

Clarence High School – Major Redevelopment

Submission to the Parliamentary Standing
Committee on Public Works

15 September 2026



Table of Contents

Version 1.0 – 17/06/2026

1	Introduction	3
2	Current Educational Needs and Priorities	4
2.1	School Philosophy and Community Connections	4
2.2	Contemporary Pedagogy and Learning Opportunities	4
2.3	Enrolment Demand and Building Capacity	5
3	Capacity Assessment	6
4	School Site	6
5	Community Consultation	8
6	Proposed Works	8
7	Design Philosophy	10
7.1	Design Principles	10
8	Design Concepts	12
8.1	Building Materials	12
8.2	Sustainability and a healthy learning environment	12
9	Accessibility	13
9.1	Access and Safety	13
9.2	Universal Design	14
10	Tasmanian Government Art Site Scheme	14
11	Project Management	15
11.1	Funding and Budget Estimates	15
11.2	Construction Budget and Allowance for Escalation	15
11.3	Project Timeline	15
11.4	Potential Project Constraints	16
12	Declaration	17
13	Conclusion	18
14	Attachments	18

1 Introduction

The Department for Education, Children and Young People (DECYP) seeks approval from the Parliamentary Standing Committee on Public Works (Public Works Committee) for the major redevelopment of Clarence High School (CHS).

The project will provide priority redevelopment works identified through the concept plan (Attachment 1). In 2024, the Tasmanian Government made an election commitment as part of the 2030 Strong Plan to provide \$29 million for the redevelopment of CHS through the School Building Blitz Program.

Community and stakeholder consultation has assisted in defining the scope of works to include contemporary learning areas, associated support spaces and amenities.



Students at Clarence High School

2 Current Educational Needs and Priorities

2.1 School Philosophy and Community Connections

CHS is guided by the values of Building Relationships, Inspiring Learning and Achieving Potential, with a strong focus on inclusion, wellbeing and belonging. The school has an established role as a community hub on Hobart's eastern shore, supporting connections between students, families and local organisations through shared use of its facilities.

Currently, access to the campus and key services, including administration, is dispersed and not intuitive for students, families or visitors. The proposed capital works will strengthen community connection and engagement by creating a more open, legible and welcoming campus, anchored by a centralised administration and entry area. This improved access point provides a clear, inclusive and secure first point of contact for the school community, strengthening relationships and day-to-day engagement with families and visitors.

Community-facing facilities are consolidated and located to support safe use beyond school hours, while maintaining appropriate separation from core learning areas. Centralised student common and hospitality facilities enhance daily student connection and wellbeing and act as focal points for community events and engagement. Improved circulation, indoor–outdoor connections and landscaped gathering spaces further reinforce shared ownership, accessibility and connection to place.

In acknowledging the Mumirimina people as the traditional custodians of the land, the project provides opportunities to more visibly embed cultural recognition and inclusive design within prominent shared spaces, supporting cultural safety and belonging for the entire school community.

2.2 Contemporary Pedagogy and Learning Opportunities

The DECYP Strategic Plan 2024-2030 outlines a shared vision for children and young people in Tasmania. The Strategic Plan connects the work of everyone in DECYP to:

- 'Our Why' Bright Lives. Positive Futures.
- 'Our How' Every child and young person is known, safe, well and learning.

CHS delivers contemporary, evidence-informed teaching (aligned with the DECYP Pedagogical Framework (Attachment 2) that prioritises flexibility, inclusion and student wellbeing. Current learning environments support curriculum delivery, however, limited flexibility and inconsistent provision of classrooms and support spaces can restrict responsive teaching, targeted intervention and collaborative practice.

The proposed capital works will enhance teaching and learning by providing flexible, adjacent and connected learning environments in the form of grade hubs. General Learning Areas (GLAs) support multiple teaching modes, enabling seamless and efficient transitions between whole-class instruction, group work and independent learning therefore reducing student stress and disruption. Adjacent breakout spaces strengthen inclusive practice by supporting targeted intervention and wellbeing regulation while maintaining supervision and connection to core learning.

Staff collaboration is enhanced through spaces located close to learning areas, supporting shared planning, professional learning and consistent pedagogical approaches. Specialist facilities for music and performing arts are upgraded to support authentic, curriculum-aligned learning, with improved capacity, acoustics and direct links to complementary indoor and outdoor spaces.

Stronger indoor–outdoor connections, together with improvements to acoustics, lighting and thermal comfort, support student engagement, movement and wellbeing. These enhancements enable contemporary pedagogy and ensure the learning environment actively supports diverse learners now and into the future.

2.3 Enrolment Demand and Building Capacity

The school caters for students residing within the local catchment area and enrolled at feeder schools nearby including:

- Howrah Primary School
- Bellerive Primary School.



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3 Capacity Assessment

The current enrolment capacity is for 900 FTE.

Based on current student data, the school is at approximately 72% occupancy.

The concept plan maximises the reuse of the existing building structure by establishing grade hubs comprising seven contemporary classrooms across four year levels and relocating music facilities to a new building. This approach creates additional teaching spaces and improves the efficiency of the existing footprint through the relocation of internal circulation to the courtyard side, enabling former hallway areas to be repurposed for learning. Based on 25 students per classroom, the costed concept plan provides an estimated capacity of 1100 FTE, equating to approximately 60% growth above the projected 2028 enrolment.

The additional capacity achieved by the proposed capital works is achieved through the relocation of music and performing arts and with flexible learning opportunities. This relocation will ensure music is not collocated with core learning areas.

FIRST TERM CENSUS ACTUAL (2019-2026) AND ENROLMENT PROJECTIONS (2027-2028)

	ACTUAL								PROJECTIONS	
	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Year 7	154	136	160	165	143	159	159	158	167	155
Year 8	160	148	141	167	168	142	162	155	157	169
Year 9	116	151	148	146	167	169	148	142	165	162
Year 10	125	119	146	160	153	175	171	155	170	169
Year 11	8	3	3	1	2	5	3	2	3	3
Year 12	3	5	3	1	0	1	2	0	2	2
Total Persons	567	564	603	641	633	644	626	612	0	0
Total FTE	566	562	601	640	633	651	645	612	664	660

4 School Site

CHS was established in 1959 and comprises multi-level buildings, many with original walls and layouts.

- The school is maintained well but has ageing buildings and infrastructure, poor layouts of the existing general learning areas (GLAs) and inflexible spaces. With the exception of a minor redevelopment through the Years 11 and 12 Program undertaken in 2022 and science redevelopment in 2014, the school has had no other recent capital works.
- Existing GLA layouts do not support contemporary learning practices. Learning areas are small, disconnected and often overcrowded, with narrow corridors, limited visual connectivity between spaces, constrained locker areas within congested hallways, and minimal direct access to outdoor spaces.
- The Music Block is located on the upper floor, creating challenges for the transportation of instruments, limiting community access, and compromising effective acoustic separation.

- The current configuration of the school presents multiple accessibility difficulties and needs to be addressed. In addition, some amenities are closed to students as they do not meet contemporary standards.
- Existing buildings contain asbestos floor tiles throughout (also under carpet), roof issues and poor thermal properties.
- The school's infrastructure is ageing with capacity and compliance issues, specifically in relation to water supply and TasWater connections, fire ring main containing multiple leaks and failures, recent history of electrical cables including main supply issues and damage caused by rodents, aged sewer and stormwater infrastructure.
- The main school entrance lacks clear definition and is only accessible via a steep staircase. Student entry is located at the opposite end of the same building, also requiring stair access, resulting in a disconnected relationship between students and School Administration.
- The central courtyard is underutilised and does not currently support outdoor learning due to poor access from teaching spaces. It lacks adequate shelter, seating, and accessibility, and the heavily used canteen is supported by insufficient undercover queuing and eating areas.
- The gymnasium is undersized for whole-school assemblies and features a three-quarter size basketball court, limiting both school and community use.
- The school car park is in poor condition and requires upgrading, including the provision of additional parking spaces and a dedicated bus drop-off zone.



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5 Community Consultation

DECYP undertakes extensive community engagement for all major capital works projects and initiated community consultation in February and March 2025 for this project. The purpose of the consultation process was to generate awareness and seek feedback from the school and the community on the draft site master plan and to inform the development scope of works for the Government's \$29 million funding commitment.

Consultation feedback was via an online survey and workshops with students, staff members and the broader community. A Community Engagement Outcomes Report (Attachment 3) was prepared following this consultation process, which was made available via the consultation database, school channels and on DECYP's website in March 2025. In addition to the formal community engagement process, multiple consultation sessions have been held with the school association, teaching staff and students throughout the concept plan process to identify clear priorities should the proposed works fall outside of current budget restrictions.

Further consultation with the school and broader community on the draft concept plan was undertaken in April – May 2026. A small number of enquiries were received seeking further information on elements contained in either the concept plan or the artist's impressions. No significant issues were raised.

The current concept plan (Attachment 1) for the proposed works was endorsed by DECYP in March 2026.

Further consultation activities will be undertaken with the school association, teachers and students during the next design stage.

6 Proposed Works

The proposed scope of works includes:

- Contemporary learning spaces – the provision of 4 x dedicated grade hubs all containing -
 - 7 x flexible and functional GLAs, inclusive of breakout spaces to enhance student and teacher comfort, collaboration and learning experience
 - GLAs configured in a shape to allow for shared/operable walls that encourage collaboration and flexible teaching methods
 - new sheltered access and circulation to central courtyard.
- Infrastructure upgrades including -
 - roof replacement/alterations
 - external sewer
 - external fire ring main and water supply replacement
 - external electrical, lights and power
 - external stormwater.
- New music hub located on the ground floor with -
 - large, central staff hub for collaboration between staff members and visibility to students

- music GLA similar to learning hub GLAs with learning walls, operable wall, daylight and visibility into breakout spaces
- high level acoustic treated walls, windows and ceilings
- central breakout space and staff area, in combination with strategically located glazed walls achieve a balanced approach to supervision and passive surveillance
- independent doors for public access allowing space to be used out of hours.
- Accessibility and equity changes including -
 - new fully accessible, prominent main entrance
 - consolidated administration into one area with public and student side
 - upgraded all-gender staff and student amenities
 - meeting rooms of different sizes with easy access from both public and private access
 - new lift
 - central hub refurbishment including relocation of library to the ground floor.
- Courtyard upgrade to include -
 - locating high activity/movement zones around the perimeter
 - separating sensory friendly zones from high activity/movement zones
 - landscaping improvements.
- Central Hub/Café area development will include -
 - the existing canteen remaining in its current location, with refurbishment and expansion to enhance functionality and capacity
 - a new Central Hub adjacent to the canteen, providing a café-style social and learning space with open circulation to the courtyard and undercover connectivity to the relocated Library and surrounding internal facilities.

The project working group (PWG) identified the gymnasium and car park upgrades as the lowest priority to maintain a balanced budget. However, given early-stage cost estimates include allowances for escalation, market conditions, and contingencies, the scope has been classified as 'additional scope subject to budget.' Design will continue to progress so the scope of works can proceed if construction tenders are favourable.



Students at Clarence High School

7 Design Philosophy

7.1 Design Principles

The DECYP Built Environment Guide (BEG) sets out seven core design principles intended to shape the delivery of contemporary learning environments across Tasmania. Together, these principles provide a consistent foundation for decision making and establish a shared vision for schools, project teams, and stakeholders. Each principle is supported by a series of aspirations that further articulate the desired educational, social, and environmental outcomes.

The CHS redevelopment costed concept plan has been informed by these guiding principles throughout the design process. The following section outlines how the proposed design response aligns with, and responds to, the BEG principles and associated aspirations.

- **PLACE**

The proposed refurbishment and extensions reconfigure staff and student circulation throughout the school to strengthen connectivity, visibility and the overall sense of community. By relocating key circulation routes to the central courtyard, movement through the school becomes more connected to shared outdoor spaces and everyday school activity. This approach increases awareness between different year levels, staff and students, encouraging incidental interaction, improved supervision and promoting a stronger sense of belonging across the school community.

- **SUSTAINABLE**

The design approach prioritises the reuse of the existing building footprint and structural elements wherever possible, reducing embodied carbon and minimising construction waste. Targeted upgrades to glazing, insulation and the building envelope will significantly improve thermal performance, occupant comfort and operational efficiency. Materials generated through demolition, including existing bricks and concrete blocks, will be repurposed within onsite landscape and external works where possible, supporting a circular approach to construction and reinforcing the project's commitment to sustainability and resource efficiency.

- **ACCESSIBLE**

The project creates a connected and inclusive school environment with flexible indoor and outdoor learning spaces, improved accessibility, and layouts that encourage collaboration and movement. A strategically located lift will provide disability access across the entire school, while the upgraded main entry prioritises equitable access and includes dedicated accessible car parking spaces. Amenities blocks will be incorporated within each grade hub and will include accessible facilities to support all users. Grade based staff rooms positioned within each hub will strengthen connections between students and teachers, improving accessibility to staff support and fostering a stronger sense of community throughout the school.

- **SAFE AND SECURE**

The proposed design through creates highly visible, well supervised learning and circulation environments. Student amenities will be upgraded to contemporary use, carefully balancing privacy with opportunities for passive surveillance and improved safety outcomes. Staff areas are integrated within student grade hubs to support increased staff presence and passive supervision throughout the school day. Major pedestrian circulation routes have been relocated to highly visible

areas adjoining the central courtyard, replacing isolated internal corridors and increasing awareness, connection and informal supervision across the school environment.

- **ENGAGING**

Learning environments are designed to be engaging, inclusive and adaptable, supporting a wide range of learning and teaching styles across the school. Careful control of daylight, glare and acoustics will create comfortable, high performing spaces that enhance concentration, wellbeing and student engagement. Tactile materials, natural finishes and colour palettes will provide warm and stimulating environments that encourage creativity, play and interaction. Flexible learning areas, breakout spaces and interconnected settings will support individual, small group and collaborative learning, allowing teachers and students to adapt spaces to suit a variety of activities and educational needs.

- **AMENITY**

The concept plan strengthens each grade hub through the inclusion of dedicated student amenities, reducing the need for students to travel long distances away from learning areas and minimising time spent out of class. Additional shaded areas within the central courtyard will support year-round use, providing comfortable outdoor environments for learning, play and social interaction in a variety of weather conditions. The new Central Hub/Café area located next to the refurbished Canteen will provide an internal gathering space providing access to the courtyard and relocated Library.

Relocation of the music area will greatly improve the acoustic performance of learning areas in that zone.

- **ADAPTIVE AND FLEXIBLE**

GLAs are directly connected to both the shared breakout zone and adjacent learning spaces, enabling a high degree of flexibility for whole-class, group and individual learning configurations. This arrangement supports fluid movement between teaching modes while maintaining strong connections between staff and students within each hub. Smaller, more intimate quiet learning spaces are distributed throughout the hubs, providing additional settings for focused work, intervention and reflection, ensuring a balanced range of environments to suit diverse learning needs.



Students at Clarence High School

8 Design Concepts

The design concept is centred on creating highly connected grade hubs that promote collaboration, visibility and a strong sense of community. Circulation is brought to the courtyard, strengthening passive supervision and encouraging interaction between students and staff. The arrangement of spaces supports fluid movement between whole class, group and individual learning, while smaller quiet spaces are embedded throughout to cater for focused work and diverse learning needs.

8.1 Building Materials

The material palette prioritises durability, warmth and reuse of existing fabric wherever possible. Existing structures and materials are retained and integrated into the renewed school, reducing waste and preserving embodied energy. Salvaged brick and concrete from demolition are repurposed into landscape elements, reinforcing a connection between built form and site. New materials are selected for longevity, low maintenance and environmental performance, with tactile finishes, natural textures and vibrant colours used internally to create engaging and welcoming learning environments.

Commented [SO1]: Min's notes: Has this been costed Mark? @Hallsworth, Mark

Commented [MH2R1]: No this is an intention to do.

8.2 Landscaping

The landscape design extends learning beyond the classroom, with the central courtyard acting as a key social and educational hub. Shaded outdoor areas are introduced to support year-round use and provide comfortable spaces for learning, play and gathering in all weather conditions. Repurposed materials from demolition are integrated into seating, edging and landscape features to create continuity between building and landscape. The outdoor environment is designed to encourage movement, exploration and informal interaction across the school community.

8.3 Sustainability and a Healthy Learning Environment

Sustainability is embedded through reuse of existing structures, reduction of waste and the integration of passive environmental strategies. Learning environments are designed to maximise daylight while carefully controlling glare and acoustics to support comfort and concentration. Natural ventilation opportunities and high-performance building upgrades contribute to healthier indoor conditions. The overall approach prioritises long term environmental performance while creating spaces that support student wellbeing, engagement and comfort.

8.3.1 Management

The school is designed to support efficient and intuitive operational management through clear zoning, legible circulation and the consolidation of key functions within each grade hub. Student services and school administration are brought together into a centralised, consolidated arrangement to improve efficiency, communication and day to day coordination. Staff are positioned within learning communities to enable effective supervision, collaboration and responsive support for students. The layout reduces unnecessary movement across the campus, with amenities, learning spaces and administrative functions integrated to streamline operations and strengthen overall oversight. Flexible, adaptable spaces allow the school to respond to changing needs while maintaining a clear and manageable organisational structure across the site.

8.3.2 Energy

Energy efficiency is improved through targeted upgrades to the building envelope, including enhanced insulation and high-performance glazing. Retention of the existing building structure reduces embodied carbon, while efficient building systems reduce operational energy demand. Passive design strategies, including daylight optimisation and shading, further reduce reliance on artificial lighting and mechanical systems. Together, these measures support a lower energy footprint and improved long term operational performance.

8.3.3 Indoor environmental quality

Indoor environments are designed to be light filled, acoustically controlled and adaptable to a variety of learning modes. Materials and finishes are selected to reduce noise transfer while maintaining warmth and tactility within learning spaces. Controlled daylighting enhances visual comfort, while flexible layouts support a range of teaching styles without compromising clarity or supervision. The result is a consistent focus on comfort, wellbeing and engagement across all learning environments.

8.3.4 Site ecology and water cycle

The design enhances the existing site ecology by integrating natural systems into the landscape and reusing materials on site where possible. Stormwater is managed through landscaped areas that support infiltration and reduce runoff, contributing to a more natural water cycle. Vegetated spaces within the courtyard and surrounding landscape improve biodiversity and provide shaded, comfortable outdoor environments.

8.3.5 Aim for carbon neutrality

The project aims to significantly reduce carbon emissions through a combination of adaptive reuse, material efficiency and high-performance building upgrades. Retention of the existing structure minimises embodied carbon, while reuse of demolition materials in landscaping further reduces waste. Energy efficient building systems, improved insulation and glazing, and passive design strategies contribute to reduced operational emissions. Together, these measures establish a clear pathway towards a lower carbon, more sustainable school environment.

9 Accessibility

All refurbished facilities and outdoor areas will comply with contemporary accessibility standards. Upgraded bathroom facilities will provide the required number of accessible toilets. Accessibility has been a key design consideration to ensure all people, regardless of ability, have ease of access to key locations.

9.1 Access and Safety

Access and safety are improved through a clear and legible circulation network focused around highly visible courtyard facing pathways. A strategically located lift ensures full disability accessibility across all levels of the school. Upgraded main entry points prioritise secure, inclusive access with dedicated accessible car parking spaces. Student amenities are distributed within

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@Hallsworth, Mark

Commented [MH4R3]: Solar has already been installed on the existing school.

each grade hub, reducing unnecessary travel time and improving supervision and safety throughout the day.

9.2 Universal Design

The design adopts a universal approach that ensures all students, staff and visitors can access and use the school comfortably and independently. Grade hubs are fully supported by integrated amenities, including accessible toilets within each hub, reducing barriers to participation and time away from learning. Flexible learning environments cater to a wide range of abilities, learning styles and needs. Clear circulation, consistent wayfinding and inclusive spatial planning ensure equitable access across the entire school.



Artist's impression of redeveloped Clarence High School

10 Tasmanian Government Art Site Scheme

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

To date, Arts Tasmania has been engaged to commence planning the expression of interest process to procure a local artwork that can inspire learning and interaction.

11 Project Management

11.1 Funding and Budget Estimates

The budget estimate is summarised in the table below:

DESCRIPTION	COST ESTIMATE (\$'000)
Construction Cost (inc. site infrastructure upgrades)	24,809
Includes:	
<i>Market Conditions and Escalation Forecast (\$3,211,000)</i>	
<i>Construction Contingency included above (\$2,000,000)</i>	
Consultant Services	1,665
Furniture/Equipment/IT	700
Tasmanian Government Art Scheme	80
Preliminary Existing Services Investigations	31
Statutory Fees & Insurance	325
School Administration	60
Project Management	870
Project Insurance JLT	181
General and Post-Occupancy Contingency	279
Total	29,000,000

11.2 Construction Budget and Allowance for Escalation

The project budget currently allows for a total project contingency of \$5,490,000 made up of the following elements:

- \$2,000,000 Construction Contingency
- \$279,710 General and Post-Occupancy Contingency
- \$3,211,000 Market Conditions and Escalation Allowance

11.3 Project Timeline

The key upcoming dates for the project are as follows:

PROJECT TASK / PHASE	COMPLETION DATE
Development Application submission	July 2026
Public Works hearing	September 2026
Documentation, preparation for tender	October 2026

PROJECT TASK / PHASE	COMPLETION DATE
Tender date <i>*subject to Public Works Committee approval</i>	November 2026
Tenders close	January 2027
Tender assessment and approval	February 2027
Contractor appointed	March 2027
Construction commences	April 2027
Construction completed <i>*subject to construction market capacity</i>	December 2028
Defects liability period <i>*subject to construction completion date</i>	December 2029
Project completion review and evaluation	January 2030
Project finalised	January 2030

11.4 Potential project constraints

Risks and constraints identified in relation to the project budget, timeline and scope include the following:

IDENTIFIED RISKS	RISK MITIGATION STRATEGY
Budget overrun	Quantity Surveyor estimates undertaken at key milestones to allow time for Project Working Group design review. Manage contingency and furniture and equipment funds.
Budget overrun due to unidentified infrastructure issues	Review of infrastructure as part of Stage 1 of the project to ensure all infrastructure issues are identified.
Program delays	Allow sufficient time for design progress and review in project planning.
Scope drift	DECYP Asset Strategy Executive committee review and approval to proceed.
Unmet stakeholder expectations	Ensure Project Working Group has adequate resources to inform stakeholders. Management of stakeholder expectations with regular consultation to the school community as per the management and communications strategy.
Continuity of learning during construction work	Identify staged program with consultant and contractor to minimise disruption to school operations

IDENTIFIED RISKS	RISK MITIGATION STRATEGY
Consultant underperformance	Ensure consultant has sufficient resources for the project and is given clear direction and feedback.
Contractor liquidation	Follow Treasurer's Instructions procurement guidelines and employ appropriate tender evaluation process.
Change in Project Working Group members	Project documentation up to date. Sign-off of key milestones as required. Continuity of Learning Services involvement.
Unforeseen site conditions	Full review of existing services by consultant team. Ensure project contingency is maintained at start of construction.

12 Declaration

The following statements respond to Clause 15(2) of the *Public Works Committee Act* relating to Functions of the Committee.

Do the proposed works meet an identified need/needs, or solve a recognised problem?

Yes, the design addresses the issues raised in consultation with the school and community including the need for more flexible/multi-purpose spaces, larger classrooms and breakout spaces, more professional support spaces, more outdoor learning and breakout areas, shading, improved amenities, and addressing ongoing building and service infrastructure issues.

Are the proposed works the best solution to meet identified needs, or solve a recognised problem within the allocated budget?

Yes, a whole of site master plan was developed and costed with the school and community priorities at the front and centre of the design. The PWG considered priorities, staging and buildability of the works and agreed the proposed design and staging effectively addresses the highest priority needs to create a contemporary learning environment within the budget. The PWG also considered additional works that could be undertaken should a favourable tender outcome allow.

The design identified the most workable solution to meet the school's education requirements, while giving future flexibility. The process includes reports from the project Quantity Surveyor to ensure the cost plan meets the budget and the project is deliverable.

Are the proposed works fit for purpose?

Yes, the proposed works respond to the briefing requirements expressed through the Education Brief. The design solution has the support of educational experts, school leaders, staff, the school association and the community.

Do the proposed works provide value for money?

Yes, the proposed works address priority areas identified through the community consultation process. Costs are minimised by retaining building structure and the use of modest, suitable new materials. Testing of options settled on the design which meets priority needs while remaining within the allocated budget. The design has minimised new buildings, however, has maximised new infilled building sections to existing GLAs to meet contemporary learning sizes.

Are the proposed works a good use of public funds?

Yes, the proposed works offer a cost-effective solution to meet the highest priority needs to assist CHS to deliver quality contemporary educational experiences and to support the learning journey of the students and improve education outcomes. DECYP considers this to be a good use of public funds.

13 Conclusion

The proposed CHS redevelopment will provide a much-needed range of contemporary learning and support spaces to assist the school's teaching and learning framework. The project design aligns with the -

- DECYP Strategic Plan for all children and young people to be known, safe, well and learning.
- DECYP Strategic Asset Management Plan as the design has regard for longevity and sustainability to minimise maintenance in the future.
- DECYP Pedagogical Framework by providing learning environments that support contemporary teaching practices and enables improvements in student wellbeing.
- DECYP Built Environment Guide Design Principles.

The project represents value for money as it will overcome many of the significant shortcomings of ageing infrastructure and provide settings for high quality contemporary learning experiences not presently possible.

Parliamentary Standing Committee on Public Works approval will provide the school community with assurances that the project will proceed through further detailed design, tender and construction and the needs of CHS students will be met.

It is recommended that the proposed works for the CHS major redevelopment proceed.

14 Attachments

1. Attachment 1 – Concept Plan
2. Attachment 2 – DECYP Pedagogical Framework
3. Attachment 3 – Community Engagement Outcomes Report

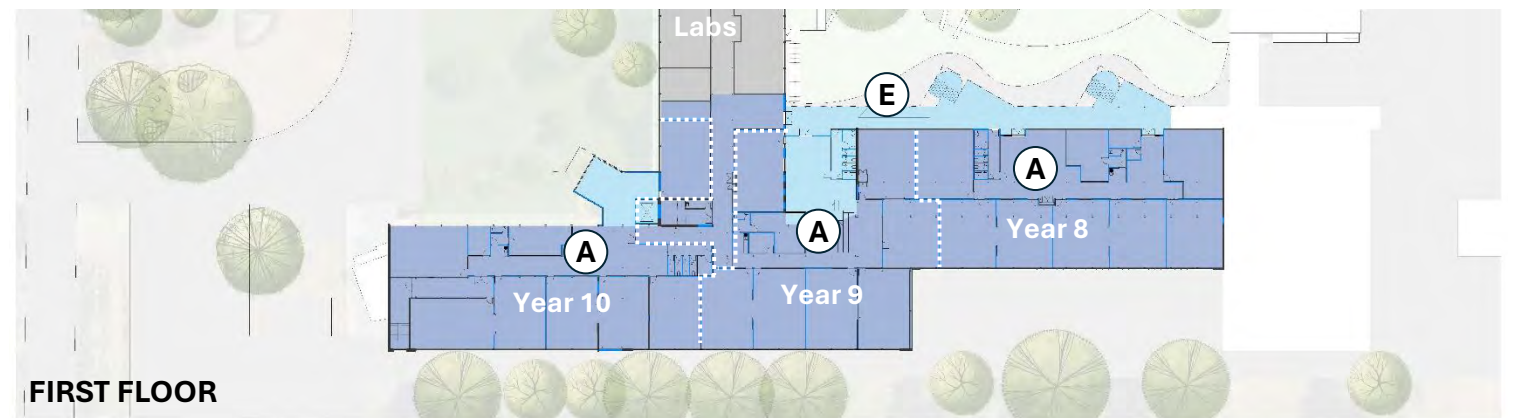
Clarence High School **Community Voice**

'Inclusive' 'Modern' 'Welcoming'

- (A) Contemporary Learning Spaces** configured into Grade Hubs. Each Grade Hub containing a dedicated breakout space, amenities and staff room.
- (B) Infrastructure Upgrades.** School services connections upgraded to meet contemporary standards.
- (C) New Music Faculty** with larger practice rooms, improved visibility and acoustic separation from Grade Hubs.
- (D) New Main Entrance** to the school with consolidated public and student administration.
- (E) Sheltered External Circulation** providing efficient movement around the campus and opportunities of visual awareness and connection between students and staff.
- (F) Dedicated lounge and seating area** adjacent to canteen creating a **Social Hub** of the school.
- (G) Safe, accessible and sheltered External Landscape** environment that encourages relaxation and socialisation.
- (H) Potential works to Gymnasium and Carpark** subject to tender outcome.

**PHILP
LIGHTON
ARCHITECTS**

- New Build
- Refurbishment
- Landscape Upgrades
- Existing – No Work



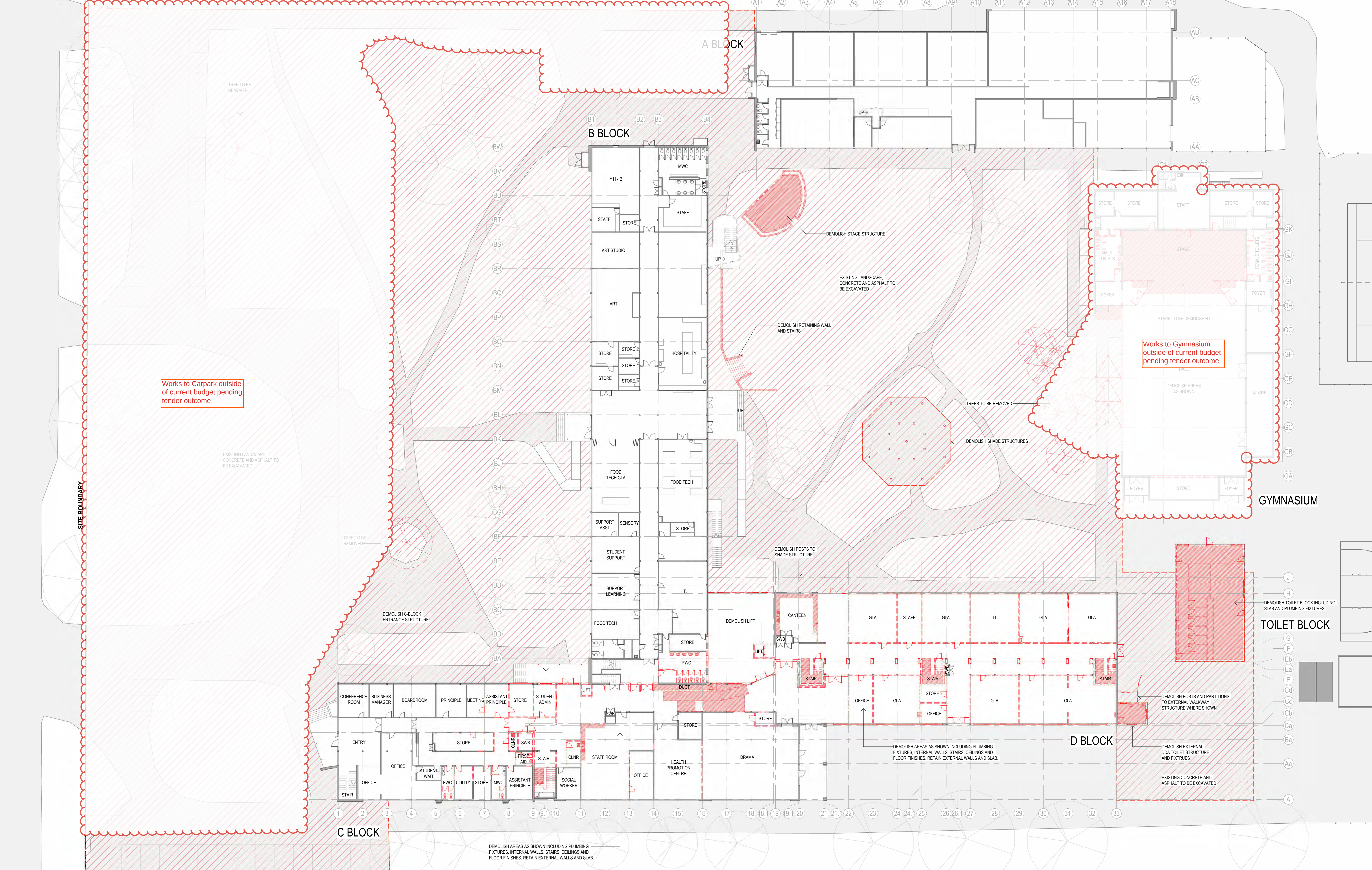


Rev	Description	Dwn	Date
T1	90% DEVELOPMENT APPLICATION		12-06-26

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Project	DECYP CLARENCE HIGH SCHOOL REDEVELOPMENT 25 WENTWORTH ST BELLERIVE TAS 7018		
Accredited Designers: Anthony Dalgleish: 567913835 Peter Gaggin: CC907A Thomas Floyd: 611728668			
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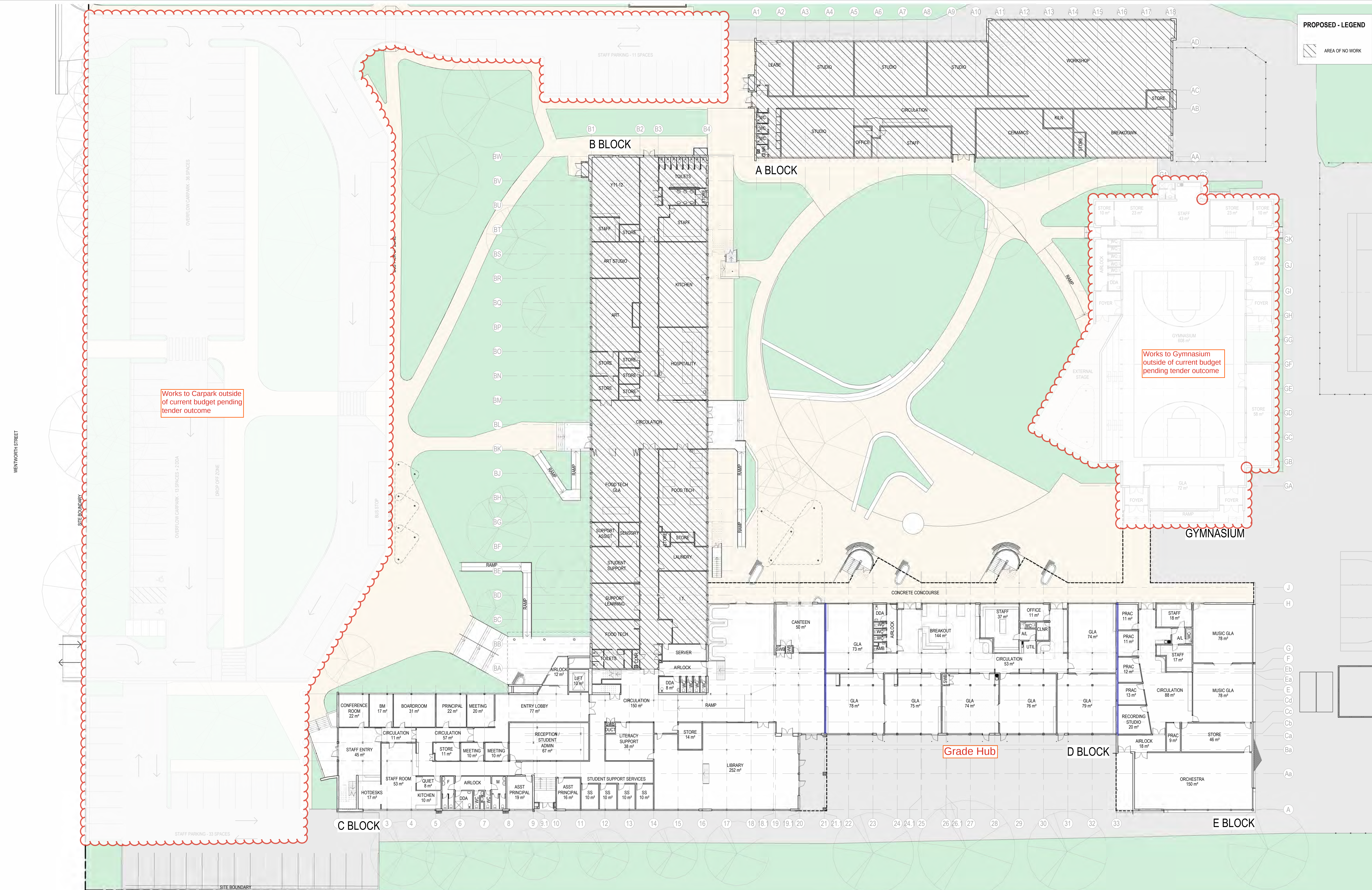
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Issue				PLANNING APPLICATION	
Drawn by	PW	Appr	RH	Project Number	025.25142
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Rev	Description	Dwn	Date
T1	90% DEVELOPMENT APPLICATION		12-06-26

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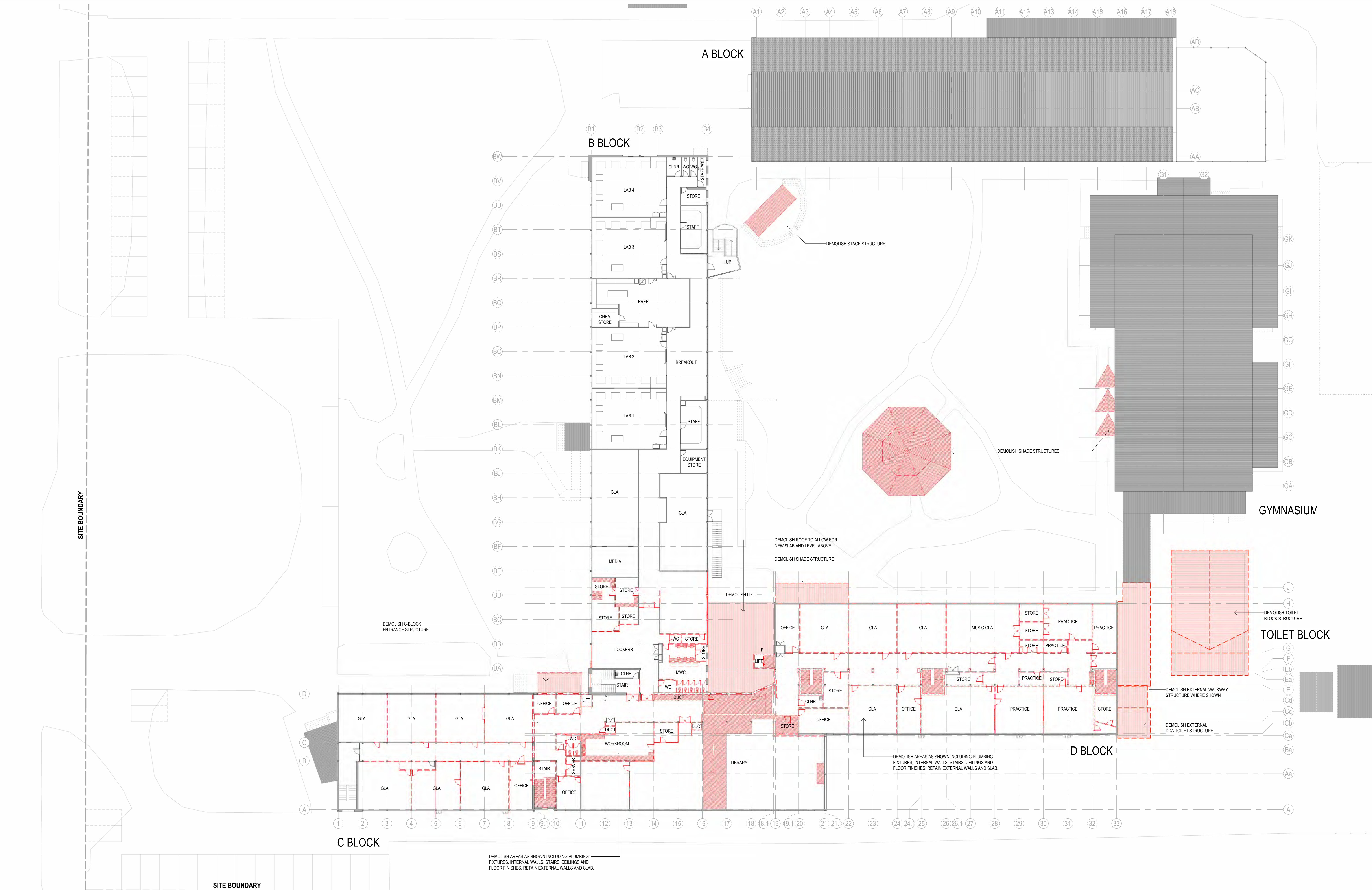
Project		DECYP CLARENCE HIGH SCHOOL REDEVELOPMENT 25 WENTWORTH ST BELLERIVE TAS 7018		Title		DEMOLITION GROUND FLOOR PLAN	
Accredited Designers:		Anthony Dalgleish: 567913835 Peter Gaggin: CC907A Thomas Floyd: 611728668		Issue		PLANNING APPLICATION	
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T1	90% DEVELOPMENT APPLICATION		12-06-26

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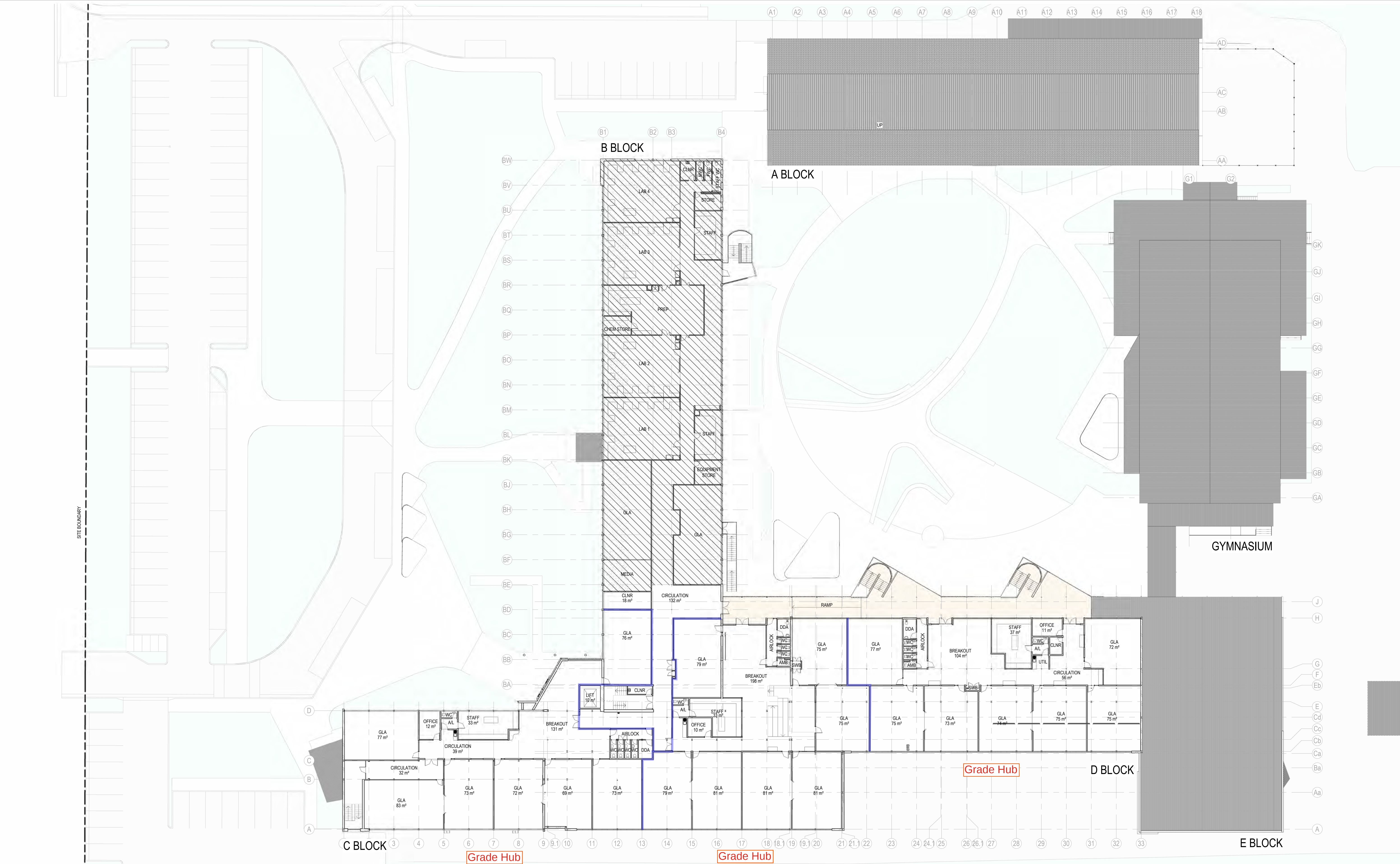
Project		DECYP CLARENCE HIGH SCHOOL REDEVELOPMENT 25 WENTWORTH ST BELLERIVE TAS 7018	
Accredited Designers:		Anthony Dalgleish: 567913835 Peter Gaggin: CC907A Thomas Floyd: 611728668	
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Title		PROPOSED GROUND FLOOR PLAN	
Issue		PLANNING APPLICATION	
Drawn by	PW	Appr	RH
Scale	As indicated @	Date	12-06-26
Drawing No	DA09	Project Number	025.25142
		Rev	T1



Rev	Description	Dwn	Date
T1	90% DEVELOPMENT APPLICATION		12-06-26

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Project		DECYP CLARENCE HIGH SCHOOL REDEVELOPMENT 25 WENTWORTH ST BELLERIVE TAS 7018		Title		DEMOLITION FIRST FLOOR PLAN	
Accredited Designers:		Anthony Dalgleish: 567913835 Peter Gaggin: CC907A Thomas Floyd: 611728668		Issue		PLANNING APPLICATION	
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Scale		1: 250 @ A1		Date	12-06-26		Project Number
Drawing No		DA04		Rev		T1	
025.25142		025.25142		025.25142		025.25142	



Rev	Description	Dwn	Date
T1	90% DEVELOPMENT APPLICATION		12-06-26

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Project DECYP CLARENCE HIGH SCHOOL REDEVELOPMENT 25 WENTWORTH ST BELLERIVE TAS 7018				Title PROPOSED FIRST FLOOR PLAN			
Accredited Designers: Anthony Dalgleish: 567913835 Peter Gaggin: CC907A Thomas Floyd: 611728668				Issue PLANNING APPLICATION			
CONTRACTOR SHALL VERIFY ALL DIMENSIONS ON SITE BEFORE COMMENCING ANY WORK OR SHOP DRAWINGS		© THIS DRAWING IS COPYRIGHT AND REMAINS THE PROPERTY OF PHILP LIGHTON ARCHITECTS PTY LTD		Drawn by PW	Appr RH	Project Number 025.25142	Rev T1
Scale 1: 250 @ A1		Date 12-06-26		Drawing No DA10			



GLA - YEAR 8



BREAKOUT - YEAR 8



The Pedagogical Framework

The Framework brings together the learning process and what teachers do to optimise learning.

How students learn

The
learning
process

New
knowledge/skill

Processing

Working
memory

Encoding

Retrieval

Long-term
memory

Teaching for how students learn

Setting
up for
learning

Enabling learning

Planning for learning

Explicit
instruction

Clear learning
intention

Connect
learning

Chunk and
sequence
learning

Check for
understanding

Affirmative
corrective
feedback

Opportunity
to practise and
review learning

Our key teaching practices

get involved

Community Engagement Outcomes Report

Clarence High School



Table of Contents

Version 1.0 – 28 March 2025

Executive Summary	3
Background.....	4
Campaign outputs.....	4
Participation	5
Interpreting feedback	6
What we heard.....	6
Next steps.....	7
Analytics and written submissions.....	8

Executive Summary

The Tasmanian Government has committed \$29 million for a major redevelopment of Clarence High School. The Department for Education, Children and Young People (DECYP) *Get Involved* consultation for Clarence High School commenced on Monday 24 February 2025 and closed on Sunday 23 March 2025. The consultation sought feedback from the school and community on the draft site master plan. Through the consultation, feedback was provided via an online feedback form and workshops with students, staff members, and the broader community.

The total number of unique online feedback forms received was 92.

Of the total number of online feedback forms, 44 (48 per cent) were from parents/carers, 22 (24 per cent) were from community members, 14 (15 per cent) were from staff members, seven (8 per cent) were from 'other' and five (5 per cent) were from students (refer to Page 9).

55 of the online submissions (60 per cent) contained additional feedback.

Of the total number of online submissions, 33 (36 per cent) respondents said there are areas of the school not identified for redevelopment in the draft master plan that should be prioritised for improvement.

The most commonly cited priorities for the final master plan were the need for attention to be given to the outdoor areas (including basketball/netball courts) and inclusion of shaded areas, upgrades to bathroom facilities, heating and cooling throughout the school, spaces that could be used by the community (gym, performance and kitchen facilities), the need for an overall internal upgrade throughout the school (painting, carpets, flooring, chairs and desks) with accessible and inclusive designs being considered.

The top three most important design features or considerations for new and refurbished buildings and facilities were: flexible/multi-purpose (58), accessibility (47) and technology (45). The top three words chosen to best describe how Clarence High School should look and feel were welcoming (24), inclusive (20) and modern (18).

From the workshops held with students, staff and community members, key themes were the importance of the quad space to remain as an open area, accessibility throughout the school, the need for bigger lockers, more space in classrooms, music facilities that do not disrupt other classes, the inclusion of a wellbeing hub, updated sport facilities inside and outside, more shaded areas outside, redevelopment of performing arts facilities and an upgrade of kitchen areas.

Workshop participants also highlighted the need for heating and cooling throughout the school, including the need for air conditioning and heating in classrooms and common areas, installation of blinds in all classrooms and replacing windows that do not open to assist with airflow.



Clarence High School student workshop

Background

DECYP has committed to undertaking community consultation for all major capital works projects. This is to provide local communities and stakeholders with the opportunity to provide input on capital works projects – ensuring a co-designed approach to delivering facilities that improve outcomes for learners and their families.

Clarence High School has ageing infrastructure and is operating at approximately 70 per cent of its enrolment capacity.

As part of its 2024 election commitments, the Tasmanian Government committed \$29 million to the redevelopment of Clarence High School to provide contemporary learning environments, support spaces, amenities and specialist facilities.

The first phase of school and community consultation sought feedback on the draft site master plan developed for Clarence High School. Feedback received through this consultation will be provided to the consulting architects and the Project Working Group to inform development of the final concept plan and scope of works.

Campaign outputs

The *Get Involved* consultation for Clarence High School commenced on 24 February 2025. The campaign ran for four weeks and concluded on 23 March 2025. Campaign outputs were:

- Multiple communications through the Clarence High School communication channels
- Ministerial media release (and subsequent article in Mercury newspaper)
- 5594 direct mailouts to all residents and businesses in the intake areas for Clarence High School's feeder primary schools (Howrah Primary School and Bellerive Primary School)
- 1x community workshop, 1x staff workshop, 1x student workshop
- Clarence High School *Get Involved* page on the DECYP website
- Online feedback form

- Dedicated *Get Involved* email box to receive submissions
- 34x radio advertising slots on 7HO FM and HIT FM
- 1x quarter page print advertisement in The Mercury newspaper
- 1x print advertisement in the Eastern Shore Sun community press publication
- Four weeks of Facebook and Instagram advertising geo-targeting audiences living in the Clarence High School catchment area.

Participation

Community participation in the *Get Involved* consultation for Clarence High School was strong.

Participants in the consultation came from a mix of parents and carers, school staff, community members and 'other'.

Online feedback form

A total of 92 unique feedback forms were received. Respondents were asked how they heard about the *Get Involved* campaign, with 50 advising via school channels, 29 via direct mail, 11 via social media advertising, 11 via print/radio advertising, 10 via word of mouth and five via 'other'. It should be noted more than one option could be selected.

Email submissions

Two enquiries were received via the *Get Involved* email box.

Community workshop

A community workshop was held at Clarence High School on 20 March 2025. The workshop was promoted via school channels, DECYP website, direct mail, print, radio and social media advertising. Registration to attend the workshop was via the Microsoft Forms platform. A total of 17 individuals registered to attend the workshop and four attended.

Staff workshop

A staff workshop was held at Clarence High School on 20 March 2025, with a total of 30 staff members participating in the session. Staff were seated in groups and asked to work with others on their tables to respond to two questions. At the end of the workshop, all participants were asked to place a tick against one of the suggestions or issues raised by each group on their worksheets.

Student workshop

A student workshop was held at Clarence High School on 19 March 2025, with a total of 40 students participating in the session.

Students were seated in groups and asked to work with others on their tables to respond to one question. At the end of the session, all students were asked to look at images showing examples of different learning environments and outdoor spaces, determine whether they liked or disliked these spaces and write down why.

Interpreting feedback

All feedback received through the consultation has been reviewed and best efforts have been made to interpret it to ensure accuracy and integrity and support informed decision-making.

What we heard

Online feedback forms

Response summary

- When asked how they are involved with Clarence High School, 44 (48 per cent) said they were parents/carers, 22 (24 per cent) said they were community members, 14 (15 per cent) said they were staff members, 7 (8 per cent) said they were 'other' and five (5 per cent) said they were students.
- Of the 92 unique online feedback forms received, 73 respondents (79 per cent) said they would like to receive more information as the project progresses.
- 33 respondents (36 per cent) said they believed there are areas of the school not identified for redevelopment in the draft master plan that should be prioritised for improvement. The most frequently cited priorities were attention given to the outdoor areas (including basketball/netball courts) and inclusion of shaded areas; upgrades to the toilets, climate control throughout the school, an overall need for an internal upgrade throughout the school (painting, carpets, flooring, chairs and desks).
- When asked what the top three most important design features or considerations should be for new and refurbished buildings and facilities, 58 respondents (63 per cent) said flexible/multi-purpose, 47 (51 per cent) said accessibility, and 45 (49 per cent) said technology. It should be noted that respondents were able to choose up to three options.
- When asked to choose a word that best describes how Clarence High School should look and feel, 24 respondents (26 per cent) said 'welcoming', 20 respondents (22 per cent) said 'inclusive', and 18 (20 per cent) said 'modern'.
- 45 respondents provided additional ideas or comments about the redevelopment of Clarence High School in the free text field. The most frequently cited comments were in relation to the gym facilities being considered, the classroom sizes catering for groups of over 30 students, toilet facilities being updated, classrooms being designed in an inclusive way while ensuring technology is also incorporated
- The top two ways respondents heard about the *Get Involved* campaign for Clarence High School were school channels - including the school's Facebook page (50 respondents) and direct mail (29 respondents).

Community workshop

Response summary

- When asked "*what is good about the school now that you don't want to see lost through the redevelopment*", attendees agreed on the importance of keeping the quad intact and emphasised this area as an important space for students.

- When asked “*what are your top priorities for the redevelopment*”, the group agreed on the need for new and upgraded bathrooms for students and staff, access to outdoor spaces and learning areas which were shaded and functional, the location/position/function of lockers to be considered as well as common areas available for each year group.

Staff workshop

Response summary

- When asked “*are there any elements of the Draft Master Plan that you disagree with and why*”, the most common response was wanting to maintain the quad space as an open area with no new buildings, both for student safety (line of sight) and as it is a valuable space for students. The staff also highlighted the location/soundproofing of the music area needs to be taken into consideration as to not disrupt other classes.
- When asked “*what features or functions of the school should be prioritised for redevelopment to better support teaching and learning?*”, the most common responses were soundproofing of the music rooms, inclusion of a wellbeing hub, a gym/performing arts centre space, functional classroom sizes to accommodate 30+ students and a café facility with community access opportunities.

Student workshop

Response summary

- When asked “*what spaces should we build or upgrade to help you do your best learning,*” the most common responses from students were retaining the school’s quad area, updated (and greater variety of) outdoor and indoor sports and recreation facilities, bigger and more accessible lockers, heating and cooling throughout the school (air conditioning/heating/blinds), updated and more functional kitchen facilities, more space in classrooms, more drink/water fill stations and upgraded bathrooms (update to individual cubicles).

Next steps

This report will be provided to the Minister for Education, and to the Project Working Group (including the project architects) to inform development of the scope of works for Clarence High School.

The report will also be provided to the Clarence High School community and made available on the DECYP website.

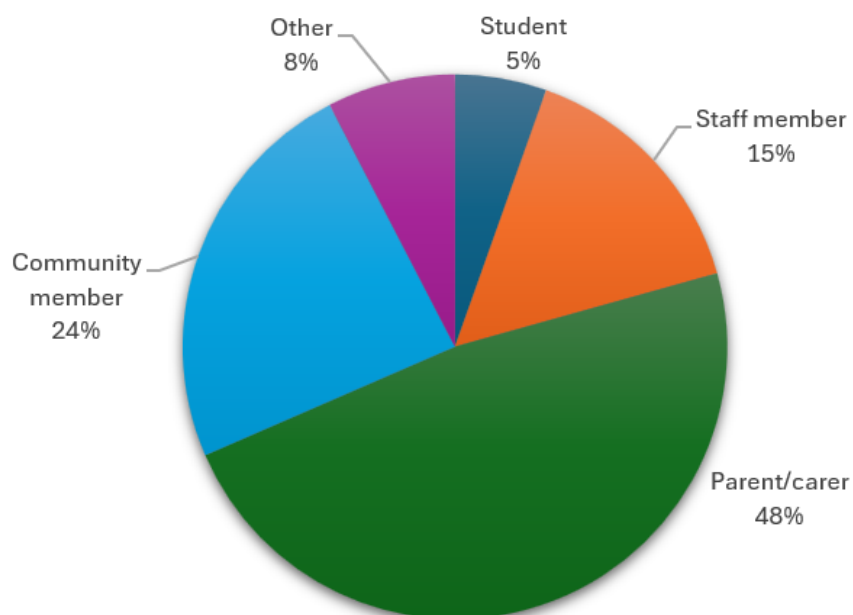
Analytics and written submissions



Online feedback forms

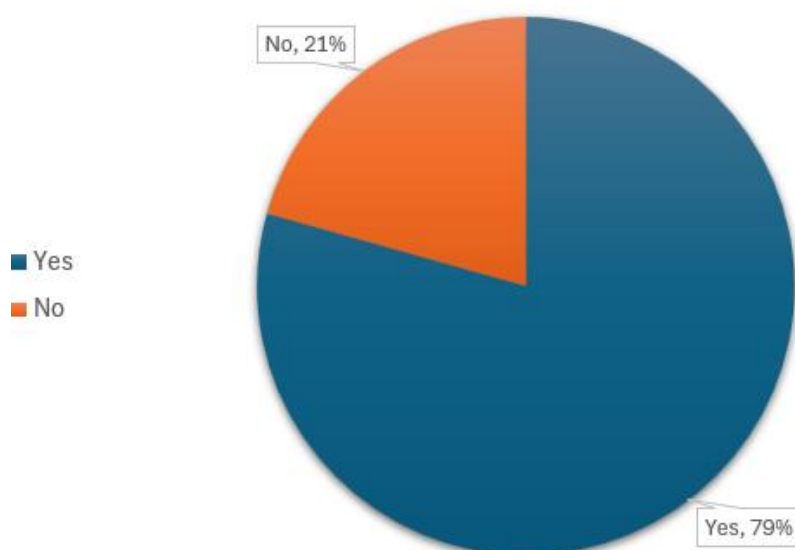
Question 1

How are you involved with Clarence High School?



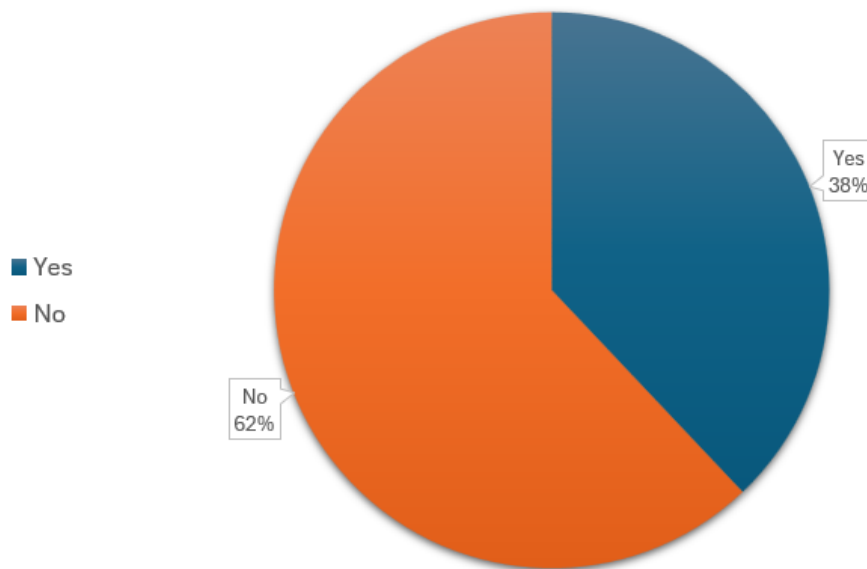
Question 2

Would you like to receive more information as the project progresses?



Question 3

Are there any areas of the school not identified for potential redevelopment in the draft master plan that you feel should be prioritised for improvement?



Question 4

If you answered yes to question 3, please provide detail.

the outdoor courts for ball sports are in very poor condition, it would be good to see these also get a refresh and the nets etc made sturdier so they cannot be vandalised. This would then also provide the community another space to play.

The toilet facilities need an upgrade throughout the school. Some bathrooms are the same as they were in 1997 when I left school and they were old then.

Air conditioning in all learning spaces

New gym and sporting ovals for soccer

Lift for disability access, student toilets individual, classrooms grades 8-10 and associated locker areas as it is very busy and difficult for students to move, basketball courts, Difficult to comment on the draft without more detail included.

The school looks tired and dreary and dull, really uninspiring. Spend a little bit of money on landscaping and some external works - e.g. new cladding or some colour or murals, to make the place look more inspiring for our learners and our community. You could even integrate this into learning opportunities for the students (e.g. new native gardens which

If you answered yes to question 3, please provide detail.

could help teach kids about ecology, land management, conservation - also low water and low maintenance; large scale murals could be a competition for students and they get to paint the mural if they win, etc.). Another area to invest in is the outdoor recreational spaces. Students need more and more of this, physical activity rather the time on screens. The current basketball and tennis courts are so run down. And the land between MDT and the footy oval and Wentworth St is like a weedy wasteland, looks really unloved and again, quite uninspiring. I know many parents in my local area who say not to send your kids to Clarence High (we are in area) because it just looks so run down... and that is the impression people get of the standard of education. So, invest a bit more in the grounds and outside of the school - make it more sustainable - and make it look like an attractive school that students and parents (and teachers) can be proud of. Also safe, secure bike racks where students can leave a bike safely without being worried about it getting vandalised or stolen (e.g. outside principal's office or with CCTV, etc). Again, this would encourage more active healthy students (who learn better) for only a very small investment

Are the Student Learning Hubs or the Student Services a representation of an upgrade for the current Learning Services room? If so, excellent. As the current, single room provided for students that require additional support is not sufficient or practical

Outdoor facilities

The whole school needs upgrading. New paint, new desks, fix the cracks in the walls, better signage, car park fix, trim the large trees, new fences, new roofs, new carpets. save the money and do a whole school upgrade in 2030.

The outdoor sporting facilities, primarily the basketball courts**Basketball court and gym**

The eastern shore lacks facilities for the Arts. This is the perfect opportunity for the government to invest in the strong arts sector on the eastern shore and the long-established history of arts and music culture at Clarence High School. Please prioritise arts facilities that are specifically designed to meet and future-proof the needs of Clarence's unique music program while creating a revenue stream through public access to quality facilities.

I am not familiar with the school at this time so I cannot accurately address this point.

Ensuring the music program is prioritised.

Development plan looks good, other things to note: Renewable energy - solar panels to keep ongoing school running costs down. Other: Warmth - the school is reported to be very cold during winter & puffer jackets are banned. School lockers - not large enough. My kids have afterschool sports and carry large bags which don't fit into current lockers. Toilets - The toilets are reported to be disgusting. Are they going to be upgraded, less mixed gender! School ovals - the kids need more space to play field sports - one oval isn't enough.

Outdoor netball and basketball upgrade. Upgrade stoves in cooking spaces. Upgrade student toilets.

If you answered yes to question 3, please provide detail.

The existing courtyard area should be redeveloped to enhance outside space, sitting areas, undercover areas to utilise during breaks. Students are not allowed inside during break time. The Year 7 building appears to take away the court area. Students also currently utilise the sports field and tennis courts. The master plan appears to close off these spaces and reduce flow and visibility to these spaces.

I believe all external windows need to be upgraded to a fresh double-glazed system. At the moment, the school looks dilapidated and certain windows have peeling film and visible chips/cracks. A fresh coat of paint to the peeling frames and fascia would go a long way. As such a historic school and staple of our community it is such a sad eye sore at the moment. We need to be proud of our school and if we expect our kids to be well presented our school must be also from the street/public

Unsure

Woodwork, metal work and cooking facilities

Classrooms and Sporting facilities

Safe toilet facilities: Toilet facilities should be upgraded, whenever possible, to single cubicles with no enclosed shared space to reduce intimidating, behaviours of loitering, vaping & phone use which discourages other students from using the facilities. Outdoor facilities: such as outdoor learning spaces do not appear to have been included

The sport facilities outside the gym (tennis and basketball court area) could do with some resurfacing and upgrading

The Music / Performing Arts faculties.

A whole-school paint job would do a lot to freshen up the school and make it look less old and tatty. Sorry to describe it that way; the school is great but the facilities are so run-down. It doesn't look like it gets any love (i.e. government money)

Art area

Our current training/commercial kitchen, B13, needs to be updated to meet current compliance requirements for sale of food. Cafe Enterprise is one of our most popular elective classes as students thrive in this real world, employment ready environment where they are taught hospitality skills to help them be job ready, especially students who are more hands on, have disabilities and from trauma backgrounds who are frequently disengaged in core academic classrooms. It would be great for our students and community to have the commercial kitchen upgraded with a small cafe attached so community members can come in and order a drink and small meal for a few mornings each work giving students the real-world experience whilst engaging with the community.

The drama room is a dark and neglected space that does not feel good to be in. After the construction of a performing arts facility, the need and use of this space will continue to change and may become a neglected space. Due to this I think considering refurbishing or reutilising this space may be necessary.

If you answered yes to question 3, please provide detail.

- it appears that all the old, nonfunctional, single glazed windows are not being replaced? - music being part of the main building has been a huge issue as far as noise from instruments and performance disrupting other classes - the MDT building leaks water like a sieve, is boiling hot in summer and freezing in winter - most of the buildings don't have blinds, have damage, so when the glare hits it is very uncomfortable for all - there are many areas of the school which are CCTV blind spots

Basketball is exploding as a sport with a lack of venues - there is opportunity for a Basketball court with room for spectators that would be an asset to whole community

The current draft masterplan is great but needs integration with the grounds and wider precinct. How can the grounds be made more attractive, safer, more welcoming, provide areas for outdoor learning, play, socialising, quiet time, loud time, physical challenge, nature interaction, cultural safety, arts practice, ball games (gaga pits?) etc.

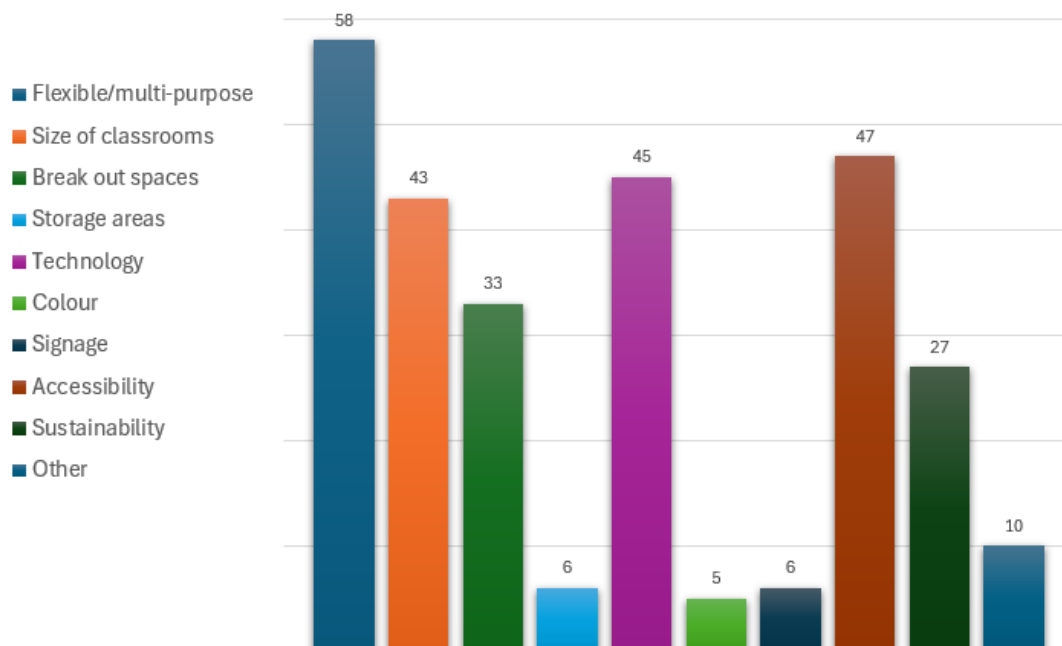
There is a steep set of stairs that two people I know of have fallen down, which resulted in broken bones. This needs upgrading.

The kitchens (B14, B13, B21) need to be updated to current health and safety standards, as well as be more accessible for students with additional needs.

Sports fields

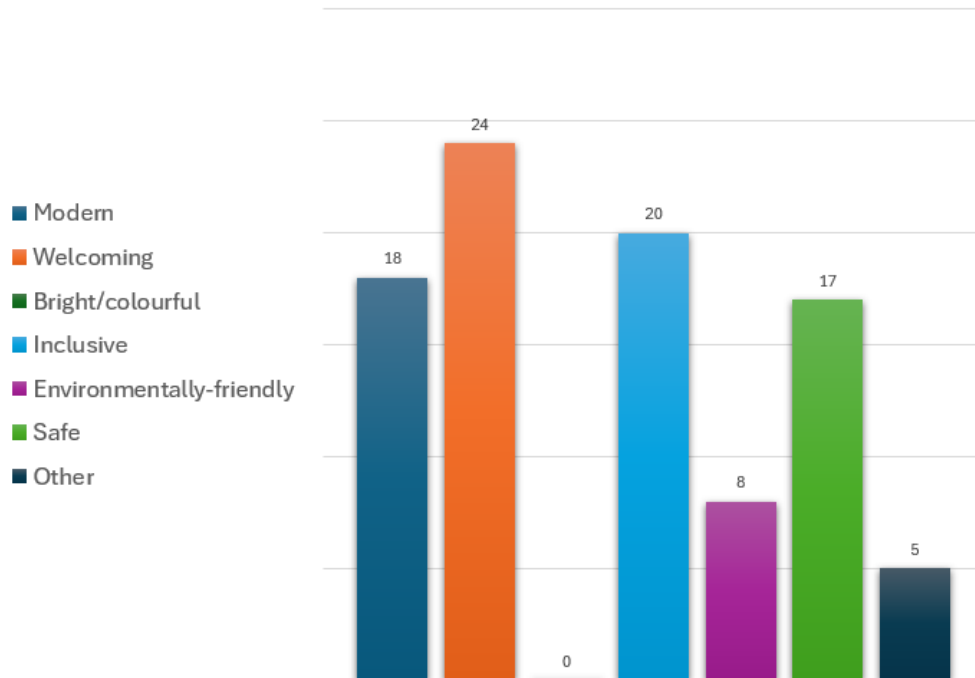
Question 5

What do you believe are the most important design features or considerations for new and refurbished buildings and facilities? From the list below, choose your top THREE.



Question 6

Choose a word that best describes how Clarence High School should look and feel. From the list below select ONE option.



Question 7

Do you have any other ideas or comments about the redevelopment of Clarence High School?

Safer retreat areas

New gym and oval

Read evidence-based research for best learning areas, just because it looks good doesn't mean it's optimal for attention, engagement, teaching and learning. Save money by being smart and spend it where you need to for teaching and learning outcomes.

It should be built in a way that facilitates learning for children - nothing else should supersede this

- Not sure about the new Yr7 Hub being built inside the courtyard - wouldn't it be better to build it on the outside and keep the courtyard the size that it is? - Make the entry more welcoming and more accessible - fill the roof with solar panels - the windows look the same as when i was a student there more than 30 years ago. I remember them being cold and having condensation. Maybe replacement windows would be a good idea, double glazed and insulated walls, ceilings, etc, to improve the environmental performance of the school

Many

Improved sound proofing for music room, update the classrooms and workshop

Do you have any other ideas or comments about the redevelopment of Clarence High School?

B

no

More seating for kids outside, do the walls in render to make it look more appealing instead of some old 1960s relic, road signage, fix the terrible car parks and parking.

Ensure that the community is updated with any changes or updates to the plan, no matter how small. Lots of integration with the linked primary schools in the area.

Co-design with students is particularly important. Ensuring that colours and size of spaces are well designed and cater for neurodiverse students e.g. make some study nooks that allow for privacy as well as open plan spaces. Use light and the right materials and design to bring the outside in.

Please upgrade all toilet facilities so that they are individual toilets that open directly to an external highly visible space so students feel safe to use them. The design must discourage groups of students hanging out in toilet blocks and antisocial behaviour which means other students are too scared to use the toilet at school.

Fantastic to see this redevelopment is taking place. Very exciting for current and future students and staff. The gym and music areas have definitely needed an upgrade since I was a student!

Redevelopment and expansion of Gym and HPE should be prioritised a to foster further engagement in physical activity and education.

Good to see a performing arts centre included - so disappointing that drama/dance isn't offered this year

Design areas that can prioritise public access for Arts. This not only respects the well established music culture at Clarence. But provides an attractive revenue stream through external hire for well designed facilities for arts performances on the eastern shore.

Parents in the region with young children want to send their kids to Clarence over Catholic alternatives but don't know what the standard of education, facilities, support and community is at the school. Please make that more visible.

Ongoing consideration of safety and ensuring diversity can be accommodated.

Maintaining as many functional green / nature spaces as possible

Clarence High is in a beautiful location, and it would be great to incorporate natural elements like sustainable timbers, glass, recycled steel, cement and stone into its design to create an eco-friendly building that brings the nature in, enhancing the aesthetic appeal and ensuring durability. Bringing the outdoors in can also create a calm environment, helping students focus better by reducing clutter. Using renewable energy sources like solar panels.

Do you have any other ideas or comments about the redevelopment of Clarence High School?

Consider the carparking and drive way areas. The flow of cars and students walking is currently dangerous and not fit for purpose. Especially the drive ways and parking around the tennis court areas.

Significant consideration needs to be given to learning support spaces. The current offering is completely undersized for demand.

I'm concerned recent toilet upgrades have not been included in the blue print

Avoid or no flexi-open plan classrooms, these spaces are hard to teach from, too many learners in one area feels less safe for learners, is noisy, busy and can be overwhelming for anxious or neurodiverse learners. Harder for teachers to set up and manage behaviour and connection with learners. (Taking from general teaching experience)

No

A facelift is a great idea for such an old and tired looking school. I'm sure the students would welcome more modern facilities.

New carpet and windows as well as paint.

As a member of the Dominoes Basketball Club Committee, our club have been an ongoing user and hirer of your gymnasium for our 56 teams club training sessions over a 6 – 8 month period of the school year. We are extremely grateful for this prime hirer usage, and we are extremely excited for redevelopment of the gymnasium. This will provide great benefit not only to the school, but this could see the facility being utilised for junior games and competitions subject to the upgrades proposed. Upgraded court and backboard/ring facilities, along with possible access out of school hours could benefit the school financially with hire to us but also Basketball Tasmania in the future.

Updated lockers for all student years. Hopefully the Arts area will include the room and availability of a Drama teacher and the possibility of school plays!

We need to have flexible seating options with a mix of sit stand desks, stools and chairs in each classroom to meet the needs of all students. We need to include accommodations for all abilities especially our neuro divergent students which include classrooms designed to reduce sound reverberation, not bright fluorescent lights like we currently have as they are constantly flickering and distracting, fresh air flow in every room, access to water, open spaces with break out spaces accessible and visible. Ideally, every two classrooms to have a small breakout space between which could have a shared sink space to allow for team teaching experiences of joining classes to allow for shared expertise between staffing and coaching opportunities to upskill staff on best teaching practices.

Our enrolments are consistently rising. I believe it's important to make sure we plan for this trend to continue with classroom sizes and number of classrooms available.

Classrooms should be sized to fit up to 30 students, ideally with space for breakout activities as well. Students tend to get distracted looking at other classes when there are

Do you have any other ideas or comments about the redevelopment of Clarence High School?

large windows between classes as well, which makes it tricky for them to maintain their focus on work

1) When refurbishing better emphasis needs to be made on the accessibility of power points to students in class. This will avoid the need for power cords as trip hazards flowing through classes. 2) The construction of a new STEM facility at the ends of current A and B block will be good, but special attention needs to be given to the footings of this structure. Our current A block has had to have major works done to avoid it sinking and shifting in the last few years.

We have significantly less trees than we did 5-10 years ago, this was a real feature of the school which has been impacted, this needs to be remedied. There are many areas which are so worn out that they prove as safety risks, doors, pathways, flooring, trip and slip hazards. Some spaces in the school have inadequate amounts of PowerPoints meaning extension leads are heavily used. The large sliding glass doors in B Block upstairs and A Block have never been in full safe working order and have dilapidated since, I serious injury could occur, also if there is ever a serious lock down good luck to any people who are in those locations as they are un-securable.

An update to the gymnasium/sports equipment

I've been involved in this process before at Kingston High School. I've seen first-hand what works and what doesn't when designing collaborative spaces for students in a high school. I feel it's really important for staff to have a voice (which is happening at CHS :)) and really understand the process. The reason I say this is because the final product won't ultimately suit everyone's needs, it's impossible, but it will certainly aim to. The brief is what's important for the architect/s, they can only work with what we give them and what we see as important. I'm probably stating the obvious, but staff can't complain if they haven't shown an interest. It was frustrating when staff at KHS would complain about the final product, and what didn't work, yet weren't showing an interest in any part of the process. They can't be involved in everything, that would be a nightmare. But the ultimate success of spaces/redevelopment will include some investment from staff. However, in saying all that, staff at CHS are amazing and really positive. I'm excited the school gets a major upgrade, it can only benefit our wonderful students.

A court that can be hired out to club sport would be a huge asset

I've had some experience working in live sound over many years which could add value to the fit-out and design of the Performing Arts Facility. Likewise, the new music area so that it best supports the Contemporary Music program.

As schools, society and our community evolve, it would be great to think expansively about how the new infrastructure can also be a community asset as possible (obviously educational needs come first). Can the redevelopment push some boundaries to offer students access to outstanding design that goes beyond basic functionality?

Do you have any other ideas or comments about the redevelopment of Clarence High School?

Don't build in the green space in the middle of the school. Utilise that space but keep it as a green space. Safe toilet areas, designed to stop crowds loitering. The BPS toilet upgrade in the 3-6 area was done well.

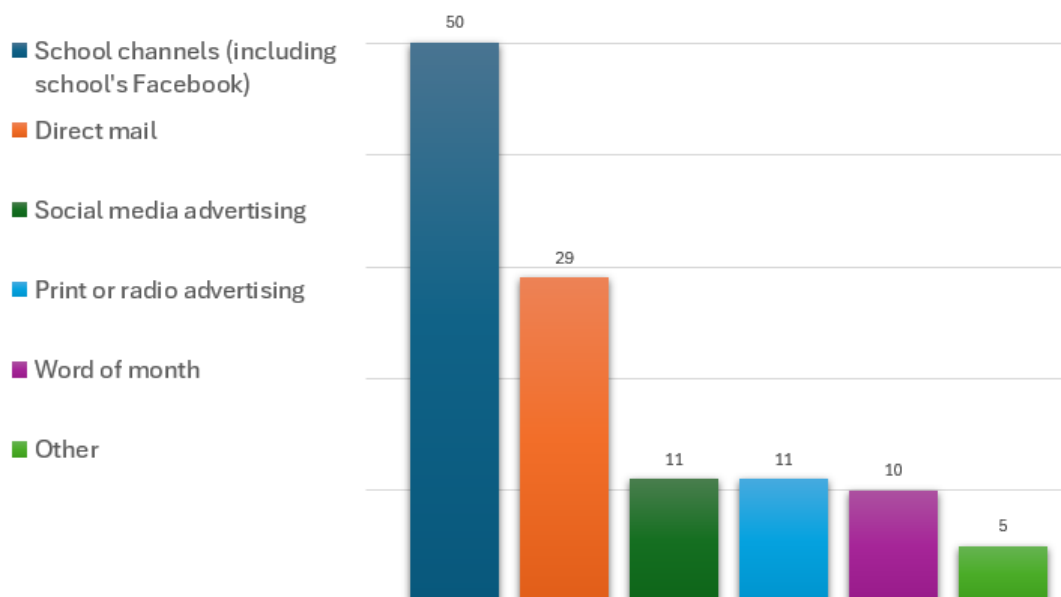
Keep the trees! Provide more shade and seating outdoors. Classrooms need more space for different types of activities, such as circles. New B block lab rooms are an ideal size.

Environment to give students opportunities to thrive

Clarence needs to have well designed learning environments that incorporate flexible, inclusive, technology-enhanced learning spaces that foster student engagement. The spaces need to support diverse learning styles and encourage active, student-centred learning. Staff should be provided sufficient professional learning to maximise the use of the new facilities to align teaching practices with the modern space. Although we want the school to be modern, it will also be important to not over invest in technology as things become out of date very quickly and can be expensive. To maximise the utilisation of the funding, creative consideration needs to be given for the balance between investing in things that will have a long-term benefit for learners, as well as ensuring current students have access to up-to-date technology.

Question 8

Please tell us how you heard about the *Get Involved* campaign for Clarence High School. You may choose MORE than one option.



Community workshop

What is good about the school now that you don't want to see lost through the redevelopment?

Keep quad space.

What are your top priorities for the redevelopment?

Toilets for students and staff.

Keep/preserve the quad.

Shade areas.

Storage.

Gender inclusive changerooms.

Greenspace access. Outdoor. Consider materials.

Outdoor learning areas. Covered & accessible. (e.g. Kitchen garden).

Discrete and common areas for year groups.

Location/positioning/function of locker areas.

Technology.

Staff workshop

Are there any elements of the draft master plan that you disagree with and why?

Relocate canteen to kitchen classrooms.

Are there enough elevators in the draft?

Where is LSR & Tier 3/Clarence Connects?

Labs + B block doesn't work well for safeguarding as the corridor zigzags meaning line of sight is lost.

Library needs a refurb.

Don't like building 1 in the quad, safety issue as teachers lose line of sight.

All classrooms need to be upgraded except labs. ✓✓✓

Is section 13 being build over the new toilets?

Where are the students' lockers going? ✓

Music is best moved to the right of section 13 so that it's with performing arts but away from classrooms and soundproof. It makes access to the gym, amphitheatre and performance area seamless. ✓✓✓

Are there any elements of the draft master plan that you disagree with and why?

Kitchens and workshops are listed as existing these need to be upgraded as they aren't meeting current compliancy standards. Climate control is needed in these spaces.	✓✓✓
If music is '6', can it be '13' so it is semi on its own, and really well soundproofed.	✓✓✓✓✓
Year 7 Hub not in the quadrangle. Needs to be closer to AST and office staff (where it is currently but improved/extended out perhaps?). The quad space is well used by students – where will their other break out space be if taken by Year 7 hub?	✓✓✓✓✓✓
Removing the amphitheatre – improve the area to view/sit.	
Student admin and office to be together. Easier for communication.	✓✓
I disagree that the roof improvements in A block are not in the plans.	
Year 7 space in the middle of the quad/communal area. May bring some unwanted attention to a pretty vulnerable year group.	
The quad is a valuable space.	✓✓✓✓✓✓✓✓
Keen to keep the outdoor stage.	✓✓✓✓
Music space downstairs/sound travels.	✓✓
No Buildings in courtyard.	✓✓✓✓
Music separate/not near classrooms.	✓✓✓✓✓✓
2 x admin back to one office but separate entrance for students/parents.	✓✓✓

What features or functions of the school should be prioritised for redevelopment to better support teaching and learning?

Even surfaces outside.	
Southern field benches – replace.	
More tables outside.	
New Library (or at least new carpet).	
Functional screens in every room.	
Kitchen garden.	
More space in classrooms.	✓✓
Shade sails in Quad. Keeping the Quad a big open space.	✓✓
More power points everywhere.	

What features or functions of the school should be prioritised for redevelopment to better support teaching and learning?

Improving courts area outside.

More aircon, openable windows, blinds. ✓✓

Toilets (including staff).

Performing Arts Area (towards from of school) like Montrose. ✓✓

Multipurpose spaces. Lots of sliding doors. ✓✓

All doors with windows.

Passive solar. ✓

More trees.

More common areas for grade meetings.

Grade level hubs. Classrooms/water station/sink in each hub, breakout space in each hub for small groups/regulation. Meetings/ wet weather assembly spaces.

Covered areas/paths for wet weather.

Size of classrooms realistic for 30+ students. Flexible furniture arrangements. ✓✓✓✓

Line of sight cameras ✓

Larger staff office 'hubs' with breakout spaces. ✓

Glass walls for offices for supervision/safeguarding.

Ability to control lighting in classrooms (more than on/off).

- Every 2 classrooms to have a glass partition so they can be joined. -

Plan for locker placement in corridors (e.g. Width of corridor). ✓

Kitchen garden.

Screens in classrooms for notifications (instead of constant PA interruptions). ✓

Ambient lighting.

Shade outside.

Keep Southern Fields. ✓

Replicate communal sink in upper B Block.

Café facility with community access opportunities (e.g. Bridgewater/Taroona). ✓✓✓✓
Parents can purchase a coffee from student baristas in the morning.

Gaga Pits.

Natives.

What features or functions of the school should be prioritised for redevelopment to better support teaching and learning?

Kitchen upgrade (merge with canteen) – be able to sell food. Draining in both kitchens. Aircon. New ovens: induction tops. Improve storage area. Proper fridge/freezer. Revamp café space.

All current toilet (hubs) to be redeveloped into single cubicles/unisex around the school. Too many 'hidyholes' for students to congregate (Year 9 girls/boys, Year 11/12, gym – remove all).

Prioritise size of classrooms to fit student numbers of 30+. Some classrooms are too small. ✓

More power points and screens that are up to date. ✓

All classrooms and offices to be heat efficient. C block is so hot in summer, no blinds and air con not always effective. Year 11/12 space has no aircon at all.

Air con buttons on wall (not near entrance to room), no remotes. All refurbishments need to be teenage proof.

More permanent seating in quad. Leave green area as is – including shade.

Make staff offices more user friendly. Overcrowded (6 – 8 staff in each, crammed in). Sink, coffee machine, deck in each. Including AP offices.

Front office/student admin and first aid, all need to be together.

Staff carpark with lights (dark in winter, staff who work late). Lines in the car park to identify where parking spots are.

Cameras that work.

Gym and performing arts centre. ✓✓✓✓✓✓
This can encompass music, drama, PE, health classroom and fitness centre). Since the school has been built the only building that has not been touched is the gym.

The floor has deteriorated, there are holes in the floor, the court is not full size, the current lines are too close to the walls making the playing area unsafe (length needs to be extended).

There would be a huge benefit to having a fitness room and health classroom (this has moved 3 times in the last 5 years and is not safe or visible to staff) built off the side of the gym (see Montrose Bay HS model).

Having performance arts/music at the gym would allow for performances//concerts/music away from mainstream classrooms (currently music is not soundproof and disrupts classes underneath).

Wellbeing Hub. Including psych office, social worker, LSR, flex. ✓✓✓✓✓✓✓✓

What features or functions of the school should be prioritised for redevelopment to better support teaching and learning?

Revisit locker placement (especially year 8 area where they are squeezed into corridors that are already narrow).

Common room/canteen/seating area/fernery and commercial kitchen – similar to Sorell.

No music rooms near/above classrooms. ✓✓✓✓

Classroom sizes need to be looked at/reconfigured. ✓✓

Painting (no blue, cold colour – negative), blinds, new carpet, aircons, power points. ✓

Windows are poor quality/glass not to standard.

Revamp all staircases.

Encase old roof in A block (box in ceilings) ✓

Update art/kiln room/MDT/sinks and benches.

Canteen upgrade/eating areas cafeteria. ✓

Toilet blocks – individual cubicles. (in courtyard or back of gym). ✓✓

Updated gardens/less big trees/more shade.

Library new shelving/furniture/paint/carpet.

Kitchens need updated, new ovens, aircon. ✓

Gym stage and backroom waste space. Reconfigure. ✓

Wellbeing hub - possibly use new admin main office. ✓✓✓

Student workshop

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

Interactive whiteboards.

Outdoor basketball courts.

More sports equipment.

Better air conditioning.

Better toilets.

Better gym area/weights.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

More swings.

Bigger bike racks with an easier way to get out of the cage.

Soccer goals.

Bigger classrooms so you can all fit and spread out.

Updated Library.

Bigger drop off spots.

More space for brain breaks outside.

Upgrade gym. Full size court, more storage, new hoops.

Better doors.

Chill out room for every grade.

Bigger lockers.

New tables and chairs.

Better windows.

A quiet/sensory room in each grade corridor where you can go to calm down.

More/better toilets outside and inside.

More water fountains.

Posters of the canteen menu.

More play equipment like slides/swings/climbing frame/rope swings.

More elevators or ways to get up that aren't the stairs.

More tables/benches outside with umbrella/shade cloth.

Access to quiet fidgets.

Soccer goals already on the oval.

More shade and undercover areas.

Tables and chairs.

Blinds in every classroom (it gets very hot).

Aircons/heaters.

Upgrade/more eating places and cooking equipment like microwaves.

Better windows (some don't open).

More basketball hoops and back boards.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

Drama/performing arts. Musicals/plays.

PS5.

Bigger lockers x 6.

Common room for year groups.

Outside waterproof areas.

A pool.

Aerial walkways.

More accessibility for people in wheelchairs.

A space with ping pong, foosball and more.

More space and equipment in the gym.

Interactive whiteboards.

A rumpus room style chillout space.

Better outdoor facilities for break times.

More sporting areas.

Kitchen garden.

More interactive spaces outdoors.

Bigger/newer library.

Better toilets.

Bigger classrooms.

Spaces to bring our pets.

Bigger music space.

Better courts and hoops.

Gaga ball pit.

Party room.

Bike rack roof to keep bikes dry.

Taller lockers.

Bike track and skate park.

Hobbie build area.

Lego room/place to build Lego.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

Boxing bag.

Go kart building area.

Bigger classrooms.

More places to fill up water bottles. Inside and outside.

More rubbish bins.

Aircon in science rooms.

More swings.

A place to sleep.

Longer tables at the back of the rooms/taller tables.

Movie space/theatre.

A bigger car park for teachers.

Spinning chairs.

Windows that open.

A place that is calm to have a break.

Bigger art room.

Bigger hallways in the year 7 area.

More playgrounds with things to do.

More space for sport activities.

Storage for sport equipment outside for on breaks.

Better netball/basketball hoops.

AC in cooking room.

Better indoor spaces with computers for when it is raining.

Better/newer/cleaner bathrooms.

Dog room to go to if you feel sad.

Bubblegum room with free gum.

Bigger lockers. There is nowhere to put musical instruments, sporting equipment or after school activity bags. Hard for kids who live between two homes and need to bring a bag to school when they swap homes.

Relax pods not LSR. Quiet space for just one person.

Sick bay/medical room. Private space.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

More accessible for students with disabilities.

New outdoor benches.

Update/fix power points.

Working sound systems in classrooms.

Fix leaking ceiling (A block).

Get rid of second ceiling.

Individual study spaces in library.

Small group study spaces in the library.

Covered outdoor stages so electrical equipment can be used.

Currently unused space could be used more efficiently, for example classrooms that are updated.

Somewhere to sit outside that is covered. When it is a wet timetable the corridors and actually everywhere are really overstimulating.

Nice colours of paint.

Lockers that cannot be moved by students.

More water fountains.

Designated weights room for athlete development. Currently it is a crowded tripping hazard.

Good heating and cooling in classrooms (especially A block).

Having remotes for all tvs/tvs all working.

Lots of individual music rooms so that you can practice with your group and not be distracted by loud/overcrowded rooms.

Having enough and well working instruments so we can use them.

Updated drama facilities – including lighting and tech.

Soundproof the music area completely.

Update the bathrooms in B block.

Pad/tampon stand should be moved to right near the bathrooms and have more than one.

Update ICT department and update school laptops.

More classrooms so we don't have too many shared spaces (e.g. homegroups in music areas).

Better desks and chairs for teachers and students.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

Change rooms and outdoor shower for outdoor ed classes.

Update windows so they open and close.

Resurface outdoor concrete areas including netball and basketball courts. Bolt in the netball hoops to stop students taking them down.

New carpet.

PA system around the school.

Ovens that work.

Fans in cooking room to get rid of fumes and bad smells.

Good café space that can be used to its full extent.

Using all the space instead of leaving it locked or unused all year.

Get rid of all the asbestos.

Interactive whiteboards.

Live plants.

Keep the quad.

Keep the 'hut' in the quad.

Escalator.

Swimming pool.

Recycling Bins.

Better working TVs.

School garden/more natural spaces.

Drama production space. Seating/stage/lighting.

Get an infirmary.

More seating in front of stage.

Aircon/heating in all areas.

D block classroom renovation (newer/less closed in).

Bike spaces.

Better rubbish bins.

Blinds.

Windows that open.

Safe toilets. Own cubicles. Not unisex. Like the new toilet block.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

More shaded areas.

Bigger lockers.

More space in locker areas.

New water fountain.

Water fountains for water bottles only.

New carpark.

New netball/basketball courts.

Update canteen.

Basketball hoops need fixing.

New gym to be able to have concerts and play sport.

Collapsible grandstand seating in the gym.

Soccer goals. Permanent outside.

Bike lock up area.

Better PA system.

New carpet everywhere.

Computer lab upgraded.

Drama room chairs replaced.

Updated Library.

Soundproof music room.

Cricket nets.

Lighting replaced everywhere.

Study areas in the library for study only (quiet spaces).

Light cages in the gym to protect the lights from being broken.

Repair quad wooden structure.

More microwaves.

Improved weights area in gym.

Update cooking room.

More undercover areas.

Rock climbing walls.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

Ninja warrior course.

Better outdoor seating.

Study rooms for each year group.

More outdoor learning facilities.

Bigger canteen.

Better aircon/heating everywhere.

Trampoline.

Bigger and more spaced-out lockers.

Upgrade and upsize gym.

School pool.

A printer in each classroom.

Improve the music rooms.

More outdoor play equipment.

More/better TVs and speakers in each classroom.

Foot tennis courts.

Foam pit.

New soccer goals (outside).

Better lighting in classrooms.

More music facilities.

More class parties.

More wobble chairs.

Collapsible grandstand in gym.

Upgrade indoor and outdoor toilets.

Upgrade the windows.

Upgrade the kitchen in food studies.

Upgrade the classroom doors so they lock.

Improve netball and basketball hoops and courts.

Better seating in fernery.

Soundproof music rooms.

What could we build (new) or improve at the school to help you do your best learning? (inside and outside areas).

The scan in and out attendance system that Mackillop College has.

Outside classroom.

A school pool.

Bigger classrooms with more spaced-out seating.

More playground equipment.

School garden.

More rubbish bins and recycling bins.

Better classroom chairs and tables.

Beanbags.

Mood lighting.

Indoor spaces to hang out in during breaks.

More outdoor sporting options.

More outdoor seating areas.

Class pets.

A zipline.

Kitchen garden.

Lava lamps.

More carparks.

Shaded seating areas outside.

Blinds in all classrooms.

Water fountains for drinking.

Change rooms.

Indoor warm areas.

A study room.

Places to play inside.

Colourfulness.

Grade specific spaces.

Student image review



LIKE	DISLIKE
I like the different seating options, and it is shaded for hot days.	Maybe if it was more eco-friendly with more grass.
Like having outdoor shaded places to go. Lots of plants.	Not enough places to sit.
Trees and plants and shaded but still outside and sunny.	Too open with the glass in the classrooms. Everyone will be distracted by who gets to be outside when others are inside.
Nice and natural.	It looks nice but wouldn't work in our school.
Nice seating and well set out.	
Yes – instead of our fernery. It's a nice addition that adds to liveability of a school in breaktimes.	
A nice space to be outside. Maybe more spots to sit.	

**LIKE****DISLIKE**

I like the little comfy study nooks.	Would date quickly and not last.
Open layout.	Not enough seating/not comfortable seating.
We need those bunk bed things.	The plants are not practical.
It looks interactive and fun.	There are not enough places for books.
The table looks really nice.	Lots of open wasted space that could be used.
Amazing place to be with your friends.	
An individual study space for students is very helpful to ensure work is done and tasks are completed.	
Lots of space to be free.	
Like that it is open and space to learn.	
Natural lighting!	
Love the bunk bed seating!	
Lots of different seating.	



LIKE	DISLIKE
Lots of greenery and under cover shade but still outside.	A bit built up.
Nice and open.	No green area.
Nice place to go when it is raining, and you want to be outdoors.	Would be good to sit in sunshine too.
Nice place to read and relax outdoors.	
Lots of spots to sit without needing seats.	
Open area.	
Bright and natural light. Aesthetically pleasing.	
Sitting space with shade.	
Like it but not sure where it would fit in our school.	
Nice undercover place to chill.	

**LIKE****DISLIKE**

Multiple and different places to sit, and it isn't too crowded.	People will swing on the furniture.
Comfy places to sit.	Why are there shelves?
Looks like a cool hangout place to go with your friends.	I don't like the colours.
A good place to do things indoors.	Only practical for group work.
I like the TVs.	What is the purpose of this room? Is it a café or a classroom?
Like lots of seats and plants.	High electricity bill.
	No air con.
	It is nice but impractical.
	Could not be used by many students, is quite small.
	It is good but can't fit big numbers of students.
	Too fancy.
	Colour scheme.