

Version control

Internal drafts (Part A)	Year
1.00–1.80 [†]	2020–2021

[†]Part A internal draft 1.80 issued in 2021.

Internal drafts (Part B and C)	Year
1.00–9.00 [‡]	2004–2021

[‡]Part B and C internal draft 9.00 issued in 2021.

External versions (Part A, B and C)	Issue year
1.0–1.04	2004–2008
2.0	2012
3.0	2014
4.0	2024

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.

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>

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 	<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	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		

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.

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. 	

General landscape/school perimeter

Functional unit	School perimeter	
Functional zone	School site	
Primary role and function Community and urban interface and learning opportunities.		
Secondary functions <ul style="list-style-type: none"> • Conveying values • Delineating school grounds • Providing a green belt for the neighbourhood 		
General functional requirement for the school perimeter <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 		
Operational factors to consider 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. This zone should provide a friendly interface with the wider community and encourage passive surveillance to and from school grounds. 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.		
Opportunities 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.		
Functional relationships		
Close proximity <ul style="list-style-type: none"> • arrival zones • unstructured sporting zones 		Nearby <ul style="list-style-type: none"> • structure sporting zone • learning facilities

