



Cape Byron Rudolf Steiner School

Master Plan Report

Updated: April 2016

Prepared by: Michael Leung

Table of Contents

1 EXECUTIVE SUMMARY	4
PURPOSE OF THIS DOCUMENT	4
STAKEHOLDERS AND PARTICIPANTS	4
MASTER PLAN OVERVIEW	5
2 INTRODUCTION TO THE SCHOOL.....	6
GUIDING PRINCIPLES OF THE SCHOOL	6
ABOUT CAPE BYRON RUDOLF STEINER SCHOOL	6
HISTORY OF CBRSS.....	6
SCHOOL STRUCTURE.....	7
ENROLMENTS	8
FEES	10
3 EDUCATIONAL CONSIDERATIONS.....	11
RUDOLF STEINER PEDAGOGY.....	11
PRESENT AND FUTURE EDUCATIONAL PROGRAMS	11
TECHNOLOGY PLAN	13
CLASS STRUCTURE & SIZE	14
4 BACKGROUND TO THE MASTER PLAN.....	15
HISTORY INFRASTRUCTURE WORKS SINCE 2005	15
HISTORY OF MASTER PLANNING.....	16
HISTORY OF LAND TENURE AND PLANNING APPROVALS	16
PRIORITIES OF MASTER PLAN	18
CONSTRAINTS AND OPPORTUNITIES	18
COMMUNITY CONSULTATION PROCESS.....	18
5 ASSESSMENT OF CURRENT FACILITIES.....	22
EXISTING ACCOMMODATION	22
FACILITIES MANAGEMENT PLAN	26
PROPOSED NEW FACILITIES.....	26
6 MASTER PLAN.....	27
SCHOOLS STRATEGIC PLAN.....	27
OVERVIEW OF MASTER PLAN	27
CONCEPTUAL SITE MASTER PLAN PLAN	27
CBRSS VISION MASTER PLAN FLY-THROUGH ANIMATION LINK.....	29
AESTHETICS AND BRAND.....	29
7 PROPOSED CAPITAL IMPROVEMENTS & PROJECT STAGING.....	30
STAGE 1: HIGH SCHOOL SCIENCE AND MATHS “INNOVATION” CENTRE.....	30
STAGE 2: KINDERGARTEN	30
STAGE 3: EXTENSION TO YEAR 1 AND ADVENTURE PLAYGROUND.....	30
STAGE 4: ART, DESIGN AND TECHNOLOGY CENTRE.....	30
STAGE 5: ADMINISTRATION CENTRE	31
STAGE 6: YEAR 3 & 4 CLASSROOMS.....	31
STAGE 7: OVAL & HIGH SCHOOL PHYSICAL EDUCATION FACILITIES	31
8 COSTS AND FINANCES	36
COST ANALYSIS.....	36
9 STAGE ONE IN DETAIL: “INNOVATION” CENTRE	39
SCOPE OF STAGE ONE	39
ASSESSMENT OF PROJECT	42
VALIDATION OF PREFERRED OPTION.....	43

10 APPENDIX	45
APPENDIX: PLANNING LETTER.....	45
APPENDIX: COMMUNITY CONSULTATION RESULTS.....	49
APPENDIX: CBRSS BUILDINGS AND FACILITIES POLICY	50
APPENDIX: QS REPORT	52

Contacts

All enquiries about this Master Plan should be directed to:

Nerrida Johnston

Principal

Cape Byron Rudolf Steiner School

Lot 5 Balraith Lane

Ewingsdale NSW 2481

PO BOX 736 Byron Bay NSW 2481

P: (02) 6639 9300

F: (02) 6684 7399

E: principal@capebyronsteiner.nsw.edu.au

1 Executive Summary

Purpose of this Document

This Master Plan provides a staged plan over the next 10 to 15 years to improve school facilities in accordance with the current needs and future demands as expressed by stakeholders during consultation process and which are inherent in the core values of the school.

The Master Plan is intended to be continually updated and amended to reflect the ongoing development of the School.

The Master Plan should establish:

- Ways to improve the education for students at CBRSS
- Analysis of need regarding current facilities
- Identification of potential development sites
- Opportunities to enhance public open space
- Zoning of the campus and definition of clear circulation routes
- Location and connections of new facilities to existing facilities
- Repurposing of existing buildings
- Ways to improve functionality and amenity

Stakeholders and Participants

The stakeholders and participants of the CBRSS Master Plan process include:

- College of Teachers (High School)
- College of Teachers (Primary School)
- College of Teachers (Kindergarten/Early childhood)
- Administration Staff
- Parents & Friends community
- Student representatives
- All staff via school Google drive documentation
- Timetabling of curriculum staff
- IT Teaching Staff
- The Site Manager
- School leadership
- The School Board

Master Plan Overview

In 2015 the School began preparation of a Master Plan document to guide the future development of the school facilities. After a tender process the School appointed Michael Leung, an experienced architect and project manager, to facilitate the community consultation process and the preparation of the Master Plan document. This process included consultation with all stakeholders and participants, from whose input the short-term, medium-term and long-term needs of the school were established. The Master Plan included consideration of current site facilities analysis, new building requirements, enrolments and budgeting to match the education program offered at CBRSS.

The seven-stage development program of the school was the result of this process and forms the plan for development projects over the next 10 to 15 years. A new high school innovation Centre to include new science, math's and design / general learning spaces was determined to be the most required amenity and comprises Stage One of the Master Plan.

The Master planning process involved the following distinct stages:

- Existing building and site assessment
- Usage and timetabling assessment
- Community consultation and its recording
- Definition of brief
- New building requirements and time frames
- Staging of construction building
- Identifying and resolving the displacement of existing functions
- Board and Principal approval
- Design concept for Stage One
- Consultant and planning assessment
- Financial costing, cash flows and capacity assessment
- Funding proposals
- Longer-term Planning solutions

2 Introduction to the School

Guiding Principles of the School

School's Mission Statement

To enable each individual to realise their potential to be self aware, resourceful and resilient with the empathy, skills and initiative to make a positive contribution to the world.

School's Vision

To provide a nurturing, creative and academic education inspired by the indications of Rudolf Steiner for a healthy social life and the developing human being.

About Cape Byron Rudolf Steiner School

Cape Byron Rudolf Steiner School is an independent, co-educational, non-sectarian school providing education from Kindergarten through to Year 12. The school is a fully accredited and registered educational institution with both the Federal and NSW State Governments and we are proud to be a member of Association of Independent Schools (AIS) and Steiner Education Australia (SEA).

The Cape Byron Rudolf Steiner School is located approximately six kilometers west of picturesque Byron Bay, nestled beneath the St Helena escarpment and on the edge of wetlands and pockets of original and regenerated bushland. It draws students from the Northern Rivers region of NSW which includes towns such as Bangalow, Byron Bay, Myocum, Clunes, Newrybar, Ocean Shores and Suffolk Park.

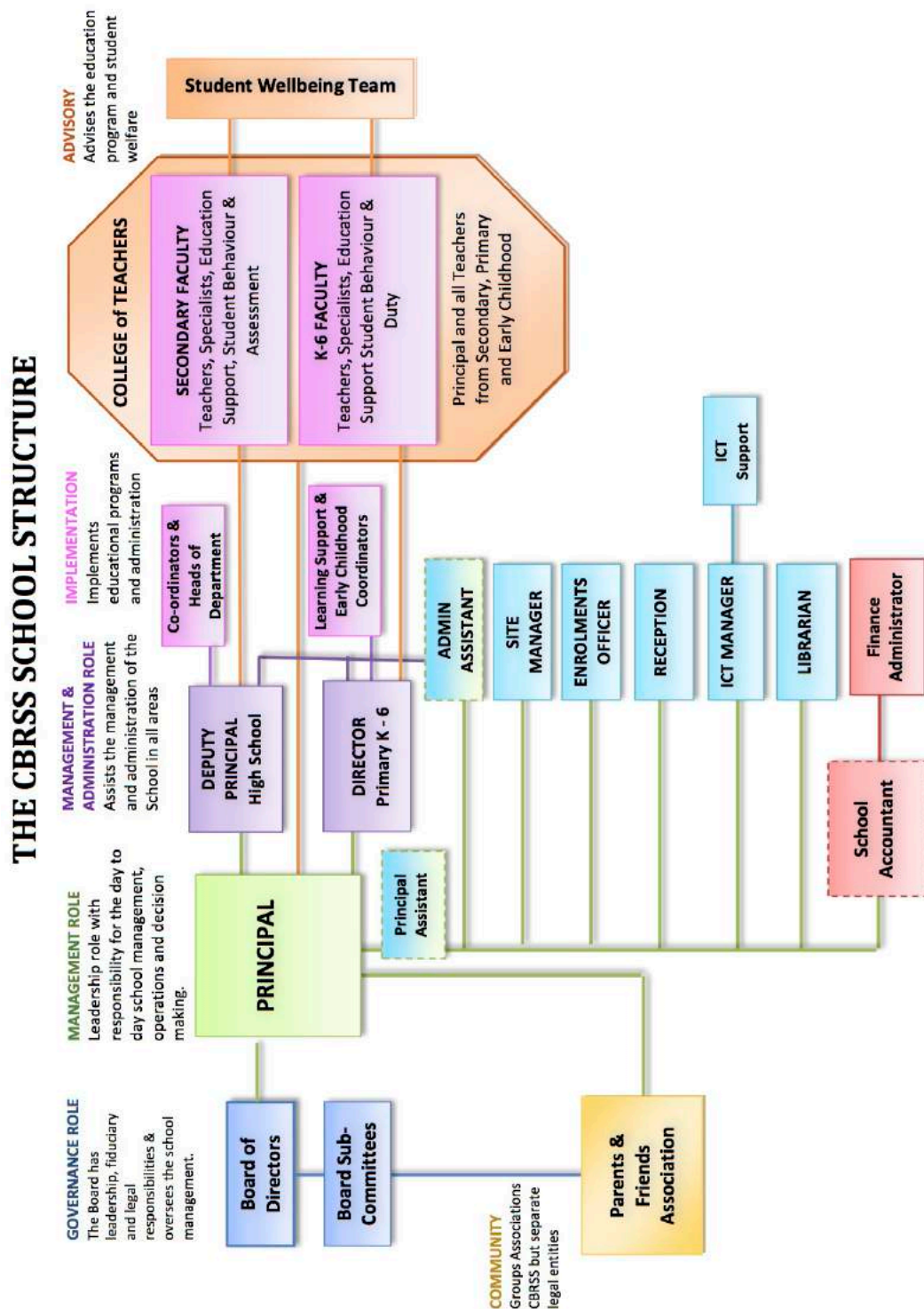
History of CBRSS

The school began in 1988 with a kindergarten class of sixteen children graduating from the 'Periwinkle' Rudolf Steiner pre-school. Class 1 began in 1989 in the Bangalow Showground shed. In the autumn of 1990 the school moved to its permanent home in Balraith Lane, Ewingsdale, with a new kindergarten, administration block and two new classrooms. In 1995 the high school commenced with the first Year 8 class and expanded to Year 12 in 2000. An ongoing building program has allowed the school to provide quality learning areas for all students plus facilities for movement, drama, music and design and technology.

The school is registered with the New South Wales Board of Studies, Teaching and Educational Standards (BOSTES) and is funded by Commonwealth and State Recurrent Grants. It is a registered non-profit organisation affiliated with Steiner Education Australia (S.E.A.). The school was incorporated under the NSW Associations Incorporation Act (1984) on the fifteenth day of December 1988, Reg. No. Y 06400-01.

School Structure

Image: The CBRSS School Structure



Enrolments

Table: Enrolments Aug 2012 to Feb 2016.

<i>Year:</i>	<i>K-6</i>	<i>HS</i>	<i>Total</i>
<i>2008 (Aug)</i>	178	110	288
<i>2009 (Feb)</i>	185.6	113	298.6
<i>2009 (Aug)</i>	171.4	111.5	282.9
<i>2010 (Feb)</i>	187.4	118	305.4
<i>2010 (Aug)</i>	196	127.6	323.6
<i>2011 (Feb)</i>	189.2	139.7	328.9
<i>2011 (Aug)</i>	194.8	127.7	322.5
<i>2012 (Feb)</i>	192.8	148	340.8
<i>2012 (Aug)</i>	194.8	142	336.8
<i>2013 (Feb)</i>	198.4	154	352.4
<i>2013 (Aug)</i>	198.4	149	347.4
<i>2014 (Feb)</i>	207	161	368
<i>2014 (Aug)</i>	209	158	367
<i>2015 (Feb)</i>	207	163	370
<i>2015 (Aug)</i>	207	162	369
<i>2016 (Feb)</i>	203	167	370

The school started in 1988 with 16 students. By 2016 this had increased to 370. This represents the maximum number of students permitted on site due to the constraints of a 400 persons maximum site capacity DA approval and sewage management challenges on site.

CBRSS has a very high demand for places, with waiting lists for all year levels. Currently there is a waiting list for the school of 457 students, which is a testament to the demand for the school and its success.

The students entering kindergarten feed in from 3 Steiner-influenced early childhood centres and a range of Steiner based Family Day Care facilities and playgroups operating nearby. In 2015 the kindergarten had 93 students apply for 28 available positions, indicating the high level of demand for this school.

There are many reasons why the High School is fast becoming one of the hardest schools to get into on the North Coast. Our full classes and long waiting lists at all levels demonstrate that we are providing a highly regarded and all-round education in a Steiner setting. As well as continuing a rich Steiner Main Lesson program to deliver the curriculum in Years 7 -10, we are also known for:

- A highly professional, energetic staff who are experts in and passionate about their subject areas. A number of the staff are HSC Markers, giving students insight into ways to high achievement.
- Academic excellence resulting in students receiving high ATARs and extensive art, design and photography folios allowing entry into sought after universities and colleges.
- A diverse range of opportunities of completing High School years at CBRSS, including the formal HSC or students completing a range of subjects involving folio development and/ or TAFE and Distance Education courses.
- Emphasis on leadership development and opportunities for students to become leaders in local community events and organisations.
- Wide variety of sporting events, experiences and teams to join that can lead to representation at regional and state level.
- Renowned music program with strong links to local festivals and nationally successful acts, and selection in HSC Encore, the performance of the best HSC performances in NSW.
- Demonstrated high achievement in HSC Drama and HSC English Extension with recognition in being selected in Drama OnStage Exemplary Performances and Extension 2 Young Writers Voices Publication of the best writing in NSW
- Varied and exciting elective program delivered to Year 8 and 9 including Surf Lifesaving, Photography, Textiles, Blacksmithing, Visual Arts, Music, Circus Arts and many others
- Strong Pastoral Care program with 2 Guardians at each year level and the Student Wellbeing Team.
- Supportive behaviour management program.
- Diverse and exciting camp program.
- Strong SRC (Student Representative Council) made up of students from every level meeting fortnightly to make suggestions, organise fundraising for a cause and advocate for student ideas and participation.
- Monthly assemblies where individual and group achievements are celebrated by their peers.
- Careers education including meetings with the Careers Advisor, work experience in Year 10 and guest speakers and excursions to assist in finding the right path after the end of Year 12.

Fees

Table: Fee Schedule Per Term 2016

<i>Year:</i>	<i>Tuition Fee:</i>	<i>Consolidation Charge:</i>	<i>Music / Strings:</i>	<i>Total Per Term:</i>
<i>P/T Kindergarten</i>	676	78	-	754
<i>Kindergarten</i>	1130	132	-	1262
<i>Class 1</i>	1101	182	-	1283
<i>Class 2</i>	1101	150	-	1251
<i>Class 3</i>	1101	253	235	1589
<i>Class 4</i>	1101	238	235	1574
<i>Class 5</i>	1101	337	235	1673
<i>Class 6</i>	1101	353	235	1689
<i>Class 7 - 10</i>	1284	361	-	1645
<i>Class 11</i>	1385	524	-	1909
<i>Class 12</i>	1385	293	-	1678

All students pay a Tuition Fee and a Consolidated Charge, both scaled according to the year level and number of children attending from the same family: a discount of 15% for the second child in a family; 55% for the third child; 100% for the fourth and any further children. Discounts also apply for students from families experiencing financial stress. Every student in Class 3 to Class 6 pays a Music / Strings Program fee of \$235 pa. Each family pays an additional \$250 pa for Repair Care & Maintenance Levy (RC&M). Each student pays an Ensemble Fee of \$240 pa. Each student pays an Accident Insurance fee of \$20 pa. Registration for the first child is \$65 pa, and \$20 for each subsequent child. Enrolment Acceptance Fee is \$530 pa for the first child, and \$70 for each subsequent child. A Withdrawal Fee applies of \$250 plus one term's fees and charges if less than a term's notice is given.

3 Educational Considerations

Rudolf Steiner Pedagogy

The aim of the education at Cape Byron Rudolf Steiner School is to enliven the soul forces of thinking, feeling and willing thereby providing the opportunity to the children in our care to develop to their highest physical, emotional, intellectual and spiritual capabilities. This is done within the framework of Rudolf Steiner's indications based on an age-appropriate curriculum. Arising out of this are more specific aims, which are in accordance with indications given by Rudolf Steiner:

1. To develop an understanding of the developing child as indicated by Rudolf Steiner, out of the knowledge of the threefold human being.
2. To implement a curriculum based on indications given by Rudolf Steiner, with due regard to the requirements of the NSW Board of Studies, Teaching and Educational Standards for purposes of registration and certification.
3. To equip students for this as fully as possible.
4. To strengthen community awareness of Rudolf Steiner education through social and cultural activities and events.

Steiner Education is designed to enhance, enrich and support the developmental phases of childhood. Dr. Steiner referred particularly to three essential phases – each of approximately seven years duration. In each of these phases, different faculties are coming to birth, different growth forces are operating and the child learns in correspondingly different ways. To provide meaningful support for the child in the journey from infancy to adulthood, curriculum and methodology needs be based on a deep understanding of these phases. It is of the greatest importance that each stage is experienced fully and not cut short – the aim of our education is to help children develop strengths for a lifetime. Thus, the uniqueness of the Rudolf Steiner system lies not so much in *what* is taught but in *how* and *when*.

Present and Future Educational Programs

The mission of the school is to enable each individual to realise their potential to be self aware, resourceful and resilient with the empathy, skills and initiative to make a positive contribution to the world. In order to do this, learning programs are structured to meet the developmental needs of students in each of three stages of development: 0-7 years (kindergarten), 7-14 years (Primary School) and 14 – 21 years (high school).

In the Kindergarten, the children learn through imitation and play. The current facilities allow for a balance of inside and outside play. The inside learning spaces allow for cooking and eating together, story time, structured activities

and free play. As one of the two kindergarten rooms is quite small, future renovations to increase the size will allow for an extension in the breadth of indoor learning and play activities in this room.

In the Primary School, the children learn through imagination, working through a rhythmic cycle of thinking, feeling and willing activities. The classrooms buildings allow flexibility of space to cater for movement activities, creative activities (craft, music, art etc.) and desk based learning activities. The current buildings are only just of an adequate size for this and future planning will have to address the need for more space. Primary School students follow a daily program similar to that noted below:

- Main lesson: one-and-a-half to two hours duration, integrated learning experiences (thinking-academic)
- Middle lesson: one to one-and-a-half hours duration, integrated learning experiences (feeling-artistic) and English/Maths practice lessons.
- Afternoon lesson: one to one-and-a-half hours duration, integrated learning experiences (willing-practical). Games and Sports and Creative Activities, Technology, and Practical Activities.
- Specialist Teaching Periods: Eurythmy, Music French, Library, String Program, Choir, Orchestra
- All children in Class 3, 4 and 5 learn a string instrument.

In the High School, the children learn through an awakening of the intellect. They are taught by passionate, expert subject teachers and learn across the range of BOSTES accredited subject areas. Each class has a 'home room' where students attend together for a morning verse each day with their guardians and again for many of their subject periods and Main Lessons.

Students from Years 7-10 participate in subject specific, three-week Main Lesson blocks four mornings a week, with practice lessons after the Main Lesson. The program comprises the following subject areas: English, History, Geography, Mathematics and Science, held in blocks of 3 or 4 weeks, for one and a half hours per day for 4 days a week. Year 10 has additionally a Main Lesson in Art History and in Design and Technology.

Period Lessons are undertaken in the middle sessions of the day, usually twice per subject a week, 45 minutes a session, for one, two, three or four terms according to subject. Subjects are: Personal Development, French (Class 7, 8 and 9 for 2 terms each), Visual Arts, Design and Technology, Humanities, Music/Technology, Mathematics Practice, Science Experiments, Geography and Physical Education.

The elective program operates from years 7 – 10 and allows students the flexibility to both ‘try out’ new subjects and to specialise in areas of passion. It also serves the important purpose of helping students achieve the required number of hours prescribed by BOSTES in the areas of Visual & Performing Arts, D&T and Sport. Much of the work in electives supports the practical work required in main & general class lessons. The electives also help younger students develop a skills foundation for specialisation at HSC. The structure is one session of 60 minutes per day with a selection of 4 of 5 choices each day taken from: Visual Arts (drawing, painting, sculpture, ceramics), Music/ Creative Computers, Music-Band, Choir, Orchestra, Drama, Design and Technology, Photography, Sport and Surfing.

Some subjects have specific building and resource requirements and these are held in subject specific rooms. They include Music, Art, Science and Design and Technology. With the strong and continued growth in the High School population over the last few years, many of these subject specific learning spaces are in need of renovation or re-building in order to adequately meet the learning needs of the students. The Science Lab. is the most urgent of these as it is only barely meeting the teaching and learning needs of the HSC students (as noted by the Inspector in the 2014/15 BOSTES Registration and Accreditation Inspection).

The school’s current strategic plan targets an increased participation and improved results in STEM subjects. It is clear that part of this plan must include the provision of appropriate, specialised classrooms for these subjects.

The school has a very strong music program and employs specialist tutors and teachers for a range of instruments. They teach in a range of spaces across the school, including in the specialist music room located in the Primary School area and in the Performance Hall and High School music room. Whilst the current High School Music room is quite small, it is just meeting the learning needs of the students. Any plan to extend the music program in the High School would need to include the provision of a larger, specialised music learning area.

The school employs two Learning Support Teachers who work with teachers to support students with additional learning needs. There are two small Learning Support rooms in the school where the Learning Support teachers are able to work either one-on-one with students or in small groups, however it is noted that the Learning Support Teachers also work with students within their classrooms (particularly in the Primary School).

Technology Plan

Primary School students generally do not begin to learn using ICT until Class 6. The first introduction to using ICT in learning usually involves using a class set of iPads. Students are able to use the class sets of iPads when required and

these are stored in the ICT office and transported to classrooms when required.

High School students utilise the Computer Lab, which is located next to the Library and contains Apple computers. Teachers book the Lab for their classes when required. High School classrooms have either data projectors or television screens installed for teaching and learning purposes. Senior students are able to bring their own computer devices for learning purposes.

At the time of writing, there is WiFi access across the school, with the exception of the kindergarten.

Class Structure & Size

There are approximately 200 students in the Primary School (K-6), with two Kindergarten classes (18 children in each) and one class for each year level from Class 1 to 6. There are between 26 and 30 students in each primary class. Ideally, primary school students stay with their teacher from Class 1 through to Class 6. The classrooms are designated and remain the same for each year level and the students move to a new classrooms each year of their primary school journey.

There are approximately 170 students in the High School, with one class for each year level (Year 7 – 12). Class sizes range between 26 and 31 (the school allows for slightly larger student numbers in Year 11 and 12 as students select their own subjects and are thus learning in a broader range of smaller subject specific classes). Year 9 and 10 students join together to participate in an electives program in the afternoons.

There is no expectation that the class size and structure will change in the foreseeable future, due to DA limitations on the number of students allowed on site.

4 Background to the Master Plan

History Infrastructure Works Since 2005

Below is the history of building and upgrades on the site:

- 21 July 2005, 2.24pm: Mains Power turned on to school
- May 2006: New Solar Panels on Admin roof
- Jun 2006: D&T/Sports Shed Construction complete
- Jan 2006: New Kindy Playground structures complete
- Jul 2006: New PS Playground structure complete
- Aug 2006: Pottery Roof complete
- Sep 06 - Land Donation discussion begin with Tony Maxwell
- Nov 2006: BBQ installed in Upper HS
- Jan 2007: New Class 7 Demountable (No: 2) installed
- Feb 2007: Waste water upgrade – Sand filter, Pumping station & Irrigation field
- May 2007: Principals Office complete
- May 2007: Maintenance Shed complete
- Aug 2007: Parent Space building complete
- Nov 2007: Parent Space fence complete
- Nov 2007: HS Tutorial Building complete
- Apr 2008: Solar Hot water units installed x 4
- Apr 2008: Staffroom, Library, Canteen building start
- Sep 2008: Staffroom, Library, Canteen building complete
- Dec 2008: HS Toilets complete
- Dec 2008: Kindy 2 renovation start
- Apr 2009: Kindy 2 renovation complete
- Dec 2009 to Jan 2010: Demountable (No: 1) moved to PS for Music Tutorial rooms
- Jan 2010: Solar Panels installed on power shed 1.75kw. Jul 2012: Replaced
- Apr 2010: Canteen operational
- Jul 2010: Solar Feeding Meter Installed. New Essential Energy Meter June 2012
- Feb 2011: Multi Purpose Hall (MPH) begin Construction. Feb 2012:

MPH Complete.

- Feb 2011: Class 9 Demountable (No:3) Installed
- Feb 2011: COLA Complete
- Jan 2014: Outdoor Classroom Constructed.
- Jan 2015: Admin Extension – PA, Enrolments, Director of Primary.
- Apr 2015: PS Toilet Extension
- Jan 2016: Extension to Library for staff resources
- Jan 2016: Demountable 4 Installation
- Feb 2016: Installation of 24kWh Solar System on COLA roof.

History of Master Planning

The current Master Plan was progressed off the previous work done by Toni Appleton consultancy in 2012. During that process a map of the School's campus was distributed to the staff and students in July to initiate the engagement. The team met with the students from Classes 5-12, staff, the School Council and the P&F to ask for their input. In addition to these meetings a stall was staffed at the Spring Fair, and at the Friday market on 21st September, to gather further responses from the School Community. Toni has been instrumental in developing the existing school Master Plan and buildings and has now taken a position on the Board. This will ensure the school continues to grow the built environment in line with its original visions.

History of Land Tenure and Planning Approvals

The current site is owned by Cape Byron Rudolf Steiner School Inc and includes LOT: 7 DP: 792431, previously know as Lot 5 DP 582689 in the 1989 DA, at 216 Balraith Lane EWINGSDALE.

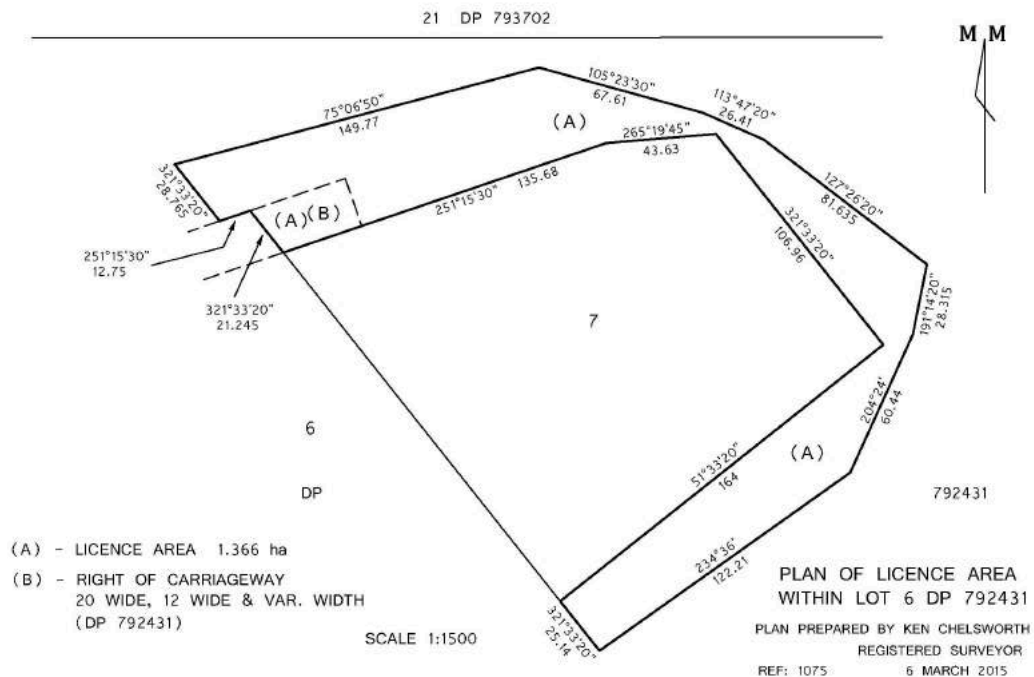
The school boundary has recently been increased with the agreement of a new licensed area part LOT: 6 DP: 792431, for use and occupation of land for school infrastructure activities. This agreement is documented between Tolsutra Pty Limited and Cape Byron Rudolf Steiner School Incorporated for a period of 15 years use. The condition is that the car parking has been relocated to the north side of the site, removing unsightly cars from Balraith Lane plus other general agreements.

Cape Byron Rudolf Steiner School has a positive working relationship with the local council. Current planning discussions have been with local planner Ardill and Payne to ensure we approach the council in the right way. They have provided advice in accordance with local planning policy to ensure approvals in a quick and timely manner and have indicated they see no impediment to approval to the development within the programmed timetable. Refer to the planning letter written by Ardill and Payne in appendix.

Image: Aerial View Showing Site Boundary and Newly Agreed Licensed Area



Image: Title Plan Showing Licensed Areas



Priorities of Master Plan

The priorities of the Master Plan are as follows:

- Community consultation through workshop process
- Finding appropriate building sites within the current boundaries
- To create more public open spaces and improving and retaining current open spaces
- Minimum disruption to children's education, so that no one year group is significantly affected compared to others
- Managing the debt level / financial security of the school by having appropriate sized projects per phase of development. The financial advisor has provided modeling to keep the cash flow at a sustainable level
- The vision is for more two-story buildings to maintain public open spaces and the repurposing of existing buildings
- Reflect Steiner pedagogy and schools mission and vision strategies
- Identify key areas of upgrades: science, art, outdoor play areas, larger and more flexible existing classrooms etc.

Constraints and Opportunities

The main constraints and opportunities relevant to the Master Plan are as follows:

- Limits on number of people on site due to waste water management, DA approvals and traffic management challenges
- The school is in a beautifully rural quiet location, but is surrounded by privately owned estates
- The school is in a secure financial position, with a high demand for places and is achieving high level success at exam level
- There is a lack of space on campus as the site area is only 5 acres in total, plus the additional licensed area (which limits the erecting on buildings)
- School parking location has recently changed due to the license agreement

Community Consultation Process

Michael Leung an experienced architect and project manager was appointed to facilitate the community consultation process. Consultation with stakeholders was an important part of the preparation of the Master Plan. Community engagement began with a series of workshops held at the school's campus. Over a period of 4 weeks, teachers, staff, parents and students were given

copies of the existing site plan and asked to map ideas in an engaging and fun session. Workshops included the following participants:

- College of Teachers (High School)
- College of Teachers (Primary School)
- College of Teachers (Kindergarten)
- Administration Staff
- Parents & Friends Groups 1-3
- Student representatives Years 7-9
- All staff via a Google drive document access system
- Timetabling staff review
- IT Teaching Staff review
- School leadership meetings
- Board of Directors meeting

In the wider Waldorf community, advice was received from key individuals of other Waldorf schools in Australia, as well as Samford Valley Steiner School (QLD) who recently completed a similar science facility project and Shearwater The Mullumbimby Steiner School.

The main points of discussion encompassed the following four topics: new building ideas, existing problems, functional requirements and development considerations (Anthroposophical approach). In addition to the work shops conducted, a Google Drive was set up so that the teachers and students could make input at any time during the process. Responses from the participants were documented (See *Appendix: Workshop Results*) and mapped out to draw conclusions on the relevant points of interest for the 10-15 year master plan of the school.



The collation of the data collected through community engagement workshops and online forms as well as previously documented historic and planning information gives a clear indicator of the needs of the school moving forward for the next 10 -15 years. This information gives the basis for Michael Leung Design to prepare a meaningful Master Plan for the school.

The main findings of the community consultation process include:

Major Works

- New Science Building HS
- New Art building – ceramics/sculpture/printmaking/display area PS/HS
- New kitchen for home economics
- Larger music room HS/Extend old
- Full size soccer pitch
- High school gym and play area Primary school adventure playground
- Swimming pool
- Textiles room HS
- New car park for KG/Journey from car park to KG improved
- Music room for PS replace demountable (building 32)
- Replace demountable building 7
- Admin new/refurbished
- Flexible meeting spaces - teachers PS/HS/parents/ after school education
- Design and Technology – larger - improved
- Larger hall
- Sealing of new car park
- Kindergarten extension 2x same size rooms
- Kindergarten separate parking
- Separate exam room for year 12
- Larger rooms for year 11 and 12 home rooms

Minor Works

- New social area for HS |
- Covered Walkways – safety, wheel chair access
- Sports storage area (HS +PS)
- Drama storage area
- Sick Bay room
- Chook area/ Large vegie garden area / greenhouse
- Repurpose area opposite canteen - covered

- Break out space classrooms
- Outdoor performance area
- Gallery space
- Shading/covering of external areas

Improvements

- Standing tables for students/staff
- Roll down whiteboards/projectors/audio visual equipment
- Fans
- Acoustics in rooms
- Wheel chair access throughout
- More trees
- Flexible classrooms
- Individual art cubicles /lockable space year 12 art
- Storage
- Dedicated outdoor social area for high school
- More natural light in class rooms
- High tech audio visual equipment
- Air conditioner upgrades
- Photocopier upgrades
- Server updates
- More artwork around school
- Mosquito prevention

Other interesting reoccurring suggestions

- Outdoor performance space
- HS town square / public space
- Not enough classroom spaces
- More natural learning spaces and more colour
- More play equipment
- Clearer way finding and pathways
- Music spaces too small
- Better art spaces
- PS handwork spaces
- Parent space / staff space
- Drop off and pick up bay
- Basket ball court has no shade and a poor surface
- Improved sick bay

5 Assessment of Current Facilities

Existing Accommodation

Image: Current Site Map of School



Table: Table of Existing Facilities

<i>Location</i>	<i>Use</i>	<i>Sector</i>	<i>Area</i>
<u>Primary School</u>			
Kindergarten	Classroom	PS	145m ²
K Amenities	Amenities	PS	15m ²
K Staff/Stores	Storage	PS	14m ²
PS Learning Support	Classroom	PS	15m ²
Music	Demountable	PS	65m ²
GLA's 1 - 6	Classroom	PS	390m ²
PS Amenities	Amenities	PS	15m ²
PS Stores	Storage	PS	42m ²
Sub Total Amenities		PS	30m²
Sub Total Storage		PS	56m²
Sub Total Classroom		PS	550m²
Sub Total Demountable		PS	65m²
Sub Total		PS	701m²
<u>General</u>			
Amenities	Amenities	Combined	35m ²
Administration	Non Classroom	Combined	90m ²
Staff Room	Non Classroom	Combined	48m ²
Movement Room	Non Classroom	Combined	98m ²
Library	Non Classroom	Combined	80m ²
Canteen	Non Classroom	Combined	21m ²
COLA	Non Classroom	Combined	735m ²
MP Hall	Non Classroom	Combined	250m ²
Hall Amenities	Amenities	Combined	10m ²
Maintenance Shed	Storage	Combined	96m ²
Storage Sheds	Storage	Combined	100m ²
Sub Total Amenities		Combined	45m²
Sub Total Storage		Combined	196m²
Sub Total Non Classroom		Combined	1322m²
Total		Combined	1563m²
<u>High School</u>			
Amenities	Amenities	HS	20m ²
Administration	Non Classroom	HS	108m ²
Silkwood 7	Demountable	HS	65m ²
Grevillia Room 8	Classroom	HS	65m ²
Lilli Pilli 9	Demountable	HS	65m ²
Casuraina Room 10	Classroom	HS	80m ²
Bangalow Room 11	Classroom	HS	48m ²
Kurrajong Room 12	Classroom	HS	55m ²
Melaleuca/Tutorial	Classroom	HS	30m ²
Design & Technology	Classroom	HS	147m ²
Science	Classroom	HS	90m ²
Darkroom	Classroom	HS	12m ²
Art	Classroom	HS	90m ²
Music	Classroom	HS	96m ²
Textiles/Tutorial	Demountable	HS	65m ²
Sub Total Amenities		HS	20m²
Sub Total Classroom		HS	713m²
Sub Total Non Classroom		HS	108m²
Sub Total Demountable		HS	195m²
Total		HS	1036m²
Total Classroom Area	Classroom		1263m²
Total Non Classroom Area	Non Classroom		1926m²
Total Demountable Area	Demountable		260m²
Total Demountable Travel	Travel		70m²
Covered Outdoor Areas	Travel		629m²
Total Covered Area			3948m²

Summary of Analysis of Existing Facilities

Site Works and Amenity

- Improve Car Parking zone and arrival
- Improve Waste Water Land Application Area
- Administration offices are too small and too far from school entry
- There are no shelters for bus stop
- Playing fields get water logged for long periods of time
- Storage Sheds are located in the way of ideal public spaces
- Current play areas need improvement
- Pathways are uneven for trolley access

High School

- Too many demountable classrooms
- D&T needs additional dust extraction and materials storage
- D&T has computer design room in dusty workshop areas risking damage to computers
- Music facilities are too small
- No common room for year 11-12
- Limited sports storage
- Science facilities do not meet NSW BOSTES standards
- Clash of science timetabling as there is only one science lab
- Art spaces and storage are very small
- Basketball court surface is unsuitable and on entry route
- Limited outdoor play areas
- The number of GLA's is inadequate and creates timetabling issues.
- HS class congregates on a verandah every morning because there are not enough GLAs.
- Current science facilities are lacking and do not meet regulations. There is an overlap in timetables where for 6 weeks two classes need the science facility at the same time

Primary School

- Lower play areas suffer from water logging
- Poor playgrounds facilities, needs improvement

- Current music facilities are in a demountable
- No dedicated Manual Arts Area
- Class 1 veranda too small and bad flow/visual links
- Year 1-6 classrooms are not large enough and do not provide big enough veranda break-out areas
- Dark spaces generally in Primary
- Class rooms too small, classes now 28-29- (need 80m2+5m veranda)
- Outdoor wet/clean up area required
- Central shared efficient storage area- 15m2 with clear paths.
- Small group work spaces required – visually linked

Early Childhood:

- 2 Kindergartens not the same size
- There are no preschool facilities
- Poor arrival experience to Kindergarten (Rose room).
- Mosquito infestation
- Roofing for sandpit & water feature.
- Long walk from car park to kindergarten (opposites sides of school grounds)

Image: Current Site Plan



Facilities Management Plan

See Appendix. CBRSS Buildings and Facilities Policy V1 copy.

Purpose

- The purpose of this policy is to provide the parameters for the monitoring, maintenance and usage of all buildings and facilities at Cape Byron Rudolf Steiner School (CBRSS) to ensure the school is in good condition and is a safe and healthy place in which to learn, teach and visit.

Overview

- The Principal (with the support of the Site Manager) is responsible for ensuring school buildings and facilities are adequately maintained in sound operational condition for the courses of study and the number of students. This policy ensures the school complies with the all legislation relevant at the time of occupation.
- Buildings and facilities must also conform to safety standards and as part of our commitment to providing a safe environment to our students and staff, this policy outlines and informs school procedures in relation to monitoring, maintaining the standard of these.

Proposed New Facilities

General summary of the proposed Master Plan overlapping themes that form the brief of proposed phased facilities

- Buildings inadequate for Art and Science high school curriculum
- New Art, Textiles and D&T facility required in the high school
- More/improved outdoor social and recreational areas needed for all high school years
- Class rooms in Primary school need extending for current class sizes
- More/improved outdoor play areas needed for Primary School
- Kindergarten needs extension work so class room sizes are equal
- Classrooms need to be more flexible for individual and/or whole class (2-30 People) for both PS and HS
- Admin needs to be located closer to car park / journey from car park into school needs improving
- Home economics facilities desirable
- New music facilities required
- Remove demountables

6 Master Plan

Schools Strategic plan

Our goal is to construct and maintain aesthetically pleasing, functional and flexible learning spaces and administration buildings which meet the needs of teachers, learners and administration staff and which reflect the environment in which the school is located. We also aim to provide high quality, educationally and developmentally appropriate learning resources across the school.

Overview of Master Plan

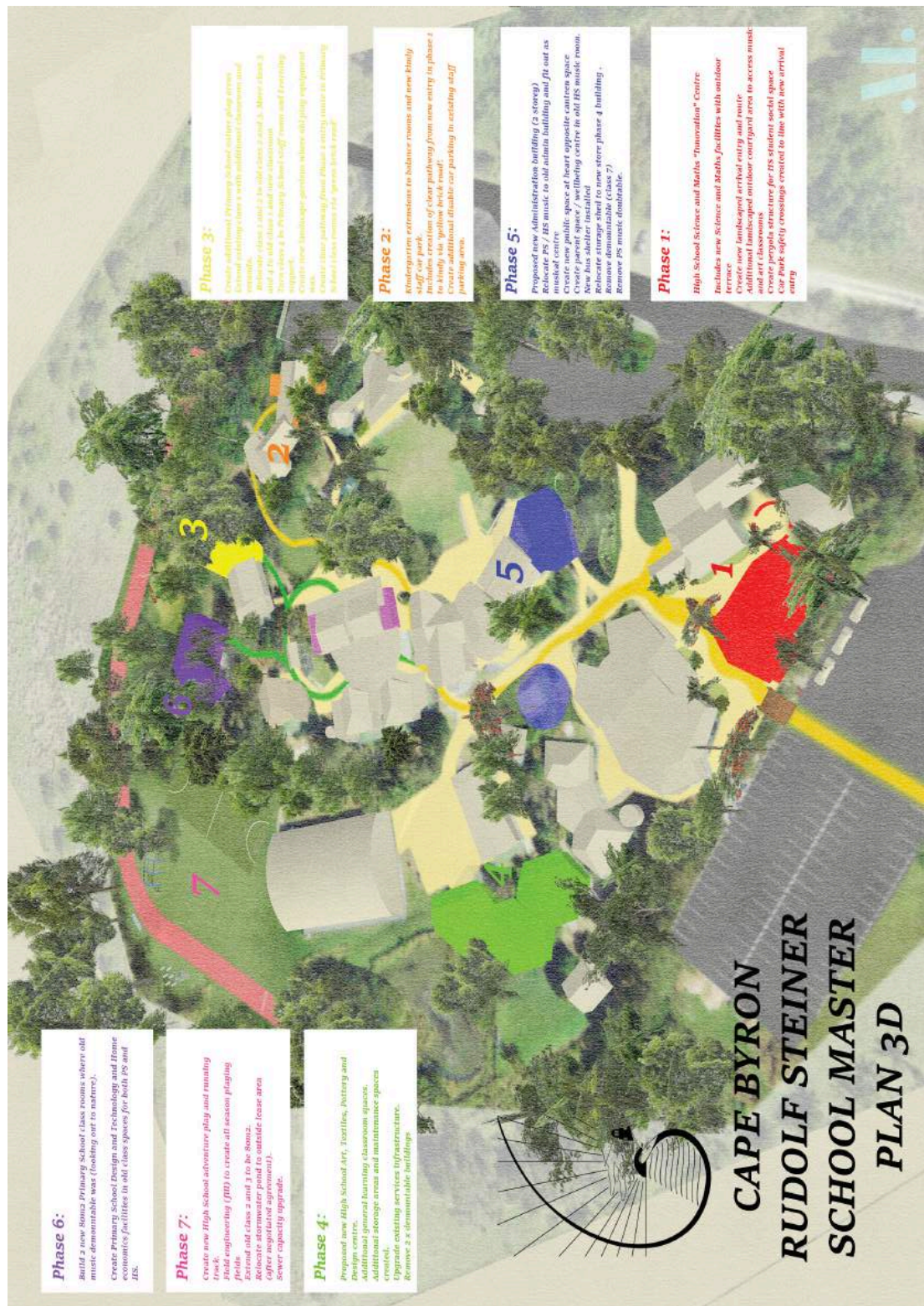
- 7 major phases
- Re-purposing existing buildings
- Create more public space
- Identify building sites
- Define circulation
- Define precincts

Conceptual Site Master Plan Plan

Image: Proposed Site Plan



Image: Proposed Site Plan with Staging



CBRSS Vision Master Plan Fly-Through Animation Link

Please see link below for animation (please request and we can upload you a copy for your review):



CBRSS Masterplan Vision 2.mp4

Aesthetics and Brand

The architecture of the proposed facilities is to respond to the following:

- The design and materials of building's currently onsite,
- The indications given by Rudolf Steiner in regards to educational environment and architecture in general, and
- The genius loci (sense of place) of the location.
- Healthy building principles as recommended by Building Biology as far as is possible in terms of cost and practicality,
- The ideal of "goodness" reflected in the kindergarten; "beauty" in the Primary School; and "truth" in the High School,
- The curriculum as outlined by BOSTES as well as the ideal Steiner curriculum etc.

7 Proposed Capital Improvements & Project Staging

The following sections outline the proposed seven-stage infrastructure works to take place over the next 10 to 15 years.

Stage 1: High School Science and Math's "Innovation" Centre

Scope of works:

- Includes new Science and Math's facilities with outdoor terrace
- Create new landscaped arrival entry and route
- Additional landscaped outdoor courtyard area to access music and art classrooms
- Create pergola structure for HS student social space
- Car park safety crossings created to line with new arrival entry

Stage 2: Kindergarten

Scope of works:

- Kindergarten extensions to balance the size of rooms and new kindergarten staff car park.
- Includes creation of clear pathway from new entry in phase 1 to kindy via 'yellow brick road'.
- Create additional disabled car parking in existing staff parking area.

Stage 3: Extension to Year 1 and Adventure Playground

Scope of works:

- Create additional Primary School nature play areas
- Extend existing class 1 with additional classroom and veranda.
- Relocate class 1 and 2 to old class 2 and 3. Move class 3 and 4 to old class 1 and new classroom
- Turn class 4 into Primary School staff room and Learning Support.
- Create new landscape gardens where old play equipment was.
- Create clear pathway from Phase 1 entry route to Primary School class rooms via 'green brick road'

Stage 4: Art, Design and Technology Centre

Scope of works:

- Proposed new High School Art, Textiles, Pottery and Design Centre

- Additional general learning classroom space.
- Additional storage areas and maintenance spaces
- Upgrade existing services infrastructure
- Remove 2 x demountable buildings

Stage 5: Administration Centre

Scope of works:

- Proposed new administration building (2 storey)
- Relocate PS / HS music to old admin building and fit out as Musical Centre with outdoor performance lawn
- Create new public space at heart of school opposite canteen space
- Create parent space / wellbeing centre in old HS music room.
- New bus shelter installed
- Relocate storage shed to new store phase 4 building
- Remove demountable (class 7).
- Remove PS music demountable

Stage 6: Year 3 & 4 Classrooms

Scope of works:

- Build 2 new 80m² Primary School classrooms where old music demountable was (looking out to nature).
- Create Primary School Design and Technology and Home Economics facilities in old class spaces for both PS and HS.

Stage 7: Oval & High School Physical Education Facilities

Scope of works:

- Create new High School adventure play and running track.
- Field engineering (fill) to create all season playing fields
- Extend old class 2 and 3 to be 80m²
- Relocate stormwater pond to outside lease area (after negotiated agreement)
- Sewer capacity upgrade

Image: Stage One High School Innovation Centre



Image: Stage Two: Kindergarten



Image: Stage 3 Extension Class 1 and Adventure Playground



Image: Stage Four Art, Design & Technology Centre



Image: Stage 5 Administration Centre



Image: Stage 6 Year 3 & Four Classrooms



Image: Stage 7 Oval & High School Physical Education Facilities



8 Costs and Finances

Project Cost: QS Budget

Project costing has been provided by Mitchell Brandtman - Quantity Surveyors & Construction Expert Opinion. For costing breakdowns see: *Appendix: QS Report*.

Description	Cost
Construction Works	\$ 1,532,000
Design Contingency (10%)	\$ 153,200
Subtotal	\$ 1,685,200
Cost Escalation (4%)(till Oct 2016)	\$ 33,700
Subtotal	\$ 1,718,900
Professional Fees (11%)	\$ 189,000
Construction Contingency (2.5%)	\$ 43,000
Total (Excluding GST)	\$ 1,950,900

Financial

For all financial documentation please see BGA upload files.

Cost Analysis

The school proposes that Stage 1 would be funded as follows (all figures are exclusive of GST):

Bank Funded	\$800,000
AIS BGA (2016)	\$800,000
Internally Funded	\$350,000
Total Budget for Stage 1	\$1,950,000

We have prepared a Strategic Cash Flow for the period 2016 to 2020 which shows our capacity to handle the \$350,000 contribution by the school. Even though the School has \$1,447,125 in cash at 31 December 2015, this is allocated as follows:

Employee Leave Provisions	\$336,718
GST/ PAYG/ Superannuation Payable	\$225,108
Creditors	\$41,286
Bonds and Fundraising Held	\$64,775
5 Weeks Working Capital Reserve	\$569,879

Non Committed Funds	<u>\$209,359</u>
TOTAL CASH	\$1,447,125

With our 2016 financial year projection from the Strategic Cash Flow, we expect the balance to increase to \$1,634,712, which would be allocated as follows, if all liability accounts finish similar to 2015:

Employee Leave Provisions	\$336,718
GST/ PAYG/ Superannuation Payable	\$225,108
Creditors	\$41,286
Bonds and Fundraising Held	\$64,775
5 Weeks Working Capital Reserve	\$569,879
Non Committed Funds	<u>\$396,946</u>
TOTAL CASH	\$1,634,712

The Strategic Cash Flow then goes on to demonstrate we could “reinject” the cash used to Fund Stage 1 by 2020, which would then allow future stages to be considered and costed. This is believed to be a sustainable approach to meeting the future capital needs of the School, which means no group of students and their families bears a significantly greater financial burden than other groups going through the School at a different time.

Bank Financing Capacity Overview

Bank Funded	\$800,000
AIS BGA (2016)	\$800,000
Internally Funded	<u>\$350,000</u>
Total Budget for Stage 1	\$1,950,000

Bank Financing Capacity (Including Chattel Mortgages)

The National Australia Bank has covenants which allows the School to borrow up \$5,500 debt per student. An analysis of the debt per student is as follows:

Existing Bank Debt	1,105,479
Add: Demountable Chattel Mortgage (January 2016)	<u>98,465</u>
Total Debt	1,203,944
No of Students (Conservative)	360
Debt per Student	<u><u>3,344</u></u>

The debt is expected with Stage 1 to be fully

drawn by 31 January 2018, which would result in the following debt per student (including the \$800,000 for Stage 1):

Total Debt	1,694,552
No of Students (Conservative)	360
Debt per Student	4,707

Again this is considered a sustainable approach whereby the School still leaves funding capacity for future capital works projects.

9 Stage One in Detail: “Innovation” Centre

Scope of Stage One

Our vision is to deliver a first phase STEM focused building: (Science Technology Engineering and Maths). We envisage 2 x Science labs on the ground floor with a specialised Mathematics Learning Precinct above. These can also operate as flexible general learning spaces long term.

Phase 1 also includes landscaped courtyard area and new arrival entry experience with new entry bridge and car drop off zone.

The old science classroom will be refurbished into much needed art spaces. Music, Art and Science will all enter from the new landscaped courtyard, creating activation. This courtyard will have landscaped seating for cross curriculum usage.

Image: Proposed Draft Elevation for New Stage 1 Building



**MICHAEL
DESIGNLEUNG**

Cape Byron Rudolf Steiner School
CONCEPT PLAN
ELEVATIONS 28/04/2016
1:200 @ A3

MICHAEL LEUNG DESIGN
Damu Group Pty Ltd

T: + 61 415 730 767
E: m@michaeleung.com.au
web: www.michaieleung.com.au

1351 Coolamon Scenic Dr
Wilsons Creek NSW 2482

Image: Detailed Ground Floor Plan

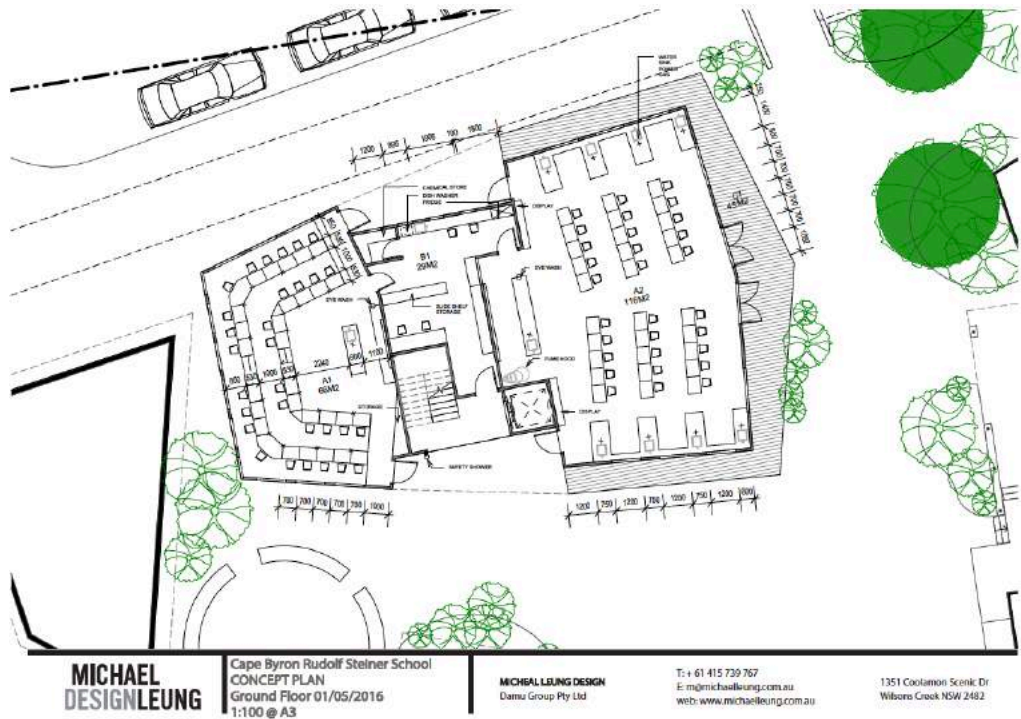


Image: Detailed First Floor Plan

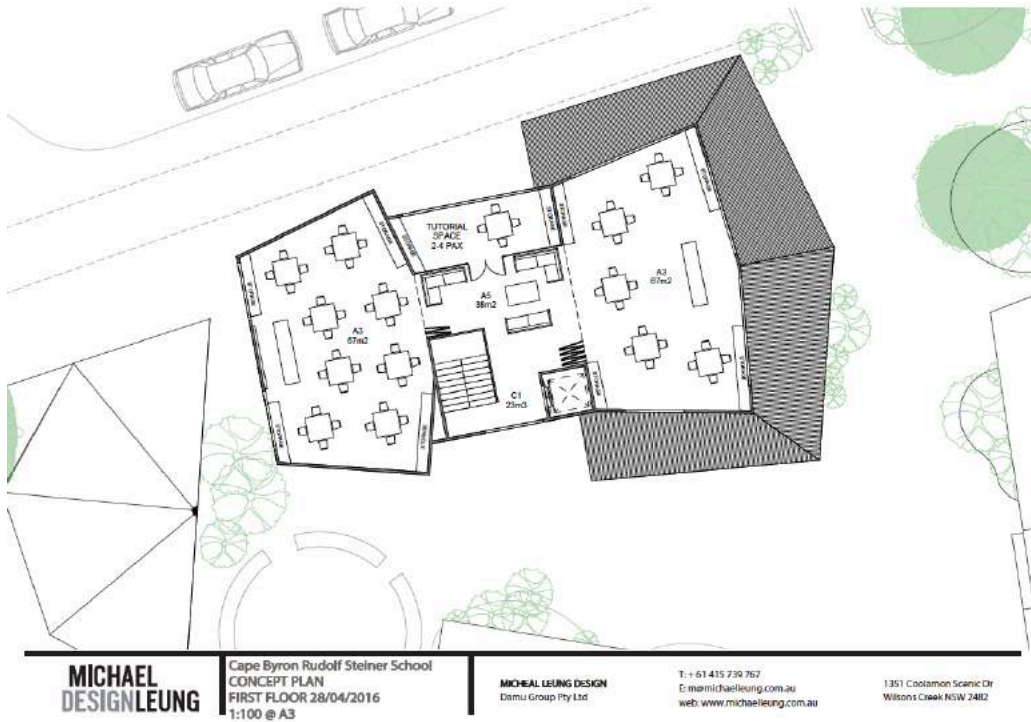


Image: Site Plan Highlighting Stage 1

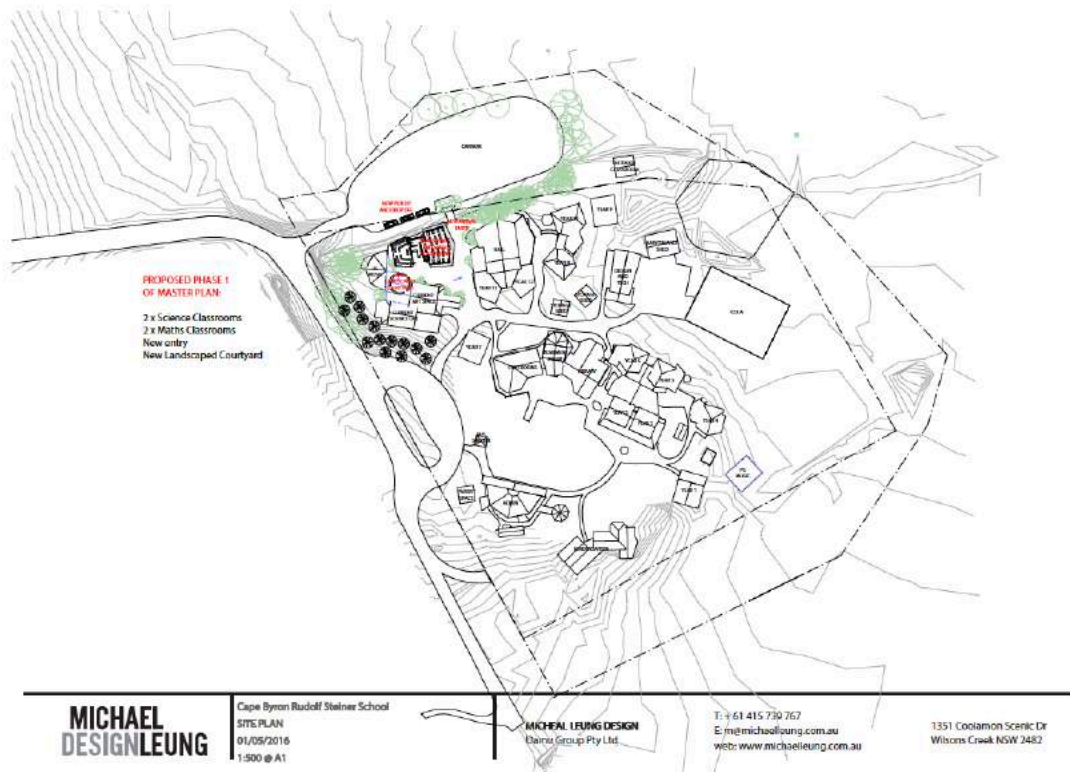
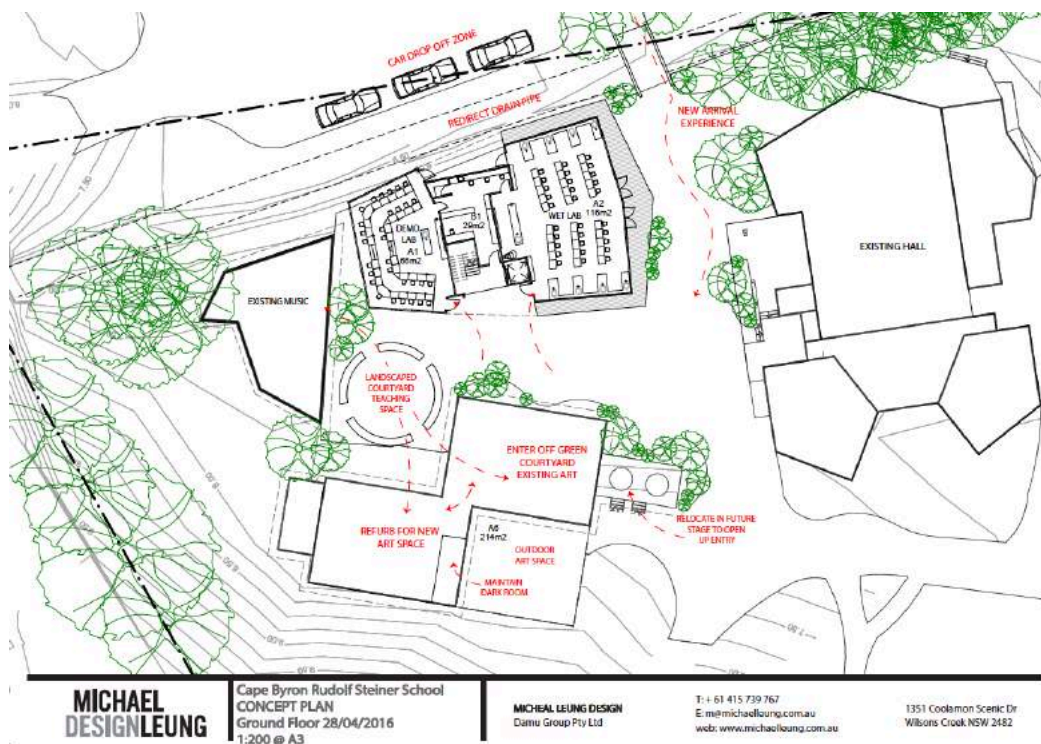


Image: Detailed Ground Floor Plan



Assessment of Project

The principal, site manager and teaching staffs have worked closely with architect, Michael Leung, in the concept design and details of the space. The proposal will now move to schematic design phase working towards DA application in 2016, ready to start in Jan 2017.

The project proposal has been thoroughly reviewed in accordance with the assessment list on Step 3 of AIS document 'How to Develop a Master Plan'.

The costing for the project has been provided by Mitchell Brandtman (QS) and is based on their independent analysis of similar types of buildings and construction.

The planning advice has been provide by Ardill and Payne who believe there are no major obstacles to getting DA approval for the current stage 1 concept design proposal.

Preliminary discussions with Byron Shire Council have commenced and the concept drawings have been provided to notify them of the future DA application. All approximate total fees of \$19,234 have been provided by Byron Shire Council inline with this proposal and are as below:

Development Application Fee	\$5,567
Development Application Advertising	\$95
Total DA Fees	\$5,662
Construction Certificate Application Fee	\$7,272
Which is broken down as follows:	
Assessment Fee	\$5,400
Registration Fees	\$72
Inspection Fees	\$1,800
Long Service Levy (based on 0.35% of the cost of works)	\$6,300
Total CC Fees	\$13,572

We have completed preliminary sewer and electrical concepts to ensure the key main services can be solved. Sewage Solutions has proposed we tap into the existing infrastructure that is sized for the maximum school hall load; these costs have been identified in the budget.

Gary Hinrichsen has also confirmed the electrical infrastructure design as 32Amp 3Phase Supply to 4 x Classrooms requiring 2 x 50m Runs of 16sqmm 4C + E Cable in underground Conduit. This is based on the sub board use from the main hall, these budget figures has been identified. Both these consultants

have worked on the school building previously and understand the site infrastructure.

Validation of Preferred Option

After consideration of school facilities the area of High School science facilities was deemed the most in need. The current science facilities are inadequate, and do not meet BOSTES approval standards for some HSC Science subjects.

The current science facility:

1. Includes only one laboratory which is too small
2. Does not have adequate equipment
3. Barely meets safety or health regulations
4. Does not provide adequate facilities to teach the required curriculum.

Currently there is a timetable clash for science where for 6 weeks of the year the 2nd science laboratory space needed is timetabled in another GLA some distance from the current science facilities and storage areas. The High School also has many other classes that are now housed in demountables and are in inadequate spaces. The recently temporary installation of a textiles demountable is proof of this. There are cases of business classes being held in music rooms and so the upper level will also have flexibility for general teaching spaces when required.

Other locations of these facilities were analyzed with concept plans but the constraints on the school teaching program deemed the current design the most appropriate.

The proposed facility will be built in accordance with all relevant Australian Standards for lab spaces, Work Health & Safety requirements for fumes and experimentation and BCA regulations. These facilities will satisfy all of these needs as well as providing much needed flexible teaching spaces for other subjects.

Further validation of the proposed science facility is the success of the recently completed science facility at Samford Valley Steiner School, which is very similar to the proposed facility. The Samford Valley Steiner School science facility was visited and analysed in consideration of Stage One of this Master Plan. Likewise the science facilities at Shearwater Steiner School were visited and assessed.

Images: Samford Valley Steiner School Science Facilities



Images: Shearwater Steiner School Science Facilities



10 Appendix

Appendix: Planning Letter

ARDILL PAYNE

& P a r t n e r s
www.ardillpayne.com.au e:info@ardillpayne.com.au
ABN: 51 808 558 977



6437 - planning comments regarding proposed additions

20 April 2016

Michael Leung
Michael Leung Design + Development
m@michaelleung.com.au

Dear Michael

re: Additions to existing school at Lot 7 DP 792431, No. 216 Balraith Street, Ewingsdale

I refer to prior communications in respect of the subject matter and in particular the concept plans provided by email dated 11th April 2016.

It is understood that the proposed works involve the construction of a two storey building to contain a ground floor with a wet science lab, dry science lab and pre/storage/office. The first floor will contain two x general learning spaces and a breakout space. It is further understood that the proposal does not include any alteration to the existing approved numbers of students to attend the school and is purely related to improving and provided better facilities for the existing student base.

Planning investigations of the subject land confirm that it:

- is **not** mapped as being bushfire prone
- is **not** mapped as being subject to flooding
- is partly mapped as being Class 3 acid sulfate soils
- is within the coastal zone and is subject to SEPP 71 – Coastal Protection but is **not** mapped as being a 'sensitive coastal location'
- does **not** contain a cattle tick dip site and is not within the 200m dip site buffer
- is **not** mapped as containing high conservation vegetation, threatened fauna records or threatened flora records
- is **not** mapped as containing SEPP 14 wetlands
- is **not** mapped as containing SEPP 26 littoral rainforest

Engineers | Planners | Surveyors | Environmental | Project Management

BALLINA
45 River Street
PO Box 20
BALLINA NSW 2478
Ph: 02-6686 3280

BRISBANE
Level 1, The Designbank
89 Grey Street
SOUTH BRISBANE QLD 4101
Ph: 07-3123 6675

GUNNDAH
Germane House,
285 Conadilly Street,
GUNNDAH NSW 2380
Ph: 02-6742 9955

- is **not** mapped as unhealthy building land
- is **not** affected by the operation of section 38 or 39 of the Coastal Protection Act

Environmental Planning Instruments (EPIs)

It is advised that parts of the lot are mapped as being a 'deferred matter', however the zoning of the land subject to this application is zoned RU2 and therefore the following assessment has been undertaken:

Local Environmental Plans (LEPs)

The Byron Local Environmental Plan 2014 (BLEP) came into effect on the 30th May 2014 and is the only LEP applying to the subject land. The land is mapped by the BLEP as follows:

- Land Zoning Map – RU2 – Rural Landscape
- Height of Buildings Map – 9m
- Lot Size Map – 40ha
- Acid Sulfate Soils Map – part Class 3

The objectives of the RU2 zone are:

- *To encourage sustainable primary industry production by maintaining and enhancing the natural resource base.*
- *To maintain the rural landscape character of the land.*
- *To provide for a range of compatible land uses, including extensive agriculture.*
- *To enable the provision of tourist accommodation, facilities and other small-scale rural tourism uses associated with primary production and environmental conservation consistent with the rural character of the locality.*
- *To protect significant scenic landscapes and to minimise impacts on the scenic quality of the locality.*

The proposed development involves additions to the existing school which is defined under the BLEP 2014 as an '**educational establishment**' which means "... a building or place used for education (including teaching), being:

(a) a school, or

(b) a tertiary institution, including a university or a TAFE establishment, that provides formal education and is constituted by or under an Act."

BALLINA
45 River Street
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An educational establishment is prohibited in the RU2 zone, however the school already exists and the application does not seek to alter this use. In any instance, the use is permissible via Division 3 Clause 28(2) of State Environmental Planning Policy (Infrastructure) 2007.

Byron Shire Council Development Control Plan 2014

The Byron DCP 2014 came into effect on the 21st July 2014 and does not contain many provisions that are of relevance to the proposed development. This is due to the fact that the existing school is located on rural land where educational establishments are a prohibited use.

The only sections of relevance are:

Chapter B3 – Services

The subject land and its existing building is connected to all public reticulated water, electricity, telecommunications and stormwater infrastructure and roads.

It appears that no additional load will be placed on the OSSMS.

Chapter B6 – Buffers and Minimising Land Use Conflict

The proposed works are contained within an existing educational facility and will not result in any buildings being erected closer to the adjacent rural land. The proposal will not increase the risk for land use conflict.

On the basis that there is no land use conflict likely, there is likely no requirement for a Conflict Risk Assessment.

Chapter B8 – Waste Minimisation and Management

The proposed works are to an existing school. The works are not such that will change or intensify the use of the site or alter the amount of waste or the waste stream that is currently generated by the site.

It is submitted that it would be appropriate for a Site Waste Minimisation and Management Plan (SWMMP) to be prepared and submitted to Council for approval, prior to the issue of a Construction Certificate, once a building contractor has been appointed.

BALLINA
45 River Street
PO Box 20
BALLINA NSW 2478
Ph: 02-6686 3280

BRISBANE
Level 1, The Designbank
89 Grey Street
SOUTH BRISBANE QLD 4101
Ph: 07-3123 6675

GUNNDAH
Germane House,
285 Conadilly Street,
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Ph: 02-6742 9955

4.
Planning comments regarding additions
20 April 2016

Conclusion

The proposal is permissible in the zone pursuant to Division 3 Clause 28(2) of State Environmental Planning Policy (Infrastructure) 2007. The only applicable control in Council's LEP that will be of relevance is:

- Maximum height to ridge from natural ground 9m

Should you have any questions in respect of this matter, please contact me on 6686 3280 or dwayner@ardillpayne.com.au.

Yours faithfully



Dwayne Roberts

ARDILL PAYNE & PARTNERS

BALLINA
45 River Street
PO Box 20
BALLINA NSW 2478
Ph: 02-6686 3280

BRISBANE
Level 1, The Designbank
89 Grey Street
SOUTH BRISBANE QLD 4101
Ph: 07-3123 6675

GUNNEDAH
Germane House,
285 Conadilly Street,
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Listed below are reoccurring themes brought up by multiple faculties and members of the school community during the community consultation workshops. These have been considered in the new brief for the Master Plan.

DEVELOPMENTAL CONSIDERATIONS (ALT. APPROACH)	NEW BUILDING REQUIREMENTS	FUNCTIONAL REQUIREMENTS	CURRENT PROBLEMS
--	---------------------------	-------------------------	------------------

Appendix: CBRSS Buildings and Facilities Policy

CBRSS Buildings and Facilities Policy

Purpose

The purpose of this policy is to provide the parameters for the monitoring, maintenance and usage of all buildings and facilities at Cape Byron Rudolf Steiner School (CBRSS) to ensure the school is in good condition and is a safe and healthy place in which to learn, teach and visit.

Overview

The Principal in collaboration with the Site Manager is responsible for ensuring school buildings and facilities are adequately maintained in sound operational condition for the courses of study and the number of students. This policy ensures the school complies with the all legislation relevant at the time of occupation.

Buildings and facilities must also conform to safety standards and as part of our commitment to providing a safe environment to our students and staff, this policy outlines and informs school procedures in relation to monitoring, maintaining the standard of these.

Implementation

The school employs a Site Manager and it is his/her job to monitor and maintain buildings and facilities organise repair and maintenance work. The Principal ensures that the required work is completed.

The standard and state of repair of all CBRSS buildings will be regularly assessed and monitored to ensure they comply with all relevant building standards and remain safe for educational purposes.

Premises and buildings at CBRSS, including any new buildings, must comply with relevant council and government requirements, including environmental and land use guidelines.

Assessment of each building will occur at least annually and records will be kept of the evaluation and any resulting action recommended from each evaluation.

Assessment of buildings will include safety and compliance issues with respect to current building requirements and ongoing maintenance to ensure buildings are maintained in good condition.

All buildings at CBRSS will comply with the requirements for buildings in the *Disability Discrimination Act 1992*.

1. Buildings at CBRSS will be subject to an annual fire safety assessment which is compliant with *Part 9, Division 5 of the Environmental Planning and Assessment Regulation 2000*.
2. Records of the annual fire safety assessment, including compliance or non-compliance will be made and kept on file for one year before being archived.

3. The standard and state of repair of all facilities at CBRSS will be regularly assessed and monitored to ensure they comply with requirements in the *Explosives Act 2003* and the *Work Health and Safety Act 2011 No. 16*.
4. A *Buildings and Facilities Report* will be regularly presented to the School Council.
5. Community usage and hire of school buildings is through a formal application process and an agreement that includes risk assessment. Community usage and hire is at the discretion of the Principal.

References

Disability Discrimination Act 1992

Part 9, Division 5 of the Environmental Planning and Assessment Regulation 2000

Work Health and Safety Act 2011

Work Health and Safety Act 2011 No. 16

Related Policy and Procedure

Work (Occupational) Health and Safety Policy and Procedure

Emergency and Evacuation Policy and Procedure

Security Policy and Procedure

Community Usage of Buildings and Facilities Policy and Procedure including Guidelines, Handbooks and Agreements

Student Welfare and Child Protection Policy and Procedure

"The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the Board of Studies for registration of the school."

Document Control

Document ID	Buildings and Facilities Policy
Owner/Approver:	Nerrida Johnson
Author:	Gavin Colley
Effective Date:	1 April 2012
Revision Due Date:	1 April 2014

Version History

Version	Effective Date	Description of changes from previous version	Authors
1	1 April 2012	Ratified by Council	Gavin

Appendix: QS Report





MitchellBrandtman
5D Quantity Surveyors & Construction Expert Opinion

5D COST PLANNING

We don't just provide costs, we provide certainty in real time

Cape Byron Rudolf Steiner School

Lot 5 – Balraith Lane, Ewingsdale NSW 2481

Mr Matt Hemming
Associate & 5D Quantity Surveyor
07 3327 5000
mhemming@mitbrand.com
29 April 2016
Issue: 1.1



1. Introduction

Mitchell Brandtman has been commissioned by Michael Leung Design + Development to undertake a Grant Estimate for the purpose of establishing the costs for the proposed project for a BGA Grant Application.

We understand the project scope involves the construction of insert scope.

- New courtyard and outdoor teaching space.
- Refurbishment for new art space.
- New two storey building for science laboratory and GLA's.

2. Grant Estimate

Our Preliminary Estimate for the building works is as follows:

Description	Cost
Construction Works	\$ 1,532,000
Design Contingency (10%)	\$ 153,200
Subtotal	\$ 1,685,200
Cost Escalation (4%)(till Oct 2016)	\$ 33,700
Subtotal	\$ 1,718,900
Professional Fees (11%)	\$ 189,000
Construction Contingency (2.5%)	\$ 43,000
Total (Excluding GST)	\$ 1,950,900

Refer to Annexure A for estimate summary and details.

*all figures noted here and throughout the report are exclusive of GST.

**the Cost Escalation provision is an allowance and is dependent on the programmed commencement of work. Current market analysis suggests that on average there are expected to be a movement in the order of 4% per annum in construction costs over the next 12+ months. Prudent budgeting practices would support this allowance.

017847.00 / 01057137
 Grant Estimate
 Issue 1.1
 29 April 2016



3. Allowances

The following allowances have been made within our estimate:

• Paving Allowance	\$	132,700.00
• Lift	\$	94,500.00
• Security System	\$	21,000.00
• Energy Management System	\$	15,000.00
• Audio Visual Systems (for classroom)	\$	21,000.00
• Fume Cupboard	\$	15,750.00

4. Structure & Services

Assumptions have been made regarding structure as no structural information is available. Further detailed estimates should be carried out as structural information becomes available.

Our estimates for services are preliminary only, we have been provided with subcontractor preliminary pricing which has been considered within this estimate.

5. Method

Our estimate has been prepared to provide an indication in our opinion of the order of construction costs associated with the proposed development. We have calculated elemental areas for the various project components from the drawings described.

017847.00 / 01057137
Grant Estimate
Issue 1.1
29 April 2016



6. Clarifications

The estimate is based on unrestricted access to the site and buildings being unoccupied.

The estimate is also based on a reasonable construction period and standard working hours, with no allowances made for acceleration costs, overtime and the like.

This estimate is based on a tendered lump sum type building contract / procurement system with select, competitive tenders and single stage construction, (as distinct from a fast track procurement system).

In preparing our estimate we have made the following assumptions:

- Soil conditions are favourable and the site will not require bored piers, rock excavation or replacement of bad ground, treatment of uncontrolled fill or similar.
- The site is generally flat and requires minimal earthworks to form the platform level / the existing site level is adequate and will not require bulk fill for the platform level.
- The site is free of any contaminants; hazardous materials, acid sulphate soils etc.
- Service connections will be made from surrounding buildings.
- The existing Arts building is structurally sound and does not require rectification works.
- We have allowed for a lightweight external cladding attached to the timber framing.
- We have allowed for mid-range floor finishes including vinyl flooring to wet areas and carpets for the general classrooms.
- We have included for Stormwater redirection.
- Air-Conditioning will not be required.
- We note that the m2 rate provided in Annexure A is based on the overall estimated cost of the project and does not reflect individual spaces / area.

017847.00 / 01057137
Grant Estimate
Issue 1.1
29 April 2016



7. Documents

Our estimate is based on the following documents;

- 20160330 - Master plan vision A1
- 20160330 - Science Option 3 Combined
- 20160410 – Concept Plan Combined
- Cape Byron Rudolf Steiner School – New Building Cost Plan & Proposed Project Schedule
- Sewerage Solutions – Effluent Management Systems and Associated Costs Report
- Email correspondence with Michael Leung 26 April 2016

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8. Exclusions

Our estimate excludes the following items;

- Local Authority Fees & Charges
- Workplace Health and Safety and PLSL Fees
- Land Costs
- Legal Costs
- Interest & Holding Charges
- Goods and Services Tax

We welcome the opportunity to discuss any part of this estimate with you. Please contact Stephen Irons or Matt Hemming on 07 3327 5000 should you have any queries or require further information.

Yours Sincerely

MITCHELL BRANDTMAN

Matt Hemming
Associate

017847.00 / 01057137
Grant Estimate
Issue 1.1
29 April 2016

Mitchell Brandtman | Page 5

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MitchellBrandtman
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Annexure A**Estimate Details****ELEMENTAL COST ANALYSIS**
 PROJECT: 0017847.00 - Byron Steiner School - Science Building
 Construction - Education

Issue No: 1.0

Issue Date: 29/04/2016

Status: A1

Cost Index: 548.00

FECA: 620 m²

CODE	ELEMENT	COST \$	RATE \$/m²
00	Preliminaries	177,000	285.48
01	Substructure	141,000	227.42
02 - 03	Columns and Upper Floors	44,000	70.97
04	Staircases	10,000	16.13
05	Roof	68,000	109.68
06 - 08	External Walls, Windows and Doors	171,000	275.81
09 - 11	Internal Walls, Screens and Doors	86,000	138.71
12	Wall Finishes	22,000	35.48
13	Floor Finishes	59,000	95.16
14	Ceiling Finishes	43,000	69.35
15 - 16	Fittings and Equipment	116,000	187.10
17 - 20	Sanitary Plumbing	59,000	95.16
21 - 24	Air Conditioning and Ventilation	32,000	51.61
25	Fire Protection	10,000	16.13
26 - 27	Electrical Work	100,000	161.29
28	Transportation Systems	95,000	153.23
29	Special Services	62,000	100.00
30	Centralised Energy Systems	0	0.00
31	Alterations	0	0.00
32 - 36	Siteworks	210,000	338.71
37 - 44	External Services	13,000	20.97
45	External Alterations	14,000	22.58
46	Special Provisions	0	0.00
Total		\$1,532,000	\$2,470.97

 017847.00 / 01057137
 Grant Estimate
 Issue 1.1
 29 April 2016

Mitchell Brandtman | Page 6

Cape Byron Rudolf Steiner School

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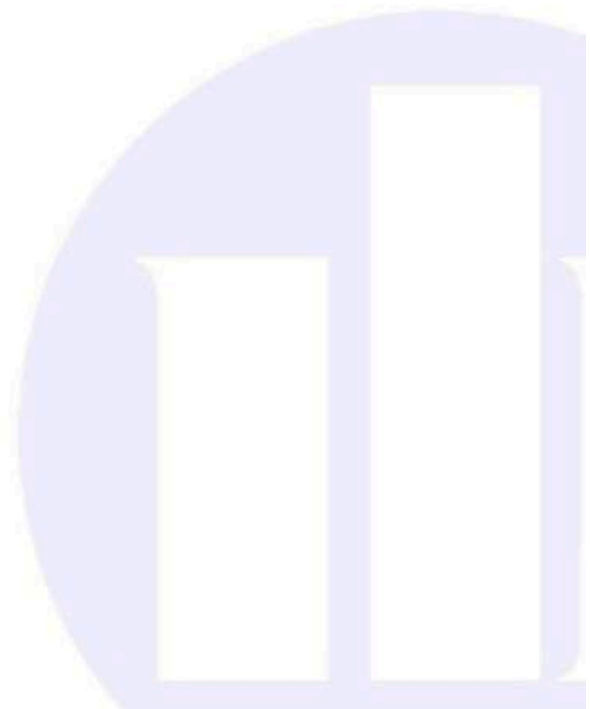
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Annexure B

Area Schedule

Science Classrooms	183
General Classrooms	134
Refurbished Classrooms	213
Level One Breakout space	38
Ground Level Storage / Office	29
Travel Space	23
Total	620

017847.00 / 01057137
Grant Estimate
Issue 1.1
29 April 2016



Cape Byron Rudolf Steiner School

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Annexure C

Major Site works Allowances

	M2	COST \$
Landscaping		
Tree Removal	Item	6,300.00
New Trees	Item	6,825.00
Soft Landscaping	49	3,344.00
New Path	216	19,257.00
New Foot Bridge	15	8,033.00
New Crossing Paint	19	599.00
Paving Option	574	132,656.00
Sub Total		\$177,014.00
Student Pergola		
Flat Roof Shade Structure	16	5,880.00
Concrete Slab	16	1,680.00
Bench Seat		3,150.00
Sub Total		\$10,710
Verandah		
Timber Decking	45	10,868.00
Sub Total		\$10,868.0
Total		\$198,592.00

017847.00 / 01057137
Grant Estimate
Issue 1.1
29 April 2016