

COMMUNITY
ENGAGEMENT PHASE I
OUTCOMES REPORT
SORELL SCHOOL
MAY 2019

get involved

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EXECUTIVE SUMMARY

The Department of Education (DoE) has committed to undertaking extensive community engagement as part of the Tasmanian Government's Building Your Future education capital works projects. The Community Initiatives team commenced delivery of a series of community engagement campaigns known as *Get Involved* on 25 October 2018. The first phase of the *Get Involved* campaign for the redevelopment of Sorell School ran for six weeks from 4 February 2019 to 15 March 2019.

Community engagement was undertaken to achieve four specific objectives and the campaign included extensive advertising, direct mail outs, online survey, community workshops, pop-up stalls, one-on-one engagement and group presentations.

A total of 248 surveys were received during the campaign and 151 individuals participated in meetings, community workshops, shopping centre stalls and presentations.

The majority of respondents resided in the Sorell township, with 77 per cent coming from within the Sorell Local Government Area (LGA).

While no specific questions about school culture or reputation were included in any of the engagement mediums, current and desired future culture emerged as recurring themes. Respondents said they believed there was little point investing in new infrastructure and facilities, without also considering how it would support a positive school culture.

Almost half of respondents said they do (or intend to) send their child or children to Sorell School. Of those who said they didn't, approximately one quarter cited previous experiences or perceptions of the school as the primary reasons. There is opportunity through the redevelopment of Sorell School to address these perceptions and in doing so, increase enrolments.

Establishing school-based apprenticeships and work experience partnerships with local businesses was seen as an important function of the school and it appears the community wants to work in partnership with the school to develop professional and life skills. When asked about community access to facilities and future use of any redundant spaces, respondents saw the school site as a potential hub of aspiration and community pride.

Upgraded indoor and outdoor sporting facilities for students and the broader community were seen as important school infrastructure. Respondents also identified a swimming pool as a desirable community asset but acknowledged that the school's core business was not to operate a community pool. Some respondents suggested community partnerships and commercial business models be adopted in order to make the provision of a pool viable.

There appears to be strong support for the school farm and Pioneer Heritage Village. Retaining the Pioneer Heritage Village and expanding the school farm and its programs were raised consistently by respondents.

While statistically low in terms of overall responses, a number of respondents saw utilising local businesses for the construction phase of the redevelopment, introducing equine studies at the school and ensuring a wholistic education approach to student academic, personal growth and development as important issues.

INTRODUCTION

The Tasmanian Government established a suite of initiatives to improve education outcomes across the State as part of its 2018 election commitments. The Building Your Future education initiatives contain a total of 19 capital works projects, including the construction of two new schools, four major school redevelopments and six new Child and Family Learning Centres.

DoE has committed to undertaking extensive community engagement as part of the Building Your Future education capital works projects. This is to allow local communities and stakeholders to have the opportunity to provide input into specific projects – ensuring a co-constructed approach to delivering capital works that improves outcomes for learners. To facilitate this, DoE established the Community Initiatives team within the Strategy and Performance Division to deliver a series of community engagement campaigns during the 2018-19 and 2019-20 financial years.

PROJECT BACKGROUND

Sorell School is the oldest continually-operating school in Australia, having provided education and care on the same site since it opened in 1821. \$25.75 million has been committed to deliver a combination of new buildings and refurbishment of existing facilities that provide state-of-the-art learning spaces for students from birth to Year 12. Works will commence in 2020 and are expected to be completed by 2022.

Sorell School is a co-educational school with facilities and infrastructure spread across four campuses:

- a kindergarten located in Midway Point.
- a kindergarten to Year 5 primary campus located at Sorell.
- a Years 6 to 8 middle school and Years 9 and 10 senior school campus co-located at Sorell.
- a trade training centre and adjoining classrooms for Years 11-12 located at Sorell.
- a school farm and the Pioneer Heritage Village located at Sorell.



COMMUNITY ENGAGEMENT OBJECTIVES

Community engagement activities for the redevelopment of Sorell School were tailored to meet four key objectives.

These objectives were to:

- Generate community and stakeholder feedback to inform the project design and educational briefs.
- Manage expectations through clear and honest communication about what can be delivered by the project.
- Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement.
- Measure community satisfaction with DoE's consultation activities.

The following activities were initiated specifically to deliver on these objectives.

Objective	Activity
Generate community and stakeholder feedback to inform the project design and educational briefs	Undertake surveys, community workshop, supermarket stalls, radio and newspaper advertising, presentations and meetings tailored specifically to solicit feedback to inform project design and teaching and learning.
Manage expectations through clear and honest communication about what can be delivered by the project	Develop and distribute fact sheets for the project. Presentations by, and one-on-one meetings with, the <i>Get Involved</i> team.
Demonstrate DoE's commitment to genuine, inclusive and accessible community engagement	Create a dedicated <i>Get Involved</i> web presence. Deliver two rounds of community engagement and broad public advertising/ direct mail-outs to raise awareness and maximise community participation. Provide hard copies of surveys to individuals and stakeholder groups for distribution and assistance with completion. Proactively seek input and submissions from local government, feeder schools and relevant local service organisations.
Measure community satisfaction with DoE's consultation activities	Include a specific question in the community survey around levels of satisfaction with DoE's community engagement.

CAMPAIGN OUTPUTS

The community consultation campaign for the redevelopment of Sorell School was known as *Get Involved* and launched on 4 February 2019. Phase 1 of the campaign ran for six weeks and concluded on Friday 15 March 2019. Key communication and engagement outputs of the campaign were:

- 186 radio advertising slots throughout the six week campaign, comprising 184 pre-recorded slots and two 'live reads' across Triple M and HIT109 radio stations
- Four newspaper advertisements – two in the Saturday Mercury and two in the Sorell Times
- Two editorials – one in the Eastern Shore Sun and one in the Sorell Times

- 7,351 direct mail outs to all residential and business addresses in the Sorell LGA and surrounds
- Sorell School infrastructure project page on the DoE website
- *Get Involved* campaign video posted on the DoE Facebook page and *Get Involved* webpage
- 10 social media posts on DoE and other agency social media platforms
- Project fact sheet
- Online survey
- Two group presentations
- Two community workshops
- One student workshop
- Four pop-up stalls at two shopping centres in the Sorell township
- 20 corflutes and 87 posters placed around the Sorell LGA
- 15 one-on-one meetings
- 92 further direct personal engagements

PARTICIPATION

Community participation in the consultation process was consistent across the various engagement mediums and well-supported relative to the region's size and population. Participants in the engagement process came from a broad mix of school community (teachers past and present, students past and present, school association), broader community, business, sporting organisations and local, state and federal government representatives. Solid participation throughout the campaign may be attributed to the following factors:

- The presence of an existing school and its community with which to engage.
- Strong support from the local Council and its Mayor, encouraging participation via media and through regular meetings with local groups and organisations.
- Low project contention.
- Project size relative to its community.

Survey

A total of 248 unique surveys were received.

Written submissions

Two written submissions were received.

Two community workshops

A total of 83 individuals attended two community workshops.

Student workshop

A total of 40 students in Years 5-10 participated in a student workshop

Meetings

A total of 15 meetings were held with individuals or small groups.

WHAT WE HEARD

Responses were primarily obtained from the online survey, the community workshops, the shopping centre stalls, student workshop and one-on-one engagement with community and stakeholders. Each included the same types of questions to ensure consistency across the different mediums. The questions were framed to elicit responses that could ultimately inform the redevelopment of the school and were based on the following topics:

- Vision for the school
- Buildings and spaces
- Teaching and learning
- Future use of any redundant buildings or land
- Community and business partnerships and pathways
- Community access to school facilities and assets

In responding to these question topics, school culture emerged as a significant theme for feedback provided by respondents.

Extra questions were added to the survey and the community workshop for the purposes of identifying:

- Respondent demography
- DoE community engagement satisfaction
- *Get Involved* campaign reach
- Intent to enrol
- Interest in receiving further correspondence about the project

SURVEY

A total of 248 unique surveys were received during the six week consultation phase. The survey was web-based using the Survey Monkey online survey platform, which users accessed via the *Get Involved* page on the DoE website.

Response summary

- 37 per cent of respondents were from the Sorell township, and 77 per cent were from the Sorell LGA.
- 33 per cent of respondents were parents/carers of current students.
- The top responses in relation to visioning words for the school were, 'dynamic and innovative'; 'learner-centred', 'aspirational', 'outcomes-focused', 'excellence'; 'inclusive and welcoming'; 'modern' and 'contemporary'; 'safe', 'nurturing', and 'wholistic'.
- The top responses in relation to the purpose of the redevelopment were 'optimise K-12 learning outcomes'; 'flexible, modern, larger spaces while respecting the past'; 'first choice and leader in the community'; 'broader student experiences, opportunities and pathways'; 'whole-of-community learning'.
- The top responses in relation to buildings, spaces and features were pool; interactive and attractive outdoor spaces with shelter; school farm and Pioneer Heritage Village, kitchen garden; modern, inspiring,

functional, spacious learning areas; and performing, visual/manual arts centre with state-of-the-art equipment.

- The top responses in relation to community use of (and access to) school facilities and assets were use of pool and swimming programs; gymnasium and sporting facilities; kitchen garden, Pioneer Heritage Village and school farm; performing arts centre/hall/auditorium; and a community hub.
- The top responses in relation to effective teaching and learning approaches were student-centred, flexible, independent learning; hands-on, experiential, interactive; lower student-staff ratios; life-skills: social, cultural, creative, outdoor programs.
- The top responses in relation to pathways or community/business partnerships were school-based apprenticeships; work experience/placement; career advice and mentoring; vocational pathways in child studies, aged care, trades and hospitality; agricultural programs; civic service and mentoring.
- The top responses in relation to the future use of any redundant buildings or spaces were demolish, sell or donate to community groups such as Okines; use by not-for-profits, special interest and sporting groups; shared outdoor, sporting and garden spaces; and entrepreneurial facilities for students such as kitchen, op shop; childcare, Child and Family Learning Centre, out-of-hours school care.
- The top three ways most respondents heard about the *Get Involved* campaign were social media, school channels, and word of mouth.
- 84 per cent of respondents said they would like to receive further information about the project; 16 per cent said they would not like to receive further information.
- 47 per cent of respondents said they were satisfied with DoE's community engagement performance, 48 per cent were neither satisfied nor dissatisfied, and five per cent were dissatisfied.

COMMUNITY WORKSHOP

A community workshop was held at the Sorell School Primary Campus on Wednesday 27 February 2019 from 6.30pm-8pm. The workshop was promoted via social media posts through the school and community pages, direct contact with local businesses and residents, media, and the DoE website. Registration to attend the workshop was via the *Get Involved* page on the DoE website. A total of 77 participants attended the workshop.

The workshop format included:

- Welcome and background to the project
- Overview of the history of the redevelopment concept
- Overview of capital works processes and timeframes
- Establishment of the scope of community consultation (negotiables and non-negotiables)
- Workshop session: attendees being seated in small groups around 11 tables. Groups were asked to: nominate a table scribe; consider a range of topic questions provided to them and make a list of suggestions based on these; prioritise their table's suggestions using coloured sticker dots (priority dots) as either critical, important or nice to have; prioritise the suggestions of other tables using the priority dots; raise any other issues or matters of importance
- When applying the priority dots, each individual was allowed to assign only one green (critical), one blue (important) and one orange (nice to have) dot to a suggestion on their own table and to a suggestion on each of the other five tables. This was to push individuals to make decisions on which ideas were the most important to them and, by doing so, identify response trends

Response summary

- In relation to participants' vision for the school, the responses considered most critical were: 'inclusive, accessible and welcoming for all'; 'highly-skilled, passionate teachers'; 'centre of excellence' for the region; 'positive pathways'; and 'desirable/respected'.
- The teaching and learning approaches considered most critical were: adaptive learning environments and support for different styles, strengths, needs and interests, including individual pathways; agricultural centre of excellence, extending agricultural based learning and programs; interactive, hands-on, student-lead, engaging, inclusive, collaborative; 21st Century learning, STEAM, technology, coding programs; and engaged students, rich curriculum, strong community connections.
- The building and infrastructure features considered most critical were: agricultural centre, cutting edge farm for more students, Pioneer Heritage Village; larger classrooms around an open hub, flexible learning areas for flexible use (STEM), early childhood, performing arts theatre etc.; outdoor learning spaces part of every classroom; inviting warm, comfortable, bright, colourful, bright, artistic/'an attractor'; and improved traffic management, bus area infrastructure, connected road.
- The responses considered most critical in relation to community use of school assets, resources or activities were: school farm, MDT, TTC, kitchen, community garden programs and facilities; swimming pool, gym; Pioneer Heritage Village, history, museum, Aboriginal culture and centre; expansion of TTC and Year 11-12 courses; and theatre, performing arts centre with state-of-the-art music rooms.
- The community and/or business partnerships considered most critical were: partnerships to create a business case for new sporting facilities (pool); integrated VET pathways, work experience with clear links to businesses; business partnerships through the school farm; one-on-one mentoring with local community or service groups; and Lions/Rotary youth programs.
- The responses considered most critical in relation to future use of any redundant buildings or spaces were: retain government ownership to allow for growth; community groups; learning and support, such as Child and Family Learning Centre, allied health services, professional development and green spaces; re-use as much as possible; and demolish older buildings to make way for new.

OKINES COMMUNITY HOUSE WORKSHOP

A community workshop was held at the Okines Community House in Dodges Ferry on Tuesday 12 February from 1:30pm until 3pm. The workshop was requested by the coordinator of the neighbourhood house. Six participants attended the workshop.

The workshop format included:

- Welcome and background to project
- Overview of the history of the redevelopment concept
- Establishment of scope of community consultation (negotiables and non-negotiables)
- Workshop session: attendees were seated in pairs. Pairs were asked to nominate a table scribe; consider a range of topic questions provided to them and prioritise their table's responses to these, recording only those they determined as critical. Pairs were then asked to look at the critical responses of other pairs and add further responses if also deemed critical. A general discussion about the feedback concluded the workshop, and participants were given the opportunity to remove or amend the responses during this discussion.

Response summary

- In relation to the participants' views on community/business partnerships and access to facilities, the responses considered most critical were: work experience; café for meetings and training out-of-hours, as well as for hospitality training; and adult training opportunities.
- The responses considered most critical in relation to buildings, spaces and features of the redevelopment were: a performance space with a much larger audience capacity; library containing outdoor learning hub; finding enticing spaces for students, learner-centred; and bright and welcoming.
- The teaching and learning approaches considered most critical were: broader arts, STEM and languages opportunities.
- In relation to participants' views on school culture, the responses considered most critical were: welcoming with friendly faces; vibrant and inspiring, colourful and full of artwork; safe.

SHOPPING CENTRES

Pop-up stalls were held at the two main shopping centres in Sorell from 9am-5pm from Tuesday 12 March until Friday 15 March 2019. The stalls consisted of a table with brochures, hard copy surveys and a looped video promoting the *Get Involved* campaign for Sorell School. A member of the *Get Involved* team was also onsite at these stalls to answer questions about the campaign, and record comments from individuals. 55 conversations were recorded with four broad topics or themes emerging. These were:

- Buildings, spaces and features
- Teaching and learning programs
- Community/business partnerships and access to facilities
- School culture

Response summary

- Comments relating to culture were the most frequent of all responses. The five most common comments were: the need for the school to be an engaging community hub; inclusive and respectful; aspirational and well resourced; welcoming and vibrant; a magnet for teachers and learners.
- The most common comments relating to the school's buildings, spaces and features concerned a pool for community use.
- In relation to teaching and learning, comments were equally distributed across the following: strong partnerships with Rosny College; invest in more teaching staff for better outcomes; perceptions of poor teaching and learning outcomes; balanced and consistent, learner-centred teaching, cutting edge technology, infrastructure and teaching; trade and agriculture pathways.
- Comments relating to community/business partnerships and access to facilities were not significant in number, however the top two responses were: local groups and clubs; UTAS.

SOCIAL MEDIA

During the *Get Involved* campaign, feedback was received via social media channels. Sorell School, its school association and feeder schools, the local Council and neighbourhood house all shared DoE Facebook posts. These Facebook pages were monitored and 35 comments regarding the Sorell School redevelopment were recorded. The comments were categorised into the following themes:

- Building, spaces and features
- Teaching and learning
- School culture

Response summary

- In relation to buildings, spaces and features, the most popular comment was a community pool.
- While not significant in number, the two most popular responses relating to teaching and learning were: first class STEM and arts opportunities; and a comprehensive K-12 curriculum.
- Three responses were received relating to culture. These were about anti-bullying, school uniform and the school's reputation.

STUDENT VOICE

Feedback from students provided valuable insight into the needs and wishes of the end users of the school's facilities and teaching and learning programs. Feedback from students was received via one written submission and a student workshop held on 25 March 2019 attended by 40 Years 5-10 students.

Student workshop

- The top responses in relation to the priorities for 'the way the school should look and feel' were: 'respectful, proud and safe'; 'green space, gardens, vegetation'; 'clean, light and open'; 'able to learn, no distractions'; 'multiple storeys/floors'.
- The top responses in relation to 'amazing teaching and learning approaches' were: teaching and learning resources for classrooms, library, specialist subjects; improved sporting facilities (including a gym, trampolines, tennis courts, pool, oval, basketball, cricket and soccer); bigger classrooms; access to modern ICT courses, teaching, Wi-Fi and accessories; and outdoor learning (including spaces, garden, farm, animals).
- The top responses in relation to buildings, spaces and features were: yoga mats; retain the Pioneer Heritage Village; bigger (and more) playgrounds with trees and shelter; bigger, better classrooms; and improved indoor canteen/cafe.
- The top responses in relation to 'positive ways outside business and community groups should access the school' were: gym, trampoline or rock climbing facilities; a student-run café; community swimming pool; a pet day; and outdoor sporting and playground facilities such as hockey and cricket nets.

WRITTEN RESPONSES

Two written submissions were received during Phase 1 of community engagement. One submission was received from a current middle-school student at Sorell School, while the other was from a local politician to the Minister on behalf of a constituent.

Response summary

- The student's written submission outlined their vision for the school, including 21st century learning and a broad curriculum. A pool, fully equipped kitchen, café and spaces for teachers and storage were among the student's "wish list". The submission included a diagram of flexible learning spaces surrounding a communal, break-out area.
- The submission to the Minister requested procedural or legislative changes so that local businesses are given preference over non-local businesses in relation to the supply of goods or services for the redevelopment of Sorell School.

WHAT WE LEARNED

The first phase of community engagement for the redevelopment of Sorell School has provided a range of learnings that will inform the design, teaching and learning, culture, and community associations with the school. It is acknowledged there exists a level of subjectivity in the interpretation of the data collected. However, best efforts have been made to ensure objectivity in this interpretation.

Data collected via the *Get Involved* campaign surveys, workshops, social media, presentations and written submissions provides a snapshot of sentiment in relation to the redevelopment of Sorell School. In addition to this data, anecdotal sentiment was also captured via the 151 stakeholder interactions and 92 direct personal engagements undertaken by the *Get Involved* team.

- There is strong support for the redevelopment of Sorell School from within the local community, with the majority of respondents expressing positive sentiment about the project.
- While no specific questions about school culture or reputation were included in any of the consultation mediums, current and desired future culture emerged as recurring themes. Respondents said as well as investing in new infrastructure and facilities, it was also important to focus on a positive school culture.
- Almost half of respondents said they do (or intend to) send their child or children to Sorell School. Of those who said they didn't, approximately 25 per cent cited previous experiences or perceptions of the school as the primary reasons. There is opportunity through the redevelopment of Sorell School to build a positive perception to increase enrolments.
- A majority of those who responded to questions about their vision for the school want a modern, innovative, aspirational, highly respected and inclusive school, which is a 'centre of excellence' in the region.
- A majority of individuals who responded to questions about the purpose of a redeveloped school want to see K-12 curriculum and learning outcomes optimised, along with flexible, modern spaces and respect for the past. They also want the school to be seen as the first choice for (and leader of) education in the area.
- A majority of those who responded to questions about buildings and facilities said they wanted the redeveloped school to have flexible and functional learning spaces, interactive, attractive and sheltered outdoor spaces, upgraded indoor and outdoor sporting facilities, a swimming pool, and to retain or expand the school farm and Pioneer Heritage Village.
- A majority of those who responded to questions about community use of facilities would like access to a swimming pool and sporting facilities, historical and cultural facilities and a performing arts centre.

- While it was identified that a swimming pool was seen as a desirable community asset, respondents acknowledged that the school's core business was not to operate a community pool. Some respondents suggested community partnerships and commercial business models be adopted in order to make the provision of a pool viable. A number of these respondents said they had lobbied for a community pool for years and saw redevelopment of the school as an opportunity to voice their opinion.
- A majority of those who requested access to teaching and learning programs at the school want expanded courses through its Trade Training Centre and school farm.
- A majority of those who responded to questions about effective teaching and learning approaches said they wanted student-centred, flexible and hands-on learning. They also wanted teaching and learning to be inclusive, collaborative and aspirational.
- A majority of those who responded to questions about community partnerships wanted the school to focus on establishing school-based apprenticeships, work experience partnerships with local businesses, and stronger partnerships with local farms.
- A majority of those who responded to questions about asset redundancy wanted any redundant assets or land to be retained for future growth, or be made available for community use or as public spaces.
- While statistically low in terms of overall responses, a minority of respondents across all channels expressed concern about the integration of Year 6 students into the middle school and saw the redevelopment as an opportunity to take them back into the primary 'campus'.
- While statistically low, a minority of responses across all channels wanted to see local businesses and students directly involved in the construction process to assist the local economy and provide practical skills for interested students.
- A majority of respondents came from the township of Sorell.

Student Voice

- Students aspired to have a fully resourced, respectful, proud and safe school.
- Students wanted to see improved sporting facilities that can be shared with the broader community, and improved, sheltered playgrounds and outdoor spaces. Indoor canteens or cafes were also named as important inclusions in the redevelopment.
- Greater access to modern information technology facilities and programs was also seen as important to students.

NEXT STEPS

Following completion of Phase 1 of community engagement for the Sorell School, a second round of engagement is proposed in the second half of 2019. This second round will support the public release of the concept master plan for the school and be accompanied by this report, together with a fact sheet addressing aspects of the concept master plan.

At the conclusion of the second round of consultation, a final outcomes report will be prepared and made publicly available.

This report will be provided to the Minister for Education, and to DoE Learning Services and Facility Services Divisions.

ATTACHMENTS

Attachment 1 – Phase I Community Engagement Response Analytics

Attachment 2 – Written Submission – A Student's Perspective

Attachment I

Phase I Community Engagement Response Analytics Sorell School

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PHASE I COMMUNITY ENGAGEMENT ANALYTICS

SURVEY

248 individuals completed the survey. The majority of questions included a free text component to explain answers. The free text information was separated into fields, categorised, and then consolidated into the following broad themes that emerged across all community feedback:

- Teaching and learning
- Culture
- Community access
- Buildings, spaces and features
- The building process.

One respondent could therefore contribute multiple fields to a question. Consequently, the number of fields recorded for a question could be greater than the number of respondents. Where multiple fields were recorded, the number is marked as such (*).

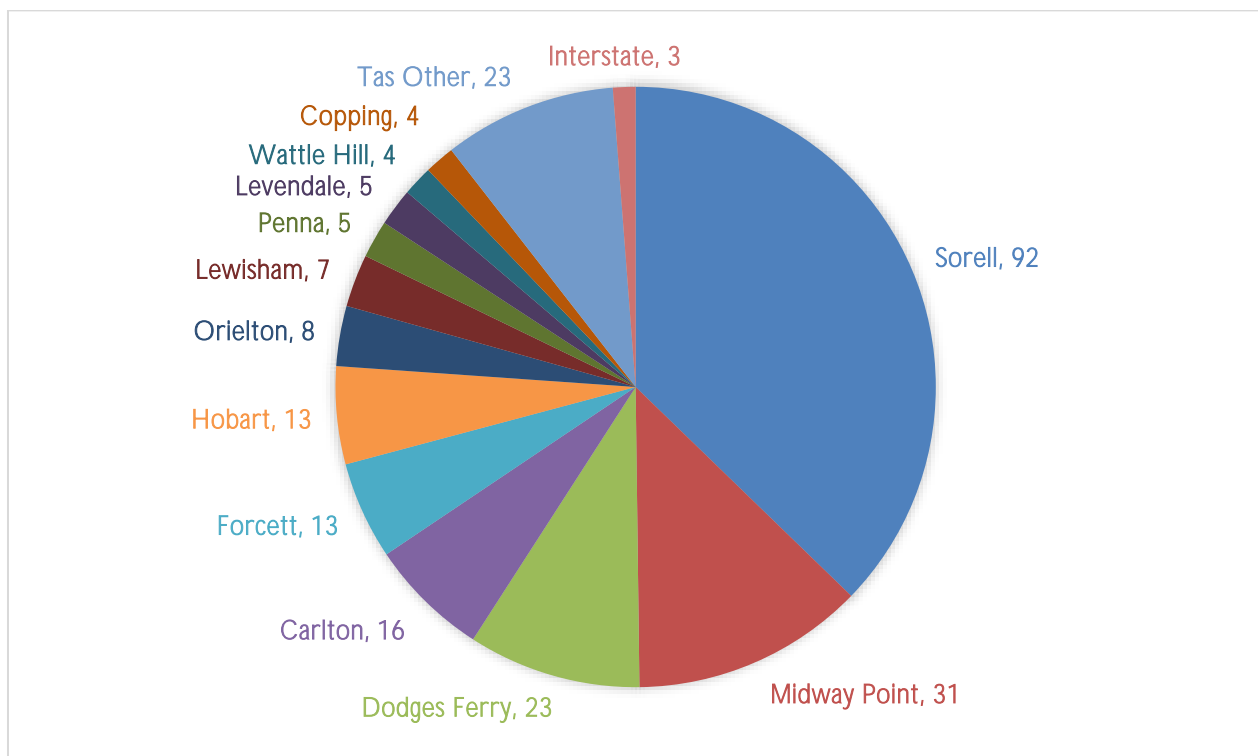
Responses and fields with a response that could not be grouped with other comments were grouped together into 'other' categories.

Question 1

Location of respondents: City/Town.

Answered: 248

Skipped: 0



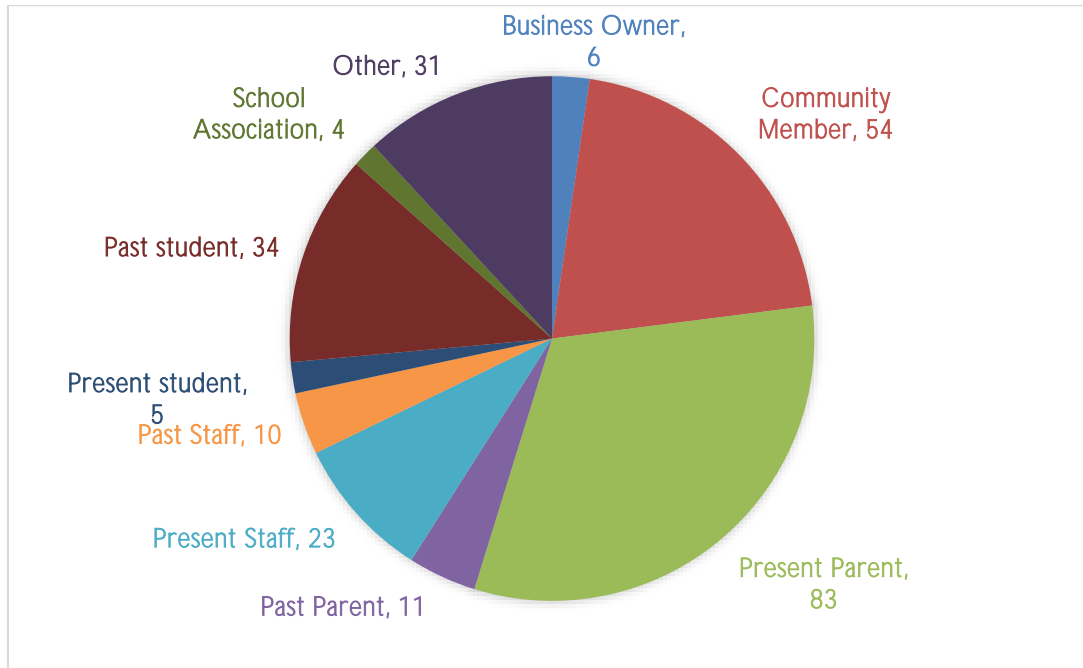
Question 2

Let us know how you are involved with the school redevelopment.

Answered: 248

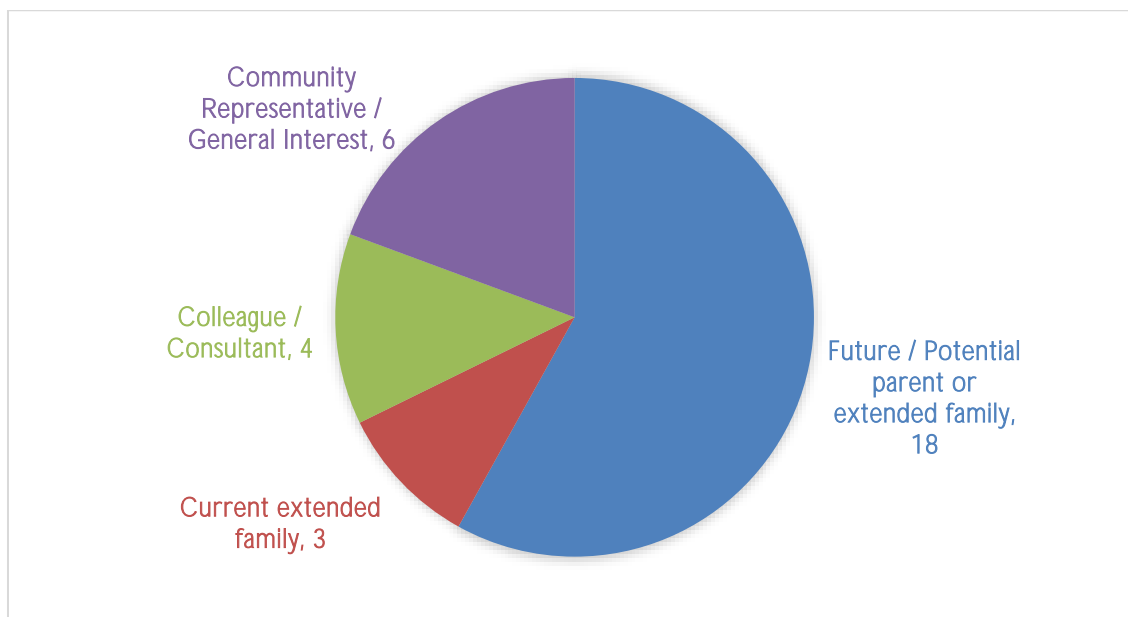
Skipped: 0

Response fields: 261*



Involvement "Other"

Response fields: 31*



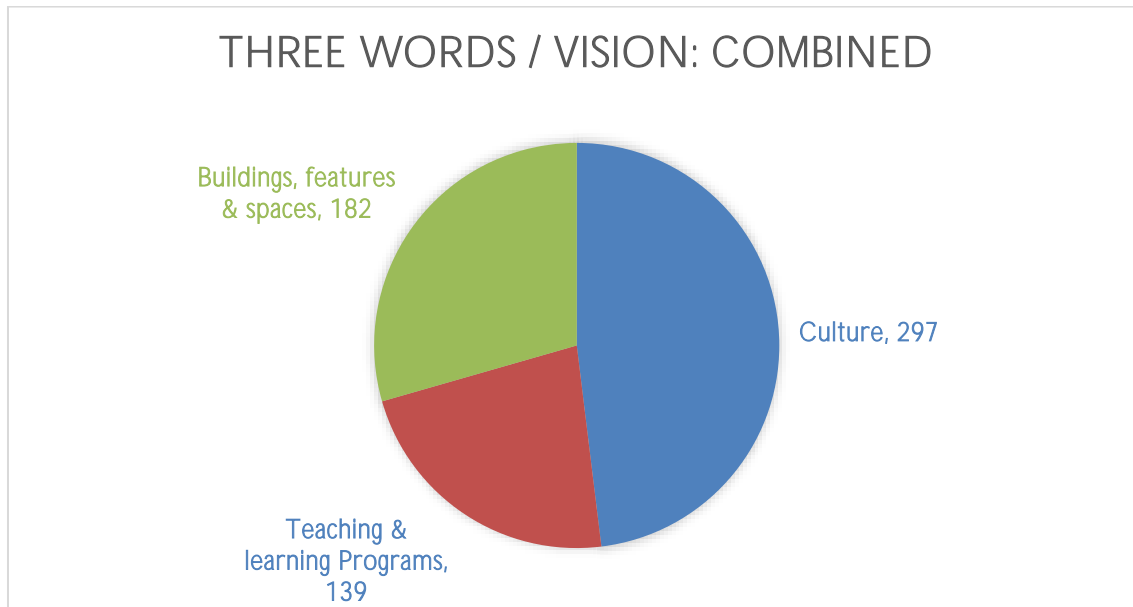
Question 3

List three words that describe your vision or idea for a redeveloped Sorell School.

Answered: 211

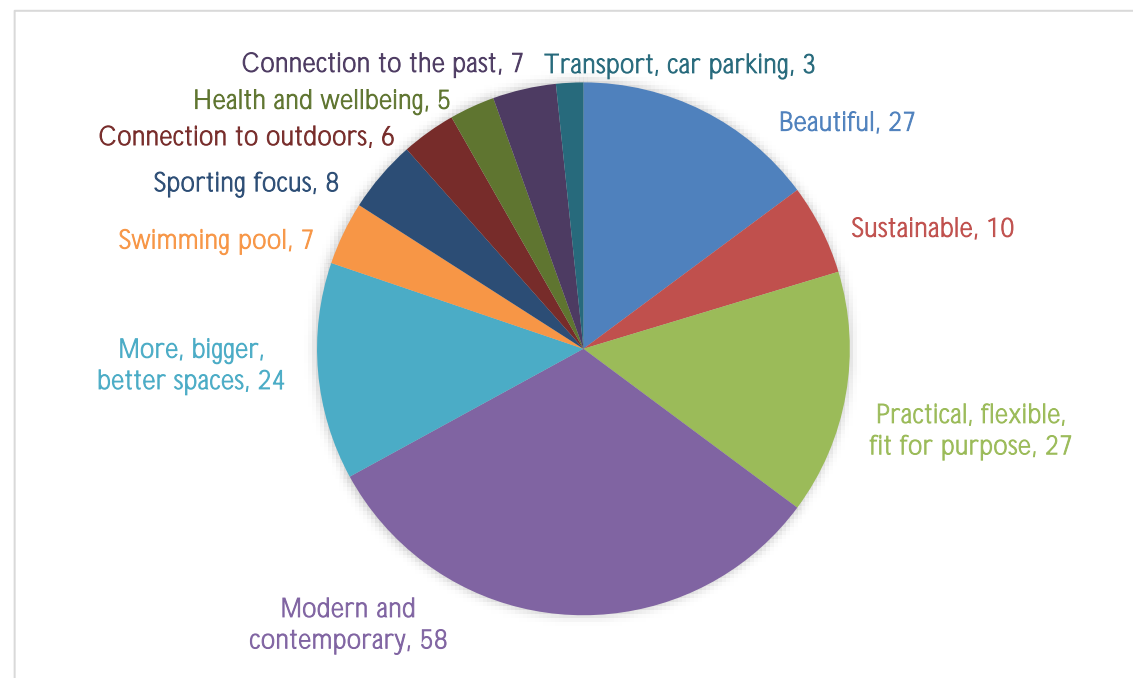
Skipped: 37

Response fields: 618*



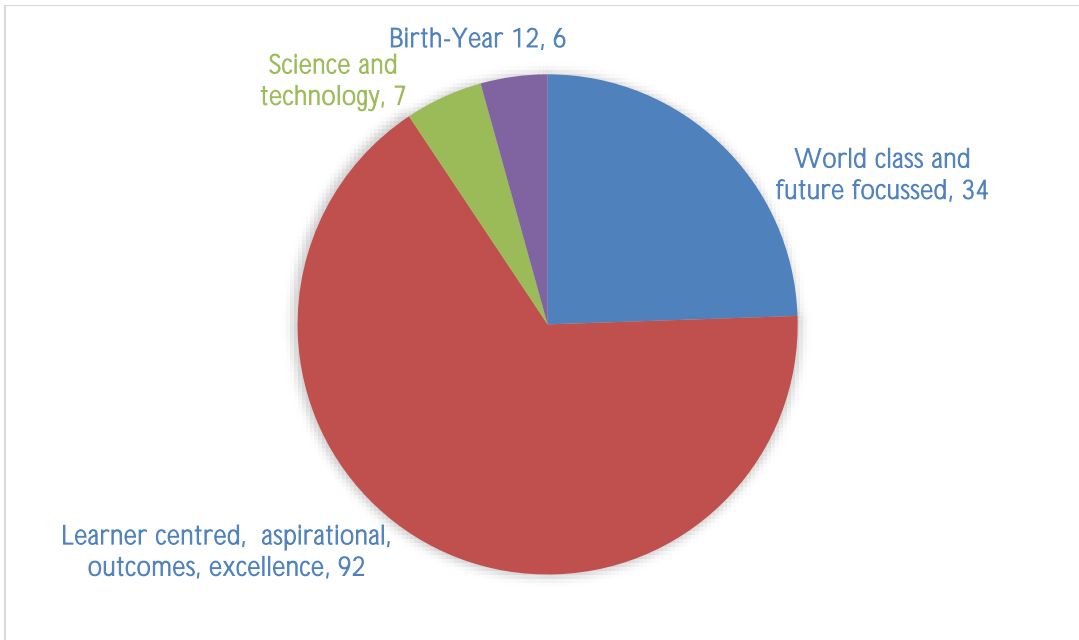
Three words that describe your vision, by theme: Buildings, spaces and features.

Response fields: 182*



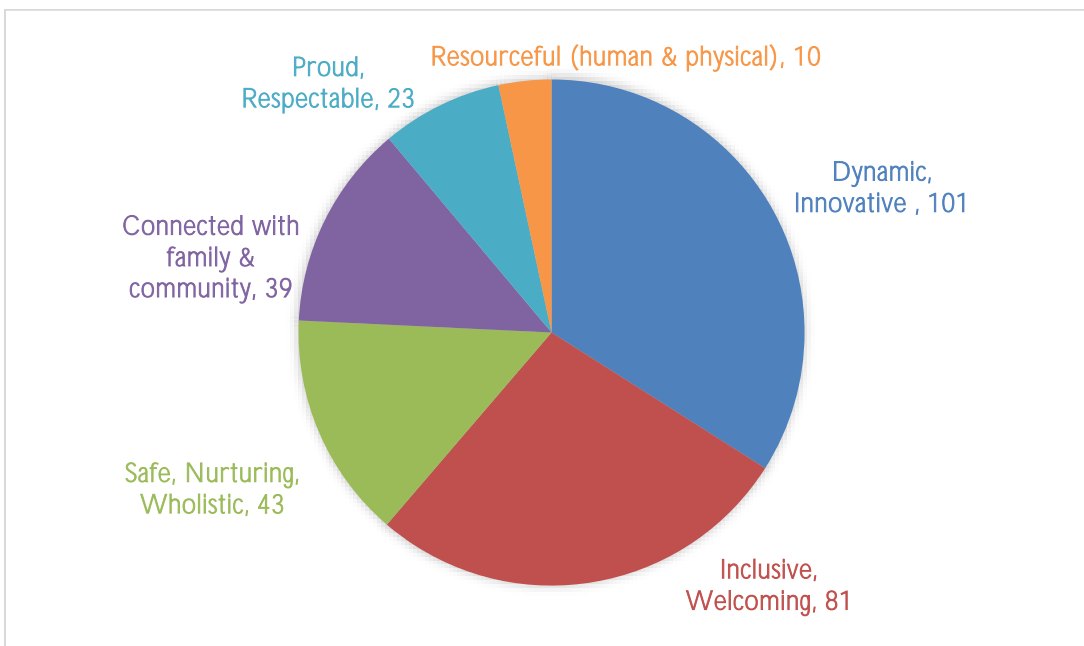
Three words that describe your vision, by theme: Teaching and Learning Programs.

Response fields: 139*



Three words that describe your vision, by theme: *Culture*.

Response fields: 297*



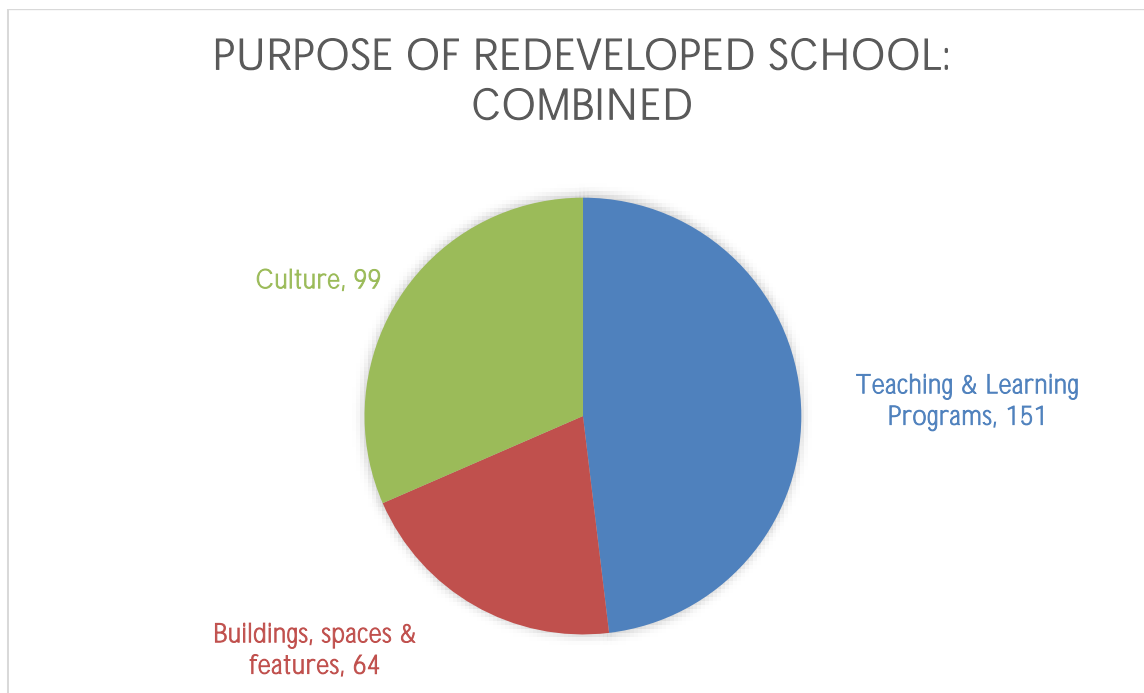
Question 4

What do you think should be the purpose of a redeveloped Sorell School?

Answered: 208

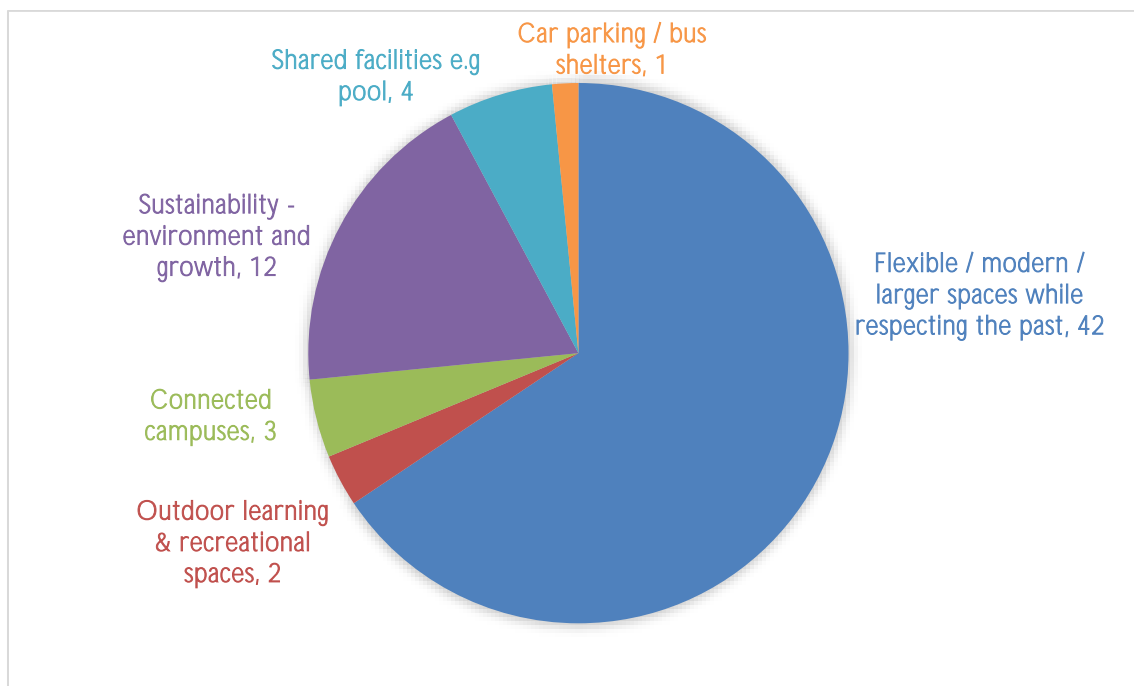
Skipped: 40

Response fields: 314*



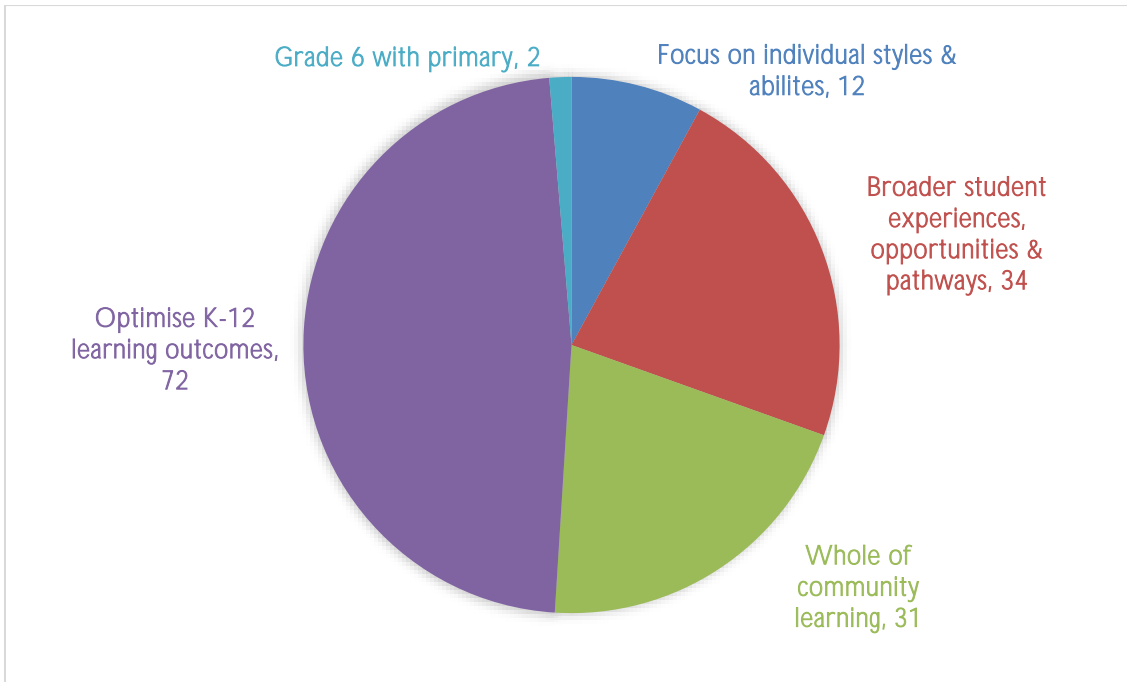
The purpose of a redeveloped Sorell School, by theme: **Buildings, spaces and features.**

Response fields: 64*



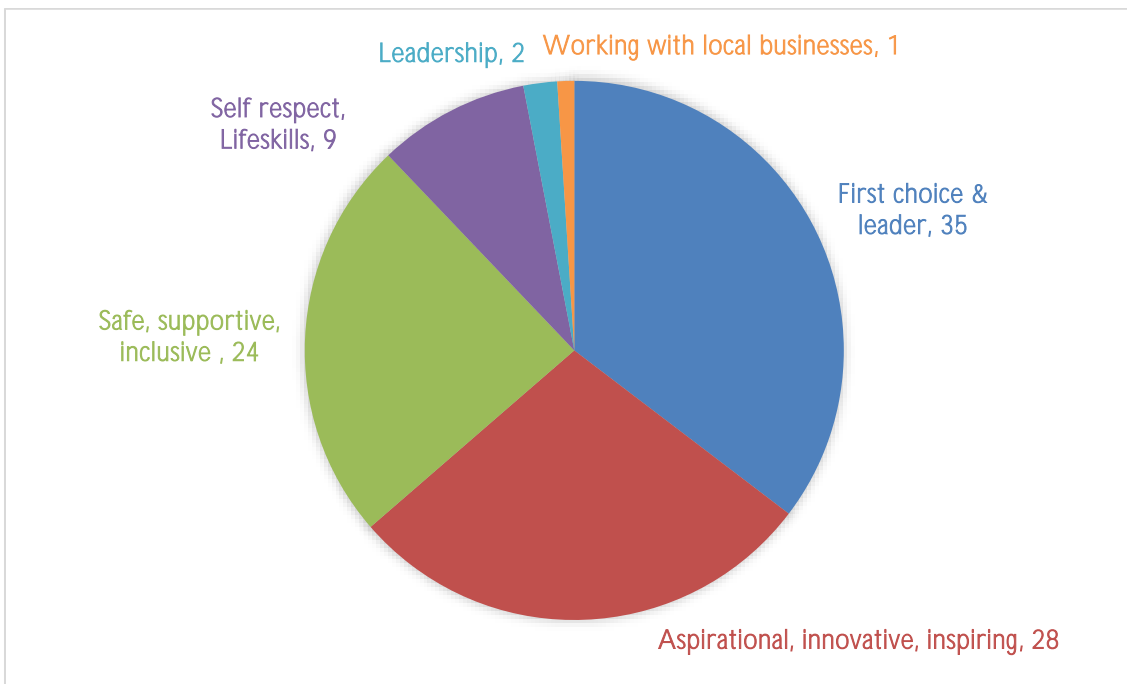
The purpose of a redeveloped Sorell School, by theme: **Teaching and Learning Programs**

Response fields: 151*



The purpose of a redeveloped Sorell School, by theme: Culture

*Response fields: 99**

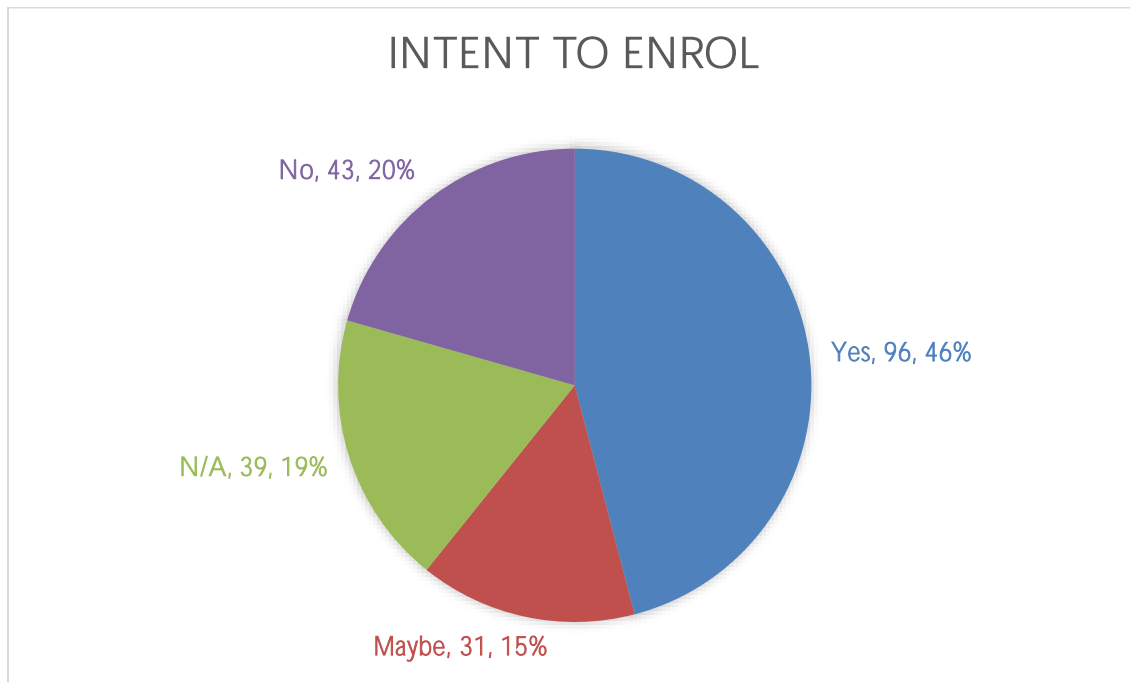


Question 5

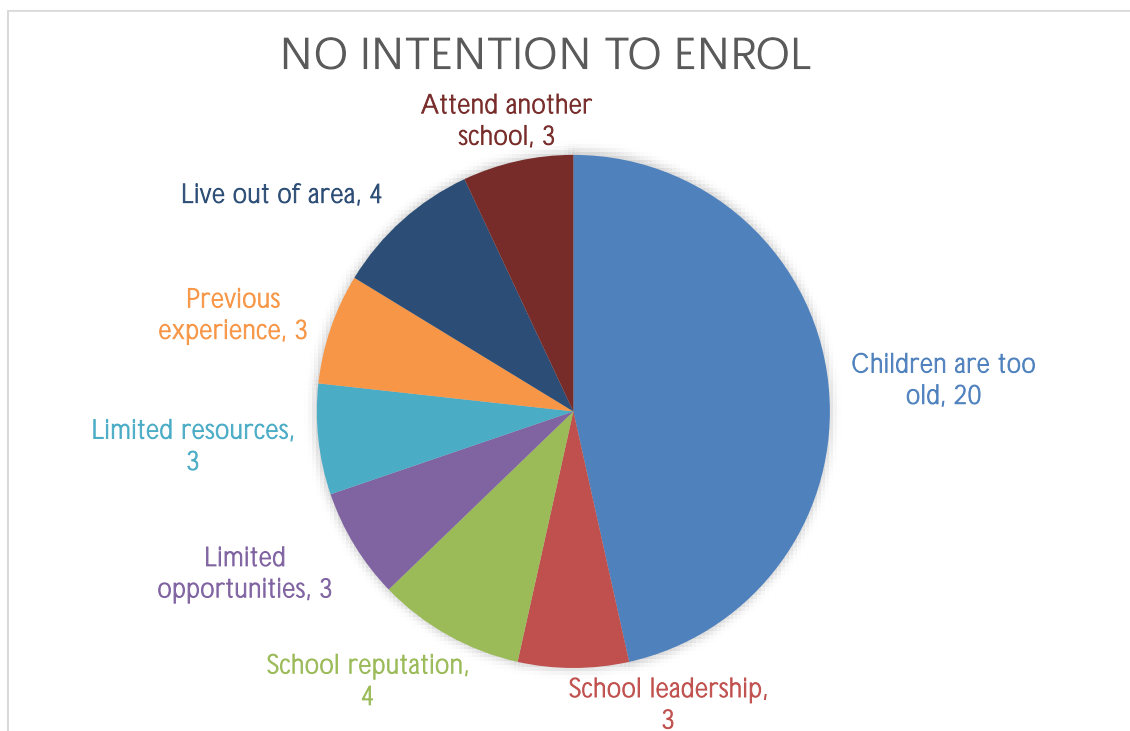
Do you currently, or do you intend to, send your children to Sorell School?

Answered: 210

Skipped: 38



No (please specify why) – 43 responses



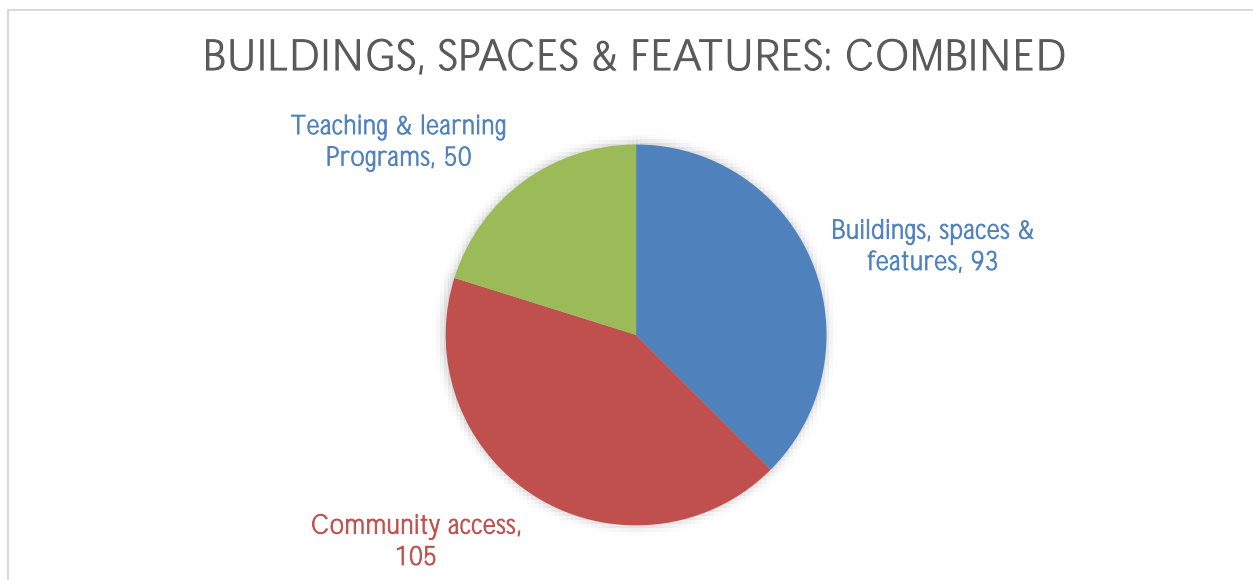
Question 6

Are there any particular features (e.g. types of buildings or spaces) you would like to see included in the school redevelopment?

Answered: 203

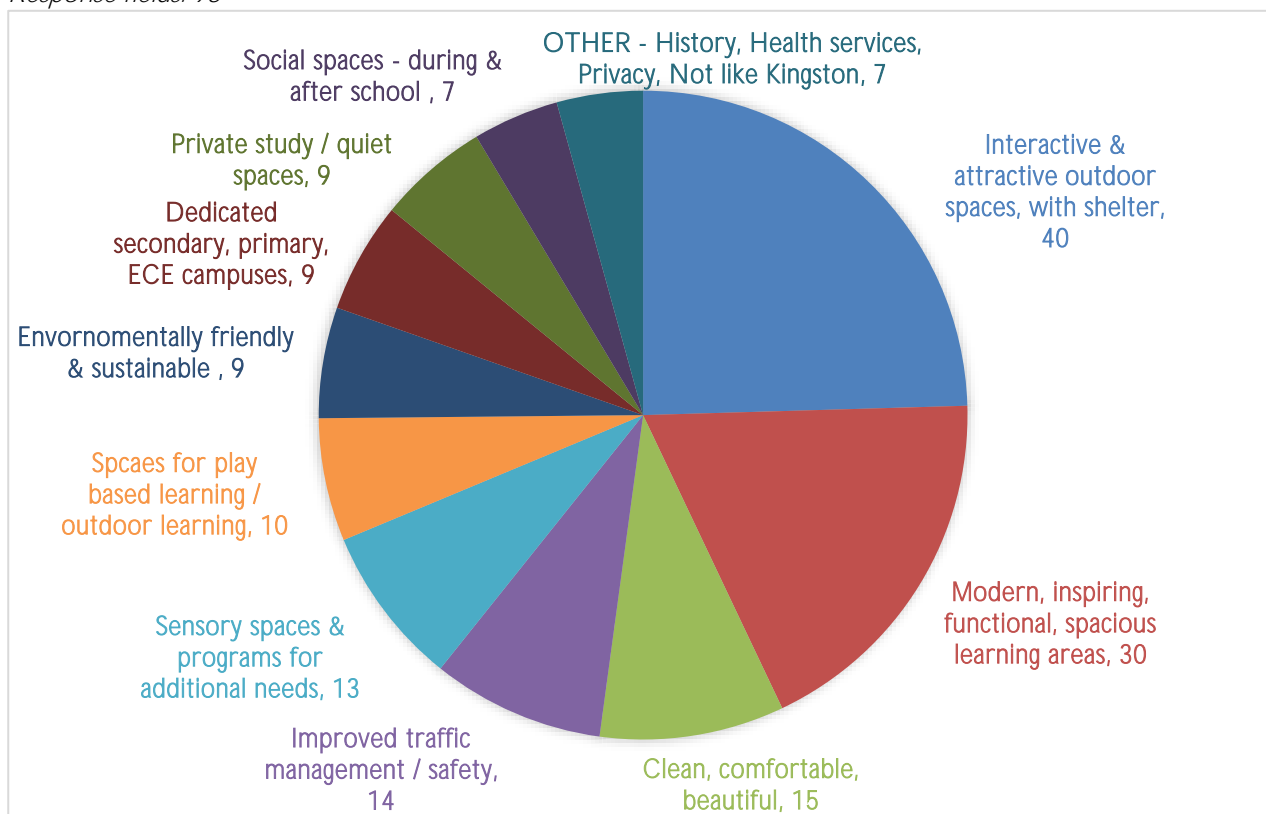
Skipped: 45

Response fields: 248*

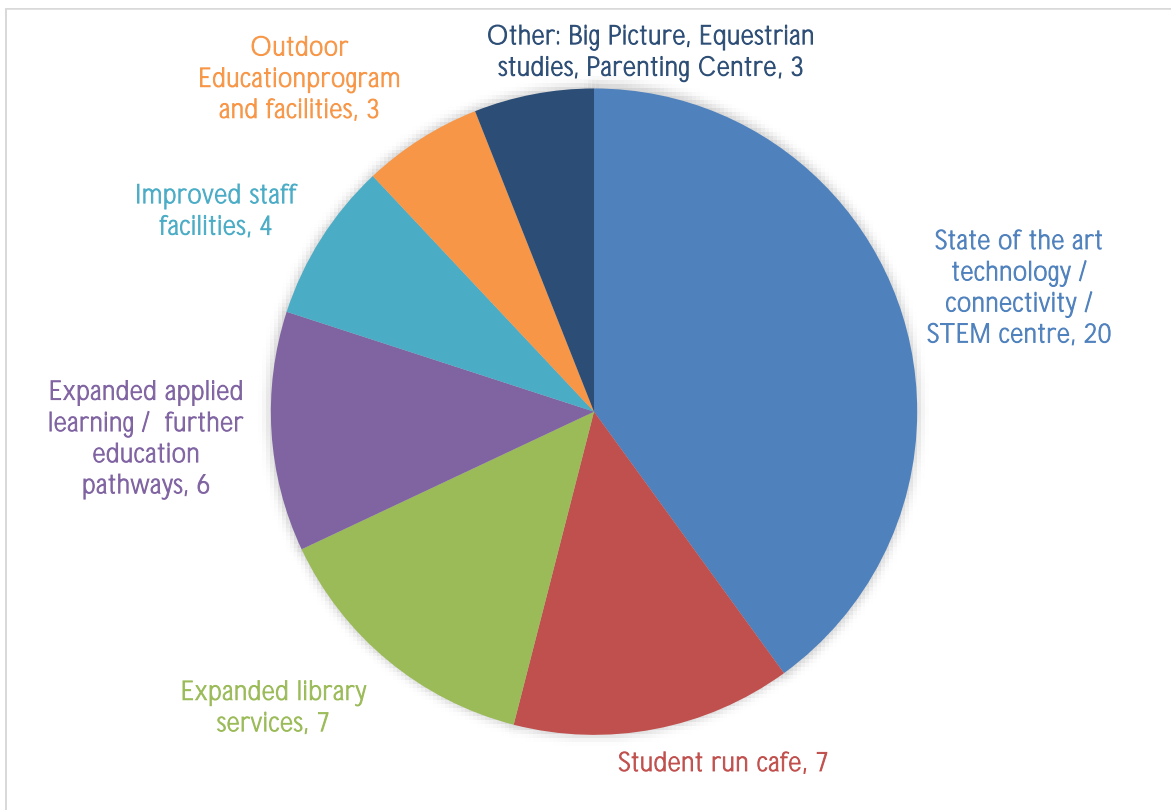


Particular features, by theme: Buildings, spaces and features.

Response fields: 93*

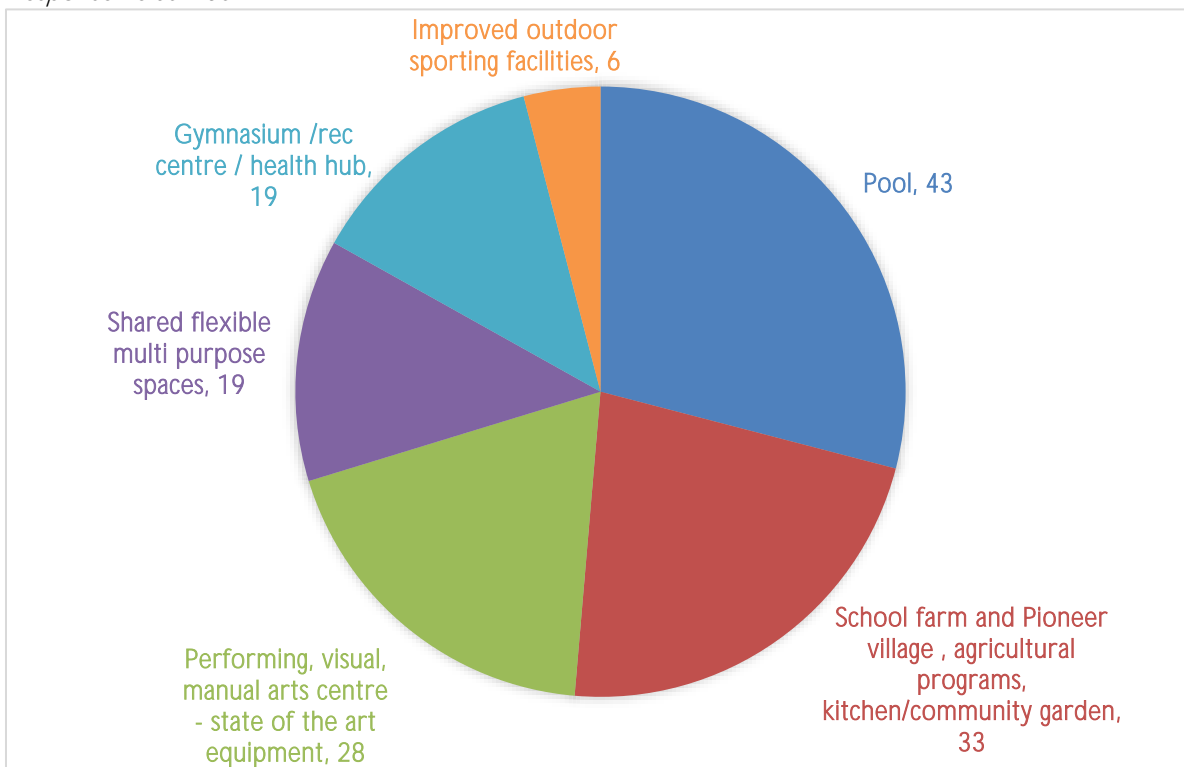


Response fields: 50*



Particular features, by theme: **Community Access.**

Response fields: 105*



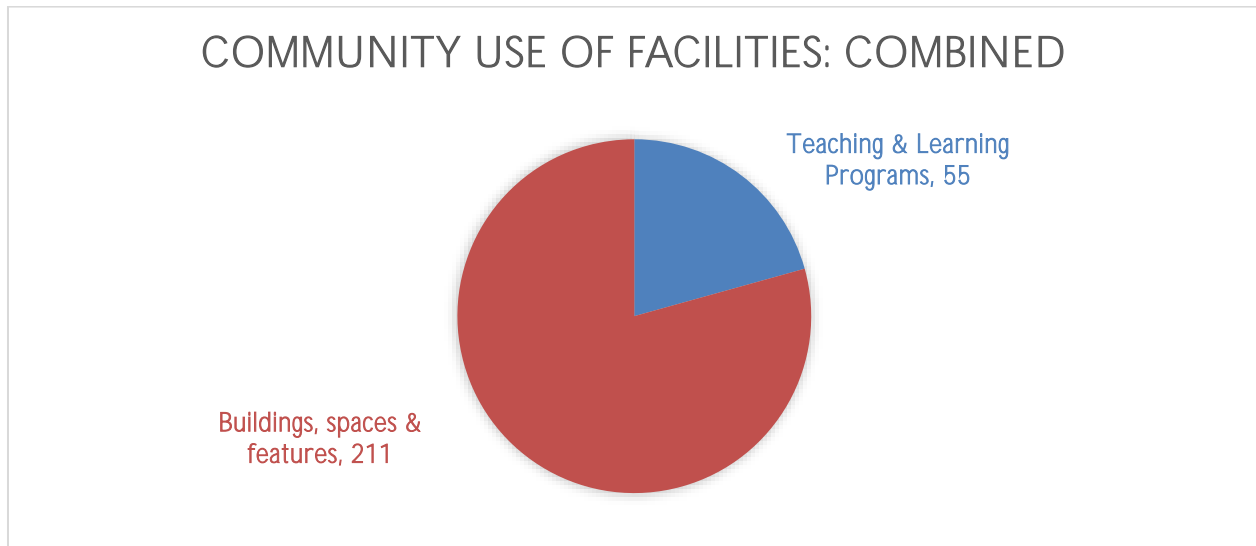
Question 7

Are there any particular school assets, resources or activities you feel could contribute to the broader community? (e.g. community use of buildings or spaces).

Answered: 202

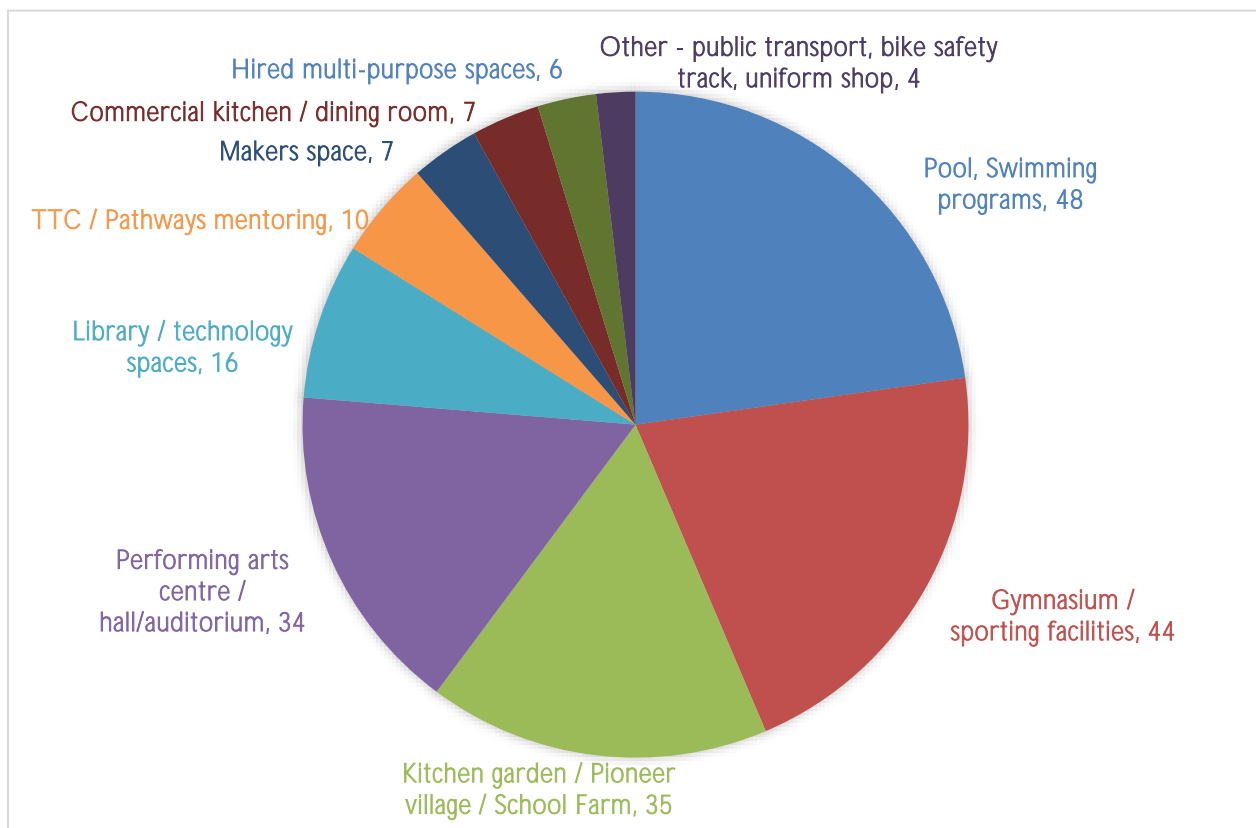
Skipped: 46

Response fields: 266*



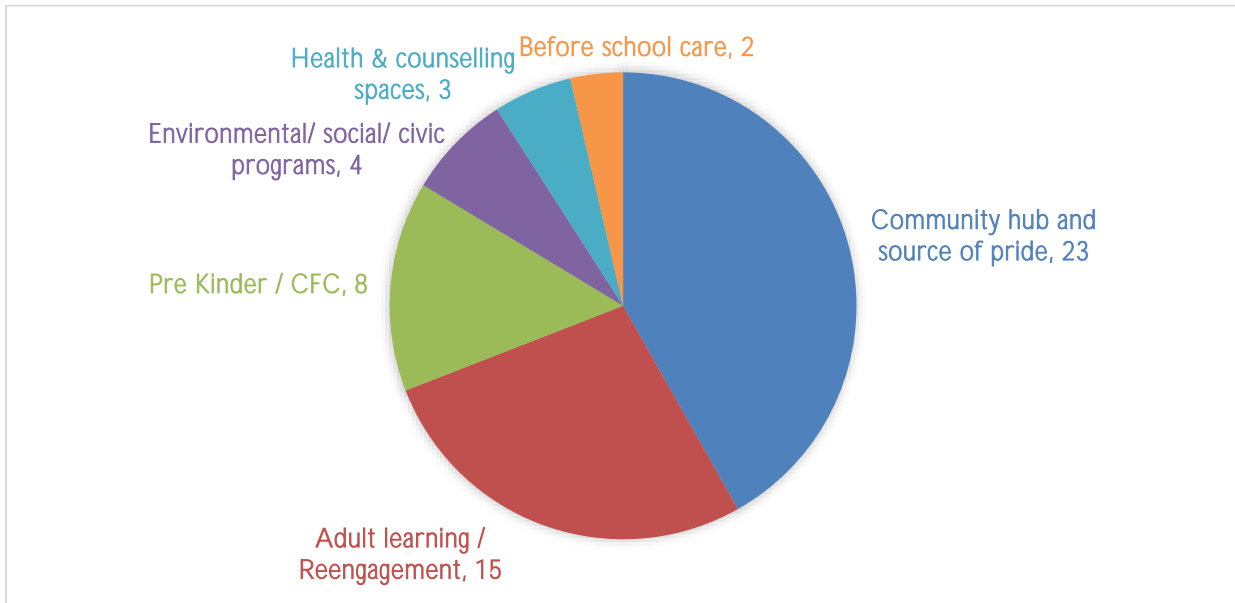
Particular school assets that could contribute to the broader community, by theme: **Buildings, Spaces & Features**.

Response fields: 211*



Particular school assets that could contribute to the broader community, by theme: **Teaching & Learning Programs.**

Response fields: 55*



Questions 8 & 9 (Combined)

What teaching or learning approaches do you or your child/students currently find most effective? Please specify.

Answered: 169

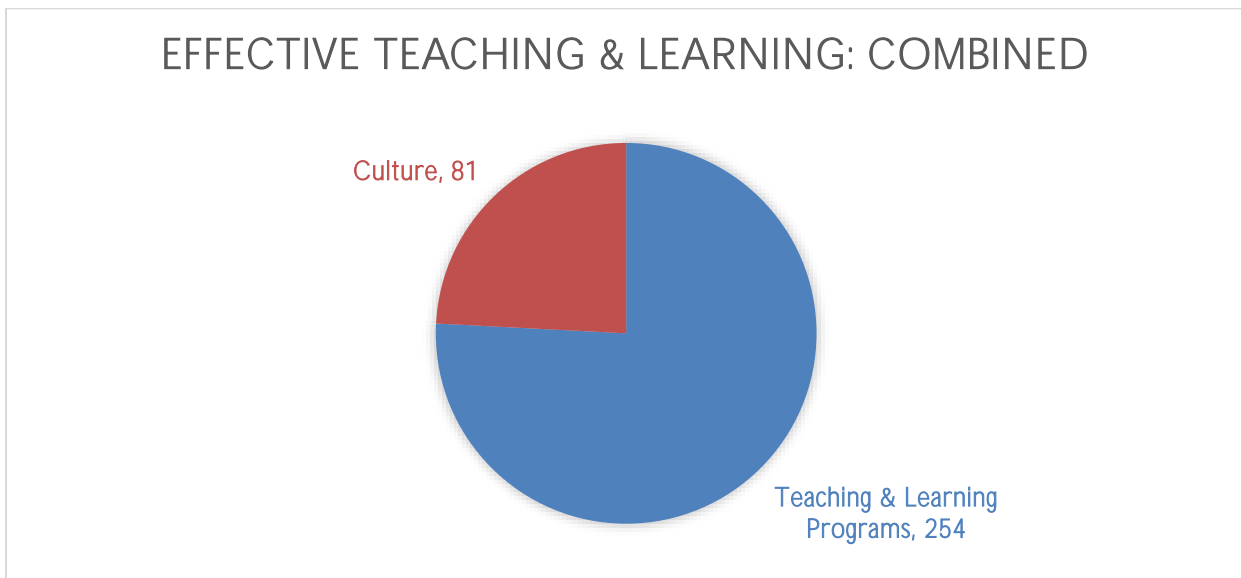
Skipped: 79

What teaching and learning approaches would you or your child/students find more effective? Please specify

Answered: 156

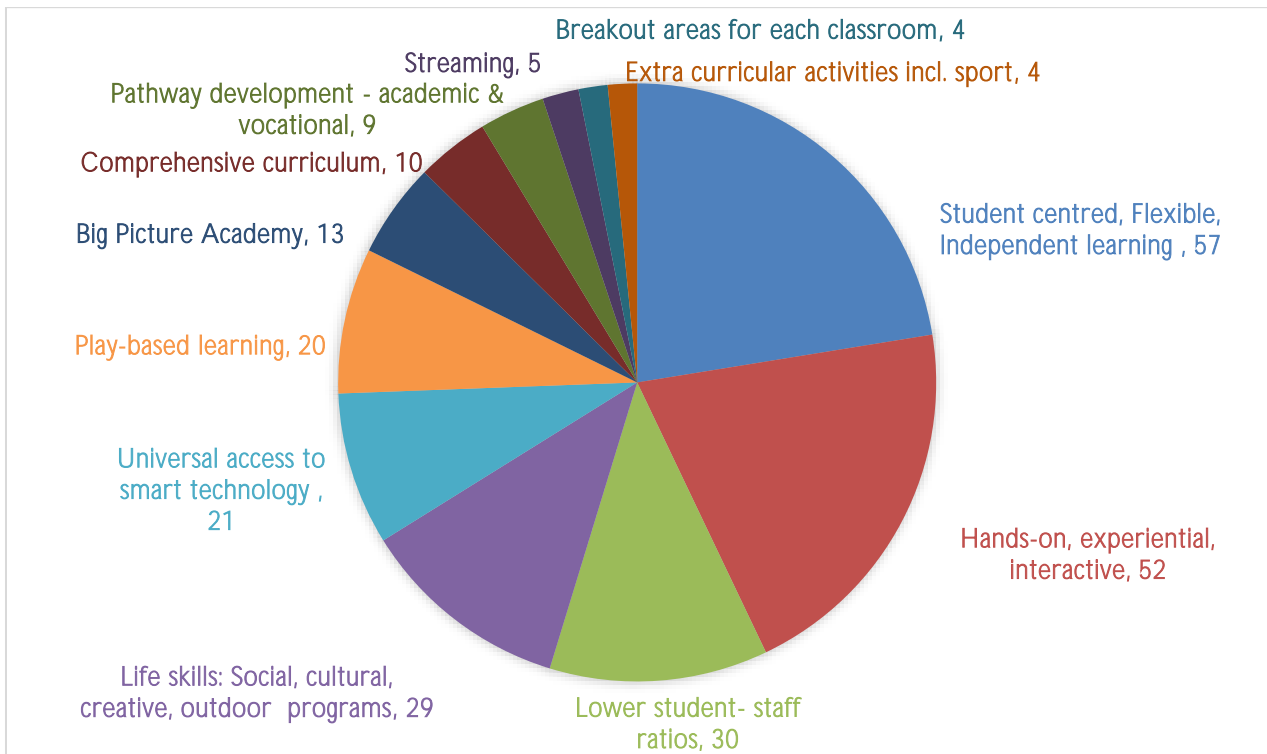
Skipped: 92

Response fields: 335*



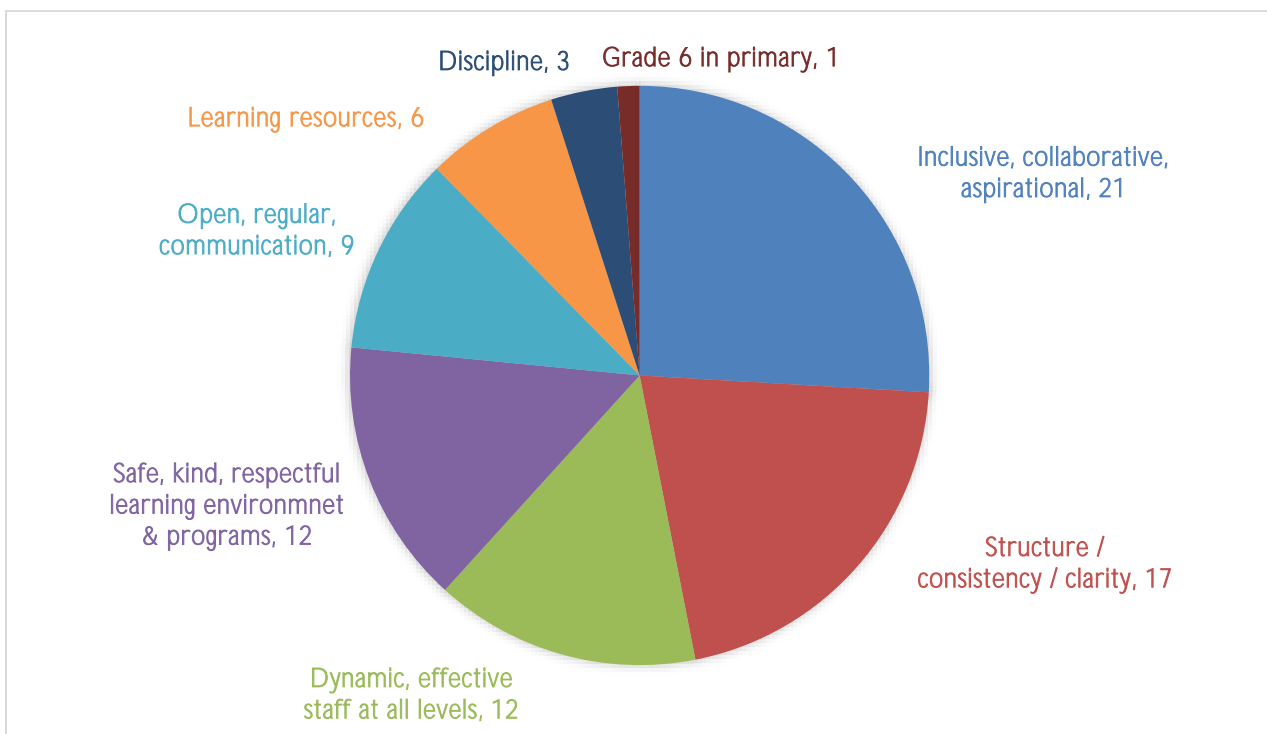
Effective teaching and learning approaches, by theme: Teaching & Learning Programs

Response fields: 254*



Effective teaching and learning approaches, by theme: Culture

Response fields: 81*



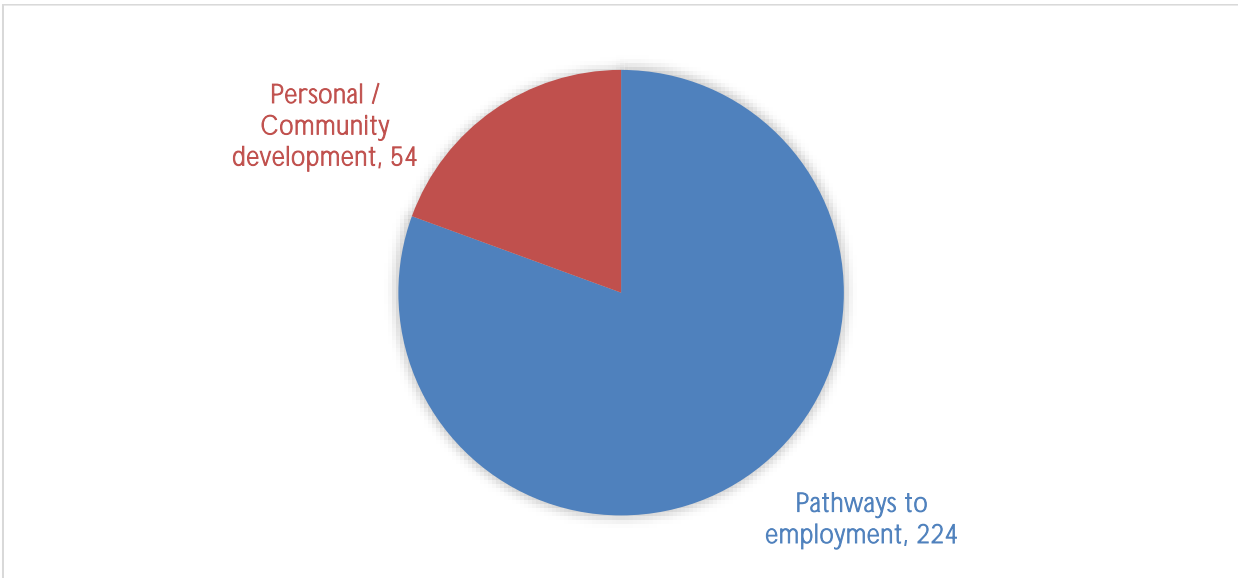
Question 10

Are there any particular pathways or community/business partnerships you would like to see established with the school?

Answered: 181

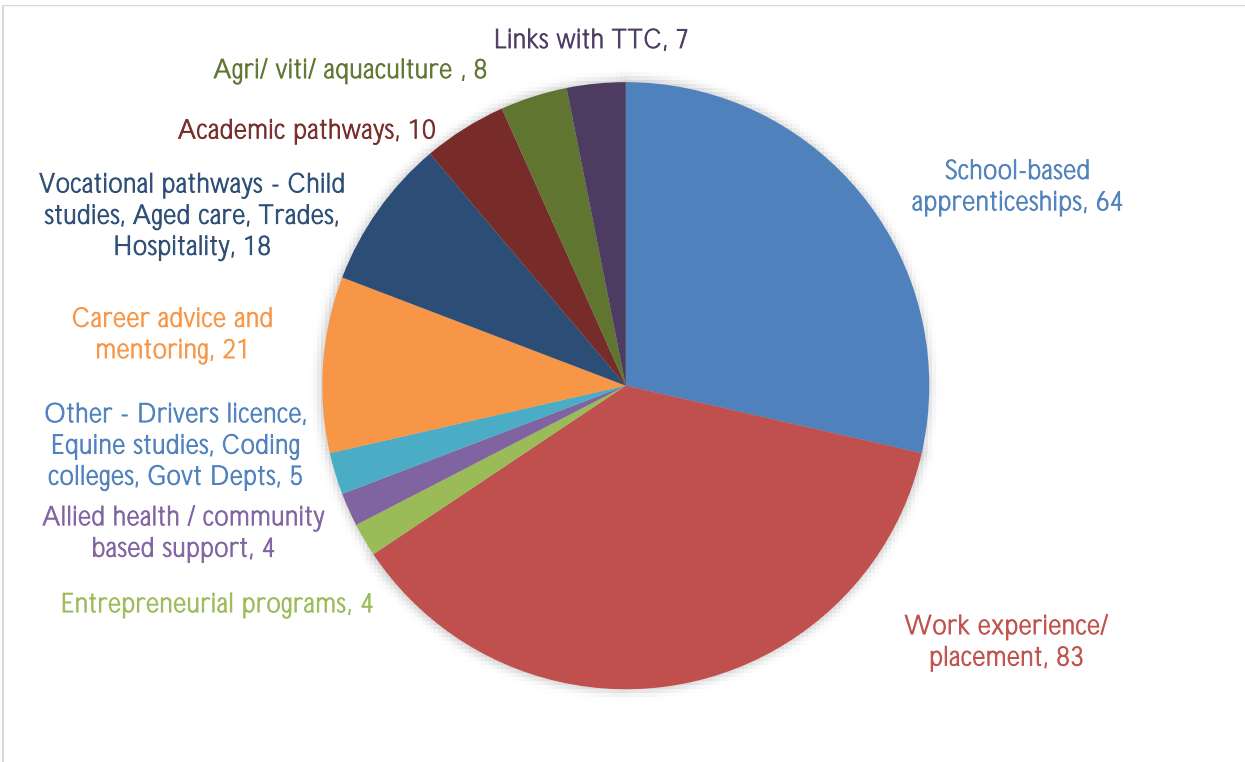
Skipped 67

Response fields: 278*

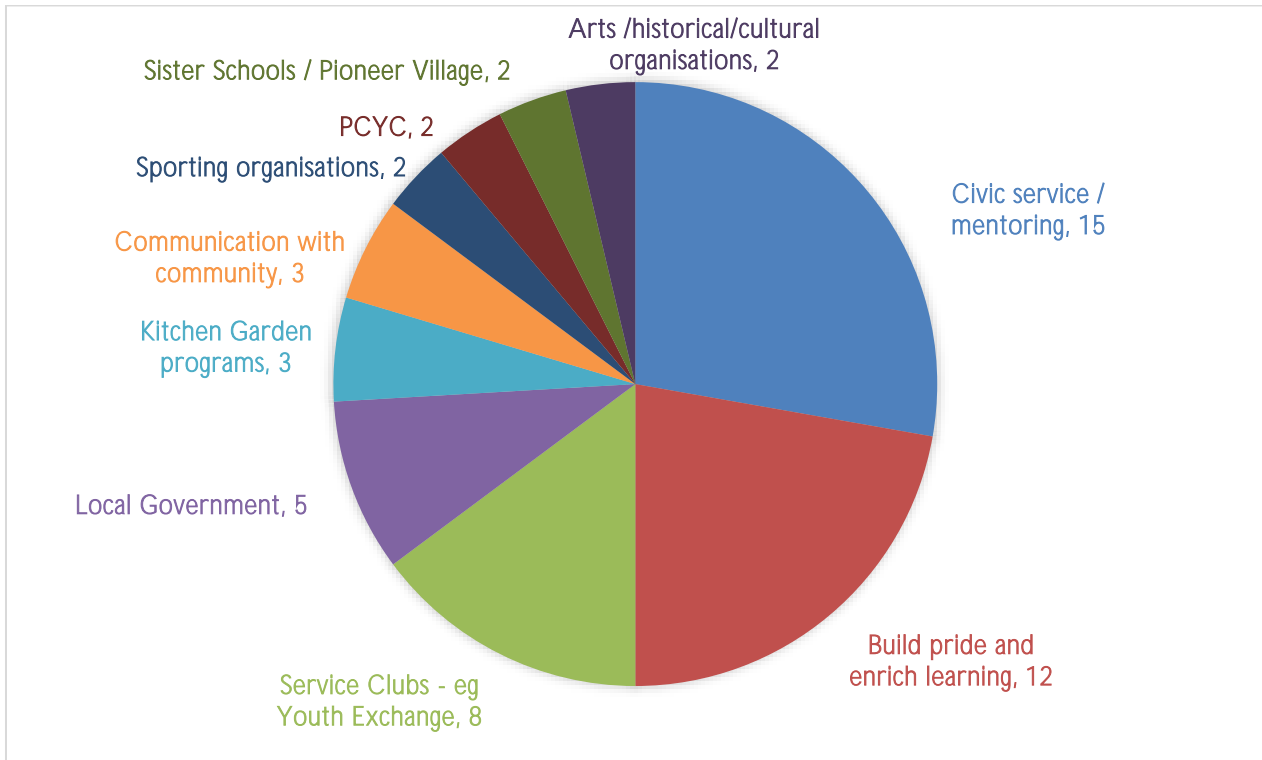


Pathways or community/business partnerships, by theme: Pathways to Employment

Response fields: 224*



Pathways or community/business partnerships, by theme: Personal and Community Development
 Response fields: 54*



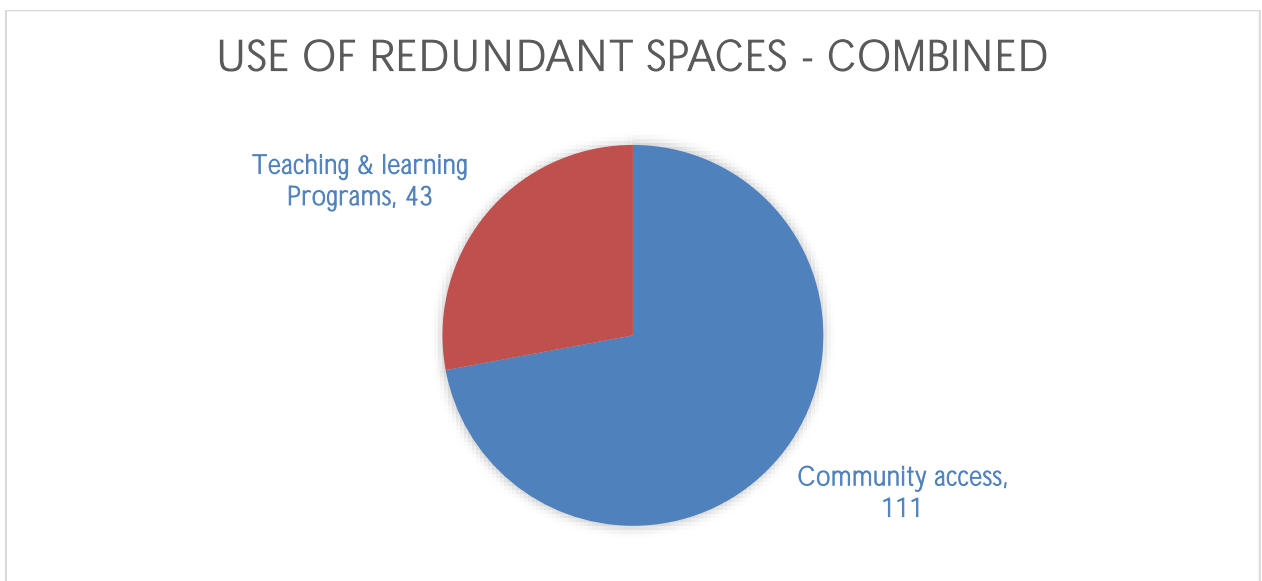
Question 11

Do you have any suggestions for the future of any redundant buildings or spaces?

Answered: 182

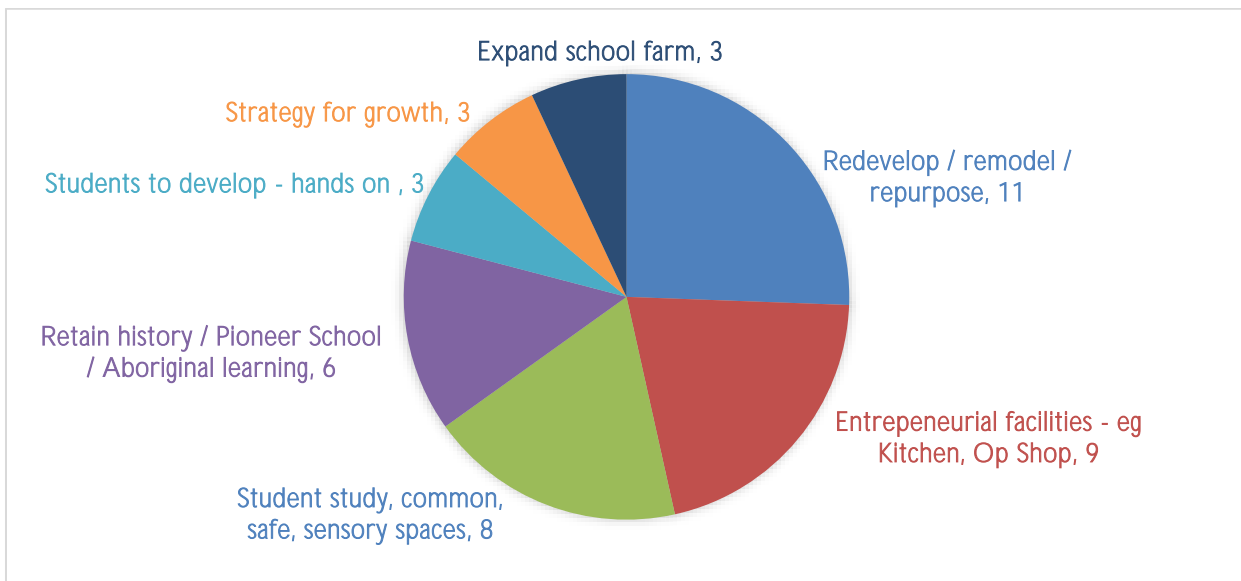
Skipped: 66

Response fields: 154*



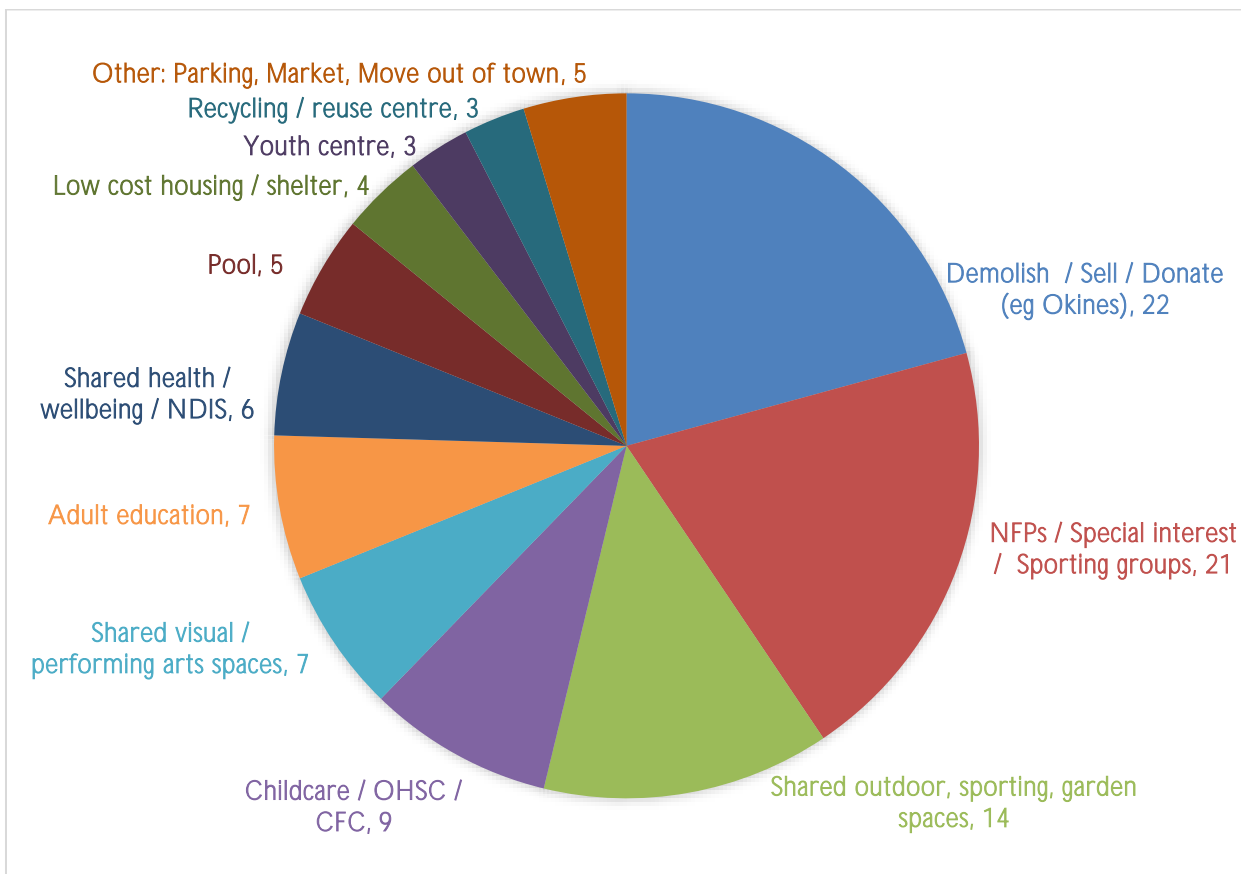
Use of redundant buildings/spaces, by theme: Teaching & Learning Programs

Response fields: 43*



Use of redundant buildings/spaces, by theme: Community Access

Response fields: 111*



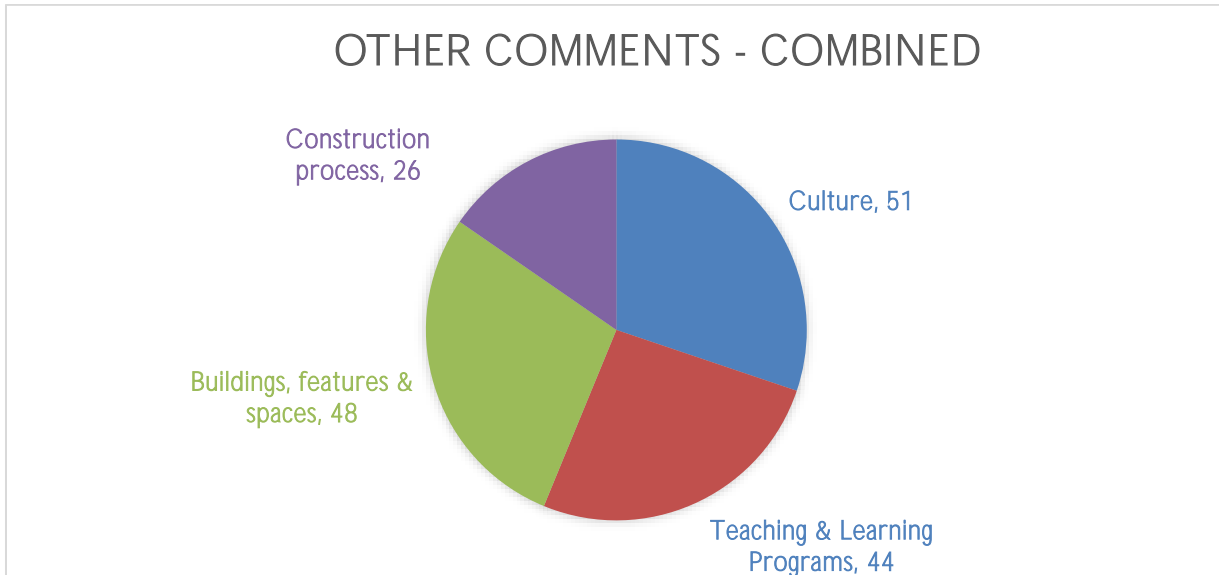
Question 12

Do you have any other ideas or comments about the school redevelopment?

Answered: 182

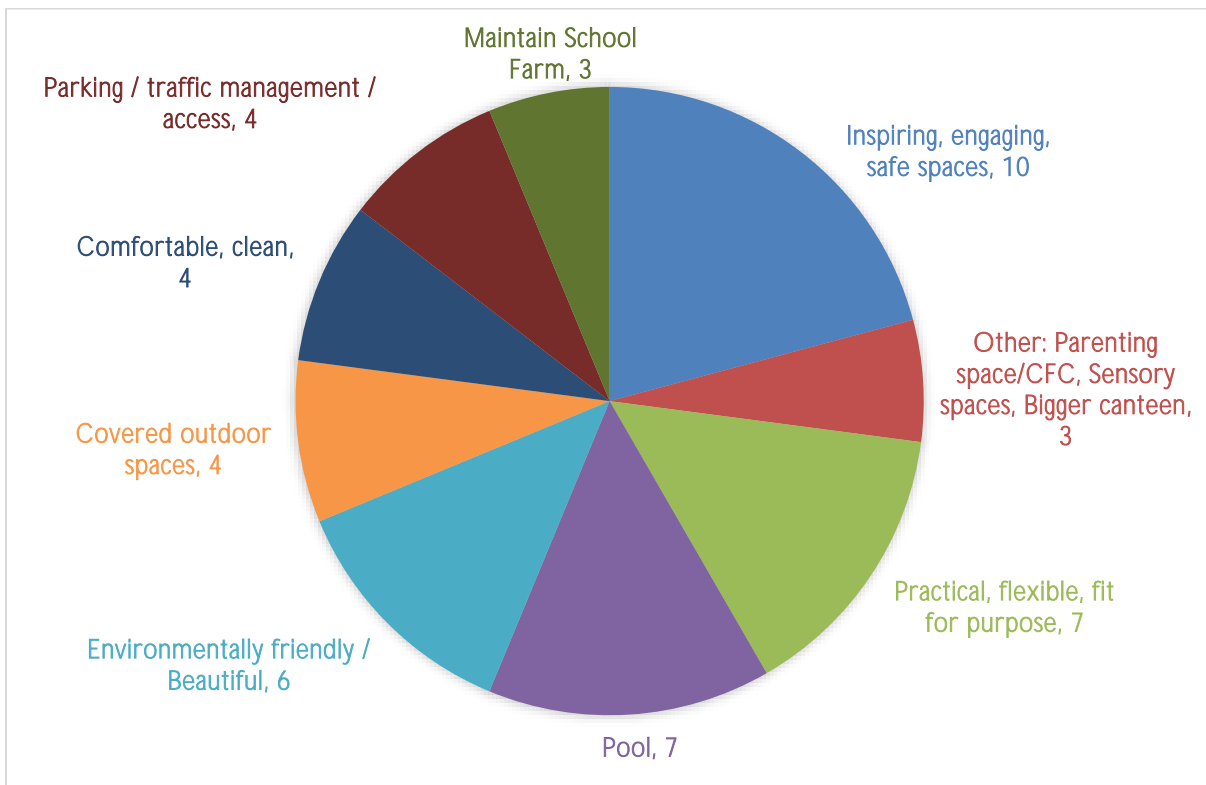
Skipped: 66

Response fields: 160*



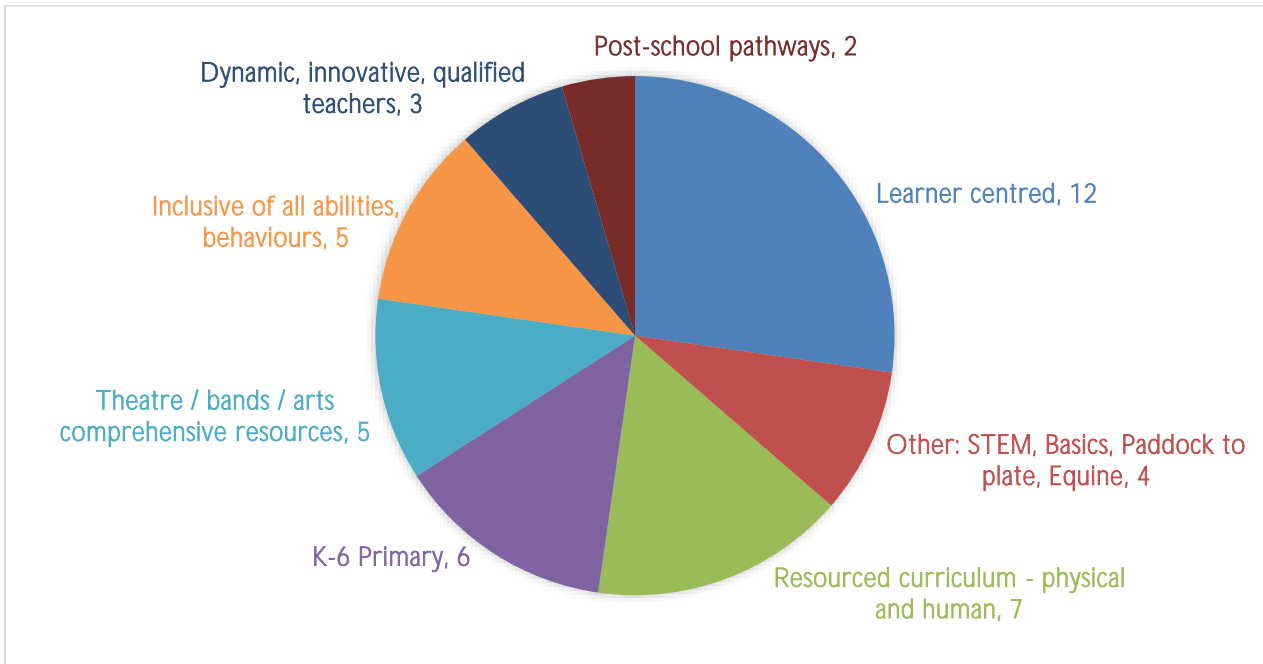
Other ideas or comments, by theme: **Buildings, features & spaces**

Response fields: 48*



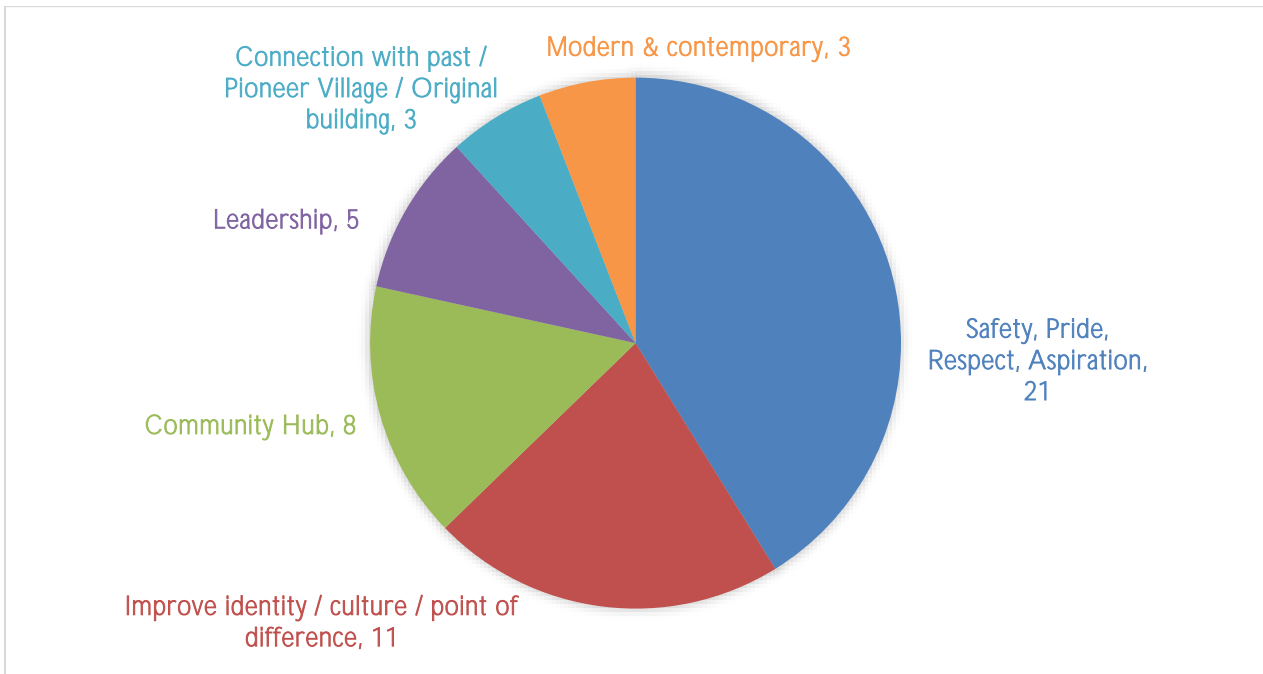
Other ideas or comments, *by theme*: Teaching & Learning Programs

Response fields: 44*



Other ideas or comments, *by theme*: Culture

Response fields: 51*



Other ideas or comments, by theme: *Construction Process*

Response fields: 26*



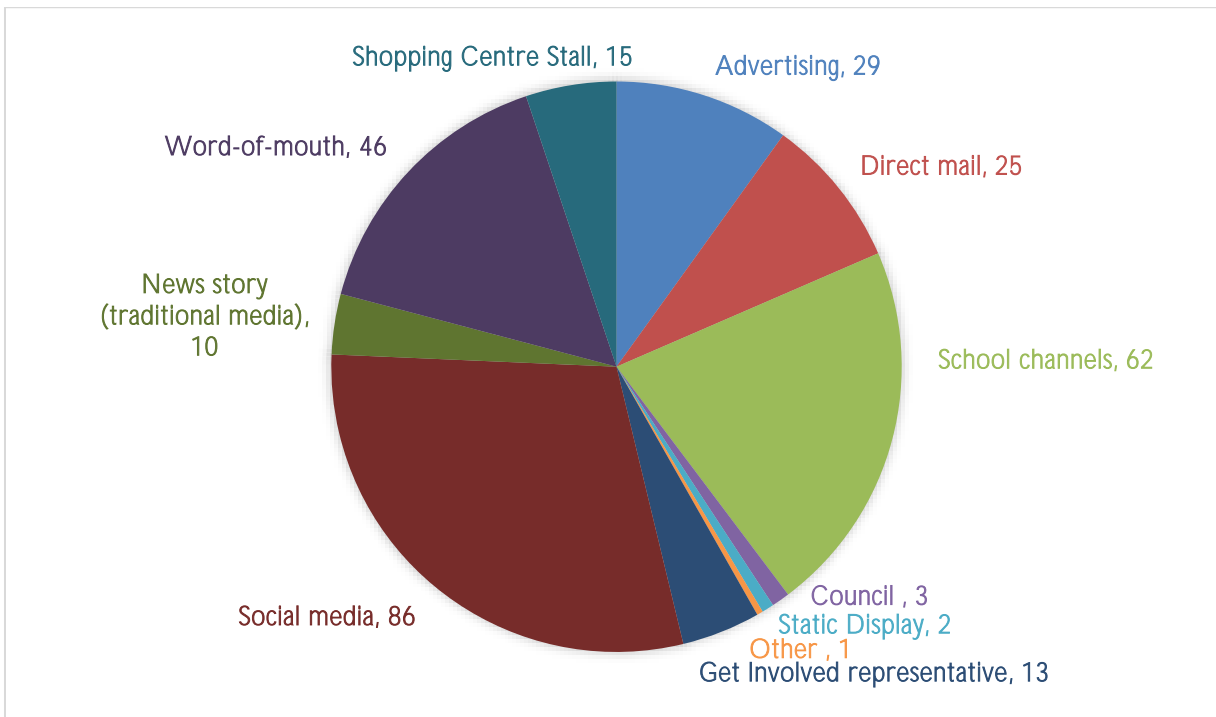
Question 13

Tell us how you heard about the Get Involved campaign (you may choose more than one option).

Answered: 178

Skipped: 70

Response fields: 291*

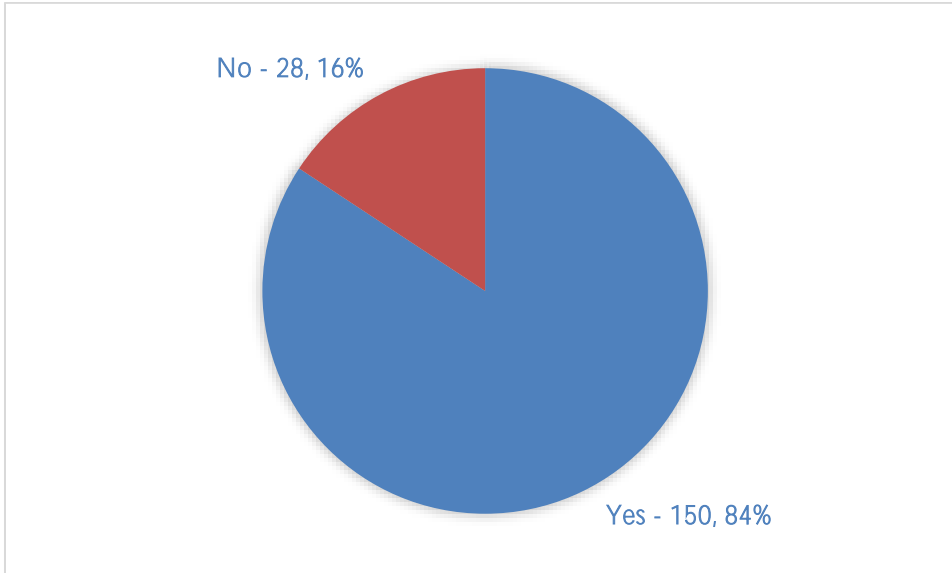


Question 14

Would you like to receive information via email about this project as planning progresses?

Answered: 178

Skipped: 70

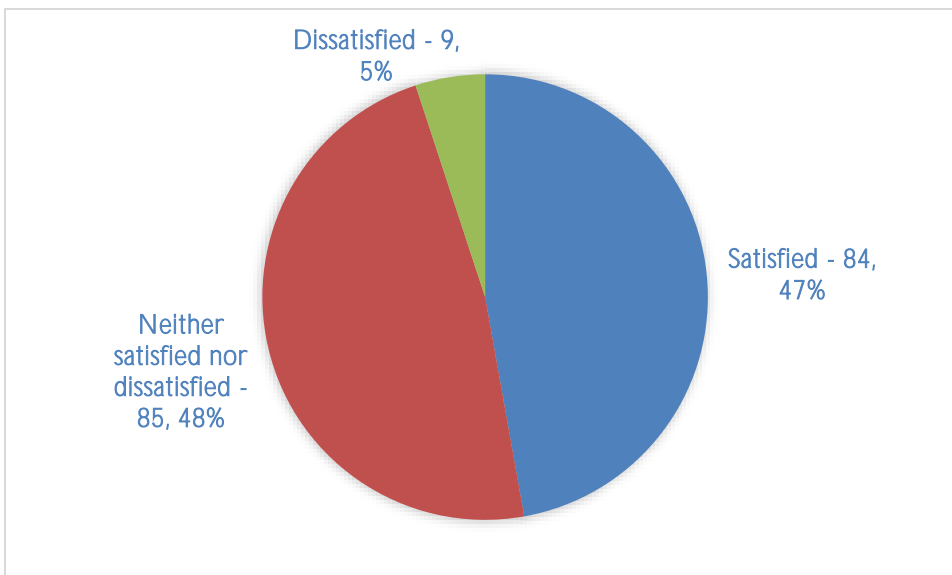


Question 15

To help us improve our activities, tell us how satisfied you are with the level of community consultation by the Department of Education.

Answered: 178

Skipped: 70



COMMUNITY WORKSHOP

Responses

Question 1

List three words* you would use to describe your vision for Sorell School.

*Note – participants also used phrases and sentences

3 Words / Vision	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
Inclusive/accessible and welcoming for students, families and communities	21	7	7	2,3,4,6,8
Highly skilled, specialised, passionate teachers	16	2	1	5
Centre of Excellence of S.E Region	14	2	4	1,2
Positive pathways	9	1	1	6
Desirable/respected	8	4		8
Interactive / modern / warming /inviting	6	9	1	4,10
Carrying capacity for growth to projected 30-50yr lifecycle beyond 15-20yr population stats	6	2	3	11
Learning community - no matter what age	5	5	1	5,6
Children involved - leading	5	1	1	5
Job ready - skills/values/proud/social/knowledge	3	3	2	3
Strong early learning focus that emphasises community engagement and family support	3	2		11
Clear/concise policies and procedures - accessible	3		2	3
Inspirational / Creative / Innovative	2	5	1	1,9
Proud	2	2	1	9

Flexible	2	1	2	10
Fits the purpose	2		1	2
Resilient / Respectful	1	2		1
Leading	1	1	2	8
Nurturing and supporting environment	1	1	1	11
Strong agricultural aspect	1		3	4
Connected - Value of self	1		1	1,9
School culture	1			7
Effective	1			9
Cohesive buildings which match each other			1	3
As future parents we want our children to come here - with confidence in the teaching and learning and care they will receive			1	11
Foresight for the future 'infrastructure buildings'				4
Organised				9
Thinking				9

Question 2

What types of teaching and learning would you like to see at the redeveloped school?

Teaching and Learning	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
Adaptive learning environments and support for different styles, strengths, needs and interests. Individual pathways	23	13	2	2,4,6,9
Agricultural centre of excellence. Extended agricultural based learning	16	10	6	1,2,4,8,9,10

and programs (pathways to many different aspects)				
Interactive, hands on, student lead, play based, engaging, inclusive, collaborative	15	7	5	3,5,6,9,10,11
21st Century learning - Leading STEAM, Technology, Coding programs	11	7	1	1,5,8,11
Engaged students / rich curriculum / strong community connections	11	5	2	3,4
Centre of Excellence. Cater for academic students that want to go to Uni	10	8	6	4,7
Play - based learning include the playground - areas for students to explore / flexible learning and continuity from K-13	10	5	1	3,7
Strong focus on Early Learning	8	3	2	1,11
Traditional defining of grades K-6 primary, 7-10 high school, 11/12 + (Have separate) and age appropriate environments	8	2	2	4,8
Agile learning' spaces / hubs with breakout spaces suitable to the age group (teacher/student to decide configuration)	7	3	6	1,2,3,5,11
School based apprenticeships, Expansion of VET programs and jobs/industry skills training	6	8	13	1,4,5,6,7, 8,11
Modern, state of the art technology/facilities/infrastructure - sustainable	6	4	5	2,8,10
Music/Creative/Media Arts/Sports	6	4		1,10
Social and emotional wellbeing - programs and environments	4	6	1	2,8,11

Stricter teaching and back to basics, No phones. Zero tolerance of bullying.	3	2	1	1,4
Indigenous awareness	3	1		1
History - respect the past	2	3	2	2
Create the legacy	2	2		9
Soft skills / problem solve, communicate etc.	2	1	3	5
What does Tassie need? Training in tourism and agriculture	2	1		7
Links between industry/higher education and the school	2	1		1,8
Leadership opportunities for sport / science / partnership and elite pathways	1	8	3	10,11
Specialist teachers working collaboratively in subject areas	1	2	2	1,5
Outdoor learning and environments - get active	1	1		4,8
Equine program - attract different types of students - use for therapy purposes - students with additional needs	1	1		7
Big picture program	1			4
Uniform		1	1	5
Food, social, eating with friends		1		5
Competitive		1		8
Vertical grouping			2	6
Swimming			2	11
Language			1	1

Lower teacher-student ratios	1	5
Rooms big enough		3
Pre-birth onward		5
New play technology		5
Quality		8
Unique offering of Pioneer Village		5,9
Focus on teacher wellbeing		11

Question 3

What types of buildings, spaces or features would you like to see in the redeveloped school?

Buildings, spaces, features	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
Agriculture centre / focus / cutting edge farm for more students / Pioneer School	25	20	10	5,7,9
Larger classrooms around an open central hub. Functional learning areas for flexible usage (STEM, early childhood, performing arts theatre etc.).	20	12	8	2,3,5,7,10,11
Outdoor learning spaces part of every classroom	10	11	6	3,5,6,8,10
Inviting, warm, comfortable, bright, colourful, artistic. An attractor	9	4	2	4,5,8,9,10
Improved drop-off/traffic management/bus area infrastructure/connected road	8	10	3	5,7,8,10,11

Big sheds for practical/hands on classrooms	7	5	1	6
Adaptable/Capacity to accommodate growth	6	6		2,8,9
Pool / Gym with community access	6	4	7	1,4,5,7,10
Food technology facilities for students, and indoor/outdoor café and Kitchen Garden also open to public. Social gathering points.	5	8	9	1,3,4,5,8
Sensory / safe spaces	5	5	12	6,8
Undercover/shaded play and eating areas - outdoor learning areas - undercover, connected walkways	5	4	1	3,4,7
Environmentally efficient, friendly and sustainable	5		4	1,2,8,10,11
Open, green spaces, gardens, playgrounds, courtyards, multi-sensory spaces/nature play, inspirational spaces	3	12	7	1,3,4,5,10,11
Digitally capable building that can be adapted with new tech	3	1	1	8,10
State of the art Sports Centre	2	3		4,8
Not one size fits all	2	2	2	9
Art room - Reggio Emilia Atelier	2	1		4
Performing arts centre - large enough to cater for	2			2,7,8,10

concerts etc. (spaces for community use)				
Professional learning spaces (used by community)	1	4		11
Aboriginal garden	1	3		6
Designated Primary / Secondary / Tertiary spaces - a safe and secure school	1	2	2	4,11
Rooms that are easy to clean	1	2		2
Screening from road and neighbours. Access to school from main road	1		2	7
Agriculture lecture theatre (similar to Hagley School Farm)	1		1	1
Cutting edge science training centre		7		7
Central administration building and staff areas		3		3
No round rooms - too hard to put furniture. 3D rooms		2	3	2
Area for students with high and additional needs to engage in enquiry learning		2	2	7
Breakout spaces/teacher spaces		2	1	2
Hub - speech therapy / allied health		2		11

A building to cater for the elderly - local aged care centre/home	1	4
Early childhood areas / learning centre with adequate space	1	5,10
Sensory rooms (each campus)	2	11
Security / safe school	1	4
Single storey	1	1
Life skills spaces	1	5
Outdoor areas provide opportunities for students to ride bikes, scooters - engage in measured risk play	1	7
Acknowledge school history (diverse inc. Aboriginal)	1	11
Parenting programs etc.	1	11
Admin building near original school building		9
Double storey		1
Stationary/uniform shop		1
Air Con - ventilation		1
Double storey buildings		2
Creative, innovative furniture		5
Pre-birth onwards		5
High profile from the street		8

No silos	9
Staff wellbeing - breaks/resources	11

Question 4

What school assets, resources or activities do you feel could provide support to the local community?

Assets / Resources used by community	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
School farm, MDT, Kitchen, community garden, agricultural programs and TTC resources	15	10	12	1,3,6,10
Swimming pool/gym - large multi-purpose centre could be utilised by various community groups and sporting clubs	10	8	15	1,3,4,5,8,10,11
Pioneer School/museum/Aboriginal culture and centre/history centre accessible to other schools/community	10	8	9	1,2,3,10
Trade Training Centre / Year 11/12 VET/Course expansion and variety	7	6	2	1,8,10
Theatre/performing arts centre/State of the art music rooms - modern and contemporary	5	9	11	2,3,5,7,10,11
Community use of sporting facilities/grounds, Performing arts centre/Hall/Auditorium/Science Centre	4	12	12	1,2,3,8,9,10,11
Multi-purpose, flexible spaces, meeting rooms, halls, venues	3	6	10	2,5,8,11
Uniform/presentation consistent - develops pride	2	8	5	5

Bring community library into School	2	4	3	9
Use of volunteers /industry experience and expertise	2	3		3
Night classes to engage parents and adults (in TTC etc.)	2	2	3	3,6
Wellbeing hub servicing community open outside school hours	2	1	4	6
Big Picture	2	1	1	1
Technology hub	1		4	7
Café Canteen Restaurant	1		2	2
Exhibition space	1		1	2
Transport / school owned buses for excursions etc.		3	4	4
Support spaces / Sensory room		2	2	5
Child and family centre		1	2	11
Inclusive of other schools and communities		1	1	10
PCYC			2	11
Cricket nets with cover on pitch				2
Clearly define community space and school space				10
Flow of community space				10

Question 5

What community and/or business partnerships would you like to see established at the school?

Community and business partnerships	Critical (green dots)	Important (blue dots)	Nice to have (orange dots)	Table/s
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Working together with business/council to create a business plan for pool/sporting facilities	7	11	10	3,5,7,10,11
Integrated VET Pathways/work experience/clear links to businesses	3	21	11	2,3,4,5,6,11
Business partnerships through farm - aqua-agri	3	5	9	4,6,7
One-on-one mentoring with community/service groups	3	4	4	2
Lyons / Rotary - youth programs	2	9	1	1,8
Develop UTAS/TAFE/RTO's partnerships	2	6	3	1,3,10
Stronger relationships (connections with primary schools - Dodges, Dun'y, Richmond)	2	5	1	2,9
On site café attached to a play centre	2	1	2	7
Music/arts and culture partnerships /pathways (e.g. Tso/Conservatorium)	1	6	4	1,8,10,11
Change reputation of school	1	3		5
Using local businesses	1	3		8,9
Parental Engagement	1	2	3	1

Wellbeing hub (internal and external service providers)	1	2	2	6
Sporting facilities / clubs	1	1	2	2,7,8,10,11
Youth services co- locating from school	1	1	1	6
Library	1	1		5
Tourism centre/partnerships		5	5	7,10
Engaging with elderly in community		5	4	6
200 years - use the energy - future legacy		4	2	9
Mentoring through community groups		4	2	1,6
Use of technology		2		5
Scouts and Guides		1	3	8
Foundation stone - return to site		1	2	9
Pioneer School		1	2	10
Civic representatives		1	1	8
Sustainability programs - kitchen garden and multipurpose café/canteen		1	1	10
Bus companies		1		1
Environmental group		1		8

Partnership with Ningana / other community groups	2	10
Sorell Council	1	1
PCYC	1	8
TTC Board of management		1
Bendigo Bank		1
Aboriginal Liaison		1
Sorell Business Council		1,8
Industry groups (TFGA, THA, FGT)		1
Sharing of services can strengthen sense of community / belonging/ involved - historical groups, NFPs, multicultural groups		2,5,8,10
Men's shed		6,8

Question 6

Do you have any suggestions for the future use of any redundant buildings or spaces?

Redundant buildings/spaces	Critical (green dots)	Important (blue dots)	Not critical (orange dots)	Table/s
Retain government ownership - keep the land to allow for future growth and flexibility - 40% growth projecting in the municipality	11	8	13	1,2,3,10
Community groups	4		2	2,3

Child and Family Centre integrated with school / Allied health services / Green spaces / Strong partnerships with Early Learning Centre - teachers and learning framework - PD opportunities, transitioning to school	3	6	7	11
Reuse as much as possible - if fit for purpose	2	2	6	8
Demolish older buildings and demountable to make room for new infrastructure, rather than retro fitting - build up.	1	5	2	1,4,7,8
Landcare shed or similar to kitchen garden program	1	3	1	2
Dance centre/theatre	1	3		3
History and arts centre / workshop	1	2	5	9
Parking	1	1		3
Do not build on farm. Utilise brown field land		5	6	2
Sell or rent and put the money back into the school		3	3	4
Community and bike track and public space		2	6	5
Sporting facilities - not conflicting with current community facilities. E.g. swimming pool		2	4	3,6
Give/sell onto other community groups		1		8
Make available for Businesses/Entrepreneurial			12	9

spaces / Incubators - support for remote work		
Greenfield area	2	1
Keep the Science Block (high school)	2	1
Alternative school for the region	2	6
Shared workspaces / Hot desking / Collaborative spaces	1	9
Vet students to redevelop		2
STEM		3

OKINES COMMUNITY HOUSE WORKSHOP

Six individuals attended a workshop at Okines Community House. Topics were discussed in pairs and participants moved between topics. Participants were instructed to only record their critical priorities, as agreed by both members of the pair.

Topics provided were:

- Community/business partnerships and access to facilities
- Buildings, spaces and features
- Teaching and learning programs
- School culture

Responses

<i>Community/ business partnerships / Use of facilities</i>	<i>Buildings, spaces and features</i>	<i>Teaching and learning programs</i>	<i>Culture / Vision</i>
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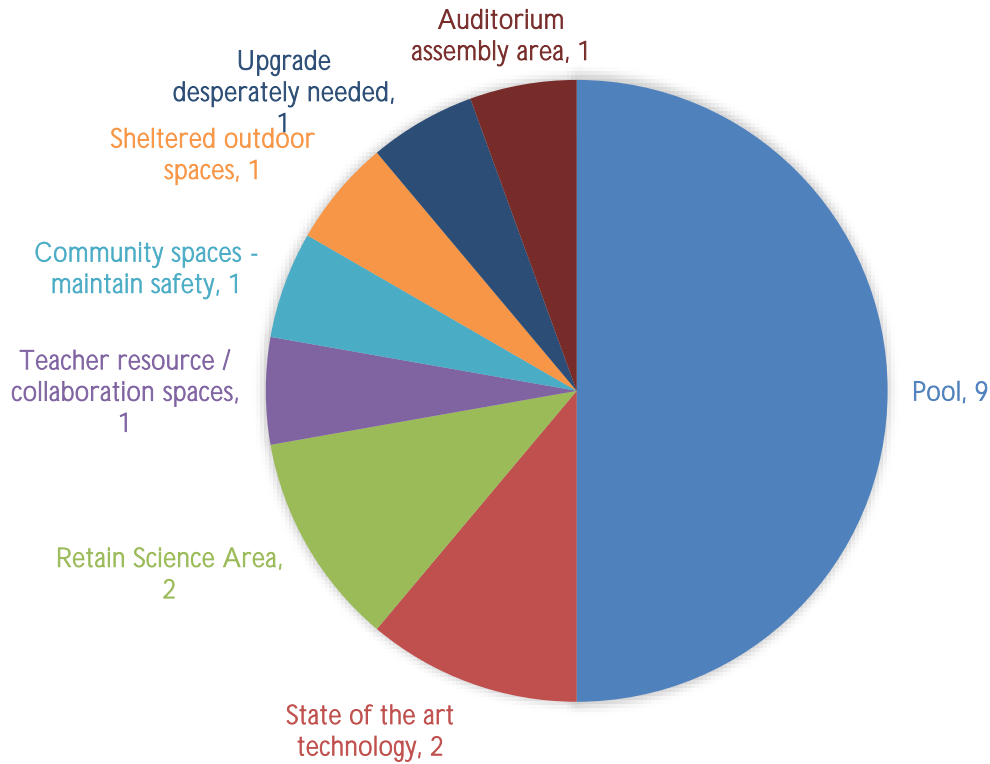
Work experience programs	Performance space - much larger audience capacity	Broader arts, STEM and languages opportunities	Welcoming with friendly faces
Cafeteria doubling for meetings, training out of hours	Library containing outdoor learning hub		Vibrant and inspiring / colourful and full of artwork
Cafeteria open to public for student/adult hospitality training	Finding enticing spaces for students -learner centred		Safe
Adult training opportunities	Bright and welcoming - e.g. Entry wall mosaic of Sorell's farming history		Positive
Sporting facilities/pool to be used by the community	Sensory areas for quiet time or to read a book		Open and bright
Retail space for school made projects	Environmentally friendly/sustainable/efficient/waste conscious/repurpose old materials		Environmentally friendly
Play groups	Technologically smart		
Arts and languages programs	Community garden / outdoor cooking space		
Apprenticeships created for the build	Basketball courts		

SHOPPING CENTRE STALLS

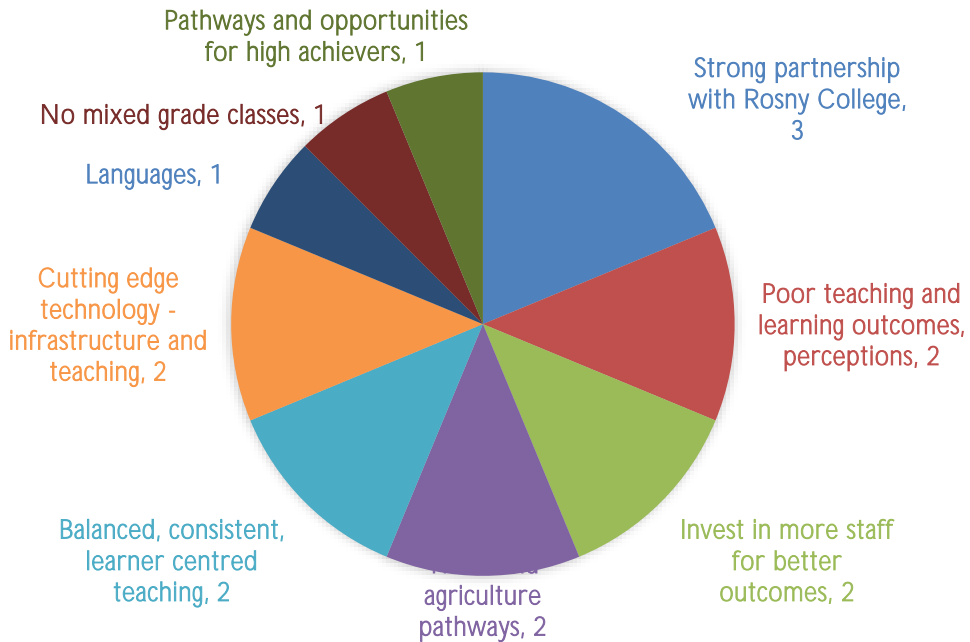
Shopping centre stalls were held in two shopping centres over four days. 55 conversations were recorded, with four broad themes emerging from the interactions:

- Buildings, spaces and features
- Teaching and Learning programs
- Community/business partnerships and access to facilities
- School culture

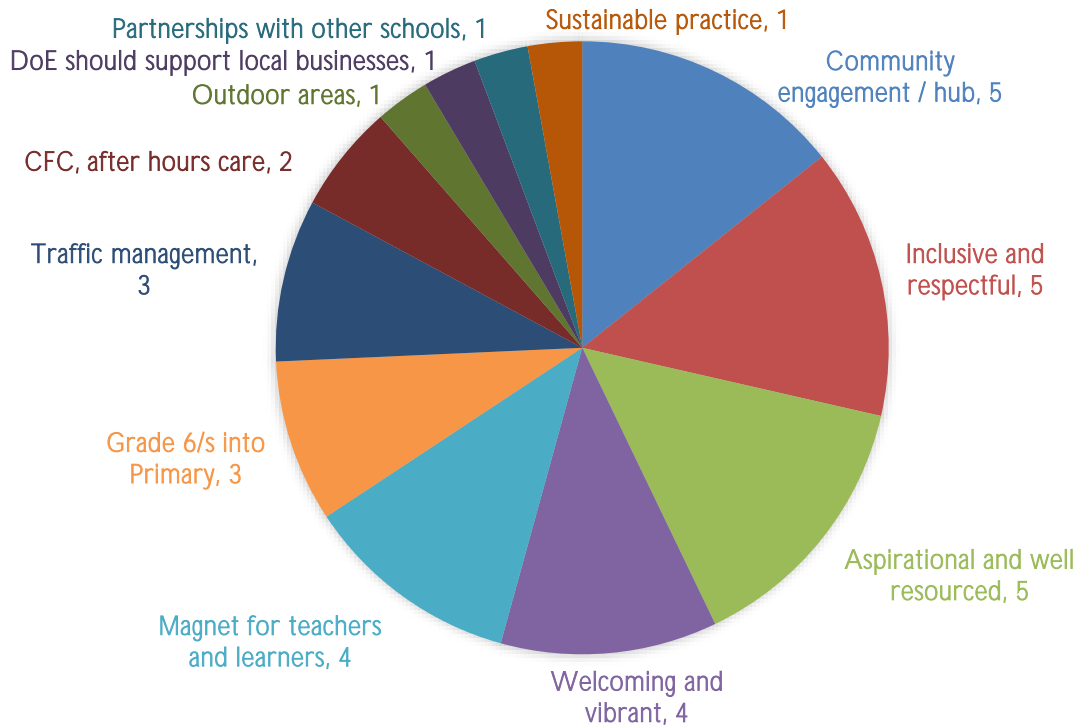
BUILDINGS, SPACES & FEATURES (18*)



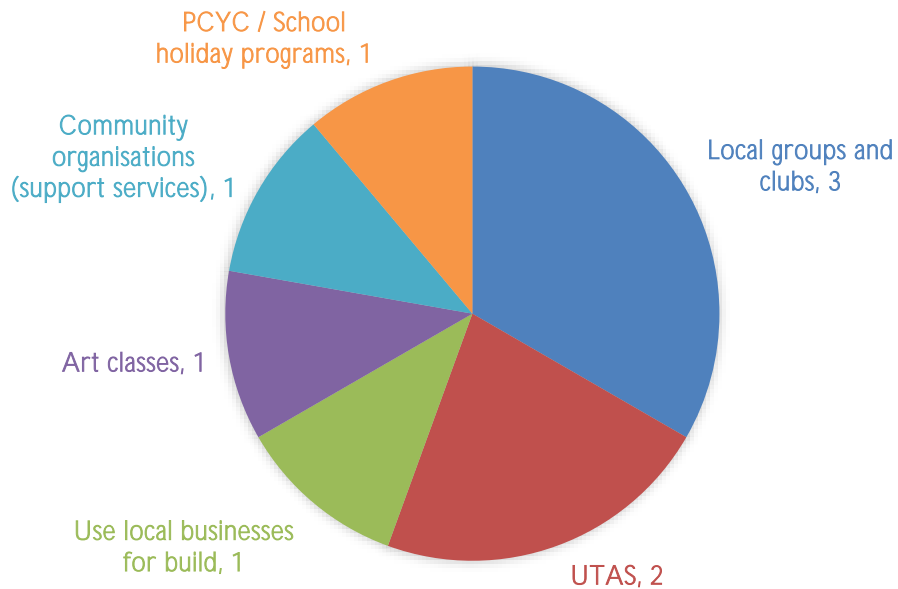
TEACHING & LEARNING PROGRAMS (16*)



CULTURE (35*)



COMMUNITY/BUSINESS PARTNERSHIPS & ACCESS (9*)



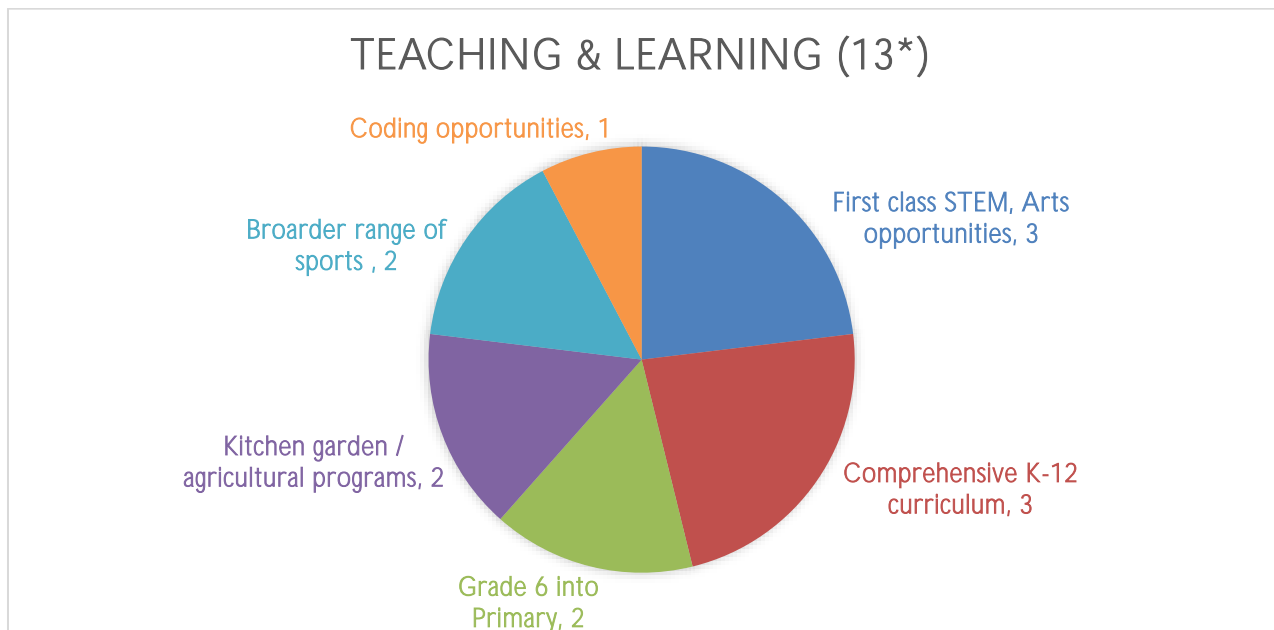
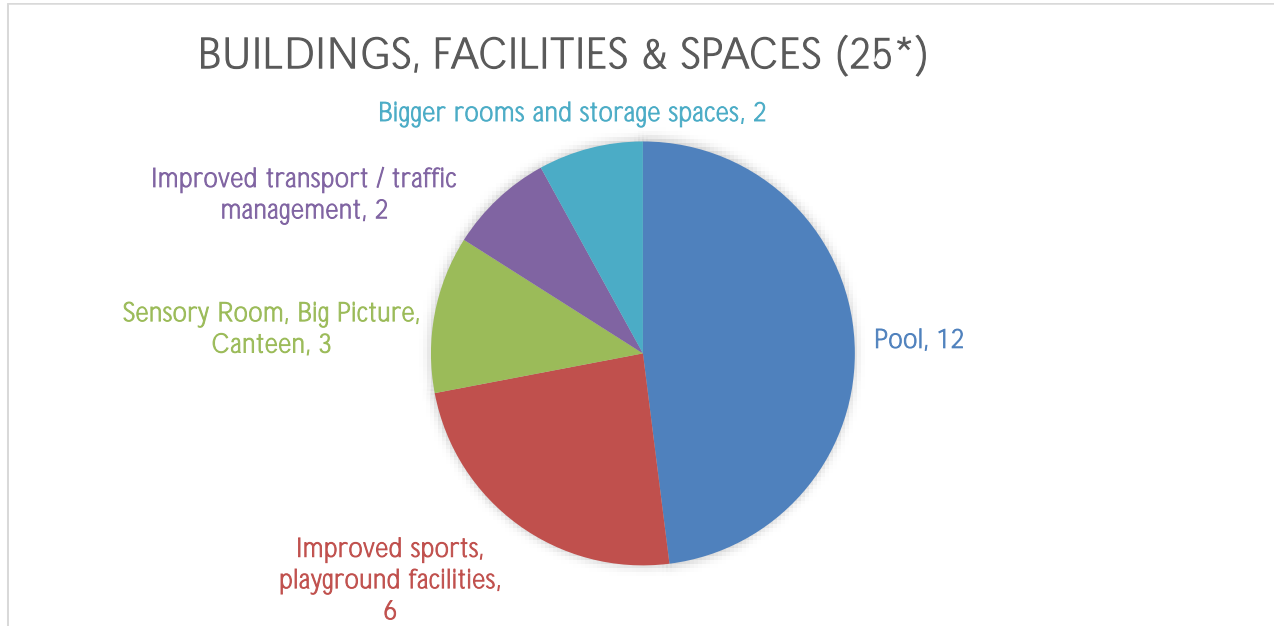
SOCIAL MEDIA

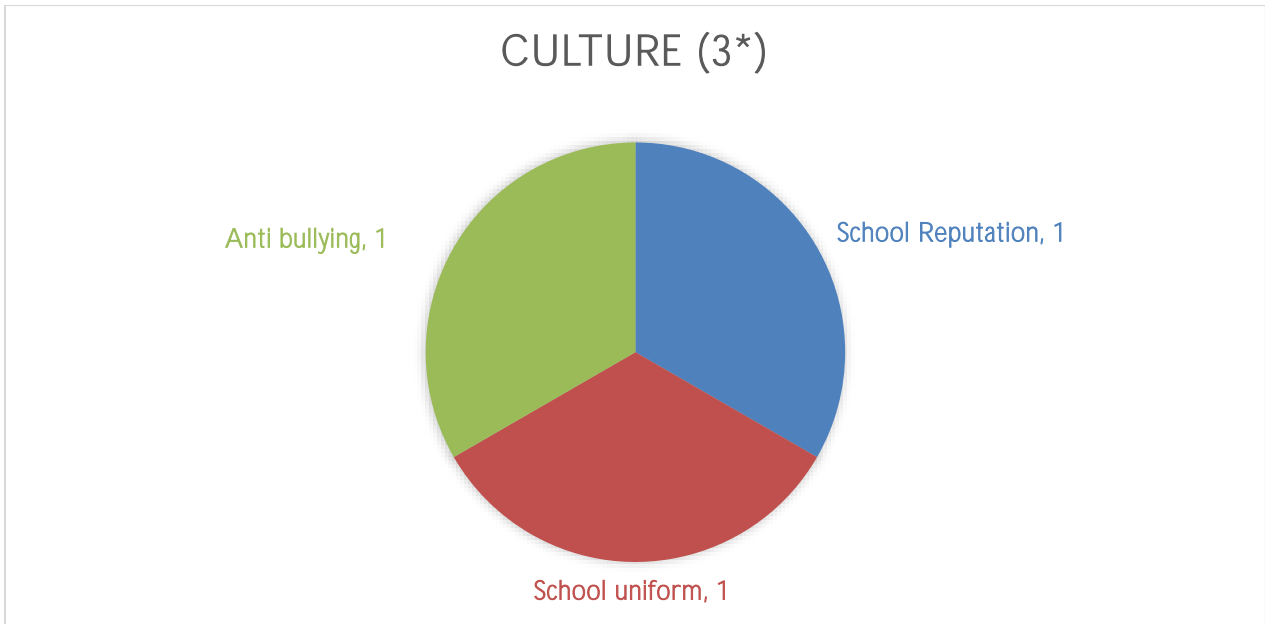
All comments posted on DoE Facebook posts were recorded and categorised into the following themes:

- Buildings, facilities and spaces
- Teaching and learning
- Culture

Facebook comments: 35

Response fields: 41*





STUDENT VOICE

A student workshop of 40 participants was held immediately following Phase 1 and one written submission was received.

STUDENT WORKSHOP

Responses

Question 1

List positive words to describe how you think the school should look and feel.*

**Note – participants also used phrases and sentences*

Positive words / Vision	Critical (green dots)	Important (blue dots)	Not critical (orange dots)
Respectful, proud, safe	5	6	5
Environment - green space, gardens, vegetation	3	5	1
Clean, light, open	3	4	4
Able to learn / no distractions	3	2	4
Multiple stories/floors	3	0	1
It'll look less like a school	3	0	0

Relaxed, more freedom, more choice	2	3	8
Modern, colourful, more artwork	1	5	9
Vibrant, incredible, happy	1	3	4
Disability access	1	0	3
More technology	0	2	6
More seating	0	2	0
Welcoming	0	1	1
More sports in playgrounds	0	1	1
More technology in the classroom	0	1	0

Question 2

What types of amazing teaching and learning would be happening at the redeveloped school?

Teaching and learning	Critical (green dots)	Important (blue dots)	Not critical (orange dots)
Teaching and learning resources - classrooms, library, specialist subjects	10	4	6
Improved sporting facilities - Gym, trampolines, tennis, pool, oval, basketball, cricket, soccer	8	3	5
Bigger classrooms	7	2	0
Access to modern ICT - courses, teaching, Wi-Fi, accessories	6	5	4
Outdoor learning - including spaces, garden, farm, animals, building	5	3	1
Hands on learning	5	1	2
More healthy food at canteen / cafe / free	4	1	1

Broader curriculum - including Big Picture, Daily PE, STEM, local history, more opportunities	3	11	9
Engaging teachers - challenging, fun, dynamic and aspirational	2	3	4
Modernist spaces	2	0	1
Bigger art room for every classroom	1	3	2
Make each class have a class pet	1	2	2
Comfortable seating	1	1	1
Bigger classrooms	1	1	0
45 minute lesson blocks	1	0	0
Themed classrooms	1	0	0
New uniform- leggings/skins	0	1	0
More auditoriums	0	0	1
Background music	0	0	1

Question 3

What types of buildings, spaces and features should the school have that make it special?

Buildings, spaces and features	Critical (green dots)	Important (blue dots)	Not critical (orange dots)
Everyone gets a yoga mat each and gets to take them home	9	1	4
Retain Pioneer School	4	3	0
Bigger playground/more playgrounds/shade/trees	4	2	3
Bigger, better classrooms	4	2	2
Improved indoor canteen/café - both campuses	4	2	2

More water fountains	4	2	0
More animals and farm equipment/new farm	4	1	0
Improved IT access for every student	3	6	2
Improved sporting facilities - Oval, Soccer, Basketball, Tennis, Gymnasium	3	1	2
More tools (MDT)	2	1	1
Disability learning centre / access	2	1	1
Art room for all classes to use	2	1	0
Bigger better dog park	2	0	3
School Nurse / improved space	1	4	2
Relaxation/calm-down spaces	1	1	4
Pool	1	0	2
Bigger music room/more instruments	1	0	0
Improved transport/buses	1	0	0
Science lab for primary years	1	0	0
Air-conditioners/heaters	0	4	2
Everyone gets a lolly if they are good in class	0	3	1
New kitchen garden building and vegetable gardens	0	1	3
Improve FLEX	0	1	2
Bigger car park	0	1	1
Better HPE system	0	1	1

Early learning centre	0	1	1
More toilets	0	1	0
Different shaped classrooms	0	1	0
Indoor activities for recess and lunch	0	0	1
Separate classrooms	0	0	0

Question 4

List positive ways that outside groups from businesses and the community should use the school?

Community access	Critical (green dots)	Important (blue dots)	Not critical (orange dots)
Gym, trampoline and rock climbing facilities	6	2	3
Student cafe	5	0	1
Community swimming pool	3	5	3
Pet day	3	2	3
Outdoor sporting and playground facilities - hockey, cricket nets	2	2	4
Performing arts centre and meeting rooms	2	1	1
Bigger buses	2	0	0
Farm / Potato farm	1	1	2
Bigger library	0	1	2

WRITTEN SUBMISSIONS

The below table identifies the subject of the written submissions received, the channel via which it was received and the action taken.

Date received	Channel	Internal Reference (HPE)	Subject	Action
27/2/19	In person, to <i>Get Involved</i> representative	DOC/19/82686	A Students Perspective: A 7-page submission outlining the student's vision, facility wish list and classroom 'block' design	DoE Secretary mailed personal response thanking correspondent for their feedback, congratulating them for their initiative and advising them of the consultation process that would be undertaken.
8/3/19	Ministerial	MIN/19/5905	Correspondence from MLC on behalf of a constituent regarding request to utilise local businesses for the construction	Minister provided letter to the constituent thanking him for his feedback and outlined procedure for selecting contractors.

Sorell School Redevelopment

*Joe Birch's Ideas
At a Students Perspective*



Respecting our Past,
Creating our future...

Sorell School

What my thoughts are on the Redevelopment of Sorell School, I think that this redevelopment of Sorell School, Should give Students the opportunity to enrich in their education at school, This school should give us the opportunity to regenerate what was here 21 years ago, and it should make it like the real 21st Century learning space. Sorell School needs to definitely in the future be a school that features wide range learning opportunities at Sorell School and that gives Students tonnes of opportunities to see a wide range of experiences to go on in to the future to live the best life they can. As I'm sure students need to be set up for a future in their lives that is Bright, Inspired and set up to be fantastically capable Students.

Sorell School's Current perspective in today's generation, is that I think it needs to be a bit more nicely laid out than it is today as I've heard of people who don't know whether it is separated in grade zones and separate play zones and I think in then new school it should be a bit more restrictive as to where students can play and sit down.

Sorell School has this in its Primary Campus, where there are grade area I think more so the middle school should be more so separate than the High School grades as students in Grade 6 may feel scared of the bigger senior students.

Sorell School in the near future should be a school that is properly set in to grade areas and these areas should shaped like a wing or a square room. They should contain spaces where Students and classes should be able to sit and relax in Provided time where they can sit and relax, This should mean that there are tables where allocated groups of students could occasionally work in small table groups to socialise, This Redevelopment of Sorell School, Should give the School a opportunity to create a Supportive School and Social Environment. That should thrive on heavy encouragement and Enrichment in to their lives at School.

Sorell School should be.

A space that feels inspired,

Brightly Coloured,

Welcoming,

Friendly,

Open,

Creative,

Well used,

And This will all give the school a better opportunity to be supported by the community, Staff and students.

WISH LIST FOR NEW SCHOOL

- **Disabled Facilities creating more higher care for students with physical or learning disabilities.**
- **A School Swimming Pool**
- **Café**
- **Fully equipped Kitchen for Foods**
- **Cleaner and more modernist Amenities Block for each Grade Block including a Staff Toilet and Male and Female facilities.**
- **Student Room to Student Leaders and School Captains, like an office for Student leaders to work in on school based leadership tasks.**
- **Fantastically organised staff offices for teaching resources storage space.**
- **Heaps of classroom storage and equipment for learning top of the future technologies.**
- **More spaces to sit and eat their lunch such as lunch rooms and outdoor facilities.**
- **A new school uniform**
- **A School managed uniform store and school supplies shop.**
- **A new Library that contains computer and school resources,**
- **A Student Telephone for students who don't have access to a mobile device to call their parents in any need or to chat in their breaks.**
- **It would be very important I think for the school when re-opened it should sell promotional items for fundraising like lanyards for students, Pens or pads etc.**
- **The School in the future should definitely buy a School Owned and Operated School Bus around a 30 to 50 seater for use of Excursions and special travelled trips**

- **The school should provide toasting facilities and Heating facilities to bring healthier options rather than just always having the basics and to encourage bringing in food**

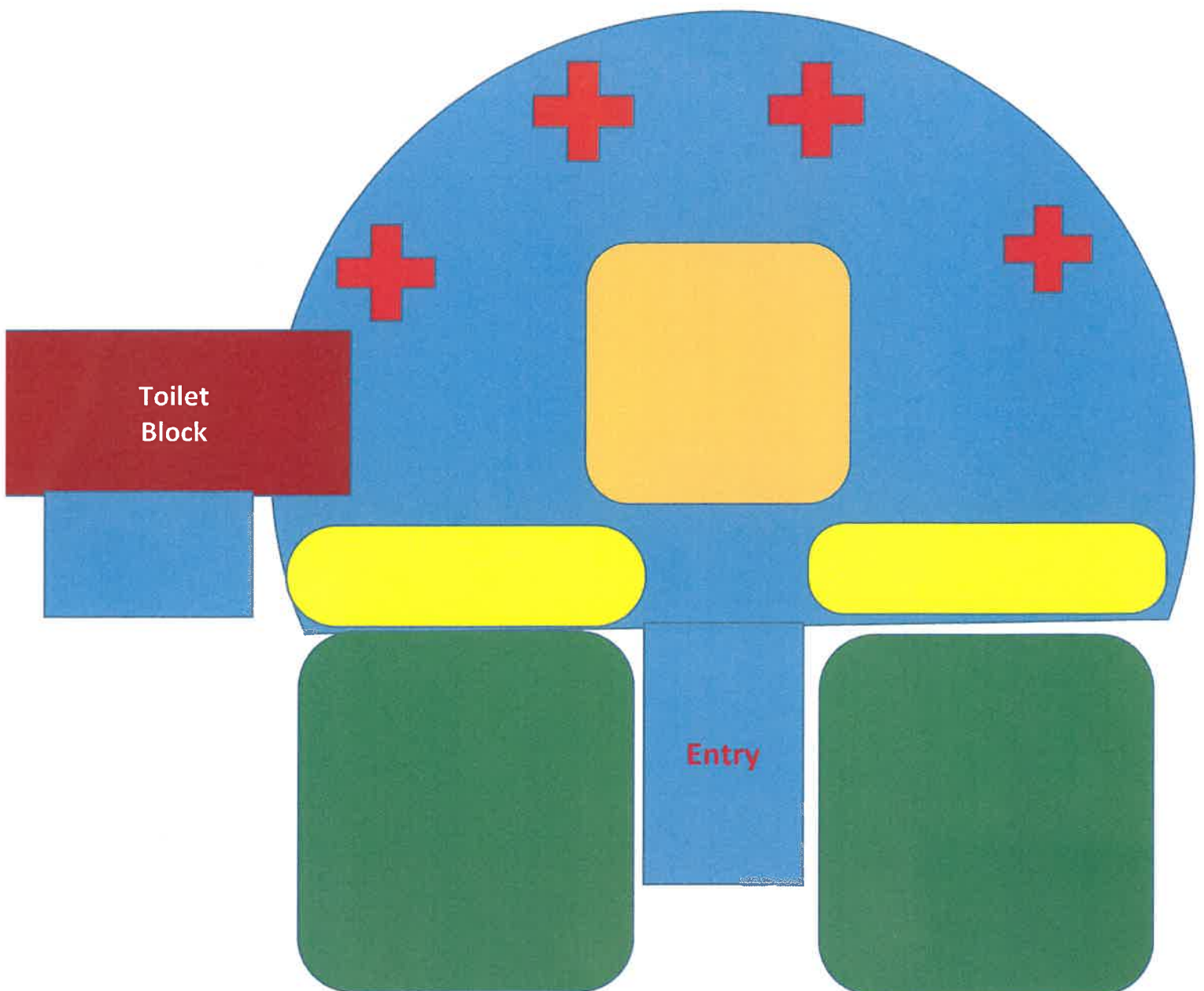
What Classrooms Should look like...

They should be wing shaped rooms This was done at Port Sorell Primary School. I think it's a great idea for teaching blocks.

The purpose of these blocks is to create great social skills and to encourage combined Work with other classes.



Detailed Diagram of What it should look like...



The Crosses indicate the classrooms that mark out 4 classrooms.

The yellow rectangles in front of the entry are couches for relaxation or rewards.

The yellow square in the the middle of the picture indicates the two orange squares that are tables for working in groups or with other staff.

The dark red rectangle indicates the toilet block which could be shared between two classrooms even three.

The blue square in front of Toilet block could be locked outside access.

The green patch outside the entry should be a space with garden and a seat or two outside.

Sorell School Should have all its Senior Staff including chaplains, social worker, nurse, school physiologist etc in one building called the School Staff Space also including ASTs they should be subdivided into small spaces to chat to people and contain a meeting room.

Sorell School should just have one Administration and Office block for both Primary and Secondary staff. With the Administration Clerks at the front desk and then the School Bussiness Manager and School Administration Officer in a separate office also the principal in one office.

Classrooms should include A telephone in each classroom plenty of storage, Lockers, sinks and other facilities.

Sorell School is going to be a fantastic place for people to learn and inspire.

Sorell School hopefully will be a state of the art Educational facility to be much used.

I understand if my ideas aren't used but I would like to think that Some of them may be taken into consideration.