

JRLF East Derwent Primary School – Major Redevelopment



Submission to the Parliamentary Standing Committee
on Public Works

4 August 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 (Public Works Committee) for the major redevelopment of the Jordan River Learning Federation (JRLF) East Derwent Primary School (EDPS).

The project will provide priority redevelopment works identified through the concept plan (Attachment 1). In 2024, the Tasmanian Government made an election commitment as part of the 2030 Strong Plan to provide \$12 million for the redevelopment of the JRLF EDPS through the School Building Blitz.

Extensive community and stakeholder consultation has assisted in defining the scope of works to include the removal of demountable buildings and creation of contemporary learning areas, a new reception and administration area, improved staff areas, additional carparking and improvements to outdoor learning areas.



Image: A student from JRLF EDPS

2 Current Educational Needs and Priorities

2.1 School Philosophy and Community Connections

JRLF EDPS is grounded in an inclusive, strengths-based philosophy that recognises every child as a capable learner and places relationships, wellbeing and belonging at the centre of learning. Strong connections with families and community are integral to the school's identity, reflected through early years programs, family learning partnerships, and a culture of openness and collaboration. These approaches foster trust, promote engagement, and support continuity of learning from early childhood through the primary years.

The proposed capital works will strengthen this philosophy by creating a more welcoming, legible and connected school environment. A clearly defined front entry, integrated community and administrative spaces, and improved accessibility across the site will make the school more inviting and easier to navigate for students, families and community partners. By embedding culturally responsive spaces and applying clear zoning for public, privileged and private areas, the proposed capital works supports inclusion, safeguarding and community connection, directly contributing to improved student wellbeing and engagement.

2.2 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.

Teaching and learning at JRLF EDPS are grounded in contemporary, student-centred practice aligned with the DECYP Pedagogical Framework (Attachment 2). Staff actively utilise collaboration, differentiation and inclusive approaches, including flexible grouping, targeted interventions and regulation support, to meet students' academic, wellbeing and regulatory needs. These practices require environments that enable whole-class instruction, small-group learning, collaboration, intervention, and quiet regulation, current learning areas restrict the full enactment of these practices.

The proposed capital works directly addresses these challenges by delivering contemporary, flexible learning environments designed to enable these pedagogical approaches at scale. Open and interconnected general learning areas (GLAs), supported by breakout spaces, intervention rooms, staff collaboration areas and purpose-built quiet regulation settings, will facilitate team teaching, personalised learning and the effective implementation of differentiated supports. Flexible furniture, improved acoustics and access to natural light will enhance student agency, engagement and wellbeing, while strong indoor–outdoor connections will expand opportunities for experiential, culturally responsive and play-based learning. Collectively, the project ensures the built environment actively supports inclusive, innovative and consistent teaching practice, leading to improved learning outcomes for all students.

An Education Brief was prepared for the project and informed by DECYP's Get Involved consultation process. The key educational themes informing the strategies for the proposed works plan include:

- Proximity and Flow: clear spatial relationships between Early Years, learning hubs, support services and community-facing spaces.
- Transitions: improved corridors, reduced bottlenecks, enhanced sightlines, natural light and low-stimulation finishes.
- Community and Identity: a welcoming and legible front-of-school entry supporting family and community engagement.
- Support and Inclusion: student support spaces located near administration and learning areas to improve access and collaboration.
- Learning Environments: flexible zoning, strong indoor–outdoor connections, storage, regulation and small-group learning spaces.

3 Enrolment and Capacity Assessment

The school caters for students residing within the Brighton and Southern Midlands local government area. The school is part of the JRLF which are the local public schools that work together for enhanced educational outcomes for the community. The JRLF also includes the Gagebrook and Herdsmans Cove Primary Schools and the JRLF Senior School.

The current enrolment capacity for JRLF EDPS is measured at 475 students.

Based on current student data the school is at 64% occupancy.

The proposed capital works will reduce this capacity to 450 students. Based on the 2026 enrolment this would be the equivalent of 68% occupancy.



Image: Students from JRLF EDPS

FIRST TERM CENSUS ACTUAL 2020-2026 and PROJECTED 2027-2029

School	Actual							Projections		
Grade	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Kindergarten (Head Count)	48	49	51	37	31	43	20	23	22	22
Preparatory	36	51	49	55	35	33	40	44	43	42
Year 1	44	38	52	46	53	34	31	38	41	41
Year 2	38	51	41	47	53	54	32	31	36	38
Year 3	34	40	50	41	42	49	51	33	31	35
Year 4	40	39	42	49	43	39	47	48	36	34
Year 5	49	38	38	43	46	39	41	48	47	37
Year 6	37	51	38	40	42	46	44	35	41	40
Total Persons	326	357	361	358	345	337	306	300	297	289

4 School Site

The JRLF EDPS was originally established as the Green Point Primary School on this site in 1978.

Many demountable buildings were added to the site following the destruction by fire of the former Bridgewater High School on 23 October 2007. At the time the JRLF EDPS was known as the Green Point Primary School. The students and staff of the nearby Bridgewater Primary Schools were moved to the Green Point Primary School site so that the high school could temporarily operate from the Bridgewater Primary School buildings.

At that time the recommendations from the Premier's Bridgewater and Southern Midlands Education Renewal Taskforce included the building of a new high school to replace the former Bridgewater High School and the establishment of the Jordan River Learning Federation. With the support of the two School Associations, the Bridgewater and Green Point Primary Schools merged to become the East Derwent Primary School within the JRLF.

5 Community Consultation

DECYP undertakes extensive community engagement for all major capital works projects and initiated community consultation in February and March 2025 for this project. The purpose of the consultation process was to generate awareness and seek feedback from the school and the community on the draft site master plan to inform the development scope of works for the JRLF EDPS redevelopment. Feedback informed the prioritisation of removing demountables, improving campus connectivity, upgrading administration, and enhancing outdoor spaces. The Community Engagement Outcomes Report (Attachment 3) was prepared capturing this feedback.

Further consultation on the draft concept plan (Attachment 1) is currently underway and is open until 10 July 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.

A Project Working Group (PWG) was established and includes school representatives, the School Association Chair, Learning Services and Facility Services. The design brief was also informed by staff workshops and whole of school day observations by the consulting team.

6 Proposed Works

There are several issues at the JRLF EDPS that the redevelopment will address:

- Seven classrooms provided in ageing demountable buildings.
- A fragmented site layout and poor connectivity between learning areas, support spaces and administration.
- Existing administration facilities lack a clearly identifiable and welcoming entry foyer, limiting visibility, security and engagement with families and community.
- Limited sightlines and dispersed buildings creating challenges for passive supervision, student safety and campus cohesion.
- Existing building services infrastructure, including fire detection, switchboards and electrical distribution, is ageing and no longer serviceable in the long term without major investment.
- Staff, student support and amenity spaces are insufficient for a school with high proportions of students with disability (33%) and First Nations students (44%).

The proposed redevelopment will support the effective operation of JRLF EDPS with improved campus connectivity, supervision, contemporary learning environments and support facilities. The proposed works will deliver safe, inclusive and contemporary learning environments consistent with DECYP strategic priorities and the DECYP Built Environment Guide (BEG).

The proposed works directly reflect the educational strategies and include:

- Removal of demountable buildings and rationalisation of the campus layout into a more cohesive and legible configuration.
- Construction of three new contemporary GLAs with breakout areas and strong indoor–outdoor connections.
- Conversion of existing building areas to provide GLAs to maintain the enrolment capacity.
- A new reception and administration area providing a clear, welcoming front-of-school presence and improved visibility and security.
- Improved staff facilities, student support spaces, leadership offices and meeting rooms located together and near learning spaces.
- New and dispersed student bathroom facilities aligned with DECYP safer student bathroom standards.
- A new kitchen and dining room to support wellbeing programs.
- Upgrades to key services infrastructure, including fire detection, electrical distribution and associated compliance works.
- Improvements to outdoor learning, play and regulation spaces to strengthen connections to the outdoors and support student wellbeing.

7 Design Philosophy

7.1 Design Principles

The BEG outlines seven principles to support effective school design. It provides a shared framework, language, and practical guidance for stakeholders and designers to work effectively together. The costed concept plan has been developed in alignment with these principles and their associated aspirations.

The costed concept plan was designed with full consideration of the BEG principles and aspirations. The key design responses include:

Place

The concept plan consolidates learning areas to improve connectivity and strengthen school identity. In collaboration with the school leadership team, key priorities—Community Connection, Security and Safety, Student Wellbeing, and Staff Support—have informed both spatial and social outcomes.

New Learning Commons spaces are organised into Early, Junior, and Senior clusters, enabling age-appropriate environments and a clear progression through the school journey.

A redesigned entry establishes a strong sense of arrival and enhances engagement with families and the community. Upgrades along Albion Road include landscaping, covered walkways, and improved connections to Early Years spaces. Community-focused facilities—such as the Cultural Hub, kitchen and dining, and improved access to the multi-purpose hall—support broader community use.

Overall, the plan reflects the core project value of *“Connection at the Heart”* by creating a cohesive and legible campus.

Sustainable

The replacement of ageing demountables with energy-efficient buildings will reduce lifecycle costs and maintenance. Where feasible, existing assets are refurbished to minimise environmental impact.

A considerable proportion of the construction budget is allocated to reconfiguring internal spaces to support contemporary learning environments. This includes new Learning Commons, Think Tanks for small group work, and upgraded amenities. Existing functions (e.g. Library, Dining, Kitchen, Cultural Hub) are relocated within the current building footprint to improve social connection, reduce new construction and improve circulation.

Accessible

Improved circulation and stronger indoor–outdoor connections enhance accessibility for all users. A comprehensive Landscape Masterplan introduces outdoor learning spaces linked directly to internal areas.

The removal of long, disconnecting corridors which bring behavioural challenges was a key priority. These are replaced with Learning Commons that support both movement and active learning and will significantly improve usability and engagement.

Safe and Secure

A rationalised layout improves sightlines and passive supervision, supporting child safety outcomes in line with Child Safe Standard 8 referenced by the Office of the Independent Regulator for National Principles for Child Safe Organisations and relevant Tasmanian standards.

All learning areas connect directly to Commons spaces and secure outdoor areas, with increased visibility achieved through glazed partitions. Equitable access to comfortable, well-supervised spaces supports diverse learning needs.

Engaging

Contemporary environments, including breakout spaces and outdoor connections, promote collaboration, wellbeing, and engagement.

The design supports intuitive movement and sensory regulation, with flexible, adaptable spaces that are visually and acoustically comfortable. Learning Commons allow varied furniture arrangements to suit different learning styles, while improved daylight and acoustics support wellbeing and further enhance the learning experience.

Amenity

Upgraded staff, administration, and student facilities improve comfort and daily functionality.

The new reception provides a welcoming, community-focused entry from Albion Road and serves as a welcoming and supervising hub for new the indoor and outdoor gathering spaces.

Refurbished facilities include a new dining and kitchen area and a dedicated Cultural Hub.

Landscaping introduces outdoor learning, play areas, and community spaces such as shaded areas and a yarning circle.

Adaptive and Flexible

Learning spaces accommodate a range of teaching methods, group sizes, and future needs.

Workshops confirmed that existing GLAs perform well but will benefit from improved storage and adjacency to shared spaces. Replacing corridor-only circulation with Learning Commons creates flexible, multi-use environments to supplement the GLAs. These spaces support individual, small-group, and large-group learning, with mobile furniture and integrated joinery. Direct access to outdoor learning areas further extends teaching opportunities.

8 Design Concepts

8.1 Building Materials

Internal finishes will incorporate natural tones, improved lighting, enhanced glazing for daylight, and acoustic wall linings. External materials reference existing brickwork, complemented by lightweight metal cladding and perforated screens for canopy structures at the Administration building.

The landscaping plan developed with the school, enhances the Albion Road frontage to create a welcoming identity. It includes upgraded planting, new outdoor learning areas connected to GLAs, play zones, and a relocated kitchen garden to the nearby kitchen.

A new kiss-and-drop entry and car park off Albion Road will improve traffic flow and pedestrian safety.

8.2 Sustainability and a Healthy Learning Environment

8.2.1 Management

The design prioritises adaptive reuse through strategic reconfiguration of existing spaces and relocation of functions to improve efficiency and circulation. Additional glazing enhances daylight, natural ventilation, and passive supervision. The new natural material palette will also support improved acoustic comfort.

8.2.2 Energy

Refurbished areas will include upgraded HVAC systems for efficient operation. LED lighting with sensors will be installed, and operable openings will support natural ventilation where feasible.

8.2.3 Indoor Environmental Quality

The design strengthens connections to outdoor spaces and incorporates both mechanical and natural ventilation strategies to improve air quality and occupant comfort.

8.2.4 Site Ecology and Water Cycle

The Landscape Masterplan provides a long-term strategy to enhance site ecology, including increased tree cover and planting to improve shading and microclimate.

New hardstand, parking, and play areas will improve stormwater management, supported by expanded garden beds to improve soil permeability.

8.2.5 Access and Safety

Additional entry points, particularly to Learning Commons, improve accessibility and security. The removal of long corridors enhances supervision.

Outdated toilet facilities will be replaced with compliant, accessible, and age-appropriate amenities across the campus both in proximity to learning areas and connected to the outdoors.

8.2.6 Universal Design

The design adopts a universal approach that ensures all students, staff and visitors can access and utilise all areas of the redevelopment comfortably and independently.

The new main entry includes compliant ramps and handrails to address level changes. Universal design principles extend to fixtures, materials, tactile indicators, and new signage to support wayfinding for all building users.

All refurbished facilities and outdoor areas will comply with contemporary accessibility standards and all legislative requirements. The upgraded bathroom facilities will provide accessible toilets throughout. Accessibility has been a key design consideration to ensure all people, regardless of ability, have access to suitable amenities near their learning area.

8.2.7 Aim for Carbon Neutrality

Carbon reduction is addressed through material selection and operational efficiency. Locally sourced, low-embodied-energy materials are prioritised, alongside high-performance insulation, double glazing, LED lighting, and efficient HVAC systems to reduce long-term energy use.

9 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.

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



Image: Students from JRLF EDPS

10 Project Management

10.1 Funding and Budget Estimates

The 2024-25 Tasmanian State Budget committed \$12 million for redevelopment works at JRLF EDPS. The proposed works currently fits within the available budget.

The budget estimate is summarised in the table below:

DESCRIPTION	COST ESTIMATE (\$'000)
Construction Cost (inc. site infrastructure upgrades)	9,011
Includes: <i>Market Conditions and Escalation Forecast (\$725,000)</i> <i>Construction Contingency included above (\$825,000)</i>	
Consultant Services	921
Statutory Fees / Insurances	206
Furniture/Equipment/IT	500
Tasmanian Government Art Scheme	80
DECYP Project Management	360
School Administration Support	60
Design and Infrastructure Contingency	750
General Project and Post Occupancy Contingency	112
Total	12,000

10.2 Construction Budget and Allowance for Escalation

The total budget estimate summarised above includes workable allowances for escalation and design and construction contingencies to manage unforeseen circumstances. Site infrastructure service upgrades are included in the construction cost estimate.

Budget allowances include a construction contingency of \$825,000 and a project contingency of \$725,000. If escalation risks are realised and rising costs exceeded the reserve contingencies, the PWG would be consulted for suitable project scope reduction.

The project budget currently allows for a total project contingency of \$2.412 million made up of the following elements:

- Market conditions and escalation forecast \$725,000
- Construction contingency \$825,000
- Design and infrastructure contingency \$750,000
- General and post occupancy contingency \$112,000

10.3 Project Timeline

The key upcoming dates for the project are as follows:

PROJECT TASK / PHASE	COMPLETION DATE
Development Application submission	July 2026
Public Works hearing	4 August 2026
Documentation, preparation for tender	September 2026
Tender date <i>*subject to Public Works Committee approval</i>	October 2026
Tenders close	November 2026
Tender assessment and approval	December 2026
Contractor appointed	January 2027
Construction commences	February 2027
Construction completed <i>*subject to construction market capacity</i>	November 2028
Defects liability period <i>*subject to construction completion date</i>	November 2029
Project completion review and evaluation	January 2030
Project finalised	January 2030

10.4 Potential Project Constraints

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

IDENTIFIED RISKS	RISK MITIGATION STRATEGY
Budget overrun	Quantity Surveyor estimates undertaken at key milestones to allow time for Project Working Group design review. Manage contingency and furniture and equipment funds.
Budget overrun due to unidentified infrastructure issues	Review of infrastructure as part of Stage 1 of the project to ensure all infrastructure issues are identified.
Program delays	Allow sufficient time for design progress and review in project planning.
Scope drift	DECYP Asset Strategy Executive committee review and approval to proceed.
Unmet stakeholder expectations	Ensure Project Working Group has adequate resources to inform stakeholders. Management of stakeholder expectations with regular consultation to the school community as per the management and communications strategy.

IDENTIFIED RISKS	RISK MITIGATION STRATEGY
Continuity of learning during construction work	Identify staged program with consultant and contractor to minimise disruption to school operations
Consultant underperformance	Ensure consultant has sufficient resources for the project and is given clear direction and feedback.
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 site conditions	Full review of existing services by consultant team. Ensure project contingency is maintained at start of construction.

11 Declaration

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

Yes. the proposed design addresses the issues raised in consultation with the school and community including the needs for removal of reliance on disconnected demountable buildings, a new reception and administration area, improved staff areas, additional carparking, improvements to outdoor learning areas and renewing aged building and services infrastructure items that have reached the end of their service life.

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

Yes. A new school master plan was developed and costed to meet the school and community priorities. The PWG reviewed these priorities and agreed the proposed design as the best solution to effectively meet the priorities and remain within budget. The design solution gives a strong strategic direction for the future of learning in the school with a clear progression for learners through their school journey and grouping learners and support spaces in strongly connected ways with ongoing flexibility.

Are the proposed works fit for purpose?

Yes. The proposed works resolve the problems expressed by the requirements expressed of the Education Brief. 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 address the key priority needs for JRLF EDPS as agreed by the school community and DECYP. Value is achieved by retaining existing building structure for renovation

where needed and some new buildings to achieve the necessary enrolment capacity. Appropriately durable and uplifting design features and materials combined with using the existing site to gain indoor outdoor connections will raise the facilities to contemporary standards for effective educational settings.

Are the proposed works a good use of public funds?

Yes. The proposed works offer a cost-effective solution to meet the highest priority needs to assist JRLF EDPS to deliver quality contemporary educational services and to support the learning journey of the students. DECYP considers this to be a good use of public funds.

12 Conclusion

The proposed JRLF EDPS redevelopment is a strategic response to the many challenges of providing high-quality contemporary learning opportunities in an ageing and disconnected campus.

The proposed design aligns with:

- DECYP Strategic Plan for all children and young people to be known, safe, well and learning
- DECYP Strategic Asset Management Plan as the design has regard for longevity and sustainability to minimise maintenance in the future
- DECYP Pedagogical Framework by providing learning environments that support contemporary teaching practices and enables improvements in student wellbeing
- DECYP Built Environment Guide Design Principles.

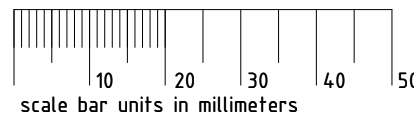
The project represents value for money as it will overcome the identified shortcomings of the campus and achieve a range of high-quality contemporary learning settings not presently possible.

Parliamentary Standing Committee on Public Works approval will provide the school community with assurance that the project will proceed through further detailed design, tender and construction and the needs of the JRLF EDPS community will be met.

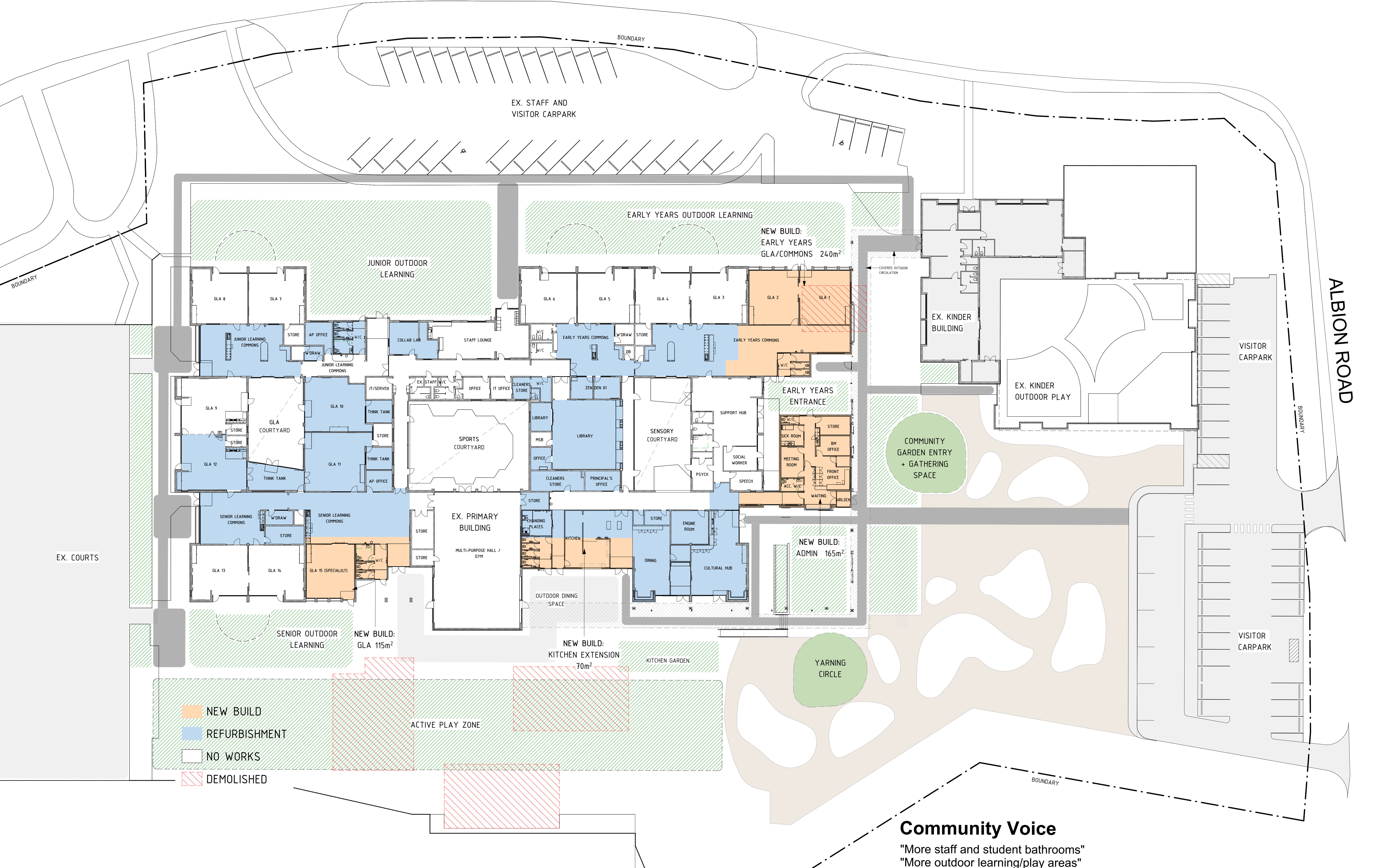
It is recommended that the proposed works for the JRLF EDPS major redevelopment proceed.

13 Attachments

1. Attachment 1 – Concept Plan
2. Attachment 2 – DECYP Pedagogical Framework
3. Attachment 3 – Community Engagement Outcomes Report



BOWDEN DRIVE



JRLF East Derwent Primary School Draft Concept Plan

Community Voice

- "More staff and student bathrooms"
- "More outdoor learning/play areas"
- "Entrance should be welcoming"
- "Specialist support spaces"
- "Sensory spaces"

The Pedagogical Framework

The Framework brings together the learning process and what teachers do to optimise learning.

How students learn

The
learning
process

New
knowledge/skill

Processing

Working
memory

Encoding

Retrieval

Long-term
memory

Teaching for how students learn

Setting
up for
learning

Enabling learning

Planning for learning

Explicit
instruction

Clear learning
intention

Connect
learning

Chunk and
sequence
learning

Check for
understanding

Affirmative
corrective
feedback

Opportunity
to practise and
review learning

Our key teaching practices

get involved

Community Engagement Outcomes Report

East Derwent Primary School



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Executive Summary

The Tasmanian Government has committed \$12 million for a redevelopment of East Derwent Primary School. The Department for Education, Children and Young People (DECYP) *Get Involved* consultation for East Derwent Primary School commenced on Monday 24 February 2025 and closed on Sunday 23 March 2025. The consultation sought feedback from the school and community on the draft site master plan. Through the consultation, feedback was provided via an online feedback form and workshops with students, staff members, and at an event with the broader community.

The total number of unique online feedback forms received was 17.

Of the total number of online feedback forms, seven (41 per cent) were from parents/carers, five (29 per cent) were from staff members, two (12 per cent) were from service providers, two (12 per cent) were from 'other' and one (6 per cent) was from a community member (refer to Page 9).

10 of the online forms (59 per cent) contained additional feedback.

Of the total number of online submissions, eight (47 per cent) respondents said there are areas of the school not identified for redevelopment in the draft master plan that should be prioritised for improvement.

The most common priorities were updated/increased number of student and staff bathrooms, the need for more shaded areas for outdoor learning/play, issues with the current usability/size/flow of the carpark and the importance of an inviting, inclusive and diverse playground for the school.

The top three most important design features or considerations for new and refurbished buildings and facilities were: flexible/multi-purpose, size of classrooms and breakout spaces. The two words most commonly chosen to best describe how East Derwent Primary School should look and feel were 'welcoming' and 'safe'.

From the workshops held with students, staff and feedback from community members, key themes were creating spaces that are accessible and purposeful, with a focus on sensory/regulation spaces inside and outside, storage throughout the school, upgrades of the bathroom facilities for both students and staff, bike paths for all ages, updates to the outdoor play areas with a focus on nature/gardens, yarning circles and access to more shaded areas, and for security/safety at the school to be considered during the design process.

Workshop participants also highlighted the need for updates to the current car park, noting with the growth of the school it is viewed as less functional. Participants suggested, along with additional car parking spaces, it would be beneficial to have a designated pick up/drop off area along with bench seating for students waiting to be picked up at the end of the day. The need for a bike storage shed at the front of the school for students who ride to/from school was also highlighted.



East Derwent Primary School staff workshop

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 families.

East Derwent Primary School has aged infrastructure and a number of modular structures on the site. The school is operating at approximately 70 per cent of its enrolment capacity and has been reliant on the provision of the modular structures to accommodate these enrolments.

As part of its 2024 election commitments, the Tasmanian Government committed \$12 million to the redevelopment of East Derwent Primary School to provide contemporary learning environments including support spaces and administration.

The first phase of school and community consultation sought feedback on the draft site master plan developed for East Derwent Primary School. Feedback received through this consultation will be provided to the consulting architects and the Project Working Group to inform development of the final concept plan and scope of works.

Campaign outputs

The *Get Involved* consultation for East Derwent Primary School commenced on 24 February 2025. The campaign ran for four weeks and concluded on 23 March 2025. Campaign outputs were:

- Communications through the East Derwent Primary School communication channels
- Ministerial media release (and subsequent article in Mercury newspaper on February 25, 2025)
- 1,756 direct mailouts to all residents and businesses in the East Derwent Primary School intake area
- 1x attendance at community event, 1x staff workshop, 1x student workshop
- East Derwent Primary School *Get Involved* page on the DECYP website

- Online feedback form
- Dedicated *Get Involved* email box to receive submissions
- 41 x radio advertising slots on 7HO FM and HIT FM
- 1 x quarter page print advertisement in The Mercury newspaper (Saturday Edition)
- 1 x quarter page print advertisement in The Mercury newspaper (Weekday Edition)
- Four weeks of Facebook and Instagram advertising geo-targeting audiences living in the East Derwent Primary School catchment area.

Participation

Overall community participation in the *Get Involved* consultation for East Derwent Primary School was modest.

Participants in the consultation came from a mix of parents and carers, school staff, students, service providers (e.g. allied health or OSHC), community members and 'other'.

Online feedback form

A total of 17 unique feedback forms were received. Respondents were asked how they heard about the *Get Involved* campaign, with 11 advising via school channels, three via direct mail, two via 'other' and one via print/radio advertising.

Email submissions

No submissions were received via the *Get Involved* email box.

Community feedback

An opportunity for the community to provide face to face feedback on the draft master plan and redevelopment of East Derwent Primary School was provided at a family barbeque event organised by the school on 6 March 2025.

Staff workshop

A staff workshop was held at East Derwent Primary School on 11 March 2025, with a total of 35 staff members participating in the session. Staff were seated in groups and asked to work with others on their tables to respond to two questions.

Student workshop

A student workshop was held at East Derwent Primary School on 11 March 2025, with a total of 25 students from years 5-6 participating in the session. Students were seated in groups and asked to work with others on their tables to respond to one question. At the end of the session, all students were asked to look at images showing examples of different learning environments and outdoor spaces, determine whether they liked or disliked these spaces and write down why.

Interpreting 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.

What we heard

Online feedback forms

Response summary

- When asked how they are involved with East Derwent Primary School, seven respondents (41 per cent) said they were parents/carers of students, five (29 per cent) said they were staff members, two (12 per cent) said they were service providers, two (12 per cent) said they were 'other', and one (6 per cent) said they were a community member.
- Of the 17 unique online feedback forms received, 15 respondents (88 per cent) said they would like to receive more information as the project progresses.
- Eight respondents said they believed there are areas of the school not identified for redevelopment in the draft master plan that should be prioritised for improvement. The most frequently cited priorities were updated/increased number of student and staff bathrooms, the need for more shaded areas for outdoor learning/play, issues with the usability/size/flow of the carpark and the importance of an inviting, inclusive and diverse playground for the school.
- When asked what the top three most important design features or considerations should be for new and refurbished buildings and facilities, 10 respondents (59 per cent) said flexible/multi-purpose, 10 (59 per cent) said size of classrooms, and nine (53 per cent) said breakout spaces. It should be noted that respondents were able to select up to three answers.
- When asked to choose a word that best describes how East Derwent Primary School should look and feel, five respondents (29 per cent) said 'welcoming' and five (29 per cent) said 'safe'.
- Six respondents provided additional ideas or comments about the redevelopment of East Derwent Primary School in the free text field. The most frequently cited comments were in relation the best options for replacing the modular buildings currently onsite, connection to the community, honouring the history of the school and the importance of the school's kitchen garden and the relationship with 24 Carrot Gardens.
- The top two ways respondents heard about the *Get Involved* campaign for East Derwent Primary School were via school channels, including the school's Facebook page (65 per cent) and direct mail (18 per cent).

Community feedback

Response summary

- When asked "*what is good about the school now that you don't want to see lost through the redevelopment*", community members placed value in the oval and having space to be outside, the kitchen garden and the bike shelter – discussing the options for more covered spaces for bikes to be kept.

- When asked “*what are your top priorities for the redevelopment*”, the most common responses were outdoor learning and play spaces (shaded, purposeful and accessible) including an upgrade of the kitchen garden, bike parking/storage as well as access to a bike path, a bigger car park (including drop off zones and seating) and a student wellbeing/support hub.

Staff workshop

Response summary

- When asked “*are there any elements of the Draft Master Plan that you disagree with and why*”, the most common responses were the need for an outdoor classroom space and access to shade/cover outside to ensure regulation breaks can be taken even during poor weather, need for indoor sensory/regulation spaces (‘zen den’, ‘engine room’), need for more indoor/outdoor storage (bike storage needed at the front of the school, sports equipment storage needed near the court/oval), wanting to ensure all classrooms are accessible and inclusive and suggestions of using the ‘Area B’ courts for new classrooms.
- When asked “*what features or functions of the school should be prioritised for redevelopment to better support teaching and learning?*”, the most common responses were the need for storage throughout the school (inside and outside), outdoor learning spaces which were shaded, functional and inclusive (including a yarning circle and nature play), bike paths for different areas/ages, sensory/regulation spaces, updated/increased student and staff toilets, removal of the modular structures, a layout which is safe and secure, supports collaboration, is flexible, access to break out/intervention spaces, spiritual/cultural considerations and an area for disengaged students who don’t fit into a classroom environment (space for building/fixing bikes/hand on tasks, sewing or cooking).

Student workshop

Response summary

- When asked “*what spaces should we build or upgrade to help you do your best learning*,” the most common responses from students were spaces that felt safe and calm, sensory friendly spaces, outdoor learning spaces (yarning circle), more options for outdoor play (nature/water/sand play, bike tracks, swings, sports courts, gardens to look after), shaded spaces outside and an overall feeling of safety/security of the building/classrooms.

Next steps

This report will be provided to the Minister for Education, and to the Project Working Group (including the project architects) to inform development of the scope of works for East Derwent Primary School.

The report will also be provided to the East Derwent Primary School community and made available on the DECYP website.

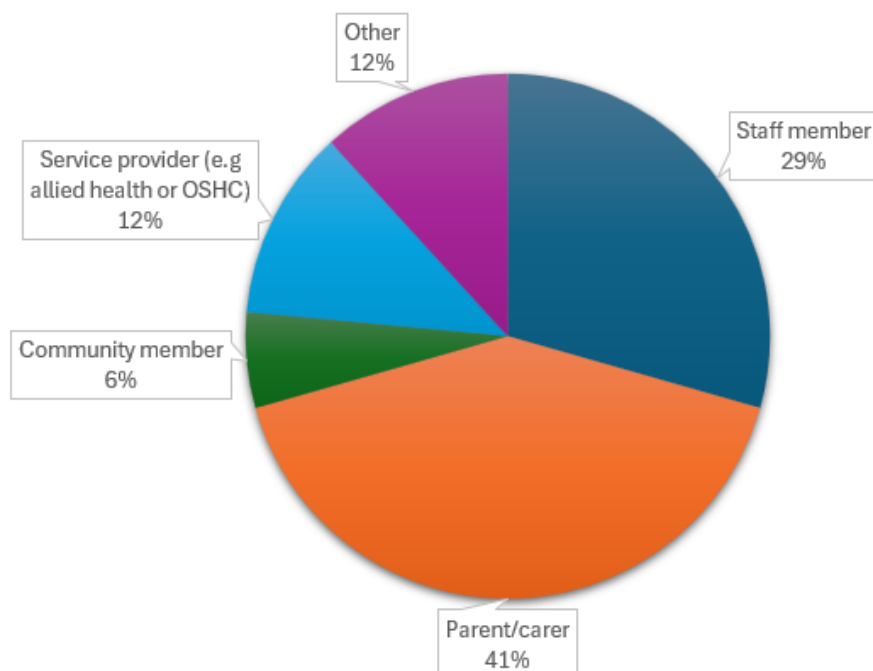
Analytics and written submissions



Online feedback form

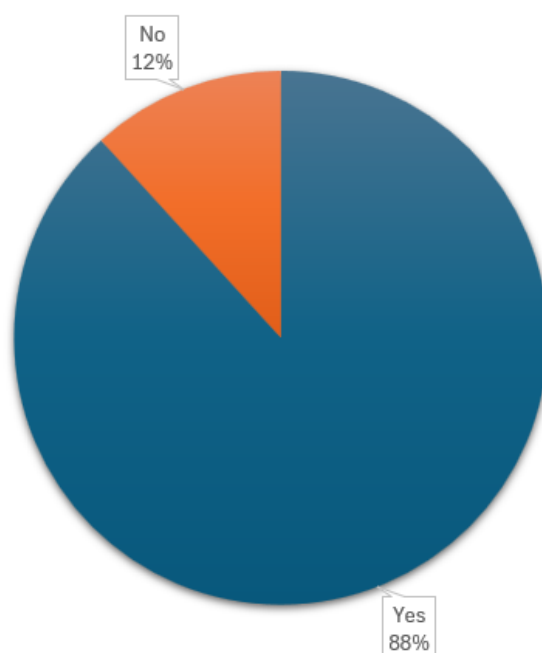
Question 1

How are you involved with East Derwent Primary School?



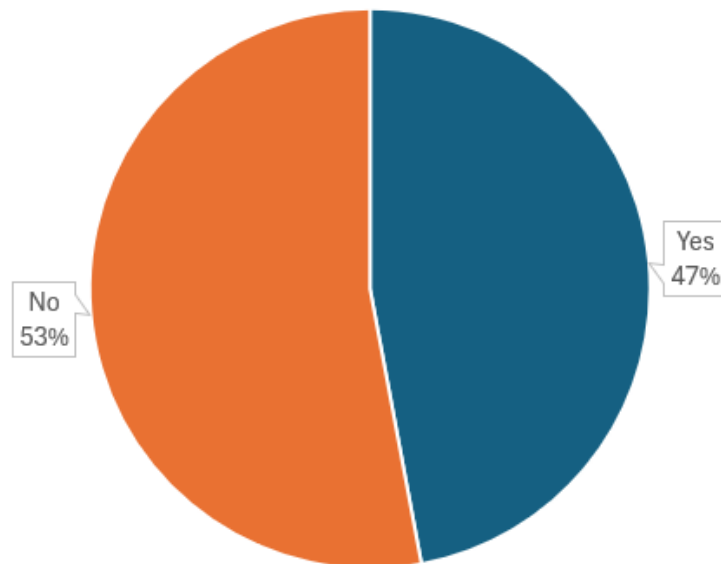
Question 2

Would you like to receive more information as the project progresses?



Question 3

Are there any areas of the school not identified for potential redevelopment in the draft master plan that you feel should be prioritised for improvement?



Question 4

If you answered yes to question 3, please provide detail.

Need more shade for outdoor play/learning.

Access to more shaded outdoor play areas, diverse range of play equipment in both areas for children of all needs and capability for inclusion and a better cat park area due to our growing school community

Liaise with Council to incorporate and improve street entry aesthetics' and better integrate links with broader community by adding adjoining street entry feature trees to enhance higher community valuing of the upgraded asset. Resurface old sports courts in the EDPS beautiful blues, incorporating Aboriginal art in the surface perimeter designs. Incorporate and Celebrate the Black Swan in a street facing mural - Engage artist Jamin.

Toilet facilities for staff and students

Student toilets in Kindergarten area. General maintenance of Kindergarten classrooms, painting, wet areas, classroom sinks, display boards, staff area and toilets

If you answered yes to question 3, please provide detail.

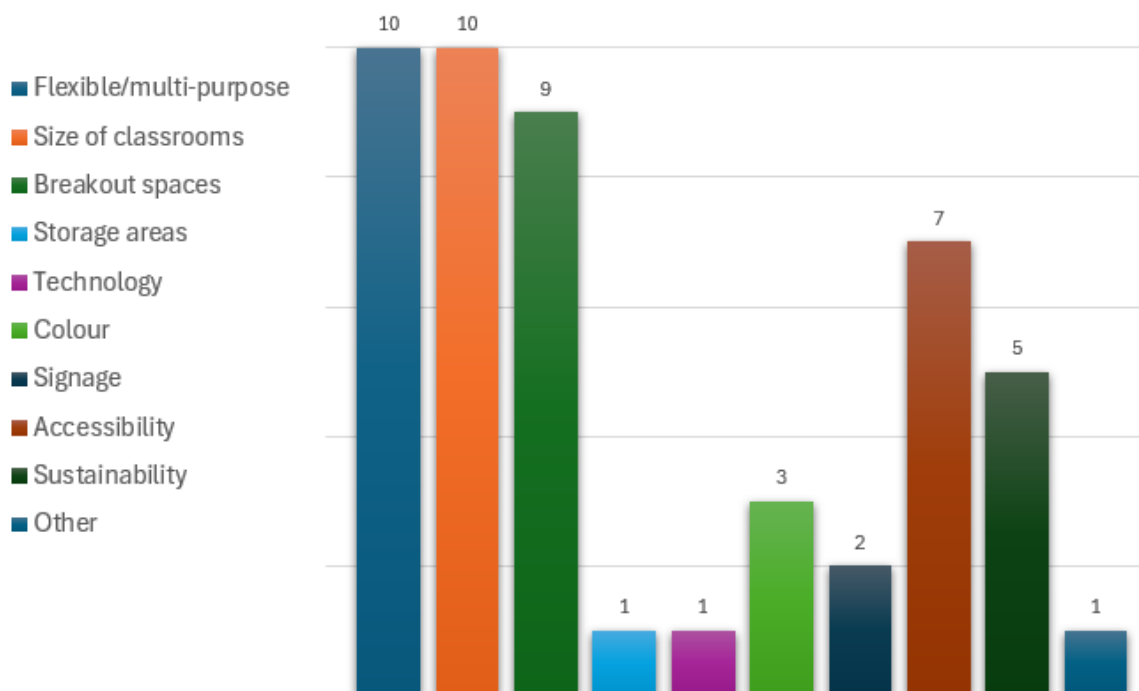
A bigger car park or additional carpark

Student and staff toilets need updating and more staff toilets provided. We also need a visitor's toilet. We will need to include sensory/breakout rooms in the buildings. The carpark needs to be redeveloped to provide safer access for our students, and the number of spaces available needs to be increased.

The kinder room/area and all playground equipment need somewhat of an update as well even if they were to only be minor ones. Removal of sandpits and more outdoor fun things for the children of all ages to be able to do during and even after school. Also take into consideration of things to keep the children entertained just as much inside as they would be outside during winter and wet weather days.

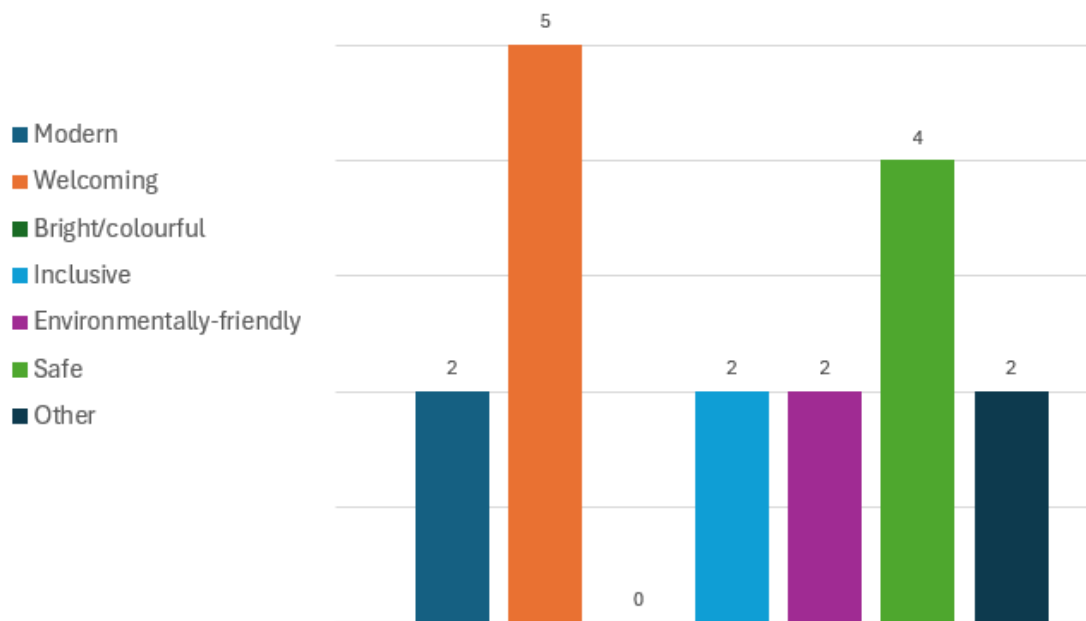
Question 5

What do you believe are the most important design features or considerations for new and refurbished buildings and facilities? From the list below, choose your top THREE.



Question 6

Choose a word that best describes how East Derwent Primary School should look and feel. From the list below select ONE option.



Question 7

Do you have any other ideas or comments about the redevelopment of East Derwent Primary School?

Access to digital self-service, light filled spaces, with, tailored age-appropriate library resources in 'pods' nearby multiple classrooms versus a single Library, as is currently.

Staff Room for Teachers and Support Staff that CELEBRATE and NURTURES them. Quality kitchen with a very large island bench with seating, accompanied by a room full of large comfortable quality leather couches. Light and natural aesthetics and lighting similar to a home environment versus the traditional school environment. In a similar light, perhaps reconsider how Service Providers are able to spend quality time at the school, either working for short periods, meeting with staff or parents (in welcoming, inviting spaces versus office or therapeutic, formal spaces).

5/6 area is only 3 classrooms on the master plan, 4 would be needed

The school's run kitchen garden programs with 24 Carrot Gardens for over a decade. These programs are embedded in school culture/learning. The redevelopment needs to prioritise a Kitchen Classroom and School Food Garden. These spaces need to be closely located to allow for integration of lessons. Prominence in the landscape and connection to community spaces will support the integration of the kitchen and garden into community engagement

I feel that the location of the new building (6 classrooms+) to replace the three demountable buildings needs to be changed. It would be better to build six new classrooms

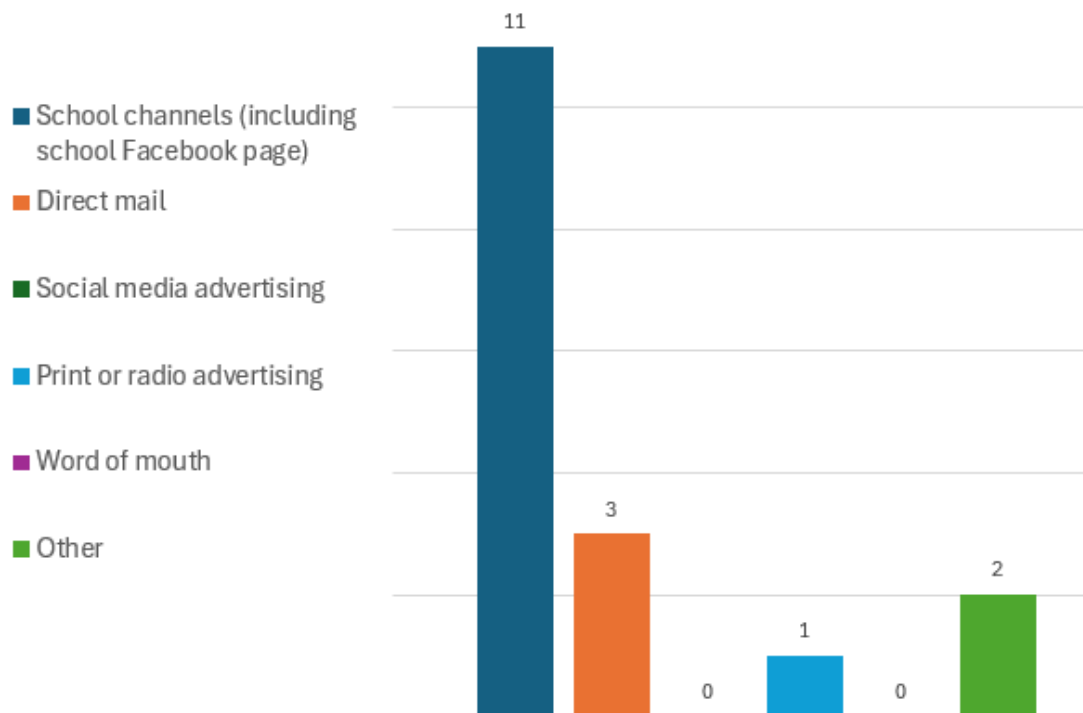
Do you have any other ideas or comments about the redevelopment of East Derwent Primary School?

on the large courts at the river end of the main building as it won't impact the school as much during the build phase and will provide easier access for the construction crews. It will also make sure the students in the three demountable buildings are not displaced during the build time. Once the new building/s are complete, the 3 demountable buildings can be demolished/removed and this area could be redeveloped as a court/playground/outdoor learning space in the centre of the school.

As much as a big upgrade is needed, please don't take away from what it is and has been for so many years too much. There are some of us in the community that went there when it was once called Green Point Primary and now have family as well as our own children attending there now and in the future, the school has held a lot of memories for many people and those hold it close in their heart.

Question 8

Please tell us how you heard about the *Get Involved* campaign for East Derwent Primary School. You may choose MORE than one option.



Community feedback

What is good about the school now that you don't want to see lost through the redevelopment?

Lots of toilets.

Separate playgrounds.

My friends.

The basketball courts.

The oval.

The teachers.

The slide.

Kitchen garden.

Bike shelter.

Gym.

What are your top priorities for the redevelopment?

A big gym.

Bigger canteen.

Bigger and more play areas.

Room for sports.

Student lounge room.

Better technology.

Fashion room.

Horse riding.

School farm.

Water slide.

Telescope.

Pool.

Join the upper primary classes to the school.

Skate park.

Bike tracks.

More purposeful outdoor areas.

Language learning room.

What are your top priorities for the redevelopment?

Individual toilet cubicles.

Bigger classrooms.

Bring your pet to school room.

Arcade games.

Ball pit.

No bars on the windows.

Better fencing around the oval so people can't walk through.

Trampolines.

Floor is lava.

Gift shop.

Expand the Kitchen Garden.

More shelters.

Outside classroom.

BBQ area.

Bigger car park.

Nature/risk play.

Gymnastics area.

Class pet.

Hammock.

Dance.

Undercover areas outside.

Inground trampolines.

Big foam blocks for little kids to climb on.

Cultural room.

Big mat for the gym.

Couch.

More sensory swings.

Bike track/road.

Bicycle parking/storage.

Skate ramps.

What are your top priorities for the redevelopment?

Seating outside at pick up time.

Student hub.

Pool.

Upgraded playground.

Expand the school to higher year groups.

Wellbeing/support hub.

Staff workshop

Are there any elements of the draft master plan that you disagree with and why?

Outdoor learning areas at the front of the school: safety, view of carpark.

Super long corridor: use of space, safety.

Need to add bike shed – relocate to front of school.

Landscaping not shown on masterplan, but around oval need more privacy/shade/reduce distractions.

Gardens should reflect our students' backgrounds (First Nations).

Toilets spread across the school: staff/students.

Possibly move staff room to admin?

Location of new building (5-6). Could this go on the current court area? This would mean the school could still function while the new building is going.

We don't love the pull-out cupboards in the new 1-2 areas.

Instead of cut-out shapes in 1-2 Art areas give us more cupboards. We need storage.

Dedicated space for uniform shop.

An outdoor classroom space.

Indoor/outdoor eating area.

Is admin building too far away from some classrooms?

Size of new teaching facilities (blue part on masterplan). 3 classrooms are not enough. Flexible learning space? Open classrooms?

Not enough sunshades.

Not enough outdoor seating and tables.

We need a covered outdoor area so kids can go outside for regulation breaks if we have bad weather. (e.g. covered carport type thing on basketball courts).

Should include disability outside play areas. (e.g. swings).

Are there any elements of the draft master plan that you disagree with and why?

Should include a bike/scooter outside area.

Sand pit area B & A.

Need removal of black asphalt (slippery when wet and a falls risk).

Who would want to do outdoor learning during our winter?

Pods outside of classrooms recently renovated need to be rethought for better use (not to be included in new masterplan).

Matching m² of classrooms (x6) outside, to the plan of 3x classrooms listed on master plan.

Change basketball court for new classrooms, then demo the old classrooms and add the courts on oval end.

Storage for basketballs etc – near rooms/at court area.

Long jump pit/sand.

Cricket pitch.

Another 6 swings outside.

Outdoor seating with table with lockup in middle for paper/pencils.

Outside basketball area/oval. Parking for cars.

Include basketball tree/wire.

Need sensory/regulation spaces. Zen Den. Engine Room.

Make area B netball courts the space for new teaching facilities (5-6 classrooms).

Current 1-2 room and upgrade to outside break out space is not functional as it currently is.

Couch area needs to be closer to classroom.

Need more storage.

Bag hooks closer to the corridor.

Does the 3-4 new area have to be the same design as the new 1-2 areas?

Area B playground – ramp near stairs.

Are all the new classrooms accessible? (e.g. wheelchair access).

Is the playground going to be updated? Play equipment, fences repaired/removed.

Will the classes in the dark blue building be able to look into each other?

Will there be display spaces for all classes?

What features or function of the school should be prioritised for redevelopment to better support teaching and learning?

Terrapin areas for 5-6s and 3-4s.

Equity of space across the school: break out spaces, offices, collaboration spaces.

Storage.

Teacher spaces: 1:1 student, small groups, teacher collaboration, intervention spaces.

Pods/Grade teams: classrooms grouped (e.g. ECE, Middle, Upper Primary)

Spiritual space/cultural considerations.

Flexibility – capacity to open up/team teach but also closed as needed.

Outdoor learning spaces: trees, shade, circles.

Entrance/Admin – welcoming.

Car park.

Kinder outdoor redevelopment. No fake grass. No gravel.

Kinder bike path.

Kinder toilets and wet areas/sinks in classroom need to be more size appropriate.

Kinder toilets – 3 toilets instead of 2.

Launch into learning space (connected to kinder).

Playground with sensory things for regulation.

Shade cloths/filtered shade.

Bike path for upper primary.

Functional outdoor spaces.

Yarning circle.

Trees.

Outdoor storage for play equipment/loose parts/outdoor equipment.

Do we really need a large netball court in area A?

Outdoor spaces: shade, trees, plants, outdoor learning spaces, seats/tables, artwork.

Inclusive play spaces: disability play, sand in area B, sensory play, hands on nature play.

Doors between classrooms for collaborative teaching. Sliding doors, not glass.

Support hub courtyard doors gone.

An area for disengaged students/kids who don't like to be in the classroom environment (e.g. space for building, fixing bikes, changing tyres, hands on tasks, cooking, sewing).

Grades segregated more. Grade 3-4 all in one area, 1-2 all in one area, 5-6 all in one area, prep-1 all in one area. Like pods.

What features or function of the school should be prioritised for redevelopment to better support teaching and learning?

Maybe have the current terrapin building housing 5-6s and 3-4s to be built at another location (hence not disrupting current classes) then they can move into new area without disruption to their learning (e.g. Area B courts).

Room/space for Education Support Specialist with a window.

Get rid of the terrapins.

Courts/astro turf.

Staff toilets – more around the school, more than 3 in there.

Visitor toilets.

Staff work room.

Performance area/stage.

Security fobs to get into the doors (all external and internal).

Student toilets upgraded.

Car parking – more/safer. Kiss & drop. Drop off area/lane.

Move all fences out to perimeter of school.

All playgrounds updated.

Nature play area (mud, sand, water).

Student workshop

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

A new swing in the sensory room.

A 'Zen den'.

A calm house.

A fidget box in a space to be calm and relax when you're having a bad day.

Cubby house.

Gymnastics.

Yoga.

Mats to sit on.

Our own desk.

Calm/Zen Garden.

Outdoor aboriginal circle with a campfire.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

Dance room.

New netball courts.

Inspiration room.

New arts and crafts room.

Calm and relaxing corner in the classroom.

Calm and relaxing shaded outdoor area.

Crochet.

A class about worth.

Soccer field.

Basketball courts.

Yarning circle.

Hockey field.

Kitchen for cooking classes.

Bigger playground.

Game room.

More bike racks.

Bigger bike shed.

Bigger classroom sections: learning, reading, comfort.

Headphones.

Research room.

Designated prayer room. Mats, Qurans, quiet, set up so there's a leader at the front.

Better and stronger locks.

Music room.

A learning room for kids who have social anxiety, ADHD, autism (access to a quiet space).

Pool.

A bigger gym.

Fix area A's play area.

Sleeping room.

Let parents stay.

Pet room.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

Area A and B playground.

Fix the oval fence.

Gardens we can look after.

New classrooms.

New technology.

Bike track.

Repair the basketball hoops.

More nature, like trees, flowers, rock paths, rock walls.

Bigger classes – like kinder.

Rooms that you can change so you can create your own area. Move with a green screen.

Hands on learning.

Water play.

Outdoor learning area.

Nature play.

Afternoon activities like things people want to learn more about.

A way to cover the doors/windows for shelter in place/lockdowns.

No bars on the windows.

Quiet places to work or get out your anger.

Another basketball court.

Individual toilet cubicles with walls for safety.

More toilets.

Soap dispensers.

More disability accessible things like ramps/safety rails.

'Girl box' for feminine hygiene products in toilets.

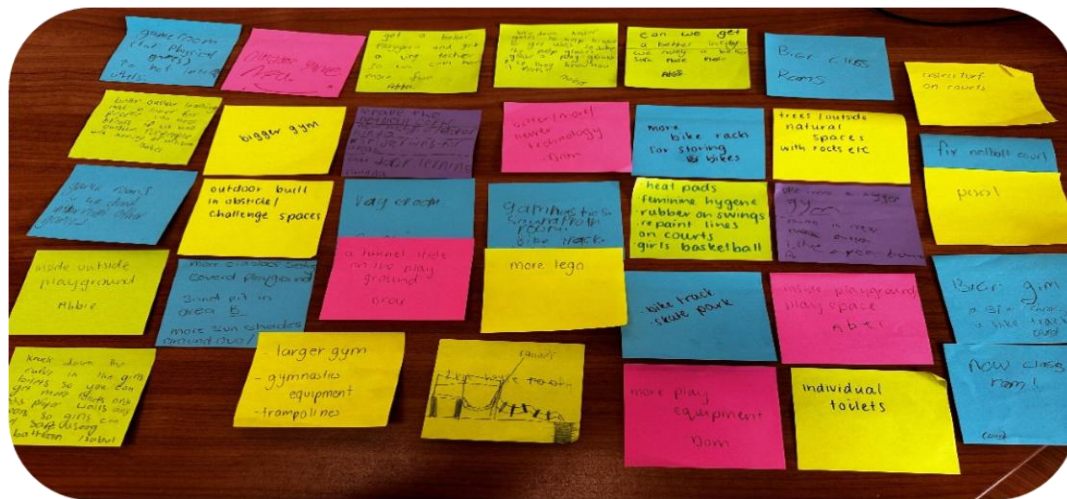
Big deck with shade.

More shade.

More swings.

Inside/outside shelter with sensory toys/pillow blanket.

Better safety rooms in case of lockdowns.



East Derwent Primary School students brainstormed ideas prior to the workshop

Students provided ideas they had brainstormed prior to the workshop.

New classroom	We need a better safe place please
Bigger gym	More Lego
A bike track	Gymnastics
Pool	Soundproof room
Fix netball court	Better/more/newer technology
Astroturf on courts	Tree house with a canopy
Individual toilets	Games rooms
Inside play space	Outdoor built obstacle/challenge space
We need a bigger gym	Leave the netball courts
Trees/outside natural spaces	New play area for kinder
Bigger classrooms	Spiderweb for area B
Can we get a better inside	Outdoor learning
More bike racks for storing bikes	A tunnel slide on the playground
Heat pads	Rage room
Feminine hygiene	More outdoor seating
Rubber on swings	Covered playground
Repaint lines on courts	Sandpit in area B
Bike track	More sunshades around the oval
Skate park	Bigger gym
More play equipment	Inside/outside playground

Students provided ideas they had brainstormed prior to the workshop.

Gymnastics equipment

Trampolines

A singing teacher

Game room (for physical games) to not interrupt others

A timer for people who need breaks if we are outside.

Larger gym

Get a better playground

Outdoor game area

Better outside learning

Take down Kinder gates to help Kinder get used to the prep/grade 1/grade 2 playground, so they know how it feels.

Knock down the curve in the girls' toilets so you can get more toilets and add proper walls and doors so girls can feel safe using the bathroom.

Student image review



LIKE	DISLIKE
Yes, it is nice to relax and talk to someone	Small
It is lively	Closed in
Yes, I like it	No, kids can bang on the windows and distract other kids
Yes	
It looks so calming	
Yes, but maybe a table instead of the plant/bush so people could eat or work on the table	

**LIKE****DISLIKE**

Yes	I feel like it is all the same
Oh yeah!	It looks like it will be cold
I like how big it is	No
It looks fun	The only reason people come to library is to be alone reading
It is cool!	
You can go upstairs	
I like it, but I don't like the open pipes in the roof	

**LIKE****DISLIKE**

It is calm and nice	It is okay, but not really
It is a nice sitting shelter place	No, it is very small
Yes	
Yes	
This is an amazing idea because maybe people want to read	
Love that, yes!	
Omg, yes!	
Yes, it looks like a cool place	

**LIKE****DISLIKE**

Yes, because you can sit down and eat food	Our school probably won't have room
Yes, cause it slays	
It is pretty	
Yes, because it has TVs	
It could help people focus	
Yes, but what is it for? Is it a cafeteria?	
It is so cool	
Omg of course this would be amazing for grade 5-6s	
We need this	
I like you can sit next to people	
Good for eating with friends	

**LIKE**

Yes, because it looks cool

It is pretty

Yeah, cause there are lots of places to sit

DISLIKE

No, it is too colourful

I don't like the chairs or the colours

**LIKE**

Yes, mostly for the younger classes

Yes yes yes yes yes

Love the circle mat and floor for little kids

Like all the different seats around the room

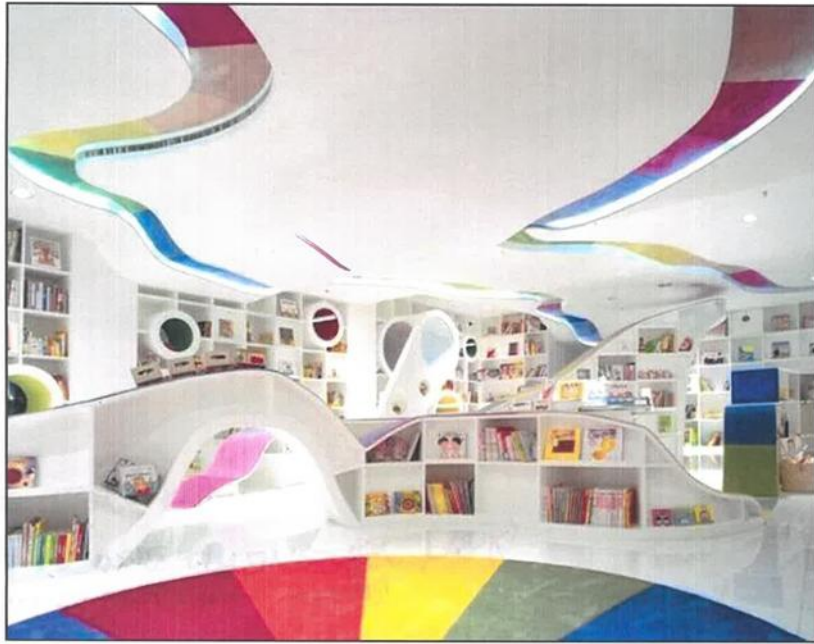
DISLIKE

No - looks like a kinder room

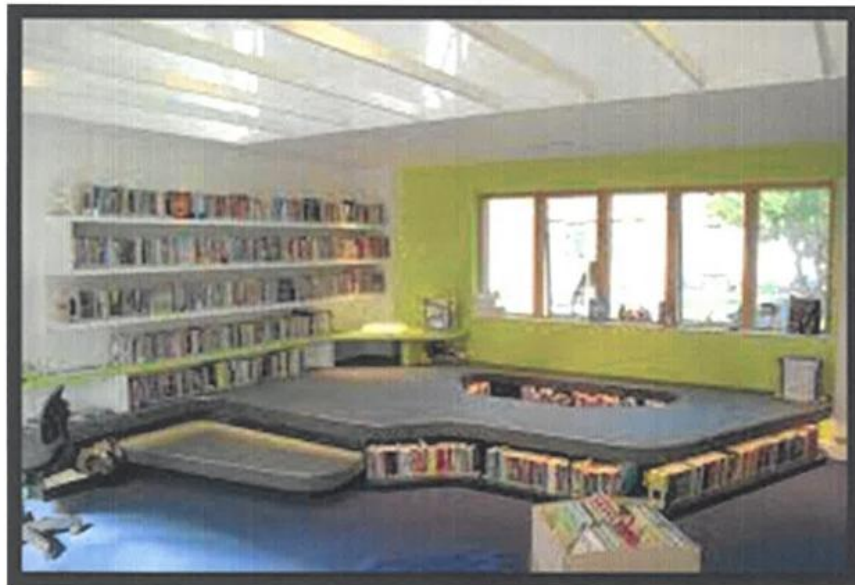
No it's for little kids

**LIKE****DISLIKE**

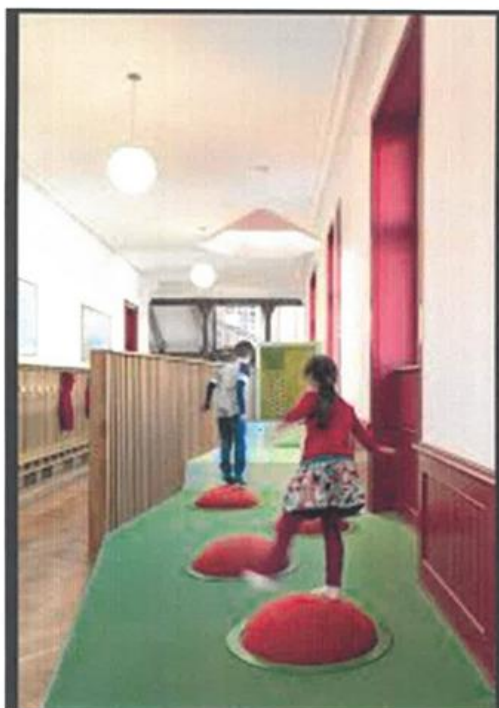
Yes, it is so happy	I don't really like what it looks like.
Easy to get to the different books	
Looks like a nice place to go	
I love the tree thing	
Very cute	
Yes	
Yes love it, plus please add a couch at the bottom of the tree	

**LIKE****DISLIKE**

I like the archway to outside	I feel like it is too big and it is too bright
	No
	There is too much white, it hurts my eyes
	Overwhelming
	No, there is too much going on
	Too colourful and busy
	Too over stimulating
	Too much colour
	The waves on the roof make me dizzy



LIKE	DISLIKE
Yes, because it is a library and you can chill	No, it looks boring
Yes	I don't like it
I like the hole to sit in and read and relax	
Looks comfy	
I like it because everything is organised	
Yes I like it cause the kids will not think it is a playroom	
I like it because it is calming for me	
Yes, but put even more comfy stuff like pillows	
Yes it is an excellent idea	

**LIKE****DISLIKE**

The little kids will LOVE it	I don't want to fall
Looks cool and fun	Ugly and looks boring
Not for 5-6 but the younger grades will love it	I don't like the colours
	It could make kids claustrophobic