

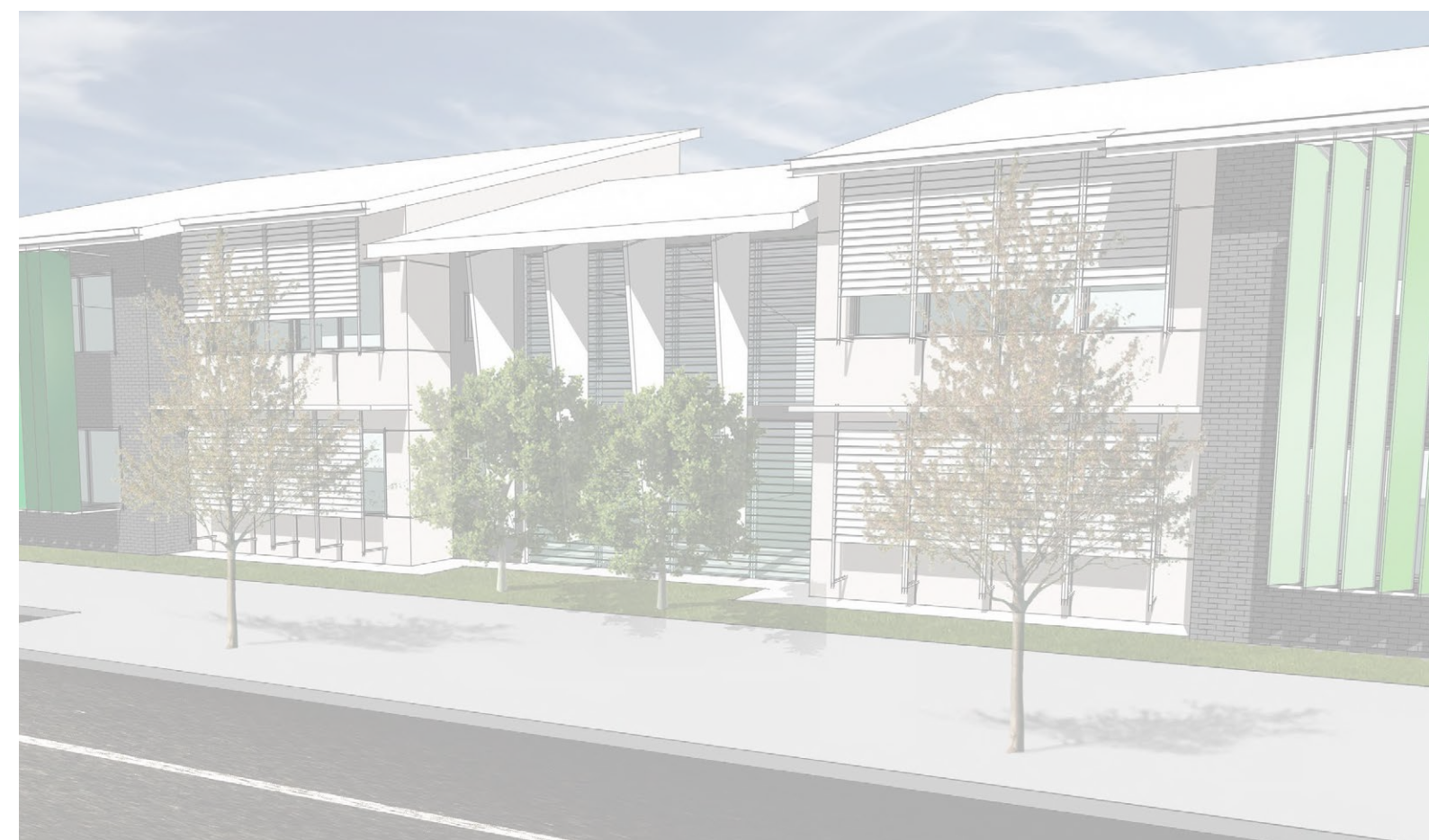
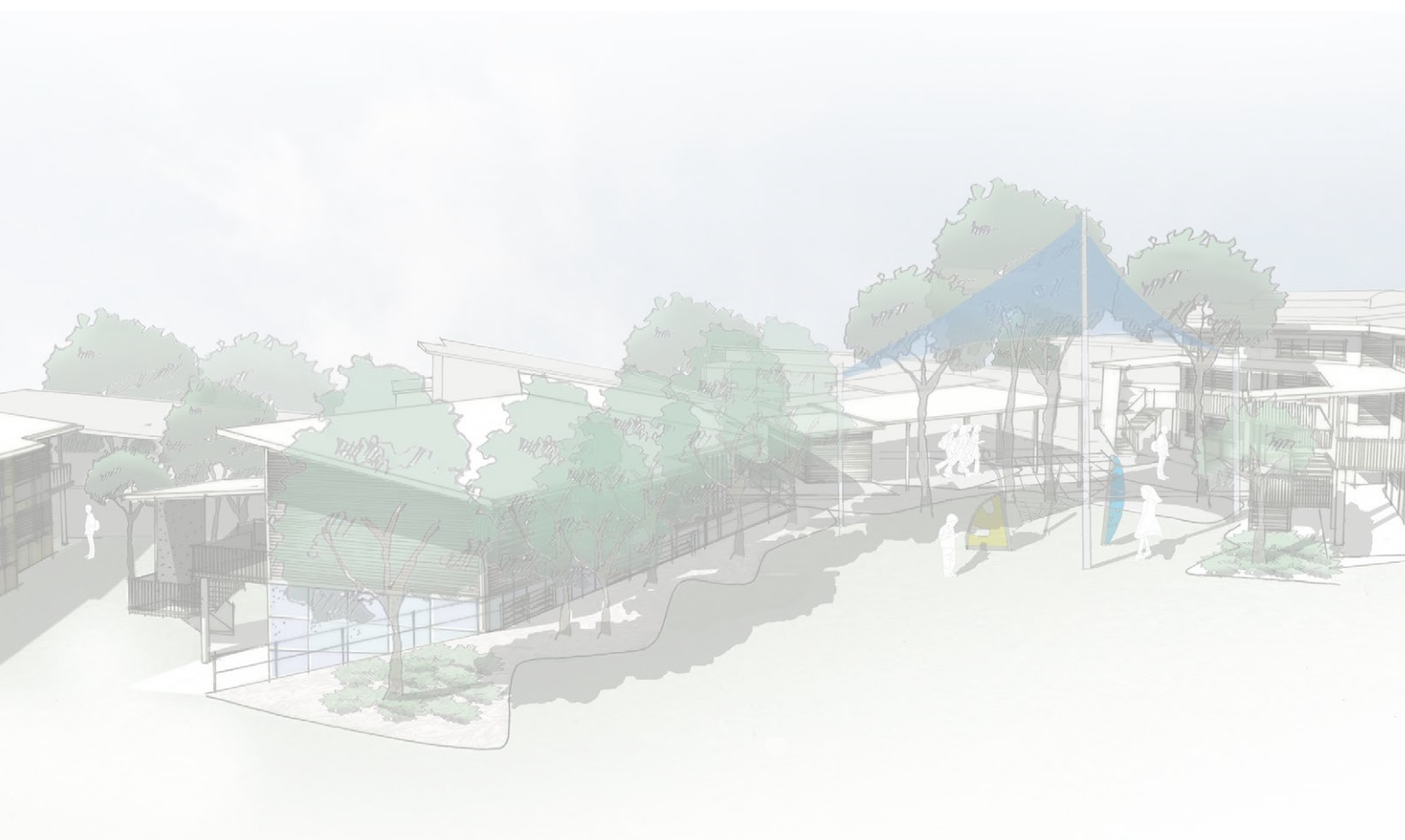


A New Approach

To Delivering Queensland State Schools



**Queensland
Government**





The Infrastructure Services Branch through Department of Education & Training is proud to deliver **4 new schools in Queensland**



A New Approach to Delivering Queensland State Schools



Burdell New P-6 School



Caloundra South New P-6 School



Coomera-Amity New P-6 School



Yarrabilba New P-6 School



What makes these schools different?

The department has **shifted its thinking** about new schools – it's not about building a place, rather we are **Placemaking**.

In designing these new schools the department is taking the traditional ways of thinking and making places that consider:

Local Context

We all know a school is about and built for people – it's not just a design.

Considering local, unique factors such as ventilation, weather protection, indoor and outdoor learning spaces and solar strategies will create layouts that communicate with the surrounding environment.

Community

It is only right that community have a say to shape their future spaces and therefore their thinking informs the design of a new school.

The department takes their advice to create social, welcoming spaces that allow for family-centred experiences.

Inclusion

As part of the design process, its vital that safe and inviting spaces are made for learning, teaching and play.

This sensitive design allows a place for everyone and creates a sense of belonging where all students can interact and don't feel disconnected.

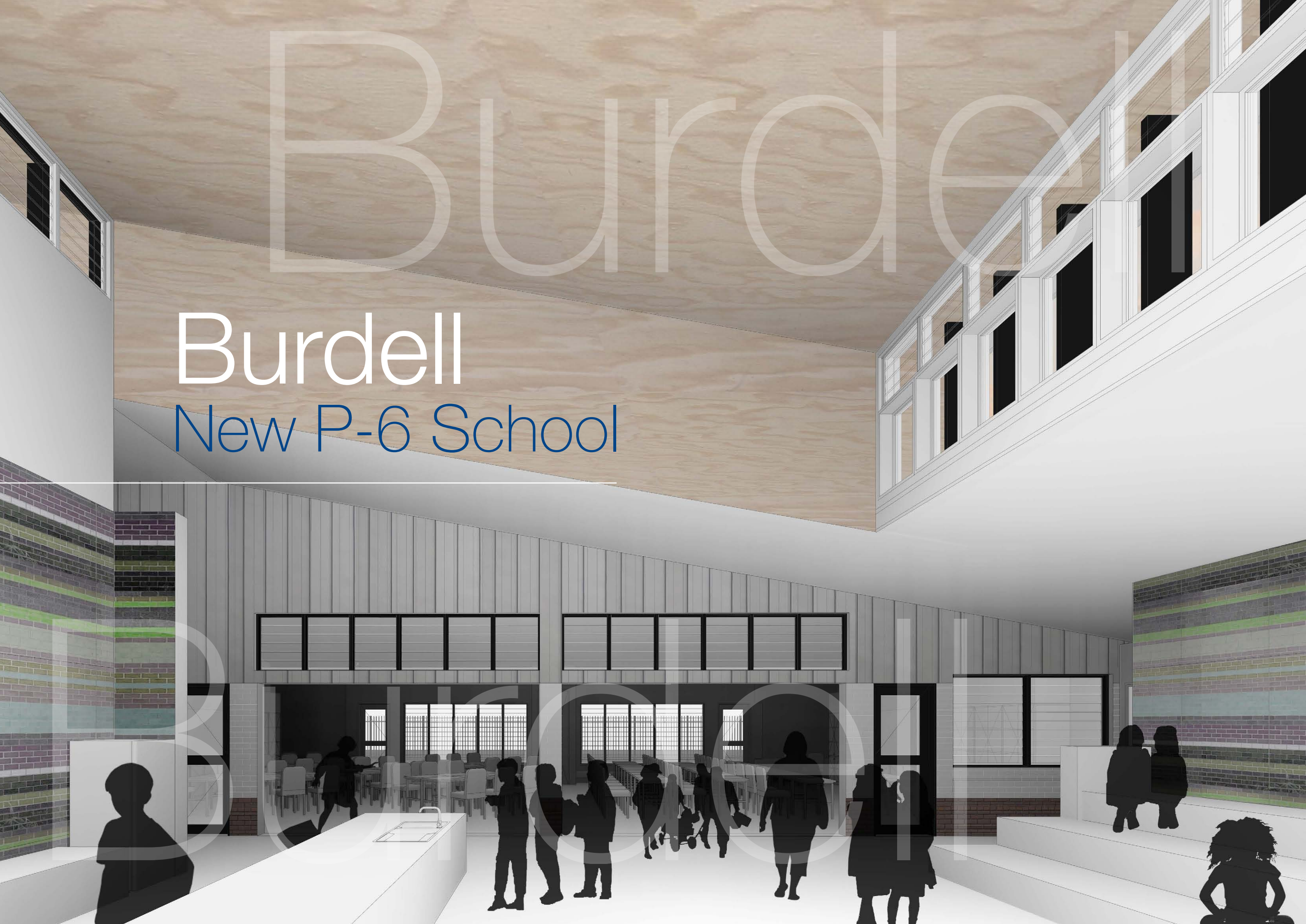
Contemporary Learning

Making flexible, innovative environments for collaborative teaching and learning are imperative to new school design.

Classrooms look and are used differently to previous decades, and these new schools offer new options as to how indoor and outdoor spaces can be used.

Burdell

New P-6 School



Burdell

New P-6 School

Designed as a cluster of Learning Villages around a central Town Square, Burdell's New P-6 School re-imagines the traditional classroom environment by embracing contemporary learning, to include flexible learning options, all-weather outdoor teaching spaces, a 'learning lane' and public places to bring the community together.

Local Context

- 1. Outdoor Learning Areas:** Covered outdoor learning areas are embraced within the Village to celebrate the Arid Tropical climate.
- 2. Pedestrian Networks:** A legible and logical network of pedestrian walkways is established throughout the school, which then link to the wider community pathway network.
- 3. Cross-Flow Ventilation and Light-Filled Spaces:** The oval is located to the east to cool the prevailing breezes before they pass through the site. Buildings with high ceilings and celestial louvers combined with low level louvers promote natural cross flow ventilation and natural light penetration.

Community

- 4. Town Square:** The school is focused around a central Town Square. The Town Square encourages interaction, recreation and learning. The Town Square invites visitors to engage with the school community whilst maintaining separation from the children's learning areas.
- 5. Arrival Node:** An important arrival experience is created at the main entry to the school. The Arrival Node consists of a landmark atrium, landscaped areas and covered set down areas. The Arrival Node welcomes students and visitors to the school, provides shade and weather protection; and enables pedestrians to safely travel from the car park footpath into the heart of the school.
- 6. Multi-Purpose Hall:** Direct external access to the Multi-Purpose Hall is provided to ensure the community have out of hours access.

Inclusion

- 7. Integrated SEU:** Special Education Unit spaces are distributed across the campus so that SEU students are integrated with the school, and not dislocated from peers.
- 8. Accessible Walkways:** Accessibility is promoted through gentle pathway grades across the site.
- 9. Logical Positioning:** A logical sequence of facilities occurs across the campus. Each year as students progress in age, they move along the campus into classrooms in a logical linear pattern. This allows students to feel comfortable and welcomed when they change classrooms each year.

Contemporary Learning

- 10. Learning Villages:** Traditional classrooms have been re-imagined into clusters of innovative spaces which form Learning Villages. The Learning Villages comprise eight traditional general learning areas (GLAs) clustered around a shared practical learning area.
- 11. Learning Lane:** Year groups are connected through a 'Learning Lane' running the length of the Villages to encourage interaction between year groups.
- 12. Flexible Learning Spaces:** To optimise flexibility, operable walls between classrooms enable two class rooms to open into one. Bi-fold doors in classrooms open out to the shared practical learning areas, further promoting flexible options.
- 13. Connected Gardens:** Direct access from classrooms to adjacent gardens encourages healthy interaction with the outdoors offering staff multiple locations for formal and incidental professional learning.



Burdell New P-6 School Masterplan

(Source: Conrad Gargett)

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Burdell New P-6 School 3D Views

(Source: Conrad Gargett)

Arrival Node



Arid Tropical Interaction Hub



Learning Villages

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Project Strategy

Project Assessment Framework (PAF)

The Queensland Treasury Project Assessment Framework has been utilised for the **first time** by the Department of Education and Training on these significant projects.

The framework ensures a common, rigorous approach to assessing projects at critical stages in their lifecycle. At each stage of these projects, the projects progress and quality is assessed to ensure that strategic objectives are met and value for money is achieved.

The framework provides an open and accountable measure for DET to demonstrate project viability to Queensland Treasury and attract asset investment into the Department.

Procurement – Design Construct & Maintain (DCM)

The Department of Education and Training is utilising for the **first time** an innovative procurement strategy: Design Construct and Maintain.

This Strategy allows the project builder to not only have input into the Design and Buildability aspects of the project, but provide solutions with a view to lifecycle benefits to the Department through the inclusion of a 10 year maintenance period in the contract.

Schools will have access to dedicated maintenance personnel ensuring high quality buildings are maintained to the highest standards and ensure a safe working environment for students and staff.

Staging of future facilities

For the **first time** the Department of Education and Training is bundling the construction of multiple school stages into one contract.

Each school will have a commitment to Stage 2 included in the same contract ensuring the provision of additional facilities at the school to meet projected enrolment growth into the future and meet the needs of a growing community around the school.

Consultation

The **unique** Design Construct and Maintain procurement allows ongoing consultation with Department of Education and Training personnel, school based staff, Councils and the wider community as the facilities grow and develop.

The high level of consultation will ensure unique facilities that are developed and respond to the needs of the community and be able to adapt over time if needed.

Project Team

This project is being delivered by the Department of Education and Training through the Infrastructure Services Branch, in collaboration with the below consultants.

