NSW Department of Education - School Infrastructure

Preschool Design Brief

Version E

November 2025

schoolinfrastructure.nsw.gov.au

NSW GOVERNMENT

Acknowledgment of Country

School Infrastructure acknowledges the traditional owners and custodians of country throughout Australia and acknowledge their continuing connection to land, water and community. We pay our respects to the people, the cultures and the elders past, present and emerging.

Document Control

Version	Date	Summary
A	02/02/2024	ESC Endorsed Issue
B	05/03/2024	ESC Endorsed Issue
C	03/04/2024	ESC Endorsed Issue
D	28/01/2025	Refer to Change Summary
E	20/11/2025	Refer to Change Summary, Endorsed by Early Learners, DoE

The Preschool Design Brief will be incorporated entirely into the Pattern Book in 2026.

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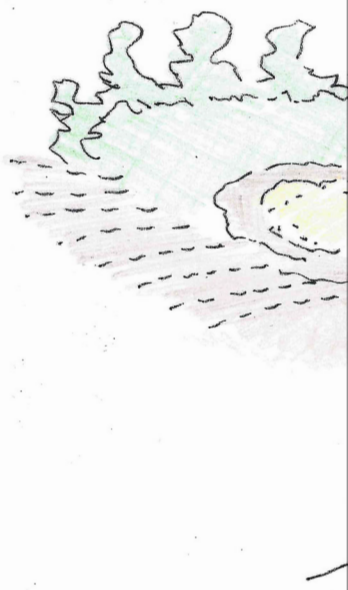
Acronyms & Abbreviations

SI	School Infrastructure
ECO	Early Childhood Outcomes
AMU	Asset Management Unit
DfMA	Design for Manufacturing and Assembly
MMC	Modern Method of Construction
SEPP	State Environmental Planning Policy
NQF	National Quality Framework
BCA	Building Code of Australia
NCC	National Construction Code
EFSG	Educational Facilities Standards and Guidelines
PS	Primary School
DDA	Disability Discrimination Act
GLS	General Learning Space
COLA	Covered Outdoor Learning Area
COPA	Covered Outdoor Play Area
ICT	Information and Communications Technology
FFE	Fixtures Furniture and Equipment
ESD	Environmental Sustainability Design
ECS	Education and Care Services

Contents

1 Introductions



1.1 Vision for the Preschools

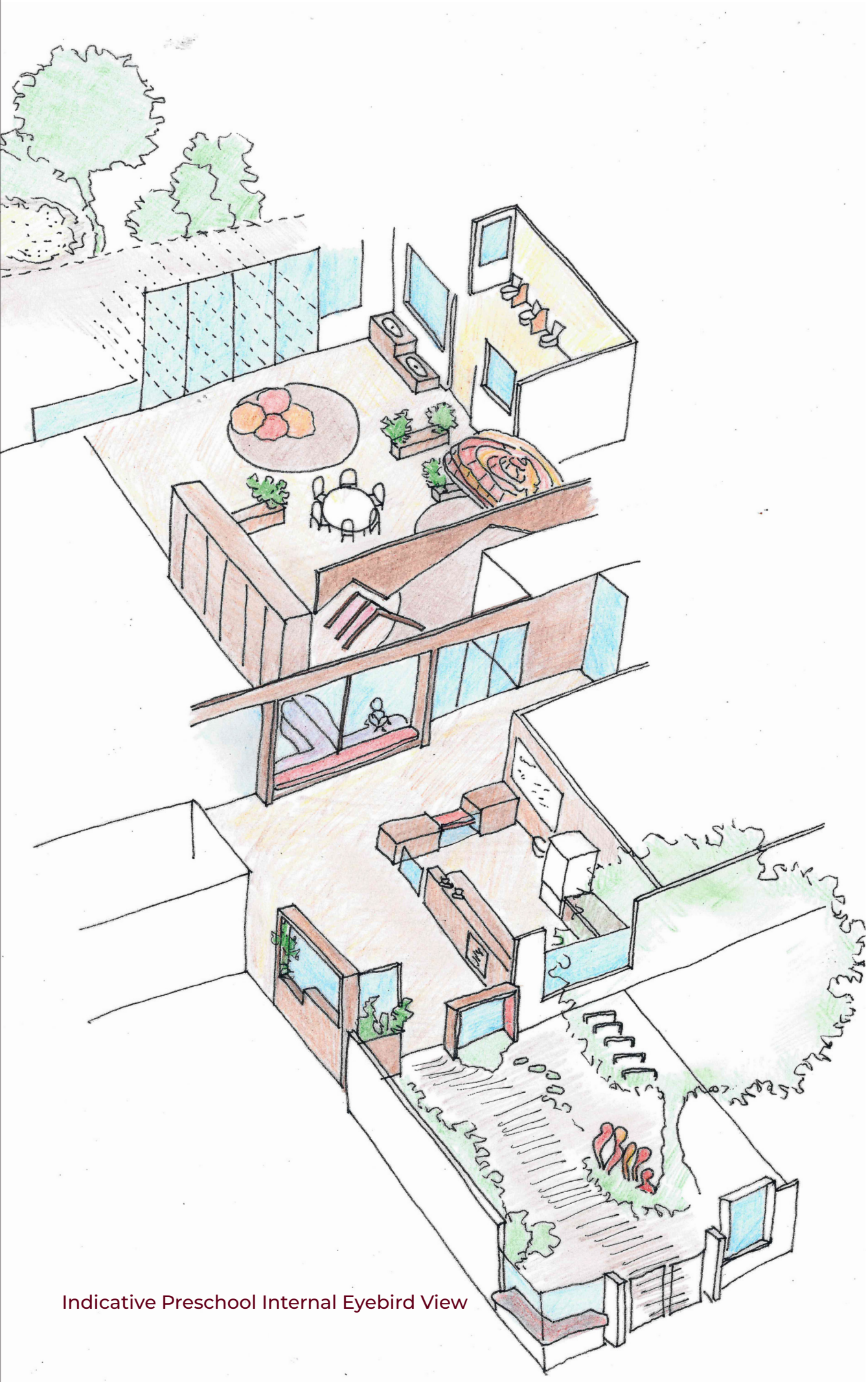
The Preschool program provides one year of **play-based education** prior to entry into kindergarten as a voluntary option for all children across the state of NSW. The Preschool program is based on both national and international research which demonstrates that quality preschool provides the foundation for a **child's long-term success** by setting them up in the year before school to be engaged and competent lifelong learners.

The NSW Department of Education has developed this guideline to inform the design of new public preschools and the redevelopment of existing preschool facilities across NSW – with a focus on facilities located within Primary School sites. The guideline reflects the Early Years Learning Framework for Australia, **'Belonging, Being and Becoming'.**The aspiration within the Framework is that "all children experience learning that is engaging and builds success for life".

The Preschool Guidelines aims to provide facilities for children to feel safe, **inspired to learn** and construct their own identities and **understanding of the world**. To provide preschool facilities which are play-based and **nature focused**, acknowledging that children are active and capable co-constructors of their learning and that play is crucial for their development.

Additionally, the Guideline celebrate the importance of creating **a sense of community**, with opportunities for children to be connected to family, extended community, culture and place. The standardised preschool facility aims to provide space for **social exchange**, celebration of **local culture** and a connection to the wider **Primary School community.**

NSW School Infrastructure's (SI) objective for contemporary learning spaces is enabled by a **standardised design** approach in line with the NSW Early Years Commitment. This approach enables design and pedagogy consistency across all public preschools to ensure equitable education outcomes. Additionally, a standardised preschool design enables modern methods of construction, allowing for efficiencies in buildability to meet the growing demand and **maximised quality** of learning environments. This requires the design layout to adhere to the typical SI structural grid applied to all new school systems.



Indicative Preschool Internal Eyebird View

1.2 Design Principles

Based on aspirations outlined in the Early Years Learning Framework for Australia and SI's objective for contemporary learning spaces, the following key Design Principles guide the creation of public preschool facilities:

Welcoming and Safe

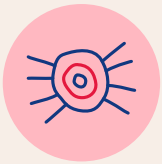
- The environment reflects, respects, and affirms the identities of children and families and makes all feel welcome.
- The environment promotes conversations and connection between children, educators, families, and the broader community.
- The environment embodies the vision of 'Belonging, Being and Becoming' by facilitating opportunities for children to participate in everyday life, develop interests and construct their own identities and understandings of the world.

Connected with Community

- Spaces facilitate a sense of connection and belonging to the primary school community to enable a smooth transition into school.
- The environment promotes sharing of space with the wider community and flexibility of use after-hours where possible.
- Spaces are responsive to the culture, languages, and history of the local Aboriginal and Torres Strait Islander Community.

Played-Based Learning Environments

- The environment (both indoor and outdoor) promotes and supports different types of play for children's active engagement, agency, problem solving, curiosity, creativity, and exploration.
- The learning environment allows for quiet, active, and messy play zones.
- The environment should provide opportunities for risk taking and challenge.



Inclusive Learning Environment

- The environment is designed for children of all abilities, accommodating a child's scale, low line of sight, curiosity and heightened sensory perceptions.
- The environment is flexible in use to cater for different interests, preferences, abilities and learning styles of all children.
- Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
- The use of the environment is simple and intuitive with the ability to use efficiently and comfortably.
- The design communicates necessary information effectively to children through different means (pictorial, verbal, tactile), regardless of children's sensory abilities.
- Appropriate size and space is provided for approach, reach, manipulation and use, regardless of children's size, posture, or mobility.

Connected with the Environment

- The environment (both indoor and outdoor) is designed to foster hope, wonder and knowledge about the natural world.
- The learning environment promotes children's understanding about their responsibility to care for the natural world.
- The indoor learning and play spaces should be infused with natural features including indoor plants through biophilic design to enhance children's health and wellbeing.
- A building design responds to the natural environment using natural material and sustainable building principles.

Note: These principals have been created with the help of Early Childhood Outcomes team.

1.3 Connecting with Country

Refer to the NSW Government Architects: *Connecting with Country* (https://www.planning.nsw.gov.au/sites/default/files/2023-10/connecting-with-country.pdf) for the broad framework that outlines the Connecting with Country process. Below is a brief overview of the NSWGA Guidelines as well as SI Connecting with Country procedures that are pertinent to Preschool Projects.

What is Country?

Country encompasses everything. It includes both living and non-living elements. It holds everything within the landscape, including Earth, Water and Sky Country, as well as people, animals, plants, and the stories that connect them.

Caring for Country

Caring for Country is a cultural obligation that Aboriginal people undertake with a deep sense of responsibility, ownership and stewardship. Caring for Country includes caring for the wellbeing of Country's interconnected systems now and for the future.

Cultural safety

Cultural safety is about creating a socially, emotionally, physically and spiritually safe space where there is no challenge or denial of a person's identity. Reframing our approach to project delivery from human-centred to Country-centred needs to be guided by the local Aboriginal community.

Ongoing relationships with Aboriginal communities

Building relationships with Aboriginal people requires appropriate allocation of time and resources. The engagement approach for each project needs to be developed with the local Aboriginal community, to understand how they would like to conduct this process. Community workshops or working groups may be good ways to collaborate.

The participation of Aboriginal communities in the design collaboration with a preschool does not end when the design is complete or the construction is finished. Pre-existing relationships with the local Aboriginal community should be identified as early as possible and these relationships should be strengthened and enhanced by the design collaboration process so that they continue with the preschool when the project is completed.

Consultation Considerations

- If an existing DoE site, talk to the school leadership and the Early Childhood Office first to identify appropriate AECG members and other Aboriginal stakeholders to contact for consultation. Ensure that the school or preschool leadership team are centred in the consultation process. The relationship with the school or preschool will persist long after the design team are finished.
- Ensure that all stakeholders are clearly being heard and that they are not being represented by others. Make sure that all points of view are considered during consultation. No single stakeholder should deny other stakeholders an opportunity to participate.

- Respect and protect Indigenous cultural and intellectual property. Never use Aboriginal cultural stories or conception of Country or propose Aboriginal design elements without the explicit support of the local Aboriginal community.
- Clearly define the scope of influence for community input and ensure that the community are aware of this scope. Establish project governance measures to regularly report back to community about project progress, including how their input has shaped the design.
- Commit to developing personal cultural competency. Be humble and respectful when approaching conversations with Aboriginal people.
- Look for opportunities at all stages of the project life cycle for Aboriginal people to provide project leadership and guidance.
- Learn from all experiences even if there is a mixed degree of success. This learning can be applied to future projects.

Design considerations:

- Each school site is unique. There are over 70 different Aboriginal Nations in NSW, all with different natural and cultural systems. How the site relates to its context – its community, natural environment, built environment, and cultural setting – should inform the project. Responding to the specific character and identity of a location will allow the school site to compliment and care for Country and allow for deeper connection between Country and people.
- There is no universal design for Connecting with Country. A design which worked on one Country may not on another Country. Don't start designing until the consultation process has started and knowledge holders have shared their understanding of Country.
- Mutual respect and trust between the Aboriginal community and design team is key. Designing with Country is not possible without engaging with and, more importantly, being guided by Aboriginal community and recognised knowledge holders
- Ensure the work responds to the open space and landscape setting in which it is located. Retain and support existing natural landforms and incorporate indigenous ecosystems in the landscaping to support local wildlife and support connection to country via the smells, sounds and visuals of existing landscape. Aim to re-use local materials wherever possible.
- Explore opportunities for the incorporation of intangible cultural elements into the design, including (but not limited to): signage, naming, wayfinding, dual languages, school houses or preschool groups, emblems and art work. A reminder that all cultural information can only be incorporated with the support of the local Aboriginal community.
- Consider how public art projects will be activated by Aboriginal community. Invite the local Aboriginal school community members and commission local Aboriginal artists to design and produce art installations and the fitout elements of the playroom interiors. This process should be initiated in the schematic design phase to ensure it is integrated in the final project.
- Services that educate and care for young children may build strong relationships with the school and broader community and have many interactions with families.

1.4 Legislative Requirements

The Preschool Guideline is provided to inform the design of new public preschools and the redevelopment of existing preschool facilities across NSW. Apart from this Guideline, facilities must comply with the relevant Local Council Development Plan, Council Childcare Development Control Plan, as well as relevant National and State regulations and policies, including the following:

1. National Quality Framework (NQF)

   Including the approved learning framework “Belonging, Being & Becoming”

2. Education and Care Services National Regulations

   Covers purpose specific space and facility requirements

3. State Environmental Planning Policy

   (Transport and Infrastructure) 2021
   Chapter 3 of this Policy is designed to facilitate the effective delivery of educational establishments and early education and care facilities across the State

4. National Construction Code and All Relevant Australian Standards

   Covers purpose specific space and facility requirements and minimum building standards for health, structural adequacy, fire safety, and environmental efficiency

Where the previous guidelines do not contradict, unless noted otherwise the following additional guidelines must also be followed:

5. SI Educational Facilities Standards and Guidelines (EFSG)

“Designing a school means, above all, creating a space of life and of the future”

Carla Rinaldi, Re-imagining Childhood

2:Belonging, Being, Becoming (Play-Based Learning Environment)

1.5 Designing for 3-6 years old

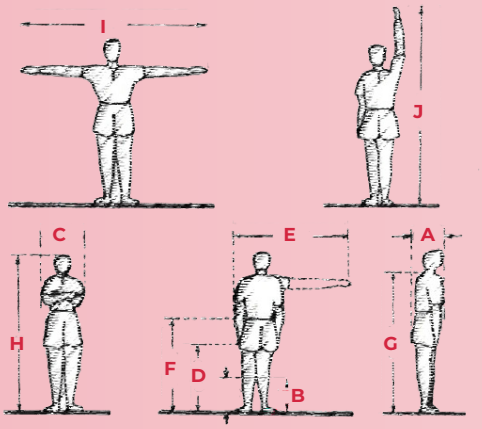
Stage	Preschool
Age	3-6 years Old
Australian Children average Height	Girls 90cm-125cm Boys 91cm-125cm

Common Posture:

There are common postures, which should be kept in mind while designing spaces, furniture or products for young children to ensure that their scale is considered. Those postures include:

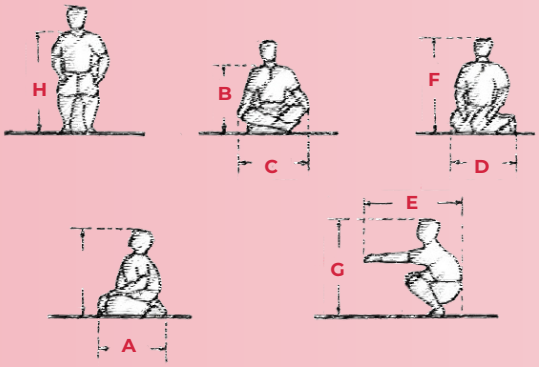
Average dimensions based on a 5 years old in millimeters

Standing



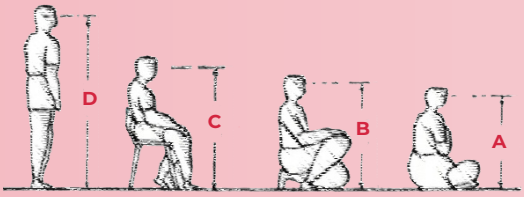
A	Body Depth	173
B	Knee Height	296
C	Body Breadth	305
D	Knuckle Height	406
E	Single Arm Span	960
F	Elbow Height	660
G	Shoulder Height	864
H	Height	1016
I	Total Arm Span	1036
J	Max Upper reach	1290

Seating



A	Sitting height	335
B	Sitting eye height	366
C	Waist depth	305
D	Thigh clearance	406
E	Buttock to knee	417
F	Knee height	498
G	Seat length/ depth	508
H	Popliteal height Seat	620

Eye Level

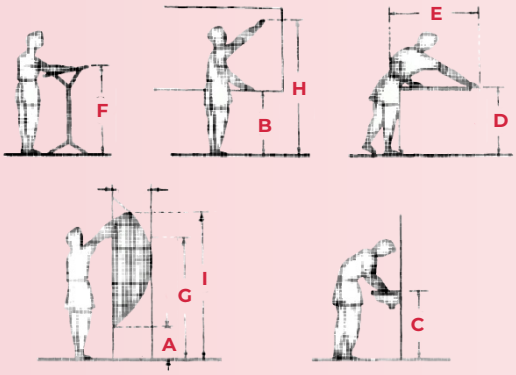


A	Sitting on floor	427
B	Sitting on stool	589
C	Sitting on chair	711
D	Standing	945

Source: https://gharpedia.com/blog/4-common-postures-dimension-to-keep-in-mind-before-designing-furniture-for-children-up-to-5-to-16-years/

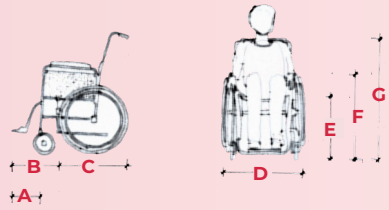
Note: Measurements are shown for average 3-6 years olds in millimeters. Consider a tolerance of 50-100mm for design.

Reaching



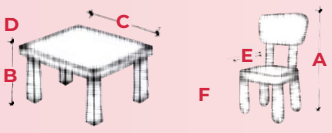
A	Reaching hand movement down	234
B	Hand on table	447
C	Bend over sink	457
D	Hip Height	528
E	Reaching forward	610
F	Standing high desk	762
G	Shoulder movement	853
H	Reaching high	1168
I	Reaching hand movement up	1219

Accessible Measurements



A	Footstep edge to centre of front wheel	160
B	Footstep edge to face of rear wheel	240
C	Outside diameter of rear wheel	360
D	Overall width	510
E	Seat height	410
F	Armrest height	590
G	Height to top of back rest	1020

Furniture Measurements



A	Chair Height	660-710mm
E	Chair surface	300-350mm
B	Table Height	460-530mm
C	Table surface	500-560mm
D	Standing Table Height	590-710mm

Master Planning

02

2 Masterplanning

2.1 Preschool Masterplanning Objectives

A key objective of the Preschool program is to provide play-based learning for children one-year prior to kindergarten to facilitate a smooth transition into Primary School. While the Preschool building must operate as a stand-alone facility, opportunities to integrate and connect into the school site are to be provided wherever possible to facilitate connection and sense of belonging for the preschool children to the wider Primary School campus. To make this possible, the following design components are to be prioritised:

Placemaking and Siting

- An accessible pathway must be provided to the main school reception from the Preschool facility. Access is required, as visitors to the Preschool must first sign-in to the main school reception before entering the Preschool building. Where possible, the pathway should be accessible and under-cover.
- Consider adjacencies to key Primary School facilities which could foster connections and shared use opportunities. This could include adjacencies to the kindergarten learning spaces, library spaces, hall or outdoor play spaces.
- Where possible, consider providing opportunities for the Preschool children to explore the wider school site (within a supervised context). Connections can be provided either through physical co-location, a shared plaza or the integration of pathways/ movement mapping between spaces for easy access.
- Where appropriate provide opportunities for shared outdoor space to foster connections between the Preschool children and Primary School children.
- Promote a celebration of cultural and built heritage to build a sense of shared history between the Preschool and wider Primary School site.
- Promote equity of access to the site and buildings for all users.

Entry and Built Form

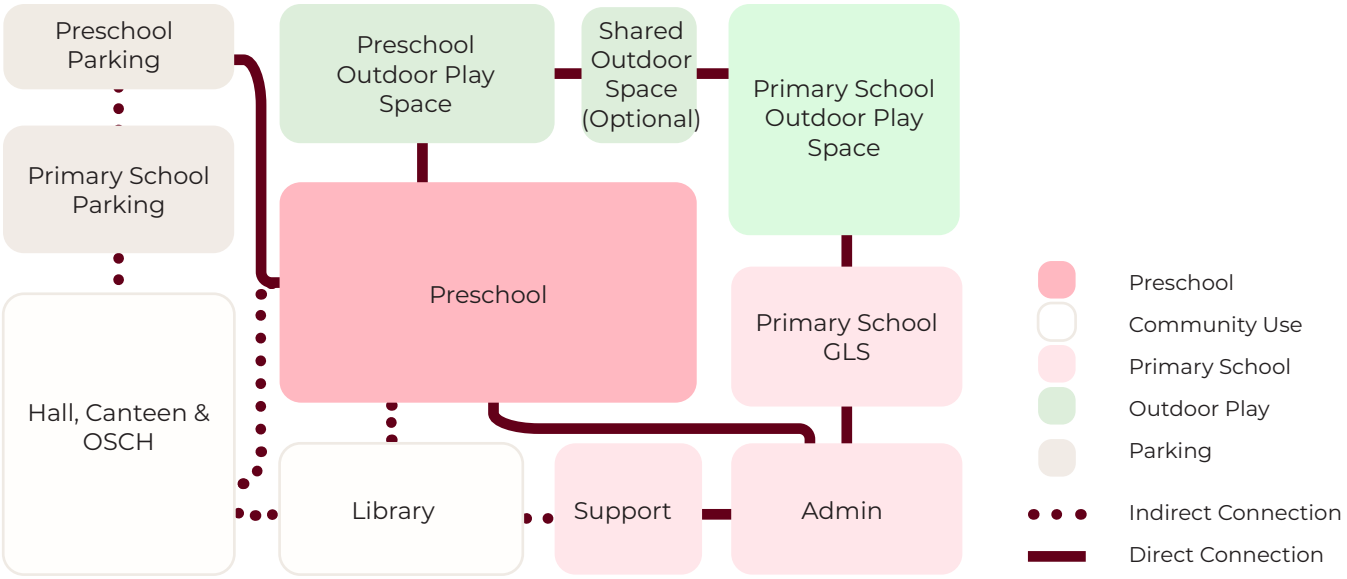
- Provide a clear street address and/ or a wayfinding strategy from the main school reception, with a building entry that is welcoming and easy to locate.
- Consider learning opportunities along the journey to the facility and a child-oriented entry experience.
- The safety of children attending the preschool should be paramount, considering both safety of pedestrians from vehicle movement, children leaving the facility unattended and intruders entering into the space.
- Consider potential impacts on neighbouring properties such as overshadowing, overlooking, scale and character of built form.
- Consider the impact of neighbouring uses and future developments of adjacent land on the Preschool facilities.
- Protect any unique qualities of the built and natural environment within the school site and locate the preschool to minimise the development's visual and physical impact.
- Where possible, maximise the use of the existing assets, replacing old and/or degrading assets.

- Explore sustainable design solutions in-line with the SI Sustainability Strategy.
- Where possible, elements relating to environmental sustainability such as water tanks or solar panels should be visible to the children and used as an educational tool.

Transport and Parking

- The provision and location of car-parking, must be determined on a site-by-site basis, taking into consideration the planning pathway and any corresponding local and state requirements. This should be advised by the project Project Director, Traffic Engineer and Statutory Planner.
- Ensure that the urban design of the school site prioritises children and parents arriving via active or public transport to promote further uptake of this mode of transport and minimise vehicle trips. This might include additional pedestrian crossings, traffic calming measures and Shared Zone arrangements.
- Where dedicated parking is provided, ensure parking is located away from pedestrian activity and physically separated from the main school function.
- Examine the likely pick-up and drop off journeys for parents with multiple children of various ages (attending both Primary and Preschool facilities) to ensure a holistic journey approach.
- Optimise efficiencies in the provision of car-parking and drop-off to minimise the use of space and explore opportunities to share parking provision (in line with site-specific needs and legislative requirements).
- Promote Safety In Design – including appropriate evacuation measures and separation of vehicles in line with SIs Vehicle Mitigation Strategy.

Spatial Relationship Diagram: Preschool within Primary School Site



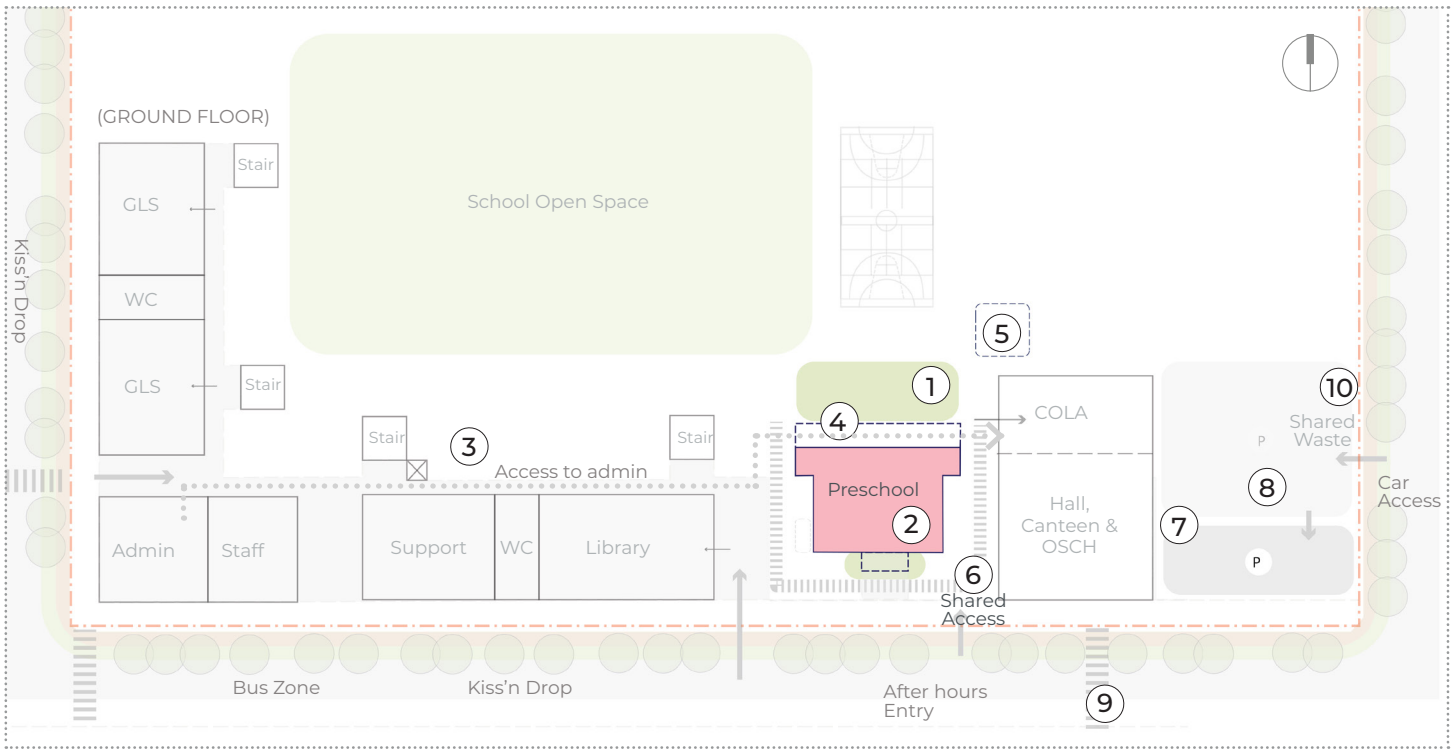
2.2 Preschool Masterplanning Requirements

The Preschool facility can be designed as a stand-alone building within a Primary School campus (Diagram 1) or integrated within a new Primary School Building (Diagram 2). Regardless of where the Preschool facility is located, it must be considered as an integral part of the larger Primary School facility and connections into the school should be created where possible. Below are the key masterplanning requirements to consider.

Key Masterplanning Requirements

1. The Preschool Outdoor Play Area should be located North facing to receive direct sunlight to the playrooms. Where this is not possible, sunlight studies must be undertaken to ensure sufficient natural light is provided inside the Playroom and the Outdoor Play Space.
2. Locate the Preschool to maximise connection to the Primary School, while at the same time ensuring that it can operate as a separate facility.
3. Pedestrian access to the main school reception must be provided as all administration requirements and visitor sign-in for the Preschool will occur in the main school reception.
4. Provide a minimum 7m² per child plus 10% of unencumbered open space for existing school and 10sqm per child for new schools used exclusively by the Preschool children. Outdoor space must be fenced as per NSW Childcare Regulations. Refer to Section 3.6.11 for further details on Outdoor Play Space. Where possible, extend the fence line to provide additional outdoor play space.
5. Where possible, provide an additional landscape space which is shared with the Primary School to facilitate connections. This can include activities such as a cultural space/ yarning circle, veggie garden, chicken coop or outdoor gallery. Where possible, provide after-hour access to the Shared Outdoor Space.

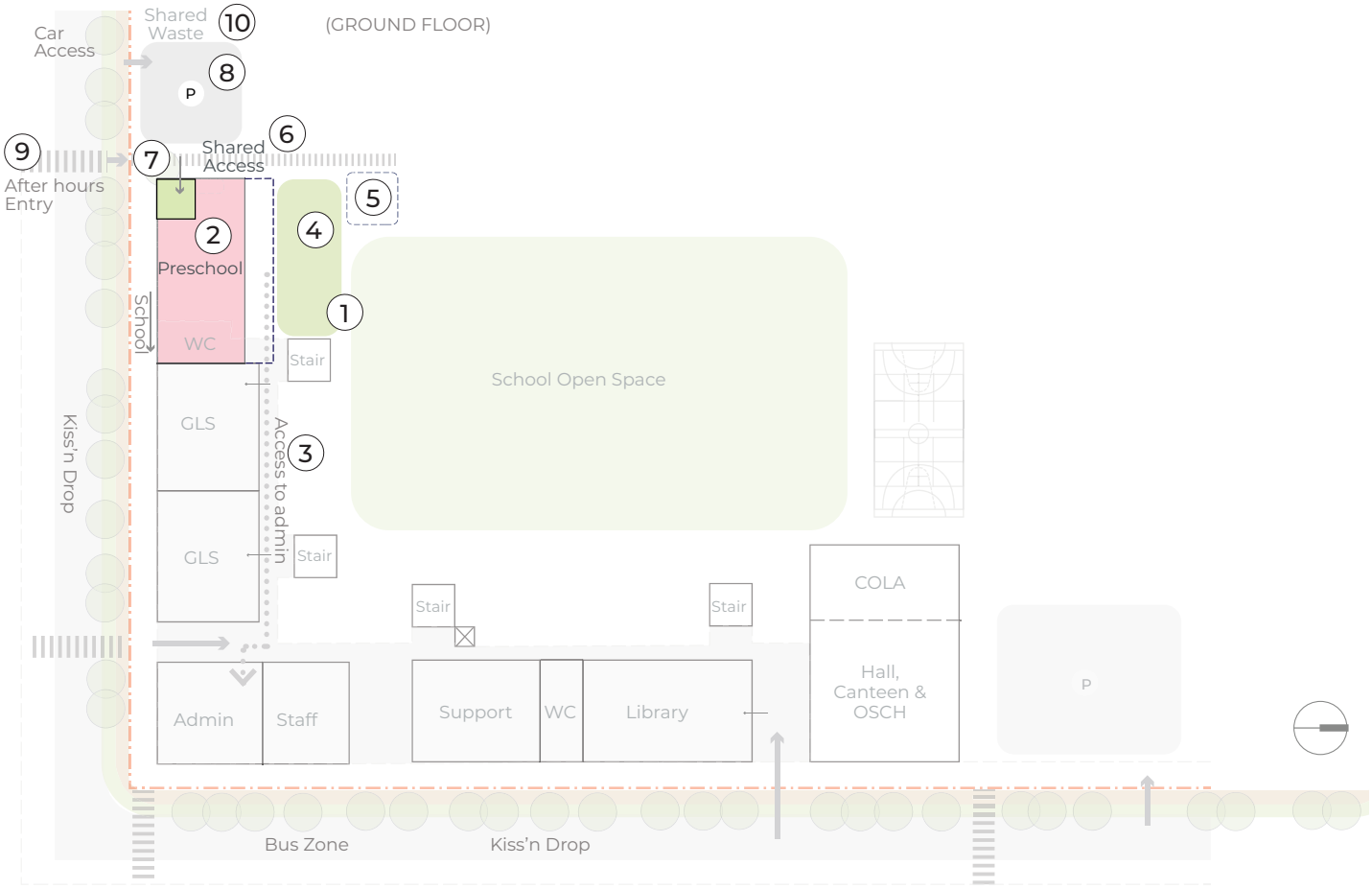
The preschool should be near the administration building to allow the school principal (Nominated Supervisor) and staff easy access, ensure safety and WHS compliance, maintain staff-to-child ratios, support shared resources, and meet accessibility requirements for children with additional needs.



Indicative Option 1A Preschool layout in relation to Primary School layout demonstrating desirable adjacencies of spaces and general master planning principles

6. Where possible provide a Shared Entry Plaza to facilitate connections between children of different ages as well as parents at pick-up and drop off times. The Shared Entry Plaza should be set back from the street to create a safe connection.
7. Integrate signage for wayfinding to the Preschool facility from carparking, main school reception and other school buildings.
8. Ensure that clear pedestrian access points are provided into the Preschool. Where dedicated preschool parking is required based on the development planning pathway, ensure that it is located away from pedestrian activity but with a direct accessible pathway.
9. Pedestrians must be prioritised outside the Preschool facility to ensure the safety of children. Consider the surrounding street infrastructure to enable safe pedestrian use including the location of pedestrian crossings, traffic calming measures and Shared Zone arrangements. Provide a footpath with a minimum width of 2.4m to meet pedestrian demand. Provide ample bike and scooter parking for children to encourage active transport.
10. Where appropriate, provide a shared area for waste and deliveries for Primary School and Preschool.

The preschool should be near the administration building to allow the school principal (Nominated Supervisor) and staff easy access, ensure safety and WHS compliance, maintain staff-to-child ratios, support shared resources, and meet accessibility requirements for children with additional needs.



Indicative Option 2 Preschool hub in relation to Primary School layout demonstrating desirable adjacencies of spaces and general master planning principles

2.3 Other Site Considerations

Building Orientation and Setbacks

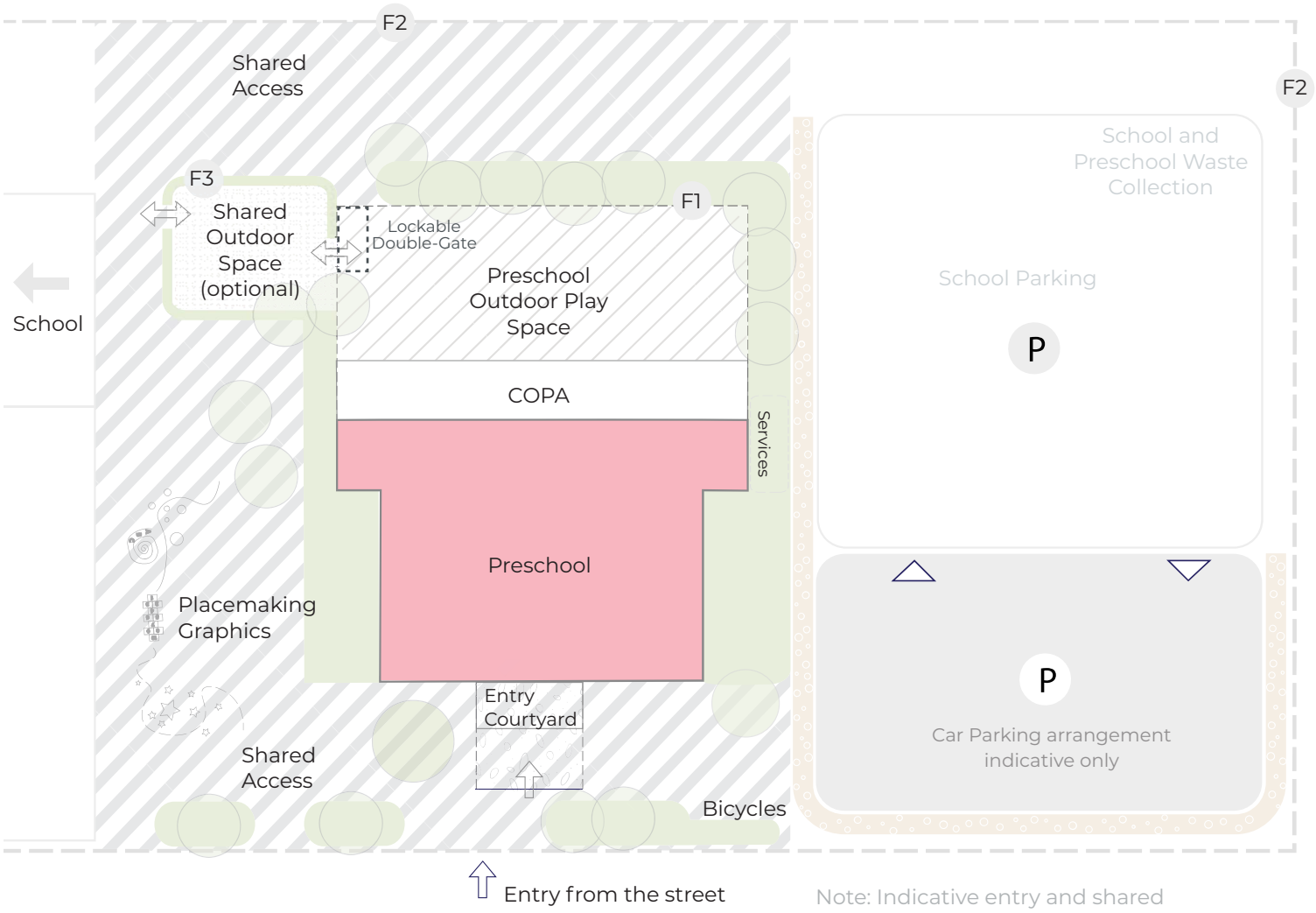
- The orientation of the Preschool building should prioritise access to natural light to ensure sufficient access to daylight as outlined in the NSW Child Care Planning Guide by orientating the building so that the playrooms face North.
- Building and outdoor space should be located to minimise impacts of noise and pollution of nearby roads. Refer to the NSW Child care Planning Guide for further requirements.
- Incorporate required setbacks based on council requirements.
- A Covered Outdoor Play Area (COPA) must be provided between the Preschool building and Outdoor Play Area. Refer to Chapter 3.3.10 for further details.
- Retain existing trees and natural undulations in topography, to create a natural outdoor play experience.

Landscaping and Fencing

- Provide fencing to ensure clear delineation between the preschool and school (F1) outdoor play areas. The fence line between the Preschool and Primary School play areas should be softened with a landscape zone around the preschool boundary.
- Where appropriate, a Shared Outdoor Space is to be provided to encourage connections between the Preschool and Primary School children. Provide a natural landscape barrier at 800cm height (F3) to safely contain the space, with a direct gate connection between spaces. The gate connecting the two spaces must be secure as per NSW Child Care Regulations.
- Provide deep soil for ample tree planting in and around the Preschool for shading and privacy. Shaded area targets should be 60% with existing trees retained where possible. The carpark layout must include shade trees as part of the design demonstrating 25% carpark shade cover at noon midsummer.
- Integrate a landscape buffer between the carpark and preschool building of at least 3m to create a better public interface and separate pedestrians from vehicles.
- Minimum fence height to be 1500mm.
  1800mm high fencing is required along boundaries facing streets, car parks, or water bodies. efer to Chapter 3.8.8 Fencing for further details.
- Consider location of any existing overhanging trees to the boundary that may be used as leverage to get over the fence.

Future Growth

- Where required, plan for the long term growth of the Preschool facility by nominating zones for expansion of both the building and outdoor play space.



F1 Preschool Fence

F2 School Fence

F3 Shared outdoor Space Soft Fence

Note: Indicative entry and shared outdoor space for Preschool. Location will be site specific.

Services must not block natural light or openings.

Example of a Preschool site arrangement

5 10 15 20 25m

2.3.1 Shared Access to Primary School

Description

An accessible and safe shared connection must be established between the school and preschool facility to enable shared access and connection. An urban design response which encourages a shared sense of belonging and opportunities for incidental connection must be sought where possible.

This will enable easy physical connections between two functions, as well as social connections with parents able to socialise with one another creating a strong sense of belonging and community.

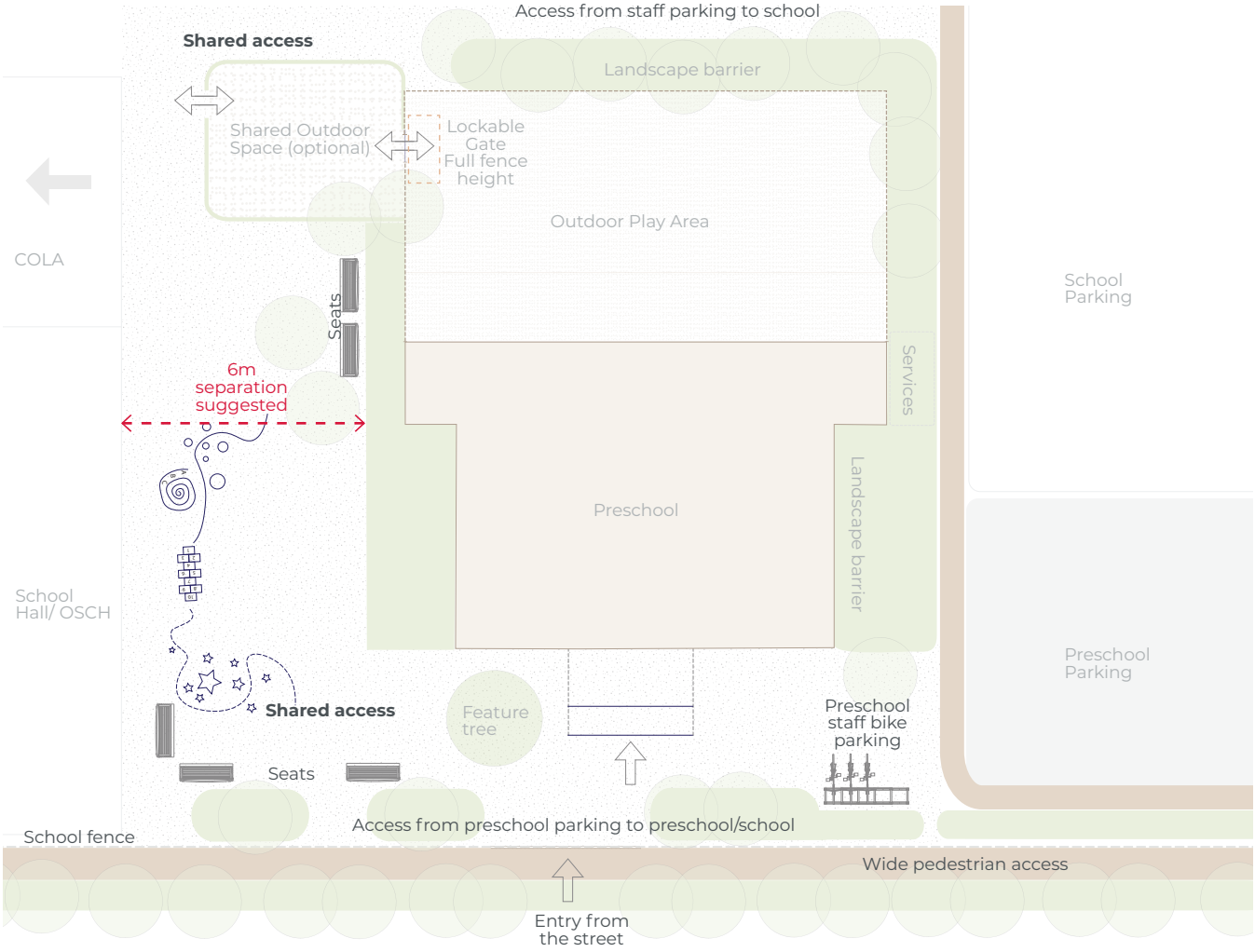
The landscape response can be used to define spaces and activities such as areas of movement, play and social exchange areas and work as a barrier to separate pedestrian and car movement.

Design Considerations:

- Create a strong public interface for wayfinding and placemaking
- Connect and engage with wider school community through artworks and graphics
- Where possible provide and protect safety and amenity to the children and parents from moving vehicles
- Support a sense of place and local character
- Shared access areas should be well maintained, accessible and functional
- Provide appropriate separation between buildings to prevent wind tunnels

3:Playfull entry into a Preschool

Example Shared Access Layout



4:Landscaped connections

5::Connecting with community & welcoming

2.3.2 Shared Outdoor Space (Optional Provision)

Description

To enhance Preschool integration with the existing school community and generate benefits for both the Preschool and the existing school a shared and semi enclosed play area is proposed. This area would be accessible to both Preschool and School and would include activities such as vegetable gardens, science gardens, Aboriginal cultural activity use or art display areas between primary school and preschool children. This area should be considered on a site-by-site basis where space permits.

6.7:Outdoor preschool/ school art exchange and creative colourful displays

8:Outdoor science/ weather station

9:Natural fence

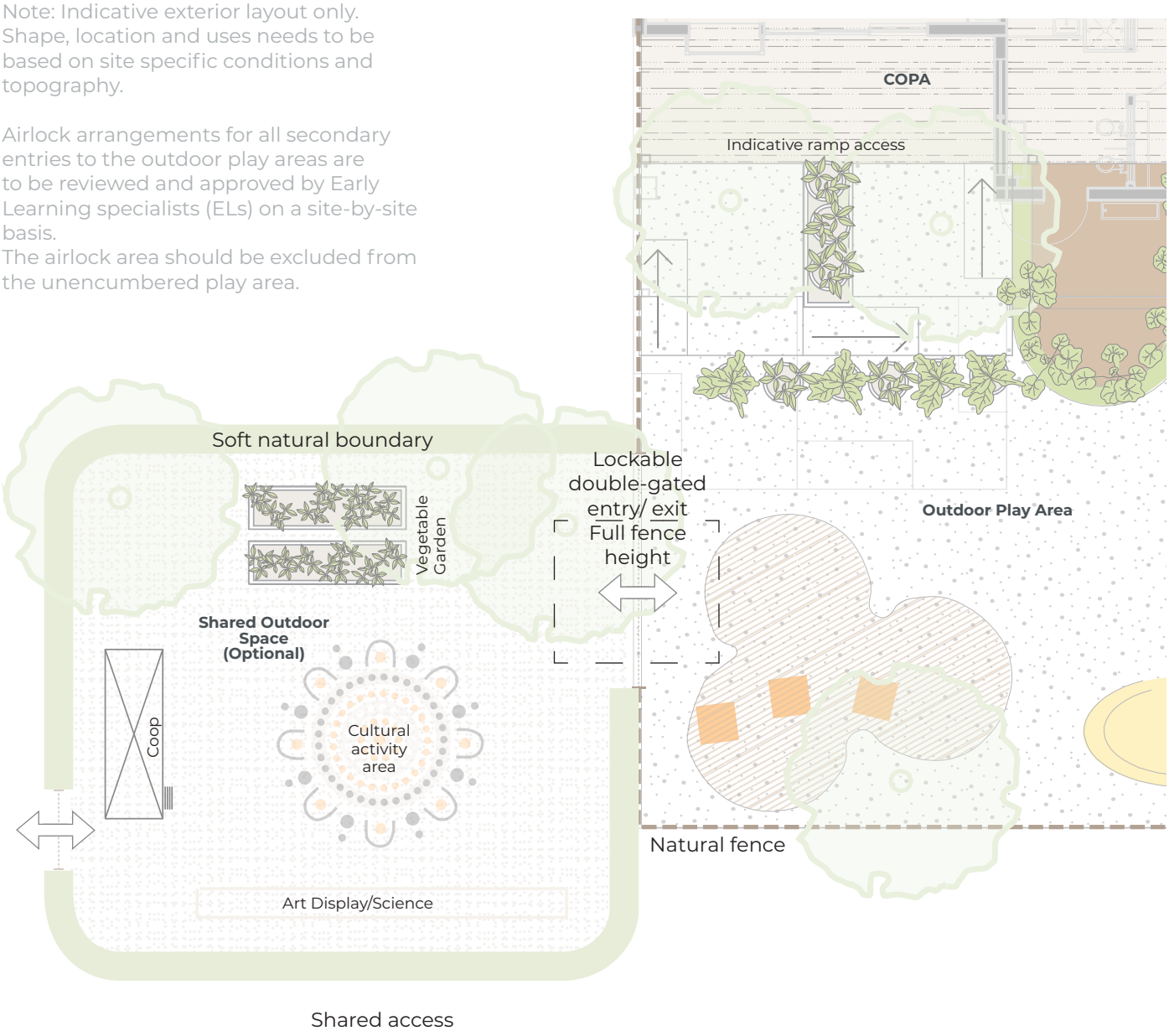
10:Cultural activity area

11:Veggie garden for children & community

Example Shared Outdoor Space Layout

Note: Indicative exterior layout only. Shape, location and uses needs to be based on site specific conditions and topography.

Airlock arrangements for all secondary entries to the outdoor play areas are to be reviewed and approved by Early Learning specialists (ELs) on a site-by-site basis.
The airlock area should be excluded from the unencumbered play area.



Building Design

03

3 Building Design

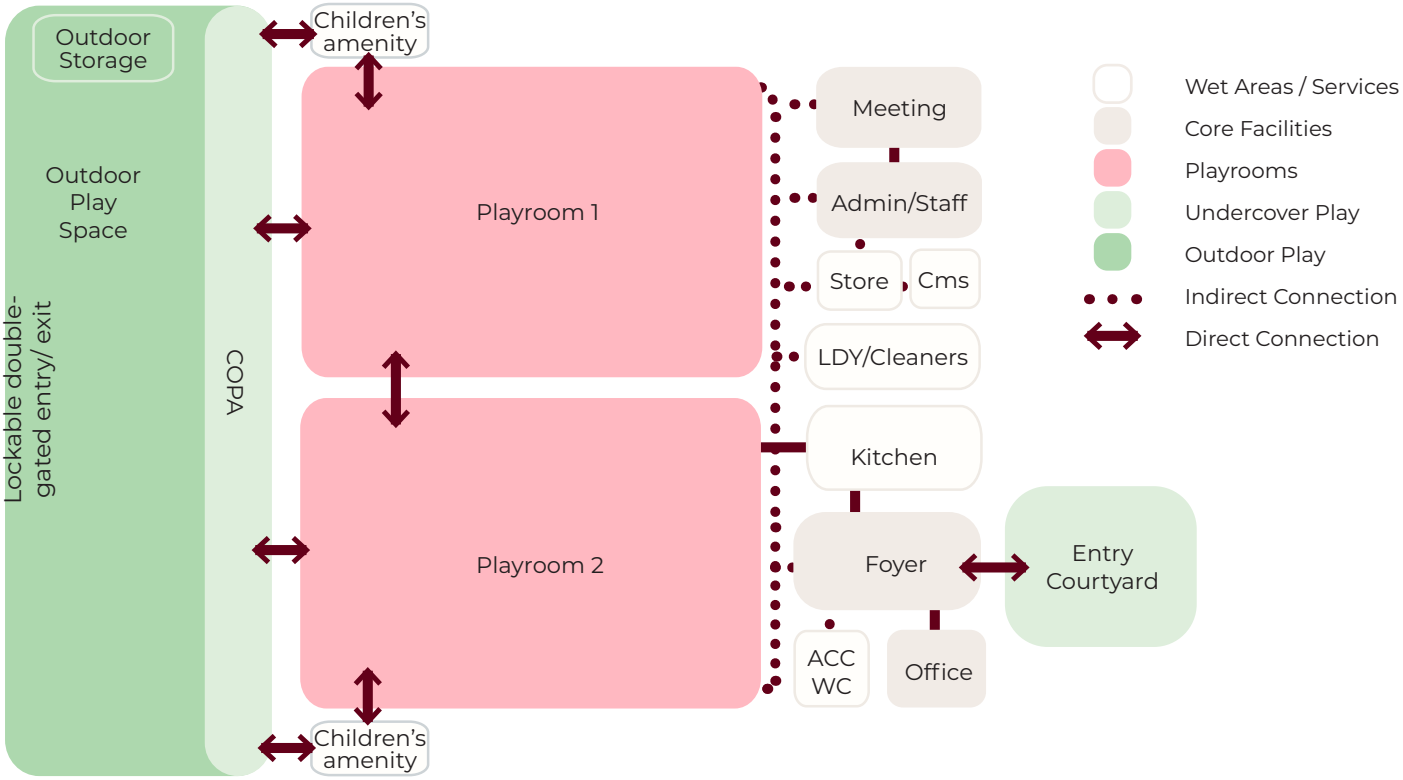
3.1 Functional Relationship Rationale

Based on the accommodation schedule, the functional relationship diagram outlines key spatial relationships and adjacencies between rooms. Core facilities are located at the facility entry and clustered into one zone of staff and administration services. Children's spaces are co-located for shared use of resources and services and with direct adjacency to the outdoor learning spaces. One central corridor space services all functional areas and provides additional light and ventilation. Preschool facilities should be located on ground level for easy access and egress.

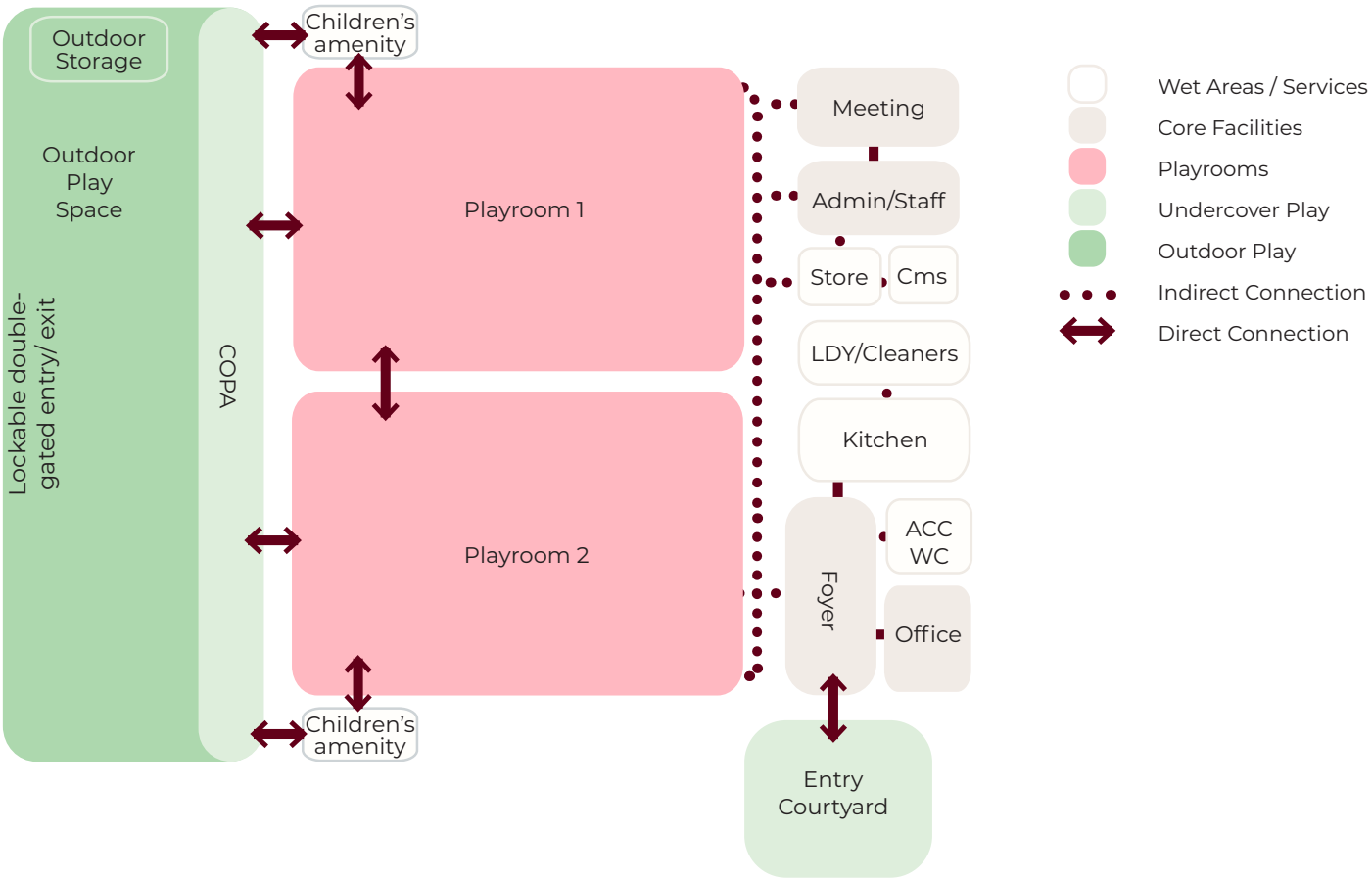
Design Description

The centre functional arrangement is designed to facilitate the 5 preschool design principles, with a particular focus on the core visions and pedagogical objectives of :

- Community connection, with open dialogue between children, early childhood educators, families and the broader Primary School community.
- Viewing children as active participants and decision makers in their own education thus allowing them free movement throughout the child focused areas.
- A strong focus on access to nature with maximised indoor/outdoor connection and nature infused design.



Functional Relationship Diagram



Functional Relationship Diagram (Side Entry)

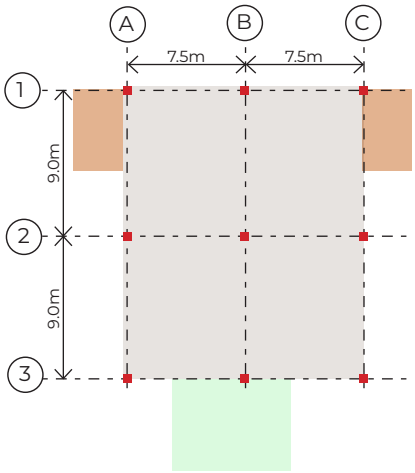
3.2 Grid Design

3.2.1 Forty Module

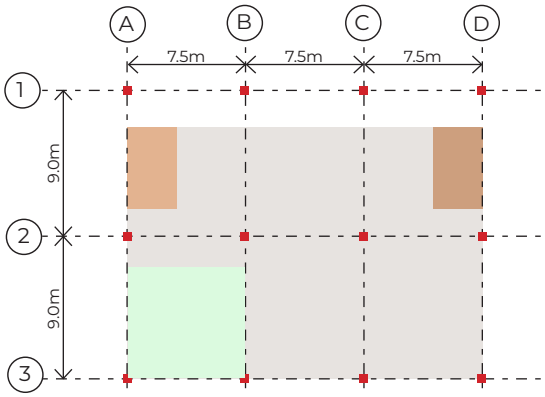
SI has created a Preschool concept design based on a standardised approach to construction. This approach is material agnostic, with the intent of a stanardised kit of parts allowing repeatable and compliant school buildings to be manufactured and assembled. Refer to the SI Patternbook for further details of the standard preschool hub design.

Each preschool module conforms to the SI planning framework, which is built around a standardised grid of 9m x 7.5m. For the stand-alone modules, the children's amenities are located outside the main grid within a shorter grid in alignment with SI practice. This enables efficient retrofitting and adaptation of infrastructure.

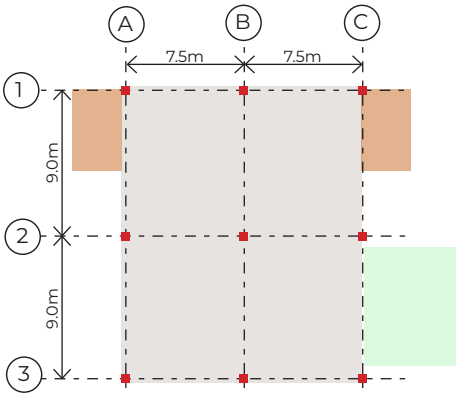
40 Module - Option 1A

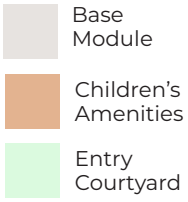


40 Module - Option 2



40 Module - Option 1B





Assemblies

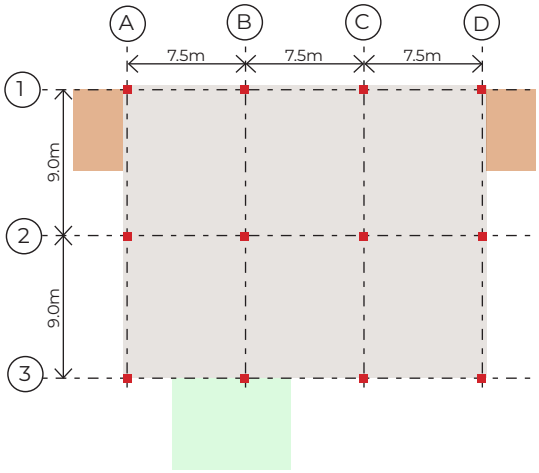
The construction process consists of prefabrication of standardised building assemblies, with standardised components; including floor systems, panelised walls, roofs, beams, columns, facades, MEP, joinery etc. These are then brought to site by truck and quickly assembled into a waterproof shell. The internal fit-out follows a similar process of assembling prefabricated components into a seamless finished product.

3.2.2 Sixty Module

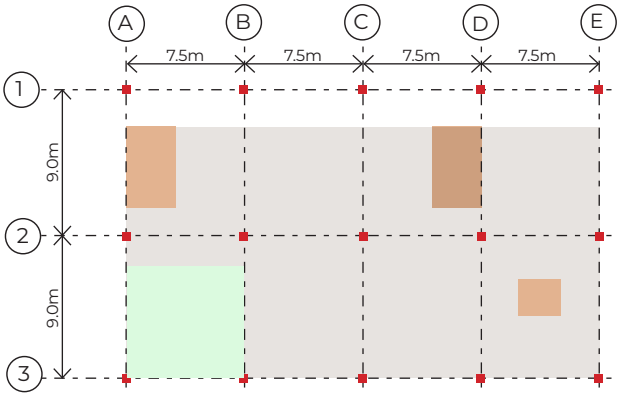
Vertical Framework

With a standard floor-to-floor height of 3.75m to fit within a SI school complex and to accommodate all common types of structural materials and services. A minimum overall internal height of 2.7m for all learning spaces. Preschools are single storey or integrated into the ground level of a school.

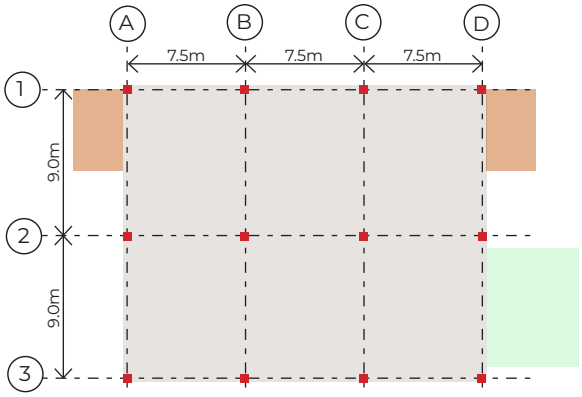
60 Module - Option 1A

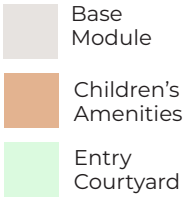


60 Module - Option 2



60 Module - Option 1B



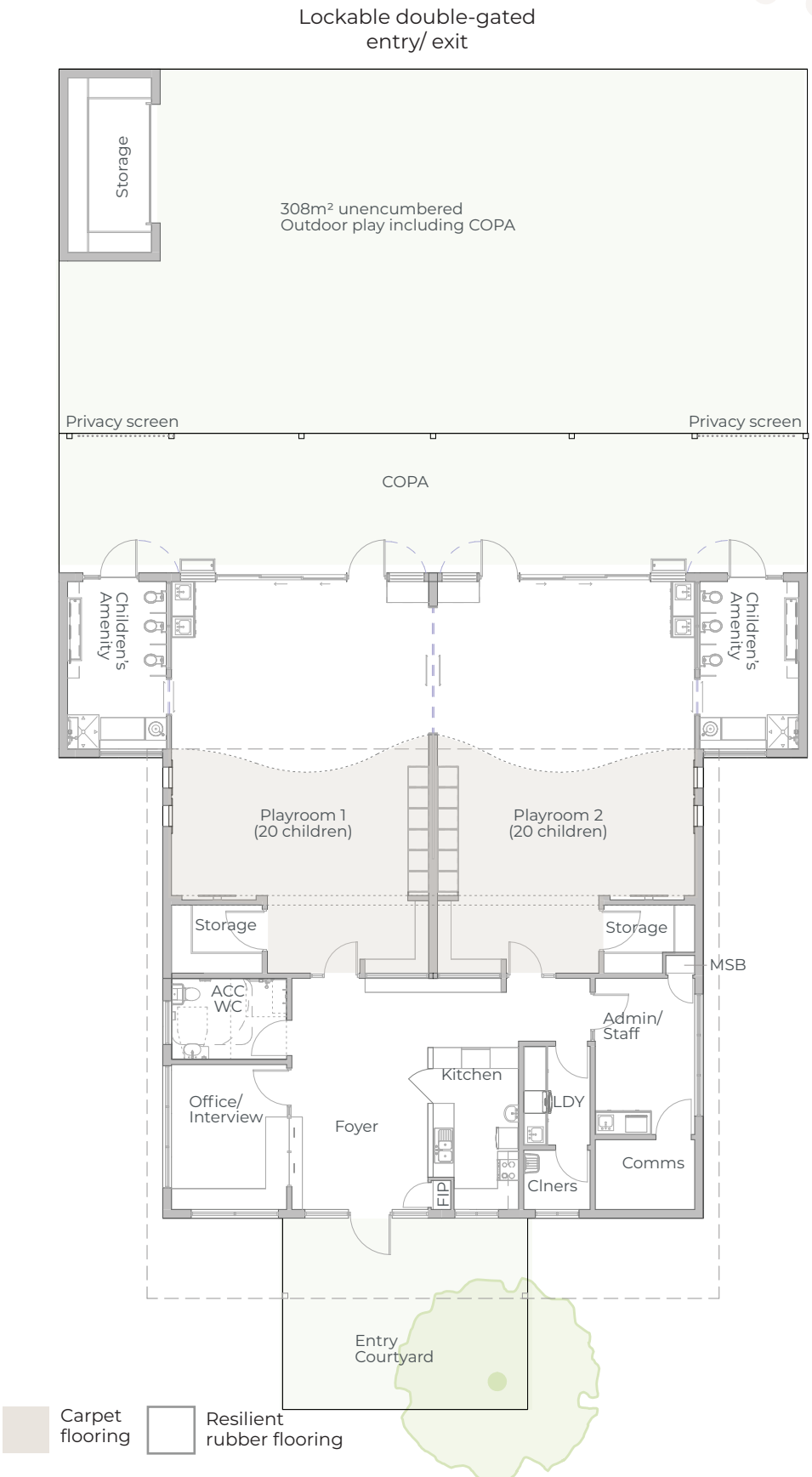


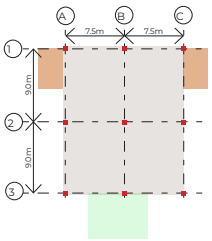
Environment

Glazing and large sliding doors allow engagement with surrounding views and natural light to penetrate and natural ventilation throughout. The proposed building form, window sizing and layout is indicative only and must be further developed in Schematic Design Phase to ensure compliance with natural light, ventilation and compliance with EFSG. Building materiality, form and detailing should be designed in accordance to its built context, topographic and environmental conditions.

3.3 Base Module Layouts and Elevations

3.3.1 Forty Module (Option 1A)



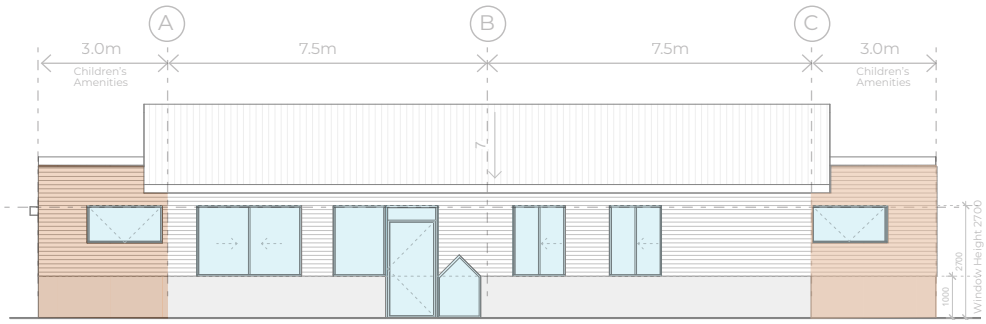


Note: Glazed, lockable, full-height cavity (pocket) sliding door to be provided from the playroom to amenity.

Full height window with the provision for future potential door

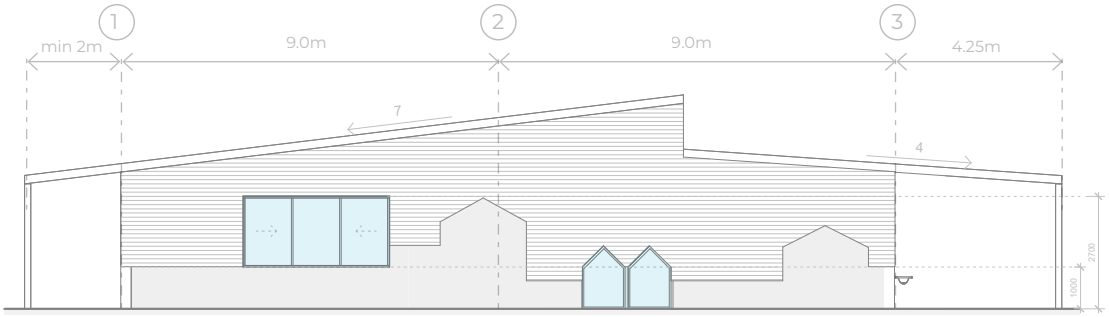
Comms room may not be required for integrated module as it can be incorporated into the overall comms room for the Primary School

0 5m

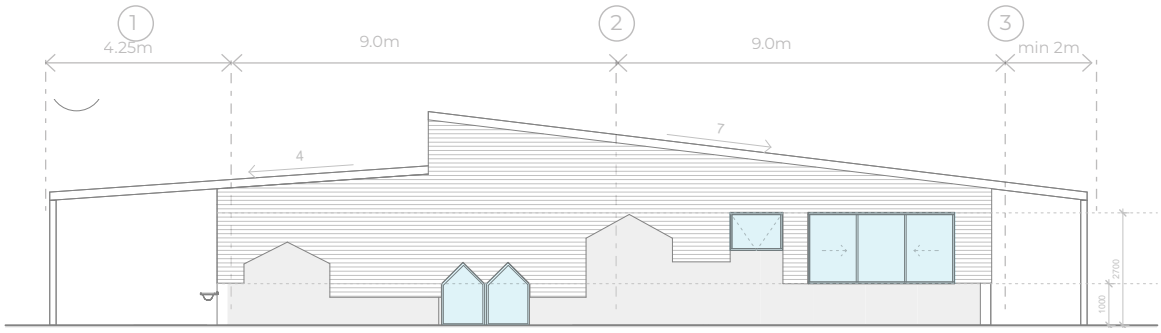


Concept Front Entry Facade-South Elevation (40 Module)

Concept Playroom Facade-North Elevation (40 Module)



Concept Side Facade-East Elevation (40 Module)



Concept Side Facade-West Elevation (40 Module)

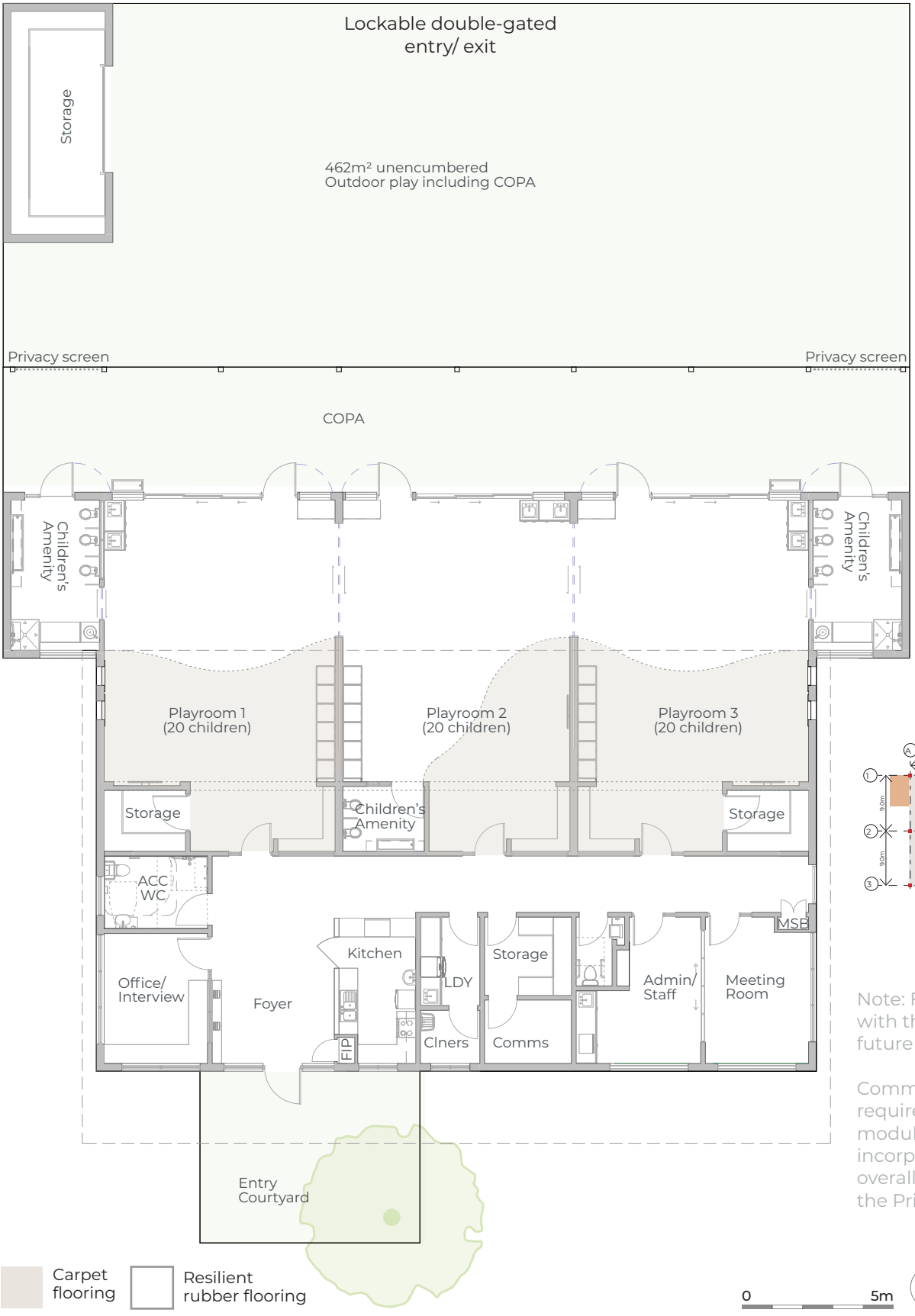
Base Module

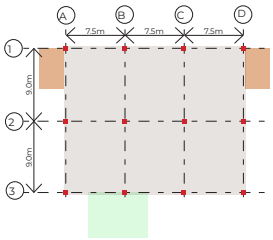
Children's Amenities

Glazing

Note: External building form indicative only. Roof form, window layouts and materiality to be developed by architects in relation to building orientation and context.

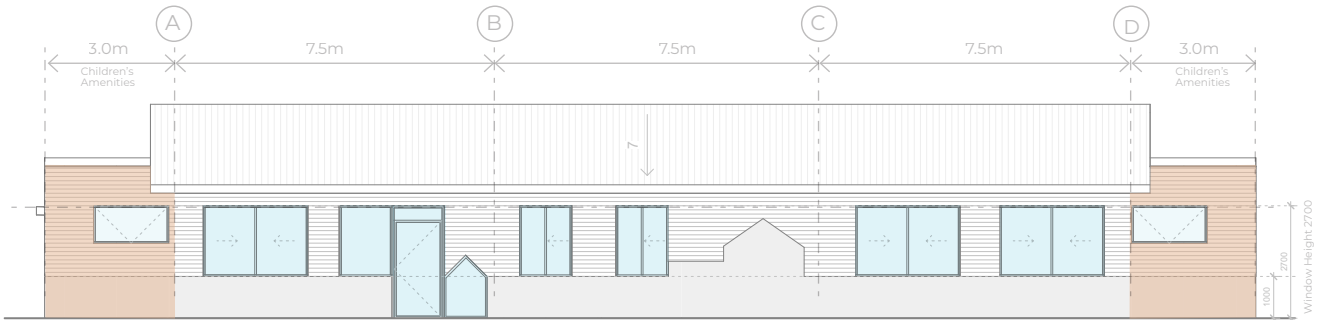
3.3.2 Sixty Module (Option 1A)



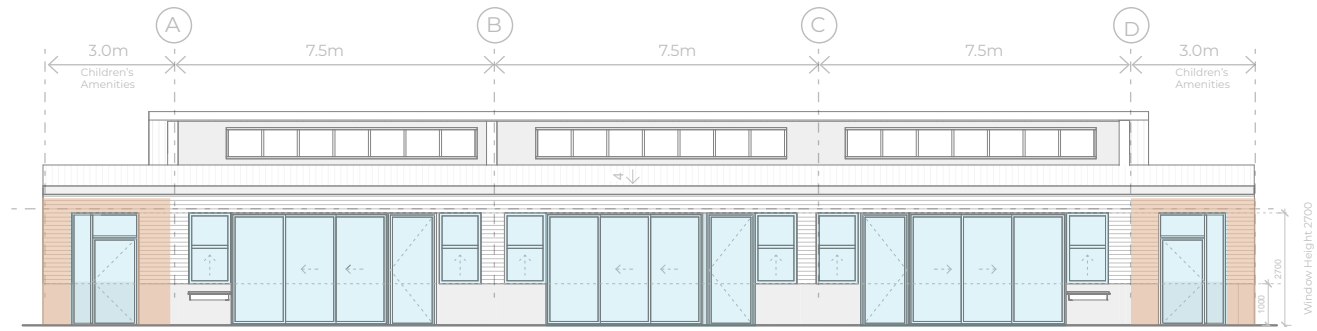


Note: Full height window with the provision for future potential door

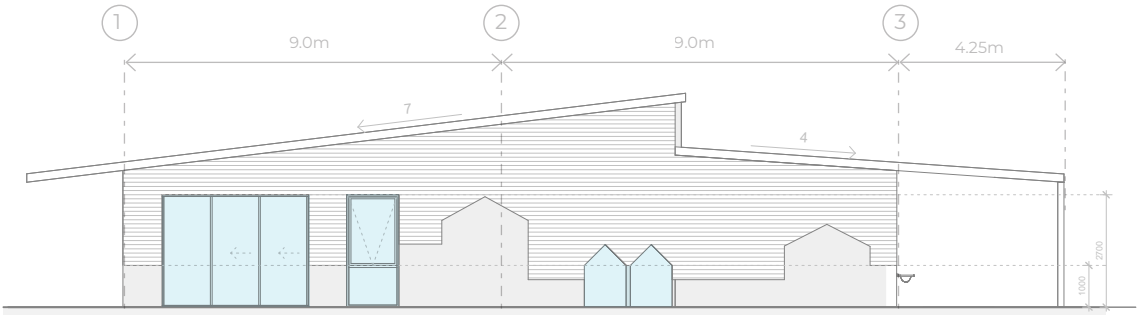
Comms room may not be required for integrated module as it can be incorporated into the overall comms room for the Primary School



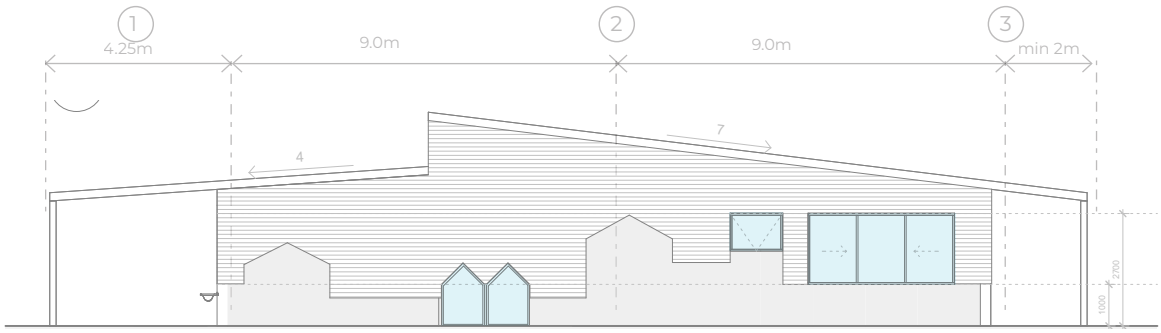
Concept Front Entry Facade-South Elevation (60 Module)



Concept Playroom Facade-North Elevation (60 Module)



Concept Side Facade-East Elevation (60 Module)



Concept Side Facade-West Elevation (60 Module)

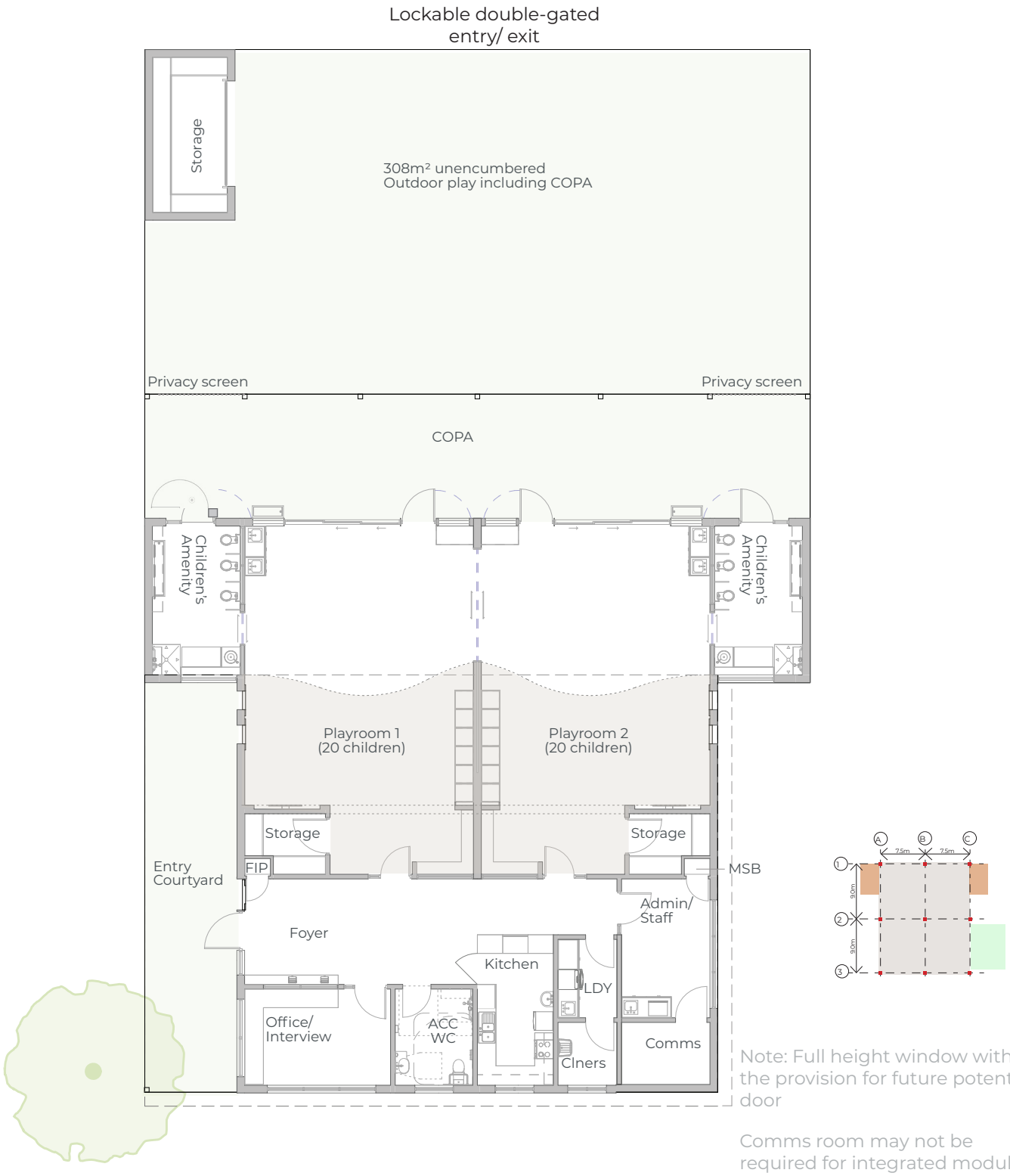
Base Module

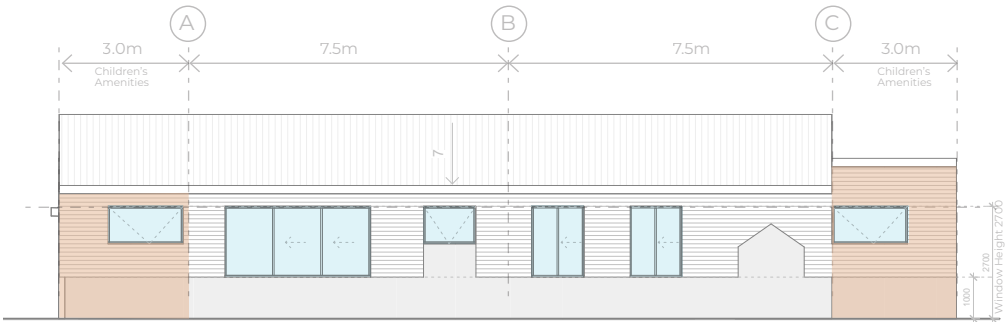
Children's Amenities

Glazing

Note: External building form indicative only. Roof form, window layouts and materiality to be developed by architects in relation to building orientation and context.

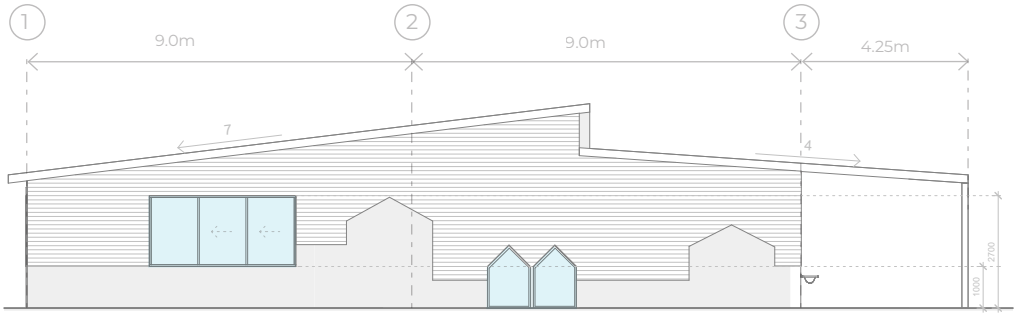
3.3.3 Forty Module (Option 1B)



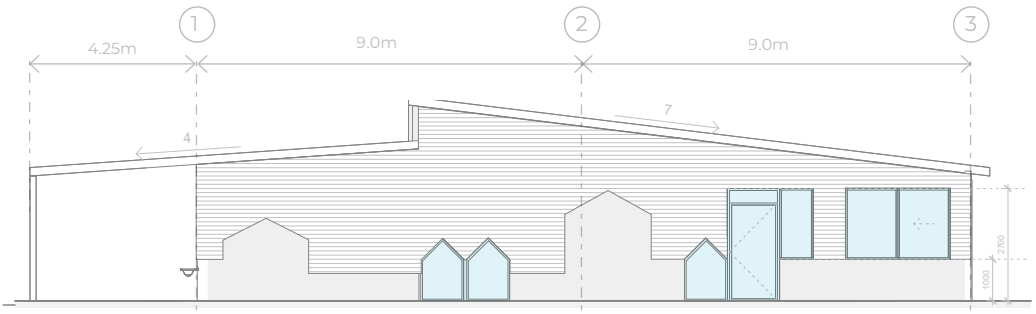


Concept Front Entry Facade-South Elevation (40 Module)

Concept Playroom Facade-North Elevation (40 Module)



Concept Side Facade-East Elevation (40 Module)



Concept Side Facade-West Elevation (40 Module)

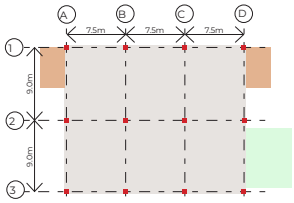
Base Module

Children's Amenities

Glazing

Note: External building form indicative only. Roof form, window layouts and materiality to be developed by architects in relation to building orientation and context.

3.3.4 Sixty Module (Option 1B)

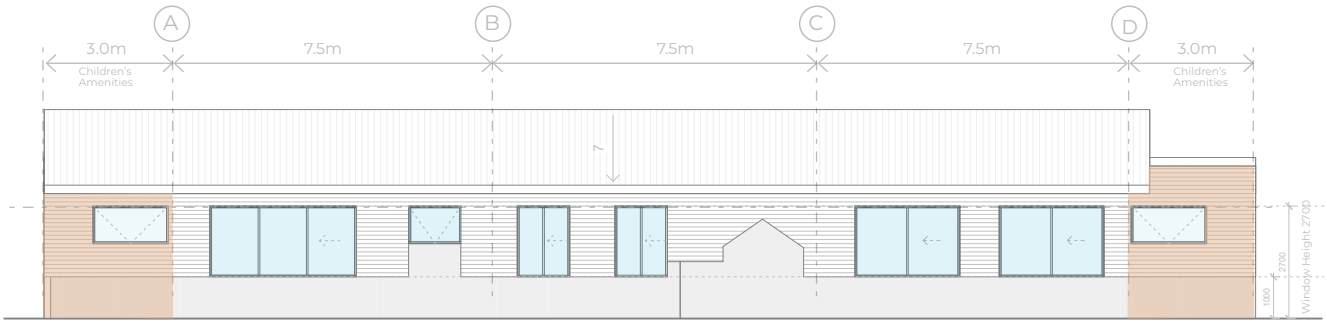


Carpet flooring

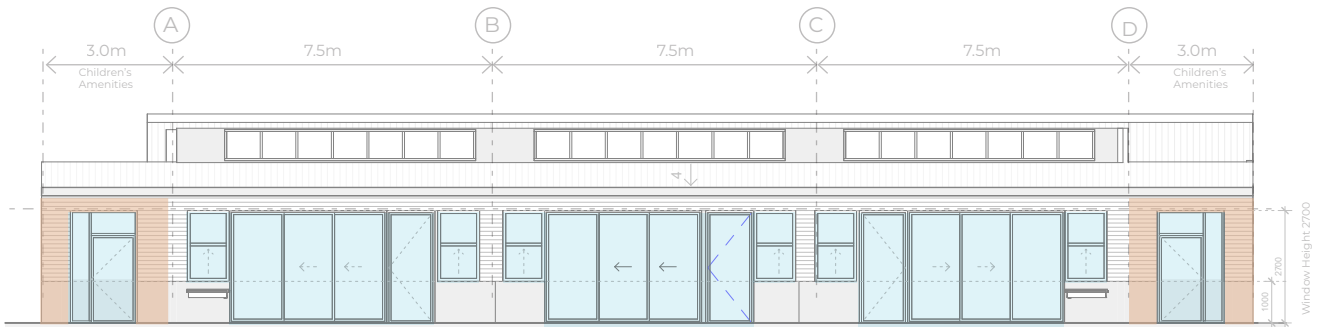
Resilient rubber flooring

Note: Comms room may not be required for integrated module as it can be incorporated into the overall comms room for the Primary School

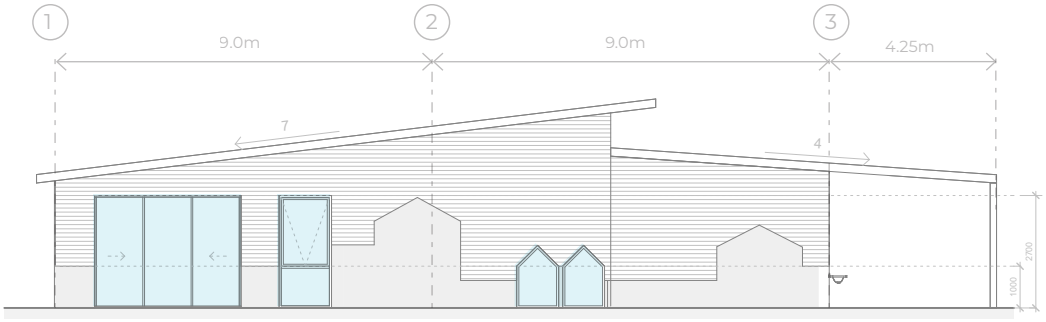
0 5m



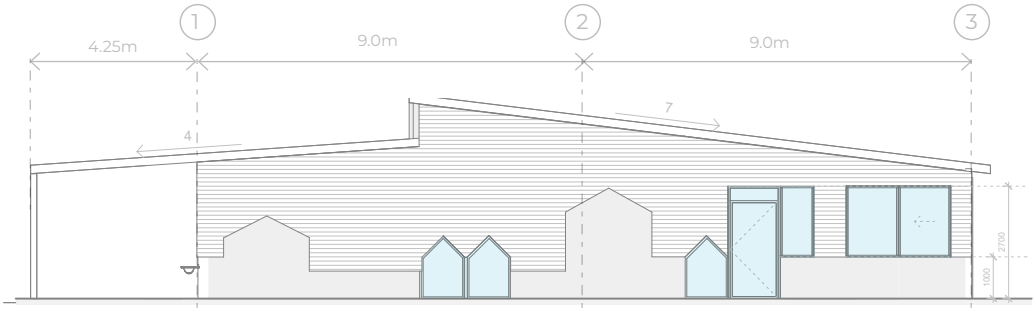
Concept Front Entry Facade-South Elevation (60 Module)



Concept Playroom Facade-North Elevation (60 Module)



Concept Side Facade-East Elevation (60 Module)



Concept Side Facade-West Elevation (60 Module)

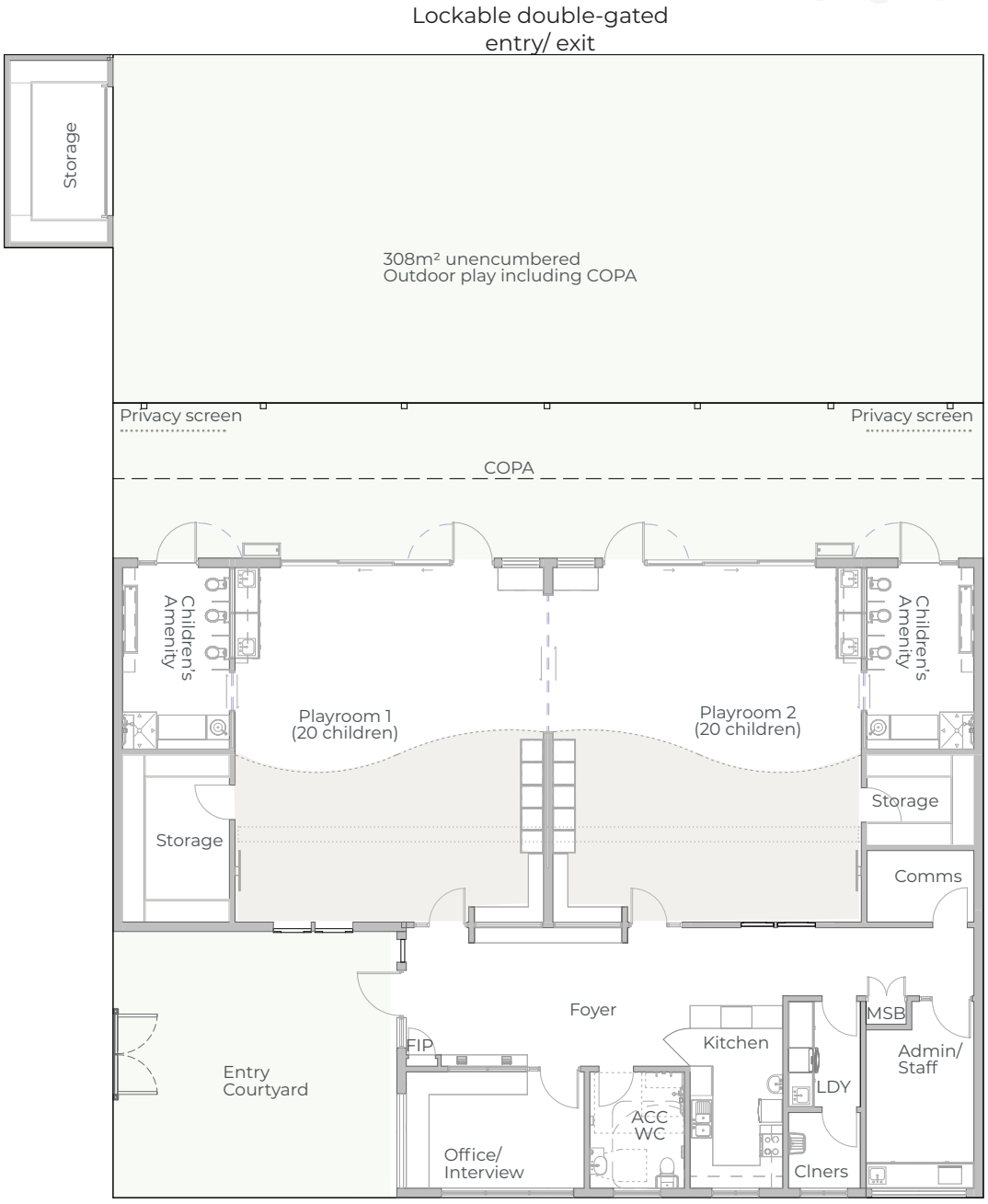
Base Module

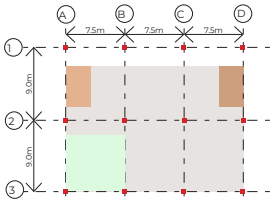
Children's Amenities

Glazing

Note: External building form indicative only. Roof form, window layouts and materiality to be developed by architects in relation to building orientation and context.

3.3.5 Forty Module (Option 02)



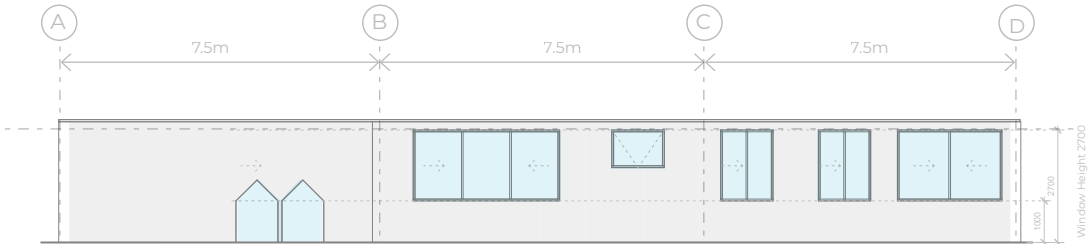


Carpet flooring

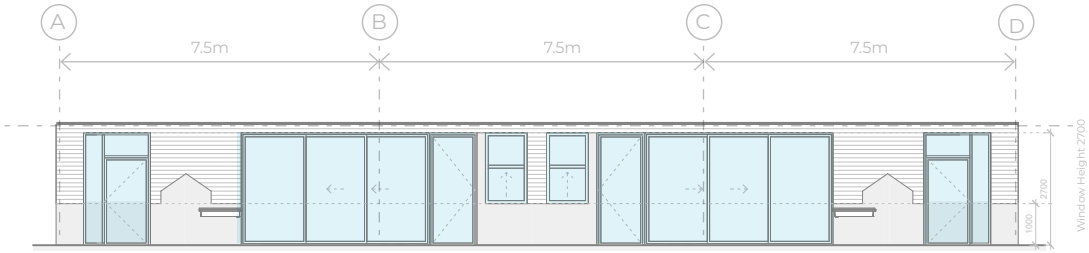
Resilient rubber flooring

Note: Comms room may not be required for integrated module as it can be incorporated into the overall comms room for the Primary School

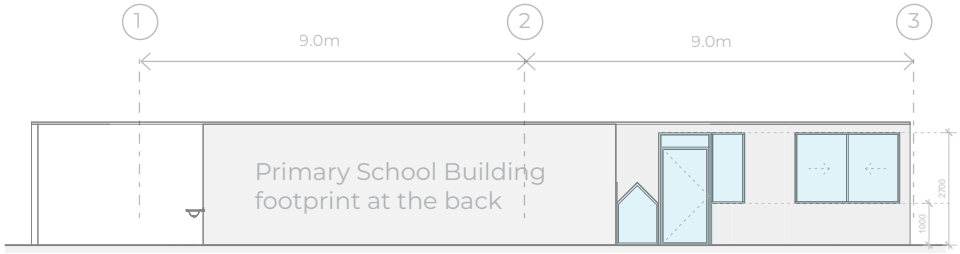
0 5m



Concept Front Entry Facade-South Elevation (40 Module)



Concept Playroom Facade-North Elevation (40 Module)



Concept Side Facade-West Elevation (40 Module)

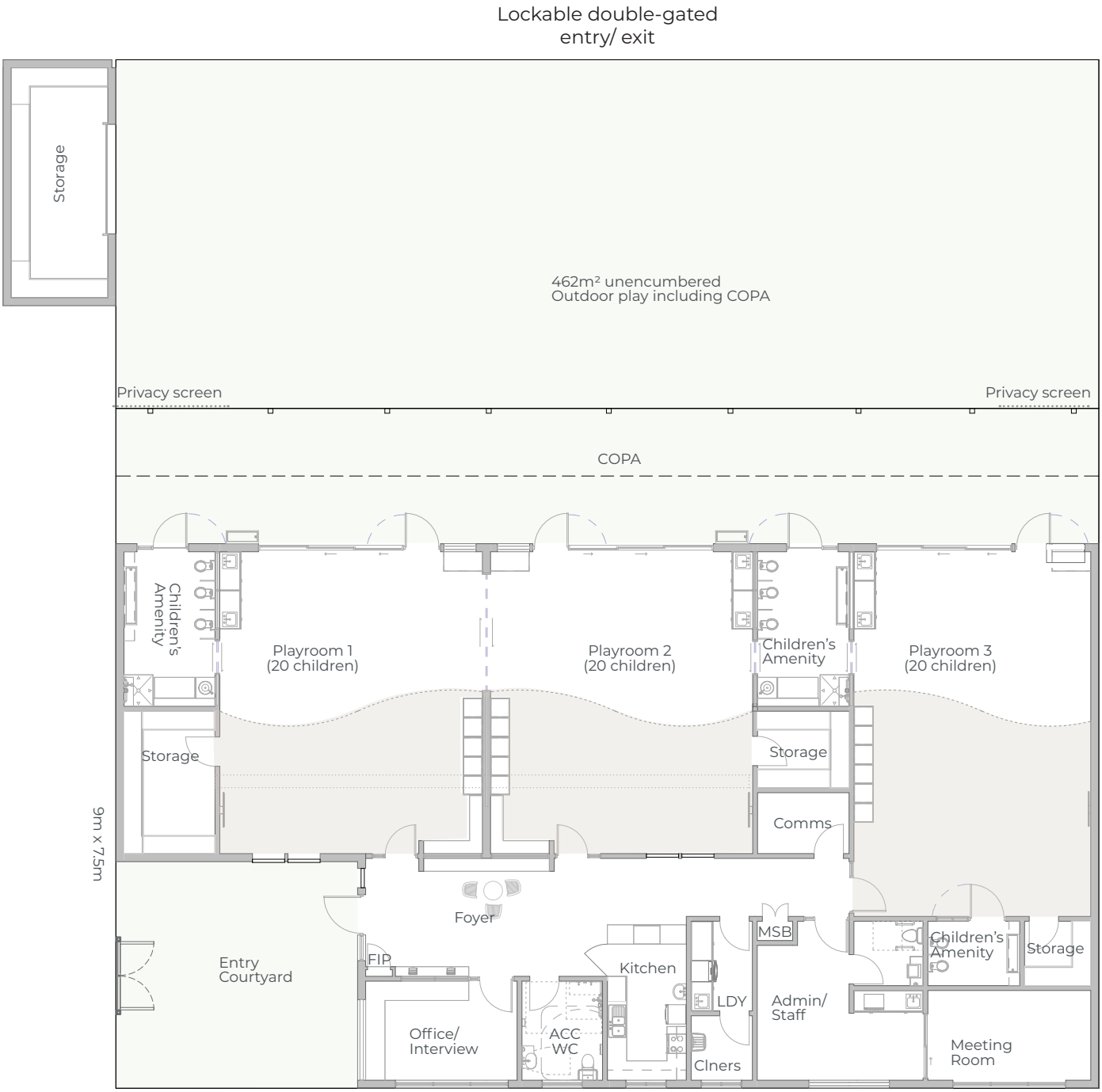
Base Module

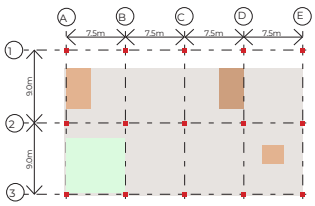
Children's Amenities

Glazing

Note: External building form indicative only. Roof form, window layouts and materiality to be developed by architects in relation to building orientation and context.

3.3.6 Sixty Module (Option 02)



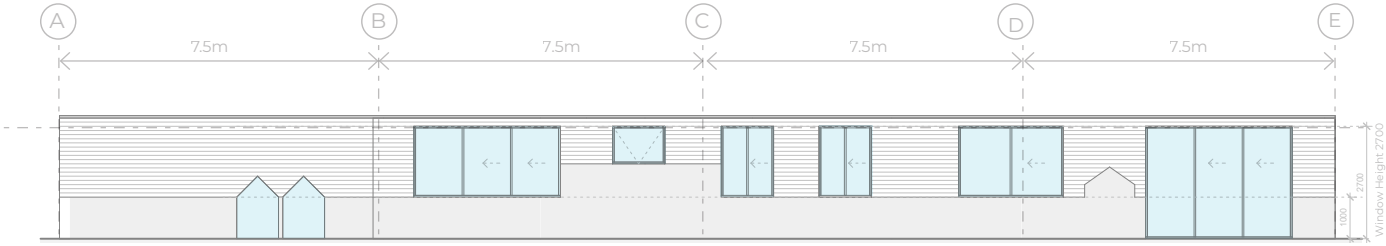


Carpet flooring

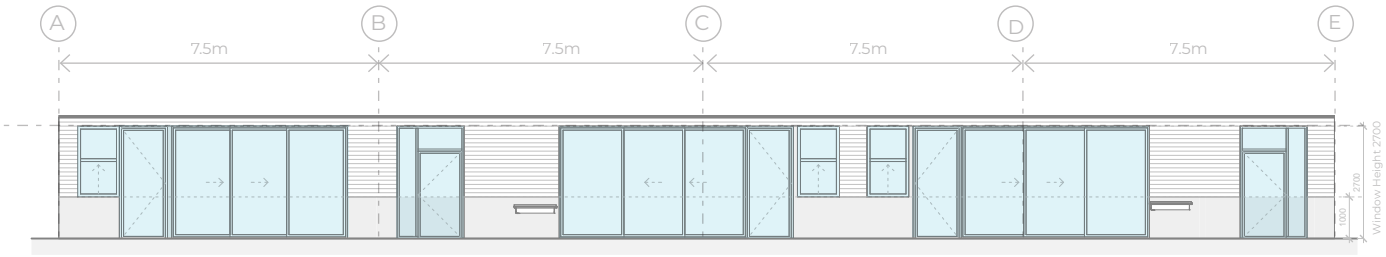
Resilient rubber flooring

Note: Sill height of the window over the craft sink in Playroom 3 to be 1500mm sill
Comms room may not be required for integrated module as it can be incorporated into the overall comms room for the Primary School

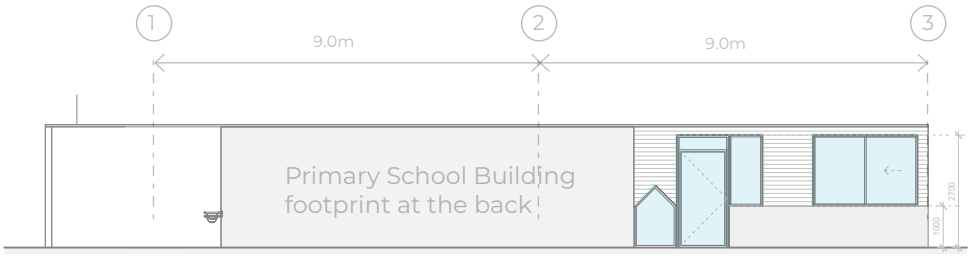
0 5m



Concept Front Entry Facade-South Elevation (60 Module)



Concept Playroom Facade-North Elevation (60 Module)



Concept Side Facade-West Elevation (60 Module)

Base Module

Children's Amenities

Glazing

Note: External building form indicative only. Roof form, window layouts and materiality to be developed by architects in relation to building orientation and context.

3.4 External Building Design

3.4.1 External Form

The external form will, to some degree, be dictated by fitting within the overall schools built context. However, there is also a need for any new school building to address the local climatic context as well as it's own specific function.

A child friendly entrance and face to the street

The Preschool will be the child's first introduction to a school environment, which can be an intimidating and scary place for them. The preschool entry needs to overcome this perception and be very appealing to a child. This can be done with the following design considerations:

1. Colour: use of nature and context inspired colours to create focus
2. Texture: differentiating the preschool and breaking up the scale by using a contrast in cladding materiality
3. Graphics: use of appealing and playful graphics and patterns
4. Scale: addressing a child's small scale with appropriately scaled components such as low windows and facilitating a low line of sight
5. Active pathways: stepping stones and playful elements, textures and patterns included in pathways

A strong indoor/outdoor biophilic connection

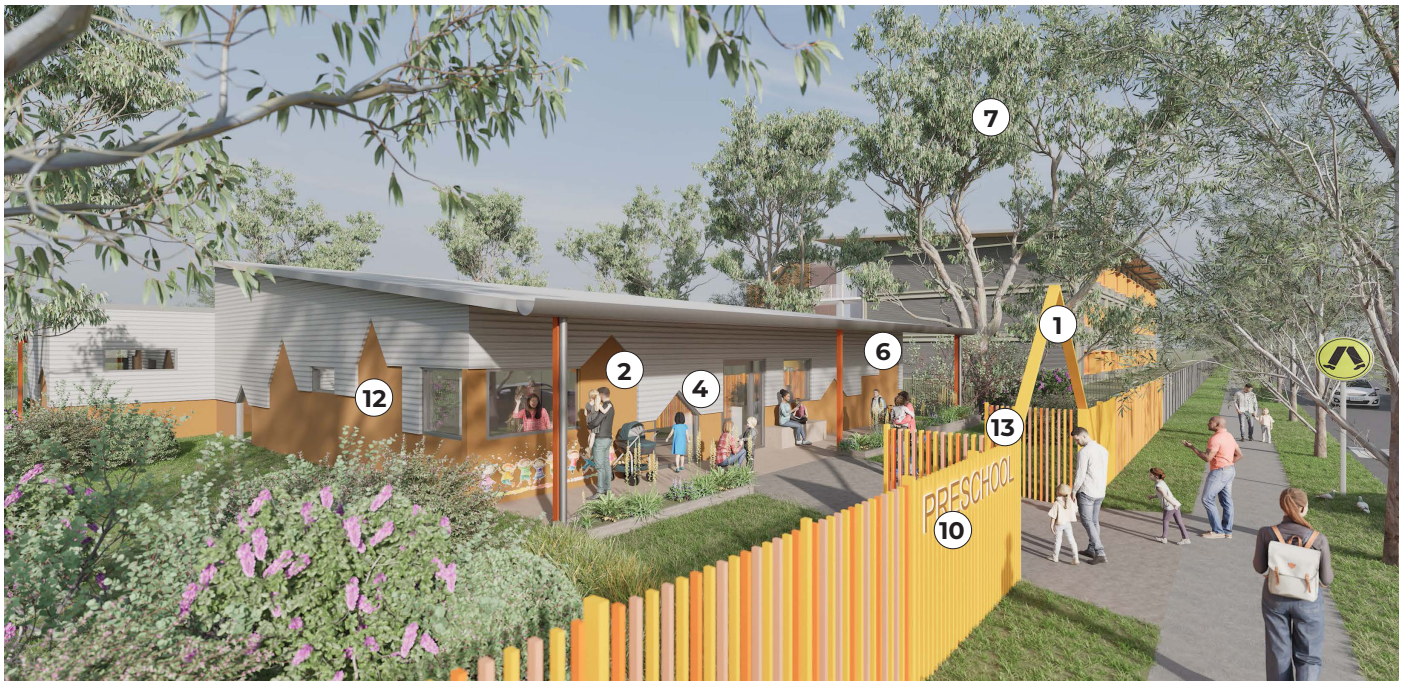
Biophilic design is particularly important between the playrooms and the outdoor play area but also in the entry courtyard. Nature-focused design has been proven to be calming and appealing to children. This can be realised in the built form through the use of:

6. Natural materials: used wherever possible, soffit, details, structure and cladding
7. Feature trees within courtyard and play area space
8. Plants and flowers: incorporate planter boxes and trellis's within outdoor areas at child-height
9. Depending on building orientation, provide screening to the COPA with patterns to create animated shadows.

Visual indicators of contextual cultural relevance within built form

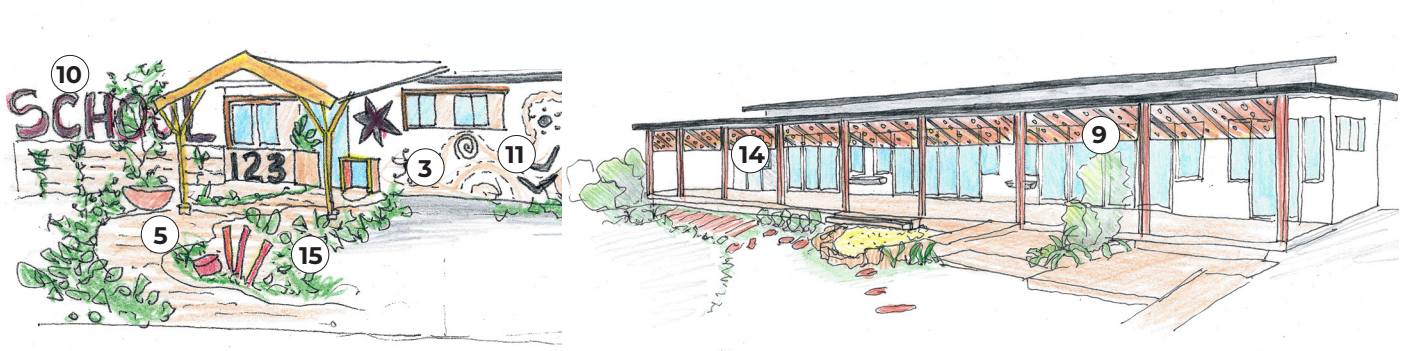
Consultation with the local community, including indigenous representatives, is critical to ensure connection with local place and cultural context. The following place-specific external items are suggested as potential design elements which can incorporate community input. A budget should be allocated to allow for these design considerations.

10. Signage: possible local artist input into signage
11. Entry courtyard artwork
12. Feature materials and colours
13. Entry gate, furniture & awning
14. COPA shade screens
15. Landscape and outdoor play design



12: Indicative expression of stand-alone external form & view from Entry Courtyard/ Street

13: Indicative expression stand-alone Preschool external form & view from Outdoor Play Area



Note: Indicative Artist's expressions only, refer to floorplan and elevations for formal concept drawings.

14: Indicative expression of Preschool on ground level integrated within a Primary School building & view from Outdoor Play Area

Note: Indicative Artist's expressions only, refer to floorplan and elevations for formal concept drawings.

15: Indicative expression of Preschool on ground level integrated within a Primary School building & view from Entry Courtyard

16: Indicative expression of Preschool on ground level integrated within a Primary School building & view from Outdoor Play Area

Note: Indicative Artist's expressions only, refer to floorplan and elevations for formal concept drawings.

3.5 Children & the Built Environment

Built environments play a crucial role in shaping children's development, offering them opportunities for physical activity, intellectual growth, social interactions, and emotional well-being. Thoughtful designs which support the needs and interests of children can have a profound and lasting impact on their development and overall quality of life. Below are some key examples of how high quality built environments can contribute to the health and wellbeing of children:

1 Natural Daylight

Natural daylight in buildings has a significant impact on the health and well-being of children. Below are a few key benefits of well-lit classrooms:

1. Learning and Cognitive Development: Research has shown that classrooms with ample natural daylight can enhance students' academic performance and concentration. Natural light supports better vision and can reduce eye strain, making it easier for children to read, study, and learn.

2. Improved Sleep: Exposure to natural daylight during the day can help children establish a regular sleep-wake cycle, leading to improved sleep quality at night, which is essential for their physical and cognitive development.

3. Mood and Well-Being: Children exposed to daylight in their learning environments are more likely to feel happier and more focused. Natural light can help reduce stress and create a more calming environment.

4. Improved Physical and Eye Health: Adequate natural light can help protect children's eye health by reducing the risk of myopia (nearsightedness). It also has a positive effect on children's overall physical health, including their immune system, by reducing the risk of illnesses associated with vitamin D deficiency.

2 Acoustics

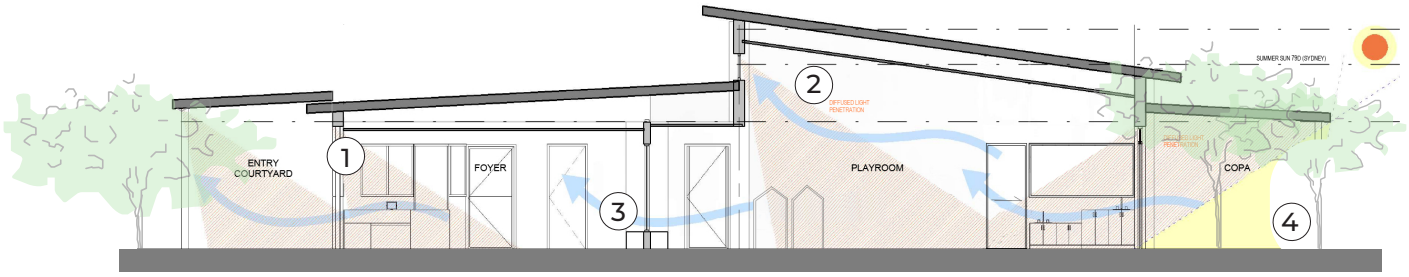
The acoustical environment in a classroom can either support or hinder the educational experience, including:

1. Speech and Language Development: For young children, in particular, classroom acoustics are vital for the development of speech and language skills, as they rely on clear auditory input to acquire language. Children with hearing impairments, auditory processing disorders, or attention-related challenges are particularly sensitive to the acoustical conditions with poor acoustics creating additional barriers for these students.

2. Stress and Fatigue: In a poor acoustic environment, children may need to exert more effort to understand what is being said, which can be mentally exhausting and contribute to decreased interest in learning, stress and anxiety. Additionally, in a noisy environment, teachers may need to raise their voices or use more aggressive classroom management techniques which can create a stressful and less productive atmosphere for both students and educators.

3. Social Interaction: Students may struggle to engage in effective communication and social interaction in a noisy classroom. This can impact their ability to work collaboratively, build social skills, and create a positive classroom community.

Note: Refer to the SI Pattern Book for Revit Models of the Preschool Hubs.



Roof Form Example 1: Roof Form with Highlight Window

3 Ventilation

Ventilation in classrooms plays a crucial role in the health and well-being of children. Proper ventilation can have several positive effects on their health, including:

1. Learning and Cognitive Development: Proper ventilation can enhance cognitive function, including attention, memory, and problem-solving skills. Students in well-ventilated classrooms tend to perform better academically and experience improved concentration.

2. Reduced Air Pollutants: Adequate ventilation helps reduce indoor air pollutants, such as volatile organic compounds (VOCs), allergens, and particulate matter. This results in cleaner and healthier air for students to breathe, with long-term health benefits.

3. Respiratory Health: Good ventilation can decrease the concentration of airborne allergens and irritants, leading to reduced instances of respiratory issues like asthma and allergies among children. It can also help prevent the spread of respiratory infections.

4. Comfort and Well-Being: Adequate ventilation helps maintain a comfortable indoor temperature and humidity level, contributing to the overall well-being of students. Children are more likely to feel relaxed and less stressed in properly ventilated environments.

4 Biophilic Design

Learning Spaces spaces designed with biophilic elements, such as natural materials, views of greenery, and indoor plants, can create a more positive and conducive learning environment, including:

1. Improved Mental Health: Interactions with nature and exposure to natural elements have been shown to reduce stress and anxiety in children. Being in natural environments can boost mood, reduce symptoms of depression, and enhance overall psychological well-being in children.

2. Enhanced Cognitive Development: Exposure to nature can stimulate cognitive development in children. It can promote problem-solving skills, creativity, and a better understanding of the natural world. Children who have access to nature-rich environments tend to perform better academically.

3. Better Attention and Focus: Spending time in nature has been linked to improved attention and focus in children. It can help reduce symptoms of attention deficit disorders and enhance concentration.

4. Connection with the Environment: Biophilia helps children develop a sense of connection and responsibility toward the natural world. This can foster environmental stewardship and a commitment to preserving and protecting the environment in the future.

3.6 Interior Design

3.5.1 Key Themes

The key concepts for the interior design of the Preschools should be closely aligned to the educational aspirations outlined in the Early Year Learning Framework for Australia. The document outlines a vision for children's learning based on the principles of Belonging (knowing where you belong), Being (a time to seek and make meaning of the world) and Becoming (the process of children's learning and growth). Below is an outline of how these learning aspirations can be exemplified in the built environment.

A Belonging = **Creating a Sense of Home**

Design Considerations:

- Belonging to Country
- Place-making graphics and art
- Homely materiality
- Soft furnishings
- Domestic scaled features
- Child-height considerations
- Ability for children to curate the environment through artwork and movable furnishings


17: Homely


18:Domestic scale


19:Soft furnishing

B Being = **Igniting Curiosity**

Design Considerations:

- Child-height display of objects, artwork or books
- Building as a learning tool (for example colour coding downpipes)
- Building elements which spark the imagination (for example a cubby house)
- Shadow and light patterns
- Info graphics and signage which prompt a learning opportunity


20:Learning tool


21:Child-height


22:Light patterns

C Becoming = **Celebrating Growth**

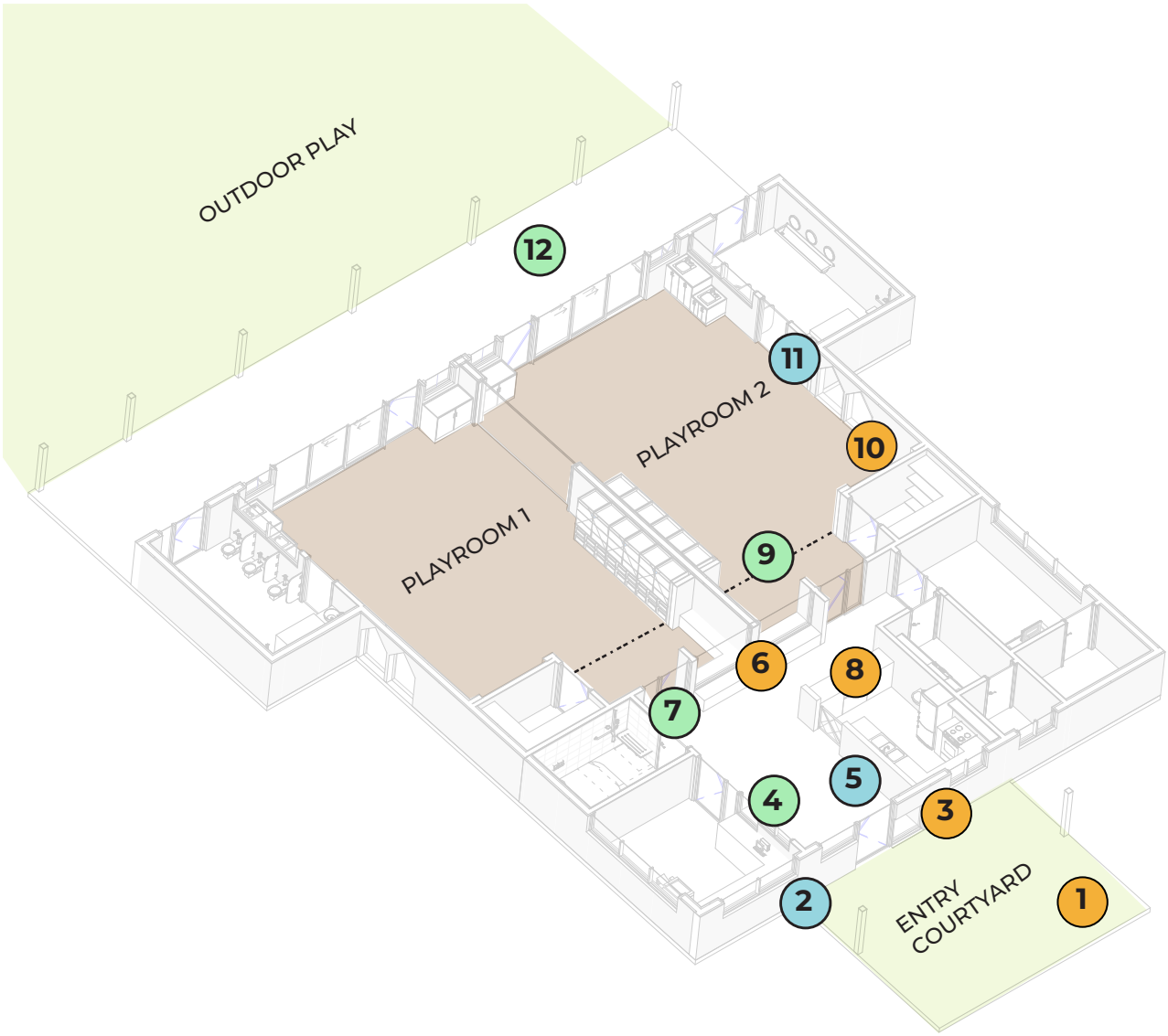
Design Considerations:

- Display of children's learning work and progress
- Showcasing children's physical growth and development (e.g. how far can you jump graphics)
- Writable surfaces to practice writing skills
- Colour-coding zones for different types of learning

23:Development


24:Learning display


25:Writable



Potential Design Components:

Refer to room specifications for further details

1. Welcome to Country graphics/ artwork
2. Learning-through-play graphics
3. Child-height window with art display above
4. Book display integrated into reception
5. Writable/ magnetic surface to display notices and children's artworks
6. Built-in furnishings which welcome parents, children and educators to socialise
7. Graphics applied on windows/ grazed doors
8. Domestic style kitchen with child-scaled zone
9. Make-believe cubby house framing the corner of the room
10. Child-scaled reading nook built into the wall
11. Child-height pin-up space for children's artwork and learning progress
12. Light and shadow play with COPA screening

3.6.2 Colour & Materiality

Preschool environments are filled with toys, books, learning resources, seasonal decorations and the display of children's work. These loose objects and displays provide an array of colour and texture to the learning environment, often changed regularly by the educators. Cognisant of this, the interior space should be designed to provide a calming and cohesive backdrop to the displayed learning tools, allowing educators and children to curate their environments as needed.

Colour within the preschools should be used sparingly and with meaning as to not overwhelm the already busy visual environment. Where appropriate, colour, texture and materiality can be effectively used as a learning tool, by for example designating function for various areas, create a calming or energetic environment or directing the flow of movement in a space.

It is important to understand that different colours can evoke various emotions and moods. Warm colours like yellow and orange can create a sense of energy and excitement, while cool colours like blue and green can promote calmness and concentration. Colour theory knowledge should be used when selecting colours for spaces of different functions. For example, warm tones should be used in high-activity areas such as the craft zone, while cooler tones should be used in quiet areas such as the sensory zone. Additionally, different colours can aid in learning. For instance, colour-coded storage can help children categorize and organize items.

Incorporating various textures, such as soft fabrics, smooth surfaces, or tactile flooring, can enhance a child's tactile experiences. This tactile stimulation is essential for sensory development, encouraging children to positively engage with their surroundings.

Potential Colour Integration:

26:Colour in the floor surface to zone a specific learning space

27:Colour applied to a wall to designate function

28:Colour used to encourage playful movement

29:Colour applied to soft elements to designate special areas for example reading nooks

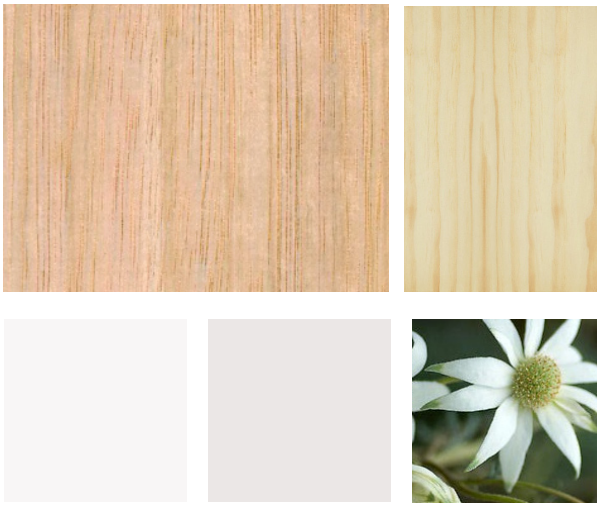
30:Colour used in joinery to designate function

31:Colour applied to threshold zones to assist in movement flows

3.6.3 Native Landscape - Colour Scheme

Neutral Base Palette:

Base Wall Surfaces and Standard Joinery



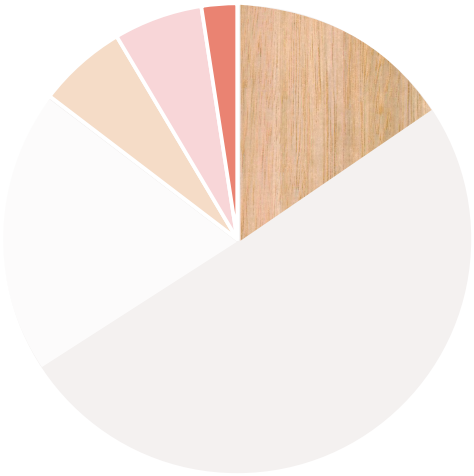
The proposed colour scheme of the preschool facilities takes inspiration from the natural hues found in native Australian flora and landscape. Earthy tones found in indigenous wildflowers such as Banksia, Kangaroo paws and Wattle, is complimented with the cooler tones found in native foliage such as Eucalyptus and Wallaby Grass.

Harmonised by a neutral palette of native timbers and warm whites, colour should be used to reflect the local landscape, providing unique outcomes to each facility. Below are some examples of how the colour scheme can be applied across different facilities:

Colour Palette:

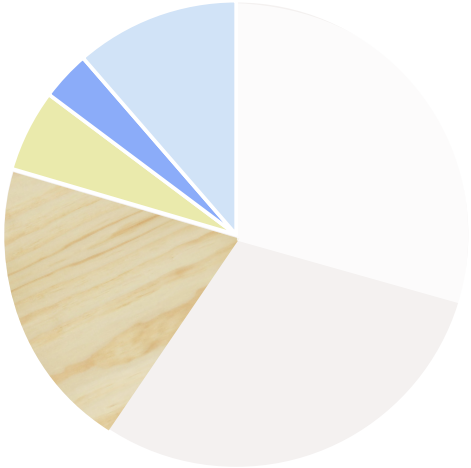
Selected Surfaces and Joinery

Subtle application of colour specific highlights to achieve an overall neutral palette but with some coloured features



Example 1

Earthy oranges and softer pastel pinks paired with neutral base tones and amber-toned timber



Example 2

Coastal blues and sandy yellow paired with neutral base tones and blonde timber

3.7 Spatial Requirements

3.7.1 Entry Courtyard

Unit ID		
Facility Name	Entry Courtyard	
Minimum Area	Forty Module	20 m^2 (based on site conditions)
	Sixty Module	40m^2 (based on site conditions)

Description

The Entry Courtyard of the preschool is a space for families to gather, establish connections and a sense of community. The Entry Courtyard is the public face of the preschool and provides a first line of security for children entering the facility. Additionally, it accommodates the secure storage of prams and children's bikes/ scooters. The arrangement of the Entry Courtyard must be site-specific and based on local context and topography.

Design Objective

- Create an inviting entry to the preschool facility which is welcoming to all regular users and external visitors
- Incorporate place-making opportunities to create a sense of belonging to the wider school community through artworks, graphics and sculptures
- Facilitate informal community gathering between parents and children during drop-off and pick up times
- Design for a child-friendly perception and scale to ensure that the child feels safe and welcome at the doorstep
- Integrate all abilities access, including the provision of a seat for rest
- Establish a strong connection to nature with native species which reflect the local area
- Provide secure enclosure with child proof gate integrated within the overall design

32:Welcoming entry courtyard

33:Covered pram store

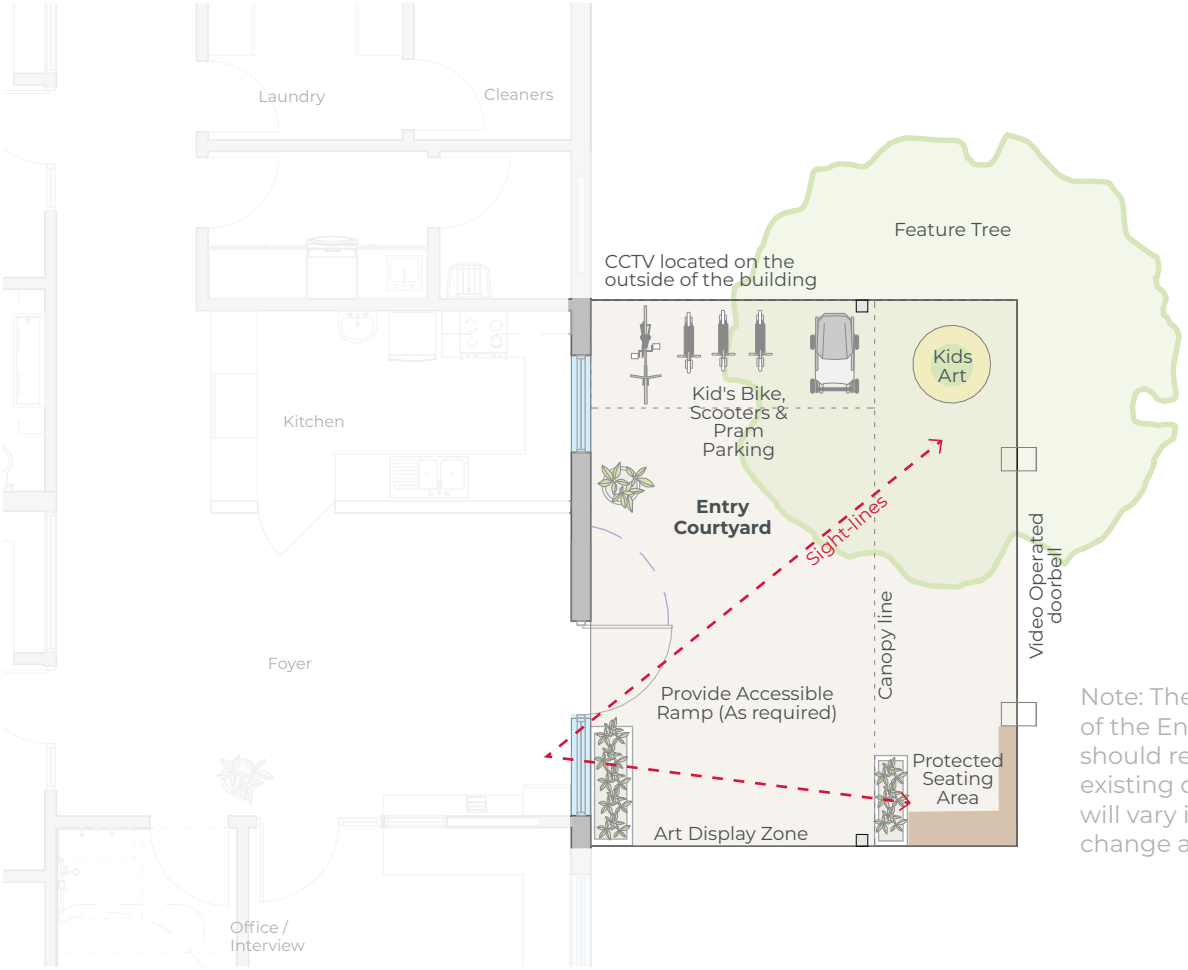
34:Visibility and connection

35:Indigenous cultural retreat seat & native planting

Design Specification

1	Enclosure	Fenced/ enclosed courtyard with glazed/ screened openings to allow for sight-lines from office and window to entry
2	Floor Finish	Paved with landscaping to 40% of courtyard area, including 25% deep soil
3	Awning	Min 2m wide waterproof awning over entry
4	Furniture	Seating/ loose outdoor furniture for parents waiting or socialising
5	Storage	Secure and covered pram and bike/ scooter store
6	ICT	Intercom with camera Remote locking gate and front door Confirm locations of CCTV monitors and any other specific requirements.
7	Other	Local art and place-making graphics A protected seating area where children can sit with their parents/ caregivers and engage with the extended Preschool community External lights as required

Example Entry Courtyard Layout



Note: The arrangement of the Entry Courtyard should respond to the existing context and will vary in shape, level change and orientation.

3.7.2 Foyer

Unit ID		
Facility Name	Foyer	
Minimum Area	Forty Module	19m²
	Sixty Module	19m²

Description

The Foyer is a space to welcome children and parents into the preschool facility. The space should encourage incidental interaction, a sense of “home” and community belonging. The Foyer also proves a secondary line of security and a point of supervision for visitors from the office space of visitors entering the facility.

Design Objective

- Create a welcoming and attractive entry foyer
- Provide space for parent drop off & sign in for visitors
- Integrate information display (government, community and educational)
- Incorporate child-scaled windows to facilitate playful interactions between children, parents and other visitors
- Provide comfortable seats to enable informal social gathering
- Engage children in child-height displays, such as an activity wall, book library or fish tank to create learning and play opportunities
- Integrate artworks by local artists to encourage a sense of place and identify for the children and wider community

36:Waving window/ bay seat

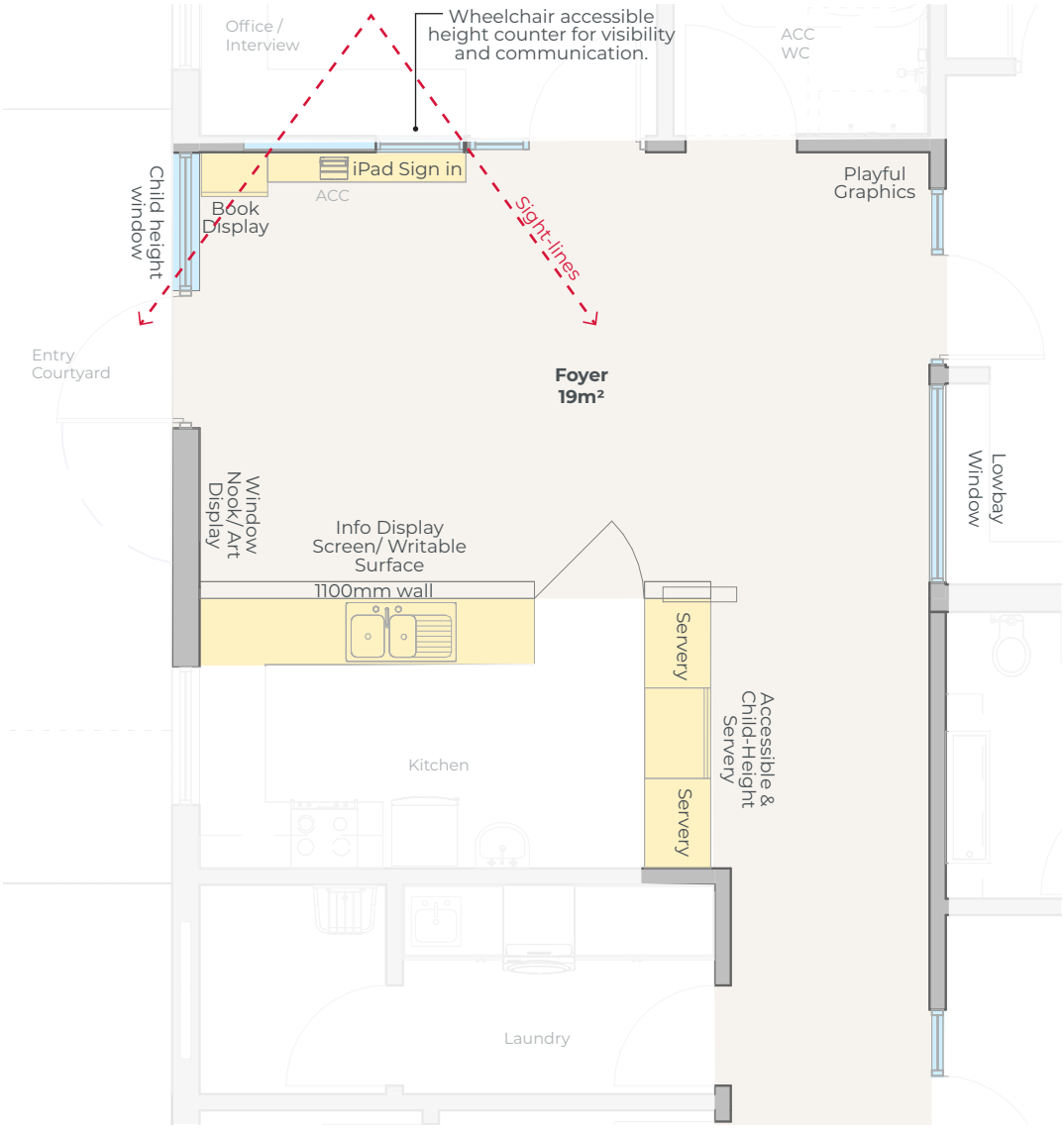
37:Playfully interactive wall surface

38:Open sightlines into playrooms

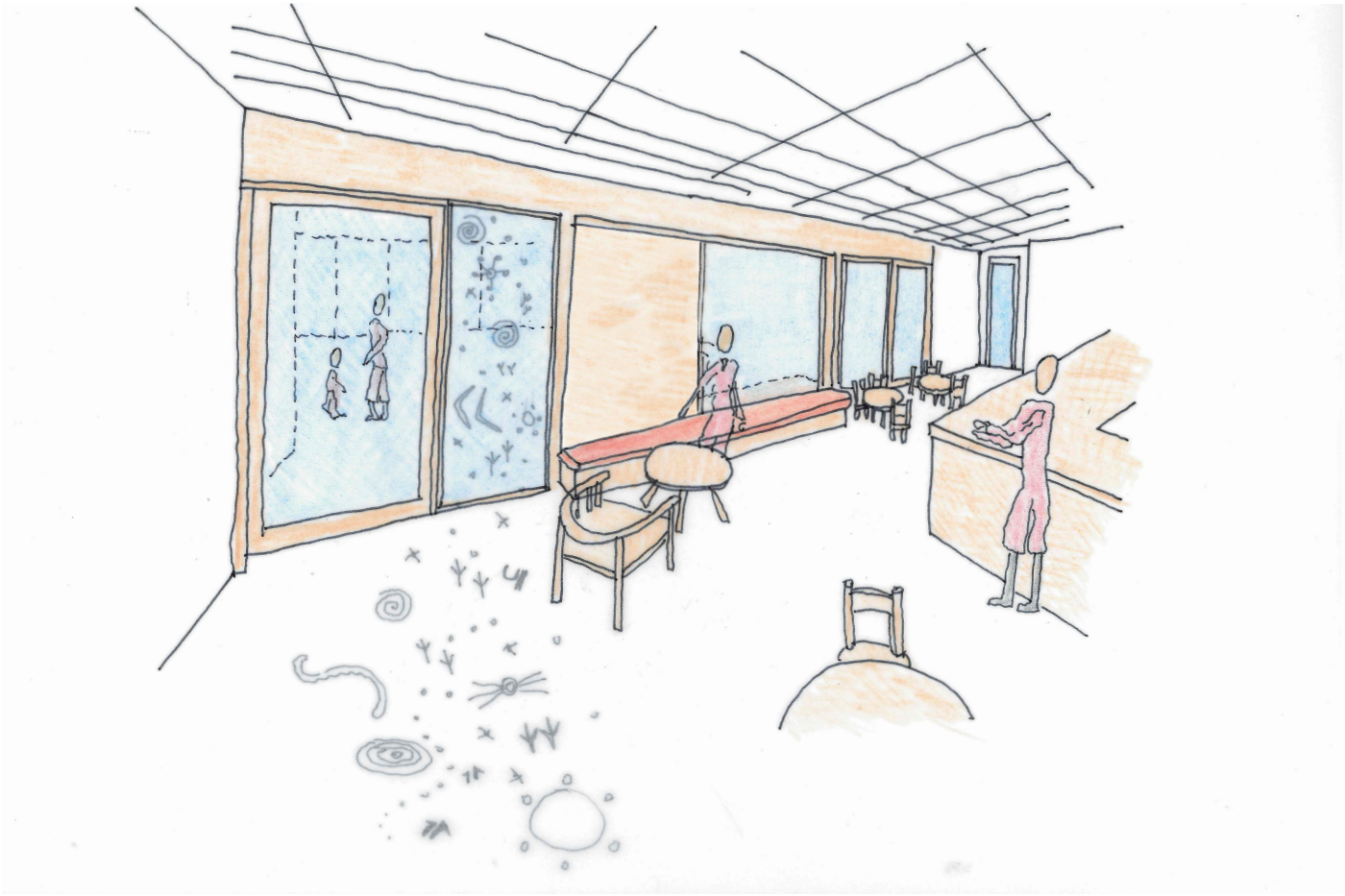
Design Specification

1	Floor Finish	Resilient Floor Finish
2	Ceiling Finish	Ceiling Tiles/ Set Plasterboard
3	Visibility / Opening	Ensure clear visibility of the Foyer, providing a wheelchair-accessible counter at an appropriate height to enable easy communication and unobstructed views into the office and kitchen areas.
4	ICT	Technology for sign-in equipment (iPads x 2), Screen for display of facility notices, Wi-Fi Point
5	FFE	Pin-boards and/ or display for student artwork
6	Furniture	Lounge/ waiting furniture
7	Storage	Book and art display integrated into joinery
8	Other	Artwork created by a local artist (Location site-specific)

Example Foyer Layout



Note: Where additional security is required or where an entry courtyard is not possible due to site constraints, a secondary child-proof fence with gate should be installed within the foyer.



Indicative view of the Entry Lobby and Kitchen looking back towards the Playrooms

3.7.3 Kitchen

Unit ID		
Facility Name	Kitchen	
Minimum Area	Forty Module	11m^2
	Sixty Module	11m^2

Description

The kitchen is central to the heart of the centre, providing a domestic atmosphere with welcoming smells for both families and children. It has an educational function, promoting healthy eating and enabling children to learn about local food and simple cooking skills. The kitchen should be designed to enable the cooking of occasional hot meals, everyday snack preparation and the preparation of children's lunches.

Additionally the open nature of the kitchen provides spatial extension to the central foyer and circulation.

Design Objective

- The kitchen is central to the function of the facility and can be seen from the entry foyer Playrooms and COPA
- Incorporate an open servery and child height bench so that children and families can be involved in cooking activities
- Food can be served directly out into the foyer area and easily moved into the Playrooms/ COPA, to facilitate communal dinning activities and functions with parents
- Consultant to confirm assumption that, as food is not provided as part of the centre service, a commercial kitchen is not required and compliance with AS 4674 2004 is thus not required
- A lower section of the counter at 750mm height
- A removable transparent barrier installed on the corridor-facing side (student side)
- Allows children to observe cooking activities while maintaining separation from the kitchen space
- Wheelchair clearance under the lowered section

39:Kitchen accessible servery and child-height bench

40:Shared cooking activities

Projects must comply with all relevant Australian Standards, including AS1428, and BCA/Access consultants must provide project-specific advice regarding compliance and any required performance solutions.
Below are key access considerations for people with disabilities:

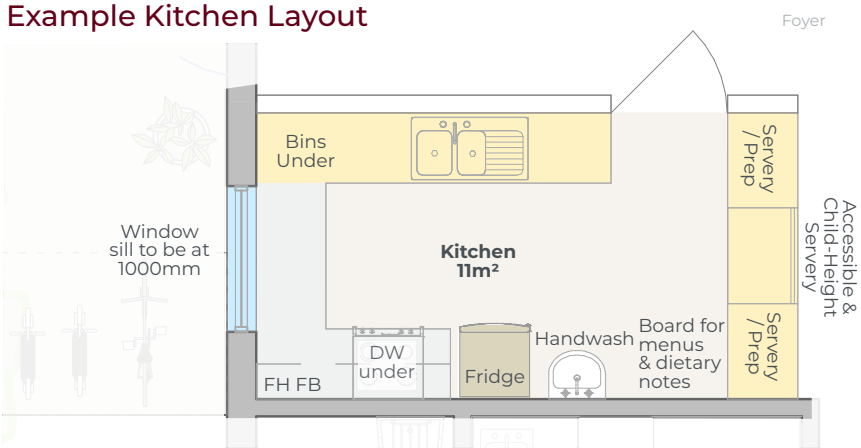
Door Clearances / Turning Radius
Initial advice from Access consultants indicates that all areas of the facility should be accessible, with the exception of the following rooms: Laundry, Storage Rooms, Comms Rooms, and Cleaners Rooms. This means areas such as the kitchen and amenities must provide disabled access. Where this is not feasible, a performance solution is required and must be approved by the project Certifier.
Notably, previous advice has suggested that the children's amenity doors held open at all times by staff may be considered an acceptable performance solution to enable access, pending certifier approval.

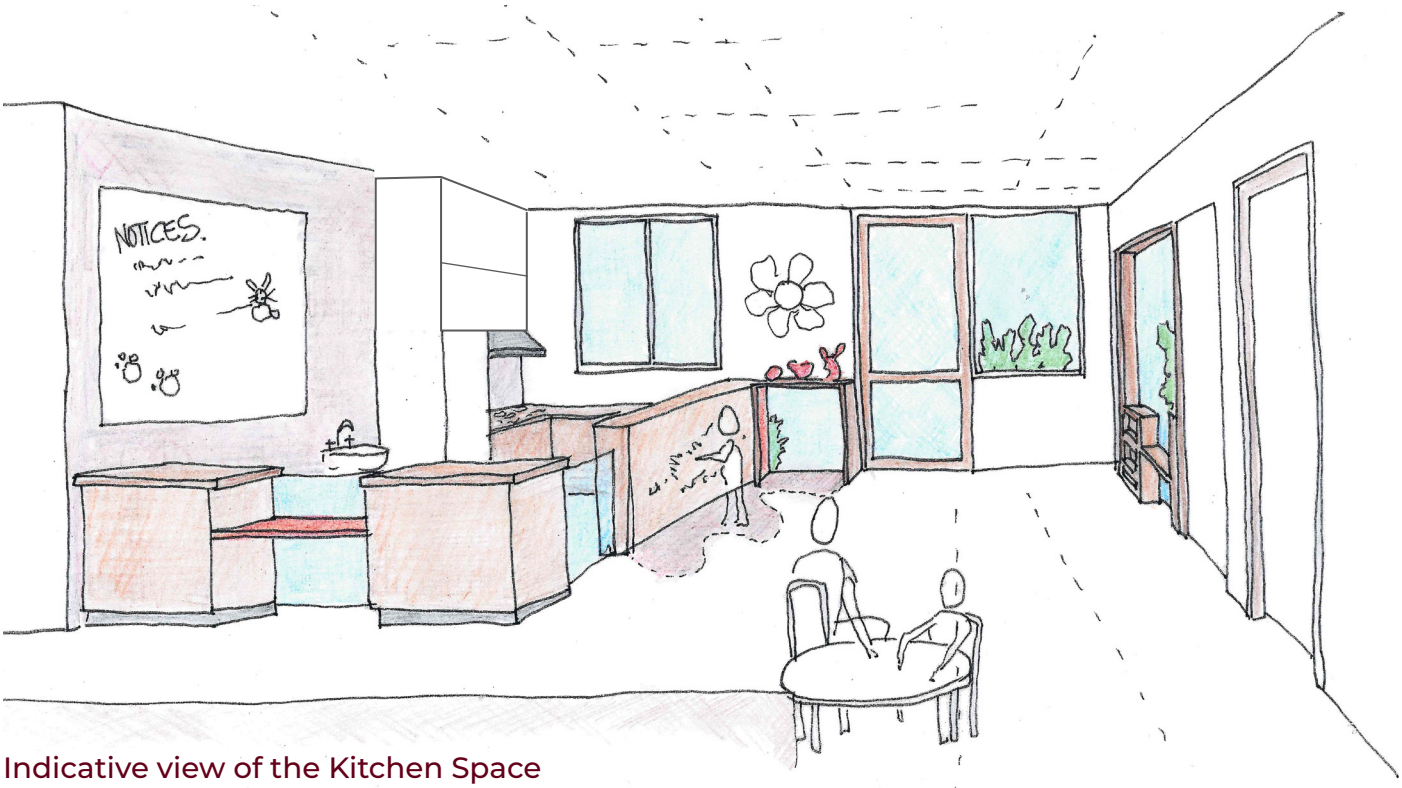
Door Handles
Given the nature of early childhood settings, door handle heights often cannot comply with standard BCA/Access requirements. In such cases, performance solutions are likely to be required and must be reviewed and approved by your Access/BCA consultants.
We strongly encourage all consultants to verify and address these compliance requirements as part of their project-specific design coordination and documentation process.

Design Specification

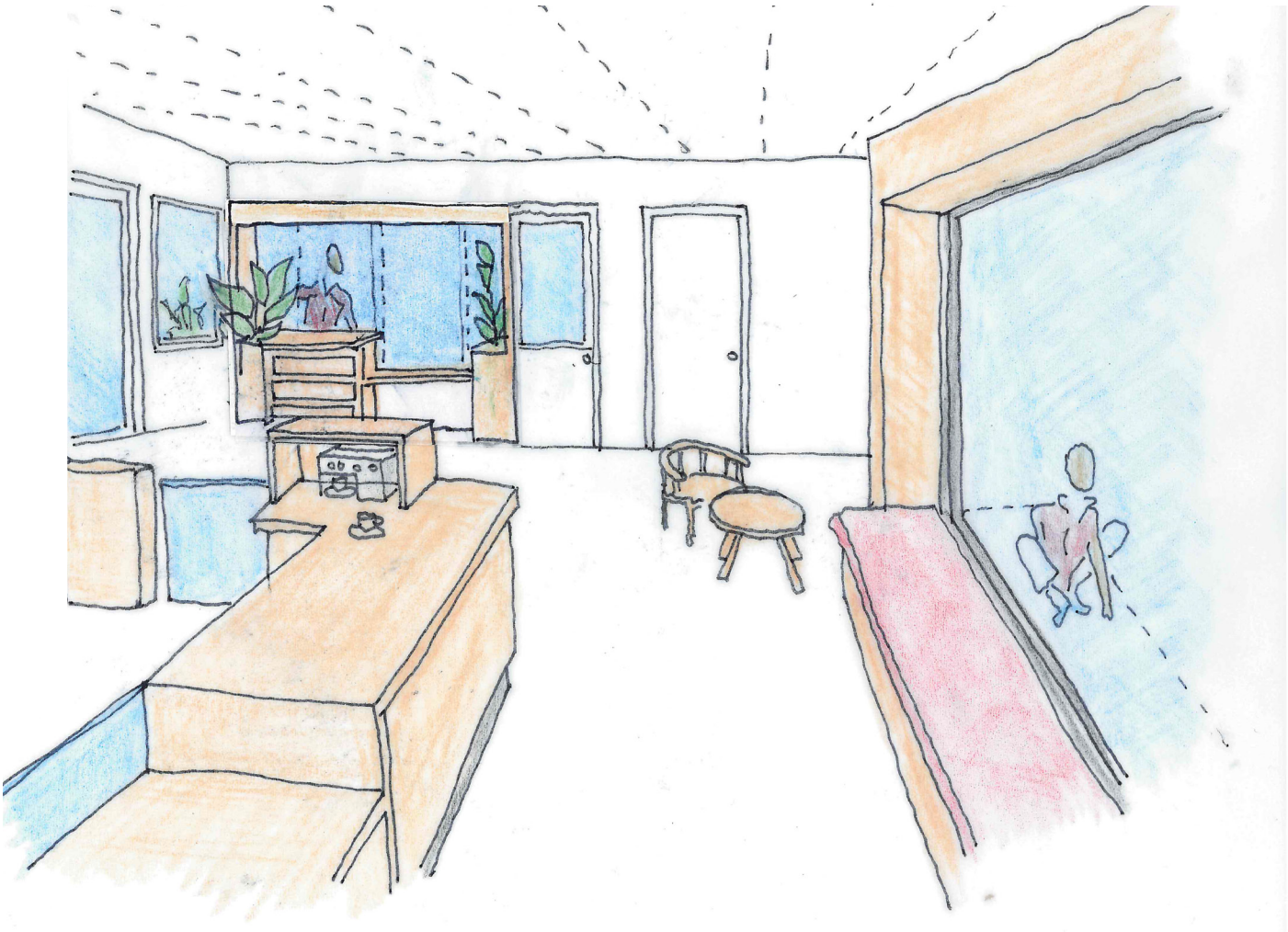
1	Floor Finish	Commercial grade resilient flooring or tiling
2	Ceiling Finish	Ceiling Tiles/ Set Plasterboard
3	Visibility / Opening	Access and visibility into the foyer Open child-height accessible servery directly to the entry foyer
4	ICT	Power and ICT connectivity for appliances and networked devices
5	FFE/ Hydraulics	Double kitchen sink, dishwasher, handwash basin, oven and cooktop with kill switch, refrigerator, freezer Whiteboard for menus and allergy notification The kitchen gate should be with a latch located on the inside, positioned at a height accessible to adults but out of reach for children, who won't be tall enough to lean over the gate to access it.
6	Furniture	Trolleys for food serving, waste and recycling bins, fire extinguisher, fire blanket, first aid box, stool under working bench
7	Storage	Shelves capable of bulk box storage
8	Other	Kitchen exhaust to cooktop with safety kill switch

Example Kitchen Layout





Indicative view of the Kitchen Space



Indicative view looking towards the Office/ Reception

3.7.4 Office / Parent Interview

Unit ID		
Facility Name	Office / Parent Interview	
Minimum Area	Forty Module	13.6m^2
	Sixty Module	13.6m^2

Description

The office space is intended as a private space for discussions between parents and educators as well as an administration space. The office should have full visibility of the entry foyer to control the entry and exit of individuals and allow visitors to sign-in within a calm, warm and relaxing atmosphere.

Design Objective

- Atmosphere should be calming and inviting to all visitors and parents
- Accommodate wheelchair access and seating for 1 staff and 2 parents in a meeting setting
- Provide appropriate furniture for administrative tasks

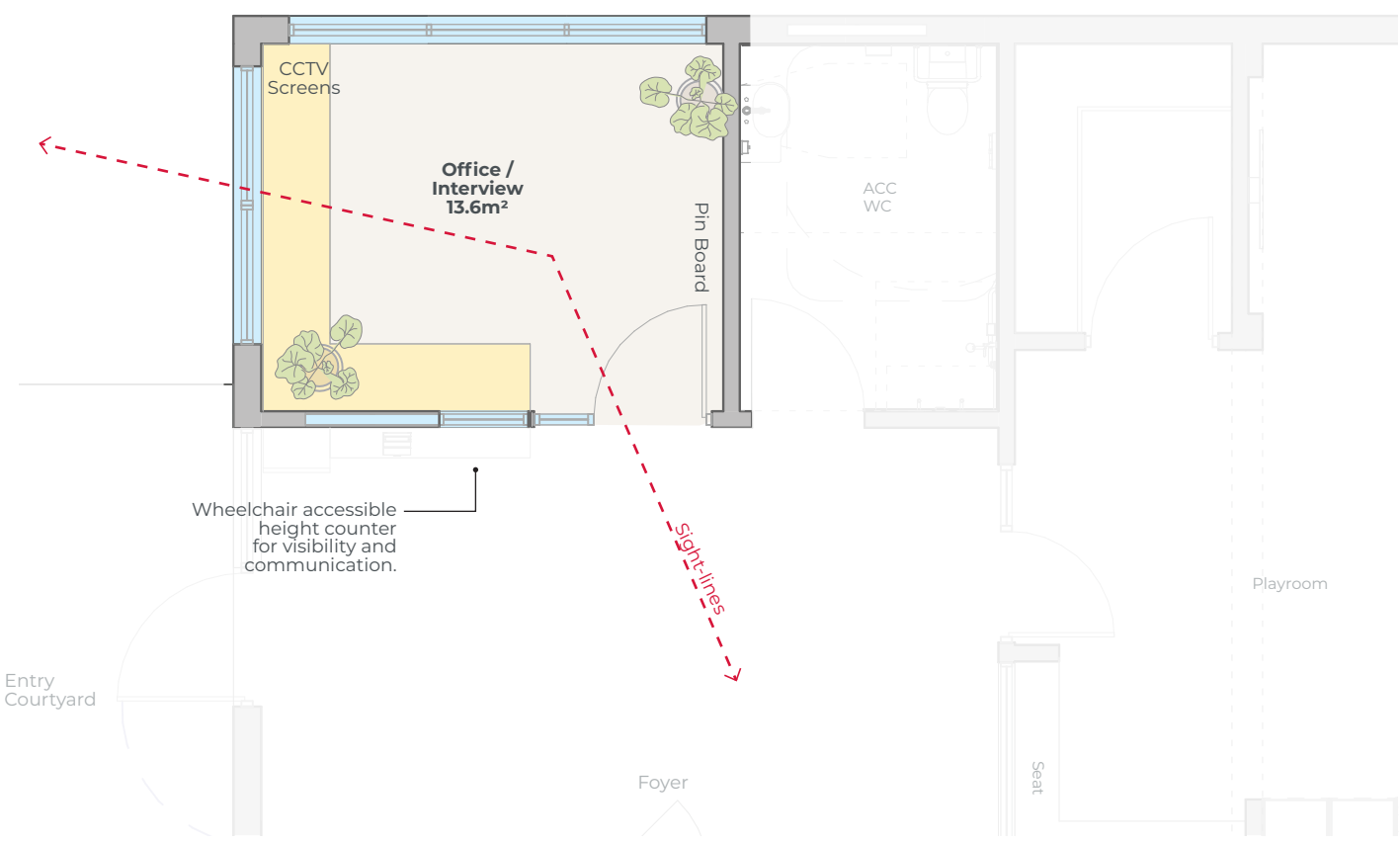
41:Visibility into room from Lobby

42:Warm and welcoming furnishing

43:Reception counter with child-accessible section

1	Floor Finish	Resilient Floor Finish
2	Ceiling Finish	Celing Tiles/ Set Plasterboard
3	Visibility / Opening	Visibility into the foyer and entry courtyard Servery window to foyer with internal adjustable blind Wheelchair accessible reception counter on the foyer side
4	ICT	Video conferencing to facilitate meetings, One desktop computer, Printer/ photocopier, Screen for entry camera with remote unlocking, Intercom with Camera, Hearing loop, Power and ICT connectivity for appliances and networked devices with integrated joinery cable management system
5	FFE	Pinboards Blinds to be compliant with EFSG
6	Furniture	Meeting furniture to accommodate 3 adults and furniture for administrative functions to accommodate 1 adult
7	Storage	Storage for files and books

Example Office/Parent Interview Layout



3.7.5 Staff Room

Unit ID		
Facility Name	Staff Room	
Minimum Area	Forty Module	13.2m^2
	Sixty Module	15.7m^2 + Additional Meeting Room 16.2m^2 (Total 32m^2)

Description

The staff room is a private space for staff members to eat their lunch, relax during breaks and socialise with one another. The space should be multi-functional enabling various staff activities to occur including space for focused work and class activity preparations. Additionally this is where books, teaching resources, and laptops are kept. The function of the meeting room (in the sixty module) should be established on a site by site basis, taking into consideration any adjacent existing provision of meeting spaces. The meeting room could be used as a consulting room, programing room or any other staff function required.

Design Objective

- Design a calming environment which provides a space for staff respite and relaxation
- Design to enable various activities including space for lounging, a meeting/ eating space and space for class preparation
- The space should enable collaboration and informal discussions between educators
- The staff room should be private, with no connection to public or child areas

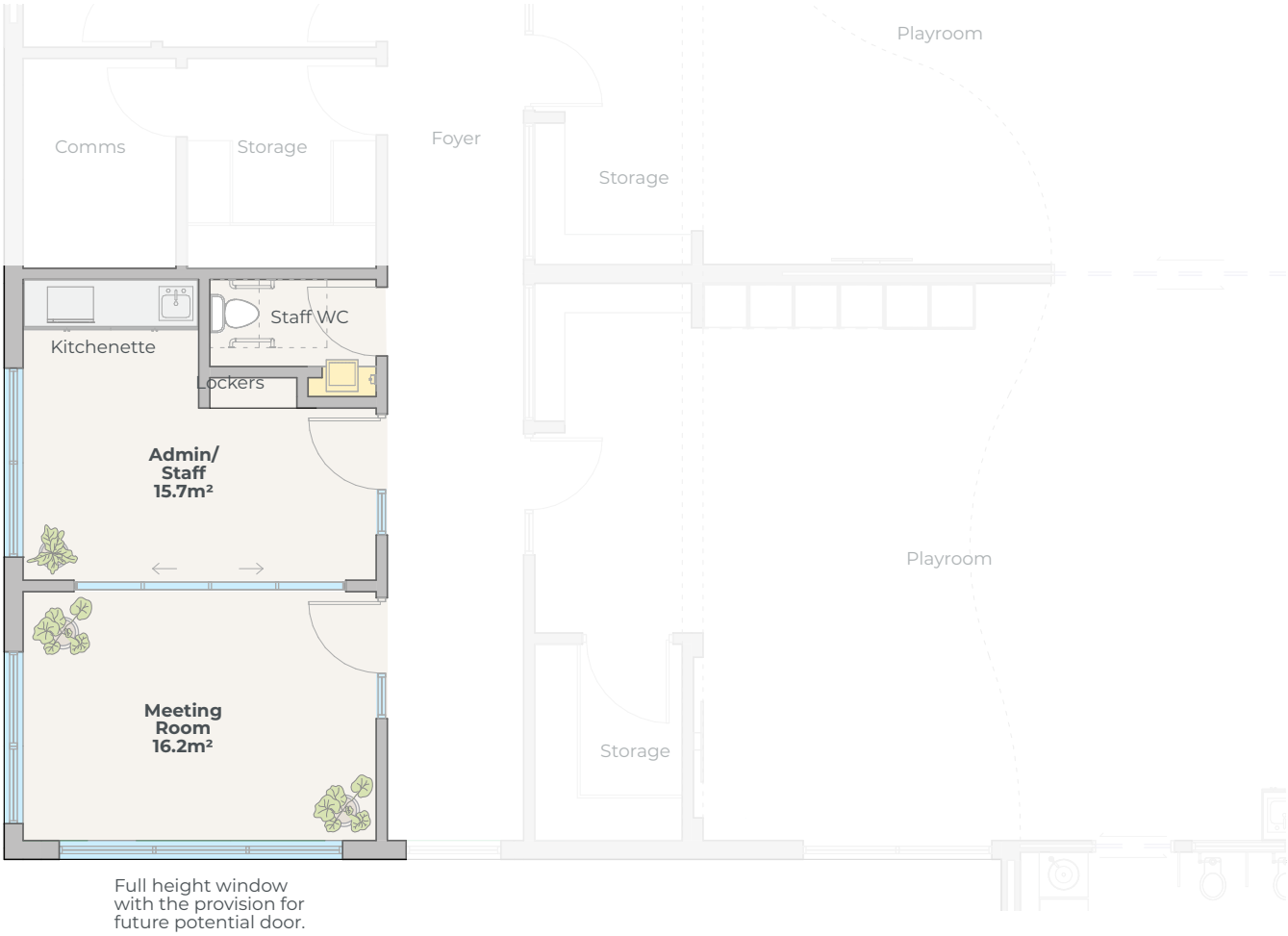
44:Warm and welcoming furnishing

45:Social kitchenette space

Design Specification

1	Floor Finish	Resilient Floor Finish
2	Ceiling Finish	Ceiling Tiles/ Set Plasterboard
3	Visibility / Opening	High window in door for visibility into corridor
4	ICT	Display screen to facilitate meetings One desktop computer(60 module) Screen for entry camera with remote unlocking One fixed telephone (TBC) Power and ICT connectivity for appliances and networked devices
5	FFE/ Hydraulics	Kitchen sink, zip-tap, under-bench fridge, microwave, pinboards
6	Furniture	Table with chairs for min 4 staff, lounge furniture and space for focus work with 2 task chairs. Additional furniture in the meeting room bases on site specific requirements.
7	Storage	Lockable storage for staff belongings Storage to accommodate files and books

Example Staffroom Layout (Sixty Module)



Full height window with the provision for future potential door.

3.7.6 Laundry & Cleaners Room

Unit ID		
Facility Name	Laundry & Cleaners Room	
Minimum Area	Forty Module	5m² & 3.3m²
	Sixty Module	5m² & 3.3m²

Description

The Laundry and Cleaners room functions as a space to wash and dry soiled clothing and fabrics, store cleaning equipment and facilitate the cleaning of craft and play equipment. This space will be used by educators throughout the day, as well as by the cleaning staff after-hours. The laundry space must be lockable and only accessed by staff.

Design Objective

- Simple laundry arrangement with the provision for storage of cleaning equipment and products
- Space for a washing machine and dryer to facilitate the washing of soiled clothes and fabrics.
- Overhead cupboard in laundry for chemicals and cleaning products
- Lockable door to cleaners cupboard for use by external cleaners

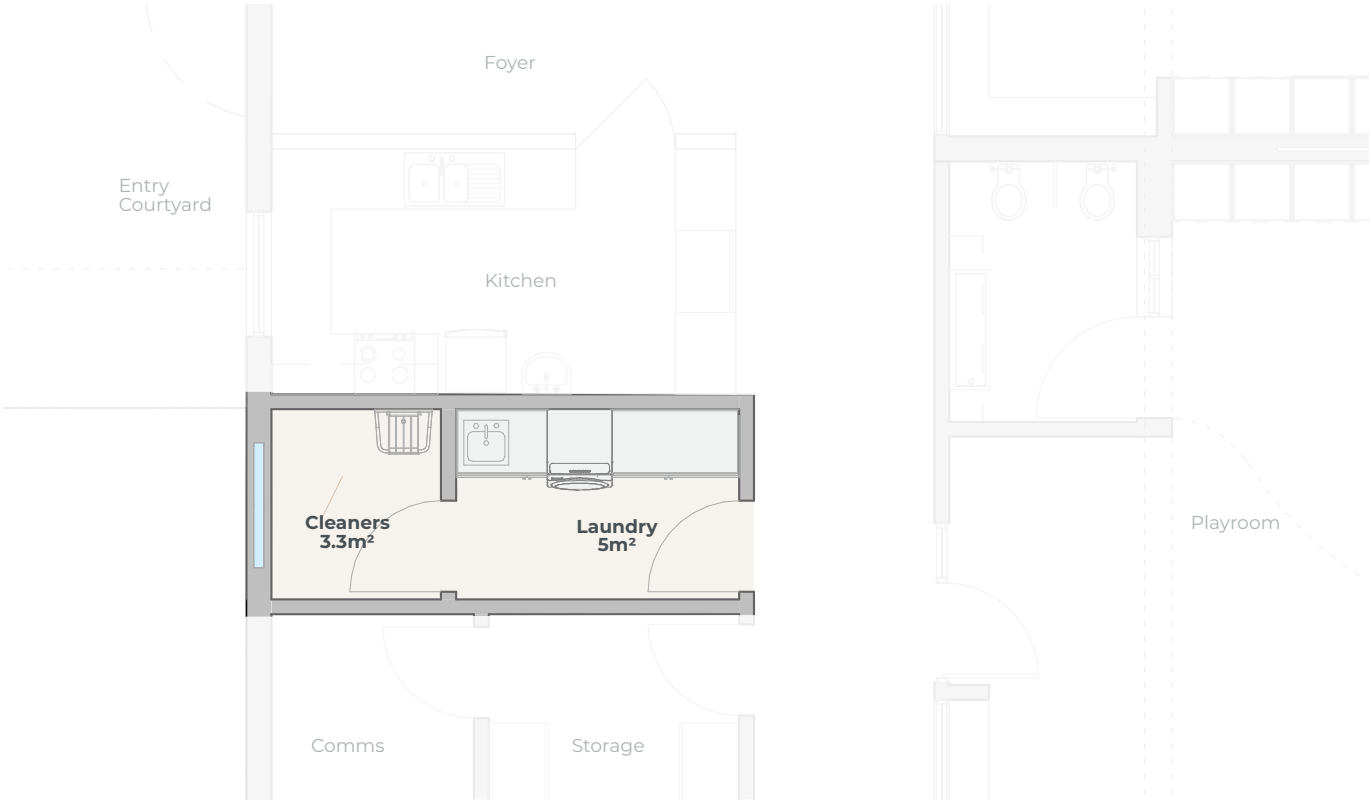
46:Functional laundry with storage cupboards

47:Soiled laundry storage

Design Specification

1	Floor Finish	Resilient Flooring or Tiling
2	Ceiling Finish	Ceiling Tiles/ Set Plasterboard
3	Visibility / Opening	Childproof and lockable with window in door for visibility into foyer
4	FFE and Hydraulics	Laundry sink, Cleaners sink Washing machine and dryer
5	Furniture	N/A
6	Storage	Overhead, above 1500mm high locked cupboard for laundry and cleaning products. Underbench cupboard with sealed removeable under bench bin for nappies Area for vacuum, bucket, mop, broom and dustpan in both laundry and cleaners cupboard
7	Other	Mechanically exhausted

Example Laundry & Cleaners Room Layout



3.7.7 Playrooms

Unit ID		
Facility Name	Playrooms	
Unencumbered Playroom Area (Min. 3.25sqm per child + 10% tolerance)	Forty Module	143 (2 Playrooms)
	Sixty Module	214.5 (3 Playrooms)

Description

The playrooms are used in multiple ways for learning and play activities and must be highly adaptable and agile spaces. The space is open plan with specific activity zones which are designated through movable furniture and storage pieces.

In a typical arrangement, playrooms are pre-prepared by teachers, set up with curated activities in separate zones within the playroom and the children can move between them at will. Young children play individually in parallel, as much as in groups and so this play-based environment must provide areas capable of being customised for individual or group play.

Design Objective

- Open floor plan for supervision divided into a variety of small activity zones arranged around larger communal spaces, able to be easily rearranged
- Clear supervision lines of sight into all areas
- Strong indoor-outdoor connection through window views, natural light, fresh airflow and use of natural materials
- Child scaled detailing such as low furnishing and low window sills at the height of a child so that children can see directly outside and up towards the sky
- Physical and visual connection between adjacent playrooms with glazed sliding doors which slide into a cavity.

48:Direct connection outdoor area

49:Windows Seat

50:Low shelf dividers

Playroom Zones

Playrooms should have designated zones for various types of play which may include but are not limited to the following activities:

1. Imaginative/ Creative Play

- Space for the children to independently remove clothing, change shoes and store their personal belongings as they enter into the playroom
- Imaginative/ Creative Play
- Area designated for music and language play
- Home corner, practical life (such as tying shoelaces, kitchen skills)
- The Cubby for fantasy play (inclusing role play and dress ups)
- Permanent block/ Lego area (so constructions are not dismantled until finished)

2. Sensory Space (Refer to further details in chapter 3.3.7.1)

- Space for children to play quietly and withdraw from the activities of the playroom
- Space for quiet reading and story telling
- Area for napping and relaxing on the floor

3. Discovery Play/ Science Zone

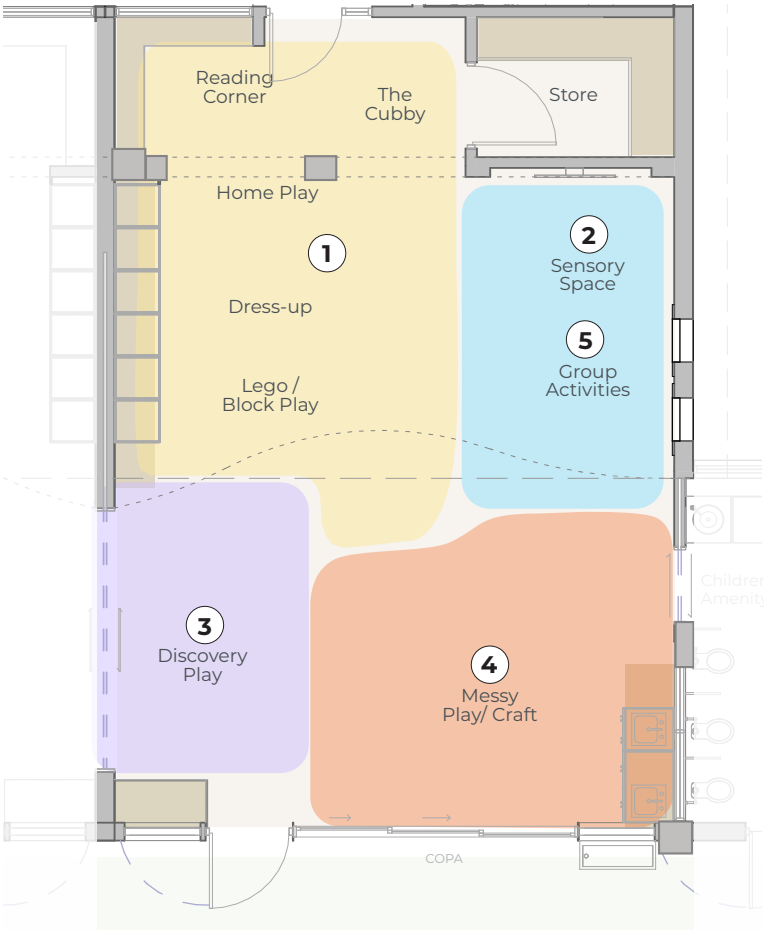
- Fine motor skills table for puzzles, maths discovery; and writing practice
- Culture corner (including geography and biology)

4. Messy Play/ Craft Zone

- Art and craft zone with craft sink and child accessible art materials.

5. Active Play/ Group Activities

- Watching AV presentations such as short movies, music and sing-a-longs

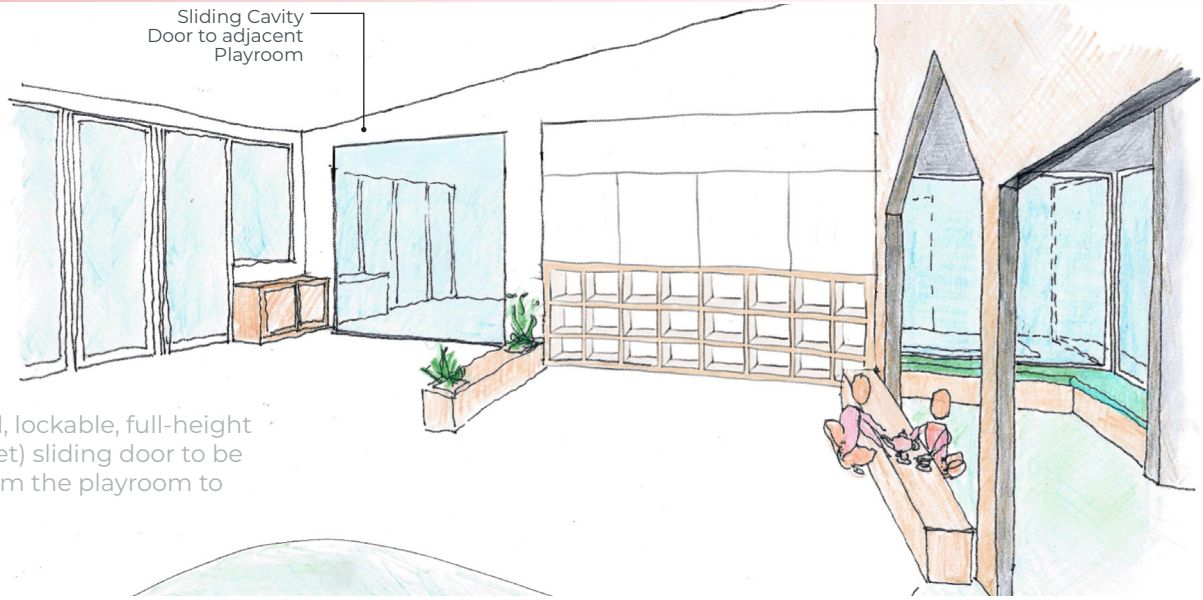


Playroom Zones

1. Imaginative/ Creative Play
2. Sensory Space
3. Discovery Play/ Science Zone
4. Messy Play/ Craft
5. Active Play/ Group Activities

Design Specification

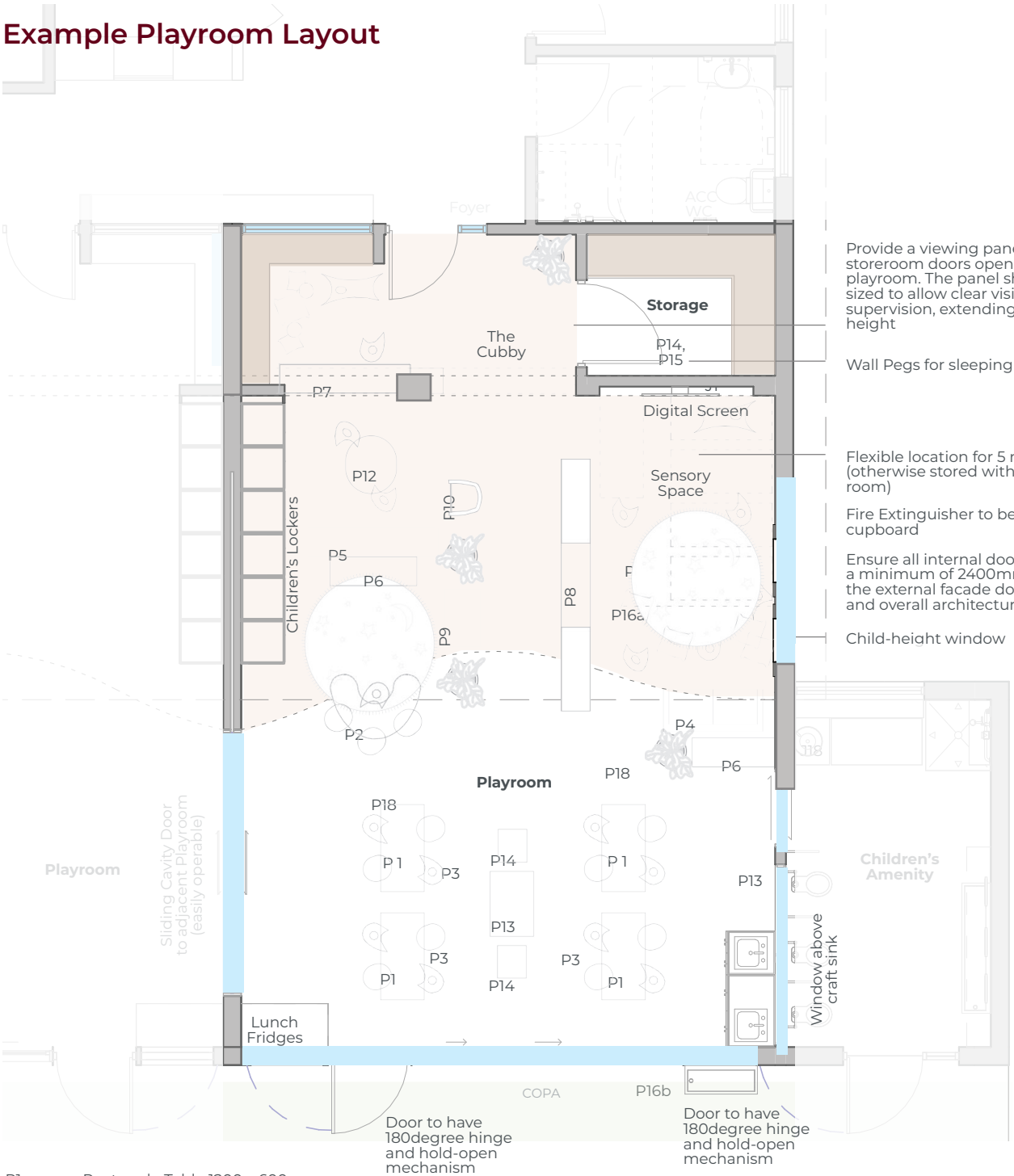
1	Floor Finish	Resilient Floor Finish
2	Ceiling Finish	Ceiling tiles in all areas except the areas with set plasterboard raked ceiling Flush plasterboard ceilings are ideal for preschool playrooms due to their durability, safety, and homelike feel
3	Visibility / Opening	Clear sightlines between playrooms and children's amenities, viewing window to the store room door to provide visibility, direct access from indoors to outdoors
4	ICT	Interactive Digital Screen (fixed into the wall), Telephone and Wi-Fi Point, Screen for Entry Camera with unlocking button, Entry bell to alert all playrooms in addition to the reception (Refer to Additional Technical Guidance MLD Installation in Preschool Playrooms), 'Plug and play' Digital Soundfield System with supporting infrastructure (2 x double GPOs) for hearing augmentation system, Intercom system to be installed in each playroom at an internal location
5	Hydraulics	Craft sink at adult height, Craft sink at child height. Refer to MLD Installation Template for the smartboard installation.
6	FFE	Craft bench, lockers, pinboards, artworks, pot plants, play resources, sensory cubby (Refer to Furniture Schedule) Under bench fridge which is able to accommodate the storage of 20 lunchboxes, refer to Storage Section for further details Provide blinds as required to comply with EFSG guidelines
7	Furniture	Refer to furniture schedule
8	Storage	Refer to storage section
9	Other	Cavity Slider between playroom: Install glass sliding doors between playrooms that are easily operable and feature top-hung construction for smooth operation Acoustic treatment to ensure acceptable levels of background noise as 35dB(A)



Note: Glazed, lockable, full-height cavity (pocket) sliding door to be provided from the playroom to amenity

Indicative view from the Playroom looking towards the adjacent Playroom

Example Playroom Layout



Provide a viewing panel in the storeroom doors opening into the playroom. The panel should be sized to allow clear visibility and supervision, extending to cover child height

Wall Pegs for sleeping Matts

Flexible location for 5 nap-time beds (otherwise stored within the store room)

Fire Extinguisher to be enclosed in an cupboard

Ensure all internal door heights are a minimum of 2400mm, in line with the external facade door openings and overall architectural proportions

Child-height window

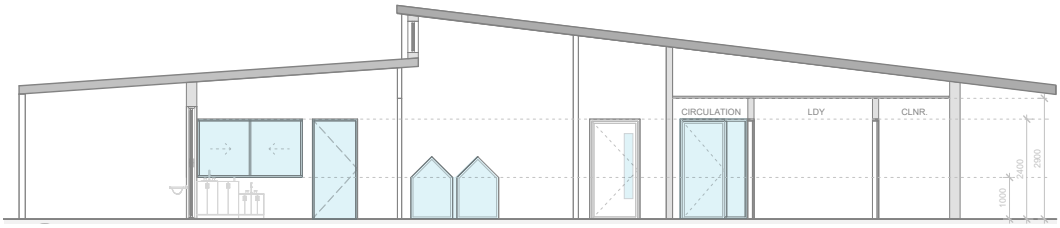
P1	Rectangle Table 1200 x 600
P2	Group Jellybean Table 1800 x1200
P3	31cm Stacking Chairs
P4	Adult-sized Couch
P5	Block Storage Shelf
P6	Closed Back Shelf Units
P7	Kitchen Homeplay Set
P8	Sloped Book Shelf
P9	Dress Up Trolley
P10	Adult Teacher Chair
P11	6-Hole Cubby Unit
P12	Home Corner Table & Chair Set
P13	Hobby Trolley
P14	Sleeping Matt
P15	Sleeping Matt Wall Pegs
P16a	Cushions (Indoor)
P16b	Cushions (Outdoor)
P17a	Rugs 2m x 3m (indigenous)
P17b	Rugs 2m x 3m
P18	Easel with Art Drying Racks

Resilient/ Rubber Flooring

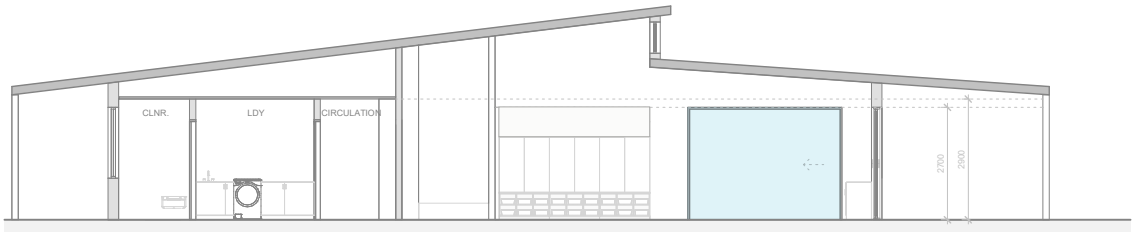
Carpet

Note: Refer to the furniture schedule at the end of the document for further furniture details

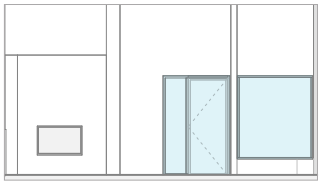
Base Module Playroom Internal Elevations



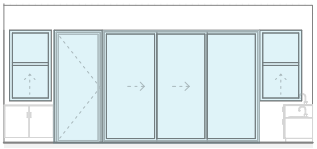
Playroom Elevation-Amenity and Store room



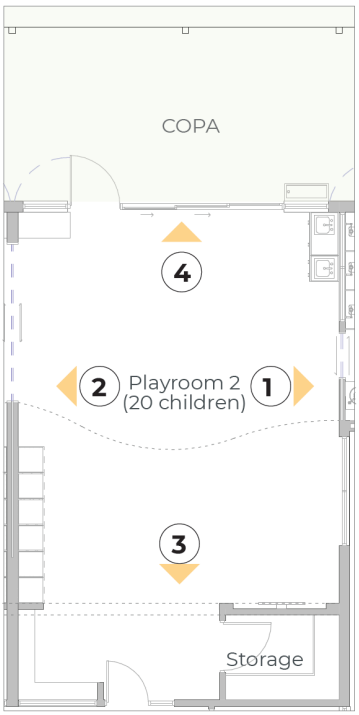
Playroom Elevation-Playroom to Playroom



Playroom Elevation-Playroom to Foyer

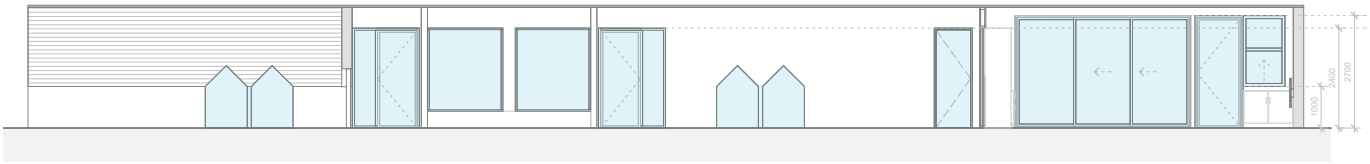


Playroom Elevation-Playroom to COPA

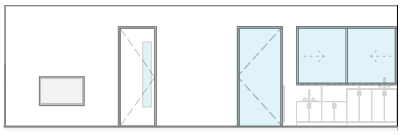


Note: External building form indicative only. Roof form, window layouts and materiality to be developed by architects in relation to building orientation and context.

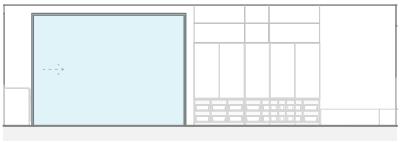
Integrated Module Playroom Internal Elevations



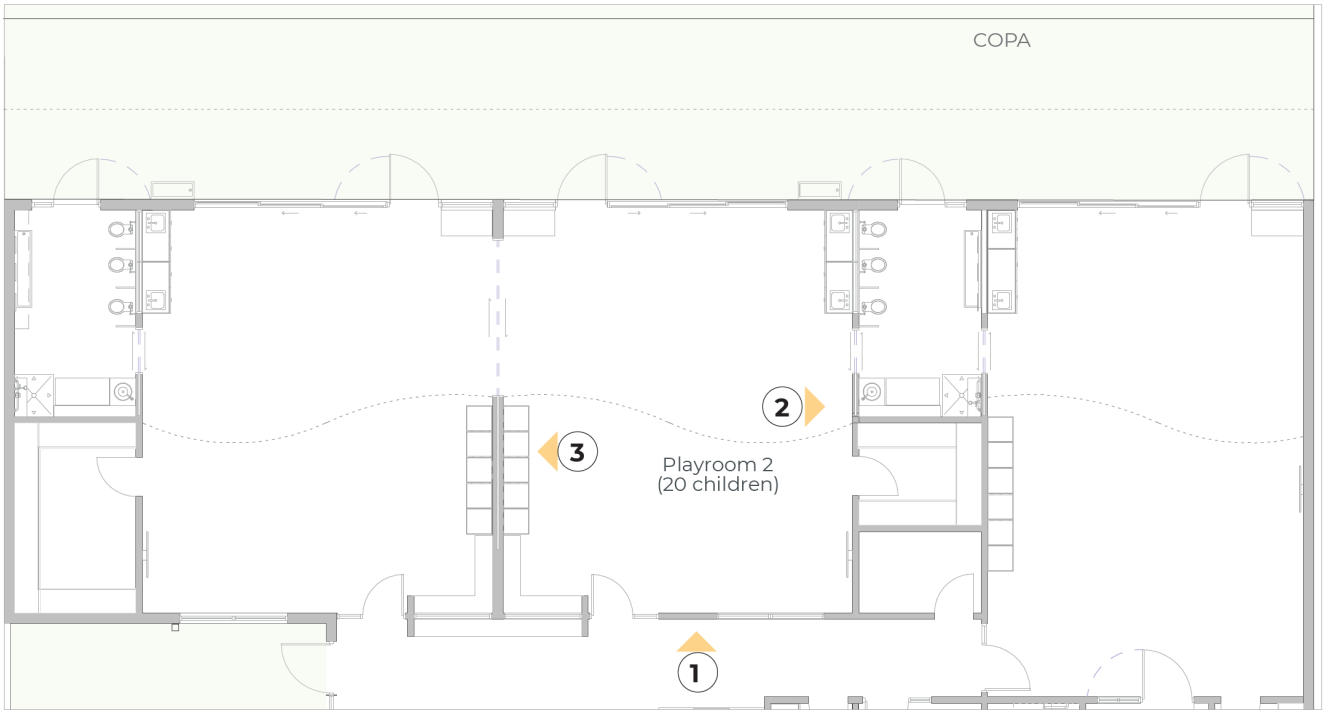
Playroom Elevation-Corridor facing Playrooms



Playroom Elevation-Amenity and Store room



Playroom Elevation-Playroom to Playroom



3.7.7.1 Sensory Space

Description

A retreat space for children within the playroom is a vital component to the overall function of the playroom arrangement. A Sensory Space enables children to withdraw from the activities within the larger playroom, rest, relax and engage in quite play and reading activities.

Design Objective

- Breakaway small quiet space which is in full visibility of the larger playroom for supervision
- Space should be acoustically treated to provide a calm retreat
- Area should be large enough for accommodate 5 children stretcher beds
- Space should be childscaled and tactile with lower ceilings and soft flooring
- Indigenous cultural artwork input is suggested within this space

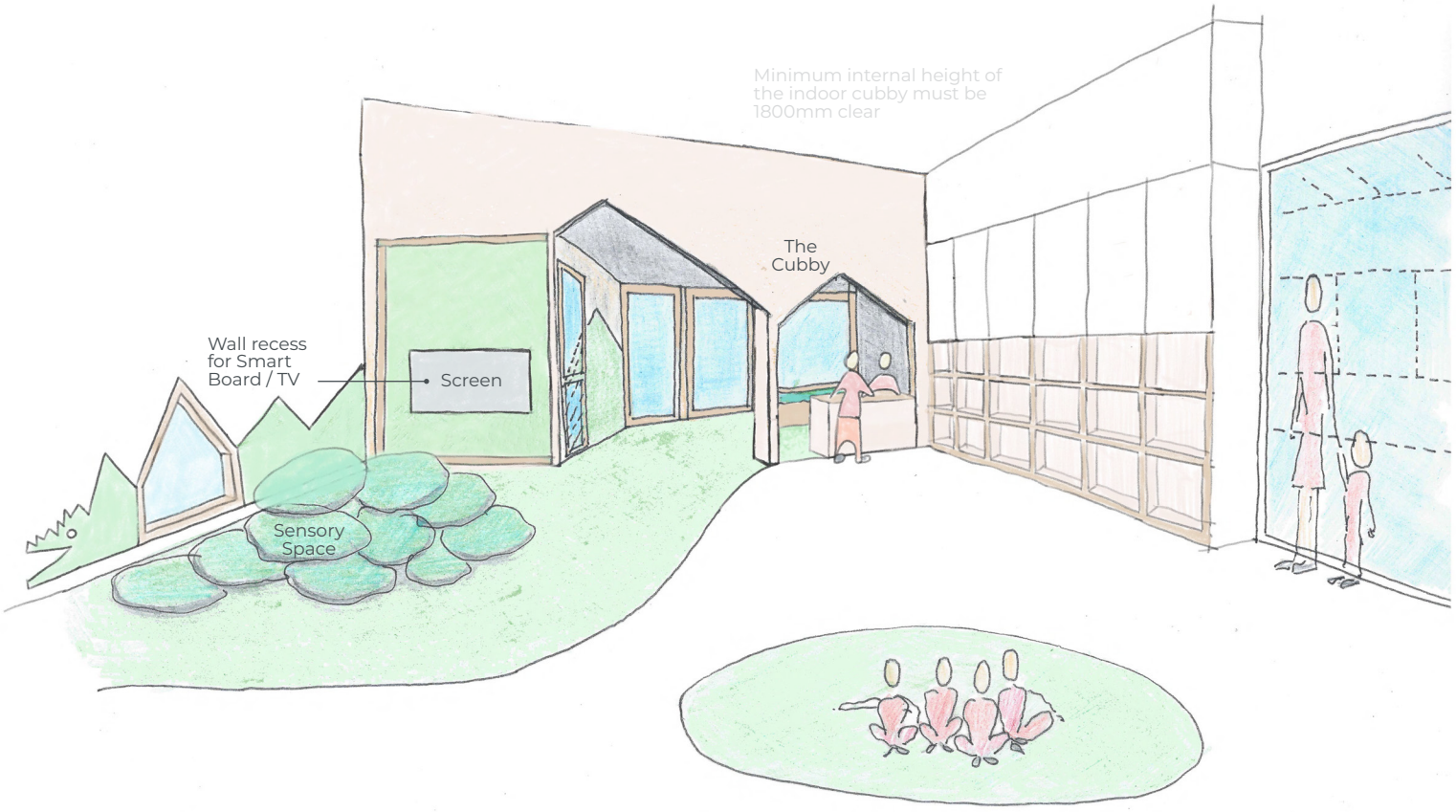
Design Specification

1	Floor Finish	Tactile contrasting flooring to main playroom, washable and comfortable to sit on
2	Wall/ Ceiling Finish	Child-scaled space with tactile wall finishes and potential for a low hanging acoustic ceiling tiles / set plasterboard Minimum internal height of the cubby must be 1800mm clear
3	Visibility / Opening	Clear sight-lines into sensory space from rest of the playroom
4	ICT	Wi-Fi Point
6	Furniture	Soft furnishings, open play stores
7	Storage	Adjacent storage for beds and cushions (Refer to storage section)

51:Cubby corner

52:Soft loose items

53:Calming and relaxed environment



Indicative view from the Playroom looking towards the entry

Note: Images & sketches are indicative only and must be further tested in design development.

3.7.8 Storage

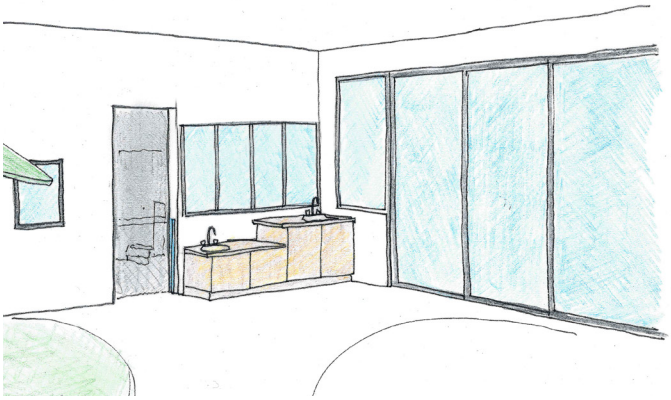
Unit ID			
Facility Name	Module Type	Internal (Fixed + Storeroom)	External Storeroom
Minimum Area	Forty Module	18.4 (10.2m² per playroom)	>12m²
	Sixty Module	27.6 (10.2m² per playroom)	>18m²

Description

The provision of usable storage is critical to the efficient function of the preschool facility and must be considered in great detail to user needs. Within the Playroom spaces, storage must be provided as a combination of enclosable storage space, closable storage cupboards and open storage space. The function of storage for use by educators for teaching resources versus storage accessible by children must be clearly defined to ensure the smooth operation of the Playrooms. Educators access storage multiple times throughout the day, enabling various craft activities, play arrangements and learning tasks throughout the day.

Design Objective

- Easy to access multiple times a day for educators
- Multi-functional and easily adaptable for changing needs throughout the year
- Various functions and security needs based on the storage type
- Designated storage areas for independent access by children
- A viewing panel to the storeroom door to provide visibility.



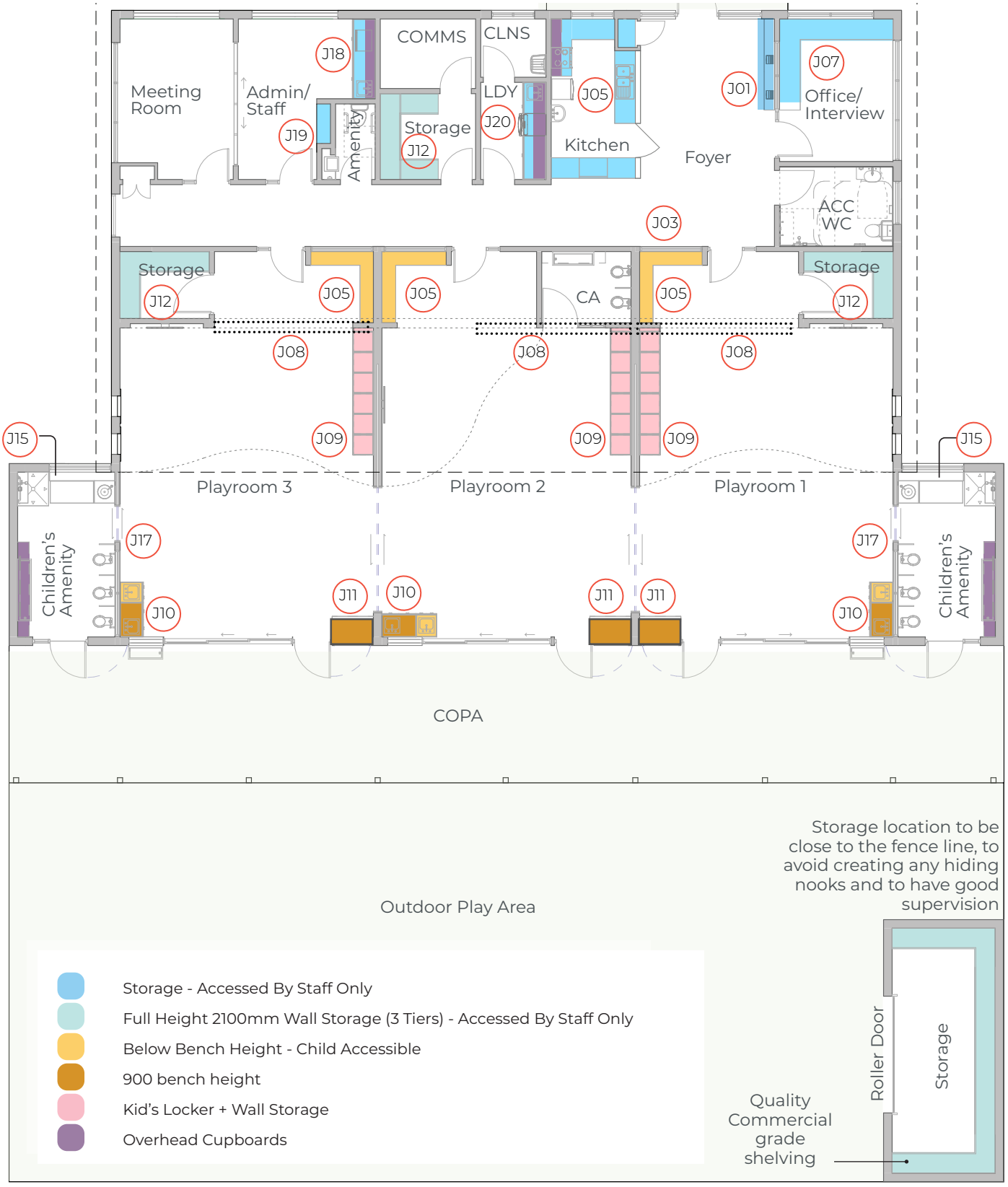
Indicative craft bench view from playrooms

54:Child height craft bench

55:Independent access by children storage

Fixed Storage Specification

Refer to Joinery Schedule Section 4.3 for details
Refer to Furniture Schedule for loose storage items



Example Storage Layout

3.7.9 Children's Amenities

Unit ID		
Facility Name	Children Amenities	
Minimum Area	Forty Module	25.4m² _ 6 WC pans (Two Amenity Blocks)
	Sixty Module	30.4m²_ 8 WC pans (Three Amenity Blocks)

Description

Amenities designed specifically for children. These are discreetly educational areas where the children learn about hygiene in a communal setting. Discreet supervision is required from the playrooms with clear staff sightlines to and from the facilities. The toilets need to be able to be readily accessible from inside and outside the building.

Design Objective

- Children's amenities should be designed as educational spaces for teaching hygiene and toilet training skills
- The space should be designed to be seen as a cheerful and positive place
- Good supervision from playrooms and direct access to outdoor play areas must be provided
- Consideration for good ventilation is required

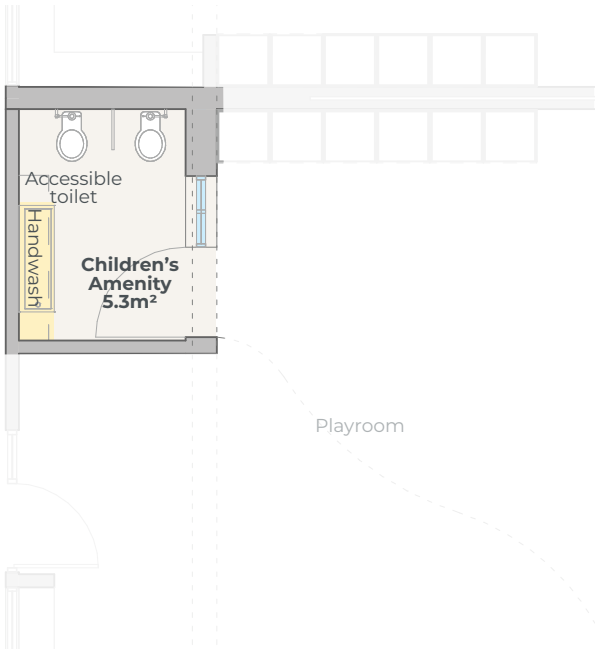
56:Colourful child friendly graphics

57:Child height wash basins and privacy screens

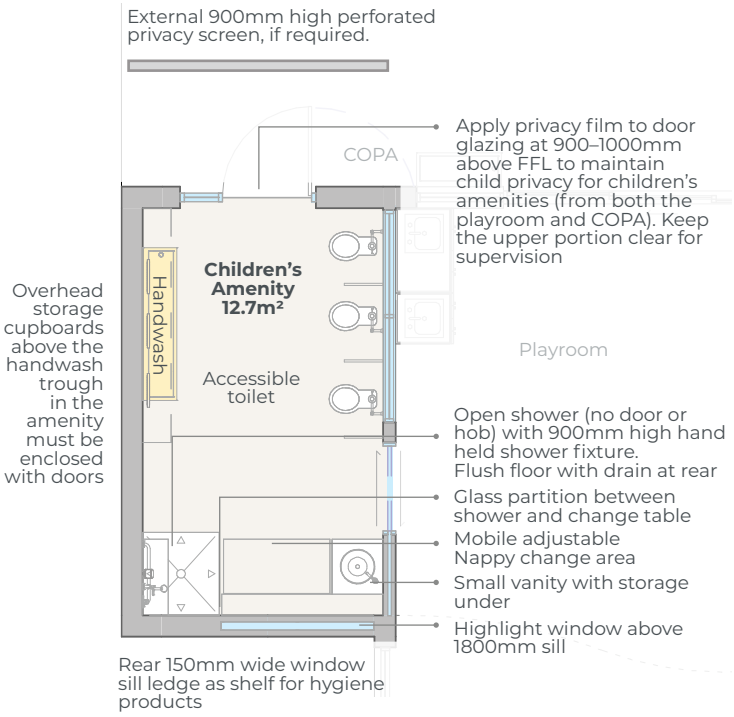
Design Specification

1	Floor Finish	Resilient Flooring/ Tiles
2	Wall/ ceiling	Tiles, Ceiling Tiles/ Set Plasterboard
3	Visibility / Opening	Discrete visual connection to the children's playrooms and direct access to external learning environments
4	Hydraulics	Developmentally appropriate toilet pans and wash basins Height of wash basins should also consider children using a wheelchair Child half-height shower with hand-held shower fixture Adult wash basin
5	FFE	A 1200mm-high glass partition to separate between shower and change table Retractable child safe gate Paper towel and soap dispensers Mirrors at appropriate heights for children External 900mm high perforated privacy screen, if required due to adjacent public use Glazed, lockable, full-height cavity (pocket) sliding door to be provided from the playroom to amenity Mobile Height Adjustable Junior Change Table (ABCO Junior Change Table or similar approved)
6	Storage	Overhead shelf for spare clothing and nappies Ledge behind nappy change for storage Storage under adult washbasin First aid cabinet – lockable Space for storage of soiled nappies

Example Children's Amenities Layout



Children's Amenity with Accessible toilet



Children's Amenity with shower & Accessible toilet

3.7.10 Covered Outdoor Play Area (COPA)

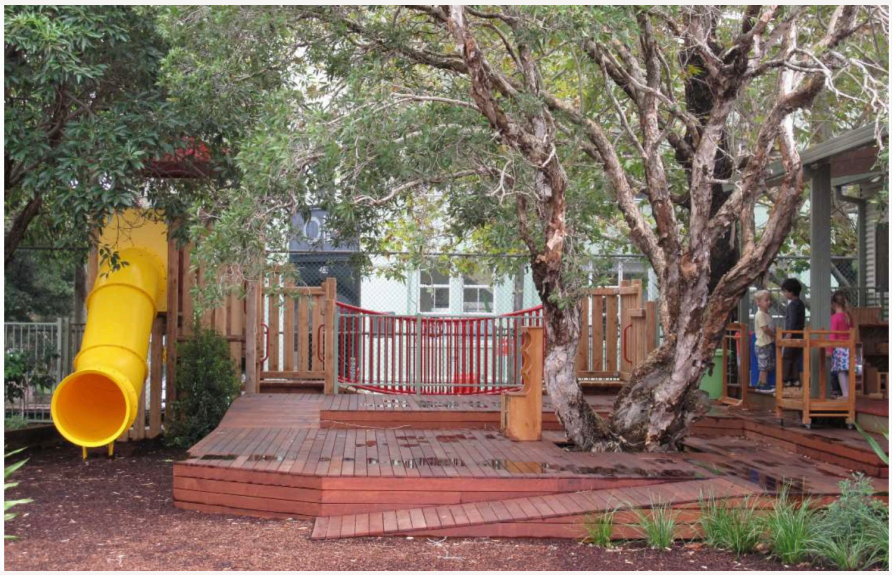
Unit ID		
Facility Name	COPA	
Minimum Area	Forty Module	84m² (min. 30% of total Outdoor Play Area)
	Sixty Module	126m² (min. 30% of total Outdoor Play Area)

Description

The Covered Outdoor Play Area (COPA) provides a multipurpose space to accommodate activities such as communal dining, outdoor group play activities and social functions with parents. The shared outdoor covered space allows for free movement and learning through explorations initiated by the child, creating a seamless transition between indoor and outdoor play.

Design Objective

- The outdoor undercover space is intended as an extension of the playroom into the outdoors and as such need to be visible from inside with seamless access.
- The area provides, an all-weather outdoor area for play, dining and communal activities and a breakaway area from the activities of the indoor playrooms
- Clear supervision lines of sight into all areas are required
- The COPA space should be well lit and open to the outdoors to accommodate active play
- Child scaled detailing such as low window sills must be considered within the space
- Cultural inclusion artworks, Indigenous cultural artwork input is recommended
- Shading to the COPA must be considered based on orientation of the building



58:Deck & step ramp

59:Covered Outdoor Play Area inward

Design Specification

1	Floor Finish	Timber decking or approved alternative
2	Visibility / Opening	Clear sightlines between from indoors to outdoors and between covered and un-covered play
3	ICT	Wi-Fi, 'Plug and play' Digital Soundfield System with supporting infrastructure (2 x double GPOs) for hearing augmentation system (1 set for 40 Modules and 2 sets for 60 Modules), Intercom system to be installed outdoor with weather protection
4	FFE/ Hydraulics	Child-height handwash troughs, Mobile Planter Boxes
5	Furniture	Outdoor Furniture
8	Storage	Refer to storage section

Transition between Decking and Outdoor Play

Where the COPA decking is above the floor level of the outdoor play space, a seamless and playful step transition should be incorporated (step transitions need to be DDA and/or inclusive requirement). This can be facilitated through step ramps integrated within platforms to provide both an accessible and playful transition. Step ramps do not require balustrading. Incorporate landscaping within stepped deck structure for shade and as soft barriers and ensure that all species have a maximum height below the gutter line when in proximity to roof.

3.7.11 Outdoor Play Space

Unit ID		
Facility Name	**Outdoor Play Space** (7-10 sqm per child*)	
Minimum Area	Forty Module	Minimum 280 m² including COPA
	Sixty Module	Minimum 420 m² including COPA

*Note:
- For new Preschools on existing school sites, 10sqm is to be provided if possible. If there is limited available space, 7sqm is an acceptable minimum.
- For new Preschools as part of a new Primary School Development, 10sqm is to be provided to enable future conversion into other learning space uses if needed.

Description

The outdoor play area is a critical component of early-years childhood development and a core component of the preschool curriculum. Throughout the day, children are encouraged to move freely between indoor and outdoor spaces. (Airlock, ramps and stairs to be excluded from the unencumbered Playspace calculations)

The outdoor play space should be a natural play environment and include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. The space should invite open-ended interactions, spontaneity, risk-taking, exploration, discovery, and connection with nature. Additionally, the outdoor plays pace should foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education.

60:Insect Hotels

61: Sensory Play

62: Textured bike path

Design Objective

Outdoor play areas must be designed to enable a wide range of play types and activities while retaining existing trees, natural undulation of site and vegetation. The following zones should be considered into the outdoor play space:

1. Active Play: Areas which encourage movement to develop physical and gross motor skills. This can include circulation links for bikes and scooters, interactive games area, space for running and open space for loose play equipment such as balancing objects.
2. Fantasy Play: Space which encourages children to “act out” stories or create narratives and includes cubby-houses for dramatic play, space for props, and flexible environments which can customised with loose parts. The potential for risky play is to be incorporated in the playground. Risk management to follow the protocols outlined in Nature play Australia and Kid-safe publications
3. Experimental Play: Space for children to experiment and construct their own play environments. This might include water and sand play, mud kitchens and areas for building blocks.
4. Sensory Play: Space which stimulates the senses including sight, smell, touch, hearing and taste. This can be achieved through a variety of planting that stimulates the senses, wind vanes and wind driven musical instruments, water and sand stations.
5. Learning Skills: Areas which encourage knowledge and wonder about the natural world including vegetable gardens, flowerbeds, insect hotels , weather stations and areas to care for animals. These areas should allow for interactive play, allowing children to learn about environmentalism, life cycles, and develop a love for nature. Environmental considerations such as water tanks, native bees or solar panels to be visible educational elements within the sight-lines of the outdoor play area.

63:Cubby zones/ Nature play

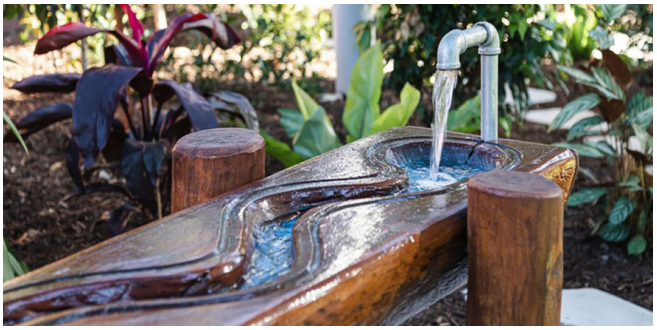
64:Mud kitchen

65:Sand pit

Additional Requirements

Refer to the Everyone Can Play Guideline (NSW Department of Planning) for specific inclusive outdoor play design principles.

- A minimum of 60% of the outdoor play space must be shaded from Day 1 of operation. This shading can be achieved through a combination of tree shade and 40% fixed shade structures.
- If there are no existing trees, temporary shading solutions to be installed from Day 1 to ensure compliance with the 60% shade requirement.
- New planted trees to be minimum 3m in height, 200L.
- The playground design should be place-based with considerations of local ecology, local culture and responsiveness to local climate.
- 50% of play space must be naturally landscaped play space with 25% of deep soil zones to allow for larger plants and trees.
- Stepped deck and ramps from transition to play area as required.
- Fencing and maintenance access (refer to chapter 3.6.7).
- Outdoor Play Space design to comply with relevant Australian Standards including AS 4685 and A Guide to the Australian Playground Standards.
- Active play area to utilise impact attenuating material to the correct depths outlined in table 4 of AS4685 to suit a critical fall height of up to and equal to 2000mm .
- Outdoor play area design to be reviewed and inspected by Kidsafe before occupancy.
- Keep artificial soft-fall and synthetic grass to a minimum (60-place module: 8m x 6m softfall area with 30sqm of shade, 40-place module: 8m x 5m softfall area with 15sqm of shade) These materials are prone to overheating in the sun, are a fire risk and are not conducive to interactive environmental play. Artificial soft-fall may be required for all abilities access to fixed equipment.
- Shade should be provided for water pumps to prevent the water from becoming too hot for children due to sun exposure.
- Provide 300mm mowing strip between any soft-fall floor surface and grass.
- Bike tracks should form a continuous closed loop.
- Ground covers should be consolidated into larger areas rather than small segments. Given the limited outdoor play space, play zones using the same ground cover should be grouped together — for example, a consolidated mulch area accommodating both the mud kitchen and nature play.
- Cubby house structures should be located along the fence line, away from the COPA, to avoid supervision issues and prevent hiding opportunities.
  Consider the option of a timber deck rather than concrete.
  The design should avoid creating any hiding nooks.



66:Raised waterplay with wheelchair access

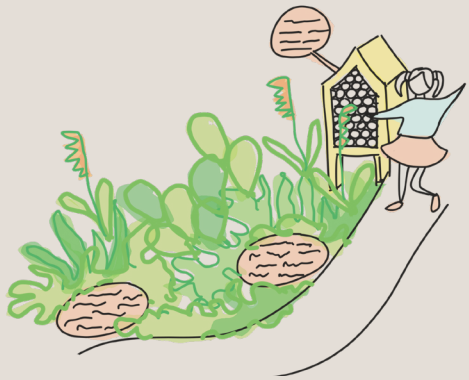
67: Water and sand play

Nature Play

Design Principles

The design of the Preschool Outdoor Play Spaces should follow the design principles of Nature Play, which is characterised by open-ended play opportunities set within a sensory-rich natural environment. Nature play environments are designed to incorporate natural elements, diverse landscapes, and features that stimulate sensory experiences, creative thinking, and physical activity.

Encouraging children to spend time outdoors in a nature-play environment can have long-lasting positive effects on their overall development, promoting physical health, cognitive skills, emotional well-being, and a lifelong appreciation for the natural world.



Capture a sense of place

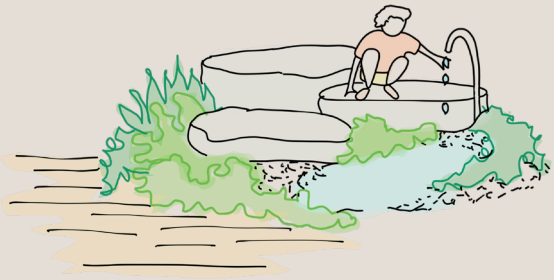
Design the play space to enhance children's connection and understanding of their natural environment. This can be done by visualising local native plants through signage or celebrating local species with insect hotels. Local indigenous stories should be told through art and spaces for storytelling which connect children to their shared history of place.

Encourage children to observe the natural environment around them, by capturing moving shadows and changeable light qualities, as well as wind and air flow which create different ambient sound effects. It is the open ended "dialogue" between the children and their environment that develops mental and sensory capacity through the day.

Sensory Rich Environment

Create gardens with a variety of plants and objects that engage multiple senses, such as touch, smell, sight and taste. This enhances the sensory experience of the play area.

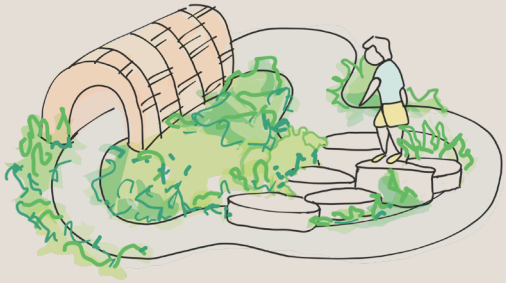
Designate areas that are intentionally left more natural and wild, allowing children to experience a sense of adventure and exploration in a less-manicured environment. The natural aromas, texture, food and habitat for insects/birds/butterflies will create a sensory rich environment for the children.



Use Natural Elements

Natural materials can supply variable and interactive stimuli to the children during their play sessions. Use natural materials such as wood and woven grasses, stone, logs, water and mud. Create dry creek beds or shallow streams with water pumps for playing, digging and exploring.

Incorporate real nature within the man-made context, integrating real plants and real animals within the context, ideally creating mini eco systems where the plants and creatures live together symbiotically with each other and with the human occupants.



Pathways, Trails & Varied Topography

Include pathways and trails that guide children through different parts of the play area, encouraging exploration and discovery.

Design the space with different levels, slopes, and terrain to encourage physical activity and exploration. Hills, mounds, and uneven surfaces can add an element of challenge. Install structures that encourage balancing, climbing, and gross motor skill development. Natural features like logs and boulders can be incorporated for this purpose.

Factor in Loose Parts

Provide loose, movable materials like sticks, branches, leaves, and stones that children can use for imaginative play. Materials should be malleable and easily rearranged for construction, experimentation and physical challenges. These materials allow for creativity and open-ended play.

Incorporate spaces that allow for the creation of temporary shelters or hideouts. This encourages imaginative play, creativity, and a sense of ownership of the play environment.

Source: https://schoolsnsw.sharepoint.com/:w:/s/UPKDesignTeam940/EcTqHtfpThOtT5JPpJGca0BpwkMmyqbDIgYHZp-Hq1tsw?email=Lili.Avval%40det.nsw.edu.au&e=KevWCi

Design Components

The outdoor play space should be filled with a rich array of design components to enable various types of play and learning. The following design components must be integrated into each outdoor play area:

Mandatory Play Components:

- (A) Storage Shed (not included in Outdoor Play area calculations) with roller door.
- (B) Open active play area for loose equipment and climbing frames. Minimum size: Refer to AS 4685 or impact area requirement based on height of loose equipment used. Flooring to be impact absorbing material. Note: Softfall and other artificial materials should be used sparingly due to issues with surface heat. Refer to the Kidsafe Playground Surfacing Fact Sheet for further guidance.
- (C) Open natural grass area for free play.
- (D) In-ground 600mm deep sandpit with 400mm wide flat surrounding edge Minimum size: 3mx3m (Forty Module), 6m x 6m (Sixty Module). Sandpit must be at least 60% shaded. Removable cover (to protect sandpit after hours) is required.
- (E) Water play with a dry creek bed and water pump (free drainage required without any water pooling). Visible water tanks with manual water pump and hose connection where possible. Water pump to be shaded.
- (F) Mud kitchen (must be partially shaded).
- (G) Natural play ecosystem including considerations such as native micro forest, native bees, frog or lizard hotel, variety of native vegetation.
- (H) Sensory play area.
- (I) Cubby House. Minimum capacity for at least 5 children (40 place module), 10 children (60 place module).
- (J) Mobile raised vegetable garden.
- (K) Blackboards.
- (L) COPA with a minimum depth of 4m.
- (M) Bike track/ loop. Flooring to be hard surfaced path for good traction, approximately 900-1500mm wide.

Optional Play Components:

Additional components for consideration may include a cultural circle, hammock/ nest swings, art exchange/display or a chicken/ rabbit coop.

Outdoor Play Space Design Requirements

Outdoor play spaces must be designed and constructed in accordance with the relevant Australian Standards, including AS 4685 – Playground Equipment and Surfacing, and "A Guide to the Australian Playground Standards (2021)" by Nature Play WA. The maximum free height of fall for MPE is 1500mm and for all other playground equipment is 1800 mm.

Playground equipment must comply with AS 4685 impact area requirements. Any equipment with a free height of fall greater than 600 mm must be installed over surfacing that meets AS 4422 – Playground Surfacing: Impact Attenuation requirements. The height of any loose play quipment must also be considered in determining compliance.

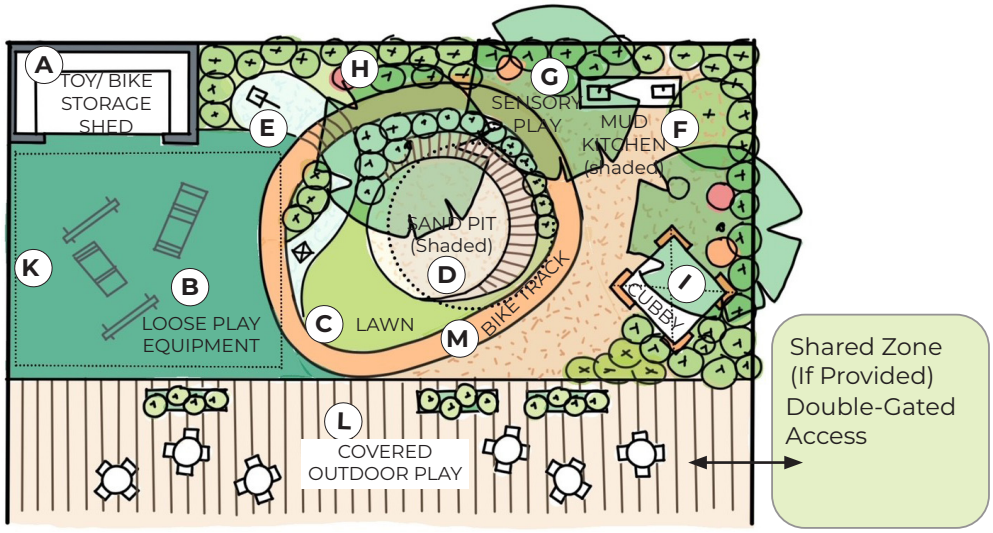
Where fixed or loose equipment is provided, the underlying surface must be an impactabsorbing material compliant with AS 4422. For further guidance on suitable surfacing types and depths, refer to the Kidsafe Playground Surfacing Fact Sheet.

A Comprehensive Post-Installation Inspection, including surface impact testing, is required to verify that the installation meets AS 4422 compliance standards.

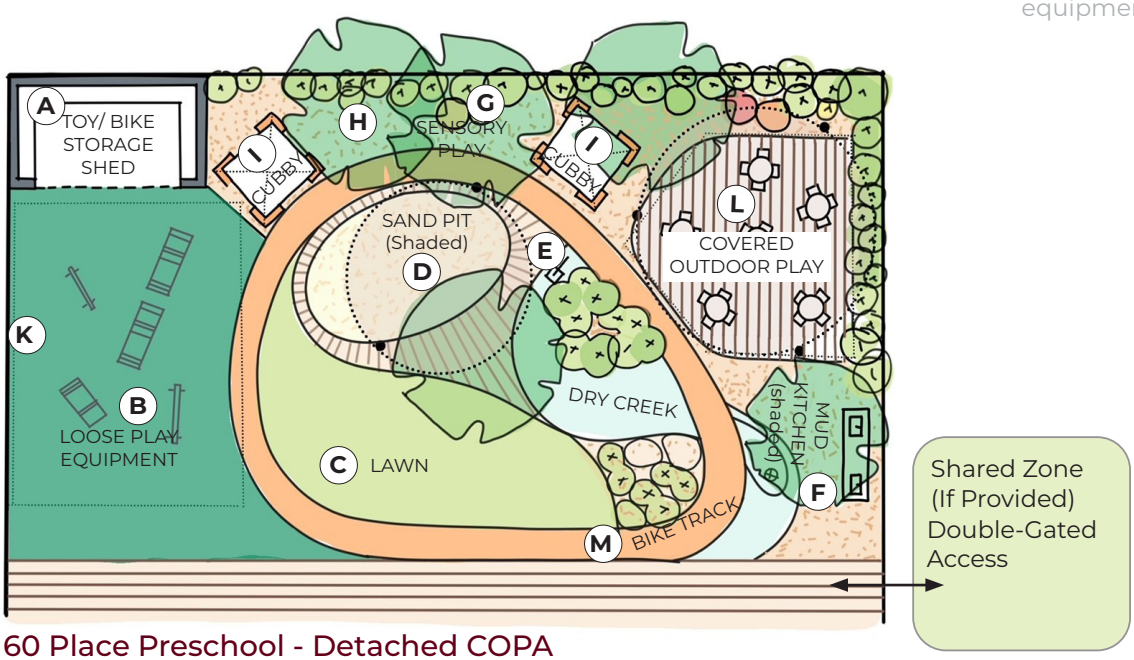
Example Layouts

Indicative exterior layout only. Shape, location and uses needs to be based on site specific conditions and topography.

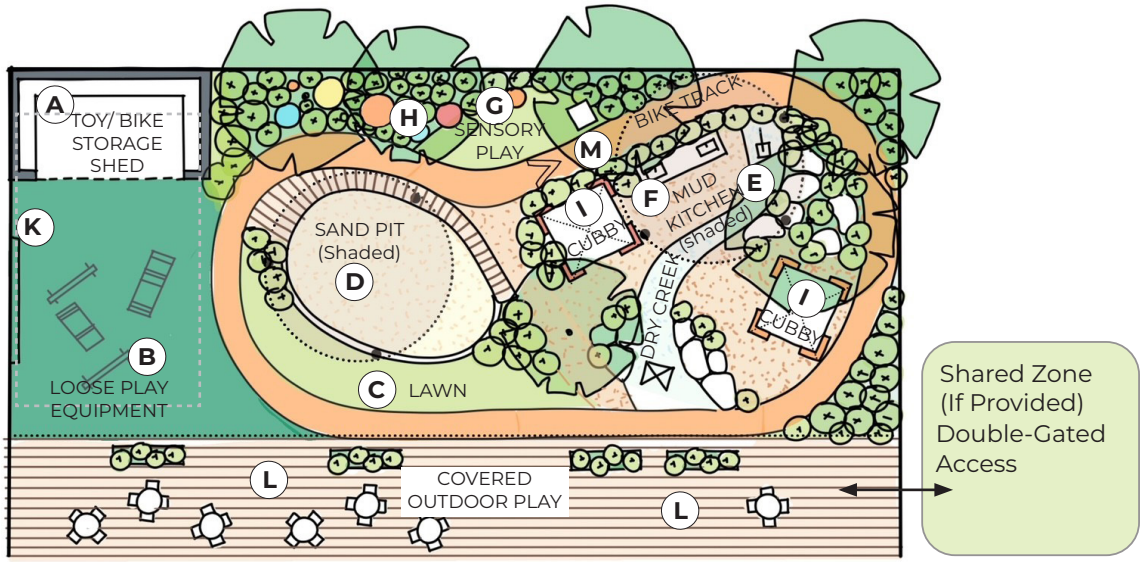
Note:
- Free drainage is important without any pooling water
- Any water bodies designed to hold water (eg frog ponds) need mesh cover to prevent children falling in.
- Avoid having hard obstacles/ posts, corners of walls etc withing 1m of a bike track to prevent collisions.
Should not be integrated (shared) with moveable play equipment (MPE).



40 Place Preschool - Detached COPA



60 Place Preschool - Detached COPA



60 Place Preschool - Attached COPA

Example Play Components

A. Storage Shed

Provide quality commercial-grade storage specifically designed for Moveable Play Equipment (MPE). The storage shed should include:

- Remote-controlled roller shutter door for ease of access and security.
- Commercial-grade shelving to accommodate various play equipment sizes and weights. For guidance on safe storage and management of moveable play equipment, refer to Kidsafe NSW's resource:

Kidsafe NSW – Moveable Play Equipment Guidelines

68: Busby West Preschool

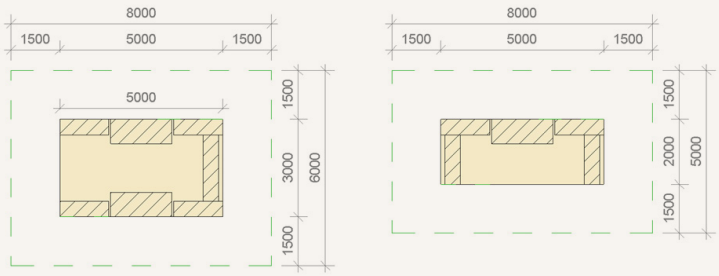
B. Open active play area for loose equipment and climbing frames

Ground Surface Options: Unitary playground surfacing (synthetic surfacing) must comply with AS 4422. The critical fall height of surfacing must be equal to or exceed to free height of fall of the equipment.

If using loose fill for surfacing, it must be compliant with AS 4422, and have a retaining edge so that it can be installed at a depth of 300mm and retained at no less than 200mm. (5mx8m including 1.5m impact area around for a 40-place hub and 8mx6m including 1.5m impact area around for a 60-place hub)

Shade Requirement: Minimum 15 sqm for 40-Place Hub and 30sqm for 60-Place Hub

Shade Type Options: Synthetic surfaces must be shaded by either solid shade, shade sail, commercial-grade outdoor umbrellas or tree/s to prevent overheating of surface



The yellow-marked zones in the diagrams indicate proposed play equipment areas, while hatched rectangles represent approximate equipment footprints, planned with a 1500mm fall zone to meet compliance.

69:Canley Heights PS Preschool

C. Open natural grass area for free play

Ground Surface Options: Grass, bark
Shade Requirement: Site dependent
Shade Type Options: Trees



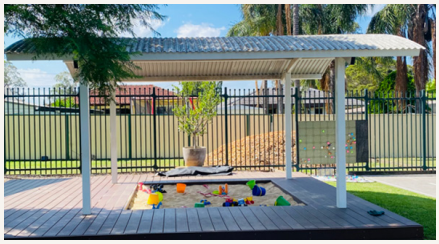
70-72: Punchbowl PS Preschool

D. In-ground Sand Pit

Ground Surface Options: Sand, refer to Australian Standards including AS 4685 and A Guide to the Australian Playground Standards for specifications
Shade Requirement: Minimum 9sqm for 40-Place Hub and 25sqm for 60-Place Hub
Shade Type Options: Shade sail, commercial-grade outdoor umbrellas, tree/s, solid shade structure

73: St John's Park PS Preschool

74:Punchbowl PS Preschool



75:Sadlier PS Preschool

76:Riverwood PS Preschool

E. Water Play

Ground Surface Options: Natural in-ground rock, pavers, concrete to comply with playground safety standards. The area must be designed to prevent any water retention or pooling, allowing water to drain away efficiently.
Shade Requirement: Site dependent
Shade Type Options: Shade sail, commercial-grade outdoor umbrellas, tree/s

77:Busby West PS Preschool

78:Darlington PS Preschool

79:Riverwood PS Preschool

80:St John Park PS Preschool

F. Mud Kitchen

Ground Surface Options: Bark, dirt, sand, grass

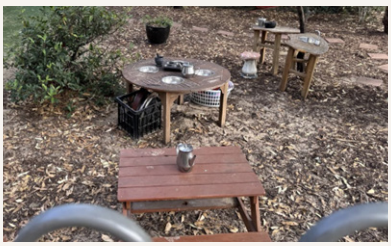
Shade Requirement: Minimum 9sqm for 40-Place Hub and 10sqm for 60-Place Hub

Shade Type Options: Shade sail, commercial-grade outdoor umbrellas, tree/s

81:St John Park PS Preschool

82:Punchbowl PS Preschool

83:Riverwood PS Preschool



84:St John Park PS Preschool

G. Natural Play

Ground Surface Options: Bark, dirt, sand, grass

Shade Requirement: Site dependent

Shade Type Options: Shade sail, commercial-grade outdoor umbrellas, tree/s

85:St John's Park PS Preschool

86:Canley Heights PS Preschool

87:Busby West PS Preschool

88:Riverwood PS Preschool

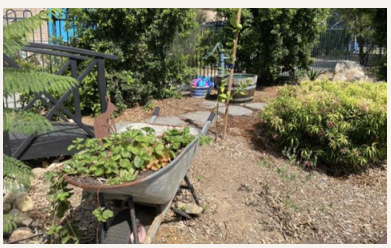
H. Sensory Play Area

Ground Surface Options: Bark, dirt, sand, grass

Shade Requirement: Site dependent

Shade Type Options: Shade sail, commercial-grade outdoor umbrellas, tree/s

89:Mia Mia Preschool



90:Busby PS Preschool

91:Riverwood PS Preschool

92:Riverwood PS Preschool

I. Cubby House

Some cubby houses are elevated and sometimes with have equipment attached. if >600mm H they will require surfacing and impact areas.

93: Punchbowl PS Preschool

94: Example of Cubby House

M. Bike Track

Ground Surface Options: Concrete, paver, softfall for good traction, approximately 900-1500mm wide. Depending on site context and expected walking/running areas, Track surface may be flat to accommodate pedestrians, or could incorporate variable texture to allow children the opportunity to experience both vibration and sound as they travel along the track

Shade Requirement: Site dependent

Shade Type Options: Shade sail, tree/s

95:St John's Park PS Preschool

96:Busby PS Preschool

97:Riverwood PS Preschool

98:Sadlier PS Preschool

Requirement for Timber in Playspaces

AS 4685 requires timber used above ground is:

- treated in accordance with the AS 1604 series for Hazard Class H3, (excluding CCA and creosote); or
- durability Class 1 or Class 2 in accordance with AS 5604 (provisions apply).

Timber used in contact with the ground is:

- treated in accordance with the AS 1604 series for Hazard Class H4, (excluding CCA and creosote); or
- durability Class 1 or Class 2 in accordance with AS 5604 (provisions apply).

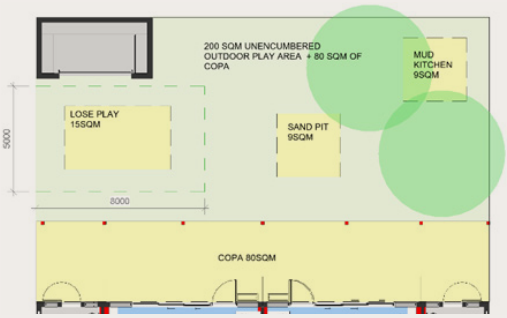
NB: If choosing timber products be aware regular maintenance is required.

Shade Requirements for Play Components

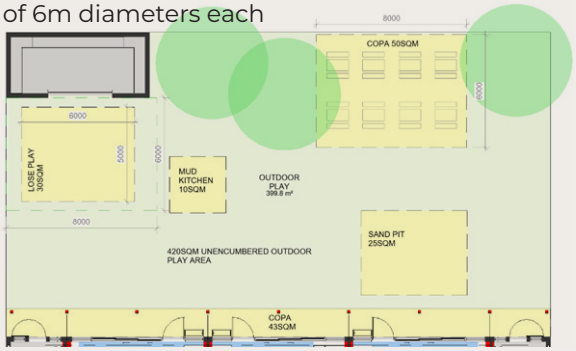
40 Place Hub	
Total Min. Outdoor Play (sqm) (To be calculated excluding the door swings)	**Shading requirements** Total 60% of Shading (sqm)
280 sqm +10% **308 sqm**	168 sqm +10% **185 sqm** Areas that must be shaded: • **COPA** min 80sqm shade as attached COPA • **Loose Equipment Play** min 15sqm shade • **Sandpit** min 9sqm shade • **Mud Kitchen** min 9sqm shade Remaining shade location to be provided based on site needs and conditions

60 Place Hub	
Total Min. Outdoor Play (sqm) (To be calculated excluding the door swings)	**Shading requirements** Total 60% of Shading (sqm)
420 sqm +10% **sqm**	252 sqm +10% **277 sqm** Areas that must be shaded: • **COPA** min 80sqm shade as attached COPA • **Loose Equipment Play** min 30sqm shade • **Sandpit** min 25sqm shade • **Mud Kitchen** min 10sqm shade Remaining shade location to be provided based on site needs and conditions

Two existing small trees with canopy cover of 6m diameters each



Three existing small trees with canopy cover of 6m diameters each

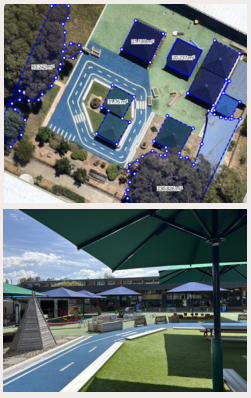


Example of how permanent shade (shown in yellow) and Tree shade (shown in green) may be arranged. Shaded areas to be designed to meet the area and site conditions.

Shade Structure

Type of Shade Structure: Permanent outdoor shade structures, shade sail, umbrella shade structures, trees

100: Permanent shade structure, shade sails at Canley Heights PS Preschool



101: Umbrellas, shade sails at Busby West PS Preschool

102: Permanent shade structure, shade sails at St Johns Park PS Preschool

103: Permanent shade structure, shade sails at Sadlier PS Preschool

104: Permanent shade structure, shade sails at St Johns Park PS Preschool

3.8 Centre Environment Qualities, Material & Services

3.8.1 Passive Design & Sustainability

Design Description

Incorporate passive design principles including maximising north and east orientation for light access to playrooms and customisable screening to screen glare. Allow for natural ventilation, effective insulation and construction systems as outlined in the EFSG.

Note the intent is that the playrooms will be open to the outdoor play area for the majority of their use so any heating or cooling system needs to accommodate this function.

Sustainability Education & Ecology

Integrate opportunities for teachers to use the centre as a teaching tool, to demonstrate environmental responsibility and teach about light, temperature, acoustics, good passive design and materials. Consider the following design objectives:

- Opportunity for observing a building's performance through its integrated monitoring equipment.
- Install built attributes that demonstrate an environmental benefit such as:
  - Clear connection pathway and colour coding of pipes showing collected rainwater
  - Display water consumption, water collection - water saved and other benefits
  - Play gardens as accessible Eco systems (refer biophilia chapter)

Glazing/ Window Design Specifications

- Ensure adequate daylight performance based on NCC/ EFSG including high levels of daylight for at least 40% of primary occupied spaces, i.e., those spaces occupied for more than two hours. A minimum 160 lux due to daylight during 80% of the nominated hours is required for these areas.
- EFSG requires glare control and shading, to reduce unwanted heat gain and the adverse effects of glare into a work environment. Use sun diagrams to design and incorporate sun shades, eave extensions, tinted glazing, screens, vertical blades and the like as a minimum requirement during design phase. Glare must only be controlled by blinds as a last resort.
- Playrooms must be provided with natural light via windows and aggregate light transmitting area >10% of that of the floor area of the playroom. Furthermore, at least 50% of all windows serving children's rooms must have sills with a height no greater than 500mm from floor level.
- Where permissible, all windows should be openable to increase natural ventilation.
- As per EFSG requirements, flyscreens should be provided, however should not restrict views and access.

Design Description

Light quality is known to have a significant impact on children's alertness, ability to concentrate and energy levels. Melatonin (the hormone that induces sleep) decreases with bright light and serotonin (the hormone associated with memory, learning, temperature regulation, mood and behaviour) increases with daylight but decreases with artificial light, impacting on children's concentration and attention levels.

The ideal light for a children's playroom is diffuse, indirect, natural daylight. As such, the window placement within the Playrooms must allow for high levels of natural daylight.

Green Star Lighting

- Daylight - 40% of primary use as prescribed in the ESFG Sustainability Checklist
- Glare – shading which ensures 80% of work surfaces are protected from direct sunlight or where there are blinds and screens.
- Lighting – high frequency ballasts and lux levels do not go above 25% of those specified in AS 1680.2.3 1994 table E1 – for a GPC 240 lux. Energy impact of less than 28 kg CO2eq/year for lighting (refer to EFSG)
- Ideally the artificial light should be temperature and colour changing to integrate with and mimic the changing light of the day.

However, lighting can also be used to provide delight, experimentation, and stimulation.

Specific Children's Centre Requirements

The lighting design needs to allow for a range of activities such as:

- Floor based activities: ambient lighting
- Detailed and focused work and reading: indirect, sustained light
- Drama: focused and contrasting
- Nap and quiet time: reduced light levels, mood lighting
- Playtime: sunlight and shadows

It is critical that all lighting is able to be customised and controlled by the centre staff with remote control dimming and colour control and blinds to control daylight.

- Views – 60% of space to have views to the outside sky with additional depth of field
- Provide some areas of variation with opportunities to create shadow patterns and, lightscapes

Uplights are preferable to down lights as the angle of direct light to the lower and more sensitive eye of a child can be damaging.

3.8.2 Ventilation, Humidity, Thermal Comfort & Air Conditioning

Design Description

An integral part of the entire building performance is IEQ.

IEQ relates to the combined impact of environmental parameters such as indoor air quality (IAQ), thermal comfort, light and acoustics. IAQ is an assessment of dust particle matter (PM), mould, pollen, CO2 and Volatile Organic Compounds (VOCs) in the air. There is a direct relationship between IEQ and the comfort and productivity of building inhabitants [Ahmed 2010]. To comply with ESFG Sustainability requirements, the area of natural ventilation opening must achieve a minimum of 6.25% of the floor area. As per Green Star IAQ, additional specifications should be considered including:

- Dry bulb temperature of 20-24°C and a mean radiant temp of 20- 27°C or shading so that there is no radiant load on the glass
- Relative Humidity 40-60%
- Air velocity <0.2 m/s unless occupants have control of air direction
- IEQ-1 ventilation rates 95% natural ventilation in accordance to AS1668.2-2001; if mechanical then a 50%/ 100%/ 150% improvement over AS1668.2- 1991 (12l/s/p under 16yrs) – CO2 – set point 800ppm/700ppm/640ppm (3,2,and 1 credit)
- Mould, dust and pollen have an impact on indoor air quality (IAQ) and can affect children with asthma. The impact of these needs to be minimised by appropriate air filtration, education of building users about when to close windows and control of moisture.
- Any mechanically air-conditioned ventilation system actively controls humidity to be no more than 60% relative humidity in the space and no more than 80% relative humidity in the supply ductwork; OR the building is fully naturally ventilated to eliminate the risk of mould growth
- Where cross ventilation may be restricted (ie where rooms are located on each side of a corridor, at least one whole wall of operable windows plus ceiling fans are required, to provide air movement.

3.8.3 Acoustics

Design Description

The acoustic design should effectively manage both environmental background noise and the sounds generated by occupants while ensuring compliance with EFSG and AS 2107:2016. The EFSG sets an acceptable internal noise level of 35 dBA. Given that these spaces are designed for younger children compared to typical school environments, maintaining noise levels within this standard is essential for creating a comfortable and supportive learning atmosphere.

Additionally, the reverberation time within a room must align with the ranges specified in Table 11.06.1 of Section 11.6 Acoustic Performance Guidelines or Table 1 of the AS/NZS 2107:2016 standard to ensure optimal acoustic performance.

Background noise in schools can be very variable with a wide range of internal and external factors such as traffic, plant, lighting, finishes, ventilation system and the adjoining school.

Research into acceptable levels of background noise in classrooms recommends 35dB(A).

Reverberation times of no more than 0.4-0.5 seconds; mechanical noise no more than NR40; traffic noise no more than 40dB(A); rain noise no more than 45dB(A)10mm/hr.

There is a need, in preschool settings, for internal glazing for supervision purposes. This means that more acoustic baffling will be required to balance the impact of the glazing.

Specifications

- Select HVAC systems with low noise levels.
- Utilise sound absorbing ceilings, acoustic wall panels and suspended baffles.
- Flooring and soft furnishings can also contribute to sound absorption

3.8.4 Materials, Colours, Textures & Allergies

Sensory Colour & Materials

- Colour palette chosen primarily to be calming and nurturing being aware there will be a lot of children's art and toys in the space so a harmonious backdrop is desirable
- With some colourful features and small details to engage and delight to add enrichment and interest
- Give particular consideration to the floor plane and wall surfaces below 800mm height line plus angle of sight from that zone
- Enrich with tactile texture, colour, geometry, pattern, smell

Active Pathways

Children are not designed to sit still, they need to keep moving for their sensory wellbeing and development. Circulation routes throughout the centre need to be robust enough to support children's activity. There is also the opportunity to provide occasional fun outlets for excess energy such as alternative more challenging paths of travel,ladders, bridges and climbing routes. These need to be carefully integrated into the design so that they are safe, supervisable and do not impinge on the functional layout of the centre.

Sensory Colour & Materials

Aromas from natural sources, such as herbs and evergreen trees, are to be considered for indoors and outdoors. These aromas send invitations to children to distinguish between the scents and to describe their responses in various modes, including spoken and written words, colours, sounds and movements.

3.8.5 Signage

The following signage must be provided for each Preschool facility:

- 1. Way-finding signage from the admin block, access gates and carparking, indicating the direction to the Preschool.
- 1. Entry Signage at the front of the Preschool building
- 2. Signage for each key internal room
- 3. Statutory and indoor wayfinding signage as required

3.8.6 Safety in Design

Consideration must be given to the overall safety of the facility and the fixture and fitting within. This includes (but is not limited) to the following considerations:

Fire Extinguisher

When located within Playrooms, Fire Extinguisher must be integrated within joinery units with compliant statutory signage in order to prevent access by children.

Door Handle

Door Handle heights of the Playroom entry door and any other adult-only accessible space, should be located out of reach of children to ensure safety. This means that a management plan should be in place to facilitate universal access provision.

Outdoor Play Space

Outdoor Play Space design to comply with relevant Australian Standards including AS 4685 and A Guide to the Australian Playground Standards.

Finger Entrapment

Entrapment hazards in playground equipment, as outlined in AS 4685.1, pose significant risks where body parts, clothing, or hair can become trapped, preventing a person from freeing themselves. Key hazards include head and neck entrapments in bound or partially bound openings, clothing or hair entanglements on slides or swings, and gaps causing whole-body, foot, leg, or finger entrapments. To ensure safety, equipment must be designed to avoid dangerous openings and regularly inspected for compliance with AS 4685.1 standards. Measurements for safe openings and proper maintenance practices are critical to preventing accidents and ensuring a secure environment for children.

Additionally, safety measures around doors are essential to prevent finger entrapments. All doors within the Playrooms must include finger-safe mechanisms such as rubber seals or guards to prevent fingers from being caught in the hinge side. This includes entry doors, doors into store rooms and doors to the outdoor play space. Regular maintenance and inspections are crucial to ensure these mechanisms are functional, reducing risks of injury in high-traffic areas like preschools.

Blind and Curtain Safety

Window coverings with cords or chains can cause serious injuries or strangulation risks for young children. Strangulation may occur when cords are too long or form loops, especially if children can reach them from cots or furniture. Mandatory standards, including the Trade Practices (2010) and Competition and Consumer (2014) regulations, set requirements for installation and labeling. Cords must not form loops longer than 220 mm at or below 1,600 mm above floor level, and cleats securing cords must be installed at least 1,600 mm high. Installers must attach labels with their details, and safety warnings must remain intact to ensure compliance.

Visibility

Visibility plays a key role in ensuring a safe environment for children. To enhance safety, spaces should be designed or modified to maximize visibility, reducing areas where children are out of sight. Full visibility can be achieved by keeping doors open, using open designs, incorporating mirrors, and installing windows in doors to make interactions observable. Clear policies should be established regarding supervision, access to, and use of spaces such as storerooms and children's amenities, while also securing areas where children could be isolated. Additionally, glass viewing panels must be provided to all spaces within the Preschool facility (excluding adult toilet facilities). Educators should receive training on these policies, with well-defined procedures for safety and supervision in place.

3.8.7 Biophilia

Design Description

Repeated and sustained engagement with nature is known to provide multiple mental and physical health benefits to people and particularly to children who are more sensory than adults in their experience of the world.

The Preschool building needs to maximise connection with the natural outdoors and to create healthy indoor environments with:

- Variable ambient lighting that emulates the changing light of a day
- Plenty of fresh air and changeable airflow and a range of comfortable temperatures
- Views of the outdoor environment
- A lack of enclosure as well as opportunities for both physical challenges and quiet retreat, Provide sustained sensory enrichment, for sight, sound, smell and touch
- Install indoor plants in playrooms and throughout the centre to naturally reduce stress and foster a positive and creativity- boosting environment

Play Gardens as Accessible Eco Systems

Provide the following elements in outdoor play area and indoors where possible for:

- Biodiverse flora and fauna to encourage pollinators and provide habitat
- Multi-sensory access: sound, scents and touch
- Plant assemblages are prioritised over dispersed plantings to support greater dwell time and a stronger health impact

NQS: Outdoor and indoor spaces are designed and effectively organised to engage every child in quality experiences involving the built and natural environments. The spaces provide the flexibility to respond to children's individual needs, development, self- initiated play and exploration.

The design of the Preschool facility should consider:

Natural materials that can supply variable and interactive stimuli to the children during their play sessions. Use natural materials such as wood and woven grasses, stone and water in the outdoor play and the sensory space.

Incorporate real nature within the man-made context, integrating real plants and real animals within the context, ideally creating mini eco systems where the plants and creatures live together symbiotically with each other and with the human occupants.

Maximise natural light, moving shadows and changeable light qualities, as well as wind and air flow to create different ambient sound effects It is the open ended "dialogue" between the children and their environment that develops mental and sensory capacity through the day

Provide tactile materials that are malleable and can be rearranged such as sand, mulch and pepples, a range of different materials for construction, experimentation and physical challenges. This equipment should not be static.

3.8.8 Fencing

Preschool fence

The approved provider of an education and care service must ensure that any outdoor space used by children is enclosed by a fence or barrier of a height and design that prevents preschool-aged children from passing through, climbing over, or crawling under it (NSW Legislation – Regulation 104, Fencing for Childcare). Flat-top fencing is the preferred option.

In addition, the National Construction Code (NCC) 2019 requires fencing surrounding education and care services (Class 9b buildings) to comply with barrier requirements similar to those used for pools. Key considerations from the NCC and AS 1926.1 for Education and Care Services (ECS) include:

Fencing Requirements

- Boundary fencing facing streets, car parks, or water bodies must be a minimum of 1800 mm high.
- Internal fencing (within the site) must be a minimum of 1500 mm high.
- Gates must swing into the playspace.
- A 900 mm non-climbable zone is required on the inside of the fence. Vegetation or tree branches within this 900 mm zone must be managed to avoid climbing risks.
- If the latch is positioned less than 1500 mm above ground level, it must be located on the outside of the gate.
- The gap between vertical pickets must not exceed 100 mm.

Height and Climbability

- Fences must be designed so that children cannot climb over, under, or through them. Educators also play a key role in managing any climbability risks, particularly where:
- Play equipment or movable objects are placed against or near the fence.
- Tree stumps, branches, or other natural elements could act as footholds.
- Fence materials such as chain wire, rigid mesh, or horizontal slats create climbing opportunities.

In some situations, climbable elements may not pose a risk if effective controls are in place. Examples include:

- Dense vegetation is planted in a way that prevents children from accessing the fence.
- The fence is of sufficient height that vegetation cannot be used as a climbing platform.
- Gaps or rails are covered with tightly fitted material that eliminates footholds, with regular inspections to ensure the material remains taut and in good condition.

Safety

Picket spacing is critical, to prevent a child to be able to squeeze through or get stuck between the openings. The distance between the verticals is recommended to be between 80-100mm and not more than 100mm. The distance between the horizontals is recommended to be no less than 900mm. Also consider location of any existing overhanging trees to the boundary that may be used as leverage to get over the fence.

Security

Security involves both keeping the children in the play yard and keeping unauthorised people out of the yard.

Gate Mechanisms

Gates should be self-latching and the latch must be placed high enough so that a child cannot reach it. Choose a gate with a latch that cannot be accessed from outside of the play yard.

Automated security latches should also be considered. Educators and other authorised persons can use a key pad code or security badge to open the gate, which will prevent children and outsiders from operating the latch. Refer to regulation 104 (Education and Care Services National Regulations) for further guidance on fencing.

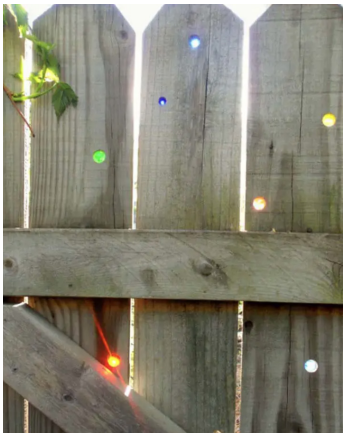
Materials

Fence Material: The fence can be constructed of a variety of materials such as timber; metal bars or sheeting; or chain-link. The chain-link versions can be covered with a polyvinyl coating that gives the chain link a softer feel. Select materials that are less likely to be climbed or scaled by children.

Provision of secure transparency between the play area and the area beyond provides children with more sense of their context and can help relieve their curiosity and desire to climb. However privacy of the play area from the public street must also be maintained.

105:Animated natural fence

106:Non climbable natural fence



107:Using Coloured glass as see through object

Appendix

04

4.1 Schedule of Accommodation

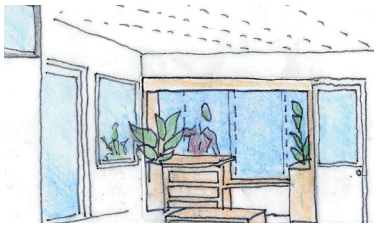
Unit ID	Facility Name	Forty Module	Sixty Module
PRE 100 GENERAL LEARNING SPACES			
PRE101 LEARNING/ PLAY SPACES			
PRE101.01	Total Play Room Area = 78m² per playroom includes: - Unencumbered area of 3.25sqm per child + 10% Tolerance : 71.5m² - Internal Fixed joinery: 5m²* - Door circulation: 1.5m²	156 (2 Playrooms)	234 (3 Playrooms)
PRE101.02	Children's Amenities	26 (6 WC pans)	32 (8 WC pans)
PRE102.02	Internal Store room	13 (2 Storage Rooms)	19.5 (3 Store room)
PRE 200 CORE FACILITIES			
PRE201 ADMINISTRATION AND STAFF FACILITIES			
PRE201.01	Foyer	19	19
PRE201.04	Office/ Interview	13.6	13.6
PRE201.03	Kitchen	11	11
PRE201.08	Universal Access WC	As per AS1428.1	As per AS1428.1
PRE202 STAFF SPACES			
PRE202.01	Staff Room	13.2	32 (Incl. Meeting Room)
PRE202.03	Staff Toilet	0	3.2-1 Ambulant WC
PRE 400 OTHER SERVICES			
PRE 402 OTHER SERVICES			
PRE402.01	Cleaners	3.3	3.3
PRE402.04	Laundry	5	5
PRE402.02	Comms Room	5.5	5.5

*Note: Total storage provision (including internal joinery provision and store room) must be minimum 0.2m³ per child.

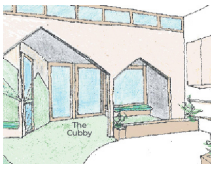
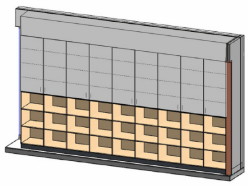
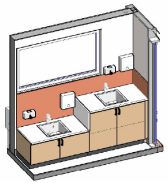
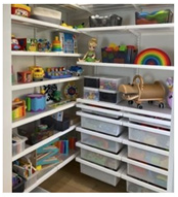
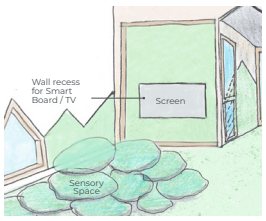
Unit ID	Facility Name	Forty Module	Sixty Module
PRE 500 OUTDOOR AREAS			
PRE 501 OUTDOOR AREAS			
PRE501.01	Covered Outdoor Play Area (COPA)	92 (min. 30% of total Outdoor Play Area)	138 (min. 30% of total Outdoor Play Area)
PRE501.03	Entry Courtyard	20 (based on site specific considerations)	40 (based on site specific considerations)
PRE501.06	Open Outdoor Play Area	216	324
	Total Outdoor Play Area	308 (min. 7sqm per child + 10% including COPA area)*	462 (min. 7sqm per child + 10% including COPA area)*
PRE501.12	External Storage	12	18

*Note: For new school designs, the Outdoor Play Area must be calculated at 10 m^2 per child.

4.2 Joinery Schedule

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
ENTRY/ FOYER				
J1	FOYER	Reception Desk for sign-in and information. Sliding servery window at counter. Child-height book display and planter integrated into counter	1 per Facility	
J2	FOYER	Art, Wall Display. Writable/ magnetic surface	1 per Facility	
J3	FOYER/ PLAYROOMS	Window seat with in-built upholstery	1 per Playroom	
KITCHEN				
J5	KITCHEN	Kitchen bench & cupboards under Provide child-accessible portion of the kitchen bench (accessed outside the kicthen)	1 per Facility	
J6	KITCHEN	Overhead kitchen cupboards	1 per Facility	
OFFICE				
J7	OFFICE	Built-in desk with drawers/ storage under	1 per Facility	

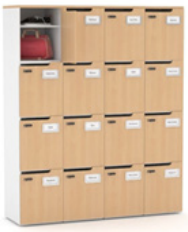
4.2 Joinery Schedule

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
PLAYROOMS				
J8	PLAYROOM	Cubby House joinery wall	1 per Playroom	
J9	PLAYROOM	Wall store & display 3 open shelves with lockable cupboards above in writable/ magnetic finish	1 per Playroom	
J10	PLAYROOM	Craft bench with storage under and over. Half of the craft bench is adult height and half is child height	1 per Playroom	
J11	PLAYROOM	Joinery bench with integrated under-bench double fridge, enough to store 20 lunch boxes	1 per Playroom	
J12	STORE	Adjustable shelving	As required	
J13	PLAYROOM	Recess for TV screen	1 per Playroom	
J15	FACILITY	Mobile planter on wheels	6 for 40, 8 for 60	
J16	PLAYROOM	Smart board/av screen for main learning Display	1 per Playroom	
J17	PLAYROOM	Screen for Display of Facility information	1 per Playroom	

4.2 Joinery Schedule

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
AMENITIES				
J18	CH AMENITY	Adult handwash & nappy store	1 per Amenity	
J19	CH AMENITY	Storage behind junior change table	1 per Amenity	
J20	CH AMENITY	Change Table	1 per Facility	
J21	CH AMENITY	Overhead Cupboard above the wash trough	1 per Amenity	
J22	CH AMENITY	Glazed shower screen between the shower and the electric change table.	1 per Amenity	
J23	CH AMENITY	Partitions between the WCs.		
COPA AND OUTDOOR PLAY				
J31	Outdoor Play	Solid Shade Structures, post pads must be provided	As required	
J32	Outdoor Play	Storage Shed with roller door and quality commercial grade shelving	1 per Facility / fit for purpose	

4.2 Joinery Schedule

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
STAFF ROOM				
J22	STAFF ROOM	Kitchenette bench with storage over and under	1 per Facility	
J23	STAFFROOM	Lockers (lockable)	6 for 40 Module, 10 for 60 Module	
LAUNDRY & CLEANER'S ROOM				
J24	LAUNDRY	Laundry bench with storage over and under. Integrated soiled clothing bin within storage.	1 per Facility	
J25	CLEANER'S	Cleaner's Storage	1 per Facility	
J26	CLEANER'S	Cleaner's Sink	1 per Facility	

4.3 Image Credits

Photography Credits:

All effort has been made to correctly reference and attribute images and quotes published within this report.

Drawing Credits:

Unless otherwise noted, all diagrams and hand-drawings within this document have been produced by Sarah Scott, Anupama Saha, Natalia Krysiak and Lili Avval.

IMG#	Pg#	Description, Location, Designer	Photo Credit
1	10	Aboriginal Cultural Input, Camden South Public school, NSW	Lili Avval
2	13	Belonging, Being, Becoming, Verily Playground, March Studio Architect	TERREMOTO
3	24	Refer to the SI Pattern Book for further information	SI
4	25	Landscape connections, Homebush West Public School Sydney, CoJacques Chirac School & Gymnasium / BPA ARCHITECTURE	Landezine
5	25	Connecting with community & welcoming, Australian Nuclear Science and Technology Organization Child Care Centre NSW, DJRD Architects	KANE
6	26	Outdoor preschool/ school art exchange and creative colourful displays Tbilisi, Georgia. exhibition of Georgian paintings on the street, alamy.com	Jacek Makowicz
7	26	Outdoor preschool/ school art exchange and creative colourful displays, Casa Maria's Creative Learning Zone, 2011 - Old Fashion Fun,	Pinterest
8	26	Outdoor science/ weather station, The Nature Explore Classroom at Prescott Elementary School, Nebraska city.	Pinterest
9	26	Natural fence, Ceres School of Nature and Climate	Jane Burns
10	26	Cultural activity area , Pendlewood.street furniture @flickr.com	Alan Pendlewood
11	26	Veggie garden, The Alliance School Garden	GLOS educatief

IMG#	Pg#	Description, Location, Designer	Photo Credit
12-16	47-49	Refer to the SI Pattern Book for further information	SI
17	52	Homely, China	n/a
18	52	Domestic Scale, Angela Davis School Bezons France, archi5 associated with Tecnova architecture	Sergio Grazia
19	52	Soft furnishing, Bikurim Inclusive School Tel Aviv	Sarit Shani Hay
20	52	Leaning tool, 123+ Growth Centre China, Wutopia Lab	Shao Feng
21	52	Child-height, China	n/a
22	52	Light patterns, Western Desert Clinics Telfer Australia, Kaunitz Yeung Architecture	Brett Boardman
23	52	Development	n/a
24	52	Learning display, Taka Tuka Land Berlin Germany, Baupiloten Architect	Pinterest
25	52	Writable, Children's National Elsie & Marvin Dekelboum Family Foundation Molecular Imaging Center Washington DC USA, HGA	Corey Gaffer
26	54	Colour in the floor surface to zone a specific learning space	Pinterest
27	54	Colour applied to a wall to designate function, Atsumi kindergarten Utsunomiya Japan, JAKUETSU Co. Ltd	Pinterest
28	54	Colour used to encourage playful movement	n/a
29	54	Colour applied to soft elements tondesignate special areas for example reading nooks	

IMG#	Pg#	Description, Location, Designer	Photo Credit
30	54	Colour used in joinery to designate function, Malvina Day Nursery, Karlin, Czech capital of Prague	Studio Flusser
31	54	Colour applied to threshold zones to assist in movement flows, In Sveti Vlas School Nesebar Bulgaria	n/a
31	54	Welcoming entry courtyard, AKN Nursery, by Hibinosekkei & Youji no Shiro, Akiruno, Japan	Studio Bauhaus
32	56	Welcoming entry courtyard	n/a
33	56	Covered pram store, Bikebox works, London	n/a
34	56	Visibility and connection, Waranara Early Learning Centre, NSW	Brett Boardman
35	56	Indigenous cultural retreat seat and native planting, Bendigo Kangan TAFE, SBLA, Six Degrees and Architectus	Pier Carthew
36	58	Waving window/ bay seat, Ashmole Preschool, Brixton, London Greenhill Jenner, Architects in consultation with Alison Clark	Sarah Scott
37	58	Playfully interactive wall surface, BeneBaby International Academy Shenzhen China, VMDPE Design	zhangchao
38	58	Open sightlines into playrooms, News Of Paris, Infant School, Paris18	Clement Guillaume
39	61	Kitchen accessible servery and child-height bench, Harris Family Children's Center, Phillips Exeter Children's Center, Exeter USA, BH+A Architects	Pinterest
40	61	Shared cooking activities, OB Kindergarten and Nursery, by Hibinosekkei & Youji no Shiro, Nagasaki Japan	Studio Bauhaus
41	64	Visibility into room from Lobby, Vancouver Canada, Campos Studio	Ema Peter
42	64	Warm and Welcoming furnishing, fantasticfurniture.com.au	n/a
43	64	Reception counter with child-accessible section, Jakarta	Pinterest
44	66	Warm and Welcoming furnishing, Tel Aviv Israel, Trieye Offices by switchup	Peled Studio

IMG#	Pg#	Description, Location, Designer	Photo Credit
45	66	Social kitchenette space, Das Studio HQ, Kaurna Country, Adelaide SA	Josh Geelan/ Shannon Wark
46	68	Functional Laundry with storage cupboards, The Block 2016, freedomkitchens.com.au	Andy & Ben
47	68	Soiled laundry storage, adpaustralia.com.au	ADP Australia
48	70	Direct connection outdoor area, My Montessori Garden, Ha Long City by Vietnamese studio HGAA	Duc Nguyen
49	70	Windows Seat, Waldorf School “El Til·ler” (The Linden Tree) in Bellaterra, Barcelona	Adria Goula
50	70	Low shelf dividers, New Nordic School By the Sea, Helsinki Finland	Riikka Kantinkoski
51	76	Cubby corner	Little Dove
52	76	Soft loose items	Pinterest
53	76	Calming and relaxed environment, Lucas Primary School, https://archello.com/project/lucas-primary-school	Pinterest
54	78	Child height craft bench, Bambini Holistic Childcare Center, St. Albert, Canada	Alyssa Anselmo
55	78	Independent access by children storage, Malvina Day Nursery, Karlin, Czech capital of Prague	Studio Flusser
56	80	Colourful child friendly graphics, export.roca.com	Singh Kitchen
57	80	Child height wash basins and privacy screens, New Nordic School by the Sea, Helsinki Finland	Riikka Kantinkoski
58	82	Deck & step ramp, St Vincent’s Children’s Centre, Scott and Ryland Architects	Sarah Scott
59	82	Covered Outdoor Play Area inward, Gunnedah Children’s Centre NSW Government Architects	n/a

IMG#	Pg#	Description, Location, Designer	Photo Credit
60	83	Cubby House, Jacques Chirac School & Gymnasium / BPA Architecture	BPA Architecture
61	83	Mud kitchen @petra9086	Pinterest
62	83	Sand pit, Mia Mia child and Family Study Centre, Macquarie University, NSW	Lili Avval
63	84	Insect Hotels, journaldesfemmes.com	Pinterest
64	84	Sensory play, Campbelltown Preschool, JPE Design Studio	JPE Design Studio
65	84	Textured bike path, Sunkids Childcare, Vee Design, QLD	Vee Design
66	85	Raised waterplay, wheelchair access, Sunkids Childcare, Vee Design, QLD	Sarah Scott
67	85	Water and sand play, Harmony Landscapes, Immanuel Lutheran College (QLD)	Harmony Landscapes
68-106	90-95	Example of Play Zones in Existing Public Preschools	Natalia Krysiak Anupama Saha SI
105	104	Animated natural fence, Recycled crafts, 60 recycled and upcycled fun fences	Stefanie Girard
106	104	Non climbable natural fence, The history and meaning of fences by Ana Lopes Ramos, Trollstigplatået, Norway	Reiulf Ramstad Architects
107	104	Using Coloured glass as see through object, Upcycled Bottle Fence for the Garden, homebnc.com	Pinterest

4.4 Change Summary

January 2025 Original Issued Document
November 2025 Changes made as noted below

Item#	Location / Items	Section	Change Description
1	Masterplanning	2.2, 2.3	- The location of the services has been revised, and a note has been added to ensure services do not obstruct natural light or openings. - The fencing height requirements have also been amended.
2	Building Design	3.3	- Notes have been added regarding the full-height window with provision for a future potential door in the Admin/Staff area (end of corridor for 60 Module) and in the Meeting Rooms (60 Module). - Wash troughs have been relocated closer to the amenities. - Elevations for all modules have been added. - Internal elevations for all playrooms have been included. - Window operation types have been indicated on the drawings.
3	Kitchen	3.6.3	- Details for the kitchen counter have been incorporated. - A note on the sill height has been added.
4	Office/ Interview Room	3.6.4	- Notes added regarding the following items: • Blinds • Sill height in the core facilities • CCTV monitors, hearing augmentation
5	Playrooms	3.6.7	- Notes added regarding the following items: • Intercom & hearing augmentation requirements • Door and window head heights • MLD installation template • Blinds • Minimum height of the cubby • Fire extinguishers to be enclosed within a cupboard • Child-height windows to be provided within playrooms and the foyer • Vertical view panels to store doors to extend to child height - Replacement of the upholstered reading nook with a shallow recess for an AV screen. - Overhead cupboard was removed from above the craft sink. - The furniture layout has been amended.

Item#	Location / Items	Section	Change Description
6	Storage	3.6.8	- The Example Storage Layout has been updated to align with the revised floorplan. - A note has been added regarding vertical view panels on store doors to ensure visibility at child height.
7	Children's Amenities	3.6.9	- The middle amenity layout has been revised, and its location has been mirrored on the floorplan for both the front and side 60 modules. - The following updates have been incorporated: • Added note for a glazed, lockable, full-height cavity (pocket) sliding door between the playroom and the amenity. • Highlight windows introduced within the amenities. • Window on the side of the change table has been removed. • 180-degree door hinges added to the COPA doors from the amenities. • Overhead cupboard included above the wash trough in the amenity. • Glass partition required between the shower and the change table. • Privacy film to be applied to the door glazing facing COPA from amenities.
8	Outdoor Play Area	3.6.11	- An additional 10% outdoor play area has been incorporated. - A note specifying 10 sqm of outdoor play area per child has been added for new school designs. - Secondary entry requirements to the outdoor play area have been included. - The location of the outdoor play store has been clarified. - Intercom & hearing augmentation requirements - Additional detailed design notes for outdoor play areas have been added, including: • Examples of successful outdoor play zone layouts • Required play zone types • Ground cover specifications and recommended materials • Shade requirements for each zone • Sample layouts for both 40- and 60-place modules • Updated specifications for mandatory and optional play components • Revised loose play area layouts • A note on the opportunity to extend the fenceline, where feasible, has been added. • A guideline for locating climbable elements near fences has been included.
12	Furniture Schedule	4.2	- Fixed furniture from the meeting room has been removed. - The furniture schedule has been updated to reflect the finalised selections.
13	Joinery Schedule	4.3	Updated the joinery schedule.
14	Image Credits	4.4	Revised and updated the Image Credits.

4.5 Furniture Schedule (Playrooms)

Note: This schedule of loose furniture is indicative only. The intent of the furniture schedule is to indicate the types of loose furniture items required within a playroom setting.

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
PLAYROOMS				
P1	PLAYROOM	Rectangle Table 1200 x 600	4 per Playroom	
P2	PLAYROOM	Group Jellybean Table 1800 x1200	1 per Playroom	
P3	PLAYROOM	31cm Stacking Chairs	20 per Playroom (TBC)	
P4	PLAYROOM	Adult-sized Couch - To match armchair Fabric -Terracotta or Forrest Green	1 per Playroom	
P5	PLAYROOM	Block Storage Shelf - Closed Back on Castors for Flexibility	1 per Playroom	
P6	PLAYROOM	Closed Back Shelf Units - Birchwood to match block shelf- on castors	2 per Playroom	
P7	PLAYROOM	Kitchen Homeplay (Set of 4) In Birchwood to match shelving	1 per Playroom / fit for purpose	
P8	PLAYROOM	Bookshelf- In Birchwood to match selving - castors	1 per Playroom	

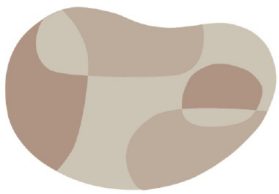
4.5 Furniture Schedule (Playrooms)

Note: This schedule of loose furniture is indicative only. The intent of the furniture schedule is to indicate the types of loose furniture items required within a playroom setting.

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
P9	PLAYROOM	Dress up Trolley - On castors	1 per Playroom / fit for purpose	
NOTE: This item requires modification by the Tier 1 supplier to include a side-mounted mirror on the trolley, as shown in the indicative image (GroCorp). This adjustment addresses safety concerns associated with a freestanding floor mirror and the limited availablity of suitable wall space for mounting				
P10	PLAYROOM	Adult Teacher Chair / Classroom- Forrest Green or darker grey	1 per Playroom / fit for purpose	
P11	PLAYROOM	6-Hole Cubby Unit, With a set of custom baskets to ensure they fit (natural material) on castors	2 per Playroom	
P12	PLAYROOM	Home Corner Table & Chair Set	1 per Playroom / fit for purpose	
P13	PLAYROOM	Hobby Trolley	1 per Playroom / fit for purpose	
P14	PLAYROOM	Sleeping Matts Packs of 10	10 per Playroom	

4.5 Furniture Schedule (Playrooms)

Note: This schedule of loose furniture is indicative only. The intent of the furniture schedule is to indicate the types of loose furniture items required within a playroom setting.

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
PLAYROOMS				
P15	PLAYROOM	Sleeping Matt Wall Pegs	1 per Playroom	
P16a	PLAYROOM	Cushions (Indoor) Pack contains 2 x 65cm cushions and 3x 45cm cushions	1 pack per Playroom	
P16b	PLAYROOM	Cushions (Outdoor) Four different cushions in one pack	1 pack per Playroom	
P17a	PLAYROOM	Rugs 2m X 3m Indigenous	1 per Playroom	
P17b	PLAYROOM	Rugs 2m X 3m	1 per Playroom	
P18	PLAYROOM	Easel with Art Drying Racks	2 per Playroom	

4.5 Furniture Schedule (COPA & Outdoor Play)

Note: This schedule of loose furniture is indicative only. The intent of the furniture schedule is to indicate the types of loose furniture items required within a playroom setting.

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
COPA AND OUTDOOR PLAY				
C1	COPA	Outdoor Table and Stackable Benches (Set)	6 for 40 Module 8 for 60 Module	
C2	COPA	Adult teacher seating/ outside COPA	2 per Facility / fit for purpose	
O1	Outdoor Play	Open Shelf Unit- Sit alongside Mud Kitchen or COPA storage	1 per Playroom	
O2	Outdoor Play	Mud kitchen with tap and sink	1 per Facility / fit for purpose	
O3	Outdoor Play	Cubby House	1 for 40 Module 2 for 60 Module	

4.5 Furniture Schedule (Core Facilities)

Note: This schedule of loose furniture is indicative only. The intent of the furniture schedule is to indicate the types of loose furniture items required within a playroom setting.

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
CORE FACILITIES				
F1	Foyer	Arm Chairs Darker colours- to match throughout	2 for 20, 40 & 60 Module	
F2	Foyer	Coffee Table	1 for 20, 40 & 60 Module	
OS1	Office and Staff Room	Ergonomic task chair	2 for 20 & 40 Module, 3 for 60 Module	
OS2	Office and Staff Room	Meeting Table 900 dia, Natural Oak or White	1 for 20 & 40 Module, 0 for 60 Module	
OS2(a)	Office and Staff Room	Meeting table 1050 dia, Natural Oak or White	0 for 20 & 40 Module, 1 for 60 Module	
OS3	Office and Staff Room	Fling Cabinet 1320 (4 Drawer)	1 for 20 & 40 Module, 2 for 60 Module	
OS3	Office and Staff Room	Stackable Meeting Chair -Grey	8 for 20 & 40 Module, 10 for 60 Module	
M1	Meeting Room	Meeting Table 1200 dia, Natural Oak or White	1 for 60 Module	
M2	Meeting Room	Stackable Meeting Chair - Grey	4 for 60 Module	

4.5 Furniture Schedule (Core Facilities)

Note: This schedule of loose furniture is indicative only. The intent of the furniture schedule is to indicate the types of loose furniture items required within a playroom setting.

No.	ROOM	DESCRIPTION	Total #	IMAGE (Indicative Only)
CORE FACILITIES				
M3	Meeting Room	Couch - Colour to Match Foyer	1 for 60 Module	
M4	Meeting Room	Armchairs - colour to match foyer	2 for 60 Module	
M5	Meeting Room	Coffee Table - Natural	2 for 60 Module