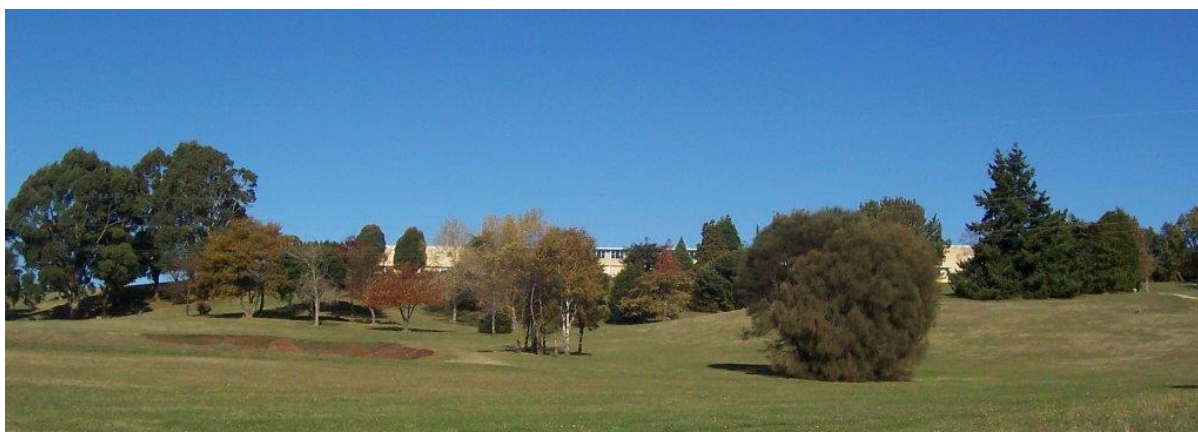




# SUBMISSION

## PARKLANDS HIGH SCHOOL - MAJOR REDEVELOPMENT

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS  
20 January 2016



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## Introduction

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

The Department of Education (DoE) provides secondary education services at Parklands High School.

The school is one of two high schools that service the needs of the city of Burnie on the Northwest Coast of Tasmania and has a current enrolment of 403.

The student population is predominately drawn from three Burnie primary schools and Ridgley. Enrolment levels at the school have decreased over recent years with demographic and economic changes in the region. Some contestability for enrolments exists and the school is looking for some differentiation of its educational offering in key specialist areas as an attractor. There is also potential to expand on the school's partnership with Hellyer College to assist in specific program directions. This project represents an opportunity to build on and improve the facilities to achieve this.

Over recent years Parklands High School has been a five stream high school, accommodating generally five class groups for each year level at the school. Class sizes vary from 20 to 30.

Facilities at the school have a total fully enclosed covered area (FECA) of approximately 9,102m<sup>2</sup> on a large 19.90 hectare site. The school is mostly in its original configuration as constructed in the 1970s and significant areas are showing considerable evidence of ageing and are no longer conducive to contemporary teaching practices. In view of these lower levels of enrolments, there is a lot of scope to improve and repurpose spaces in the existing buildings augmented with new purpose-built designs for specialist areas.

Major work undertaken at the school has included the refurbishment of the material, design and technology (MDT) block in 1999, the refurbishment of B Block in 2008, and the refurbishment of the science facilities in 2014-15. Other than this, little of the school has been replaced or extensively 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 majority of the facilities at Parklands High School are a good example, as they are generally in excess of 50 years old, have had limited investment and are in original/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**

Parklands High School has identified the following key goals for this redevelopment based on deep and wide consultation with the school community:

- Facilities that support the school's mission of making a difference, every day, for everybody;
- Design that contributes to the school's teaching and modelling of its core values, i.e. building positive relationships, having high expectations, taking ownership and responsibility;
- Facilities that support teaching and learning that is innovative and flexible and that encourages high levels of student engagement in a variety of contexts including digital;
- A working environment that supports collaboration, team approaches and collegiality with coaching and feedback as key; and
- An environment that encourages community connections and partnerships both locally and digitally and including an open/welcoming front of school.

## **School Philosophy and Community Connections**

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 the school's 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;



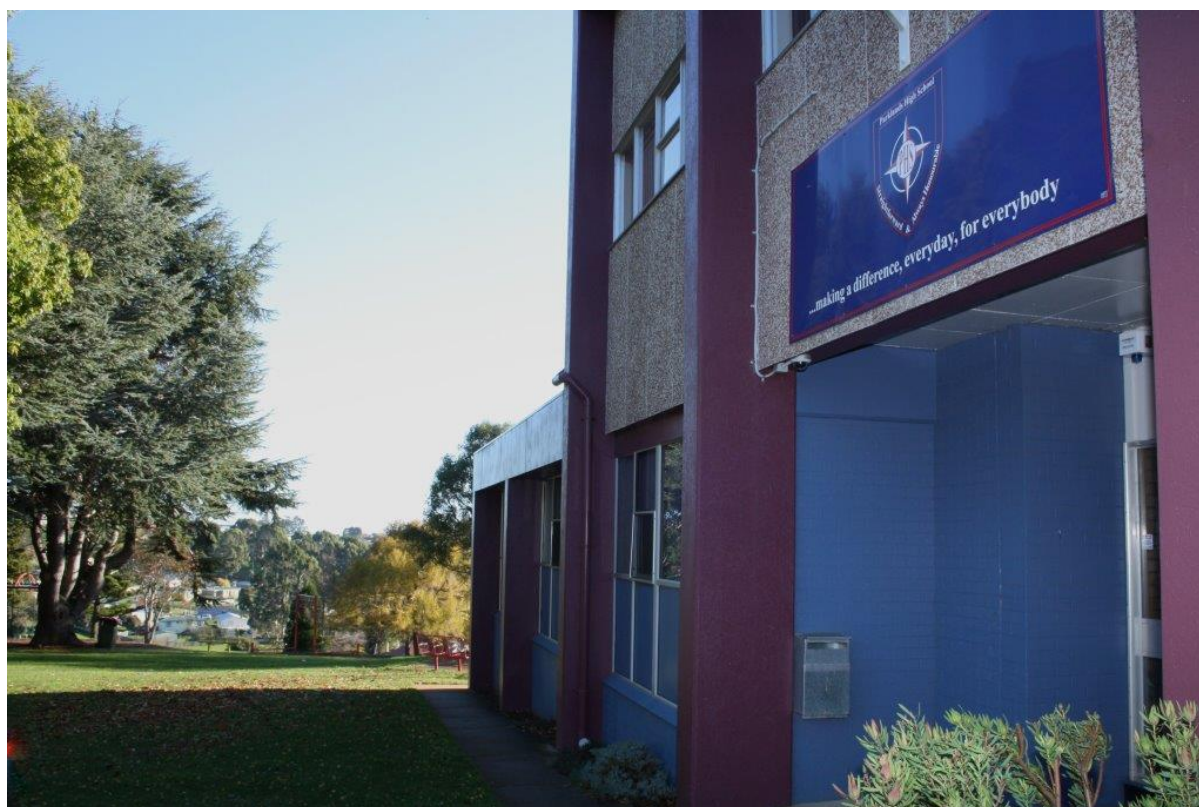
- to ensure stable classroom provision and continuity of educational programmes;
- to establish positive and productive partnerships with parents;
- to establish positive and productive partnerships with community groups (i.e. church, work for the dole);
- to establish positive and productive partnerships with local businesses; and
- to establish positive and productive partnerships with students, that increases students' voice.

## Enrolment Demand

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

	2013	2014	2015	2016	2017	2018	2019	2020
Year 7	112	86	90	106	76	87	88	78
Year 8	124	102	87	93	107	79	90	91
Year 9	135	128	107	87	92	105	79	90
Year 10	107	134	119	107	89	93	105	81
<b>Total Persons</b>	<b>478</b>	<b>450</b>	<b>403</b>	<b>393</b>	<b>364</b>	<b>364</b>	<b>362</b>	<b>340</b>

Student enrolments are expected to reduce and remain under capacity over the next few years.



### Existing Facilities

Parklands High School comprises a complex of attached multi-level buildings together with a separate gymnasium, sited mostly toward the southern end of the school property (refer Appendix 1). The school grounds encompass an area of 19.90 hectares. School facilities include:

- Building 1A – General learning for year 7 students (to be demolished);
- Building 1B – Science learning areas and the year 8 learning hub;
- Building 1C - Home economics, staff and student amenity areas on the ground floor and general learning, student welfare and staff and student amenity areas on the first floor;
- Building 1D - MDT areas on the ground floor and art, general purpose and storage areas on the lower ground floor;
- Building 1E - Administration and staff areas on the ground floor and library and offices on the first floor;
- Building 1F – Canteen and music rooms on the ground floor and drama room and storage on the lower ground floor; and
- Building 2 – Gymnasium and change-room areas on the ground floor and sports activity rooms on the first floor.

In total there are 30 nominated general learning areas available to the students as well as the library, specialised learning and general purpose areas. Existing building areas have been assessed as being able to provide for a total of 33 potential classrooms.

Generally, buildings are of substantial concrete and masonry construction that will support extensive renovation and adaptable use into the future.

Accessibility is very difficult with every building on a different level from its neighbours.

Spatial efficiency is low with extensive underutilised corridor space.

### **Community Consultation**

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

- Learning Services South;
- School Association;
- School Management and student support staff;
- Project Consultant team; and
- DoE Capital Project Officer.

Additional consultation has occurred through a wide range of community groups and service providers. The school is looking to regenerate its standing in the community through the changes to educational practices and the nature and availability of the facilities to the community.

Strategic conversations were held amongst the whole staff that focused on the school vision and interpreting how it would influence the redevelopment work in terms of the kind of physical environment to better support the school's capacity to enact the vision. This led to the development of some key goals for the project brief as detailed under "21st Century Pedagogy and Learning Opportunities" on page 4.

Community Consultation has continued through the School Association – by sharing information and progress, discussion of and ratification of key goals. A community meeting to share the details of the project and gain feedback was held. This was attended by stakeholders from the School Association, Burnie Council, local business people and representatives from community organisations.

Representatives from Burnie based performing arts groups have met with the school and architects to brainstorm facility needs and the unique opportunities that the Performing Arts Centre can provide.

A general concept of the masterplan has been published in the school magazine and discussed at meetings with students including what students would like to have included in their learning areas.

## **Proposed Works**

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

A collaborative engagement process has been taken with the Project Working Group in preparing the proposed works design. The design team developed five options with each revision exploring different locations and combinations of building types and building functions.

All proposals were thoroughly reviewed and carefully considered before the preferred option was agreed on. The preferred master plan evolved over an extensive consultation period to encapsulate the aspirations of the school, address the briefing requirements of the DoE and satisfy the project budget.

The conceptual agreement focused on areas for community, learning and social activities. This concept restricted community areas to the front of the school (which dictated the performing arts location as a key community link), the development of a central learning hub (library) that is located for ease of access to surrounding year learning areas and the development of a key social link from the cafe to the pre-existing social and active areas of the school. Each of these zones are connected via a new axis pathway, providing a strong connection of areas and access.

The site master plan (Appendix 2) has been agreed that identifies the location of future facilities and spaces. The current available budget has capacity for the following works to be undertaken:

- Refurbish year 7 learning area in old music building;
- Refurbish year 9 in old library space;
- New performing arts and auditorium at the front of the school;
- New music facility in the existing administration building;
- New art space in the existing administration building including new external art area; and
- Demolition of existing year 7 building and construction of a new central information Hub (library).

The site master plan identifies locations for the following facilities if future funding becomes available:

- Year 11 and 12 classrooms to be located at the front of the school.

The site master plan has the following advantages:

- Creates and identifies year-level learning precincts within the structure of the campus;
- Reinforces the associations and provides the opportunity to establish links between year groups and the supporting functions;
- Provides the opportunity for outside learning adjacent to indoor learning areas;
- Provides many opportunities for the school population to occupy and interact within outdoor courtyard areas;
- Relocates the library in a more central, accessible location;
- Provides a purpose built communal auditorium suited for performing arts for both school and community use increasing the school's interaction with the community;
- Cafeteria relocation creates a destination space;
- Utilises the existing building fabric and site infrastructure wherever possible;
- Takes into consideration prevailing winds and solar access to all learning areas and outdoor spaces whilst maintaining views and vistas;
- Maintains existing access where possible as well as bus and vehicle drop off areas; and
- Provides a landscaped courtyard with good visual perspective from a duty point of view.



## **Architectural Statement**

The fundamental architectural intent for the Parklands High School is to create flexible and adaptable learning spaces that stimulate and engage all end users to future-proof teaching and learning for Parklands High School.

Through consultation and end-user engagement, a site specific design outcome has been reached. A people-centred approach has ensured that the design meets all users' requirements rather than the users having to change their behaviours to accommodate the architecture.

The designs and spaces have been created to provide experiences that benefit the students, staff and the community as a whole.

Building forms have been informed by the sustainability aspirations for the project – roof alignment and overhangs, glazing areas and orientations to balance solar glare control against effective natural lighting, passive solar heating.

## **General Learning Areas**

The GLAs have been developed to provide and embrace an environment that encourages students to learn. These spaces will allow for many things to occur that encourage:

- Focused work environments;
- Collaborative work environments; and
- Hands-on project work environments.

This shift in the learning spaces sees the need for the spaces to be flexible, and to allow students to learn one on one, in small groups or in large groups, or to come together in project room groups. Twenty first century learning spaces are much more than bricks and mortar, they have the ability to be an extension of the teaching and learning, with the building working for the teaching in creating warm, inviting, stimulating spaces that students want to come and be a part of.

To allow 21<sup>st</sup> century learning to excel, the GLAs have been arranged to develop highly desirable internal and external social spaces. These spaces will be light filled, have good access to natural ventilation and be spaces that students and staff want to occupy. By creating these spaces students have the ability switch off in breaks, recharge both mentally and physically and come back to the learning areas fully focused.

The social spaces also have the ability to form part of the extended learning environment for small project works, collaborative works and spaces for students that need to have a little space from the main classroom.

Learning areas provide flexibility to open up in pairs of two with a partner GLA to allow team teaching. The GLAs have been configured around a central flexible learning space. The project rooms are capable of converting into additional teaching spaces if future demand is required.

## **Performing Arts**

The new performing arts building will be constructed at the front of the school. It will provide a fixed scale auditorium, stage school performing arts, change rooms, toilets, kiosk, public foyer and associated store.

## **Art**

The art learning area will be refurbished and reconfigured to provide a larger, more flexible space with more storage as well as the ability to break out into the new art outdoor area. Both natural and artificial lighting will be improved and upgraded by providing the connection to this new space.

## **Library**

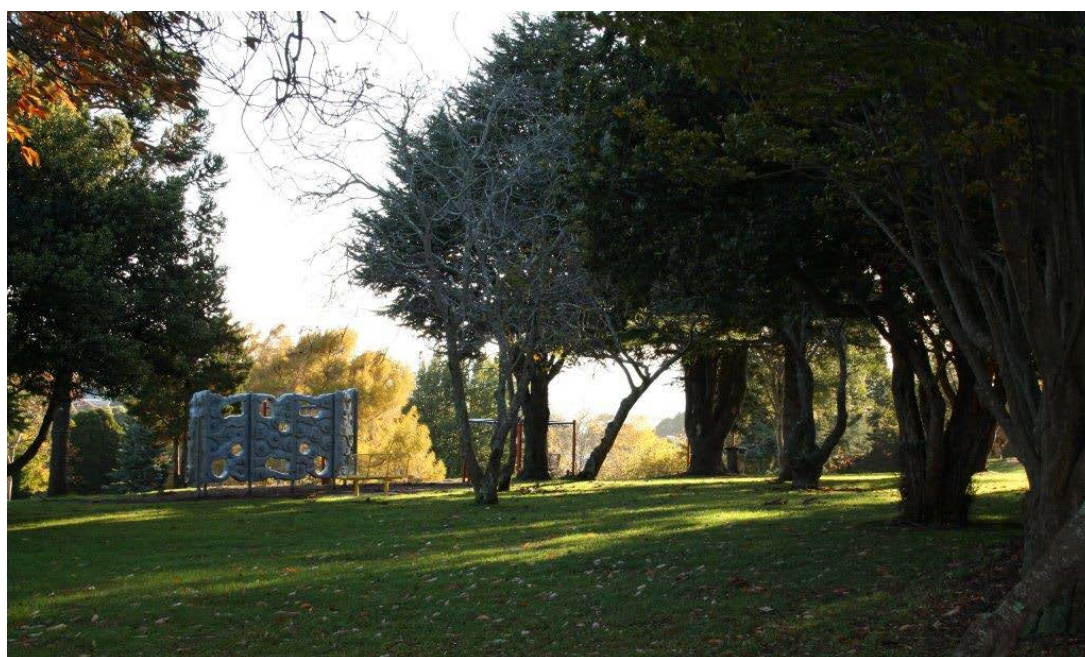
The master plan identified the opportunity to relocate the library and associated learning areas centrally.

The Project Working Group are excited by the opportunities of these breakout spaces which will provide a quiet, safe environment to switch off in breaks, recharge both mentally and physically and come back to the learning areas fully focused.

## **Building Materials**

The material palette has been informed by the 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 vertically grooved fibre cement sheet wall cladding panels with paint finish, with a polished block veneer base wall element to provide durability.

The colour palette will be a simple, clean-lined and considered aesthetic based on the business world of today with the aspiration that the school as a body is preparing students of today for the world tomorrow.



## **Sustainable Design**

The DoE has developed a policy on integrating sustainability on all major projects to exceed the mandatory performance standards and minimise the reliance on active building services.

This development is designed to exceed the minimum National Construction Code (NCC) energy efficiency requirements and is aiming to achieve the equivalent of 5 Star Green Star Education V1 rating.

Green Star is a voluntary rating tool which distinguishes built structures that are leaders in sustainability, providing a good benchmark against which the proposal must comply. Though a formal rating is not sought, consideration of sustainable principles in the design phase of a development provides the opportunity to maximise sustainable design outcomes and minimize costs associated with retrofit and poor design.

The Parklands High School redevelopment project will:

- Take maximum advantage of passive design principles such as solar access, natural ventilation and topography. Most of the existing buildings benefit from solar gain and breeze across the school day and new buildings will be positioned for maximum benefit also.
- Use elements such as windows, building massing and external shading to minimise energy use. New buildings will incorporate all of these principles and existing buildings will wherever practically achievable, be retrofitted with similar features.
- Plan internal spaces into zones that require similar heating and cooling requirements and minimal energy use. This is achievable at Parklands High School where existing buildings can be readily zoned for respective solar orientations of morning and afternoon comfort levels.
- Ensure the buildings 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 and beneficial life cycle costing. The building industry in general is very well serviced with products designed and manufactured to National Building Code ecologically sustainable development (ESD) compliance.
- Employ energy saving devices such as low energy, efficient appliances/equipment, building energy management systems and use renewable energy sources where possible. Generally, the commercial fittings and fixtures used in education projects have been designed and manufactured to Australian Standards for ESD.
- Investigate renewable energy sources. The design team will investigate the feasibility of rainwater retention for flushing toilets and external irrigation and provide solar array systems for base electrical and/or hot water supply.
- Reduce the impact on the site ecosystems. At Parklands High School, careful consideration will be given to rainwater management and especially that of surface water runoff. External landscaping aims to maximise water reuse and minimise effluent loads.

## **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 April 2016.

## Project Management

### Funding and Budget Estimates

Funding to the amount of \$9.145 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	6,926
Furniture and equipment	500
Upfront expenses including consultant's fees	735
Art in Public Buildings	80
Contingency including design and construction contingency, post-occupancy works, and escalation allowance	904
<b>Total</b>	<b>9,145</b>

The furniture and equipment budget will provide for IT support, curtains, Performing Arts Centre fit-out requirements and replacement furniture to meet the new building standard.

Upfront expenses include architectural and engineering fees, 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.

Artas Architects and quantity surveying sub-consultant Core Construction Management have provided cost information and estimates for the project, based on the current master plan design. The project is currently in the early stage of the design process meaning that 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 construction cost estimates are provided in the attached Quantity Surveyor Report and are summarised as follows:

<b>Construction Budget</b>	<b>Cost Estimate (\$'000)</b>
Building works	5,981
External works	945
<b>Total Construction Budget</b>	<b>6,926</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	20 January 2016
Development Application submission	January 2016
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	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 will be submitted in January 2016 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 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 Parklands High School will refurbish the existing outdated facilities to provide modern contemporary flexible learning environments for years 7 and 9, a new Performing Arts Centre, renovated music and art facilities, a new learning hub (library) and a new food and social hub for students. 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 Parklands 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 Parklands 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 \$9.145 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 Parklands High School proceed as detailed in this submission.