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**INQUIRY INTO ENROLMENT CAPACITY IN INNER CITY  
PUBLIC PRIMARY SCHOOLS**

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Partially  
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Department of Education

# Ultimo/Pymont Public School

Project Reference Group Relocation Options  
Report  
FINAL

24 September 2015

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# 1 Executive Summary

A new school is needed for the Ultimo/Pymont community, and in 2012, the Inner City Schools Working Party recommended their preferred location as Council Depot site at Wattle, Jones and Fig Streets. Negotiations for the purchase of this site were stopped in June 2015, due to the cost of remediation. The Department of Education has decided to redevelop the existing Ultimo Public School site, located at the corner of Quarry and Jones Streets. During construction of the new school on the current site an alternate location is needed to cater for existing school operations, the safety of the students, and the continuation of their education.

A search has been undertaken for appropriate sites within a reasonable radius of the existing site, which could accommodate all grades (K-6) in one location. A number of sites were considered and now the Department needs to select the location with which to proceed.

It is the practice of the Department to actively seek the views of the community and other stakeholders in relation to the planning of schools. The composition of the Project Reference Group (PRG), being made up of representatives from the school, the community and the Department, provided an ideal forum to obtain stakeholder input on the options available, agree on assessment criteria and their relative weightings and provide the Department with their recommendation on the optimum option(s).

The PRG has considered a number of criteria, as well as their relative importance, in preparing this recommendation.

Having completed the evaluation process, and being satisfied that all clarification matters had been addressed, the PRG agreed its final assessment and recommendation, which is that **the Department pursue Wentworth Park South as first preferred option**, on the basis that:

- The site meets nearly all the criteria with scores of 'better than average' or higher, with the exception of the community acceptance and approvals pathway criteria.
- The community acceptance and approvals pathway criteria were scored at the extreme lower end of 'acceptable' in light of the additional process required to obtain permission to develop a school on the site, in addition to the DA process. The advice of the project managers and planning consultant is that this is expected to delay the opening of the new school by at least 6 months.
- The approvals pathway risk is largely external and cannot be fully mitigated by the school or the Department.

The **TAFE site in Annandale** was second preferred on the basis that:

- The site meets all the criteria with scores of 'acceptable' or higher, with the exception of the transport criterion.
- The Annandale community is likely to accept a school use in this location, as its current use is educational and the site is owned by TAFE. The approval process is straightforward, and not likely to cause a delay to the opening of the new school at Quarry Street for D1T1 2019.
- If the transport issue were satisfactorily addressed, it is the opinion of the PRG that this site would be accepted by the school community.
- It was considered that the risk around the transport criterion was more manageable than the risks around the approvals pathway for Wentworth Park, as the transport matters can be resolved between the school community and the Department.

Given that the overall scores of the two sites were so similar, **it is recommended that the TAFE site in Annandale be pursued in parallel**, as a backup in case the process for obtaining permission to develop on the Wentworth Park South site cannot be obtained.

## 2 Background

Urban development and additional new housing in the inner suburbs of Sydney is driving population growth, increased student enrolments and demand for additional teaching space with population projections reinforcing the need for additional capacity over the long term. The Department has been examining planning strategies and options for the provision of additional school teaching spaces and facilities in the City of Sydney Local Government Area (LGA) to meet these needs, and members of the community have been raising this as a concern for some time.

In response, the Inner City Schools Working Party was formed. Its priority from its announcement in October 2012 until November 2013 was to focus on the public education needs of primary-aged students in the Ultimo/Pymont area. From this work, the site that was identified as preferred was the Council Depot site at Wattle, Jones and Fig Streets. Negotiations for the purchase of this site were stopped in June 2015, due to the cost of remediation. The Department decided to redevelop the existing Ultimo Public School site, located at the corner of Quarry and Jones Streets.

The Department initially looked at whether leaving the school operational during construction would be feasible. Given the extent of the redevelopment, it was determined that this was not a viable option and that an alternate location was needed to cater for existing school operations, the safety of the students, and the continuation of their education while the existing site is redeveloped.

A search has been undertaken for appropriate sites within a reasonable radius of the existing site that could accommodate all grades (K-6) in one location. A number of sites were put forward as options, and now the Department needs to select the location with which to proceed.

It is the practice of the Department to actively seek the views of the community and other stakeholders in relation to the planning of schools. Engaging the community and other stakeholders in consultative processes helps to better inform the community. Equally, the knowledge gained during this process is used by the Department to make better informed decisions about school developments.

The composition of the PRG, being made up of representatives from the school, the community and the Department, provided an ideal forum to obtain stakeholder input on the relocation options available, agree on assessment criteria and their relative weightings, and provide the Department with their recommendation.

The assessment of these sites requires the consideration of a number of varied criteria. The PRG has considered Educational Principles, which would be consistently applied to each site, as well as factors specific to each location.

### 2.1 Purpose

This report is the formal record of the PRG's deliberations, ensuring an auditable process for the recommendation of a relocation site for the new Ultimo/Pymont Public School. It will address the following:

- identification of sites reviewed
- description of the evaluation process undertaken
- examination and comparison of sites
- the ranking of sites and recommendation
- key reasons for the recommendation
- any significant risks associated with the recommended site(s).

This report will be forwarded to the Department's Director, Public Schools NSW Port Jackson Principals Network for endorsement as Chair of the PRG, and then to the Department's Assets Directorate for approval. The report will:

- clearly describe the assessment of the submissions, documenting the reasons and decision-making processes involved in ranking the submissions
- set out the PRG's overall recommendations to the Department.

## 2.2 Overview of Process

To provide a robust and auditable process based on consensus decision-making, a methodology based on that used by the public sector to review tenders was used. This methodology can be summarised in the following steps:

- Identification of sites by nomination (either from the Department or the community)
- Initial review of sites by project manager and the architect with regard to feasibility and design suitability
- Development of shortlist based on the above review
- Presentation of the shortlisted sites to the PRG
- Presentation of draft Assessment Criteria and weightings
- Agreement by PRG on Assessment Criteria and weightings
- Individual scoring of sites against Assessment Criteria, including pros and cons of each
- Review of individual scores and development of consensus scores and comments on each site
- Development of preliminary recommendation
- Addressing any clarifications
- Preparation of final recommendation
- Preparation of final report and signature of PRG members
- Forward of recommendation to the Department's Director, Public Schools NSW, Port Jackson Principals Network for endorsement
- Forward to the Department's Assets Directorate for review with regard to program and budget considerations
- The Department will make a determination as to which option(s) will be pursued as the temporary location.

### 3 Options Considered

The following properties were reviewed for their suitability as temporary locations.

| Number | Site Name  | Investigation Results   |
|--------|--|---|
| 1      | Sydney Secondary College, Blackwattle Bay Campus | <ul style="list-style-type: none"> <li>▪ The playing fields have significant contamination tanks below ground which would potentially be disturbed if built upon</li> <li>▪ The Stage 6 campus has a strong HSC focus therefore co-location of a primary school on the site would likely be seen as highly disruptive to the existing students</li> <li>▪ The school was designed as a high school and combining it to be a K to 12 school would make operational logistics quite difficult</li> </ul>  |
| 2      | 55 Pyrmont Bridge Road, Pyrmont                  | <ul style="list-style-type: none"> <li>▪ The site is located on a very busy road and the Department's Property Team has advised that the owners are unlikely to want a school in their building</li> </ul>  |
| 3      | 1-35 Saunders Road, Pyrmont                      | <ul style="list-style-type: none"> <li>▪ The site occupied by the Channel 10 studios and the Department's Property Team has advised that the owner, Goodman Industrial Fund, does not want a school in the building</li> </ul>  |
| 4      | 21 Harris Street                                 | <ul style="list-style-type: none"> <li>▪ This site is too small to accommodate the school</li> </ul>  |
| 5      | Powerhouse Museum                                | <ul style="list-style-type: none"> <li>▪ The site is currently used for the purpose of the Powerhouse Museum and is the responsibility of the Minister of the Arts. The availability of this site is dependent on the relocation of the Powerhouse Museum to a new facility yet to be constructed and site identified in Western Sydney</li> <li>▪ The site is to be sold for approximately \$150 - \$200 million and will aid in the development of the new Powerhouse Museum facility and continue the Museum's success into the future. The cost of the site substantially exceeds the project budget</li> <li>▪ The timing of the relocation of the Powerhouse Museum is undetermined and is unlikely to be before 2019-2020 which does not align with the needs of the Ultimo/Pyrmont School catchment and provision of a new school</li> <li>▪ The site is not zoned for school use, and would require additional approvals to obtain re-zoning</li> <li>▪ On-site amenity is good, but access to playing fields is not as convenient as the existing site</li> </ul> |
| 6      | 55 Miller St, Pyrmont                            | <ul style="list-style-type: none"> <li>▪ Insufficient area available for lease</li> </ul>   |
| 7      | 57 Miller St, Pyrmont                            | <ul style="list-style-type: none"> <li>▪ Insufficient area available for lease</li> </ul>   |
| 8      | TAFE site, Annandale                             | <ul style="list-style-type: none"> <li>▪ The detailed investigation is discussed in section 5</li> </ul>  |
| 9      | Wentworth Park South                             | <ul style="list-style-type: none"> <li>▪ The detailed investigation is discussed in section 6</li> </ul>  |
| 10     | 100 Harris Street                                | <ul style="list-style-type: none"> <li>▪ The detailed investigation is discussed in section 7</li> </ul>  |

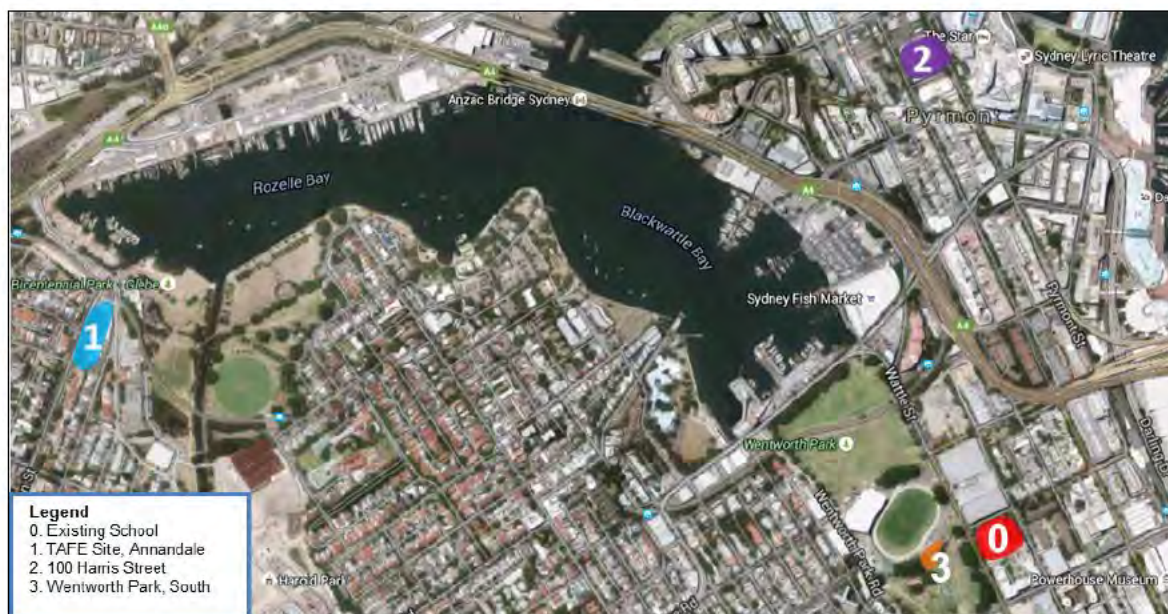


## 4 Options Reviewed in Detail

The sites selected for further review were:

1. TAFE site, Annandale
2. 100 Harris Street
3. Wentworth Park South.

The locations of the three sites in relation to the existing school are shown below.



These options were investigated using the following process;

- Liaison with the current owners/occupiers about the availability of the site
- Site visits by staff from the Department, members of the PRG, staff from the Government Architect's Office and staff from McLachlan Lister
- A detailed review of the approval pathway options that would likely apply to the site
- Preparation of diagrammatic plans to confirm feasibility.

As part of the investigation process the following issues were considered in relation to each of the sites:

- The Educational Principles for primary schools from the Department's School Facilities Standards and Guidelines
- The quality of the temporary facilities and access to amenities, as it is expected that the duration of the relocation will be approximately two years
- The overall suitability of the location from a design perspective and the works necessary to make the location suitable as a school
- The approval pathway to achieve permission for use of the site as an education facility as well as the construction of the facility
- Transport implications for families and teachers which should be minimised, including travel time, safety, cost, and teacher productivity
- The impact on both internal and external stakeholders and the mitigation measures which the Department might undertake to make the temporary location more palatable for each group.

The issues discussed above were used as the basis to create the assessment criteria to assess each site as shown in section 5, 6 and 7.

## 5 TAFE Site Annandale

The site is located at the corner of Johnston Street and The Crescent in Annandale. It is currently a TAFE campus.

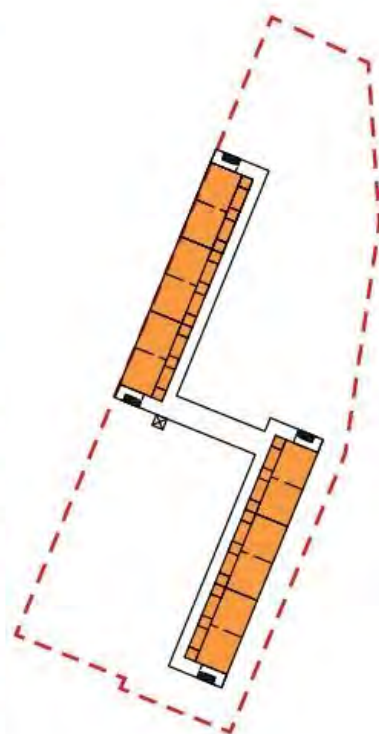
### 5.1 Indicative Layout

The indicative design layout of the site is shown below.



SITE PLAN 1:1000 @ A3

site area: 6,200m<sup>2</sup> approx



FIRST FLOOR PLAN 1:1000 @ A3



CONCEPT IMAGES (FUTURE PROOFING SCHOOLS - COMPETITION ENTRIES)

## 5.2 Location Principle 1: Design Suitability

The table below summarises the key issues with regards to the design suitability.

| Pros  | Cons  |
|---|---|
| <ul style="list-style-type: none"> <li>▪ All brief can be accommodated</li> <li>▪ The site is level and has limited overshadowing</li> <li>▪ Access to services is established</li> </ul> | <ul style="list-style-type: none"> <li>▪ Surrounded by busy street system, so street access/crossing will be complicated</li> <li>▪ Due to land fall only one existing vehicle and pedestrian entry off Johnston</li> <li>▪ Noise could be an issue for the neighbours along the southern boundary</li> </ul> |

## 5.3 Location Principle 2: Transport

The table below shows the different transport options available to access the site.

| Mode       | Distance from Existing Site   | Time from Existing Site | Impact  |
|------------|---|-------------------------|---|
| Walk       | 3.1k  | 39 min                  | Busy road crossing at the Crescent and Johnston Street  |
| Cycle      | 3.2k  | 14 min                  | Busy road crossing at the Crescent and Johnston Street  |
| Bus        | -   | -                       | There is currently no bus that passes within the Ultimo PS catchment area through to the site |
| Light Rail | Wentworth Park stop to either Jubilee Oval or Rozelle Bay stop, with service every 10 min | 16 min                  | Steep stairs at Johnston Street; ramp also available  |
| Car        | 3.3k  | 8 min                   | Kiss and Drop could be organised at current vehicular entry                                   |

In order to make the site more accessible the Department would most likely have to provide a State Transit School bus services for use by the students, parents/carers and teachers. Light rail passes would also be required for students and parents/carers who wish to use the light rail.

## 5.4 Location Principles 3&4: Program Risks and Approval Process

The site is owned by TAFE that is willing to relocate which would simplify the acquisition process. It is currently being used as an education establishment therefore the approvals pathway process should be more straightforward.

The key issues to be considered in determining the appropriate approval pathway are summarised in the table below.

| Existing Educational Establishment | Prescribed Zone (or Equivalent) | Permissible with Consent | Environmentally Sensitive Land (or similar) | Heritage Issues         | REF | DA  | Possible Timeframe       |
|------------------------------------|---------------------------------|--------------------------|---|-------------------------|-----|-----|--------------------------|
| Yes                                | Yes                             | Yes                      | No  | Yes (listing v mapping) | No  | Yes | 6-9 months from lodgment |

Additional Comments

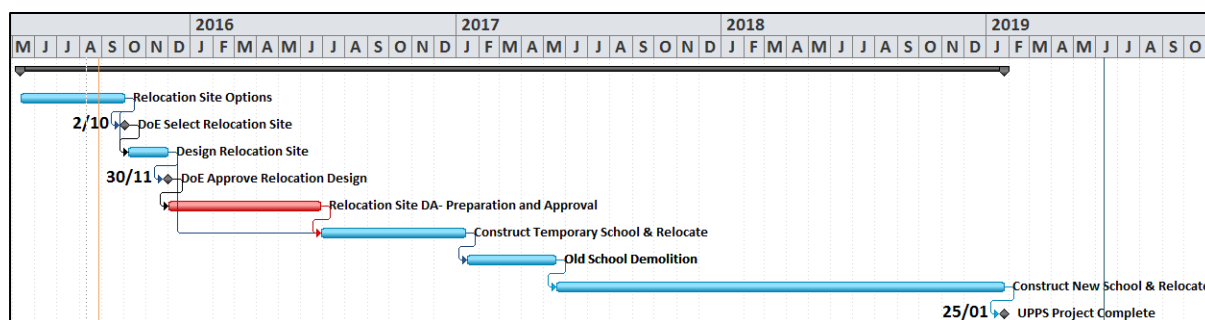
- The whole of the site is mapped as a heritage item, but the listing is specific to a sandstone retaining wall at the south eastern corner of the site.
- This will be a Crown DA through the Municipality of Leichhardt
- A section 138 approval required for any works on Johnston Street
- The development would be classified as Integrated Development.

Indicative Program

The table below shows the indicative dates and estimated timeline should the TAFE site be selected by the Department. The dates are based on a site selection date of **2 October 2015** which results in a forecast opening date for operation the new, permanent school of **25 January 2019**.

|    | Task Name                                    | Duration | Start        | Finish       |
|----|--|----------|--------------|--------------|
| 14 | 27 Aug 2015 Status- Annandale Option         | 910 days | Mon 11/05/15 | Fri 25/01/19 |
| 15 | Relocation Site Options                      | 104 days | Mon 11/05/15 | Fri 2/10/15  |
| 16 | DoE Select Relocation Site                   | 0 days   | Fri 2/10/15  | Fri 2/10/15  |
| 17 | Design Relocation Site                       | 40 days  | Tue 6/10/15  | Mon 30/11/15 |
| 18 | DoE Approve Relocation Design                | 0 days   | Mon 30/11/15 | Mon 30/11/15 |
| 19 | Relocation Site DA- Preparation and Approval | 136 days | Tue 1/12/15  | Tue 28/06/16 |
| 20 | Construct Temporary School & Relocate        | 132 days | Wed 29/06/16 | Fri 13/01/17 |
| 21 | Old School Demolition                        | 84 days  | Mon 16/01/17 | Wed 17/05/17 |
| 22 | Construct New School & Relocate              | 414 days | Thu 18/05/17 | Fri 25/01/19 |
| 23 | UPPS Project Complete                        | 0 days   | Fri 25/01/19 | Fri 25/01/19 |

The picture below illustrates the timeline of the activities in the project. It can be seen that selection of the site and the relocation site DA is critical to completion of the works.



## Site Review

The table below summaries how the site has been reviewed in relation to the education and location principles considered by the PRG

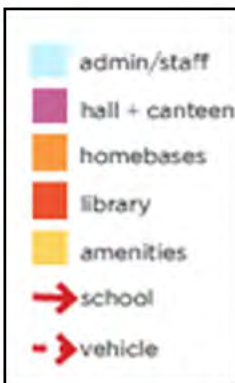
| No | Assessment Criterion  | Location Description  |
|----|---|---|
| 1  | <b>Education Principle 1:</b> First and foremost, focus on the <b>needs of learners and learning.</b>   | <ul style="list-style-type: none"> <li>The buildings can be designed to be fit for purpose</li> </ul>   |
| 2  | <b>Education Principle 2: Build community and identity</b> and create a culture of welcome, inclusion and offer a <b>safe and secure</b> learning and working environment that invites community participation and engagement   | <ul style="list-style-type: none"> <li>There is disconnection from the catchment area.</li> <li>However TAFE owns the site and will be able to open it up to the community</li> </ul>   |
| 3  | <b>Education Principle 3:</b> Be <b>aesthetically pleasing</b>  | <ul style="list-style-type: none"> <li>The new buildings will be modular and in line with current future focused learning</li> </ul>  |
| 4  | <p><b>Education Principle 4:</b> Provide <b>contemporary, sustainable</b> learning environments;</p> <ul style="list-style-type: none"> <li>Promote learning for students and teachers through collaboration, social interaction and active investigation</li> <li>Encourage learner self-management and self-direction</li> <li>Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces</li> <li>Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning</li> <li>Be integrated into, and maximise the use of the natural environment</li> <li>Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems</li> <li>Are age and stage appropriate</li> </ul> | <ul style="list-style-type: none"> <li>The first four are all possible</li> <li>The modular spaces can be designed to meet new pedagogical needs</li> <li>There is limited access to the natural environment within the site boundary</li> <li>Close proximity to the parklands presents good opportunities for learning</li> <li>Pedestrian links to the parklands currently involves one pedestrian crossing and two sets of lights</li> <li>Modular buildings could be designed to be equipped with features that allow the building to be used as learning tools</li> <li>There is potential to use on site features such as water tanks, vegie gardens, solar panels etc.</li> </ul> |
| 5  | <b>Education Principle 5:</b> Embed the potential for <b>re-configurability</b> , both in the present for multi-purpose use and over time for changing needs.   | <ul style="list-style-type: none"> <li>The site has capacity to add an additional two storey homebase block (4HB)</li> </ul>  |
| 6  | <b>Location Principle 1:</b> how well does the site meet our requirements in terms of both <b>capacity on site</b> and <b>surrounding amenity</b>   | <ul style="list-style-type: none"> <li>The design brief can be accommodated</li> <li>It is a level site that has limited overshadowing</li> <li>Access to services is established</li> </ul>  |
| 7  | <b>Location Principle 2: Available modes and frequency of public transport</b> services, <b>overall commuting time</b> (as measured from current school site).  | <ul style="list-style-type: none"> <li>Light Rail, car, cycle</li> <li>Additional travel time required</li> </ul>   |
| 8  | <b>Location Principle 3: Willingness of owner and/or current occupier</b> of site to allow the Department to use the location as a school; likelihood of <b>community acceptance</b> of primary school use in this location; <b>certainty of acquisition</b> of the site.   | <ul style="list-style-type: none"> <li>Owned by TAFE</li> <li>The current tenants are willing to relocate</li> <li>TAFE students will have to be relocated during a time that minimises disruption e.g holidays</li> </ul>  |
| 9  | <b>Location Principle 4:</b> This criterion rates overall <b>risks to program</b> (delays by owner, other elements outside the Department and project team control), specifically risks related to the <b>approvals process.</b>  | <ul style="list-style-type: none"> <li>The retaining wall on the south eastern corner of the site is listed as heritage</li> <li>Crown DA through Leichhardt Municipal Council</li> </ul>   |

## 6 Wentworth Park South

It is proposed that the southern portion Wentworth Park Oval and a portion of the park itself be used as the site for the temporary school.

### 6.1 Indicative Layout

The indicative design layout of the site is shown below.



## 6.2 Location Principle 1: Design Suitability

The table below summarises the key issues with regards to the design suitability.

| Pros   | Cons  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ All brief can be accommodated</li> <li>▪ Close to existing school so current transport/school access methods maintained</li> <li>▪ Excellent access to amenity of Wentworth Park</li> </ul> | <ul style="list-style-type: none"> <li>▪ Site is within a park controlled by City of Sydney Council. Strong DA objections and delays expected</li> <li>▪ A sizable portion of the park will be lost to the public during the occupation</li> <li>▪ All infrastructure will need to be removed at completion of the new PS construction phase</li> </ul> |

## 6.3 Location Principle 2: Transport

The table below shows the different transport options available to access the site.

| Mode       | Distance from Existing Site | Time from Existing Site | Impact |
|------------|-----------------------------|-------------------------|--------|
| Walk       | 500m                        | 7 min                   | None   |
| Cycle      | 500m                        | 3 min                   | None   |
| Bus        | Same as existing            | -                       | None   |
| Light Rail | Same as existing            | -                       | None   |
| Car        | Same as existing            | -                       | None   |

## 6.4 Location Principles 3&4: Program Risks and Approval Process

The part of the park that is proposed to be used as the relocation site is the southern end of the Wentworth Park Oval. A proposal has been put forward to the Wentworth Park Trust. The process is long and unclear as approval from various stakeholders and legislation change is required prior to preparing and applying for a DA.

The table below summarises the key issues required in determining the appropriate approval pathway.

| Existing Educational Establishment | Prescribed Zone (or Equivalent) | Permissible with Consent | Environmentally Sensitive Land (or similar) | Heritage Issues | REF | DA  | Possible Timeframe          |
|------------------------------------|---------------------------------|--------------------------|---|-----------------|-----|-----|-----------------------------|
| No                                 | No                              | Very doubtful            | No  | Yes             | No  | Yes | 6-12+ months from lodgement |

### Additional Comments

- Wentworth Park is listed as a landscape heritage item, with various listed built items
- The site is Crown Land, and classified as Community Use, zoned as Public Recreation
- As a Public Recreation Zone, there are no specified uses which are either permissible or prohibited
- As Community Land, it is subject to a Plan of Management, which operates as its Master Plan. Any proposed development will need to demonstrate how the use aligns with the objectives of the Plan.
- The Park is under the Trusteeship of the City of Sydney, and it is likely that Council's view will be that this proposal is contrary to the Zone Objectives in the Plan.

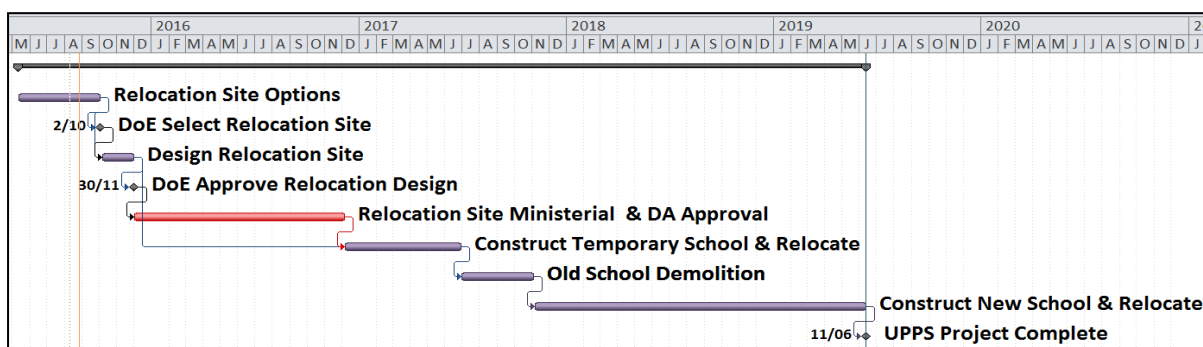
- The approval pathway is an Infrastructure SEPP amendment, which requires more than one Minister’s support, and would take the form of either:
  - A direct site and development-specific set of provisions, potentially with a sunset clause, followed by a DA via the City of Sydney
  - A proposed amendment to the SEPP to allow 2-storey portable classrooms in prescribed zones as either Complying Development (followed by CDC) or Development without Consent (followed by REF and possibly EIS).

Indicative Program

The table below shows the indicative dates and estimated durations should Wentworth Park be selected by the Department. The dates are based on a site selection date of **2 October 2015** which results in a forecast opening date for operation the new school of **11 June 2019**.

|    | Task Name                                 | Duration      | Start               | Finish              |
|----|---|---------------|---------------------|---------------------|
| 27 | 27 Aug 2015 Status- Wentworth Park Option | 1002 days     | Mon 11/05/15        | Tue 11/06/19        |
| 28 | Relocation Site Options                   | 104 days      | Mon 11/05/15        | Fri 2/10/15         |
| 29 | <i>DoE Select Relocation Site</i>         | <i>0 days</i> | <i>Fri 2/10/15</i>  | <i>Fri 2/10/15</i>  |
| 30 | Design Relocation Site                    | 40 days       | Tue 6/10/15         | Mon 30/11/15        |
| 31 | <i>DoE Approve Relocation Design</i>      | <i>0 days</i> | <i>Mon 30/11/15</i> | <i>Mon 30/11/15</i> |
| 32 | Relocation Site Ministerial & DA Approval | 249 days      | Tue 1/12/15         | Mon 5/12/16         |
| 33 | Construct Temporary School & Relocate     | 133 days      | Tue 6/12/16         | Thu 29/06/17        |
| 34 | Old School Demolition                     | 90 days       | Fri 30/06/17        | Fri 3/11/17         |
| 35 | Construct New School & Relocate           | 386 days      | Mon 6/11/17         | Tue 11/06/19        |
| 36 | <i>UPPS Project Complete</i>              | <i>0 days</i> | <i>Tue 11/06/19</i> | <i>Tue 11/06/19</i> |

The picture below illustrates the timeline of the activities in the project. It can be seen that selection of the site and the relocation site DA is critical to completion of the works.





## Site Review

The table below summaries how the site has be reviewed in relation to the education and location principles considered by the PRG.

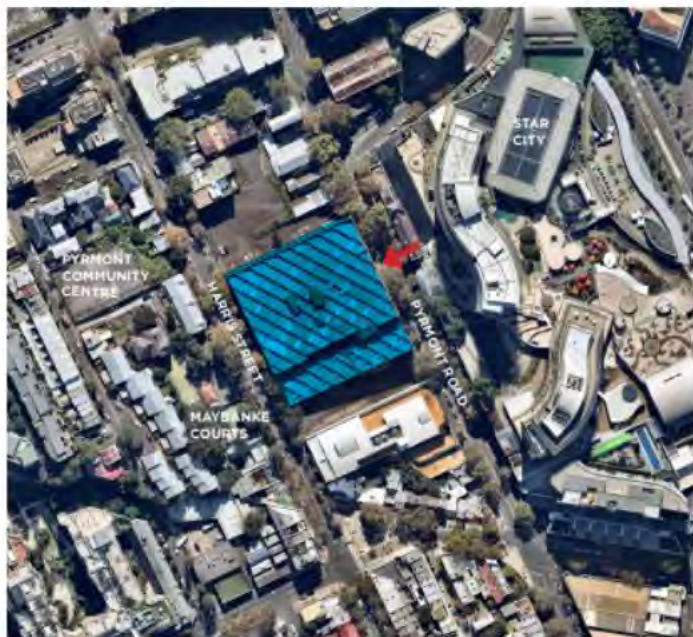
| No | Assessment Criterion  | Location Description  |
|----|---|---|
| 1  | <b>Education Principle 1:</b> First and foremost, focus on the <b>needs of learners and learning.</b>   | <ul style="list-style-type: none"> <li>Buildings themselves can be designed to be fit for purpose</li> <li>Parkland setting presents significant amenity to students</li> </ul>   |
| 2  | <b>Education Principle 2: Build community and identity</b> and create a culture of welcome, inclusion and offer a <b>safe and secure</b> learning and working environment that invites community participation and engagement   | <ul style="list-style-type: none"> <li>Location presents both the potential for excellent community engagement and community upset</li> <li>Highly dependent on impact of development on existing functions and facilities of the park</li> </ul>   |
| 3  | <b>Education Principle 3: Be aesthetically pleasing</b>   | <ul style="list-style-type: none"> <li>The buildings will be modular and in line current future focused learning</li> </ul>   |
| 4  | <b>Education Principle 4: Provide contemporary, sustainable</b> learning environments; <ul style="list-style-type: none"> <li>Promote learning for students and teachers through collaboration, social interaction and active investigation</li> <li>Encourage learner self-management and self-direction</li> <li>Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces</li> <li>Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning</li> <li>Be integrated into, and maximise the use of the natural environment</li> <li>Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems</li> <li>Are age and stage appropriate</li> </ul> | <ul style="list-style-type: none"> <li>The first four are all possible</li> <li>Excellent amenity associated with proximity to and in the park</li> <li>Excellent scope for integrated outdoor learning</li> <li>Modular buildings could be designed to be equipped with features that allow for aspects of them to be used as building tools</li> <li>Potential difficulty relating to supervision of smaller children in the park play area if site fencing is not permissible</li> </ul> |
| 5  | <b>Education Principle 5:</b> Embed the potential for <b>re-configurability</b> , both in the present for multi-purpose use and over time for changing needs.   | <ul style="list-style-type: none"> <li>Potential difficulty relating to supervision of smaller children in the park play area if site fencing is not permissible</li> </ul>   |
| 6  | <b>Location Principle 1:</b> how well does the site meet our requirements in terms of both <b>capacity on site</b> and <b>surrounding amenity</b>   | <ul style="list-style-type: none"> <li>It is close to the existing site</li> <li>The design brief can be accommodated</li> <li>Excellent access to amenity in Wentworth Park</li> </ul>   |
| 7  | <b>Location Principle 2: Available modes and frequency of public transport</b> services, <b>overall commuting time</b> (as measured from current school site).  | <ul style="list-style-type: none"> <li>Light Rail, bus, car, cycle, walk</li> </ul>   |
| 8  | <b>Location Principle 3: Willingness of owner and/or current occupier</b> of site to allow the Department to use the location as a school; likelihood of <b>community acceptance</b> of primary school use in this location; <b>certainty of acquisition</b> of the site.   | <ul style="list-style-type: none"> <li>A proposal has been put forward to Wentworth Park Trust</li> <li>The site is acquisition process is long and unclear</li> <li>Wentworth Oval and Wentworth Park Users will be affected</li> </ul>  |
| 9  | <b>Location Principle 4:</b> This criterion rates overall <b>risks to program</b> (delays by owner, other elements outside the Department and project team control), specifically risks related to the <b>approvals process.</b>  | <ul style="list-style-type: none"> <li>The approval process is complicated</li> <li>Legislation change with the consent of at least four Ministers is required</li> <li>Crown DA would be through City of Sydney</li> </ul>   |

# 7 100 Harris St, Pyrmont

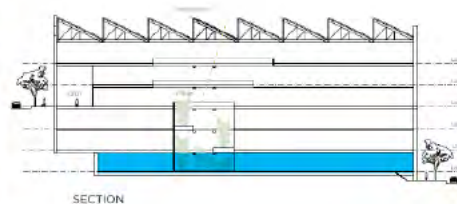
The proposed site is the ground floor of the building that is located between Harris Street and Pyrmont Street, behind The Star casino.

## 7.1 Indicative Layout

The indicative design layout is shown below.



AERIAL PHOTO



SECTION



GROUND FLOOR PLAN - PYRMONT STREET  
site area: 2,700m<sup>2</sup> approx

## 7.2 Location Principle 1: Design Suitability

The table below summarises the key issues with regards to the design suitability

| Pros  | Cons  |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Good entry off Pymont Street best for school and is available from developer.</li> <li>▪ School brief could be located on the ground floor level off Pymont Street, (not including play space)</li> <li>▪ Star City light rail station nearby.</li> <li>▪ School usage is a permissible development.</li> <li>▪ Onsite parking available. 1 space per 150 m2 possible, for additional rental cost</li> </ul> | <ul style="list-style-type: none"> <li>▪ Limited natural light and only from Pymont Street elevation i.e. east. Planned central light wells are quite small</li> <li>▪ Limited play space possible. Community centre spaces are off Harris Street and difficult to access</li> <li>▪ No Playing fields available</li> <li>▪ Opposite 24 hour Casino and a licenced tenancy i.e. café/bar is planned off Harris Street</li> <li>▪ Significant alterations and additions required to be completed by the developer before the building fit for a school tenancy</li> <li>▪ Metered parking off Pymont Street would need to be reduced to allow for Kiss &amp; Drop zone</li> <li>▪ Access to loading docks for services /garbage removal may be limited or contrary to landlord requirements.</li> <li>▪ Providing canteen + toilet / amenities on ground floor level could be expensive, as additional plumbing would be required</li> </ul> |

## 7.3 Location Principle 2: Transport

The table below shows the different transport options available to access the site.

| Mode       | Distance from Existing Site | Time from Existing Site    | Impact |
|------------|-----------------------------|----------------------------|--------|
| Walk       | 1.2k                        | 15 min                     | Low    |
| Cycle      | 1.2m                        | 7 min                      | Low    |
| Bus        | 2.0k                        | 443 or 501, 11min          | Low    |
| Light Rail | -                           | John Street Square, 15 min | Low    |
| Car        | 2.0k                        | 7 min                      | Low    |

## 7.4 Location Principles 3&4: Program Risks and Approval Process

The whole building has been leased out with the exception of the ground floor. The real estate agent has not been forthcoming with providing information about the availability of the site or the completion date of the owner's works.

The key issues to consider when determining the appropriate approval pathway are summarised in the table below.

| Existing Educational Establishment | Prescribed Zone (or Equivalent) | Permissible with Consent | Environmentally Sensitive Land (or similar) | Heritage Issues | REF | DA  | Possible Timeframe       |
|------------------------------------|---------------------------------|--------------------------|---|-----------------|-----|-----|--------------------------|
| No                                 | Yes                             | Yes                      | No  | Yes             | No  | Yes | 6-9 months from lodgment |

Additional Comments

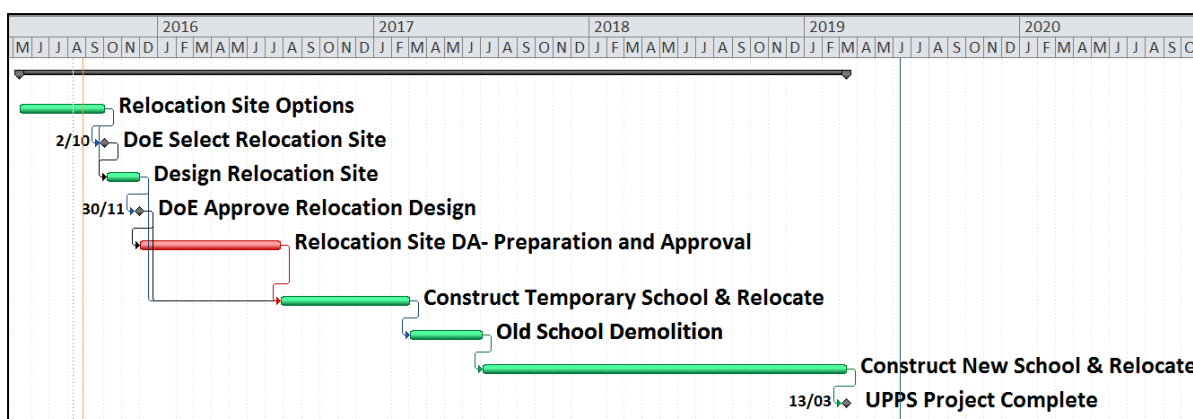
- The building is classified as Commercial under the Sydney LEP 2012
- The building is heritage listed, which impacts the extent and type of works allowed and may impact the length of the DA process
- The owner is currently undertaking improvement works, the program for which has not been able to be determined
- Change of use application would be required
- Crown DA is the appropriate pathway.

Indicative Program

The table below shows the indicative dates and estimated durations should 100 Harris Street be selected by the Department. The dates are based on a site selection date of **2 October 2015** which results in a forecast opening date for operation the new school of **13 February 2019**.

|    | Task Name                                    | Duration | Start        | Finish       |
|----|--|----------|--------------|--------------|
| 1  | 27 Aug 2015 Status- Harris St Option         | 942 days | Mon 11/05/15 | Wed 13/03/19 |
| 2  | Relocation Site Options                      | 104 days | Mon 11/05/15 | Fri 2/10/15  |
| 3  | DoE Select Relocation Site                   | 0 days   | Fri 2/10/15  | Fri 2/10/15  |
| 4  | Design Relocation Site                       | 40 days  | Tue 6/10/15  | Mon 30/11/15 |
| 5  | DoE Approve Relocation Design                | 0 days   | Mon 30/11/15 | Mon 30/11/15 |
| 6  | Relocation Site DA- Preparation and Approval | 156 days | Tue 1/12/15  | Tue 26/07/16 |
| 7  | Construct Temporary School & Relocate        | 144 days | Wed 27/07/16 | Wed 1/03/17  |
| 8  | Old School Demolition                        | 84 days  | Thu 2/03/17  | Mon 3/07/17  |
| 9  | Construct New School & Relocate              | 414 days | Tue 4/07/17  | Wed 13/03/19 |
| 10 | UPPS Project Complete                        | 0 days   | Wed 13/03/19 | Wed 13/03/19 |

The picture below illustrates the timeline of the activities in the project. It can be seen that selection of the site and the relocation site DA is critical to completion of the works.



## Site Review

The table below summaries how the site has been reviewed in relation to the education and location principles considered by the PRG.

| No | Assessment Criterion  | Location Description  |
|----|---|---|
| 1  | <b>Education Principle 1:</b> First and foremost, focus on the <b>needs of learners and learning.</b>   | <ul style="list-style-type: none"> <li>▪ Potential for innovative, flexible layouts</li> <li>▪ Potential for active learning to be compromised due to proximity to other commercial spaces</li> <li>▪ Potential issues with acoustic quality</li> <li>▪ Poor access to outdoor open space</li> <li>▪ No fresh air</li> </ul>  |
| 2  | <b>Education Principle 2:</b> <b>Build community and identity</b> and create a culture of welcome, inclusion and offer a <b>safe and secure</b> learning and working environment that invites community participation and engagement  | <ul style="list-style-type: none"> <li>▪ In the heart of Pyrmont, near Community Centre</li> <li>▪ Location within a commercial premises may be seen as elevating the school's identity as part of the city fabric</li> </ul>   |
| 3  | <b>Education Principle 3:</b> Be <b>aesthetically pleasing</b>  | <ul style="list-style-type: none"> <li>▪ The building is a heritage listed wool shed</li> </ul>   |
| 4  | <p><b>Education Principle 4:</b> Provide <b>contemporary, sustainable</b> learning environments;</p> <ul style="list-style-type: none"> <li>• Promote learning for students and teachers through collaboration, social interaction and active investigation</li> <li>• Encourage learner self-management and self-direction</li> <li>• Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces</li> <li>• Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning</li> <li>• Be integrated into, and maximise the use of the natural environment</li> <li>• Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems</li> <li>• Are age and stage appropriate</li> </ul> | <ul style="list-style-type: none"> <li>▪ The first four are all possible</li> <li>▪ Potential to test open, flexible learning environment</li> <li>▪ There is limited access to the natural environment within the site boundary.</li> <li>▪ Limited scope for integrated outdoor learning</li> <li>▪ Minimal scope to impact the building's servicing/energy management due to lease arrangement. Still possible to monitor use.</li> <li>▪ Potential to make the structural design on the existing building explicit through the retention and exposure of the existing column structures</li> <li>▪ Proximity to Star City and possible use of Star City Light Rail stop may expose students to inappropriate behaviour</li> </ul> |
| 5  | <b>Education Principle 5:</b> Embed the potential for <b>re-configurability</b> , both in the present for multi-purpose use and over time for changing needs.   | <ul style="list-style-type: none"> <li>▪ Some scope for reconfiguration within the building envelope.</li> </ul>  |
| 6  | <b>Location Principle 1:</b> how well does the site meet our requirements in terms of both <b>capacity on site</b> and <b>surrounding amenity</b>   | <ul style="list-style-type: none"> <li>▪ School brief accommodated on the ground floor</li> <li>▪ Does not include play space</li> <li>▪ School usage is permissible development</li> </ul>   |
| 7  | <b>Location Principle 2:</b> <b>Available modes and frequency of public transport services, overall commuting time</b> (as measured from current school site).  | <ul style="list-style-type: none"> <li>▪ Light rail, Bus, Car, Cycle</li> </ul>   |
| 8  | <b>Location Principle 3:</b> <b>Willingness of owner and/or current occupier</b> of site to allow the Department to use the location as a school; likelihood of <b>community acceptance</b> of primary school use in this location; <b>certainty of acquisition</b> of the site.  | <ul style="list-style-type: none"> <li>▪ Program for owner's renovation works unknown</li> <li>▪ The whole building has been leased with the exception of the ground floor</li> <li>▪ The opinion of the other building tenants is unknown regarding a school as a tenant</li> </ul>  |
| 9  | <b>Location Principle 4:</b> This criterion rates overall <b>risks to program</b> (delays by owner, other elements outside the Department and project team control), specifically risks related to the <b>approvals process.</b>  | <ul style="list-style-type: none"> <li>▪ It has a simple approval pathway process.</li> <li>▪ It will be a Crown DA through City of Sydney</li> </ul>   |

## 8 PRG Assessment Process

### 8.1 Criteria Development, Scoring System and Weighting

Draft criteria were developed based on two sets of requirements:

- Educational Objectives
- Location Objectives

For the Educational Objectives, the Department's standard Educational Principles for primary schools from the Educational Facilities Standards and Guidelines (EFSG), which set out the minimum standards and design criteria for all new Department of Education (DoE) projects.

The Location Objectives were based on McLachlan Lister's Draft *Report on Relocation Options*, provided to the PRG on 24 July 2015.

The scoring of each criterion was based on the PRG's determination of the degree of achievement of the criterion. Each criterion or group of criteria was scored on a sliding scale from 0 to 10. A maximum score for any criterion indicates that it was fully compliant and had no weaknesses. Further detail on the scoring system is provided in Appendix 1.

Each criterion's relative importance was indicated via a weighting; these were also agreed prior to scoring commencing.

A summary of the criteria and their weightings is shown in the table below.

| No. | Criterion   | Weighting |
|-----|---|-----------|
| 1   | <b>Education Principle 1:</b> First and foremost, focus on the <b>needs of learners and learning</b>  | 15        |
| 2   | <b>Education Principle 2:</b> <b>Build community and identity</b> and create a culture of welcome, inclusion and belonging that reflects and respects diversity within the school's community. Offer a <b>safe and secure</b> learning and working environment that invites community participation and engagement  | 15        |
| 3   | <b>Education Principle 3:</b> Be <b>aesthetically pleasing</b>  | 10        |
| 4   | <b>Education Principle 4:</b> Provide <b>contemporary, sustainable</b> learning environments that: <ul style="list-style-type: none"> <li>• Promote learning for students and teachers through collaboration, social interaction and active investigation</li> <li>• Encourage learner self-management and self-direction</li> <li>• Support a full range of teaching strategies from direct explicit instruction to facilitation of inquiry and authentic project and problem based learning</li> <li>• Facilitate learning and connection anywhere, anytime by providing seamless access to ICT and integration of learning resources throughout the learning spaces</li> <li>• Be integrated into, and maximise the use of the natural environment</li> <li>• Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves—for example, learning from the ecologically sustainable features of the design and associated energy management systems</li> <li>• Are age and stage appropriate</li> </ul> | 10        |
| 5   | <b>Education Principle 5:</b> Embed the potential for <b>re-configurability</b> , both in the present for multi-purpose use and over time for changing needs  | 10        |
| 6   | <b>Location Principle 1:</b> how well does the site meet our requirements in terms of both <b>capacity on site and surrounding amenity</b>  | 10        |
| 7   | <b>Location Principle 2:</b> <b>Available modes and frequency of public transport services, overall commuting time</b> (as measured from current school site)   | 10        |
| 8   | <b>Location Principle 3:</b> <b>Willingness of owner and/or current occupier</b> of site to allow DoE to use the location as a school; likelihood of <b>community acceptance</b> of primary school use in this location; <b>certainty of acquisition</b> of the site  | 10        |
| 9   | <b>Location Principle 4:</b> This criterion rates overall <b>risks to program</b> (delays by owner, other elements outside DoE and project team control), specifically risks related to the <b>approvals process</b>  | 10        |

## 8.2 Scoring

On 21 August 2015, the PRG met to:

1. review the shortlisted sites (power point slides attached at Appendix 2)
2. undertake their individual scoring of the sites
3. jointly review and prepare consensus scoring of the sites
4. prepare a recommendation to the Department with regard to their preferred site.

Items 1 and 2 were completed, but time was exhausted before items 3 and 4 were completed.

The three main options were discussed in detail: 100 Harris Street, the TAFE site in Annandale, and Wentworth Park South. The following recommendation was provisionally agreed based on the partially-completed consensus scoring:

- Wentworth Park is first preferred, if the approval process can be successfully resolved
- TAFE Annandale as an acceptable alternate, if transport and before and after school care issues are addressed
- 100 Harris Street was removed from further consideration on the basis that Level 1 has been leased and the ground floor only option is not acceptable.

It was agreed that the PRG would reconvene on 31 August 2015 to complete the process, and in the meantime, clarification should be sought on the following matters:

- Meet with Wentworth Park Trust to further understand the stakeholders on the Trust's board and the likelihood of acceptance of the use of the southern portion of the site as a temporary school site
- Organise a site tour of the TAFE Annandale location for interested PRG members.

On 31 August 2015, the PRG reconvened to review the status of the agreed actions and complete its consensus scoring. A summary of the outcomes of the actions is provided in section 8.3, and the final scoring outcome is provided in section 9.

## 8.3 Actions Undertaken

Wentworth Park South

On 24 August 2015, a meeting was held with the Wentworth Park Trust to discuss the Wentworth Park South layout option. It was attended by:

- Sylvia Corish, Director, Public Schools NSW, Port Jackson Principals Network (Chair, PRG)
- Mary Casey, Associate Director, McLachlan Lister (Project Manager)
- Department of Education, Assets
- Chair of the Wentworth Park Trust
- CEO of the Wentworth Park Trust, (Community Representative, PRG)

The southern portion of the Wentworth Park Oval site was the scheme being discussed. It was noted that there was once a preschool in this location. The Trust provided a copy of the plans for upgrading the landscaping in this area for our information.

The group walked the site, noting that:

- approximately 6 car parks would be lost, but vehicular access would be retained for the NSW Greyhound Breeders, Owners and Trainers' Association (GBOTA)
- buildings on that portion of the site would be demolished
- retaining wall would be demolished
- make good would be as per the Trust's landscaping plans.

With regard to the likelihood of support for the scheme from the various Trust Board members, the Department was advised that:

- Council would not support the alienation of the park, but would strongly support the landscaping upgrade
- GBOTA would not be enthusiastic in their support, but the level of impact to them is low and could be managed.

TAFE, Annandale

On 26 August 2015 a site tour of TAFE, Annandale was held. It was attended by:

- Vice President, Ultimo Public School, P&C (representing Janine Barrett)
- William D'Anthes, Ultimo Public School, P&C Representative
- Principal, Ultimo Public School
- Mary Casey, Associate Director, McLachlan Lister (Project Manager)
- Consultant, McLachlan Lister (Project Manager)
- TAFE Annandale

The tour included:

- Arrival via light rail from Wentworth Park Station to Rozelle Bay Station
- Crossing Johnston Street to the site
- Walk of the site and the site perimeter
- Crossing The Crescent to the park, and walk through the park to Jubilee Oval Station
- Return trip via light rail back to Wentworth Park Station.

General comments were positive with regard to both the location and surrounding amenities; light rail travel times were considered good, although it was agreed that another ride should be undertaken at times when the children are likely to be traveling.

On 27 August 2015, Mary Casey and took the light rail from Wentworth Park to Central at 8:15am and observed the number of people riding the light rail going in the direction of Rozelle Bay station. The train was approximately 10% full, and several students alighted, creating further capacity.



## 9 Final Scoring

### 9.1 Pros and Cons

A summary of the pros and cons comments for each option are shown in the tables below:

| TAFE, Annandale   |   |  |
|---|---|--|
| Criterion   | Pros  | Cons   |
| <b>Education Principle 1:</b> needs of learners and learning  | The buildings can be designed to be fit for purpose   | -  |
| <b>Education Principle 2:</b> Build community and identity; safe and secure environment                         | TAFE owns the site and will be able to open it up to the community<br>Site is large enough to accommodate play area within it, apart from sports fields   | There is disconnection from the catchment area   |
| <b>Education Principle 3:</b> Be aesthetically pleasing   | Very nearby to water views, precinct in general is residential, low density<br>Additional park development planned to the west; would likely be complete for latter portion of tenancy on site... | at intersection of two busy roads<br>...Site to the west would be under construction during the first half of school's tenancy on site                           |
| <b>Education Principle 4:</b> contemporary, sustainable learning environments                                   | The site is level and has limited overshadowing<br>Access to services is established  | Limited natural daylight will enter open spaces  |
| <b>Education Principle 5:</b> Embed the potential for re-configurability  | The buildings will be modular and in line current future focused learning   | -  |
| <b>Location Principle 1:</b> capacity on site and surrounding amenity   | Site is larger than current school site<br>Sufficient area to accommodate entire program, including outdoor play area within site boundary<br>Substantial parks nearby                            | Must cross a road to get to the park, and to transport   |
| <b>Location Principle 2:</b> Available modes and frequency of public transport services, overall commuting time | Site can be reached via light rail, bus, cycling and is within 30 minutes walking distance<br>Potential for Kiss & Drop location at current vehicular entry                                       | Current site within 5-10 minutes walking distance; being required to take public transport or drive to the site will be a high level of impact for some families |
| <b>Location Principle 3:</b> Willingness of owner/ current occupier; community acceptance                       | Site is currently used as a school<br>Current owner/occupant (TAFE) is willing to relocate  | Noise could be an issue for the neighbours along the southern boundary.  |
| <b>Location Principle 4:</b> risks to program; approvals process  | DA process is straightforward; Crown DA submitted to Leichardt Council; school could open as programmed D1T1 2019.  | -  |

| Wentworth Park South  |  |  |
|---|--|--|
| Criterion   | Pros   | Cons   |
| <b>Education Principle 1:</b> needs of learners and learning  | The buildings can be designed to be fit for purpose  | -  |
| <b>Education Principle 2:</b> Build community and identity; safe and secure environment                         | Site is known to the community, Location in the park presents both the potential for excellent community engagement...   | ...Location in the park presents both the potential for high degree of community upset. Highly dependent on the impact the development would have on the existing functions and facilities of the park.<br><br>Potential difficulty relating to supervision of smaller children in the park play area if site fencing is not permissible |
| <b>Education Principle 3:</b> Be aesthetically pleasing   | Parkland setting presents significant amenity to students  | -  |
| <b>Education Principle 4:</b> contemporary, sustainable learning environments                                   | Excellent scope for integrated outdoor learning  | -  |
| <b>Education Principle 5:</b> Embed the potential for re-configurability  | The buildings will be modular and in line current future focused learning  | -  |
| <b>Location Principle 1:</b> capacity on site and surrounding amenity   | The design brief can be accommodated<br>Adjacent access to amenity of the park   | The larger area the school takes for its enclosed play area the more area is alienated from the community; designated play area will likely be to design minimum   |
| <b>Location Principle 2:</b> Available modes and frequency of public transport services, overall commuting time | It is across the street from the existing site, accessible by the existing footbridge<br><br>It is close enough to existing site that current methods of getting to the site can be continued without adjustment | -  |
| <b>Location Principle 3:</b> Willingness of owner/ current occupier; community acceptance                       | School community would support the selection of this site  | Members of the Wentworth Park Trust board likely to be opposed to the development include the City of Sydney and GBOTA<br><br>Wider (non-school) community is likely to be concerned about alienation of public park for school use  |
| <b>Location Principle 4:</b> risks to program; approvals process  | -  | Legislation change with the consent of at least four Ministers is required to obtain permission to develop a school in this location.<br><br>Once this process is complete, a Crown DA would be submitted for approval through City of Sydney.<br><br>Cannot achieve D1T1 opening date. Best case scenario shows June 2019               |

## 9.2 Scoring

A summary of the consensus scored for each option is shown in the table below:

| Scoring Summary   |                       |                |                       |                |
|---|-----------------------|----------------|-----------------------|----------------|
| Criterion   | TAFE, Annandale       |                | Wentworth Park South  |                |
|   | Raw Score (out of 10) | Weighted Score | Raw Score (out of 10) | Weighted Score |
| <b>Education Principle 1:</b> needs of learners and learning  | 7.7                   | 12             | 8.4                   | 13             |
| <b>Education Principle 2:</b> Build community and identity; safe and secure environment                         | 6.1                   | 9              | 8.4                   | 13             |
| <b>Education Principle 3:</b> Be aesthetically pleasing   | 6.7                   | 7              | 7.3                   | 7              |
| <b>Education Principle 4:</b> contemporary, sustainable learning environments                                   | 7.2                   | 7              | 7.2                   | 7              |
| <b>Education Principle 5:</b> Embed the potential for re-configurability  | 6.8                   | 7              | 6.5                   | 7              |
| <b>Location Principle 1:</b> capacity on site and surrounding amenity   | 6.5                   | 7              | 9.0                   | 9              |
| <b>Location Principle 2:</b> Available modes and frequency of public transport services, overall commuting time | 4.4                   | 4              | 9.7                   | 10             |
| <b>Location Principle 3:</b> Willingness of owner/ current occupier; community acceptance                       | 9.2                   | 9              | 3.8                   | 4              |
| <b>Location Principle 4:</b> risks to program; approvals process  | 9.0                   | 9              | 3.8                   | 4              |
| <b>TOTAL SCORE</b>  |                       | 70.38          |                       | 72.56          |
| <b>NORMALISED SCORE (out of 100)</b>  |                       | <b>97</b>      |                       | <b>100</b>     |
| <b>RANKING</b>  |                       | <b>2</b>       |                       | <b>1</b>       |

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## Appendix 1 – Scoring System

### Criteria Scoring System

The scoring of each criterion will be based on a determination of the degree of achievement of the criterion. Each criterion or group of criteria is to be scored on a sliding scale from 0 to 10. A maximum score for any criterion would indicate that it is fully compliant and has no weaknesses.

The table below provides a guide for the selection of a criteria score which reflects the quality of the relevant parts of the submission, including the extent of discrepancies, errors, omissions, weaknesses etc. The scores may be interpolated in increments of 0.5.

| Score | Interpretation  |
|-------|---|
| 10.0  | EXCELLENT – Comprehensively meets all requirements of criteria  |
| 8.0   | VERY GOOD - Adequately meets the requirements of the criteria   |
| 6.5   | BETTER THAN AVERAGE - Meets the majority of the requirements with some minimal errors, weaknesses or omissions which may be acceptable as offered         |
| 5.0   | ACCEPTABLE - Minimal achievement of the requirements with errors, weaknesses or omissions which are possible to correct and make acceptable               |
| 3.5   | MARGINALLY UNACCEPTABLE - Minimal achievement of the requirements with errors, weaknesses or omissions which are difficult to correct and make acceptable |
| 2.0   | UNACCEPTABLE - Fails to address requirements of criteria  |

Scores are weighted in the scoring spreadsheet using the following formula:

$$NPw = NPU \times (\text{Weighting} / MNU)$$

Where:

NPw = Non-Price weighted score

NPU = Non-Price unweighted score

MNU = Maximum Non-price unweighted score

The final non-price criteria score will be normalised using the following formula:

$$NPn = (NPw / \text{highest NPw}) \times NPM$$

Where:


NPn = Normalised non-price score

NPw = Weighted non-price score

NPM = Maximum weighted non price score

## Appendix 2 – Presentation of Shortlisted Sites

Attached is the power point presentation shown at the meeting on 21 August.



# Relocation Options | Ultimo/Pymont PRG Session 10

21 AUGUST 2015

McLachlan**Lister**  
H I L L I N T E R N A T I O N A L

# Agenda

Welcome

Background

Relocation Options

Scoring of Options

Finalise Ranking/Recommendation

What are the next steps?

Conclusion

# Background – Properties Considered

1. Blackwattle Bay High School
2. Petersham TAFE, Annandale Site
3. Wentworth Park South
4. 100 Harris Street
5. 55 Pyrmont Bridge Road, Pyrmont
6. 1-35 Saunders Road, Pyrmont
7. 21 Harris Street
8. Powerhouse Museum

# Why these are not being fully reviewed ?

- Blackwattle Bay High School

- Significant contamination tanks below ground which could be disturbed if they were built over.
- The addition of the primary school would likely be disruptive to the students of the high school which has a strong HSC focus.

- 55 Pyrmont Bridge Road

- The building is located on a very busy road
- The Department of Education's Property Team has advised that the owners are unlikely to want a school in their building.



# Why these are not being fully reviewed ?

- 1-35 Saunders Road, Pyrmont
  - Occupied by Channel 10 studios
  - Department of Education's Property Team advised that the owner, Goodman Industrial Fund, does not want a school in the building.
- 21 Harris Street
  - The proposed site is too small to fit the school.
- Powerhouse Museum
  - This site is not feasible as the museum has already been sold. The Department would have to fund the relocation of the museum to Parramatta.

# Agenda

Welcome

Background

Relocation Options

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Finalise Ranking/Recommendation

What are the next steps?

Conclusion

# Properties Reviewed

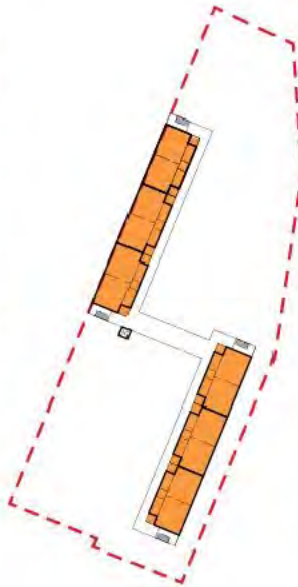
1. TAFE Site, Annandale
2. 100 Harris Street
3. Wentworth Park South

# Option 1: TAFE Site, Annandale



SITE PLAN 1:1000 @ A3

site area: 6,200m<sup>2</sup> approx



FIRST FLOOR PLAN 1:1000 @ A3



ACCESS ROUTES

pedestrian route



VIEW ST BOUNDARY



CONCEPT IMAGES (FUTURE PROOFING SCHOOLS - COMPETITION ENTRIES)

NSW GOVERNMENT ARCHITECT'S OFFICE

- admin/staff
- hall + canteen
- homebases
- library
- amenities
- school
- vehicle



ULTIMO PYRMONT PUBLIC SCHOOL  
**temporary school siting option 1**  
 double storey demountable buildings  
 Petersham TAFE College, Annandale  
 PRG10 21 08 2015



# Option 1: TAFE Site, Annandale

## 1. First and foremost, focus on the **needs of learners and learning**

- Potential for learning time to be shortened due to additional travel to site
- Buildings themselves can be designed to be fit for purpose

# Option 1: TAFE Site, Annandale

## 2. Build **community and identity** as well as be a **safe and secure** environment.

- Disconnection from catchment area
- Education's ownership of the site allows them to open it up to the community

# Option 1: TAFE Site, Annandale

## 3. Be aesthetically pleasing

- Modular buildings

# Option 1: TAFE Site, Annandale

## 4. Provide **contemporary, sustainable** learning environments that:

- Promote learning through collaboration, social interaction and active investigation
- Encourage learner self-management and self-direction
- Support a full range of teaching strategies
- Potential to design modular spaces to meet new pedagogical needs



# Option 1: TAFE Site, Annandale

## 4. (cont'd) Provide **contemporary, sustainable learning environments** that:

- Facilitate learning and connection anywhere
- Be integrated into, and maximise the use of the natural environment
- Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves
- Are age and stage appropriate

# Option 1: TAFE Site, Annandale

## 5. Embed the potential for **re-configurability**

- The site has capacity to add an additional two storey homebase block (4HB)

# Option 1: TAFE Site, Annandale

## 6. Site Capacity and Surrounding Amenity

| Pros   | Cons   |
|--|--|
| <ul style="list-style-type: none"><li>▪ The brief can be accommodated</li><li>▪ Site is level</li><li>▪ Access to services is established</li><li>▪ The site has limited overshadowing</li></ul> | <ul style="list-style-type: none"><li>▪ Surrounded by a busy street system</li><li>▪ Existing configuration of building leaves redundant open space in south corner.</li><li>▪ Limited natural daylight will enter open spaces</li><li>▪ All existing buildings require renovation</li><li>▪ Due to land fall only one vehicle and pedestrian entry possible off Johnston</li><li>▪ Noise could be an issue with the neighbours along the southern boundary.</li></ul> |

# Option 1: TAFE Site, Annandale

## 7. Transport Options

| Mode       | Distance from Existing Site   | Time from Existing Site | Impact   |
|------------|---|-------------------------|--|
| Walk       | 3.1k  | 39 min                  | Dangerous crossing at the Crescent and Johnston Street                             |
| Cycle      | 3.2k  | 14 min                  | Dangerous crossing at the Crescent and Johnston Street                             |
| Bus        | Glebe Point Road, Mitchell Street stop to Crescent at View Street, Annandale on the 433 | 29 min                  | -  |
| Light Rail | Wentworth Park stop to Rozelle bay stop, with service every 10 min                      | 16 min                  | Busy crossing at the Crescent and Johnston Street; steep stairs from train station |
| Car        | 3.3k  | 8 min                   |  |

# Option 1: TAFE Site, Annandale

## 8a. Acquisition Risk/Availability of Site

- Tenant is willing to relocate, so expedited program should be able to be agreed provided a new location is found

## 8b. Impact on Stakeholders at Temporary Site

- TAFE Students
- Bicentennial Park and Jubilee Oval Users

# Option 1: TAFE Site, Annandale

## 9. Program Risk, Approvals Pathway and Planning Risk

| Existing Educational Establishment | Prescribed Zone (or Equivalent) | Permissible with Consent | Environmentally Sensitive Land (or similar) | Heritage Issues         | REF | DA  | Possible Timeframe        |
|------------------------------------|---------------------------------|--------------------------|---|-------------------------|-----|-----|---------------------------|
| Yes                                | Yes                             | Yes                      | No  | Yes (listing v mapping) | No  | Yes | 6-9 months from lodgement |

- The retaining wall on the south eastern corner is the heritage item
- Approval pathway is straightforward
- Likely pathway is Crown DA through Leichhardt Municipal Council
- The development would be classified as Integrated Development
- Section 138 approval required for new connection to Johnston Street and signalling changes.

# Option 2 – 100 Harris Street



AERIAL PHOTO

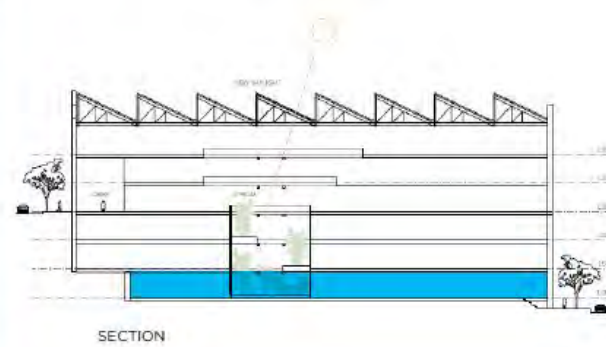


**DISTANCES TO PARKS**

|                         |      |      |                    |      |      |
|-------------------------|------|------|--------------------|------|------|
| 1. Pyrmont Bay Park     | 600m | 7min | 4. Refinery Square | 550m | 7min |
| 2. Metcalfe Park        | 400m | 4min | 5. Waterfront Park | 650m | 8min |
| 3. James Watkinson Res. | 350m | 5min | 6. Pirrama Park    | 750m | 9min |



GROUND FLOOR PLAN - PYRMONT STREET  
site area: 2,700m<sup>2</sup> approx



SECTION

- admin/staff
- hall + canteen
- homebases
- library
- amenities
- ➔ school
- ➔ vehicle



MAYBANKE COURTS  
Harris St



NORTHERN FACADE



ULTIMO PYRMONT PUBLIC SCHOOL  
**temporary school siting option 3**  
100 harris street  
PRG 9 10 08 2015

# Option 2 – 100 Harris Street

## 1. First and foremost, focus on **the needs of learners and learning**

- Potential for innovative, flexible layouts
- Potential issues with acoustic quality
- Poor access to outdoor open space
- No fresh air
- Potential for active learning to be compromised due to proximity to other commercial spaces



# Option 2 – 100 Harris Street

## 2. Build **community and identity** as well as be a **safe and secure environment**.

- Location in the heart of Pyrmont, proximity to Community Centre offers good opportunities for community involvement.
- Location within a commercial premises may be seen as elevating the school's identity as part of the city fabric

# Option 2 – 100 Harris Street

## 3. Be aesthetically pleasing

- The building itself has great character as a heritage listed wool shed
- This would be augmented through FF&E

# Option 2 – 100 Harris Street

## 4. Provide **contemporary, sustainable** learning environments that:

- Promote learning through collaboration, social interaction and active investigation
- Encourage learner self-management and self-direction
- Support a full range of teaching strategies

# Option 2 – 100 Harris Street

## 4. (cont'd) Provide **contemporary, sustainable learning environments** that:

- Facilitate learning and connection anywhere
- Be integrated into, and maximise the use of the natural environment
- Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves
- Are age and stage appropriate

# Option 2 – 100 Harris Street

## 5. Embed the potential for **re-configurability**.

- Some scope for reconfiguration within the building envelope.

# Option 2 – 100 Harris Street

## 6. Site Capacity and Surrounding Amenity

| Pros  | Cons  |
|---|---|
| <ul style="list-style-type: none"><li>▪ Good entry off Pyrmont Street</li><li>▪ School brief would be located on the Ground Floor level off Pyrmont Street, (not including play space)</li><li>▪ Star City light rail station nearby.</li><li>▪ School usage is a permissible development.</li><li>▪ Onsite parking available, for additional rental cost</li></ul> | <ul style="list-style-type: none"><li>▪ Limited natural light and only from Pyrmont Street elevation</li><li>▪ Limited play space possible.</li><li>▪ No Playing fields available.</li><li>▪ Opposite 24 hour Casino and a café/bar</li><li>▪ Significant alterations and additions required to be completed by the developer before the building fit for a school tenancy.</li><li>▪ Metered parking off Pyrmont Street would need to be reduced to allow for Kiss &amp; Drop zone.</li><li>▪ Access to loading docks for services /garbage removal may be limited or contrary to landlord requirements.</li></ul> |

# Option 2 – 100 Harris Street

## 7. Transport Options

| Mode       | Distance from Existing Site | Time from Existing Site    | Impact |
|------------|-----------------------------|----------------------------|--------|
| Walk       | 1.2k                        | 15 min                     |        |
| Cycle      | 1.2m                        | 7 min                      |        |
| Bus        | 2.0k                        | 443 or 501, 11min          | -      |
| Light Rail | -                           | John Street Square, 15 min |        |
| Car        | 2.0k                        | 7 min                      |        |

# Option 2 – 100 Harris Street

## 8a. Acquisition Risk/Availability of Site

- The entire building with the exception of the ground floor has been leased out.
- The agent has not provided information on the program for the owner's renovation works, nor the opinion of the other tenants on having a school as a tenant in the building

## 8b. Impact on Stakeholders at Temporary Site

- Opinion of other Building Tenants not known



# Option 2 – 100 Harris Street

## 9. Program Risk, Approvals Pathway, Planning Risk

| Existing Educational Establishment | Prescribed Zone (or Equivalent) | Permissible with Consent | Environmentally Sensitive Land (or similar) | Heritage Issues | REF | DA  | Possible Timeframe        |
|------------------------------------|---------------------------------|--------------------------|---|-----------------|-----|-----|---------------------------|
| No                                 | Yes                             | Yes                      | No  | Yes             | No  | Yes | 6-9 months from lodgement |

- Commercial building under Sydney LEP 2012
- Crown DA is the appropriate pathway
- Change of use application would also be required
- DA application process would most likely take longer due to the Heritage listing of the building

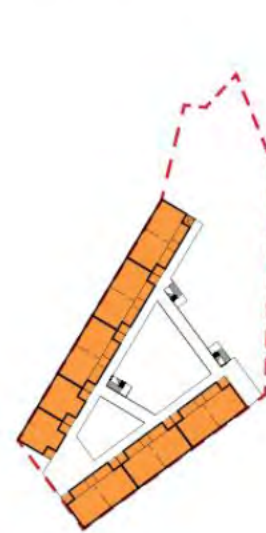
# Option 3 – Wentworth Park South



SITE PLAN 1:1000 @ A3



VIEW WEST TOWARDS MAINTAINANCE SHED



FIRST FLOOR PLAN 1:1000 @ A3

- admin/staff
- hall + canteen
- homebases
- library
- amenities
- school
- - - → vehicle



FUTURE PROOFING SCHOOLS  
Calder Flower Architects Concept



WENTWORTH PARK  
Existing play equipment



ULTIMO PYRMONT PUBLIC SCHOOL  
**temporary school siting option 2**  
**double storey demountable buildings**  
wentworth park  
PRG 10 21 08 2015

# Option 3 – Wentworth Park South

## 1. First and foremost, focus on the **needs of learners and learning**

- Buildings themselves can be designed to be fit for purpose.
- Parkland setting presents significant amenity to students

# Option 3 – Wentworth Park South

## 2. Build **community and identity** as well as create a **safe and secure** environment.

- Location in the park presents both the potential for excellent community engagement and also community upset.
- Highly dependent on the impact the development would have on the existing functions and facilities of the park.

# Option 3 – Wentworth Park South

## 3. Be aesthetically pleasing

- Modular buildings

# Option 3 – Wentworth Park South

## 4. Provide **contemporary, sustainable** learning environments that:

- Promote learning through collaboration, social interaction and active investigation
- Encourage learner self-management and self-direction
- Support a full range of teaching strategies

# Option 3 – Wentworth Park South

## 4. (cont'd) Provide **contemporary, sustainable learning environments** that:

- Facilitate learning and connection anywhere
- Be integrated into, and maximise the use of the natural environment
- Enable aspects of the buildings, building design and outdoor spaces to be learning tools in themselves
- Are age and stage appropriate

# Option 3 – Wentworth Park South

## 5. Embed the potential for **re-configurability**.

- Desire to keep footprint on Wentworth Park as minimal as possible means potential for additional classrooms on site is problematic.



# Option 3 – Wentworth Park South

## 6. Site Capacity and Surrounding Amenity

| Pros   | Cons  |
|--|---|
| <ul style="list-style-type: none"><li>▪ All brief can be accommodated.</li><li>▪ Close to existing school so current transport/school access methods maintained.</li><li>▪ Excellent access to amenity of Wentworth Park</li></ul> | <ul style="list-style-type: none"><li>▪ Site is within a park controlled by City of Sydney council.</li><li>▪ A sizable portion of the park will be lost to the public during the occupation.</li><li>▪ All infrastructure will need to be removed at completion of the new PS construction phase.</li><li>▪ Limited access for services vehicles</li><li>▪ Unlikely that sufficient utilities services will be available at the site</li></ul> |

# Option 3 – Wentworth Park South

## 7. Transport Options

| Mode       | Distance from Existing Site | Time from Existing Site | Impact |
|------------|-----------------------------|-------------------------|--------|
| Walk       | 500m                        | 7 min                   |        |
| Cycle      | 500m                        | 3 min                   |        |
| Bus        | Same as existing            | -                       | -      |
| Light Rail | Same as existing            | -                       |        |
| Car        | Same as existing            | -                       |        |

# Option 3 – Wentworth Park South

## 8a. Acquisition Risk/Availability of Site

- Proposal put forward to Wentworth Park Site
- Acquisition process is long and unclear

## 8b. Impact on Stakeholders at Temporary Site

- Wentworth Park Users
- Wentworth Oval Users

# Option 3 – Wentworth Park South

## 9. Program Risk, Approvals Pathway, Planning Risk

| Existing Educational Establishment | Prescribed Zone (or Equivalent) | Permissible with Consent | Environmentally Sensitive Land (or similar) | Heritage Issues | REF | DA  | Possible Timeframe          |
|------------------------------------|---------------------------------|--------------------------|---|-----------------|-----|-----|-----------------------------|
| No                                 | No                              | Very doubtful            | No  | Yes             | No  | Yes | 6-12+ months from lodgement |

- Owned by the Crown, and classified as Community Land, zoned as Public Recreation
- Public Recreation Zone means there are no specified uses which are either permissible or prohibited
- Wentworth Park is listed as a landscape heritage item, with various listed built items

# Option 3 – Wentworth Park South

## 9. Program Risk, Approvals Pathway, Planning Risk

- As Community Land, subject to a Plan of Management, which operates as its Master Plan. The Park is under the Trusteeship of the City of Sydney Council. Council's view will be that this proposal is contrary to the Zone Objectives in the Plan.
- Likely approval pathway is an Infrastructure SEPP amendment, which requires more than one Minister's support, and either:
  - direct site and development-specific set of provisions, potentially with a sunset clause. A DA will then be required.
  - allow 2-storey portable classrooms in prescribed zones as either Complying Development or Development without Consent.

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Finalise Ranking/Recommendation

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# Assessment Process

1. Agree Criteria and Weightings
2. Individual Scoring
3. Group Discussion and Consensus Scoring
4. Initial Ranking and Review of Ranking
5. Finalisation of Ranking and Preliminary Recommendation
6. Agree Next Steps

# Criteria and Weightings

| No. | Criterion  | Weighting |
|-----|--|-----------|
| 1   | <b>Education Principle 1:</b> First and foremost, focus on the needs of learners and learning.   | 15        |
| 2   | <b>Education Principle 2:</b> Build community and identity and create a culture of welcome   | 10        |
| 3   | <b>Education Principle 3:</b> Be aesthetically pleasing  | 10        |
| 4   | <b>Education Principle 4:</b> Provide contemporary, sustainable learning environments  | 10        |
| 5   | <b>Education Principle 5:</b> Embed the potential for re-configurability   | 10        |
| 6   | <b>Location Principle 1:</b> capacity on site and surrounding amenity  | 10        |
| 7   | <b>Location Principle 2:</b> Modes and frequency of public transport services, commuting time  | 10        |
| 8   | <b>Location Principle 3:</b> Willingness of owner and/or current occupier of site to allow DoE to use the location as a school; likelihood of community acceptance of primary school use in this location; certainty of acquisition of the site. | 15        |
| 9   | <b>Location Principle 4:</b> This criterion rates overall risks to program (delays by owner, other elements outside DoE and project team control), specifically risks related to the approvals process.  | 10        |



# Individual Scoring

1. Please use the scoresheet provided
2. Please use the whole spread of numbers
3. Please refer to handout if required
4. Once you've scored all sites, do a relative score and ranking check
5. Don't hesitate to ask questions

# Group Discussion and Consensus Scoring



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# Ranking and Recommendation



A photograph of a sandy beach with waves on the left. A person's legs and feet are visible in the upper right corner, stepping on the sand. A trail of footprints leads from the person's feet towards the bottom left of the frame. The text "What are the next steps?" is overlaid in white, bold font across the middle of the image.

**What are the next steps?**

# Next Steps

1. We will prepare a report from today's session and circulate for everyone's final signoff
2. Sylvia will then refer this to Murat and Assets for their consideration
3. The Department will make a determination as to the Relocation Site

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# Relocation Options | Ultimo/Pymont PRG Session 11

31 AUGUST 2015

McLachlan**Lister**  
H I L L I N T E R N A T I O N A L

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Recap of PRG 10

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# Recap of PRG 10

- Review of all options considered
- Shortlisting to 3 options
- Individual scoring of the 3 options
- Consensus scoring had begun, but was not finished
- Clarifications agreed for both TAFE Annandale and Wentworth Park South

# PRG Actions Agreed

- Actions Agreed
  - Wentworth Park Investigation
  - Annandale Site Tour
- Additional Actions
  - Project Program

# Wentworth Park South Investigation

- Meeting and site visit on 26 August 2015
- Relocation scope of works
- Trust Board Members
- Stakeholders
- Trust Board meeting 7 September 2015

# Annandale Site Visit

- Site visit on 25 August 2015
- Location and surrounding amenities
- Existing Buildings
- Light rail travel times

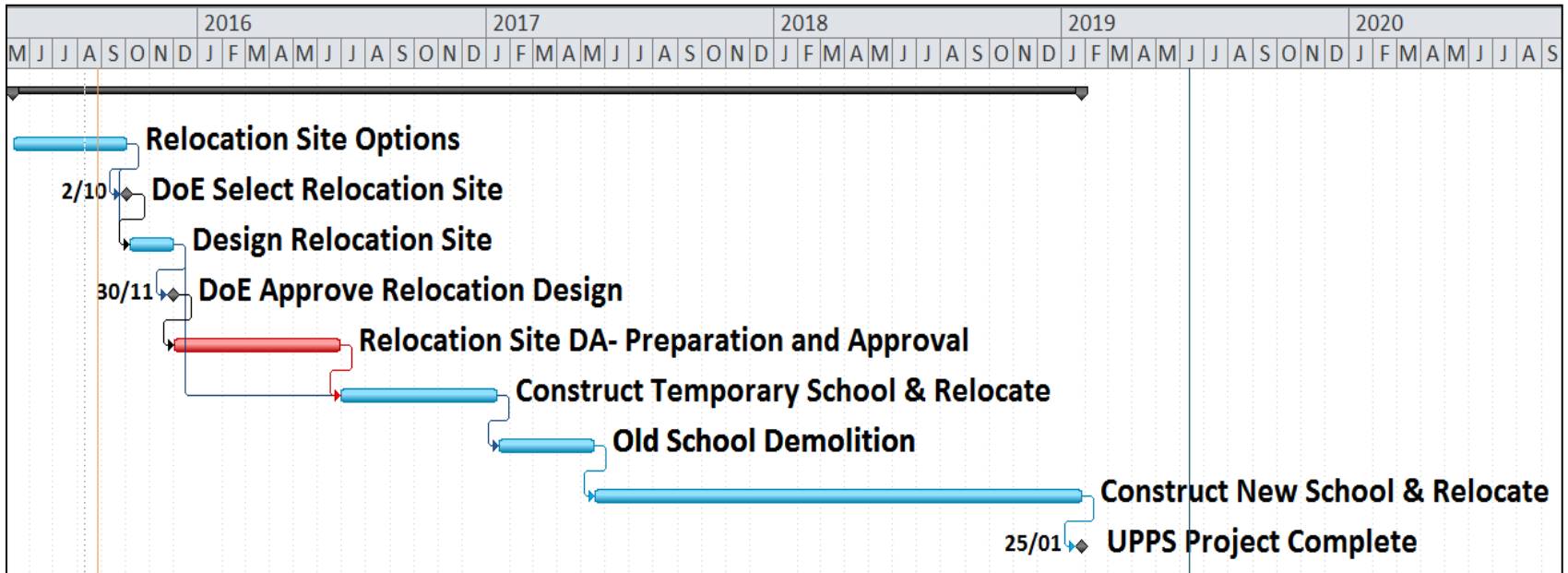
# Option 1: TAFE Site, Annandale

## Schedule

|    | Task Name  | Duration        | Start               | Finish              |
|----|--|-----------------|---------------------|---------------------|
| 14 | <input type="checkbox"/> <b>27 Aug 2015 Status- Annandale Option</b> | <b>910 days</b> | <b>Mon 11/05/15</b> | <b>Fri 25/01/19</b> |
| 15 | Relocation Site Options  | 104 days        | Mon 11/05/15        | Fri 2/10/15         |
| 16 | <i>DoE Select Relocation Site</i>                                    | <i>0 days</i>   | <i>Fri 2/10/15</i>  | <i>Fri 2/10/15</i>  |
| 17 | Design Relocation Site   | 40 days         | Tue 6/10/15         | Mon 30/11/15        |
| 18 | <i>DoE Approve Relocation Design</i>                                 | <i>0 days</i>   | <i>Mon 30/11/15</i> | <i>Mon 30/11/15</i> |
| 19 | Relocation Site DA- Preparation and Approval                         | 136 days        | Tue 1/12/15         | Tue 28/06/16        |
| 20 | Construct Temporary School & Relocate                                | 132 days        | Wed 29/06/16        | Fri 13/01/17        |
| 21 | Old School Demolition  | 84 days         | Mon 16/01/17        | Wed 17/05/17        |
| 22 | Construct New School & Relocate                                      | 414 days        | Thu 18/05/17        | Fri 25/01/19        |
| 23 | <i>UPPS Project Complete</i>   | <i>0 days</i>   | <i>Fri 25/01/19</i> | <i>Fri 25/01/19</i> |

# Option 1: TAFE Site, Annandale

## Program Timeline





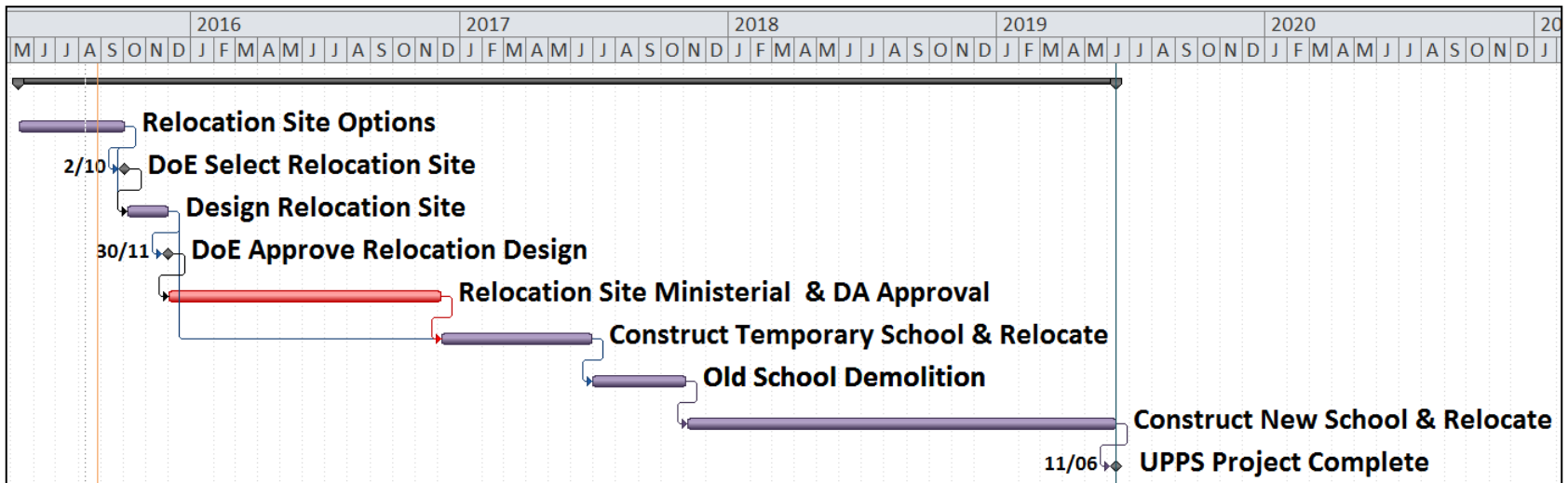
# Option 3: Wentworth Park South

## Schedule

|    | Task Name  | Duration         | Start               | Finish              |
|----|--|------------------|---------------------|---------------------|
| 27 | <b>27 Aug 2015 Status- Wentworth Park Option</b> | <b>1002 days</b> | <b>Mon 11/05/15</b> | <b>Tue 11/06/19</b> |
| 28 | Relocation Site Options                          | 104 days         | Mon 11/05/15        | Fri 2/10/15         |
| 29 | <i>DoE Select Relocation Site</i>                | <i>0 days</i>    | <i>Fri 2/10/15</i>  | <i>Fri 2/10/15</i>  |
| 30 | Design Relocation Site                           | 40 days          | Tue 6/10/15         | Mon 30/11/15        |
| 31 | <i>DoE Approve Relocation Design</i>             | <i>0 days</i>    | <i>Mon 30/11/15</i> | <i>Mon 30/11/15</i> |
| 32 | Relocation Site Ministerial & DA Approval        | 249 days         | Tue 1/12/15         | Mon 5/12/16         |
| 33 | Construct Temporary School & Relocate            | 133 days         | Tue 6/12/16         | Thu 29/06/17        |
| 34 | Old School Demolition                            | 90 days          | Fri 30/06/17        | Fri 3/11/17         |
| 35 | Construct New School & Relocate                  | 386 days         | Mon 6/11/17         | Tue 11/06/19        |
| 36 | <i>UPPS Project Complete</i>                     | <i>0 days</i>    | <i>Tue 11/06/19</i> | <i>Tue 11/06/19</i> |

# Option 3: Wentworth Park South

## Program Timeline



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## Appendix 3 – Scoring Spreadsheet

Attached is the scoring spreadsheet into which the consensus scores were entered to generate the normalised scores and ranking.

Job Ref:  
Number of Tenderers

3

Job Name : Ultimo Pyrmont Relocation Site Assessment  
Weighted Score Relativity: 1

NON-PRICE

| Option/Tenderer                               |                          |               |                            |       | TAFE site, Annandale | Wentworth Park (south) | 100 Harris Street | 4     | 5              |       |                |
|---|--------------------------|---------------|----------------------------|-------|----------------------|------------------------|-------------------|-------|----------------|-------|----------------|
| Assessment Criteria                           | Maximum Unweighted Score | Weighting (%) | Maximum Weighted Score (%) | Score | Weighted Score       | Score                  | Weighted Score    | Score | Weighted Score | Score | Weighted Score |
| 1 EP 1: Needs of learners and learning        | 10                       | 15            | 15                         | 7.7   | 12                   | 8.4                    | 13                | 0     | 0              | 0     | 0              |
| 2 EP 2: build community and identity          | 10                       | 15            | 15                         | 6.1   | 9                    | 8.4                    | 13                | 0     | 0              | 0     | 0              |
| 3 EP 3: aesthetically pleasing                | 10                       | 10            | 10                         | 6.7   | 7                    | 7.3                    | 7                 | 0     | 0              | 0     | 0              |
| 4 EP 4: contemporary, sustainable             | 10                       | 10            | 10                         | 7.2   | 7                    | 7.2                    | 7                 | 0     | 0              | 0     | 0              |
| 5 EP 5: re-configurability                    | 10                       | 10            | 10                         | 6.8   | 7                    | 6.5                    | 7                 | 0     | 0              | 0     | 0              |
| 6 LP 1: capacity on site, surrounding amenity | 10                       | 10            | 10                         | 6.5   | 7                    | 9.0                    | 9                 | 0     | 0              | 0     | 0              |
| 7 LP 2: transport options                     | 10                       | 10            | 10                         | 4.4   | 4                    | 9.7                    | 10                | 0     | 0              | 0     | 0              |
| 8 LP 3: community acceptance, certainty       | 10                       | 10            | 10                         | 9.2   | 9                    | 3.8                    | 4                 | 0     | 0              | 0     | 0              |
| 9 LP 4: program risk and approvals process    | 10                       | 10            | 10                         | 9.0   | 9                    | 3.8                    | 4                 | 0     | 0              | 0     | 0              |
| <b>Total Non-Price Weighted Score</b>         | <b>Out of</b>            | <b>100</b>    | <b>100</b>                 |       | <b>70.38</b>         |                        | <b>72.56</b>      |       | <b>0.00</b>    |       | <b>0.00</b>    |
| <b>Normalised-Non Price Score</b>             |                          |               |                            |       | <b>97</b>            |                        | <b>100</b>        |       | <b>0</b>       |       | <b>0</b>       |
| <b>RANKING</b>                                |                          |               |                            |       | <b>2</b>             |                        | <b>1</b>          |       | <b>0</b>       |       | <b>0</b>       |

\* a higher score indicates lower impact