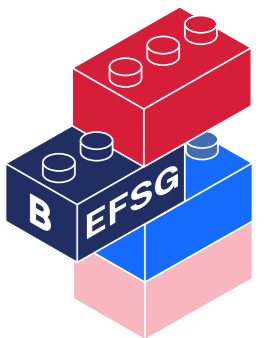


Part B

Functional design brief





Acknowledgment of Country

We recognise the Ongoing Custodians of the lands and waterways where we work and live. We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

Artist Credit: Suzanna, a former student from Boggabilla Central School. The artwork featured throughout our RAP represents the themes of community, school, friendship and family.

Disclaimer – EFSG 2025

The Educational Facilities Standards and Guidelines (EFSG) 2025 form part of the contractual requirements for the design and delivery of school infrastructure projects commissioned by School Infrastructure NSW (SINSW). Adherence to the EFSG is mandatory and constitutes a legal obligation for all engaged parties.

EFSG 2025 sets out the design intent, spatial and functional requirements, and standardised design components necessary to guide the consistent, equitable, and high-quality development of educational facilities across NSW. While comprehensive in scope, the EFSG is not exhaustive. Project teams must apply professional judgment in addressing specific project needs, site conditions, and applicable statutory and regulatory obligations.

While the most current version of the EFSG is generally the authoritative reference, the applicable version for any given project may be determined by the date on which the project’s business case was approved. It is the responsibility of project teams to confirm the relevant version with SINSW and seek clarification where uncertainty exists.

The EFSG adopts a ‘live learning’ model, and updates may be issued through future annual releases to reflect evolving priorities, sector feedback, and lessons learned. Components such as the Pattern Book are iterative tools and will continue to be developed over time.

SINSW accepts no liability for any loss, damage, or claim arising from the misapplication, outdated referencing, or misinterpretation of EFSG content. Users must ensure they are working from the correct version and confirm any ambiguities directly with SINSW.

Version Control

Revision Number	Date of Publication	EFSG Version	Description	Updated by	Approved by
2025r0	01.07.2025	EFSG 2025	Issue for Publication	RS,LS,SS	MB

List of amendments

This list has been developed to assist document users to identify key changes incorporated into EFSG 2025. This list provides a description of major changes only.

Document Reference	Change and Commentary
Throughout	EFSG v2.0 Design Framework Documents are now a superseded document and are incorporated into this document (Design Vision and Objectives)

Purpose of this document

The Educational Facilities Standards and Guidelines

The Educational Facility Standards and Guidelines (EFSG) contains design and construction standards, that are required for the design and delivery of new school facilities and upgrades.

The EFSG sets the design intent and benchmark for all new built environment works for school facilities in NSW. This document is to be read in conjunction with Parts B, C and D of the EFSG.

The EFSG details design and construction standards where they exceed or are in addition to the minimum standards set out in the National Construction Code (NCC). This document does not replace compliance requirements detailed in the National Construction Code, including the Building Code of Australia (BCA), Australian Standards and NATSPEC.



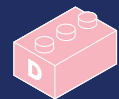
Design Vision & Objectives



Functional design brief



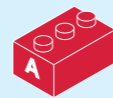
Design components & Data sheets



Technical standards



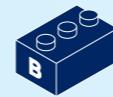
How to use the EFSG



Part A – design vision and objectives

The design vision and objectives document defines high-level design expectations (visions) and measurable goals (objectives) and demonstrates how to achieve alignment with the educational requirements of school settings and the Government Architect’s design principles for schools.

The intention of this document is to provide context that informs the wider EFSG design standards, identifying key priorities and criteria to support school design decision-making processes.



Part B – functional design brief

Part B provides Schedules of Accommodation for existing and new projects, providing projects with the number and type of facilities required for all settings, including all sizes of new high school, public school, SSP, Pre-school and Halls. Separate schedules of accommodation are also provided for existing school projects commencing an upgrade.



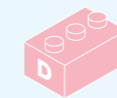
Part C – design components and data sheets

Part C includes a Pattern Book of standardised building components, including school, pre-school, hub and hall layouts.

As a direct response to stakeholder feedback, the Pattern Book is designed to complement the EFSG and clarify the technical standards with spatial layouts, building component details and standardised designs.

Part C provides links to Room Data Sheets for standardised learning spaces across school typologies (GLS’s, SLU’s, Core Facilities, specialist learning spaces, amenities, storage, services etc.)

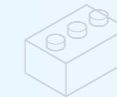
Part C provides links to the digital library of Autodesk Revit (.rvt) and OpenBIM IFC format (.ifc) models of building components for standardised learning hubs/spaces.



Part D – technical standards

Part D contains the design and technical requirements for building and maintaining school infrastructure assets.

Part D is a reformatted version of existing EFSG 2.0 technical standards into one single PDF. There has been no content update for EFSG 2025; however, substantial updates are planned, and a new Design and Technical Requirements document is under development. This update will provide better alignment to the wider EFSG and Pattern Book.



Design topics in development

As content continues to be developed, documents are shared here for consultation and stakeholder engagement, this allows for more innovative thinking to be tested, prior to being incorporated into Parts A, B C and D as endorsed design standards.

Documents contained here have not yet been approved as part of the EFSG. Documents identified as ‘in development’ should be treated as best practice and guidance. This content is subject to a governance process prior to being formally incorporated into the EFSG.

Related Documents

This document is to be read in conjunction with:

[EFSG Part A: Design Vision & Objectives](#)

[EFSG Part C: Design Component & Data Sheets](#)

[EFSG Part D: Technical Standards](#)

[Better Placed Design for Schools, GANSW](#)

[National Construction Code \(NCC\)](#)

[Australian Standards](#)

[NATSPEC](#)

Acronyms & Abbreviations

SINSW	School Infrastructure NSW	MPS	MultiPurpose Space
AMU	Asset Management Unit	ALU	Additional Learning Unit
SEPP	State Environmental Planning Policy	BoH	Back of House
NQF	National Quality Framework	FoH	Front of House
BCA	Building Code of Australia	DoE	Department of Education
NCC	National Construction Code	GLS	General Learnings Spaces
EFSG	Educational Facilities Standards and Guidelines	LC	Learning Commons
PS	Public School	OSHC	Out of School Hours Care
HS	High School	SLU	Supported Learning Unit
SSP	Schools for Specific Purposes	SoA	Schedule of Accommodation
DDA	Disability Discrimination Act	TS	Teaching Space
GLS	General Learning Space	WS	Workshop
COLA	Covered Outdoor Learning Area		

[Refer to full list of Acronyms & Abbreviations](#)



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- 1.2 School Types
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- 2.1 Upgrade projects
- 2.2 Gap Analysis

3

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- 3.1 Preschools
- 3.2 Public Schools
- 3.3 High Schools
- 3.4 Schools for Specific Purposes



How To Navigate The Document

The diagram illustrates a document page with the following structure and navigation elements:

- Chapter 1: Introduction**
 - 1.1 Overview
 - 1.2 School Types
 - 1.3 Understanding school sizes
- Chapter 2: Existing school sites**
 - 2.1 Upgrade projects
 - 2.2 Gap Analysis
- Chapter 3: New school sites**
 - 3.1 Preschools
 - 3.2 Public Schools
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Navigation Instructions:

- Chapter Numbers:** Click the large numbers (1, 2, 3) to navigate to your desired chapter.
- Section Text:** Click any of the text within a chapter to navigate to the individual sections.
- Interactive Features:** A magnifying glass icon in the top right corner indicates that the page includes interactive features, clickable elements designed to enhance navigation and usability.
- Jump Buttons:** Three light blue buttons are located on the right side. Click any of these buttons to jump directly to the related section in the document, as indicated on each button.
- External Document Buttons:** A pink button is located on the right side. Click any of these buttons to open the related external document, as described on the button.
- Bottom Navigation:** At the bottom left, there are three small numbers (1, 2, 3) corresponding to the chapters. Click any of these numbers to navigate to your desired chapter. The colored number indicates the current chapter.
- Footer:** The footer contains the text "Department of Education | EFSG 2025 | FDB_2025r0 01 July 25" and a small icon of a cube with the letters "EFSG" on it. Click this block to return to the contents page.

1

Introduction

- 1.1 Overview
- 1.2 School Types
- 1.3 Understanding school sizes

1.1 Overview



The Functional Design Brief specifies spatial and area requirements for schools based on student population and standard assessment tools, applicable to new builds and upgrades, ensuring alignment with modern teaching practices.

The Functional Design Brief evaluates if a site can support school facilities meeting community needs. School size classifications and spatial requirements for learning environments have evolved. This guide helps you use the right tools to develop your school's Functional Design Brief.

Planning DoE infrastructure

Public school needs are determined through comprehensive planning, considering current and future demands by:

Analysing population projections:

Demographic data and growth forecasts identify areas with rising school-aged populations, highlighting where additional capacity is needed.

Evaluating existing facilities:

Current schools are assessed for physical capacity, condition, and suitability for modern teaching to determine if they can handle projected enrolment growth.

Planning new schools:

Where existing facilities fall short, new schools are developed to ensure equitable access to quality education statewide.

This evidence-based approach ensures school infrastructure aligns with population growth, supports community development, and provides safe, modern learning environments for students.

School Site Planning

School Master planning requires comprehensive understanding of the site context, environmental constraints and the existing built environment. It must consider transport conditions including pedestrian routes, public transport, and vehicle circulation, to ensure safe, efficient access. A thoughtful design integrates the school with its environment, promoting inclusive pedestrian access, active transport, and alignment with local needs, making it a valued community asset that reflects the neighbourhood's social and cultural identity.

All interventions on existing school sites, from minor extensions to temporary structures, require careful assessment and strategic planning. Small changes can affect long-term functionality, flexibility, and growth. Without alignment with the master plan and long-term vision, incremental additions may obstruct future development, limit circulation, reduce open space, or hinder upgrades. A coordinated approach ensures interventions support educational goals, site capacity, and strategic priorities.

Schools' site planning must take into consideration open space and play space required to deliver physical education curriculum. Every school site should have minimum of 10m² of open space including space dedicated to play, sports and landscaping.

One of the factors which significantly affects school sites' layout is height of the buildings.

Public Schools are predominantly three storey high which suits ergonomic characteristics and movement of primary school children.

High Schools are predominantly four storeys in height, whilst Urban High Schools are between five and seven storeys high, in accordance with the Urban Schools typology.

A responsive design creates a functional, future-ready school anchored in its context, serving as an inspiring space for learning and a civic landmark embodying the community's identity, values, and spirit.

[Refer to Master Planning & Landscape Document](#)



1.1 Overview



New and upgraded schools

The Pattern Book simplifies school size categorization based on maximum student capacity, providing a clear definition for the Functional Design Brief for new schools. Most projects, termed “School Upgrades,” involve expanding and refurbishing existing schools to meet ongoing student and staff needs. These schools were designed using EFSG 1.0 size definitions.

Guide to School Upgrades

School upgrades enhance existing infrastructure and site quality through minor or major works, including new facility construction, to improve learning environments and educational outcomes for students and staff. The Functional Design Brief for upgrades is informed by the EFSG 1.0 Schedules of Accommodation and a Gap Analysis.

Gap Analysis

A gap analysis compares a school’s existing facilities to EFSG 1.0 spatial and area standards, identifying deficiencies to inform the Functional Design Brief for upgrades. It guides refurbishment and assesses existing buildings for adaptive reuse, ensuring facilities and play spaces meet modern design standards. New buildings on existing sites must comply with EFSG 2025 spatial requirements, ensuring equity across NSW schools.

New Schools

New schools follow the Schedules of Accommodation as outlined in the Pattern Book and EFSG 2025.

School Upgrades

Existing schools use EFSG 1.0 Schedules of Accommodation and Gap Analysis to guide refurbishments and upgrades. All new buildings for school upgrades follow the Pattern Book and EFSG 2025.

Schedules of Accommodation

Schedules of Accommodation (SoA) outline spatial requirements for schools based on projected student numbers, specifying building sizes for facilities according to maximum student capacity.

The EFSG 1.0 Schedule of Accommodation guides refurbishment and upgrade projects for existing schools, aligning with pre-Pattern Book typologies and standards. It supports gap analysis and defines project scope based on projected enrolments.



1.2 School types



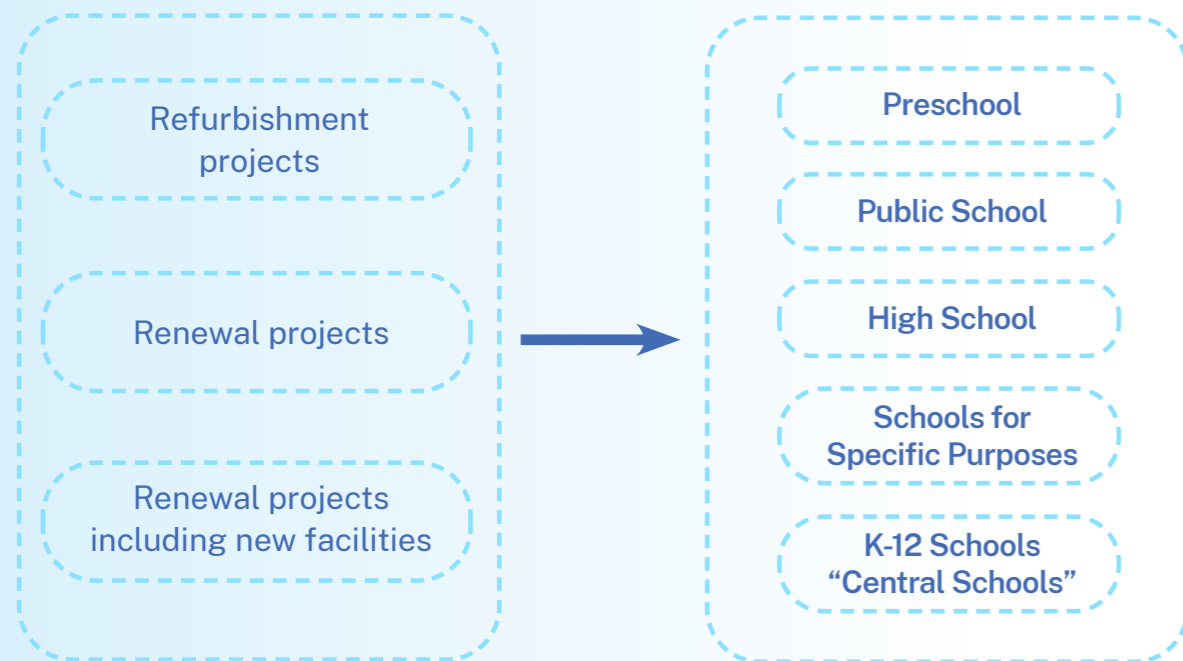
Part B of the Pattern Book provides insight on the methodology used to evaluate existing schools; together with Schedules of Accommodation for both existing (EFSG 1.0) and new schools (Pattern Book – EFSG 2025).

The Pattern Book contains standardised building layouts appropriate for each new school type.

Layout Types described within the school type, describe whether a school is designed to be an Expandable or Urban school, or in the case of new Preschools, a standalone or integrated preschool.

A Non-Expandable school design achieves maximum student capacity when the school opens and that the site cannot support staged or additional growth.

School Upgrades



New Standardised School Types



Layout Type

Stand-alone	Non-Expandable	Non-Expandable	
Integrated	Expandable	Expandable	
	Urban	Urban	Expandable

1.3 Understanding school sizes

The classification system for calculating spatial requirements, based on school population, has been updated to better accommodate student growth. The table on this page illustrates the relationship between school sizes in EFSG 1.0, EFSG 2.0, and EFSG 2025.

School size categories

To accurately categorize a school's size, it is essential to refer to the Schedule of Accommodation (SoA), which provides a detailed framework aligned with established standards. For the assessment of existing schools, EFSG 1.0 should be used, while the Pattern Book and EFSG 2025 are applied to the planning and design of all new facilities.

By cross-referencing the Schedule of Accommodation with EFSG standards, planners and designers can classify schools precisely, ensuring that facilities meet the appropriate size thresholds and space requirements.

The EFSG Pattern Book further supports this process by providing standardised templates and design patterns tailored to various school size categories. These patterns guide spatial layouts and functional adjacencies in accordance with the school's scale, helping to optimize learning environments, circulation, and core facilities' allocation.

In summary, using the Schedule of Accommodation and the EFSG 2025 Pattern Book ensures a systematic, consistent, and standards-compliant approach to school planning and design.

	EFSG 1.0 Applies to school upgrade projects		EFSG 2.0 Superseded	EFSG 2025 Applies to new schools and buildings		
Public School (K - 6)	Core Size 1	23 students	Small Up to 230 students	PS 250	Up to 250 students*	*Note: the number in the model name refers to approx full capacity student numbers, e.g. PS500 refers to a Public School of approx 500 student capacity, HS500 refers to a High School of approx 500 student capacity. PS1000 is capped at 1000 student capacity, HS2000 is capped at 2000 student capacity.
	Core Size 2	92 students				
	Core Size 7	230 students				
	Core Size 14	395 students	Medium 231-552 students	PS 500	251-500 students	
	Core Size 21	552 students				
	Core Size 28	805 students	Large 553-1000 students	PS 750	501-750 students	
	Core Size 35	1012 students				
High School (7 - 12)	Stream 1	340 students	Small Up to 660 students	HS 500	Up to 500 students	
	Stream 3	510 students				
	Stream 4	690 students				
	Stream 5	850 students	Small 661 to 980 students	HS 1000	501-1000 students	
	Stream 6	1020 students				
	Stream 7	1190 students	Medium 981 to 1540 students	HS 1500	1001-1500 students	
	Stream 9	1530 students				
	Stream 12	200 students	Large 1541 to 2020 students	HS 2000	1501-2000 students	

2

Existing school sites

- 2.1 Upgrade Projects
- 2.2 Gap Analysis

2.1 Upgrade projects

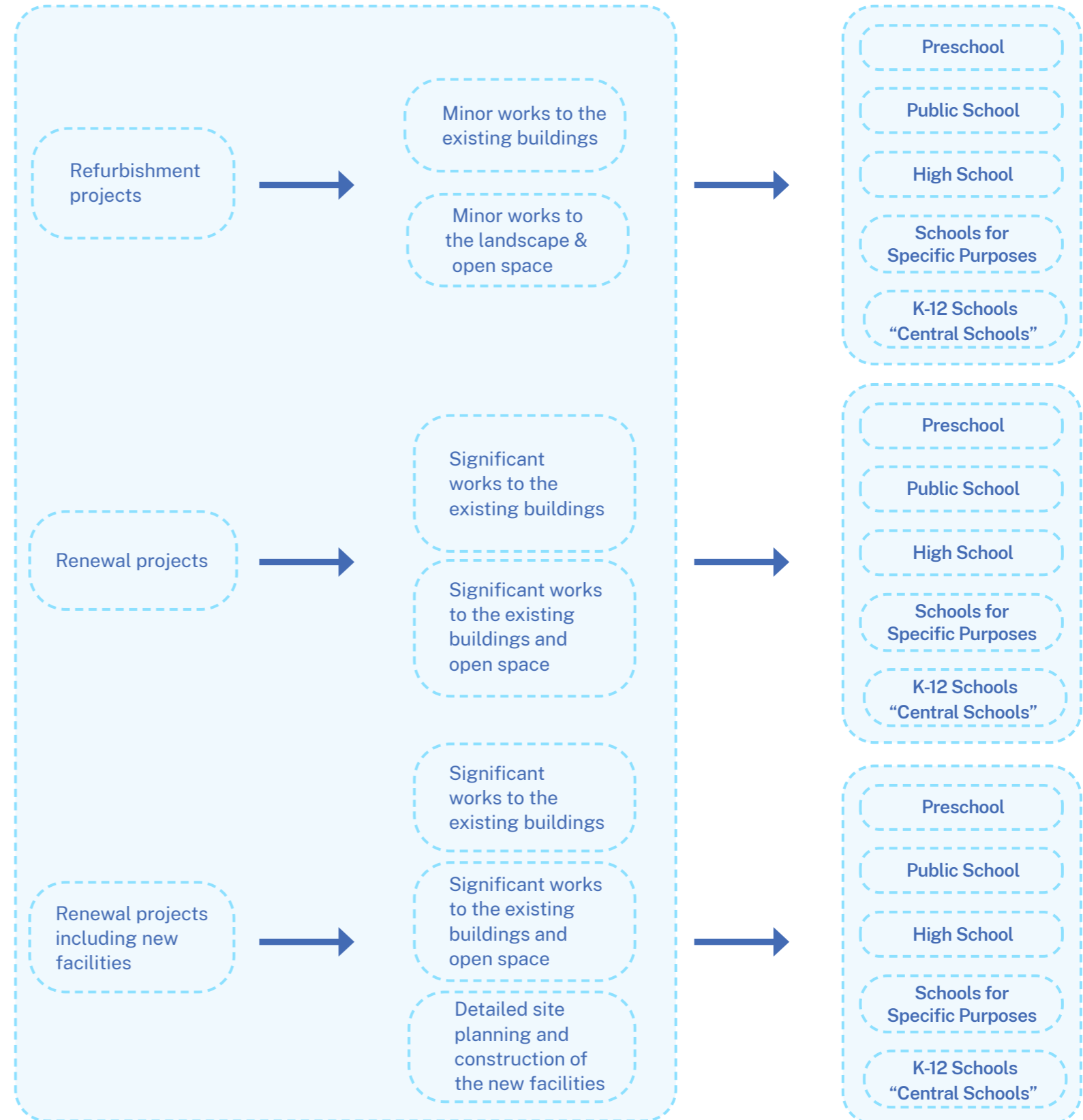
The Department of Education (DoE) oversees a portfolio of over 2,000 school sites, some dating back to the early 20th century, with most built in the last 50 years. School Infrastructure NSW (SINSW) manages these assets, handling ongoing maintenance, facility management, infrastructure upgrades, and new school projects.

Refurbishment involves minor improvements to existing facilities, such as updating finishes, furniture, and equipment, and may include limited enhancements to landscaping and sports facilities.

Renewal projects entail a thorough assessment of the school site and infrastructure, leading to major interventions like building extensions, adaptive reuse of structures, new facility construction, and significant upgrades to landscaping, open spaces, and sports facilities.



Upgrade Projects



2.2 Gap analysis



Determining accommodation requirements for school upgrade projects

Step 1

Review available plans and data to confirm condition of schools existing facilities.

Examine AMS documentation, including plans and VIDC images to understand existing school facilities and operational requirements.

Step 2

Undertake a Gap Analysis with reference to EFSG 1.0 Schedule of Accommodation.

[Refer to Public Schools EFSG1.0 SoA Gap Analysis](#)

[Refer to High Schools EFSG1.0 SoA Gap Analysis](#)

Step 3

Interpret gap analysis to identify shortfall of existing facilities to EFSG 1.0 entitlements.

This includes interpretation of:

Functional gap - Difference in the number of required versus existing spaces. i.e. the number of classrooms.

and

Area gap - Difference in the total area of spaces compared to EFSG 1.0 SoA.

Step 4

Validate findings of gap analysis through site inspection.

Evaluate the physical condition of buildings to determine suitability for refurbishment, adaptive reuse, or, alternatively, demolition and replacement.

Step 5

Define project scope.

Project scope to be informed by the functional and area requirements identified by the gap analysis, as well as by an assessment of the school's existing facilities and suitability for refurbishment and adaptive reuse. The Pattern Book is applied to all new buildings proposed on a school site.

3

New school sites

- 3.1 Preschools
- 3.2 Public Schools
- 3.3 High Schools
- 3.4 Schools for Specific Purposes

3.1 Preschools



Stand-alone
Preschools

Integrated
Preschools



3.1.1 Overview of Preschools



Preschool types

The Preschool hub will accommodate children between the ages of 3 to 5 years and is classified as a 'Childcare Facility'.

The Pattern Book defines two sizes of hubs, as well as two layout options, for selection by the project team based on specific site and project suitability. The two options are summarised below;

Type 1 - Stand-alone preschool hub

The Preschool hub is a separate building not attached to any other building. In addition, a choice of front or side entry courtyard allows for flexibility to address various site conditions.

Stand-Alone Preschools are non-expandable.

Type 2 - Integrated preschool hub

This layout is best suited as 'Integrated' typology, meaning that the Preschool hub is part of a Public School building, ideally located on the ground floor.

In Urban Public Schools, where building footprints are small and ground floor space is limited, the Preschool can be located at the upper level, if separate, dedicated access is provided.

Project teams must seek Fire Engineer/ NCC Consultant advice around requirements and compliance applicable to an integrated building arrangement.

Integrated Preschools have the potential to be expandable.

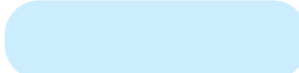
Preschool Types



Size



Key

 Hub Layouts and RDS are detailed in the Preschool Design Brief included in EFSG 2025

Refer to Preschool Design Brief for greater detail

3.1.2 Stand-alone Preschools



Preschool hub designs conform to the SINSW planning framework, which is built around a standardised grid of 9m x 7.5m.

For Stand-alone Preschool hubs the children's amenities are located outside the main grid. This enables efficient retrofitting and adaptation of infrastructure.

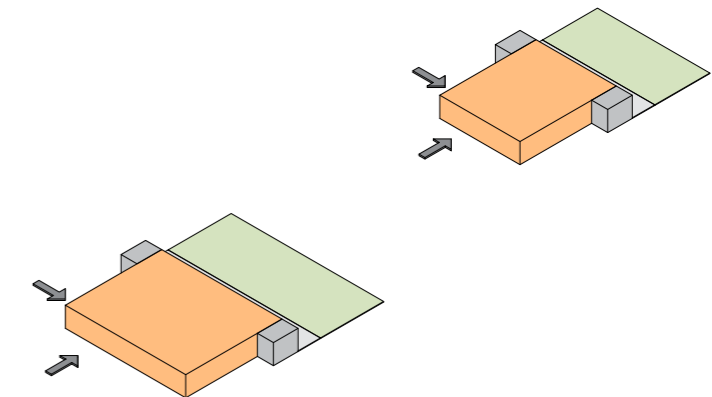
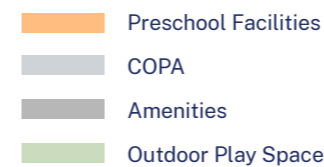
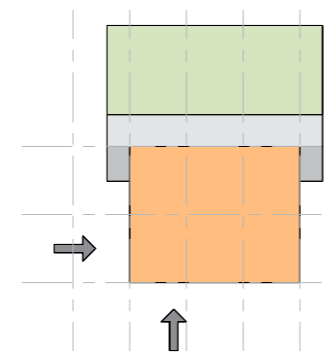
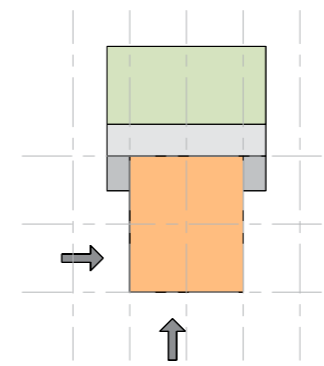
Stand-alone

Forty Module

- 2 Playrooms for up to 40 children
- Add-on children's amenities
- Integrated core facilities / Services
- Preschools located on new Public School sites, must provide 10m² per child. On existing school sites, where space is constrained, 7m² per child is an acceptable minimum.

Sixty Module

- 3 Playrooms for up to 60 children
- Add-on children's amenities
- Integrated core facilities / Services
- Preschools located on new Public School sites, must provide 10m² per child. On existing school sites, where space is constrained, 7m² per child is an acceptable minimum.



Refer to Preschool Design Brief for SoA

3.1.3 Integrated Preschools



Integrated Preschool Hubs are aligned with the main Public School structural grid. The entry courtyard and school yard facing facade are recessed.

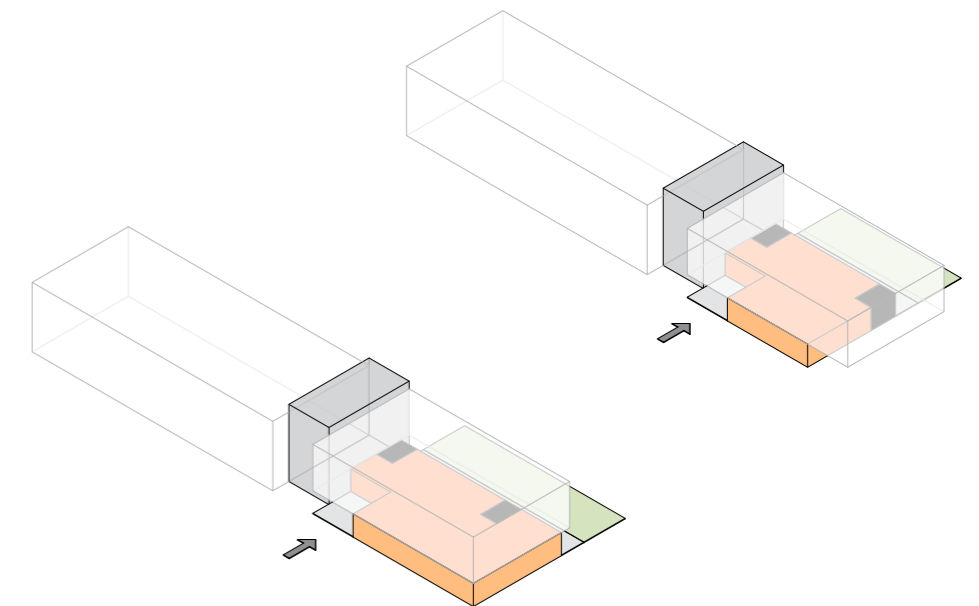
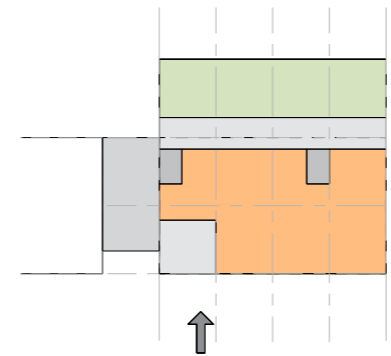
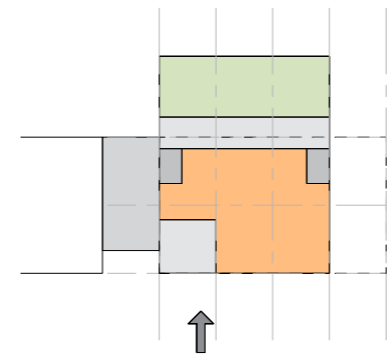
Integrated

Forty Module

- 2 Playrooms for up to 40 children
- Integrated children’s amenities / core facilities / Services
- Preschools located on new Public School sites, must provide 10m² per child. On existing school sites, where space is constrained, 7m² per child is an acceptable minimum.

Sixty Module

- 3 Playrooms for up to 60 children
- Integrated children’s amenities / core facilities / Services
- Preschools located on new Public School sites, must provide 10m² per child. On existing school sites, where space is constrained, 7m² per child is an acceptable minimum.



- Preschool Facilities
- COPA
- Amenities
- Outdoor Play Space

Refer to Preschool Design Brief for SoA

3.2 Public Schools



Non-Expandable
Public School

Expandable
Public School

Public School
with Integrated
Preschool

Urban
Public School

Stand-alone
Public School
Buildings

Schedules of
Accommodation

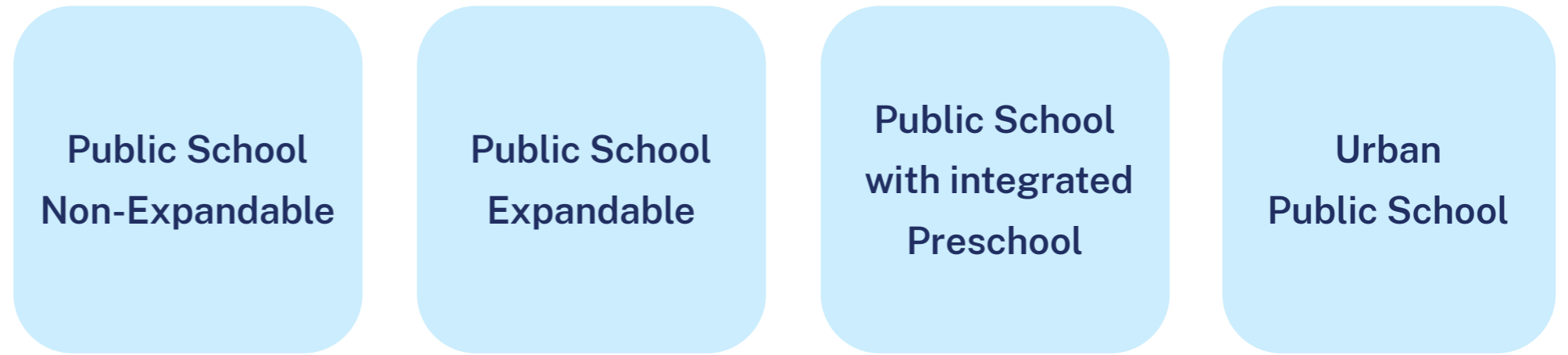
3.2.1 Overview of Public Schools



Public School types

Typically, buildings are a maximum of 7 grid bays long. The services module, containing amenities and services, can be attached to one side or be positioned centrally.

The layouts provided should be followed unless there is a project specific need to vary them to meet site constraints or to fit in with school upgrade strategies in existing school projects.



Layout types

School Type	1 storey	2 storey	3 storey	4 storey	5 storey	6 storey
PS Non-Expandable	project + site specific	PS250_2 PS500_2 PS750_2 PS1000_2	PS250_3 PS500_3 PS750_3 (refer X-PS1000_3)	n/a	n/a	n/a
X-PS Expandable	project + site specific	X-PS500_2 X-PS750_2 X-PS1000_2	X-PS500_3 X-PS750_3 X-PS1000_3	n/a	n/a	n/a
PS Integrated Preschool	n/a	PS250_2_PRE PS500_2_PRE PS750_2_PRE PS1000_2_PRE	project + site specific	n/a	n/a	n/a
X-PS Integrated Preschool	n/a	X-PS500_2_PRE X-PS750_2_PRE X-PS1000_2_PRE	X-PS500_3_PRE X-PS750_3_PRE X-PS1000_3_PRE	n/a	n/a	n/a
Urban PS (Preschool optional)	n/a	n/a	n/a	UR-PS1000_4	UR-PS750_5 UR-PS1000_5	UR-PS1000_6

Acronyms

- PS XXX_#
- PS XXX_#
- PS XXX_#_PreS
- UR-PS
- X-PS

Description

- Number indicates approx student capacity
- Suffix indicates number of storeys
- Suffix indicates integrated PreSchool
- Prefix indicates Urban Public School
- Prefix indicates Expandable Public School

[Refer to Public School Types Document](#)

3.2.2 Non-expandable Public Schools

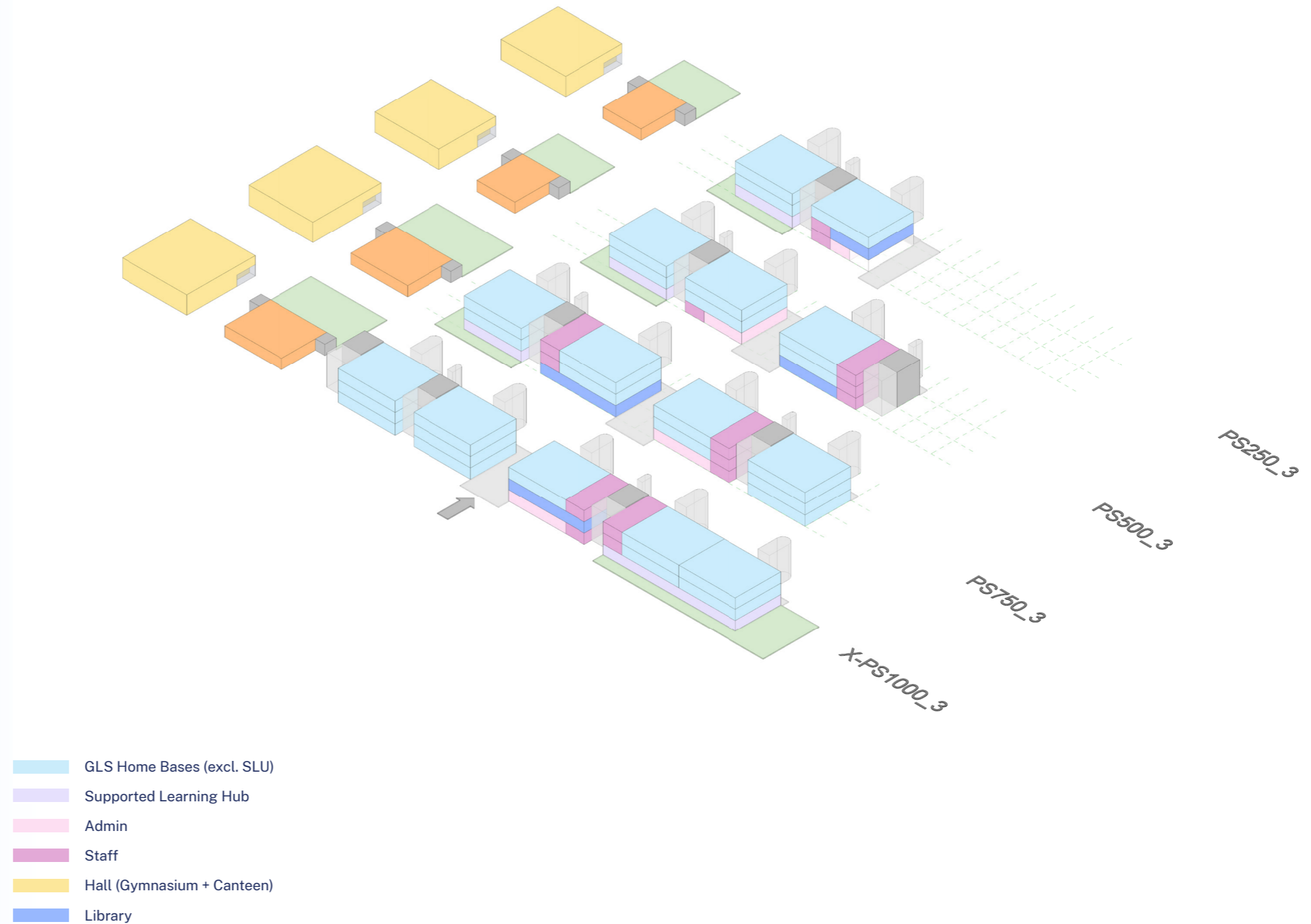
Overview

Non-expandable Public School types are the most compact and efficient school buildings, balancing educational and operational needs, and spatial design.

Non-expandable means maximum capacity is reached at opening of school. Pre-stacked layout types have no in-build flexibility to grow the school in the future.

Typically, buildings are a maximum of 7 grid bays long. The services module, containing amenities and services, can be attached to one side or be positioned centrally.

The pre-defined Pattern Book layouts provided should be followed unless there is a project specific need to vary them to meet site constraints or service needs.



3.2.3 Expandable Public Schools

Overview

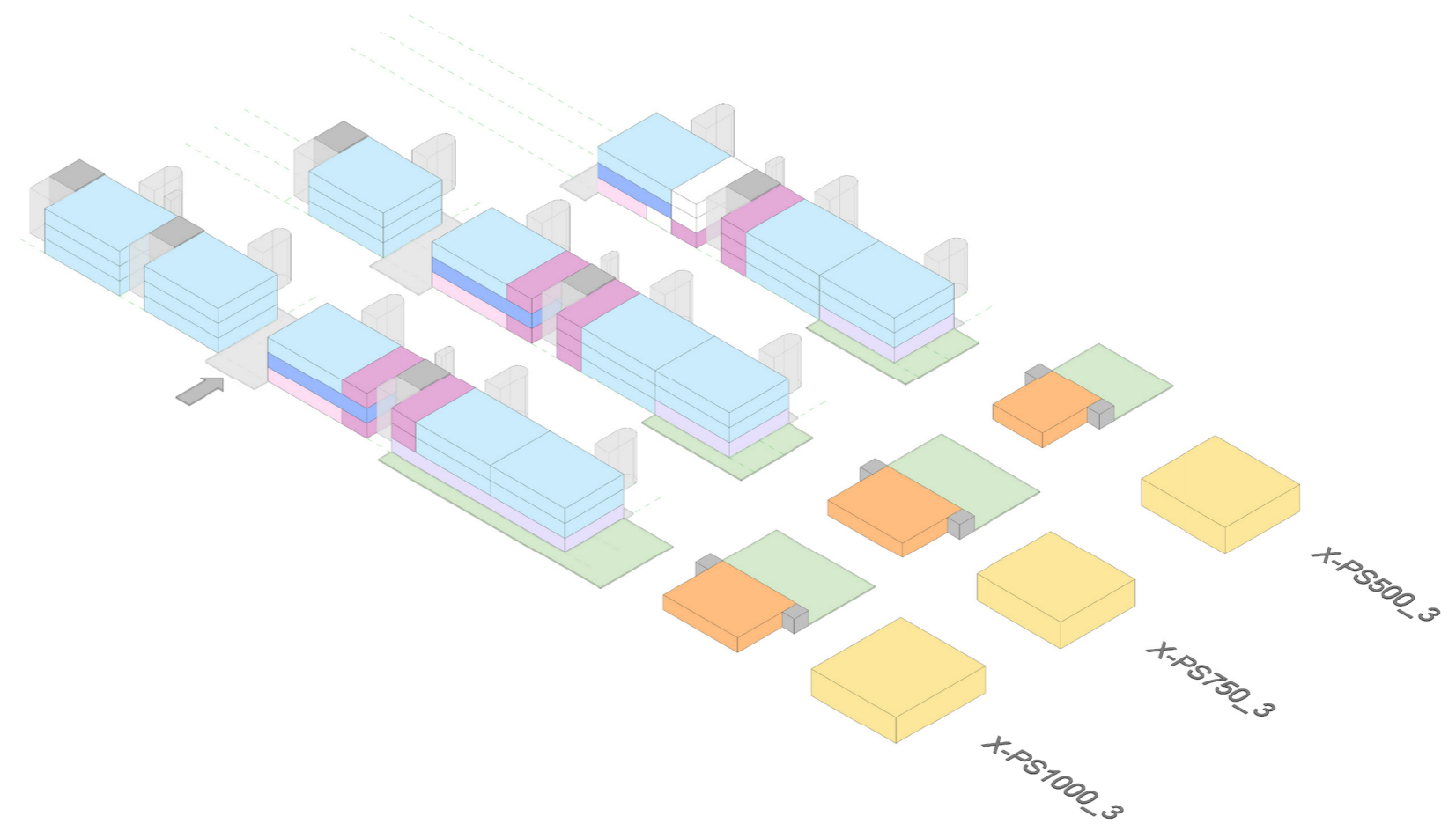
Population growth projections impact demand which impacts the student enrolment numbers and therefore the size of school infrastructure.

In-built flexibility for future expansion is a crucial element in designing functional and efficient schools, particularly in growing communities or where enrolment is expected to fluctuate.

A strategy has been developed to allow new Public Schools to be build to an initial capacity to meet service needs at opening of school, with potential to grow and expand later in accordance with enrolment demand.

Key principles for the application of expandable Pattern Book models:

- 1. Master planning for growth:** all sites are to be master planned for the maximum capacity of Public School student enrolment numbers.
- 2. Stage 1:** All master plans must identify Stage 1 and all subsequent stages in increments of whole building layouts to meet predicted enrollment numbers, up to the maximum capacity.
- 3. Expansion increments:** The Pattern Book “X-PS” models can be expanded through a combination of incremental building additions and refurbishments. Expansion via rooftop additions are not acceptable due to operational constraints.
- 4. Teaching Spaces:** All teaching syllabus and programs are provided in the expandable school design. Future expansion and construction staging must carefully consider operational efficiency with minimal disruption and ensure cost efficiency for required refurbishment works.



- GLS Home Bases (excl. SLU)
- Supported Learning Hub
- Admin
- Staff
- Hall (Gymnasium + Canteen)
- Library

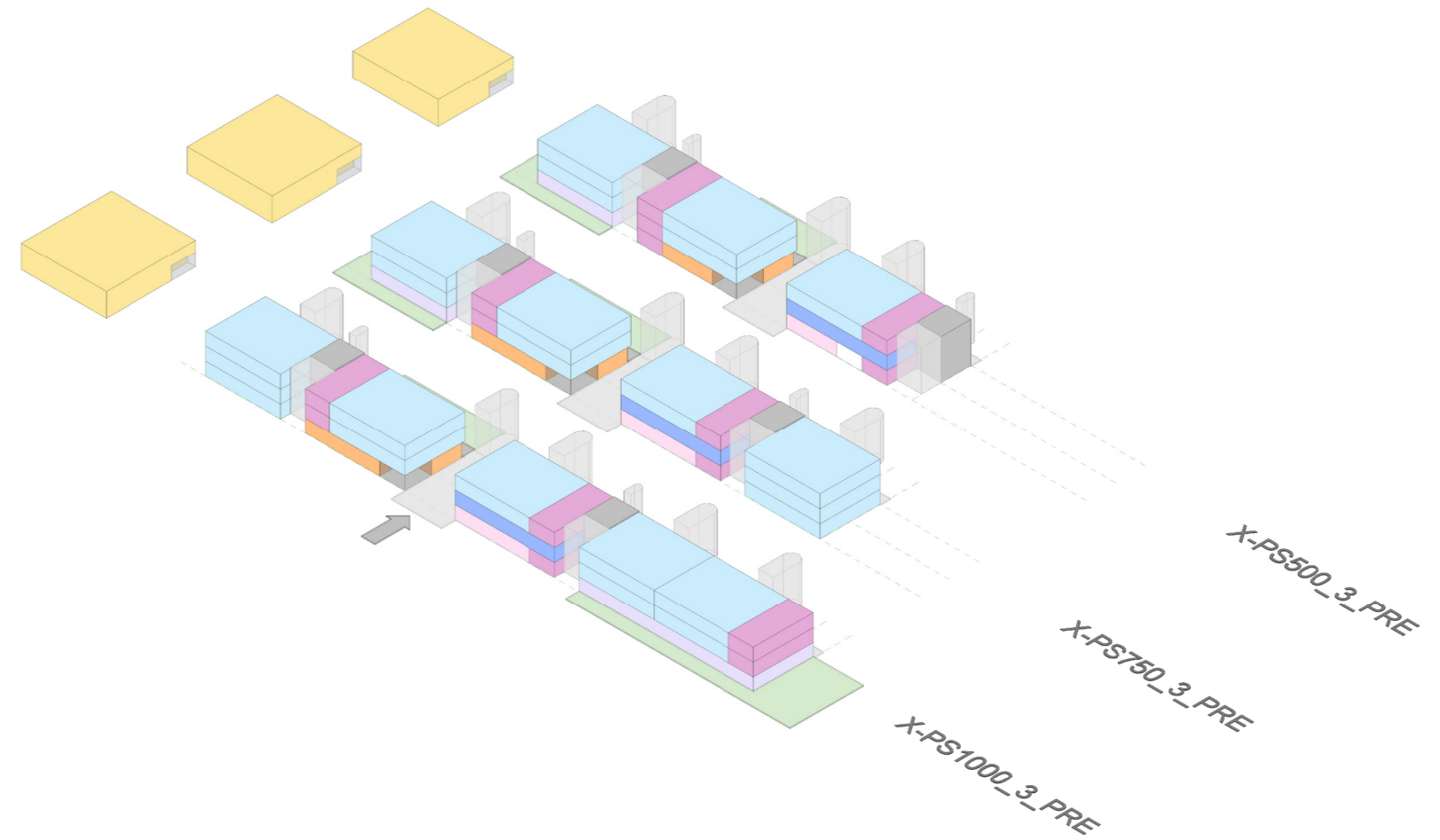
3.2.4 Public Schools with Integrated Preschool



Integrated Preschool Hubs are aligned with the main Public School structural grid. The entry courtyard and school yard facing facade are recessed from the grid.

In this typology, the Preschool is located on ground level, with the entry courtyard located on the street side, providing a separate street entry for the Preschool facility. The Preschool outdoor space is typically facing the school yard, to provide a connection between the two outdoor spaces.

Refer to the Preschool Design Brief for further information about the Preschool Hub Layout.



- GLS Home Bases (excl. SLU)
- Supported Learning Hub
- Admin
- Staff
- Hall (Gymnasium + Canteen)
- Library

[Refer to Preschool Design Brief](#)

3.2.5 Urban Public Schools



Overview

By definition, Urban Schools are land efficient, located in urban areas of high demand, are vertical in form whilst continuing to make a significant contribution to civic and social infrastructure.

Due to their location in town centres and emerging high density environments, Urban Schools offer the local community access to their facilities which include playing fields, performance spaces and hard courts.

SINSW have defined an Urban School as being a standalone, vertical school, between 4 and 7 storeys in height and located within proximity to public sports fields and public transport hubs.

Available in Future Release

Urban Public School building design requirements vary from Standard Public School requirements.

[Refer to Urban School Guidelines for greater detail](#)

3.2.6 Stand-alone Public School Buildings

Hall and OSHC Layouts

Primary function of the Hall is the delivery of the PDHPE syllabus, as well as facilitate assemblies and school events with opportunity to spill out from the Hall into a Covered Outdoor Learning Area (COLA).

Generally Public School Halls are sized to align with student capacity numbers at opening of school. For expandable Public Schools, Halls are constructed to the final stage masterplan predicted student enrolment numbers.

In Urban Public Schools, Halls are sized to be flexible to accommodate various functions and activities. Due to constrained site areas, the Hall and adjacent COLA can be located below the school building if direct access is provided.

Urban Public Schools are to include a full-sized basketball court in the Hall. All other support facilities are to be compliant with EFSG requirements.

Halls are made up of 6 components to assemble and expand as required and in accordance with student population:

- Main Hall with court
- Stage
- Canteen and FoH services
- OSHC facilities
- Amenities
- Storage

Available in Future Release

3.2.7 Schedule of Accommodation for Public Schools

Overview and General Notes

Across the SINSW portfolio, the same spatial arrangements for a Public School are applied.

All Public School types and pre-defined layouts are based on the standardised hub layouts which are mandatory to ensure student equity, meet SINSW pedagogical standards, sustainability requirements and comply with the Education Facilities Standards Guidelines (EFSG).

General Learning Spaces (GLS)

The total number of GLSs is to be determined based on enrolment projections.

Supported Learning Units (SLU)

The number and layout of SLUs are school specific and subject to need analysis.

SLUs are to be located where they have direct access to safe evacuation which is not reliant on lifts and within close proximity to administration or staff for supervision.

Core Facilities

Core facilities (Admin / Staff, Hall, Library) are designed to respond to student enrolment and predicted staff numbers.

In expandable schools and subject to timing of future stage construction, core facilities might be built to final capacity at Stage 1 to avoid operational challenges and additional cost in refurbishment works.

Student Amenities & Services Module

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy in EFSG 2025 Pattern Book Part C.

Landscape & Open Play Space

Area allowance for Landscape and Open Play space is to be based on 10m² per student and zoning as defined in Master planning & Landscape (Draft Release).

Each Public School must accommodate a field.

Open and Play Spaces in Urban Schools require creative, layered design approaches due to limited ground-level area, as outlined in the Urban School Guidelines and Master Planning and Landscape document.

3.2.8 PS250 Schedule of Accommodation



PS250 SoA Summary

3x GLS Hubs with 4 TS / LC

(276 students based on average 23 students per GLS)

1x SLU Hub with 3 supported TS / LC

(6-18 students per GLS)

Core facilities

- Admin + Staff: 472.5m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision.
- Library: 202.5m² based on building grid
- Hall: to be developed based on componentry

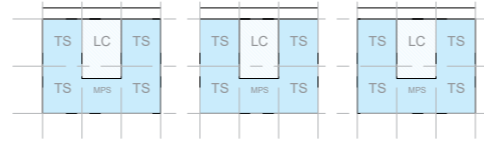
Back of House Facilities (BoH)

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

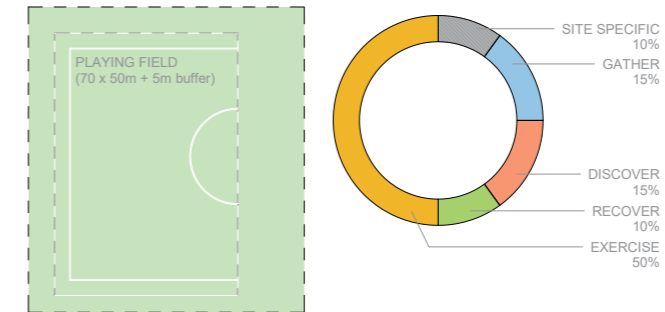
The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m² per student

GENERAL TEACHING SPACES - 12 GLS + 3 MPS
NOTE: The total number of GLS to be determined based on enrolment projections



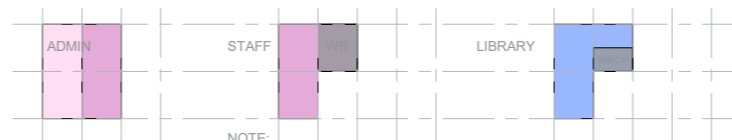
OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)



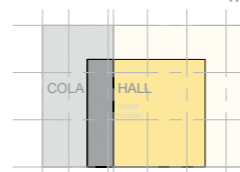
SUPPORTED LEARNING UNIT - min 3 SLU with potential to expand
(number of SLU to be confirmed by school and need analysis)



CORE FACILITIES

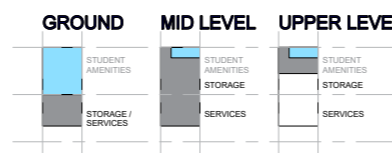


NOTE: Staff Spaces to be distributed throughout; WELLBEING Space to future development



NOTE: Halls are under development - future expansion to be allowed

STUDENT AMENITIES / OTHER STORAGE / SERVICES



OTHER MOVEMENT / SERVICES: TBC

[Refer to Master Planning & Landscape Document](#)

Conversion into Floor Area schedules to future release.

3.2.9 PS500 Schedule of Accommodation



PS500 SoA Summary

6x GLS Hubs with 4 TS / LC

(552 students based on average 23 students per GLS)

1x SLU Hub with 3 supported TS / LC

(6-18 students per GLS)

Core facilities

- Admin + Staff: 675m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision.
- Library: 405m² based on building grid
- Hall: to be developed based on componentry

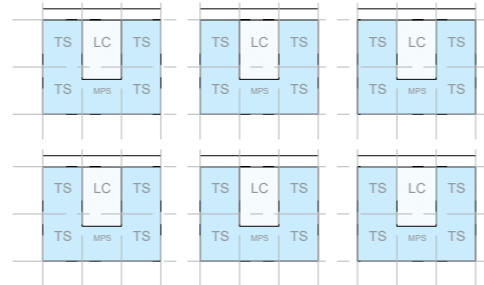
Back of House Facilities (BoH)

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

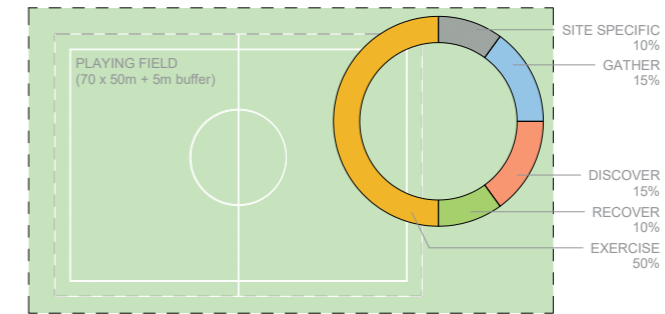
The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m² per student

GENERAL TEACHING SPACES - 24 GLS + 6 MPS
NOTE: The total number of GLS to be determined based on enrolment projections



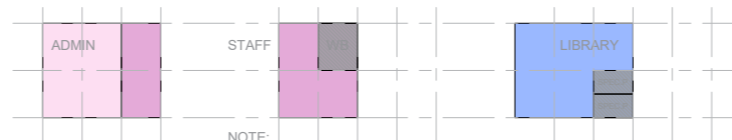
OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)



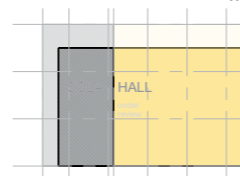
SUPPORTED LEARNING UNIT - min 3 SLU with potential to expand to 7 SLU
(number of SLU to be confirmed by school and need analysis)



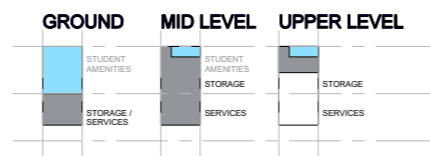
CORE FACILITIES



NOTE: Staff Spaces to be distributed throughout; WELLBEING Space to future development



STUDENT AMENITIES / OTHER STORAGE / SERVICES



OTHER MOVEMENT / SERVICES: TBC

[Refer to Master Planning & Landscape Document](#)

Conversion into Floor Area schedules to future release.

3.2.10 PS750 Schedule of Accommodation



PS750 SoA Summary

9x GLS Hubs with 4 TS / LC

(828 students based on average 23 students per GLS)

1x SLU Hub with 3 supported TS / LC

(6-18 students per GLS)

Core facilities

- Admin + Staff: 945m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision.
- Library: 540m² based on building grid
- Hall: to be developed based on componentry

Back of House Facilities (BoH)

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m² per student

[Refer to Master Planning & Landscape Document](#)

Conversion into Floor Area schedules to future release.

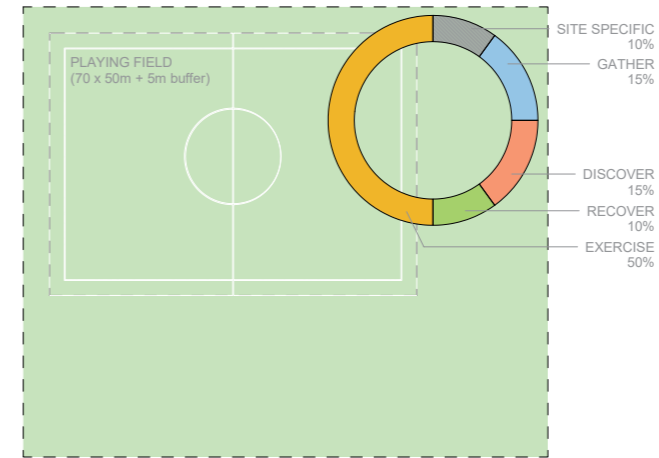
GENERAL TEACHING SPACES - 36 GLS + 9 MPS

NOTE: The total number of GLS to be determined based on enrolment projections

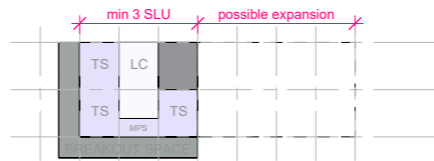


OUTDOOR AREAS - 10 sqm / student

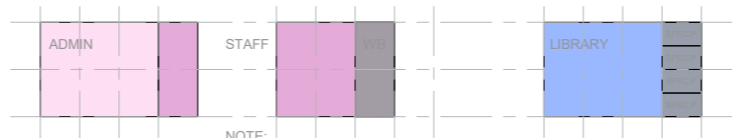
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)



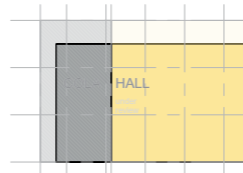
SUPPORTED LEARNING UNIT - min 3 SLU with potential to expand (number of SLU to be confirmed by school and need analysis)



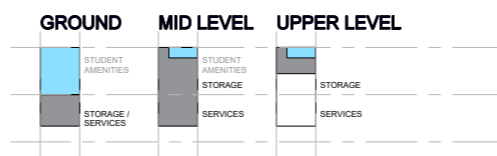
CORE FACILITIES



NOTE: Staff Spaces to be distributed throughout; WELLBEING Space to future development



STUDENT AMENITIES / OTHER STORAGE / SERVICES



OTHER MOVEMENT / SERVICES: TBC

3.2.11 PS1000 Schedule of Accommodation



PS1000 SoA Summary

11x GLS Hubs with 4 TS / LC

(552 students based on average 23 students per GLS)

1x SLU Hub with 7 supported TS / LC

(required TS to be confirmed)

(6-18 students per GLS)

Core facilities

- Admin + Staff: 1,080m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision.
- Library: 540m² based on building grid
- Hall: to be developed based on componentry

Back of House Facilities (BoH)

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

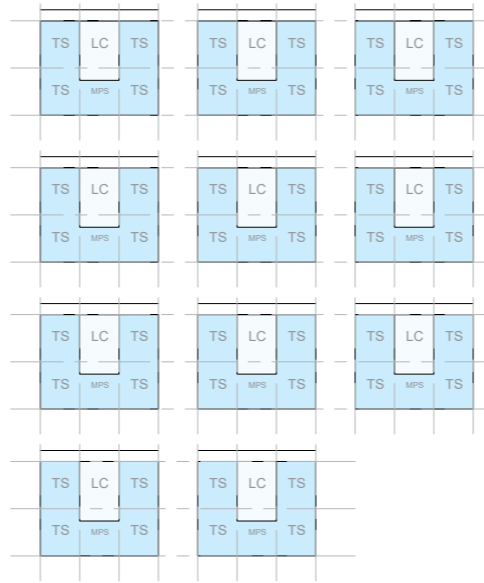
The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m² per student

[Refer to Master Planning & Landscape Document](#)

Conversion into Floor Area schedules to future release.

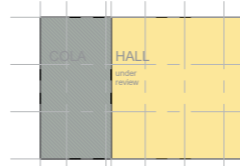
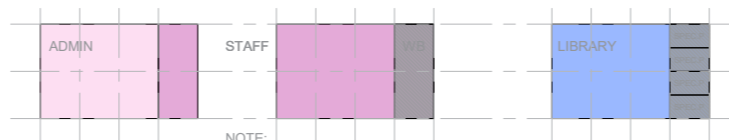
GENERAL TEACHING SPACES - 44 GLS + 11 MPS
NOTE: The total number of GLS to be determined based on enrolment projections



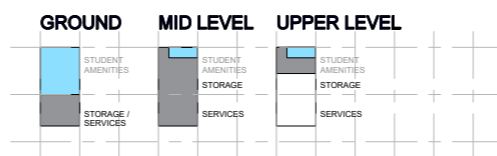
SUPPORTED LEARNING UNIT - min 3 SLU with potential to expand to 7 SLU
(number of SLU to be confirmed by school and need analysis)



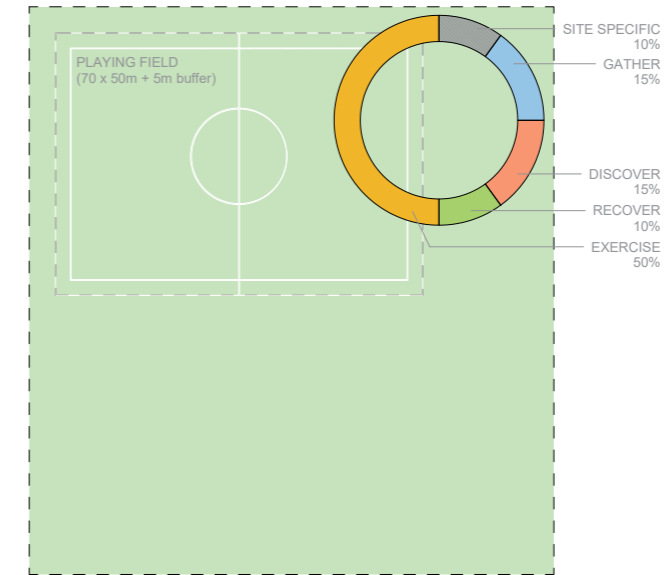
CORE FACILITIES



STUDENT AMENITIES / OTHER STORAGE / SERVICES



OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)



3.3 High Schools



Non-Expandable
High School

Expandable
High School

Urban
High School

Stand-alone
High School
Buildings

Schedules of
Accommodation



3.3.1 Overview of High Schools



High School types

This section describes new High Schools for Y7-12 students, whole school types and pre-arranged building layouts for the different school types.

Within each school type there are pre-defined layout types, which describe possible staging for future expansion.

With their respective maximum student enrolment capacities of 2000 students, standard High Schools are up to 4 storey and Urban High Schools between 5 and 7 storeys in height.

The building design has a standardised grid, of 7 bays maximum and buildings can be joined, “daisy chained”, stepped and arranged to respond to specific site conditions.

Urban High Schools are more complex in their arrangement and require site and project specific design consideration.

A variety of pre-defined HS and X-HS Pattern Book models are available to choose from, to address project specifics, local context and surrounding constraints.

Building envelopes and a kit of part componentry which supports traditional and Modern Methods of Construction are described in Pattern Book Part C.

New School Types



Layout Type

School Type	1 storey	2 storey	3 storey	4 storey	5 storey	6 storey	7 storey
HS Non-Expandable	project + site specific	(refer X-HS1000_2)	(refer X-HS500_3) (refer X-HS1000_3) (refer X-HS1500_3) (refer X-HS2000_3)	n/a	n/a	n/a	n/a
X-HS Expandable	project + site specific	X-HS500_2 X-HS1000_2	X-HS500_3 X-HS1000_3 X-HS1500_3 X-HS2000_3	X-HS1000_4 X-HS1500_4 X-HS2000_4	n/a	n/a	n/a
Urban HS	n/a	n/a	n/a	n/a	UR-HS1000_5 UR-HS1500_5 UR-HS2000_5	UR-HS1500_6 UR-HS2000_6	UR-HS2000_7

Acronyms

HS XXX_#

HS XXX_#

UR-HS

X-HS

Description

Number indicates approx student capacity

Suffix indicates number of storeys

Prefix indicates Urban High School

Prefix indicates Expandable High School

[Refer to High School Types Document](#)

3.3.2 Non-expandable High Schools

Overview

Non-expandable High School types are the most compact and efficient school buildings, balancing educational and operational needs, and spatial design.

Non-expandable means maximum capacity is reached at opening of the school. Layout types have no in-build flexibility to grow the school in the future.

Refer to expandable High School layouts, which are functional and efficiently stacked. These layouts can be optimised once the following project specifics have been confirmed:

- school does not need to expand in near future
- number of teaching spaces
- number of supported learning spaces
- choice of additional learning units

Typically, buildings are a maximum of 7 grid bays long. The services module, containing amenities and services, is to be attached to one specific side of each building.

Available in Future Release

3.3.3 Expandable high schools

Overview

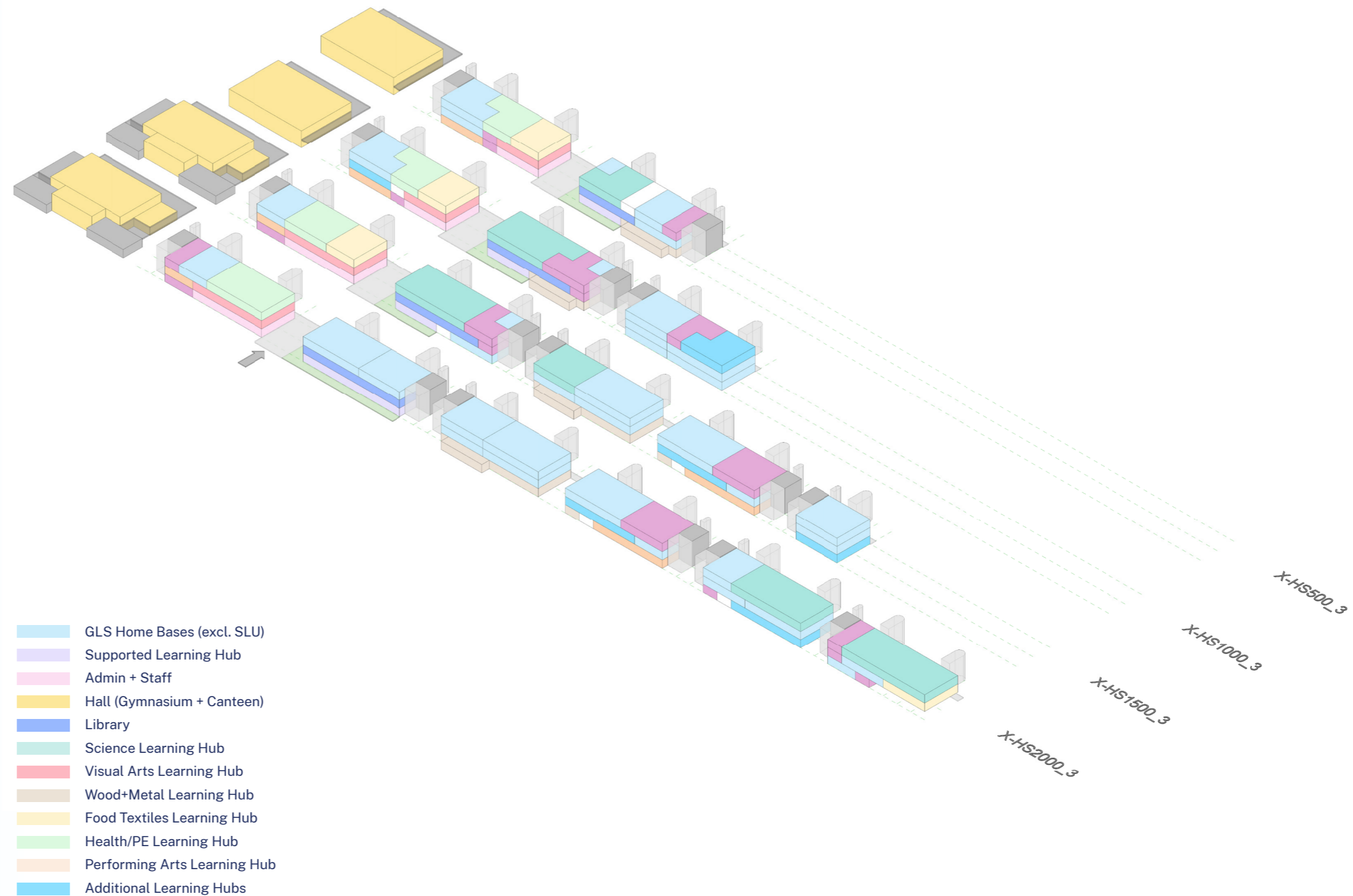
Population growth projections impact demand which impacts the student enrolment numbers and therefore the size of school infrastructure.

In-built flexibility for future expansion is a crucial element in designing functional and efficient schools, particularly in growing communities or where enrolment is expected to fluctuate.

A strategy has been developed to allow new High Schools to be built to an initial capacity to meet service needs at opening of school, with potential to grow and expand later in accordance with enrolment demand.

Key principles for the application of expandable Pattern Book models:

- 1. Master planning for growth:** all sites are to be master planned for the maximum capacity of High School student enrolment numbers.
- 2. Stage 1:** All master plans must identify Stage 1 and all subsequent stages in increments of 500 to 1000 students per stage, up to the maximum capacity.
- 3. Expansion increments:** The Pattern Book “X-HS” models can be expanded through a combination of incremental building additions and refurbishments. Expansion via rooftop additions are not acceptable due to operational constraints.
- 4. Teaching Spaces:** All teaching syllabus and programs are provided in the expandable school design. Future expansion and construction staging must carefully consider operational efficiency with minimal disruption and ensure cost efficiency for required refurbishment works.



3.3.4 Urban High Schools



Overview

By definition, Urban Schools are land efficient, located in urban areas of high demand, are vertical in form whilst continuing to make a significant contribution to civic and social infrastructure.

Due to their location in town centers and emerging high density environments, Urban Schools offer the local community access to their facilities which include playing fields, performance spaces and hard courts.

SINSW have defined an Urban School as being a standalone, vertical school, between 4 and 7 storeys in height and located within proximity to public sports fields and public transport hubs.

Available in Future Release

Urban High School building design requirements vary from Standard High School requirements.

[Refer to Urban School Guidelines for greater detail](#)

3.3.5 Stand-alone High School Buildings

Hall Layouts

The primary function of the hall is the delivery of the PDHPE syllabus and providing space to sit exams, as well as facilitate assemblies and school events with opportunity to create an overflow from the Hall into a Covered Outdoor Learning Area (COLA).

Generally High School Halls are sized to align with student capacity numbers at Day 1 Term 1. For expandable High Schools, Halls are constructed to the final stage master plan predicted student enrolment numbers.

In Urban High Schools, Halls are sized to be flexible to accommodate various functions and activities. Due to constrained site areas, the Hall and adjacent COLA can be located below the school building if direct access is provided.

Urban High Schools are to be large enough to fit a Min of 2x full size basketball courts within the main Hall. All other support facilities are to be compliant with EFSG requirements.

Halls are made up of 5 components to assemble and expand as required and in accordance with student population:

- Main Hall with court(s)
- Stage
- Canteen and FoH services
- Amenities
- Storage

Available in Future Release

3.3.6 Additional learning units

Overview

Additional learning unit (ALU) hubs are to be chosen for HS1000, HS1500 and HS2000 High Schools, subject to need analysis and to suit the educational requirements of the school.

HS500: 0

Additional learning units not provided

HS1000: 2

2x ALU hubs may be chosen
(maximum number of additional GLS = 4 / WS = 2)

HS1500: 3

3x ALU hubs may be chosen
(maximum number of additional GLS = 6 / WS = 3)

HS2000: 4

4x ALU hubs may be chosen
(maximum number of additional GLS = 8 / WS = 4)

Layouts and requirements for amenities, change facilities and additional storage and support areas are to be determined on a case by case basis in consultation with SINSW.

Pre-defined Pattern Book High School models include an area allowance for standard, build-in ALUs. The final selection of ALUs varies the Pattern Book models.

Additional Learning Unit (ALU) Type A

Generally consisting of 2 Teaching Spaces and 1 Workshop, Type A ALUs are to be co-located with the associated specialist hub:

- Math
- Science Learning Hub
- Visual Arts Learning Hub
- Wood and/or Metal Technology Learning Hub
- Food and/or Textiles Learning Hub including VET hospitality and kitchen operations
- Health and PE Learning Hub
- Performing Arts Learning Hub
- Multi Media Learning Hub
- Retail (2 GLS - example EPHS)

Note: Colocate with relevant hub, otherwise additional storage / support spaces will be required.

Additional Learning Unit (ALU) Type B

Type B ALUs require increased clear building height or cannot fit the standard building grid. These ALUs are to be co-located with the Hall or as stand-alone hubs, subject to site and project constraints:

- Lecture Theatre
- Movement Studio
- Vocational Education and Training (VET Construction)
- Trade Training Centres (TTC)

Additional Learning Unit (ALU) Type C

Designs for Type C ALUs of the following focus area learning hubs vary and are to be developed as required on a case by case basis:

- Music and entertainment
- Agriculture, horticulture, rural operations, land management and conservation
- Construction pathways courses (general construction, mechanical, electrical, plumbing)
- Automotive workshop
- Retail and business
- Health and community services
- Transport, postal and warehousing

3.3.7 Schedule of Accommodation for High Schools

Overview and General Notes

Across the SINSW portfolio, the same spatial arrangements for a Public School are applied.

All Public School types and pre-defined layouts are based on the standardised hub layouts which are mandatory to ensure student equity, meet SINSW pedagogical standards, sustainability requirements and comply with the Education Facilities Standards Guidelines (EFSG).

General Learning Spaces (GLS)

The total number of General Learning Spaces (GLS) is to be determined based on enrolment projections.

Supported Learning Units (SLU)

The number and layout of Supported Learning Units (SLU) are school specific and subject to need analysis.

SLUs are to be located where they have direct access to safe evacuation which is not reliant on lifts and within close proximity to administration or staff for supervision.

Specialist Learning Hubs

Beyond GLSs, purpose-designed classrooms and workshops that support subject-specific teaching and learning, as well as additional learning units (ALU) which are determined on a project by project educational basis, are required to be accommodated in High Schools.

Ideal locations are defined in the pre-stacked Pattern Book models but may require project specific refining.

Core Facilities

Core facilities (Admin/Staff, Hall, Library) are designed to respond to student enrolment and predicted staff numbers.

In expandable schools and subject to timing of future stage construction, core facilities might be built to final capacity at Stage 1 to avoid operational challenges and additional cost in refurbishment works.

Student Amenities & Services Module

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy in EFSG 2025 Pattern Book Part C.

Landscape & Open Play Space

Area allowance for Landscape and Open Play space is to be based on 10m² per student and zoning as defined in Master planning & Landscape (Draft Release).

Each High School must accommodate a minimum sized field.

Open and Play Spaces in Urban Schools require creative, layered design approaches due to limited ground-level area, as outlined in the Urban School Guidelines.

3.3.8 HS500 Schedules of Accommodation



HS500 SoA Summary

27x GLS + 7 WS

(540 students based on average 20 students per GLS)

1x SLU Hub with 3 supported TS / LC

(6-18 students per GLS)

Core facilities

- Admin + Staff: 877.5m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision
- Library: 540m² based on building grid
- Hall: to be developed based on componentry

Back of House Facilities (BoH)

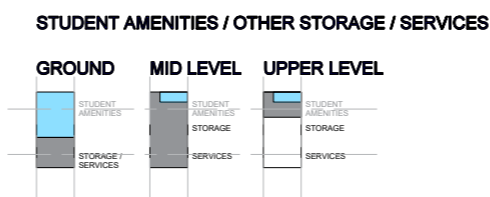
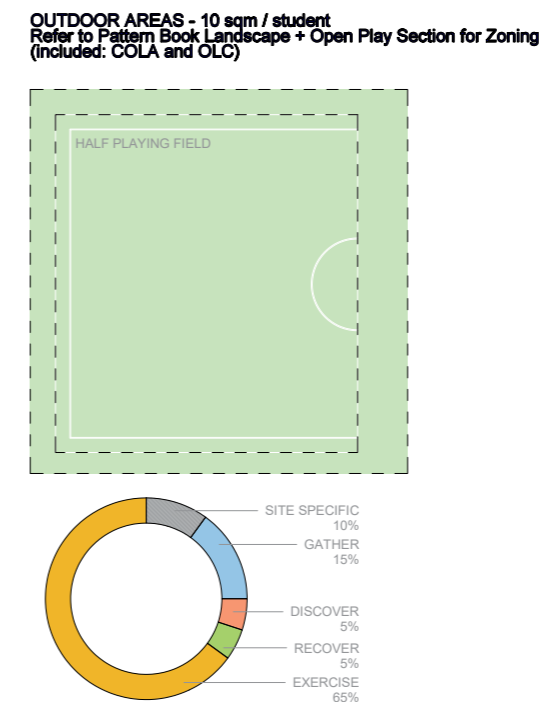
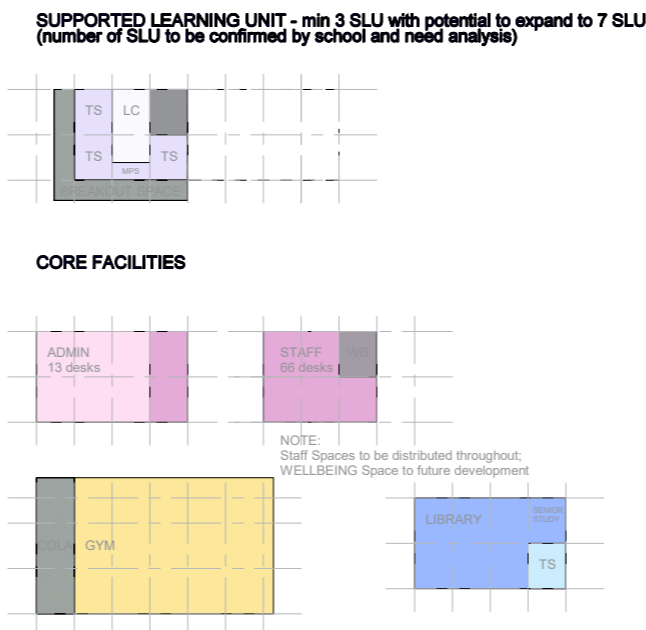
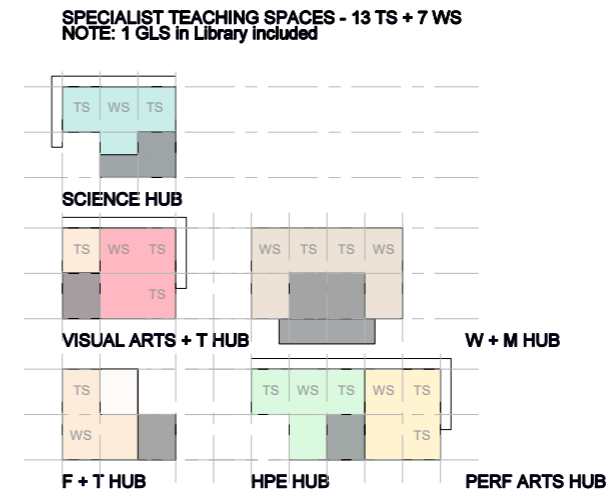
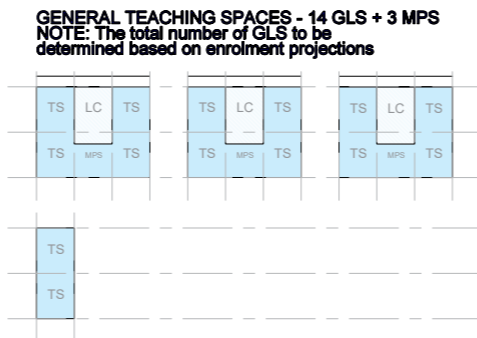
Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m²/ student

[Refer to Master Planning & Landscape Document](#)

Conversion into Floor Area schedules to future release.



OTHER MOVEMENT / SERVICES: TBC

3.3.9 HS1000 Schedules of Accommodation



HS1000 SoA Summary

48x GLS + 10 WS

(960 students based on average 20 students per GLS)

1x SLU Hub with 3 supported TS / LC

(6-18 students per GLS)

Core facilities

- Admin + Staff: 1,215m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision
- Library: 810m² based on building grid
- Hall: to be developed based on componentry

Back of House Facilities (BoH)

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

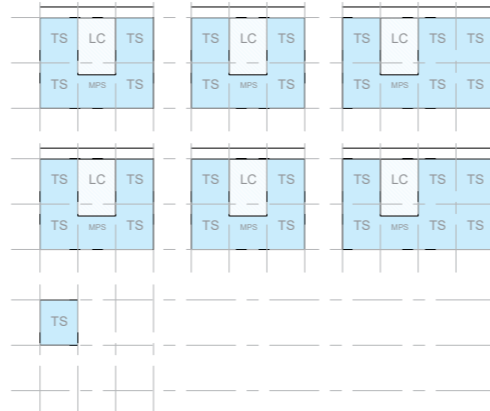
The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m²/ student

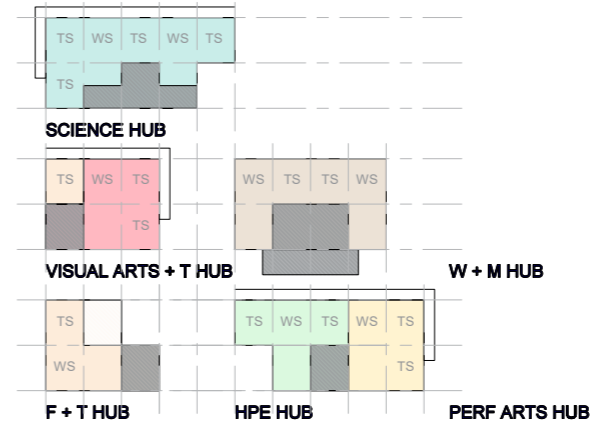
[Refer to Master Planning & Landscape Document](#)

Conversion into Floor Area schedules to future release.

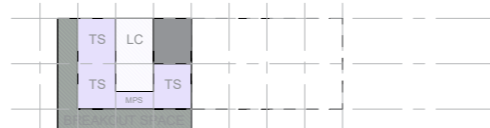
GENERAL TEACHING SPACES - 29 GLS + 6 MPS
NOTE: The total number of GLS to be determined based on enrolment projections



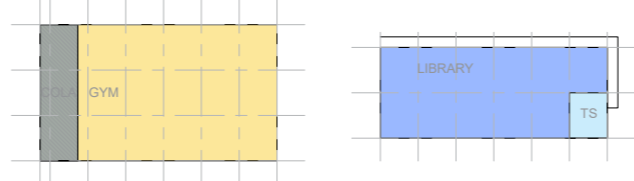
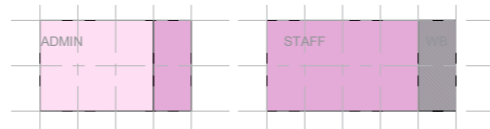
SPECIALIST TEACHING SPACES - 19 TS + 10 WS
NOTE: 1 GLS in Library included



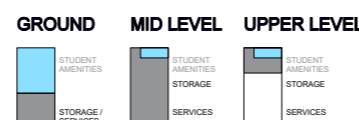
SUPPORTED LEARNING UNIT - min 3 SLU with potential to expand to 7 SLU
(number of SLU to be confirmed by school and need analysis)



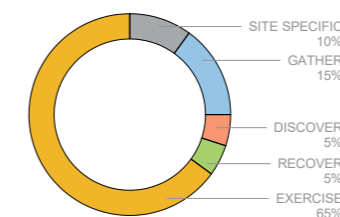
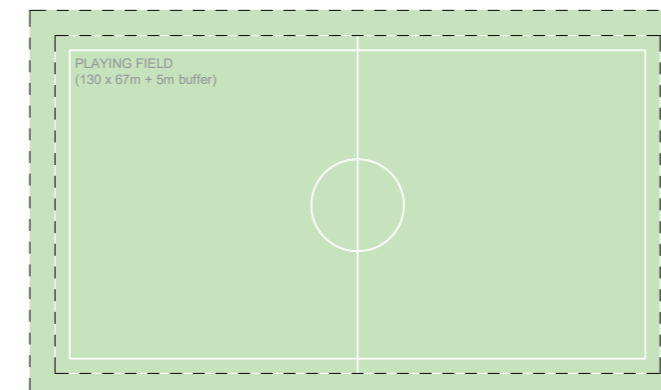
CORE FACILITIES



STUDENT AMENITIES / OTHER STORAGE / SERVICES



OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (Included: COLA and OLC)



OTHER MOVEMENT / SERVICES: TBC

3.3.10 HS1500 Schedules of Accommodation



HS1500 SoA Summary

75x GLS + 15 WS

(1,520 students based on average 20 students per GLS)

1x SLU Hub with 3 supported TS / LC

(6-18 students per GLS)

Core facilities

- Admin + Staff: 1,755m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision
- Library: 810m² based on building grid
- Hall: to be developed based on componentry

Back of House Facilities (BoH)

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

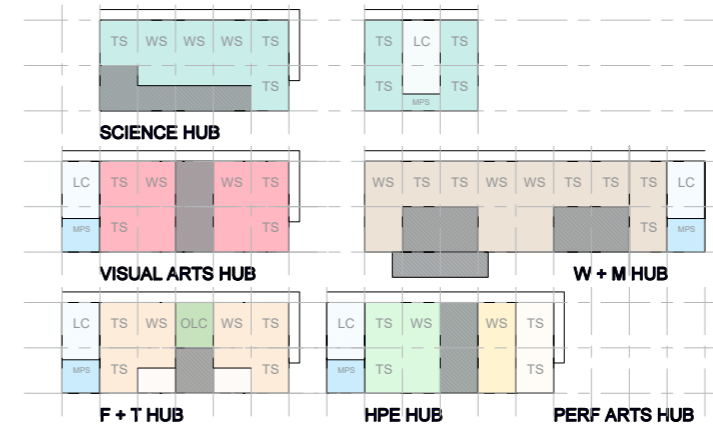
The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m² per student

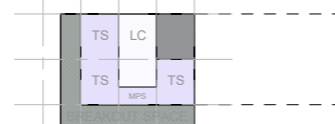
GENERAL TEACHING SPACES - 42 GLS + 9 MPS
NOTE: The total number of GLS to be determined based on enrolment projections



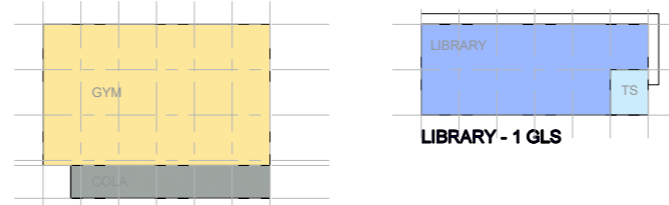
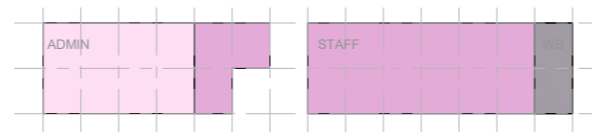
SPECIALIST TEACHING SPACES - 32 TS + 4 MPS + 15 WS
NOTE: 1 GLS in Library included



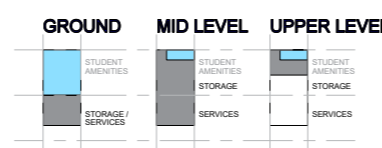
SUPPORTED LEARNING UNIT - min 3 SLU with potential to expand to 7 SLU
(number of SLU to be confirmed by school and need analysis)



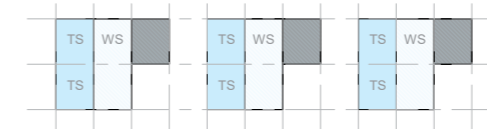
CORE FACILITIES



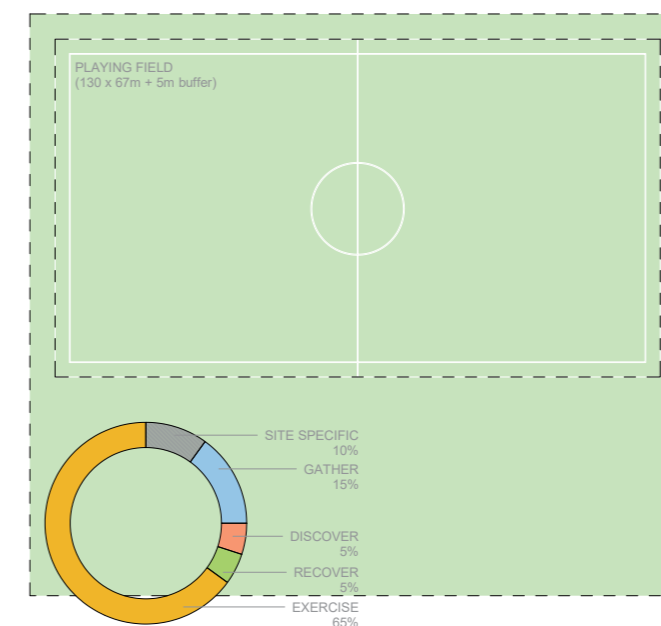
STUDENT AMENITIES / OTHER STORAGE / SERVICES



ADDITIONAL LEARNING UNITS (ALU) - 6 TS + 3 WS



OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)



OTHER MOVEMENT / SERVICES: TBC

Refer to Master Planning & Landscape Document

Conversion into Floor Area schedules to future release.

3.3.11 HS2000 Schedules of Accommodation



HS2000 SoA Summary

100x GLS + 18 WS

(960 students based on average 20 students per GLS)

1x SLU Hub with 7 supported TS / LC

(required TS to be confirmed)

(6-18 students per GLS)

Core facilities

- Admin + Staff: 2,025m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning units, for operational efficiency as well as passive supervision
- Library: 945m² based on building grid
- Hall: to be developed based on componentry

Back of House Facilities (BoH)

Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Amenities and Storage as described in the strategy set out in Pattern Book Part C.

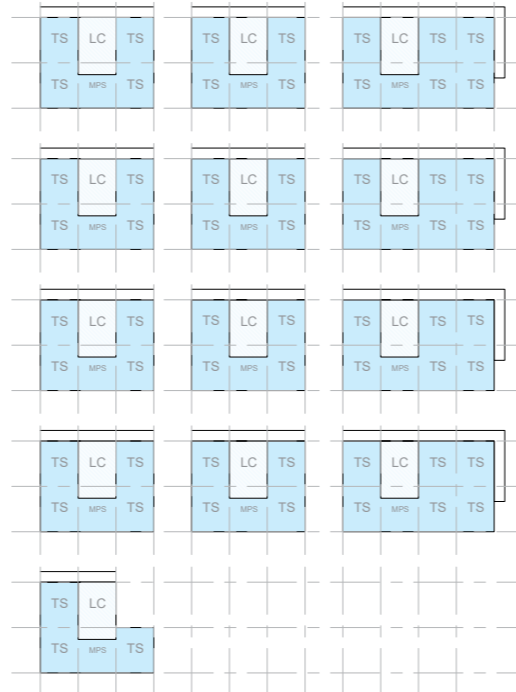
The number and layout of BoH modules is subject to amenities count, as well as plant and services area required.

Landscape + Open Play Space - based on 10m²per student

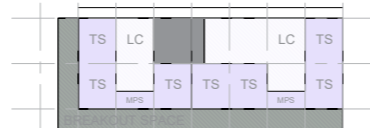
[Refer to Master Planning & Landscape Document](#)

Conversion into Floor Area schedules to future release.

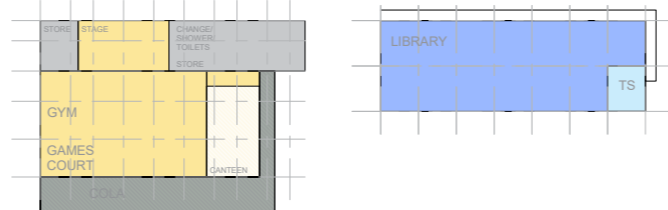
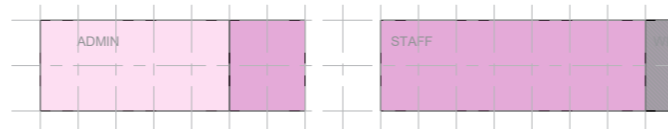
GENERAL TEACHING SPACES - 59 GLS + 13 MPS
NOTE: The total number of GLS to be determined based on enrolment projections



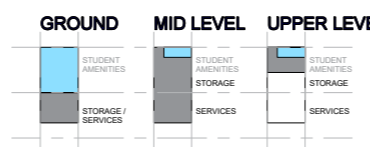
SUPPORTED LEARNING UNIT - min 3 SLU with potential to expand to 7 SLU
(number of SLU to be confirmed by school and need analysis)



CORE FACILITIES



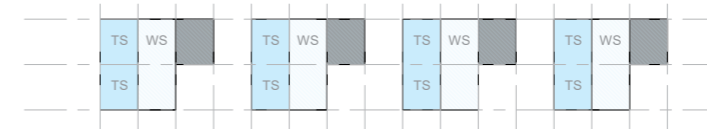
STUDENT AMENITIES / OTHER STORAGE / SERVICES



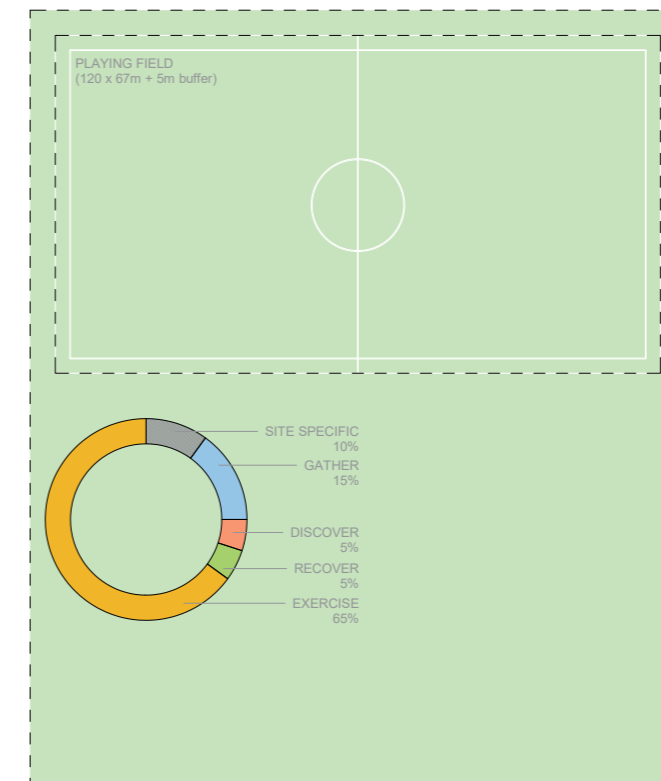
SPECIALIST TEACHING SPACES - 41 TS + 5 MPS + 18 WS
NOTE: 1 GLS in Library included



ADDITIONAL LEARNING UNITS (ALU) - 8 TS + 4 WS



OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (Included: COLA and OLC)



OTHER MOVEMENT / SERVICES: TBC

3.4 Schools for Specific Purposes



SSP
Layout

Schedules of
Accommodation



3.4.1 Overview of Schools for Specific Purposes



Schools for Specific Purposes (SSPs) are schools that support eligible students with a diagnosed intellectual or physical disability, autism, mental health considerations, sensory processing disorder or behaviour disorders.

The design of SSPs offers diverse ways for students to meet their learning needs, providing intensive levels of support in a specialised setting. SSPs must allow students to access curriculum and acquire the necessary skills for future employment and life beyond school.

The design for SSPs has been developed as an expandable model from SSP70 - which accommodates up to 70 students - up to a SSP100 for up to 100 students.

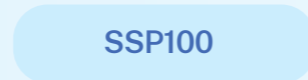
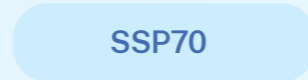
SSPs are usually designed to meet the needs of a wide cohort, from ages K-12. The site plan for both SSP70 and SSP100 allows for a distinct junior and senior setting, to allow students to progress thorough their school career into age appropriate settings, accessing curriculum aligned to developmental needs

All SSPs are single storey, except the administration hub, which can accommodate a second storey for growth beyond 100 students.

New School Types

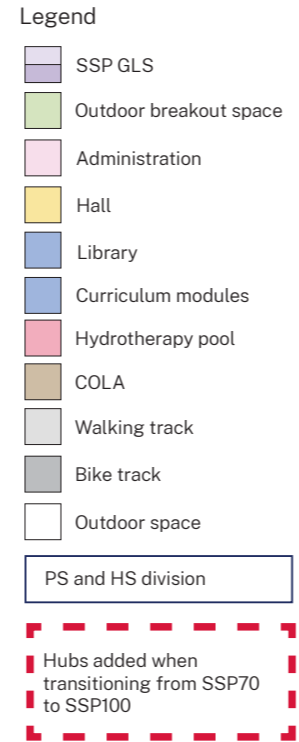
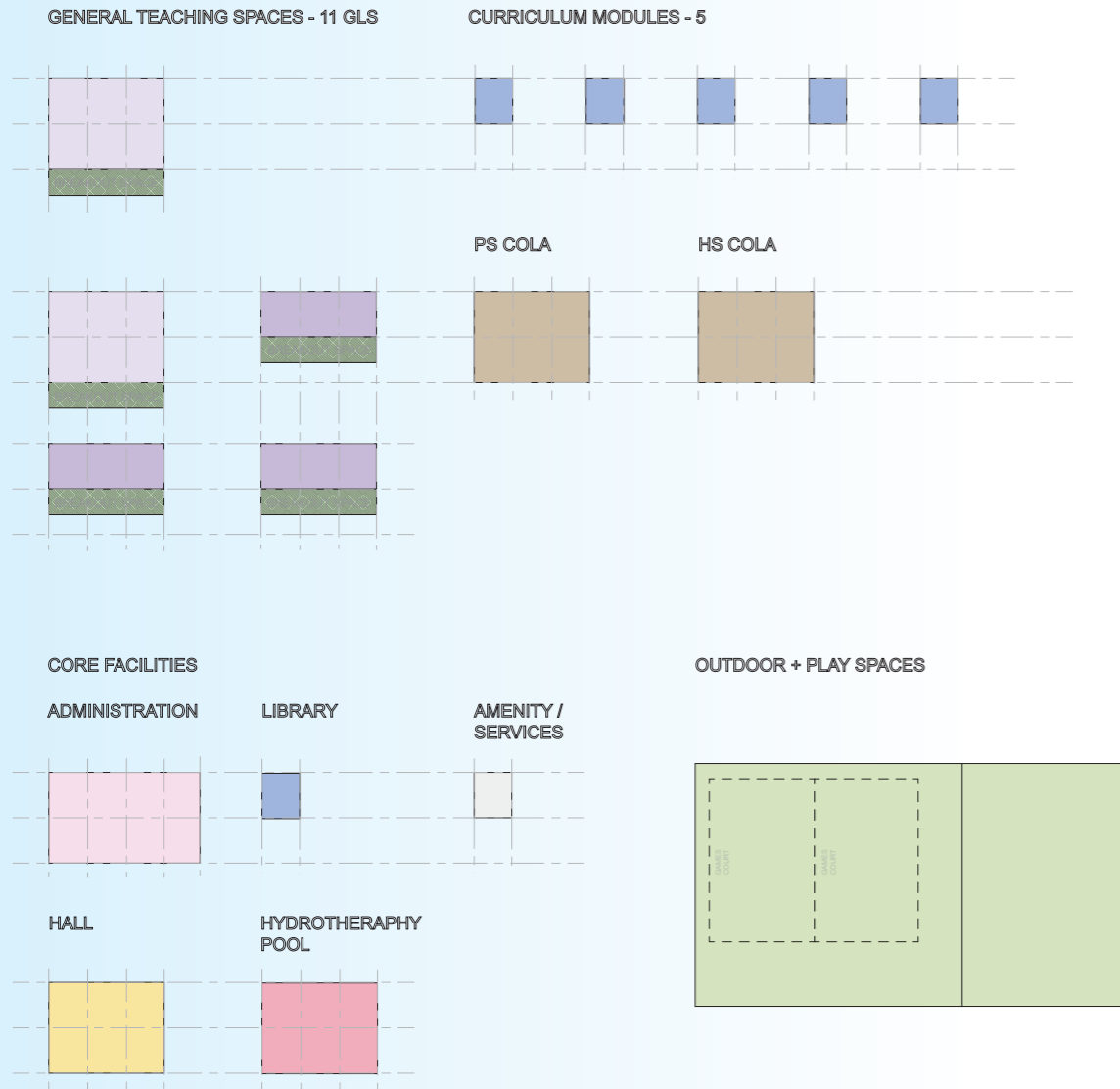


Layout Type



[Refer to SSP Hub Layouts Document](#)

3.4.2 SSP70 - Schedule of Accommodation



3.4.3 SSP100 - Schedule of Accommodation

