Te Tāhuhu o te Mātauranga
Ministry of Education

Te Kāwanatanga o Aotearoa
New Zealand Government

Toilet & Changing Space Design for Schools

Design Standards, Guidance & Reference Designs

Version 3.2, October 2025

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1. Document History

Revision Date	Version	
November 2025	3.2	**Update** • Amendment to the Toilet fixtures and door configurations to item 9.3.
August 2024	3.1	**Following Cabinet decisions (CAB-24-0160), the Ministry has made some changes to this document:** • Clarified that schools should consider providing both single sex and gender-neutral options for students. • Updated terminology.
March 2024	3.0	**Summary of Changes** • Incorporation of relevant principles and standards from Designing Schools in Aotearoa New Zealand (DSNZ). • Integrating the Reference Designs for Universal Bathrooms (version 1.0 2017) and Toilet Design: Requirements and Reference Designs (version 2.0 2017) into one document. • Extending guidance for accessible toilets, changing spaces and shower facilities. • Updating and expanding all requirements for toilet design.
July 2017	1.0	**First version for general issue (Reference Designs for School Buildings: Universal School Bathrooms).**
February 2017	2.0	**Updates include:** • Door hardware amended, an undercut shown for toilet doors and floor waste gullies added (sections 2.12, 3.6, 3.7 and 3.8). • Mechanical extract rates to toilet areas increased (section 2.9). • Any windows within new self-contained toilets required to be fixed pane (section 2.10). • For operable window sashes within existing toilet areas, consideration to be given for the retro-fitting of security stays (section 2.10). • Reference design layouts in Appendix 1 updated to reflect the latest requirements.
August 2016	1.0	**First version for general issue (Toilet Design: Requirements and Reference Design).**

2. Introduction

This document outlines design standards, guidance and reference design layouts for toilets (including accessible toilets and universal bathrooms), changing spaces, staff facilities and associated facilities in school buildings.

2.1 Intended Audience

The main intended users of this document are Architects, designers and property professionals. School Boards and other people who make decisions about school property may also find this document useful and should be aware of the principles and priorities outlined in this document.

2.2 Scope and Application

The scope of this document includes:	and applies to new build and upgrades to existing:
• guidance for planning the locations and number of facilities at schools, • design principles, standards and guidance including finishes, fittings and fixtures, and • reference designs for different toilet types and layouts for groups of toilets.	• standard toilets, • accessible toilets, • universal bathrooms (UB), • changing areas, and • showers.

New Buildings: For new buildings, the Ministry's design standards must be met. More information about this including a full list of Ministry Design standards and requirements can be found on the Ministry's website.

Existing Buildings: For upgrades or redevelopments, the Ministry's design standards must be met where it is reasonably practicable to do so. As a minimum, upgrades must provide value-for-money outcomes and tangible benefits that aim to achieve the design principle outcomes as near as reasonably practical.

The standards and reference designs in this document are applicable to all schools, including Specialist Schools. When designing toilets for special schools or learning support hubs, consult with the Ministry's local Learning Support team to confirm the provision and ensure the design is fit-for-purpose.

2.3 Legal and Ministry Requirements

This document sets out our requirements where the New Zealand Building Code (Building Code) is silent or not fit for schools. It is expected that all property work in schools meets relevant Ministry standards, legal and Building Code requirements.

The Ministry's Designing Schools in Aotearoa New Zealand document outlines the overarching design principles and standards for property at schools. All DSNZ standards, relating to the design of toilets and other facilities, must be met.

2.4 Document Structure

This document is split into 2 parts and 10 sections:

Part 1: Design Standards and Guidance

1. Document History
2. Introduction
3. Design Principles
4. Planning Requirements
5. Indoor Environment
6. Finishes, Fittings and Fixtures

Part 2: Reference Designs

7. Toilet Types
8. General Configurations
9. Universal Bathroom Configurations
10. Floor Plans and Internal Elevations

2.4.1 Reference Designs for New School Buildings

The reference designs included in this document provide examples for the design of individual toilet cubicles that meet Ministry standards and example configurations for groups of toilets. The example configurations should be amended as necessary to ensure high quality outcomes for individual projects that achieve the intent of our design principles.

These layouts are not intended to relieve the design team of their obligations to ensure that toilet areas are Building Code compliant and appropriately designed for each individual school project.

All images included in this document are indicative only.

2.5 How to use this Document

In sections 5 to 7, the standards and guidance are sorted using tables and color codes as outlined in the table below. For example, there are colour coded tables to explain the different basin requirements for standard toilets, accessible toilets, and universal bathrooms.

Colour code	Application
All contexts	All toilet types, changing spaces and/or showers.
Standard toilets	Standard toilets
Accessible toilets & UB	Accessible toilets and universal bathrooms
Universal bathrooms	Universal bathrooms only

3. Design Principles

Our school property vision

All schools will have quality learning environments as part of a well-managed and sustainable portfolio that helps deliver equitable and excellent outcomes for every learner.

Ka whai horopaki ako kounga tiketike ngā kura katoa, ā, hei wāhanga nui tēnei o tētahi rārangi puritanga toitū e tino tika ana ōna whakahaere, hei āwhina i te horanga o ngā putanga ōrite, hira hoki mō ngā tamariki katoa.

Our design principles as set out in Designing Schools in Aotearoa New Zealand must be achieved and be referred to often when making design decisions. Schools must be:

- functional,
- ***responsive,*** and
- sustainable.

School property must be designed in a way that provides an inclusive and barrier-free environment. For toilet design, schools that are ***responsive*** are:

Design principle (DSNZ)	Explanation in the DSNZ:	For sanitary spaces this means:
Consistent with the Principles of Te Tiriti o Waitangi	• They enable ākonga, whānau and community to authentically engage and participate in local tikanga, mātauranga Māori, and te ao Māori. • Design supports te ao Māori values and celebrates cultural activities and spaces within the school.	• **align with local tikanga and te ao Māori values,**

Equitable for all Learners	• Responsive schools are designed to support inclusive, barrier-free access for their diverse range of users. • Schools follow universal design principles to provide equitable access, dignity and respect for all school users.	• **maximise ease of access, particularly for vulnerable learners,** • **ensure barrier-free and inclusive access to facilities for all school users,** • **facilities are available in adequate numbers and types within buildings and throughout a school,**
Supportive of Wellbeing	• School design prioritises wellbeing and promotes a sense of support and safety for all users, especially our most vulnerable. • Responsive schools promote positive social behaviour and minimises opportunities for negative behaviour.	• **support wellbeing and feeling safe through having adequate privacy for all learners,** • **promote positive social behaviour through considered placement, planning and design,** • **facilities are adequately provisioned and have adequate support facilities close to relevant learning spaces to support learner dignity and wellbeing,**
Welcoming and Inclusive	• Welcoming schools enable whānau and communities to easily engage and connect with a school. • Inclusive schools promote a sense of place, inclusion and belonging for all. • Welcoming schools align with whanaungatanga and manaakitanga values.	• **facilities are welcoming and promote inclusion for all school users and guests,** • **designs promote space for self-care and taking care of guests,** • **maximise dignity for users,**
Safe	• Schools are safe throughout an asset's life cycle. People are safe when property work is being carried out, and schools are safe to use and occupy for all.	• **designs must adopt Crime Prevention Through Environmental Design" principles, feel safe for vulnerable users and be configured to minimise opportunities for anti-social behaviour,**

Fit-for-purpose	• School property is first and foremost designed to facilitate quality teaching and learning.	• **should be close to learners to ensure minimal disruption to learning,** • **provides sanitary facilities in fit-for-purpose quantities,** • **maximise the functional and aesthetic fitness-for-purpose as an education facility and maximise the feeling and amenity of a school, and**
Flexible	• Property should provide reasonable flexibility to support a range of teaching and learning approaches and activities. • Flexible (and sustainable) schools maximise multi-use spaces and minimise single-use spaces for maximum utility and flexibility.	• **provide a range of toileting options to enable users the agency to choose the best option for their needs and wellbeing.**

4. Planning Requirements

This guidance is to support the larger scale planning required before beginning design of groups of toilets.

This guidance has been developed to:

- maximise dignity and safety for users,
- maximise levels of passive surveillance,
- minimise the opportunities for anti-social behaviour,
- minimise the opportunities for vandalism, and
- improve access to toilet facilities for all learners.

4.1 Style

All new toilets are to be fully self-contained with a basin and hand drying facilities within each cubicle. Walls and partitions are to be full height (floor to ceiling) to maximise privacy for users in the cubicle. Exceptions are made for toilets for new entrant learners as outlined throughout the document.

4.2 Numbers

School-wide Provision	• Sanitary facilities must be provided in fit-for-purpose quantities to achieve our design principles. • The number of toilets and basins at a school are to be provided, as a minimum, in accordance with the New Zealand Building Code (NZBC) Acceptable Solution G1/AS1 toilet calculator: ◦ The calculation is to be carried out school wide on the basis of gendered toilets plus accessible unisex to provide a school with flexibility.

Toilet Provision within Buildings	• Provision in individual buildings must be considered in the context of the school wide provision – aim to keep provision as close as possible to NZBC requirements whilst ensuring each building includes a functional number of toilets, as guided by the design principles.
	• The starting point for calculation for a building is to use NZBC G1/AS1 toilet calculator. This is made on the following assumptions:
	  ◦ there is not a surplus of toilets that meet our standards nearby, or
	  ◦ surplus toilets in other facilities may be rationalised with future developments.
	• Toilet numbers for school halls and gyms (multipurpose buildings) should be calculated on the basis that other toilets nearby will be needed to service the hall when at full capacity. We do not expect a hall toilet provision to be based on its potential capacity.

Accessible Toilets	• Every school is to provide sufficient toilets for ākonga with disabilities or additional support needs. • Provide at least one accessible toilet on each floor of a building with preference to a central location to the floor. Where travel distances are extensive or travel paths will be disruptive to surrounding classes, provide additional accessible toilets. The provision of accessible toilets will likely be above the NZBC requirements. • Where only one toilet is provided it is to be accessible. • Where multiple accessible toilets are provided, ensure a balanced provision of right-handed and left-handed configurations.
Universal Bathrooms	• It is expected that all schools provide at least one universal bathroom or have provision of a universal bathroom within their long-term plan. • Additional universal bathrooms may be needed in large schools.
Showers	• Ensure at least one accessible toilet includes an accessible shower where they are in changing areas as part of a gym and adjacent to a health room. • Additional showers can also be provided where people may regularly be sleeping overnight at the school as part of the learning programme or cultural activity. • Where additional showers are required, ensure these are self-contained, suitable for all-gender use and designed in accordance with our reference design. • It is not expected that all learners will shower after physical activities. Shower provision is to be at the minimum quantity required to be functional.
Changing Rooms	• Provide changing rooms in gymnasiums that accommodate secondary school aged learners. These should also be able to accommodate staff for end of active-transport journeys and the public if the facility is being used for community events outside of school hours. • Changing rooms are not required in schools, or halls, that accommodate only primary and intermediate aged learners. If getting changed is required to enable participation in specific activities, design nearby rooms or toilets to enable privacy for changing. • Where changing rooms are required, provide separate group and self-contained rooms. Separating group and self-contained changing facilities expands the potential users of the self-contained facilities and promotes inclusivity. • Group changing rooms should accommodate around 25 people each and do not require plumbed fixtures within them.

	• Self-contained changing rooms are spaces for individual changing and all-gender use. They must contain:
	  ○ a built-in bench and hooks,
	  ○ a minimum of 1300mm width and 1900mm depth, and
	  ○ either a shower or toilet and basin within.
	• The preferred provision for a single-court secondary school gym includes:
	  ○ 2x separate group-changing rooms, and
	  ○ 5x self-contained changing rooms made up of:
	  ▫ 1x accessible toilet with shower,
	  ▫ 2x self-contained showers, and
	  ▫ 2x self-contained toilets.
	• Ensure changing spaces are design in accordance with our reference designs.

Basin Provision	• Each self-contained toilet must have a basin. Exceptions can be made for facilities for new entrant learners where basins in the lobby may be more appropriate. • Provide basins or handwashing troughs in, or near, toilet lobbies if there is a functional need for the learners or building. For example, hand basins in the lobby may encourage frequent hand washing or create safer feeling lobbies with more people around for passive surveillance purposes. • Additional basins can also be provided where there is a need for brushing teeth, washing or other self-care as part of the learning programme or cultural activity.
Urinals	• Urinals are not permitted in new builds and should be removed when upgrading existing toilets or not meeting our design principles for learners.
Health Room Facilities	• Provide an accessible bathroom with shower directly adjacent to at least one health room.

Learning Support Spaces	• The overall toilet provision within a learning support hub must meet all toileting needs of learners and enable learner progression to independent toileting.
	• All learning support hubs must have at least one universal bathroom, and one accessible toilet within the toileting provision regardless of whether there is provision elsewhere in the school.
	• For example, the preferred provision for a two teaching space learning support hub is three toilets in total comprising of:
	  ▫ 1x universal bathroom
	  ▫ 1x accessible toilet
	  ▫ 1x assist toilet
	Additional groups of toilets in a specialist school building with more than two teaching spaces may not need the above example configuration for each group. Overall specialist toilet provision should be discussed holistically at the project level, using our reference designs for guidance.

Staff Facilities	**Admin toilets:** • Provide adequate staff toilet numbers to meet staff needs. **Public toilet:** • Ensure at least one accessible staff toilet is near the front reception area for public use. **Staff toilets in teaching facilities:** • If staff toileting is required within teaching facilities due to long distances or staff practices, provide staff toilets within the NZBC calculation for toilets. **Showers and changing spaces:** • The preference is for staff to use existing school showers after hours for end of journey or end of day showering. • If there are no school showers for staff to use, provide a shower near the gym, hall, health room areas or include a shower in the staff accessible toilet. **Personal storage for end-of-journey active transport:** • Discuss with the school whether personal storage for active transport (cycling, running, walking to school) is necessary, and if so, whether these are best to be centralised within the staff facilities or distributed in the teaching blocks.

4.3 Location, Distribution and Configurations

Location and Impact on Inclusion and Vulnerable Learner Experience	The location, orientation and amount of visibility of a group of toilets and the lobby area can have a significant impact on learner experience and a successful toilet design outcome. Generating a sense of safety for learners and balancing that against adequate privacy are key considerations. The following principles must be applied when designing toilet location, orientation and distribution. • Where the extent of work allows, aim to configure some toilets to maximise oversight and others to maximise privacy (but still have a degree of oversight from occupied spaces). This enables agency for learners to choose the toilets best suited to their needs. • Locate toilets where there is some oversight from frequently or consistently occupied areas into lobbies, but avoid having toilets directly open onto primary circulation routes, large occupied areas, or where groups could congregate. • Oversight from adjacent areas must be balanced to be successful for learner outcomes. Too little oversight will have some learners feeling unsafe, too much oversight will have some learners feeling exposed. • Our preference is to provide oversight along the length of the lobby to protect privacy, and avoid direct oversight into self-contained toilets. • Ensure that vision panels or glazed screens don't create a clear line of sight between learning spaces and toilet pans when the cubicle door is open.

Distribution and Configurations	• Consider the functional needs of learners at different ages and in different contexts. Locate groups of toilets to minimise distances from learning areas.
	• Toilets are to be dispersed in small numbers throughout the buildings. Small toilet groups increase opportunities for passive supervision, give flexibility for how toilets are used, reduces disruption caused by cleaning and maintenance, and reduces disruption to learning. Aim to provide:
	  ○ direct access to a group of toilets for each broad learning zone,
	  ○ more than one group of toilets if toilet numbers per building (or floor) are greater than six, and
	  ○ variety in toileting options to ensure a range of learner preferences are accommodated, including allocating toilets as either single sex or gender neutral.
	• For new builds, and where practical, provide toilets in groups of 2-6 to serve adjacent teaching spaces. Avoid creating large groups of toilets.
	• Multilevel buildings should distribute toilets to support the population of each floor.
	• All ground-floor toilets adjacent to outdoor learner areas or school halls should be dual internal-external access where practical to provide well distributed break time and out-of-class toilet access.
	• Standalone toilet blocks are not permitted unless there are no better alternatives and the design is agreed by the Ministry.

Universal Bathroom (UB)	• The location of any UB is to be:
	  ○ discreet and convenient for its intended users,
	  ○ well connected to learning space and visually integrated with the surroundings, and
	  ○ easily accessible by learners when they are based in different teaching spaces throughout the school.
	• Where there is a learning support hub at a school, locate the UB adjacent to where learners will spend the majority of their time.
	• For schools with integrated learning support hubs, locate the UB within the largest learning facility at a school. Where possible, UBs should be integrated with other toilet suites and be positioned in a central campus location.
	• Avoid locating UBs in administration buildings or in peripheral buildings away from the centre of a school.
	• Where a standalone UB is required, minimise the journey between learning areas and the UB and ensure the chosen location is well connected and visually integrated to the surroundings.
	• The entry to the UB is to be given careful consideration to ensure that visual privacy is maintained for learners so that they are not exposed when the door is opened. A retractable curtain may be strategically placed to achieve this.
	• Where required, ensure the UB is adjacent to laundry facilities, storage and sluice sinks or medical macerator facilities.

4.4 Upgrades to Existing Toilet Facilities

The standards, reference designs and guidance below should support decision making when upgrading existing toilets to improve safety, privacy and comfort as much as possible within existing constraints.

Upgrades must provide value-for-money outcomes.

When upgrading existing toilets, aim to meet the standards outlined in this document, the provided reference designs and our design principle outcomes *as near as reasonably practical.*

Extensive design and construction work should be avoided where possible.

4.4.1 Number of Toilets Upgraded

Adding toilets to an existing building is not expected, unless the function of the building is compromised through lack of toilet provision, or it is required by NZBC.

Reducing toilet numbers is acceptable if doing so will improve the quality of toilet provision and the number is not below NZBC requirements.

Not all toilets at the school need to be upgraded. Identify specific groups of toilets across the school site to upgrade.

4.4.2 Selecting Toilets to Upgrade and the Suggested Upgrades

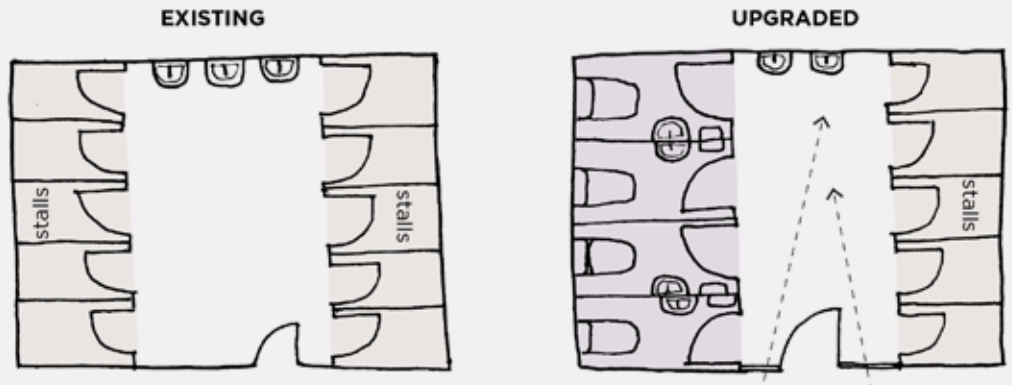
1. Before upgrading existing toilets in school buildings, analyse school-wide opportunities to upgrade some well-located, existing groups of toilets. When selecting existing groups of toilets to upgrade, consider groups of toilets that:
    a. require the least amount of plumbing alteration, especially waste pipes, and
    b. are positioned to easily enable passive oversight to be strengthened. For example, toilets adjacent to main circulation routes where adding lobbies and glazed doors or panels are feasible.
2. Once the existing group(s) of toilets to upgrade are selected, consider the following interventions for improving the safety, privacy and comfort of those toilets.
    a. Replace toilet cubicle partitions and doors in toilets with private, full height cubicle partitions.
        i. Consider implications on acoustics, lighting, ventilation and material waste. It may be practical to leave space towards the top and bottom of the partition.
        ii. Consider implications of durability for the bottom of the panel and protection during cleaning.
    b. Consider options for upgrading the quality of the existing cubicles to make them more inviting and pleasant.
        i. Replace door hardware to maximise compliance with requirements. For example, install locks that show locked status to both sides.
        ii. Replace basins and toilets that are at end-of-life.
        iii. Install compliant hand drying facilities and mirrors.
        iv. Consider refreshing colour schemes and lighting to brighten the facilities.

c. Consider options for upgrading the quality of passive oversight into lobby areas.

i. Install glazed panels into lobby doors or walls to improve passive oversight. Ensure lines of sight into toilet cubicles are protected.

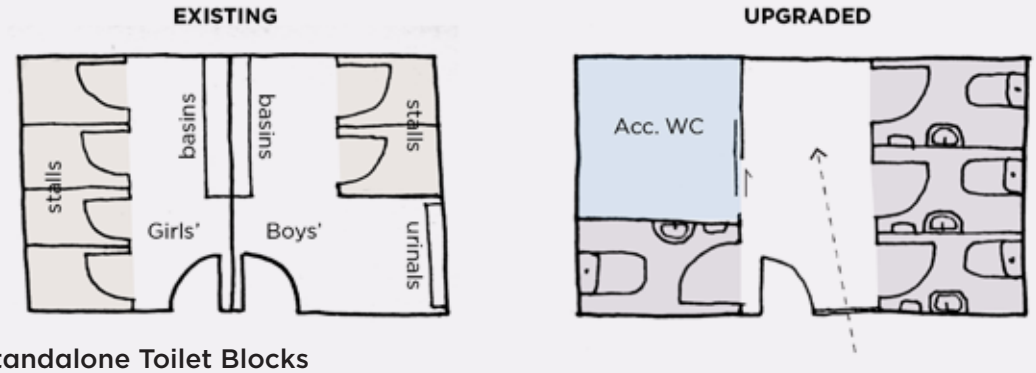
ii. Install additional basins or mirrors into the lobby spaces to help increase occupancy of those spaces and therefore increase passive oversight.

d. Convert specific toilets within the existing group of toilets into fully compliant, self-contained toilets (and accessible toilets if practical and there is not adequate provision).



Note: If a room contains both stalls and self-contained toilets, all toilets should be labeled single sex.

e. Redesign some existing groups of toilets and lobby spaces as near as practical to new build reference design standards.



4.4.3 Standalone Toilet Blocks

As a last resort, provide a standalone toilet block to reference design standards. This intervention is a last resort, and is only permitted when:

- the school is under NZBC, and
- this deficiency materially impacts learners, and
- there are no upcoming property projects at the school where a new group of fully compliant toilets could be integrated to a suitable building, and
- there are no suitable existing buildings where a toilet facility could be added as an extension.

All standalone toilet block locations and designs must be reviewed and approved by the Ministry, regardless of who is leading your project.

4.4.4 Converting Existing Toilets into Usable Space

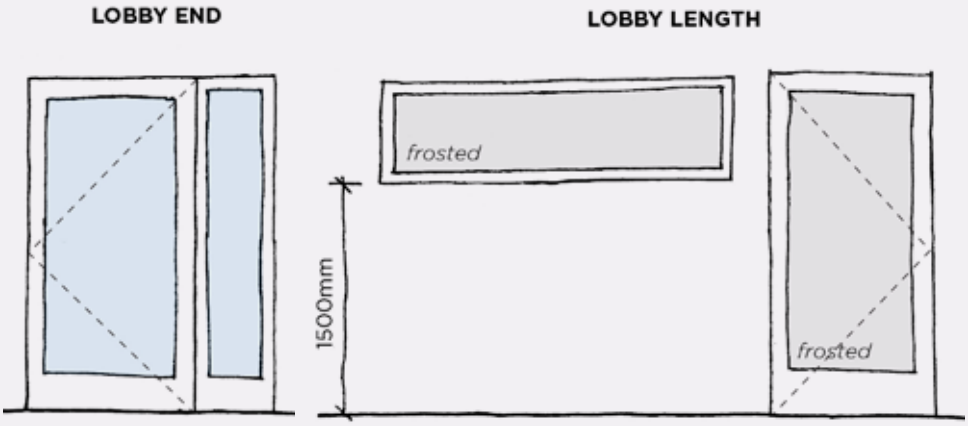
Toilets that are excess to need, and not suitable for upgrading should be converted into usable space that supports more functional teaching spaces. For example, breakout spaces, learning nooks or resource storage rooms.

4.5 Toilet Lobby & Passive Surveillance

Oversight and Privacy

The shared toilet lobby is a critical area to maximise passive oversight to reduce opportunities for anti-social behaviour. It's important that a lobby is designed to balance oversight with privacy to ensure vulnerable learners feel comfortable using the toilet.

- Consider the following design features:
  - Glazed doors, sidelights and fixed-pane windows at either end to provide oversight along the length of the lobby.
  - Suitably placed, high-level windows in toilet lobby areas. Where windows are placed with a view into toilet cubicles, ensure frosted film (or similar) prevents sightlines to toilet pans from adjacent spaces.



  - Avoid creating dead ends and corners that adversely affect safety or oversight.
  - Where toilets are positioned on circulation routes, ensure they are recessed to allow for a screen or wall to create a lobby between the circulation path and the cubicles. Self-contained toilets must not directly open onto primary circulation routes.

Access

- Aim for lobby areas to have two egress points to maximise the safety of users. Where possible, ensure one egress is to interior circulation or learning spaces and the other to central outdoor spaces which are typically occupied.
- If you can only achieve one entry to a toilet area, then the lobby must have high quality passive oversight along its full length.
- Ensure the width of the lobby is appropriate for the expected level of use and users. This may between 1200mm – 1800mm.
- Consider where toilets may be needed for after hours or community use, and ensure these toilets have lockable internal lobby doors to enable easy security management.

Tikanga and Cultural Considerations	• Work with the school community to explore any specific cultural requirements for respecting local tikanga and other considerations.
	• Consider the visual and acoustic separation of tapu and noa activities and spaces.
	  ○ Ensure wharepaku and showers (including drainage) are not positioned adjacent to a wall which is shared by kīhini, kitchens, or other food preparation areas.
	  ○ Ensure wharepaku and showers do not share a common circulation route or entry with kīhini, kitchens, or other food preparation areas.

Basins in Lobbies	• An additional basin may be provided in the lobby area to support activation of the space and handwashing. Use paper towels for hand drying in lobbies to reduce noise and acoustic design issues.

4.6 Allocation and Signage

Allocation	• Schools are able to choose whether toilet cubicles or groups of toilets are allocated as gender-neutral, single-sex or a mixture of both. • Schools are encouraged to provide both gender-neutral and single sex options, especially co-educational schools.

Signage	• When choosing the signage for toilet doors, consider icons and signs that are easily readable. For example:
	  ○ avoid icons of figures wearing pants or dresses as this suggests that a person's clothing accurately reflects gender or sex.
	  ○ consider signage that communicates the functional use of the toilet cubicle as well as its allocation as either single sex or gender-neutral.
	  ○ where the toilet is allocated as gender-neutral, use inclusive terminology such as 'gender-neutral', 'all-abilities', 'inclusive toilet', 'all-gender' or 'toilet'.
	 

4.7 Floor Drainage

Floor Drainage	• For single toilets, no floor waste is necessary provided the basins have overflows that can accommodate the flow rate of the [restricted flow] taps.
	• For groups of toilets, either:
	  ○ provide one, centrally placed, dry floor waste in the lobby (for toilets on the ground floor only),
	  ○ provide one, centrally placed, trapped waste or floor waste gully in the lobby, charged by a nearby basin, or
	  ○ provide one, trapped waste or floor waste gully, in one of the centrally located toilet cubicles, near the door and charged by the basin.
	• If the toilets are in an area where minor flooding would create significant damage to the building, then consider increasing the floor waste provision.
	• Avoid locating floor wastes in high-traffic areas.

5. Indoor Environment

Refer to the Ministry's Designing Quality Learning Spaces technical standards for comprehensive guidance on acoustics, lighting and visual comfort, indoor air quality and thermal comfort.

5.1 Lighting

- Where possible, toilet and lobby areas are to be located so that they can benefit from daylighting.
- All luminaires must be 100% based on LED lamp technology and controlled by occupancy sensors in accordance with the Ministry's electrical and lighting guidelines. It is acceptable not to have lighting controlled by occupancy sensors in toilet cubicles for new entrants.

- Avoid installing lights directly above the change table.

5.2 Ventilation

- Consider the use of simple, low-cost ventilation strategies such as openable windows, vents or extract fans to ventilate toilet areas.

Natural Ventilation

- Consider natural ventilation strategies, such as openable windows, to ventilate self-contained toilets, cleaners' rooms and lobby spaces.
- Where natural ventilation is available via adjacent spaces, specific ventilation is not required to lobbies.
- Natural ventilation design must comply with NZBC Clause G4 – Ventilation and where openable windows are being used, ensure our requirements for window design below are met.
- When using natural ventilation strategies, ensure:
    - air is not drawn from the lobby spaces into teaching spaces and instead, is drawn out through the windows, and
    - toilet doors have a 25mm undercut for airflow.

Extract Fans

- Extract fans are required for all spaces with showers, and spaces that are not suitable for natural ventilation. Consider providing extract fans in changing spaces and cleaners' rooms.
- Ensure that:
    - extract fans are controlled by an occupancy sensor. If there is an occupancy sensor for artificial lighting in a space, connect the extract fan to the same sensor.

- extract rates are as follows:
  - 25 L/s for self-contained toilets, showers and cleaners' rooms, and
  - 50 L/s for universal bathrooms.
- extract fans set for a 10 minute run-on time, and
- Locate extract fans above or near the shower location, diagonally opposite the fresh air source.

Mechanical ventilation

- If mechanical ventilation systems are present in the building, consider ventilating self-contained toilets, shower areas, universal bathrooms, changing spaces and cleaners' rooms with the same system. Avoid installing mechanical ventilation systems into buildings to service the toilet & shower areas only.
- When using mechanical ventilation, ensure:
  - continuous extract rates follow NZBC requirements,
  - the system achieves a slight negative pressure relative to adjacent spaces, and
  - the system is controlled by either:
    - the master HVAC or building management system,
    - a seven day timer set to operate during school opening hours, or
    - an occupancy sensor that has a run-on timer set for 10 minutes.

Lobbies

Toilet lobbies must provide sufficient make-up air for the connected ventilated spaces through openable windows, door undercuts or transfer grilles.

Where lobbies are directly adjacent to teaching and learning spaces, transfer grille systems may need suitable acoustic treatment

Universal bathrooms are to be ventilated in alignment with the requirements outlined in section 5.2 Ventilation, above.

Refer to section 5.5 Acoustics for additional acoustic requirements that apply to ventilation systems.

5.3 Windows

Showers, change spaces and universal bathrooms

- Openable windows in changing spaces and self-contained showers are not permitted for privacy and safety reasons.
- Fixed-pane, frosted windows can be provided above 1.8m height for natural daylight.

Toilet and Lobbies

- If mechanical ventilation or extract fans are being used in self-contained toilets or lobby spaces, ensure windows are fixed-pane and frosted for natural light purposes only.
- If openable windows are incorporated into self-contained toilets for providing natural ventilation, ensure they are designed in accordance with Building Code requirements and that the opening:
    - has a restrictor fitted to limit the maximum opening so that a 100mm diameter sphere cannot pass through it,
    - is at a high level and not going to expose toilet users through window openings, and
    - not easily reachable or accessible from the outside.
- Where existing toilets have openable windows, retrofit appropriate safety stays that ensure a maximum clear opening distance of 100mm in accordance with Building Code requirements, to mitigate against their use as a means of entry or egress.

5.4 Heating

Generally, toilets, lobby spaces, changing spaces and showers do not need to be heated.

- In cold climates, in winter, it might be appropriate to heat the lobby areas and change spaces if these areas will not receive a degree of warming from heating in adjacent heated spaces.
- Where heating is provided, energy saving measures (such as time clock control, occupancy sensors and heat recovery ventilation) must be considered.
- Where mechanical ventilation systems are present in the building, this system can also be used to provide heating to lobby areas and change spaces.
- Where no existing heating system is present, the preferred heating system is ceiling mounted, radiant heat panels. Explore connecting these panels to occupancy sensors.

Learners who have less control over their mobility can be more sensitive to temperature variations. It is important that heating in universal bathrooms is controlled separately to main heating sources so that the UB can be warmed for immediate use.

- Heating should be capable of maintaining bathroom temperature at 23°C (+/-1°C).
- Ensure heating does not interfere with hoist or other equipment operation.
- Heating systems are to be operated by a manual switch with duration controlled by an occupancy sensor.
- The preferred heating system is ceiling mounted, radiant heat panels. Domestic bathroom heaters are not suitable.

5.5 Acoustics

- Toilet areas can be noisy. Consider strategies to minimise noise in toilet areas and noise travelling into adjacent occupied areas.
- Avoid placing toilets, plumbing components, and electric hand dryers on walls shared with learning spaces. If unavoidable, you must incorporate additional acoustic treatments to the shared wall (unless this space is a gym) to achieve an STC rating of 43.
- Where lobby spaces are connected to occupied spaces, and have openings or glazing for oversight purposes, consider if noise from the toilet area warrants additional acoustic treatment.
- Ensure acoustic surfaces are easy to clean and resilient. Avoid the installation of soft-finish products.

- Mechanical ventilation and extract fans must be:
  - designed and specified as low noise, to reduce impact for noise sensitive learners,
  - where practical, the fan motor is kept away from being directly above the ceiling of the universal bathroom and any adjacent learning spaces, and
  - the fan mounting method should ensure minimal vibration and ambient noise, and the ducting must be hard ducting not flexi-ducting.
- Where required for noise sensitive learners, consider installing a system that allows manual on/off override on a temporary basis.

6. Finishes, Fittings and Fixtures

6.1 Finishes

All internal surfaces must be:

- robust and easy to maintain,
- suitably resistant to impact from learner activity and equipment,
- moisture and water resistant,
- easily cleanable, and
- hygienically fit-for-purpose.

When selecting materials, consider the context of the school environment and aim for whole-of-life value and durability. Generally, but not always, materials for larger schools or schools with older learners require more resilience.

6.1.1 Colours

Select finish colours that maximise wayfinding accessibility and support environmental visual literacy for low-vision learners. Light reflectance values (LRV) for key navigation components must have a contrast of 30% or more unless there are unavoidable constraints. Consider using:

- high contrast colours between elements such as walls, floors, doors, architraves, handles, benches, frames and fixtures, and
- colours that enhance the amenity of the space and aim to minimise institutional aesthetics.

Carefully consider colour choices to create a calm, home-like ambience that supports learners to feel comfortable, particularly for learners with neurodiverse needs.

6.1.2 Ceilings

Some areas may require ceiling finishes that prioritise acoustic outcomes, moisture resistance or accessibility into the ceiling space. Select ceiling finishes based on the functional needs of the learners and space. Prioritise:

- acoustic requirements for neurodiverse learners,
- moisture resistance for areas with showers, or
- accessibility of ceiling space for areas with equipment that requires maintenance and servicing.
- Acceptable finishes include:
  - Paint finished plasterboard, or
  - Ceiling tiles, or
  - Pre-finished wet wall panels (for areas likely to be wet a lot)

6.1.3 Walls

Wall linings to toilets, change spaces, lobby areas and cleaner's areas are to provide durable, cleanable, impervious and sometimes, graffiti resistant surfaces.

Some areas may require wall linings with higher resistance against impact and vandalism. For example, changing spaces at secondary schools typically require more durable finishes compared to toilets at primary schools. Select a finish suitable to the functional needs.

- Acceptable finishes, in order of most to least durable, include:
  - sheet vinyl with thermo-rod welded joints and overlapping wall to floor junction (vinyl is to overlap and be sealed to the coved upstand),
  - pre-finished wet wall panels (not permitted as a shower lining or wet spill/ splashback areas), or
  - paint finished plasterboard.
- Where sheet materials are selected, ensure they are set out to minimise the number of joins and waste.
- Pre-finished wall linings are to be fixed over an impact resistant underlay such as water-resistant plasterboard, ply or fibre-cement sheet. Substrate wall linings are to be a minimum of 9mm thick, for stability and impact resistance.

Showers and wet areas

- In shower and wet areas, wall finishes in splash zones are to be waterproof.
- Where vinyl is used on shower walls, vinyl is to overlap and be sealed to the coved upstand.

6.1.4 Floors

- The floor finishes selected are to be waterproof, easily cleaned and slip resistant.
- Some areas may require floor finishes which are more durable and some areas may need to prioritise slip resistance. For example, facilities that service sport fields will require highly durable finishes to resist the types of footwear that are used for outdoor sport. Select a finish suitable to the functional needs.
- Acceptable finishes, in order of most to least durable, include:
  - sealed concrete or epoxy coatings (for gym areas that are likely to endure spiked or sprigged shoes), or
  - resilient sheet flooring with a 2mm minimum homogenous wear layer.
- Sheet flooring materials to be:
  - be set out to minimise the number of joins,
  - have all joins sealed to be water-proof,
  - have all joins thermo-rod welded, in the case of vinyl, and
  - incorporate a watertight coved upstand of minimum 150mm height.
- For timber framed floors in any area containing a shower, appropriately treated plywood is to be used as the flooring substrate.

- The flooring finish is to be homogenous, impervious with slip resistance qualities through the full wear layer (2mm minimum). Raised studs or non-slip coatings are not suitable.
- Floor falls for shower areas are to comply with NZS 4121. Elsewhere, falls should follow the relevant reference design details.

6.2 Fittings

6.2.1 Height of Fittings

Mount fittings at an appropriate height for the age group, giving particular consideration to primary school and new entrant aged learners. The following table provides some indicative heights as guidance. When deciding heights to install fittings, consider functional needs.

All heights are from finished floor level (FFL).

Item	Primary school heights	Secondary school heights
Door hardware	700mm (new entrants) – 800mm otherwise	900mm
Basins	For accessible toilets, minimum possible height with a minimum of 675mm to underside of basin (as per NZS 4121) Top of standard basin: 600mm (new entrants) – 800mm otherwise	For accessible toilets, minimum possible height with a minimum of 675mm to underside of basin (as per NZS 4121) Top of standard basin: 800mm – 900mm
Toilet seat height	New entrants: 400mm UB and Standard Toilets: 400-430mm Accessible Toilets: 460mm	All settings: 400 – 460mm
Hand driers (blade)	875mm top to FFL	975mm top to FFL
Hand driers and paper dispensers	Bottom of drier or dispenser: 700mm (new entrants) – 800mm otherwise	Bottom of drier or dispenser: 1000mm

6.2.2 Fixings

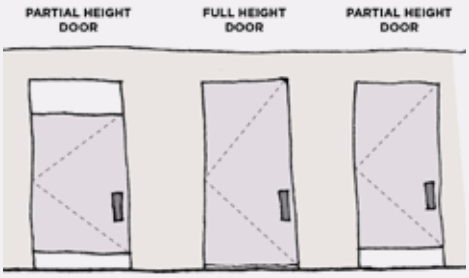
- Wall or ceiling mounted fittings are to be fixed into solid timber as a minimum. No wall anchors or toggles.
- For all fixtures with potential to load-bear the body weight of a user (seats, change tables, hoists, dropdown toilet rails etc), solid fixing is to be, at a minimum, in accordance with the manufacturer's specification.

6.2.3 Toilet Doors

- The operability of doors is to be appropriate for use by younger learners and learners who may have difficulty operating doors. Consider doors with a lighter construction for new entrant learners and fit these with 4 rising butt hinges. For heavier doors, door closer mechanisms may be appropriate.
- Doors are to be full height, light-weight solid core, impact resistance, moisture resistant, and clashed four edges.
- Ensure a factory 25mm undercut is specified for make-up air to the cubicle.

New entrant doors

- In some contexts, such as toilets for new entrant learners, fully enclosed toilets can be intimidating.
- Where appropriate, consider providing a range of door height options to allow choices for learners.
- For example, toilets for new entrants may provide a combination of full height doors and partial height doors to support the transition to fully enclosed toilets.



- Doors are to swing into the cubicle area.
- Fit 300mm high stainless steel kick plates to othe outer push face only.

- Where possible, use sliding cavity doors as these are typically easiest for wheelchair users to operate.
- Sliding doors are to have:
  - minimum 850mm clear opening for accessible toilets,
  - minimum 900mm clear opening for universal bathrooms, and
  - 300mm high kick plates to both sides.
- Hinged doors are to have:
  - an outward opening door,
  - minimum 850mm clear opening for accessible toilets,
  - minimum 900mm clear opening for universal bathrooms,
  - double top hinge for durability, use rising-butt hinges where door closers are not suitable, and
  - 600mm high kick plates to the inside face, 300mm high to the outside face.

6.2.4 Toilet Door Hardware

Hardware and locks play a critical role in ensuring learners feel safe in toilet spaces.

- Ensure the selected hardware shows the locked status from both inside and outside the self-contained toilet. This provides assurance to learners that their privacy won't be compromised.
- In some situations, teachers will need the ability to lock areas off. Consider the contexts where it would be appropriate to provide hardware that can be locked and/or unlocked with a master key from the outside. For example:

- showers and changing spaces near gyms should be lockable with a master key, and
- toilets may need to be opened from outside the cubicle in the case of an emergency.

- Toilet, shower and changing space door hardware is to:
  - be durable and of a commercial quality suitable for heavy use. Stainless steel is the preferred material for all hardware followed by brass with a satin chrome finish,
  - be robust with tamper proof fixings to mitigate anti-social behaviour,
  - be easy-to-use, particularly for younger learners,
  - be easy to service and have replacement parts readily available, and
  - fitted at an appropriate height for learners.

The preferred solution for lobby doors and dry changing spaces is:

- D-pull to the pull side of the door (handle length between 250mm – 300mm),
- push plate to other side, and
- lockable / unlockable by key from outside of the lobby to allow facilities to be accessed after hours or by community without giving access to other spaces beyond the lobby.

The preferred solution for showers and toilets (not accessible through a lobby door) is:

- D-pull profile on the inside,
- push plates to the outside,
- locked status shown to both sides, and
- master key to lock / unlock the door from the outside.

The preferred solution for standard toilets (accessible through a lobby space) is:

- D-pull profile handles on the inside (handle length between 250mm - 300mm),
- push plates to the outside,
- locked status shown to both sides, and
- ability to unlock the door from outside in emergencies.

For accessible facilities that are designed in accordance to NZS 4121, ensure compliant door handles and grab rails are provided.

For accessible toilets (hinged doors) provide:

- lever handle to both sides,
- locked status shown to both sides, and
- ability to unlock the door from outside in emergencies

For accessible toilets (sliding doors) provide:

- D-type lever handles to both sides,
- locked status shown to both sides, and
- ability to unlock the door from outside in emergencies.

- Ensure cleaner and utility cupboards are lockable with master keys.

6.2.5 Emergency Alert Systems

Emergency alert systems are not required in UB's but can be provided for learners and staff who may need to call for support or assistance. Discuss with the Ministry's local Learning Support team whether an emergency alert system is needed and what an appropriate solution might be.

- Emergency alert systems are used to provide an audible and/or visual cue to nearby staff and/or learners that someone in a UB may require support or assistance.
- Consider simple and effective systems to achieve this outcome. Potential solutions include:
  - a door-bell-type system that activates a sounder to a nearby area that is typically occupied,
  - a button within the UB that when pressed, illuminates a light outside of the UB,
  - a device (such as a mobile app or personal alarm bracelet) that when prompted, sends an alert to the phone of a staff member, or
  - a call button system that activates a sounder in a nearby learning area and/or administration area.
- Ensure that all alert systems have an override function that enables them to be switched off from within the UB or nearby.
- Where button-systems are installed, ensure they are provided with protective covers.
- Ensure that any solution chosen supports the school's practices and the learner's needs.

6.2.6 Storage

Provide a storage cupboard in the UB. Confirm storage requirements with the local Learning Support team.

- As a minimum, storage is to be provided with handles and locks at an accessible height; typically, no higher than 1.3m above FFL. Ensure storage units are minimum 300mm above FFL to allow ease of cleaning.
- Consider storage solutions for the following items:
  - towel and clothes hooks suitably placed,
  - a lockable cabinet for learner medical supplies,
  - incontinence products, disposable and reusable menstrual products, wipes, gloves, disposal bags and towels,
  - changes of clothes,
  - hoist slings (each learner will generally have their own sling),
  - charging of equipment battery packs, and
  - any other specific equipment needed.
- Storage should not impact hoist or other bathroom requirements.

6.2.7 Track Hoist

Track hoists can be installed to meet a learner's needs. All UB's must be capable of accommodating a track hoist, regardless of whether one is specified. Provision and the type of hoist is to be determined with the Ministry's local Learning Support team.

- Where a track hoist is specified, designers must follow the structural and electrical requirements of the track hoist type.
- Where a track hoist is not being installed in the initial build, follow the requirements set out in this document and the appended drawing. Factors to consider include:

Structural and clearance requirements

- The minimum clearance of the hoist track is 2.2m from the floor.
- Each corner is to have full height double timber studs or structurally designed timber fixings. Ensure the structure can support 200kg.

Electrical requirements

- Provide electrical supply as set out in the appended drawings. Ensure power supply and requirements for handheld controls, battery charging, school specified hoists and other equipment are considered.

Provide the Ministry and the school with an illustration clearly recording wall framing and electrical provisions for any future installation.

6.2.8 Change Table

- Change tables can be installed to meet a learner's needs. Change tables can be free-standing (mobile with lockable wheels) or wall-mounted. The type is to be determined with the Ministry's local Learning Support team.
- Ensure adequate framing and blocking is built-in to support wall-mounted change tables being installed in future. Refer to the UB reference design.
- If specifying a change table, ensure the table:
  - is at least 1.8m long, electrically operated (mains power is preferred for wall-mounted change tables unless retrofitting creates cost or health and safety issues),
  - is height-adjustable or suitable for the age range of the learners, to allow a learner to self-manage (a primary school's requirements may be different to a secondary school), and
  - has cot sides or safety rails and a water-resistant surface.
- Free-standing tables must be compatible with manual hoist systems.

6.3 Fixtures

6.3.1 Toilets

Pans for all toilets are to be:

- vitreous china,
- floor mounted

Cisterns for all toilets are to be:

- dual flush, push button operation that does not require a separate power feed,
- 4.5L per full flush is preferred, no more than 6L, (provided the waste water system is suitable for a low volume flush),
- cisterns with the lid sealed down with silicone is preferred, or
- concealed in wall cavity with vandal resistant access panel and fixings.

Toilet seats and lids are to be well secured and easily cleaned. The seat is to cover the entire rim of the WC pan and the lid is to match the cover of the seat.

Toilet seats are to be:

- at a standard height. Refer to section 6.2.1 Height of Fittings, and
- of secure fixing and easy to clean. The lid lip is to math the lid seat (not an overlay edge). Soft close seat/lid options are not required.
- seats and lids are to be well secured and easily cleaned. The seat is to cover the entire rim of the WC pan and the lid is to match the cover of the seat.
- a highly durable material such as polycarbonate or moulded plastic.

Toilet shape for accessible toilets and UB are to be:

- standard, round shapes, compatible for attaching specialised equipment and positioning toilet commodes over the toilet. Square and shroud (funnel shaped) toilet bowls should be avoided, and
- provided without an integrated backrest.

Cisterns for accessible toilets and UB are to have raised height flush buttons/activators.

Toilet seat heights for accessible toilets are to be:

- at a compliant height with NZS 4121:2001 for accessible facilities.

Toilet seats for accessible toilets and UB are to be:

- securely fixed. easily cleaned and to have clips to secure the seat from sliding.
- compatible for attaching specialised equipment and positioning toilet commodes over the toilet. For example, regular, round shape not square shape.

Toilet seat heights for UB are to be:

- at a standard height to enable use of specialised equipment over the toilet.
- refer to section 6.2.1 Height of Fittings.

Dropdown grabrails with integrated toilet roll holders are to be fitted to both sides of the toilet and be:

- 30-40mm diameter grabrails, and
- from the centre of the toilet to each grabrail:
  - 300mm – 350mm for primary schools,
  - 350mm – 400mm for secondary schools.

6.3.2 Bidet Seat

Bidet seats can be fitted in UBs to meet the needs of specific learners. Discuss with Learning Support staff whether a bidet needs to be fitted as part of the project.

- If a bidet seat is not fitted initially, provision for one must be allowed, including:
  - an RCD protected permanent connection electrical outlet provided adjacent to the pan, with isolation switch, and
  - a separate water feed for the bidet seat is required if the specified toilet's cistern tap is concealed behind the pan.
- When installed, bidet seats are to provide:
  - instant water heating,
  - twin stainless steel wash nozzles,
  - antibacterial nozzle cleaning,
  - auto-deodorisation, and
  - hand-held remote control.

6.3.3 Basins

- Basins are to:
  - be wall-mounted vitreous china with a single tap-hole and an overflow,
  - have a durable water-resistant splashback, and
  - not have a plug supplied.
- Splashbacks are to be:
  - a mirror sealed to the basin, or
  - a prefinished splashback sealed to the top of the basin and bottom of the mirror (around 200mm height).
  - Preferred solutions include brushed stainless-steel, high-pressure laminate or ceramic tile.
- Keep traps and water-supply pipe-work reasonably concealed from view and tampering.
- Consider basins and shrouds that allow reasonable servicing access, when needed.
- Where practical, recess lobby area basins into simple wall hung benchtops.

- For accessible toilets and UBs, ensure that any shrouds installed can be easily removed as these can restrict access for some wheelchair users.
- Hot water pipes are to be concealed or insulated.

- Select basins that are large enough for teachers to assist with learner hand washing.
- Mount basins at a height suitable for the age group of learners.
  - Refer to section 6.2.1 Height of Fittings.
  - If there is a requirement to have a lower basin, refer to your local Learning Support team for guidance.
- Where possible, specify basins with a shelf to facilitate learning and practice of self-care tasks.

6.3.4 Cleaner's Sinks

- The cleaner's room sink and integrated splashback is to be in stainless steel with an overflow facility.
- Ensure sink is fitted to a reasonable height for lifting buckets of water and mops. The preferred sink height is 600mm from FFL

6.3.5 Sluice Sink / Medical Macerator

- A sluice sink or medical macerator should be considered, especially where a volume of soiled items could be expected.
- Sluice sinks, or medical macerators, should be provided within a nearby laundry area where clothing will be washed. Consider providing a sink unit the integrates both a laundry sink and sluice sink.
- Ensure any sluice sink and laundry provision is directly adjacent to a UB.

6.3.6 Taps

- Taps are to be:
  - flow-restricted to save water and reduce flooding risk (no more than 4.5L/min flow rate).
  - vandal resistant and durable, and
  - chrome plated solid brass body.
- Only one tap is required per basin, delivering warm (tempered) water.

- In order of preference, taps may be:
  - push button auto stop type (where this type is fitted for junior learners, the push operation is to be sufficiently 'soft' for young learners to use and installed at an appropriate height), or
  - standard type, single lever sink mixer.

- In order of preference, taps may be:
  - standard type, single lever sink mixer,
  - a lever style easily operable by wrist,
  - toggle operated auto stop type, or
  - electronic sensor, auto stop type.

6.3.7 Shower

- Self-contained showers are to have:
  - 2 or 3 sided showers,
  - standard size stainless steel or acrylic shower trays, and
  - a shower door or curtain fitted.

- Accessible showers are to have:
  - a shower rose on a slide rail,
  - the shower mixer outside of the splash zone, near the entry point to the shower at 1000mm above the FFL,
  - a curtain with weighted hem and the bottom of the curtain at least 100mm above FFL, and
  - a hinged shower seat, fixed to solid structural fixings within the wall.

- If a ceiling track hoist is being installed, a telescopic curtain rail will likely be needed to ensure the shower curtain rail track does not impact ceiling hoist use.

6.3.8 Mirrors

- Mirrors are to:
  - be provided at a height appropriate for the age of the learners, no more than 200mm above the basin.
  - be placed either directly above a splashback, or silicone sealed directly onto the basin.
- Mirrors are to have polished edges, a vinyl backing, and be adhesive fixed to the wall.

- Mirror height is to be set as per NZS4121.

6.3.9 Hand Drying

- Fittings are to be positioned at an appropriate height for the age of learners and close to basins to avoid excess water spilling on the floor.
- In shared hand washing spaces, consider more than one hand dryer to reduce waiting and congestion.
- Ensure fittings are mechanically secured to the wall framing.
- Electric hand dryers must avoid sharing walls with a teaching space, office or other habitable space. If unavoidable, incorporate additional treatment to Ministry's Acoustic Standards.
- Where electric hand driers are not possible due to close proximities to water fittings, install paper towel dispensers.
- Isolating switches are to be mounted at a high level.

- Paper towel dispensers are preferred for new entrant learners.
- Electric hand dryers can be provided in standard toilets.
- Electric hand dryers can be air-blade type or conventional warm air dryers.

- Accessible toilets and UBs must have a paper towel dispenser for hand drying.
- If an electric hand dryer is also provided, it should be:
  - a conventional type (not blade type),
  - quiet,
  - at and accessible height, and
  - provide downward air flow.
- Electric hand dryer noise can affect some users that are sensitive to sound. In some areas, they may be fitted to provide learners with the opportunity to experience them and gradually gain comfort with them.

6.3.10 Soap Dispensers

- Provide a fixed, tamper proof, and robustly fitted soap dispenser above the basin to allow spilled soap to fall into the basin.
- If mechanically fixed, then ensure fixing is into solid timber. If fixing with sealant adhesive, ensure dispenser is designed for adhesive fixing.

- Ensure the dispenser is suitable for foam soap as this is less slippery if spilled.

6.3.11 Toilet Paper Dispensers

- Dispensers are to meet the school's requirements and be robustly fitted.
- Ensure dispensers can be reached by learners (small and large) from the toilet seat.

- Provide a toilet paper dispenser in accessible toilets in a position compliant with NZS 4121:2001.
- Ensure large toilet paper dispensers are positioned appropriately and do not interfere with functionality of the grab rail.

- Provide a hinged grabrail with integrated toilet roll holder on each side of the toilet.
- Additional toilet paper dispensers are not required. If they are requested, consider its placement and whether it will impact on bathroom function. It should not affect the ability to store a commode.

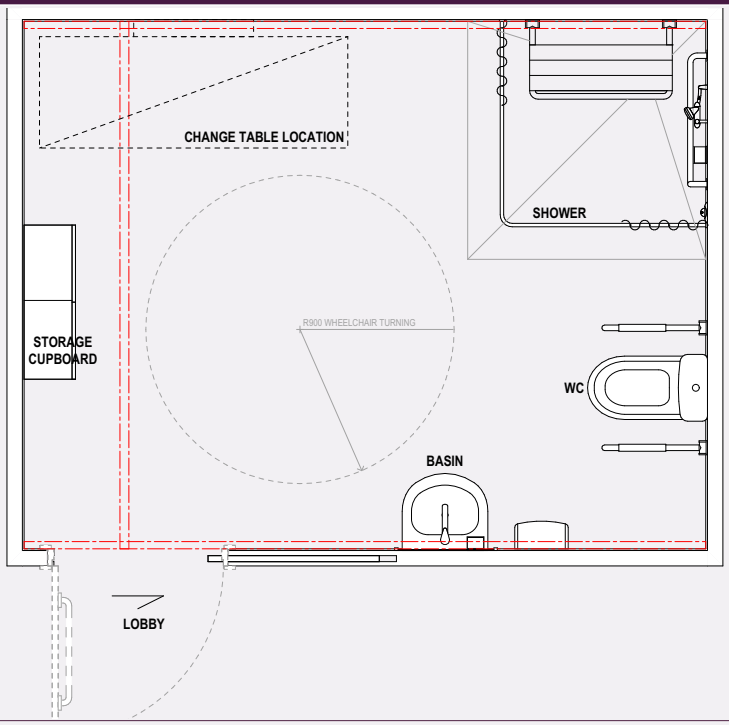
6.3.12 Menstrual Product Disposal Bins

- Allow space for menstrual product disposal bins in self-contained toilets.
- Consider section 4.6 Signage that indicates which toilets facilitate these bins.

Part 2: Reference Designs

7. Toilet Types

7.1 Universal Bathroom (UB)

	Plan
Name: Universal Bathroom	
Size: 3100mm x 4000mm 12.4m²	
Application for Provision: UB at all schools	

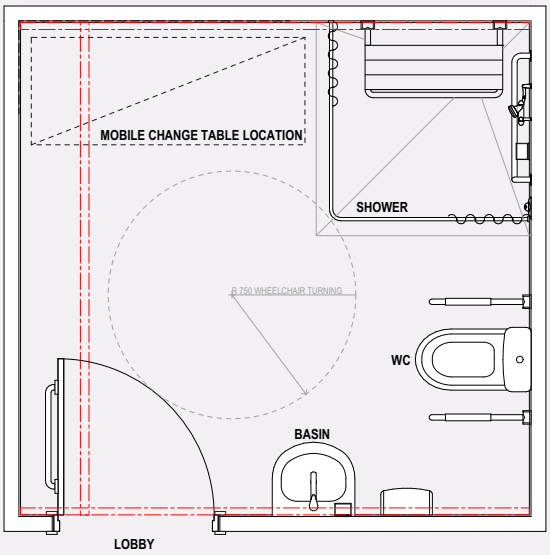
Functionality

- A Universal Bathroom (UB), formerly known as a High Dependency Unit bathroom, is designed for use by students with a diverse range of physical and sensory needs. Users may be independent or require others to support them. A UB provides a change table, toilet and accessible shower in a space that allows support and the ability to use mobility equipment.
- Any design should allow for:
  - sufficient area to accommodate the required fixtures and fittings,
  - a clear floor area within the bathroom of 1.8m diameter to provide sufficient clear space for manoeuvring wheelchairs and other mobility equipment,
  - space each side of the toilet pan and between pan and basin for equipment and two staff to assist with manual handling and transfers, and
  - sufficient storage to accommodate mobility equipment, like portable hoists and commode chairs, subject to the needs of the students and school.

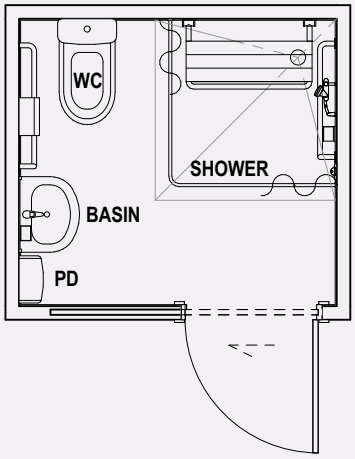
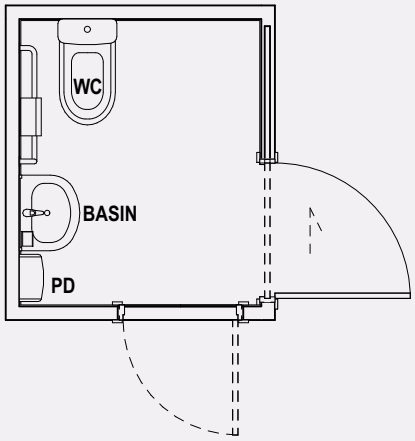
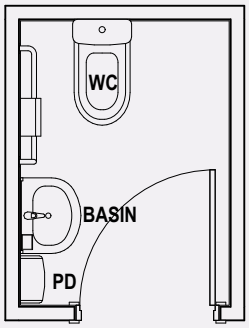
Spatial Requirements

- The floor area dimensions are to be a minimum 3.1m x 4.0m.
- These dimensions do not allow for ‘in-bathroom’ storage of items other than for a change table, commode, mobile hoist and cabinet for some student bathroom supplies.
- For new buildings or major projects, the internal floor to ceiling height is to be 2.7m to 3.0m to allow for track hoists. For a retrofit, the minimum ceiling height is 2.4m providing hoist provisions for students can be met.
- The underside of a hoist track must be a minimum of 2.2m from floor level.

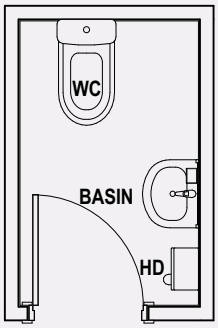
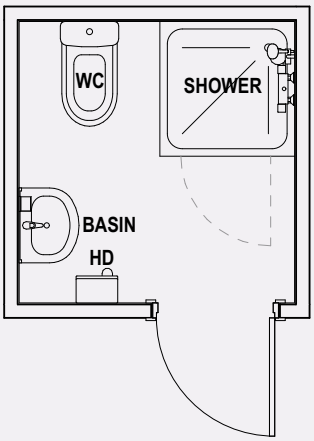
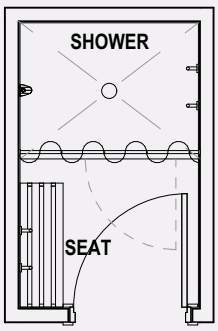
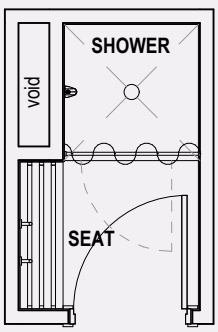
7.2 Modified Universal Bathroom

	Plan
Name Modified Universal Bathroom	
Size 3100mm x 3000mm 9.3m²	
Functionality	• Suitable for transfers requiring smaller or less equipment. • This space allows for a commode or hoist to be stored in the shower when not in use. • This space is better suited for a mobile changing table, rather than a built-in changing table.
Context for Provision	• Second UB in a school or where space is constrained.

7.3 Accessible Toilets & Showers

		Plan	Functionality & Context for Provision
Name	Acc. Toilet + Shower		**Function** • Independent or assisted transfer to toilet or shower. **Provision** • Where required near staff rooms, health rooms, pools or changing spaces in gyms.
Size	1900mm x 2100mm 4m²		
Name	Acc. Toilet		**Function** • Independent or assisted transfer to toilet. **Provision** • Reasonably distributed throughout the school. Include at least one Acc. Toilet on each floor of a building. Ensure distributed provision for left-sided and right-sided transfers.
Size	1900mm x 1600mm 3.1m²		
Name	Assist Toilet		**Function** • Assisted use of standard toilet (no equipment). • When a bench is included, suitable as a self-contained changing space. **Provision** • Where requested at Learning Support hubs or for new entrants who need assistance. • Self-contained changing space near gyms.
Size	1800-1900mm x 1400mm 2.7m²		

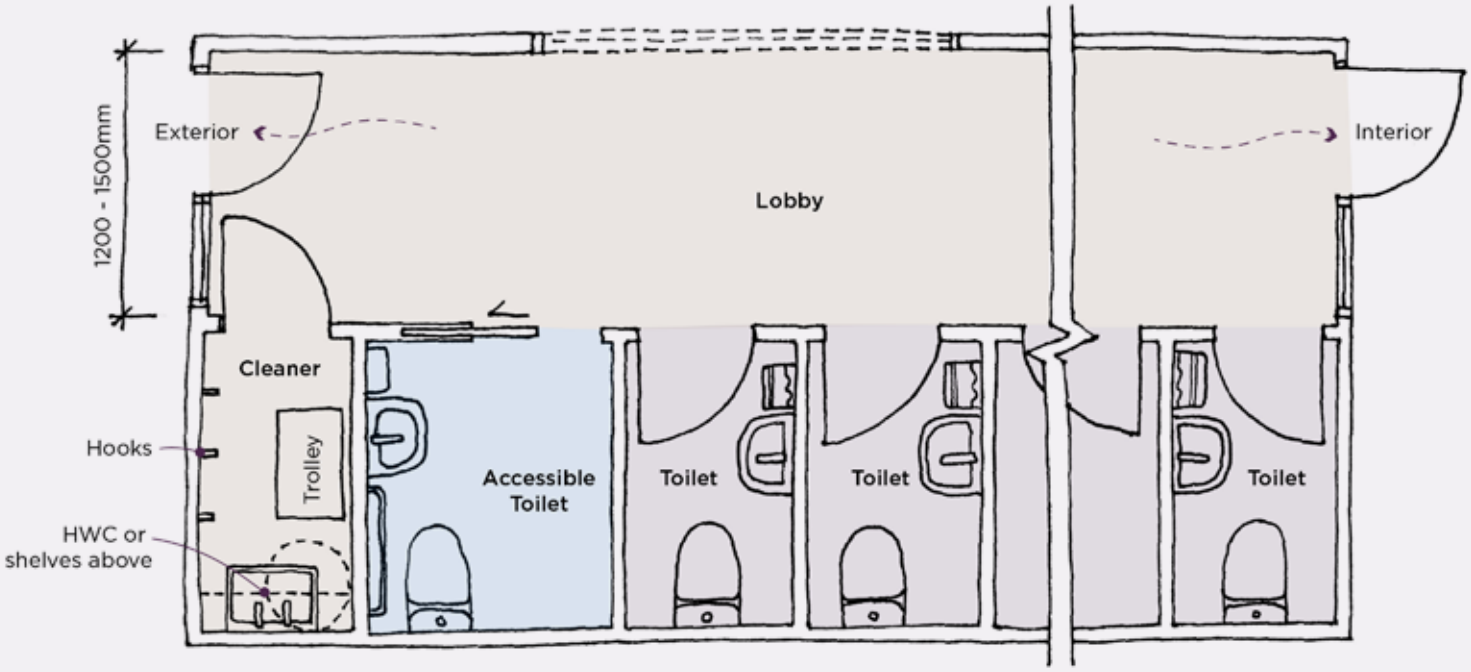
7.4 Standard Toilets & Showers

		Plan	Functionality & Context for Provision
Name	Standard Toilet		**Function** • Standard toilet **Provision** • General toilet provision
Size	1900mm x 1000mm *or* 1600mm x 1200mm *or* 1800mm x 1000-1200mm		
Name	Standard Toilet + Shower		**Function** • Standard toilet and shower for self-contained changing and staff use. **Provision** • Where required near gyms or staff areas.
Size	1860mm x 1800-1900mm 3.3m²		
Name	Self-contained Shower (1200mm shower)		**Function** • Self-contained changing and shower. **Provision** • Where required near gyms or staff areas.
Size	1900mm x 1200mm 2.3m²		
Name	Self-contained Shower (900mm shower)		**Function** • Self-contained changing and shower. **Provision** • Where required near gyms or staff areas.
Size	1900mm x 1200mm 2.3m²		

8. General Configurations

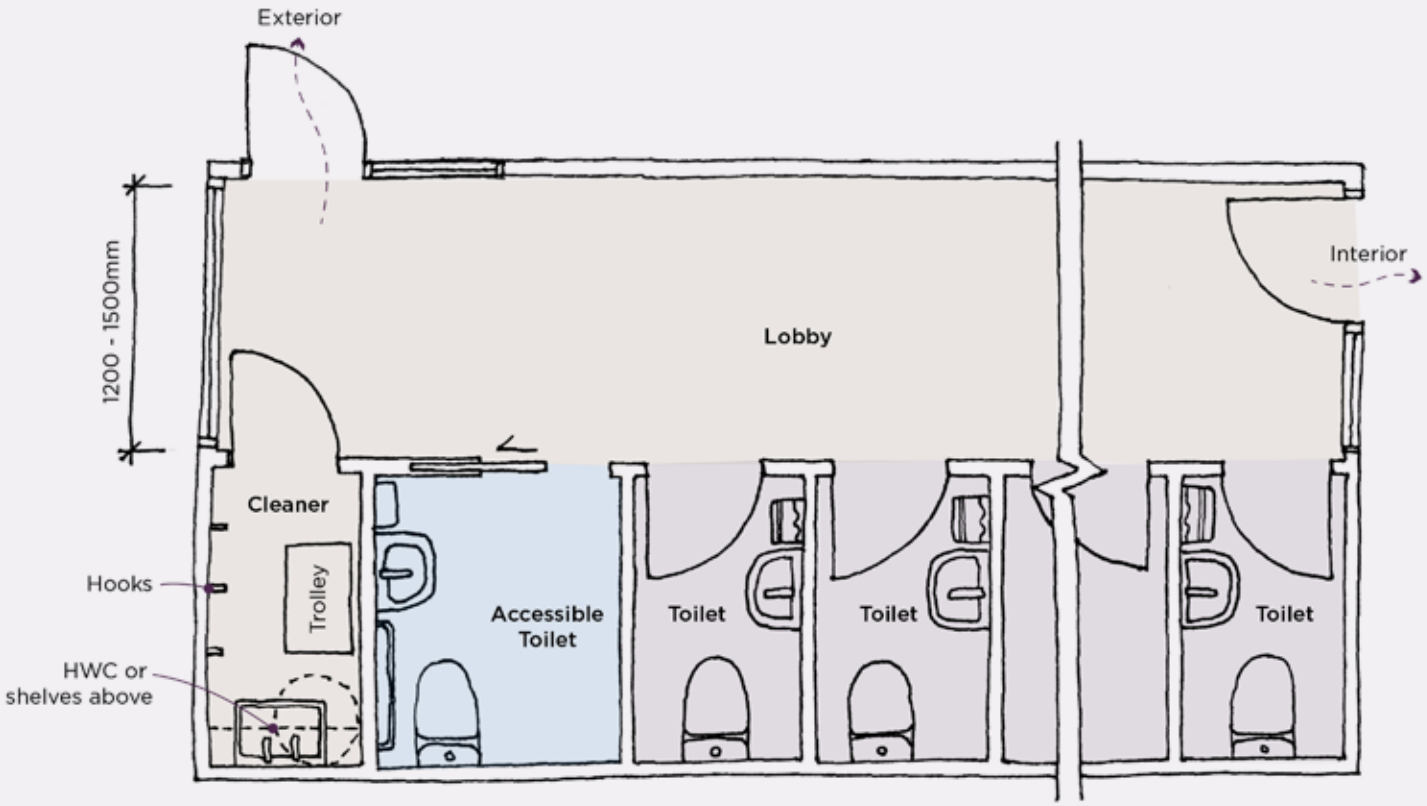
8.1 Larger Groups of Toilets – *Option #1*

Provision	• 1x Acc. Toilet • Multiple Standard Toilets • 1x Cleaner's Room
Application	• Typical larger group of toilets for distribution around schools.
Benefits	• High-level glazing to lobby length and glazed door and window to each lobby end to support passive oversight. • Larger groups of toilets may be appropriate for buildings that host many teaching spaces. • Larger Cleaner's Cupboard to support larger group of toilets. • Two-way entry / exit to lobby area.



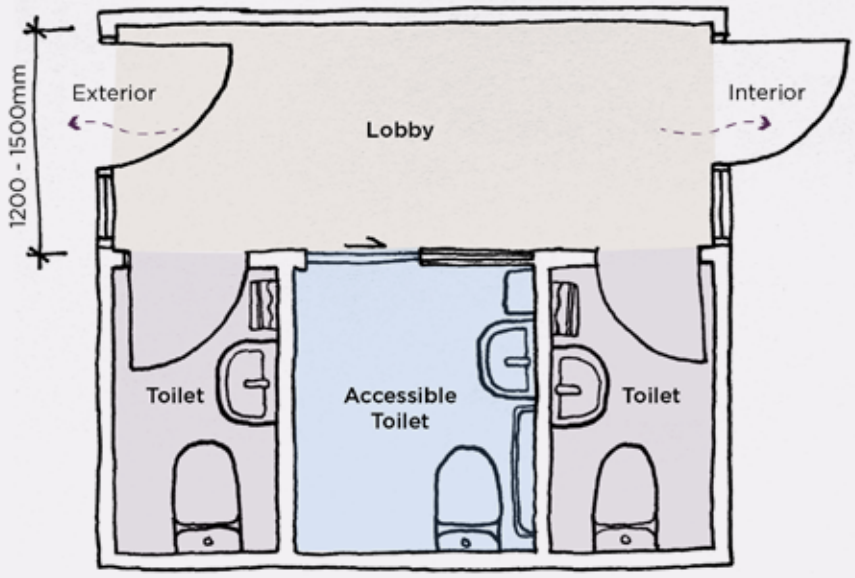
8.2 Larger Groups of Toilets – *Option #2*

Provision	• 1x Acc. Toilet • Multiple Standard Toilets • 1x Cleaner's Room
Application	• Typical group of toilets for distribution around schools.
Benefits	• Alternative configuration for exterior access. • Glazing along lobby length is positioned to protect sightlines into toilets. • Glazed doors or windows to each lobby end to support passive oversight along the length of the lobby. • Larger groups of toilets may be appropriate for buildings that host many teaching spaces. • Larger Cleaner's Cupboard to support larger group of toilets. • Two-way entry / exit to lobby area.



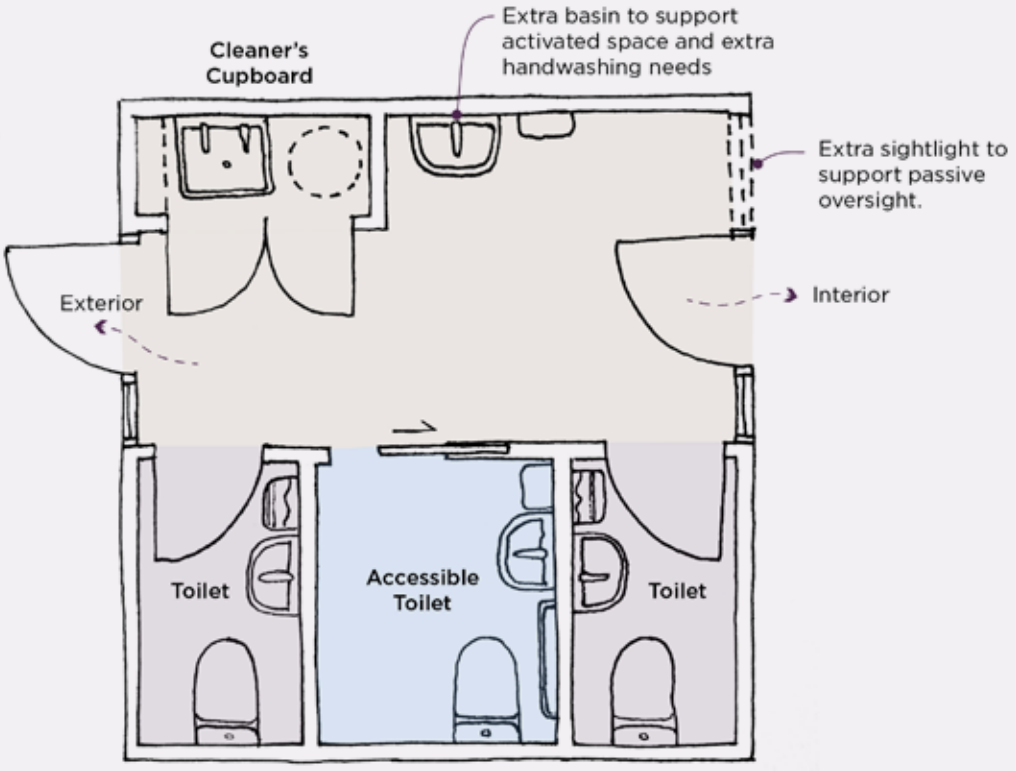
8.3 Smaller Groups of Toilets – *Option #1*

Provision	• 1x Acc. Toilet • 2x Standard Toilets
Application	• Typical group of toilets for distribution around schools.
Benefits	• Smaller group allows for more frequent distribution across learning areas. • Greater distribution of toilet groups reduces need for cleaner facilities. • Glazed doors or windows to each lobby end to support passive oversight along the length of the lobby. • Two-way entry / exit to lobby area.



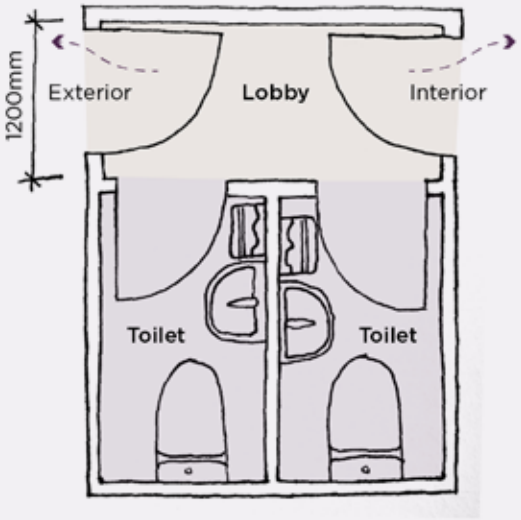
8.4 Smaller Groups of Toilets – *Option #2*

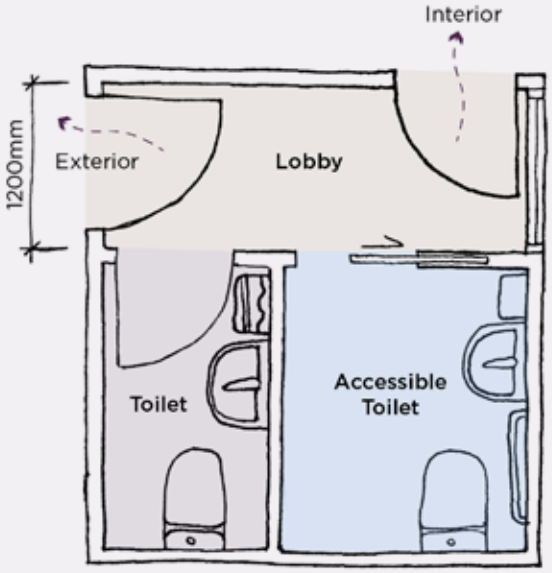
Provision	• 1x Acc. Toilet • 2x Standard Toilets • Extra basin • Compact Cleaners' Cupboard
Application	• Typical group of toilets for distribution around schools.
Benefits	• Extra basin and Cleaner's Cupboard to activate lobby space and maximise passive oversight. • Glazed doors or windows to each lobby end to support passive oversight along the length of the lobby. • Smaller group allows for more frequent distribution across learning areas. • Two-way entry / exit to lobby area.



8.5 Smaller Groups of Toilets – *Option #3*

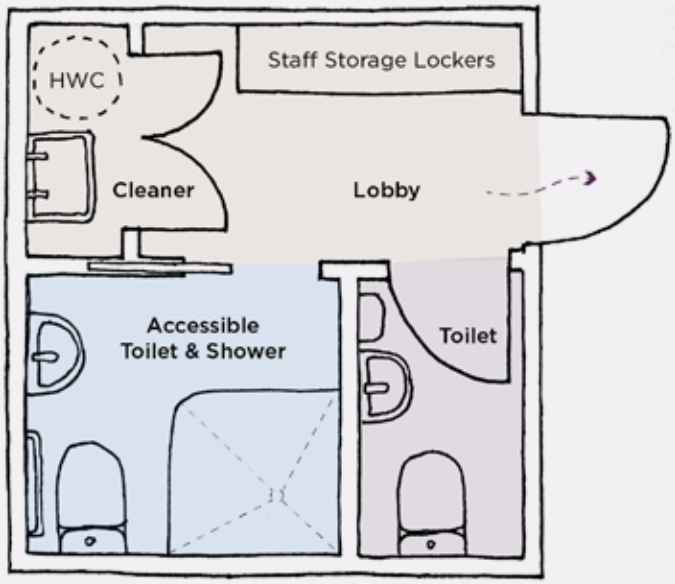
Provision	• 1x Acc. Toilet • 3x Standard Toilets
Application	• Typical group of toilets for distribution around schools.
Benefits	• Smaller group allows for more frequent distribution across learning areas. • Option for where separate gendered spaces may be required. • Glazed doors or windows to each lobby end to support passive oversight along the length of the lobby. • Lobby doors positioned protect sightlines into toilets. • Two-way entry / exit to lobby area.





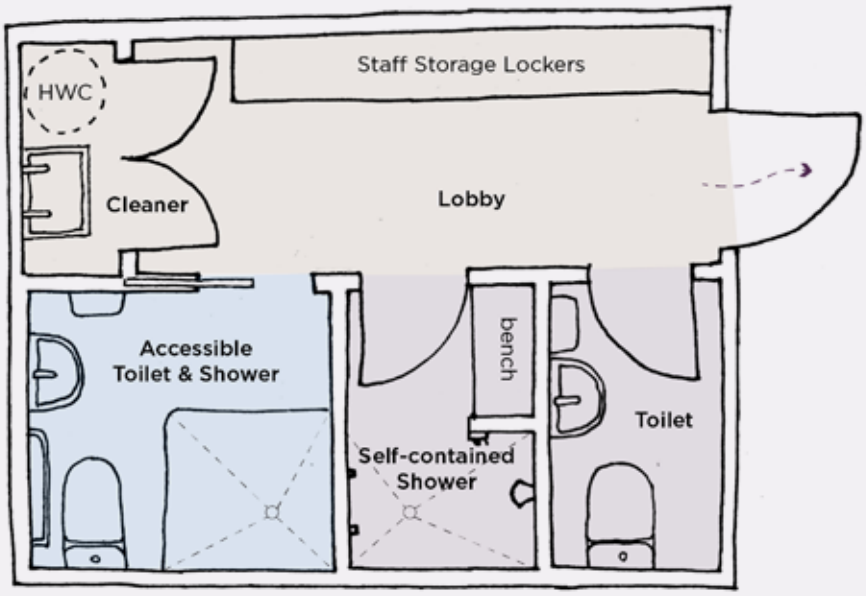
8.6 Staff Facilities – *Option #1*

Provision	• 1x Acc. Toilet + Shower • 1x Standard Toilet • Compact Cleaner's Cupboard
Application	• Near staff areas or health rooms.
Benefits	• Provision of an accessible shower at the school. • Shower and personal storage to support active transport methods for staff commutes to school.



8.7 Staff Facilities – *Option #2*

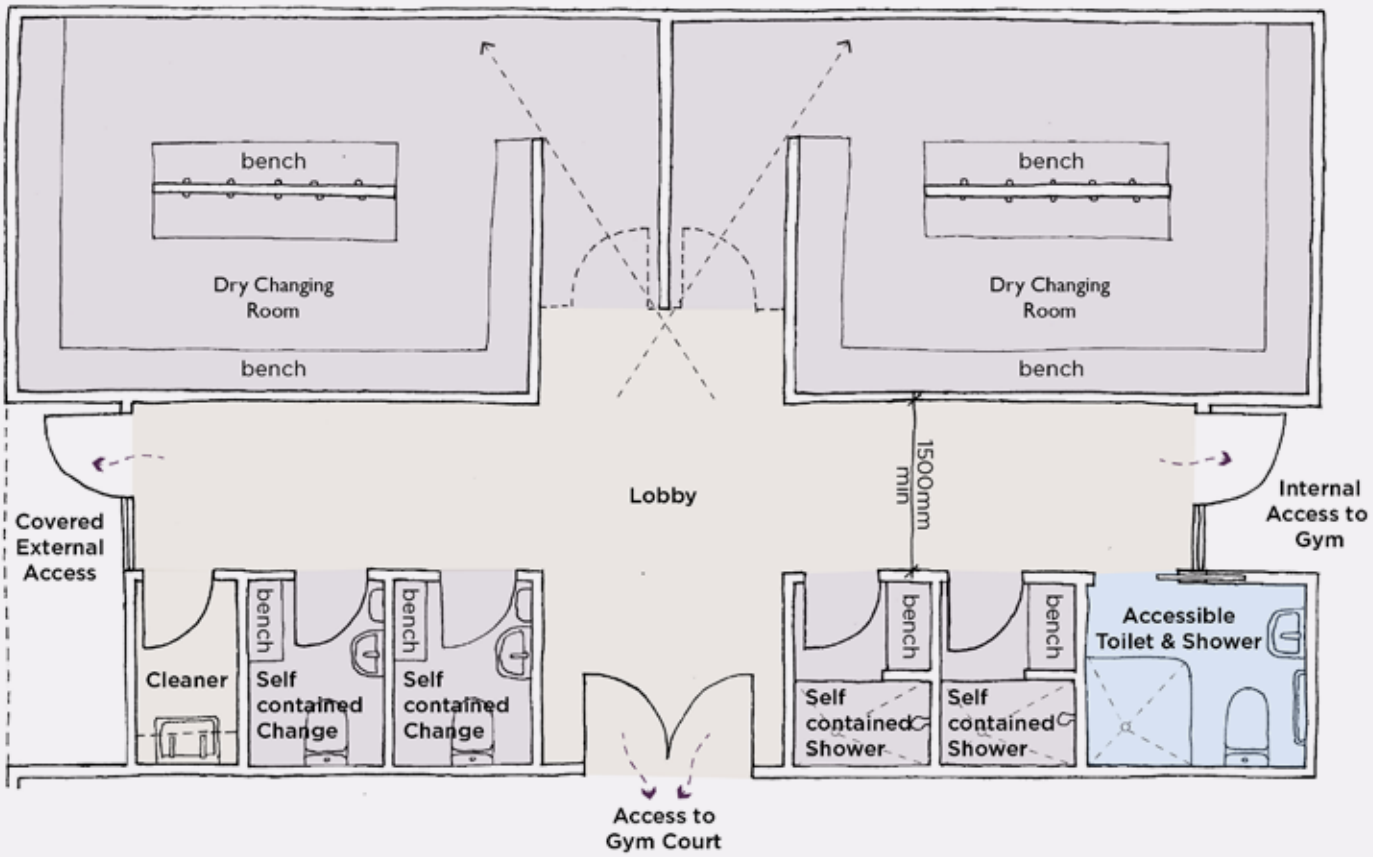
Provision	• 1x Acc. Toilet + Shower • 1x Standard Toilet • 1x Self-contained Shower • Compact Cleaner's Cupboard
Application	• Near staff areas or health rooms.
Benefits	• Provision of an accessible shower at the school. • Shower and personal storage to support active transport methods for staff commutes to school.



8.8 Changing Spaces

Provision	• 2x group, dry-changing spaces
	• Cleaner's Room
	• Self-contained changing spaces:
	  ○ 1x Acc. Toilet with Shower
	  ○ 2x Assist Toilet (with bench)
	  ○ 2x Self-contained Showers

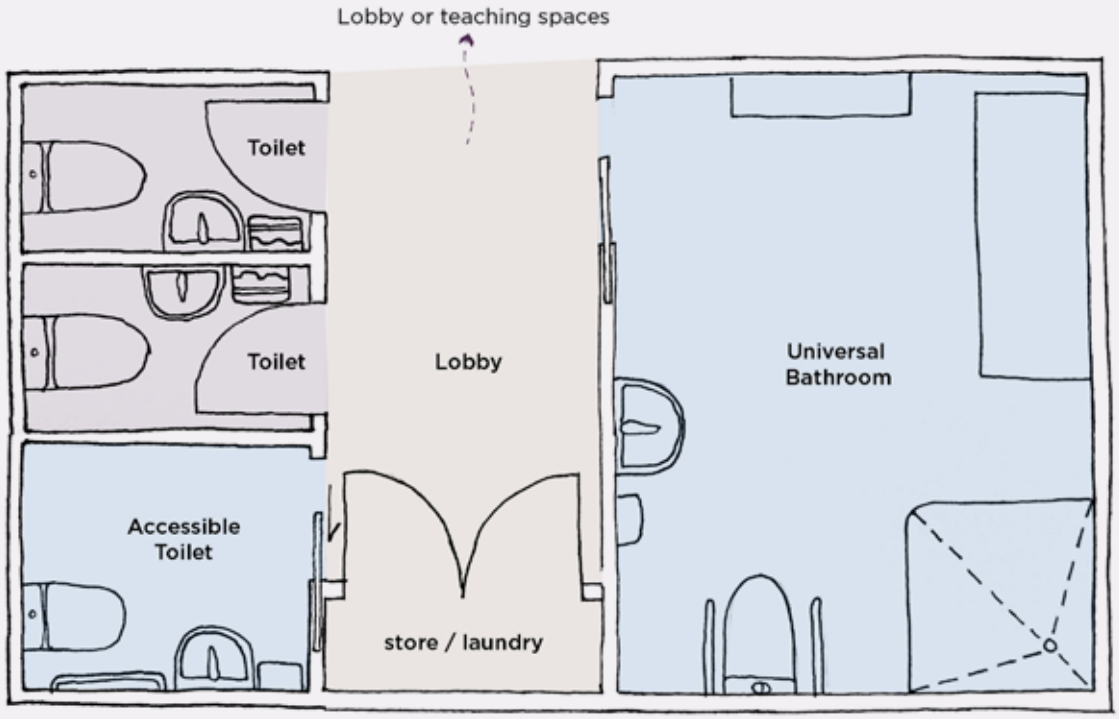
Application	• School Gym.
Benefits	• No sightlines into change spaces or compromised privacy. • Separate group, dry-changing spaces and self-contained wet changing spaces to reduce risk of vandalism. • Lobby doors allows full group of facilities to be locked off when not in use. • Lobby with external door allows facilities to be open for out of hours use. • Option for doors to lock group, dry-changing spaces (and create secured storage). • Larger Cleaner's Cupboard to support the increased facility needs.



9. Universal Bathroom Configurations

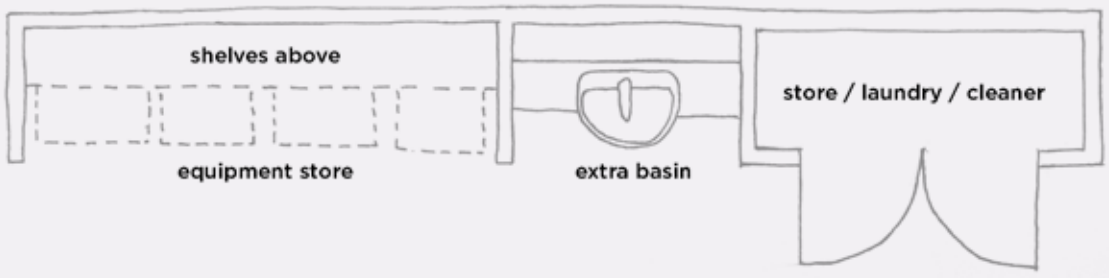
9.1 2 Teaching Space Learning Support Provision – *Option #1*

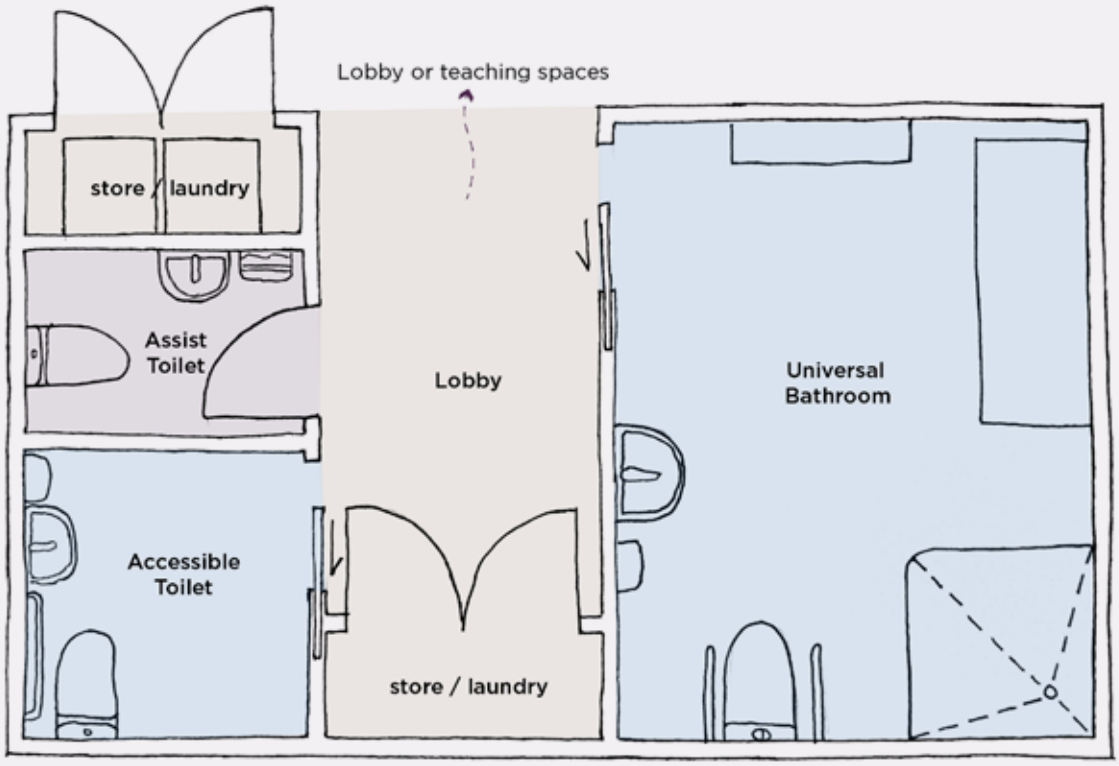
Provision	• 1x UB • 1x Acc. Toilet • 2x Standard Toilets • 1x Laundry, storage or Cleaner's Cupboard
Application	• Learning support spaces (2TS).
Benefits	• Compact arrangement. • Range of toilet types for learners to progress towards independent toileting. • Lobby storage for equipment or laundry.



9.2 2 Teaching Space Learning Support Provision – *Option #2*

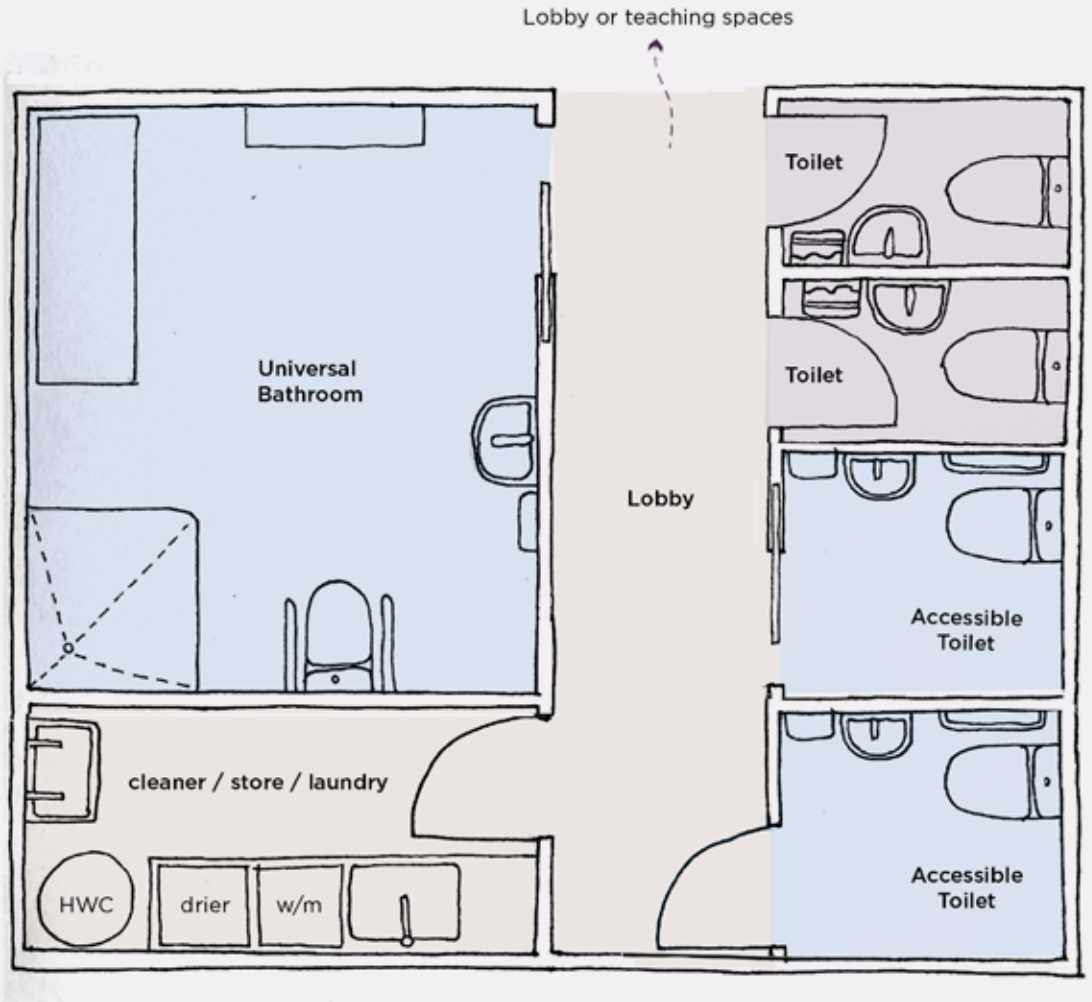
Provision	• 1x UB • 1x Acc. Toilet • 1x Assist Toilet • 2x Laundry, Storage or Cleaner's Cupboard
Application	• Learning support spaces (2TS).
Benefits	• Range of toilet types for learners to progress towards independent toileting. • Option for laundry to face the teaching space for curriculum integration. • Additional equipment storage.





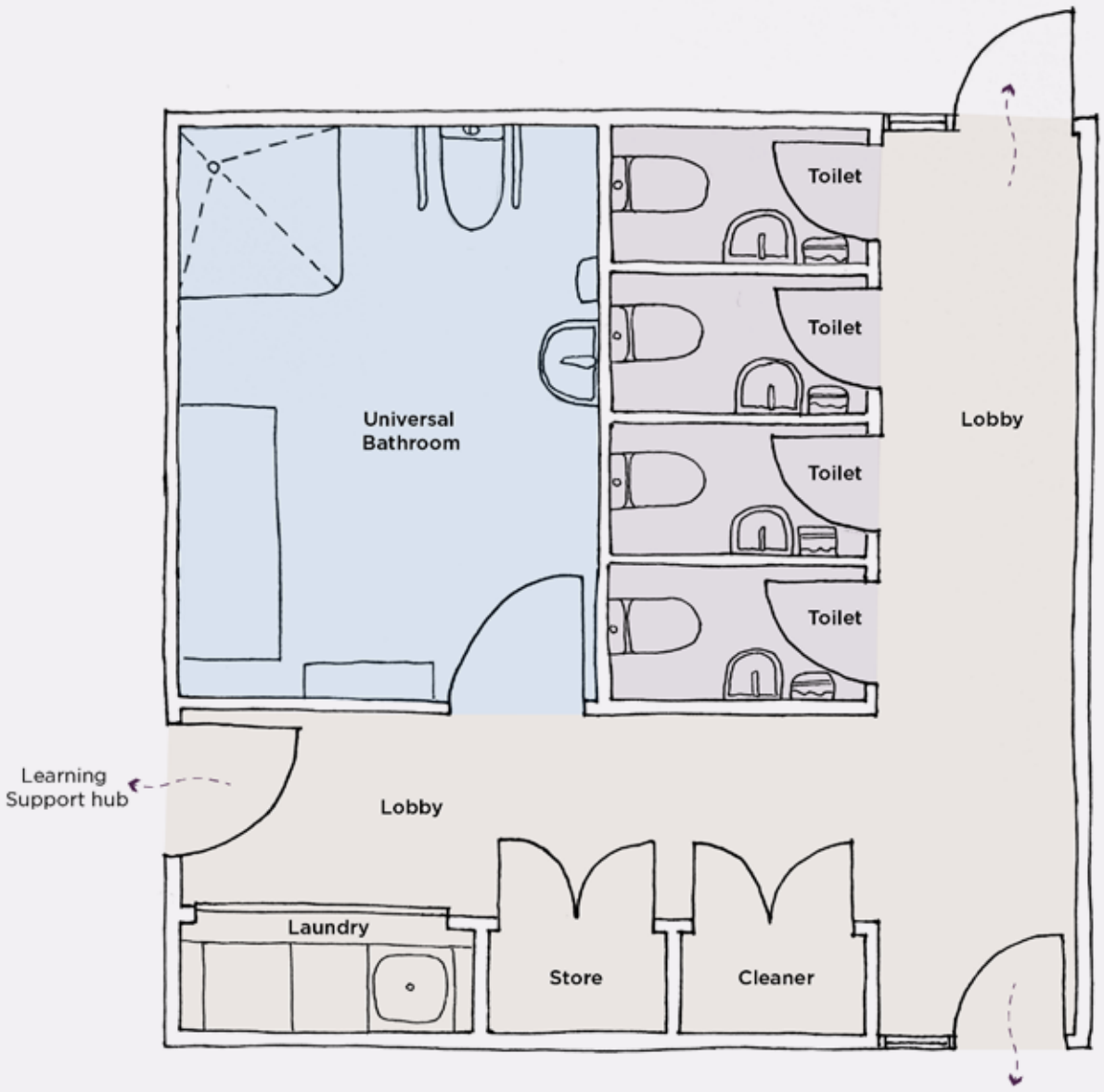
9.3 3 or 4 Teaching Space Learning Support Provision

Provision	• 1x UB • 2x Acc. Toilets • 2x Standard Toilets • 1x Laundry, Storage or Cleaner's Room
Application	• Learning support spaces (4TS).
Benefits	• Range of toilet types for learners to progress towards independent toileting. • Acc. Toilets with grabrails to either side. • Lockable room for cleaner's facilities, equipment storage and/or laundry.



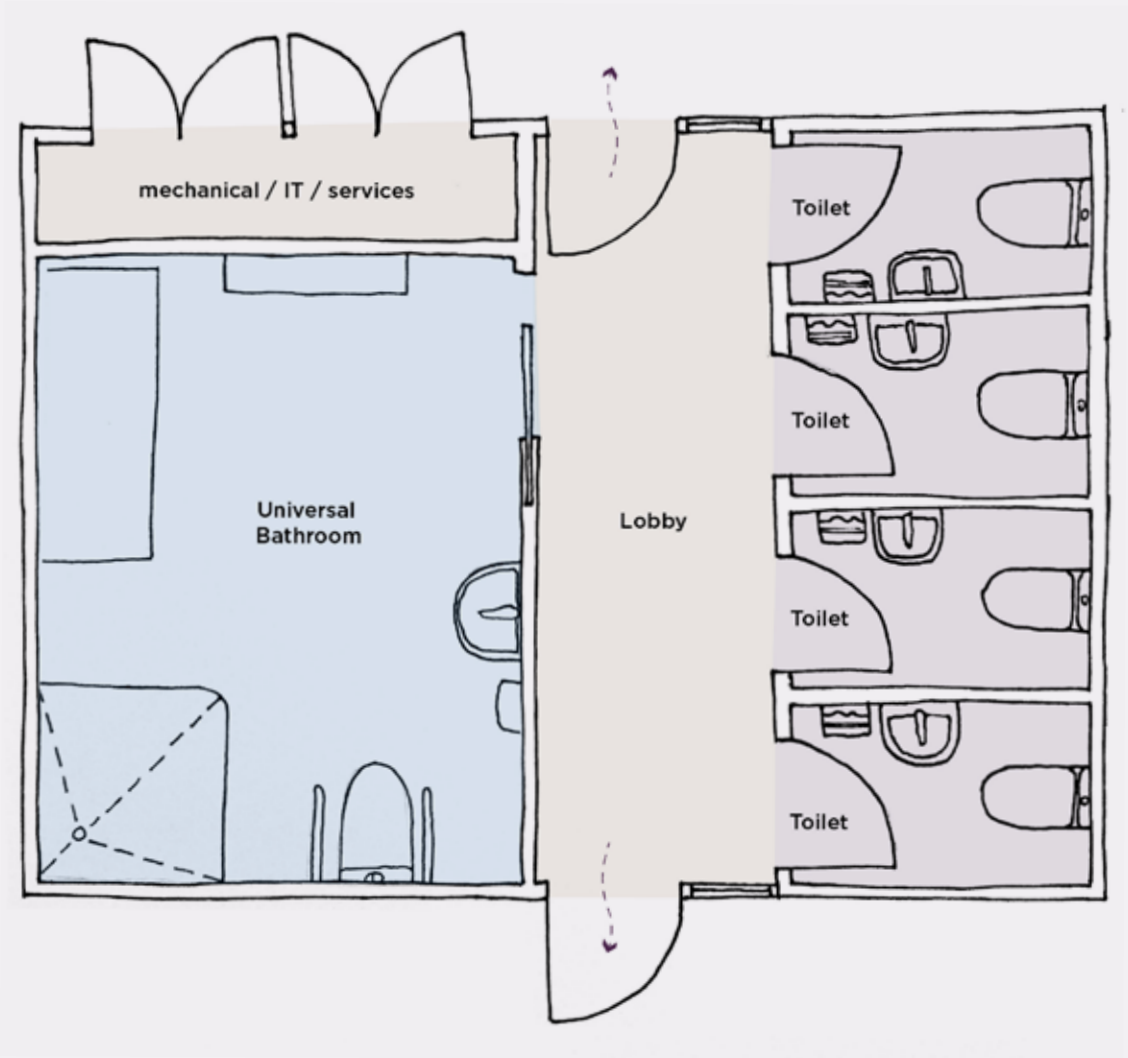
9.4 Universal Bathroom integrated with Standard Toilets – *Option #1*

Provision	• 1x UB • 4x Standard Toilets • Separate Laundry, Storage and Cleaner's Cupboard
Application	• General group of toilets.
Benefits	• UB integrated in a group of standard toilets with a separate, discrete entrance to the UB. • Discrete and close proximity laundry and storage for UB.

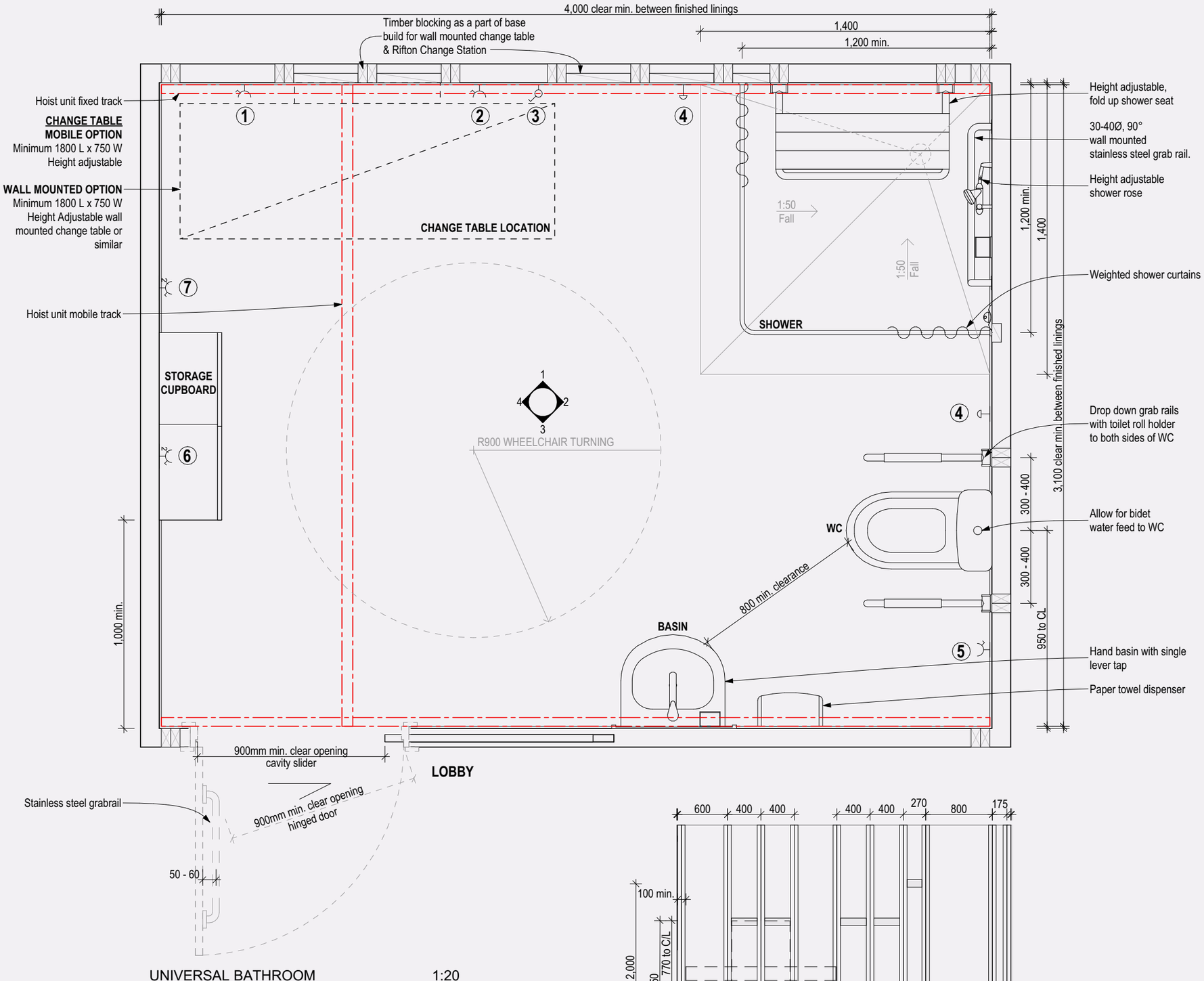


9.5 Universal Bathroom integrated with Standard Toilets – *Option #2*

Provision	• 1x UB • 4x Standard Toilets (or 3x Standard Toilets and 1x Cleaner's Cupboard) • 1x mechanical, IT or services cupboard
Application	• General group of toilets. • Assumes there is a cleaner cupboard nearby.
Benefits	• Compact arrangement. • UB integrated with a group of standard toilets.



10. Floor Plans and Internal Elevations



UNIVERSAL BATHROOM 1:20

UNIVERSAL BATHROOM FRAMING 1:50

FOR DESIGN GUIDANCE ONLY

GENERAL NOTES
Refer Toilet Design Standards for full Universal Bathroom requirements including finishes and fittings requirements.

Confirm Universal Bathroom requirements with local Ministry Learning Support team before finalising design.

Ensure allowance is made for lining thickness with framing set out.

Provide adequate fixing support and services for drop down grab rail, fold up shower seat and curtain rail. Refer manufacturers instructions.

Ensure wall framing enables additional equipment to be installed at a later date if required for a learner.

Ensure shower area slab is rebated to allow for falls.

BASE BUILD
The base build excludes the wall-mounted change table, ceiling track hoist, toilet bidet seat, and telescopic shower curtain rail. Additional items are to be provisioned for with framing and servces, and installed as required for learners.

HOIST UNIT
The minimum underside clearance of hoist track is 2.2m from the floor, with no less than 2.4m ceiling height.

Each corner is to have full height double timber studs to support hoist track timber fixings. The in-wall framing must support 200kg hoist capacity. Minimum 75mm clearance between top of mobile rail and ceiling.

Ceiling lights to be flush mounted to avoid clashing with hoist.

If installing a hoist, include an opening curtain rail that does not interfere with hoist use in shower. Supply a regular curtain rail when no hoist is installed.

DOORS
All accessible hardware to comply to NZS4121:2001.
Cavity Slider door to have 900mm clear opening. Ensure clearance from basin fixings. Cavity slider preferred.

Hinged door leaf option to be 960mm with 900mm clear opening. Stainless steel grab rail for hinged door option, mounted 900mm from finished floor level to center of grab rail. Ensure 900mm clear opening.

STORAGE CUPBOARD
Wall mounted, lockable storage cupboard.
Provision, location & design to be agreed with the school.
Drawing shows 900W x 300D storage cupboard

PLUMBING
Bidet water feed requires back flow prevention.

ELECTRICAL REQUIREMENTS:
All dimensions are above finished floor level (affl) unless stated otherwise.

① Power outlet for hoist, blank plate for base build. Located 300mm down from ceiling and 400mm in from corner.

② Power outlet for wall-mounted change table, blank plate for base build. 500mm affl.

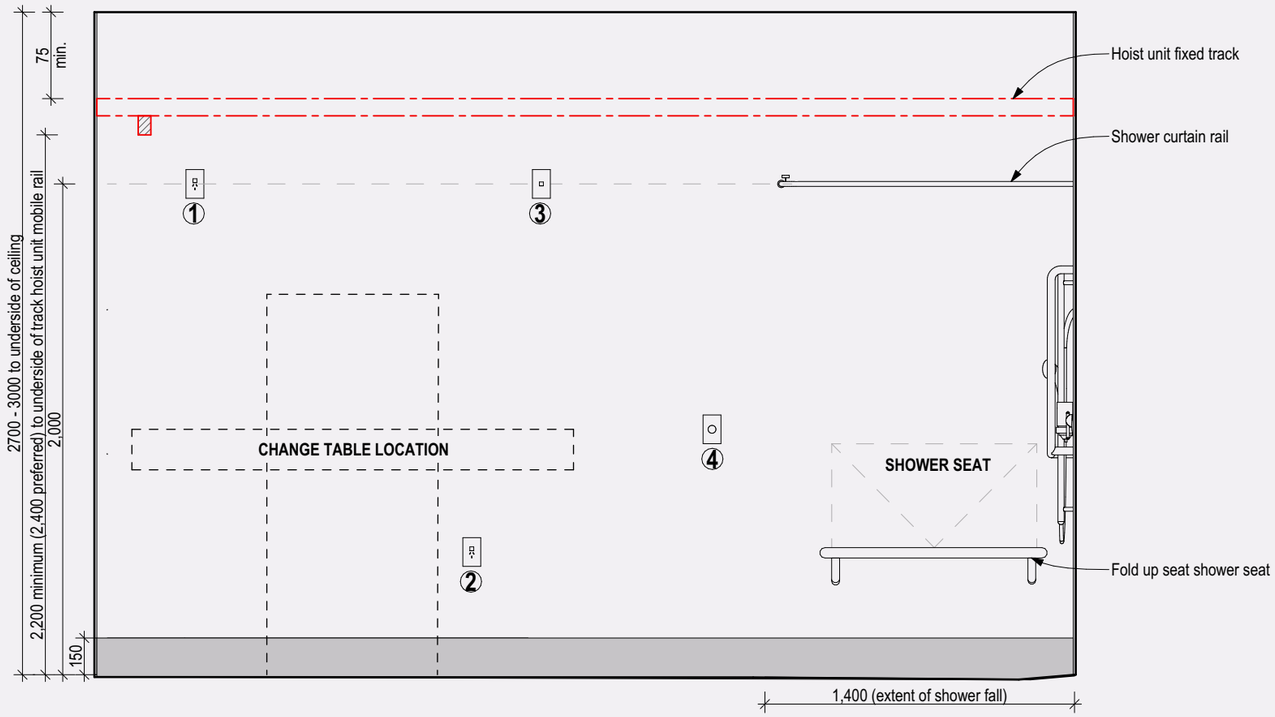
③ High-level isolating switch for wall mounted change table, 2,000mm affl, 1800 from internal corner. Blank plate for base build.

④ Potential location of emergency call button, if required.1,000mm affl. Confirm with school.

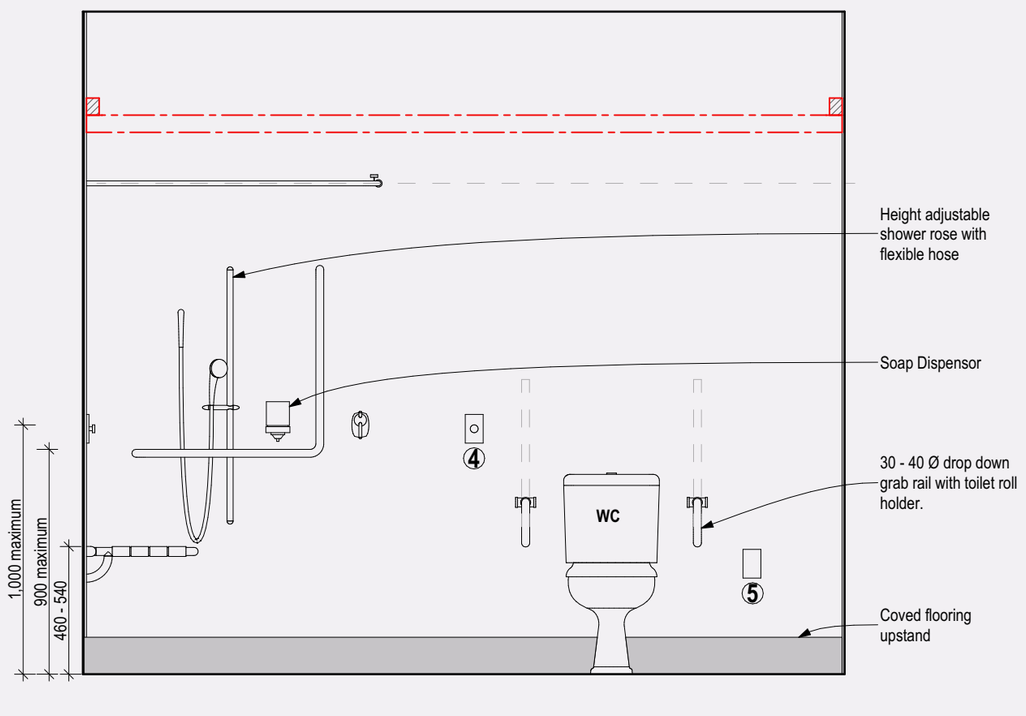
⑤ Power outlet for bidet seat. 500mm affl. Blank plate for base build. 2.4m min. from shower hose wall connection.

⑥ Double power outlet for changing equipment batteries. Installed inside cabinet, at 1,400mm affl.

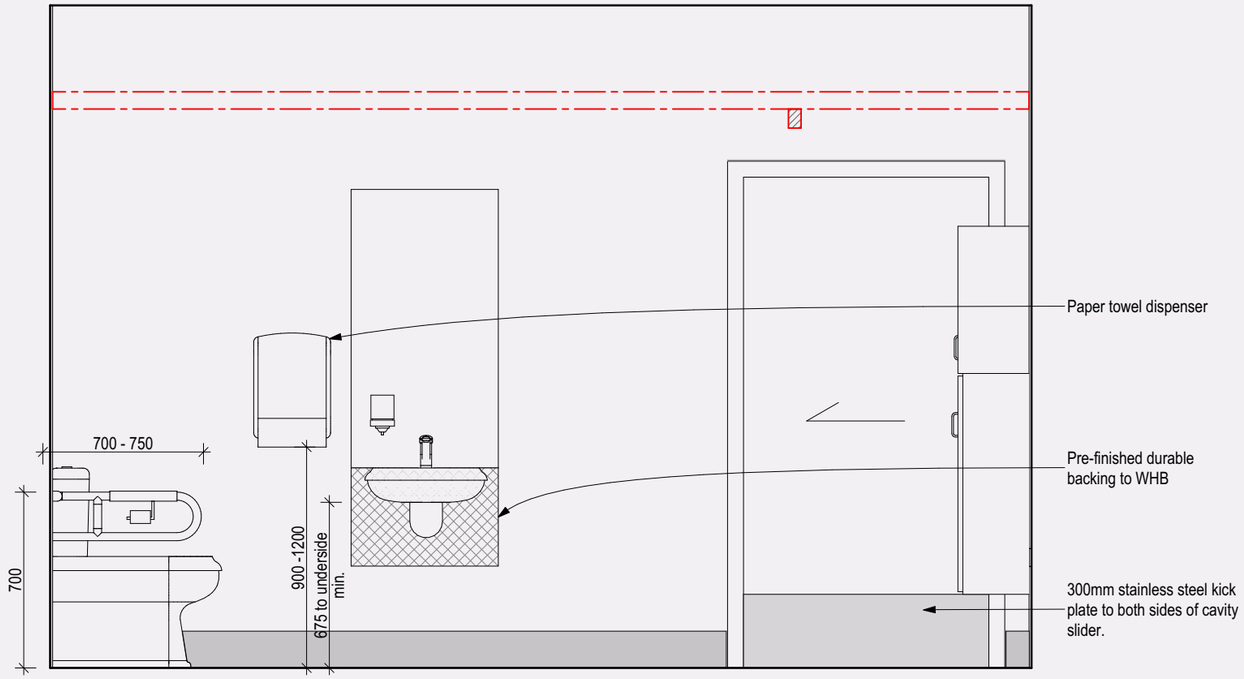
⑦ Double power outlet for changing equipment batteries. Between 500mm and 1,200mm affl. Confirm location with school.



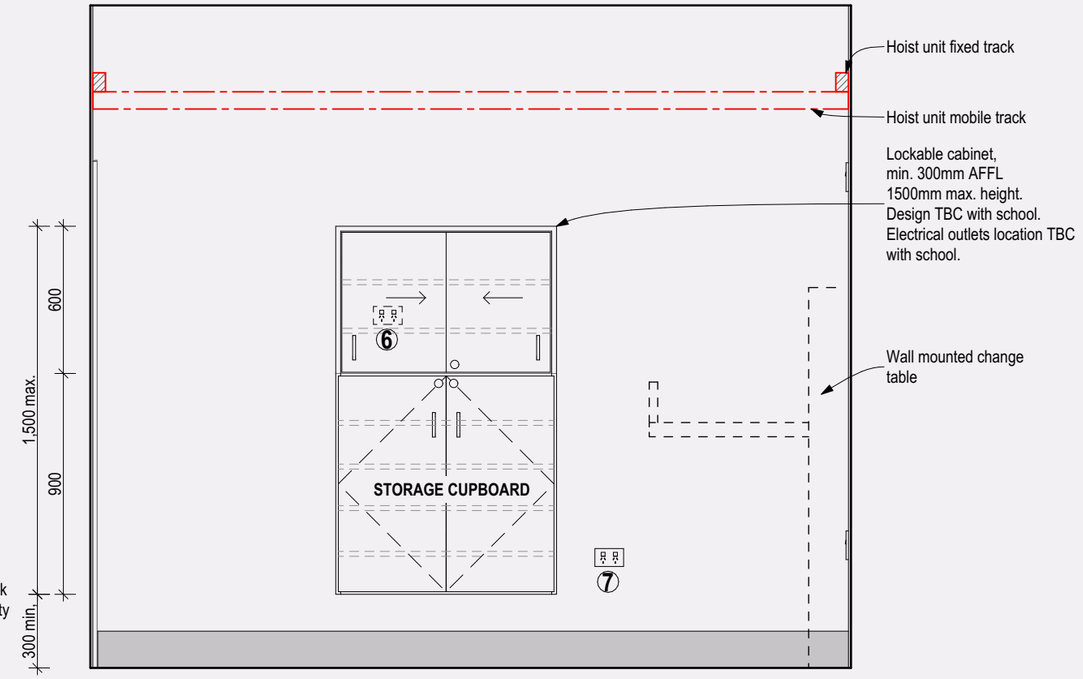
ELEVATION 1 UNIVERSAL BATHROOM



ELEVATION 2 UNIVERSAL BATHROOM

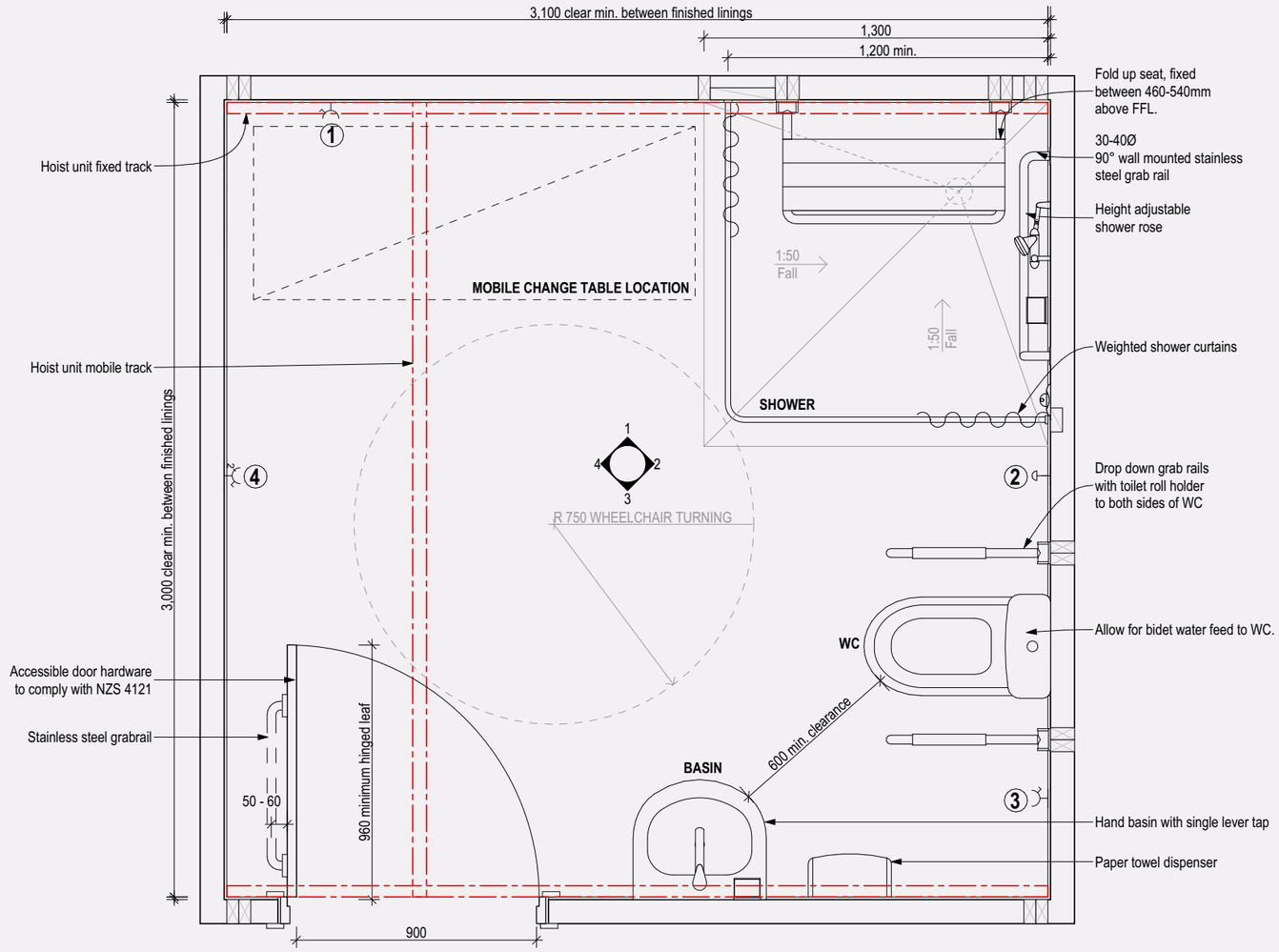


ELEVATION 3 UNIVERSAL BATHROOM

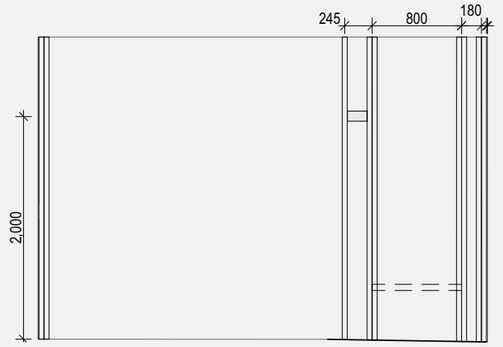


ELEVATION 4 UNIVERSAL BATHROOM

FOR DESIGN GUIDANCE ONLY



MODIFIED UNIVERSAL BATHROOM 1:20



MODIFIED UNIVERSAL BATHROOM FRAMING 1:50

GENERAL NOTES
Refer Toilet Design Standards for full Universal Bathroom requirements including finishes and fittings requirements.

Confirm Universal Bathroom requirements with local MoE Learning Support team before finalising design.

Ensure allowance is made for lining thickness framing set out.

Provide adequate fixing support and services for drop down grab rail, fold up shower seat and curtain rail. Refer manufacturers instructions.

Ensure wall framing enables additional equipment to be installed at a later date if required for a learner.

Ensure shower area slab is rebated to allow for falls.

BASE BUILD
The base build excludes the wall-mounted change table, ceiling track hoist, toilet bidet seat, and telescopic shower curtain rail. Additional items are to be provisioned for with framing and servces, and installed as required for learners.

HOIST UNIT
The minimum underside clearance of hoist track is 2.2m from the floor, with no less than 2.4m ceiling height.

Each corner is to have full height double timber studs to support hoist track timber fixings. The in-wall framing must support 200kg hoist capacity. Minimum 75mm clearance between top of mobile rail and ceiling.

Ceiling lights to be flush mounted to avoid clashing with hoist.

If installing a hoist, include an opening curtain rail that does not interfere with hoist use in shower. Supply a regular curtain rail when no hoist is installed.

DOORS
Accessible hardware to comply to NZS4121:2001.
Inward or outward swinging doors are acceptable for Modified Universal Bathrooms.
Hinged door leaf to be 960mm with 900mm clear opening.
Stainless steel grab rail mounted 900mm above finished floor level.

PLUMBING
Bidet water feed requires back flow prevention.

ELECTRICAL REQUIREMENTS:
All dimensions are above finished floor level (affl) unless stated otherwise.

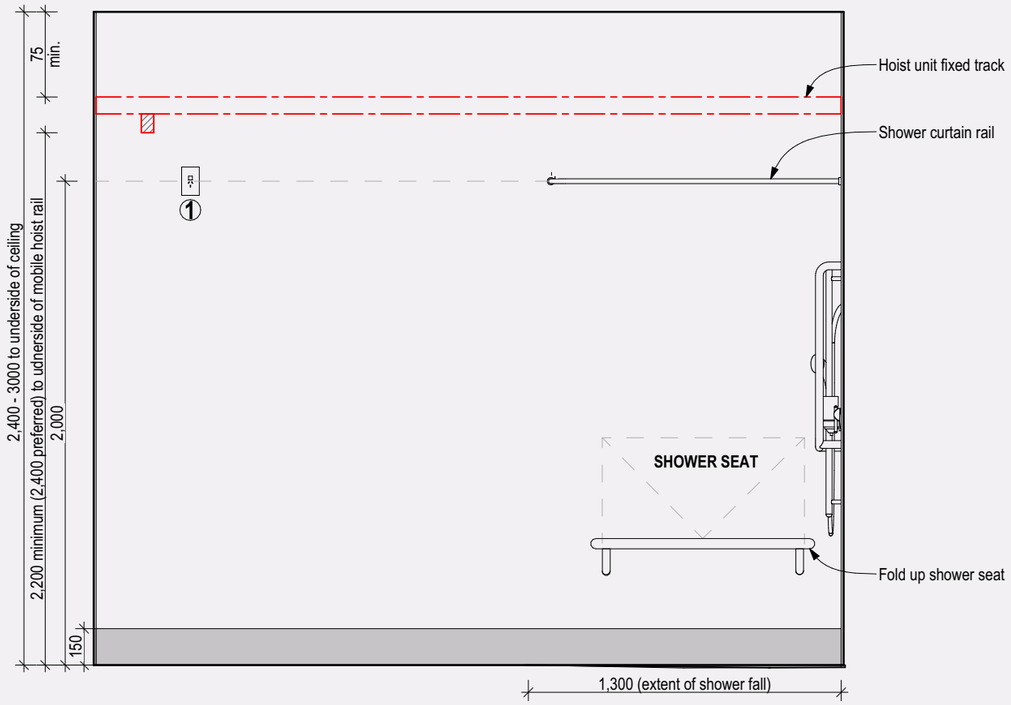
① Power outlet for hoist, blank plate for base build. Located 300mm down from ceiling and 400mm in from corner.

② Potential location of emergency call button, if required,1,000mm affl. Confirm with school.

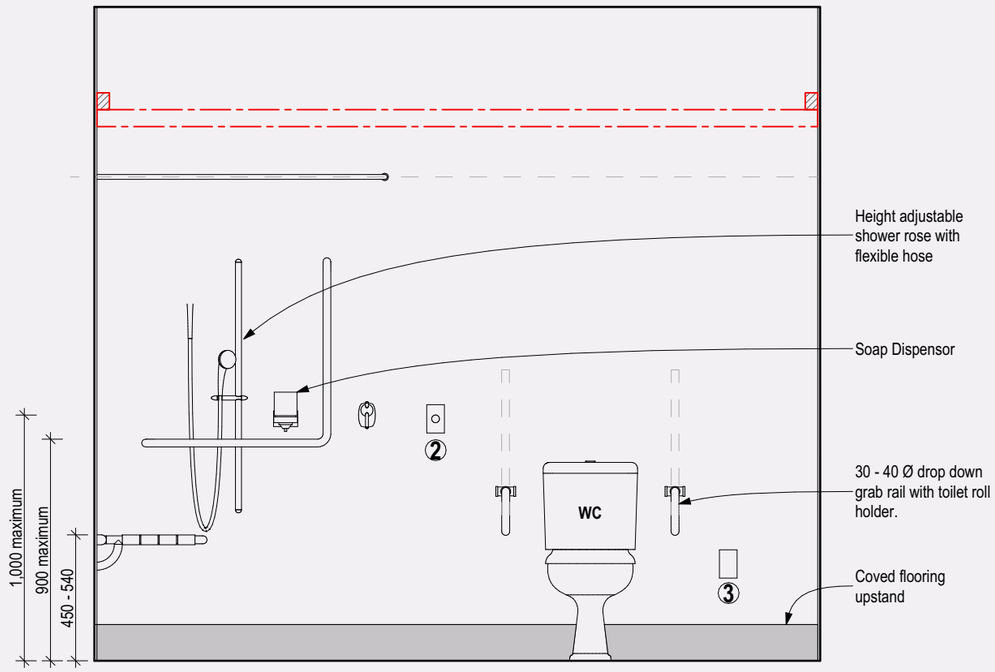
③ Power outlet for bidet seat. 500mm affl. Blank plate for base build. 2.4m min. from shower hose wall connection.

④ Double power outlet for changing equipment batteries. Between 500mm and 1,200mm affl. Confirm location with school.

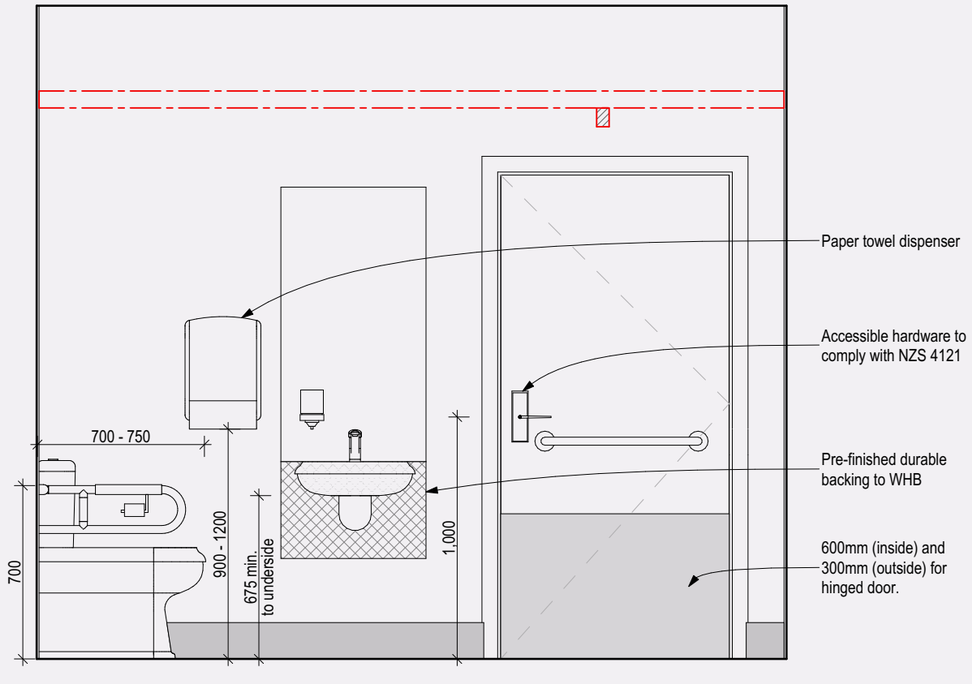
FOR DESIGN GUIDANCE ONLY



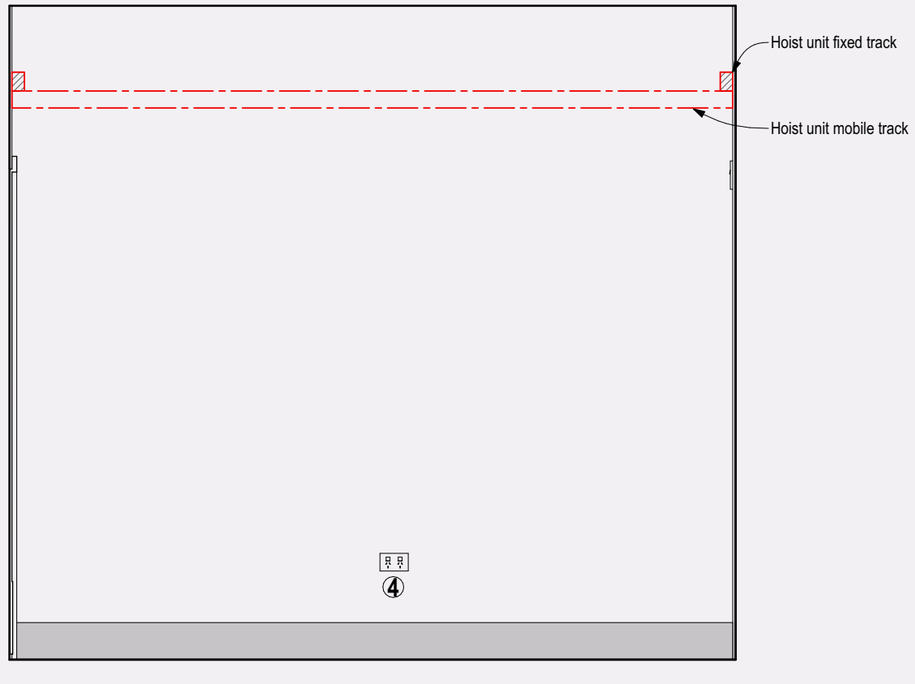
ELEVATION 1 MODIFIED UNIVERSAL BATHROOM 1:25



ELEVATION 2 MODIFIED UNIVERSAL BATHROOM 1:25

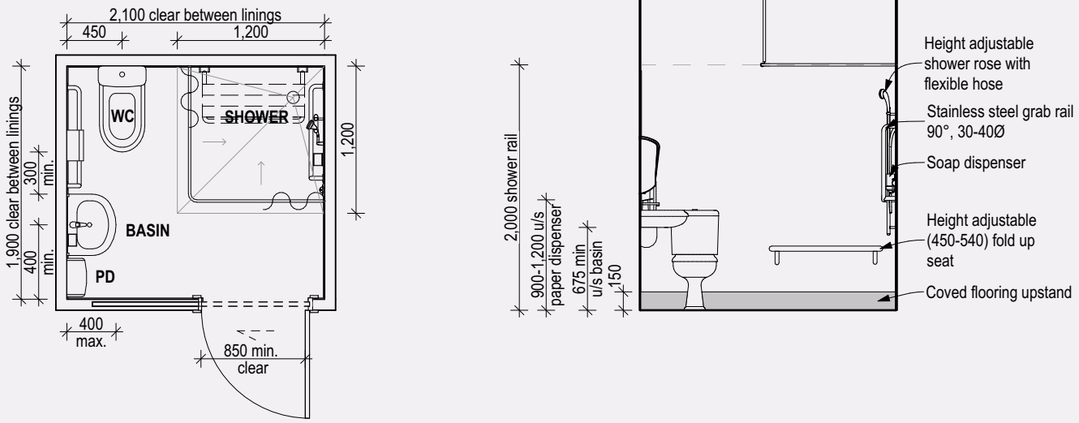


ELEVATION 3 MODIFIED UNIVERSAL BATHROOM 1:25



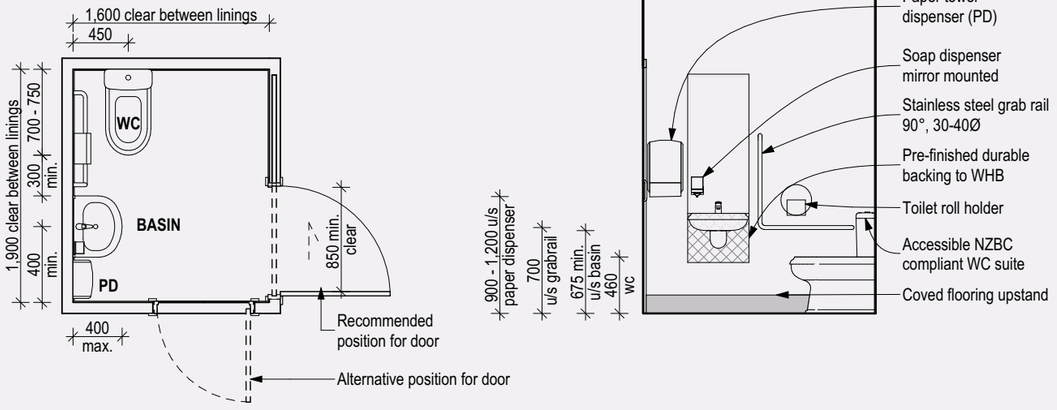
ELEVATION 4 MODIFIED UNIVERSAL BATHROOM 1:25

FOR DESIGN GUIDANCE ONLY



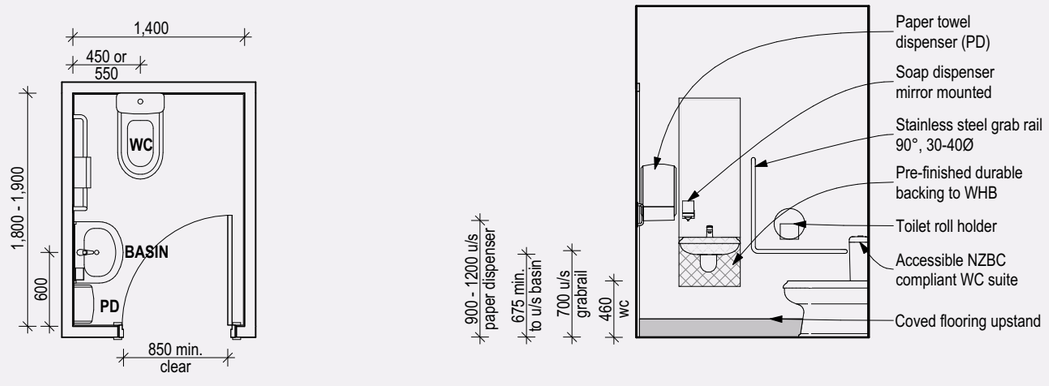
1 ACCESSIBLE WC & SHOWER 1:50

NZS4121:2001 compliant



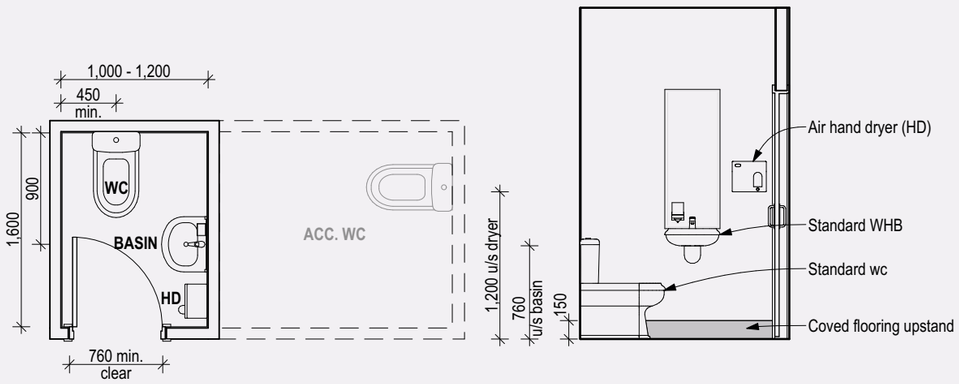
2 ACCESSIBLE WC 1:50

NZS4121:2001 compliant

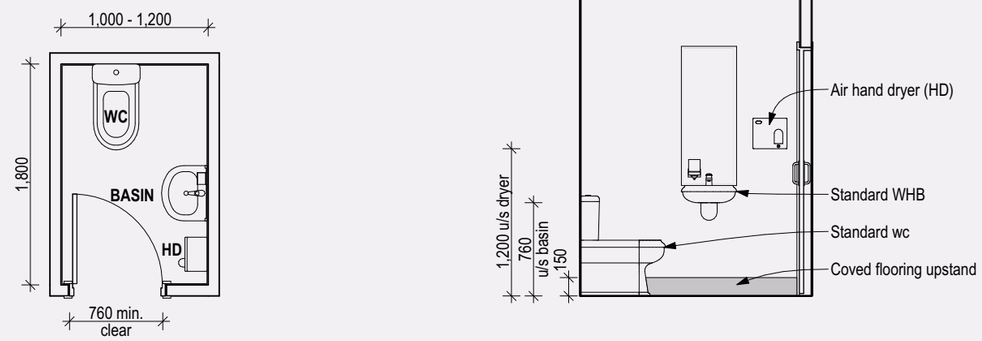


3 ASSISTED WC 1:50

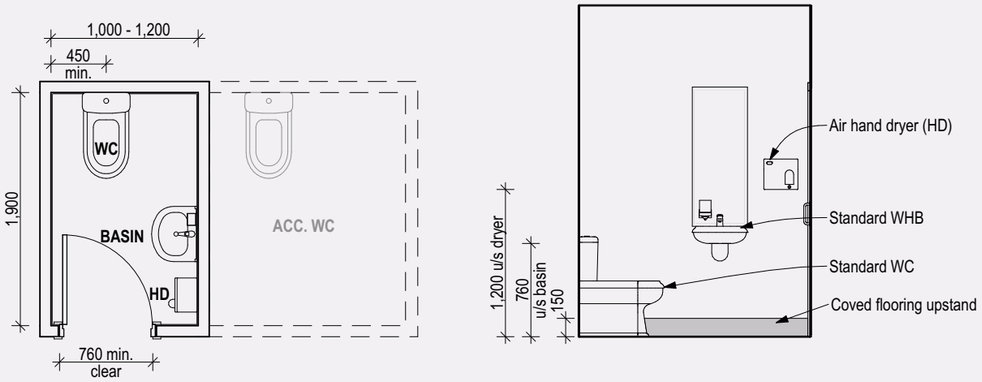
FOR DESIGN GUIDANCE ONLY



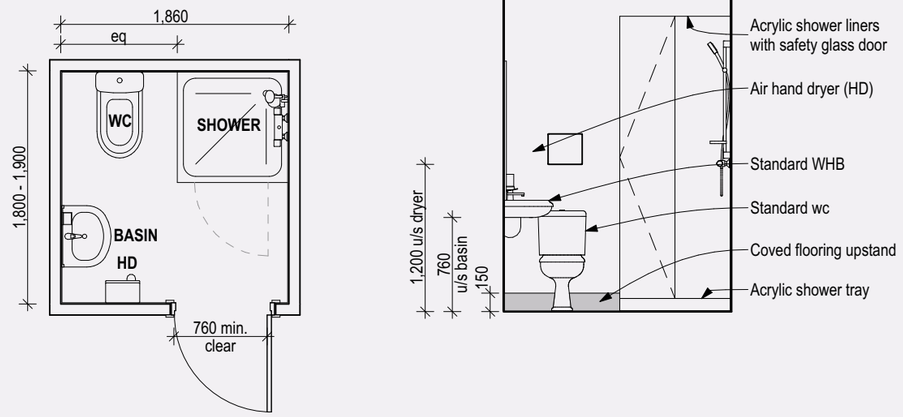
1 STANDARD WC OPTION ONE 1:50



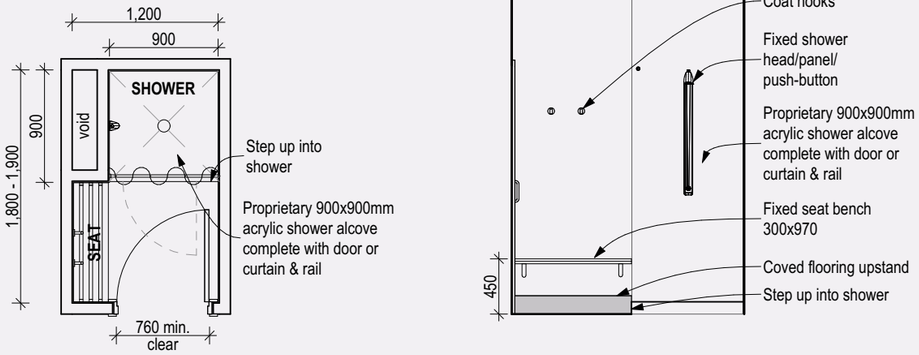
2 STANDARD WC OPTION TWO 1:50



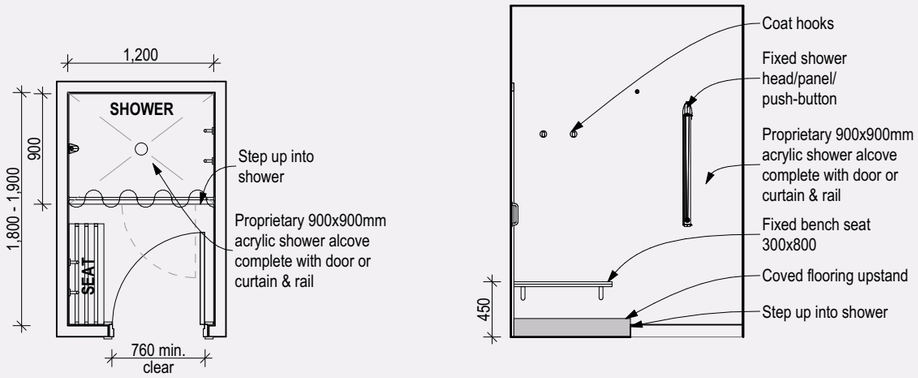
3 STANDARD WC OPTION THREE 1:50



4 STANDARD WC WITH SHOWER 1:50



5 SELF-CONTAINED SHOWER WITH SEAT 1:50



6 SELF-CONTAINED SHOWER WITH SEAT 1:50

FOR DESIGN GUIDANCE ONLY

Te Tāhuhu o te Mātauranga
Ministry of Education

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga

We shape an education system that delivers equitable and excellent outcomes

Te Kāwanatanga o Aotearoa
New Zealand Government