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PARLIAMENT OF TASMANIA

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PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

# **Lauderdale Primary School**

## **Redevelopment of General Learning Areas and Associated External Works**

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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*  
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: -

### **Lauderdale Primary School Redevelopment of General Learning Areas and Associated External Works**

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

## BACKGROUND

Lauderdale Primary School is located in extensive grounds on the outskirts of the growing suburb of Lauderdale a short drive from Tasmania's capital city of Hobart. The school was established in 1966. Students are predominately drawn from Lauderdale, Acton, Cremorne, Oakdowns, Sanford, and Seven Mile Beach with some out-of-area enrolments from Cambridge, Rokeby and South Arm depending on the availability of placements.

There are currently 598 students from Kindergarten to Year 6 enrolled at the school. It is believed that demand for student placements will continue to remain strong given the good reputation of the school and due to new housing subdivisions planned for neighbouring suburb of Oakdowns as well as in Lauderdale. In recent years, there has also been a significant influx of families from other regions in search of lower cost housing or a sea change. The student population is expected to reach around 650 by 2013. Today, Lauderdale Primary School is a three stream primary school, accommodating at least three class groups for each grade level at the school.

The curriculum offered at the school focuses on the core areas of literacy, numeracy, science, the arts, society and the environment and the school believes strongly in providing opportunities for students to extend their talents as far as possible.

The existing facilities at Lauderdale Primary School, particularly the general learning areas, were designed and constructed to suit former teaching methodologies no longer appropriate for the effective delivery of a contemporary curriculum due to size, configuration and quality of amenities. These learning areas require significant redevelopment to provide an effective and up-to-date teaching and learning environment.

### **History of Capital Works**

Since the financial year of 1990-91 approximately \$1.63 million has been spent on facilities at Lauderdale Primary School. Capital works projects undertaken at the school during that time have included:

- a capital works project in 1996/97 to refurbish the library, administration area and general learning areas;
- various minor works projects; and
- small building fabric, services and infrastructure maintenance and replacement projects.

While parts of the school have been replaced or refurbished over the years, most of the building works undertaken over the life of the facility include cyclical maintenance, minor refurbishment and fit-out alterations. 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. In addition to the above, the school has undertaken an active maintenance program entailing the installation of new floor coverings, window furnishings and air-conditioning units. Recent external works include the repair of paths and hard court areas as well the maintenance of playground facilities.

Redevelopment of the school was prioritised by the Department's Learning Services South East, and was included as part of the Capital Investment Program (CIP) announced in the 2007-08 State Budget.

To determine an appropriate proposed scope of works for the project architectural consultants were engaged to collaborate with the Department, school and community representatives to identify strategic options for prioritising the current and future redevelopment needs of the School. A master plan has formed the basis for all decision making and design work since commencement of the project, and documentation is now underway to enable the project to be tendered.

## **POLICY AND PLANNING INITIATIVES**

### **Strategic Asset Management Plan (SAMP)**

The proposal to develop existing facilities at Lauderdale Primary School responds to the following policy and planning framework through the provision of contemporary teaching and learning facilities.

The Department of Education's Strategic Asset Management Plan (SAMP) provides a strategic framework for the efficient use and management of property and built physical assets consistent with corporate goals and objectives, and in compliance with Government directives, financial management strategies and legislative requirements.

The Treasurer approved the current 2006–2009 Strategic Asset Management Plan in July 2007. The plan sets out the department's goal of optimising built asset resources to support current and future community needs and best practice, and to enhance contemporary teaching and learning practices.

The prime objective of capital investment as outlined in the SAMP is to deliver assets that support and enhance contemporary teaching and learning practices, through the following planning and design elements:

- differentiation of space and functional areas;
- accommodation of all integral functions;
- flexibility;
- shared use of facilities;
- encouragement of partnership arrangements; and
- access to information and communication technology (ICT).

In addition to the SAMP, the Department is guided in the management of assets by key government planning initiatives, which are interpreted and embedded in DoE policy and service delivery approaches. These include:

- *Tasmania Together* – vision and goals for the Tasmanian Community. The impact of this on asset planning generally emerges within Departmental planning frameworks;
- the Tasmanian Curriculum Framework is a refinement to the previous Essential Learnings Framework for the Kindergarten to Year 10 age group; and
- *Student at the Centre* which is a plan designed to support Tasmanian public schools to further improve both the educational experience and the results of students.

### **Building Better Schools**

In addition to the above requirements works undertaken are also to be compatible with the *Building Better Schools* policy framework which is aimed at enabling the Department to implement an approach to investing in school infrastructure which is based on a number of core project planning principles, including the following:

- the project should be able to demonstrate improved student outcomes in terms of improved student learning, engagement and wellbeing pathways and transitions;
- there is a fair and equitable distribution of funding for school improvements across all government schools in Tasmania;
- planning for the project must take account of demographic and student enrolment information in terms of enrolment trends and projections;
- the project must be consistent with and be reflected in the school's strategic plan for improving educational outcomes for students;
- the project should demonstrate that the condition of the current facilities is poor, poses an occupational health and safety risk, and/or continued maintenance is not economically viable;
- it must be fit-for-purpose, viable and achievable within a realistic budget and agreed timeframe;
- it must focus on long-term (not just short term) school improvement; and
- unless an urgent redevelopment need emerges, the project should be based on a formal Project Plan (School Upgrade Plan) developed in consultation with Learning Services, staff of the Finance, Facilities and Business Support (FFBS) Branch, the Principal, staff, students and parents of the school, and the

broader school community. The project should also have the support of the relevant School Association.

### **School and Community Consultation**

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.

Extensive community consultation has been undertaken over the past four years to review existing facilities, as well to ascertain possible future student growth of the school community until 2015. A conclusion of this study was that the Lauderdale Community would continue to grow, at least for the next 5–6 years, with a consequent increase in the student population resulting in the requirement for new and additional facilities (particularly classrooms and an adequate indoor facility to cater for up to 650 – 700 students).

Additionally, there are plans to establish a substantial shopping/retail complex within the Lauderdale (500 metres from the school) community over the next 12 months; a marina development on Ralphs Bay – directly opposite the school; continued expansion of the Oakdowns residential area; continued expansion of the Ralphs Bay Retirement Village and continued residential growth in the Acton Park/Seven Mile Beach area.

All these developments will impact upon the Lauderdale School Community in terms of increased student population and the capacity of the School to cater for such an increase.

### **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 Lauderdale Primary 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.

### **Master Plan for Facilities at the School**

At the commencement of the project architectural consultants collaborated with Department, school and community representatives to identify strategic options for addressing the scope of works and priorities to be covered within the current budget.

The master planning process has also provided a framework to direct any future redevelopment of the School.

## **CURRENT EDUCATIONAL NEEDS AND PRIORITIES**

### **School Curriculum**

The curriculum offered at Lauderdale Primary School focuses on the core areas of literacy, numeracy, science, society and the environment as well as optional areas such as information processing, technology, creative arts, languages and physical education.

Lauderdale Primary School provides the opportunity for, and demands individual excellence as well as fostering a sense of belonging and community. The school has established a strong philosophy and detailed mission statement regarding the provision of educational services. This is centred on ensuring students are treated with respect and dignity while being provided with a nurturing, equitable learning environment and with opportunities to contribute in a positive and constructive manner. Students are also encouraged to be independent, self reliant and confident and to show initiative and enterprise.

The School believes that students will learn more effectively, perform at their best and have a greater chance of fulfilling their potential if they feel healthy, happy and supported. The School supports this belief through conducting mentoring, pastoral care and anti-bullying programs.

Health and wellbeing are also at the forefront of student activities, including daily physical education, Eat Well, Move Well, Kidsmatter and Sunsmart programs.

Current building facilities are considered an impediment to achieving the aims of the School through restricting learning opportunities for students.

The proposed new facilities are designed to provide the school community with the opportunity to access teaching and learning in a way that meets their needs and provides opportunities to reach their learning potential and improve outcomes.

The facilities will provide opportunities for learning that will be student-centred, challenging, authentic, relevant and connected to the community. There will be provision for class and school based options designed around need, interest and pathways which will engage students in their learning.

Individual pathways for learning will be able to be built and further developed for all students, due to the benefits and flexibility that the new facilities will provide through their design and refurbishment.

## EXISTING FACILITIES

### Site and Buildings

The existing facilities at Lauderdale Primary School have a total fully enclosed covered area (FECA) of 4,316 m<sup>2</sup> on a large, sloping site. The school comprises a complex of one and two storey buildings, most of which are positioned around courtyard areas which act as the hub of the school. The grounds encompass an area of 4.24 hectares. School facilities are detailed below.

- Building 1: a two storey building accommodating general learning areas, staff facilities, the school kiosk, general purpose room, an ICT area and student amenities;
- Building 2A and 2B: a main two storey building accommodating the front entry and administration areas, library, general learning and student and staff amenity areas;
- Building 3: a separate single storey building accommodating two kindergarten spaces;
- Building 4: a separate single storey building accommodating general learning areas and student amenities;
- Building 5: a separate single storey terrapin building used as an art room;
- Building 6: a separate single storey buildings used for music; and
- Building 7: a separate single storey buildings used for child care.

In total there are currently 22 general learning areas available to the students as well as the library, ICT area, art room, music room and general purpose room.

### Design, Configuration and Condition of Existing Learning Areas

Despite there being adequate overall floor area allocated to general and specialised learning areas at Lauderdale Primary School, classroom areas are no longer suitable for effective delivery of the curriculum, due to their size, configuration and lack of features. The lack of adequate general learning areas is an issue, as conducting the range of activities relating to core subject areas is difficult due to limited access to wet areas, smaller withdrawal rooms, or other learning areas for large group activities. Access to ICT facilities is also limited throughout the school.

The quality and condition of the 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 standardisation of the heating system.

The school also has identified the need to upgrade canteen facilities, improve disability access, construction of further covered walkways and additional areas for support staff dealing with special needs students as additional priorities for any further redevelopment. A significant amount of the building fabric and services are nearing the end of their life span and require substantial refurbishment or replacement.



## **PROPOSED WORKS**

### **Design Brief**

The brief developed for the redeveloped facilities at Lauderdale Primary School includes the following:

#### Car Parking Facilities

- general upgrading of the parent and community car park;
- provision of additional car parking spaces including spaces for people with prams and disabilities;
- improved pedestrian safety; and
- provision of designated drop-off areas and landscaping.

#### Refurbishment of Existing General Learning Areas

- reconfiguration and refurbishment of existing general learning areas in existing permanent buildings to improve their size configuration, features and condition;
- provision of larger wet areas, breakout/withdrawal spaces, teacher and classroom storage;
- upgrade heating, ICT and communication systems;
- provision of improved connections and transparency between spaces;
- incorporation of smaller withdrawal spaces for small group work, private work or consultation;
- provision of storage for learning areas and staff resources; and
- incorporation of connections between learning areas and into the main corridor.

#### Construction of additional General Learning Areas

- design and construction of additional classroom areas sufficient to meet the anticipated future needs of the school; and
- incorporation of all features and facilities described above for the refurbishment of existing general learning areas.

#### Other Desired Works

Undertake planning to include the following additional requirements into any future site developments where these works cannot be carried out as part of the current project due to budget constraints:

- installation and replacement of heating in areas not being refurbished as part of this project;
- extension and installation of ICT in areas not being refurbished as part of this project;
- upgrading of phone, public address systems and security systems;
- provision of support spaces for support staff, meetings and small group work;
- internal upgrading of materials, finishes and fittings, including the operable wall and court lines, and provision of better storage within the existing multi-purpose hall;

- upgrading the ceiling in Building 2, and upgrade corridors to provide more display space, natural lighting, transparency and connections between adjoining areas;
- upgrading the main school entry in Building 2B to provide a more aesthetic and functional entry to the school, and upgrade main entry points to other buildings to provide more acoustic and thermal control and areas for parent gathering;
- provision of covered ways for undercover access between all buildings on the site, particularly between the library and kindergarten, rear of the main administration area (in Building 2B) and existing staff room, and rear main administration building and Building 1;
- provision of adequate toilets for staff and students; and
- provision of a staff room of adequate size and fit-out to cater for approximately sixty staff.

### **School Planning and Design**

The proposed works include the following upgrades, refurbishments, and extensions detailed below.

#### Car Parking Facilities

- 131 spaces, including 6 larger spaces;
- drop off zone;
- reconstructed speed humps;
- relocated pedestrian shelter;
- new turning circle; and
- landscape beds for future planting.

#### Existing General Learning Areas

- fixed perimeter benches located along one wall with ICT infrastructure;
- smart boards, whiteboards and pin boards;
- lockable storage cupboards;
- a dedicated teacher bench and storage;
- operable walls between classroom areas and across the corridor to allow maximum flexibility and group learning;
- outdoor access;
- wet areas including sinks, benches, and fixed storage; and
- movable student storage.

#### New General Learning Areas

- fixed perimeter benches located along one wall with ICT infrastructure;
- smart boards, whiteboards and pin boards;
- lockable storage cupboards;
- a dedicated teacher bench and storage;
- operable walls between classroom areas and across the corridor to allow maximum flexibility and group learning;
- outdoor access has been provided where possible;
- wet areas including sinks, benches, and fixed storage; and
- movable student storage.

Additionally, new corridor circulation routes will be divided with double doors to create break-out spaces during class times.

### **External Works**

External works for the redevelopment include:

- new school signage wall;
- 3.6m wide learning terrace and learning deck;
- maintaining existing pathways plus a new path linking around the end of the new extension;
- new links to general learning areas from external areas to promote external learning areas;
- new stair/seating access to courtyard; and
- new garden beds.

### **Environmentally Sustainable Design Features**

Environmentally sustainable design features to be incorporated in the redevelopment include:

- flexible switching of lights to maximise use of natural light, operated with light sensors;
- materials selected to minimise maintenance, be low emission and where possible recycled from the demolition;
- all new buildings will be insulated;
- the new extension will incorporate water tanks harvesting roof water run off for use in irrigation;
- natural cross ventilation with night time air purging;
- fixed sun shading; and
- passive solar design with high thermal mass.

### **Building Materials**

#### External Materials

Existing building facades will remain largely unaltered except the provision to some areas of fibre cement sheet cladding with a painted finish.

The new extension to Building 1 will consist of a palette of materials as follows:

- concrete block base with raked horizontal joints;
- rendered and painted concrete block walls;
- light weight structure clad with fibre cement sheet;
- glazed roof sky lighting over internal corridor spaces;
- metal roof deck;
- aluminium framed windows and doors;
- timber stairs and seating; and
- stainless steel handrails.

#### Internal Materials

Internal materials to be utilised will include the following:

- existing plaster walls, timber linings and exposed concrete block walls 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 dados;
- floor finishes will be non slip vinyl and carpet; and
- new benches will be incorporated around the perimeter of the general learning areas.

## **Building Services**

### Electrical Services: Mains Power Supply

The site is currently supplied via a nearby pad-mounted substation connected to the local distribution network. The site supply capacity will need to be confirmed with Aurora Energy by the project engineer during the detailed design phase. It is not expected that this work will impact on the current supply arrangements.

The main switchboard will require refurbishment to provide upgraded sub-mains to the three main electrical distribution boards located on site. All distribution boards are to be removed and replaced with new, as the existing boards do not comply with current standards.

The new sub-distribution power supply is to be sized to suit the new electrical demand of the refurbished areas.

### General Power

Residual current device protection will be provided in the new distribution boards for all installed equipment.

General power is to be provided in existing general learning areas being renovated including replacement of socket outlets, where required. Some additional socket outlets will be installed to provide for future computer workstation upgrades.

A new data rack in the computer room will require modification of the computer room distribution board and provision of additional dedicated power outlets to suit.

### Lighting

Existing lighting in areas to be refurbished is beyond its service life and could possibly have components contaminated by Poly-Chlorinated Biphenyls. These lights and associated hardware are to be removed and disposed of by a trade waste contractor who is licensed to deal with Poly-Chlorinated Biphenyls.

New lighting for the area of works will provide flexibility for group learning, reading and writing tasks and security. Residual current device protection for lighting circuits will be required as per Australian Standards.

Fluorescent lighting will utilise energy efficient technology and be controlled with time clocks and presence detectors, where practical and effective. This will ensure a sustainable design that exceeds the Building Code of Australia requirements. Some decorative lighting may be installed in display areas for the provision of lighting to art

works. It is anticipated that some task specific lighting may be required in the general learning area wet areas.

### Heating

It is expected that due to the age of the installation and complaints regarding its effectiveness, the existing heating will be removed and each general learning area will be provided with new radiant ceiling units and additional split-system heat pumps. The heating arrangement for each general learning area will be designed for that specific location, in accordance with sustainable design principles.

Sun shading and natural ventilation principles will be incorporated into the design.

### Fire Detection and Alarms

The site contains current fire detection and alarm facilities that are monitored by the Tasmania Fire Service. Discussions with the Tasmanian Fire Service are to be undertaken to determine any fire services upgrade requirements.

The refurbished general learning areas will be covered by a fire detection and alarm system complying with current Australian Standards. A mixture of smoke and heat detectors will be installed in general learning areas depending on the type of activities that are to be undertaken in these areas. Where required, existing detector units will be replaced.

### Security

The site is currently serviced by a monitored intruder alarm system. The system is aging but operational. The refurbished general learning areas are to be reconnected to the existing security system if this proves practical. It is expected that due to the reconfiguration of the classrooms, some additional passive infra red sensors or other intrusion detectors will need to be installed. Parts of the security system deemed to be non-compliant during the design phase will be replaced.

### Master Antenna Television

A new master antenna television distribution system will be designed to cater for the refurbished and new general learning areas.

### Cableway - Intelligent Whiteboards

It is noted that intelligent whiteboards are to be installed by the school. Cable installation will be designed to cater for this new equipment.

### Communications/ICT

The site currently contains communications and ICT cabling and equipment without sufficient capacity to allow extension of the system. An additional data rack complete with networking hardware and additional network outlets is required to provide adequate ICT/Communications services to new and refurbished general learning areas.

Existing general learning areas have some communications and ICT hardware installed within them which is to be refurbished. Labelling and correct outlet plates will need to be provided.

### Public Address

The site currently contains a public address system that covers most of enclosed areas of the school and this will be extended to the new classrooms.

Existing general learning areas generally have public address speakers installed within them. It is expected that several of the existing speaker units may need to be replaced. Reuse of existing equipment will occur, where possible. Some components may require relocation to suit the refurbishment.

### Mechanical Services: Heating

Where possible, the mechanical services design will incorporate natural ventilation principles to improve the environmental performance of the system.

Radiant heaters will operate via time clock controls, while it is anticipated that each class will have locally accessible controls for the heat pump units.

### Hydraulic Services: Water

Cold, hot and tempered water will be reticulated from the mains connection to the various fixtures. Water backflow protection will be installed in accordance with relevant codes and standards. The selection of pipe materials will be based on sustainability principles utilising inert pipe systems providing integral thermal and acoustic properties. Integration of rainwater harvesting for irrigation will be included and measures to capture and re-use the grey water from the wet areas will also be assessed for feasibility.

Hot water heating will be provided by electric storage heaters with the option to link the units to roof mounted solar collectors as a primary heat source. Investigation into the use of gas instantaneous water heaters as an alternative heat source will also be considered in the design development phase of the project.

### Sewer and Stormwater

The sewer drainage system will be extended from existing site infrastructure to enable enhanced drainage utilising a pipe system with low embedded energy and low or no volatile organic compounds.

Stormwater drainage will also use a pipe system free of volatile organic compounds to collect and dispose of all roof water, surface water and subsoil drainage. Connections shall be made to the existing site stormwater infrastructure at locations that meet capacity requirements. An option exists for inclusion of rainwater harvest tanks within the stormwater drainage stream for collection of rainwater for reuse as toilet flushing water and/or an irrigation supplement. As an alternative, or in addition to rainwater, grey water from the wet area sinks may be collected and re-used.

### Structural Services: New General Learning Areas

The structure of the new general learning areas will incorporate a suspended concrete slab floor with a steel framed roof and lightweight, timber framed walls. Timber will be chosen from renewable sources based on having adequate strength and low embodied energy.

The site falls gently towards its eastern end and the floor level of the proposed general learning areas is above the existing ground. At this end of the site, pier footings of appropriate size will be constructed to support the structure. Stairs and a ramp will lead to the raised walkway that will provide access to the extension area.

#### Refurbished General Learning Areas

Renovations to refurbished general learning areas will require minor structural works to accommodate the new floor plan. Some existing adjoining walls and store areas will be demolished and replaced with new walls with sliding partitions and reconfigured breakout areas. Steel lintels will be used to support walls and floors over new openings.

New flooring to suit the reconfigured wet areas will be required.

## **PROJECT MANAGEMENT**

### **Project Timeline**

The key upcoming dates for the project are as follows:

<b>Project Task / Phase</b>	<b>Completion Date</b>
PSCPW Hearing	June 2009
Development Application submission	May/June 2009
Documentation	April/May 2009
Tender date	June 2009
Tenders close	July 2009
Tender assessment and approval	July 2009
Contractor appointed	July 2009
Construction commences	July 2009
Construction completed	July 2010
Defects liability period	July 2011
Post completion review and evaluation	July 2011
Project completion	July 2011

### **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.

## PROJECT COSTS

### 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 current construction estimate indicates that the developed design is within the project budget. The details of the cost estimate are as follows:

<b>Description</b>	<b>Cost Estimate (\$)</b>
<b>Building works:</b>	
New Classrooms	402,500
Refurbishment of Existing Classrooms	869,700
<b>Sub total</b>	<b>1,272,200</b>
<b>External works</b>	
Car Park	360,000
Other	208,800
<b>Sub total</b>	<b>568,800</b>
<b>Other Construction Costs</b>	
Contingencies	100,000
Post Occupancy	50,000
<b>Total Construction Budget</b>	<b>1,991,000</b>
Furniture and Equipment	250,000
Artwork	39,000
<b>Sub-Total</b>	<b>2,280,000</b>
Consultant's Fees	220,000
<b>Total Budget</b>	<b>2,500,000</b>



Total funding available for this work is \$2,500,000, to be entirely funded by the Tasmanian Government. Construction of the redeveloped facilities will cost an estimated \$1,991,000. The project funding is divided into the following components:

<b>Description</b>	<b>Budget Component (\$)</b>
Construction	1,841,000
Furniture and equipment	250,000
Consultant's Fees	220,000
Art in Public Buildings	39,000
Contingency including, post-occupancy works	150,000
<b>Total</b>	<b>2,500,000</b>

## **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 Parliament House whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Elvio Brianese – Forward Brianese + Partners, Architects
- Jeremy Holloway – Forward Brianese + Partners, Architects
- Michael Woods – Principal, Lauderdale Primary School
- Kelvin Griffiths – Senior Project Officer, Department of Education

## **Background**

Mr Griffiths provided the following evidence in relation to the project background:

*Lauderdale Primary School is one of the biggest schools of its type in southern Tasmania. Enrolment levels have steadily increased over recent years and are now close to reaching the assessed maximum capacity for the school. Continued increase in development and subsequent population growth in Lauderdale and neighbouring areas is expected to result in continued student enrolment demand for some years to come.*

*These trends have led to the engagement of an architectural consultant to prepare a master plan to identify the focus of future facility redevelopment at the school. Following extensive consultation with the school community, the need for more teaching areas has become clearly evident with this project providing two new classrooms to assist in addressing this concern. In addition, most existing classrooms will be substantially modified to provide greater flexibility and amenity. Teachers and students will be provided with much-needed modern computer facilities as an important requirement in the fit-out and equipping of*

*classrooms. School and other community members will also benefit through now having access to a more extensive and safer car-parking area. A number of environmental sustainable design features focusing on saving power and water will also be incorporated into the works.*

### **Future Provisions**

The Committee questioned the witnesses with regard to the changing population needs within the area and how the proposed works responded to these. Mr Woods provided the following response:

*It is estimated that within certainly four to five years we are looking at another 50 to 60 students being enrolled which will take the number to around 650. Even with the two new classrooms, we are going to need additional classrooms to that so in my view there will need to be ongoing investment in the school. It will grow continually over the next, as I estimate, certainly four to five, perhaps six to seven years. It is a growth area. Our draw area encompasses a fairly large area - almost from South Arm through to Cambridge through to Oakdowns, so it is an extensive area. One of the key real estate agents who has children at the school, she is the principal realtor for Roberts, estimates that Roberts alone will be building 1 200 houses over the next five years. That is one realtor.*

Mr Brianese added further response:

*I think firstly we need to say that the school and the Education department have been visionary in recognising the growth of the school and they have placed themselves in a position where they commissioned us to do a strategic plan which looks at the final years to come.*

*As part of that strategic plan and what this project deals with is the upgrade of one of the existing car parks, the construction of two new general learning areas but as part of our strategic plan we have designed the possible extension to these new general learning areas with an additional four so the school then is able to put itself in a position where it can grow and also by that growth is able to remove some of the existing terrapins which need maintenance and money spent on them and reclaim some of those spaces back as secure - in a passive sense - play space.*

### **Car Parking**

The Committee questioned the witnesses with regard to the current arrangement for car parking and traffic access facilities at the school, as well as any proposed developments. Mr Woods responded:

*...It is a really good point actually. In fact eight years ago when I went to Lauderdale I approached the council then with a view of putting a roundabout at that intersection into the car park and at the T-junction between South Arm Road and Acton Road. Recently, in fact 12 months ago, council did upgrade the front of the school along Acton Road. Initially there was discussion with me by their engineer that they were looking at putting a small roundabout at the entrance into the car park. However, funding precluded that happening but we certainly have*

*been in discussion - in fact I am pretty sure Jeremy has had very recent discussions with the council engineer to that effect.*

Mr Brianese added:

*As part of the strategic planning and the refurbishment of the car park, we commissioned traffic engineers to have a look at the whole road safety aspect - access, the dimensions of the car park, the lay way, et cetera. As part of that strategic planning we had meetings with the Hobart City Council... Sorry, the Clarence Council. Those discussions were along the lines of how does the school and this access system interact with the road itself and future expansion. You will notice that the footpath along the front façade of the school stops at a certain point. Our access into the car park then takes over and then there is no more footpath. We explained to council the works that we were embarking upon. They understand the future extension of the whole strip. They approved our strategic plan but at that point in time there were no funds for them to look at an additional roundabout or an extension of those footpaths.*

With regard to the entry and exit from the car park, Mr Brianese added:

*Our traffic engineers are happy with what is existing. So what they are saying is that it is complying... There is no need for additional work. The advantage of having a roundabout at that point is that it slows traffic down.*

Mr Woods added:

*Combined with that would be three exits - certainly three exits, or two entries and one exit - a defined slip-road coming out of the car park left onto Acton Road; one basically in the middle, going right up Acton Road towards Cambridge and an entry off Acton Road coming into the car park. ...Tony Brown from Road Safety phoned just before I left school to say that we have been identified as a hot area and they are going to install electronic lights, hopefully within a month, just about 100 metres out from the entrance. So that will help in the interim. ...When I first went to Lauderdale eight years ago I called a meeting with the school board to discuss that as an issue. Literally I was only there a week and there was a major head-on crash at that intersection. Luckily there were minor injuries and no-one was fatally injured. DIER, or whatever the department was called then, had actually bought the land directly opposite the main entrance into the school - the staff car park - for that purpose: for a roundabout to be built there and a slip road to go from South Arm Road into Acton Road. I remember once they had about 30 people at school discussing the possibility of that happening and the only verbal response I ever received back from DIER, or its precursor at that stage, was that there was insufficient funds to pay for it.*

### **Terrapin School Buildings**

The Committee questioned the witnesses as to the use of terrapin buildings after the completion of the proposed works, and the following exchange took place:

**Mrs NAPIER** - When this upgrade is completed you will still be using those terrapins, I take it?

**Mr WOODS** - Yes.

**Mrs NAPIER** - I noticed that on the bottom of this note and you said that you will need new classrooms, potentially modern terrapins -

**Mr WOODS** - Yes.

**Mrs NAPIER** - in addition to this project?

**Mr WOODS** - Yes. At that stage late last year discussions were along the lines that the department was talking about relocating two or buying two new terrapins from the mainland, from Victoria I think it was, to bring them to Lauderdale. Over that intervening month or so before the end of the year, instead of doing that the view was to allocate x amount of dollars out of the \$2.5 million and establish two permanent buildings rather than two temporary buildings that at some stage in the future would have to then be replaced anyway, and that made sense to us.

**Mrs NAPIER** - So you do not need those two additional terrapins?

**Mr WOODS** - No.

### **Kinder and Childcare Provisions**

The Committee questioned the witnesses with as to the provisions for childcare and kinder in the proposed works. Mr Woods responded:

*For us as a school to offer the 15 hours I would need to double our existing kinder capacity which would be another two buildings or two GLAs or two classrooms that we currently do not have. My belief is the Federal Government has the expectation that that is compulsory across Australia by 2013, I think it is. It is being progressively moved. It might be 2012, 2013. Certainly at the moment we will not have that capacity so that is going to be an issue... Again from my point of view that would be absolutely ideal to locate a purpose-built childcare centre and a purpose-built kindergarten to cater for the additional capacity, the additional needs for the future.*

Mr Brianese added:

*Particularly when you have a service provider on site now and that area is growing, it makes a lot of sense to establish an early feeder for the school.*

Mr Woods concluded:

*We currently offer before-school care, after-school care, holiday care and child care on site... It is a maximum 45 capacity in the current multipurpose room. It is licensed for 45 and that is at capacity four nights out of five.*

### **Environmentally Sustainable Design Read-Out Systems**

The Committee questioned the witnesses as to whether any provision for read-out systems had been incorporated into the proposed works. Mr Brianese responded:

*I have been at the end of this question a few times now. I think it is important for the students to understand the sustainability component of the school and water harvesting is really important. In this project we are looking at collection tanks where the water is picked up and that can be part of the school curriculum, particularly when we have external wet areas, external teaching spaces. As far as the internal lighting is concerned, we constantly look at maximising natural lighting. With that then there needs to be passive controls. So in summer we want to cut out the hot sun. Then in winter we would like to let the sun come in. So the new component of the new GLAs has specifically designed sun shading. On the top of that we have lighting which is on sensors. So as the light levels drop, the sensors activate or as a person comes into a room the sensor goes off and the lights come on. That is as much as we are able funding-wise to put into the project. Some of the things that we wanted to explore were items such as designated meter boards where students can see how much power is used in... The value in something like that is that the students have an understanding of what it costs to run a classroom. In some cases it becomes classroom versus classroom as an activity to see who can use the less amount of power. But in that it is an education process. It is actually making students aware of what it costs to run a classroom... There are systems in the market that are part of your switchboard. They are used in commercial and residential projects, or the multi-residential projects all the time where you can go to your switchboard and it tells you how much - it is a sub-board to that switchboard - power you have used.*

Mr Woods added:

*From that point of view too, last week I had a visit from a representative from Storm Sustainability. This is part of the national solar energy program. We are entitled to apply for a grant of up to \$50 000. We fit the guidelines perfectly.*

Mr Brianese added:

*Sustainability unfortunately today has almost become a badge. It has almost become an accessory, which we do not support. A sustainable direction is something that the school needs to take as a holistic approach and it needs to be a part of their curriculum, otherwise it is a fashion accessory.*

Mr Woods added:

*We also intend to set up a recycling depot at school next year. Two teachers are very keen to get that under way.*

With regard to student-friendly read-out systems, Mr Brianese concluded:

*They are economical. They are not expensive. The problem that we are finding is that projects are under-budgeted. So if I give a principal an option to put one of the switchboards in or two whiteboards that they need for teaching or a laptop... Unfortunately there is a cost to sustainability. To be sustainable there is a pay-*

*back period. So you know you will eventually get your money back for what you are doing. But you cannot at one hand say, 'The school gets this amount of money to do all this refurbishment', and then, at the same time, 'We want you to make it a six-star rated, green-star rated building'. The money is not there to do that. So it is kind of a false economy. We can produce green buildings. There is a payback where you will see the running cost of the school makes it affordable but we have to invest up front. So all of these things we would love to do. As an office, we produced the first five-star rated building in Tasmania. We produced, with one of our previous partners, the first six-star rated building in Australia but there are costs associated with that. The advantages of course for health and amenity, maintenance are great. So it is a holistic discussion.*

### **Art and Public Buildings**

The Committee questioned the witnesses with regard to the funding for art in public buildings. The following exchange took place:

**Mr BRIANESE** - *It is separately funded. But the way it works with the Education department is that, in conjunction with the principal and the project-user group, a brief is written. That brief then is the person from Arts Tasmania. I have forgotten the -*

**Mr WOODS** - *Belinda Robinson. She has already been at the school.*

**Mr BRIANESE** - *Belinda Robinson, yes. That is advertised and then the project-user group selects the artist and that art component then becomes part of the school. So we and the school have involvement in how that money is spent. It is not necessarily a painting on the wall. It could become furniture. It could become a whole lot of other items.*

**Mr GRIFFITHS** - *With the funding of Arts at Work, it is part of the project budget. So in this case it forms part of the \$2.5 million and in practical terms we provide a percentage of funds to Arts at Work to enable them to engage the right artist for the right project in consultation with the project team, which certainly would encourage, as you have suggested, the artwork forming an integral part of the building fabric or speaking to the culture or the heritage requirements of the school or adding extra amenity or functionality into the project. In certain instances it certainly can offset some bill costs to maximise the construction as well. But there are fairly well-defined rules around how the art funding can be applied. It has to be essentially artistic and speak something of itself.*

With regard to the artwork on display, Mr Woods concluded:

*We are very proud of that. Both the parent community and the staff, when we discussed the art aspect of the project, did not want a fantastic \$30 000 painting on a wall. They want something that is practical, that the community can use in an artistic sense. As I said, my staff have offered to form a working party to have a look at that. Belinda Robinson from Arts Tasmania is coming back next week to talk with staff and two or three parents as well. So that will be an ongoing issue that will probably take a couple of months to get under way.*

### **Building Better Schools Policy Framework and Master Plan**

The Committee questioned the witnesses as to the Building Better Schools policy framework and its positioning against the master plan for the school. Mr Woods responded:

*Just before the holidays, LBO offered to run a forum with our parent community. We must have had 35 or 40 parents come to that forum and they shared a PowerPoint presentation on the existing project and the various elements of the project plus the long-term strategic plan, the master plan. Really that night was a fantastic success. Parents were rapt to get the project under way but they were also really impressed with the fact that we have actually sat down and worked out a long-term 15-, 20-year plan, a long-term plan for the school. That is still ongoing at the moment.*

### **National Broadband Network Rollout**

The Committee questioned the witnesses as to the impact of the National Broadband Network Rollout on the school. Mr Woods responded:

*As I indicated this morning, within another 12 months I think we will be at capacity every day. There is an increasing usage of the Internet in particular, not just in schools but within our society in general. Certainly I would welcome whatever rollout the State Government brings, and the sooner the better as far as we are concerned. For example, just before the holidays we took part in a school improvement process along with all schools across the State. Part of that are online surveys for staff and students. Two consecutive nights we cancelled all staff meetings so staff could go and complete the survey. One staff member at 68 managed to complete it over the two nights because it kept on dropping out because it was overloaded - the line was too full. I think only one class out of the grade 4 to 6 classes who were going to complete the student survey managed to get it completed for exactly the same reason. This is during school time. So the sooner we can get a broader broadband that we currently have, the better.*

## **DOCUMENTS TAKEN INTO EVIDENCE**

The following documents were taken into evidence and considered by the Committee:

- Department of Education submission entitled “Lauderdale Primary School: Redevelopment of General Learning Areas and Associated External Works”, 29 June 2009; and
- Document entitled “Lauderdale Primary School: Basic School Demographics 2008-2012”, 30 November 2008.

## **CONCLUSION AND RECOMMENDATION**

The need for the proposed works was firmly established. Such works will improve school facilities, addressing the declining condition of outdated general learning areas

and will equip the school to provide a modern curriculum, attending to the projected increase in students over the coming years.

The Committee was of the view that the new facilities offer positive environmental learning opportunities, such as equipment to monitor energy savings and efficiencies, which should be installed.

In addition, the Committee noted the traffic management issues relating to the pick-up and drop-off area for students, and recognised the need for ensuring the safety of students and road users at all times.

The Committee also acknowledged the importance of improved access to high speed broadband to the school for improved curriculum delivery.

The Committee noted that on the basis of observation and submissions, there were a number of other capital works projects that were needed to complete the upgrade of the school facility.

Accordingly, the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of \$2,500,000.

**Parliament House  
Hobart  
29 July 2009**

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