-purpose hall enabling it to be used as an enclosed stage.</p>	

Performance criteria for the multi-purpose hall	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> public entry lobby sized to accommodate a large number of people circulating through simultaneously <input type="checkbox"/> provide a safe run-off space from courts <input type="checkbox"/> dimensions and ceiling height to accommodate intended games and sports 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> stage (fixed, portable or retractable) <input type="checkbox"/> robust fittings, fixtures and lighting <input type="checkbox"/> court line marking in different colours to delineate different games and sports <input type="checkbox"/> impact padding <input type="checkbox"/> stackable chairs <input type="checkbox"/> loose goals, goal posts nets required to configure the courts for the identified sports <input type="checkbox"/> relevant sockets and fittings incorporated into the floor and /or wall to suit requirements for identified sports <input type="checkbox"/> storage for chairs when not in use <input type="checkbox"/> storage for sports equipment — internal and external access <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to the stage from all seated positions <input type="checkbox"/> capacity to darken the space for viewing films <input type="checkbox"/> lighting for stage <input type="checkbox"/> allow for separate control of artificial lighting to complement varying levels of natural lighting within the area <input type="checkbox"/> internal sports activity visible from outside 	<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> reverberation treatment required for noise generated by activities in this area <input type="checkbox"/> hearing augmentation for the larger presentation and gathering area required (see Technical Specifications)
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide for wheelchair access to stage <input type="checkbox"/> capable of being isolated from the rest of the school and accessed directly to facilitate community use outside of normal school hours 	<p>Kitchen facilities</p> <p>If due to site layout restraints it is not possible to have a direct connection to the canteen, a lockable kitchenette with servery bench is required with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> microwave <input type="checkbox"/> fridge <input type="checkbox"/> food warmer <input type="checkbox"/> bench for food preparation <input type="checkbox"/> sink and hot and cold running water for clean-up facilities
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> data points proximate to stage area <input type="checkbox"/> AV and projection system suitable for the size of the space (see Technical Specifications) <input type="checkbox"/> fixed data projection for projection to very large groups large retractable screen 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings within the hall 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide access for the community while maintaining security to the main areas of the school <input type="checkbox"/> lockable doors
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Storage — sports equipment and chairs
Functional zone	Sports and performing arts
Location	Direct connection into the hall and to the outside
<p>Primary role and function Provision of tidy, easily accessible storage for the school's indoor sports equipment, outdoor sports equipment, and storage for items of loose FFE that are used in the multi-purpose hall.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • community equipment storage to facilitate community shared use 	
<p>General functional requirement for the multi-purpose hall Fitted joinery bins, racks, adjustable shelving for:</p> <ul style="list-style-type: none"> • balls, footballs, basketballs, tennis rackets, ball pumps cricket and softball equipment • free standing goals, nets and net posts for indoor sports — badminton, volleyball • oval line marking machine <p>Floor space, with durable floor surface for:</p> <ul style="list-style-type: none"> • stacked gym mats • vaulting horses, springboards, mini-trampolines, balance beams, parallel bars • stacked chairs • waste bins 	
<p>Operational factors to consider Separate secure areas within the Sports Equipment Store will facilitate community shared use.</p>	

6.3.6 Performing Arts — Music, Dance, Drama

Functional unit	Performing Arts facilities — Music, Dance, Drama	
Functional zone	Sports and performing arts	
Location	Adjacent to, or directly connected to the multi-purpose hall	
Primary role and function		
To support learning and teaching activities for the Performing Arts — enacting, creating, making and exploring and responding using their bodies, voices, musical instruments, improvised equipment and digital technologies.		
General functional requirement for the Performing Arts facilities		
<ul style="list-style-type: none"> • adaptable space to support a range of learning activities • indoor and outdoor performance spaces for varying performance group and audience sizes • instrument practice rooms • resource preparation, AV control and recording • storage — instruments, props 		
Operational factors to consider		
The Performing Arts space will be rearranged regularly to suit its varied functions. A large walk-in storage area will facilitate adaptability. 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. If an outdoor stage is not provided (see Opportunities below) locating a large outdoor amphitheatre space in close proximity to the performing arts space will make movement of instruments more convenient.		
Opportunities		
Consideration should be given to connecting the Performing Arts space to the multi-purpose hall and/or an external stage to enable it to be used as an enclosed stage.		
Performance criteria for the Performing Arts facilities		
Spatial layout and circulation	Fitout	Microclimate
<input type="checkbox"/> accommodate 25–30 students using a range of musical instruments of varying sizes		
<input type="checkbox"/> readily adaptable layout		
Visual connectivity and wayfinding	<input type="checkbox"/> stackable tablet arm chairs	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort
<input type="checkbox"/> line of sight passive supervision throughout the space		
<input type="checkbox"/> controllable lighting	<input type="checkbox"/> music stools	Electrical
<input type="checkbox"/> well-lit equipment storage area	<input type="checkbox"/> keyboards and stands	
Acoustics	<input type="checkbox"/> music stands	<input type="checkbox"/> provide distributed power/data outlets for keyboards, electric guitars etc
<input type="checkbox"/> acoustic treatment to moderate noise level and reverberation in the space (see Technical Specifications)	<input type="checkbox"/> noticeboard	
<input type="checkbox"/> effective suppression of noise intrusion to and from the space	<input type="checkbox"/> whiteboard with music stave section imprinted	Access
ICT	<input type="checkbox"/> AV projection	
<input type="checkbox"/> set up for sound and video recording from adjacent control room	<input type="checkbox"/> access for all into the performing arts space	Security (refer to Technical Specifications)
	<input type="checkbox"/> access for all to the instrument and props store	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Performing Arts office/control room	
Functional zone	Sports and Performing Arts	
Location	Adjacent to, or integral to multi-purpose hall depending on school enrolment	
Primary role and function Resource preparation and AV recording of events in the adjacent performing arts space.		
General functional requirement for the Performing Arts office/control room		
<ul style="list-style-type: none"> • a 360° view of the performance area • viewing window • workbench/desk • house recording equipment • resource storage 		
Performance criteria for the Performing Arts office/control room		
Spatial layout and circulation <input type="checkbox"/> accommodate up to 3 people including the possibility of a wheelchair <input type="checkbox"/> ensure ease of access to all shelving and storage	Fitout <input type="checkbox"/> workbench under viewing window <input type="checkbox"/> storage for all AV recording accessories	
	Access <input type="checkbox"/> ready access for all to the room and movement around the room <input type="checkbox"/> height adjustable workbench for wheelchair access <input type="checkbox"/> door access from the circulation space adjacent to the performing arts space	
Visual connectivity and wayfinding <input type="checkbox"/> viewing window to adjacent performance space <input type="checkbox"/> 360° view of performance space <input type="checkbox"/> capacity to darken the space	Microclimate <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort	
Acoustics <input type="checkbox"/> effective suppression of noise to and from the room <input type="checkbox"/> acoustically treated to support sound recording from adjacent room	Electrical <input type="checkbox"/> data/power outlets for AV equipment	
ICT <input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data to service equipment and workbench/desk <input type="checkbox"/> phone data point	Security (refer to Technical Specifications) <input type="checkbox"/> lockable full height storage with adjustable shelving	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

6.3.7 Canteen

Overview

The Canteen area is a central community building aspect of the school; it is part of the ‘heart’ of the school. In addition, the Canteen is a place to promote a healthy lifestyle. The Department of Education *Smart Choices Strategy*⁴⁰ provides guidance to school canteen managers about the supply of healthy food and drink and emphasises the supply of fruit and food prepared from fresh ingredients.

The Canteen is accessed by students from F/P–6 and staff. Connecting an outdoor courtyard/café space adds to the communal feel of the area. In addition to student and staff use the Canteen can be used for breakfast clubs and as a socialising space for parents over a morning coffee. It will also be used as a food and beverage preparation and service/sales area when the multi-purpose hall is used for school or community functions. The canteen is best located adjacent to a wide section of corridor or the lobby serving as the public entrance to the multi-purpose hall and connected to that internal space via a servery hatch with a lockable shutter.

The school Canteen can be managed and serviced by parents and/or an external contractor. Canteen staff will generally work in the Canteen from morning through to early afternoon. It is essential that the canteen complies with relevant quality standards and laws for premises where food is prepared for sale from core ingredients.

Functional zone	Canteen	
Location	Central to the whole school; accessed directly from the school heart, school centre; adjacent to the multi-purpose hall	
Functional units		Canteen preparation
		Service counter/servery
		Canteen office work area
		Bulk store
		Delivery cupboard
		Uniform store
		Queuing areas
		Outdoor courtyard/café
		Amenities: Toilet, change, lockers
	Janitorial: Cleaner’s Store	
Operational factors to consider		
<p>The school Canteen is accessed at recess and lunchtimes. It is generally accessed by large numbers of students simultaneously and ample space is required for students queuing to be served and those milling around after being served. Placing seating in the outdoor courtyard at a distance from the service counter can facilitate dispersal of students.</p> <p>If the school chooses to promote parents having access to coffee at the Canteen it is important that the Canteen be located near to the main entry to the school and in clear view of the Administration centre.</p>		

40 Department of Education QLD, 2020 *Smart Choice: Healthy Food and Drink Supply Strategy for QLD Schools*, <https://education.qld.gov.au/student/Documents/smart-choices-strategy.pdf>

Functional unit	Canteen food preparation area
Functional zone	Canteen
Location	Within the canteen area directly connected to the servery area
Primary role and function Food and drink preparation.	
General functional requirement for the canteen food preparation area <ul style="list-style-type: none"> • workbenches • below bench and overhead storage • washing up area • cooking area • refrigeration and freezing facilities • hand wash facilities • waste disposal • removal of kitchen waste, wheelie bins, etc 	
Operational factors to consider Food preparation facilities can be used by people other than the regular canteen staff. Consideration should be given to how separate storage can be provided for multiple users.	

Performance criteria for the canteen food preparation area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> safe work environment — slip resistant floors <input type="checkbox"/> selection of resilient and hard wearing materials suited to regular and thorough wet wash <input type="checkbox"/> noticeboard <input type="checkbox"/> large workbench that can be accessed from both sides <input type="checkbox"/> oven, cooktop and exhaust hood microwave oven/s <input type="checkbox"/> commercial dishwasher <input type="checkbox"/> two bowl stainless steel sink <input type="checkbox"/> soap and hand sanitiser dispensers paper towel dispensers <input type="checkbox"/> fitted joinery/commercial grade benchtops <input type="checkbox"/> storage under and over <input type="checkbox"/> storage for chemicals, cleaners <input type="checkbox"/> waste bins to suit sorting of waste <input type="checkbox"/> sized for volume of waste generated regularly <input type="checkbox"/> refrigerator/s, freezers <input type="checkbox"/> clock <input type="checkbox"/> whiteboards and display pinboards <input type="checkbox"/> fire extinguisher and fire blanket
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight view to servery counter <input type="checkbox"/> good lighting 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> workplace health and safety suppression of noise at exhaust hood 	
<p>Hydraulics (refer to Technical and FF&E Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> H&C potable water <input type="checkbox"/> chilled and boiling water unit sinks <input type="checkbox"/> dishwasher (plumbed to waste) floor waste <input type="checkbox"/> hands free hand basin service to all work benches 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct access to the Canteen without entering school interior <input type="checkbox"/> access for all through the main entry <input type="checkbox"/> external security door, with flyscreen, for receiving deliveries 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless access <input type="checkbox"/> telephone/data point 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets around external walls and to benchtops for kitchen fixed and loose equipment including to island bench
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> provide ventilation 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> lockable doors and shutter <input type="checkbox"/> security for stock <input type="checkbox"/> intruder protection
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Canteen servery		
Functional zone	Canteen		
Location	Within the canteen area directly connected to the food preparation area and the external courtyard		
Primary role and function Food service to students.			
General functional requirement for the canteen servery <ul style="list-style-type: none"> • display and present all foods and drinks, within easy reach of canteen servery staff • display a list of food choices (menu) with prices • external counter space for service of multiple students 			
Operational factors to consider Access to the canteen servery can be intense for short periods of the day. Wide servery benches and a spacious forecourt facilitate ease of movement and prevent overcrowding.			
Performance criteria for the canteen servery			
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> sufficient work and circulation space to permit unencumbered movement between servery counter, canteen preparation area, food storage areas <input type="checkbox"/> provide servery counter to accommodate three abreast 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> selection of resilient and hard-wearing materials suited to regular and thorough wet wash <input type="checkbox"/> wall mounted menu and prices board — AV screen or whiteboard <input type="checkbox"/> servery bench, open shelf storage under <input type="checkbox"/> lockable cash drawer or space for cash register <input type="checkbox"/> appliances to keep prepared food hot or cold <input type="checkbox"/> display cabinets for prepared food — hot, room temperature and cool <input type="checkbox"/> insect control <input type="checkbox"/> waste bins 		
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> line of sight view to preparation area 			
Acoustics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 			
Access <ul style="list-style-type: none"> <input type="checkbox"/> direct access to the Canteen without entering school interior <input type="checkbox"/> access for all through the main entry <input type="checkbox"/> external security door, with flyscreen, for receiving deliveries 		Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> provide ventilation 	
ICT <ul style="list-style-type: none"> <input type="checkbox"/> wireless access <input type="checkbox"/> telephone/data point for cash register/point of sale device 		Security (refer to Technical Specifications) <ul style="list-style-type: none"> <input type="checkbox"/> lockable doors and shutter <input type="checkbox"/> security for stock <input type="checkbox"/> intruder protection 	
Electrical <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets around external walls and to benchtops for kitchen fixed and loose equipment including to island bench 			
Related information			
Masterplanning, architectural and landscape principles			
Technical specifications and standards			
Other guidelines			
Standards			

Functional unit	Canteen servery	
Functional zone	Canteen	
Location	Within the canteen area directly connected to the food preparation area and the external courtyard	
Primary role and function Food service to students.		
General functional requirement for the canteen servery <ul style="list-style-type: none"> • display and present all foods and drinks, within easy reach of canteen servery staff • display a list of food choices (menu) with prices • external counter space for service of multiple students 		
Operational factors to consider Access to the canteen servery can be intense for short periods of the day. Wide servery benches and a spacious forecourt facilitate ease of movement and prevent overcrowding.		
Performance criteria for the canteen servery		
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> sufficient work and circulation space to permit unencumbered movement between servery counter, canteen preparation area, food storage areas <input type="checkbox"/> provide servery counter to accommodate three abreast 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> selection of resilient and hard-wearing materials suited to regular and thorough wet wash <input type="checkbox"/> wall mounted menu and prices board — AV screen or whiteboard <input type="checkbox"/> servery bench, open shelf storage under <input type="checkbox"/> lockable cash drawer or space for cash register <input type="checkbox"/> appliances to keep prepared food hot or cold <input type="checkbox"/> display cabinets for prepared food — hot, room temperature and cool <input type="checkbox"/> insect control <input type="checkbox"/> waste bins 	
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> line of sight view to preparation area 		
Acoustics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 		
Access <ul style="list-style-type: none"> <input type="checkbox"/> direct access to the Canteen without entering school interior <input type="checkbox"/> access for all through the main entry <input type="checkbox"/> external security door, with flyscreen, for receiving deliveries 		Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> provide ventilation
ICT <ul style="list-style-type: none"> <input type="checkbox"/> wireless access <input type="checkbox"/> telephone/data point for cash register/point of sale device 	Security (refer to Technical Specifications) <ul style="list-style-type: none"> <input type="checkbox"/> lockable doors and shutter <input type="checkbox"/> security for stock <input type="checkbox"/> intruder protection 	
Electrical <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets around external walls and to benchtops for kitchen fixed and loose equipment including to island bench 		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Canteen bulk store	
Functional zone	Canteen	
Location	Directly connected to the canteen food preparation area	
Primary role and function		
Storage of ingredients, raw materials, dry goods and pre-prepared frozen items.		
General functional requirement for the canteen bulk store		
<ul style="list-style-type: none"> • Storage of a wide range of fresh and packaged foods, bulk dry goods, bottles, cans, frozen foods and the like. • Maintainability — easy to clean. 		
Performance criteria for the canteen bulk store		
Spatial layout and circulation	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> adjustable stainless steel racking and shelving along walls <input type="checkbox"/> wall surfaces easily cleaned <input type="checkbox"/> large refrigerator <input type="checkbox"/> freezer Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> provide ventilation Electrical <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets around external walls and to benchtops for kitchen fixed and loose equipment including to island bench 	Security (refer to Technical Specifications) <ul style="list-style-type: none"> <input type="checkbox"/> lockable solid core door
<input type="checkbox"/> convenient path to transport deliveries from external door		
Visual connectivity and wayfinding		
<input checked="" type="checkbox"/> not applicable		
Acoustics		
<input checked="" type="checkbox"/> not applicable		
Access		
<input type="checkbox"/> direct access to the Canteen without entering school interior <input type="checkbox"/> access for all through the main entry <input type="checkbox"/> external security door, with flyscreen, for receiving deliveries		
ICT		
<input checked="" type="checkbox"/> not applicable		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Uniform store	
Functional zone	Canteen	
Location	Directly connected to the canteen servery	
Primary role and function		
The uniform storage is for storage of school uniforms for sale.		
General functional requirement for the uniform store		
<ul style="list-style-type: none"> Storage of all items of uniform organised by item and size. 		
Performance criteria for the uniform store		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> ease of access to all shelves	<input type="checkbox"/> full height adjustable shelving with hanging racks for clothes	
Visual connectivity and wayfinding	Microclimate	
	<input type="checkbox"/> well-lit shelving when storage cupboard doors open	<input type="checkbox"/> humidity controlled
<input type="checkbox"/> uniform items clearly visible on open shelves	Electrical	
	<input checked="" type="checkbox"/> not applicable	
Acoustics	ICT	
<input checked="" type="checkbox"/> not applicable	<input checked="" type="checkbox"/> not applicable	
Access	Security (refer to Technical Specifications)	
<input type="checkbox"/> direct access from the canteen servery	<input type="checkbox"/> lockable door	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

6.3.8 Outdoor environments — general information

Note: In the past, outdoor environments have tended to be considered as dispensable. As soon as budgets got tight the 'landscaping' was cut. **This Functional Brief takes the opposite stance.** The purposeful design of outdoor environments is essential to achieve the requirements of the Functional Brief.

Overview

In addition to serving basic functional requirements such as entrance ways, circulation and parking, external environments are an integrated, enriching component of the total learning environment. They must be designed to:

- provide spaces that support community building
- provide spaces that extend the learning settings beyond the building walls
- provide spaces for active and passive recreation and socialising
- provide spaces for imaginative and free form play
- enrich the sensory environment
- provide exposure to natural materials and natural processes
- enable discovery in nature with natural materials
- support gross motor development
- provide opportunities for students to exercise choice and test boundaries
- present physical challenges and encourage learners to stretch themselves
- support environmental sustainability and science, technology and maths education
- inspire creativity (art and writing)
- provide spaces for small scale and large scale gatherings and performances (impromptu and planned).

Functional zone	Outdoor environment	
Location	All external areas of the school site	
Functional units		School arrival
		School centre/school heart
		Gathering spaces — school assembly, smaller gatherings, social gathering for staff, parents and community
		External learning settings — extension of indoor learning settings
		Outdoor performance spaces — stage, amphitheatre, tiered seating
		Outdoor courtyards — Resource Centre, Staff Centre, Canteen
		Passive recreation — socialising spaces and retreat spaces
		Active play spaces to support imaginative/nature play, games and engagement with play equipment
		Hard courts
		Sports fields
		Productive garden
		Parking – bikes, mobility devices, cars, buses, emergency vehicles
	Circulation	
Operational factors to consider All external areas are required to be supervised by school staff. Line of sight passive surveillance of all readily accessible and highly active external areas is required. Minimising the number of staff who need to be on supervision duty is desirable.		

Key Education Facilities Design Principles that apply to outdoor environments

The design of the outdoor functional zones and units must be determined in accord with the Education Facilities Design Principles.

- **Learners and Learning:** Create contemporary indoor and outdoor learning environments that facilitate a learning and learner-centred approach through designing integrated purposeful and multi-purpose learning settings and spaces that support and enhance a full range of learning and teaching activities including structured and unstructured play.
- **Access and inclusion:** Design and fit out indoor and outdoor spaces that enable all users — school staff, students and visitors to the school to participate in all school experiences.
- **Diversity:** Design and fit out indoor and outdoor facilities that reflect and celebrate the cultural make-up of the school community.
- **Wellbeing:** Design facilities that are aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff.
- **Community:** Support a sense of community and belonging both within the school and the school within the wider community by designing outdoor environments that are welcoming and promote inclusion of the community.

The role of play in the primary years

For primary school aged students, play is a critical medium for learning. Through play, children develop understandings of their world and develop competence. They explore, imagine, problem solve, practise and create. Exploring and problem-solving nurture children's innate curiosity which is a basis for ongoing engagement in learning; using their imagination empowers them with a sense of what is possible. Through children practise and rehearse a range of skills-physical and social; they learn consequences of their actions. Facing physical challenges develops resilience and the capacity to take informed risks.

Opportunities for play occur inside and outside with the external environment providing a rich range of possibilities for structured (eg games) and unstructured play both with natural materials and play equipment.

Masterplanning, Architectural and Landscape Design Principles

While the *Education Facilities Design Principles* detailed in this document articulate the education rationale for the specific functional requirements of outdoor environments, the companion document, *Masterplanning, Architectural and Landscape Design Principles*, articulates broader principles related to masterplanning, urban, architectural and landscape features which must be addressed simultaneously with the education principles.

Guidelines for designing external learning settings

The process of design of the external learning settings must be integrated with the design of the internal learning settings. External learning settings are not an 'add on'. The external learning settings are required to address the functionalities described for each type of setting while ensuring they:

- support students of different ages
- support student socialising opportunities
- give equal attention to passive and active recreation zones
- consider what opportunities architectural features such as steps, stairs and ramps provide for gross motor activities
- use natural, free form elements when possible
- be inclusive and support and enhance the experience of learners of all ability
- include settings that are designed to support students withdraw and/or self-regulate, and
- provide adequate seating and shaded/covered areas.

6.3.9 Outdoor functional zones and functional units

School entry — school arrival

The school arrival area plays a critical role in conveying what the school values in terms of a sense of community, inclusiveness, diversity and learning.

Functional unit	School arrival area
Functional zone	Outdoor Environments
<p>Primary role and function</p> <p>The school arrival zone is the interface for all who arrive at the school. It provides direct access to the Leadership, Administration and Staff Centre for staff, students, parents and other visitors to the school.</p>	
<p>Secondary functions</p> <p>Establishing the school's presence in a welcoming manner, celebrating cultural diversity, civic presentation, wayfinding:</p> <ul style="list-style-type: none"> • establishing a scene for a good learning environment • creating a safe environment • defining the point of entry • public branding 	
<p>General Functional requirements for the school arrival area</p> <ul style="list-style-type: none"> • defined entry way to the school reception area — entry forecourt • student drop-off and pick up • carparking • pathways to the School Heart/Centre, Learning Communities and Multipurpose Hall. • wayfinding • emergency access and egress 	
<p>Operational factors to consider</p> <p>School arrival provides a dedicated transition space that filters the school community from the general public. High visibility with adjacent spaces is required. It is an advantage if at least one staff member at Reception can sight people arriving. Operationally the space needs to be highly legible for all language groups in the school community — consider visual and aural communication.</p> <p>Times of drop-off and pick-up can involve large numbers of people — adults with younger children, children entering or exiting the school, other visitors. Congestion should be avoided.</p>	
<p>Opportunities</p> <p>The arrival area provides opportunities to communicate the uniqueness of the school (the values, cultural diversity, biodiversity of the geographic area) and to communicate the inclusive nature of the school. There is opportunity to promote social interaction between parents and caregivers — seating, space for a coffee cart etc.</p> <p>This area should be designed in consultation with all stakeholders and particularly the local community so that the 'brand' that the school wishes to promote is captured in the design.</p>	

Performance criteria for the school arrival area	
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> direct route from drop off to entry <input type="checkbox"/> provide pathways to define preferred pedestrian travel to entry <input type="checkbox"/> provide adequate circulation and mingling space for drop off and pick-up times <input type="checkbox"/> ensure weather protected entry to leadership, administration and staff centre 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> provide fixed seating for parents waiting for children <input type="checkbox"/> ensure age-appropriate scale <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> use level changes and planting to define areas and provide fixed seating and performance opportunities
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> line of sight vision from reception <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place, communicate values and culture and establish the school's sense of identity <input type="checkbox"/> visual design elements delineate points of interest <input type="checkbox"/> frame views to key facilities <input type="checkbox"/> clear signage for reception, multi-purpose hall, learning communities 	Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> provide shade and planting as welcoming feature to school plus reduction in heat island effect <input type="checkbox"/> provide shade during warmer months <input type="checkbox"/> allow for areas of sun during cooler months <input type="checkbox"/> provide pockets of different climatic zones <input type="checkbox"/> provide planting pockets for climate improvements and separation <input type="checkbox"/> planting to counteract hard surface of road and pathways <input type="checkbox"/> reduce/minimise glare
Acoustics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 	Service connection – electrical, hydraulic, communications <ul style="list-style-type: none"> <input type="checkbox"/> provide for lighting requirements before and after school <input type="checkbox"/> water — drinking and maintenance
Access <ul style="list-style-type: none"> <input type="checkbox"/> provide single direct routes (DDA compliant) to core facilities (ie those requiring assistance with physical mobility must not be segregated) <input type="checkbox"/> emergency access <input type="checkbox"/> defined hierarchy of access points <input type="checkbox"/> differentiated public and secure private access, securing the site <input type="checkbox"/> bike, mobility device storage close proximity 	ICT <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage
Security and security (refer to Technical Specifications) <ul style="list-style-type: none"> <input type="checkbox"/> ensure gathering areas have Hostile Vehicle Mitigation (HVM) in place 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	<input type="checkbox"/> Pavements <input type="checkbox"/> Walls <input type="checkbox"/> Irrigation <input type="checkbox"/> Planting, Turf <input type="checkbox"/> Advance Trees <input type="checkbox"/> Furniture
Other guidelines	<input type="checkbox"/> HVM Guidelines <input type="checkbox"/> CPTED Guidelines
Standards	<input type="checkbox"/> Local Authority requirements <input type="checkbox"/> QFES requirements <input type="checkbox"/> AS1428.1

Outdoor learning environments for learning community buildings

As can be seen from the Functional Relationships diagram [Figure 2](#) for a P–6 school, each Learning Community Building has direct connection to outdoor learning environments which are an extension of and integrated with the adjacent indoor environment.

Functional unit	Learning community external learning settings
Functional zone	Primary school learning communities
Indicative area	Total 1.5 m²/student × number of students in the learning community to be distributed around the learning community to a variety of outdoor settings
<p>Primary role and function At a minimum, each Learning Community building is required to have directly accessible external learning settings that serve as annexes to the internal settings and integrate internal and external spaces.</p>	
<p>Secondary functions Passive recreation.</p>	
<p>General functional requirement for the learning community external learning settings External learning settings are required for:</p> <ul style="list-style-type: none"> • ‘wet, messy activities’ adjoining indoor creative, investigative areas • construction and creative projects • small garden projects • nature play • small to large group discussions/performances/storytelling • quiet reflection and/or reading areas, adjoining similar areas internally • the location, layout and fit out of external settings are required to be inclusive of learners of all ability, deliver a unified design aesthetic consistent with the whole school environment, and be flexible in scale and layout 	
<p>Operational factors to consider At times, students working in external settings can be working independently. Line of sight supervision from adjoining internal settings is essential. External Learning Settings must be designed to support learners of all abilities and careful consideration needs to be given to the design of these settings. Relevant specialist staff and therapists must be consulted in the design phase.</p>	
<p>Opportunities All external areas provide an opportunity for enriching learning. Consideration should be given to how the learning outcomes of each curriculum Learning Area can be incorporated into external environments. For example, how can concepts such as scale and measurement be incorporated? How can external spaces and settings: serve as galleries; inspire creative works in art and writing; illustrate patterns and shapes; celebrate the cultural makeup of the school and its community; promote imaginative play? For the F/P–2 Learning Community a directly accessible outdoor play area is required. For schools with co-located Preschools/ECC, the possibility of having a play zone for the Preschool and F/P–2, that can be wholly or partly shared, should be explored.</p>	

Performance criteria for the learning community external learning settings	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide adequate circulation space around fixtures <input type="checkbox"/> include an area that can support students in self-regulating <input type="checkbox"/> ensure weather protected external circulation can occur without disrupting learning activities 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> include infrastructure and equipment to activate the space and support the intended functionality e.g., 'wet, messy activities' require a sink, running water and bench space; small to large group discussions/performances require seating in the round; small garden projects require small planting areas and water access <input type="checkbox"/> incorporate natural materials to stimulate nature play <input type="checkbox"/> ensure age appropriate fitout <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> use level changes and planting to define area and provide fixed seating and performance opportunities <input type="checkbox"/> provide equipment and sensory rich materials
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight passive supervision from within the adjacent internal learning setting <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide natural shade and shelter form prevailing winds <input type="checkbox"/> provide cross ventilation <input type="checkbox"/> reduce glare
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure external learning environment 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' 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s 	<p>Security (refer to Technical Specifications)</p>
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide power outlets to activate the space and support the intended functionality 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Advanced trees <li style="width: 50%;"><input type="checkbox"/> Pavements <li style="width: 50%;"><input type="checkbox"/> Artificial lawn <li style="width: 50%;"><input type="checkbox"/> Planting and mulch <li style="width: 50%;"><input type="checkbox"/> Furniture <li style="width: 50%;"><input type="checkbox"/> Play equipment
Other guidelines	<input type="checkbox"/> 7 Senses Guidelines
Standards	<input type="checkbox"/> AS1428.1

School heart/school centre

As can be seen from the Functional Relationships diagram [Figure 2](#) for a P-6 school, key facilities are arranged around a central area to create a school heart/school centre.

Functional zone	School heart/school centre										
Indicative area	Total area 1 m²/student × school enrolment for assembly space plus raised area for stage/presentations										
<p>Primary role and function Community and culture building through community gatherings and casual interactions.</p>											
<p>Secondary functions</p> <ul style="list-style-type: none"> • Learning • Recreation (passive and active) • Circulation through and around the site 											
<p>General functional requirement for the school heart/school centre</p> <ul style="list-style-type: none"> • school assemblies • community gatherings • outdoor performances • active recreation – handball, hopscotch, tag, climbing • passive recreation, retreat, imaginative play • recess and lunch food and drink breaks • outdoor learning (see Section 6.3.8) 											
<p>Operational factors to consider Line of sight vision to the presentation/stage area is required for all individuals gathered. This can be maximised through level changes. While the school centre is required to support active recreation such as handball, it is also essential that zones which support passive recreation and relaxation are included but separated from the active zones. The External Learning Settings for the Learning Communities can serve as passive recreation spaces during recess and lunch breaks.</p>											
<p>Opportunities The school heart serves multiple functions. First and foremost, it is a gathering place and must accommodate the whole school for assemblies and presentations. There is an opportunity to design various dual or multi-purpose settings and spaces that can be used by smaller groups and individuals for learning and recreation within the large gathering space. Relevant specialist staff and therapists must be consulted in the design phase to ensure access for all learners to all experiences.</p>											
<p>Functional relationships</p> <table> <tr> <td>Direct access</td> <td>Close proximity</td> </tr> <tr> <td><input type="checkbox"/> Library/resource centre, student services</td> <td>→ Leadership, administration, staff</td> </tr> <tr> <td><input type="checkbox"/> Canteen</td> <td>→ Multi-purpose hall</td> </tr> <tr> <td><input type="checkbox"/> Amenities</td> <td>→ Arrival</td> </tr> <tr> <td><input type="checkbox"/> Learning communities</td> <td></td> </tr> </table>		Direct access	Close proximity	<input type="checkbox"/> Library/resource centre, student services	→ Leadership, administration, staff	<input type="checkbox"/> Canteen	→ Multi-purpose hall	<input type="checkbox"/> Amenities	→ Arrival	<input type="checkbox"/> Learning communities	
Direct access	Close proximity										
<input type="checkbox"/> Library/resource centre, student services	→ Leadership, administration, staff										
<input type="checkbox"/> Canteen	→ Multi-purpose hall										
<input type="checkbox"/> Amenities	→ Arrival										
<input type="checkbox"/> Learning communities											

Performance criteria for the school heart/school centre	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider age and stage of learners when determining the scale of the school heart/centre <input type="checkbox"/> provide adequate circulation space around fixtures <input type="checkbox"/> allow for peak flows for the total school population <input type="checkbox"/> ensure primary routes are direct and are all access (DDA compliant) <input type="checkbox"/> allow for primary and secondary movement pathways <input type="checkbox"/> include areas that can support students in self-regulating 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide raised stage/platform presentation space <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> balance hard and soft finishes <input type="checkbox"/> use level changes and planting to define area and provide fixed seating and performance opportunities <input type="checkbox"/> provide equipment and sensory rich materials <input type="checkbox"/> water for drinking <input type="checkbox"/> access to shared loose furniture <input type="checkbox"/> prioritise fixed furniture to auxiliary spaces <input type="checkbox"/> design overlay to enable the space to be used for active recreation — activate spaces through interventions that inspire free or more structured play, e.g., include lines, targets, grips or routes installed on the sides of buildings <input type="checkbox"/> integrate interpretive and educational opportunities to facilitate active and passive learning
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear sightlines from every vantage point to the presentation area <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place <input type="checkbox"/> signage to other areas of the school 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure the School Heart can be acoustically separated from surrounding internal spaces when required <input type="checkbox"/> provide a clear listening environment that does not create echoes 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide natural shade and shelter form prevailing winds <input type="checkbox"/> allow for areas of sun during cooler months <input type="checkbox"/> provide cross ventilation <input type="checkbox"/> reduce glare <input type="checkbox"/> pockets of uniform/stable climatic zone for key activity areas <input type="checkbox"/> planting pockets for climatic improvements and separation
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s and access routes from school entry. 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> power, AV and data outlets for performances 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage 	<p>Security (refer to Technical Specifications)</p>
Related information	
<p>Masterplanning, architectural and landscape principles</p>	
<p>Technical specifications and standards</p>	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Advanced trees <li style="width: 50%;"><input type="checkbox"/> Pavements <li style="width: 50%;"><input type="checkbox"/> Artificial lawn <li style="width: 50%;"><input type="checkbox"/> Planting and mulch <li style="width: 50%;"><input type="checkbox"/> Furniture <li style="width: 50%;"><input type="checkbox"/> Play equipment
<p>Other guidelines</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 7 Senses Guidelines <input type="checkbox"/> QFES requirements
<p>Standards</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AS1428.1

Outdoor performance spaces

As can be seen from the Functional Relationships diagram [Figure 2](#) for a P–6 school, key facilities are arranged around a central area to create a school heart/school centre. Within this large area it is desirable to have more intimate performance spaces such as amphitheatre style tiered seating.

Functional unit	Outdoor performance spaces
Functional zone	School heart/school centre
Primary role and function	
Performance spaces for a variety of group sizes (e.g., 75, 50, 25, 12).	
Secondary functions	
Passive recreation.	
General functional requirement for the outdoor performance spaces	
The outdoor performance spaces are used particularly for the performing arts aspects of the Australian curriculum – Music, Dance, Drama and Performance and role play in Languages. Additionally, outdoor performance spaces also support presentations in all other curriculum learning areas.	
<ul style="list-style-type: none"> • music recitals and singing • drama and poetry recitation • presentations • explicit teaching and demonstrations • meetings • passive recreation and retreat • recess and lunch food and drink breaks 	
Operational factors to consider	
All access must be provided, for example, if a performance space is sunken into the ground, ramp access to the base of the space must be provided.	
Opportunities	
Relevant specialist staff and therapists must be consulted in the design phase to ensure access for all learners to all experiences.	
Functional relationships	
<ul style="list-style-type: none"> • Larger performance spaces are best located centrally for ready access from all Learning Community buildings and/or adjacent to the Music/Performing Arts zone. • Smaller performance spaces are best located close to the Learning Community buildings. 	

Performance criteria for the outdoor performance spaces	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure adequate circulation to all areas of tiered seating fixtures <input type="checkbox"/> semicircular arrangement of seating around performance space 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> seating <input type="checkbox"/> ensure age appropriate fitout <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> balance hard and soft finishes <input type="checkbox"/> use level changes to provide fixed seating <input type="checkbox"/> access to shared loose furniture
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear sightlines from every vantage point to the presentation area <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place <input type="checkbox"/> signage to other areas of the school 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide natural shade and shelter from prevailing winds <input type="checkbox"/> allow for areas of sun during cooler months <input type="checkbox"/> provide cross ventilation <input type="checkbox"/> reduce glare <input type="checkbox"/> pockets of uniform/stable climatic zone for key activity areas <input type="checkbox"/> planting pockets for climatic improvements and separation
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure external learning environment 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' 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining space/s 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> power, AV and data outlets for performances
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage 	<p>Security (refer to Technical Specifications)</p>
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

General landscape/ school perimeter

Functional unit	School perimeter				
Functional zone	School site				
<p>Primary role and function Community and urban interface and learning opportunities.</p>					
<p>Secondary functions</p> <ul style="list-style-type: none"> • Conveying values • Delineating school grounds • Providing a green belt for the neighbourhood 					
<p>General functional requirement for the school perimeter</p> <ul style="list-style-type: none"> • clear delineation of where the school grounds start • permeable spaces with transition zone • enhance interface with environmental assets • opportunities for outdoor learning and nature play 					
<p>Operational factors to consider</p> <p>This zone should act as a friendly filter between the school community and the general public with design cues to alert users of appropriate access points and timeframes.</p> <p>This zone should provide a friendly interface with the wider community and encourage passive surveillance to and from school grounds.</p> <p>Consider active transport connections to and through this area. Key locations along this zone will likely experience peak flows at the start and finish of the school day. Consider trunk infrastructure location points.</p>					
<p>Opportunities</p> <p>The whole school site provides a 'landscape for learning' and learning opportunities for all areas of landscape should be considered. Learning opportunities include nature walks to learn about the biodiversity of the area, fitness trails, incorporation of cultural activities as well as structured and unstructured play. It should also provide opportunity to engage with surrounding assets be they natural or human made.</p>					
<p>Functional relationships</p> <table> <tr> <td>Close proximity</td> <td>Nearby</td> </tr> <tr> <td> <ul style="list-style-type: none"> • arrival zone/s • unstructured sporting zones </td> <td> <ul style="list-style-type: none"> • structure sporting zone • learning facilities </td> </tr> </table>		Close proximity	Nearby	<ul style="list-style-type: none"> • arrival zone/s • unstructured sporting zones 	<ul style="list-style-type: none"> • structure sporting zone • learning facilities
Close proximity	Nearby				
<ul style="list-style-type: none"> • arrival zone/s • unstructured sporting zones 	<ul style="list-style-type: none"> • structure sporting zone • learning facilities 				

Performance criteria for the school perimeter	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide a buffer zone between the school boundary and school buildings to assist in noise reduction <input type="checkbox"/> consider appropriate transition zone 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> design plantings that promote learning about local biodiversity (flora and fauna) <input type="checkbox"/> incorporate elements that promote nature play <input type="checkbox"/> integrate interpretive and educational opportunities to facilitate active and passive recreation and learning — fitness trails; nature walks; cultural walks. These can be incorporated into masterplanning for completion by school community overtime
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> where the perimeter is accessible it must be clearly visible from key school facilities <input type="checkbox"/> consider colours, materials and finishes to clearly identify the school precinct and preferred access points <input type="checkbox"/> where adjacent to streetscape or parklands consider 'borrowing' landscape elements to provide a strong visual link between the school and its surroundings <input type="checkbox"/> distinctive wayfinding elements 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> this area should not feel exposed but an enhancement of adjacent microclimatic zones such as the streetscape. <input type="checkbox"/> provide shade during warmer months <input type="checkbox"/> provide planting pockets for climatic improvements <input type="checkbox"/> strive for the reduction of heat island effect
<p>Acoustics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> formalise preferred access points along the perimeter including design cues. <input type="checkbox"/> ensure access points are DDA compliant and also suitable for users arriving by active aransport modes <input type="checkbox"/> maintenance and emergency access locations 	<p>Electrical</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable
	<p>ICT</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable
	<p>Security (refer to Technical Specifications)</p>
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	<ul style="list-style-type: none"> <input type="checkbox"/> Advanced trees <input type="checkbox"/> Lawn <input type="checkbox"/> Furniture <input type="checkbox"/> Pavements <input type="checkbox"/> Planting <input type="checkbox"/> Play equipment <input type="checkbox"/> Irrigation
Other guidelines	<ul style="list-style-type: none"> <input type="checkbox"/> 7 Senses Guidelines <input type="checkbox"/> QFES requirements <input type="checkbox"/> CPTED <input type="checkbox"/> Local authority requirements concerning streetscape and boundary interfaces
Standards	<ul style="list-style-type: none"> <input type="checkbox"/> AS1428.1

Active play spaces and play equipment

The functional requirements for structured and unstructured play settings are integrated into the functional requirements for settings, the perimeter and school heart/centre.

Play equipment

Play, adventure and or outdoor fitness equipment, appropriate to user age, must be selected to promote accessibility and inclusiveness by providing multiple play options for all students, regardless of their individual circumstances.

For detail related to play equipment and indicative areas for play spaces refer to: *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.

Productive garden

Space must be allocated in the masterplan for the development of a productive garden.

Wetlands

Where wetlands are intended to be used by a school as an education resource, the following principles are to inform the design:

- integrate educational expertise in master-planning, to ensure the provision of vegetation suitable for learning, such as seed-bearing trees that attract birdlife
- be part of the school facility landscape, pathways and development master plan
- have a water level not more than 1m below adjacent ground level
- provide all staff and students with dry, safe and convenient access to the water's edge in accordance with the general principles for inclusion
- provide space for 10–15 students and a staff member to gather on a dry-level landing or decked platform
- permit staff supervision of all areas
- be landscaped and planted with suitable long-lasting ground and water plant species
- be provided with life safety measures commensurate with a water hazard.

For further information regarding masterplanning and engineering requirements for wetlands refer to *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.

Bike and mobility device parking — students, staff and community

Providing mobility device storage, bike racks, bike storage and bike path access supports and encourages sustainable and healthy commuting by students, staff and the community. Secure fenced and roofed storage is required for students and separately for staff. The detailed design, siting and security requirements for bicycle storage are described in the companion documents *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.

Hard courts, sports fields and multi-purpose courts

For information on hard courts and sports fields refer to the companion documents *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.

7.0 Generic functional brief — secondary school (Year 7–12)

7.1 Vision, purpose and functional and operational requirements for contemporary secondary schools

7.1.1 Vision and purpose

As stated in [Section 2.2](#), the Queensland Department of Education's Strategic Plan 2020–2024 outlines the Department's vision for Queensland education through five strategic objectives:

- A great start for all children.
- Every student succeeding.
- Safe and fair workplaces and communities.
- Capable people delivering responsive services.
- Building Queensland communities.

Secondary school provides the platform from which students develop their career paths. Year 7–10 is the bridge between Prep to Year 6 and Years 11 and 12. A focus on age and learner appropriate curriculum and pedagogical practices support students' wellbeing and transitions. Years 11 and 12 provide the springboard to study or work beyond secondary school.

7.1.2 Factors shaping the functional requirements for secondary schools

As for primary schools, the functional requirements for secondary schools are shaped by the key education principles and curriculum requirements.

- **Learners and Learning:** Create contemporary indoor and outdoor learning environments that facilitate a learning and learner-centred approach through designing integrated purposeful and multi-purpose learning settings and spaces that support and enhance a full range of learning and teaching activities.
- **Access and inclusion:** Design and fit-out indoor and outdoor spaces that enable all users — school staff, students and visitors to the school to participate in all school experiences.
- **Diversity:** Design and fit-out indoor and outdoor facilities that reflect and celebrate the cultural make-up of the school community.
- **Wellbeing:** Design facilities that are aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff.
- **Community:** Support a sense of community and belonging both within the school and the school within the wider community.

Functional requirements for contemporary learning and teaching

The traditional, industrial era secondary school design of ‘single-cell’ classrooms, accommodating up to 30 students, for general learning in English, Maths, and the Humanities with additional specialist laboratories for Science, Industrial Arts and the Arts are no longer adequate to implement contemporary learning and teaching, the changed requirements for the Australian curriculum and the flexible modes and pathways for learning in Year 11–12.

Learning and teaching

Contemporary pedagogy is characterised by an emphasis on personalisation, active investigation and inquiry, collaboration and growth towards self-management and self-direction within a supportive learning environment.

The teacher’s role in the 21st century learning context is to mediate, skilfully, the multiple learning modes available in response to the learning needs and aspirations of the learner and the desired learning outcomes. This means moving between a repertoire of strategies that range from the traditional didactic mode of direct explicit instruction to facilitation of inquiry, collaboration, self-management, self-direction and problem solving. Depending on the context, group sizes can range from individual to small, large and very large groups. In contemporary pedagogy the teaching-centric, single cell models of industrial era schooling have given way to learners and learning- centred models of pedagogy that require ease of flow between a variety of learning and teaching modes and hence a variety of Learning Settings and spaces.

Teacher, peer and self-assessment of learning are characteristic of contemporary pedagogy. Teachers observe learners in authentic learning contexts and learner progress is increasingly monitored, tracked and communicated in real time through online tools.

The Learning Sciences⁴¹ have made it very clear that we learn with our whole person — integration of what we know, think, feel and experience leads to deep, lasting meaningful learning. The implication of this is that all learning areas are working towards greater involvement of the whole person in learning. Learning in English, the Humanities and Social Sciences (once perceived to be ‘desk learning’ with mainly teacher input of information) now regularly invokes role play, simulation, model building, real life projects, movie making and dialogue as learning and teaching strategies. Interdisciplinary projects are common where two or more learning areas or subjects are drawn upon to solve real world problems. Practical work, or active learning, is no longer the sole domain of Science, the Arts and Technologies. Whereas Mathematics learning used to mainly consist of doing exercises from a textbook and checking your answers at the back of the book, Mathematics is increasingly being taught through hands on activities and practical problem solving situations.

Supporting and enabling contemporary learning and teaching, providing for an increased focus on **collaboration for students and staff**, collaborative **problem solving**, **project based learning** (both within disciplines and for interdisciplinary approaches such as STEM), and diverse learning modes and pathways in the senior years requires integrated special purpose and multi-purpose spaces that students and teachers can flow between as different learning activities demand. See the implications of the Education Principles for facilities design in [Section 4.2.5, Table 1](#).

Each school is required to collaboratively develop their own pedagogical framework⁴² with their community which describes the school values and beliefs about teaching and learning that respond to the local context and the levels of student achievement.

41 Sayer, R. Keith (Ed) (2014) *The Cambridge Handbook of the Learning Sciences* 2nd Edition, Cambridge University Press 0

42 P-12 curriculum, assessment and reporting framework, <https://education.qld.gov.au/curriculum/Documents/pedagogical-framework.pdf>

While each school's pedagogical framework will align with the key education principles outlined in this document, **planners and architects must consult with the school and develop an understanding of the school's pedagogical framework** so that the facilities support the school's approach to learning and teaching in the specific context of the school.

Digital technologies (DT)

Digital technologies are used seamlessly in learning and teaching to enable and enrich learning, to communicate, research and access information and for problem solving and creative expression. In addition to enhancing learning, engagement with digital technologies ensures that students develop the skills to participate and contribute to a technologically rich world.

Curriculum

In Year 7–10 the Queensland schools provide a curriculum based on the eight learning areas of the Australian curriculum. The Year 11–12 curriculum offers a wide range of learning experiences enabling individual students to develop pathways that prepare them for their chosen fields after school.

Addressing the requirements of the Australian curriculum for Year 7–10

The key components of the Australian Curriculum are outlined in [Table 3](#). The Australian curriculum consists of eight learning areas, seven general capabilities and three cross-curriculum priorities.

The eight learning areas include:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- Technologies
- The Arts
- Languages

Table 3. Overview of the Australian curriculum F/P–10*

Learning areas and subjects	Year levels	General capabilities important for life and work in the 21st century	Cross-curriculum priorities
The Arts <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts 	F/P–10	Integrated across all learning areas and all year levels: <ul style="list-style-type: none"> • Literacy • Numeracy • ICT capability • Critical and creative thinking • Personal and social capability • Ethical understanding • Inter-culture understanding 	Integrated across all learning areas and all year levels: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia’s engagement with Asia • Sustainability
English	F/P–10		
Mathematics	F/P–10		
Health and Physical Education	F/P–10		
Humanities and Social Sciences (HASS) <ul style="list-style-type: none"> • HASS • History • Geography • Civics and Citizenship • Economics and Business 	F/6–7 7–10		
Languages	F/P–10		
Science	F/P–10		
Technologies <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	F/P–10		
Work studies (optional)	9–10		

*F/P = Foundation/Prep

Principles ([Section 3](#)) determine the learning facilities each secondary school requires for students in Year 7–10. In Year 7–10 students learn in all eight learning areas with individual choice of subjects increasing in Year 9–10. Student choices and areas of interest in addition to staff expertise will determine the specific curriculum offerings each year. All secondary schools need to be equipped to provide appropriate learning spaces and settings for all eight learning areas of the Australian curriculum and the subjects that make up those learning areas.

The Arts

Achievement standards are articulated in Dance, Drama, Media Arts, Music and Visual Arts. In Year 7–8 the Arts curriculum is offered as subjects. Learners are expected to be art makers and responders — makers of media art, makers of visual art and makers of dance, drama and music. The addition of media arts places specific demands on media facilities as students are required to use media technologies to create media artworks. In addition to facilities for visual arts, dance, drama and music facilities that support artmaking with digital media are required. Schools are not required to provide all five subjects every year, however, in order to be responsive to the needs and interests of their learners facilities need to be available for all five subjects. In Year 9–10 schools offer at least one Arts subject as an elective in at least one semester. The Queensland approach to implementing the Australian curriculum provides the opportunity for in-depth study of an Arts subjects from Year 7. This has implications for the quality of the facilities for the Arts.

To meet the Science achievement standards teachers are required to design learning experiences that integrate science understanding, science as a human endeavour and science inquiry skills. Such experiences can be thought of as requiring learning that involves 'head, heart and hand'. Facilities that support investigation and experimentation are required for all learners from Year 7–10. As a rule of thumb, ~50% of time devoted to learning in Science and Science-related endeavours such as STEM, is required to fulfil the requirements of the Science curriculum.

Technologies

Design and Technologies is taught as a combined subject or Digital Technologies and Design and Technologies are taught as separate subjects in Year 7–8 and in Year 9–10 they are offered as electives. For Design and Technologies, learners are provided with opportunities to create designed solutions in a number of technologies contexts: engineering principles and systems; food and fibre production and food specialisations; and materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments. In Technologies, Digital Technologies learners actively engage in developing skills in computational thinking and designing digital systems. Facilities that support learners working in collaborative groups to practically respond to a problem, issue or opportunity and design and engineer a product are required.

In addition to the Australian curriculum, the national STEM School Education Strategy, endorsed by Australian Education Ministers in 2015, has implications for facilities that support learning experiences designed to develop learners' capabilities in the area of Science, Technologies, Engineering and Mathematics. STEM learning experiences involve employing 'disciplinary thinking for interdisciplinary problem solving'. Learning experiences in STEM involve identifying and responding to a problem, an issue or an opportunity by:

- working as a collaborative team
- employing a problem solving approach
- engaging disciplinary thinking and understandings in at least two of the disciplines of Science, Technologies and Mathematics
- designing and engineering a solution or product.

The facilities required for Science and Technologies also support learning experiences in STEM which integrate two or more of the disciplines of Science, Technologies and Maths. For Science and Technologies curriculum areas, including the integration of these areas for STEM education, workshop settings which are more multi-functional than traditional science and industrial arts workshops, with ready access to a range of equipment, are required.

Addressing the requirements of the Years 11–12 curriculum

In the senior secondary years, Year 11–12, student cohorts are increasingly diverse and the Queensland Curriculum and Assessment Authority⁴³ acknowledges that schools need to provide multiple pathways as well as flexible access in terms of modes of learning, places of learning and time for learning. Such flexibility has to be supported by adaptable facilities that can respond to a school's needs in terms of:

- time of use
- numbers of students using facilities at any one time
- diverse modes of learning — online, blended, face to face, learning in the community and workplace, and vocational education and training.

The Year 11–12 curriculum includes:

- General subjects from the eight learning areas of the Australian curriculum
- Applied subjects
- Short courses, and
- Vocational Education and Training (VET) in fields such as business studies, health services, mining services, manufacturing, agriculture, tourism and hospitality.

In addition to the facilities that address the requirements of the Year 7–10 curriculum, facilities for the senior years need to be designed to support personalised pathways and diverse learning modes.

7.1.3 Functional requirements to support community and wellbeing

Supporting a sense of belonging and community through organisational structures and physical design

There is evidence to suggest that students who experience a sense of belonging and social acceptance are more highly motivated, engaged in learning and with the school than those who experience less acceptance.^{44,45,46} In secondary schools, building a sense of community and belonging needs to be intentional. In contrast to primary schools in which students spend a large part of the day with the same group of students and the same teacher and the organisational structure supports community building and a sense of belonging, a typical secondary school organisational structure results in students being taught by many teachers — potentially up to 10 or more in one week and teachers potentially teaching up to 250 students in a week.

Secondary schools implement pastoral care/home groups (horizontal or vertical age groups, mentors, house structures, sub-schools and 'schools within schools') to aid in community building and achieving a sense of belonging. The range of different operational systems and organisational structures adopted depends on the school's vision and philosophy, the needs of the students and the size of the school. Typical secondary school structures include sub-schools and houses, also known as Schools Within Schools (SWIS).

43 QCAA Flexibility in senior secondary schooling, https://www.qcaa.qld.edu.au/downloads/senior/report_flexibility_snr_schooling.pdf

44 Mellor D, Stokes M, Firth L, Hayashi Y, Cummins R (2008) *Need for belonging, relationship satisfaction, loneliness, and life satisfaction*. *Personality and Individual Differences* 45(3): 213-218.

45 Baumeister RF, Leary MR (1995) *The need to belong: desire for interpersonal attachments as a fundamental human motivation*. *Psychological Bulletin* 117(3): 497-529.

46 Osterman KF (2000) *Students' need for belonging in the school community*. *Review of Educational Research* 70(3): 323-367.

Sub-schools can be organised in different groupings of year levels, for example:

- Year 7–8 sub-school
- Year 9–10 sub-school
- Year 11–12 sub-school

or

- Year 7–9 sub-school
- Year 10–12 sub-school

Generally, a team of teachers will be attached to a sub-school as the pastoral care/mentor teachers and spend a large proportion of their teaching allocation with students who belong to the sub-school.

Houses, or SWIS, include students from Year 7–12 and a team of teachers who belong to a house many of whom predominantly teach Year 7–9 students in the house with a smaller allocation of time to students in Year 10–12 whose courses involve students across all houses.

It is crucial that the physical design and layout of secondary schools has community building in mind but can be adapted to suit either sub-school or schools within schools arrangements. The design must enable the school to determine the particular organisational arrangement that best addresses the needs for their students and their context.

Supporting student and staff wellbeing

Schools play a critical role in supporting the mental health and wellbeing of all Queensland state school students. The department's Student learning and wellbeing framework⁴⁷ and assists schools to implement a whole school approach to supporting students' wellbeing and mental health across the continuum — from universal promotion and prevention approaches to targeted responses to students' mental health concerns.

Student services

A Student services and wellbeing centre provides the physical facilities to support school wellbeing leader/s, Counsellor/s and Psychologist/s and allied support staff (school nurse, youth worker).

7.1.4 Operational requirements

Nature and times of use of the facilities

The timetabled hours for secondary schools are typically 9:00 am to 3:30 pm with students arriving at school from 8:30 am onwards, but this varies according to local circumstances and individual school arrangements. Some secondary schools have flexible arrangements for students involved in vocational education and training and school-based apprenticeships. As modes of learning become more diverse, especially in senior secondary years, school operating hours become more flexible.

The schools operate on a four-term year of 10 weeks each. The summer holidays are from late December through to late January with three 2-week breaks during the year in April, June/July and in September/October.

⁴⁷ QLD Department of Education, *Student Learning and Wellbeing Framework*, <https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf>

Community use of school facilities

In addition, school use of the facilities will routinely extend beyond the hours specified above, including during holiday periods, for activities such as before and after school care, holiday programs, staff work/preparation, music tuition, student sporting matches and club activities, student and community sports groups, parent interviews and counselling, staff meetings and School Council and Parents and Citizens Association meetings.

7.2 Functional zones for a secondary school

Secondary school functional zones and functional units consist of indoor and outdoor areas to support the range of different functions required for a secondary school to operate.

7.2.1 Essential functional zones

Some functional zones are localised (e.g. multi-purpose hall/gym) while others are distributed (e.g., janitorial). The essential functional zones for a Secondary School are:

- Leadership, Administration, Staff Centre and Student Services
- Resource Centre
- Learning Communities — contemporary indoor and outdoor learning environments composed of integrated purposeful and multi-purpose learning settings and spaces that support and enhance a full range of learning, teaching activities for general learning and provide a physical setting for home groups of learners.
 - Teacher workspaces are integrated into the Learning Community buildings with some of this functionality located within specialist spaces
 - Student lockers are distributed throughout the Learning Communities and located in close proximity to home group spaces
- Specialist facilities for:
 - Science
 - The Arts (Performing Arts, Dance, Drama, Music, Visual Art and Media Art)
 - Technologies – Engineering systems, Food, Fibre, Materials, Digital; fit out of workshops and kitchen to support VET courses run by the school
 - Health and Physical Education
- Canteen and social gathering areas for students
- Outdoor Areas for:
 - Learning (integrated with and designed to extend internal learning settings)
 - Gathering and community building spaces (covered and uncovered)
 - Performance
 - Sports (oval, hard courts, handball courts)
 - Recreation (active and passive)
 - Kitchen/productive garden
 - Parking — access and parking for: bikes, cars, buses and mobility devices
 - Circulation
- Amenities
- Janitorial

Functional Zones can serve a variety of users:

- whole school use (e.g., multi-purpose hall, resource centre, school centre/school heart)
- largely used by a particular group of learners or staff (e.g. Learning Communities, Staff Centre Administration and School Leadership)
- shared use facilities for use by the community (e.g., multi-purpose hall, resource centre, meeting rooms, Out of School Hours Care and activities (OOSH)).

Functional Zones can serve a **variety of purposes**:

- a multi-purpose hall/gym can be used for Physical Education, whole school gatherings, performances, exhibitions, community sports groups, examinations
- in addition to students' and staff learning and research, the Resource Centre can be used for extended learning events like an expo or whole school enquiry project, for staff meetings, student meetings, community meetings and presentations to parents.

The layout and relationships between Functional Zones must be determined in accord with the *Masterplanning, Architectural and Landscape Design Principles* and address the Education Facilities Design Principles.

- **Learners and Learning:** Create contemporary indoor and outdoor learning environments that facilitate a learning and learner-centred approach through designing integrated purposeful and multi-purpose learning settings and spaces that support and enhance a full range of learning and teaching activities.
- **Access and inclusion:** Design and fit out indoor and outdoor spaces that enable all users – school staff, students and visitors to the school to participate in all school experiences.
- **Diversity:** Design and fit out indoor and outdoor facilities that reflect and celebrate the cultural make-up of the school community.
- **Wellbeing:** Design facilities that are aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff.
- **Community:** Support a sense of community and belonging both within the school and the school within the wider community.

[Section 4.2.5, Table 1](#) must be referred to for elaboration of the implications of these principles for facilities design and referenced when explaining design features.

7.2.2 Desired spatial relationships between each major functional zone

[Figure 4](#) gives an indication of desirable relationships and adjacencies between the Functional Zones for a Secondary School to give effect to the Education Facilities Design Principles.

It is essential that the layout of the site, during the masterplanning process, addresses the preferred Functional Relationships shown in [Figure 4](#). Given the unique nature of each school site, it is possible that desired relationships might at times compete. When this occurs, designers are required to consider all options and present the positives and negatives of each option.

7.3 Detailed functional requirements for a secondary school

7.3.1 Leadership, administration, staff centre and student services

Overview

The Leadership, Administration, Staff Centre and Student Services zone acts as the central focal point for the public as well as student and parent reception, leadership, management, administration and communication. It serves the needs of the entire school. The Functional Units that make up this zone should generally be provided within one building. The location of these spaces may be varied when an alternative design is considered to provide a superior solution. The alternative design must be supported by a rationale illustrate that there is no loss in functionality or amenity. It might be desirable in large schools, for example, to provide leadership areas in Learning Communities to distribute the leadership presence through the school.

Functional zone	Leadership, administrator and student services	
Location	Main school entry point: a component of a community precinct or a community access zone	
Functional units		Reception and general office: corporate services, resource store, mail and communications area
		Foyer and waiting areas for students and visitors
		Leadership area — principal and assistant principals
		Business services office
		Conference room
		Student services centre
		Visiting specialists office/s: counsellor/psychologist, school nurse, specialist support staff
		Casualty/sick bay/first aid and DA compliant accessible student toilet.
		Multipurpose interview room
		Secure store.
		Staff centre/lounge, outdoor courtyard
		Staff retreat room
		Staff resource and utilities area
		Data and communications
	Amenities: accessible/visitor's toilet, staff toilets/shower/change room,	
	Janitorial: cleaner's store and HWS	
Leadership staff		Principal and leadership team (including student wellbeing coordinator)
Support staff		Counsellor/psychologist, visiting regional specialist support staff
Administration staff		General office staff
		Business manager
Operational factors to consider		
The Leadership, Administration, Staff Centre and Student Services can be intensely busy at specific peak times — just before school starts, at breaks and from just before to shortly after the school's finishing time. Way finding and ease of flow of people in and out of this functional area and within the area is an important factor to consider. Narrow corridors are to be avoided.		

Functional unit	Foyer, reception and general office
Functional zone	Leadership, administration, staff centre, student services
Location	School entry point: a component of a community precinct or a community access zone
<p>Primary role and function</p> <p>The combined Foyer and Reception area is the first point of contact for parents and visitors and sets the tone for the atmosphere and identity of the school. The reception/foyer area 'presents' the school to parents and visitors.</p> <p>The General Office is the administrative hub for the school. It supports a range of administrative functions including, filing, printing, compiling, recording and computing.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • display of student creations, school information, school events, school values and vision, awards and trophies, memorabilia and historical artefacts • waiting area for students • a waiting area for parents, visitors and tradespersons • registration and admission of school visitors and tradespersons, and • receiving deliveries. 	
<p>General functional requirements for reception</p> <ul style="list-style-type: none"> • be located at the main entrance and be visible from the entrance doors • be accessible to the general public without adversely affecting the security of the school • include a foyer area that provides waiting space for students and visitors • provide a gallery/display of school information and showcase student learning and achievements • open directly to the entrance foyer/waiting while still providing clear, secure access to the internal circulation network. <p>General functional requirements for the general office</p> <ul style="list-style-type: none"> • be located near the principal's work area but not necessarily directly accessed from it • provide work areas and storage areas that support filing, printing, preparing and compiling information, recording and storing • enable administrative staff to work as a team around work areas and individually at workstations which afford some privacy from visitors and students. 	
<p>Operational factors to consider</p> <p>At peak times, the staff in the general office can be extremely busy responding to a range of school operational and administration functions and coordinating processes such as collection of money, processing student absences, whole school communication, information distribution and possibly a school uniform outlet. The safety and security of staff at Reception is an important consideration while maintaining an open, welcoming feel.</p> <p>The service counter must be designed to be COVID safe with transparent infection control screens able to be simply installed.</p>	

Performance criteria for foyer, reception and general office	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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 circulation through the area is not impeded by those waiting mindful that at peak times the area can be very busy with students and visitors 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> seating for visitors in waiting area <input type="checkbox"/> service counter that provides sufficient space for staff to attend to two or more tasks, and without obstructing circulation <input type="checkbox"/> include bench space on the visitor side of the reception counter for a digital interface/ tablet device for visitor sign-in/sign-out, flat surface for form completion in waiting area <input type="checkbox"/> waiting area to accommodate up to 6–8 people (standing, seated and with prams or using mobility aids) <input type="checkbox"/> seating in separate student waiting area <input type="checkbox"/> workstations for the number of administration staff — consider a mix of standing and desk height <input type="checkbox"/> deep bench or table area 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"/> height adjustable, swivel office chairs for each General Office staff member plus additional seating and table for collaborative working meetings with other staff members <input type="checkbox"/> display boards, display cabinet in foyer/waiting area display boards in General Office <input type="checkbox"/> whiteboard or writeable surface for group planning <input type="checkbox"/> wall clocks distributed such that all spaces have visual access to the time
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <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>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure reception staff voices clearly audible at the access side of the counter and vice versa <input type="checkbox"/> ensure telephone and staff to staff conversations within general office are not intelligible in adjacent areas 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to each individual and team workspace
<p>Access</p> <ul style="list-style-type: none"> <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 of appropriate height for parents/visitors, students and wheelchair access (refer Technical Specification) 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider security of reception staff; and <input type="checkbox"/> secure service counter including lockable cash drawer <input type="checkbox"/> transparent infection control screens to be fitted to reception area
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> AV screen in foyer/waiting area to display school information, students display <input type="checkbox"/> data point for electronic sign-in of parents and visitors data point for point-of-sale card reader <input type="checkbox"/> distributed power and data to service works stations <input type="checkbox"/> wireless access throughout foyer and reception to allow for changing layouts and flexibility <input type="checkbox"/> phone data point in general office 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Leadership area
Functional zone	Leadership, administration, staff centre, student services
Location	In close proximity to general office, business manager's office and staff centre
<p>Primary role and function</p> <p>The leadership area provides a central leadership zone that feels connected to, 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.</p>	
<p>Secondary functions</p> <p>The leadership area includes work areas for the principal, assistant principal/s and school leaders. The leadership area has a range of functions:</p> <ul style="list-style-type: none"> • individual work • meetings with staff, students, parents (including meetings of a highly confidential nature) and visitors • meetings with other leaders and the leadership team • planning and developing professional learning activities • developing and documenting school policies and practices, and • administrative activities including school organisation and planning, the writing of reports and other documentation 	
<p>General functional requirements for leadership area</p> <p>Support for these functions can be provided in a number of ways using a combination of discrete and open settings. Functionally, this requires 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.</p> <p>Schools have a range of approaches to the use of the Leadership Area depending on their leadership philosophies and models. Three different operational styles can be adopted by different schools:</p> <ul style="list-style-type: none"> • A highly collaborative leadership model with a shared workspace with direct access to two meeting rooms of different sizes that can be used for private meetings and/or collaborative planning. • A separate principal's office with adjacent office space for two assistant principal/s and access to a smaller meeting room. • Separate offices for all members of the executive leadership team with meetings held in available meeting rooms in the building. <p>To give effect to the overarching principle of responsiveness, a design solution is required that enables the leadership team from each school to readily arrange their use of the leadership area to suit their philosophy. Providing one large space and adjoining smaller spaces can accommodate each of the operational styles described above.</p>	
<p>Operational factors to consider</p> <p>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.</p> <p>Note: The final detailing and fit out of the leadership area must be completed in collaboration with the inaugural principal.</p>	

Performance criteria for leadership area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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 a 'rabbit warren' effect 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> desks and workstations (consider a mix of standing and desk height or adjustable height) for the number of leaders and to suit the design <input type="checkbox"/> open shelf storage — under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> secure storage for personal effects <input type="checkbox"/> height adjustable, swivel office chairs for each leader <input type="checkbox"/> additional seating and table for collaborative working meetings of the leadership team and leaders with other staff members <input type="checkbox"/> lounge chairs and coffee table for meetings that are conversational in nature <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface appropriate to the function of each space <input type="checkbox"/> whiteboard or writeable surface for group planning <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> a degree of visibility into the leadership work area/s from the general office while maintaining the capacity for privacy and security <input type="checkbox"/> a degree of visual connection between the Leadership area and student activity whether it be arrival and/or the school centre/school heart <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> ensure privacy for leaders from visitors 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> closed spaces that will be used for private meetings require acoustic privacy (see Technical Specifications) <input type="checkbox"/> collaborative spaces require the capability to contain distracting sound into/out of the space while maintaining ease of flow between spaces (see Technical Specifications) 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> student access from internal circulation space <input type="checkbox"/> provide a lockable entry/exit to the leadership area that does not require access through the public reception area 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> collaborative spaces equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the spaces (see Technical Specifications) <input type="checkbox"/> phone data point 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide power outlets to activate the spaces and support the intended functionality of the settings within the leadership area <p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider security of leadership staff
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Business services office	
Functional zone	Leadership, administration, staff centre, student services	
Location	Close to (and easily accessible from) the principal's office and the general office	
Primary role and function		
The business services office is for use by the school's business manager. The business manager's work includes leading and managing the administration staff, human resources functions and financial management and administration. At times, the office will be used for small group meetings between the business manager and the principal or other leadership staff, staff and/or visitors. At other times it will be used for administration and business tasks requiring uninterrupted concentration.		
General functional requirements for the business services office		
The business service office is required to:		
<ul style="list-style-type: none"> • be accessible to external visitors only after signing in at reception • support both small group meetings and individual and pair work at a workstation or desk • be located close to reception and general office preferably with line of sight vision for support and supervision • readily accessible from the leadership area 		
Operational factors to consider		
The business services office needs to be accessible but also have the potential to be made private for confidential conversations and for work focus.		
Performance criteria for the business services offices		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> ensure ease of movement between different work areas <input type="checkbox"/> ensure ease of access to all shelving and storage	<input type="checkbox"/> desks or workstations adjustable height — sitting or standing <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 <input type="checkbox"/> a small meeting setting to seat 2–3 people comfortably around a coffee table or equivalent <input type="checkbox"/> secure storage of files — lockable filing cabinets <input type="checkbox"/> lockable storage cupboard <input type="checkbox"/> open shelving to hold folders vertically <input type="checkbox"/> height adjustable, swivel office chair <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock	
Visual connectivity and wayfinding		
<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"/> abundant natural light, control of glare and direct sunlight		
Acoustics		
<input type="checkbox"/> acoustic privacy when windows and doors are closed		
Access		
<input type="checkbox"/> level access for all from adjoining internal space/s <input type="checkbox"/> accessible to external visitors only after signing in at reception		
ICT	Microclimate	
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data service workstation/desk <input type="checkbox"/> phone data point	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
Electrical	Security (refer to Technical Specifications)	
<input type="checkbox"/> data/power outlets at workstation	<input type="checkbox"/> secure room	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Conference/meeting room
Functional zone	Leadership, administration, staff centre, student services
Location	In close proximity to the foyer/reception, general office, business manager's office and staff centre
<p>Primary role and function</p> <p>The conference/meeting room is a large multi-purpose meeting room that will be used by:</p> <ul style="list-style-type: none"> • the school staff and students • the School Council, P&C and parent groups • other members of the community for shared community use • by school staff and visitors for meetings and professional learning, and • virtual conferencing 	
<p>General functional requirements for the conference/meeting room</p> <p>The location, layout and fit out of the conference/meeting room is required to:</p> <ul style="list-style-type: none"> • be located near the main entry and Reception • accommodate 15–20 people meeting as one group • be adaptable as required for the functions listed above • be proximate to a space that is equipped to serve refreshments and food that has been pre-prepared 	
<p>Operational factors to consider</p> <p>Given that the conference/meeting room will be used by:</p> <ul style="list-style-type: none"> • parents and community members, it is important that it be readily accessible from the front entry to the school • the School Council/P&C and the community out of school hours, it is important that access can be gained to the conference/meeting room without the need to enter the main secured area of the school. 	

Performance criteria for conference/meeting room	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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 (as opposed to long and narrow) rectangular room and either oval or wide rectangular table fit out is preferable to enhance communication and face to face visibility for each person participating 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> an oval or round-end wide rectangular meeting table to seat up to 15 people <input type="checkbox"/> height adjustable, swivel office chairs for each meeting participant <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface <input type="checkbox"/> whiteboard or writeable surface for group planning <input type="checkbox"/> kitchenette that can be closed off from the space <input type="checkbox"/> a beverage point with a bench top, sink, boiling and chilled water, upright fridge and microwave oven <input type="checkbox"/> storage for hospitality items — plates utensils, glasses cups. <input type="checkbox"/> wall clock <input type="checkbox"/> secure storage for all AV and other equipment that could be required in the room to serve its different functions
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> a degree of visibility into the conference/meeting room from outside while maintaining the capacity for privacy and security <input type="checkbox"/> abundant natural light, control of glare and direct sunlight 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> generally able to contain distracting sound into/out of the space <input type="checkbox"/> capable of acoustic isolation when required (see Technical Specifications) 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> student access from internal circulation space <input type="checkbox"/> provide a lockable entry/exit to the leadership area that does not require access through the public reception area 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data to service AV and VC equipment — consider outlets on the longer and short walls to provide maximum versatility <input type="checkbox"/> equipped for multi-media presentations — interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications) <input type="checkbox"/> phone data point 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide power outlets to kitchenette, AV and VC equipment <input type="checkbox"/> distribute power outlets around the room or centrally to the conference table for mobile device charging <p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Out of School Hours access to the conference/meeting room without compromising the security of the main area of the school.
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Multi-purpose interview room	
Functional zone	Leadership, administration, staff centre, student services	
Location	Readily accessible from the General Office and the school entry preferably being able to be accessed by visitors without entering the secure area of the school	
Primary role and function		
The multi-purpose interview room 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 visiting suppliers on entry.		
General functional requirements for the multi-purpose interview room		
The multi-purpose interview room is required to:		
<ul style="list-style-type: none"> • be located near, but not directly connected to the general office • have a welcoming, inclusive but private feel • be adaptable function as a meeting space, an interview space accommodating up to six people 		
Operational factors to consider		
Given the potential for multiple users and multiple uses, this space needs to be equipped to be readily adapted from a workspace to a relaxed conversational space.		
Performance criteria for the multi-purpose interview room		
Spatial layout and circulation	Fitout	<input type="checkbox"/> adaptable fit out is required so that a small meeting setting to seat five people comfortably around a coffee table, or equivalent, can readily be rearranged to provide a collaborative worktable for up to 6 people <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock or line of sight vision to clock in adjacent area
<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		
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"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting		
Acoustics	Microclimate	
<input type="checkbox"/> acoustic isolation to ensure privacy and confidentiality (see Technical Specifications)	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
Access	Electrical	
<input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> discrete student access from internal circulation space	<input type="checkbox"/> distributed power outlets	
ICT	Security (refer to Technical Specifications)	
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> phone data point	<input type="checkbox"/> duress alarm	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Student Services — wellbeing coordinator's office, visiting specialists' offices
Functional zone	Leadership, administration, staff centre, student services
Location	In close proximity to student waiting area, near but not directly connected to the general office
<p>Primary role and function</p> <p>The student services area, including the school's wellbeing coordinator, counsellor/psychologist and visiting specialist offices are private spaces for meeting with students, carrying out administrative tasks such as write up reports and store files and resources. Up to five people could be meeting for private discussions. Offices will be used for confidential meetings and for counselling students or staff. The atmosphere of the adjacent waiting area and room is required to be welcoming and inviting, not threatening.</p>	
<p>General functional requirements for the student services area</p> <p>The offices are required to:</p> <ul style="list-style-type: none"> • have a welcoming, inclusive but private feel • accommodate up to five people (adults and children) seated comfortably • provide secure storage 	
<p>Operational factors to consider</p> <p>Students and staff generally need a degree of privacy when meeting with a visiting specialist. The waiting area and entrance to the room should be relatively private, while still being discretely observable from the general office.</p>	

Performance criteria for the student services area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> waiting area slightly removed from entry <input type="checkbox"/> sufficient space between the work desk and small meeting setting for flow between the areas <input type="checkbox"/> provide personal space for five individuals without either overcrowding or creating an 'empty' feel <p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <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"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting <p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic isolation to ensure privacy and confidentiality (see Technical Specifications) <p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data for desktop mobile and fixed devices <input type="checkbox"/> equipped for multi-media presentations — interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications) <input type="checkbox"/> phone data point 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> desk or individual workstation <input type="checkbox"/> storage appropriate to the number of users — secure storage of files, books, resources <input type="checkbox"/> height adjustable, swivel office chair <input type="checkbox"/> a small meeting setting to seat five people comfortably around a coffee table or equivalent <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> seating in the waiting area <input type="checkbox"/> stand to hold books, magazines, activities for students, parents and/or staff waiting <input type="checkbox"/> wall clock <p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> discrete student access from internal circulation space <p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare <p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> distribute power outlets to workstation and AV equipment <p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> duress alarm
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Sick bay	
Functional zone	Leadership, administration, staff centre, student services	
Location	Proximal to and readily supervised from the general office	
Primary role and function		
The sick bay serves as a base for administering first aid and as a rest room for sick students.		
General functional requirement for the sick bay		
<ul style="list-style-type: none"> • accommodate students and adult attending to students - school nurse, visiting nurse, office staff member • provide a degree of privacy for individuals visiting casualty • access and facilities to address the needs of a range of physical mobility • direct access to a toilet and change room/shower that is 'all access'. 		
Operational factors to consider		
Apart from being attended to by a nurse or staff member, students can be alone in casualty. At those times office staff must have direct line of sight to the area. Lockable storage is required to prevent unauthorised access by students		
Performance criteria for the sick bay		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> ensure ease of access to all areas of the sick bay to attend to sick students <input type="checkbox"/> ensure space for manoeuvring a wheelchair	<input type="checkbox"/> height adjustable bed/s (hospital bed or equivalent) — number of beds to suit long term student enrolment numbers <input type="checkbox"/> comfortable seating for students <input type="checkbox"/> fully fitted large (100 people plus) first aid cabinet and kit — wall hung, lockable <input type="checkbox"/> bench top with inset stainless-steel single bowl sink and drainer, hot and cold mains water, lever tap, cupboards under <input type="checkbox"/> waterproof splash back over bench top, matching length overhead cupboards <input type="checkbox"/> lockable under bench lockable bar fridge with small integral freezer <input type="checkbox"/> soap and paper towel dispensers <input type="checkbox"/> medical wastes and sharps containers <input type="checkbox"/> entry door not lockable <input type="checkbox"/> display board and white board <input type="checkbox"/> durable, water and stain resistant flooring (see Technical Specifications) <input type="checkbox"/> wall clock	
Visual connectivity and wayfinding		
<input type="checkbox"/> controllable natural light <input type="checkbox"/> direct line of sight provision from the general office while enabling privacy via a blind or door.		
Acoustics		
<input type="checkbox"/> acoustically contained		
Access		
<input type="checkbox"/> access for all <input type="checkbox"/> access from emergency parking bay capable of manoeuvring a mobile bed/stretcher		
ICT		
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data points to service equipment		
Electrical		
<input type="checkbox"/> provide distributed power outlets to support all equipment		
Microclimate	Security (refer to Technical Specifications)	
<input type="checkbox"/> ensure thermal comfort — individual climate control	<input type="checkbox"/> lockable storage area and first aid cabinet	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Multi-purpose interview room	
Functional zone	Leadership, administration, staff centre, student services	
Location	Readily accessible from the general office and the school entry preferably being able to be accessed by visitors without entering the secure area of the school	
Primary role and function		
The multi-purpose interview room 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 visiting suppliers on entry.		
General functional requirements for the multi-purpose interview room		
The multi-purpose interview room is required to:		
<ul style="list-style-type: none"> • be located near, but not directly connected to the general office • have a welcoming, inclusive but private feel • be adaptable function as a meeting space, an interview space accommodating up to 6 people 		
Operational factors to consider		
Given the potential for multiple users and multiple uses, this space needs to be equipped to be readily adapted from a workspace to a relaxed conversational space.		
Performance criteria for the multi-purpose interview room		
Spatial layout and circulation	Fitout	<input type="checkbox"/> adaptable fit out is required so that a small meeting setting to seat five people comfortably around a coffee table, or equivalent, can readily be rearranged to provide a collaborative worktable for up to 6 people <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock or line of sight vision to clock in adjacent area
<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		
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"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting		
Acoustics	Microclimate	
<input type="checkbox"/> acoustic isolation to ensure privacy and confidentiality (see Technical Specifications)	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
Access	Electrical	
<input type="checkbox"/> seamless access for all from adjoining internal space/s <input type="checkbox"/> discrete student access from internal circulation space	<input type="checkbox"/> distributed power outlets	
ICT	Security (refer to Technical Specifications)	
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> phone data point	<input type="checkbox"/> duress alarm	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Secure store	
Functional zone	Leadership, administration, staff centre, student services	
Location	Readily accessible from the general office	
Primary role and function		
The secure store is for general and archival storage purposes, including the storage of confidential material such as student records.		
General functional requirements for the business services office		
The secure store is required to:		
<ul style="list-style-type: none"> • store files, documents and records that are confidential, valuable or both • be fire rated. 		
Operational factors to consider		
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.		
Performance criteria for the secure store		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> ensure ease of access to all shelving and storage	<input type="checkbox"/> solid core fire rated door (see Technical Specifications)	
Visual connectivity and wayfinding	<input type="checkbox"/> filing cabinets	
<input type="checkbox"/> zero visibility into the room	<input type="checkbox"/> adjustable shelving	
<input type="checkbox"/> items in storage cabinets, compactus, shelves must be clearly visible	<input type="checkbox"/> compactus (lockable)	
<input type="checkbox"/> lighting to all areas of the store	<input type="checkbox"/> safe (see Technical Specifications)	
Acoustics	Microclimate	
<input checked="" type="checkbox"/> not applicable	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort	
	<input type="checkbox"/> reduce glare	
Access	Electrical	
<input type="checkbox"/> on the level to facilitate trolley entry and to provide ready access for all	<input type="checkbox"/> power outlets	
ICT	Security (refer to Technical Specifications)	
<input type="checkbox"/> wireless connectivity	<input type="checkbox"/> lockable door	
<input type="checkbox"/> data points		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Staff centre — staff lounge
Functional zone	Leadership, administration, staff centre, student services
Location	Close to the leadership area
<p>Primary role and function</p> <p>The staff lounge provides a central relaxation and social gathering space for all school staff and plays an important function in building a whole-school culture.</p> <p>It is intended to be used at recess and lunch break times, before and after school and as a retreat space for relaxation. It can also be used for planning meetings during the school day.</p> <p>and the adjoining adaptable space is intended to be used as a professional learning centre when not required as an extension of the staff lounge at peak enrolment.</p>	
<p>General functional requirements for the staff lounge</p> <ul style="list-style-type: none"> • a welcoming relaxing environment • access to a shaded external courtyard • provide kitchen facilities sufficient to serve the staff numbers at peak times, including casual staff 	
<p>Opportunities</p> <p>The standard size of staff lounges to suite long term enrolment numbers do not provide the area required for whole staff use during peak enrolment periods. There is an opportunity to provide an adaptable space, connected to the staff lounge by an operable wall, that can serve as a professional learning centre at long term enrolment figures or as a larger staff lounge space at peak enrolment.</p>	
<p>Operational factors to consider</p> <p>With the move to integrate staff work areas into the learning communities and the sharing of school information via email, there has been a tendency for teachers to spend most of their time in the learning communities. This can lead to a reduction in a whole-school culture and an unintentional division between administration and teaching staff. Many schools develop 'soft systems' such as special morning teas, and special events days to provide a reason for teachers to go to the staff lounge. In addition to these 'soft systems' it is important to consider functionalities that could be integrated with the staff lounge to give teachers a reason to visit the area on a regular basis — for example a professional learning centre that houses resources, large displays of the school's strategic plan, student data etc.</p> <p>Note: For the detailed functional requirements for the outdoor courtyard refer to Section 7.3.8</p>	

Performance criteria for staff lounge	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space to enable ready circulation around the beverage, food drink area <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 	<p>Fitout</p> <p><i>Kitchen</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> small settings of comfortable lounge chairs/coffee tables <input type="checkbox"/> seating to accommodate long term enrolment staff numbers <input type="checkbox"/> variety of bench areas such as standing height benches with stools, large kitchen bench <input type="checkbox"/> number of refrigerators (consistent with long term enrolment staff numbers) for storage of staff lunches and snacks, milk and beverages, food platters for staff functions <input type="checkbox"/> microwaves placed at bench top level <input type="checkbox"/> an upright stove or wall oven, cooktop and range hood, dishwashing machine/s <input type="checkbox"/> space against a wall in the staff lounge for separate refrigerated beverage and snack vending machines (school choice to install) <input type="checkbox"/> adequate bench space and storage space for supplies, and all necessary kitchenware <input type="checkbox"/> boiling and chilled water dispenser/s to accommodate long term enrolment staff numbers <input type="checkbox"/> separate one bowl/two drainers stainless steel sink/s to suit long term enrolment number of staff <p><i>General area</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> large noticeboards for display of school planning calendar, professional learning items, school development displays <input type="checkbox"/> whiteboard functionality — fixed whiteboard or writeable wall for group planning <input type="checkbox"/> rack of named pigeonholes (larger than A4 width) for delivery of mail and messages to staff — sufficient numbers to provide for peak enrolment <input type="checkbox"/> lockers for visiting and relief staff <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <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"/> abundant natural light, control of glare and direct sunlight 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> capacity to mute sounds emanating from inside <input type="checkbox"/> acoustic quality permits multiple conversations to occur effectively 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all from adjoining internal space and external spaces including the external courtyard <input type="checkbox"/> adjustable height area of the workbench to address the needs of those in wheelchairs 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> space equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the spaces (see Technical Specifications) <input type="checkbox"/> phone data point 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power outlets to support kitchen equipment and to provide charging outlets at seated areas 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider security of staff belongings
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Staff retreat room	
Functional zone	Leadership, administration, staff centre, student services	
Location	Adjacent to (and readily accessible from) the staff centre/lounge	
Primary role and function		
A retreat room and rest space for staff. This room can be used for a variety of purposes (e.g., caring for and feeding babies, prayer room, rest space for someone feeling unwell).		
General functional requirement for the staff retreat room		
<ul style="list-style-type: none"> provide a quiet, private space to serve the above functions. 		
Operational factors to consider		
Schools will define their particular use of this space depending on the needs of their staff. Therefore, the space needs to be readily adaptable for the range of functions described above.		
Performance criteria for the staff retreat room		
Spatial layout and circulation	Fitout	<input type="checkbox"/> comfortable furniture for sitting and/or reclining <input type="checkbox"/> additional seating/coffee table <input type="checkbox"/> small first aid cabinet <input type="checkbox"/> facilities for handwashing and drying <input type="checkbox"/> medical waste and sharps container <input type="checkbox"/> benchtop suitable for nappy change <input type="checkbox"/> under bench bar fridge <input type="checkbox"/> carpet with small area of waterproof floor covering near sink
<input type="checkbox"/> ensure access for all <input type="checkbox"/> provide space for manoeuvring a wheelchair		
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		
Acoustics		
<input type="checkbox"/> acoustically treated to create a calm, quiet space		
Access	Microclimate	
<input type="checkbox"/> on the level to facilitate trolley entry and to provide ready access for all	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
ICT	Electrical	
	<input type="checkbox"/> wireless connectivity <input type="checkbox"/> data points	Security (refer to Technical Specifications)
	<input type="checkbox"/> power outlets <input type="checkbox"/> unlockable door	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Staff amenities	
Functional zone	Leadership, administration, staff centre, student services	
Location	Proximal to the staff lounge	
Primary role and function Staff amenities.		
General functional requirement for the staff amenities <ul style="list-style-type: none"> • provide amenities for staff including shower/s and change areas to suit long term enrolment staff numbers • readily accessible form the staff lounge • integrated area • located on an external wall with natural ventilation if possible 		
Operational factors to consider The ratio of female to male staff in Queensland secondary schools is approximately 1:6 ⁴⁸ . At peak times, such as recess and lunch, the female staff toilets are in high demand. Consideration should be given to providing individual unisex toilets and generous circulation space within and around the toilet area to prevent congestion and queues. Consideration should also be given to distributing staff toilets around the learning communities and/or staff use of all access toilets included in each learning community. Locating the staff showers within the leadership, administration and staff centre ensures a central location and provides a reason for teaching staff to frequent the staff centre.		
Performance criteria for the staff amenities		
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> provide generous circulation space in the vicinity of toilets and shower/change room <input type="checkbox"/> ensure space for manoeuvring a wheelchair 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> ventilation to external air <input type="checkbox"/> mechanical ventilation <input type="checkbox"/> hand basins with hot and cold mains water mirrors <input type="checkbox"/> soap and hand sanitiser dispensers <input type="checkbox"/> toilet paper <input type="checkbox"/> facilities hand drying <input type="checkbox"/> coat hooks <input type="checkbox"/> shower <input type="checkbox"/> change area bench <input type="checkbox"/> clothes hanging <input type="checkbox"/> towel rack <input type="checkbox"/> staff lockers 	
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> controllable natural light <input type="checkbox"/> direct line of sight provision from the general office while enabling privacy via a blind or door. 		
Acoustics <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained 		
Access <ul style="list-style-type: none"> <input type="checkbox"/> access for all 		
Electrical <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power outlets to support janitorial equipment 	Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> ensure thermal comfort – humidity control <input type="checkbox"/> ensure odour mitigation 	
ICT <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 	Security (refer to Technical Specifications) <ul style="list-style-type: none"> <input type="checkbox"/> internally lockable doors 	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

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Functional unit	Staff resource, utilities and reprographics area
Functional zone	Leadership, administration, staff centre, student services
Location	Easily accessible from the general office and staff lounge
<p>Primary role and function</p> <p>The staff resource, utilities and reprographics area is used by teachers and office staff to print materials, collate information packs, prepare communication and learning resources including laminating posters, documents and teaching aids. Small print stations will also be distributed around the learning spaces and resource centre.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • centralised storage of stationery and printer/photocopier consumables • paper recycling • safe disposal of electronic equipment and batteries 	
<p>General functional requirement for the staff resource, utilities and reprographics area</p> <ul style="list-style-type: none"> • efficient use of space for unobstructed circulation and access to photocopiers (MFD), storage, photocopier, laminators, work benches, recycling bins • provide extensive, accessible storage (both under and over), bench tops for various stationery items, different paper and cardboard size 	
<p>Operational factors to consider</p> <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 chemical emissions and production sound intruding into surrounding spaces.</p>	

Performance criteria for the staff resource, utilities and reprographics area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> layout and room shape designed to facilitate several people involved in printing and production activity, accessing storage 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> multi-functional printer/s, copier, scanner, fax with co-located ceiling exhaust extraction system <input type="checkbox"/> shredder, laminator, binder, guillotine <input type="checkbox"/> paper recycling wheelie bin <input type="checkbox"/> storage for used cartridges <input type="checkbox"/> safe disposal container/s for batteries and electronic equipment <input type="checkbox"/> an extended, deep horizontal workspace suitable for the production, layout, cutting, laminating and binding of printed materials <input type="checkbox"/> an adjustable height work surface with open space below <input type="checkbox"/> a large noticeboard/display board behind the multifunction printer and over bench tops <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 cabinet for supplies of special items <input type="checkbox"/> key safe <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> contain sound emanating from inside 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all from adjoining internal space and external spaces including the external courtyard <input type="checkbox"/> wheelchair accessible workspace 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data points to service equipment 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> exhaust fan for fumes from equipment <input type="checkbox"/> ensure thermal comfort given heat generated by electrical equipment 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power outlets to support reprographic equipment 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> locked storage area for special items and bulk stationery
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

7.3.2 Resource centre

Overview

The resource centre is the learning ‘heart’ of the school. Ideally it showcases learning to the community as well as students and parents. Resource centres/libraries primarily support access to information and learning resources and the sharing, creation and communication of knowledge. As technology has changed the way we access, share, create and communicate information and knowledge, so too it has changed the specific functionalities of libraries – they have become interactive learning centres. A resource centre/library in a contemporary school is not the traditional ‘book repository’ of bygone times. It is more akin to the ‘living room’ of a house — a whole-school use space where learners of all ages gather to create and share their own knowledge, work on team projects, engage in extended learning events and seek advice on careers and pathway planning.

The library/interactive learning resource centre retains many of the functions of a traditional library and is used for researching, reading, board and computer games, meetings, seminars and for accessing, and learning to use, a variety of text and media resources that assist learning.

The resource centre is required to serve a number of functions. While some functions require purposefully designed settings other functions can take place in an adaptable, multi-purpose space. The Functional Units that make up this zone should be provided within one building.

Functional zone	Resource centre	
Location	Central to the whole school; ideally visually connected to the school entry	
Functional units		Entry foyer
		Processing and display area
		Main library area including resource collection and catalogue
		Outdoor learning courtyard
		Seminar room
		Multimedia Room (video, audio recording, virtual conferencing)
		Careers and pathway planning
		Librarian/Resource Manager’s office
		Library/resource workroom
		Storage
		IT Help Desk and technician’s workshop
	Amenities: Accessible toilet, student unisex toilets	
Operational factors to consider Resource centres are often used as a social, recreational and/or retreat space during school recess and lunch breaks. Complete line of sight visibility for passive supervision is required to all points of the library. Creating different zones within the main Resource Centre area helps to support collaborative and quiet reflective activities happening simultaneously. Resource centres can be used for out-of-school-hours school events as well as community use. Community members might wish to access the multimedia area and VC equipment, hold meetings, conduct continuing education sessions, or simply use the resources. Areas of the resource centre that can be accessed and used by the community, without school personnel present, need to be accessible while still maintaining security to the main areas of the school.		

Functional unit	Foyer, display and processing area	
Functional zone	Resource centre	
Location	At the entry point to the resource centre	
Primary role and function		
The combined foyer, display and processing area introduces students to the resource centre. Through engaging book displays, announcing new arrivals of books, games, AV resources and providing a gallery for the display of student artwork it announces the possibilities available in the resource centre.		
Secondary functions		
<ul style="list-style-type: none"> • access help with using the resource centre • processing borrowing and returns • directory and wayfinding • temporary storage of student bags and belongings 		
General functional requirement for the foyer, display and processing area		
<ul style="list-style-type: none"> • be accessible to the general public without adversely affecting the security of the school • gallery 		
Operational factors to consider		
At times large groups of students can be exiting and entering simultaneously. A generous circulation path is required.		
Performance criteria for the foyer, display and processing area		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> enable ease of circulation around the help desk/service area <input type="checkbox"/> provide space for uninterrupted viewing of gallery displays	<input type="checkbox"/> open storage wall and hooks for student bags and belongings <input type="checkbox"/> Help desk/service counter that can be accessed readily by all potential users, including those using wheelchairs and mobility devices, without obstructing circulation <input type="checkbox"/> display cabinet, display shelves, tables and noticeboards <input type="checkbox"/> self-check station for borrowing and returning items	
Visual connectivity and wayfinding	Acoustics	
<input type="checkbox"/> Help/Service Desk readily visible from entry <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> targeted lighting for gallery and resource displays <input type="checkbox"/> provide clear wayfinding for the amenities	<input checked="" type="checkbox"/> not applicable	
Access	Microclimate	
<input type="checkbox"/> access for all from adjoining internal space/s <input type="checkbox"/> access for all through the main entry	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
ICT	Electrical	
<input type="checkbox"/> AV screen in foyer area to display information <input type="checkbox"/> wireless access	<input type="checkbox"/> provide distributed power/data outlets for gallery area and service desk	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Resource centre main area
Functional zone	Resource centre
Location	Centre of the resource centre
<p>Primary role and function Adaptable, multi-purpose space for accessing and using resources individually, in small groups and in large groups.</p>	
<p>General functional requirements for the resource centre main area</p> <ul style="list-style-type: none"> • staff meetings • professional learning • community meetings and information sessions 	
<p>General functional requirements for the resource centre main area The following array learning settings are required:</p> <ul style="list-style-type: none"> • presentation and explicit teaching setting/s for use by small, medium, large and very large groups of students, staff and community • 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 <p>While being a relatively open space, the layout of the main area is required to:</p> <ul style="list-style-type: none"> • 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 above • 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. 	
<p>Opportunities Depending on the site layout, there might be an opportunity to create an interface, via an operable wall, between the staff lounge and the main area of the resource centre (or alternatively the multimedia seminar room) creating the possibility of creating a larger space for events.</p>	
<p>Operational factors to consider The main resource centre area can be occupied by different groups of students simultaneously with some working individually or in small groups while another group is gathered as a larger group. Circulation, access to resources and acoustic implications need to be considered. The resource centre can be used extensively at recess and lunchtime as a social recreation space for quiet reading, board and computer games, relaxation and retreat. At some schools, teacher librarians set up lunchtime activities (e.g., games, puzzles). Schools might also use the resource centre for student clubs (e.g., chess, science, art, debating, tech and book club). Settings will require frequent rearrangement by students and staff depending on the activity and group size. The adaptability built into the design of the main area of the resource centre must be agile with loose furniture items able to be moved by small children without assistance.</p>	

Performance criteria for the resource centre main area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> enable ease of movement between zones and learning settings <input type="checkbox"/> provide adequate viewing space at catalogues and shelves of resources without interrupting through circulation- consider 'all access' circulation 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> presentation and explicit teaching setting/s for use by small, medium, large and very large groups of students, staff and community <input type="checkbox"/> quiet, comfortable settings for reading—individual, small groups, a reading circle or dialogue group <input type="checkbox"/> reflective settings for thinking, reading and research <input type="checkbox"/> settings for small collaborative groups around tables <input type="checkbox"/> settings for pairs, small groups collaborating around an AV display, and <input type="checkbox"/> display and storage areas for the collection of resources — books, digital media, charts, games, student projects, wall displays etc. <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface appropriate to the function of each space <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight supervision from the staff work area and help/service desk to all areas of the main space <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> items on shelves must be clearly visible 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide for wheelchair access to viewing of displays and resources <input type="checkbox"/> access for all through the whole space 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> hearing augmentation for the larger presentation and gathering area required (see Technical Specifications) 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> mobile interactive AV display/s for use in various settings – size appropriate to the size of the setting (see Technical Specifications) <input type="checkbox"/> fixed data projection for projection to very large groups large dropdown screen or large wall with surface suitable for projection
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings within the main area 	
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide access for the community while maintaining security to the main areas of the school. 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Resource manager's office and staff workroom
Functional zone	Resource centre
Location	Central position with direct access from entry foyer
<p>Primary role and function</p> <p>The resource manager's office provides a private workspace for the manager of the centre.</p> <p>The staff workroom is a space to support administration related to library resources. This area is suitable for secure storage of resources such as mobile AV equipment and resources and other precious items.</p>	
<p>General functional requirements for the resource manager's office and staff workroom</p> <ul style="list-style-type: none"> • located to provide a 180° view to all areas of the resource centre • support for handling large volumes of resources • abundant storage 	
<p>Operational factors to consider</p> <p>The task of supervising the resource centre can be demanding given the potential number of users and the variety of activities and settings provided.</p> <p>Many schools involve parent help in the library, so it is possible for two or more people to be working in the staff workroom and space needs to be allocated accordingly.</p>	
<p>Opportunities</p> <p>Depending on the layout of the main area it might be possible to incorporate siting of the library/resource workroom to integrate with the help/service desk and borrowings and returns checkpoint.</p>	

Performance criteria for the resource manager's office and staff workroom	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space to enable ready circulation within the work area from storage to work bench when more than one person is using the area <input type="checkbox"/> ensure ease of access to all shelving and storage 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> desk or individual workstation in workroom to be shared between resource centre staff with height adjustable, swivel office chair <input type="checkbox"/> desk in resource manager's office with height adjustable, swivel office chair <input type="checkbox"/> a small meeting setting to seat resource centre staff comfortably around a coffee table or equivalent <input type="checkbox"/> large, deep workbench, with storage under, for processing resources and collections of resources <input type="checkbox"/> secure storage for AV equipment <input type="checkbox"/> full height lockable storage cupboard with adjustable shelving <input type="checkbox"/> adjustable open shelving to suit a range of resources and sizes <input type="checkbox"/> hanging file — A2 size <input type="checkbox"/> noticeboard <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> a degree of visibility into and out of the workroom from outside while maintaining the capacity for privacy and security <input type="checkbox"/> bright lighting to work area 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data service workstation/desk <input type="checkbox"/> phone data point 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> data/power outlets at workstation <input type="checkbox"/> charging station for mobile devices available for use in the resource centre
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> readily accessible to Resource Centre users 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> lockable doors for office and workroom
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Multimedia/seminar room
Functional zone	Resource centre
Location	Connected to the main area of the resource centre
<p>Primary role and function The multimedia/seminar room is a large, acoustically isolated multi-purpose space that can be used for a variety of functions.</p>	
<p>General functional requirement for the multimedia/seminar room</p> <ul style="list-style-type: none"> • accommodate up to 30 people sitting at tables, ~50 sitting in chairs • be adaptable as required for the functions listed below <ul style="list-style-type: none"> – AV and live presentations to up to 50 – creation of multimedia products (e.g., movies, presentations) – explicit teaching to a large group – a number of small collaborative groups working on the one project – by school staff and visitors for meetings and professional learning – P&C 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 area • equipped with AV equipment and large screen 	
<p>Operational factors to consider Given that the room could be used by parents and community members, it is important that it be readily accessible from the front entry to the school. The resource centre can be very busy on all days at lunchtime and especially on wet days. The ability to quickly set up a range of games and other activities in this space would have the advantage of locating many students in one location facilitating effective supervision.</p>	

Performance criteria for the multimedia/seminar room	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide ample space for movement around tables if set for collaboration, between rows of seats set in theatre style <input type="checkbox"/> a wide (as opposed to long and narrow) rectangular room is preferable for viewing and listening 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> flip tables for easy stacking when not required <input type="checkbox"/> stackable chairs <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface <input type="checkbox"/> storage for stackable chairs and flip tables <input type="checkbox"/> green screen or wall for filming <input type="checkbox"/> wall clock <input type="checkbox"/> secure storage for all AV and other equipment that could be required in the room to serve its different functions
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> a degree of visibility into the room from the adjoining area of the resource centre <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> capacity for darkening the space for AV viewing 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> ready access for all to the room and movement around the room 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> power outlets/data outlets for AV equipment <input type="checkbox"/> distribute power outlets around the room for mobile device charging
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data to service AV and VC equipment — consider outlets on the longer and short walls to provide maximum versatility for presentation areas <input type="checkbox"/> equipped for multi-media presentations - interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications) <input type="checkbox"/> phone data point 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> out of school hours access without compromising the security of the main area of the school.
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	AV annex	
Functional zone	Resource centre	
Location	Connected to the main area of the resource centre	
Primary role and function		
Control room for AV recording and AV editing.		
General functional requirement for the AV annex		
<ul style="list-style-type: none"> • accommodate up to 4 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 for the AV annex		
Spatial layout and circulation	<input type="checkbox"/> provide ample space for 4 people moving between storage and workbench	Fitout
Visual connectivity and wayfinding		<input type="checkbox"/> workbench under viewing window <input type="checkbox"/> storage for all AV accessories required in the multimedia/seminar room including lighting equipment
Acoustics	<input type="checkbox"/> viewing window to the multimedia/seminar room <input type="checkbox"/> capacity for darkening the space	Access
ICT	<input type="checkbox"/> effective suppression of noise to and from the room <input type="checkbox"/> acoustically treated for sound recording from adjacent room	<input type="checkbox"/> door access from circulation space adjacent to the Annex <input type="checkbox"/> ready access for all to the room and movement around the room <input type="checkbox"/> height adjustable workbench for wheelchair access
Electrical	<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> power/data to workbench to service equipment	Microclimate
	<input type="checkbox"/> power outlets/data outlets for AV equipment	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> consider separate climate control
		Security (refer to Technical Specifications)
		<input type="checkbox"/> lockable full height storage with adjustable shelving
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	ICT helpdesk and workshop	
Functional zone	Resource centre	
Location	Connected to the main area of the resource centre	
Primary role and function		
Provide a physical helpdesk (as opposed to virtual or online) and workshop area for servicing, repair and storage of ICT equipment, equipment manuals and cases. And equipment parts and accessories.		
General functional requirement for the ICT helpdesk and workshop		
<ul style="list-style-type: none"> • service counter • workbench with space to support two Technicians working on IT equipment • storage • docking for multi-device charging cart 		
Performance criteria for the ICT helpdesk and workshop		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> provide ample space for movement between workbench and storage and accessing stored items <input type="checkbox"/> space a docking for multi-device charging cart	<input type="checkbox"/> deep service counter to hold range of sizes of digital equipment <input type="checkbox"/> deep workbench to hold tools and several pieces of equipment <input type="checkbox"/> stool <input type="checkbox"/> open shelf storage above work bench <input type="checkbox"/> storage below workbench <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a <input type="checkbox"/> writeable surface <input type="checkbox"/> full height lockable storage with adjustable shelving <input type="checkbox"/> full height open, adjustable shelving bay	
Visual connectivity and wayfinding		
<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		
Acoustics		
<input checked="" type="checkbox"/> not applicable		
Access		
<input type="checkbox"/> wheelchair access to a section of the service counter		
ICT	Microclimate	
<input type="checkbox"/> wireless connectivity <input type="checkbox"/> power/data to workbench and counter <input type="checkbox"/> phone data point	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> ventilation to external space — ceiling exhaust extraction or equivalent	
Electrical	Security (refer to Technical Specifications)	
<input type="checkbox"/> power outlets/data outlets at workbench and to service counter <input type="checkbox"/> docking station for mobile	<input type="checkbox"/> lockable room, lockable storage	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

7.3.3 Learning communities

Note: It is critical to have a strong understanding of [Section 7.1.2](#), contemporary learning and teaching in Secondary Schools and addressing curriculum requirements, before considering a suitable design for Learning Community buildings along with specialist facilities.

Occupancy by many different learners and teachers

In secondary schools, the Learning Community buildings are occupied by students for approximately 55–60% of school day. They spend the remaining 40–45% of their time in specialist spaces or the resource centre. In contrast to primary school Learning Community buildings which are generally occupied by the same group of students for most of the day, secondary school Learning Community Buildings are occupied by many different groups of students and teachers throughout the day. While needing to move around to different learning spaces, students need a physical home base. These physical home bases are distributed throughout the Learning Community buildings and the specialist buildings.

The move towards a greater emphasis on ‘head, heart and hand’ learning and project based learning approaches in all learning areas

It is in the design of the general learning environments where the difference between industrial era learning and contemporary, 21st century learning is most obvious. As outlined in [Section 7.1.2](#), contemporary learning environments are designed to support and enable:

- a sense of belonging and community
- collaboration between students
- collaboration between professionals for designing, planning and teaching
- personalised learning, which requires flexible, responsive grouping of students — one-to-one, one teacher working with small groups, students working without direct teacher involvement, individual work
- 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 subjects
- seamless access to settings that support the type of activity (e.g., workshop space for hands on, practical investigations and creating/making)
- seamless access to rich resources (digital, information, equipment and materials) and
- learning anytime, anywhere and with anyone.

The industrial era secondary school design of ‘single cell’ classrooms connected by corridors with added space for collaboration does NOT provide the functionality to support and enable contemporary learning and teaching.

The concept of 'Learning Community' in a secondary school

In secondary schools, the concept 'Learning Community' refers to an organisational grouping of learners and teachers (for example a sub-school or a house in a 'schools within school' arrangement). The Learning Community (the people) is generally attached to a particular building which is their home building where they gather as a community.

Home bases

Distributed through the Learning Community buildings are home bases for a smaller group of learners with their teacher. Ideally, the home base signifies a personal place/space for students where they locate their belongings in lockers, relate to a teacher with primary responsibility for their learning progress and wellbeing, and where they connect with the group of other learners in their home base group. Home bases do **NOT** have to be rooms.

A Learning Community building is made up of purposeful learning settings specifically designed to support a range of learning activities. While some learning activities require purposefully designed settings (e.g., a workshop space) other activities such as small, targeted teaching groups, collaborative work in small groups and individual work can take place in an adaptable, multi-purpose space that is composed of a number of learning settings designed to support different activities.

Size of Learning Communities and Learning Community buildings

The size of the Learning Community building will depend on the enrolment number for the school. How a school distributes numbers of student and staff to Learning Communities will depend on the needs of learners in the school context.

Generally, for secondary schools, Learning Community's range in size from 250–300 students. Given that students only learn for at most 60% of their time in general learning community buildings, the size of the actual building is designed to accommodate 150–180 students engaged in learning at any one time. The area allocated to learning spaces and settings (not including staff work area or staff or student toilets) is approximately 4 m² per student with allowance for 90% occupancy. This gives a total area of 800 m² to be devoted to a range of learning spaces and settings for 180 students.

The challenge is to create a fundamental design in which many of the learning settings can be used in multiple ways. The Functional Units that are the basic building blocks for a Learning Community should be provided within one building, albeit they might be spread across two floors.

Functional zone	Learning community buildings	
Location	Arranged around the school centre/school heart with direct access to the school centre/school heart	
Accommodating	<ul style="list-style-type: none"> • a Learning Community of up to 300 students and their home group teachers for home base and community gatherings • ~180 students at any one time engaged in learning activities • staff workspace for up to 20 teachers 	
Functional units		Home base gathering areas: Space for personal belongings, lockers — number depends on size of the Learning Community building and the number of students per home base groups (school specific brief).
	1	Community presentations and performances: 1 per Learning Community building (large enough to accommodate the whole Learning Community seated in a combination of seating modes), tiered seating, movable chairs and on the floor. Note: This space could be created by opening up a presentation space designed to accommodate ~50 student groups and including adjacent learning settings to create the area required to accommodate the whole community. It should not be designed as one 'large room' but rather can be 'made' as needed by re-arranging and connecting a number of adjoining settings
	2	Enclosed learning spaces to accommodate up to 60 students, space capable of being divided by an operable wall. Ability to open up to adjoining open adaptable space. Used for large and very large group AV presentations, explicit teaching of a large group, examinations.
	2	Open, adaptable, multi-purpose spaces: Explicit teaching and presentation settings, demonstrations, collaborative group work areas that can be zoned and set up to suit the learning and teaching needs of the community at any one time.
	6	Quiet reflective settings: To accommodate a range of modes of operating individual, small group sizes for reading, individual learning/research, consolidating learning.
	4	Small to medium group: Collaborative spaces, targeted teaching, dialogue
	2	Workshop spaces — interdisciplinary and project workshop spaces: Investigation activities, application, construction, project space, practical activity space readily accessible at point of need.
	1	Multimedia room: Video, audio recording, VC capable, AV presentations, doubles as a seminar space or explicit teaching to a medium sized group
	4	Meeting/conferencing room: Small group teaching, rehearsal, virtual conferencing rehearsal
		Lockers: Distributed and integrated into spaces as dividers to create zones
		Display areas: Cabinets, noticeboards, AV interactive displays (fixed and mobile), planning walls, writeable walls (distributed around Learning Community on available wall space)
		Storage: Central and distributed for resources and equipment
		Staff work area
		Integrated external learning settings (see Section 7.3.8)
		Amenities: Accessible toilet, student unisex toilets
	Janitorial: Cleaner's store	

Functional unit	Home base areas	
Functional zone	Learning community building	
Location	Distributed throughout the learning community	
Primary role and function		
<p>In the 'single-cell' model, a classroom defined a 'home base'. In a learning community model, students still have a home base, but it is not defined by a classroom. Students still require:</p> <ul style="list-style-type: none"> • a place for their belongings • a location with which they identify • a place to gather with their 'family' of students and the teacher immediately responsible for their learning and wellbeing. <p>Rather than being a fixed 'classroom', 'home bases' can be created by careful placement of lockers/cubicle arrays for student belongings and mobile resource storage for zoning and demarcation of different learning spaces.</p>		
General functional requirement for the home base areas		
<input type="checkbox"/> information giving <input type="checkbox"/> social interaction <input type="checkbox"/> cubicle arrays for student belongings <input type="checkbox"/> readily accessible <input type="checkbox"/> adaptable furniture arrangements		
Operational factors to consider		
Students need to access their home bases at the beginning and end of the day. All students are likely to be moving to and from home bases at the same time. Attention needs to be paid to ease of circulation.		
Performance criteria for the home base areas		
Spatial layout and circulation	<input type="checkbox"/> spatial arrangement of loose and fixed furniture adaptable – circular for dialogue, semicircular rows for information presentation <input type="checkbox"/> lockers readily accessible and distributed to prevent overcrowding	Fitout - adaptable <input type="checkbox"/> fit out to enable rapid rearrangement to suit the nature of the range of activities - presentation, dialogue, social interaction <input type="checkbox"/> a mix of soft furnishings, movable chairs <input type="checkbox"/> lockers to accommodate the students' personal belongings — number dependent on size of group
Visual connectivity and wayfinding		
Acoustics	<input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas	Access <input type="checkbox"/> access for all through the whole space and to lockers
ICT		Microclimate <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
	<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> AV display — size appropriate to the size of the space (see Technical Specifications)	Electrical <input type="checkbox"/> provide distributed power/data outlets to activate AV display <input type="checkbox"/> mobile device charging station
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Community gathering space, presentation space	
Functional zone	Learning community building	
Location	Central to the learning community building	
Primary role and function		
A place for the Learning Community to gather as a whole group, a presentation and performance space for a range of group sizes. It is likely to be used for both student and parent information sessions.		
General functional requirement for the community gathering space, presentation space		
<ul style="list-style-type: none"> • information giving • social interaction • community building • individual and small group performance • centrally located in the Learning Community building • a degree of adaptability in furniture arrangements and additional soft furnishings to accommodate different size gatherings — 20, 30, 50, 180. 		
Operational factors to consider		
The whole community will gather less often than smaller groups within the community. The fixed furniture (e.g., tiered seating) should be designed to accommodate up to 30–40 students. With supplementary loose furniture and soft furnishings, the setting can be arranged to accommodate up to 180.		
This setting will not be in high demand for gatherings and performances at all times of the day. At other times it will be used by individuals for relaxing and reading.		
Given its limited but important use, it is desirable to design in as many functions as possible 'social stairs' if in a multi-storey building; storage; desk/table space at end of one row of seating etc.		
Performance criteria for the community gathering space, presentation space		
Spatial layout and circulation	<input type="checkbox"/> ready access to all areas of tiered seating — consider shallower stepped walkway in the centre and at edges <input type="checkbox"/> tiered seating preferably located along a wall on the edge of an open space with adjacent enclosed spaces to provide maximum adaptability	Fitout - adaptable
		<input type="checkbox"/> fit out to readily adapt to size of group gathering <input type="checkbox"/> a mix of soft furnishings, movable chairs
Visual connectivity and wayfinding	<input type="checkbox"/> controllable lighting <input type="checkbox"/> clear line of sight from gathering area to location of presenter	Access
		<input type="checkbox"/> access for all to ensure an integral part of the group
Acoustics	<input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas	Microclimate
		<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare
Electrical	<input type="checkbox"/> provide distributed power/data outlets to activate AV display/s	ICT
		<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> AV display — large size appropriate to the maximum size of the audience — pull down screen desirable; mobile AV display for small group presentations (see Technical Specifications and Industry Guidelines)
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Enclosed learning space	
Functional zone	Learning community building	
Location	Distribute in learning community building	
Primary role and function		
<p>Akin to an old arrangement with an operable wall between two standard-sized 'classrooms', this space has a number of functions:</p> <ul style="list-style-type: none"> • explicit teaching of groups of 25–30 • teaching of languages • presentations to groups of up to 60 • quiet space for examinations, individual study, small group work. <p>The space both works to keep sound in and prevent disturbance of adjacent space or to keep sound out if noisy activities are being undertaken in the adjacent open collaborative space.</p>		
General functional requirement for the large enclosed learning space		
<ul style="list-style-type: none"> • teaching wall/s • tables and seats for up to 60 • adjacent to and ready access to an adjacent open collaborative space via sliding doors 		
Operational factors to consider		
<p>At times this space will be used by two groups that require acoustic separation. The operable wall/sliding wall serves this need. At times it will be used as a space where students gather at the beginning of an activity, or during the activity, and then spread out to work in other learning settings. To facilitate this, large, central closing sliding doors are required to provide seamless flow between the spaces.</p>		
Performance criteria for the large enclosed learning space		
Spatial layout and circulation	<p>Fitout - adaptable</p> <ul style="list-style-type: none"> <input type="checkbox"/> adjustable height tables — seated to standing height, wheelchair accessible <input type="checkbox"/> writeable walls <input type="checkbox"/> side bench under windows with some areas accessible for work while seated <input type="checkbox"/> storage: full height lockable storage area, storage under sections of side bench <input type="checkbox"/> teaching wall/s with AV capability <input type="checkbox"/> stacking chairs <input type="checkbox"/> stools to suit high tables 	
<ul style="list-style-type: none"> <input type="checkbox"/> ready access to and from an adjacent open space <input type="checkbox"/> sufficient circulation space to enable those with mobility devices to navigate readily 		
Visual connectivity and wayfinding		
<ul style="list-style-type: none"> <input type="checkbox"/> controllable lighting <input type="checkbox"/> clear line of sight from teaching wall/s to every location in the room 		
Acoustics		
<ul style="list-style-type: none"> <input type="checkbox"/> effective suppression of noise intrusion to and from adjoining areas 		
Access	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate AV displays <input type="checkbox"/> distributed power/data outlets around the perimeter of the room/side bench 	
<ul style="list-style-type: none"> <input type="checkbox"/> access for all to ensure each person feels they are an integral part of the group 		
ICT	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> AV display (large size appropriate to the maximum size of the audience) consider dual screens with independent display control, for visibility of screens throughout the whole space (see Technical Specifications and Industry Guidelines) 		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Open adaptable multi-purpose spaces – collaborative zone
Functional zone	Learning community building
Location	Distributed through the learning community building
Primary role and function	
Adaptable, multi-purpose space primarily involved in supporting collaboration in small groups as either small groups within a larger group or as independent small groups. Collaboration can be around tables, seated in a dialogue circle and/or around AV/computer screens.	
Secondary functions	
<ul style="list-style-type: none"> • circulation through the learning community building 	
General functional requirement for the open adaptable multi-purpose spaces — collaborative zone	
The following array of learning activities need to be supported in the space:	
<ul style="list-style-type: none"> • structured and free-form interaction and collaboration • demonstration, presentation and explicit teaching • practical activities with dry materials • display of learning resources and student work • be activated with loose and fixed furniture to support the functions listed above • storage of equipment 	
Operational factors to consider	
This space can be used by one large group with smaller collaborative groups or it can be used by several different medium and small groups. Zoning of the space with clusters fixed and loose furniture that support collaboration both facilitate circulation around the clusters in addition to providing a natural separation of groups to minimise sound disturbance between the groups.	

Performance criteria for the open adaptable multi-purpose spaces — collaborative zone	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> spacious, flexible layout to provide adaptability for different activities and different sized groups <input type="checkbox"/> ability to create open floor space for movement, performances and working with large displays on the floor 	<p>Fitout — internal</p> <p>Fit out to enable rapid rearrangement to suit the nature of the range of activities for small or large groups — total number at any one time up to 40–45</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration, presentation and explicit teaching to small, medium, and large and very large groups of students, staff and community <input type="checkbox"/> moveable, height adjustable tables — from standing height to wheelchair access <input type="checkbox"/> chairs/stools matched to table heights <input type="checkbox"/> settings for small collaborative groups around tables <input type="checkbox"/> settings for pairs, small groups collaborating around an AV display <input type="checkbox"/> storage units for stationery, equipment <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surfaces <input type="checkbox"/> sliding doors between open space and adjacent enclosed spaces <input type="checkbox"/> wall clock <p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> mobile interactive AV display — size appropriate to the size of the room (see Technical Specifications)
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight visibility throughout the space and to and from adjacent spaces <input type="checkbox"/> well-lit throughout 	
<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>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> height adjustable work benches/tables <input type="checkbox"/> access for all through the whole space <input type="checkbox"/> ease of navigation for those with mobility devices 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the space and mobile AV displays <input type="checkbox"/> rule of thumb — one data power outlet/90 m² floor space 	
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage <input type="checkbox"/> secure doors 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Open adaptable multi-purpose spaces — quiet reflective zones	
Functional zone	Learning community building	
Location	Distributed through the learning community building	
Primary role and function		
The open adaptable multi-purpose spaces are required to include a variety of settings to support a number of different activities.		
Secondary functions		
<ul style="list-style-type: none"> • circulation through the learning community building 		
General functional requirement for the open adaptable multi-purpose spaces — quiet reflective zones		
These settings need to be activated by providing the furniture and environment that invite learners to use the settings as intended. For example, café style booths invite a small group to collaborate and provide a conducive atmosphere; the careful placement of lockers can create a small inviting collaborative space; a table in front of an AV screen on the wall invites collaborative work on the screen.		
Operational factors to consider		
Given that these settings are designed for targeted teaching or quiet reflective activities, placement of these settings distant from spaces that are likely to be very active and noisy is required.		
Performance criteria for the open adaptable multi-purpose spaces — quiet reflective zones		
Spatial layout and circulation	Fitout - internal	
<input type="checkbox"/> distance between settings to promote privacy <input type="checkbox"/> can be used to break up a 'corridor' effect with circulation paths winding around the small reflective spaces	<input type="checkbox"/> fit out to indicate and invite small group use <input type="checkbox"/> moveable, height adjustable tables — from standing height to wheelchair access <input type="checkbox"/> chairs/stools matched to table heights <input type="checkbox"/> provide some settings with soft furnishings to promote conversation <input type="checkbox"/> settings for small collaborative groups around tables <input type="checkbox"/> settings for pairs, small groups collaborating around an AV display <input type="checkbox"/> use storage units to frame settings (e.g., locker banks)	
Visual connectivity and wayfinding	Microclimate	
<input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight visibility to and from adjacent spaces	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare	
Acoustics	Electrical	
<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"/> provide distributed power/data outlets to activate the space and mobile AV displays	
Access	Security (refer to Technical Specifications)	
<input type="checkbox"/> height adjustable work benches/tables <input type="checkbox"/> access for all <input type="checkbox"/> ease of navigation for those with mobility devices	<input type="checkbox"/> secure storage <input type="checkbox"/> secure doors	
ICT		
<input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Multi-purpose workshop spaces with connected outdoor learning space
Functional zone	Multi-purpose project spaces
Location	Distributed through the learning community building
<p>Primary role and function Adaptable, multi-purpose space primarily involved in supporting active project based learning in a range of areas.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • support specialists in residence 	
<p>General functional requirement for the multi-purpose workshop spaces with connected outdoor learning space The following array of learning activities need to be supported in the space:</p> <ul style="list-style-type: none"> • demonstration, presentation and explicit teaching • structured and free-form interaction and collaboration • investigative activities with general science equipment and materials • construction, modelling and simulation with digital technologies • germinating seeds, growing seedlings • processing garden products and food preparation • display of learning resources and student work • be activated with loose and fixed furniture to support the functions listed above 	
<p>Operational factors to consider Given the need for this space to be accessed as needed, potentially by two or more teaching groups, it needs to be able to accommodate up to 30 students at a time.</p>	
<p>Opportunities 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 especially in Year 7-10. Students and teachers need to be able to access these spaces spontaneously at the point of need. It is not feasible to travel from the Learning Community building to the Design, Art, Technology, Science facilities even if they were available.</p>	

Performance criteria for the multi-purpose workshop spaces with connected outdoor learning space	
<p>Spatial layout and circulation</p> <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 	<p>Fitout — internal</p> <p>Fit out to enable rapid rearrangement to suit the nature of the range of activities settings listed on previous page:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstration, presentation and explicit teaching to small, medium, and large groups of students, <input type="checkbox"/> moveable, height adjustable tables (from standing height to wheelchair access) and benches <input type="checkbox"/> stools matched to bench heights <input type="checkbox"/> perimeter wall benches with mobile storage units stored under <input type="checkbox"/> display areas — noticeboard, whiteboard and/or a writeable surface <input type="checkbox"/> resilient, durable, non-slip cleanable flooring <input type="checkbox"/> readily accessible, walk in storage area with full adjustable shelving plus <input type="checkbox"/> trough <input type="checkbox"/> inside — sink and bench arrangement <input type="checkbox"/> adjustable height sink and bench space beside <input type="checkbox"/> sliding doors and window between internal and external workshop areas <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> controllable lighting <input type="checkbox"/> line of sight visibility throughout the workshop and to external learning environments <input type="checkbox"/> effective lighting over workbench for precision work 	
<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 projects, hard flooring and potentially noisy equipment such as 3D printer 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> height adjustable work benches <input type="checkbox"/> access for all through the whole space 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> enable users to connect laptop devices to an AV screen for collaborative work — wireless and hardwired connectivity <input type="checkbox"/> mobile interactive AV display — size appropriate to the size of the room (see Technical Specifications) 	<p>Fitout — external</p> <ul style="list-style-type: none"> <input type="checkbox"/> fixed benches with stools that can be stored inside <input type="checkbox"/> benchtops that can withstand the impact of light construction activities <input type="checkbox"/> outside sink/wet area and wall bench of generous depth to hold seed boxes, plants etc.
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> adequate ventilation for the equipment and materials in use — glues, fiberglass etc <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces to work benches <p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage <input type="checkbox"/> secure doors
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Multimedia/seminar room	
Functional zone	Learning community building	
Location	Centrally located	
Primary role and function		
The multimedia/seminar room in the Learning Community building is a medium sized, acoustically contained multi-purpose space that can be used for multimedia production, multimedia viewing, virtual conferencing or a seminar space.		
General functional requirement for the multimedia/seminar room		
<ul style="list-style-type: none"> • accommodate up to 15 people sitting • be adaptable as required for the functions listed below <ul style="list-style-type: none"> – AV and live presentations to up to 15 – creation of multimedia products (e.g., movies, presentations) – explicit teaching and/or seminar style discussion with a medium sized group – other members of the community for shared community use, and – virtual conferencing. 		
Performance criteria for the multimedia/seminar room		
Spatial layout and circulation	<input type="checkbox"/> movable furniture to enable rearrangement to suit filming or audio recording needs <input type="checkbox"/> space to enable projection of lighting onto the 'film set', presentation space	Fitout
		<input type="checkbox"/> 'green screen' or wall for filming <input type="checkbox"/> secure storage for all AV and other equipment that could be required in the room
Visual connectivity and wayfinding	<input type="checkbox"/> a degree of visibility into the room from the adjoining area <input type="checkbox"/> capacity for darkening the space for AV viewing and making	ICT
		<input type="checkbox"/> power/data to service AV and VC equipment <input type="checkbox"/> equipped for multi-media presentations — interactive AV display screen appropriate to depth of the viewing area and legible from all positions in the room <input type="checkbox"/> equipped for virtual conferencing — screen size, microphone, speakers and camera appropriate to the size of the space (see Technical Specifications)
Acoustics	<input type="checkbox"/> effective suppression of noise to and from the room <input type="checkbox"/> acoustically treated for maximum sound quality (see Technical Specifications)	Microclimate
		<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort
Electrical	<input type="checkbox"/> power outlets/data outlets for AV equipment <input type="checkbox"/> distribute power outlets around the room for mobile device charging	Access
		<input type="checkbox"/> ready access for all to the room, movement around the room and access to equipment
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Small meeting rooms	
Functional zone	Learning, administration and staff centre	
Location	Distributed throughout the learning community building with ready access from the open adaptable spaces	
Primary role and function		
The small meeting rooms serve as a quiet, private meeting space for teaching teams, teachers with small groups of students for targeted teaching, language rehearsal, role play rehearsal.		
General functional requirement for the small meeting rooms		
The small meeting rooms are required to:		
<ul style="list-style-type: none"> • be distributed throughout the Learning Community building • support any activity for which a small group needs to keep the sound in, or sounds from adjacent spaces 		
In contrast to the small and medium group, open collaborative settings distributed throughout the Learning Community building, the small meeting rooms are intentionally enclosed for activities where acoustic quality and/or privacy are of utmost importance.		
Performance criteria for the small meeting rooms		
Spatial layout and circulation	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> a small meeting setting to seat up to five or six people <input type="checkbox"/> display areas — noticeboard for posters, information resources <input type="checkbox"/> whiteboard and/or a writeable surface <input type="checkbox"/> wall clock or line of sight vision to clock in adjacent area Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> reduce glare Electrical <ul style="list-style-type: none"> <input type="checkbox"/> distributed power outlets ICT <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity 	
<input type="checkbox"/> sufficient space to circulate around people seated at a central table		
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"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> controllable lighting		
Acoustics		
<input type="checkbox"/> acoustic containment to ensure privacy (see Technical Specifications)		
Access		
<input type="checkbox"/> seamless access for all from adjoining internal space/s		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

7.3.4 Design, Arts, Technology, Science Centre

Overview

A key challenge for contemporary secondary schools is to simultaneously develop students' deep disciplinary knowledge while providing opportunities to apply this disciplinary knowledge to complex problems that require collaboration between disciplines. The emphasis on STEM education is an example of this approach but the approach is not limited to STEM. Project based learning can draw on multiple disciplines to apply them for interdisciplinary action. Integrating workshop facilities into the Learning Community buildings provides functional support for interdisciplinary projects involving the Humanities as does the integration of specialist facilities for the Arts, Technology and Science in one centre.

The Design, Art, Technology, Science centre is composed of specialist labs, workshops and studios for each of the disciplines with interconnected design studios, explicit teaching/presentation spaces and open collaborative areas.

Functional zone	Design, Arts, Technology, Science centre	
Location	Central to the whole school — connected directly to the School Heart/School centre	
Functional units		Science: Biology, Chemistry, Earth & Environmental Science, Physics, Science in Practice; Marine; Agricultural Science
		Technologies: Design and Technologies and Digital Technologies: Materials Technologies, Building and Construction, Engineering and Aerospace, Food Technology and Hospitality, Fibre and Fashion, Digital Technologies
		Design Studios
		Visual Art: 2D, 3D, Interactive Art
		Amenities: Accessible toilet/shower, toilets
		Janitorial: Cleaner's store
Operational factors to consider		
Given the requirement to integrate Design, Art, Technology and Science functional areas the layout of design areas, targeted teaching areas combined with specialist workshop spaces must consider the number of students who will require access to and egress from this area simultaneously and provide adequate circulation to accommodate peak numbers.		

Science

The specialist laboratories for Science support disciplinary learning in which students can carry out investigations in Chemistry, Physics, Biology And Earth and Environmental Science with science equipment and materials. Some secure Science laboratory spaces equipped for specific Science disciplines with a centralised accessible prep area and storage is to be provided. While ensuring that the specialised requirements of each Science discipline are met, Science laboratories must be adaptable to support more generalised experimentation and investigation that does not require highly specialised equipment. There is potential for some of the science laboratory/workshop spaces to be open spaces provided secure storage is provided for expensive equipment and equipment that requires closely supervised use.

Learning in Science requires a fluid mix of research, reflection, explicit modelling and teaching, practical investigations and experimentation, developing understanding of scientific concepts, reflection, write-up and communication of results of investigations in reports and presentations. Only up to 50% of time is actually spent engaged in practical experimentation. When a lab space and theory space are combined, as is customary in most secondary schools, specialised equipment sits idle for at least 50% of the time yet there are never sufficient labs for all Science classes to be timetabled into labs. Integrated designs that connect two theory spaces to each laboratory facilitate shared laboratory use and maximise the use of specialised science equipment while providing ease of movement between practical activities and spaces for theory, reflection, research and explicit teaching as required.

The number of Science labs allocated to a school will depend on its long term enrolment. The functional description below relates to Science labs in general and indicates some special functional features that are desirable for specialist labs.

Functional unit	Science labs with adjacent theory spaces
Functional zone	Design, Arts, Technology, Science Centre
Location	Connected to central collaborative space in the Design, Art, Technology Science Centre
Primary role and function	
Labs: Carry out practical investigations and experiments with specialised science equipment.	
Theory spaces: Explicit teaching, reflection, collaboration, write-up and communication of results of investigations in reports and presentations.	
Secondary functions	
<ul style="list-style-type: none"> theory spaces might have a secondary function as a home base science expos 	
General functional requirement for the science labs	
<ul style="list-style-type: none"> laboratory spaces each with two adjacent theory spaces that are directly connected demonstration facilities storage for equipment theory spaces equipped with AV display, demonstration bench, tables and chairs display of learning resources and student work 	
Opportunities	
Connection of Biology lab to an outdoor horticultural and/or Environmental Science area; glasshouse; aquaponics etc.	
Creation of a Science/Engineering workshop that can be adapted for use for a variety of projects — solar car, sustainability projects etc.	
To stimulate curiosity and inquiry, the Science labs can be equipped with display areas to showcase scientific equipment, illustrate scientific phenomena and introduce scientific podcasts and vodcasts.	
Operational factors to consider	
Consistent with the principle of Access and Inclusion, each laboratory space must include at least one adjustable work height benchtop with a set of fully accessible fitments and appliances;	

Performance criteria for the Science labs	
<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 while not impeding general circulation <input type="checkbox"/> provide a safe area for handling equipment 	<p>Fitout</p> <p>General functional requirements all labs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> laboratory benches to accommodate a group of four students <input type="checkbox"/> some sections of serviced bench (including a laboratory sink) must be vertically adjustable, with clear space below <input type="checkbox"/> wet areas, including sinks <input type="checkbox"/> bench space for setting up experiments that are conducted over time <input type="checkbox"/> extensive display area for visual learning aids, posters, graphics, etc. <input type="checkbox"/> distributed power outlets <input type="checkbox"/> storage cupboards — both lockable and open access <input type="checkbox"/> direct connection to a prep area incorporating a staff work area and an enclosed chemical and flammable goods store <input type="checkbox"/> cabinets for displaying equipment and science phenomena <p>Chemistry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wet areas, including sinks and high neck laboratory taps accessible at each work station <input type="checkbox"/> gas or provision of alternative heat sources <input type="checkbox"/> fume cupboard (double sided and on a wall shared with the prep area) <input type="checkbox"/> fixed workstations and services with storage under for equipment <p>Physics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> movable benches enabling teachers to develop a variety of working groups from individual to large groups and to support a range of experimental activities <input type="checkbox"/> long bench spaces to accommodate physics equipment such as a linear air track <input type="checkbox"/> distributed power outlets that are accessible from bench tops that are in a range of configurations <p>Biology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fixed workstations and services complemented by movable extension benches enabling teachers to develop a variety of working groups from individual to large groups and to support a range of experimental activities <input type="checkbox"/> seamless access to an external learning and workshop 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 lab <input type="checkbox"/> line of sight viewing to adjacent theory spaces <input type="checkbox"/> capacity to darken the space as needed for experiments <input type="checkbox"/> abundant natural light on window benches for growing plants (Biology) 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> reverberation treatment required for noise generated by activities in this area 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct or adjacent connectivity to the science prep area <input type="checkbox"/> functions and equipment are accessible to any user — sections of serviced bench (including a laboratory sink) must be vertically adjustable, with clear space below. <input type="checkbox"/> taps, power outlets for all access bench accessible from the side of bench not at the back 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings within the lab 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> AV and projection system suitable for the size of the space. (see Technical Specifications) 	
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage of expensive equipment and for safety <input type="checkbox"/> lockable doors 	<p>Adjoining theory spaces — fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> Each shared laboratory space must be adjoined by at least two theory spaces equipped with AV display, demonstration bench with sink, and tables and chairs suitable for individual, small and medium size group work
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Technologies: Design and Technologies and Digital Technologies

Functional Units required for learning in Design and Technologies include workshops and studios that support design (including computer based design), make and appraise activities with a range of materials. Potential materials and equipment include wood, metal, plastic, electronics and textiles.

Digital Technologies has a strong focus on computational thinking and thinking about how to frame problems that can be solved through computation. To support learning of computational thinking, studios and workshops for digital technology require an explicit teaching space and collaborative workstations.

Whereas learning in Science involves up to 50% of learning time in practical investigations in labs and approximately 50% in theory and write-up, learning in the technologies involves approximately 80% of learning time in workshops and approximately 20% of learning time in theory and design. One of the advantages of having an integrated Design, Art, Technologies, Science centre is that centralised design studio space can service a number of areas (Technologies, Engineering and Visual Art).

Workshops and studios required to address the Year 7–10 and Year 11–12 senior curricula include:

- Materials Technology (plastics, wood, metal construction, engineering)
- Materials Technology (textiles)
- Digital Technology and Electronics (robotics and digital systems)
- Design Studio (graphic, CAD)

The number and degree of specialisation of workshops will depend on the area entitlement for the given long term enrolment figures for the school. In smaller schools, in order to provide as broad a range of technologies as possible, it is increasingly common to provide a multi-purpose workshop with specialised bays surrounding a central workshop space.

Functional unit	Materials technology — plastics, wood, metal
Functional zone	Design, Arts, Technology, Science Centre
Location	Connected to central collaborative, design studio space in the Design, Art, Technology Science Centre
<p>Primary role and function Workshops: design, make and appraise with a range of materials. Design studio spaces: explicit teaching, design, reflection, collaboration, portfolio development, display and presentations.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • design studio spaces might have a secondary function as a home base • Technology and STEM expos 	
<p>General functional requirement for the materials technology — plastics, wood, metal</p> <ul style="list-style-type: none"> • workshop spaces adjacent and directly connected to studio spaces • storage for materials • materials preparation • design studio spaces equipped with AV display, large drawing and design benches • display of learning resources and student work 	
<p>Opportunities The central design studio has the potential to have a dual function as a gallery displaying student works. There are opportunities to develop industry partnerships and designers in residence programs with appropriate space allocated to these functions.</p>	
<p>Operational factors to consider Consistent with the principle of Access and Inclusion, each workshop space must include at least one adjustable work height benchtop with a set of fully accessible equipment. The centralised Design Studio will be occupied by students from different learning groups. Some zoning of the Design Studio will aid teacher supervision.</p>	

Performance criteria for the materials technology — plastics, wood, metal	
<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 materials while not impeding general circulation <input type="checkbox"/> provide a safe area for handling equipment 	<p>Fitout</p> <p>General functional requirements all workshops:</p> <ul style="list-style-type: none"> <input type="checkbox"/> laboratory benches configure for manual tasks with the aid of machinery and equipment, project assembly etc. <input type="checkbox"/> some sections of serviced bench must be vertically adjustable, with clear space below <input type="checkbox"/> wet areas, including sinks <input type="checkbox"/> storage space for projects in development and construction <input type="checkbox"/> extensive display area for visual learning aids, posters, graphics, AV etc. <input type="checkbox"/> distributed power outlets <input type="checkbox"/> storage cupboards, equipment and shadow boards for tools — both lockable and open access <input type="checkbox"/> direct connection to external workshop space <input type="checkbox"/> dust extraction <input type="checkbox"/> materials store and materials prep area <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 <p>General functional requirements design studio:</p> <ul style="list-style-type: none"> <input type="checkbox"/> include 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"/> include collaborative settings <input type="checkbox"/> include distributed AV displays for individual and collaborative work <input type="checkbox"/> provide distributed AV stations for research and accessing instructional resources at the point of need <input type="checkbox"/> include areas for explicit teaching in small, medium and large groups <p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage of expensive equipment and for safety <input type="checkbox"/> lockable doors
<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"/> line of sight viewing to adjacent design studio <input type="checkbox"/> well- lit workbenches 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of machine noise and multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> reverberation treatment required for noise generated by activities in this area 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> consider emissions from work with different materials and finishes 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct or adjacent connectivity to the materials preparation and store area <input type="checkbox"/> direct connection to the Design Studio <input type="checkbox"/> functions and equipment are accessible to any user — some benches must be vertically adjustable, with clear space below <input type="checkbox"/> taps, power outlets, equipment for adjustable bench accessible from the side of bench not at the back 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> AV and projection system suitable for the size of the spaces. (see Technical Specifications) 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Materials technology — textiles
Functional zone	Design, Arts, Technology, Science Centre
Location	Connected to central collaborative, design studio space in the Design, Art, Technology Science Centre
Primary role and function	
Studio: design, make and appraise with a range of fibres and textiles	
Secondary functions	
<ul style="list-style-type: none"> • potentially used as a home base 	
General functional requirement for the materials technology — textiles	
<ul style="list-style-type: none"> • design, prepare materials, make and appraise textile creations • storage for equipment and materials • wet area for dyeing • display 	
Opportunities	
The functional area for Textiles technology is best located in the Design, Art, Technologies Science centre to maximise opportunities for interdisciplinary projects (e.g., wearable art).	
Operational factors to consider	
Consistent with the principle of Access and Inclusion, each Textile Studio space must include at least one adjustable work height benchtop with a set of fully accessible manual and electrical equipment.	

Performance criteria for the materials technology — textiles	
<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>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> large flat benches for laying out and cutting of fabrics <input type="checkbox"/> one adjustable work height benchtop <input type="checkbox"/> extensive display area for visual learning aids, posters, graphics, AV, mannikins, etc. <input type="checkbox"/> distributed power outlets <input type="checkbox"/> storage cupboard/s for equipment and materials <input type="checkbox"/> wet area
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to all areas of the studio <input type="checkbox"/> line of sight viewing to adjacent design studio <input type="checkbox"/> well-lit benches 	<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct or adjacent connectivity to the materials store area <input type="checkbox"/> direct connection to the Design Studio <input type="checkbox"/> functions and equipment are accessible to any user — some benches must be vertically adjustable, with clear space below <input type="checkbox"/> equipment for adjustable bench accessible from the side of bench not at the back
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of machine noise and multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> reverberation treatment required for noise generated by activities in this area 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> AV and projection system suitable for the size of the spaces. (see Technical Specifications)
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage of expensive equipment and for safety <input type="checkbox"/> lockable doors
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Visual Art

The Learning Spaces and Settings for Visual Art are required to support learning and teaching activities in which students are involved in creating and making and exploring and responding visual art. They must support individuals, small and medium size collaborative groups to engage in design, ideas generation, skill learning and hands on interaction and exploration with art materials in order to create and make explore and respond.

Functional unit	Art Studios — 2D and 3D
Functional zone	Design, Arts, Technology, Science Centre
Location	Connected to central collaborative space in the Design, Art, Technology Science Centre
Primary role and function	
Studios: To support creative activities with 2D and 3D art equipment and materials	
General functional requirement for the art studios	
<ul style="list-style-type: none"> • studio spaces — one dry and one wet • demonstration facilities • storage for equipment and materials • AV display • display of 2D and 3D art pieces and student work 	
Opportunities	
<p>Connection to an outdoor gallery.</p> <p>Potential to use the adjacent open Design Studio for gallery space especially for interactive art that can involves robotics.</p>	
Operational factors to consider	
Consistent with the principle of Access and Inclusion, each studio space must include at least one adjustable work height benchtop, height adjustable sink with space under.	

Performance criteria for the Art Studios	
<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 <input type="checkbox"/> uncluttered workspaces 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> work areas that are appropriate for specific equipment — e.g. pottery wheel, kiln <input type="checkbox"/> enable adaptable furniture configurations <input type="checkbox"/> sufficient number and distributed access to troughs, sinks, water supply stations to avoid congestion <input type="checkbox"/> provide large, adaptable bench/work areas of varying height <input type="checkbox"/> stools appropriate for bench heights <input type="checkbox"/> extensive display area <input type="checkbox"/> distributed power outlets <input type="checkbox"/> storage cupboards — both lockable and open access <input type="checkbox"/> storage for works in progress <input type="checkbox"/> appropriate stain and water resistant, non-slip flooring
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to all areas of the studio <input type="checkbox"/> line of sight viewing to adjacent Design Studio, outdoor studio and gallery <input type="checkbox"/> abundant natural light <input type="checkbox"/> enable line of sight view to outside landscape features 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> reverberation treatment required for noise generated by activities in this area 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct or adjacent connectivity to an outdoor gallery and studio <input type="checkbox"/> direct connectivity to the central design studio <input type="checkbox"/> functions and equipment are accessible for all users — a bench must be vertically adjustable, with clear space below 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings within the lab 	<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> AV and projection system suitable for the size of the space (see Technical Specifications)
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage of expensive equipment 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Hospitality centre – Materials Technology – food
Functional zone	Design, Arts, Technology, Science Centre
Location	Ideally located adjacent or connected to the hall and/or the Performing Arts facilities not in, but adjacent to the Design, Arts, Technologies, Science centre
<p>Primary role and function Kitchens: design, make and appraise with a range of foods Dining Area: internal and external Theory/dining area: demonstrations and presentations — AV and live, explicit teaching, collaboration, displays.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • internal theory/dining area can function as café directly connected to outdoor café setting • food and refreshment preparation for school functions 	
<p>General functional requirement for the materials workshops — food and hospitality</p> <ul style="list-style-type: none"> • kitchen spaces adjacent and directly connected to a centralised theory/dining space • kitchens spaces equipped with benches, ovens, stove tops, exhaust fans, sinks, • demonstration bench, AV display • bulk storage for food • materials preparation • display of learning resources and student work 	
<p>Opportunities The functional area for Food Technology is best located with the Performing Arts, Hall and Canteen area. In serving as the learning space for Food Technology programs this space presents many opportunities for authentic learning projects e.g., student run café, catering for events and performances and for shared use (e.g., it can be used to support a before and after school/vacation care program, including provision for basic food preparation). An opportunity exists to use dining area as additional café space.</p>	
<p>Operational factors to consider Consistent with the principle of Access and Inclusion, each kitchen space must include at least one adjustable work height benchtop with a set of fully accessible manual and electrical equipment including stove, sink.</p>	

Performance criteria for the materials workshops – food and hospitality	
<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 ingredients and equipment while not impeding general circulation <input type="checkbox"/> provide a safe area for handling equipment 	<p>Fitout</p> <p>General functional requirements domestic kitchens</p> <ul style="list-style-type: none"> <input type="checkbox"/> domestic standard kitchen equipment <input type="checkbox"/> one adjustable work height benchtop with a set of fully accessible manual and electrical equipment including stove, <input type="checkbox"/> adjustable height sink with space under <input type="checkbox"/> extensive display area for visual learning aids, posters, graphics, AV etc. <input type="checkbox"/> distributed power outlets <input type="checkbox"/> storage cupboard for equipment, cutlery, crockery <p>General functional requirements hospitality centre</p> <ul style="list-style-type: none"> <input type="checkbox"/> As above but replace domestic standard kitchen equipment with commercially compliant workstations and equipment <p>General functional requirements pantry, scullery, cold room and preparation</p> <ul style="list-style-type: none"> <input type="checkbox"/> shelving for packaged foods <input type="checkbox"/> commercial refrigerators and freezers <input type="checkbox"/> preparation area <input type="checkbox"/> dishwasher <input type="checkbox"/> washing machine and dryer
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to all areas of the kitchen <input type="checkbox"/> line of sight viewing to adjacent dining/theory area <input type="checkbox"/> well-lit benches 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of machine noise and multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> reverberation treatment required for noise generated by activities in this area 	
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> consider emissions from work with different materials and finishes 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity <input type="checkbox"/> AV and projection system suitable for the size of the spaces. (see Technical Specifications) 	<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct or adjacent connectivity to the materials preparation and store area <input type="checkbox"/> direct connection to the Design Studio <input type="checkbox"/> functions and equipment are accessible to any user — some benches must be vertically adjustable, with clear space below <input type="checkbox"/> taps, power outlets, equipment for adjustable bench accessible from the side of bench not at the back
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings 	
<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure storage of expensive equipment and for safety <input type="checkbox"/> lockable doors 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

7.3.5 Health and Physical Education

Overview

The Health and Physical Education learning area provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. It focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups. In Year 11–12 subjects this learning area broadens to look at ways in which professionals support others in developing and maintaining healthy lifestyles through subjects such as Early Childhood Studies and Sport and Recreation.

Facilities required to support effective Physical Education must provide for participation in physical activity and the development of motor skills and movement competence, health-related physical fitness, learning health and fitness related theory, and sport education. The multi-purpose hall, fitness laboratory, outdoor hard courts and sports field provide functional units for a range of formalised games and sports and promote physical activity, the development of motor skills and movement competence. In addition to facilities to support active participation, learning spaces are required to support the learning of theory.

Functional zone	Sports and performing arts	
Location	Central to the whole school; ideally visually connected to the school entry	
Functional units		Multi-purpose hall
		Fitness laboratory
		General learning space for theory — explicit instruction, research, collaborative projects and dialogue
		Outdoor hard courts
		Sports fields
		Sports equipment storage — internal and external
		First Aid station
		Performing Arts facilities
		Amenities: Accessible toilet/shower, toilets, change rooms
Operational factors to consider		
The Sport and Performing Arts complex including the multi-purpose hall and sports fields are often in demand from the community. They present a great opportunity for 'shared use' whereby the community accesses these facilities out of school hours during the week, on weekends and during school holidays. Location of these facilities close to the school entry and car park, with direct access without having to enter the school centre/school heart, will facilitate the possibility of wider use of these facilities by the community.		

Functional unit	Multi-purpose hall
Functional zone	Sports and Performing arts
Location	Proximal to school entry, connected to school centre/school 'heart', direct connection from the Canteen, proximal to hard courts and sports fields
<p>Primary role and function Adaptable, multi-purpose space for indoor physical education, team court sports, gymnastics, performances in music, dance and drama, general school assemblies and presentations, other functions requiring a large, covered assembly area.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> • Out of School Hours Use for before and after school care, • community events and sports • community meetings and information sessions 	
<p>General functional requirement for the multi-purpose hall</p> <ul style="list-style-type: none"> • public entry lobby • main area suitable for use as the seated audience area for assemblies and presentations • stage area • overlaid marked courts for team games suited to the area allocated • stackable chairs • storage for stacked chairs • storage for sports equipment 	
<p>Operational factors to consider Common uses for the multi-purpose hall can involve large numbers of people entering or leaving simultaneously. It is important that the public entry lobby and forecourt provide space to facilitate gathering and dispersal.</p>	
<p>Opportunities Consideration should be given to locating the Performing Arts centre adjacent to the multi-purpose hall.</p>	

Performance criteria for the multi-purpose hall	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> public entry lobby sized to accommodate a large number of people circulating through simultaneously <input type="checkbox"/> provide a safe run-off space from courts <input type="checkbox"/> dimensions and ceiling height to accommodate intended games and sports 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> stage (fixed, portable or retractable) <input type="checkbox"/> robust fittings, fixtures and lighting <input type="checkbox"/> court line marking in different colours to delineate different games and sports <input type="checkbox"/> impact padding <input type="checkbox"/> stackable chairs <input type="checkbox"/> loose goals, goal posts nets required to configure the courts for the identified sports <input type="checkbox"/> relevant sockets and fittings incorporated into the floor and /or wall to suit requirements for identified sports <input type="checkbox"/> storage for chairs when not in use <input type="checkbox"/> storage for sports equipment — internal and external access <input type="checkbox"/> wall clock
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight viewing to the stage from all seated positions <input type="checkbox"/> capacity to darken the space for viewing films <input type="checkbox"/> lighting for stage <input type="checkbox"/> allow for separate control of artificial lighting to complement varying levels of natural lighting within the area <input type="checkbox"/> internal sports activity visible from outside 	<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider the acoustic implications of multiple activities occurring simultaneously — noise suppression required (see Technical Specifications) <input type="checkbox"/> reverberation treatment required for noise generated by activities in this area <input type="checkbox"/> hearing augmentation for the larger presentation and gathering area required (see Technical Specifications)
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide for wheelchair access to stage <input type="checkbox"/> locate amenities on the side wall for easier access by those with mobility issues <input type="checkbox"/> capable of being isolated from the rest of the school and accessed directly to facilitate community use outside of normal school hours 	<p>Kitchen facilities</p> <p>If due to site layout restraints it is not possible to have a direct connection to the canteen, a lockable kitchenette with servery bench is required with:</p> <ul style="list-style-type: none"> <input type="checkbox"/> microwave <input type="checkbox"/> fridge <input type="checkbox"/> food warmer <input type="checkbox"/> bench for food preparation <input type="checkbox"/> sink and hot and cold running water for clean-up facilities
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless connectivity throughout <input type="checkbox"/> data points proximate to stage area <input type="checkbox"/> AV and projection system suitable for the size of the space. (see Technical Specifications) <input type="checkbox"/> fixed data projection for projection to very large groups large retractable screen 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets to activate the spaces and support the intended functionality of the settings within the Hall 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide access for the community while maintaining security to the main areas of the school <input type="checkbox"/> lockable doors
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Storage – sports equipment and chairs
Functional zone	Sports and Performing Arts
Location	Direct connection into the hall and to the outside
<p>Primary role and function Provision of tidy, easily accessible storage for the school's indoor sports equipment, outdoor sports equipment, and storage for items of loose FFE that are used in the multi-purpose hall.</p>	
<p>Secondary functions</p> <ul style="list-style-type: none"> community equipment storage to facilitate community shared use 	
<p>General functional requirement for the multi-purpose hall Fitted joinery bins, racks, adjustable shelving for:</p> <ul style="list-style-type: none"> balls, footballs, basketballs, tennis rackets, ball pumps cricket and softball equipment free standing goals, nets and net posts for indoor sports — badminton, volleyball oval line marking machine <p>Floor space, with durable floor surface for:</p> <ul style="list-style-type: none"> stacked gym mats vaulting horses, springboards, mini-trampolines, balance beams, parallel bars stacked chairs waste bins 	
<p>Operational factors to consider Separate secure areas within the Sports Equipment Store will facilitate community shared use.</p>	

7.3.6 Performing Arts — Music, Dance, Drama

Functional unit	Performing Arts facilities — Music, Dance, Drama
Functional zone	Sports and Performing Arts
Location	Adjacent to, or directly connected to the multi-purpose hall
<p>Primary role and function To support learning and teaching activities for the Performing Arts — enacting, creating, making and exploring and responding using their bodies, voices, musical instruments, improvised equipment and digital technologies.</p>	
<p>General functional requirement for the performing arts facilities</p> <ul style="list-style-type: none"> • studio spaces for Drama, Dance and Music to support a range of learning activities • multimedia studio • indoor and outdoor performance spaces for varying performance group and audience sizes • instrument practice rooms — ensemble and individual • resource preparation, AV control and recording • storage — instruments, props, costumes 	
<p>Operational factors to consider The performing arts space will be rearranged regularly to suit its varied functions. A large walk-in storage area will facilitate adaptability. 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. If an outdoor stage is not provided (see Opportunities below) locating a large outdoor amphitheatre space in close proximity to the performing arts space will make movement of instruments more convenient.</p>	
<p>Opportunities An opportunity exists to connect an outdoor stage to this complex.</p>	

Performance criteria for the Performing Arts facilities — Music	
<p>Spatial layout and circulation</p> <p>Main Music Studio</p> <ul style="list-style-type: none"> <input type="checkbox"/> accommodate 25–30 students using a range of musical instruments of varying sizes <input type="checkbox"/> readily adaptable layout <p>Ensemble rehearsal studio</p> <ul style="list-style-type: none"> <input type="checkbox"/> accommodate 15–30 students using a range of musical instruments 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> stackable tablet arm chairs <input type="checkbox"/> music stools <input type="checkbox"/> keyboards and stands <input type="checkbox"/> music stands <input type="checkbox"/> noticeboard <input type="checkbox"/> whiteboard with music stave section imprinted
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight passive supervision throughout the space <input type="checkbox"/> controllable lighting <input type="checkbox"/> well-lit equipment storage area 	<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic treatment to moderate noise level and reverberation in the space (see Technical Specifications) <input type="checkbox"/> effective suppression of noise intrusion to and from the space
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets for keyboards, electric guitars etc
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> AV projection <input type="checkbox"/> set up for sound and video recording from adjacent control room (integral to Multimedia Studio) 	<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all into the Music Studio <input type="checkbox"/> access for all to the instrument and props store
<p>Security (refer to Technical Specifications)</p>	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Performance criteria for the Performing Arts facilities – Drama, Dance Studios	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> accommodate 30 students <input type="checkbox"/> readily adaptable layout 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> resource preparation area <input type="checkbox"/> large storage area for props, costumes <input type="checkbox"/> shared change/dressing/make up area <input type="checkbox"/> stackable chairs <input type="checkbox"/> chair store <input type="checkbox"/> wall mirror <input type="checkbox"/> black curtains <input type="checkbox"/> noticeboard <input type="checkbox"/> Dance: dance rail on mirrored wall <input type="checkbox"/> Sprung floor
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight passive supervision throughout the space <input type="checkbox"/> controllable lighting <input type="checkbox"/> stage lighting 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic treatment to moderate noise level and reverberation in the space (see Technical Specifications) <input type="checkbox"/> effective suppression of noise intrusion to and from the space 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets for keyboards, electric guitars etc
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> access for all into the Drama Studio <input type="checkbox"/> access for all to the props store 	<p>Security (refer to Technical Specifications)</p>
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> AV projection 	
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

7.3.7 Canteen

Overview

The Canteen area is a central community building aspect of the school; it is part of the 'heart' of the school. In addition, the Canteen is a place to promote a healthy lifestyle. The Department of Education's *Smart Choices Strategy*⁴⁹ provides guidance to school canteen managers about the supply of healthy food and drink and emphasises the supply of fruit and food prepared from fresh ingredients.

The Canteen is accessed by all students and staff. Connecting an outdoor courtyard/café space adds to the communal feel of the area. In addition to student and staff use the Canteen can be used for breakfast clubs and as a socialising space for parents though this is less prevalent in secondary schools than primary schools. It will also be used as a food and beverage preparation and service/sales area when the multi-purpose hall is used for school or community functions. The canteen is best located adjacent to a wide section of corridor or the lobby serving as the public entrance to the multi-purpose hall and connected to that internal space via a servery hatch with a lockable shutter.

The school Canteen can be managed and serviced by parents and/or an external contractor. Canteen staff will generally work in the Canteen from morning through to early afternoon. It is essential that the canteen complies with relevant quality standards and laws for premises where food is prepared for sale from core ingredients.

Functional zone	Canteen	
Location	Central to the whole school; accessed directly from the school heart, school centre; adjacent to the multi-purpose hall and directly adjacent to Hospitality and Food Technology for simultaneous access to café area	
Functional units		Canteen preparation
		Service counter/servery
		Canteen office work area
		Bulk store
		Delivery cupboard
		Uniform store
		Queuing areas
		Outdoor courtyard/café
		Amenities: Staff amenities: toilet, change, lockers
		Janitorial: Cleaner's store

Operational factors to consider

The school Canteen is accessed at recess and lunchtimes. It is generally accessed by large numbers of students simultaneously and ample space is required for students queuing to be served and those milling around after being served. Placing seating in the outdoor courtyard café at a distance from the service counter can facilitate dispersal of students. Placing the Canteen café adjacent to the Hospitality Food Technology café area enables the space to be served by both the Canteen and student run hospitality and café services.

If the school chooses to promote parents having access to coffee at the Canteen it is important that the Canteen be located near to the main entry to the school and in clear view of the Administration centre.

49 Department of Education QLD, 2020 *Smart Choice: Healthy Food and Drink Supply Strategy for QLD Schools*, <https://education.qld.gov.au/student/Documents/smart-choices-strategy.pdf>

Functional unit	Canteen food preparation area
Functional zone	Canteen
Location	Within the canteen area directly connected to the servery area
Primary role and function Food and drink preparation.	
General functional requirement for the canteen food preparation area <ul style="list-style-type: none"> • workbenches • below bench and overhead storage • washing up area • cooking area • refrigeration and freezing facilities • hand wash facilities • waste disposal. • removal of kitchen waste, wheelie bins, etc. 	
Operational factors to consider Food preparation facilities can be used by people other than the regular canteen staff. Consideration should be given to how separate storage can be provided for multiple users.	

Performance criteria for the canteen food preparation area	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <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>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight view to servery counter <input type="checkbox"/> good lighting <p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> workplace health and safety suppression of noise at exhaust hood <p>Hydraulics (refer to Technical and FF&E Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> H&C potable water <input type="checkbox"/> chilled and boiling water unit sinks <input type="checkbox"/> dishwasher (plumbed to waste) floor waste <input type="checkbox"/> hands free hand basin service to all work benches <p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct access to the Canteen without entering school interior <input type="checkbox"/> access for all through the main entry <input type="checkbox"/> external security door, with flyscreen, for receiving deliveries 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> safe work environment — slip resistant floors <input type="checkbox"/> selection of resilient and hard wearing materials suited to regular and thorough wet wash <input type="checkbox"/> noticeboard <input type="checkbox"/> large workbench that can be accessed from both sides <input type="checkbox"/> oven, cooktop and exhaust hood microwave oven <input type="checkbox"/> commercial dishwasher <input type="checkbox"/> two bowl stainless steel sink <input type="checkbox"/> soap and hand sanitiser dispensers paper towel dispensers <input type="checkbox"/> fitted joinery/commercial grade benchtops <input type="checkbox"/> storage under and over <input type="checkbox"/> storage for chemicals, cleaners <input type="checkbox"/> waste bins to suit sorting of waste <input type="checkbox"/> sized for volume of waste generated regularly <input type="checkbox"/> refrigerators, freezers <input type="checkbox"/> clock <input type="checkbox"/> whiteboards and display pinboards <input type="checkbox"/> fire extinguisher and fire blanket
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless access <input type="checkbox"/> telephone/data point 	<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets around external walls and to benchtops for kitchen fixed and loose equipment including to island bench
<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> provide ventilation 	<p>Security (refer to Technical Specifications)</p> <ul style="list-style-type: none"> <input type="checkbox"/> lockable doors and shutter <input type="checkbox"/> security for stock <input type="checkbox"/> intruder protection
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

Functional unit	Canteen servery	
Functional zone	Canteen	
Location	Within the canteen area directly connected to the food preparation area and the external courtyard	
Primary role and function		
Food service to students		
General functional requirement for the canteen servery		
<ul style="list-style-type: none"> display and present all foods and drinks, within easy reach of canteen servery staff display a list of food choices (menu) with prices. external counter space for service of multiple students. 		
Operational factors to consider		
Access to the canteen servery can be intense for short periods of the day. Wide servery benches and a spacious forecourt facilitate ease of movement and prevent overcrowding.		
Performance criteria for the canteen servery		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> sufficient work and circulation space to permit unencumbered movement between servery counter, canteen preparation area, food storage areas <input type="checkbox"/> provide servery counter to accommodate three abreast	<input type="checkbox"/> selection of resilient and hard wearing materials suited to regular and thorough wet wash <input type="checkbox"/> wall mounted menu and prices board — AV screen or whiteboard <input type="checkbox"/> servery bench, open shelf storage under <input type="checkbox"/> lockable cash drawer or space for cash register <input type="checkbox"/> appliances to keep prepared food hot or cold <input type="checkbox"/> display cabinets for prepared food — hot, room temperature and cool <input type="checkbox"/> insect control <input type="checkbox"/> waste bins	
Visual connectivity and wayfinding	Microclimate	
<input type="checkbox"/> line of sight view to preparation area		
Acoustics	Security (refer to Technical Specifications)	
<input checked="" type="checkbox"/> not applicable		
Access		
<input type="checkbox"/> direct access to the Canteen without entering school interior <input type="checkbox"/> access for all through the main entry <input type="checkbox"/> external security door, with flyscreen, for receiving deliveries	<input type="checkbox"/> refer to Technical Specifications for requirements related to thermal comfort <input type="checkbox"/> provide ventilation	
ICT	Security (refer to Technical Specifications)	
<input type="checkbox"/> wireless access <input type="checkbox"/> telephone/data point for cash register/point of sale device		
Electrical	<input type="checkbox"/> lockable doors and shutter <input type="checkbox"/> security for stock <input type="checkbox"/> intruder protection	
<input type="checkbox"/> provide distributed power/data outlets around external walls and to benchtops for kitchen fixed and loose equipment including to island bench		
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Canteen bulk store	
Functional zone	Canteen	
Location	Directly connected to the Canteen Food Preparation Area	
Primary role and function Storage of ingredients, raw materials, dry goods and pre-prepared frozen items.		
General functional requirement for the canteen bulk store <ul style="list-style-type: none"> • Storage of a wide range of fresh and packaged foods, bulk dry goods, bottles, cans, frozen foods and the like. • Maintainability (easy to clean). 		
Performance criteria for the canteen bulk store		
Spatial layout and circulation <input type="checkbox"/> convenient path to transport deliveries from external door	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> adjustable stainless steel racking and shelving along walls <input type="checkbox"/> wall surfaces easily cleaned <input type="checkbox"/> large refrigerator <input type="checkbox"/> freezer Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> optimum conditions for storage of fresh foods <input type="checkbox"/> provide ventilation to exhaust heat load from refrigerators and freezers Electrical <ul style="list-style-type: none"> <input type="checkbox"/> provide distributed power/data outlets around external walls to service refrigerators and freezers 	
Visual connectivity and wayfinding <input checked="" type="checkbox"/> not applicable		
Acoustics <input checked="" type="checkbox"/> not applicable		
Access <ul style="list-style-type: none"> <input type="checkbox"/> direct access to the Canteen without entering school interior <input type="checkbox"/> access for all through the main entry <input type="checkbox"/> external security door, with flyscreen, for receiving deliveries 		
ICT <input checked="" type="checkbox"/> not applicable	Security (refer to Technical Specifications) <input type="checkbox"/> lockable solid core door	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

Functional unit	Uniform store	
Functional zone	Canteen	
Location	Directly connected to the canteen servery	
Primary role and function		
The uniform storage is for storage of school uniforms for sale.		
General functional requirement for the uniform store		
<ul style="list-style-type: none"> Storage of all items of uniform organised by item and size. 		
Performance criteria for the uniform store		
Spatial layout and circulation	Fitout	
<input type="checkbox"/> ease of access to all shelves	<input type="checkbox"/> full height adjustable shelving with hanging racks for clothes	
Visual connectivity and wayfinding	Microclimate	
	<input type="checkbox"/> well-lit shelving when storage cupboard doors open	<input type="checkbox"/> humidity controlled
<input type="checkbox"/> uniform items clearly visible on open shelves	Electrical	
	<input checked="" type="checkbox"/> not applicable	
Acoustics	ICT	
<input checked="" type="checkbox"/> not applicable	<input checked="" type="checkbox"/> not applicable	
Access	Security (refer to Technical Specifications)	
<input type="checkbox"/> Direct access from the canteen servery	<input type="checkbox"/> lockable door	
Related information		
Masterplanning, architectural and landscape principles		
Technical specifications and standards		
Other guidelines		
Standards		

7.3.8 Outdoor environments — general information

Note: In the past, outdoor environments have tended to be considered as dispensable. As soon as budgets got tight the 'landscaping' was cut. **This Functional Brief takes the opposite stance.** The purposeful design of outdoor environments is essential to achieve the requirements of the Functional Brief.

Overview

In addition to serving basic functional requirements such as entrance ways, circulation and parking, external environments are an integrated, enriching component of the total learning environment. They must be designed to:

- provide spaces that support community building
- provide spaces that extend the learning settings beyond the building walls
- provide spaces for active and passive recreation and socialising
- provide spaces for imaginative and free form play
- enrich the sensory environment
- provide exposure to natural materials and natural processes
- enable discovery in nature with natural materials
- support gross motor development
- provide opportunities for students to exercise choice and test boundaries
- present physical challenges and encourage learners to stretch themselves
- support environmental sustainability and science, technology and maths education
- inspire creativity — art and writing
- provide spaces for small scale and large scale gatherings and performances — impromptu and planned.

Functional zone	Outdoor environment	
Location	All external areas of the school site	
Functional units		School arrival
		School centre/school heart.
		Gathering spaces — school assembly, smaller gatherings, social gathering for staff, parents and community
		External learning settings — extension of indoor learning settings
		Outdoor performance spaces — stage, amphitheatre, tiered seating
		Outdoor courtyards — Resource Centre, Staff Centre, Canteen
		Passive recreation — socialising spaces and retreat spaces
		Active play spaces to support imaginative/nature play, games and engagement with play equipment
		Hard courts
		Sports fields
		Productive garden
		Parking — bikes, mobility devices, cars, buses, emergency vehicles
	Circulation	
Operational factors to consider All external areas are required to be supervised by school staff. Line of sight passive surveillance of all readily accessible and highly active external areas is required. Minimising the number of staff who need to be on supervision duty is desirable		

Key Education Facilities Design Principles that apply to outdoor environments

The design of the outdoor functional zones and units must be determined in accord with the Education Facilities Design Principles.

- **Learners and Learning:** Create contemporary indoor and outdoor learning environments that facilitate a learning and learner-centred approach through designing integrated purposeful and multi-purpose learning settings and spaces that support and enhance a full range of learning and teaching activities including structured and unstructured play.
- **Access and inclusion:** Design and fit out indoor and outdoor spaces that enable all users — school staff, students and visitors to the school to participate in all school experiences.
- **Diversity:** Design and fit out indoor and outdoor facilities that reflect and celebrate the cultural make-up of the school community.
- **Wellbeing:** Design facilities that are aesthetically pleasing, welcoming and support the physical, emotional and social wellbeing of the students and staff.
- **Community:** Support a sense of community and belonging both within the school and the school within the wider community by designing outdoor environments that are welcoming and promote inclusion of the community.

The role of 'play' in the secondary years

Although the concept of 'play' changes for secondary school aged children it remains a critical medium for learning. Through active play, young people develop understandings of their world, develop competence and learn to be part of a team. Through physical young people practice and rehearse a range of skills-physical and social; they learn consequences of their actions. Facing physical challenges develops resilience and the capacity to take informed risks.

Opportunities for active play in secondary schools mainly occur outside with the external environment providing a rich range of possibilities for structured (e.g., games) and unstructured play

Masterplanning, Architectural and Landscape Design Principles

While the Education Facilities Design Principles detailed in this document articulate the education rationale for the specific functional requirements of outdoor environments, the companion document, Masterplanning, Architectural and Landscape Design Principles, articulates broader principles related to masterplanning, urban, architectural and landscape features which must be addressed simultaneously with the education principles.

Guidelines for designing external Learning Settings

The process of design of the external learning settings must be integrated with the design of the internal learning settings. External learning settings are not an 'add on'. The external learning settings are required to address the functionalities described for each type of setting while ensuring they:

- support students of different ages
- support student socialising opportunities
- give equal attention to passive and active recreation zones
- consider what opportunities architectural features such as steps, stairs and ramps provide for gross motor activities
- use natural, free form elements when possible
- be inclusive and support and enhance the experience of learners of all abilities
- include settings that are designed to support students self-regulate, and
- provide adequate seating and shaded /covered areas.

7.3.9 Outdoor functional zones and functional units

School entry — school arrival

The school arrival area plays a critical in conveying what the school values in terms of a sense of community, inclusiveness, diversity and learning.

Functional unit	School arrival area
Functional zone	Outdoor environments
<p>Primary role and function</p> <p>The school arrival zone is the interface for all who arrive at the school. It provides direct access to the Leadership, Administration and Staff Centre for staff, students, parents and other visitors to the school.</p>	
<p>Secondary functions</p> <p>Establishing the school's presence in a welcoming manner, celebrating cultural diversity, civic presentation, wayfinding:</p> <ul style="list-style-type: none"> • establishing a scene for a good learning environment • creating a safe environment • defining the point of entry • public branding 	
<p>General Functional requirements for the school arrival area</p> <ul style="list-style-type: none"> • defined entry way to the school reception area — entry forecourt • student drop-off and pick up • carparking • pathways to the school heart/centre, learning communities and multi-purpose hall. • wayfinding • emergency access and egress 	
<p>Operational factors to consider</p> <p>School arrival provides a dedicated transition space that filters the school community from the general public. High visibility with adjacent spaces is required. It is an advantage if at least one staff member at Reception can sight people arriving.</p> <p>Operationally the space needs to be highly legible for all language groups in the school community – consider visual and aural communication.</p> <p>Times of drop-off and pick-up can involve large numbers of people (e.g., adults with younger children, children entering or exiting the school, other visitors). Congestion should be avoided.</p>	
<p>Opportunities</p> <p>The arrival area provides opportunities to communicate the uniqueness of the school (the values, cultural diversity, biodiversity of the geographic area) and to communicate the inclusive nature of the school. There is opportunity to promote social interaction between parents and caregivers – seating, space for a coffee cart etc.</p> <p>This area should be designed in consultation with all stakeholders and particularly the local community so that the 'brand' that the school wishes to promote is captured in the design.</p>	

Performance criteria for the school arrival area	
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> direct route from drop off to entry <input type="checkbox"/> provide pathways to define preferred pedestrian travel to entry <input type="checkbox"/> provide adequate circulation and mingling space for drop off and pick-up times <input type="checkbox"/> ensure weather protected entry to leadership, administration and staff centre 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> provide fixed seating for parents waiting for children <input type="checkbox"/> ensure age-appropriate scale <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> use level changes and planting to define areas and provide fixed seating and performance opportunities
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> line of sight vision from reception <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place, communicate values and culture and establish the school's sense of identity <input type="checkbox"/> visual design elements delineate points of interest <input type="checkbox"/> frame views to key facilities <input type="checkbox"/> clear signage for reception, multi-purpose hall, learning communities 	Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> provide shade and planting as welcoming feature to school plus reduction in heat island effect <input type="checkbox"/> provide shade during warmer months <input type="checkbox"/> allow for areas of sun during cooler months <input type="checkbox"/> provide pockets of different climatic zones <input type="checkbox"/> provide planting pockets for climate improvements and separation <input type="checkbox"/> planting to counteract hard surface of road and pathways <input type="checkbox"/> reduce/minimise glare
Acoustics <ul style="list-style-type: none"> <input type="checkbox"/> not applicable 	
Access <ul style="list-style-type: none"> <input type="checkbox"/> provide single direct routes (DDA compliant) to core facilities (i.e., those requiring assistance with physical mobility must not be segregated) <input type="checkbox"/> emergency access <input type="checkbox"/> defined hierarchy of access points <input type="checkbox"/> differentiated public and secure private access, securing the site <input type="checkbox"/> bike/mobility device storage close proximity 	Service connection — electrical, hydraulic, communications <ul style="list-style-type: none"> <input type="checkbox"/> provide for lighting requirements before and after school <input type="checkbox"/> water — drinking and maintenance
	ICT <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage
	Security and security (refer to Technical Specifications) <ul style="list-style-type: none"> <input type="checkbox"/> ensure gathering areas have Hostile Vehicle Mitigation (HVM) in place
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Pavements <li style="width: 50%;"><input type="checkbox"/> Planting, Turf <li style="width: 50%;"><input type="checkbox"/> Walls <li style="width: 50%;"><input type="checkbox"/> Advance Trees <li style="width: 50%;"><input type="checkbox"/> Irrigation <li style="width: 50%;"><input type="checkbox"/> Furniture
Other guidelines	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> HVM Guidelines <li style="width: 50%;"><input type="checkbox"/> CPTED Guidelines
Standards	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Local Authority requirements <li style="width: 50%;"><input type="checkbox"/> AS1428.1 <li style="width: 50%;"><input type="checkbox"/> QFES requirements

Outdoor learning environments for learning community buildings

As can be seen from the Functional Relationships diagram [Figure 2](#) for Secondary Schools, each Learning Community Building has direct connection to outdoor learning environments which are an extension of and integrated with the adjacent indoor environment.

Functional unit	Learning community external learning settings
Functional zone	Primary school learning communities
Indicative area	Total 1.5 m²/student × number of students in the learning community to be distributed around the learning community to a variety of outdoor settings
<p>Primary role and function At a minimum, each Learning Community building is required to have directly accessible external learning settings that serve as annexes to the internal settings and integrate internal and external spaces.</p>	
<p>Secondary functions Passive recreation within the school centre/school heart.</p>	
<p>General functional requirement for the learning community external learning settings External learning settings are required for:</p> <ul style="list-style-type: none"> • wet, messy activities adjoining indoor creative, investigative workshop areas • construction and creative projects • small garden projects • small to large group discussions/performances/storytelling • quiet reflection and/or reading areas, adjoining similar areas internally • the location, layout and fit out of external settings are required to be inclusive of all learners, deliver a unified design aesthetic consistent with the whole school environment, and be flexible in scale and layout. 	
<p>Operational factors to consider At times, students working in external settings can be working independently. Line of sight supervision from adjoining internal settings is essential. To ensure External Learning Settings support all learners careful consideration needs to be given to the design of these settings. Relevant specialist staff and therapists must be consulted in the design phase.</p>	
<p>Opportunities All external areas provide an opportunity for enriching learning. Consideration should be given to how the learning outcomes of each curriculum learning area can be incorporated into external environments. For example, how can concepts such as scale and measurement be incorporated? How can external spaces and settings: serve as galleries; inspire creative works in art and writing; illustrate patterns and shapes; celebrate the cultural makeup of the school and its community; promote imaginative play?</p>	

Performance criteria for the learning community external learning settings	
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> provide adequate circulation space around fixtures <input type="checkbox"/> include an area that can support students in self-regulating <input type="checkbox"/> ensure weather protected external circulation can occur without disrupting learning activities 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> include infrastructure and equipment to activate the space and support the intended functionality (e.g., wet, messy activities require a sink), running water and bench space; small to large group discussions/performances require seating in the round; small garden projects require small planting areas and water access <input type="checkbox"/> incorporate natural materials <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> use level changes and planting to define area and provide fixed seating and performance opportunities <input type="checkbox"/> provide sensory rich plantings and materials
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> line of sight passive supervision from within the adjacent internal learning setting <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place 	
Acoustics <ul style="list-style-type: none"> <input type="checkbox"/> ensure external learning environment 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 	
Access <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal spaces 	
Electrical <ul style="list-style-type: none"> <input type="checkbox"/> provide power outlets to activate the space and support the intended functionality 	
	Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> provide natural shade and shelter form prevailing winds <input type="checkbox"/> provide cross ventilation <input type="checkbox"/> reduce glare
	ICT <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage
	Security (refer to Technical Specifications)
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	<input type="checkbox"/> Advanced Trees <input type="checkbox"/> Artificial lawn <input type="checkbox"/> Furniture <input type="checkbox"/> Pavements <input type="checkbox"/> Planting and mulch <input type="checkbox"/> Play Equipment
Other guidelines	<input type="checkbox"/> 7 Senses Guidelines
Standards	<input type="checkbox"/> AS1428.1

School heart/school centre

As can be seen from the functional relationships diagram [Figure 2](#) for a P–6 school, key facilities are arranged around a central area to create a school heart/school centre.

Functional zone	School heart/school centre
Indicative area	Total area 1 m²/student × school enrolment for assembly space plus raised area for stage/presentations
Primary role and function Community and culture building through community gatherings and casual interactions.	
Secondary functions <ul style="list-style-type: none"> • Learning • Recreation (passive and active) • Circulation through and around the site 	
General functional requirement for the school heart/school centre <ul style="list-style-type: none"> • school assemblies • community gatherings • outdoor performances • active recreation — handball, hopscotch, tag, climbing • passive recreation, retreat, imaginative play • recess and lunch food and drink breaks • outdoor learning (see Section 7.3.8) 	
Operational factors to consider Line of sight vision to the presentation/stage area is required for all individuals gathered. This can be maximised through level changes. While the school centre is required to support active recreation such as handball, it is also essential that zones which support passive recreation and relaxation are included but separated from the active zones. The external learning settings for the Learning Communities can serve as passive recreation spaces during recess and lunch breaks.	
Opportunities The school heart serves multiple functions. First and foremost, it is a gathering place and must accommodate the whole school for assemblies and presentations. There is an opportunity to design various dual or multi-purpose settings and spaces that can be used by smaller groups and individuals for learning and recreation within the large gathering space. Relevant specialist staff and therapists must be consulted in the design phase to ensure access for all learners to all experiences.	
Functional relationships	
Direct access	Close proximity
<input type="checkbox"/> Library/resource centre, student services	→ Leadership, administration, staff
<input type="checkbox"/> Canteen	→ Multipurpose Hall
<input type="checkbox"/> Amenities	→ Arrival
<input type="checkbox"/> Learning communities	

Performance criteria for the school heart/school centre	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider age and stage of learners when determining the scale of the school heart/centre <input type="checkbox"/> provide adequate circulation space around fixtures <input type="checkbox"/> allow for peak flows for the total school population <input type="checkbox"/> ensure primary routes are direct and are 'all access' (DDA compliant) <input type="checkbox"/> allow for primary and secondary movement pathways <input type="checkbox"/> include areas that can support students in self-regulating 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide raised stage/platform presentation space <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> balance hard and soft finishes <input type="checkbox"/> use level changes and planting to define area and provide fixed seating and performance opportunities <input type="checkbox"/> provide equipment and sensory rich materials <input type="checkbox"/> water for drinking <input type="checkbox"/> access to shared loose furniture <input type="checkbox"/> prioritise fixed furniture to auxiliary spaces <input type="checkbox"/> design overlay to enable the space to be used for active recreation — activate spaces through interventions that inspire free or more structured play, e.g., include lines, targets, grips or routes installed on the sides of buildings <input type="checkbox"/> integrate interpretive and educational opportunities to facilitate active and passive learning
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> clear sightlines from every vantage point to the presentation area <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place <input type="checkbox"/> signage to other areas of the school 	
<p>Acoustics</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure the school heart can be acoustically separated from surrounding internal spaces when required <input type="checkbox"/> provide a clear listening environment that does not create echoes 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide natural shade and shelter from prevailing winds <input type="checkbox"/> allow for areas of sun during cooler months <input type="checkbox"/> provide cross ventilation <input type="checkbox"/> reduce glare <input type="checkbox"/> pockets of uniform/stable climatic zone for key activity areas <input type="checkbox"/> planting pockets for climatic improvements and separation
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining internal spaces and access routes from school entry. 	
<p>Electrical</p> <ul style="list-style-type: none"> <input type="checkbox"/> power, AV and data outlets for performances 	
<p>ICT</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage 	<p>Security (refer to Technical Specifications)</p>
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Advanced Trees <li style="width: 50%;"><input type="checkbox"/> Pavements <li style="width: 50%;"><input type="checkbox"/> Artificial lawn <li style="width: 50%;"><input type="checkbox"/> Planting and mulch <li style="width: 50%;"><input type="checkbox"/> Furniture <li style="width: 50%;"><input type="checkbox"/> Play Equipment
Other guidelines	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> 7 Senses Guidelines <li style="width: 50%;"><input type="checkbox"/> QFES requirements
Standards	<ul style="list-style-type: none"> <input type="checkbox"/> AS1428.1

Outdoor performance spaces

As can be seen from the Functional Relationships diagram [Figure 2](#) for a P–6 school, key facilities are arranged around a central area to create a school heart/school centre. Within this large area it is desirable to have more intimate performance spaces such as amphitheatre style tiered seating.

Functional unit	Outdoor performance spaces
Functional zone	School heart/school centre
Primary role and function	
Performance spaces for a variety of group sizes (e.g., 75, 50, 25, 12).	
Secondary functions	
Passive recreation.	
General functional requirement for the outdoor performance spaces	
The outdoor performance spaces are used particularly for the performing arts aspects of the Australian curriculum – Music, Dance, Drama and performance and role play in Languages. Additionally, outdoor performance spaces also support presentations in all other curriculum learning areas.	
<ul style="list-style-type: none"> • music recitals and singing • drama and poetry recitation • presentations • explicit teaching and demonstrations • meetings • passive recreation and retreat • recess and lunch food and drink breaks 	
Operational factors to consider	
All access must be provided, for example, if a performance space is sunken into the ground, ramp access to the base of the space must be provided.	
Opportunities	
Relevant specialist staff and therapists must be consulted in the design phase to ensure access for all learners to all experiences.	
Functional relationships	
<ul style="list-style-type: none"> • Larger performance spaces are best located centrally for ready access from all Learning Community buildings and/or adjacent to the Music/Performing Arts zone. • Smaller performance spaces are best located close to the Learning Community buildings. 	

Performance criteria for the outdoor performance spaces	
Spatial layout and circulation <ul style="list-style-type: none"> <input type="checkbox"/> ensure adequate circulation to all areas of tiered seating fixtures <input type="checkbox"/> semicircular arrangement of seating around performance space 	Fitout <ul style="list-style-type: none"> <input type="checkbox"/> seating <input type="checkbox"/> ensure age appropriate fitout <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> balance hard and soft finishes <input type="checkbox"/> use level changes to provide fixed seating <input type="checkbox"/> access to shared loose furniture
Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> clear sightlines from every vantage point to the presentation area <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place <input type="checkbox"/> signage to other areas of the school 	Microclimate <ul style="list-style-type: none"> <input type="checkbox"/> provide natural shade and shelter from prevailing winds <input type="checkbox"/> allow for areas of sun during cooler months <input type="checkbox"/> provide cross ventilation <input type="checkbox"/> reduce glare <input type="checkbox"/> pockets of uniform/stable climatic zone for key activity areas <input type="checkbox"/> planting pockets for climatic improvements and separation
Acoustics <ul style="list-style-type: none"> <input type="checkbox"/> ensure external learning environment 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' 	
Access <ul style="list-style-type: none"> <input type="checkbox"/> seamless access for all from adjoining spaces 	Electrical <ul style="list-style-type: none"> <input type="checkbox"/> power, AV and data outlets for performances
ICT <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage 	Security (refer to Technical Specifications)
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	
Other guidelines	
Standards	

General landscape/school perimeter

Functional unit	School perimeter				
Functional zone	School site				
<p>Primary role and function Community and urban interface and learning opportunities.</p>					
<p>Secondary functions</p> <ul style="list-style-type: none"> • Conveying values • Delineating school grounds • Providing a green belt for the neighbourhood 					
<p>General functional requirement for the school perimeter</p> <ul style="list-style-type: none"> • clear delineation of where the school grounds start • permeable spaces with transition zone • enhance interface with environmental assets • opportunities for outdoor learning and nature play 					
<p>Operational factors to consider</p> <p>This zone should act as a friendly filter between the school community and the general public with design cues to alert users of appropriate access points and timeframes.</p> <p>This zone should provide a friendly interface with the wider community and encourage passive surveillance to and from school grounds.</p> <p>Consider active transport connections to and through this area. Key locations along this zone will likely experience peak flows at the start and finish of the school day. Consider trunk infrastructure location points.</p>					
<p>Opportunities</p> <p>The whole school site provides a 'landscape for learning' and Learning opportunities for all areas of landscape should be considered. Learning opportunities include nature walks to learn about the biodiversity of the area, fitness trails, incorporation of cultural activities as well as structured and unstructured play. It should also provide opportunity to engage with surrounding assets be they natural or human made.</p>					
<p>Functional relationships</p> <table> <tr> <td>Close proximity</td> <td>Nearby</td> </tr> <tr> <td> <ul style="list-style-type: none"> • arrival zones • unstructured sporting zones </td> <td> <ul style="list-style-type: none"> • structure sporting zone • learning facilities </td> </tr> </table>		Close proximity	Nearby	<ul style="list-style-type: none"> • arrival zones • unstructured sporting zones 	<ul style="list-style-type: none"> • structure sporting zone • learning facilities
Close proximity	Nearby				
<ul style="list-style-type: none"> • arrival zones • unstructured sporting zones 	<ul style="list-style-type: none"> • structure sporting zone • learning facilities 				

Performance criteria for the school perimeter	
<p>Spatial layout and circulation</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide a buffer zone between the school boundary and school buildings to assist in noise reduction <input type="checkbox"/> consider appropriate transition zone 	<p>Fitout</p> <ul style="list-style-type: none"> <input type="checkbox"/> design plantings that promote learning about local biodiversity (flora and fauna) <input type="checkbox"/> incorporate elements that promote nature play <input type="checkbox"/> integrate interpretive and educational opportunities to facilitate active and passive recreation and learning – fitness trails; nature walks; cultural walks. These can be incorporated into masterplanning for completion by school community overtime
<p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> where the perimeter is accessible it must be clearly visible from key school facilities <input type="checkbox"/> consider colours, materials and finishes to clearly identify the school precinct and preferred access points <input type="checkbox"/> where adjacent to streetscape or parklands consider 'borrowing' landscape elements to provide a strong visual link between the school and its surroundings <input type="checkbox"/> distinctive wayfinding elements 	<p>Microclimate</p> <ul style="list-style-type: none"> <input type="checkbox"/> this area should not feel exposed but an enhancement of adjacent microclimatic zones such as the streetscape. <input type="checkbox"/> provide shade during warmer months <input type="checkbox"/> provide planting pockets for climatic improvements <input type="checkbox"/> strive for the reduction of heat island effect
<p>Acoustics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable 	
<p>Access</p> <ul style="list-style-type: none"> <input type="checkbox"/> formalise preferred access points along the perimeter including design cues. <input type="checkbox"/> ensure access points are DDA compliant and also suitable for users arriving by active transport modes <input type="checkbox"/> maintenance and emergency access locations 	<p>Electrical</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable
	<p>ICT</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> not applicable
	<p>Security (refer to Technical Specifications)</p>
Related information	
Masterplanning, architectural and landscape principles	
Technical specifications and standards	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> Advanced Trees <li style="width: 50%;"><input type="checkbox"/> Planting <li style="width: 50%;"><input type="checkbox"/> Lawn <li style="width: 50%;"><input type="checkbox"/> Play Equipment <li style="width: 50%;"><input type="checkbox"/> Furniture <li style="width: 50%;"><input type="checkbox"/> Irrigation <li style="width: 50%;"><input type="checkbox"/> Pavements
Other guidelines	<ul style="list-style-type: none"> <li style="width: 50%;"><input type="checkbox"/> 7 Senses Guidelines <li style="width: 50%;"><input type="checkbox"/> Local Authority Requirements concerning streetscape and boundary interfaces <li style="width: 50%;"><input type="checkbox"/> QFES requirements <li style="width: 50%;"><input type="checkbox"/> CPTED
Standards	<ul style="list-style-type: none"> <input type="checkbox"/> AS1428.1

Active play spaces

The functional requirements for structured and unstructured play settings are integrated into the functional requirements for settings, the perimeter and school heart/centre.

Outdoor equipment

Adventure and or outdoor fitness equipment, appropriate to user age, must be selected to promote accessibility and inclusiveness by providing multiple options for all students, regardless of their individual circumstances.

For detail related to play equipment and indicative areas for play spaces refer to: *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.

Productive garden

Space must be allocated in the masterplan for the development of a productive garden.

Wetlands

Where wetlands are intended to be used by a school as an education resource, the following principles are to inform the design:

- integrate educational expertise in master-planning, to ensure the provision of vegetation suitable for learning, such as seed-bearing trees that attract birdlife
- be part of the school facility landscape, pathways and development master plan
- have a water level not more than 1 m below adjacent ground level
- provide all staff and students with dry, safe and convenient access to the water's edge in accordance with the general principles for inclusion
- provide space for 10–15 students and a staff member to gather on a dry-level landing or decked platform
- permit staff supervision of all areas
- be landscaped and planted with suitable long-lasting ground and water plant species
- be provided with life safety measures commensurate with a water hazard

For further information regarding masterplanning and engineering requirements for wetlands refer to: *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.

Bike and mobility device parking – students, staff and community

Providing bike racks, bike and mobility device storage and bike path access supports and encourages sustainable and healthy commuting by students, staff and the community. Secure fenced and roofed bicycle storage is required for students and separately for staff. The detailed design, siting and security requirements for bicycle storage are described in the companion documents *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.

Hard courts, sports fields and multi-purpose courts

For information on hard courts and sports fields refer to the companion documents *Masterplanning, Architectural and Landscape Design Principles* and *Technical Specifications*.