

Early Childhood Education and Care Facilities - Design Standards

Part 3: Generic Functional Briefs



Government of South Australia
Department for Education

OFFICIAL



Part 3: Generic Functional Briefs

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Generic functional briefs

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

They provide clarity on essential functional requirements and enable planners and designers to be responsive to contextual requirements for each functional unit within an early childhood education and care (ECEC) facility.

Each generic functional brief sets out:

- design intent of the space
- functional requirements and operational factors to be consider
- indicative spatial relationships and adjacencies to other functional units
- mandated regulatory requirements
- performance criteria for fit-out, spatial layout and circulation, visual connectivity and wayfinding, access, acoustics, ICT, electrical and security.

They do not contain Technical Specifications, see [Part 4: Technical Specifications](#) for more information.

The generic functional briefs must be read in conjunction with all parts of the [ECEC Facilities – Design Standards](#) and a [full glossary of terms](#) is available in the ECEC Design Standards document.

Any reference to National Regulations refers to the [Education and Care Services National Regulations](#).

Operational service models

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

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

Early childhood education and care services

Preschool Program

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

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

This program requires:

- areas for individual pursuits as well as interaction in larger social groups, reflecting children’s needs for a sense of privacy and space to self-regulate
- facilities that are designed or adapted to ensure access and participation by every child and family attending the service, including adaptive equipment to support the inclusion of children with additional needs and spaces for Supported Preschool Programs (speech and language)
- safe shelving and storage areas from which children can access equipment independently
- convenient access to kitchen and food preparation areas compliant with food safety standards and relevant South Australian and local government requirements
- direct access to toilets, nappy change, hand washing and drying facilities from the indoor and outdoor spaces
- convenient access to laundry facilities and staff amenities
- space to be allocated for administrative functions, private conversations and parent consultation
- dedicated storage provisions that are inaccessible to children, including secure storage for hazardous substances, first aid equipment, medication and children’s records
- physical spaces available for children to engage in rest and quiet experiences
- effective visual supervision of all children’s areas from any location (supervision of all children at all times is essential and is to be achieved while still giving children the opportunity to “feel” secluded)
- safe and convenient drop off/pick up of children from parking areas including effective external area lighting.

Inclusive Preschool Programs

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

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

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

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

Long Day Care

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

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

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

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

Occasional Care

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

Direct access to nappy change facilities must be available from preschool program areas used for occasional care programs.

Rural Care

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

Kindy Care (Preschool Out of School Hours Care)

A trial will begin in July 2024 with the aim to support families who need care for their children outside regular preschool hours. It is a new initiative resulting from the recommendations of the [Royal Commission into Early Childhood Education and Care](#). As further details become available this document will be updated to address any individual requirements.

Family and Community Services

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

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

Playgroups

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

Parenting Programs

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

Creche Services

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

Learning Together Communities program

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

Community Events and Programs

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

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

Personal Development Opportunities

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

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

Health services

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

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

Delivery of this service requires access to:

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

Promotional Materials

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

Child and Family Health services (CaFHs)

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

Antenatal services

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

Allied health programs (speech pathologists and occupational therapists)

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

Functional relationships

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

Contemporary facilities:

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

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

Functional zones, sub-zones and units

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

| | |
|-----------------------------|---|
| Functional zones | Define the high-level indoor and outdoor areas required for the operation of early childhood education and care facilities. |
| Functional sub-zones | Divide functional zones into the macro spaces with similar activities required within those areas. |
| Functional units | Divide functional sub-zones into the micro spaces required to effectively deliver early childhood education and care. |

It is important to note that the areas listed below do not imply one space, nor does it imply an area has only one function.

Careful consideration needs to be given to ensuring all functional relationships and specific functional unit requirements outlined in each generic functional brief are met.

Essential functional zones

| Education and Care | |
|---|--|
| <p>Education and Care functional zones are made up of purposeful learning settings specifically designed to support a range of learning activities for both children, and adults within community spaces. While some activities require designated settings others can take place in adaptable, multipurpose spaces.</p> <p>External learning settings are essential to achieving the full functional requirements. All external areas are required to be supervised by staff and line of sight passive surveillance of all readily accessible and highly active external areas is required.</p> | |
| Indoor Learning and Play | |
| Unencumbered area | |
| Encumbered area | |
| Inclusive Indoor Learning and Play | |
| Unencumbered area | |
| Encumbered area | |
| Sleep and Rest | |
| Sleep room | |
| Kitchen | |
| Kitchen (explicit teaching/presentation/gathering, food preparation, cold food storage and children’s lunches) | |
| Outdoor Learning and Play | |
| Unencumbered area | |
| Encumbered area | |
| Inclusive Outdoor Learning and Play | |
| Unencumbered area | |

| |
|---|
| Encumbered area |
| Community & Cultural Space |
| Indoor community meeting area (including kitchen and storage) |
| Outdoor community meeting and play space |
| Multi-faith room |

| |
|--|
| Health |
| The Health functional zone is specifically designed to support a range of health services that promote a child’s optimal development and are provided in one-to-one consultation with parental participation. |
| Consulting and Clinical Services |
| Consulting and clinical services |

| |
|--|
| Leadership, Administration & Staff Centre |
| The Leadership, Administration and Staff Centre acts as the central focal point for the community as well as a co-ordination point for reception, leadership, management, administration and communication. |
| Leadership |
| Leadership Team Area (ECEC Director) |
| Administration |
| Foyer (includes public reception & waiting) |
| Administration and program support |
| Meeting room - Interview |
| Parenting room |
| Staff resource and utilities area |
| Storage – Secure and General |
| Staff Centre |
| Staff lounge/kitchenette (including storage for personal belongings) |
| Staff lounge - external courtyard |

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

| Children, Staff and Community Amenities |
|--|
| The Children, Staff and Community Amenities functional zone provides spaces for toileting, washing, changing and laundry and should be located to be readily accessible to all users. |
| Children and Staff Amenities |
| Children – toilets (nappy change) |
| Children - accessible toilet, shower and change |
| Laundry |
| Staff - toilets |
| Staff - accessible toilet |
| Staff - shower & changeroom (end of trip) |
| Community Amenities |
| Community - accessible toilet and nappy change |
| Community - toilets |

| Site and Services |
|--|
| The Site and Services functional zone provides an allocation of space to house the essential infrastructure provided for the comfortable, functional, efficient and safe use and maintenance of the centre. |
| Site |
| Bin enclosure |
| Bicycle store - staff |
| Services |
| Communications room |
| Engineering plant & services |
| Stores – cleaner |

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

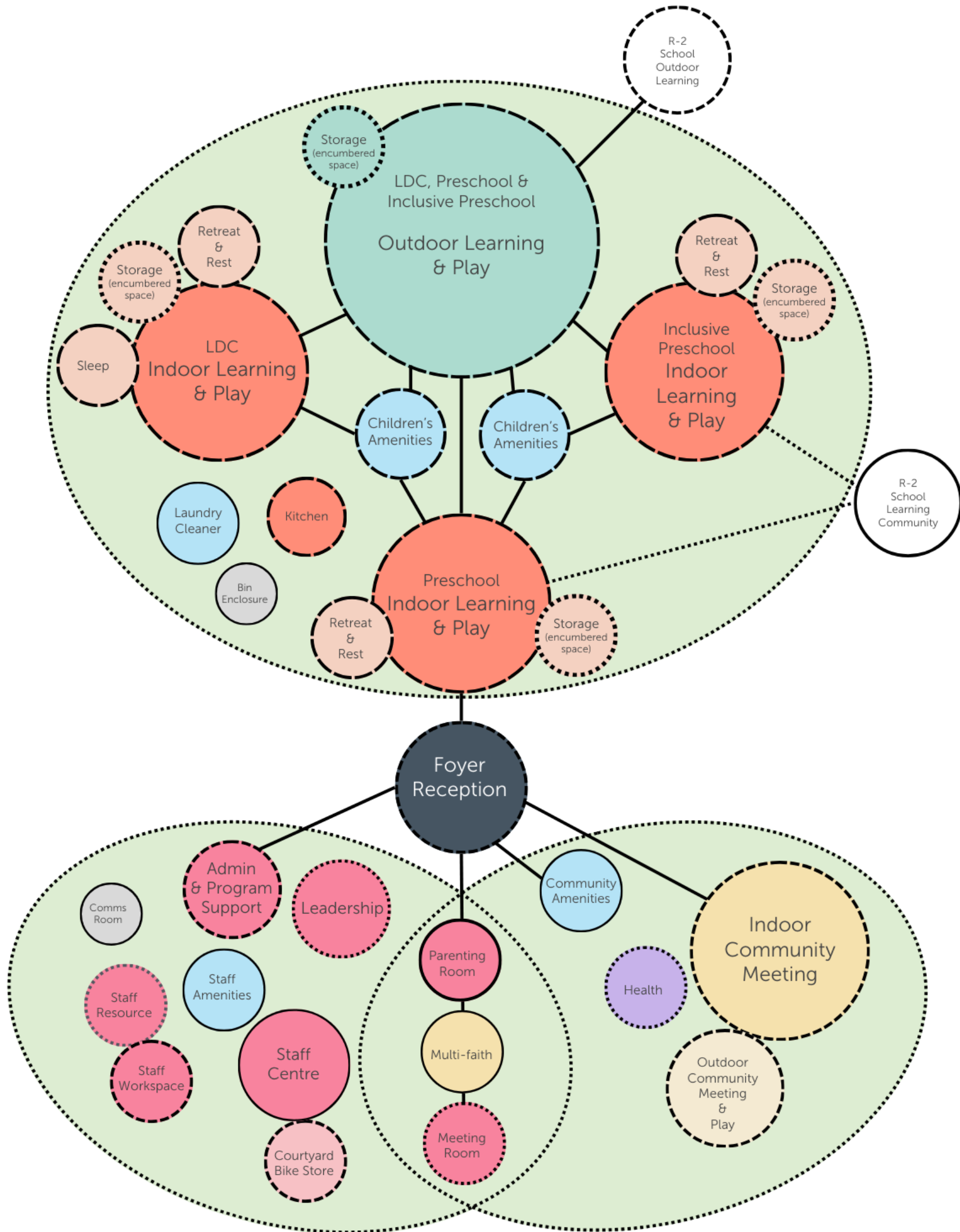
Functional relationship diagram

The layout and relationship between functional zones must be determined in accord with [Part 2: Design Principles \(Master planning, Architectural and Landscape\)](#) and the generic functional briefs.

Figure 1 gives an indication of desirable relationships between the functional zones, sub-zones and units for an ECEC facility to give effect to the Design Principles.

Note:

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



LEGEND

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

- Degree of Adjacency**
- Direct access/adjacent
 - Unit grouping - a number of functional units with direct adjacencies

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

Figure 1 – ECEC Facility functional relationship diagram

UNENCUMBERED AREA – INDOOR LEARNING AND PLAY

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

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

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

Design intent:

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

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

Consideration must be given to creating a feeling of privacy, visual calm and separation between spaces for children that require areas with less sensory stimulation. The retreat/quiet space/rest area provides a physically separate space for multiple functions including a rest zone, regulation/respice space, quiet activity zone, explicit teaching and learning, and at other times as an extension of the main indoor learning and play space.

It should be centrally located and visually connected to encourage interaction, communication and a strong sense of belonging.

Functional requirements:

- physically and acoustically separate learning and play spaces for the briefed programs
- unobstructed space that allows for flexible use and frequent change of learning settings and activities
- areas for individual activity as well as interaction in larger social groups, reflecting children’s needs for a sense of privacy and cultural learning opportunities

UNENCUMBERED AREA

INDOOR LEARNING AND PLAY

- ensure line of sight is available from any location within the activity area (supervision of all children, at all times, is essential and is to be achieved while providing opportunities to ‘feel’ secluded, for example use of nooks)
- activity areas to open directly to verandah and outdoor learning and play spaces
- direct access to toilets, nappy change, hand washing and drying facilities
- convenient access to resource storage, kitchen and food preparation areas and staff amenities
- convenient access to bottle preparation facilities from the Long Day Care learning and play space
- provide opportunities for display of children’s creations and books
- maximise display surfaces on available wall space

Retreat/quiet space/rest area – will serve multiple functions including rest zone, quiet activity zone and at other times as an extension of the main area of the learning and play space

- a physically and acoustically separate space for explicit teaching, presentation, gathering, rest and quiet experiences
- connected to the main area by lockable single or double door access
- can be used as a sleeping room for older children if required (not children under 24 months)
- large enough for whole program enrolment to gather on floor space
- direct access to outdoor learning and play space

Operational factors to consider:

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

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

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

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

Performance criteria:

Spatial layout and circulation:

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

Fit-out:

- variety of natural and neutral textures for materials and finishes
- display boards, whiteboards and writeable surfaces for children and staff use
- low level openable windows with screens to outdoor learning and play spaces
- resilient durable impervious flooring
- non slip or trip, carpet squares/rug(s)
- finger guards to all doors in this space accessible to children
- fully glazed double doors to verandah and outdoor learning and play space
- entrance floor mat from outdoor learning and play space
- entrance doors (self-closing with cushioning device)

Visual connectivity and wayfinding

- clear line of sight throughout the space (to and from all adjacent spaces)

| | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> abundant natural light with low glare | <p>Retreat/quiet space/rest area</p> <ul style="list-style-type: none"> <input type="checkbox"/> ability to darken the area (block-out curtains/blinds) including door <input type="checkbox"/> flexible furniture for small group gatherings |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'access for all' through the whole space <input type="checkbox"/> ease of navigation for those with mobility devices <input type="checkbox"/> external access from all spaces <input type="checkbox"/> child height fixtures and fittings <input type="checkbox"/> consideration of handrails, balustrades and barriers between level changes | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic performance to support early childhood learning (including children with hearing impairments and sensory processing disorders) <input type="checkbox"/> minimise acoustic interference to and from adjacent spaces in the retreat/quiet space/rest area |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone <input type="checkbox"/> wall-mounted AV display, in each activity space with wireless connectivity for BYOD <input type="checkbox"/> hearing augmentation (including in the retreat/quiet space/rest area) <input type="checkbox"/> mobile AV display wireless connectivity for BYOD <input type="checkbox"/> unassigned data outlets for flexible use | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> dimmable lighting (retreat/quiet space/rest area) <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access control main entry door (possibly located in hallway/circulation space) <input type="checkbox"/> assistance alarm <input type="checkbox"/> PIR motion sensors <input type="checkbox"/> fire detection equipment <input type="checkbox"/> lockable internal doors to the retreat/quiet space/rest area (Lockdown) <input type="checkbox"/> fire extinguishers in supervisable area, consider installation in a cabinet or enclosure in compliance with AS 2444 |

UNENCUMBERED AREA

INDOOR LEARNING AND PLAY

ENCUMBERED AREA – INDOOR LEARNING AND PLAY

- *Water trough / art sink*
- *Resource collection & display*
- *Storage – equipment and resources*
- *Storage – bedding*
- *Storage – children’s bags*

| | |
|-----------------------------|---|
| Adjacencies: | indoor learning and play (unencumbered area) |
| National Regulation: | 107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision |

Design intent:
 General storage of resources, materials, soft furnishings, equipment and toys accessible by children or staff. Generous open and closed storage is important to support children’s self-selection of toys and activities as well as an area to organise bags, so that children have easy access to their belongings to promote independence while ensuring items do not fall out. Provide a water trough/art sink for children’s use close to a wash sink for staff access.
 Staff require storage of equipment and materials that is directly accessible from each indoor learning and play area.
 Long Day Care services will require a separate space for the safe and hygienic preparation of bottles (this can be provided as part of a secure kitchenette within this space, or within the education and care functional zone kitchen).

- Functional requirements:**
- storage spaces accessible by staff only (store room)
 - mixture of safe shelving and storage areas from which children of different age ranges can access equipment and personal belongings independently
 - allocated space for bulky equipment such as mattresses/bedding, bean bags and prams
 - bench with art sink for cleaning water soluble art materials and under-trough cupboards
 - lockable cupboard storage
 - storage for loose furnishings and other resources
 - lockable first aid storage (retreat/quiet space/rest area)
 - floor area storage for larger items/toys
 - bottle preparation space

Operational factors to consider:
 Some storage needs to be readily accessible from the indoor learning and play space while also being central for stored items that are shared across the spaces. Depending on the design layout proposed, there could be the opportunity to provide central combined storage and distribute some storage area to each learning and play space and the retreat/quiet space/rest area.
 Consideration needs to be given to the individual storage requirements of Preschool and Long Day Care programs.

Performance criteria

| | |
|---|--|
| Spatial layout and circulation: | Fit-out: |
| <ul style="list-style-type: none"> <input type="checkbox"/> distributed throughout learning and play space <input type="checkbox"/> some central storage locations (store room) <input type="checkbox"/> all stored items readily accessible | <ul style="list-style-type: none"> <input type="checkbox"/> art sink with cold water <input type="checkbox"/> mirrors over art sink <input type="checkbox"/> bottle preparation sink in bench (hot water) |

ENCUMBERED AREA

INDOOR LEARNING AND PLAY

| | |
|--|--|
| <input type="checkbox"/> bottle preparation area readily accessible Visual connectivity and wayfinding <input type="checkbox"/> lighting for effective viewing of stored objects (store room) <input type="checkbox"/> clear line of sight from bottle preparation area <input type="checkbox"/> clear line of sight from adult wash/art sink | & TMV), include space for microwave, fridge and lockable cupboard (must be secured if located in the indoor learning and play area) <input type="checkbox"/> bag storage <input type="checkbox"/> shelving with adjustable spacing to suit different sized materials and storage containers <input type="checkbox"/> adjustable shelving to occupational health and safety standards (compactus, fixed or proprietary shelving systems are appropriate) in any store room(s) provided <input type="checkbox"/> open and closed (lockable) storage and display for toys, materials and equipment <input type="checkbox"/> childproof lock(s) on cupboards for materials and equipment not freely accessible to children <input type="checkbox"/> durable impervious resilient flooring <input type="checkbox"/> lockable storage for first aid (retreat/quiet space/rest area) <input type="checkbox"/> small energy efficient bar fridge (medications/first aid) <input type="checkbox"/> flush painted ceilings to any store rooms |
| Access: <input type="checkbox"/> single hinged flush panel door (self-closing and self-latching) with view panel (store room/bottle preparation) | Acoustics: <input type="checkbox"/> none applicable |
| ICT: <input type="checkbox"/> none applicable | Electrical: <input type="checkbox"/> unassigned power for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors Security: <input type="checkbox"/> PIR motion sensors <input type="checkbox"/> fire detection equipment |

ENCUMBERED AREA

INDOOR LEARNING AND PLAY

UNENCUMBERED AREA – INCLUSIVE INDOOR LEARNING AND PLAY

| | |
|---|---|
| <ul style="list-style-type: none"> • <i>Explicit teaching / presentation / gathering</i> • <i>Collaboration / music / drama / play space</i> • <i>Cultural & inclusive space(s)</i> • <i>Reflection & meeting space(s)</i> • <i>Story telling / dialogue / sharing space</i> • <i>Children wellbeing / sensory / regulation space(s) / settings</i> • <i>Retreat / quiet space / rest area</i> | |
| Adjacencies: | foyer (including public reception & waiting), inclusive indoor learning area (encumbered area), outdoor learning and play area, indoor learning and play (preschool), children accessible toilet/shower and change |
| National Regulation | 107 – Space requirements – indoor space 84A and 84D - Sleep and rest 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision |
| <p>Design intent: A flexible and adaptable secure learning space for up to 6 children with disability and complex needs that provides the same opportunities as the Preschool and Long Day Care indoor learning and play space.</p> | |
| <p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> able to be independent from or integrated with the main preschool indoor learning and play space <input type="checkbox"/> provide the same opportunities for learning and play as the preschool space <input type="checkbox"/> increased opportunities for sensory learning <input type="checkbox"/> no climbing hazards (including flush walls and window sills) <input type="checkbox"/> acoustic performance for optimal listening conditions is required in this space as children may be hearing impaired and/or have sensory processing disorders <input type="checkbox"/> allow for multiple children with mobility aids to move easily throughout the space <p><u>Retreat/quiet space/rest area</u> – will serve multiple functions including rest zone, quiet activity zone and at other times as an extension of the main area of the playroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> A physically and acoustically separate space for explicit teaching, presentation, gathering, rest and quiet experiences <input type="checkbox"/> connected to the main area by single or double door access <input type="checkbox"/> space can be used as a sleeping room if required <input type="checkbox"/> large enough for whole program enrolment to gather on floor space <input type="checkbox"/> direct access to outdoor learning and play space | |
| <p>Operational factors to consider: This space should enable children to move easily, feel safe and manage how they feel. The inclusive indoor learning and play space is used in multiple ways and needs to allow quick, agile adaptation to support different activities. Needs to be adjacent to the foyer to ensure ease of access.</p> | |
| <p>Performance criteria</p> | |
| <p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> allow multiple children with mobility aids to easily navigate the space <input type="checkbox"/> seamless access to an adjacent outdoor learning and | <p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> materials and finishes selected to accept a higher level of wear and tear <input type="checkbox"/> a variety of natural and neutral textures for |

UNENCUMBERED AREA

INCLUSIVE INDOOR LEARNING AND PLAY

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| <p>play space</p> <ul style="list-style-type: none"> <input type="checkbox"/> be physically & visually connected to an adjacent retreat/quiet space/rest area <input type="checkbox"/> small and large activity spaces that are connected and flexible <input type="checkbox"/> sufficient space around furniture to provide play area zoned for various activities <input type="checkbox"/> staff controlled door to allow seamless access to any adjacent preschool indoor learning and play area | <p>materials and finishes</p> <ul style="list-style-type: none"> <input type="checkbox"/> low level openable windows with screens to outdoor learning and play spaces <input type="checkbox"/> resilient durable impervious flooring <input type="checkbox"/> non slip, or trip wheelchair and walking frame traversable carpet squares/rug(s) <input type="checkbox"/> display boards, whiteboards and writeable surfaces at child viewing height <input type="checkbox"/> finger guards to all doors in this space accessible to children |
| <p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight between multiple indoor learning and play areas including children’s toilets <input type="checkbox"/> abundant natural light with low glare <input type="checkbox"/> adaptable to at times provide visual privacy from the preschool indoor learning and play space | <ul style="list-style-type: none"> <input type="checkbox"/> fully glazed double doors to verandah and outdoor learning and play space <input type="checkbox"/> entrance floor mat from outdoor learning and play space <input type="checkbox"/> entrance doors (self-closing with cushioning device) <input type="checkbox"/> hanging cords or strings from blinds, curtains, mobiles or electrical devices must not be present in this space <p>Retreat/quiet space/rest area</p> <ul style="list-style-type: none"> <input type="checkbox"/> ability to darken the area (block-out curtains/blinds) <input type="checkbox"/> carpet tiles <input type="checkbox"/> flexible furniture for small group gatherings (wheelchair accessible) <input type="checkbox"/> hanging cords or strings from blinds, curtains, mobiles or electrical devices must not be present in this space |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ‘access for all’ through the whole space <input type="checkbox"/> ease of navigation for those with mobility devices <input type="checkbox"/> external access from all spaces <input type="checkbox"/> consideration of handrails, balustrades and barriers between level changes | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic performance to support early childhood learning (including children with hearing impairments and sensory processing disorders) <input type="checkbox"/> hearing augmentation <input type="checkbox"/> minimise acoustic interference from adjacent spaces |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone <input type="checkbox"/> AV display (including retreat/quiet space/rest area) <input type="checkbox"/> wall-mounted AV display, in each activity space with wireless connectivity for BYOD <input type="checkbox"/> hearing augmentation throughout spaces <input type="checkbox"/> mobile communication device(s) must be provided as per the provision of mobile communication devices | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dimmable lighting <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> power to be isolatable <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access control entry (possibly located in hallway/circulation space) <input type="checkbox"/> assistance alarm |

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| <p>procedure</p> <p><input type="checkbox"/> unassigned data outlets for flexible use</p> | <p><input type="checkbox"/> PIR motion sensors</p> <p><input type="checkbox"/> fire detection equipment</p> <p><input type="checkbox"/> lockable doors to the retreat/quiet space/rest area (Lockdown)</p> <p><input type="checkbox"/> fire extinguishers in supervisable area, consider installation in a cabinet or enclosure in compliance with AS 2444</p> |
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UNENCUMBERED AREA

INCLUSIVE INDOOR LEARNING AND PLAY

ENCUMBERED AREA – INCLUSIVE INDOOR LEARNING AND PLAY

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

ENCUMBERED AREA

INCLUSIVE INDOOR LEARNING AND PLAY

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| | <ul style="list-style-type: none"> <input type="checkbox"/> open and closed (lockable) storage and display for toys, materials and equipment <input type="checkbox"/> childproof lock(s) on cupboards for materials and equipment not freely accessible to children <input type="checkbox"/> durable impervious resilient flooring <input type="checkbox"/> lockable storage for first aid (retreat/quiet space/rest area) <input type="checkbox"/> small energy efficient bar fridge (medications/first aid) <input type="checkbox"/> flush painted ceilings to any store rooms |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> single hinged flush panel door (self-closing and self-latching) with view panel (store room) | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> none applicable |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> none applicable | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> multiple power outlets to recharge equipment <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PIR motion sensors <input type="checkbox"/> fire detection equipment |

ENCUMBERED AREA

INCLUSIVE INDOOR LEARNING AND PLAY

SLEEP ROOM

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| Adjacencies: | connected to the indoor learning and play space (long day care) | |
| National Regulation | 84A and 84D - Sleep and rest 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision | |
| Design intent: | Provides a quiet space to enable children under 24 months of age to sleep in cots and children over 24 months to sleep on mattresses. | |
| Functional requirements: | <input type="checkbox"/> provide a calm, peaceful, comfortable environment that has natural daylight provided via an external openable window to ensure the space is well ventilated <input type="checkbox"/> provide storage for linen, pillows, blankets <input type="checkbox"/> ensure full visual access to the entire room is available from viewing window <input type="checkbox"/> where two sleep rooms are adjoining, provide viewing window in the wall between the two rooms <input type="checkbox"/> close access to children’s toilet and nappy change | |
| Operational factors to consider: | <p>Educators are required to closely monitor sleeping children and the sleep environment. This involves checking/inspecting sleeping children at regular intervals, ensuring they are always within sight and hearing distance of sleeping and resting children so they can assess a child’s breathing and skin colour.</p> <p>All elements of sleep room design are required to be anti-ligature.</p> <p>Unencumbered area in the sleep room is not counted as part of the 3.25m² of unencumbered indoor learning and play space per child as per the NQS.</p> | |
| Performance criteria | | |
| Spatial layout and circulation: | Fit-out: | |
| <input type="checkbox"/> rooms to accommodate cots (compliant with AS/NZS 2172) in line with the departments safe sleeping and resting for infants and young children procedure | <input type="checkbox"/> variety of natural and neutral textures for materials and finishes <input type="checkbox"/> storage for linen, pillows, blankets (encumbered space) <input type="checkbox"/> finger guards to all doors in this space <input type="checkbox"/> durable impervious flooring or carpet tiles <input type="checkbox"/> door hardware to prevent unescorted child access <input type="checkbox"/> ability to darken the area (block-out curtains/blinds) including door (hanging cords or strings from blinds, curtains, mobiles or electrical devices must not be present) <input type="checkbox"/> openable external window (with screen) for natural ventilation | |
| Visual connectivity and wayfinding | | |
| <input type="checkbox"/> access to natural daylight <input type="checkbox"/> all children should be visible to supervising educators – internal window <input type="checkbox"/> doors with viewing panels | | |
| Access: | Acoustics: | |
| <input type="checkbox"/> connected to the learning and play activity area by single hinged door with viewing panel <input type="checkbox"/> unescorted child access should not be possible | <input type="checkbox"/> minimise acoustic interference from adjacent spaces whilst enabling sleeping children to be within earshot of staff | |

SLEEP ROOM

SLEEP AND REST

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| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone <input type="checkbox"/> unassigned data outlets for flexible use | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dimmable lighting <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> unassigned power outlets for flexible use |
| | <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assistance alarm <input type="checkbox"/> PIR Sensor <input type="checkbox"/> fire detection equipment |

SLEEP ROOM

SLEEP AND REST

KITCHEN

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| <ul style="list-style-type: none"> • <i>explicit teaching/presentation/gathering</i> • <i>food preparation</i> • <i>storage – cold food storage and children’s lunches</i> | |
| Adjacencies: | centrally connected to the indoor learning and play spaces, foyer (including public reception & waiting) |
| National Regulation | 107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision |
| <p>Design intent:</p> <p>Provides a place where staff, parents/volunteers can prepare food and other refreshments for the children. It can also be used for supervised and assisted food preparation by children. It may include designated space for the safe and hygienic preparation of bottles.</p> <p>Additional space can be added from the internal circulation allowance to create a dining area adjacent to the kitchen.</p> | |
| <p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> direct physical and visual access to adjacent indoor learning and play space <input type="checkbox"/> layout to include space for food preparation and storage, cooking, cleaning/washing up, separate adult handbasin, equipment storage (larger centres may consider walk in pantry and food warming equipment) <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams (red - general, yellow - recycling, lime green - organics) <input type="checkbox"/> layout to support up to 4 adults working simultaneously on food preparation <input type="checkbox"/> kitchen must not be accessible to children unless escorted by an adult <input type="checkbox"/> bottle preparation space – if not provided in a separate room | |
| <p>Operational factors to consider:</p> <p>The kitchen will be shared by the Preschool, Long Day Care and Inclusive Preschool Program and will become extremely busy prior to snack and lunch breaks.</p> <p>A Long Day Care Program will require the space for meal preparation throughout the day.</p> <p>A sink for washing art materials is not permitted in the kitchen.</p> | |
| <p>Performance criteria</p> | |
| <p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to support multiple adults working simultaneously on food preparation <input type="checkbox"/> maximise usable benchtop area | <p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> if included, bottle preparation sink in bench (hot water & TMV) access to microwave, fridge and lockable cupboard <input type="checkbox"/> fixed workbench with cupboards underneath and overhead <input type="checkbox"/> all cupboards lockable (keyed alike) <input type="checkbox"/> space for microwave oven, integrated fridge freezer, commercial dishwasher, domestic kitchen cooking facilities – hot plates, oven with rangehood <input type="checkbox"/> storage for cooking equipment, crockery, utensils and pantry items |
| <p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> visual connection with indoor learning and play spaces <input type="checkbox"/> natural light from an external openable window | |

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| | <ul style="list-style-type: none"> <input type="checkbox"/> separate sink for adult hand washing (hot water & TMV) with PPE storage station (gloves/masks) <input type="checkbox"/> child hand washing sink (cold water only) in close proximity <input type="checkbox"/> paper towel dispenser and soap dispensers to hand washing sinks <input type="checkbox"/> double sink for washing dishes (hot water & TMV) <input type="checkbox"/> finger guards must be fitted to gate/door hinges <input type="checkbox"/> whiteboard or writeable surface <input type="checkbox"/> openable external window (with screen) <input type="checkbox"/> resilient non-slip flooring with coved skirting <input type="checkbox"/> splashbacks to all countertops, behind hand basin and cooktop <input type="checkbox"/> screen door if direct access to outside space |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> secure kitchen space - gate with latch to open (kitchen side) to prevent unsupervised access by children <input type="checkbox"/> joinery to provide viewing platform for small groups of children outside the secure kitchen space – with access to kitchen counter | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer into adjacent spaces |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> hardwired appliances <input type="checkbox"/> 4x above bench double general power outlets <input type="checkbox"/> general power outlets for equipment (integrated fridge/freezer, microwave etc) <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> overhead storage for first aid supplies with child safety lock <input type="checkbox"/> PIR <input type="checkbox"/> fire detection equipment <input type="checkbox"/> fire extinguishers and fire blanket |

UNENCUMBERED AREA – OUTDOOR LEARNING AND PLAY

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| <ul style="list-style-type: none"> • Covered outdoor area(s) – Sheltered play & Sheltered area to accommodate children(s) personal belongings • External gathering / performance space • Active play space • Children wellbeing / sensory / regulation space(s) / settings • Quiet play space • Nature play • Challenging physical activity climbing spaces • Sandpit & digging patch spaces | |
| Adjacencies: | outdoor learning and play (encumbered area), indoor learning and play areas, children’s amenities |
| National Regulation | 104 – Fencing 108 – Space requirements – outdoor space 113 – Outdoor space – natural environment 114 – Outdoor space – shade 115 – Premises designed to facilitate supervision |
| <p>Design intent:</p> <p>Outdoor environments allow children to experience nature play for all the benefits it provides fostering interaction, autonomy, exploration, cultural knowledge and understanding and curiosity. An outdoor learning and play space must provide balanced environments which instil a sense of wonder, generate curiosity and spark the imagination of children and young people.</p> <p>The secure outdoor learning and play space should optimise learning and risk-taking skills that are reasonable, appropriately identified, controlled and/or managed.</p> <p>Sand, trees, rocks/boulders (fixed), slopes, mounds, outdoor toys, gardens and access to water play are made possible in the external environment and minimal fixed equipment to allow for flexibility.</p> <p>Similar to the activities children engage in within the indoor learning and play space, in the external environment children enjoy freedom and exercise choice through:</p> <ul style="list-style-type: none"> • growing plants and caring for small animals • constructing with a variety of materials including natural materials • creative and imaginative activities • wet, messy creative and investigative activities • imaginative play building cubby houses using a variety of materials • activating all the senses through the incorporation of a variety of tactile elements and sensory garden features • gross motor movement activities; explore risks – safe risk-taking • self-directed choice of activities and environments • learning self and so-regulation. <p>Outdoor play areas must minimise barriers to inclusion with the design allowing:</p> <ul style="list-style-type: none"> • children, including those who use wheelchairs or other mobility aids to move freely between internal and external spaces • preschool children to spend a good portion of their time in the external environment • babies (under 24 months) have access to a safe space to play with grass and sand play that can be delineated from the more exuberant play activities of children over 2 years of age • inclusive, safe, private and secure space for the Inclusive Preschool Program. | |

UNENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

Functional requirements:

- independent spaces for:
 - Long Day Care (under 24 months)
 - Preschool
 - Inclusive Preschool
- foster a connection to and inspire respect for the environment and natural world and highlight the relationship between the environment, cultural understanding and human activities
- provide appropriate learning opportunities for integration into curriculum including science, mathematics, geography, language development and environmental sustainability
- provide a quality natural learning environment
- give opportunities for children to choose varied spaces and activities and develop gross motor skills and spatial awareness through steps, safe climbing, running, tumbling
- provide varied opportunities for engagement with natural materials including sensory elements
- provide equipment and play structures that provide opportunity to engage in active play and safe risk-taking
- provide covered sand play area(s) with adjacent water source to drain into the sand area
- provide plantings that are native and indigenous to the area and the Aboriginal community
- provide shelter in the form of shade and wet weather protection using fixed structures and landscape elements
- direct access to toilets, hand washing and drying facilities from the indoor and outdoor spaces

Inclusive Preschool outdoor learning and play space

- able to be independent from or integrated with the main Preschool outdoor learning and play space
- suspension hooks under an external covered area fixed to structural members and away from the main traffic flows with impact absorbing surface in the entire fall zone of any suspension equipment
- secure, aesthetically pleasing, unclimbable barrier fence that does not appear discriminating or intimidating
- spaces that can be easily accessed with mobility aids (exclude the use of boulders and fixed stepping logs in these spaces)

Operational factors to consider:

The following must be considered:

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

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

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

Performance criteria

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| <p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> seamless access to all adjacent indoor learning and play spaces <input type="checkbox"/> adjacent to the R-2 outdoor space is preferable if on a co-located site | <p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sandpits with fixed shade structures (1 for babies under 24 months in Long Day Care & 1 for Preschool children) <input type="checkbox"/> external water taps appropriately located for washdown of undercover paving, garden maintenance and water play activities (sandpit) <input type="checkbox"/> covered outdoor learning areas (verandahs) <input type="checkbox"/> interactive water feature(s) <input type="checkbox"/> suspension hooks to undercover area for therapy and sensory equipment <input type="checkbox"/> rock and boulders <input type="checkbox"/> slopes and mounds <input type="checkbox"/> fixed play structures <input type="checkbox"/> nature play spaces |
| <p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> line of sight for supervision is required to all areas <input type="checkbox"/> visual privacy should be able to be provided to the inclusive preschool space when desired <input type="checkbox"/> inclusive play equipment, structures and play features (including sandpit) | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> consider acoustic fencing requirements to adjoining residential properties |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'access for all' through the whole space <input type="checkbox"/> accessible for wheelchairs and mobility aids | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> unassigned outdoor IP rated power for flexible use to all outdoor learning and play spaces |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage to covered outdoor learning areas | <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fencing with gated pedestrian and vehicle access |

UNENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

ENCUMBERED AREA – OUTDOOR LEARNING AND PLAY

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

ENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

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| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> if the Preschool and Occasional/Long Day care Outdoor Learning Areas are separated by an internal fence, storage must be easily accessible from both sides <input type="checkbox"/> level entry for trikes, carts etc <input type="checkbox"/> closing mechanisms above child heights <input type="checkbox"/> solid pathways from storage to sanded area, water play area, grassed play and main activity areas (ease of movement of equipment/trolleys) | <ul style="list-style-type: none"> <input type="checkbox"/> cupboards with locks or child-proof catches <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> none applicable |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> none applicable | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> unassigned power for flexible use <input type="checkbox"/> artificial lighting <input type="checkbox"/> power for irrigation controller <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lockable door(s) to storage <input type="checkbox"/> fire detection equipment to any sheds <input type="checkbox"/> PIR motion sensors to any sheds |

ENCUMBERED AREA

OUTDOOR LEARNING AND PLAY

INDOOR COMMUNITY MEETING AREA

INDOOR COMMUNITY MEETING AREA

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| <ul style="list-style-type: none"> Indoor community meeting area Food preparation/kitchenette Resource and storage area | |
| Adjacencies: | foyer (including public reception & waiting), outdoor community meeting – play space, multi-faith room, parenting room, community amenities, |
| National Regulation | 107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision |
| <p>Design intent: A flexible multi-purpose space for community and cultural programs and activities such as playgroup. This space should be appropriate for adults and children, group play (including gross motor activities), and activities with parental and therapist involvement.</p> | |
| <p>Functional requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accommodate up to 35 people <input type="checkbox"/> unobstructed space that allows for flexible use and frequent change of learning settings and activities <input type="checkbox"/> ability to be divided into program space and creche for activities to run concurrently <input type="checkbox"/> includes a kitchen that can be used to support education programs that is inaccessible to children with domestic stove and rangehood, double sink, adult handwash basin and space to accommodate fridge, microwave and dishwasher (restrict access to children with latched gate or door) <input type="checkbox"/> provide easy access and adequate space within joinery to accommodate internal bins for multiple waste streams (red - general, yellow - recycling, lime green - organics) <input type="checkbox"/> venue to host community events | |
| <p>Operational factors to consider: This space may also be used for practical parental education sessions and activity-based groups, counselling or meeting with families, small groups of parents or full staff gatherings. Consideration should be given to access, space and storage of prams, and the multi-age groups utilising this space (elders, younger adults and young children and babies). Needs to be adjacent to the foyer to ensure it is accessible after hours with the rest of the centre safely secure.</p> | |
| <p>Performance criteria</p> | |
| <p>Spatial layout and circulation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to accommodate different sized groups of up to 35 people from multi-age groups. <input type="checkbox"/> opens directly to verandah and outdoor community meeting and play space | <p>Fit-out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> operable wall (solid not with viewing panels) to divide space for concurrent activities <input type="checkbox"/> impervious, durable resilient floor and surface finishes. <input type="checkbox"/> carpet squares/rug(s) <input type="checkbox"/> kitchen with cooktop, oven, dishwasher, double bowl sink (hot water & TMV), space for fridge, boiling and chilled water tap <input type="checkbox"/> adult hand washing basing (hot water & TMV) with PPE storage station (gloves/masks) <input type="checkbox"/> foaming soap dispenser over handwashing |
| <p>Visual connectivity and wayfinding:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ensure line of sight is available from any location within the community space <input type="checkbox"/> visually connected to the foyer/main entrance | |

COMMUNITY AND CULTURAL SPACE

| | |
|---|--|
| | <p>sink</p> <ul style="list-style-type: none"> <input type="checkbox"/> paper towel dispenser <input type="checkbox"/> storage space for equipment to support programs and activities (accessible from indoor and outdoor spaces) <input type="checkbox"/> lockable storage for personal belongings <input type="checkbox"/> openable external window (with screen) <input type="checkbox"/> fully glazed double doors to verandah and outdoor community meeting and play space <input type="checkbox"/> entrance floor mat from outdoor community meeting and play space |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ease of access to community amenities, parenting room and multi-faith room | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> minimise noise transfer into and from adjacent spaces |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> IPTV/digital signage displays distributed around room for promotion – audio via speakers integrated in displays <input type="checkbox"/> site-wide IPTV control via PC over network <input type="checkbox"/> audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone <input type="checkbox"/> hearing augmentation <input type="checkbox"/> unassigned data outlets for flexible use | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> hardwired appliances <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> general power outlets for equipment (integrated fridge/freezer, microwave etc) <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> dimmable lighting <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PIR <input type="checkbox"/> fire detection equipment <input type="checkbox"/> access control entry <input type="checkbox"/> fire extinguishers and fire blanket |

INDOOR COMMUNITY MEETING AREA

COMMUNITY AND CULTURAL SPACE

OUTDOOR COMMUNITY MEETING AND PLAY SPACE

| | | |
|---|---|---|
| Adjacencies: | indoor community meeting area, community amenities | |
| National Regulation | 104 – Fencing 108 – Space requirements – outdoor space 113 – Outdoor space – natural environment 114 – Outdoor space – shade 115 – Premises designed to facilitate supervision | |
| Design intent: | Fenced outdoor space (children’s play, gathering of small and large groups, community events) with covered outdoor area, directly accessible from and visually connected to the community indoor space. | |
| Functional requirements: | <input type="checkbox"/> verandah which includes access to storage <input type="checkbox"/> hard surface under verandah with space for outdoor furniture <input type="checkbox"/> maximise flat lawn space in non-verandah area <input type="checkbox"/> minimum 20% of non-verandah outdoor area to be shaded (natural or construction) | |
| Operational factors to consider: | This needs to be a flexible space that can accommodate small to large group gatherings as well as small to large group child play activities. Consideration needs to be given to the multi-age groups utilising this space (elders, younger adults and young children and babies). | |
| Performance criteria | | |
| Spatial layout and circulation: | <input type="checkbox"/> seamless access to the adjacent indoor space | Fit-out: |
| Visual connectivity and wayfinding | <input type="checkbox"/> consider colours, plantings and materials to establish a sense of place | <input type="checkbox"/> provide natural shade and shelter <input type="checkbox"/> provide hard surfaces suitable for fixed and moveable furniture <input type="checkbox"/> provide grassed areas <input type="checkbox"/> art sink with cold water |
| Access: | <input type="checkbox"/> ‘access for all’ through the whole space <input type="checkbox"/> accessible for wheelchairs and mobility aids | Acoustics: |
| ICT: | <input type="checkbox"/> wireless coverage to verandah | Electrical: <input type="checkbox"/> outdoor lighting <input type="checkbox"/> flexible unassigned outdoor IP rated power |
| | | Security and Fire: |
| | | <input type="checkbox"/> fencing with gated pedestrian and vehicle access |

OUTDOOR COMMUNITY MEETING – PLAY SPACE

COMMUNITY AND CULTURAL SPACE

MULTI-FAITH ROOM

| | | |
|---|--|--|
| Adjacencies: | foyer (including public reception & waiting), indoor community meeting area, community amenities, staff centre | |
| National Regulation | 110 – Ventilation and natural light | |
| Design intent: This is a quiet space aimed to be supportive of visitors and staff, for reflection, retreat, spiritual and religious observances for people of all faiths. | | |
| Functional requirements: | | |
| <input type="checkbox"/> located in a central, discreet location to be easily accessible to visitors and staff <input type="checkbox"/> clear wayfinding signage from the main entry to the multi-faith space <input type="checkbox"/> unisex facility that should be flexible support a diverse range of spiritual / religious beliefs and practices <input type="checkbox"/> located near a community toilet (required for religious ablutions by some faith groups prior to undertaking their prayers) <input type="checkbox"/> storage of belongings (shoes) <input type="checkbox"/> ideally with access or views to an external area | | |
| Operational factors to consider: The space should be designed in a manner that facilitates prayer and/or reflection and should not highlight any one faith’s religious iconography. | | |
| Performance criteria | | |
| Spatial layout and circulation: | Fit-out: | |
| <input type="checkbox"/> entering the room should not cause a disruption to those already using the space | <input type="checkbox"/> carpet tiles to main prayer floor space <input type="checkbox"/> pigeon holes for shoe storage (near entry) <input type="checkbox"/> flexible seating that can be moved as required <input type="checkbox"/> curtain partition to screen door (privacy) <input type="checkbox"/> viewing panel to entrance door | |
| Visual connectivity and wayfinding | | |
| <input type="checkbox"/> signage indication for occupation <input type="checkbox"/> controllable lighting – natural and artificial <input type="checkbox"/> signage on ceiling indicating direction of prayer | | |
| Access: | Acoustics: | |
| <input type="checkbox"/> ‘access for all’ through the whole space | <input type="checkbox"/> acoustic privacy is required | |
| ICT: <input type="checkbox"/> wireless coverage <input type="checkbox"/> unassigned data outlets for flexible use | Electrical: | |
| | <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> dimmable lighting | |
| | Security and Fire: | |
| | <input type="checkbox"/> PIR motion sensors <input type="checkbox"/> fire detection equipment | |

MULTI-FAITH ROOM

COMMUNITY AND CULTURAL SPACE

CONSULTING AND CLINICAL SERVICES

| | | |
|--|---|--|
| Adjacencies: | foyer (including public reception & waiting), community and cultural space | |
| National Regulation | 111 – Administrative space 110 – Ventilation and natural light | |
| Design intent: | Consulting rooms for children and parents to attend with visiting allied health services professionals or for additional learning support as required. | |
| Functional requirements: | <input type="checkbox"/> configuration to allow workstation, space for small meetings and clinical/therapy activities <input type="checkbox"/> provision of handwash facilities for clinical treatment services <input type="checkbox"/> secure file and equipment storage <input type="checkbox"/> client privacy and confidentiality <input type="checkbox"/> safe egress layout to maintain physical safety (second exit) | |
| Operational factors to consider: | <p>Given the potential for multiple users and multiple uses, these spaces need to be equipped to be agile and adaptable.</p> <p>Consideration should be given to access and space for prams, as well as multi-generational family members.</p> | |
| Performance criteria | | |
| Spatial layout and circulation: | Fit-out: | |
| <input type="checkbox"/> directly accessible with line of sight from entrance/foyer <input type="checkbox"/> ease of movement between furniture <input type="checkbox"/> space to manoeuvre and park prams | <input type="checkbox"/> furniture suitable to set up as a workstation (for laptop etc) <input type="checkbox"/> 2 – 3 comfortable chairs (with arm rests) <input type="checkbox"/> small storage space for toys <input type="checkbox"/> fixed joinery bench with inset hand basin (hot water & TMV), adjacent bench space and lockable cupboards under <input type="checkbox"/> foaming soap dispenser over handbasin <input type="checkbox"/> paper towel dispenser <input type="checkbox"/> PPE storage station near sink (gloves/masks) <input type="checkbox"/> lockable overhead cupboards <input type="checkbox"/> display and writeable surfaces <input type="checkbox"/> external openable window (with screen) <input type="checkbox"/> carpet tiles <input type="checkbox"/> resilient non-slip floor to sink area with coved skirting | |
| Visual connectivity and wayfinding | | |
| <input type="checkbox"/> visibility for passive supervision whilst maintaining privacy | | |
| Access: | Acoustics: | |
| <input type="checkbox"/> single hinged door with viewing panel | <input type="checkbox"/> acoustically contained | |
| ICT: | Electrical: | |
| <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone <input type="checkbox"/> unassigned data outlets for flexible use | <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> dimmable lighting | |

Security and Fire:

- access control entry
- PIR motion sensors
- fire detection equipment
- assistance alarm
- consider duress alarm
- alternate, access controlled, egress door for allied health services professionals to exit to maintain physical safety if required

LEADERSHIP TEAM AREA

| | | |
|--|---|--|
| Adjacencies: | foyer (including public reception & waiting), administration and program support, meeting room, staff centre, staff amenities | |
| National Regulation | 111 – Administrative space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision | |
| Design intent: Office space(s) to accommodate the Director of the Children’s Centre and the Director of the Long Day Care Services. | | |
| Functional requirements: <input type="checkbox"/> configuration to allow workstation(s) and space for small meetings <input type="checkbox"/> storage for resources—files, books, folders, other teaching resources to occupational health and safety standards | | |
| Operational factors to consider: While needing to be central and accessible to staff and children, the layout requires a level of security and seclusion from visitors, with all external visitors being required to first report to reception. | | |
| Performance criteria | | |
| Spatial layout and circulation: <input type="checkbox"/> locate near the entrance for ease of access for adults and supervision of entrance | Fit-out: <input type="checkbox"/> loose furniture for workstation and small meeting table <input type="checkbox"/> display and writeable surfaces to be included <input type="checkbox"/> storage for resources <input type="checkbox"/> external openable window <input type="checkbox"/> carpet tiles | |
| Visual connectivity and wayfinding <input type="checkbox"/> visual access to indoor learning and play/outdoor learning and play area where adjacency allows <input type="checkbox"/> natural daylight | | |
| Access: <input type="checkbox"/> adjustable height workstations <input type="checkbox"/> single hinged door fully glazed or with viewing panel | Acoustics: <input type="checkbox"/> minimise noise transfer into and from adjacent spaces | |
| ICT: <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone <input type="checkbox"/> unassigned data outlets for flexible use | Electrical: <input type="checkbox"/> flexible unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors | |
| | Security and Fire: <input type="checkbox"/> access control entry <input type="checkbox"/> PIR motion sensors <input type="checkbox"/> fire detection equipment | |

LEADERSHIP TEAM AREA

LEADERSHIP

FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)

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

FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)

ADMINISTRATION

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| <p>seated and with prams or using mobility aids)</p> <ul style="list-style-type: none"> <input type="checkbox"/> located at the main entrance to the facility and be readily accessible from the car park | <ul style="list-style-type: none"> <input type="checkbox"/> external seating <input type="checkbox"/> reception counter with 2 workstations in close proximity to a compactus <input type="checkbox"/> reception counter(s) that provides sufficient space for staff to attend to two or more tasks, can be accessed readily by all potential users, adults or children, including those using wheelchairs and without obstructing circulation <input type="checkbox"/> space for sign-in and sign-out equipment <input type="checkbox"/> space for collection of payments (cash/EFTPOS) <input type="checkbox"/> space for self-weighing equipment – supplied by Child and Family Health Centres in South Australia (CAFHS) (to be provided in conjunction with Community or Clinical spaces) <input type="checkbox"/> allow for 30% of fixed storage to be lockable <input type="checkbox"/> finger guards to all door hinges (both sides) accessible by children <input type="checkbox"/> open shelf storage–under bench and overhead <input type="checkbox"/> closed full height storage including some lockable storage <input type="checkbox"/> whiteboard or writeable surface <input type="checkbox"/> resilient flooring <input type="checkbox"/> entrance flooring mat(s) |
| <p>Visual connectivity and wayfinding</p> <ul style="list-style-type: none"> <input type="checkbox"/> maximise external windows to promote visual connection and welcoming entry <input type="checkbox"/> internal windows to adjoining spaces <input type="checkbox"/> line of sight to outside to view approaching visitors <input type="checkbox"/> line of sight from the leadership area <input type="checkbox"/> line of sight to community space and consulting rooms <input type="checkbox"/> natural light, control of glare and direct sunlight <input type="checkbox"/> provide clear wayfinding for the Amenities and areas beyond Reception <input type="checkbox"/> afford some privacy for General Office staff from visitors and children | <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> door closers on any door leading from the entry foyer is required to softly self-close <input type="checkbox"/> doors leading to areas that are not meant for unaccompanied access by children are required to softly self-close and latch <input type="checkbox"/> fully glazed automated double doors (a performance based solution must be prepared for building rules consent to address DDA requirements) <input type="checkbox"/> door hardware to be inaccessible to children <input type="checkbox"/> seamless ‘access for all’ from adjoining internal space(s) <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustically zoned <input type="checkbox"/> reception staff voice(s) clearly audible at the access side of the counter and vice versa |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage <input type="checkbox"/> IPTV/digital signage display in foyer to display ECEC information – audio via speakers integrated in display (no hearing augmentation required) <input type="checkbox"/> IPTV control via network <input type="checkbox"/> audio system (PA) for background music, with wall-mounted volume / selection control <input type="checkbox"/> data point for electronic sign-in of parents and | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors power outlets to be located to suit workstation configuration <input type="checkbox"/> power outlet for digital display <input type="checkbox"/> power outlets for 2 Workstations, phone, printer, EFTPOS |

FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)

ADMINISTRATION

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| <p>visitors data point for point-of-sale card reader</p> <ul style="list-style-type: none"> <input type="checkbox"/> unassigned data outlets for flexible use <input type="checkbox"/> data outlets for 2 Workstations, phone, printer, EFTPOS <input type="checkbox"/> induction loop (AFIL) hearing augmentation in/under counter when screens present <input type="checkbox"/> POS system <input type="checkbox"/> telephone | <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assistance alarm / duress alarm <input type="checkbox"/> access control for all doors external and internal <input type="checkbox"/> exit doors shall lead into a secure yard, with a self-closing gate <input type="checkbox"/> secure service counter including lockable cash drawer <input type="checkbox"/> alternate, access controlled, egress door for staff to exit to maintain physical safety if required <input type="checkbox"/> PIR motion sensor <input type="checkbox"/> fire detection equipment <input type="checkbox"/> alarm keypad <input type="checkbox"/> consider CCTV |
|--|---|

FOYER (INCLUDES PUBLIC RECEPTION AND WAITING)

ADMINISTRATION

ADMINISTRATION AND PROGRAM SUPPORT

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

MEETING ROOM – INTERVIEW

| | | |
|---|--|--|
| Adjacencies: | foyer (including public reception & waiting), leadership team area | |
| National Regulation | 111 – Administrative space 110 – Ventilation and natural light | |
| Design intent: | This space will be used for multiple purposes, serving as a general meeting space for staff, a space for leaders to work with staff, and a space where staff can hold interviews with parents and children. | |
| Functional requirements: | <input type="checkbox"/> accommodate up to 4 people <input type="checkbox"/> adaptable to function as a working meeting space (accommodate laptop device) or an interview/meeting space <input type="checkbox"/> area where staff and parents can hold confidential discussions away from the educational and care areas and the reception area <input type="checkbox"/> safe egress layout to maintain physical safety (second exit) | |
| Operational factors to consider: | Given the potential for multiple users, this space needs to be equipped to be agile and adaptable. Consider providing flexibility to open up meeting rooms to one larger space. | |
| Performance criteria | | |
| Spatial layout and circulation: | <input type="checkbox"/> sufficient space to rearrange the furniture to suit the various functions—a meeting table setting or a small relaxed meeting setting | Fit-out: |
| Visual connectivity and wayfinding | <input type="checkbox"/> a degree of visibility is required into and out of the interview/ meeting rooms while maintaining the capacity for privacy and security <input type="checkbox"/> line of sight is required from the reception desk <input type="checkbox"/> abundant natural light, control of glare and direct sunlight <input type="checkbox"/> passive supervision for staff safety | <input type="checkbox"/> meeting table to suit intended group size(s) office chairs appropriate to the meeting table <input type="checkbox"/> display and writeable surfaces <input type="checkbox"/> external openable window <input type="checkbox"/> carpet tiles |
| Access: | <input type="checkbox"/> located close to the leadership area and accessible from the foyer and can be accessed without entering the secure area <input type="checkbox"/> single hinged door fully glazed or with viewing panel | Acoustics: |
| ICT: | <input type="checkbox"/> wireless coverage <input type="checkbox"/> data for telephone and AV display <input type="checkbox"/> unassigned data outlets for flexible use <input type="checkbox"/> telephone <input type="checkbox"/> AV display including wireless connectivity for BYOD | Electrical: |
| | | <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> dimmable lighting |
| | | Security and Fire: |
| | | <input type="checkbox"/> access control entry |

- alternate, access controlled, egress door for staff to exit to maintain physical safety if required
- assistance alarm
- consider duress alarm
- PIR motion sensors
- fire detection equipment

MEETING ROOM - INTERVIEW

ADMINISTRATION

PARENTING ROOM

| | | |
|---|---|--|
| Adjacencies: | foyer (including public reception & waiting), staff centre, community and cultural space | |
| National Regulation | 110 – Ventilation and natural light | |
| Design intent: A private space for parents (both staff and community) to feed and change babies with provision for pram access. | | |
| Functional requirements: <input type="checkbox"/> comfortable seating for nursing babies <input type="checkbox"/> nappy change facilities <input type="checkbox"/> small kitchenette (space for sink, microwave and small fridge) for the storage, preparation and heating of baby food and bottles | | |
| Operational factors to consider: Needs to be an all-gender space accessible by both staff and the community with consideration given to space and access for prams. | | |
| Performance criteria | | |
| Spatial layout and circulation: <input type="checkbox"/> space to manoeuvre and park prams | Fit-out: <input type="checkbox"/> non-slip resilient floor with coved skirtings <input type="checkbox"/> joinery bench with space for microwave, sink (hot water & TMV), small fridge <input type="checkbox"/> foaming soap dispenser over sink <input type="checkbox"/> paper towel dispenser <input type="checkbox"/> PPE storage station (gloves/masks) <input type="checkbox"/> comfortable seating (armchair) suitable for breastfeeding <input type="checkbox"/> privacy curtain to seating area(s) <input type="checkbox"/> nappy change table <input type="checkbox"/> space for nappy bin <input type="checkbox"/> space for waste bin <input type="checkbox"/> low height side table <input type="checkbox"/> mirror | |
| Visual connectivity and wayfinding <input type="checkbox"/> visually connected to the foyer/main entrance | | |
| Access: <input type="checkbox"/> ready access to public and staff amenities, waiting areas and community spaces <input type="checkbox"/> unsupervised access by children to this area should be restricted | Acoustics: <input type="checkbox"/> minimise noise transfer into adjacent spaces | |
| ICT: <input type="checkbox"/> wireless coverage | Electrical: <input type="checkbox"/> power outlets for equipment and appliances <input type="checkbox"/> additional outlets near seating areas <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> dimmable lighting | |

PARENTING ROOM

ADMINISTRATION

Security and Fire:

- fire detection equipment
- PIR motion sensors

PARENTING ROOM

ADMINISTRATION

STAFF RESOURCE AND UTILITIES AREA

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

STAFF RESOURCE AND UTILITIES AREA

ADMINISTRATION

| | |
|--|---|
| | <input type="checkbox"/> flush painted ceilings <input type="checkbox"/> mechanical ventilation |
| Access: <input type="checkbox"/> located near, and easily accessible from reception and the staff centre | Acoustics: <input type="checkbox"/> containment of noise transfer out of the space |
| ICT: <input type="checkbox"/> data outlets for MFDs, laminators, shredders etc <input type="checkbox"/> wireless coverage | Electrical: <input type="checkbox"/> power outlets for all equipment and appliances (MFDs, laminators, shredders etc) <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors |
| | Security and Fire: <input type="checkbox"/> access control entry <input type="checkbox"/> fire detection equipment <input type="checkbox"/> PIR sensors |

STORAGE – SECURE AND GENERAL

| | | |
|--|---|--|
| Adjacencies: | leadership team area, administration and program support | |
| National Regulation | 111 – Administrative space | |
| Design intent: For general and archival storage purposes, including the storage of confidential material such as student records, cash and keys. | | |
| Functional requirements: <input type="checkbox"/> store files, documents and records which are confidential, valuable or both | | |
| Operational factors to consider: Secure Store only accessible to office staff and site leaders. It cannot house any function that requires access by anyone other than office staff or site leaders. It should not be combined with the Communications Room. | | |
| Performance criteria | | |
| Spatial layout and circulation: <input type="checkbox"/> in close proximity, and easily accessible from staff office spaces <input type="checkbox"/> ensure ease of access to all shelving and storage in accordance with WHS requirements | Fit-out: <input type="checkbox"/> fire resistance level to a minimum 120/120/120 <input type="checkbox"/> solid core fire rated door <input type="checkbox"/> adjustable shelving <input type="checkbox"/> filing cabinets <input type="checkbox"/> compactus (lockable) <input type="checkbox"/> safe (if not co-located on school site) <input type="checkbox"/> key cabinet (with access control) <input type="checkbox"/> resilient flooring <input type="checkbox"/> flush painted ceiling | |
| Visual connectivity and wayfinding <input type="checkbox"/> zero visibility into the room <input type="checkbox"/> items in storage cabinets, compactus, shelves clearly visible when inside the room <input type="checkbox"/> lighting to ensure visibility in all areas of the room when inside the room | | |
| Access: <input type="checkbox"/> lockable door accessible to office staff or site leaders only | Acoustics: <input type="checkbox"/> none applicable | |
| ICT: <input type="checkbox"/> wireless coverage <input type="checkbox"/> unassigned data outlets for flexible use | Electrical: <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors | |
| | Security and Fire: <input type="checkbox"/> access control entry <input type="checkbox"/> fire detection equipment <input type="checkbox"/> PIR motion sensors | |

STORAGE – SECURE AND GENERAL

ADMINISTRATION

STAFF CENTRE

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

| | |
|---|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> microwave(s) (consistent with FTE staff numbers) placed at bench top level <input type="checkbox"/> an upright stove or wall oven, cooktop and range hood <input type="checkbox"/> boiling and chilled water dispenser(s) (consistent with FTE staff numbers) <input type="checkbox"/> dishwasher(s) <input type="checkbox"/> space against a wall in the staff lounge for separate refrigerated beverage and snack vending machines (staff choice to install) <input type="checkbox"/> adequate bench space and storage space for supplies, and all necessary kitchenware <input type="checkbox"/> suitable “hotdesk” space to provide additional staff workspace if required <input type="checkbox"/> large noticeboards for display of early childhood planning calendar, professional learning items, development displays <input type="checkbox"/> writeable surfaces <input type="checkbox"/> lockable storage for personal items (consistent with FTE staff numbers & a % contingency for PT workers/job share) |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sliding door access to external courtyard <input type="checkbox"/> single hinged door fully glazed or with viewing panel <input type="checkbox"/> ease of access to staff amenities and parenting room | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustic separation from adjoining areas |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage <input type="checkbox"/> telephone <input type="checkbox"/> hearing augmentation <input type="checkbox"/> IPTV/digital signage display distributed around room for promotion – audio via speakers integrated in displays <input type="checkbox"/> IPTV control via network <input type="checkbox"/> ceiling audio system (PA) for background music, with wall-mounted volume/selection control | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> power outlets for all equipment and appliances <input type="checkbox"/> unassigned power outlets – these should be included to allow charging of staff personal devices <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PIR motion sensors <input type="checkbox"/> fire detection equipment <input type="checkbox"/> access control entry |

STAFF WORKSPACE

| | |
|--|--|
| <ul style="list-style-type: none"> Area per staff member 4.5m² | |
| Adjacencies: | connected to the staff resource and utilities area, staff centre, staff amenities |
| National Regulation | 111 – Administrative space |
| Design intent: An area where staff can work individually and collaboratively to meet, engage in dialogue and discussion, design and plan, analyse data, access resources, write records, and store resources. | |
| Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> space to be used by multiple staff <input type="checkbox"/> shared workstations suitable for the number of staff <input type="checkbox"/> storage for resources—files, books, folders, other teaching resources to occupational health and safety standards <input type="checkbox"/> secure storage for individual belongings <input type="checkbox"/> a setting/zone to support collaborative work | |
| Operational factors to consider: At peak times there can be high demand for workspace. Careful distribution of functions and layout is required to facilitate efficient and effective use of the space. | |
| Performance criteria | |
| Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space to provide ease of movement between workstations, storage and the collaboration zone <input type="checkbox"/> layout and room shape designed to facilitate several people involved in printing and production activity, whilst enabling access to storage | Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> carpet tiles <input type="checkbox"/> loose furniture for worktables <input type="checkbox"/> loose furniture for staff workstations (adjustable) <input type="checkbox"/> display and writeable surfaces to be included <input type="checkbox"/> include storage for resource materials <input type="checkbox"/> External openable window <input type="checkbox"/> space for a multi-function device (MFD) |
| Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> bright light to all work areas <input type="checkbox"/> stored items readily visible <input type="checkbox"/> adjustable height workstations | |
| Access: <ul style="list-style-type: none"> <input type="checkbox"/> locate away from entrance and activity areas <input type="checkbox"/> located near, and easily accessible from the general office and the staff lounge <input type="checkbox"/> passive line of sight to the learning and play space <input type="checkbox"/> single hinged door fully glazed or with viewing panel | Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> containment of noise transfer out of the space |
| ICT: <ul style="list-style-type: none"> <input type="checkbox"/> wireless coverage <input type="checkbox"/> data outlets for staff workstations <input type="checkbox"/> data outlet in addition to workstation requirements <input type="checkbox"/> data outlets for MFDs | Electrical: <ul style="list-style-type: none"> <input type="checkbox"/> power outlets for MFDs, laminators, shredders etc <input type="checkbox"/> double general power outlet in addition to workstation requirements <input type="checkbox"/> lighting controls – manual & infrared |

telephone

occupancy sensors

Security and Fire:

- access control entry
- PIR motion sensors
- fire detection equipment
- lockable room

STAFF WORKSPACE

STAFF WORKSPACE

CHILDREN - TOILETS

| | |
|---|--|
| <ul style="list-style-type: none"> Area per cubicle including handbasin and an allowance for ambulant cubicles – 3.3m² | |
| Adjacencies: | indoor learning and play space, outdoor learning and play space |
| National Regulation | 109 – Toilet and hygiene facilities 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision |
| Design intent: To provide supervised toilet facilities for children in Preschool or Long Day Care. | |
| Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> children’s toilets as per NQS requirements <input type="checkbox"/> at least 1 toilet to be an ambulant facility as per AS 1428.1 <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes | |
| Operational factors to consider: It is a legislative requirement that one children’s sized pan and hand basin is provided for every 15 children in attendance at any one time. If children’s toilets are to be provided in more than one location, a minimum of 2 toilet pans should be provided in each toilet room. Hand washing areas will be busy before meal breaks. | |
| Performance criteria | |
| Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> toilets need to be able to be readily accessible from both indoor and outdoor learning and play spaces | Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> cubicles are to be fitted with privacy doors <input type="checkbox"/> junior toilet pans <input type="checkbox"/> handwashing sinks (cold water only) <input type="checkbox"/> toilet roll holder for each toilet <input type="checkbox"/> grab rails for ambulant toilets <input type="checkbox"/> mechanical ventilation <input type="checkbox"/> finger guards fitted to the children’s toilet cubicle door hinges (both sides) <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> floor waste <input type="checkbox"/> mirrors above basins <input type="checkbox"/> foaming soap dispensers mounted above sink <input type="checkbox"/> electric hand dryers or paper towel dispensers <input type="checkbox"/> external operable window (with screen) for natural ventilation |
| Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> line of sight from the indoor learning and play spaces to the handwashing is required – internal windows <input type="checkbox"/> line of sight from outside the property boundary into the space is to be prevented | |
| Access: <ul style="list-style-type: none"> <input type="checkbox"/> internally lockable doors with indicator able to be unlatched from outside by staff in case of emergency | Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained |
| ICT: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable | Electrical: <ul style="list-style-type: none"> <input type="checkbox"/> hand dryers to be hardwired |

| | |
|--|--|
| | <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors |
| | Security and Fire: <input type="checkbox"/> none applicable |

CHILDREN – TOILETS

CHILDREN AND STAFF AMENITIES

NAPPY CHANGE

| | | |
|---|---|---|
| Adjacencies: | indoor learning and play space, outdoor learning and play space, children toilets | |
| National Regulation | 112 – Nappy change facilities 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision | |
| Design intent: | To provide nappy change facilities for children in Preschool or Long Day Care. | |
| Functional requirements: | <input type="checkbox"/> nappy change facilities <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes | |
| Operational factors to consider: | The nappy change may be located within the children toilets with the design ensuring the dignity and rights of the child being changed are maintained. | |
| Performance criteria | | |
| Spatial layout and circulation: | <input type="checkbox"/> readily accessible from both indoor and outdoor learning and play spaces | Fit-out: |
| Visual connectivity and wayfinding | | <input type="checkbox"/> overhead storage cupboard to occupational health and safety standards for towels, spare clothing, nappies, wipes etc <input type="checkbox"/> mechanical ventilation <input type="checkbox"/> adult hand washing facilities within 1m of nappy change bench (hot water & TMV) <input type="checkbox"/> fixed nappy change bench with sink type bath (combined tap/handheld shower), child access stairs to bench and secure access to nappy disposal bin underneath <input type="checkbox"/> bath (hot water & TMV) <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> floor waste <input type="checkbox"/> foaming soap dispensers mounted above sink <input type="checkbox"/> electric hand dryers or paper towel dispensers |
| Access: | <input type="checkbox"/> stairs to the change bench should be inaccessible to children without adult assistance <input type="checkbox"/> child gate with gate latch required | Acoustics: |
| ICT: | <input type="checkbox"/> none applicable | Electrical: |
| | | Security and Fire: |
| | | <input type="checkbox"/> hand dryers to be hardwired <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <input type="checkbox"/> none applicable |

NAPPY CHANGE

CHILDREN AND STAFF AMENITIES

CHILDREN – ACCESSIBLE TOILET, SHOWER AND CHANGE

| | | |
|---|---|--|
| Adjacencies: | indoor learning and play space, outdoor learning and play space, inclusive indoor learning and play space, inclusive outdoor learning and play space | |
| National Regulation | 109 – Toilet and hygiene facilities 112 – Nappy change facilities 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision | |
| Design intent: Enables independence or full assistance with toileting and personal care for children with a disability. | | |
| Functional requirements: | | |
| <input type="checkbox"/> staff or technology assisted use of toilet pan <input type="checkbox"/> staff or technology assisted use of shower <input type="checkbox"/> changing of nappies or incontinence pants <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes | | |
| Operational factors to consider: To meet AS1428.1 disability access provisions. | | |
| Performance criteria | | |
| Spatial layout and circulation: | Fit-out: | |
| <input type="checkbox"/> directly accessible from indoor and outdoor learning areas <input type="checkbox"/> ease of access to laundry facility <input type="checkbox"/> adequate and unobstructed space must be available to accommodate waste receptacles for: <ul style="list-style-type: none"> ○ general waste disposal ○ nappy disposal adjacent to change table ○ sharps disposal | <input type="checkbox"/> junior toilet pan located away from side wall to allow staff assistance either side of pan <input type="checkbox"/> provide 2 fold down grab/hand rails either side of the WC pan <input type="checkbox"/> non-slip floor surface with coved skirting <input type="checkbox"/> ceiling track lifters or mobile lifters that enable independent operation by students who have the ability or full assistance where required <input type="checkbox"/> individual storage for personal changing provisions and clothes <input type="checkbox"/> adult hand basin (hot water & TMV) within 1m of change table <input type="checkbox"/> children’s hand basin with cold water <input type="checkbox"/> privacy curtains to toilet pan and change table <input type="checkbox"/> foaming soap dispensers over sinks <input type="checkbox"/> a self-managing, wheelchair accessible WC pan in accordance with AS 1428.1. <input type="checkbox"/> toilet roll holder <input type="checkbox"/> provide a mirror and a shelf over the basin <input type="checkbox"/> paper towel dispenser <input type="checkbox"/> screw nose bibcock below and close to hand basin for cleaner’s use <input type="checkbox"/> accessible shower with fold down seat and | |
| Visual connectivity and wayfinding | | |
| <input type="checkbox"/> line of sight to the door is required from the indoor learning and play space for passive supervision <input type="checkbox"/> a degree of visibility is required into and out of the fully assisted toilet rooms while maintaining the capacity for privacy and security | | |

| | |
|--|--|
| | <ul style="list-style-type: none"> grab rails in accordance with AS 1428.1 <input type="checkbox"/> flushing floor waste <input type="checkbox"/> showerhead must be portable (hand held type) and attached to a vertical grab rail <input type="checkbox"/> recessed soap holder in a place accessible to an assistant <input type="checkbox"/> provide a towel rail in close proximity to the shower (but not in shower) <input type="checkbox"/> provide statutory signage to door <input type="checkbox"/> provide an unobstructed and appropriate space against a wall (positioned to allow staff access to both sides of the change table) for an electrically operated, variable height change table <input type="checkbox"/> shelving to be provided on the wall adjacent to the table location, within easy reach, to store items required during changing processes <input type="checkbox"/> secure access to nappy disposal bin <input type="checkbox"/> provide unobstructed and adequate space to store a commode chair <input type="checkbox"/> mechanically ventilated to outdoor air <input type="checkbox"/> openable external window (with screen) |
| <p>Access:</p> <ul style="list-style-type: none"> <input type="checkbox"/> wheelchair accessible <input type="checkbox"/> unobstructed and adequate space adjacent and in front of WC pan to accommodate a wheelchair <input type="checkbox"/> layout to allow for staff assisting children to easily manoeuvre around the space <input type="checkbox"/> layout to allow for staff assisting children either side of toilet pan <input type="checkbox"/> layout to allow for staff assisting children either side of the change table | <p>Acoustics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained |
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> none applicable | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> power for lifting equipment <input type="checkbox"/> double power outlet for variable height change table <input type="checkbox"/> all power points are to be isolatable by staff <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assistance alarm <input type="checkbox"/> fire detection equipment |

LAUNDRY

| | | |
|---|--|--|
| Adjacencies: | indoor learning and play spaces, restricted access to a secure service yard | |
| National Regulation | 106 – Laundry and hygiene facilities | |
| Design intent: Regular washing of selected items used in the centre and to wash and dry soiled clothes and linen if required. | | |
| Functional requirements: <input type="checkbox"/> accommodate washing machine and dryer <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> storage for consumables | | |
| Operational factors to consider: Locate laundry where it can be shared between activity areas and services. Provide access to a secure service yard. | | |
| Performance criteria | | |
| Spatial layout and circulation: <input type="checkbox"/> access to a secure service yard with a small retractable clothesline <input type="checkbox"/> space to hold multiple nappy bins <input type="checkbox"/> space to store dirty laundry awaiting washing | Fit-out: <input type="checkbox"/> non-slip resilient flooring with coved skirting <input type="checkbox"/> fixed bench with laundry tub and lockable cupboard underneath <input type="checkbox"/> maximise usable benchtop area <input type="checkbox"/> space for washing machine and dryer <input type="checkbox"/> floor waste <input type="checkbox"/> lockable storage cupboards for consumables <input type="checkbox"/> mechanically ventilated to outdoor air <input type="checkbox"/> openable external window (with screen) <input type="checkbox"/> hot water & TMV | |
| | Visual connectivity and wayfinding <input type="checkbox"/> zero visibility into the room <input type="checkbox"/> items in storage must be clearly visible | |
| Access: <input type="checkbox"/> not accessible to unaccompanied children <input type="checkbox"/> internal door glazed for visual access <input type="checkbox"/> external door self-closing and self-latching | Acoustics: <input type="checkbox"/> minimise noise transfer into adjacent spaces | |
| ICT: <input type="checkbox"/> unassigned data outlets for flexible use | Electrical: <input type="checkbox"/> power for all equipment and appliances <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors | |
| | Security and Fire: <input type="checkbox"/> access control entry <input type="checkbox"/> fire detection equipment <input type="checkbox"/> PIR motion sensors | |

STAFF – TOILETS

| | |
|--|---|
| <ul style="list-style-type: none"> • Area per cubicle including handbasin and an allowance for ambulant cubicles – 3.3m² | |
| Adjacencies: | staff workspace, staff centre, leadership team area, indoor learning and play space |
| National Regulation | Nil |
| Design intent: To provide amenities for staff. | |
| Functional requirements: <ul style="list-style-type: none"> <input type="checkbox"/> number of staff toilets as required by NCC <input type="checkbox"/> fully self-contained and non-gendered <input type="checkbox"/> convenient access from the indoor learning and play space(s) <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes <input type="checkbox"/> at least 1 toilet to be an ambulant facility as per AS 1428.1 | |
| Operational factors to consider: Where non-gendered toilets are provided they are to be Ambulant toilets to meet AS 1428.1 disability access provisions. | |
| Performance criteria | |
| Spatial layout and circulation: <ul style="list-style-type: none"> <input type="checkbox"/> sufficient space for movement in and out of the area, to gain access to the hand basin and hand dryers without obstruction | Fit-out: <ul style="list-style-type: none"> <input type="checkbox"/> non-gendered, self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> layout, sanitary fixtures and grab rails for ambulant toilets to comply with AS 1428.1 <input type="checkbox"/> non-slip floor with covered skirting <input type="checkbox"/> mechanically ventilated to external air <input type="checkbox"/> floor waste <input type="checkbox"/> toilet pan with dual flush <input type="checkbox"/> hand basin (hot water & TMV) <input type="checkbox"/> foaming soap dispenser located over hand basin <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> toilet roll holder <input type="checkbox"/> mirror above basin <input type="checkbox"/> electric hand dryer <input type="checkbox"/> coat/bag hook |
| Visual connectivity and wayfinding <ul style="list-style-type: none"> <input type="checkbox"/> locate with staff support facilities away from learning and play spaces, children’s toilet and preschool kitchen <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting | |
| Access: <ul style="list-style-type: none"> <input type="checkbox"/> all cubicles to have privacy doors with indicators | Acoustics: <ul style="list-style-type: none"> <input type="checkbox"/> acoustically contained |
| ICT: <ul style="list-style-type: none"> <input type="checkbox"/> none applicable | Electrical: <ul style="list-style-type: none"> <input type="checkbox"/> hard wired hand dryer <input type="checkbox"/> 1 x double power outlet for personal appliances <input type="checkbox"/> lighting controls – manual & infrared |

| | |
|--|---|
| | occupancy sensors |
| | <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access control entry <input type="checkbox"/> fire detection equipment <input type="checkbox"/> PIR sensors |

STAFF - TOILETS

CHILDREN AND STAFF AMENITIES

STAFF – ACCESSIBLE TOILET

| | | |
|--|--|--|
| Adjacencies: | staff workspace, staff lounge, leadership team area, indoor learning and play space | |
| National Regulation | Nil | |
| Design intent: To provide an accessible toilet for staff | | |
| Functional requirements: <input type="checkbox"/> fully self-contained and non-gendered <input type="checkbox"/> convenient access from the indoor learning and play space(s) <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes | | |
| Operational factors to consider: Accessible toilet to meet AS 1428.1 disability access provisions (shower and variable height change table is not required). | | |
| Performance criteria | | |
| Spatial layout and circulation: <input type="checkbox"/> provide generous circulation space in the vicinity of toilet | Fit-out: <input type="checkbox"/> non-gendered, self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> layout and sanitary fixtures to comply with AS 1428.1 <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> ventilated to external air <input type="checkbox"/> toilet pan with dual flush <input type="checkbox"/> hand basin (hot water & TMV) <input type="checkbox"/> foaming soap dispenser mounted over hand basin <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> toilet roll holder <input type="checkbox"/> mirror above basin <input type="checkbox"/> electric hand dryer <input type="checkbox"/> coat/bag hook | Visual connectivity and wayfinding <input type="checkbox"/> locate with staff support facilities away from learning and play space, children’s amenities and preschool kitchen <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting |
| Access: <input type="checkbox"/> all cubicles to have privacy doors with indicators | | |
| ICT: <input type="checkbox"/> none applicable | Acoustics: <input type="checkbox"/> acoustically contained | Electrical: <input type="checkbox"/> hardwired hand dryer <input type="checkbox"/> 1 x double power outlet for personal appliances <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors |
| | Security and Fire: <input type="checkbox"/> access control entry <input type="checkbox"/> PIR sensors | |

STAFF – ACCESSIBLE TOILET

CHILDREN AND STAFF AMENITIES

- fire detection equipment
- assistance alarm

STAFF – ACCESSIBLE TOILET

CHILDREN AND STAFF AMENITIES

STAFF – SHOWER & CHANGEROOM (END OF TRIP)

| | |
|---|--|
| <ul style="list-style-type: none"> Area per cubicle (combined shower and change) – 3.8m² | |
| Adjacencies: | bike store, staff centre, staff amenities |
| National Regulation | Nil |
| Design intent: Shower and change rooms for those choosing an active mode of transport to and from work. | |
| Functional requirements: <input type="checkbox"/> be readily accessible from both inside and outside of the building without compromising the internal security of the building <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes | |
| Operational factors to consider: Locating the staff showers within the Leadership, Administration and Staff Centre ensures a central location. | |
| Performance criteria | |
| Spatial layout and circulation: <input type="checkbox"/> close to staff lockers <input type="checkbox"/> close to staff toilet <input type="checkbox"/> ease of access to staff lounge (internal and external spaces) | Fit-out: <input type="checkbox"/> non-gendered self-contained cubicles with full height walls and doors with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> change bench and clothes hanging towel rack <input type="checkbox"/> mechanical ventilation to the external air <input type="checkbox"/> non-slip resilient flooring with coved skirtings <input type="checkbox"/> hot water & TMV |
| Visual connectivity and wayfinding <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting | |
| Access: <input type="checkbox"/> all cubicles to have privacy doors with indicators | Acoustics: <input type="checkbox"/> acoustically contained |
| ICT: <input type="checkbox"/> none applicable | Electrical: <input type="checkbox"/> hard wired hand dryer <input type="checkbox"/> double power outlets for personal appliances <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors |
| | Security and Fire: <input type="checkbox"/> access control entry <input type="checkbox"/> assistance alarm <input type="checkbox"/> fire detection equipment <input type="checkbox"/> PIR sensor |

STAFF – SHOWER & CHANGEROOM (END OF TRIP)

CHILDREN AND STAFF AMENITIES

COMMUNITY ACCESSIBLE TOILET AND NAPPY CHANGE

| | | |
|--|--|---|
| Adjacencies: | foyer (including public reception & waiting), community and cultural space, consulting and clinical services | |
| National Regulation | 109 – Toilet and hygiene facilities 112 – Nappy change facilities 110 – Ventilation and natural light | |
| Design intent: | To provide an accessible toilet, shower and nappy change space for use by visitors. | |
| Functional requirements: | <input type="checkbox"/> stable pull-down nappy changing facilities for community use <input type="checkbox"/> space for sanitary disposal unit and nappy bin <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes | |
| Operational factors to consider: | Layout and clearances to comply with AS 1428.1. Space for a variable height change table is not required. | |
| Performance criteria | | |
| Spatial layout and circulation: | <input type="checkbox"/> directly accessible from entrance/foyer <input type="checkbox"/> direct access from the cultural and community space | Fit-out: <input type="checkbox"/> non-gendered, self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> layout and sanitary fixtures to comply with AS 1428.1 <input type="checkbox"/> pull-down nappy change table <input type="checkbox"/> hand dryers or paper towel dispensers <input type="checkbox"/> non-slip resilient floor with coved skirting <input type="checkbox"/> ventilated to external air <input type="checkbox"/> toilet pan with dual flush and detachable child toilet training seat <input type="checkbox"/> hand basin (cold water only) <input type="checkbox"/> foaming soap dispenser mounted over hand basin <input type="checkbox"/> space for sanitary disposal unit and nappy bin <input type="checkbox"/> toilet roll holder <input type="checkbox"/> mirror above basin <input type="checkbox"/> electric hand dryer <input type="checkbox"/> coat/bag hook |
| Visual connectivity and wayfinding | | |
| <input type="checkbox"/> clearly visible from foyer area <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting | | |
| Access: | <input type="checkbox"/> internally lockable door with indicator able to be unlatched from outside by staff in case of emergency <input type="checkbox"/> all cubicles to have privacy doors with indicators | Acoustics: |
| | | <input type="checkbox"/> acoustically contained |
| ICT: | <input type="checkbox"/> none applicable | Electrical: |
| | | <input type="checkbox"/> hardwired hand dryer |

| | |
|--|--|
| | <input type="checkbox"/> 1 x double power outlet for personal appliances <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors |
| | Security and Fire: <input type="checkbox"/> assistance alarm <input type="checkbox"/> fire detection equipment <input type="checkbox"/> PIR sensor |

COMMUNITY ACCESSIBLE TOILET AND NAPPY CHANGE

COMMUNITY AMENITIES

COMMUNITY – TOILETS

| | |
|---|--|
| <ul style="list-style-type: none"> • Area per cubicle including handbasin and an allowance for ambulant cubicles – 3.3m² | |
| Adjacencies: | foyer (including public reception & waiting), community and cultural space, consulting and clinical services |
| National Regulation | 109 – Toilet and hygiene facilities 110 – Ventilation and natural light |
| Design intent: To provide amenities for visitors. | |
| Functional requirements: <input type="checkbox"/> non-gendered, self-contained toilet <input type="checkbox"/> impervious, robust, durable and easily cleaned finishes | |
| Operational factors to consider: Where non-gender toilets are provided they are to be ambulant toilets to meet AS 1428.1 disability access provisions. | |
| Performance criteria | |
| Spatial layout and circulation: <input type="checkbox"/> directly accessible from entrance/foyer <input type="checkbox"/> directly accessible from cultural and community space <input type="checkbox"/> sufficient space for movement in and out of the area, to gain access to the hand basin and hand dryers without obstruction | Fit-out: <input type="checkbox"/> non-gendered self-contained toilet with full height walls and door with no gaps to ensure visual and acoustic privacy <input type="checkbox"/> layout, sanitary fixtures and grab rails for ambulant toilets to comply with AS 1428.1 <input type="checkbox"/> non-slip floor with coved skirting <input type="checkbox"/> mechanically ventilated to external air <input type="checkbox"/> floor waste <input type="checkbox"/> toilet pan with dual flush and detachable child toilet training seat <input type="checkbox"/> hand basin (cold water only) <input type="checkbox"/> foaming soap dispenser located over hand basin <input type="checkbox"/> space for sanitary disposal unit <input type="checkbox"/> vandal proof toilet roll holder <input type="checkbox"/> mirror above basin <input type="checkbox"/> electric hand dryer <input type="checkbox"/> coat/bag hook |
| Visual connectivity and wayfinding <input type="checkbox"/> clearly visible from foyer area <input type="checkbox"/> signage indication occupation or vacancy <input type="checkbox"/> consider natural and artificial lighting | |
| Access: <input type="checkbox"/> internally lockable door able to be unlocked from outside by staff in case of emergency <input type="checkbox"/> all cubicles to have privacy doors with indicators | Acoustics: <input type="checkbox"/> acoustically contained |
| ICT: <input type="checkbox"/> none applicable | Electrical: <input type="checkbox"/> hard wired hand dryer <input type="checkbox"/> 1 x power outlet for personal appliances <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors |

Security and Fire:

- fire detection equipment
- PIR sensor

COMMUNITY - TOILETS

COMMUNITY AMENITIES

BIN ENCLOSURE

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

BIN ENCLOSURE

SITE

BICYCLE STORE – STAFF

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

BICYCLE STORE - STAFF

SITE

COMMUNICATIONS ROOM

| | | |
|--|---|--|
| Adjacencies: | leadership team area, administration and program support | |
| National Regulation | Nil | |
| Design intent: | | |
| Dedicated secure space to house the Core Node or Edge Node equipment and other ICT services (internet and network equipment, servers, telephone systems, and security). | | |
| <input type="checkbox"/> Core Node – the central location or ‘hub’ for local network services, core network switches, servers, data storage and other appliances. | | |
| <input type="checkbox"/> Edge Node – the peripheral locations or ‘spokes’ of the local area network contain the ancillary ICT equipment for outlying areas or buildings and is connected to the Core Node using high bandwidth fibre optic backbone sub-system cabling. | | |
| Functional requirements: | | |
| <input type="checkbox"/> secure room | | |
| <input type="checkbox"/> fire resistant compartment (no sprinklers) as per AS 1530.4 | | |
| <input type="checkbox"/> temperature and humidity controlled room | | |
| <input type="checkbox"/> central location close to site perimeter to minimise internal cable runs as well as the external links to services running along adjoining roads | | |
| <input type="checkbox"/> located away from electromagnetic interference | | |
| Operational factors to consider: | | |
| Must comply with AS/NZS 3084 Telecommunication Installations – telecommunications pathways and spaces for commercial buildings for ease of access from entrance/foyer for the delivery of large equipment. An Edge Node ‘spoke’ will be installed if the facility is attached to a school’s Core Node ‘hub’. | | |
| Performance criteria | | |
| Spatial layout and circulation: | Fit-out: | |
| <input type="checkbox"/> located close to the site perimeter to minimise cost of external links to services | <input type="checkbox"/> resilient (anti-static) flooring | |
| <input type="checkbox"/> centrally located to minimise cost of fibre backbone cabling to edge cabinets | <input type="checkbox"/> all cabinets and metallic components within the cabinets shall be earthed in accordance with AS/CA S009 | |
| <input type="checkbox"/> access the front, back and at least one side of every comms rack/cabinet | <input type="checkbox"/> fire resistant door AS 1901.1 | |
| Visual connectivity and wayfinding | <input type="checkbox"/> fire rated walls and ceilings as per AS 1530.4 | |
| <input type="checkbox"/> finishes light in colour to enhance room lighting | <input type="checkbox"/> air-conditioning solution | |
| | <input type="checkbox"/> temperature audio-visual alarm (red light flashing outside the room) | |
| | <input type="checkbox"/> second alert for shutdown facility provided to a sequential mobile list that continues to loop until it is answered by someone on the list | |
| Access: | Acoustics: | |
| <input type="checkbox"/> not accessible to children or visitors | <input type="checkbox"/> acoustically contained | |
| <input type="checkbox"/> door access to allow delivery of large equipment (no doorsill) including adjoining hallway | | |
| <input type="checkbox"/> no key or tool required to exit room | | |

COMMUNICATIONS ROOM

SERVICES

| | |
|--|--|
| <p>ICT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Core Node or Core Edge equipment (as per department’s ICT) <input type="checkbox"/> all communications cabinets must be connected on a separate power circuit with three mode surge reduction filter installed in a visible location <input type="checkbox"/> each communication rack shall have separate 2x 15A surge protected circuits, each connecting power distribution units (PDUs) with minimum 20x AU outlet sockets <input type="checkbox"/> comms rack needs to have sufficient switch ports for all security and CCTV devices | <p>Electrical:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uninterruptable power supply (UPS) <p>Security and Fire:</p> <ul style="list-style-type: none"> <input type="checkbox"/> access control entry <input type="checkbox"/> PIR motion sensors <input type="checkbox"/> fire detection equipment |
|--|--|

COMMUNICATIONS ROOM

SERVICES

ENGINEERING PLANT & SERVICES

| | | |
|---|---|--|
| Adjacencies: | as required | |
| National Regulation | 104 – Fencing | |
| Design intent: Provide as necessary, rooms, ducts, cupboards or recessed proprietary cabinets for services including communications, mechanical switchboards, electrical switchboards, fire indicator panels and fire hose reel cupboards. | | |
| Functional requirements: <input type="checkbox"/> must not affect or encroach on space intended for other functions <input type="checkbox"/> located to provide economic distribution of services <input type="checkbox"/> refer to DIT Design Guideline G190 | | |
| Operational factors to consider: Consideration needs to be given to the required maintenance access to ensure that maintenance can be carried out in a safe, efficient manner without disruption to the other briefed functional areas. | | |
| Performance criteria | | |
| Spatial layout and circulation: <input type="checkbox"/> ease of access provided for maintenance personnel | Fit-out: <input type="checkbox"/> as required for equipment provided | Visual connectivity and wayfinding <input type="checkbox"/> discreet placement minimising views into the space <input type="checkbox"/> adequate lighting (natural/artificial) to carry out maintenance as required |
| Access: <input type="checkbox"/> no child access | | Acoustics: <input type="checkbox"/> as required for equipment provided |
| ICT: <input type="checkbox"/> as required for equipment provided | Electrical: <input type="checkbox"/> as required for equipment provided | Security and Fire: <input type="checkbox"/> fencing to prevent unauthorised access <input type="checkbox"/> access control <input type="checkbox"/> fire detection equipment |

STORES – CLEANER

| | |
|---|---|
| Adjacencies: | laundry, bin enclosure |
| National Regulation | Nil |
| Design intent: Provide secure storage for cleaning equipment and supplies. | |
| Functional requirements: <input type="checkbox"/> secure storage for cleaning equipment and supplies <input type="checkbox"/> washing facilities for mops and other materials <input type="checkbox"/> restricted staff only wet area with lockable door <input type="checkbox"/> no plant equipment to be accommodated in this room | |
| Operational factors to consider: Durable and easy to maintain surfaces and finishes. | |
| Performance criteria | |
| Spatial layout and circulation: <input type="checkbox"/> provide generous circulation space for the movement and storage of large cleaning equipment | Fit-out: <input type="checkbox"/> wall mounted cleaners sink (hot water & TMV) <input type="checkbox"/> bench space <input type="checkbox"/> storage space for cleaning equipment (manual and mechanical) <input type="checkbox"/> lockable storage for hazardous chemicals that is adequately ventilated <input type="checkbox"/> floor waste <input type="checkbox"/> mechanically ventilated <input type="checkbox"/> space for cleaner’s trolley <input type="checkbox"/> non-slip resilient floors with coved skirting <input type="checkbox"/> impervious walls |
| Visual connectivity and wayfinding <input type="checkbox"/> natural light, if able to be achieved | |
| Access: <input type="checkbox"/> no child access | Acoustics: <input type="checkbox"/> none applicable |
| ICT: <input type="checkbox"/> unassigned data outlets for flexible use | Electrical: <input type="checkbox"/> power for all equipment and appliances <input type="checkbox"/> unassigned power outlets for flexible use <input type="checkbox"/> lighting controls – manual & infrared occupancy sensors |
| | Security and Fire: <input type="checkbox"/> access control entry <input type="checkbox"/> fire detection equipment <input type="checkbox"/> PIR motion |

STORES - CLEANER

SERVICES

INTERNAL CIRCULATION

| | | |
|---|---|--|
| Adjacencies: | indoor learning & care (unencumbered & encumbered), inclusive indoor learning & care (unencumbered & encumbered), sleep room, kitchen, indoor community meeting area, multi-faith room, consulting & clinical services, leadership team area, foyer, administration & program support, meeting room – interview, parenting room, staff resource & utilities area, store – secure, store – general, staff centre, staff workspace, children’s toilets, children’s accessible toilet, shower & change, nappy change, staff – toilets, staff – accessible toilet, staff – shower & changeroom, community accessible toilet & nappy change, community accessible – toilets, communications room, engineering plant & services, stores – cleaner | |
| National Regulation | 107 – Space requirements – indoor space 110 – Ventilation and natural light 115 – Premises designed to facilitate supervision | |
| Design intent: | Circulation spaces should consider the audience that gathers in the spaces and provide opportunities for children’s work to be displayed. They should allow staff, children and visitors to travel efficiently around and through the facilities without adverse impact on adjacent functionalities and learning activities. | |
| Functional requirements: | <input type="checkbox"/> an additional allowance for internal circulation should be considered for all the briefed spaces | |
| Operational factors to consider: | For reasons of child safety and program quality, traffic corridors should provide for movement between the adult precinct and child activity areas without having to pass through the activity areas. | |
| Performance criteria | | |
| Spatial layout and circulation: | Fit-out: | |
| <input type="checkbox"/> consideration for passing and turning spaces for wheelchairs, prams and mobility equipment | <input type="checkbox"/> resilient durable impervious flooring | |
| Visual connectivity and wayfinding | | |
| <input type="checkbox"/> adequate lighting for clear wayfinding | | |
| Access: | Acoustics: | |
| <input type="checkbox"/> level door thresholds <input type="checkbox"/> ‘access for all’ | <input type="checkbox"/> consideration of adjacent spaces | |
| ICT: | Electrical: | |
| <input type="checkbox"/> none applicable | <input type="checkbox"/> lighting controls – manual & infrared <input type="checkbox"/> occupancy sensors | |
| | Security and Fire: | |
| | <input type="checkbox"/> PIR sensors <input type="checkbox"/> fire detection equipment | |

EXTERNAL CIRCULATION

| | | |
|---|---|--|
| Adjacencies: | foyer (including public reception & waiting), car park, outdoor learning & play, bin enclosure, bicycle store – staff, laundry | |
| National Regulation | 104 – Fencing 108 – Space requirements – outdoor space 115 – Premises designed to facilitate supervision | |
| Design intent: | Accessible covered walkways are required between all external spaces and buildings, including from parking spaces. | |
| Functional requirements: | <input type="checkbox"/> an additional allowance for external circulation has been allocated for use in the outdoor learning and play spaces | |
| Operational factors to consider: | Ensure weather protected external circulation can occur without disrupting activities. Learning and play areas should be designed so that learning activities are not significantly disturbed when others are moving between spaces and/or through learning settings. For reasons of child safety and program quality, traffic corridors should provide for movement between the adult precinct and child activity areas without having to pass through the activity areas. | |
| Performance criteria | | |
| Spatial layout and circulation: | Fit-out: | |
| <input type="checkbox"/> consideration for passing and turning spaces for wheelchairs | <input type="checkbox"/> covered walkways <input type="checkbox"/> non slip paving/concrete | |
| Visual connectivity and wayfinding | | |
| <input type="checkbox"/> adequate lighting for clear wayfinding | | |
| Access: | Acoustics: | |
| <input type="checkbox"/> level door thresholds <input type="checkbox"/> 'access for all' | <input type="checkbox"/> none applicable | |
| ICT: | Electrical: | |
| <input type="checkbox"/> none applicable | <input type="checkbox"/> outdoor lighting | |
| | Security and Fire: | |
| | <input type="checkbox"/> fencing with gated pedestrian and vehicle access where required | |

Revision record

Version: v1.1 (DE20/05086)

Edits: Children Toilets and Nappy Change functional units provided as individual Generic Functional Briefs.

Approved by: Senior Manager, Asset Planning, Standards and Sustainability

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