

get involved

# North West Support School Burnie Concept Plan

Consultation Summary Report



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Version 1.0 – 16/06/2026

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## Executive summary

The Tasmanian Government has committed \$62.15 million for upgrades to the North West Support School's Burnie campus as well as a new purpose-built facility to replace the school's existing Devonport campus. The Department for Education, Children and Young People (DECYP) *Get Involved* consultation on the draft concept plan for the upgrade of the Burnie campus commenced on 13 May 2026 and concluded on 12 June 2026. The consultation provided the opportunity to review the draft concept plan and artist's impressions and provide any feedback.

A total of 18 submissions were provided to DECYP related to the North West Support School Burnie campus draft concept plan.

Of these, 10 were from respondents considered to be parents/carers or community members, seven were from school staff members, and one was a service provider.

Six submissions contained positive feedback on the design of the Burnie campus, of which all were from school staff members. 10 submissions were received from parents/carers or community members that expressed concern in relation to the proposed community use of the new campus' hydrotherapy pool outside of school hours. One submission expressed concern over the location of office space for a service provider.

## Campaign outputs

The *Get Involved* consultation on the draft concept plan for the upgrade of the North West Support School (NWSS) Burnie campus commenced on 13 May 2026. The campaign ran for five weeks and concluded on 12 June 2026. Campaign outputs were:

- Direct email to the project stakeholder database
- Local government communications
- Ministerial media release
- School-based communications
- Project webpage on the DECYP website
- Dedicated *Get Involved* email box to receive submissions.

## Participation

The level of feedback received throughout the *Get Involved* consultation for the NWSS Burnie campus draft concept plan was strong.

Feedback came from a mix of parents and carers, community, and school staff.

### Email submissions

18 submissions were received via the *Get Involved* email box.

## Feedback

All feedback received through the consultation has been reviewed and best efforts have been made to interpret it to ensure accuracy and integrity. The analytics section of this report contains the full submissions received during the *Get Involved* consultation period. However, a summary of this feedback is provided below.

- Of the 18 submissions received, 10 were from parents/carers or community members, seven were NWSS staff members, and one was from a service provider.
- Six submissions contained positive feedback in relation to the proposed design of new facilities for the campus, and the benefits these facilities will provide to students and staff.
- Of the six positive feedback submissions, all were from NWSS staff members.
- Of the submissions considered positive, a number contained comments or questions about design elements. These included the library space, floor plan, hydrotherapy pool, drop-off and pick up area and the general learning areas.
- One submission was considered neutral and contained questions around access to outdoor areas from areas that are not classrooms and school access on the western side.

- 10 submissions were received expressing concern about proposed community use of the campus' hydrotherapy pool outside of school hours. This concern was around perceived increased health risks to students associated with community use of the pool, perceived increased risk of damage to school/pool facilities, perceived increased risk to school safety/security, and perceived increased design/construction costs to accommodate community use.
- One submission expressed concern about the location of a staff area for a service provider.

## Next steps

This consultation summary report will be provided to the Minister for Education, and to the Project Working Group (including the project architects) for consideration through the detailed design process.

# Written submissions



## POSITIVE

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Hi, please see below my feedback for the concept plans and artist impressions of the North West Support School Burnie upgrades.

Floor plan/design:

- Addition of 2 new GLA's is great
- The extension of the gym will be great and allow for more students to access physiotherapy supports, and more students to use the space at a time – more accessibility
- I like that every classroom has a covered outdoor space. I think will be great for student regulation and classroom management
- The increase in toilets is great – toilets directly attached to each class will be a huge support for teacher timetabling/programming
- I like that the GLA's are uniform – they all have the same layout/design which means all students can access any classroom, and aren't limited as to what classroom is inclusive or appropriate for their needs
- The breakout rooms attached to every classroom – amazing!! Such a great addition for regulation and will make a huge difference into the running of a classroom and staffing
- Great that there are numerous spaces for visiting specialists

Pool:

- Whilst it is amazing that we will have a hydrotherapy pool, there are concerns regarding its location on the site. It is a long distance from the far end of the school. This can make transitions difficult.
- I like that there are laundry facilities within the pool space

drop-off/pick up:

- Undercover drop off/pick-up area is amazing!! This will be so helpful to ensure students and carers/families remain dry during drop off and pick-ups. Some transitions from wheelchairs to a car take upwards of 10 minutes, and in the Tassie weather this is extremely unpleasant for students and families!
- Very glad the bus garage is remaining the same
- Additional wheelchair ramps in the drop off/pick up zone would be great. Currently only one and this can cause a backlog of people waiting for this spot.

GLAs:

- Outdoor and breakout spaces attached to classrooms is great and will be impactful on regulation and programming.
- Spaces look so large and like space has been considered which is great. I think a teaching wall will be a great use of space and keep the classroom's tidy and organised – an important environmental consideration for student regulation/engagement.
- Toilets attached to each space is great.
- So much storage!! This will be really helpful for teachers.
- The kitchenette area looks great. It is great there this is in every GLA.
- The colours are nice – very neutral and calming

## POSITIVE

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- I like that things are hidden away – the kitchen, resources, etc. Very tidy and clean and reduces visual overwhelm
- Hoping that some materials on the walls will be adhesive for Velcro? An important part of programming at NWSS.
- I like the position of the IWB will hopefully reduce glare – doesn't reflect on any windows

I feel the design of the plans for both the Devonport and Burnie campus are adequate to support the students of NWSS. As the PE teacher, I feel the gym and pool spaces are now able to support all our students with improvement in their gross motor development, the options to be able to run lessons and the spaces allows for maximum learning opportunities for the students of NWSS. To the design and layout of having each classroom built identical will help students as they transition to new rooms with little change.

Looking through the draft concept plans and artist impressions for our new NWSS campus honestly fills me with hope and excitement for our students and families.

For so long, families of children with disabilities have had to “make do” with spaces that were never really designed with their children in mind. Seeing plans that genuinely focus on accessibility, therapy spaces, sensory needs, safety and inclusion feels like such a positive step forward.

I especially love that the design reflects the feedback from our school and wider community. It shows that the voices of families, staff and students have been listened to. The larger classrooms, dedicated sensory and therapy spaces, accessible bathrooms and covered drop-off areas may seem like small things to some people, but for our students and families they can make an enormous difference to everyday life.

As someone who works alongside these incredible students every day, I can already picture the opportunities these spaces could create, calmer environments, better regulation, more independence, stronger community connections and spaces where our students are truly valued and supported to thrive.

It's exciting to see a future being designed around what our students can do, rather than their limitations.

Whilst I acknowledge both budget and footprint restraints for the Burnie redevelopment, the concept plan is a vast improvement on the current building. Allowing toilet access directly off the classrooms is fabulous. This will assist greatly with reduced number of transitions to other places within the school, and the time this takes. Transitions are often difficult for students so having direct access adjacent to each classroom will be a huge positive. Having additional breakout spaces attached to classrooms will also create safer environments for both staff and students.

Other positives:

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- Having an undercover drop off/pick up area – currently we have parents/carers exposed to all weather. For parents/carers of wheelchair users, the drop off/pick up process can take up to 10 minutes at times, so having the undercover area provides comfort and safety. Currently they are rushing to get the student out of the rain, which has potential to lead to error in using the vehicle hoist etc.
- The natural colour palette is calming and blends with the environment
- The extension of the gym
- Additional office spaces
- Play areas that allow safe spaces for students, considering we have students from Kinder to Year 12

It is an exciting time for the NWSS community and so important that practical and inclusive spaces are provided for our students now and into the future.

The plans demonstrate a strong, thoughtful approach to teaching and learning, with clear structure and well-sequenced activities that are highly appropriate for a support school setting. There is evident consideration of the diverse needs of students with disabilities, with strategies that promote accessibility, engagement, and inclusion. The use of student-centred approaches and purposeful differentiation is a clear strength, supporting individual learning pathways and participation. Learning intentions are well aligned with activities, and the overall design reflects a positive, supportive learning environment.

I am very excited to have a library that will be accessible by all students instead of only 2 or 3 classes. To have the space for a whole class to move around and not be in the way of each other. For wheelchair students to be wheeled along all the displays and making their own choices and not just parked in the corner. I look forward to a space that is open and inviting, instead of cramped and visually overstimulating.

Separate office and storage/workroom space is desperately needed and will alleviate a lot of the issues faced on a daily basis.

## NEUTRAL

Input for the new design:

Would be good to have access to the school from the semicircle (west) side of the school, (there is an entrance door marked to the main building near the pool entrance). This would reduce congestion in the car park area where you have cars flowing through, busses dropping off students and other vehicles reversing.

Also, are there exit doors that are not located in classrooms? Staff regularly need access to the outside areas during the day.

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I am writing as a parent of a child who attends the North West Support School to raise my concerns about the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement with DECYP and THS.

For families like mine, hydrotherapy is not just an extra activity. It is an essential part of our child's care and development. These facilities are used to support movement, manage pain, and maintain overall health. Knowing they are clean, controlled, and used only by students gives us confidence that our children are safe.

The decision to open these pools to the public came as a surprise to many families. We were not consulted before this was announced, and there was no opportunity for parents or carers to explain how this would affect our children and our families.

Many of the students at NWSS are medically vulnerable. For some, even a minor illness can have serious consequences. Allowing public access to these pools increases the risk of infection, and that is something families like mine live in fear of. We already face enough challenges without adding avoidable risks to our children's health.

There are also real concerns about the impact on the facilities themselves. Students rely on specialised equipment such as hoists and other supports. If these are damaged, unavailable, or not maintained to the highest standard, it directly affects our children's ability to access therapy. Delays in repair or replacement could mean weeks or months without treatment that they depend on.

I am also worried about what this means for the school environment more broadly. These are schools for some of the most vulnerable children in our community. Opening facilities to the public raises concerns about safety, access, and maintaining a secure place for learning and care.

It also seems that this change is already affecting what the schools can deliver. From what we understand, there have been compromises to school planning and concerns about increased costs. Families are worried that funding meant for students and their education could be diverted to support a shared-use facility.

We understand that there is a need for better access to hydrotherapy services in the community, and we support that in principle. But we believe the right solution is dedicated community facilities, not sharing school-based resources designed for children with complex needs. Additionally, I believe that THS is not the appropriate agency to be responsible for the management of school-based facilities.

I respectfully ask that you reconsider this decision and ensure that these facilities remain for the exclusive use of NWSS students. Our children deserve access to safe, reliable therapy environments without added risk or compromise.

Thank you for taking the time to consider our feedback.

I am writing as a concerned community member regarding the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement between DECYP and THS.

For many students who attend the North West Support School, hydrotherapy is not simply an additional activity. It is an essential part of their care, wellbeing, and development. These facilities support movement, assist in pain management, and contribute to overall

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health. It is vital that these environments remain clean, carefully controlled, and dedicated to student use to ensure they are safe and effective.

The decision to open these pools to the public has come as a surprise to many in the community. There appears to have been limited consultation prior to this announcement, particularly with those who best understand the needs of the students who rely on these services.

Students at NWSS are among the most medically vulnerable members of our community. Even minor illnesses can have serious consequences for them. Expanding access to the pools increases the potential risk of infection, which is a significant concern not only for families but for the broader community that supports these students.

There are also practical concerns regarding the facilities themselves. These pools rely on specialised equipment such as hoists and support systems, which must be maintained to the highest standard at all times. Increased usage could lead to wear, damage, or reduced availability, directly impacting students' ability to access essential therapy. Any delays in repairs or maintenance could interrupt critical care.

Additionally, there are concerns about the broader implications for the school environment. These schools serve highly vulnerable children and are designed to provide a safe, secure, and supportive setting. Opening parts of the campus to the public may create challenges in maintaining that safe environment.

It has also been suggested that this arrangement is already impacting school operations, including planning and costs. There is understandable concern that resources intended for students and their education could be diverted to support a shared-use model.

While there is recognition of the need for improved access to hydrotherapy services within the wider community, it is important that solutions do not compromise facilities specifically designed for students with complex needs. Dedicated community-based facilities would be a more appropriate approach. Furthermore, there is concern that THS may not be the most suitable body to manage facilities located within a school setting.

I respectfully urge you to reconsider this decision and ensure that these specialised facilities remain for the exclusive use of North West Support School students. Protecting the safety, health, and wellbeing of these young people should remain the highest priority. Thank you for taking the time to consider this feedback.

I am writing as a parent of a child who attends the North West Support School to raise my concerns about the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement with DECYP and THS.

For families like mine, hydrotherapy is not just an extra activity. It is an essential part of our child's care and development. These facilities are used to support movement, manage pain, and maintain overall health. Knowing they are clean, controlled, and used only by students gives us confidence that our children are safe.

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There are also real concerns about the impact on the facilities themselves. Students rely on specialised equipment such as hoists and other supports. If these are damaged, unavailable, or not maintained to the highest standard, it directly affects our children's ability to access therapy. Delays in repair or replacement could mean weeks or months without treatment that they depend on.

I am also worried about what this means for the school environment more broadly. These are schools for some of the most vulnerable children in our community. Opening facilities to the public raises concerns about safety, access, and maintaining a secure place for learning and care.

It also seems that this change is already affecting what the schools can deliver. From what we understand, there have been compromises to school planning and concerns about increased costs. Families are worried that funding meant for students and their education could be diverted to support a shared-use facility.

We understand that there is a need for better access to hydrotherapy services in the community, and we support that in principle. But we believe the right solution is dedicated community facilities, not sharing school-based resources designed for children with complex needs. Additionally, I believe that THS is not the appropriate agency to be responsible for the management of school-based facilities.

I respectfully ask that you reconsider this decision and ensure that these facilities remain for the exclusive use of NWSS students. Our children deserve access to safe, reliable therapy environments without added risk or compromise.

Thank you for taking the time to consider our feedback.

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Many of the students at NWSS are medically vulnerable. For some, even a minor illness can have serious consequences. Allowing public access to these pools increases the risk of infection, and that is something families like mine live in fear of. We already face enough challenges without adding avoidable risks to our children's health.

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There are also real concerns about the impact on the facilities themselves. Students rely on specialised equipment such as hoists and other supports. If these are damaged, unavailable, or not maintained to the highest standard, it directly affects our children's ability to access therapy. Delays in repair or replacement could mean weeks or months without treatment that they depend on.

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It also seems that this change is already affecting what the schools can deliver. From what we understand, there have been compromises to school planning and concerns about increased costs. Families are worried that funding meant for students and their education could be diverted to support a shared-use facility.

We understand that there is a need for better access to hydrotherapy services in the community, and we support that in principle. But we believe the right solution is dedicated community facilities, not sharing school-based resources designed for children with complex needs. Additionally, I believe that THS is not the appropriate agency to be responsible for the management of school-based facilities.

I respectfully ask that you reconsider this decision and ensure that these facilities remain for the exclusive use of NWSS students. Our children deserve access to safe, reliable therapy environments without added risk or compromise.

Thank you for taking the time to consider our feedback.

I am writing as an aunt of a child who attends the North West Support School to raise my concerns about the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement with DECYP and THS.

For families like my nephew, hydrotherapy is not just an extra activity. It is an essential part of their child's care and development. These facilities are used to support movement, manage pain, and maintain overall health. Knowing they are clean, controlled, and used only by students gives me confidence that my nephew is safe.

The decision to open these pools to the public came as a surprise to many families.

Families were not consulted before this was announced, and there was no opportunity for parents or carers to explain how this would affect their children and families.

Many of the students at NWSS are medically vulnerable. For some, even a minor illness can have serious consequences. Allowing public access to these pools increases the risk of infection, and that is something families like my sister live in fear of. They already face enough challenges without adding avoidable risks to children's health.

There are also real concerns about the impact on the facilities themselves. Students rely on specialised equipment such as hoists and other supports. If these are damaged, unavailable, or not maintained to the highest standard, it directly affects my nephew's ability to access therapy. Delays in repair or replacement could mean weeks or months without treatment that they depend on.

I am also worried about what this means for the school environment more broadly. These are schools for some of the most vulnerable children in the community. Opening facilities to

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the public raises concerns about safety, access, and maintaining a secure place for learning and care.

It also seems that this change is already affecting what the schools can deliver. From what my sister understands, there have been compromises to school planning and concerns about increased costs. Families are worried that funding meant for students and their education could be diverted to support a shared-use facility.

I do understand that there is a need for better access to hydrotherapy services in the community, and we support that in principle. But I believe the right solution is dedicated community facilities, not sharing school-based resources designed for children with complex needs. Additionally, I believe that THS is not the appropriate agency to be responsible for the management of school-based facilities.

I respectfully ask that you reconsider this decision and ensure that facilities remain for the exclusive use of NWSS students. The children deserve access to safe, reliable therapy environments without added risk or compromise.

Thank you for taking the time to consider my feedback.

I am writing as a parent of a child who attends the North West Support School to raise my concerns about the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement with DECYP and THS.

For families like mine, hydrotherapy is not just an extra activity. It is an essential part of our child's care and development. These facilities are used to support movement, manage pain, and maintain overall health. Knowing they are clean, controlled, and used only by students gives us confidence that our children are safe.

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Many of the students at NWSS are medically vulnerable. For some, even a minor illness can have serious consequences. Allowing public access to these pools increases the risk of infection, and that is something families like mine live in fear of. We already face enough challenges without adding avoidable risks to our children's health.

There are also real concerns about the impact on the facilities themselves. Students rely on specialised equipment such as hoists and other supports. If these are damaged, unavailable, or not maintained to the highest standard, it directly affects our children's ability to access therapy. Delays in repair or replacement could mean weeks or months without treatment that they depend on.

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We understand that there is a need for better access to hydrotherapy services in the community, and we support that in principle. But we believe the right solution is dedicated community facilities, not sharing school-based resources designed for children with complex needs. Additionally, I believe that THS is not the appropriate agency to be responsible for the management of school-based facilities.

I respectfully ask that you reconsider this decision and ensure that these facilities remain for the exclusive use of NWSS students. Our children deserve access to safe, reliable therapy environments without added risk or compromise.

Thank you for taking the time to consider our feedback.

I am writing as a parent of two young children, aged 5 and 3, both with significant disabilities, and as the father of a child who attends the North West Support School. I want to express my strong concerns about the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under the joint DECYP and THS arrangement.

For families like mine, hydrotherapy is not a bonus activity. It is essential. These pools support movement, reduce pain, and help maintain our children's health. We rely on them being clean, controlled, and used only by students who need them. That is what makes them safe.

The announcement that these pools would be opened to the public came without consultation. Government and local councils appear to have supported this plan long before families were even told, and now we are being offered "consultation" only at the point where the decision is already being rolled out. That is not genuine engagement. It leaves families feeling ignored and dismissed.

My children are vulnerable, as are many students at NWSS. Even a minor illness can have serious consequences. Opening these pools to the public increases the risk of infection, and for families like mine, that risk is not theoretical. It means we will no longer feel safe using the pools at all. There may be many options available to the general public, but there are no alternatives for our vulnerable children. This decision effectively excludes us.

There are also concerns about the impact on the facilities themselves. Students rely on specialised equipment such as hoists and supports that must be maintained to the highest standard. If these are damaged or unavailable because of shared use, our children lose access to therapy they depend on. A delay of weeks or months is not acceptable for children whose health and development rely on consistent treatment.

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Opening school facilities to the public also raises broader safety and security issues. NWSS supports some of the most vulnerable children in Tasmania. Their environment must remain predictable, protected, and focused on their needs.

We are already hearing that this arrangement is affecting school planning and resourcing. Families are worried that funding intended for students will be redirected to support a shared use model that was never designed for children with complex needs. THS is not the appropriate agency to manage school-based facilities, and this situation highlights that mismatch.

We understand the community needs better access to hydrotherapy. We support that goal. But the answer is dedicated community facilities, not taking over school based therapeutic environments that exist for children with profound needs.

I ask that Government reconsider this decision and ensure that the hydrotherapy pools remain for the exclusive use of NWSS students. Our children deserve safe, reliable therapy environments without added risk or compromise. Vulnerable Children's health and safety are at stake.

If Government can partially pay millions for an AFL stadium, we can pay for a pool for vulnerable children to keep them safe.

I am writing as a concerned community member regarding the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement between DECYP and THS.

For many students who attend the North West Support School, hydrotherapy is not simply an additional activity. It is an essential part of their care, wellbeing, and development. These facilities support movement, assist in pain management, and contribute to overall health. It is vital that these environments remain clean, carefully controlled, and dedicated to student use to ensure they are safe and effective.

The decision to open these pools to the public has come as a surprise to many in the community. There appears to have been limited consultation prior to this announcement, particularly with those who best understand the needs of the students who rely on these services.

Students at NWSS are among the most medically vulnerable members of our community. Even minor illnesses can have serious consequences for them. Expanding access to the pools increases the potential risk of infection, which is a significant concern not only for families but for the broader community that supports these students.

There are also practical concerns regarding the facilities themselves. These pools rely on specialised equipment such as hoists and support systems, which must be maintained to the highest standard at all times. Increased usage could lead to wear, damage, or reduced availability, directly impacting students' ability to access essential therapy. Any delays in repairs or maintenance could interrupt critical care.

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Additionally, there are concerns about the broader implications for the school environment. These schools serve highly vulnerable children and are designed to provide a safe, secure, and supportive setting. Opening parts of the campus to the public may create challenges in maintaining that safe environment.

It has also been suggested that this arrangement is already impacting school operations, including planning and costs. There is understandable concern that resources intended for students and their education could be diverted to support a shared-use model.

While there is recognition of the need for improved access to hydrotherapy services within the wider community, it is important that solutions do not compromise facilities specifically designed for students with complex needs. Dedicated community-based facilities would be a more appropriate approach. Furthermore, there is concern that THS may not be the most suitable body to manage facilities located within a school setting.

I respectfully urge you to reconsider this decision and ensure that these specialised facilities remain for the exclusive use of North West Support School students. Protecting the safety, health, and wellbeing of these young people should remain the highest priority.

I am writing as a concerned community member regarding the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement between DECYP and THS.

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It has also been suggested that this arrangement is already impacting school operations, including planning and costs. There is understandable concern that resources intended for students and their education could be diverted to support a shared-use model.

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While there is recognition of the need for improved access to hydrotherapy services within the wider community, it is important that solutions do not compromise facilities specifically designed for students with complex needs. Dedicated community-based facilities would be a more appropriate approach. Furthermore, there is concern that THS may not be the most suitable body to manage facilities located within a school setting.

I respectfully urge you to reconsider this decision and ensure that these specialised facilities remain for the exclusive use of North West Support School students. Protecting the safety, health, and wellbeing of these young people should remain the highest priority. Thank you for taking the time to consider this feedback.

I am writing as a parent of a child who attends the North West Support School to raise my concerns about the decision to allow public access to the hydrotherapy pools at the Burnie and Devonport campuses under a joint agreement with DECYP and THS.

For families like mine, hydrotherapy is not just an extra activity. It is an essential part of our child's care and development. These facilities are used to support movement, manage pain, and maintain overall health. Knowing they are clean, controlled, and used only by students gives us confidence that our children are safe.

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There are also real concerns about the impact on the facilities themselves. Students rely on specialised equipment such as hoists and other supports. If these are damaged, unavailable, or not maintained to the highest standard, it directly affects our children's ability to access therapy. Delays in repair or replacement could mean weeks or months without treatment that they depend on.

I am also worried about what this means for the school environment more broadly. These are schools for some of the most vulnerable children in our community. Opening facilities to the public raises concerns about safety, access, and maintaining a secure place for learning and care.

It also seems that this change is already affecting what the schools can deliver. From what we understand, there have been compromises to school planning and concerns about increased costs. Families are worried that funding meant for students and their education could be diverted to support a shared-use facility.

We understand that there is a need for better access to hydrotherapy services in the community, and we support that in principle. But we believe the right solution is dedicated community facilities, not sharing school-based resources designed for children with complex needs. Additionally, I believe that THS is not the appropriate agency to be responsible for the management of school-based facilities.

I respectfully ask that you reconsider this decision and ensure that these facilities remain for the exclusive use of NWSS students. Our children deserve access to safe, reliable therapy environments without added risk or compromise.

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Thank you for taking the time to consider our feedback.

Thank you for the opportunity to provide feedback on the proposed building modifications. HIPPY Burnie strongly supports the vision for an improved, fit-for-purpose facility and would like to highlight how the current arrangement with the Burnie Child and Family Learning Centre (CFLC) has delivered strong outcomes for families, and how this can be preserved while still meeting the Support School's needs.

### HIPPY's role and impact in the current space

HIPPY Burnie has leased a small office and training room within the Burnie CFLC for more than 15 years. From this space:

- Six staff deliver a proven early learning program to around 60 families each year.
- The program runs for 30 weeks per year, with home visits weekly, complemented by regular parent groups hosted at the CFLC.
- The space is well used for both direct service delivery and training, and benefits from natural light and a location that is easily accessible to families.

This model has been instrumental in building parents' and carers' skills and knowledge through HIPPY resources and a calendar of quality expert speakers at our parent groups. The team approach between HIPPY and CFLC helps families actively engage in quality early learning both at home and through CFLC, LIL, and other early education programs.

### Concerns about the proposed changes

The released plans show the current HIPPY-leased area being repurposed as storage and laundry space. This would displace six productive staff from a dedicated office and training environment and would require HIPPY to vacate a space that has been central to its service delivery for over 15 years.

### A constructive alternative arrangement

Rather than relocating HIPPY, we propose a more integrated solution that preserves the successful co-location model while still accommodating the Support School's operational needs:

- The current HIPPY office and training room could remain HIPPY space, ensuring continuity of service and maintaining the strong HIPPY–CFLC partnership.
- The internal room that was formerly used as a HIPPY storeroom, together with some adjacent corridor space, could instead be configured to provide additional storage and laundry facilities for the Support School if required.

This approach would:

- Maintain a high-impact, evidence-based early learning program in a child and family centre setting.
- Strengthen the collaborative, co-located model that already benefits families accessing multiple services.
- Avoid disruption to six staff and 60 families each year during a period of significant change and transition.

## CONCERNS

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### Request

We respectfully request that the building plans be reviewed to:

1. Retain the current HIPPY-leased space for HIPPY Burnie, and
2. Reconfigure the former HIPPY storeroom and adjacent corridor area to meet the Support School's storage and laundry needs where possible.

HIPPY Burnie is keen to work collaboratively with the Support School and CFLC to find a practical solution that supports both the building's objectives and the ongoing delivery of high-quality early learning and family support services.