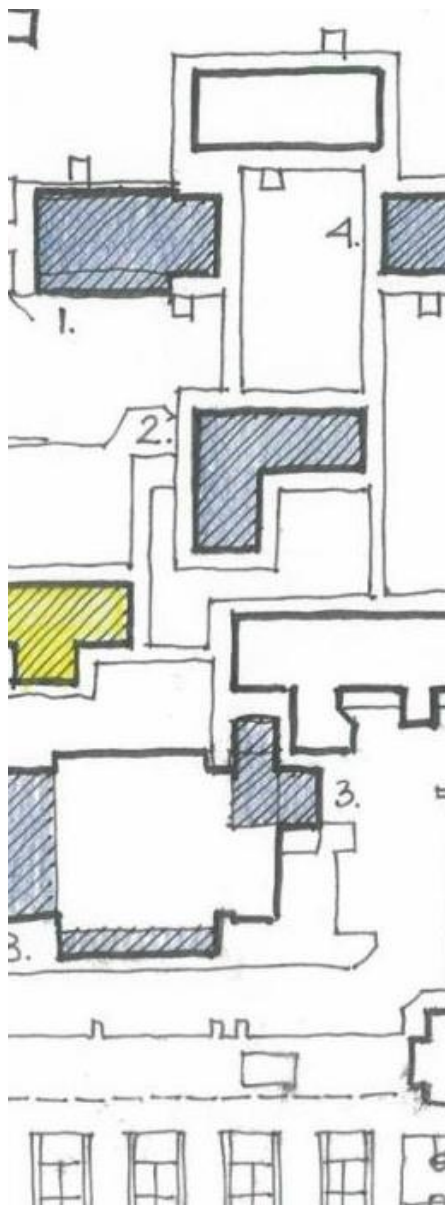


Katherine High School Redevelopment Masterplan

March 2019

For: Department of Infrastructure, Planning and
Logistics and Department of Education



**Conrad
Gargett**

Documentation Control

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1.0 Introduction

Conrad Gargett Architects were commissioned by the Department of Infrastructure, Logistics and Planning (DIPL) for sponsor client the Department of Education (DoE) to prepare a master plan for Katherine High School. The purpose of the master plan is to reflect the relationship between the vision for the school and its educational programs and the facilities and physical requirements needed to underpin the services and outcomes.

This report establishes the framework and key elements for a logical development strategy of the existing facilities to a defined future vision for an educational environment.

It will be used by the School Community to inform the Department of Education of the needs and aspirations of the school.

2.0 Methodology

The master plan report has been compiled following data collection process including review and evaluation that included:

- Site visits and walk through of school facilities,
- Interviews with officers from DIPL and DoE, the KHS principal, vice principal, business manager and key stakeholders.
- Review of current and future educational programs against existing facilities to determine which facilities are current and can accommodate proposed educational courses and those which require refurbishment and upgrade. The review also considered determining priorities for works
- Preparation of a footprint brief / schedule of accommodation for review and evaluation and
- Development of planning options for further review and evaluation to establish a preferred master plan model.
- Develop presentation / report of preferred master plan model.

3.0 Background

3.1 Brief History

Katherine High School (KHS) is a comprehensive high school located on Grevillea Road, Katherine East. The original buildings were constructed by Barclay Mowlem (now Laing O'Rourke) and completed in 1989, with additions in the early 1990's and 2007 and in 2010 a Sports Science Centre was added as part of the BER program.

KHS is an attractive educational provider set on spacious grounds. It has excellent facilities including tennis and netball courts, a large air conditioned gymnasium and undercover outdoor basketball court, as well as computer laboratories. There are specialist learning areas for Art, Hospitality, Technology, Science and Music and at present apart from some recent VET upgrades following a fire these facilities are nearly 30 years old and are due for refurbishment or upgrade to meet the current standards for comprehensive high school facilities for year levels 7-12.

The school serves a region larger than the state of Victoria and caters to a diverse socio-economic clientele from a range of backgrounds, including RAAF, pastoral families, the public sector, business owners, remote and urban indigenous students (over 30 clans from across the Territory are represented at the school). The school currently has an indigenous population of 61%, and had enrolments of 623 in 2018. The current enrolment is 627 and attendance is 72%. These numbers do not account for students on the current passive enrolment.

In 2019 the high school will celebrate its 30th anniversary of its opening.

3.2 Educational Aspirations

Katherine High School proudly provides students with a high level education that is responsive to their needs. The school offers flexible learning options for students who are disengaged from school that supports their aspirations to gain qualifications and a career pathway. Katherine High School supports the tertiary aspirations of our students who choose high level subjects in Maths, Science, English, Humanities and Enrichment areas. The students at Katherine High School achieve high level success, often resulting in students achieving in the top 10 ATAR scores and NTCET Completion rates in the Northern Territory.

Katherine High School is the only public secondary school in Katherine and caters for years 7 to 12. With the closure of 3 boarding schools that were a choice for many remote students, KHS has seen a spike in enrolments over the last 2 years. Katherine High School is the preferred secondary school in Katherine with over 600 students attending and a current enrolment of 621 students in 2019.

Growth has been sustained in our senior years of schooling as from 2013-2015 the retention rate for senior students from years 10-12 was 35.7% compared to 43.6% from 2015-2017. Non indigenous students in years 10-12 retention has grown from 47.3% in 2013- 2015 to 66.1% from 2015-2017.

3.3 Students

In 2018 Katherine High School maintained the trend of having the highest student enrolment point in Term 1 with 653 students enrolled at an attendance rate of 68% and lowest enrolments in Term 4 with 548 students at an attendance rate of 64%. Traditionally term 4 has low enrolments and attendance due to students turning 17 years of age and commencing work. As shown in the data below, Katherine High School is maintaining the systemic 'Engage' target of increasing the number of students attending more than 80% for the middle years. Strategies have been put in place for 2019 to ensure this target is achieved across the school, especially for our indigenous students with targeted strategies involving the school's HLO, AIEW, Clontarf and Stars Academy and school based police officer.

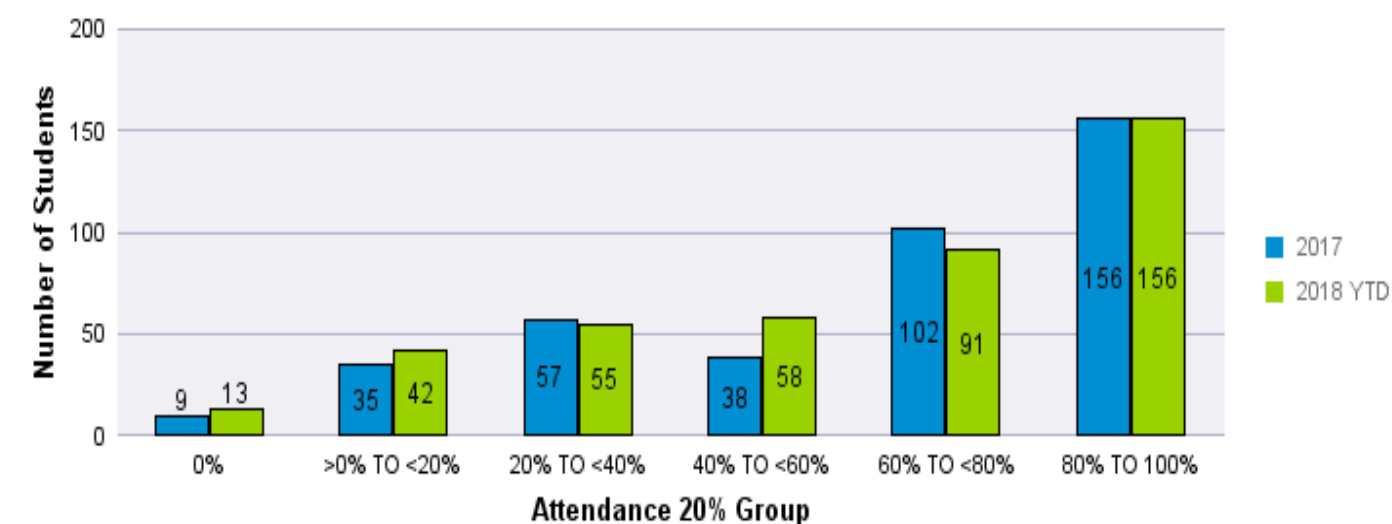


Figure 1: Number and proportion of students attending by 20% decile: Middle School

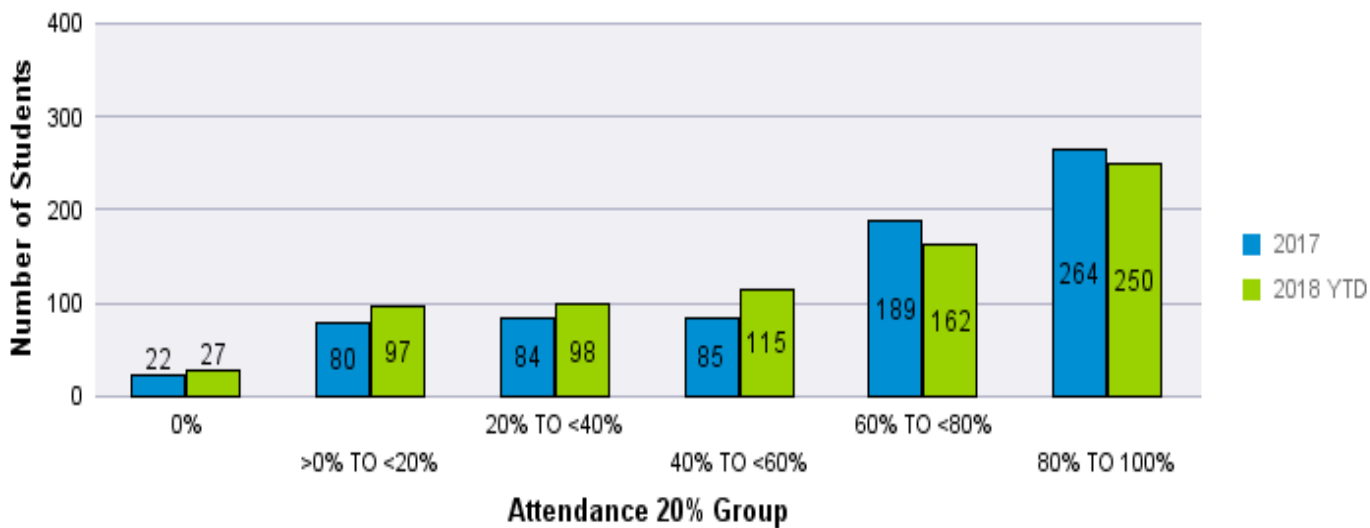


Figure 2: Number and Proportion of Students Attending by 20% decile: Whole School

As indicated above, the number of students enrolled at the school can vary as 12% of students are from Australian Defence Force families, based in Katherine and at RAAF base Tindal. The typical tenure for these students are usually from 1-3 years at Katherine High School before posting to another location.

49% of students enrolled at Katherine High School are Indigenous. Many of the indigenous students are transient from their home and neighbouring communities. Katherine High School has 43% of all students who have been identified with high support or have special educational needs that require targeted support to meet their educational goals, as well 43% of all students who have been identified as having English as a Second Language require further targeted support.

A continued increase in student enrolment has been noted for KHS in the year since 2011. A further increase in students from Term 1 2017 to Term 1 2018 is highlighted in the comparison data below.

	2017				2018			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Year 7	67	63.7%	113	74.5%	69	59.9%	114	72.5%
Year 8	68	60.0%	108	69.3%	73	49.7%	113	63.3%
Year 9	56	46.5%	105	64.3%	67	51.4%	107	63.4%
Year 10	77	44.4%	124	59.2%	56	38.5%	107	60.3%
Year 11	44	48.7%	95	66.0%	76	37.4%	116	51.5%
Year 12	13	64.7%	55	73.7%	19	54.5%	65	67.4%
Katherine High School	326	53.5%	600	67.2%	358	47.9%	623	62.7%

Table 1: Enrolment records for 2017 vs 2018

	2014				2018			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Year 7	81	75.0%	134	81.9%	69	59.9%	114	72.5%
Year 8	49	72.3%	117	81.9%	73	49.7%	113	63.3%
Year 9	51	64.1%	114	78.8%	67	51.4%	107	63.4%
Year 10	53	66.3%	108	77.1%	56	38.5%	107	60.3%
Year 11	25	65.7%	77	80.1%	76	37.4%	116	51.5%
Year 12	19	87.3%	55	89.7%	19	54.5%	65	67.4%
Katherine High School	278	70.9%	605	80.9%	358	47.9%	623	62.7%

Table 2: Enrolment records for 2014 vs 2018

3.4 Katherine East Development

Impact on the Master Plan

The Northern Territory Planning Commission has undertaken and prepared a Katherine East Area Study Plan. The study identified further residential development for Katherine East and has nominated a community centre, a future hospital and aged care facility to be developed in the new suburb. Whilst originally planned to be completed by 2018 the Katherine East residential development project Stage 1 is now almost complete and stage 2 is underway. These developments have seen a significant increase in student population to the KHS feeder primary schools and KHS has also experienced an increase in the year 7 student population. As Katherine East continues to develop KHS will see a further increase in the year 7 cohort and as this cohort moves through the high school year levels the increased student population will increase demand on the specialist teaching spaces. KHS has reviewed the impact this increased student population on teaching spaces and this master plan report has been focused in order of priority to the specialist teaching areas in need of urgent refurbishment and upgrade.

Our Community

The Katherine High School community was comprised of 464 families in the 2018 year and services families living in the entire Katherine region, including students from remote communities, who reside at our aligned boarding houses (Callistemon House and Fordimile). Most students enrolled at KHS reside in the Katherine East area, however students also reside in other areas of the town including RAAF Base Tindal, rural and surrounding areas and in supporting students moving interstate to the township at regular intervals across the school year.

Katherine High School has an active school council with representatives from various organisations, including our Local Member for Parliament. The school council follow the constitution and work closely with COGSO. The council support the greater work at the school with sub-committees focusing on Finance, communication, Fundraising and Infrastructure.

Next Steps & Priorities

With the school maintaining or exceeding enrolments in the last 7 years, experiencing high success in regards to student achievement and the taking into account the new Katherine East development the school council and community have engaged to ensure this growth is invested in to 'futureproof' the ongoing success of the school community as a whole.

This is why in recent years the school has committed a number of resources and energy to the gradual development and growth of the KHS campus, responding to the student needs with appropriate resources in place across the school. We have found ways to improve our shared and natural spaces, increase shade and resources for student use of learning spaces across our buildings and open spaces, achieved grants and Minor New Works funding and support to improve the aesthetics of the school and to include additional IT infrastructure and resources. I am delighted to share preliminary planning and priorities on behalf of the school council in the form of our KHS School Master Plan. This work aims to enhance significantly the quality of our learning facilities. It also seeks to address a number of needs which have been presented following the changes in response to students learning needs in recent years.

This will particularly focus on the growth in student achievement across the Science, Technology, Engineering, Arts and Maths areas (STEAM) and increased provision for quality teachers to have access to learning spaces in the STEAM subjects that foster collaborative learning, creativity, communication skills and critical thinking to further enhance the overall success for students. The revitalisation of Music and production at KHS is also a focus area to nurture the creative student talent, with the implementation of learning spaces that cater for instrumental practice, sound recording, and computer mixing. A welcoming Library space, that aligns the student services staff, study support, online learning and careers support has also been identified as a need at KHS. The growing number of students undertaking VET subjects and transition to work skills based qualifications has seen a need to enhance facilities in food and hospitality. The KHS gym is a common area used by many community groups and is a focus for development to ensure greater community/ school connection. Improved welcoming points and security for our site as we form a larger part of the growing Katherine East area is imperative to the positive culture we strive for at KHS.

My sincere thanks are extended to the KHS School Council for their work to date in shaping these priorities. There's plenty of work to be done but I am excited by the school's progress and very grateful for the support and energy of our community in continuing to build KHS to grow at the heart of our community.

Dan Murtas
Principal

4.0 Proposed Masterplan

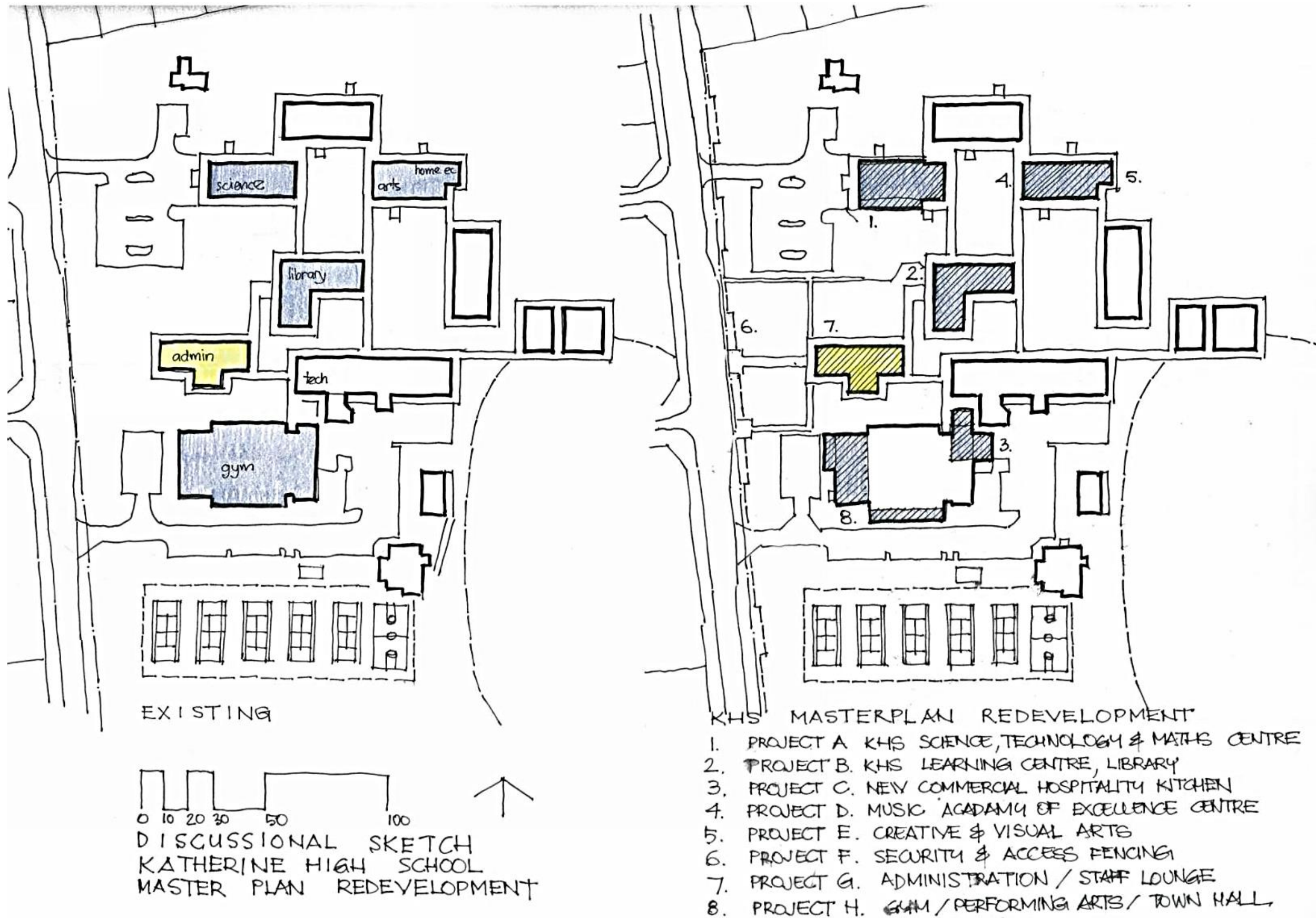


Figure 3: Proposed Masterplan for KHS

The scope of this master plan commission did not include review of the building services or site infrastructure services that would be impacted by the proposed alterations and additions to the administration building or the construction of new refurbished science and home economic and hospitality specialist teaching spaces. Should these future works be considered; it is recommended to commission site infrastructure and building services consultants to provide a report to address: general infrastructure, such as: power supply, water supply, and connection to sewerage; and building services, such as: mechanical services (eg. air conditioning, ventilation), lighting, power, communications, data and audiovisual services, and internal and external hydraulic services.

The scope of this master plan commission did not extend to include a Landscape master plan. Should the future master planned works be considered for construction, it is recommended that a landscape master plan is prepared to consider how the internal courtyards and the school grounds can be enlivened to become active socialization spaces. The master plan should also consider how the perimeter landscape planting and garden beds and pedestrian paths within the grounds might be improved to promote Katherine High School and give the school a sense of address and its own identity. It is important in the development of a student's education, to engage in age appropriate external physical active and passive play environments, including shaded spaces that are linked to teaching spaces. The refurbishment of the canteen and linking it to the hospitality kitchen will present an excellent opportunity to enliven the adjacent undercover area. The selection and placement of seating and tables and the planting of trees, shrubs and ground covers are all important factors to creating an enjoyable and sustainable external landscape environment. Having a Landscape master plan will allow the school to manage and develop these environments in a planned manner rather than the ad hoc placement that occurs all too regularly, resulting in having to remove dangerous trees or equipment, inappropriately placed, not used by the students.

Katherine High School currently has the capacity to accommodate a maximum of 1404 students with an optimal capacity of 1053. These figures exclude studio rooms, Clontarf Academy (2GLA's) Stars Academy (2 GLA's), the sports hall, library and Year 12 common room.

These figures are the considerations from the Department of Education NT. There needs to be further consideration regarding this as the numbers are based on space allocation for buildings that were predominately built 35 years ago. With the changing styles of teaching and learning in order to be responsive to the needs of students today, more space is required to cater for whole class, group work and individual learning with the consideration of safe practices in mind. Particular areas that should be considered regarding greater allocation of space are:

- Science laboratories
- Tech rooms (Woodwork, metal work, etc.)
- Music room
- Art rooms

Due to the limited scope of this commission the master plan report focussed on 8 priority areas as identified by the key school stakeholders. Unfortunately the following areas and buildings are not included in this master plan report.

The VET block has recently been upgraded as the result of a fire that destroyed part of the building. Currently, this facility meets educational needs for Tech Studies, including woodwork, metalwork and design with 3D printing and laser cutting. As robotics and maker spaces and demand on these facilities increases the workshop spaces will require additional work to allow robotics and maker spaces to be provided. The aim is to have these facilities completed to support the school's strategic plan requirements by the end 2021.

Sports Science Centre and associated classroom block

This building was constructed as part of the BER program in 2010. The facility currently meets the needs of the programs that are delivered from the facility. The Clontarf sports program also operates from this facility. The adjacent classroom block is of demountable type construction and in time will require refurbishment or replacement with permanent classrooms. The sports Science Centre is currently in good condition and will need to be considered for future renovation to support student needs. The demountable classroom that supports the Clontarf Academy is becoming too small for the amount of students that are in the academy

Middle School Classroom Block

The middle school classroom block is a relatively recent addition to the high school. The building currently meets demand however KHS are aware that the year 6 primary school cohort from feeder primary schools will require additional classrooms to be provided. This requirement was not included as part of this master plan report. Some minor building improvements and refurbishments to the classrooms would allow the facility to function more efficiently.

School Oval

The School Oval is used every day for HPE classes to run specialised programs. Sporting carnivals for schools and adult teams are scheduled throughout the year to use the oval to support their needs. It is proposed that Katherine High School work with AFL NT to develop the Katherine High School Oval to become an elite hub with change room, academy and office facilities (including a student study space) that would act as the home of AFL in Katherine, building stronger networks and servicing students through existing programs such as Clontarf and Stars, and creating the potential for Katherine High School to offer an elite football program for students. There is also scope to provide additional multi-sport / multipurpose facilities by improving surfaces of existing grass spaces and complimenting these with the proposed change room facilities. (See picture attached)

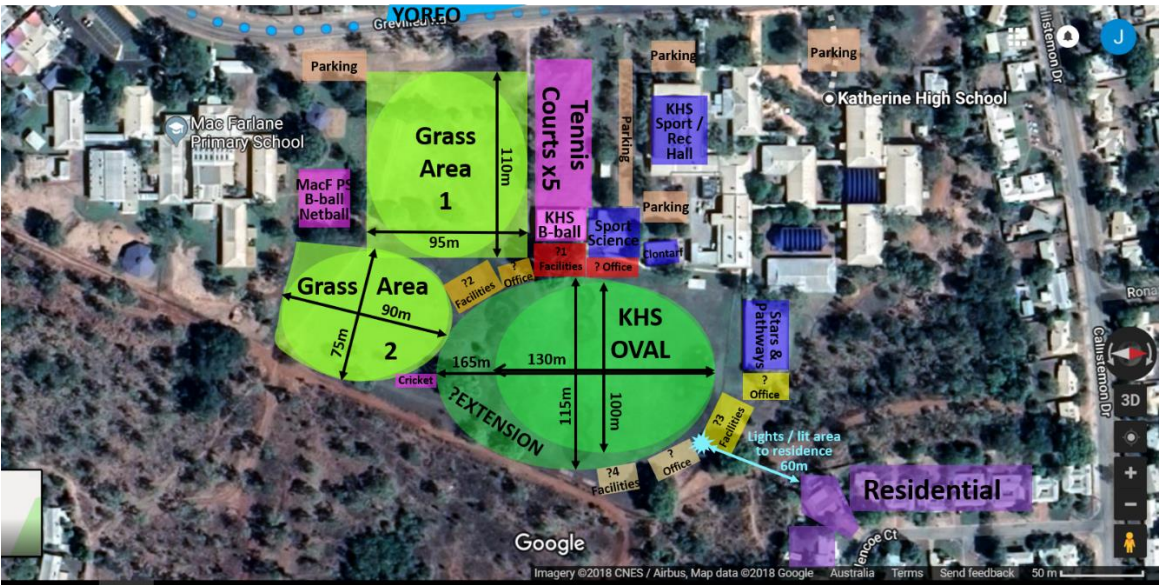


Figure 4: Priority areas identified by the Key School Stakeholders

9.0 Focus Areas

9.1 Project A: KHS Science, Technology, Engineering and Maths centre (STEM)

Katherine High School students have excelled in the STEM area and the programs for both middle and senior years of schooling have steadily developed in complexity and rigour over recent years. The school council is keen to enhance the facilities available for students in STEM to greater foster their creativity, critical thinking, problem solving and communication skills.

The redevelopment of the KHS Maths and Science Block (P Block) would allow for better learning spaces that enhance student collaboration and 21st century learning skills. The layout of the building will see enclosed balconies made into maker spaces and offer better security to the building. The plan for 3 open science labs for chemistry, physics and biology, a robotics room and general learning areas for maths classes meet the student needs in terms of learning and belonging.

The existing science block laboratories are approaching 30 years old and the fittings and fixtures and support facilities within the existing block are reaching their used by date. In order to deliver science education and make the spaces exciting to be in and encourage self and explorative learning the existing laboratories should be refurbished to present day standards and expectations. An additional classroom is required to accommodate the current cohort of year 6 students that have enrolled and will attend commencing 2019.

The following schedule of accommodation is required to support STEM:

Location	Space Required
Science laboratory x 1No.	100-110 sqm
General Science Laboratories x 2No.	75- 80sqm ea
Preparation Room inc storage	80 sqm
Science teacher resource room	24 sqm
Robotics Classroom	65 sqm
3D Print room	12 sqm
Robotics Storeroom	12 sqm
General classrooms x 7No.	50 sqm ea (GLA 3 is capable of being divided into 2 No. seminar rooms 40sqm ea)
Teacher Resource Room	40 sqm
Store room	inc above
Breakout area	75 sqm per floor

Table 3: Schedule of Accommodation to Support STEM

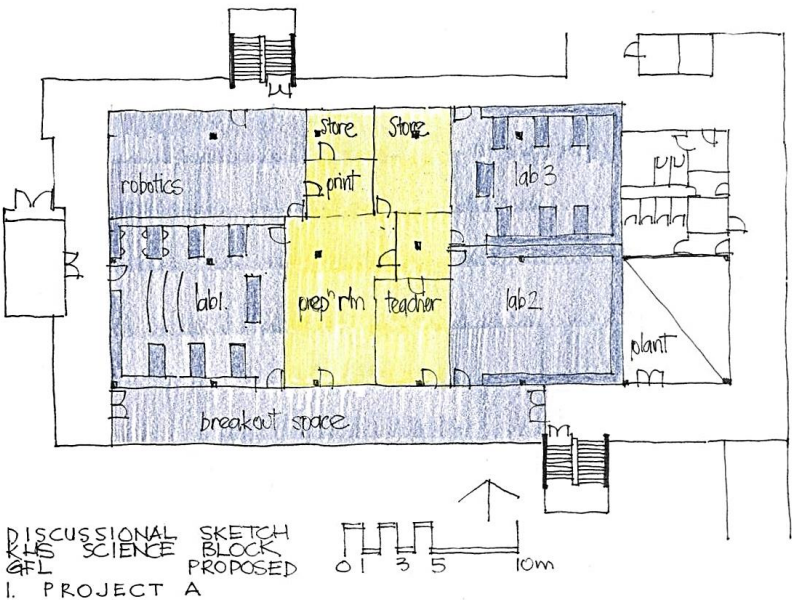
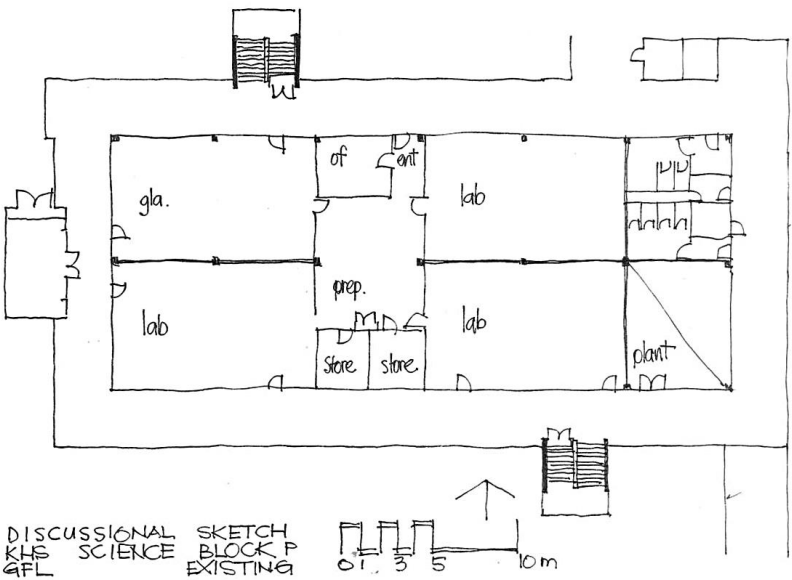


Figure 7: Project A Discussional Sketch



Figure 5: Break out Space STEAM Taminmin College



Figure 6: Break out Space STEAM Taminmin College



Figure 8: Science Laboratory Taminmin College

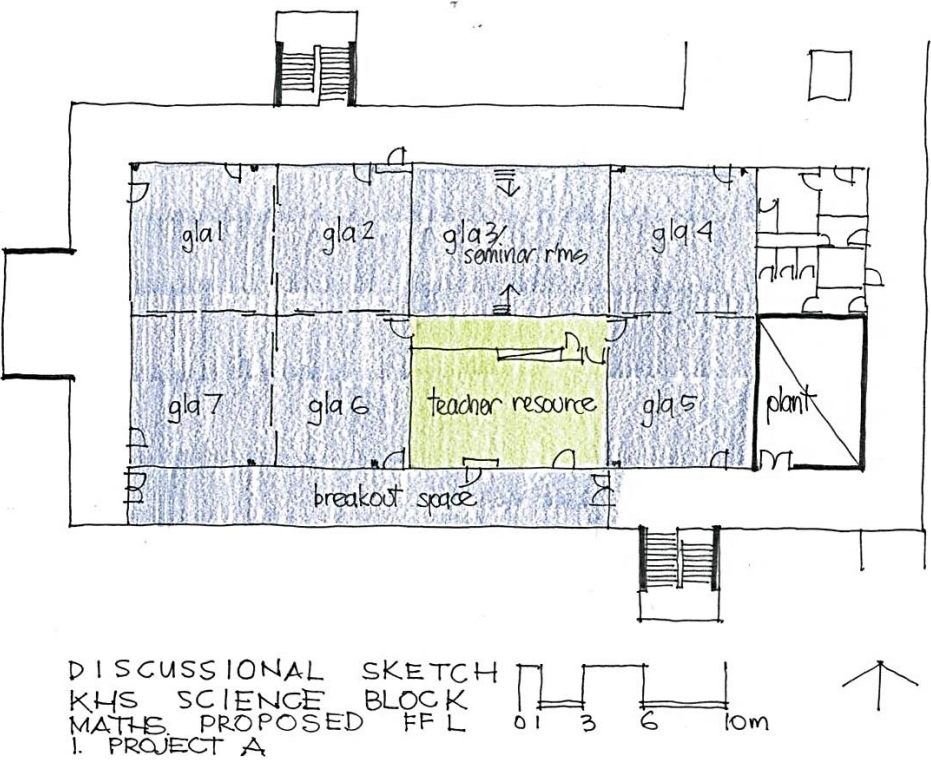
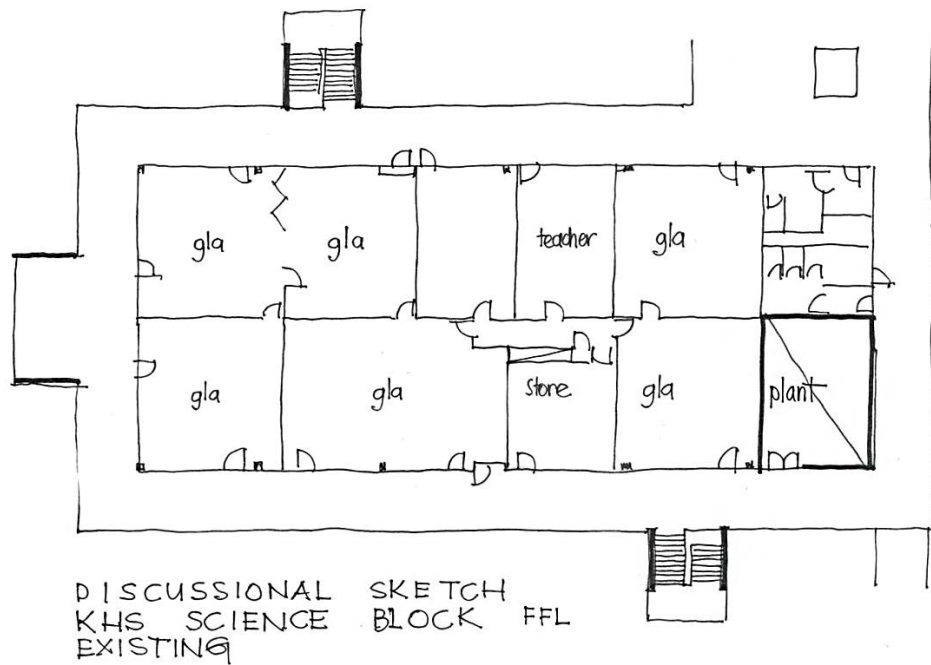


Figure 9: Project A Discussional Sketch



Figure 10: GLA STEAM Taminmin College



Figure 11: GLA STEAM Taminmin College



Figure 12: Teacher Resource Room Taminmin College

9.2 Project B: KHS Learning Centre / Library

The development of project B will allow for a collaborative learning area that will allow cross-year level interaction, encourage role modelling by older students as to how one should undertake effective learning and open learning spaces will facilitate this. The KHS Learning Centre will also have accessible spaces for quiet, individual and group study support for senior year students. The space will also be a central place for student services, which incorporates a librarian, study support staff, student administration staff, online learning support staff, school nurse, a careers advisor and mobile café (student run). The space will also be used to run professional learning sessions for adults and students. Appropriate ICT infrastructure is needed to ensure students are well supported in their own learning tasks. This project will not need an additional building, but a renovation and refurbishment of the existing KHS Library to be responsive to our students learning needs.

The current library layout does not reflect current trends in how learning resource centre function or operate and which are now more interactive and operate with an IT focus. Current fittings and fixtures, shelving, display, seating, study areas library support and reception are all in the most part those that were provided when the school opened. With student services relocated to the LRC it is envisaged that student admin staff would also operate the uniform store from student reception / administration.

The following schedule of accommodation is envisaged to support a refurbished LRC and to accommodate up to 2 class groups at any time.

Location	Space Required
Student reception entry	15 sqm
Uniform Store	12 sqm
Offices for	
Student Administration x 2 persons	15 sqm
Librarian inc work room	30 sqm
On line learning support staff 2 persons	16 sqm
Careers advisor x 1 person	14 sqm
Nurse x 1 person	14 sqm
Sickroom	16 sqm
Unisex toilet	6-8 sqm
Open Learning spaces x 2No	40 sqm each
Student Amenities	8 sqm
Computer Research stations	
Learning Resource Area	
Year 12 student common room Lounge	35 sqm
IT Workshop office and store	24 sqm

Table 4: Schedule of Accommodation to Support Learning Resource Centre (LRC)

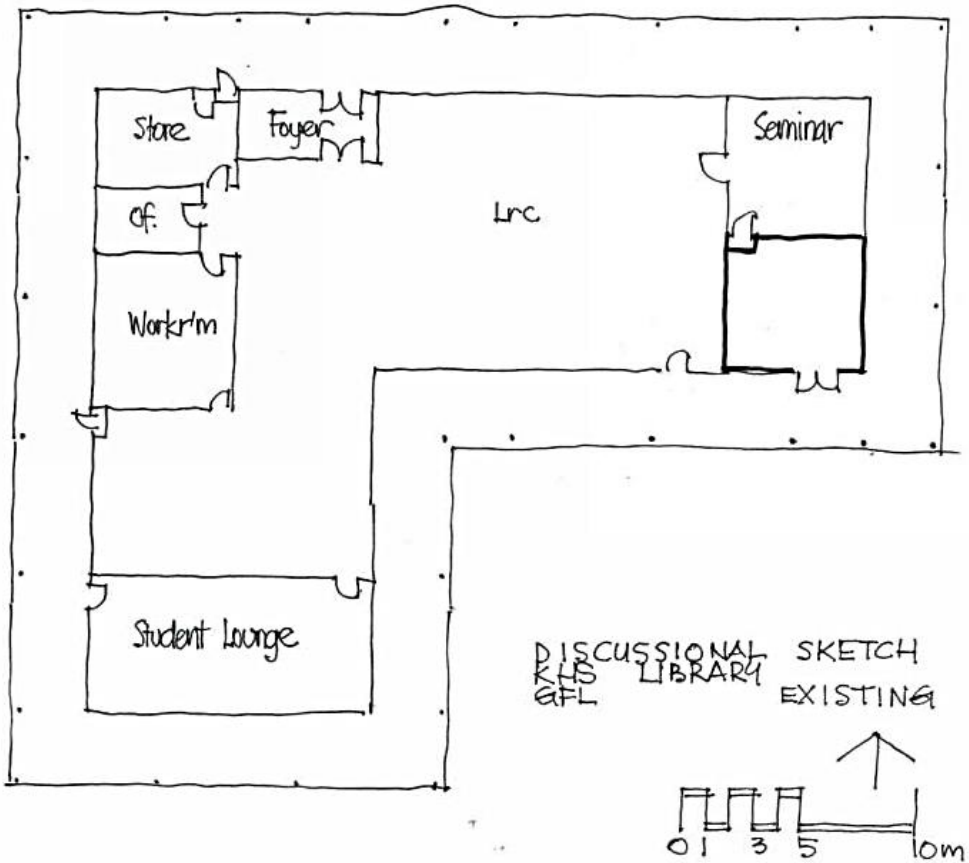


Figure 13: Project B Discussional Sketch

9.3 Project C: VET- New commercial kitchen – Home Ec upgrade

KHS has trained staff to teach the Stage 2 Food and Hospitality subject area, however KHS does not have the facilities to conduct the classes. The thinking and aspiration of the school community including students enables the development of the school canteen and eating area. The canteen will have the facilities of commercial ovens, stoves, range hoods and work stations to allow for the learning requirements to match the Stage 2 subject overview.

The canteen will be used for students to cater for the school community and wider community groups as well as community events. A small air conditioned canteen seating area will open onto the area outside of the commercial kitchen will be developed into an eating area that caters for the growth of our student numbers as well as incorporates the cultures of our students to enable a sense of belonging. This facility will not only enhance student learning and gain in qualifications, but will also promote KHS to be a central hub in the community. KHS central hub that caters for the community.

The following schedule of accommodation is required to support a food nutrition and hospitality training kitchen. KHS is also a designated flood / cyclone evacuation shelter and in the event of such an event the HS might accommodate an influx of up to 320 persons. It is likely in such an event that the school kitchen will be used to serve and possible prepare meals.

Location	Space Required	
Small office	10 sqm	
Preparation including cold storage, freezer and dry storage	area 35	sqm
Wash & clean up include laundry area	12 sqm	
Focus demonstration area	12 sqm	
Commercial exhaust Cooking area	10 sqm	
Prep Benches to accommodate 12-18 students	72 sqm	
Kitchen equipment display servery	15sqm	
Storeroom		
Canteen Servery	15 sqm	
Canteen	30 sqm	
Small office	10 sqm	

Table 5: Schedule of Accommodation to Support Home Economics Upgrade

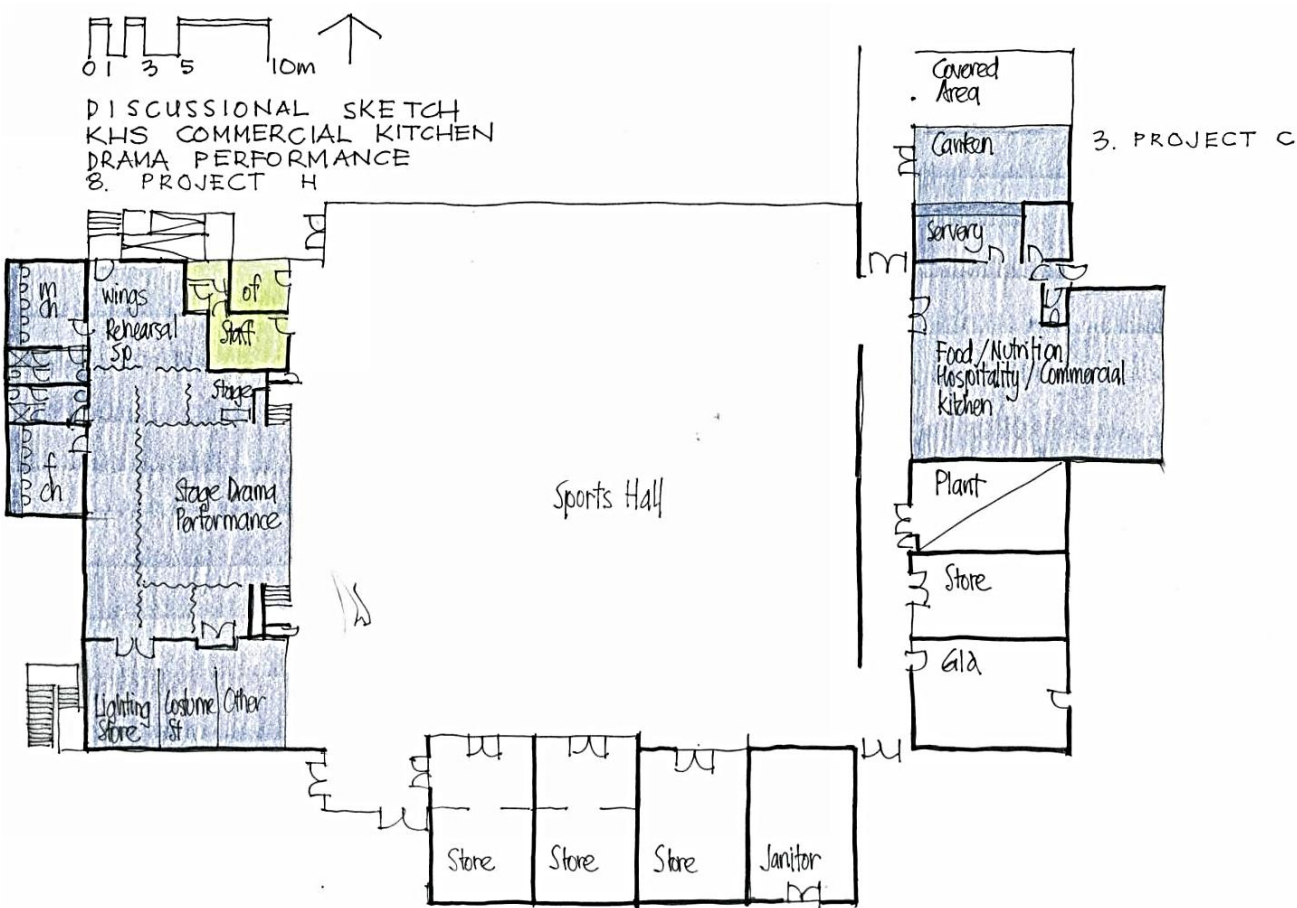
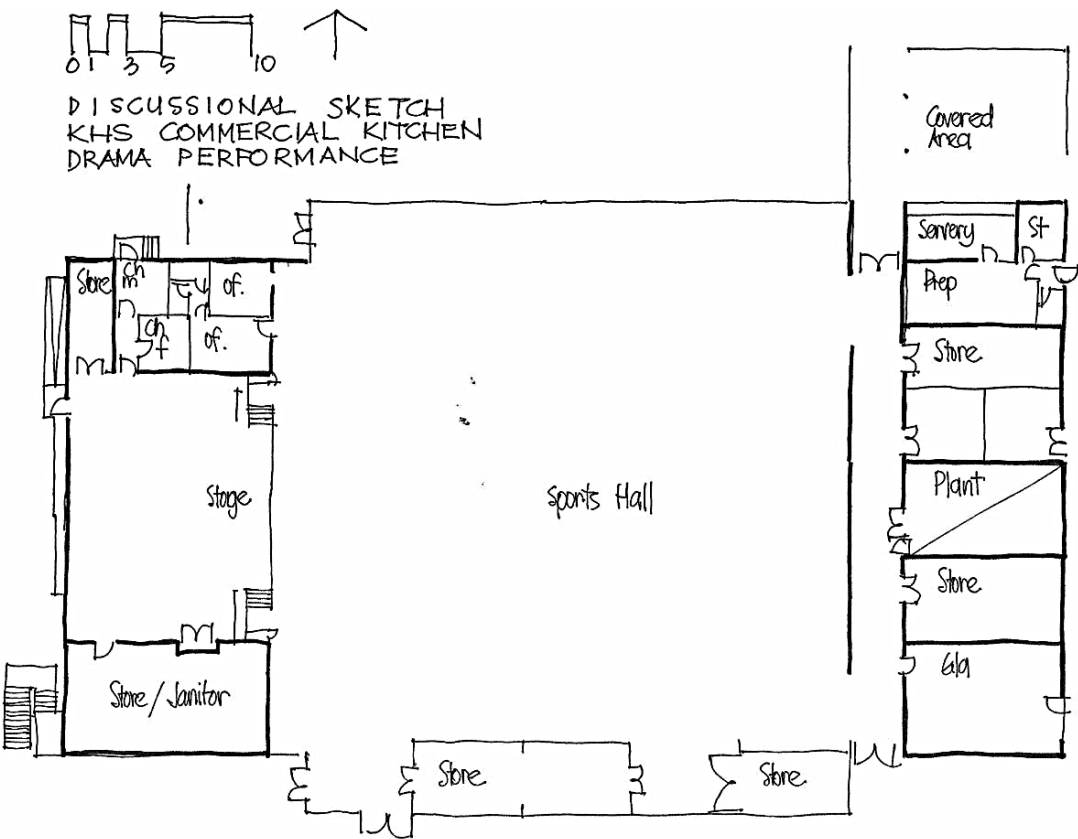


Figure 14: Project C Discussional Sketch

9.4 Project D : Music – Academy of Excellence Centre

Through school council, student and community voice a need has been identified to revitalise the subject of Music at Katherine High School. Many students display interest and have talent in Music and several students have had to leave Katherine High School to pursue Music education elsewhere. Many former students have built careers in Music and have featured on radio stations such as Triple J.

The current R block at KHS would be renovated to have a music rehearsal room, 3 breakout rooms for instrumental practice, a control room for sound recording, a store room for equipment as well as a general learning area and a computer mixing room. The building's external verandahs would be enclosed to ensure space is available for the breakout and recording rooms.

The following schedule of accommodation is required to support the envisaged music academy.

Location	Space Required
Rehearsal Space / GLA	50sqm
Practice Rooms	
2No. @	10sqm ea
1No. @	15sqm
Control recording room	20sqm
Mixing Room	12sqm
Instrument Store room / workshop	24sqm
Teacher Resource Room	14sqm

Table 6: Schedule of Accommodation to Support Music

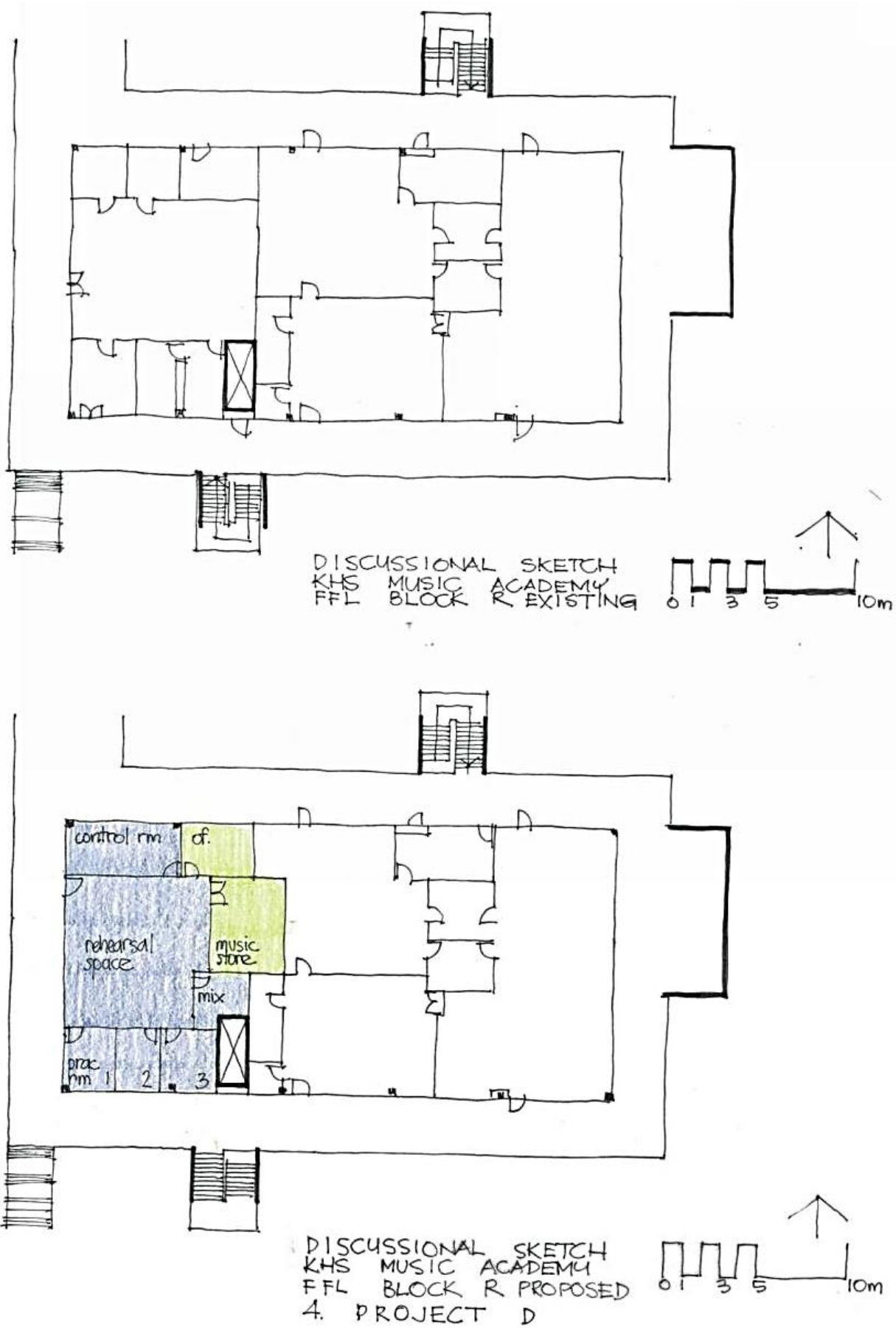


Figure 15: Project D Discussional Sketch

9.5 Project E: Creative and Visual Arts

The development of project E will focus on further renovations / refurbishment to the KHS “R” Block to allow for improved working / teaching / learning spaces for creative and visual arts subjects. KHS students produce outstanding results in middle years and senior year arts subjects and awarded frequently for their efforts. To further grow the interest and talent in art, the school needs to create 2 art working studios, a prep area and a gallery to showcase the student work and to accommodate an increasing student cohort about to enter KHS and begin their high school education. An upgrade to this existing facility is required.

The renovations / refurbishment upgrade would further engage quality teacher/artists or invited artists in residence to the school to work with students to promote and develop the school’s talent. Community exhibitions would be held at KHS and would align to other VET areas to create enterprise and retail work, community engagement, fundraising and tourist interest

The following schedule of accommodation is required to support the visual and creative arts at KHS.

Location	Space Required
Studios x 3No	64 – 70 sqm ea
Crit room / gallery	75 sqm
Resource Storeroom prep area	35 sqm
Work in Progress Store	14 sqm ea
Resource store	12 sqm ea
Teacher Resource Room	20 sqm

Table 7: Schedule of Accommodation to Support Music

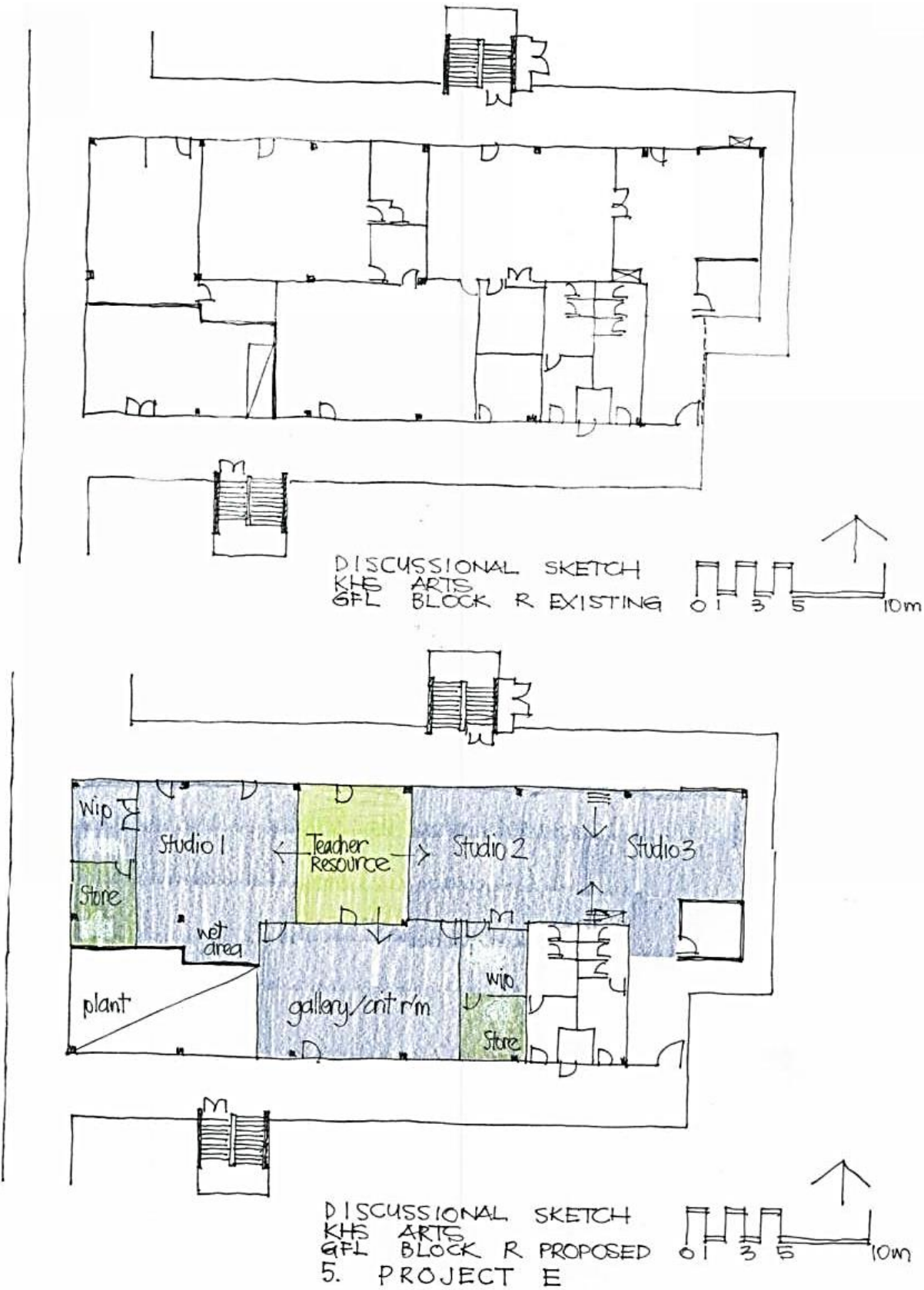


Figure 16: Project E Discussional Sketch

9.6 Project F: Security and Access Fencing

The development of Project F will allow for better security for the school during school hours and out of school hours. The project will also allow for single entry points for student, parent and visitor access to the school. This will enable staff to welcome students in the mornings and build better relationships with students and families by being able to check in with them as they enter the school. Initially the school was built as an open community school, however with further developments of housing commission houses in the area, the population demographic has changed over the years, seeing greater dysfunctional behaviour that has impacted on school facilities as often urgent minor repairs are undertaken to make good willful damage to windows and buildings. There is no front fence at KHS, allowing students and community to enter the school from anywhere along the front of the school and this also provides a large area for students to leave the school without the knowledge of staff. A front fence and gateway entry would provide the school with a focal entry point and give the school a sense of address and presence. This small project has the support of the school community, the school Council and school staff and would strengthen the relationships between staff and students and foster high expectations.

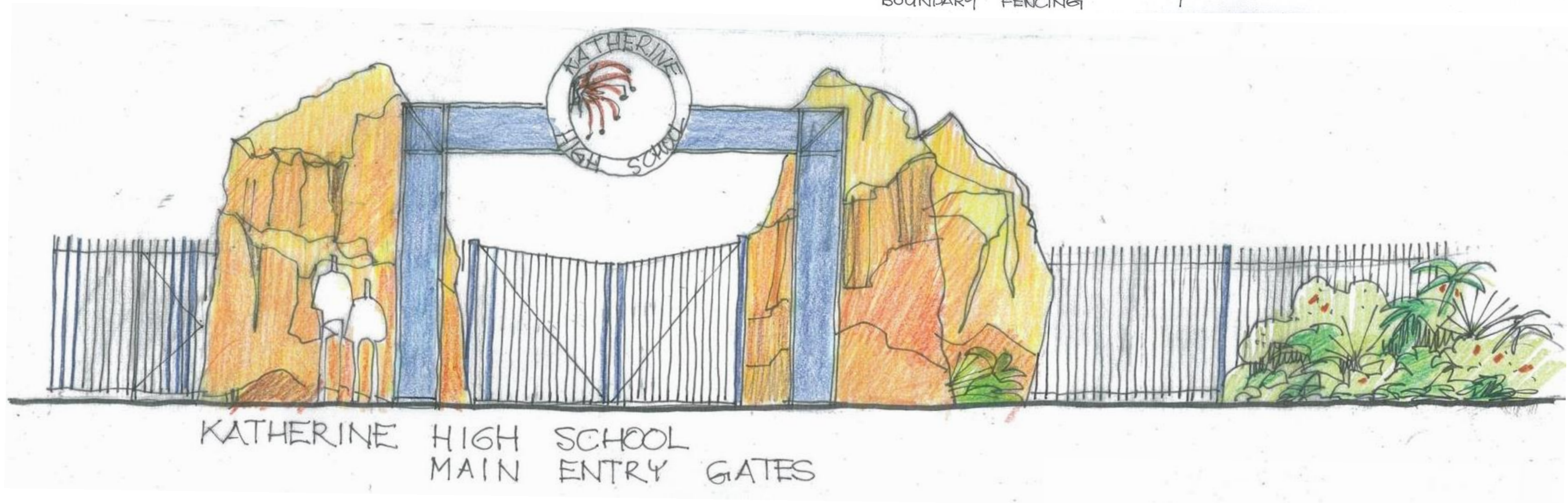


Figure 17: Project F Discussional Sketch
Project 18 377

9.7 Project G: Administration and toilet upgrade

The development of Project G will focus on the renovation of the administration block and in particular the staffroom. The new layout will enhance staff collaboration with an extension to the existing build to allow for more space. Currently the staffroom does not cater for the number of staff at KHS. The layout of the staffroom would offer seating arrangements similar to that of ‘the Qantas Club’ where a large space can be used to facilitate professional learning, flexible seating would be used for small group collaboration and benches and stools would be used for laptop/ computer work for individual or paired work. The staffroom would also incorporate an upgrade to the kitchen and area to prepare food and encourage staff to use the room to socialise. An upgrade to the toilets backing onto the staffroom will also need an upgrade.

The existing staff lounge and staff facilities are essentially those that were provided when the school was first built. The following schedule of accommodation would bring the staff lounge up to date with current trends and facilities currently provided in senior and middle schools for staff.

Location	Space Required
Foyer reception waiting	45 sqm
General Office	30 sqm
Interview Room	12 sqm
Principal's Office	16 sqm
Principal's Meeting Room	12 sqm
AP Offices	14 sqm ea
Business Manager's Office	14 sqm
Utility Printing Room	30 sqm
Staff Lounge	70sqm
Kitchenette	20 sqm
Conference Training room	40 sqm
Visiting officers Office/ Interview Room/ Planning Room	14 sqm
Teacher resource hot desk area	12 sqm
Utility mail hot desks area	10 sqm
Staff Lounge	90 sqm
Kitchenette	20 sqm
Conference Training room	30 sqm
Visiting officers Office/ Interview Room/ Planning Room	12 sqm
Teacher resource hot desk area	12 sqm
Utility area	10 sqm

Table 8: Schedule of Accommodation to Support Music



Figure 18: Project G Discussional Sketch

9.8 Project H: Gym and Sports / Town Hall, Drama and Performing Arts Upgrade

Whilst the existing stage is a generous size and is well patronised and utilised the supporting ancillary rooms are too small to be of any functional use either as change rooms or performance practice rooms.

The stage performance area can be better utilised if additional curtains are provided to provide stage wings areas and the main storeroom / janitor room divided into allocated store rooms for costumes, lighting, equipment and props. A rehearsal space or muster area is provided together with male and female change rooms. Existing storerooms lost to the Commercial kitchen have been extended and a new janitor's workshop area is also provided.

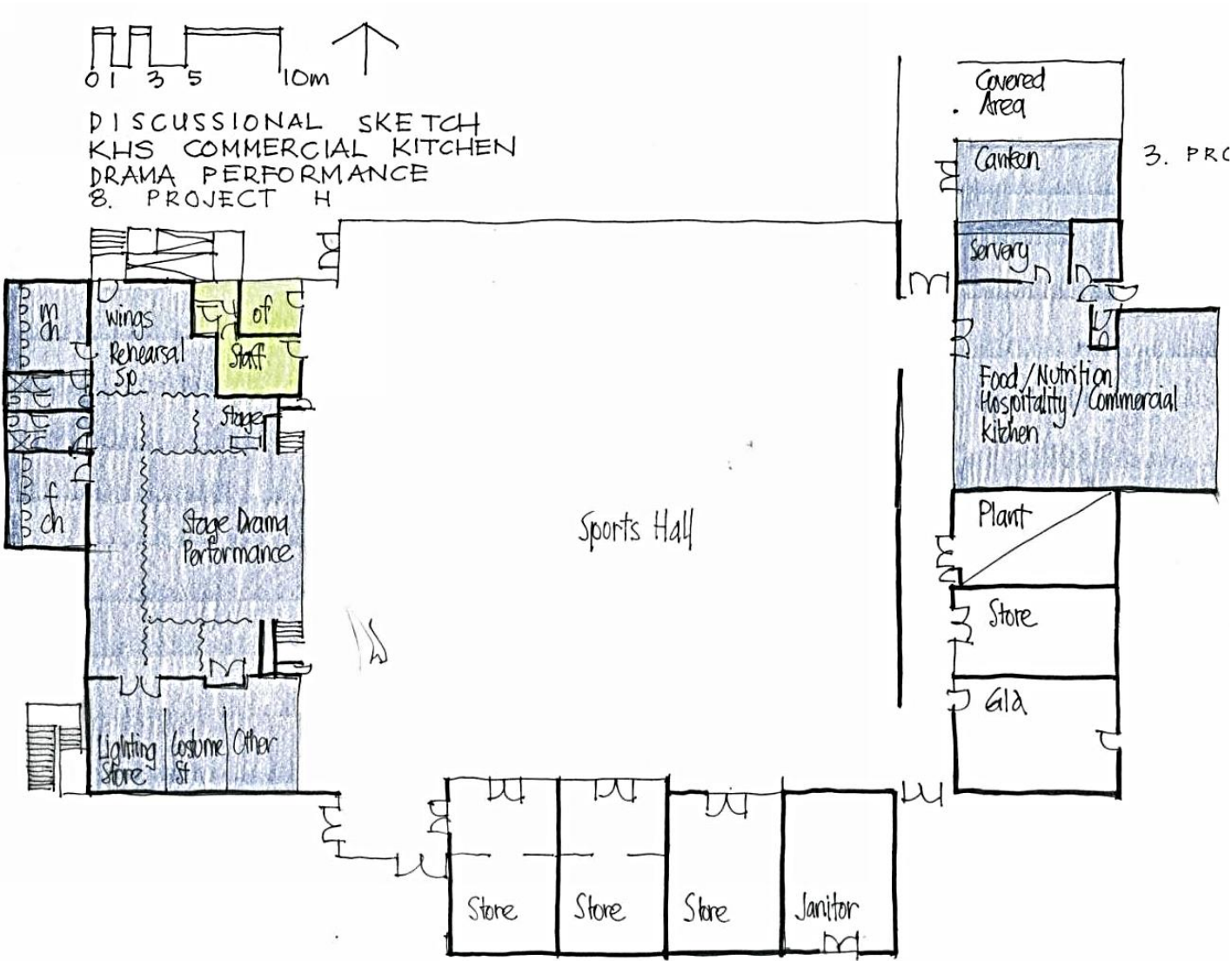


Figure 19: Project H Discussional Sketch

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