

SUBMISSION

MAJOR REDEVELOPMENT OF MONTROSE BAY HIGH SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS
7 December 2015



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Attachments

1. Master Plan Drawings
2. Quantity Surveyor Report

Introduction

This submission seeks approval from the Parliamentary Standing Committee on Public Works for the construction of a new administration building and the major refurbishment of existing learning areas to provide modern contemporary flexible learning environments at Montrose Bay High School.

The Department of Education (DoE) provides secondary education services at Montrose Bay High School. As background a decision was made early in 2009 by the School Associations and staff of the former Rosetta and Claremont High Schools to begin an amalgamation process into 2010 to ensure students could have access to improved learning spaces. State Government funding was provided for a new Performing Arts Centre, Art studios, and re-developments of learning areas and Building the Education (BER) funding was provided for a new Science and Language Centre. These works were undertaken on the former Rosetta High School site and led to the creation of Montrose Bay High School.

Montrose Bay High School is located 15 kilometres north of central Hobart and draws students from the northern suburbs of Hobart and the lower Midlands with a varied intake each year. The school has a student population of approximately 630 in 2015.

Facilities at the school have a total fully enclosed covered area (FECA) of approximately 10,204 m², on a 7.5 hectare site. Major upgrade works have occurred since 2009 which have created new and refurbished Science, Music, Performing Arts, Art and Library.

In recent years the 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 seeking capital funding to improve secondary and senior secondary facilities. The facilities at Montrose Bay High School have been improved in part, but the general learning areas are mostly near original and are not configured to support 21st century learning practices. Additionally, the use of IT and 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

21st Century Pedagogy and Learning Opportunities

Montrose Bay High School's focus is building an aspirational culture through transformational practice. The school's mission is to empower the school community through educational excellence and the key drivers are building a culture that promotes learning, providing differentiated teaching and learning and demonstrating effective pedagogical practices.

The redevelopment will reflect an innovative and interesting learning community: exciting, welcoming and meeting the needs of the school's community.

The curriculum offered and general education focus of the school is outlined in the following school plan summary:

- to monitor developments and respond in context to Australian Curriculum Development;
- to develop, maintain and improve effective assessment, recording and reporting processes to support learning;
- to provide enriching, fulfilling and challenging opportunities for students to improve their Literacy outcomes;
- to provide enriching, fulfilling and challenging opportunities for students to improve their Numeracy outcomes;
- to create a culturally inclusive school with a particular focus on our aboriginal students;
- to develop leadership density and capacity in the whole school;
- to develop effective leadership teams;
- to consistently implement the elements of Positive Behaviour Support;
- to devise a curriculum which supports all students;
- to ensure stable classroom provision and continuity of educational programmes;
- to establish positive and productive partnerships with parents;
- to establish positive and productive partnerships with community groups (ie church, work for the dole);
- to establish positive and productive partnerships with local businesses; and
- to establish positive and productive partnerships with students, that increases students' voice.

School Philosophy and Community Connections

Discussions with the Principal, leadership team, staff and the school community aims to provide a curriculum that emphasises 21st century learning, where, flexible ICT, literacy and numeracy are a focus. Positive relationships are the foundation for intellectual, social and emotional development, together with character building and the values and skills of citizenship.

A strong sense of community responsibility and personal commitment is instilled in students through a broad range of educational and social programs; linking real world needs with future personal and social responsibilities. The school offers a wide range of curriculum options, subject disciplines and integrated programs, and has an expectation of achieving excellence in all.

Specific curriculum discussion relevant to Education policies requires an environment to engage and retain students through creative, innovative and supportive learning programs. The redevelopment needs to provide flexible facilities and learning spaces to support dynamic 21st century learning and team teaching practices.

Enrolment Demand

The following table outlines actual and projected enrolments for the school.

	2013	2014	2015	2016		2017	2018	2019	2020
Year 7	179	138	126	140		126	143	156	155
Year 8	165	182	148	135		148	135	151	164
Year 9	175	172	180	149		138	149	137	152
Year 10	180	186	176	178		149	139	149	138
Total Students	699	678	630	602		561	566	593	609

Student enrolments are expected to decrease slightly over the next 3 years then grow to above 600 in 2020.



Existing Facilities

The Montrose Bay High School facilities include:

- Block A: materials design and technology (MDT), food technology and general learning areas;
- Block B: student administration, visual arts and general learning areas;
- Block C: science, equipment, resource and information centre and languages;
- Block D: music;
- Block E: gymnasium;
- Block F: administration and reception; and
- Block H: performing arts centre.

Redeveloped Facilities

Please refer to the attached master plan. The following buildings will comprise the completed redevelopment:

- Block A: year 7 learning hub and food technology improvements;
- Block B: year 8 learning hub and minor alterations;
- Block C: no changes;
- Block D: no changes;
- Block E: gymnasium enhancements, new administration and reception;
- Block F: no changes, but available for future use as learning areas; and
- Block H: no changes.



Community Consultation

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

- Learning Services South;
- School Management with Student support;
- Project Consultant team; and
- DoE Senior Project Officer.

The following consultation with the school community for this project has been undertaken:

- Draft plans are displayed in the school's front foyer and Student Administration;
- Plans have been advertised on the school's Facebook page;
- Opportunities to provide feedback, comments and ask questions advertised;
- Parent consultation meeting advertised on Facebook;
- The School Association are regularly updated of progress and have opportunities to provide feedback and suggestions;
- Student Think Tank conducted;
- Student leaders have been consulted on draft plans;
- Grade Leaders and Coordinators have participated in a focused consultation meeting; and
- Members of the project working group meet with key stake holders to get their input on their specific requirements.

Proposed Works

Site Planning and School Design

A site master plan has been agreed identifying proposed works and supported by a Quantity Surveyor's report confirming the proposed plans are within the available funding.

Redevelopment of A and B Block

The school has a strong grade based structure built around a professional learning community. Each grade has a heart and this is the planning space for the teaching team. This space needs to be multi-purpose, light, airy and attractive.

The teaching spaces need to be visually exciting and transforming yet robust and practical. The school is seeking flexible and adaptable spaces that reflect a warm friendly atmosphere and allow the school to cater for a range of learning styles. Teaching and learning spaces will have one wall as a direct instructional focus; other walls will need display boards. The use of glass for connection and borrowed daylight are also important.

Each grade area needs to include support and intervention rooms and office spaces. Refurbished learning spaces are to be discreet but connected and visually linked to the outside environment. It is also important to maintain and build on to the high quality ICT infrastructure that is in place. Each grade area needs to be encompassing so toilets, and other amenities are accessible in the immediate vicinity.

Each grade area requires an Advanced Skills Teacher (AST) and Grade Coordinator office associated with 2 to 3 smaller multi-function rooms with one way vision from staff offices. A staff study will house teachers for the grade and allow for collaborative planning for up to 10 teachers with storage for teachers and a kitchenette.

Toilets need to be single cubicles with highly visible external access, self-contained with robust fittings including hand basin, timer taps, and sensor lights. They should be vandal proof and preferably with all plumbing in wall cavity accessible from a service panel.

The roofs of A and B blocks will be upgraded to prevent existing leaking that occurs in certain weather conditions.

Administration

As a merged school the first stage of redevelopment did not include a new administration area and public entrance and the school is not well served by the current design. The school is “back to front” to the school community.

The new entrance needs to be attractive, very functional and the place to make connections to the school for parents and the community. The school considers the design links it to the stunning setting by the river with the mountains as the back drop. The administration is a high energy, busy place and the school needs a spacious secure area that is warm and welcoming. It needs to encompass the uniform store and a fitting space, enough storage for critical documents, up to date ICT infrastructure and a boardroom for workshops.

The new entry point will be community focussed and welcoming but also a control point for visitors. The suite of spaces should be workable for out-of-hours events without needing to unlock other areas of the school for toilets.

Catering Kitchen

A catering kitchen is required to support the school’s specialist offerings. As a large school on the edge of Glenorchy the capacity for students to gain a career in the hospitality industry is high and the school is seeking to be able to build students’ skills in this area. Existing community partnerships already build on these skills and the school wishes to maintain and grow these partnerships in an environment that is inspirational and provides direct pathways to employment. The school needs a purpose built facility that supports the delivery of a catering course.

Gym Redevelopment

The key requirements for the redeveloped Gym include:

- enhanced community access;
- storage;
- modern toilet facilities;
- floor resurface; and
- adjunct briefing room.

Redevelopment of B19A, B20, B24 and B25

This suite of rooms provides support for a group of children in a central location of the school to promote their inclusion in the school community. The design of the rooms provides for some future flexibility by:

- reconfiguration of the spaces to make 2 or 3 medium GLAs and office space; and
- improved access through reinstatement of corridor access.

Redevelopment of Existing Administration Area (Block F)

Future redesign and reconfiguration of this area as either 2 or 3 GLAs and office space or establish as the student services support zone. This can be an integrated support services hub with space for social worker, psychologist, visiting professionals and teacher aides. Learning spaces for students with additional needs can also be extended. There is also potential to include dedicated spaces for Years 11 and 12 expansion if required.

Architectural Statement

In developing the strategic approach for this project many issues and opportunities have been considered that are site driven, operational and philosophical. The underlying driving focus reflecting the principle idea of providing the very best environment to facilitate contemporary pedagogies.

From an initial appreciation of location, site presence and identity, there is a push to continue and consolidate the “turning around” of the school to face the river. From here the way finding process is enhanced by relocating and refocusing the entry and management functions of the campus to establish a more intuitive public and community presence to the school. From this simple yet critical strategy, a new concept has been adopted to allow for far greater interconnectivity to and from the learning heart of the school as well as increased community engagement.

Through adaptive reuse, new learning spaces will be created from old that remove the remnants of institutional appearance and adopt welcoming environments more in line with the schools philosophy of “providing a caring, supportive and stimulating educational environment”.

Flexibility in the design is a key consideration, providing for changing arrangements of space over time, for new technologies, changing teaching methodologies and flexibility in student grouping.

The new areas are designed to actively provide security for individual students and staff, including smaller scale student amenities with good visibility of common areas and further enhance universal access for students, teachers and visitors alike. The sustainable design principles adopted provide environmental best practice to further ensure these flexible and safe environments are also energy efficient and provide enhanced levels of comfort.

Another key consideration is an emphasis on information technology and making computer resources available to every student within the new facilities.

These key design strategies wrapped around the core physical and philosophical approach to connectivity further strengthens student and stakeholder ownership and the school’s promotion of integration between the school and the wider community, thus building on the school’s mission statement and core values.

Building Materials

Building materials are still under consideration. Cost effectiveness, durability and low maintenance are important considerations.

Sustainable Design

The proposed redevelopment of the learning spaces and new buildings will feature the following strategies:

- The creation of flexible and adaptable spaces that can be used for multiple uses, particularly collaborative learning areas;
- Use of energy and water efficiency strategies;
- Reduction of greenhouse gas emissions through the reuse of existing materials;
- Waste management and recycling during demolition;
- Internal spaces designed to maximise daylight and air quality;
- More efficient glazing systems that provide improved visual connections to the outdoors;
- Environmentally responsible building materials and room fit outs;
- Improved acoustic performance through the use of appropriate material selection;
- Productive and healthier learning environments; and
- Retaining and reusing all existing site infrastructure such as walkways, car parking and roadways, stormwater and sewerage systems.



Accessibility

The new administration building and the A block will include new lifts which can give full access through the campus to all levels for the first time in concert with the existing lift in the B block and external ramps. The new lifts are mandatory inclusions required by the National Construction Code to provide access to all areas of completed construction works in the completed buildings.

Project capabilities for increased enrolments and Year 11 and 12

The learning hubs have sufficient flexibility for enrolment increases into the future. At present only five of the six general learning areas in each of the year 7 and 8 hubs will be used as a class space.

The former administration building is also available for class use and can be enhanced with future minor adjustments.

Tasmanian Government Art Site Scheme

The project budget allows for \$80 000 for the provision of artwork via the Tasmanian Government Art Site Scheme.

The objective of the Tasmanian Government Art Site Scheme is to enhance the general public's access to and understanding of contemporary art and reflects the diversity and skill of the Tasmanian artistic community.

The briefing process for the Art Site scheme is yet to commence with the project working group. Expressions of interest will be sought from the Tasmanian artist community and a selection committee will select the preferred artwork. It is expected that this selection process will be undertaken in early 2016.



Project Management

Funding and Budget Estimates

Funding to the amount of \$5.8 million has been provided by the Tasmanian State Government for the project.

The project funding is divided into the following components:

Description	Budget Component (\$'000)
Construction	4 830
Furniture and equipment	220
Upfront expenses including consultant's fees	500
Art in Public Buildings	80
Construction Contingency and post-occupancy works	170
Total	5 800

The furniture and equipment budget will provide for Information Technology improvements to support the Department's eStrategy, and furniture for the grade year hubs to support the hub format including sun-control blinds

Upfront expenses 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.

Heffernan, Button Voss Architects and quantity surveying sub-consultant Stehel Consultants have provided cost information and estimates for the project, based on the proposed master plan design. The project is currently in the early stages of the 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 budget overruns do not occur.

Details of the preliminary cost estimate are as follows and are supported by the attached QS Report.

Construction Budget	Cost Estimate (\$'000)
Building works	4 479
External works	25
Design contingency	326
Total Construction Budget	4 830

The current construction estimate indicates that the master plan design is within the available project budget.

Project Timeline

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
PSCPW hearing	7 December 2015
Development Application submission	December 2015
Design development finalised	January 2016
Documentation, preparation for tender	February 2016
Tender date, 3.5 weeks	February 2016
Tenders close	March 2016
Tender assessment and approval	March 2016
Contractor appointed	March 2016
Construction commences	April 2016
Construction completed	January 2017
Defects liability period	January 2018
Post completion review and evaluation	January 2018
Project completion	January 2018

Potential Project Constraints

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

Identified Risks	Risk Mitigation Strategy
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.
Planning approval will not be forthcoming to meet the time frame for tender.	Application for a planning approval will be submitted in December 2015 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 21 st century pedagogy.	Weekly project working group meetings with key school staff to ensure 21 st century 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.

Conclusion

The major redevelopment of Montrose Bay High School will provide for the construction of a new administration building and the major refurbishment of existing outdated facilities to provide modern contemporary flexible learning environments. As noted in the program, this project is now in the early schematic design phase. Seeking approval from the Parliamentary Standing Committee on Public Works at this stage in the process aims to provide assurance to the Montrose Bay High School community that this project will proceed to tender and construction as soon as possible.

The provision of 21st century learning environments at Montrose Bay High School is critical to the provision of contemporary learning practices and improving student outcomes and retention. Whilst the need to undertake these redevelopment works is high, it should also be noted that the \$5.8 million funding allocation provides a much needed injection into the State economy.

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