

# South George Town Primary School – Major Redevelopment

Submission to the Parliamentary Standing  
Committee on Public Works

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# 1 Introduction

The Department for Education, Children and Young People (DECYP) seeks approval from the Parliamentary Standing Committee on Public Works (PSCPW) for the major redevelopment of the South George Town Primary School (SGPTS).

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 \$15.1 million for the redevelopment of South George Town Primary School through the School Building Blitz.

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



Image: South George Town Primary School students



Image: South George Town Primary School students

## 2 School Philosophy and Community Connections

The school is a student-centred community committed to high expectations and the core values of Learning, Respect, Responsibility, Relationships and Courage, providing a safe and engaging environment where students grow as confident, resilient and capable learners. The school offers a broad curriculum with specialist programs in STEM (Science, Technology, Engineering, Mathematics), the Arts, Physical Education, leadership, Early Learning and social-emotional development, alongside a Tasmanian Aboriginal cultural and language program that supports identity and inclusion.

Strong partnerships with the George Town Child and Family Learning Centre and Port Dalrymple School ensure continuity from early learning through to Year 7, while onsite support services strengthen wellbeing and community connection. The planned redevelopment which features flexible learning spaces, improved acoustics, connected breakout areas and enhanced specialist facilities, will further enrich curriculum delivery and expand opportunities for community engagement and collaboration.

## 3 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.

The SGTPS's Teaching and Learning Framework aligns with the DECYP Pedagogical Framework (Attachment 2) and is designed to support high-quality teaching and learning, informed by contemporary educational research and best practice.

The school demonstrates a strong commitment to contemporary pedagogical practice, grounded in high expectations, visible learning, and collaborative teaching. Staff work as a professional learning community, using data consistently and effectively to refine practice and enhance student outcomes, a strength recognised in the 2024 External School Review. Classrooms are calm, welcoming environments where explicit instruction is well supported, and visible learning is embedded through the display of prompts, exemplars, and student work. However, current pedagogical approaches are constrained by inconsistent classroom sizes, limited breakout spaces, acoustic challenges, and restricted visibility between learning areas, impacting opportunities for targeted instruction, small-group collaboration, and safeguarding considerations.

The redevelopment provides significant opportunities to:

- strengthen contemporary learning by creating flexible, functional, and connected learning environments
- include breakout spaces linked to General Learning Areas (GLA), enabling targeted group work, assessments, and sensory regulation within acoustically treated and visible spaces
- increase access to outdoor learning areas, improved natural light and ventilation, and flexible furniture, allowing teachers and students to adapt spaces for explicit teaching, inquiry-based learning, and collaborative projects
- purpose-design multi-purpose and specialist areas for STEM, the arts, food, breakfast club and performance, further expanding learning opportunities, offering adaptable spaces that cater for large groups, small workshops, and interdisciplinary connections
- reinvigorate and centralise the library. This will support the system and school focus on lifting literacy levels, by increasing student access to reading materials and further encouraging a love of reading within the student community.

Collectively, these enhancements will amplify the school's ability to deliver rich, future-focused learning experiences that empower students as creative, ethical, and purposeful learners.

## 4 Capacity Assessment

### 4.1 Enrolment Area

The school caters for students residing within the George Town local government area and enrolled at feeder schools nearby, including the K-12 Port Dalrymple School.

### 4.2 Capacity

The school has a current designed enrolment capacity for 350 FTE and based on current student data is operating at approximately 55 per cent occupancy.

The proposed works for the redevelopment will add an additional 25 FTE capacity to the school, increasing the overall enrolment capacity to 375 FTE. This additional GLA is a result of

reconfiguring the existing footprint and a small infill area, rather than increasing the building footprint.

While DECYP enrolment projections, as per the table below, note an anticipated decrease in enrolments, considerable housing developments near the school are noted and it is unclear if a reduction in the student numbers will eventuate. The project is delivering an additional GLA, providing the school with options in learning delivery and allows the school to grow into the future.



Image: South George Town Primary School students

	2022	2023	2024	2025	2026	2027	2028	2029
<b>Kinder (Head Count)</b>	25	31	21	26	28	17	17	15
<b>Prep</b>	22	25	34	24	25	26.5	25.5	24.5
<b>Year 1</b>	30	21	26	33	21.5	27.5	25	24
<b>Year 2</b>	25	29	23	25	31.5	23.5	27	25.5
<b>Year 3</b>	24	24	29	21	24.5	31	24.5	27.5
<b>Year 4</b>	23	25	23	27	18.5	26.5	29.5	24.5
<b>Year 5</b>	22	21	24	22	27.5	18	21	23.5
<b>Year 6</b>	32	21	21	25	20.5	27.5	24	26
<b>Total Persons</b>	<b>203</b>	<b>197</b>	<b>201</b>	<b>203</b>	<b>197</b>	<b>198</b>	<b>194</b>	<b>191</b>
<b>Total FTE (K=0.6 FTE)</b>	<b>193</b>	<b>184.6</b>	<b>192.2</b>	<b>192.6</b>	<b>186</b>	<b>191</b>	<b>186</b>	<b>184</b>

## 5 South George Town Primary School Site

The school was established in 1967 and is located on Franklin Street, George Town, approximately 50 kilometres from Launceston. The FECA (Fully Enclosed Covered Area) of the School Buildings is 3,229.63m<sup>2</sup> on a 7.24ha site.

The built infrastructure includes three main single-story buildings around an internal asphalt courtyard. Surrounding bushland nestles the site perimeter and school oval.

### 5.1 Project Selection

Every year, all Tasmanian government schools and colleges are invited to submit their highest infrastructure priorities for consideration for the next State Budget. All submissions are assessed against weighted criteria, and asset condition and enrolment data held by DECYP. Based on this, sites are then assigned a ranking from 1-5 (with Priority 1 being the highest priority sites). The weighted assessment criteria are:

- Demonstrating links to improved student learning outcomes by addressing space needs and/or optimising utilisation of facilities at the school or across schools. (30%)
- Improving building condition, addressing significant occupational health and safety issues, disability access and infrastructure issues and/or incorporating environmental sustainability. (30%)
- Addressing strategic priorities and initiatives. (30%)
- Demonstrating community benefits and extending use of school facilities. (10%)

In 2023, SGTPS was identified by DECYP as a Priority 1 site for capital redevelopment. SGTPS was included in the DECYP submission to the Department of Treasury and Finance in 2023 and \$15.1 million was allocated in the 2024-25 State Budget.

DECYP considers SGTPS a priority site for works to provide facilities that are safe and fit-for-purpose to deliver high quality teaching, learning and support services, with safe and welcoming spaces that contribute to improved education and lifelong learning outcomes for the school community.

The DECYP Asset Strategy Executive Committee (ASEC) reviews all capital projects over \$1 million of project value. In December 2025, ASEC reviewed the scope, design and project budget and recommended this project to continue to construction. The project was then endorsed by the DECYP Executive Leadership Team.

The project team is continuing the design and preparing to go to tender and seeks approval from the Public Works Committee to proceed to construction. The Project Working Group (PWG), including school management, School Association representation and DECYP's project team, are working closely with the consultant team to continue design development.

### 5.2 Project Need

While the school maintains the site well, the building and site infrastructure is nearly 60 years old and, except for a small GLA upgrade and roof replacement of the same area in 2023, the school has had no other recent capital works. Layouts of the existing GLAs do not support contemporary

learning practices with small inflexible rooms and internal circulation spaces, minimal storage and minimal direct external covered outdoor access.

There are four existing professional support spaces, and the school has challenges providing sufficient space for these services as well as external visiting service providers.

The school's infrastructure is ageing with capacity and compliance issues, specifically in relation to sewer, water and fire services, stormwater and the main switchboard. The school continues to address sewer blockages, specifically through the main internal courtyard due to old earthenware infrastructure.

The main internal courtyard area is not an engaging learning or play area, being totally asphalt with uneven levels. It is known by the students and staff as the "cheese grater".

The upper primary student bathrooms in the southern wing are original and outdated and have the potential to enable bullying and other anti-social behaviours.

The school experiences frequent roof leaks. Sections of the school have had roof replacements undertaken in recent years. However, there are still sections of roof that need replacement due to corrosion.

The existing double-hung windows are original with weighted casements causing issues with opening and closing for natural air flow, in addition to poor insulation and energy inefficiency, acoustics and drafts.



Image: South George Town Primary School

## 6 Community Consultation

DECYP undertakes extensive community engagement for all major capital works projects and initiated community consultation from 11 November to 6 December 2024 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 \$15.1 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 early 2025.

The PWG, comprised of representatives from the school, School Association, Facility Services and the design consultant team were provided with the consultation report and have met fortnightly to analyse, discuss and provide feedback on every element of the design and project as it evolved. Students and staff have been consulted during the design phase and feedback incorporated into the design choices.

The PWG developed a site master plan that heard the community voice and incorporated key priorities for improving teaching and learning.

The PWG further considered a four-staged concept that could be achieved within budget, while still supporting the overall site master plan vision and minimising works that would need to be redone, should additional future funding be identified. The four stages are as follows:

- Stage 1: Expanded and reorganised footprints to provide new central breakouts to connect GLAs, new multipurpose GLA / kitchen, new central library connected to literacy support, general building works include new external walls and internal lining, new double glazing, new flooring, site wide infrastructure services upgrades with excavation and levelling of courtyard to achieve new external play spaces, new verandas and new roof.
- Stage 2: Infill and reorganise footprints to provide a new GLA and breakout, as well as refurbished multi-purpose GLA and breakout, dedicated music space, practice room and storage, five professional support spaces, new Assistant Principal office, TA resource, staff room and storage spaces, new bank of individual toilets and new accessible toilet and shower facility, new security doors at reception into the main school area and security at reception. General building works include new external walls and internal lining, new double glazing, new flooring, new verandas, new roof.
- Stage 3: Refurbishment of two existing GLAs with expansion of central breakout. General building works include new external walls and internal lining, new double glazing, new flooring, new verandas, new roof.
- Stage 4: Refurbishment of two existing GLAs and shared central breakout. General building works include new external walls and internal lining, new double glazing, new flooring, new verandas, new roof and replacement of external play equipment.

As a result of further cost advice and the need to ensure a budget fit, priorities across the four stages were reviewed. Stage four scope of works (2x GLAs refurbished with shared breakout, new roof, new veranda and external works) has been prioritised as a later stage to support achieving a budget fit. Stage four continues to be designed and scoped in line with the concept plan, noting

cost estimates have been identified as Optional Costs. This approach allows a package of works for Stage Four to be progressed should the construction tender outcome be favourable.

The costed concept plan (Attachment 1) scope of works has been shaped by the feedback received from the school and community and supports the school's teaching and learning framework by including greater access to professional support spaces; purpose designed flexible/multipurpose spaces; student amenity and bathroom upgrades; better outdoor learning and breakout spaces; playground upgrades and recreation spaces with increased shading; and new kitchen with opportunities to support student cooking programs.

The current costed concept plan (Attachment 1) for the proposed works was endorsed by DECYP in December 2025.

Further consultation with the students, staff and the broader community on the current costed concept plan was undertaken from 17 February until 13 March 2026. The plan was shared with the broader school community, and the consultation process was promoted via the school's communication channels, the DECYP website and social media channels, and through mainstream media coverage. As part of the community consultation process, staff and parents/carers had the opportunity to provide any additional feedback on the initial design proposal.

## 7 Proposed Works

The redevelopment will support the school in providing a built environment that improves layout and functionality, aids teaching and learning and empowers students to be effective lifelong learners.

The contemporary learning environment will also incorporate and respond to the diversity of student learning needs. This will include a flexible design allowing teachers and students to initiate, observe and transition between activities in multiple room arrangements and configurations encouraging student advocacy within their learning environment, both internally and externally.

The contemporary learning environment will consider flexible spaces, lending themselves to a range of different learning settings with opportunities for indoor/outdoor connections being maximised.

On project commencement, the SGTPS project objectives included the following:

- a review of the existing masterplan and confirmation of priorities
- upgrade of general learning areas to meet contemporary learning needs, including:
  - the creation of flexible spaces that support the opportunity for teachers as well as students to work together
  - connectivity with new outdoor learning spaces that respond appropriately to Tasmania's seasonal weather.
- welcoming spaces, both in the general learning area as well as administration that invites the student to enter and learn
- the provision of specialist allied health support spaces for 1:1 or small groups
- student and support spaces to meet minimum safe-guarding requirements

- administration and staff upgrades by providing a safe and secure environment with appropriate separation between public and the heart of the school
- reformed landscaped and hard surface play areas
- identify and where possible improve student flow
- where possible provide upgraded/new bathroom facilities.
- upgrade of utility infrastructure to meet current standards and capacity, including sewer, water, fire services and the main switchboard.

The redevelopment works prioritised through the costed concept plan (Attachment 1) will include improved layout and functionality of existing spaces to enable contemporary learning practices and maximise indoor/outdoor connections; professional support spaces; modernisation of facilities and amenities and works to reduce ongoing maintenance burdens.

The costed scope of works covers Stages 1 to 3, as per Attachment 1. The main elements of the proposed design include:

- refurbishment of 4x GLAs with breakouts
- refurbishment of 1x GLA to create a multiple purpose/kitchen learning space
- reconfiguration to achieve 1x new GLA with breakout, providing additional flexibility
- new wide verandas, supporting all weather indoor/outdoor teaching and learning
- a central library, connecting Literacy Support and multipurpose GLA
- 5x professional support spaces, resource and storage spaces
- increased security with separation of the entry foyer and main school area by secured door
- new accessible bathrooms, accessed from outdoor play areas with line of site for passive supervision and safety
- improvements to the main internal courtyard landscaping with levelling, soft fall areas, marked play areas, trees and seating
- new infilled building sections for existing GLAs to meet contemporary size
- new roof and structure over refurbished areas
- building works, including new external walls and double-glazed windows, flooring and internal linings to refurbished areas
- new fire ring main, fire hydrants and booster assembly
- upgrades to stormwater and sewer
- upgrade of the existing site main switchboard to address compliance issues and relocation of distribution boards to support functional design layout
- removal of asbestos in refurbished areas.

A staged construction program has been developed to minimise school operational impacts during construction. Stages one, two and three are within budget and proposed to proceed.

An optional Fourth Stage of works has been developed that may also be delivered should the market deliver a favourable tender outcome. The main elements of the proposed design for stage four includes:

- refurbishment of 2x existing GLAs and the formation of a shared central breakout
- new roof and structure over refurbished areas
- building works include new external walls and double-glazed windows, flooring and internal linings to refurbished areas
- removal of asbestos in refurbished areas
- replacement of external play equipment adjacent to the GLAs.

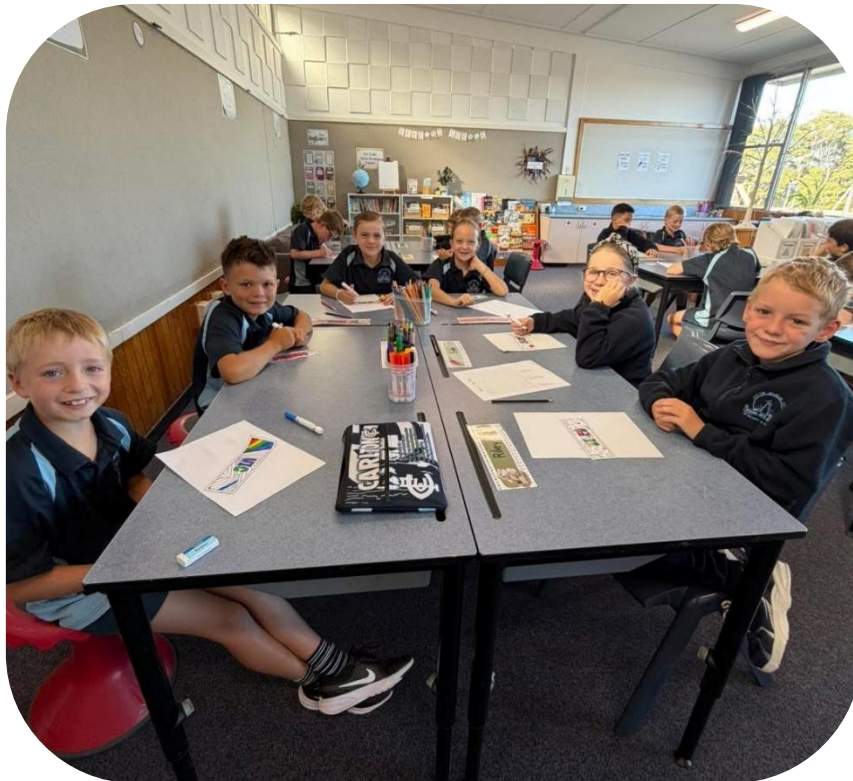


Image: South George Town Primary School students

## 8 Design Philosophy

### 8.1 Design Principles

DECYP's Built Environment Guide (BEG) (Attachment 4) identifies seven principles as a guiding set of values (page 12). These principles establish a language to facilitate a common understanding for all involved when designing DECYP environments. The BEG has identified aspirations that provide greater detail to the meaning of each principle.

The costed concept plan for SGTPS redevelopment project has been designed with consideration of the BEG principles and aspirations, noting specific connections between the SGTPS design and principles below:

- **PLACE**

Refurbishment and new extensions sensitively work with the existing building footprint and u-shaped arrangement around the central play courtyard. Refurbishments will enhance existing spaces, and new forms will complement the existing building to form a cohesive built environment.

- **SUSTAINABLE**

By reusing and enhancing the existing building structure, upgrading insulation, installing high-performance double glazing, and renewing the external fabric, the project will significantly improve thermal efficiency and reduce energy costs. Salvaged materials, particularly timber, will be reused wherever possible, while new systems and finishes will prioritise energy efficiency and occupant wellbeing. Harmful materials will be removed, and natural, sustainable alternatives incorporated to ensure long-term performance and minimal environmental impact.

- **ACCESSIBLE**

The project creates a connected, inclusive school environment with flexible indoor and outdoor learning spaces, improved accessibility, and designs that encourage collaboration and movement. Interconnected classrooms, breakout areas, and upgraded outdoor spaces provide diverse settings to support varied learning styles and activities. Amenities will be upgraded to provide more accessible and inclusive access.

- **SAFE AND SECURE**

Child Safe Standards are addressed through the inclusion of glazing between learning environments and circulation areas, ensuring visibility and passive supervision. Improved security at the front reception foyer to minimise unauthorised access to the main site has been incorporated. Other areas of the school will be able to be secured and isolated when required, providing opportunity to respond to changing operational or safety needs.

The proposed design has been considered in relation to *Supporting DECYP's implementation of Child and Youth Safe Standard 8* where physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

- **ENGAGING**

Indoor and outdoor spaces are open, inviting, and seamlessly connected through clear circulation and strong visual links. Flexible learning settings allow teachers and students to choose environments that best suit their needs and activities. All areas are light-filled, comfortable, durable, and engaging, with materials and colour palettes selected for their natural qualities to complement existing timber-lined interiors.

- **AMENITY**

The costed concept plan adds breakout spaces, specialised support zones and provides inviting external learning opportunities. It includes a multi-purpose space for programs and activities, plus essential amenities such as unisex toilets and a commercial kitchen to support the school's breakfast club and food initiatives. Natural light will be maximised in new and refurbished areas. Interiors will prioritise acoustics, using materials and design strategies to absorb sound, support varied group activities, and minimise noise transfer between sensitive spaces.

- **ADAPTIVE AND FLEXIBLE**

The new and refurbished GLAs and multi-purpose spaces are appropriately sized to allow for large and small group configurations. The concept plan includes breakout areas and professional support spaces. GLAs and multi-purpose rooms share a similar size and layout, enabling interchangeable use. Sliding doors connect GLAs and provide access to verandas, while adjacent breakout spaces support small group work and one-on-one interventions, enhancing versatility and functionality.



Image: Artist's impression of proposed library

## 9 Design Concepts

The redevelopment adopts an integrated design approach that balances heritage, community consultation, contemporary learning needs and environmental responsibility. The design responds directly to community feedback, prioritising greater access to professional support spaces, flexible and multi-purpose learning areas, upgraded student amenities, enhanced outdoor learning and breakout spaces, improved playgrounds with increased shading, a new kitchen to support student cooking programs, and upgraded building façades including windows.

The approach emphasises the adaptive reuse of existing building fabric wherever feasible, retaining valued elements such as timber linings and masonry details while upgrading spaces to support contemporary pedagogy with durable, locally sourced materials. The design reduces reliance on double-loaded corridors in favour of external circulation, encouraging connection across spaces and greater engagement with the outdoors. Roof forms, integrated verandas and

light “pops” over shared spaces draw from the low domestic scale of the existing context, while new materials strategically reinforce the original school’s masonry as a dominant campus feature.

Landscape design establishes a cohesive framework that links buildings, courtyards, early years zones, sports grounds and community areas. Increased tree planting, naturalised edges and learning gardens enhance shade, biodiversity and microclimate, while water-sensitive design improves stormwater management and overall site resilience.

Sustainability is embedded throughout, with reuse and recycling reducing embodied carbon, high-performance building envelopes and efficient electric systems reducing operational energy and minimising environmental impact. Indoor environment quality is prioritised through natural ventilation, low-emission finishes, thermal comfort, daylight access and acoustic control, creating healthy and productive learning environments.

Access, safety and universal design underpin all aspects of the redevelopment. Upgraded amenities aligned with DECYP requirements, improved circulation, level access, intuitive wayfinding and flexible spaces ensure equitable, inclusive use for all students and staff.

Together, these strategies deliver a cohesive, low-carbon, future-focused campus that reflects the identity, aspirations and community voice of the school.

## 9.1 Building Materials

The redevelopment will implement a strategic material approach that maximises reuse, preserves character and ensures durability.

A detailed survey of the existing fabric has informed opportunities to retain, adapt and repurpose serviceable materials. While some spaces are no longer suited to contemporary education, they remain materially sound and will be upgraded to meet current pedagogical needs while retaining elements that reflect the school’s history and identity.

Existing timber wall linings and detailing will be reused wherever practical. Hazardous materials, including asbestos cladding, will be removed in accordance with regulations to ensure a safe environment.

New materials will be robust, cost-effective and locally sourced where possible, selected for longevity and ease of maintenance. External works will reinforce established material patterns, including brick infill panels that complement existing façades. Internally, durable timber elements and impact-resistant plasterboard will be used, supported by acoustic treatments to enhance learning conditions.

This integrated material strategy balances heritage, safety and performance to deliver a cohesive outcome for the school community.

## 9.2 Landscaping

The landscape strategy establishes a framework that supports play and learning. Outdoor zones are organised to balance active recreation with quieter learning and social environments. These include a central courtyard for informal play and gathering and structured play spaces.

The central courtyard forms the heart of the landscape, transforming existing hardstand into a layered play and learning environment. Resurfaced areas incorporate educational line marking,

informal ball games and flexible gathering space. Play mounds and varied textures introduce opportunities for exploration and imaginative play, while shade trees and integrated seating provide comfort and supervision. Verandas and wall seating support informal outdoor learning and social interaction throughout the day.

## 9.3 Sustainability and a Healthy Learning Environment

Sustainability and healthy learning principles are embedded throughout the planning, design and delivery of the redevelopment.

Reuse, adaptation and responsible recycling of materials are prioritised to reduce waste and embodied carbon while maintaining value in the existing buildings.

Energy efficiency upgrades form a core component of the works, ensuring sustainability is integrated rather than applied retrospectively.

High-quality, durable materials, including locally sourced timber, will create warm and acoustically balanced spaces that support wellbeing. Low-VOC finishes, increased natural ventilation and careful material selection will improve indoor air quality.

Strong visual and physical connections to the surrounding environment will reinforce a sense of place and support safe, healthy and enduring learning environments aligned with the aspirations of the school community.

### 9.3.1 Energy

The redevelopment integrates a comprehensive energy strategy focused on minimising demand and optimising performance.

New works will achieve high thermal performance through increased insulation, airtight construction and high-performing building envelopes to maintain comfort with minimal energy use.

Existing buildings will be upgraded with double glazing, improved insulation and reduced air leakage to enhance efficiency. Heating and cooling systems will transition to modern, high-efficiency electric heat pumps supported by smart controls to limit operation during unoccupied periods.

Lighting will be upgraded to LED systems with sensors and timers to reduce unnecessary consumption. All new appliances and equipment will be high-efficiency electric models. External shading will manage solar heat gain and reduce reliance on mechanical conditioning. Smart metering and a building management system will be considered to monitor and optimise energy use.

### 9.3.2 Indoor environmental quality

Indoor environment quality is central to delivering healthy and effective learning spaces. Natural and mechanical ventilation strategies, including cross-ventilation where appropriate, will maintain fresh air and reduce pollutant build-up.

Low-emission materials and finishes will minimise volatile organic compounds, while moisture control will prevent mould and maintain healthy humidity levels. Efficient heating and cooling systems with user-adjustable controls will provide consistent thermal comfort.

Lighting design will maximise natural daylight and views while managing glare through shading and façade design, supported by high-quality, energy-efficient artificial lighting. Acoustic performance will be addressed through envelope improvements and internal treatments that manage reverberation and equipment noise.

Flexible, ergonomic spatial planning will support contemporary teaching practices, and environmentally conscious principles will strengthen connections to nature.

Together, these measures create a healthy, comfortable and productive learning environment.

### **9.3.3 Site ecology and water cycle**

The landscape approach enhances ecological performance by strengthening the relationship between built spaces, open play areas and the broader natural setting. Increased tree planting across courtyards and play spaces contributes to long-term canopy growth, providing shade, habitat and microclimate regulation.

These plantings will improve thermal comfort, reduce heat gain across hard surfaces and support biodiversity by introducing a mix of native and climate-resilient species.

The reconfiguration of hardstand and play surfaces provides an opportunity to improve stormwater management across the site. Undulating landforms and increased planting areas assist in slowing surface runoff, encouraging infiltration and directing water into vegetated zones where it can be filtered and absorbed. Expanded garden beds and tree pits improve soil permeability and reduce the dominance of impervious surfaces.

Together, these measures support a more resilient on-site water cycle by reducing runoff, improving soil health and enhancing landscape performance. The integration of ecological planting, shade canopy and water sensitive design creates a landscape that not only supports environmental function but also makes natural systems visible and meaningful within the daily life of the school.

### **9.3.4 Access and safety**

The redevelopment strengthens access, safety and amenity across the campus. In alignment with DECYP's *Child and Youth Safe Standard 8*, bathrooms will be upgraded to provide safe, dignified and practical facilities that are visible and easy to supervise while maintaining privacy.

Connections between learning areas and outdoor spaces will be improved, with additional level access options and alternative entry points to General Learning Areas. Circulation routes will be widened to support safe movement. Entrances will incorporate compliant, non-slip ramps with handrails, and internal areas will include wider doorways and corridors for accessibility. Non-slip flooring will be used in key areas to reduce risk.

High-contrast and tactile signage, supported by consistent lighting, will improve wayfinding. Sensory considerations, including calming colours, acoustic control and quiet zones, will support neurodivergent students.

Accessible and ambulant toilets will include compliant circulation space and grab rails, and furniture and fittings will be appropriately scaled for all users.

These measures ensure safety and accessibility are fully integrated into the project.

### 9.3.5 Universal design

Universal design principles underpin all aspects of the redevelopment to ensure environments are accessible, intuitive and comfortable for the widest range of users. The approach extends beyond compliance to create inclusive and adaptable spaces.

Level entries, wide doorways, lever-style handles and flexible layouts will support ease of movement and future reconfiguration. Bathrooms and learning areas will include accessible fixtures and effective task lighting. Non-slip flooring will enhance safety, and sensory-friendly design will guide lighting, acoustics and material choices, avoiding finishes that cause discomfort.

Wayfinding will incorporate colour contrast and tactile indicators to support navigation. Spaces will be simple to understand, require minimal physical effort and remain adaptable to changing needs.

### 9.3.6 Aim for carbon neutrality

The aim for a carbon neutral approach is embedded across design, material selection and operation. Materials and systems will be selected to minimise embodied and operational carbon, with preference given to locally sourced, recycled and repurposed products.

A carbon neutral approach will aim to:

- Include high levels of reuse of materials from the existing building into the built solution, such as the internal timber lining boards.
- Avoid the use of natural resource consumption such as gas in the fixtures and fittings, specifically in the kitchen and staff room.
- Include passive design strategies by orientating roof “pop ups” to maximise high levels of natural light and ventilation and reduce reliance on lighting / cooling and the use of deep verandas to prevent summer overheating.

Design strategies for a low carbon approach will include:

- high-performance insulation, double glazing, airtight construction and natural ventilation to reduce energy demand and optimise passive heating and cooling
- LED lighting, motion sensors and efficient electric HVAC systems to minimise operational energy use
- a prioritisation of low-embodied-carbon materials, including low embodied concrete and timber, and water-saving fixtures to reduce resource consumption.

Through passive design, renewable energy integration and sustainable sourcing, the redevelopment will deliver a resilient, low-carbon learning environment aligned with Tasmanian Government objectives.

## 10 Accessibility

Accessibility has been a key design consideration to ensure all people, regardless of ability, have ease of access to key locations.

The SGTPS design delivers a variety of upgraded learning spaces and creates a more connected, inclusive, and accessible school environment. Improved accessibility ensures equitable movement

throughout the campus, while the design intentionally breaks down traditional corridor-based circulation, replacing it with active, engaging spaces.

Internally, new GLAs are interconnected with sliding doors to support collaboration. These are complemented by smaller breakout rooms designed for group work, targeted intervention, and one-on-one support. New outdoor learning areas and internal breakout spaces provide a diverse range of environments suited to different activities and learning styles.

External verandas complement the internal circulation, offering additional opportunities for movement around the building. Indoor and outdoor learning areas are positioned on a single level, enabling students to move freely between inside and outside. Upgraded outdoor spaces, including courtyards and play areas, are designed to provide level, sheltered, and flexible environments that support a wide range of activities.

Refurbished facilities and outdoor areas will comply with contemporary accessibility standards and upgraded bathroom facilities will provide the required number of accessible bathrooms.



Image: Artist's impression of proposed outdoor area

## 11 Tasmanian Government Art Site Scheme

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

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

## 12 Project Management

### 12.1 Funding and Budget Estimates

The 2024-25 Tasmanian State Budget committed \$15.1 million for redevelopment works at SGTPS.

<b>Available budget</b>	<b>\$,000</b>
2024-25 State Budget	15,100
Additional DECYP funding (school contribution)	73
<b>Current Total Project Budget</b>	<b>15,173</b>

The total project budget is \$15.173 million. The proposed scope of works currently fits within the available budget.

The budget estimate is summarised in the table below:

<b>Description</b>	<b>Cost estimate (\$,000)</b>
Construction Cost (inc. site infrastructure upgrades)	9,397
Market Conditions and Escalation Forecast	858
Construction Contingency	1,026
Consultant Services	990
Statutory Fees / Insurances	352
Furniture/Equipment/IT	450
Tasmanian Government Art Scheme	80
DECYP Project Management	453
School Administration Support	60
Design and Infrastructure Contingency	1,040
General Project and Post Occupancy Contingency	467
<b>Total</b>	<b>15,173</b>

### 12.2 Escalation and Contingencies

The total budget estimate is summarised above and demonstrates sufficient market and escalation allowances, as well as design and construction contingencies to manage unforeseen circumstances that may arise during the design and construction.

A staged construction program has been developed to minimise school operational impacts during construction and is anticipated to be undertaken over 20 months. Site infrastructure service upgrades are included in the construction cost, noting the bulk of the service upgrades will occur in

stage one when the internal courtyard is upgraded. An escalation allowance over the construction period of \$858,000 has been included within the construction cost.

The project budget currently allows for a total project contingency of \$2.533 million made up of the following elements:

- \$1.026 million                      Construction contingency
- \$1.040 million                      Design and infrastructure contingency
- \$467,000                              General and post occupancy contingency

Stages one, two and three are currently within the available project budget and proposed to proceed. The design and infrastructure contingency is a risk strategy that will continue to be reviewed with further cost estimates as the project progresses to tender.

Should the market result in a favourable tender, stage four scope of works will then be included noting the stage four construction estimate is \$1.94 million.

## 12.3 Project Timeline

The key upcoming dates for the project are as follows:

<b>Project task / phase</b>	<b>Completion date</b>
Development Application submission	April 2026
Public Works Hearing	May 2026
Documentation, preparation for tender	September 2026
Tender date *subject to Public Works Committee approval	October 2026
Tenders close	November 2026
Tender assessment and approval	December 2026
Contractor appointed	January 2027
Construction commences	February 2027
Construction completion*	October 2028
Defects liability period – 12 months**	October 2029
Project completion review and evaluation	December 2029
Project finalised	December 2029

\* The final construction program and staging will be determined after contractor appointment.

\*\* Subject to construction completion date

## 12.4 Potential Project Constraints

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

<b>Identified risks</b>	<b>Risk mitigation strategy</b>
Budget overrun	<p>Quantity Surveyor estimates undertaken at key milestones.</p> <p>Consider and include market conditions and escalation allowances.</p> <p>Manage contingencies, furniture and equipment funds.</p>
Budget overrun due to unidentified infrastructure issues	<p>Review of infrastructure as part of planning stage. Ensure site infrastructure issues are identified early and cost estimates allowed for.</p>
Learning Continuity during construction	<p>Consider a staged scope of works.</p> <p>School to consider decanting strategies including the temporary use of general purpose areas.</p>
Program delays	<p>Early project planning to allow sufficient time for design progress and review.</p> <p>Regular review of program with design team.</p>
Scope creep	<p>Ensure PWG has adequate resources to inform decision making.</p> <p>DECYP Asset Strategy Executive Committee to review and approve additional scope.</p>
Unmet stakeholder expectations	<p>Ensure Project Working Group has adequate resources to inform stakeholders.</p> <p>Management of stakeholder expectations with regular consultation to the school community as per the management and communications strategy.</p>
Consultant underperformance	<p>Ensure consultant has sufficient resources for the project at time of engagement and is given early clear direction / feedback.</p> <p>Commissioning brief is well defined.</p> <p>Regular meetings scheduled with consultant and Capital Project Manager (CPW).</p>
Contractor liquidation	<p>Follow Treasurer's Instructions procurement guidelines and employ appropriate tender evaluation process.</p>

Identified risks	Risk mitigation strategy
Change in Project Working Group members	Continuity of DECYP Learning Services involvement.  Project documentation up to date.  Sign-off of key milestones as required.
Unforeseen latent conditions	Full review of existing services by consultant team. Ensure construction contingency is maintained at start of construction.
Traffic and Pedestrian Management	Contractor to provide traffic management plan.  Tender documentation to specify delivery times outside of school drop off/pick up, morning tea and lunch.  Clear contractor site parking and access.

## 13 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, playground upgrades and 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 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 and the most significant deficits of SGTPS. 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 SGTPS 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.

## **14 Conclusion**

The proposed SGTPS 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 the SGTPS student will be met.

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

## **15 Attachments**

1. Attachment 1 – Concept Plan
2. Attachment 2 – DECYP Pedagogical Framework
3. Attachment 3 – Community Engagement Outcomes Report
4. Attachment 4 – DECYP Built Environment Guide

# Bence Mulcahy

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PROJECT  
 SOUTH GEORGE TOWN  
 PRIMARY SCHOOL

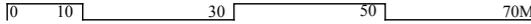
CLIENT  
 DECYP

TITLE  
 COSTED CONCEPT PLAN  
 SITE PLAN

REV. No. DESCRIPTION DATE

DRAWING No.	<b>A101</b>		REVISION No.
DATE	02/12/2025	CHECKED BY:	SB
SCALE	1:1000 @A3		
PROJECT CODE	2503		
APPROVAL	MASTER PLAN		

Figured dimensions take precedence to scale readings. Verify all dimensions on site. Report any discrepancies to the Architect for decision before proceeding with the work. Copyright ©



ADDITIONAL SCOPE SUBJECT TO BUDGET:  
 BUILDING WORKS TO INCLUDE REFURBISHMENT  
 TO 2 EX. GLAS, A NEW CENTRAL BREAKOUT AND  
 VERANDAH SPACES.

NEW FEATURE PLAY EQUIPMENT AND SOFT FALL  
 & TREE PLANTINGS TO BE SEPARATELY PRICED

NEW INFILL BUILDING  
 NEW ROOF LINE  
 COMPLETE WITH  
 NEW STRUCTURE  
 AND ROOFING OVER  
 REFURBISHED AREAS.

NEW LANDSCAPING (SHOWN HATCHED)  
 INCLUDES RAISED AND LEVELED  
 COURTYARD, NEW BITUMEN FINISH,  
 4 SQUARE LINE MARKINGS, HALF-COURT  
 LINE MARKINGS, HOOP AND BACKBOARD  
 AND SEATING AROUND. RAISED SOFT FALL  
 AREAS AND TREES PLANTED WITH  
 CIRCULAR SEATING.

NEW VERANDAH  
 DASHED OVER  
 NEW RAISED ROOF AND  
 CLERESTORY OVER BREAKOUT.

NEW INFILL BUILDING,  
 GLA & AMMENITIES

CONCRETE  
 TERRACE

NEW ROOF LINE  
 COMPLETE WITH  
 NEW STRUCTURE  
 AND ROOFING OVER  
 REFURBISHED AREAS.

NEW VERANDAH  
 DASHED OVER

CRICKET PITCH

FOOTBALL FIELD

VICTORIA STREET

FRANKLIN STREET

TENNIS/  
 BASKETBALL  
 COURT

SOCCER FIELD

CARPARK

GRAVEL  
 CARPARK

VERANDAH

NO WORK

NEW ROOFING

NO WORK

VERANDAH

NO WORK

NEW CLERESTORY  
 OVER CORRIDOR

CONCRETE TERRACE AND VERANDAH OVER

PROJECT  
 SOUTH GEORGE TOWN  
 PRIMARY SCHOOL

CLIENT  
 DECYP

TITLE  
 COSTED CONCEPT PLAN  
 FLOOR PLAN

REV. No.	DESCRIPTION	DATE
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DRAWING No. <b>A201</b>	REVISION No.
DATE 02/12/2025	CHECKED BY: SB
SCALE 1:250 @A3	
PROJECT CODE 2503	
APPROVAL	MASTER PLAN

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## STAGE 3

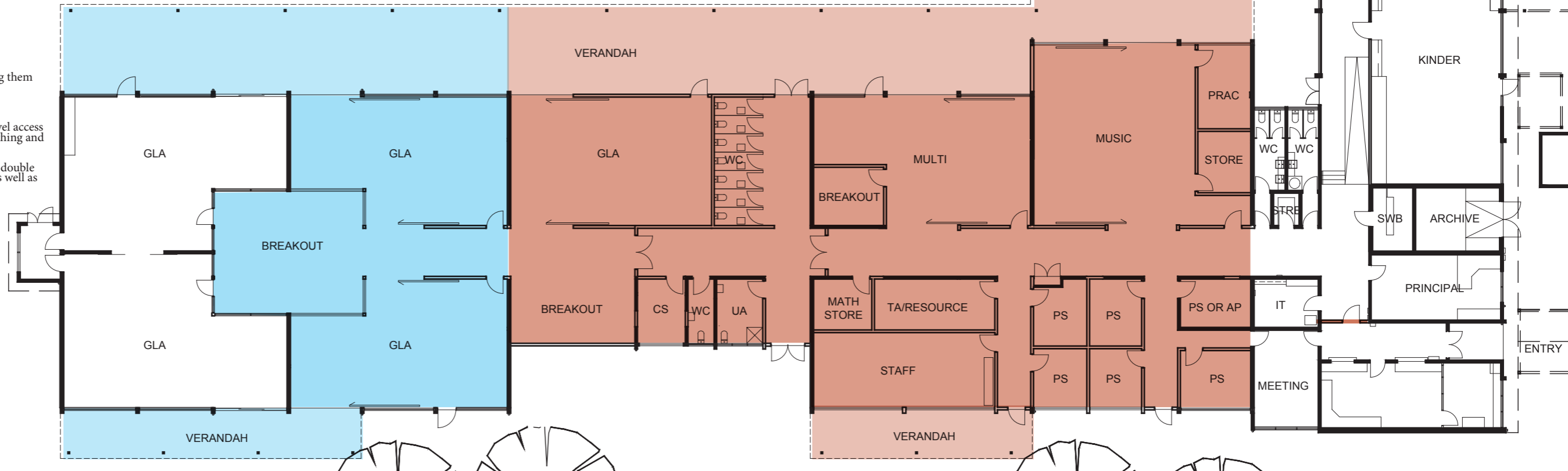
Start May 2028 (5 months)  
 Complete courtyard landscaping in stage 3.

Refurbishment of 2 existing classrooms to bring them to contemporary standards

Expansion of a central breakout

Teaching and learning spaces have generous level access to verandah spaces for all weather outdoor teaching and learning and social gathering.

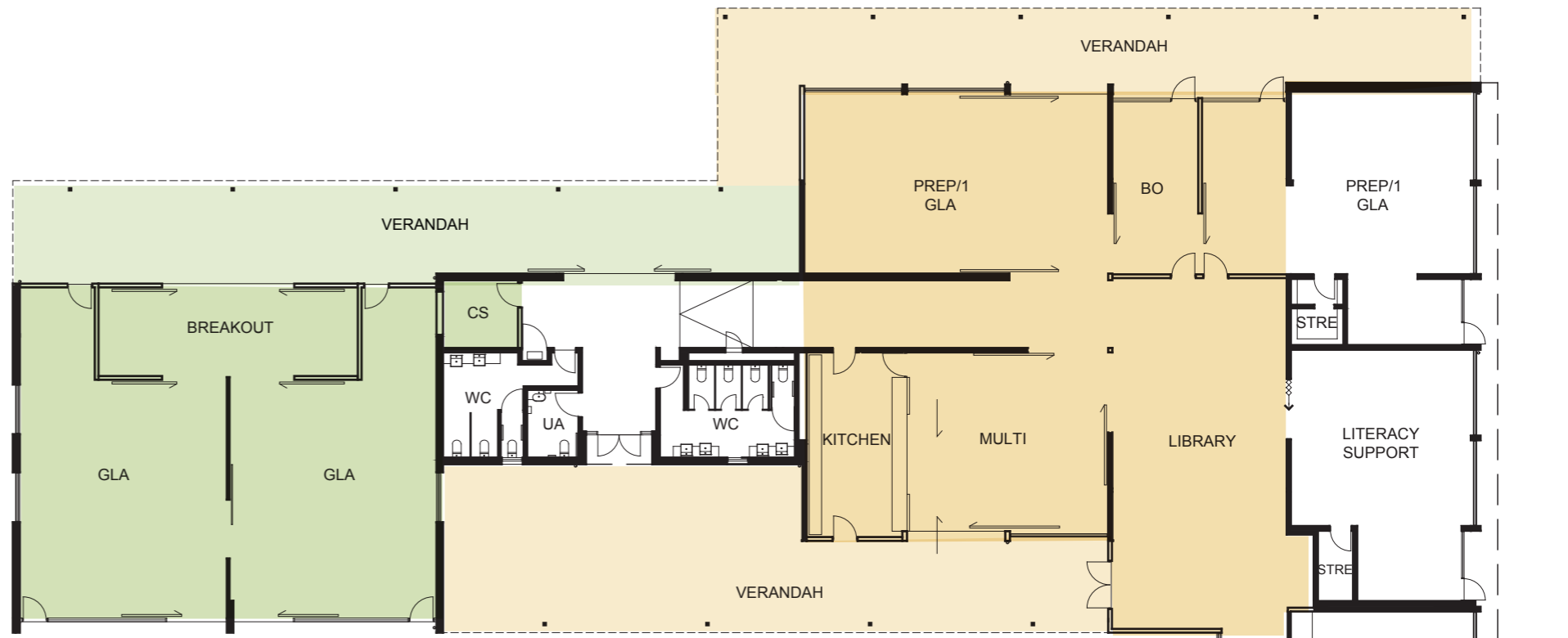
Building works include new external walls and double glazing, flooring, internal linings and joinery as well as new raised verandahs



## ADDITIONAL SCOPE SUBJECT TO BUDGET

Additional scope is for refurbishment to 2 existing GLAs, the formation of a shared central breakout and an external verandah for outdoor teaching and learning

Additional scope includes replacement of a substantial external playground.



## STAGE 1

Start Feb 2027 (6 months)  
 Includes all site-wide services upgrades in stage 1 and excavation and levelling of courtyard.

Expanded and reorganised footprints provide:

- A central breakout connecting 2x GLAs
- A multi-purpose GLA adjacent the kitchen
- A multi-purpose kitchen for teaching and learning and a cooked lunch program

A central library connects existing literacy support and new multi-purpose GLA

Internally teaching and learning spaces are connected with glazing and wide sliding doors

Teaching and learning spaces have generous level access to verandah spaces for all weather outdoor teaching and learning and social gathering.

Building works include new external walls and double glazing, flooring, internal linings and joinery as well as new raised verandahs

## STAGE 2

Start August 2027 (9 months)  
 Start courtyard landscaping in stage 2.

A new contemporary GLA with breakout space is located with 4 existing classrooms consolidating upper primary needs

A new bank of individual toilets provided accessed from outdoor play areas in the courtyard and oval with line of sight for safety

A new accessible toilet and shower facility is provided

A multi-purpose GLA and breakout

A music space with storage and practice room

5x professional support spaces, an assistant principal office, TA resource, maths store and staff room

Internally teaching and learning spaces are connected with glazing and wide sliding doors and new security doors in admin

Teaching and learning spaces have generous level access to verandah spaces for all weather outdoor teaching and learning and social gathering.

Building works include new external walls and double glazing, flooring, internal linings and joinery as well as new raised verandahs

Bright lives. Positive futures.

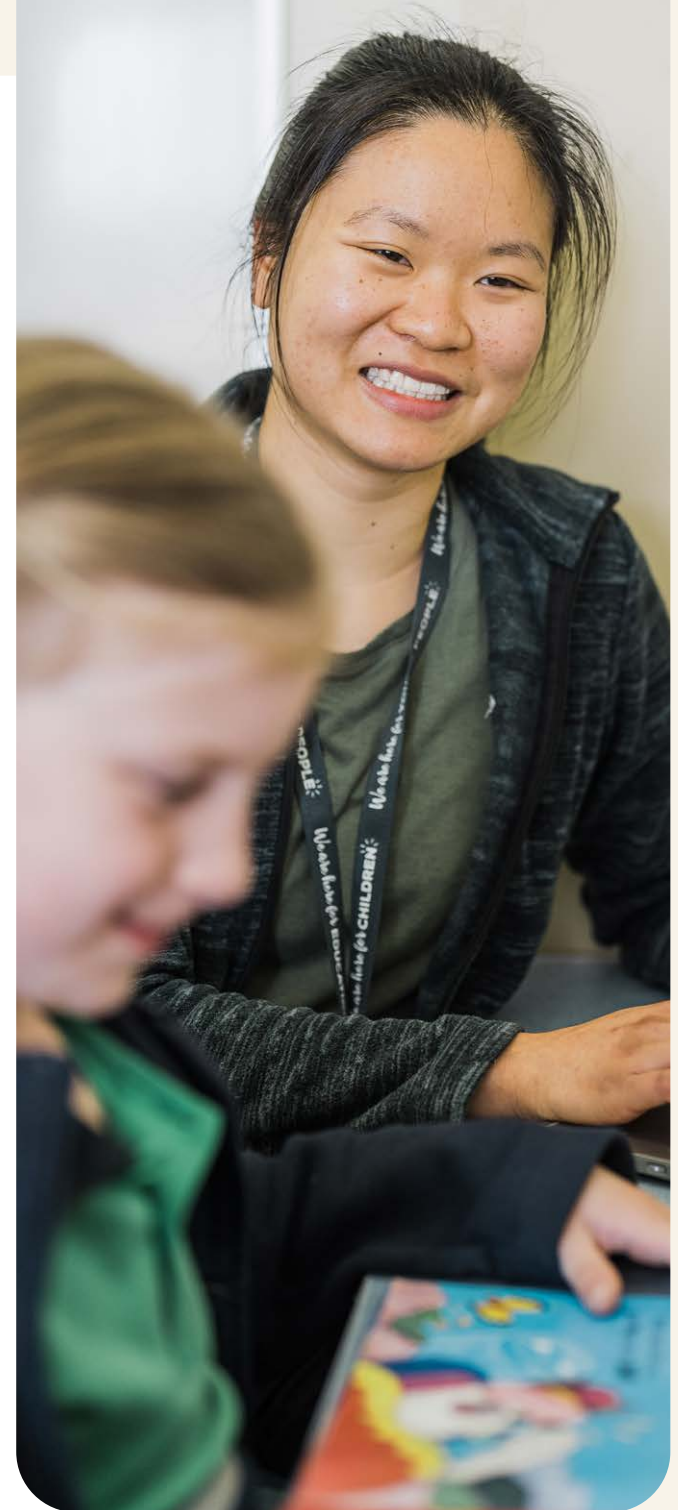
# The Pedagogical Framework

Teaching for how students learn.



# Contents

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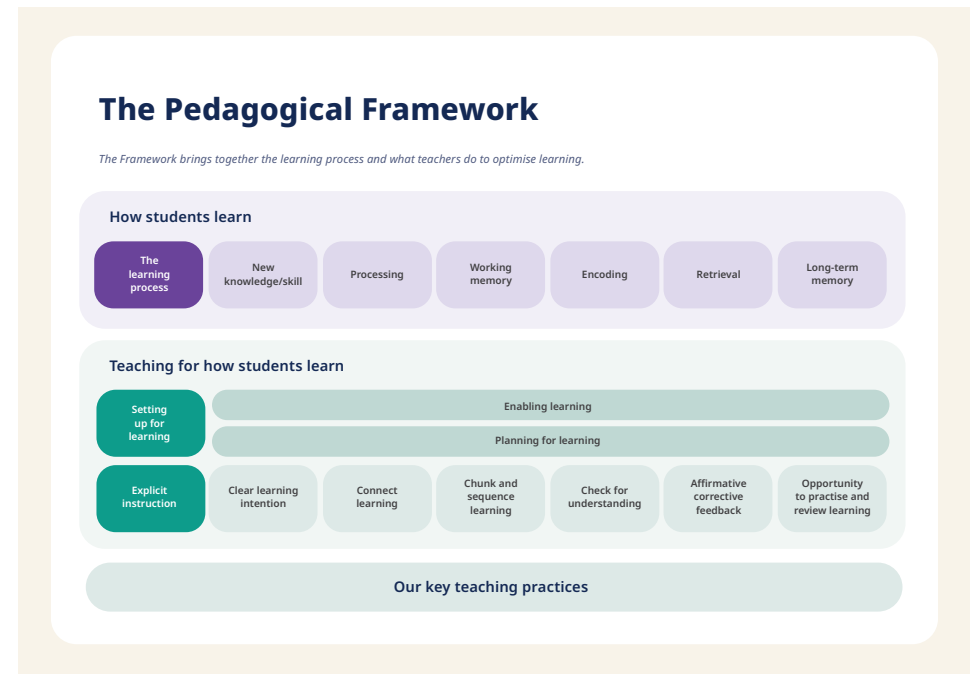


# Introduction

*The Pedagogical Framework brings together the process of how students learn with the evidence-based strategies and practices teachers use to optimise learning. The Framework is relevant for all Tasmanian Government schools, from Kindergarten to Year 12.*

## Key points about the Framework

- Describes the processes that occur in the brain during learning through the learning process
- Defines explicit instruction strategies that support students to learn new knowledge and skills
- Outlines broader key teaching practices that evidence demonstrates have a strong positive impact on learning
- Supports the development of teacher practice and places a focus on learners at the centre of designing, practising and reflecting on teaching
- Supports the ongoing improvement of leaders and teachers by developing consistent practice for teaching and learning across our system
- The Framework is adaptive and multi-layered, enabling leaders and teachers to use different elements depending on need and school context



# The Framework and the School Improvement Tool

*The Framework is aligned to Domain 8 of the School Improvement Tool.*

## School Improvement Tool

**Domain 1** Driving an explicit improvement agenda

**Domain 2** Analysing and discussing data

**Domain 3** Promoting a culture of learning

**Domain 4** Targeting school resources

**Domain 5** Building an expert teaching team

**Domain 6** Leading systematic curriculum implementation

**Domain 7** Differentiating teaching and learning

**Domain 8** Implementing effective pedagogical practices

**Domain 9** Building school-community partnerships

## Domain 8: Implementing effective pedagogical practices

- The principal has clearly articulated their expectations for the school-wide use of effective, evidence-informed teaching strategies.
- School leaders and teachers keep abreast of research on effective teaching practices.
- School leaders and teachers purposefully collaborate in discussing, modelling, observing, and providing constructive feedback on teaching practice.
- School leaders and teachers draw on a range of evidence to regularly evaluate the effectiveness of teaching and make enhancements to practice.
- Teachers use a range of evidence-informed teaching strategies, including:
  - Setting high expectations for every student's progress and ambitious goals for improvement.
  - Supporting student understanding of learning goals and what it means to be successful.
  - Engaging in regular improvement-focused teacher-student and student-student feedback interactions.
  - Fostering students' beliefs in their own capabilities to learn successfully and their understanding of the relationship between effort and success.
  - Creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks, and are supported to learn.
  - Explicit and guided instruction.
  - Questioning to gauge and stimulate students' thinking.
  - Promoting deep learning by emphasising underlying principles, concepts, and big ideas.
  - Deliberately building on previous learning and assisting students to see the continuity in their learning over time.

Australian Council for Educational Research. (2023). School Improvement Tool.

<https://doi.org/10.37517/978-1-74286-700-7>

# The Framework and Quality Teaching

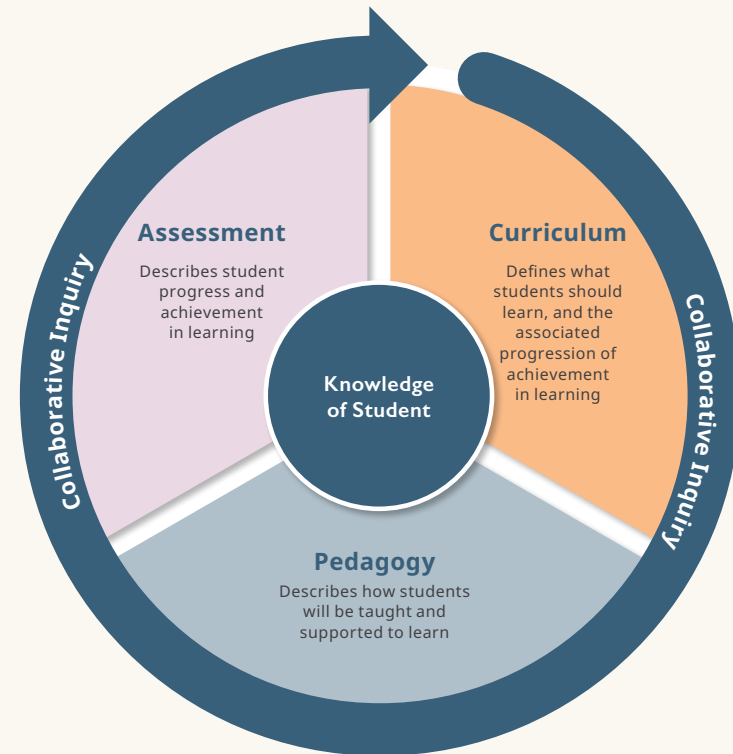
*The Pedagogical Framework provides guidance on evidenced-based strategies and practices supporting our expectations for every teacher. These expectations reflect an integrated approach for quality teaching aligning curriculum, assessment and pedagogy.*

The curriculum defines what students should learn and the sequence of knowledge and skills across the years of schooling.

When planning, teachers start with the relevant year level/s of the curriculum and how they will assess student progression towards meeting those curriculum expectations.

This Framework outlines strategies and practices for teachers to use that will support students to access the knowledge and skills of the relevant curriculum. The strategies and practices reflect how students learn best. Learning is supported by a multi-tiered system of supports (MTSS) which begins with quality Tier 1 instruction.

When teachers bring together knowledge of their students along with the curriculum content and standards, and draw on the strategies and practices, they are able to respond and adapt to student learning needs.



## Expectations for every teacher:

- Know their students and where they are in their learning
- Know the standards and content of the learning area
- Use effective evidence informed teaching practices
- Reflect on the impact of teaching practice

# 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

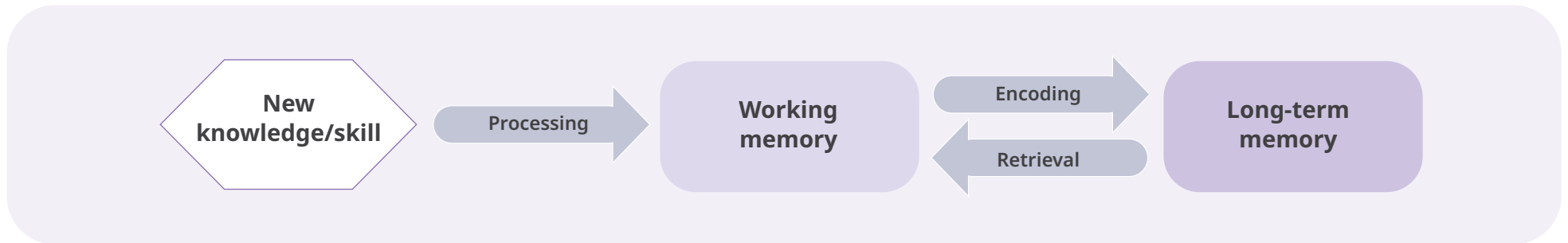
Affirmative corrective feedback

Opportunity to practise and review learning

## Our key teaching practices

# The learning process

This process describes how students learn and what occurs in the brain during learning. Learning involves processing new information through working memory and moving it to long-term memory where it can later be retrieved and used. Working memory has limits and learners can experience cognitive overload when trying to process too much information at one time. Strategies for explicit instruction help to manage cognitive load, are integral to a multi-tiered system of supports and have a positive impact on learning.



New knowledge/skill	Processing	Working memory	Encoding	Retrieval and consolidation	Long-term memory
	Information moves into working memory when learners are focused and attentive	Neural connections are established when learners think about and interact with new information, make mistakes and practise new skills	Neural pathways are created by clustering and encoding information, connecting learners' new and prior knowledge and understanding to long-term memory	Neural pathways are strengthened when learners retrieve and use information from long-term memory multiple times in multiple ways and at spaced intervals	Complex and interconnected webs of neural pathways (schemas) are created and strengthened when learners apply information and knowledge in new ways
	Learners become engaged and commit to learning	Learners focus on new knowledge and understanding	Learners make connections	Learners practise and deepen learning	Learners extend and apply learning in different and creative ways

# Setting up for learning

Teachers create and sustain the environment to ensure students are known, safe, well and learning. By fostering the conditions for belonging and cultural safety, teachers support engagement, attention and focus. Teachers intentionally develop and plan for the knowledge and skills students are to acquire, retain and apply.

Enabling learning	Planning for learning
Build relationships – get to know your students and how they learn.	Identify the learning students will acquire and the relevant pre-requisite knowledge and skills.
Establish expectations and routines that support students to focus on learning.	Chunk the intended learning and sequence it to build complexity and include enabling and extending prompts.
Model respectful interactions to foster positive relationships and belonging.	Develop and plan tasks appropriately for acquiring, retaining and consolidating learning.
Promote a growth mindset – beliefs about ability can influence learning.	Consider specific questions to monitor student understanding of knowledge and skills.
Support students to reflect on techniques to optimise their learning (self-regulation) and how to plan, monitor and evaluate their learning (metacognition).	Use data and evidence of learning to inform planning and to adjust the frequency, intensity and duration of intervention.
Manage student attention, focus and cognitive load.	Plan tasks and processes to assess and monitor learning needs, progress and attainment.
Develop cultural responsiveness to meet the learning needs and aspirations of all students.	Plan for multiple opportunities to practise, consolidate and review learning over time.
Engage with families to invite communication and collaboration with their child's learning.	Use collaborative structures to strengthen planning, teaching, monitoring and assessing.



# How explicit instruction supports learning

Explicit instruction is a systematic and structured approach that involves the teacher breaking down new learning, clearly explaining and effectively demonstrating, and providing guided support as students master learning.

Explicit instruction contributes to positive outcomes for students' learning achievement and dispositions. To maximise learning (storage in long term memory) explicit teaching is dynamic and responsive. These strategies are most effective because they align with the learning process and how students acquire new knowledge and skills.

The mechanisms of learning are consistent for all students, but some face persistent difficulties or differences in processing information, requiring more frequent, intense, and sustained support. Evidence-based strategies that align with acquiring, retaining, retrieving, and consolidating learning benefit all students by addressing limitations in working memory, information processing, and attention.

Strategy	When teachers ...	This helps students to ...
<b>Clear learning intention</b>	Support students to understand the intention, goals and success criteria of the learning.	Focus on the key information or main idea to be learnt, and to understand the purpose of the new learning and think about how it relates to what they already know.
<b>Connect learning</b>	Help students to connect new knowledge with prior learning.	More effectively retain new learning by making connections in memory to what they already know.
<b>Chunk and sequence learning</b>	Chunk the intended learning and sequence it to build in complexity.	Manage and retain new knowledge and skills when it is presented in smaller chunks. Working memory is limited and can only process small amounts of information at a time.
<b>Check for understanding</b>	Check for understanding and monitor where all students are in their learning by active exchanges that include questioning, elaborating and thinking aloud.	Engage in learning and retrieve information through responding to questions and explaining their thinking. Student responses and interactions indicate the level of support/guidance required from teachers.
<b>Affirmative and corrective feedback</b>	Support students' learning by providing immediate, affirmative and corrective feedback.	Know if they are on track with their learning. Feedback corrects misconceptions or errors and consolidates learning.
<b>Opportunity to practise and review learning</b>	Provide students with time to review and practise what they have learned with guidance through to independent practice.	Move from knowledge and skill acquisition to generative learning and metacognition when they have opportunities to practise. Practice reinforces and strengthens the connections in long-term memory, making it easier for students to retrieve and apply what they learn.

# Understanding the strategies for explicit instruction

## Clear learning intention

A short statement about the goal of a lesson, series of lessons or task, outlining what students are expected to learn.

- Learning intentions are most effective when used with success criteria.
- Teachers begin the lesson with a clear statement of lesson purpose and expectations.
- Learning intentions are aligned to the curriculum, written in student-friendly language and describe what students should know, understand and be able to do.
- Teachers use success criteria to help students understand how well they have met the learning intentions and to break down what students need to do to demonstrate and work towards achieving the objectives.
- Teachers refer to learning intention and success criteria throughout the lesson, including checking that students have met the success criteria by the end of a lesson or by the end of a sequence of learning.

## Connect learning

When new knowledge and skills are connected to prior knowledge, and when students are explicitly reminded of these connections, the learning is more effective.

- Teachers review prior learning and activate student knowledge to reinforce and build on learning.
- Teachers use data and evidence of learning and can also seek insights from students and families.
- Teachers help students to connect new knowledge to prior learning (e.g. sorting ideas, similar and different, integrating new skills with other skills) to optimise the limitations of working memory.
- Teachers provide opportunities for students to retrieve learning from long-term memory to build new and strong connections and to consolidate learning.
- During the lesson teachers connect with the learning objectives and success criteria.

# Understanding the strategies for explicit instruction

## Chunk and sequence learning

Breaking the curriculum concept/skills into smaller, more manageable components and sequencing it to build in complexity.

- Teachers chunk complex concepts, strategies, or skills and break up intended learning to optimise working memory.
- Teachers intentionally sequence learning to manage students' cognitive load and build skills gradually (e.g. less difficult skills then more complex skills).
- Teachers present information clearly and explicitly in small chunks, with explanation, demonstration and modelling.
- Teachers introduce new skills in isolation then integrate with other skills and scaffold learning by building in support and extension.

## Check for understanding

Teachers check for understanding throughout the lesson to establish where all students are in their learning and give additional instruction, guidance or feedback as needed.

- Teachers use a mixture of observation and questioning to check how well students have understood the new learning.
- Teachers specifically plan for and intentionally use a variety of strategies to elicit student understanding to enable them to adapt their teaching in response.
- Teachers regularly check student understanding by seeking frequent student responses to identify gaps and adjust teaching before removing scaffolds or moving to independent practice.
- Teachers monitor learning needs and support students to access additional instruction, guided practice and scaffolds as needed.
- Teachers can check for student understanding through individual and choral (group) responses using wait time and questioning.

# Understanding the strategies for explicit instruction

## Provide affirmative and corrective feedback

Feedback should be specific and tailored to the learning intention with actionable steps for improvement.

- Teachers give immediate, affirmative and corrective feedback.
- Teacher feedback guides students to understand how they are progressing against the success criteria.
- Teachers provide feedback that is constructive and clear, and they do not let mistakes go without follow up.
- Feedback should focus on correcting conceptual misunderstandings rather than repeating processes or content.
- The feedback should highlight success, check progress and plan for improvement through actionable suggestions.
- Teachers give opportunities for students to reflect on their learning and act on feedback.

## Provide opportunity to practise and review learning

Opportunities for spaced, varied and repeated practice helps to consolidate learning, making it easier to retain, retrieve and apply learning in different ways.

- Teachers provide multiple opportunities for students to revisit, connect and consolidate learning, helping students to maintain knowledge and skills in long-term memory.
- Teachers provide a range of tasks over time for both guided and independent student practice to maximise retention, consolidate and apply the learning.
- Teachers regularly revisit and review learning over time (weekly and monthly) to retain in long-term memory.
- Teachers provide opportunities for students to solve appropriately challenging and unfamiliar problems to enable them to apply, extend, demonstrate mastery and generate new learning.

# Explicit instruction with gradual release

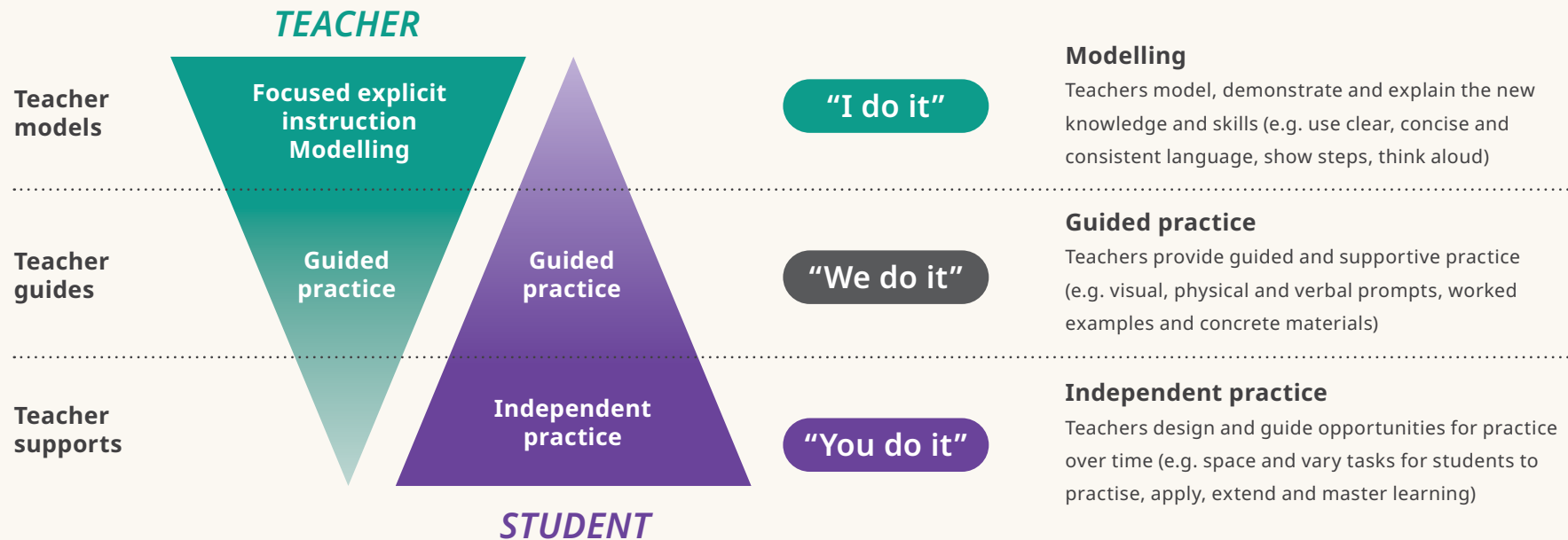
The gradual release of responsibility approach scaffolds student learning by shifting responsibility from the teacher to the student. The gradual release approach of teaching emphasises explicit teaching and guided practice, transitioning to a gradual release of guidance as students gain mastery and are prepared to apply their learning independently.

When students are engaging with new and foundational knowledge and skills, learning is most effective when teachers break down the information, explicitly

teaching it using modelling and demonstration. Gradual release of responsibility is not always a linear process. Teachers check for understanding as students move between modelled, guided and independent practice.

The approach balances the time spent with teacher-led instruction and the level of support provided, ensuring it is tailored to students' developmental stages and individual learning needs, all within a supportive environment that minimises cognitive overload.

## Gradual release of responsibility approach



## Structure of a lesson using explicit instruction and gradual release

This structure supports teachers to optimise learning for students when they are learning new and foundational knowledge and skills. The initial focus is on explicit instruction recognising students are new to the learning, and gradually releasing responsibility as students gain mastery of the learning.

Teachers monitor students' understanding and respond and adapt support for students to enable success. Students may move forwards and backwards throughout the process and gradual release may occur over a number of lessons. Students may practice collaboratively or individually.

Opening	Body			Closing
<b>Review</b>	<b>Modelling</b> <i>I do it</i>	<b>Guided Practice</b> <i>We do it</i>	<b>Independent Practice</b> <i>You do it</i>	<b>Review</b>
<ul style="list-style-type: none"> <li>Review prior knowledge and skills</li> <li><b>Check for student understanding</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Step by step demonstration – model the skill in small chunks</b></li> <li>Demonstrate and think aloud</li> <li>Use clear and consistent language</li> <li>Explain new vocabulary</li> <li>Be concise and maintain a brisk pace</li> <li>Model using worked examples</li> <li>Compare examples and non-examples</li> <li>Actively involve students</li> <li><b>Check for understanding</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Provide multiple opportunities for practise</b> using a range of prompts:               <ul style="list-style-type: none"> <li>Physical</li> <li>Verbal</li> <li>Visual</li> </ul> </li> <li><b>Check understanding</b></li> <li><b>Provide immediate corrective and affirmative feedback</b>, clues and prompts</li> <li>Respond to student needs and adapt by:               <ul style="list-style-type: none"> <li>reducing the level of scaffolds, or</li> <li>providing additional instruction/support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Students practise</b> without prompts or teacher guidance</li> <li>Present similar problems or tasks and move to varied tasks, spaced over time</li> <li><b>Monitor student understanding and provide timely feedback</b></li> <li>Maintain learning progress by re-teaching and modelling to whole class, small groups or individual as needed</li> <li>Provide opportunities to challenge, extend and to achieve mastery</li> <li><b>Check for understanding</b></li> </ul>	<ul style="list-style-type: none"> <li>Involve students in reviewing the critical content covered and refer to learning intentions</li> <li><b>Check for understanding</b></li> </ul>
<b>Preview</b>				<b>Preview</b>
<ul style="list-style-type: none"> <li><b>Explain the learning intention clearly</b></li> <li><b>Connect the new learning to what students already know</b></li> <li>Help students understand the purpose of what they are learning</li> </ul>				<ul style="list-style-type: none"> <li>Preview the content of the next lesson to help students make connections in learning</li> </ul>

← Throughout the lesson teachers: Involve students, Ask questions, Monitor performance, Provide feedback, Respond and adapt →

\* Explicit instruction strategies are bolded

# Our key teaching practices

*Our key teaching practices have been selected because evidence demonstrates that, when executed well, they have strong positive impacts on learning. They align with the strategies for explicit instruction that recognise and support how students learn. Research shows the strategies for explicit instruction are most effective when teaching new knowledge and skills. The key teaching practices go beyond explicit instruction and are additional components of high-quality teaching and learning.*

The five key teaching practices outlined in this Framework are

Teachers intentionally develop metacognition and self-regulation in learners

Teachers support learners to understand the intention, goals and indicators of learning

Teachers facilitate the sharing of feedback to progress learning

Teachers foster learners' agency and collaboration with peers, teachers, and the community

Teachers enable learners to create and challenge meaning through questioning

## What is an effect size?

An effect size is a quantitative measure of the impact of different teaching approaches on learning. Effect sizes describe the size of the difference between two groups in a standard and comparable way. It is from effect sizes that months impact can be derived.

## What does 'months impact' mean?\*

Months impact is estimated in terms of the additional months progress you can likely expect children and young people to make as a result of implementing an approach, compared to similar children and young people who did not receive the approach. The months impact takes the average progress over a year as the benchmark.

\*Education Endowment Foundation 2019, <https://evidenceforlearning.org.au/education-evidence/teaching-learning-toolkit>

# Key practice on a page

Learners are empowered to think about their own thinking and learning, become motivated and able to regulate their own learning through **metacognitive and self-regulation practices**. Metacognitive practices are about teaching learners how to learn and can include explicitly planning for how to approach learning, using visible thinking routines, reflecting on experience and progress, and monitoring individual comprehension.

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## Learners

- Have opportunities for setting goals and managing their own behaviour
- Make choices about how they behave and experience the consequence of their choices
- Reflect on their thinking and learning processes, can self-assess the effectiveness of these processes and how they have impacted progress
- Understand that mistakes are critical to learning which helps learners to persist and cope with challenges as they arise
- Are motivated and engaged when they feel a sense of ownership over their learning

## Teachers

- Describe the desired behaviours and progress towards goals to help learners manage their attention
- Explicitly teach self-regulation techniques and celebrate when positive behaviours are displayed
- Model being curious about their own learning and demonstrate how to use particular metacognitive strategies
- Explicitly provide learners with specific strategies such as problem solving, concept mapping, and thinking routines
- Provide support and scaffolding through self-questioning, learner-teacher communication, peer-to-peer collaboration and self-assessment
- Model and communicate that mistakes are an opportunity to progress learning
- Explicitly teach the language of metacognition and foster positive dispositions for learning

## Reflective Questions

- How will I know what learners understand and are thinking about the learning goal?
- How will I help learners to recognise how they learn?
- How will I support learners to monitor their own learning progress?

## Effect Size

Classroom discussion **0.82**

Self questioning **0.64**

Concept mapping **0.64**

Teaching problem solving **0.63**

Study skills **0.60**

## Months Impact

Metacognition and self-regulation **+8**

# Key practice on a page

*Learners can understand the purpose and goals of learning through the development and use of clear learning intentions and success criteria which are informed by the curriculum standards and/or progressions, students' prior knowledge and interests.*

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## Learners

- Can explain or demonstrate what they are learning and the purpose of this learning
- Can articulate or demonstrate where they are in their learning, their learning goals, and what they need to do next
- Exercise a sense of purpose and responsibility for their own learning
- Regularly reflect on their learning progress against the intentions and goals

## Teachers

- Design appropriate goals related to the curriculum standards to ensure access and equity for all learners
- Ensure learning intentions and success criteria are understood, visible and accessible throughout learning
- Work with individual learners to set personalised goals that guide learning
- Together with learners regularly reflect on progress against the intentions and goals

## Reflective Questions

- How will I ensure a goal is about learning rather than doing?
- How will I know that learning intentions and goals are challenging whilst also appropriate and relevant?
- How will I support my learners to reflect on learning goals and their ongoing growth?
- How will I ensure the learning intentions and success criteria relate to the standards of the curriculum?

## Effect Size

Teacher clarity **0.75**

Goals **0.56**

APST 3.1 Establish challenging learning goals

# Key practice on a page

Learners and teachers are informed of progress and achievement through mutual and ongoing feedback. The purpose of feedback is to facilitate progress in learning. Teachers and peers can provide both formal and informal feedback. It should be timely, can be provided in many forms and should always include specific advice for learners on how to progress in their learning. Teachers use evidence and data of learning progress, including feedback from learners, to guide their practice and make adjustments to amplify their impact on learning.

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## Learners

- See feedback as part of the learning process, with the purpose of progressing learning
- Understand what they need to do to progress learning based on the feedback they receive
- Are motivated to continually improve as learners
- Use feedback from teachers and peers to self-regulate their learning and build resilience to overcome challenges
- Give one another feedback to progress learning
- Provide feedback to teachers that informs adjustments in teaching to meet student needs

## Teachers

- Facilitate and provide multiple means of feedback that enables and challenges learners to reflect on and refine their understanding
- Give and receive timely, specific feedback that acknowledges areas of achievement and areas for progress
- Provide opportunities for students to engage in feedback with their peers
- Use evidence and data of learning progress and achievement as a source of feedback on the impact of teaching practices
- Use data and feedback to guide their own learning to support ongoing professional growth

## Reflective Questions

- How will I ensure that the feedback provided is about learning?
- How can I ensure feedback enables learners to grow and improve?
- How will I gather and respond to feedback on my teaching?

## Effect Size

Feedback 0.73

## Months Impact

Feedback +8

APST 5.2 Provide feedback to students on their learning

APST 5.4 Interpret student data

# Key practice on a page

Learners are provided with deliberate opportunities to co-design, co-construct, collaborate and work together to develop agency, dispositions and skills to learn and share with peers, teachers and the community. This involves learners actively participating, negotiating and communicating.

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## Learners

- Are actively involved in designing and constructing learning opportunities
- Develop shared goals, design questions to investigate and use processes to find solutions and problem solve
- Share wondering, prior knowledge and thinking through collaborative learning processes
- Take individual responsibility for participating and contributing constructively as part of a team
- Actively listen to others and are skilled at providing ideas, suggestions and feedback to one another and the teacher
- Take responsibility to reflect on and evaluate actions and their impact on others

## Teachers

- Develop protocols with learners to build collaborative learning skills
- Actively facilitate opportunities for learners to share ideas and expertise, ensuring each learner's contribution is valued by other learners
- Explicitly teach the language of collaboration, such as "building on your idea", "I disagree because..."
- Ensure that diversity is captured for inclusive learning and student agency
- Check in with groups and provide scaffolds that support students to manage their own challenges

## Reflective Questions

- How will I plan and design learning that encourages and responds to student voice and agency?
- How will I intentionally plan opportunities for students to collaborate in meaningful ways?
- How will I balance the individual learning dispositions and needs of all learners?
- How will I assess individual learners within a collaborative learning context?

## Effect Size

Reciprocal teaching **0.74**

Cooperative learning in relation to individual work **0.59**

Cooperative learning in relation to competitive learning **0.54**

Small group learning **0.49**

Cooperative learning in relation to whole class instruction **0.41**

## Months Impact

Collaborative learning **+5**

APST 3.3 Use teaching strategies

APST 4.1 Support student participation

# Key practice on a page

*Learners' curiosity can be activated, connections made and understanding developed and deepened through questioning. Questioning unfolds opportunities for learners to talk together and with the teacher, listen actively, discuss, negotiate, debate, express opinions and alternative views. Effective questioning yields immediate feedback on learner understanding and the impact of teaching on learning.*

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## Learners

- Feel confident to ask questions, speculate, negotiate and debate
- Understand how different types of questions can identify, clarify, build knowledge and develop understanding
- Actively listen to understand others' ideas and perspectives
- Build on and respectfully challenge one another's ideas
- Make connections to prior knowledge and wondering to stimulate further questions

## Teachers

- Explicitly use different types of questions to check for student understanding and to adjust instruction
- Ask questions that probe learners' thinking and prompt them to explain, explore and justify their responses
- Ask questions and respond to answers that acknowledge individual needs and encourage contributions
- Model acceptance and valuing of unusual or alternative perspectives
- Provide stimulus materials that challenge learners' ideas and encourage collaborative communication
- Intentionally engage learners in dialogue, continuously extending and deepening their thinking and refining their understanding
- Explicitly teach students to use questions as a way of making connections and deepening learning

## Reflective Questions

- How will I ask questions that elicit a response from every student?
- How will I capture and assess the learning that a question and response can reveal to adjust my teaching?
- How will I use questions to challenge misconceptions and promote cognitive stretch?
- How will I support students to ask and respond to questions that extend their own and others' thinking?

## Effect Size

Questioning **0.46**

## Months Impact

Oral language interventions **+5**

# Our key practices – further reading

Key Practice	Further Readings
Teachers intentionally develop metacognition and self-regulation in learners	<ul style="list-style-type: none"> <li>Structural Learning, 2021, A Teacher's Guide to SOLO Taxonomy, <a href="https://www.structural-learning.com/post/what-is-solo-taxonomy">https://www.structural-learning.com/post/what-is-solo-taxonomy</a></li> <li>Dweck, C 2017, Mindset: Changing the way you think to fulfil your potential, Little Brown Book Group, UK.</li> <li>Evidence for Learning 2019, Teaching and Learning Toolkit – Metacognition and Self Regulation <a href="https://evidenceforlearning.org.au/teaching-and-learning-toolkit/metacognition-and-self-regulation/">https://evidenceforlearning.org.au/teaching-and-learning-toolkit/metacognition-and-self-regulation/</a></li> <li>Evidence for Learning 2019, Guidance Report: Metacognition and Self Regulated Learning <a href="https://evidenceforlearning.org.au/guidance-reports/metacognition-and-selfregulated-learning/">https://evidenceforlearning.org.au/guidance-reports/metacognition-and-selfregulated-learning/</a></li> <li>Government of South Australia 2016, Develop Expert Learners: Teach Students How to Learn <a href="https://www.education.sa.gov.au/sites/default/files/tfel_framework_guide_3.1_teach_students_how_to_learn.pdf?acsf_files_redirect">https://www.education.sa.gov.au/sites/default/files/tfel_framework_guide_3.1_teach_students_how_to_learn.pdf?acsf_files_redirect</a></li> <li>Ritchhart, R et al. 2011, Making Thinking Visible: How to promote engagement, understanding and independence for all learners, Jossey-Bass, San Francisco; California.</li> </ul>
Teachers support learners to understand the intention, goals and indicators of learning	<ul style="list-style-type: none"> <li>Australian Education Research Organisation, 2023, Introduction to multi-tiered system of supports, <a href="https://www.edresearch.edu.au/summaries-explainers/explainers/introduction-multi-tiered-system-supports">https://www.edresearch.edu.au/summaries-explainers/explainers/introduction-multi-tiered-system-supports</a></li> <li>Australian Institute for Teaching and School Leadership 2017, Learning Intentions and Success Criteria <a href="https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-learning-intentions-and-success-criteria-strategy.pdf?sfvrsn=382dec3c_2">https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-learning-intentions-and-success-criteria-strategy.pdf?sfvrsn=382dec3c_2</a></li> <li>Education Services Australia, Assessment for Learning: Learning Intentions, <a href="https://www.assessmentforlearning.edu.au/professional_learning/learning_intentions/learning_intentions_landing_page.html">https://www.assessmentforlearning.edu.au/professional_learning/learning_intentions/learning_intentions_landing_page.html</a></li> <li>Hattie, J 2009, Visible Learning: A synthesis of over 800 meta-analysis relating to achievement, Routledge; Abingdon; Oxford.</li> <li>Kirschner, P.A., &amp; Hendrick, C. 2020, How learning happens: Seminal works in educational psychology and what they mean in practice, Routledge <a href="https://doi.org/10.4324/9780429061523">https://doi.org/10.4324/9780429061523</a></li> <li>Marzano, R 2017, The New Art and Science of Teaching, Hawker Brownlow Education, Moorabbin; Victoria.</li> <li>Sweller, J. 2016, Working memory, long-term memory, and instructional design, Journal of Applied Research in Memory and Cognition, 5 (4) 360-367, <a href="https://doi.org/10.1016/j.jarmac.2015.12.002">https://doi.org/10.1016/j.jarmac.2015.12.002</a></li> </ul>



# Our key practices – further reading

<p>Teachers facilitate the sharing of feedback to progress learning</p>	<ul style="list-style-type: none"><li>• Australian Institute for Teaching and School Leadership 2017, Feedback <a href="https://www.aitsl.edu.au/tools-resources/resource/feedback">https://www.aitsl.edu.au/tools-resources/resource/feedback</a></li><li>• Black, P and Wiliam D 1998, Assessment and Classroom Learning, Assessment in Education: Principles, Policy and Practice, vol. 5: pp.7-74.</li><li>• Black, P and Wiliam D 2005, Lessons from around the world: how policies, politics and cultures constrain and afford assessment practices, The Curriculum Journal, vol.16, no.2: pp.249-261.</li><li>• Evidence for Learning 2019, Teaching and Learning Toolkit - Feedback <a href="https://evidenceforlearning.org.au/teaching-and-learning-toolkit/feedback/">https://evidenceforlearning.org.au/teaching-and-learning-toolkit/feedback/</a></li><li>• Hattie, J and Clarke, S 2018, Visible Learning Feedback, Routledge, Abingdon; Oxford.</li><li>• Weinstein, Y., Madan, C. R., &amp; Sumeracki, M. A., 2018, Teaching the science of learning, Cognitive research: Principles and Implications, 3(1), Article 2, <a href="https://cognitiveresearchjournal.springeropen.com/articles/10.1186/s41235-017-0087-y">https://cognitiveresearchjournal.springeropen.com/articles/10.1186/s41235-017-0087-y</a></li></ul>
<p>Teachers foster learners' agency and collaboration with peers, teachers, and the community</p>	<ul style="list-style-type: none"><li>• Australian Institute for Teaching and School Leadership 2017, A collaborative learning space, <a href="https://www.aitsl.edu.au/tools-resources/resource/a-collaborative-learning-space-illustration-of-practice">https://www.aitsl.edu.au/tools-resources/resource/a-collaborative-learning-space-illustration-of-practice</a></li><li>• Evidence for Learning 2019, Teaching and Learning Toolkit – Collaborative Learning <a href="https://evidenceforlearning.org.au/teaching-and-learning-toolkit/collaborative-learning/">https://evidenceforlearning.org.au/teaching-and-learning-toolkit/collaborative-learning/</a></li><li>• Gillies, R and Boyle M 2010, Teachers reflections on cooperative learning: issues of implementation, Teaching and Teacher Education, vol. 24, no. 4, pp.39-55.</li><li>• Government of South Australia 2016, Create safe conditions for rigorous learning: Build a community of learners, <a href="https://www.education.sa.gov.au/sites/default/files/domain_2_create_safe_conditions_for_rigorous_learning.pdf?acsf_files_redirect">https://www.education.sa.gov.au/sites/default/files/domain_2_create_safe_conditions_for_rigorous_learning.pdf?acsf_files_redirect</a></li><li>• McDonald, T 2019, Classroom management: Engaging students in learning, Oxford University Press.</li><li>• Sarra, C., Spillman, D., Jackson, C., Davis, J., &amp; Bray, J 2020, High-expectations relationships: A foundation for enacting high expectations in all Australian schools, The Australian Journal of Indigenous Education, 49(1), 32-45, <a href="https://doi.org/10.1017/jie.2018.10">https://doi.org/10.1017/jie.2018.10</a></li></ul>



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Teachers enable learners to create and challenge meaning through questioning

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# South George Town Primary School

Community Engagement Outcomes Report



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## Executive Summary

The Tasmanian Government has committed \$15.1 million for a major redevelopment of South George Town Primary School. The Department for Education, Children and Young People (DECYP) Get Involved consultation for South George Town Primary School commenced on Monday 11 November 2024 and closed on Friday 6 December 2024. 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 submissions received was 47.

Of the total number of online submissions, 25 (53%) were from parents/carers, 15 (32%) were from staff members, six (13%) were from community members, and one (2%) was from 'Other'.

18 of the online submissions (38%) contained additional feedback.

Of the total number of online submissions, 15 (32%) 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 reinstatement and upgrade of the school canteen, improvements to the school car park and drop off areas, upgrade of playgrounds (including shading) and sports facilities, more support spaces and storage, window repairs and bathroom upgrades across the site.

The top three most important design features or considerations for new and refurbished buildings and facilities were: Flexible/multi-purpose (32), size of classrooms (26) and breakout spaces (23). The top three words chosen to best describe how South George Town Primary School should look and feel were welcoming (35), safe (28) and inclusive (20).

From the workshops held with students, staff and community members, key priorities were more storage, provision of flexible meeting spaces and support areas, student and staff bathroom upgrades, window improvements, more outdoor learning and breakout areas (including shading), sound proofing of learning areas, outdoor sporting facilities and playground upgrades, more student display spaces, student cooking facilities, and wet areas within classrooms.



South George Town Primary School staff 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.

South George Town Primary School has a mix of older and newer buildings and as part of its 2024 election commitments, the Tasmanian Government committed \$15.1 million to the redevelopment of South George Town Primary School to provide additional contemporary learning areas, support spaces, and amenities.

The first phase of school and community consultation commenced in November 2024, seeking feedback on the draft site master plan developed for South George Town Primary School. Feedback received through the 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 South George Town Primary School commenced on 11 November 2024. The campaign ran for four weeks and concluded on 6 December 2024. Campaign outputs were:

- Multiple communications via the South George Town Primary School communication channels
- Ministerial media release
- 1x community workshop, 1x staff workshop, 1x student workshop
- South George Town Primary School Get Involved page on the DECYP website
- Online feedback form
- Direct mailout to all residents and businesses in the South George Town Primary School intake area
- Dedicated Get Involved email box to receive submissions
- 43x radio advertising slots on LA FM and Chilli FM Launceston
- 43x radio advertising slots on Chilli and 7SD Scottsdale
- 3x print advertisements in The Examiner newspaper (Saturday edition)
- Four weeks of Facebook and Instagram advertising geo-targeting users aged 18+ in the South George Town Primary School intake area.

## Participation

Community participation in the Get Involved consultation for South George Town Primary School was solid.

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

## Online feedback form

A total of 47 unique feedback forms were received.

## Email submissions

No submissions were received via the *Get Involved* email box.

## Community workshop

A community workshop was held at South George Town Primary School on 3 December 2024. The workshop was promoted via school channels (including the school's Facebook page), DECYP website, direct mail, print, radio and social media advertising. Registration to attend the workshop was via the Microsoft Forms platform. A total of 10 individuals registered to attend the workshop and nine attended.

Attendees were seated in groups and asked to work with others on their tables to respond to two questions.

## Staff workshop

A staff workshop was held at South George Town Primary School on 3 December 2024, with a total of 16 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.

## Student workshop

A student workshop was held at South George Town Primary School on 4 December 2024, with a total of 13 Year 5 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, the 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 South George Town Primary School, 25 respondents (53 per cent) said they were parents/carers of students, 15 (32 per cent) said they were staff members, six (13 per cent) said they were community members, and one (2 per cent) said they were 'Other'.

- Of the 47 unique online feedback forms received, 41 respondents (87 per cent) said they would like to receive more information as the project progresses.
- 15 respondents (32 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 reinstatement and upgrade of the school canteen, improvements to the school car park and drop off areas, upgrade of playgrounds (including shading) and sports facilities, more support spaces and storage, window repairs and bathroom upgrades across the site.
- When asked what the top three most important design features or considerations should be for new and refurbished buildings and facilities, 32 respondents (68 per cent) said flexible/multi-purpose, 26 (55 per cent) said size of classrooms, and 23 (49 per cent) said breakout spaces.
- When asked to choose a word that best describes how South George Town Primary School should look and feel, 35 respondents (74 per cent) said welcoming, 28 (59 per cent) said safe, and 20 (42 per cent) said inclusive.
- 18 respondents (38 per cent) provided additional ideas or comments about the redevelopment of South George Town Primary School in the free text field. The most frequently cited comments were in relation to the need to upgrade the school's bathrooms (including plumbing) and windows, upgrade of the outdoor sports and playground facilities (including shading) and more student support spaces and storage.
- The top three ways respondents heard about the *Get Involved* campaign for South George Town Primary School were school channels, social media advertising and word-of-mouth.

## Community workshop

### Response summary

- When asked "*what is good about the school now that you don't want to see lost through the redevelopment*", the most common responses were the natural light, large windows, amount of outdoor space (including oval and playground equipment), the central hub of the new Years 5-6 classrooms and the existing central outdoor court area.
- When asked "*what are your top priorities for the redevelopment*", the most common responses were outdoor learning areas, flexible meeting and specialist support spaces, functional windows, and bathroom/plumbing upgrades.

## Staff workshop

### Response summary

- When asked "*are there any elements of the Draft Master Plan that you disagree with and why*", the most common responses were more support spaces needed for allied health/ visiting specialists, lack of a dedicated art room, more storage needed for students and staff, more outdoor undercover areas and breakout spaces, and ensuring no interlinked classrooms (so there is no requirement to traverse through classrooms to access others).
- When asked "*what features or functions of the new learning spaces are critical to supporting contemporary teaching and learning*", the most common responses were more flexible meeting rooms, specialist support spaces and interview rooms, more storage (for staff and students) more IT (including big screens in all classrooms), upgraded outdoor learning, undercover/shaded

spaces and breakout areas, improvements to playgrounds, sports facilities and landscaped areas, soundproofing (for improved teaching and learning and sensory needs), student display spaces, and classroom wet areas (including warm water).

## 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 more outdoor sporting facilities and play equipment, more art facilities and equipment, better storage (including lockers and pigeon holes), outdoor learning areas (including shade), improved student bathrooms, STEM room, and canteen and student cooking/food preparation facilities.

## 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 South George Town Primary School.

The report will also be provided to the South George Town Primary School community and made available on the DECYP website.

# Analytics and written submissions

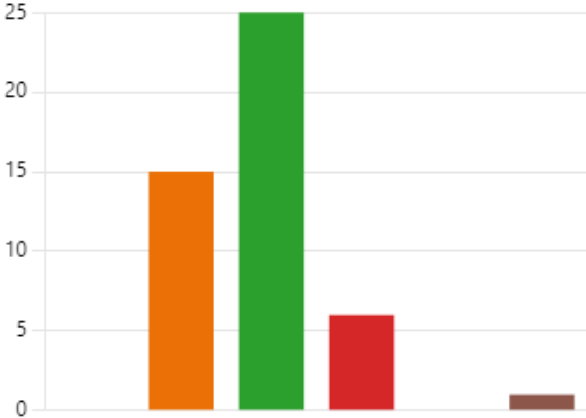


**Online feedback forms**

**Question 1**

How are you involved with South George Town Primary School?

● Student	0
● Staff member	15
● Parent/carer	25
● Community member	6
● Service provider (e.g. allied heal...	0
● Other	1



\*Other

- Upcoming parent

**Question 2**

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

● Yes	41
● No	6



**Question 3**

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

● Yes	15
● No	32



#### Question 4

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

The school could do with a bigger car park for parents and teachers. A school uniform shop would benefit families as their kids out grow school clothes on a regular basis and the kids could do with a canteen and be like other schools that have those facilities.

It would be fantastic to see an upgrade to the football oval. Resurfacing the oval would benefit not only the students at SGTPS but the wider community of students that travel to use it when playing their grade 5/6 sport games.

Area for safety. Children that are being bullied are segregated to stay in the classroom and not getting fresh air and away from being inside.

I think another playground area would be great.

- The need for multiple support spaces for visiting staff and therapists as well as office spaces for leadership team
- Some of our classrooms are very hot in the afternoon - even one of the newly refurbished grade 5/6 rooms with double glazing is unbearably warm at times. Classrooms need to be environmentally friendly so that air conditioners do not have to be used constantly.

I would like to see a small fridge in class room and water fountains. Shade sails over playground. A nice area for kids to relax. A new bully free school plan. This school can be way better with parents getting involved too. Canteen to be up and running again. Kind regards [REDACTED]

100% need more office spaces and storage areas.

I am wondering if any thought has been put into upgrading the Canteen facilities, if at all necessary, as I feel the school would benefit greatly by having a running Canteen, which I'd also be interested in doing.

- \*Replacement of windows- that stay open and are more secure
- \*Primary toilets desperately need upgrading
- \*Ongoing plumbing issues need to be addressed
- \*A glass sliding door to the Reading Room and Prep (safe guarding)
- \*A change table facility in the ECE area
- \*Upgrade of the Primary playground
- \*A reflection/memory garden

There is no art room and yet I am the art teacher.

School onsite canteen. Onsite after school care.

Large rehearsal area/multi-purpose space that is acoustically appropriate.

The cleaning room

Car parking & drop off areas

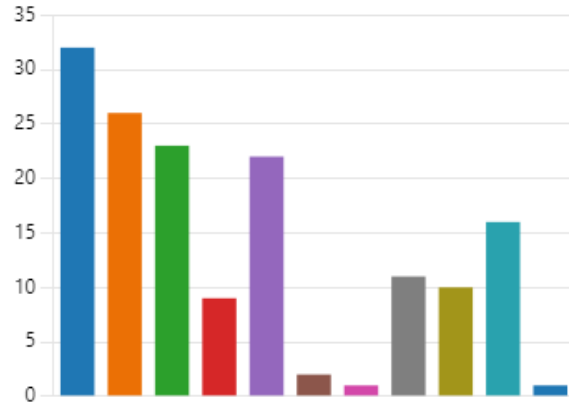
Another classroom space, many builds happening in the zone and all classrooms have been utilised prior to this. Added support spaces for our specialist staff. Storage areas,

open plan and easy to access, option to use as break rooms should the need for storage decrease.

**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.

● Flexible/multi-purpose	32
● Size of classrooms	26
● Break out spaces	23
● Storage	9
● Technology	22
● Colour	2
● Signage	1
● Accessibility	11
● Sustainability	10
● Support spaces	16
● Other	1



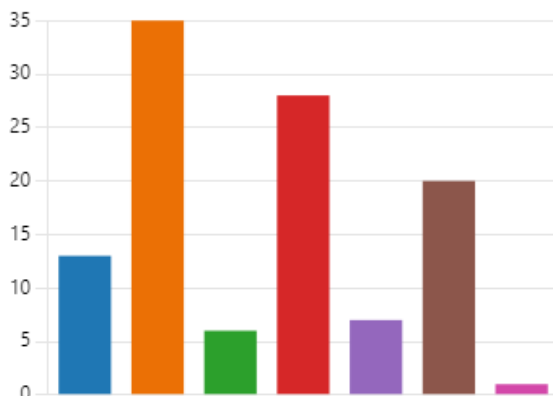
\*Other

- Toilets

**Question 6**

Choose a word that best describes how South George Town Primary School should look and feel. From the list below select ONE option.

● Modern	13
● Welcoming	35
● Bright/colourful	6
● Safe	28
● Environmentally-friendly	7
● Inclusive	20
● Other	1



\*Other

- Calm

## Question 7

### ***Do you have any other ideas or comments about the redevelopment of South George Town Primary School?***

A dedicated space for music and technologies would be great.

Storage!!!! Currently the storage I have as an educator is minimal and not functional. Storage is a key factor in my planning as an educator. I also believe that classrooms should make you feel calm and ready to learn, thus storage to prevent clutter and overcrowding of stuff is a necessity.

I would like the redevelopment to include parts of the old school - e.g. the wood features which were included in the 5/6 classrooms.

This is well overdue and well deserved to a great school.

It would be nice to see the current 1960s design continue as a theme with lots of warm timber and neutral colours.

Outdoor real life spaces - e.g. veggie patch, chook yard

Repairing the buildings, the windows and similar that are no being redeveloped.

Some sort of break room - sensory room for the children who may need support regulating or need some sensory input. And a high school....

We will need an art room!

I feel as though all the playgrounds; inclusive of equipment and surfaces needs to be a point of priority. The bikes in the kindergarten area are an absolute disaster waiting to happen especially with the ruts purposely laid into the track they are to ride on (noting that no helmets are provided/recommended/encouraged) and kids either fall straight onto concrete or run straight into another child if either one of them is not looking. The extremely tall slide and climbing frame in the older kids area I feel has absolutely no safety features to it and if any child of any age were to fall from the top area serious injuries could occur.

As a new parent at the school, it's difficult to know where your child should be - appropriate and clear signage would be a great addition and the ovals are of a massive size, perhaps trying to keep the areas a little more enclosed or fenced so that kids are safer with addition of shaded areas for outdoor play in summer.

Big classrooms

Need onsite canteen and after school care

Wherever music classes are held, access to 3 or 4 soundproof break-out spaces with excellent visibility would enable the music programme to grow further, particularly my wish

***Do you have any other ideas or comments about the redevelopment of South George Town Primary School?***

to develop a 5/6 Rock Band program. Noise pollution is currently a big problem, even when outside. Many students come into the music room before school, and during recess and lunch, to play instruments. I think it's wonderful that they do this, but it gets very noisy! Other groups could use these spaces also, even during music classes when I'm not needing them, by having dual access points to the spaces

If music is held in a multi-purpose space, all I would need storage-wise is one large wall, shelving and a roller door to hide everything away: I would want to make it as easy and welcoming as possible for others to enjoy the space. A lockable room is needed for Band Instrument storage. Sliding doors to the outside would make a great option for informal performances. - Happy to draw my idea!

The re-form landscaping - it would be nice to have a greenhouse so children can grow vegetables and plants and learn about food production and cooking.

Replace toilet cubicles with multiple single toilets facing outwards. This removes the chances of bullying & trouble spaces.

Make car park bigger and sealed  
 Security lights flood lights in car park  
 Walking tunnel to gym  
 Cleaners room to be bigger and more storage room with proper working taps  
 New windows for the whole school  
 Power points and electrical work throughout the school  
 Plumbing in the school  
 Upper primary toilets  
 Automatic front door  
 Washing machine /dryer

Classroom spaces should be calm and neutral. Bright colours can overwhelm and create more visual noise which does not support learning.

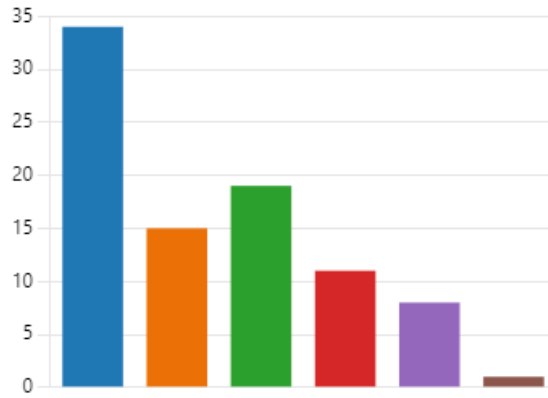
Functional storage is essential. More outdoor play areas and equipment. Larger reading room/hub area to support our outstanding literacy program.

Some classrooms need new blinds. Maybe some kind of cooling fans in the gym.

**Question 8**

Please tell us how you heard about the Get Involved campaign for South George Town Primary School. You may choose MORE than one option.

● School channels	34
● Word of mouth	15
● Social media advertising	19
● Direct mail	11
● Newspaper or radio advertising	8
● Other	1



\*Other

- School Business Manager

## Community workshop

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

Access to Nature play

The staff

Lightness + Brightness – especially the Kinder area

Connectivity + flow of the school

Security of the Kinder/Prep area

Gym

The amount of space (outdoors)

Early childhood play equipment

Dedicated spaces for library and specialists (art, music, Esk Band)

Oval

Big windows

Natural light

The way the classrooms are all close together with a central court/space

We like the central hub in the new 5/6 classrooms

### What are your top priorities for the redevelopment?

Functional windows

Plumbing/toilets

Roof

Dedicated specialist areas with flexibility

Modern technology

Drop + Go, more parking

Upgraded Breakfast room to include cooking facilities to classes and for older students to prepare/heat their lunch

Flow + privacy, but connection to 1/2 area

More private staff space, meeting rooms

Bag 'boxes' lockers instead of rooms

Indoor/outdoor learning spaces

Covered access to Gym and Canteen

Dedicated sound-proof room for music

Full freshen up – coat of paint – neutral colours

Power points to suit modern technology

Good storage

Airflow – be able to open windows

Toilets!!!

Change table for babies/toddlers

Flexible office spaces that open to outside with waiting space and private

Kitchen space and Canteen – combined?

Central outdoor space

Outdoor learning space

Proper car park where gravel is now

Some astroturf play/sport surfaces

Kitchen garden

Better drainage in Kinder yard

## Staff workshop

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

Need to make sure senior staff space isn't lost to allied health

Corridors between learning spaces – No interlinked rooms

Level the basketball court – so it can be used

Indoor space for children (early childhood) for recess/lunch

There is no art room. We employ an art teacher who will need a custom built space. Plan available!

(\*along the GLA area of the two new proposed GLAs\*)

Hallway or hub so you don't walk through 3 classrooms to get to yours

Outside access x2

Where would a 5<sup>th</sup> class go?

(\*the GLAs block where two recently renovated GLAs located\*)

Where will specialists (social worker etc.) work?

Will there be 'bag' hubs for all GLAs?

Store rooms! – that students can't access or adequate shelving (i.e. more than current and 5/6s). No open shelving, except some in the art room

Keep wet areas (non-slipping, non-staining) – for classrooms too

Frosted glass between classrooms (if windows needed)

More staff toilets

Outside access (\*for the Music room\*)

Keep Reading Hub and expand into existing Prep GLA area – Currently works very well for this space to be connected into kitchen

Undercover walkway to Hall

Where is our art room?

Where is our Reading room?

Have you considered heat/sun?

North facing classrooms and Kinder/Prep are stinking hot!

Not enough spaces for visiting services or current staff

We need more undercover outdoor areas

e.g. Kinder, Prep – all rooms! Decks?

Ramps

Undercover walkway to gym?

Music – Dedicated outside area/breakout space or away from learning areas  
Soundproofed or removed from main buildings

STEM is a dedicated designed area for robotics (large tables), 3D printing (enclosed quiet area/sound proofed), power supply for individual work areas - not GLA!

(\*GLA Prep area, next to kindergarten\*)

Breakout offices/areas for literacy support, 1-1 Allied Health support

“Hub” areas are a waste of space in Primary, children just gather and cause problems.  
Better off with classroom breakout areas

Rather than “Hard surface Play area” on astro-turfed court area marked for various sports (basketball/netball/downball/running track)

Not lose ‘old school’ history with unrecognisable modernisation

***What features or functions of the new learning spaces are critical to supporting contemporary teaching and learning?***

Better storage than recent refit. Too much is out on display with nowhere to put it

Round tables create a seating/working challenge with space versus how many students per table

Inbuilt computer charging stations/docks

Breakout spaces with high visibility

Dedicated soundproofed Music/Esk Band area!!!

Library modernised to be engaging, place for reading at lunch etc.

IT on big screen for student access in lower grades (in library)

Display space for student work

Upgrade playground, provide quiet areas for drawing etc. that are more inviting (gardens, shade, landscaping)

STEM room with best practice fit out

High visibility, easy access meeting rooms for parent/student interviews/meetings

Undercover play areas for wet days

Entrance way should have ‘presence’, create a ‘wow’ first impression

Solar panel undercover parking charging school battery bank for computer charging at night

- Undercover motorcycle parking!

More office spaces for allied health and visitors  
e.g. Catholic Care, Youth Networker, Speech, etc.

Senior staff need an office each!

***What features or functions of the new learning spaces are critical to supporting contemporary teaching and learning?***

Flexible office spaces that are comfortable for sensitive parent conversations (e.g. couch)

Space for big meetings – conference room?

Classrooms need storage and an office area

Classrooms need warm water!

Windows that open so we don't have to use air conditioners

Lots of light and big windows

We love the timber we have

- Sloping roof/ceiling is nice

Bag spaces that can be seen by teachers

We don't want classrooms that are any smaller than what we have

Keep our mid-century/modern look

Awareness of sensory needs of children – natural light, acoustic sound dampening material, muted colour palette

Consider heights of sinks, whiteboards in ECE classrooms (usually they are too high!)

Neutral colour schemes – keep timber

**STORAGE!!!**

- For teachers in classrooms
- Bag lockers in classrooms

Wet areas

Outdoor learning areas connected to classrooms

Sound proofing

Interactive whiteboards

Some additional play equipment/play areas/landscaped/shade areas in Primary yard

Nice to have:

Staffroom – outdoor access onto eating area/courtyard

Open spaces (visibility)

Alternative to carpet

TA/printing space + microwave for each class bank

Move staff toilets

Redo kids toilets in Primary

More equipment (playground equipment, swings, etc.)

***What features or functions of the new learning spaces are critical to supporting contemporary teaching and learning?***

Basketball court resurfaced - "cheese grater"

Shared learning spaces

Additional technology – 1:1 device grade 3 onwards

Mic audio systems

Semi-circle teacher tables for small group work in every classroom

Storage is a massive need but should be streamlined and neat

Rectangular tables that fold (such as in Della's room)

Magnetic whiteboards in every classroom

Display space in every classroom

Loads of storage space, lockable with drawers and shelves. Customised size for some areas (such as the art room)

Large screen TVs in all learning spaces

Reverse cycle heating/cooling in all classrooms

Classrooms need corridors in existing 1/2 space and new learning areas so not to interrupt learning

No bag rooms where there is no vision. Potential behaviours.  
Rather cubby holes

Rooms open with clear visual

Storage: lots!

Ventilation, windows that open, don't rattle, with fly screens and are sunblock

Lots of power points

Hot water → warm water

Weather protection – outdoor learning – sliding doors

Wet areas in classrooms

Cupboards to ceiling  
e.g. in Kinder, dusty, etc.

Blinds that open

No shared power light/points with other rooms

Sensory (Quiet) space at school – purpose built, set up

New ceilings

Bigger Kinder shed

*What features or functions of the new learning spaces are critical to supporting contemporary teaching and learning?*

New landscaping in Kinder, natural play spaces

## Student workshop

*What spaces should we build or upgrade to help you do your best learning?*

Better breakfast club food

Outside exercise equipment

Better art tables that do not move and not have bumps in them

A Drama room

New swings

New netball court

New shade area for upper primary

Computer room

BBQ

Lockers (pigeon holes)

Bigger parking areas

New basketball court, down ball squares

Basketball court - 100%

Bigger music room

More tracks in wombat walk because there is only one

A big fan in gym – 100%

Tower in the playground

New DP equipment – 100%

Lunch orders!!! – 1000%

Good food like Chinese or takeaway shop

Sell more things – 1000000%

Food, drinks and snacks – but they have to be nice

A lollie-pop man for the crossing

More coloured architecture instead of the teachers' modern stuff

A kitchen for kids to heat up their food. We also need a student kitchen for kids who don't pack their lunch

More school supplies

Asphalt instead of woodchips

Whole new playground

Big fan of the gym

Better art supplies

A STEM room

New soccer nets

Athletic like at St Leonards track

Longer slide

Indoor playground

Do up the rest of the classroom

Get ride of the false roof

Outside undercover area

Better Kinder playground

A kitchen for kids to learn to cook

New basketballs and soccer balls

Bring Your Pet to School Day

New Canteen

A really long flying-fox

Better chair

The girl and boy toilet

Better classroom for the older and little kids

More equipment for the playground

New bike

Board game room

Need more storage space

New sand pit

We need scooters to play on

Bigger crossing area

Toilets

We need better toilets

We want a bigger music room

A separate drums room

Better library

New soccer nets

Acting room where you dress up and do stuff with items

Cooking room

A STEM room (open at recess and lunch)

Floor of basketball court replaced with turf

An eco-friendly area with a pond and fish and tadpoles

Learning area outside

More art supplies

More keyboards/pianos

More musical instruments

Upgrade yellow equipment

History room

Better sand pit

Upstairs

Science / STEM room

Get rid of false roof

Gardening centre

Esk Band room

Small/quiet room in library to read

Room where you can go and learn in quiet

Air conditioners fixed in 5/6

Auditorium for assemblies and speeches

New Primary area equipment

Bigger storage rooms in classes

New safer basketball court

New soccer goals – smaller

Bigger tables

Comfier chairs

Bright coloured classroom

More bars

Add a safe area to talk to people with stuff to do

More storage for gym bikes

Bring the V back

Room for artworks

More assembly stuff

Outside learning space with cover for shade

Sound proof booth for music

New girls/boys bathroom or makeovers

Better and bigger tubs

More even ground to stop lots of puddles/floods

New walls

Use of frog pond and safe stuff around it

Tables that don't have metal

Add more toilets for early childhood

Better cleaning area

New Gym lights

Quiet room for music

More racks for artwork

Fix 3/4 G leaky roof

Bigger art room

Another little/quiet room

Better art tables

New speakers

New outside shade area

More room for cleaning supplies

Safer wombat walk

Room for people to chat

More art supplies

## Student image review



LIKE	DISLIKE
Yes, it is a large, nice library that you can also learn in	No because I think we don't need it
Yes, library but you don't need all of those red chairs	No, because it takes up too much space when we can just sit on the floor
Yes, because it's a good place to go and learn without taking the books out of the library but colours are random	No, the seats don't look comfy
	No
	No, because it's meant to read



**LIKE**

**DISLIKE**

Yes, because it's a nice place to learn	Loud in class, and the top of the green thing is dangerous
Yes, it looks like a nice learning area and has a mini library in the back	Bit too big, so maybe
Yes, because it will be a good learning space	
Yes, lots of chairs and tables, perfect to read, work, have meetings and do homework	
Yes, because it's bright, fun and a good place to study	
Yes, because it's a good place to go if it's too loud	
Yes, because it is a nice place for us to learn when it is too loud in the classroom	
Yes	



LIKE	DISLIKE
Yes, I think it will be nice and we need a better library	No, because I think people would graffiti/get distracted
Yes, because we need a better library	No, because the colours don't really match and looks a little weird
Yes, this looks like a nice library	
Yes, because it's really good	
Yes, because it will be good for any age	
Yes, kids will like it	



LIKE	DISLIKE
Yes, because it will be a very good Prep area	No, because I don't like all the colours
Yes, because it is bright and positive	
Yes, it's really good for Prep/1-2 grades	
Yes, because it looks like it will be a nice place to chill and learn	
Yes, because lots of tables and it's calm	
Maybe, as a classroom NO, but the cushion chairs would be good for a library	



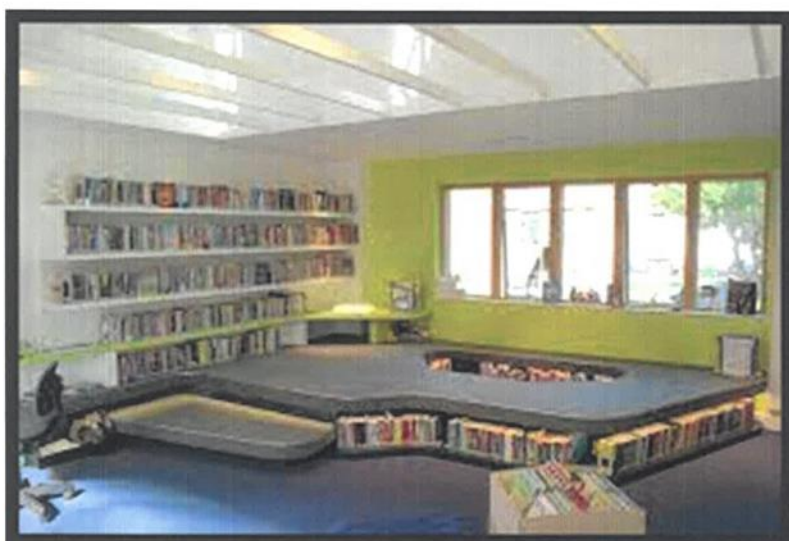
LIKE	DISLIKE
Yes, because it will be nice and not distracting	Bit too big maybe
Yes, it's a nice outside area	
Yes, all the space and it would be good for quiet, homework and other things	
Yes, I like it because it is a nice outside learning space	
Yes, because it looks like a good place to chill, play or work	
Yes, because of the quiet outdoor	
Yes, because it can be a space to eat at lunch and recess	
Yes, people can work and eat	



LIKE	DISLIKE
Yes, good for Kinders / Prep to Grades 1-2 because of colours and looks	No, don't like all the colours
Yes	No, this doesn't look or feel like a primary school class. It is way too distracting
	No, because it doesn't even look like a school
	No, because you could hurt yourself
	No, because it looks like a lab
	No, people will be jumping everywhere



LIKE	DISLIKE
Yes, good for younger people	No, because people will just go there all the time and not learn
Yes	No, it looks too complicated with distraction especially for early childhood
Yes	No, because of the weird colours and would be awkward
Yes	No, because they are too weird and they look 'uncomfy'
Yes	No, because it's distracting and the colours are weird
	No, I don't know what it is



LIKE	DISLIKE
Yes, I like the colours	No, this is a bit too distracting
Yes, because it's good for reading in quiet	No, not enough room and you have to climb over furniture to just find books
Yes, because it's a big open space and looks comfy	No
Yes, because it looks nice and comfy and a good place to read books	
Yes, because it's calm and comfy	
Yes	



DECYP

# Built Environment Guide

Department for Education,  
Children and Young People



## ACKNOWLEDGEMENTS

This Built Environment Guide has been prepared by Facility Services, Department for Education, Children and Young People, Tasmania. Facility Services operates across the state and provides specialised services, support and advice in relation to the built environment of the Department for Education, Children and Young People. This guide has been developed through concepts and understanding sourced from design guides from international and other state jurisdictions, and current academic research.

### Specific acknowledgement to:

Government Architect NSW

- Design Guide for Schools, 2018

NSW Government

- Schedule 4 of the Education SEPP (State Environment Planning Policy) 2017
- Design Quality Principles

Catholic Education Melbourne,  
Catholic Education

- Diocese of Parramatta and the Learning Environments Applied Research Network (LEARN)
- Learning Environment Design and Use Towards Effective Learning Environments: An Evidence-based Approach, 2018

## DISCLAIMER

The information contained in this guide is general in nature and should not be considered as professional advice. While taking every precaution to ensure that the content of the guide is current, and accurate, the Department for Education, Children and Young People assumes no responsibility or liability for errors or omissions in the content. The guide is intended for non-commercial use and the user accepts responsibility for its use.

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Cover photo:

Brighton High School

JAWS Architects

Image: Natasha Mulhull

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Director Facility Services

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Saltbush Child and Family Learning Centre  
Luttrell Pyefinch Architects  
Image: Adam Gibson

# Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal Community as the traditional and continuing custodians of Lutruwita, where Palawa have cared for their children and prepared them for life since the beginning of time.

Together we live, work, play and learn on what always was, and always will be, Aboriginal land. We honour Elders, past and present, and pay our respects to all Aboriginal and Torres Strait Islander colleagues, families and friends.

We commit to ensuring every Aboriginal and Torres Strait Islander child and young person is known, safe, well and learning.

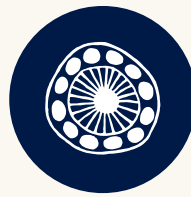
muylatina (East Tamar) Child and Family Learning Centre  
Cumulus Studio  
Image: Natasha Mulhull



# DECYP Values

In 2023, DECYP staff, children and young people were asked 'who do we need to be' to ensure our children and young people have bright lives and positive futures, and what are the values that we need to be guided by. More than 5,700 responses came through, and directly informed the development of our DECYP values.

Today, our values represent the foundation of our department's culture. They reflect what we stand for, guide our decision making and underpin all aspects of our work, including our [Strategic Plan 2024-2030 \(PDF, 509 KB\)](#).



## Connection

Building positive relationships and a sense of belonging.



## Courage

Accepting challenges and embracing opportunities.



## Growth

Aspiring to learn, and improving even when it is tough.



## Respect

Caring for ourselves, each other, and our environment.



## Responsibility

Stepping up and doing what is right.

# 1. Introduction

The Department for Education, Children and Young People (DECYP) is committed to ensuring that all children and young people are known, safe, well and learning.

We want learners of all ages to grow as connected, creative, and curious thinkers. We want them to have big aspirations for their lives, engaged and learning every day. This is visionary work, and we need physical environments that best support our diverse learners and set them up for success through their ability to access and engage in the education facility.



Dover District School  
Bence Mulcahy  
Image: Adam Gibson

We have a diverse range of facilities and assets that help us to deliver public education, library, and youth services. This includes schools, school farms, Child and Family Learning Centres, youth justice facilities, libraries, education and care centres, and offices.

These spaces play important and diverse roles in our communities. They are places of growth, learning, and inclusion. They need to be safe, comfortable, inclusive, and practical, but also support innovation and provide flexible ways of working and learning. We know that design can make a big difference to teaching and learning. Learning facilities should support contemporary pedagogy and adapt as required as best practices continues to evolve. Our commitment is to provide the best possible facilities that instill a sense of pride, identity, and ownership for everyone who uses them.

The Built Environment Guide provides practical guidance for designing facilities that will serve the communities of today and tomorrow. Working together with communities, this guide will shape planning and decision making in capital works projects.

It is founded on seven best practice design principles:

- Place
- Sustainable
- Accessible
- Safe and Secure
- Engaging
- Amenity
- Adaptive and Flexible.

These principles will help ensure our facilities are places where children, young people, learners, and staff can feel safe and supported, flourish and engage in learning. Visionary work needs visionary spaces, and with our young people, educators, consultants, and the community working together, we can create spaces that we can all be proud of.

## **GINNA WEBSTER**

Secretary, Department for Education, Children and Young People



Devonport High School  
ARTAS Architects  
Image: Stephen Skinner

## 2. Purpose

**The Built Environment Guide promotes design excellence and supports the delivery of new and refurbished contemporary learning and support facilities delivered by DECYP.**

This guide has been prepared to support and advise educators, consultants, project working groups, communities and other DECYP stakeholders.

The Built Environment Guide has been developed to reflect DECYP's current thinking on best practice learning spaces and captures many of the recurrent post-occupancy issues dealt with by the Department.

It is a resource for any stakeholder who participates in the project delivery cycle. The guide establishes the project stage basics for those stakeholders and consultants that are unfamiliar with DECYP's development processes, procedures and expectations at the key design and development stages prior to construction. These are explained further in Section 6 of this document.

Port Dalrymple School Contemporary Classroom Upgrade  
Image: ARTAS Architects



### 3. Core Objectives and Responsibilities

Four key components form the pillars of the guide: design principles, aspirations, stage guidelines, and design verification statements.

Seven principles are defined and are to be used as a guiding set of values. These principles offer a language to facilitate a common understanding for all involved when designing DECYP built environments. Refer to Definitions for further clarification of terminology.

A set of aspirations sit under each principle to provide further detail on the intent of each principle. They are an essential tool to support decision-making and help deliver a holistic and integrated built outcome.

Guidelines have also been developed for two specific project stages – Concept and Design Guidelines. The purpose of these guidelines is to ensure DECYP expectations for the design specification are met and inform the design process. These documents are live and regularly reviewed and updated to ensure they address recent and topical issues as required. They detail performance standards required to be considered by the Design Team. These guidelines are completed by the Lead Consultant and returned to the DECYP Capital Works Project Manager. Project Working Groups (PWGs) can also use the guidelines to measure design outputs against guide requirements.



Richmond Primary School  
Image: Seastone Landscapes

# 4. Built Environment Guide Framework

## Key Components

### 1. Design Principles

Seven principles are to be applied to the design and decision-making process.

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Principles facilitate PWG discussion and assessment of the proposed design.

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Design decisions made by the PWGs should be guided by the principles.

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### 2. Aspirations

Specific aspirations to be applied to project design, decision making and approvals stages.

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Aspirations will help ensure the design meets the objectives of the principles and project stage requirements.

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The PWG should use the aspirations to understand what to expect at each project stage and to review them against the stage design deliverables ensuring an integrated design review process.

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Other stakeholders can use the aspirations to understand what to expect of a well-designed DECYP learning environment.

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### 3. Guidelines

The [Concept and Master Plan Guidelines](#) and [Design Guidelines](#) are a quality assurance tool for approval to progress the design to the next stage.

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Guideline items must be considered and if not applied, justification is provided by the consultant.

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The Consultant is required to complete each component of the Guidelines as part of the design verification process, at the end of each project stage. This will ensure that the principles and aspirations have been applied to the design.

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muylatina (East Tamar) Child and Family Learning Centre  
Cumulus Studio  
Image: Natasha Mulhull



## 5. Design Principles

These principles capture the spirit in which projects will be developed.

The principles are to be used by all involved in a new building or refurbishment project and establish a common dialogue and understanding at the commencement of each project.

Under each principle are a set of aspirations. These aspirations provide detail on how the principles can be met. Design teams, PWGs and broader communities can use the aspirations to interrogate a design, having regard to delivering value-for-money with the available funding.



### PLACE

Enhances connections between people and places, and the integration of the built environment into the social, natural, built, historic and local contexts.



### SUSTAINABLE

Embraces environmental, social and economic design to create healthy built environments, and minimise the environmental impact and consumption of resources through the construction process, and over the life of the building.



### ACCESSIBLE

The built environment puts the learner, child and young person at the centre and promotes inclusion and diversity by being able to be used, accessed, and reached by all learners, staff and the wider community, with dignity and ease.



### SAFE AND SECURE

Provides a safe and secure environment in line with Child Safe Standards for the wellbeing of learners, staff and visitors.



### ENGAGING

Creates a welcoming and engaging learning environment that promotes wellbeing and agency for all using the built environment.



### AMENITY

Provides a comfortable, convenient and supportive environment that facilitates learning or other activities.



### ADAPTIVE AND FLEXIBLE

Spaces that cater for a range of users, learning styles and group sizes. Provides flexibility for multiple uses and changes of use over time.



# Place

- Embed the design appropriately in its surroundings by responding to and enhancing its physical context, the natural environment, scenic values and local landscape setting.
- Design buildings that contribute to the community by respecting and responding to local character, streetscape quality, scale, form, existing buildings and architectural language of the area. Design to consider local tradition, heritage, local materials and construction techniques.
- Create a sense of belonging and ownership for users, consider a signature element, in the heart of the facility that helps to bring people together.
- Recognise First Australians people and culture, school and community histories, diversity, traditions and customs.
- Engage with the natural and constructed landscape through views, including views between interior and exterior spaces.
- Contribute to a 'sense of place' that effectively indicates to users the function of each building.
- Plan and develop sites in a manner that minimises undue disturbance of the existing site.
- Landscaping is to be integrated to enhance the associated environmental value of the site.
- Location, orientation and spaces between buildings should be informed by topography, sun, views, prevailing winds, weather and microclimate use of existing and future buildings and outdoor spaces and contributes positively to identity.
- Optimise community connections and learning opportunities.
- Create a dynamic social and physical environment that is welcoming and accessible and has a positive effect on all users.



# Sustainability

- Develop a design that considers innovation and promotes sustainability in the built environment. Demonstrate environmentally sustainable design (ESD) principles delivering high environmental performance, return on investment, is adaptable and resilient and allows for future flexibility and modification.
- Maximise the ongoing use of existing structure and building form in refurbishment projects to minimise demolition and land fill.
- Optimise site potential, minimise non-renewable energy consumption, use environmentally preferable products, protect and conserve water, enhance indoor environmental quality and optimise operational and maintenance practices throughout the design. Avoid using natural gas, LPG or products containing HFC refrigerants.
- Consider highly visible sustainable concepts involving students, staff and the community that can be used as a teaching tool to inspire and educate during construction and over the life of the building.
- Where possible, integrate highly visible user-friendly monitoring systems with real time data available for all building users to assess energy use, production and export water and waste production.
- Design low-maintenance building forms and construction techniques to reduce ongoing costs and resources to maintain. Minimise the use of material resources and avoid pollutants by selecting materials from sustainable sources having consideration of recycled content, recyclability, non-toxic and non-petroleum based, robust and durable and aesthetically pleasing. Consider embodied energy and emissions.
- Design building systems, finishes, furnishings and equipment that consider life cycle values including recurrent and replacement costs. A whole of lifecycle approach is required when designing services, construction methods, selecting materials and considering cost over time.
- Maximise opportunities for safe walking, cycling and public transport access, provision of showers, change rooms, secure bag lockers, bicycle storage and electrical vehicle charging.
- Undertake a sustainability audit early in the design and post build to calculate carbon footprint and ensure the build minimises harm and enhances the quality of the local environment. Include management of waste streams during demolition and construction to reduce waste to landfill.
- Consider onsite stormwater management, with a focus on treatment, and re-use to reduce water consumption.
- Consider a sustainability consultant as part of the design team on major projects.



# Accessible

- Deliver an equitable and inclusive environment by responding to diverse and unique needs of users and ensuring that all users can participate in all activities in an inclusive manner.
- Consider equitable access for all users to all areas including internal and external spaces, ovals and playgrounds. This should consider the needs of those people with physical disability, people who are blind or have low vision, people who are deaf or hard of hearing, and other neuro-divergent users (regulation and sensory considerations).
- The design should be engaging, welcoming, appropriate for users and enable everyone to participate equally, confidently and independently in everyday activities across the whole site. This should include consideration of the location/s of accessible bathrooms and change facility.
- When developing the design, engage with users including children, young people, teachers, relevant support professionals and the community to understand their unique needs and views.
- Encourage opportunities for community access, engagement, participation and use of facilities after hours.
- Teacher support spaces are located and easily accessible with appropriate storage for learning and teaching resources at the point of use.
- Provide intuitive site and building layout with effective wayfinding, clearly defined signage and considered transition from public to private space for both vehicles and pedestrians.



## Safe and Secure

- Strong focus on Child Safe Design that responds to the findings of the Tasmanian Royal Commission into Institutional Responses to Child Sexual Abuse.
- Design to enable the everyday users and the wider community to gather in an inclusive environment where they feel safe and secure.
- Passive surveillance and design for crime prevention principles to be embedded through a whole of site strategy with consideration to after hours use. For example, good sightlines, active frontages, security and access lighting.
- Consider appropriate glazing for visibility into shared spaces.
- Spaces designed to be age and size appropriate.
- Circulation spaces that avoid bottlenecks and overcrowding during peak student movement.
- Toilet and change facility location, number, proximity and design focus on anti-bullying and providing choice for safe use by different age groups, abilities, and genders including gender neutral options through single cubicle facilities.
- Unobstructed sightlines through the internal and external learning environments with visual and physical links, allowing observation and movement between indoor and outdoor settings. Spaces should be well-lit and minimise blind spots and hidden spaces that are difficult to monitor.
- Balance between optimised security and safety with a welcoming and accessible environment.
- Site and building layout with differentiation of buildings and spaces that provide natural surveillance and legibility of wayfinding. Visible and accessible exits and entries with direct links to pathways.
- Consider the Public, Privileged and Private access hierarchy during master planning so that usage zones are clearly defined and located accordingly.



# Engaging

- Built form is to be well proportioned and of appropriate scale, with balanced composition of elements including use of colour, texture and materials, creating a welcoming, nurturing, safe and stimulating environment that suit the intended use and users.
- Encourages imagination and inspires all users including the broader community.
- Provides appropriate internal and external scale of learning environments with use of form, materials, texture and colour.
- Achieves a style that complements existing architecture, responds to positive elements for the site and surrounding area and is tailored to each facility.
- Aims to have a positive impact on the quality and character of the local area, is enjoyed by users and promotes pride among students, staff and the community.
- Takes advantage of the site and allows for natural light, sun, views to the outside and access the natural environment.
- Seek end-user feedback when creating spaces to ensure spaces are shaped by those who will utilise them.
- Design that follows current best practices and considers the diverse range of user responses.



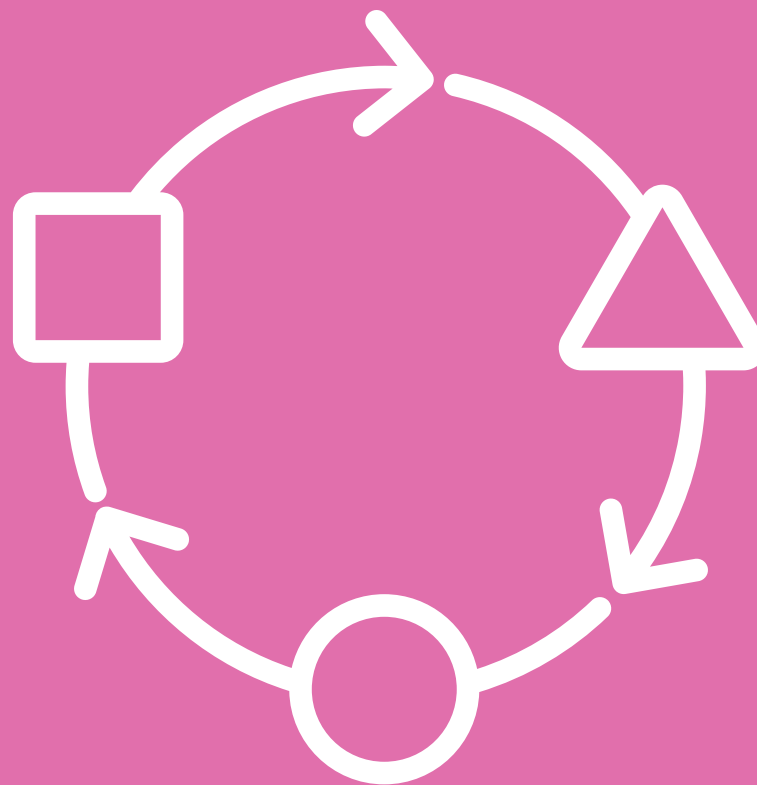
# Amenity

- Acoustic performance to suit the intended use that considers distraction, intelligibility of speech, hearing, noise levels and allows adjoining spaces to be effectively used when connected (opened) and when separated (closed).
- Provide thermal comfort for teaching and learning considering building thermal quality. Systems to be simple to operate and maintain.
- Strong emphasis on natural ventilation, air quality and flow to support health and wellbeing for all users.
- The light quality provides a comfortable setting for teaching and learning minimising reflection and glare and is zoned to enable modification of natural and artificial light to suit different settings and activities.
- Indoor environments have access to natural light, sun and visual outlook, with protection from sun and rain and excessive solar gain, reflection and glare.
- A range of learning environments and settings are provided (e.g. 'campfires', 'caves', and 'watering holes', indoor and outdoor learning, mountain tops with connections between them that provide flexibility and ease of transition.
- Provision of indoor / outdoor connectivity and external learning environments.
- Indoor environments are well-proportioned, adequate, age appropriate with efficient circulation that enable easy movement within the spaces and support the desired learning activities.
- Provide adequate size of learning environment that aligns with the desired pedagogies and learning activities and supports discrete supervision.
- Uncluttered environments with adequate provision of storage for student belongings, teacher and shared resources and display for 2 and 3 dimensional artwork.
- Provision of Internet services, and location of digital and display technologies affords access for various indoor and outdoor learning settings.
- Furniture is to scale, designed for accessibility by all, purposeful and appropriate for age learning settings and types of activities to be undertaken.
- Easily maintained and cleaned.



# Adaptive and Flexible

- Ensure maximum flexibility and ease of adaptation, to accommodate multiple uses and ability to respond to changing needs over time.
- Demonstrates opportunities for buildings and outdoor spaces to be learning tools in themselves.
- Responds to a master plan that includes the testing of options for future potential growth. Provides flexible spaces for growth and contraction, future adaptation to accommodate new teaching and learning approaches and integration of new technologies.
- Indoor and outdoor environments that feature a variety of learning and social settings to accommodate diverse activities and allow opportunities for instruction, interaction, activities and reflective retreat and provides the option for students to move between settings when required.
- Enables tasks to be undertaken in a variety of settings beyond the main learning area with good visual connection.
- Easily reconfigurable furniture allows new layouts in support of different sized settings and provides cues about how the area could be used.
- Durable, resilient and adaptable structure and services enabling evolution over time to meet future requirements.
- Building systems that facilitate future refurbishment or remodeling as needs change.





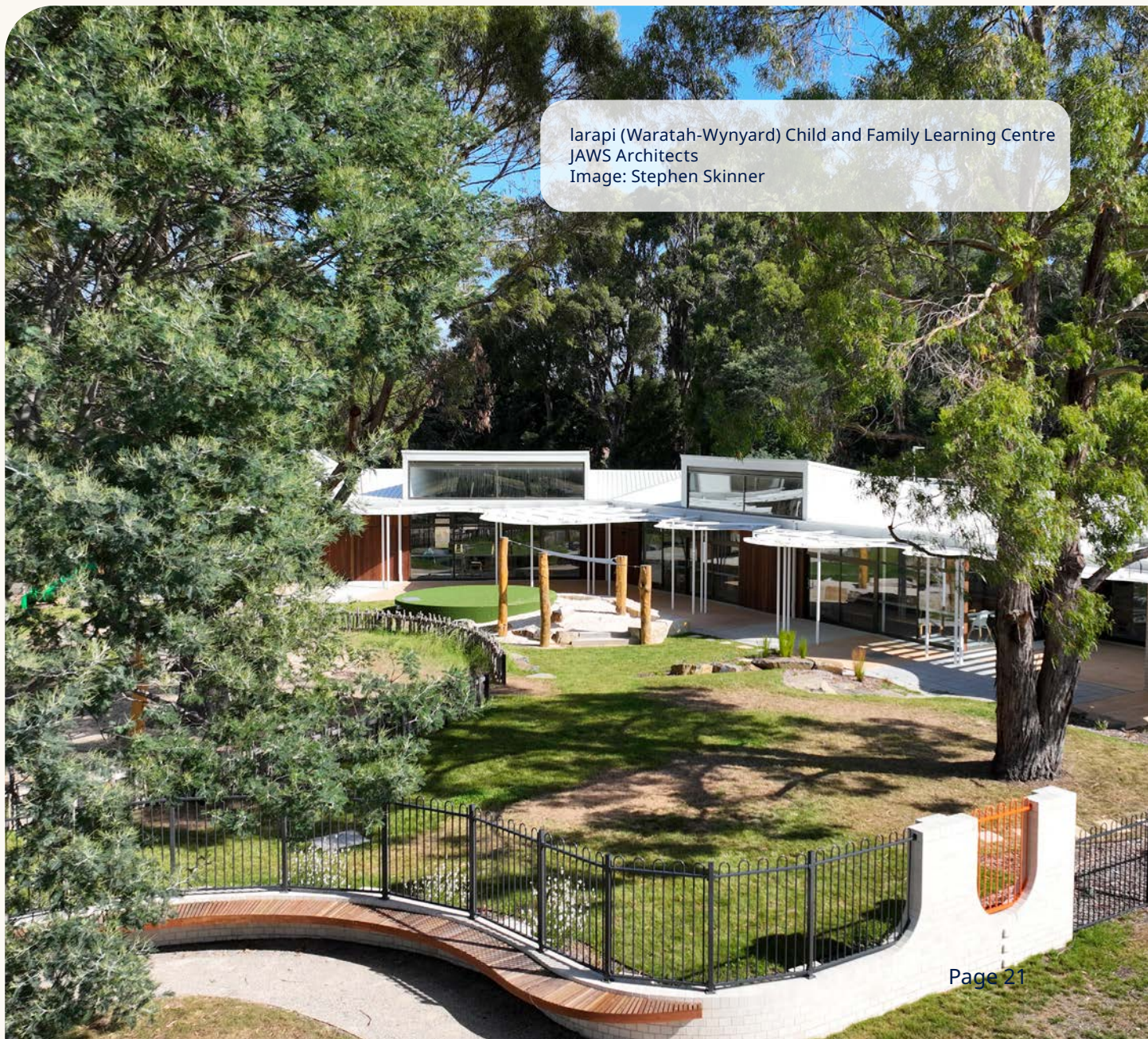
Sorell School  
HBV Architects  
Image: Adam Gibson

## 6. Project Stages

Every new or building refurbishment project follows certain steps to ensure a successful outcome. The project stage diagram overleaf, outlines the typical stages and phases of a DECYP building project.

There are four key phases throughout the life of DECYP projects including Planning, Design, Construction and Closure. There are eight project stages that are significant to these key phases.

The Built Environment Guide in conjunction with the [Design Guidelines](#) are to be used by the PWG, and the Lead Consultant, as a guide throughout the defined stages. These Guidelines are to be completed by the Lead Consultant and submitted to the Capital Works Project Manager at the end of the relevant stage.



Iarapi (Waratah-Wynyard) Child and Family Learning Centre  
JAWS Architects  
Image: Stephen Skinner

# Project Stages

Planning	Design				Construction	Closure	
<p><b>Project establishment</b></p> <p>↕</p> <p>Site and infrastructure assessment. Determine Project Objectives Develop Education Brief and Return Brief PWG established Develop Project Plan Community consultation (major projects) Appointment of consulting team</p>	<p><b>Stage A - Feasibility</b></p> <p>↕</p> <p>Develop and/or review Site Master Plan</p>	<p><b>Stage B - Design Concept</b></p> <p>↕</p> <p>Develop Project Concept Plan Cost of Works Estimate Asset Strategy Executive Committee (ASEC) Community consultation on concept plan (major projects)</p>	<p><b>Stage C - Design Development</b></p> <p>↕</p> <p>Design development with integration of building services and structural systems Parliamentary Standing Committee &gt;\$8 million Development Application</p>	<p><b>Stage D - Construction Documentation</b></p> <p>↕</p> <p>Finalisation of Detailed Design Pre-tender cost of works estimate including budget review Final review of Procurement Package PWG, ITS and operations endorsement Project assurance Gateway Review (major projects)</p>	<p><b>Stage E - Procurement &amp; Contractor Selection</b></p> <p>↕</p> <p>Contractor procurement and tender evaluation process Contractor appointed</p>	<p><b>Stage F - Construction Contract Administration</b></p> <p>↕</p> <p>Commencement and supervision of construction works Manage variations Practical Completion Manage handover and training of completed works back to site</p>	<p><b>Stage G - Contract Administration - Defects Liability Period</b></p> <p>↕</p> <p>Commencement of defects liability period Consultant and Contractor Performance Reports Obtain feedback on buildings performance in use Determine if Project Objectives met Consider how and if processes worked Capture lessons learnt</p>

## 7. Definitions

### ASSET STRATEGY EXECUTIVE COMMITTEE

A committee of senior DECYP representatives appointed to provide strategic oversight and direction to the Secretary and Executive Board on activities related to the Department's asset portfolio.

### BUILT ENVIRONMENT GUIDE GUIDELINES

A quality assurance tool and checklist of requirements to be verified at defined staged approval submissions to the PWG and the Design Review Committee. It contains key considerations forming a set of basic criteria for a design to meet minimum compliance standards.

### SPECIFICATION

A document providing details to prospective consultancies for the purposes of procuring consultancy services. The Specification provides essential background information, and outlines services and deliverables to be provided by the Lead Consultant.

### CONCEPT DESIGN

A range of design concepts explored to define the solution to meet the Return Brief and includes for example schematic floor plans,

site plans and building elevations and computer renderings expressing spatial relationships, scale, form and material use. Statutory requirements are investigated, consideration of the integration of building services and structural systems and initial cost estimates are further considered based design options and anticipated complexity.

### PROJECT ESTABLISHMENT

First project stage after Lead Consultant commissioned. During this stage the PWG is formed, all site information established, sub-consultants commissioned, DECYP Built Environment Guide, Project and Education Brief / Service Model considered, and a Return Brief delivered by the Consultant to the PWG for approval.

### CONTRACT ADMINISTRATION

The task or function of ensuring that a construction contract is executed in accordance with the terms of the contract.

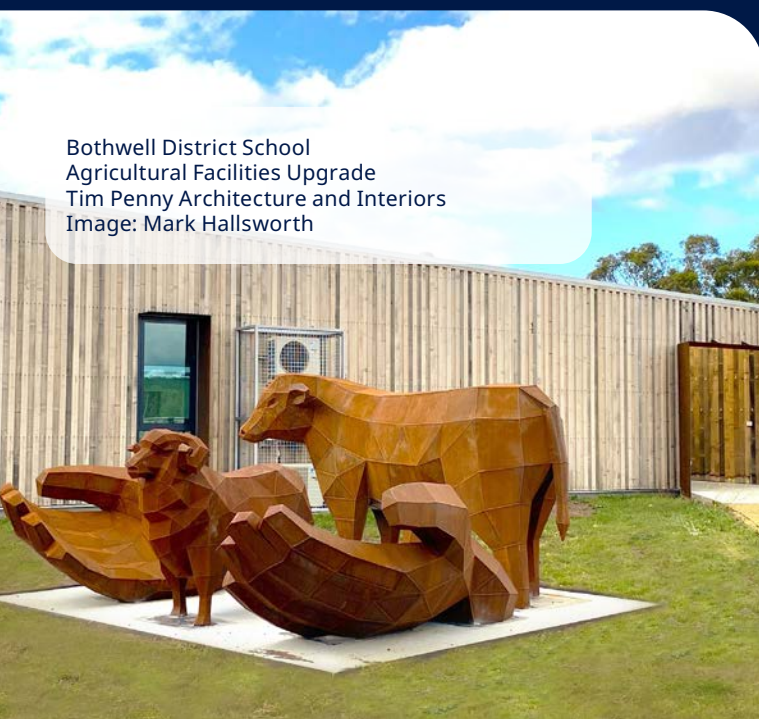
### DEFECTS LIABILITY PERIOD

Is the period following the completion of construction or practical completion during which a building contractor remains responsible under the building contract for attending to and rectifying any defects which become apparent in the completed works.

### DESIGN DEVELOPMENT

The stage during which the schematic design is refined to produce the final design. This includes the integration of building services with architectural and structural systems, verification of cost estimate, verification of time program, finishes, fixtures and materials are specified, fully dimensioned site plan, floor plan, elevations and sections.

Bothwell District School  
Agricultural Facilities Upgrade  
Tim Penny Architecture and Interiors  
Image: Mark Hallsworth



## **DOCUMENTATION**

Documentation of the final design, including preparation of specification and tender drawings, final integration with structural and building services, statutory approvals as appropriate. Architectural documents are combined with structural, mechanical, hydraulic and electrical drawings and have all details required for pricing and construction.

## **EDUCATION BRIEF**

Sets out the methods and practice of teaching and learning, and aspirations for the project's learning spaces. The educational vision of the school is key to developing the Educational Brief. Other DECYP documents, for example: School Improvement Plans, Pedagogy Frameworks, School Vision Statements and the Early Years Learning Environment Design Brief can provide additional information about teaching and learning practices and spatial aspirations. Key elements are integrated into the project brief.

## **ENVIRONMENTALLY SUSTAINABLE DESIGN (ESD)**

The intention is to eliminate negative environmental impacts completely through skillful, sensitive design. Principles include, low impact material use, energy efficiency, durability, reuse and recycle, renewable resources and design impact.

## **PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS**

A committee comprising members of State Parliament responsible for scrutinising major government public works projects, and specifically the necessity or advisability of carrying out the project and the present and prospective public value of the work. Applicable for projects over \$8 million.

## **PEDAGOGY**

The method and practice of teaching. The function or work of teaching; the art or science of teaching, education instructional methods. (Department of Education, Employment and Workplace Relations (DEEWR), 2009a, p.42)

## **POST OCCUPANCY REVIEW**

A review undertaken after a building is occupied to obtain feedback on a building's performance in use. It checks whether the design process worked, establishes lessons learned, occupant feedback, and closes the loop on the objectives of the Built Environment Guide.

## **PRACTICAL COMPLETION**

The point where all building work is complete or almost complete, in accordance with the contract, and the building is fit for occupation.

## **PROJECT BRIEF**

The consolidation of preliminary briefing and scoping information developed by DECYP. It outlines the aspirations for the project and links the desired vision for learning, design solutions and the facility.

## **PROJECT DESCRIPTION**

Formal project description from State Government Budget Papers or DECYP that defines a high-level scope and budget.

## **PROJECT MASTER PLAN**

The Project Master Plan illustrates the proposed project works and how it fits in the context and considers the strategic future development of the site.

## **PROJECT OBJECTIVES**

Key project outcome requirements that are established and approved in the Project Plan.

## PROJECT PLAN

A document prepared by the Capital Works Project Manager in consultation with key site stakeholders, establishing specific requirements for the project and includes site information, budget, scope, timeframes, opportunities, identified issues, stakeholder engagement strategies, project methodology, governance requirements, and risk mitigation strategies.

## PROJECT STAGES

Typical stages that most building projects whether simple or complex go through to ensure successful project outcomes. These include Consultation and Commissioning; Master Planning; Schematic Design; Design Development; Documentation and Tender; Construction and Contract Administration; and Post-Occupancy and Defects Liability Period.

## PROJECT WORKING GROUP (PWG)

A group of representatives of interested parties and stakeholders responsible for key project decision making relating to the appointment of the Lead Consultant, design outcomes and scope priorities.

## RETURN BRIEF

A statement from the Lead Consultant back to the PWG, prepared in response to the Specification. It outlines the design ambitions without prescribing a solution. The Return Brief confirms project requirements and responds to the Design Guide, and outlines key functions, considerations and learnings identified from collaboration and investigation during the Consultation and Commissioning stage.

## SERVICE MODEL

Sets out the types of activities, services and functions to be delivered that will inform development of the site / project master plan and design of facilities.

## SITE MASTER PLAN

A high-level plan showing the intended site and/or building layout over the longer term (i.e. beyond the scale of a single project). Establishes the spatial framework and aligns the school's vision for the site and key areas for future development. The site master plan is a stand-alone deliverable and considers the whole site and provides options including infrastructure requirements that will ensure future utilisation or otherwise of the existing structures and/or areas will not be compromised.



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