



SUBMISSION

MAJOR REFURBISHMENT OF PROSPECT HIGH SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS
October 2015



Introduction	3
Current Educational Needs and Priorities	4
21 st Century Pedagogy and Learning Opportunities	4
School Philosophy and Community Connections.....	4
Enrolment Demand	5
Existing Facilities.....	6
Community Consultation	6
Proposed Works.....	8
Site Planning and School Design	9
Architectural Statement.....	9
Building Materials	11
Sustainable Design	11
Project Management.....	13
Funding and Budget Estimates.....	13
Project Timeline	14
Potential Project Constraints	15
Conclusion.....	16

Drawings

1. Site Master Plan
2. Master Plan

Introduction

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

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

The Department of Education (DoE) provides secondary education services at Prospect High School and caters for students in grades 7 to 10. The school draws its students primarily from the suburbs of Prospect Vale, Summerhill, West Launceston, Hadspen, Travellers Rest and the rural areas surrounding Hagley. It is situated within the Launceston City Council boundary but also serves families from the Meander Valley municipality equally. The main feeder school is Summerdale Primary followed by Hagley Farm School. The school has a student population of approximately 450 in 2015.

Facilities at the school have a total fully enclosed covered area (FECA) of approximately 8,119m². The main building facilities were constructed in 1965 and since that time some areas have been redeveloped including the refurbishment of the Materials, Design and Technology (MDT) area, the teaching kitchens, grade 7 learning areas and science areas, as well as the replacement of the music suite. Education and student needs have changed significantly since the 1960's and, although well maintained, learning areas are no longer conducive to 21st century learning and teaching practices.

In recent years the focus on the DoE capital submissions to Government has been on refurbishing and redeveloping secondary and senior secondary facilities as a priority area. The previous Commonwealth Government Building the Education Revolution (BER) Stimulus Package provided approximately \$330 million into the State for capital improvement in schools, however primary schools received the majority of this investment.

As a result DoE has taken a strategic approach to seeking capital funding to improve secondary and senior secondary facilities. The facilities at Prospect High School are a good example, as they are generally in excess of 50 years old, had limited investment and in poor condition. Additionally, the use of IT and collaborative teaching in these facilities is high which requires significant adjustment from the technology teaching practices and facilities of the past.

Current Educational Needs and Priorities

21st Century Pedagogy and Learning Opportunities

Decision making and behaviour is influenced by the school values of respect, integrity, fairness, empathy and optimism. The Prospect High School mission statement is, 'preparing students for effective participation in the world of their time through a deep understanding of important life related matters'. This mission focuses on the need to educate students for the world in which they currently live as well as their future world, which may be quite different to that of today. This mission is elaborated upon in the school's vision statement.

Prospect High School was established in 1965 and has a long tradition of achievement across all endeavours. In 2015 the school will celebrate its 50 year anniversary. Prospect High 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.

Prospect High School is a community of learners with a rich curriculum that responds to the needs, interests and aspirations of all and prepares students for life as effective participants in a world of their time. Learning in the foundation areas of literacy, numeracy, ICT and health/wellbeing is enriched by opportunities for students to personalise their learning, establishing goals and directions that are individually relevant and future-focused, setting them on desired pathways. Prospect High School believes learning should be fun, engaging, rigorous, relevant and purposeful. Students should enjoy and value learning and the sense of achievement that comes from working hard and reaching goals. Prospect High School aims for every student to develop a sense of purpose and direction and the desire to be a life-long learner who contributes positively to the global community.

To support quality learning and teaching, the physical environment must be inspiring and a place people want to be. Prospect High School is continually striving to ensure they have 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 to support learning. 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 inspire teachers to teach and students to learn. It 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

Prospect High School has the mission of preparing students for the world of their time. This mission focuses not only educating students for the world of 2015 but for the rest of the 21st century, a world which may look very different to that of today.

As indicated in the Prospect High School Vision Statement student learning and achievement is the shared responsibility of all members of our school community: students, teachers, parents and other stakeholders working together to ensure that all students experience the highest levels of educational success. Prospect High School fosters relationships with families and value and recognise the contributions that mentors and community groups make to student learning.

Through the School Association, the school community strongly supports this redevelopment to bring the Prospect 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.

Prospect High School sets high standards for staff and students; valuing excellence and striving to ensure that every member of the school community is motivated and able to realise their full potential.

Prospect High School

- believes that everyone can be successful and that success can look different for different people;
- regularly recognise and celebrate success; and
- promotes a positive ethos in which people are encouraged to fulfil their potential, pursue their goals and use and develop their diverse gifts and talents.

Enrolment Demand

The enrolment history and projections are summarised below:

	2013	2014	2015	2016		2017	2018	2019	2020
Year 7	102	106	95	83		88	95	100	85
Year 8	132	102	111	97		85	90	97	101
Year 9	113	132	108	110		97	86	91	97
Year 10	128	117	133	108		110	98	88	92
Total Students	475	457	447	398		380	369	376	375

Student numbers have decreased slightly in recent years and are expected to be in the range of 375 to 400 in the next 5 years. The projected decrease in 2016 is due to a large year 10 group in 2015 leaving and being replaced with an anticipated smaller year 6 intake.

Existing Facilities

Prospect High School facilities include: general learning areas with home rooms for each grade, specialist learning areas of technology, wood and metal technology, the arts (visual and performing), science and home economics, large library and administration area, a gymnasium, and a quality outdoor sporting areas with change facilities.

Buildings:

- Building 1 – administration;
- Building 2 - grades 9 and 10 general learning areas, computer labs and project rooms;
- Building 3 – hospitality, textiles, design and MDT (materials, design and technology);
- Building 4 – science facilities
- Building 5 – grade 8 general learning areas, computer labs and project rooms, art and drama;
- Building 6 – grade 7 general learning areas, computer lab, support facilities;
- Building 7 – library;
- Building 8 – gymnasium;
- Building 9 –toilet block and change rooms; and
- Building 10 – music.



Community Consultation

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

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

It was agreed that consultation with the broader school community was needed at key stages throughout the process. In September the Master Plan was shared at an official School Association meeting (parents, community, students, and staff) and was endorsed accordingly. The school community has also received information regarding the project developments through regular school newsletters.

A group of staff also visited Burnie High School in order to view their facilities and consult with their staff about their experiences through a major capital redevelopment project. Additionally all staff attended a forum in which they were briefed on the aspects of the project and were led through a process whereby they were given the opportunity to articulate some key design principles in line with the school vision statement. This consultation formed the basis for working with the Project Working Group. Staff with responsibilities for ICT resources in the school have also been consulted through the Principal and School Business Manager.

It is acknowledged that consultation and feedback will continue to occur throughout the project and the various stakeholders groups will be involved at key stages once more detailed and specific planning for particular areas occurs.

Proposed Works

The proposed works are mainly associated with the redevelopment of Building 5 and Building 2 (refer attached site plan). These two buildings have had little or no work done since construction in 1965 and currently accommodate all year 8, 9 and 10 general learning areas, staff support areas, special learning, art and drama. With the exception of special learning it is proposed that all of these existing areas be housed within these refurbished buildings. The northern end of building 6 has space available to provide for special learning and will only require minor refurbishment.

The main connecting spaces through the middle of the school are heavily used areas and will also be redeveloped to provide better natural light and ventilation. This will be made possible with the removal of the original and disused male and female amenities and the raising of the central low roof area.

Prospect High School at present does not have a main entry foyer and as a result a new space is proposed adjacent to the existing administration building to clearly provide a better level of engagement with visitors and the wider school community.

The existing change room building is isolated from the rest of the school. It is proposed that this facility be replaced with a new building attached to the existing gym to serve all sports activities. Within the gym there exists a weights area at the mezzanine level. This is the only upper floor level and presents issues regarding access and monitoring. The current proposal locates the weights gym on the gym level in a new extension that is annexed off the gym that also includes storage for gym equipment and an area for a portable stage for school assemblies and other events. As the gym has significant community use all areas of noncompliance regarding access, egress and required sanitary facilities are also addressed.

Improved access throughout the school is proposed by way of completing the covered links with raised paved areas around entries to buildings for disabled access where required.

The existing roof sheeting and windows have not been replaced in over 50 years. These items proposed for replacement form part of this redevelopment.

Proposed services upgrades are mainly associated with replacement of noncompliant items including the main switchboard and distribution boards in Buildings 2, 5 and 8. Sub-mains cabling will also be upgraded to Buildings 2 and 5 as well as communication services upgrades to areas being redeveloped.

Landscaping improvements are centred around the main entry and gym courtyard.

Site Planning and School Design

A site master plan has been determined that identifies all proposed areas of work within the context of the overall site. The proposed master plan has the following advantages:

- Maximised use of existing buildings;
- Grouping of general learning areas to form identifiable year groups;
- Arranging of general learning areas for future flexibility and teaching options;
- Use of existing internal circulation spaces for general learning areas and breakout spaces;
- Improvement of communal areas to allow for additional breakout and learning areas; and
- Improvement of building elements to provide better community and school interface.

The current available budget has capacity for the following works to be undertaken:

- Roof replacement to areas being redeveloped;
- Window replacement to areas being redeveloped;
- Major redevelopment to Buildings 2 and 5;
- New main entry foyer ;
- New change rooms;
- New amenities;
- Services upgrades;
- Landscaping and covered walkways; and
- Removal of all asbestos in redeveloped areas.

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

- Year 11 and 12 general learning areas.



Architectural Statement

In developing the master plan design for Prospect High School in collaboration with school and DoE representatives, a number of key issues were discussed through a series of meetings / workshops. These can be grouped into three categories;

- Big Ideas;
- Functional Relationships; and
- Compliance.

Big Ideas

Discussion around big ideas produced the following items for consideration during the master planning phase and throughout the project:

- The next 50 years and how the planning should consider flexibility, future growth and multiple uses;
- The delivery and sharing of information including seamless ICT;
- Student ownership of spaces including identifiable grade areas and the need to provide inviting protected quality spaces with adequate security;
- Environmental considerations with an emphasis on providing comfort both internal and external and a reduction in the use of energy;
- The need to remove the institutional appearance of the two main learning areas through the adaptive reuse of existing learning and circulation areas and the architectural identification of separate grade and other areas;
- How the interface between school and community can be improved with better main entry legibility, landscaped spaces and areas to showcase the school; and
- Potential synergies between functions to provide an overall greater result than the individual parts.

Functional Relationships

It is essential that the relationships between each area are considered in order to ensure appropriate flow, alignment and efficiency.

Analysis of existing functional relationships has informed the master planning process to allow the following to be considered:

- Current use of spaces and programming to determine additional or reduced space requirements and opportunities for shared spaces;
- Minimum space requirements for each area including areas for lockers and breakout spaces;
- Flexibility and adaptability particularly for general learning areas where future technological influences and others may affect teaching / learning and to allow for such things as team teaching, grade assemblies and informal work areas;
- Support spaces integrated with grade areas to allow for passive supervision, staff resources within close proximity as well as other support functions addressing staff and student integration;

- Possible locations of student break out spaces and other areas separate from general learning areas;
- Circulation throughout the school and how this existing network can be improved by way of connecting all buildings and providing better links;
- Site access points and how these relate to general circulation and security; and
- Connections between existing spaces and external areas.

Compliance

With input from engineering and building surveying consultants the main issues associated with compliance have been raised and discussed. These are as follows:

- Accessibility throughout the school is adequate as most buildings are at a similar level;
- Doorways width will be rectified as required in the redevelopment as will provision for accessible amenities;
- Current building code matters to be addressed with this redevelopment include the provision of adequate escape paths, compliant fire compartments, noncompliant building insulation values and the provision of sanitary facilities; and
- The replacement of major electrical services will be significant.

Building Materials

External building materials will be selected on the basis of the school having limited recurrent funding for maintenance. New building walls are to be brick with aluminium windows. Special consideration to doors will be given to ensure long term robustness as these elements in high schools receive heavy treatment.

In all areas to be refurbished existing windows (now over 50 years old) will be replaced with new aluminium windows and similarly all roof sheeting to these areas will also be replaced. Central lower roof areas will be raised to remove the need for ongoing maintenance of internal box gutter and downpipes.

Internal linings at lower levels will consist of a combination of the existing solid hardwood (still in very good condition and clear finished plywood to new areas). High level areas will be high impact plasterboard.

Sustainable Design

The master planning process determined that it is significantly more cost effective to remodel the existing buildings to provide modern and flexible learning areas. This strategy relies on the adaptive use of the existing general learning and circulation spaces. As a building code requirement all refurbished areas will be insulated and have better performing windows and heating systems to reduce energy usage.

General learning areas have been arranged within the existing buildings to maximise the use of natural light and ventilation. The completion of the covered walkway network throughout the school will also provide extensive shading to all internal areas, which combined with the

additional ventilation provided by low and high level windows will result in little or no cooling requirements.

Accessibility

With this major refurbishment universal access will now be provided to all areas of the school. This includes the weights area in the existing gymnasium that currently is the only first floor area that will be relocated to the new ground floor annex off the existing gym.

Project capabilities for Increased Enrolments

The classroom planning generally throughout the school allows for 125 students in each year. This could be expanded to 150 students with the conversion of the central breakout area to a general learning area.

Project Capabilities for Year 11 and 12 Future Integration

The master plan has identified 2 areas that could accommodate these year groups in the future. This would require a new building that would connect to the existing covered walkway network.

Master Plan Options

A total of five master plan options were considered during this phase of the project. All options were carefully considered before the preferred option, option 5, was selected.

Option 5 is the preferred master plan that has been supported by Prospect High School, School Association, DoE representatives and the architects and is presented in this submission for approval.

This option has been costed, fits within budget, meets the project brief, and has been endorsed by all stakeholders.

Tasmanian Government Art Site Scheme

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

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

The briefing process for the Art Site scheme has commenced with the project working group. Expressions of interest will be sought from the Tasmanian artist community and a selection committee will select the preferred artwork. It is expected that this selection process will be finalised by March 2016.

Project Management

Funding and Budget Estimates

Funding to the amount of \$8.5 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	6,120
Escalation to tender allowance	60
Furniture and equipment	725
Upfront expenses including consultant's fees	807
Art in Public Buildings	80
Contingency including design and construction contingency, post-occupancy works	708
Total	8,500

The furniture and equipment budget will provide for all unfixed items that commission the redeveloped areas as fully operational.

Upfront expenses include architectural and engineering fees, building surveyor approvals, Authority permit expenses and land survey fees, reports and assessments.

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

Carroll & Cockburn Architects and quantity surveying sub-consultant Lifecycle Cost Management have provided cost information and estimates for the project, based on the current schematic design.

The project is currently in the early stage of the design process and, as such, the construction estimate may vary by the time tenders for construction are called.

A design contingency has been allowed to cover this. The project scope will be managed within the budget parameters to ensure budget overruns do not occur.

Details of the preliminary cost estimate are as follows:

Construction Budget	Cost Estimate (\$'000)
Building works	5,420
External works	700
Total Construction Budget	6,120

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:

Project Task / Phase	Completion Date
PSCPW hearing	October 2015
Development Application submission	September 2015
Design development finalised	September 2015
Documentation, preparation for tender	October 2015 – January 2016
Tender date, 3.5 weeks	January 2016
Tenders close	January 2016
Tender assessment and approval	February 2016
Contractor appointed	February 2016
Construction commences	March 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 November 2015 to ensure approval is received prior to proceeding to tender.
Design development will not progress in a timely manner to meet the time frame for tender.	Weekly project working group meetings have been scheduled to ensure design can progress in the timeframe required working with consultants and the school to expedite this process.
Design not meeting requirements for 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 Prospect High School will refurbish the existing outdated facilities to provide modern contemporary flexible learning environments. As noted in the program, this project is now in the detailed design phase. Seeking approval from the Parliamentary Standing Committee on Public Works at this stage in the process aims to provide assurance to the Prospect High School community that this project will proceed to tender and construction as soon as possible.

The provision of 21st century learning environments at Prospect High School is critical to the provision of contemporary learning practices and improving student outcomes and retention. Whilst the need to undertake these refurbishment works is high, it should also be noted that the \$8.5 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 refurbishments works proposed for Prospect High School proceed as detailed in this submission.