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# NEW BRIGHTON HIGH SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS  
6 December 2021

# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>3</b>
<b>CURRENT EDUCATIONAL NEEDS AND PRIORITIES.....</b>	<b>4</b>
Contemporary Pedagogy and Learning Opportunities .....	4
Enrolment Demand and Building Capacity .....	5
School Site.....	5
Community Consultation .....	6
<b>PROPOSED WORKS .....</b>	<b>6</b>
Site Planning and School Design .....	7
Architectural Statement .....	7
Building Materials .....	9
Common Threads / Themes.....	9
Sustainable Design .....	9
Accessibility.....	9
Landscape .....	10
Tasmanian Government Art Site Scheme .....	12
<b>PROJECT MANAGEMENT .....</b>	<b>13</b>
Funding and Budget Estimates.....	13
Project Timeline .....	14
Potential Project Constraints.....	15
<b>CONCLUSION .....</b>	<b>17</b>
<b>ATTACHMENTS .....</b>	<b>18</b>



## INTRODUCTION

This submission by the Department of Education (DoE) seeks approval from the Parliamentary Standing Committee on Public Works for a major capital investment of \$50 million to construct a new high school at 1 Elderslie Road Brighton.

Funding of \$30 million was provided through the Capital Investment Program 2018-19 and an additional \$20 million was announced in the 2020-21 Tasmanian State Budget, with funding provided over the forward years.

The Brighton Local Government Area is expected to have the fastest-growing population in Tasmania up to 2042, with new residential developments, housing affordability and major new infrastructure projects contributing to the popularity of the region.

Enrolments at the nearby Brighton Primary School are currently in excess of 600 and the majority of Year 6 students transition to government high schools in the northern suburbs or to independent schools.

The new Brighton High School will offer high quality co-educational secondary and senior secondary education services for up to 600 full-time equivalent students locally.

In June 2020, DoE acquired 10 hectares of land on the corner of Brighton and Elderslie Roads via compulsory acquisition as the site for the new high school. Extensive public consultation undertaken in 2019 identified this greenfield site as the community's preferred location for the high school.

JAWS Architects has been commissioned to oversee the project. They are working with the Project Working Group (PWG) comprising representatives of DoE Learning Services, Facility Services and Information Technology Services.

The submission is presented at the schematic design phase and recognises the strong need to provide a new high school for the Brighton community.



# CURRENT EDUCATIONAL NEEDS AND PRIORITIES

## Contemporary Pedagogy and Learning Opportunities

The design of the Brighton High School reflects contemporary pedagogical thinking around using the built environment to support engaging all learners and supporting their wellbeing, whilst allowing adaptability for future growth and development.

Using DoE's Pedagogical Framework (refer to Attachment 8) and the Built Environment Guide (refer to Attachment 7), the design focuses on creating a school environment that enables students to learn in a positive and productive environment, that supports them to be connected, resilient, creative and curious thinkers.

In line with contemporary pedagogical research, practices and responding to the needs of the local community, the new high school's learning spaces will support:

- student staff and visitor safety. The design has referenced the DoE Built Environment guide, guiding principle of 'Secure and Safe' and Appendix B of the Royal Commission into institutional responses into child sexual abuse – Practical Guidance for Implementing the Child Safe Standards.
- collaboration
- small group, large group individual and 1:1 learning
- areas for reflection
- the provision of contemporary ICT STEAM (Science Technology Engineering and Math) / STEM (Science Technology Engineering and Mathematics)
- packages of learning; 9-12 curriculum VET learning
- specialist areas
- student wellbeing, Tier 3 student resourcing and support and personalised learning (any program, any course, any level, any pace, any time, any place).

Consideration has also been given to the opportunity for ongoing community engagement in learning and how this engagement can amplify student learning in the school setting.

Using community workshops, national and international research as well as engagement with DoE curriculum, the project team, and service leaders through the development process, key aspirations have been identified that will be addressed in the design of the high school. These aspirations complement those articulated by the community through the early consultation phases. In response to these aspirations, the new high school will incorporate:

- flexibility for learning options – such as small and large groups or individual spaces
- a presentation area in each learning community to allow students to present their learning to their peers or teachers to present learning activities to students
- learning communities that can be either discipline led, or grade led
- open space – both indoors and outdoors, as well as more intimate spaces (as desired through consultation phases) with each learning area having access to outdoors
- welcoming, and inclusive spaces – particularly in our public spaces such as the front office and the performing arts and gym area
- social common areas enabling students to socialise across grades as well as within grades



- staff facilities that enable passive collaboration based on current research that no more than eight staff together in one office is productive
- contemporary, flexible (adaptable) learning spaces
- access to comprehensive arts and sporting facilities
- kitchen/ café facilities
- learning and opportunities for VET extension.

The PWG has worked closely with the DoE Aboriginal Education Unit to ensure a close connection with, and learnings from First Australians about the land upon which the school will be built.

Planning for the new high school has considered that it will become part of the 'Derwent Collective' of DoE schools. It is anticipated that the Brighton High School will work closely with neighbouring schools, particularly the Jordan River Learning Federation Senior School, to maximise learning opportunities for all students in the region. This will be the ongoing work for the new high school's principal and staff.

## Enrolment Demand and Building Capacity

A 2019 University of Tasmania study examined the growth rates of all Local Government Areas (LGAs) in the State. This study concluded that the Brighton LGA will achieve the fastest growth of all the LGAs from 2017-2042 - with a 33.9 per cent increase in population. This percentage increase equates to a population gain of more than 5,700. The study also noted "Brighton is expected to be the fastest growing LGA in percentage terms, with an average growth rate of 1.18 per cent per annum. This assumes a continuing strong net migration inflow and one of the highest fertility rates in Tasmania. As the youngest LGA in the State, Brighton is not expected to experience the fall in natural increase projected for other areas. It is projected to be one of only four LGAs to continue to have natural increase at the end of the projection period..."

Major projects such as the new highway bridge across the Derwent River at Bridgewater will improve transport links between central Hobart and the northern suburbs and further support regional migration to the Brighton area.

In 2018, the Council released the Brighton Structure Plan which identifies that the Brighton/Pontville area requires an average of more than 70 new residential dwellings each year – or almost 1,200 by 2033 - to keep pace with growth. In 2019-2020, the Council received 187 development applications, and issued approvals for 310 new dwellings. This was the second highest number of applications and approvals in a single financial year for the past decade.

### Capacity Assessment

DoE has a standard methodology for enrolment projections and the assessment of building design capacity.

Brighton High School is being designed to accommodate 600 student enrolments from Years 7 through to 12. The site master plan allows for a potential expansion of the school into the future should it be required, with space available for additional General Learning Areas (GLAs) and other facilities.

## School Site

The new high school will be situated at 1 Elderslie Road, Brighton on a 10-hectare parcel of land, with the school development requiring approximately 6 hectares of this land. The balance of land allows for the possible future co-location of a new primary school should it be required, while also making provision for the high school to expand.

## Community Consultation

Extensive public consultation has been undertaken for the project since 2018 with two reports summarising the outcomes in attachments 4 and 5. This has included several public meetings and focused workshops including key community members and students from the likely feeder schools.

Initial public consultation undertaken by DoE in late 2018 focussed on five themes for feedback from the community:

- Theme 1 – Relationships and Partnerships
- Theme 2 – Feeder Schools
- Theme 3 – School Culture
- Theme 4 – Infrastructure
- Theme 5 – Teaching and Learning

Feedback received on these five themes formed an integral part of the project brief issued to the architects.

During the planning phase, workshops were held with DoE Executive representatives and principals from high schools and colleges in the southern Tasmania region to inform early project development.

Subject-matter experts for specialist learning areas have been consulted throughout the master planning phase and this will continue to ensure the design of the school is contemporary, forward thinking and fit-for-purpose.

A community reference group for the new Brighton High School was established in 2019. This group includes representatives from local schools, businesses, service providers and community groups and is meeting on a quarterly basis throughout the project. The site master plan was presented to this group for feedback at its meeting in September 2021 and was well-received.

A subsequent phase of public consultation was undertaken in October 2021, with the approved site master plan published on the DoE website to provide opportunity for the community to review and provide feedback. Feedback received on the site master plan through this process was overwhelmingly positive.

## PROPOSED WORKS

The design of the Brighton High School is in accordance with DoE's Pedagogical Framework and Built Environment Guide to ensure DoE's key approaches inform the design and construction of the new high school. Site security and safety are an integral part of the design development and follow the DoE's Built Environment Guide, guiding principle of 'Secure and Safe' and Appendix B of the Royal Commission into institutional responses into child sexual abuse – Practical Guidance for Implementing the Child Safe Standards.

The new high school site will include:

- A Fully Enclosed Covered Area (FECA) of approximately 8100m<sup>2</sup>, situated on four hectares of land with a capacity of 600 students from Years 7 to 12
- 24 GLAs or equivalent (configuration to be determined)
- Technology / science facilities
- Performing arts centre / visual arts facilities
- Manual design and technology facilities
- Sporting ground, sports hall, toilets and change rooms
- Library
- Food technology area

- Administration area and staff facilities
- Staff and visitor car parking and bus infrastructure
- Indoor social common areas, kitchen/café, and outdoor sheltered spaces.

The Schematic Design (refer Attachment 2) and Landscape Concept Design (refer Attachment 3) show the design for the new high school learning areas and landscaping.

In addition to the above, the project is required to provide the resources needed to support school operations, as well as extensive on and offsite public infrastructure:

- Construction of new footpaths along the Elderslie Road and Brighton Road site boundaries. This will include concrete footpaths, stormwater infrastructure, widening of Elderslie Road to meet current regional standards, provision of street lighting and relocation of existing high voltage overhead power lines.
- Construction of a new roundabout at the Elderslie Road and Brighton Road junction. Brighton Council is managing the design and construction.
- Contribution to the construction of a new sewer network.
- Relocation of the existing TasNetworks' high voltage power lines that cross the school site.
- Purchase of all required furniture, equipment, IT, and general resources such as library books, specialist textbooks, musical instruments, all equipment for the science laboratories, MDT, and physical education areas etc, to enable the new high school to operate.
- Commissioning and installation of public artwork.

## Site Planning and School Design

The consulting architectural team has developed the site master plan (refer Attachment 1) working in close collaboration with the PWG. Regular PWG meetings along with community and subject-matter expert workshops have been held during the master planning phase. This has ensured that the site master plan addresses the requirements for the new high school.

The site master plan allows space for a future primary school to be co-located on the high school site. An area has also been identified for the potential future expansion of the high school.

DoE is working closely with the Brighton Council to provide supporting infrastructure to ensure the safety of students, staff and local members of the community. This is being achieved through the construction of new footpaths, pedestrian crossing points, street lighting and a roundabout at the Elderslie Road and Brighton Road intersection.

## Architectural Statement

Drawing on the traditional occupation of the surrounding lands, the campus is defined by two interdependent precincts.

Access to the school is provided from Elderslie Road, with car parking contained within a landscaped strip, creating a green verge along the boundary.

This side of the campus provides a formal edge, defined by structures of a more community-based nature, including the Administration and Library, Gymnasium and Performing Arts Centre and the Design, Arts, Technology and Science buildings.

The campus has a natural divide, formed by the Learning Street, an immersive landscaped space designed for informal learning, quiet contemplation and passive recreation.



The Learning Communities shape the southern edge, enclosing the Learning Street to create a focal heart and gathering space for the school, drawing on the deep history associated with the land and Kutalyana.

This concept provides an opportunity for the high school to connect with its sense of place and history, whilst also facilitating an efficient layout for the school which supports a contemporary pedagogical framework.

### **Sense of Place**

Situated at the junction of two main roads on the edge of the Brighton, the site for the new Brighton High School has a strong connection to the town and with its broader geographical setting.

This is a unique landscape and is characterised by vegetated rolling hills which bound the meandering Jordan River / Kutalyana. The river is a familiar feature of the landscape, physically connecting the proposed feeder schools to the school site.

### **Connection with the Land**

Kutalyana has been both a pathway and an informal boundary for Tasmanian Aboriginals over many thousands of years, the river defining the country of the Big River Nation on the west bank from the Oyster Bay Nation on the east.

The two nations are thought to have had amicable and cooperative relationships, with the Jordan River / Kutalyana valley system used by both peoples under a special arrangement as a mutual gathering place and summer pathway to the Tasmanian highlands.

The means by which the Tasmanian Aboriginals used, cared for and respected the land and its resources is a story which is embedded in the design of the school and used as an informal educational tool, resonating with the community through Brighton's role as a centre for primary industry.

### **Grounded in Country**

The Design Narrative developed for the school provides an introduction and appreciation of the importance of this landscape to the First Nations community by providing a powerful metaphor for the site planning.

Two opposing arcs representing the Oyster Bay and Big River Nations straddle another fluid line, a unifying element which portrays the course of the Jordan River / Kutalyana from the high country to its outflow into the River Derwent estuary, the open space of its banks creating a place to gather.

The knoll on the site can be used to help create a microcosm of the surrounding geography, grounding the school further in its broader setting. By delving deeper into the culture of the original custodians of the land, a richer design has been developed for the school, creating a strong connection to country.

Consultation with members of the Tasmanian First Nations community will develop these ideas further in a collaborative partnership.

### **Development of the Design Narrative**

The opportunity to enhance and connect with both the Aboriginal history and the geographical setting in both the site planning and individual building relationships are areas which will be explored further as an undercurrent to the design of the school.

The river as a metaphor for the student's journey or pathway, as a connecting device and as a symbol of nurturing has potential to form a strong identity for the school.

The design narrative can be expanded further to allow students to gain an understanding of the ecological systems in their own community. This could be through the inclusion of items such as a reconciliation garden, using a colour palette found in the land to inform interior colour schemes and naming of spaces within the school.

Artworks will also play a part in interpreting these relationships with the land.

## Building Materials

Building materials have been selected as to their appropriateness for single storey educational facilities, and where possible, are locally sourced. The intention is to construct the new buildings with materials that are familiar and durable, such as timber and brick.

The buildings either side of the Learning Street have differing spatial and formal qualities but linked by common themes.

Buildings run in an east-west direction down the sloping site, oriented in a northerly direction to maximise solar access to all the facilities.

Drawing on the geography and geomorphology that defines the land under custodianship of each Aboriginal group, form, massing, and materiality reflect both coastal and highland environments.

## Common Threads / Themes

Patterned face brickwork helps define a cohesive visual language for the school, with individual buildings articulated through form, colour, and texture to further enhance the design narrative. The considered use of these materials throughout the school will provide a consistency with minimal maintenance.

Timber frames are used wherever practical to create warmth and a more natural ambiance to spaces.

A landscape of folded and creased roofs across the campus provides a visual connection to the surrounding hills.

Community buildings to the north are envisaged to be monolithic, strong, and protective, evoking imagery of a mountain landscape, but still with a sense of welcoming and inclusiveness.

The Learning Communities are more open and fluid offering connections to sheltered outdoor spaces.

## Sustainable Design

All learning spaces have been designed in such a way as to provide healthy learning environments and minimise energy use. Some of these principles to be adopted are:

- internal spaces to connect to external learning areas thereby providing natural light and ventilation
- visual connectivity between internal and external learning spaces to assist with natural light distribution. Energy efficient - lighting to be LED and meet with National Construction Code and Lighting control to allow utilisation of daylight penetration
- avoidance of deep plan buildings that have long distances from across the interior to each outside walls. This enables cross-ventilation, natural daylighting, exterior views, and access to the outdoors
- radiant heating to large volume spaces with reverse cycle heating to smaller spaces all to have smart system operation and control based on occupancy, minimising erroneous out of hours use.

Passive design elements include:

- northern orientation of buildings to achieve maximum solar gain
- cabling infrastructure has been incorporated to allow for solar panels to be installed at a later stage.

## Accessibility

The Brighton High School has been designed to strategically embrace universal access principles as a core component of moving both within buildings and between all spaces across the campus.

As a matter of compliance, all areas of the school will be fully accessible.

Despite the school being located on a moderately sloping site, floor levels have been set to allow an easy transition between buildings via the Learning Street.

All buildings are single storey with level changes between them negotiated via a series of gently sloping ramps.

Within each building, the following features have been designed to comply with the current version of the National Construction Code:

- tactile indicators for visually impaired pedestrians
- universal access toilet / change facilities within each building.

Brighton Council will be constructing wider than usual footpaths on the school boundary to encourage children to walk or cycle to the site.

## Landscape

The landscape design (Attachment 3) for the school incorporates eight key principles.

### Strengthen Flora and Fauna Corridors

- Rehabilitate the site and soils after their past agricultural use.
- Re-introduce plant species native to the site to recreate wildlife corridors that have been lost to clearing to reduce separation between remnant vegetation on Jews Hill to the east and Lodge Hill to the west.
- Develop controls around adjacent development to ensure that vegetation corridors are maintained into the future.
- The southern-most boundary presents itself as an opportunity to re-vegetate and create adventure type play and activities like mountain biking.
- Establishing an area of native bush presents opportunities for integrating high school curriculum, or a bush kindy for the possible future primary school.

### Create a Universal Access Campus

- Work with the natural gradients of the site to minimise external learning space level changes in order to keep access ways to a 1:20 gradient.
- Create a built environment where all areas are equally accessible.
- Create long site-lines and clear spatial hierarchies to communicate different uses and divisions between public and student / staff areas.
- Develop innovative way finding strategies for public and student areas incorporating colour, texture, sound, and text to cater to varying abilities.

### Use Landscape Systems as Learning Opportunities

- Develop site planning strategies that position buildings and external learning spaces to allow integration of stormwater management.
- Use swales or other expressed stormwater management practices that allow for students to observe weather events and understand the effects of weather on the ground plane.
- Position buildings away from major overland flow paths to safeguard against inundation.
- Integrate stormwater controls in up-slope developments to protect buildings and landscape features.



### **Position Buildings to Facilitate External Learning**

- Orient building massing to protect external learning spaces from strong north-westerly winds.
- Develop external learning spaces conducive to group learning or individual study where a mixture of shaded and sunny options is available year-round.
- Position landscape learning spaces predominately to the south of building masses to protect students from wind and enable softer, sensory plantings and materials where students are more likely to come into physical contact with them.

### **Welcome Community Engagement While Protecting School Autonomy**

- Design external landscape spaces that create clear definitions between school and public realms, with comfortable and inhabitable thresholds between these realms.
- Ensure public spaces are positioned to facilitate welcoming and way finding while protecting students from disruption to their day-to-day movements.

### **Incorporate Aboriginal Landscape Values**

- Engage with local Aboriginal groups to develop strategies to respectfully integrate local Aboriginal history and values into landscape spaces.
- Create learning opportunities in Aboriginal land management and facilitate healing of country.
- Develop interpretations of the Jordan River / Kutalya as a confluence of the Oyster Bay and Big River Nations through site planning, material selection and plant palettes
- Develop landscape spaces that spark conversations around pre- and post-European Tasmanian Aboriginal History.

### **Facilitate Rural-to-Suburban Transition**

- Develop landscape strategies that respond to the current rural context of the site while being adaptable to the increasing urbanisation of Brighton. Historically an outlying rural town, Brighton is now one of the highest growth areas of greater Hobart with comparatively affordable house prices and easy commuter distance to the city.
- Landscape strategies for the high school need to respect and respond to the current context, while remaining adaptive for the potentially very different Brighton in 20- or 30-years' time.

### **Connect External Spaces to the Broader Landscape Context**

- Position landscape spaces and buildings within the site to maintain broader connections.
- Celebrate long site lines and utilise elevation of the knoll to connect landscape to kunanyi / Mount Wellington to the south, Brighton township to the north and the Jordan River / Kutalya meandering through the landscape.

## Tasmanian Government Art Site Scheme

The new high school presents an excellent opportunity for a suitable artwork to be incorporated into the social and public areas of the school. The artwork component will be progressed by a focused subgroup of the PWG.

To date, consideration has been given to several opportunities for the project including artwork that can inspire learning and interaction, a landscaping element or something that reflects the Aboriginal heritage of the Brighton area.



Artist impression only

# PROJECT MANAGEMENT

## Funding and Budget Estimates

The total project budget is \$50 million, and a Quantity Surveyor's Report has been provided for the project. The budget estimate is summarised in the table below:

Description	Cost Estimate (\$'000)
Construction, including construction contingency	34,400
Offsite Infrastructure and land purchase	6,901
Up-front expenses including consultants' fees	3,307
Furniture and Equipment	3,500
Contingency and post-occupancy	1,812
Artwork	80
Total	50,000

### Construction Budget and Allowance for Escalation

The current construction budget is a total of \$34.4 million consisting of \$29 million build costs, an allowance of \$3 million to allow for escalation of construction costs between now and 2023 and a \$2.4 million construction contingency.

### Offsite Public Infrastructure

The site master planning process has identified the need for substantial offsite public infrastructure elements including:

- a new roundabout at the Brighton Road and Elderslie Road junction
- road widening, footpaths, street lighting and stormwater provision along Brighton Road and Elderslie Road
- the relocation of the TasNetworks high voltage overhead cables along Brighton Road and Elderslie Road
- the construction of an extensive sewer network to connect the school site to existing TasWater infrastructure.

The final apportionment of costs on the offsite infrastructure elements between parties is yet to occur.

### Project Contingencies

The Budget Estimate allows for a general, design, construction, and post occupancy contingency of \$4.212 million.



## Cost Escalation, Purchase of School Resources and Additional Public Infrastructure

The Budget Estimate allows for escalation of 4 per cent per annum.

The budget estimate demonstrates the construction of the new high school, including elements of the offsite infrastructure and furniture and equipment, can be achieved with the allocated budget, but that the budget is subject to several market risks. Specifically, the budget estimate identified several risks that need to be acknowledged including:

- the estimates assume escalation will not exceed 4 per cent per annum. If it does, costs will increase
- the estimate assumes the current 'hot' market conditions will have cooled by the time of tender in 2023 as per current advice
- the project general contingency and initial furniture and equipment allowance have both been reduced to achieve a balanced budget.

Details of the preliminary construction estimate are as follows:

Construction Budget	Cost Estimate (\$'000)
School buildings	17,722
Landscaping, car parking and site services	7,330
Preliminary escalation and contingencies	9,348
<b>Total Construction Budget</b>	<b>34,400</b>

## Project Timeline

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
PSCPW hearing	December 2021
Development Application submission	July 2022
Documentation, preparation for tender	November 2022
Tender date – <i>subject to PSCPW approval</i>	November 2022
Tenders close	January 2023
Tender assessment and approval	February 2023
Contractor appointed	March 2023
Construction commences	April 2023
Construction completed	December 2024
Defect's liability period	December 2025

Project Task / Phase	Completion Date
Post completion review and evaluation	March 2026
Project completion	March 2026

## 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 pretender estimate exceeds the total available budget.	Ongoing cost reviews throughout design process.
The estimate assumes the current market conditions will have cooled by the time we go to tender in 2022. If the market conditions remain the same or similar, actual costs may increase significantly.	Ongoing cost reviews throughout design process.
Costs increase with little scope for further reductions.	All consultants are regularly reminded of the budget constraints. Ongoing cost estimates throughout the design process.
Planning approval is not forthcoming to meet the time frame for tender.	<p>The project is working closely with Brighton Council to develop a south Brighton area master plan.</p> <p>The land has been successfully re-zoned from rural residential to Community use – education.</p>
Design development does not progress in a timely manner to meet the time frame for tender.	Regular PWG meetings have been scheduled to ensure design can progress in the timeframe required working with consultants and the School to expedite this process.
Design does not meet requirements for contemporary pedagogy.	Regular PWG meetings with key DoE staff to ensure contemporary pedagogy can be achieved in the new facility. Senior DoE Educators are involved with the design development process.

Identified Risks	Risk Mitigation Strategy
Delays occur during construction.	<p>Regular site meetings will be held throughout the construction phase that updates the construction programme.</p> <p>Adequate programming has allowed full documentation of the construction package to minimise the risk of technical difficulties during construction.</p>





## CONCLUSION

Construction of the new Brighton High School will provide a much-needed contemporary high school to serve the rapidly growing Brighton township and wider region.

Obtaining approval from the Parliamentary Standing Committee on Public Works will provide assurance to the Brighton and surrounding communities that this project will proceed through detail design, tender and construction.

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



Artist impression only

## ATTACHMENTS

1. Proposed Site Master Plan
2. Schematic Design
3. Landscape Concept Design
4. Community Engagement Report Phase 1
5. Community Engagement Report Phase 2
6. DoE Built Environment Guide
7. DoE Pedagogical Framework