

Education and Care Facilities Design Standards

Overview and Glossary

**Public education is for
every child and
young person
in South Australia.**



Government of South Australia
Department for Education



Education and Care Facilities Design Standards

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Education and Care Facilities Design Standards

This is a mandated standard under the [asset management policy](#).

Background

The Education and Care Facilities Framework (see diagram below) outlines the types of facilities provided by the department and the combination of documents required for the planning, design, construction, refurbishment and maintenance of all education and care facilities.

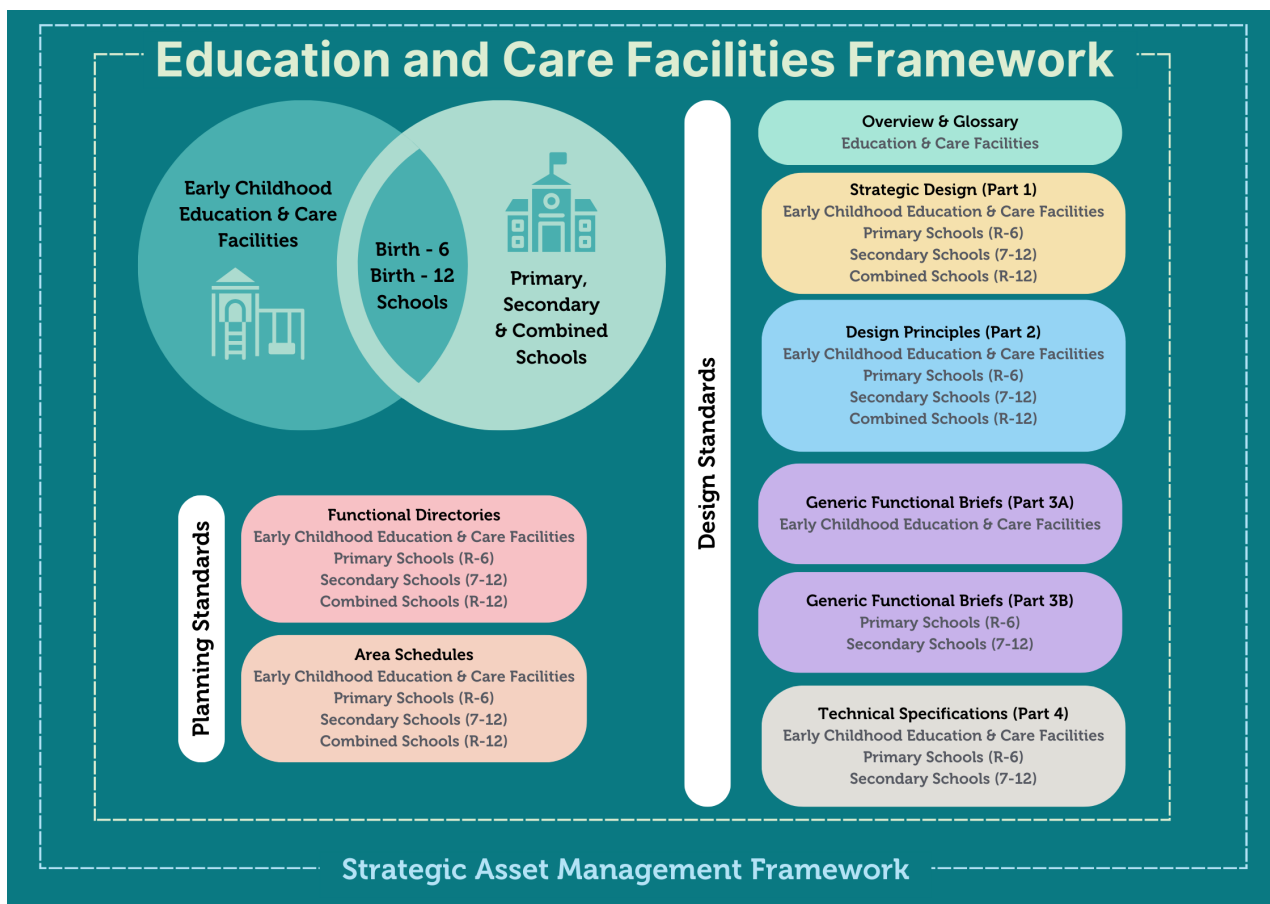


Figure 1: Education and Care Facilities Framework – outlines how the planning standards and design standards are used for all facilities.

The former Early Childhood Education and Care Design Standards, Education Facilities Design Standards, and Outdoor Learning Environments Standard has been incorporated into this suite of documents to create a single set of design standards for all education and care facilities.

Information that relates to the installation, inspection, maintenance and disposal of playground equipment and nature play elements is available on the [creating a safe outdoor learning environment](#) webpage.

Overview

The Education and Care Facilities Design Standards (Design Standards) foster world-leading learning environments from birth through to secondary schooling. They support the effective delivery of connected continuous programs, services, and education, optimising the participation and ability for all children and students to learn and thrive.

The Design Standards reflect a commitment to a holistic, integrated, inclusive and culturally responsive approach to service provision for children, students and families drawing on the expertise of educators and policy makers across government.

The department recognises the Aboriginal peoples of South Australia as the first people and cultural authority of our State. Respectful and culturally sensitive consultation with the traditional owners and custodians of the land must be undertaken to embed [Aboriginal Voice](#) and perspectives. By partnering with the local Aboriginal Cultural Authority and community we ensure local knowledge, language and perspectives are embedded within the design of these facilities.

Comprising of 5 parts the Design Standards outline principles and standards ensuring compliance with all relevant legislation, standards and the National Construction Code for the planning, design and construction of new facilities, major upgrades, refurbishment and maintenance of existing facilities, as well as providing reference information for the development of project briefs and detailed planning and technical information.

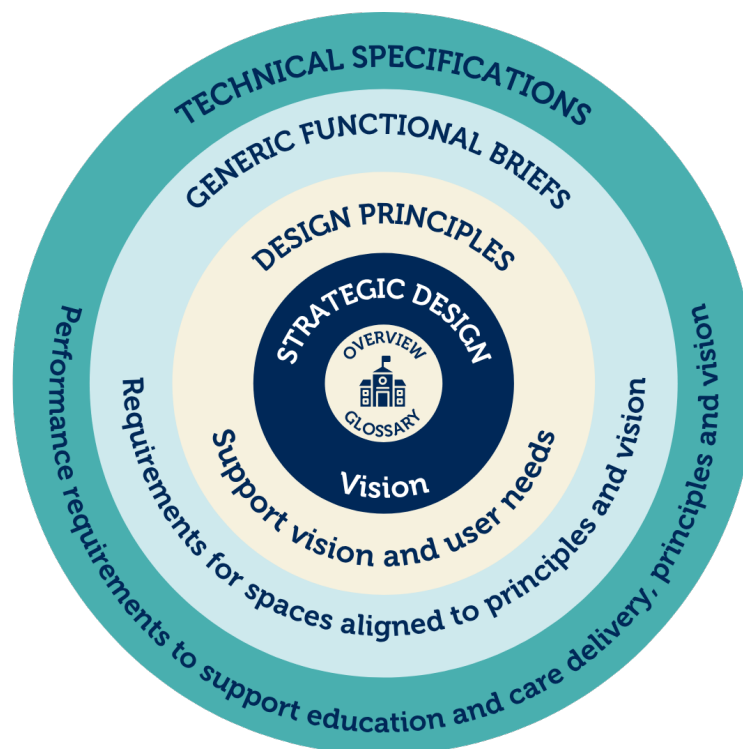


Figure 2: Demonstrates the connections between each part of the design standards.

- [Overview and Glossary](#) – this document.
- [Part 1: Strategic Design](#) – vision and goals for education and care facilities to guide design that is aligned with department, state and commonwealth strategies, and pedagogy principles. Includes [Appendix A – Alignment with frameworks and strategies](#).
- [Part 2: Design Principles](#) – department requirements for the planning, design and construction of world-leading, equitable, inclusive and sustainable education and care facilities. Includes [Appendix B – Early Childhood Education and Care Facilities Design Checklist](#).
- [Part 3: Generic Functional Briefs \(GFBs\)](#) – exist for each functional unit as outlined in the Planning Standards. The GFBs provide a clear statement of functional requirements to support learning and care, teaching, administration and management, and guidance on spaces that may be adapted for flexibility. Their purpose is to ensure alignment between the design of the physical facilities and the department’s vision, principles, strategies and policies.
 - [Part 3A: Early Childhood Education and Care Facilities](#) (requires department login)
 - [Part 3B: Primary and Secondary Schools](#) (requires department login)
- [Part 4: Technical Specifications](#) – department performance standards for the building fabric and finishes, building and site services and utilities, structural and civil works, acoustic performance, security, information and communications technology and ecologically sustainable design.

Where the information provided relates only to Early Childhood Education and Care (ECEC) facilities this will be indicated with highlighted text.

For sites located in Port Pirie the additional guidance provided in the [Addendum: Guiding requirements for effective ongoing Lead exposure management](#) must be followed.

Scope

The Design Standards are not applied retrospectively. They are mandatory requirements for new construction projects and must be referenced and adhered to during design, documentation, and construction by all staff, site leaders, architects, designers, builders, and facilities managers. Existing facilities will not be upgraded to align with the latest version of these standards unless they form a scope of works for a major refurbishment. All other site-related works are managed through maintenance and breakdown processes, where these standards should be referenced for guidance.

They are to be applied in conjunction with relevant project agreements or deeds for Public Private Partnership (PPP) schools. They do not apply to Family Day Care, Guardianship Family Day Care services or the Respite Care Program operated by the department.

Conformity

Design and construction must comply with all requirements set by local, state and any other authority which has jurisdiction over the site, buildings and facilities and all recommendations, warranty conditions and similar set by the manufacturer of any material, product, fitting, fixture or equipment being used.

Where an International, Regional or National Standard is referenced in these documents, designs and construction must comply with the referenced standard and all other associated and related standards. Standards will only include a reference to the number, with reference to a specific version being excluded.

Designs must comply with the most current version in use at the time that detailed planning commences. Should a referenced standard become redundant, designs must comply with any replacement standard(s).

The department may specify to a higher standard where it is mandatory to comply with specific details for safety, security, maintenance or performance reasons. Where a requirement or performance standard exceeds those specified in any relevant act, regulation, standards or the National Construction Code (NCC), the designs must comply with the higher requirement or performance standard.

Development approvals

The [Planning, Development and Infrastructure \(Transitional Provisions\) Regulations 2017](#) set out approval requirements for developments in South Australia and comprises of 2 consents:

- Provisional Development Plan Consent (or an exemption given)
- Building Rules Consent must be in place before any construction works commences.

Development Approval applications must be lodged with the State Commission Assessment Panel (refer to the [Guide for Applicants](#)) and all building construction work must be certified by an Independent Private Certifier for Building Rules Compliance.

Safety in Design (SiD)

The [Work Health and Safety Act 2012](#) requires consideration of potential risks during a buildings lifecycle to ensure it is safe to build, operate, maintain and demolish. SiD principles and guidelines aim to ensure, as far as is reasonably practical, that any risk to the health and safety of all relevant persons involved at every stage of a project are properly managed, minimised and eliminated.

Risks are to be clearly identified, registered and controlled by designers at every project stage including concept development, detailed design, construction and post construction. A SiD register must be prepared as part of the concept phase and updated for each project phase. The Residual Risk document must be handed to the department at closure/handover of any project works. Refer DIT Guidenote G125, Principles of Safe Design for Building Projects.

DIT Guidenotes and Standard Drawings

DIT Guidenotes and Standard Drawings are referred to throughout these Design Standards and can be accessed through the [DIT Building Project Information Management System bpims library](#). To search for Guidenotes and Standard Drawings, use the referenced identifier (such as G190), for a full index search for DG04.

Governance - Departures

All product changes or departures from the Design Standards made during the design, tender and construction process must be approved in writing by the department in accordance with Department for Infrastructure and Transport (DIT) Guidenote Design Reviews (G29) and DIT Departures Schedule Template (367).

Note - the department is in the process of implementing its own internal governance process to guide, manage and review departures from these Design Standards and the Planning Standards.

Supporting Information

Relevant legislation and standards

Education and care facilities are required to comply with all relevant Acts, Codes and Government Legislation including, but not limited to:

[National Construction Code \(NCC\)](#) (Class 9b buildings and other areas as applicable) incorporating the Building Code of Australia Volumes 1 and 2, and Volume 3 Plumbing Code of Australia

[Australian Standards](#)

[Disability \(Access to Premises – Buildings\) Standards 2010](#)

[Disability Discrimination Act 1992](#)

[Disability Standards for Education 2005](#)

[Education and Children’s Services Act 2019](#)

[Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)

[Education and Care Services National Regulations 2011](#)

[Environment Protection Act 1993](#)

[Planning, Development and Infrastructure Act 2016](#) including [Ministerial Building Standards](#)

[Planning, Development and Infrastructure \(Transitional Provisions\) Regulations 2017](#) (Provisional Development Plan Consent, and Building Rules Consent)

[Work Health and Safety Act 2012](#) and [Work Health and Safety Regulations 2012](#)

Supplementary documents

- **Planning Standards** – list all functional units required for each facility and details the total space for each functional unit. Includes:
 - Functional Directories
 - [Early Childhood Education and Care \(ECEC\) Facilities](#)
 - [Primary Schools \(R-6\)](#)
 - [Secondary Schools \(7-12\)](#)
 - [Combined primary and secondary schools \(R-12\)](#)
 - [Area Schedules](#) (requires department login)
 - *ECEC Interactive*
 - *Primary Schools (R-6)*
 - *Secondary Schools (7-12)*
 - *R-12 Interactive*
- **Project Brief** - for new facilities or major upgrades and refurbishments a project brief will be developed by the department to inform the site-specific requirements for the project.
- **Education Security Design Standards** – the Security and Emergency Management (SEM) team has established security design standards for security systems, CCTV, and access control, ensuring compliance with best practices and industry regulations. These standards include sensitive information relating to system configurations, operational protocols, and security measures designed to protect assets and personnel. Due to the confidential nature of this information, further details can only be provided upon request. For more information, please contact SEM directly on 1800 000 279 or via email at education.securityandemergency@sa.gov.au.

Glossary

This glossary contains terms found throughout the entire suite of Education and Care Facilities Design Standards documents.

Aboriginal peoples

The department recognises that Aboriginal and/or Torres Strait Islander peoples have a great diversity of cultures, histories, and values. For the sake of readability, and in recognition that the term Indigenous is a sensitive one for many Aboriginal and/or Torres Strait Islander people, in line with the Culturally Responsive Framework, the term 'Aboriginal', which includes Torres Strait Islander people has been used¹.

Access for all

Ensures inclusive and equitable access for all people recognising and addressing barriers related to physical, perceptual, social and cognitive factors.

¹ Culturally Responsive Framework 2025 <https://www.education.sa.gov.au/docs/p-and-c/culturally-responsive-framework.pdf>

Accessible areas

For Early Childhood Education and Care facilities, the Education Standards Board refers to 'accessible areas' and relates to areas where children regularly have access that they can reach, enter, use or get to independently.

Accessible toilets

Specifically designed to provide enough space to accommodate wheelchair access and assistance when transferring from wheelchair to toilet, and include features such as lower mirrors and washbasins, contrasting toilet seat colour, grab rails and may include features such as showers.

Activated

For learning environments refers to settings that are purposefully enriched with furniture, resources, displays and equipment that educators and learners can readily engage with.

Adaptable

For learning environments refers to the ability for [sustainable](#) modifications to be made to accommodate emerging technologies, pedagogies and curricula.

Agile

For learning environments refers to spaces and or furniture that can be re-arranged by the users (in less than 5 minutes) for day to day use to suit different activities without specialised help or construction. This includes the way they are used, their size, shape and fit-out, and variations in lighting, temperature and openings (walls and doors).

Air conditioning

The term is generally used to describe a Heating, Ventilation, and Air Conditioning (HVAC) mechanical plant that provides heating, and/or cooling in buildings. Air-conditioning systems are provided in education and care facilities to maintain internal conditions within an acceptable range for learning, and not to provide a constant fixed temperature and humidity condition.

Ambulant toilets

Specifically designed for those with ambulant disabilities that do not require the extra space that is provided by accessible toilets. Primarily, they are for those that do not require the use of a wheelchair, for example, those with sensory loss, arthritis or require the use of a walking aid (frames/crutches).

Area Schedules

Detail the net area allocation for internal and external [functional zones](#), [sub-zones](#) and [units](#) in education and care facilities, to provide adequate allocations for curriculum delivery, to align to building codes and standards, legislative requirements (including the national regulations), cross-jurisdictional comparisons and department priorities. They do not include grossing factors for finished faces or internal walls.

Biodiversity Sensitive Urban Design (BSUD)

Aims to create urban areas that make a positive on-site contribution to biodiversity through the provision of essential habitat and food resources for native animals. It links urban design to measurable biodiversity outcomes, providing a flexible framework for developers and planners to consider provisions for biodiversity alongside other considerations early in the development process².

² Urban Greening Strategy for Metropolitan Adelaide <https://bit.ly/4bFggA2>

Blue infrastructure

Makes cities nature positive by repairing natural ecosystems. For example, wetlands, healthy catchments and permeable pavements which help mitigate the impacts of flooding and stormwater run-off³.

Cultural responsiveness

Learning from and relating respectfully to develop meaningful and collaborative place-based relationships with Aboriginal people from diverse language groups and communities⁴.

Cultural safety

An environment which is spiritually, socially, emotionally and physically safe for people, where there is no assault, challenge or denial of their identity, of who they are and what they need⁵.

Encumbered area

In Early Childhood Education and Care facilities, is unusable floor area that is being used for functions other than for children's use. This area includes circulation/passageways, door swings and circulation at doorways (door swings and circulation space either side of sliding door openings), thoroughfares, fixed joinery, furniture and equipment, toilets, kitchen, stores and administration areas.

Falling space

In playgrounds and nature play spaces, is the space in or around equipment that can be passed through by a user falling from an elevated part of the equipment. It is a 3-dimensional area, commencing at the [free height of fall](#) and extending over the same horizontal dimensions that apply to the [impact area](#) then extend to the vertical area between. In most cases, different items of equipment may overlap, except in equipment with forced movement. Refer AS 4685 - Playground equipment and surfacing.

Fit-for-purpose

A facility that enables education and care functions in a quality, safe, efficient and effective manner, and does not impair their use as education and care facilities.

Flexible

As per [Agile](#)

Free height of fall (FHOF)

In playgrounds and nature play spaces, is the distance measured from the greatest vertical distance between the intended body support (such as hands if hanging, feet if standing) and the [impact area](#) below the equipment (playground) or natural elements (tree, log or rock).

Free space

In playgrounds and nature play spaces, is the space immediately around a user undergoing forced movement (forced movement could be defined as movement where it may be difficult or impossible to stop part way through a typical arc of motion due to gravity or momentum). It is represented as a series of cylindrical spaces originating from perpendicular to the surface bearing the user and along the path of movement (it does not include the 3-dimensional area outside the imaginary cylinder in which the falling movement takes place). It **must not** overlap adjacent free spaces or [falling space](#) unless stated otherwise as part of AS 4685 – Playground equipment and surfacing. Refer AS 4685 - Playground equipment and surfacing.

³ Urban Greening Strategy for Metropolitan Adelaide <https://bit.ly/4bFggA2>

⁴ Culturally Responsive Framework 2025 <https://www.education.sa.gov.au/docs/p-and-c/culturally-responsive-framework.pdf>

⁵ Culturally Responsive Framework 2025 <https://www.education.sa.gov.au/docs/p-and-c/culturally-responsive-framework.pdf>

Fully-Assisted toilets

Specifically designed for education and care facilities to provide enough space to accommodate a child/student with high support needs and assistance from 1 or more staff members. They include features such as showers, peninsula change table and toilet pan (enabling staff assistance from either side), privacy screens, storage facilities for child/student items, and may include laundry facilities when briefed.

They are not NCC accredited and registered 'changing places' facilities.

Functional Directory

List the internal and external [functional zones](#), [sub-zones](#) and [units](#) that are standard for the specific education and care facility, and assists the department to achieve its vision for learners, pedagogy principles and curriculum delivery.

Functional zone

Defines the high-level categories of indoor and outdoor areas that are required to support related activities, operations, or services essential to an ECEC or school's learning and care, teaching, administration and management.

Functional sub-zone

Are clearly defined subset areas within a larger [functional zone](#), grouped according to similar or related activities.

Functional unit

Are specific spaces within a [functional sub-zone](#), each designed for a particular task, activity, or operation. They are the core 'working' components that enable children, students and staff to effectively participate and deliver educational and care programs.

Green infrastructure

Includes both natural and designed greening – from parks and street trees to green walls, raingardens and green laneways⁶.

Heating, Ventilation and Air conditioning (HVAC)

See [air conditioning](#), [mechanical exhaust](#) and [mechanical ventilation](#).

Impact area

In playgrounds and nature play spaces, is the area that can be hit by a user falling from a piece of playground equipment, climbing trees and other natural elements in the outdoor learning environment and must have impact attenuating surfacing (minimum depths of impact absorbing materials are only required under impact areas and not over the whole play area). It can be determined by measuring the [free height of fall](#) of a piece of equipment, fixed structure or natural element.

Inclusive

An inclusive environment considers the physical, academic, behavioural and social aspects of learning for all including Aboriginal people, culturally and linguistically diverse people, children and young people in care, age, disability, gender, and LGBTIQ+.

Integrated service hubs

Are tailored Early Childhood Education and Care facilities offering a range of services that meet the needs of the local community. They should offer a core provision of a preschool program, wrap around care, child and family health services and family support.

⁶ Urban Greening Strategy for Metropolitan Adelaide <https://bit.ly/4bFggA2>

Learning Community

Refers to an organisational grouping of school learners and educators and is ideally housed in one building. Refer to [Part 3b – Generic Functional Briefs](#) for a more detailed description.

Learning Environment Opportunity Study (LEOS)

Provides logical and cost-effective guidance on improvements to learning environments. The architectural report contains scalable recommended options such as micro-sized learner-led projects, small or no-cost projects, site funded medium projects in partnership with the service delivery lead, larger site-funded projects managed by the service delivery lead and high-level advice on larger scale projects when funding becomes available.

Learning Neighbourhood

A subset of a [Learning Community](#). A number of Learning Neighbourhoods are typically accommodated within a Learning Community building. Refer to [Part 3b – Generic Functional Briefs](#) for a more detailed description.

Learning Setting

A functional space designed specifically to support different learning and teaching group sizes, modalities, and activities. Refer to Part [3a](#) and [3b](#) – Generic Functional Briefs for more detailed descriptions.

Mechanical exhaust

Describes HVAC mechanical plant that depressurises an internal space, removing odours and air-borne particulates or contaminants from an internal space or enclosure. Mechanical exhaust may be general or local.

Mechanical ventilation

Describes the use of HVAC mechanical plant to introduce controlled volumes of outdoor air into buildings. Mechanical ventilation in education and care facilities is to control levels of carbon dioxide (CO₂), odours and air-borne particulates (such as volatile organic compounds VOCs) through dilution by the introduction of outdoor air as per the requirements of AS 1668.2 and the National Construction Code (NCC).

Must, should

Indicates that a process is a legislative, Australian Standard or an education department requirement.

Nature Play

The elements of a ‘playground’ consisting of natural, non-manufactured items that are incorporated into the ‘playground’, including items such as logs, boulders, plant materials and surfaces, changes of level and other landscape elements.

Parent

of a learner or child, includes—

- (a) a guardian of the learner or child; and
- (b) a person standing in loco parentis to the learner or child⁷.

Pedagogy

What an educator does and how they do it to encourage learning, guided by the Early Years Learning Framework and Teaching for Effective Learning framework⁸.

⁷ Education and Children’s Services Act 2019

<https://www.legislation.sa.gov.au/lz/path=/c/a/education%20and%20childrens%20services%20act%202019>

⁸ Curriculum pedagogy assessment and reporting early childhood services to year 12 policy

<https://www.education.sa.gov.au/policies/shared/curriculum-pedagogy-assessment-and-reporting-early-childhood-services-to-year-12-policy.pdf>

Planning Standards

Determine the area allocated for internal and external spaces for education and care requirements in new facilities, provide reference points for major upgrades of existing facilities, and provide a basis for determining the enrolment capacity of existing facilities. They consist of the [Functional Directories](#) and [Area Schedules](#).

Retrospective

The law does not require structures and buildings to retrospectively adhere to every change that is brought out in the updated National Construction Code. However, if a building does not currently comply to today's Standards, but alterations are proposed, a building certifier must advise on the extent of modification required to the original building for the upgrade works to be certified under the National Construction Code.

Risk benefit assessment

Is a [tool](#) to aid risk management and is used where elements of AS 4685 - Playground equipment and surfacing may not directly apply (such as nature play areas or tree climbing) to thoughtfully consider the benefits of an activity, experience, facility or structure, and remove hazards and risk that are unacceptable, but not risks that can promote learning. Also refer to the [Learning Outdoors – benefits risk guide](#).

Sustainable

Refers to infrastructure designed, constructed, operated, maintained and disposed of in alignment with social, economic, environmental and governance principles⁹ that meet the needs of the present without compromising the ability of future generations to meet their needs¹⁰.

Site leader

Any person who has the responsibility, management or control of a workplace or work unit or personnel officially assigned as a nominated delegate by that person to adopt that responsibility. This includes, but is not limited to executive directors, education directors, directors, assistant directors, principals, preschool directors, managers and supervisors.

School within School - SWIS

Is an organisational structure adopted by some schools, especially large schools, to create smaller communities in which all learners feel a sense of belonging and identity. Each of the SWIS, or houses, has students from across the vertical age span with a team of educators who have responsibility for their learning and wellbeing. Although more common in R-12 and Secondary Schools, the SWIS structure is also used to build a stronger sense of community, identity and belonging in very large Primary Schools.

Unencumbered area

In Early Childhood Education and Care facilities, is usable floor area which is directly accessible for children's use. This area excludes the [Encumbered area](#) as described above.

Universal design

The design of buildings, products, services and/or environments to enable '[access for all](#)'. It is a design process that addresses common barriers to participation.

Urban greening

Is the conservation, restoration or creation of green infrastructure, including trees and vegetation, in urban areas that benefits people, nature and our economy, and the soils and water needed to support it¹¹.

⁹ Australian Government Sustainability Principles: Infrastructure Australia's approach to sustainability https://www.infrastructureaustralia.gov.au/sites/default/files/2021-04/IA%20Sustainability%20Principles_final_2.pdf

¹⁰ Urban Greening Strategy for Metropolitan Adelaide <https://bit.ly/4bFggA2>

¹¹ Urban Greening Strategy for Metropolitan Adelaide <https://bit.ly/4bFggA2>

Water sensitive urban design (WSUD)

An approach to the planning and design of urban environments focused on integrating the urban water cycle (including potable water, wastewater and stormwater) with the built and natural environment¹².

Whole-of-lifecycle (lifecycle)

All stages of an asset from creation to end-of-life including planning, acquiring, operating, maintaining and disposing.

Revision record

Version: v2.0 (DE20/05086)

Edits: Update to incorporate information from the retired Education Facilities Design Standards and Early Childhood Education and Care Facilities Design Standards documents.

Approved by: Executive Director, Infrastructure

Published: June 2026

Version: v1.1 (DE20/05086)

Edits: Removed reference to minimum standards

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Published: October 2024

Version: v1.0 (DE20/05086)

Edits: New document to replace the reviewed Early Childhood Facilities (birth to age 8) Design Standards and Guidelines.

Approved by: Executive Director, Infrastructure

Published: September 2024

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¹² Urban Greening Strategy for Metropolitan Adelaide <https://bit.ly/4bFggA2>