

An aerial photograph showing Cambridge Primary School and its surrounding environment. The school is a large, multi-story building with a complex roofline, situated in the center of the frame. To the left of the school is a large, green sports field. To the right is a residential area with houses and a road. In the background, there are more industrial buildings and a parking lot. The sky is clear and blue.

CAMBRIDGE PRIMARY SCHOOL – MAJOR REDEVELOPMENT

SUBMISSION TO THE PARLIAMENTARY STANDING
COMMITTEE ON PUBLIC WORKS
26 June 2023



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INTRODUCTION

This submission by the Department for Education Children and Young People (DECYP) seeks approval from the Parliamentary Standing Committee on Public Works (PSCPW) for the major redevelopment of Cambridge Primary School.

Funding of \$15.1 million is provided through the Capital Investment Program for the major redevelopment of Cambridge Primary School (the school). The school redevelopment provides a unique opportunity to partner with the Clarence City Council (Council) in providing new facilities for use by both the school and the local community in a rapidly growing area. The school is located on a small site comprising approximately 1.12 hectares and has been reliant on the use of the adjoining Council land for outdoor sport and recreation, car parking and school pick up and drop off. DECYP is proposing to construct new learning areas on the school site and partner with Council to construct sporting and associated facilities for the use by both the school and the community on adjoining Council land (much needed space that the school does not have).

DECYP and the school want to maximise sharing of facilities with the community but also not delay the provision of much needed learning spaces for the school. It is for this reason that the project has been broken into two stages:

- The first stage being progressed addresses capacity issues through construction of a new building comprising four General Learning Areas (GLAs), an additional kindergarten GLA, new connections to additional outdoor covered spaces, internal alterations including relocation of library, staff room expansion, new offices, professional support spaces, sensory rooms and breakout spaces, canteen upgrade and improvement of outdoor courtyard space on the school site.
- The second stage being worked on in partnership with Council, on Council land, provides for a new gymnasium, amenities and outdoor court, upgraded car parking including a pick-up and drop off zone and safer pedestrian walkways between the school, sporting precinct and parking areas. Facilities completed during the second stage will be available for both school and community use.

Planning for the works on the school site are advanced with potential to appoint a building contractor later this year, so to avoid any delay in providing additional learning areas, \$8.1 million has been allocated to the initial construction works on the school site. A further \$7 million has been allocated to the proposed works on the adjoining Council land, to be completed at a later stage. If timing allows, this work could be completed when Council completes the balance of the recreation ground redevelopment works. If Council requires additional time to plan and complete the recreation ground redevelopment works, DECYP could commence construction of the gymnasium and parking improvements and associated Stage 2 works at an earlier date. The exact timing will be developed in agreement with Council.

For the total project, \$100,000 was made available in 2021-22, \$500,000 in 2022-23, \$7 million in 2023-24 and \$7.5 million in 2024-25.

In addition to the school building, works site and building services will be brought up to contemporary standards where achievable within budget, and asbestos will be removed where encountered during construction.

Bence Mulcahy has been commissioned as the architectural consulting team for the works on the school site and are working in conjunction with the Project Working Group (PWG) comprising representatives from the School, School Association, Learning Services and Facility Services. Both Facility Services and the school have consulted with Council on the later works that will form part of the presented Cambridge Oval Masterplan.

Leisure Planners has been appointed by Council to produce the Recreation Ground Master Plan. Consultation between Council, DECYP and the school will continue to achieve integration of the respective works on the school and Council land.



Image: Students at Cambridge Primary School

Contemporary Pedagogy and Learning Opportunities

At Cambridge Primary School, we develop expert learners with high levels of student agency, and self-regulation. We do this through an intensely collaborative practice approach, where human, physical and financial resources are shared for improved outcomes for all. At Cambridge we believe and act out deeply the benefits of collaboration and working together.

We want our students to have a large say in what they are learning and how they are learning it. We take time to listen to our students and value their inputs. We take this input and use it to reflect on our practice and to make small iterative changes where necessary. For example, staff regularly review small sample student feedback data in the form of recorded student interviews from their class. Students give their teachers feedback.

We teach our students key behaviours that will help them regulate and improve their academic performance through life. We know that you can get better at learning; it is not a fixed process. As such, we deliberately model, teach and praise key behaviours for learning that have maximum impact, e.g., persisting, collaborating, empathising, and reflecting (to name just a few). Our whole school community is bought into teaching and nurturing these 'Cambridge Capabilities'.

We know that students need to be able to monitor and respond to their own learning progress. We provide our students with opportunities and feedback for them to learn how they learn best and for them to be able to control their own learning progress and process – teaching them what good learning looks like and for them to plan how to get better at their learning.

Cambridge Primary School has a uniquely embedded culture of cross-class and cross-grade planning, teaching and assessing. All our students are all our responsibility. Our school aims to operate as one large family, where every student is known, safe and learning – in alignment with our Departmental Commitment. To achieve this, we need large and small spaces to gather, break away from, retreat to and to be active in.

Our staff work together, multiple times every week, to guarantee the curriculum that is being taught across classes, grades and the wider school.

Considering all the above and using DECYP's Pedagogical Framework (refer to Attachment 4) and the Built Environment Guide – Guiding Principles (refer to Attachment 2), the redevelopment of Cambridge Primary School reflects contemporary pedagogical thinking in the Tasmanian context. The pedagogical emphasis for the design caters for:

- Adaptable design that allows for a number of spaces such as small group work, larger collaborative learning, team teaching, and 1:1 learning.

- Learning environments that cater for a wide range of student learning, emotional and physical needs.
- A library that connects to outdoor spaces, breakout spaces, learning spaces and opens out to the active space for wider community activities.
- Improved pedestrian access to the adjoining Council recreation ground to facilitate development of gymnasium, amenities and outdoor court, additional parking and improved traffic flow (second stage works). This will benefit both Cambridge Primary School and the broader community while providing greater student independence through safer walkways.



Image: Students at Cambridge Primary School participating in a paper plane competition

As well as focusing on contemporary pedagogical thinking, the design has focused on key values of the Cambridge Primary School Community as reflected in the school masterplan (Attachment I). Staff and students have been consulted throughout the design process to ensure the design reflects best learning practices and knowledge and experience of the school community, and considers:

- Maximising the amount and quality of outdoor play space; given the constrained site.
- Encouraging interaction across school grades to support and engender a whole of school identity.
- Incorporating covered balconies that flow through to landscaped areas to enhance learning opportunities.
- Redevelopment of the cooking facilities to improve provision of healthy food to all students.
- Creation of a homelike (de-institutionalised) environment to support individual comfort and uphold inclusive practices in inclusive/trauma informed design.

Through the DECYP Strategic Plan 2022-2024, the Department has articulated this commitment to support access, participation and engagement of learners built on core values of *Aspiration, Courage, Growth and Respect*. Providing high quality learning facilities for learners and staff will ensure they feel safe and supported and are able to flourish and engage in learning.

School Philosophy and Community Connections

The school culture is one that prioritises:

- Harmony and togetherness with a space for everyone to come together.
- Sharing food and eating together.
- Collaborative pedagogy with greater flexibility to benefit both teaching and learning.
- Quality outdoor spaces and connection to the outdoors.

Our students crave the outdoors. We have a unique Bush School program for all our students Kinder to grade 2. Our Kindergarten is not fenced in a traditional sense to afford our students much greater room and freedom for play. Many of our classrooms open directly to the outdoors (not into corridors). Our students are asking for a greater connection between the indoor and outdoor learning environments. As such, a large part of our redevelopment is focused on the need to ensure all classrooms open directly to the outdoors and the threshold space between the indoors and outdoors is maximised for learning. This includes covered areas, seating, access to water for play, learning, and cleaning.

Our school proudly offers a cooked lunch program, providing families with the choice to not have to pack lunch boxes and instead ensure that their child has received a substantial, low GI, high nutritional value meal and snacks. We have Gold accreditation for both our traditional canteen and our cooked lunch program and need significant resources to ensure the continuity of high service with increased enrolments. As such we continue to focus on our canteen within this redevelopment.



Image: Students at Cambridge Primary School

Enrolment Demand and Capacity Assessment

There are several new subdivisions planned and in progress in the school's catchment area and it is anticipated that this will increase enrolment numbers in coming years.

DECYP has a standard methodology for calculating building enrolment capacity.

The school is currently operating at 90 per cent occupancy with a current enrolment capacity for 375 FTE. The proposed redevelopment will increase the enrolment capacity by 125 students, taking the design enrolment capacity to 500 FTE with an approximate 67 per cent occupancy, based on 2023 actual student numbers of 336.6 FTE.

School Site

The school is situated at 976 Cambridge Road, Cambridge. The total site comprises 1.12 hectares. The FECA (Fully Enclosed Covered Area) of the School Buildings is 2,567 m². The school does not have sufficient land area to have an oval and uses the adjoining Cambridge Recreation ground through a lease arrangement with Council.

Most of the school buildings were built in the 1960's on a small site surrounded by public roads and the Council sports grounds. New administration facilities were provided in 2009 and the kindergarten was upgraded in 2019.

The property area is not sufficient to accommodate the facilities needed to address the anticipated increase in enrolments, and to provide school facilities that meet contemporary standards. The only practicable solution is construction of additional learning areas on the school site and provision of additional facilities on adjoining Council land as discussed in this submission.

The sports grounds and change rooms/toilet facilities used by the school are on adjacent land owned by Council. These facilities, which are shared with community organisations, are inadequate for school and community use and are not built to contemporary standards.

Car parking facilities are currently at capacity. Access from the school to the sporting facilities is through the existing carpark creating opportunity for pedestrian/vehicle conflicts.

A small multi-purpose hall within the school grounds is used for indoor sports but it is not considered to be suitable for that purpose, or able to facilitate whole of school assemblies.

The school site planning is also compromised by numerous services easements crossing the site.

A Bushfire Hazard Management Plan indicates potential risks associated with bushfire. The planned development is addressing those risks including ongoing consultation with Tasmania Fire Service (TFS).

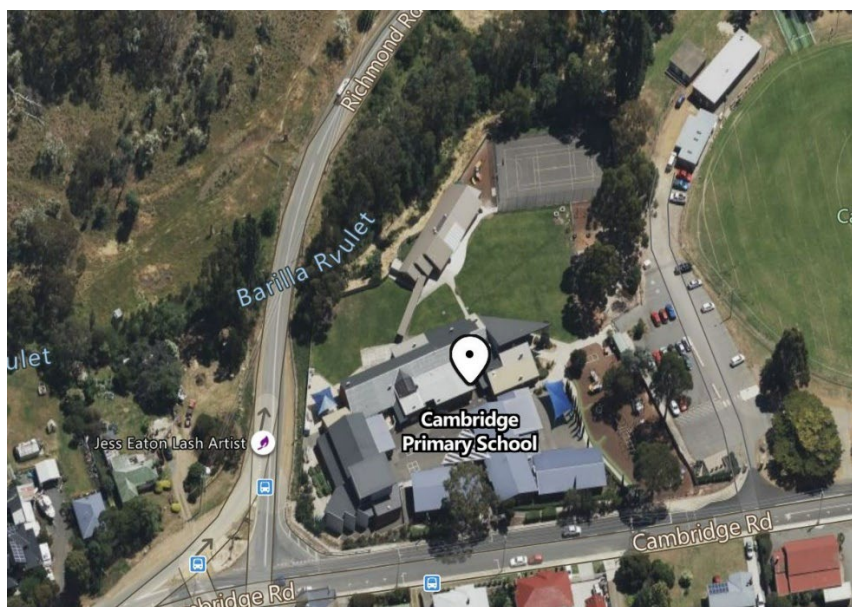


Image: Aerial photo of Cambridge Primary School

Community Consultation

Extensive community consultation was undertaken for the redevelopment of Cambridge Primary School from 11 October to 12 November 2022. The consultation included an online survey and a total of 199 responses were received during this period. Workshops were also held with staff and students from the school, and the broader community. The purpose of the consultation process was to seek feedback to inform development of the master plan and detailed design for the school's redevelopment.

Most respondents to the online survey said they felt the school should look and feel welcoming, safe, and environmentally friendly. When asked to choose their top three areas of the school that should be prioritised for redevelopment, survey respondents said a gymnasium, more classrooms, and outdoor learning areas. Respondents also said the three most important design features or considerations for any new or refurbished buildings or facilities should be technology, flexible/multi-purpose, and the size of classrooms. The school's natural environment is highly valued and students, staff and the community wish to see this, and the school's outdoor spaces, preserved.

Also requested for classrooms, was abundant natural lighting, connections (both indoor and outdoor) to the natural environment, ample bathrooms and storage for staff and students, modern technology, quality heating and cooling, and flexible furniture. These were features consistently raised by all groups as important. Outdoor learning areas, and facilities that cater to the needs and abilities of all students were also highlighted as critical.

A Community Engagement Outcomes Report was prepared following this consultation process (refer to Attachment 3).

This feedback was used to develop the scope of works for the project and many of the elements identified above will be delivered as part of the redevelopment of the school.

A second round of consultation was initiated by the Department for Education, Children and Young People from 21 March to 14 April 2023 to provide opportunity for the school and broader community to view the Stage 1 works plan for the school. The stage 1 works plan was shared widely through the school and Department's communication channels and no negative feedback was received.

The Clarence City Council has undertaken a detailed master planning process for the broader precinct around the school and this master plan contains the Stage 2 elements for the school's redevelopment, including a new gymnasium and traffic and car parking improvements. The Council launched its public consultation process for this masterplan concurrently with the Department's consultation process but it was extended to allow more time for feedback. At the time of compiling this report, the Council advised that no significant issues have been raised.

Master Planning and Proposed Works

As part of the design process for the works on the school site, the PWG's focus has been to address the highest priorities of the school and fulfil the agreed design principles. This includes offering students contemporary teaching and learning spaces which support learning needs, and student social opportunities and wellbeing.

Following consideration of a number of Master Plan options, a preferred option was selected and the PWG identified the following redevelopment priorities for stage 1 works, as shown on Attachment 1, and summarised below:

- Building 1 – New openings connecting GLAs to covered outdoor space, internal alterations including relocation of library, staff room expansion, new offices, professional support spaces, sensory rooms, and break-out spaces.
- Building 6 – New two-storey building accommodating 4 x new GLAs.

- Building 7 – Extension to the existing Kindergarten building to accommodate an additional GLA.
- Building 8 – Canteen expansion / upgrade.
- Area 9 – Courtyard transformation to include raised garden beds, native planting, seating, nature-based play and areas of hard stand.

The construction budget for the proposed scope detailed above is \$5,560 million excluding construction contingency.

The second stage scope of works being progressed in consultation with Council and included in the Recreation Ground draft site plan and images (Attachment 5) includes:

- New gymnasium and associated amenities.
- New outdoor sports court.
- Additional parking.
- School pick up and drop off zone.
- Improved pedestrian access.

Budget Assessment

The proposed scope is within the available budget. The PWG is also conscious of increasing building costs in the current economic environment and there are currently allowances allocated in the contractor budget for market conditions and escalation in consideration of this. The budget of \$15.1 million currently allows for a total contingency allowance of \$2,294,000 that has been broken down into the following elements:

- Construction contingency: \$860,000.
- General project contingency: \$1,134,000.
- Post occupancy contingency: \$300,000.

Design Approach

The design process has considered options based on DECYP's Built Environment Guiding Principles, student and staff needs, and community opportunities. The layout and design has been informed by consultation with staff and students and the school's vision to inspire growth through learning.

The school wants to integrate the school's facilities and activities into the local community. Key considerations include the following:

- Ensuring facilities are redeveloped to maximise the current and future pedagogical benefit for students and accommodate future trends in teaching and learning.
- Provision of good visual and physical connection through the school site.
- Improving and maximising the learning and social opportunities.
- Students, staff, and visitor safety, in accordance with the "safe and secure" design principle, and Appendix B from the final report by the *Royal Commission into Institutional Responses into Child Sexual Abuse – Practical Guidance for Implementing the Child Safe Standards*.

Cambridge is a semi-rural area just east of Hobart. The school is in the bottom of a valley running east west between the foothills of the Meehan Range and Mt Rumney. The hills are a dominant visual feature of the school site. Large native gum trees surround the school, and it has the feeling of being in the bush.

The school occupies a corner site at the intersection of Cambridge and Richmond Roads. It is bounded by Barilla Rivulet to the north, and the Cambridge Memorial Oval to the east.

Despite its semi-rural and bush setting the school is impacted by traffic noise, has a constrained site area, and is visually disconnected from the rivulet.

High building footprint-to-site ratio has put pressure on the amount of available outdoor play space. The school relies on the memorial oval for sport, outdoor play, and car parking.



Image: Cambridge Primary School students

The main pedestrian entry is from the memorial carpark to the centrally located Administration.

Existing flexible learning spaces are opened to the north with full height glazing and sliding doors opening to covered outdoor areas.

A new two-storey teaching and learning building located close to Cambridge Road co-locates senior students and provides a vantage from which students can survey the whole school grounds, surrounding mountains, valley and rivulet.

School Culture

Cambridge Primary School students have agency to play around any part of the campus. Students of all ages interact, fostering positive interactions, younger students look up to older ones, and older one's role-model positive behaviours. This fosters engagement and connection. This project seeks to improve as many areas of the campus as possible to support this tradition.

Design for expanded canteen and undercover areas adjacent to new and existing learning spaces is key to catering for the needs of the cooked lunch program and providing undercover outside verandahs for class groups to enjoy this social activity together.

All new and refurbished classrooms are flexible and designed to support varied teaching and learning approaches including team teaching. Students at the school currently have agency to work in a variety of settings.

The design will provide:

- High-level desks, nooks, direct access to outdoors, and outdoor undercover seating adjacent to indoor flexible learning areas.
- Where possible GLAs are coupled in pairs with internal sliding doors to support existing team-teaching practices.
- Connection to the outside with full height glazing, wide sliding doors and covered outdoor terraces for student breakout.

- Internal roof lights capturing sky views and bringing in soft south daylight.
- All new building footprint is consolidated within the existing buildings where possible to maximise outdoor play areas.
- Transformation of early years outdoor play to nature-based play.

Country

Theresa Sainty of Milangkani Projects has provided an overview of the ancestral people and their connection to country at and around the school. She highlights the importance of the rivulet as a place for travel, water and food, cultural practices and as a meeting place.

The area around Pittwater and Risdon were the ancestral homelands of the Mumirimina people, one of ten tribal groups of the largest Nation of Lutruwita (Tasmania) now known as the Oyster Bay Nation.

“This area would have been rich with plant foods as well as marine, fresh water, and land animals. Other resources for cultural practices were also available to be collected, particularly grasses for basket weaving, for example River Reed (*Shcoenaplectus pungens*). River Reed continues to be a prized fibre for making baskets and twining, and grows in brackish waters, where fresh water and saltwater meet. The lagoons would also provide a variety of birds and their eggs for sustenance, e.g. swans and ducks. A perfect spot for families to come together.”

This insight has informed the focus on engaging students with the broader landscape, particularly the rivulet.

Building Materials

There is an emphasis on simplicity and domesticity for this project.

Existing buildings are of differing eras but are typically brick veneer gabled single-storey buildings except for the administration and the multipurpose hall.

New buildings are to be brick. Tones of red and cream marry in with existing brickwork, are domestic and provide a contrast to the bush setting.

New covered outdoor spaces will be constructed of concrete and brick terraces, with roofs, verandahs, stairs, and balustrades being more fine-grained elements in sheet metal and steel. These ancillary elements will be lightweight, slender and could be more playful.

Internal materials are to be resilient and comfortable, enabling students to work and sit on the floor. They will have a domestic feeling, ample natural daylight, ventilation and allow variable internal light levels.

Continuing the notion of domesticity, internal materials are to be resilient and provide comfort with earthy toned spaces, warm coloured floor finishes, with white painted walls and areas of timber or plywood.

Landscaping

Engaging students with the bush and rivulet is key for this project.

Earth mounds will be formed up to the edges of new terraced outdoor learning areas making seamless entry points to the landscape and doubling as playful lawn banks.

Raised garden beds, landscaped nooks, terraced seating and umbrellas will transform the existing bitumen courtyard for play, gathering and quiet. Wind barriers created with landscape walls, windproof screening and planting will make the courtyard more habitable.

Nature-based play will transform Kindergarten outdoor play areas with lawn mounds, climbing ropes, posts, and a central open space surrounded with garden nooks, balancing beams, monkey bars, messy play such as mud kitchens, sand and water.

Visual connection to the rivulet will be achieved by replacing an existing sheet metal fence with a more transparent fence, rehabilitating the rivulet bank, and creating an observation deck behind the kindergarten.

A tea tree grove will form a buffer to Richmond Road transforming a boggy area of lawn to an educational rain garden with mini decks for basket weaving, eating and playing.

Sustainability and a healthy learning environment

Sustainability goals for the new facilities have been developed in consultation with the PWG. Defined as a broad set of starting objectives, the new buildings and associated works should:

- Provide a healthy environment for both staff and students.
- Minimise operational energy use, environmental impact and ongoing costs.
- Make the most of natural lighting and passive design.
- Build on existing sustainability initiatives, such as the vegetable garden and composting.
- Make the most of the natural environmental setting maintaining connections to the creek, bushland and the wider natural environment.
- Retain or enhance the ecological value of the site.
- Enhance the stormwater retention on site through the landscaping to reduce stormwater runoff and related issues.
- Ensure accessible, safe and inclusive design.
- Where possible use materials that have minimal impact on the environment over the life of the building.
- Be designed for future flexibility and longevity.
- Be a facility that contributes to the social and environmental sustainability of the broader Cambridge community.

These Sustainability Objectives can be represented by six key themes that can guide the design, construction and then operation of the new building. These themes are:

- **Healthy Indoor Environment:** Maximise indoor environmental quality of the new facilities in order to maximise student and teacher health, and student learning and productivity.
- **Site Ecology:** Enhancing the ecological value of the site through the introduction of the new facilities to the site.
- **Water Cycle:** On-site stormwater retention and minimisation of pollutants reaching the local creek, through rainwater retention and re-use, minimisation of potable water usage and design of landscaped wet areas.
- **Energy Efficiency:** Minimise the energy used in the operation of the new facilities through passive design features, efficient appliances, contributing to reduced environmental impact and on-going cost savings.
- **Life Cycle Impact:** Minimise the environmental impact of the new facilities throughout all phases of the building life cycle, from materials extraction, manufacturing, construction, the operation of the facilities and potential re-use and recycling at the end of life.
- **Community Integration:** Contribute to the integration of the school into the local community, through accessible, inclusive and safe design, and shared facilities.

Accessibility

All refurbished facilities and outdoor areas will comply with contemporary accessibility standards. Where paths are proposed for replacement, accessibility has been a key design consideration to ensure all people, regardless of ability, have ease of access to key locations.

A lift is included in the new two storey building.

Tasmanian Government Art Site Scheme

Cambridge Primary School presents an excellent opportunity for a suitable artwork to be incorporated into the social and public areas of the school. The artwork component is being progressed by a focused subgroup of the PWG.

Arts Tasmania has commenced planning the Expression of Interest process to procure a local artwork that can inspire learning and interaction.

Project Management

Funding and Budget Estimates

The total project budget is \$15.1 million, for both stage 1 and stage 2. The proposed scope of works currently fits within the available budget. The total budget estimate is summarised in the table below:

Description	Stage 1 Cost Estimate (\$'000)	Stage 2 Cost Estimate (\$'000)	Total Cost Estimate (\$'000)
Construction Cost	5,560	4,985	10,545
Construction Contingency	510	350	860
Design Contingency (Included in Construction Costs)	-	-	-
Consultant Fees	643	560	1,203
Statutory Fees	107	95	202
Furniture, Equipment and IT Allowance	214	200	414
General Project Contingency	604	530	1,134
Artwork	80	-	80
Project Management	162	140	302
School Administration	60	-	60
General and Post Occupancy Contingency	160	140	300
Total	8.1 million	7.0 million	15.1 million

Construction Budget and Allowance for Escalation

Funding of \$15.1 million was provided through the Capital Investment Program for the major redevelopment of the school. The project has been broken into first and second stages. \$8.1 million has been allocated to the first stage and \$7 million to the second stage.

The stage 1 cost estimate demonstrates the redevelopment scope is within the allocated budget as confirmed by Quantity Survey advice. The cost estimate accounts for escalation and pricing/market risks currently being experienced by the Department across all capital projects in all regions. Further review of priority scope to fit within the available budget will occur as the design progresses.

The order of cost estimate has been undertaken on the preferred master plan for the first stage to ensure proposed works meet the current project requirements. Cost estimates will also be provided by the Consultants at the design development stage and prior to approval to proceed to tender.

Stage 2 costs are based on the cost of other recent DECYP projects and will be further tested as the scope of works is refined in consultation with the Council.

The construction contingency is allocated to manage any unforeseen circumstances that may arise during the redevelopment project.

Project Timeline

The key dates for the project are as follows:

Project Task / Phase – First Stage on School Site	Completion Date
Round 1 consultation completed	March 2022
Lead Consultant appointed and draft master plan resolved	May 2022 - Jan 2023
Round 2 consultation on draft master plan	Mar - Apr 2023
Planning approval	May 2023
Design Development	July 2023
Tender advertised	August 2023
Contractor appointed	October 2023
Construction Works Commenced	November 2023
Construction Works Completed	April 2025
Note: The second stage on Council land will be scheduled following finalisation of the Recreation Ground Master Plan.	



Image: Architect's image of proposed Grade 5 and 6 building

Potential Project Constraints

Risks and constraints identified in relation to the project budget, timeline and scope include the following:

Identified Risks	Risk Mitigation Strategy
Budget overrun	Quantity surveyor estimates undertaken at key moments and allow time for PWG review. Manage contingency and furniture and equipment funds.
Tender packaging	Prioritisation of works to ensure a budget fit.
Budget overrun due to unidentified infrastructure issues	Review of infrastructure during design and construction phases to ensure all infrastructure issues are identified
Program delays	Allow sufficient time for design progress and review in project planning.
Scope creep	Ensure PWG has adequate resources and clear governance arrangements to manage any scope creep issues.
Unmet stakeholder expectations	Ensure PWG has adequate resources to inform stakeholders. Management of stakeholder expectations with regular consultation to the school community as per the management and communications plan for the project.
Change in PWG members	Ensure project documentation is up to date. Sign-off of key milestones as required and continuity of Learning Services involvement.
Continuity of learning during construction works	Identify staged program with architects and builder to minimise disruption to school operations.
Latent conditions	Full review of existing services by Consultant team. Ensure project contingency is maintained at start of construction.
Easement locations	Identify early, assess services in ground and design buildings around easements.
Constraints of small site	Continue discussions with Council on securing use of recreation ground site for buildings, parking and activities.
Completion of projects as two stages	Consider Stage 2 during Stage 1 planning and schematic design.

Identified Risks	Risk Mitigation Strategy
Council securing funding for completion of Recreation Ground works.	Stage 2 project scope to be developed as a standalone package if council funding is not available, with ongoing consultation with Council.
Timing – the project not being completed within the expected timeframes for a number of reasons including planning approval processes and industry capacity.	This will be reviewed on a monthly basis and advice given to the school community and government as updates are available.
Community – the community might not support the development.	Consultation at appropriate stages will continue as an essential element of the project.



Image: Students at Cambridge Primary School

CONCLUSION

The project will provide increased capacity and updated facilities to support quality learning over future decades at the school with additional contemporary learning environments and associated support spaces.

The new gymnasium, amenities, outdoor sports court, parking, traffic and pedestrian improvements provide additional value due to shared school and community use.

The redevelopment will provide a range of contemporary internal and external learning settings that promote student and staff wellbeing and vastly improve access across the site.

Obtaining approval from the Parliamentary Standing Committee on Public Works will provide assurance to the students and staff at the school and the community that this project will proceed through detailed design, tender and construction.

It is therefore recommended to the Parliamentary Standing Committee on Public Works that the works proposed for the major redevelopment of the school proceed as detailed in this submission.

The project represents excellent value as it provides facilities for the school as well as more broadly for the local community.



Image: Architects imagining of proposed Cambridge Primary School Kinder refurbishment

ATTACHMENTS

ATTACHMENT 1 - Bence Mulcahy Architects Master Plan

ATTACHMENT 2 - DECYP Built Environment Guide Guiding Principles

ATTACHMENT 3 - Community Engagement Outcomes Report

ATTACHMENT 4 - DECYP Pedagogical Framework

ATTACHMENT 5 - Clarence City Council Cambridge Oval Master Plan