



FOR RUDOLF STEINER EDUCATION LTD.

Mumbulla School for Rudolf Steiner Education

Master Plan Report

Updated: April 2015

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Mumbulla School

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1. Executive Summary

1.1. Scope of Master Plan

Mumbulla School commissioned two Master Plans from external consultants - one in 2007 from Clarke & Keller, architects, and one in 2012 once the BER development was completed from Baxter & Jacobson, architects. In 2014, after conducting a Strategic Review, the Board of Directors mandated the Master Plan Group (MPG) to update the school's 2012 Master Plan. The Strategic Review identified the need for new or upgraded Kindergarten facilities, and for the co-location of the Administration Offices with the Reception. The following updated Master Plan identifies the best possible way for the school to achieve these ends.

1.2. School Enrolment

The Master Plan is based on the development of new facilities to serve a total student population of just under 200 students across K-6 in the next five years. The population is approximately split 50% males students /50% female students and is currently 171 in the February 2015 census. However, actual students enrolled is 186. We have 15 students who are in our 2 year kinder programme. Of the total enrolment, eight children with recognised disabilities are integrated within K-6. There are also four identified Aboriginal students. There are also four students who are identified as English as Second Language. The SES level was assessed at 91 in 2014.

1.3. Assessment of Educational and Staff Needs

An assessment was made of the school's educational and staff needs to determine whether additional general purpose classrooms and specialist facilities were required in relation to student numbers. The outcome of this assessment determined that the overall General Purpose Learning Areas (GPLAs) and specialist facilities are currently inadequate. This is the key in developing this Master Plan.

1.4. Aesthetics and Brand

Since the School's inception in 1988 new facilities have been established in pre-existing residential buildings.. However, a common theme has been to make these buildings as "earthy" and cohesive looking as possible. Brick veneer and demountables have been "bagged". Curves have been added where possible. Our first purpose built building was the Hall & Library complex built in 2010 through the *Building the Education Revolution* (BER). This complex was designed by David Clarke from Clarke/Keller Architects. It is a modern and environmentally sound design aligned with the school's branding. The MPG recommended that the Board re-engage David Clarke to assist the school with the design concept and the completion of his original design with the development of the Undercroft of the Hall/Library Complex. This was approved. This development, as explained later in this report, was determined to be Stage 1 of this Master Plan. In Stage 2, a new kindergarten, is planned to be developed in 2018/19. The design concept for that stage will be open to a tender process.

2. Purpose

2.1. General Master Plan

The purpose is to provide a forward looking strategy and framework for the orderly physical development of Mumbulla School which will respond to the school's vision and strategic plans.

A Master Plan should establish:

- "Big picture" ideas
- Broad planning principles
- Zoning of the campus and the relationship between the zones
- Location & connections of new facilities to existing facilities
- Preservation of sites & corridors for future development
- Opportunities for expansion onto adjoining property
- Ways to improve functionality and amenity

2.2. Updated Master Plan

The purpose of this update to the 2012 Master Plan prepared by Baxter & Jacobson is to guide the building development of the school over the next five years from 2015. The Master Plan is a "living" document that needs to be flexible to changing circumstances and modified over time as the school's educational and physical needs change and evolve. This Master Plan will provide a record of the thinking, decisions, and directions taken at the time of its preparation for review, modification or implementation at a future date.

The initial impetus for this updated Master Plan came from a Strategic Review conducted in 2014 on behalf of the school's Board of Directors. This review recognized the need for an updated plan that would address a number of pressing infrastructure requirements. The two main requirements recognized in the Strategic Review were:

- a) The need for a new Kindergarten General Learning Area (GLA)
- b) The need to co-locate Administration and Reception

A Master Planning Group (MPG) was formed in early 2014 to drive the Master Planning process and report to the Board. Both the Board and the MPG quickly recognized the need to expand the two initial requirements into an updated and more comprehensive assessment of the school's infrastructure needs.

The two predominant reasons for this were:

1. There were other long-recognized gaps in the school's infrastructure that needed to be addressed;
2. A new Kindergarten, of the possible locations that would be chosen, would displace existing facilities. These functions would need to be relocated.

For this reason, the actual planning process involved the following distinct stages:

- a) The Site Selection of Kindergarten
- b) Identifying and resolving the displacement of existing functions
- c) Building Assessment
- d) Usage Assessment
- e) Staging
- f) Board approval
- g) Design Concept for Stage One
- h) Financial Costing and Capacity Assessment
- i) Funding proposals
- j) The Outcome
- k) Construction of Stage One
- l) Design Concept for Stage Two
- m) Financial Costing and Capacity Assessment
- n) Funding proposals
- o) The Outcome
- p) Construction of Stage Two
- q) Longer-term Planning Issues



Figure 1 Aerial View of the School & adjacent land including leased roadway



Figure 2 Site map of School - 2014

3. Historical review of Mumbulla School

3.1. History and Philosophy of Mumbulla School

Mumbulla School began in Bega in 1988 when a group of dedicated parents were inspired to start a primary school based on the educational principles of Rudolf Steiner. The school began with 22 students in a classroom formerly used as a commercial laundry. From these humble beginnings, the school has grown to a student body in excess of 185 children, offering a comprehensive primary curriculum delivered by a dedicated team of teachers and specialist tutors in a nurturing and inspiring environment.

Mumbulla School has a strong policy of inclusiveness. To this end, the school aims to provide the highest quality education in a manner affordable to as many people as possible. Parent volunteerism, beginning in 1988, greatly assists in this.

In keeping with the ethos of inclusivity, Mumbulla School welcomes students from all social, ethnic, and religious backgrounds, and students with specific intellectual or physical needs.

The students currently enrolled at the school come from a catchment of 2500 sq. km. This area includes 13 state and 4 independent primary schools. The ability of Mumbulla School to attract students from such a large geographic area is a testament to its success.

3.2. What Mumbulla School offers

Our School provides a unique learning environment focused on equipping graduates with the intellectual, social and emotional skills to thrive in high school and the world beyond. Mumbulla School graduates are recognized by regional high schools as having the maturity, motivation and attitude required to successfully make these key life transitions to be outstanding high school students.

As well as excelling in the core curriculum, the school has very strong Music, Singing, Language, Craft and Woodwork programs. The school employs specialist Language, Craft, Music, Singing, Brass, Woodwind, Strings and Percussion tutors as an integral part of the weekly curriculum. The school also offers specialist Literacy and Numeracy support based on individual student needs. Information technology (IT) begins in Class 5, with the specific purpose of familiarising students with the use of computers in preparation for high school.

The school provides 2 Kindergartens, each with a mix of 5 and 6 year old students. The school's 2-year Kindergarten program has been in place for many years. It provides an excellent beginning to the child's school life, and is formative in establishing their social learning and inducting them in the school ethos and culture of learning that will stay with them for the rest of their schooling.

The school provides single stream classes from Years 1 to 6. Each class has up to 27 students who stay with the same principle teacher for the six years of primary school.. The school tends to pair the classes into 3 groups: Classes 1 and 2, Classes 3 and 4, and Classes 5 and 6. The physical layout of the school generally reflects this, and it is the intention of the Master Plan to maintain this configuration, and, with Classes 5 and 6 not currently paired, to reinstate it.

The school offers Playgroup for children aged between 0 to 5 years. It is open to everyone regardless of a parent's intentions to enrol their child in the kinder at Mumbulla School. However the overwhelming majority of children attending Playgroup are enrolled. Playgroup is a very positive way to familiarize future parents and their children with the ethos and educational style of the broader school environment. For these reasons, Playgroup is an important part of our early childhood educational programme at the school.

This educational zoning configuration was endorsed in the 2014 Strategic review, and the school has no plans to change this structure.

Community engagement is a strong theme at the school. The Hall is offered for hire to local and regional community groups, and many members of the local community attend school festivals and market days.

3.3. The Future

Mumbulla School has a healthy future with strong enrolment numbers and waiting lists for various classes for the next several years. This situation is projected to continue for a variety of reasons:

- Mumbulla School offers a unique and highly regarded educational environment. Many families move to the region specifically for their children to attend the school;
- As the regional service town, Bega has a strong and diversified economy;
- The completion of the new Bega Regional Hospital will provide further stimulus to the local economy. The school will also attract students from the many new professional and support staff employed there.
- Expansion plans to extend the School to Years 7 & 8 have been discussed. This would complete the Steiner curriculum to its full and complete pedagogy. We envision this taking place within the five to ten year period of this Master Plan. The very real possibility of purchasing adjacent land would allow us to extend our campus size creating space for the functions of these two crucial years of education.

3.4. Background to the Infrastructure of Mumbulla School

Since the initial purchase of a commercial laundry in 1988, and its subsequent conversion to classrooms, Mumbulla School has prioritized educational excellence and prudent financial management over any lavish spending on infrastructure.

Over the last 27 years the school has slowly purchased adjacent properties and any existing infrastructure to suit its growing needs. It has also extended a cottage to house Reception (and more recently, Administration) and purchased a demountable building to serve as a classroom. While this has served the school adequately, it has meant that the majority of the school's buildings are not purpose built educational facilities. Class sizes have grown over the last ten years and these converted spaces no longer house our classes adequately.

More recently, Mumbulla School was fortunate enough to receive a Federal Government grant through the *Building the Education Revolution* project. The resulting Library and Hall complex completed in 2010 has had an enormously positive impact on the school. The school successfully managed this project from initiation to completion, on time and on budget. This building represented the first new purpose built educational facility for the school.

While the school will continue to steward its infrastructure for the successful long-term education of its students, the program outlined in this Master Plan offers a pressing and much needed improvement to enable its educational program to flourish.

4. Background to the Master Plan

4.1. History of Planning at the School

Mumbulla School has had planning groups at various periods over the years. This group, now known as the Master Planning Group (MPG), comprises members of staff, the Board, the Business Manager, and school parents. It is re-activated when there is an identified need.

- In 2007, a Master Plan was commissioned to resolve a number of planning issues. David Clarke prepared this Plan. Most of the issues are now resolved since the new Hall/Library complex was completed in 2010. However a key component of this Master Plan was the need for a new Kindergarten.
- In 2010, the MPG successfully planned and supervised the completion of a school hall, library, commercial kitchen and IT room. The new facilities have exceeded expectations and represent the most significant physical change to the school in its more than 20 year history. The design took advantage of the sloping site to include an undercroft space for future development, of approximately 350 sq m. This space is not currently being utilized, and represents a major opportunity to satisfy some of the school's infrastructure needs. Having this space available has given great flexibility to the Master Planning process.
- In 2012, a Master Plan was again commissioned by the school, from Sydney-based architects, Baxter and Jacobson with the purpose of identifying a number of planning options for consideration, based particularly on the school's desire for better Kindergarten facilities. The Master Plan 2012 also reviewed the existing building fabric. It provided a number of options for consideration by the school. This document promoted constructive discussion within the school community and has given impetus towards updating this Master Plan. (The Master Plan 2012 is attached as Appendix 2).
- In 2014, the Master Planning Group (MPG) was given a specific mandate by the Board of Directors to achieve the two infrastructure goals outlined in the Strategic Review.

Effectively, the MPG was tasked with:

- Preparing a detailed report on the infrastructure requirements of the school 2014-2019;
- Conducting a thorough site assessment to identify the best ways to fulfil the infrastructure program on the school site;
- Updating the Master Plan 2012 to successfully and efficiently resolve the above requirements;
- Giving due consideration to the staging of any development to minimize any adverse impact on the smooth functioning of the school;
- Ensuring the program was within the school's financial and human resource capabilities.

This document is the result of that mandate and provides the critical thinking and subsequent framework for Master Planning over the next 5 years. We believe that with a more efficient, modern and larger Kindergarten, school enrolments will be able to increase to a maximum of 28 students per class. The experiences and educational opportunities we offer existing students will increase as well. This Master Plan and the projects it proposes are about better managing the school's future growth and also much needed upgrading of facilities. Completing these projects allows the school to consider offering Years 7 and 8 in the future with a further increase in student numbers.

The MPG report on infrastructure needs also recognized the need to identify and consider longer term planning issues beyond the 5 year time scope of the 2014-2019 Strategic Plan. In order to avoid future planning conflicts, this Master Plan update has identified the relevant longer-term issues in its final section.

5. Strategic Review & Plan

In 2014, the school's Governance, Leadership and Management (GLaM) group was mandated by the Board to initiate and develop a thorough Strategic Plan to establish goals that encompass the school's decision making process, educational and financial needs, and its relationship with the broader community.

The Strategic Plan identified key infrastructure goals, as outlined below:

5.1. To build a new Kindergarten & Playgroup to accommodate 2 Kindergartens with an adequate outside play area, and a space for Playgroup.

The school has 2 dedicated Kindergarten classrooms, each currently having around 20 students. The inadequacy of these facilities, both indoors and outdoors, has long been recognized by the whole of the school community. It was identified in the earlier 2007 Master Plan (which was rendered partially obsolete by the 2010 building program), in the 2012 Master Plan, and by the Board in 2014 as the primary infrastructure goal in the Strategic Plan. The shortcomings of the Kindergarten facilities are further outlined below in the Site Assessment.

5.2. To co-locate the Administration and Reception areas to improve the effectiveness of the school's administration and communication.

As of 2014, when the Strategic Plan was written, the Administration building was far removed from the Reception and Staff areas. During the summer holiday period of 2014/2015 the school addressed this issue by moving the Administration Office into a newly re-modelled room adjacent to the Reception area. Housing these 2 functions in a single building has significantly improved the efficiency and ease of communication between the two areas.

This move has temporarily compromised some teaching staff facilities, as the new Administration room was previously used by teachers for lesson preparation and the storage of teaching resources.

However, this Master Plan addresses the issue by proposing a dedicated Teachers Room in very close proximity to the Administration and Reception Areas. This is discussed in further detail below in the *Detailed Brief Development* (section 6.1.1) and in *Site Assessment* (Section 6.1.2).

The following table is an excerpt from Mumbulla School's Strategic Plan 2014-2019

Goal	Strategies	Key Indicators
1. Mumbulla School will offer Playgroup and Kindergarten to Year 6 primary education. By 2019, the school will have a beautiful, environmentally responsible and well-resourced school.	<ul style="list-style-type: none"> a) Build a new Kinder & Playgroup to accommodate 2 Kindergartens with an adequate outside play area and a space for Playgroup. b) Co-locate Administration and Reception areas to improve effectiveness of the school's administration and communication. c) Use the Master Plan as a resource to inform and cater for the new Kinder/Playgroup (incl. adequate outside space) and the co-location of Admin. d) Board will analyse the costing and implications of the above strategies in Term 2 2014. e) Following completion of Kinder and Playgroup facility, Board will consider undertaking a feasibility study into establishing Years 7 & 8. 	<ul style="list-style-type: none"> i. By end Term 1: Master Plan group (MPG) will provide information to the Board and College re location options, flow on impact and staging. ii. By end Term 2: Board will have made a decision on Strategies (a), (b), & (c) in light of analysis (d) and agreed to a timetable and process of implementation.

Although in the 2014 Strategic Plan, the plans for expansion to Years 7 & 8 are not included in this Master Plan. However, it is a discussion the school will have in the future (see Strategy (e) above).

6. Kindergarten Development

Our two Kindergarten rooms are housed in an old commercial laundry. Access to both areas is challenging for parents with prams, and wheelchair access to one classroom is through the other. Spaces, originally converted in 1988 and extended in 1999, are too small for our present enrolment and hamper the presentation of our play-based Steiner curriculum. The rooms have poor lighting, inadequate storage and a cramped configuration. The toilet facilities, while adequate when designed, no longer meet our needs. There is neither an adult toilet nor a nappy change area. The dampness, the lack of internal air circulation and inadequate ventilation have been ongoing problems and have been identified as factors affecting the health of those using the building. With an increasing number of children presenting with asthma and other allergies, and with a growing enrolment of students diagnosed with severe disabilities, the current Kindergarten facilities no longer meet inclusion needs. This trend is projected to continue.

The outdoor play area is too small to adequately meet the physical development needs of Kindergarten-aged children as outlined in the PDHPE curriculum. The grounds suffer from excessive wear and are difficult to maintain due to high traffic in a confined area.

Since the completion of the Hall and Library complex in 2011, Master Planning can once more focus on Kindergarten. Mumbulla School's Kindergarten has extensive and unique requirements, making the site selection the first priority for MPG and the Master Plan.

6.1. Kindergarten Site Selection - 3 stages

6.1.1. Detailed Brief development

Mumbulla School is extremely fortunate to have two Kindergarten teachers who have served in this role for many years. With their broad experience of teaching and depth of knowledge about the school, the MPG asked them to prepare a brief for a new Kindergarten. Their original submission is presented in Appendix 4.

The Brief: In summary, a new Kindergarten facility would comprise 2 classrooms, each with a capacity for 28 students. Each classroom would have a carpeted area and a wet area, a kitchen with a bench and sink for adults, and a bench and sink for children. It would have ample storage, 2 children's toilets per classroom, a disabled toilet, an adult toilet, and a small office for interviewing parents and children. There is also the possible need to isolate the kitchen for WHS reasons. Currently, storage of supplies is at the kinder teachers' own home. This requires transport for supplies.

The outside space would be large enough to cater for both classrooms, would include a large grassy area, as well as a variety of garden spaces, a sandpit and play equipment.

6.1.2. Site Assessment

A site assessment was carried out to determine appropriate locations for a new Kindergarten.

The site assessment involved examining the major infrastructure in detail. Each building was assessed for its functionality, educational adequacy, sustainability, maintenance requirements, cultural values, health and safety, and land-use efficiency.

The review included:

- (1) Which buildings should be conserved as long term assets (20+ years)?
- (2) Which buildings should be maintained as medium term assets (10-15+ years)?
- (3) Which buildings were not considered core assets?

The detailed assessment of each building is presented in Appendix 3.

A summary of this assessment is outlined below:

Core Assets: 20 years+	Medium Term Assets: 10-15 years	Non-Core Assets
Hall Complex (including the Undercroft) housing: Music room Library Industrial Kitchen Literacy Tutorial Room IT room used as Class 6 Storage room used as CL6 bag/boot rm	1 Parker Street building – housing: Kindergarten Class1 Class2	33 Bega Street cottage- housing: Playgroup, Meeting room, parents' lounge room, Teacher resource room
37 Bega Street adjacent 2 buildings: Class 5 Administration Office Reception Teachers Lounge Photocopier & supply room Staff Kitchen Combined Office-B&G, IT, Languages	Demountable Building housing: Class 3 and Class 4	35 Bega Street cottage – housing: Craft Numeracy, small counselling room

6.1.3. Options were proposed and evaluated

With both the Kindergarten brief and the status of the current infrastructure documented, options for site selecting the Kindergarten were examined.

Two overall sites presented themselves as suitable for a new Kindergarten:

1. The existing Kindergarten site; or
2. The site of 33&35 Bega Street, currently occupied by two cottages.

For each of these sites, two further options were considered:

- a. whether to renovate and remodel the existing infrastructure; or
- b. whether to build a new Kindergarten.

From this, four options were evaluated:

1a. Renovate and remodel the existing Kindergarten into a new Kindergarten	1b. Build a new Kindergarten using the existing Kindergarten site
2a. Renovate and remodel the two cottages at 33 & 35 Bega St into a new Kindergarten	2b. Rebuild a new Kindergarten using the 33 & 35 Bega St site. (preferred option)

6.2. Detailed assessment of each option is given below:

Option 1 - Using the current Kindergarten site

General Comments common to both options 1a. and 1b.

This site contains a single building housing the two Kindergarten classrooms as well as Classes 1 and 2. The building is the much-modified former laundry where the school began. It is an old but functional and space efficient building. Notwithstanding the very small size of the Kindergarten rooms, the internal spaces are full of character.

The site itself runs east-west, which means a dual stream Kindergarten comprising 2 classrooms would face design challenges around allowing solar penetration and at the same time direct access from both classrooms to outdoor areas.

Remodelling or rebuilding this site for Kindergarten would mean losing at least 1 and most likely 2 classrooms (Classes 1 and 2).

There is uncertainty over the future land use immediately to the north of the site. It has been proposed for a white goods store or a Bunnings type store. This presents a level of risk to any new or remodelled Kindergarten on this site. Kindergarten needs a dedicated outdoor space, which could be seriously compromised by possible high noise levels from the adjoining development.

The outdoor area at the western end of the site lacks morning sun. This problem could be ameliorated by design, but presents some challenges.

Option 1a – Remodelling Kindergarten on its present site

The current inadequate outdoor area would be enlarged by demolishing the rear of the building (existing Kindergarten). Kindergarten would be housed in the current Class 1 and Class 2 rooms. Internal walls would be moved and/or removed to allow each Kindergarten access to the outdoor area. New toilets and kitchen facilities would be required for each Kindergarten class.

Along with the general comments above regarding this site, this option has several issues:

- Extremely difficult to accurately cost;
- Expensive, yet the outcome would still be a big compromise on new facilities. Advice from a builder confirmed the high cost and difficulty of providing an accurate costing given the age of the building and the likelihood of extensive remedial work to its structure;
- Two classrooms are lost in the process, adding enormously to the overall cost of this option, while also incurring logistical and staging problems in housing 2 classes both temporarily and longer term;
- Staging problems housing a temporary Kindergarten while the building is remodelled.

This option was rejected as expensive, both in itself and in needing to provide 2 new classrooms, risky to accurately cost, and ultimately leading to a compromised design outcome.

Option 1b - Rebuilding Kindergarten on its present site

The current building, housing the 2 Kindergarten classrooms and Classes 1 and 2 would be demolished and a new purpose-built Kindergarten would be built. The size of the site is considered adequate for this purpose.

Along with the general comments above regarding this site, this option has several issues:

- Classes 1 and 2 are lost in this option and would need to be rehoused, as above
- Staging problems housing a temporary Kindergarten, as above.
- The east-west nature of the site renders it less than ideal with regard to solar access and the relationship between indoors and outdoors.
- There is still an inherent risk around the adjacent land use, making this site problematic for full time classrooms, as mentioned above.

However

- Accurate costing is achievable;
- The design can incorporate low maintenance, sustainability (low energy needs, long life cycle) and high functionality; and
- The building is highly functional and very economical of space, making it a valuable asset to keep, despite the Kindergarten area being inadequate.

This option was nevertheless rejected as expensive in its need to provide new classrooms for Classes 1 and 2, because the site itself runs east-west and is therefore not ideal, and because the building itself, although old, is a very useful asset to the school over the medium term.

Option 2 - 33 &35 Bega Street (currently with two cottages)

General Comments common to both options 2a and 2b

Option 2 involves moving Kindergarten to a new site on Bega St. This site currently has 2 cottages on it. One is a Californian bungalow of some charm, and the other is a very modest cottage with little architectural appeal. Neither building is subject to any Heritage restrictions under the Bega Valley Shire Council Local Environmental Plan.

Both buildings contain asbestos as both interior lining and exterior cladding. The buildings largely retain an interior layout reflecting their original purpose as residential dwellings. Both buildings have large aprons of land around them and as such have low land-use efficiency. The floors of the 2 buildings are at different levels to each other. Both buildings are in fair condition and due to their construction materials require regular maintenance. With raised timber floors and low mass, both buildings have poor thermal efficiency.

Regarding the site generally:

- The site is large enough to accommodate 2 new Kindergarten classrooms and provide ample outdoor space;
- The site faces north and is directly accessible from Bega Street;
- The site can easily be segregated from the rest of the school by virtue of its location on the school's south-eastern boundary;
- An outdoor courtyard space for teaching, which currently exists in basic form, can be developed to the west of the new Kindergarten.

Option 2a - Kindergarten moves to this site and the 2 cottages are remodelled, or one removed and the larger cottage remodelled and extended.

Along with the general comments above regarding this site, this option has several issues:

- This option would require extensive building work (to the extent that little but parts of the shell would remain) to satisfy the Kindergarten program.
- It is expensive and difficult to accurately cost. Like Option 1a, the advice from a builder was that this option would not provide meaningful cost savings, if any, compared to rebuilding totally. Yet the outcome would be vastly inferior with regard to functionality, maintenance, sustainability and overall amenity.
- Due to the presence of hazardous materials, the existing fabric would need to be stripped back to its structural elements, further adding to costs.

This option was rejected as impractical from a construction perspective, risky to accurately cost and likely to provide an inferior design outcome.

Option 2b - Kindergarten is built on this site (prior buildings demolished)

Along with the general comments above regarding this site, this option has several considerations:

- This option combines the ideal location for Kindergarten with a new purpose built facility, which would fully satisfy the Kindergarten program;
- The design can incorporate low maintenance, sustainability (low energy needs, long life cycle) and high functionality;
- Accurate to cost;
- No staging problems. Kindergarten would continue to operate in its current location until the new facilities were ready;
- Little disruption to the running of the school during the construction phase;
- Playgroup would operate part time, sharing the existing Kindergarten facility for 1 or 2 days a week when Kindergarten has only one class in attendance;
- Craft would relocate to its new facilities (explained later) prior to the construction of the new Kindergarten building.

This was the option recommended by the Master Planning Group to the Board of Directors. It was duly adopted by the Board as the preferred option in May 2014.

This option provides the opportunity to build a high quality Kindergarten on the best site with a very high degree of financial control. The facility would be a highly functional, long-lasting, low-maintenance, energy-conserving building with an amply sized, integrated outdoor space.

The construction of a Kindergarten on the 33 & 35 Bega Street site will require the re-location of the following functions:

- ❖ Playgroup
- ❖ Meeting room
- ❖ Teachers' resource room
- ❖ Parent's Room
- ❖ Craft
- ❖ Numeracy

For this reason, the Kindergarten construction project needs to follow the provision of facilities for the above functions. Although this delays the long needed new Kindergarten, the school has no option but to proceed with the enabling infrastructure first. The school community recognises this and supports the need for the building program to proceed in a systematic manner.

7. Provision for other Facilities

Having successfully selected the site for the new Kindergarten, the remaining planning issues needed to be resolved. Functions that would be displaced by the new Kindergarten need to be relocated appropriately and any other gaps in the infrastructure need to be identified and provided for. This involved the preparation of a detailed brief, identifying the most appropriate locations to house these functions, and then resolving this to the concept design stage. As mentioned earlier, the Undercroft area provided the key solution to providing for other facilities. It was reviewed in this planning process.

7.1. Preparation of a Detailed Brief

An assessment was undertaken to determine whether additional general purpose classrooms and specialist facilities are required compared to the student population. The outcome of this assessment determined that the overall GPLAs and specialist facilities are inadequate due to the need for modernization and suitability for current teaching needs. This is the key in developing the Master Plan and will provide Mumbulla with appropriate facilities into the future. The details of this assessment are presented in Appendix 3.

Below is the facilities needing a new home:

- I. New Class 5 room
- II. New Class 6 room
- III. New Craft room
- IV. Numeracy Support room
- V. One dedicated Music Tutorial room
- VI. Multi-purpose room to contain Language Classes 3-6, IT & Music Ensemble (identified existing Class 6)
- VII. New Playgroup area
- VIII. New Administration Offices
- IX. New Teachers' Resource & Meeting room
- X. New Parents room
- XI. Additional spaces suitable for Music Tutorials
- XII. More storage space
- XIII. Another toilet block
- XIV. Disabled lift to provide access to the Undercroft

7.2. Detailed Review of Usage

This was a critical stage in the Master Planning process, as it matches the above functions to suitable infrastructure, be it existing or purpose built.

It is at this point that the utility of the 350 sq.m. Undercroft is apparent. This space was purposely incorporated into the design of the Hall and Library complex to provide for future building needs. The ceiling (in effect the floor of the Library and Hall building upstairs) was intentionally made high enough to allow classrooms or other facilities to comfortably fit within it. The Undercroft is deemed to have the capacity for 4 separate GLA spaces, as well as toilet facilities. This includes 2 classrooms and 2 smaller spaces for other uses.

The Administration Offices were identified to be relocated in the same building as Reception. This created more juggling of spaces. However, as it would be the permanent location, it could be done as a separate stage. The position of Education Manager was created in January 2015 and, as an office for this person was required, this stage needed to be done in the summer holidays 2014/15.

As Kindergarten would be relocating, the two existing Kindergarten rooms would also become available for use. MPG reviewed all existing functional areas.

Each of the above functions was analysed to find the best fit between use and location.

I. New Class 5 Room

Class 5 would move to the Undercroft, specifically at either the western or eastern end to maximise light to the classroom.

II. New Class 6 Room

The current Class 6 Room, located as it is adjacent to the Library, was not intended to be a dedicated classroom. It was originally intended to be an IT room and as such it is equipped with IT facilities. Class 6 moved there after the building opened in 2011 as the previous classroom had become too small for any of the school's classes. As the school has no other space suitable or available, Class 6 has remained there.

Class 6 would move to the Undercroft, at one or other end to maximise light. This would have the beneficial effect of bringing Classes 5 and 6 together in one location, which is an explicit desire of the school and something that existed before Class 6 moved to the new building in 2010.

The professional advice, and subsequent decision to develop the Undercroft as a single project has given the school the flexibility to consider moving Class 6. And from a design perspective, the Undercroft is ideally suited to 2 classrooms, one at either end.

III. New Craft Room

Craft is a core part of the curriculum and requires a dedicated space with enough space for 28 students, ample storage, good light and an adjacent outdoor area. Craft will need to be relocated from their current cramped space in the cottage at 35 Bega Street. Locating Craft directly below the Library in the Undercroft provides both a highly suitable space and an ideal location. Currently, Craft and Library are at opposite ends of the school campus, which is very inefficient for the movement of children between classes. The Craft room needs to be relocated and updated.

IV. Numeracy Support Room

This area is also in the cottage at 35 Bega Street and will be displaced by a new Kindergarten. The space needs to be large enough to hold up to 12 students. Its use would be part time, so it can double as a music rehearsal room when timetabling allows. The relationship between these two functions is resolved in the concept design stage.

V. Music Tutorial Rooms

The current Music Tutorial room is below standard for proper instruction. Lessons are held in a “hut” that has heating and cooling issues. We have used this temporary structure as no other location has been available. The space needs to be large enough to hold 4-6 students. Its use would be part time, so it can double as a Numeracy Support room when timetabling allows. It is to be paired with a smaller dedicated music tutorial room. Because Ensemble takes place in the Hall, and instrument storage is in the Hall, it is appropriate that a dedicated Music Tutorial room be as close as possible. The Undercroft is therefore the most suitable location for these paired functions. The relationship between these two functions is resolved in the concept design stage.

VI. Multi purpose Study room

a. New Language room

Classes 1-6 study French. They currently do so in their respective classrooms. While this works reasonably well for the students, it works less well for the French teacher, who is limited by how many resources can be moved between classrooms.

b. Information Technology room

The current Class 6 room is equipped with IT infrastructure. This room would be used as a dedicated IT study space.

c. Ensemble & Band

Ensemble practice is currently held on Tuesdays and Fridays in the Hall. Band practice is also held on Fridays. Extra space would be required when practice for performances are being held in the Hall.

There would be minimal cost to establish the use for this room and would be covered under the school’s capital budget.

VII. Playgroup

As the current Kindergarten and associated outdoor area are already set up for young children, one of these classrooms offers an ideal location for Playgroup. However,. As Playgroup is used for only 3 hours per day, any future development on the northern adjoining blocks which may compromise this location would have less impact than a full time user of the space. Any refurbishment costs associated with this transition would be funded from the school’s capital budget.

VIII. Administration Offices

The clear solution for more efficient Administration is to co-locate the Administration Office in the same building as Reception. The Board approved this move and the renovation took place in summer holidays 2014/15. The space now contains 2 smaller offices for the Education Manager and the Business Manager, and one general office for the Educational Administrator and the Finance Officer. The building is now solely dedicated to serving the Administration Staff. It is also adjacent to the Teachers’ support building forming a core area.

IX. New Teachers Resource & Meeting Room

The clear solution for this need is to co-locate a new Teachers resource and meeting room in the same building as the photocopier, staff lounge and staff kitchen. This would involve using the current Class 5 room. The building would then be solely dedicated to serving the teaching staff. It is also adjacent to Administration and Reception building forming a core area. Any refurbishment costs associated with this transition would be funded from the school's capital budget.

X. Parents' Room

With a kitchen and bathroom, the second Kindergarten room is ideal for use as a Parents' Room. It is also large enough to be partitioned into two rooms, the second room serving as an additional Music Tutorial room. Any refurbishment costs associated with this transition would be funded from the school's capital budget.

XI. Music Tutorial Room

The second Kindergarten room is large enough to be partitioned into two rooms. The second room would serve as an additional Music Tutorial room. While the second Kindergarten room was contemplated as a place for Numeracy Support, its location away from the main area of the school, and adjacent to the part-time Playgroup lent it more to Music tuition. It would also have been cramped for 12 students, given that it is subdivided off from the Parents' Room. Likewise, any refurbishment costs associated with this transition would be funded from the school's capital budget.

XII. Storage

More storage is always desirable. In planning the new Undercroft, consideration has been given to providing storage areas both within classrooms, and in any remaining spaces under the stairwell.

XIII. Additional Toilet Block

More toilet spaces will be required for the Undercroft area. In planning the new Undercroft, consideration was given to providing toilet amenities under the staircase between the General Learning areas to provide easy access. Also, 3 general use toilets will be demolished from the 33 & 35 Bega Street site for the new Kindergarten. A toilet block inventory was undertaken to ensure we are within required Standards.

XIV. Accessible Lift to the Undercroft

In planning the new Undercroft, consideration has been given to providing disabled access to the GLAs and other learning spaces on that level.

8. Master Plan Staging

Site map after Summer holidays 2014/15 renovations:



Figure 3 Site Map after re-location of Administrative Offices - February 2015

A. Stage 1 - The Undercroft - 2016

It is envisaged that the development of and construction in the Undercroft would commence early in 2016. There would be minimal disruption to the educational program.

Some of the design issues that have been considered in the design process have been:

- Solar access & solar screening
- Provision of a lift for disabled access
- Siting the toilets appropriately
- Soundproofing the area under the hall, where Music tuition takes place
- Soundproofing the Music Tutorial room
- Ample storage & wet areas within the Class 5, Class 6 and Craft rooms
- Storage doubling as soundproofing
- Providing areas for class bag boxes
- Outdoor areas for Craft, gathering areas, shelter, and eating
- New parking
- Waste Management area

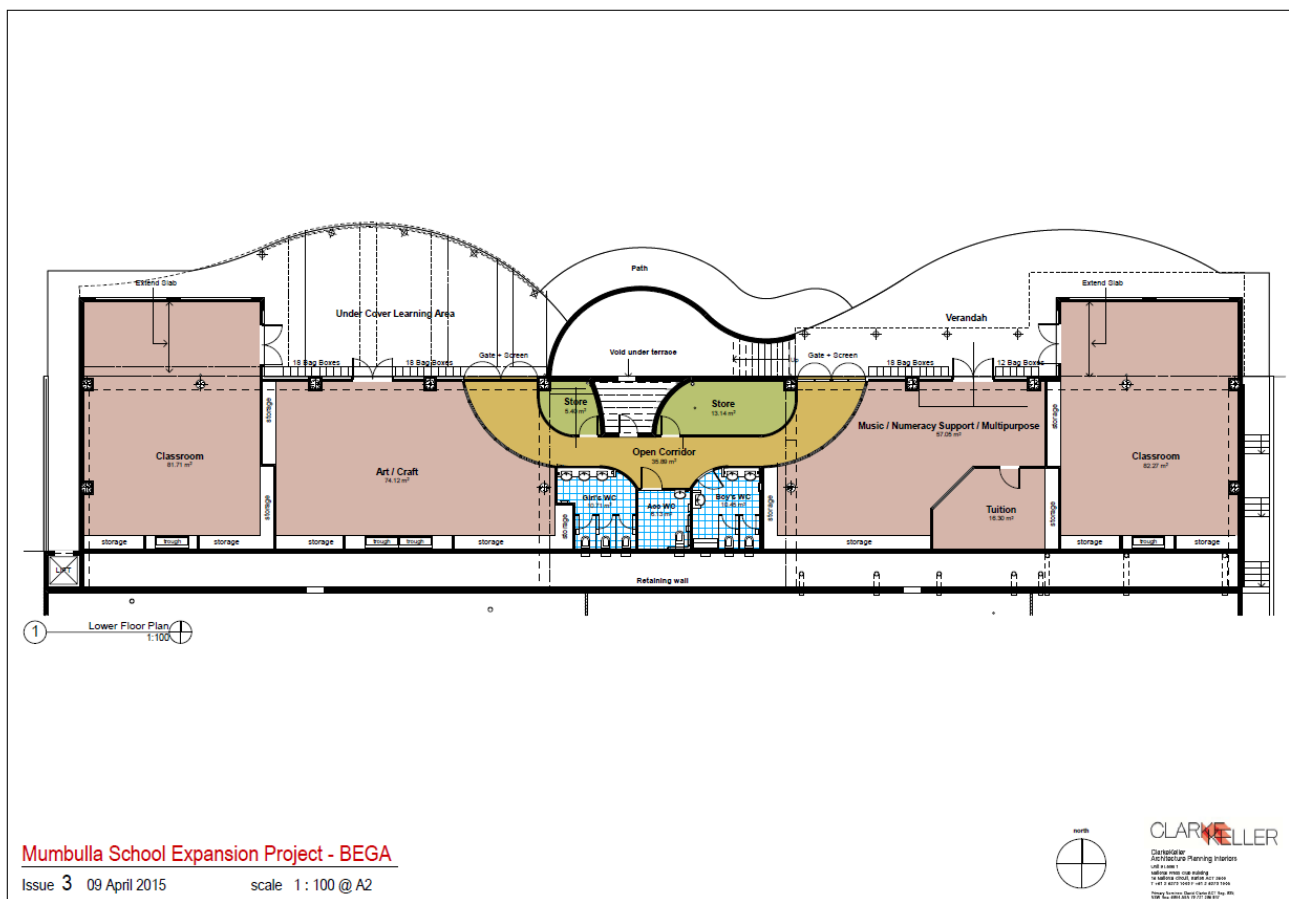




Figure 5 Full view of the Undercroft development



Figure 6 Eastern view of Undercroft Development



Figure 7 Western View of Undercroft Development

Upon completion of the undercroft development, the school will have the infrastructure in place to allow the Kindergarten site to be developed.

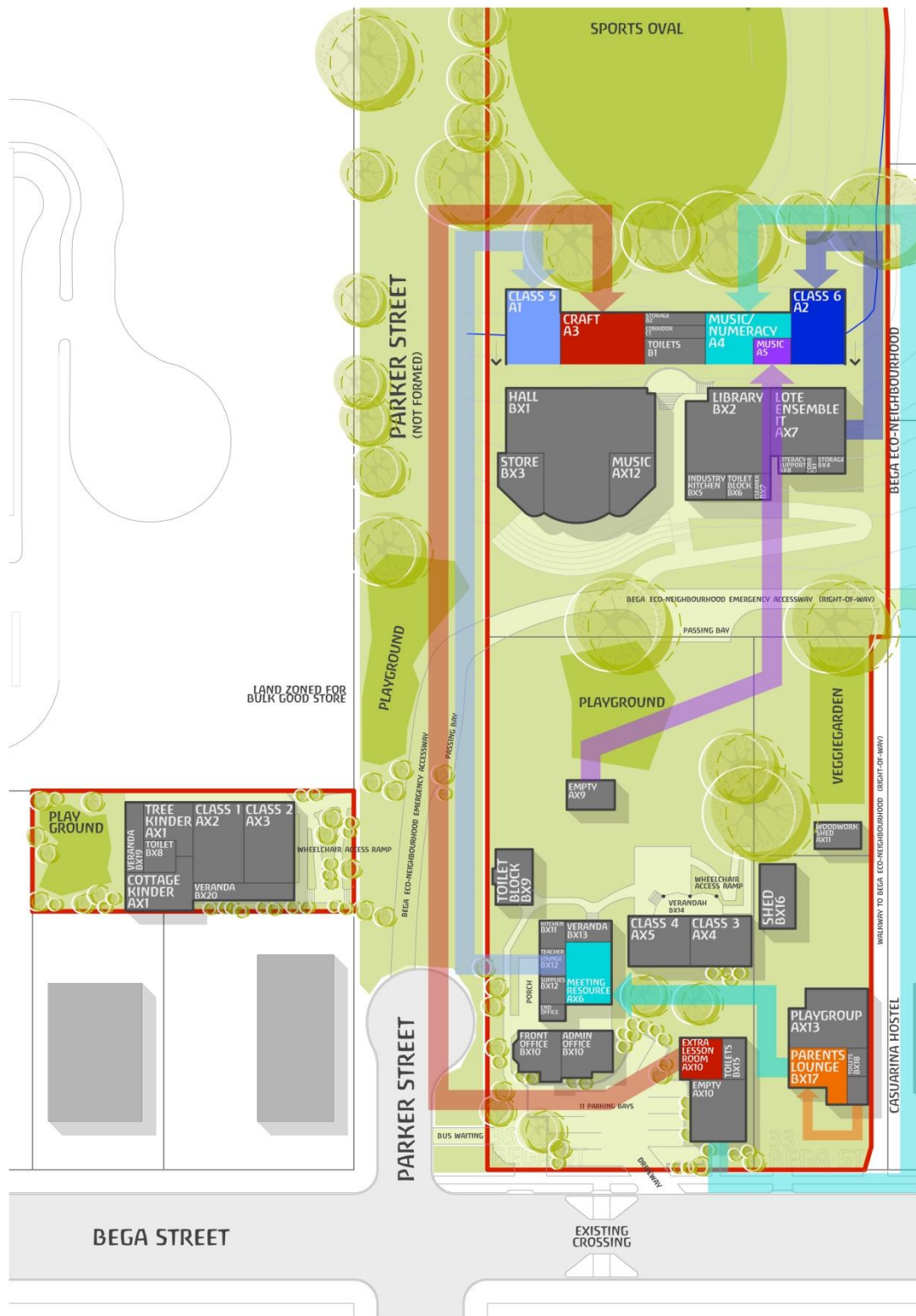


Figure 8 Master Plan Development Stage 1 2016

B. Stage 2 - A New Kindergarten

Having cleared the new Kindergarten site at 33-35 Bega St of any functions, a new Kindergarten could then be constructed with minimal disruption to the teaching program. Ideally, the construction program would commence early 2018 with Kindergarten relocating later in the year to its new location.

Playgroup would be run on a part-time basis during the construction phase of the new Kindergarten. Likewise, a Parents' Room would be lost for that period. On completion of the new Kindergarten, Playgroup and the Parents' Room would move into the old Kindergarten rooms. Any refurbishment work would be done during the school vacation prior to the move.

The proposed timeline for development is as follows:

- 2015 Funding Application to BGA for Stage 1 & further design development of the Undercroft
- 2016 Construction of Stage 1 - the Undercroft
Design development for new Kindergarten
- 2017 Refurbishment of old Class 5 for teachers' resource & meeting room
Funding Application to BGA for Stage 2 - A New Kindergarten
- 2018 Construction of New Kindergarten
- 2019 Refurbishment of old kinder for Playgroup, parent's lounge, music tutorial
onwards - Continued long term Landscape and Infrastructure Planning,
- 2020 expansion to Years 7 & 8



Figure 9 Master Plan Development - Stage 2 site map 2019

9. Financial and Capacity Assessment

The Board, in consultation with the school's financial consultant, conducted a rigorous financial assessment of the intended building program. It was determined that the project was a sound financial investment for the school.

It was determined that the division of the project into 2 distinct construction stages was a prudent strategy from a capacity perspective. As a small school, it is critical that any given building development remain well within the capacity of the school's human resources. Having established an excellent track record with the 2010 development, the school wishes to maintain that reputation.

It is important to note that all of the proposals contained in this Master Plan will need to be approved by Bega Valley Shire Council. For that reason, none of the proposals should be seen as a "given". However, Mumbulla School's Business Manager has informed the local Town Planner of the school's intentions. He has provided the school with a note stating that over the years there have been many discussions and he is aware of our intention to develop the Undercroft. The school has positive relations with the Council.

9.1. Development Proposals

Year	Building Description/Planning	Proposed Stage	Estimated Cost (excl GST)
2014/15	Completed Capital Projects: <ul style="list-style-type: none"> Relocation of Admin Offices to Reception Bldg Access pathway from street to Hall including entrance to school (staircase/retaining wall) Musical Instrument storage cupboard Shade Sail for Kinder play area New shelving for Library & Literacy rooms Refurbished water outdoor feature for school yard 	Completed	\$ 28,000 \$ 50,000 \$ 20,000 \$ 6,700 \$ 3,500 <u>\$ 8,000</u> <u>\$116,200</u>
2015	<ul style="list-style-type: none"> Undercroft design development. BGA grant funding application New bus shelter Playground equipment Shade sail over Amphitheatre 	Pre-stage	\$ 5,000 \$ 20,000 \$ 15,000 \$ 60,000
2016	<ul style="list-style-type: none"> Undercroft Construction Tenders for design of Kindergarten 	1	\$ 998,840
2017	<ul style="list-style-type: none"> Relocation & refurbishment of Teachers' resource & meeting room BGA grant funding application for Kindergarten development 	1a	\$ 30,000
2018/19	Construction of Kindergarten inc demolition of existing structures	2	\$1,200,000
2019	Relocation/refurbishment of Playgroup, Parents lounge & Music Tutorial to old Kindergarten rooms (inc. new roof)	2a	\$ 50,000

10. Funding

This document read in conjunction with the architectural drawings for the proposed Stage 1 of construction, provides the information required to seek grant funding from the AIS Block Grant Authority (BGA) to enable the school to expedite the development.

The school requires additional funds for Stage 1 even though the school's cash position is quite positive and healthy. We have prepared a strategic cash flow forecast for 2015-2020 and beyond. This demonstrates that the positive cash position held now is required to carry out the school's capital expenditure plans, including the Stage One - Undercroft Development & Stage Two – new Kindergarten Projects, as well as all other Capital expenditures planned.

The school has outstanding loans as of 31 March 2015 of approximately \$175,000. We are in the process of transferring from Australian Ethical Investments to Forrestors Community Financing. The school's Finance Group reviewed the possibility of paying out the loan last year when requested by Australian Ethical to do so as they were "getting out of the lending business". It was determined that it was best for the school to re-finance to ensure a healthy cash flow for all capital projects undertaken. The school had not spent large amounts in the recent past on re-investments and the facilities are now requiring attention. Also, a relationship would be established with a lender prior to future borrowing requests for Stage 1. The new lender is aware of our future plans to request additional funds and is favourable to them.

Funds are required for additional minor capital projects that are not reviewed in this Master Plan, such as:

- Covered Bus Shelter – the children currently don't have anywhere to wait for the school buses when it rains
- Shade sail over the Hall Amphitheatre area – presently difficult to have concerts or performances there in the heat of the day
- Additional Playground Equipment - identified by the college of Teachers as desirable
- New & upgraded ICT equipment (WIFI, Laptops, Projection equipment)

Mentioned in this Master Plan review would be the plans for renovating existing areas after the facility changes take place.

- The new teacher identified staff areas (formerly Class 5) would require asbestos removal and some new walls placed strategically and furniture & fittings.
- The old kinder rooms would need to be renovated to accommodate Playgroup, Parent's Lounge and an additional Music tutorial room. The room on that building would need repairs and/or replacement.

Therefore, with a Stage 1 project having an estimated cost of just under \$1 million, we believe we will be able to fund the project approximately a third from our funds, obtain a loan for an additional third of the project and are requesting from the Block Grant Authority approximately a third, \$350,000. We are placing a reserve on additional funds currently held for the above mentioned projects.

11. Outcome

By 2020, Mumbulla School would have achieved its five year Strategic Plan. The following functional areas would be constructed or refurbished:

- New purpose built Kindergarten;
- Teachers/Staff/Administration/Reception occupying 2 adjacent buildings;
- Two new Classrooms for Classes 5 and 6;
- New purpose built Craft room;
- Dedicated Numeracy Support room;
- Dedicated Music Tutorial rooms;
- Language Room
- New toilet block
- Lift for disabled access to lower level of Hall Complex and Oval
- Additional storage space.

The school's major infrastructure requirements would then be satisfied and could then be in a position to review a possible expansion to Years 7 & 8 by 2020.

If the adjoining block of land becomes available to purchase the school would be very interested in pursuing the possibility for that very likely expansion. Also, we would like to have a buffer and control of what developments are located next door to our School therefore not to impinge on the educational and aesthetics aspects of Mumbulla School.

12. Longer Term Planning Issues

In preparing this updated Master Plan, a great degree of consideration was given both to the longer term implications of the Master Plan presented in this document, as well as any pertinent external factors beyond the school's immediate control.

These issues are recorded here with the intention that they form a starting point for future planning.

12.1. Infrastructure

12.1.1. The Class 1 and 2 and Kindergarten building has been identified as a medium term asset.

It was originally a commercial laundry, and has been modified several times in the last 27 years. When it is considered beyond its functional life for classroom use, either temporary buildings would be needed to house these functions while new classrooms were rebuilt on the site. They could then be occupied by Classes 3 and 4, and Classes 1 and 2 could move to the current Class 3 and 4 building. This would give the school a natural flow from Kindergarten at the front of the school, through to Classes 5 and 6 at the back.

If this building were kept for other uses, Playgroup could remain. If it were demolished to make way for new facilities, Playgroup could be incorporated into the design, as could a Parents' Room and Music Tutorial space.

12.1.2. The Class 3 and 4 building has been identified as a medium term asset.

It is a temporary building transported to the site. When it is considered beyond its functional life, the only option would be to provide a new building. It is very well sited, and any future building would use the same or very similar footprint.

It would also make sense for this space to be used for Classes 1 and 2 in the very long term, as mentioned above.

In summary, the school has sufficient options to cater for the obsolescence of these two buildings in the next 10-20 years.

12.2. Car Parking

Car Parking is a long-term issue at the school. While currently the car parking is adequate, the school is mindful of finding ways to increase car parking in the future. There is a possibility of providing off-street parking in the new Kindergarten development.

The 2012 Master Plan proposed car parking in the Crown roadway that traverses the site, and while this was rejected by the school in the short to medium term, it may need to be revisited.

12.3. External Factors

There are a number of external factors that may affect the school in the medium term:

12.3.1. Uncertainty regarding the development site to the northwest of the school

This has been a long ongoing issue for the school. While the nature of any proposed development is largely out of the school's control (it has been in the form of a large Bunnings style store in the recent past), moving Kindergarten away from this area is a prudent decision.

The school has approached the owners of the land with a view to purchasing a buffer strip to provide visual separation and allow the construction of sound attenuating devices if it is deemed necessary in the future. If the lots adjacent to the school do become available, we would investigate the possibility of purchasing this land as a possible site for the expansion for Year 7 & 8. **NB:** The week this Master Plan was finalised, the owners of this block of land informed us they were disposing of it and it was available for purchase. As we could not determine prior to 30 April 2015 more information (ie, price, titles being sold individually or as one block, etc) we are only noting this for information purposes as further investigation is required.

12.3.2. The possibility of purchasing the Council Road through the school site-

This possibility has long been discussed within the school and with the Bega Valley Shire Council. It is dependent on the development of the land adjacent to the school discussed above. If it becomes available for purchase, it would be very beneficial for the school. The Council Road going through the bordering eco-neighbourhood to our south has recently been purchased for approximately \$10,000.

12.3.3. Landscape Plan

Along with the continued planning associated with this Master Plan, the next stage of planning for the school involves preparing a detailed Landscape Plan, incorporating planting, pedestrian circulation, disabled access, open space, lighting, security, outdoor learning spaces etc.

This will be an ongoing project to enhance the school environment and to facilitate a co-ordinated approach to future outdoor projects.

12.3.4. Expansion of the Education levels to years 7 & 8

A Steiner curriculum normally extends to Years 7 & 8 to complete the primary education programme. With an increased student enrolment, and year levels at capacity, we believe we would have the demand and ability to expand to these levels. This area will be reviewed and investigated for its sustainability during our next Master Planning review.

13. Appendices

Appendix 1 – Master Plan 2012 – Baxter & Jacobson Architects, Sydney

Plan can be found at: www.mumbullaschool.com.au

Appendix 2 -Kindergarten Requirements

Prepared by Chrisanthi McManus and Annabel Ciufo, Kinder teachers, February 2014

Indoor Requirements, for each Kindergarten (unless stated otherwise)

- Table Space/ wet area to seat 5 tables (25 children)
- Carpeted area for 25 children and mats
- Kitchen area: *
 - 2 food sinks
 - 1 tub (non food sink)
 - adult height kitchen bench
 - child height kitchen bench
 - Pantry for bulk storage for food (located between rooms for joint use)
 - cupboards for pots/pans et.c
 - large fridge/freezer
 - stove top and wall oven higher than child height
- Toilets
 - 2 child toilets per class, one disabled with nappy change area and hand held shower bath
 - 1 adult toilet in total
- Storage:
 - large storage cupboards accessible to both kindergarten rooms
 - storage for rest mats and bedding
- Office: joint space for parent interviews/child assessment

Outdoor Requirements (shared between 2 Kindergarten classes)

- Verandah: Bag boxes and shoe racks
- Garden:
 - Grass area
 - Garden for flowers
 - Garden for vegies
 - Sandpit 3/4x6/7 metres
 - Swings x 3
 - Dirt Pit
 - Climbing/Hanging equipment
 - Water pump & dry creek bed
 - Sinks Adult & Child
 - Places to Hide
 - Outdoor Seating Area for Festivals

* need to be able to see & supervise children in the garden from the kitchen sink

Appendix 3 - Assessment of Current Infrastructure

This Appendix examines the current infrastructure in detail, based on their:-

- Functionality
- Educational adequacy
- Sustainability
- Maintenance
- Cultural values
- Health and safety
- Land use efficiency

It was then determined:

- Which buildings should be conserved as long term assets (20+ years),
- Which buildings should be maintained as medium term assets (10-15+ years),
- Which buildings were not considered core assets.

Additional advice was sought from David Leser, a local commercial builder with over 30 years experience. The site surveys were conducted in conjunction with David Leser Build, Bega NSW. David has had a long professional association with the school, including being the builder for the 2010 Hall and Library complex.

The Buildings

1) Existing Kindergarten/Classes 1 and 2

The Kindergarten classrooms and the outdoor area are inadequate for Kindergarten needs. There are some WHS concerns. However, these spaces are functional and are ideal for part time use by smaller groups.

Classes 1 and 2 are functional classrooms.

Drainage and damp issues in the south west corner of the building need addressing.

The building itself offers 4 functional spaces in a compact site, and as such is a valuable and space efficient building. However due to its age and maintenance requirements it is considered a medium term asset, 10-15 years.

2) Classes 3 and 4

This building is a portable structure which has been modified to appear more permanent, and to fit in visually with the adjacent buildings. A verandah has been added to the north. The 2 classrooms are functional with a pleasant relationship to the playground.

Due to its origins as a portable building, and its low thermal mass, it requires maintenance and relatively high energy inputs, and as such is a medium term asset, 10-15 years.

3) Staff/Class 5

This building was a residential building before being purchased by the school.

Along with the Reception/Administration building, it occupies the core of the school, and as such has strong cultural values. As well as a larger room (current Class 5), it is divided into a number of smaller rooms used as computer space, a photocopier, a staff kitchen, and a shared office for the ICT Administrator, B&G caretaker, and the Language teacher. Converting Class 5 into a staff common room and for storing teaching

resources will make this building highly functional as a dedicated staff area. The building is old, but in sound condition. For its functionality and as a key part of the school's identity, this building is considered a long term asset, 20+ years.

4) Reception/Administration

This building was built more recently with the intention of matching the style of the Staff/Class 5 building, which it does very well. The two buildings are joined by a covered walkway and form an ensemble. As mentioned above, this and the Staff/Class 5 building occupy the visual core of the school. It is also the first contact point for visitors to the school.

Having completed the refurbishment of this building in December 2014/January 2015, this building now accommodates the Administrative offices in addition to the pre-existing Reception and sick bay. The building is in sound condition and functions well in its new combined roll. As such it is considered a long term asset, 20+ years.

5) 35 Bega St

This building was a residential cottage. It is now used for Craft and Numeracy Support. It housed the Administration offices until January 2015.

Although adequate for Craft, the building is old and has extensive areas of asbestos panelling both internally and externally, posing long-term safety issues.

Its internal layout as a former residential cottage makes it unsuitable as a classroom without extensive modification. It worked well as an office space. It is of low thermal mass and has little or no solar penetration, making it a high-energy user.

Because of its age, maintenance requirements, thermal inefficiency, lack of architectural interest, restrictive layout and health issues, this building is not considered a core asset.

6) 33 Bega St

This building was also a residential cottage. It is currently used for Playgroup, a teachers' resource room and a Parents' Lounge.

This building is more substantial and has a higher visual appeal than 35 Bega St. Playgroup functions well in this space, the only issue being that the outdoor space is 1.5 metres below the rear verandah and hence has accessibility issues for the children.

This building also contains asbestos both internally and externally. It has a low thermal mass, making it a high-energy user, and it has high maintenance due to the nature of its construction. It still retains the internal layout of a residential cottage, making it unsuitable for use as a classroom without extensive modification. Both this cottage and 35 Bega St take up a large area of land for their respective functions. This is due to the large gap between the buildings and their current underutilization.

Because it is a reasonably substantial building with some visual appeal, the Master Planning Group debated the status of this building, and involved the School Board in its decision-making. This was because the school has a strong ethos of conservation, both of resources and the heritage of the local area.

However, it was decided for the above reasons that it was not a core asset.

N.B. The building is not subject to any Heritage Order under the current Bega Valley Shire Local Environmental Plan.

7) Hall/Library/Class 6/Literacy Support/Commercial Kitchen Complex

This is a new (2010) structure, built using grant money provided under the Federal Government *BER Economic Stimulus* Program. It comprises 2 pavilions.

The western building is a Hall, used during school hours for music, singing, assembly, gymnastics etc, and after school and on weekends by various community groups in the local area.

The eastern building houses the Library, Class 6, Literacy Support and a commercial Kitchen.

This building is new, functional and has low maintenance needs. It is a core asset for the school.

8) Undercroft

This space is directly below the Hall and Library and was purposely constructed to provide space for future requirements of the school. It has a total area of approximately 350 sq mtrs.

The space it offers is a core component of this Master Plan, as it has allowed great flexibility of thinking regarding the siting of Kindergarten, the need to re-house Craft and Numeracy Support away from the future Kindergarten site, the re-location of Class 5 and pair it with Class 6 physically and to consolidate staff functions, the capacity to offer a more adequately sized Class 6 room, and the capacity to provide dedicated Music Tutorial rooms. It is a core redevelopment asset for the school.

N.B. In redeveloping the Undercroft, consideration must be given to disabled access and the provision of toilets. Disabled access is considered feasible by the construction of a lift platform at the northwestern corner of the Building, which links to the general disabled circulation around the school. Toilet facilities will be provided in accordance with the relevant Building Codes.

Appendix 4 - Assessment of Educational and Staff Needs

This appendix details the spatial needs of both the teaching and non-teaching staff, and the spaces required to satisfy the educational programme of the School.

It reflects the decision to site a new purpose built Kindergarten at 33-35 Bega Street, and includes information pertaining to that decision. Comments in red indicate infrastructure required.

1) Reception/Staff/Admin Requirements

Reception - Current location works well

- Desks for 2 people
- Photocopier
- Space for sale of various items

Sick bay- Current location works well, relationship with Reception is ideal

Administration - *This has been achieved (December 2014– January 2015)*

- Education Manager
- Business Manager
- Finance Officer
- Education Administrator
- Photocopier
- File and Storage Space

Teaching Staff

- Common Room for up to 12 teaching staff
- Desk space for 3 ancillary staff
- Kitchen
- Main photocopier
- Storage for teacher resources

The existing small staff room, kitchen and current Class 5 room would provide sufficient space for teaching staff needs, with the entire building being devoted to teachers, a positive outcome for privacy reasons, ease of communication between staff, and for its proximity to Reception and Administration.

Teaching Staff need a new meeting/resource/work room in the current Class 5 room

Class 5 needs to be relocated

2) General Learning Areas - Classroom Requirements:

- a. **Kindergarten** - A new Kindergarten facility is required
- b. **Classes 1-** functionally adequate for the next 5-10 years, as detailed in the site assessment
- c. **Class 2** - functionally adequate for the next 5-10 years, as detailed in the site assessment
- d. **Class 3** - functionally adequate for the next 5-10 years, as detailed in the site assessment
- e. **Class 4** - functionally adequate for the next 5-10 years, as detailed in the site assessment
- f. **Class 5** - needs to be relocated to accommodate a dedicated teaching staff room- New Class 5 required (Undercroft)
- g. **Class 6** - 64 square metres, is barely large enough. It was built adjacent to the new Library in 2010 as an IT room, and has IT infrastructure. Ideally it would be used as a multi purpose room rather than a dedicated year classroom. New Class 6 strongly desired (Undercroft)

3) Specialized Learning Areas

- h. **Numeracy Support** - Numeracy Support room is required for up to 12 students at a time. This room is currently located in the front section at 35 Bega Street cottage. As this building would be demolished to make way for a new Kindergarten, a new Numeracy Support room will be required. New Numeracy support room for up to 12 students (Undercroft).
- i. **Craft room** - Craft is an integral part of the curriculum from Class 1 to Class 6. It currently occupies the back half of the cottage at 35 Bega St. The space is barely adequate, and as the building would be demolished to make way for a new Kindergarten, a new dedicated Craft room is required. New Craft room required.
- j. **Music** - Music is a core part of the school curriculum. Orchestra requires a large space for performance and instrument storage. The Hall satisfies these requirements well. Smaller tutorial rooms are also required for Brass, Woodwind and Strings practice, up to 4 spaces needed concurrently during music practice on Fridays. Strings currently uses a “hut” that is not properly insulated therefore hot in the warmer months and cold in the winter. It is also very damp. This is not conducive to String instruments. Various rooms around the school are often available at other times for brass & woodwind, however one or more dedicated music tutorial rooms are needed. Dedicated Music Tutorial room(s) required. Identify any other rooms available for use as Music Tutorial rooms.
- k. **Ensemble** - Ensemble takes place as part of the Music program in the Library. It requires a dedicated space. Currently the Library is used for this purpose. This is only partially adequate as it disrupts the use of the Library, and the Library space itself, while close to the Hall, is not ideal for Ensemble practice. The current Class 6 is an ideal space for Ensemble as it is next to the Library but separate acoustically. This is the arrangement during school Music camps etc. Ensemble can use the current Class 6 as part of a multi-purpose space.
- l. **French (Languages)** - French tuition is given to Classes 1-6. It currently takes place in the respective students’ classrooms. However there is a recognized need for Classes 3-6 to have a dedicated Language room to use audio equipment, store resources, display maps etc. While Language needs a dedicated space, that space need not be used exclusively for Language. As such, the Language room can be part of a multi purpose space. French (Language) room for a full size class (current Class 6 ideal, can be part of multi-purpose room).

m. **Information Technology (IT)** - The school provides IT as a component in Classes 5 and 6. While it is not a core component of the curriculum, the students use laptop computers at various times in the timetable. The current Class 6 room is equipped with IT infrastructure. A dedicated full time IT room is not required, however Class 6 would provide an ideal IT space as part of a multi purpose room.

Current Class 6 to become a multi purpose space for Language, IT and Ensemble.

n. **Woodwork** -Woodwork currently occupies an outdoor shed in the grounds of the school. This facility is currently adequate, and can be moved if necessary to make way for a larger outdoor space for the new Kindergarten.

o. **Literacy Support** -Literacy support has a dedicated room adjacent to the Library for the Literacy support teacher and associated teaching resources. The Library is also used before school for one-to-one tuition with trained parent volunteers.

a. **Playgroup** - Playgroup currently occupies the rear of the eastern cottage on Bega St, and utilizes its garden. This space satisfies Playgroup's needs, however this cottage would be demolished to make way for the new Kindergarten, so a new space for Playgroup is required. The intention is that one of the existing Kindergarten rooms (the northerly one is preferred for light and size) become the new Playgroup space. The existing internal space is ideal for the small number of children attending Playgroup daily, as it has kitchen and bathroom facilities. It may need some refurbishment. The existing Kindergarten outdoor area is ideal in size and already well set up to cater for Playgroup's needs. As Playgroup runs for only 3 hours every morning, the uncertainty around the future use of the adjacent site (and concomitant noise issues), is less of a concern to Playgroup than to Kindergarten. However some visual and noise amelioration may be necessary.

p. While the new Kindergarten is under construction, Playgroup would be partially closed. It would operate on Mondays and Fridays sharing the present Kindergarten space. **Playgroup will need a new home when Kindergarten moves to its new site. Some refurbishment to the future Playgroup space in one of the Kindergarten rooms may be desired. It is anticipated that the school would undertake any work from within its own budget.**

q. **Parents' Lounge** - The Parents' Lounge is currently located in the cottage at 33 Bega Street. **It is envisaged that the Parents' Lounge would move to the second, southern room in the existing Kindergarten in conjunction with a Music Tutorial room. Any refurbishment required would be done from within the school's budget**

Storage - A storage shed currently exists. It is barely adequate. The Hall provides storage for musical instruments and theatre costumes. More storage is always needed. It is intended that more storage space be created in the Undercroft. **More storage space is desired.**

Appendix 5 – Key Stake Holder Group Representatives

Board of Directors – 2014/2015

1. Ali Rodway – Chairperson, Parent Director
2. Ian Campbell, Vice Chair, Parent Director
3. Andrew Taylor, Parent Director
4. Naomi Moore, Parent Director
5. Deb Smith, Parent Director
6. Averil Fink, Teacher Director
7. Rachel Alves, Teacher Director
8. Lee Slater, Teacher Director
9. Chrisanthi McManus, Teacher Director
10. Claire Burgess, Teacher Director

Master Plan Group Members – 2014-15

1. Ian Campbell, Director representative
2. Mark Spittle, Parent representative
3. Tjenka Murray, Teacher representative
4. Rachel Alves, Teacher representative
5. Chrisanthi McManus, Teacher representative
6. Hallie Fernandez, Business Manager (joined May 2014)

College of Teachers

James Wishart, Education Manager
Lee Slater, College Chair
Mahamati, Education Administrator

Business Management

Hallie Fernandez, Business Manager