



# GUIDELINES

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# RELATING TO PLANNING FOR PUBLIC SCHOOL INFRASTRUCTURE



**basic education**  
Department:  
Basic Education  
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## Foreword by the Minister of Basic Education



Equality of educational opportunities is one of the principles enshrined in our Constitution. The Department of Basic Education (DBE) interprets this principle as entailing equity of both education resource inputs and thus education outcomes. One of the most visible forms of inequality in the provision of resource inputs has been the physical teaching and learning environment – the key elements of which include infrastructure, basic services, equipment and furniture.

Government has made progress in the provision of infrastructure. However, there are still imbalances with regard to the core elements or the basic mix of educational resource inputs constituting an enabling physical teaching and learning environment. There is evidence that lack of guidance in providing for this basic mix of inputs has resulted in:

- inadequate provision of school facilities and a lack of uniformity in providing those facilities; and
- difficulty in assessing the current environment as adequate or inadequate against clear benchmarks which had been determined in advance.

In addressing these, the DBE published the National Policy for an Equitable Provision of an Enabling School Physical Teaching and Learning Environment. The objective of this policy is to guide the provision of an enabling physical teaching and learning environment that is sustainable and equitable for all learners in South Africa, as well as to ensure that future investments are aligned with this definition.

It is my pleasure to introduce the Guidelines Relating to Planning for Public School Infrastructure. The guidelines emanate from the policy and their objective is to provide guidance with regard to the basic mix of educational resource inputs, which are required to facilitate functionality of a school. These guidelines will also provide the basis for benchmarking school facilities. They also constitute the basis for the development of a basic mix of educational resource inputs that will facilitate the minimum to optimum functionality of the school. The guidelines will ensure that our learners enjoy the same educational environment, irrespective of where a school is situated. These guidelines are aimed at improving access to quality education facilities, as well as to facilitate the realisation of outcomes 1 and 12 of the Government Plan of Action.

This endeavour would not have been successful without the financial support from the Norwegian Trust Fund, managed by the World Bank, and neither without the overall strategic guidance and direction from the Council of Education Ministers.

A handwritten signature in black ink, which appears to read 'Angie Motshekga'.

MRS ANGIE MOTSHEKGA, MP

MINISTER

DATE: 25/01/2012

## Introduction by the Director-General



The quality of school buildings is critically important in the drive for improving education. Good quality facilities provide teachers and students with supportive environments that are responsive to their changing needs and could make a real difference to learning and teaching. Successful teaching and learning depends on the availability of crucial resources, such as learning materials and a teaching and learning environment that is conducive.

Goal 24 of *Action Plan 2014, Towards the Realisation of Schooling 2025*, requires the Department to provide every school with the physical infrastructure and an environment that inspires learners to want to come to school and learn, and teachers to teach. This guideline is aimed at achieving the overall goal, namely to improve the quality of education for all learners in South Africa, as well as to provide the basic mix of educational resource inputs that will guide the provision of infrastructure to schools. For learners, these guidelines will provide an

appealing environment that will stimulate their minds to learn and improve their performance, while providing them with similar experiences, irrespective of where they come from. Overall, the guidelines will:

- provide the physical teaching and learning environment required to sufficiently support the implementation of core sector policies;
- better facilitate the implementation of core sector policies of which the success depends on the adequacy of the physical teaching and learning environment, while also facilitating the actualisation of key sector policy tenets, such as equity, quality, relevance and efficiency;
- provide a gradation of basic safety, minimum functional, optimum functional and enrichment standards. This gradation of the functional level of the provision of resource inputs will be used as a benchmark for the adequacy of provision further down the line during the planning stage, with regard to the intended levels of provision; and
- enhance cost management and resource efficiency as elaborated upon in policy area number 4 of the policy document. The guidelines were also utilised as a guide in the development of standardised designs which, in turn will guide the development of cost maps across the diverse context of South Africa.

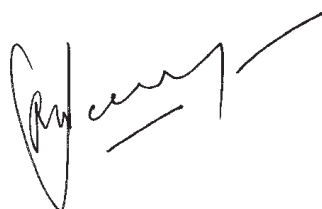
These guidelines were developed from two perspectives.

The first perspective is that they comprise a set of architectural design specifications, which respond to the needs of the education system. Education needs are derived from a range of factors, including teaching spaces, defined following a detailed analysis of learner enrolment projections, subject matter and learning areas, which constitute the curricula of the different levels of the system; specific activities to be conducted in different subjects; diverse co-curricula activities; etc. These architectural design specifications will guide the actual design of the required spaces.

The second perspective is that the guide constitutes a planning guide. These are key aspects which should be taken into account when planning to provide the physical teaching and learning environment.

The guidelines will ensure that all new schools have libraries, laboratories and adequate classrooms. I hope that these guidelines will be used for the benefit of our communities towards achieving quality education for all.

I thank you for your support and commitment



MR PB SOOBRAYAN  
DIRECTOR-GENERAL

DATE: 25/01/2012

## 1. Definitions

- 1.1. “**administration spaces**” refers to areas in a school, listed in the first column of Annexure C, which are used by the school management and staff for the day-to-day running of the school.
- 1.2. “**educational spaces**” refers to critical teaching and learning (spaces) in a school, listed in the first column of Annexure A, which are essential for carrying out the core teaching and learning functions in a school.
- 1.3. “**education support spaces**” refer to areas in a school, listed in the first column of Annexure B, which are not of critical importance, but are required for carrying out the core functions of a school.
- 1.4. “**Minister**” refers to the Minister of Basic Education.
- 1.5. “**school**” refers to a public school.

## 2. Scope

- 2.1. These guidelines apply to public schools and will be implemented progressively and within the scope of the available resources.

## 3. Implementation of guidelines

- 3.1. The measures contained in these guidelines will be phased into the planning and budgeting of new schools or facilities at schools to be planned or built after commencement of the implementation of these guidelines.
- 3.2. The measures contained in these guidelines will be applied to existing education facilities, in order to identify all those schools or facilities at schools that fail to meet the measures for basic safety and functionality, or other requirements contained in these guidelines.

## 4. Types of schools

- 4.1. Schools are classified into primary and secondary schools.
- 4.2. Primary schools offer Grades R to 7.
- 4.3. *Primary schools are classified into –*
  - 4.3.1. small primary schools, with a minimum capacity of 135 learners and up to one class per grade;
  - 4.3.2. medium primary schools, with a minimum capacity of 311 learners and up to two classes per grade; and
  - 4.3.3. large primary schools, with a minimum capacity of 621 learners and up to three classes per grade.
  - 4.3.4. Mega Primary Schools with a minimum of 931 learners.
- 4.4. Secondary schools offer Grades 8 to 12
- 4.5. *Secondary schools are classified into –*
  - 4.5.1. small secondary schools with a minimum capacity of 200 learners and with up to two classes per grade;
  - 4.5.2. medium secondary schools with a minimum capacity of 401 learners and with up to three classes per grade;

4.5.3. large secondary schools, with a minimum capacity of 601 learners and with up to five classes per grade; and

4.5.4. mega secondary schools with a minimum of 1 001 learners.

4.6. A Member of the Executive Council may approve the establishment or retention of a school below the minimum capacity.

4.7. The Head of Department should furnish each school in the province with a certificate showing the capacity of the school in terms of size and type.

4.8. Notwithstanding paragraph 4.1, a Member of the Executive Council may approve the establishment or retention of a combined school where it is not practicable to have a separate primary and secondary school.

## 5. Process of setting priority needs for a school environment

5.1. The issues mentioned in these guidelines will be taken into account when priority needs for a school environment are determined.

5.2. All relevant information must be systemised and relevant sources be consulted or considered, as the case may be.

5.3. *The sources to be considered or consulted will at least include –*

5.3.1. the various subjects and their content;

5.3.2. activities relating to subjects;

5.3.3. the methods and principles of teaching;

5.3.4. the needs of learners and matters that facilitate learning;

5.3.5. educators' needs in terms of that which facilitates –

5.3.5.1. teaching;

5.3.5.2. staff development;

5.3.5.3. preparation for lessons;

5.3.5.4. learner tutoring; and

5.3.5.5. cooperation with communities.

5.4. Subjects, matters relating thereto and teaching requirements will rank high amongst priority needs for the provision of school infrastructure, furniture, equipment, books and instructional materials.

5.5. *School infrastructure will reflect consideration for—*

5.5.1. learners, in terms of their age and what facilitates learning;

5.5.2. educators, in terms of what facilitates teaching, support to learners in respect of academic, health and nutrition, psychosocial and pastoral matters, staff development activities and preparations for teaching;

5.5.3. managers, in terms of what facilitates school management; and

5.5.4. communities, in terms of what transforms a school into a centre of community life.



## 6. Measures for an enabling school environment

- 6.1. The environment of a school is graded according to –
  - 6.1.1. **basic safety** (that is, whether there are factors present which may cause harm to learners and educators and hamper carrying out the core functions of a school);
  - 6.1.2. **minimum functionality** (that is, whether the school has the resources and basic facilities that will enable it to perform the core functions of a school at the minimum acceptable level);
  - 6.1.3. **optimum functionality** (that is, whether the school has the resources and facilities that enable it to function beyond the levels of basic safety and minimum functionality); and
  - 6.1.4. **enrichment** (that is, whether resources for a specific objective, which the Minister may determine, should be added to a school environment that complies with optimum functionality).
- 6.2. The measures for a school environment that complies with the requirements for basic safety referred to in paragraph 6.1.1 will be measured against the standards set by the Department of Health and that are acceptable to the Department of Labour.
- 6.3. A school environment does not meet the basic safety requirements if learners are exposed to conditions such as –
  - 6.3.1. a lack of access to potable drinking water and sanitation facilities;
  - 6.3.2. toxic substances in the school environment;
  - 6.3.3. extremely unsafe building structures that could collapse on top of the learners;
  - 6.3.4. classrooms that are overcrowded; and
  - 6.3.5. inadequate fencing.
- 6.4. A school environment is considered to be meeting the minimum functionality requirements referred to in paragraph 6.1.2 if it meets the basic safety requirements as contemplated in paragraph 6.1.1, as well as having –
  - 6.4.1. classrooms;
  - 6.4.2. ablution facilities;
  - 6.4.3. electricity;
  - 6.4.4. textbooks; and
  - 6.4.5. basic supplies of the most important teaching aids.
- 6.5. The number of different sanitation facilities for the different types of schools should be determined in accordance with Annexure F.
- 6.6. A school environment is considered to meet optimum functionality as referred to in paragraph 6.1.3, if it meets the basic safety requirements and minimum functionality requirements as contemplated in paragraphs 6.1.1 and 6.1.2, while also having a high level of resources and facilities accessible to learners and educators, such as –
  - 6.6.1. classrooms;
  - 6.6.2. adequately-sized classrooms;
  - 6.6.3. specialised teaching spaces;

- 6.6.4. a staff preparation room;
  - 6.6.5. an administration block;
  - 6.6.6. multipurpose classrooms;
  - 6.6.7. a general purpose school hall;
  - 6.6.8. laboratories for science, technology, mathematics and life sciences, as may be required;
  - 6.6.9. adequate equipment;
  - 6.6.10. a library or library stocks that are regularly renewed; and
  - 6.6.11. computer rooms or media centres.
- 6.7. An enriched school environment as referred to in paragraph **6.1.4** pertains to special programmes that the Minister may launch from time to time, as the need arises.
- 6.8. For the purposes of paragraph **6.1.4** the Minister may –
- 6.8.1. promote enriched environments;
  - 6.8.2. determine their duration;
  - 6.8.3. determine the schools that should participate; and
  - 6.8.4. decide on the proportion of schools that should have such environments.
- 6.9. Enriched environments are not intended to apply to all schools.

## 7. Categories of key school spaces and their size

- 7.1. An enabling teaching and learning environment in a school comprises –
- 7.1.1. educational spaces;
  - 7.1.2. education support spaces; and
  - 7.1.3. administration spaces.
- 7.2. The size for areas required by a school as referred to in paragraph **7.1**, should be determined in accordance with Annexures A, B and C.

## 8. Number of education, support and administration spaces in schools

- 8.1. The number of education, support and administration spaces for each type of school should be determined in accordance with Annexures D and E.

## 9. Planning

- 9.1. Planning will be based on the principles set out in these guidelines.
- 9.2. The feeder zone of a school is determined as follows:
  - 9.2.1. Every school should have a feeder zone with a radius of up to 5 kilometres; and
  - 9.2.2. the total walking distance to and from school may not exceed 10 km.
- 9.3. Learners who reside outside the determined feeder zone may be provided with either transport or hostel accommodation on a progressively phased and pro-poor basis.
- 9.4. Considerations applicable to the selection of a school site should include the following:
  - 9.4.1. The total space required for a school should be sufficient to accommodate all its facilities adequately.
  - 9.4.2. The principles applicable to the geographical location of a school, referred to in paragraph 9.1, should also be considered when selecting a school site.
  - 9.4.3. Other considerations should include environmental factors, such as –
    - 9.4.3.1. air temperature;
    - 9.4.3.2. air humidity;
    - 9.4.3.3. air movement; and
    - 9.4.3.4. the temperature of surrounding surfaces.
  - 9.4.4. Wherever possible, primary schools should not be located in multi-storey buildings.
- 9.5. The total minimum size for a school site, including sporting fields, is as follows:
  - 9.5.1. A total of 2.8ha for a primary school.
  - 9.5.2. A total of 4.8ha for a secondary school.
- 9.6. A Member of the Executive Council may deviate below the specified minimum size, but such deviation must be reported to the Minister.
- 9.7. The report contemplated in paragraph 9.6 should contain the reason for the deviation, as well as the reason why the deviation will not have a negative impact on the attainment of an acceptable learning and teaching environment.
- 9.8. The following principles apply in respect of the geographic location of a school:
  - 9.8.1. The location of the school should ensure easy accessibility to roads, sewage lines and other basic services.
  - 9.8.2. Where practicable, a school may not be located close to, or adjacent to –
    - 9.8.2.1. cemeteries;
    - 9.8.2.2. business centres;
    - 9.8.2.3. railway stations;
    - 9.8.2.4. taxi ranks;
    - 9.8.2.5. sewage treatment plants;

9.8.2.6. public hostels; and

9.8.2.7. busy roads, unless adequate preventative measures have been taken to ensure the safety of the learners.

9.9. Other characteristics applicable to a school site are the following:

9.9.1. The slope of the site should not exceed 15 degrees.

9.9.2. A school should be situated within a radius of 5km from the community it serves.

9.9.3. Sites with servitudes should be avoided, but if a servitude exists or is imposed on the school, the buildings and sporting fields should be planned in such a way that the servitude will not affect normal school activities.

9.9.4. A school site should preferably be rectangular with the longest sides facing north and south.

9.9.5. In the case where a school is located next to a river –

9.9.5.1. Measures should be taken to avoid the impact of a 1:100-year flood.

9.9.5.2. A scientifically determined flood line should be indicated on the school site.

9.9.5.3. Sufficient ground should be available above the flood line for the erection of school buildings and this must be indicated on the relevant layout plan of the school.

9.10. In the identification of new sites –

9.10.1. it is strongly recommended that at least 50% of the perimeter of a school site should be fronted by a street, subject to paragraph 9.8.2.7; and

9.10.2. the site should not be adjacent to sites that, in the opinion of the planner in conjunction with members of the governing body, are likely to present a threat to the learners and educators.

## 10. Identification of the school

10.1. A school site should contain a name board that is clearly visible to the public, indicating –

10.1.1. the name of the school;

10.1.2. the contact details of the school;

10.1.3. the GPS coordinates of the school; and

10.1.4. whether the school does or does not charge school fees.

## 11. Basic services

11.1. Schools should be provided with adequate sanitation facilities, which promote health and hygiene standards, and comply with all relevant laws.

11.2. The choice of appropriate sanitation technology may only be based on an assessment conducted on the most suitable sanitation technology.

11.3. Plain pit and bucket toilets are not allowed in schools and shall render a school non-functional.

- 11.4. All schools should at the least be provided with a basic water supply that complies with all the relevant laws.
- 11.5. The choice of appropriate water technology may only be based on an assessment conducted on the most suitable water supply technology.
- 11.6. No school is allowed to function without potable water.
- 11.7. All schools should be provided with some form of electricity that complies with all the relevant laws.
- 11.8. The choice of an appropriate electricity supply should be based on the most appropriate source of electricity available.
- 11.9. All schools should be provided with some form of wired or wireless connectivity for purposes of communication.
- 11.10. The following communication facilities should be provided –
  - 11.10.1. Telephone facilities
  - 11.10.2. Facsimile facilities
  - 11.10.3. Internet facilities
  - 11.10.4. An intercom or public address system.

## 12. School safety and security

- 12.1. The measures contained in these guidelines should be applied in respect of the safety and security of schools.
- 12.2. Every school site, including school outbuildings and sporting fields, should be surrounded by appropriate fencing to a height of at least 1.8m.
- 12.3. School buildings should be provided with some form of security measure, such as the following:
  - (a) All ground-floor buildings and other areas built at ground level that are accessed by learners and educators should at least be provided with burglar proofing.
  - (b) Every school should have an arrangement pertaining to a security guard.
  - (c) An alarm system, in addition to burglar proofing and a security guard arrangement is advisable, and will exceed the minimum security requirements.
- 12.4. School buildings and other school facilities will conform to all laws relating to fire protection.
- 12.5. Fire extinguishers should be provided at a ratio of at least one extinguisher per every 150m<sup>2</sup>.
- 12.6. Laboratories and other similar areas should at least have one fire extinguisher per every 50m<sup>2</sup>.
- 12.7. The provisioning, maintenance and replacement of fire extinguishers must conform to national guidelines.
- 12.8. Appropriate materials that are not harmful to learners must be used. Asbestos, mud, zinc and wooden structures are not acceptable and shall render the school unsafe.

## 13. Average space per learner

13.1. The average space in a school allocated for each learner should be as follows:

13.1.1. Grade R: 2m<sup>2</sup> to 2.6m<sup>2</sup>.

13.1.2. Ordinary primary and secondary schools: 1.2m<sup>2</sup> to 1.5m<sup>2</sup>.

13.1.3. For the teaching of specialised further education and training subjects and for laboratories: 1.5m<sup>2</sup> to 2m<sup>2</sup>.

13.1.4. For learners with disabilities: 2.4m<sup>2</sup>.

## 14. Lighting and electrical power outlets

14.1. The measures for lighting in schools are as follows:

14.1.1. Artificial illumination (in other words, the amount of artificial light falling on a surface) should be as follows:

For classrooms, libraries and offices: 200 lux.

For art rooms and other specialised areas: 300 lux.

14.1.2. The lighting level above any given surface must be controllable at a variable between 200 lux and 700 lux.

14.1.3. The area within which a given level of lighting cannot be varied may not exceed 50m<sup>2</sup>.

14.1.4. Individual light sources capable of providing 150 lux to 500 lux must be available for specific activities.

14.1.5. At least one electrical power outlet should be available for every 10m<sup>2</sup> of building area.

## 15. Acoustics

15.1. The following is recommended with regard to noise levels:

15.1.1. An “open space” should not be smaller than 300 m<sup>2</sup>.

15.1.2. In relation to the size of the space, the extent and quality of the absorbing surfaces should be designed with the objective of providing a general background noise of 40 to 50 decibels.

15.1.3. Reverberation or echoing should be dealt with in relation to the volume of the space and the quality of the surrounding surfaces.

15.1.4. Spaces that are too “noisy” should be avoided and a rather low reverberation time should be achieved at an estimated 0.6 to 0.7 seconds.

15.1.5. Classrooms should not be situated immediately next to a sporting field.

## 16. Comfort levels

16.1. School facilities should be suited to the needs and requirements of learners with a disability.

16.2. Schools should facilitate access and functionality in accordance with the principles embedded in White Paper 6 on Inclusive Education, and should also be in line with universal access guidelines.

## 17. Sporting facilities

- 17.1. Schools should have areas where soccer or rugby and netball or volley-ball could be practised.
- 17.2. Schools should have at least one sporting field for soccer or rugby and one for netball or volley-ball.
- 17.3. At least one sporting field should be large enough to accommodate an athletics track.
- 17.4. The basic level for the provision of a sporting field will be a levelled, compacted earthen field or a suitable alternative for the types of sports that are practised.
- 17.5. Sporting facilities should be accessible to learners with disabilities in order to ensure their meaningful use of such facilities.

## 18. Architectural design

- 18.1. Measures that are essential for architectural design include –
  - 18.1.1. A minimum and maximum number of learners per classroom in a mono-grade and multi-grade teaching context.
  - 18.1.2. A minimum area per learner that allows for dynamic pedagogy and the related movement of learners, furniture and equipment. The minimum space per specialised teaching room should be available to allow for:
    - 18.1.2.1. Safe and effective use of equipment, materials, as well as learner movement.
    - 18.1.2.2. Materials and sensitive equipment storage facilities in teaching rooms.
    - 18.1.2.3. Minimum lighting, ventilation and distance from the chalk-board to allow learners to see comfortably.
    - 18.1.2.4. Acoustics and access for people with special needs.
    - 18.1.2.5. Solidity and durability of construction.
- 18.2. These design specifications are essential for an architect to design the physical spaces for teaching and learning.

## 19. Review of the guidelines

- 19.1. The DBE must periodically review these guidelines in order to ensure that the guidelines remain current.
- 19.2. An education department may, within the parameters set by these guidelines, adapt them to best suit schools within the province concerned.

## ANNEXURE A

Size Norms for Educational Spaces		
EDUCATIONAL SPACES	Unit size m <sup>2</sup>	
	Minimum	Optimum
Classrooms	48	60
Grade R facility	60	80
Science laboratory	60	80
Social Science rooms	60	80
Computer rooms	60	80
Arts and Culture room	60	80
Multipurpose room	60	80
Technology room	60	80
Media Centre	60	120
Storage spaces	12	15
Agricultural Management Practices room	100	120
Agricultural Technology room	100	120
Agricultural Sciences room	100	120
Dance Studies room	100	120
Design room	100	120
Dramatic Arts room	100	120
Music room	100	120
Visual Arts room	100	120
Civil Technology room	100	120
Electrical Technology room	100	120
Mechanical Technology room	100	120
Engineering Graphics and Design room	100	120
Hospitality Studies room	100	120



## ANNEXURE B

Size of Educational Support Spaces		
EDUCATIONAL SUPPORT SPACES	Unit size m <sup>2</sup>	
	Minimum size	Optimum size
Food garden	15	20
Tuck-shop	12	15
Kitchen	15	20
Nutrition centre/Food storage	12	15
Dining room (multipurpose)	60	120
Security room	3	6
General purpose hall	120	180
Soccer/rugby field	60m X 80m	60m X 100m
Netball/volley-ball court	16m X 31m	
Parking bays (including parking for the disabled)	Subject to size of school	
Caretaker room	12	15
Storage areas	12	25
Toilets	1.2	1.8
Walkways (covered)	Subject to design guidelines	
Assembly area	Subject to design guidelines	
Staff quarters/Living quarters	Subject to needs	
Hostels	Subject to needs	

## ANNEXURE C

Size of Administration Spaces		
ADMINISTRATION SPACES	Unit size m <sup>2</sup>	
	Minimum size	Optimum size
Principal's office	15	20
Deputy Principal's office	12	15
Administration office	15	20
Reception area	12	15
Ablution facilities for educators	1.2	1.8
Storage areas/spaces	12	15
Strong room	6	10
Printing room	10	15
Staff room	48	60
Pastoral care rooms		
1. Sick rooms	10	15
2. Counselling rooms	12	15
Heads of Departments offices	12	15
Kitchenette	12	20

## ANNEXURE D

Primary Schools						
Spaces Required	Small Primary (135 – 310)		Medium Primary (311 – 620)		Large Primary (621 – 930)	
	Minimum Functional Quantity	Optimum Functional Quantity	Minimum Functional Quantity	Optimum Functional Quantity	Minimum Functional Quantity	Optimum Functional Quantity
<b>Education Spaces</b>						
Classroom	7	7	14	14	21	21
Grade R facility	1	1	2	2	3	3
Multimedia centre	1	1	1	1	0	0
Multipurpose classroom	0	1	0	1	1	2
Science laboratory	1	1	1	1	1	1
Computer room	0	0	0	0	1	1
Library centre	0	0	0	0	1	1
Storage spaces	0	0	1	1	1	1
<b>Administration Spaces</b>						
Principal's office	1	1	1	1	1	1
Deputy Principal's office	0	0	1	1	1	1
Administration office	1	1	1	1	1	1
Reception area	0	0	0	1	1	1
Storage areas/spaces	0	1	0	1	1	1
Strong room	1	1	1	1	1	1
Printing room	0	1	0	1	0	1
Staff room	1	1	1	1	1	1
Pastoral care						
1: Counselling rooms	0	1	0	1	1	1
2: Sick rooms	1	2	1	2	1	2
Heads of Departments offices	0	1	2	4	2	4
Kitchenette	0	0	0	1	0	1
<b>Educational Support Spaces</b>						
Food garden	0	1	0	1	0	1
Tuck-shop	0	1	0	1	1	1
Kitchen	1	1	1	1	1	1
Nutrition centre or food storage facility	0	1	1	1	1	1
Dining room	0	0	0	1	0	1
Security room	0	1	0	1	0	1
General purpose hall	0	1	0	1	0	1
Parking bays	9	11	16	20	23	29
Caretaker room	0	1	0	1	0	1
Storage areas/spaces	0	1	0	1	1	1

## ANNEXURE E

Secondary Schools						
Spaces Required	Small Secondary (200 – 400)		Medium Secondary (401 – 600)		Large Secondary (601 – 1000)	
	Minimum Functional Quantity	Optimum Functional Quantity	Minimum Functional Quantity	Optimum Functional Quantity	Minimum Functional Quantity	Optimum Functional Quantity
<b>Educational Spaces</b>						
Classrooms	10	10	15	15	25	25
Computer room	1	1	1	2	1	2
Media centre	0	1	0	1	0	1
Multipurpose classroom	0	1	1	2	1	2
Science laboratory	1	1	1	1	1	2
Social Science room	0	1	1	1	1	1
Storage areas/spaces	0	1	0	1	1	1
<b>Administration Spaces</b>						
Principal's office	1	1	1	1	1	1
Deputy Principal's office	0	0	1	1	2	2
Administration office	1	1	1	1	1	1
Reception area	0	1	0	1	1	1
Storage areas/spaces	0	1	0	1	1	1
Strong room	1	1	1	1	1	1
Printing room	0	1	0	1	0	1
Staff room	1	1	1	1	1	1
Pastoral care						
1: Counselling rooms	0	1	0	1	1	1
2: Sick rooms	1	2	1	2	2	2
Heads of Departments offices	1	2	2	4	3	6
Kitchenette	1	1	1	1	1	1
<b>Supporting Spaces</b>						
Food garden	0	1	0	1	0	1
Kitchen	1	1	1	1	1	1
Nutrition centre or food storage facility	0	1	1	1	1	1
Dining room	0	1	0	1	0	1
Security room	0	1	0	1	1	1
General purpose hall	0	1	0	1	0	1
Parking bays	12	12	17	17	27	27
Caretaker room	0	1	0	1	0	1
Storage areas/spaces	0	1	0	1	1	1

## ANNEXURE F

SANITATION REQUIREMENTS FOR PUBLIC SCHOOLS													
	Enrolment Range per Gender	Girls WC	Girls Basin	Boys WC	Boys Urinals	Boys Basin	Disabled WC & Basin/ Staff	Female Staff WC	Female Staff Basin	Male Staff WC	Male Staff Urinal	Male Staff Basin	TOTAL Toilets
20 - 60	10 - 30	2	1	1	1	1	1						5
61 - 80	30 - 40	2	1	1	1	1	1						5
81 - 100	40 - 50	2	1	1	1	1	1						5
101 - 140	50 - 70	4	2	2	2	2	1						7
141 - 180	70 - 90	4	2	2	2	2	1						7
181 - 220	90 - 110	4	2	2	2	2	1	2	1	1	1	1	13
221 - 260	110 - 130	4	2	2	2	2	1	2	1	1	1	1	13
261 - 300	130 - 150	6	4	2	2	2	1	2	1	1	1	1	15
301 - 340	150 - 170	6	4	2	2	2	1	2	1	1	1	1	15
314 - 380	170 - 190	6	4	2	2	2	1	2	1	1	1	1	15
381 - 420	190 - 210	6	4	2	2	2	1	2	1	1	1	1	15
421 - 460	210 - 230	8	6	3	3	2	1	2	1	1	1	1	15
461 - 500	230 - 250	8	6	3	3	2	1	2	1	1	1	1	19
501 - 540	250 - 270	8	6	3	3	2	1	2	1	1	1	1	19
541 - 580	270 - 290	8	6	3	3	2	1	2	1	1	1	1	19
581 - 620	290 - 310	8	6	3	3	2	1	2	1	1	1	1	19
621 - 660	310 - 330	10	6	4	4	3	2	3	2	1	2	1	26
661 - 700	330 - 350	10	6	4	4	3	2	3	2	1	2	1	26
701 - 740	350 - 370	10	6	4	4	3	2	3	2	1	2	1	26
741 - 780	370 - 390	10	6	4	4	3	2	3	2	1	2	1	26
781 - 820	390 - 410	10	6	4	4	3	2	3	2	1	2	1	26
821 - 860	410 - 430	12	8	5	5	3	2	3	2	1	2	1	30
861 - 900	430 - 450	12	8	5	5	3	2	3	2	1	2	1	30
901 - 940	450 - 470	12	8	5	5	3	2	3	2	1	2	1	30
941 - 980	470 - 490	12	8	5	5	3	2	3	2	1	2	1	30
981 - 1020	490 - 510	12	8	5	5	3	2	3	2	1	2	1	30
1021 - 1060	510 - 530	14	10	6	6	4	2	3	2	1	2	1	34
1061 - 1100	530 - 550	14	10	6	6	4	2	3	2	1	2	1	34
1101 - 1140	550 - 570	14	10	6	6	4	2	3	2	1	2	1	34
1141 - 1180	570 - 590	14	10	6	6	4	2	3	2	1	2	1	34
1181 - 1220	590 - 610	14	10	6	6	4	2	3	2	1	2	1	34





