Standard
Outdoor Learning Environments

Summary
The Outdoor Learning Environments Standard details the minimum and recommended standards for creating and maintaining an outdoor learning environment that provides children with optimal learning opportunities.

Table 1 - Document details

<table>
<thead>
<tr>
<th>Publication date</th>
<th>March 2018</th>
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</thead>
<tbody>
<tr>
<td>File number</td>
<td>16/03791</td>
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<tr>
<td>Related legislation</td>
<td>Disability Discrimination Act 1992</td>
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<td></td>
<td>Disability Standards for Education 2006</td>
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<td>Work Health and Safety Act 2012</td>
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<td>Work Health and Safety Regulations 2012</td>
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<td></td>
<td>Education and Early Childhood Services (Registration and Standards) Act 2011</td>
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<td></td>
<td>Education and Care Services National Regulations 2011</td>
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<tr>
<td>Related policies, procedures, guidelines, standards, frameworks</td>
<td>Asset Services Policy, DECD Design Standards</td>
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<td></td>
<td>Workplace Inspection Procedure</td>
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<td>Children and Students with Disability Policy 2015</td>
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<td>Version</td>
<td>1.1</td>
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<tr>
<td>Replaces</td>
<td>Artificial Wetlands on DECD Sites, Kitchen Gardens in Schools, Landscape &amp; Planting (D1), Outdoor Learning Areas D7, Playgrounds for preschools and schools, Poisonous Plants (CP019), Tree maintenance and audits</td>
</tr>
<tr>
<td>Policy officer (position)</td>
<td>Contracts and Strategic Projects</td>
</tr>
<tr>
<td>Policy officer (phone)</td>
<td>(08) 8226 0091</td>
</tr>
<tr>
<td>Policy sponsor (position)</td>
<td>Assistant Director, Capital Programs</td>
</tr>
<tr>
<td>Executive director responsible (position and office)</td>
<td>Executive Director, Infrastructure</td>
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<td>Applies to</td>
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<td>Outdoor, Learning, Trees, Plants, Playgrounds, Environment, Playspace, Nature Play Space, Play Equipment, Sandpit, Risk/Benefit</td>
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1. Title

Outdoor Learning Environments Standard

2. Purpose

The development of Outdoor Learning Environments (OLE) must provide balanced environments which instil a sense of wonder, generate curiosity and spark the imagination of children and young people. The purpose of this standard is to provide the minimum requirements and processes for creating and maintaining an outdoor learning environment (OLE) at education facilities. A strong focus has been placed on providing children and young people with optimal learning opportunities that foster a connection to and inspire respect for the environment while allowing children and young people to develop risk taking skills and improving their confidence, health and well-being.

3. Scope

The standard applies to all DECD employees implementing a new OLE or managing an existing OLE at education facilities including corporate staff, preschool directors and school principals (site leaders) as well as Facilities Managers (FM’s) under the Facilities Management Services Arrangements (FMS). Outdoor learning environments include but are not limited to nature play spaces, outdoor classrooms and fixed play equipment areas intended for use by children, young people and the community.
4. Standard detail

The Outdoor Learning Environments (OLE) Standard will assist in the design, construction and maintenance of OLEs by defining minimal standards and responsibilities. For new projects and redevelopments of OLEs the responsibilities will be dependent upon who is managing the project. Where the term ‘site leaders and/or FMs’ is used in this standard, it refers to the fact that site funded and managed projects are the responsibility of the site manager whereas the Facilities Manager (FM) is responsible for projects they have been engaged to deliver, and hence the term must be used in that context.

A summary of key actions and responsibilities under this standard is presented in the Key Events Summary. The intention of the summary is to enable easy identification of mandatory responsibilities applicable to schools and preschools, DECD corporate business areas and FMs under this procedure, and to enable quick access to relevant sections of the procedure through clicking on the ‘Key Events and Section Reference (Hyperlink)’:

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Key Events and Section Reference (Hyperlink)</th>
<th>Details and Relevance to Schools and Preschools</th>
</tr>
</thead>
<tbody>
<tr>
<td>School or Preschool FM Corporate</td>
<td>5.2 Risks and benefits of learning outdoors</td>
<td>Site leaders and/or FMs must undertake a risk benefit assessment during the planning stage of all OLE projects to ensure a balance between risks and benefits is maintained.</td>
</tr>
</tbody>
</table>
| | 5.4 Accessibility, Learning and Participation | Site leaders and/or FMs must:  
- Ensure OLEs are designed to be accessible and inclusive.  
- Pathways and walkways to and within the OLE must comply with AS1428.1 as a minimum. |
| | 5.6 Drainage | Site leaders and FMs must:  
- Ensure drainage is incorporated in the design from the planning stage through to construction. |
<table>
<thead>
<tr>
<th>Key Events and Section Reference (Hyperlink)</th>
<th>Details and Relevance to Schools and Preschools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.7 Shade</strong></td>
<td>Site leaders and FMs must:</td>
</tr>
<tr>
<td>OLEs must incorporate adequate shade provisions which can include natural and built shade.</td>
<td>• Ensure shading is provided for all new and redeveloped OLEs.</td>
</tr>
<tr>
<td><strong>5.8 Plants and Trees</strong></td>
<td>Site leaders and FMs must:</td>
</tr>
<tr>
<td>Plants provide a range of benefits including climatic controls, visual aesthetics, sensory experiences, tactile elements and environmental sustainability.</td>
<td>• Assess the risks and benefits associated with plants in OLEs and take appropriate action to ensure the safety of children and young people.</td>
</tr>
<tr>
<td></td>
<td>• Engage a qualified arborist to inspect trees on and around the site and implement an inspection schedule as per section 5.8.1.</td>
</tr>
<tr>
<td></td>
<td>• Undertake a visual inspection of trees following extreme weather events or changes in climatic conditions as per section 5.8.2.</td>
</tr>
<tr>
<td><strong>6.1 Fall Heights and Impact Absorbing Materials</strong></td>
<td>Site leaders and FMs must ensure:</td>
</tr>
<tr>
<td>OLEs must incorporate impact absorbing areas based on the fall height of the equipment or natural element.</td>
<td>• All equipment or natural elements that have a free height of fall (FHOF) of 600mm or more above ground level must have an impact area of 1500mm or more.</td>
</tr>
<tr>
<td></td>
<td>• Maximum FHOF is 1800mm for early childhood facilities and 3000mm for all other education facilities.</td>
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<tr>
<td></td>
<td>• Loose fill impact absorbing materials such as bark chips must be installed to a minimum depth of 300mm to allow for compaction and comply with AS/NZ 4422.</td>
</tr>
<tr>
<td></td>
<td>Site leaders must ensure:</td>
</tr>
<tr>
<td></td>
<td>• Loose fill is maintained to a minimum depth of 300mm at all times.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Key Events and Section Reference (Hyperlink)</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>School or Preschool</td>
<td>Daily visual inspections are undertaken for loose fill as per the Workplace Inspection Procedure.</td>
</tr>
</tbody>
</table>
| FM | 6.3 Water Courses and Ponds Water courses and ponds must be designed to balance optimal learning opportunities with safety and environmental sustainability. | Site leaders and FMs must ensure water courses and ponds:  
- Are designed so that the depth of the water, at any point, is less than 300mm.  
- Where water is at a depth greater than 300mm, then the area is be fenced with swimming pool fencing compliant with AS1926.1:2007. |
| Corporate | 6.9 Artificial Wetlands Site leaders and FMs must:  
- Undertake and document a risk assessment as part of project planning.  
- Ensure a 2100mm perimeter fence is incorporated in the design.  
- Ensure the project is endorsed by the Department of Environment, Water and Natural Resources.  
- Develop a maintenance schedule. The Asset Policy and Environmental Resources team must:  
- Assess the proposal in consultation with the school and DEWNR and provide endorsement prior to the site leader or FM progressing with the project. |

**HOLD POINT**: Artificial wetlands must have endorsement from the APER team prior to progressing with the project.
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Key Events and Section Reference (Hyperlink)</th>
<th>Details and Relevance to Schools and Preschools</th>
</tr>
</thead>
</table>
| School or Preschool | 6.10 Fire pits | Site leaders and FMs must ensure fire pits:  
- Are a minimum 3000mm away from any structure  
- Are a minimum 150mm in depth and 600mm in diameter  
- Consider access to water supplies and the provision of equipment. |
| FM | 6.11 Copper chrome arsenate timber | Site leaders and FMs must ensure that copper chrome arsenate (CCA) treated timber is not used in new OLEs. |
| Corporate | 7.2 New Playground Equipment | Site leaders and FMs must:  
- Ensure all new equipment is compliant with the relevant Australian Standard (refer 7.1).  
- Obtain and maintain written confirmation that the equipment has been installed in accordance with the manufacturer’s instructions. |
| | 7.3 Movable Play Equipment | Site leaders must ensure all new movable equipment complies with AS4685.1-6:2014 |
| | 7.4 Modifications to playground equipment | Site leaders and FMs must ensure any modifications to playground equipment must be carried out by an authorised playground equipment supplier and complies with section 7.2. |
| | 8.2 Approval | Site leaders must ensure a Project Commencement Form (PCF) is completed and sent for assessment prior to purchasing and installing fixed playground equipment or planning and undertaking work to outdoor learning |
### KEY EVENTS SUMMARY

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Key Events and Section Reference (Hyperlink)</th>
<th>Details and Relevance to Schools and Preschools</th>
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<tbody>
<tr>
<td>School or Preschool</td>
<td>FM</td>
<td>Corporate</td>
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<td></td>
<td></td>
<td>8.3 Commissioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.1 Maintenance</td>
</tr>
</tbody>
</table>
| | | 9.2 Inspections | Site leaders must ensure that:  
  - All equipment and natural elements intended for use by children and young people within an OLE are regularly inspected by site staff in accordance with the Workplace Inspection Procedure |
| | | 9.3 Decommissioning, dismantling and disposal | Site leaders must ensure that the FM is engaged for the decommissioning of playground equipment. |
5. Design and Planning

5.1 Design principles

The development of a new or the upgrade of an existing OLE must provide children and young people with balanced environments which optimise learning and risk-taking skills that are reasonable, appropriately identified, controlled and/or managed.

- OLEs must be designed to instil a sense of wonder, generate curiosity and spark the imagination of children and young people.
- They should foster a connection to and inspire respect for the environment and natural world and highlight the relationship between the environment and human activities.
- They should provide appropriate learning opportunities for integration into curriculum including science, mathematics, geography and environmental sustainability.

When designing an early childhood OLE the [Preschool Outdoor Learning Environments](#) design guide must be referred to which provides additional guidance specific to early childhood environments.

5.2 Risks and benefits of learning outdoors

OLEs present an opportunity for children and young people to develop risk taking skills and improve their confidence, health and well-being. To ensure OLEs provide this opportunity, a risk benefit assessment must be undertaken during the planning stage of all OLE projects which assesses both the risks that need to be managed and the opportunities that these risks present to ensure a balanced approach is implemented.

The [Education risk benefit assessment template](#) has been developed to assist Site Leaders to assess risks and benefits of OLEs and a guide and completed template have been created to provide working examples. The risk benefit template can be used to assess existing sites and the OLE Standard should be used to implement appropriate controls where applicable.

5.3 Nature Play

As South Australia continues to increase in population and density in major cities, schools have an opportunity to provide a vibrant source of outdoor learning environments for unstructured free play in nature which can be accessed by children, young people and the community.

Figure 2: Ingle Farm Children’s Centre

[Image of outdoor learning environment]
International and national evidence demonstrates that unstructured free play in nature benefits our children and young people in many ways including improving health and well-being. OLEs that promote nature play areas that encourage rich learning and play opportunities should be considered as part of all OLE projects at schools and preschools.

Site specific environmental factors such as local habitat, drainage, weather conditions, bushfire zones and site access (emergency vehicle access) must be considered when designing OLEs with nature play elements to ensure the area can be effectively managed and maintained.

The Nature Play SA website includes a range of resources and design principles which should be referred to as part of the development of OLEs including a guide Learning Outdoors – Benefits and Risks and the Nature Play SA Information Sheet. The resources have been developed to increase understanding of how the risks and challenges that come with outdoor learning environments can be used to optimise learning opportunities through diverse and meaningful experiences.

5.4 Accessibility, learning and participation

The development of a new or the upgrade of an existing OLE must give due consideration to the design and location to ensure accessibility, along with optimising the learning opportunities and participation for all children and young people, including those with disability.

The design must incorporate reasonable accessibility to enable all users to access the OLE in an inclusive manner which will include:

- Children and young people will be able to access and participate within the area with dignity and equity.
- Access to outdoor learning environments including access pathways and walkways to and through the area must be at a minimum compliance with AS1428.1 and where possible with AS1428.3. Refer to DECD Design Standards for details.
- The provision of equitable access from buildings and site access points to OLEs to ensure they are inclusive for children, young people, staff and the community.
- Outdoor classrooms or gathering spaces must include adequate space for manoeuvring wheel chairs, including space for carers. For example the turning circle diameter range 1500mm (small child) 2200mm (adult).
- Designs must consider access to tactile elements of the learning area. All users should be able to easily reach tactile learning areas such as water courses, garden beds, sensory gardens, horticultural areas and edible gardens.
- Designs must include a adequate seating for carers in key areas.

5.5 Location

The design of OLEs should consider the integration and connection to internal learning environments that promote holistic learning environments which promote the ease with which:

- Children and young people can be supervised (line of sight)
- Equitable accessibility can be achieved without significant upgrades to infrastructure
- Access is available to power and gas services where required
- The area is accessible by car/trailer to facilitate sand and loose fill replacement
5.6 Drainage

OLEs must be designed to ensure adequate drainage of water to avoid pooling and adhere to the following. Please refer to the DECD Design Standards section 8.8 for further information.

- OLEs must not be sloped in the direction of buildings. Where no other option is available, adequate controls must be implemented to ensure water does not compromise building infrastructure.
- Slopes and gradients must be designed to control the flow and drainage of water.
- Grated drains are not to be located in impact absorbing areas or under play equipment.
- All drains must be adequately covered and secured to prevent access, fall or trips.
- All drains are to be regularly checked and cleaned of rubbish and debris to ensure they are functional.

5.7 Shade

The design of an OLE must incorporate the provision of adequate shade for children and young people. The shade provided is to be contextual to the local conditions and where possible, shade provision should be provided through a combination of natural and built shade.

Refer to section 5.8 Plants and trees for a guide on incorporating natural shade as part of an OLE.

Built shade structures comprising of frames with a roofing material, such as metal sheeting, clear sheeting, a combination of both or fabric covering material are recommended. Refer to the DECD Design Standards section 8.7 for further information.

Refer to the Kidsafe information sheet Shade in Playspaces for further guidance.

5.8 Plants and trees

Trees that are prone to dropping limbs now and in the future must not be planted in an OLE. Where existing trees that are prone to dropping limbs are adjacent to or cover an existing OLE, they must either be inspected on an annual basis by a qualified arborist (as a minimum or as specified in an arborist inspection schedule) or removed if they pose a risk of dropping limbs (refer 5.8.4 Tree removal).

Plants and trees in an OLE are to be selected with consideration to:

- Climate modification – provide shade and protection against sun and wind
- Visual quality – define, separate or link spaces, create a secluded learning space
- Environmental sustainability – introduce local native vegetation which contributes to the local ecology and natural elements that promote an appreciation of seasonal variation (colour, perfume, loose parts for use by children and young people). Refer to resources available on the Natural Resource Management website
- Seasonal variation that provides opportunities for loose natural materials (Refer to Section 6.6)
- Ability to tolerate urban and water limiting conditions and do not generally require additional resources such as fertilizers or irrigation
- Ability to be pruned and maintained
- Branches/roots have the potential to cause significant/major damage to infrastructure due to:
  - Inappropriate location
  - Potential to shed a major portion of canopy.
- Health considerations, low levels of toxic or allergenic characteristics
- Longevity
Plants and trees should have sufficient space in which to fully develop the characteristics for which they were chosen.

Plants that are poisonous, dangerous or to be treated with caution, as detailed on the Raising Children website are to be excluded from all early childhood OLEs. All other sites, with due consideration to the local environment and the ages of children at the service may retain plants that are identified as dangerous or to be treated with caution, however a risk / benefit assessment (refer section 5.2) must be undertaken and updated on a regular basis as the plant matures.

Other plants can also pose a risk to children, for example sharp edges / leaves, thorns, branches and twigs at a child’s eye height. Site leaders in conjunction with staff are to assess the OLE for these and other risks and take appropriate action to ensure the safety of children and young people.

5.8.1 Scheduled arborist inspections

To ensure trees are effectively maintained schools and preschools must engage a qualified arborist to inspect trees around the site on a scheduled basis. The frequency and areas of the arborist inspection will be dependent on the types of trees at the site and the areas under and surrounding the trees (refer inspection guide table below).

Where an arborist has not previously been engaged and the site does not have an inspection schedule specified by an arborist, the site leader must engage an arborist to undertake an initial inspection of all trees on the site.

Arborist reports are funded by the school or preschool through the Project Commencement Form (PCF) process and costs can be sought from the sites Facilities Manager. Arborists shall assess the condition of each identified tree, recommended remedial work (removal, pruning, trimming) and inspection schedule, risk rating (high, medium, low) cost to undertake the work and include photos and location on the site. The arborist report must also identify any regulated and significant trees and if development approval is required before work can be actioned.

In addition to the inspection schedule, sites are responsible for the ongoing visual observation of trees to ensure the safety of staff, students and visitors. Where the following observations are identified, sites must refer to the last arborist report. If the site does not have an arborist report or the tree has exceeded the recommended inspection schedule (refer table below), an arborist must be engaged to assess the tree/s.

The following should be considered as a minimum for visual inspections:

- Dead branches and trees
- Decayed, rotten trunks / branches, obvious cavities, holes
- Cracked, splintered wood that has separated from the trunk and/or major branches

Note: Dead trees can create habitat for local wildlife and do not always pose a risk. Where a tree has been identified as dead or dying, an arborist should be engaged to assess the tree and provide recommendations of how to maintain the tree. This can also create learning opportunities for the school curriculum as part of OLEs.
The following provides a guide for the frequency of inspections:

<table>
<thead>
<tr>
<th>Level</th>
<th>Areas under and surrounding tree</th>
<th>Arborist inspection guide*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1</td>
<td>Playgrounds with fixed equipment, Nature play spaces, Close proximity to buildings and/or infrastructure, High use areas</td>
<td>Trees prone to dropping limbs must not be planted or maintained adjacent to or over OLEs unless their removal is prohibited (refer 5.8.5). Where a tree is a Regulated or Significant tree and removal may not be an option, an annual inspection must be undertaken unless an arborist report recommends a specific frequency. An additional inspection following extreme weather or changes in climatic conditions must be undertaken (refer 5.8.2). Daily visual inspections should be undertaken as per the Workplace Inspection Procedure.</td>
</tr>
<tr>
<td>Priority 2</td>
<td>Recreational/sport grounds and ovals, Car parks, Medium use areas</td>
<td>Biennial (2 yearly) inspection unless an arborist report recommends a specific frequency. Daily visual inspections should be undertaken as per the Workplace Inspection Procedure.</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Low use areas that are dispersed or used infrequently for recreation/egress, Open areas</td>
<td>5 yearly inspection. Daily visual inspections should be undertaken as per the Workplace Inspection Procedure.</td>
</tr>
</tbody>
</table>

*This is a guide only and a qualified arborist must be engaged to determine the inspection frequency.

### 5.8.2 Weather and climatic conditions

Extreme weather conditions and changes in climatic conditions can impact the health and stability of trees and increase the likelihood of tree limbs falling. Such events include but are not limited to:

- Storms
- Heat waves
- Strong winds
- Large variations in temperature
- Prolonged periods of low rainfall
- Specific events such as fire or floods

A visual inspection must be undertaken following extreme weather events with a focus on Priority 1 areas outlined above. Where tree limbs and branches overhang Priority 1 spaces and an arborist report has not confirmed the risk rating of the tree in the past 12 months, access to the space must be restricted following the weather event and a qualified arborist must be engaged to confirm if the tree poses a risk.

### 5.8.3 Tree maintenance

The report or findings of the arborist inspection must be used to determine the priority and management of tree maintenance.

In addition to arborist recommendations the following actions are recommended as part of an overarching tree management site plan:

- Regular watering depending on the tree species and age
- Mulch should be:
Maintained at the base of each tree for a minimum two years after planting to enhance growth and reduce evaporation.

No more than 100mm in depth and should cover a circular area of 600mm for every 250mm of trunk diameter.

- Weed control
- Branch pruning
  - Formative pruning should occur two years after planting to a height of 2000mm above infrastructure/building rooflines to ensure:
    - Provide branch structure
    - Desired shape
    - Accommodate site constraints
    - Conflict with infrastructure
    - Reduce encroachment into pedestrian and vehicular clearance spaces as tree matures

Tree maintenance work is a site responsibility. It can be actioned by site managers, through their facilities manager using breakdown maintenance funding via the breakdown maintenance hotline. A qualified arborist does not need to be engaged for regular scheduled branch pruning.

5.8.4 Tree removal

Tree removal should be considered as a last resort and all other options must be assessed and used in preference to removal e.g. engage an arborist inspection and report. Options include, but are not limited to:

- Root severance/barriers
- Pruning
- Infrastructure modification

If a tree is on council land, sites must work with their local council to ensure appropriate and safe tree removal.

5.8.5 Regulated and significant trees

There are restrictions on the type of work that can be undertaken on regulated and significant trees. The Trees and the Law booklet provides a summary of the legal control and protection of various trees and must be referred to prior to undertaking significant pruning or the removal of trees on or around a school or preschool.

5.8.6 Funding

If any high or medium risk recommendations are identified in the arborist report it should be submitted to the Asset Support Centre for assessment via email to DECD.asc@sa.gov.au. Any corporately funded actions will be undertaken via the FM. Low risk trees will be a site responsibility as part of ongoing grounds maintenance.
6. Design Standards

6.1 Fall heights and impact absorbing materials

6.1.1 Free height of fall

The free height of fall (FHOF) is the distance measured from the greatest vertical distance between the intended body support (e.g. hands if hanging, feet if standing) and the impact area below the equipment (playground) or natural elements (tree, log or rock).

All equipment or natural elements that have a FHOF of 600mm or more above ground level must have an impact area (Refer 6.1.2 below). The maximum FHOF for early childhood and other settings is detailed in Table 4.

Table 3 – FHOF

<table>
<thead>
<tr>
<th>Setting</th>
<th>Maximum FHOF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>1800mm</td>
</tr>
<tr>
<td>Other</td>
<td>3000mm</td>
</tr>
</tbody>
</table>

6.1.2 Impact area

An impact area is the falling space that surrounds a piece of playground equipment or natural element. Impact areas can be determined by measuring the FHOF of a piece of equipment or natural element that is 600mm or more above ground level.

There are specific impact areas for different types of moving playground equipment. General guidance is provided in Table 5 below.

For specific advice on impact areas and equipment placement contact:

- The suppliers/manufacturers of playground equipment
- Kidsafe SA

Table 4 - General impact area guidance

<table>
<thead>
<tr>
<th>Equipment type</th>
<th>Impact area guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swings</td>
<td>The impact area for a swing set in which two flexible seats are individually suspended from a horizontal load bearing beam are determined through measurement and calculation. In general, for a swing with a horizontal load bearing beam with a height of 3000mm, the distance from a stationary swing seat to the containment edge should be approximately 4500mm both in front of and behind the seat. Refer to Kidsafe SA for specific information.</td>
</tr>
<tr>
<td>Slide</td>
<td>For slides attached to platforms where the run-out section is short, a long impact area of 2000mm is required beyond the end of the slide.</td>
</tr>
<tr>
<td>Rocker</td>
<td>For a single point piece of rocking equipment a minimum of 1000mm is required.</td>
</tr>
</tbody>
</table>
### Cableway/ Flying fox

A minimum of 2000mm is required to each side of the cableway.

<table>
<thead>
<tr>
<th>Log</th>
<th>With a FHOF of 600mm = 1500mm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With a FHOF of 1800mm = 1700mm</td>
</tr>
<tr>
<td></td>
<td>With a FHOF of 2500mm = 2200mm</td>
</tr>
</tbody>
</table>

![Log installation](image)

**Figure 3: Log installation - Trinity Gardens PS - Portrush Forest**

### 6.1.3 Loose fill

- Natural loose fill is recommended for outdoor learning environments.
- All OLE loose fill material such as bark chips must be installed and maintained to a minimum depth of 300mm.
- Ensure the impact absorbing capabilities of loose fill materials have been tested to AS/NZ 4422 requirements by the supplier/manufacturer prior to purchase. The site is responsible for obtaining written information or verification from the manufacturer or supplier of loose fill material in regards to its impact absorbing properties and compliance with relevant Australian Standards prior to purchase.
- Perform a daily visual inspection of loose fill in the morning before children enter a playground area in accordance with the [Workplace Inspection Procedure](#).
- The depth of loose fill material should be regularly measured and topped up to compensate for loss and dispersion as a result of equipment use. If required rake or replace loose fill, particularly in high traffic and heavy use areas such as under swings and at the end of slides.
- Verify there is sufficient loose fill material in the areas underneath and surrounding playground equipment and nature play elements with a fall height of greater than 600mm.

---

1 Maximum fall height for Supervised Early Childhood Services (Preschool)
Containment

- As loose fill material can be easily displaced it should be retained by a border or edge.
- Borders or edging should be:
  - An appropriate height to ensure loose material can be maintained at a depth of 300mm and does not allow dispersion.
  - Made of materials that are durable and do not present a trip hazard or have any sharp protrusions.
  - Positioned appropriately to ensure playground equipment impact area clearances are maintained.

6.1.4 Rubber/synthetic impact absorbing material

- The use of rubber/synthetic is only recommended in high use areas where it is likely that loose fill will be regularly displaced (such as under swings and at the end of slides).
- Rubber/synthetic impact absorbing material must be:
  - Installed by an appropriately skilled person who can provide written confirmation that the equipment has been installed in accordance with the manufacturer’s instructions and relevant Australian Standards (refer section 7.1)
  - Certificates of compliance must be retained by the site
- The site manager or delegate is responsible for ensuring rubber/synthetic material is regularly checked for:
  - Sheets or edges separating from the base layer
  - Damage to top surface or mould growth
  - Poor joints and embedded foreign objects

6.2 Sand environments

6.2.1 Design considerations

Figure 4: Sand environment - Wandana Child Parent Centre
It is recommended that sand areas:

- Are designed in such a way that the area creates a non-regular interesting shape to facilitate nooks and crannies that provide potential quiet areas and larger spaces for group interactions and if possible varying levels including an area for disability access.
- A lockable storage facility for equipment and loose parts should be considered as part of the design.
- Are bordered by boulders and plantings with ground level disability access.
- The border used to contain the sand and the level of the sand must not create a trip hazard.
- Are not located near building entrances and any cemented/paved areas to limit dissipating sand coming indoors and the creation of slip hazards.
- The recommended depths of sand are detailed in Table 3.

Table 5 - Sand area depths

<table>
<thead>
<tr>
<th>Sand areas designed for use by children:</th>
<th>Minimum depth</th>
<th>Centre depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 2 years of age</td>
<td>400mm</td>
<td>500mm</td>
</tr>
<tr>
<td>&gt; 2 years of age</td>
<td>400mm</td>
<td>800mm</td>
</tr>
</tbody>
</table>

6.2.2 Drainage

To allow for adequate drainage of a sand area it is recommended:

- The base of sand area is to be loose paving stones on a gravel bed, banked to the centre to allow for adequate drainage.
- A drainage membrane is to be installed separating the sand from the gravel base.

6.2.3 Maintenance

It is recommended that:

- Sand areas be raked prior to use on a daily basis to ensure there is no broken glass, sharp objects, needles or other hazardous objects and that the area is free of hygiene hazards, such as dog and cat excrement, cigarette butts and litter.
- Sand be turned over on a monthly basis for aeration and replenished when the sand drops 100mm below the top edge of the sand area.
- Where required (as determined by local context) a cover may be used when the sand area is not in use. A means of securing and storing the cover must be available.
6.3 Rocks and boulders

Rocks and boulders can be used as borders for sandpits and garden beds, incorporated into mounds or embankments and/or can be used as climbing elements.

It is recommended that rocks and boulders:

- Are positioned to ensure there are no potential limb entrapment hazards or gaps.
- Are stabilised with at least a third of the boulder mass being below ground surface so that no movement occurs as children, young people and adults travel across them.
- Have adequate drainage to prevent pooling of water to discourage the harbouring of vermin and snakes between rocks and boulders
- Are selected to minimise sharp and protruding edges
- Are inspected and maintained to ensure moss build up does not create slip hazards
- Rocks and boulders greater than 600mm in height are surrounded by impact absorbing material. Refer Section 6.1.

![Figure 5: Rocks/boulders - Wandana Child Parent Centre](image)

6.4 Water courses and ponds

- Water courses are preferred and must be designed so that the depth of the water, at any point, is less than 300mm. Additional considerations should be given to early childhood settings and an appropriate depth (less than 300mm) should be identified following a risk assessment.
- Where a pond (or any other water collection area) has, or has the potential to, pool water at a depth greater than 300mm, then the area is to be fenced with swimming pool fencing compliant with AS 1926.1:2007 Swimming Pool Safety Part 1 – Safety barriers for swimming pools. Appropriate controls must be implemented to ensure pond water does not become stagnant
- A sub-surface bubbler is the preferred water source to remove the need for hoses and portable equipment.
- Designs must give consideration to the sustainable use of water and should incorporate controls to reduce water consumption such as timers, a locking mechanism and water efficient outlets.
- A backflow prevention device may be required to comply with AS/NZS 3500.1:2003 where an alternative water source is incorporated into the design. For example, a rainwater tank is installed for garden irrigation which is interconnected to internal plumbing systems (toilets).
- Water courses are, where possible, to be directed into sand areas and garden beds that have suitable drainage systems.
- Recirculating continuous water features with an electric pump are not recommended due to increased operating costs for electricity and maintenance.

### 6.5 Grass

- The aesthetic value of an OLE can be enhanced by the provision of grass or turf. Where the site is located in an environment where traditional grass cannot be sustained then an alternative surface, which is in keeping with the local environment, is to be considered.
- It should be noted that grass is not an appropriate impact absorbing material under play equipment. Refer to section 6.1.
- Refer to [DECD Design Standards](#) (section 8.4) for considerations when selecting turf grasses.
- Should synthetic grass be installed, then consideration must be given to adequate shade and suitable precautions regarding heat retention and cleaning.

### 6.6 Slopes and mounds

- Mounds should have maximum gradient of 1 to 3 to allow children access without slipping e.g. every 1000mm in height will need to be 3000 to 4000mm in width.
- An extra 1000mm flat area should be provided at the top of the mound to act as a landing or low level platform. Where possible mounds should incorporate accessibility provisions such as wheelchair access to ensure all children and young people experience various levels of elevation.
- Slides may be installed into a mound. An impact area of at least 1000mm is to be provided at the run-out section (2000mm for fixed slide platforms. Refer Section 6.1).

![Figure 6: Slope/mound - Wandana Child Parent Centre](image-url)
6.7 Loose materials

Loose materials are items and/or natural materials that are portable and can be moved, carried, combined and manipulated by either an individual child or a group of children.

Loose materials are an integral element to an OLE and can include but are not limited to the following:

- Stones, pebbles, stumps, fabric, twigs, sticks, wood, balls, buckets, baskets, crates, boxes, logs, stumps, rope, shells, seepods, tyres (with no exposed steel belts)

It is recommended that loose materials are:

- Regularly inspected for sharp edges, rust and degradation
- Regularly maintained and are disposed of when useful life is reached or as hazards related to their use become apparent.

![Figure 7: Loose materials - Trinity Gardens PS - Portrush Forest](image)

6.8 Kitchen gardens and vegetable patches

Gardens and vegetable patches should be large enough for small groups to work together, with the possibility of raising plots to allow equitable access and participation.

Where existing soil is used for gardening, the soil must be tested to ensure it is not contaminated. Where soil is contaminated the site must contact the Asset Policy and Environmental Resources team for further advice on 8226 0091 or email [DECD.policycomms@sa.gov.au](mailto:DECD.policycomms@sa.gov.au).
It is recommended that:

- Appropriate personal protective equipment (PPE) such as gloves, safety glasses and masks are available when using potting mix
- Appropriately sized garden tools and adequate fitting gloves are provided for children and young people
- Buckets, planter pots and watering cans are stored appropriately when not in use to prevent pooling of water and discourage the congregation of spiders, wasps and other harmful insects/animals
- Hand washing/drying facilities are readily accessible
- Appropriate vegetables are to be selected, refer to Kidsafe NSW.

**Garden / vegetable patch fences**

Fences around gardens and vegetable patches can be provided in a range of materials and finishes however must not have toxic treatments or toxic coatings (e.g. copper chrome arsenate treated timber) and must have appropriate footings and fixtures for stability and durability.

Appropriate consideration must be given to ensure the fence does not create a trip hazard, entrapment risk or obstacle which can cause injury e.g. ensure there are no sharp or protruding edges (high for head or low for feet) or there are no openings in which a head/neck can become caught in the fence.

**6.9 Artificial wetlands**

- The Asset Policy & Environmental Resources (APER) team is responsible for assessing and endorsing all artificial wetland proposals following submission of a Project Commencement Form (PCF) to the Asset Support Centre (refer section 8.2).
- A risk assessment is to be developed and documented as part of the planning process and provided as part of the PCF.
- A 2100mm secure perimeter fence is required around the area. Fencing costs are to be incorporated into the scope of the project. Maintenance and operation of the wetland is to be included in the site’s Work Health and Safety management system.
- The project (design, development, approval and construction) must be endorsed by the Department of Environment, Water and Natural Resources (DEWNR).
- The Site Leader, in consultation with the Facilities Manager (FM), is to develop a maintenance schedule. This schedule is to consider:
  - Plant and animal pest and disease management including mosquito monitoring and control
  - Water quality testing and monitoring
  - Plant care
  - Rubbish removal
  - Weed removal and control
  - Water level controls and drainage
  - Sediment removal
  - Erosion control
6.10 Fire pits

Installation and maintaining the space

Where fire pits have been identified for an OLE they must be installed:

- A minimum of 3000mm away from any structure (buildings/veranda/shade) and vegetation (including overhang) and not positioned directly on grass
- A minimum 150mm in depth and 600mm in diameter
- With consideration to the provision of water e.g. a tap and hose should be available adjacent to the fire pit or adequate facilities/equipment provided for the provision of water
- With consideration to the provision of sand e.g. a shovel and sand should be available adjacent to the fire pit to douse the fire
- A 2000mm radius free from flammable materials must be cleared and maintained around the fire pit prior to use

6.11 Copper chrome arsenate timber

Copper chrome arsenate (CCA) treated timber must not be used in new OLEs and at DECD education facilities is restricted to fencing posts and strainers in agriculture/viticulture settings. In these circumstances CCA must only be used in accordance with manufacturer's advice.

If CCA is present in existing OLEs the enHealth Council, (a Department of Health body) advocates as a suitable and simple precautionary measure that children and young people should wash their hands after playing on or near CCA treated structures.

Alternative choices for CCA preservative treated timber e.g. Permapine includes:

- Light Organic Solvent Protection (LOSP) suitable for H1 (Inside, above ground, dry), H2 (Inside, above ground) and H3 (outside, above ground)
- Tanalised Ecowood or NatureWood suitable for H3 (outside, above ground), H4 (Outside, in ground) and H5 (outside, in ground or fresh water).

Treated timber must comply with Australian Standard AS/NZS 1604 series and should bear a treatment brand (a label or ink stamp) generally on the end-grain.

Sites should seek the supplier’s advice regarding the suitability of these products for their intended purpose and also a relevant Safety Data Sheet.
7. Playground equipment

7.1 Australian Standards

The Australian Standards for Playgrounds provide guidelines for the design, installation, maintenance and operation of playgrounds as a minimum benchmark:

- AS4685.1-6:2014 Playground equipment and surfacing
  - Part 1: General safety requirements and test methods
  - Part 2: Additional specific safety requirements and test methods for swings
  - Part 3: Additional specific safety requirements and test methods for slides
  - Part 4: Additional specific safety requirements and test methods for cableways
  - Part 5: Additional specific safety requirements and test methods for carousels
  - Part 6: Additional specific safety requirements and test methods for rocking equipment
- AS 4685.11:2014 Playground Equipment
  - Part 11: Additional specific safety requirements and test methods for spatial networks
- AS/NZS4486.1:1997 Development, installation, inspection, maintenance and operation

7.2 New playground equipment

Sites must ensure that all new equipment and loose fill purchased for use in an OLE complies with the relevant Australian Standards (refer to 7.1 above). Evidence of compliance is to be obtained from the supplier and retained by the site.

Equipment is to be installed by an appropriately skilled person, who is required to provide written confirmation that the equipment has been installed in accordance with the manufacturer’s instructions. This confirmation is to be retained by the site.

The following documentation must be obtained and retained by the site:

- Instructions/manuals pertaining to use
- Recommendations and instructions pertaining to maintenance and inspection procedures
- Compliance to relevant Australian Standard in relation to installation and equipment
- Manufacturers and installers warranty

7.3 Movable play equipment

Movable play equipment is primarily used by Early Childhood Services. All new movable equipment must comply with AS4685.1-6:2014 Playground equipment and surfacing.

- Movable play equipment includes but is not limited to the following:
  - Trestle frames
  - Balance beams
  - See-saws/rockers
  - Plastic interconnected structures
  - Toddler/jogger/rebound trampolines with handles
- It is recommended that movable play equipment:
  - Be placed on a level surface for stability with due consideration for the type of surface e.g. not bricks.
  - Have a suitable impact area. Where equipment is intentionally connected then the impact area is to reflect the perimeter of the setup. Refer Kidsafe Playground Safety Information Sheet Movable Equipment
  - Be placed to ensure pieces of equipment designed to be linked do not inadvertently create entrapment or crush points.
  - Be regularly inspected for exposed bolt, sharp points, corners, edges, damaged or unsecured equipment fasteners

7.4 Modifications to playground equipment

Any modifications to equipment should be avoided as it may void any manufacturer’s warranty and deem the equipment as non-compliant. If any upgrades are necessary for safety requirements, sites must contact their Facilities Manager (FM) to engage a playground supplier to undertake the work and provide a written statement that the upgrades of equipment comply with the required standards.

8. Planning and approval

8.1 Funding

OLEs will be provided as part of an educational site as an integral component of a capital works project. Funds for establishing additional areas or upgrades to educational sites are only funded from the department’s corporate budget where:

- Capital works project involves the removal and relocation of an existing OLE due to building works
- A specific program has been implemented by the department

The maintenance and disposal of an OLE is a site responsibility and an appropriate budget should be maintained to ensure maintenance, repairs, replacement and disposal of OLEs can be undertaken in a timely manner.

8.2 Approval

8.2.1 Project Commencement Form

All preschools and schools must complete and forward a Project Commencement Form (PCF) to the DECD Asset Support Centre (ASC) prior to:

- Purchasing and installing fixed playground equipment
- Planning and undertaking work to outdoor learning environments such as landscaping to create a nature play environment.

Note: Significant work where either the proposed budget is in excess of $150,000 or where the works will have an impact on infrastructure e.g. storm water, change in perimeter fence position, removal or installation of fixed structure must be delivered by the FM (Refer 8.2.2)
The PCF is to include:

- Location of equipment with measurements from other structures such as buildings, trees, fences and other equipment
- List of items to be installed, height, sizes, equipment and materials used for construction

The ASC will evaluate all PCFs in consultation with schools and preschools and provide endorsement before any works may commence. The Asset Policy and Environmental Resources team is responsible for assessing PCFs relating to artificial wetlands following submission to the ASC.

Where a PCF is not received and an education site proceeds with an OLE without endorsement, all maintenance and compliance related expenses, including any costs incurred to retrofit an OLE to comply with any Acts, Regulations and Standards will be the site's responsibility.

8.2.2 Facilities Services Provider

All significant work which is either greater than $150,000 or where the works will have an impact on infrastructure e.g. storm water, change in perimeter fence position, removal or installation of fixed structure must be delivered by the Facilities Manager (FM).

Sites may engage consultants or designers to assist with the development of a concept design. These designs should be discussed with the FM and incorporated into the PCF prior to proceeding with design, documentation and construction/delivery.

8.3 Commissioning

All new or upgraded OLEs with either fixed play equipment or nature play components must be inspected by a Level 3 Playground Inspector prior to handover to ensure compliance with the relevant Australian Standards (refer section 7.1).

Where a playground inspector has identified non-compliance with Australian Standards access by children and young people to the OLE must be restricted. It is the Site Leader or FM's responsibility to follow up any non-compliance issues with the installer and ensure that written notification has been provided that the issues have been resolved.

Where an OLE incorporates nature play elements, a playground inspector with a strong understanding of nature play principles should be engaged to ensure a balance between risks and benefits is maintained. Playground inspectors that only have a background of inspecting fixed play equipment are not recommended for nature play spaces. Refer to Kidsafe SA for further information on OLE inspections.
9. Maintenance and Management

9.1 Maintenance

The maintenance and management of OLEs is a site leader’s responsibility and must be undertaken in compliance with this standard and referenced standards.

OLE Register

To ensure all playground equipment and OLEs are inspected on a regular basis, an OLE register should be maintained for both equipment and nature play spaces. The register must be updated when equipment is purchased, replaced or decommissioned and detail when scheduled maintenance should occur on individual OLE components. The Australian Standard AS/NZ 4486.1:1997 Playgrounds and Playground Equipment lists the following items to be included in the equipment register:

- Location of the playground/outdoor learning area
- Location of the equipment in the area
- Equipment and impact absorbing surfacing details
- Installation Details
- Installer Details
- Manufacturer warranty details
- Certificates of inspection and testing (if applicable)
- Inspection and maintenance instructions
- Operating instructions (if applicable)
- Operators records

The OLE register should also capture nature play spaces and individual components which should be inspected e.g. logs, rocks/boulder, climbing trees and impact absorbing materials should be inspected on a regular basis to ensure they are still structurally sound.

9.2 Inspections

All equipment and natural elements intended for use by children and young people within an OLE must be inspected in accordance with the Workplace Inspection Procedure as per the following schedule:

- **Daily**: A visual daily inspection must be undertaken in the morning prior to children and young people entering the space as per the Daily Inspection Guide
- **Quarterly**: A thorough inspection must be undertaken on a quarterly basis with the Playground / Outdoor Learning Checklist completed and retained on site.
- **Six monthly**: Facilities and grounds must be inspected on a six monthly basis as per the Facilities and Grounds Checklist.
9.3 Decommissioning, dismantling and disposal

Where playground equipment is no longer suitable, unsafe and/or beyond economical repair the FM must be engaged to ensure the decommissioning, dismantling and disposal of the equipment is managed by a competent person and it occurs in accordance with manufacturer's instructions.

Decommissioned play equipment that is unsafe must not be:

- Sold or donated to an external organisation or individual for further use
- Transferred to another DECD site or government agency

Where playground equipment is identified as surplus and no longer required the Disposal of Goods and Equipment Procedure must be adhered to. Contact the Procurement Unit on (08) 8226 1610 or email DECD.ProcurementUnit@sa.gov.au for further advice regarding the disposal of surplus equipment.

10. Roles and responsibilities

Table 6 - Roles and responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Authority/responsibility for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site leader</td>
<td>Complying with mandatory requirements in this standard and exercising their professional judgment to analyse the risks against the benefit of play activities to optimise learning outcomes for all children.</td>
</tr>
<tr>
<td>Facilities Managers (FM)</td>
<td>Complying with the Facilities Management Services Arrangements and relevant mandatory requirements referenced in this standard.</td>
</tr>
<tr>
<td>Corporate Services</td>
<td>Complying with mandatory requirements referenced in this standard relating to corporate services to ensure the effective management of OLEs.</td>
</tr>
</tbody>
</table>

11. Monitoring, evaluation and review

This procedure will be reviewed at least every three (3) years by the Asset Policy and Environmental Resources (APER) team in consultation with the Office for Education and Early Childhood, Health and Safety Services and schools and preschools. Reviews may also be undertaken at other times if there has been a change in legislation, Australian Standards or DECD specifications.

Any changes to the standard resulting from reviews undertaken will be communicated to schools and preschools as soon as the document is released.
12. Definitions and abbreviations

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECD</td>
<td>Department for Education and Child Development.</td>
</tr>
<tr>
<td>Educational Site</td>
<td>Includes:</td>
</tr>
<tr>
<td></td>
<td>• Early childhood services, any service that accommodates children that are yet to attend formal schooling:</td>
</tr>
<tr>
<td></td>
<td>• Preschool / Kindergarten</td>
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<tr>
<td></td>
<td>• Children’s Services Centre</td>
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<td></td>
<td>• Children’s Centre</td>
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<td>• Integrated Centre</td>
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<td>• Rural Care</td>
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<td>• Occasional Care</td>
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<td>• Playgroup</td>
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<td>• Primary Schools</td>
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<td></td>
<td>• Secondary Schools</td>
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<td></td>
<td>• Special Schools</td>
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<tr>
<td>FM</td>
<td>Facilities Manager</td>
</tr>
<tr>
<td>FHOF</td>
<td>The free height of fall (FHOF) is the distance measured from the greatest vertical distance between the intended body support (e.g. hands if hanging, feet if standing) and the impact area below the equipment (playground) or natural elements (tree, log or rock).</td>
</tr>
<tr>
<td>Impact Area</td>
<td>An impact area is the falling space that surrounds a piece of playground equipment or natural element.</td>
</tr>
<tr>
<td>Must</td>
<td>Indicates that a process is a legislative, Australian Standard or a DECD requirement.</td>
</tr>
<tr>
<td>OLE</td>
<td>Outdoor Learning Environment</td>
</tr>
<tr>
<td>PCF</td>
<td>Project Commencement Form</td>
</tr>
<tr>
<td>Site leader</td>
<td>Any person who has the responsibility, management or control of a DECD 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</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
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<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Significant work</strong></td>
<td>Construction that is to be carried out where the proposed budget is in excess of $150,000 or where the works will have an impact on infrastructure e.g. storm water, change in perimeter fence position, removal or installation of fixed structure.</td>
</tr>
<tr>
<td><strong>Risk / Benefit assessment</strong></td>
<td>Risk is measured in terms of a combination of the consequence/impact and the likelihood of a positive or negative impact balanced against the benefits (learning outcomes). Refer to the Risk Benefit Assessment template in Supporting Documents.</td>
</tr>
</tbody>
</table>

### 13. Supporting documents

- [Guide to the Education risk benefit assessment template](#)
- [Risk benefit assessment template](#)
- [DECD Design Standards](#)
- [Nature Play SA](#)
- [Kidsafe Information Sheets – surfacing, impact areas, movable equipment, sandpits etc.](#)
- [Workplace Inspection Procedure](#)
- AS4685.1-6:2014 Playground equipment and surfacing
  - Part 1: General safety requirements and test methods
  - Part 2: Additional specific safety requirements and test methods for swings
  - Part 3: Additional specific safety requirements and tests methods for slides
  - Part 4: Additional specific safety requirements and test methods for cableways
  - Part 5: Additional specific safety requirements and test methods for carousels
  - Part 6: Additional specific safety requirements and test methods for rocking equipment
- AS 4685.11:2014 Playground Equipment
  - Part 11: Additional specific safety requirements and test methods for spatial networks
- AS/NZS4486.1:1997
  - Part 1: Development, installation, inspection, maintenance and operation
- AS 1428:2010
  - Part 1: Design for access and mobility - General requirements for access – New building work
  - Part 2: Design for access and mobility - Enhanced and additional requirements - Buildings and facilities
  - Part 3: Design for access and mobility - Requirements for children and adolescents with physical disabilities
14. References

Disability Discrimination Act 1992
Disability Standards for Education 2006 (add link)
Work Health and Safety Act 2012
Work Health and Safety Regulations 2012
Education and Early Childhood Services (Registration and Standards) Act 2011
Education and Care Services National Regulations 2011