ASPIRATION GROWTH COURAGE RESPECT

DEPARTMENT OF EDUCATION
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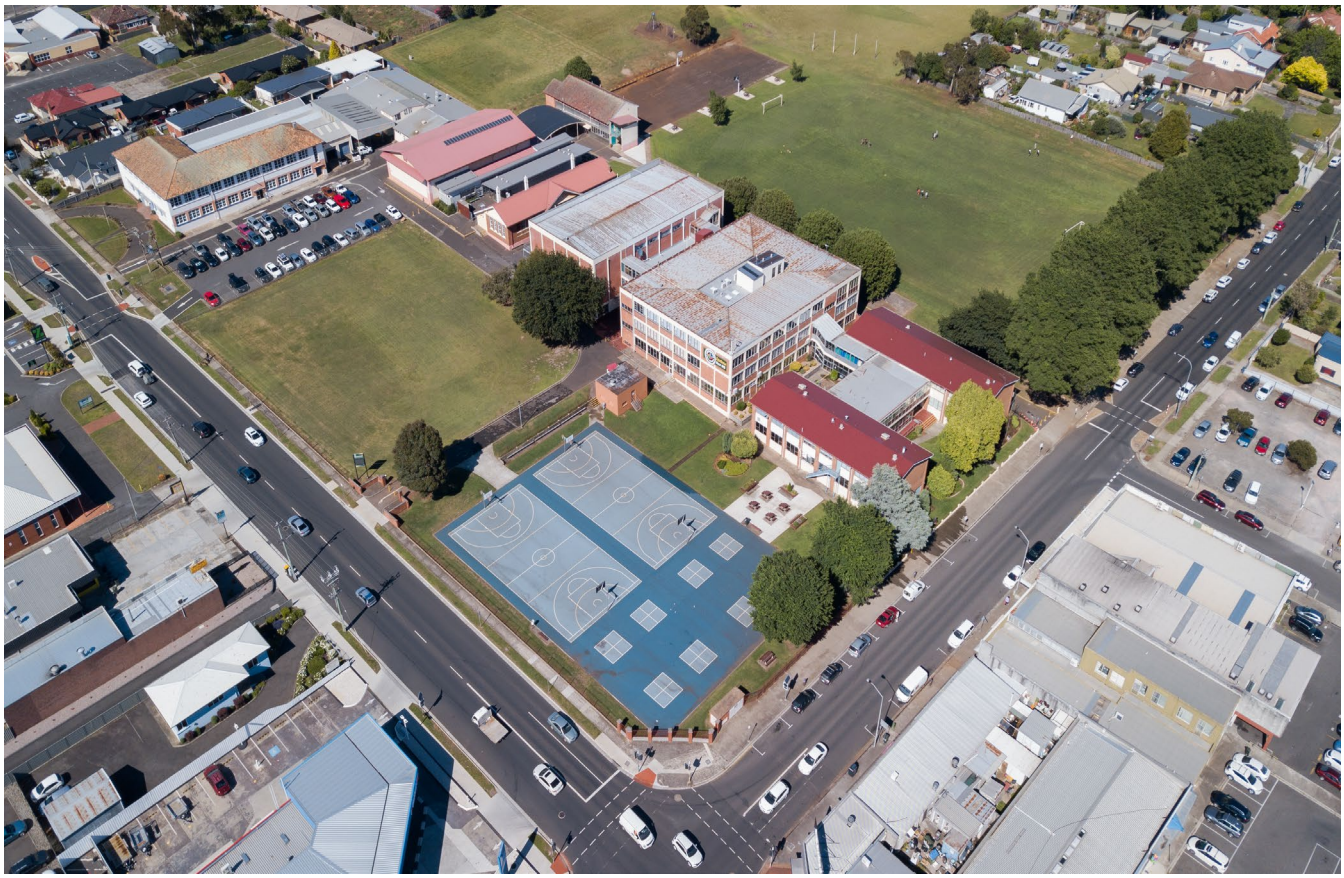
SUBMISSION:
MAJOR REDEVELOPMENT OF DEVONPORT HIGH SCHOOL



SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS
March 2020

Department of Education

Tasmanian Government

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INTRODUCTION

The Tasmanian State Government has allocated $10.5 million in Capital Investment Program funding for the redevelopment of Devonport High School.

This submission seeks approval from the Parliamentary Standing Committee on Public Works for a major redevelopment of Devonport High School. The redevelopment will include the provision of contemporary learning environments, support spaces, administration facilities, a new school entrance and car parking improvements.

The submission is presented at the detailed design phase and recognises the strong need to provide new contemporary learning environments at Devonport High School.

The Department of Education (DoE) provides co-educational secondary and senior secondary education services at Devonport High School and currently has just over 500 students enrolled from Year 7 to Year 12. The school is situated in coastal Devonport on the mouth of the Mersey River and Bass Strait, on the North West coast of Tasmania. Devonport High School is located within the Devonport City Council area, and has a current capacity of 750 FTE students.

In recent years, a focus on the DoE capital submissions to Government has been on refurbishing and redeveloping secondary and senior secondary facilities as a priority area. The previous Commonwealth Government Building the Education Revolution (BER) Stimulus Package provided approximately $330 million into the State for capital improvement in schools, however primary schools received the majority of this investment.

As a result, DoE has taken a strategic approach to seek capital funding to improve secondary and senior secondary facilities. The facilities at Devonport High School are a good example of those in need of upgrade as they are outdated for contemporary pedagogical needs with many areas having had little upgrade works since their construction in 1964 post a large fire on the campus. The proposed redevelopment focuses on these outdated and the most dysfunctional areas of the school. Additionally, the use of IT collaborative teaching in these facilities is high which requires significant adjustment from the technology teaching practices and facilities of the past.

CURRENT EDUCATIONAL NEEDS AND PRIORITIES

Contemporary Pedagogy and Learning Opportunities

Collaborative teaching practice is one of the key objectives for the teaching staff at Devonport High School. This has been a central focus for discussions of teams tasked with initial submissions for investment funding and for those tasked with closer planning of the project outcomes.

Planning for 2020 has seen teaching staff across the school closely aligned in Professional Learning Teams (PLTs), based on Grade groupings and curriculum areas. This is a major priority in the current School Improvement Plan and new organisational structure is critical for Devonport High School in meeting its goals. The clear and obvious goal for the school is collaborative contemporary teaching practices. The school's ability to deliver on this goal has not been limited by commitment of staff or professional learning, but by the physical teaching spaces that are available.

The physical teaching spaces at Devonport High School are extremely dated. Many areas are untouched since the building (B Block) was constructed in the 1960s. This seriously inhibits the ability to encourage open and collaborative teaching practice. The school's goal is to give teachers the opportunity to see other teachers teach, and therefore, contemporary teaching spaces must go hand in hand with this objective.

During 2019 as part of professional learning, teachers became familiar with each other's teaching practice through videoed lesson segments that were then discussed with a teaching partner with the focus being on the school's Instructional Model. This focus was on the engagement phase so the whole school can build a consistent and shared understanding of the school's teaching practice. The Devonport High School's 2020 Improvement Plan and Professional Learning is structured to build on this work.

School Philosophy and Community Connections

Devonport High School is committed to improving learning outcomes for students by supporting and enabling team teaching, embedding a feedback culture and improved mentoring for early career teachers. The redevelopment, through the provision of contemporary collaborative learning environments, will provide students with opportunities for more visible learning. The project will help reorient the learning experience away from what teachers are teaching and instead empower students to have ownership of their own learning. Devonport High School strives to be a centre for innovation, creativity and excellence in teaching and learning. Digital technologies and contemporary pedagogies will be supported.

In working with students, staff model the school's values. These values have been developed through Devonport High School student voice. The school believes that these values are critical in constructing learning opportunities and supporting students as they develop self-awareness and establish themselves as valued members and leaders within their communities.

- Be Respectful
- Be Responsible
- Be Inclusive
- Be Aspirational

Devonport High School has an outstanding and committed School Association. Many members of the committee have been key team members in the application for capital works funding over a number of years. The School Association strongly supports this development and has engaged in the process at every step. The School Association is excited by the future opportunities that this project will bring to the school community.

The school has recognised the need to make deeper connections with the community, as well as for the community to understand the outstanding quality of teaching and learning that takes place at Devonport High School. Key partnerships include:

- strong partnerships with associated schools through the Devonport Collective and the Mersey Leven Collective
- exploring key ways to strengthen school/community relationships
- developing a communication strategy, and
- providing authentic and engaging experiences beyond the classroom and into the community.

Community engagement and community use of facilities are core objectives in the redevelopment of Devonport High School.

Enrolment Demand and Building Capacity

DoE has standard methodology for enrolment projections and the assessment of building design capacity. The table provided below is based on student enrolments as at 2019 and formal projections.

It is anticipated that enrolment numbers will remain relatively steady with a projected increase to 508 FTE in 2022 including Senior Secondary students as a result of intake area adjustments.

The capacity of Devonport High School will remain at 750 FTE students after the proposed redevelopment is completed. The project sees the number of general learning areas in Block B being maintained at 19, but the design includes a flexible learning hub on the ground floor, levels 1 and 2 respectively, providing enhanced flexibility in teaching and learning opportunities.

The redevelopment project does not alter the existing internal area available, rather it will provide for significant reconfiguration providing a contemporary, efficient and cohesive floor plan catering for the future needs of the school.

	Census Data		Current Projections				
	2018*	2019*	2020	2021	2022	2023	2024
Year 7	109	122	130	140	114	108	128
Year 8	124	111	124	131	141	116	110
Year 9	123	121	109	120	127	137	113
Year 10	125	123	121	110	121	127	136
Total Persons	**481**	**477**	**484**	**501**	**503**	**488**	**487**
Senior Secondary Persons	**1**	**2**	**5**	**5**	**5**	**5**	**5**
Grand Total Persons	**482**	**479**	**489**	**506**	**508**	**493**	**492**

*Actual first term census data

Project capabilities for Increased Enrolments & Years 11 and 12

The planned school redevelopment includes retaining the space allocation for Years 11 and 12 enrolment in its current, recently redeveloped location in C Block (Years 11 and 12 Program CIP funding 2017). The project will establish a stronger nexus between the Senior Secondary area and the redeveloped B Block providing enhanced learning opportunities and amenity for the senior secondary cohort.

The school commenced offering Years 11 and 12 in 2018.

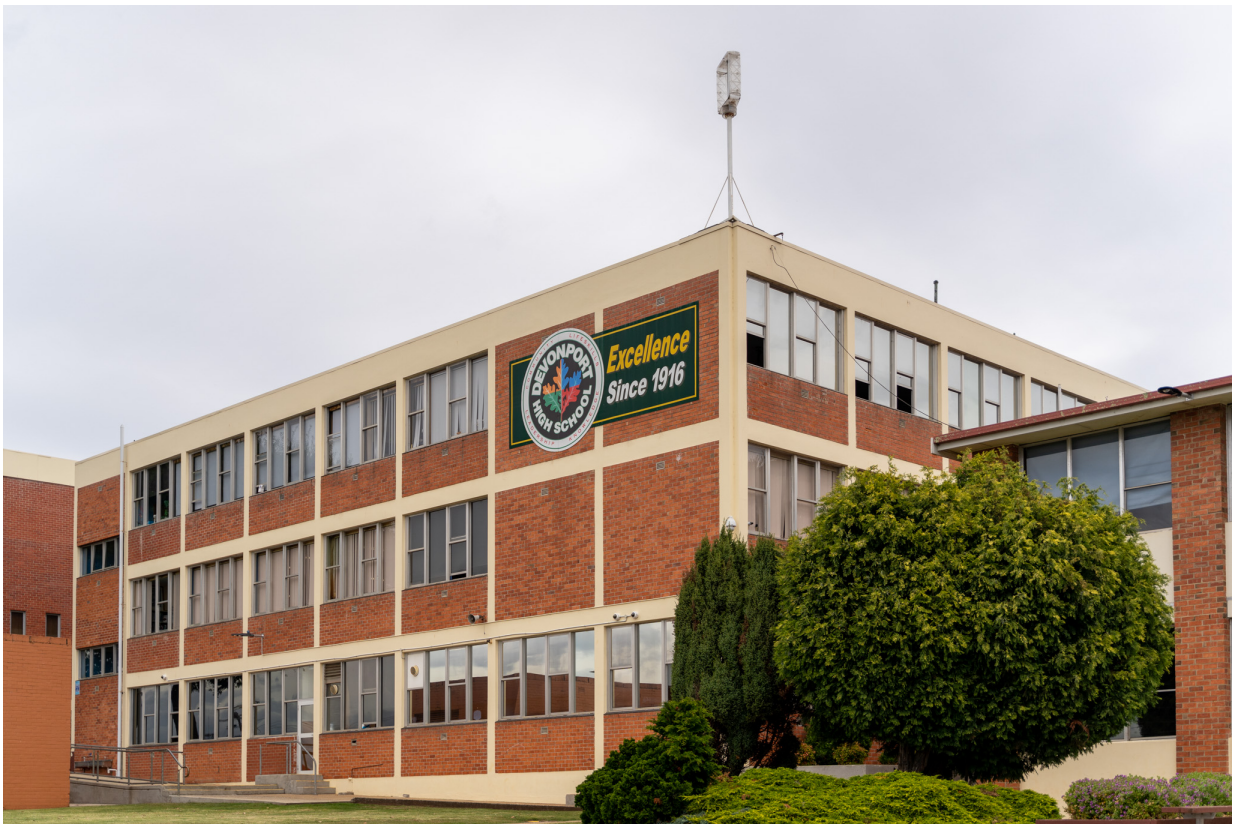
Existing Facilities

Devonport High School is located at 91 Best Street, Devonport. It is situated on 6.2381 hectares of land and has a fully enclosed covered area (FECA) of 11,309 m^2.

The school comprises 12 main building blocks as follows:

- Block A (Building 1) houses art, music and science and is currently the main entrance to the school
- Block B (Building 2) houses administration, science, drama, general learning areas
- Block C (Building 2) houses the Grade 11 12 area, student lounge and amenities and the auditorium
- Block D (Building 3) houses home economics
- Block E comprised classrooms demolished to make room for new gymnasium in1996
- Block F (Building 5) is the canteen
- Block G (Building 4) is the gymnasium and amenities (new building 1996 additions 2016)
- Block H (Building 7) is manual/industrial arts
- Block R (Building 9) comprises ex adult education building
- Block T (Building 8) contains a P.E. fitness area.

For the purposes of consistency this report will refer to all school zones by the alphabetised naming convention above.



Devonport High School is over 100 years old. Large sections including Blocks A, B and C were built following a major fire in 1964, only minimal refurbishment has taken place in these blocks meaning the school is still using 20th century concepts for teaching and learning spaces. The small, dark, outdated general learning areas are not fit for

contemporary quality teaching and learning requirements. In 2000, an infill structure in the centre of B Block provided additional classrooms, however these rooms do not have access to direct natural light and have a dysfunctional layout.

The outdated floorplan and corridor configurations force large numbers of students, teachers and visitors through the learning areas. The wide corridors waste a great deal of space, and with an improved layout, this space could be taken up into learning areas.

The undersized classroom sizes and configurations have resulted in dysfunctional allocation of spaces for learning and the dislocation of year groups and course disciplines.

The administration area located within Block B is not readily apparent to school visitors. Administration is accessed via the entrance off Best street requiring visitors to traverse a student learning zone prior to sign in. These areas have not been refurbished since 1964, are outdated and do not meet the needs of the school.

There are two parking locations. One location is across the street from the entrance to the school on the corner of Best and Kempling Streets, has a boom gate and is used for staff parking. The other location is at the back of the school near the gym, accessed off William Street and is not obvious to visitors who are unfamiliar with Devonport High School. Neither is friendly to visitors to the school. The result is that there is nowhere for visitors to the school to easily park near the entrance to the school. On street parking is metered parking. Visitors parking near the gym often have difficulty finding the entrance to the school and the school office.

Energy use is high with outdated windows, floor heating and poor natural lighting and no capacity with the current scenario to reduce energy use.

Community Consultation

The Department of Education established a Project Working Group comprising representatives from the following organisations:

- Learning Services Northern Region: Benjamin Neate
- School Association: Andrew Hillier
- School Management and Support Staff: Peter Bird (Principal), Helen Guinane (School Business Manager), Andrea McQuitty and Breaane McCall (staff members)
- Project Consultant Team: Heath Clayton and Kate Gooch, ARTAS Architects
- DoE Facility Services Team: Min Harman, Hilary Cooper
- DoE IT Project Officers: Tim Jackson and Myles Bingham

The consultation process for the Devonport High School capital works project also included a community engagement campaign under the *Get Involved* banner. The engagement process was initiated and managed through surveys, workshops, and various engagement and group presentation processes. Participation and feedback included responses through 170 surveys, 79 individuals participated in meetings, student forums and community workshops.

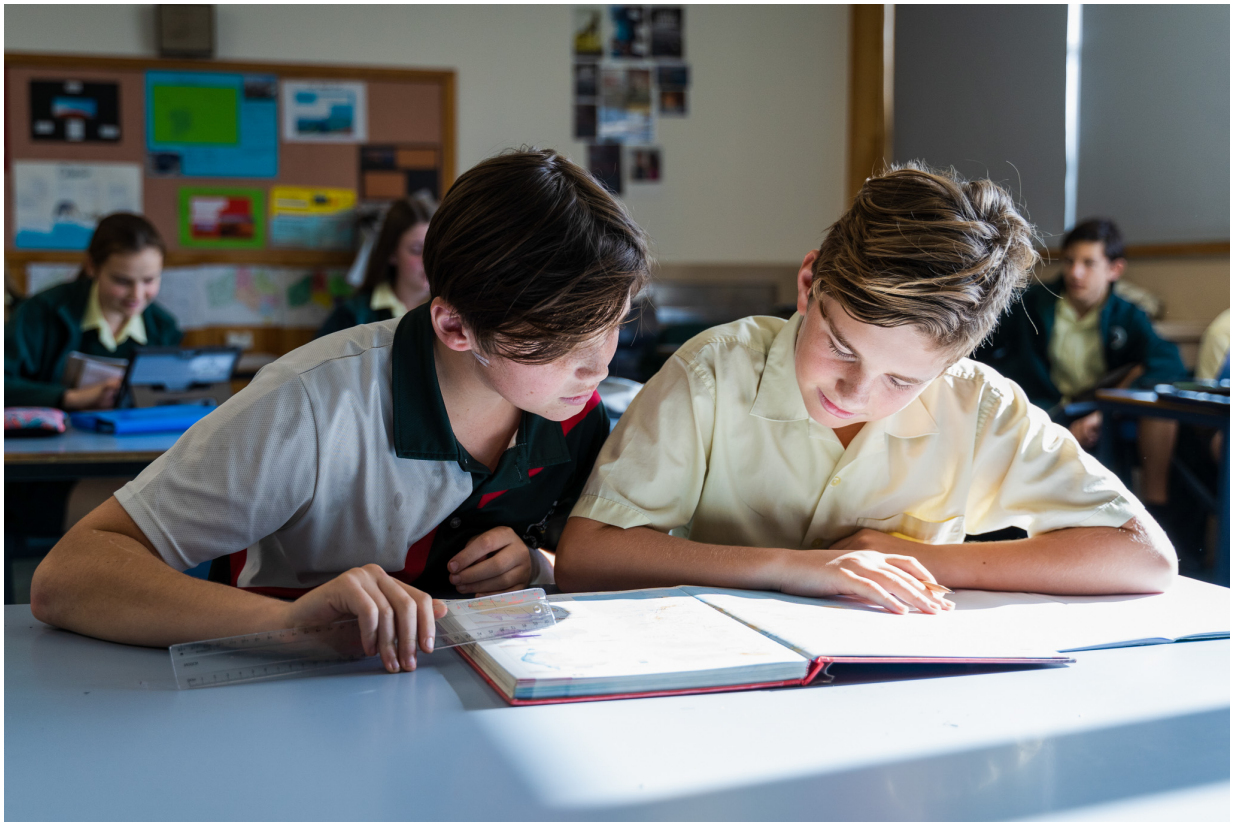
The resulting Community Engagement Phase 1 Outcomes Report dated July 2019 was used as a reference source and guide to campus redevelopment planning and design decisions and is included in Attachment 1.

The community has been informed of the master planning and redevelopment planning outcome through a newsletter and design statement update. Phase 2 of the community engagement process commenced in February 2020 and expected to conclude in March 2020.

Information was disseminated to stakeholders via mass communication channels, providing details/images of the concept master plan developed. The linkages between Phase 1 community engagement feedback and the concept

master plan was provided by way of narrative developed by the consultants. Copies of the concept master plan and project updates were shared via the DoE Infrastructure webpage for Devonport High School, and stakeholders informed via Consultation Manager mass email. Other communication channels used to communicate progress of the project were social media, school newsletter, posters and a mail out to all residents and businesses within the school intake area.

An Outcomes Report for Devonport High School Community Engagement Phase 2 will be published and shared with stakeholders on completion of that stage.



SITE PLANNING AND SCHOOL DESIGN

The project objective is to redevelop the outdated and inadequate 1960s classrooms, administration and support spaces over three levels of existing Blocks A and B. The upgrade will provide a new and relocated main entry and arrival to administration services and more suitably designed spaces that will support a contemporary approach to education with high expectations for engaged learners. The project provides an opportunity for enhanced connectivity between Block A and B and linking proposed development with the newly created year 11 and 12 teaching hub and existing assembly hall located in Block C.

The 2020 masterplan evolved over an extensive collaborative process with the Project Working Group to determine the project scope for the current project. The master planning process looked at future opportunities for the Devonport High School site outside the current available funding as shown on Attachment 2.

The current proposed works focuses on the relocation of the main entrance paired with the administration function and adjacent to the assembly hall. Moving beyond administration, the internal campus opens up to the central library with direct access to the central courtyard, computer labs and mini auditorium providing a central learning hub shared by all users on the ground floor of Block B. The upper 2 levels of Block B focus on general learning areas, break out hubs and staffing areas.

The current project scope has the following advantages:

- utilises the existing building fabric and site infrastructure wherever possible
- creates a new highly visible main entrance to the school paired with administration function
- creates and identifies learning precincts within the structure of the campus
- provides many opportunities for students to occupy and interact within outdoor courtyard areas
- relocates the library in a more central, accessible location
- provides upgraded facilities in the Assembly Hall for drama teaching, assembly and potentially hire for community use
- consideration of prevailing winds and solar access to all learning areas and outdoor spaces whilst maintaining views and vistas
- maintains existing vehicle access whilst consolidating whole of school parking to one location and provides vehicle drop off areas
- provides a landscaped courtyard with ground access and good visual perspective from all levels; and
- identifies future strategic opportunities for investment and development at Devonport High School.

Proposed Works

The primary objective of the redevelopment of Devonport High School is to bring the facilities of the campus up to a standard commensurate with the needs of contemporary teaching and learning practices.

Attachments 3, 4 and 5 provide the detailed site master plan, floor plan, development application plans and 3D render images.

There are a number of opportunities that have been identified for inclusion in the redevelopment project; these are summarised below:

- Development of a new highly visible entrance to the school with a consolidated car parking area in front of the entrance, accessed off William Street. The new car park will have sufficient parking for the whole of the school community and include student drop off zones.
- Creation of high quality, contemporary learning environments through careful planning and redevelopment of the existing B Block. Levels 1 and 2 will be redeveloped to provide 16 general learning areas and multiple flexible collaborative learning hub zones.
- The ground floor of B Block will be completely redeveloped to provide a new, highly visible school entrance. An administration zone, 3 general learning areas, senior staff and support staff offices, accommodation and amenities will also be provided on the ground floor.
- The development of a new library and visual arts precinct on the ground floor of B Block presents an opportunity to extend curriculum options in technology fields which are currently not available at Devonport High School. The new library will provide an attractive and appealing student collaboration and learning space coupled with a multi-media lab and mini-auditorium for presentations and study.
- The atrium is to be opened up to become a landscaped accessible space for students and staff with connectivity to the student lounge area and the library.
- Staff accommodation will be distributed strategically throughout learning zones to provide easy access for students to staff members improved visibility and passive supervision of general learning areas.
- A new lift will address current vertical transportation issues at the school for persons with disabilities and address Work Health and Safety (WH&S) issues associated with the existing unreliable lifts.
- New amenities will be distributed throughout the core of the campus to address compliance and safety issues and reduce student and staff travel distance issues.
- A redeveloped, contemporary Science, Technology, Engineering and Maths (STEM) laboratory is to be provided in Level 1 of Building 1 to consolidate science facilities into a cohesive department with staff accommodation, meeting and resource room and address compliance issues.
- The existing hall will have a light refurbishment and the introduction of space heating and cooling to create an appealing space to teach drama and dance. Retractable seating is to be installed to aide presentations and performances.
- Energy efficiency of the campus will be improved by utilising efficient fixtures and fittings and the inclusion of contemporary heating and cooling throughout the redeveloped areas.

Generally, the redevelopment will address a number of legacy issues that exist at Devonport High School due to the nature and age of the infrastructure and the disjointed nature of the existing layout.

The major redevelopment allows a comprehensive overhaul of the core of the campus addressing the disjointed floor plan, reducing wasted space in corridors, improving student movement and transition times, providing stronger links between areas and addressing multiple WH&S issues including accessibility.

Architectural Statement

The Project Working Group has invested in a thorough briefing and planning process. The CIP 2020 design has been created to provide experiences that benefit the students, staff and the community as a whole. Drawing from the brief the key architectural solutions were to address existing issues around the location of administration, provide clarity to the main entrance and to provide flexible and adaptable learning spaces that engage all end users for Devonport High School.

Devonport High School is a multi-level urban school. Block B spans over three levels bounded by an internal courtyard atrium. The design approach is to revitalise the courtyard and provide a vertical 'green heart' to the school which can enrich the experience for both teachers and students as they move between the floors and wings of the building.

The internal campus is conceived as a series of collaborative learning hubs and will include 19 general learning areas, open learning hub areas, computer and media labs, library, mini auditorium, STEM lab within the science department and upgraded auditorium facilities.

Visitor arrival, administration and staff facilities (Block B)

The existing issue of visitors not being able to locate the main entrance will be addressed by creating a new main entrance to Block B. The provision of a new car park, by extending the existing on-site car park for staff and visitors with the inclusion of school drop-off and pick-up, also enhances and clarifies the main entry to the school.

The administration centre will be located within the main entrance overlooking the arrivals precinct addressing issues of security and ensuring that all visitors first report to reception. A centrally located meeting room is accessible off the main foyer area to avoid the need to bring visitors deep within the campus.

Senior staff offices, staff accommodation and amenities, consulting rooms and IT services are all co-located on the ground floor to ensure an efficient and collaborative staffing environment is provided.

Library and Flexible Learning Hub (Ground floor Block B & C)

Relocation of the library to the ground floor of Block B paired with a new computer lab and mini auditorium provides a shared central hub location for student collaborative and independent learning. It is intended as a progressive flexible interactive learning zone catering for future technological advancements in teaching and learning.

The student lounge and library have direct access to the green open courtyard area which extends this area and at ground presents the 'green heart' of the school.

General and Flexible Learning Areas (Levels 1 & 2 Block B)

The new general learning areas on levels 1 and 2 of Block B provide a diversity of purposeful learning settings to enable a range of pedagogies from direct instruction to more collaborative and independent learning activities.

This strategic shift requires spaces to be flexible, allowing students to learn one-on-one, in small groups, large groups, or to come together in groups. The learning areas have the ability to open up in pairs to allow team teaching with a variety of smaller external hubs and project rooms for break-out sessions. The resulting design provides a unique assembly of contemporary learning environments.

All general learning areas have natural light and are configured around break out spaces and a central staff room which provides passive surveillance during break times. These breakout spaces will provide a quiet, safe environment to switch off and recharge both mentally and physically during break times and come back to the learning areas fully focused.

Teaching walls in the general learning areas provide storage opportunities for 'mini libraries' and teacher resources will be dispersed throughout the school minimising transition times.

To enhance views to the ocean and additional borrowed light into internal spaces, existing windows are to be replaced with larger windows in the level 2 hub space.

STEM Laboratory (Block A)

Two of the existing Science teaching areas on Level 1 of Block A will be upgraded to provide a STEM learning facility. These rooms will be provided with connectivity to allow practical and theoretical STEM facilities to co-exist. The lab space will be provided with reticulated services including gas and a small kitchenette style space to facilitate specialist experiments and project work.

Auditorium (Block C)

The hall is a highly valued asset for Devonport High School and the broader community. The proposed refurbishment of this space to include heating and cooling, retractable tiered seating, acoustic treatment to internal surfaces and improved facilities to enable contemporary drama and dance to be taught provides an outstanding opportunity to maximise use of this existing resource.

It is envisaged that there will be a strong connection to the community through a shared use of the auditorium for performance and school events and potential for public hire.

Amenities & Lockers

Blocks A and B will have upgraded and redispersed amenities to reduce student travel time to access facilities. These will be located in general learning zones on each level of the school and include accessible facilities in each zone.

New lockers have been integrated into floor layouts in strategic locations across all levels of Blocks A and B. These locations have been carefully planned to avoid circulation space congestion and student conflict when accessing banks of lockers.

Building Materials

The majority of the proposed works are internal modifications and as such any new external finishes are minimal. On this basis the approach for selecting new external materials is to blend with the exiting building fabric. The only exception to this is to highlight the new main entrance to the school which is achieved through the use of colour.

The material palette has been informed by sustainability goals as well as considering the material's life cycle from a durability and maintenance perspective. Externally, the materials will be a combination of powder coated aluminium door and window frames, Colorbond roof cladding and flashings, proprietary fibre cement sheet wall cladding panels with paint finish.

The colour palette will be simple, clean lined and contemporary.

Sustainable Design

DoE policy on integrating sustainability on all major projects to exceed the mandatory performance standards and minimise the reliance on active building services is observed in the design of the redevelopment of Devonport High School. The design aim is to exceed the minimum National Construction Code (NCC) energy efficiency requirements.

The design has been informed by the sustainability aspirations for the project. For example, glazing areas and orientations to balance solar glare control against effective natural lighting and contemporary teaching models have been catered for with fully flexible spaces including an outdoor learning courtyard area which engages students and staff with landscaping.

Devonport High School redevelopment project will:

- take maximum advantage of passive design principles such as solar access, natural ventilation. Most of the existing buildings benefit from solar gain and breeze across the school day
- tlan internal spaces into zones that require similar heating and cooling requirements and minimal energy use. This is achievable at Devonport High School where existing buildings can be readily zoned for respective solar orientations of morning and afternoon comfort levels
- ensure new works are appropriately insulated. In regard to existing buildings, accessible roof and wall spaces will have supplementary insulation systems installed
- select and use materials that have lower environmental impact, such as low volatile organic compounds (VOC) products, and thus beneficial life cycle costing
- employ energy saving devices such as low energy efficient appliances/equipment, building energy management systems and use renewable energy sources where possible.

Accessibility

The redevelopment will comply with NCC codes for accessibility. The new entrance will be fully wheelchair accessible from the designated parking area in the car park and from the street beyond. The project also includes the installation of a new lift which will be located at the main entry adjacent administration and provides access to all upper levels. This replaces the current unreliable infrastructure that is poorly located at the rear of Block B. A new inclinator is to be installed to the stair in the link-way between Block A and B to increase accessibility in this zone.

All levels of Block B will include an accessible toilet facility.

Tasmanian Government Art Site Scheme

The proposed redevelopment presents an excellent opportunity for a suitable artwork to be incorporated into the entrance and/or courtyard area of the school. An artwork within the courtyard area could provide an opportunity for the work to be viewed and engaged with by students, staff and visitors to the school on all 3 levels of Block B.

A feature piece at the new entrance to the school could provide a highly visible landmark giving presence and identity to the relocated arrivals precinct.

The brief for the Art Site Scheme is under development at the time of preparation of this submission.

PROJECT MANAGEMENT

Funding and Budget Estimates

Funding to the amount of $10.5 million has been provided by the Tasmanian State Government for the project.

Devonport High School has also committed up to $190,000 to facilitate the provision of retractable tiered seating in the auditorium and other works.

The staff car park on the corner of Best and Kempling Streets is proposed to be sold as vacant land as it is surplus to the school's requirements once the rear car park is completed. A government valuation of the land is currently being sought. The current estimate of the land value is $180,000. The sale amount will be added to the project budget to cover the cost of extending the existing onsite car park.

Thus, the overall funding for the project is $10.87 million.

The project funding is divided into the following components:

Description	Budget Component ($'000)
Construction (including a design and construction contingency sum of $923.5K)	$8,.396
Additional scope not in current Quantity Surveyor Report: New windows to Block B, refurbished student amenities (student lounge), shelters at drop off/pick up zone, sports courts resurfacing	$540
Up-front expenses including consultants' fees and statutory authority fees	$800
Furniture and Equipment including IT equipment	$600
Project Post-Occupancy and Contingency	$184
Art Work	$80
Project Management and School Administration	$270
Total	$10,870

The furniture and equipment budget will provide for appropriate furniture and Information Technology for contemporary learning environments.

Consultants and upfront planning fees include architectural and engineering fees and permit authority fees.

In line with project management best practice, a project and post occupancy contingency sum has been allowed for to provide additional funds in the event of design amendments, unforeseen existing building conditions and related construction costs, additional expert advice and post-occupancy changes.

ARTAS Architects and Exsto Management Quantity Surveyors have provided cost estimates for the project based on the current design. The full limit of cost estimate report is included in attachment 6. The project is currently in design development and the construction estimate may vary by the time tenders for construction are called. A design contingency has been allowed to cover this. The project scope will be managed within the budget parameters to ensure budget overruns do not occur.

Details of the construction cost estimate are as follows:

Construction Budget Including construction contingency	**Cost Estimate ($'000)**
Building works to Block A	$346
Building works to Block B including new entrance	$6,297
Internal building works to Block C	$458
External works including car parking	$880
Options included as per quantity surveyor's report summary	$415
Total Construction Budget	$8,396

The figures above also include a design contingency of 6% plus a construction contingency of 6% totalling a $923.5K contingency sum.

Further to the above contingencies additional scope not shown in the table above will be included in the tender package as follows:

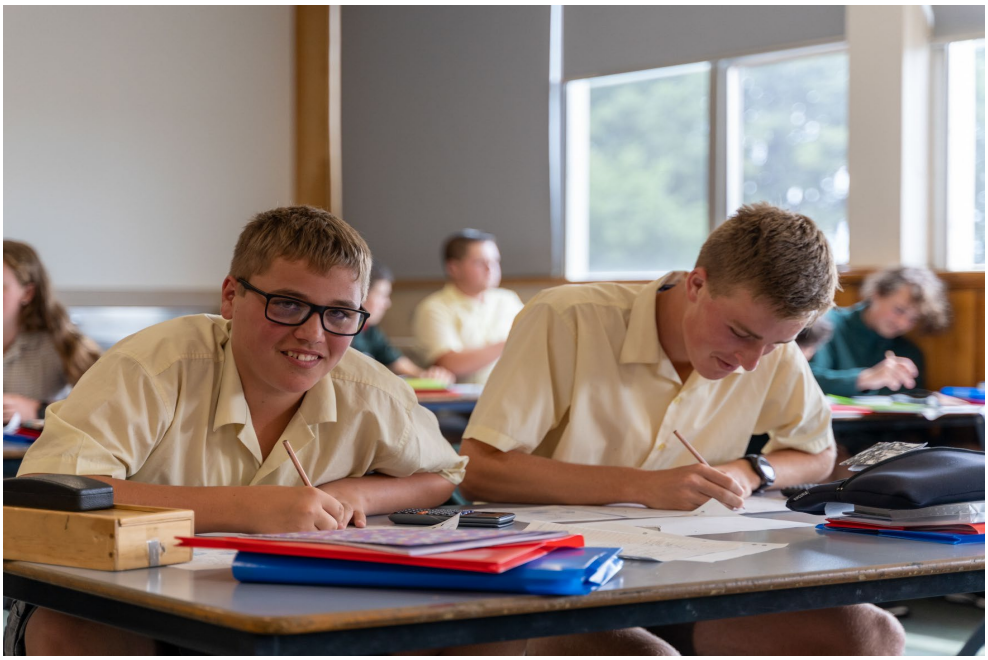
- New windows to Block B
- Refurbished student amenities (student lounge)
- Shelters at drop off/pick up zone
- Existing sports courts resurfacing.

A budget of $540,000 has been allocated for these items which will be adopted based on available funds within the project budget.

Project Timeline

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
Development Application submission	February 2020
Design development finalised	March 2020
PSCPW hearing	31 March 2020
Documentation, preparation for tender	March-April 2020
Tender date – *subject to PSCPW approval*	April 2020
Tenders close	May 2020
Tender assessment and approval	May-June 2020
Contractor appointed	June-July 2020
Construction commences	July-August 2020
Construction completed	December 2021
Defects liability period	December 2022
Post completion review and evaluation	December 2022
Project completion	December 2022



Potential Project Constraints

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

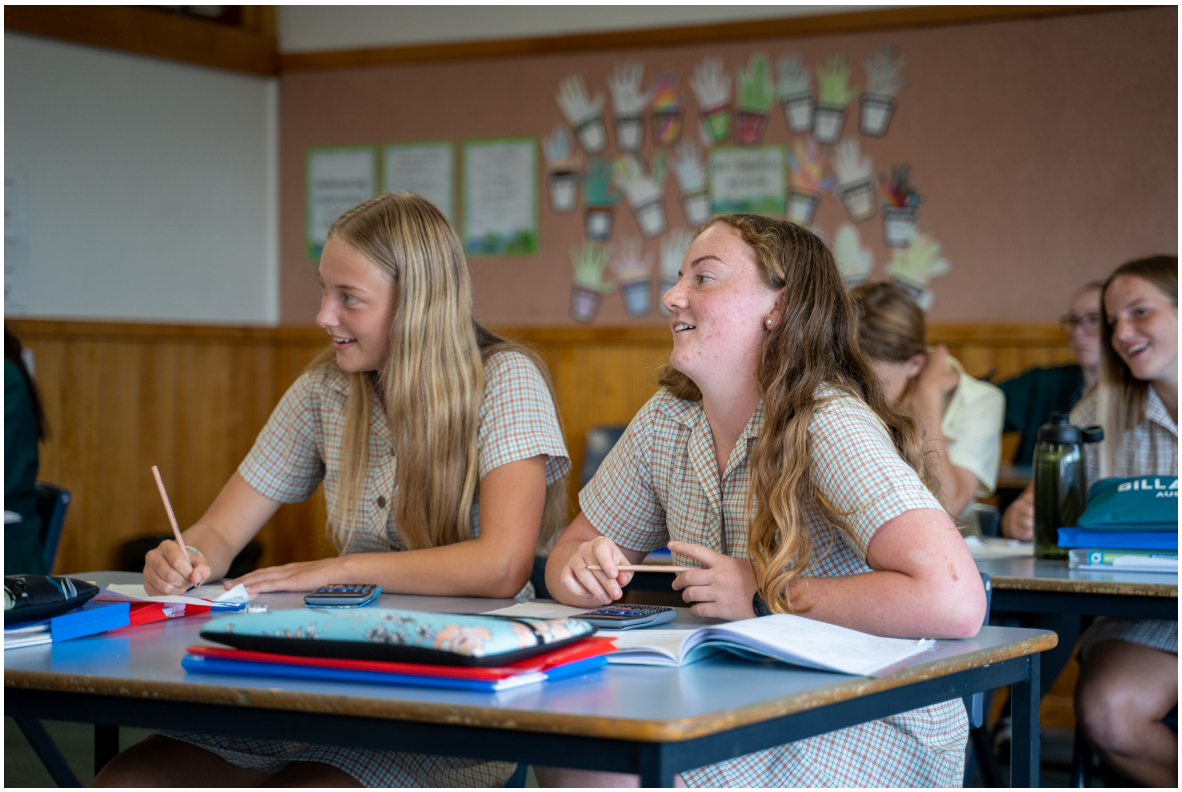
Identified Risks	Risk Mitigation Strategy
Tenders received exceed the total available budget.	The tender will be packaged to allow reduction in scope should the tender sum exceed the pre tender estimate. Ongoing cost reviews throughout design process including a pre-tender estimate
Planning approval will not be forthcoming to meet the time frame for tender.	The planning application was submitted in February 2020 to ensure approval is received prior to proceeding to tender.
Design development will not progress in a timely manner to meet the time frame for tender.	Fortnightly project working group meetings have been scheduled to ensure design can progress in the timeframe required working with consultants and the school to expedite this process.
Design not meeting requirements for contemporary pedagogy.	Weekly project working group meetings with key school staff to ensure contemporary pedagogy can be achieved in the redeveloped Devonport High School. Senior DoE Educators are involved with the design development process.
Delays occur during construction.	Regular site meetings will be held throughout the construction phase that updates the construction programme. Adequate programming has allowed full documentation of the construction package to minimise the risk of technical difficulties during construction.
Disruption to student learning during construction.	Considerable planning through the design phase to minimise disruption to learning during construction is currently being undertaken.
Community concern over design solution	Considerable community engagement and consultation has been undertaken throughout the design stages to ensure the community understands and support the proposed works.

CONCLUSION

The provision of contemporary learning environments with adequate capacity for the foreseeable future will assist in the ongoing provision of high quality education at Devonport High School. Whilst the need to undertake this redevelopment is high, it should also be noted that the $10.5 million funding allocation provides a much needed injection into the State economy.

Obtaining approval from the Parliamentary Standing Committee on Public Works will provide assurance to the Devonport High School community that this project will proceed to tender and construction as soon as possible.

It is therefore recommended to the Parliamentary Standing Committee on Public Works that the major redevelopment works proposed for Devonport High School proceed as detailed in this submission.



Attachments

1. Community Consultation Outcomes Report – Phase 1
2. Strategic Site Master Plan
3. CIP 2020 Site Master Plans and Floor Plans
4. Development Application Plans
5. 3D Render Images
6. Quantity Surveyor Report