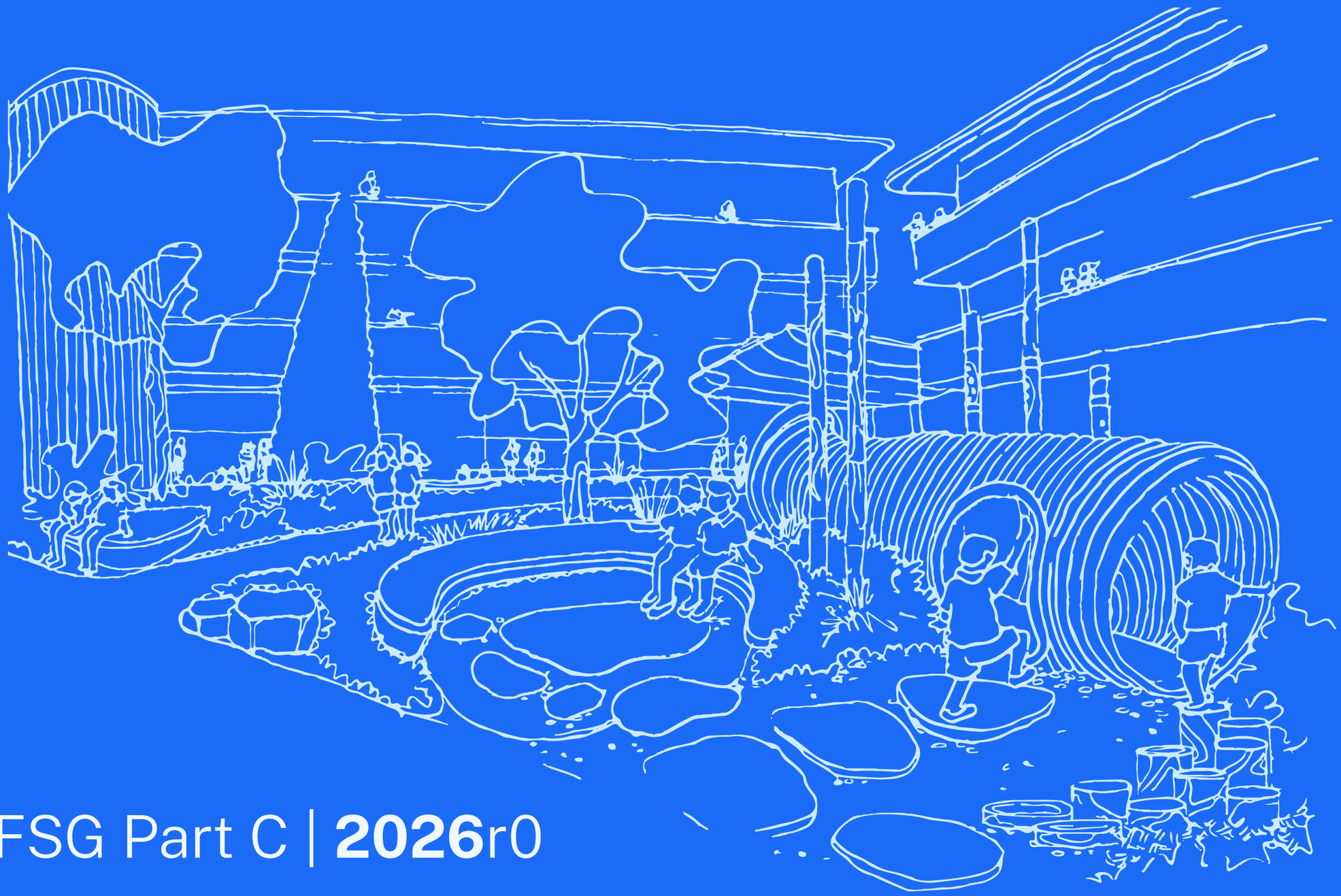
NSW Department of Education



EFSG Part C | **2026**r0

Pattern Book:
Design components and data sheets



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

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.

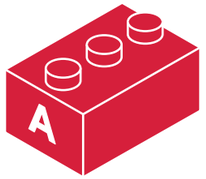
The requirements within the EFSG usually exceed or are in addition to the minimum requirements set out in regulation. The EFSG does not replace the requirement to comply with current applicable regulation, including but not limited to the National Construction Code and Australian Standards.

How to use the EFSG

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

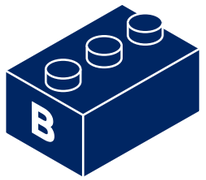
There are four Parts to the EFSG – Part A, Part B, Part C and Part D. Each Part of the EFSG has a specific purpose and is to be read in conjunction with all other Parts.





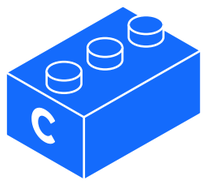
Part A – Design vision and objectives

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.



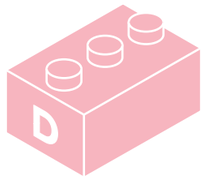
Part B – Pattern Book: Functional design brief

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 B - Pattern Book: Functional design brief
- EFSG Part D: Design and technical requirements
- Design Guide for Schools, Government Architect NSW
- National Construction Code (NCC)
- Australian Standards

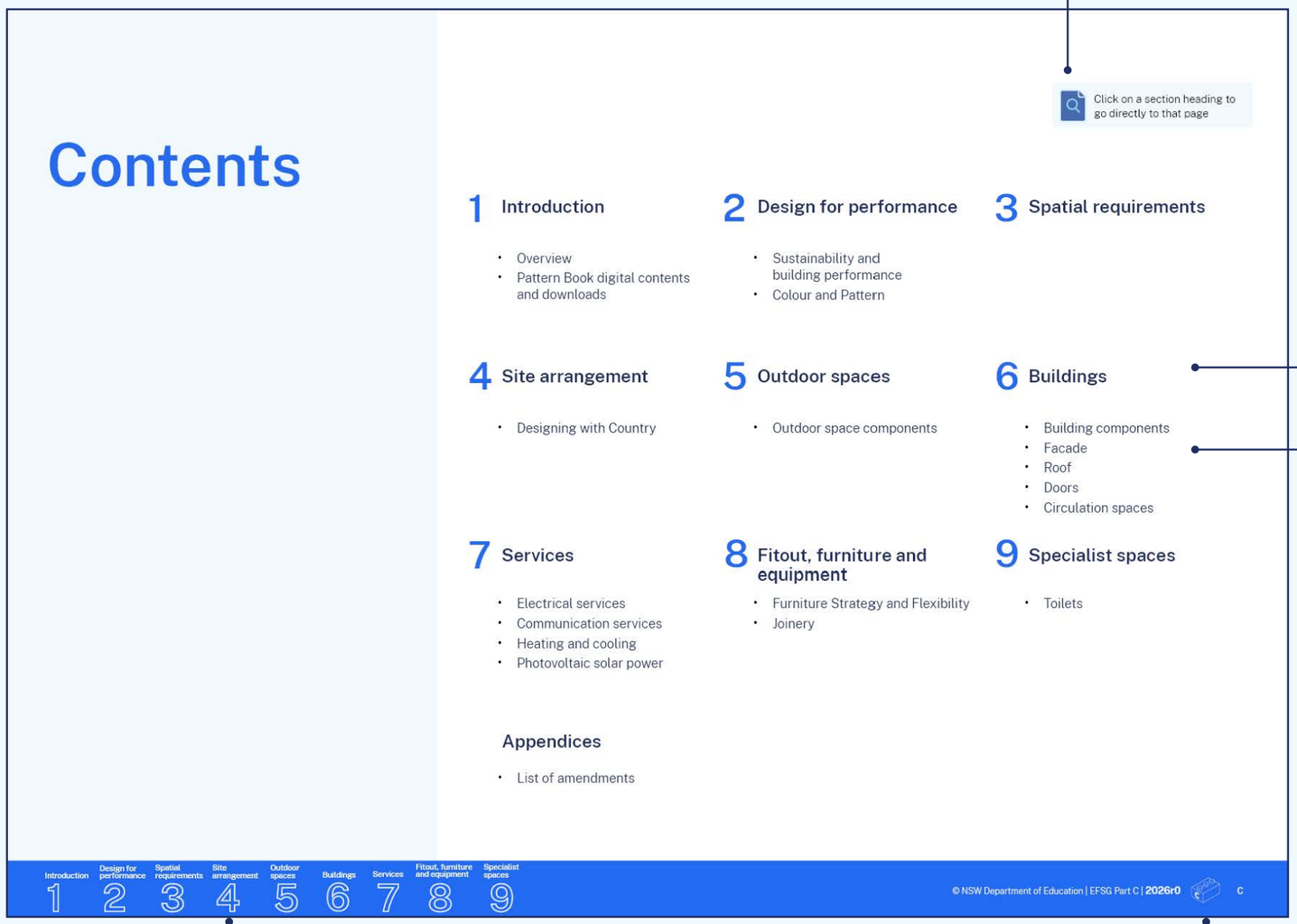
Acronyms and abbreviations

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 C



Contents

Click on a section heading to go directly to that page

1 Introduction

- Overview
- Pattern Book digital contents and downloads

2 Design for performance

- Sustainability and building performance
- Colour and Pattern

3 Spatial requirements

4 Site arrangement

- Designing with Country

5 Outdoor spaces

- Outdoor space components

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- Building components
- Facade
- Roof
- Doors
- Circulation spaces

7 Services

- Electrical services
- Communication services
- Heating and cooling
- Photovoltaic solar power

8 Fitout, furniture and equipment

- Furniture Strategy and Flexibility
- Joinery

9 Specialist spaces

- Toilets

Appendices

- List of amendments

1

Introduction

- **Overview**
- **Pattern Book digital contents and downloads**

Links to EFSG Part D sections:

- Overview
- Whole of Life
- Warranties
- Pattern Book Digital Contents and Downloads

Overview

The Pattern Book: Design components and data sheets builds upon the standardised approach to school designs by creating a minimum standard with repeatable design elements and components, which can be applied to new and upgrade schools.

Standardisation, certainty and repeatable components create opportunities to deliver more equitable learning environments across our schools. They enable both traditional and modern methods of construction, while driving greater industry productivity, innovation and consistency in the design and delivery of school infrastructure.

The Pattern Book is intentionally agnostic to specific materials, systems, construction methodologies and furniture solutions. This flexibility enables industry to apply best practice and innovation across all aspects of school design and delivery, while ensuring compliance with the required design, technical and performance outcomes.

How to use the Pattern Book

The Pattern Book includes standardised templates for school building designs including the expandable Public and High Schools, COLAs, Halls and Services and Amenities, as well as Landscaping provisions.

Pattern Book hub layouts and room data sheets are available in 2D PDF form and as BIM models under the digital contents and downloads section. Users of the Pattern Book can navigate through the book to review designs, understand components, refer to EFSG Design and Technical Requirements for more information on technical standards and performance criteria and also download building envelopes from the EFSG Autodesk Construction Cloud.

Stakeholder input

The Pattern Book was developed in collaboration with School Infrastructure Delivery, Planning, Cost Planning, Asset Management, Design and Infrastructure Standards, Digital Engineering and Sustainability. It also leveraged external expertise in cost planning, sustainability, building services, construction and buildability, manufacturing and architecture.

Following the previous release of the Pattern Book, stakeholder engagement was undertaken through various educational and technical working groups comprising representative members from across the department. Supported by targeted research, advice, feedback, innovation and validation, the process was further refined through consultation, collectively shaping the content and outcomes presented in this document.

The purpose of the Pattern Book baseline model is to encourage industry, which includes consultants, construction contractors, manufacturers and education experts, to innovate in their approach to the design, manufacturing, assembly and construction of school infrastructure.

Master planning with Pattern Book

A key benefit of a standardised approach to school design is the opportunity to dedicate more time and effort to thoughtful site and master planning. While the Pattern Book provides a consistent design framework, every school site is unique and requires careful consideration of its specific opportunities, constraints and context.

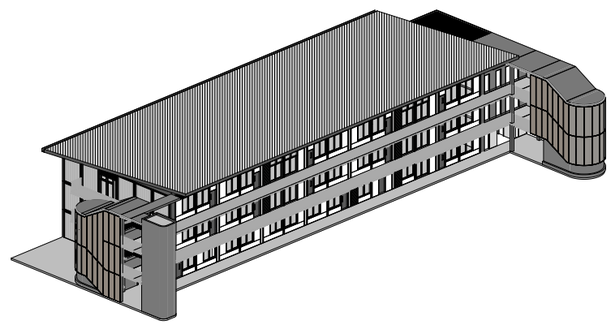
Successful master planning involves balancing and integrating a range of interrelated factors in parallel with the application of the Pattern Book. These include, but are not limited to:

- Contextual and site related issues
- Environmental constraints and opportunities
- Placemaking and siting
- Entry arrival and built form
- Safety of children
- Opportunities with or potential impact on neighbouring properties, uses and future developments
- Transport and Parking
- School operation and opportunities for external use of school infrastructure
- Heritage
- Connecting with Country
- Inclusive Design

Pattern Book digital contents and downloads

Envelope models - for guidance

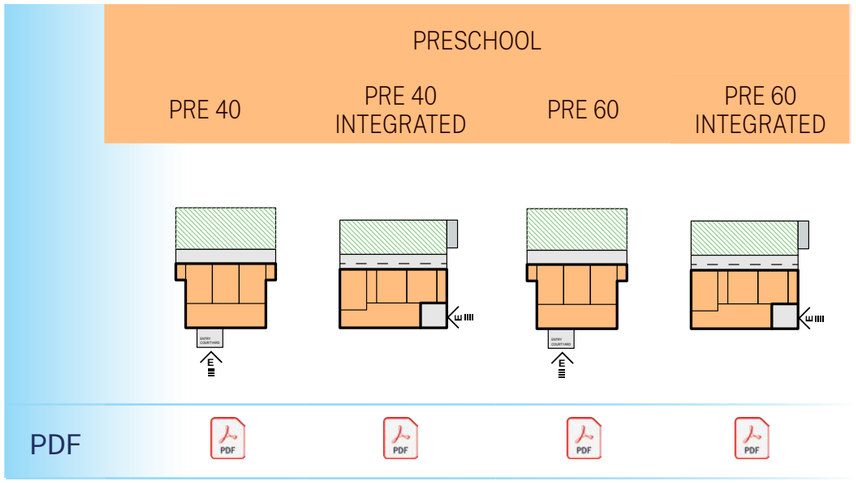
Click on the PDF or Revit icon to access that digital download

EARLY LEARNING FACILITY	PUBLIC SCHOOL	HIGH SCHOOL	SSP
			
Revit	Revit	Revit	Available in Future Release

Pattern Book digital contents and downloads

Early Learning Facilities - Layouts and room data sheets

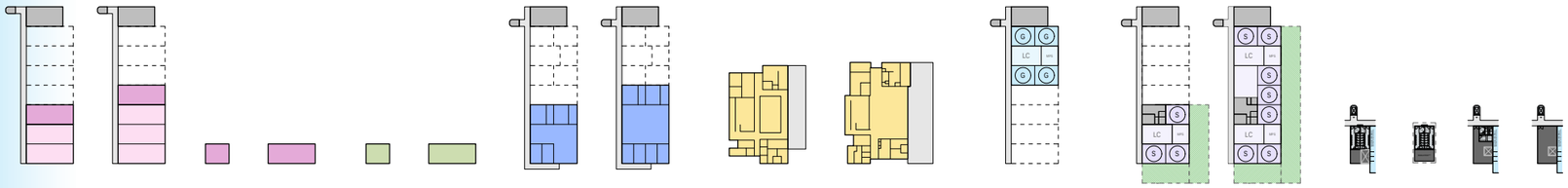
Click on the PDF or Revit icon to access that digital download



Pattern Book digital contents and downloads

Public Schools - Hub layouts and room data sheets

Click on the PDF or Revit icon to access that digital download

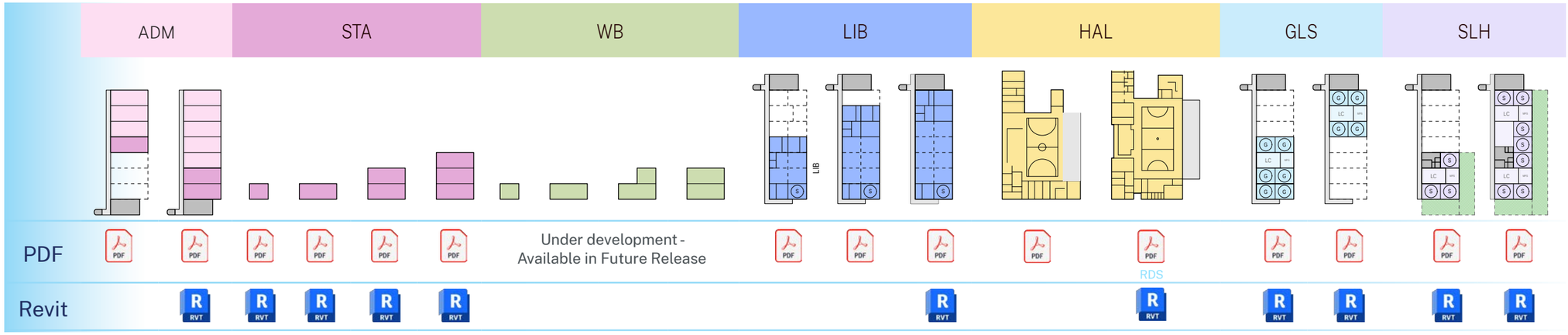
	ADM	STA	WB	LIB	HAL	GLS	SLH	SAS
								
PDF	PDF	PDF	PDF	PDF	Available in Future Release	PDF	PDF	PDF	PDF	PDF	PDF	PDF	PDF	PDF
Revit	RVT	RVT	RVT			RVT	RVT	RVT	RVT	RVT	RVT	RVT	RVT	

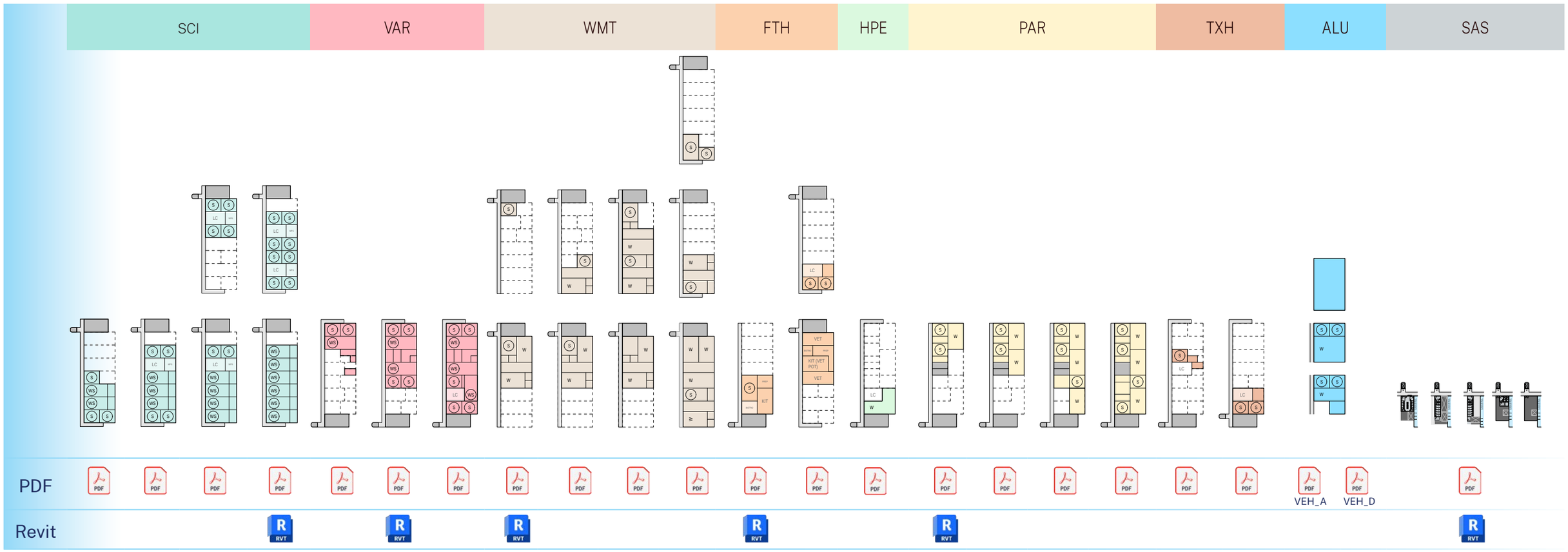
Note: For smaller hub layouts not covered in this section and referenced in the PB Part B SoA, refer to EFSG v2.0 and develop the layouts based on the latest approved layouts and RDS.

Pattern Book digital contents and downloads

High Schools - Hub layouts and room data sheets

Click on the PDF or Revit icon to access that digital download



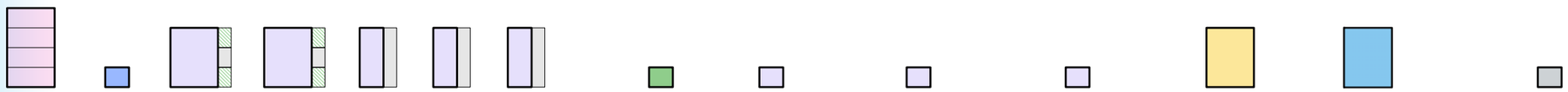


Note: For smaller hub layouts not covered in this section and referenced in the PB Part B SoA, refer to EFSG v2.0 and develop the layouts based on the latest approved layouts and RDS.

Pattern Book digital contents and downloads

Schools for Specific Purposes - Hub layouts and room data sheets

Click on the PDF or Revit icon to access that digital download

	ADMIN	LIBRARY	GLS	CAPA	STEM	MULTI SENSORY ROOM	WORK SKILLS	HALL	HYDROPOOL	SAS
										
PDF	PDF	PDF	PDF	PDF	PDF	PDF		PDF	PDF	
Revit	Available in Future Release									
IFC	Available in Future Release									

Pattern Book digital contents and downloads

Fitout, furniture and equipment schedules

Click on the PDF or Revit icon to access that digital download

	PRESCHOOL FFE SCHEDULE	PS FFE SCHEDULE (SCHEDULE OF QUANTITIES)	HS FFE SCHEDULE (SCHEDULE OF QUANTITIES)	SSP FFE SCHEDULE	FFE LIBRARY (ITEM CONTROL SCHEDULE)
		Room by room schedule of quantities To be read in conjunction with Item Control Schedule	Room by room schedule of quantities To be read in conjunction with Item Control Schedule		To be read in conjunction with Hub Layout FFE Plans and Schedule of quantaties
PDF	PDF	PDF	PDF	Available in Future Release	PDF

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2

Design for performance

- **Sustainability and building performance**
- **Colour and pattern**

Links to EFSG Part D:

- Sustainability and Building Performance
- Acoustics
- Colour and Pattern
- Inclusive design
- Safety
- Hazardous materials
- Heritage
- Bushfire protection

Sustainability and building performance

Climate resilient design and facade fundamentals for PS & HS

School buildings and surrounding landscapes are to be designed to respond to current and projected future NSW climate conditions over the life of the building to optimise performance, occupant comfort, and environmental outcomes. Building orientation, facade articulation, shading, glazing, roof design, and material selection should work together to improve thermal comfort, maximise natural daylight, support natural ventilation, reduce maintenance and future retrofits, and respond appropriately to seasonal climate variations across NSW. Climate-resilient design should improve resilience to increasing temperatures, more frequent heatwaves, changing rainfall patterns, severe weather events, and other climate-related risks, while supporting healthy learning environments and positive student wellbeing.

Materials are to be selected to suit the relevant NSW climate conditions, considering solar exposure, rainfall, humidity, wind, temperature variation, and corrosion resistance to ensure long-term durability, performance, and low maintenance. Design solutions should minimise reliance on mechanical systems while maintaining safe, healthy, and comfortable learning environments -especially applicable to Hall designs.

Refer to Pattern Book Add-on components for climate resilient design measures, such as additional screening, deep eaves, sun-shading devices, covered walkways, and other facade treatments, to enhance building performance and respond to site-specific conditions. These elements improve outdoor comfort, support passive cooling, reduce glare, provide weather protection and acoustic buffering, and contribute to the architectural expression of the school.

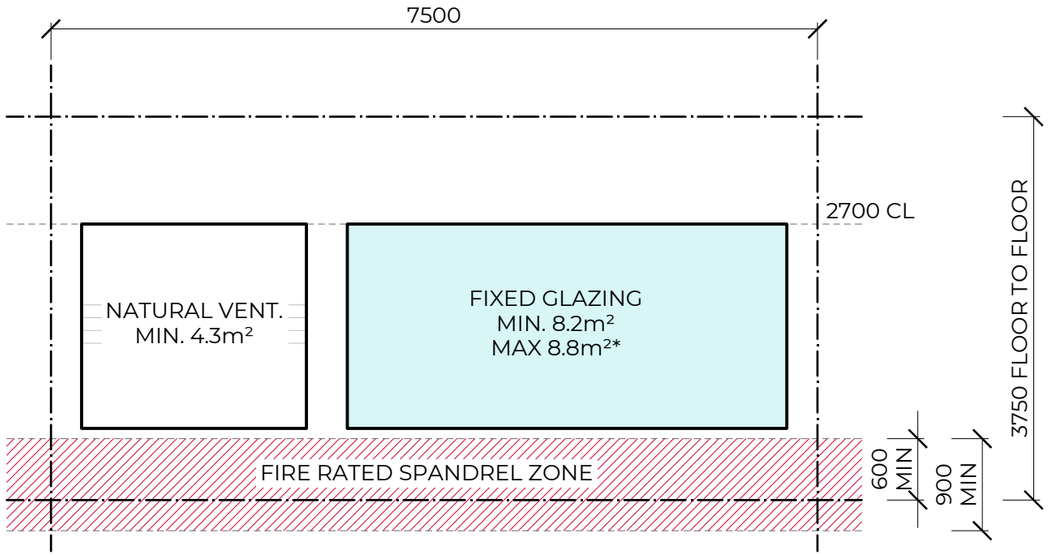
Building envelopes should remain functional and resilient during extreme climate events, maintaining occupant safety and supporting continued operation where practicable. Design teams should address future climate projections, overheating risk, passive survivability during power outages, and long-term material and system performance.

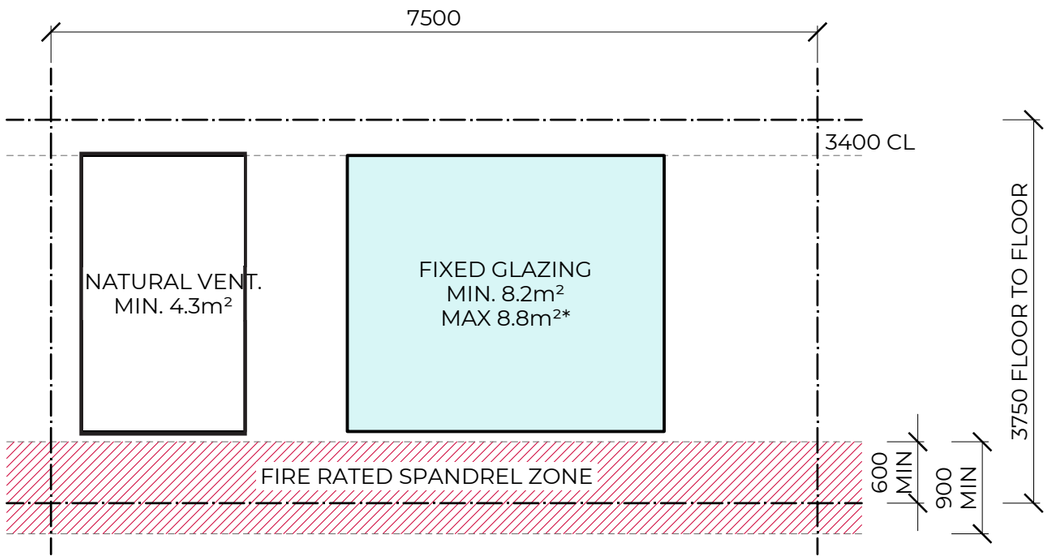
Refer to Chapter 6 Buildings for further detail on building and facade components.

Performance guideline

For a typical GLS, the facade design described diagrammatic is based on the following assumptions and parameters:

- Minimum glazed area of 8.2sqm per classroom for daylight purposes.
- Minimum 4.3sqm per classroom for natural ventilation purposes.
- Wall R-value 1.4 (all Climate Zones).
- Roof R-3.7 (all Climate Zones, except 6 with R-3.2).
- Slab R-2.0 (all Climate Zones).
- Single-glazing with an overall U-value of 6.2, SHGC of 0.55 and VLT of 0.6, including framing.
- Vertical and horizontal fins of max 600mm for streetfacing façades towards North, East and West for sun shading.
- Mechanical system of a VRF type with individual fancoil units. Classroom cooling capacity of approximately 15 kW with a FCU fan power of approximately 250 W per classroom.
- Temperature setpoint of 20°C to 25°C.
- Lighting wattage of 4.5 W/m2.
- Glare control to be managed via internal blinds.
- Louvres or grilles to allow air and/ or light as required to pass through (with appropriate levels of sealing, water tightness and acoustic performance)
- DTS fire separation spandrel requirement

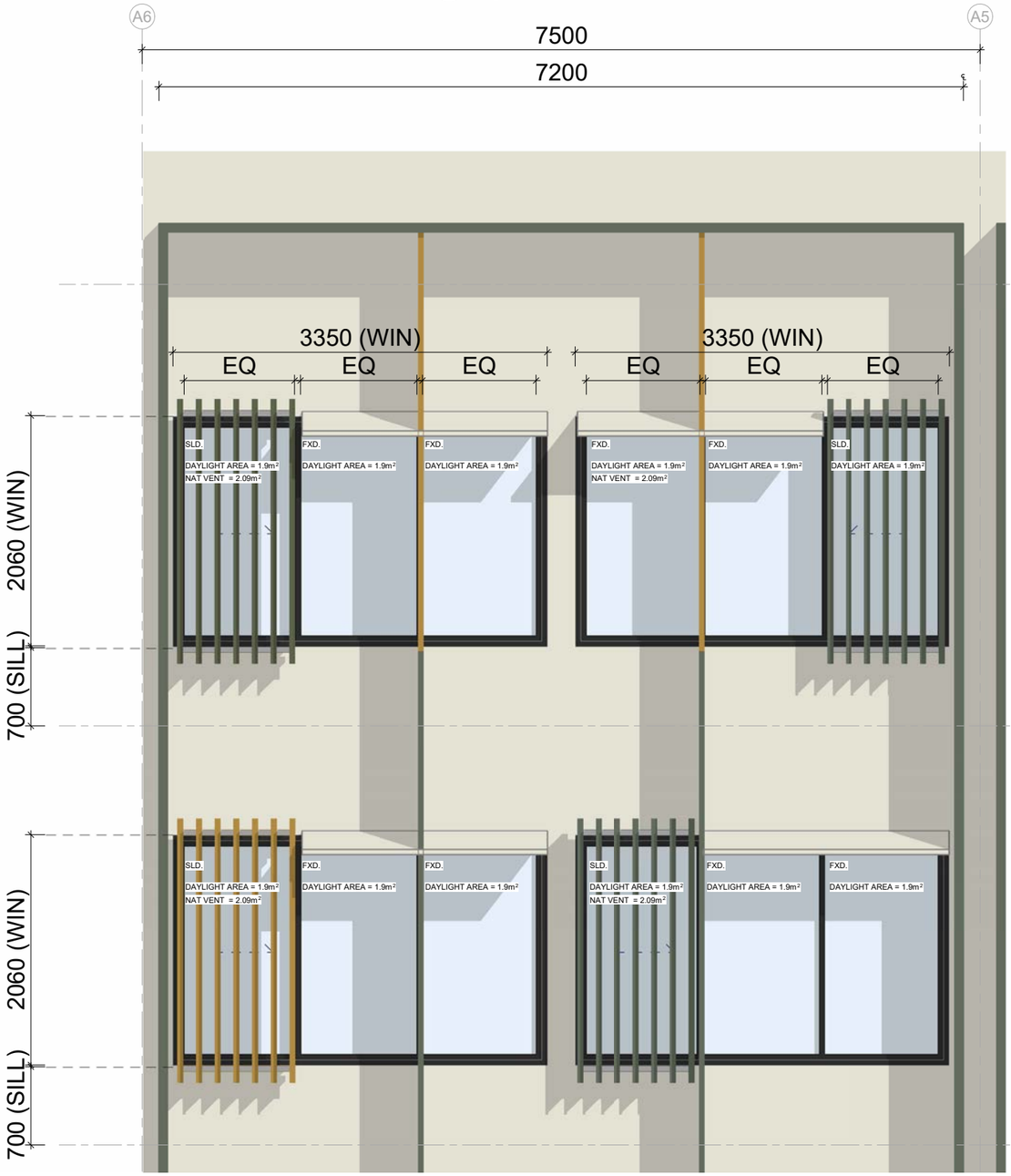




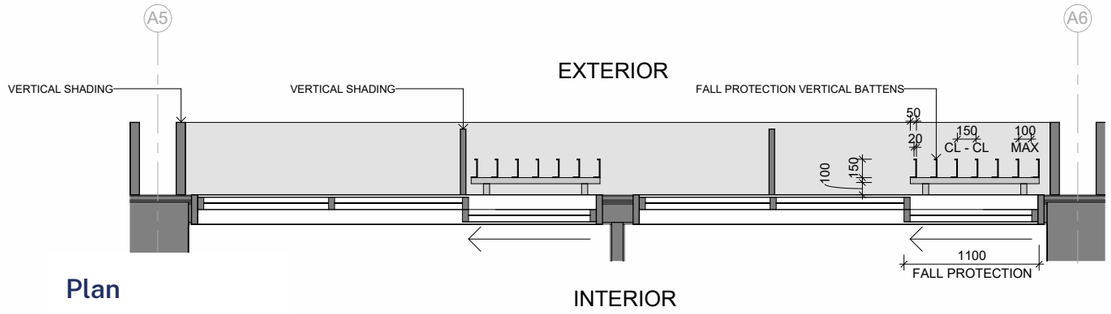
*Approximate facade calculation method (may vary based on whole project Section J modelling

Worked example

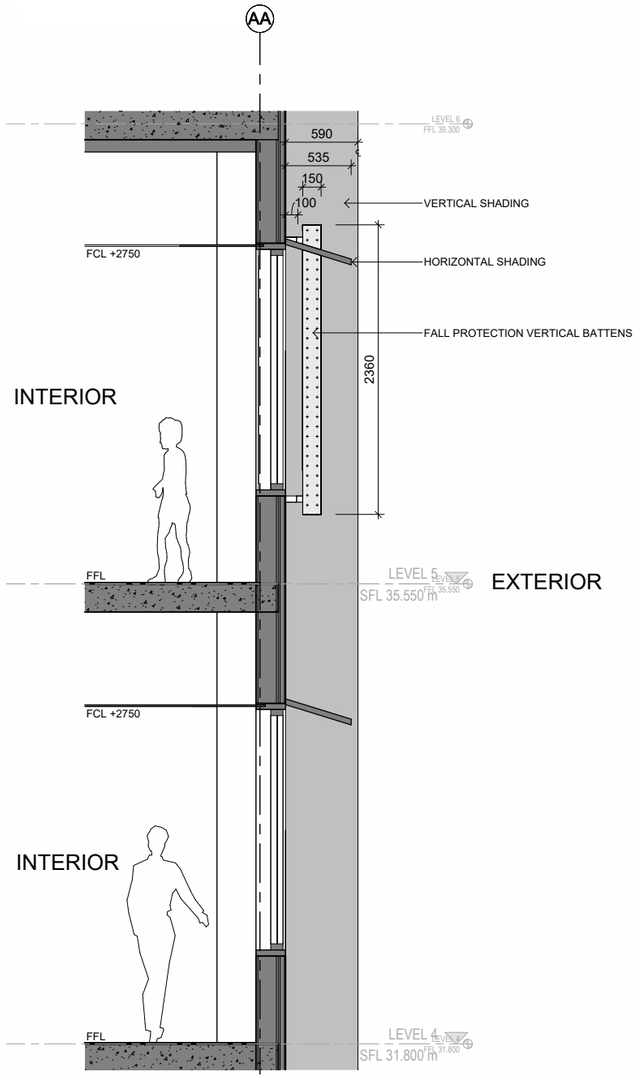
PS and HS General Learning Space Hub



Elevation



Plan



Section

GLS

REQUIRMENTS

DAYLIGHT = 6.5m² (BASED ON NCC 10% OF GLS FLOOR AREA 65m²)

NATURAL VENTILATION = 4.06m² (BASED ON EFSG 6.25% OF GLS FLOOR AREA 65m²)

CALCULATION

- DAYLIGHT = 11.3m² (17%)
- NATURAL VENTILATION = 4.18m² (6.4%)

MULTI-PURPOSE ROOM

REQUIRMENTS

DAYLIGHT = 5m² (BASED ON NCC 10% OF GLS FLOOR AREA 50m²)

NATURAL VENTILATION = 3.15m² (BASED ON EFSG 6.25% OF GLS FLOOR AREA 50m²)

CALCULATION

- DAYLIGHT = 11.3m² (23%)
- NATURAL VENTILATION = 4.18m² (8.4%)

Colour and pattern

Choosing colour and pattern in schools is more than an aesthetic decision — it influences learning, behaviour, mood, and wayfinding. School design should create welcoming, comfortable, and supportive environments for students, staff, and the wider community.

Neutral interior colour palettes are to be used to provide a calm and adaptable backdrop that supports personalisation and allows student work, learning materials, and seasonal displays to stand out. Thoughtful colour and pattern application can:

- Enhance learning through improved focus, memory retention, and appropriate stimulation
- Support wellbeing by reducing stress and creating calm environments
- Facilitate wayfinding and space recognition across campuses
- Reinforce school identity, culture, and character

External colour selections are to support a school's identity and sense of place while contributing to a cohesive, durable and welcoming environment. Colour should be used strategically to assist wayfinding and distinguish key building elements. Colours, tones and materials should respond to the site context, strengthen connection to place and support biophilic design principles. A considered palette of natural tones and materials should sensitively integrate buildings within their setting, complemented by bold, playful colours and accents that create a vibrant, engaging and joyful learning environment.

Supported Learning Hubs (SLH) and Schools for Specific Purposes (SSPs)

Colour schemes in SLH and SSPs requires thoughtful application to promote calm, focus, emotional regulation, and sensory comfort. Key design principles must be evaluated to:

- Minimise over stimulation and sensory overload to promote a calm learning environment
- Support biophilic design and its health benefits, inclusivity, accessibility, wayfinding, safety and foster a sense of security
- Balance colour to reduce unnecessary visual distractions from teaching walls and learning displays

Flexibility

School colour selection is flexible and should reflect the unique character of each project, drawing inspiration from the culture, place, values and vision of each school community.

The use of pattern, artwork and graphic elements is flexible and non-prescriptive. These should be informed through appropriate consultation to support meaningful understanding and expression.

The Pattern Book provides flexibility for Connecting with Country principles to be expressed in diverse, project-appropriate ways, responding to the context, community and identity of each school. Refer to Designing with Country.

To be avoided in interior settings

- Loud primary colours (red, bright yellow, stark white)
- High-gloss or mirrored surface finishes that reflect light harshly
- Busy patterns or strong contrasts (e.g. black and white stripes)

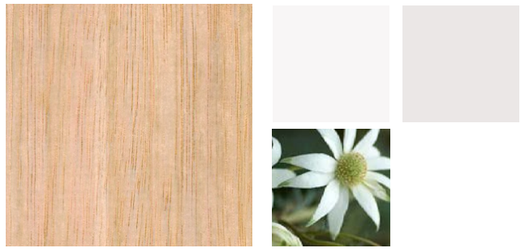
Colour palette

Subtle application of feature colours to provide an accent to neutral palette drawn from natural surroundings or local contexts.

Neutral base palette

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

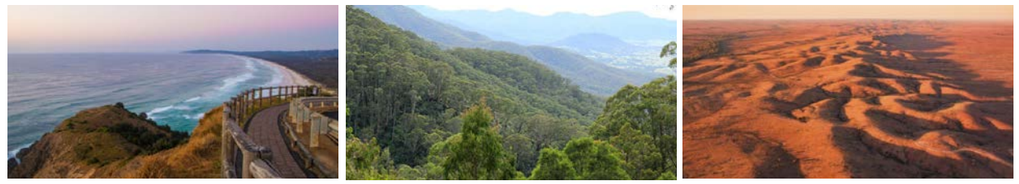
Base Wall Surfaces and Standard Joinery



Selected Surfaces and Joinery



Inspired by surrounding landscape and eco-tones





"Colours that are in abundance in nature are particularly soothing and should be used on surfaces which might be in view for longer periods of time... Muted colours are typically more calming and cause less sensory overload than vivid colours..." *Source: PAS 6463:2022*

3

Spatial requirements

Links to EFSG Part B:

- Schedules of Accommodation (SoA)
- Schedule of Landscape Areas

Links to EFSG Part D:

- Area and Occupancy
- Circulation

4

Site arrangement

- Designing with Country

Links to EFSG Part D:

- Site Components
- Designing with Country
- Designing for Future Expansion or Contraction
- Existing Schools and New Additions

Designing with Country

Principles for Connecting with Country & Designing with Culture

Each school site is unique. There are over 70 different Aboriginal nations in NSW all with different natural and cultural systems. How the site relates to its context - its community, natural environment, built environment, and cultural setting - must inform every DoE project.

Understanding a school's connection to Country can only be conducted with the active collaboration of local Aboriginal cultural knowledge holders and should not commence without their participation.

Refer to the Government Architect NSW Connecting with Country Framework for the broad framework that outlines the Connecting with Country process and to EFSG Part B Master planning & Landscape when applying the Pattern Book.

Four cultural pillars of Community, Country, Sky and Water, creating a meaningful connection to Aboriginal culture and knowledge systems should guide the design. Through early and ongoing engagement with local Elders and knowledge holders, the design can respond to the cultural, environmental and spiritual significance of the site while strengthening community connection, belonging and identity.



Engagement methodology

The Pattern Book supports a flexible approach to delivering the Connecting with Country (CwC) process, recognising that the most appropriate methodology will depend on the complexity, scale and specific circumstances of each project.

At project commencement, consideration should be given to whether the CwC process is led by the project team or facilitated by an experienced Aboriginal consultant.

As a guide:

- **Project team-led approach:** May be appropriate for relatively straightforward projects where the project team has the capability, capacity and confidence to lead meaningful engagement with the local Aboriginal community. This approach should be supported by the relevant CwC guidance, resources and templates.
- **Aboriginal consultant-led approach:** May be more appropriate for complex projects, challenging time frames, or where internal capability or capacity is limited. An experienced Aboriginal consultant can provide dedicated cultural facilitation, support culturally appropriate engagement, assist in meeting relevant policy and legislative requirements, and enable the project team to focus on broader project delivery.

The proposed methodology should be determined early in the project to ensure that sufficient time, resources and expertise are allocated to support a meaningful and culturally appropriate Connecting with Country process.

Cultural design elements: Reflecting Country and creating ongoing learning opportunities

- **Land and Cultural Acknowledgement:** visibly and respectfully recognising Traditional Custodians and embedding local cultural identity at key entry points. Opportunities may include Acknowledgement of Country signage, plaques, landscape markers, artwork and interpretive elements developed in collaboration with local Aboriginal artists and community representatives.
- **Natural Environment:** maintaining a strong connection to the natural landscape and recognising local vegetation and natural systems as part of cultural identity and place. Opportunities include retaining existing natural features, using locally appropriate and culturally significant planting, and integrating outdoor learning spaces and natural materials.
- **Storytelling:** expressed through layered design elements including public art, interpretive trails, and embedded cultural references that reflect local histories and Dreaming narratives. Opportunities for both physical and digital storytelling support the sharing of knowledge and ensure cultural narratives are accessible, evolving, and intergenerational.
- **Cultural Design:** spatial planning and form, incorporating elements such as gathering circles, ceremony spaces, and meandering pathways. Materials, colours, and patterns are selected to reflect cultural significance, creating inclusive, flexible environments that support learning, cultural expression, and community use.
- **Local Language:** Local Aboriginal language is integrated throughout the school through dual naming, interpretive signage, and embedded words in the built form and landscape.

5

Outdoor spaces

- **Outdoor space components**

Links to EFSG Part D:

- Outdoor Space Components
- Civil and Stormwater Work
- Site Work

Outdoor space components

A well-designed school outdoor environment should provide a range of play and recreational opportunities that respond to children's different interests, needs, and abilities. To support students' holistic development and wellbeing, every school site must include four essential types of outdoor settings, including: **Gathering, Discovery, Recovery and Active spaces**



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

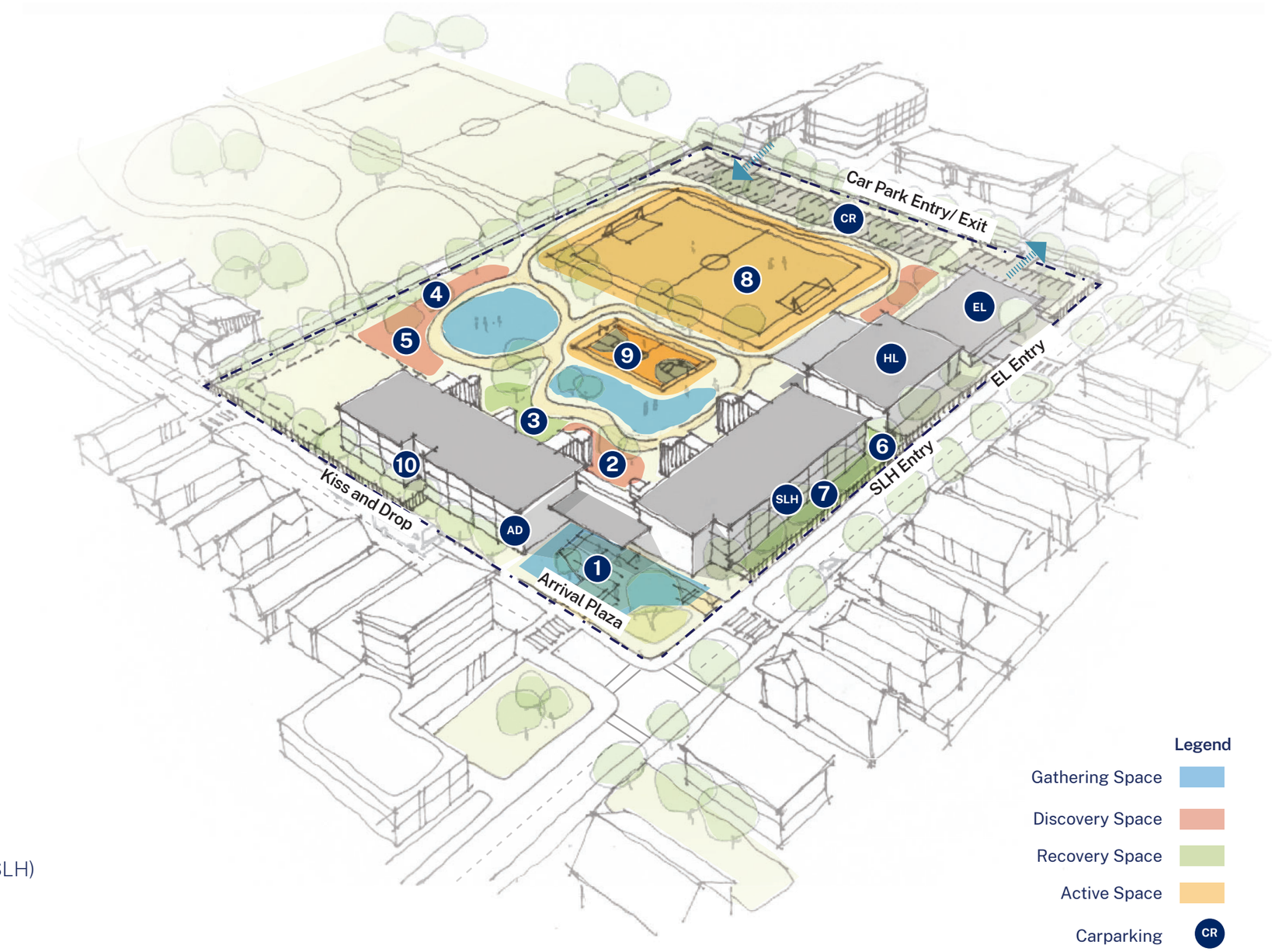
Physical movement areas for formal games, and active play.

Additionally, the 'Play and Recreation Space Settings' outlined below represent the minimum required outdoor spaces for all new school developments. These settings work together to support varied forms of play, social interaction, learning, and physical activity. Refer to EFSG Part B Schedule of Landscape Areas.

Landscape Settings:

1. Arrival Plaza/ Waiting Zone
2. Quadrangle/ Assembly Court
3. Outdoor Learning Space
4. Nature/ Discovery Play
5. Mini Habitat/Communal Garden
6. Sensory Garden
7. Supported Learning Hub (SLH) Breakout Space
8. Games Field
9. Games Court
10. Early Learning Outdoor Space

(Refer to Preschool Design Brief)



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

Arrival Plaza / Waiting Zone

The Arrival Plaza is a welcoming and clearly defined entry space where students, staff, and visitors transition into the school environment. It includes gathering areas and landscape features that reflect the school's identity and support safe, accessible movement. The design should promote a calm and orderly arrival experience, accommodating peak-time flows without congestion.

As the first impression of the school, the Arrival Plaza must be designed to create a strong sense of welcome, incorporating clear way-finding elements and signage.

Adjacent to the Arrival Plaza is the Waiting Zone, where students wait for pick-up and drop-off by car or bus.

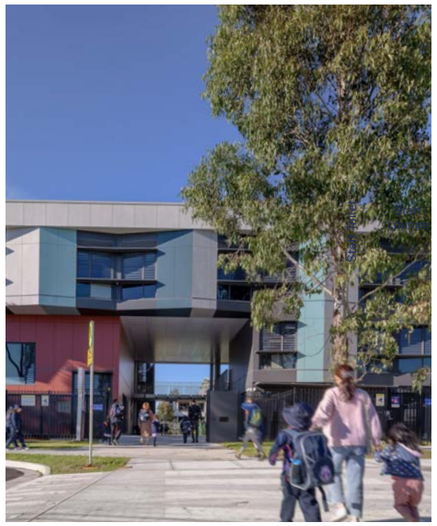
Refer to EFSG Part B Schedule of Landscape Areas.



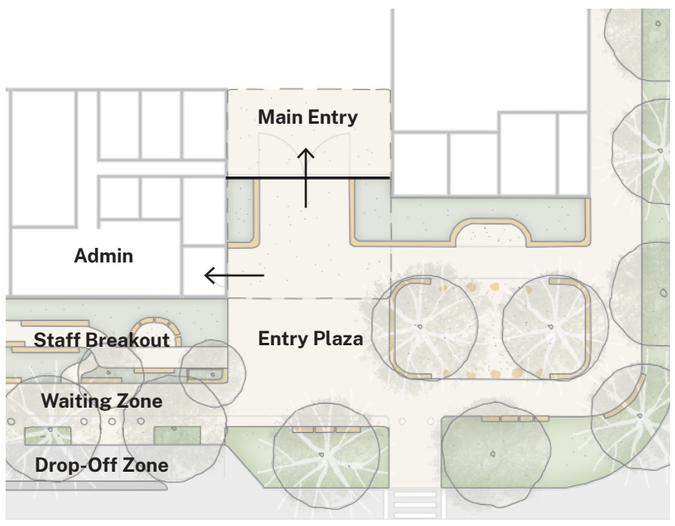
Illustration above: A welcoming Arrival Plaza, featuring shaded seating, clear signage and way-finding and soft edge boundaries.

Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE



Ngarala Public School, NSW



Indicative Arrangement Plan of Arrival Plaza

Materiality

Ground Surface: Ground materiality should be predominantly flat surface to enable easy movement of students and staff, with incorporated landscape elements. Consider reflectivity and touch temperature of materials in various weather conditions, as well as accessibility.

Play and Learning

Seating Elements: Provide comfortable seating (e.g., benches, natural seating like logs or stones).

Culturally Responsive Design: Include elements that reflect the local community and Indigenous heritage.

Signage: Designate areas for school signage and iconography/ murals.

Landscape and Shade

Trees and Vegetation: Use biodiverse, native and hardy species adapted to local climate conditions and safe for children.

Natural Boundaries: Provide natural barriers (e.g., hedges, trees) or design elements (e.g., planters, bollards, boulders) to create a sense of enclosure and separation between cars and pedestrians.

Shade: Provide weatherproof shade over the entry zone and waiting zone. Provide shade over areas for seating.

Co-location and Services

Co-locations: The Arrival Plaza should be located adjacent to the main administration building. The Waiting Zone should be located adjacent to the main pick-up, drop-off zone. Where possible, this setting should be aligned with pedestrian crossings.

Services: Allow for external lighting to enable evening use.

Quadrangle / Assembly Court

The Quadrangle area within a school is a central open space designed for student gatherings, assemblies, performances, and informal social interaction, typically co-located with the school Hall. It often serves as a symbolic heart of the school, reflecting the identity and values of the school community through its design, landscaping, and use.

When not in use for formal gatherings, the Quadrangle functions as a flexible space for informal play, socialising, and student-led games throughout the school day and as such must be designed with flexibility to facilitate various functions throughout the year.

Refer to EFSG Part B Schedule of Landscape Areas.

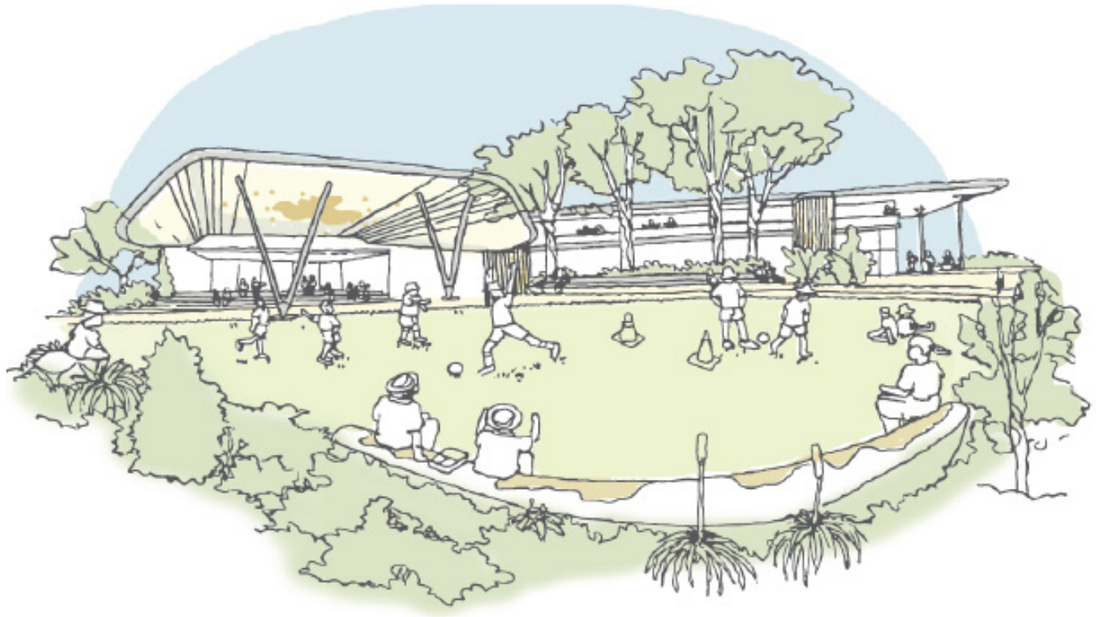


Illustration above: A Quadrangle/ Assembly Area co-located with school Hall and COLA, with ample seating and shade.

Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE



Concord High School, NSW



Mosman High School, NSW

Materiality

Ground Surface: Depending on context and adjacencies, the ground surface could include a combination of surfaces including concrete, paving, or grass, with incorporated landscape elements. Consider reflectivity and touch temperature of materials in various weather conditions, as well as accessibility.

Play and Learning

Seating Elements: Provide comfortable seating (e.g., benches, natural seating such as logs or stones).

Playful Graphics: Integrate playful graphics and game markings on hard surfaces, for example: four square, handball or hopscotch.

Culturally Responsive Design: Include elements that reflect the local community and Indigenous heritage.

Landscape and Shade

Trees and Vegetation: Use biodiverse, native and hardy species adapted to local climate conditions, with minimal risk of falling branches. Use garden beds to demarcate areas between hard-surface.

Shade: Provide shade under areas for seating.

Co-location and Services

Co-locations: The quadrangle/ assembly area should be located adjacent to the school Hall/ COLA, to facilitate overspill during assemblies and gatherings within the Hall.

Services: Electricity and internet connection in the vicinity should be provided, as well as sound system. Allow for external lighting to enable evening use.

Outdoor Learning Space / Tiered Seating

An Outdoor Learning Space is a open-air learning space that supports structured and unstructured educational activities, using natural elements and the outdoor environment to enhance engagement, well-being, and hands-on learning.

Early Learning / Public School: Provide a flexible learning space that supports hands-on, sensory-rich, and imaginative group learning.

High School: Provide more structured, multi-use areas with seating, work surfaces, and access to technology or tools for project-based learning and discussion.

SSP: Incorporate accessible paths, quiet zones, and varied sensory elements in a clear, predictable layout to support comfort, focus, and inclusion.

Refer to EFSG Part B Schedule of Landscape Areas.

Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE



Illustration above: An Outdoor Learning Space setting showing a defined tiered-seating arrangement, with biodiverse planting and shade.



Scotch Oakburn College, TAS



Green Square Public School, NSW

Materiality

Ground Surface: Ground materiality should be predominantly flat surface to enable flexible use with potential for integrated tiered seating. Provide variety of surfaces in shape, colour and texture, which are durable and easy to maintain. Consider reflectivity and touch temperature of materials in various weather conditions.

Play and Learning

Seating Elements: Provide comfortable seating (e.g., built-in tired seating, natural seating such as logs/ stones or movable furniture) to enable group learning activities.

Learning/ Teaching Tools: Provide elements that allow for individual or group learning, for example; chalkboards display walls, drawing surfaces or playful graphics.

Landscape and Shade

Trees and Vegetation: Use biodiverse, native and hardy species adapted to local climate conditions and safe for children.

Natural Boundaries: Integrate natural boundaries (e.g., hedges, trees) or design elements (e.g., screens, low-height walls) to create a sense of enclosure.

Shade: Ensure that the setting is shaded appropriately to enable use through all weather conditions.

Co-location and Services

Co-locations: The Outdoor Learning should be located in close proximity to the indoor learning spaces, to facilitate easy movement from indoors to outdoors.

Services: Electricity and internet connection in the vicinity should be provided, as well as access to water for learning activities.

Nature / Discovery Play

Nature/ Discovery Play is a form of play that takes place in natural environments and uses natural materials, encouraging children to explore, create, and learn through unstructured, outdoor experiences. The setting should be reflective of local context through its materiality, planting and design.

Early Learning / Public School: Design with sensory-rich features to support fine-motor skills, imaginative, social and pretend play.

High School: Focus on elements which encourage socialising, physical challenge, curriculum links (such as science and biology) and connection to place.

SSP: Ensure inclusive, accessible spaces with varied sensory experiences, quiet zones and clear sight lines.

Refer to EFSG Part B Schedule of Landscape Areas.



Illustration above: A Nature Play setting showing a diversity of play opportunities including climbing, constructing and exploring using natural materials and within a natural setting.



Carlton Public School, NSW



Bangalow Public School, NSW

Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE

Materiality

Ground Surface: Ground materiality should be predominantly permeable, natural materials such as grass, bark chips, timber, stone, natural earth, sand and planted ground covers. Provide variety of surfaces in shape, colour and texture, which are durable and easy to maintain.

Movement and Play

Play Elements: Incorporate a range of nature-base play elements including:

- **Fixed Play Structures:** climbing structures/ frames, rope bridges, balance beams, logs, boulders, swings or hammocks.
- **Water Play Elements:** hand pumps, shallow channels, mud/ sand pits, natural ponds (with safety design).
- **Construction Play:** open-ended spaces for digging, stacking, and building.
- **Shelter / Retreats:** teepees, cubby houses and shaded nooks under vegetation.
- **Loose-parts play:** covered storage space for natural loose materials such as sticks, rocks, seed pods, bark or leaves.

Landscape and Shade

Trees and Vegetation: Locate the Nature Play setting under existing or newly planted trees. Use biodiverse, native and hardy species adapted to local climate conditions and safe for children. Select plants which encourage sensory exploration (smell, touch, colour).

Topography: Provide gentle mounds, slopes, rock formations, dry creek beds to provide varied terrain.

Shade: Provide shade in the form of natural tree canopy.

Mini Habitat / Communal Garden

The Mini Habitat is an immersive environment designed to represent aspects of a natural habitat or ecosystem. These spaces are used as hands-on learning environments, encouraging inquiry, observation, and interaction with nature, often as part of STEM, sustainability, or HSIE.

Early Learning / Public School: Provide sensory-rich, and playful space with garden beds, tactile paths, and engaging habitats to support exploration.

High School: Provide a curriculum-focused space featuring data collection tools, and areas for independent research.

SSP: Provide accessible, sensory zones, and retreat areas designed to support regulation and engagement.

Refer to EFSG Part B Schedule of Landscape Areas.

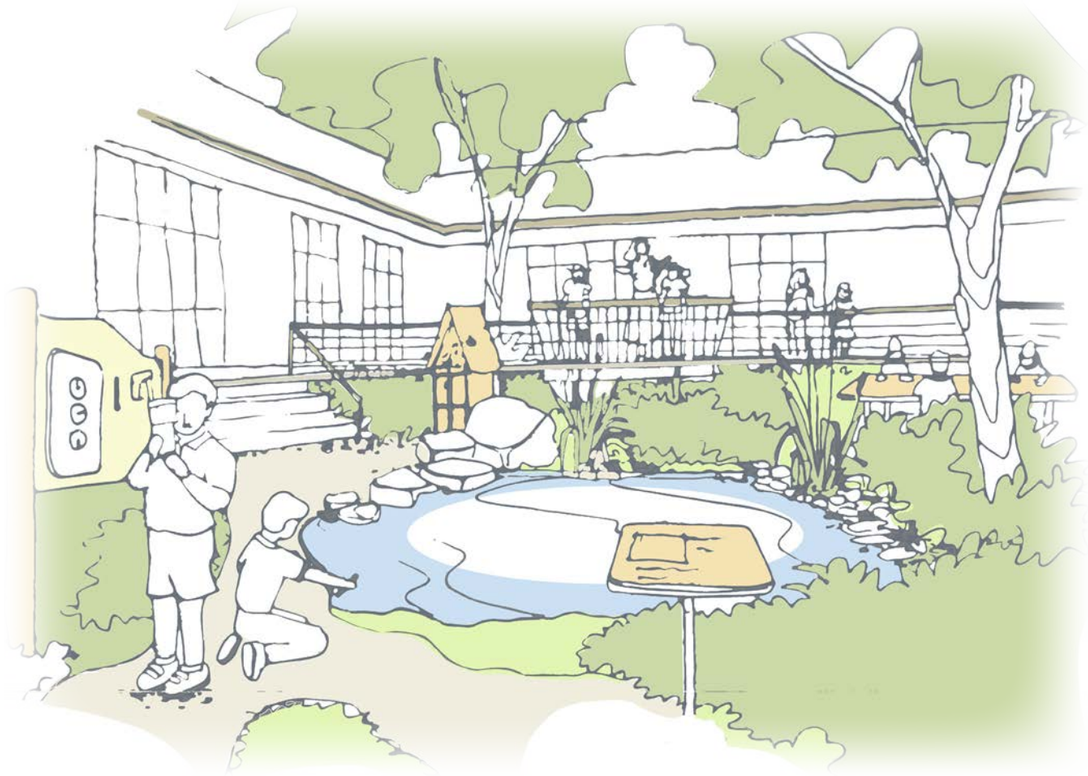


Illustration above: A Mini Habitat/ Communal Garden space featuring environmental learning elements such as an insect hotel, environmental signage and tools.



The Forest High School, NSW



Coledale Public School, NSW

Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE

Materiality

Ground Surface: Ground materiality should be predominantly permeable, natural materials such as grass, bark chips, stone, natural earth, sand and planted ground covers with an accessible pathway.

Play and Learning

Seating Elements: Provide comfortable seating (e.g., natural seating such as logs/ stones or movable furniture) to enable learning activities.

Learning/ Teaching Tools: Provide elements that allow for environmentally focused learning or observation, for example; weather stations, nature observation stations, insect hotels, worm farms, compost bins, bird feeders, mini water ponds or water trays (with safety considerations) or chalk boards. Where appropriate, provide raised planter beds for planting vegetables, herbs or wild flowers as part of learning activities.

Landscape and Shade

Trees and Vegetation: Locate this setting under existing or newly planted trees. Use biodiverse, native and hardy species adapted to local climate conditions and safe for children. Choose species which attract local wildlife and demonstrate biodiversity.

Natural Boundaries: Integrate natural boundaries (e.g., hedges, trees) or design elements (e.g., screens, low-height walls) to create a sense of enclosure.

Co-location and Services

Co-locations: This setting could be located in proximity to the Outdoor Learning Space and/ or the Nature/ Discovery Play settings. Where appropriate, the setting should enable access by the community after school hours.

Sensory Garden

The Sensory Garden is a space that engages the five senses to support students' learning, well-being, and development. It features a variety of plants, textures, sounds (like wind chimes or water features), and interactive elements.

Early Learning / Public School: Focus on creating a playful and interactive environment with colours and tactile materials that stimulate curiosity and support early sensory development.

High School: Design a calming, nature-based space that encourages relaxation, mindfulness, and quiet social interaction.

SSP: Prioritise accessibility, safety, and a rich variety of sensory experiences tailored to diverse needs, including gentle sound features, soothing textures, and predictable spatial layouts.

Refer to EFSG Part B Schedule of Landscape Areas.



Illustration above: A Sensory Garden with a range of sensory play elements such as textured ground surfaces, calming retreat zones and gentle boundaries.



Marnebek Special School, VIC



Hillvue Public School, NSW

Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE

Materiality

Ground Surface: Ground materiality should be predominantly natural materials such as grass, bark chips, stone, natural earth, sand and planted ground covers with an accessible pathway.

Movement and Play

Sensory Play Elements: Incorporate a range of sensory-base elements including:

- **'Sight' Features:** brightly coloured elements, light filtering patterns, mirrors or reflective surfaces.
- **'Smell' Features:** fragrant flowers and aromatic plants.
- **'Sound' Features:** wind chimes, natural sound instruments, bird feeders.
- **'Touch' Features:** tactile play, sensory walls, sand/ mud, water play, and textured planting.
- **'Taste' Features:** child-safe edible plants or herbs, fruit trees.

Retreat Spaces: Incorporate spaces for quiet reflection and retreat.

Landscape and Shade

Trees and Vegetation: Use biodiverse, native and hardy species adapted to local climate conditions and safe for children. Select plants which encourage sensory exploration (smell, touch, colour).

Natural Boundaries: Integrate natural boundaries (e.g., hedges, trees) or design elements (e.g., screens, low-height walls) to create a sense of enclosure.

Shade: Provide shade in the form of natural tree canopy.

Co-location and Services

Co-locations: This setting must be co-located with the Supported Learning Hub and Breakout Space.

Breakout Space

Supported Learning Hub

The Supported Learning Hub Breakout Space is located adjacent to the Supported Learning Hub, with direct access. This space is crucial for allowing student emotional regulation through physical activity. This allows students with disability or those who have difficulty processing sensory information a place to recover from, for example, overwhelming experiences or busy spaces.

The design of this space prioritises flexibility, calming features, and opportunities for movement, enabling students to regain focus and re-engage with learning at their own pace.

Refer to EFSG Part B Schedule of Landscape Areas.

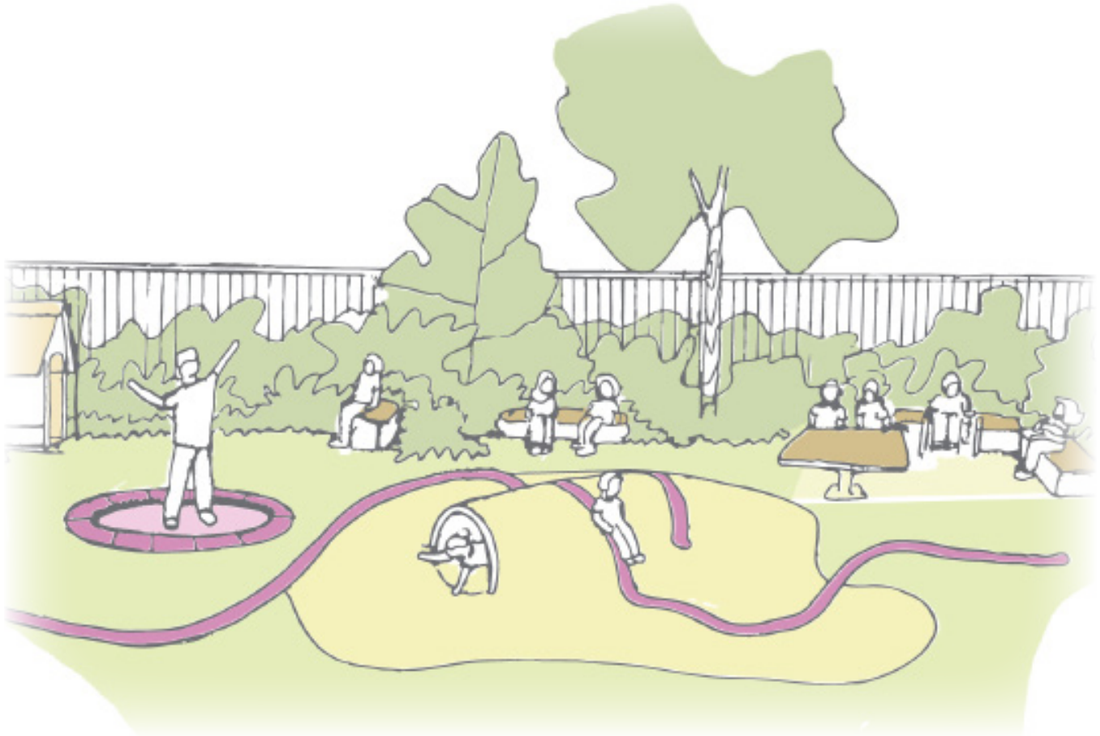


Illustration above: A Supported Learning Hub Breakout space showing diverse play elements such as a trampoline, cubby house, varied topography and seating areas.

Key Play and Recreation Type:

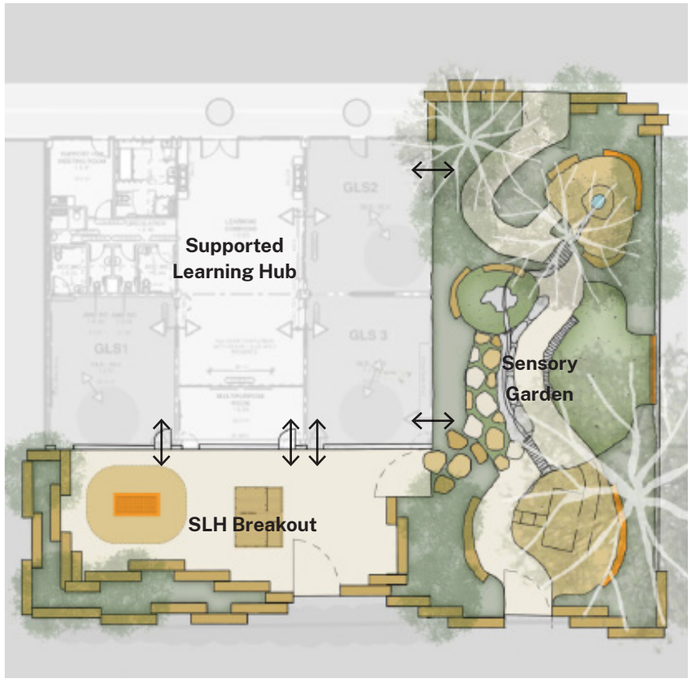
- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE



St Lucy School, NSW



Tirriwirri SSP, NSW



Indicative Landscape Plan for SLH Breakout with Sensory Garden

Materiality

Ground Surface: Ground materiality should be predominantly flat surface to enable flexible use with integrated soft landscaping. Consider reflectivity and touch temperature of materials in various weather conditions.

Play and Learning

Seating Elements: Provide comfortable seating (e.g., built-in seating, natural seating such as logs/ stones or movable furniture) to enable group learning activities.

Play Elements: A range of play elements must be provided within the space to support self-regulatory activities. Elements may include: an in-ground trampoline, bike path, swing chair, fixed play equipment, cubby house, graphic floor marking, water play, hammocks, ping-pong table and/ or outdoor gym equipment.

The space must have a minimum 4m in depth to enable a variety of activities to occur.

Landscape and Shade

Trees and Vegetation: Use biodiverse, native and hardy species adapted to local climate conditions and safe for children.

Natural Boundaries: Integrate natural boundaries (e.g., hedges, trees) or design elements (e.g., screens, low-height walls) to create a sense of enclosure, eliminating the need to surround the space with a 2.1m palisade perimeter fence.

Shade: Ensure that the setting is shaded appropriately to enable use through all weather conditions.

Co-location and Services

Co-locations: The SLH Breakout Space must have direct access from the Supported Learning Classrooms and be co-located with the Sensory Garden with direct access via closable gate.

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Games Field

A Games Field in a school provides a versatile open space for physical education, organised sports, and informal play, supporting students' physical development, teamwork, and wellbeing.

Refer to EFSG Part B Schedule of Landscape Areas.

Orientation and Subdivision

- **Public School**: Consider a north-south orientation after the field is subdivided to accommodate multiple PDHPE classes.
- **High School**: North-south is the preferred orientation.

Shared Use Opportunities

To find out more about shared use opportunities use the link below:

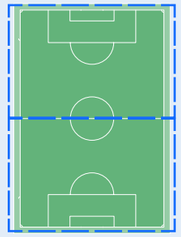
Refer to EFSG Part B Community Use.

Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE

Public School

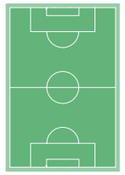
Games Field Sizes for Consideration



Mini Roos Under 10,11,12
70m x 50m + 5m Buffer

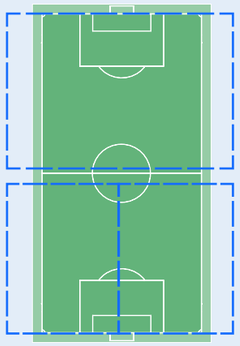


Mini Roos Under 6-7
30m x 20m + 5m Buffer

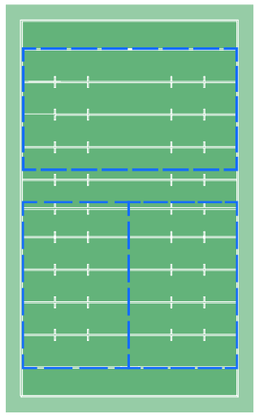


Mini Roos Under 8-9
50m x 35m + 5m Buffer

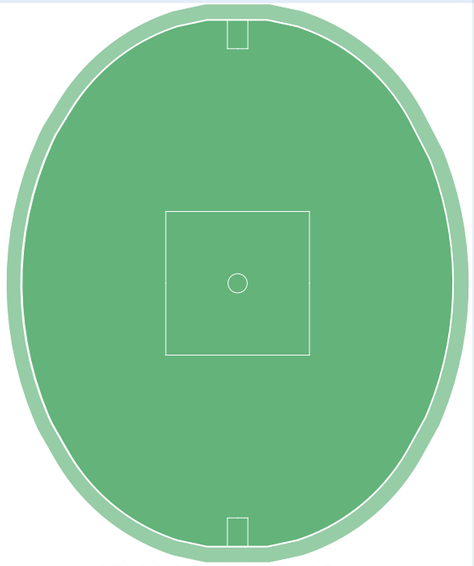
High School



Full Size Sport Field (Soccer Field AFL 9's /Rugby (with buffer) /Mini Roos)
120m x 67m + 5m Buffer



Rugby Field/ Soccer
120m x 67m + 5m Buffer



AFL/ Cricket/ Rugby/ Soccer
165m x 135m + 5m Buffer



Alexandria Community School, NSW



Chatswood High School, NSW

Materiality

Ground Surface: Surface must be permeable. Prioritise natural grass surface. Where natural grass is not possible, follow the 'Synthetic Turf for Sports Field' Guidelines (NSW Planning). A rubberised surface is required for an athletics track where provided.

Grading and Drainage: Maximum slope allowable shall not exceed an even gradient of vertical to horizontal 1:41 in any direction. Drainage outlet must be provided at the lowest points.

Movement and Play

Seating Elements: Allow for edge/ tiered seating at the periphery of the field for spectators.

Hardstand Areas: Allow for hard-paved areas where congregation can occur.

Landscape and Shade

Trees and Vegetation: Use biodiverse, native and hardy species adapted to local climate conditions and safe for children.

Natural Boundaries: Integrate natural boundaries (e.g. hedges, tree lines).
Shade: Provide shade in the form of natural tree canopy to the edges.

Co-location and Services

Access to Sports Storage and WC: Allow for a clear uninterrupted pathway to access sports equipment storage and toilets.

Parking and After Hours Access: Co-locate parking near the playfield where possible. Provide a clear uninterrupted pathway to access the after-hours-use gate.

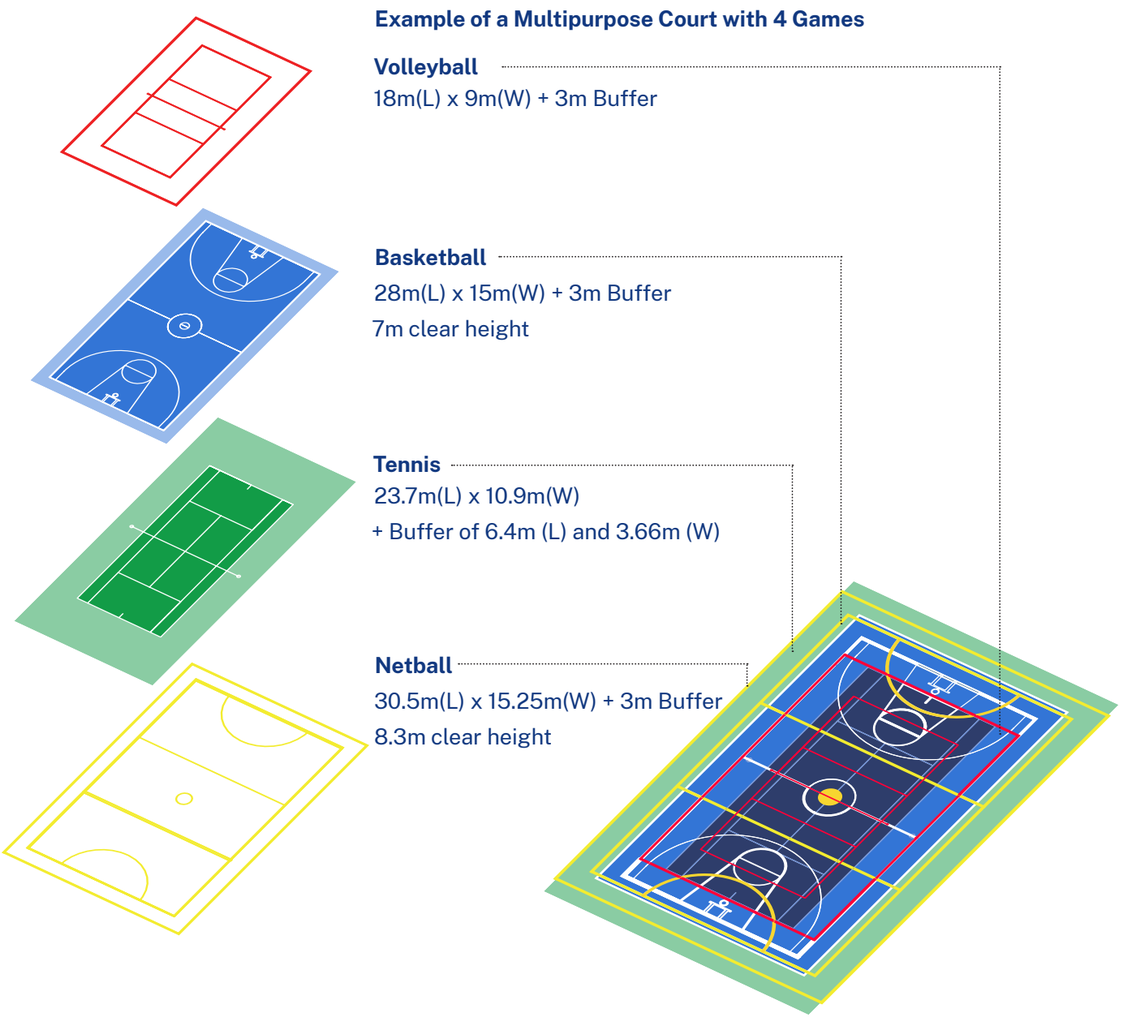
Water Bubblers & Bottle Fillers: Allow for a minimum of 2 water bubblers adjacent to the Games Field and Games Court.

Lighting and Digital Security: Provide floodlights and CCTV to areas identified as after-hours community use.

Games Court

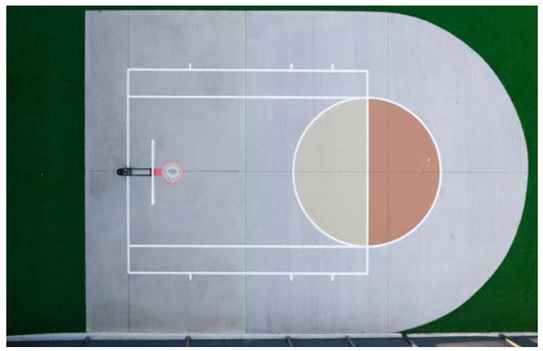
A Games Court in a school offers a hard-surfaced, multi-use area for structured sports such as basketball, netball, or tennis, as well as informal recreation during breaks.

Refer to EFSG Part B Schedule of Landscape Areas.

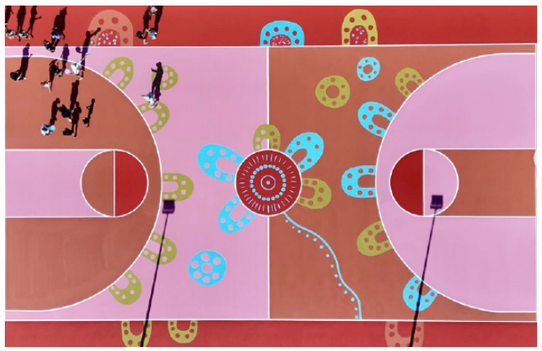


Key Play and Recreation Type:

- GATHER
- DISCOVERY
- RECOVERY
- ACTIVE



Budawang SSP



Griffith Green, NSW

Materiality

Ground Surface: Materiality and colour contrast must be considered carefully to ensure visibility while playing various games. The ideal surface is a rubberised paint finish on asphalt. Potential to integrate artwork where appropriate.

Movement and Play

Line-marking: The four compulsory line-markings are: netball, basketball, tennis and volleyball. Line-marking contrast must be clear for each game.

Other games can also include:

- **Badminton** - 13.4m(L) x 5.18m (W) + 3m Buffer
- **Pickle ball** - 13.41m(L) x 5.28m (W) + 3m Buffer

Seating Elements: Allow for edge seating at the periphery of the court for spectators.

Landscape and Shade

Trees: Locate court adjacent to native and hardy tree species adapted to local climate conditions and safe for children.

Shade: Provide shade in the form of natural tree canopy or fixed shade structure.

Co-location and Services

Access to Sports Storage and WC: Allow for clear access to sports equipment storage and toilets.

Parking and After Hours Access: Co-locate sport court near Car Parking and Games Field where possible. Provide a clear uninterrupted pathway to access the after-hours-use gate.

Water Bubblers: Allow for a minimum of 2 water bubblers adjacent to the Games Field and Games Court.

Lighting and Digital Security: Provide external lighting (including floodlights) and CCTV to areas identified as after-hours community use.

Security and boundaries

Site security plays a vital role in the ongoing management of school facilities. To safeguard students, while maintaining a welcoming and inclusive atmosphere, schools should incorporate a thoughtful combination of fencing types and security measures that balance safety with openness. The general arrangement of Boundary Types outlined below should be followed for new school sites.

School Boundary Types

BOUNDARY 1

2100mm high boundary fence

Key locations: Around open play spaces/ to neighbouring properties, around ECECs[1] and SLHs[2]

BOUNDARY 2

1200 -1800 mm high secondary boundary fence

Key locations: In front of buildings, acting as a secondary security point.

BOUNDARY 3

Internal school boundary with integrated planters / shade

Key locations: Separating after-hour play zones from school-only areas. Note: depending on context, the ground level stairs of buildings can be secured with no need for internal fencing.

BOUNDARY 4

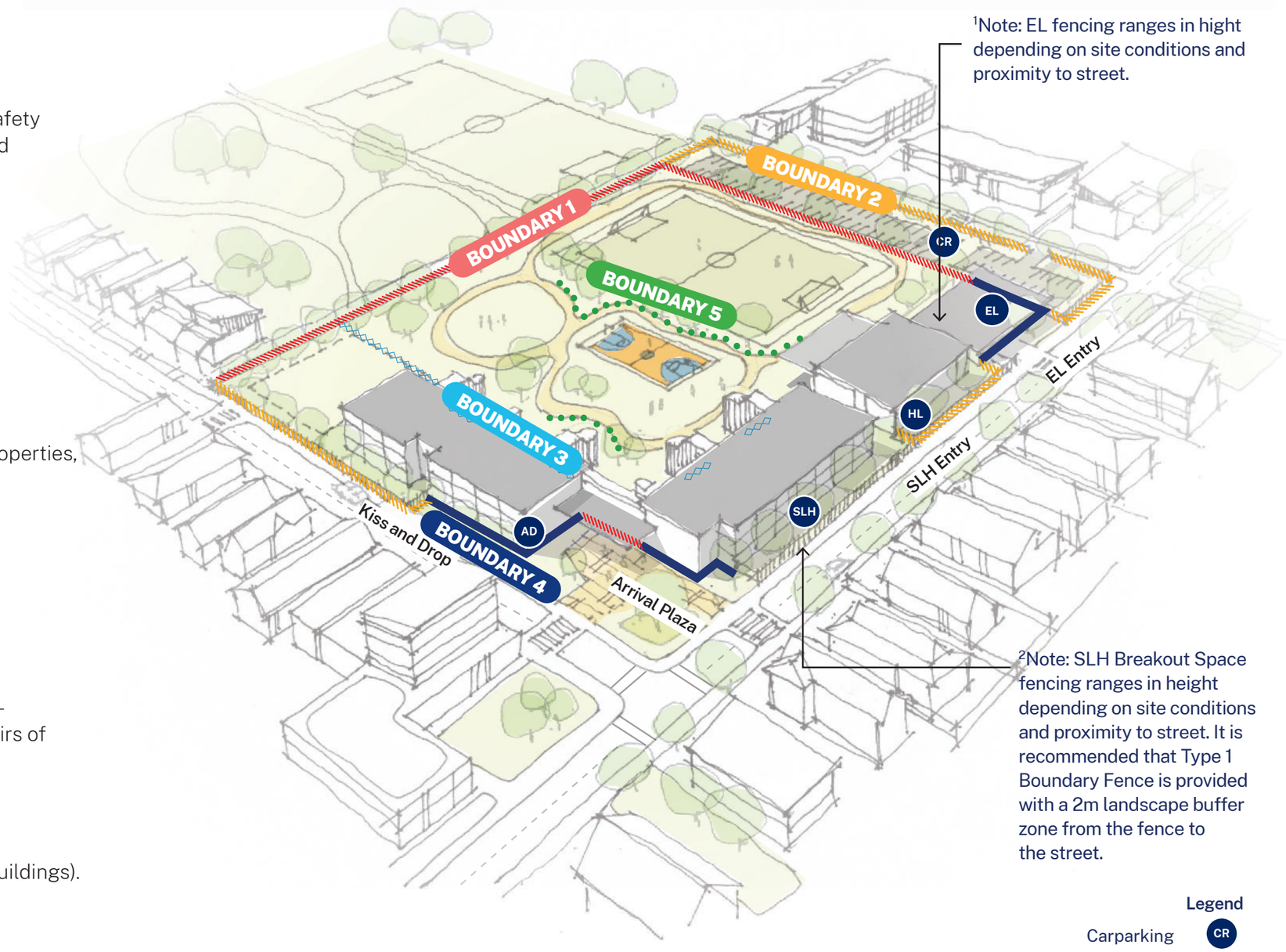
Building as the secure-line

Key locations: At school entries (Including Admin and Hall buildings).

BOUNDARY 5

Soft landscape boundary

Key locations: Provides soft separation to external spaces such as the Sensory Garden, SLH Breakout Space or outdoor learning spaces.



[1]Note: EL fencing ranges in hight depending on site conditions and proximity to street.

[2]Note: SLH Breakout Space fencing ranges in height depending on site conditions and proximity to street. It is recommended that Type 1 Boundary Fence is provided with a 2m landscape buffer zone from the fence to the street.

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.

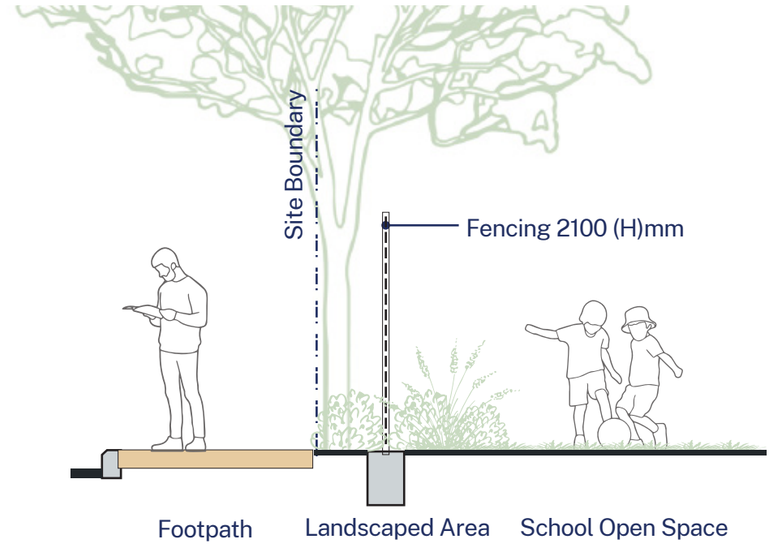
Boundary types

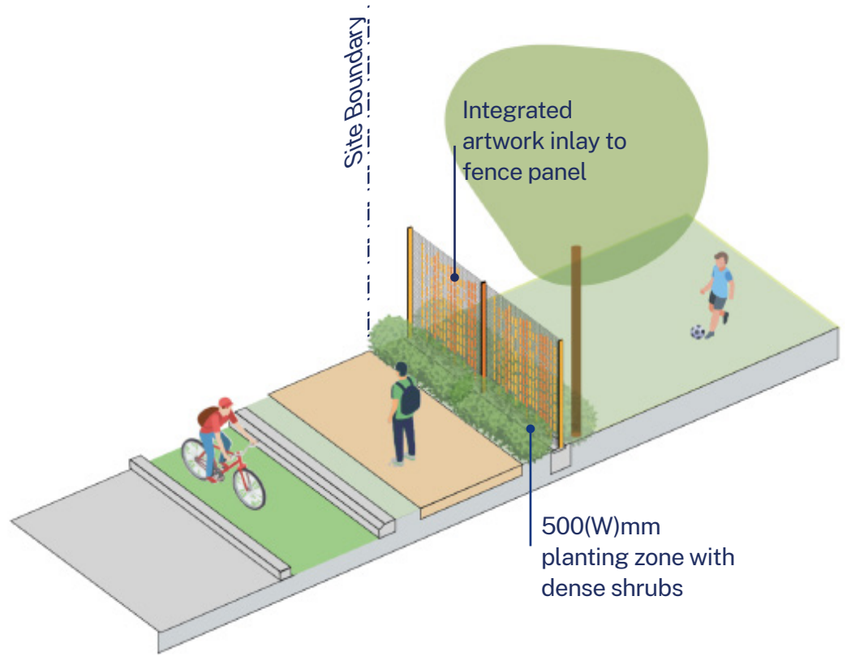
Five types of boundaries are identified for Schools in NSW as outlined in the 'Security and Boundaries' Design Overlay. The details of each of the five boundary types are outlined within this chapter.

TYPE 1	
Height	2100mm High Fence
Description	Refer to Boundary Materiality
Requirements	• Every 20m an artwork/ colourful element must be applied to the fence. • Must include native vegetation along the fence line. • A minimum setback to parking and main streets to be 1m to allow for a planting zone to both sides of the fence

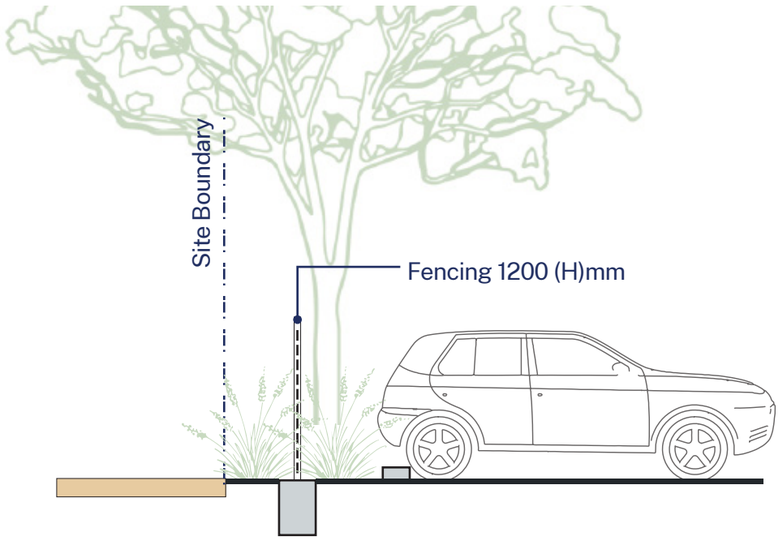
TYPE 2	
Height	1200mm High Fence
Description	Refer to Boundary Materiality
Requirements	• Every 20m an artwork/ colourful element must be applied to the fence. • Must include native vegetation along the fence line. • A minimum setback to parking and main streets to be 1m to allow for a planting zone to both sides of the fence

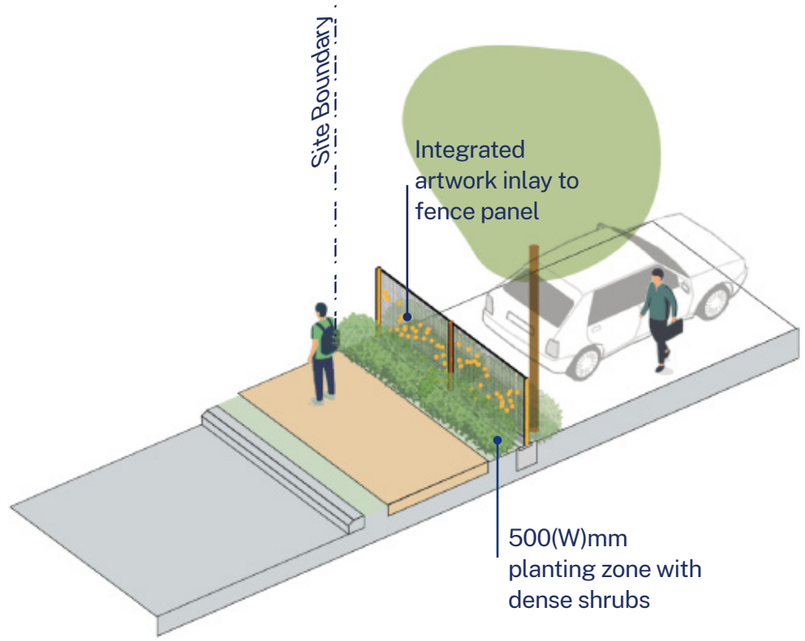
Boundary Type 1: 2100mm High Fence





Boundary Type 2: 1200mm High Fence



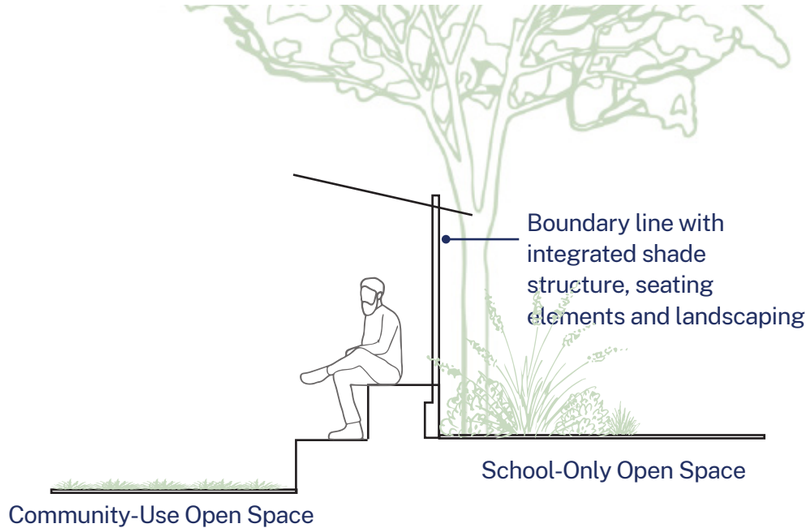


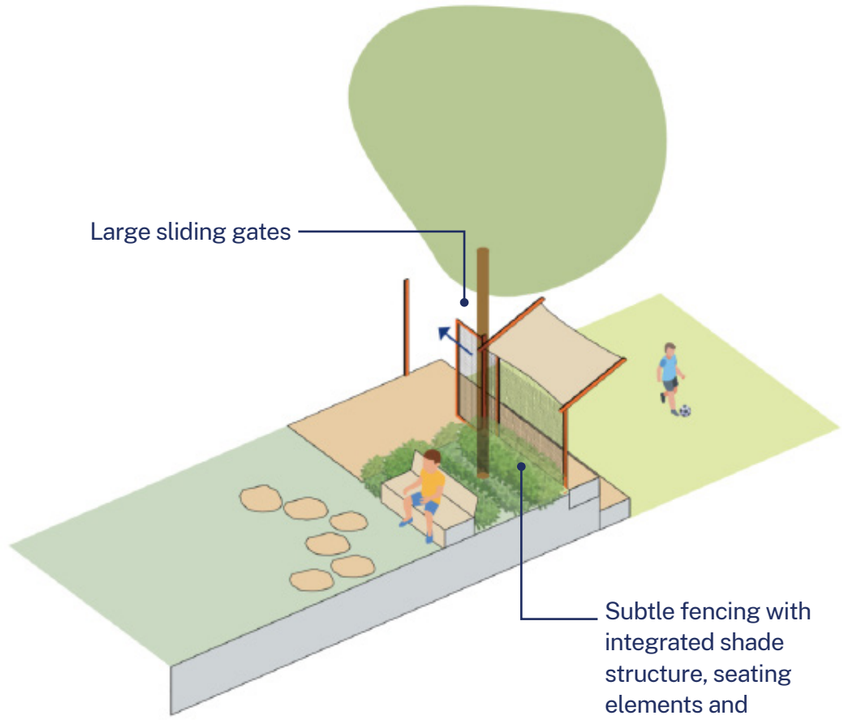
Boundary types

TYPE 3	
Height	Minimal height, context dependent
Description	Internal school boundary with integrated landscape/ shade structure. Note: depending on context, the ground level stairs of buildings can be secured with no need for internal boundary.
Requirements	• If a boundary is required, a minimum of 40% should be 'openable' with large sliding or hinge gates which allow for seamless movement between open spaces. • Shade structures, seating elements and landscaping must be integrated within the boundary line in order to soften the edge

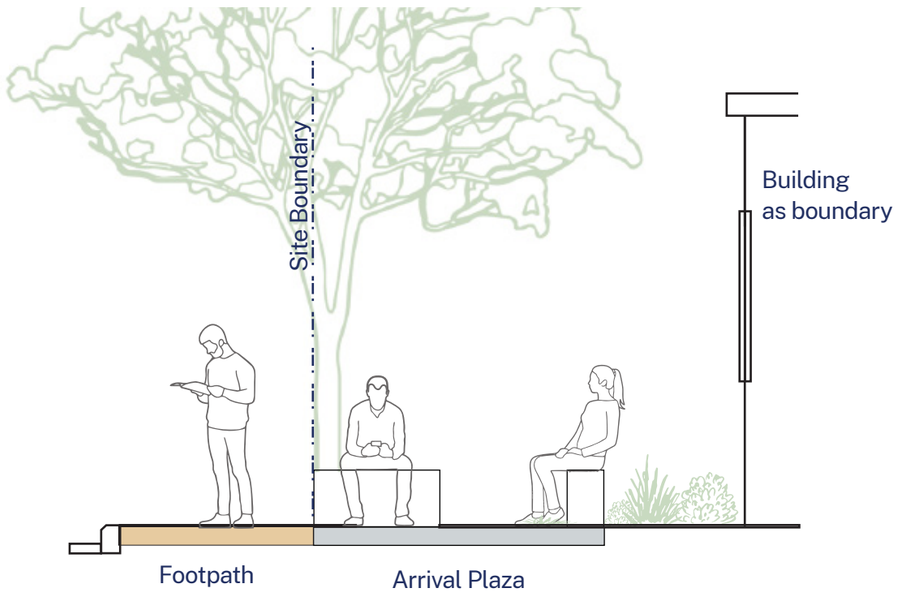
TYPE 4	
Height	n/a
Description	The edge of the building is the secure line, with no fencing in front.
Requirements	• Security film should be applied to windows (or glass doors) below 2100mm height on external facade. • Anti-Graffiti treatment shall be used to protect to external walls facing public domain. • Additional CCTV coverage on interface of the building and public domain. • Additional external lighting on interface of the building and public domain. • A minimum 1m setback with landscaping should be applied to the edge of the building.

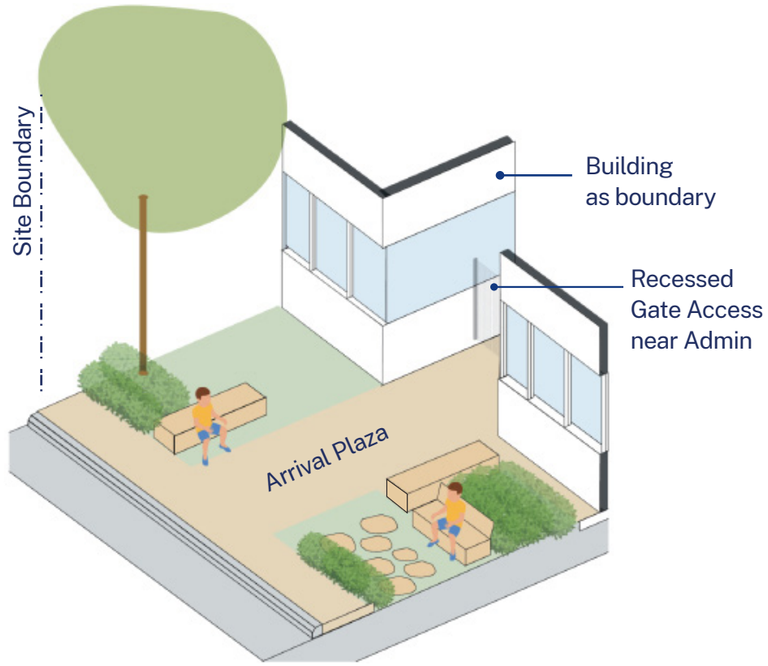
Boundary Type 3: Landscape/ Shade Structure





Boundary Type 4: Building as Secure Line



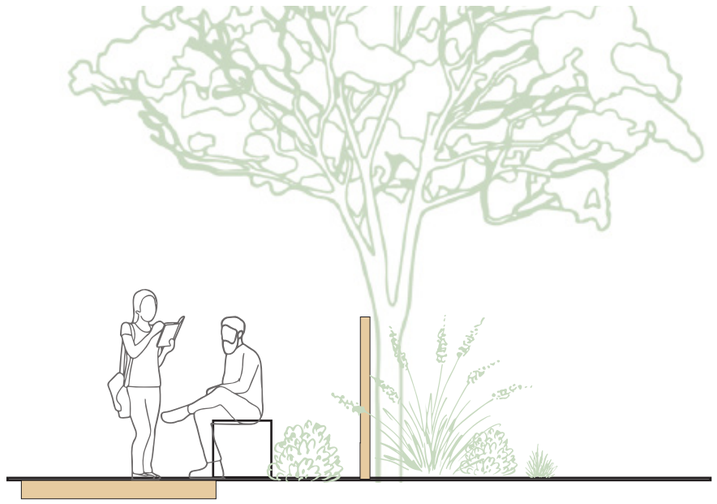


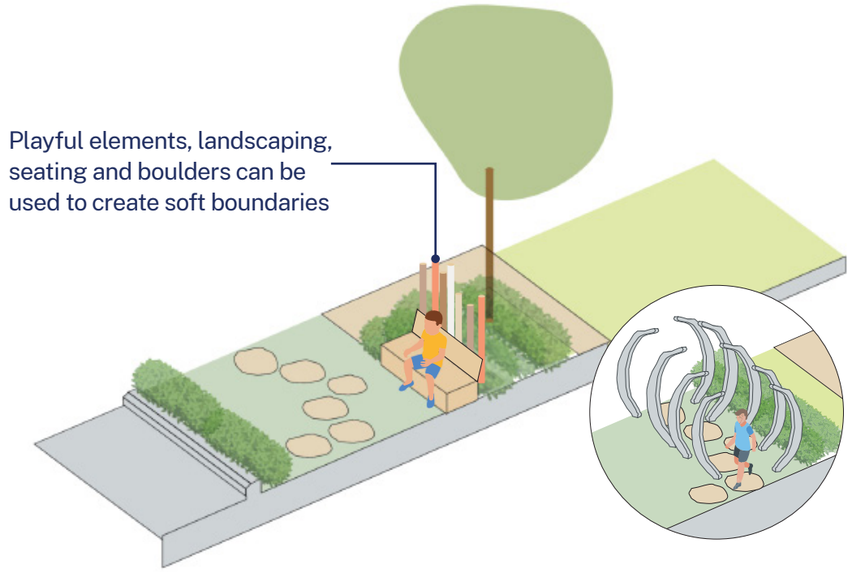
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Boundary types

TYPE 5	
Height	n/a
Description	Soft Landscape Boundary.
Requirements	• Playful elements, landscaping, seating and/ or boulders can be used to create soft boundaries. • Create a sense of enclosure, while still allowing for supervision of the space at all times.

Boundary Type 5: Soft Landscape Boundary

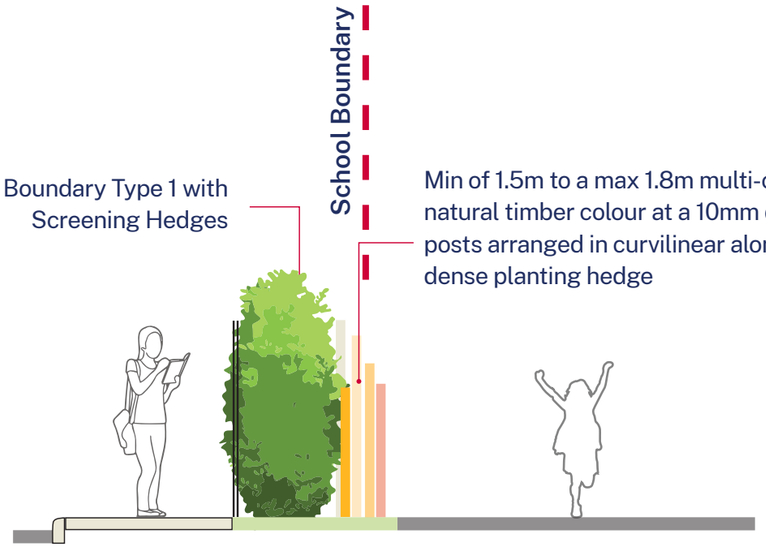




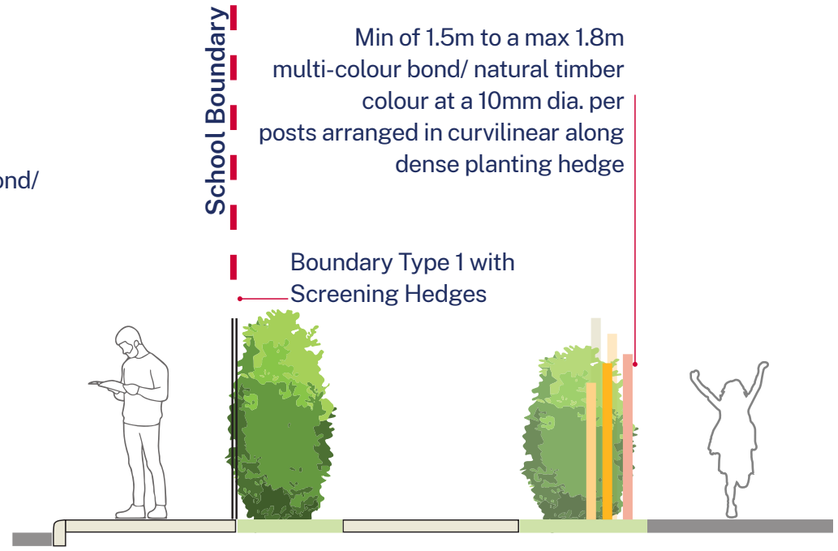
Sensory Garden/ Nature Play Open Area

SLH TYPE (within setbacks)	
Height	2100mm to the perimeter and 1500mm to the internal boundary
Description	A combination of Type 1 Boundary with landscape buffer and internal facing boundary adjacent to Supported Learning Hub (SLH)
Requirements	• Dense shrubs hedging required to provide privacy to SLH students. • Internal 1.5m colourful fence provide internal sense of boudary for the students within the breakout space.

Location 1: Within Street Setbacks



Location 2: Adjacent to Quadrangle



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Ancillary Furniture & External Elements

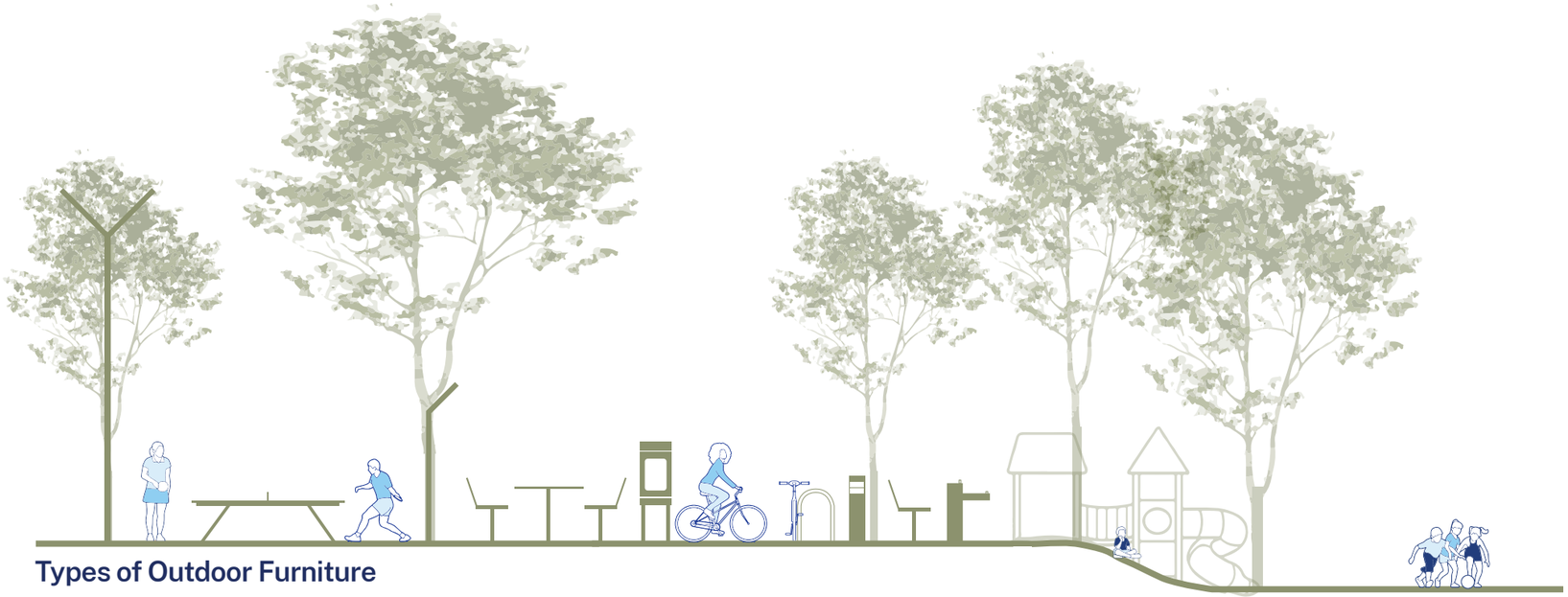
Categories of Outdoor Furniture and Play Elements

The arrangement of outdoor furniture and play elements significantly influences how school play spaces are used. Thoughtful placement — particularly the co-location of furniture and elements in relation to student activity patterns — is essential to support effective use of the space.

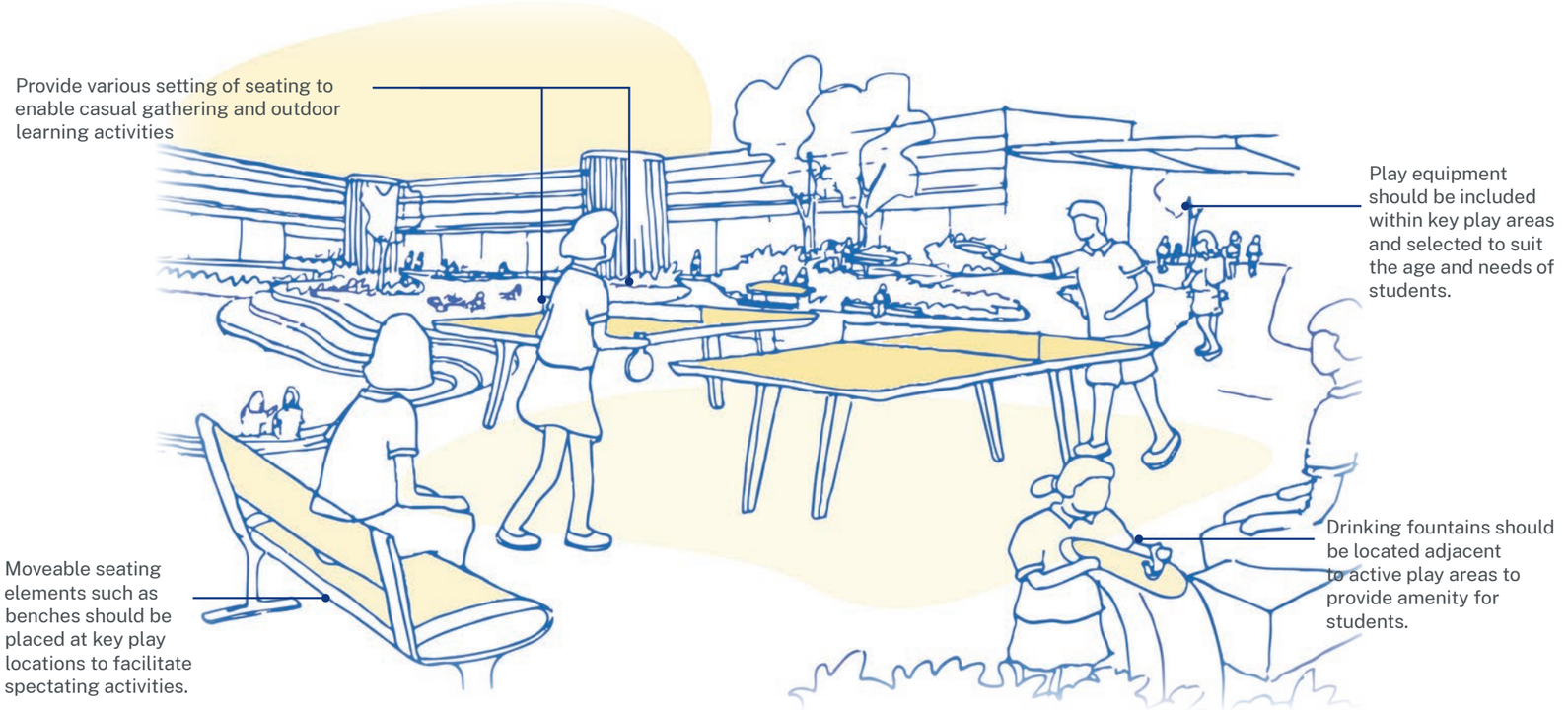
Further consultation will be required to develop a standard list of outdoor furniture appropriate for school environments.

All schools must provide the following categories of external furniture and elements:

- **Play Elements:** Play elements should cater to a variety of age groups and play types, encouraging creativity, physical activity, and social interaction
- **Signage and Wayfinding:** Clear, child-friendly signage helps students navigate the school grounds independently and supports inclusivity and safety
- **Fixed Furniture and Landscape Elements:** Seating, tables, and shaded rest areas should be integrated into high-traffic and gathering zones to support passive and social uses of outdoor space.
- **Lighting:** Appropriate outdoor lighting enhances visibility and safety, particularly in shared-use areas and during after-hours community access.



Types of Outdoor Furniture



6

Buildings

- **Building components**
- **Facade**
- **Roof**
- **Doors**
- **Circulation spaces**

Links to EFSG Part D:

- Building Components
- Building Security
- Waterproofing and Weatherproofing
- Corrosion and Electro-Chemical Reactions
- Paint Finishes
- Structure
- Masonry
- External Cladding
- Roof
- Doors
- Windows
- Glazing
- Insulation and Membranes
- Flooring
- Internal Lining
- Ceilings
- Tiling
- Circulation Spaces
- Vermin Control

Building components

The Pattern Book establishes a consistent set of building components that form the baseline school building block. These components are designed as a coordinated kit of parts, providing a clear and repeatable approach to planning, design and construction while allowing flexibility to respond to different school types, site conditions and operational requirements.

Each component has a defined function, performance requirements and design principles. Components are assembled within the established building grid to create efficient, adaptable and scalable school buildings.

The following components form the key baseline building elements:

Plinth

Buildings should be designed to sit on a solid, durable plinth that accommodates landscaping and mowing zones at the building base. For three-and four-storey buildings, a concrete or masonry plinth is recommended to provide a robust base and assist in managing changes in topography.

The height and proportion of the plinth should respond to the overall building height, with the base material scaled appropriately to establish a strong visual relationship between the building and its setting.

Core

The location and size of the core should respond to the building scale and future expansion strategy, accommodating essential services including toilets, cleaners' and services. Services cores should be provided at a maximum spacing of every seven structural grids to support efficient servicing and future flexibility.

Main building block

Generally designed to a maximum of seven standard building grids, with an integrated services core and circulation components to support efficient planning, servicing and future expansion.

Facade

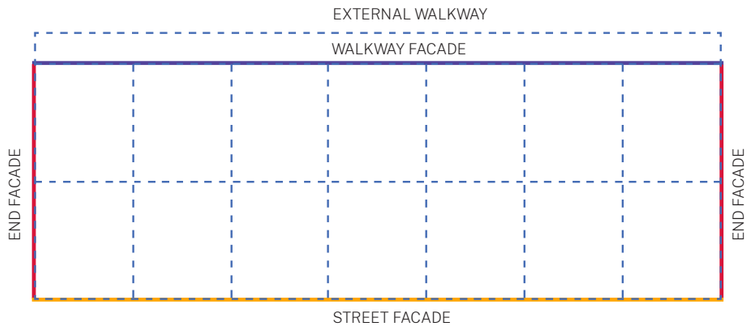
The Pattern Book facade is specifically designed to achieve an efficient and high performing building, targeting a net construction cost which is aligned with project budgets.

The façade is a very important element both in terms of the thermal performance of the building and the resultant indoor environment quality, as it related to daylight, ventilation and a biophilic connection to the outside. It is also central to the presentation to its surrounding context and the internal character to the school.

The design incorporates key metrics for façade glazing and natural ventilation which underpin the design of the two main types of the façades (street side and walkway side).

The facade design also incorporates student safety and security as well as reducing long term maintenance requirements.

The façades are standardised where possible to meet GLS requirements, but must be configured by project teams to meet the various requirements of specialist spaces.



Roof

Generally configured as a 4-degree single-pitched roof, falling towards the street frontage. The roof is to cantilever over the courtyard-side walkway to provide weather protection and define the interface between the building and external circulation.

Vertical and horizontal circulation

Walkways, balustrades, stairs and lifts are components that can be added to the main building block with some flexibility and as required to respond to building scale, site conditions, accessibility and future expansion.

Flexibility within standardisation

The Pattern Book provides a flexible design framework that can be adapted to create welcoming, engaging and age-appropriate school environments. Variation in colour, materials, texture, form, graphics and scale can be used to respond to site context, building height and proportion, reinforce school identity, support wayfinding and create visual interest.

Design elements should be applied flexibly within the Pattern Book system, allowing buildings to be tailored to different school types, age groups and site conditions while maintaining a cohesive overall character.

Refer to the Preschool Functional Design Brief for Early Learning Facilities.

Facade

Facade system design intent

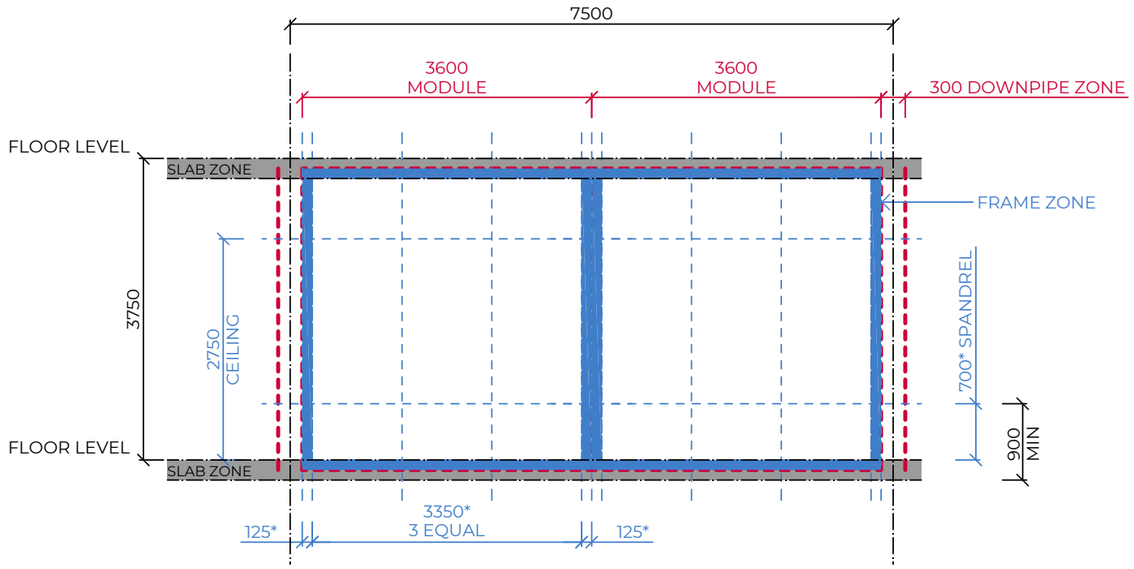
The design is based on a modular system aligned with the school's standard grid and incorporates a 'kit of parts' approach. This enables building components to be selected and configured as required, offering project teams the flexibility to adapt and reconfigure the design to meet specific project requirements.

Flexibility in design

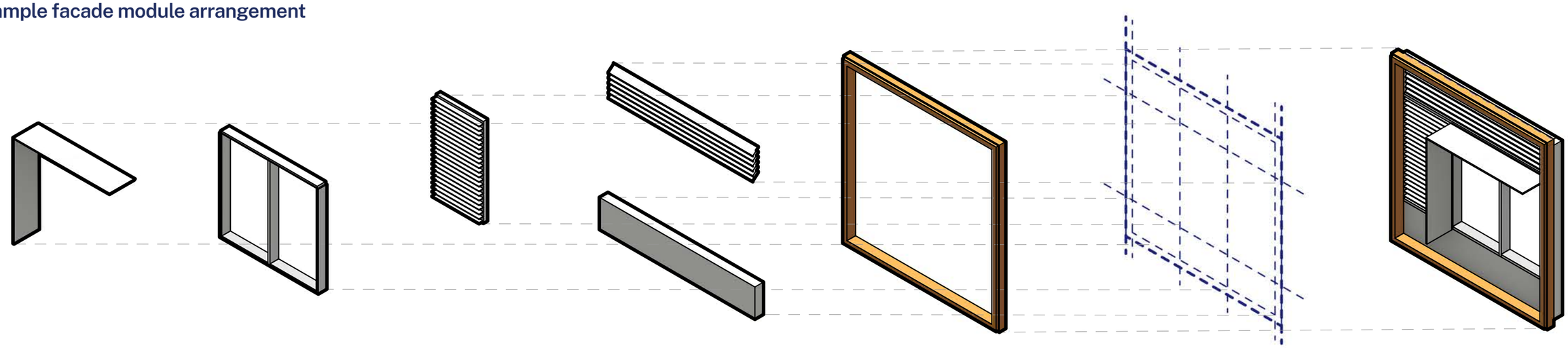
- Fixed louvre area may increase to suit site specific environmental conditions
- Mechanical louvre areas may be adjusted to suit environmental and mechanical requirements
- The extent of specialist facade panels may vary based on room requirements and project-specific mechanical coordination
- Colour and material choices

Grids and datum

The system is based on the standardised building grid. Each 7.5m bay comprises a 300mm recessed zone for downpipe and two 3600mm modules.



Example facade module arrangement



Shading | Glazing | Ventilation | Mechanical louvre | Framing | Datum | Assembly

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Facade components

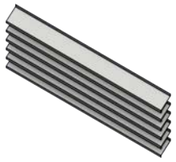
The facade comprises typical components which are interchangeable depending application and type of internal space use. Project teams may vary the composition and finish of these components based on project needs.

- Where required, full width louvres can be used at high level for mechanical connection.
- Shading fins are used using frameless folded aluminium sheets, sloping to negate bird roosting.
- Natural ventilation is provided through sliding windows with appropriate fall projection.
- Glass louvres are not permitted as they pose security, safety and maintenance risks and perform thermally poorly.
- Louvre and other climbable elements are not permitted below head height in Supported Learning Hubs.

Early Learning Facility facade components must maintain a sense of playfulness and align with the design principles outlined in the Preschool Design Brief.

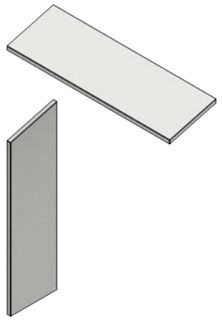
Flexibility in design

- Cladding should utilise robust, economical, and locally sourced materials, with flexibility in colour and finish selections.
- Glazing areas may be adjusted to respond to specific environmental conditions, specialist space requirements, and project-specific ESD outcomes.
- Spandrels may be adjusted to meet NCC, structural, and fire requirements, with compressed fibre cement preferred and equivalent compliant alternatives permitted where durable and cost-effective.
- Framing elements may be varied in depth, width, proportion, extent, colour, and material selection to respond to project-specific design, shading, and budget requirements.
- Sun shading elements may vary in colour, material, arrangement, and depth to respond to building orientation, climatic conditions, and project-specific design requirements.



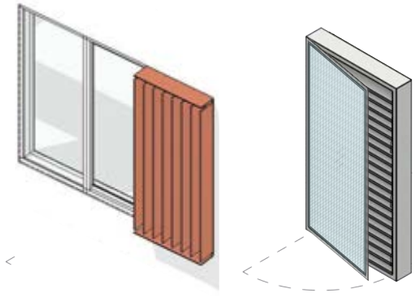
Mechanical louvre

Powder-coated Aluminium



Shading

Powder-coated Aluminium



Natural ventilation panel

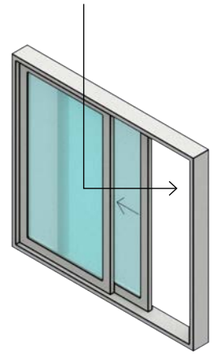
(Multi-Layered Panel)



Fixed glazing

Single glazing

Note:
To walkway only.
Openable with flyscreens



Sliding Window

Powder-coated Aluminium



Fire rated spandrel

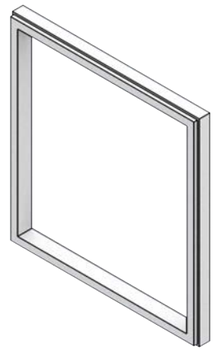
Concrete, Blockwork or equivalent system to achieve FRL60/60/60



Cladding

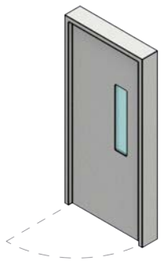
Compressed Fibre Cement Sheet

Corrugated metal cladding (in location not accessible by students)



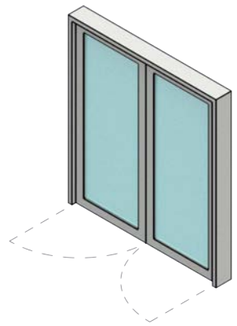
Framing elements

Powder-coated Aluminium



Solid door

with vision panel



Glazed door

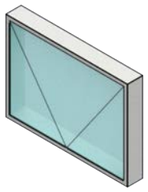
varies depending on hub type

Additional components for Early Learning Facilities



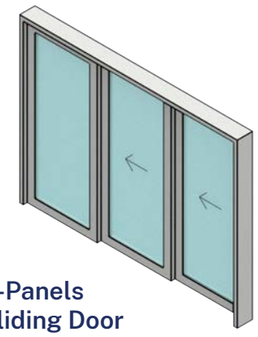
Shaped Fixed Glazing

Single glazing



Awning Window

Fly screens required to all operable windows



3-Panels Sliding Door

Facade types

Street facade

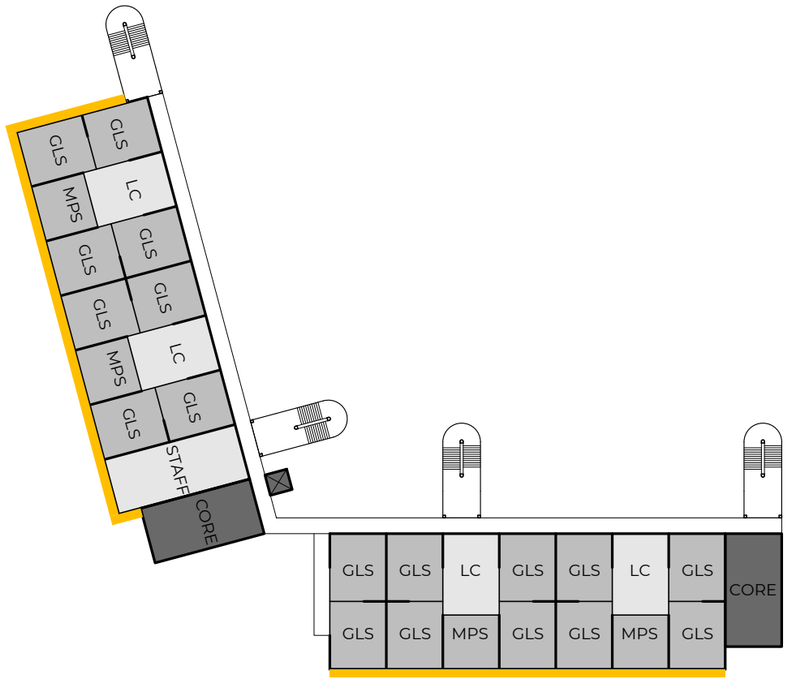
- Generally facing site boundaries
- Fire rated spandrel
- Shading design according to building orientation
- Project teams to design window and louvre arrangement in accordance with the relevant internal space
- No glass louvres permitted

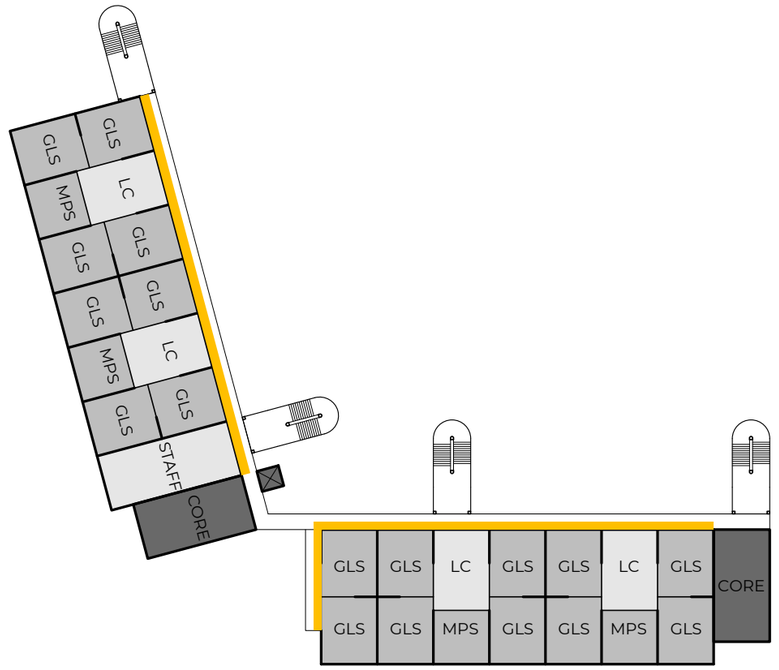
Walkway facade

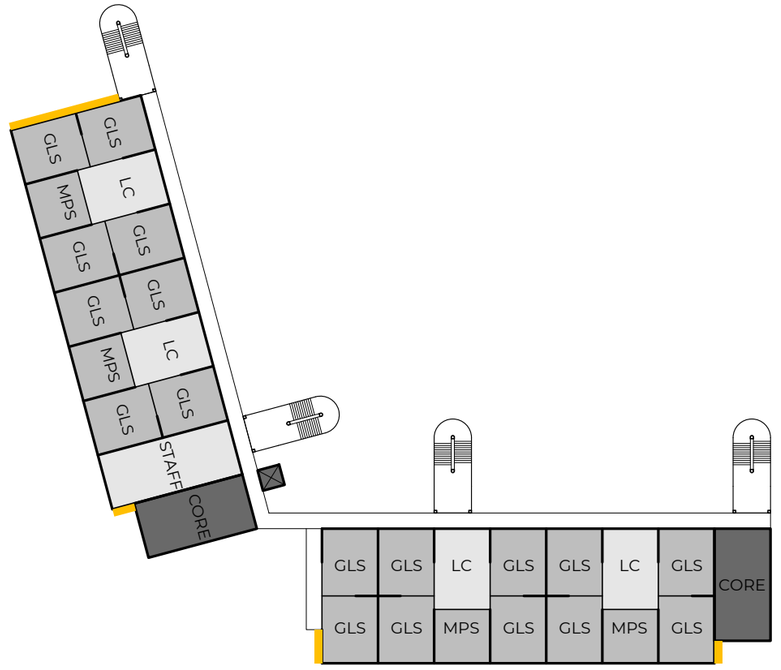
- Meet performance requirements
- No fire rated spandrel required due to external walkway, however spandrel maintained with durable material such as CFC
- Sliding windows can be used along the walkway to maximise ventilation while not posing risk of falling
- No awning windows permitted on walkway side below 2100 due to safety concerns colliding with open windows
- No glass louvres permitted

End facade

- The end facade is intended to be a continuation of the street facade, integrating with the surrounding environment.
- It also provides an opportunity to incorporate Connecting With Country and school-specific artwork, fostering meaningful engagement with both the school and the wider community.







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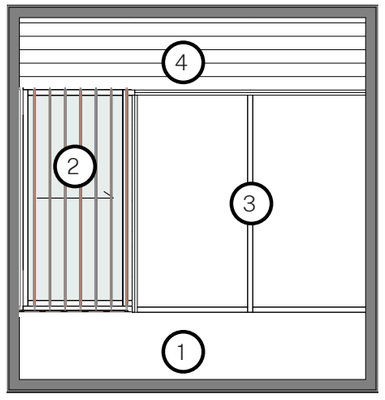
Street facade

The following panel types are assembled using the standard facade components. Project team may vary the composition based on project requirements to create other panel types to suit project needs.

1. Solid cladding
2. Natural ventilation panel (lockable)
3. Fixed glazing - Sun shading as required
4. Mechanical louvre
5. Framing element

Panel types

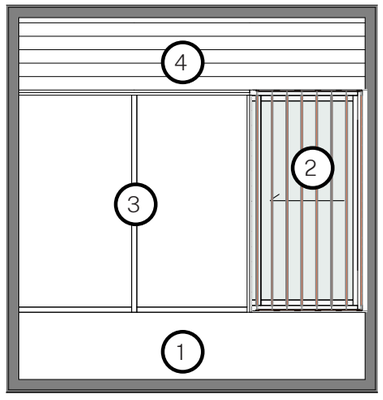
Panel Type 1



Potential applications:

- GLS
- Multipurpose Space
- Staff room
- Admin

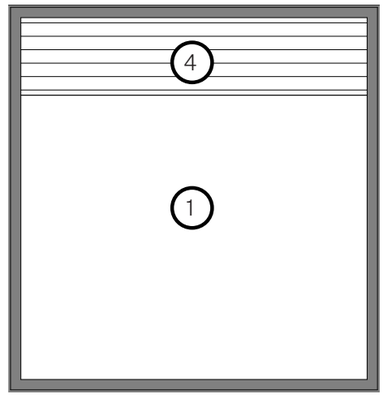
Panel Type 2



Potential applications:

- GLS
- Multipurpose Space
- Staff room
- Admin

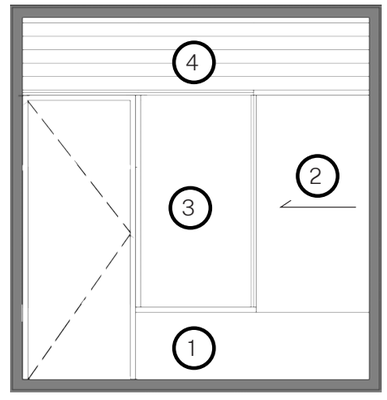
Panel Type 3



Potential applications:

- Toilets
- Change room
- Storage room

Panel Type 1



Potential applications (Ground Floor only):

- Library
- Admin
- SLH

Typical street facade elevation - GLS Hub



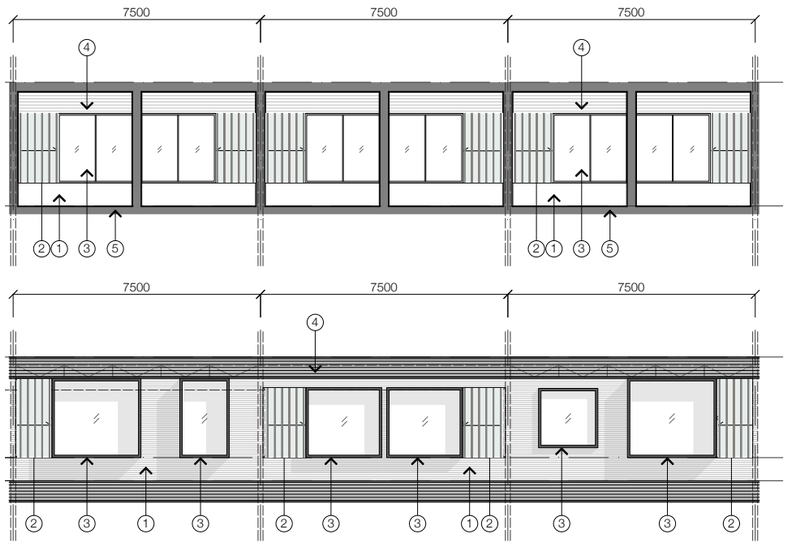
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Street facade

For reference only. Project teams are to develop details based on preferred construction methodology and project specific requirements to achieve the design intent and meet project BCA, Green Star and EFSG compliance.

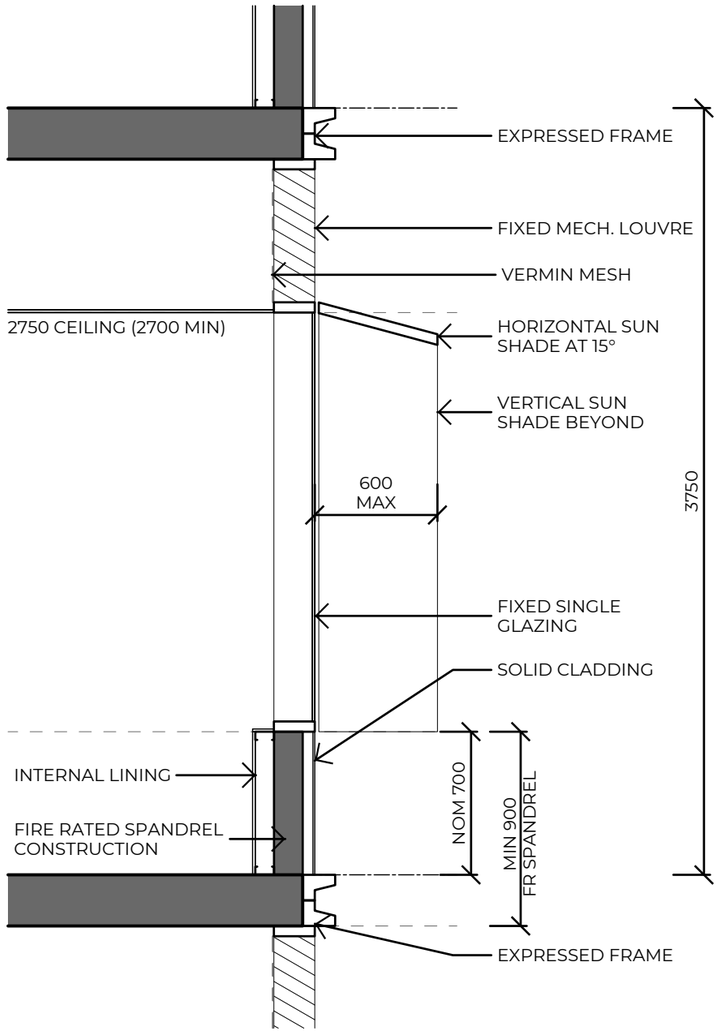
1. Solid cladding
2. Natural ventilation panel (lockable)
3. Fixed glazing - Sun shading as required
4. Mechanical louvre
5. Framing element

Case study of facade flexibility

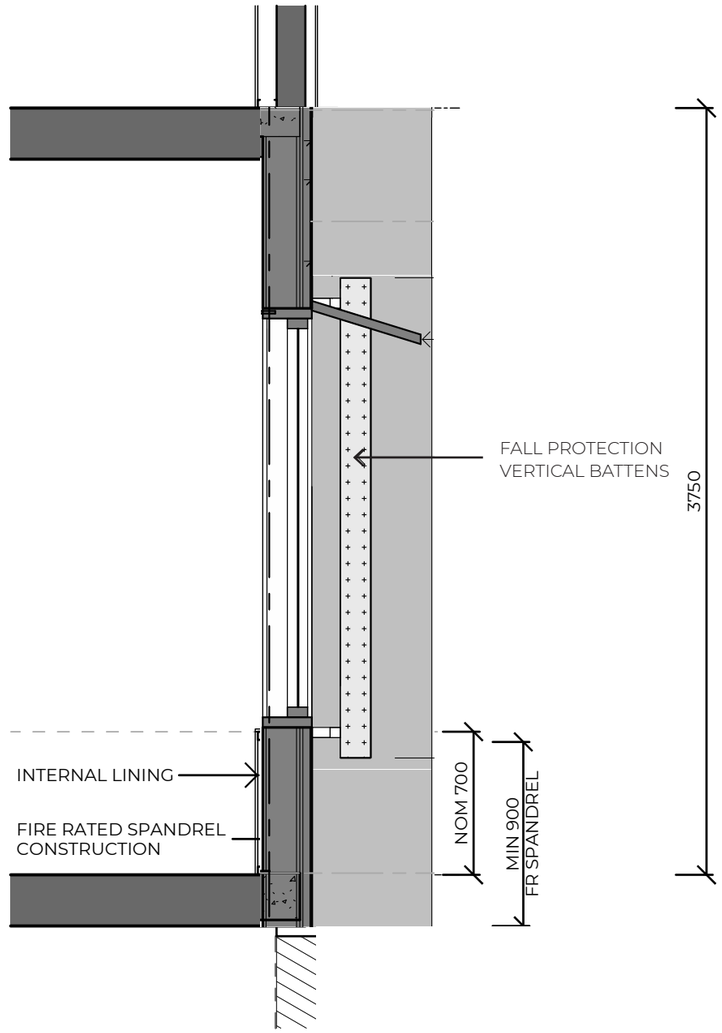


Typical street facade sections

Street side fixed glazing section



Street side ventilation panel with fixed louvre section



Street facade

Variances in design

Baseline design with shading

Colour option applied to service cores and solar shading to be provided as required



Baseline design with reduced shading

Reduced shading as required by solar design



Recessed frame design

Window arrangement tailored to functional need behind



Expressed window design

Window arrangement varied to adapt to different ceiling height in GLS and Learning Common



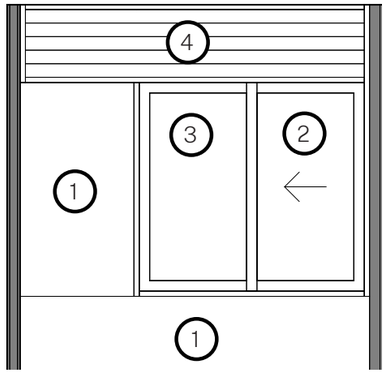
Walkway facade

The following panel types are examples of assemblies using the standard facade components, which are interchangeable as needed. Project teams may vary the composition based on project requirements to create other panel types to suit project needs.

1. Solid cladding
2. Natural ventilation panel (lockable)
3. Fixed glazing - Sun shading as required
4. Mechanical louvre
5. Framing element

Panel types

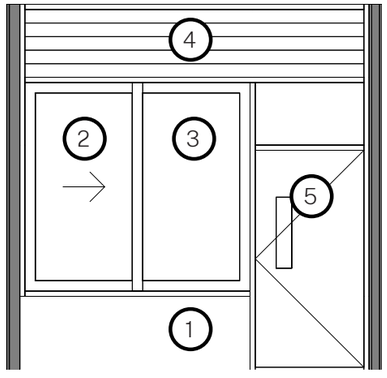
Panel Type 1



Potential applications:

- GLS
- Staff room
- Admin

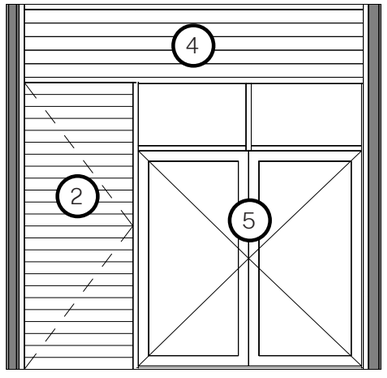
Panel Type 2



Potential applications:

- GLS
- Staff room
- Admin

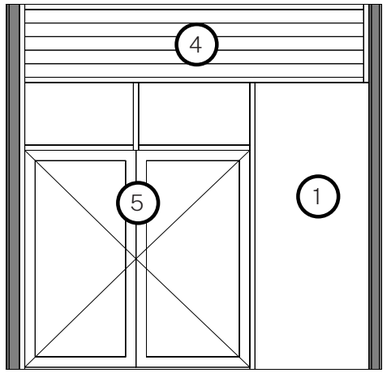
Panel Type 3



Potential applications:

- Learning common
- Workshop
- Library

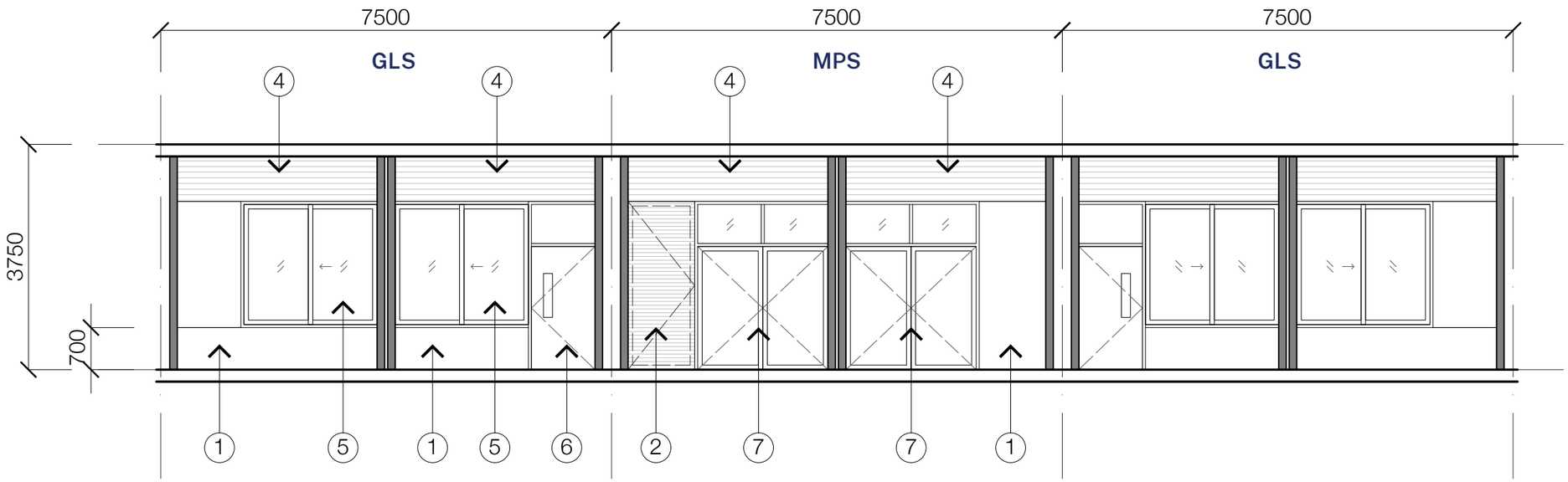
Panel Type 1



Potential applications:

- Learning common
- Workshop
- Library

Typical walkway facade elevation - GLS Hub



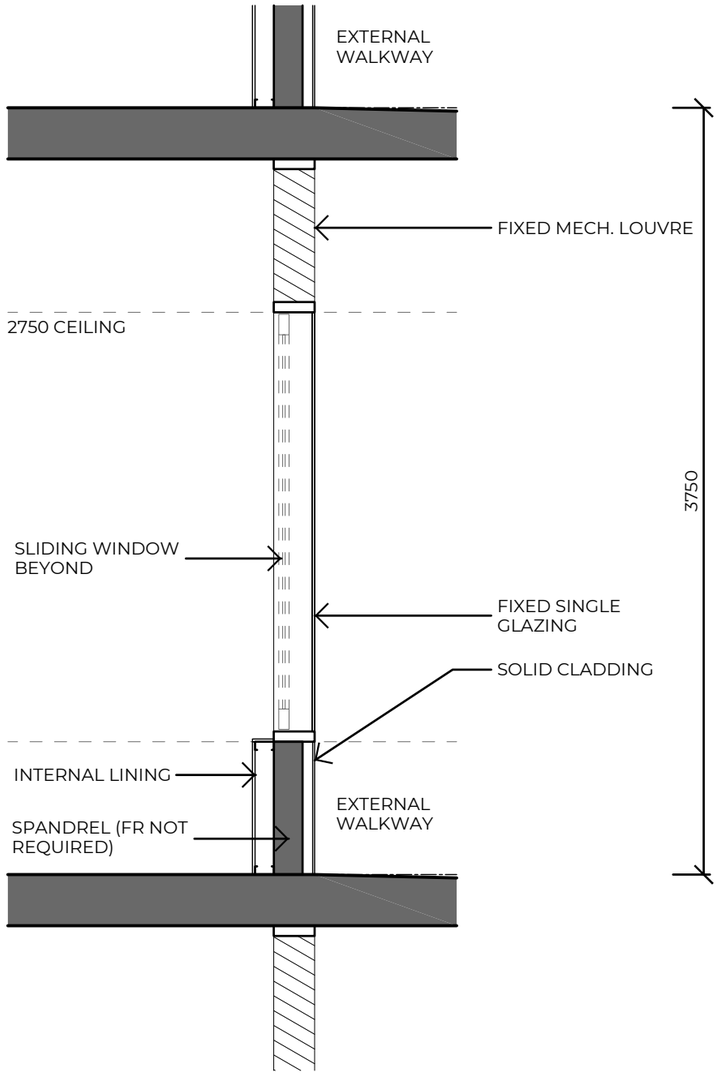
Walkway facade

Project teams are to develop details based on preferred construction methodology and project specific requirements to achieve the design intent and meet project BCA, Green Star and EFSG compliance.

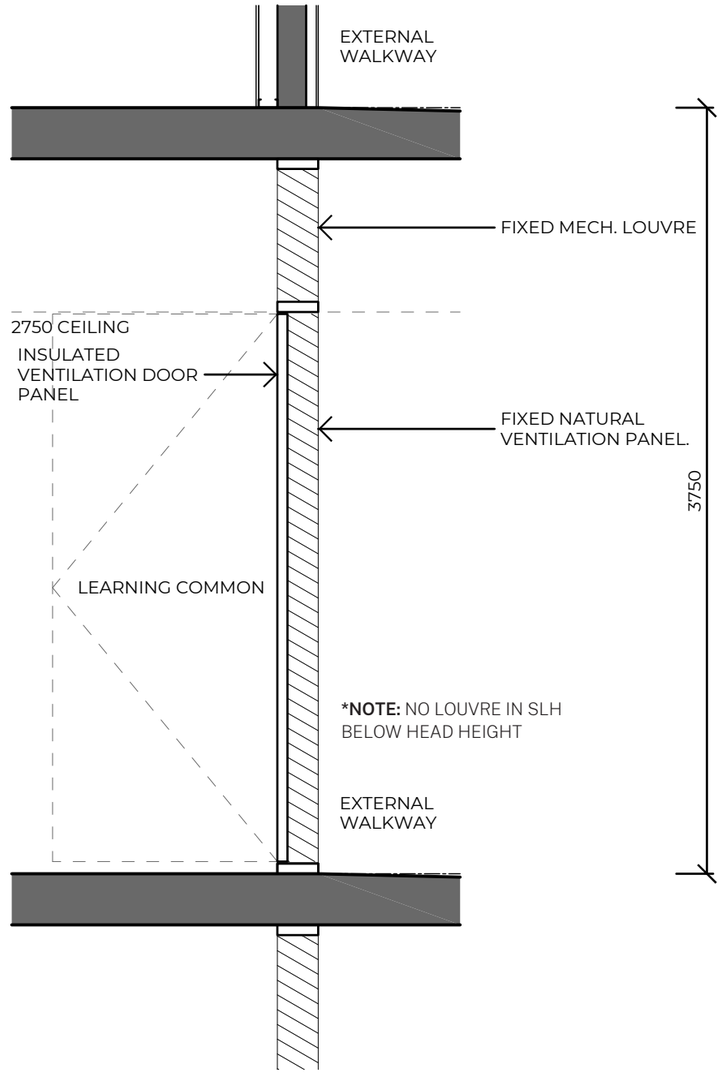
1. Solid cladding
2. Natural ventilation panel (lockable)
3. Fixed glazing - Sun shading as required
4. Mechanical louvre
5. Framing element

Typical walkway facade sections

Walkway side glazing section



Walkway side ventilation panel section



Roof

Design intent

The standardised design includes a monopitch roof at 4 degrees with eaves overhangs.

Safety consideration: The roof is designed to fall towards the street side in order to eliminate risk of climbing downpipes along the walkway side. Gutter and downpipes have been designed to be an integral part of the street side facade.

Roof arrest system: Subject to roof choice the appropriate arrest system has to be provided considering access and access ways, balustrading installed along the edge of the top level, cleaning and maintenance.

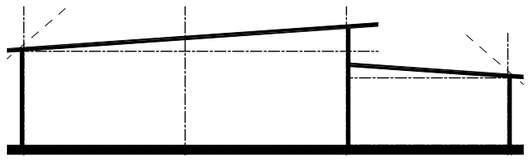
Bulk and scale: Sloping to the street side reduces bulk and scale to the streetscape and neighbouring properties.

Downpipe: Downpipe generally to be located at each grid on street side facade, services consultant team to specify size and frequency as required by site specific climate conditions.

Flexibility in design

- Colour of roof (to be determined in accordance with appropriate SRI values)
- Colour of soffit

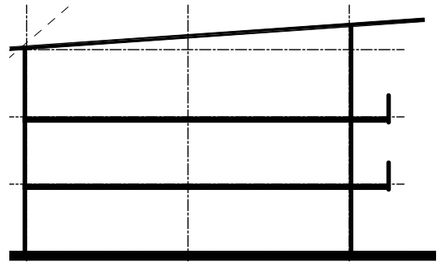
Roof types



Single Storey - Applications:

- SSP
- Early learning facility
- Hall
- Single storey teaching building

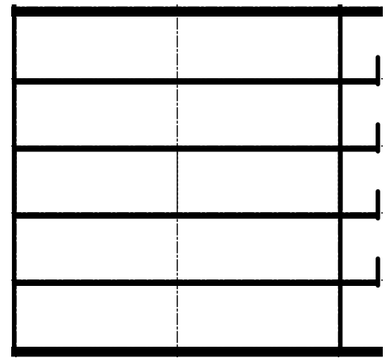
Stand-alone single-storey roof designs can be single or double pitched roofs at minimum 4 degree fall.



Two to four storeys - Applications:

- Standard Public Schools and High Schools

The standardised design includes a monopitch roof at 4 degrees with eaves overhangs.



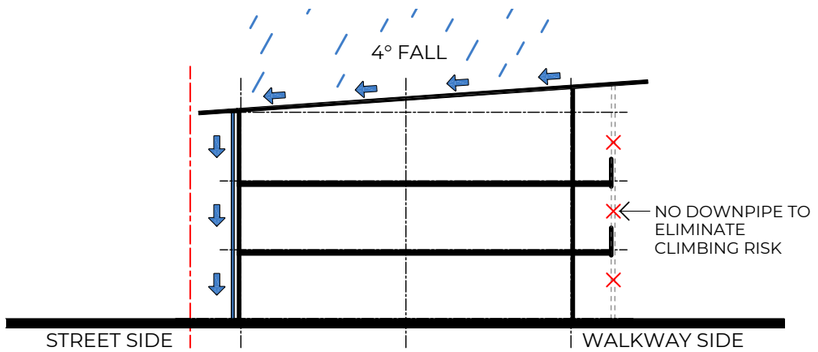
Above four storeys - Applications:

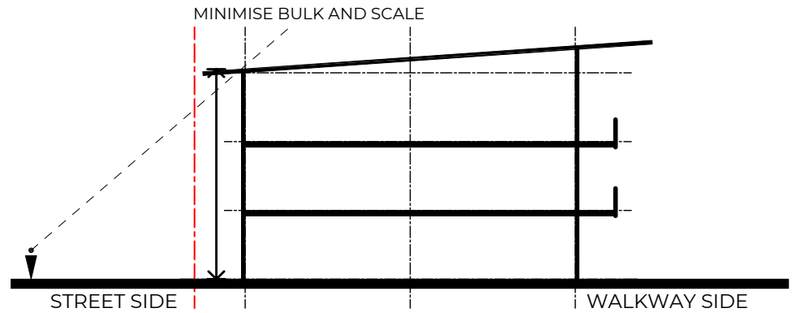
- Urban Schools

Refer to the Urban School guidelines

As a guide, given passive rooftop play is acceptable in an Urban Primary School, rooftops in Urban High Schools can also be used for social and passive activities which do not include active or ball games.

Standard sloped roof

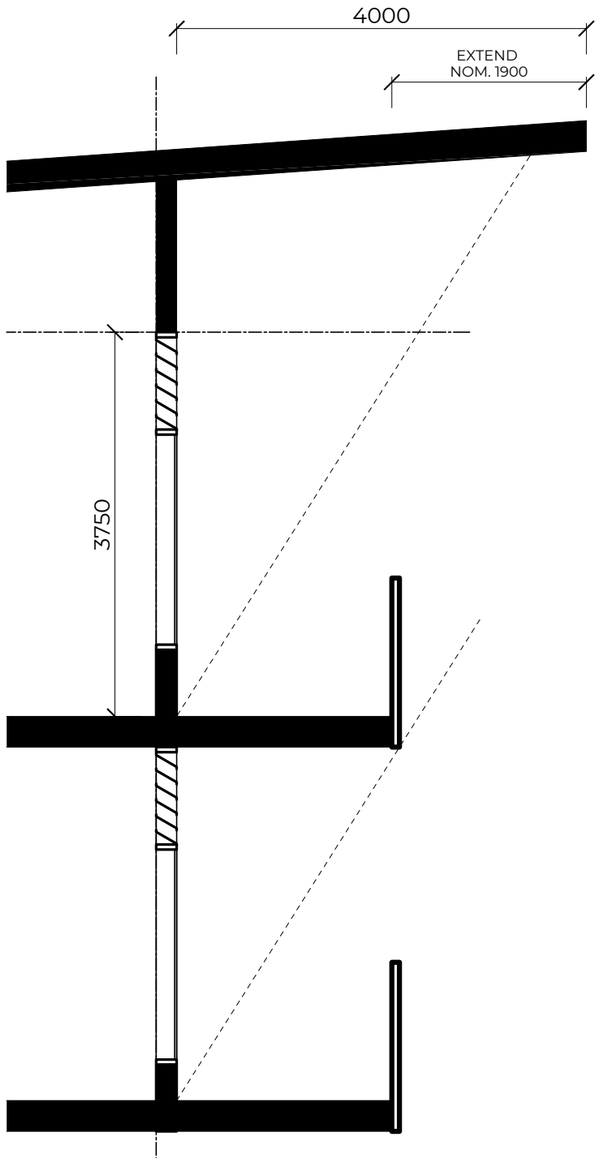




Roof

Overhang baseline design

The roof eave extends beyond the walkway to provide weather protection to the top floor walkway and the levels below. The eave extension past the walkway also further mitigates climb ability issues by preventing students from climbing onto the roof from the walkway.





Roof

Roof flexibility and add-on components

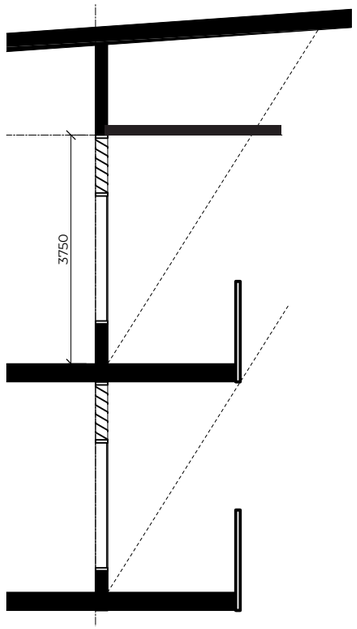
Additional elements may be added to the baseline design to respond to functional and environmental site conditions, and to ensure each school presents a unique identity.

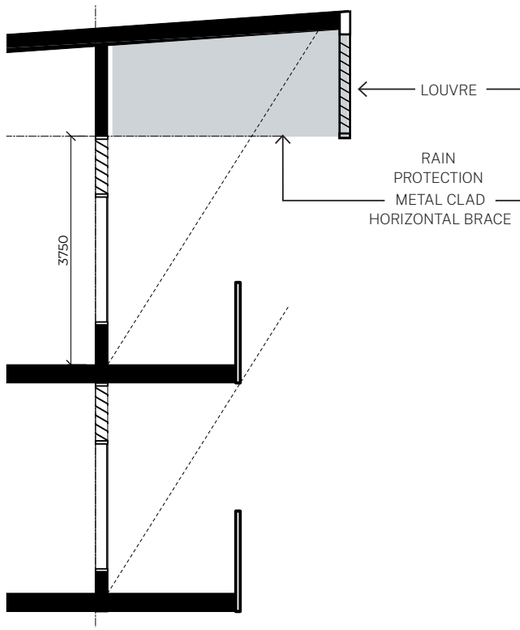
Add-on 1 - secondary roof

A canopy roof can address heavy rain issues. Extent and fixing detail to suit the facade orientation and application. It is critical to avoid any possibility for climbing.

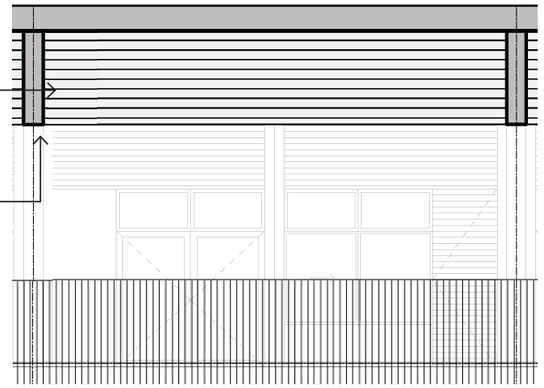
Add-on 2 - vertical fascia

A downturn added to the roof overhang can address high wind issues and provide increased sun protection. Extent and fixing detail to suit the facade orientation and application. It is critical to avoid any possibility for climbing.











Worked example



Worked example



Doors

Design intent

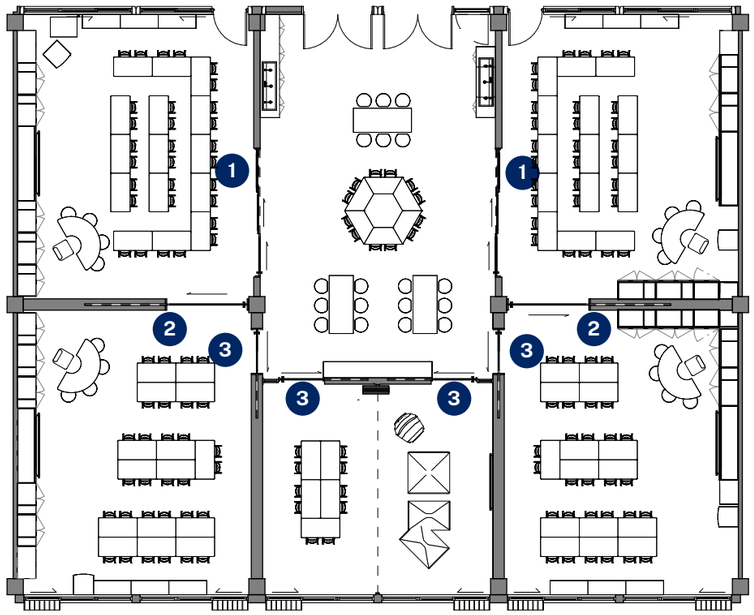
Glazed sliding doors enable flexible learning configurations and create a sense of hub connectivity.

Doors are designed to balance clear width, cost effective design and minimise heavy weights for operability.

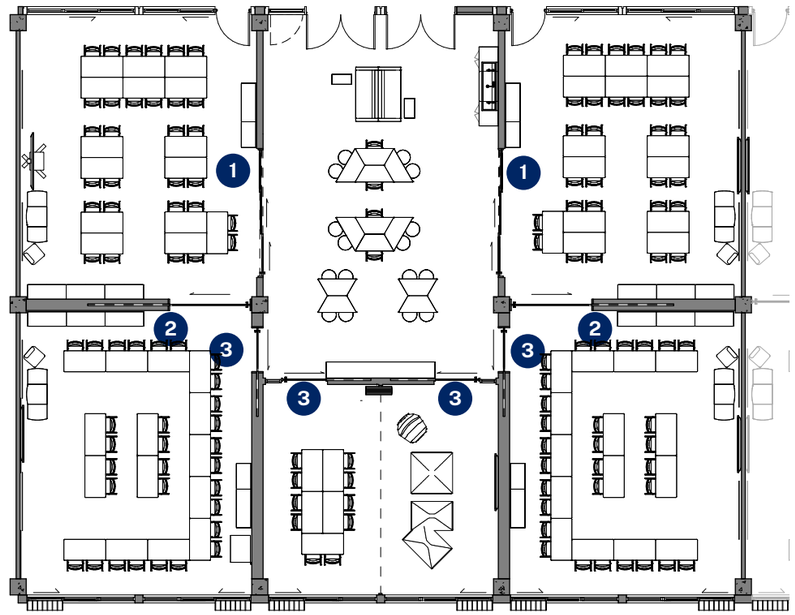
There are 3 types of sliding doors:

1. **Type 1 - GLS Entry Large Door**
2. **Type 2 - Interlinking GLS Door**
3. **Type 3 - GLS Entry Small Door**

Typical PS GLS Hub layout



Typical HS GLS Hub layout

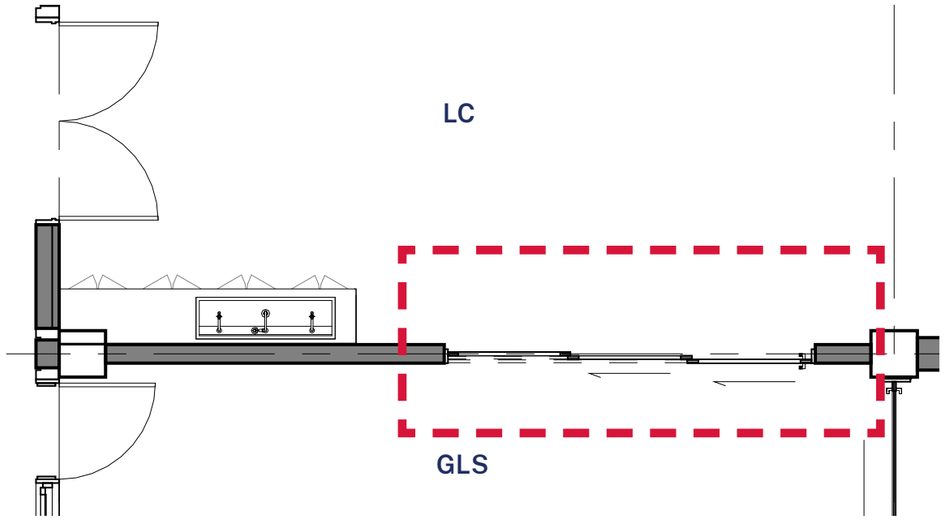


Doors

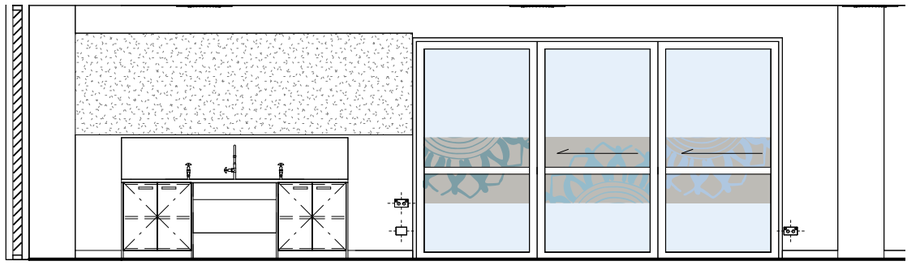
Sliding door types

Door Type: GLS Entry Large Door

Three panels: two sliding panels that park in front of one fixed panel



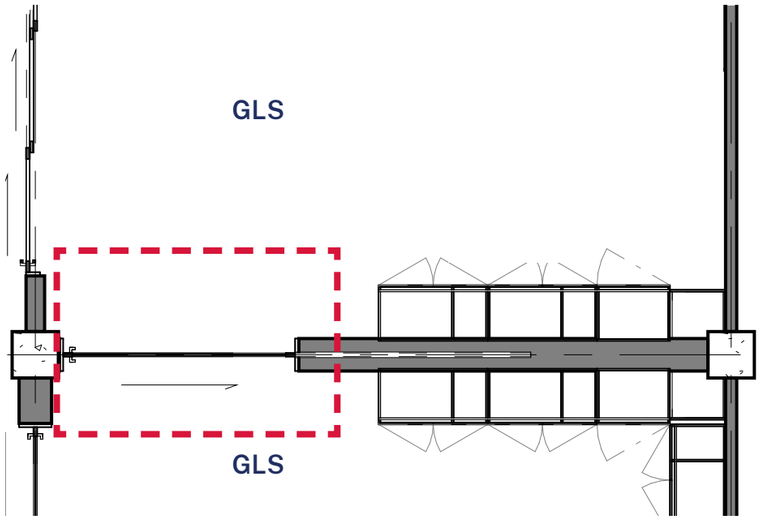
Plan



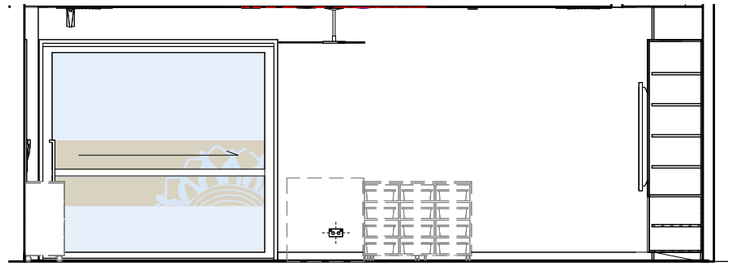
Elevation

Door Type 2: Inter-GLS Door

Single panel: cavity sliding panel allowing secondary access between GLSs, not considered as main room access therefore AS1428 latch side clearance not required



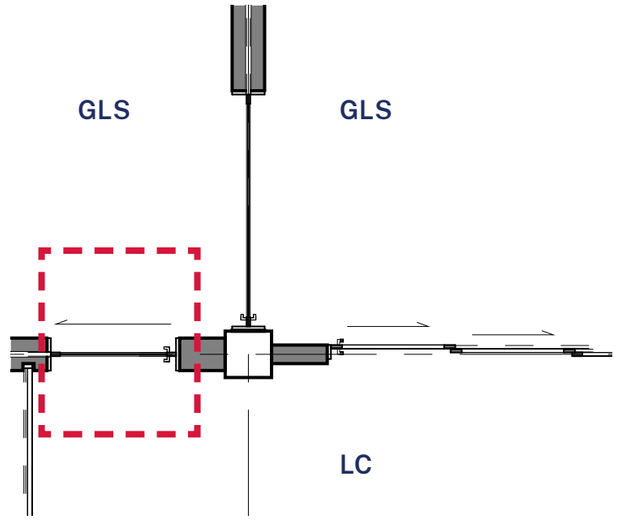
Plan



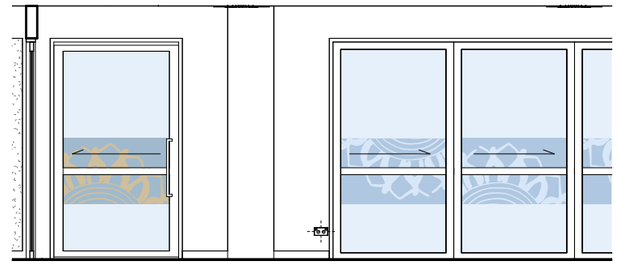
Elevation

Door Type 3: GLS Entry Small Door

Single panel: cavity sliding panel generally to rear GLSs



Plan



Elevation

General notes

- Glazing decals: applied to all glazing, with opportunities to incorporate Connecting with Country and/or school-specific artwork.
- Decal extent: as indicated on elevation to ensure privacy when seated while maintaining lines of sight across the hub when standing.
- Sliding door operation: all glazed sliding doors are to incorporate a damping system to reduce closing speed.

Circulation spaces

Walkways and balustrades design intent

Walkways are concrete finished laid to cross-fall, covered by the slab or roof above and contained with a balustrade.

Baseline Balustrades are designed to be durable, robust and low maintenance with a galvanised steel flat bar panel detail. Panels size should not exceed 1250mm width to enable ease of handling, installation and replacement.

To ensure each school presents a unique identity and response to project specific requirements, there is the need to bring additional elements to the baseline design to accommodate colour, texture, variety and potentially additional safety measures.

Panels of colour, texture and perforated metal can be added to the baseline panel design. There is also the flexibility to add a tensile mesh and semi-enclosed glazed solution to address concerns of safety or comfort in Urban Schools or climate specific.

Stairs design intent

Stairs are the primary mode of circulation for students and they are designed to feel welcoming, light and safe to use. The form is rounded to soften the bulk and scale.

A full height perforated metal screen wraps around the stair to eliminate risk of falling and provide transparency for passive surveillance. A solid base constructed of concrete or brick encloses the bottom of the stair for safety purposes. Alternatively, the project team may consider integrating the stair into landscape design depending on site conditions.

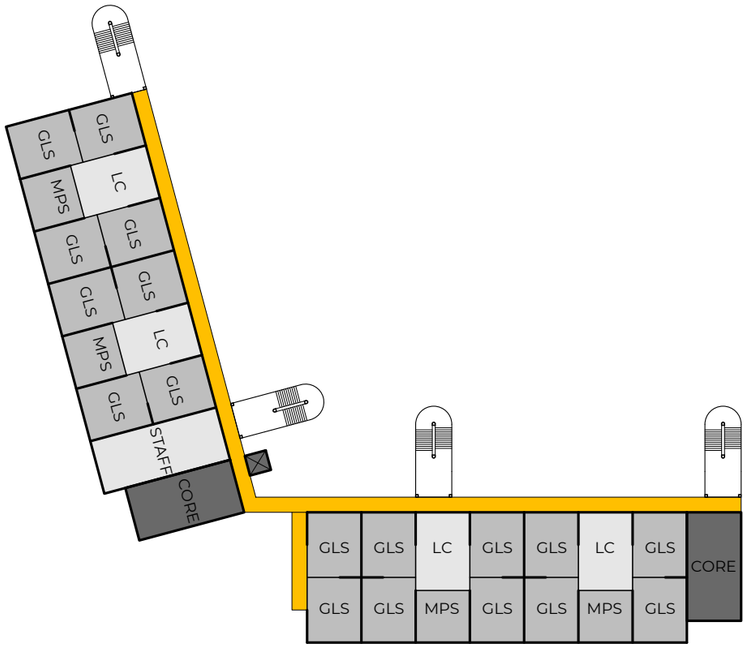
Stairs should ideally be positioned at the opposite end of walkway to minimise obstruction to natural light into the classrooms and ensure passive surveillance of the walkway. Locations should be outside cores ideally and then outside Learning Commons, with locations outside GLSs should be avoided.

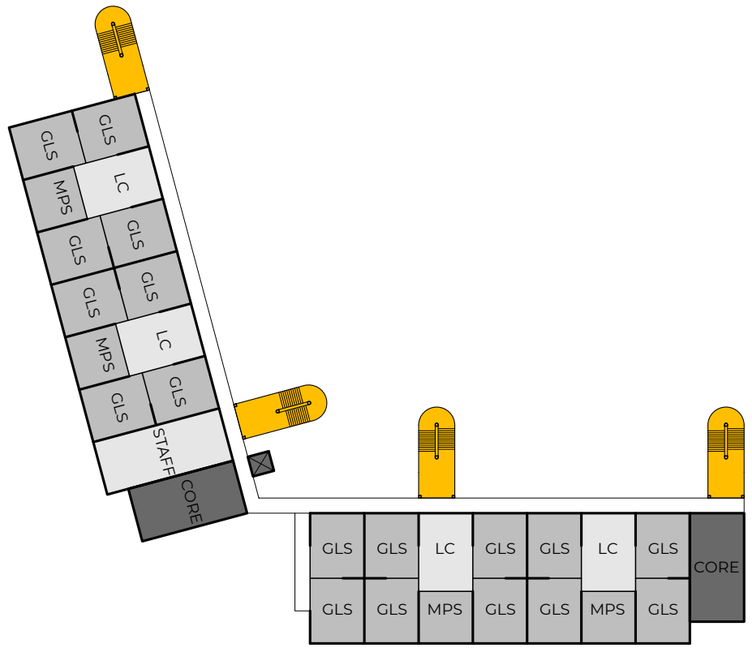
Lifts design intent

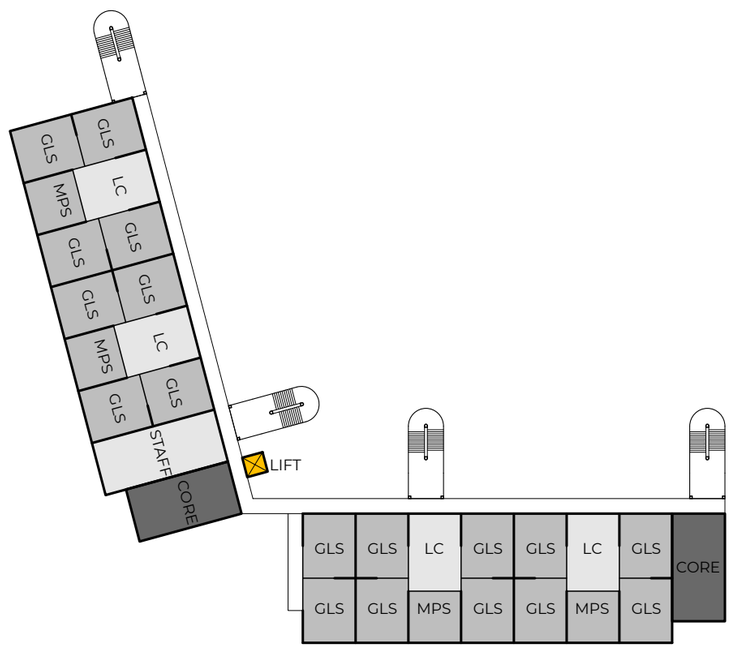
Lift services are installed to buildings that are 2 storeys and above. The primary purpose of lifts is for use by teachers, accessible access and transporting goods. Stairs are the primary mode of movement for students unless otherwise directed by a teacher.

The number of lifts is to be determined by a vertical transport consultant however as a secondary mode of movement they are to assume a less prominence than stairs.

Lifts are to be positioned near the main entry and spaced evenly along the walkway to provide equitable access to the school and can be aesthetically treated to blend into their environment with a textured concrete finish or as prominent feature.



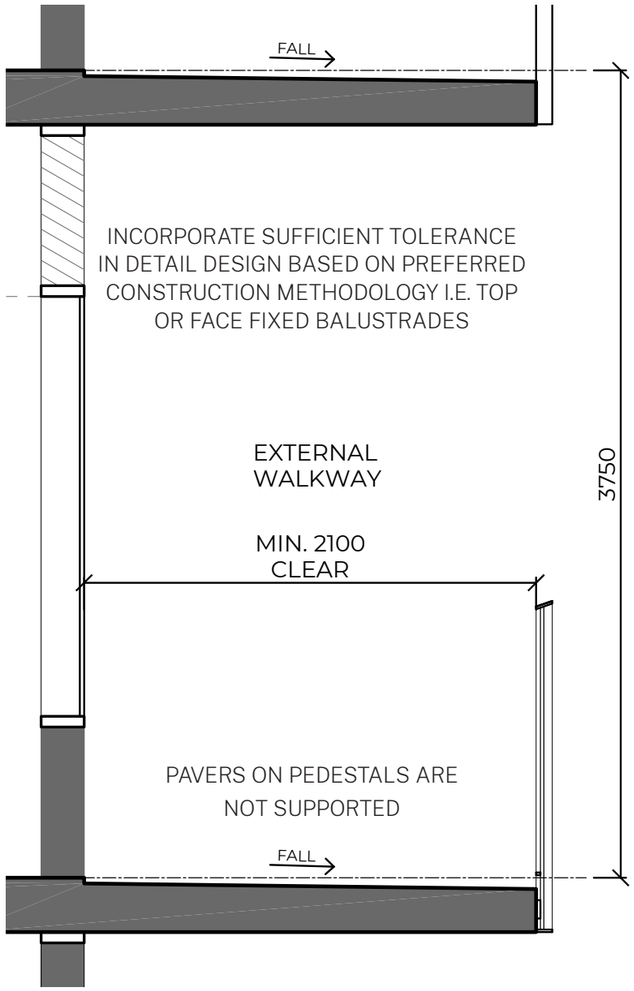




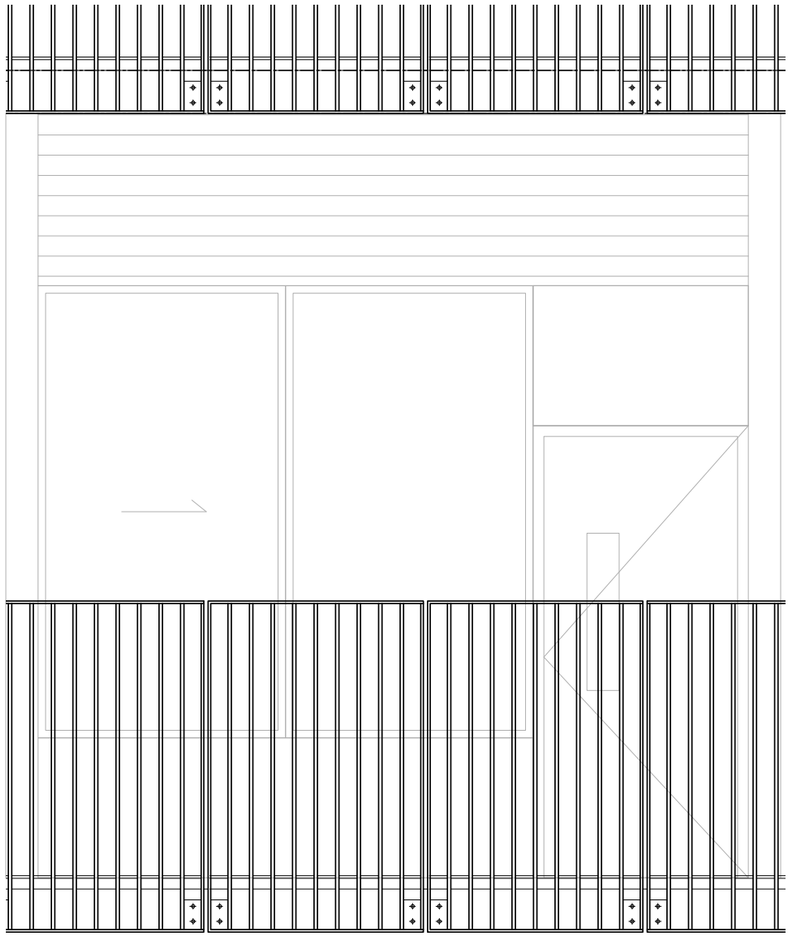
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Walkways and balustrades

Typical generic walkway section



Generic walkway facade module



Worked example



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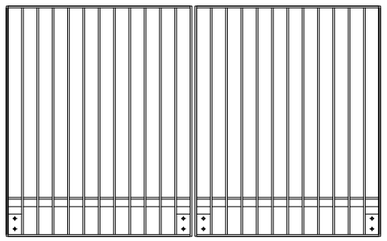
Walkways and balustrades

Baseline design: Face fixed galvanised steel flat bar

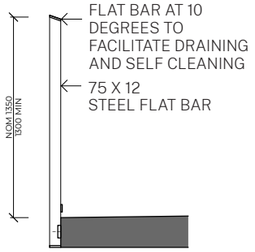
Additional elements may be added to the baseline design to respond to functional and environmental site conditions, and to accommodate colour, texture and variety to ensure each school presents a unique identity.



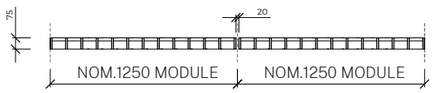
Elevation



Section

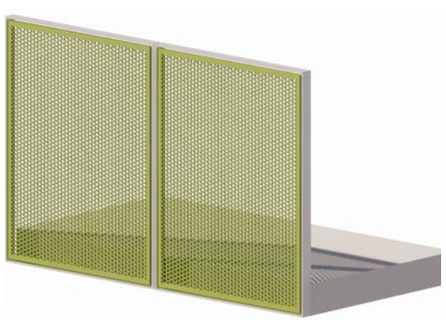


Plan

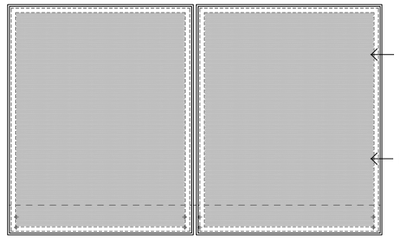


Add-on 1: Perforated metal panel

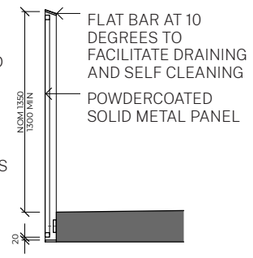
Perforated screens can address high wind and heavy rain issues. Extent and fixing detail to suit the facade orientation and application.



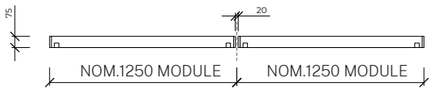
Elevation



Section

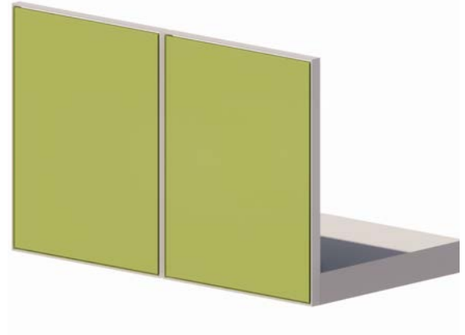


Plan

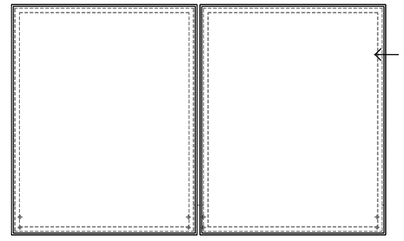


Add-on 2: Solid metal panel

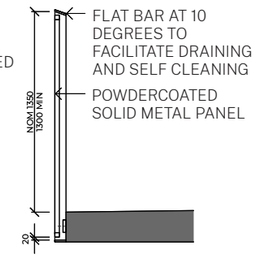
Solid metal panel added to the front of balustrade to add texture and colour variation.



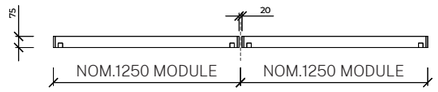
Elevation



Section



Plan



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Worked example

Balustrade flexibility

Additional elements may be added to the baseline design to respond to functional and environmental site conditions, and to accommodate colour, texture and variety to ensure each school presents a unique identity.

Add-on 1: Perforated screening

Perforated screens can address high wind and heavy rain issues. Extent and fixing detail to suit the facade orientation and application.



Add-on 2: Solid panelling

Solid metal panel added to the front of balustrade to add texture and colour variation.



Walkways and balustrades

Walkway add-ons

Additional elements may be added to the baseline design to respond to functional and environmental site conditions, and to accommodate colour, texture and variety to ensure each school presents a unique identity.

Add-on of safety tensile mesh

For additional Safety and Fall Protection, tensile mesh can be added in front of the balustrade to act as a barrier without blocking light or visibility.

It ensures compliance with safety standards in a lightweight and visually unobtrusive way.

The Mesh must be impact tested, and size and pattern specified to prevent foothold.

Add-on of full height screening

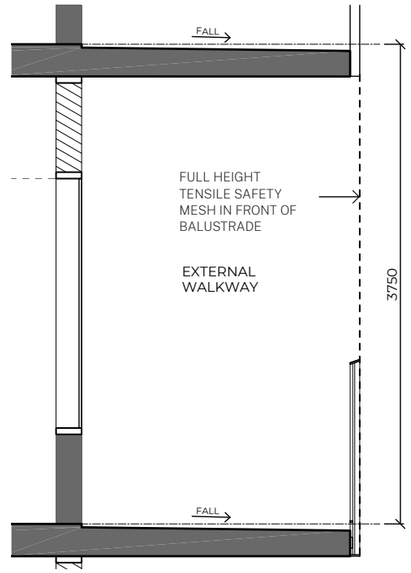
In colder climate zones, partial or full enclosure of certain building areas is often necessary to improve comfort, protection and usability throughout the year.

Compliance

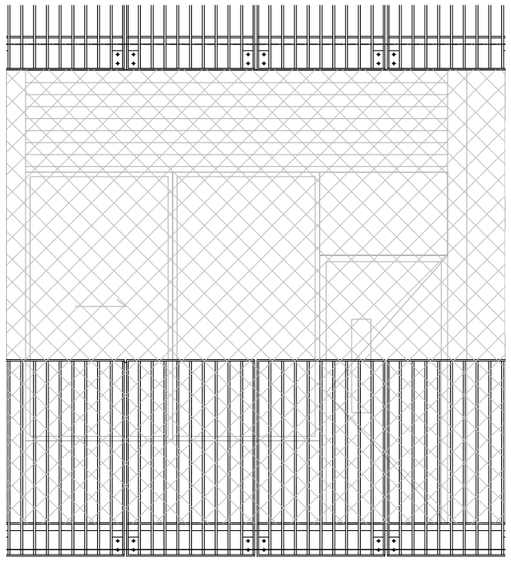
Project teams are to develop details based on preferred construction methodology and project specific requirements to achieve the design intent as described, following project specific consultant advise including wind and fire engineer.

Add-on: Safety tensile mesh

Section

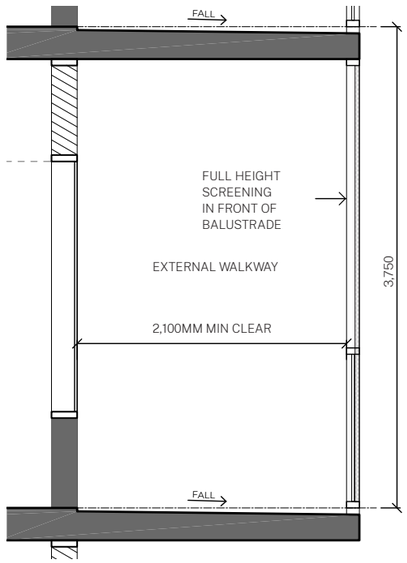


Elevation

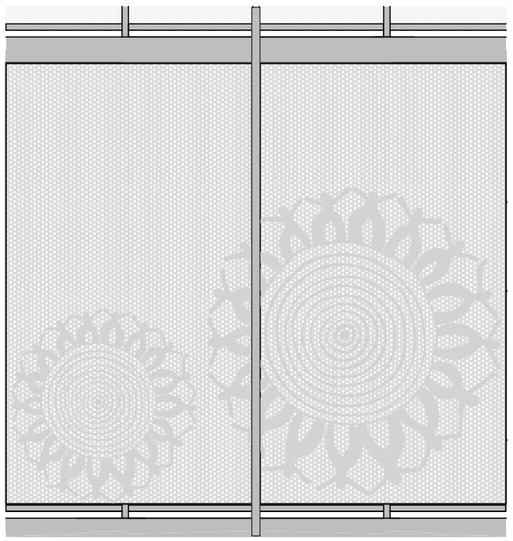


Add-on: Full height screening

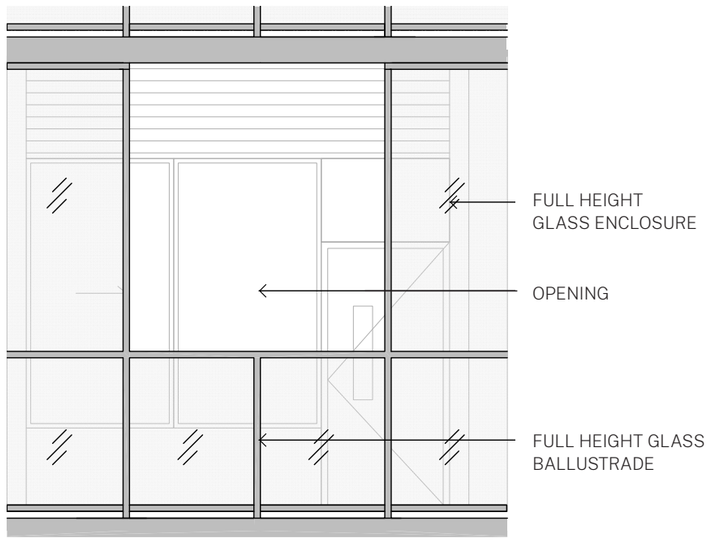
Section



Elevation - perforated screeing



Elevation - glazing



Walkways and balustrades

Walkway add-ons

Safety tensile mesh

Suitable for when additional safety measure is required; the extent of balustrading/ handrail only and mesh is to be refined



Full height perforated mesh/louvered blades

Suitable for when additional weather protection is required



Full height glass

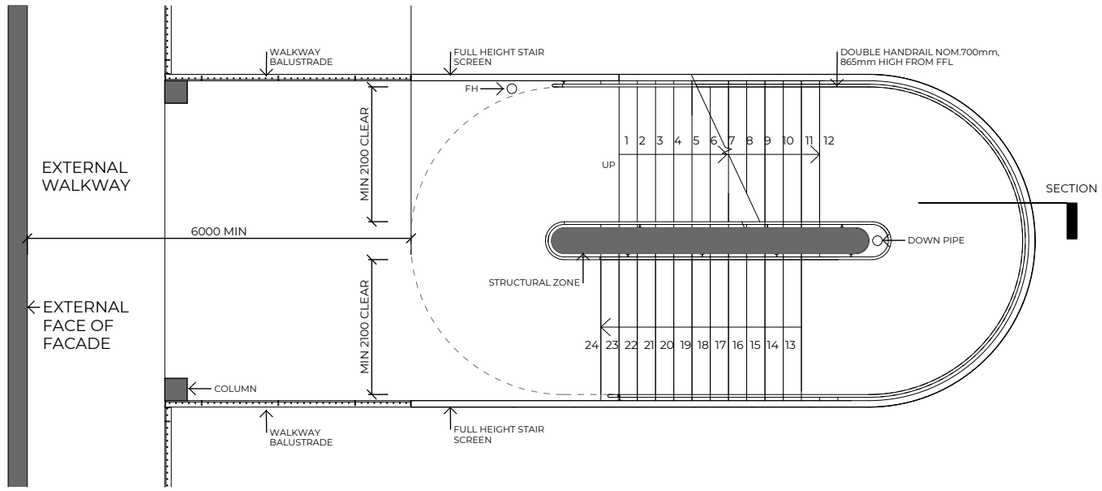
Suitable for when additional weather protection is required



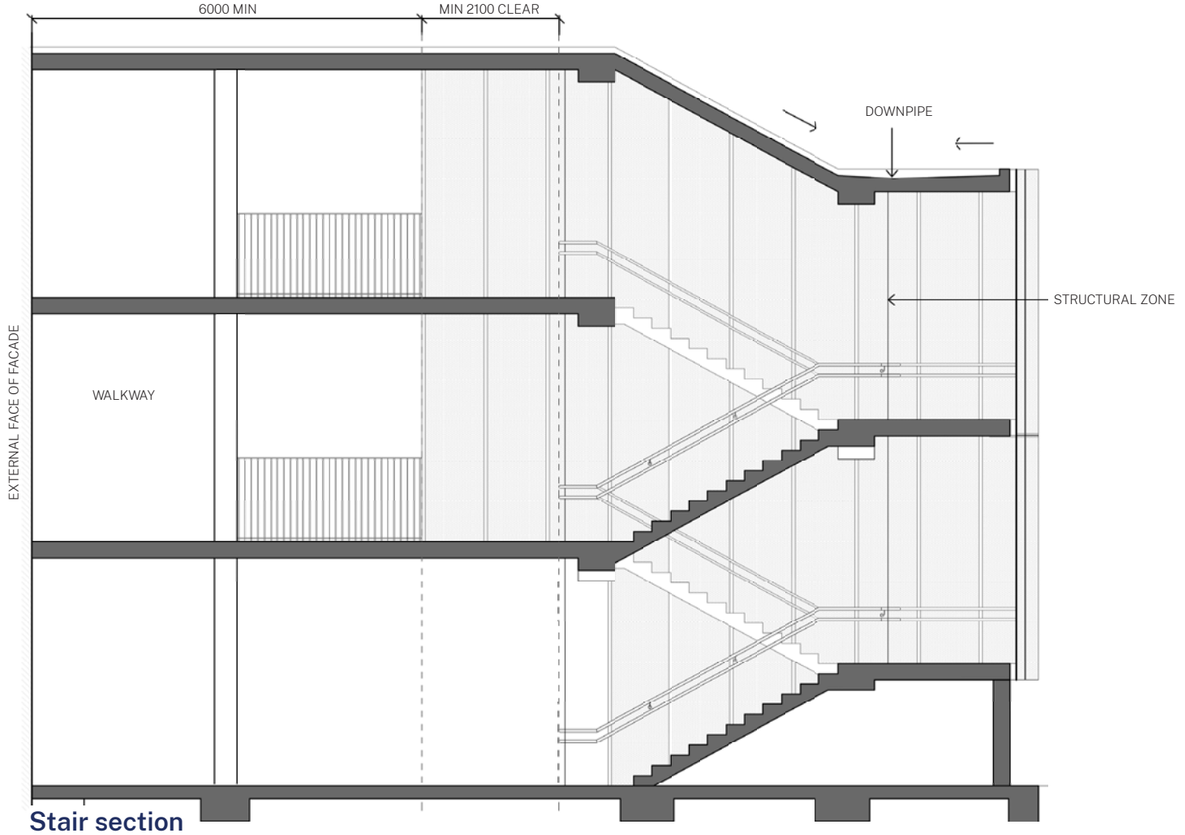
Stairs

Stair design

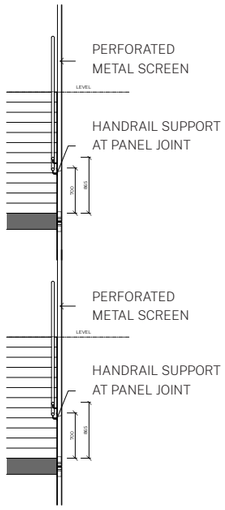
- Aggregated width to meet EFSG mass circulation requirement
- Generally designed as Deemed-to-Satisfy solution
- If NCC egress widths and EFSG circulation requirements can be met with an extended travel distances, then a fire engineered Performance Solution may be applied in the interest of reducing the number of stairs.
- A zone is provided for the Fire Hydrant (FH), further coordination between project teams and fire engineer/BCA consultants is required.
- Stair design to allow for installation of security gate at bottom level, to restrict upper level access if required







Stair section

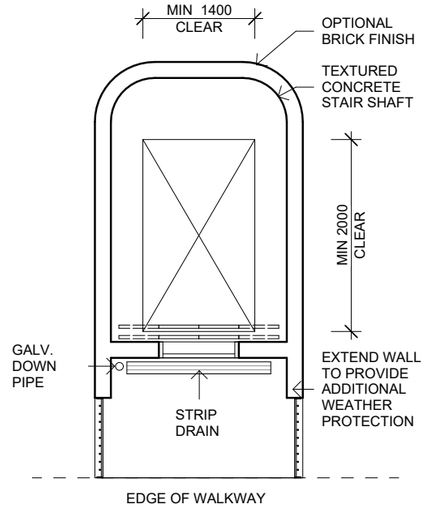


Perforated screen section

Lifts

Lift design

All lifts to be Machine Room Less (MRL) with minimum car size of 1400mm wide by 2000mm deep. Provision for stretcher lift to be provided as per NCC. Final size to be determined by project team based on specific project requirements.



Worked example

Textured concrete



Concrete painted with artwork



Brick



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Worked example

Circulation baseline design



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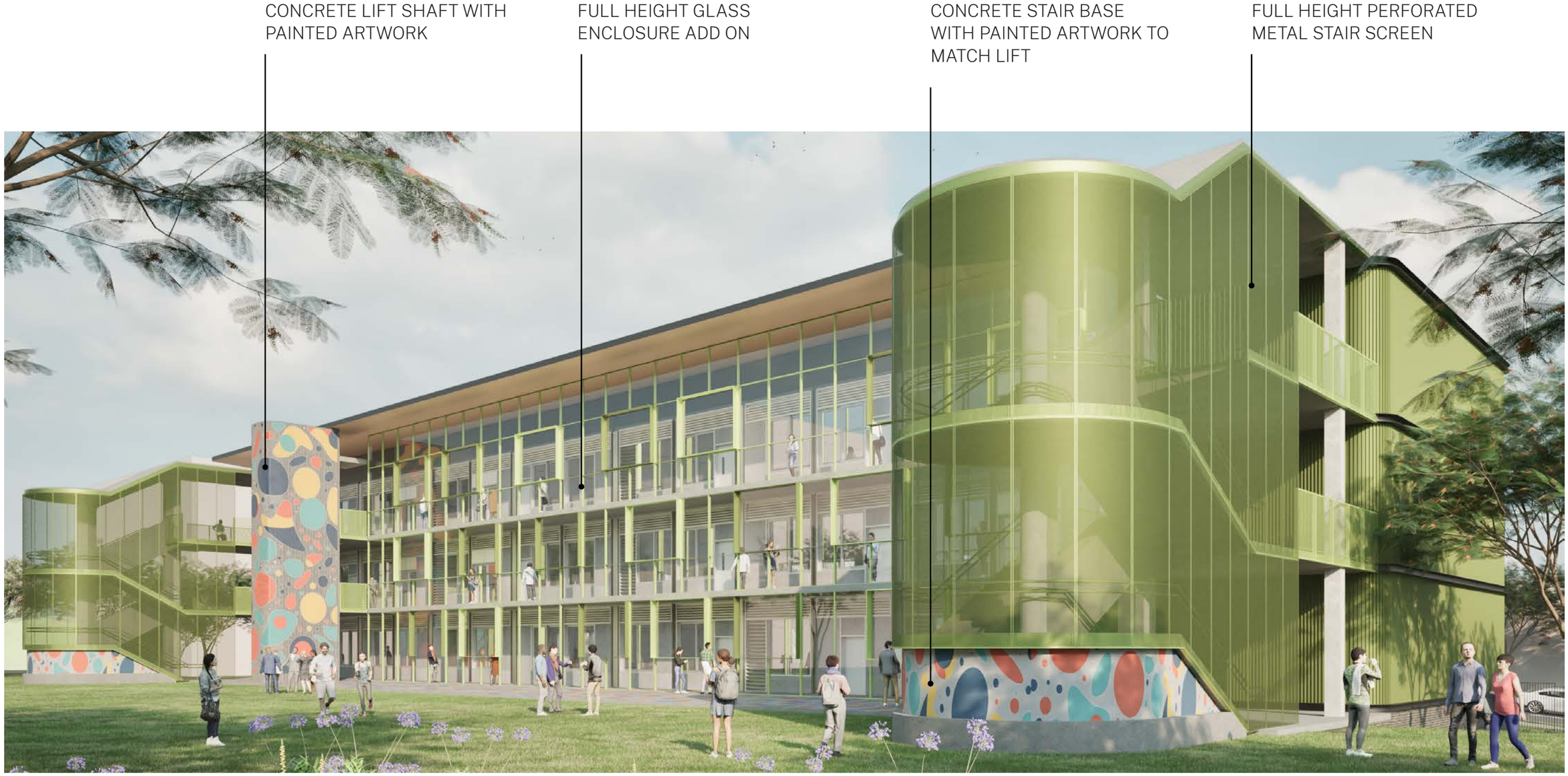
Worked example

Baseline design with perforated metal balustrade



Worked example

Full height glazing add-on



7

Services

- **Electrical services**
- **Communication services**
- **Heating and cooling**
- **Photovoltaic solar power**

Links to EFSG Part D:

- Transition to Electric
- Electrical Services
- Lighting
- Communication Services
- Audio Visual
- Electronic Security
- Ventilation
- Heating and Cooling
- Hydraulic Services
- Fire Protection

Electrical services

Design intent

The Main Switch Board (MSB) is to be located on the ground floor of one of the service cores to enable ease of access for maintenance. Alternatively the MSB can be located in the Hall block.

Electrical Distribution Boards (EDB) previous strategy

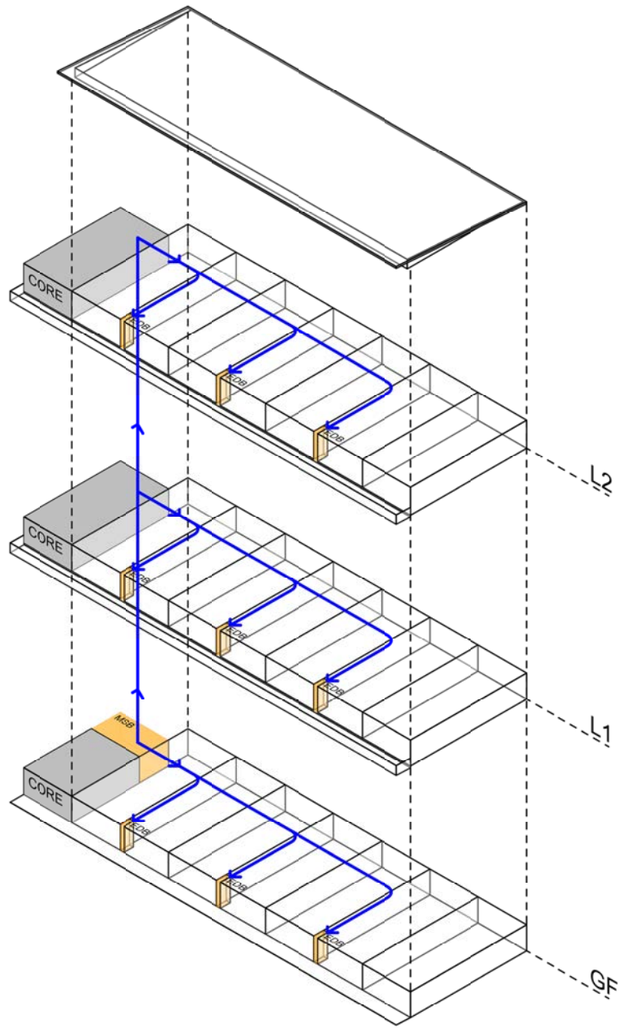
EFSG 1.0 locates EDBs across the floor plate which calls for a spacing of EDBs no greater than 30m.

Standardised EDB strategy

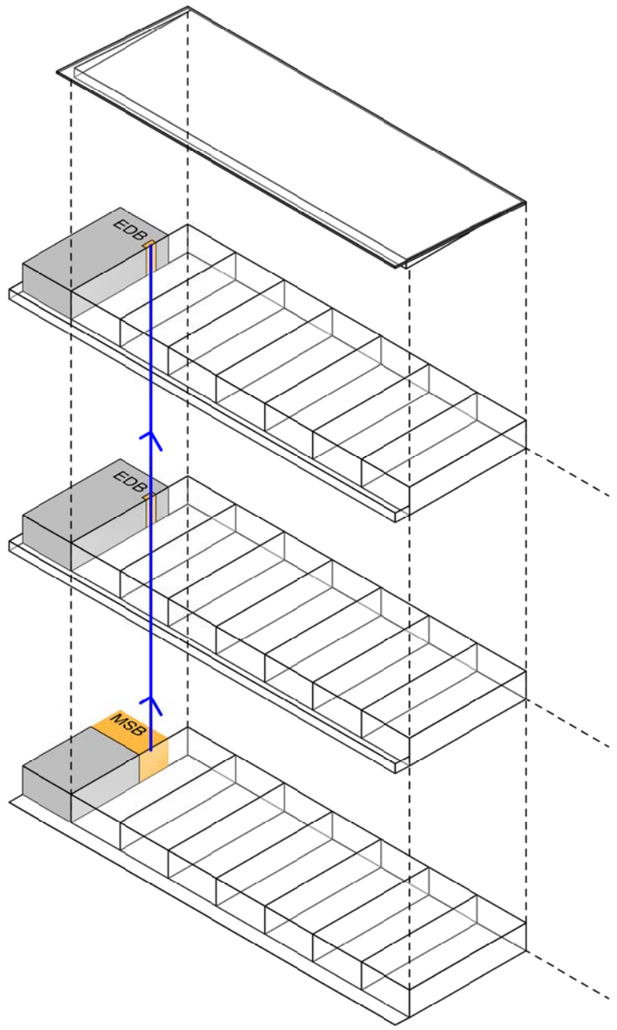
The Electrical Distributed Boards (EDBs) are to be located within the service core. This places them away from student areas for better maintenance personnel separation from students, and enables clutter-free learning spaces and façades. This is so that the facade can remain flexible for future refurbishments to enable the Expandable Schools strategy.

Note this is a departure from the current EFSG.

Electrical Distribution Boards (EDB) previous strategy (EFSG1.0)



Standardised Electrical Distribution Board strategy



Communication services

Design intent

The comms strategy is designed to optimise spatial efficiency of the service core by configuring the Building Comms Room (BCR) to service multiple levels, up to maximum of 3.

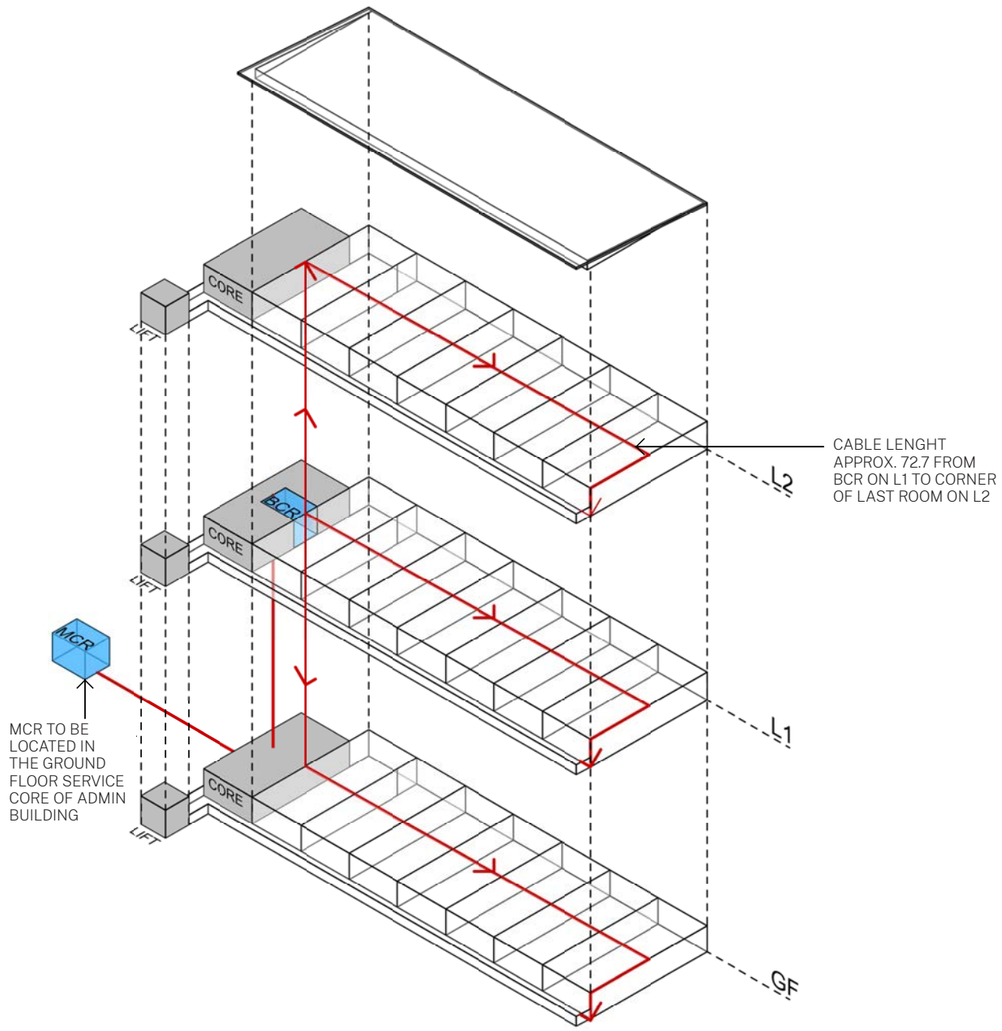
In a typical 3 storeys building, the BCR is to be located on Level 1 in the service core. With cables reticulating in the ceiling voids servicing the top and bottom floor.

For 4 storeys or above, an additional BCR to be incorporated to evenly distribute load.

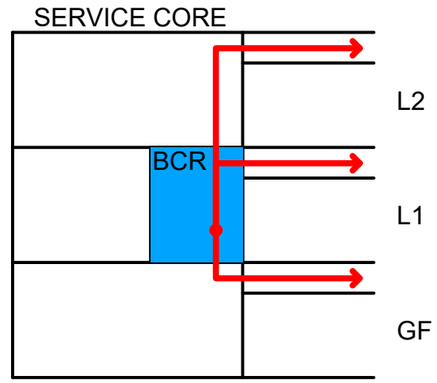
The diagram illustrates that this strategy enables the cables to remain within length limitations of 75m and be fully reticulated within internal spaces.

The Main Comms Room (MCR) is to be located within the Ground Floor Services Core of the Administration building.

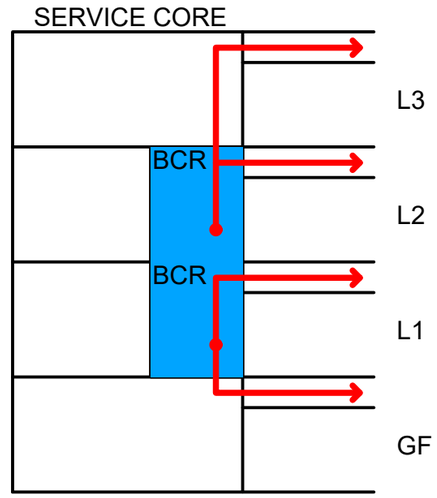
Building Comms Room (BCR) location and reticulation



3-storey strategy



4-storey strategy



Heating and cooling

Mechanical strategy and design intent

Each building block, typically 7 grid bays maximum length, is to be serviced with mechanical plant located in the core and refrigerant pipework reticulated through the ceiling voids.

Condensers are located on the top floor of the core (open to sky).

There are two types of reticulation and fan coil locations as follows.

Type 1 - Centralised fan coil units

Air intake and exhaust are to be within the learning commons, and then distributed to adjacent rooms in a central bulkhead zone.

This strategy is suitable for flat slab construction allowing mechanical ductwork to travel between bays unencumbered by beams.

Type 2 - Facade-aligned fan coils

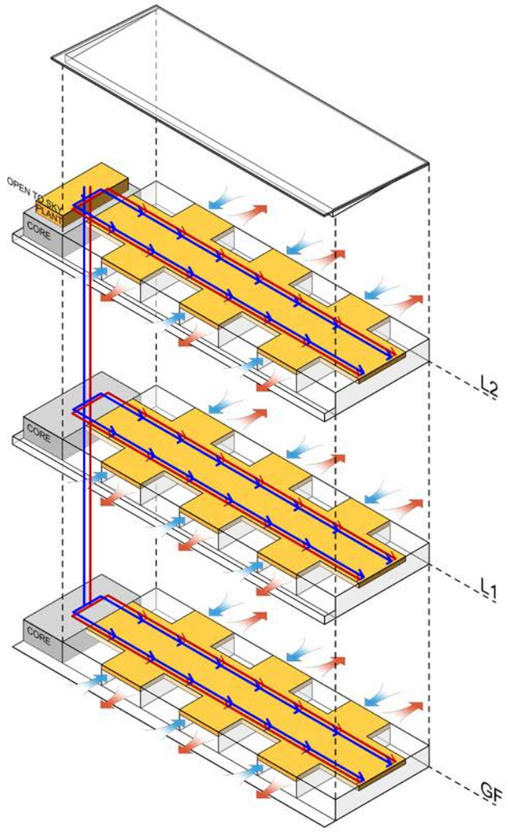
Fan Coil Units are to be located along the façades, with air intake and exhaust directly connected. This strategy creates bulkhead zones along the facade and is compatible with all structural systems.

Natural ventilation requirements

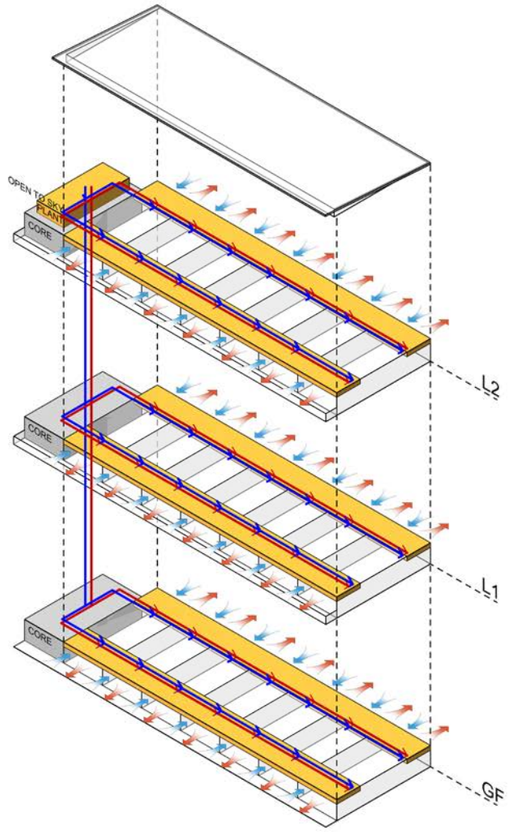
Where habitable rooms are only naturally ventilated, natural ventilation must provide a 50% improvement of outdoor air required by AS 1668.4-2012.

Where habitable rooms are mixed mode (both natural and mechanical ventilation present) the space must at a minimum meet the requirements of AS1668.4-2012 and the mechanical ventilation system must be designed so that if the CO2 levels within the spaces increase above 800ppm for a period of 10 minutes or more the system must bring the CO2 level down to 700ppm. The system design for this to occur whether windows/louvres are open or not, and only operate when the space is occupied.

Type 1 - Centralised fan coil units



Type 2 - Facade-aligned fan coils



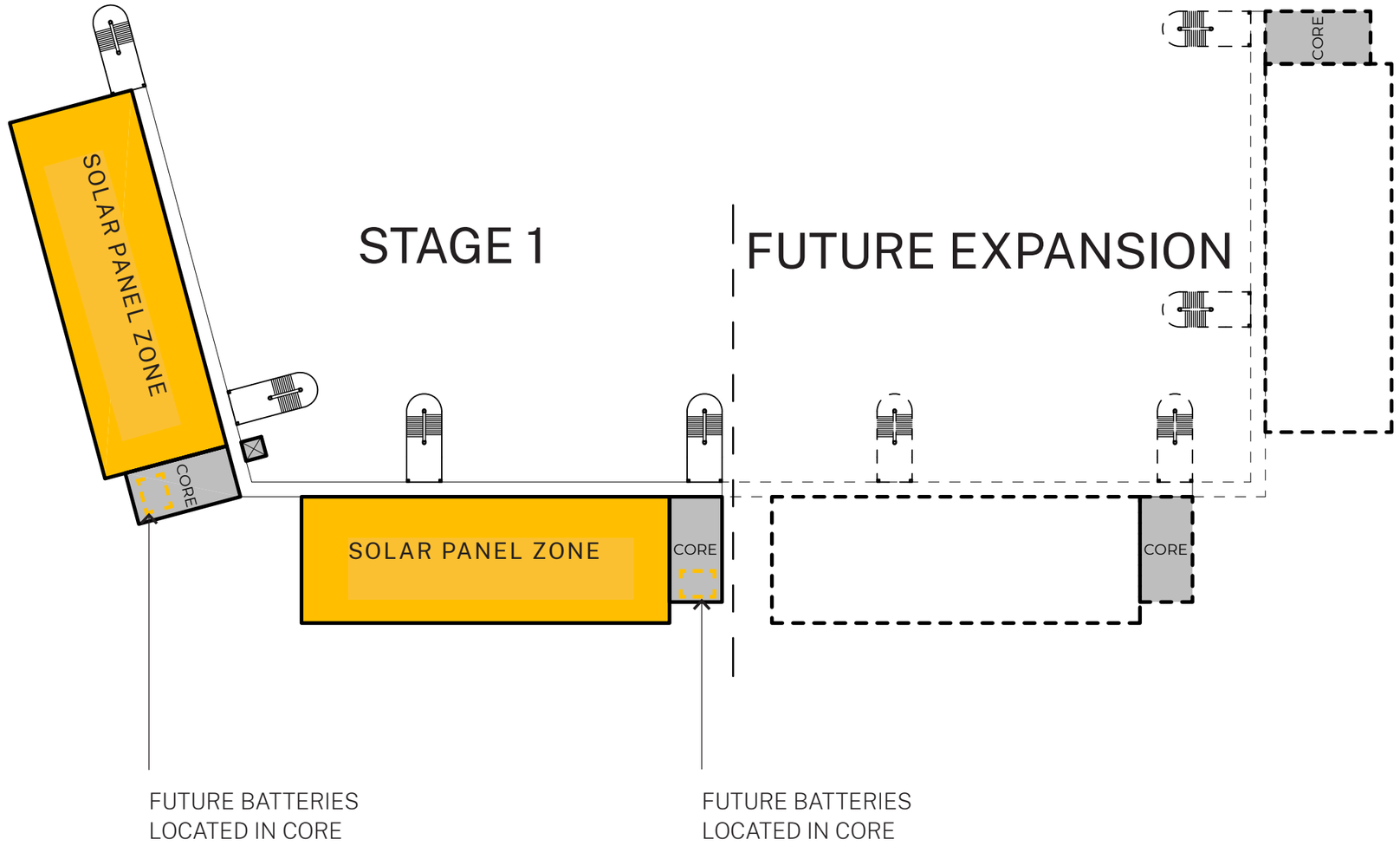
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Photovoltaic solar power

Design intent

A photovoltaic (PV) solar power grid-connect rooftop system shall be provided to offset power consumption at the school.

- The PV system must be designed and installed in accordance with the most recent Australian Standards and Clean Energy Council guidelines
- System size to be designed as per EFSG according to school size
- In expandable schools, PV system to be installed in the first stage buildings.
- Provide suitable space in the MSB and a dedicated circuit(s) as required for future.
- Batteries may be incorporated in the service core and in location that is inaccessible to students. Refer to Chapter 2.8 for services core worked examples.



8

Fitout, furniture and equipment

- **Furniture Strategy and Flexibility**
- **Joinery**

Links to EFSG Part D:

- Supply
- Fixtures
- Joinery
- Cubicle Partitions
- Fittings
- Window Coverings
- Furniture
- Signage

Furniture Strategy and Flexibility

Design intent

This section describes the general strategy for loose furniture layouts and flexibility of arrangements in the General Learning Space (GLS) hubs for both public school and high school.

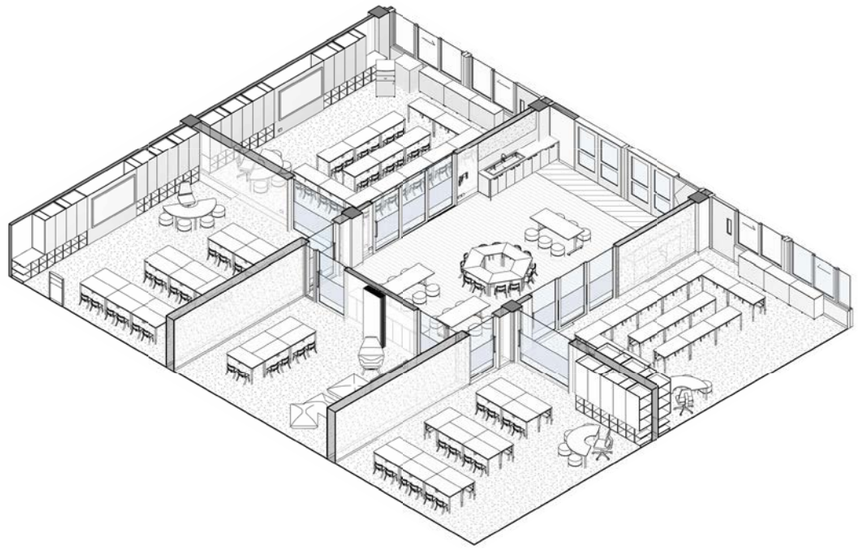
The appropriate selection of furniture in learning environments plays a crucial role in promoting flexibility and accommodating diverse pedagogical styles. It enables educators to create flexible environments that cater to the diverse needs of all students and creates a more responsive and dynamic educational setting.

Modular, mobile and adaptable furniture allows spaces to be easily reconfigured to support a range of teaching methods - from explicit instruction and group collaboration to independent learning. By enabling flexibility between layouts, furniture can enhance student engagement and improved learning outcomes. Educators can take advantage of the flexibility to design activities that are inclusive, engaging, authentic and connected.

To accommodate variety in teaching practices between schools, the following pages provide optional furniture layouts for each of the different stages. The furniture types have been selected based on the specific requirements of each stage. For examples, lower seating and activity tables are included within the Learning Commons (LC) of Kindergarten – Year 2 for group practical activities. While for Years 7-10, there are options for high tables supporting collaborative work or options of individual desks for independent work.

A range of modular, mobile and adaptable furniture should be used to support flexible learning environments and accommodate diverse pedagogical approaches.

Furniture supporting various pedagogy learning modes





Discussion
Talk about and share ideas



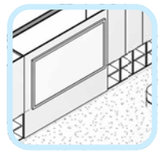
Collaboration
Learning with others



Explicit
Learn from an expert



Experiential
Make,explore and investigate



Demonstration
Present Learning



Guided
Learn with an expert



Feedback and Reflection
Learn about my learning



Independent
Learn by myself

	Stages	Years	Subject	Max. Students Occupancy	
Public School (K - 6) Ages: 5 -11 Years	Early Stage 1	Pre K	General Learning Spaces	20	
	Early Stage 1	Kindy	General Learning Spaces	20	
	Stage 1	Year 1	General Learning Spaces	22	
		Year 2	General Learning Spaces	24	
	Stage 2	Year 3-4	General Learning Spaces	24	
	Stage 3	Year 5-6	General Learning Spaces	30	
High School (7 - 12) Ages: 12 -18 Years	Stage 4 -5	Year 7-10	General Learning Spaces	30	Always set up for max. of 30 desks
			Technology (Mandatory in Year 7-8)	22	
			Design and Technology	22	
			Industrial Technology, Agriculture and Visual Arts	20	
			Food Technology and Textile Learning	24	
	Stage 6	Year 11-12	General Learning Spaces	24	
SLH/SSP 5 -18 Years	SLH	K-12	General Learning Spaces	18	
	SSP - IS/ IO/P	K-12	General Learning Spaces	7	
	SSP - MH/B	K-12	General Learning Spaces	7	

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Joinery

Design intent

This section describes the general joinery location strategy. Refer to Hub Layout Sheets for detailed joinery and FFE requirements for each room.

Generally, joinery is to be located in areas away from high ceiling zones to be full height to avoid cleaning and hiding issues above.

Core facilities

- Refer to Hub Layouts and RDS for extent of joinery.

Learning Commons and MPS

- In Public Schools where two Practical Activities Area sinks (PAA) are required, clearance needs to be allowed for to fully open entry doors and the ventilation door to the walkway facade
- In High School where one PAA is required, locate with adjacent joinery on the opposite side of the ventilation door
- Learning Commons to provide joinery at adjoining wall to MPS

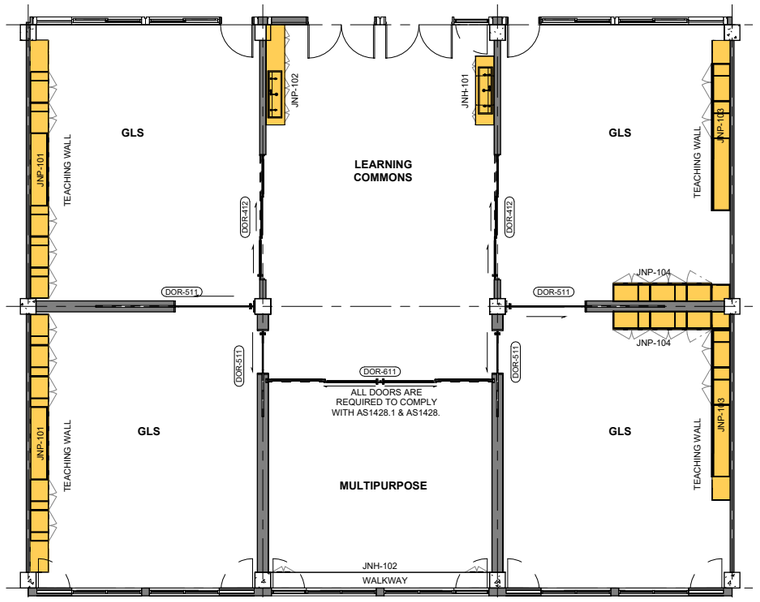
PS GLS / SLH and HS SLH

- Teaching wall joinery options available subject to window placement

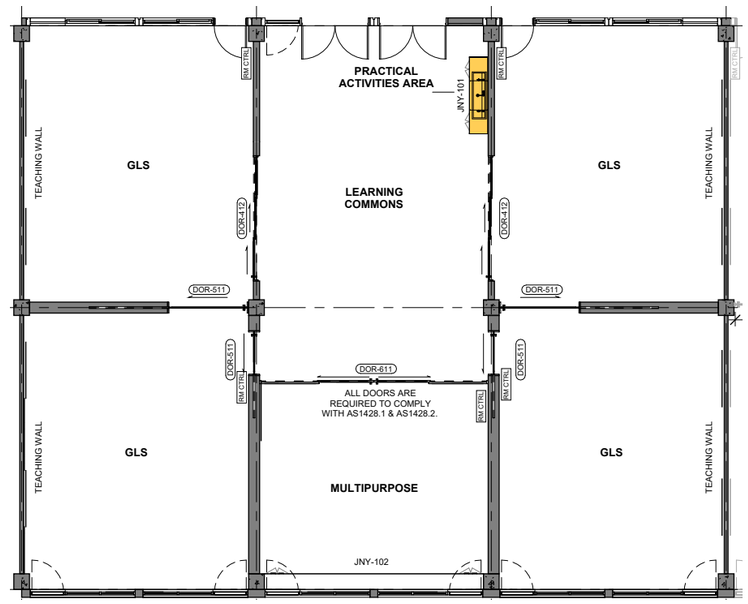
HS Specialty Learning Spaces (SLS)

- Refer to Hub Layouts and RDS for extent of joinery

Public School GLS Layout



High School GLS Layout



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Furniture

Early stage 1 and stage 1 (K - Year 2)

Option 1 Furniture Pack

Key features:

- Linear table options including trapezoidal shapes that tessellate well with rectangular tables
- Wide activity table options with stationary storage below within LC to allow for accessories
- Low height chairs suitable for age group
- Consideration of open floor area
- Additional jelly bean setup option for one-on-one sessions with teacher
- Foldable tables within MPS to support flexibility
- Teacher's chair and desk arrangement

Student occupancy numbers

As per layout shown

GLS-24	LC-24	GLS-24
GLS-24	MPS-22	GLS-24

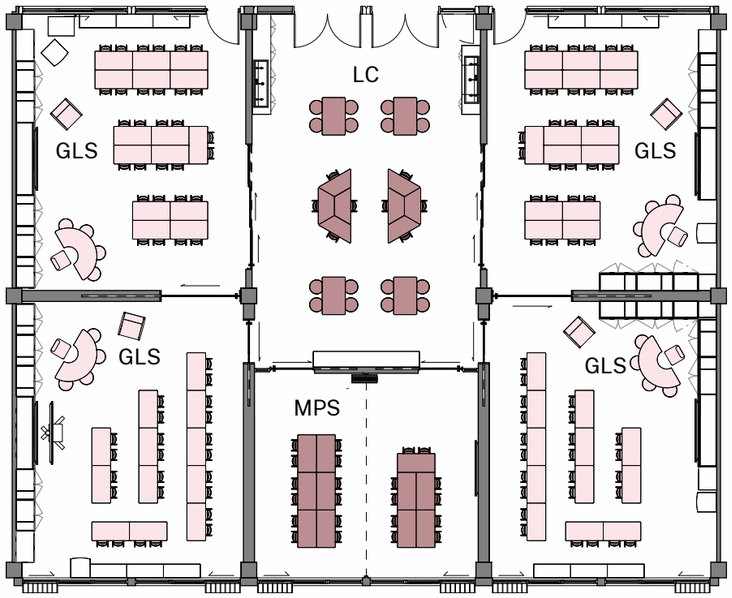
GLS-General Learning Space

LC-Learning Commons

MPS-Multi Purpose Space

Option 1 - Configuration A

Shows setup of the standard furniture package in GLS & optional furniture in LC /MPS

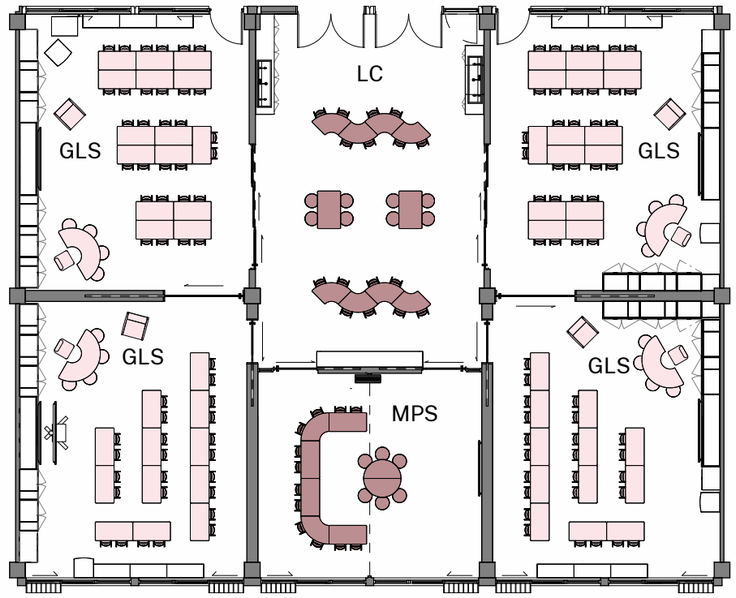


GLS Furniture Pack (standard)

LC / MPS Furniture Pack (optional to choose)

Option 1 - Configuration B

Shows optional setup of the same furniture selection mixed throughout the hub



Furniture

Early Stage 1 and Stage 1 (K - Year 2)

Option 2 Furniture Pack

Key features:

- Curved and round table options to provide variety from regular GLS tables
- Wide activity table options with stationary storage below within LC to allow for accessories
- Low height chairs suitable for age group
- Consideration of open floor area
- Additional jelly bean setup option for one-on-one sessions with teacher
- Foldable tables within MPS to support flexibility
- Teacher's chair and desk arrangement

Student occupancy numbers

As per layout shown

GLS-24	LC-24	GLS-24
GLS-24	MPS-18	GLS-24

GLS-General Learning Space

LC-Learning Commons

MPS-Multi Purpose Space

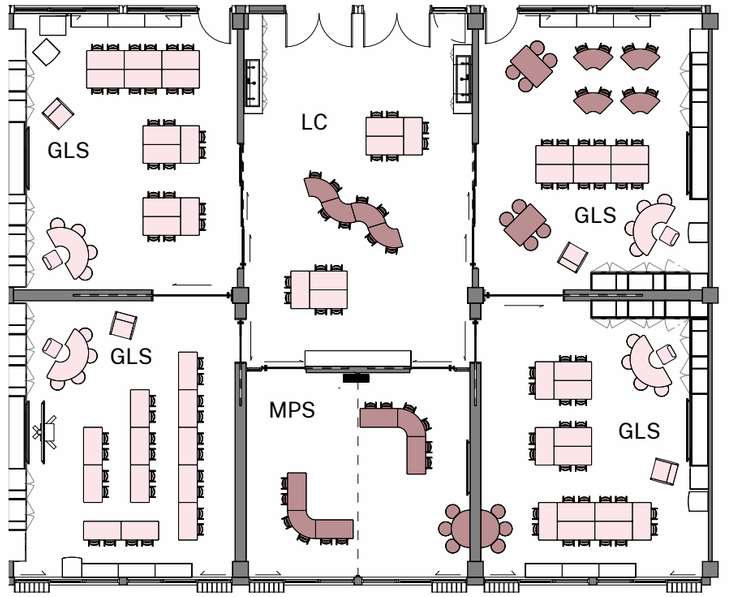
Option 2 - Configuration A

Shows setup of the standard furniture package in GLS & optional furniture in LC /MPS



Option 2 - Configuration B

Shows optional setup of the same furniture selection mixed throughout the hub



GLS Furniture Pack (standard)

LC / MPS Furniture Pack (optional to choose)

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Furniture

Stages 2 and 3 (Year 3 - 6)

Option 1 Furniture Pack

Key features:

- Linear table options including trapezoidal shapes that tessellate into different configurations
- Long activity table options within LC to support collaborative settings
- Seating suitable for age group
- Height adjustable tables to suit range of heights within group
- Consideration of open floor area
- Additional jelly bean setup option for one-on-one sessions with teacher
- Foldable tables within MPS to support flexibility
- Teacher's chair and desk arrangement

Student occupancy numbers

As per layout shown

GLS - 30	LC - 30	GLS - 30
GLS - 30	MPS - 22	GLS - 30

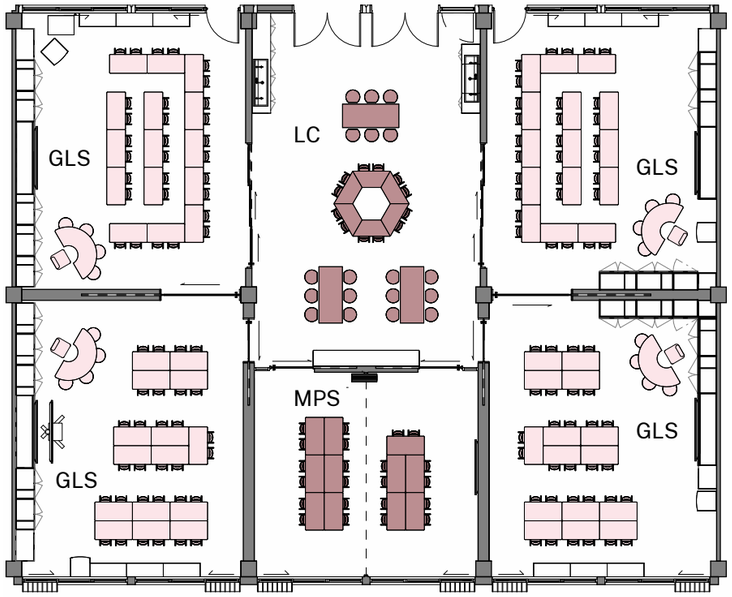
GLS - General Learning Space

LC - Learning Commons

MPS - Multi Purpose Space

Option 1 - Configuration A

Shows setup of the standard furniture package in GLS & optional furniture in LC /MPS



GLS Furniture Pack (standard)

LC / MPS Furniture Pack (optional to choose)

Option 1 - Configuration B

Shows optional setup of the same furniture selection mixed throughout the hub



Furniture

Stages 2 and 3 (Year 3 - 6)

Option 2 Furniture Pack

Key features:

- Curved table options that tessellate with regular GLS tables
- Complimentary crescent table shapes for single or 2 person use
- Seating suitable for age group
- Height adjustable tables within GLS to suit range of heights within group
- Consideration of open floor area
- Additional jelly bean setup option for one-on-one sessions with teacher
- Foldable tables within MPS to support flexibility
- Teacher's chair and desk arrangement

Student occupancy numbers

As per layout shown

GLS - 30	LC - 24	GLS - 30
GLS - 30	MPS 18 - 20	GLS - 30

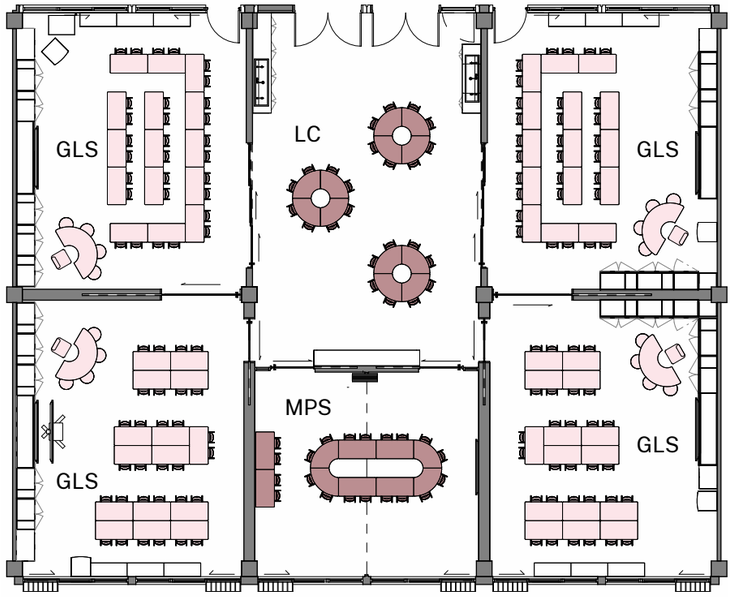
GLS - General Learning Space

LC - Learning Commons

MPS - Multi Purpose Space

Option 2 - Configuration A

Shows setup of the standard furniture package in GLS & optional furniture in LC /MPS

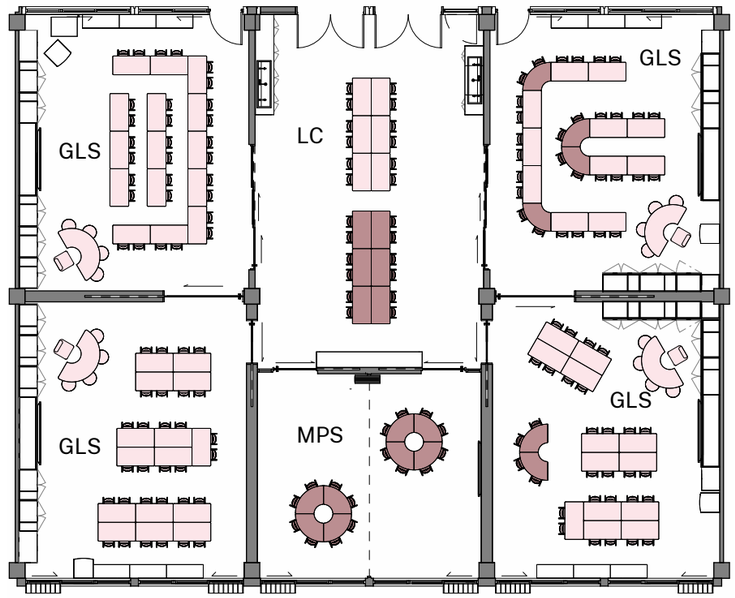


GLS Furniture Pack (standard)

LC / MPS Furniture Pack (optional to choose)

Option 2 - Configuration B

Shows optional setup of the same furniture selection mixed throughout the hub



Furniture

Stages 4-6 (Year 7-12)

Option 1 Furniture Pack

Key features:

- Trapezoidal shaped tables that tessellate into different configurations and with rectangular tables
- Individual table settings
- Complimentary booth settings within LC to support small group collaboration
- Seating suitable for age group
- Height adjustable tables to suit range of heights within group
- Foldable tables within MPS to support flexibility
- Teacher's chair and desk arrangement

Student occupancy numbers

As per layout shown

GLS-30	LC-24	GLS-30
GLS-30	MPS-24	GLS-30

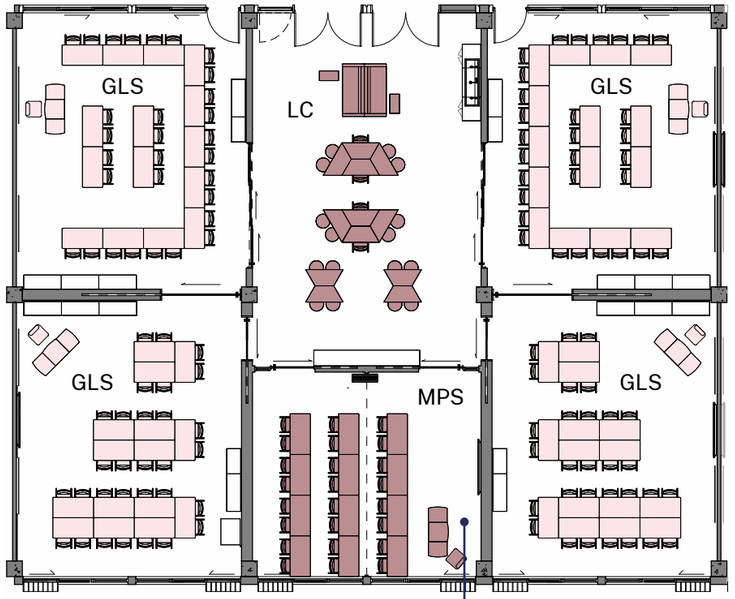
GLS-General Learning Space

LC-Learning Commons

MPS-Multi Purpose Space

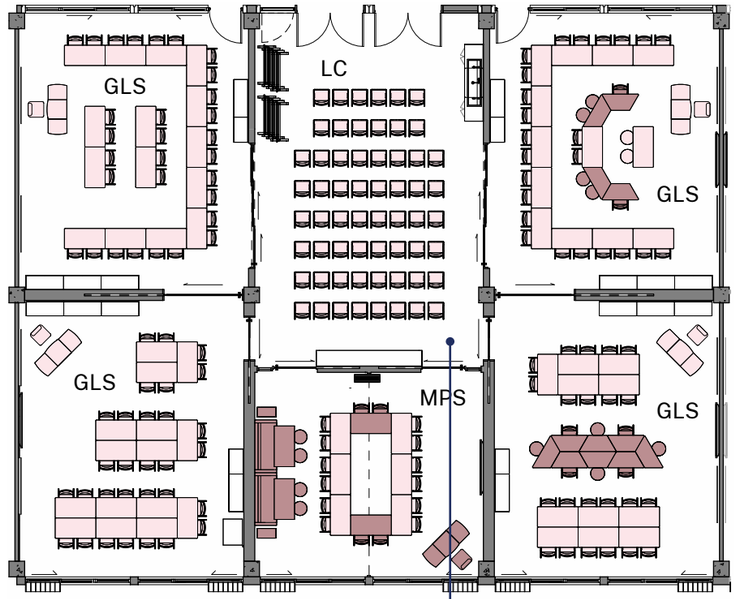
Option 1 - Configuration A

Shows setup of the standard furniture package in GLS & optional furniture in LC /MPS



Option 1 - Configuration B

Shows optional setup of the same furniture selection mixed throughout the hub



Furniture

Stages 4-6 (Year 7-12)

Option 2 Furniture Pack

Key features:

- Curved table options that tessellate with regular GLS tables
- Complimentary curved booth settings and high benches within LC to support large group collaboration
- Seating suitable for age group
- Height adjustable tables within GLS to suit range of heights within group
- Foldable tables within MPS to support flexibility
- Teacher's chair and desk arrangement

Student occupancy numbers

As per layout shown

GLS-30	LC-24	GLS-30
GLS-30	MPS 18-22	GLS-30

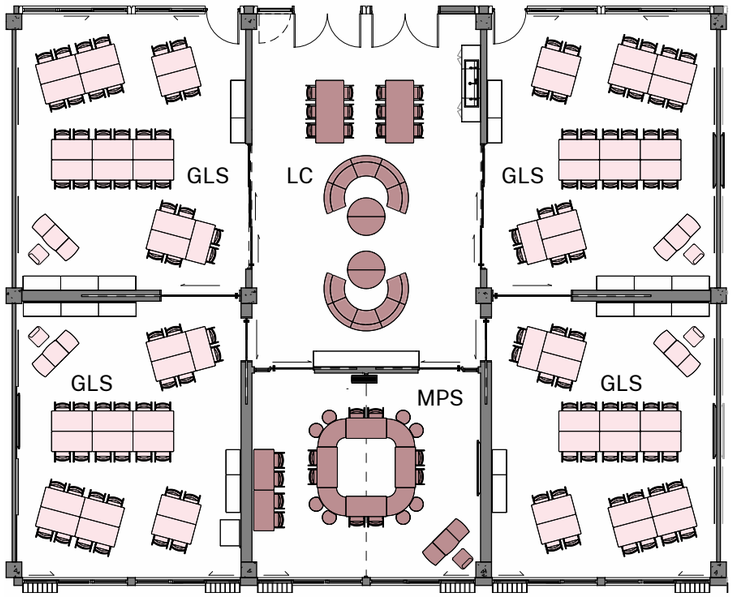
GLS-General Learning Space

LC-Learning Commons

MPS-Multi Purpose Space

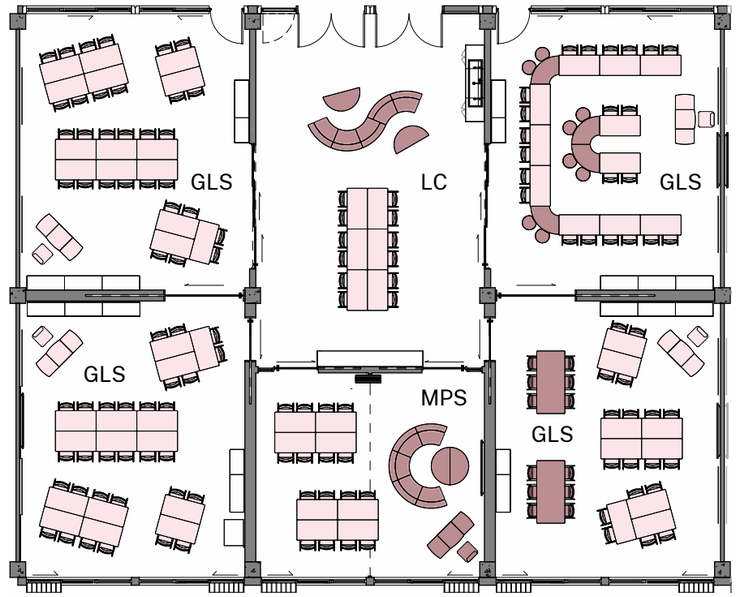
Option 2 - Configuration A

Shows setup of the standard furniture package in GLS & optional furniture in LC /MPS



Option 2 - Configuration B

Shows optional setup of the same furniture selection mixed throughout the hub



GLS Furniture Pack (standard)

LC / MPS Furniture Pack (optional to choose)

Worked example

View from Learning Commons (Refer to joinery design intent for PS & HS application)



9

Specialist spaces

- **Toilets**

Links to EFSG Part D:

- Toilets
- Canteens
- Technology and Applied Studies
- Waste Collection
- End of Trip Facilities
- Laboratories
- Stages in Halls

Toilets

Design intent

Student amenities are not a “one size fits all” approach. A strategy has been developed to provide safe, equitable, environmentally clean and appropriately configured toilets for all students, located in the areas of most demand, with a scaffolding level of pastoral care provided by staff passive surveillance.

Student toilets are to be configured with the majority located on ground floor (and in the hall) where they are used most during recess, lunch, and before and after school.

The standardised service core provisions gender specific amenity layouts and accessible (including ambulant) toilets on the ground floor. On upper levels a small amount student amenities are provided to meet BCA requirements.

This arrangement allows for the efficient use of space for the core to also accommodate the required mechanical and electrical services, staff end of trip facilities, cleaners and store room.

Fundamental principles to comply with

1. Passive surveillance from Admin and staffed areas and visual and acoustic privacy to be provided

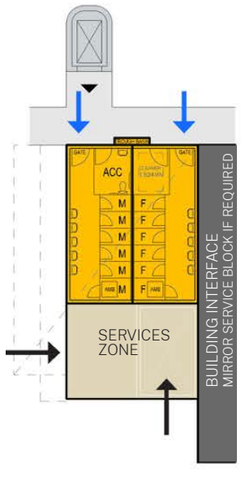
2. Student Toilet numbers and Toilet configurations to suit population

3. Environmental Considerations impacting adjacent spaces

4. Provision of a variety of toilet types, located to respond to site specifics

Student toilets and services arrangements

PS Ground level toilet types



Side-by-side female/ male amenity block

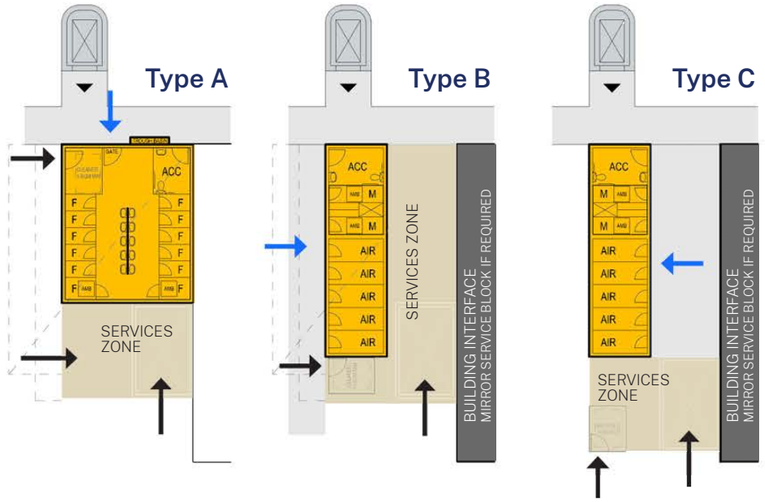
Primary Schools: Standard toilet configurations which distinguish between male and female are to be used primarily for PS. Airline-style toilets are to be restricted in number and primarily be provided on upper levels or when a small number of additional toilets on Ground is required.

High Schools: Airline toilets are to be lockable and designated for use by males and gender-neutral students and visitors when located on the entrance and playing level of the school. When located elsewhere in the school (such as on levels above ground), they are to be lockable and gender-neutral.

High Schools – female toilets: These are to be standard toilet blocks with one main point entry which is not lockable to ensure ease of Teacher access to assist with female student support, as required.

Additional Handwash + Bubbler stations within the COLA and along corridors limit the use of toilets and reduce the opportunity of potential mis-behaviour and bullying.

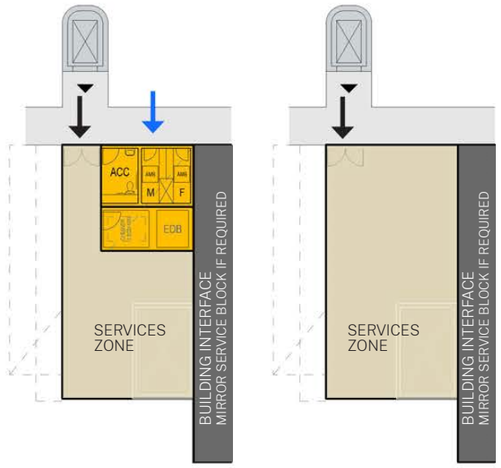
HS Ground level toilet types



Single-sex (female) toilet block

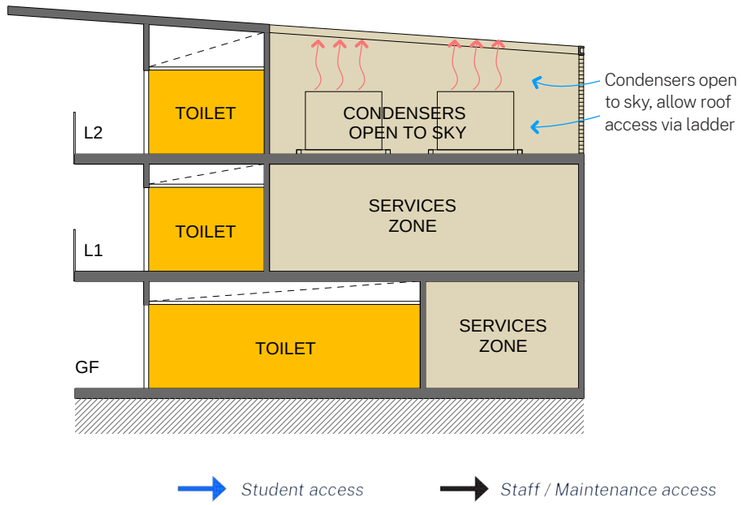
Airline-style toilet arrangement options, subject to supervision and services requirements

PS + HS upper levels toilet types and services



Reduced Acc and Amb airline-style arrangement on upper levels

Section



Appendices

- 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.
EFSG Part C Structure	Part C has been restructured to align with Part D.
EFSG Part C and Part D	Pattern Book baseline design intent Part C and technical requirements in Part D are to be read in conjunction.
Technical content	Technical requirements have been removed from Part C and relocated to Part D to clearly separate design intent from technical specifications.
Hub Layouts and RDS (digital content)	Pattern Book 2025 page 103 has been expanded into categorised sections and relocated to the beginning of the document to improve navigation and wayfinding and New Hub Layouts have been added as well as Landscape spacial data sheets.
Master Planning and Landscape Draft	Relevant content from the Draft Master Planning and Landscape document has been integrated into the applicable Part B sections.
Ventilation panel	The natural ventilation facade panel prototype has been developed further, tested and incorporated into Pattern Book baseline design intent.

NSW GOVERNMENT