ASPIRATION GROWTH COURAGE RESPECT

DEPARTMENT OF EDUCATION
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SUBMISSION: MAJOR REDEVELOPMENT OF SORELL SCHOOL

Submission to the Parliamentary Standing Committee on Public Works – 11 May 2020

Department of Education

Tasmanian Government

CONTENTS

INTRODUCTION

The Tasmanian State Government has allocated $25.75 million for the major redevelopment of Sorell School.

The Department of Education (DoE) provides co-educational primary, secondary and senior secondary education services at Sorell School, which currently caters for approximately 880 students from Kindergarten to Year 12.

This submission seeks approval from the Parliamentary Standing Committee on Public Works for a major redevelopment of Sorell School. The redevelopment will consolidate the school and create state-of-the-art Kindergarten to Year 12 learning facilities.

The submission is presented at the costed master plan phase and recognises the long-standing need to provide contemporary learning environments at Sorell School in an integrated and transformed setting.

The main campus of the school is situated at 41 Gordon Street, Sorell in Southern Tasmania within the Sorell municipality. The school also includes an additional kindergarten at Midway Point.

Sorell School is the oldest continually operating public school in Australia, having provided education on the same site since the school opened in 1821. Within the Sorell municipality, it is the only school that caters for high school aged students.

Facilities at the school have a fully enclosed covered area (FECA) of approximately 10 670 m^2 on 17.3 hectares of land. The school has a current capacity of 1250 (25 students in 50 equivalent Learning Areas). This includes the Year 11 and 12 General Learning Area (GLA) next to the Trade Training Centre and the Midway Point kindergarten.

The history of past development at the Sorell School has created many congested building areas and a site layout in which it is difficult to connect students and deliver contemporary learning. The school is also separated into the former primary and secondary campuses that are no longer part of the school's vision to create a more integrated organisation and learning setting.

The vision supporting the redevelopment concepts is to position the school as the centre for education and training for the south east region of Tasmania. To facilitate this vision, the school will be reorganised into well linked but discrete learning hubs:

- Early Learning Hub that includes Kindergarten – Year 2 which will be closely connected to the separately funded Child & Family Learning Centre;
- Years 3 to 6 Hub
- Years 7 and 8 Hub, and
- Years 9 to 12 Hub with close alignment to the existing Trade Training Centre. The Trade Training Centre will retain its identity as an adult learning facility.

Alongside planning for the major redevelopment, a strategic plan for the development of the school farm is also underway. The new strategic plan will seek to position the school as a centre of excellence in Agricultural Science and will align with the Tasmanian Agricultural Education Framework. The design of the 9-12 Senior Learning Hub will be sympathetic and add value to the development of the school farm.

The school capacity will not change following the redevelopment however the focus is to provide contemporary learning environments. Any future enrolment pressure will need to be considered in future development needs. The aims for this redevelopment would not be achieved if existing empty capacity was provided at the expense of integrating the campus as one school with the quality contemporary learning settings for all grades.

CURRENT EDUCATIONAL NEEDS AND PRIORITIES

Contemporary Pedagogy and Learning Opportunities

Sorell School's learning programs include many possibilities for students. Because of the history of the school and local community, the school's primary history program is enhanced by the Pioneer Village, which has been developed over many years. The school farm continues to maintain both a horticultural and animal husbandry focus. There is also the primary kitchen garden program and an exceptional poultry breeding program. The Trade Training Centre provides Certificate courses in Construction, Horticulture and Hospitality. These elements reflect the school's focus as an excellent school in a rural community.

Community input and data from the South East Regional Development Authority (SERDA) Regional Workforce Planning Report 2017 highlighted several issues with some implications for the future planning of the Sorell School and Trade Training Centre:

- Closer and stronger links and partnerships between the school and the broader Sorell community.
- Increased opportunities for the shared use of school facilities between the school and community particularly in the areas of the Arts, sport/wellness, school farm, kitchen garden, and the Pioneer Village.
- Curriculum and training programs should be more targeted to the needs of industry, particularly local industries, for students at an earlier age.
- The key data absolutely supports the strong aspiration within the community for Sorell School to be a Centre of Excellence for the South East Region.
- One of the key recommendations from the SERDA Report is to develop better partnerships between education and employment through school-based apprenticeships. School based apprenticeships require students to complete TCE while concurrently gaining on-the-job skills through placement with employers. This form of education and training is gathering momentum and appears to have particular application to the skills needed in the growth industries of the regions.

School Philosophy and Community Connections

The school's vision is focused firmly on student achievement and social skills. Sorell School aims to work as a community of learners where everyone is supported and challenged to achieve their personal best. Sorell School believes in the ability of students to be confident, life-long learners: literate, numerate, active, healthy and engaged and knowing that they can make a difference, both in their own lives and in the lives of others. The school aims for its students to leave the school as proud, successful and socially responsible citizens, ready to take on the challenges of life.

Sorell School has a dedicated and experienced staff who work together to achieve the school's vision for all students. Good results are maintained in national testing and Australian Curriculum outcomes.

Input from the school's strategic plan, staff and students, and from the community as gathered in the Community Engagement Report 2019 (Attachment 1) suggest important elements of a future vision for Sorell School:

- An inclusive school community, providing opportunities for growth across a range of learners.
- A strong culture of collaboration, built on mutual trust and respect.
- Creating a school that helps to inspire learning and growth.
- Building stronger relationships between the school and the broader community.
- Developing contemporary programs that provide choices, opportunities and flexibility.

- Creating a new and exciting identity for the school.
- Creating an exciting, innovative and engaging school campus for the future that will enable all learning and wellbeing programs within the school to reach their full potential.

Enrolment Demand and Building Capacity

The redevelopment aims to maximise the amount of contemporary learning facilities to be available when the project is delivered. The present capacity is for 1250 students and the redevelopment will maintain this capacity.

It is anticipated that Sorell School will experience growth in the future .Adding speculative capacity would limit the potential for the redevelopment to provide contemporary learning facilities. Additional enrolment capacity will need to be considered in the future should the need arise.

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

	School Census Data			Current Projections			
	2018*	2019*	2020	2021	2022	2023	2024
Kindergarten [Head Count]	57	52	58	53	50	54	54
Preparatory	46	61	55	61	56	54	57
Year 1	55	44	60	55	60	56	53
Year 2	53	52	43	56	52	56	53
Year 3	48	47	51	44	55	51	55
Year 4	68	45	47	51	45	55	51
Year 5	53	73	50	52	55	49	58
Year 6	68	55	75	54	55	58	53
Total Persons	448	429	439	426	428	433	434
Year 7	92	95	85	108	80	82	88
Year 8	76	94	96	87	108	82	84
Year 9	85	77	98	100	92	111	87
Year 10	82	90	79	98	100	93	110
Total Persons	335	356	358	393	380	368	369
Senior Secondary Persons	96	101	93	93	93	93	93
Grand Total Persons	879	886	890	912	901	894	896

*Actual first term census data

Existing Facilities

The main Sorell School campus is situated at 41 Gordon Street, Sorell. There is also an additional kindergarten at Midway Point. The total fully enclosed covered area of the school buildings including the Midway Point kindergarten is 10 670 m^2.

The School has a current design enrolment capacity of 1250 (25 students in 50 equivalent general learning areas). This includes the year 11 and 12 GLA next to the Trade Training Centre and the Midway Point kindergarten. The current enrolment equates to an occupancy level of 69%.

The school is set on a campus that has ample space, with two large ovals and potential for a wide range of development options. The campus is flat, with an appealing outlook incorporating local farmland and hills. The main vehicle access points are located behind the school, and whilst mobility and access around the Sorell Township is relatively easy, the school has no significant entry points from the main street or the shopping precinct. The front of school has only one walk-in entrance, a service entrance for vehicles. Visitors accessing the school through the front entrance must park on the town's main street, where on street parking can be congested.

The school itself is in genuine and urgent need of transformation and reformation. The general opinion that continuously emerges from meetings and conversations held with stakeholders is that the school needs major changes in its facilities in order to meet the needs of the diverse cohort of learners. This will lift the school's reputation within the community and to provide contemporary learning opportunities.

Apart from the overall ageing and run-down appearance of the school buildings, the layout of the campus is confusing and uninspiring. Buildings have been added throughout the years independent of a long-term master plan. This has resulted in a patchy look and feel in terms of design and layout. Colour schemes do not match and many of the building surfaces have not stood up to the elements effectively.

There are unattractive fences and locked gates that contribute to a common opinion that the school looks more like an old colonial prison. Lines of sight between buildings and across the campus generally is very limited which inhibits aesthetic appeal and the creation of a safe and orderly environment. There is a large amount of asphalt covering campus grounds and the green space that does exist, has very little foliage, grass or appeal.

Structurally, there is little cohesion within Sorell School, both physically and operationally between the Primary, Middle and High School campuses. A large oval separates the two campuses and this physical separation contributes to an operational and identity divide. Pivotal to the change aspired for Sorell School will be the concept of one, united and cohesive school.

Community Consultation

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

- Learning Services Southern Region: Jamie Synott
- School Association: Natham Reynolds and Janet Gatehouse
- School Principal: Jenny Cowling
- School Management and Support Staff: Xanath Newbold
- Sorell Trade Training Centre: Rick Birch
- Project Consultant Team: HBV Architects
- DoE Facility Services: Todd Williams and Matt Bilsborough
- DoE information Technology Services: Myles Bingham and Tim Jackson
- Sorell Council: Mayor Kerry Vincent

The consultation process for Sorell School capital works project also included a community engagement campaign under the *Get Involved* banner.

The first phase of community engagement ran from 4 February 2019 to 15 March 2019 and the campaign included extensive advertising, direct mail outs, online survey, community workshops, pop-up stalls, one-on-one engagement and group presentations. A total of 248 surveys were received during the campaign and 151 individuals participated in meetings, community workshops, shopping centre stalls and presentation.

A concept plan depicting how the school might look was developed by hbv architects and based on input from the PWG. This concept plan was shaped by feedback received from parents, teachers and the broader community through the first round of community engagement.

The second phase of community engagement ran from 19 September 2019 to 1 November 2019. The feedback received was used to inform the refinement of the concept plan for the Sorell School Redevelopment to become this costed master plan proposal.

The Community Engagement Phase 2 Outcomes Report is included as Attachment 1.

PROPOSED WORKS

The project provides for the major redevelopment of Sorell School to be an integrated Kindergarten to Year 12 campus overcoming the difficulties of separated staff in the primary and high school campuses.

The project planning also makes a spatial allowance for the future provision of Early Childhood Education and Care Centre in partnership with a care provider. A Child and Family Learning Centre (CFLC) has separate funding but will be delivered as part of the major redevelopment.

Construction is scheduled to start in May 2021 and is anticipated to be in three phases of over a total of 24 months. This is to allow the School to continue to operate whilst new buildings are added and then others renovated.

The main opportunities and considerations for the major school redevelopment project are:

- To transform the school as an attractive and welcoming facility with a sense of welcome and community ownership.
- To create one school by connecting all existing and new facilities.
- To create a contemporary, safe and welcoming learning environment from birth to adult.
- The consolidation of all facilities into the one clearly identified educational and community precinct.
- To assist the school in its transition to a major regional education centre for south east Tasmania.
- The removal of aged buildings and infrastructure, refurbishment of all existing facilities, and the provision of highly visible and welcoming new buildings.

The funding announcement for the major redevelopment referenced a Science Technology, Engineering and Maths facility to complement the existing Trade Training Centre and support the Year 11 and 12 extension program. The master planning process identified the option to retain the value of the existing Science Centre built with funding from the Building the Education Revolution (BER) program when prioritising of the competing objectives for the redevelopment works. The critical objectives identified were the creation of new or redeveloped key learning areas for all students for the main part of each day at School.

The Project Working Group recognises that the collective approach to the teaching of Science, Technology, Engineering and Mathematics (STEM) is of great value to Sorell School for several reasons. Primarily, a strong and robust STEM program would contribute greatly to the school's aspiration to be a Centre of Excellence for Learning in the region. Secondly, a key feature of the school's current and future mission is to create positive pathways for the diversity of learners. STEM does indeed cater for those students who thrive in these learning areas and want to go deeper with their knowledge, skills and understanding. Thirdly, there are genuine learning benefits from this program. It was acknowledged that STEM is not reliant on one or two buildings to exist, but that STEM primarily is a program.

The built value conserved by planning for senior students to continue to use the existing Science as well as the MDT, music and gymnasium buildings has also shaped the plan outcome. Rebuilding these facilities could not be afforded within the budget unless the more highly prioritised transformational upgrading of all the core learning spaces for every age group was not delivered. This is a value for money recommendation as evidenced by the cost estimate for a replacement Science building to be $3 500 000.

An existing classroom building not part of this redevelopment is located adjacent to the proposed CFLC and is suitable for future conversion to an Education and Care Centre should this provision be confirmed as to be required in the future.

The redeveloped Sorell School will maintain the enrolment capacity of 1250 students.

The new and redeveloped buildings to be provided are:

- Area A – Years K to 2 hub redeveloped in the building presently accommodating the high school library and associated learning areas. This will be adjacent to the current high school administration building which is planned for conversion into the Sorell CFLC.
- Area B – a new administration building and support centre centrally positioned at the public approach to the school to become an attractive signature building and become part of a new heart for the campus.
- Area C – a new Years 3 to 6 Hub as an extension to some existing near new primary school GLAs.
- Area D – a new Years 7 and 8 Hub in the primary school building which presently accommodates the primary school office, library, and many GLAs.

- Area E – a new Years 9 and 10 Hub positioned centrally to provide access to the existing MDT, Science, gymnasium and performing arts which are not planned for redevelopment at this time.
- Area F – a new food hub strategically located to assist in community welcome and access by students near the heart of the campus.
- Area G – not part of this redevelopment but the potential future location for a new gymnasium.
- Area H – a new Years 11 and 12 Hub positioned along from the grades 9 & 10 hub and in close proximity to the Trade Training Centre.
- Area I – a redeveloped area in the existing primary school to become a senior art hub.
- Area J – a redeveloped area located for alternative programs including a location for the 'big picture' individual learning program.
- Area K – is not part of this redevelopment but represents the potential future conversion of the existing gymnasium building into a performing-arts learning hub.

Site Planning and School Design

The planned major redevelopment comprises a near total spatial reorganisation of the Sorell School.

The design potential for reorganisation and option reiteration has been exhaustively analysed. The costed master plan represents a project outcome that finishes with the School in a strong position at the end of works using the available funds. Site areas have been planned for and strategically reserved for the future desired development of the gym and renovation of the former gym into a performing arts hub. The potential for the future growth of the grouped learning areas and their outdoor areas is also accommodated.

Significant strategies and outcomes from the master planning process include:

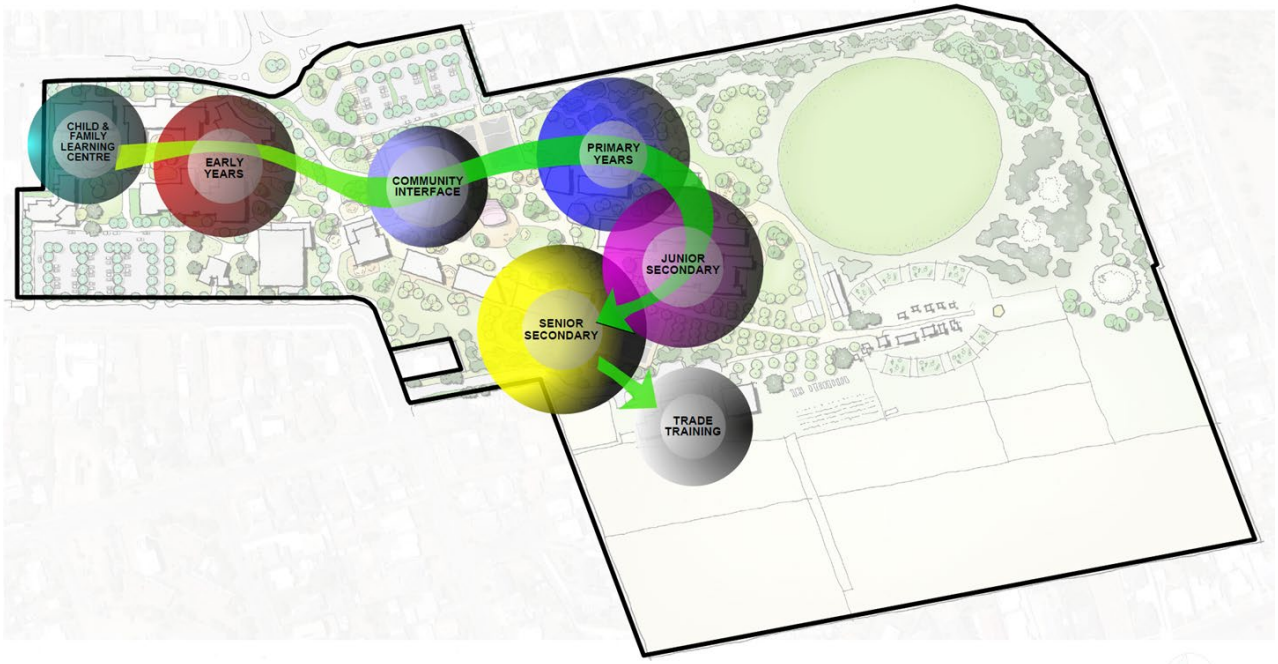
- The original school site is retained as a historical source of community pride.
- Having community accessible buildings in the central zone of the campus and promoting community access and welcome (admin, gym, performing arts, food hub) with managed access beyond this zone.
- Managing safety through visibility and having age appropriate learning zones with some years more protected from the community zone while maintaining an open community feeling.
- Co-locating birth to age 8 (CFLC & kindergarten to Year 2 Hub).
- Retaining a future opportunity for an Education and Care Centre.
- Bringing the Years 10 to 12 adjacent to the Trade Training Centre.
- Removing vehicle movements from the interior of the site and providing suitable visitor and staff parking away from the pedestrian core.
- Relocating access for parent car parking and drop-off to the Gordon Street roundabout to meet Council requirements.
- Bringing the separated campuses together with a new central administration, student support and food buildings connecting both the primary and high school buildings.
- Locating attractive new buildings in the most visible zone to signal the School's transformation.
- An organising spine for clear wayfinding and linkages to the main street of Sorell. This includes the placement of the CFLC.
- Spatial organisation to support the developmental progression of learners through the campus from the CFLC through to the Trade Training Centre.

Additionally, the State Government has also committed a CFLC for Sorell at the school. This project is separately funded and the master plan has taken into account the need for this Centre to have a front door presence on the Main Street together a strong connection to the early years area for the redeveloped school as well as parking for staff and visitors. With the inclusion of the CFLC into the site planning, a true birth to adult learning community opportunity has emerged.

The 'flow' of the school can thereby follow the developmental structures of the school within the new spatial organisation. The positioning of the CLFC at the northern (town centre) end of the campus is adjacent to the Kindergarten spaces, and then Prep to Year 12 can flow through the site in a logical and contiguous way. Importantly those elements needing to be closer to the community access points are also close to the welcome and community heart of the School master plan design.

At this new heart, a new central administration building located on the site of the existing secondary campus oval would be located in the centre of the campus physically and operationally. Access points would make use of the existing turning circle on Gordon Street, giving safe entry and exit from the campus. The access points currently at the rear of the school would be maintained but modified to improve student safety in the Early Childhood section of the campus. This flow of grades from the Northern end of the campus to the Southern end would place the Years 11 and 12 classrooms next to the Trade Training Centre, which is ideal for students to make use of both facilities for their learning programs.

The figure below highlights this progressive flow.



Another outcome of bringing the School together as an integrated community includes the redundancy of the Midway Point kindergarten site. This opportunity was communicated in the concept plan widely disseminated through the Community through phase 2 of the consultation process. The potential disposal has the support of the Sorell School Association with the funds earmarked to support the redevelopment works.

Architectural Statement

HBV architects has explored master planning strategies for the Sorell School in consultation with departmental and school representatives since 2016. This process identified many ways of looking at the site and produced numerous planning options. Through this period, the fundamental problems with the school have been identified and in a collaborative process the range of potential solutions analysed, communicated, tested and resolved.

The costed master plan embodies the collaborative work of the Project Working Group and offers a clear direction for the ongoing logical and strategic development of Sorell School into the future.

Building Materials

Building materials will be selected as to their appropriateness for single level educational facilities. This will include materials that where possible are locally sourced. The intention is to construct the new buildings with materials that are familiar and durable and such as timber and brick. The considered use of these materials throughout the new and existing buildings will provide a consistency throughout with minimal maintenance.

A survey of materials from buildings that are scheduled for demolition is to be undertaken to determine the possibilities for recycling of such items as, bricks, timber lining and cladding as well as other items that will be incorporated into new structures and landscaping elements.

The refurbishment of existing spaces will also present opportunities for new materials to engage with existing building elements to showcase how the school has evolved and adapted to contemporary learning.

Sustainable Design

It is intended that all new and existing learning spaces are to be designed in such a way as to provide healthy learning environments and minimise energy use. This is consistent with many sustainable design principles. Some of these principles to be adopted are:

- Internal spaces to connect to external learning areas thereby providing natural light and ventilation.
- Visual connectivity between internal and external learning spaces to assist with natural light distribution. Energy efficient - replacement lighting to be LED and meet with National Construction Code and Lighting control to allow utilisation of daylight penetration.
- Avoidance of deep plan buildings that have long distances from across the interior to each outside walls. This enables cross-ventilation, natural daylighting, exterior views and access to the outdoors.
- Radiant heating to large volume spaces with reverse cycle heating to smaller spaces all to have smart system operation and control based on occupancy, minimising erroneous out of hours use.
- The appropriate and considered reuse of existing buildings also reduces carbon emissions by reducing the embodied energy that would otherwise have been in new construction.
- Re-use of equipment/cabling where suitable thereby limiting disruption to existing services

The site landform provides opportunities for best practice water sensitive urban design, stormwater quality improvement, detention and onsite re-use. Stormwater quality improvement aims to reduce the level of pollutants discharged to the natural environment from a developed site. The design will target key areas of the site that typically generate high levels of pollution - carparks, roadways etc. and aim to meet or exceed the requirements of the planning scheme and state stormwater strategy targets for reduction of total suspended solids, total nitrogen and total phosphorous. The design will aim to integrate treatment with "soft" landscaping features – such as bio-retention swales, settlement ponds and rain gardens rather than specifically engineered proprietary treatment devices. Such measures offer a two-fold benefit as they can be constructed from locally

sourced materials, add amenity and avoid the use of treatment canisters which have a limited life and need to be replaced with the old canisters ending up in landfill.

Stormwater detention will be designed such that flow to the downstream stormwater network will not be increased following development. Again, the design will aim to provide this through above-ground soft landscaped detention ponds rather than proprietary products.

Onsite re-use aims to capture rainfall from the site's hardstand areas (typically roofs) and utilise for tasks such as irrigation and toilet flushing. It acts to reduce the demand on the existing water infrastructure, saving on unnecessary usage of potable water. Part of this capture and re-use may act alongside dedicated stormwater detention to reduce downstream network loading, reducing the size of detention required and forms part of the treatment train. Re-use will be carefully considered as part of the hydraulic design.

Landscape Design

Sorell's rural character and heritage are essential drivers to the development of the school landscape. It is proposed to draw the character of the farm into the heart of the campus through a series of edible gardens connecting history with community. Avenues of trees will also help connect a series of engaging spaces that visually bring forth the borrowed landscape of kunanyi/Mt Wellington and the surrounding rural backdrop into the school.

Mixed use garden spaces combined with proposed and existing hardstand interfaces will provide integration between school spaces and community zones. Classroom break-out garden spaces will provide an essential connection between built form and landscape, both visually, providing the benefits of a green outlook and activating outdoor learning and respite spaces.

To provide spaces that encourage curiosity and inquiry-based learning, the landscape design will create dynamic sensory experiences to encourage risk and resilience as well as joy and delight. By incorporating both active and passive landscape zones, the landscape design will work to nurture students, staff and the environment with a strong focus on both human comfort and ecological sustainability. Water harvesting and cleaning through raingardens will help to ensure a healthy landscape while adding amenity and learning experiences. Trees and landscape will be selected and placed to help provide shade in summer and solar access in winter with careful consideration to surrounding landscape character. Indigenous species will be used predominantly to suit the local soil, weather patterns and water availability while providing habitat to local fauna. The design will respond to the existing hardscape surfaces and infrastructure and repurpose these into the new design.

Accessibility

As a matter of compliance all areas of the school both new and existing will be fully accessible. Sorell School has the advantage of being a relatively flat site and will not present major difficulties in achieving this. All staff and students will be able to access all areas.

Tasmanian Government Art Site Scheme

The master plan concept for the redevelopment creates an opportunity for a significant artwork to be incorporated at the new community entrance and heart of the school. An appropriate artwork should augment the welcoming experience and assist with providing a new sense of pride in the transformation of the School with a new welcoming area.

The artist's brief has not yet been developed but this issue is now coming into focus as the design can now develop into more detail.

PROJECT MANAGEMENT

Funding and Budget Estimates

Funding to the amount of $25.75 million has been provided by the Tasmanian State Government for this project. The original scope of the project provided for hub style learning areas for grades 9 to 12 with a managed connection to the Trade Training Centre from the initial CIP funding of $3.75 million. The State Government has committed up to an additional $22 million to rebuild Sorell School to provide modern contemporary learning and support facilities. Both amounts are to be combined and managed as one $25.75 million project.

The project funding is divided into the following components:

Description	Budget Component ($'000)
Construction, including construction contingency	18 700
Up-front expenses including statutory and consultants' fees	2 060
Furniture and Equipment	1 400
Contingency and Post-Occupancy	3 010
Art Work	80
Project Management costs & support	500
Total	25 750

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 contingency sum has been allowed for to provide additional funds in the event of design amendments, unforeseen construction costs, additional expert advice and post-occupancy changes.

WT Partnership (Quantity Surveyors) has a provided cost estimate for the project based on the master plan. Design work is now progressing into schematic design 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 a budget overrun does not occur.

At the present time the preferred construction scope for $19 890 000 does not fit within the available construction target budget of $18 700 000. To agree an acceptable costed master plan design option the Project Working Group identified that the completion of work to the grade 7 & 8 learning area would require additional funding support of $1 190 000. DoE considers that potential sources of funds covering this shortfall can be allocated from the identified sources of the future sale of the Midway Point kindergarten site. The Sorell School

Association supports this concept has provided its formal agreement. The government valuation of the kindergarten site was $750 000 in May 2019.

It is anticipated that the sale of the Midway Point kindergarten would leave a gap of $440 000. DoE has previously supported the Sorell School Year 11 & 12 extension program with the allocation of $1 000 000. This was reallocated as the scope for the major redevelopment project had not been determined and therefore these funds could not be expended at that time. The DoE Asset Strategy Steering Committee has noted support for this funding requirement

Details of the preliminary cost estimate are as follows:

Construction Budget	Cost Estimate ($'000)
Area A – Grades K - 2	2 821
Area B - Administration	1 512
Area C – Grades 3 - 6	2 682
Area D – Grades 7 & 8, scope only to fit within budget, refer below	363
Area E – Grades 9 & 10	2 814
Area F - Food	654
Area H – Grades 11 & 12	811
Area I - Art	73
Area J – Big Picture	30
Site works	5 570
Site services	1 370
Estimated construction cost within available funding	18 700
Remaining Area D – Grades 7 & 8 - Additional works funded by proposed sale of Midway Point kindergarten ($750,000) and additional funding from 11/12 program or internal DoE funding (440,000)	1 190
Total estimated construction cost (as per quantity surveyors estimate attached)	19 890
Areas considered in planning not included in the proposed work:	
Area G – gym ($3 130 000 – not included)	
Area K – Performing arts & music ($1 253 000 – not included)	

Project Timeline

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
PSCPW hearing	11 May 2020
Development Application submission	June 2020
Design development finalised	September 2020
Documentation, preparation for tender	February 2021
Tender date – *subject to PSCPW approval*	March 2021
Tenders close	April 2021
Tender assessment and approval	April 2021
Contractor appointed	May 2021
Construction commences	May 2021
Construction completed	May 2023
Defects liability period	May 2024
Post completion review and evaluation	May 2024
Project completion	May 2024

Potential Project Constraints

Project risks and constraints identified to the project budget, timeline and scope include the following:

Identified Risks	Risk Mitigation Strategy
Covid-19	At the time of writing, the Covid-19 impact to the programme, identified costs, material supply and labour availability on the construction industry are unknown. This will potentially impact on the construction cost and programme including the design phase and works on site. This will be monitored by DoE and well communicated to all key stakeholders. Programme and scope of works will be managed according to the ongoing risk.
The pre-tender estimate will 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.
Planning approval will not be forthcoming to meet the time frame for tender.	The planning application is to be submitted in June 2021 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.	Weekly 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 new facility. 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.
Known stormwater overland flow issues.	Detailed civil engineering design will be coordinated with the landscape architectural design to mitigate problem run-off through a sustainable design solution.

CONCLUSION

The provision of innovative contemporary learning environments through the Sorell School Redevelopment will assist in the ongoing provision of high quality education. This will help support the Sorell School's transition to a well-connected school in the community and regional centre of excellence. Whilst the need to undertake this redevelopment is high, it should also be noted that the $25.75 million funding allocation provides further support for the State economy in the south east region.

Approval from the Parliamentary Standing Committee on Public Works will give assurance to the Sorell School community that the project will proceed to tender and construction as soon as possible.

It is recommended to the Parliamentary Standing Committee on Public Works that the major redevelopment works described in this submission be approved.

ATTACHMENTS

- Community Engagement Phase 2 Outcomes Report – Sorell School
- Costed master plan proposal Sorell School Redevelopment December 3 2019
- Future Site Development Plan Sorell School Redevelopment December 3 2019
- QS Estimate T19-084 A7 December 4 2019
- Sorell School Redevelopment Concept vision July 2019