

**THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART ON MONDAY 18 OCTOBER 2004.**

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**OGILVIE HIGH SCHOOL - REDEVELOPMENT OF OUTDATED GENERAL AND SPECIALIST LEARNING AREAS**

**Mr TIM GOURLAY**, MANAGER FACILITY SERVICES, DEPARTMENT OF EDUCATION; **Mrs MICHELLE FOSTER**, CO-ORDINATOR WORKS AND SERVICES, DEPARTMENT OF EDUCATION; **Mr ROD MILLER**, CONSULTANT, OGILVIE HIGH SCHOOL; **Ms JUDY BENNETT**, PRINCIPAL, OGILVIE HIGH SCHOOL; AND **Mr TIM PENNEY**, ARCHITECT, PHILP LIGHTON ARCHITECTS; **Mr ROBERT TANNER**, CHAIRMAN, SCHOOL COUNCIL; **Mr KEVIN FAGAN**, HARTZ DISTRICT SUPERINTENDENT; **Miss GEORGIA BARNETT**, STUDENT REPRESENTATIVE, OGILVIE HIGH SCHOOL; AND **Ms BARBARA DWYER**, ACTING PRINCIPAL, OGILVIE HIGH SCHOOL WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

**CHAIR** (Mr Harriss) - I welcome you all here, and particularly Georgia as the student representative. In my time with the Public Works Committee, we have never had a student representative, so it really is pleasing to see that the school has allowed you and you are interested enough to participate in this part of the process. Thank you again for the tour of the school this morning. It was particularly informative for the committee. Whilst the written submission and the drawings are important for us to understand a project, there is nothing better than a site visit and we appreciate that.

**Mr MILLER** - Mr Chairman, I wish to outline the process which has resulted in the redevelopment proposals before you today. I had an involvement in two committees - the school operations group and the project works party, whose responsibility it was to identify the redevelopment needs of the school. Both committees had representation from across the school community; both made recommendations only and final decisions were made by the school council after due consideration by the steering committee.

The school operations group was formed in 2003 and provided the initial work, which has culminated in today's meeting. It took into account the outcomes described in the PIP document, whilst recognising the changing needs of the school subsequent to the PIP outcomes. In other words, the Essential Learnings curriculum implementation has a direct impact on redevelopment needs. After considerable debate, the school operations group made its redevelopment recommendations. These were accepted by both the steering committee and the school council and formed the basis for the scope of works detailed in the consultants' brief.

The school operations group was replaced by the project works party in 2004. The majority of its members were on the former committee. Staff representation from the learning areas being considered in the redevelopment were also invited to participate.

Those areas were music, drama/dance, health and physical education, materials design and technology, information and communication technologies, and also the GLA requirements around the ELs curriculum. Most importantly, Mr Tim Penney, was invited to attend this particular committee. The group fleshed out the finer details surrounding each recommendation, identified a suitable site location when it was necessary and produced the master plan of the total redevelopment needs of the school. It was very clear at this point that the total requirements would far exceed the budget for the project, so the project works party had therefore to prioritise the recommendations proposed by the school operations group on the basis of greatest need. The outcome, which was accepted by all parties, is detailed in the submission before you today. The outcome really revolves around five proposals: refurbishment of the gymnasium, but unfortunately not the change rooms; N block, which is to be redeveloped to flexible GLA standard; the new buildings - the performance building, which is dance/drama with provision for the underneath to be developed for music in stage 2; the infilled area connecting the gymnasium to the hostel, which will allow much needed flexibility in the delivery of the health/phys ed program and which will also allow the gymnasium to be extended to cater for large groups, such as the whole school, when required; and, finally, the concourse, which unfortunately has shrunk in size dramatically since its inception, but we would hope that it would still be able to provide a covered link and to improve circulation around that area of the school.

What we have come up with represents a lot of consultation, planning, vision and design. It has been carried out in a very professional manner by a dedicated cross-section throughout the school community. Unfortunately, we have had to scale back or in fact delete many of our ideas as a result of the cost fine-tuning. We have, however, quarantined the five recommendations for stage 1 because we feel they will address some of the immediate needs of the school. That in no way diminishes the status of the remaining redevelopment requirements. If we receive your agreement to go ahead with the job, we feel it will be half accomplished and we will immediately make a submission, hopefully a compelling submission, to ask for the funding to complete the task.

**Mr FAGAN** - I will go next, Mr Chairman, to put some background to the school and where its enrolments have been et cetera. As you would have read - and I must admit I didn't know this date off by heart - the school opened for classes in 1937, but it was in 1963 that it became an all-girls school. As such, it fills a significant niche in the provision of State education in the south of the State, as our only single-sex school for girls. It is our belief that there are a significant proportion of parents in our community who value single-sex education and wish to take advantage of that opportunity in the State system.

The enrolment at Ogilvie has varied over time and it currently is capped at 1 120 students with a little bit of flexibility for in-area enrolments coming into the classes during the year. That cap is fairly close to the physical capacity of the school and it is consistent with research that we have done around the size of schools as viable institutions. Most of the research from the United States would indicate that when schools get much bigger than that they lose too much personality or too much of the personal contact that you would want between the administration of a school and its students. It is also consistent with the Ogilvie High School Council's wishes in terms of the size of the school and it is consistent with the organisational structure of the school. The school has five houses and because the house activities are such a strong part of the culture of Ogilvie they prefer to organise their classes on a house basis. So five classes

of two for each house gives us 10 classes in a year group. Ogilvie sets up with a class size of 28, which is large but they have done so for the reason that if they run 28 in their classes they can have an extensive extra curricula program and certainly the school does have a huge range of opportunities for its students. That house structure is very important to us also because what it does is give every student an opportunity to be involved in drama, sport, singing and all those sorts of things that Ogilvie is so well known for. For example, some six or seven years ago Ogilvie was involved in rock eistedfodds, which meant that 100 students - that is the maximum that could be involved - were able to go in that. Now it has productions that take up far more of the students in the school.

Ogilvie's grade 7 enrolments each year are made up largely of in-area students. The home area of Ogilvie and New Town High School comprise seven - I may be wrong there, I am pretty sure it is seven - primary schools and those schools are all at capacity and that has been a significant factor in the increase in enrolments in Ogilvie over the last few years.

There is also a significant proportion of students coming into grade 7 enrolment each year who are sisters of students who have previously attended or currently attend the school. They are the two main determinants for enrolment in the school and beyond that there are a small number of students who are accepted each year. It varies from year to year. In some years it can be as few as 30 students coming into the grade who are chosen according to when their parents nominated that they would like to attend the school.

There is a level of parent pressure for Ogilvie to get bigger but for the reasons that we have stated and in consultation with the school council we do not believe it should get any bigger. I would like to be quite clear that the intention of this redevelopment is not to provide greater space and greater enrolment capacity at Ogilvie. As I have said, the school is very popular because of single-sex education and the range of programs, but also for the values of the school. It is now, though, in a situation where it needs to provide a modern curriculum in modern facilities for its students and certainly it is endeavouring to engage with the Essential Learnings framework - and Barb will talk more about that - but it is limited very much by the current facilities.

The second point I wanted to comment on was the steering committee, which I chair. The steering committee was established to provide oversight of the project and its composition reflects this role. The steering committee consists of the principal of the school; a representative of the school council; a representative from facility services; myself representing the district office; a representative from the human resources section of the department; a representative from the ICT innovation area of the department; and also a representative, Paul Woodham, from the school transformation area of the department that is working on turning the Essential Learnings curriculum into reality in our high schools; and of course the architect as required.

The purpose of this committee is to maintain a focus on a big picture. It is to ensure that the school-based committee recommendations are consistent with department policy, particularly in regard to school transformation and also to ensure that community expectations are met through those recommendations. Its purpose is also to provide specialist advice in some areas and it also communicates with the department and other

agencies to ensure that there is an understanding of where the school is heading and why it is proposing the works that it is.

**Ms BENNETT** - It might be appropriate, Mr Harriss, if I went next and provided a little bit of background leading up to the process. I make a comment at the beginning that this would have to be one of the most exciting and timely strategic projects for the school. As many people would be aware the school enjoys a reputation for excellence, founded on our heritage, but this opportunity has provided a catalyst to project the school into the 21st century.

This is much more than facilities urgently requiring upgrade or the creation of space for that enrolment number that Mr Fagan has indicated. The 2000 PIP submission has provided the basis for a whole school approach, a holistic consideration, that is inextricably linked to where we want to be - the vision for the school - and what we need to be able to get there. It really indicates, I think, an outstanding example of form following function and a consideration of those things. I think the timing has been very fortunate. The original pip was submitted in 2000 and in 2002 the school undertook its school improvement review process. From the document you have in front of you, page 17, the school strategy plan, I am fleshing out some comments there.

The school improvement review process and as well the coming on line of the Essential Learnings curriculum provided the school with an opportunity to really ask its school community, survey students and staff and parents about what makes the school good, collect data and establish targets and outcome statements for where we wanted the school to go.

In addition to that there has been much discussion about the future vision for the school and how you can, in a school that is already performing well, take the school to new levels of excellence. Based on the cornerstones of the traditions - the supportive school environment and the reputation for academic excellence - we have focused very strongly on addressing the needs around the redevelopment from two bases. One of those has been to consider those programs, the stellar programs that currently exist in the school, and how each and every program can be similar to those that we would identify as stellar programs and what would that mean in the concept of a centre for excellence.

In data received back from parents and staff, the most significant outcome is that, although parental satisfaction is indeed at high levels, personalised learning is something that staff agreed we want to address in much more detail. Barbara Dwyer will talk about that in relation to our curriculum plans in a moment.

As a consequence of the school improvement process and the Essential Learnings curriculum coming on line, we were also very fortunate in 2003 to have significant support from our school council to enable us to participate in workshops. There was also a personal visit by the internationally recognised professional, Prakash Nair, who visited the State and was involved in the redevelopment of Reece High School.

I was looking back over the information from the series of workshops and participation by the school community. There was representation right across the school from students and parents, Department of Education employees and all staff. Some

25 members of staff visited Reece High School and had subsequent visits to other locations where redevelopments had been undertaken.

So leading up to the time of when the committees were established at the beginning of last year, there has been significant whole-school consideration of what this project means in relation to the future directions at this school.

**CHAIR** - Mr Tanner.

**Mr TANNER** - I am here on behalf of the school council. I would like to point out that the school council has representatives from students, staff, parents and the broader community. The council has been involved in this right from the beginning. We have been fully briefed and consulted and the council has indeed had quite a bit of input. I think on our tour of the school somebody asked when this master plan idea come up. My answer was that I cannot really say because it happened; I do not know whose original idea it was but it seemed to be right. The council was highly supportive of that and the council had a lot of input into that master plan.

The council has had representatives on the school operations group, the project works party and the steering committee. The council is fully committed to this redevelopment. We have no hesitation whatsoever in supporting this. The council is so supportive that we are even looking at ways of raising money to have a few of the little frills that would not be covered under the money that we have been allocated.

The money that was originally set aside for this redevelopment was quite a significant amount, however its value has eroded quite a bit since this project was first mooted. Curriculum and ICT developments have added considerably to the costs and we will be looking at a further submission to stage 2 as soon as we can. We realise, of course, that other schools and other people also have priorities but we will be putting our name forward as soon as we can. Enrolment at the school, as has been pointed out, is fairly large relative to other schools in Tasmania but the school is not oversized. Its current size is well supported by the council. In fact the council was partly involved in drawing up a list of selection criteria for people going into the school over and above the students from the local primary schools and the council fully supports that procedure. We believe in the single-sex school; it has been operating for quite some time, as Mr Fagan pointed out, and the council supports that concept.

One of the problems we have, and we come across this in the council quite often, is the perceptions of the school. People walking past or visitors think that school is well off: 'Look at it, it is nice'. Well it is not that well off because as you saw this morning some of its facilities are pretty old. I heard somebody, it might have been one of the members of your committee, say something like 'the bandaids are starting to fall off' - a very good description of our situation.

This perception exists out in the community that it is a rich school, that it is well off and probably does not need too much more money putting into it. I can only reinforce the comments that have been made so far. Council strongly supports this concept that we do need to upgrade a lot of the facilities because they are just so old. In the past, we think, and I suppose we are biased, there has been a disproportionate amount of government

money spent on the school, given its position, age, enrolment and so on. However, we are getting some money now and we hope that this project will proceed.

I think that is all I need to say, Mr Chairman.

**Ms DWYER** - In the spirit of the Essential Learnings, before I took on the role of acting principal, my brief at school was to be assistant principal looking after the curriculum aspects. The Essential Learnings curriculum has had a huge impact, as you have already heard this morning, on the nature of what we are proposing. I am going to ask this question, 'Why have we designed the things that we are asking for in this way, as a curriculum viewpoint?'

If we look at the gymnasium facility, for instance, we really believe as a school that girls and physical activity, beyond schooling, is really important. It is not just sport as sport but fitness for life. One of the centres for excellence that we would like to set up in the future, once we have this redevelopment, is looking at health for life for girls in the future. In other words, what do they do with themselves when they have finished high school. Having a good course with good facilities would help that. That was part of the curriculum consultation. That is also in Essential Learnings, in the well-being component.

One of the other things that came out of Essential Learnings is that it is really important for people to work together. We know that and in the past teachers have worked in isolation. What we would like to do when setting up the GLAs in the design, is to pair the GLAs. If you have noticed GLA 1 and GLA 2, Tim has designed them so they open up together so you have a larger expanse. GLA 3 and 4 are the same. This allows for two teachers to have two classes in separate rooms, but if they wish they can open it up and have a bigger space. Of course, those classes would be Dando classes or Millar classes, building on the very traditional foundations of Ogilvie, of the House system.

In many schools you have a House system for sport only but at Ogilvie you have House for debating, writing, art, singing, music and quiz and it is part and parcel of who we are. Teachers feel it too. You bring 1120 down to a size of 250, so you have a vertical grouping of year 7 to 10 and have a sense of belonging to a house. You create a subschool, if you like. So that is part of the way that we have designed the GLAs. You have pairings of teachers who belong to a house and ultimately in stage 2 we will have the grade 8s in pairings as well.

You then structurally have a junior school of four classes - two grade 7s, two grade 8s - and four teachers, a team of teachers who know those kids well. They will progress through the school in those house groups. Dance and drama is part of their well-being component as well but as you saw today the facilities that the dance and drama people have been using for years do not fit the expectations of the students.

We have 1 120 girls at Ogilvie and I would say probably 30 per cent of them would dance as a hobby outside of school and so to include it as part of their curriculum is really important, as well as drama. Have you any questions you would like to ask me from a curriculum perspective?

**CHAIR** - What we might do is continue the oral submissions and then we will open it up for questions generally.

**Mrs FOSTER** - I co-ordinate the program for capital works in the department. I just wanted to give some history around what we have done to date particularly around Hobart. In recent years the department has completed major redevelopments at Cosgrove, Claremont and Clarence High Schools. We are also currently doing major projects at Tarooma, Rosetta and Rose Bay, which will be completed in the very near future or early next financial year, so we have touched on quite a lot of the high schools around Hobart.

We have also undertaken a smaller project, but still significant, through the capital investment program at New Town High School, but there is nothing on the books at the moment which is the size of Ogilvie. So Ogilvie was almost our next step in redevelopment of high schools around Hobart. Since 1991 we have spent around \$1.3 million at Ogilvie through capital expenditure. That sounds a lot of money but it has been quite a long time - that is 14 years - and most of that money has gone on holding the school together, on minor works projects. You would have seen some of those today, including the classrooms we had started to redevelop. A lot of that money went on some urgent issues. We had a burst water main which cost us around \$80 000, so the dribs and drabs do start to add up but we have had no opportunity to have a major impact on the school and on reconfiguring and redeveloping the school in large sections. That gave rise to this submission for a major redevelopment at the school, which was envisaged in the PIP completed in 2000 and became part of the project approved as part of the 2002-03 State Budget at a value of \$2.669 million.

In looking at that project, because we announced a forward program of three years, that project was announced for the 2004-05 year several years ago. The erosion of that value of \$2.669 million was recognised as the Budget went through its announced years, so in a subsequent budget for 2004-05 a higher figure of \$3.12 million was allocated.

We have been experiencing substantial cost escalations in the construction industry, which you are probably well aware of through this committee, so we did not want to get to the point of being significantly underfunded on this project, which led to that revaluation. That funding is wholly funded through the Australian Government's capital grants program, with the total funding spread over two financial years, so all of this work will be finished in 2005-06.

We are on a strict timetable but we are pretty well getting there, depending on Tim's level of work in the next few weeks, but we are looking to go to tender in early December this year. We are starting construction in January 2005. The project will be split up into stages, with completion no later than June 2006, which is when the funding needs to be spent by.

I wanted to emphasise some points on the planning, which has been discussed fairly well. The project, as submitted today, is a result of rigorous and comprehensive planning process that we have heard. The master plan that we do for larger projects, we also do sometimes for smaller. They are quite a significant piece of information to work out. When you go to a site with a lot of money you must ensure that you are spending it in the right place. We have seen that here with the move away from some of the items detailed in the initial project that talked about MDT and some other priorities. That master plan

and the thinking that went behind it are where the changes have arisen and they are not just changes for the sake of it. They had to be changes that were substantiated in the talking and discussion that went on.

The other point that has come out of that master plan is that it has also given the school an opportunity to look at their future capital development, of which stage e, which we are proposing today, is part. It also gives the school direction in where they spend their money and where they take minor projects that they may do themselves or how they spend their maintenance money. It gives them a good, holistic view of the site from a capital viewpoint, not just from a curriculum viewpoint. That has been quite evident with the school council getting on board behind that as well.

Regarding the stage two redevelopment, we are seeking endorsement from the committee today but that still is subject to a priority process through the department, a further evaluation of what it could be, and priority setting against other schools' needs and what they put their hand up for across every district. So to date that stage 2 will still need to be submitted to the Hartz District office. We are moving two branches to the southern north-west but at the moment we are still discussing on a district basis only and those changes will happen next year. So that submission to Hartz District office will occur this year.

At this stage, the proposal is recognised and supported by the district office, finance facilities and business strategies branch, but as yet we will still be subject to that priority process.

**CHAIR** - Thank you very much. Georgia, before going to the architect who is going to make this project happen if we approve it, is there anything you wanted to share with the committee?

**Miss BARNETT** - I will start by saying that Ogilvie is a really special place; it is a beautiful school and we have tons of opportunities. There is a wonderful sense of community and house spirit at Ogilvie. The introduction of the new curriculum this would only enhance this environment. Ogilvie is unique in the sense that it is an all-girls State school - the only one in Tasmania - and because of this, it has a lot of pressure to live up to society's expectations. As you have seen, it maintains its grounds and buildings impeccably well. You would have noticed in the hostel the use of innovative ideas about the sense of space in the little pokey rooms. They have worked incredibly well up until now and we have always tried to do the best with what we have. However, I am representing students who are reaching out for a better building structure and therefore a better learning environment. OGILVIE school life extends beyond the school hours in the areas of music, drama, dance, sporting activities and debating. Given Ogilvie's extra curricular activities it is important for everyone to respect their built environment because without this the respect the students would not value their participation. Ogilvie would not have been as successful as it has been if the students had not respected their school and their reputation. Because it is so outdated - I do not like to complain but it is -

*Laughter.*

**Miss GEORGIA BARNETT** - It is really important for the students to feel that it is a worthwhile place and that it is place that I would like to go to school and do my work

because I am proud of Ogilvie and I want to do the best I can. So it is really important in that sense. Also, as technology is advancing we need the new facilities to accommodate this and to accommodate the new curriculum as well.

The physical limitations on Ogilvie at the moment include the lack of GLAs, the space and corridors at the back of M block are cluttered with lockers and are quite small. I wish you could have seen the canteen line at recess. It stretches all the way back through the corridor and it is just like a traffic jam. We have teacher parades up there, trying to organise it, but it is really beyond us. We need a bit of a change there.

Personally, I have my Chinese lesson in the hostel. It is on the middle floor and I can remember our first lesson. Teaching had just started when suddenly we had this big trumpeting of *Waltzing Matilda* during the whole lesson. To start with it was funny and we had a bit of a laugh but the novelty wore off and it became distracting. We cannot really concentrate because of the music; it is like there is no soundproofing at all. That is another important issue there. Also, heaps of girls are involved drama and dance and they would love the opportunity to make the most of that at Ogilvie with new facilities.

My involvement in the project works party began as a member of the school operations group. I was grade 9 student president of the student council so I was invited to come along. Then, as deputy prefect after the school operations group finished and the project works party developed, I became a member of this committee on behalf of the prefect board. I have really enjoyed this experience and I have really learnt from it. I think that Ogilvie deserves this.

**CHAIR** - Well done. Mr Penney, I get the impression that you have been very well briefed on this project and it has probably been a most enjoyable project from your architectural company's point of view. So now, if we are not convinced about the worth of this project, we will turn the time over to you to further convince us.

**Mr TIM PENNEY** - Thank you very much. I think a lot of the key elements that we have been involved in have been touched on so I would just like to quickly restate the process of how these drawings and this proposal have come before you. Obviously part of our brief was to do the master plan and the master plan, as Michelle Foster said, provides a framework for the future development together with the specifics of this project.

I think it is worthwhile just recapping about how consultative was the process the school has used. We have engaged with consultations with all the students, for instance. We used their home class processes to undertake a full student survey. We have worked very closely with the school as they have come to understand what the Essential Learnings program means to the school and how it has changed their curriculum. We have been through various design iterations to finally understand what it means in terms of the built environment and what that might mean for how the school will look, not just for this project but also for 10 years from now. We have endeavoured to provide that sort of framework. It needs the vision of the school for now and also into the future.

Obviously we have consulted with the school teacher group as well as the parent group as part of our process. It has been an informing process and I think that is reflected in the complexity in the planning. We have brought together all of those elements of curriculum and costs. We have had to then work through the process of how does this

master plan translates into specific building proposals within the stage 1 process. Obviously our visions exceeded our initial budgets and we have been through various design steps to go back and revisit to make sure it accords with the budgets that have been allocated through facility services. That is also a reasonably complex process, as I am sure you are all aware; there have been some hard decisions that have had to be made by the school about what it is that gets the money in these first stages.

I think it is worth restating that what we are doing in this initial phase reflects at the outset what the priorities were. They have been very focused in saying, 'These are the priorities and we mustn't take our eye off the ball'. I think they have certainly kept me honest in that process as well and it has been a very fruitful working relationship.

You see before you in the other plans, which more specifically deal with the areas, the nuts and bolts of how we are going to make it work, and so those elements of how the classrooms come together, the integration of the dance/drama and the various circulation elements, through to making the gym and its elements not only functional but also contributing to the school as part of the built element.

As you would be aware, a lot of this budget is spent on existing building refurbishment, such as N block where the significant element of new building component is the dance-drama building. We are mindful of the fact that from a school's point of view it is not as fulfilling as they would like in terms of being able to change the image of the school, however it does provide a whole set of new spaces which they can use in tangible, practical, functional ways. Obviously we have to balance practicality and functionality with part of the design process.

What you also see before you is trying to give the school the best value for money as well. It is not necessarily about complex building forms or tricky facades, it is recognising that a dance-drama space needs to be flexible and because it is an elevated building a lightweight cladding is most cost-effective. So what we are looking for is not only design but also spaces that balance cost and economy as well.

Regarding the specifics of the classrooms, as you would appreciate we have worked through sufficient detail to be able to have accurate costings, so we can feel confident that what is before you also accords with those project budgets.

I think it is worthwhile touching on the budget process. Within the total budget the school has corralled some \$400 000 which is part of the ICT. That is not specifically an architectural solution but it is very important in terms of curriculum delivery. It is about getting ICT out into a whole range of areas, not just the new buildings and the refurbished areas which are part of the drawings in the submission.

We are also mindful of the fact that in the building proposals we also have sufficient flexibility so that there are no duplications and that it fully accords with the intent of the master plan, so that when future funding becomes available it can be dovetailed into what we have done.

Of the buildings themselves, the dance-drama is, if you look at elevations, a reasonably straightforward space where we have endeavoured to have a space that has a high ceiling so it can accommodate various activities. So, for instance, the dance-drama might be in

the middle of the space if it is fully folded back. It is a space that can hold up to 300 people if the school is running a community performance. It is designed in such a way that the foyer is accessible from the front of the school. So, again, it takes into consideration the planning of movement within the school. So you do not have to go within the complex or back of house spaces to be able to access the public activities. At the moment, to use some of those incidental spaces that they use as dance-drama, people have to go into the heart of the school to get to those areas. I think that is probably sufficient at this stage, Chair.

**CHAIR** - Thanks Mr Penney. Now questions from any committee member.

**Mrs NAPIER** - Thank you for the comprehensive nature of the introduction, both in concept and in terms of what is envisaged. The first question I have was in relation to budget. You are now dealing with an approximately \$6 million-plus project. I think what you were saying is that completion of the first part of the project within two years certainly has been identified. What is the likelihood of being able to complete the next part of the project with another \$3 million?

**Mr GOURLAY** - Because the proposed next stage has yet to be officially approved by Cabinet and incorporated in the forward capital investment program, the answer is speculative. However, with the preliminary work we have done on the forward capital investment program, we know that another stage for Ogilvie is a high priority, though the actual prioritisation process statewide is still subject to further work within the department. I cannot be more specific than that. One of the reasons that we undertake work in stages is probably reinforced and underscored by Mrs Foster's comments when she ranged over the work undertaken in recent times at other Hobart high schools. It would be nice to go into a school and start at one end and move right through and refurbish all the facilities, but the dollars taken to do that would be so significant that many other schools would join a very long waiting list, if you like, for their turn. The way we approach the task, with capital investment priorities to identify bite-sized chunks for stages to undertake certain works at certain schools, means that there is an equitable spread of the precious capital dollars across schools within a reasonable time frame.

**Mrs NAPIER** - Thank you. Mrs Foster, you outlined the range of those schools in the south that have had some investment in them, noting that, as I think we all agree, probably Ogilvie is due for its turn. What other major projects would be likely to compete with the second stage in terms of the current state of those schools?

**Mrs FOSTER** - If you range over the schools that have not had a job in the last few years, all of them are welcome to ask and we all do an assessment and we meet with all the districts. We are likely to see the jobs that have not got up in the past in recent submissions - Burnie High School, New Town High School and quite a few primary schools. So most of the schools will be looking for something. There would be up to 30 schools I would say competing for a major works grant in the next three-year program.

**Mrs NAPIER** - Then my question is to Ms Bennett; to what extent will the transition, if you like, from stage 1 to stage 2 impact upon learning opportunity potentials and are they serious?

**Ms BENNETT** - We will continue to do the very best with the facilities that we have. The stage 1 project, particularly with the GLAs, will afford us that opportunity, particularly in the junior school concept, to provide those home-base areas and, with strategic and much more flexible timetabling, being able to back those up against grade 8s - like Barbara described. This will allow us that possibility.

Obviously it is not going to enable us to pursue that to the extent we would like if we cannot further those GLAs into the stage 2. We mentioned on our tour about our ideas around the senior school concept and using the facilities and backfilling into those, flipping those over when the junior school is out of those spaces. So in answer to your question, this stage will take us a long way, particularly in terms of facilities for the arts, but obviously it is going to be limited in terms of the potential of what we can do.

**Mrs NAPIER** - It is always nice to have the ideal, is it not?

**Ms BENNETT** - Yes. I think we have been sensible and pragmatic that stage 2 automatically flows out of this, but I do not think that we are putting at risk educational opportunities that might be absolutely dependent upon stage 2, though obviously it is going to take it to that next stage.

**Mrs NAPIER** - You sounded as if you had the transition pretty well organised in terms of how it was going to work in both stages of construction, which is always a juggle.

**Mr BENNETT** - And I think it is the master plan that has allowed us to do that. During the whole process everybody has been very realistic, pragmatic, optimistic, idealistic, all those things, to be able to maximise those learning opportunities.

**Mrs NAPIER** - I must say I am really pleased to see an example of a whole-of-school plan because where it has been done it has always proved to be a really successful way of getting some logical building developments. You do not end up doing one little thing and then all of a sudden you have to get rid of that because it does not fit within the grand plan, so I very much welcome that and the nature of the consultation that has gone on, especially involving students. I think that is tremendous.

**Mr STURGES** - I would like to place on record my thanks for the very comprehensive submission that I have before me and also for the site visit this morning. I found that very beneficial, so for all those involved in arranging the site visit this morning I thank you very much.

I think, Ms Bennett, you have adequately answered my concern about operation aspects. Architecturally, from a layperson's point of view, the way I read the plans and again from the site visit this morning, I see that you have designed stage 1 very well to complement stage 2, but what sort of time frame from your point of view - let us take the dollars out of it for the time being and just look at the building works - would you see necessary to maintain that interface between stage 1 and stage 2?

**Mr PENNEY** - I am not sure I fully understand the question but the time frame for us to be able to move through the design and the implementation is similar to this. We have had something in the order of six months for it to move through the design phase - probably a little less actually - but the construction is somewhere in the order of 12 to 18 months.

**Mr STURGES** - That is where I was coming from because I know that you have been through a very comprehensive process of consultation and evidently you are not going to need to go back through it, back to square one.

**Mr PENNEY** - No, that is right. Part of that, obviously, was the master planning process and that was quite comprehensive and there was a lot of time involved with that. Obviously now a lot of decisions have been made that fix things, if you like, from a planning point of view. The design time now for stage 2 focuses very much on the detail of what is going to go into that phase so that time might be considerably less. However, a \$3 million project, particularly in a school so it means you need to break up the works package, it is in the order of 12 to 18 months for construction.

**Mr STURGES** - Thank you, Mr Penney. I just wanted to get that on the record.

**Mrs NAPIER** - I note that the canteen, which I agree must be a bit of a nightmare, is actually in stage 2; am I right?

**Mr PENNEY** - That is right.

**Mrs NAPIER** - Okay, so you will have to put up with the problem until then. I just wanted to clear that up.

**Mr STURGES** - Is that the grade 10 canteen?

**Mrs NAPIER** - No, the other one. I will work on some of the changes to the HPE and learning potentials but I did take into account the small change rooms when I looked at these plans. I noticed that it is not built into the plan to expand that. How often do you have five classes operating and how do they manage with 12 showers and only two change spaces?

**Ms BENNETT** - The showers are not used very much at all.

**Ms DWYER** - In fact we are taking some of the showers out to create more change room space as a minor works issue ourselves because the girls do not like to use the showers for personal, privacy reasons. We will keep showers there, however. When the kids put their bags on the benches they take the bench space away, so having hanging spaces might allow a bit more space in the change rooms. This way we will use the space in a better way.

**Mrs NAPIER** - It is an ongoing problem whether people shower or not. I can think of the debate that has been had on that. In terms of the laudable aim of developing a positive attitude towards the role of physical activity and recreation in terms of one's life perspective, quite often it is the quality of the showers and whether there are built-in hair dryers and enough relative privacy that makes the difference, as well as the nature of the program. I was interested that that was not part of the redevelopment, given that that is as important as the program when it comes to attitudes.

**Ms BENNETT** - Up until about a week ago there were works in relation to those change rooms and, through some of the adjustments around the budgets, that is something we

have had to set aside. I take your point and it would certainly inform stage 2 in a major way, the notion of how we might use this additional space for the infill piece next to the gymnasium and all these kinds of programs we are talking about. As that grows in relation to what we do with Essential Learnings, even though ideally you do it now because, as you say, it is an attitudinal thing, I think it is going to inform even more what we might do around some of those change rooms in stage 2. We have lots of activities over there.

**Ms DWYER** - There are showers in each of the hostel blocks. We did not take you into the toilets but there are showers in each of the hostel blocks, separate showers, and there is actually a bath in each one as well because it is set up as a dormitory, so there are facilities there within that hostel block we could use in some way, shape or form.

**Ms BENNETT** - Actually coming back to Graeme's question and this business of timing, the need has been there for a considerable time but the timing has been perfect for this now in relation to the curriculum, and the perfect timing for stage 2 would be in the next round. Even though we have done a lot of discussion and planning, the Essential Learnings is unfolding and informing what we are doing and how we might use the hostel block for this independent learning around the years 9s and 10s. These are the kinds of conversations that are taking up; it is a really big school to consult everybody and get people sharing this idea.

Mrs Napier asked how often there are five classes in the gymnasium - quite a bit of the time?

**Ms DWYER** - Quite a lot of the time. Georgia would be able to tell you.

**Miss BARNETT** - Every time I have PE there are five classes, and on rainy days or in the winter when we are all together it is quite hard for the teachers to handle and it is noisy.

**Ms NAPIER** - So you can't have muddy cross-countries.

**Miss BARNETT** - We do have a cross-country carnival.

**Ms NAPIER** - Would it make a difference if there were improved shower and change facilities, with some degree of privacy, some built-in hairdryers and so on; would that make a difference to people's attitudes to showering after PE or not?

**Miss BARNETT** - Probably, but the only thing would be that our period might have to be longer because there's not time. Coming to school and changing is always quite a hassle for some people because they have to do it in five minutes. I think people would use it if we had the time or if there were better or more private facilities to do that.

**Mr STURGES** - If I could just move away from the gym and come back to the ICT component of the school. Coming out of the communications industry, I always take an interest in what communications infrastructure the school has. I note that you visited Reece High School. I was very impressed with the technology that was available at Reece in relation to the computer network. Just following on again from

a comment that was made about the Essential Learnings, which certainly places an emphasis on independent learning, what sort of infrastructure do you have now, because I note that Mr Tanner did indicate that the school council was looking at funding some of the 'frills' that are not there at the moment. What sort of infrastructure do you have for ICT? I have seen the information technology area that you have, but if you are going to take it and move it away, say, to the grade 10 block or take it to another block, are you looking at putting in wireless technology at the school, or does that exist at the moment, and what sort of costs are you looking at to bring that to fruition?

**Ms DWYER** - I am a low-end user. I use the computer but I am not quite sure of the networks that there are.

**Mr STURGES** - Ditto.

**Ms DWYER** - I have a passion for it, though, so I understand the questions you are asking. Yes, we are looking at going wireless and we are looking at installing a very similar system that Reece High School has with the MATV. One of the distributors who came out on Thursday also has a very similar system which can be used with a smaller category 50 cable, but with \$400 000 we are also looking at attendant systems for students and security of areas that might have traditionally been more difficult to supervise with teachers, again looking at that whole picture using that quarantined \$400 000.

**Ms BENNETT** - And maybe adding on to that, this is about communications in the school, it is not just about boxes on desks. It is also about a sustainable model of systems, because we understand that if you put an injection of funds into boxes on desks then in a couple of years time we are not going to have the money to replace them, so we are looking at ways in which to leverage off things. We are also looking at the notion that part of the vision around the school is the potential about young women in ICT and research, and we want our school to be the leading edge in relation to young women as users in the industry and all those sorts of things. So the facilities that you saw today will have multiple solutions. The notion of a lab is just one way and there is a lot of debate about whether you have a lab set up or whether you have pods or whether everybody has their own piece of equipment. We will have multiple solutions around all of that.

Obviously, we are not going to be in a position to have 1 100 computers on desks. It won't be about that - and, as Barbara indicated, we have just had requests for information from industry people around some of the solutions. It is connected to that vision about flexibility and any time, any place sort of learning for students.

**Mrs NAPIER** - I think quite clearly the school does need an improved dance-drama area and the space that has been identified looks functional and can be split into three, which makes a lot of sense but I am not quite sure how you get into the right-hand one. I can see how you get into two of the spaces from the entrance but I am struggling with how I would get into the third. Presumably I have to go through the learning area of the other. That is a question for the designer as much as anything, but the big question I had was that there is nowhere to change.

**Mr PENNEY** - I will respond to that if you like? At this stage, there is a space that we have called a studio/storage. That is actually a bit of a misnomer. It is more about an ante-space off one of the drama teaching areas because there is a need for costumes as well as a wings exit. It is really like a large lobby. It really perhaps should be more accurately called lobby/storage. You can get independent access into all those three spaces off the corridor.

It is designed in such a way so that space is also opposite classroom 5 and classroom 6. If they are running a traditional structure of the stage down one end and a traditional theatre type, those two rooms then offer you two green rooms which can be male and female change rooms, for instance. In each of the classrooms of course there are sinks, so getting the make-up on and off and all those sorts of things can happen in those classrooms.

**Mrs NAPIER** - In these green rooms there are sinks, are there?

**Mr PENNEY** - Yes, there are sinks in each of the classrooms. It is about flexibility. You are able to have a large drama area which is going to be used for say 90 per cent of the time, but for those other times and out-of-school times it can really be used as something else. That means it can use the other refurbished areas. A 'green room' is not the colour on the plan, though, you know what I mean.

**Mrs NAPIER** - So is it envisaged, Judy, that you would timetable these rooms as change rooms? How would you deal with that issue?

**Ms BENNETT** - You will notice that there is a stairwell going downstairs. Now, downstairs will become music long term, but there is a set of toilets down there and there is also studio space, so a lot of classroom base changing will most likely occur by students using those toilets, and any one of the studios, the GLA 5 or 6, if they happen to be empty. Most of the changing and the make-up and that big-time sort of thing is going to be around performance. A lot of that will occur of an evening, I would suspect, and therefore there is a capacity for the studio and GLA 5 and GLA 6 to become additional spaces. It is a bit like down at the Grand Chancellor where they can open up and use those things for different purposes.

**Mrs NAPIER** - So you would be relying on these toilets downstairs to service the dance studio upstairs?

**Ms BENNETT** - Yes, and we do have single toilets upstairs next door to the studio storage. There is a male and female toilet there as well.

**Mrs NAPIER** - I am just thinking in terms of the overall issue of appropriate change rooms and somewhere to have a shower. There is nothing worse than having PE or dance first thing in the day and you get hot and sweaty and then you have got to go through the rest of the day. It is quite often one of the major reasons why young women say, 'I don't want to do sport. I don't want to get physically active because I am going to get all sweaty. I do not have a decent place to change' and so on. I just see that as an issue about the plan, otherwise I think you are making best use of space.

**Ms BENNETT** - I think you have raised a really important point. There are two issues. There is the stage 1 issue around what that means for this, and then picking up on Georgia's comment about time. We are working on all of this; as we mentioned before this is a holistic approach. We are looking at huge shifts in flexible timetabling. By the time we get to stage 2, the ideas around the potential hostel block and those shower facilities there and the flexible time means that students would not be rushing off. We can see things being blocked in ways by which students would be doing things for a whole morning or a whole afternoon. So the whole shower issue becomes even more critical around what we might do in stage 2. But it also raises that issue around the speech and drama and obviously we will have further conversations with Tim about that.

**Mrs NAPIER** - Yes, because jazz can be just as tiring as a game of hockey.

**Mr TANNER** - Between stage 1 and stage 2 there would be some minor works and some self-funded stuff and the council can come into it. Council runs a couple of businesses and we have some money, not a lot, and all council money goes into the school. Some of these things can happen before stage 2. In fact they will probably start happening very soon.

**Mrs NAPIER** - I like the concept of what you are trying to do and I think it has good possibilities. Putting on my ex-PE dance teacher hat, and human movement studies lecturer hat, attitudes in relation to physical activity are quite often about the program but they are also often about whether you can have a shower in pleasant circumstances and fix your hair up and put your make-up back on. But often with women doing physical activity it is as much about that as it is about changing the program. For those who do not like sport so much I think it is a really important issue.

**Ms BENNETT** - I think that is really good feedback. The hair dryers would go down well wouldn't they, Georgia?

**Miss BARNETT** - Yes, curlers next.

**Mrs NAPIER** - It would be a good fund raising project for the school council.

**Miss BARNETT** - Yes.

**Mrs NAPIER** - I take it that we are being asked to approve the full \$6 million project or are we just doing stage 1?

**CHAIR** - No, stage 1.

**Mrs NAPIER** - But in turn, approving the general overview of the school planning makes a lot of sense.

**Mr GOURLAY** - Can I seek clarification there? Because we have been quite comprehensive in the forward planning and the total project has been identified as a two-stage project, we were hoping that it would be possible for the committee to sign off on a two-stage process.

**CHAIR** - Unfortunately, Mr Gourlay, the message from the Lieutenant Governor simply sets out our consideration of the project to the tune of \$3.12 million.

**Mrs NAPIER** - But we could probably make reference, in principle, so we would cover it off. If you come back for the second time we can often encourage you put just a bit more money in and make sure the change rooms are really good.

*Laughter.*

**CHAIR** - I guess it is important for you to understand, given what I have just said, whilst we might put into our report the fact that we recognise the school intends or wishes to proceed in another direction, that any of that would be without prejudice to any further consideration of the committee.

I just have one question in regard to the space below the new performing arts area and why there would not be some consideration of using that space now for extra building works. When you have the superstructure there, why not just fill it in and use that space? Is that just simply a budgetary management thing?

**Mr PENNEY** - Yes it is, Chair. We did consider that and designed the footing in such a way that there is no impediments to the next stage. But we simply have prioritised the money into spaces that the girls can occupy and use as part of the curriculum. But as always in all these processes, we use every last cent and we recognise that it is an area in which work can be fairly easily undertaken by the school, separate to any capital works through the formal processes. So at this stage we have tried to corral all the design in the spaces as per the priorities.

**CHAIR** - Was there any contingency in your estimations?

**Mr PENNEY** - Yes, there is and that is on page 28.

**CHAIR** - So there is a possibility that there may be some residual funds. It seems to me a practical solution, when you have an elevated floor for the performing arts and some subfloor space which could be easily used.

**Mr PENNEY** - I concur. I would only put as a rider that a lot of the building works are fiddling with existing buildings and as we know unforeseen works can arise in that process. I think the design and contract contingency is a realistic amount for the scope of works that is before you.

**Mrs NAPIER** - While we are talking about floors, I did not actually ask what floor is intended for the dance studio?

**Mr PENNEY** - It is a sprung timber floor.

**Mrs NAPIER** - A question on the budget on page 29 - miscellaneous expenses, plaques, et cetera, \$50 000 - yet you only have \$40 000 for art work. I just wondered what kind of plaques you were going to have?

**Ms FOSTER** - A good one. That is not just plaques. We have the opening plaque which is a minimal amount. It is almost another contingency but it is one we would prefer to keep out of the design and contract contingency. It's for other works such as, do we do a bit over here in the undercroft, or do we do this, and any unforeseen expenses? The school will be incurring significant expenses in hiring other facilities around the community. While the girls are not in N block - school is full now - while construction is happening, the girls need to be somewhere so there are other project costs outside the actual construction.

**Ms NAPIER** - So just to clarify that, this means that is \$50 000 the school can access in order to b make sure they can continue their programs whilst they are involved in building construction?

**Ms BENNETT** - Or something unexpected; for example, suddenly it becomes obvious that if you could just have a door there going into the library off one of those classrooms, we can do it.

**Ms NAPIER** - I would have to say I would view with dismay if we were going to blow \$50 000 on a plaque and an opening, so I just wanted to get that on the record and make sure that you use it to best benefit.

**CHAIR** - Thank you all very much for being here and, again, for your presentation, both this morning and at the school.

**THE WITNESSES WITHDREW.**