2009 (No. 26)

2009

PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Rose Bay High School Redevelopment

Presented to His Excellency the Governor pursuant to the provisions of the Public Works Committee Act 1914.

MEMBERS OF THE COMMITTEE

Legislative Council	House of Assembly
Mr *Harriss* (Chairman)	Mr *Best*
Mr *Hall*	Mr *Green*
	Mrs *Napier*

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INTRODUCTION

To His Excellency the Honourable Peter George Underwood, Officer of the Order of Australia, Governor in and over the State of Tasmania and its Dependencies in the Commonwealth of Australia.

MAY IT PLEASE YOUR EXCELLENCY

The Committee has investigated the following proposal: -

Rose Bay High School Redevelopment

and now has the honour to present the Report to Your Excellency in accordance with the *Public Works Committee Act 1914.*

BACKGROUND

The submission of the Department of Education contained the following:-

Historical Context

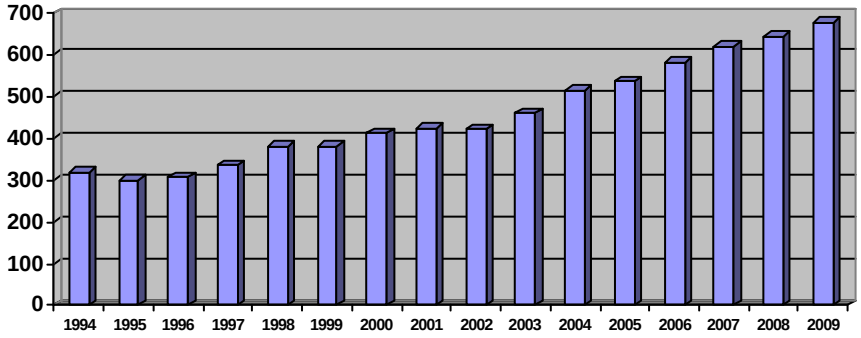
The Department of Education (DoE) provides secondary education services for the eastern shore community of Hobart at Rose Bay High School in Lindisfarne.

The school was established in 1961 to serve the suburbs of Bellerive, Lindisfarne, Montagu Bay, Rosny, Warrane, Mornington, Rosny, Cambridge and Richmond. The school has developed in stages to meet the demands of these growing suburbs in the years since.

Today, Rose Bay High School is a six plus stream high school, accommodating at least six class groups for each grade level at the school. There are around 675 full-time equivalent students (FTE) enrolled in Grades 7 to 10 at the school in 2009.

Enrolment levels at the school have increased in recent years and the demand for education services at the school is expected to continue for the foreseeable future.

Enrolment Trend 1994 - 2009



Rose Bay High School has a strong commitment to quality teaching and learning programs and social justice issues. The curriculum offered at the school focuses on the core areas of English-literacy, Mathematics-numeracy, Science, Society and History and Health and Wellbeing. In addition, the school believes strongly in providing opportunities for students to extend their talents as far as possible and provides a common curriculum in Grades 7 and 8 with extensive personal pathways for students in Grades 9 and 10.

Recent History of Capital Works Expenditure

Since the financial year of 1990-91 approximately $2.4M has been spent on facilities at Rose Bay High School. Capital works projects undertaken at the school during that time have included:

a capital works project in 2003/04 to refurbish general learning areas, music and home economics facilities and materials, design and technology (MDT);
minor works projects including refurbishment of the science preparation room, computer facilities in the library in 2001/02; and
small building fabric, services and infrastructure maintenance and replacement projects.

Some learning areas in the school are still substantially in original condition and require significant refurbishment or redevelopment to provide an effective and quality learning environment.

Current Educational Needs and Priorities

School Curriculum

Rose Bay High School has a strong commitment to quality teaching and learning programs and promoting social justice issues.

The School aims to provide a caring environment where the worth of every individual is valued and enhanced through the creation and operation of a mutually supportive relationship between teachers, parents and students.

This is evidenced in the supportive school environment, inclusive education, pastoral care, mediation, peer support, school camps, outdoor education, alternative programs and the Student Representative Council. Such opportunities ensure students develop greater autonomy, assume responsibility for their own actions and extend their leadership qualities.

In Grades 7 and 8 all students undertake a common curriculum which includes learning in all major subject areas. This encompasses English (literacy), Mathematics (numeracy), Science, Society and History, Health and Wellbeing, Japanese, Art, Music, Drama, Information Communication Technology, Materials Design and Technology and Home Economics.

In Grades 9 and 10 all students undertake a core curriculum of English (literacy), Mathematics (numeracy), Science, Society and History, Health and Wellbeing. In addition, students have access to a wide range of optional subjects for study.

Some of the current facilities are an impediment to achieving the above learning programs and the out-of-date facilities restrict the scope of many learning opportunities for students. The school redevelopment will provide a unique opportunity for students to access contemporary education and community facilities particularly in Science, Dance and Drama. New general learning areas will also be a major enhancement for the Mathematics and Health and Wellbeing teaching and learning programs.

The new facilities will provide opportunities for learning to be more student-centred, challenging, authentic, relevant, and connected. The new facilities in dance and drama will in particular, be a significant community asset providing excellent amenities for out of school hours' community programs.

School and Community Consultation

In addition to the master planning undertaken as part of the review of school facilities in 2003-04, a project steering committee has been established to provide advice on planning for the current proposed works.

Members of the project steering committee have been drawn from a wide range of school community interests and have the important responsibility of liaising with various stakeholder groups.

EXISTING FACILITIES

Site and Buildings

The existing facilities at Rose Bay High School have a total fully enclosed covered area (FECA) of approximately 7,880 m2 on a sloping site with an area of 7.93 Hectares.

Rose Bay High School comprises a complex of one to three storey buildings, most of which are positioned around an external terraces area which act as the hub of the school. They include:

- a main three storey building (Buildings 1, 2 & 3) accommodating the front entry and administration areas, general learning areas (GLA's), specialised learning areas for science, home economics, materials, design and technology (MDT), music, dance and drama, visual arts and the library which incorporates an ICT learning area;
- a separate single storey building (Building 5) accommodating a gymnasium and amenities;
- a separate single storey building (Building 6) accommodating the school kiosk;
- a small, separate single storey building (Building 7) used as teaching spaces for physical education, outdoor education, and accommodating some student amenities; and
- facilities for teaching and support staff which are located throughout the school.

In total there are 12 general learning areas and 19 specialised learning areas available for students, excluding the library and gymnasium.

Asset Needs Assessment

The Department of Education has developed an Asset Needs Assessment tool, which enables the standard of school facilities to be compared with benchmarks for contemporary and innovative educational facilities.

An assessment of Rose Bay High School was undertaken which identified the following areas where the school compares poorly with the benchmarks:

- size, layout and design of learning areas;
- appropriate features in learning areas;
- provision of quiet, withdrawal and breakout areas;
- transparency between learning areas and other areas;
- provision of and portability of ICT;
- individual home base and storage;
- student display space;
- adequate furniture and equipment;
- indoor outdoor connections;
- passive light;
- outdoor learning areas;
- covered access between buildings; and
- covered outdoor eating and recreational spaces.

Design, Configuration and Condition of Existing Learning Areas

Despite there being adequate overall floor area allocated to general and specialised learning areas at Rose Bay High School, these areas are no longer suitable for effective delivery of the curriculum, due to the their size, configuration and lack of features.

The lack of adequate general learning areas in Building 1 is an issue, as conducting the range of activities relating to core subject areas is difficult due to limited wet areas, smaller withdrawal rooms and other learning areas for large group activities. Access to ICT is also inadequate in the building.

Specialised learning areas in Building 2 used for Science are of particular concern as they are original facilities that are in noticeably poor condition. These areas are also poorly configured and the traditional pedestal service benches make the spaces inflexible. In contrast, the associated science preparation room is in good condition due to being recently upgraded.

The quality and condition of learning areas is declining due to the ageing of general building finishes, fittings and services. The Department's maintenance plan for the site identified several maintenance and infrastructure issues for the buildings, including replacement or upgrade of the switchboard serving the science classroom areas. Much of the building fabric and services are nearing the end of their life span and require substantial refurbishment or replacement.

Master Plan for Facilities at the School

A master plan was prepared for the school as part of the capital works project in 2003-04. Architectural consultants collaborated with the Department, school and community to identify strategic options for the ongoing development of facilities at the school.

The options were defined in potential sequential stages for development. Stage 1 included the refurbishment of some general learning areas, music, home economics facilities and MDT, and was completed in 2004-05. Stage 2 of the master plan generally reflects the proposed scope of this project.

PROPOSED WORKS

Design Brief

The brief developed for the redeveloped facilities at Rose Bay High School includes the following:

Reconfiguration and refurbishment of the existing general learning areas on the second floor of Building 1, maximising the floor area of each GLA and incorporating the following features:

- wet area benches or activity areas;
- smaller withdrawal spaces for small group work, private work or consultation;
- access to ICT facilities and networking;
- accommodation for staff including senior staff,' support staff and potentially a school chaplain;
- storage for learning areas and staff resources;
- connections between learning areas, and into the main corridor; and
- special education learning facilities.

Reconfiguration and refurbishment of the existing learning areas on the third floor of Building 2, as far as the project budget will allow, to provide the following:

Adequate facilities for science related subjects incorporating the following features:

- new laboratory fit-out for the delivery of contemporary science based learning;
- wet activity areas;
- adequate fit-out of spaces for use of chemicals;
- adequate building services for disposal of chemicals including fume extraction;
- access to ICT facilities and networking;
- adequate storage in each learning area as well as general storage for resources and equipment;
- connection into the main corridor from each space, and
- specialised project areas.

Contemporary GLA's incorporating the following features:

- wet area benches or activity areas;
- smaller withdrawal spaces for small group work, private work or consultation;
- access to ICT facilities and networking;
- accommodation for staff including senior and special education staff;
- storage for learning areas and staff resources; and
- connections between learning areas, and into the main corridor.

Minor refurbishment to the existing drama room in Building 3 to enable it to be used as a general learning area.

Upgrading and/or replacement of building services, particularly the following:

- electrical services including sub-mains and switchboards;
- provision of reticulated gas to the science learning areas;
- lighting;
- heating;
- fume cupboards;
- phone and PA systems;
- the data communications network; and
- new toilet facilities in Building, 2, Level 2.

Facilities for performing arts (dance and drama), incorporating the following:

- two separate learning spaces for dance and drama, with potential for connecting the spaces to provide a larger space for performances and events;
- a lighting and sound booth;
- storage for costumes and props;
- change facilities;
- amenities nearby; and
- a separate external entrance.

Site works

Refurbishment of the above areas may require external and site works including some or all of the following:

- external doors and openings;
- minor landscaping; and
- external surfaces including ramping, decking and paving.

SCHOOL PLANNING AND DESIGN

General Learning Areas (GLAs)

The following key features are incorporated in the design of general learning areas:

- moveable perimeter benches will be located along one wall with ICT provision;
- whiteboards and pinboards;

- lockable storage cupboards;
- openable walls between GLAs and across the corridor to allow maximum flexibility and group learning;
- outdoor access to be provided, where possible;
- breakout/ICT rooms located adjacent to GLAs;
- lockable resource storage cupboard for class staff and visiting staff; and
- inclusion of windows to maximise views in and out of GLAs.

Science Laboratories

Four existing science laboratories are fully refurbished to include:

- perimeter benches enabled with gas and deep sinks;
- a fume cupboard;
- teacher demonstration bench;
- central moveable benches;
- whiteboards and pinboards;
- lockable storage cupboards;
- alternate access with glazed side panel for improved supervision; and
- close proximity to Project Room, Breakout and Preparation Rooms

Performing Arts (Dance & Drama)

A new extension to Building 1 to accommodate dance and drama amenities and specialised sport facilities including:

- large contemporary flexible space for Drama;
- large contemporary flexible space for Dance with timber floor, mirror and curtain;
- dance and drama rooms to be separate or combined for one large performance space;
- breakout areas and stores can be opened out to act as a stage and 'back of house' space;
- contemporary lighting, audio and IT infrastructure;
- a bio/control room with views over both dance and drama areas to include sliding windows, mixing desks and full controls for delivery of performance;
- a new entry to Building 1 configured to allow the dance and drama areas to be used outside of normal school house whilst maintaining the security of other areas;
- a large display space for exhibiting school work;
- new toilet facilities including an access toilet/shower with internal and external access;
- a new roof light to maximise natural light into internal corridor spaces; and
- a new sports area under the new extension to facilitate student aerobic and spin classes.

External Works

External works for the redevelopment include:

- a new school signage wall;

- maintaining existing pathways plus a new path linking around the end of the new extension;
- a new entry to Building 1; and
- links from general learning areas to promote external learning.

Environmental Sustainability Design (ESD) Features

Environmentally Sustainable Design (ESD) features incorporated in the redevelopment include:

- flexible switching of lights to maximise use of natural light;
- water saving fixtures and fittings incorporated in toilets such as dual flush cisterns and spring taps;
- materials will be selected to minimise maintenance, be low emission and where possible recycled from the demolition;
- all new buildings will be insulated;
- the new performance (dance/drama) facility will incorporate water tanks harvesting roof water run off for use in toilet flushing and irrigation;
- water collection tanks for irrigation to landscape and flush toilets;
- fixed sun shading; and
- natural cross ventilation.

BUILDING MATERIALS

External Materials

Existing building facades will remain unaltered to the science and classroom areas of Building 2.
Existing building facades will remain relatively unaltered to the classroom areas of Building 1; however, new doors will be incorporated where access to external areas can be achieved.
The new extension to Building 1 for dance/drama will consist of a palette of materials as follows:

- brick base and links to existing brick buildings;
- light weight structure clad with cement sheet and graphics to the dance/drama GLAs, which sits over the masonry base and defines the space;
- glazed roof light over internal corridor space, and
- metal roof deck.

Internal Materials

Internal materials for the redevelopment will include the following:
Science areas of Building 2:

- existing plaster walls and timber linings will be maintained and modified.
- existing ceilings will be kept and refurbished where possible, new ceilings will be a combination of plasterboard and acoustic tiles;
- new walls will be plasterboard with timber chair rails;
- floor finishes will be non slip vinyl and carpet; and
- new benches will be incorporated into the Science Labs and perimeter benches to GLAs.

General learning areas, staff offices and special education areas of Building 1:

- existing plaster walls and timber linings will be maintained and modified;
- existing ceilings will be kept and refurbished where possible, new ceilings will be a combination of plasterboard and acoustic tiles;
- new walls will be plasterboard with timber chair rails;
- floor finishes will be carpet with non slip vinyl to wet areas;
- perimeter benches will be incorporated into the GLAs; and
- the special education area will be fitted new benches, cupboards and a kitchenette.

Dance/Drama GLAs will include:

- acoustic ceilings, plywood wall linings and carpet floor finishes for Drama and timber floor for Dance;
- aluminium windows will have sliding internal shutters to facilitate blackout conditions;
- a large operable wall will divide the dance area from the drama area;
- the dance/drama areas have suspended light tracks, wall curtains and a mirror to the dance area; and
- storage areas will have shelf stripping and costume storage racks.

New toilets will be fitted with dual flush toilet suites and proprietary partitioning; and floors will be non slip vinyl.

BUILDING SERVICES

Mechanical Services

Science laboratories and general learning areas in Buildings 2 & 3 will be provided with:

- LPG reticulated gas outlets to all laboratories including gas control;
- low level exhaust systems to all laboratories;
- new fume cupboards to all laboratories; and
- general exhaust and relief air to all laboratories.

General learning areas and dance and drama areas in Building 1 will be provided with:

- separate ducted heating and ventilation systems to each dance and drama room with automatic controls;
- mechanical exhaust to toilets;
- general mechanical ventilation to internal rooms that do not have natural ventilation; and
- heat pumps to all classrooms.

Electrical Services

Science laboratories and general learning areas in Buildings 2 & 3 will be provided with:

- new fluorescent lighting with switching so lights at front of room can be turned off when projectors are used;

- power outlets above benches and on teacher's bench, as required;
- data outlets above benches for computer network. as required;
- power and data for smart board to each laboratory;
- new public address speakers;
- alterations to the security system to suit the new layout;
- extension of the CCTV system, as required;
- replacement and upgrading of two switchboards to facilitate the new equipment; and
- power and gas emergency stop facilities for each laboratory.

General learning areas and dance and drama areas in Building 1 will be provided with:

- new fluorescent lighting and switching zoned so lights at front of room can be turned off when smart boards are being used;
- lights generally controlled with motion sensors so lights are not illuminated when rooms are not used;
- power outlets above benches for computer and other electrical equipment;
- data outlets above benches for computers;
- power and data for smart boards;
- new public address speakers;
- extension of the CCTV system to cover the new areas;
- alterations to the security system to suit the new layout;
- replacement and upgrading of two electrical sub-boards;
- new performance lighting with bio box control for dance/drama areas and
- a good quality sound system for dance/drama areas.

PROJECT FUNDING

Funding to the amount of $3,380,000 has been provided by the Tasmanian State Government for the project.

The project funding is divided as follows:

Description	Budget Component ($)
Construction estimate	2,571,600
Furniture and equipment	283,920
Consultant's fees	270,400
Art in Public Buildings	54,080
Contingency including post occupancy works	200,000
Total	3,380,000

Cost Estimates

The project budget was developed by the Department of Education in consultation with a firm of quantity surveyors.

Forward Brianese & Partners' quantity surveying sub-consultant Stehel Consultants has provided cost information and estimates for the project, based on the design developed to date. The details of the cost estimate are as follows:

Description	**Cost Estimate ($)**
Building works:	
New Dance and Drama Areas	950,000
Upgrade of Science and General Learning Areas	1,540,587
Sub total	2,490,587
External works	
Landscaping and External Learning Areas	81,013
Sub total	2,571,600
Other Construction Costs	
Contingencies	150,000
Post Occupancy	50,000
Total Construction Budget	2,771,600
Furniture and Equipment	283,920
Artwork	54,080
Sub-Total	3,109,600
Consultant's Fees	270,400
Total Budget	**3,380,000**

The current construction estimate indicates that the developed design is within the budget.

Potential Project Constraints

Risks and constraints identified in relation to the project timeline and final scope include the following:

- reduced competitive tender market due to more attractive project works available elsewhere at the time of tender;
- construction over the winter months that may cause delay;

- the need to divide the construction period into stages to enable part of the building to continue to be occupied to minimise disruption to timetabling of available learning areas at the school; and
- the necessity for construction work to be carried out whilst the school remains in operation to maximise the period of time available to contractors to complete work.

Any influences to the project timeline or budget evident at tender, will be managed within the current project allocation.

EVIDENCE

The Committee commenced its inquiry on Monday, 29 June last with an inspection of the site of the proposed works. The Committee then returned to Committee Room 2, Parliament House whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Kelvin Griffiths - Senior Project Officer, Department of Education
- Stephen Mannering - Principal, Rose Bay High School
- Michael McLaren - School Association Representative
- Andrew Grimsdale - Forward Brianese + Partners, Architects

Background

Mr Griifiths provided the following evidence in relation to the project background:-

> *Student enrolments at Rose Bay High School have steadily increased over recent years due to the high quality and variety of educational services being offered, coupled with a significant population growth in feeder areas. Current student enrolments are around 675. As a consequence, architectural consultants were initially engaged in 2003-04 to identify strategic options for the ongoing development of the school's facilities. This process involved extensive school and community consultation and led to manual arts facilities and some classrooms being recognised as requiring immediate attention. Refurbishment of these areas was completed in 2005.*
>
> *The current project under consideration today provides a very welcome opportunity to address the next stage of prioritised works at the school. This will involve the refurbishment of further classrooms, science learning areas and the construction of a modern performing arts area for teaching dance and drama. Through upgrading existed tired, outdated and poorly-equipped learning areas this project will ensure students at Rose Bay High School will have access to up-to-date computing and other amenities specifically designed to fully support and maximise their learning opportunities. A number of environmental sustainability design features focusing on saving power and water will also be incorporated into the works. Funding of $3 380 000 has been made available for the project, with anticipated construction costs being around $2 771 000. Construction is scheduled to commenced in August 2009, with completion expected by August 2010.*

Support for works

Mr McLaren made the following submission in support of the works on behalf of the School Association:-

> *... I have been involved at the school since 2005. I arrived with my children going into the school just at the time the first development happened. So the kids and the staff have been getting good value out of that. Then it has just been this next stage which we hear about at our School Association meetings every month from Steve and also through newsletters to the school community letting the school know what is going on. The 1960s classrooms really do not fit into the new century. So I think it is well overdue. We have seen what it can look*

like and we would hope that the school could continue to develop to the master plan because there is towards 700 students there now. There are a lot of really good things happening at the school.

The Principal, Mr Mannering added:-

I think you will have a twenty-first century school, for a start, in a 1960s building. The outside will look pretty well the same as it has done and that is probably a good thing because you cannot demolish the building. The cost of demolishing the building and starting again would just be exorbitant and would not even be considered. From the point of view of the facilities, the facilities will be excellent once the full master plan is implemented. In stage 3 that is really where the whole thing comes together. We have had different areas refurbished but the stage 3 focus is on the middle - the link building - where we went into the front foyer. All the student access into the main building, on the top level, that is all part of stage 3. So student access in off the buses, into locker areas and also parent access down the bottom will be addressed in the link, which is the middle building between the two buildings that were built initially. So the one parallel to the river was built first. The next one which was built was over here. Then they decided to link the two up and none of the levels were the same. So all the levels were different. That is what has caused the problem. So we are looking at a lift and a few other things in stage 3 to address some of those access problems for students who might be in wheelchairs. But that will be solved in due course.

Environmental sustainability

The Committee questioned the witnesses as to whether it was proposed to install 'read-out systems' to augment students' study in relation to the environmental sustainability characteristics of the project. Mr Mannering responded:-

We have been successful in getting the $50 000 Federal Government solar grant. That will be signed off in the next day or two. It has been approved, who the contractor will be. As part of that, we are putting in the energy monitoring system for our power consumption. So we will have available on our school intranet the amount of energy we are getting off the solar panel, what we are using on the grid, and students will be able to map that on a daily basis, even on an hourly basis, once that stuff is installed. That will go on the top of the science block. That facility will be there in science classes for them to see hard data as it happens.

... The other thing we are doing is in relation to the floor heating. Currently the whole of the school was on in-floor electric heating which is horrendously expensive and even if the day slightly warms up, you can't turn it off so that residual heat stays there and the cost of running it is quite exorbitant. You will see in there we have factored heat pumps into as many of the areas as possible and particularly equally with cooling, you get the sun in the summer and that heats the buildings up. As I see it, heat pumps will be good.

Mr Grimsdale added:-

One of the things that we like to do with a lot of the schools if we can is to try to make some of the more static ESD issues visible, like putting a clear panel in one of the ceilings so you look up and see insulation so that the students have an idea about what is going on because at the moment we have to heavily insulate buildings, as you are probably aware, so it is all hidden behind walls and ceilings and nobody really knows it is there.

As Steve said, with the monitoring of the power we are also looking at other issues with lighting and how we control it. The lighting system is controlled on motion sensors in a lot of the rooms so if there is nobody in there, they will switch themselves off. They are all gang switched so that they do not have to have all the lights on because there is a lot of natural light that comes into some of the rooms so, again, it is set up so that they just have the lights on the inner side if there is not so much light there.

The Committee questioned the witnesses as to what was included in the design to minimise the impact of the sun into classrooms. Mr Grimsdale responded:-

At the moment we have undertaken some studies, some solar studies, to see at what angles the sun comes through into those. We can address most of it at a future date in one of the next stages with sun shading. It is possible. The worst facade is the western facade because it is very low and we cannot have horizontal, we need vertical shading to stop the sun in there, but that is by far the best method of doing it because you are stopping it before it gets into the building.

Within the building there is a furniture and equipment budget so you will have some blinds in most of those rooms, which is what we have done in the past, and there is the old drama room and we have a component in there to try to put some physical sun shading across one of the windows in there.

Artistic treatment

The Committee questioned the witnesses as to whether the students would be involved in the decoration of the fibre cement paneling. Mr Grimsdale responded:-

We would like to do a pixilated group of students, somebody doing dance/drama, but make it obscure enough so that it read as a graphic but you could see it if you looked back but would not recognise anybody. It is a treatment to try to get rid of big blank facades, which invariably some of these buildings are if you are not careful.

I think we can get (the students) involved early. Plus it is something that can be applied at any time. It is not built into the substrata, if you like. The substrata will be built up and then it will be put on afterwards. We have kept it as simple as we can so that it is fairly easy to do. We are trying to keep it clean, simple but quite elegant. That helps to save the dollars obviously but it is also just a nice way of ending that building, rather than the toilet block.

Size of GLAs

The Committee noted the size of the GLAs and questioned the witnesses as to whether any consideration had been given to an open plan design with offset, small study rooms such as that proposed for the Kingston High School. The witnesses responded:-

Mr MANNERING *- We are limited by the building.*

Mr GRIMSDALE *- A lot of it is to do with circulation and escape routes. The fact that you take the maths-science area, we would like to have taken off more of those corridor spaces but because they are science rooms, you do not want people trafficking through them and we do need to have alternative means of escape out of both of those areas.*

Mr MANNERING *- Especially as it is on the third floor.*

Mr GRIMSDALE *- So, in this particular instance, it was deemed that we would keep the central corridor but we would try to open it out into it. Certainly in the other block where distance education was, where we are putting them in there, there is no reason you cannot teach across the corridor as we did up in humanities. But, no, this building did not lend itself too much to absorbing the corridor into the GLAs and break-outs. In fact, if you want to really be pedantic about it, you might have noticed a lot of new aluminium doors up there. Most of the compartmentalisation exceeds what the building code allows, and so they put smoke doors in a lot of the schools now to break down the compartmentalisation because of circulation and escape issues.*

Mr MANNERING -... *From the point of view of supervision, for senior staff it is fantastic. I can walk by and observe the school in action. With the initial ones you would have noticed there was clear glass right through. We are looking at some kind of opaque glass treatment up about head height for students. But the staff have never expressed any concern about it. We thought if we could make some improvements, one improvement would be to have the translucent glass up a little higher but that is the only change we are*

thinking of. We have a lot of issues in education where people go in and close the door and no-one knows what is going on. This is really transparent. It does mean you can walk through the school and see what is happening and I think that is a good thing.

... We have modelled our timetable with all the options against all the buildings. As long as our numbers stay as they are or less, we have no problems as far as accommodation is concerned. We have sufficient break-out spaces, computer labs. The computer labs are not scheduled for lessons, except for computer classes, so there is some flexibility around those. Then there are the computer little break-out spaces on both those teaching areas and there are also computers in the classrooms so I think we will be pretty right as far as that is concerned. While the construction is under way it will be an issue. A full school while you are trying to pull some of it apart will be a challenge.

DOCUMENTS TAKEN INTO EVIDENCE

The following document was taken into evidence and considered by the Committee:

- Rose Bay High School – Redevelopment of General Learning Areas and Specialised Learning Areas for Science, Dance and Drama – Submission to the Parliamentary Standing Committee on Public Works – 29 June 2009.

CONCLUSION AND RECOMMENDATION

The need for the proposed works was clearly established. The existing facilities at Rose Bay High School, particularly the general learning areas, were designed and constructed to suit teaching methodologies that are now considered outdated and no longer suitable for the effective delivery of the curriculum due to their size, configuration and quality of amenities.

While some parts of the school's general and specialist learning areas have been replaced or refurbished over the years, much of the building works undertaken over the life of the facilities have related to cyclical maintenance, minor refurbishment and fit-out alterations.

The buildings containing general learning areas are substantially in their original configuration. The existing science facilities are also in their original configuration and contain out-dated fittings and fixtures. These areas require significant redevelopment to provide an effective and contemporary teaching and learning environment.

The Committee was of the view that the positive energy dynamics of the new facility might be used as a learning opportunity by the Rose Bay High School if monitoring equipment to measure the savings in energy can be installed.

Accordingly, the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of $3,380,000.

Parliament House
Hobart
29 July 2009

Hon. A. P. Harriss M.L.C.
Chairman