



REVITALISATION OF COSGROVE HIGH SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS
24 August 2022

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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 \$20 million for the revitalisation of Cosgrove High School (CHS).

In line with the Tasmanian Government's 2018 election commitment, funding of \$20 million was provided through the Capital Investment Program 2018-19, with an additional \$2.8 million from the Tasmanian Risk Management Fund as a result of the fire that destroyed B Block at CHS in November 2020.

It is an exciting time to be a student or staff member at CHS, with the extension to Year 11 in 2021 and the intention to provide career pathway opportunities into the allied health services, and engineering and manufacturing industries (both in the top three employment industries for the greater Glenorchy area).

The ongoing collaborative partnerships with these key industry areas are evolving to provide exciting opportunities for real-world mentoring, work exposure and / or program development. 'The Cosgrove Way', as described below, is a school-wide philosophy that guides teaching, learning and the redevelopment of CHS.

The Cosgrove Way

Motto: Each for all reflects the Cosgrove spirit. We are a strong and proud team; standing together as a school community to support one another.

Vision: Every student, every day, engaged in learning. Cosgrove is a school that cannot be solely measured by a standardised test alone. We are a school community that measures its success in its ability to engage and foster the development and growth of each and every one of our students. This is captured within our school vision.

Mission: To build a positive and respectful learning community that embraces diversity and inspires individuals to reach their potential.

We believe that all students are capable of experiencing success in learning. Our team works collaboratively to support all students to engage in meaningful, relevant learning experiences that enrich their lives and provides them with the skills to be respectful, resilient, and responsible citizens. Our strong focus on engagement and wellbeing facilitates improvement in academic and social outcomes.

Values: Respect, Resilience and Responsibility

Students are supported in their engagement at school through a focus on School-Wide Positive Behaviour Support with a shared statement of expected behaviours, The Cosgrove Way, making explicit what we expect of our students in how they will conduct themselves in accordance with our school values of Respect, Resilience and Responsibility.

The major redevelopment will provide contemporary and innovative learning spaces for CHS. A key feature of the Master Plan (refer to Attachment 1) will be to modernise and unite facilities across the site, and provide improved equitable access across the steep and expansive slope.

The Master Plan focuses on student and staff wellbeing embedded throughout the Years 7 to 12 school, in line with DoE's Child and Student Wellbeing Strategy.

Liminal Studio (Liminal) has been commissioned as the consulting architectural team for the project and is working in conjunction with the Project Working Group (PWG) comprising representatives of the school and DoE Facility Services.

The submission is presented at the preliminary schematic design phase and recognises the strong need for a major redevelopment of CHS for students, staff, and the broader community.



Image: Students at Cosgrove High School

CURRENT EDUCATIONAL NEEDS AND PRIORITIES

Contemporary Pedagogy and Learning Opportunities

The future vision for CHS is to create an inclusive space where students and staff feel supported, safe, and ready to learn and the community is welcome. The proposed redevelopment will provide contemporary learning settings and enable 'hands on learning' opportunities for students.

In line with DoE's Child and Student Wellbeing Strategy, the site and its updated facilities will reflect the six identified wellbeing domains that support our students to feel safe, well and promote positive learners (refer to Attachment 3). The Child and Student Wellbeing Strategy establishes positive wellbeing as a critical component for learning. Importantly, the elements of this approach are aligned with the whole-of-government Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village. This ensures DoE's approach is closely aligned with a range of government efforts to improve the wellbeing of Tasmania's children and young people.

The aspiration is for CHS to become a wellbeing hub that will support and encourage learners to engage in their education journey, connect all people at CHS and encourage a united approach to learning. The redevelopment will promote a feeling of safety and security, provide spaces for students to retreat to and

collaborate in different group sizes, and enable access to external learning areas. Engagement across year groups and disciplines will be encouraged and facilitated by the redevelopment.

The PWG has worked closely with the DoE Aboriginal Education Unit to ensure a close connection with, and learnings from Tasmanian Aboriginal peoples about the land and its surrounds which the high school is built on.

Two of the three largest employment industries in the Glenorchy area are Manufacturing, and Health Care and Social Assistance. The educational vision and provision of facilities for the school aims to support links to local industry and clear career pathways in both the training and academic arms, in the areas of Health and Wellbeing and Engineering and Manufacturing.

The concept of a wellbeing hub is based on feedback from student, staff and community workshops, national and international research, and DoE's curriculum. The redevelopment of CHS will provide future opportunities to:

- upgrade and replace existing infrastructure to provide contemporary spaces for our learners in facilities that promote learning, engagement, and collaboration in a range of internal and external settings
- develop a wholistic circulation strategy to address the significant level challenges across the site and help students and community to feel connected and engaged
- consider spaces, visual and physical connections between existing buildings and how these can be developed to support relationship development and student mentoring between different year groups
- provide an appealing and safe environment and create the opportunity for learners and the community to access school meeting rooms, assembly hall/lecture theatre, gymnasium, and sporting facilities - helping to foster greater partnership opportunities with the local community
- carefully consider the existing circulation spaces within the school by fostering practical and easy way-finding strategies
- enable increased participation through the provision of different spaces, encouraging more families into the school
- foster a dynamic change to the culture of the school by strengthening its location and role as a place in the community where people can come to meet, learn, and develop relationships
- help provide the school with an identity and easily recognisable and welcoming entrance to the school by activating the public street edge to Main Road.

In response to these aspirations, the redevelopment will incorporate:

- a whole-of-site circulation strategy, with equitable access to be integrated into the circulation solution for the redeveloped areas
- redevelopment of existing buildings and new learning spaces to consider the integration of a flexible curriculum and how the learning spaces foster this approach, including collaboration of staff and students, different learning styles in contemporary settings and meeting student needs with hands-on practical applications
- refurbishment of ageing or poor infrastructure to meet the future needs of students from Years 7 to 12 and reduce the ongoing maintenance burden
- the opportunity for ongoing community engagement in learning and how this engagement can amplify student learning in the school setting.

Enrolment Demand and Building Capacity

The number of student enrolments at CHS for 2022 is 339. Enrolment growth at primary feeder schools, together with the development of large new residential subdivisions in the area, strong enrolments at neighbouring high schools and efforts by the school's leadership team to develop a positive culture indicate enrolments are likely to continue to grow at CHS.

Capacity Assessment

DoE has a standard methodology for building design capacity.

The school is currently operating at 60 per cent occupancy, with a total student enrolment capacity of 550 since the demolition of B Block as a result of a fire in November 2020.

The Government's 2018 election commitment for CHS was to provide facilities for a capacity of 800 students and the proposed works will substantially deliver on that with the school's capacity to increase to 775. This will provide capacity for more than double the current number of enrolments, noting that this will include use of some existing learning spaces in their current state.

School Site

CHS is situated at 286-294 Main Road, Glenorchy. The total fully enclosed covered area (FECA) is approximately 8,261m² on a 7.77 HA site.

Community Consultation

Extensive community consultation was undertaken in 2019 for the redevelopment of CHS, which included community, student and staff workshops, and an online survey.

A Community Engagement Outcomes Report was prepared following this consultation process (refer to Attachment 4). Building on this body of work, a comprehensive workshop, briefing and consultation process was also initiated by the architects with the school and community in 2021. An ongoing Community Reference Group has also been established which meets quarterly.

These consultation processes have informed the Master Plan and a detailed Functional Design Brief (refer to Attachment 5) to guide the design of the redevelopment. The design brief aligns with the vision for the school's teaching and learning aspirations and has the support of the PWG.

The Community Reference Group also reviewed the Master Plan in April 2022, with positive feedback received from members.

Proposed Works

The proposed works align with the available funding (taking into account the current construction industry conditions in Tasmania). These works will resolve some accessibility issues across the site, deliver on the school's vision to be a wellness hub for students and families, staff, and the wider community, and provide the platform for future stages as funding allows.

Development of the Master Plan has been informed by the education vision and pedagogical approach for CHS and interpreted through specific design outcomes to be achieved.

The seven key principles for the design of education infrastructure and facilities identified in DoE's Built Environment Guide (refer to Attachment 6) have also informed the master planning process.

Operational challenges will remain following the works, with the school having to continue using existing buildings and land across an expansive site area with accessibility issues. Delivery of future stages of works which have been considered through the master planning process could address all these issues, ensuring all learning facilities are contemporary, and increase the school's enrolment capacity to 800.

Due to the current high cost escalations in the local construction industry, the estimate provided to deliver the proposed works for Cosgrove High School has factored in a conservative allowance for market loading. Through the master planning process, an additional scope of works was identified that might be delivered subject to a favourable tender result. On this basis, these scope of works were released publicly (refer to Attachment 2) and are included in this submission to the PSPCW for approval.

The Hobart branch of the Police Citizens and Youth Club (PCYC) has expressed an interest in relocating their current facilities to the CHS site. The PCYC proposal is currently in its infancy and subject to securing funding for a feasibility study and capital project. It is noted that there may be community support for a co-location of PCYC and interest in available areas of the site. This will be considered further by DoE when more information is known about PCYC's aspirations and funding status.

Site Planning and School Design

The consulting architectural team has developed the Master Plan and proposed scope working in close collaboration with the PWG. Regular PWG meetings along with student, staff and community workshops have been held during the master planning phase. This has ensured that the Master Plan addresses the requirements for the redevelopment of CHS.

Scope of Proposed Works

The Master Plan provides a scope of works that fits within the available budget and is based on the current cost estimate and anticipated market loading at tender time. This includes:

- heavy refurbishment of the existing buildings comprising H-Block to accommodate the wellbeing hub, renovated administration functions, staff areas and contemporary general learning areas
- meeting spaces, staff offices, café and hospitality spaces, project workshop spaces, redeveloped music area, dance and drama
- retaining the administrative presence and function of the school at ground level to provide a welcoming school entry
- considerable landscape works to enable a greater focus on the flow of indoor to outdoor learning and to achieve equitable access across the reduced site
- provision of safe access through the separation of vehicles and pedestrians
- direct on-grade access to redeveloped outdoor learning environments to assist in overcoming significant existing level challenges for the school and maximise the benefit of considerable school grounds
- installation of lifts at essential locations to achieve equitable access across H and A-Blocks.
- retains the overall site and FECA and the continued use of some existing buildings in their current condition.
- Construction of building flyover, connecting the gymnasium to the rest of the school (these works are subject to achieving a favourable tender result).

Architectural Statement

The revitalisation of CHS is informed by 'The Cosgrove Way' and key thematic outcomes of workshops with staff, students, and the school community as part of the briefing process. Central to these themes was creating a safe, supportive, inclusive environment with an emphasis on health and wellbeing to support learners to thrive.

The wholistic approach to the design is to strengthen the school's identity, support the ongoing development of the school culture, use new and refurbished buildings and landscaping to enable universal accessibility and build upon an already strong legacy of inclusiveness and life-long learning opportunities.

Wellbeing

A primary driver of the new works is to enhance and elevate the wellbeing of all students, and by doing so, support their mental, physical, and learning needs. The 'wellbeing hub' ensures universal accessibility is integrated and purpose-built opportunities for physical activities, productive gardens, connection to country, cultural inclusivity and festivities, hospitality training and enterprise, health education, allied health training, student services and community partnerships are fostered.

Context / Sense of Place

The CHS campus is located on Main Road, Glenorchy and comprises nine buildings built from 1950 to 1980. The ageing infrastructure and expansive, sprawling nature of the campus presents compliance, maintenance and universal accessibility issues.

While the site presents challenges, the prime location of CHS needs to be celebrated. Bounded by a thriving civic edge and surrounded by quiet suburban streets, with kunanyi / Mt Wellington providing an impressive backdrop on the south-western side, the school retains prominent visual connections to the natural skyline surrounding the site.

The spaciousness of the campus also puts the school in an enviable position to provide a variety of outdoor areas for different types of learning, productive gardens, gathering, cultural connections, activities, and socialising. The redevelopment will provide fully interconnected outdoor learning areas with indoor spaces to enable versatility in the way the curriculum is delivered and facilitate a seamless flow of learning. These spaces are important contributors to support and enhance DoE's objectives to inspire all learners to succeed as connected, resilient, creative, and curious thinkers.

Sustainable Design

The proposed works involves an extensive retrofit of the existing H/K Block (Building 1) including partial demolition and a new three-storey building that connects H/K Block to the upper areas of the campus. Areas to be demolished include multiple split floor levels making universal accessibility impossible. The reuse of existing buildings is the best use of existing resources and has been maximised where universal accessibility can be achieved.

Where possible, salvageable materials and fittings will be reused to reduce building materials going to landfill. The materiality will respond to the current character while addressing longevity and low maintenance.

Further design elements will be considered as the design of the CHS redevelopment continues to maximise sustainability and importantly ensures an education outcome through the provision of visible sustainability features. As noted in DoE's Built Environment Guiding Principles, the ongoing design will consider indoor air quality, water capture and reuse, avoiding pollutants, toxic and/or petrochemical products. The school will benefit from the installation of a new solar array system through the Government's Renewable Energy Schools Program. Material selection will also consider life cycle analysis including maintenance, probable life span and replacement costs. Enabling walking, cycling and public transport to and from the site will also be enhanced through landscape planning.

Grounded in Country

We acknowledge that CHS stands on Aboriginal land. Engagement with cultural advisors will ensure design strategies to tap into cultural practice.

The design approach is heavily influenced by the storytelling potential of the project. By taking a cue from our First Nations Tasmanians, storytelling is an engaging way to transfer knowledge. Realising this potential is what makes a project unique and relevant to its community.

Building Materials and Landscape

The elevated location of CHS is surrounded by the strong presence of the natural landscape with 360-degree vistas framed by the natural skyline.

The existing, expansive school grounds have provided an inspiring blank canvas for activation and connectivity, allowing for a diversity of differently zoned external areas that are well integrated into the internal learning spaces, facilitate universal accessibility and celebrate the natural vistas.

To create a vibrant 'learning landscape' for the students, staff, and community of CHS, the landscape strategy for the Master Plan is grounded in the following key themes:

- creating a campus for people, not cars
- establish a green heart
- enhance CHS's public face
- celebrate the indigenous landscape of nipaluna specific to the Glenorchy region.

Tasmanian Government Art Site Scheme

CHS 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, Arts Tasmania has commenced planning the Expression of Interest process to procure a local artwork that can inspire learning and interaction.



Image: Students at Cosgrove High School

PROJECT MANAGEMENT

Funding and Budget Estimates

The total project budget is \$22.8 million. The proposed scope of works fits within the available budget. The budget estimate is summarised in the table below:

Description	Cost Estimate (\$'000)
New and Refurbished Building Works	8,527
Civil Works, Carparking and Landscaping Works	6,153
Construction contingency (10% allowance)	1,468
Market Loading	2,920
Furniture and Equipment, including IT	1,000
Consultant Fee Allowance	2,063
Authorities Allowance	80
School Administration Allocation	60
General Contingency and Post Occupancy Allowance	49
Project Management Allowance	400
Artworks	80
Total	22,800

Construction Budget and Allowance for Escalation

The current construction budget contains a 10 per cent construction contingency and a conservative market loading allowance:

- A market loading of 20 per cent (\$2.92 million) has been applied as per the Quantity Surveyors advice below:
“... The Tasmanian Construction industry is currently encountering a buoyant construction sector due to the volume of construction work being undertaken or forecast to commence in Tasmania. Based on recent market feedback, we understand that construction prices for Tasmanian projects are currently receiving tender prices in the region of 20% over budget...”
- Tender documentation will allow for itemised pricing to assist in addressing the current market risk conditions.

- To ensure the budget is not exceeded, minor elements of the scope could be removed such as less renovation works and restriction of exterior improvements. This will be further tested through the design process prior to tender.

Project Timeline

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
PSCPW hearing	August 2022
Development Application submission	August 2022
Documentation, preparation for tender	December 2022
Tender date – <i>subject to PSCPW approval</i>	January 2023
Tenders close	February 2023
Tender assessment and approval	March 2023
Contractor appointed	April 2023
Construction commences	May 2023
Construction completed * Subject to construction market response through the tender process	December 2024*
Defect's liability period	December 2025
Post completion review and evaluation	December 2025
Project completion	December 2025

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. If the market conditions remain the same, cool off, or increase, actual costs will significantly differ to estimated.	Ongoing cost reviews throughout design process.

Identified Risks	Risk Mitigation Strategy
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.	The project is working closely with Glenorchy City Council.
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 CHS 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.
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>



Image: Aerial view of proposed CHS redevelopment

CONCLUSION

The major redevelopment for the revitalisation of CHS will provide a much-needed contemporary high school and will continue to support 'The Cosgrove Way' ethos. The redevelopment will provide a range of contemporary internal and external learning settings that promote student and staff wellbeing and vastly improve access across the extensive site.

Obtaining approval from the Parliamentary Standing Committee on Public Works will provide assurance to the students and staff at CHS and Glenorchy and the 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 revitalisation of CHS proceed as detailed in this submission.



Image: Students from Cosgrove High School

ATTACHMENTS

1. Cosgrove High School Master Plan

Existing Conditions Aerial Photo

Existing Conditions Site Plan

Master Plan Site Plan - scope of works

Examples of Contemporary Learning Spaces

Functional Zones – Levels 2 to 4

3D View – Views 1 to 5

2. Cosgrove High School Master Plan with additional scope of works (public)

3. DoE Child and Student Wellbeing Strategy Domains

4. Community Engagement Phase I Outcomes Report

5. Functional Design Brief

6. DoE Built Environment Guiding Principles