

A photograph of two young students, a boy and a girl, smiling in a library. The boy is in the foreground, wearing a blue and black school uniform with a list of names on the sleeve. The girl is behind him, also smiling. Bookshelves filled with books are in the background.

COMMUNITY ENGAGEMENT OUTCOMES REPORT CAMBRIDGE PRIMARY SCHOOL REDEVELOPMENT

get involved

CONTENTS

EXECUTIVE SUMMARY	3
INTRODUCTION	4
PROJECT BACKGROUND	4
COMMUNITY ENGAGEMENT OBJECTIVES	4
CAMPAIGN OUTPUTS	5
PARTICIPATION	5
WHAT WE HEARD	6
Survey	6
Workshops	6
NEXT STEPS	9
ANALYTICS	10

EXECUTIVE SUMMARY

The Department of Education (DoE) has committed to undertaking extensive community engagement for all major capital works projects. The Tasmanian Government is delivering a \$15.1 million redevelopment of Cambridge Primary School, and DoE initiated community consultation from 11 October to 12 November 2021. This consultation included an online survey and a total of 199 surveys were received during this period. Workshops were also held with staff and students from the school, and the broader community. The purpose of the consultation process was to seek feedback to inform development of the master plan and detailed design for the school's redevelopment.

A majority of respondents to the online survey said they felt that the school should look and feel welcoming, safe, and environmentally friendly. When asked to choose their top three areas of the school that should be prioritised for redevelopment, survey respondents said a gymnasium (112 responses), more classrooms (101), and outdoor learning areas (96 responses). Respondents also said the three most important design features or considerations for any new or refurbished buildings or facilities should be technology (93 responses), flexible/multi-purpose (82 responses), and the size of classrooms (78 responses).

Feedback received from the workshops with staff, students and community members identified many common threads. The school's natural environment is highly valued and students, staff and the community wish to see this, and the school's outdoor spaces, preserved. Spacious classrooms with abundant natural lighting and connections (both indoor and outdoor) with the natural environment, ample bathrooms and storage for staff and students, modern technology, quality heating and cooling, and flexible furniture were consistently raised by all groups as important. Outdoor learning areas, and facilities that cater to the needs and abilities of all students were also highlighted as critical.

Additional facilities such as separated art and music rooms, science/computer lab, upgraded sensory room, student cooking space, climbing wall, more couches and beanbags, upgraded Multi-Purpose Room (MPR) space, bike facilities, electric car charging station, improved parking and drop off/pick up area, and more outdoor play and sports equipment were all raised as important to the Cambridge Primary School community.

There were consistencies in the views of students, staff and community members on the preferred attributes of indoor and outdoor learning spaces. Excessive use of bright colours, hard flooring and traditional seating arrangements were identified as undesirable, as were spaces that are too rigid and discourage collaborative learning. However, there were some differences in the perceptions of students, staff and community members in relation to the attributes of spaces most conducive to students "doing their best learning."

Students said they valued spaces that felt "homely" and calming and that incorporated their environment. While they preferred spaces that were not too cluttered or brightly coloured, learning environments that appeared dull, sterile with muted colour tones were unpopular – and the use of some colour to create engaging and welcoming spaces was highlighted as important. Areas that were perceived to be "too baby" or "childish" were also unpopular, with a preference instead for communal spaces that were considered appropriate for students across all year groups.



Image: Cambridge Primary School student workshop

INTRODUCTION

The Department of Education (DoE) has committed to undertaking community engagement for all major capital works projects. This is to provide local communities and stakeholders with the opportunity to contribute to the master plans and designs developed for approved capital projects – ensuring a co-designed approach to delivering facilities that improve outcomes for learners and their families.

The *Get Involved* community consultation program was established in 2018 and *Get Involved* campaigns include online surveys, one-on-one and group meetings, direct mails outs, advertising, student and school staff forums, community workshops, newsletters and pop-up stalls. DoE is also committed to full transparency of *Get Involved* campaigns so that contributors have the opportunity to view all feedback received. Outcomes reports are compiled and made publicly available via mail distribution lists and the DoE website.

BACKGROUND

Cambridge Primary School serves a fast-growing residential area, and this growth has contributed to a significant increase in enrolments over time. Redevelopment of the school is needed to provide additional learning facilities and site improvements for students, staff and the local community. As part of its 2021 election commitments, the Tasmanian Government committed \$15.1 million for a major redevelopment of Cambridge Primary School.

The redevelopment will include additional learning spaces, gymnasium and improvements to site parking and traffic arrangements. Construction is expected to commence in 2023 and be completed in 2025.

COMMUNITY ENGAGEMENT OBJECTIVES

Community engagement activities for Cambridge Primary School were tailored to meet four key objectives.

These were:

- Facilitate effective engagement for Cambridge Primary School to raise awareness with the local community and stakeholders and encourage participation in the consultation process.
- Generate community and stakeholder input to inform the development of the master plan and detailed design.
- Manage community expectations through clear and honest communication about the capital works process.
- Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement.

The following activities were initiated specifically to achieve these objectives.

Objective	Activity
Facilitate effective engagement for Cambridge Primary School to raise awareness with the local community and stakeholders and encourage participation in the consultation process.	Community, staff and student workshops held specifically to solicit feedback and encourage participation.
Generate community and stakeholder input to inform the development of the master plan and detailed design.	Direct mail-out to the school intake area, social media, and school newsletter information to promote input to online survey and workshop attendance.

Manage community expectations through clear and honest communication about the capital works process.

Include information sheet and Q&A sessions in the staff and community workshops to clarify DoE processes and decision-making.

Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement

Create dedicated *Get Involved* web presence for Cambridge Primary School. Proactively seek input and submissions from key stakeholders.

CAMPAIGN OUTPUTS

The *Get Involved* campaign for Cambridge Primary School was launched on 11 October 2021. The campaign ran for five weeks and concluded on 12 November 2021. Campaign communication and engagement outputs were:

- Two articles in the Cambridge Primary School newsletter
- Ministerial media release
- Advertorial feature in the Eastern Shore Sun
- Newspaper advertisements in the Eastern Shore Sun and Mercury newspapers
- 22 radio advertising slots and two breakfast show 'live reads' on 7HO FM
- 22 radio advertising slots and two breakfast show 'live reads' on Hit 100.9 FM
- Direct mail outs to 2,610 residential and business addresses in and around the Cambridge Primary School intake area
- *Get Involved* campaign information flyers at Cambridge Primary School administration centre
- 12 promotional corflutes placed around the fenced perimeter of Cambridge Primary School.
- Cambridge Primary School *Get Involved* page on the DoE website
- Three social media posts via the Cambridge Primary School Facebook page
- Online survey
- One community workshop
- One student workshop
- One staff workshop.

PARTICIPATION

Participation in the *Get Involved* campaign for Cambridge Primary School was strong across all engagement mediums.

Participants in the engagement process came from a mix of parents and carers, school staff and students, and broader community members.

Survey

A total of 199 unique surveys were received.

Community workshop

21 individuals attended a community workshop on 10 November 2021 at Cambridge Primary School. Attendees included local community members, parents and carers, and school association representatives.

Staff workshop

16 staff members from Cambridge Primary School attended an onsite workshop on 10 November 2021.

Student workshop

33 students from Cambridge Primary School attended an onsite workshop on 10 November 2021.

WHAT WE HEARD

SURVEY

A total of 199 unique surveys were received during the *Get Involved* campaign. The survey was web-based using the Microsoft Teams platform, which respondents accessed via the DoE website.

Response summary

- When asked what their relationship was with Cambridge Primary School, 128 respondents (64 per cent) said they were students, 41 (21 per cent) said they were parents or carers of students, 13 (7 per cent) said they were staff members, 8 (4 per cent) said they were community members, 7 (3 per cent) said they were 'other', and 2 (1 per cent) said they were from the School Association.
- When asked whether respondents resided within the school's catchment area, 169 (85 per cent) said yes, 28 (14 per cent) said no and 2 (1 per cent) said they didn't know.
- When asked to choose a word that best describes how the school should look and feel, the top responses were welcoming (72), safe (40), environmentally friendly (33), modern (22), 'other' (12), accessible (8), bright/colourful (8) and historic (2).
- When asked to choose the top three areas of the school that should be prioritised for redevelopment, respondents said a gymnasium (112 responses), more classrooms (101 responses), and outdoor learning areas (96 responses).
- When asked what the three most important design features or considerations should be for any new or refurbished buildings or facilities, the top responses were technology (93) flexible/multi-purpose spaces (82) and size of classrooms (78).
- 132 respondents provided additional ideas or comments in the free text field (refer to Analytics section). A range of common threads were identified across responses. These included general comments of support for the school's redevelopment, emphasis on retaining and enhancing outdoor spaces and the natural bush setting, and the provision of new outdoor learning and play equipment. Responses also highlighted the importance of the school's accessibility and sustainability, with a new computer/technology lab, sensory room, storage/locker facilities and technology all identified as important infrastructure focus areas.
- The top three ways most respondents heard about the *Get Involved* campaign were school channels, social media and advertising.
- 42 per cent of respondents said they would like to receive further information about the project, 58 per cent said they would not like to receive further information.

COMMUNITY WORKSHOP

A community workshop was held at the Cambridge Primary School on 10 November 2021. The workshop was promoted via the school newsletter, school Facebook page, DoE website and direct mail. Registration to attend the workshop was via the *Get Involved* page on the DoE website. A total of 21 individuals registered to attend the workshop and 21 attended.

Attendees were seated in groups and asked to work with others on their tables to respond to two questions. At the end of the session, all participants were asked to look at images showing examples of different learning environments and outdoor spaces, determine whether they liked or disliked these spaces and write down why.

Response summary

Participants in the community workshop were asked to respond to two questions:

1. *What do you like about your school's learning spaces (indoor and outdoor) now?*
2. *What future spaces should we build to develop our emerging Cambridge Capabilities?*

Question 1

Community members said they felt the school has a 'bush school' feel with great connections to the landscape, numerous soft spaces to play and good use of outdoor play areas. The existing classrooms are of a good size, incorporate technology and offer flexible learning areas with good natural light. The proximity of the oval is seen as an important and valued feature, as is the kitchen garden. The layout of the school and connections between the kinder and the older student areas is seen as a positive design attribute.

Question 2

Workshop attendees said they want a redeveloped Cambridge Primary School to be environmentally friendly, with additional classrooms to increase student capacity that incorporate acoustic treatments to mitigate noise, offer natural lighting, are flexible in design and function, and contain a variety of furniture and seating options. Improved car parking and 'kiss and drop' areas are considered priorities, as are more social seating and undercover outdoor learning areas, an improved sensory room, new gym/MPR space and new creative spaces. A new kitchen cooking space for students was also identified as important, as well as onsite bicycle storage and good ventilation of indoor spaces.

Images

After viewing examples of indoor and outdoor learning spaces, community members gravitated to spaces that encourage student interaction, were innovative in design and engaging for students. Use of natural materials, neutral tones and windows that maximise natural lighting were highlighted as desirable attributes. Indoor and outdoor plants and landscaping were identified as creating attractive spaces, together with shaded outdoor areas that offer outdoor learning opportunities and promote social interactions. Mobile book shelving, flexible seating arrangements, soft flooring and clever use of space to maximise storage and displaying of students' work are also considered important features in creating contemporary learning environments. Excessive use of bright colours, hard flooring and traditional seating arrangements were identified as undesirable, as were spaces that are too rigid and discourage collaborative learning.

STAFF WORKSHOP

A staff workshop was held at Cambridge Primary School on 10 November 2021, with a total of 16 staff members participating in the session. Staff were seated in groups and asked to work with others on their tables to respond to two questions. At the end of the session, all participants were asked to look at images showing examples of different learning environments and outdoor spaces, determine whether they liked or disliked these spaces and write down why.

Response summary

Participants in the staff workshop were asked to respond to two questions:

1. *What do you like about your school's learning spaces (indoor and outdoor) now?*
2. *What future spaces should we build to develop our emerging Cambridge Capabilities?*

Question 1

Staff members said they felt the school's existing facilities possess many positive attributes. The existing learning spaces offer flexibility through the use of sliding doors and provide good natural light. The administration centre is highly regarded, and the school's V-shaped design encourages ease of access to facilities. The vegetable garden is a valued asset and the school's surrounding natural environment creates a desirable aesthetic that encourages nature-based play. The school offers a variety of outdoor play options, with open spaces between the buildings and shaded spaces, including a BBQ area. Similar student year levels are grouped together and there is adequate storage in classrooms and flexible seating options. Staff also said the school has good use of technology, good heating and cooling, separate library, sensory room, large wet areas and a purpose-built meeting room. Support staff also have their own space.

Question 2

Staff at Cambridge Primary School said that additional flexible learning areas were needed and that these should contain suitable storage, soft flooring, no-fluoro lighting, indoor/outdoor connections (sliding doors), and no bright colours. Staff said the school needed a new gym/MPR space, MDT area, computer lab and designated arts/STEAM (Science, Technology, Engineering, Arts, Maths) room. Adult bathrooms (including shower) are seen as important, as is an updated sick bay area, indoor couches, separate cleaning rooms, seating space in the library and the use of low windows (suitable for smaller children). An upgrade to the car park and drop off/pick-up area is also considered important, and staff identified more covered outdoor areas, electric car charging station, sensory garden (outdoor classroom), climbing wall, and Early Childhood (EC) fenced playground as priorities.

Images

After viewing examples of indoor and outdoor learning spaces, staff preferred spaces that offered indoor/outdoor learning options (including seating and shade) that encouraged children to sit and explore. Interactive and age-appropriate spaces that contain attractive lighting, muted tones, soft surfaces, effective use of space, circular seating options and good use of natural materials were identified as desirable. Examples of areas that were perceived to be cold, a poor use of space, contain excessive artificial lighting, were cluttered or excessively colourful, or promoted conformity were considered undesirable. Corridors, hard surfaces, inflexible storage and rigid classroom design were other design features that were perceived to inhibit effective teaching and learning.

STUDENT WORKSHOP

A student workshop was held at Cambridge Primary School on 10 November 2021, with a total of 33 students participating in the session. Students were seated in groups around tables and asked to work with others on their tables to respond to two questions. At the end of the session, all students were asked to look at images showing examples of different learning environments and outdoor spaces, determine whether they liked or disliked these spaces and write down why.

Response summary

Participants in the student workshop were asked to respond to two questions:

1. *What do you like about your school's learning spaces (indoor and outdoor) now?*
2. *What future spaces should we build or redevelop to let you do the most exciting and engaging learning?*

Question 1

Students said they felt the school's existing classrooms were spacious and provided good furniture options (such as the "wobbly chairs"). The school is perceived to have good technology facilities and students said they value the library, MPR space and other elements that provide a "homely" feeling, such as the couch and the vegetable garden. The natural setting (surrounding bush and creek) of the school was highlighted as a valued attribute and students said the proximity of the oval and the outdoor sporting and playground equipment offered a good range of social and play options.

Question 2

Students highlighted the need for additional classroom space that incorporates technology and flexible seating, as well as the provision of more staff and student bathrooms. Having separate arts and music rooms, as well as science/technology (computer) labs were identified as important to student learning, as was a student kitchen space for cooking lessons and a drama room. Students felt that the school should offer outdoor learning (classroom), with undercover areas for shade and protection from inclement weather. Design features such as skylights in buildings were raised as valuable elements to provide natural light and a sense of connection with the outdoor environment. An upgrade to the MPR space, more seating options (beanbags and couches), modern outdoor play equipment and sports facilities, bike track, upgrade to the school canteen and more drinking fountains around the school were all identified as priority items.

Images

After viewing examples of indoor and outdoor learning spaces, students said they valued spaces that felt calming and that incorporated their environment, including indoor plants, outdoor break out spaces, trees, and natural settings. Indoor spaces that felt cramped and closed off or contained structured seating that inhibits group work were considered less desirable. Perhaps reflective of the year groups participating in the workshop (predominantly from the 5/6 student cohort), communal spaces that were perceived to be too “childish” and not suitable for all age groups were unpopular. Students gravitated to images of spaces that included large windows and natural lighting, as well as creative use (and choice) of furniture to achieve a sense of “openness”. While students said they preferred spaces that were not too cluttered or brightly coloured, learning environments that appeared dull, sterile with muted colour tones were less popular – and the use of some colour to create engaging and welcoming spaces was highlighted as important.

NEXT STEPS

This report will be provided to the Minister for Education, DoE Learning Services and Facility Services Divisions, and the project architect(s) to inform development of the master plan for Cambridge Primary School.

The report will also be made available to the Cambridge Primary School community and broader public via the DoE website.

ANALYTICS

Cambridge Primary School redevelopment



Image: Aerial photo of Cambridge Primary School

SURVEY

199 individuals completed the Cambridge Primary School redevelopment survey. Questions were framed to ascertain respondent relationship with the school, existing aspects of the school to be retained, redevelopment priorities for the site, and the school's aesthetics.

The majority of survey questions were multiple choice, with a free text option to allow additional feedback from respondents.

For some questions, one respondent could provide multiple answers. Consequently, the total number of responses recorded for these questions are greater than the total number of respondents. These questions are marked (*).

Question 1

Please provide your name

Answered: 199

Question 2

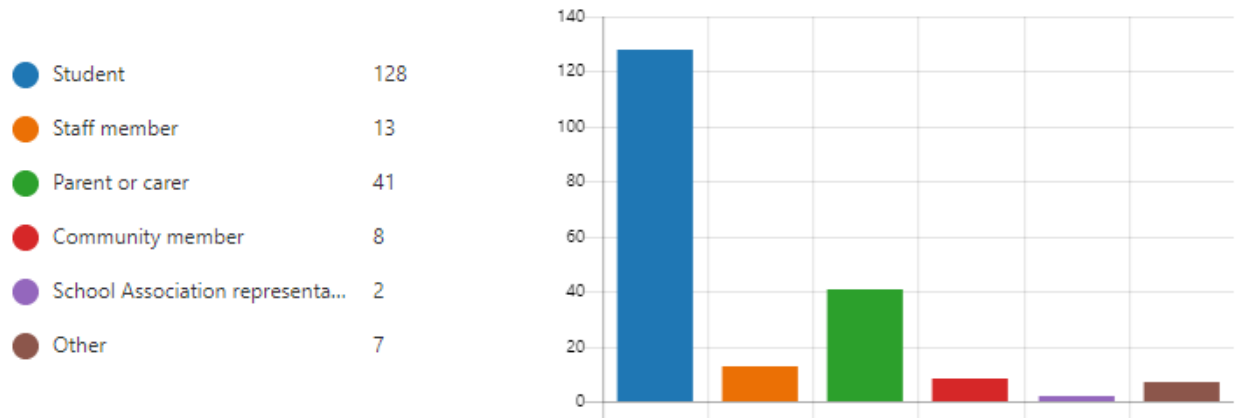
Please enter your email address

Answered: 199

Question 3

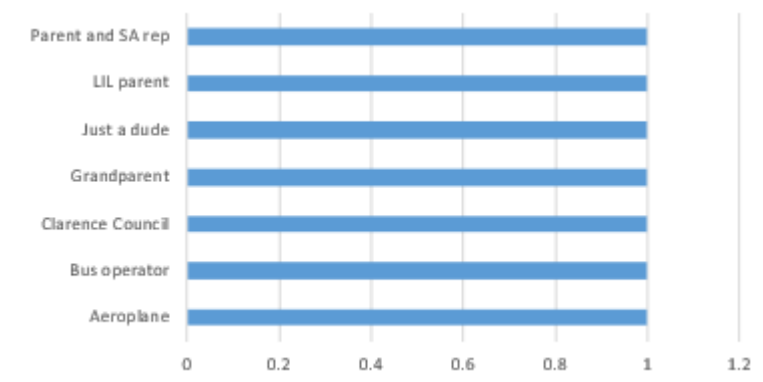
Please tell us how you are involved with Cambridge Primary School?

Answered: 199



Breakdown of 'Other'

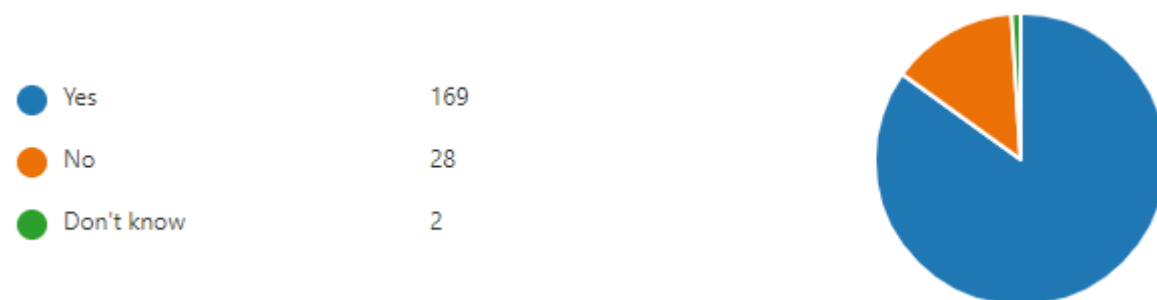
Answered: 7



Question 4

Please tell us if you reside within the school's catchment area

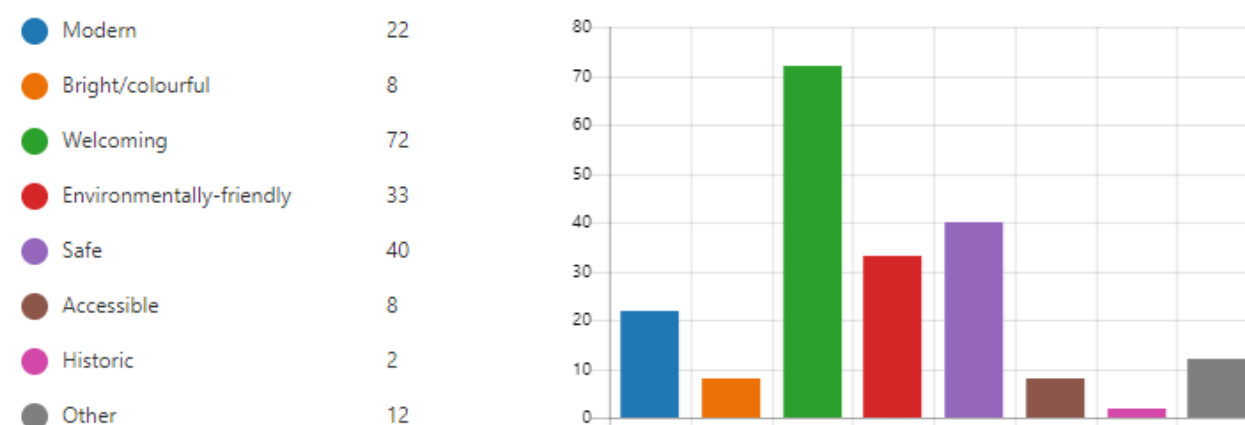
Answered: 199



Question 5

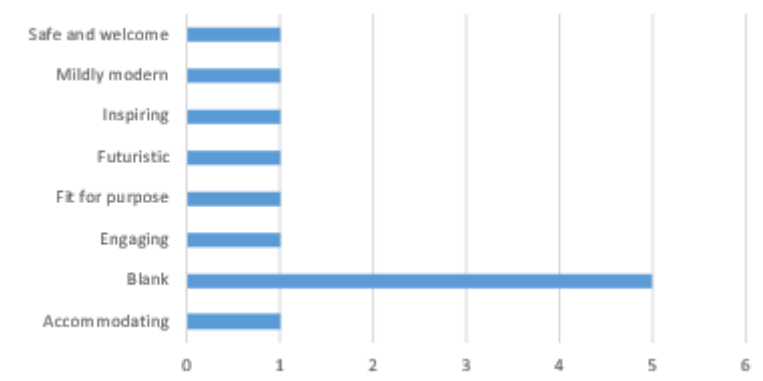
Choose a word that best describes how the school should look and feel. From the list below, select ONE.

Answered: 197



Breakdown of 'Other'

Answered: 12

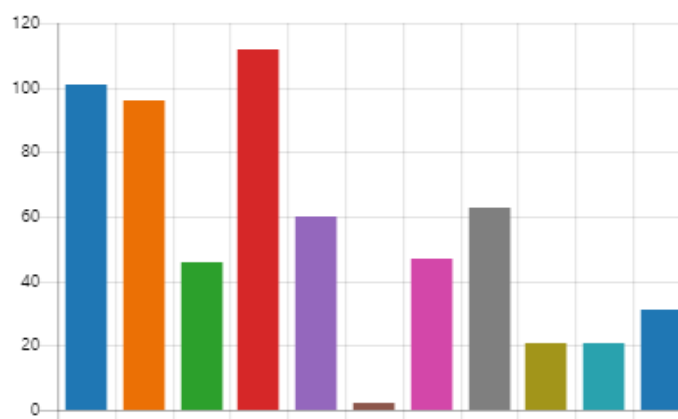


Question 6*

What areas of the school do you feel should be prioritised for redevelopment? From the list below, choose your top THREE.

Answered: 600

Learning areas (classrooms)	101
Outdoor learning areas	96
Library space	46
Gymnasium	112
Outdoor spaces	60
Administration building	2
Car parking	47
Play equipment	63
Heating and cooling	21
Landscaping	21
Other	31



Breakdown of 'Other'

Answered: 31

Blank 5

Basketball courts 4

Cooking space 4

Specialist rooms 3

Other play equipment 3

Buy land 2

Other sports facilities 2

Plants/trees 2

New OSHC 1

New bus zone 1

Toilet taps 1

Canteen 1

Bey Blading area 1

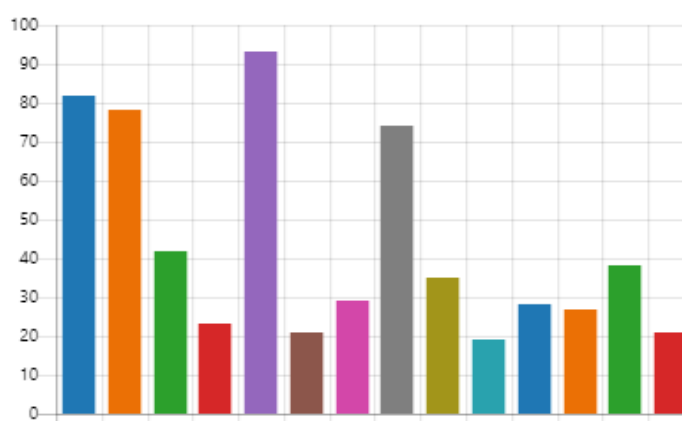
Disability centre 1

Question 7*

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

Answered: 610

Flexible/multi-purpose	82
Size of classrooms	78
Breakout areas	42
Storage space	23
Technology	93
Colour	21
Landscaping	29
Outdoor spaces	74
Parking	35
Heating and cooling	19
Communal areas	28
Accessibility	27
Sustainability	38
Other	21



Breakdown of 'Other'

Answered: 21

Cafeteria 5

Blank 3

Eating area 1

Offices for kids 1

New site |
 Years 5-6 campus
 Basketball courts |
 Garden |
 Sandpit |
 Lockable lockers |
 War memorial |
 Cooking space |
 Playground |
 Windows |

Question 8

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

Answered: 132

Ideas or comments
Sporting facilities
Students frequent the Cambridge oval to play sport. Sport is an integral part of maintain activity as we age.
Would be nice for the oval to have proper and more access to it as kids have to jump over it and some can't so need to go through the car park to gain entry which as a parent, I'm not too happy with
Sports and creek
Another basketball court and footy goals
Fix up the netball court and make it a hardwood basketball court. And keep the creek how it is
Some football goals on the oval and another basketball court
Big gym
More available sport teams, e.g. footy, basketball, tennis, hockey, tee-ball
Make another outdoor basketball court. Or build an indoor basketball court.
More variety of sports areas.
Nets on the soccer goals when they are up, new basketball hoops
We need some footy goals, better basketball hoops, but that's about it
Two Basketball courts, cooking room, more grassed areas
Long jump area and footy goals, jumping pillow

I think we should have a gymnasium with a basketball court in it with lots of other sports equipment and more technology spaces.

I think we should have a gymnasium and a new indoor basketball court

Beams and bars for gymnastics

Golf course

Basketball court, gymnasium, technology for everyone to use

Maybe we can do a redesign for the netball court to maybe a new basketball court or something?

Football goals

Permanent soccer goals on the oval and being able to access the back oval near the fire station.

Gymnasium is a priority. Consideration should be made towards bush school program. Improving spaces to assist in the delivery of this program and other programs that get students playing and learning in outdoor environments.

Music, art/culture, canteen and cooking facilities

Cooking, landscaping

Bigger canteen, cooking classes, a big swing, a drop off for cars, seating, trees computer lab

I would love if we had more music and art supplies and clubs, and also if students got more involved in cooking, I would also like a cafeteria and bigger canteen.

Cafeteria, bush class with Paula Whakatane culture

Cafeteria, bigger playground, fun learning, bigger more

A larger art studio with more instruments and separate art and music rooms

Separate art and music rooms with different teachers

Baking class

Cooking class

Art rooms

You should make a room for cooking or crafting or extra activities

Accessible for people with disabilities, cooking/baking classes

General

This money should be used to turn a good school into a great school. With a growing community will mean increasing children/enrolments over time that needs to be allowed for. The ability to build a multi-purpose gym that can benefit school and the broader community through hall hire (for a revenue back to the school) will provide opportunities for students with different sports that are not currently available (or only in a reduced format). The ability to build more classrooms, a dedicated library and gym, coupled with better car parking that is safer than the in and out space that we deal with today will be a fantastic opportunity.

Access from Richmond Road for people that come from the Richmond side of the school. Outdoor facilities to encourage kids to be more active and play outdoors.

Bringing the community together and incorporating facilities so community groups (e.g. sporting groups, private or external agencies/providers like "OTs", "psychs", "speechies") are able to use the facilities. Using the space well - bright, open planned classrooms that can be multi-purpose or multi-functional. Making sure the kids have enough outside space to play and learn in - that safe and appropriate. Accessibility for all students to access.

It would be wonderful if the redevelopment enhanced the intellectual and physical development of our children. Therefore, the redevelopment should create classrooms that allow teachers to teach innovatively and for students to inquire and question. And physical development should be available too - keep the space for daily PE, keep the monkey bars for climbing and hanging. How about build a pump-track so that kids can ride to school and get moving that way too! (as Montagu Bay has done). School has the unique opportunity to motivate kids in ways that don't happen at home without the peer support and guidance, and so it would be great if the redevelopment could support this.

The school works in beautifully with natural, bush surrounds and I hope that is retained. I would like to see as much outdoor space as possible for play and sport. I also hope we can create spaces for everyone to learn and to work together and break out into groups with students that aren't just in the home class. It will be lovely to have some additional buildings to not only traditionally learn in, but other things like a gymnasium and kitchen spaces. We are very fortunate to have this funding and I feel it will enhance our school in so many ways.

Do not try and build a new school on an existing site that is already crowded. Build in a green field site where you can develop a site that can grow with the community. Split the school so that you can have two campuses. This would eliminate children going to school in a work site and stop the hazards. Small children need open space and plenty of running areas more than ever. To reduce the green space footprint of the existing school is a poor outcome and one that would be regrettable. With climate change and population growth our future requires flexibility and working within community. Innovation and thinking outside the square for building a school is called for. Do not build in an already oversized crowded school.

Electric car charge station, solar panels, rainwater collection, kitchen garden, native garden, sensory garden, imaginative garden, Eco-fenced space, recycling station like the Hobart City Council's one in their offices, STEM and art studio, stairs and ladders for gross motor skills in the future - adventure play space, collaboration with children so they have things like little windows and cubby holes, colour choices - not the same as the uniforms all the time. Display shelves along walls for clay/sculpture etc. 'yarning circle, accessible swing for additional needs kids like basket swing.

Build it for the future of Cambridge itself. The area continues to grow build it right build it once allow growth in your design.

Cambridge has historically been a semi-rural area. I'd love to see a reconnection to this with possible areas for things like chickens and lots of outdoor play/learning. The school has some lovely play areas already that could be built on.

Purpose-built building for the Outside School Hours Care program.

More classrooms are required due to increasing numbers of students and continued growth in homes and young families in the catchment area. Acquisition of school-owned outdoor space and implementation of associated storage facilities. Larger gymnasium space to allow MPR to be an MPR, rather than a gym. Students have very limited under cover space to gather when the weather is poor. Second fenced basketball/ netball court to allow for multiple classes to access outdoor activities at the same time. More communal space with weather protection (both rain and sun). Accessible toilet facilities to be built alongside any new building development. Improved car parking/ drop zone for drop off and collection of students. Dedicated library space with break out spaces which can also be used as a learning zone. Integrated technology throughout. More outdoor play equipment zones for the various ages. Better drainage for existing grass area near netball court.

Covered walkways between buildings. The school could consider a dedicated home economics type space to have children more involved in basic life skills. Dedicated spaces where children with disabilities/ special needs can receive services from Teacher's Aides or Allied Health staff but can also be used for 1:1 learning spaces for all students to reduce distractions. Improved canteen facilities. Development of a storage area to house all "bush school" equipment and to allow for items e.g. mud suits to dry properly etc. i.e. with adequate space.

I am the new school health nurse and I feel that having a nice space to complete kinder health checks, run mindfulness classes and other health promotion activities would be extremely beneficial for the school and community.

Heating and cooling is definitely a big one for me. Tassie weather is so unpredictable and when it's too hot you can't force on working/studying. Thoughts of possible building up? MacKillop College built up for some of their classes and added a wheelchair lift for accessibility.

Our school should make four houses and name them after school leaders/principals and give them a primary colour each then on sports carnivals students can dress up in those colours.

Make it big bright and colourful. Lots of space and places to run around. Bigger gymnasium and more places to play sports. Inside play areas. Bike path in and proper storage places for them (undercover).

A bigger canteen menu, footy goals, bigger/better garden, sports equipment, big swing and slide, better eating area, redo the basketball court.

Beyblade area for all Bey Bladers with heaps of arenas.

More safety measures near the river.

Could we maybe get a zipline and have a school newspaper and vote a teacher of the month and have bigger bag lockers.

Ensure that the buildings enable the students to acquire the dispositions that the community want to see in their students. Resilient, curious, critical thinkers, collaborative.

Have school games.

Using the free space once we move (demolish) the change rooms from its original spot for a more important building.

More cleaners, better canteen, outside learning space, bigger car park, cooking room for kids, better MPR, games room, drop and go car park.

A fort for all grades, but kindergarteners don't get to go in forts and basically all the kids except kinders will be happy as a seal when they get their fish.

Movie theatre with snacks provided, trampoline, climbing tree.

It is nice and calm, but some people are mean to me.

More sport teams and learning spaces.

Some kids don't have time to eat breakfast so maybe an early breakfast club.

Put a bulldozer straight through 5/6b.

Keep it all one level. Not multi-levels.

Sloth statue.

Build a room with lots of cooling and a room to raise awareness for endangered animals. Sloth statue.

I would love to see a sustainable approach, with a thoughtful and natural look outside.

Please consider children with physical limitations and how those limitations or disabilities can be accommodated more.

I would love to see this redevelopment includes aspect and integration of multi-culturalism.

Bike track, bike storage

Make a mountain bike track because this will support physical activity and mental health.

A pump track for bikes.

Mountain bike track.

Pump track for MTB, BMX, scooter.

Make the school bigger and public mountain bike track, fun things to do and a nice chill out space.

Mountain bike trails around the school. Turning circle for drop off pick up. Long jump area, bigger classrooms AFL goals on the oval, pool, bigger carpark.

Public mountain track.

A bike track around the oval and pea gardens.

Pea gardens and bike track.

Bike track.

A bike track.

If we could have a bike track it will let people bring their bike.

Bike track and pond.

A bike track.

Outdoor areas/play equipment/parking/traffic

I think the play equipment should be changed because I think the play equipment is quite old. I also think the parking should be changed.

Roundabout in the car park.

More car parking and easier 'kiss and drop' zones should be strongly considered. More outdoor undercover areas for students to play and complete learning.

A few places like one more fort for little kids and big kids and fun places!

Outdoor learning.

Tree climbing area.

Tree climbing safety, so kids don't get hurt.

A patio for being more connected with nature and so we can learn outside. Outside of 3/4b and 3/4a.

Trampoline, more water fountains.

We want a trampoline.

Maybe adding a bit more space outside and a bit more accessible water fountain.

It should be environment friendly and safe. I think you should try and not cut down trees unless you REALLY have to.

Maybe make the school more safe and make the car parks more modern so it's nice and wide and bright.

Outdoor shaded eating areas, wave lawn, ensure enough play equipment for children who need to self-regulate e.g. swings, climbing.

Consideration should be given to expansion of outdoor areas to include current unused land across the creek and the development of natural outdoor learning spaces.

Classrooms/specialist spaces/technology/storage

Inside eating areas, chilling out areas, places where you can go and just run, a lot of people ride to school, so a good shelter from the rain space where multiple bikes can park and it's easy to get there with a foot path, inside playing areas for winter.

Bigger and better sensory room.

Lockers with a key lock.

Lockers with a key lock.

Lockers/tubs with lock.

Bag boxes with locks. woodwork. canteens. basketball court with better rings.

Bigger places/bag boxes for students to store their books and better canteen and a big gymnasium.

Seats for assembly, coding room, more bush.

Seats for assembly, coding room, gaming room.

Make the bag area bigger so you can fit your bag in.

VR room, new sensory room.

Classrooms specified for the smartest students.

Shaded play/learning areas off classrooms would be very useful in summer and on rainy days. More opportunities to play and work outside would be great.

Specialist classroom/s that can be shared amongst specialist teachers. Japanese garden in landscaping.

Better classrooms. More outdoor places, and a more playful playground.

Another classroom, so the kids don't have to have a massive class because it's not my favourite thing.

Less books, more hi-tech.

More smart boards.

More learning on technology and enough technology for everyone, more clubs and team putting green.

Have more library space for more books.

Add a computer lab so students don't have to borrow laptops/computers from other classrooms.

Computer lab.

Please can classroom redevelopment consider that the spaces are also used and should be safe for adults too, i.e. some sinks at adult height, some furniture suitable for adults as well as children.

More classrooms, being in a classroom with 55 students sometimes gets annoying.

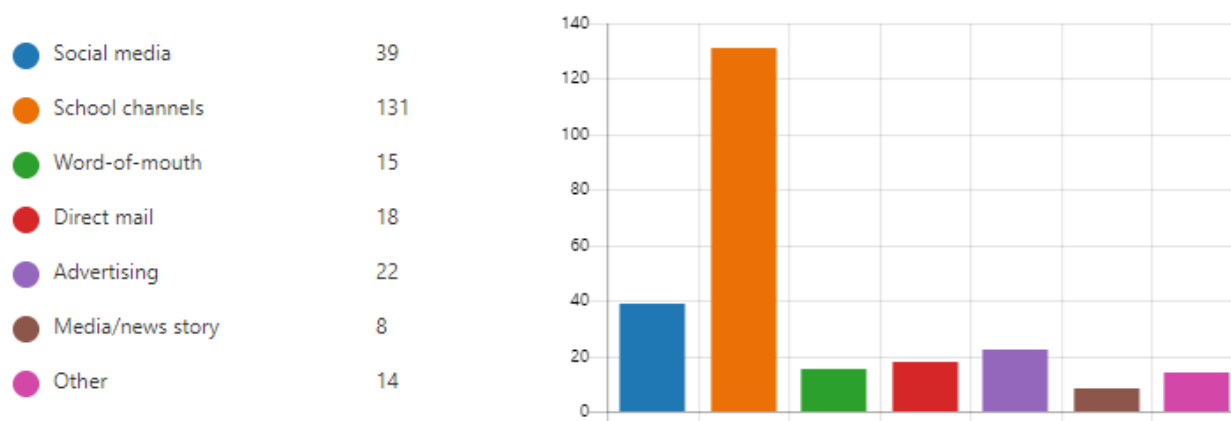
Modern, nice spaces easy access, storage, more toilets.

I would love if we had a computer lab or a room for just technology purposes so we don't have to borrow laptops so often. I would also like if we had a gardening group and a bigger garden which we can share.

Question 9*

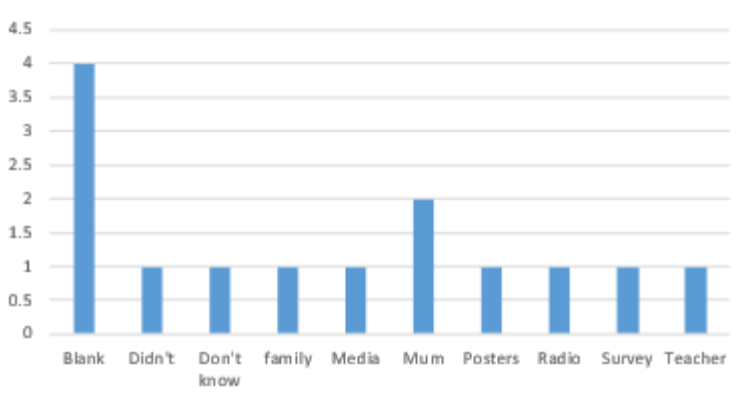
How did you hear about the Get Involved campaign for Cambridge Primary School? From the list below, you may choose MORE than one.

Answered: 247



Breakdown of 'Other'

Answered: 14



Question 10

Would you like to receive more information about the redevelopment of Cambridge Primary School as planning progresses?

Responses: 196



COMMUNITY WORKSHOP

A community workshop was held at Cambridge Primary School on 10 November 2021. A total of 21 individuals registered to attend the workshop.

Attendees were seated in four groups and asked to work with others on their tables to respond to two questions. At the end of the session, all participants were asked to review a range of images of indoor and outdoor learning spaces and determine whether they liked or disliked these and why.

The responses are listed below.

Qn. 1 – What do you like about your school's spaces (indoor and outdoor) now?	Group
Bush program – it's different to normal day to day school.	1
Good use of outdoor space for the number of students.	1
The proximity of classroom layout in the Prep/Year 1 and 2 area, with the courtyard for children to come together as a whole.	1
Access to oval.	1
Size/intimacy.	2
Sense of community.	2
Bush linkages – outdoor space.	2
Playground, green spaces, access to oval kinder space.	2
Interaction between upper school and kinder (size and design of school facilitates this).	2
Current learning spaces are flexible.	2
Technology.	3

Large, modern classrooms.	3
Flexible spaces.	3
Accessible.	3
Kitchen garden.	3
Oval.	3
Light/aspect.	3
Mix of outdoor spaces.	3
Flexible learning (seating plan).	4
Different areas of play (sand pit, swings, top fort).	4
Soft space to play – grassed area, oval, interaction with nature (bush school).	4
Veggie garden.	4
Spacious classrooms with natural light/windows.	4
Natural materials for desks.	4
Display space is generous (displaying work).	4
Open layout/design of the classrooms – grouped in Year levels with main office and quad as a central space. Morning welcome area.	4
Break out/quiet corner spaces for students who might require such a space.	4

Qn. 2 – What future spaces should we build to develop our emerging Cambridge Capabilities?	Group
Environmental – recycle facility/learning hub. Compost etc. Using recycled materials for structures (e.g. bench seats).	1
Gym – school sports programs, community-supported (school hire out).	1
More classrooms.	1
Less numbers per class – no half day Wednesday kinder.	1
Tech lab/computer room/library.	1

More tech in classrooms.	1
Food tech room/home EC.	1
Straight classes – not 5/6 example!	1
Two storey?	1
Wellbeing spaces – different rooms for different needs/special needs. Could be used by allied health. Staff - multi-purpose ...more individual programs.	2
Sensory room – breakout space for children with special needs.	2
More social seating areas (indoor/outdoors).	2
More covered areas for sun/rain protection.	2
Outdoor classroom/teaching space, outdoor adventure challenge courses, e.g. rope courses, trust exercise/confidence building.	2
More netball/basketball courts.	2
Dedicated library with seating available for students.	2
Large music and art spaces (drama) – also to store more instruments or work as an amphitheatre/auditorium.	2
Larger gymnasium with more equipment.	2
Recycle/re-use/reduce spaces. Incorporate veggie garden/composting and donating excess to community.	2
Kitchen cooking space to develop life skills.	2
Science/tech space for experimentation and workshop-based classes, e.g. timber table/repairs.	2
Common space- large space for teachers, inclusive of chill out space.	2
More classrooms – open, light, incorporate native /natural furniture and materials.	2
More space to display works, celebrate others' successes.	2
Car parking – inclusive of drop and go.	2
Technology and media opportunities, e.g. virtual reality/designing web info.	2

Disability access in all areas – including bathrooms.	2
Secure bike storage space.	2
Space for after school care and school holiday program.	2
Mountain bike trail near/around school.	2
Sensory garden-safe plants to smell/eat/touch.	2
Indoor play areas for inclement weather.	2
Classroom spaces large enough for teachers to regulate kids, manage classes.	3
Space for art. Music, food prep, craft, drama.	3
STEM lab with functional science lab, technology/design.	3
Bigger MPR (gym) which can also be community space, flexible bleachers/seating.	3
Preserving the good qualities of the playground/outdoor spaces.	3
Facilitating extension programs (gifted kids).	3
“Den space” for kids who need regulation (sensory room).	3
Interpretation rooms/breakout spaces.	3
Large library space.	3
Improving outdoor learning spaces/linkages/opportunities (e.g. creek).	3
Library/multi-function learning space.	4
Garden.	4
Class sizes – acoustic design of classrooms.	4
Functional outdoor shelter.	4
Manage waste – recycling, keep school clean.	4
Commercial kitchen.	4
Improved parking and traffic flow (kiss and drop).	4
Storage (indoor and outdoor).	4

STEM space.	4
Creative space including displays.	4
Common areas – quiet areas, all age play, outdoor sensory area.	4
Environmentally friendly, solar panels, etc.	4
Good ventilation.	4
Nature trail around school.	4
Visually interesting design.	4

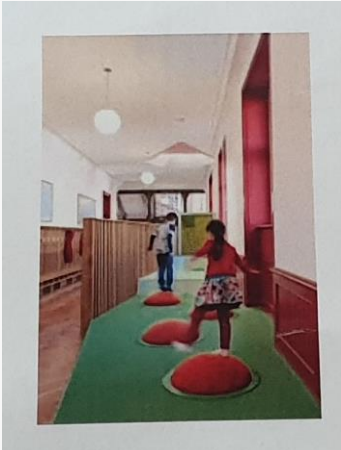
Image	Responses
	Table 1 - Too enclosed – not enough shade. Table 2 - Good, but don't like harsh concrete. Table 3 - Like natural look, good round corners, open space, plants – could add bean bags! Table 4 - Good use of timber, good green space, like garden beds, good use of levels and texture. OVERALL - ✓
	Table 1 – Unsure. Table 2 - Good space for younger kids. Table 3 – No comment. Table 4 – No comment. OVERALL - Neutral



Table 1 – Good lower-level shelves, mobile bookshelves, colours, hiding holes and seating around the tree.

Table 2 – Fun, warm, inviting.

Table 3 – Like shelving and tree but too young focused.

Table 4 – No response.

OVERALL - ✓

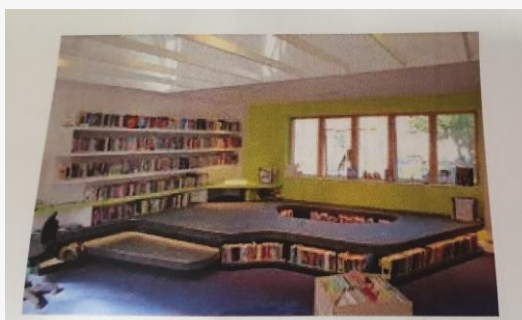


Table 1 – Boring.

Table 2 - ?

Table 3 – No comment.

Table 4 – No comment.

OVERALL - ✗



Table 1 – Too colourful.

Table 2 – Like different options for seating, and different levels, wobble stools, soft floor surfaces.

Table 3 – No comment.

Table 4 – No comment.

OVERALL - Neutral

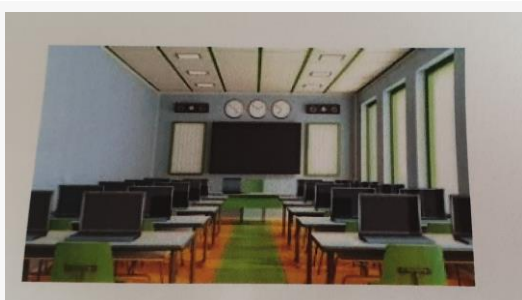


Table 1 – Old fashioned, doesn't promote interaction with students, too rigid, would depend on purpose of learning space.

Table 2 – Don't like!

Table 3 – No comment.

Table 4 – No comment.

OVERALL - ✗



Table 1 – Good science/tech space.

Table 2 – Good for older children, like windows, and seating/standing options.

Table 3 – Lighting good and good for Years 5/6s.

Table 4 – Good natural light, maybe fewer windows to create more wall space for increased functionality.

OVERALL - ✓

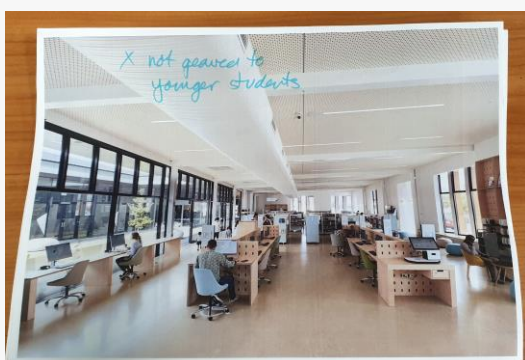


Table 1 – Not geared for younger students.

Table 2 – No, too office-like.

Table 3 – Too clinical.

Table 4 – No comment.

OVERALL - ✗



Table 1 – Lots of seating, covered area, plants and good natural look.

Table 2 – Good for outdoor learning, assemblies, drama and as an amphitheatre.

Table 3 -Nice shade, open space, multi-level seating.

Table 4 – No comment.

OVERALL - ✓

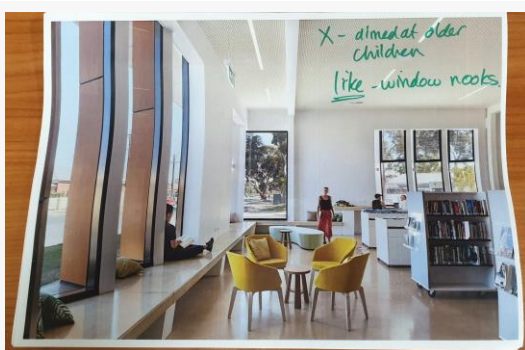


Table 1 – Not for younger children, but good window nooks.

Table 2 – Like indoor plants, good light and earthy tones and nice windows.

Table 3 – Might work well as library/extension space, like the light (windows) and window seating.

Table 4 – No comment.

OVERALL - Neutral



Table 1 – Don't like hard surfaces, corridor is clinical looking.

Table 2 – Looks like a hospital.

Table 3 – Don't like.

Table 4 – Lacks natural light, too open, sound reverberation – basically a corridor.

OVERALL - X



Table 1 – Good reading nooks, for old and young children, good light.

Table 2 – Warm and inviting

Table 3 – Too many shelves, feels cramped, limited seating, like the wood.

Table 4 – No comment.

OVERALL - ✓



Table 1 – OK, except for red chairs, like the round tables and bookshelf divider in larger space.

Table 2 – No comment.

Table 3 – No comment.

Table 4 - No comment.

OVERALL - Neutral

STAFF WORKSHOP

A staff workshop was held at Cambridge Primary School on 10 November 2021, with a total of 16 staff members participating in the session. Staff were seated in four groups and asked to work with others on their tables to respond to two questions. At the end of the session, staff were asked to review a range of images of indoor and outdoor learning spaces and determine whether they liked or disliked these and why.

The responses are listed below.

Qn. 1 – What do you like about your school's learning spaces (indoor & outdoor) now?	Group
Shared office.	1
Options (e.g. sliding doors) to have open/flexible teaching spaces.	1
Classroom doors with small window/viewing panel – less distraction to students.	1

Early years classrooms in central courtyard space.	1
Bag area away from art area.	1
Bush area near school – learning space.	1
Many rooms have lots of windows and light.	1
Entry ways not carpeted.	1
Admin space is approachable and roomy (welcoming) – leadership staff/principal have office spaces.	1
Playground area has gardens and variety of play options.	1
Meeting room for groups to meet.	1
Similar grades are together.	1
We open to an outdoor space.	1
Low and high sink options (where needed).	1
Veggie garden (big trees and outdoor space (dry creek bed).	1
Library.	1
Support staff have their own private space.	1
Up-to-date furniture.	2
Modern technology.	2
Light, with good temperature (warm/cool).	2
Variety of play equipment.	2
Bush, landscape, dry creek bed, nature play, giant tyres, logs, mud kitchen.	2
V shape (whole of school), ease of access and movement.	2
Flexible classroom spaces.	2
Sensory room – options, bean bags, swingset, dark room.	2
Kinder atrium, shared lunch space, open-multiuse class space.	2

Mystery shed.	2
Flexible furniture (student choice/more space).	3
Lush green outlook (veggie garden, hills).	3
Open spaces between the buildings.	3
External doors – option to work outside/extra learning space/undercover areas.	3
Admin at front of school – easy access (first port of call).	3
Bigger quiet rooms off classrooms (office large).	3
Sliding doors between classrooms.	3
Sandpit (natural), dry creek bed, bush setting.	3
Atrium in Kinder – bright, open.	3
Roller blinds (not vertical).	3
Big window spaces.	3
Couches in Room 3.	3
Large wet areas.	3
Smart TVs (Prowise).	3
Reverse cycle heat pumps.	3
Senior staff central.	3
Natural materials for furniture.	3
Mystery shed.	3
Outdoor picnic tables – bench seats.	3
Shaded areas and BBQ.	3
Sensory room.	3
Cooked lunch.	3
Library.	3

Music/art room.	3
Storage in most classrooms.	3
MPR.	3
Bay windows and pot plants.	3
Flexible furniture – staff choice.	4
Access to bush, playground/outside spaces (sandpit/dry creek bed) – risk free play.	4
Access to the oval.	4
Break out rooms.	4
Access to sensory room.	4
Office area is welcoming and friendly.	4
Interactive whiteboards – technology (iPads, laptops).	4
Sliding doors that connect learning spaces (open or closed options).	4
Office for teacher (doubles as space for CHDN).	4
Sink/wet area.	4
Light/windows (big natural light, view).	4
Distinctive areas for team, creating safe pockets for staff and student needs (team teaching).	4
Natural tones, muted colours.	4
Separate library.	4
Display space – celebration of student work.	4
School garden/BBQ/big trees.	4
Commercial kitchen (transfer to student learning).	4
Shaded areas outside prep, Years 2/3 etc.	4
Purpose-built meeting room.	4

Qn. 2 – What future spaces should we build to develop our emerging Cambridge Capabilities?	Group
Designate arts space and STEAM room.	
Oval.	
Massive kitchen and kitchen garden.	
Eating spaces (cooked lunch).	
Recycle stairs.	
Nature playground/sustainable bush space, elevated, gross motor development (loose parts shed).	
Sensory garden/outdoor classroom (creative/adventure/imaginative).	
Soft flooring.	
More classrooms (flexible indoor and outdoor space).	
Electric car charger.	
Display space and shelves/nooks within classrooms with glass doors.	
Acoustic treatment for rooms.	
Adult bathrooms.	
Neutral colour choices (not blue).	
ECE fenced playground, with prep toilets attached to classroom.	
Accessible playground for additional needs.	
Lockage/flexible storage.	
Pump track.	
Child sized windows and display area.	
Classrooms with access to environment without a corridor.	
Climbing wall.	
Gym + MPR (stage and curtains).	

Computer lab.	2
Science lab STEAM (set up for whole school to share).	2
Big plays areas – keep sandpit – extend play spaces – climbing walls.	2
External sliding doors/landings for indoor/outdoor learning environments.	2
Big commercial kitchen, with more areas.	2
Arts room.	2
Music room with break out rooms.	2
Sensory room – update and make more beautiful (+challenges e.g. risky challenges and thinking challenges).	2
Bike park (with traffic lights).	2
MDT area.	2
Bay windows (e.g. Room 7), extra strong glass for kids to lean on and read etc.	2
More covered outdoor areas (outdoor reading nooks) – e.g. circular benches around the trees.	2
Shaded areas/undercover.	2
Indoor gym (wooden floor) – basketball, netball, with markings.	2
Proper stage and seating.	2
Proper storage for excess furniture/equipment.	2
Age-appropriate playgrounds.	2
Attractive display areas.	2
Different ergonomic furniture (varying heights/tables/comfortable chairs).	2
Update veggie patch – proper greenhouse.	2
Cushioned areas.	2
Aboriginal garden – rock circle/story sharing.	2
Innovative docks.	2

Better science and maths equipment.	2
Low windows (better visibility).	2
Better drop-off zone (bus).	2
Flexible display.	2
Kids rocking chairs.	2
Larger sick bay (2 beds).	2
Flexible spaces – sliding doors, connected classrooms.	3
'Year round' outside classroom (indoor/outdoor spaces).	3
Amphitheatre – pizza oven-garden-bike tracks – “hands-on science”.	3
Space in library – seating spaces for learning, not just borrowing books.	3
Adult toilet and shower.	3
Technology hub -green screen, video, devices, editing suites, visual learning.	3
No fluoro lights! Natural light, glass.	3
No bright colours...indoor plants.	3
New gym (separate music and PE) – for assembly.	3
More storage – for furniture, equipment.	3
Inquiry rooms – STEM rooms – science investigations.	3
Tinkering shed.	3
Aquarium in wall.	3
Student for students to use – kitchen classes.	3
Drop off/pick up zone and bus zone.	4
Couches.	4
More sensory spaces/break out spaces.	4
Bigger, updated MPR, multi-purpose.	4

Nature play – obstacle course, risk play.	4
Commercial kitchen space- big one!!	4
STEM space.	4
More offices for leadership team (support staff with waiting room).	4
Staff toilets.	4
Different meeting spaces.	4
Flexible student work displays.	4
Separate cleaning rooms – easily accessible.	4
Flexible classroom space – large dividers.	4
Electric car charging station.	4

Image	Responses
	Table 1 – Good outdoor option to compliment indoor option. Seating, tree/plants, natural materials and flow of seats. Good colour. Table 2 – Good plants, natural features (green/timber), light. Table 3 – Like! Sheltered area/courtyard, natural wood, garden beds, greenery, tiled, different spaces for children to sit and explore. Natural and calming – though lack of shade/cover from rain. Table 4 – No comment. OVERALL - ✓

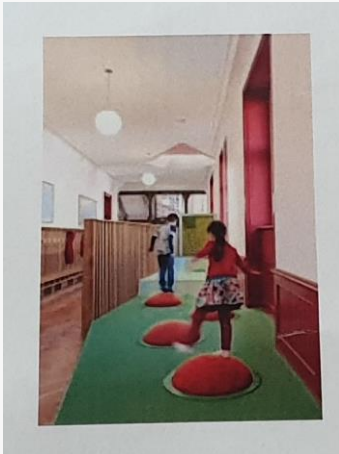


Table 1 – Like for a sensory room - not a classroom, maybe ECE? Feels homely and nice lighting.

Table 2 – Would be a good sensory space.

Table 3 – No comment.

Table 4 – Good for gross motor space, good indoor activities for students to re-set before learning.

OVERALL - ✓



Table 1 – Love this, love the tree, feels homely, engaging and inviting, carpets practical with a splash of colour.

Table 2 – Love for a library, maybe a natural tree but its lovely. Don't like colour splash on carpet.

Table 3 – Looks and feels interactive, like the tree and circular seating.

Table 4 – Like – circular bookshelf and tree display. Good carpet, inviting for young children to explore. Wonderwall at the back. Circular seating, carpeted, bookshelves with wheels.

OVERALL - ✓

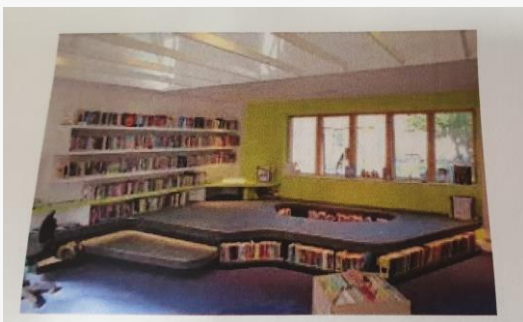


Table 1 – Don't like. Bookshelves too high/low, doesn't look comfortable, only one option, lime green wall.

Table 2 – Prefer other spaces.

Table 3 – Don't like, shape nice for guided reading.

Table 4 – Don't like it. Staged/raised area a waste of space.

OVERALL - ✗



Table 1 – Okay but bit much. Too much colour and too much choice. Missed the mark.

Table 2 – Cluttered, no windows, sensory overload, too bright, poor lighting... Good choice of flexible furniture and display space.

Table 3 – Too much colour, no storage, art space?? How do you make it your own?

Table 4 – Too bright, no windows, some good seating options and good circular mat.

OVERALL - ✗



Table 1 – Don't like! Looks like an exam room. Feels cold and doesn't encourage collaboration. Conformity!

Table 2 – Don't like!

Table 3 – Too traditional – rows! Not flexible, too colourful, feels like high school.

Table 4 – Disgusting! Looks like an examination room!

OVERALL - ✗



Table 1 – Open and bright (natural light). Floor to ceiling windows with views of outdoor space. Stand up desks. flexible furniture and movable tables, display space. Warm carpet

Table 2 – Good lighting, flexible space, students can see outside environment.

Table 3 – For adults? A bit soul-less for students, but good windows and flexible furniture.

Table 4 – Good lighting, windows, ergonomic furniture/flexible – a bit too white.

OVERALL - ✓



Table 1 – Feels a bit cold for a classroom, maybe for college or older age cohort, good natural light and feel for a tech space.

Table 2 – Not for primary school.

Table 3 – Good big windows and natural colours...maybe for staff offices?

Table 4 – Good for IT space, lots of power points, good lighting, maybe for library or computer lab?

OVERALL - Neutral



Table 1 – Levels – seating options. Doors open, feels communal with plants and natural look, maybe too busy but like the levels.

Table 2 – Good amphitheatre with a weird shape, green space, inside/outside space – big windows, sheltered area – courtyards are good!

Table 3 -Homely, relaxing, lots of options for learning, all weather space, natural materials, plants, love it!

Table 4 – Sunken area, shade, plants, a lot of glass, natural timber, curves are good.

OVERALL - ✓

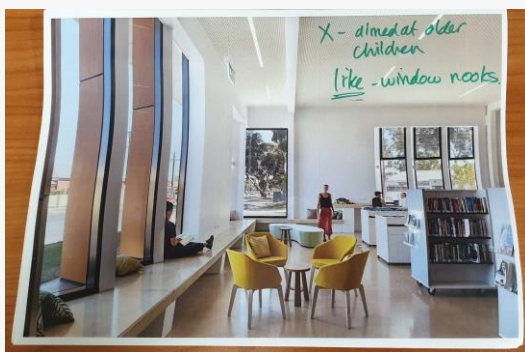


Table 1 – Good windows, relaxing. Staff room please!

Table 2 – Like! Height of windows, natural tones, seating in windows.

Table 3 – The window seats/benches are good! – a bit too adult not child.

Table 4 – Big windows, benches under windows (cushions), computer space with lounge area, movable storage.

OVERALL - ✓



Table 1 – Feels too open, not welcoming, hard floors.

Table 2 – Feels like a corridor, not a classroom, floor uninviting, too bright, too open, too many distractions.

Table 3 – Feels like a hospital, no fluoro lights!

Table 4 – Low seats and table, good communal area to share but cold, clinical and hard flooring. Some good seating options.

OVERALL - X



Table 1 – Welcoming, roomy, books displayed in a number of ways, shared space, private space, natural light, timber, cater for all ages.

Table 2 – Inviting space, boundary shelves high with internal shelves low, reading nooks, curved shelves with seating backing, good lighting and wood, great ceiling cladding.

Table 3 – We love this room for library. Books display front facing, great storage.

Table 4 – Sitting nooks around the bookshelves, curved bookshelf, wooden, floor mat, curved seating, mobile bookshelves, natural light, big windows, don't like hard flooring.

OVERALL - ✓



Table 1 – Good concept, storage, open, circular feels more inclusive – not the colour so much.

Table 2 – Shelves are good but don't like colour and too much artificial light.

Table 3 – There are better options.

Table 4 -Don't like – plastic red chairs and bad fluoro lighting.

OVERALL - X

STUDENT WORKSHOP

A student workshop was held at Cambridge Primary School on 10 November 2021, with a total of 33 students participating in the session. Students were seated in groups around tables and asked to work with others on their

tables to respond to two questions. At the end of the session, students were asked to review a range of images of indoor and outdoor learning spaces and determine whether they liked or disliked these and why.

The responses are listed below.

Qn 1 – What do you like about your school's learning spaces (indoor & outdoor) now?	Group
There is heaps of space in the classroom(s).	1
Lots of classes working together.	1
The MPR is good because when it is raining, you can go under cover and you can play ping pong.	1
The oval – because there's a lot of space to run around.	1
We have heaps of undercover space when it's raining.	1
I like the canteen (because it has heaps of junk food).	1
The veggie garden.	2
Sandpit (there's a lot of room to play).	2
MPR – because you can play a lot of different games.	2
New tables and wobbly stools.	2
The outdoor seating.	2
Play equipment.	2
Options for food in the canteen.	2
Grass space – for multiple games.	2
The oval.	2
Cricket nets and basketball court.	2
Technology.	2
Kinder classrooms – because they are big and colourful.	2
I like the couch!	2
Our furniture because it is flexible (standing tables).	2
The couch – because it makes you feels like you're at home.	2

Technology.	2
The sandpit.	3
MPR because it is a good size (table tennis tables).	3
Easily accessible library.	3
Playgrounds.	3
I like the umbrellas because they keep us dry.	3
The oval and all the grass areas (for learning and games).	4
I like that we have enough (storage) space for all our learning stuff.	4
I like that there is a lot of classroom space, so we're not sitting right next to each other.	4
The tubs and bag boxes (storage) because there is more room and we can sit where we want.	4
Students at Cambridge Primary love our outdoor spaces.	4
Our flexible furniture (because it gives students the chance to relax and do their best thinking).	4
It's very important for our students to have big learning spaces like we have now so students can spread out and do their best thinking.	4
I like how we have a library so we can get books if we don't have a book to read.	4
I like that we have such a big sandpit so there is enough room for everyone to play.	4
I like that we have a canteen and there is enough equipment for everyone to play.	4
Big classrooms.	4
Technology.	4
The hall is very good for many things.	4
The oval and netball court.	4
The teachers are kind!	4
Sports store because it has a variety of equipment.	5

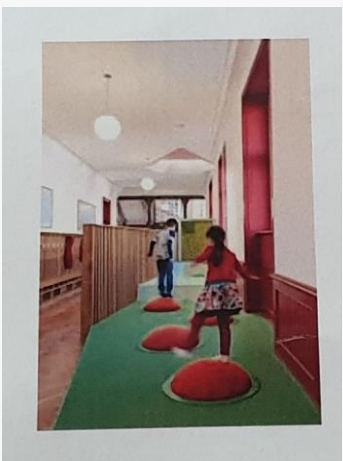
Canteen.	5
Lots of play equipment.	5
The swings and plants.	5
Technology for learning.	5
Big classrooms.	5
All the grass to play sports and run around.	5
MPR.	5
A bush school.	5
Playground and trees.	5
Flexible furniture for seating.	5
Garden for our own veggies.	5
Library for reading.	5
Qn. 2 – What future spaces should we build or redevelop to let you do the most exciting and engaging learning?	Group
A bigger kinder because there's not much room for the kinders.	1
Technology lab - because we can go there to learn.	1
An art room and a music room that aren't joined because they are very small.	1
A locker room, so we don't have to have a small bag box.	1
A cooking space, so kids can learn to cook.	1
We need new classrooms.	1
Cooking room(s).	1
More bathrooms.	1
Paths.	1
We must keep the oval.	1

Two storey gymnasium.	1
Bigger bag boxes.	1
New basketball court.	1
Bean bags and couches in the library.	1
We should get a 'trades place' so if people want to build houses when they get older, they can learn.	1
Better landscaping, so we can have more space.	1
More lush land.	1
A bigger assistant principal room.	1
A deck, so that we can do learning outdoors.	1
A bus loop and drop and go space.	1
Better canteen.	1
New forts for playing (our forts are old).	1
More laptops.	1
We need two storeys.	2
Soccer and AFL goals for each side of the oval.	2
Basketball court.	2
Change the MPR into a basketball court and have a gym inside of it.	2
Computer/science classroom.	2
Better canteen.	2
Handball courts.	2
More chessboards.	2
Add a gymnastic set to MPR.	2
New classrooms with modern aesthetics and lots of furniture, whiteboards.	2

More toilets for smaller age brackets.	2
Big trampoline.	3
Computer lab.	3
New for outdoor learning.	3
Beanbags.	3
Better playground for younger kids.	3
Environmentally friendly.	3
Metalwork space for older kids.	3
Indoor play area for rainy days.	3
Bigger bus area.	3
Tech room.	3
Science lab.	3
Media room.	3
More netball courts/indoor basketball courts.	3
Cooking class space.	3
Better basketball hoops.	3
More plants in classrooms.	3
Better building colours.	3
Net for soccer goals.	3
Bigger library.	4
More classrooms for all grades.	4
Skylights.	4
Footy goals on the oval.	4
More drinking fountains around the school.	4

Separate art and music room.	4
Woodwork space.	4
More basketball hoops.	4
More play forts.	4
Cooking class space.	4
A pool for swimming.	4
More couches.	5
More chairs for assemblies.	5
Indoor cricket nets.	5
Bigger garden.	5
Separate room for art and music.	5
Science room.	5
PE change rooms.	5
More sensory rooms.	5
More flexible furniture.	5
Obstacle course for problem-solving.	5
Bike track around oval.	5
Kitchen for cooking classes.	5
Auditorium.	5
Bigger gymnasium.	5
Inside play areas.	5
Drama room.	5
Skylights.	5
Modern classrooms.	5

Maze.	5
Climbing wall.	5

Image	Responses
	Table 1 – It's calming and great for learning. Table 2 – Like it because it's outside and full of nature. Table 3 – We like this because it's a break-out space, it looks and feels relaxing with all the plants and nature and lots of seating space. It also looks very modern. Table 4 – We like it coz it's very cool and got a lot of space. Table 5 – No comment. OVERALL - ✓
	Table 1 – Cool play area. Table 2 – Don't like as its small. Table 3 – Don't like as it's only a playground. Table 4 – No comment. Table 5 – No comment. OVERALL - ✗
	Table 1 – Too childish! Table 2 – Good for younger kids. Table 3 – Too babyish! – Libraries should be suitable for all ages. Table 4 – No comment. Table 5 – No comment. OVERALL - ✗

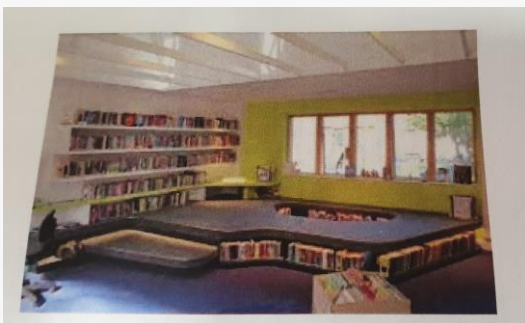


Table 1 – Looks cool but too small!
 Table 2 – Cluttered, too many books!
 Table 3 – Like it because looks comfortable area.
 Table 4 – No comment.
 Table 5 – No comment.
 OVERALL - Neutral



Table 1 – Spacious, flexible, nice and colourful for early childhood.
 Table 2 – Don't like! Nothing matches, but good furniture.
 Table 3 – We like flexibility and openness.
 Table 4 – Not enough space for classroom.
 Table 5 – No comment.
 OVERALL - Neutral

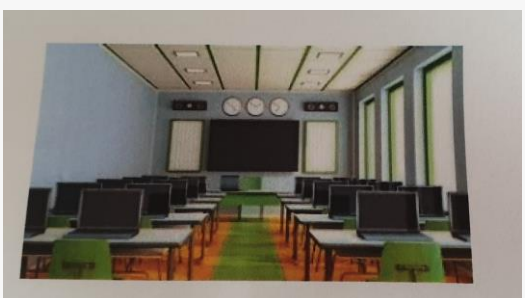


Table 1 – Don't like!
 Table 2 – Don't like!
 Table 3 – New tech, enough for everyone
 Table 4 – No comment
 Table 5 – No comment.
 OVERALL - X



Table 1 – Good for a science lab.
 Table 2 – No comment.
 Table 3 – Don't like - needs more colour.
 Table 4 – Very modern. Good furniture, open area and lots of computers.
 Table 5 - No comment.
 OVERALL - ✓



Table 1 – Don't like because it looks like a staff room.

Table 2 – We like because there is lots of space and light. The big windows and desks are good.

Table 3 – We don't like because we like working with other people (solo desks).

Table 4 – Good for a research room.

Table 5 – No comment.

OVERALL - Neutral



Table 1 – We like because outside and spacious. Inviting with good colour combos.

Table 2 – We like! More chill places to read and do work.

Table 3 -Like! Lots of outside learning spaces, trees and lots of colour (plants).

Table 4 –Very nice chill and relax space.

Table 5 – No comment.

OVERALL - ✓

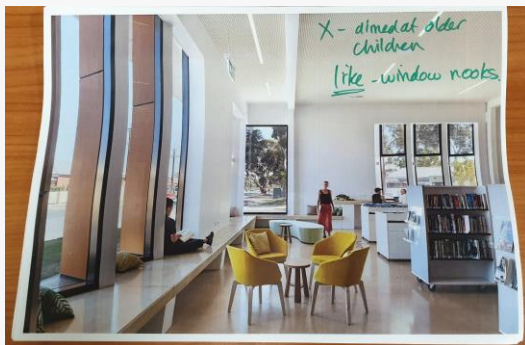


Table 1 – Like! Modern and colourful. Bigger with more seating.

Table 2 – Good for reading and learning areas.

Table 3 – Good! Lots of space.

Table 4 – No comment.

Table 5 – No comment.

OVERALL - ✓



Table 1 – Don't like! (In a hallway) but cool learning block.

Table 2 – No, because looks like a hospital.

Table 3 – No. Literally a hospital. Not a good feel (feels too open).

Table 4 – Not enough tables – almost looks like you're in a hospital!

Table 5 – No comment.

OVERALL - ✗



Table 1 – Not my style but I don't mind since it isn't so ugly.

Table 2 – We like it because it is big and fascinating!

Table 3 – We like this because there is lots of space for books and reading.

Table 4 – Like booths in library.

Table 5 – No comment.

OVERALL - ✓



Table 1 – Very cool and comfy.

Table 2 – Like because it has a really big space.

Table 3 – No comment.

Table 4 - No comment.

Table 5 – No comment.

OVERALL - ✓

Image rating comparison

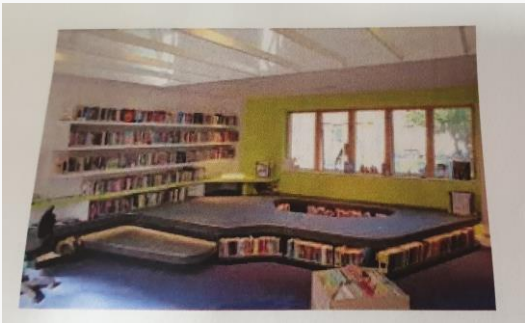
Image	Community rating	Staff rating	Student rating
	✓	✓	✓
	Neutral	✓	✗



✓

✓

✗



✗

✗

Neutral



Neutral

✗

Neutral



✗

✗

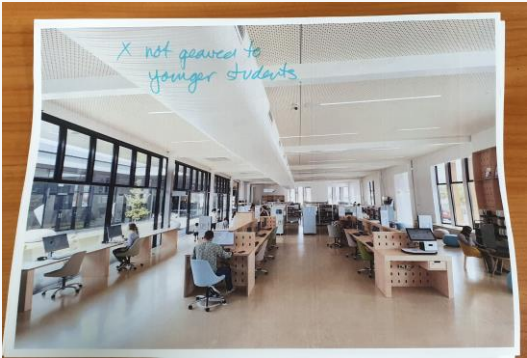
✗



✓

✓

✓



✗

Neutral

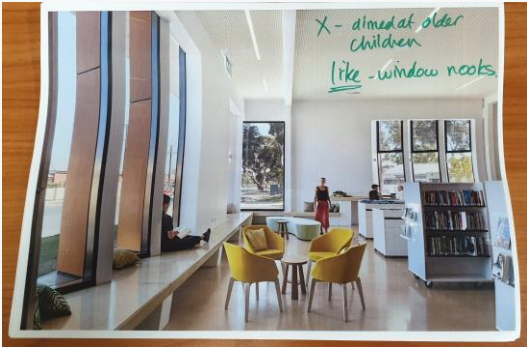
✗



✓

✓

✓



Neutral

✓

✓



✗

✗

✗



✓

✓

✓



Neutral

✗

✓