



FOR RUDOLF STEINER EDUCATION LTD.

Mumbulla School for Rudolf Steiner Education

2017 Master Plan Report

Updated: April 2017

Prepared by: Master Planning Group of
Mumbulla School

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Key Stake Holder Group Representatives

Board of Directors – 2016/2017

1. Ian Campbell – Chairperson, Parent Director
2. Ingrid Mitchell, Parent Director
3. Andrew Taylor, Parent Director
4. Vickie Goldsmith, Parent Director
5. Mark Spittle, Parent Director
6. Monique Watt, Teacher Director
7. Rachel Alves, Teacher Director
8. Lee Slater, Teacher Director
9. Chrisanthi McManus, Teacher Director
10. Reagan White, Teacher Director

Master Plan Group Members – 2016-17

1. Rachel Alves, Director representative
2. Mark Spittle, Parent representative
3. Olaf Thiele, Parent Representative
4. Tjenka Murray, Teacher representative
5. Isaac van Haeff, Teacher representative
6. Chrisanthi McManus, Teacher representative
7. Hallie Fernandez, Business Manager

College of Teachers Executive

Reagan White, Education Manager
Lee Slater, College Chair
Mahamati, Education Administrator

Business Management

Hallie Fernandez, Business Manager

1. Executive Summary

1.1. Scope of Master Plan

Mumbulla School has commissioned two Master Plans from external consultants - one in 2007 from Clarke Keller Architects, and, once the BER development was completed, one in 2012 from Baxter & Jacobson Architects. In 2014, after conducting a Strategic Review, the Board of Directors mandated the Master Planning Group (MPG) to update the school's 2012 Master Plan and this resulted in the internally produced 2015 Master Plan. The Strategic Review identified the need for new or upgraded Kindergarten facilities, and for the co-location of the Administration Offices with Reception. The School carried out Stage 1 of the 2015 Master Plan by building four new General Learning Areas (GLA) in the undercroft section of the Hall & Library Complex. In 2015, the school applied for and received a BGA grant for this building project. The building was successfully completed in time for the 2017 school year, and is now fully occupied.

After the Board of Directors' review of the Strategic Plan in July 2016, and completion of Stage 1, the Board requested the Master Planning Group to again update the School's 2015 Master Plan. In that Plan, Stage 2 was the construction of a new Kindergarten facility. The Kindergarten site is now available for design and eventual construction to begin. The following updated 2017 Master Plan identifies the best possible way for the school to achieve the facility requirements as outlined in the Strategic Plan. It is thus primarily concerned with the rationale behind the need for a new Kindergarten. It touches on a number of other planning issues (expansion to Class 7 & 8, purchase of adjoining land, local authority requirements for parking). Some were discussed in the 2015 Master Plan, and others have arisen in the interim. However, the Master Planning Group (MPG), as a volunteer body within the school, is very aware of the need to focus its limited resources on the Kindergarten project at this stage. It is envisaged that the school would update the Master Plan in 2019.

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 176 in the February 2017 census. However, actual students enrolled is 190. We have 14 students who are in their first year of our 2 year Kinder programme. Those children are not eligible for Federal or State recurrent grant funding. Of the total enrolment, six children with recognised disabilities are integrated within K-6. There are also eight identified Aboriginal students. There are also four students who are identified as using English as a 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, while improved greatly, the overall General Purpose Learning Areas (GPLAs) and specialist facilities are still insufficient, especially the Kindergarten facilities. This is 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 commercial and/or 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 classrooms of the Hall/Library Complex. This development was determined to be Stage 1 of the 2015 Master Plan. The classrooms were completed and ready for the 2017 school year. Photos of the space and classrooms are in Section 5.3.2.

We are currently working on Stage 2 - a new purpose-built Kindergarten. The architect and design concept for the Kindergarten was open to a tender process. Mark Baxter from Baxter & Jacobson Architects was contracted to be the architect at the end of 2016. He and his team have prepared drawings, plans and costings for this Master Plan update. Proposed drawings of the of the space and classrooms are in Section 9.

1.5 Terms and Definitions

When referred to within this document the following apply:

School ('s)	- Mumbulla School for Rudolf Steiner Education
MPG	- Master Planning Group
GPLA	- General Purpose Learning Area
LA	- Learning Area (classroom)

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 school 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 the update to the 2015 Master Plan prepared by the School's Master Planning Group is to guide the building development of the school over the next five years from 2017. 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 impetus for this updated Master Plan came from entering the next stage of building described in our 2015 Master Plan:

- a) Stage 1 - The need to build four additional classrooms to house educational facilities that were within the structures on the site of the future Kinder development. – **Completed January 2017.**
- b) Stage 2 - The need for 2 new Kindergarten General Learning Areas (GLA)

The planning process for the Kinder development involved/will involve the following distinct stages:

- a) Site Selection
- 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 (Undercroft Classrooms)
- 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

We will re-iterate some of these areas in the Sections below, updating the information as required to be current.



Figure 1 Aerial View of the School & adjacent land including leased roadway, (school campus contained within black borders)

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 of approximately 190 students, 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 and Strings 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 Library is an integral part of the school daily life for all students.

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. Enrolment is dependent on the number of starters in Class 1.

The school provides single stream classes from Classes 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 has generally reflected this in the past.

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 is made up of No 33, 35 & 37 Bega Street being R2 and the Parker Street Kindergarten site is zoned B4 in the Bega Valley Shire Council Local Environment Plan 2010. Schools are a permitted use in both these zonings. This was endorsed in the 2014 Strategic Plan 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 some class levels 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 in 2016 has provided further stimulus to the local economy. The school attracts 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 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. A separate Market Feasibility Study is planned to be conducted later this year.

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 29 years the school has slowly purchased adjacent properties and any existing infrastructure to suit its growing needs. It has also built an extension on a cottage to house Reception and recently, Administration. It has purchased a demountable building to serve as classrooms. 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.

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. This building represented the first new purpose built educational facility for the school.

In 2015, the School applied for a BGA grant to infill under the Library and Hall complex (the undercroft) with four new classrooms. We were successful. Construction began in August 2016 and completed in time for Class 5 & 6 to begin in the 2017 school year. The classrooms are larger than previous facilities so the school was able to accept another student who had been on a waiting list. Currently, Craft and French classes are taking place in the other two classrooms. It has been widely received as a major success. The classrooms provide state of the art projection and screening capabilities. There is additional toilet and storerooms for the school. A lift was also installed to provide easy access for students or staff with mobility issues. The oval below the undercroft classrooms was expanded to include a second play area during this building process to allow better sports facilities for the students.

There is a very real possibility to purchase an adjacent block of land next to the school that would allow educational facilities to expand and Classes 7 & 8 to occur.

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 presents a pressing and much needed improvement to enable its Kindergarten program to flourish. The Kindergarten programme is important as that is where the child starts their educational programme within Mumbulla School.

4. 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. That Strategic Plan was reviewed, updated and ratified again in July 2016 by the Board of Directors.

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

4.1. 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 BER 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.

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

Completed January 2015.

4.3 Following completion of Kinder and Playgroup facilities, Board will consider undertaking a feasibility study into establishing Classes 7 & 8.

In the latter half of 2017, the Board is planning to contract an outside consultant to prepare a market feasibility study regarding the expansion to Classes 7 & 8. The plans for expansion to Years 7 & 8 are discussed in this Master Plan in Section _____.

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.

5. Background to the Master Plan

5.1. History of Planning at the School

Mumbulla School has had planning groups at various periods over the years. This Board mandated group, now known as the Master Planning Group (MPG), comprises members of staff, the representative Directors, the Business Manager, and school parents.

- 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. 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.
- 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 2015, the Master Planning Group (MPG) updated the Master Plan to address the following issues:
 - Stage 1 - The development of the undercroft space into four additional classrooms.
 - Stage 2 - The need to prepare for a new purpose built Kindergarten.

With having successfully carried the Stage 1 development plans detailed in that document, completion of the undercroft infill, we are now reviewing the Kindergarten development stage, and any facility issues that have arisen in the interim.

- In 2017, the MPG is preparing for Stage 2 – Kindergarten development. In preparation for an application of a BGA grant, we are reviewing our Master Plan to ensure it's current with today's strategies. We also reviewed and updated:
 - The infrastructure requirements of the school 2017-2021;
 - A site assessment to identify the best ways to fulfil the infrastructure program on the school site;
 - The staging of any development to minimize any adverse impact on the smooth functioning of the school;
 - The program to ensure it was within the school's financial and human resource capabilities.

5.2. Facility Review

This document is the result of 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 the 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 also recognized the need to identify and consider longer term planning issues beyond the 5 year time scope of the 2017-2021 Strategic Plan. In order to avoid future planning conflicts, this Master Plan update has identified the relevant longer-term issues in its final section.

In 2014, we reviewed the current usage of facilities, and updated them in 2017. 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?

A summary of this 2017 assessment is outlined below:

Core Assets: 20 years+	Medium Term Assets: 10-15 years	Non-Core Assets
Main Hall Complex housing also: Music instruction room Library Industrial Kitchen Literacy & Numeracy Tutorial Rooms Storage room Toilets (girls, boys, accessible)	1 Parker Street building – housing: Kindergarten Class1 Class2	33 Bega Street cottage- housing: Playgroup, Meeting room, parents' lounge room,
Undercroft Infill classrooms: Class 5 & 6 Craft classroom Multi Purpose Room – French with possibility art and science Toilets - (girls, boys, accessible) Storerooms	Central Toilet blocks- (girls, boys, accessible) Shed – storage shed Wood working shed – with secure storage area.	35 Bega Street cottage – housing: Strings Music Instruction Small Private Meeting room SWD breakout/quiet room
37 Bega Street adjacent 2 buildings: Teacher Resource & Meeting Room Administration Office Reception Teachers Lounge Photocopier & supply room Staff Kitchen Combined Office-B&G, ICT	Demountable Building housing: Class 3 and Class 4	

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 School with appropriate facilities into the future. The details of this assessment are presented in Appendix 3.

5.3. Review of Master Plan 2015 Accomplishments

5.3.1. 2017 Relocated Rooms

As the educational functions within the school have changed location have reviewed and noted below where each is currently located:

I. New Class 5 Room

Class 5 was moved to the Undercroft infill, at the western end to maximise light to the classroom. Teacher resources and a meeting space now occupies the previous Class 5 room creating two adjoining structures being used for staff and administration only.

II. New Class 6 Room

The previous Class 6 Room, located adjacent to the Library, was not intended to be a dedicated classroom. The room adjacent to the library is now being used by Numeracy and ICT. It was originally intended to be an IT research room (*BER*) and as such it is equipped with IT facilities.

Class 6 has moved to the Undercroft infill, at the eastern end to maximise light. This has had 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 2012.

Professional advice, and subsequent development of the Undercroft space as four general purpose learning areas, has led the school to consider expanding to Classes 7 & 8.

III. New Craft Room (Classroom #3-Undercroft infill)

Craft is a core part of the curriculum and requires a dedicated space with enough space for 14 students, ample storage, good light and an adjacent outdoor area. Craft has been relocated from their current cramped space in the cottage at 35 Bega Street to an inner classroom in the undercroft infill. Locating Craft directly below the Library provided both a highly suitable space and an ideal location. Previously, Craft and Library were located at opposite ends of the school campus, which was very inefficient for the movement of children between classes as they share the lesson time within the same class.

IV. Multi-Purpose Room (Classroom #4-Undercroft infill)

a. New Language room

Classes 1-6 study French. Previously, classes were held in their respective classrooms. In 2017, the classes come to the dedicated French room. Resources are set up and easily at hand. This has proved to have better educational outcomes. This room is used on Tuesday & Thursdays.

b. Information Technology room

The MPR was also set up with ICT capabilities for the future. The previous Class 6 room is equipped with IT infrastructure as well. (It is now being used for Numeracy Remedial). Both rooms could be used as dedicated IT study spaces. This is significant if expansion to Classes 7 & 8 should occur at the school.

c. Art Room

The classroom is used for teachers who need space for art work (painting, ceramics, etc.) on days when French is not in use.

d. Science Laboratory Room

The MPR was set up with water and electrical requirements needed for a Class 7 & 8 set up in the future. This was done with forward thinking so retrofitting would not be required.

V. Storage Areas

More storage is always desirable. In planning the new Undercroft infill, consideration was given to providing storage areas both within classrooms, and in 3 remaining spaces under the stairwell. A dedicated cleaner's storeroom was also incorporated into the breezeway space.

VI. Additional Toilet Block

Three toilet blocks (boys, girls, accessible) were added in the Undercroft infill. There will be 3 single general use toilets that 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.

VII. Numeracy Support Room

This educational functional area had been in the cottage at 35 Bega Street and would be displaced by a new Kindergarten in that site. It has been moved to the room adjacent to the Library and is now adjacent also to the Literacy Support room. We now have a concentrated Learning Support Wing at the eastern end of the Library complex. The space is more than adequate for holding up to 12 students (class size for remedial Numeracy). Its use would be part time, so it can double as a music rehearsal room or IT usage when timetabling allows.

VIII. Music Tutorial Rooms

Since the last Master Plan in 2015 was written, the Strings Tutorial room was deemed not suitable for use as it had asbestos siding that was not stable. The Music "Hut" was dismantled in April 2016. For the remainder of that year, lessons were held in the instrument storage room off the Hall. In 2017, Strings instruction is being conducted in the old Craft room in the cottage at 35 Bega Street. After demolition of this building we will require a space large enough to hold 4-6 students.

IX. New Teachers Resource & Meeting Room

The Teachers resource and meeting room is now in the same building as the supplies, photocopier, staff lounge and staff kitchen. It was the old Class 5 room. The building is now solely dedicated to serving the teaching staff. It is also adjacent to the Administration and Reception building forming a core area. All staff have commented that this set up is very positive. We do not want to revert to using that room as a classroom again.

X. Covered verandas

Since the 2015 Master Plan, the school has covered the amphitheatre with a shade sail, installed a veranda roof over the learning support outdoor space, and extended the woodwork shed to encompass an outdoor learning area doubling the space.

5.3.2. Stage 1 - The Undercroft Infill Project - 2016

The development of and construction in the Undercroft commenced mid-2016. There was minimal disruption to the educational program as the builders had access from the adjoining block of land. Construction was completed in January 2017, and classes started at the beginning of the year. The lift was installed in April, with final occupancy certificate received.



Figure 4 Eastern View of the Undercroft development



Figure 5 Western View of Undercroft Development



Figure 6 Class 5 Room in Undercroft Development



Figure 7 Craft Room in the Undercroft Development



Figure 8 French Room in Undercroft Development



Figure 9 Class 6 in the Undercroft Development



Figure 10 Accessibility Lift in the Undercroft Development

Upon completion of the undercroft classrooms, the school has the infrastructure in place to allow the Kindergarten site to be developed.

5.4 Master Plan Time Table

We have kept to our time table, thus far, as presented in the 2015 Master Plan. The updated proposed timeline for development is as follows:

- 2017 Funding Application to BGA for Stage 2 – Kindergarten Project – 2 GLAs
Further design development of the Kindergarten Project
Feasibility Study for Classes 7 & 8 conducted
- 2018 Demolition of 33 & 35 Bega Street cottages
Construction of Stage 2 – Kindergarten Project
New Parking Lot constructed in cul de sac
- 2018/19 Summer - Refurbishment of old Kinder for Playgroup, Music instruction
- 2019 New Kindergarten open at start of school year

6. Stage 2 - A New Kindergarten

The Mumbulla Kindergarten is divided into two classrooms, adjacent to each other. Children usually begin Kindergarten at Mumbulla School on a part time basis increasing to 5 days per week over 2 years. The consequences are that each Kindergarten class has a mixed aged group with some children turning 5 years during the year and others turning 6 years. Currently, each classroom has a maximum of 20 students on any one day, with maximum enrolment being up to 42 children.

The current approximate sizes of the various spaces that comprise the Kindergarten area are as follows:

- Total site area including building and outdoor space - 460 square mts
- Classroom 1 - 65 square mts
- Classroom 2 - 60 square mts
- Toilet and service area - 10 square mts
- Verandah - 35 square mts
- Outside play space - 290 square mts

6.1. Rationale for a new Kindergarten

The school is been aware of the current inadequacies of the current Kindergarten facilities. When built/renovated the enrolments were less than today's demand. The many renovations and remodeling done to the Kindergarten have constituted low-cost patch-up jobs designed to cope with the steady increase in class numbers from the school's early days. However, when Kindergarten classes reached capacity a number of years ago the point was reached when the staff began to advocate for better facilities. During this period the question of a new Kindergarten has taken a back seat to other building projects, in particular the new Hall and Library complex built under the auspices of the *Building the Education Revolution*. Since then, the 2015 Master Plan identified the need to firstly build the Undercroft to house, among others, those educational functions that were using the proposed Kindergarten site. Therefore, a new Kindergarten yet again had to wait. Now the school is ready.

The inadequacies of the existing Kindergarten can be summarised under a number of headings.

6.1.1. The Building

From a Steiner perspective, a Kindergarten needs to be a cosy, nurturing environment. However, as enrolments have grown, the space is no longer adequate. At approximately 65 square metres each, the two Kindergarten rooms are too small to offer an ideal level of comfort to the children, and constant care needs to be exercised by the staff. The inadequacy of the internal space is particularly apparent when parents attend activities during class time, which is a common feature in the Mumbulla Kindergarten. It is also apparent on a daily basis with regard to cooking and eating, as the kitchen forms an integral part of the classroom. The current facilities are not fit for purpose.

6.1.2. Outdoor Area

At approximately 290 square metres, the outdoor space is woefully inadequate for 42 children and attending staff. Kindergarten is a play-based learning environment, so the outdoor area requires a variety of different spaces including sand pits, dirt pits, climbing equipment, swings, grass, trees and water. There isn't enough space for the children to pursue the various mixes of individual and group play that is so important for their development. On a practical level, the number of children

in such a small space means the grass areas become bare dirt and never fully recover during non-term times.

6.1.3. Health and Safety Issues relating to the fabric of the Building

The building structure is damp and has mould issues, and due to its design is prone to periodic flooding. This happened recently and led to costly replacement of flooring and equipment. There is little that can be done to prevent this from recurring due to the configuration of the building on the site. Removing a section of the building would alleviate the drainage issue but would make one of the classrooms totally unusable.

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.

6.1.4 Insufficient Toilet Facilities

The current Kindergarten has only two toilets for children and no toilet for adults. There is no room for increasing the number of toilets. In addition there are inadequate facilities for toileting children with severe disabilities. In six of the last 8 years, the Kindergarten has had students needing nappy changing due to severe disabilities.

6.1.5. Lack of Staff Meeting and storage facilities

There are no separate areas for Kinder staff to do paperwork, interview parents, or even put their belongings. The lack of interview space means that the Kindergarten teachers have no private area to discuss child behaviour with parents, or to discuss child behaviour privately between themselves. There are no storage facilities for food, medical supplies, surplus cookware, clothing, teaching resources or play equipment.

The lack of storage makes the classrooms themselves the repository of material that rightly belongs away from the day to day activities of the children. Staff are required to store school resources and materials at home when not needed as there is no storage. This means the Kindergarten staff are hauling bulky items to and from school on a daily basis.

6.2.1 Extending or remodeling the existing facilities?

The current Kindergarten is located at the rear of a 40 by 17 metre block of land surrounded by residential neighbours on two sides. There is no possibility of extending the current Kindergarten. In section 8.2, the possibility of buying the adjoining land is being reviewed. In the course of preparing this document, MPG have rejected the idea of using this land for a new Kindergarten if it were to become available. The negotiations could prove to be protracted, the land may never become available to the school, and the need for a new Kindergarten is too pressing to wait. Further, the school has Classes 7 and 8 as its next priority for examination, and any delay in building the Kindergarten will necessarily delay their potential start date. The point below also bears on this argument.

6.2.2. The location

At school pick up time, the current site is tucked away so that the children need to be shepherded by the teachers to a more central collection point. It requires considerable vigilance by the teachers to make sure all children remain in one place until collected. The proposed new Kindergarten site fronts Bega Street. This makes it ideal for parents to bring their children straight from the footpath into the Kindergarten precinct. It also makes it ideal for the children at the end of the school day. They can remain in the Kindergarten area until their parents pick them up.



Figure 11 Photos from the current Kindergarten showing cramped conditions

6.3.The new site

Having cleared the new Kindergarten site at 33 & 35 Bega Street of any functions, a new Kindergarten can be constructed with minimal disruption to the teaching program. Ideally, the construction program would commence early 2018 with Kindergarten relocating later at the end of the school year to its new location.

Playgroup would be run on a part-time basis during the construction phase of the new Kindergarten. On completion of the new Kindergarten, Playgroup and music instruction rooms would move into the old Kindergarten rooms. Any refurbishment work would be done during the school vacation prior to the move.

The school currently has 4 off street parking spaces, including an accessible spot, located on 33 & 35 Bega Street. We will need to replace these spaces in another location. At the time of the DA approval for the Undercroft infill project, the local planners from Bega Valley Shire Council informed us we will need to expand our capacity with our next development project.



Figure 12 Master Plan Development - Stage 2 – New Kindergarten Facility site location

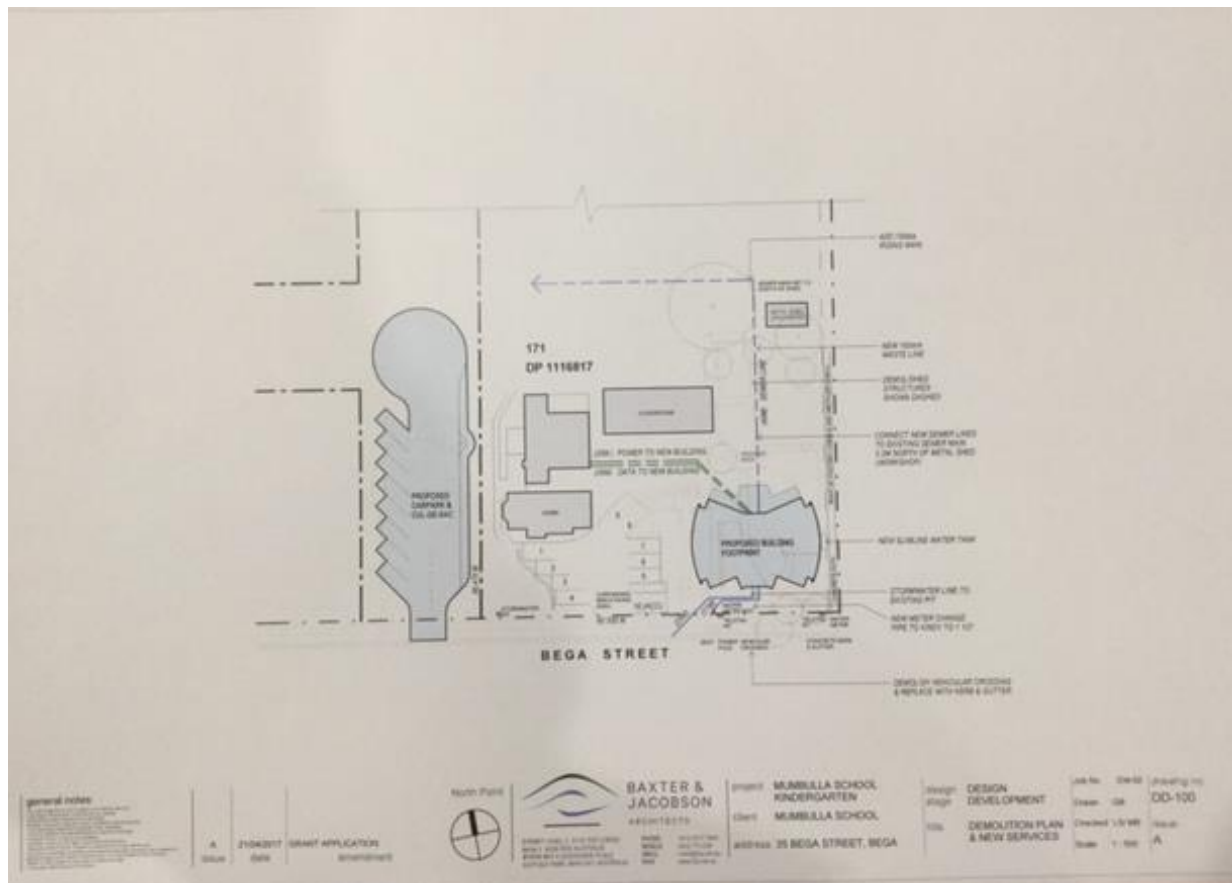


Figure 13 Master Plan - Stage 2 – New Kindergarten Facility – Demolition Plan & New Services

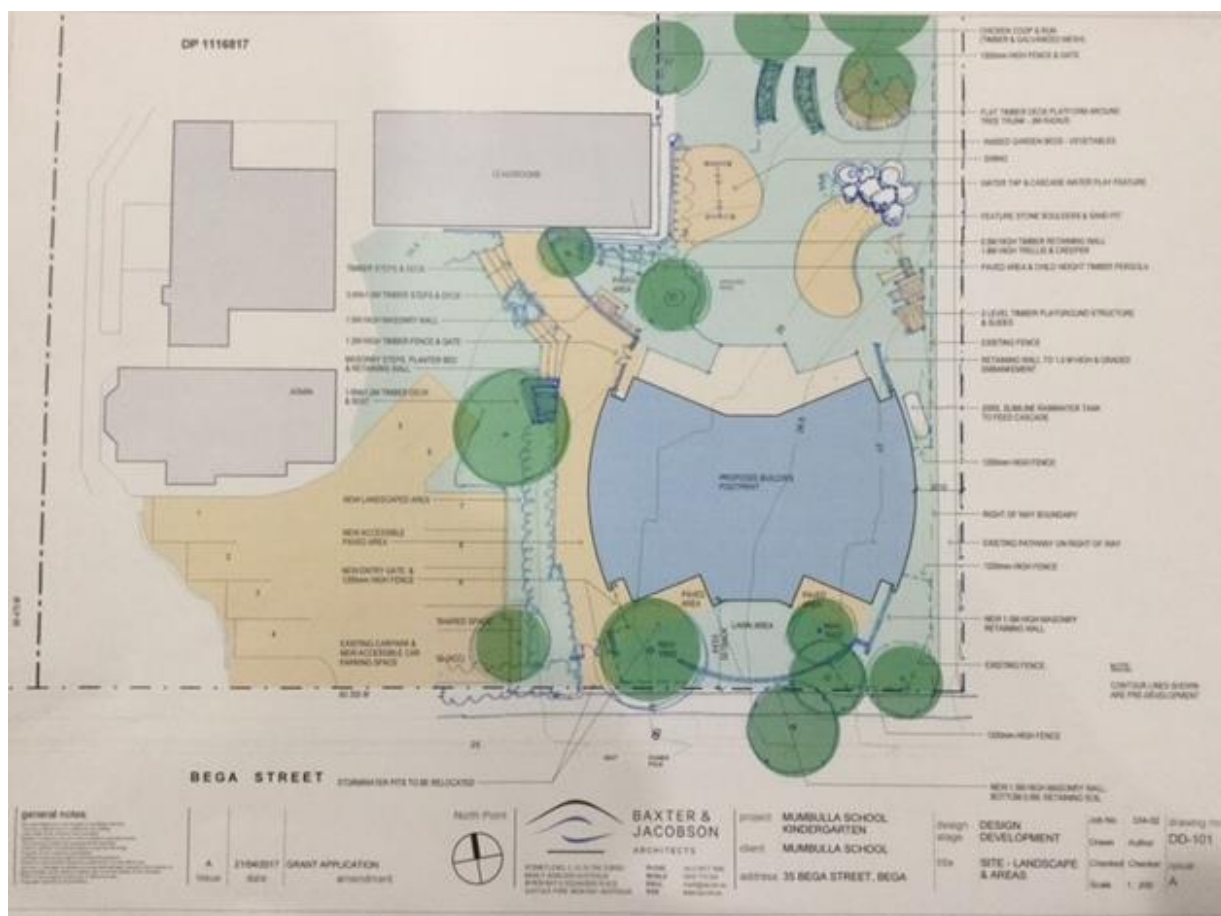


Figure 14 - Master Plan Development - Stage 2 – New Kindergarten Facility – Landscape & Planned area

7. Kindergarten Development

Since the completion of the Hall and Library complex in 2011, and the Undercroft classroom infill in 2017, Master Planning Group is focusing on a new Kindergarten development. Mumbulla School's Kindergarten has extensive and unique requirements.

7.1. Kindergarten Site Selection - 3 stages

7.1.1. 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 submission to the architect is presented in Appendix 3.

The Brief: In summary, a new Kindergarten facility would comprise 2 classrooms, each with a capacity for 28 students. Each classroom would have a play area and a quiet area, a kitchen with a bench and sink for adults, and a bench and sink for children. It would have ample storage, children's toilets accessible to each classroom, a disabled and adult toilet, and a small office for interviewing parents and children.

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.

7.1.2. Site Assessment

A site assessment was carried out in 2014 to determine appropriate locations for a new Kindergarten. Each building was assessed for its functionality, educational adequacy, sustainability, maintenance requirements, cultural values, health and safety, and land-use efficiency. We still hold to the original determination that the site of 33-35 Bega Street is best.

7.1.3. Option - proposed, evaluated and decision

In 2014 the options for site selection of the Kindergarten were examined and it was decided by the Board of Directors that a new purpose-built Kinder is to be on the site of 33 & 35 Bega Street, currently occupied by two cottages. 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.

The site has a large aluminium storage shed located in the rear of the cottages. This is the school's main storage area. We will need to relocate the items stored to other areas.

To re-iterate, the site generally:

- is large enough to accommodate 2 new Kindergarten classrooms and provide ample outdoor space;
- faces north and is directly accessible from Bega Street;

- can easily be segregated from the rest of the school by virtue of its location on the school's south-eastern boundary;
- has an outdoor courtyard space for teaching, which currently exists in basic form, and can be developed to the west of the new Kindergarten.



Figure 15 - Photo of 33 & 35 Bega Street - both Current Cottages

This option also has several other considerations:

- 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 share the existing Kindergarten facility.

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 and planned for since then.

This plan 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.

In 2016, the MPG invited eight architects to submit Expression of Interest. Interviews were held and the firm of Baxter Jacobson, with Mark Baxter leading the team, was chosen for this project. We have been working with them since October to develop the below concept plans for the new Kindergarten. The cost estimate for this project is approximately \$1,625,000.

7.2. Functions needing to be Relocated

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 involves identifying the most appropriate locations to house these functions, and then resolving this in the concept design stage. Those functions were reviewed in this planning process. Construction of a Kindergarten on the Proposed site will require the re-location of the following functions:

- ❖ Playgroup
- ❖ Strings Instruction room
- ❖ Meeting room
- ❖ Break out room for Students with Disability
- ❖ Storage space

For this reason, the Kindergarten project needs to consider the provision of facilities for the above functions.

I. 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. Also, the deficiencies of the Kinder classrooms would not have as large an impact as most children and parents only attend one day per week for 3 hours. Any refurbishment costs associated with this transition would be funded from the school's capital budget.

II. Strings Instruction

The current room for String Instruments is held in the old Craft room. With the building of the Kindergarten rooms, that Cottage at 35 Bega will be demolished. An alternative space needs to be large enough to hold 4-6 students, plus an area for safe storage of string instruments. Its use would be part time. We can use the room adjacent to the Hall once again in 2018, however, it is not a long term solution. Any refurbishment costs associated with this transition would be funded from the school's capital budget.

III. Breakout Room for Students with Disability

This room, in use since 2017, has proven extremely helpful. We plan to relocate this room to a small room, previously used as a student bag room, located within the Learning Support wing.

IV. Storage Space

The main storage shed (53 sq mtr) will be removed to build the Kindergarten and outdoor play space. The school plans to buy a container to be placed on the levelled area on the side of the undercroft classrooms. We will still need a permanent location for a shed that we are earmarking it for the adjoining block if we are able to purchase it. If not, we will determine another location.

8. Provision required of other Facilities

Having successfully selected the site for the new Kindergarten, the remaining planning issues need to be resolved. The predominant issue was the loss of parking spaces. Future options were also considered at this point. The possibility of purchasing an adjoining block of land and expansion to Classes 7 & 8 were the most predominant.

8.1. Parking

This was a critical stage in the Master Planning process, as we are aware that the parking limitations of the school need to be dealt with in this next phase. The 2012 Master Plan proposed car parking in the Council roadway that traverses the site, and while this was rejected by the school in the short to medium term, it has been revisited.

At the current enrolment levels, the provision for parking at Mumbulla School satisfies Bega Valley Shire Council's parking requirements. Their requirements are as follows:

- 1 space per 30 students for visitors, and
- 1 space per 20 students for staff.

The Development Application submitted in 2016 for the Undercroft project was assessed on the basis of 177 students requiring 15 car parking spaces on-site (6 spaces for visitors and 9 spaces for staff). However, the school only narrowly meets this requirement, and will struggle to meet it once the Kindergarten site is developed, as this area currently provides 4 of spaces (including an accessible space). While the overall school numbers will only increase slightly as a result of the new Kindergarten, the numbers would increase significantly if the school implemented the proposal to offer Classes 7 and 8.



Figure 16 Photo of the parking lot with cars double parked – a normal day

Essentially, the school will need to create more parking spaces in the coming years to comfortably satisfy Council's requirements. The exact number is as yet undetermined, but it will be such that a carefully planned solution will be needed.

With this in mind, the school has been exploring a number of options in collaboration with Bega Council.

Option 1 - The first option is for a new parking area to be built on the 'paper' road that runs through the school campus. The architect for the Kindergarten project has drawn plans for this option, which council have reviewed in an informal manner. Their response to this proposal has been positive, and we feel confident that it would provide a technically feasible solution were it to accompany our Development Application for the new Kindergarten. This is comforting in the sense that the project won't be held up due to parking issues.

However, it is not an ideal solution as it would disrupt the flow between the main area of the school and the area that lies to the west of the 'paper' road. The cul de sac needs to be extended. We would also like to ensure that parking and driveway is designed in such a way that these spaces are safe of children moving within this environment. As mentioned above, it is technically feasible and the school is confident that it could manage the pedestrian/car interaction with good design. There is also a high likelihood that the school will be able to purchase the paper road in due course, which would allow some positive modifications to be made to this solution.

Option 2 - The second option involves the purchase of part of the adjoining block of land. This would be an enormous advantage to the school not just in terms of parking but also for future buildings and an extension to play areas. Beyond the school's immediate need for more parking, it opens up many possibilities. If purchased, we could move almost the entire car park from the front of the school, which would improve the streetscape, reduce pedestrian/car interactions at drop-off and pick-up and free up street front land for building. This option would also involve the land purchase cost as well as the parking lot construction cost.

Other Options - There are other options available, which we have discussed in a general way. As they involve co-operative planning with neighbours, and no conclusion has been reached, the school would prefer at this stage to defer more thorough planning, and keep them as options of last resort.

Conclusion - The school is fortunate to have a tenable solution in hand. We will be choosing Option 1 at this point in time. It is critical that the car parking spaces provide for the expected growth in the school and whatever future growth is undertaken as part of the Master Planning process. The architect for the Kindergarten Development has prepared the plan below. It is estimated to cost \$122,000.

Parking area plan

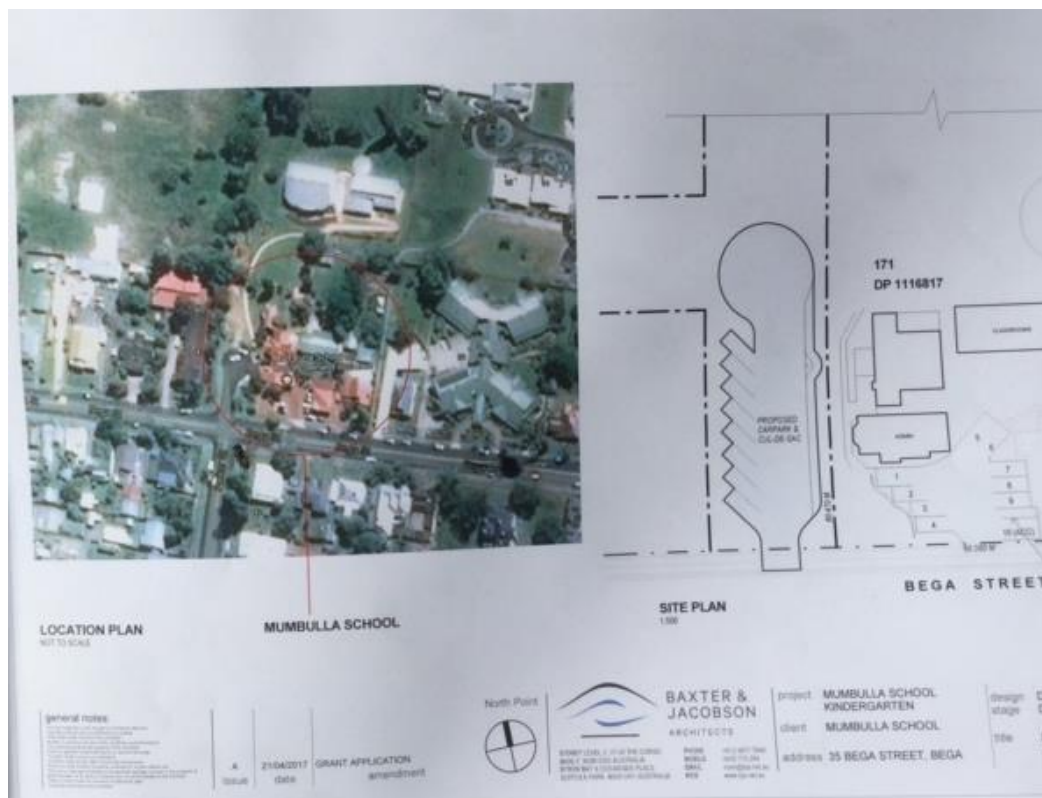


Figure 17 Location drawing of the proposed parking lot development



Figure 18 Photo of the cul de sac - proposed area for the parking lot development (looking in)



Figure 19 Photo of the grounds to be used for the new cul de sac turning area (looking out)

8.2. Adjoining block of land – “Spenco”

The prospect of purchasing part or all of this land has ebbed and flowed over many years with its various owners, but now seems to be a distinct possibility. In February 2017, the site was purchased by the Spotlight Group from the bankrupt Masters Hardware Chain; one of a number of sites that Spotlight bought in a single transaction from the failed Masters Hardware chain. We have recently had a brief on-site discussion with them, and positive email communication with their CEO. As very new owners, their management team are still familiarising themselves with the site but their initial indication was that they were interested in the western portion of the site, which would dovetail perfectly with our interest in the eastern portion.

The block of land, 4131 sq mtr, located to the west of the school has had a tannery and many other uses of it over the years. A large portion of it is also below the 100 year flood line. Street frontage is limited. Receiving approval from Council will be difficult for a large white goods store of this type as having a school as their neighbour and rear access is directly through our playground. The block of land has 11 separate titles on it. The school Master Planning Group has discussed the possibility of purchasing some of this land for several years. If purchased, we would have a land bank that would provide the school with building space for many decades to come. It could also allow the school to develop spaces for creative partnerships with the wider community.

This option will of course cost money in the form of a land purchase on top of any development costs of those buildings. It is also far from a certainty. We will, however, be pursuing this option with determination.

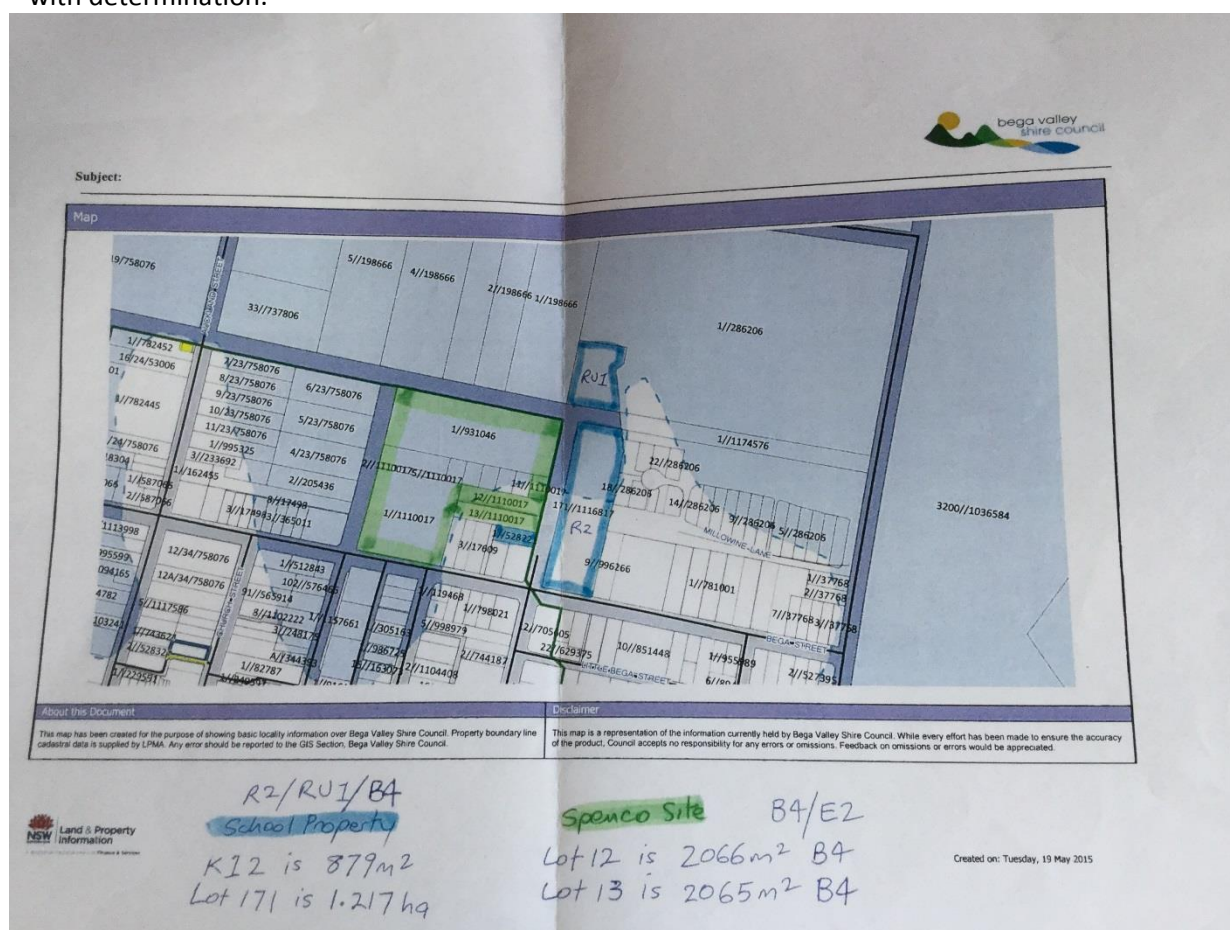


Figure 20 Map of the school and the adjoining “SPENCO” block of land

8.3. Expansion to Class 7 & 8

Offering Years 7 and 8: Preliminary Planning

For many years, Mumbulla School has been considering offering Classes 7 and 8 as a complement to the very successful K-6 primary program. Both the College of Teachers and the Board are excited at the prospect of this happening, with a general consensus that Classes 7 and 8 would not be offered until after the completion of the Kindergarten project. This gives the school sufficient time to thoroughly plan how, when, and indeed if Classes 7 and 8 may happen.

In the context of this Master Plan, the aim of the following discussion is not to arrive at any decisions but to raise as many relevant issues as possible to assist in the future planning stage. The Board is planning to have a Market Feasibility Study completed in the latter half of 2017.

WHY IS THE SCHOOL CONSIDERING GOING TO YEARS 7 AND 8

There are a number of reasons why the school is considering this issue. They are grouped under a few general categories below.

Pedagogical/Philosophical Reasons

Mumbulla School provides a unique educational experience in the context of the Bega Valley. All of the teaching takes place under the broad rubric of Rudolf Steiner's theory of childhood education.

A guiding principal in his theory of education is the division of childhood education into three stages: up to age 6/7, from age 7 to 14, and from 14 upwards. These stages obviously don't correspond to the Australian division with regard to the transition from primary to secondary school at around the age of 12.

Offering years 7 and 8 would allow Mumbulla School to offer the full 'elementary' stage of Steiner learning, whereas now it is truncated to conform to the broader Australian norms.

In practical terms, the opportunity to continue subjects such as music, craft, language, singing and art is very exciting, as is integrating Year 7 and 8 science into the Steiner curriculum.

Responding to demand

There is a demand from many parents within the school community to offer Years 7 and 8. The reasons behind this are probably as many and varied as there are parents wanting it to happen, but there seems to be some general themes.

One theme relates to the quality of education that the school currently offers, and a desire to continue that for a further two years. This could be summarised as parent-inspired philosophical and pedagogical reasons, a complement (and compliment) to the school's own reasons mentioned above.

Another theme is a more reactive one, relating to the choices on offer to parents and students after leaving Class 6. There are four secondary school options available, two public and two private:

- Bega High School (Bega);
- Eden Marine High School (Eden);
- Sapphire Coast Anglican College (Bega); and
- Lumen Christi Catholic College (Pambula).

It is not appropriate in this discussion to argue the perceived merits or shortcomings of any individual schools. However, there is a genuine sense within the school that some parents would like to have another option when choosing a secondary school for their child. This quite possibly

applies more broadly than simply to Mumbulla parents: parents from other schools in the Bega Valley may be interested in sending their child to Mumbulla School for Classes 7 and 8. This subject has some sensitivities around it and will need further discussion.

Responding to Capability

The discussion of Classes 7 and 8 did come up during the Undercroft's design development. It arose at the point of deciding whether to invest in highly purpose-built rooms- a Music room, and a Computer room - or to make the four spaces as flexible as possible. It was decided to make them as flexible as possible, partly with Classes 7 and 8 in mind. The Multi-Purpose room was set up with capabilities for a science laboratory and art room usage, as well as a computer lab in the future. Some re-purposing elsewhere in the school would be required (involving capital costs), and some compromises would need to be made, but the capability exists to house Classes 7 and 8 in these adequately sized classrooms.

If the Market Feasibility Study results in a favourable recommendation for expansion to Classes 7 and 8, then the College of Teachers would develop curriculum for registration submission. This is required by 31 March of the prior year. The school would be prudent and start first with Class 7 and then the following year, extend to Class 8. We do not envision expansion prior to 2020 as facility development will be required.

If the adjoining block of land becomes available, 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 so they do not impinge on the educational and aesthetics aspects of Mumbulla School.

We could be in a position to review a possible expansion to Classes 7 & 8 starting in 2020. If Classes 7 & 8 were to go forward the following functional areas would need to be constructed or refurbished:

- New Classroom for Class 5; with Undercroft classrooms being used for Classes 6, 7 & 8;
- Science and Art room – Undercroft Multi-Purpose Room
- New purpose built Craft room;
- Storage Shed
- Wood work Shed with uses for curriculum requirements up to Class 8

This could come about in two different scenarios.

Scenario #1 – use of the existing land space - In the current area of the vegetable garden, western boundary edge, build two General learning space – for the purpose of Class 5 and a purpose built Craft room. This will significantly reduce the open general “play” area of the school and require us to find other locations for the displaced vegetable gardens, which are integral to Steiner education. Also, a location for the storage shed would still need to be found.

Scenario #2 – purchase of the adjoining “SPENCO” block of land – The 2-purpose built GLA's would be built on this block as well as the parking lot, storage shed and the wood work shed would be relocated allowing the new Kindergarten play space to be expanded. This is the preferred scenario. However, until we enter direct negotiations with the new owners the school cannot make definite plans. Hopefully, prior to a parking lot being built in the new proposed cul de sac location, we will know the outcome of this possibility.



Figure 21 Scenario #1 – Class 7 & 8 expansion within existing land space



Figure 22 Scenario #2 – Class 7 & 8 expansion with purchase of adjoining block of land: Parking & new GLA's

8.4 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.

9. Financial and Capacity Assessment

In 2015, 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, both Stages 1 & 2, was a sound financial investment for the school.

It was determined that the division of the projects into 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 *BER* development, the Hall/Library Complex, and now the Undercroft infill classroom Project, the school wishes to maintain that reputation.

The Undercroft Infill classroom Project's final cost was over the initial budget by approximately \$315,000. This was due to the initial costing being based on a lower cost per square meter than actual (\$1800 vs \$2700), consultancy fees not being included, and Council levies (94a & 64) amounting to more than \$25,000 not included. As the design was developed more, some during the actual construction, cost variances arose. The project cost estimate at the time of the BGA submission was \$998,900. The construction tender accepted was for \$1,079,000. There were additional variances during the construction of approximately \$80,000. The school covered the overrun, however, that has diminished the cash funds available for Stage 2.

We have learned considerably by these omissions and have requested from Baxter Jacobson Architects detailed plans for the Kindergarten at the concept stage and a full costing review by a Quantity Surveyor. The Quantity Surveyor reviewed the plans for the demolition of existing buildings, construction of the new proposed Kindergarten and landscaping, and the construction of the new parking spaces required.

QS Estimated Building Cost	\$ 1,661,000
Local Authority Fees	\$ 37,000
Consultants' Fees	\$ 178,500
Furniture, Fixtures & Equip	<u>\$ 17,000</u>
Total Estimated Project Cost	\$ 1,893,500

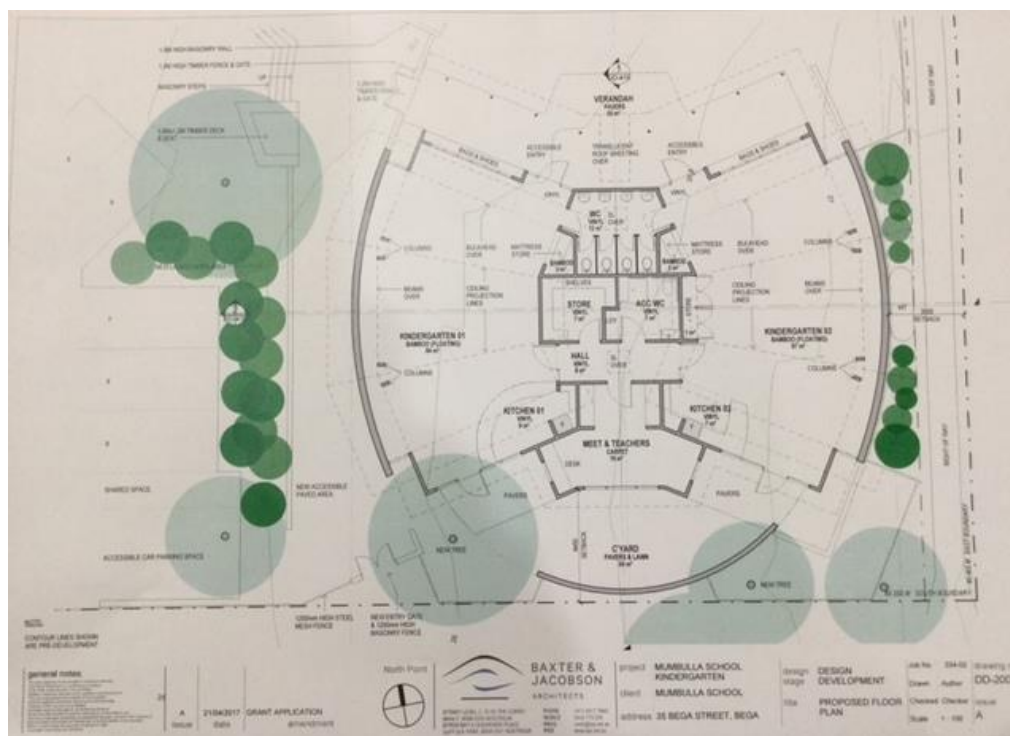


Figure 23 Proposed Kindergarten Development – BJA Floor Plan

It is important to note that all 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. The Town Planner has provided the school with a letter stating there have been many discussions and he is aware of our intention to develop the various sites contained within this Master Plan. The school has positive relations with the Council.

9.1. Development Proposals

Year	Building Description/Planning	Proposed Stage	Cost (excl GST)
2016	<ul style="list-style-type: none"> Undercroft infill Construction Tenders for Architects of Kindergarten Stage 	1 2	\$ 1,315,000 Actual
2017	<ul style="list-style-type: none"> Submission of BGA grant application for Kindergarten development Kindergarten design development Design of new parking area & engage in discussions with Council Engage in Discussion with owners of adjacent land Feasibility Study for Expansion to Classes 7 & 8 	2	\$ 20,000 fee architect fees \$ 20,000 fee architect fees \$??? \$ 12,000 est
2018	<ul style="list-style-type: none"> Demolition of existing structures Construction of Kindergarten Review of expansion for Classes 7 & 8 	2	\$ 1,731,500 est
2018/19	<ul style="list-style-type: none"> Parking lot extension in cul de sac 	2	\$ 122,000 est
2019/20	<ul style="list-style-type: none"> Relocation/refurbishment of Playgroup and Music Tutorial to old Kindergarten rooms (inc. new roof) Removal of asbestos from Teacher Resource room Master Plan update Dependent on Class & 8 expansion – BGA application for additional educational facilities. 	2a	\$ 30,000 est \$ 30,000 est
2020	Review of expansion to Classes 7 & 8		

10. Funding

This document, read in conjunction with the architectural drawings for the proposed Stage 2 of Kindergarten 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 funds for Stage 2, even though the school's cash position is positive and healthy. We obtained a loan for Stage 1 from Bendigo Adelaide Community Sector Bank. A valuation was done on the property and assets. They have determined that we have additional borrowing capability.

We have prepared a Strategic Cash Flow forecast for 2017-2022 and beyond. This demonstrates that the school has cash surplus reserves to carry out the school's normal capital expenditure plans. However, they are not sufficient without the assistance of a BGA grant for Stage Two (Kindergarten Project) and construction of the parking area. Dependent on the purchase and development of the adjoining block of land, as well as all other Capital expenditures, a base cash reserve is required.

The school has outstanding loans as of 30 April 2017 of approximately \$600,000. We transferred our loan of \$160,000 with Foresters Group to Bendigo's Community Sector Banking when obtaining funding for Stage 1 of \$440,000, making it a total of \$600,000. The school's Finance Group determined that it was best for the school to re-finance to ensure a healthy cash flow for all capital projects undertaken. The school invested \$475,000 of its own surplus cash reserves in the development of Stage 1. Bendigo's Community Sector Banking is aware of our future plans to request additional funds for Stage 2 and is favourable to them.

Funds are required for additional minor capital projects such as:

- Covered Bus Shelter – the children currently don't have anywhere to wait for the school buses when it rains
- The capital budget for 2017 for purchases of class room air conditioners, furniture requirements, IT and general improvements is \$80,000.

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

- If remaining in the current function, the teacher resource/meeting room (formerly Class 5) would require asbestos removal, some new walls and doorways placed strategically, and furniture & fittings.
- The old Kinder rooms would need to be renovated to accommodate Playgroup, and additional Music rooms. The rooms on that building would need repairs and/or replacement.
- Purchase of the adjoining block of land. Purchase price still undetermined.
- Minor renovations of a storage area for use as a Break out room for Students with Disability (SWD).

Therefore, the Stage 2 Project (including parking), having an estimated cost of approximately \$1,893,500, we believe we will be able to fund the project approximately 37% from our reserves(\$732,000, including donations & Building Fund reserves), obtain a loan for an additional 21% (\$400,000) and are requesting from the Block Grant Authority approximately 40% (\$761,500).

The school will continue, and expand, its fundraising drive for the new Kindergarten. The Kindergarten teachers have sold over \$6,000 worth of “Kinder Marmalade”. We will actively increase the Building Fund donation campaign.

11. Outcome

11.1. Landscape Plan

Along with the continued planning associated with this Master Plan, and at each stage of development a Landscape Plan is prepared, incorporating planting, pedestrian circulation, disabled access, open space, lighting, security, outdoor learning spaces etc.

This is ongoing to enhance the school environment and to facilitate a co-ordinated approach to future outdoor projects.

11.2. 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.

11.3.1. The current Class 1 and 2 and Kindergarten building -identified as a medium term asset.

It was originally a commercial laundry, and has been modified several times in the last 29 years. When considered beyond its functional life for classroom use, 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 Music Tutorial space and a dedicated Language Room.

11.3.2. The Class 3 and 4 building - identified as a medium term asset.

It is a temporary demountable building transported to the site. When 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.

11.3. Major Infrastructure Requirements

By 2019, Mumbulla School would have achieved many items in 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;
- New Cs for Classes 5 & 6;
- New Craft room;
- Dedicated Learning Support wing (containing Literacy, Numeracy, SWD breakout room);
- Dedicated Music rooms; classroom
- Dedicated Language Room;
- New toilet block – undercroft;
- Lift for disabled access to lower level of Hall Complex and Oval
- Increased parking space capacity.

The school's major infrastructure requirements would be satisfied.

12. Appendices

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

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

Appendix 2 – Master Plan 2015 – Mumbulla School for Rudolf Steiner Education, Master Planning Group.

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

Appendix 3 -Kindergarten Requirement Brief

Prepared by Chrisanthi McManus, Annabel Ciufo, and Rosie Yee - Kindergarten teachers, August 2016

Kindergarten Building Project Requirements

Overview

The Kindergarten at Mumbulla School has a play-based program with a homelike domestic focus. It is not a regular classroom environment and has particular needs necessary for the implementation of a Rudolf Steiner Kindergarten program.

The Kindergarten Building Project needs to provide:

- two interconnected kindergarten classrooms,
- a pantry
- toilet facilities,
- an adult office and interview room,
- a storeroom,
- a laundry facility, accessible from the garden
- outside play space,
- an outside sitting area/piazza
- storage for children's bags, and belongings- bag boxes/lockers
- solar panels for hot water and power
- acoustics is an important issue- during play the room can become quite noisy and accounting for this in the design is essential
- Heating and cooling- temperatures in Bega can range from high 30's to 40's in summer and below zero in winter. The design should be passive solar and have good insulation
- Each classroom needs to have a telephone
- Cooking Smells from neighbours
- Noise/ truck delivery and air conditioner from neighbours
- How Kinder is accessed and how it exits to rest of school

Colour scheme and interior design considerations

- **A homelike atmosphere – the kindergarten is considered a bridge between home and formal schooling.**
- Natural materials- wool, cottons, wood – there is a strong focus in Steiner education on aesthetics that are nourishing to children's senses
- Pink or warm pastel colours for walls and curtains, to create a warm and nurturing environment
- Rounded edges rather than sharp edges to soften the environment
- Ceiling height needs to be cosy and enclosing rather than high
- Uncluttered atmosphere that is restful and comfortable to the senses of the child
- Natural and soft lighting- not fluoro. It would be important that each room has lighting organised so that not all lights were turned on at one time. *Zoned lighting*
- While the kindergarten rooms need to provide sufficient space for the kindergarten program to be implemented the rooms **SHOULD** have a cosy enclosing atmosphere.
- There are an increasing number of children presenting in kindergarten with allergies and this is something that would be beneficial to incorporate into the design from the beginning- the current kindergarten walls are rendered and allow dust to collect easily, open cupboards provide dust traps.

Bega Township and street frontage consideration

- Bega has a rural townscape and the school is situated in the middle of town. It is important that the building project be sympathetic to the surrounding streets, especially since the kindergarten will have a street frontage.

Classroom overview - Indoor Requirements, for each Kindergarten

- The classrooms need to provide an environment to allow creative play to take place. The environment of the kindergarten is seen as essential in fostering and supporting children's play.
 - Everyday play materials need to be stored in a way that is accessible to children. Ensuring easy access for children is essential.
 - sufficient and uncluttered space for active play with an additional cosy space set aside for individual and quiet play;

- **There needs to be a door between the two kindergarten rooms that allows children to easily move between the two rooms** to borrow equipment and run messages.
- The play space needs to be carpeted.
- Windows that provide natural light.
- The windows in the play space need to be sufficiently high enough that play materials can be stored in shelves under the windows and around the room.
- Windows need to be accessible to draw curtains or have shutters to darken the room for rest time and seasonal festivals
- Window ledges that are wide could provide places for storing materials and resources
- It would be best if the room was not square but offered interesting spaces or nooks and corners for children to engage in play while still being supervised at all times by the teacher from anywhere in the room.
- The room needs to provide enough unencumbered space for 20- 25 children and adults to stand in a circle to participate in morning circle.
- The room needs to provide enough unencumbered space for children to lie on rest mats.
- The room needs to provide a snug corner or nook for story time- this would involve enough space for children to sit in a semicircle on chairs.
- Each room would have a nature table against a solid wall
- The room does not require blackboards and pin boards
- Children will not be sitting at individual desks to work

Table Space/ wet area to seat 5 tables (25 children)- space needs to be sufficient to have 5 tables joined together into one large table. At other times, the tables would need to be separated into individual tables- with enough room to comfortably move around.

- The table area needs to be accessible from the kitchen area.
- Tables are joined together for meal times each day to allow all children and adults to sit around a group table and share a family meal experience
- Tables are also separated to provide opportunities for artistic and play experiences
- Windows in the table area can be lower to allow children to see into the garden while seated at the table

Kitchen area: Each Kindergarten requires it's own kitchen as preparation and cooking morning tea is an integral part of the kindergarten program and takes place in each room each day together with the children. The kitchen needs to have an open plan and be part of the kindergarten room not a separate room to the side of the kindergarten.

The kindergarten requires a well stocked working kitchen including:

- 2 food sinks for washing of dishes accessible for the adults and children with hot and cold water. 1 sink at adult height and 1 at child height.
- 1 tub (non food sink)- for washing painting boards, washing hands, first aide with hot and cold water (MAY NOT NEED TO BE IN THE KITCHEN)
- Adult height kitchen benches
- A lower child height kitchen bench that allows children to participate in cooking activities
- Storage cupboards for pots/pans, mixing bowls, cooking utensils
- Shelves or a cupboard to store plates, bowls and drinking glasses accessible by the children when setting the table
- A stove top with cover for when not in use and a wall oven (accessible when standing upright). In an ideal situation it would be advantageous for the stove and oven area of the kitchen to be cordoned off from child access

Pantry - For bulk storage of food items in large food storage tubs to be shared and accessed between the 2 kindergarten classes.

- Shelves need to be of varying height and width- some shelves single jar with and some shelves allowing for tubs
- Shelving to allow storage of kitchen item not used every day.
- Large Freezer/ fridge- pigeon pair or side by side fridge shared by both rooms

Toilets

Toilet facilities need to be accessed from the classroom to allow easy supervision by the teacher of children that may be having toileting difficulties.

Toilet facilities also need to be accessed by the children from the outside play space.

At present the toilet facilities are shared between the two kindergarten rooms and this is ideal from a child protection perspective as it allows good visibility of adult and child activity in the bathroom area. Windows at adult height into the bathroom area would be beneficial.

- We need at least 4 child sized toilets
- 1 disability access toilet with nappy change area, hand held shower bath, and sink with hot and cold water
- 1 adult toilet (no internal windows)
- large bathroom sink/basin/trough for hand washing- to allow a number of children to wash their hands at the same time.
- Doors for children's toilets with knobs/handles that allow teachers to unlock the door and enter if the child is having difficulty.
- Storage cupboard for first aide/ spare clothes/ towels

Storage

- Large storage cupboards or storeroom accessible to both kindergarten rooms for festival materials and play materials that do not need to be accessed all the time or by the children.

Office

- Office space for parent interviews
- A desk for each teacher
- Shelving and cupboard space for storage of teaching resources and books
- Internet access- wired not Wi-Fi- 2 Internet ports and a printer port?? Do you have research on the effects of wi-fi on children
- telephone

Laundry Facility

- It would be ideal if this area were accessible from the outside between the two kindergartens- this could be a laundry cupboard that is lockable
- Washing machine and laundry tub with hot and cold water
- Clothes line to hang out washing with children- high and low line

Outdoor Requirements (shared between 2 Kindergarten classes)

* need to be able to see & supervise children in the garden from the kindergarten classrooms- for example after rest the children go outside and the teacher needs to be able to monitor children outside and children who may be asleep inside.

Piazza (Verandah area)

Outdoor undercover seating /tables area between the two rooms to allow shared meals with both kindergarten classes. Space for a large number people, parents, teachers, children.

To include, Bag boxes and shoe racks – spaces for the storage of each child's personal belongings near the entrance of each room.

Garden

- Grass area
- Garden for flowers
- Garden for vegies
- Sandpit approximately 25 m2 in area and 1.5m deep- needs to be able to be covered
- Swings x2
- Dirt Pit
- Climbing/Hanging equipment
- Hand Water pump & dry creek bed with a bridge

<http://www.natureplaygrounds.com.au/playground-hand-pumps/>

- Outside Sinks for children and adults to wash their hands outside- cold water
- Places to Hide
- spaces to sit

Parking and Access

- Staff Parking for 3-4 cars- perhaps under the building??
- The kindergarten area needs to be fenced
- Secure childproof gate
- Disability access
- (Sleeping baby parking area for whole school is needed)

Appendix 4 - Kindergarten Time Frame & Space Requirements

Morning Play 8.45am-10.30am

During morning play the teachers prepare morning tea with the children. Teachers need to be able to work with children at the bench and still be able to monitor and supervise the other children playing in the room.



During morning play the tables (also used for morning tea) set up with a variety of activities for the children.





Children engage in creative free play in the morning. Equipment and materials in the room are used in a variety of ways.

The room needs to clear provide spaces for children to build.

Materials for the play need to be stored in shelves accessible to the children.



There need to be spaces for children to engage in quiet and more private play.



Story Play



Marble roller play

Home corner play

Morning Tea and Lunch



Children and adults sit around the table and share meal times together. The room needs to provide enough space for 20-25 people to sit at tables



After meal times children wash and dry their own dishes and put their dishes away in the cupboard

Story Time



After morning tea
children carry their
chair to story

The present
kindergarten facilities
are cramped and make
moving chair difficult

Chairs set up for story



Morning Circle



Morning circles are a collection of songs and rhymes that are said or sung every day and have accompanying actions or movements.

There needs to be sufficient space for children to stand and move in a circle together and perform actions. This can be achieved in the storage of play materials against the walls.



Outside sandpit



Outside sandpit needs to be big enough to fit large numbers of children playing.

Sand pit needs to be deep to allow for children to dig very deep holes and waterways

Sand pit needs good drainage

Sand pit needs to be covered to provide shade

Toilet Facilities

Toilet facilities need to be accessible from each classroom and from the outside. Teachers need to be able to easily supervise children in the toilet from the classroom and from outside. At the present the children need to come inside to go to the toilet.



Children going to wash their hands after morning circle and before morning tea

Rest time



Appendix 5 - 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 and more recently the Undercroft Infill project.

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 Resource Room & Meeting Room

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) Front Office/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 Strings Musical Instrument instruction, small private meeting space and a SWD breakout room. It housed the Administration offices until January 2015.

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 low usage meeting 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, Numeracy, Literacy Support and a commercial Kitchen.

This building is under 10 years old, functional and has low maintenance needs. It is a core asset for the school.

8) Undercroft Classrooms

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 offered a core component of the 2015 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. It is a core redevelopment asset for the school.

N.B. In developing the Undercroft, consideration was given to disabled access and the provision of toilets.

The four classrooms now house Class 5 & 6, craft and a dedicated French room. French classes are only taught twice a week. The room itself, when constructed was fit out with underground plumbing for use in the future as a science lab. Also, in wall conduits for IT plug in capabilities was installed for future use as an IT lab. Retrofitting would have been more costly if the school expands to Years 7 & 8 in this section of the school facilities.

Students with Disabilities Breakout room

It was identified during the course of 2016 that a quiet break out room would be beneficial for students with disabilities and their aids to bring them to during the day. This is a common practice now in other schools. We determined the small office space, used pre-2015 by the Business Manager as her office in the 35 Bega Street cottage, would be minimally fitted out with furniture and aid for this purpose. It has proven quite helpful. When that cottage is demolished for the renovations, we would outfit the small storage room in the learning support wing for this purpose. **Learning Support room for SWD would move in 2018 to the room adjacent to Literacy Support. Minimal renovations (window that opens) would come out of the school capital budget.**

Appendix 6 - 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 -

- Private offices for both: Education Manager and Business Manager
- General office desk space: Finance Officer, Accounts/Human Resource Officer, Education Administrator
- Photocopier
- File and Storage Space

Teaching Staff

- Common Lounge Room for up to 12 teaching staff
- Desk space with computers for 3 ancillary staff
- Staff Kitchen
- Main photocopier
- Meeting Room for College meetings, Board meetings, and other mandated groups.
- Storage for teacher resources

The existing small staff lounge room, kitchen and the new teacher resource room provides 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. A doorway would need to be installed between the resource room and the staff lounge.

2) General Learning Areas - Classroom Requirements:

- Kindergarten** - A new Kindergarten facility is required
- Classes 1-** functionally adequate for the next 5-10 years, as detailed in the site assessment
- Class 2** - functionally adequate for the next 5-10 years, as detailed in the site assessment
- Class 3** - functionally adequate for the next 5-10 years, as detailed in the site assessment
- Class 4** - functionally adequate for the next 5-10 years, as detailed in the site assessment
- Class 5** - needs to be relocated if Class 7 & 8 are to occur- New Class 5 required in 2020

- g. **Class 6** - functionally adequate now in the undercroft for the next 10-15 years, as detailed in the site assessment

3) Specialized Learning Areas

- h. **Numeracy Support** - Numeracy Support room is required for up to 12 students at a time. This function is currently located in the room adjacent to the library and Literacy Support Room. Its location is ideal, however, the room itself is large and could be a shared space.
- i. **Craft room** - Craft is an integral part of the curriculum from Class 1 to Class 6. It currently occupies one of the inner rooms in the Undercroft. The space is adequate and meets its educational function. Sufficient storage of all the supplies required for this curriculum is still not adequate. If the school expands to Years 7 & 8, this room would need to be relocated to another purpose built room some place on the campus. Hopefully, if the adjacent block of land is purchased this would be the ideal location. The wood shed could be re-located and art rooms as well in that vicinity. **New Craft room required if school expands to Years 7 & 8.**
- 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 the space of the old craft room in 35 Bega Street Cottage. The room is drafty. It has proved helpful to be at the front of the school for instrument drop off/ pick up at the beginning/end of the day. This is not conducive to String instruments. Also, this cottage will be demolished when kinder is built on this site. 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. The strings classroom would be moved to part of one of the current kinder rooms with some modification.**
- Ensemble** - Ensemble takes place as part of the Music program. 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 Numeracy classroom is an ideal space for Ensemble as it is next to the Library but separate acoustically. Also, for scheduling, numeracy does not take place on Fridays when ensemble is scheduled. This is the arrangement during school Music camps etc. **Ensemble can use the current Numeracy LA as part of a multi-purpose space.**
- k. **French (Languages)** - French tuition is given to Classes 1-6. It currently takes place in the eastern inner room of the Undercroft classrooms. There is a recognized need for Classes 3-6 to have a dedicated Language room to use audio equipment, store resources, display maps, etc. Classes are held on Tuesday & Thursday. 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 can be part of multi-purpose room. Depending on if and when the school expands to Years 7 & 8, AND the Science curriculum, the French classes can move to the other one of the kinder rooms, or section of one, and shared with Strings instruction.**
- l. **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 Numeracy room and French room is equipped with IT infrastructure. They

provide an ideal IT space as part of a multi-purpose room. A dedicated full time IT room is not required.

- m. **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. **If the land adjacent was purchased, this would be re-located to that areas, with a craft room, art space and shed.**
- n. **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. This area, now with Numeracy in the adjacent room, is called our Learning Support Wing. With the Breakout room for SWD to be moved within that section next year, it is ideally set up. No changes required.
- o. **Playgroup** - Playgroup currently occupies the rear of the eastern cottage on 33 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. While the new Kindergarten is under construction, Playgroup would be partially closed. It would operate on only Mondays 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.**

Other areas:

- q. **Parents' Lounge** - The Parents' Lounge is currently located in the cottage at 33 Bega Street. **It is envisaged that the Parents' Lounge would no longer be needed. As the school has grown, we have determined that it was not used to a large extend to dedicate a room for this purpose.**
- r. **Storage** - A storage shed currently exists. It is barely adequate. The Hall provides storage for musical instruments, theatre costumes, and archival documents. Storage space for sporting equipment and other teachers supplies was built into the new Undercroft infill. More storage is always needed. It is intended that we purchase a storage container to placed temporarily to the north of the undercroft classrooms. The main shed will be removed as part of the new kindergarten development in 2018. Due to flood level restrictions, we are limited as to where the shed can go. If the adjacent block of land is able to be purchased, this would solve storage site location issues. **More storage space is desired.**

Appendix 6 – List of Facilities

Mumbulla School

List of Facilities

1/04/2017

Existing Facilities

Classrooms

REF	Functional Area	Specific Use	# of Perm Facilities	TTL PERM Area M2	# of Demount Facilities	TTL DE-MOUNT Area M2	Demo-lition?
AX1	GLA	Kinder rooms	2	123.2			
AX2	GLA	Class 1	1	69.3			
AX3	GLA	Class 2	1	73.2			
AX4	GLA	Class 3			1	67.0	
AX5	GLA	Class 4			1	67.0	
AX6	GLA	Class 5	1	81.7			
AX7	GLA	Class 6	1	82.3			
AX8	Visual Arts	Craft	1	74.1			
AX9	GLA	LOTE	1	73.3			
AX10	Comp/IT/MultiMedia	Numeracy	1	65.3			
AX11	OTHER learning space	Literacy	1	15.7			
AX12	Music/Drama	Music(off hall)	1	36.9			
AX13	Music/Drama	Strings Inst	1	45.8			Y
AX14	OTHER learning space	SWD	1	8.1			Y
AX15	OTHER learning space	Playgroup	1	52.8			Y
AX16	Visual Arts	Wood Shed			1	27.9	
			14	801.7	3	161.9	

Non-Classroom Facilities

REF	Functional Area	Specific Use	# of Perm Facilities	TTL PERM Area M2	# of Demount Facilities	TTL DE-MOUNT Area M2	Demo-lition?
BX1	MPH/Gym	Hall	1	269.9			
BX2	Library	Library	1	99.7			
BX3	Storeroom	Hall Chair store	1	36.9			
BX4	Storeroom	LS Storeroom	1	14.6			
BX5	Canteen	Industrial Kitchen	1	20.3			
BX6	Toilet	Hall Comp Toilets	1	27.0			
BX7	Storeroom	LS Cleaners Store	1	1.7			
BX8	Toilets	Kinder Toilets	1	7.5			
BX9	Toilets	CL 1 & 2	1	12.7			
BX10	Toilets	Main Toilet Block	1	42.6			
BX11	VOID						

BX12	canteen	Staff Kitchen	1	11.4			
BX13	Administration	mid office/Staff lounge	1	43.1			
BX14	Toilets	35 Bega st	1	14.0			Y
BX15	Administration	Front Office/Admin	1	93.1			
BX16	Administration	MTG Room-35 Bega	1	23.0			Y
BX17	Administration	Parents Lounge	1	71.0			Y
BX18	Storeroom	SHED			1	52.9	Y
BX19	Toilets	33 Bega St	1	5.0			Y
BX20	Toilets	Undercroft Toilets	1	53.9			
BX21	Storeroom	Undercroft Storage	1	27.3			
BX 22	Administration	End office - 37 Bega	1	9.7			
BX 23	Administration	Teacher Resource room	1	63.2			
			21	947.7	1	52.9	

**Travel Existing Facilities
(Corridors/Verandas/Shadesail)**

REF	Functional Area	Specific Use	# of Perm Facilities	TTL PERM Area M2	# of Demount Facilities	TTL DE-MOUNT Area M2	Demo- lition?
CX1	External	Kinder Veranda	1	36.0			
CX2	External	CL 1 & 2 Veranda	1	37.5			
CX3	External	CL 3 & 4 Veranda			1	24.0	
CX4	External	Res Room Veranda	1	10.6			
CX5	External	Covered Amphitheatre	1	240.0			
CX6	External	CL5 & LOTE Veranda	1	64.0			
CX7	External	CL 6 & Craft Veranda	1	82.0			
CX8	External	Lift ramp & walkway	1	19.0			
CX9	Internal	Hallway- Learning Support	1	4.1			
CX10	Internal	Hallway-35 Bega St	1	3.0			Y
CX11	Internal	Undercroft Breezeway	1	47.0			
CX12	External	LS Veranda	1	32.6			
			11	575.8	1	24.0	
	Total Facilities		46	2325.2	5	238.8	
	Total incl demountables		51	2564.0			

New Facilities

REF	Functional Area	Specific Use	# of Perm Facilities	TTL PERM Area M2	# of Demount Facilities	TTL DE-MOUNT Area M2	Demo-lition?
A1	GLA	Kinder rooms	2	176			
A2	Other Learning Space	kitchen area	2	19			
B1	Administration	MTG RM, Office	1	19			
B2	Toilets	Toilets, Laundry	1	19			
B3	Storeroom	Store areas	1	12			
C1	Internal Corridor	Corridors	1	8			
C2	External Veranda	veranda & bag area	1	52			
			9	305	0	0	0