

North West Support School – New Devonport Campus

Submission to the Parliamentary Standing
Committee on Public Works

2 July 2026



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1 Introduction

The Department for Education, Children and Young People (DECYP) seeks approval from the Parliamentary Standing Committee on Public Works (PSCPW) for the construction of a new purpose-built North West Support School (NWSS) Devonport campus, to be located at 3–9 Mersey Main Road, Spreyton.

The project responds to an identified and critical need to replace the existing Devonport campus, to meet the needs of students who have high and complex educational, therapeutic and medical support needs.

As part of the broader support school program, detailed in section 12.1, the Tasmanian Government has committed \$47.75 million through the Capital Investment Program for the design and construction of the new campus, including all buildings, site infrastructure, landscaping, specialist learning, therapy spaces and a hydrotherapy pool.

The new campus will deliver a contemporary, inclusive and purpose-designed support school aligned with DECYP policy settings, Disability Royal Commission (DRC) reform directions, and best practice in support school education.

Consultation with the school community, specialists, disability advocates and DECYP service areas has informed the project briefing, master planning and concept plan (Attachment 1).



Image: A student from NWSS

2 School Philosophy and Community Connections

NWSS is guided by a philosophy of inclusive, personalised and relationship-based education that recognises the individuality, dignity and strengths of every student.

Central to this philosophy is a Team Around the Child (TAC) approach, where strong partnerships with families, allied health professionals, NDIS providers and the wider community ensure coordinated, holistic support around each learner.

Through shared understanding and collaborative decision-making, the TAC supports student wellbeing, authentic learning and successful transitions beyond school. This commitment is reflected in both educational practice and the current and future provision of shared, flexible facilities such as therapy spaces, hospitality, gymnasium and hydrotherapy pool, which promote participation, inclusion and real-world skill development.

All design and operational decisions are underpinned by four core values — We are Safe, We are Learners, We are Respectful, and We do our Best — reinforcing NWSS's role as a trusted, connected and valued part of the North West Tasmanian community.

The project vision has been established to support the school philosophy and needs and can be summarised as follows:

- To provide a modern, inclusive, and accessible learning environment tailored to meet the needs of students with disability.
- Deliver a safe, flexible, and future-focused school that supports various educational programs and therapeutic services.
- Promote independence and skill-building through an environment designed with universal design principles.
- Enable community engagement while maintaining appropriate levels of safety and separation.

3 Contemporary Pedagogy and Learning Opportunities

The DECYP Strategic Plan 2024-2030 outlines a shared vision for children and young people in Tasmania. The Strategic Plan connects the work of everyone in DECYP to:

- 'Our Why' Bright Lives. Positive Futures.
- 'Our How' Every child and young person is known, safe, well and learning.

Contemporary pedagogy at NWSS is a contextualised application of the system wide DECYP Pedagogical Framework and is defined by highly individualised, student-centred learning that responds to the complex cognitive, sensory, physical and emotional needs of students from kindergarten to Year 12.

Educational opportunities are aligned with the Early Years Learning Framework (EYLF), Working Towards Foundation Level Curriculum, the Australian Curriculum, and Tasmanian Assessment, Standards and Certification (TASC) requirements. Learning is authentic, functional, and connected to real-world contexts, with a strong emphasis on literacy and numeracy across a broad and balanced curriculum, alongside targeted learning that supports communication, independence, wellbeing, and the development of essential life skills.

NWSS supports students with autism, intellectual disability, physical and neurological conditions, and complex sensory and medical needs.

Learning environments intentionally uphold every student's fundamental right to communicate by ensuring access through their preferred communication methods, including Augmentative and Alternative Communication (AAC) systems. Communication access is embedded across all learning contexts, enabling students to engage meaningfully and participate as active learners.

High staff-to-student ratios, embedded therapy, and structured yet flexible learning experiences ensure students are supported to actively engage, build capability and achieve their personal best within safe, inclusive and future-focused learning environments.

The new NWSS Devonport campus will be a fully purpose-built, contemporary environment designed from the ground up to support flexible, individualised and small-group learning through integrated education, therapy, wellbeing and support services. Its coherent campus-wide layout, logical circulation and clear zoning enhance accessibility, supervision and operational efficiency, while improved traffic and arrival arrangements support safe and efficient student transport.

The design allows for greater site capacity and future-proofing to accommodate enrolment growth, program expansion and evolving student needs, alongside purpose-designed outdoor learning and regulation spaces and optimised staff collaboration through shared professional areas. This design will ensure that the campus can effectively meet the complex needs of students now and into the future.



Image: A student from NWSS

4 Capacity Assessment

4.1 Enrolment Demand

Tasmania currently operates three support schools across the state. Enrolment is considered through an annual nomination process that assesses student eligibility and determines whether a support school is the most appropriate educational setting to meet the student's needs.

Nominations are initiated by a parent or guardian and are considered for students with a significant, identifiable disability, including moderate to severe intellectual disability. This may be accompanied by severe physical disability, a moderate to severe Autism Spectrum Disorder (ASD), or other co-occurring disabilities.

The Support School Placement Committee reviews nominations made by families, and enrolment occurs when the committee agrees that a support school is the most appropriate school enrolment for the student.

The NWSS operates from two separate campus facilities in Burnie and Devonport.

The catchment for the new NWSS Devonport aligns with the existing service area, enrolling students across the Devonport region who meet eligibility for support school placement.

4.2 Capacity

While the existing site is currently accommodating 61 students, the environment hampers the ability of staff to safely and effectively adjust to student needs due to:

- Undersized and inflexible learning areas.
- Insufficient therapy and regulation spaces.
- Constrained circulation unsuited to mobility devices.
- Limited hoist-enabled personal care facilities.
- Poor zoning and safeguarding limitations.
- Poor access to external learning environments that are not fit-for-purpose.

These constraints negatively impact student safety, dignity, access to reasonable adjustments, staff capacity to provide proactive support, and the delivery of appropriate educational and therapeutic programs.

The new campus will support approximately 71 students across 12 General Learning Areas (GLAs), reflecting the growth in student complexity and the need for specialist spaces.

The proposed new campus is designed with spatial modelling allowing flexibility to support additional students if required due to cohort composition or future demand.

The project provides additional capacity through:

- Integrated regulation rooms within GLAs.
- Expanded flexible specialist and therapy spaces.
- Hoist linked bathrooms and adult change facilities.
- Predictable circulation and clear zoning.
- Safe and supervised indoor–outdoor connections.

The proposed works provide a future ready, fit-for-purpose facility capable of supporting enrolment stability and increasing student complexity.

Transport and access planning will support multiple school buses and safe movement for high-needs learners and visitors.

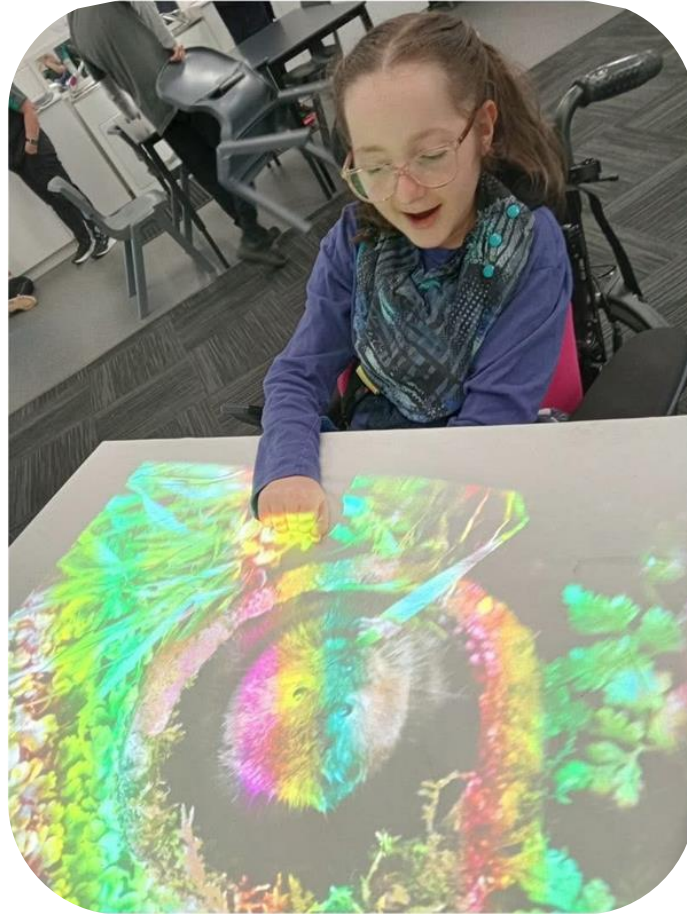


Image: A student from NWSS

5 School Site

Extensive consultation with the school and broader community was undertaken in 2024 and informed selection of the preferred site for the NWSS Devonport campus (Attachment 2, Attachment 3).

The proposed site for the new NWSS, Devonport at 3–9 Mersey Main Road, Spreyton comprises approximately 2.3 hectares of former netball facilities. A sale transfer is currently underway from Devonport City Council to DECYP.

DECYP is progressing the required land sale and transfer of ownership from Devonport City Council, and this is expected to be finalised prior to the release of construction tender in 2026.

In line with the Disability Royal Commission, education providers across Australia are expected to support students with disability to access inclusive education with appropriate adjustments, while considering how specialised provision, where it exists, can be better connected with mainstream settings to support participation and inclusion.

The relatively flat site for the Devonport redevelopment sits adjacent to Spreyton Primary School, and the close location provides future opportunities for this and the potential reuse of existing lighting and roadway infrastructure.

The master planning for the site considers future staging and adaptability including integration of universal design and trauma-aware principles to inform external spatial planning.

The outdoor environment and design consider and prioritise:

- Visibility and supervision

- Student safety
- Appropriate and sensitive landscape and soft planting

Opportunities to incorporate water urban sensitive design and reduce stormwater discharge have been considered in the infrastructure and external landscaping concept planning.

Adjacent proximity to Spreyton Primary School supports community connection while maintaining secure and separate operations for NWSS’s high-needs population. The site master planning process ensures that project works do not restrict future development opportunities on the site including:

- Sharing resources and activities with the neighbouring Spreyton Primary School, aligning with the Department’s whole of agency position to the DRC, noting both schools have separate points of access, carparking and drop off/pick up zones.
- Capacity for a new GLA Hub in the future should it be required.



Image: A student and educator from NWSS

6 Community Consultation

Community consultation and co-design have been core components of the NWSS Devonport project, recognising the expertise of students with disability, families, carers and advocates through lived experience.

Early engagement involved school leadership, staff, families, disability advocates, DECYP, and design advisors to shape project priorities and confirm the needs of students with complex disabilities.

Community engagement outcomes reports (Attachment 2, Attachment 3) were prepared following the Get Involved consultation process for NWSS in 2023 and 2024 which was supported by an

extensive advertising and communication campaign. Stakeholders targeted included parents and carers, staff, community members and service providers.

The Project Working Group (PWG) has included school association and Premier's Disability Advisory Council (PDAC) membership.

The concept plan (Attachment 1) for the proposed works was shared with the broader school community in May 2026, and the consultation process was promoted via the school's communication channels, the DECYP website and social media. As part of the community consultation process, staff and parents/carers had the opportunity to provide any additional feedback on the design proposal.

To date there has been a small number of submissions seeking further information and a significant number providing positive feedback on the proposed concept plan. The consultation period is open until 12 June 2026. The results of the consultation process were not available at the time of writing and will be shared with the committee at the hearing.

The project is guided by extensive consultation with the school community, allied health specialists, DECYP, and disability advocates. Its core aim is to deliver a modern, safe, inclusive and accessible learning environment that supports educational, therapeutic, and life-skills programs. These elements work together to strengthen learning, independence, and community connection for all students.

Themes consistently raised in consultation have included safety, sensory regulation, dignity, proximity of support spaces, specialist facility requirements, circulation issues, and the need for improved staff and community spaces.

Providing outdoor learning environments, garden spaces, and sensory areas to balance privacy, safety, and opportunities for engagement with the community have been highlighted through consultation and are also included in the design.

Consultation feedback has also informed planning for shared or after-hours use of facilities, such as the hydrotherapy pool.

7 Proposed Works

The new development will deliver a fully accessible, contemporary support school comprising:

Learning and Specialist Spaces

- 12 GLAs with embedded regulation rooms, kitchenette, teacher resource zones, amenities and directly connected outdoor learning areas.
- Shared specialist spaces that support life-skills learning across the campus, the Eat Learn Grow program spaces, accessible kitchen areas, personal care facilities, and community café spaces that replicate real-world daily living contexts and support skill development, agency and active participation in everyday life.

Therapeutic and Support Facilities

- Hydrotherapy pool with ramped access, sensory-appropriate finishes, and separate change facilities.
- Inclusive gymnasium supporting whole-school events, physiotherapy, active play, and quiet movement zones.
- Regulation rooms, sensory spaces, and high-activity movement zones.
- Flexible rooms for consulting therapists and clinical specialists.

Community and Administration

- Central secure reception, welcoming foyer, connected leadership offices, confidential meeting rooms, medication spaces, staff workrooms, and compliant record storage areas.
- Village Square and café space to support the Eat, Learn, Grow programs and foster vocational learnings, stronger community engagement and relationships with the school.

Circulation and Access

- Covered external pathways, sensory-considerate transitions, predictable movement routes, and safe connections between indoor and outdoor spaces.

The project includes several site infrastructure requirements to service the new school including:

- New transport zones, such as parking, covered drop off and pick up for both specialised bus programs and private transport arrangements.
- Utilities upgrades, stormwater and flood-mitigation systems.
- Hydrotherapy and gym plant facilities.
- Future-ready ICT and electrical systems.

8 Design Philosophy

8.1 Design Principles

The DECYP Built Environment Guide (BEG) identifies seven principles as a guiding set of values for all DECYP capital projects:

- Place
- Sustainable
- Accessible
- Safe and Secure
- Engaging
- Amenity
- Adaptive and Flexible

The new support school design promotes equity, dignity, inclusion, agency, and safety, creating “places not spaces” that support belonging and independence, consistent with contemporary inclusive education and the Disability Royal Commission reform directions.

Key design considerations include:

- Universal accessibility.
- Sensory-aware environments.
- Spatial clarity and flexibility.
- Integration of educational, therapeutic and care functions.

Building upon the BEG principles outlined above, the proposed development reflects contemporary best practice in support school design, tailored to a high-complexity cohort.

This approach moves beyond a standard mainstream school model by embedding universal design, predictable transitions and trauma-aware principles across the campus, ensuring the environment supports dignity, safety, wellbeing and meaningful participation for students with high support needs.



Image: Artist's impression of the new NWSS Devonport

8.2 Equity

The result is an inclusive school that embeds support, celebrates individuality, and ensures every learner experiences true priority for their physical and mental wellbeing, and includes:

- An equitable, dignity-centred learning environment to foster a strong sense of belonging.
- Therapeutic and sensory spaces embedded within warm materials and intuitive wayfinding.
- Moments of delight—through texture, nature, and interactive elements—cultivating joy and curiosity.

8.3 Dignity and Agency

The design will enable every student to move beyond passive presence to active participation.

Environments have been designed to be universally accessible, removing physical and perceptual barriers to support independent movement, choice, and contribution.

This approach promotes dignity and agency for all users, including students, staff, and visitors.

8.4 Functional, Rational and Operationally Efficient

Layouts have been designed to be clear and efficient, with each space purposefully designed and where appropriate, capable of supporting multiple functions.

Design decisions have balanced spatial quality with energy performance and operational efficiency, prioritising durability and low running costs.

Materials and systems have been selected for robustness and longevity, ensuring resilience to daily use while minimising maintenance and lifecycle costs.

8.5 Adaptable

Modular design principles are integrated to enable cost effective construction and flexibility over time, accommodating changes in cohort needs and educational delivery.

This will allow flexibility should the school require for example, to relocate or install new hoist systems without costly building upgrades or unnecessary disruption to the student cohort.

The master plan safeguards opportunities for future expansion and reconfiguration, ensuring long-term relevance and value.

8.6 Safe and Supportive

The design promotes a nurturing and secure environment by thoughtful zoning, appropriate material selection, and carefully considered thresholds.

Warm, comfortable, and sensory supportive spaces aim to foster wellbeing and reassurance. The design prioritises “places, not spaces,” cultivating environments that feel familiar, welcoming, and rooted in belonging.

9 Design Concepts

9.1 General

The building adopts a simplified form with a single roof to improve cost efficiency and is orientated to maximise passive solar gain.

Functional spaces are arranged in a north-to-south sequence to maximise the benefit of a north facing site: Active Play areas to the north, followed by GLAs, circulation, ancillary spaces, and vehicular zones.

This layout maximises solar access while using the building itself to define secure zones, reducing reliance on fencing to maintain a welcoming environment.

The building is positioned to enhance safety by orientating away from the main road, incorporating landscape buffer zones, and prioritising access from the quieter secondary road.

Materials are selected for durability, low maintenance, and cost efficiency, providing robust building edges.

9.2 Learning Areas

The GLAs are designed to provide a safe environment for students with complex needs, incorporating enhanced regulation spaces within each area to support student wellbeing, safety and sustainable operation including:

- To provide a calm, adaptable, and secure environment for students with complex needs.
- Enhanced regulation spaces, larger bag storage areas, and dedicated storage for curriculum and medical equipment.
- A laundry, cleaner’s room, and an accessible bathroom within each GLA.
- Direct access to outdoor learning environments.
- LED lighting programmed to adjust depending on natural daylight levels to support sustainability and sensory needs.
- Prioritising of acoustic performance for effective sound separation and appropriate reverberation control.

9.3 Hydrotherapy

The proposed hydrotherapy facility is a critical therapeutic component of the NWSS, designed to support students with significant physical, neurological and medical needs through evidence-based aquatic therapy.

The facility will provide:

- A fully accessible hydrotherapy pool supporting physical and therapeutic outcomes, including pain relief, strength, coordination, and mobility.
- Support for one-to-one physiotherapy programs.
- Safe transitions and dedicated changing facilities with a range of options available based on need, including ceiling hoists and adult change tables.
- Dedicated external access, parking, and drop-off to support safe after-hours community use.

9.4 Eat, Learn, Grow Program Spaces

The Eat Learn Grow (ELG) program is a whole of school, life-skills focused learning initiative that embeds real-world education through authentic food, hospitality and horticultural experiences, supporting independence, dignity and applied learning for students with complex needs.

The design supports this by:

- Including an accessible, commercial-grade kitchen to support hands-on learning from Kindergarten to Year 12.
- Providing a café-style learning space connected to the central “Village Square” via a service window to reflect real world learning settings.
- Incorporating an internal courtyard for outdoor seating and vegetable garden.
- Supporting practical learning experiences, including operation of the ELG Café and student-led gardening projects to build independence and applied skills.

9.5 Outdoor Environments

The outdoor environments are designed as inclusive, universally accessible extensions of the indoor learning environments that prioritise safety, sensory regulation, therapeutic benefit and engagement with nature including the following:

- Universal Design principles to ensure accessibility and remove physical and perceptual barriers.
- Equipment that encourages inclusive play across a range of abilities.
- Clear zoning between quiet and active areas.
- Therapeutic and sensory elements, including sensory trails and interactive features.
- Appropriate shading.
- Connect the gymnasium to a covered outdoor area for all-weather play.
- Connected indoor-outdoor activities.

9.6 Building Materials

Building materials have been selected to minimise environmental impact across their full lifecycle, guided by environmentally sustainable design guidelines.

These include considerations for construction and demolition waste, adaptability and reusability, end-of-life outcomes, long-life/low-maintenance performance, embodied carbon, contributions to operational energy efficiency, indoor environmental quality, cost efficiency and robustness.

9.6.1 Landscaping

The materials selected for the landscape will ensure both durability, low maintenance requirements, and minimal environmental impact, creating a safe and sustainable play environment.

Play structures and equipment will be made from sustainably sourced wood or metal with low VOC finishes, ensuring longevity and safety. Additionally, natural elements like boulders and logs will be incorporated to help create a natural looking landscape.

The proposed plants have been specifically chosen to reduce allergy and consider sensory and physical effects on students and other users.



Image: A student from NWSS

9.7 Sustainability and a healthy learning environment

This project is aiming to achieve enhanced sustainability outcomes through environmentally sustainable design guidelines, which will continue to be reviewed against the project budget, including:

9.7.1 Energy

The design seeks to minimise operational energy consumption, with an aspiration toward net zero performance.

Achieving this goal depends on the design of the heated pool, defining electrical scope such as solar panels etc and adopting a "passive design first" approach to reduce demand whilst also including the use of high-performance envelopes, efficient heating, ventilation and cooling (HVAC) systems, and integrating renewable energy.

Solar panels have been allowed for in the project budget.

9.7.2 Indoor environmental quality

Indoor Environmental Quality has been prioritised through evidence-based environmentally sustainable design principles to support student wellbeing, comfort and readiness to learn, recognising the heightened sensitivity of support school students to air quality, acoustics and material health. Some of these include:

- Minimal use of products that contain carbon-based gases (low VOC products).
- HVAC system that provides up to 50% fresh air in indoor environments.
- Filtered mechanical systems.

9.7.3 Site Ecology and Water Cycle

The landscape design incorporates native plants that thrive in the local climate, requiring minimal irrigation and maintenance, once established. These plants not only provide habitat for local wildlife but also contribute to the overall health of the ecosystem. By creating diverse plant communities, the school promotes resilience and adaptability in the face of changing environmental conditions.

In alignment with sustainable practices, there will be a comprehensive approach to manage water effectively. Features such as permeable pathways and rain gardens that allow rainwater to infiltrate the ground, replenishing groundwater supplies and reducing runoff. This design mimics natural processes, helping to maintain the local water cycle, while also creating a living laboratory for the school.

9.7.4 Safety

The design prioritises a safe and supportive learning environment as a core principle, creating a secure and nurturing setting for students requiring high to very high levels of educational adjustment.

Safety is achieved through clear zoning, considered material selection, and well-defined thresholds, resulting in warm, comfortable, and sensory-supportive spaces that promote wellbeing and reassurance.

The design also prioritises acoustic performance, with effective sound separation and controlled reverberation to support student comfort, engagement, and readiness.

10 Accessibility

Accessibility has been a key design consideration to ensure all people, regardless of ability, have ease of access to key locations and are supported in their schooling journey.

The design embeds accessibility throughout the campus by addressing:

- Mobility access – wide circulation paths, ramps, hoists, adjustable furniture.
- Sensory accessibility – acoustic control, muted finishes, low-stimulation and regulation spaces.
- Cognitive accessibility – clear wayfinding, predictable layouts, visual cues.
- Safety and proactive support – strong sightlines, controlled but welcoming entries, and clear zoning that supports supervision while preserving dignity and autonomy.
- Inclusive facilities – accessible toilets, adult change facilities and hydrotherapy pool.

Principles of universal design are fundamental to the proposed school design and will enable a healthy, inclusive, and equitable learning environment, enabling every student to move from passive presence to active participation.

Environments will be universally accessible, deliberately removing physical and perceptual barriers to support independent movement, choice, and contribution for all users.

The objective is for building users to access everywhere, regardless of their abilities, aligning with the Department’s Inclusion and Cultural Diversity Policy.

This inclusive approach seamlessly embeds therapeutic and sensory supports within the whole of school environment, and the design improves on standard accessibility requirements in the National Construction Code.

11 Tasmanian Government Art Site Scheme

The school presents an excellent opportunity for a suitable artwork to be incorporated into the social and public areas of the school. The artwork component will be progressed by a focused subgroup of the PWG.

To date, Arts Tasmania has commenced planning the Expression of Interest process to procure a Tasmanian artwork that can inspire learning and interaction.

12 Project Management

12.1 Funding and Budget Estimates

The 2024-25 Tasmanian State Budget committed \$62.15 million in the Capital Investment Program (CIP) for the NWSS. The CIP program budget for the NWSS is broken down across the Devonport and Burnie projects as follows:

AVAILABLE CIP BUDGET	\$,000
Devonport	47,750
Burnie	14,400
Total NWSS Program Budget	62,150

The NWSS Devonport Project total funding is broken down below:

AVAILABLE BUDGET	\$,000
2024-25 State Budget CIP	47,750
Sale of the existing NWSS Devonport Campus	1,000
Total NWSS Devonport Project Budget	48,750

The budget estimate for the new NWSS in Devonport is summarised in the table below:

DESCRIPTION	COST ESTIMATE (\$'000)
Construction Cost Estimate (including cost escalation and site infrastructure allowances)	32,630
Market Conditions Forecast	2,670
Construction Contingency	3,263
Consultant Services	2,833
Statutory Fees / Insurances	726
Other Project Costs (Land Purchases and Legal Costs etc)	3,617
Furniture/Equipment/IT	1,000
Tasmanian Government Art Scheme	80
DECYP Project Management	1,350
School Administration Support	60
Design Contingency	341
General Project and Post Occupancy Contingency	180
Total	48,750

The Devonport campus is funded within an approved \$48.75 million, comprising \$47.75 million in State Budget funding and future sale of the existing campus site located in Middle Road, which is conservatively estimated at \$1 million.

12.2 Construction Budget and Allowance for Escalation

The total budget estimate is summarised above and demonstrates sufficient market and escalation allowances, as well as design and construction contingencies to manage unforeseen circumstances that may arise during the design and construction.

The available budget for Devonport, based on current Quantity Surveyor (QS) advice, is summarised below and includes allowances for:

- \$2.670 million Market Loading
- \$1.872 million Cost escalation (p.a to midpoint construction)
- \$3.263 million Construction Contingency
- \$521,000 Design and post occupancy contingencies.

The following table compares the construction budget in the current cost estimate (including construction contingency) to the overall NWSS Devonport project fund allocation:

DESCRIPTION	COST ESTIMATE (\$'000)
Total construction budget, escalation, market conditions allowance, and construction contingency.	38,563
Other project on costs such as consultant fee allowances, furniture and equipment and land purchase etc	10,187
Overall funding allocation, including all project costs	48,750

12.3 Project Timeline

The key upcoming dates for the project are as follows:

PROJECT TASK / PHASE	COMPLETION DATE
Development Application submission	May 2026
Public Works hearing	July 2026
Gateway Review	September 2026
Tender date <i>*subject to Public Works Committee approval</i>	October 2026
Tenders close	November 2026
Tender assessment and approval	December 2026
Construction commences <i>*subject to council approval and relocation of netball courts</i>	June 2027
Construction completed <i>*subject to construction market capacity</i>	December 2028
Defects liability period completed <i>*subject to construction completion date</i>	December 2029
Project completion review and evaluation	December 2029
Project finalised	December 2029

12.4 Project Risks

The project has been actively risk-managed throughout planning, with risks identified early and mitigation strategies embedded within scope, budget and program allowances.

While appropriate contingencies have been included to manage foreseeable risks, residual risks remain, particularly in relation to construction market conditions, site readiness and statutory approvals. These risks will continue to be actively monitored and managed through the detailed design, procurement and construction phases.

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

IDENTIFIED RISKS	RISK MITIGATION STRATEGY
Budget overrun	<p>Quantity Surveyor estimates undertaken at key milestones and allowed time for PWG design review.</p> <p>Manage contingency and furniture and equipment funds.</p> <p>Ongoing global supply chain volatility and construction market conditions may impact material availability and pricing.</p>
Budget overrun due to unidentified infrastructure issues	<p>Review of existing site infrastructure as part of planning stage. Site infrastructure needs have been identified early and cost estimates allowed for.</p>
Residual risks associated with planning permit approvals and site investigations	<p>Environmental, flood and servicing investigations are being undertaken to inform the Development Application. Findings will be incorporated into final design and construction documentation, with appropriate contingencies retained to manage residual risk.</p>
Program delays	<p>Project planning to allow sufficient time for design development, approvals, and review in the project program.</p> <p>Regular reviews of program with PWG.</p>
Land transfer/purchase delays	<p>Close coordination and consultation with Devonport City Council for project approvals prior to land transfer.</p> <p>Early consultant team involvement to identify appropriate procurement strategies, construction methodology and consideration of early works packages in the documentation if appropriate</p>
Scope creep	<p>Ensure PWG has adequate resources to inform decision making.</p> <p>DECYP Asset Strategy Executive Committee approval to proceed received.</p>
Unmet stakeholder expectations	<p>Ensure Project Working Group has adequate resources to inform stakeholders.</p> <p>Management of stakeholder expectations with regular consultation to the school community as per the management and communications strategy.</p>

IDENTIFIED RISKS	RISK MITIGATION STRATEGY
Consultant underperformance	Ensure consultant has sufficient resources for the project and is given clear direction and feedback by DECYP project manager.
Contractor liquidation	Follow Treasurer's Instructions procurement guidelines and employ appropriate tender evaluation process.
Change in Project Working Group members	Project documentation up to date. Sign-off of key milestones as required. Continuity of Learning Services involvement.
Unforeseen latent conditions	Full review of existing services and site conditions by consultant team. Ensure adequate construction contingency at start of construction.

13 Declaration

Do the proposed works meet an identified need/needs, or solve a recognised problem?

Yes. The proposed works address a recognised need for the NWSS by providing a purpose-built campus designed to support students with increasingly complex educational, therapeutic and medical needs, restoring safety, dignity, accessibility and a fit-for-purpose learning environment.

Are the proposed works the best solution to meet identified needs, or solve a recognised problem within the allocated budget?

Yes. The proposed works represent the best solution within the allocated budget as they directly address the accessibility and functional deficiencies of the existing campus through a purpose-built, universally designed facility that responds to an identified and critical community need.

Informed by extensive engagement with students, families, staff, clinicians, disability advocates and departmental stakeholders, the proposed works remain achievable within the approved \$48.75 million budget and alignment with the priorities and expectations of the NWSS community.

Are the proposed works fit for purpose?

Yes. The proposed works respond to the briefing requirements and deliver a fit-for-purpose, rights-based environment aligned with inclusive education reform directions expressed through the educational, policy setting and pedagogical frameworks and the Disability Royal Commission.

The works ensure students are supported irrespective of their need and able to participate safely, with dignity and consistency across all learning settings.

The design solution has the support of educational experts, school leaders, staff, the School Association and the community.

Do the proposed works provide value for money?

Yes. The proposed works provide value for money by delivering a purpose-built, universally designed support school that resolves deficiencies of the existing campus and embeds specialist and therapeutic facilities.

Through careful scope management and the inclusion of appropriate contingencies, the project is achievable within the approved \$48.75 million budget while ensuring long-term functionality, durability and reduced lifecycle risk.

Are the proposed works a good use of public funds?

Yes. The proposed works represent a good use of public funds as they directly address long-standing limitations of the existing campus by delivering a purpose-built new campus.

These works enable higher-quality learning outcomes, dignity, wellbeing and participation, while providing a durable and adaptable facility that supports long-term educational and community outcomes for students with high and complex needs.

DECYP considers this to be a good use of public funds.

14 Conclusion

The proposed new development for the NWSS Devonport campus represents a necessary and future focused response to the increasingly complex educational, therapeutic, and behavioural needs of the student cohort.

The existing Middle Road facility no longer provides the safety, accessibility, or specialist infrastructure required to support students who rely on predictable, trauma aware, universally designed environments.

Consultation with families, staff, disability advocates, clinicians, and department specialists has shaped a design that prioritises dignity, safety, sensory regulation, and inclusive learning.

The new campus will deliver purpose built GLAs, therapeutic spaces, hydrotherapy, outdoor learning, and community facing areas, ensuring the school can provide high quality, individualised education within a calm, supportive, and adaptable setting.

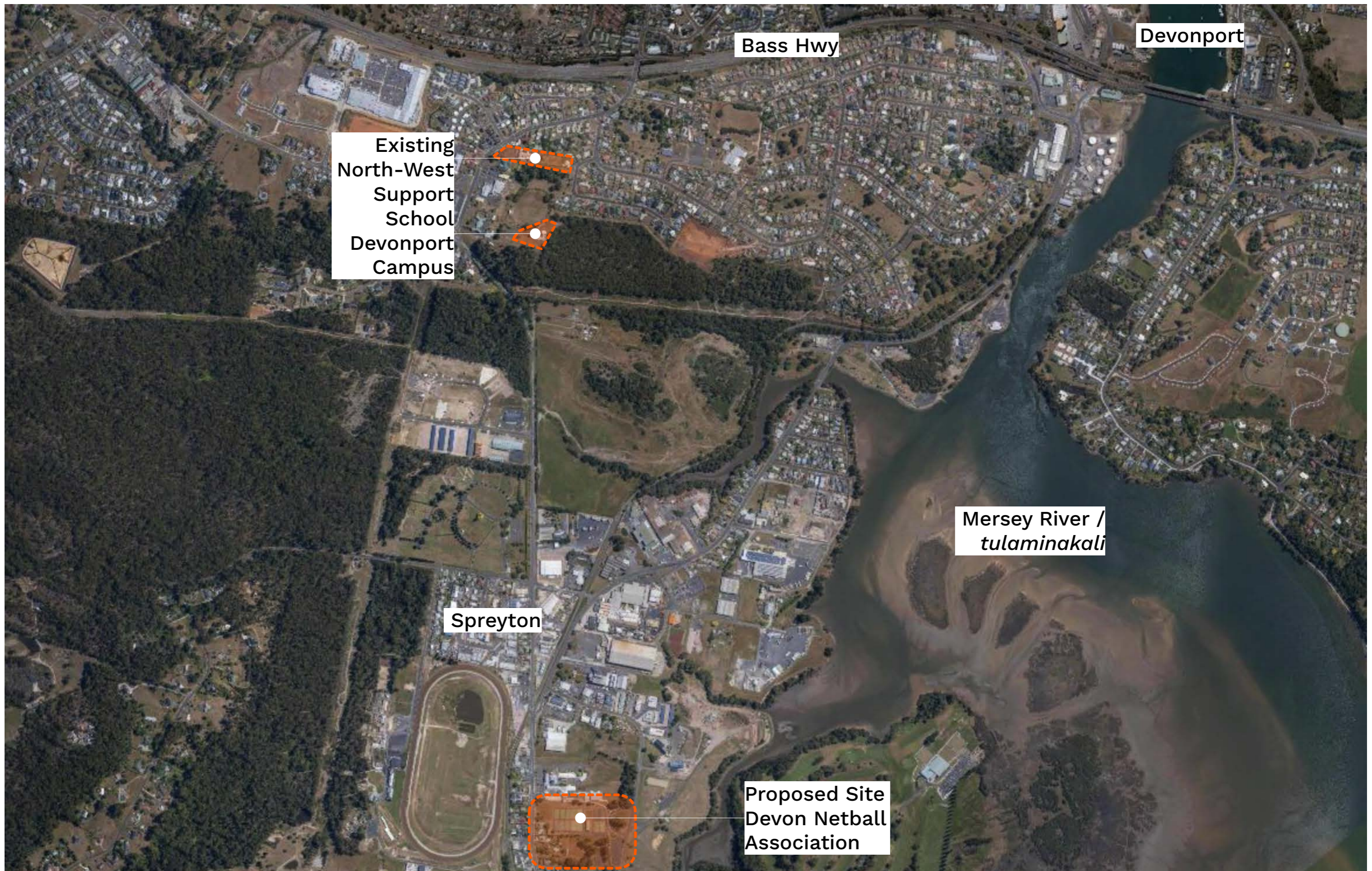
The project will deliver a safe, modern and rights-based campus that upholds dignity, enables reasonable adjustments, supports participation and wellbeing, strengthens community connections and reflects contemporary expectations for inclusive education for students with disability.

The concept plan (Attachment 1) demonstrates that the proposed works are both achievable and a responsible use of the \$48.75 million budget with contingencies in place to help manage market pressures and unforeseen site conditions.

Overall, the new development represents a sound investment, delivers value for money and positions the NWSS as a leading example of inclusive, therapeutic, and future-ready education for learners with complex needs.

15 Attachments

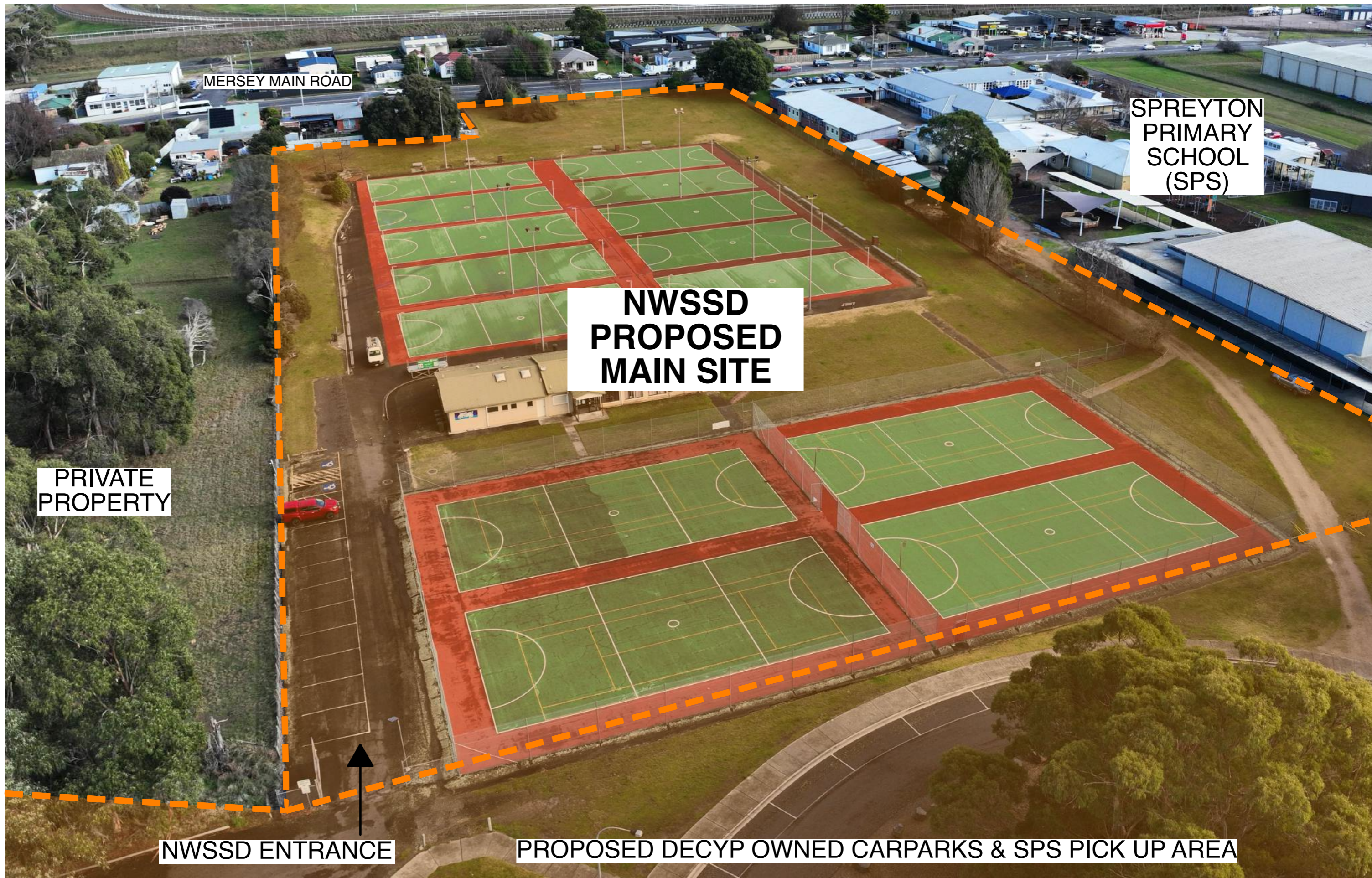
1. Attachment 1 – Concept Plan
2. Attachment 2 – Community Engagement Outcomes Report (2023) – NWSS
3. Attachment 3 – Community Engagement Outcomes Report (2024) – NWSS Devonport Site Options



LOCALITY PLAN- Spreyton/Devonport within *tommeginne* country
NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

NTS 
17/5/2026 DWG NO. PR-1

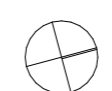
MU
CU LUS



EXISTING SITE PHOTO

Asset Strategy Executive Committee (ASEC) drawings

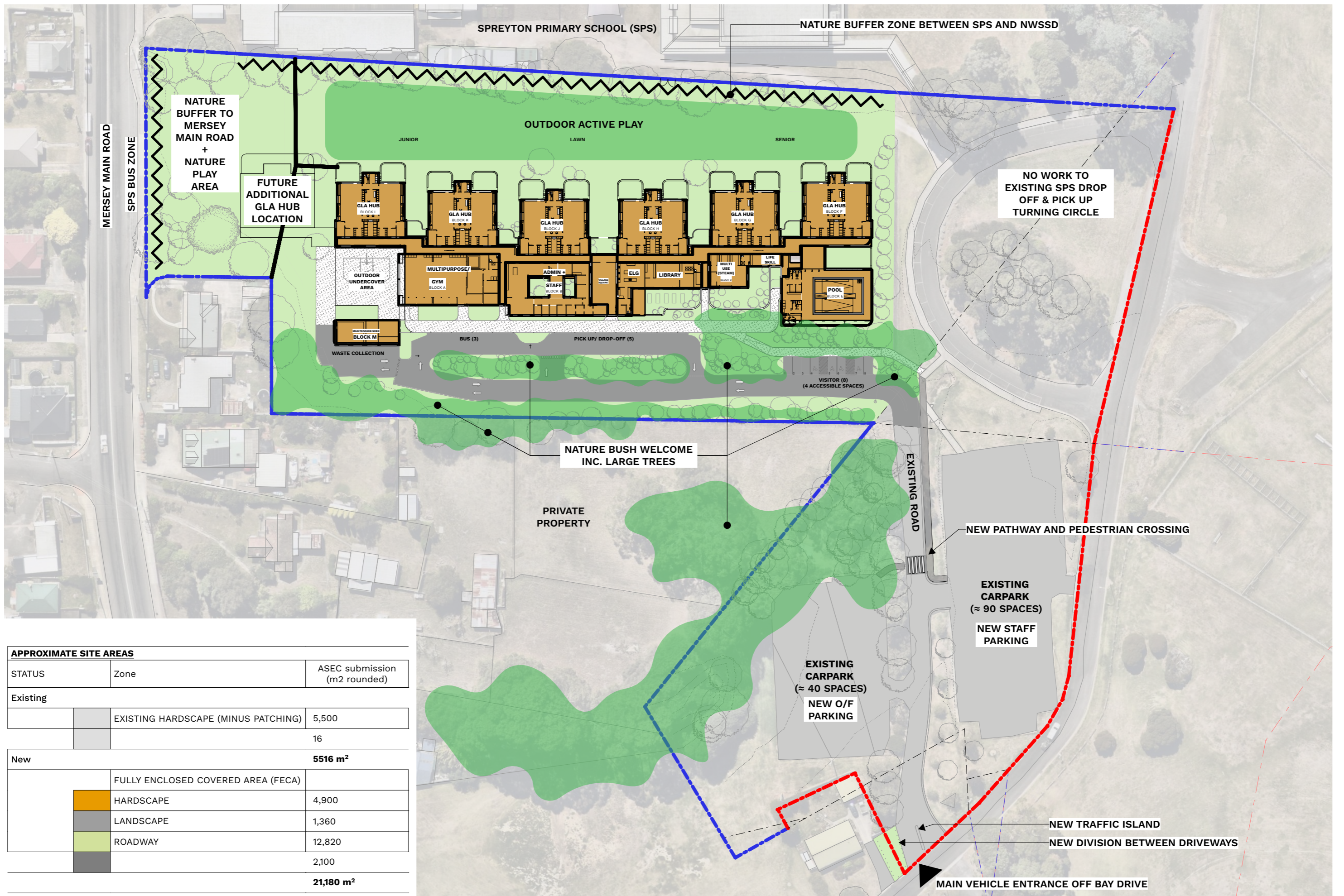
NTS



19/3/2026

Dwg No. ASEC-2

MU LUS
CU EST 2011



APPROXIMATE SITE AREAS		
STATUS	Zone	ASEC submission (m2 rounded)
Existing		
	EXISTING HARDSCAPE (MINUS PATCHING)	5,500
		16
New		
	FULLY ENCLOSED COVERED AREA (FECA)	5516 m²
	HARDSCAPE	4,900
	LANDSCAPE	1,360
	ROADWAY	12,820
		2,100
		21,180 m²

PRECINCT MASTER PLAN

NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

17/5/2026 DWG NO. PR-3



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RETREAT NODE



MUSICAL PLAY



FLYING FOX



INCLUSIVE SWING



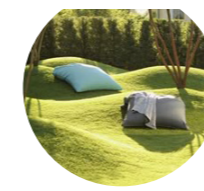
TRAMPOLINE



SWINGS



OPEN SPACE



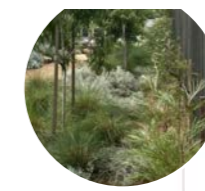
RETREAT NODE



LOOP PATH



RETREAT NODE



RETREAT NODE

CONCEPT ACTIVITIES



RETREAT



SLIDE



TRAMPOLINE



CAROUSEL



FORT



NOTE: ALL HEALTHY & SIGNIFICANT EXISTING TREES TO BE RETAINED

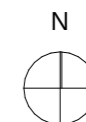
EXISTING FENCE (TO BE RETAINED)

1.8M HIGH TUBULAR STEEL FENCE

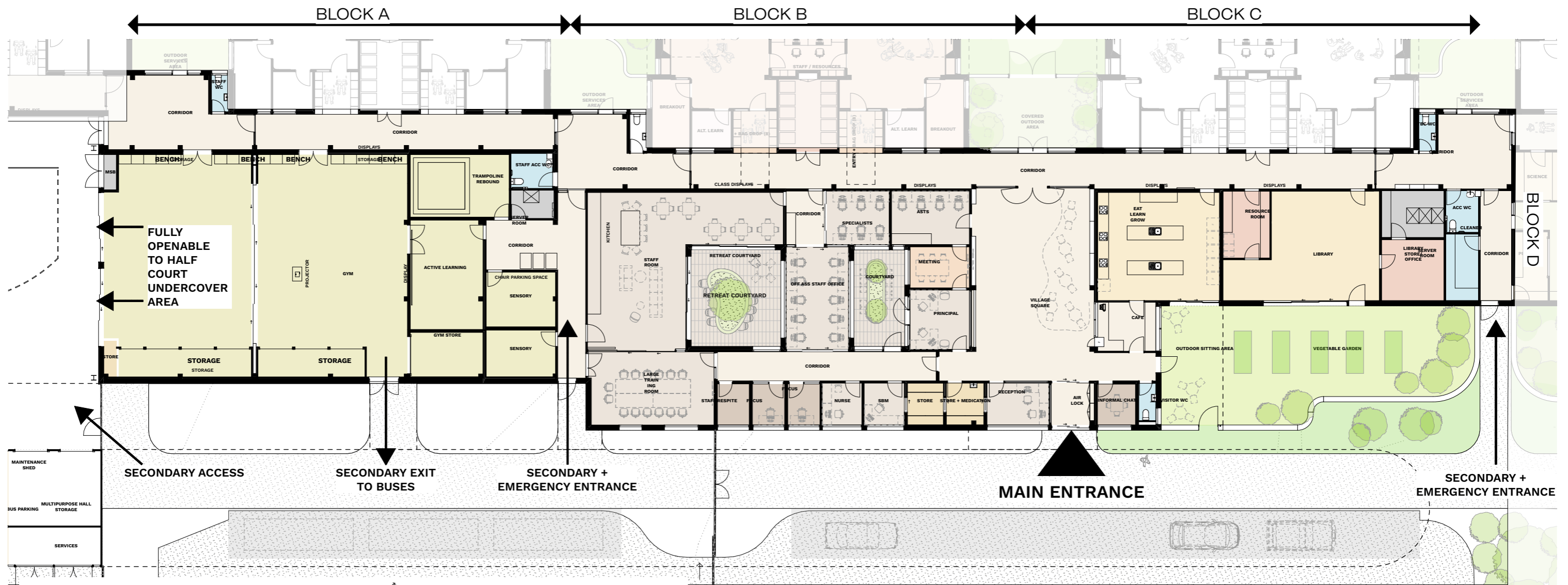
LANDSCAPE PLAN

NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

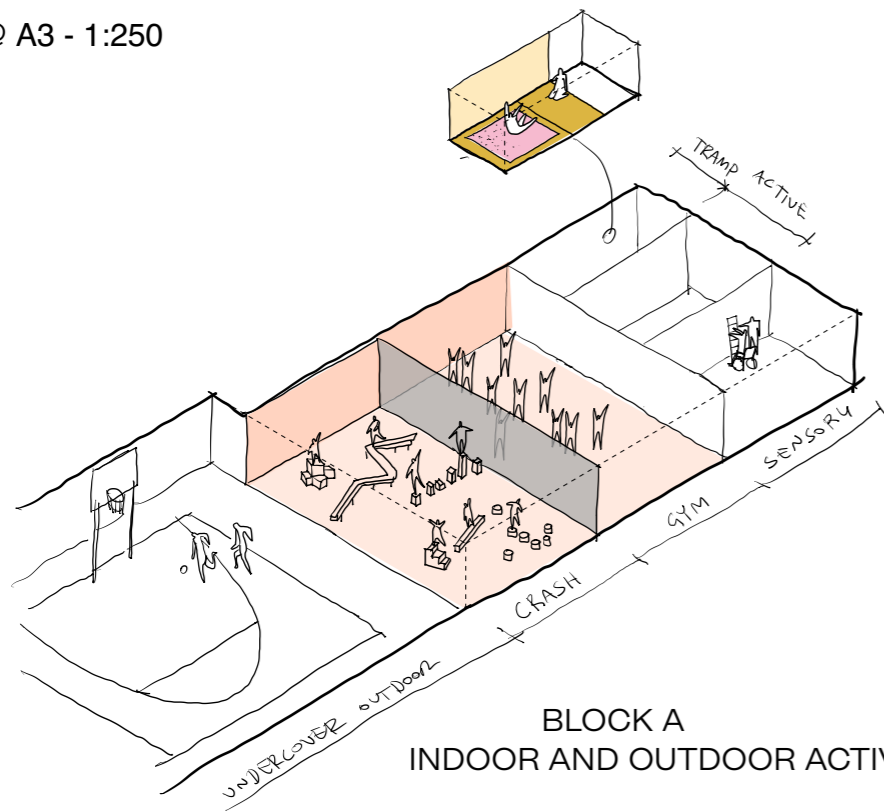
17/5/2026 DWG NO. PR-3a



MU CU LUS



SCALE @ A3 - 1:250



BLOCK A
INDOOR AND OUTDOOR ACTIVITIES GROUPED

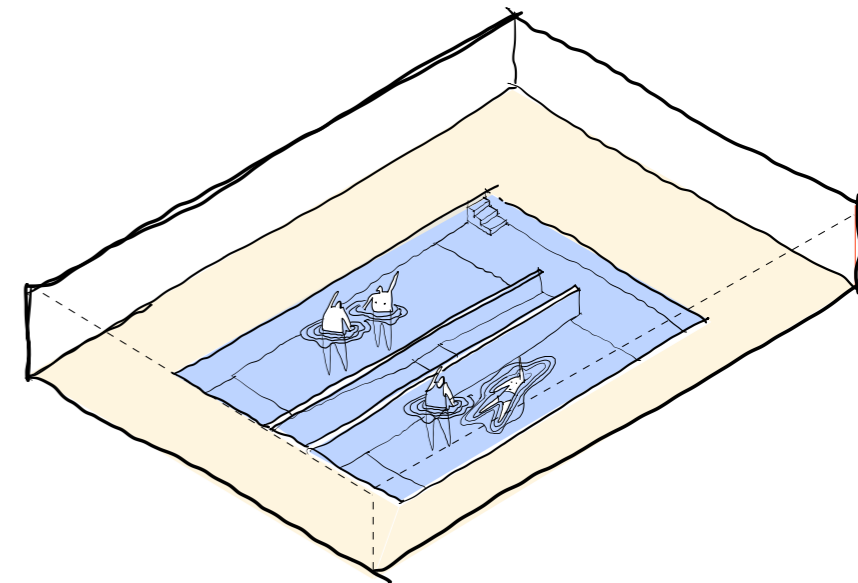
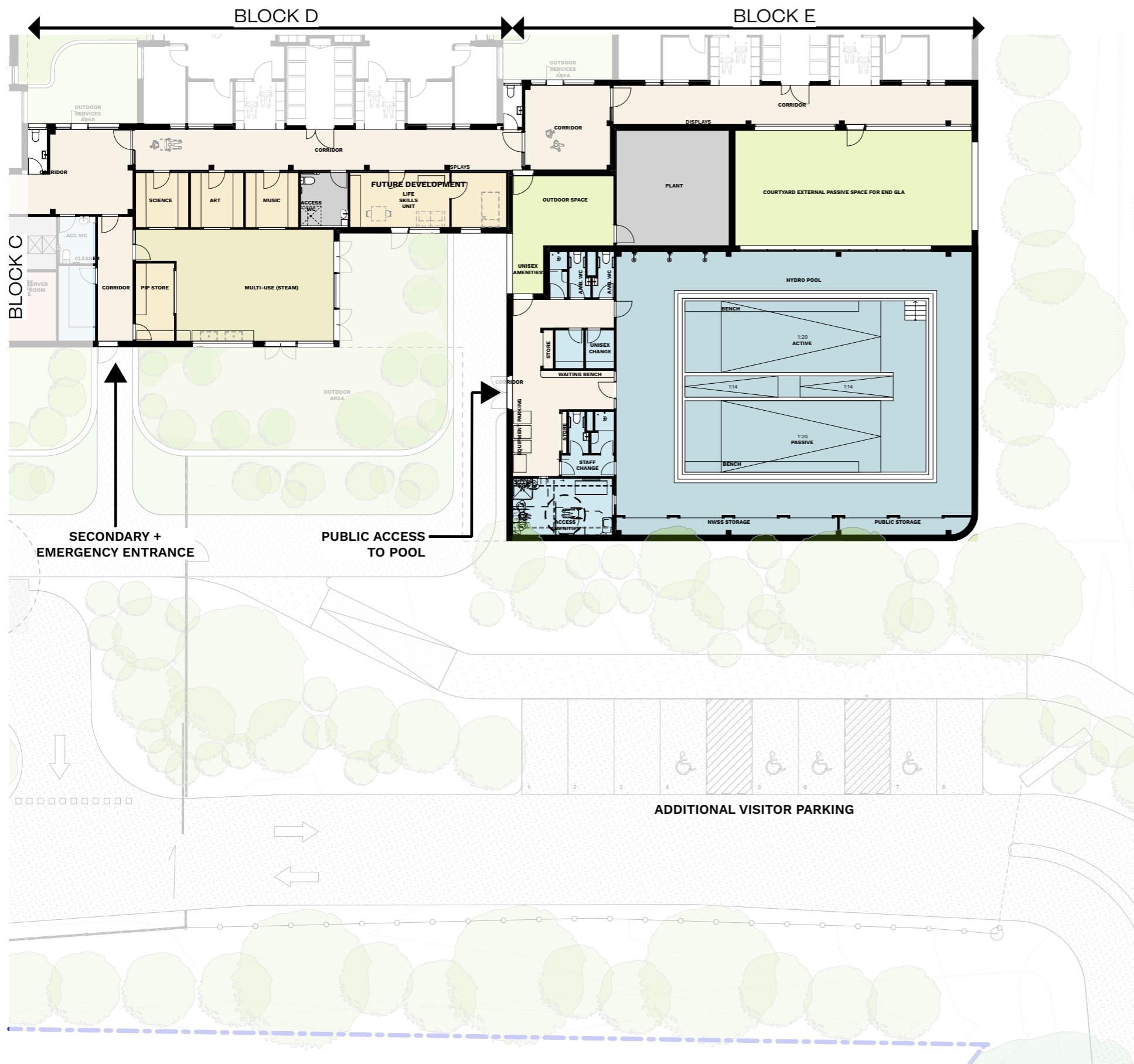


VILLAGE SQUARE
IN BETWEEN BLOCK B & BLOCK C

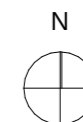


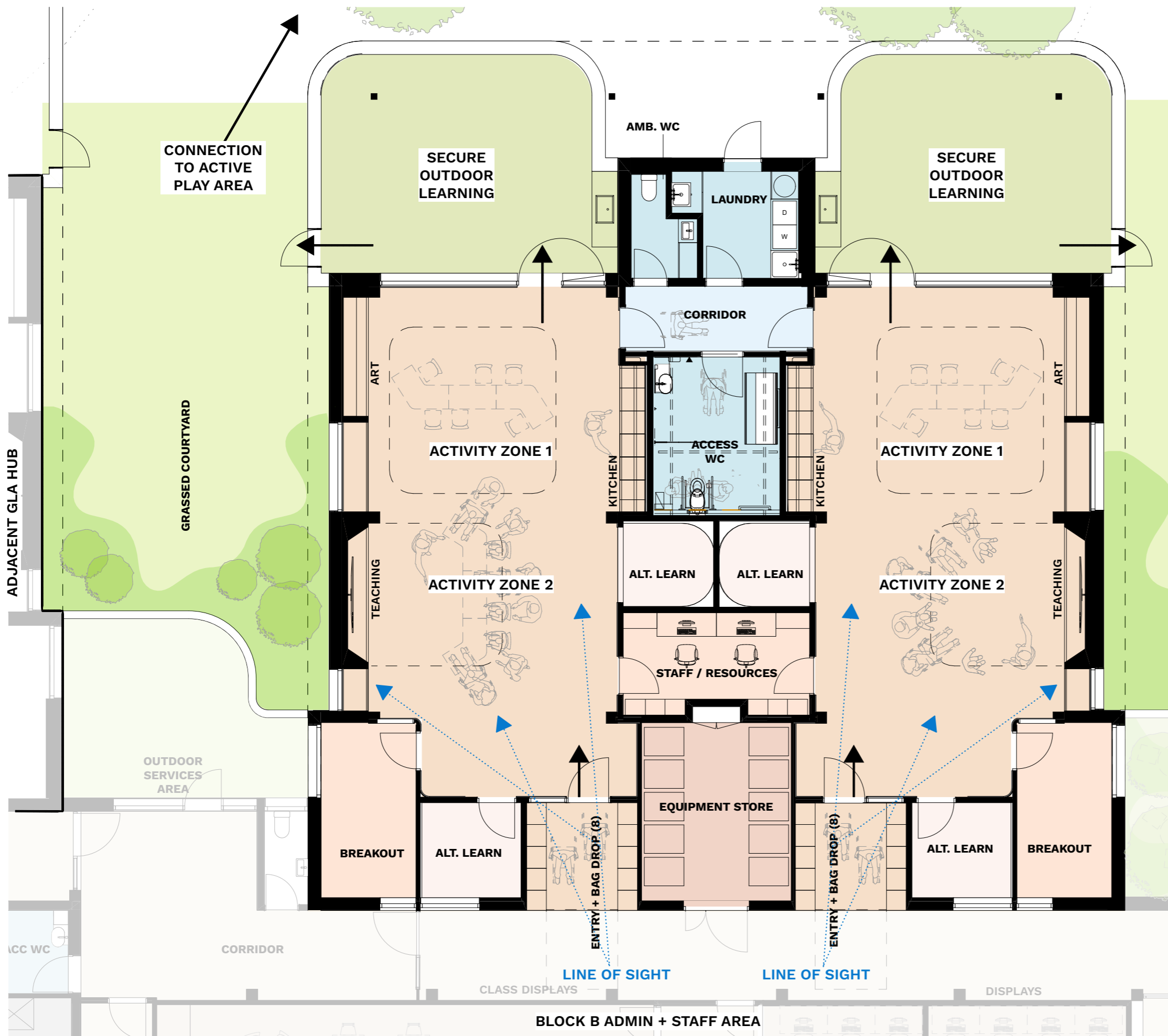
MASTER PLAN - KEY PLAN





DUAL ZONE POOL - PASSIVE & ACTIVE ZONES





COLOUR	ROOM	DESCRIPTION
[Light Blue]	CORRIDOR	
[Light Orange]	BREAKOUT	A medium sized room used for 1:1 learning or Specialist therapy with Students. Designed to be a 'Blank slate' space that can be adapted as required and has high visibility into from the classroom and corridor at head height but reduced at sitting level.
[Light Orange]	ENTRY + BAG DROP (8)	Acts as the transition zone between the classroom and corridor
[Light Orange]	CLASSROOM	General Classroom area with two main activity zones: Kitchen, meals and art vs. Teaching and learning focused zone.
[Light Blue]	LAUNDRY	Includes domestic washing machine and dryer, restricted access cleaners cupboard and a Laundry trough sink. This space can also be used for Students life skills development.
[Light Orange]	STAFF / RESOURCES	Shared restricted student-free zone between the two GLAs to encourage teacher collaboration. This space includes storage for teacher resources and desks.
[Light Pink]	ALT. LEARN	Smaller room directly off the GLA/Classroom that can be used as the teachers sees fit. This room with higher acoustic qualities and lighting controls
[Light Orange]	EQUIPMENT STORE	Storage
[Light Blue]	ACCESS WC	Student Accessible Toilet
[Light Blue]	AMB. WC	Student Ambulant Toilet



GLA HUB TYPICAL PLAN

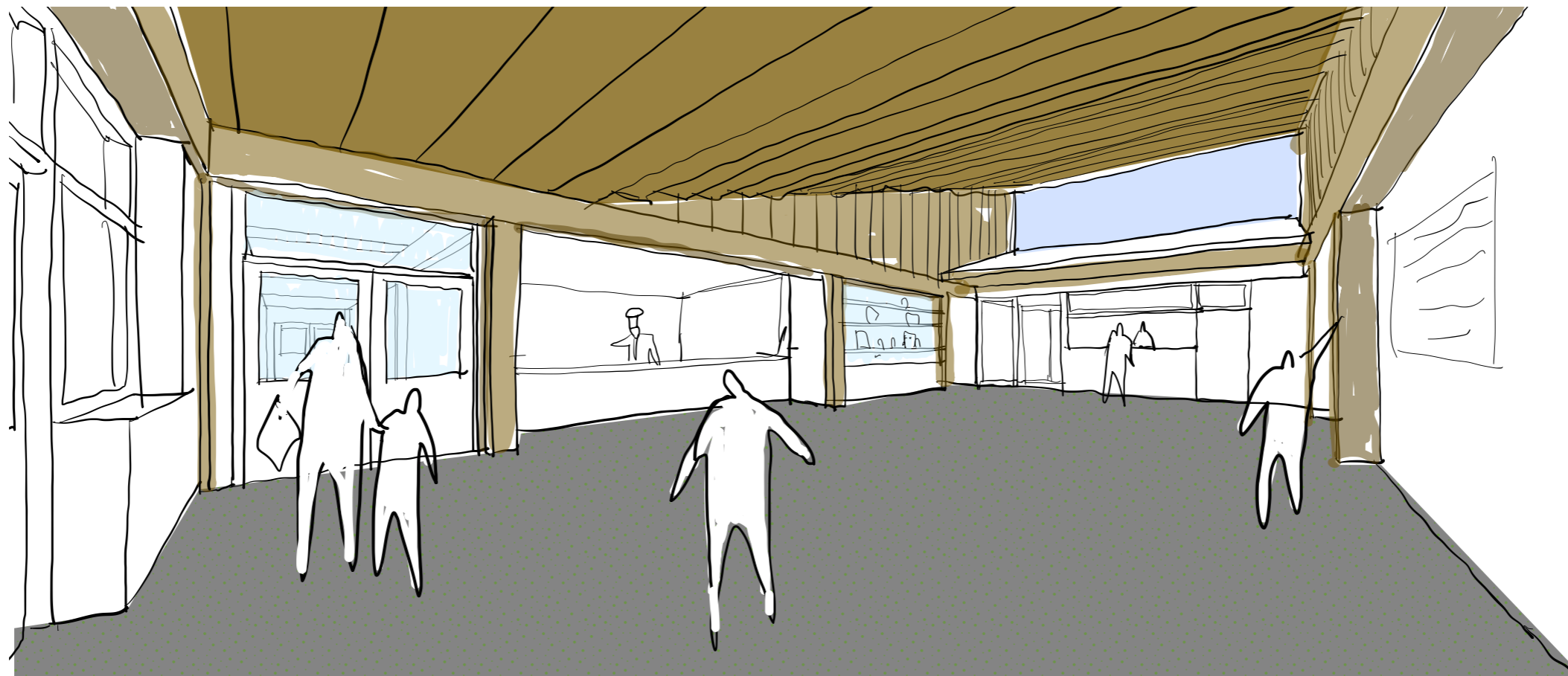
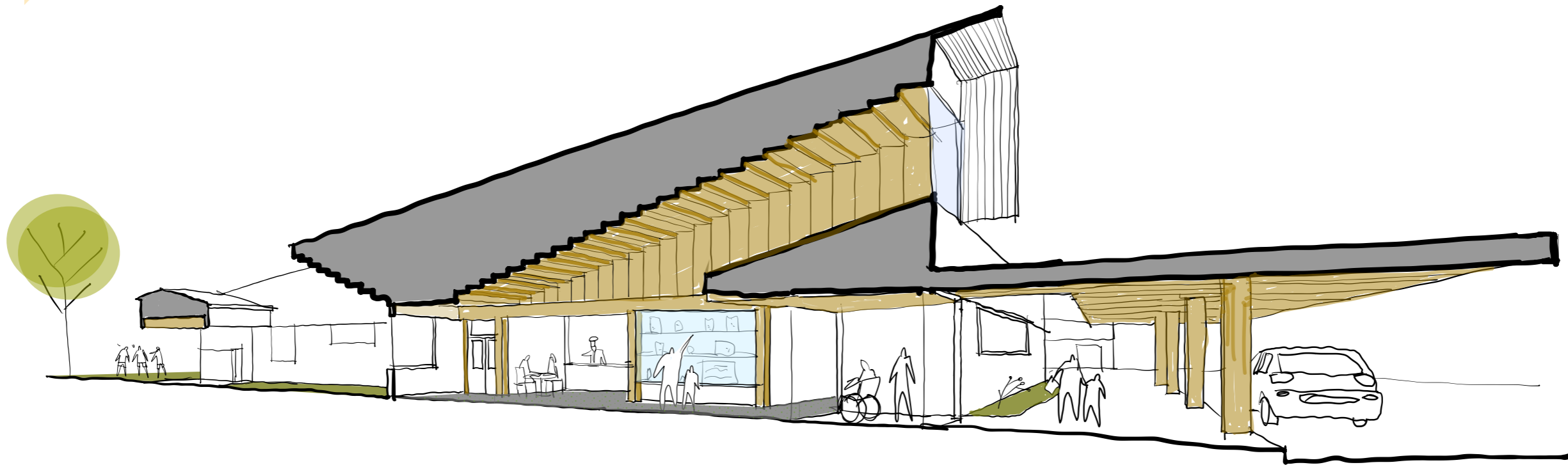
NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

SCALE @ A3 - 1:100

17/5/2026 DWG NO. PR-6



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CU LUS



3D SKETCH - VILLAGE SQUARE + ENTRANCE
NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

17/5/2026 DWG NO. PR-7

MU
CU LUS



Booboop Narrkwarren Najarra-jarra-noun family healing centre, Melbourne - Kerstin Thompson Architects (KTA) and BLOXAS

- Simple cost effective construction
- low maintenance
- muted colours
- calming palette
- materiality and form of the building helps with wayfinding



Example imagery of a courtyard

IMAGERY - FACADE / EXTERNAL AREA
NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

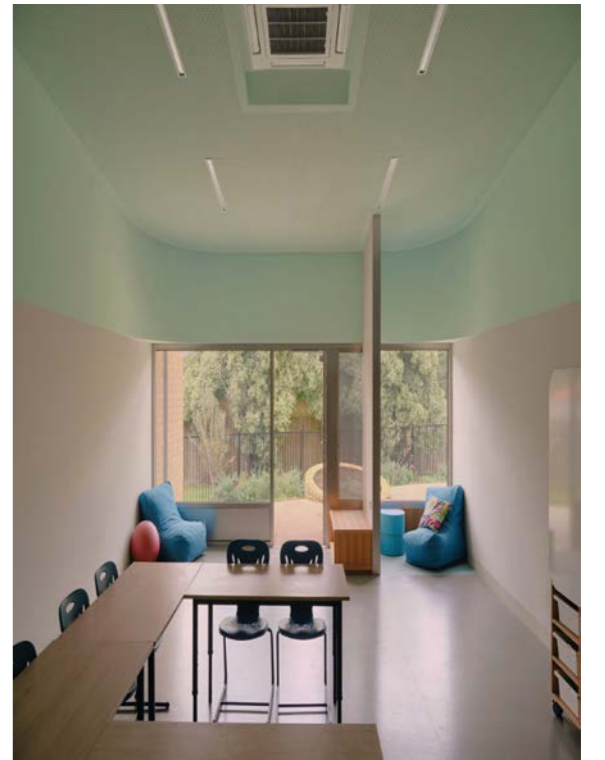
22/5/2026 DWG NO. PR-8



Double Kindergarten Steinmüli in Dietikon, Switzerland, designed by Schmid Zörjen Architektenkollektiv



Wangaratta District Specialist School, Victoria designed by Sibling Architecture



Yarra Ranges Special Developmental School, designed by Architecture Architecture



Moabitler Kinderhof (Moabit Children's Court) designed by Kersten Kopp Architekten



Kinderhaus Kreuzfeld (Kindergarten), Austria, designed by Innauer-Matt Architekten

- Minimal aesthetic
- Roller door joinery for minimising distraction.
- Flat ceiling for flexible + adaptable hoist/swing functionality.
- Natural Timber beams and ceiling elements.
- Solid panel beneath windows.



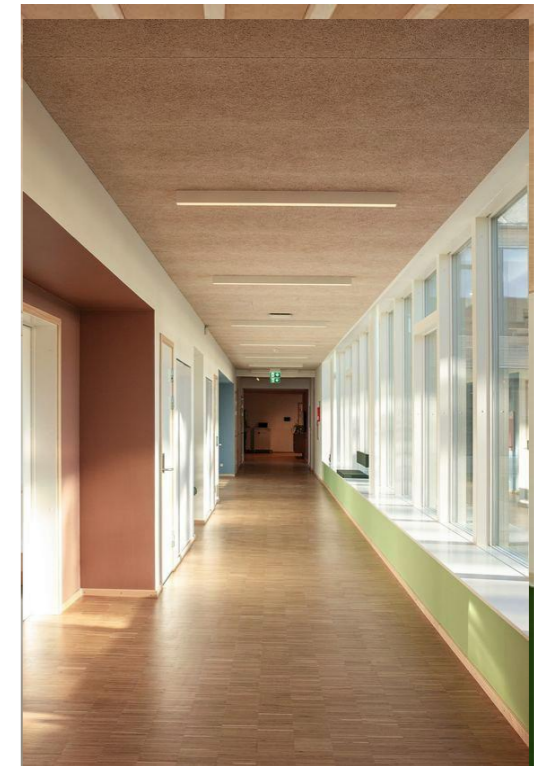
Ceilings: Natural Troldek acoustic



Floor: Vinyl in wet areas



Doors: Paint



Concept: Precedent



Padded floors (Gym, classrooms etc):
Regupol



Walls: Acoustic pinboard



Walls: Tas Oak Timber



VISUAL IMAGERY - EXTERNAL ENTRANCE AND DROP OFF
NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

17/5/2026 DWG NO. PR-11

MU
CU LUS



VISUAL IMAGERY - INTERNAL CLASSROOM
NORTH WEST SUPPORT SCHOOL, DEVONPORT (NWSSD)

17/5/2026 DWG NO. PR-12

MU
CU LUS



**COMMUNITY ENGAGEMENT
OUTCOMES REPORT
NORTH WEST SUPPORT SCHOOL**

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EXECUTIVE SUMMARY

BACKGROUND

In 2021, the Tasmanian Government committed a \$20 million Support School Package which included \$15.5 million for the redevelopment of North West Support School (NWSS) Devonport campus. This was to be on a new site in Devonport, while the broader Package included a new hydrotherapy pool and upgrades for the NWSS Burnie campus.

The Government received advice that it could consider another option to deliver this commitment: consolidating the two campuses into a new single support school on the former Penguin Primary School site.

The Minister for Education, Children and Youth agreed to undertake broad consultation to test the school community's interest in further investigating this new option.

CONSULTATION PROCESS

The consultation process for North West Support School ran from 27 February to 20 April 2023. This included:

- Online feedback form
- Community meetings held on:
 - 28 March 2023 at the Burnie campus
 - 29 March 2023 at the Devonport campus.

The Department for Education, Children and Young People (DECYP) ran an advertising and communication campaign to ensure as many community members as possible had a chance to have their say, including:

- Parents and carers
- Staff
- Community members
- Service providers.

CONSULTATION SUBMISSIONS: A SUMMARY

Based on all submissions received, a greater number of respondents opposed the Penguin option (47 per cent) compared to 39 per cent of submissions received being in favour of the Penguin option.

The Department received **136 unique submissions** throughout the consultation process and there were seven submissions received through the Minister's Office, including one formal Question without Notice request from a Member of the Legislative Council.

There were 11 attendees for Burnie meeting and 16 attendees for the Devonport meeting.

WHAT WE HEARD: KEY MESSAGES

Almost all the feedback received opposed to the Penguin option cited the additional distance and travel times to get to and from the school and the perceived impacts this would have on students and their families.

Of the total submissions received, four said they required more information about the tailored transport solutions offered by the Department.

Of the submissions received in favour of the Penguin option, the increase in scale for resourcing and co-location with the Penguin District School were cited as the primary reasons.

COMMUNITY ENGAGEMENT OBJECTIVES

Community engagement activities for NWSS were tailored to meet three key objectives. These were:

- Facilitate effective consultation for NWSS to raise awareness with the whole school community and other stakeholders about the Penguin option and encourage participation in the consultation process.
- Generate community and stakeholder feedback on the Penguin option to help inform decision-making by the Minister and DECYP.
- Demonstrate the Government's commitment to genuine, inclusive, and transparent community consultation.

The following activities were initiated specifically to achieve these objectives.

Objective	Activity
Facilitate effective engagement for NWSS to raise awareness with the whole school community and other stakeholders about the Penguin option and encourage participation in the consultation process.	Extensively promote the consultation process via school communication channels, radio, print and social media advertising to maximise awareness of the opportunity to provide feedback.
Generate community and stakeholder feedback on the Penguin option to help inform decision-making by the Minister and DECYP.	Provide the mechanisms to receive submissions from all stakeholders to be considered and included in the consultation outcomes report, including online, hard copy, and face-to-face options.
Demonstrate the Government's commitment to genuine, inclusive, and transparent community engagement.	Extend the consultation period from six weeks to eight weeks to provide additional time for stakeholders to submit their feedback. Make the consultation outcomes report publicly available.

CAMPAIGN OUTPUTS

The campaign for NWSS was launched on 27 February 2023. The campaign ran for eight weeks and concluded on 20 April 2023. Campaign outputs were:

- Multiple articles in the NWSS newsletter
- Ministerial media release (and subsequent article in The Advocate newspaper)
- Direct postcard mail outs to all currently enrolled students' families, school staff and service providers
- Direct emails to all currently enrolled students' families, school staff and service providers
- Letter from the DECYP Secretary provided to all currently enrolled students' families, school staff and service providers
- Direct outreach to the Premier's Disability Advisory Council
- Direct emails to relevant Local Government general managers
- Direct emails to relevant State and Federal elected representatives
- Campaign postcards made available in the NWSS administration areas
- NWSS page on the DECYP website
- Multiple posts on the NWSS Devonport and Burnie Facebook Pages
- Online feedback form
- Dedicated email box to receive submissions

- Two community meetings (Burnie and Devonport campuses)
- 30 radio advertising slots on 7BU, 7AD and SEAFM radio stations
- Three print advertisements in The Advocate newspaper (including two Saturday editions)
- Three print advertisements in community press publications including the Circular Head Chronicle, Central Coast Voice, and the Kentish Voice
- Five weeks of Facebook and Instagram advertising geo-targeting audiences on the North West Coast likely to be parents of school-aged children aged 3-17 years.

INTERPRETING THE FEEDBACK

All feedback received through the consultation process has been reviewed and best efforts have been made to interpret it to ensure accuracy and integrity of the consultation process and support informed decision-making by the Tasmanian Government.

In interpreting the feedback, DECYP took the following approach:

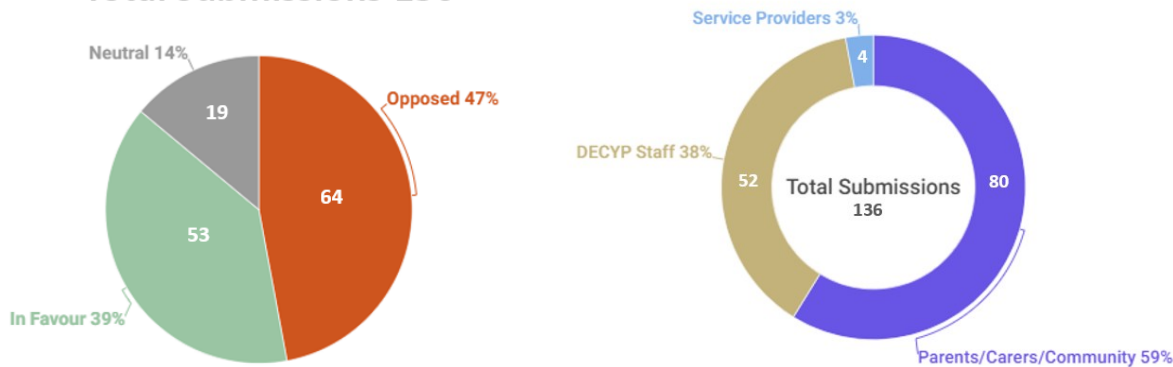
- Invalid submissions are considered those that have been left blank or are duplicates.
- Duplicate submissions are considered to be either those that are the same submissions received multiple times via the same or different medium, or multiple submissions from the same respondent expressing the same viewpoint. In such cases, to help determine sentiment in relation to the Penguin option, duplicate submissions have been counted only once regardless of medium.
- Submissions were considered neutral if:
 - It was unclear whether they were in favour or opposed to the Penguin option.
 - They did not express a preference and instead provided feedback on the types of services and infrastructure support schools should include.
 - The submissions listed both 'pros' and 'cons'; or
 - The submissions were requesting more information (such as transport arrangements for students).
- Submissions made via the community meetings have not been counted as unique submissions, and accordingly not included in the final tally in favour or opposed to the Penguin option. This is because no limit was placed on how much feedback one respondent could provide to the two questions, meaning that one respondent was able to provide multiple 'submissions.' Due to the nature of the questions, much of the feedback was also more general in nature, such as the type of infrastructure a support school should include.
- The majority of submissions received expressing opposition or support for the Penguin option cited multiple reasons. For the purposes of summarising feedback, the most common reasons for opposition or support for the Penguin option have been aggregated.

WHAT WE HEARD

Channels	Total Submissions Received	Invalid		Valid submissions	Penguin option		Neutral	Total
		Left blank	Duplicates		Opposed	In Favour		
Feedback forms	115	2	10	103	53	41	9	103
Emails	36		7	29	8	12	9	29
Correspondence	7		4	3	2		1	3
*Community meetings	143							
Social media comments	1			1	1			1
Total	159	2	21	136	64	53	19	136

**Not counted in the total tally as much of this feedback was more general in nature, with multiple responses provided by attendees*

Total Submissions 136



ONLINE FEEDBACK FORMS

The online feedback form was web-based using the Microsoft Teams platform, which respondents accessed via the NWSS *Get Involved* page on the DECYP website.

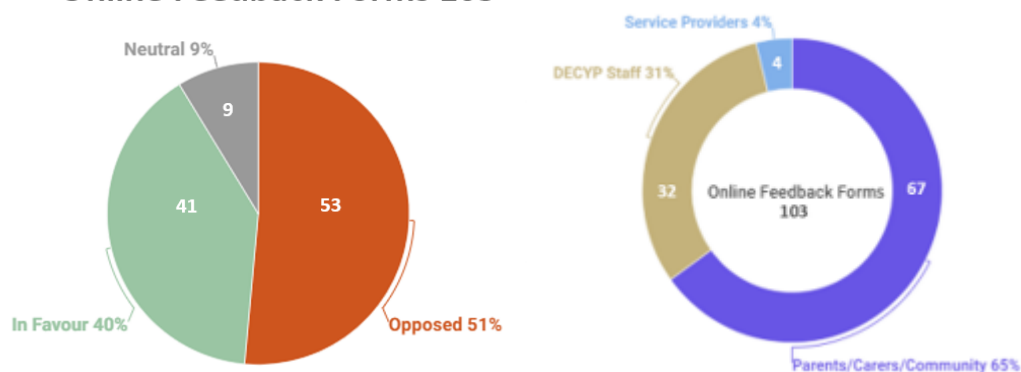
Response summary

- Of the 103 unique online feedback forms received:
 - 53 were opposed to a consolidated NWSS at Penguin.
 - 41 were in favour.
 - 9 were considered neutral.
- Of the total number of online feedback forms received:
 - 4 said they required more information about the tailored transport solutions offered by DECYP.
 - 8 raised the cost of fuel to travel to and from Penguin as one of the reasons for opposing the Penguin option.
- Of the 53 opposed to the Penguin option, the following concerns and themes were raised:
 - Concern about the physical and psychological impacts for students with severe disabilities of additional travel time on buses each day.

- Concern about travel distance and the time it would take for parents and carers to drive to the school in the event they needed to collect their child for health, behavioural or other reasons.
- Concern about the cost of fuel or loss of income for parents/carers having to take time off work to drive to and from the Penguin site.
- Some families have specifically moved to the areas nearby to the existing campuses to be closer to their child's school.
- Concern about the availability of residential properties for rent or purchase in the Penguin area and availability of nearby ambulance or health care facilities.
- Concern about their child's learning and behaviour resulting from attending a larger school at Penguin.
- Concern about the impact to parents/carers' employment or wellbeing resulting from additional logistical requirements for their child to attend school.
- Concern about the impact relocation of NWSS to Penguin would have on families' disability support arrangements through the National Disability Insurance Scheme (NDIS).
- Some respondents view the Penguin option as a loss of local community services for families in the North West region.
- Some respondents view the Penguin option as primarily focused on resolving administrative and logistical challenges for DECYP in operating a school with geographically disparate campuses.
- Some respondents said their preferred model was for NWSS to become two separate schools with separate principals.
- Of the 41 in favour of the Penguin option, the following benefits or issues were raised:
 - Greater student access to allied health and services which currently split time between three campuses.
 - The existing campus sites are constrained and do not allow for significant growth in enrolments.
 - Opportunities associated with co-location with Penguin District School (e.g. could allow for dual enrolments where possible).
 - Opportunity for NWSS students to come together and be more involved with each other, such as whole-of-school assemblies, group learning, etc.
 - Reduced impacts to school services from the principal and staff not having to travel between three campuses.
 - Improved learner outcomes resulting from co-location of staff at Penguin through greater staff interaction, professional development opportunities, and better staff morale.
 - Operating multiple campuses places greater strain on resourcing.
 - More space at the Penguin site allows for provision of more dedicated therapeutic and support areas for students.
 - More in-class support and senior staff onsite
 - Learnings from other support schools that underwent site consolidations (Northern and Southern Support Schools) identified student and staff benefits.
 - Benefits of having a fulltime nurse onsite
 - Equity of access for all NWSS students to contemporary learning facilities.
- Of the nine responses considered neutral, the following themes or issues were raised:
 - Concerns in relation to additional student, parents/carers and staff travel to the Penguin site (five of the nine neutral responses raised this concern).

- Questions in relation to the student bus arrangements for travel to the Penguin site.
- Questions about the availability of accommodation for professional support staff at Penguin.
- Suggestions for the types of facilities and spaces the redevelopment of NWSS should provide.
- Comments on the benefits that would come from consolidating the school on one site.

Online Feedback Forms 103



COMMUNITY MEETINGS

Community meetings were held at NWSS Burnie campus on 28 March 2023 and at the Devonport Annex campus on 29 March 2023. The meetings were promoted via the school newsletter, Facebook pages, DECYP website, social media advertising, and direct emails. Registration to attend the workshop was via the NWSS *Get Involved* page on the DECYP website. A total of 27 individuals registered to attend the meetings (16 for Devonport and 11 for Burnie).

Attendees were seated in small groups and the format included a Questions and Answers session and a workshop component in which attendees were asked to respond to two questions. Across both community meetings, a total of 143 individual feedback submissions were provided to the two questions.

Response summary

Question 1 - What are the most important considerations for redevelopment of NWSS – infrastructure/facilities?

Respondents said they felt the most important considerations were:

- Fully fenced facilities
- Provision of therapy/sensory rooms and regulation spaces
- More bathrooms (inside and outside)
- Availability of onsite medical personnel
- Outdoor learning spaces
- Adequate space to allow for future expansion
- Adequate storage
- Level playground
- Shelter for drop-offs
- Decent sized library, music room, office spaces for staff, specialists, and visiting therapists
- ECIS integration
- Adequate car parking
- Design to be informed through consultation with staff
- Travel arrangements to Penguin.

Question 2 - What do you believe are the biggest opportunities or challenges with the Penguin option?

Opportunities

Respondents said they felt the biggest opportunities with the Penguin option were:

- Greater allocation of support staff on site more regularly
- Access to other new education and sporting facilities
- Better options for grouping students with similar needs
- More opportunities for students to interact with Penguin District School
- No doubling of resources
- Access to high school subjects such as woodwork, art, music, etc.
- Greater capacity to accommodate more students
- Onsite hydrotherapy pool
- More areas for therapy
- Bigger library
- Improved outdoor areas
- Input from all involved to get the best outcome
- Community access of site
- Accessible play equipment.

Challenges

Respondents said they felt the biggest challenges with the Penguin option were:

- Travel time/distance for families living further away
- Medical concerns
- Families being unable to collect their child if required
- Cost of transport (fuel)
- Risk of non-attendance/home schooling
- Sensory overload for some students with larger gatherings/noise
- Impacts to therapy appointments and NDIS funding
- Lack of affordable housing in Penguin
- Risk of nearby highway/noise, etc.
- Parents not having drivers licences but needing to collect their child from Penguin
- How tailored can the student transport be? (flexible, door-to-door drop-off/pick up?)
- Impact of additional travel time on students with continence issues
- Distance from hospitals
- Impacts to student learning due to fatigue from additional travel.

EMAILS

Email submissions were encouraged via the DECYP email box.

Response summary

The email responses received in favour of the Penguin option highlighted a range of perceived benefits, including:

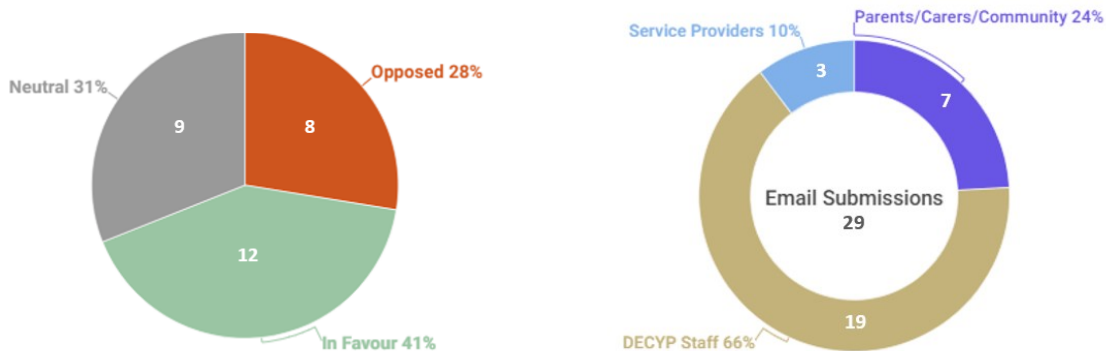
- Penguin having good outdoor areas for inquiry-based learning
- Support staff all being co-located on one site
- More space for physio programs
- Having the opportunity to accept more students
- Good for resourcing/equipment and shared facilities
- Penguin potentially being available sooner than a greenfield site build
- Onsite hydrotherapy pool
- Penguin District School and sporting facilities nearby
- Opportunity for increased class combinations
- Improved staff health and wellbeing
- Better professional learning opportunities.

The email responses received opposed to the Penguin option highlighted a range of concerns or issues, including:

- The increased travel time/distance for families living further away
- Medical concerns
- Families being unable to collect their child if required, additional bus travel increasing dysregulation of students
- Additional strain on parents and carers already “doing it tough” caring for children with severe disabilities
- Penguin being a “village” rather than a city and lacking facilities and infrastructure
- Lack of support from a majority of families for the Penguin option
- Lack of health care and accommodation in Penguin
- Increased financial costs for families
- Some NWSS staff having to find other employment due to distance to and from work
- Impacts to NDS arrangements for families.

The email responses received considered neutral highlighted a range of perceived positives and negatives with the Penguin option. Five of the nine neutral submissions raised perceived impacts to students and families from increased distance/travel time to and from the Penguin site.

Total Email Submissions 29



CORRESPONDENCE

Two unique submissions were received directly by the Minister’s Office.

Response summary

The two unique submissions opposed to the Penguin option highlighted a range of concerns, including:

- The need for NWSS to have at least 10 dedicated therapy rooms in order to cater for the current number of student enrolments and that this was unlikely to be achieved on one site.
- The desire for families on the North West Coast to retain the two separate campuses, but that these should be resourced separately and have separate principals.
- That one NWSS would not be able to readily accept students from mainstream schools.
- That students in wheelchairs find long travel to and from school emotionally and physically tiring.
- That having the two campuses allows parents/carers to more easily collect their child if ill or in need of their presence for therapy sessions or to attend assembly.

SOCIAL MEDIA

One social media comment was received by DECYP during the consultation process, noting that due to moderation policy requirements, the capacity to provide comments on Facebook pages managed by DECYP (including schools) is limited.

Response summary

The one Facebook comment cited the capital investment in the Burnie campus in 2017, and that the Penguin option would be a waste of this investment.

NEXT STEPS

This outcomes report has been provided to the Minister for Education, Children and Youth, DECYP Executive Group and DECYP Learning Services Division. The report was considered by the Minister as part of the decision-making process to not continue with the Penguin site option and to proceed with the election commitment which included a new school site in Devonport and upgrades to the Burnie campus. The feedback and submissions received will provide a valuable input into progress those works.



COMMUNITY ENGAGEMENT
OUTCOMES REPORT
NORTH WEST SUPPORT SCHOOL
DEVONPORT SITE OPTIONS

get involved

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EXECUTIVE SUMMARY

The Tasmanian Government has committed \$62.15 million for a major redevelopment of the North West Support School (NWSS), with a new hydrotherapy pool and upgrades to the Burnie campus, and redevelopment of the Devonport campus on a new site in Devonport.

The Department for Education, Children and Young People (DECYP) *Get Involved* consultation process for NWSS Devonport campus site options commenced on Tuesday 11 June 2024 and closed on Friday 5 July 2024. The consultation sought feedback from the school and community on two sites identified as potentially suitable for the redevelopment of NWSS Devonport.

These sites were:

- Site A - 87-121 Watkinson Street Devonport
- Site B - 3-9 Mersey Main Road Spreyton

Through the consultation, feedback was received via an online and hardcopy feedback form, which presented the benefits and challenges of both sites, and respondents were asked to rank the sites in order of preference. The feedback form also contained a free text field for additional comments. Feedback was also able to be submitted via the Department's *Get Involved* email box.

Across all mediums, the total number of submissions received was 300, with 153 (51 per cent) of these nominating Site A as their first preference, and 147 (49 per cent) nominating Site B as their first preference.

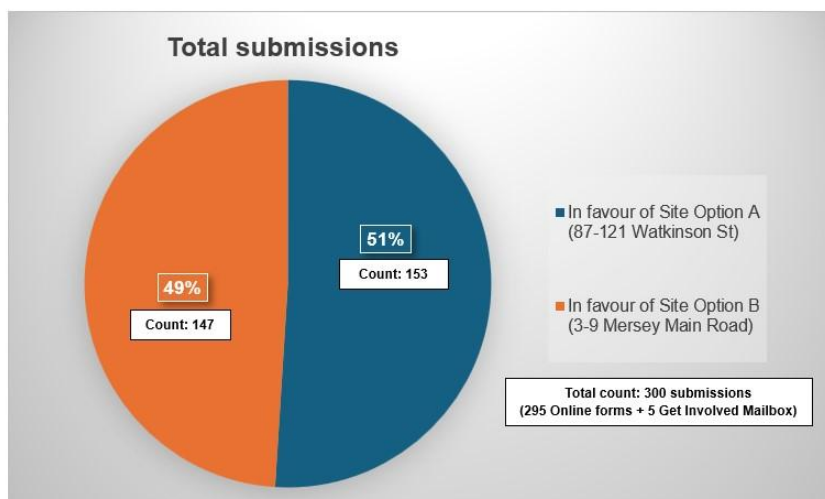
153 of these submissions contained additional feedback. This feedback provides insight into the reasons influencing site preferences. The most frequently cited reasons are summarised below:

Site A

- Opportunities for student interactions between NWSS and Don College
- Perception that works could commence sooner due to the site being owned by DECYP
- Proximity to existing nature reserve
- Traffic concerns about Site B
- Perception that Site B is too industrial and located in proximity to a waste transfer station
- Concern about loss of netball courts at Site B.

Site B

- Perceived greater synergies for student/staff interactions between NWSS and Spreyton Primary School
- Closer to current NWSS campus in Middle Road Miandetta
- Perceived to be closer to services and retail
- Concern about loss of amenity and traffic/parking impacts to local residents adjacent to Site A
- Concern about Site A's impact to Don College and loss of outdoor/nature space
- Concern about Site A's proximity to the Don River Railway.



BACKGROUND

DECYP has committed to undertaking community consultation for all major capital works projects. This is to provide local communities and stakeholders with the opportunity to provide input on capital works projects – ensuring a co-designed approach to delivering facilities that improve outcomes for learners and their parents and carers.

The North West Support School (NWSS) currently operates across two campuses in Burnie and Devonport and provides education and support for students from K-12 who have been diagnosed with a moderate to severe disability.

Significant capital improvements were made to the Burnie campus located in Acton Road in 2017, and while some improvements have been made to the main Devonport campus over time, its site located in Middle Road is heavily constrained. This campus is currently at capacity and does not have contemporary learning facilities for students and staff.

As part of its 2021 election commitments, the Tasmanian Government committed to the redevelopment of NWSS Devonport campus on a new site in Devonport and additional funding for a new hydrotherapy pool and upgrades of the NWSS Burnie campus.

DECYP engaged independent planning consultants to identify potential sites in Devonport and the immediate surrounding areas for a new campus for NWSS Devonport. 14 initial sites were identified, which were assessed by the planning consultants against the site search criteria. Of these 14 sites, two sites identified by the planning consultants were shortlisted because they met all or most of the search criteria. These sites were:

Site A

87-121 Watkinson Street Devonport

Site B

3-9 Mersey Main Road Spreyton

The search criteria used by the planning consultants were:

'Essential'

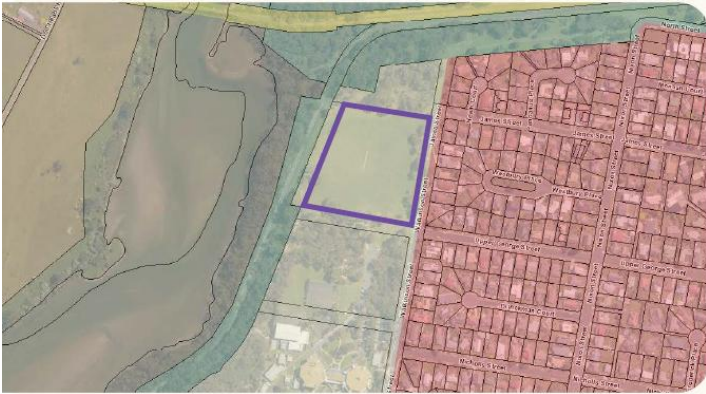
- The size of the site should ideally be a minimum of two hectares.
- The site should be within the Devonport area, providing for ease of access and connection.
- The site should avoid excessive noise, light and vibration i.e. not close to industrial or transport activities.
- The site would need to be zoned appropriately under the relevant Tasmanian Planning Scheme.
- The site must accommodate safe vehicle access and egress, including onsite staff/visitor parking and bus pick-up and drop-off.

'Desirable'

- The site should preferably be government-owned, however private land will be considered.
- The site should be close to another government school to allow for associations/students to interact together.
- The site should be relatively flat.

For the consultation process, the perceived benefits and challenges for each site were listed to provide a balanced and unbiased presentation of both sites for consideration. Respondents were asked to rank the two sites in order of preference, via an online or hard copy feedback form, which also contained a free text field for additional comments. Feedback was also able to be submitted via the Department's *Get Involved* email box.

Site A



Land Details

Owner	Dept for Education Children and Young People
Property Address	87-121 Watkinson St Devonport
Land Area	2.52ha±
PID / CT	6319223 / 235841/1
Land Zoning	Community Purpose
Distance from current NWSS site	5.2km
Code Overlays	Bushfire Prone Areas Code Natural Assets Code

Benefits

- Close proximity to Don College
- DECYP-owned land
- Close to support services
- Relatively flat site
- Appropriately zoned for education purposes
- Student engagement opportunities
- Close to nature reserve

Challenges

- Would add to traffic load on existing street access which contain adjacent residential properties
- Nearby Don River railway line
- Limited nearby retail

Site B



Land Details

Owner	Devonport City Council
Property Address	3-9 Mersey Main Road, Spreyton Tas 7310
Land Area	2.3ha±
PID / CT	6384914 / 39640/1
Land Zoning	Recreation
Distance from current NWSS site	2.3km
Code Overlays	Coastal Erosion Hazard Code Natural Assets Code

Benefits

- Close proximity to Spreyton Primary School
- Relatively flat site
- Zoned as Discretionary Use (potentially suitable for education purposes)
- Local road access
- Student engagement opportunities

Challenges

- Further away from support services
- Council-owned land
- Currently occupied by netball courts
- Located on a busy road

CAMPAIGN OUTPUTS

The *Get Involved* consultation for NWSS Devonport site options was launched on 11 June 2024. The campaign ran for four weeks and concluded on 5 July 2024. Campaign outputs were:

- Multiple communications through the NWSS communication channels.
- Ministerial media release (and subsequent article in The Advocate newspaper)
- Direct outreach to the Premier's Disability Advisory Council.
- Direct outreach to the Devonport City Council
- Direct outreach to Don College and Spreyton Primary School.
- Direct outreach to the Early Childhood Intervention Service Devonport
- Direct emails to relevant State and Federal elected representatives
- Direct emails to the NWSS consultation database
- Community Reference Group meeting held on 11 June 2024.
- Hard copies of the consultation feedback form sent home with all students from NWSS Devonport and made available in the NWSS Devonport administration area
- NWSS *Get Involved* page on the DECYP website
- Multiple posts on the NWSS Devonport Facebook Page
- Online feedback form
- Dedicated *Get Involved* email box to receive submissions
- Face to face meeting opportunities at NWSS Devonport campus

- 49x radio advertising slots on SEAFM Burnie and Devonport
- 2x print advertisements in The Advocate newspaper (Saturday edition)
- 1x print advertisement in community press publication the Kentish Voice
- Four weeks of Facebook and Instagram advertising geo-targeting audiences on the North West Coast likely to be parents of school-aged children aged 3-17 years.

PARTICIPATION

Community participation in the *Get Involved* consultation for NWSS Devonport site options was strong.

Participants in the consultation came from a mix of parents and carers, school staff, support service providers, community members and local government. Across all mediums, the total number of submissions received was 300.

Online feedback form

A total of 295 unique feedback forms were received, noting that a further 11 forms were received but were determined to be either duplicates or were from respondents who had already submitted a form.

Email submissions

A total of five submissions were received via the *Get Involved* email box.

Hard copy submissions

Hard copies of the online feedback form were sent home with all students from NWSS Devonport and made available in the NWSS Devonport campus administration. A total of three completed hard copy forms were received and for the purposes of collation, these were tallied together with the online feedback form submissions.

Face to face meetings

The *Get Involved* consultation included the opportunity for NWSS Devonport parents and carers to speak directly with DECYP representatives. These sessions were advertised via school communications and held on:

- Thursday 13 June 2024
- Tuesday 18 June 2024
- Friday 21 June 2024

While there were discussions held with some staff members at one of these sessions, there were no face-to-face meetings held with parents or carers.

Community Reference Group

A meeting of the NWSS Devonport Community Reference Group was held on 11 June 2024, which comprises DECYP, Devonport City Council, Premier's Disability Advisory Council, and NWSS parents/carer representatives. This meeting had 12 attendees, with discussion focused on the two shortlisted sites.

INTERPRETING THE FEEDBACK

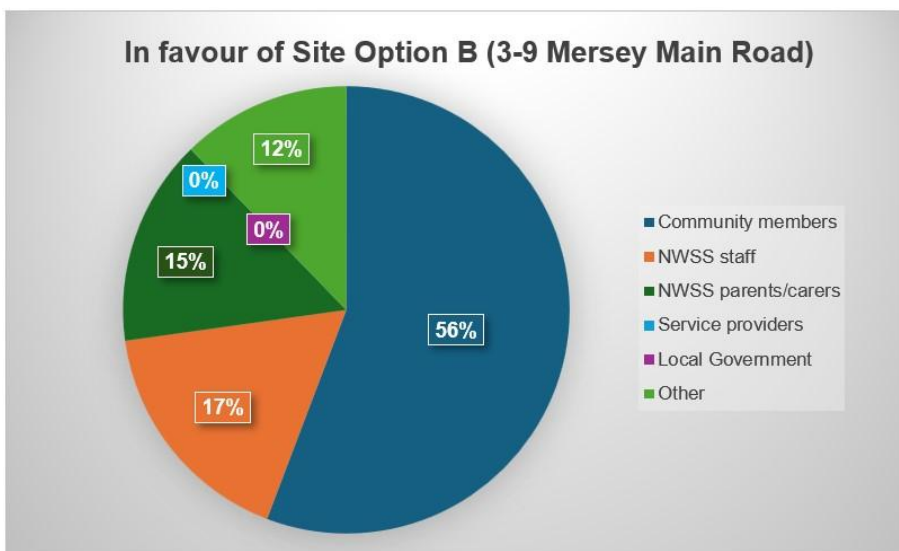
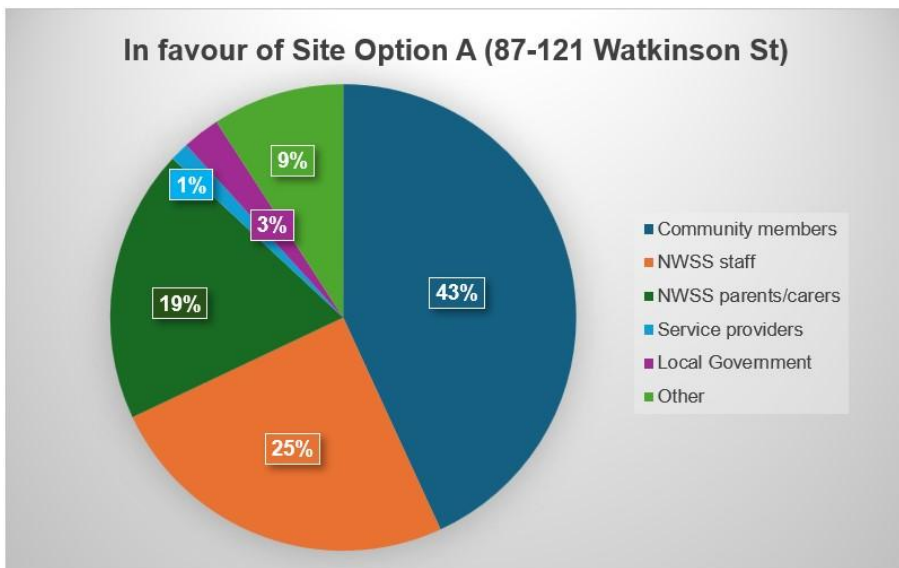
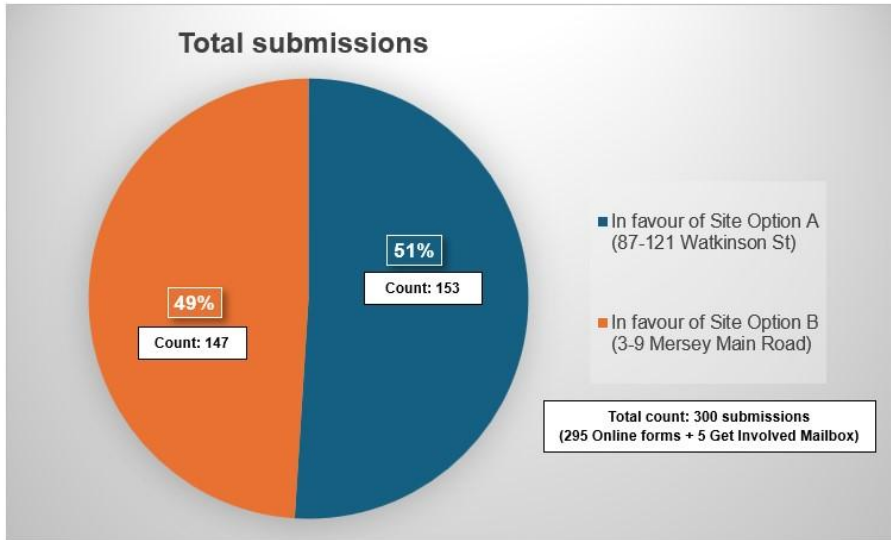
All feedback received through the consultation has been reviewed and best efforts have been made to interpret it to ensure accuracy and integrity and support informed decision-making by the Tasmanian Government. Written submissions, including the additional comments provided in the online feedback form have been collated to capture the reasons provided for site preferencing.

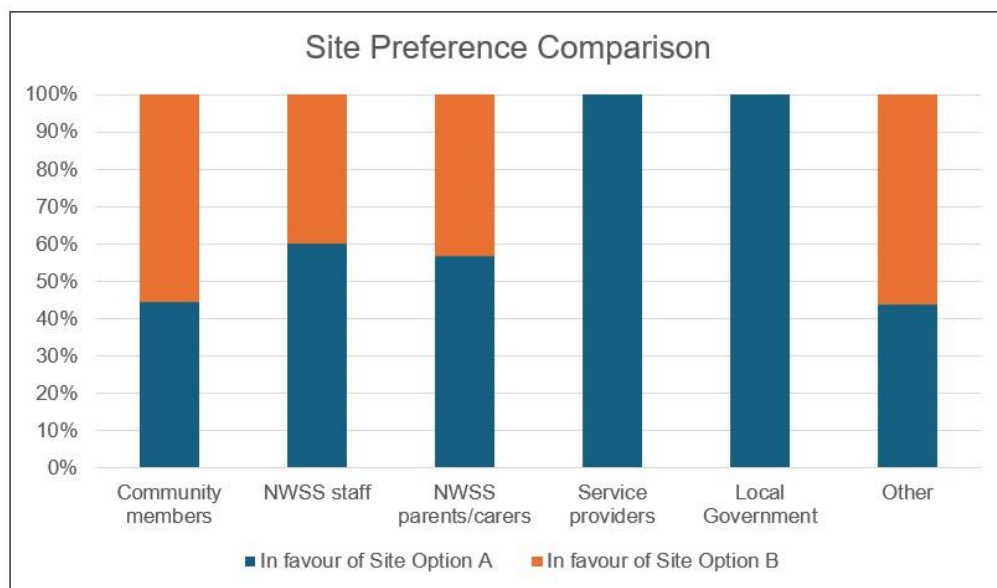
Through the consultation, it was identified that 11 duplicate submissions were received via the online feedback form. To ensure an accurate tally of site preferences, multiple submissions received from the same

respondent have been counted only once. Where a submission was received that expressed opposition to a particular site without expressing a preference for the alternative site, it has been counted as in favour of the alternate site.

WHAT WE HEARD

Feedback providers	Channels	In favour of Site Option A (87-121 Watkinson St, Devonport)	In favour of Site Option B (3-9 Mersey Main Road, Spreyton)
Community members	Online feedback form	66	80
		0	2
NWSS staff		38	25
		0	0
NWSS parents/carers	Get Involved Mailbox	29	22
		0	0
Service providers		2	0
		0	0
Local Government		3	0
		1	0
Other		14	16
		0	2
TOTAL		153	147





ONLINE FEEDBACK FORMS

The online feedback form was web-based using the Microsoft Teams platform, which respondents accessed via the NWSS *Get Involved* page on the DECYP website.

Response summary

- Of the 295 unique online feedback forms received, 152 listed Site A (87-121 Watkinson Street) as their first preference and 143 listed Site B (3-9 Mersey Main Road) as their first preference.
- Of the 152 that listed Site A as their first preference, 29 were NWSS families, 38 were NWSS staff, 66 were community members, 14 were 'Other', 3 were from local government and 2 were service providers.
- Of the 143 that listed Site B as their first preference, 22 were NWSS families, 25 were NWSS staff, 80 were community members, 16 were 'Other', 0 were from local government and 0 were service providers.
- Of the total number of online feedback forms received, 148 provided additional feedback.
- Of those that provided additional feedback and listed Site A as their first preference, the most commonly cited reasons were:
 - **Opportunities for student interactions between NWSS and Don College**
 - **Proximity to existing nature reserve**
 - **Perception that works could commence sooner due to the site being owned by DECYP**
 - **Traffic concerns about Site B**
 - **Perception that Site B is too industrial and located in proximity to a waste transfer station**
 - **Concern about loss of netball courts at Site B.**
- Of those that provided additional feedback and listed Site B as their first preference, the most commonly cited reasons were:
 - **Perceived greater synergies for student/staff engagement between NWSS and Spreyton Primary School**
 - **Closer to current NWSS campus in Middle Road Miandetta**
 - **Perceived to be closer to services and retail**
 - **Concern about loss of amenity and traffic/parking impacts to local residents adjacent to Site A**
 - **Concern about Site A's impacts to Don College and loss of outdoor/nature space**
 - **Concern about Site A's proximity to the Don River Railway.**

COMMUNITY REFERENCE GROUP

A meeting of the NWSS Devonport Community Reference Group was held on 11 June 2024. During this meeting, the group discussed the following issues related to the two shortlisted sites.

Site A

Discussion was held on whether there were flooding issues with the site and advice was provided that while no geotechnical study of the site had yet been completed, there were no known significant flooding issues.

It was noted that the site had proximity to water and that there could be students jumping fences, but that the site was still a distance away from this water.

There was discussion that the proximity to Don College presented potential development and interaction opportunities for community services with students, as well as potential synergies for learner transitioning.

The proximity of the rail line was discussed, noting the potential impact students with sensory difficulties. It was also noted that this was a tourist railway, and that contemporary design and layout of school buildings could effectively manage and mitigate noise.

There was also discussion on the potential for bus routes to be added to service the site and how parking and traffic would be addressed. It was identified that additional bus routes were possible and that the site was large enough to be able to accommodate onsite parking and bus pick up and drop off to minimise additional load on the adjacent residential streets.

Site B

Discussion was held on the vision for the existing netball courts on this site and it was noted that the current plan was for the courts to be relocated to the planned new sports precinct at Devonport Oval. It was likely that this meant it would take longer to become available to develop the NWSS Devonport campus here than the other option. It was raised whether the Devonport Oval had been precluded as a potential site for NWSS Devonport, and it was confirmed that there was general awareness that planning was already well advanced for the site to become a sports precinct, hence it was not a viable option for NWSS.

It was discussed whether NWSS would have to share the circular driveway at the back of Spreyton Primary School for pick-up and drop-off should the site be selected. Concerns were expressed about the real or perceived impacts for a school for students with a disability to be located at the back of a tip and in proximity to industrial activities.

It was raised that the idea of a support school “near the tip” would create an association or perception, but it was noted that there was already a school in the same location and that the ‘tip’ was a waste-transfer station.

There was discussion about the busy roads around the site. It was noted that many schools across Tasmania were located near major roads, but that safety is always a top priority. It was raised the site also has local road access which would help alleviate the issue and could be configured to provide separate parking and access from Spreyton Primary School.

The full Minutes from this meeting are available at www.decyp.tas.gov.au/nwss

EMAIL SUBMISSIONS

Email submissions were encouraged via DECYP’s *Get Involved* email box. A total of five written submissions were received via email. These submissions were received from the Devonport City Council, the Spreyton Primary School Association, the Don College School Association and two from local community members living in proximity to Site A.

Response summary

Devonport City Council

- Council supports Site A as its first preference
- Site A is already owned by DECYP and appropriately zoned for education purposes
- No threatened species vegetation removal or public land disposal process is required for Site A

- NWSS development would not impact the existing Don Reserve
- Site A could be developed quicker than Site B
- Site B is also considered a suitable site for NWSS
- Spreyton Netball Centre currently located at Site B is proposed to be relocated to the new sports complex in North Fenton
- Site B would likely become available from 2027.
- Discussions between DECYP and Council and formal Council decision would be required to confirm Site B availability.

Spreyton Primary School Association

- Spreyton Primary School Association acknowledges and supports the commitment to redevelop NWSS Devonport
- The School Association notes that Site B meets many of the search criteria to be suitable for NWSS Devonport
- Should Site B be chosen, the School Association wishes to work closely with DECYP, NWSS and the Devonport City Council to ensure mutually beneficial outcomes for both school communities including opportunities for student engagement and collaboration between school associations.
- Consideration would need to be given to traffic management and safety due to increased traffic on Mersey Main Road which is congested at school drop-off and pick-up times.

Don College School Association

- Don College School Association's preferred option for NWSS is Site B
- The School Association seeks clarification on how Don College's integration with NWSS could occur that minimises impacts to all students, noting the potential to create a divided, co-located campus
- The School Association would like to understand the educational opportunities that this new development could bring for Don College students, such as potential Vocational Education and Training (VET) opportunities
- Concern was raised about increased traffic flow and safety implications and requested that DECYP undertake a traffic impact assessment
- Concern was raised about the loss of the oval at Site A as this space is used by the College and the community, and alternative solutions for the College would be required.
- Concern was raised that locating NWSS at Site A would limit the expansion and growth opportunities for Don College in the future.

Community member submission 1

- The community member identified that they reside in Watkinson Street and are opposed to location of NWSS Devonport at Site A.
- Concerns were raised in relation to increased traffic volumes for the local area and the impact to the wildlife that use the oval.
- Concerns were also raised about the NWSS development at Site A impacting residential property values and that residents would be impacted by a long, noisy build process.

Community member submission 2

- The community member identified that they are a local resident in proximity to Site A, and that they believe it is not the best site for NWSS.
- Concerns were raised about the traffic impact to the local area and the wildlife in the surrounding nature reserve.
- Concerns were also raised about the visual amenity impact to tourists on the Don River Railway, the loss of parkland green space for Don College and the community.
- There was a view expressed that Don College requires more land to expand and that the loss of Site A would impact the College.
- Site B was raised as a better location for NWSS.

NEXT STEPS

This outcomes report will be considered by the Minister for Education and DECYP as part of the decision-making process to determine the preferred site for NWSS Devonport. This report will be made publicly available via the DECYP website and distributed via the consultation database.

WRITTEN SUBMISSIONS



ONLINE FEEDBACK FORMS

Site A first preference

I think it would be great for the new school to be located next to Don College.

We could have a buddy system with Don students especially our TASC students.

Our TASC students could access some of the Don programs.

We could potentially have Don catering/health/childcare students come and assist with our programs.

This could also create interest with Don students to consider joining our school as a career when they leave school helping with our growing need of staff as we expand.

I do believe adding another school in Spreyton near the primary school will create extreme traffic problems as there is quite a lot of build up there during school hours already.

Also the Don location is bigger.

Spreyton does not seem like a good option. It is very close to asbestos and chemical rubbish points.

Spreyton is not a suitable option for the school build given it is not in a residential area, it is on a busy road, it is extremely close to the tip and there is a pre-existing facility there. While Don is certainly not perfect, it is a far better option than Spreyton.

Spreyton is a poor choice for a new school build due to already congested traffic conditions, proximity to industrial sites, proximity to waste disposal. Spreyton also has slower access to emergency services and is land locked between industrial and farming lands preventing pedestrian access and outdoor school activities. Don is more central, better traffic conditions, access to Coles Beach, Don River railway and local walking tracks suitable for differently abled people. The Don location will allow high school and college age NW Support School students to have access to Don College facilities.

Why put a support school near a tip when it can be close to don and walking tracks and the train.

Devonport is a centrally located accessible site by regular public transport.

Having studied at The Don College I know the quality of the staff, the supportive nature of the teachers and the challenges they set for individuals to grow and learn about individuals' key strength and to overcome shortfalls. The facilities were underfunded then but the education they provided was critical to my current career. I believe they are well overdue for additional funding, and it would be exciting to see what opportunities they generate with some financial breathing room.

PAG identified the Don College as an alternative site over 12 months ago, having great potential and synergies with a new NWSS.

Being close to the aquatic Centre will be an additional bonus.

Why the hell would you put a school next to a tip?

A beach environment would be far more conducive to a good learning environment!

Don't put a school near a tip, both staff and students wouldn't like to be in that environment.

Near the pool.

The second location isn't an ideal location for public access accessibility.

The Watkinson street site would be a much better as it would the school the opportunity to go for walks, close to pool and other activities in Devonport. On a side note, the Don College in the same area gives our young adults the opportunity to interact with these wonderful people.

The Watkinson St location would suit better for the association with peers, as students of a similar age attend the college and would be appropriate for students of the support school would be here travelling on the same buses etc. Older students at the college are more likely to interact in an inclusive and considerate manner.

A site closer to a primary school could have a more negative impacts as younger children are more vulnerable in our community.

Too much traffic already for Mersey Main Road. Adding an extra school there will only make things much more difficult for road users and parents trying to go in and out of Spreyton Primary already.

As a parent at Spreyton Primary School the traffic is already at peak during school pick-ups and drop-offs adding another school would increase the chaos with less parking opportunities, longer pickup and drop off times. That would be more risk to students because of the larger volume of traffic.

Impact of traffic as this road is extremely busy.

The Don site has access to the Don Reserve the Don Railway and Coles Beach.

It is also more centrally located than the Spreyton site.

Why would you remove the netball courts when they are a heavily used community resource? That's just silly, Watkinson St is also closer to other needed resources.

It would be helpful to have shared the accessibility of netball if the Spreyton site was used.

The traffic congestion around Spreyton Primary School (PS) is already bad enough without adding further congestion.

Because of the lack of wet weather surfaces at Spreyton PS part of the netball centre is used on wet days. Loosing this option would restrict play spaces for students.

The closeness of community resources by having the site closer to town (Watkinson St) would be advantageous.

Perfect environment for school.

I think the Don College site is ideal, and also more available currently compared to the Spreyton site.

The staff at the school work very hard and are committed to their work. Their priority is always in the best interest of the children in their care. They all deserve the best school possible at the best location.

As much as I would love the see the development in Spreyton - it's already far too busy during school hours.

There would have to be considerable upgrades to the road infrastructure in the area before this could happen.

Perhaps the netball courts would be better utilised by placing the new sport stadium there instead of in town?

I think that traffic will be a challenge and will need to be carefully managed; however, it is a beautiful setting for the students providing opportunity to be in nature. The Spreyton site would not be as nice for the students. I also like the idea of our students interacting with the Support School students; lots of opportunities there.

Netball is huge in the community. Where would they go and what a waste of money moving them when they have such good court set up. Industrial area with trucks and large vehicles passing.

Traffic congestion on Spreyton Main Rd is already at a very high level at school drop off and pick up times. Loss of good quality netball courts.

Watkinson St site is safer, support school will be fenced with child safety gates therefore train track is not an issue. Watkinson St site will be quieter which is beneficial to special needs children particularly those with sensory needs.

Mersey Main Road is an extremely busy area especially at school times. More traffic would differently be a disadvantage. Netball is very popular and the courts are in a wonderful location. I would hate to see them relocated. Where would they go?

Spreyton is already too congested with traffic. It would be unsafe to build next to Spreyton Primary School. If you did go ahead with that site, I suggest a back entry/exit only. There are already traffic delays/ near missed accidents on that Rd without adding to the traffic with another school.

Spreyton is already subject to traffic congestion around school pickup and drop off and this would add extra pressure. The road is quite noisy being a main arterial road, low noise was a requirement. I feel Watkinson St would be better suited. Spreyton is also a residential growth area. I would be interested to see a traffic management plan and also where the netball centre would locate to.

It is vitally important that extensive consideration is given to the layout of the school - in particular consideration of children who may have high behavioural support needs. I believe positive behaviour specialists, occupational therapists, psychologist and other clinical staff should be engaged through this process to ensure the design meets needs.

I like that it is close to another educational facility and to a nature reserve and within the local community.

Traffic is a concern at the Spreyton site. Air pollution from the tip will cause problems for allergies.

I believe that Watkinson Street site will be a more accessible place, especially for those classes that go on excursions, there is the ability to be able to do more activities within the community, and it will only need to be some changes, to make it more accessible for our students. The site is quite large; therefore, all classes can be within the same site rather than be on 2 different campuses, and there will be no need to travel between the 2 for students

and staff. Whereas the Spreyton site will need to be constructed and built, which could take years.

Spreyton would be a terrible idea for the site due to the lack of traffic management. As a Spreyton resident for 20 years and using the school already next to the proposed site for the past 8 years adding more school traffic to the area without traffic management being taken into consideration and being implemented before any new site is built would be a number of accidents waiting to happen. Spend 10 minutes on Mersey main road Spreyton during school pick up and drop of times to cement my claim.

Spreyton area is already congested with traffic and cannot support more traffic.

I just think Mersey Main Road has traffic issues. My daughter goes home via bus, but I think that the added congestion to Mersey Main Rd will adversely affect parents who pick their kids up.

Should leave the current netball courts as they are used regularly, and the community needs facilities like these. If there is another site available and suitable then this should be used.

I believe it would be less busy at Watkinson St and less congested.

The traffic around Spreyton Primary is anyway hard to deal with on a normal day without another school next door to it.

Traffic congestion at Spreyton. Possible tip smell

The Watkinson Street site would be quieter & close to the Don Reserve & Coles Beach, which would be great for nature walks for the students.

87-121 Watkinson Street Devonport.

Don is first choice but a concern about being "tucked away" on the edges of town, noise from Don River rail could be problematic for sensory kids, proximity to nearest primary school and shops for peer and community involvement dubious.

Spreyton is second choice because although primary school is next door as well as shops, being on "tip road" does not send a good message for our community about where we place our vulnerable kids. There may also be sensory issues from smells and noise from busy roads and industrial.

Does this mean you will be doing up the College as that would be great for my daughter.

I believe the traffic in Spreyton already struggles to handle the traffic from the school already there. It is chaotic at best.

I think Don College will be an amazing site, good options for transitional education and access to town and transport. It is level access and has more of a community feel. It's integral that this happens.

Don't take our sports grounds at Spreyton.

Being able to tap into the resources of another school onsite would be beneficial.

Neither of these sites are any good from a parent's point of view. I have children at Spreyton Primary and already traffic there is a nightmare both morning and afternoon, add another school and us working parents would have no hope of getting to work on time or picking our children up on time, making it unsafe for the children. Children are not allowed at the school any earlier but if you add more traffic to the area, it will be beyond a nightmare.

And putting it on the site with Don College, putting older children and those with special needs in the same area is just asking for trouble in my opinion, I'm not saying all by any means but some of those older children will not make it a pleasant experience for all involved, they will be completely separate I realise that but there will still be cross overs in certain parts like footpaths and areas surrounding.

Surely there are better options that don't add to already nightmare traffic or put in an area that is more accessible?

Neither of the above address', maybe at the back of Reece High School, with access off of Forbes St, or a similar site. Lots of space, with access to Staff and Students from mainstream education to mentor, and gain insights, understanding and experience with those with Special needs. A more integrated approach of education, and life skills.

Penguin School was a missed opportunity I personally would have liked the government/education department to have just gone ahead with this site.

Both options are conflicting due to the challenges.

Watkinson Street would be great, but my worry is the thick bushland, water and train track behind the property. I acknowledge that the school will be fully fenced but with the chance given, any child could run off into that terrain and easily become lost or in danger of injury.

Spreyton is already such a busy area; being a main road plus, traffic going to and from the primary school. This would create the same difficulty of driving in and out of the school and poses a risk of any child who may get out.

Neither of these sites is ideal.

EMAIL SUBMISSIONS

Site A first preference

I write on behalf of Devonport City Council to express our wholehearted support for the Department of Education's decision to establish a purpose-built Support School campus in Devonport. Council appreciates the opportunity to have input into potential location of the school. Of the two sites, Council strongly supports 87-121 Watkinson Street as the preferred site. 87-121 Watkinson Street is located within an existing school boundary, on land that is already owned by the Education Department and will not have any impact on the users of neighbouring Don Reserve. It will be the fastest and easiest site to achieve a development on as no rezoning, threatened species vegetation removal or public land disposal processes are evoked. Please note that any required fire separation is to occur within the Education Department site, rather than require vegetation removal within the Don Reserve.

Whilst not Council's first preference, 3-9 Mersey Main Road is also considered a suitable site for the Devonport campus of the North-West Support School.

In relation to 3-9 Mersey Main Road, Council offers the following observations:

- Owner: Devonport City Council

- 3-9 Mersey Main Road is currently used as the Spreyton Netball Centre. The existing use is moving to the new sports complex in North Fenton Street. This site is likely to be available for sale and reuse from 2027 onwards.
- Council is yet to determine what the best use of this space is once Netball no longer requires it.
- The netball property is currently supplemented by car parking located on adjacent land titles. It is not clear if the support school would require some of this land also.
- The land is also listed as Public Land on the Devonport Public Land Register. The *Local Government Act 1993* outlines the process for disposal of public land that includes public notification. Should the Department of Education be interested in purchasing this land, separate discussions will need to be held and a formal decision made by Council. Community reaction to the potential sale of the Spreyton Netball Centre is untested at this time.
- Zoned Recreation, Education is a discretionary use on this site.

Council appreciates the opportunity to be consulted on potential sites of the Devonport Campus of the North West Support School and requests the opportunity to remain an involved stakeholder throughout the process.

ONLINE FEEDBACK FORMS

Site B first preference

I have always been a supporter of having a primary school work in concert with the support school. Share resources and have children come and go from both schools to benefit from social, cultural and learning opportunities. Having some of the children mainstreamed for part of the time in the local primary school would provide education not only for those children but the wider school community. All too often teachers, schools and indeed parents think that children would be better off (safer and out of the way) segregated in special school, reducing the load on regular classroom teachers. The aim should be to better skill all teachers to cater for children with disabilities. Support schools are not a place to hide our children away. Those ideas are outdated. So, I am supporting the location next to Spreyton Primary School. As for services bring farther away, try living in Hobart, it's really unrealistic to think that all services should be in close proximity. I would also suggest that the principal of Spreyton be vetted for their understanding and acceptance of disability and inclusion. From experience we all know not all principals and teachers have unconditional regard for those with disability and this can impact greatly on the services provided in schools.

Spreyton is not further from support services and has more direct access from the highway for emergency services.

The site at Spreyton is flat and level which is valuable for staff and students.

Close to the current site.

Close to the local Spreyton School which could have some great benefits for future collaboration

The Mersey Main Road sight has room for expansion and doesn't impact the Don College's room for expansion in the future

I prefer the Spreyton site as I think the access will be more favourable, and the chance to interact with Spreyton Primary School students beneficial.

JUST SO EXCITED!!!

Let's get this happening for these amazing students.

Parking is already limited at Don. This will make things way worse. Parking around the facility at Miandetta is chaotic and it will just transfer to Don if they move here.

It is an excellent location for the NW support school, very roomy and close to parks and excursion locations.

Moving the NWSS to Watkinson Street would cause much more congestion than it already has and raise concerns about disabled children and road safety, considering the number of young drivers on the road in Watkinson Street, Don College. Mersey Main Road has plenty of car parking at the rear of the property and is much safer for the children.

Development for the proposed Spreyton site will need to include adequate parking on Bay Drive and the potential to widen Bay Drive to accommodate the excess traffic that will occur.

Currently Mersey Main Road is extremely busy, so possibly there may require traffic lights at the Bay Drive intersection near the Spreyton Memorial Hall.

It would be great an ideal spot as there is plenty of parking at the rear of the grounds.

Easily accessible.

As a young community member, I fear that the location close to Don College could be problematic. Young adults are often premature in their actions and decisions. Putting vulnerable people so close to young adults who could be quite rude and disruptive, could prove to be challenging not only to the Support School Students, but also Don College Students.

The land in that area is also used for recreational use, taking away a large portion of the land would significantly disrupt the social aspect of the Don area. There would be hundreds of people who use that space every day, who would then not have use of the space. We are also losing recreational parks with any kind of nature, especially such an important native area so quickly, and this kind of area would be quickly diminished by another large school.

Parking & Traffic is another concern for that area. Parking, Traffic flow and just general safety should be a large concern regarding the proposed Don site. There is no through road, and congestion at the Don College entrance is already high.

Will there be consultation with the Don College community?

We have up to 36 lessons of PE a week? We have limited parking now? Will there be any opportunity to discuss these concerns?

I would hope that the final location will have enough space/options to allow for growth in the future. I have worked as a special needs teacher in three states and each new 'Support School' facility usually outgrows the land area.

I do not think the Don College site is an appropriate site for the support school for a number of reasons. Firstly, how busy Watkinson Street is already also parking considerations and hindering any expansion needs at the college.

Currently, parking at Don College is very difficult and gets more difficult as the year progresses, as more students obtain their licenses. Residents around the college often have difficulty accessing their properties or finding parks due to overflow from the college. The loss

of parking and more people attending the area will further exacerbate an already existing problem.

I would like to keep the Don Reserve (including the Don College oval) as an undeveloped green belt area for use by the general public).

Sad to see our green belt impacted and for the Don River railway section impacted.

I think the Don reserve area should remain as it is to preserve the natural habitat in the surrounding area.

Yes. Watkinson St option is a total encroachment again of unnecessary development into what makes Devonport unique. The local nature walks and surrounds, native wildlife and low density impact is perfect. Why even ponder breaking up the scare bush land that our native fauna and flora have to contend with. More housing and unnecessary development and environmental pressure on our little pocket of native bush and adjacent to the Don River. Just clueless as to why this has been an option of 14 other options. Clearly u make up your own minds and community consultation is window dressing. Appalled at the option of Watkinson Rd. Spreyton is already set up environmental and retail and more to easily accommodate this development. And perhaps rise the community engagement that this project and the "stadium" St the Bluff too. Luckily, I found out about this project and details to complete this engagement through 2 little lines in the Advocate. Not many communities have available funds to purchase the Advocate and more for this "development". Have you seen the number of dead wildlife appearing on Devonport roads. Wake up. Stop destroying our Devonport by urbanisation of areas that don't need to be touched for growth and development.

I am very concerned about the lack of a traffic management plan for Spreyton, given the Residential Growth Strategy Plan document. We are traditionally an agricultural area, and the roads are struggling to cope at the moment with the traffic we have (cars, heavy trucks) especially around Spreyton Primary and Mersey Main Rd. Before I support any further developments (or my family supports any developments) by either adding another school or any more subdivisions, we would like to see a detailed plan of how traffic will be managed, ensuring that agriculture or industrial businesses can keep operating and most importantly, we are safe, especially our school children at pick up and drop off times (plus all the time). How can we expand without adequate road infrastructure that supports it?

Traffic management and safety is the biggest concern here.

I love the idea of a support school here where Spreyton is inclusive and diverse, but we must do it right, with safe traffic management plans in place.

There is likely to be significant parking issues at Watkinson St location. Don College currently don't have enough parking space for staff and then students who have obtained their licence, let alone a significant influence of cars from a new school. Have you considered how may staff work at the school compared to the student population?

The Don location borders on a regular train network that could trigger some students and interrupt classes.

The Don location is also very damp and surrounding forests would limit the light and sunshine coming in. This is important given sometimes students may stay outside or day if too anxious to come into class.

The Don location is near a large body of water. If a dysregulated student were to jump a fence and run away, they would be at significant near a train track and large body of water in such close proximity.

The Don location would need wallaby proof fencing due to students with Pica (eating of inedible or unsafe objects or things). Spreyton location would also need to consider this.

Don staff utilise the current space for outdoor education and PE classes.

Spreyton offers a quiet environment, and the entrance can be set back from the main road. There is great potential to links to the community sporting clubs and businesses.

After years of students and staff working in substandard facilities at the Devonport campus, it is important that the new school meets the high expectations of the community, parents and staff. These students deserve a welcoming, safe, spacious, functional, warm and inviting space that cater for their complex needs.

I note that there has been historical flooding at the end of Watkinson Street proposed for this Site Option A. Site Option B is larger which would mean it has scope for adding future infrastructure if the school expands, etc.; plus, level access infrastructure at both sides of Site Option B seems a positive compared with Site Option A.

Mersey Main Rd would be a much better option. Consider the access to both sites. Watkinson street is already super busy with near misses every morning at Don College. There is currently no access for bus options on the oval and parking is no existent.

Furthermore, you are removing the only viable sporting space for Don College to use. Its regularly used in sports classes. Removing this detracts from our students needs and outcomes.

The Watkinson Street site is a very wet site. The grounds are too close to vegetation and bush land. Prone to mould. It's a nice area but only for the summer period. Access would be difficult with tight streets.

The potential for friendships and connections with the primary school community at Spreyton are more genuine than with the young adults at the Don College campus.

The intersection on Bay Drive and Mersey Main Road is overdue to be upgraded so turning right can be made easier. Also, Bay Drive to be widened to accommodate cars and larger vehicles (buses etc).

The proximity of the train line at the Watkinson Street site makes the location inappropriate.

In addition, there are opportunities to combine on occasion with Spreyton Primary if the Spreyton location is utilised. Parking/traffic movements can be improved in the area and pick up/drop off can be carried out from Bay Drive to ensure any issues on Mersey Main Road do not affect the school.

I believe the driveway for the school would be better off the main road, using the existing netball driveway.

Traffic would be an issue at the Don College site. I have been a parent at Spreyton Primary and work at Don College so I'm very familiar with traffic in both locations. Parking at Don is horrendous, particularly the further you get through the year and more students gain their licence. Traffic at the Spreyton site could enter via Bay Drive which has much better entry and exit points and is set up for greater traffic flow. The Spreyton site has heaps of parking available also. Did the group also consider the bottom of Reece High?

Watkinson St is simply not suitable from a sensory standpoint if nothing else. The train line goes directly behind it with no buffering from any bushland in between. This is excessively noisy, and I believe would not be in the best interests of the children attending the NWSS. Whilst association with another school would be beneficial, I hold reservations about the age appropriateness of interactions between pupils. A primary school setting (E.g. SP) has complete supervision and scheduled classes. At DC students have free lines and come and go from the school autonomously with no guarantee that they would not have anti-social interactions with NWSS children. DC frequently meander along the Don Reserve also. This is also Don College (DC)'s oval, not a second oval that is superfluous, rather their only oval- I'm not even sure why it has been considered due to that fact alone. DC has over 10 classes that require a physical education component and a gym that cannot house all these classes as is. I guess the question is, does DECYP want to acquire more land when schools need to expand (not unlike the need for DC to expand itself), or take away land from existing schools? Make it make sense.

The parking would be horrendous near Don College and there is parking behind the area on Mersey Main Rd which is safe and less traffic

Has the congestion of parking and public transport at the Don College been considered? I am also concerned that a school with the population that Don College has will lose a large proportion of its health and physical education reserve. There are currently approximately 36 classes in this subject area all of which will be affected by the loss of this area. Don College also has extreme network coverage issues; the addition of another school will add further burden onto this infrastructure. I would also be concerned that the proposed site sits on a cul-de-sac, where would entry and exit to the new school be and how will this affect local residents?

Very good place easy access no congestion or we move if not allocated at that sight. Towns no good for children heaps of room for children to move and play.

I am wishing to formally object to the planned construction of the new Northwest Support School at Don College. While I understand the necessity of providing such a facility, I believe this specific plan will have significant negative impacts on Don College, which is already facing numerous challenges.

Don College is currently experiencing severe overcrowding, primarily due to a substantial increase in the number of students enrolled in trades and technology programs. These programs, which are critical for preparing our students for the modern workforce, require specialized facilities and equipment that are already stretched to their limits. The college has outgrown its original design and capacity, leading to a situation where space is at a premium and further expansion is urgently needed to accommodate the current and future needs of our students.

The proposed construction of the Northwest Support School on the Don College site will directly impede the college's ability to expand and improve its existing facilities. This will not only exacerbate the current overcrowding issues but will also limit the college's capacity to offer a comprehensive and high-quality education to its students. The loss of potential expansion space is a significant concern, as it will restrict the college's ability to adapt to the evolving educational landscape and meet the increasing demand for its programs.

Furthermore, the disruption caused by the construction process will likely have a detrimental impact on the learning environment at Don College. The noise, dust, and general upheaval associated with a major building project could interfere with the students' ability to concentrate and succeed in their studies.

Additionally, the proposed new school will significantly increase traffic in the already congested Watkinson Street area. The current infrastructure is not equipped to handle a substantial rise in vehicular activity, and the increased traffic could lead to longer commute times, heightened safety risks for students and pedestrians, and further strain on local resources. This will add to the existing congestion and create a more challenging environment for everyone in the vicinity.

In light of these concerns, I urge you to reconsider the Don College location for the new Northwest Support School. It is essential that we find a solution that addresses the needs of all students in our community without compromising the quality of education at Don College. I propose that alternative sites be thoroughly evaluated to ensure that we can support both the current and future needs of our educational institutions.

Thank you for the opportunity.

Traffic volumes passing the front of Don College are already unsafe. To reroute 100 plus additional movements each morning and night through another school zone, Nixon Street, would not be wise. The consultation process has not considered the current and future needs of Don College. Development of NWSS on this site will limit future options for areas of the college that are already overflowing.

Don College has not received adequate consultation on current use of this space and what alternatives we might have should we lose access to this space. Will students be required to be transported off site to open recreational spaces in the future?

Don College has one gymnasium providing for 750 students with 2 and 3 classes scheduled for this space every lesson. The oval is our only functional outdoor space in winter due to flooding of other open grassland spaces.

Specifics in respect to opportunities for integration and interaction between NWSS and Don College students has not been provided.

Spreyton would be amazing for the North West Support School as its just down the road and not on the other side of town.

Don College is a traffic management nightmare already! I believe the Spreyton site is more suitable - far easier to get to and not likely to impact the operational requirements of a busy senior secondary campus.

Don College area is a beautiful place for recreational activities. Would be sad to see the oval developed for anything else.

What are the reasons for the council voting unanimously for the Watkinson St site?

Do no council members use the reserve track in this area?

Would be very sad to see this area of Devonport developed.

The Don railway will be impacted by the view going past the oval.

Long term resident overlooking the proposed Watkinson Street location. This area is all part of Don Reserve which is beautiful natural bushland and I strongly oppose removing any of this area for developing the NWSS. My home directly overlooks the large greenspace at the western end of James Street and any development of this area would negatively affect these views. This area has no through traffic and is very quiet, however the proposed development would result in a marked increase in traffic and noise pollution. We, as residents of Devonport must always strongly oppose encroaching on our threatened natural bushland when there are other, less invasive options.

I reside at [REDACTED] right opposite this development and have just found out about it. I have many concerns and oppose this development strongly until being briefed on the details of the development. I can see big issues with traffic in what is a very closed in area and a loss of valuable open green space impacting our much loved Don reserve not to mention a complete change to the tranquil quiet area I live in which is the reason I purchased in this area in the first place. I cannot approve of this development in Watkinson St until I am given a chance to get a much better understanding of the details.

I have traffic concerns for the Watkinson Street location. As a local resident, it would create chaos in an already busy area. Especially at the end of the school day. Also, it is the last bit of green space we have in area.

It is vital that green spaces are preserved in residential areas.

Traffic in Watkinson St and Upper George St is quite congested around the residential area already at school times. This includes buses, cars, bikes, scooters. This raises safety issues for both student pedestrians and residents who are walking or accessing their homes by vehicle.

As an elderly resident almost opposite the oval. My peaceful way of life will be gone forever. The traffic and noise from cars coming and going during school hours will be horrendous in this small cul-de-sac. Therefore, becoming a very dangerous place to try and reverse out and drive back in when traffic is continually parked across and opposite our driveways. It's already pretty busy with people bringing their dogs to the oval but this will make it way worse permanently.

Watkinson street totally inappropriate.

Local streets unsuitable for additional traffic. Would make them unsafe for staff, students and residents.

Not appropriate to have school adjacent to residential properties.

Proximity to bushland and railway line may present health and safety issues to students.

The Devonport oval site is home to many animals who will be displaced! It is one of only a few green spaces left in Devonport. Many families and Don College kids use this area, it is a quiet local area, with the open green spaces and peace and quiet destroyed with a three level monstrosity that will look completely out of place in this beautiful residential area. Please chose a different site that will not impact the residents and wildlife right to a peaceful quality of life.

As a property owner in the [REDACTED] area, I would like to be consulted about access to the site. Currently there is motor-vehicle access between the end of Watkinson Street and the homes situated at the end of James Street (specifically [REDACTED]). Will this continue as a no motor-vehicle access area or a thoroughfare?

This area is a haven for people wanting peace and quiet. It is also a place where there are many types of wildlife, e.g. echidnas, blue tongue lizards, wallabies, bandicoots to name some. It is also a very much loved place for families and people wanting to take a walk and there are always people utilising the area. The other concern is that there are elderly people living in this area and it is very disturbing to think how their lives will be upended, firstly with all the building works and then with the increase in traffic movements. This is one of the few green spaces in Devonport, let's keep it!

Consider Mersey Main Road the most appropriate site.

I live directly opposite the Watkinson Street site and look out over the oval. I'm naturally against any development as anybody would when their natural view is to be destroyed due to a school being built in front of you. On a practical note, though the adjacent railway is noisy throughout the day and the school will be significantly closer than I am. Also, the surrounding residential streets are busy now with just the Don College, so add another school in a quiet residential area and the area will become pretty awful traffic wise on school days. Plus, the Don Road/Watkinson St junction is dangerous now with busy traffic trying to get in and out. The Spreyton option would be better as it's close to dedicated sports venues, has excellent access options as it's next to a main road. And is close to a school for interactions. Watkinson may be peaceful (when the trains don't go past) and be close to Don College, but when you look at the bigger picture of access and services needed to support two schools next to each other it should be clear it isn't an ideal site.

This would have a very negative effect on a quiet and peaceful residential area. The cul-de-sac is predominantly housed by elderly folk, and the current minimal flow of traffic is essential for their health and safety. The area is one of the few natural places left in Devonport for people to enjoy.

The James Street area near Don College is a quiet residential area that **SHOULD NOT** be ruined by a major development with a multi-story school and changes to the street structure. It is a peaceful part of Devonport with wildlife, trees, shrubs, walking tracks, space - a small piece of nature left in this town.

High preference for Spreyton site, building at Devonport does have a much higher safety risk associated with nearby train lines than realistically mentioned (not just Don Railway, but also quick walking distance to the TasRail network) as an eloping child has far greater avenues for going undetected and many more options of direction to head with North and West directions having beach/river access as well as train crossings.

The Devonport site as well does not have appropriate traffic embedded into the road system and would place additional pressure on residents, despite any on-site parking plans.

Spreyton, despite being away from Devonport CBD is still on a main road and less than 5-minute travel to most schools in the Devonport region. The site there is also encircled by roads meaning access to the river is greatly reduced.

Having the site built at the netball courts places the train line on the opposite side of the road, meaning risk is lowered for elopement danger in that regard, and already has parking/traffic flow built in with the Bay Drive loop road.

Also being located adjacent to Spreyton Primary, it would be great to have it there so staffing partnerships and access to tools and materials (and possibly play spaces is appropriate) could be shared.

(I don't work at Spreyton, but I am a local educator).

A last note, access points from highway/other main roads are significantly easier for the Spreyton site than the Devonport one - meaning those travelling won't need to navigate Devonport's many residential zone roundabouts.

No consultation or information has been provided to residents who live in the area affected or owners of the properties. This is currently a green-field site that is utilised by students and general community members. Elderly people live in this area because of the quiet nature of the surrounds and the low traffic volume. This relocation has the potential to negatively impact those who live around the site as well as reduce the property values if current environmental and traffic conditions are changed to house the new school. When checking on Google Maps,

87-121 Watkinson shows up within the College grounds, not the oval site. This seems to be quite misleading. The Spreyton site is a much better space for this relocation.

It should not be built on the Don College site. The college will need this space in the near future for expansion. The facilities at Don College are already undersized and inadequate for the population of the students.

Watkinson St should not be used for the following reasons. Traffic congestion in Watkinson St is already a considerable danger. And the surrounding area, bushland, the Don railway and the river Don is not a safe environment for students.

Don't disrupt a natural environment.

Keep invasive development to the Spreyton non-residential area. The James Street grounds are a natural reserve where wildlife and residents are at peace.

I don't understand why Don College is going to lose the grassed oval. This is a very well used piece of college life. It would be great to see the College supported by having something built there like a trade centre if they are going to lose this space.

I would prefer Mersey Main Road to be chosen as the development site and I would prefer Watkinson Street to be left as it is now and not developed at all. The park ground near Don College is used by younger and older members of the community for everyday recreation activities. It will be sadly missed if it is developed. Not only will the community miss the green belt but so will all the native fauna. The park ground allows native animals the opportunity to graze safely for food without going close to the roads.

87 - 121 Watkinson Street is a beautiful green space enjoyed by the community. Green space is vital for health and wellbeing, we have lost much of this in recent years. This area is also home to at least 500 native species which will have nowhere else to live. As such it is vital for eco-tourism and is important to retain for the lovely views from the popular Don River railway. This area should be retained as community green space.

The site in Watkinson Street is adjacent to the Don Reserve which contains many threatened species including Southern Brown Bandicoots, Grey Goshawk and it is one of the main feeding / breeding areas for critically endangered swift parrots on the NW coast. Ideally, this site should be revegetated and incorporated into this reserve and definitely not developed.

I find it hard to believe that the oval at Watkinson street would be considered, this is a lovely oval reserve where families go to kick a ball around, people exercise their dogs, Don College kids play sports, wildlife feed on this oval, Plovers nest on this oval, isn't this what life is about enjoying the beautiful natural open spaces of Tassie you build on this land and the space is gone for ever. I know the needs of the kids are very important but surely there must be better alternatives to destroying a beautiful peaceful place that the community enjoy.

You will destroy the wildlife, nature, quality of life for all residents in the area if you chose the Devonport site - surely there is a better place that will not cause the level of disruption to wildlife and residents in surrounding streets - this part of Devonport is beautiful, peaceful - this will be removing a large green space used by Don College students and families and wildlife and building a large building that will disturb the precious equilibrium of residents and wildlife. Consider the Spreyton site!

So little open space left in Devonport.

Don Reserve is already struggling with an increasing amount of bordering housing and infrastructure having a negative effect on biodiversity. The reserve is a major asset to Devonport and is continually being compromised by urban development. I STRONGLY believe that the Spreyton site would be a much better option.

Would be detrimental to Don Reserve in the Watkinson Street area.

We need to protect all our open green spaces. Plus, the site at Spreyton allows integration programs to be conducted with the Spreyton Primary School.

Green spaces are always important to our quality of life.

Siting the school at Watkinson Street would be a backwards step for a city that is planting trees and trying to promote its green spaces. This area is widely used by a diverse range of citizens from exercisers, walking and running to bird watching and dog walking. Sitting the school here would spoil the calm serenity of this peaceful area and leave fewer trees for nesting birds that are losing trees at an alarming rate. The Spreyton site is more suitable being in an area that has fewer natural trees and facilities.

I think the Spreyton location allows for a safer more user-friendly physical design.

The Don option would allow for collaboration with the college which could be so beneficial if done right.

Well done on engaging the community I look forward to seeing the progress.

I do not like the Watkinson Street location, would increase traffic in the area and green space enjoyed by locals would be lost also to use Mersey Main Road Spreyton would need netball courts to be relocated somewhere at a huge cost (and relocated where????) would also increase traffic in the area where it is already a problem. I would prefer the area close to present Support School.

The Spreyton site is definitely the most suitable location! It has so much open space and potential for development of the area! With Spreyton Primary school and the country club and the Maidstone Park sporting facility already in the area - it makes sense to have it there! It is only 2.3kms away from the existing support school- which was a very important consideration for current students, staff and families! There is already a traffic flow infrastructure in place with Bay drive access for Spreyton Netball centre.

The Watkinson Street site would be totally unsuitable!

There is no infrastructure - roads or accessibility for traffic! It is 5.5 km away from the existing support school and there is little to no traffic access onto this site!! How will the traffic flow affect the already overcrowded Don College traffic?! The loss of that green space in the area would be devastating to the community! We need to keep the little remaining green space in Devonport at all costs!

I believe Spreyton to be better site for the North West Support School. The primary school is nearby, parking options are good with there being road access from behind.

I do not support the other site at Don due to the loss of more important green space next to Don Reserve and the impact on residents with an increase in traffic volume.

The loss of the open space and surrounding trees of the Don Oval would be a negative outcome. Many people use this for peaceful recreation, and I have seen a pair of Tawny Frogmouth owls in trees there, which I was told were their permanent nesting sites. A busy school and extra traffic would also be detrimental to the surrounding residents, and to the walkers along the Don section of the cycle/walking track.

The Watkinson Street site is unsuitable due to its lack of access. No shops or facilities nearby that students can walk to. Property values will be adversely affected. Current residents of the area are elderly and are afraid of the disruption and new security concerns with the addition of potential youth crime if the facility is built here. Residents feel threatened. As a former support worker, I know that many of the students of the facility will have criminal backgrounds. The Spreyton site is close to existing sporting facilities and a supermarket etc - less residential housing in the immediate vicinity. Much more suitable.

Not a good location for young people. I want the child that I provide care for, to be closer to sporting facilities and have the ability to walk to a supermarket when asked to engage in meal preparation. Watkinson Street is too isolated. Watkinson Street provides too many areas for youths to hide in the bush etc when trying to skip school.

Watkinson Street is highly inappropriate in terms of community expectations. The area is quiet and coastal with a demographic of residents proud of their community. We don't need strangers frequenting our area.

We do not want our natural environment changed. We love the peace and tranquillity of this area that is a quiet residential gem. Keep developments such as this to non-residential areas.

Next door to Spreyton Primary - combined activities easy to organise.

Close to large gym facility in Spreyton.

Has access for buses at the back of the site.

This process is incredibly disappointing for local residents of the Watkinson (and lower James) Street site. This site is a large green space highly frequented by locals, students and visitors every day. It is a quiet area and there are a number of older residents in the area who enjoy the peaceful surrounds and abundant flora and fauna of the area. We have concerns about the short time frame that this process has taken, the limited advertising of intent to use the site, and the lack of consultation with the affected residents of the area.

I support the Spreyton site as it offers other support facilities nearby, making it an obvious choice.

The Watkinson Street site currently is a much-needed greenspace within Devonport.

Greenspace in Devonport is almost non-existent, especially in that area. Bordering on Don Reserve it provides a popular space and important part of that environment.

Losing this space would be a very sad loss as it is well known that urban greenspace provides major benefits for us all and we cannot afford to lose more.

I reside at █ Heath Court and, like so many others in the vicinity, totally oppose the Watkinson Street site for a number of reasons. Firstly, any increase in traffic on James Street (west of Nixon Street) would be a real concern. It's a narrow suburban street with current resident parking causing obstruction and often reducing traffic flow to one lane.

Secondly, the area is a hub for recreational activity (and was designed by council as such) with walking tracks and the Don College oval frequently used for such purpose. Anything that could potentially impact the existing purpose of this area is counterproductive.

I have spoken to other residents in the area, many of whom had no knowledge of this proposal, and they are unanimous in opposing the Watkinson Street site but wholeheartedly support the Spreyton site. It offers better traffic access, has no adverse effect on existing residents and provides a greater area for vehicle parking with safer access for students to any buildings.

As previously stated, many residents I spoke to late yesterday (4/7/24) had no knowledge of this proposal or the opportunity to provide feedback. Enquiries I made yesterday with DCC and the Education Department to obtain further information and detail of the proposal were in vain.

If Watkinson Street is still viewed as a viable option, it would be greatly appreciated if consideration could be given to holding an information session for the purpose of providing complete details of what is proposed.

I am submitting my objections to the proposed building of the North West Support School at The Don College campus for the following concerns:

Traffic

At present a dangerous area in Watkinson St for traffic and pedestrians with heavy traffic at certain times and many inexperienced P plate drivers.

More traffic with a new school would be a very significant increase.

The cul-de-sac at the end of James St should stay as a buffer for the residents of that end of James St to maintain a safe road for people and animals (there is already a lot of roadkill in this area).

Buffer for bush and wildlife and maintain an open area.

Open land is important to the school community and the local community both visually and recreationally.

A grassland area is an important food source for many animals and birds including the eastern barred bandicoot and tawny frogmouth amongst many others.

The Don reserve must be protected and not degraded because it is an extremely important environment in Devonport.

The open oval area is used by Don College students at times for school activities. The Don Railway as a significant tourist and community asset enjoys a view of this open grassland.

Once this land is built on it is gone forever.

Future needs for Don College?

The Don College, designed by architect John Gott, is an excellent example of brutalist architecture and one of the largest examples of the style in Devonport and Tasmania. The student population of Don College will most likely increase, and future development could require some of the available land. If the NWSS is built there then there is nowhere to expand. As it stands at the moment many of the students have been housed in demountable classrooms for decades now.

Needs and expectations of residents of the area.

A new school is not just 70 students but a lot of support staff, parents and transport needs. A quiet residential area will be significantly impacted by traffic, people, car parks and buildings replacing natural surroundings.

Could I please have an answer to these questions:

Has The Don College staff been consulted and been given a chance to discuss their needs both present and particularly future?

Is there any expected mutual benefit and interaction from having a special school next to a senior secondary college?

Why is the Support School not given a new building near where it is currently situated. I believe there is a reserve nearby (hopefully still intact) and blocks of land available?

What will the old NWSS building site be used for?

Is the open sports ground area at Don College an assembly point in event of fire?

What arrangements would be made for traffic control in the area with a new school?

How do residents get a meaningful say in what happens when the council have already voted on this site?

What guarantees can be given that there will be no impact on the Don bush reserve and its resident birds and animals?

How does the council inform themselves on residents' views if the residents have not been given information of possible council actions?

What rights and responsibilities does the Education Department have to residents?

This land has since The Don College was built been reserved as recreation a relaxing space. If it is built on it is gone forever.

Watkinson St is not the right place for this development. The natural bush in this area should be protected and the open area provides a great area for Don College students, locals and a lovely open area for the Don Railway to travel past. This area is a good buffer from buildings, traffic etc for the natural bush and animals and birds in the bush. Open spaces are important and once built upon they are lost forever. Increased traffic in the area will be a problem for residents in the area.

1. Loss of more green open space in Devonport. An important resource for people, flora and fauna to flourish. More specifically, many nocturnal native animals feed in the Don College oval area such as wallabies, bandicoots (including the endangered Eastern Barred Bandicoot), Tawny Frogmouths and many other bird species. All of these animals are regularly sighted on and around The Don College oval.

2. Loss of a buffer zone between The Don Reserve and more adjacent urban development. An Environmental Impact assessment is needed in this regard.

3. Increased traffic movement in the area especially in James St if there is an entrance there or if James St is joined up to Watkinson St. The latter would be a very adverse outcome for local residents 24/7 constantly.

4. Opportunity lost for alternative future developments on The Don College oval. E.g. Don College expansion and recreational/sports use of the land or Devonport City Council to purchase/manage the land as public green space.

1. The Watkinson St site is adjacent to a unique Devonport community resource, namely The Don Reserve. The large open space (oval) at the western end of James St provides a protective buffer zone between the reserve and surrounding urbanization. Further adjacent urban development would bring significant extra risk to the sustainability of the Don Reserve.

Protection of The Don Reserve needs to be a high priority for our community. It is a uniquely valuable Devonport community resource.

2. At present, there is no direct vehicular access between James St (western end) and Watkinson St (northern end). If the proposed development does go ahead, the two streets must not be joined. Such a connection would totally change the traffic flow in James St, all day and every day, to the significant detriment of households at the Western end of James St.

As long as it's got a new pool for them.

In my opinion, neither of the sites presented are suitable. The challenges identified for both sites are in opposition to the essential site search criteria. As a staff member at Don College, I am more familiar with this site and therefore my feedback is focussed from that perspective.

Road traffic on Watkinson St at the start and end of day is already hectic, an additional school will add this. Current arrangements with buses (coordinated by Department of State Growth) are already dangerous, consultation should be made with Don College leadership prior to any future development is considered. I invite you to come along and participate in Watkinson St duty at the times above to better understand the issues. Nixon St, which runs parallel to Watkinson St, has similar challenges at the primary school there too. The Mersey Main Road traffic, as identified, is no less problematic.

Don College infrastructure is aging and there have been multiple and regular problems with mains water leaks, main building heating and plumbing. The technology is old and obsolete, with limited opportunity for retrofit in an old and uniquely constructed building. There are multiple relocatable terrapin teaching spaces that have been at the college for decades. There is an opportunity cost in developing the oval, in that a much needed rebuild of the college teaching spaces is significantly restricted. The oval is the last remaining large, flat space. Existing teaching spaces - e.g. in VET construction, hospitality, automotive and engineering etc. - are already at capacity, with no opportunity for expansion in their immediate proximity. The logical solution is the building of specific learning spaces in the oval vicinity.

Current parking on the Don College site is significantly inadequate. Already, students and staff park on nearby streets alongside residential properties. The future impact to parking and nearby residents needs to be fully understood and modelling undertaken.

An essential site criterion is the absence of noise and vibration. It needs to be understood that the Don River Railway trains and regular freight trains present both, and the impact is not underestimated. From my experience, the passing of the Don River Railway train causes vibration of windows in my office, within a solid concrete building.

Desirable criterion of being close to a nearby school needs to be better defined. I understand the schools would operate independently. The site assessors need to explain the benefits.

Currently, the Don College oval is utilised during the dryer months for Physical Recreation and Outdoor Education classes. I have also used the oval for Environmental Science classes with students undertaking population estimates of native animals in the areas. It appears these learning uses has been overlooking in the site assessment.

I welcome the opportunity to discuss any of these or other issues further and can be contacted at the college [REDACTED]

We have lived at [REDACTED] Watkinson St for nearly 40 years & overlook the Don College oval.

Without seeing the design & knowing how much of the oval will be needed we don't want to rank a preferred site.

We'd be happy for the school to be there if it's not a big ugly development that we have to look out over every day.

We enjoy seeing the Don Railway train going by & people enjoying the open space there with their families, dogs, kites etc.

Must admit, we'd hate to lose this.

We also have concerns regarding the traffic load.

The intersection of Upper George & Watkinson St is already dangerous during busy times.

I hope the development plans will be available for the public to see so we have a better idea of what to expect.

Surely, there are better options than these two. Watkinson sight is surrounded by hills. Imagine trying to push a loved one up those in a chair. The Spreyton site is too busy traffic wise and where would you park. Also, where would the proposed site be for the netball courts.

EMAIL SUBMISSIONS

Site B first preference

I am writing on behalf of [REDACTED] to provide our feedback on the proposed development of the NW Support School site at Don College.

After thorough discussion and review, we have several concerns that we believe need to be addressed to ensure the best outcomes for students and community if the proposed site at Don College is chosen as the preferred location for the NW Support School – Devonport Campus.

Integration: A key topic of discussion was the potential integration of the new NW Support School with Don College. While integration could offer opportunities for collaboration and resource sharing, there is a significant risk of creating a divided, co-located campus. We seek clarification on whether integration is part of the plan, and if so, how it will be implemented to maximise benefits while minimising any negative impacts to all students.

Road Safety Concerns: We are deeply concerned about the increased traffic flow and associated safety risks that the new development would bring. The addition of potentially more than 100 extra vehicles poses a substantial safety risk to students and the community. Furthermore, students have reported feeling unsafe at Watkinson Street and Don Road junction, which could be exacerbated by increased traffic. We urge DECYP to conduct a comprehensive traffic impact assessment and to implement robust measures to ensure road safety for all staff and students.

Loss of Oval: The current oval is a vital shared space used by both the community and students for physical education and recreational activities. Its loss would be significantly detrimental to student participating in physical education classes. Reduced sports and recreation spaces would lead to increased expenses for accessing external facilities and transportation for Don College students. We request that alternatives be explored to preserve this essential resource or to provide equivalent facilities.

Educational Gains: We are interested in understanding the educational opportunities that this new development could bring for Don College students. Specifically, we seek information on potential Vocational Education and Training (VET) opportunities and how current barriers to placements could be removed to support community service placements in particular.

Limited Future Development: The new build could limit future development opportunities for Don College due to already constrained space. This includes the lack of land space, with increasing enrolments, and the presence of outdated and temporary buildings that are in major need of replacement there is a real need for major infrastructure works at Don College. We are concerned that the NW Support School build will remove any growth opportunities for the school.

In conclusion, while we recognise the potential benefits of a co-located NW Support School at Don College, the concerns and potential losses are too great for [REDACTED] to endorse further

consideration of the site. [REDACTED] overwhelmingly supports the exploration of the Spreyton Primary School adjacent site as the preferred development site for the new NW Support School.

Thank you for considering our feedback. If you have any questions, please feel free to contact us.

[REDACTED] welcomes the Tasmanian Government's commitment of \$62.15 million for a major redevelopment of the North-West Support School (NWSS) including a redevelopment of the Devonport campus on a new site. A purpose-build school is a much-needed update to the current facility and will be greatly beneficial to our community.

One of the two proposed sites is located adjacent to Spreyton Primary School at 3-9 Mersey Main Road, Spreyton. We recognise that this site meets many of the essential and desirable criteria required for a site in the Devonport area, while both sites have unique challenges and benefits that have been noted in the proposal.

If this site is chosen as the new home for the NWSS in Devonport, [REDACTED] would be eager to work collaboratively with the NWSS, Devonport City Council, DECYP and the Department of State Growth to ensure mutually beneficial outcomes for both school communities including opportunities for student engagement and collaboration between school associations.

We note that consideration would need to be given to traffic management and safety due to increased traffic on Mersey Main Road which is congested at school drop-off and pick-up times.

We are writing to you with regard to the proposed site for the NW Support School.

We feel this is not the best site for this development for a number of reasons.

From the information I have seen it appears to be a huge structure in an area that is relatively small and enclosed, not to mention the traffic bottleneck it would create in an established school and residential area.

It will have a negative impact on wildlife and fauna in the surrounding nature reserve throughout the build and after completion and will also be an eyesore for tourists on the Don River Railway.

I am aware the oval itself is not a nature reserve, but I think it would be inconsiderate to take away an undeveloped parkland at this end of the city that is used by the general public, students from the college and residents.

I have spoken to teachers and students from the college, and they consider it to be their oval for outdoor education and other sporting events and should not be taken away from them.

Once again, it appears the lack of consultation with the College staff and students is very inconsiderate. Also, I don't think there has been enough communication or information provided to residents affected in the area either.

From what I have been told Don College is in desperate need of more land to expand its classes and, to do this, would not take up anywhere near the amount of acreage as the Support School.

It seems like an easy option for the council to approve the development at this site, but I think the Spreyton site would be better, having less impact on the area.

Also, I think there would probably be a number of other sites better suited with less impact on the surrounding areas.

We are very passionate about this issue, for obvious reasons being residents in the area, but we think it is not a good decision to take away a beautiful greenspace area that is used by the college, general public and residents.

As for the college students and the theme of "Keeping Kids in Sport" it would be a shame for them to lose their oval to this development.

We look forward to hearing from you in the near future.

We live at [REDACTED] right across the road from the proposed site for the new NW Support School.

We are aware that the Local Council had two locations to consider, one in Spreyton and one in Devonport. Council has determined the Devonport location as its preferred site, which is the oval next to Don College - we implore council and State Govt (namely the Dept of Education) to reconsider using the Don College/Devonport Oval as the site for the new school and to select a site with as little impact as possible on the environment, wildlife, local families and elderly residents.

The Spreyton site is already set up for high traffic volumes which our quite little cul-de-sac is not - there is no impact on wildlife and minimal disruption to residents in that area.

Whereas homeowners around the Devonport Oval site will see their home values decrease, and in this economy, our elderly residents who are just wanting a secure and peaceful life do not deserve this.

The wildlife will be disrupted and displaced - and one of the last green spaces in Devonport will be gone! Numbers of wallabies, bandicoots and rabbits use the Devonport Oval as a feeding ground and there are many different bird species living in the trees surrounding the oval that will be distressed.

This peaceful strip of Watkinson St is residence to ratepayers, elderly owner occupiers and other families who should not have their quality of life destroyed, not just by this new building, but by the long, noisy build process. At no time have we been consulted, or do we understand the impact on our peaceful lives that this building will have.

We, the residents to be impacted, would like the opportunity to meet with you and discuss this process further.