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SUBMISSION: MAJOR REDEVELOPMENT OF RIVERSIDE HIGH SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC
WORKS
4 September 2018

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ATTACHMENTS

1. Current and Proposed Site Plans
2. Project Cost Estimate, Core Construction Management

INTRODUCTION

This submission seeks approval from the Parliamentary Standing Committee on Public Works for a major redevelopment to provide modern contemporary flexible learning environments, administration and hospitality facilities at Riverside High School.

There is a strong need to provide contemporary learning and support environments at Riverside High School.

Riverside is Launceston's largest suburb by population and only 4km from the Launceston CBD.

The Department of Education (DoE) provides secondary education services at Riverside High School and caters for students in Years 7 to 10. The school has a student population of 726 in 2018

The school facilities were built in the 1960s and are well maintained. Specialist learning areas have been refurbished, to varying degrees, over time. A considerable amount of the existing accommodation, particularly in general learning areas (GLAs), is undersized, aging and in need of extensive refurbishment. Energy management due to building stock age and design is a challenging issue.

Classrooms are traditional in shape, restrictive in size and not appropriate for modern teaching and learning conditions, particularly with the large class sizes (up to 30) currently being accommodated.

Education and student needs have changed significantly since the 1960s and the original learning areas are not conducive to 21st century learning and contemporary teaching practices.

In recent years, the focus of 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 Riverside High School are a good example as they are generally in excess of 50 years old, have had limited investment and are in variable condition. Refurbished learning spaces would enhance the opportunities for contemporary collaborative teaching and learning and maximise the use and potential of information technology (ICT) at Riverside High School.

CURRENT EDUCATIONAL NEEDS AND PRIORITIES

21st Century Pedagogy and Learning Opportunities

TEACHING AND LEARNING

Riverside High School was established in 1962 and in partnership with the community, has gained an excellent reputation as a high performing school. This reputation has been largely built on the achievements of their students in a wide variety of academic, sporting and cultural pursuits.

The school aims to provide programs which not only develop students' knowledge, skills and understandings but also nurture their personal development. Riverside High School promotes learning for life, and endeavours to equip students to be able to deal with future challenges and triumphs, acknowledging that the school is preparing students for an ever-changing world. The school ensures that there are opportunities for everyone to achieve personal excellence. A key objective of Riverside High School is that when students leave at the end of Year 10 they are independent learners who have clear goals and a sense of purpose to make the most of their skills, talents and abilities.

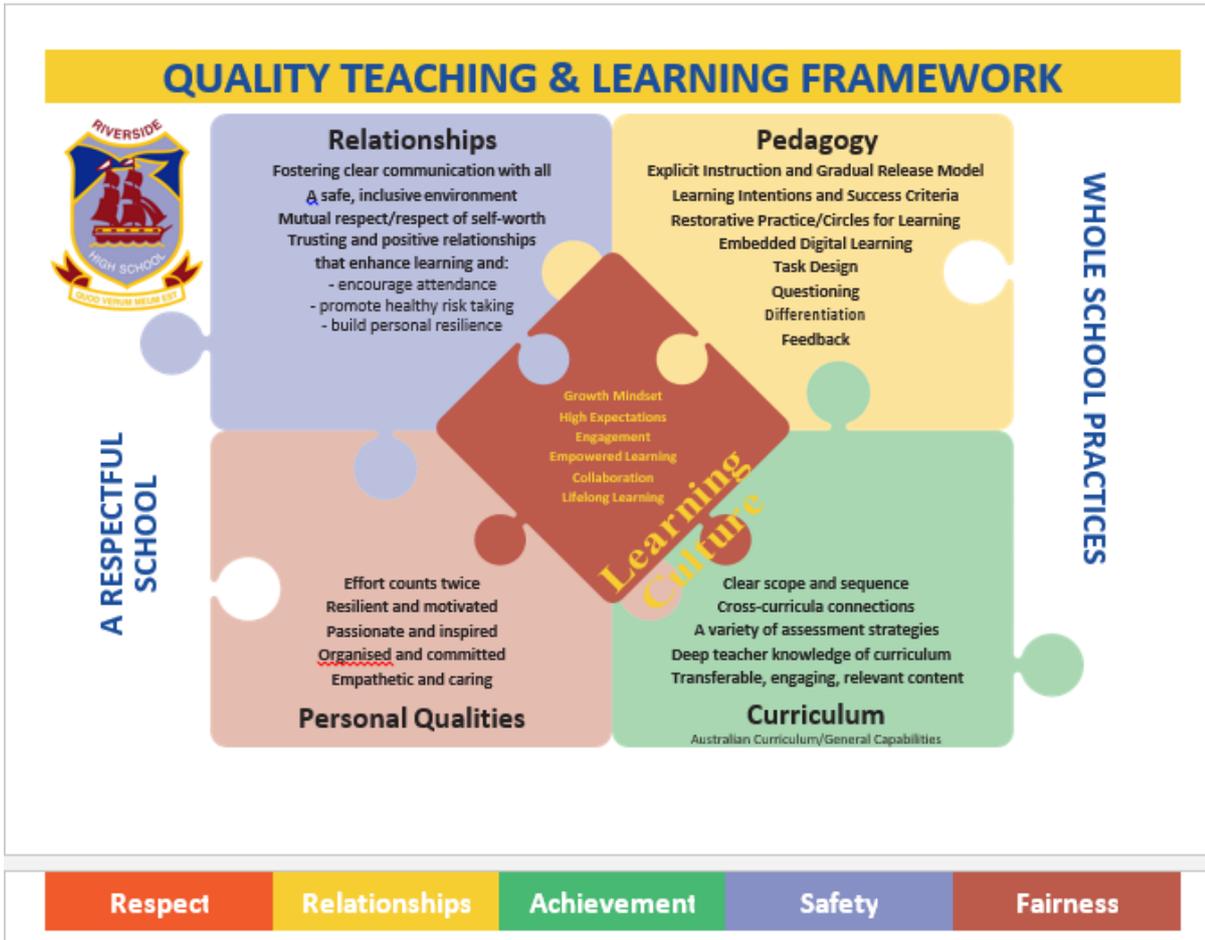
Riverside High School's learning program is aligned to the Australian Curriculum and includes the core learning areas of English, Mathematics, Science, History, Geography, Health and Physical Education as compulsory subjects across all grades. The school offers an extensive range of optional subjects and following a common course in Year 7, students are able to make choices about subject selection in optional areas from Year 8 through to Year 10.

Along with a comprehensive curriculum, Riverside High School offers a range of learning opportunities that connect with, extend and deepen the classroom learning program, and provide extra-curricula programs that enable students to pursue areas of interest and passion. Riverside High School has a demonstrated commitment to challenging and extending students. Opportunities exist in a broad range of areas including the arts, sporting and cultural pursuits, and civics and citizenship. The school is also committed to developing students' leadership potential. Students have the opportunity for leadership training and to take on a variety of leadership roles both within the school and the wider community.

Riverside High School has a strong sense of culture and a rich history. The school looks forward to upholding their traditions but also challenging the school community to continually strive for improvement and excellence in a 21st century teaching and learning environment.

Central to the work of the school is the *Riverside High School Quality Teaching and Learning Framework* which was co-constructed by the school community in 2016 with input from staff, students and parents. Informed by current research and best practice, the framework is a shared understanding across the school community about what the school believes good teaching and learning is. The framework informs teaching and learning pedagogy and includes eight whole school practices that are being embedded across the school. The framework guides the focus of work in staff teams and through professional learning. Riverside High School aims to develop independent, motivated and empowered learners; students are encouraged to build an understanding of how they learn best and to develop an increasing sense of ownership of their own learning.

Riverside High School believes that positive and respectful working relationships are a fundamental part of the school culture and central to good learning. The school strives to build positive relationships between all members of the school community and believes that student learning is most successful when there is a strong partnership between parents and the school. Explicit teaching about the school values, respectful relationships and strong personal qualities is a priority and this is further enhanced through a strong grade culture that supports each learner.



To support quality learning and teaching, the physical environment must be inspiring and a place where people want to be. Riverside High School is continually striving to ensure the provision of a 21st century learning environment that supports the needs of all learners to develop the 21st century attributes of collaboration, skilful communication, real-world problem solving, knowledge building, self-regulation and the use of ICT. Staff and students are encouraged to take pride in their environment, to act in a safe manner and to be responsible, respectful and caring. A 21st century learning environment must be comfortable, flexible, rich in seamless ICT, sustainable, inclusive and support the engagement of all learners in quality education.

School Philosophy and Community Connections

The School's mission is: *Striving for excellence in a positive, respectful and creative learning environment. The Strategic Plan articulates two focus areas – Quality Relationships and Quality Learning.*

The values that support this are:

- Respect
- Relationships
- Achievement
- Safety
- Fairness.

Riverside High School has a strong and effective grade culture. This prioritises the importance of well-developed and trusting relationships and ensures that in a large school context, students, staff and families are well supported and connected. This structure allows for staff to work in teams and provides students and families with a high level of support and care that allows the school to live its values

Riverside High School encourages all students and staff to be aspirational. The culture is one of high expectations, recognising that success and achievement looks different for different people. Fundamental to this is the understanding that success comes from effort and hard work.

Central to the learning culture at Riverside High School is a Growth Mindset, a concept that has been developed by Carol Dweck, a Professor of Psychology at Stanford University. This is an area where Riverside High School has been undertaking considerable work as a staff team and with all students. In a Growth Mindset, people believe that their abilities can be developed through effort and hard work - intelligence and talent are just the starting point! Having a Growth Mindset is about having a love of learning, welcoming feedback and being resilient. The school encourages all students to embrace a Growth Mindset - the belief that you can learn more and become smarter if you work hard and persevere. This includes viewing challenges and setbacks as opportunities to improve learning and skills.

The celebration of success is embedded within the school culture and includes a range of whole school and grade events that recognise different types of achievements in a range of areas and pursuits. There are many opportunities to include parents and the broader community, including assemblies, morning teas, the newsletter and social media.

Riverside High School is well supported by, and has formed strong connections with, its school community. This includes a range of partnerships and networks with local organisations and businesses.

Through the School Association, the school community strongly supports this redevelopment to bring the Riverside High School environment up to a standard that allows teachers to deliver optimal educational outcomes for students and retain them in future education, training and/or employment.

Enrolment Demand

The enrolment history and projections are summarised below:

By year level, actual and projected enrolments for the period 2014-2021 are as follows:

	Actual FTE					Projected FTE		
	2014	2015	2016	2017	2018	2019	2020	2021
Year 7	185	166	174	185	186	193	199	196
Year 8	186	192	171	174	188	186	193	198
Year 9	221	186	187	185	179	186	184	191
Year 10	199	219	179	183	173	171	184	182
Total Persons	791	763	711	727	726	736	760	767
Total FTE	790.4	763.0	711.0	727.0	726.0	736.0	760.0	767.0

Existing Facilities

Riverside High School is situated at 354 West Tamar Road, Riverside. It has a site area of 12.8710 ha, with a current site Fully Enclosed Covered Area (FECA) of 9,160m² with an estimated capacity of 850 full time equivalent (FTE) students.

The campus includes the following existing facilities:

- Administration building with reception, offices and staff room;
- Thirty four learning areas including general areas, music, art and other areas that may be used for general learning;
- Specialist learning areas of technology, food, science, library and gymnasium;
- A learning area for high needs students referred to on-campus as the 'SAFRR' Centre representing the ideals of Safety, Achievement, Fairness, Relationships and Respect,
- Staff lounge, student canteen;
- Staff and student amenities;
- Sporting fields and tennis courts; and
- On-site car parking.

Existing GLAs vary between 55 and 72 square meters (sq.m.) of floor area compared to a contemporary minimum target of 75 sq.m. The current distribution of GLAs does not support the needs of grade groupings and therefore creates difficulties for the provision of collaborative teaching and learning. The current location of GLAs result in inefficiencies created with student movements between class times.

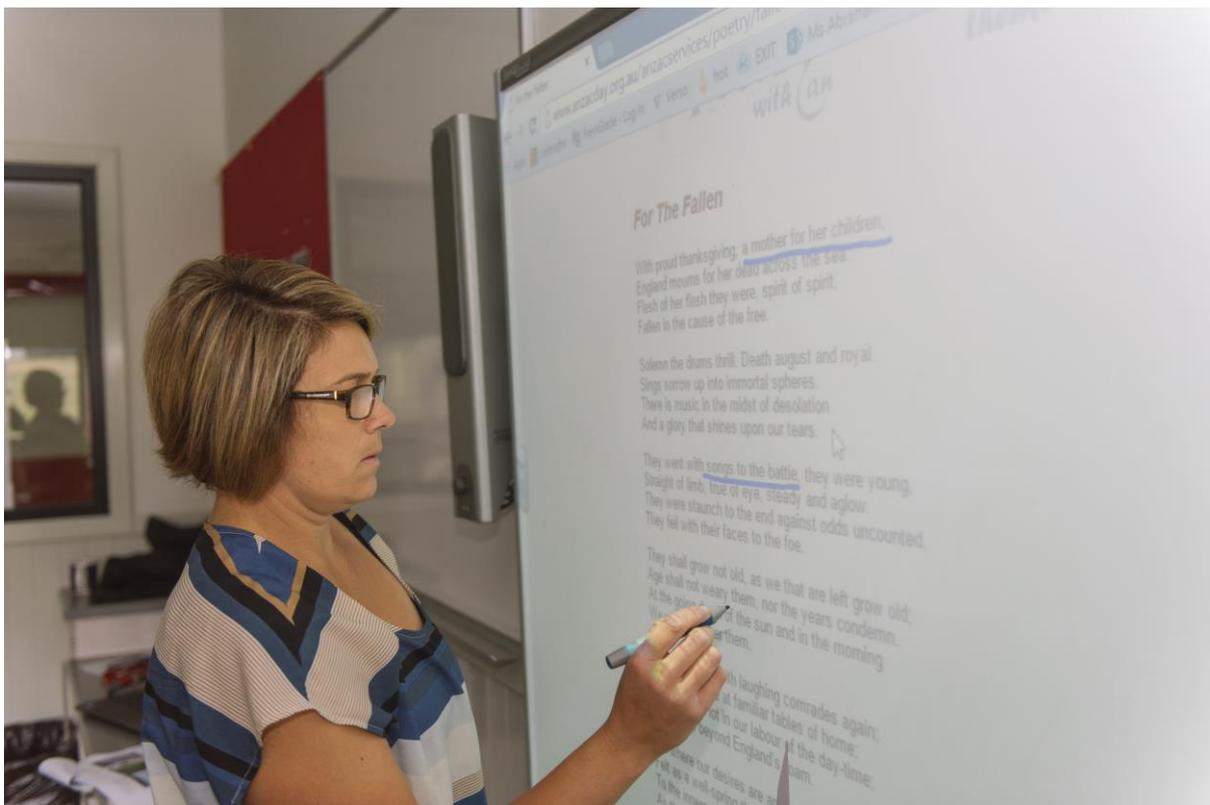
Existing specialist learning areas vary in adequacy to enable contemporary teaching and learning practices. Existing art facilities are constrained in a very tight space with poor storage. The Cafeteria is currently located in the lower ground floor of MDT and does not provide for students to sit undercover for lunch. The existing Library is outdated and after extensive investigation, this space was deemed unsuitable for refurbishment.

The existing administration facilities are under sized for the school and poorly planned. The current configuration is difficult to extend successfully. Space limitation and current proximity of existing staff areas continue to challenge effective and efficient support for students in a modern education environment.

The school site extends to the north of Brownfields Lane, an area that currently provides overflow parking. The existing bus drop off and pick up zone is located at the school entry. The current traffic flow is difficult to manage and requires careful management to ensure user safety. There is no dedicated student waiting or shelter.

The school site is accessed off West Tamar Highway, a route that services three additional schools in the high school vicinity (Riverside Primary School, St. Anthony`s Catholic School, Launceston Christian School) and significant commuter traffic, all of which cause challenging logistics at peak school times. West Tamar Highway is the only route into Launceston from the West Tamar region, an area currently experiencing significant growth.

The school site incorporates a dam that provides municipal stormwater detention prior to discharge into the river.



Community Consultation

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

- Learning Services Northern Region: Mr Cary Stocks;
- School Association Chair: Ms Jo Wing;
- School Management: Ms Natalie Odgers, Principal, Ms Susan Matkovitch, Assistant Principal, Ms Leonie Johnston, School Business Manager;
- Project Consultant Team: Mr Heath Clayton, Ms Kate Gooch;
- DoE Capital Project Manager: Mr Peter Heathcote; and
- DoE IT Project Officer: Mr Rory Prins.

This group has worked through the project design stages aligning the thinking to the Guiding Principles developed through community consultation with all stakeholders. Group activities of note include:

1. A small working party of staff was formed, following an EOI process. This group's key task was to visit other school sites to learn from the experiences of other schools and to gather ideas and feedback to inform planning. The group visited schools in both the South and North-West areas of the State.
2. The broader school community, including all staff (teaching and non-teaching), student representatives and School Association members visited high schools in Launceston which have recently experienced capital works, including Brooks High School, Kings Meadows High School and Prospect High School. These visits were instrumental in building enthusiasm for the capital works redevelopment for Riverside High School and also allowing stakeholders to appreciate the possibilities for this redevelopment.
3. An extended Consultation Forum was held involving the broader school community. This session provided an opportunity for the Riverside High School Working Party to share a summary of ideas gathered from school visits statewide. There was then an opportunity for all stakeholders to be involved in small group discussion, to share ideas from their school visits and to capture and record the best and most relevant thinking. This session culminated with all stakeholders collaborating to develop a set of Guiding Principles that would inform and guide the capital works planning, listed as follows:
 - » Flexible learning spaces;
 - » Orderly and safe flow of students;
 - » High quality student centred learning that fosters the pursuit of effort and achievement;
 - » Warm, calm, comfortable social learning spaces, connecting indoor to outdoor, that are easily supervised and enhance trusting, respectful relationships;
 - » Timeless, enduring and sustainable design which is maintenance friendly; and
 - » Efficient work spaces that allow for collaboration and centralised location of services.
4. The Master Plan was presented by ARTAS Architects in a Consultation Forum with the broader school community. There was an opportunity for stakeholders to discuss the plan and provide feedback, aligned to the Guiding Principles. The overall response to the Master Plan was very positive.
5. The DoE Project Working Group responded to the feedback and made alterations to the Master Plan. Alterations were also focused on aligning to budget requirements.

6. The School Association has been heavily involved in the entire planning process. This has included regular discussion as an agenda item at School Association meetings. Members have been very active in participating in school visits and consultation forums, where they have provided an important perspective and valued feedback. The Chair of the School Association is a member of the DoE Working Party and has been an important conduit between the broader community and other stakeholders.
7. The school newsletter has kept the broader school community informed with regular updates of progress and key ideas, with opportunity for feedback.
8. An overview of the Capital Works Project, the Guiding Principles and the Master Plan was shared by the Principal, with students, in a whole school assembly.
9. The Master Plan was displayed in the school in a number of visible locations for students, staff and community members.
10. As the Master Plan evolved, the design team / landscape architect undertook a workshop with interested students to develop the external environment design specifically, the central landscaped courtyard. Learnings from that workshop have been incorporated into the final design.



PROPOSED WORKS

The project will include the following works:

- refurbishment of existing GLAs to a contemporary size and design standard to allow for flexibility and adaptability including the provision of six additional GLAs
- repositioning specialist art and hospitality functions to better aggregate GLAs into grade cohorts with appropriate support functions and spaces
- repositioning administration to improve size, functionality and connectivity to the inner campus;
- relocating the library adjacent to a new student common to create a cohesive multi-purpose space adaptable to formal and informal teaching and learning
- rationalising and strengthening internal student and staff movement
- relocating vehicle movement and parking to improve safety and car parking capacity and to ensure safe operational environment through the construction period
- replace aging and inadequate infrastructure as required.

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 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 upon. The preferred master plan evolved over an extensive consultation period to encapsulate the aspirations of the school, addressed the briefing requirements of the DoE and satisfied the project budget.

The conceptual agreement focused on areas for learning, community and social areas. The final concept brought community areas and administration to the front door of the school and broadly arranged grade learning areas around the central learning hub (library) and central courtyard as the heart of the school. The key social links are via the school cafeteria (interior) and central courtyard (exterior). Each of these areas are connected via new axis pathways, providing strong connection and access for students and staff.

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

- Refurbishment of the ground floor Building 2 to provide a new learning hub (library), library workspace, Science, Technology, Engineering and Mechanics (STEM) lab and SAFRR centre;
- Relocation of the cafeteria into the ground floor of Building 2 (adjacent to the new library area). This new internal informal learning and social area also has an adjacent covered area providing the opportunity for outdoor learning and eating. The new student common and cafeteria will provide a new heart of the school campus and focuses the majority of cross campus pedestrian movements into this space;
- Extension of the ground floor Building 2 to provide a new administration wing and front entrance to the school;
- Refurbishment and extension of the upper floor Building 2 to incorporate Years 9 and 10 grade learning areas, teaching hubs and grade teaching offices;

- Refurbishment of the existing art teaching area (Building 4) and repurposing of the adjacent canteen and grounds maintenance areas to extend art teaching space and provide a media teaching, art storage and an external covered area for art teaching;
- Refurbishment and extension to existing Building 5 to incorporate Years 7 and 8 grade learning areas and grade teaching offices;
- Landscaping works to incorporate courtyard spaces for the canteen and SAFRR Centre, modifications to existing car parking areas to accommodate visitor parking, student drop off zones, bus lay-by and linking pathways for students to the main campus; and
- Provide excellent separation of pedestrian and vehicle movement by relocating the bus turning circle, away from the main school entrance and including two new zebra crossings to maximise pedestrian safety across the site.

The proposed redevelopment provides the follow advantages:

1. wherever possible the existing building fabric and site infrastructure has been retained and utilised
2. indoor and outdoor learning spaces have been positioned to take advantage of the solar access and mitigate prevailing winds whilst maintaining views and vistas from the site
3. location of indoor learning adjacent outdoor learning to provide for flexible learning and breakout opportunities
4. creates and identifies year level learning precincts within the structure of the campus
5. provides many opportunities for the school population utilise outdoor courtyard areas
6. reinforces the associations and provides the opportunity to establish links between year groups and the supporting functions
7. relocates the library to a more central, accessible location relative to new grade locations
8. maintains existing access where possible and provides new bus and vehicle drop off areas
9. the cafeteria relocation creates a destination space.

Architectural Statement

The key architectural intent for the Riverside High School redevelopment is to create flexible and adaptable learning spaces that stimulate and engage all end users and future proof both teaching and learning. The designs and spaces have been created to provide experiences that benefit the students, staff and the community as a whole.

There has been no pre-defined style to this project. Through engagement and consultation with the end-user, a site-specific design outcome has been reached. This people centred approach has ensured that the design meets the user's requirements rather than the users having to change their behaviours to accommodate the architecture.

The 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, and 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
- hands-on project work environments.

This shift in the learning spaces requires spaces to be flexible and allows students to learn one-on-one, in small groups, large groups, or to come together in project room groups. 21st 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 21st century learning to excel, the GLAs have been arranged to develop highly desirable internal and external social spaces. These spaces are light filled, have good access to natural ventilation and will 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 physical 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 work, collaboration and spaces for students who need to have a little space from the main classroom.

Learning areas provide flexibility to open up in pairs of two with its partner GLA to allow team teaching. The GLA's 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.

ART

The art learning area will be refurbished and reconfigured to provide a larger more flexible space for art practice and media teaching, as well as the ability to break out to an external covered outdoor area. An additional area to store art work has been created by refurbishing an undercroft space. Both natural and artificial lighting will be improved and upgraded by providing the connection to the new teaching areas and storage.

LIBRARY

The master plan identified the opportunity to relocate the library and cafeteria area into the heart of the campus. Refurbishment of the ground floor of Building 2 will provide a new learning hub (library), library workspace, STEM lab and SAFRR centre. The library space will be furnished with flexible furniture to allow for multiple teaching configurations within this space.

The library and multi-purpose space has been located adjacent to the cafeteria which provides the opportunity for both spaces to open up and extend into the cafeteria for larger events on an as needs basis.

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 standing seam roof cladding and flashings, proprietary wall cladding panels with a painted finish and a brick veneer base. The exterior wall claddings and brick visually ties into the existing campus buildings.

The colour palette is simple, clean lined and contemporary, a considered aesthetic referring to the aspiration that the school is preparing students of today for the world tomorrow.

Sustainable Design

DoE has developed an approach to ensure that sustainability is integrated in the design of all major projects to exceed the mandatory performance standards and minimise the reliance on active building services.

This approach is designed to exceed the minimum National Construction Code (NCC) energy efficiency requirements. The redevelopment 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
- 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 Riverside 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. This is fundamental for any new building at Riverside High School. 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 the National Building Code ESD compliance
- employ energy saving devices such as low energy efficient appliances / equipment, building energy management systems and use renewable energy sources where possible.

Accessibility

ARTAS Architects has a refined end user focus that translates into a people centred design response. This design thinking approach combines empathy with the context of a problem, creativity in the generation of insights and solutions and rationality to analyse and fit a solution to its context.

The Riverside campus has a variety of level changes across the campus and the existing building fabric requires consideration at all entry points to provide complaint access to the end users. The existing lift located in the eastern end of Building 2, pedestrian ramping within the central courtyard, a new vehicle drop-off area and a reconfiguration of the existing entry provides universal access.

Project capabilities for Increased Enrolments & Years 11 and 12

This project will increase the estimated capacity at Riverside High School from 850 FTE students to 1000 FTE students to ensure the school has sufficient capacity in the future. It is good practice not to operate at full capacity to ensure schools have flexibility to best maximise the use of the learning areas too suit the needs of the student population. There continues to be growth in the West Tamar region as evidenced by the continued enrolment growth in the feeder schools of Riverside Primary School and Trevallyn Primary School.

The Master Plan has also identified an area that could accommodate years 11 and 12 year in the future. This would require a new building that would connect to the existing senior school campus (central courtyard). This is not part of the proposed scope of works for this project.

Tasmanian Government Art Site Scheme

The school aims to incorporate the Art Works within the functionality of the design. This would enable the Art Works to be highly visible and practical, as well as aesthetically pleasing. Ideas have been gathered in visits to other schools. This will progress with a sub-group of the Project Working Group.



PROJECT MANAGEMENT

Funding and Budget Estimates

Funding to the amount of \$12 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, including construction contingency	9,842
Up-front expenses including consultants' fees	1,065
Furniture and Equipment	800
Design and post-occupancy contingencies	213
Art Work	80
Total	12,000

Consultants and upfront planning fees include architectural and engineering design and management fees, surveys, investigations and testing and statutory authority fees for permits.

The furniture and equipment budget will provide for appropriate furniture and information technology for contemporary learning environments.

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

ARTAS Architects and cost consultant, Core Construction Management have provided cost information and estimates for the project based on the pre-tender design. The project scope will be managed within the budget parameters to ensure budget overruns do not occur.

Details of the preliminary construction cost estimate are as follows:

Construction Budget	Cost Estimate (\$'000)
Buildings 2, 4 and 5 and central courtyard	8,133
Site distribution infrastructure upgrade and asbestos removal	255
Bus turning circle and layby, visitor carpark, and substation	554
Construction cost plan estimate	8,942
Construction contingency	900
Total Construction Budget	9,842



Project Timeline

The key dates for the project are as follows:

Project Task / Phase	Completion Date
Development Application submission	January 2018
Design Development finalised	February 2018
Documentation, preparation for tender	July 2018
Tender date, 4.5 weeks	August 2018
PSCPW Hearing	September 4, 2018
Tenders close	September 2018
Tender assessment	September 2018
Contractor appointment – subject to PSCPW Hearing and Approval	October 2018
Construction commences	November 2018
Construction completed	July 2020
Defects liability period commences	July 2020
Post completion review and evaluation	June 2021
Project completion	July 2021

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 tendered sums will exceed the pre tender estimate and available budget.	The tender has been structured to allow for a review of proposed contract packages and/or a reduction in scope should the tender sum exceed the pre tender estimate.
Design not meeting requirements for 21st century pedagogy.	Project working group meetings with key school staff to ensure 21st century pedagogy is achieved in the new facility. Senior DoE Educators are involved with the design development process.
Delays occur during construction.	<p>Regular site meetings will be held throughout the construction phase that updates the construction programme and ensures Riverside High School management is fully informed on construction progress.</p> <p>Adequate programming has allowed full engineering investigation and documentation of the construction package to minimise the risk of technical difficulties during construction.</p>
Unmet stakeholder expectations.	<p>Detailed and thorough consultation has occurred through project planning stages.</p> <p>Continue to engage with project stakeholders through the Project Working Group.</p>

CONCLUSION

The major redevelopment of Riverside High School will provide:

- A campus focus with the student at the centre learning within cohesive and well supported grade cohorts;
- Appropriate home grade space to accommodate current enrolment predictions;
- Contemporary GLAs that will support current and future social learning pedagogy;
- Dedicated support staff accommodation that provides a respectful environment for guidance to students and carers with a range of education and social issues;
- A rationalised and cohesive administration support facility commensurate with the business of operating a large city high school; and
- Rationalised vehicle pathways that manage risk whilst providing convenience.

The provision of 21st century learning environments with adequate capacity for the foreseeable future at Riverside High School is critical to the provision of contemporary teaching and learning practices and improving student outcomes. Whilst the need to undertake the redevelopment is high, it should also be noted that the \$12 million funding allocation provides a considerable injection into the State economy.

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

