

SUBMISSION: MAJOR REDEVELOPMENT OF PENGUIN DISTRICT SCHOOL



SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS
18 November 2019

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ATTACHMENTS

1. Community Engagement Phase One Outcomes Report
2. Precinct Plan (As00)
3. Site Plan (19.027 As01)
4. Part Site Plans (19.027 As02 and As03)
5. Launch into Learning Floor Plan (As10)
6. Neighbourhood 1 Floor Plan (As12)
7. Admin and Library Floor Plan (As14)
8. Performing Arts and Café Floor Plan (As16)
9. Neighbourhood 2 Floor Plan (As17)
10. Neighbourhood 3 Floor Plan (As18)
11. Quantity Surveyors Report

INTRODUCTION

The Tasmanian State Government has allocated \$20 million for the redevelopment of Penguin District School.

This submission seeks approval from the Parliamentary Standing Committee on Public Works for the major redevelopment of the Penguin District School. The redevelopment will consolidate the school on the existing secondary school campus site and provide contemporary learning environments. Consideration of an Early Childhood Education and Care (ECEC) Centre is also included within the project scope subject to securing a partnership with the ECEC Sector.

This submission is presented at the schematic design phase and recognises the strong need to provide new consolidated and contemporary learning environments at Penguin District School.

The Department of Education (DoE) provides co-educational primary, secondary and senior secondary education services at Penguin District School and currently caters for approximately 580 students from Kindergarten to Year 12. Learning programs are also offered to children aged from birth to 4. The school is situated below the Dial Range in the town of Penguin on the North-West coast of Tasmania. Penguin is located, 18km east of Burnie and 12km west of Ulverstone, located within the Central Coast Council local government area.



The existing Penguin District School comprises two campuses and the school has a current combined capacity of 775 full time equivalent (FTE) students.

The existing physical division between campuses causes inefficiencies and duplication managing the school. Out of necessity, the school operates as two separate sites. There are two school offices with constant movement of staff between both campuses. Bringing the school together and creating a contemporary community learning hub is a key objective of the project.

The existing secondary school campus has surplus capacity based on the fully enclosed covered area (FECA) and current enrolment. The secondary campus has benefited in recent years from refurbishment of science laboratories, home economics, year 11 and 12 space and toilet amenities. The Year 7-10 general learning areas

(GLAs) are largely contemporary in nature. Other specialist music and sports areas need significant redevelopment to provide contemporary and collaborative teaching and learning environments.

Key areas to be addressed in the school redevelopment include:

- **New campus buildings** - develop new early learning and primary classrooms and facilities to allow the school to operate on a single campus.
- **Design** – provide new and refurbished spaces to facilitate contemporary collaborative team teaching and learning and offer students facilities to encourage excellence.
- **Environment** – redevelop the school and site to take advantage of the natural environment and recreational opportunities. The school site has a prominent location with good access to sport and recreation opportunities, bushland and reserves and the local community.
- **Community access** – improving community access to the school facilities is an important aspiration of the school and the Penguin community. This was identified through the community engagement and feedback obtained early in the project consultation.

The recent completion of the adjoining Council owned Dial Sports Complex provides an opportunity to design a learning environment that integrates with the first class sporting facilities.



CURRENT EDUCATIONAL NEEDS AND PRIORITIES

Contemporary Pedagogy and Learning Opportunities

Collaboration and the de-privatisation of teaching are key drivers in the delivery of education at Penguin District School and as such have driven the project planning and objectives for the school redevelopment.

Teaching staff are structured in teams across the school, based on the structures of Professional Learning Communities (PLCs). This was a major driver when the two schools amalgamated in 2013-14, and has been critical organisational and professional structure in supporting the goals of the School Improvement Plan. These teams have evolved to be referred to as Collaborative Teaching Teams, which emphasises recent professional learning and the clear intention of collaboration. Teams are:

- Kinder-Grade 2
- Years 3-4
- Years 5-6
- English/Humanities & Social Sciences
- Science/Mathematics
- Arts/Applied Learnings
- Health & Physical Education

Teams meet weekly or fortnightly to plan, assess and review their current teaching cycle using an inquiry model and to moderate student learning samples.

The physical teaching spaces at the secondary campus are open plan, encouraging collaborative practice and de-privatising teaching. Importantly this allows 'teachers to see teachers teach'. Student growth data and secondary student feedback suggests this is a contributing factor to successful teaching and learning.

The Kinder-Years 2 team are currently in the third year of involvement in the Refocussing in the Early Years. Coupled with the PLC structure, this has been pivotal as teachers understanding of effective and evidence based approaches in the early years has grown significantly with a focus on student voice and inquiry. The inquiry approach is not limited to the early years and is balanced alongside the Common Instructional Model that is in place as part of the Central Coast Cluster of eight schools.

Teachers are familiar with each other's teaching practice through videoed lessons that are then unpacked with the collaborative teaching teams. Teaching practice is considered through different elements on the Common Instructional Model so that approaches to teaching are consistent, predictable and evidence based. Professional learning is structured to support the key school improvement strategies.

2019 has been the school's first year of offering Years 11 and 12 with a number of students self-selecting to continue their post Year 10 education at Penguin. Through the Hellyer Regional Collective, Penguin delivers a Certificate II in Sport & Recreation as an open access class to Years 11 and 12 students across the region, capitalising on the local resources, facilities and expertise at Penguin. Penguin District School also delivers Maths Methods to Year 10 students interested in a pre-tertiary maths pathway.

School Philosophy and Community Connections

As one school community, Penguin District School understands the responsibility to ensure that the concept of community is central to the school, and that the school is central to the community. With almost 600 students, close to 100 staff, and 200+ parents and visitors each day, the school is a key community meeting place for many people.

Following an external school review and subsequent workshopping with an educational consultant, there was a development of a 4 year strategic plan and alignment with the Department's values and goals.

Our 4 year goal – 100% of Penguin District School students to report feeling safe, supported and challenged in their education.

Our Alignment – Planning aligns with the Department of Education goal of Access, Participation and Engagement - everyone is participating and engaged in learning and able to pursue life opportunities.

Our Values

- **Growth** - improving by always learning and finding better ways to do things
- **Courage** – accepting challenges and embracing opportunities
- **Aspiration** – a culture of high expectations and high achievement
- **Respect** – respecting ourselves, others, our past and our environment
- **Teamwork** – working together to support our learning journey.

The school recognised the need to make deeper and genuine connections with the community, as well as for the community to understand the outstanding quality of teaching and learning that takes place at Penguin District School. With 'School & Community Partnerships' as one of the key drivers, the school has focused on:

- strong partnerships with associated schools through the Hellyer Collective;
- formation of a community reference group to leverage school/community relationships;
- utilising a range of means to engage with our community through a communication strategy; and
- providing authentic and engaging experiences beyond the classroom and into the community.

Such examples include, a reciprocal relationship with Penguin Men's Shed, the opening of a school pop-up café in the Penguin Railway Station, Lions/Rotary volunteers in the school weekly, performing arts groups in the community, Community Services elective class for Years 9 and 10 students. A staffing component has been allocated to the important role of managing school communication, including social media.

Community engagement and increased community use of facilities are core objectives in the redevelopment of Penguin District School.

Enrolment Demand and Building Capacity

DoE has standard methodology for enrolment projections and the assessment of building design capacity. The table provided below is based on current student enrolments as at 2019 and formal projections.

It is noted that the previous 2019 total FTE projection of 560 student enrolments has been exceeded and the actual 2019 census number is 580. Further to the enrolment demand projections in the table below, it is anticipated that enrolment numbers will be maintained or increase slightly in the future. The basis of the expected enrolment increase is the current and planned subdivisional development in the surrounding Penguin District School Intake area.

	Census Data			Current Projections		
	2018*	2019*	2020	2021	2022	2023
Kindergarten [Head Count]	59	50	47	39	44	43
Preparatory	45	58	50	47	40	44
Year 1	42	45	57	50	47	40
Year 2	45	42	45	55	49	46
Year 3	49	43	41	43	52	47
Year 4	35	47	42	40	42	50
Year 5	50	36	47	42	40	42
Year 6	53	50	38	48	43	41
Total Persons	378	371	367	364	357	353
Year 7	46	55	53	41	50	44
Year 8	49	44	52	50	40	48
Year 9	46	50	46	53	51	43
Year 10	63	45	48	45	51	50
Total Persons	204	194	199	189	192	185
Snr Secondary	-	15	15	15	15	15
Grand Total Persons	582	580	581	568	564	553

* Actual first term census data

Project capabilities for Increased Enrolments & Years 11 and 12

The planned school redevelopment includes space allocation for Years 11 and 12 enrolment. The school commenced offering Years 11 and 12 in 2019. There has been reasonable uptake and enrolment is expected to remain steady in the future.

The redevelopment will allow for enrolment growth at Penguin District School to cater for 725 students.

Existing Facilities

Penguin District School's existing secondary campus is located at 125 Ironcliffe Road, Penguin. It is situated on approx. 9.8 hectares of land and has a site FECA of 5,782 m². The existing primary school is located just north of the secondary campus on a separate title (105 Ironcliffe Road) with an area of approximately 5.6 hectares and a site FECA of 4,362 m². Penguin District School has a strong partnership with Central Coast Council with the shared use of world class sporting facilities.

The school co-located with the Penguin Athletics Track and Penguin Basketball Centre, squash club, Dial Park twin ovals and is a 'short walk' from the Penguin Golf Club and Penguin Mountain Bike Club. The school utilises a number of sporting facilities in the immediate area, enhancing educational programs delivered to students.

The secondary campus comprises of a single building footprint broken into segmented teaching and curriculum areas and outdoor courtyards. The western block currently accommodates art, home economics, materials, design and technology (MDT) and music. The eastern block has drama, PE change rooms and the canteen. The remainder of the school has four large open plan teaching spaces and the library. Science was extended and new sports science area developed approximately 10 years ago.

The total FECA after the redevelopment for both primary and secondary will be approximately 8,557 m². This compares to an existing combined FECA of 10,138 m².

School facilities are currently accessed by a number of community groups and government agencies. Regular and ongoing tenants include; Central Coast Council operating an out-of-hours school care from a dedicated space, AFL Tasmania leasing a classroom and gym, and the Community Learning Centre (CLC) has two martial arts groups as twice weekly tenants. In the past 12 months, the CLC has been booked for a variety of purposes; 70 occasions by the Department of Education's Professional Learning Institute and 12 private bookings by sporting and community groups for catered functions and meeting spaces.



Secondary site

The current primary school site will not be required by the school after the redevelopment is completed. The Department of Education has approved that the facilities will be retained and used as a North West Accommodation Office base. The current kindergarten will be available, with minimal work required, for the delivery of childcare services in partnership with the Education and Care sector.

Community Consultation

The Department of Education established a Project Working Group (PWG) comprising representatives from the following organisations:

- DoE Learning Services Northern Region: Benjamin Neate;
- School Association: Tim Powell and Paul Kenny;
- School Management and Support Staff: Mathew Grining (Principal), Karina Van Essen (Assistant Principal), Geoffrey Davis (Assistant Principal) and Allison Kable (Administration Clerk);
- Project Consultant Team: David Gillie and Mark Benson (6TY Pty Ltd);
- DoE Facility Services: Min Harman and Andrew Rundle; and
- DoE IT Project Officers: Tim Jackson and Myles Bingham.

The consultation process for the Penguin District School capital works project also included a community engagement campaign under the *Get Involved* banner. The engagement process was initiated and managed through surveys, workshops, and various engagement and group presentation processes. Participation and feedback included responses through 108 surveys, 37 attendees to community workshops and three written submission through the *Get Involved* email box or direct submission.

The resulting Community Engagement Phase 1 Outcomes Report dated March 2019 was used as a reference source and guide to campus redevelopment planning and design decisions and is included in Attachment 1.

The community has been informed of the Master Planning and redevelopment planning outcome through a newsletter and design statement update. Phase 2 of the community engagement process will commence on the 28 October and conclude Friday 13 December 2019.

PROPOSED WORKS

This project provides for the redevelopment of Penguin District School as a *Birth to 12* school by consolidating the school on the existing secondary school site. The project also allows for an Early Childhood Education and Care Centre. Construction is scheduled to start in 2020 and be staged over two years.

The main opportunities and considerations for the major school redevelopment project are:

- integration of the primary and secondary campuses
- developing learning spaces to provide contemporary and collaborative learning environments
- strengthening community relationships through sharing sporting and providing other community facilities
- provision of new contemporary early learning facilities with focus on integration of indoor/outdoor learning for birth to 4 through to Year 2
- the provision of 18 GLAs focused on the primary students and 11 GLAs for secondary students. The combined 29 GLAs will have a capacity of 725 students
- included in the above totals is the provision of three purpose built kindergartens
- the Early Childhood Education and Care centre is included within the project scope and staged development of the existing kindergarten to provide this is subject to securing a partnership with the ECEC sector
- contemporary music facility with a connection into the adjoining drama space
- provision of a one court gymnasium.

Site Planning and School Design

Early planning for the Penguin District School redevelopment commenced with a feasibility masterplan completed in 2017. This plan provided an initial reference point for school planning and was used to test the option to relocate and redevelop the secondary site.

Master Planning

Following appointment of the architectural consultant in early 2019, the initial phase of assessment of the site and the specific needs of the school were identified in terms of capacity, teaching and learning and community facilities. This initial assessment was undertaken in consultation with the PWG at the outset of the project.

The key considerations discussed were:

- consolidate the whole school on the secondary school site
- provide suitable GLAs to facilitate timetabling requirements
- develop learning areas through either the refurbishment of existing areas or new construction
- take advantage of the northerly aspect and the unique natural setting
- include within the development three purpose built kindergartens and capacity for the delivery of one *Launching into Learning* in a dedicated area
- consider additional sporting facilities and the capacity, adequacy and location of specialist learning areas such as art, materials, design and technology (MDT), science and hospitality

- develop collaborative spaces which support project and inquiry teaching and learning, internal and external breakout spaces, offices and meeting rooms for teaching and support staff
- identify future growth of the school and longer term development opportunities.

The Master Plan has been determined and identifies the location of the following facilities within the budget available:

- early years and primary GLAs including a standalone Launching into Learning (LIL) and secure external play area for LIL, kinder and prep GLAs
- administration accommodating main reception including separated public and student entrances, staff offices, amenities, and meeting room
- library relocated into the existing grade 10 area, centrally located for easy access for students and visitors
- staff room and staff amenities to be relocated into the existing years 11 and 12 area
- a performing arts complex with direct access into the adjoining café space, accommodating a new music teaching space with dedicated practice rooms and storage adjacent to the existing dance and drama room
- redeveloped café space that opens out onto the external terrace adjoining the sports oval;
- a new indoor sports court with sprung timber floor
- outdoor play spaces to the north, east and south of the campus
- consolidated vehicle movements with a new parent pick up/drop off zone, expanded car parking, and new bus zone.



The Master Plan has the following advantages:

- utilises the existing building fabric and site infrastructure where possible
- reinforces the flow of year groups through the school
- creates and identifies year level learning precincts within the structure of the campus
- clusters all year groups to the north of the school to take advantage of the northerly orientation for solar gain and access to the views
- maintains the functioning art, MDT, science and weights room
- creates links between year groups and the supporting specialty teaching areas
- locates the gymnasium, library and performing arts complex with easy access for parents, students, visitors and community groups off the car park
- centrally locates administration at the front of the school with easy access for parents, students and visitors off the carpark and adjacent to the early years teaching spaces.

Architectural Statement

The primary focus for the redevelopment of the Penguin District School is to combine the primary and secondary campuses within the current senior school complex. This approach was adopted for two reasons, that the specialty teaching spaces within the senior school would be retained and fully utilised, and so that the overall campus would be accommodated on a more level and accessible site. New GLAs will be flexible, adaptable and collaborative spaces for early years and primary students that support contemporary teaching and learning.

The design approach has revolved around providing high quality learning environments where students are engaged, stimulated and encouraged to be creative thinkers and learners.

The design for the redeveloped school focuses on the student as the learner and creates spaces that can be changed and altered to provide a variety of settings that support a range of teaching and learning activities.

The learning environment will feature an array of sustainable design features, including natural lighting and ventilation, the use of sustainable materials, a focus on energy and water saving measures and dispersed technology.

Building orientation presents challenges for limiting unwanted summer solar heat gain and glare and through the selection of appropriate glazing methods these aspects will be controlled.

General Learning Areas (GLAs)

The adopted teaching philosophy within the redeveloped school will be open planned general teaching spaces as currently exists in the senior campus. The existing primary classrooms are a cellular design that do not support collaborative learning. The primary teaching spaces will relocate Kinder to Year 6 within three neighbourhoods each with six teaching spaces clustered into groups of three. The three teaching spaces labelled 1, 2, and 3 on the plan, will be specifically designed to allow the teachers and students to work collaboratively with each other within the overall space or break off into smaller groups tailoring the space to suit varied learning modes.

Whilst the preferred master plan option revolves around maintaining the existing buildings, it is imperative that the new primary GLAs create an environment that suits current teaching methodologies.

The new primary GLAs have been configured to facilitate flexibility and adaptability. In doing so, the learning spaces provide:

- a range of spaces, such as clusters of learning areas, which are responsive to future changes, including ICT
- wet areas, small breakout rooms and reduced indoor circulation spaces
- staff office space within each neighbourhood
- conveniently located toilets for staff and students near the GLAs and the associated outdoor play
- excellent connection between the indoor spaces and the external undercover areas and playgrounds beyond. The design maximises these connections so that the complete environment can be experienced by the students and used as teaching spaces
- inclusion and accessibility for all students and teachers throughout the buildings and into the external play spaces
- inclusion of a new playground to the north of the neighbourhoods dedicated to the primary students
- new external landscaping to enhance the settings around the neighbourhoods
- the provision of a hardstand play space with permanent basketball hoops
- kindergarten learning areas that comply with the National Quality Standards
- innovative ideas to maximise comfort and sustainability, through effective use of materials, natural daylight, ventilation, acoustics and sustainable materials.

The learning areas design has incorporated increased visibility throughout for passive supervision and to promote a visually transparent environment between internal spaces and the outdoors.

The GLAs will be supported by improved staff work areas, stores, meeting room and amenities.

The existing secondary GLAs will be largely maintained and will be well supported by the surrounding upgraded specialist areas.

Launching into Learning (LIL)

The Launching into Learning building is located beside neighbourhood 1 providing easy access for parents and families. LIL is part of the secure play area that services kinder and prep and will benefit from having a direct and level access into a secure external play space. LIL offers a large open planned internal area where the children can become involved in play based learning to assist the transition into Kinder. This building also provides a wet area with direct access to the outdoors, kitchenette and food prep area, student and staff toilets, an office and appropriate storage. A large undercover area will connect LIL to neighbourhood 1 to benefit the users from both buildings.

Library, Offices & ICT

The library will be relocated to the current Year 10 area adjacent to the primary and secondary GLAs. The library in this location will improve student flow through the school and will be central to all students. This location will allow the space to be utilised by the general community with easy access off the main car park through administration.

The northern end of the library and adjoining corridor will be opened to create easier access for students between the landscaped western courtyard, library and through to the café and performing arts. The library itself will be planned out to provide a series of spaces for the general library and staff resources, reading area, access to ICT support services, office space and a meeting room.

In conjunction with this, the recently refurbished Years 9 and 12 area will be the new central staff lounge incorporating kitchenette and staff resources area.

Administration

A new administration hub will be in the western wing of the existing senior school. This new hub will accommodate a new front of house school entrance accessing a public foyer and reception. A link from this foyer gives immediate access between administration and neighbourhood 1 (Kinder and Prep). Reception will be double sided and provide student access to the administration that is separated from the public foyer. To the south of reception will be an administration workroom, store, staff toilets and student sick bay. Located off the public and student foyers are offices for the Principal, Assistant Principals and Business Manager and a board room.

Performing Arts Complex

The existing performing arts functions on the senior campus are currently separate music and drama areas. The current music classroom is outdated while dance and drama occupies a more suitable space designed for the purpose.

The music facilities do not provide adequate acoustic separation to surrounding spaces, lack appropriate visibility throughout all spaces and do not support contemporary teaching methods. Music, dance and drama will be co-located to support each other and support the specialised teaching that is required. The new music spaces will be designed to provide:

- an individual learning space for music with separate practice rooms
- a connection into the adjoining dance and drama space
- a connection into the adjoining café whereby the spaces can be opened into one space for whole of school performances or community gatherings
- acoustic privacy between the individual spaces
- appropriate storage for musical instruments.

The music rooms will be relocated into the existing change rooms and the building will be extended beyond the current footprint for the practice rooms. The new building component will allow the rooms to be fully treated to provide acoustic separation. The proximity for the performing arts area to the café will enhance the ability of the school to host performances reinforcing the connections between school and the local community.

Gymnasium

Sporting activities are very important to the Penguin community and it was a strong belief that an indoor sporting area was essential. An indoor basketball court is included in the project scope so that the school had a space that could be permanently set up without compromising other areas of the school. The building will be located on the southern side of the campus adjacent to the existing outdoor basketball courts, creating a sporting precinct. The indoor court will be full size with enough head height and appropriate run offs, laid over a sprung timber floor. The location of the building gives staff and students direct access from within the campus.



Carparking, Parent Drop Off and Pick Up and Bus Drop Off and Pick Up

The existing senior school campus is serviced by a carpark to the west of the school adjacent to Ironcliffe Road. This area will be redeveloped to provide 90 car spaces with a parent pick up and drop off zone and bus zone. The design for this area was carefully considered so that all students could access the cars and buses without having to cross any road. The carparking area has direct and level access into administration and the early years area. Consideration was also given to access between the school and the existing stadium to ensure that pedestrians are separated from all vehicles, and facilities are not replicated.

Sustainable Design

The master plan review for this school highlighted that it was more advantageous to retain as much of the existing senior campus as possible and to build new learning areas for the primary years. The areas of the existing building to be retained will complement the new build components.

Renovating the existing senior school campus is an opportunity to retain social history and recognise the strong community links offered by the school. This development will invigorate an already active school and local community groups to take full advantage of the modern facilities.

This development will address the inadequate aspects of the existing campus design such as poor building orientation, poor acoustics, poor thermal performance, deteriorated building fabric and access issues into various parts of the building.

The redevelopment will maximise recycled materials from the existing building fabric.

Students and teachers can spend up to 90% of their day indoors so they will benefit from buildings with improved natural light, fresh air and access to better views from within the learning spaces. The proposed redevelopment of the existing building and through the construction of new learning spaces and amenities will feature the following strategies:

- consideration during the detailed design phase of replacement heating and cooling systems in the learning areas to be retained
- use of energy and water efficiency strategies
- reduction of greenhouse gas emissions through the reuse of existing materials
- waste management and recycling during demolition
- internal spaces designed to maximise daylight and air quality
- larger and more efficient glazing to provide improved insulation and visual connection to the outdoors
- environmentally responsible building materials and room fit outs
- improved acoustic performance through use of appropriate material selection
- productive and healthier environments
- the creation of flexible and adaptable spaces that can be used in multiple ways and maximise usage
- retaining and reusing as much site infrastructure as possible such as walkways, car parking and roadways, stormwater and sewerage systems
- upgrading the electrical system to improve energy efficiencies.

Accessibility

Consideration has been given to ensuring universal access is provided into all areas where new building and redevelopment is to take place.

Access into each of the buildings that are being constructed and remodelled will be via walkways and new compliant ramps where required. This will provide easier access for all staff and students and create better pedestrian movements throughout the school campus.

The detailed design process will consider major non-compliance issues and resolve where possible in the existing buildings.

Building Materials

Materials have been selected for sustainability, longevity and low maintenance. Externally, the materials will be a combination of powder coated aluminium windows and robust wall and roof linings to enhance the design of the original school building. The original building materials were selected to withstand the day to day use by students and this philosophy will carry through into today's selections.

The selected materials will provide a weather tight skin to withstand deterioration and require very little maintenance for years to come. Internally a similar philosophy will apply a combination of robust materials with new and existing forms to create an inspiring environment.

The colour selections will be made from a palette appropriate for the year level occupying the space. In primary learning spaces the goal is to achieve balance with colour. That is using bright colours which younger children

prefer but not so much to over stimulate the children. Colour selection also can create focus, for example, certain colours can be used in specific areas to draw the attention to a focal point of a learning space.

In areas accessed by the senior students, colours will be drawn from the corporate world based on the notion that these facilities are preparing its students for adulthood. Many students believe that they have outgrown the bright colours and playful spaces of primary school and they are looking for acknowledgment, through building design, that they are responsible and in return they respect their environment. It has been proven that this approach will give the buildings occupants greater wellbeing and increased productivity.

Tasmanian Government Art Site Scheme

The proposed school redevelopment presents an excellent opportunity for a suitable artwork piece to be incorporated into the social and public areas of the school. The art work component will be progressed by a focused subgroup of the Project Working Group.

To date consideration has been given to a number of opportunities across the project including artwork as a facade treatment on the existing school or a landscaping element.



PROJECT MANAGEMENT

Funding and Budget Estimates

Funding of \$20 million has been provided by the Tasmanian State Government for this project.

The project funding is divided into the following components:

Description	Budget Component (\$'000)
Construction, including construction contingency	\$16,017
Up-front expenses including consultants' fees	\$1,400
Furniture and Equipment	\$1,700
Contingency and Post-Occupancy	\$343
Art Work	\$80
Project Management and School Administration	\$460
Total	\$20,000

The furniture and equipment budget will provide for appropriate furniture, equipment and Information Technology for contemporary learning and support environments.

Consultants and upfront planning fees include architectural and engineering fees and statutory authority fees.

In line with project management best practice, a contingency sum has been allowed for to provide additional funds in the event of design amendments, unforeseen construction costs, additional expert advice and post-occupancy changes.

6ty Pty Ltd and Exsto Management Quantity Surveyors have provided cost estimates for the project. The construction estimate may vary by the time tenders for construction are called and a design contingency has been allowed to cover this. The project scope will be managed within the budget parameters to ensure budget overruns do not occur.

Details of the preliminary construction cost estimate are as follows:

Construction Budget	Cost Estimate (\$'000)
New Music, Café refurbishment, toilets and support offices, performing arts store	\$1,164
New Launching into Learning and primary age GLAs (Neighbourhoods 1-3), new gymnasium, early childhood education and care centre refurbishment allowance, refurbished library and meeting room, undercover areas and linking walkways, playgrounds, external services, landscaping	\$10,312
New reception and administration, staff offices and foyers and refurbishment of the home economics & textiles learning areas, stores and amenities.	\$1,762
Anticipated market escalation (20 months)	\$1,071
Design and Construction Contingency	\$1,470
Services head works (Tas Networks, Tas Water)	\$238
Total Construction Budget	\$16,017



Project Timeline

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
PSCPW hearing	18 November 2019
Development Application submission	November 2019
Design development finalised	March 2020
Documentation, preparation for tender	March-April 2020
Pre-procurement industry consultation	March-April 2020
Tender date – <i>subject to PSCPW approval</i>	April 2020
Tenders close	May 2020
Tender assessment and approval	May/June 2020
Contractor appointed	July 2020
Construction commences	August 2020
Construction completed	February 2022
Defects liability period	February 2023
Post completion review and evaluation	February 2023
Project completion	February 2023

Potential Project Constraints

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

Identified Risks	Risk Mitigation Strategy
The pre tender estimate will exceed the total available budget.	The tender will be packaged to allow reduction in scope should the tender sum exceed the pre-tender estimate. Ongoing cost reviews throughout design process.
Planning approval will not be forthcoming to meet the time frame for tender.	The planning application will be submitted in November 2019 to ensure approval is received prior to proceeding to tender. Detailed consultation prior to lodging the planning application has been undertaken with Central Coast Council.
Design development will not progress in a timely manner to meet the time frame for tender.	Weekly 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 not meeting requirements for contemporary pedagogy.	Weekly project working group meetings with key school 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.	Regular site meetings will be held throughout the construction phase that updates the construction programme. Adequate programming has allowed full documentation of the construction package to minimise the risk of technical difficulties during construction.
Any known site issues e.g. landslip	The LIST landslip inventory database and susceptibility map has confirmed no history / record of landslip issues. Also, the site is already developed and there is no record of flooding, bushfire or contamination issues.

CONCLUSION

The provision of contemporary learning environments with adequate capacity for the foreseeable future, consolidated on one site, at Penguin District School will assist in the ongoing provision of high quality education. Whilst the need to undertake this redevelopment is high, it should also be noted that the \$20 million funding allocation provides a much-needed injection into the State economy.

Obtaining approval from the Parliamentary Standing Committee on Public Works will provide assurance to the Penguin District School community that this project will proceed to tender and construction as soon as possible.

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

Attachments

1. Community Engagement Phase One Outcomes Report
2. Precinct Plan (As00)
3. Site Plan (19.027 As01)
4. Part Site Plans (19.027 As02 and As03)
5. Launch into Learning Floor Plan (As10)
6. Neighbourhood 1 Floor Plan (As12)
7. Admin and Library Floor Plan (As14)
8. Performing Arts and Café Floor Plan (As16)
9. Neighbourhood 2 Floor Plan (As17)
10. Neighbourhood 3 Floor Plan (As18)
11. Quantity Surveyors Report

An aerial photograph of Penguin District School and its surrounding environment. The school buildings are centrally located, surrounded by green lawns and trees. To the left, there is a red running track and a green field. In the background, there are large, forested hills under a blue sky with some clouds. A road runs along the right side of the school grounds.

COMMUNITY ENGAGEMENT PHASE I OUTCOMES REPORT

PENGUIN DISTRICT SCHOOL
MARCH 2019

get involved

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PURPOSE

This report has been compiled for the purposes of summarising and interpreting feedback and submissions received during Phase I of community engagement for the redevelopment of Penguin District School. As part of the Department of Education's (DoE) commitment to meaningful and transparent community engagement, this report and its attachments will be provided to all stakeholders and available for public viewing via the *Get Involved* webpage on the DoE website.

EXECUTIVE SUMMARY

DoE has committed to undertaking extensive community engagement as part of the Building Your Future education capital works projects. The Community Initiatives team commenced delivery of a series of community engagement campaigns known as *Get Involved* on 25 October 2018. The initial phase of the *Get Involved* campaign for the redevelopment of Penguin District School ran for six weeks and concluded on 30 November 2018.

Community engagement was initiated to achieve six specific objectives and the campaign included advertising, direct mail outs, online survey, community workshop, project reference group, one-on-one engagement and group presentations.

A total of 108 surveys were received and 37 attendees participated in the community workshop during the consultation phase. A project reference group comprising representatives from DoE, Central Coast Council and community and sporting groups was established and met for the first time during Phase I. Three written submissions were also received via the *Get Involved* email box or direct to the team.

There appears to be strong support for the redevelopment of Penguin District School both from within the school and the broader community, with the majority of respondents expressing positive sentiment about the project.

The majority of those who responded to questions about buildings and facilities said they wanted the redeveloped school to have flexible and accessible spaces (disability-friendly) and strong integration between indoor and outdoor areas. Sustainability, provision of specialised learning and support rooms, and effective heating and cooling were also important.

The Penguin District School has a strong sports focus and the majority of those who said they wanted new sports facilities requested a new indoor multi-use space that could be used as basketball/netball courts and easily converted for other-non sports uses. A majority of those who responded to questions about new approaches to teaching and learning wanted the school to focus on resilience and preparation for post-Year 12 working environments.

Establishing school-based apprenticeships and work experience partnerships with local businesses was seen as an important function of the school, and when asked about the future use of any redundant land or buildings, the majority of those who responded to this topic wanted it to be converted to community facilities and/or public spaces.

While statistically low in terms of overall responses, a minority of respondents expressed concern about the integration of younger and older children by bringing together the primary and senior campuses. Others expressed concern about the effect the provision of long day care at the school would have on existing providers.

INTRODUCTION

The Tasmanian Government established a suite of initiatives to improve education outcomes across the State as part of its 2018 election commitments. The Building Your Future education initiatives contain a total of 19 capital works projects, including the construction of two new schools, four major school redevelopments and six new Early Learning Hubs.

DoE has committed to undertaking extensive community engagement as part of the Building Your Future education capital works projects. This is to allow local communities and stakeholders to have the opportunity to provide input into specific projects – ensuring a co-constructed approach to delivering capital works that improves outcomes for learners. To facilitate this, DoE established the Community Initiatives team within the Strategy and Performance Division to deliver a series of community engagement campaigns during the 2018-19 and 2019-20 financial years.

PROJECT BACKGROUND

Redevelopment of the Penguin District School is a key capital project included in the Building Your Future initiatives. Penguin District School was established in 2014 following the amalgamation of Penguin Primary and Penguin High Schools – the two school sites sitting adjacent to each other. The redevelopment will consolidate the school within the existing secondary school site, with \$20 million committed to deliver a combination of new buildings and refurbishment of existing facilities, resulting in state-of-the-art learning facilities for students from birth of Year 12. Works will commence in 2020 and are expected to be completed by 2022.



COMMUNITY ENGAGEMENT OBJECTIVES

Community engagement activities for the redevelopment of Penguin District School were tailored to meet six key objectives.

These objectives were:

1. Generate community and stakeholder feedback to inform the project design brief
2. Encourage greater levels of community interest in the redevelopment
3. Manage community expectations through clear and honest communication about what can be delivered by the project
4. Attract broader public interest in Penguin District School and the Tasmanian public education system
5. Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement
6. Measure community satisfaction with DoE's consultation activities

The following activities were initiated specifically to meet these campaign objectives.

Objective	Activity
1. Generate community and stakeholder feedback to inform the project design brief	Survey and community workshop questions were tailored specifically to solicit feedback to inform project design
2. Encourage greater levels of community interest in the redevelopment	Seek community input into how the school could partner with the local community and businesses via use of facilities or trainee/apprenticeship arrangements
3. Manage expectations through clear and honest communication about what can be delivered by the project	Develop and distribute fact sheet for the project. Presentations from Facility Services about the capital works process included as part of the community workshop and project reference group
4. Attract broader public interest in the Penguin District School and the Tasmanian public education system	Develop video content for social media and advertising campaign highlighting government's investment into public education infrastructure
5. Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement	Create dedicated <i>Get Involved</i> web presence. Deliver two rounds of community engagement for the project to maximise community participation.
6. Measure community satisfaction with DoE's consultation activities	Add specific question in the community surveys around levels of satisfaction with DoE's community engagement. Create a feedback form for community workshop attendees to provide their comments about our activities.

CAMPAIGN OUTPUTS

The community consultation campaign for the redevelopment of Penguin District School was named *Get Involved* and launched by the Minister for Education, the Honourable Jeremy Rockcliff MP, on 25 October 2018. Phase I of the campaign ran for six weeks and concluded on Friday 30 November 2018. Key communication and engagement outputs of the campaign were:

- Media release by the Minister's Office on Thursday 25 October 2018 which resulted in articles appearing in the Hobart Mercury and the Burnie Advocate on Friday 26 October 2018.
- 43 radio advertising slots throughout the six week campaign, comprising 40 pre-recorded slots and three 'live reads' across Sea FM Burnie and 7BU radio stations.
- Three newspaper advertisements – two in the Saturday Advocate and one in the Central Coast Courier
- 1369 direct mail outs to all residential and business addresses in the Penguin area, including Heybridge, Howth, Preservation Bay and Sulphur Creek
- Penguin District School project page on the DoE website
- Penguin District School *Get Involved* video posted on the DoE and school's Facebook pages and *Get Involved* webpage. Total number of video views was more than 5800.
- Eight Facebook posts on DoE and other agency social media platforms
- Project fact sheet
- Online survey
- One community workshop held on Tuesday 13 November 2018 at Penguin District School
- One Community Reference Group meeting.
- 20 corflutes and 20 posters placed in the Penguin and surrounding areas
- 126 stakeholder correspondence
- 57 direct personal engagements

PARTICIPATION

Community participation in the consultation process was consistent across the various engagement mediums and well-supported relative to the region's size and population. Participants in the engagement process came from a broad mix of school community (teachers past and present, students past and present, school association), broader community, business, sporting organisations and local government. Solid participation in the process may be attributed to the following factors:

- The presence of a well enrolled existing school and its community with which to engage
- Low project contention
- Project size relative to its community.

Survey

A total of 108 online surveys were received.

Community workshop

A total of 37 participants attended the community workshop.

Reference group

A total of 17 attendees, representing 11 different agencies attended the first meeting of the project reference group.

Written submissions

Three written submissions were received.

WHAT WE HEARD

The primary vehicles for soliciting responses from consultation participants were the online survey, the community workshop, the project reference group and one-on-one engagement with community and stakeholders. Each included the same types of questions to ensure consistency across the different mediums. These questions were framed to elicit responses that could ultimately inform the redevelopment of the school. The questions were based on the following topics:

- Buildings and spaces
- Teaching and learning
- Future use of redundant buildings or land
- Community partnerships and pathways
- Community use of school facilities and assets

Additional questions were added to the survey and the community workshop for the purposes of identifying:

- Respondent demography
- DoE community engagement satisfaction
- Get Involved campaign reach
- Intent to enrol
- Interest in receiving further correspondence about the project

COMMUNITY REFERENCE GROUP

A Community Reference Group was established for the Penguin District School redevelopment. The purpose of this reference group was to contribute ideas and recommendations for the project during the community engagement process, and comprised representatives from the school, key stakeholder agencies and local groups.

The reference group was tasked with:

- Considering the project and its relationship to each member's particular group or sector and contributing input on its behalf.
- Becoming an advocate for broad participation in the consultation process within relevant groups or sectors.
- Exploring opportunities for collaboration between the new school and each member's group or sector.
- Considering project-related issues and contribute potential solutions.
- Reviewing concept plans as they are developed and providing feedback.

Membership of the Community Reference Group was:

- Mat Grining (Chairperson) Principal – Penguin District School
- Stephen Dutton - Central Coast Chamber of Commerce
- Melissa Budgeon - Central Coast Council
- Cheryl Fuller – Central Coast Council
- Jan Bond – Mayor Central Coast Council
- Min Harman- DoE Facility Services
- Andrew Rundle – DoE Facility Services
- Tim Powell – PDS School Association
- Julie Jacobson – Rotary Club West Ulverstone
- Danielle Kidd – UTAS
- Greg Miller – Penguin Basketball Club
- David Seen- Penguin Men's Shed
- Jordan Taylor – Hellyer College
- Gillian Wright – TasTAFE
- Esther Humphries – DoE
- Brian Lane – Penguin Football Club
- John van der Woude- Penguin Composites

The Community Reference Group met for the first time on 13 November 2018 and convened for a second meeting on Tuesday 12 February 2019 to consider a series of project-related question topics. Although this meeting was held subsequent to the completion of Phase 1 of community engagement, the meeting minutes and outputs from both meetings are attachments to this report.

SURVEY

A total of 108 unique surveys were received during the six week consultation phase. The survey was web-based using the Formstack online data collection system which users accessed via the *Get Involved* page on the DoE website.

Response summary

- 61 per cent of respondents were from the Penguin township, while 39 per cent were from the greater area.
- The top five responses in relation to buildings and infrastructure were indoor multi-purpose sports facilities (netball/basketball courts); flexible/open learning spaces; specialised learning rooms (e.g. student-run café, recording studio, drama); swimming pool; upgraded playgrounds.
- The top five responses in relation to community partnerships and pathways were school-based apprenticeships; work experience with local businesses; volunteering; sports pathways; specialised qualifications.
- The top five responses in relation to community use of school facilities and assets were use of basketball courts and sporting facilities; swimming pool; community hall/theatre or auditorium; community garden.
- The top five responses in relation to current teaching and learning approaches considered most effective were hands on/enquiry-based learning; outdoor learning; play-based learning; specialised learning; adaptable classroom structures.
- The top five responses in relation to proposed new teaching and learning approaches were life-skills/resilience and mindfulness; specialised learning; individualised learning; adaptable classroom structures; more teachers.

- The top five responses in relation to the future use of redundant buildings or land were community offices/meeting rooms or open space; more sporting facilities; public housing/student accommodation or aged care facility; adult education/university hub; child care facilities.
- 57 per cent of respondents said they were satisfied with DoE's community engagement performance, 37 per cent were neither satisfied nor dissatisfied, and three per cent were dissatisfied.
- The top three ways most respondents heard about the *Get Involved* campaign were school channels, advertising and direct mail.
- 64 per cent of respondents said they would like to receive further information about the project; 36 per cent said they would not like to receive further information.

The student voice

Submissions from students provide valuable insight into the needs and wishes of the end user of DoE facilities and teaching and learning programs. During the engagement process, six surveys were received from students at Penguin District School. However, two of these were group submissions from whole classes of students. These survey submissions revealed the following:

- The top five responses in relation to buildings and infrastructure were; new and improved playground facilities; more specialised learning rooms/facilities (art room, drama space, breakaway areas, etc.); engaging and interactive outdoor spaces and gardens; new café/canteen or student kitchen; swimming pool or gym.
- The top five responses in relation to community use of school facilities or assets were; use of school rooms and spaces for community clubs/adult learning and community services; auditorium or performing arts theatre; kitchen/café facilities; school gardens; vacation care/early years centre.
- The top two responses in relation to current effective teaching and learning approaches were; Inquiry Cycle and Writers Workshop.
- The top two responses in relation to improved or expanded teaching and learning approaches were; learning through play and better student comfort (e.g. more natural light and comfortable seating).
- The top response in relation to student pathways or community partnerships was trade or specialised tertiary pathways (e.g. woodwork, engineering, ICT).
- The top two responses in relation to repurposing of redundant land or buildings were; performance space; community use/public access.

COMMUNITY WORKSHOP

A community workshop was held at the Penguin District School on Tuesday 13 November 2018 from 6.30pm-8pm. The workshop was promoted via social media posts through the school and community pages, direct contact with local businesses and residents, and the DoE website. Registration to attend the workshop was via the *Get Involved* page on the DoE website. A total of 37 participants attended the workshop.

The workshop format comprised the following:

- Welcome and background to project
- Overview of the history of the redevelopment concept
- Overview of capital works processes and timeframes
- Establishment of scope of community consultation (negotiables and non-negotiables)

- Workshop session (attendees were seated in small groups around six tables. Groups were asked to: nominate a table scribe; consider a range of topic questions provided to them and make a list of suggestions based on these; prioritise their table's suggestions using coloured sticker dots (priority dots) as either critical, important or nice to have; prioritise the suggestions of other tables using the priority dots; raise any other issues or matters of importance; and finally, rate the effectiveness and value of the session)
- When applying the priority dots, each individual was allowed to assign only one green (critical), one blue (important) and one orange (nice to have) dot to a suggestion on their own table and to a suggestion on each of the other five tables. This was to push individuals to make decisions on which ideas were the most important to them and, by doing so, identify response trends.

Response summary

- The top five building and infrastructure features considered most critical were seamless transition between indoor and outdoor spaces; flexible and scalable spaces; level access/disability access; sustainable and efficient heating and cooling; communal spaces
- The top two community partnerships or pathways considered most critical were; consideration of the impact the provision of long day care at Penguin District School will have on existing local childcare providers; sports-based community partnerships
- The top three new teaching and learning approaches considered most critical were post-Year 12 workforce preparation; technology focus; and whiteboard group work
- The top three responses considered most critical on community use of school assets were use of school facilities such as library and for barbeques and community events; use of sports facilities; swimming pool
- The top three responses considered most critical in relation to future use of redundant land or buildings were; community spaces; additional sports facilities; performing arts theatre.

WRITTEN SUBMISSIONS

In the lead up to and during phase 1 of community engagement, a total of three submissions were received directly related to redevelopment of Penguin District School.

Response summary

One was a request for further information about the project; one was to express opposition to the proposed provision of long day care at the school; and one was to warn DoE against engaging a specific consultant for the redevelopment.

WHAT WE LEARNED

The first phase of community engagement for redevelopment of Penguin District School has provided a range of learnings that may help inform the design, teaching and learning, and community associations of the school. It is acknowledged there exists a level of subjectivity in the interpretation of the data collected. However, best efforts have been made to ensure objectivity in this interpretation.

COMMUNITY SENTIMENT

Data collected via the *Get Involved* campaign surveys, community workshop, reference group and written submissions provides a snapshot of sentiment in relation to the redevelopment of Penguin District School. In addition to this data, anecdotal sentiment was also captured via the 126 stakeholder interactions and 57 direct personal engagements undertaken by the *Get Involved* team.

- There appears to be strong support for the redevelopment of Penguin District School from within the school and the broader community, with the majority of respondents expressing positive sentiment about the project.
- A majority of those who responded to questions about buildings and facilities said they wanted the redeveloped school to have flexible and accessible spaces (disability-friendly) and strong integration between indoor and outdoor areas. Sustainability, provision of specialised learning and support rooms, and effective heating and cooling were also important
- A majority of those who requested more sports facilities said they wanted a new multi-use indoor space that could be used as basketball/netball courts and then converted for other non-sports purposes.
- A majority of those who responded to questions about what current teaching and learning approaches were considered most effective said 'inquiry-based' or 'hands-on' learning.
- A majority of those who responded to questions about improved or expanded teaching and learning wanted the school to focus on resilience and preparation for post-Year 12 working environments.
- A majority of those who responded to questions about community partnerships wanted the school to focus on establishing school-based apprenticeships and work experience partnerships with local businesses.
- A majority of those who responded to questions about community access wanted community use of new and existing school sporting facilities.
- A majority of those who responded to questions about asset redundancy wanted any redundant assets or land to be made available for community use facilities or as public spaces.
- A minority of survey respondents said they felt the redevelopment was a waste of money and that the school did not require upgrading. Some of these respondents said they believed the primary campus in particular was still fit-for-purpose and should not be decommissioned.
- While statistically low in terms of overall responses, a minority of respondents expressed concern about the integration of younger and older children by bringing together the primary and senior campuses.
- A minority of respondents expressed concern about the effect the provision of long day care at the school would have on existing providers.
- A majority of respondents came from the town of Penguin than from the broader region.

NEXT STEPS

Following the completion of Phase 1 of community engagement for the Penguin District School redevelopment, a second round of engagement is proposed to commence in May 2019. This second round will support the public release of the concept master plan for the redevelopment together with a fact sheet addressing aspects of the master plan.

At the conclusion of the second round of consultation, a final outcomes report will be prepared and made publicly available.

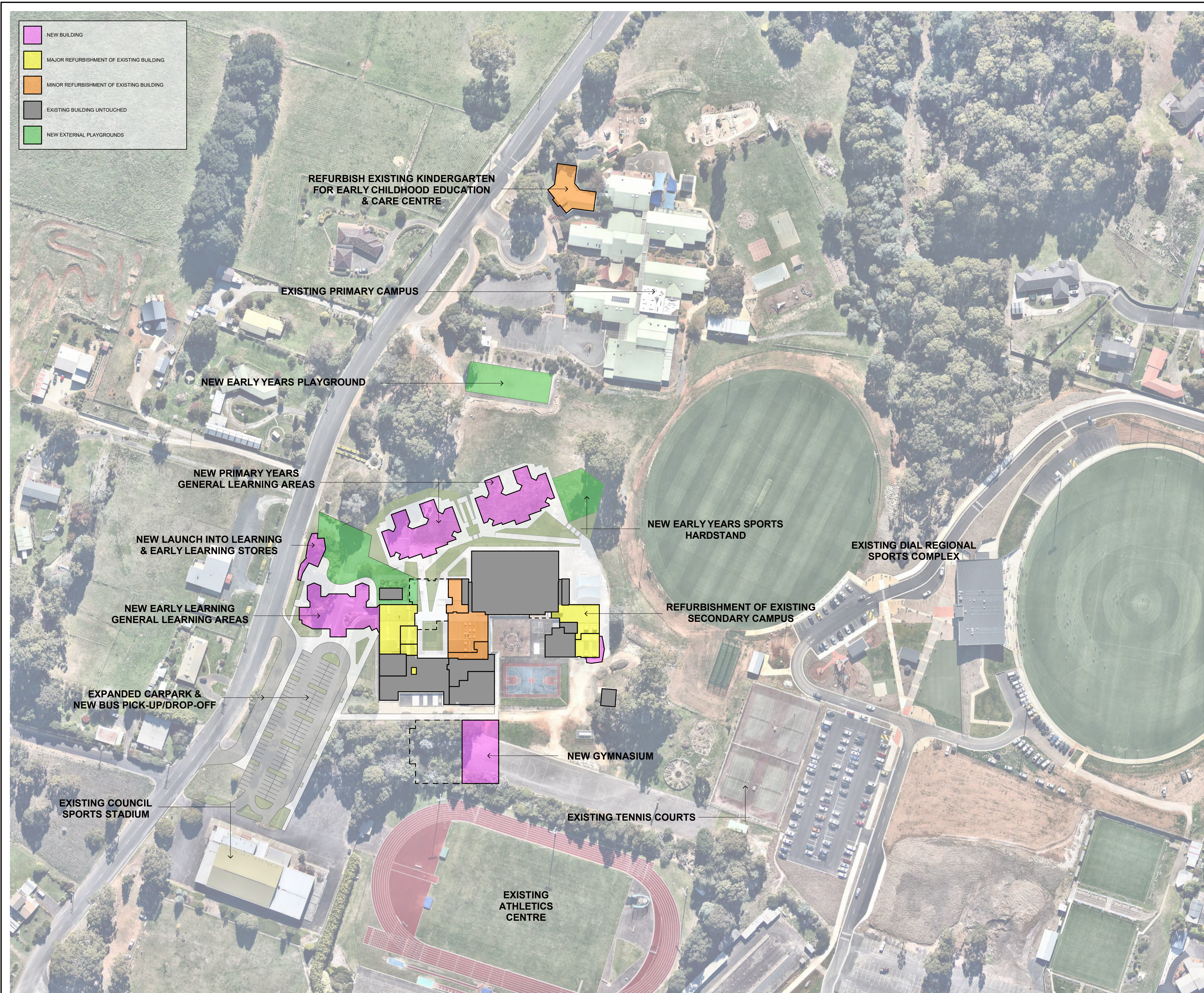
ATTACHMENTS (Not included in PSCPW Submission)

Attachment 1 – Community Engagement Phase I Response Analytics

Attachment 2 – Community Reference Group Meeting Minutes 13 November 2018

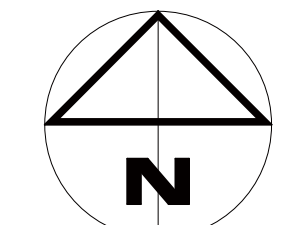
Attachment 3 – Community Reference Group Meeting Minutes 12 February 2019

Attachment 4 – Community Reference Group Vision Realisation Workshop 12 February 2019



PRELIMINARY - NOT FOR CONSTRUCTION

ISSUE	DATE	ISSUED FOR	REV.
01	23-09-19	INFORMATION	-
02	05-10-19	INFORMATION	-
03	11-10-19	INFORMATION	-



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PROJECT: PENGUIN DISTRICT SCHOOL
MAJOR REDEVELOPMENT
AT: 125 IRONCLIFFE RD, PENGUIN
FOR: TASMANIAN GOVERNMENT
DEPARTMENT OF EDUCATION

DRAWING: PRECINCT PLAN

DESIGNED: DVG DRAWN: MJB CHECKED:
SCALES: 1:500, 1:1000 AT A1 SIZE DRAWING SHEET

PROJECT No. 19.027 DRAWING No. As00 REV. -

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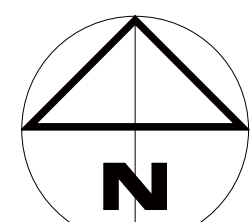
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10	26-08-19	INFORMATION	-
11	11-10-19	INFORMATION	-



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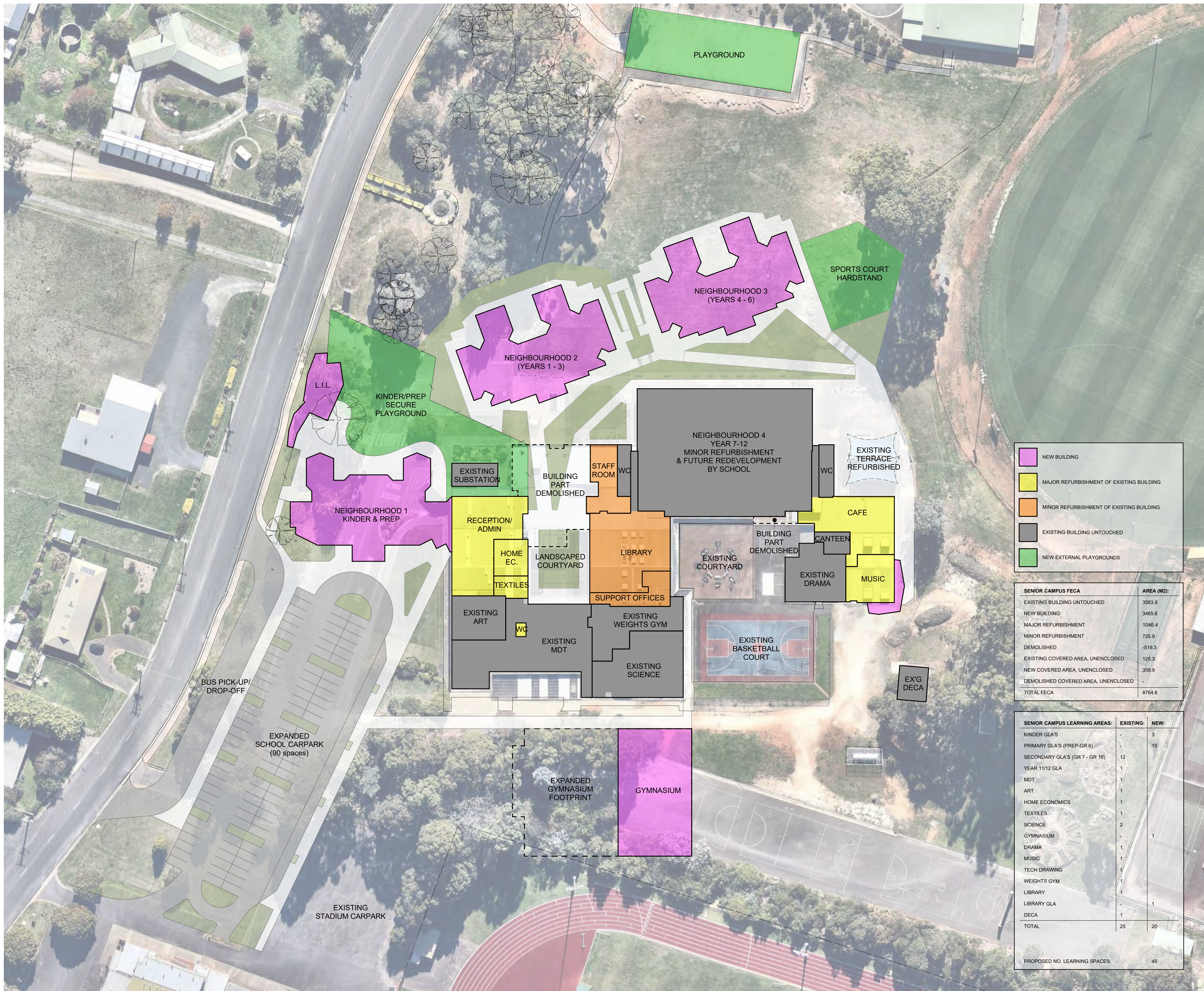
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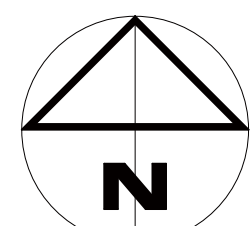
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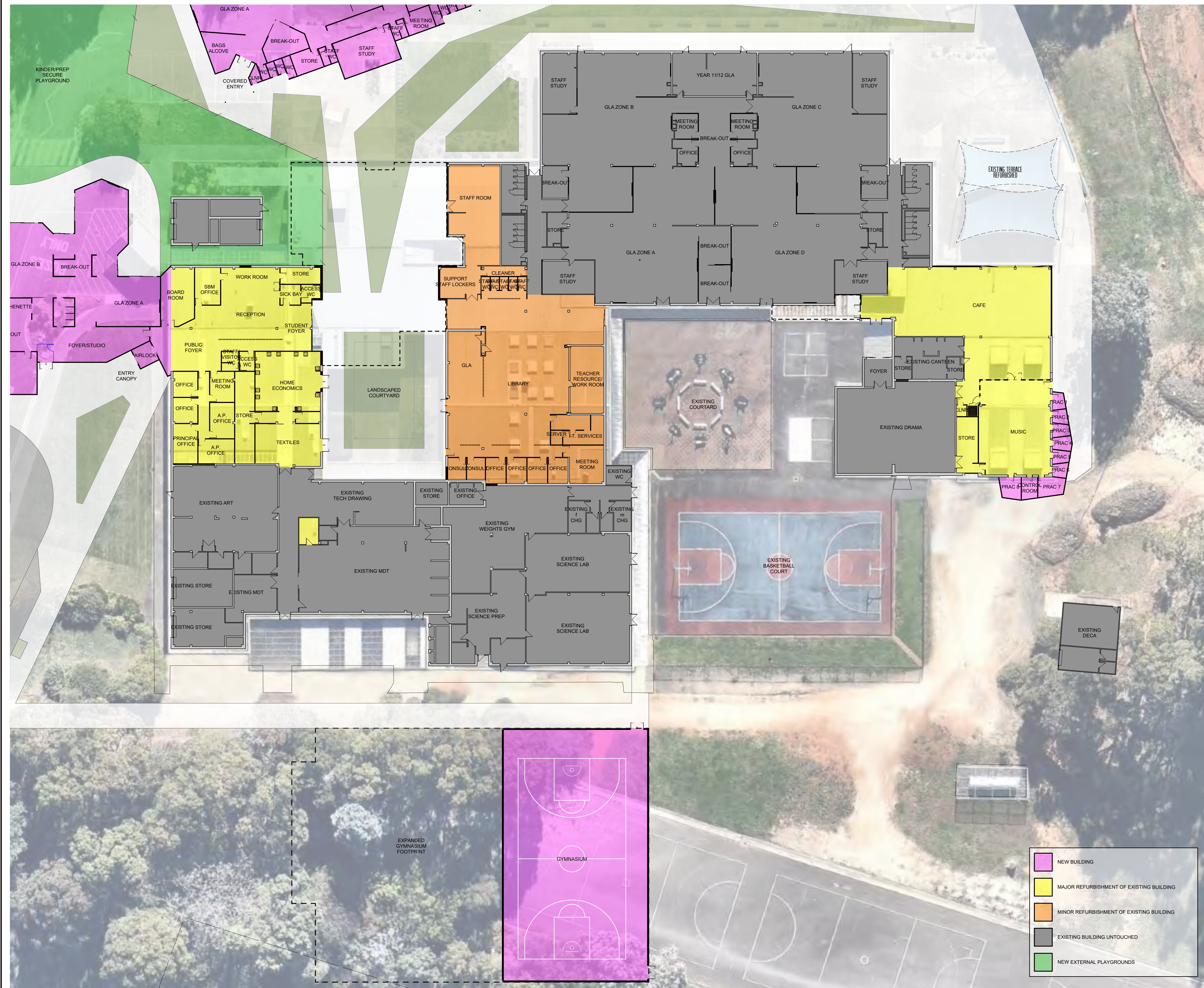
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MAJOR REDEVELOPMENT
AT: 125 IRONCLIFFE RD, PENGUIN
FOR: TASMANIAN GOVERNMENT
DEPARTMENT OF EDUCATION

DRAWING: PART SITE PLAN B

DESIGNED: DVG DRAWN: MJB CHECKED:
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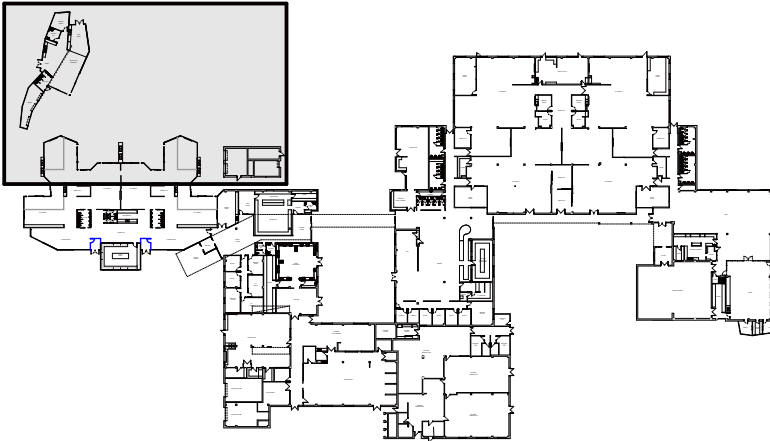
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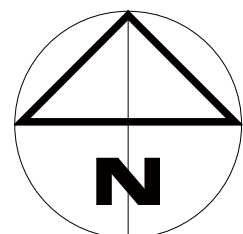
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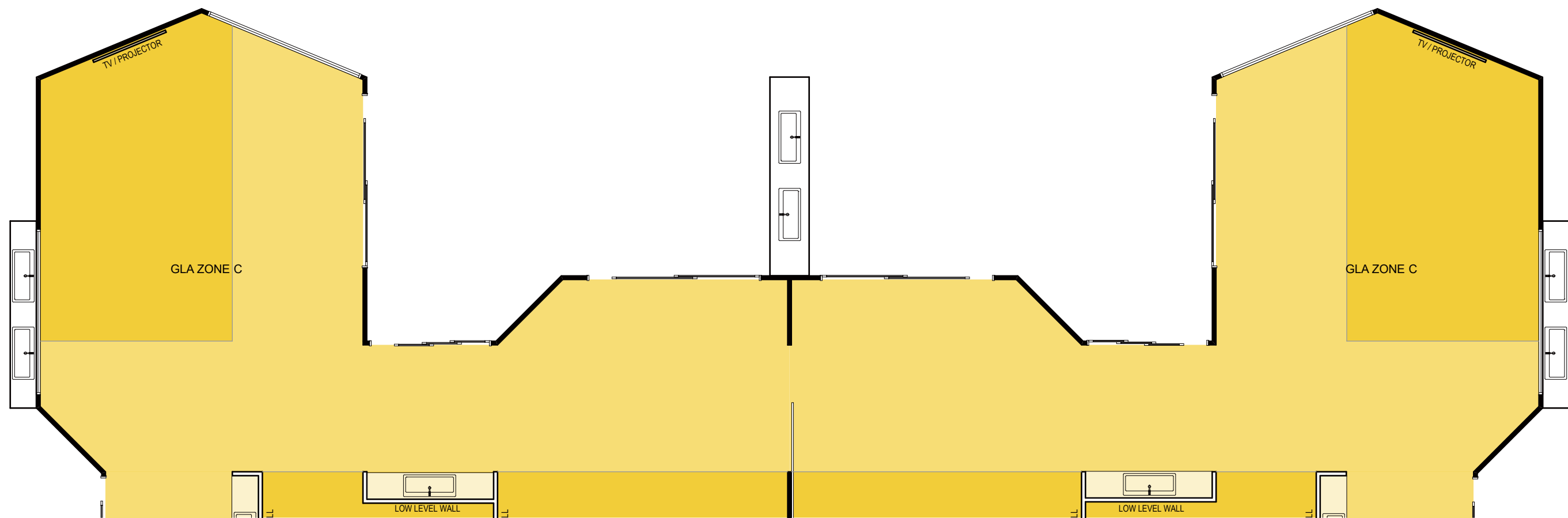
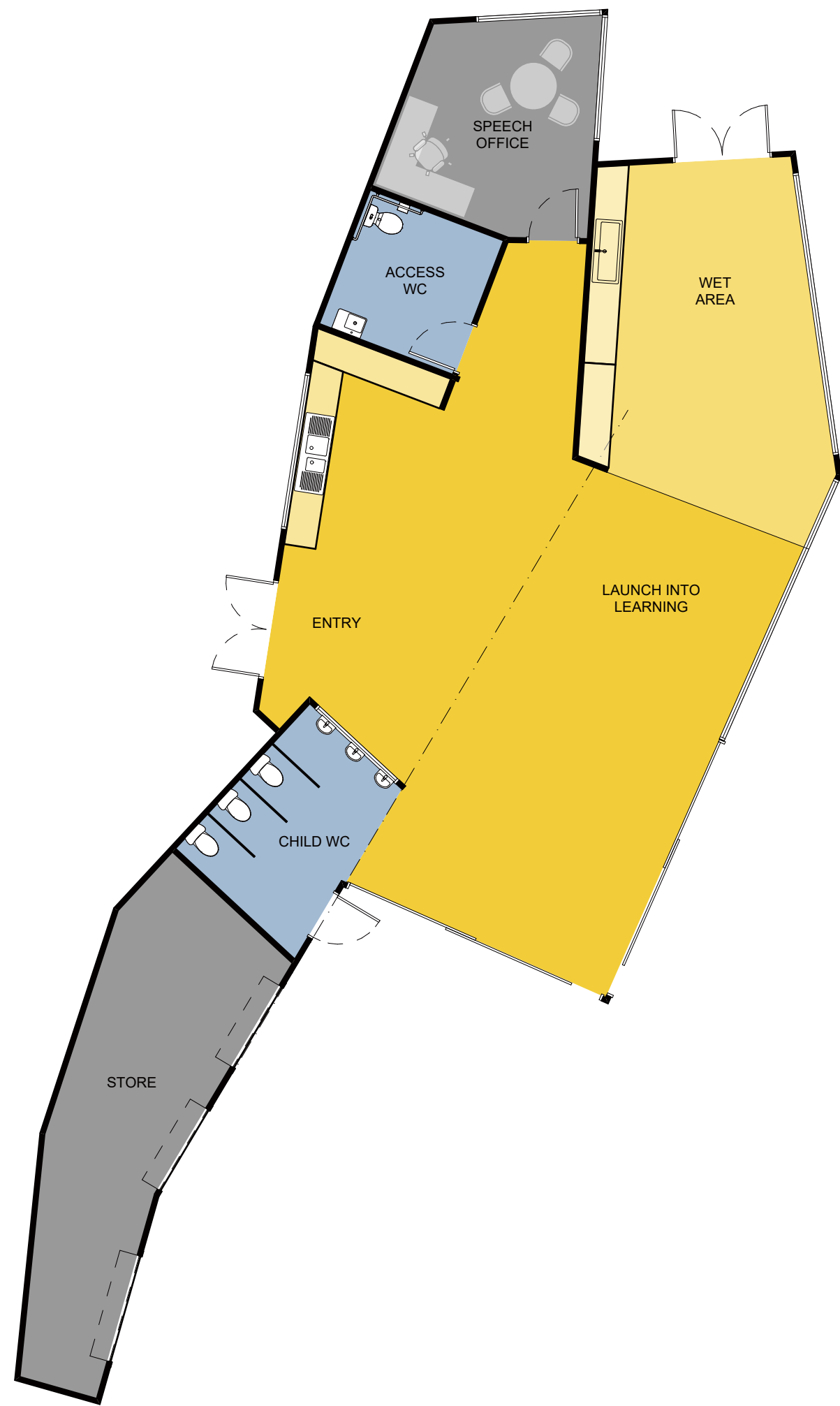
PROJECT: PENGUIN DISTRICT SCHOOL
MAJOR REDEVELOPMENT
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DRAWING: LAUNCH INTO LEARNING
FLOOR PLAN

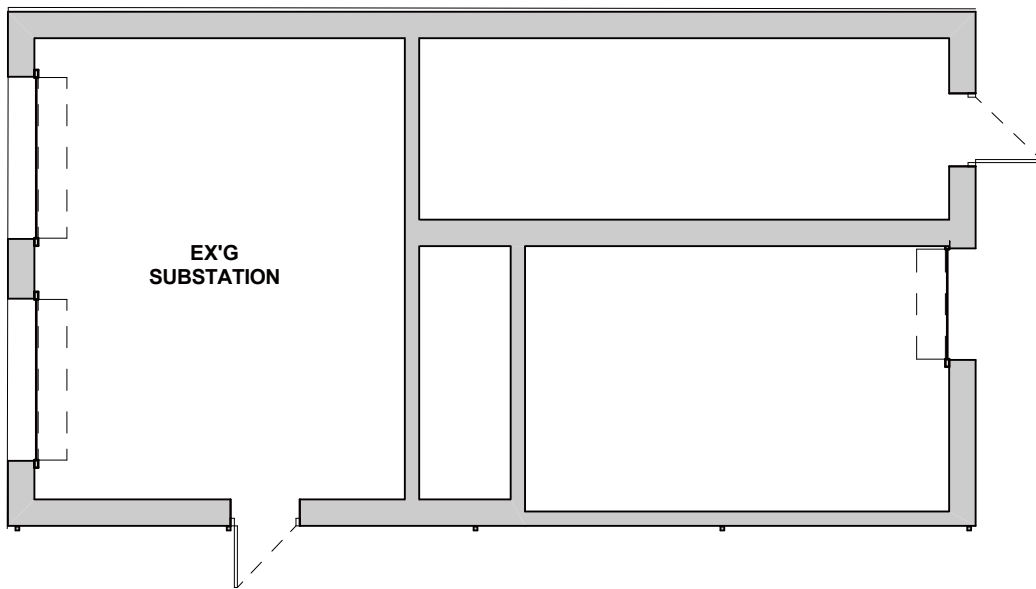
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PART FLOOR PLAN
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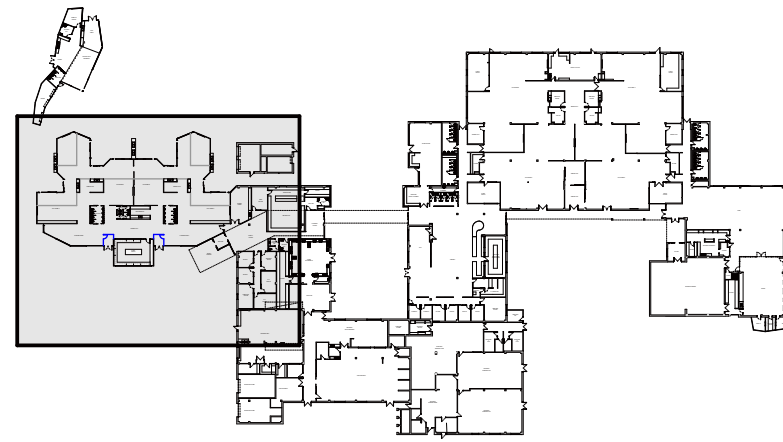
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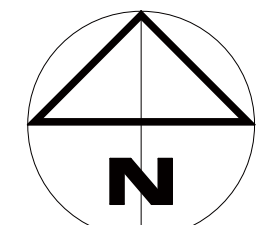
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01	07.10.19	INFORMATION	-



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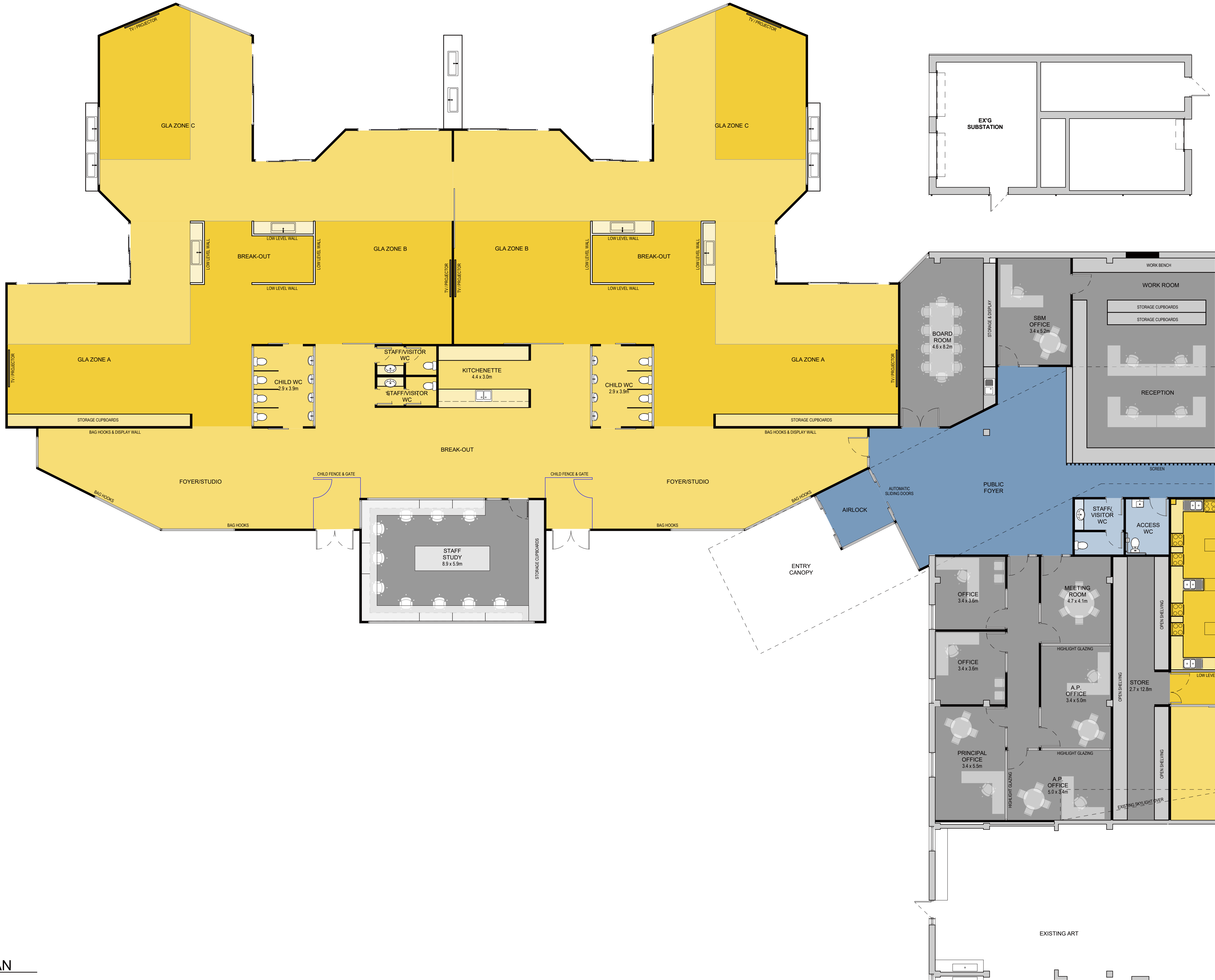
PROJECT: PENGUIN DISTRICT SCHOOL
MAJOR REDEVELOPMENT
AT: 125 IRONCLIFFE RD, PENGUIN
FOR: TASMANIAN GOVERNMENT
DEPARTMENT OF EDUCATION

DRAWING: NEIGHBOURHOOD 1 PART
FLOOR PLAN

DESIGNED: DVG DRAWN: MJB CHECKED:

SCALES: 1:100, 1:1700 AT A1 SIZE DRAWING SHEET

PROJECT No. 19.027 DRAWING No. As12 REV. -



PART FLOOR PLAN
SCALE 1:100

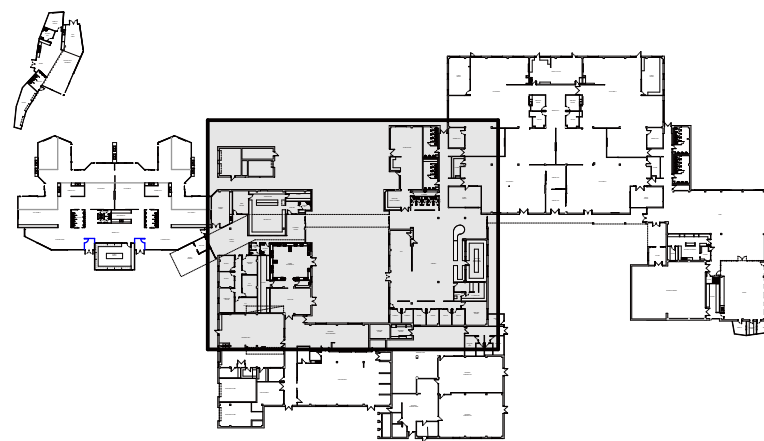
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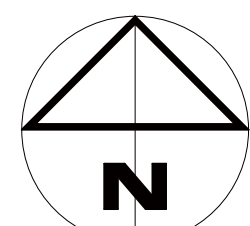
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ABN 27 014 609 900

Architectural
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Structural / Civil
ABP No. CC1633i



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MAJOR REDEVELOPMENT
AT: 125 IRONCLIFFE RD, PENGUIN
FOR: TASMANIAN GOVERNMENT
DEPARTMENT OF EDUCATION
DRAWING: ADMIN & LIBRARY PART FLOOR
PLAN

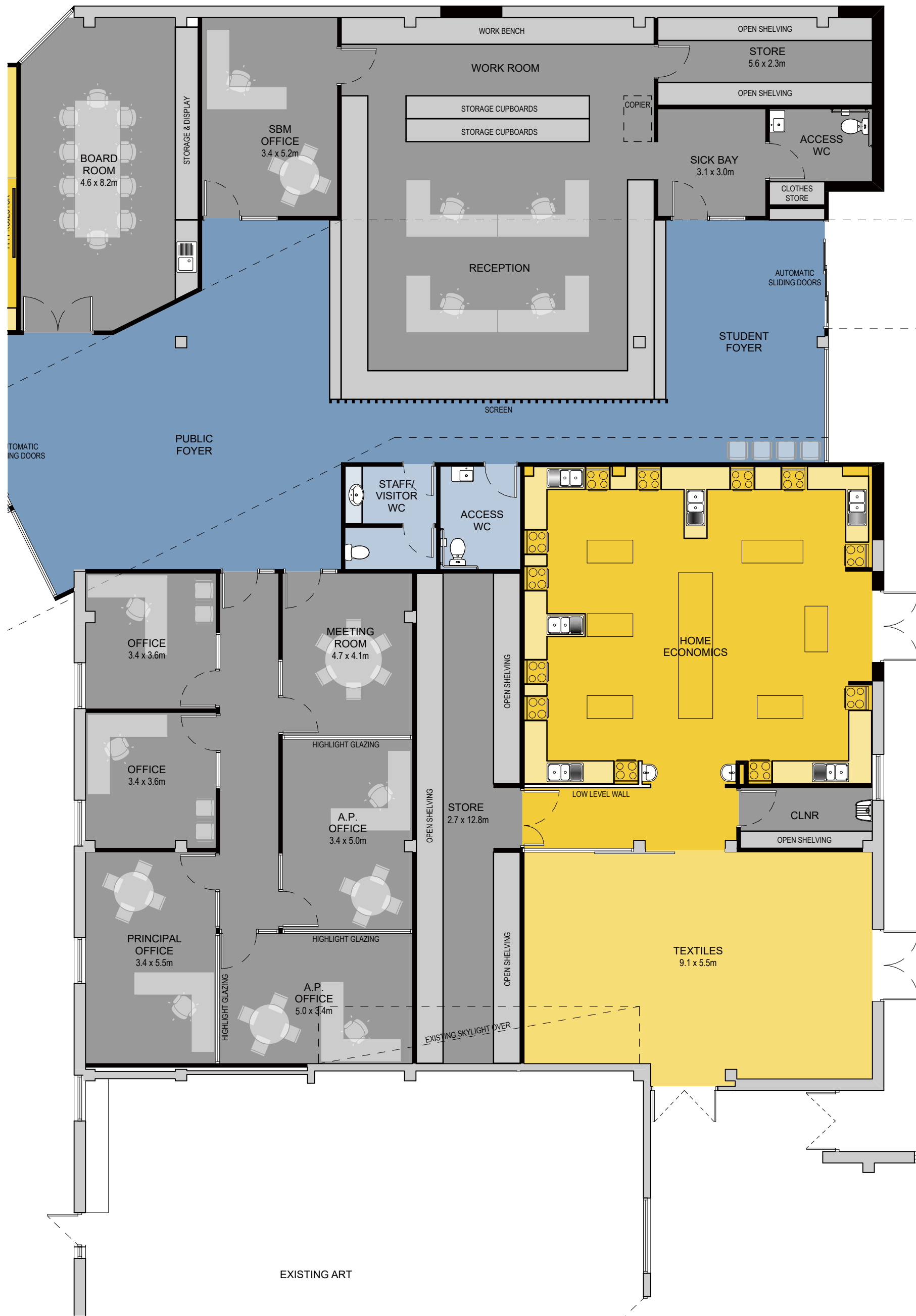
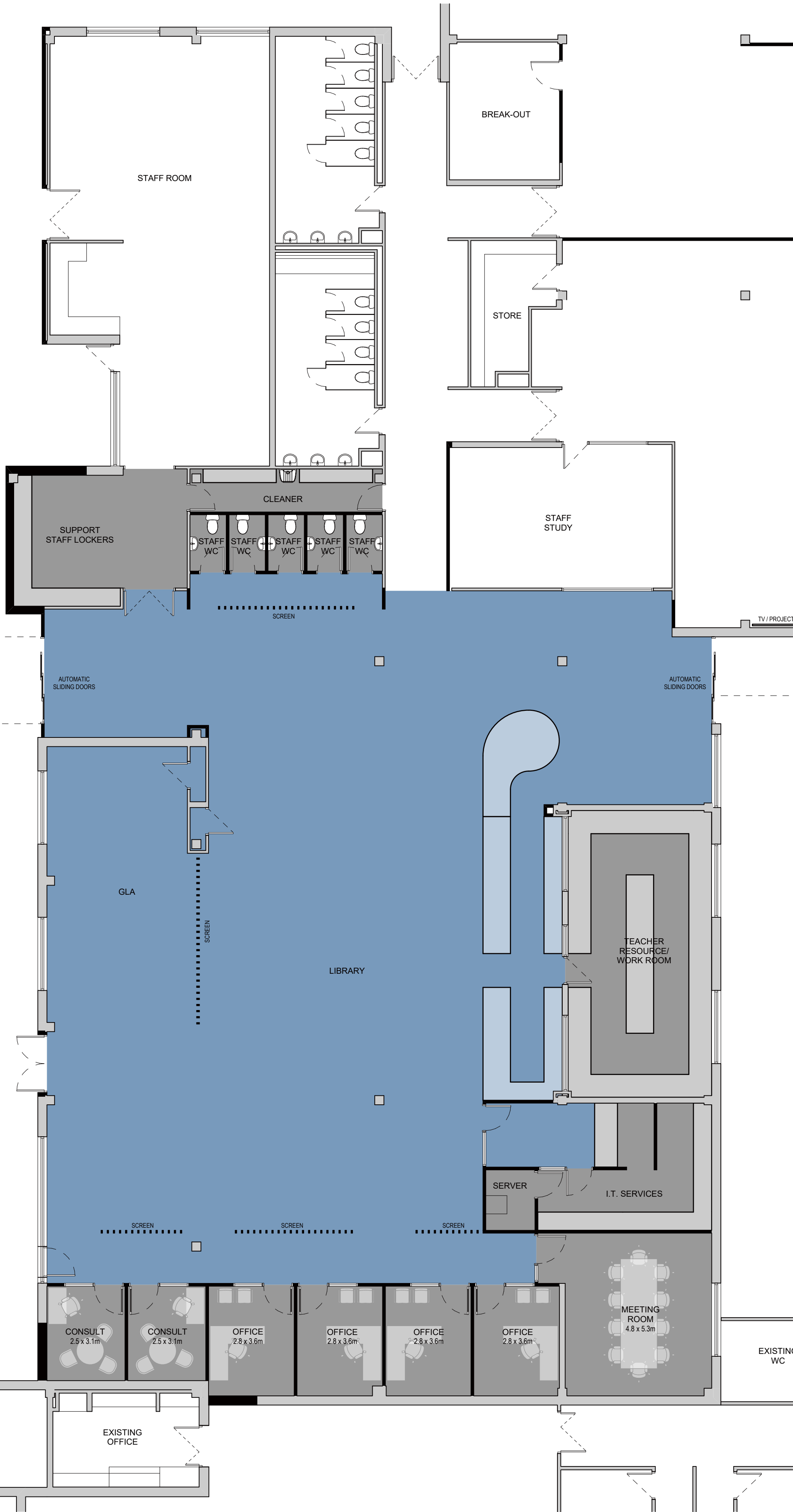
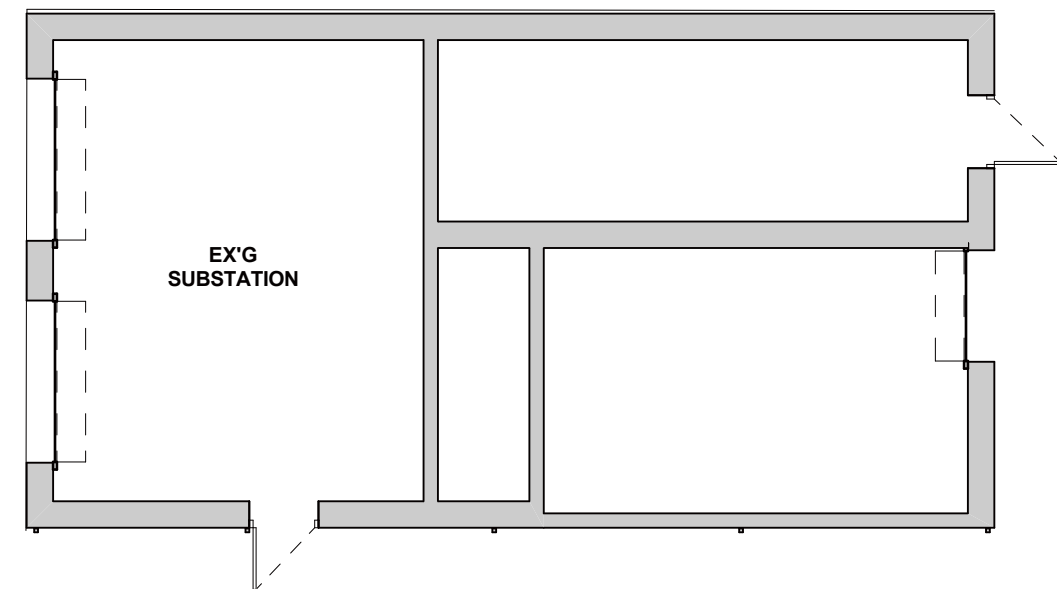
DESIGNED: DVG DRAWN: MJB CHECKED:

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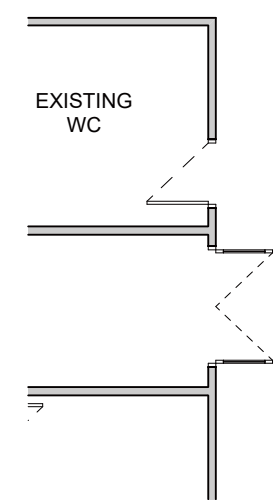
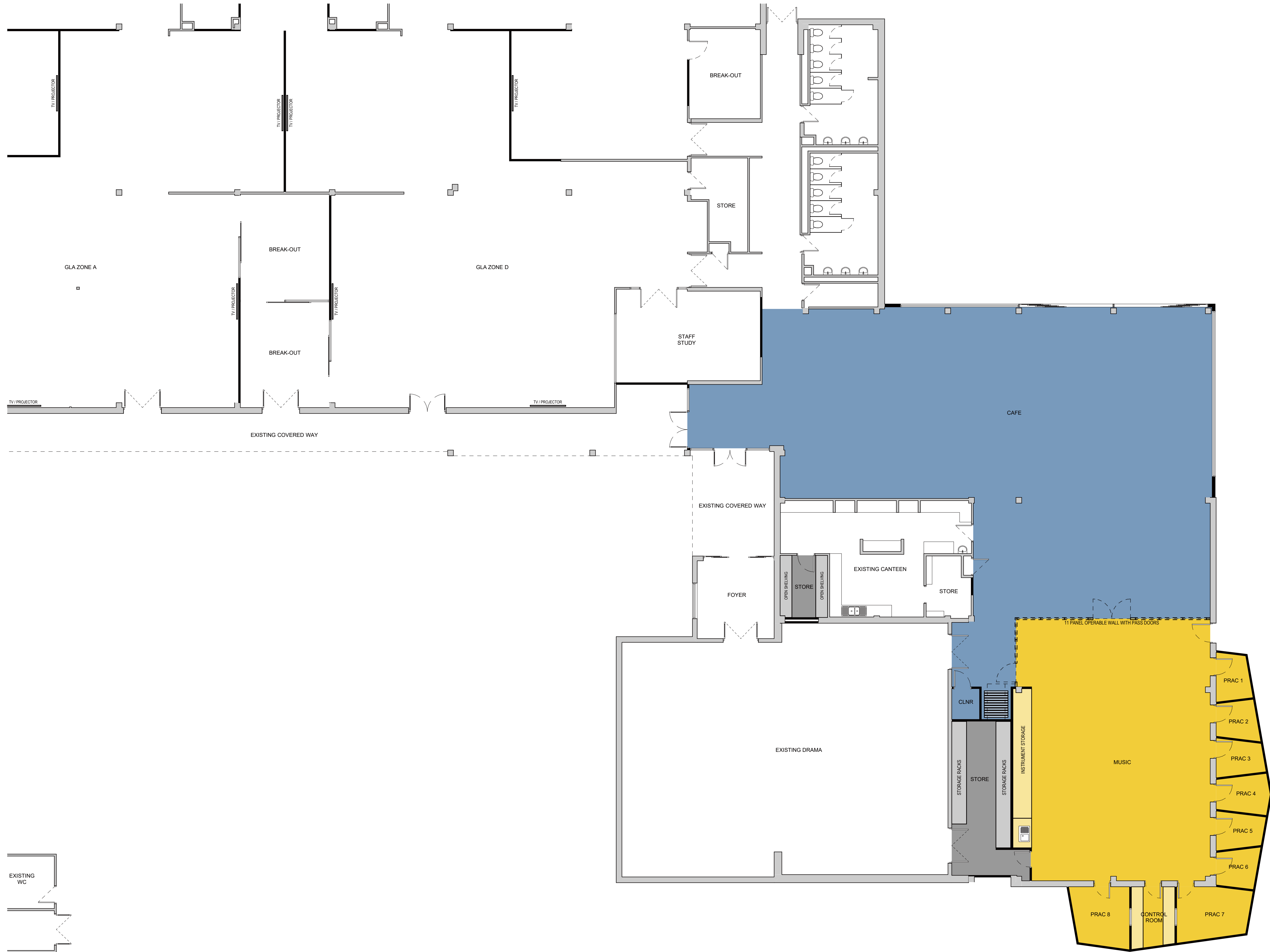
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REFER DRAWING As16 FOR CONTINUATION



PART FLOOR PLAN
SCALE 1:100

REFER DRAWING As14 FOR CONTINUATION



PART FLOOR PLAN
SCALE 1:100

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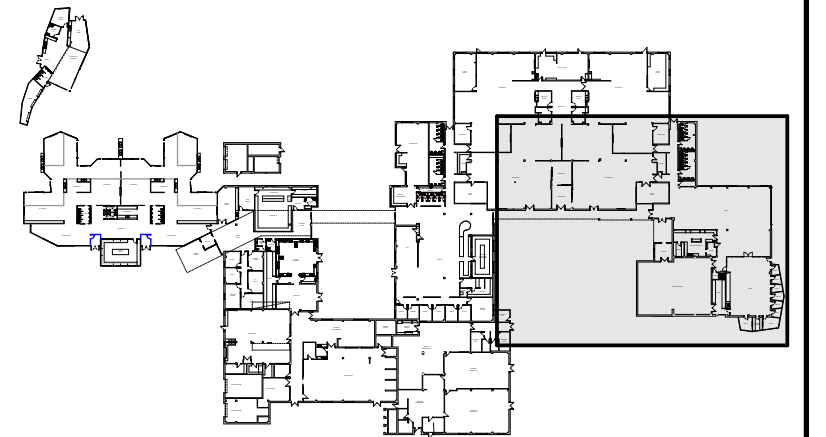
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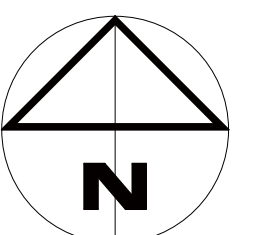
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PROJECT: PENGUIN DISTRICT SCHOOL
MAJOR REDEVELOPMENT
AT: 125 IRONCLIFFE RD, PENGUIN
FOR: TASMANIAN GOVERNMENT
DEPARTMENT OF EDUCATION

DRAWING: PERFORMING ARTS & CAFE
PART FLOOR PLAN

DESIGNED: DVG DRAWN: MJB CHECKED:

SCALES: 1:100, 1:1700 AT A1 SIZE DRAWING SHEET

PROJECT No. 19.027 DRAWING No. As16 REV. -

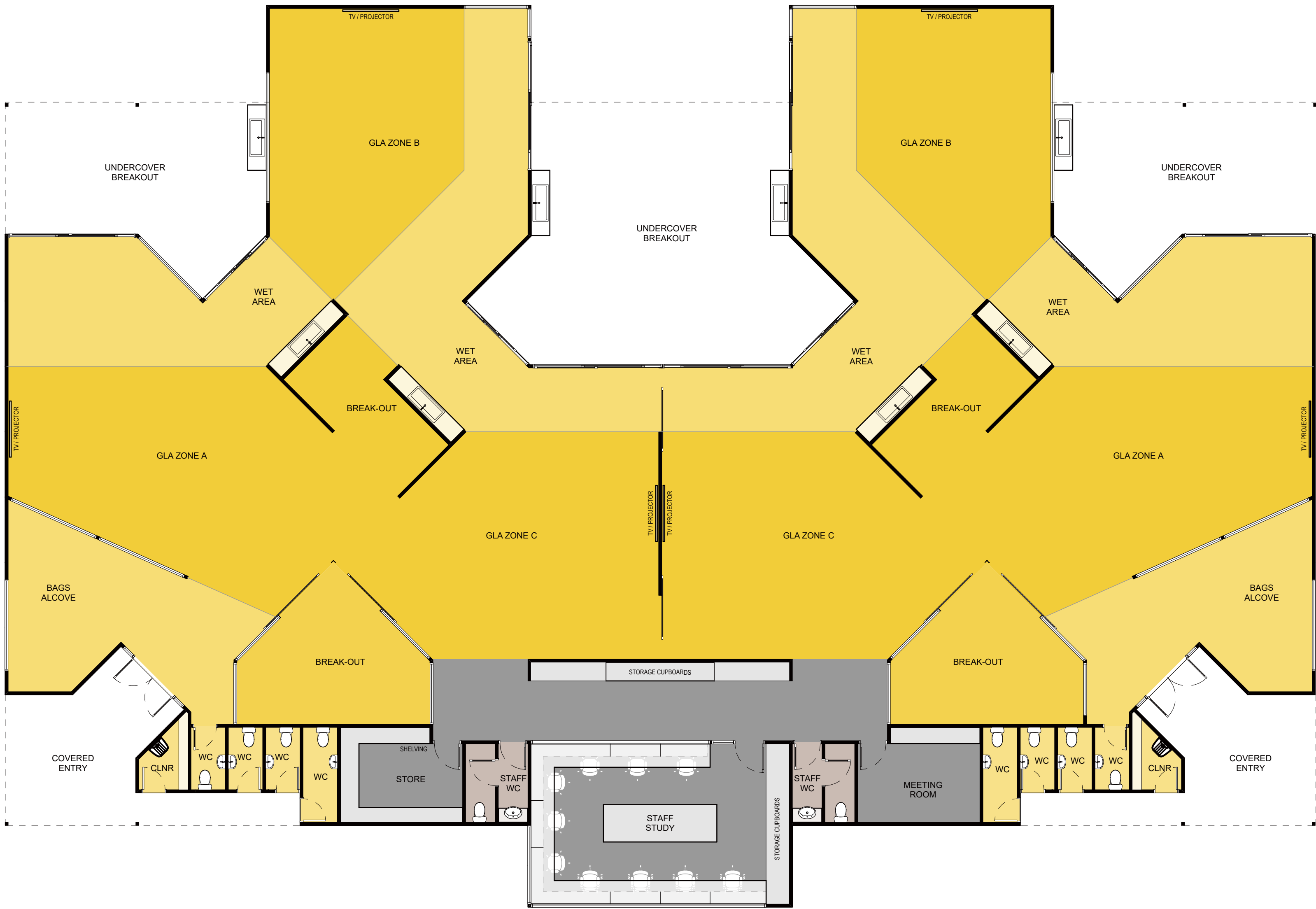
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ABN 27 014 609 900

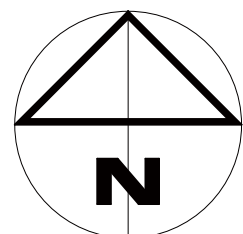
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FLOOR PLAN
SCALE 1:100

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02	11.10.19	INFORMATION	-



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PROJECT: PENGUIN DISTRICT SCHOOL
MAJOR REDEVELOPMENT
AT: 125 IRONCLIFFE RD, PENGUIN
FOR: TASMANIAN GOVERNMENT
DEPARTMENT OF EDUCATION

DRAWING: NEIGHBOURHOOD 2 FLOOR
PLAN

DESIGNED: DVG DRAWN: MJB CHECKED:

SCALES: 1:100 AT A1 SIZE DRAWING SHEET

PROJECT No. 19.027 DRAWING No. As17 REV. -

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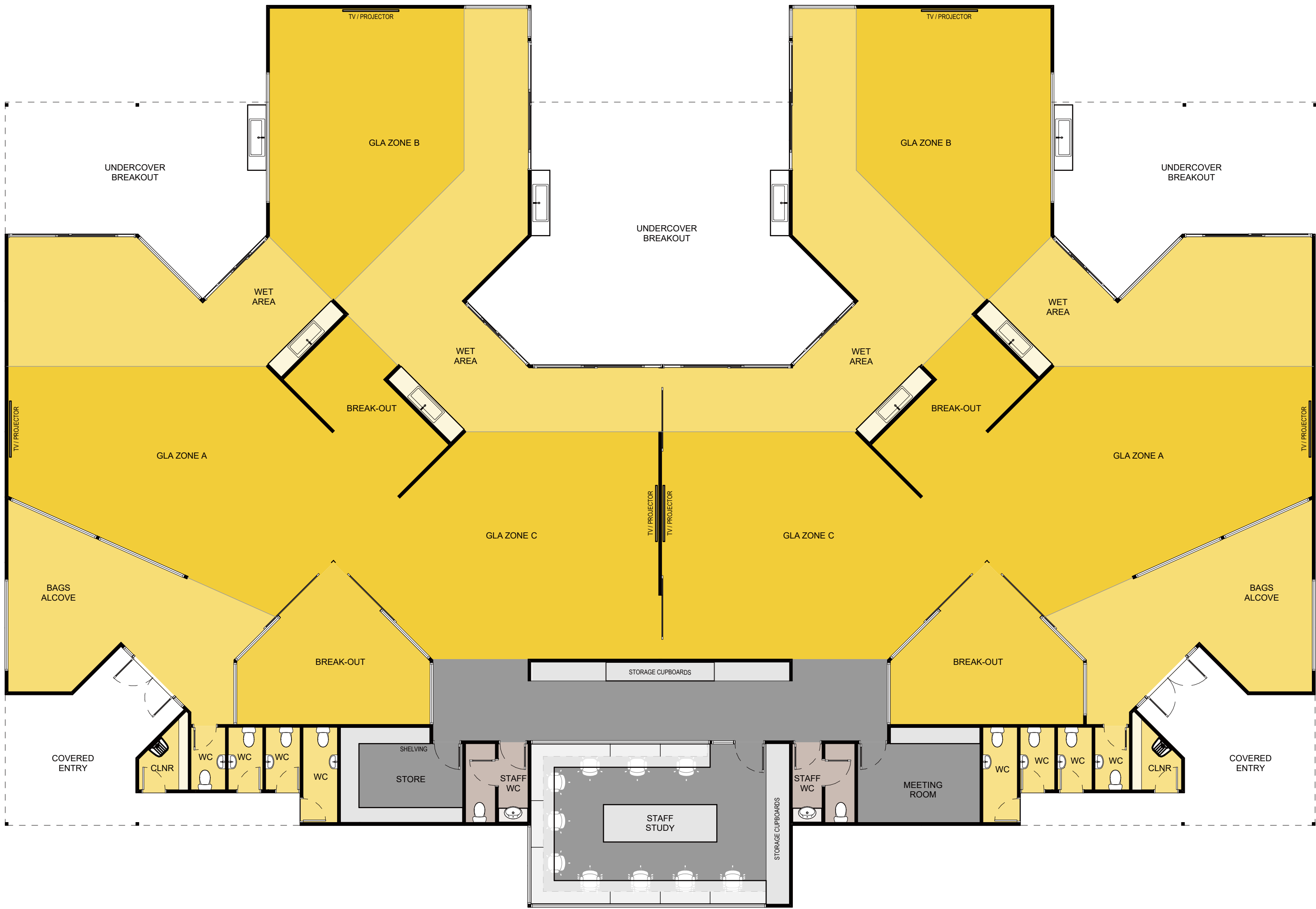
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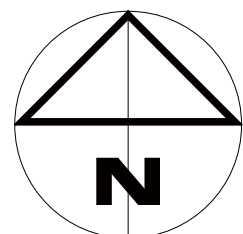
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COMPANY
ISO 9001
Quality
Management Systems
QMS



FLOOR PLAN
SCALE 1:100

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PROJECT: PENGUIN DISTRICT SCHOOL
MAJOR REDEVELOPMENT
AT: 125 IRONCLIFFE RD, PENGUIN
FOR: TASMANIAN GOVERNMENT
DEPARTMENT OF EDUCATION

DRAWING: NEIGHBOURHOOD 3 FLOOR
PLAN

DESIGNED: DVG DRAWN: MJB CHECKED:
SCALES: 1:100 AT A1 SIZE DRAWING SHEET

PROJECT No. 19.027 DRAWING No. As18 REV. -

To David Gillies - 6ty°
Mark Benson - 6ty°

Pages 2 + attachments

cc

Subject Penguin District School
Masterplan Estimate rev 3.2 August 2019

From Kim Monks

File/Ref No. - Date 20 August 2019

David / Mark

Further to our ongoing discussions and the revised scope for the project, we confirm the following:

1. Revised Master Plan Estimate rev 3.2 to align with budget

We have formulated a cost plan (MPE 3.2 totalling \$15.779m Construction Costs) to align with the Department of Education (DoE) Construction Budget of \$15.8m. We attach the detailed estimate to the summary provided on 1 August 2019 which is based on 6ty° scheme 3 provided 31st July 2019, but modified based on the following assumptions which need to be discussed and confirmed with the Client:

o External Works

We have highlighted the current scheme (rev 3) still includes very high levels of external works scope when benchmarked against other comparable projects. Conscious that the scope has been driven by user requirements and reviewed several times we have looked to reduce the underlying specification whilst still maintaining amenity. The main cost reductions proposed have been achieved as follows:

- Playground surfaces included as a mix of pine bark soft fall and reseeded grass
- Undercover areas reduced to the Neighbourhood buildings
- Carpark 3,289m² only reduced to base level with bitumen hardstand, minimal kerbs and gutters and no works to the existing carpark
- Reduction of site preparation cut and fill allowances on the basis that design is to existing levels generally

o Program

In previous cost advice, we had the bulk of the works included in Stage 3 that ran after completion of Stage 2 and therefore included high levels of escalation. By bringing forward these works (now called Stage 1B) to run concurrently with the previous Stage 1 Works (now called 1A), we can significantly reduce the escalation. It is proposed that the project is essentially one stage with refurbishment works to the existing areas and external works (Stage 2) slotting in part way through the project. This is reliant on the existing Neighbourhood 4 and Technical Building having the capacity to continue teaching for the initial 12months, then allowing decanting to the new areas. The logistics will need to be reviewed and tested with the DoE and the School for practicality. Accordingly, the milestones are as follows:

- Documentation & Tender
Aug '19 – Jun '20 (11 months)
- Construction
 - o Stage 1A
Start Jul '20 to end Nov '20 (5 months)
 - o Stage 1B
Start Jul '20 to end Dec '21 (18 months)
 - o Stage 2
Start Jan '21 to end Jun '21 (5 months)

Please note that any variances to the above will impact on our escalation allowances.



We trust the above assists with ongoing discussions with the Department of Education. Please do not hesitate to contact the undersigned should you require any additional information and / or clarifications.

Regards

Kim Monks
Senior Quantity Surveyor

Kim.monks@extsomanagment.com.au

Mobile: 0438 253 040

Direct Dial: 03 6251 1843

Appendix A

Detailed Estimate

MPE rev 3.2

Project: 61355

Details: Masterplan Summary rev 3.2 Construction
31 July 2019 Scheme

Building:
Penguin District School

Code	Description	%BC	Cost/m2	Quantity	Unit	Rate	Subtotal	Factor	Total
	Penguin District School								
	Masterplan Estimate								
	July 2019								
	STAGE 1A								
	Building Works	7.27%		501	m2				1,164,000
	External Works	0.00%							N/A
	Works Subtotal	7.27%		501	m2				1,164,000
	Escalation and Contingencies	1.20%							193,000
	Stage 1A Construction Costs Subtotal	8.47%							1,357,000
	Headworks	0.13%							21,000
	Stage 1A Project Costs	8.60%							1,378,000
	STAGE 1B								
	Building Works	48.91%		3,626	m2				7,834,000
	External Works	15.47%		1,052	m2				2,478,000
	Works Subtotal	64.38%		4,678	m2				10,312,000
	Escalation and Contingencies	12.53%							2,007,000
	Stage 1B Construction Costs Subtotal	76.91%							12,319,000
	Headworks	1.16%							185,000
	Stage 1B Project Costs	78.07%							12,504,000
	STAGE 2								
	Building Works	11.00%		794	m2				1,762,000
	External Works	0.00%							N/A
	Works Subtotal	11.00%		794	m2				1,762,000
	Escalation and Contingencies	2.13%							341,000
	Stage 2 Construction Costs Subtotal	13.13%							2,103,000
	Headworks	0.20%							32,000
	Stage 2 Project Costs	13.33%							2,135,000
	TOTAL PROJECT COSTS ALL STAGES	100.00%							16,017,000
	TOTAL CONSTRUCTION COSTS ALL STAGES						15,779,000		
	Area Summary	0.00%					0		0
	Program Summary	0.00%					0		0
		100.00							16,017,000

Project: 61355

Details: Masterplan Stage 1A rev 3.2 Construction
31 July 2019 Scheme

Building:
Penguin District School

Code	Description	%BC	Cost/m2	Quantity	Unit	Rate	Subtotal	Factor	Total
	Penguin District School								
	Masterplan Estimate								
	July 2019								
	STAGE 1A								
	Building Works								
	<u>New Build</u>								
	Music	42.45 %		188	m2	3,120.00	585,000		585,000
	<u>New Build Subtotal</u>	<u>42.45 %</u>		<u>188</u>	<u>m2</u>	<u>3,120.00</u>	<u>585,000</u>		<u>585,000</u>
	<u>Major Refurbishment</u>								
	Canteen	0.00%							Excluded
	Cafe	34.47 %		269	m2	1,765.80	475,000		475,000
	WC & Support Offices	3.70%		15	m2	3,400.00	51,000		51,000
	Mdt Toilets	3.56%		12	m2	4,083.33	49,000		49,000
	Year 11/12 & Science Prep Room	0.00%							Excluded
	<u>Major Refurbishment Subtotal</u>	<u>41.73 %</u>		<u>296</u>	<u>m2</u>	<u>1,942.57</u>	<u>575,000</u>		<u>575,000</u>
	<u>Minor Refurbishment</u>								
	Performing Arts Store	0.29%		17	m2	235.29	4,000		4,000
	<u>Minor Refurbishment Subtotal</u>	<u>0.29%</u>		<u>17</u>	<u>m2</u>				<u>4,000</u>
	Building Works Total	84.47 %		501	m2				1,164,000
	External Works								
	Not applicable	0.00%							0
	<u>Works Subtotal</u>	<u>84.47 %</u>		<u>501</u>	<u>m2</u>				<u>1,164,000</u>
	Escalation for 13.5 months @ 5% pa to project mid point of construction (assumes commencement July 2020, running for 5 months)	4.79%		5.63	%	1,164,000	66,000		66,000
	Design Contingency	4.50%		5.00	%	1,230,000	62,000		62,000
	Construction Contingency	4.72%		5.00	%	1,292,000	65,000		65,000
	STAGE 1 TOTAL CONSTRUCTION COSTS	98.48 %							1,357,000
	OTHER PROJECT COSTS								
	Authority Fees and Charges	0.00%							Excluded
	Professional Fees	0.00%							Excluded
	Provisional Allowance for Headworks incl TasNetworks, TasWater Fees and Charges	1.52%		1.50	%	1,357,000.00	21,000		21,000
	Furniture, Fitout and Equipment	0.00%							Excluded
	Data and IT Allowance	0.00%							Excluded
	Artwork	0.00%							Excluded
	Legal Fees	0.00%							Excluded
	Land Purchase Costs	0.00%							Excluded

Project: 61355

Details: Masterplan Stage 1A rev 3.2 Construction
 31 July 2019 Scheme

Building:
 Penguin District School

Code	Description	%BC	Cost/m2	Quantity	Unit	Rate	Subtotal	Factor	Total
	GST	0.00%							Excluded
	TOTAL PROJECT COST	100.00%							1,378,000
		100.00							1,378,000

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 1A rev 3.2 Construction
 31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	BUILDING WORKS					
	<u>New Build</u>					
	Music					
	Music Room	25.87	108	m2	3,300.00	356,400
	Music Prac Rooms	13.14	53	m2	3,400.00	181,050
	Foyer	3.43	26	m2	1,800.00	47,250
	Rounding	0.03	1	Item	300.00	300
	Music Subtotal		188	m2		585,000
	BUILDING WORKS					
	<u>Major Refurbishment</u>					
	Cafe					
	<u>Demolition</u>					
	Strip out existing building including all finishes and fitments, services, external walls, roof lining, retaining floor slab, columns and roof framing only	1.96	269	m2	100.00	26,900
	Allowance to make good existing floor slab including patching and levelling	0.49	269	m2	25.00	6,725
	Allowance to make good existing columns and roof framing	0.30	269	m2	15.00	4,035
	<u>Refurbish New Functional Areas</u>					
	Cafe	31.73	269	m2	1,625.00	437,125
	<u>Extra over Allowances</u>					
	Fit out and Loose Furniture and Equipment	0.00	1	Item		Excluded
	Rounding	0.02	1	Item	215.00	215
	Cafe Subtotal					475,000
	BUILDING WORKS					
	<u>Major Refurbishment</u>					
	WC & Support Offices					
	<u>Demolition</u>					
	Strip out existing building including all finishes and fitments, services, external walls, roof lining, retaining floor slab, columns and roof framing only	0.22	15	m2	200.00	3,000
	Allowance to make good existing floor slab including patching and levelling	0.03	15	m2	25.00	375
	Allowance to make good existing columns and roof framing	0.02	15	m2	15.00	225
	<u>Refurbish New Functional Areas</u>					
	Study/Office Areas	0.00				Excluded
	Amenities in canteen area only	3.41	15	m2	3,125.00	46,875
	Amenities/Change rooms adjacent Performing Arts	0.00				Excluded
	Rounding	0.04	1	Item	525.00	525
	WC & Support Offices Subtotal					51,000
	BUILDING WORKS					
	<u>Major Refurbishment</u>					

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 1A rev 3.2 Construction
 31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	Mdt Toilets					
	<u>Demolition</u>					
	Strip out existing building including all finishes and fitments, services, external walls, roof lining, retaining floor slab, columns and roof framing only	0.18	12	m2	200.00	2,400
	Allowance to make good existing floor slab including patching and levelling	0.03	12	m2	25.00	300
	Allowance to make good existing columns and roof framing	0.02	12	m2	15.00	180
	<u>Refurbish New Functional Areas</u>					
	Amenities	3.38	12	m2	3,875.00	46,500
	Rounding	-0.02	1	Item	-380.00	-380
	Mdt Toilets Subtotal					49,000
	BUILDING WORKS					
	<u>Minor Refurbishment</u>					
	Performing Arts Store					
	<u>Minor refurbishment of existing Functional Area</u>					
	Store	0.27	17	m2	215.00	3,655
	Rounding	0.03	1	Item	345.00	345
	Performing Arts Store Subtotal					4,000
GFA: 0.00 m2		100.00				1,164,000

Project: 61355

Details: Masterplan Stage 1B rev 3.2 Construction
31 July 2019 Scheme

Building:
Penguin District School

Code	Description	%BC	Cost/m2	Quantity	Unit	Rate	Subtotal	Factor	Total
	Penguin District School								
	Masterplan Estimate								
	July 2019								
	STAGE 1B								
	Building Works								
	<u>Demolition</u>								
	Demolition	0.82%		1	Item		103,000		103,000
	<u>Demolition Subtotal</u>	<u>0.82%</u>							<u>103,000</u>
	<u>New Build</u>								
	LIL	1.88%		100	m2	2,350.00	235,000		235,000
	Neighbourhood 1	15.62%		848	m2	2,303.51	1,952,920		1,952,920
	Neighbourhood 2	15.62%		848	m2	2,303.51	1,952,920		1,952,920
	Neighbourhood 3	15.62%		848	m2	2,303.51	1,952,920		1,952,920
	Gymnasium incl sprung timber floor	11.77%		640	m2	2,300.00	1,472,000		1,472,000
	<u>New Build Subtotal</u>	<u>60.51%</u>		<u>3,283</u>	<u>m2</u>				<u>7,565,760</u>
	<u>Major Refurbishment</u>								
	Childcare PC Allowance	0.40%		1	Item	50,000.00	50,000		50,000
	Neighbourhood 4 Allowance	0.00%		1	Item	0.00			0
	<u>Major Refurbishment Subtotal</u>	<u>0.40%</u>							<u>50,000</u>
	<u>Minor Refurbishment</u>								
	Library & Boardroom	0.92%		343	m2	335.28	115,000		115,000
	<u>Minor Refurbishment Subtotal</u>	<u>0.92%</u>		<u>343</u>	<u>m2</u>				<u>115,000</u>
	Rounding	0.01%		1	Item				240
	Building Works Total	62.65%		3,626	m2				7,834,000
	External Works								
	Neighbourhood 1, 2 3 Undercover areas	3.15%		896	m2		394,000		394,000
	Undercover walkway Neighbourhoods 2, 3, 4	0.50%		110	m2		62,092		62,092
	Undercover walkway LIL, Neighbourhood 1, Reception	0.19%		42	m2		24,000		24,000
	External Services	1.94%		1	Item		242,000		242,000
	Landscaping	14.04%		1	Item		1,755,435		1,755,435
	Rounding	0.01%		1	Item		473		473
	External Works Total	19.82%		1,048	m2				2,478,000
	<u>Works Subtotal</u>	<u>82.47%</u>		<u>4,674</u>	<u>m2</u>				<u>10,312,000</u>
	Escalation for 20 months @ 5% pa to project mid point of construction (assumes commencement July 2020, running for 18 months)	6.89%		8.34	%	10,312,000	861,000		861,000

Project: 61355

Details: Masterplan Stage 1B rev 3.2 Construction
31 July 2019 Scheme

Building:
Penguin District School

Code	Description	%BC	Cost/m2	Quantity	Unit	Rate	Subtotal	Factor	Total
	Design Contingency	4.47%		5.00	%	11,173,000	559,000		559,000
	Construction Contingency	4.69%		5.00	%	11,732,000	587,000		587,000
	STAGE 3 TOTAL CONSTRUCTION COSTS	98.52%							12,319,000
	OTHER PROJECT COSTS								
	Authority Fees and Charges	0.00%							Excluded
	Professional Fees	0.00%							Excluded
	Provisional Allowance for Headworks incl TasNetworks, TasWater Fees and Charges	1.48%		1.50	%	12,319,000	185,000		185,000
	Furniture, Fitout and Equipment	0.00%							Excluded
	Data and IT Allowance	0.00%							Excluded
	Artwork	0.00%							Excluded
	Legal Fees	0.00%							Excluded
	Land Purchase Costs	0.00%							Excluded
	GST	0.00%							Excluded
	TOTAL PROJECT COST	100.00%							12,504,000
	Note : all neighbourhoods based on Scheme 2 Neighbourhood 2 footprint reduced to FECA 848 m2								
			100.00						
									12,504,000

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 1B rev 3.2 Construction
 31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	BUILDING WORKS					
	<u>Demolition</u>					
	Demolish existing wing in part	0.37	542	m2	85.00	46,070
	<u>Extra Over Allowances</u>					
	Allow for temporary weather protection	0.02	1	Item	2,000.00	2,000
	Allow for propping and backpropping	0.04	1	Item	5,000.00	5,000
	Allow for new external walls and windows	0.36	89	m2	500.00	44,500
	Allow for modifications to roof	0.04	1	Item	5,000.00	5,000
	Rounding	0.01	1	Item	430.00	430
	Demolition Subtotal		635	m2		103,000
	Neighbourhood 2					
	<u>Functional Areas</u>					
	Study/Breakout Areas	3.95	210	m2	2,350.00	492,795
	Open Teaching Areas	9.80	533	m2	2,300.00	1,224,750
	Circulation	1.40	87	m2	2,000.00	174,600
	Amenities	0.49	19	m2	3,200.00	60,480
	<u>Extra Over Allowances</u>					
	Operable walls	0.00				Excluded
	Rounding	0.01	1	Item	295.00	295
	Neighbourhood 2 Subtotal		848	m2		1,952,920
	Neighbourhood 2					
	<u>Functional Areas</u>					
	Study/Breakout Areas	3.95	210	m2	2,350.00	492,795
	Open Teaching Areas	9.80	533	m2	2,300.00	1,224,750
	Circulation	1.40	87	m2	2,000.00	174,600
	Amenities	0.49	19	m2	3,200.00	60,480
	<u>Extra Over Allowances</u>					
	Operable walls	0.00				Excluded
	Rounding	0.01	1	Item	295.00	295
	Neighbourhood 2 Subtotal		848	m2		1,952,920
	Neighbourhood 2					
	<u>Functional Areas</u>					
	Study/Breakout Areas	3.95	210	m2	2,350.00	492,795
	Open Teaching Areas	9.80	533	m2	2,300.00	1,224,750
	Circulation	1.40	87	m2	2,000.00	174,600
	Amenities	0.49	19	m2	3,200.00	60,480
	<u>Extra Over Allowances</u>					
	Operable walls	0.00				Excluded
	Rounding	0.01	1	Item	295.00	295

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 1B rev 3.2 Construction
31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	Neighbourhood 2 Subtotal		848	m2		1,952,920
	BUILDING WORKS					
	<u>Minor Refurbishment</u>					
	Library & Boardroom					
	<u>Minor refurbishment of existing Functional Area</u>					
	Library	0.37	242	m2	190.00	45,979
	Boardroom	0.06	37	m2	190.00	7,030
	ICT	0.17	63	m2	320.00	20,160
	<u>Extra Over Allowances</u>					
	Internal Partitions to Boardroom	0.08	44	m2	200.00	8,800
	Internal Doors to Boardroom	0.03	1	Item	3,500.00	3,500
	External Door to Boardroom	0.02	1	Item	2,500.00	2,500
	New ICT Joinery	0.12	1	Item	15,000.00	15,000
	New Library counter	0.10	1	Item	12,000.00	12,000
	Rounding	0.01	1	Item	31.00	31
	Library & Boardroom Subtotal					115,000
	EXTERNAL WORKS					
	Neighbourhood Canopies					
	Overhead canopy Neighbourhood 1	0.66	232	m2	350.00	81,340
	Overhead canopy Neighbourhood 2	0.66	232	m2	350.00	81,340
	Overhead canopy Neighbourhood 3	0.66	232	m2	350.00	81,340
	Paving Neighbourhood 1	0.25	232	m2	130.00	30,212
	Paving Neighbourhood 2	0.25	232	m2	130.00	30,212
	Paving Neighbourhood 3	0.25	232	m2	130.00	30,212
	Allowance for unmeasured sundries	0.14	5	%	334,656.00	16,733
	Preliminaries	0.34	12	%	351,388.80	42,167
	Rounding	0.01	1	Item	444.00	444
	Neighbourhood 1 & 2 Canopy Subtotal					394,000
	EXTERNAL WORKS					
	Neighbourhoods 2, 3, 4 Link					
	Overhead canopy allow 2 m wide	0.31	110	m2	350.00	38,500
	Paving	0.12	110	m2	130.00	14,300
	Allowance for unmeasured sundries	0.03	5	%	52,800.00	2,640
	Preliminaries	0.06	12	%	55,440.00	6,653
	Rounding	0.00	1	Item	-0.93	-1
	Neighbourhoods 2, 3, 4 Link Subtotal					62,092
	EXTERNAL WORKS					
	LIL, Neighbourhood 1, Reception link					
	Overhead canopy allow 2 m wide	0.12	42	m2	350.00	14,700

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 1B rev 3.2 Construction
31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	Paving	0.05	42	m2	130.00	5,460
	Allowance for unmeasured sundries	0.01	5	%	20,160.00	1,008
	Preliminaries	0.03	12	%	21,168.00	2,541
	Rounding	0.01	1	Item	291.00	291
	Central Canopy Subtotal					24,000
	EXTERNAL WORKS					
	External Services					
	<u>Stormwater</u>					
	Connect to existing	0.02	1	Item	1,500.00	1,500
	Stormwater line to new build	0.44	717	m	75.00	53,770
	Allow for pits	0.14	20	No	850.00	17,000
	Allow for manhole	0.06	3	No	2,500.00	7,500
	<u>Sewer</u>					
	Connect to existing	0.02	1	Item	2,000.00	2,000
	Sewer line to new build	0.14	215	m	80.00	17,200
	Allow for inspection points	0.06	5	No	1,500.00	7,500
	<u>Water</u>					
	Connect to existing	0.02	1	Item	1,500.00	1,500
	Water line	0.12	215	m	65.00	13,975
	Allow for valves	0.08	1	Item	10,000.00	10,000
	<u>Gas</u>					
	Not applicable					
	<u>Fire</u>					
	Connect to existing	0.04	1	Item	5,000.00	5,000
	Fire line	0.23	215	m	130.00	27,950
	Fire Hydrants	0.10	5	No	2,500.00	12,500
	Allow for valves	0.07	1	Item	8,000.00	8,000
	<u>Electrical</u>					
	Allow for security lighting	0.16	1	Item	20,000.00	20,000
	Subtotal					205,395
	Allowance for unmeasured sundries	0.09	5	%	205,394.75	10,270
	Preliminaries	0.21	12	%	215,664.75	25,880
	Rounding	0.01	1	Item	455.00	455
	External Services Subtotal					242,000
	EXTERNAL WORKS					
	Landscaping					
	<u>Site Preparation</u>					
	Site preparation to all areas including canopies	1.24	12,879	m2	12.00	154,548
	Excavation to RLs	2.58	12,879	m2	25.00	321,975

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 1B rev 3.2 Construction
31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	Allowance for fill – not required all designed to existing RLs	0.00				Excluded
	<u>Northern and Central Terraces</u>					
	Allow for paving	3.41	3,274	m2	130.00	425,620
	Allow for garden beds	0.16	343	m2	55.00	18,865
	Allow for street furniture	0.16	1	Item	20,000.00	20,000
	Allow for feature plantings	0.08	1	Item	10,000.00	10,000
	Allow for retaining walls – not required all designed to existing RLs	0.00				Excluded
	Allow for tiered seating	0.00				Excluded
	<u>Secure Early Learning Playground</u>					
	General surface area say 50% pine bark	0.42	945	m2	55.00	51,948
	General surface area say 50% reseeding only	0.10	945	m2	12.50	11,806
	Provisional Allowance for playground equipment	0.64	1	Item	80,000.00	80,000
	Secure fencing	0.08	70	m	135.00	9,484
	Allow for gates	0.03	4	No	750.00	3,000
	Allow for feature plantings	0.04	1	Item	5,000.00	5,000
	<u>Basketball Court</u>					
	Allow for new court	0.40	1	No	50,000.00	50,000
	Existing court – no works	0.00				Excluded
	<u>Primary Playground</u>					
	General surface area say 50% pine bark	0.15	330	m2	55.00	18,123
	General surface area say 50% reseeding only	0.04	330	m2	12.50	4,119
	Provisional Allowance for playground equipment	0.40	1	Item	50,000.00	50,000
	Allow for feature plantings	0.04	1	Item	5,000.00	5,000
	<u>Entry Road and Carparking</u>					
	Bitumen road over existing hardstand with minimal subsurface drainage	1.85	3,289	m2	70.00	230,230
	Exclude existing council carpark	0.00				Excluded
	Cross overs	0.06	2	No	3,500.00	7,000
	Allow for street furniture	0.04	1	Item	5,000.00	5,000
	Allow for feature plantings	0.03	1	Item	3,000.00	3,000
	Allow for signage	0.07	1	Item	8,000.00	8,000
	Subtotal					1,492,717
	Allowance for unmeasured sundries	0.60	5	%	1,492,717	74,636
	Preliminaries	1.51	12	%	1,567,353	188,082
	Landscaping Subtotal					1,755,435
GFA: 0.00 m2		100.00				8,554,287

Project: 61355

Details: Masterplan Stage 2 rev 3.2 Construction
31 July 2019 Scheme

Building:
Penguin District School

Code	Description	%BC	Cost/m2	Quantity	Unit	Rate	Subtotal	Factor	Total
	Penguin District School								
	Masterplan Estimate								
	July 2019								
	STAGE 2								
	Building Works								
	<u>Demolition</u>								
	Demolition	2.72%		1	Item		58,000		58,000
	<u>Demolition Subtotal</u>	<u>2.72%</u>							<u>58,000</u>
	<u>New Build</u>								
	Admin & Foyer	4.96%		53	m2	2,000.00	106,000		106,000
	<u>New Build Subtotal</u>	<u>4.96%</u>		<u>53</u>	<u>m2</u>				<u>106,000</u>
	<u>Major Refurbishment</u>								
	Admin & Foyer	42.44%		400	m2	2,265.00	906,000		906,000
	Textiles	9.93%		96	m2	2,208.33	212,000		212,000
	Staff Room & Offices	18.45%		169	m2	2,331.36	394,000		394,000
	<u>Major Refurbishment Subtotal</u>	<u>70.82%</u>		<u>665</u>	<u>m2</u>				<u>1,512,000</u>
	<u>Minor Refurbishment</u>								
	Not applicable								
	<u>Minor Refurbishment Using Existing Fixtures and Fittings</u>								
	Home Economics	4.03%		76	m2		86,000		86,000
	<u>Minor Refurbishment Using Existing Fixtures and Fittings Subtotal</u>	<u>4.03%</u>		<u>76</u>	<u>m2</u>				<u>86,000</u>
	Building Works Total	82.53%		794	m2				1,762,000
	External Works								
	Not applicable								
	Works Subtotal	82.53%		794	m2				1,762,000
	Escalation for 19.5 months @ 5% pa to project mid point of construction (assumes commencement Jan 2021, running for 5 months)	6.74%		8.13	%	1,762,000	144,000		144,000
	Design Contingency	4.50%		5.00	%	1,906,001	96,000		96,000
	Construction Contingency	4.73%		5.00	%	2,002,001	101,000		101,000
	STAGE 2 TOTAL CONSTRUCTION COSTS	98.50%		794	m2				2,103,000
	OTHER PROJECT COSTS								
	Authority Fees and Charges	0.00%							Excluded
	Professional Fees	0.00%							Excluded
	Provisional Allowance for Headworks incl TasNetworks, TasWater Fees and Charges	1.50%		1.50	%	2,103,001	32,000		32,000
	Furniture, Fitout and Equipment	0.00%							Excluded

Project: 61355

Details: Masterplan Stage 2 rev 3.2 Construction
 31 July 2019 Scheme

Building:
 Penguin District School

Code	Description	%BC	Cost/m2	Quantity	Unit	Rate	Subtotal	Factor	Total
	Data and IT Allowance	0.00%							Excluded
	Artwork	0.00%							Excluded
	Legal Fees	0.00%							Excluded
	Land Purchase Costs	0.00%							Excluded
	GST	0.00%							Excluded
	<u>TOTAL PROJECT COST</u>	<u>100.00%</u>							<u>2,135,000</u>
		100.00							2,135,000

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 2 rev 3.2 Construction
 31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	BUILDING WORKS					
	<u>Demolition</u>					
	Demolish part existing building	0.08	15	m2	100.00	1,500
	<u>Extra Over Allowances</u>					
	Allow for temporary weather protection	0.10	1	Item	2,000.00	2,000
	Allow for propping and backpropping	0.24	1	Item	5,000.00	5,000
	Allow for new external walls and windows	2.09	89	m2	500.00	44,500
	Allow for modifications to roof	0.24	1	Item	5,000.00	5,000
	Rounding	0.00	1	Item	0.00	0
	Demolition Subtotal		15	m2		58,000
	BUILDING WORKS					
	<u>Major Refurbishment</u>					
	Admin & Foyer					
	<u>Demolition</u>					
	Strip out existing building including all finishes and fitments, services, external walls, roof lining, retaining floor slab, columns and roof framing only	1.88	400	m2	100.00	40,000
	Allowance to make good existing floor slab including patching and levelling	0.47	400	m2	25.00	10,000
	Allowance to make good existing columns and roof framing	0.29	400	m2	15.00	6,000
	<u>Refurbish New Functional Areas</u>					
	Foyer	10.73	119	m2	1,925.00	229,075
	Study/Office Areas	25.58	257	m2	2,125.00	546,125
	Amenities	3.52	24	m2	3,125.00	75,000
	Rounding	0.00	1	Item	-200.00	-200
	Admin & Foyer Subtotal					906,000
	BUILDING WORKS					
	<u>Major Refurbishment</u>					
	Textiles					
	<u>Demolition</u>					
	Strip out existing building including all finishes and fitments, services, external walls, roof lining, retaining floor slab, columns and roof framing only	0.45	96	m2	100.00	9,600
	Allowance to make good existing floor slab including patching and levelling	0.12	96	m2	25.00	2,400
	Allowance to make good existing columns and roof framing	0.07	96	m2	15.00	1,440
	<u>Refurbish New Functional Areas</u>					
	Textiles	6.77	55	m2	2,625.00	144,375
	Stores	2.55	41	m2	1,325.00	54,325
	Rounding	0.00	1	Item	-140.00	-140
	Textiles Subtotal					212,000
	BUILDING WORKS					

Project: 61355
Building: Penguin District School

Details: Masterplan Stage 2 rev 3.2 Construction
 31 July 2019 Scheme

Code	Description	% BC	Quantity	Unit	Rate	Total
	<u>Major Refurbishment</u>					
	Staff Room & Offices					
	<u>Demolition</u>					
	Strip out existing building including all finishes and fitments, services, external walls, roof lining, retaining floor slab, columns and roof framing only	0.80	169	m2	100.00	16,900
	Allowance to make good existing floor slab including patching and levelling	0.20	169	m2	25.00	4,225
	Allowance to make good existing columns and roof framing	0.12	169	m2	15.00	2,535
	<u>Refurbish New Functional Areas</u>					
	Study/Office Areas	15.73	158	m2	2,125.00	335,750
	Amenities	1.62	11	m2	3,125.00	34,375
	Rounding	0.02	1	Item	215.00	215
	Staff Room and Offices Subtotal					394,000
	BUILDING WORKS					
	<u>Minor Refurbishment Reusing Existing Fixtures and Fittings</u>					
	Home Economics					
	<u>Minor refurbishment of existing Functional Area including reuse of fittings and fixtures in same layout</u>					
	Home Economics	4.01	76	m2	1,125.00	85,500
	Rounding	0.03	1	Item	500.00	500
	Home Economics Subtotal					86,000
	GFA: 0.00 m2	100.00				1,656,000