

An artist's impression of the New Legana Primary School. The school is a long, single-story building with a prominent section featuring a steep, gabled roof clad in reddish-brown tiles. The rest of the building has a light-colored, vertically-slatted facade. Large windows are visible along the side. In the foreground, a paved area shows several stylized orange human figures, including children and adults, engaged in various activities. The school is set against a backdrop of rolling blue hills under a light blue sky with wispy clouds and a few birds. A large, vibrant green bush is in the immediate foreground on the left, partially obscuring the school. The overall style is a colorful, illustrative sketch.

NEW LEGANA PRIMARY SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS
December 2021

Artist impression only

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INTRODUCTION

This submission by the Department of Education (DoE) seeks approval from the Parliamentary Standing Committee on Public Works for a major capital investment of \$24.75 million to construct a new primary school at 612 West Tamar Highway, Legana.

Funding of \$20 million was provided through the 2018-19 Tasmanian State Budget and an additional \$4 million was announced in the 2020-21 Tasmanian State Budget, with funding provided over the forward years. An additional \$750,000 has been committed by the Tasmanian Health Service to the project.

The West Tamar Local Government Area is expected to have the fastest-growing population in northern Tasmania up to 2042, with new residential developments, proximity to Launceston and housing affordability contributing to the popularity of the region.

Enrolments at the nearby Riverside Primary School are currently in excess of 800 students, which is the largest number of primary students at any government school in Tasmania.

This project provides for the construction of a new primary school on a greenfield site at 612 West Tamar Highway, Legana. In line with the Department's Early Years Learning Framework, the new school will accommodate 350 students including Birth to 4 Launching into Learning Program and Kindergarten to Year 6, with sufficient space available on the site for expansion of the school into the future should it be required. Outside School Hours Care facilities will be provided, and an oral health clinic will also be constructed on the site - funded and operated by the Tasmanian Health Service.

The new Legana Primary School will be co-located with a community sporting and recreation precinct to be developed and owned by the West Tamar Council (WTC). This will include an AFL regional sized oval to be used by the school through a perpetual deed of agreement.

Cumulus Studio has been commissioned to oversee the project. They are working with the Project Working Group (PWG) comprising representatives of DoE Learning Services and Facility Services, WTC, and the Tasmania Health Service. In recognition of the strong partnership with WTC, the design team engaged by DoE is also undertaking the design of the AFL oval.

This submission is presented at the schematic design phase and recognises the strong need to provide a new primary school for the Legana community.

CURRENT EDUCATIONAL NEEDS AND PRIORITIES

Contemporary Pedagogy and Learning Opportunities

Using DoE's Pedagogical Framework (refer to Attachment 3) and the Built Environment Guide (refer to Attachment 4), the design of Legana Primary School reflects contemporary thinking about how the build environment can support teaching and learning in the Tasmanian context and will allow adaptability for future growth and development. The design caters for:

- adaptable design that encourages a wide range of uses of spaces such as small group work, larger collaborative learning, team teaching, 1:1 learning etc
- learning environments that cater for a wide range of student needs
- a library and multi-purpose hall that engages with the learning courtyard and opens out to the active space for wider school community activities
- future expansion of the campus, without compromising on the original pedagogical and design intent.

The opportunity to amplify learning has been central to the design approach as shown on the site master plan (refer to Attachment 1). The ways the spaces might be used by students and staff to ensure best learning outcomes possible has remained the focus of the evolving design (refer to Attachment 2).

The team has been particularly cognisant of the following matters:

- Connections between the indoor and outdoor learning environments and the interplay they create in a primary school learning environment. The central learner's courtyard encourages the seamless extension of learning spaces into the external environment through use of glazing and outdoor covered areas, blurring the lines between the two zones to create an indoor / outdoor learning and reflection space.
- The journey of a student through the school has influenced the site master planning. The early years secure and welcoming spaces transition through to design that reflects higher levels of autonomy and trust in the upper primary cohorts.
- Student staff and visitor safety. The design has referenced the DoE Built Environment guide, guiding principle of 'Secure and Safe' and Appendix B of the Royal Commission into institutional responses into child sexual abuse – Practical Guidance for Implementing the Child Safe Standards.
- The library is an extremely important part of every primary school student's learning experience. The library hub will be a central feature of the school. It has carefully planned visual connections to all learning areas and zones and easy access for student groups. It will also be an opportunity for accommodating senior staff, providing flexibility of the location of these staff to the heart of the learning zone, rather than within the administration-base. All spaces will also be able to be utilised in adaptable ways, from offices to one-on-one learning spaces and group study nooks, depending on the leadership direction of the school.

School Philosophy and Community Connections

Ensuring positive school-community engagement with the new school is an important feature with the concept of 'public, privileged and private' spaces being central to the design philosophy.

The area around the multi-purpose hall, outdoor courts area and east towards the open active spaces and oval beyond, is intended to be accessible for community events without intrusion into the central learner's area of the school. The respective areas will be capable of passively communicating appropriate student and visitor behaviour relative to each space.

The PWG has worked closely with DoE Aboriginal Education Unit to ensure a close connection with learning opportunities from an Aboriginal perspective so that the school is culturally appropriate, inclusive, and safe for all. The landscape design for the school includes enhancing and restoring cultural values through the provision of native vegetation and bush tucker across the school site.

Enrolment Demand and Building Capacity

A 2019 University of Tasmania study examined the growth rates of all Local Government Areas (LGAs) in the State. This study concluded that the West Tamar LGA will achieve the fastest growth of any LGA in northern Tasmania from 2017-2042 with a 14.2 per cent increase in population. This percentage increase equates to a population gain of more than 3,350.

The nearby Riverside Primary School is experiencing capacity issues, with enrolments currently in excess of 800 students. This is the largest number of students for any government primary school in Tasmania.

Capacity Assessment

DoE has a standard methodology for enrolment calculation and the assessment of building design capacity.

Legana Primary School is being designed for a capacity of 350 student enrolments covering Kindergarten to Year 6. Launching into Learning facilities will also be provided for the birth to four age cohort and their families. The site master plan allows for a potential expansion of the school into the future should it be required, with space available for additional General Learning Areas (GLAs) and other facilities.

The new school is expected to relieve the enrolment pressure on Riverside Primary School and provide additional capacity as the region continues to grow.

Work on the potential intake area for the new school is substantially progressed and will form part of further consultation processes.

School Site

The new primary school will be located at 612 West Tamar Highway Legana on 2.5 hectares of DoE-owned land, with perpetual access to the WTC-owned oval immediately adjacent to the site.

Community Consultation

Extensive community and stakeholder consultation has been undertaken for the new Legana Primary School. This has included:

- a broad initial phase of community engagement was held in early 2020 to ensure design of the new school will reflect the community's aspirations. This included large scale mailout, advertising and social media. More than 300 online surveys were received and over 40 people attended a community workshop in March 2020 (refer to Attachment 5 - Community Engagement Outcomes Report)
- an internal workshop was held with principals from other schools in the West Tamar region and DoE departmental staff in February 2021 to explore ideas for the new school's pedagogy, learning spaces and lessons learned from other school builds and redevelopments
- experts for support and specialist learning areas have been consulted throughout the master planning process to ensure the school's design is contemporary, forward thinking and fit-for-purpose
- two workshops were held with students from Exeter and Riverside High School and Primary School students in May 2021 to seek their ideas on what they liked / disliked about their schools and what could be included in the new Legana Primary School

- a community reference group was established for the new Legana Primary School which meets quarterly. This group contains representatives from DoE's Aboriginal Education Unit, local sporting clubs, West Tamar Councillors (including Mayor), education and care providers, and government service providers and has already met twice since establishment. The group reviews progress and provides feedback for consideration by the PWG. The Legana Primary School Community Reference Group has had the opportunity to review the draft site concept plans and was supportive
- quarterly presentations have been provided to the full WTC for project updates. The Council has been presented with the site master plan and is supportive
- a subsequent phase of public consultation is being undertaken in November and December 2021, with the approved site master plan published on the DoE website to provide opportunity for the community to review and provide feedback.

Further engagement with educators and subject matter experts will be undertaken to inform the detailed design process as the project progresses.



PROPOSED WORKS

The design of the new Legana Primary School is in accordance with DoE's Pedagogical Framework and Built Environment Guide to ensure DoE's core values are recognised and included in the design and construction of the new school.

The new school site will include:

- two kindergarten rooms and early years outdoor play space that meet the requirements of the National Quality Framework as a minimum standard, including a suitable flexible space for Launching-into-Learning programs. The early years precinct will have its own secure nature-based play area with undercover outdoor space
- 12 contemporary GLAs in three hubs of four GLAs, with accessible shared and multi-purpose spaces and amenities
- a central learner's courtyard designed to blur the lines between the internal and external learning opportunities
- a senior staff hub in a strategic 'learner centric' position co-located with the library and multi-purpose hall. The hub is centrally positioned to core learning areas and provides passive surveillance over external circulation and play spaces
- the multi-purpose hall building also includes spaces for performing arts, music, 'makers space', outside school hours care, canteen, and amenities. The multi-purpose hall opens out to the ball courts area to facilitate whole of school assemblies and performances
- the administration zone will include a reception area, school business manager's office, flexible office space for senior leadership or consulting staff such as speech pathologist, psychologist etc
- staff room facilities and a resource room are provided in the main administration building which also includes space for a uniform shop and a first aid room
- amenities are located and distributed appropriately across the campus for staff and students
- high quality indoor environmental features including maximising the use of natural light and ventilation, acoustic treatment of spaces, and environmentally sustainable heating, cooling and other services
- outdoor play will be nature based with active play and learning spaces provided promoting inquiry and creativity in play for all year groups
- a kitchen / bush tucker garden will be constructed near the maker's space
- a football oval to regional AFL standard (owned by WTC) leased by agreement to DoE for school hours and special events
- cleaning stores and suitable storage for plant, equipment, and Education Facility Attendants requirements
- appropriate levels of parking for staff and visitors will be provided as well as student and bus pick-up / drop-off zone and traffic safety measures. Visitor parking will be in front of administration to avoid people having to cross the road to access the building. Drop-off zones are located to ensure student safety
- an oral health clinic operated by the Tasmania Health Service will be located within the administration building. The layout will be cognisant of the need to access this area out of school hours when the school is not in operation, and it will have its own distinct separate entrance.

Proposed Program

An early works civil construction package is anticipated to be ready for tender in November 2021 with construction of this component to commence in early 2022. This early works package will enable the site access, internal road and servicing to be completed prior to the full school construction contract being let.

Undertaking the early works civil package will reduce costs associated with a building contractor managing a civil sub-contractor undertaking major civil works and build the road into the site in advance of the building contractor being on site. It is also critical to the overall project program that this element of the project be awarded in advance of the main school construction tender.

A request for tender for the school construction is planned to be issued in May 2022 with construction planned to commence July 2022 subject to contractor availability. It is anticipated that construction works will be completed by December 2023 ready for the school opening in 2024.

Site Planning and School Design

Master planning for the school site and surrounding facilities has been undertaken by the project architect in collaboration with the PWG which includes representation from the WTC and the Tasmanian Health Service. The site master plan addresses the requirements for the new primary school. The work included planning for proposed facilities and necessary infrastructure to support development including:

- planning for proposed facilities and necessary infrastructure to support the development
- allowance for future growth of the school. The site master plan shows future growth for a further four GLAs strategically positioned to maintain the flow of the school and not compromise the journey of the student philosophy which underpins the site master plan configuration
- co-location of the oral health clinic alongside the school administration area to enable adaptable growth of the school, should the clinic no longer be required
- integrated connections to the WTC sporting precinct
- public infrastructure to support pedestrian movements along the West Tamar Highway towards the Legana residential area (not yet costed).

Architectural Statement

Design Philosophy

Development of the new Legana Primary School has focused on an integrated design approach that aims to blur the lines between architecture and landscape. The design focuses on Rosan Bosch's six key principles of early learning, to develop the internal and external areas of the school, which includes:

Cave	– focus and concentration
Campfire	– teamwork and collaboration
Watering Hole	– informal knowledge exchange
Mountain Top	– amphitheatre delivered teaching and listening
Hands on	– interaction, building and making
Movement	– activity, increased heartrate, to allow recovery and settling for focus

This holistic approach will allow the school to respond to current and future educational needs through the use of flexible and adaptable spaces within all buildings in the school.

Experience

The site master plan encompasses the learner's journey from high supervision areas in their early years (Launching into Learning / Early Childhood spaces) to greater autonomy (Years 5 and 6 spaces) and provides reassurance to students as they progress through their education. The site master plan includes a covered path that winds its way through the school, allowing students to pass classrooms they've experienced in earlier years, gaining a sense of confidence as they continue their education journey.

This journey is also supported through the provision and placement of passive and active spaces across the site. These spaces transition from the more focused, and passive senior year classrooms to the active kindergarten spaces, the multi-purpose hall and covered outdoor area, before reaching the highly active outdoor spaces of the oval and beyond. This flow reinforces the continuity of education and connects the school via a simple path to a central hub (the library and multi-purpose hall) to which all buildings and spaces connect.

Building and landscape materials

The project design team recognises the need to incorporate as many natural and/or low carbon footprint materials as possible. To this end, the following solutions will be explored:

- low carbon concrete building slabs, footpaths and ramps
- potential to incorporate mass timber construction and cross laminated timber structural members, walls, framing
- Austral Bricks' Longford brick kiln produces carbon neutral bricks through replacement of gas with sawdust (a by-product of the timber industry) and carbon off-setting (purchasing carbon credits)
- double glazing to minimise heat loss in winter and keep cool in summer
- Marmoleum will be used as a resilient flooring for wet areas and high-traffic areas, as well as transition areas between inside and out. It is a form of linoleum that is manufactured from 97 per cent natural raw materials and is carbon neutral
- carbon neutral carpet tiles (interface) which can be laid over Marmoleum and potentially reconfigured to suit changing needs of learning spaces
- EchoPanel (Woven Image) environmental acoustic panels to reduce internal noise spill
- metal roofing and cladding to the shell of the building
- sustainable timber decking such as Accoya species will be targeted for use. Modwoods and composite timbers will be avoided where possible
- steel will be left in raw state (post protective coating against erosion)
- locally sourced boulders / stone
- locally sourced tube stock/plantings to ensure species selected are endemic to the area or have been grown to sustain local climate
- play elements to be made of Pinus macrocarpa due to its ability to be in an external environment with plant-based oiling
- limited use of epoxy to allow for reuse of materials
- coir logs

- gabion baskets
- recycled brick

The colour palette for the project will reflect and engage with the colours of nature surrounding the site - soft colour selections in lieu of loud and aggressive primary and secondary colour choices, which research has indicated may affect student learning outcomes.

Local fabricators and suppliers will be employed in the construction of custom play items and steelwork to support local industry.

Sustainable Design

While the use of building materials contributes to sustainable outcomes through carbon sequestration, the following sustainable design systems will be incorporated into the new primary school:

Passive systems

- Configuration of the site to maximise natural sunlight in winter; shade in summer; access summer breezes and protect from winter winds
- Integration of landscape into the architecture
- Landscaped swales for stormwater to find its way back into the aquifer

Semi-passive/active systems

- Photovoltaic solar panels
- Solar hot water
- Rainwater collection for use in kitchen gardens and water play areas
- Heat capture and redistribution
- Heat/stale air purging
- Fresh air circulation
- Split-system air-conditioning / heat-pump systems

Accessibility

The site gradually falls from north to south and the site master plan layout of buildings has been developed for ease of access across the school for all user groups. To achieve this, the site master plan incorporates the following approaches:

- No walkways steeper than a gradient of 1:21
- Desire lines and paths of travel maintained for all user groups
- Access incorporated into play areas for wheelchair users where possible
- Integration of landscape into architecture of the buildings
- Gradual transitions from indoor spaces via intermediate break-out indoor/outdoor spaces and then a covered external area prior to arriving at outdoor landscaped spaces
- Acoustic treatment of indoor spaces through selection of materials and shaping of ceiling spaces

- Acoustic separation of the quieter library space from the louder music rooms and multi-purpose hall
- Accessible ramp provided immediately adjacent to the multi-purpose hall stage
- Access to amenities spread evenly throughout the school grounds
- Easy to navigate falls to paths
- External play elements are considered for children of all physical abilities and neuro diverse inclusion, such as sand pits and garden beds designed to varying heights, mounds that can be easily accessible

Tasmanian Government Art Site Scheme

The school presents an excellent opportunity for a suitable artwork to be incorporated into the social and public areas of the school. To date, consideration has been given to several opportunities for the project including artwork that can inspire learning and interaction, a landscaping element or something that reflects the Aboriginal heritage of the Legana area.



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PROJECT MANAGEMENT

Funding and Budget Estimates

The total project budget is \$24.75 million, and a Quantity Surveyor Report has been provided for this project. This includes the land purchase, all shared infrastructure costs, and the Tasmanian Health Service contribution of \$750,000 for the oral health clinic. The oral health clinic funding will be confirmed when costs are known in greater detail.

The budget estimate is summarised in the table below:

Description	Balanced Cost Estimate (\$'000)
DoE Capital Contribution to Oval	\$410,000
Public Infrastructure, servicing and land acquisition – highway intersection; road from highway; site access; services (DoE 50% share)	\$2,241,000
Escalation (total)	\$1,570,000
Design Contingency	\$100,000
General and Post Occupancy Contingency	\$74,000
Furniture and Equipment	\$1,725,000
Project Management and Public Art	\$550,000
Consultant's Fees and Permits	\$2,400,000
Construction Budget including contingencies	\$15,680,000
Total	\$24,750,000

Cost Share Agreement - WTC – Essential Infrastructure

An agreement between the DoE and WTC has been developed in relation to cost sharing for the required design and construction of the infrastructure works being completed on a 50:50 cost share agreement. DoE share of these works in construction is estimated at \$1.575 million and broken down as follows:

- Construction of the access off the West Tamar Highway - \$267,000.
- Construction of internal road network and street lighting owned and maintained by WTC - \$538,000.
- Servicing of all lots for sewer, stormwater, electrical and water connections including construction of easement corridors - \$760,000.
- Servicing future connections to existing landowner parcel (agreement included in terms of land purchase) - \$10,000.

To ensure perpetual access to the oval for the school, the DoE has agreed to pay a capital contribution to the construction of the oval (\$410,000) and an ongoing annual licence / hire fee for access during school term (\$15,000).

DoE is currently consulting with the Department of State Growth regarding the entrance to the site from the West Tamar Highway and the timing of the likely duplication of this section of the highway to reduce cost to the school project and minimise community disruption. It is possible that DoE / WTC will only have to construct a construction access off the West Tamar Highway.

Pedestrian and cycle networks to the greater Legana residential area were an important element of community feedback during earlier consultation. As these works are within the highway corridor it is anticipated that this would be done as part of the highway duplication.

Construction Budget and Allowance for Escalation

The project originally had a budget allocation of \$20 million, which was increased by \$4 million in the 2020-21 state budget.

The market conditions influence on construction costs predicated by the Quantity Surveyor are not expected to ease, and may escalate, within the construction timeframes of the Legana Primary School project.

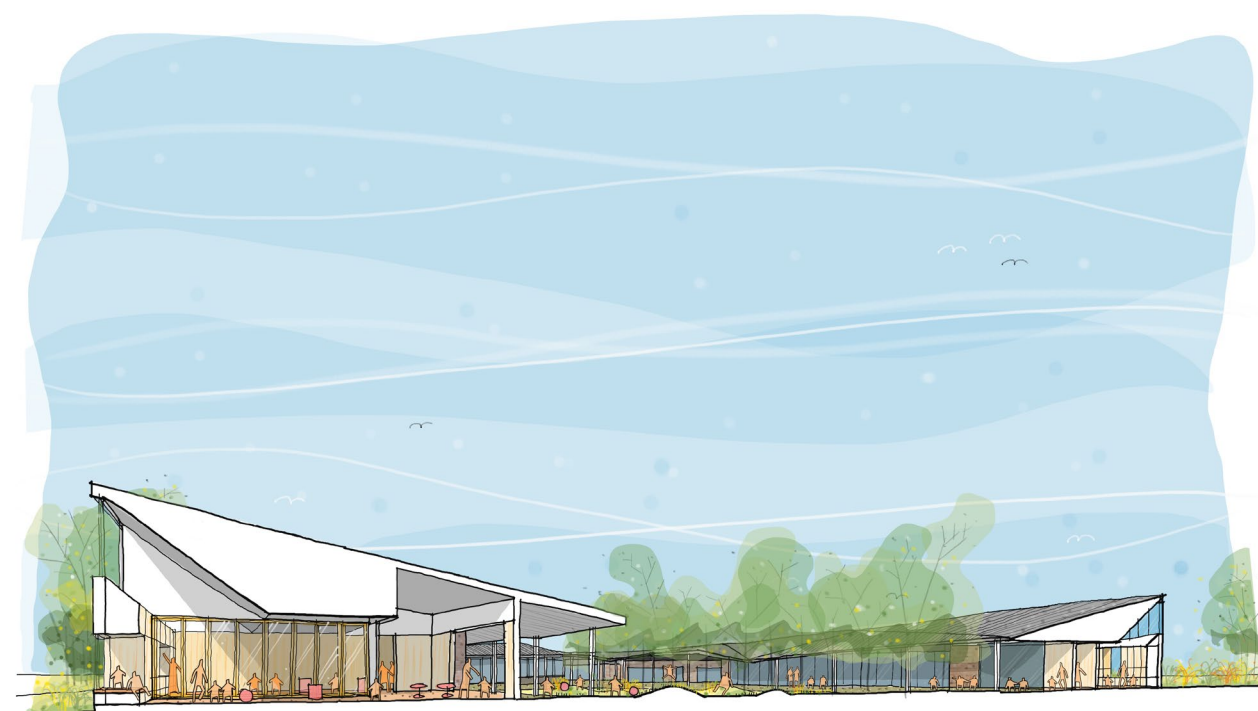
Cost Escalation, Purchase of School Resources and Additional Public Infrastructure

The project Quantity Surveyor has noted a number of risks in the current budget due to the current construction market:

- The estimates assume that escalation will not exceed 6 per cent per annum. If it does all construction costs will increase.
- Market conditions in Northern Tasmania are anticipated to be at their peak at the time of the tendering and construction of Legana Primary School.
- The landscaping will prioritise key areas for the initial construction program. A plan could be developed in conjunction with the landscape architect for future scope to extend the landscaping in to the first few years of the school's operation.
- Project contingencies may present a risk should construction costs continue to increase.

Details of the preliminary cost estimate are as follows:

Construction Budget	Cost Estimate (\$'000)
School Buildings (including Oral Health)	7,475
Sports Court, Covered Walkways, Landscaping Parking and Siteworks	2,190
Road and other infrastructure (DoE Share)	1,645
Preliminaries, Escalation and Construction Contingency	4,370
Total Construction Budget	15,680



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Project Timeline

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
PSCPW hearing	December 2021
Development Application submission (Early Works)	October 2021
Design development finalised	October 2021
Tender Early Works Package	November 2021
Tender Award – Early Works (<i>subject to PSCPW approval</i>)	February 2022
Documentation, preparation for tender	November 2021 – March 2022
Tender date – <i>subject to PSCPW approval</i>	April 2022
Tenders close	April 2022
Tender assessment and approval	April – May 2022
Contractor appointed	May 2022
Construction commences	June 2022
Construction completed	December 2023
Defects liability period	January – December 2024
Post completion review and evaluation	January 2025
Project completion	January 2025

Potential Project Constraints

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

Identified Risks	Risk Mitigation Strategy
Escalation is assumed to not exceed 6% per annum. If it does, costs could increase significantly.	Ongoing cost reviews throughout design process.
That the project will not be completed within the expected time frames for several reasons including planning approval processes, material supply and industry capacity.	<p>Rezoning application was advertised by Council in September 2021 and referred to the Tasmanian Planning Commission in October 2021.</p> <p>Industry consultation has been undertaken with potential civil and construction companies to ensure capacity to complete in the current market</p> <p>The pre-emptive early works civil tender will also help the program stays on track. If this early works scope cannot be commenced in early 2022, this would have a significant impact on overall program.</p>
That the community does not support the development.	Considerable community consultation is ongoing and will continue as an essential element of the project.
Design development does not progress in a timely manner to meet the time frame for tender.	Regular project working group meetings have been scheduled to ensure design can progress in the timeframe required working with consultants and the school to expedite this process.
Design does not meet requirements for contemporary pedagogy.	Regular project working group meetings with key DoE staff to ensure contemporary pedagogy can be achieved in the new facility. Senior DoE Educators are involved with the design development process.
Delays occur during construction.	<p>Regular site meetings will be held throughout the construction phase that updates the construction programme.</p> <p>Adequate programming has allowed full documentation of the construction package to minimise the risk of technical difficulties during construction.</p>

CONCLUSION

Construction of the new Legana Primary School will provide a much-needed contemporary primary school to serve the rapidly expanding Legana township and the wider West Tamar community.

Obtaining approval from the Parliamentary Standing Committee on Public Works will provide assurance to the Legana community that this project will proceed through detail design, tender and construction.

It is therefore recommended to the Parliamentary Standing Committee on Public Works that the works proposed for Legana Primary School proceed as detailed in this submission.



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ATTACHMENTS

1. Proposed Site Master Plan
2. Site Master Plan Development Plans
3. DoE Pedagogical Framework
4. DoE Built Environment Guide
5. Community Engagement Outcomes Report