



Image credit Artology. Photographer Bridget Elliot

# SUBMISSION

## MAJOR REFURBISHMENT OF KINGS MEADOWS HIGH SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS  
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<b>Introduction .....</b>	<b>3</b>
<b>Current Educational Needs and Priorities .....</b>	<b>3</b>
21 <sup>st</sup> Century Pedagogy and Learning Opportunities .....	4
School Philosophy and Community Connections.....	4
Enrolment Demand .....	5
Existing Facilities.....	5
Community Consultation .....	7
<b>Proposed Works.....</b>	<b>8</b>
Site Planning and School Design .....	8
Architectural Statement.....	9
Building Materials .....	11
Sustainable Design .....	11
<b>Project Management.....</b>	<b>14</b>
Funding and Budget Estimates.....	14
Project Timeline .....	15
Potential Project Constraints .....	16
<b>Conclusion .....</b>	<b>17</b>

## Drawings

1. Site Master Plan
2. Master Plan

## Introduction

This submission seeks approval from the Parliamentary Standing Committee on Public Works for the major refurbishment of the existing learning areas at Kings Meadows High School to provide modern contemporary flexible learning environments.

The submission is presented at the Master Plan stage rather than the detailed design phase as there is a strong need to provide contemporary learning environments at Kings Meadows High School and to ensure that the necessary approvals are obtained as soon as possible to allow for delivery of the project outcome in a timely manner.

The Department of Education (DoE) provides secondary education services at Kings Meadows High School and caters for students in grades 7 to 10. The school services the needs of the Kings Meadows suburb and neighbouring areas of Glen Dhu and Youngtown as well as a small number from outlying areas, Perth, Evandale and Longford in the Northern region. The school has an enrolment of approximately 500 students in 2015. It is located within the Launceston City Council area.

Facilities at the school have a total fully enclosed covered area (FECA) of approximately 8,412m<sup>2</sup>. The main building facilities were constructed in 1960 and are mostly in original configuration. Education and student needs have changed significantly since the 1960s and learning areas are no longer conducive to 21st century learning and teaching practices. In general, very little of the school has been replaced or refurbished over the life of the facility other than cyclical maintenance, minor refurbishment and fit-out alterations.

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 Kings Meadows High School are a good example, as they are generally in excess of 50 years old, had limited investment and in poor condition. 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**

### **21<sup>st</sup> Century Pedagogy and Learning Opportunities**

Decision making and behaviour at Kings Meadows High School is influenced by the school wide policy ROCKS: Respect, Organisation, Commitment, Keeping safe, Sensible behaviour.

Kings Meadows High School believes in the need to educate students in a range of 21<sup>st</sup> century skills for the world in which they currently live as well as a future world that is yet unknown.

The new facilities need to be versatile and multi-purpose to support the goals in the Kings Meadows High School 2013-2016 Strategic Plan: 1) Improve literacy and numeracy outcomes for all students; 2) Motivated learners who are engaged, resilient and aspirational; and 3) Lifelong learners with pathways that extend to higher educational, vocational and adult learning.

Kings Meadows High School values participation and engagement in learning for all students. A rich and diverse curriculum is provided, that prepares students for the 21<sup>st</sup> century. Kings Meadows High School offers a core curriculum that includes literacy, numeracy, science, social sciences, health and physical education along with a range of enrichment options. In addition 21<sup>st</sup> century skills such as collaboration, problem solving and communication are embedded in the curriculum. All courses cater for the needs of a diverse range of students that prepares students for a future pathway of further education or training. Kings Meadows High School supports the integration of ICT in a seamless manner to support learning. Technology is integral to learning as well as being used as a means of communication.

Teachers at Kings Meadows High School collaborate to plan inspiring, relevant learning that is purposeful. Learning that is stimulating but also enables students to have a sense of enjoyment as well as achievement. There is an expectation at Kings Meadows High School that students will experience success and that they become well rounded young people able to contribute positively to society and their community.

The physical learning environment needs to be inspiring to support quality teaching and learning. Classroom spaces and resources need to cater for a range of class configurations and a range of purposes for students which promote and support personalised learning.





## 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 21<sup>st</sup> century learning and team teaching practices.

## Enrolment Demand

The demand for secondary education services at Kings Meadows High School has remained steady in recent years.

	2013	2014	2015	2016	2017	2018	2019	2020
Year 7	125	148	122	115	120	125	125	130
Year 8	117	125	140	124	120	125	125	125
Year 9	104	117	118	140	125	120	125	125
Year 10	119	106	128	121	140	125	125	125
<b>Total Persons</b>	<b>465</b>	<b>496</b>	<b>508</b>	<b>500</b>	<b>505</b>	<b>495</b>	<b>500</b>	<b>505</b>
<b>Total FTE</b>	<b>465</b>	<b>496</b>	<b>508</b>	<b>500</b>	<b>505</b>	<b>495</b>	<b>500</b>	<b>505</b>

Student numbers are expected to remain constant over the next five years.



## Existing Facilities

Kings Meadows High School comprises seven buildings. These include five single storey buildings made up of Administration, Library, Gr 7 C Block (modern 2009), aged C Block and aged MDT-Art Block. There are two double storey buildings. The main classroom building – B Block and gymnasium. The school grounds encompass an area of 16.20 hectares. A site Master Plan is attached.

### Buildings:

- Building 1 - A block: administration, snr staff offices, staffroom, toilets and drama room;
- Building 2A - B block – double storey incorporating on the ground floor science, foods, staffrooms and 2nd floor 12 multipurpose classrooms, IT Lab, 2 staffrooms, specialist office spaces, girls toilets and locker bay;
- Building 3 - D block – single storey incorporates art, and MDT (materials, design and technology);
- Building 4A - C block – single storey incorporates music, dance, LOTE (Languages other than English);
- Building 4B - C Block, grade 7 comprising 6 multipurpose classrooms, staffroom;
- Building 5 – library; and
- Building 6 - gymnasium – double storey sporting facility.

## Community Consultation

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

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

Consultation has been sought from all stakeholders of the School Master Plan Development Team, Project Working Group, Staff, Students and Parents. All parties will continue to have the opportunity to contribute throughout the tender and construction phases.

To date this has included:

- Initial drafts of plans shared through all staff meetings and plans displayed for staff in the main staffroom;
- Information, feedback with photos shared from school and site visits;
- Intensive consultation with the teaching staff of key areas impacted on by the building programme - Arts, Materials, Design and Technology (MDT), General Learning Areas (GLAs), etc.
- Consultation with non-teaching staff regarding design elements and impact on roles;
- Expression of Interest called for all staff at the school to join the Capital Works Committee;
- Regular updates, sharing of plans and seeking feedback from School Association members during their meetings;
- Student feedback; and
- Updates via the school newsletter to parents and school community.

The Project working group has met regularly to assess aspects of the project brief and is now meeting fortnightly to ensure all aspects have been considered by internal stakeholders and other interest groups.

## **Proposed Works**

### **Site Planning and School Design**

Extensive engagement was undertaken by the Project Working Group in preparing the proposed works design. A complete master plan review was conducted as the first step in the design process for the school to ensure the scope as briefed was achieved for the budget allocated. The design team developed twelve options ranging in price from \$5.185m to \$10.145m with each option exploring different combinations of building types and building functions.

All options were carefully considered before the preferred option, option 7B, was selected. This option was selected as it best meets the requirements of the Project Brief and satisfied the Project Budget.

The site master plan option 7B and available budget provides for the construction of the following areas:

- Learning areas for grade 9 and 10 to be located on the first floor of Building 2A;
- Learning areas for grade 8 to be located in the current library building (Building 5);
- Library and ICT area relocated in the southern end of Building 4A;
- Refurbished grade 7 and 8 toilets currently located at the southern end of Building 4A; and
- Minor refurbishment of Art and MDT located in Building 3B.

The site master plan also identifies locations for the following future learning spaces:

- Grade 11 and 12 classrooms, option 1, ground floor, Building 2B; or
- Grade 11 and 12 classrooms, option 2, Building 3B.

The site master plan has the following advantages:

- Utilises the existing building fabric and site infrastructure;
- Reinforces the flow of year groups through the school;
- Creates and identifies year level learning precincts within the structure of the campus;
- Clusters all year groups around the centre of the school;
- Maintains the functioning grade 7 classrooms (Building 4B), drama, administration and gymnasium;
- Reinforces the links between year groups and the supporting functions;
- Locates the library for easy access by parent and community groups off the existing car park;
- Maintains music, dance and drama within existing established facilities; and
- Maintains existing access, bus and car parking areas.



## **Architectural Statement**

The primary focus for the redevelopment of the Kings Meadows High School is the creation of flexible and adaptable learning spaces that support 21<sup>st</sup> century teaching and learning. The design approach has revolved around developing spaces for students to excel in the digital age. Schools must provide high quality learning environments where students are engaged, stimulated and encouraged to be creative thinkers and learners.

Many areas of the school have had little or no money spent on them and as such the school community is seeking to provide a new environment that supports their students through flexible and collaborative learning. The design for the redeveloped buildings has focused on the student as the learner and creates spaces that can be changed and altered to provide a variety of settings that support a range of teaching and learning activities.

The external building forms will generally remain familiar to the school community but they will be added to and modified indicating that they now belong to the 21<sup>st</sup> century. The learning environment will be enhanced significantly and feature an array of ecological sustainable design features, including natural lighting and ventilation, the use of sustainable materials and dispersed technology.

Building orientation presents challenges for limiting unwanted summer solar heat gain and glare and through the selection of appropriate glazing methods these aspects will be controlled.

## **General Learning Areas**

The existing classrooms within the school are of a cellular type design that does not support 21<sup>st</sup> century collaborative learning which requires increased student interaction. Whilst the preferred master plan option revolves around maintaining the existing buildings it is imperative, from the school's perspective that the design of the new general learning areas create an environment that will be different to what is current, whilst using building envelopes that were purposefully designed for teaching methodologies of the past.

It is proposed to expand the new general learning areas beyond the existing footprints to facilitate flexibility and adaptability. In so doing the learning spaces provide:

- A range of spaces, such as clusters of classrooms, which are responsive to future changes, including ICT developments;
- Social spaces and informal study areas to maximise the use of circulation while avoiding long, narrow corridors. The heart of general learning areas is the open spaces off which the GLA's open that can be used as, circulation, gathering spaces and areas for informal small group learning;
- Inspiration that captures the imagination and promotes the best possible teaching and learning outcomes;
- Inclusion and accessibility for all students and teachers; and
- Innovative ideas to maximise the comfort and sustainability for school facilities, through effective use of materials, natural daylight, ventilation, acoustics and sustainable materials.

Learning areas for each grade 8, 9 and 10 will accommodate up to 150 students in 5 GLA's with the option for GLA's to connect with its partner GLA and for them to both have physical and visual connections to the adjoining flexible learning areas. These options allow for multiple teaching modalities and provide a seamless connection between the learning groups when using all areas of the building.

The design for the learning areas incorporates increased glazing to provide greater visibility throughout for passive supervision of students and to promote a visually transparent environment between spaces and the outdoors. The design for the improved flexible learning spaces provides the school with greater opportunities to use spaces for other purposes. Central flexible spaces can provide additional learning areas or exhibition spaces, learning areas can open up to provide whole of year gatherings or the spaces can shut down to provide small group learning.

The general learning areas will be supported by staff work areas, offices and storage thus allowing the students and staff to adequately function during the day. The new general learning area designs take full advantage of the existing building forms to create inspiring spaces and this combined with appropriate décor selection will provide an appropriate sophisticated learning setting for young adults.

## **Library and ICT**

It is proposed to relocate the library and ICT to the southern end of Building 4A adjacent to the dance and music area. The master plan identifies that the relocation of the library to this location will improve student flow through the school and placed the library centrally to all students. This location also placed it such that the space could be utilised by the general community with easy access off the main car park.

The space will be opened up to provide a series of spaces for the general library, reading area and a flexible ICT space that can be closed off if required.

The building will be reroofed and the library will be reglazed to reduce existing water ingress and to improve thermal performance.

As the library will be located next to dance and music an acoustic consultant has been engaged to advise on the best approach to acoustically separate the spaces. This approach will ensure both functions can coexist in harmony.

## **MDT and ART**

The building housing the trades and art will have an infrastructure upgrade to ensure functions can continue within a safe environment. The building will be reroofed and electrical infrastructure will be upgraded.

Depending on the availability of funds, following tender, workshop layouts will be reviewed and adjusted to provide appropriate equipment and benching layouts for each space to function in a safe manner.

The central section of the building will be utilised for decanting some classes during the redevelopment and upon completion will be maintained for future use.

## **Building Materials**

Proposed materials have been selected for longevity and low maintenance. Externally the materials will be a combination of powder coated aluminium windows frames and colorbond wall and roof lining which contrasts yet compliments the hard edged industrial nature of the 1960's building design. The original buildings were designed to withstand the day to day use by students. This philosophy will carry through into today's selections. Proposed materials provide a weather tight skin that will withstand deterioration and require very little maintenance for years to come.

Internally a similar philosophy will apply to combine robust materials with existing modified forms to create inspiring environments that will encourage teaching and learning and be a place that staff and students will be proud to call their own.

The colour selection will be drawn from the business world based on the notion that the facilities are preparing students for the adult world. Many students believe that they have out-grown the bright colours and playful spaces of primary school and they are looking for acknowledgment, through building design, that they are responsible and in return they respect their environment. It has been proven that this approach will give the buildings occupants greater wellbeing and increased productivity.

## **Sustainable Design**

The master plan review for the proposed Kings Meadows High School redevelopment highlighted that it was more cost effective to remodel and renovate existing buildings rather than build from scratch. To this end the existing buildings have been overlayed with today's education principles to create an environment for 21<sup>st</sup> century learning.

More importantly, renovating the 1960s school can be a form of our self-preservation of history and a continuity, since the neighbourhood school building is looked upon as a hub for the community. Not only is learning taking place here, but also the collective events from sports to social debates have a home at the school.

To this end the design for the Kings Meadows High School will provide an environment that places the students and teachers at the centre and provide them with a suitably designed place with access to appropriately conditioned spaces and good natural light. In so doing the remodel will address the poor aspects of the 1960's design such as poor building orientation, poor acoustics, deteriorated building fabric and inadequate access for all.

The important aspect of this approach is that the design process is recycling all that it can from the existing building fabric and upgrading finishes and fittings to provide 21<sup>st</sup> century learning environments.

The Tasmanian Government policy promotes the development of sustainable schools. This policy is being implemented at Kings Meadows High School through the reuse of existing buildings. Students and teachers can spend up to 90% of their day indoors so it is no surprise that they can benefit from buildings with improved natural light, fresh air and access to better views from within the learning spaces.

The proposed redevelopment of the learning spaces and amenities 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;
- Larger and more efficient glazing systems that provided improved visual connections to the outdoors;
- Environmentally responsible building materials and room fit outs;
- Improved acoustic performance through the use of appropriate material selection;
- Access to existing public transport systems;
- Productive and healthier learning environments;
- Upgrading the electrical system as required to improve energy efficiencies; and
- Retaining and reusing as much site infrastructure as possible such as walkways, car parking and roadways, stormwater and sewerage systems.

## **Accessibility**

Recognising both our legal and inclusive values consideration has been given to ensuring universal access is provided into all areas where redevelopment is to take place. Access into the grade 9 and 10 area will be via a new lift to be located at the northern end of Building 2A. Access into the grade 8 area will be via a new compliant ramp connecting the existing pathways and the main entrance of the building. The new library to be located in Building 4A will be accessed via a new compliant ramp and stair.

## **Project capabilities for Increased Enrolments**

The classroom planning generally throughout the school allows for 150 students in each year level. The school planning is such that there are additional rooms available to accommodate increased enrolments. Additional classrooms already exist in the grade 7 area and there will be an additional classroom built as part of the redesign in the grade 9/10 area.

In addition the school has several project rooms in the Science, Home Economics, Art and MDT areas that could be repurposed to accommodate increased enrolments.

## **Project Capabilities for Year 11 and 12 Future Integration**

The master plan has identified 2 areas that could accommodate these year groups in the future.

Option 1 is an existing area located on the southern end of Building 2B. This area has been selected as the preferred location due to its connection with grade 9 and 10 and as it provides the senior students with an area sufficiently separated from the main school.

Option 2 is within the existing MDT area where there is currently learning space available. However, this option places the senior students amongst 'messy' functions that may disrupt senior college learning.

Investigation will need to be conducted outside of this redevelopment project on both areas to ensure that the appropriate learning spaces can be provided within a framework conducive to creative learning.

## **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 has commenced 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 finalised by March 2016.



## Project Management

### Funding and Budget Estimates

Funding to the amount of \$7.15 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	5,185
Furniture and equipment	600
Upfront expenses including consultant's fees	600
Art in Public Buildings	80
Contingency including design and construction contingency, post-occupancy works	685
<b>Total</b>	<b>7,150</b>

The furniture and equipment budget will provide for all required loose equipment, fittings and fixtures required to make the facility fully operational.

Upfront expenses include an escalation allowance, project design and management fees and charges, building surveyor approvals, authority permit expenses and land survey 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.

60ty° Architects with their quantity surveyor sub-consultant, Stehel have provided cost information and estimates for the project, based on the current schematic design.

The project is currently in the early stage of the design process and, as such, 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:

<b>Construction Budget</b>	<b>Cost Estimate (\$'000)</b>
<b>Building works</b>	<b>4,746</b>
<b>External works</b>	<b>439</b>
<b>Total Construction Budget</b>	<b>5,185</b>

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

## **Project Timeline**

The key upcoming dates for the project are as follows:

<b>Project Task / Phase</b>	<b>Completion Date</b>
PSCPW hearing	October 2015
Development Application submission	September 2015
Design development finalised	September 2015
Documentation, preparation for tender	September – November 2015
Tender date, 3.5 weeks	November 2015
Tenders close	December 2015
Tender assessment and approval	December 2015
Contractor appointed	December 2015
Construction commences	December 2015
Construction completed	June 2017
Defects liability period	June 2018
Post completion review and evaluation	June 2018
Project completion	June 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 was submitted in September 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 by working with consultants to expedite this process.
Design not meeting requirements for 21st century pedagogy.	Weekly project working group meetings with key school staff to ensure 21st 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 Kings Meadows High School will refurbish the existing outdated facilities to provide modern contemporary flexible learning environments. As noted in the program, this project is now in the detailed design phase. Seeking approval from the Parliamentary Standing Committee on Public Works at this stage in the process aims to provide assurance to the Kings Meadows High School community that this project will proceed to tender and construction as soon as possible.

The provision of 21<sup>st</sup> century learning environments at Kings Meadows High School is critical to the provision of contemporary learning practices and improving student outcomes and retention. Whilst the need to undertake these refurbishment works is high, it should also be noted that the \$7.15 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 refurbishment works proposed for Kings Meadows High School proceed as detailed in this submission.