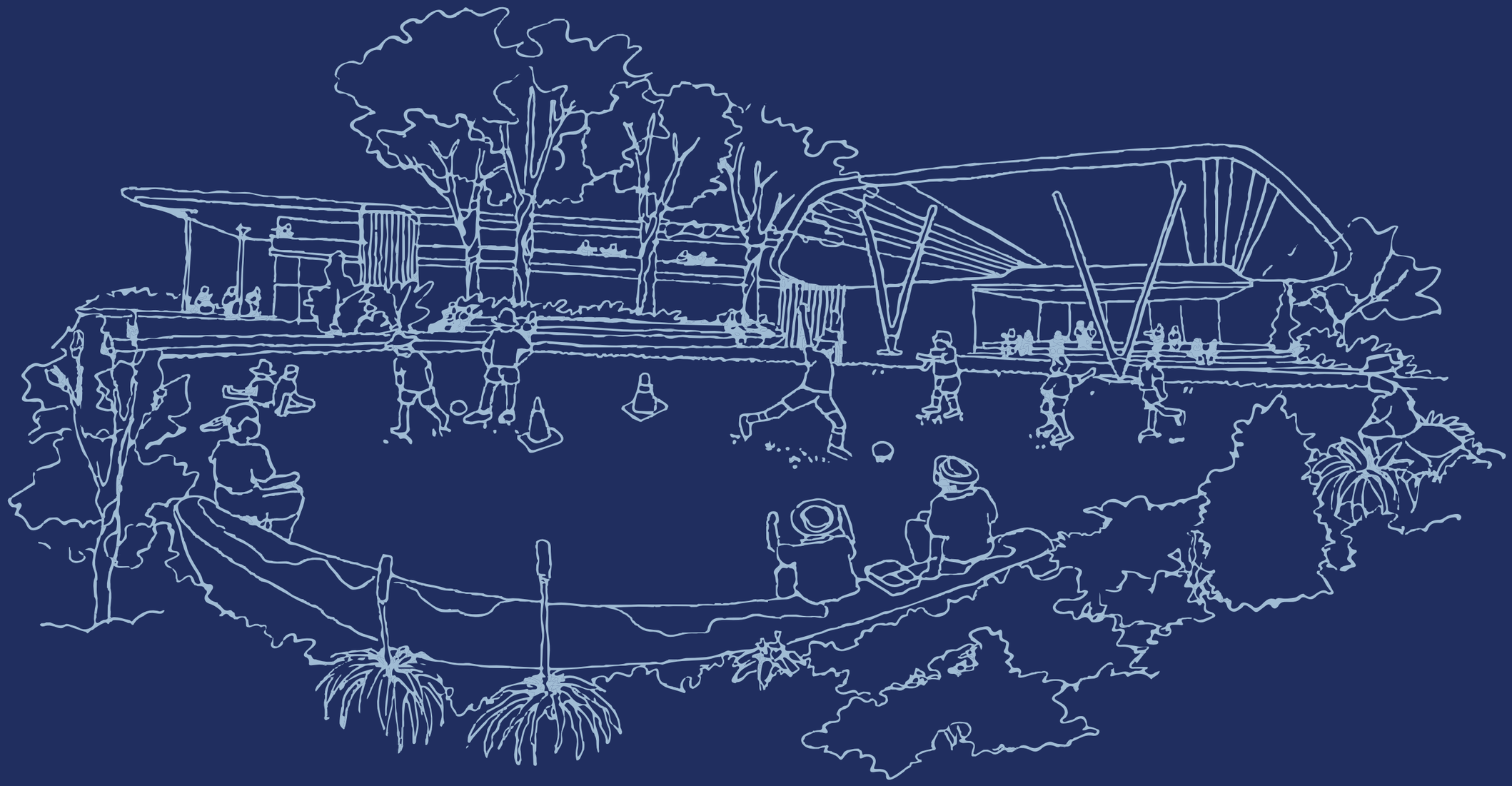
NSW Department of Education



EFSG Part B | **2026**r1

Pattern Book:
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 represents the themes of community, school, friendship and family.

Current version

The current version of the Educational Facilities Standards and Guidelines (EFSG) can be found online through the Department of Education website.

The EFSG has been renamed, so that the name of each version includes the year it was published.

While the current version of the EFSG is generally the authoritative reference, the applicable version for any given project is determined by the date on which the project's business case was approved. It is the responsibility of the user to confirm the relevant applicable version for individual projects or work and to seek clarification where uncertainty exists.

Disclaimer

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Document Control

Revision number	Date of publication	EFSG version	Description	Updated by	Approved by
2025r0	01/07/2025	EFSG 2025	Issue for publication	LA	MB
2026r0	08/09/2026	EFSG 2026	Issue for publication	DaIS	Portfolio Steering Committee
2026r1	05/11/2026	EFSG 2026	Issue for publication	DaIS	DaIS Director

The Appendix contains a detailed register of amendments incorporated into EFSG 2026.

What is the EFSG?

The Educational Facilities Standards and Guidelines

The Educational Facilities Standards and Guidelines (EFSG) contain design and construction standards for school facilities to support positive teaching and learning outcomes for students, teachers and the community in all schools across New South Wales.

The EFSG is required to be adhered to for the design and delivery of all new work for school facilities in New South Wales. This includes new school facilities as well as upgrades to existing school facilities and the like.

The EFSG adopts a 'live learning' model, and updates will be issued through future annual publications to reflect evolving priorities, sector feedback, and lessons learned.

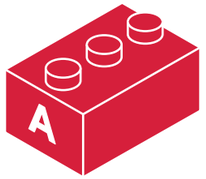
The requirements within the EFSG usually exceed or are in addition to the minimum requirements set out in regulation. The EFSG does not replace the requirement to comply with current applicable regulation, including but not limited to the National Construction Code and Australian Standards.

How to use the EFSG

Click on a brick to go directly to that part of the EFSG

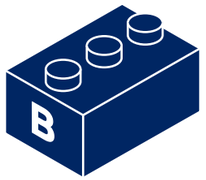
There are four Parts to the EFSG – Part A, Part B, Part C and Part D. Each Part of the EFSG has a specific purpose and is to be read in conjunction with all other Parts.





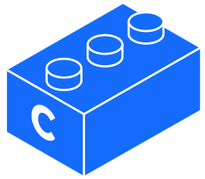
Part A – Design vision and objectives

Part A sets the intention for the design and construction of spaces for school facilities in New South Wales, through the vision and objectives of key design topic areas specific to schools.



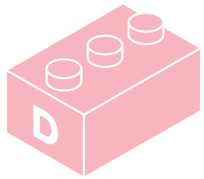
Part B – Pattern Book: Functional design brief

Part B identifies the components and spatial requirements that apply to a school, described in site arrangement diagrams as well as schedules of accommodation and similar.



Part C – Pattern Book: Design components and data sheets

Part C includes drawings of standardised building components for schools. The design components and data sheets within Part C describe spatial layouts, building component details and standardised designs required for schools, with links to a digital library where this information can be downloaded for use.



Part D – Design and technical requirements

Part D contains the written design and technical requirements for building and maintaining school infrastructure facilities. The written technical requirements within Part D describe the components for school facilities that cannot be described in drawings.

Future standards

As content continues to be developed, documents in draft are shared as Future Standards for consultation and stakeholder engagement. This allows for more innovative thinking to be tested, prior to being incorporated and published in Parts A, B C and D as endorsed design standards.

Related documents

This document is to be read in conjunction with:

- EFSG Part A – Design vision and objectives
- EFSG Part C - Pattern Book: Design components and data sheets
- EFSG Part D: Design and technical requirements
- Design Guide for Schools, Government Architect NSW
- National Construction Code (NCC)
- Australian Standards

Acronyms and abbreviations

PS	Public School
HS	High School
SSP	Schools for Specific Purposes
OSHC	Out of School Hours Care
ADM	Administration
ALU	Additional Learning Unit
COLA	Covered Outdoor Learning Area
HAL	Hall
FTH	Food Technology Hub
GLS	General Learnings Spaces
HPE	Health and PE Hub
LIB	Library
LC	Learning Commons
MPS	MultiPurpose Space
PAR	Performing Arts Hub
STA	Staff Study
SLH	Supported Learning Hub
SLS	Specialist Learning Space
SLC	Supported Leaning Classroom
SCI	Science Hub
TS	Teaching Space
TXH	Textiles Hub
VAR	Visual Arts Hub
WB	Wellbeing Hub
WMT	Wood and Metal Technology Hub
AMU	Asset Management Unit
BCA	Building Code of Australia
CwC	Connecting with Country
DoE	Department of Education
EFSG	Educational Facilities Standards and Guidelines
NQF	National Quality Framework
NCC	National Construction Code
SI	School Infrastructure
SEPP	State Environmental Planning Policy
SoA	Schedule of Accommodation

Refer to full list of acronyms and abbreviations

How to navigate EFSG Part B



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Click on a section heading to go directly to that page

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Appendices

A.1 List of amendments

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 both new builds and upgrades, ensuring alignment with modern teaching practices.

The Functional Design Brief evaluates if a site can support school facilities required and meets 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 school infrastructure

Public school requirements are determined through comprehensive planning, through consideration of 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 required.
- **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 considered 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 refurbishments and 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 any interventions support educational goals, site capacity, and strategic priorities.

Schools' site planning must take into consideration open and play space required to deliver physical education curriculum. Every school site should have minimum of 10m^2 of unencumbered 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.

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

New High Schools are predominantly four storeys in height, whilst new 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 and serves as an inspiring space for learning and a civic landmark embodying the community's identity, values, and spirit.

1.1 Overview

New and upgraded schools

The EFSG Part C - Pattern Book: Design components and data sheets 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 school assets to meet ongoing student and staff requirements. These schools were designed using EFSG 1.0 size definitions.

Guide to school upgrades

School upgrades enhance existing infrastructure and site quality through either 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 conducting 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 the refurbishment and assesses existing buildings for adaptive reuse, ensuring facilities and play spaces meet requirements of design standards. New buildings on existing sites must comply with EFSG 2026 spatial requirements, ensuring equity across NSW schools.

Schedules of Accommodation

Schedules of Accommodation (SoA) outline spatial requirements for schools based on either existing or projected student population numbers, specifying building sizes and 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 existing or projected enrolments.

- **New schools:** New schools follow the Schedules of Accommodation as outlined in this document.
- **School upgrades:** Existing schools use EFSG 1.0 Schedules of Accommodation and Gap Analysis to guide refurbishments and upgrades.



Newcastle High School

1.2 School types

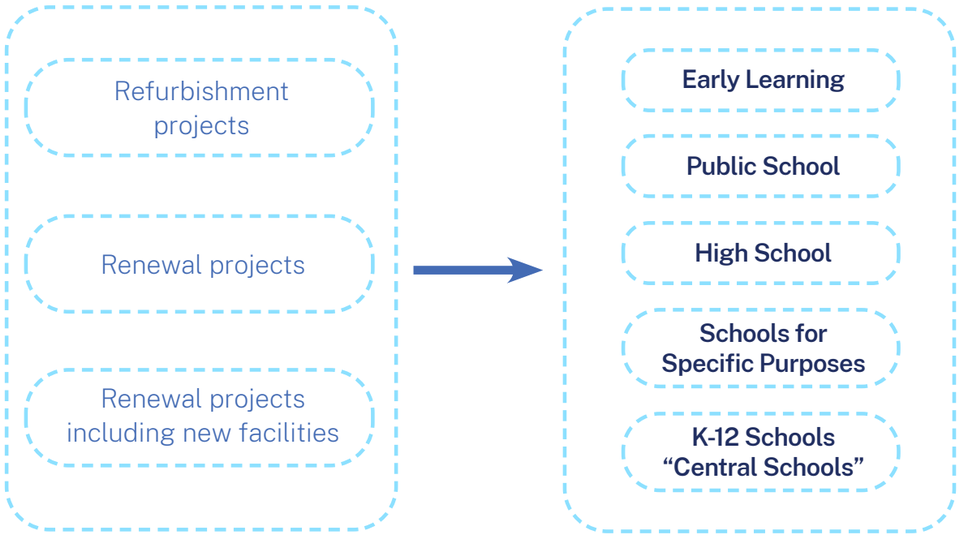
Part B of the EFSG 2026 Pattern Book provides insight on the methodology used to evaluate existing schools; together with Schedules of Accommodation for both existing (EFSG 1.0) and new schools (Pattern Book – EFSG 2026).

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

The 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 early learning facilities, a standalone or integrated Preschool.

A Non-Expandable school design achieves its maximum planned student capacity at opening and does not allow for staged expansion or additional future growth on the site.

School upgrades



New schools

Click on a school type to go directly to that section

Early learning facilities	Public Schools	High Schools	Schools for Specific Purposes
Layout type			
Stand-alone Preschool	Non-Expandable	Non-Expandable	Non-Expandable
Integrated Preschool	Expandable	Expandable	Expandable
	Urban	Urban	

1.3 Understanding school sizes

The classification system for calculating spatial requirements, based on school population size, 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 2026.

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 EFSG 2026 Pattern Book is to be 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 2026 Pattern Book ensures a systematic, consistent, and standards-compliant approach to school planning and design.

	EFSG 1.0		EFSG 2.0	EFSG 2026	
Public School (K - 6)	Core Size 1	23 students	Small Up to 230 students	PS 250	(approx 250 Students)*
	Core Size 2	92 students			
	Core Size 7	230 students			
	Core Size 14	395 students	Medium 231-552 students	PS 500	(approx 500 Students)
	Core Size 21	552 students			
	Core Size 28	805 students	Large 553-1000 students	PS 750	(approx 750 Students)
	Core Size 35	1012 students		PS 1000	(approx 1000 Students)
High School (7 - 12)	Stream 1	340 students	Small Up to 660 students	HS 500	(approx 500 Students)
	Strean 3	510 students			
	Stream 4	690 students		HS 1000	(approx 1000 Students)
	Stream 5	850 students	Small 661 to 980 students		
	Stream 6	1020 students			
	Stream 7	1190 students	Medium 981 to 1540 students	HS 1500	(approx 1500 Students)
	Stream 9	1530 students			
	Stream 12	200 students	Large 1541 to 2020 students	HS 2000	(approx 2000 Students)

*Note: the number in the model name refers to approx full capacity of student population, 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.

2

Existing school sites

2.1 Upgrade projects and gap analysis

2.1 Upgrade projects and gap analysis

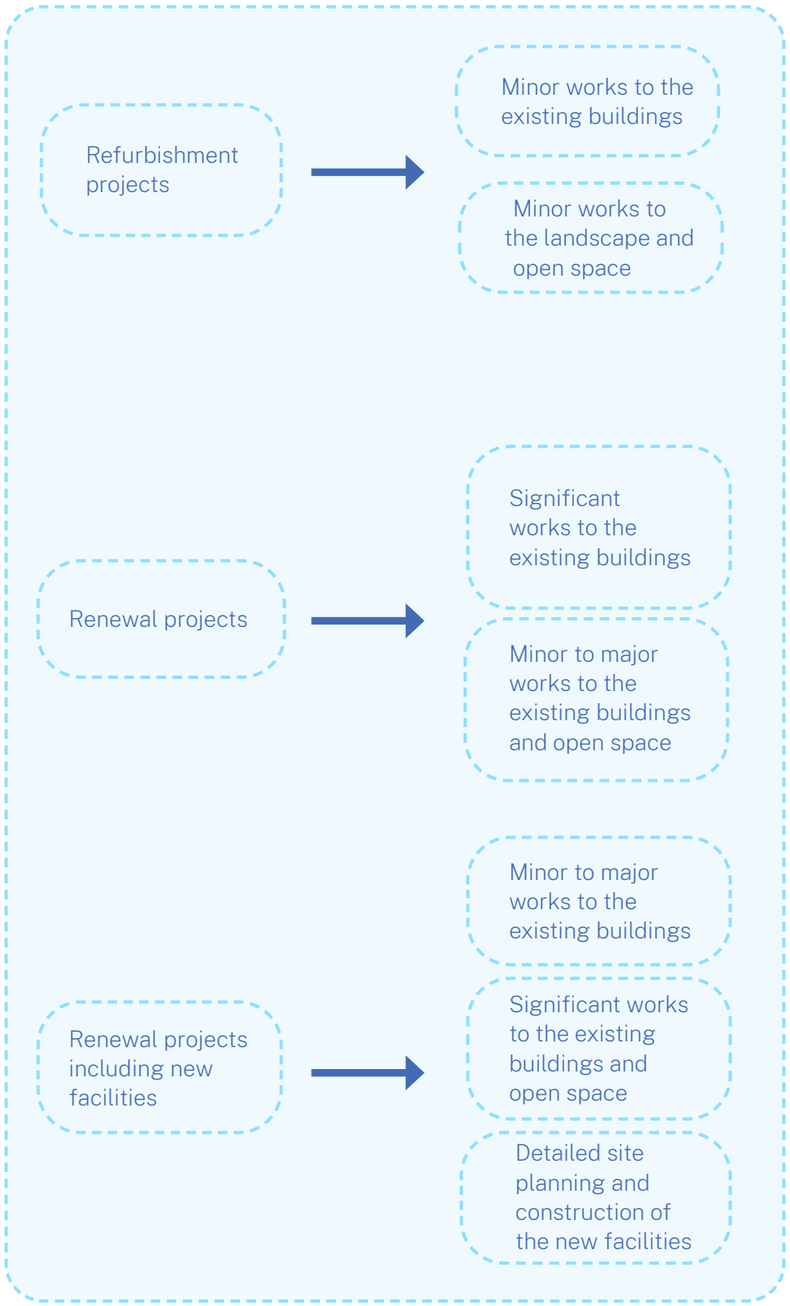
The Department of Education (DoE) oversees a portfolio of over 2,000 school sites, some dating back to the early 20th century, with most built in the last 50 years. School Infrastructure (SI) manages these assets, handling ongoing maintenance, facility management, infrastructure upgrades, and new school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

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

Renewal projects entail a thorough assessment of the existing school site and its infrastructure,(renewal projects can either be minor , major or significant)leading to either minor, major or significant interventions such as building extensions, adaptive reuse of structures, new facility construction, and upgrades to landscaping, open spaces, and sports facilities.



Upgrade Projects



Gap analysis: Determining accommodation requirement

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 relevant version of EFSG Schedule of Accommodation.

- Refer to Public Schools EFSG1.0 SoA Gap Analysis
- Refer to High Schools EFSG1.0 SoA Gap Analysis
- Refer to EFSG v2.0 and EFSG 2025 Part B - Functional Design Brief

Step 3: Interpret gap analysis to identify shortfall of existing facilities compared to relevant version EFSG 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.

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3

New school sites

3.1 Early Learning Facilities

3.2 Public Schools

3.3 High Schools

3.4 Schools for Specific Purposes

3.1 Early learning facilities

3.1.1 Overview of early learning

Early learning facility 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.

Refer to Preschool Design Brief for greater detail.

Early learning building types

Stand-alone Preschool

Integrated Preschool

Size

40 Students

40 Students

60 Students

60 Students

Click on a school type to go directly to that section

3.1 Early learning facilities

3.1.2 Early learning standard design

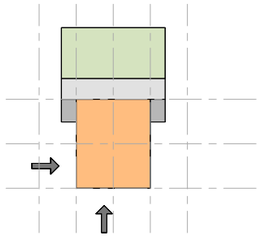
Stand-alone Preschool

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

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

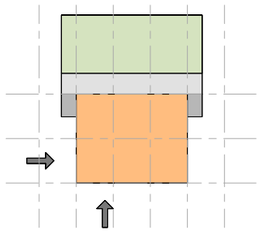
Forty module

- 2 Playrooms for up to 40 children
- Add-on children's toilets
- 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 toilets
- 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.

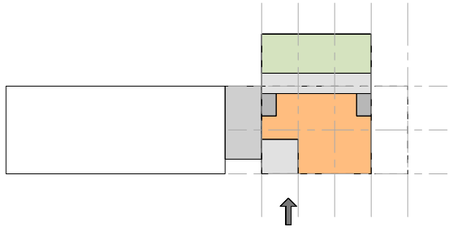


Integrated Preschool

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

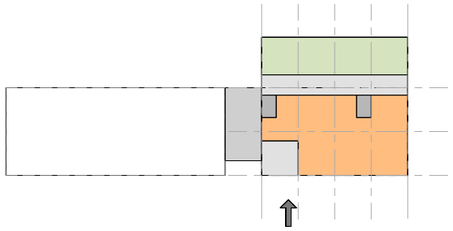
Forty module

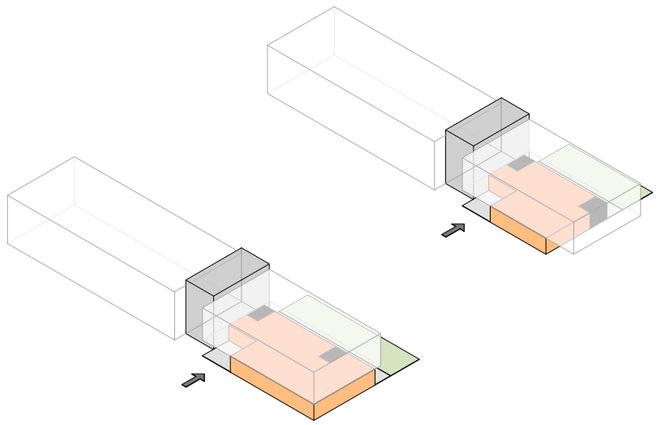
- 2 Playrooms for up to 40 children
- Integrated children's toilets / core facilities / services



Sixty module

- 3 Playrooms for up to 60 children
- Integrated children's toilets / core facilities / services





Open space provision

- 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 Schedule of Accommodation.

Early Learning Facility
COPA
Toilets
Outdoor Play Space

3.2 Public Schools

3.2.1 Overview of Public Schools

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

The Pattern Book block& stack 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.

Refer to Public School Types document.

Public School building types

Click on a school type to go directly to that section

- Non-Expandable Public School
- Expandable Public School
- Public School with Early Learning Facility
- Urban Public School
- Stand-alone buildings and Core facilities
- Schedule of Accommodation

3.2 Public Schools

3.2.2 Non-expandable Public School

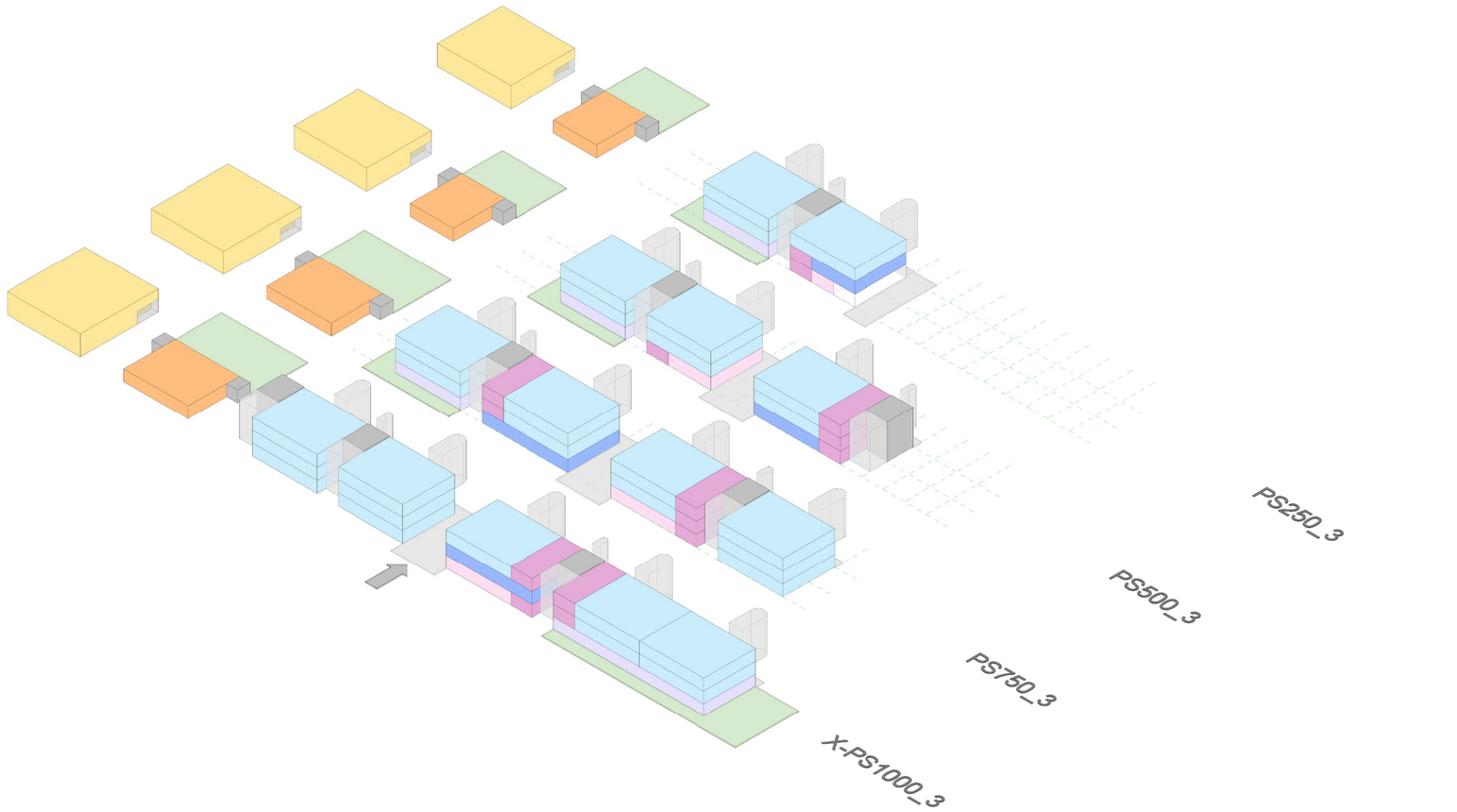
Non-expandable Public School types are the most compact and efficient school buildings, balancing educational and operational needs, and spatial design.

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 toilets 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. For smaller hub layouts not covered in Pattern Book Part C content, refer to EFSG v2.0 and develop the layouts based on the latest approved layouts and RDS.

Refer to Public School Types document.



3.2 Public Schools

3.2.3 Expandable Public School

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

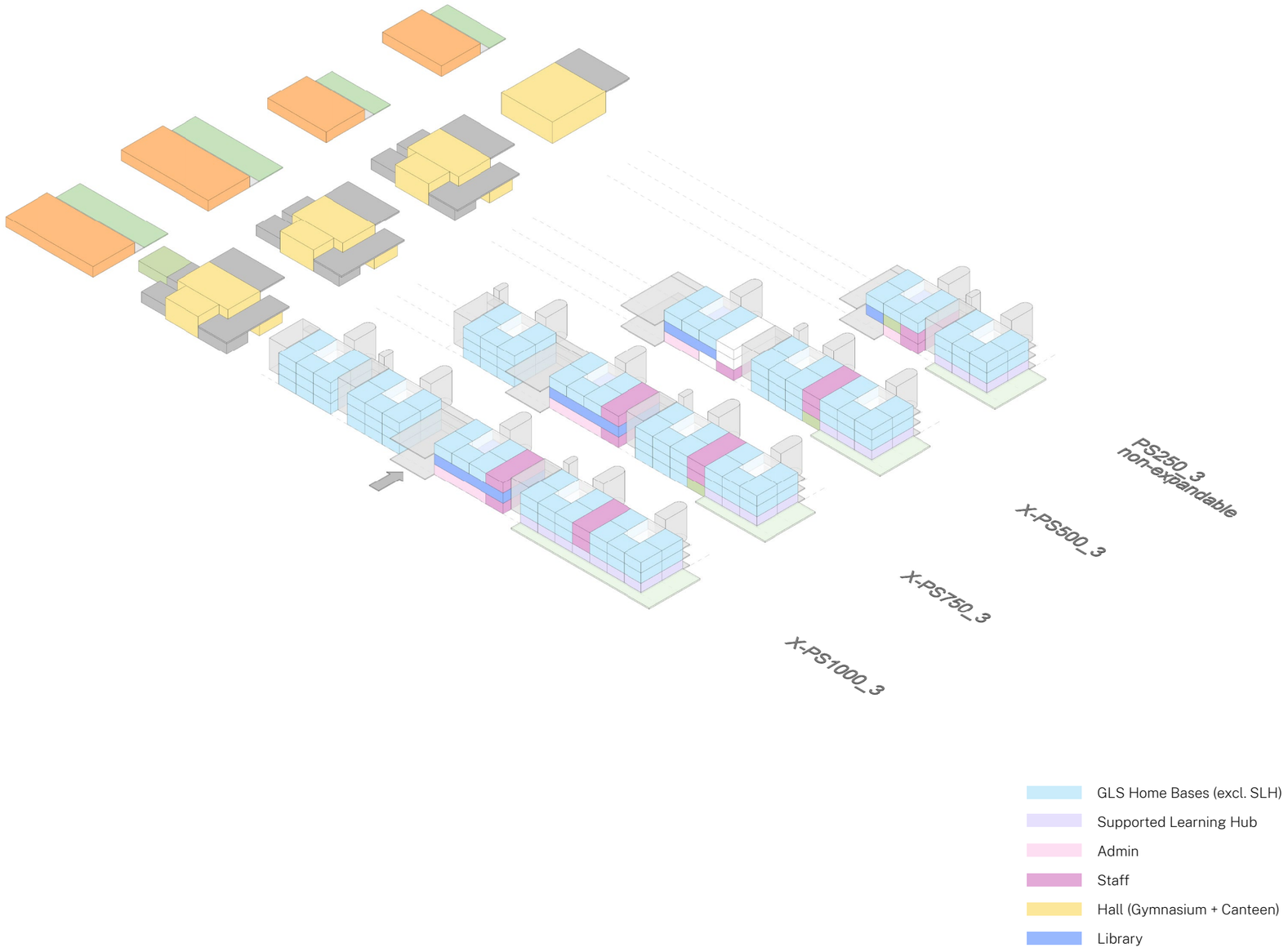
In-built flexibility for future expansion is a crucial element in designing functional and efficient schools, particularly in growing communities or where enrolment is expected to fluctuate.

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 enrolment 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.

Refer to Public School Types document.



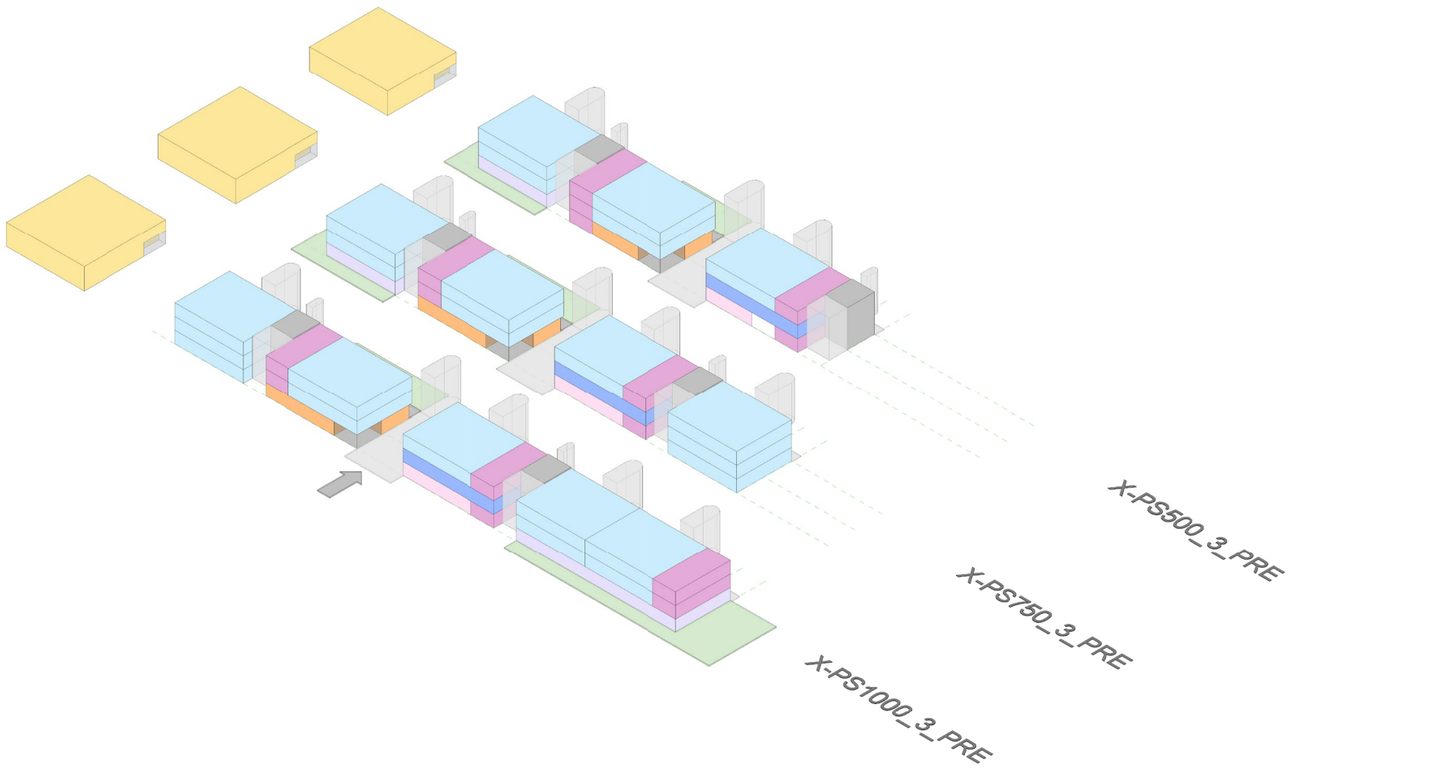
3.2 Public Schools

3.2.4 Public School with Early Learning Facility

Integrated Early Learning Facilities 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 Early Learning Facility is located on ground level, with the entry courtyard located on the street side, providing a separate street entry for the facility. The Early Learning outdoor space is typically facing the school yard, to provide a connection between the two outdoor spaces.

Refer to Public School Types document and the Preschool Design Brief for further information about the Hub Layouts.



3.2 Public Schools

3.2.5 Urban Public School

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.

SI 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.

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

Refer to Public School Types document and the Urban School Guidelines for greater detail.

Available in future release

3.2 Public Schools

3.2.6 Stand-alone buildings

Hall and Out of School Hours Care (OSHC)

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.

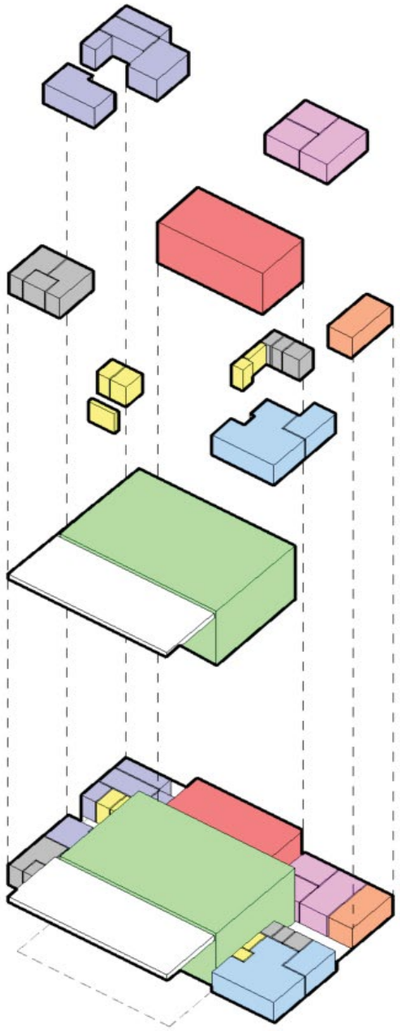
In Urban Public Schools, Halls are sized to be flexible to accommodate various functions and activities. Due to constrained site areas, the Hall and adjacent COLA can be located below the school building if direct access is provided.

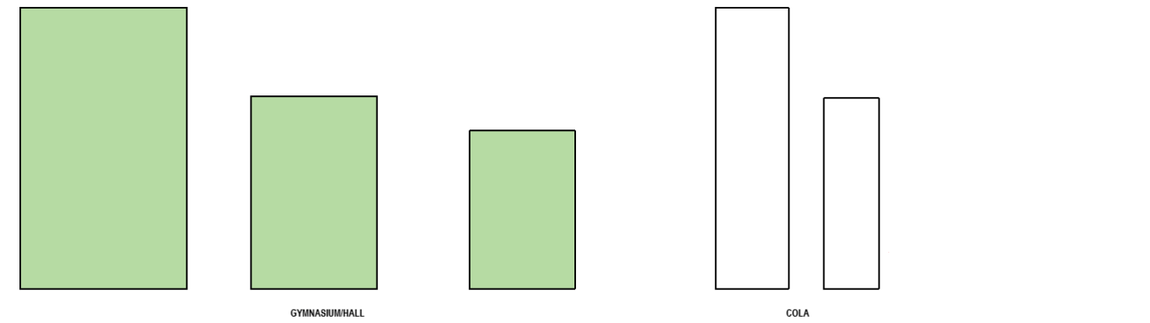
Urban Public Schools are to include a full-sized basketball court in the Hall. All other support facilities are to be compliant with EFSG requirements.

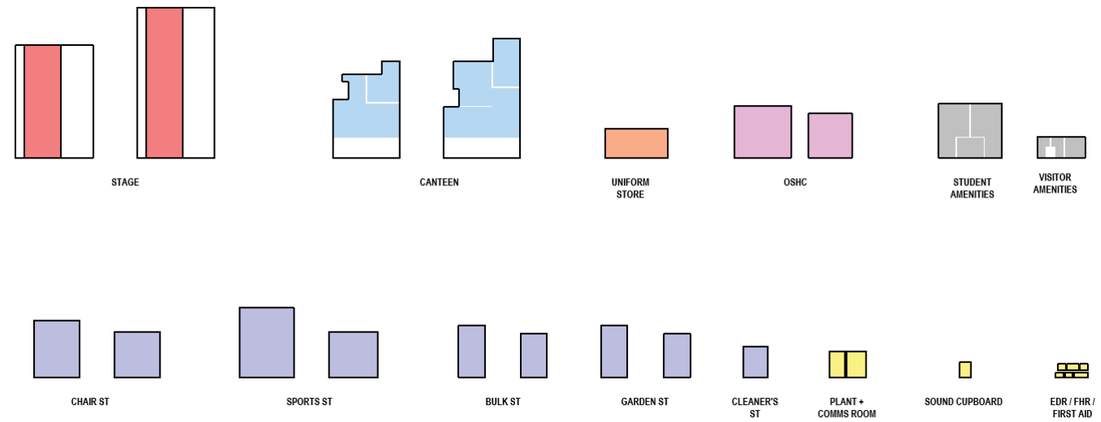
Halls are made up of 6 components to assemble and expand as required and in accordance with student population:

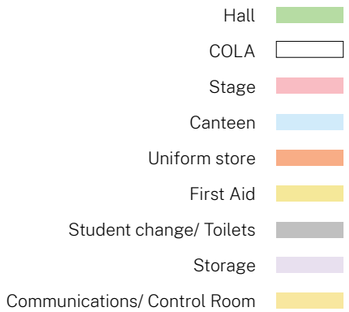
- **Main Hall with court:** assess school/ site specifics
- **Stage:** assess school/ site specifics and storage options
- **Canteen** and FoH services: assess school/ site specifics
- **OSHC facilities:** assess enrolment predictions
- **Toilets**: assess against whole school provisions
- **Storage**: assess against whole school provisions

Pattern Book standard Hall components can be selected and arranged to suit project and site specific constraints and provide flexibility for the school and community.









3.2 Public Schools

3.2.6 Core facilities

Essential shared facilities are distributed throughout the school to support its day-to-day operation and serve multiple learning areas and the broader school community.

Wellbeing hub

A wellbeing hub is a dedicated location for a whole-school wellbeing approach. The initiatives or services operating from this hub can support students by ensuing equitable access to education and by improving participation. The nature of the supports will be tailored by school staff in response to student and local community needs. As a result, the physical features of the hub will be multipurpose.

The hub is also a location for the work of school staff such as the school councillor, and other staff which a school may be entitled to including learning and support teacher (LaST), or English as an Additional Language or Dialect (EAL/D) staff.

The wellbeing hub is a flexible space that can cater to diverse uses and changing needs over time. The hub will accommodate large and small group activities, and dedicated office/s for staff and visiting providers. Secure storage solutions are integral, providing space for confidential documents and bulky or large-volume items, such as a community pantry.

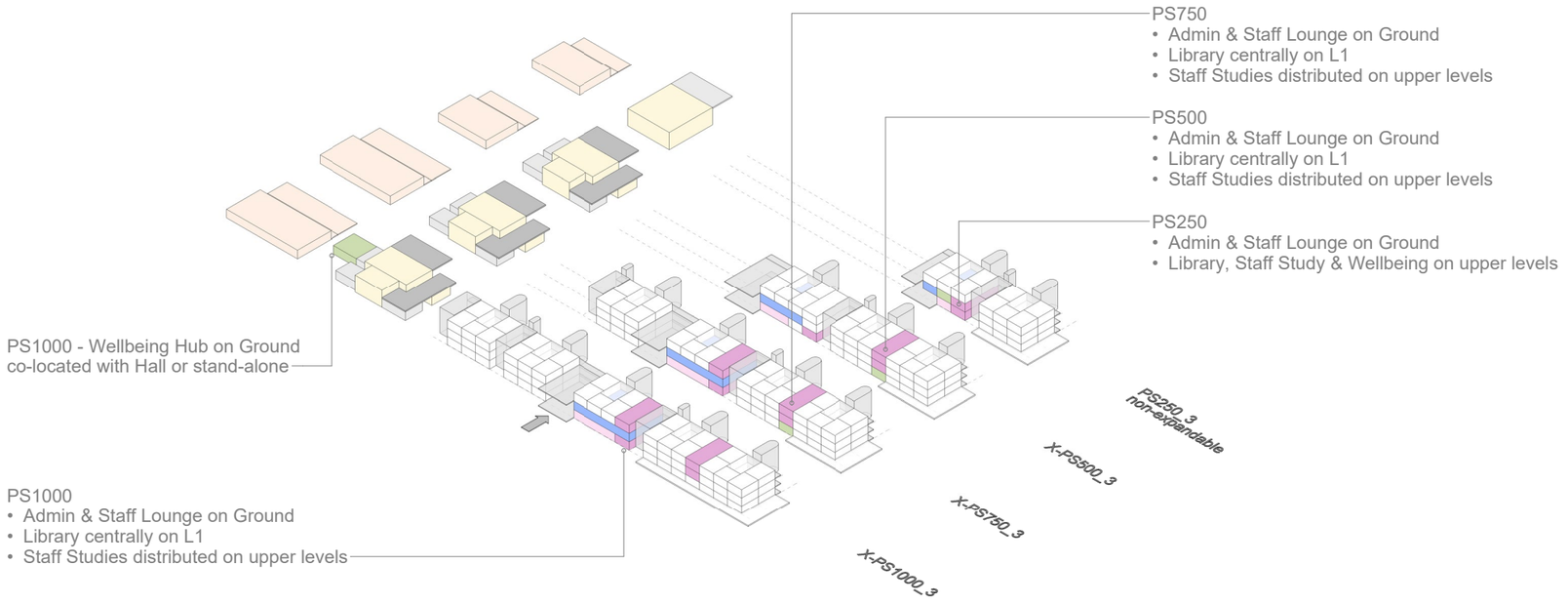
Hub initiatives may include:

- School-based student learning and wellbeing programs
- Small group activities for students and their families
- Learning supports for students from external health and wellbeing services, e.g.. occupational therapy
- Disability services for students
- Community services for students and their families, such as health, housing or employment support

Design requirements Wellbeing Hub:

- Separate from Admin with distinct main entrance
- Accessible from inside the secure school line
- Supports various uses: large/small groups, private/ public spaces
- Includes dedicated office/s for school staff
- Provides secure storage for confidential and bulky/large-volume items
- Private rooms require enhanced soundproofing
- Separate toilets for students and adults
- May have adjacent outdoor breakout area
- Includes kitchenette
- May include pantry storage to support community needs
- FFE must accommodate neurodivergent and disabled users with natural/adjustable lighting, biophilic design, suitable colours, and may reflect local culture
- Suitable for both students and adults

Refer to Department of Education operational guidelines and support materials for schools.



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3.2 Public Schools

3.2.7 Schedule of Accommodation

Across the SI 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 SI pedagogical standards, sustainability requirements and comply with the Education Facilities Standards Guidelines (EFSG).

General Learning Spaces (GLS)	Supported Learning Hub (SLH)	Core Facilities Admin / Staff Hall Library	Student Toilets and Services Module	Landscape and Open Play Space
The total number of GLSs is to be determined based on enrolment projections.	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 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.	Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Toilets and Storage as described in the strategy in EFSG Part C - Pattern Book: Design components and data sheets.	Area allowance for Landscape and Open Play space is to be based on 10m² per student and zoning as defined in Master planning & Landscape description. 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.

3.2 Public Schools

3.2.7 Schedule of Accommodation

PS250 SoA summary

3x GLS Hubs with 4 TS / LC

(276 students based on average 23 students per GLS)

1x SLH Hub with 3 supported TS / LC

(required number of SLC to be confirmed;
6-18 students per GLS)

Core facilities

- Admin + Staff: 405m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning hubs, for operational efficiency as well as passive supervision.
- Library: 202.5m² based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 67.5m² based on building grid

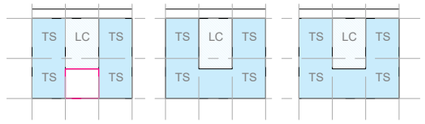
Back of House Facilities (BoH)

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

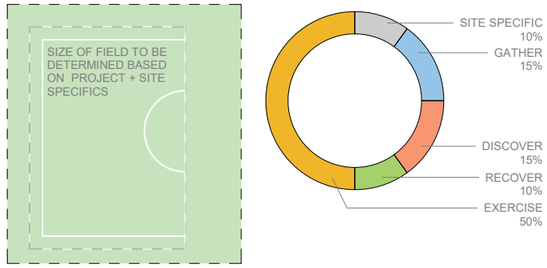
The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

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

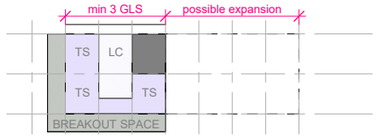


OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)

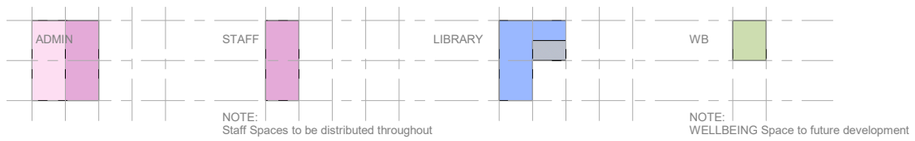


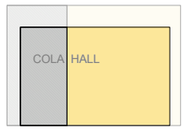
NOTE:
1x MPS to be retained as multi-functional space per 250 students

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



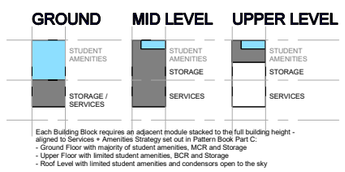
CORE FACILITIES





NOTE:
Halls to be build to final capacity

STUDENT AMENITIES / OTHER STORAGE / SERVICES



OTHER MOVEMENT / SERVICES: TBC

FOR SMALLER HUB LAYOUTS NOT COVERED IN PATTERN BOOK PART C DIGITAL CONTENT - HUB LAYOUTS & RDS, REFER TO EFSG V2.0 AND DEVELOP THE LAYOUTS BASED ON THE LATEST APPROVED LAYOUTS AND RDS.

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3.2 Public Schools

3.2.7 Schedule of Accommodation

PS500 SoA summary

6x GLS Hubs with 4 TS / LC

(552 students based on average 23 students per GLS)

1x SLH Hub with 3 supported TS / LC

(required number of SLC to be confirmed;
6-18 students per GLS)

Core facilities

- Admin + Staff: 607.5m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning hubs, for operational efficiency as well as passive supervision.
- Library: 405m² based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 67.5m² based on building grid

Back of House Facilities (BoH)

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

The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

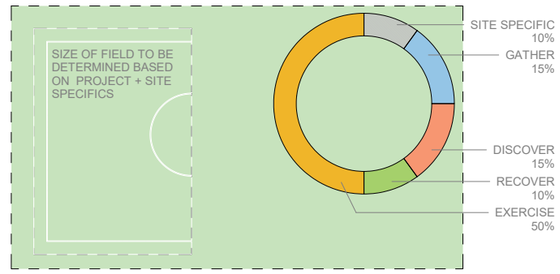
Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

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

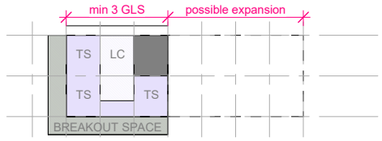


NOTE:
1x MPS to be retained as multi-functional space per 250 students

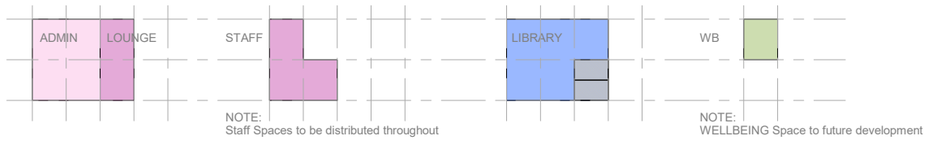
OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)



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

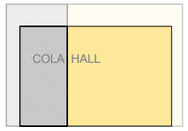


CORE FACILITIES



NOTE:
Staff Spaces to be distributed throughout

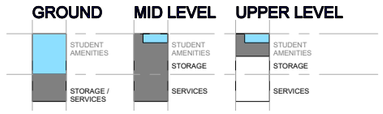
NOTE:
WELLBEING Space to future development



NOTE:
Halls to be build to final capacity

STUDENT AMENITIES / OTHER STORAGE / SERVICES

OTHER MOVEMENT / SERVICES: TBC



3.2 Public Schools

3.2.7 Schedule of Accommodation

PS750 SoA summary

9x GLS Hubs with 4 TS / LC

(828 students based on average 23 students per GLS)

1x SLH Hub with 3 supported TS / LC

(required number of SLC to be confirmed;
6-18 students per GLS)

Core facilities

- Admin + Staff: 810m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning hubs, for operational efficiency as well as passive supervision.
- Library: 540m² based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 135m² based on building grid

Back of House Facilities (BoH)

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

The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

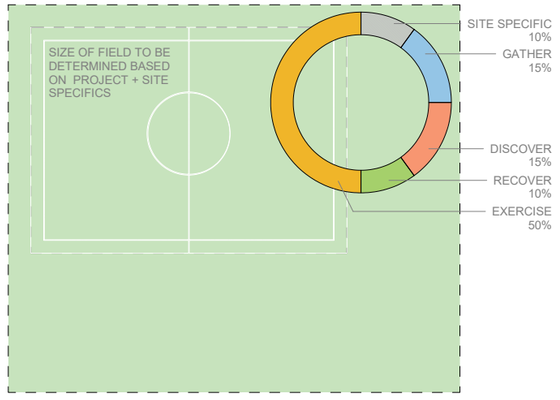
Conversion into Floor Area schedules to future release.

GENERAL TEACHING SPACES - 36 GLS + 9 MPS
NOTE: The total number of GLS to be determined based on enrolment projections

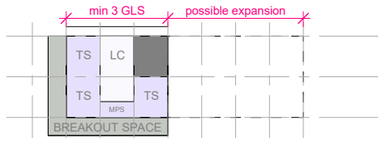


NOTE:
1x MPS to be retained as multi-functional space per 250 students

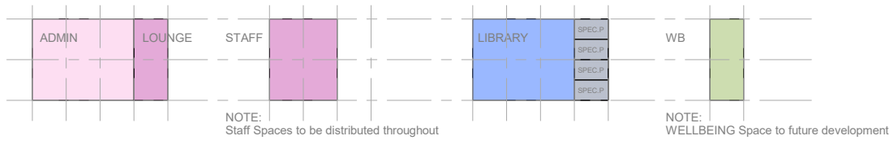
OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)



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

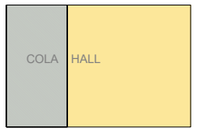


CORE FACILITIES



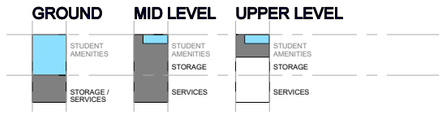
NOTE:
Staff Spaces to be distributed throughout

NOTE:
WELLBEING Space to future development



NOTE:
Halls to be build to final capacity

STUDENT AMENITIES / OTHER STORAGE / SERVICES



OTHER MOVEMENT / SERVICES: TBC

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3.2 Public Schools

3.2.7 Schedule of Accommodation

PS1000 SoA summary

11x GLS Hubs with 4 TS / LC

(552 students based on average 23 students per GLS)

1x SLH Hub with 3 supported TS / LC

* If the provision of supported learning classes is expected to be greater than the standard, this will be informed by the data from Student Learning and Wellbeing, in collaboration with Public Schools and approved via the project governance framework that is in place. 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 hubs, for operational efficiency as well as passive supervision.
- Library: 540m² based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 135m² based on building grid

Back of House Facilities (BoH)

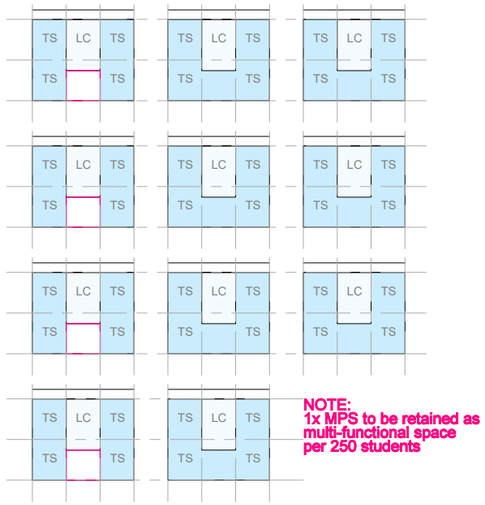
Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Toilets and Storage as described in the strategy set out in Pattern Book Part C.

The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

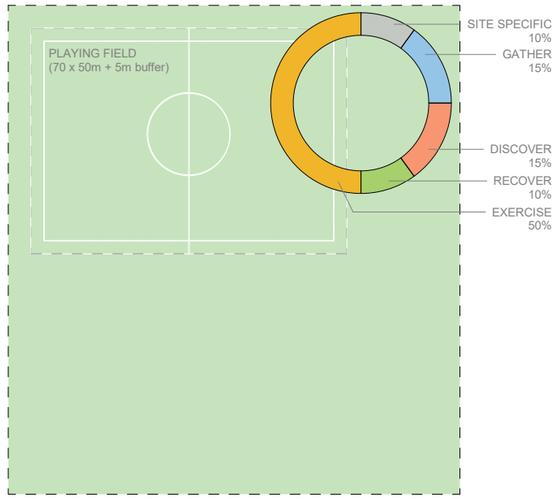
Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

Conversion into Floor Area schedules to future release.

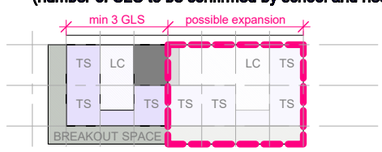
GENERAL TEACHING SPACES - 44 GLS + 11 MPS
NOTE: The total number of GLS to be determined based on enrolment projections



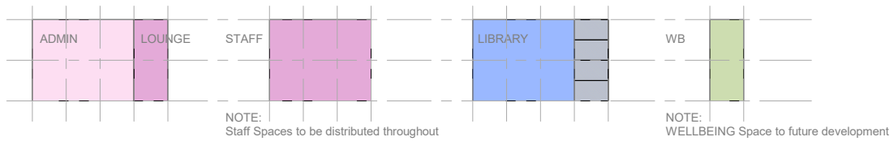
OUTDOOR AREAS - 10 sqm / student
Refer to Pattern Book Landscape + Open Play Section for Zoning (included: COLA and OLC)

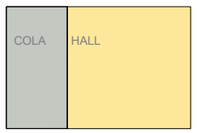


SUPPORTED LEARNING HUB - min 3 SLC with potential to expand to 7 SLC
(number of SLC to be confirmed by school and need analysis)

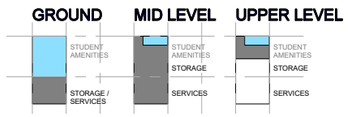


CORE FACILITIES





STUDENT AMENITIES / OTHER STORAGE / SERVICES



OTHER MOVEMENT / SERVICES: TBC

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3.3 High Schools

3.3.1 Overview of High Schools

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 chose 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.

Refer to High School Types document.

High School building types

Click on a school type to go directly to that section

- Non-Expandable High School
- Expandable High School
- Urban High School
- Stand-alone buildings and Core facilities
- Schedule of Accommodation

3.3 High Schools

3.3.2 Non-expandable High School

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. For smaller hub layouts not covered in Pattern Book Part C content, refer to EFSG v2.0 and develop the layouts based on the latest approved layouts and RDS.

Building 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 hubs

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

Available in future release

3.3 High Schools

3.3.3 Expandable High School

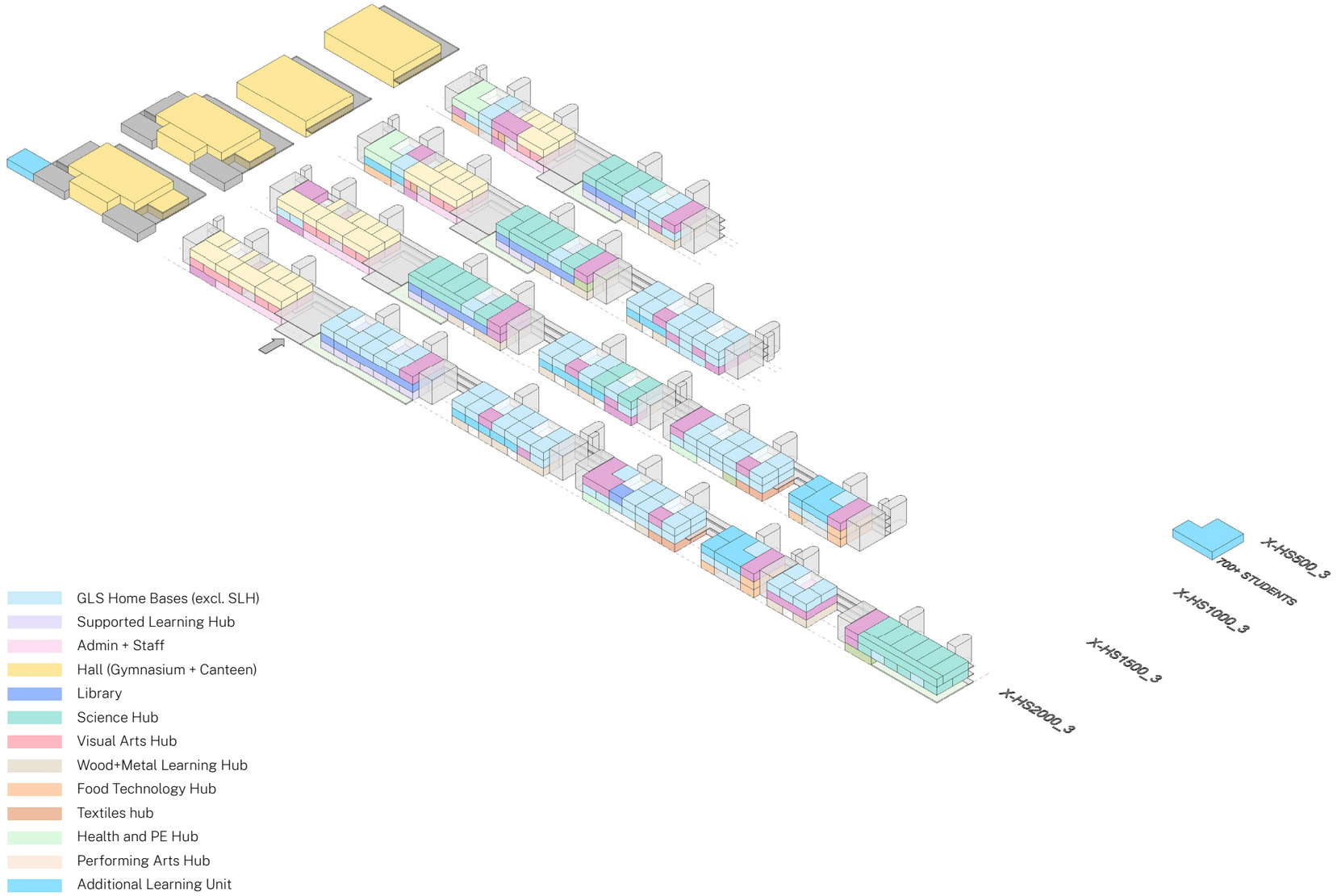
Population growth projections impact demand which impacts the student enrolment numbers and therefore the size of school infrastructure.

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 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 enrolment 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.



3.3 High Schools

3.3.4 Urban High School

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.

SI 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.

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

Refer to Urban School Guidelines for greater detail.

Available in future release

3.3 High Schools

3.3.5 Stand-alone buildings

Halls

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.

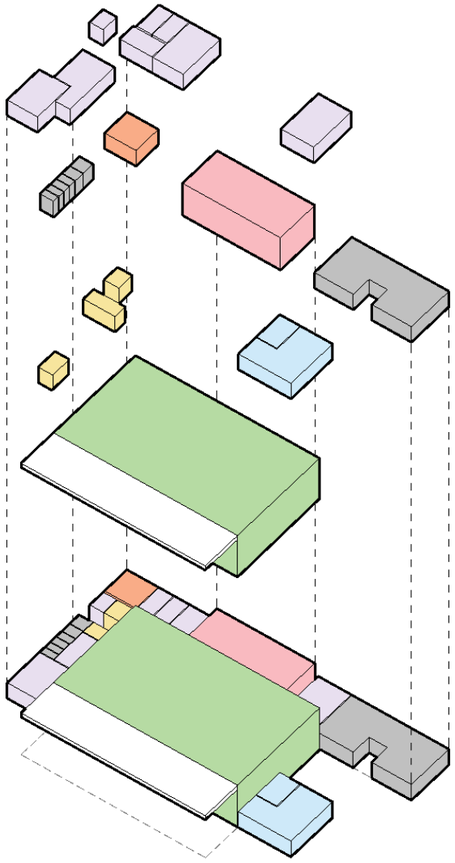
In Urban High Schools, Halls are sized to be flexible to accommodate various functions and activities. Due to constrained site areas, the Hall and adjacent COLA can be located below the school building if direct access is provided.

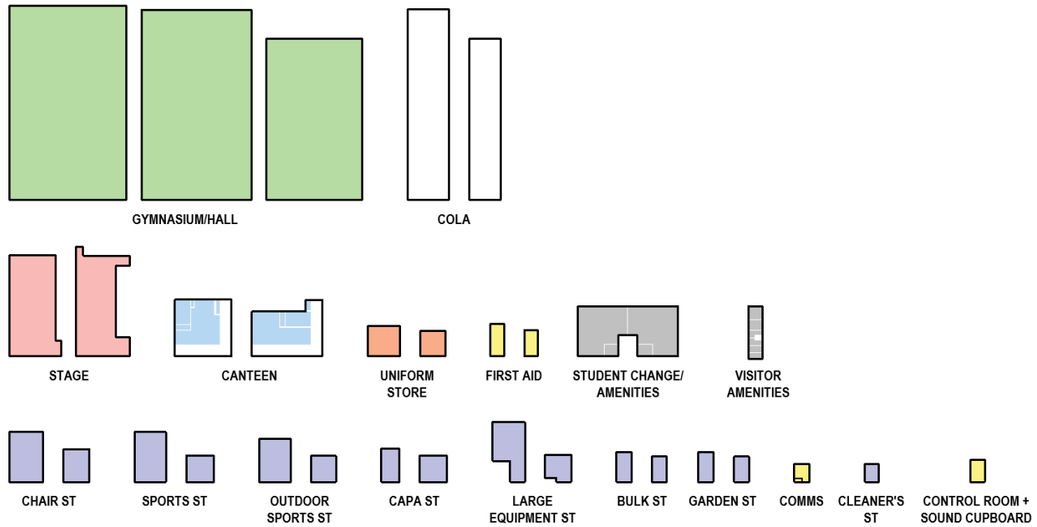
Urban High Schools are to be large enough to fit a Min of 2x full size basketball courts within the main Hall. All other support facilities are to be compliant with EFSG requirements.

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

- **Main Hall with court(s)**: assess for full Y12 exam setting
- **Stage:** assess school/ site specifics and storage options
- **Canteen** and FoH services: assess school/ site specifics
- **Toilets**: assess against whole school provisions
- **Storage**: assess against whole school provisions

Pattern Book standard Hall components can be selected and arranged to suit project and site specific constraints and provide flexibility for the school and community.





Hall
COLA
Stage
Canteen
Uniform store
First Aid
Student change/ Toilets
Storage
Communications/ Control Room

3.3 High Schools

3.3.5 Core facilities

Essential shared facilities are distributed throughout the school to support its day-to-day operation and serve multiple learning areas and the broader school community.

Wellbeing hub

A wellbeing hub is a dedicated location for a whole-school wellbeing approach. The initiatives or services operating from this hub can support students by ensuing equitable access to education and by improving participation. The nature of the supports will be tailored by school staff in response to student and local community needs. As a result, the physical features of the hub will be multipurpose.

The hub is also a location for the work of school staff such as the school councillor, and other staff which a school may be entitled to including learning and support teacher (LaST), or English as an Additional Language or Dialect (EAL/D) staff.

The wellbeing hub is a flexible space that can cater to diverse uses and changing needs over time. The hub will accommodate large and small group activities, and dedicated office/s for staff and visiting providers. Secure storage solutions are integral, providing space for confidential documents and bulky or large-volume items, such as a community pantry.

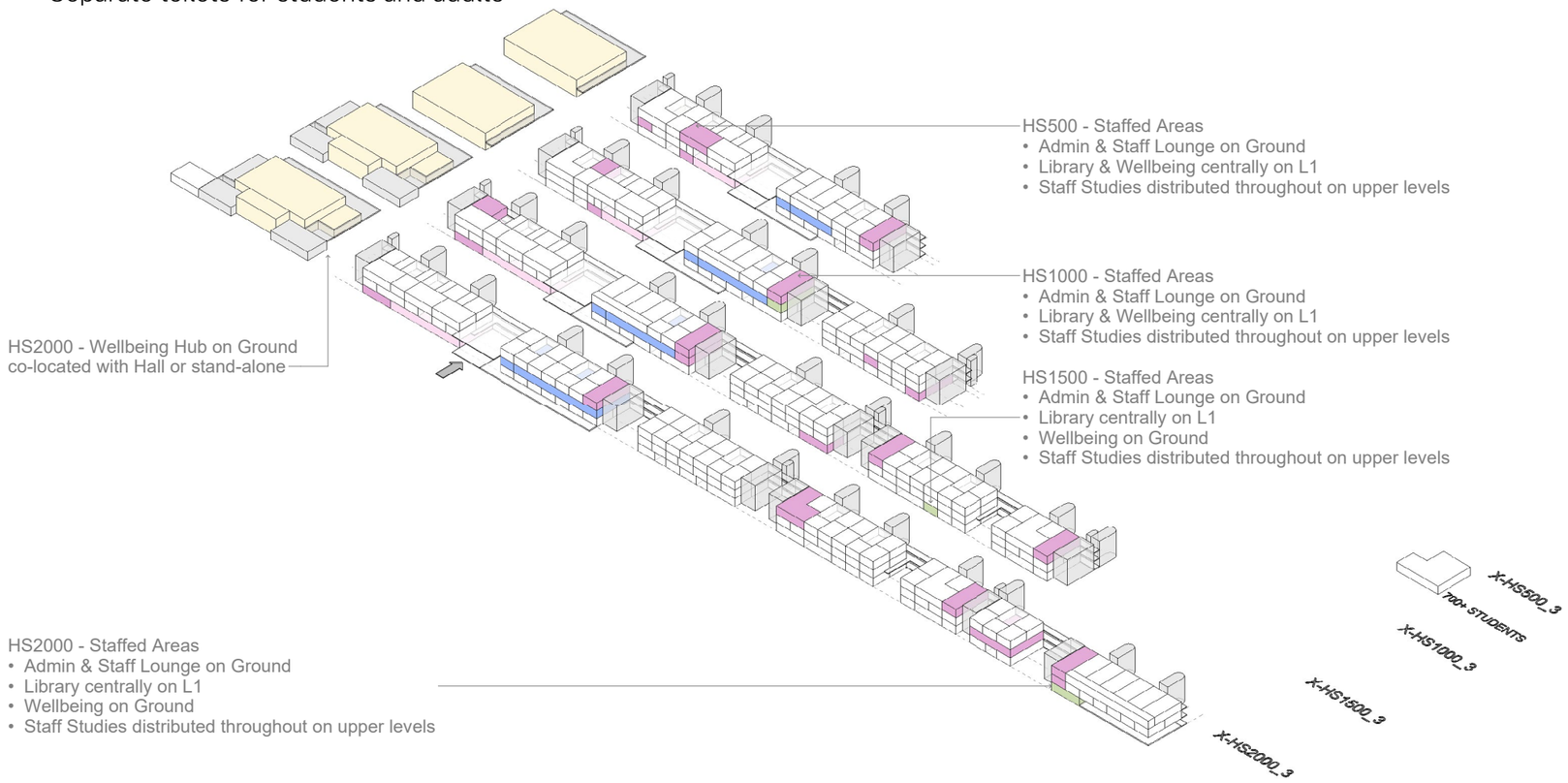
Hub initiatives may include:

- School-based student learning and wellbeing programs
- Small group activities for students and their families
- Learning supports for students from external health and wellbeing services, e.g.. occupational therapy
- Disability services for students
- Community services for students and their families, such as health, housing or employment support

Design requirements Wellbeing Hub:

- Separate from Admin with distinct main entrance
- Accessible from inside the secure school line
- Supports various uses: large/small groups, private/ public spaces
- Includes dedicated office/s for school staff
- Provides secure storage for confidential and bulky/large-volume items
- Private rooms require enhanced soundproofing
- Separate toilets for students and adults
- May have adjacent outdoor breakout area
- Includes kitchenette
- May include pantry storage to support community needs
- FFE must accommodate neurodivergent and disabled users with natural/adjustable lighting, biophilic design, suitable colours, and may reflect local culture
- Suitable for both students and adults

Refer to Department of Education operational guidelines and support materials for schools.



3.3 High Schools

3.3.5 Supplementary Learning Spaces

Additional learning units

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 hubs not provided

700+ students: **1**

- 1x ALU hub may be chosen
- (maximum number of additional GLS = 2 / WS = 1)

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 toilets, change facilities and additional storage and support areas are to be determined on a case by case basis in consultation with SI.

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:

- Mathematics Learning Hub
- Science Learning Hub
- Visual Arts Learning Hub
- Wood and/or Metal Technology Learning Hub
- Food Technology and Textile 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: Co-locate 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
- Black Box 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 High Schools

3.3.6 Schedule of Accommodation

Across the SI 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 SI pedagogical standards, sustainability requirements and comply with the Education Facilities Standards Guidelines (EFSG).

General Learning Spaces (GLS)	Supported Learning Hub (SLH)	Specialist Learning Hubs	Core Facilities Admin / Staff Hall Library	Student Toilets and Services Module	Landscape and Open Play Space
The total number of General Learning Spaces (GLS) is to be determined based on enrolment projections.	The number of Supported Learning Classes (SLC) are school specific and subject to need analysis. SLHs 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.	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 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.	Each Building Block requires an adjacent module stacked to the full building height and to accommodate Services, Toilets and Storage as described in the strategy in EFSG Part C - Pattern Book: Design components and data sheets.	Area allowance for Landscape and Open Play space is to be based on 10m^2 per student and zoning as defined in Master planning & Landscape description. 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 High Schools

3.3.6 Schedule of Accommodation

HS500 SoA summary

25x TS

(575 students based on average 23 students per TS;
Science Labs, Tech Labs + Visual Arts WS counted as TS)

1x SLH Hub with 3 supported TS / LC

(required number of SLC to be confirmed;
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 hubs, for operational efficiency as well as passive supervision
- Library: 540m² based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 67.5m² based on building grid

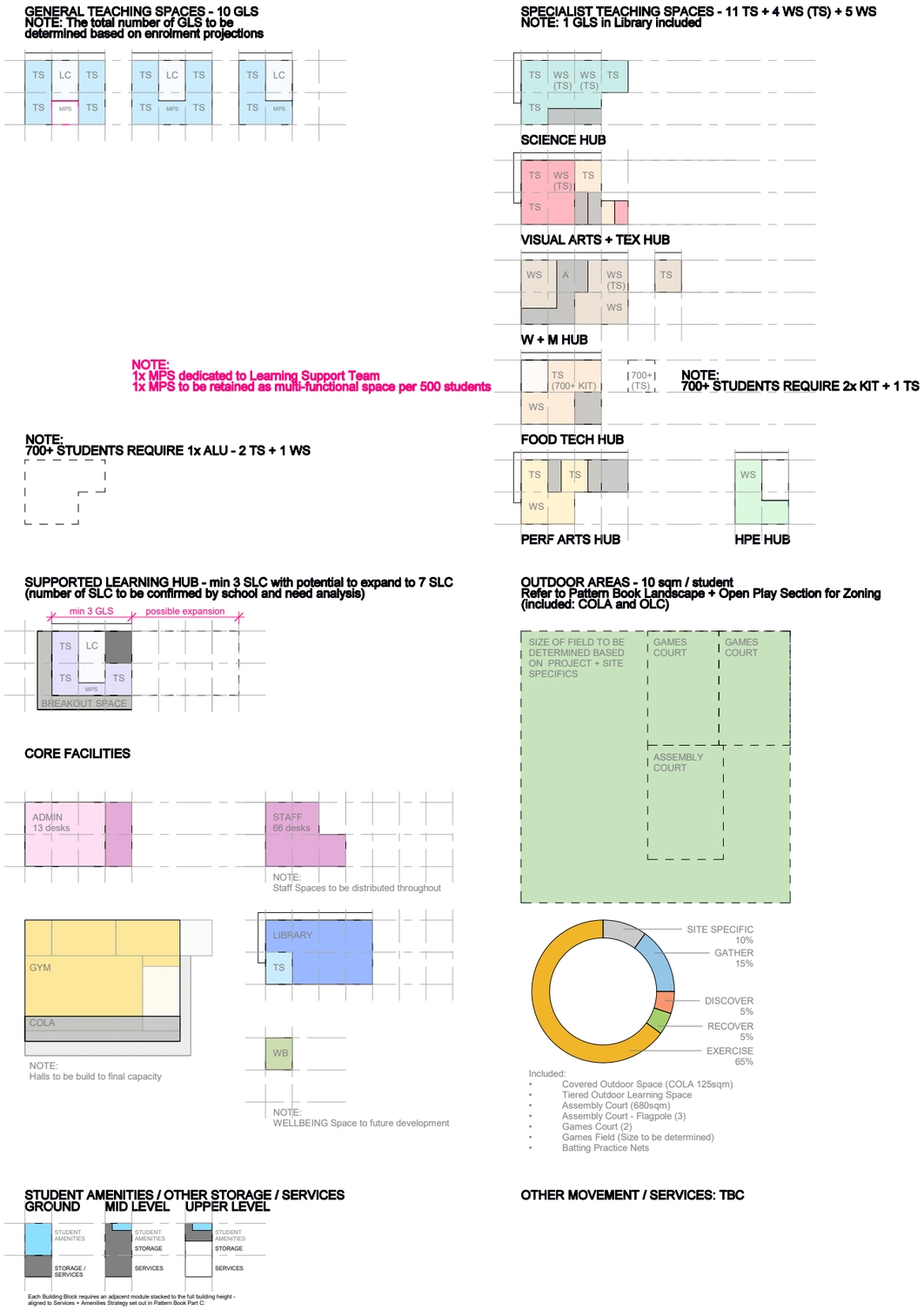
Back of House Facilities (BoH)

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

The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

Conversion into Floor Area schedules to future release.



3.3 High Schools

3.3.6 Schedule of Accommodation

HS1000 SoA summary

42x TS

(966 students based on average 23 students per TS;
Science Labs, Tech Labs + Visual Arts WS counted as TS)

1x SLH Hub with 3 supported TS / LC

(required number of SLC 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 hubs, for operational efficiency as well as passive supervision
- Library: 810m² based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 135m² based on building grid

Back of House Facilities (BoH)

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

The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

Conversion into Floor Area schedules to future release.



3.3 High Schools

3.3.6 Schedule of Accommodation

HS1500 SoA summary

66x TS

(1,518 students based on average 23 students per TS;
Science Labs, Tech Labs + Visual Arts WS counted as TS)

1x SLH Hub with 3 supported TS / LC

(required number of SLC to be confirmed;
6-18 students per GLS)

Core facilities

- Admin + Staff: 1,687.5m² based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning hubs, for operational efficiency as well as passive supervision
- Library: 810m² based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 202.5m² based on building grid

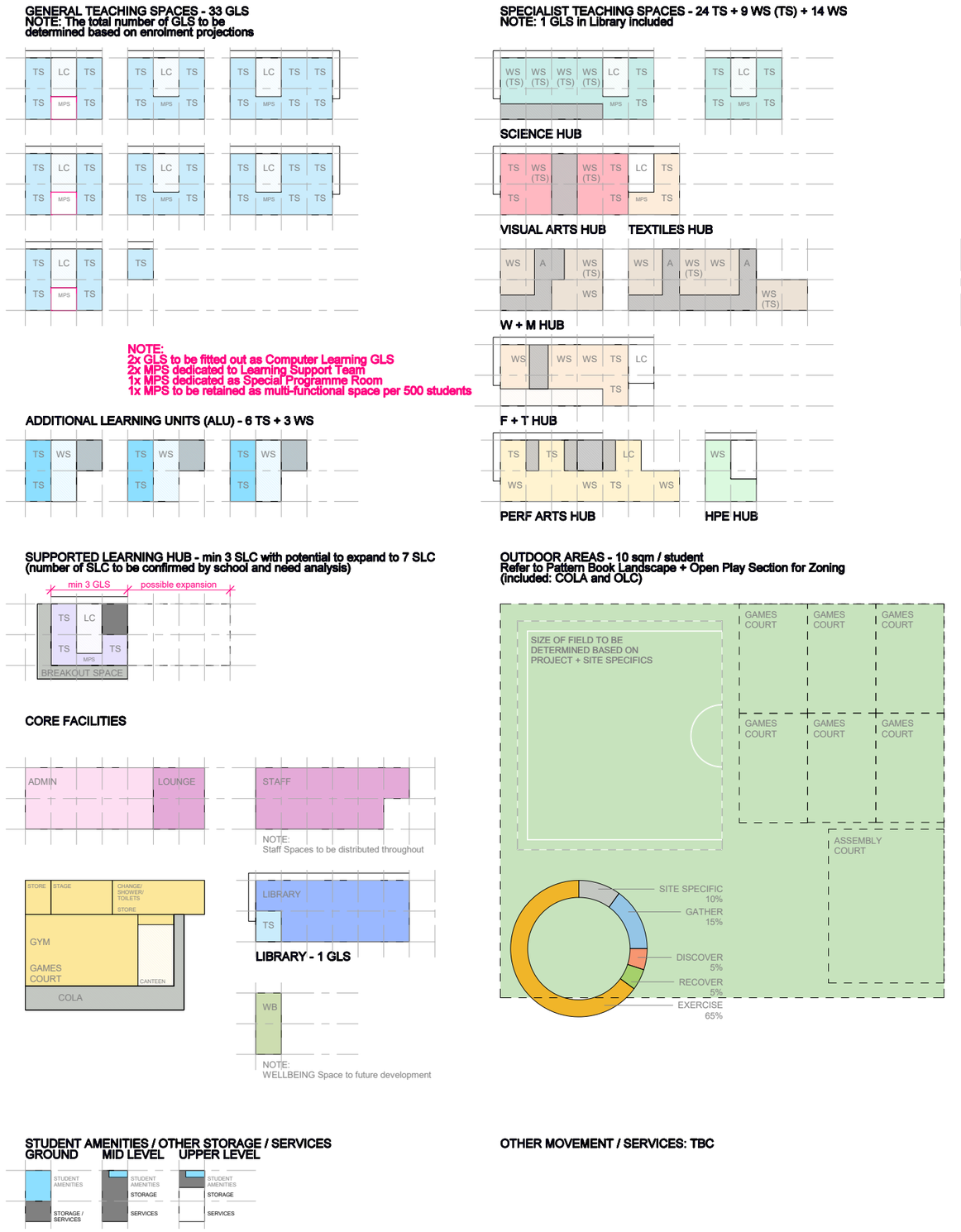
Back of House Facilities (BoH)

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

The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

Conversion into Floor Area schedules to future release.



3.3 High Schools

3.3.6 Schedule of Accommodation

HS2000 SoA summary

87x TS

(2001 students based on average 23 students per TS;
Science Labs, Tech Labs + Visual Arts WS counted as TS)

1x SLH Hub with 7 supported TS / LC

(required number of SLC to be confirmed;
6-18 students per GLS)

Core facilities

- Admin + Staff: 1,890m2 based on building grid
- School Staff require a centrally located 'homebase' and smaller staff studies distributed throughout and ideally co-located with specialist learning hubs, for operational efficiency as well as passive supervision
- Library: 945m2 based on building grid
- Hall: to be developed based on componentry
- Wellbeing Hub: 270m² based on building grid

Back of House Facilities (BoH)

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

The number and configuration of BoH modules is subject to the required toilet provision, plant and services areas, and alignment with the strategy outlined in EFSG Part C - Pattern Book: Design components and data sheets.

Landscape + Open Play Space - based on 10m² per student. Refer to EFSG 2026 Part C - 5_Outdoor Spaces.

Conversion into Floor Area schedules to future release.



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3.4 Schools for Specific Purposes (SSPs)

3.4.1 Overview of SSPs

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. There may be exceptions for the Administration hub if site constraints require a second storey.

Refer to SSP Hub Layouts document.

SSP building types

Schools for Specific Purposes

Layout types

SSP70

SSP100

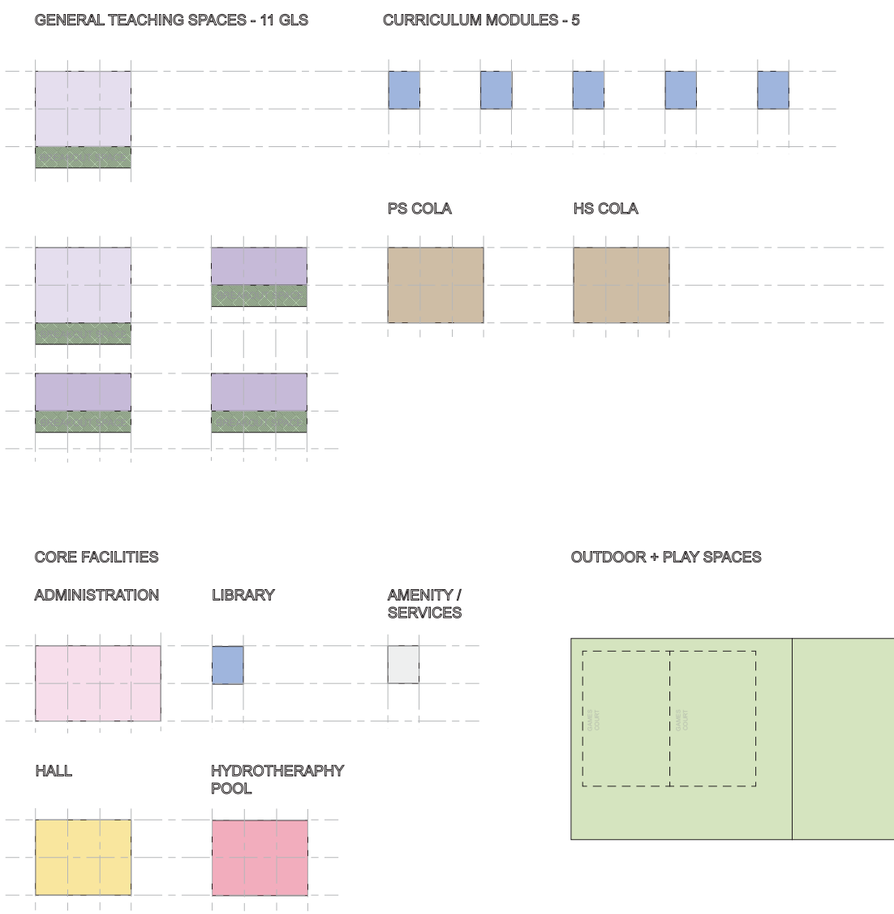
Click on a school type to go directly to that section

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3.4 Schools for Specific Purposes (SSP)

3.4.2 Schedule of Accommodation

SSP70 SoA summary



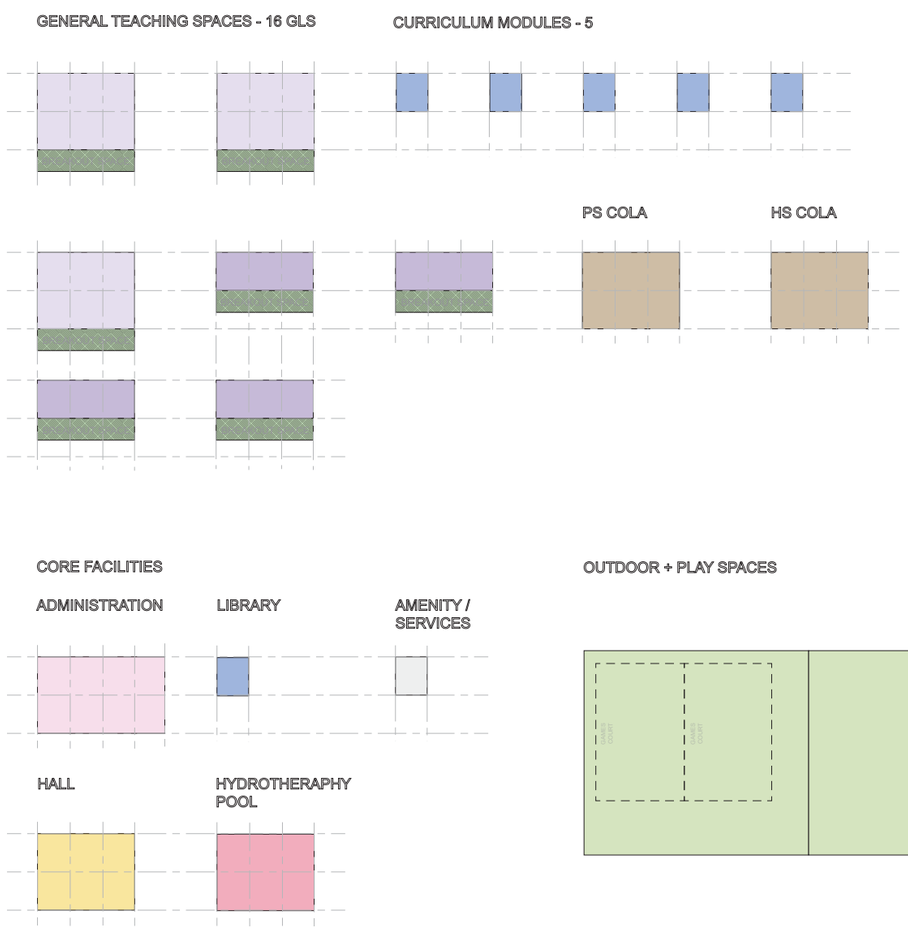
Worked example master plan



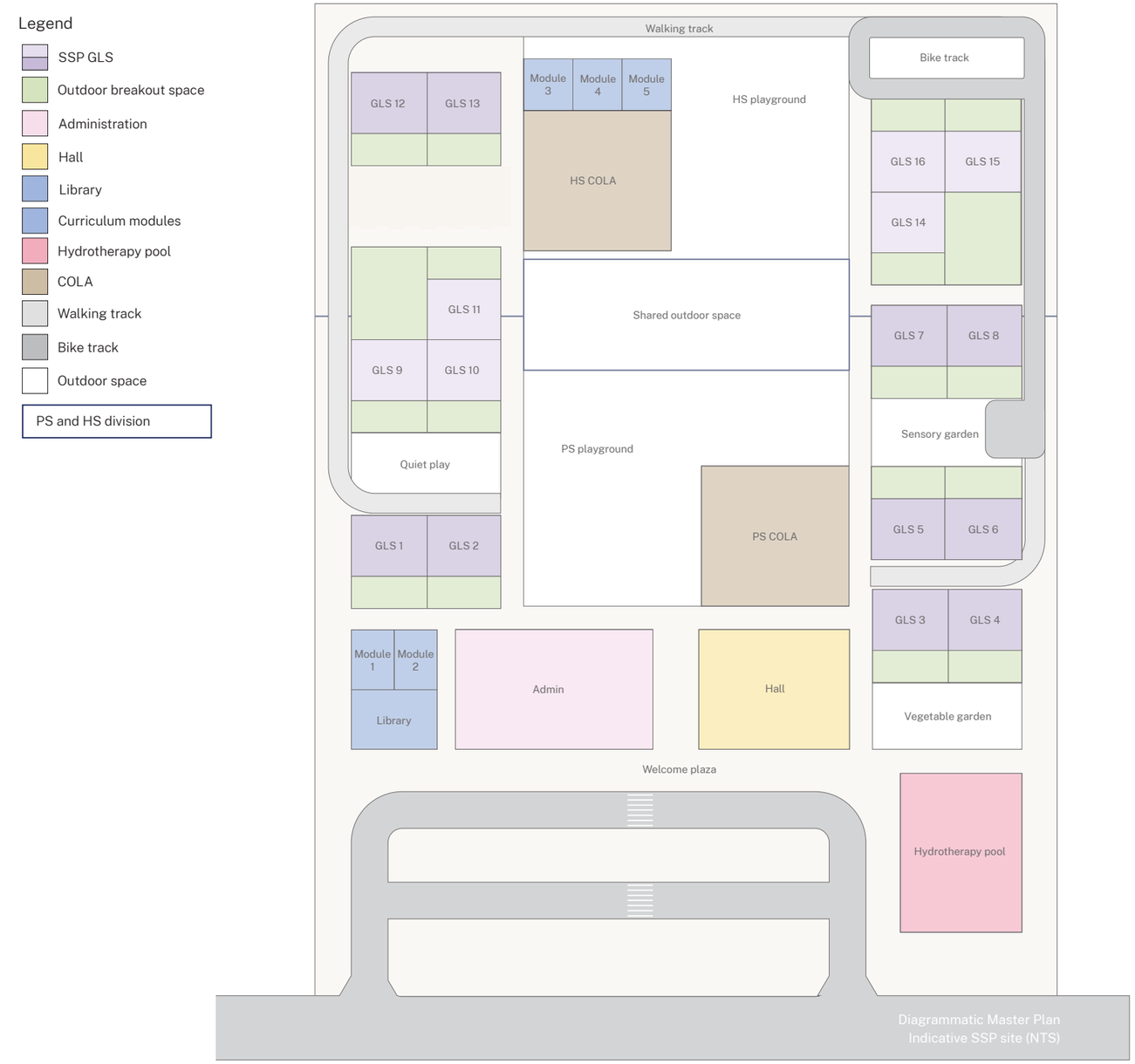
3.4 Schools for Specific Purposes (SSP)

3.4.2 Schedule of Accommodation

SSP100 SoA summary



Worked example master plan



4

Master planning

4.1 Site context response

4.2 General arrangements and co-locations

4.3 Arrival and movement

4.4 Community use

4.1 Site context response

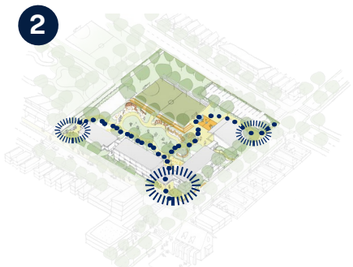
Designing a school master plan requires a deep understanding of context; including the site's physical conditions, community character, climate, and local movement patterns. Thorough site analysis is essential to uncover opportunities and constraints, informing design decisions that respond meaningfully to place.

A responsive approach ensures the school integrates seamlessly with its surroundings, supports safe pedestrian access, and reflects local identity. Incorporating ecologically-responsive design; such as passive solar strategies and water-sensitive landscaping, enhances sustainability and student wellbeing. By aligning with the needs of both learners and the broader community, a context-driven master plan creates a place that is functional, inclusive, and enduring.



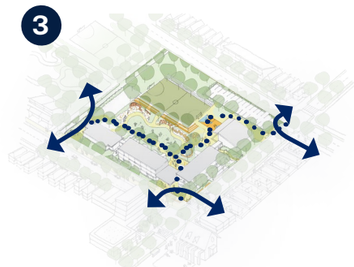
Cultural heritage

Acknowledge and celebrate the site's Aboriginal and European history through culturally responsive and place-based design.



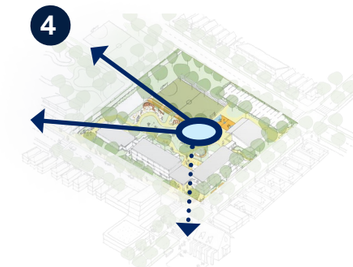
Legibility and wayfinding

Provide welcoming and legible entry points, clear way-finding and universal access to all parts of the site to support inclusive use by all users.



Context

Integrate the school within its wider context to promote connectivity, visibility, and community interaction.



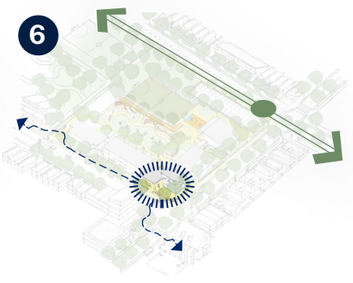
Views and vistas

Preserve and frame significant views while enhancing the school's identity and sense of place.



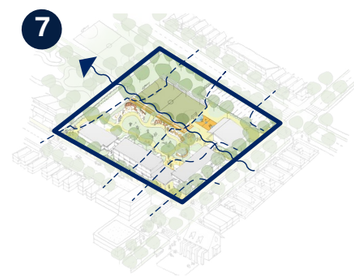
Collection and drop-off

Ensure clear and safe pick-up and drop-off zones with seamless access from public transport and school bus services to the school site.



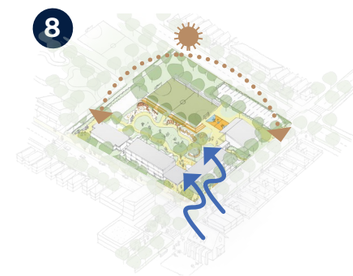
Active Transport

Encourage walking, cycling, and scooting by aligning entries with neighbourhood movement patterns and providing safe, accessible routes and crossings.



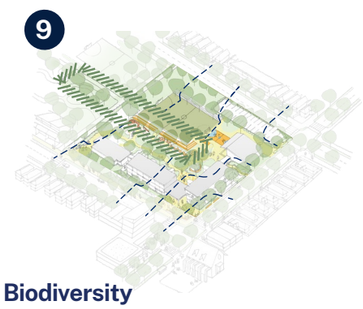
Topography

Design sensitively to the site's natural landform and drainage patterns to minimise disruption and manage stormwater sustainably.



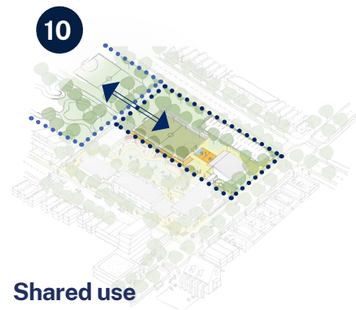
Micro-climate

Respond to local climate conditions to optimise solar access, shade, and thermal comfort across the site.



Biodiversity

Protect and enhance existing ecology by preserving natural features, green corridors and supporting biodiversity.



Shared use

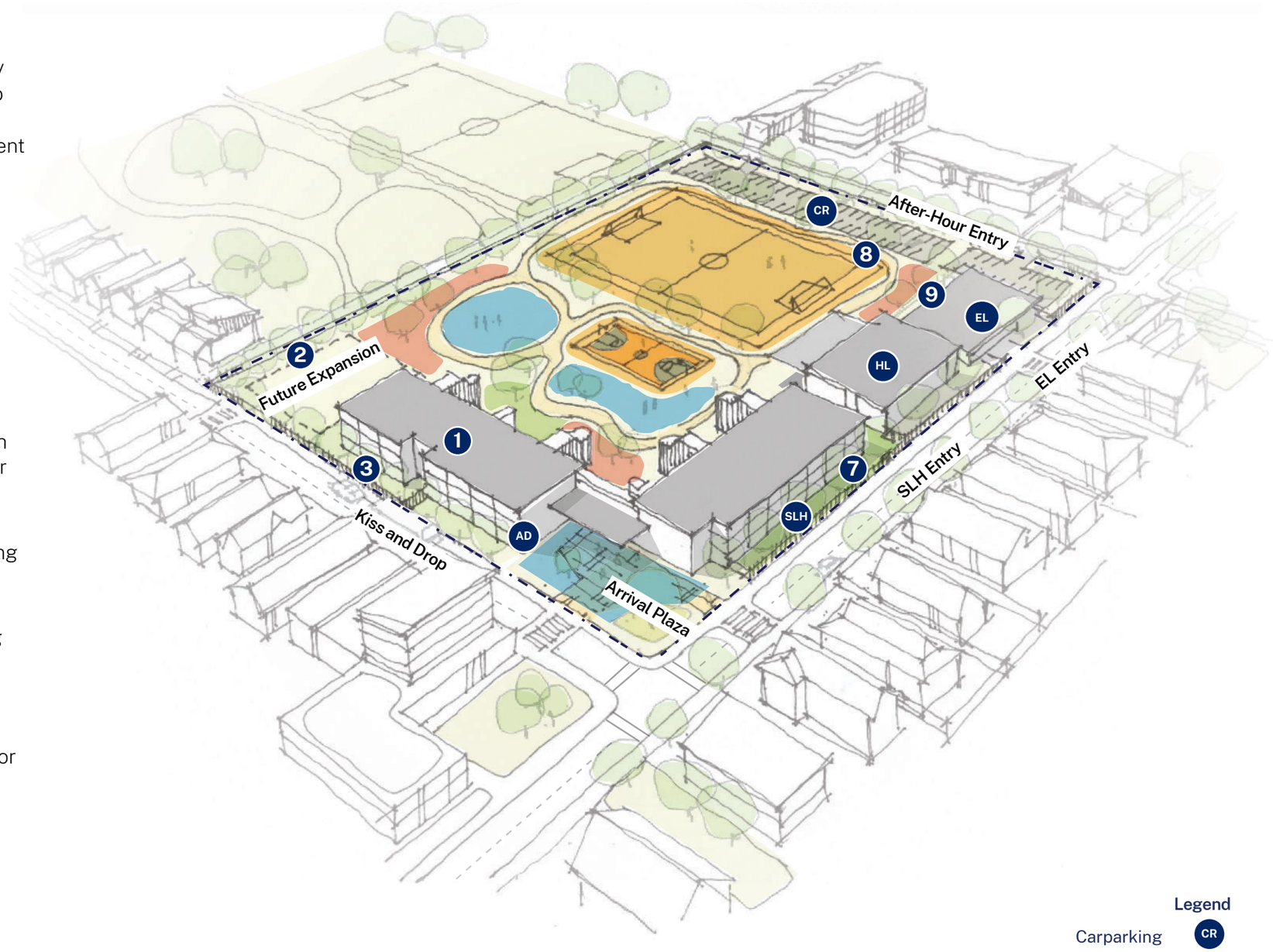
Maximise shared use opportunities with adjacent public facilities to benefit both school and community.

4.2 General arrangement and co-locations

School buildings should be arranged to support the smooth and efficient functioning of the school, with well-connected outdoor play areas, clear sight-lines for effective supervision, and the flexibility to accommodate future expansion. Entry points should be welcoming, accessible, and easy to navigate; promoting safe pedestrian movement and strengthening the school's connection with its surrounding community.

General arrangement considerations

1. Locate buildings on the site in a way which maximises usable outdoor space and enables easy supervision of play areas.
2. Allocate sufficient areas for future expansion of the school, with consideration for construction staging. All sites are to be master planned for the maximum capacity of Public School student enrolment numbers for that location.
3. Provide setbacks that respond to local context, whilst maximising usable open space.
4. Orient buildings to balance solar access and thermal comfort; minimising overshadowing of outdoor play areas, while avoiding excessive heat gain.
5. Ensure learning areas have access to and views of adjacent outdoor environments to support nature-connected learning.
6. Locate libraries, support spaces, and staff areas away from major movement corridors or active outdoor zones where possible.
7. Provide a designated outdoor play space for the Supported Learning Hub.
8. Locate the school Hall, Games Field, Games Courts and Carparking in close proximity to one another and with external access, to enable after-hour community use.
9. Provide a designated outdoor play space for the Early Learning Facility (within a Public School). The Early Learning Facility can be integrated on ground level of a multi-storey building or stand-alone.



Legend

Carparking	CR
Early Learning Facility	EL
Supported Learning Hub	SLH
School Hall	HL
School Admin	AD

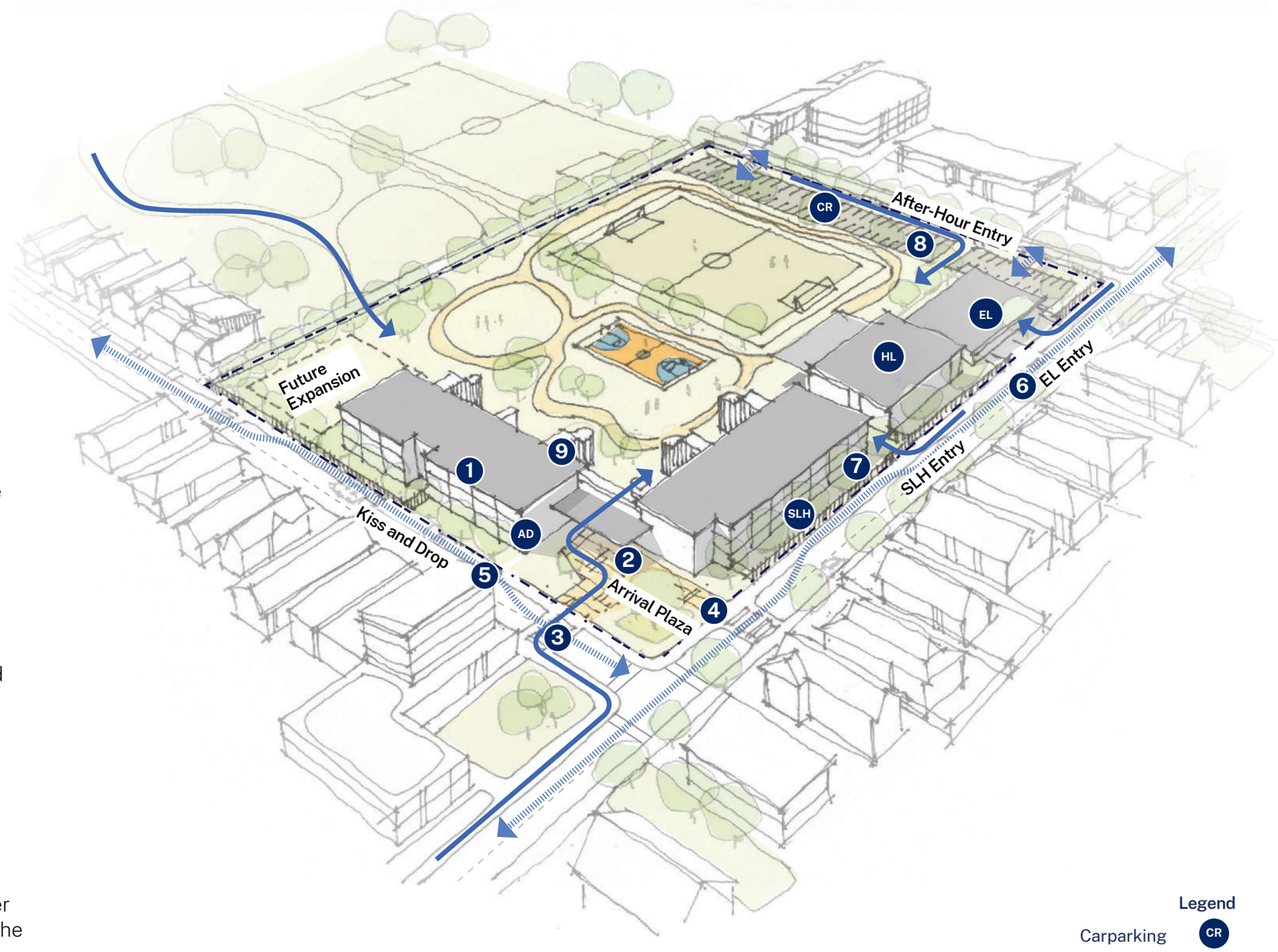
Note: The diagram above is indicative only, master plans should be unique to context and needs.

4.3 Arrival and movement

Movement around a school site plays a critical role in shaping the daily experiences, health, and safety of students, staff, and visitors. Thoughtfully planned circulation routes support smooth transitions between learning spaces, reduce congestion, and foster a sense of calm and order. Safe, legible, and accessible pathways also encourage active transport, such as; walking, cycling, and scooter use, which contributes to students' physical wellbeing and readiness to learn.

Movement and access considerations

1. Prioritise pedestrian movement and safety within the site by providing clear, legible circulation routes that separate vehicles from pedestrian flows.
2. Provide an Arrival Plaza, co-located with the school Admin zone and Main Entry. Consider sight-lines and passive surveillance in all arrival areas.
3. Ensure safe paths of pedestrian travel from adjacent streets to the school Arrival Plaza.
4. Provide secure bicycle and scooter parking near main entries.
5. Provide a designated Waiting Zone at the main school entry and adjacent to the Kiss n' Drop.
6. Provide a separate entry for the Early Learning Facility (within a Public School), with consideration for how children will be dropped-off and picked-up by their carer inside the facility.
7. Provide a separate entry for the Supported Learning Hub, with consideration for accessible and safe arrival and pick-up of students.
8. Locate carparking, loading and waste collection to the perimeter of the school site, away from the main pedestrian paths within the school site.
9. Provide covered pathways between key buildings and arrival points.



Legend

Carparking	CR
Early Learning Facility	EL
Supported Learning Hub	SLH
School Hall	HL
School Admin	AD

Note: The diagram above is indicative only, master plans should be unique to context and needs.

4.4 Community use

An important aspect of a school's design, involves balancing the educational and play requirements of students, while also supporting potential shared-use opportunities with the broader community. To enable this, the site should be master planned into distinct zones which can be easily secured off for certain uses. The following four zones should be carefully master planned into the school design:

School and Community Use Zones

Publicly accessible zone

- A welcoming Arrival Plaza and Waiting Zone should be located at the main school gate, which will be accessible to the public at all times.

After-hour accessible open space

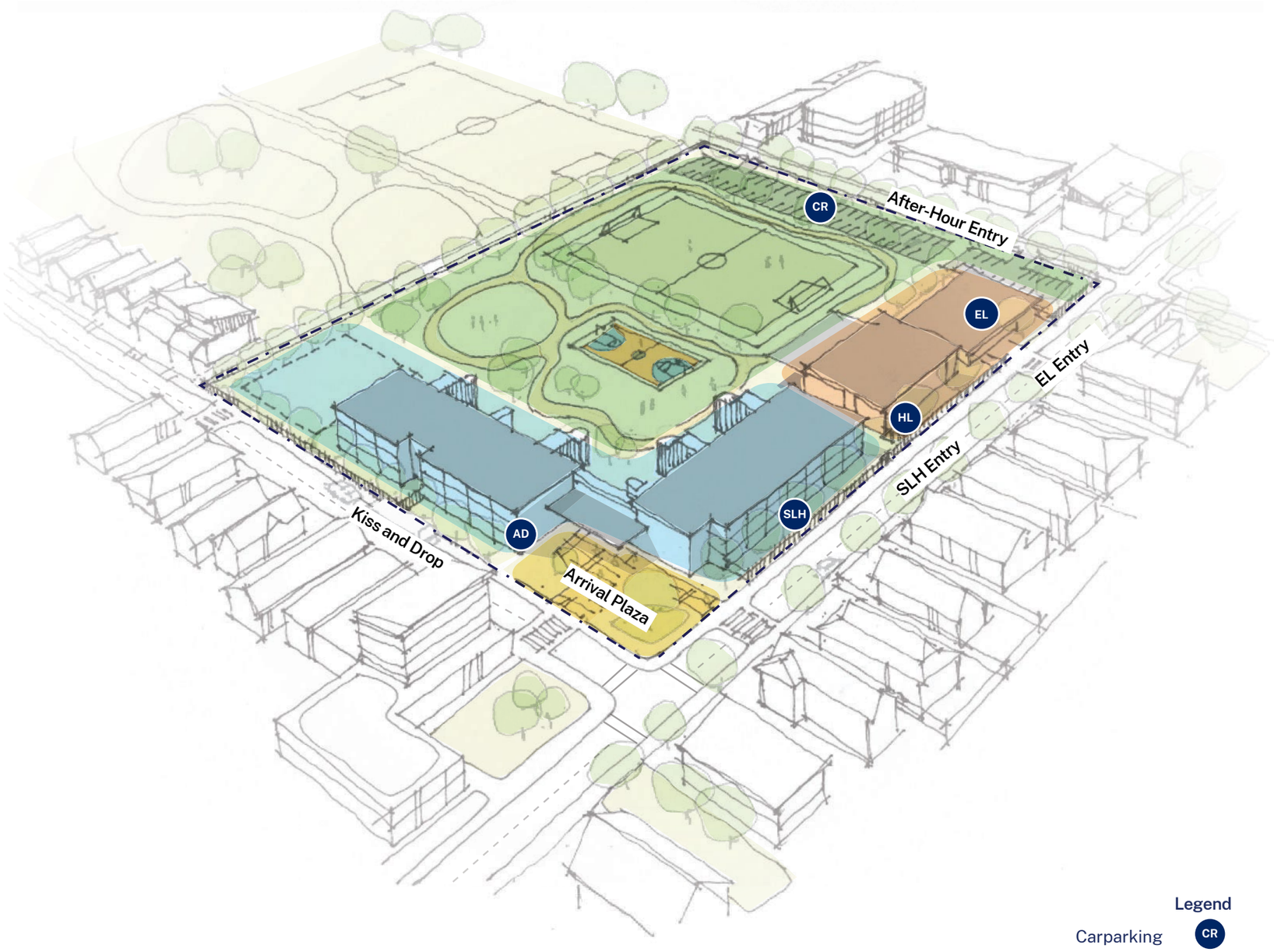
- The Games Field and carparking must be designed to enable access to the public after-hours.
- Games Courts and general play space should also be considered for after-hour community use.

After-hour accessible building space

- The school Hall must be designed to enable access to the public after-hours.
- The Library, designated General Learning Spaces and Specialist Learning Spaces, should also be considered for after-hour community use.

School only access

- The more private areas of the school, including Administration and Staff Rooms, Support Learning Areas and Early Learning Facility will typically not be accessible to the community after school hours.



Note: The diagram above is indicative only, master plans should be unique to context and needs.

5

Landscape setting and quality

5.1 General landscape provision

5.2 Schedule of landscape areas

5.3 Outdoor shade structures

5.4 Tree canopy cover

5.1 General landscape provision

A high-quality school environment is strongly shaped by well-designed landscape spaces. These areas should be informed by their functional relationship to the built form, enhance visual appeal, and contribute meaningfully to the overall learning experience. The general landscape areas within a school should include:

10 sqm of Unencumbered Outdoor Space per student

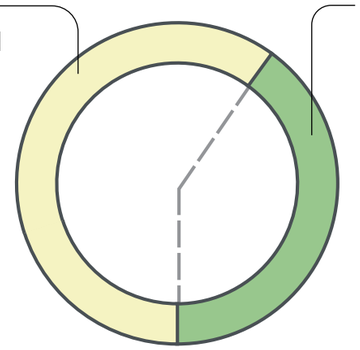
Unencumbered Outdoor Space Calculation =

[Total site area] - [Areas not accessible by students for play and recreation, including: out-of-bounds areas + building footprints + circulation + landscaped setbacks + parking and servicing + area for future expansion]

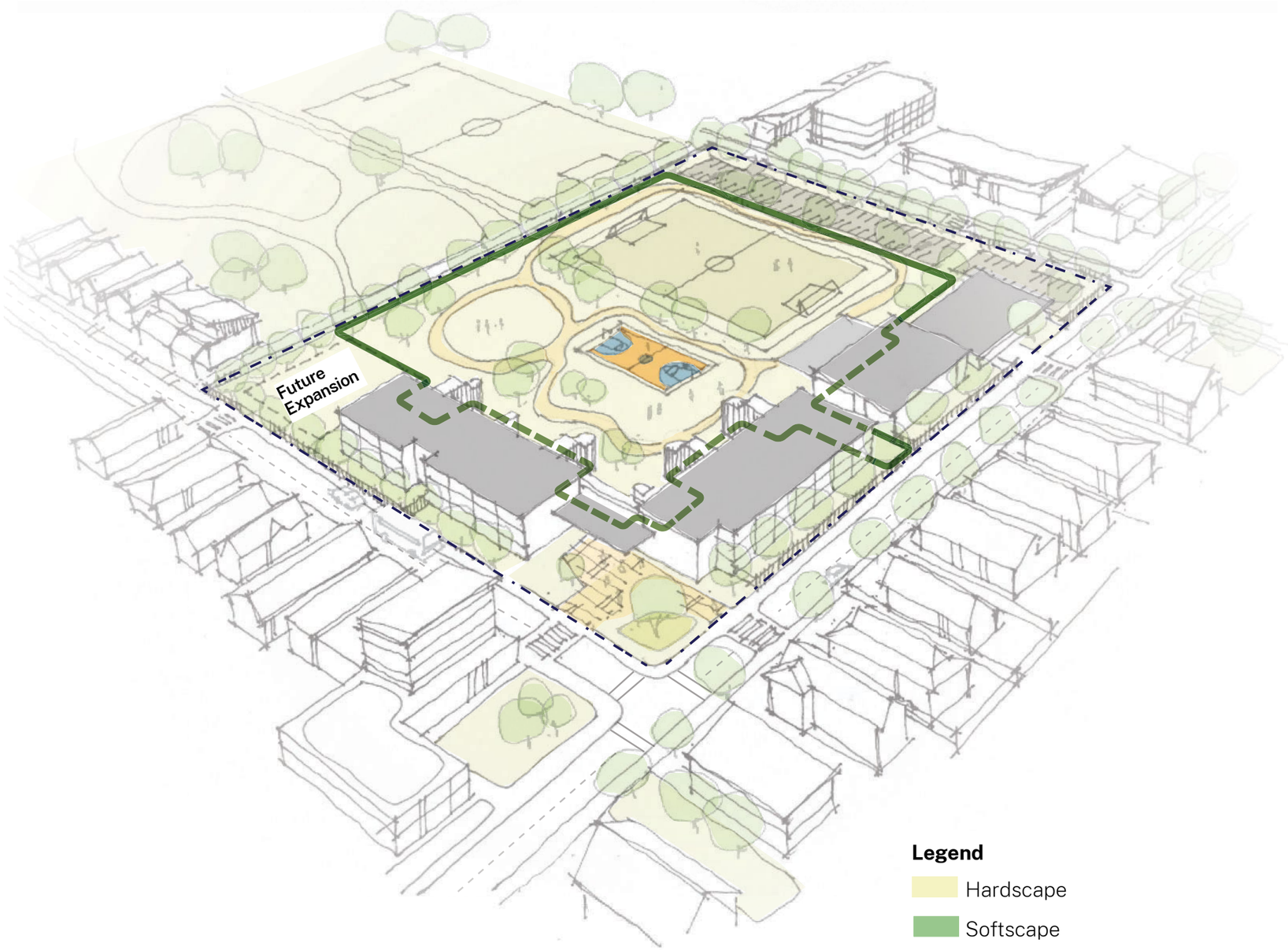
General Landscape Surfaces Breakdown

The landscape surfaces across a school site should balance softscape and hardscape elements to meet operational and accessibility needs, while also supporting ecology and allowing for water permeability. The following breakdown should be followed:

Maximum 60% Hardscape: Hardstand landscape area including paths, furniture, games courts, space in between buildings and car parking/ service zones



Minimum 40% Softscape: Planting areas[1]



[1] *Games Field surface material must be permeable to be considered as part of the 40% softscape.*

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5.2 Schedule of landscape areas

Unencumbered outdoor space refers to designated areas within the boundaries of a school site that are free from buildings or obstructions. A minimum of 10m^2 per student must be provided as mandatory outdoor play space for all students, from early learning facilities through to High Schools. This area must be accessible, safe and easily supervisable for students' play and leisure during school hours.

The adjacent table outlines the required minimum provision of various landscape settings within the 10m^2 allowance. It also specifies external areas that must be provided in addition to the required unencumbered play space.

Refer to EFSG Part C Pattern Book for greater detail.

Refer to EFSG Part D for surface finish requirements to Games Courts.

Within the 10sqm per student provision, the following areas must be allowed for:

	UNENCUMBERED OUTDOOR SPACE	10sq/ student including the following minimum provisions:						
	Landscape Setting	**PUBLIC SCHOOL**				**HIGH SCHOOL**		
		PS 250 *(approx 250 Students)*	**PS 500** *(approx 500 Students)*	**PS 750** *(approx 750 Students)*	**PS 1000** *(approx 1000 Students)*	**HS 500** *(approx 500 Students)*	**HS 1000** *(approx 1000 Students)*	**HS 1500** *(approx 1500 Students)*	**HS 2000** *(approx 2000 Students)*
GATHER	Quadrangle/ Assembly Court	210 sqm	630 sqm			680 sqm	1020 sqm	1530 sqm	2040 sqm
GATHER	Outdoor Learning	0.3 sqm / student							
GATHER	**Total Provision of "Gather" Space**	**15% of 'Unencumbered Outdoor Space' for PS**				**15% of 'Unencumbered Outdoor Space' for HS**			
DISCOVER	Nature/ Discovery Play	1 sqm / student				0.1 sqm / student			
DISCOVER	Mini Habitat/ Communal Garden	0.5 sqm / student				0.3 sqm / student			
DISCOVER	**Total Provision of "Discover" Space**	**15% of 'Unencumbered Outdoor Space' for PS**				**5% of 'Unencumbered Outdoor Space' for HS**			
RECOVER	Sensory Garden	0.5 sqm / student				0.2 sqm / student			
RECOVER	Quiet Zones/ Retreat Areas	0.5 sqm / student				0.3 sqm / student			
RECOVER	**Total Provision of "Recover" Space**	**10% of 'Unencumbered Outdoor Space' for PS**				**5% of 'Unencumbered Outdoor Space' for HS**			
ACTIVE	Games Field	The "Mini Roos" Games Field (70m x 50m) is to be provided subject to total site area available.			"Mini Roos" Games Field (70m x 50m)	The Full Size Games Field (120m x 67m) is to be provided subject to total site area available.			Full Size Games Field (120m x 67m)
ACTIVE	Games Courts	One Court				Two Courts	Four Courts	Six Courts	Eight Courts
ACTIVE	Batting Practice Net	n/a				One Batting Practice Net			
ACTIVE	**Total Provision of "Active" Space**	**Maximum 50% of 'Unencumbered Outdoor Space' for PS**				**Maximum 65% of 'Unencumbered Outdoor Space' for HS**			
	Remaining 10% of area to be allocated to site specific response and community needs.								



GATHERING

Spaces to facilitate social interaction and community.

DISCOVERY

Spaces to support imaginative play and exploration.

RECOVERY

Sensory retreat areas for respite and quiet reflection.

ACTIVE

Physical movement areas for formal games, and active play.

Additionally to the unencumbered play space allowance, the following areas must be allowed for:

Arrival Plaza/Waiting Zone	0.2sqm / student (minimum size 100 sqm)
Supported Learning Hub (SLH) Breakout	Depending on # of SLHs within the School Single Hub with 3 Supported TS (PS and HS) = 90 sqm minimum Double Hub with 7 Supported TS (PS and HS) = 210 sqm minimum
Early Learning Outdoor Space [1]	Early Learning Facilities located on new Public School sites, must provide 10sqm per child. On existing school sites, where space is constrained, 7 sqm per child is an acceptable minimum. Refer to the Preschool Design Brief for detailed requirements.
Bulk Waste Pad	Site Specific. Bulk Waste Pad size to be determined by Waste Management Consultant.
Bicycle Parking/Enclosure	Site Specific. To be determined by Transport Planner, taking into account locality and available public transport options.
Car parking	
Kiss and Drop Area/s	
Bus Zone/s	

5.3 Outdoor shade structures

In school environments, it is essential to provide a variety of covered outdoor areas that support learning, play, and comfort throughout the year. These spaces offer protection from sun and rain, contribute to the usability of outdoor environments during all seasons, and promote flexible, multipurpose use of school grounds.

Covered Outdoor Learning Area (COLA)

The COLA is a large, open, multipurpose structure designed to provide shade and weather protection. It is located adjacent to the School Hall, allowing for overflow capacity during events and assemblies. In some cases, the COLA may also provide shelter for adjacent functions such as the canteen.

Additional Fixed Shaded Area

In addition to the formal COLA, the school landscape design must incorporate fixed shaded areas across outdoor play and learning spaces. This could be provided in the form of fixed shade structures, umbrellas, undercover areas between buildings or open pavilions. The additional fixed shading should be provided over key outdoor play and recreation settings to ensure comfort and usability throughout the day.

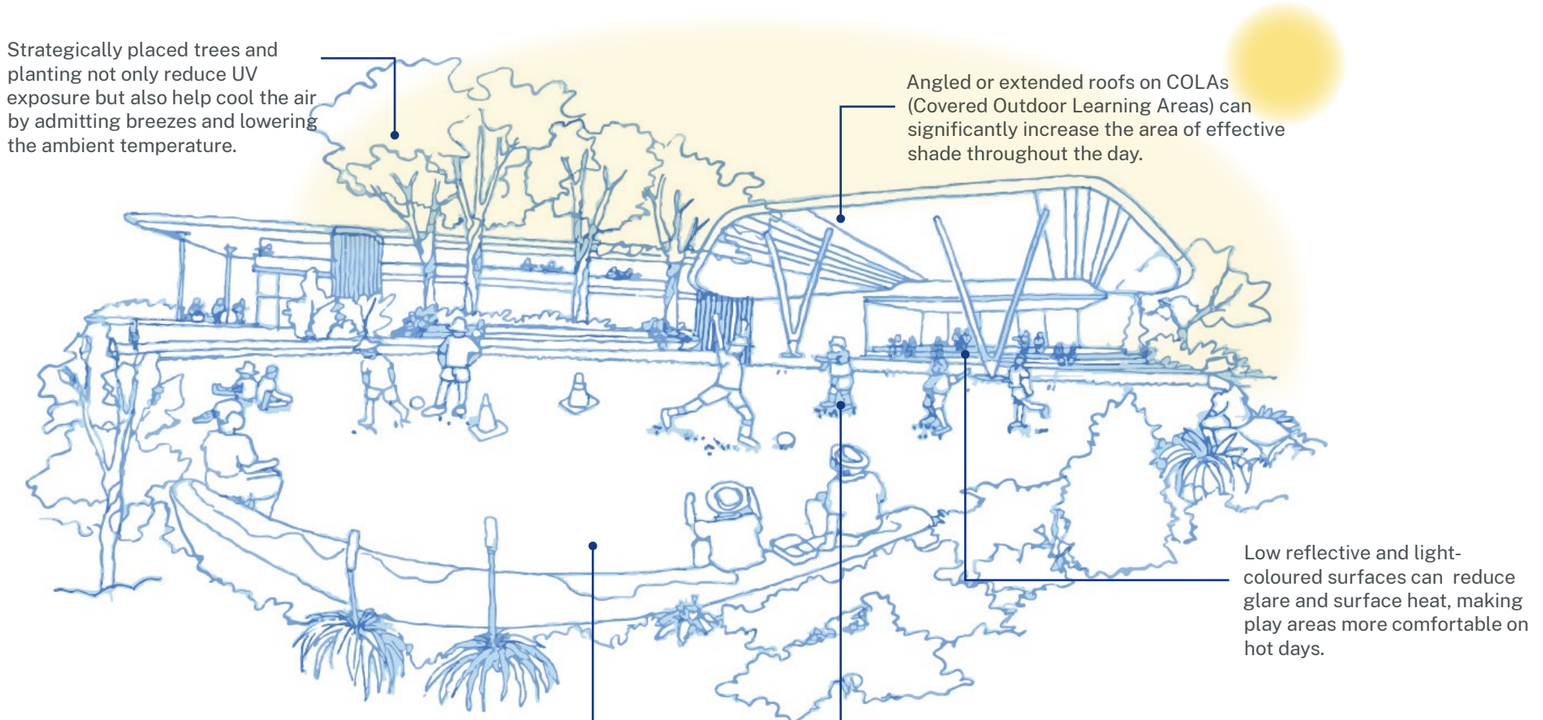


Image Above: A range of shading solutions provided at Jordan Springs PS, including fixed shade, umbrellas and building undercroft spaces.

OUTDOOR SHADE PROVISION
Note: Tree canopy cover requirements are additional to this provision. For Early Learning facilities and shade requirements, refer to the Preschool Design Brief.

Landscape Setting	PUBLIC SCHOOL				HIGH SCHOOL			
	PS 250 *(approx 250 Students)*	**PS 500** *(approx 500 Students)*	**PS 750** *(approx 750 Students)*	**PS 1000** *(approx 1000 Students)*	**HS 500** *(approx 500 Students)*	**HS 1000** *(approx 1000 Students)*	**HS 1500** *(approx 1500 Students)*	**HS 2000** *(approx 2000 Students)*
Covered Outdoor Learning Area (COLA)	103 sqm	236 sqm	300 sqm	365 sqm	125 sqm	203 sqm	258 sqm	300 sqm
Additional Fixed Shaded Area	0.3 sqm / student Area provision can be spread across the site as required with a focus on areas with high foot traffic or prolonged use, such as lunch areas, play equipment zones, and waiting areas near school gates.							
Covered Walkways	Min 2.1m wide covered walkways to be provided linking all buildings within the school site.							

Shade Considerations[1]:



[1] *For further guidance on designing an effective COLA and shade structures, refer to 'Guidelines to Shade - A practical guide for shade development in NSW'.*

5.4 Tree canopy cover

Tree canopy provides shade, helps mitigate heat and supports general well being of students. All schools must provide a minimum requirement of:

35% tree canopy to total site area at tree maturity[1].

In school sites where a full-sized Games Field is required, a minimum of 30% tree canopy to site area must be provided.

Tree Canopy Category and Sizes[1]

Tree Size	Stock Size	Canopy Diameter Growth			Clear Trunk Ht (m)	Ht (m)	Caliper (at 300mm)
		Day 1	5 Yr	10 Yr			
Small	100L	min.1.5m	min.3m	min.6m	0.8–1.3m	2.4	50mm
Medium	200L	min.2m	min.2m	min.8m	1.2-1.7m	3.6	60mm
Large	400L	min.3m	min.6m	min.12m	1.5-2.0m	4.2	95mm

For every 300m2 of site area, at least four small trees, or two medium trees or one large tree is to be provided. Large trees to comprise at least 30% of canopy targets, small trees to comprise no more than 10%.

Deep Soil Zone

Trees must be planted within deep soil to ensure effective health and growth of canopy cover. Deep soil zone is described in ***Part 3E of NSW Government, SEPP 65.*** A minimum of 15 per cent of the school landscape area should have a least 1.5m soil depth which is undisturbed by services and infrastructure on the site.

Tree Replacement Ratios

-Trees of High significance–Retain or demonstrate action (including transplant, replenishment), for approval by the Design Review Panel.

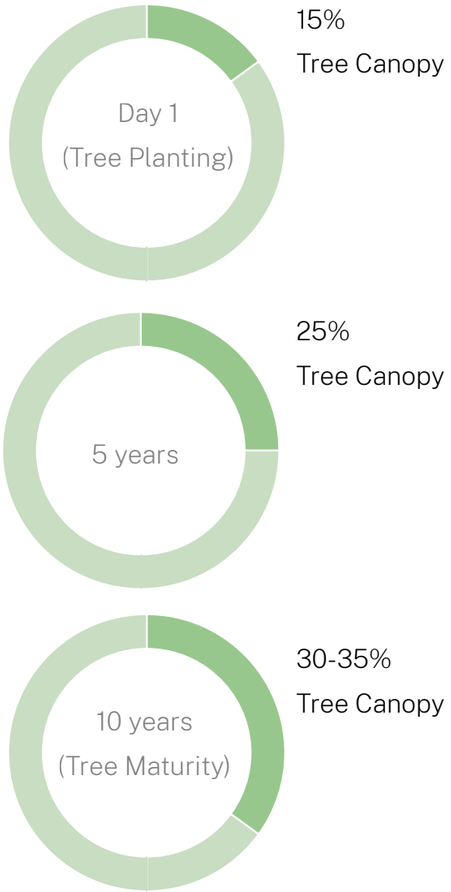
-Tree to be removed with a DBH > 500mm: 400 litre pot size at a ratio of 4:1

-Trees to be removed with a DBH less that 500mm: 200 litre pot size at a ratio of 3:1

How To Calculate Tree Canopy Cover %

$$\frac{\text{Matured Canopy Area}^1}{\text{Total Site Area}} \times 100$$

[1] Tree Canopy Target by Years





Day 1



5 Years



10 Years

Case Study on Tree Canopy Cover 2015 - 2025

The case study (illustrated in the adjacent images) focuses on a public school built in 2015. It highlights several key lessons:

- Trees take time to grow, so early planning is essential.
- A balanced approach to providing shade in play areas is crucial for comfort and usability.
- Retaining mature, existing trees adds significant value; supporting children's wellbeing, enhancing the environment, and enabling learning opportunities through curriculum-aligned activities such as science investigations and observational studies.
- Succession planting can accelerate regeneration in areas with high biodiversity value, supporting long-term ecological health.

[1] *All trees specified must comply with AS2303:2018 "Tree Stock for Landscape Use" and "Guide for assessing the quality of and purchasing of landscape trees" by Ross Clark 2003.*

Appendices

A.1 List of amendments

List of amendments

This list has been developed to assist document users to identify key changes incorporated into EFSG 2026. This list provides a description of major changes only.

Reference	Change and commentary
EFSG v2.0 Design Framework	EFSG v2.0 Design Framework Documents are now a superseded and are incorporated into this document.
Master Planning and Landscape Draft	Relevant content from the Draft Master Planning and Landscape document has been integrated into the applicable Part B sections.
Preschool content	Preschool-specific pages from EFSG 2025 have been removed and replaced with references to the Preschool Design Brief.
Teaching Space (TS) count	The High School TS count has been adjusted to include Science Labs and Visual Arts Workshops within the overall capacity count.
High School student numbers	In High Schools, the average student number has been adjusted to 23 HS students/ TS (increased from 20 students/TS under EFSG v2.0).
Section 5.2 Schedule of Landscape Areas on Page 51	Addition of cross reference to EFSG Part D for surface finish requirements to Games Courts.

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