

2007

(No. 8)



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PARLIAMENT OF TASMANIA

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PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

# Mayfield Primary School Redevelopment

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

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## MEMBERS OF THE COMMITTEE

Legislative Council

Mr *Harriss* (Chairman)  
Mr *Hall*

House of Assembly

Mr *Best*  
Mrs *Napier*  
Mr *Sturges*

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## INTRODUCTION

To His Excellency the Honourable William John Ellis Cox, Companion of the Order of Australia, Reserve Forces Decoration, Efficiency Decoration, 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: -

### **Mayfield Primary School Redevelopment**

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

## BACKGROUND

### Historical Context

Mayfield Primary School was established on the present site in 1954 and is located in the heart of the Northern Suburbs of Launceston. The school is central to the Mayfield community. It was one of the earliest purpose built Housing Commission suburbs.

The school is located on a large parcel of land in the centre of the suburb. There are two large weatherboard buildings known as Early Childhood and Primary blocks. These are separated by a large section of open asphalt play area.

The school caters for children from Kindergarten to Grade 6. An increasing focus of learning in recent years has been on providing programs of support in the early years, i.e. from Birth to age 4. Mayfield Primary School has also been active in developing partnerships with various community organisations.

As a new and developing suburb the school went through a period of significant growth with a peak school population at 650. In recent years the school has maintained a population of approximately 260-270 FTE students. The current enrolment trend is a mild decline in enrolment. Enrolment predictions for 2007 are 249 FTE and 259 students.

There is zoning in the Northern Suburbs with the majority of students coming from Mayfield suburb and Newnham area. There are currently a number of students who live in Rocherlea who also attend Mayfield. The school has a very high Educational Needs Index at 89.99, indicating a relatively low socio-economic status. There is high level of unemployment, social issues and emotional needs in the suburb. A significant number of students come from single parent families.

The school is the heart and focal point of the residential suburb, with a high percentage of Housing Department tenants. There are few support services located in the suburb and the school provides valued support to the community.

There is a small local supermarket supporting the community. A small number of parents/students choose to access support through the Northern Suburbs Community Centre located at Rocherlea.

The school has a very positive reputation for the quality of the curriculum provided and for support programs for all children in maximising their learning potential. This was recognised when the school received the Minister's Learning Together Award in 2006 for an outstanding example of educational excellence in its provision of a wide range of flexible learning programs to support students' participation and achievement.

The school was also recognised in 2006 by its invitation to participate in the Minister's Engaging in our Communities taskforce and being identified as a 'shining example' for its development of innovative and collaborative partnerships with school, families and the community.

Diversification of the curriculum has occurred over recent years enabling children to access a vast range of academic, cultural and extra curricula activities.

Major building works since the school's initial building have been minimal. Modifications and alterations to classrooms to meet changing curriculum requirements and maintenance have been made possible through careful school budgeting of resources to maintain facilities and align with OH&S requirements.

The school buildings, although well maintained, have substantial deficiencies for learning in 21st Century. They also do not provide the school with the capacity to enhance its current provision and to build on the vision (established by the Steering Committee – refer section 5.0) of providing a "connected adaptable and inclusive community facility that fosters innovation, maximises individual potential and develops socially responsible citizens with the wisdom to make good choices."

#### School & Community Consultation

A Steering Committee was established in August 2005 to conduct a major planning exercise to assess present and future needs in Launceston's northern suburbs, prior to the Department of Education (DoE) committing to a formal program of works.

The Steering Committee operated under the direction of the former Northern Branch Director and comprised the following members:

Mike Willie, Former Branch Director, Northern Branch (Chairperson)  
Heather Fahey, Principal, Mayfield Primary School  
Craig Tyeson (Former Principal, Rocherlea Primary School)  
Malcolm Hales (Principal, Rocherlea Primary School)  
Jo Cassidy, Chair of Rocherlea Primary School Association  
Katrina Tatnell, Chair of Mayfield Primary School Association

Tim Gourlay, Manager Facility Services  
Michelle Foster, Co-ordinator Works and Services Facility Services.  
Further parties were invited to attend Steering Committee meetings to ensure that the most comprehensive consultation was undertaken:  
Alan Larcombe, Principal, Mowbray Primary School  
Warren Pill, Principal Brooks High School  
Ian Abernethy, Launceston City Council  
Malcolm White, Launceston TAFE,  
Lyle Catlin, Project Officer Facility Services  
Deborah Aukland, Project Officer, Facility Services

The Steering Committee also obtained information and advice from the following organisations and individuals:

Prakash Nair, Education Facilities Planner, Fielding Nair International  
Staff and parents, Rocherlea and Mayfield Primary Schools  
Launceston City Council  
TAFE Tasmania  
Department of Health and Human Services (DHHS)  
Department of Infrastructure Environment and Resources (DIER)  
AEC Group (Demographers)

As one of its first tasks, the Steering Committee developed a vision statement for the project to guide the consultation process and ensure the most effective outcome. The vision statement represents the combined aspirations of the school and broader communities to establish an educational facility that is:

“A connected, adaptable and inclusive learning community that fosters innovation, maximises individual potential and develops socially responsible citizens with the wisdom to make good choices”

The Steering Committee’s brief was to:

- Identify and engage key stakeholders;
- Conduct research on innovation and best practice;
- Consult and Communicate;
- Establish and co-ordinate a working group;
- Conduct a demand outlook for government primary school services (Years K-7) in the Launceston Northern Suburbs;
- Review the adequacy and appropriateness of the currently available education facilities to meet contemporary learning needs and improve educational outcomes;
- Determine the best provision of educational facilities for the Launceston Northern Suburbs; and
- Advise on the best application of funds for the \$6.064m Capital Investment Program project.

Prakash Nair, President of Fielding Nair International was engaged as the official Educational Facilities Planner for the project to assist the Steering Committee in its investigations, analysis and consultation.

## Enrolment Demand Outlook

In determining the needs of the primary school cohort in the Launceston Northern suburbs, a capacity and demand analysis was undertaken based on projected enrolments until 2011. The table below lists full time equivalent (FTE) enrolments:

	Actual	Projected				
School	2006	2007	2008	2009	2010	2011
Rocherlea PS	192	193.5	187	184	174.5	169
Invermay PS	243	236.5	240	228	222.5	223
Mayfield PS	267.5	248.5	237	233	227.5	221
Mowbray Heights PS	433.5	429	412.5	400.5	395.5	384.5

### Recommended redevelopment option

Mayfield Primary School and Rocherlea Primary School were identified by the Steering Committee as the primary schools with the greatest need in the Northern Suburbs. Both schools are dealing with similar issues in terms of age of building stock (1950's timber buildings), suitability of facilities to meet contemporary teaching and learning needs and declining enrolments.

The project's Educational Facilities Planner, Prakash Nair, utilised the 'Educational Facilities Effectiveness Instrument (EFEI) developed by Fielding Nair International to assess the effectiveness of these facilities in supporting improved educational outcomes.

Mayfield Primary received a significantly higher score than Rocherlea Primary School due to the physical connections with its community, flexible programs, site layout and building condition and configurations that provide opportunities for cost effective redevelopment to meet contemporary learning needs.

Mayfield Primary School will sustain enrolments over 200 students in the medium term. The proposed project will provide new and refurbished accommodation for up to 300 students. The central location of the school within its local community supports its role as a community hub, providing easy and safe walking access to the site from surrounding residences without the need to cross main roads.

The facilities are in fair to good condition due to a committed maintenance regime by the school. However the original timber buildings constructed in the 1950's no longer respond to contemporary teaching and learning practices. There has been limited expenditure on facilities, with \$150,431 of capital funds expended on this site since 1990.

Following initial meetings at the end of 2005 to undertake the above analysis of demographic trends and review the existing facilities at both sites, the Steering

Committee was reconvened in February 2006 to continue consultation with the school communities.

Community consultation sessions were held with staff parents and local communities of Rocherlea Primary and Mayfield Primary over three days from 15-17 February. These sessions were facilitated by Prakash Nair with a view to determining a strategy for capital investment to benefit these school communities.

The preferred option that emerged from these discussions was to continue the provision of K-6 educational provision at both Mayfield and Rocherlea Primary Schools, enhance the facilities at Mayfield Primary School, and investigate options for new educational facilities for northern suburbs primary school students based at Brooks High School. It was envisaged that such facilities would assist in transition programs, and build an enhanced sense of 'shared' community, as well as providing middle/primary school teaching and learning facilities on this site.

Further work was undertaken over this three day period to develop a scope of work for the redevelopment of Mayfield Primary School. A site Master Plan was developed for Mayfield Primary School that supported the community outreach programs currently operating at this school. The Master Plan included a new multi-purpose hall, library and canteen that could be access by the community, new administration area and upgrade of general learning areas in existing buildings.

On 1 November 2006, the Minister for Education announced that the upgrade of Mayfield Primary School would proceed as a Stage 1 of the overall Launceston Northern Suburbs project, with further consultation and development work on Stage 2 of this project with the local community.

ARTAS Architects were engaged as Consultants for the Mayfield Primary School redevelopment. A Project Working Party was established to continue to develop the Project Brief, detailed development and documentation, comprising the following members:

- Mike Willie, Former Director Northern Branch
- Heather Fahey, Principal, Mayfield Primary School
- Nick Smith, Assistant Principal, Mayfield Primary School
- Mike Wilkinson, Project Architect, ARTAS
- Lyle Catlin, Project Officer, Facility Services

The school staff have been consulted and their input sought at various stages during the process before sign off of the brief, design schematics and documentation. Wider School community consultation is also being sought by the School.

The following priorities for redevelopment have been developed by the Project Working Group, in consultation with the school community:

- Upgrading of the general learning areas (GLA's) including: review and upgrade of lighting, power and communication, ventilation, storage and teaching space generally in the existing school buildings.

- Provision of a new building on Hargrave Street to encompass: a new Multi-Purpose Hall, teaching/learning space, which will include music and drama/performance area. It will have the ability to close off/secure dedicated activities and open up to whole-of-school activities, gatherings, assemblies etc. A Canteen is also to be built as part of this new building to serve the Multi-Purpose Hall at times and predominately cater for students and Staff;
- New Library/Resource Centre;
- New Administration space/Reception point for the school which will be a focal point for the school and broader school community during and after hours.
- Refurbishment of existing learning areas to provide contemporary facilities to support teaching and learning into the future.
- Construction of a new carpark to the east of the new building on Hargrave Street.
- Upgrading and replacing old school services such as power, fire protection, communication and drainage.

## **CURRENT NEEDS AND EDUCATIONAL PRIORITIES**

Many of the students have been involved in the planning process via their school curriculum. The opportunity to explore the updating of the school's infrastructure to meet 21st Century learning needs for Mayfield has been an exciting process for members of the school community. It has enabled them to design buildings and refurbish existing internal spaces so that they cater for, and reflect current pedagogy and modern teaching and learning methodologies. It has also enabled the school community to review its priorities on the curriculum needs, nature of inclusive practices and how the school can best respond as a community facility.

Mayfield has a strong social justice and equity focus. The staff have developed and implemented a wide range of programs to ensure all students participate in appropriate learning and develop a wider understanding of education, life and the world of work.

The programs have become an integral part of the school curriculum and are strongly supported by all the community. The programs cater for student's social, emotional development as well as literacy, numeracy and social skill needs. The aim is to maximise the learning potential of all students and to empower students to give them power over their own lives and futures. Staff are also strongly committed to enhancing the current learning partnerships in Birth- 4 programs and developing community partnerships.

This reform agenda will enable Mayfield to build on its current reputation for educational excellence to ensure that programs meet the needs of its students into the 21st century. The upgrading of facilities are critical to its ability to ensure that high standards are maintained and learning outcomes are guaranteed for all members of the school community. The building of multi purpose hall and community library will facilitate the ongoing development of the school as community hub.



The 'Engaging Our School Communities' Taskforce report to the Minister for Education identified Mayfield Primary School as a strong example of a school providing literacy support for their local community. A community area is to be constructed within the proposed new library which will house a small collection of targeted items provided by the State Library and managed by the school. Computers will be installed to support the information needs of the community and there may be the possibility for users to access books and resources from other libraries through a volunteer courier service.

The school believes that there would be many benefits from such an arrangement, but particularly that children would see their parents and other role models, many of whom are unable to access the local public library, accessing and using the resources and valuing reading.

The Taskforce recognised the important work Mayfield is undertaking with their local community and has provided Recommendation (14) to the Minister, that

'The Department of Education ensure the installation and the collection of library resources in the new community facility at Mayfield Primary School is undertaken when it is established, and that use of the materials be evaluated at the end of 2007 with a view to assessing its suitability for expansion to other similar communities.'

The school's goal is to provide learning opportunities for all members of the school community and to provide the community with the physical infrastructure to match the quality teaching programs. This redevelopment will provide the community with a quality educational facility of great capacity and flexibility. Mayfield is known and has a reputation for excellence, and this redevelopment will support our pursuit of this goal.

Currently the buildings are disjointed, lack connectivity and reflect design from a previous era. While well maintained, they do not provide the school with opportunities and flexibility to provide the diverse range of flexible programs in the early and primary years, Birth-4 programs and to develop the school as a community facility.

The Steering Committee, staff and community believe that the new work, the first of significance since the school was built in 1954, has an opportunity to:

- Provide new and required facilities;
- Refurbish classrooms to a contemporary standard;
- Provide the links and connectedness to and for all parts of the school site;
- Allow the buildings to provide the flexibility and capacity required in delivering a contemporary curriculum;
- Provide facilities to benefit the wider community; and
- Provide us with the opportunity to continue to develop the school as a community hub and build learning capacity and life long learning opportunities for all members of the Mayfield community.

## **AREAS FOR REDEVELOPMENT AT MAYFIELD PRIMARY SCHOOL**

### **Site summary**

There are two existing main school buildings which comprise 2,460m<sup>2</sup> (fully enclosed covered area) on a total site area of 3.35 hectares.

The existing structures consist of two single storey weatherboard buildings (circa mid 1950's) with brick foundation walls and timber framed roof, walls and floor. The built facilities have received minimal work since their original construction and still represent the teaching and learning philosophy of the 1950's era.

Mayfield Primary School has commenced an improvement program in outdoor areas, including landscaped garden beds and external seating for students to provide attractive gathering spaces for play and outdoor learning activities.

### **Building 1**

Building 1, fronting Mitchell St, accommodates the existing Administration, computing lab, multi-purpose space and general learning areas.

The Reception area is restricted in size and can only cater for small numbers at one time. The administration work area is also restricted in size with corridor and circulation areas bisecting the work area further restricting its functionality. There is no access for people with a disability between the administration area and the remainder of the building, with stair access required to the corridor servicing the general learning areas. There is a limited number of visitor carparking spaces available near the reception area entry.

The Multi-purpose space is a room through which 3 class groups of students must access their general learning areas. The space is the equivalent of two classroom spaces, and is not appropriate for indoor sports activities due to low ceiling heights, adjacent classrooms (noise disruption) and a large amount of glazing to perimeter walls between classrooms. This space is currently used for music, drama and performing arts activities. There is no other indoor space for sports activities during inclement weather.

Classrooms in this building are the traditional 'single cell' rooms extending along an access corridor. A limited number of these classrooms have access to a wet area. However the classrooms have limited ability for multiple activities and team teaching opportunities. There is no external access to the classrooms and no indoor/outdoor connections.

The library is accommodated in two standard classrooms and is restricted in size and functionality. There is limited opportunity for class groups to work in the library and resource display and storage is limited due to lack of space.

## Building 2

Building 2 accommodates learning areas for early years and kindergarten. While the kindergarten space operates well with flexible open space and access to an external deck and play area, the remaining general learning areas are configured as traditional classrooms and have limited opportunity for flexible programs and team teaching.

Some classrooms have a single external access door, however there are no indoor/outdoor connections that provide meaningful outdoor spaces for learning, such as decks or covered areas.

The existing kiosk is in a very restricted space with no associated outdoor covered area for students to wait for service, or for seated eating.

## School Planning and Design

### Master Planning

A master planning session was held by the Education Department at Mayfield Primary School over three days from 15-17 February 2006. Prakash Nair (Educational Facilities Planner) facilitated these sessions and worked to develop some concept proposals for discussion over the course of the workshops.

The Master Plan proposed to construct a new building incorporating administration, library, canteen and multi-purpose hall as a key community hub for the Mayfield community. The new building would be located along the Hargrave Crescent frontage to take advantage of higher visibility and improved access, both by vehicles and pedestrians from this access point, with the opportunity of constructing carparking.

Building 1 would be converted to more open and flexible general learning area accommodation, with indoor/outdoor connections and wet areas. The existing multi-purpose space was proposed to be converted to a 'life-skills' centre for community access to health and wellbeing programs.

Building 2 general learning areas would also be converted to more open and flexible learning areas for the early years, with indoor outdoor connections and wet areas.

The existing outdoor girl's toilet building, which poses problems in supervision and access issues during inclement weather, is proposed for demolition and new student toilets are proposed to be constructed.

This project plans to provide new and refurbished accommodation for 300 students (12 general learning areas. The projected enrolment for 2007 is 260 students (248.5 FTE). The remaining building areas in Building 1 and 2 that are not being refurbished in this project have the capacity to accommodate a further 75-100 students (15-16 general learning areas).

## New Building

The new building, comprising the Multi-Purpose Hall, Library, Administration Facilities and Canteen, whilst providing much needed facilities for the School will also be a major community focus in the area.

Parents and friends of the School see the School as a meeting point or hub for exchange of ideas, a gathering spot for community interest groups such as Neighbourhood Watch and Girl Guides. It will provide a place for support groups, in working with the School for the benefit of the school children and their families as well.

The Multi-Purpose Hall component of the new building can be divided into two teaching spaces separated by an acoustically rated operable wall. It can be opened up for School assemblies and meetings, school productions, drama and music recitals. It can also be opened up to the outside for the benefit of larger gatherings using bi-fold glazed doors.

The Multi-Purpose Hall has storage space off to the east side for chairs and equipment. The Multi-Purpose Hall will be fitted out with a base level of lighting and sound equipment.

The Canteen is appropriately located to directly cater for gatherings in the Hall as well as for children and staff at school. It can also be used for teaching food technology with small groups of students.

The Library is a higher volume space like the Multi-Purpose Hall which will suit the plan form of the facility. It will provide for traditional uses for children such as a lending facility for books, CDs, research, watching educational programmes. Space will be provided for children to lounge and read. Visiting parents can browse the internet and catch up with like minded parents whilst enjoying a cup of coffee.

A glazed wall at the entry to the Library from the foyer will provide good visibility into the space.

The Library/Resource Centre opens up to the playing field to the south west by way of bi-fold glass doors to provide a terrace for outdoor reading and discussion area for the children.

The new Administration area is situated between the Multi-Purpose Hall and Library and provides a link between these two sections. This will be the new entry point for the School and has a Reception facility, meeting room, Principal's and Assistant Principal's office and work area for the Reception Staff.

The building fronts Hargrave Street to the north and to the south links with the balance of the School by way of a new covered way from the north end of Building 1 to the new building on Hargrave Street. It also encloses the Building 2 courtyard on the west side.

The new building displaces some hard standing area, so line marking and posts for two netball courts will be provided between the covered way and Building 2 courtyard.

## Building 1

Existing Building 1 is the current Reception point for the School on Mitchell Street. The building currently houses Administration, six GLA's, Life Skills Area, Computer Lab and a Library across two classrooms.

It is proposed to maintain the current balance of six GLA's, one Computer Lab, reduced size Life Skills space, to be refurbished.

It is intended to refurbish the space currently occupied by the Library when demand requires.

The Life Skills Area/Flexible Programmes space will be refurbished, with the three GLA's and a Computer Lab grouped around.

The current Admin area will be used for Teacher Assistant's accommodation and staff office.

The current Principal's office will be converted to a resource room and next to it will be an art store.

Three of the GLA's accessed off the main corridor will be upgraded and provided with new wet areas between classrooms with direct connections between the two and links to outside.

The current Staff Room is to be remodelled to provide a Meeting Room and Staff Toilets, and will be upgraded.

The Toilet Block will be refurbished with emphasis placed on water saving techniques and devices.

Access for people with a disability is to be provided to each end of Building 1 by new concrete ramps.

The existing library will be returned to two classroom spaces. No work will be carried out to upgrade these and one adjacent classroom at this time.

## Building 2

Building 2 is a U shaped configuration around an existing hard paved, partly landscaped courtyard. It currently comprises six GLA's including two Kindergartens and it is proposed to maintain that balance.

All the GLA's to some extent are being refurbished with new paint and carpet, heating, ventilation, light, power and communications. Generally the plan is to provide a shared wet area between 2 GLA's to facilitate shared resources for teaching

and learning opportunities, similar to Building 1. New concrete decks are being constructed with direct links to adjacent GLA's on the north side. Access from the courtyard is being provided directly into classrooms to reduce the need to walk through some classrooms to get to others.

The Toilet Block on the south east wing is being renovated.

Access for people with a disability is being provided to Building 2 by way of concrete ramps on the north west corner of the building.

No work is planned for the Staff Area and Kitchen on the south east corner.

Both existing Buildings 1 and 2 windows are to be protected on the north and west sides with sun shading (refer to plans).

### Building Materials

New Building (incorporating Library, Admin and Multi-Purpose Hall and Canteen)

- Reinforced concrete slab.

- Steel columns and roof frame.

- Colorbond steel sheet roofing, insulated.

- Powdercoated glazed bi-fold doors and windows.

- Symonite wall cladding, brick cladding, rendered masonry.

- Internal wall linings – plasterboard/veneered plywood.

- Internal ceiling linings

  - plasterboard and acoustic tiles to office and Library

  - perforated ripple foil to Multi-Purpose Hall.

- Internal wall framing – plantation pine/hardwood.

- Joinery – laminated products.

- Canteen – stainless steel benches and frame.

### Building Services

#### Electrical Services

##### Site Reticulation.

Modifications to the existing site power reticulation will be made to accommodate the new distribution switchboards for the new extensions.

##### Site Lighting.

General security lighting will be provided by wall mounted bulkhead luminaries. This will be controlled via time clocks and PE cell from local switchboards.

##### Power

General purpose socket outlets will be provided throughout the buildings supplied from local distribution switchboards.

### Lighting

Lighting will be achieved by the use of fluorescent luminaries. K19 diffusers will be installed in all general areas and the use of louvers will be used to reduce glare issues in areas where screen based tasks will be undertaken such as work rooms.

### Heating

Flush ceiling mounted radiant heaters will be provided throughout the spaces. They will be controlled via local space thermostats and after hours controls.

### Communications

A category 6 structured cabling system will be provided throughout. The system will be suitable for both voice and data. All works will be installed to AS3008.

### Public Address

The existing Public Address system will be replaced as it has reached the end of its serviceable life. The new system will be extended in to all areas of the school and have greater functionality.

### Smartboards

Smartboards will be provided in nominated locations throughout the school. This will provide the latest in technology and teaching aids.

### Fire Detection and Alarms

The existing Fire Detection and Alarm system will be extended and modified to ensure compliance with AS1670 and the Tasmanian Fire Service requirements.

### Security Detection

The existing Tecom Security System will be extended with PIR and break glass alarms incorporated.

## Mechanical Services

### Ventilation

Most of the teaching and ancillary spaces are supplied with external windows and these will be reviewed to ensure they meet the natural ventilation clause F4.5 in the BCA. The remainder will receive borrowed ventilation from adjacent rooms or through ventilation fans for internal spaces.

### Exhaust

The toilets will be provided with exhaust ventilation to meet the requirements of the BCA and AS 1668.2-1991.

## **COST ESTIMATES**

The project budget has been developed in consultation with Matrix Management Group as shown below:

Element	Cost Estimate
New administration, library and multi-purpose hall	\$1,120,000
Building 1A upgrade	\$340,000
Building 1B upgrade	\$280,000
Building 2	\$460,000
New toilets and walkway	\$300,000
Demolition and removal	\$40,000
Carpark	\$40,000
Landscaping	\$60,000
Sub total (construction)	\$2,640,000
Construction Contingency (5%)	\$130,000
Design contingency (5%)	\$130,000
Total construction budget (including contingency)	\$2,900,000
Commissioning, relocation, staging costs and post-contract contingency	\$40,000
Public Artwork	\$60,000
Consultant fees	\$260,000
ICT / Furniture and equipment allowance	\$360,000
Total	\$3,620,000

The construction budget (including contingency) is \$2,900,000.

The current construction estimate is \$2,875,925, which is within \$24,075 of the construction budget.

## EVIDENCE

The Committee commenced its inquiry on Monday, 26 February last. The Committee inspected the site of the proposed works and heard the following witnesses who made the Statutory Declaration and were examined by the Committee in public in the Conference Room, 4<sup>th</sup> Floor, Henty House, 1 Civic Square, Launceston:-

- Liz Banks, General Manager Learning Services (North), Department of Education ;
- Heather Fahey, Principal Mayfield Primary School;
- Tim Gourlay, Manager (Facility Services), Department of Education; and
- Mike Wilkinson, Consultant Architect, Artas Architects.
- Ray Cadman



## Overview

Mr Gourlay provided the Committee with the following overview of the proposed works:-

*This project began with an allocation in the 2005-06 State Budget of some \$6.064 million in May 2005 under the project heading 'Launceston (Northern Suburbs) Primary Schools'. That allocation was primarily to ensure an upgrading in delivery of very contemporary primary education learning facilities to serve the northern suburbs of Launceston.*

*To properly deliberate and evaluate the best way of applying those funds, a steering committee was established by the department in August 2006. It was a representative group involving each of the school principals from the precinct, members of the school communities and departmental representatives. It was also an interdepartmental committee in that it had representatives from other government departments, it consulted with other government departments and also had a representative from the Launceston City Council. The committee met a number of times between August and the end of 2006. In its deliberations it explored a number of possibilities for the upgrading of primary education facilities in the northern suburbs. It prepared a report which, in the first part of 2006, was submitted to the corporate management group of the Department of Education as requested under the terms of reference of that committee.*

*As I indicated, the committee assessed the existing facilities and made an objective appraisal of those, mainly centred on Mayfield and Rocherlea primary schools. Part of the assessment involved an international education facilities consultant, Mr Prakash Nair, who applied a tool that is known as the education facilities effectiveness instrument, which is used as a base for measuring key criteria of effective education facilities. That assessment indicated that Mayfield rated fairly well in terms of providing a sound base of facilities that could be upgraded in a cost beneficial way and, relative to Rocherlea, it rated higher.*

*Having explored a range of options and a number of possibilities, the committee focused on one key aspect - that the Mayfield Primary School site and facilities should be upgraded to contemporary educational program standards. Having considered other alternatives, the corporate management group of the department also requested that some further consultation and deliberations be undertaken in relation to the balance of the project.*

*Given the detailed inspection on site this morning, which focused fairly thoroughly on the proposed scope of works, I do not intend*

*to elaborate on or work through the drawings, but our project architect will do that as we go through. One of the major aspects of the project is the proposed new footprint, so as well as upgrading the teaching and learning areas, there is a proposal to develop a new facility which provides basically administration, multipurpose facilities and a new library, which will be very much a community-based centre as well as a school facility. To elaborate a little on the importance of that centre in the scope of work, I will pass to the Principal of Mayfield Primary School to articulate that side of the project.*

Mrs Fahey added:-

*Thank you all for the opportunity to speak to you about this project. My comments reflect the views of the Mayfield school community and have been endorsed by them and by the chair of the Parents Association, Ms Katrina Tatnell. The school community view is that the proposed redevelopment is a wonderful and exciting opportunity to design a new building and refurbish the internal spaces so that they cater for and reflect current pedagogy and more modern teaching practices.*

*Mayfield Primary School is a highly valued central focus in our community and is in need of upgrading because it has not had any major capital works since the school was built in the 1950s. Given the age of the buildings, the school team has worked hard to maintain and upgrade classrooms using school resources because we believe that if you are to have high expectations of student learning, this will happen more effectively in quality learning spaces.*

*The redevelopment will provide connections in our buildings, updated and flexible learning areas and opportunities to provide community spaces for adult learning. It will enable us to continue to enhance our existing community partnerships. The proposed classroom spaces will be more open with access between rooms to encourage children in adjoining classrooms to work together, as well as extending the classrooms to the outdoors.*

*At Mayfield children and teachers learn in teams. They learn by thinking, trialling, discussing and integrating information in learning spaces, which are required to be flexible and interactive to cater for the individual styles of the learners.*

*The new building will provide the school with a signature entrance and general purpose hall and community library. Our current hall is equivalent to the size of two classrooms. This is particularly challenging in the winter period when it is the only space available to conduct health and PE lessons. It is also the only space we have for whole-school assemblies and celebrations when we at times*

*attempt to accommodate up to 400 people. As there is no community hall in Mayfield, this new hall will enable us to explore and expand the use of the school as a community facility, as well as its use for health and PE, music, drama, recreation and to accommodate all parents for school functions. One of the recommendations of the Engaging in Our Communities Taskforce is to trial a partnership with Library Tasmania by incorporating an adult borrowing section in the new library.*

*Mayfield parents and community members are highly supportive and positive advocates of the school and are proud of the excellent learning outcomes which we have achieved, such as our excellent results in State eye testing and our receipt of the Minister's Learning Together award, which recognised Mayfield's excellence in its provision of flexible learning programs to support learning for all. The minister also recognised Mayfield as a shining example of a school that actively supports and develops programs to engage the community in the school. We want to build on this.*

*The redevelopment will provide the community with a flexible learning environment for students, resources to continue to build community partnerships, recreation opportunities and support for parent learning. The notion of embracing the school as a hub of community learning is exciting. We need updated spaces, flexible learning areas, opportunities to provide community-based education, modern approaches to technology and a contemporary school that reflects the high-quality education outcomes for all students who attend.*

*Mayfield Primary School has an excellent reputation in our local and broader community for achieving high standards, for its innovative programs, for its commitment to and focus on developing quality partnerships and the relationships with the community and for doing whatever it takes to support students' learning potential. However, at times this potential and experience with programs have been compromised by the lack of space and the limited flexibility of current spaces. This exciting redevelopment will provide the Mayfield community with a quality physical learning environment which will match the existing excellence in teaching and learning programs. The Mayfield Primary School community deserves no less.*

### **Launceston (Northern Suburbs) project**

Mr Gourlay and Ms Banks provided the Committee with the following detail of the Launceston Northern Suburbs project.

**Mr GOURLAY** - *In putting forward the Mayfield redevelopment, it is implicit in doing so that the Launceston (Northern Suburbs) project has been divided into a two-stage project. This is very*

*much stage 1. I will ask the General Manager Learning Services (North) to explain a little bit about the second stage and the consultation process.*

**Ms BANKS** - *On 14 March I will call together the group that was nominated at the end of last year to be involved in phase 2 of this project and at that time we will open up the consultation to progress with what the community wants for the rest of the redevelopment of primary learning in the northern suburbs. The meeting was to have been held earlier this year; however, it was really important that we were inclusive about that and so we took the opportunity of the first available time that the mayor was available to participate because he is keenly interested and wants to be a part of that. That group was determined for me before I came into this job, so our first task will be to ask whether this is a representative group and whether we need to include others in phase 2. Phase 2 may still include members of the Mayfield Primary community as well, and in fact anybody who might want to have a say in what happens to the rest of that public money - the \$2.3 million.*

*I am hoping that that will be a clean, transparent and timely process so that the community feels reassured (a) that they have had a fair say, and (b) that the process will not drag on, given what has already happened, and thus adding to people's angst about the process.*

## **Plans and specifications**

Mr Wilkinson provided the following overview of the plans and specifications:-

*... The master plan brief called for a new building which would include a library, a multipurpose hall, a canteen and some administration facilities. It also called for the existing buildings - Building 1 being the southernmost building - to have the general learning areas tidied up and also provide some new linkages between them by way of having shared resources and wet areas. It also called for the refurbishment of the toilets, the demolition of the girls' toilet block and the western courtyard of Building 1 as well. Building 1 is the primary classroom block. Building 2, the early childhood block, also needed better access and also linking GLAs between the various areas within the building and providing shared resources and wet areas between those GLAs. Also it has some refurbished WCs and generally gets a good upgrade.*

*Key features of both the existing building designs were that new decks were to be put on the north-eastern side of the building to provide opportunities for outdoor learning and linkages to the inside of the classrooms. All three buildings are linked by an overall plan which provides a covered walkway from the end of*

*Building 1 to the new building and the area immediately outside that new building has a covered area as well, so there is plenty of shelter provided between the three buildings. That cuts across to the east also to provide a link to Building 2. As part of this redevelopment, we are also including a new car park, which provides an additional 12-16 spaces for the school to comply with the local planning guideline requirements of the Launceston City Council.*

*Also in the development, we are providing some background master planning to tie the new building, Building 2 and the car park together and soften the area at the front on Hargrave Crescent. There will also be some tree planting provided down the side of the sports field. To that end, I think I mentioned also that at the end of the new building there will be a terrace with some steps down to the playing field so that provides a nice outdoor reading area.*

*On infrastructure: all the electrics and basically the subwalls in the buildings are okay. They are getting upgraded. Reticulation out to the lights and heaters and the lights and heaters themselves are being upgraded, as a new fire detection system is being put through the building. There will also be new security, a new PA system and new communication system. The latter includes the frame for computer communications and also wireless technology will be put through the buildings to facilitate the use of laptops.*

*Those of you who have a copy of Building 3 footprint plan at the back of your report will see it shows the new building in somewhat more detail than I have just talked about. The multipurpose hall is divisible into two areas and it also opens up onto the courtyard around Building 2. That will facilitate a gathering of 300-400 people or small productions or a couple of classes. There is quite a bit of flexibility about that space. There is some storage off the back for some portable staging, chairs and any equipment the school needs to store. The two spaces are separated by an operable acoustic wall, which provides the separation required and that has a door so that you can walk through into that multipurpose smaller area.*

*Between that and the library there are some administration facilities and you can see that there are two offices there, the Principal's office and also an interview space. There is some storage behind the reception area and basically the front access to the school will be from this point. You can see where the foyer is; it comes into a reception area and the school access from the rear or south end of the building. The library has some regular stack space; it also has an area around that for learning or for a class situation, where they come in and use the library's resources as part of their activities. There is also a sort of soft lounge area, if*

*you like, for children's research, and somewhere to watch a TV program, a CD-ROM or what have you. It will be a community facility where parents and interested residents can come in and use the library. There are tea and coffee making facilities for them there. On the back of the workroom and store you can see there are some toilets. We have provided a unisex facility for the staff, which has been slightly enlarged to include a change table. There is also a cleaners' facility in that section of the building. There is a large glass area that looks out onto the courtyard of Building 2. The kiosk there will provide catering facilities for the multipurpose hall for lunches or recess times. It is fitted out to Health department requirements. It has a vinyl floor, stainless steel benches, new fittings and fixtures, and exhaust ventilation. On the right side of that there is the covered way. Outside the back foyer and along past the multipurpose hall is all covered.*

*... Hard against the multipurpose hall we have some translucent roof sheeting to let in light, as we have in the foyer entry to the south of the building. The multipurpose hall and the library provide bookends for the administration services in the centre. The two main white windows on the drawing indicate the windows to the two staff offices. On the right hand side is the main entry, with a portico protecting it from inclement weather.*

*Around the centre of the building is red-face brickwork. We still have to resolve the detail of the colour schemes. To the left and right of that facing brickwork are rendered-sections of blockwork. The components of the hall include aluminium-frame windows and symonite wall cladding for the base of the building from the window-sill line down to the ground.*

*... The facade below looks back to the school. The highlight glazing provides ventilation into the hall and library as well. They are deep spaces so we will put some roof ventilation in the centre of both spaces. On the left is the long horizontal highlight window going into the back of the toilets and the cleaners' store. The three stripes on either side of the glass doors are aluminium transoms, and on the right of those is the roller shutter for the kiosk. The bi-fold doors on the right-hand side will open up in the centre and allow permeation of that space into the hall for larger gatherings.*

*The orange/red block on the left is the store at the back of the multipurpose hall. The doors to the right are for service deliveries and so on. A more robust symonite panel is down the bottom, and the upper wall section of the hall itself is corrugated custom wall, as is the roof material.*

*Elevation 4 shows the library doors opening up onto the sports field and the reading terrace, with the covered way on the left.*

Ms Fahey added:-

*Given the doors that open onto the oval, we wanted an opportunity for children and community members to sit on that deck and use it as a reading space. It has a more pleasant vista, onto the oval, than on the other side. It provides a nice outlook for children reading with class groups or researching, or for community members when they are in the library, with the large double doors opening out onto the deck space. The oval will most definitely be a green field after it is redeveloped.*

Mr Wilkinson continued:-

*Also, the hall itself has a loading and unloading area as part of the carpark. If there is going to be an exhibition or something like that then you need to get a vehicle fairly close, and that is the side on which it can happen, rather than spreading your costs around to the other side of the carpark as well.*

*... Moving on to Building 1, which is currently the main entry to the school off Mitchell Street, the administration is currently at the right-hand end. That will become space for teacher-assistants. We are providing disabled access up to the front of the building to the life skills area only. There are some stairs to the corridor linking the rest of the school, but on the left-hand side you will notice there is also a disabled ramp as well. One of the other things you will notice about the plan is the two decks on the top on the outside of the classrooms. We have generally tried to provide a deck between two class spaces and a shared resource or wet area between the classrooms. We have tried to keep them as reasonably open as possible, but with the ability to close them down at times, so that the two GLAs can be operated independently.*

*Outside the scope of what is contemplated in this project are the project studio space 103 and GLA 111 at the left-hand end. That is where the library is currently. There is no work going on there because the budget doesn't stretch that far at the moment, but we will see how we go. With the toilet block there, there is work on the wall framing and the concrete floors and the roof is being relined. The block is being fitted out with new partitions and toilets. The water-saving funds that the school offered to put into the project - some \$20 000 - will be used to provide waterless urinals for boys, so there is new technology there.*

*... The joinery that is in the staffroom and kitchenette is being moved to the entry. The toilets are staying pretty much as they are because they are in pretty good nick. We are building a meeting room and a staff study area connected to the staffroom with some glass bifold doors.*

*... The only area that is left to discuss in Building 1 is the computer lab. We have been looking carefully at the carpet and the benches and they are really in need of replacing for the next 20-odd years of use. In the life skills area we are renovating the kitchen and putting a new wall in to separate off GLA 3 from the life skills and flexible programs area. That can be opened up as another big space within the school. Then you have the two classrooms below that with the wet areas joining the flexible programs and GLAs 1, 2 and 3. Ostensibly there is a fair bit of glass in there, but again it is not completely transparent. There are some storage cupboards and things there, so I suppose if a child wanted to hide, they could do so. It is going a good way towards providing some shared resources between those two classrooms.*

*Along the north-western face of that building we have some sun shading to prevent overheating and the computer lab is also getting some airconditioning to keep it cool.*

*... For Building 1, the new decks will be built from concrete blockwork, a dark grey-brown colour copying the brickwork at the back. I wanted to use blockwork because it can be reinforced and withstand more push and shove than brickwork. There is sunshading over that, extending to the eaves of the building on either side. There is a concrete floor on the front deck. Also round the front deck is a chair-back in the metal section so the kids can sit on top of the wall and have their lunch or read a book. You can have class gatherings out there and not fall off the back of the wall. It is not required by the BCA but it will come in handy. There are steel handrails for the ramps coming down off the ends of the building. The doors are being put into the existing window framing, so we are not replacing wholesale sections of window. We are working with what we have. We are required to refurbish and make sure that all the classrooms have good ventilation.*

*The early childhood building, Building 2, is similar to Building 1. The decks are on the eastern side between groups of rooms. The kinder deck is being replaced with a new concrete deck, albeit a little bit smaller, though you will still fit classes out there. It has steel framing over the top and sunshading on the north-eastern side. We have had to decide whether to replace carpet. In probably half of this building we are leaving the carpet where it is. It's in fairly good condition so there is no point in throwing it out. In some areas we are replacing ceilings, but not in others. The ceiling on the other side of kinder-prep is being replaced. A lot of the old linings are hardboard which have been affected by moisture over the years, so we are replacing some of that with plasterboard.*



*The toilets are being completely refurbished; we are replacing wall linings, partitions, pans and so on, and installing waterless urinals. Off the terrace end of the library we will install a new water storage unit in the ground to collect stormwater from the carpark, multipurpose hall and library roofs and run it into a tank at the sports field end of the building. We plan to put a swale down the side of the playing field, which will, when it is full, water the trees down there which are proposed as part of the landscaping. We will provide cultivation of the subgrade, and topsoiling and mulching, but the planting will be done by the school's groundsman.*

*... In Building 2 we will be putting new entries into the courtyard side of the building to allow easy access to those classrooms, rather than having to walk through other rooms. There is an access ramp up to the south-west corner of the building. As in Building 1, we are renovating the general learning areas and the shared wet area and resource area between those pairs of classrooms.*

*The elevations for Building 3 show the decks, pergolas and ramps going up to the end of the building.*

### **Floor covering**

The Committee questioned the witnesses as to what floor covering was proposed to be used and its suitability for high impact activities such as dance, movement and gymnastics. Mr Wilkinson responded:-

*The floor covering in there is a very low pile, flocked, solution-dyed nylon that provides a good wear surface and a degree of comfort. It has a robust finish but gives the appearance and use of an indoor facility.*

*... It is glued onto the cement. We did the same thing at East Launceston.*

*(As to whether its has been assessed for impact on joints) no, but you would not set up a vaulting horse in there or run activities like that. It's not for sharp turning, though there will be some jumping. The alternative is a rubber sports floor.*

*... A cushioned surface or sprung floor would be best, but that would be an extra \$70 to \$80 per square metre.*

*... The projected floor covering can be changed and it is about \$70 to \$80 a square metre to put down. A full rubber floor is about \$110 a square metre. If you want to put some cushioning on the back of the rubber floor you are looking at an additional \$20 a square meter, so you are up to about \$130.*

*... The other thing to keep in mind is that you have chairs set up on that surface at various times, so you have to consider their impact on the surface. It would not be ideal to have assembly chairs set up on it for teacher and parents. A cushioned floor would not be ideal for that. You would tend to mark it.*

Mr Gourlay added:-

*The key is that this is a multifunction hall. As such it needs a floor finish that can serve a number of purposes. It has been found over the years that carpet is one of the most resilient and best surfaces for the use to which these multipurpose halls are put in primary schools. If we go for cushioned vinyl or timber it is more orientated to indoor sports and is not as good for sitting on the floor or the drama and dance presentation that the hall is used for.*

*... in a high school hall we would put in a cushioned vinyl or sprung timber floor. Primary school general purpose halls are not so orientated to gymnastics; they are mainly for music, drama, dance, presentations, assemblies - and PE, though not heavy physical activity.*

### **Contingencies**

The Committee questioned the witnesses as to what the contingency components of the project budget was envisaged to cater for. Mr Wilkinson responded:-

*Things like an alternative flooring solution, an additional wet area, some more shade area. The construction contingency should be for unforeseen items, but a design-development contingency is for making decisions as you go through the process of documenting the building that subsequently needs to be improved or if there has been an underestimation in the earlier process in the project.*

*... It tends to be problematic with existing buildings when you are doing renovation work. You have to go backwards before you can go forwards, stripping wall linings off and so on. If you see rotting studwork or columns that have rusted out at the bottom, or something like that, it needs to be fixed. If the lightning circuitry isn't quite what you expected you might find that it has to be replaced. There is a whole range of contingencies. Changing carpet to vinyl flooring might be another.*

### **IT Access**

The Committee questioned the witnesses as to whether the new facility was also proposed to be utilized as an online centre. Ms Fahey responded:-

*In terms of the lab, as I mentioned during the site visit, the view is that the children have dedicated class lessons to learn ICT skills. In relation to the community access to the lab, we envisage the potential of accessing through TAFE or Adult Ed courses after school for parents to learn those skills in that sort of environment. In the library the idea is to have Internet access and access to the town library, where parents can order books on line which would then be brought to the school by a courier service. But also there will be a research area within the library for students who want to do their research there.*

As to whether it was envisaged that the community and students would be able to utilise the library at the same time, Ms Fahey responded:-

*Most definitely. That space is reasonably open. During the day if parents were not accessing that particular area, the children could go and sit on the couches, for example. Likewise, if children are not in the research area, there is no reason why the parents couldn't access that part of the library.*

*... Also I think it is really important for our children to see their parents valuing literacy and learning in a library, which again gives the children that view that learning and reading are important and their parents are modelling that. Also, there are opportunities for parents to read with the children when they come into the library. I think there is enormous scope for using the library as a community resource.*

Special needs students

Mr Cadman made the following submission to the Committee:-

*... I welcome any spending in the northern suburbs because I firmly believe the area has been neglected socially and educationally for a long time - and I speak from experience as I have two boys that attend Mayfield Primary School. Billy is sailing along quite nicely, but the other boy, Jack, is a noisy type of boy and he goes to St Michaels three days a week. I have difficulty comprehending that the social problems in our suburbs have existed for so long that a child like mine has to leave the area to get special help to cope with his education. I haven't heard anything in this room about any development that caters for children like my son and quite a few other children in the area. That is a very big concern for me. My child has to leave Mayfield Primary to go to another suburb three days a week, so he can catch up. He doesn't have a mental problem; he is quite normal. I have difficulty grasping the fact that children have to go to another area to get special educational help.*

*I feel very strongly that if there is to be redevelopment at Mayfield Primary, surely the top priority should be addressing the question of children who have difficulty learning. I don't want to get off track too far, but I know the area pretty well and I have seen countless children drop out of school, get into the wrong sort of apprenticeship, become dissatisfied and suddenly it's Ashley and then they are graduating into the jail system. All my life I have seen this with countless kids in the northern suburbs. If money is going to be spent, let it be spent on remedial requirements. Let us be positive and look at these areas of social injustice. Maybe new school, new start, new hope, new salvation.*

## **DOCUMENTS TAKEN INTO EVIDENCE**

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

- Mayfield Primary School Proposed Redevelopment – Submission to the Parliamentary Standing Committee on Public Works, dated 26 February 2007;
- Executive Summary of the Draft Launceston Northern Suburbs Educational Development Project Recommendation Report, dated February 2006;
- Ray Cadman, submission (undated);
- Reanne Jarvis, submission dated 21.02.07; and
- Launceston Northern Suburbs Educational Redevelopment Project - Steering Committee Recommendation report (Draft), February 2006.

## **CONCLUSION AND RECOMMENDATION**

The evidence presented to the Committee clearly demonstrated the need for the proposed work to be carried out. The design solution presented to the Committee addresses the need in an efficient and economic way, with the exception of concerns expressed over the appropriateness and safety of the non-resilient nature of the surface of the multipurpose room for physical education and dance.

Accordingly, the Committee recommends the project, in accordance with the documentation submitted.

**Parliament House  
Hobart  
27 March 2007**

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