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 Executive Summary Report

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Contents

| | |
|--|----|
| Executive Summary | 1 |
| 1. Background | 2 |
| 1.1 Magill Education Precinct (MEP) – Shared Vision | 2 |
| 1.2 Purpose of the Planning Study | 3 |
| 1.3 Approach | 3 |
| 2. The Education Model | 5 |
| 2.1 Strategic Alignment of the Education Model and the MEP | 5 |
| 2.2 The 3 Levels of the MEP | 7 |
| 2.3 Principled Approach | 8 |
| 2.4 Fostering a culture of research and inquiry in the MEP | 9 |
| 2.5 Key features and elements | 9 |
| 3. Planning & Design Response | 12 |
| 3.1 MEP Design Principles & Spatial Elements | 12 |
| 3.2 Collaboration and sharing across MEP facilities | 14 |
| 3.3 Stakeholder Expectations | 15 |
| 3.4 MEP Concept Planning | 16 |
| 3.5 A 'Partnership of Schools' Approach | 20 |
| 3.6 MEP Staged Approach | 21 |
| 4. The summary case for the MEP | 22 |

Executive Summary



Government of South Australia

Department for Education and
Child Development



University of
South Australia



Government
of South Australia

Department of Planning,
Transport and Infrastructure

1. Background

1.1 Magill Education Precinct (MEP) – Shared Vision

The Government of South Australia unveiled 'The Building A Stronger South Australia' initiative announcing the proposal for a flagship innovative teaching school to be integrated with the University of South Australia (University of South Australia) Magill Campus which will incorporate a 'centre for excellence' in teacher training. The following statement defines a shared vision to shape the MEP.

'South Australia has always led the way in innovation in education. From the Kaurna School of the 19th century, the days of Lillian de Lissa, the Aboriginal Task Force and on to today, this State has continually taken bold steps to augment delivery of quality, equitable education across the board. Together the South Australian Department for Education & Child Development and the University of South Australia will now take another step and through the Magill Education Precinct, we will work to once again position South Australia at the forefront of education in this country.'

Our shared vision is to transform both the way in which we educate our teachers and the way in which students learn, ensuring the best outcomes for South Australia school students. Through collaboration and partnership, we will build a high quality teaching workforce, lifting the profession to the level that it needs to equip our school students with the knowledge, skills and capabilities necessary for further learning and work and to becoming confident individuals and citizens in a complex society.

To realise this vision, we envisage the creation of a dedicated education precinct, delivered through partnership between Government, the schooling sector and the University of South Australia (UniSA), and centred on UniSA's Magill Campus. This precinct will ultimately accommodate all facets of education from early childhood, through primary and secondary, to tertiary and life-long learning. It will also support special needs education.

The proposed Precinct would deliver a unique combination of teaching, practice and research. It will provide opportunities for university researchers and practising teachers to work together more extensively to investigate what works in the classroom and beyond; it will enable school students to experience first-hand how teachers are trained, leading more to choose that profession: and most importantly it will provide a range of opportunities for student-teachers to work in the classroom with both practitioners and researchers in a range of settings both on the Precinct and across the schooling sector.

We see the Precinct as a resource for the whole state, providing a core for evidence-based innovation in education which will radiate throughout our education system and providing opportunities for professional

development in an environment that supports innovation and the exploration of new approaches to teaching and learning and school leadership. The Precinct provides an exciting opportunity to contribute to DECD system reform by lifting the achievement levels of a range of learners across the group of sites in the DECD local partnership.

Through the broader resources of UniSA, in areas such as psychology, social work and health, the Precinct will also provide a holistic approach to child development and learning as well as providing support services to parents and carers and the broader community.'

*Professor David Lloyd
Vice Chancellor and President
University of South Australia*

*Tony Harrison
Chief Executive
Department for Education and Child Development*

1.2 Purpose of the Planning Study

The Planning Study has been prepared by Aurecon, in association with specialist sub-consultants Phillips Pilkington, Wax and RLB (and including Professor Alan Reid, John Chadwick and Georgina House), in consultation with DPTI, the Department of Education and Child Development (DECD) and the University of South Australia. The Planning Study:

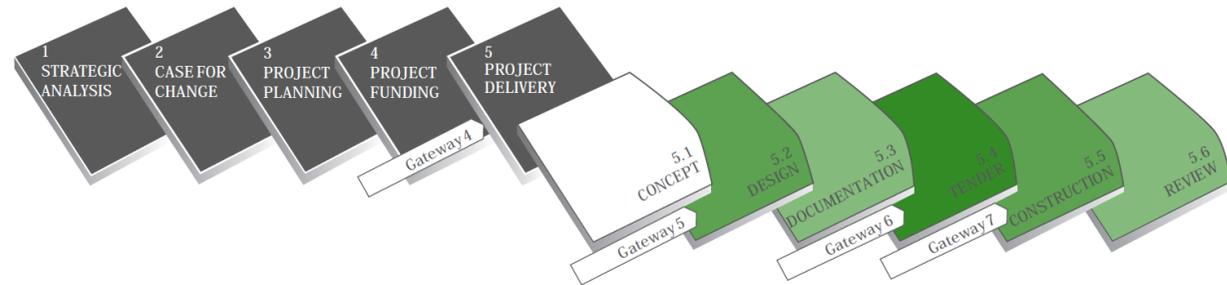
- Identifies and strategically appraises the Magill Education Precinct initiative
- Develops a vision and model for public education relevant to the Magill Education Precinct
- Considers the functional and spatial needs for the Education Model
- Looks at the viability of the initiative and worthiness of further investigation through an Outline Business Case.

1.3 Approach

The Magill Education Precinct initiative has been appraised in accordance with Step 1 of the Government's five-step Infrastructure Planning and Delivery Framework. This framework guides the development and delivery of all South Australian Government initiatives from concept to delivery.

Step 1 (Strategic Analysis) of the Infrastructure Planning and Delivery Framework (Refer to diagram on the following page) involves strategic analysis and appraisal of the initiative and the

identification of problems and needs. Step 1 is referred to as the Planning Study and covers the scope of this report.



South Australian Government 5-Step Framework and Project Implementation (PIP)

The Study report is structured into two parts:

- Part 1: The Education Model
- Part 2: Planning & Design Response



2. The Education Model

2.1 Strategic Alignment of the Education Model and the MEP

The proposed Education Model has been crafted to align with the strategic expectations of the following policy documents:

- **State Government:** *Building a Stronger South Australia – High-Quality Education policy*
- **UniSA:** *Crossing the Horizon Strategic Action Plan*

This strategic alignment will result in the following key outcomes:

Birth to Year 12 School

- The South Australian public school system will be one of the first in Australia to work towards high across-the-board standards for school teachers and leaders.
- Students will be recipients of world's best teaching practice.
- Students will be educated by some of the highest trained teachers in Australia.
- Parents can have confidence that their children are being taught by highly-trained teachers in well-managed schools and preschools.
- More young South Australians will have access to more specialist education that leads to jobs of the future.
- Facilities for special education services, as well as an intervention unit for students with autism and other learning difficulties, will be offered.
- High school students will see first-hand how teachers are trained, leading to more of them choosing that profession.

University of SA Research and Education Programs

- The status of teaching as a profession will improve.
- Teachers and school leaders will have new opportunities to extend their professional development.

- School principals will have greater confidence to respond to the needs of their students and local communities.
- Potential development of a Social Entrepreneurship Hub - inter-disciplinary 'hub' for social innovation to develop creative solutions for pressing social problems.
- University of South Australia will have greater opportunity to incorporate other strong University of South Australia disciplines such as psychology, social work and communications into teacher education and research programs. These other disciplines form the basis of clinics available to children and families in the precinct thus serving community needs not just teacher education.
- Trainee teachers will have more immediate access to practical experience across a range of school types during their education, including practicums and work-based learning experiences.
- University researchers and practising teachers will have enhanced opportunities to cooperate more extensively on investigating what works in the classroom.
- Greater emphasis on research informed teaching and the development of teaching and research alliances with other universities.
- Potential development of a Community Clinic offering inter-professional services for students, staff and community.
- Opportunities for Globally Visible and Sustainable Research through the development of a network of international, industry-connected, joint research centres and global partners.
- Potential for offshore Campus Collaborations, increasing the off-shore educational footprint.

Community

- Enhancement of the Magill Village with the education precinct offering social and cultural experiences and community services.
- Opportunities for a range of partnerships with state and local governments, and the schooling sector.
- Investment in recreational and sporting facilities with greater opportunities for organisation and community partnerships.
- Volunteering and other community collaboration opportunities, including university-wide volunteering programs.



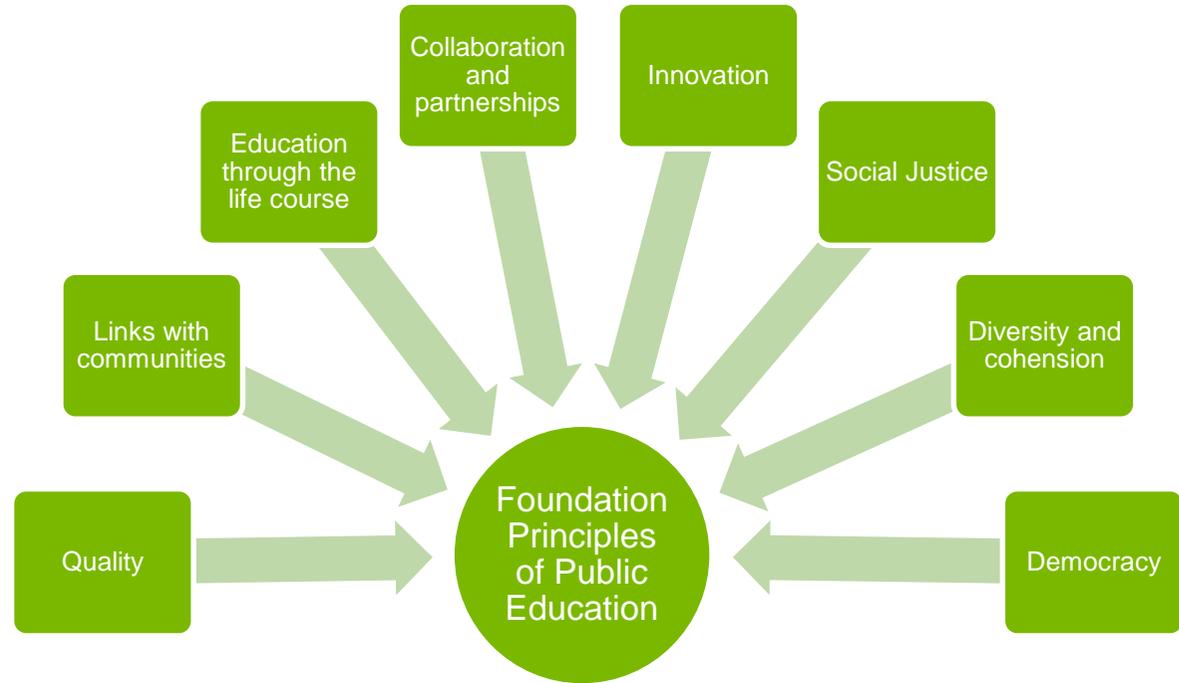
2.2 The 3 Levels of the MEP

The Magill Education Precinct (MEP) will be a multifaceted education facility which operates at three interconnected levels. Clearly there are important synergies between these levels which will be activated in different ways by the Precinct in action. The Education Model is designed to apply, in different ways, at each of these three levels.

- The first level involves the deep connections within and between the Birth to Year 12 School and the University on the Campus. The focus at this level is the achievement of high quality education, underpinned by inquiry and research, which breaks new ground in teaching and learning.
- The second level is created by the blurring of boundaries between the Campus and its local community creating, through landscape and design, a Magill village. The focus at this level is the interaction between the community, businesses and associated schools for the benefit of all.
- The third level involves multi-connections between the MEP and the State, national and global education communities. The focus at this level is broad engagement to:
 - enhance research and the quality of teaching and learning;
 - foster cross-cultural understanding; and to
 - take the new knowledge generated by research to improve outcomes for the State and position South Australia as a leader in education.

2.3 Principled Approach

The proposed Education Model is underpinned by the following foundation principles of public education:





Education Model Key Features

2.4 Fostering a culture of research and inquiry in the MEP

Building on the robust base of these foundation principles of public education, the Planning Study team believes the Magill Education Precinct has all the ingredients to foster a culture of research and inquiry rather than promoting an educational system that characterises educators as ‘technicians’ simply implementing policies and curriculum products designed by others. A research and inquiry approach has the potential to:

- Reimagine teacher education;
- Integrate theory into practice;
- Promote industry based research;
- Contribute to education and social policy;
- Enhance the quality of education at MEP and beyond; and
- Build educator capacity.

2.5 Key features and elements

There are a number of ‘features’ of education in the Magill Precinct which are suggested by the context of the Precinct and contemporary approaches to education. These ‘features’ (depicted in the diagram adjacent) should be understood in ways which are consistent with the principles of public education and each ‘feature’ contains a number of key ‘elements’ which are described in the table that follows. The features and elements relate to each of the three levels of operation of the MEP.

Education Model Features and Elements

| Features | Elements |
|--|--|
| Contributes to the wider public education system | <ul style="list-style-type: none"> ■ Building capacity across public education systems and programs ■ Sharing knowledge across education systems |
| Cutting edge teaching and learning | <ul style="list-style-type: none"> ■ Innovative approaches to teaching and learning ■ Innovative approaches to organising and integrating programs and courses ■ Creating innovative learning spaces |
| Sense of community | <ul style="list-style-type: none"> ■ Creating school communities ■ Enhancing a sense of local community ■ Building global communities |
| Seamless transition | <ul style="list-style-type: none"> ■ Creating seamless transitions ■ Supporting and celebrating transition ■ Transition to workforce |
| Integration | <ul style="list-style-type: none"> ■ Integrated community and government agency services ■ Integrated School-University programs ■ Integrated infrastructure services |
| Technology enriched | <ul style="list-style-type: none"> ■ Technology which enhances the quality of teaching and learning ■ Technology which enables monitoring and assessment ■ Technology which promotes communication within and outside the MEP |

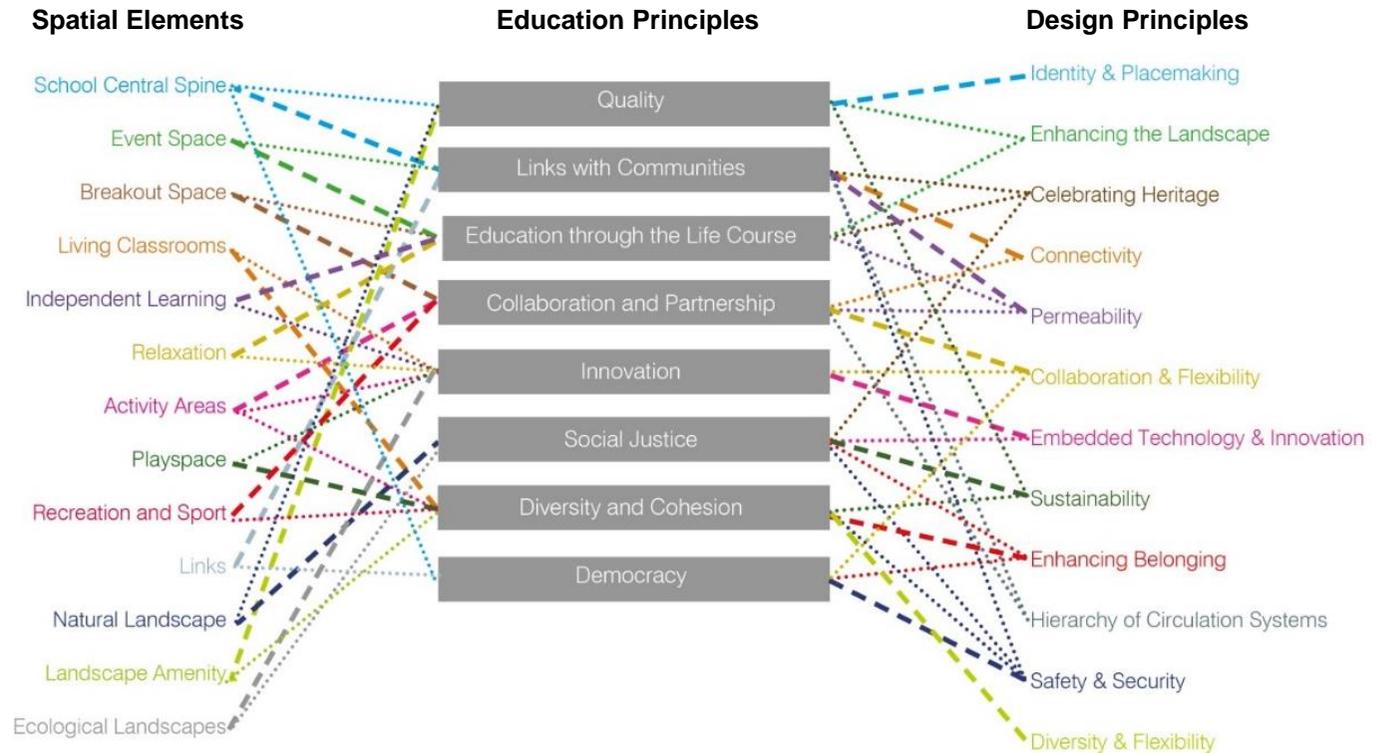
| Features | Elements |
|---|---|
| Sustainability | <ul style="list-style-type: none"> ■ Environmental sustainability ■ Cultural sustainability ■ Social sustainability ■ Economic sustainability |
| Democratic governance (will require development as the MEP evolves. Suggested 'elements' shown) | <ul style="list-style-type: none"> ■ Whole-of-EMP decision making model ■ Shared sense of ownership and belonging ■ The MEP model embraces the views of all participants |



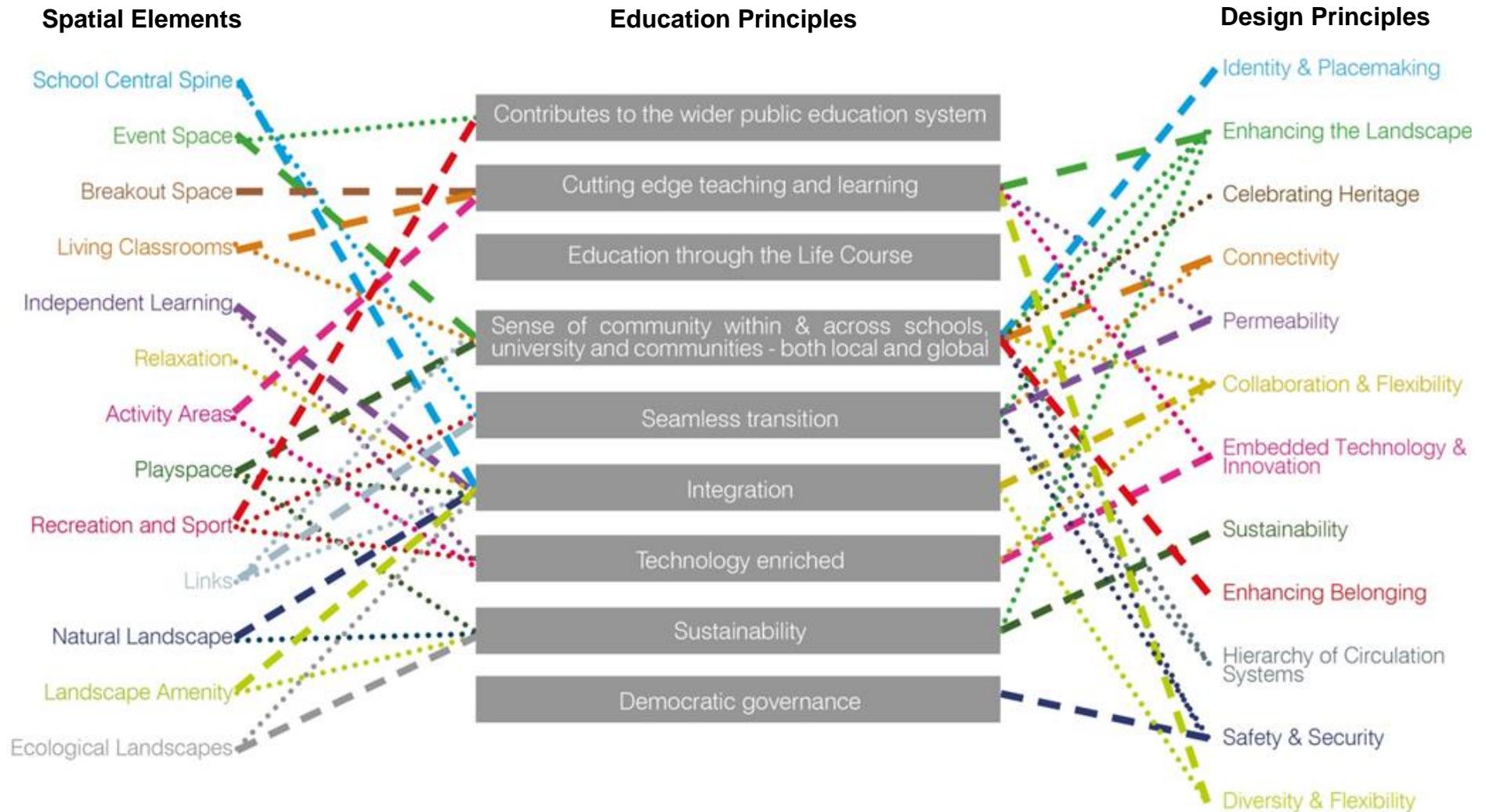
3. Planning & Design Response

3.1 MEP Design Principles & Spatial Elements

From the education model principles and features, a series of physical design principles/landscape typologies have been derived. These connect to the key elements of the education model, as well as describing the physical attributes needed to create a great place for teaching and learning. The diagrams below show a series of connections between the education model principles and the design principles/spatial elements and demonstrate the complexity of these relationships that will be carefully considered in the detailed planning process.



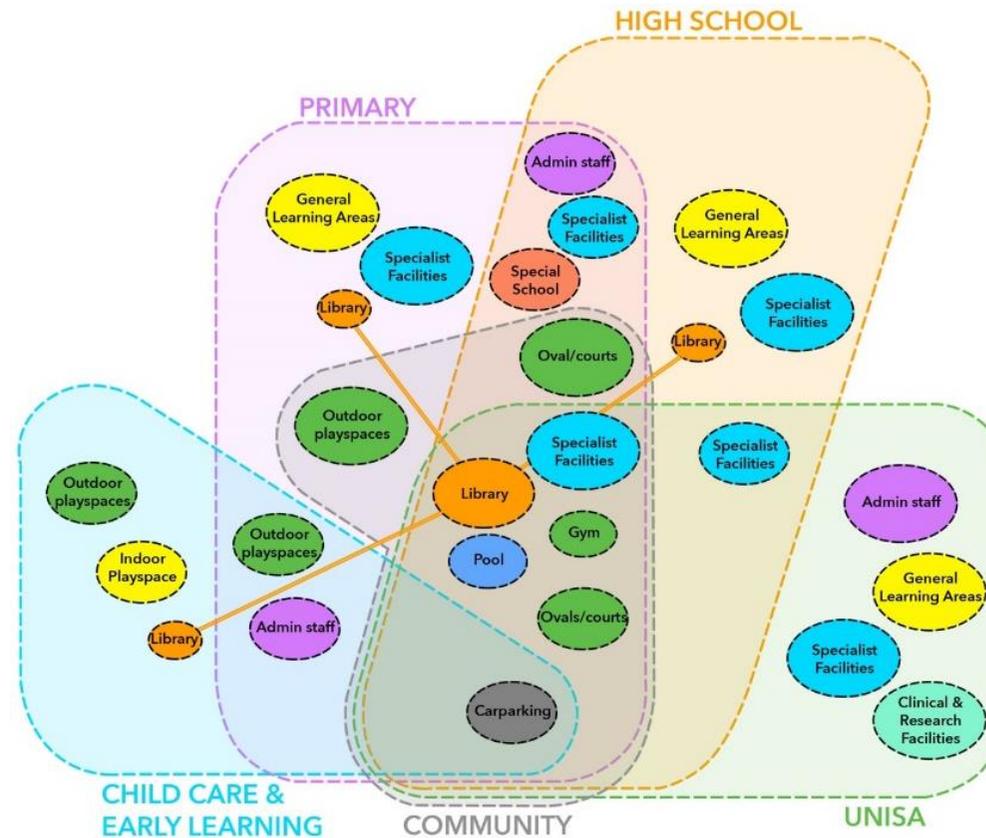
Connections between Education Model Principles, Design Principles (right hand side) and Spatial Elements (left hand side)



Connections between Education Model Features, Design Principles (right hand side) and Spatial Elements (left hand side)

3.2 Collaboration and sharing across MEP facilities

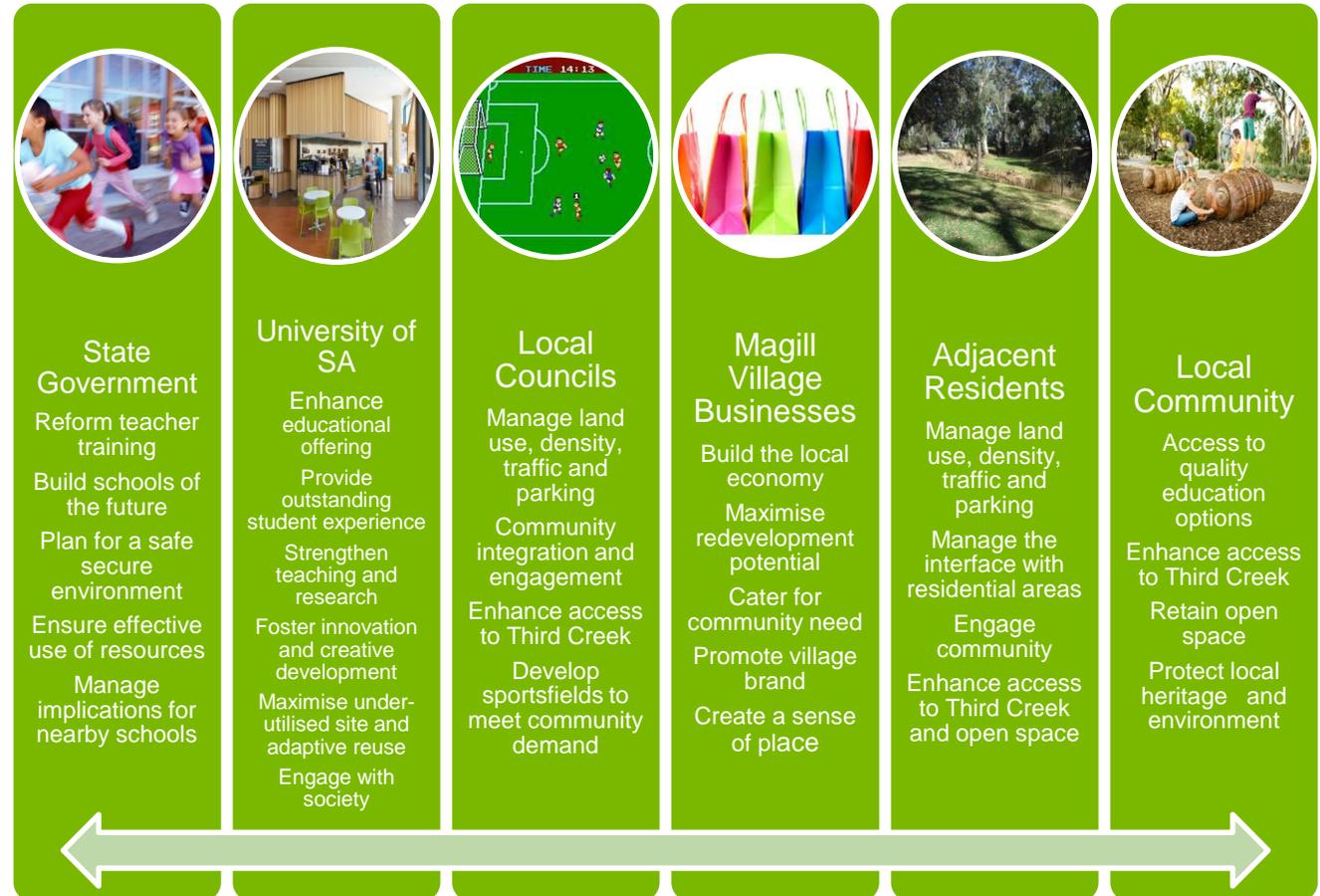
There is the potential for nearly all built facilities on the Magill Education Precinct campus to be designed to support fruitful collaboration that increases educational outcomes and which target selected modes of collaboration. Many modes of collaboration can be encouraged through the provision of flexible, adaptable spaces that suit a range of physical needs. These spaces can be tailored with specific features to address issues of student wellbeing, duty of care and safety. The following diagram depicts the potential sharing of facilities across groups.



Sharing of facilities concept

3.3 Stakeholder Expectations

The Planning Study team facilitated a comprehensive assessment of the expectations of key stakeholders as summarised in the following diagram.





3.4 MEP Concept Planning

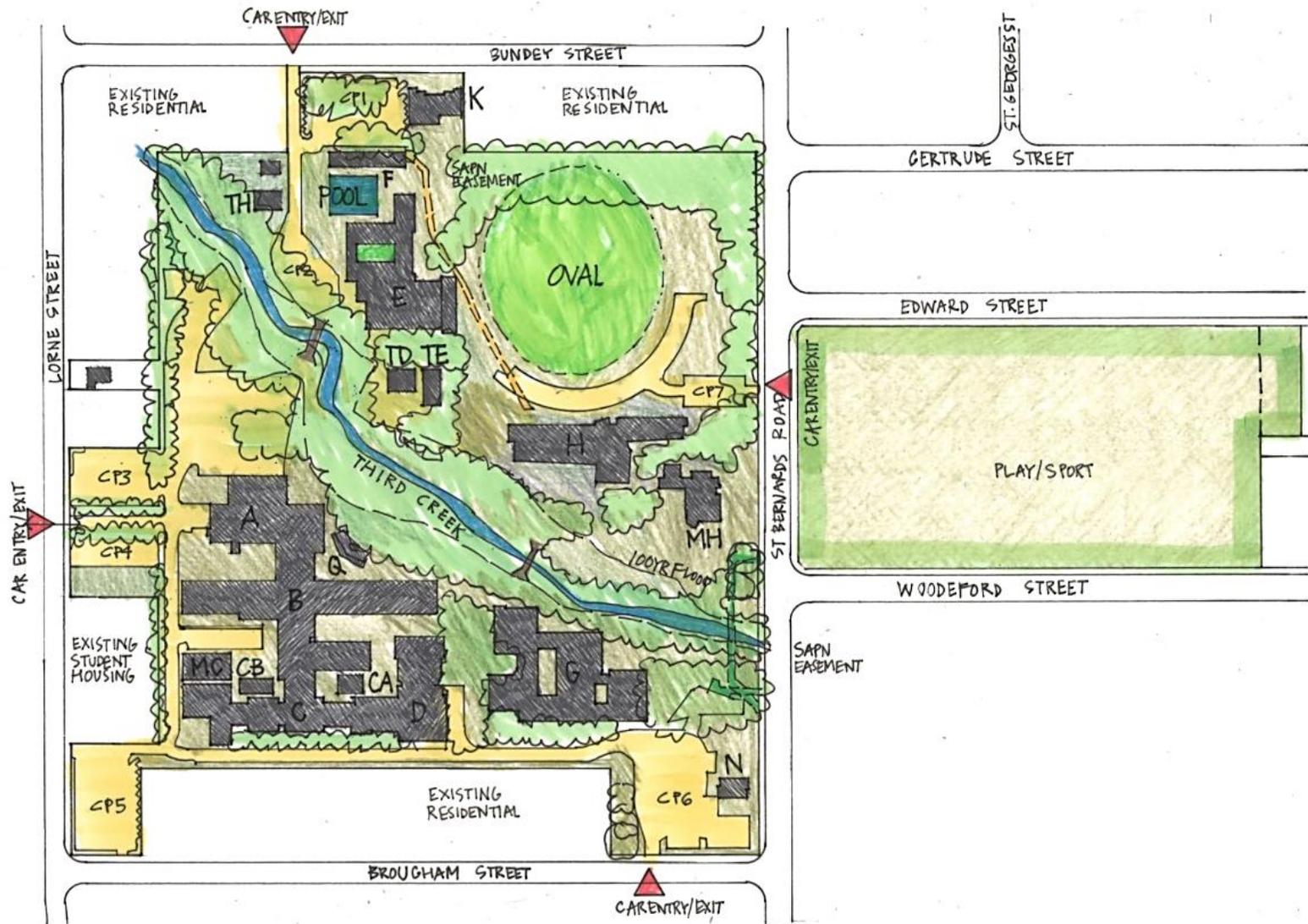
There are a number of constraints to development on the site, such as Third Creek, which bisects the western portion of the site, planning height limits, and council and community expectations that the land to the east of St Bernards Road will provide recreation space accessible to the community. An integrated, partnerships approach to the planning process is intended.

The educational model described above can be spatially interpreted in many ways in order to establish the feasibility of an integrated Birth to Year 12 school and a tertiary campus (assuming the retention some existing education related facilities at the Mawson Lakes campus). The student levels will be tested in the Outline Business case process. Two concept plans have been explored to test the suitability of the existing site. Concepts A and B (and a plan of the existing campus) are shown on the following pages. Both concepts are based on DECD's functional and spatial standards and policy expectations and embraces the sharing of facilities concept depicted in the diagram on the previous page. Option A maximises the retention of existing campus infrastructure and plans around it while Option B maximises functional efficiency and integration but at some additional capital cost.

It is important to emphasise Options A and B are not developed design solutions but instead broad concept plans to demonstrate the spatial feasibility and practicality of planning an integrated school and tertiary campus of the scale identified above within the MEP. A key consideration in the planning of each of these options was a need to retain as much of the existing campus infrastructure that would be practically useful to the MEP concept while ensuring that the fundamental principles of the proposed Education Model are sustained. To this end Option A maximises retention of infrastructure albeit at some overall functional impairment while Option B achieves better, more efficient and integrated overall planning by removing less viable existing infrastructure. It is proposed that the efficacy of each option be tested at the Outline Business Case stage. Both options reflect the potential to include a student housing option which could improve income outcomes and assist in enlivening the campus 24/7 with CPTED benefits.

It is also important to emphasise that an underlying planning principle shaping both of these concepts is the need to embrace the 'Partnership of Schools' notion described in section 3.5 below that helps shape the approach to staging the progressive implementation of the MEP.

- A BUILDING A
- B BUILDING B
- C BUILDING C
- CA BUILDING CA
- CB BUILDING CB
- D BUILDING D
- E SPORTS CENTRE
- F PLANT ROOM AND WORKSHOP
- G DELISSA BUILDING
- H AMY WHEATON BUILDING
- K CHILD CARE CENTRE
- LA 7 LORNE AVENUE
- MC BUILDING MC
- MH MURRAY HOUSE
- N BUILDING N
- Q BUILDING Q
- TD BUILDING TD
- TE BUILDING TE
- TH BUILDING TH



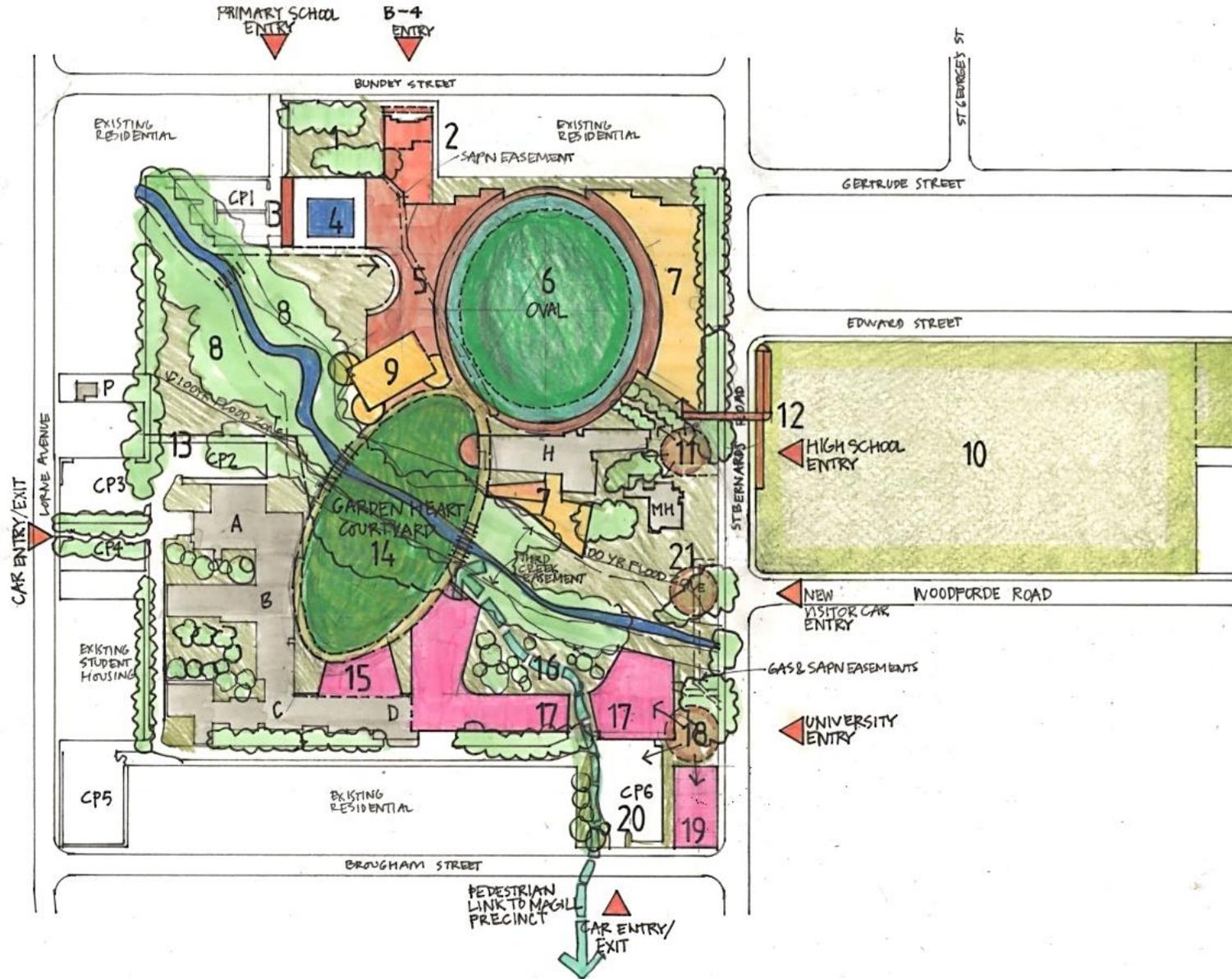
Existing Magill Campus Infrastructure

1. B-4 PLAYGROUND
2. B-4 NEW BUILDING
3. PRIMARY SCHOOL PLAYGROUND
4. EXISTING SWIMMING POOL
5. NEW PRIMARY SCHOOL
6. EXISTING SCHOOL OVAL (9,400sqm)
7. NEW SECONDARY SCHOOL
8. PRIMARY SCHOOL PLAYGROUND (6,000sqm)
9. EXISTING GYMNASIUM
10. EXISTING SPORTS FIELD
11. NEW SECONDARY SCHOOL ENTRY PLAZA
12. NEW FOOTBRIDGE TO PLAYING FIELDS
13. SMALLER UNIVERSITY WESTERN CARPARK
14. 'GARDEN HEART' COURTYARD & THIRD CREEK
15. NEW CAFE
16. NEW COURTYARD
17. NEW UNIVERSITY BUILDING
18. NEW UNIVERSITY ENTRY PLAZA SHOP FRONT
19. OPTIONAL STUDENT HOUSING
20. SMALLER EAST CARPARK
21. MURRAY HOUSE VISITOR CARPARK

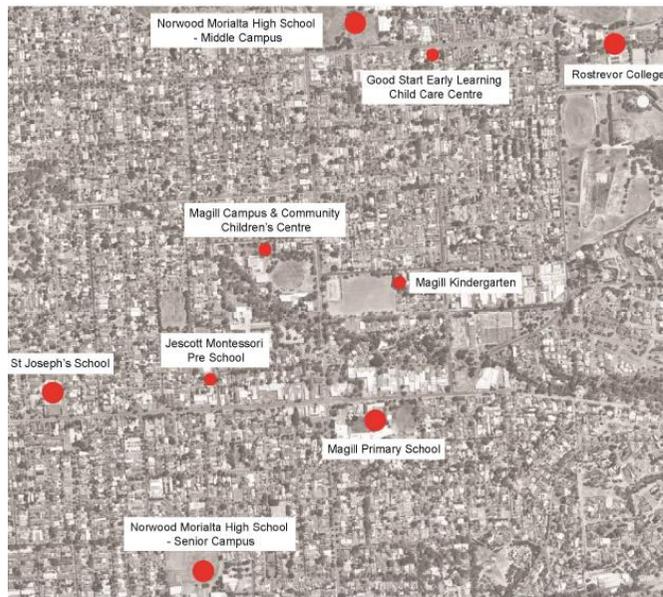


Concept Plan Option A – Optimal Retention of Existing Infrastructure

1. B-4 PLAYGROUND
2. B-4 NEW BUILDING
3. PRIMARY SCHOOL PLAYGROUND
4. EXISTING SWIMMING POOL
5. NEW PRIMARY SCHOOL
6. EXISTING SCHOOL OVAL (9,400sqm)
7. NEW SECONDARY SCHOOL
8. PRIMARY SCHOOL PLAYGROUND (6,000sqm)
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12. NEW FOOTBRIDGE TO PLAYING FIELDS
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16. NEW COURTYARD
17. NEW UNIVERSITY BUILDING
18. NEW UNIVERSITY ENTRY PLAZA SHOP FRONT
19. OPTIONAL STUDENT HOUSING
20. SMALLER EAST CARPARK
21. MURRAY HOUSE VISITOR CARPARK



Concept Plan Option B – Optimal Education Planning Efficiency



3.5 A 'Partnership of Schools' Approach

DECD embraces a local partnering policy known as the 'Partnership of Schools' which will be a key success factor in the development and implementation of the MEP. Essentially the 'Partnership of Schools' concept acknowledges that educational precincts such as Magill comprise a range of educational facilities that have their strengths and weaknesses and can be managed, adapted and supplemented over time to progressively fulfil the educational needs of the precinct. All participating schools can enjoy the benefits of the evolving set of educational facilities and the dynamic range of curriculum experiences.

The MEP, with its progressive Education Model and integrated teacher education process, has great potential to maximise the benefits of the 'Partnership of Schools' concept and provide practical staging pathways for the evolution the Magill Education Precinct over the medium term to long term.

In support of this integrated and staged approach, UniSA is developing a Conceptual Innovation Framework that will assist the staged implementation of the Magill Education Precinct concept. The Framework will be built around a series of innovation projects that will converge and co-exist within the Magill innovation precinct. The project-based exploration is both conceptual and practical and is intended to extend well beyond Magill as a learning experience drawing on the creativity of a wide network of professional and community based 'sites of practice'.

Potential participating schools in a 'Partnerships of Schools' for the MEP

3.6 MEP Staged Approach

While the preliminary Concept Plans A and B described above demonstrate the maximum development capacity of the existing Magill campus and its ability to fully embrace the Magill Education Precinct vision, the 'Partnerships of Schools' policy described in Section 3.5 above will necessarily require a staged approach to implementation of the Precinct over the medium to long term.

This approach will provide flexibility for both DECD and UniSA to accommodate the natural evolution of their educational infrastructure needs within the Precinct while ensuring an integrated and staged approach across the two organisations.

The next stage of the planning process, the Outline Business Case, will further develop the educational design brief and master planning concepts with a view to establishing realistic long term infrastructure requirements. A robust staging framework will be prepared based on these requirements and the following broad staging principles:

- Embrace the DECD's 'Partnership of Schools' policy;
- Respond to the UniSA's strategic infrastructure priorities;
- Ensure a co-ordinated staging approach that embraces both DECD and UniSA needs;
- Reflect the evolving demographics of the surrounding educational catchment;
- Maintain existing facilities where they continue to fulfil strategic needs;
- Maximise opportunities for the adaptive reuse and repurposing of existing buildings within the capacity and conditional constraints of the infrastructure; and
- Ensure the principles and objectives of the MEP Shared Vision are progressively realised from day 1.



4. The summary case for the MEP

This Planning Study clearly demonstrates a strong case for the further development of the MEP through the Outline Business Case process. The Planning Study shows that the MEP:

- Is aligned with its strategic context;
- Fulfils the DECD and UniSA 'Shared Vision';
- Will generate the following educational benefits:
 - Reimagine teacher education;
 - Integrate theory into practice;
 - Promote industry based research;
 - Contribute to education and social policy;
 - Enhance the quality of education at MEP and beyond; and
 - Build educator capacity;
- Meets stakeholder and community expectations;
- Provides a robust and sustainable Educational Model;
- Offers strong and practical concept planning options that maximise the retention and re-use of existing campus infrastructure while fulfilling the opportunities and benefits of the Education Model;
- Is spatially feasible when located on the UniSA Magill Campus; and
- Can incorporate a practical staged approach consistent with the 'Partnership of Schools' policy and with UniSA's strategic staging needs.

It is recommended that DECD and UniSA proceed with an Outline Business Case assessment of the MEP that considers a 'base case' (the existing Magill Campus and surrounding precinct schools remaining as is) and two options based on Concept Plans A and B (as described in this Planning Study).



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