

2005

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2005

PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Redevelopment of Riverside High School

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

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: -

Redevelopment of Riverside High School

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

HISTORICAL CONTEXT

Riverside High School was established in 1962 at the T junction of Brownfield Lane and the West Tamar Highway with 280 students in Grades Seven and Eight. The following year an additional Grade Seven intake meant that in order to accommodate that group, an extra building was required and in the following year a technical Block was added. In the 1980s, a gymnasium and community centre was added through joint funding of the Department of Education, West Tamar Council and the local Lions Club. This has been the trend throughout the history of Riverside High – increasing numbers have forced the construction of an extra building, such as the library and computer lab facilities, or adaptations, such as modifications to staff rooms, and much of the current structures consequently present an ‘add-on’ appearance.

A fire in September 1993 caused extensive damage to the art area forcing the upgrading of this area. The science area was also upgraded during 1992-93. In 2002, due to occupational health and safety concerns, a major and much needed reworking of part of the MDT Block commenced after the sale of land to St Anthony's School.

During the past 43 years the school has continued to grow and serve the Riverside community and surrounding West Tamar areas. Numbers have increased steadily over the years and in 2005 stand at 780. The predicted enrolment for 2006 is 805. The school currently caters for Grades Seven to Ten.

The school is in an established residential area set among pleasant grounds and provides a rich environment for learning. The area consists of many established families living in older homes in the Trevallyn and Riverside areas, as well as semi-rural larger plots at Stephensdale, and new housing precincts within the local area such as Legana. In addition, many students from the West Launceston area choose to attend Riverside High School in order to reduce pressure on Prospect High School. The trend to urban renewal with young families renovating older homes has also contributed to growing numbers. The majority of students come from the local area.

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Increasing enrolments have resulted in the formation of additional classes for each of the last three years, and with the 2005 extra large Grade Seven intake of 230, space is now at a premium. This will be further pressured in 2006 when the smallest Grade Ten, of 167 students, is replaced by a normal Grade Seven, of between 190 and 200 students. Demographic surveys of the population indicate increased numbers in the future. It is recognised that as Riverside reaches its capacity the school is in need of significant upgrade and spaces that are educationally appropriate for all students.

Diversification of the curriculum has occurred over recent years and this has enabled students to access a vast range of academic, cultural and extra curricular activities. Indeed much of what has been considered outside the curriculum has now been incorporated into it. The major reform of the Department of Education, the Essential Learnings Curriculum, the steady and sustained increase in the school population and the lack of capital expenditure on the school for many years have all contributed to the need for a significant upgrade of the physical environment. In addition, some vision for the future is required so that what is developed on site can stand the test of time.

Major building works have hitherto been minimal. Modifications have been nominal and have been possible through the Minor Works program and careful school budgeting of resources to maintain facilities and align with Occupational Health and Safety requirements. The school buildings, although well maintained, have substantial deficiencies for learning in the 21st Century and the school infrastructure is buckling under the weight of increased numbers and age.

AREAS FOR REDEVELOPMENT AT RIVERSIDE HIGH SCHOOL

Performing Arts Area

Historically the school has had a strong focus and outstanding record of achievement in music, arts and physical education. At the current time, music operates in a 'rabbit warren' of practice spaces, including three unused toilets refurbished to accommodate drum kits, class rooms which have been modified from what was the original library and a severe lack of storage. Students often leave valuable musical instruments in the already over-crowded staff room. The music program includes a team of 14 tutors who provide tuition on a regular basis and who also use the staff room as a base. Every available space is used for bands, ensembles, duos etc as well as regular class work.

The drama program in the school is carried out in two separate spaces at present. A classroom space in the middle of B Block has been created by making two classrooms into one large one, but the floor is uneven and the performance area is a series of rostra blocks placed against the back wall. Students often spill into the corridor not only to practice but also to access the drama store which is two classrooms away. The other space used at present is the Community Hall. This is a much bigger space but has to be shared with dance classes (which operate in the biggest section because of the floor boards) or the overflow from physical education. Noise levels are a factor.

The relocation of music and drama to the Hall/Gym will provide a vital facility to allow the school to:

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- connect the performing arts in a related space;
- have a flexible space that can be used for music, drama, movement, performances, dance and physical education (self defence, low impact exercise, yoga etc);
- have a flexible space that can be used for small or very large groups;
- divide the Hall into 3/4 teaching spaces separated by acoustically treated operable walls which will be able to be opened up for larger functions requiring more space;
- have a central space that is easily accessed by all and any students and suits ideally the requirements of the 'Essential Learnings'; and
- provide a central focus for the school and the community, with planned activities reflecting a strong emphasis on the Arts.

Gymnasium

As a result of the relocation of the music spaces into the only gym storage, storage space will need to be provided for the gym equipment. A small weights room has been established in the corner of the current store and this spills out into the gym during class time so that large equipment can be properly set up. Both these aspects have been addressed and the benefits for the school and community will be:

- storage that is more practical and allows for equipment to be directed quickly and easily to both inside and outside areas;
- storage of all the Health and Physical Education equipment in the gym area (currently under the stage, on top of the mezzanine floor, in staff rooms etc);
- the development of a conditioning/weights space that will allow for equipment to remain set up for both school and community use; and
- upgrade of infrastructure to allow for efficient security and IT access which does not currently exist.

Redevelopment of General Learning Areas

GLAs need the flexibility and capacity to support the Essential Learnings curriculum, the differing learning styles of students and to accommodate new and innovative approaches to teaching and learning. Learning spaces at present, while well maintained, are dated and need an upgrade. The focus of the current redevelopment is the oldest section of the school which contains small classrooms, narrow corridors and poor heating.

The designed upgrading of this area includes:

- the provision of flexible spaces for eight individual classroom type spaces, or four double team-teaching spaces or flex out to large grade spaces or areas for physical activity or meeting/conference areas;
- each space has a shared withdrawal/small group conference area (one per each two classroom space);
- each space has a designated wet area; a boon to the 'hands on' approach so essential to inquiry based learning;
- upgrades to carpet, surfaces, furniture, heating, electrics, IT connections, media provision and storage areas;

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- a grade staff room space, which is a vital part of the team approach which is fundamental to our philosophy at RHS;
- as corridors have been subsumed into the GLAs, covered walkways will be provided on the outside of the building, thereby increasing fluidity of student movement; and
- provision of adequate locker space for each student, which is an established priority at RHS, including relocation from corridors to an accessible area, as well as converting the existing unsightly shelter area into three flow through locker strips which will be accessed from the inside corridor and via roller doors from the outside, allowing traffic to flow smoothly through this area.

SCHOOL PLANNING AND DESIGN

Master Planning

After Initial discussion with the school, Artas prepared a master plan identifying key aspects of the school and areas of development. This plan was endorsed by the schools Building Reference Group. The key aspects identified were: -

- Redevelopment of outdated general learning areas
- Performing Arts
- Canteen
- Administration

Many aspects were explored with an underlying theme that any redevelopment works were considered with the future in mind and could be built onto in years to come. These ideas were then prioritised and a scope of works for the redevelopment was developed.

Building 1A

Location

Building 1A is located centrally in the school and offers a good opportunity to realise contemporary teaching spaces that meet current and future requirements.

Layout

The existing building will be modified to accommodate eight general learning areas and a staff area. The existing central corridor will be removed to allow each of the teaching spaces to be increased to meet recommended teaching space sizes.

Access

Each of the classrooms will be accessed off two new covered ways constructed on both the east and west facades. A new entry to the north of the staff area will be constructed linking the existing courtyard with the eastern section of the school. This access point will help shorten school access routes and will free congested adjacent areas during peak periods.

Flexibility

Each teaching space will be connected by an operable wall system allowing complete flexibility for both large and small spaces. This can be achieved in a north/south and an east/west configuration. The north/south operable wall will be a solid acoustic

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wall, whilst the east/west walls will have half height glass. This is provided to give full visibility from the staff area through the building.

Links

Each classroom shares a common withdrawal room, giving further flexibility to break into smaller groups or to use the spaces for quiet work. Wet areas are provided in each GLA. Each of these areas has access out into the covered areas providing further outdoor teaching spaces that can be utilised. As a consequence of the removal of the central corridor the lockers are proposed to be relocated. There is an existing external structure located at the southern end of building 1A. It is proposed to enclose the existing structure to form a three bay locker area.

Building 5

Location

Various options were explored in locating both music and drama; however it was felt that the new location adjacent to the existing hall and gymnasium provided the maximum flexibility for current and future requirements, and as such allowed for the creation of a central performing Arts Precinct.

Layout

The Music area will be constructed over two levels off the existing gymnasium structure. The upper level accommodates two large practice rooms, which have the ability to be opened up via an operable wall to create a larger practice area. A third space is also provided for computerised music and theoretical works to be undertaken.

The lower level accommodates varying sized practice rooms formed in the existing store rooms. This allows different sized practice groups to be contained in the one area.

The existing Community centre will be modified by providing acoustic operable walls to divide the space to accommodate drama. The existing large space will be split into two, the stage will be separated and the existing small space be reconfigured to provide a small general learning area creating four spaces in total.

The Community Centre is accessed by many outside groups. It is proposed that the overall function not be lost but maintained and enhanced with greater flexibility.

As a consequence of utilizing the existing gymnasium stores, new purpose built storage shall be provided for both P.E. and drama. All stores will have both internal and external access.

Access

The music rooms on the upper level will be accessed by a DDA compliant ramp from the main courtyard. Internal stair access will be provided to the practice rooms below.

The lower level music rooms shall be accessed from the existing gymnasium forecourt to allow both upper and lower floors universal access.

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The drama spaces are likewise accessed via a path off the existing forecourt, each space will have its own entry creating a completely flexible area.

BUILDING MATERIALS

Building 1A

- Asphalt paths
- Steel framed covered way with colorbond roof sheeting
- Acoustic operable walls
- Internal wall linings – plasterboard/mdf
- Internal ceiling linings – plasterboard and acoustic tiles
- Powdercoated glazed doors and windows

Building 5

- Asphalt paths
- Steel framed covered way with colorbond roof sheeting
- Expressed cement sheet panels
- Colorbond wall cladding
- Acoustic operable walls
- Internal wall linings – plasterboard/mdf
- Internal ceiling linings – plasterboard and acoustic tiles
- Powdercoated glazed doors and windows

BUILDING SERVICES

Electrical

Site Reticulation

Sub mains will be sized and installed to suit the additional heating loads.

Fire Detection

The fire detection and alarm system will be modified and extended into the areas affected by the renovations. Areas such as music practice rooms will be installed with Visual Alarm devices to ensure students are made aware of fire alarms when practicing. All fire detection works will be installed in accordance with AS1670.

Communications

The existing structured cabling system implementing star topology will be extended and modified to suit new layouts. Communications outlets will be installed in all classrooms and withdrawal spaces. The system will be suitable for both voice and data. All works will be installed to AS3008.

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Site Lighting

Where applicable general security lighting will be provided by wall mounted bulkhead luminaries. These 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 in areas where screen based tasks will be undertaken.

Heating

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

Intercom

The music practice rooms will be provided with an intercom system allowing the teacher to communicate quickly with students.

Audio Cut Out

The music practice rooms will be supplied with an audio cut out system to prevent students from exceeding safe practicing levels.

Mechanical

Building 1

The GLAs and ancillary spaces will be naturally ventilated with external windows. These will be sized to meet the natural ventilation clause F4.5 in the BCA.

Exhaust ventilation will be provided above the staff room photocopier.

The locker areas will be provided with roof mounted natural ventilators to encourage air flow through the spaces.

Building 5

The existing MPH is being divided into a number of smaller areas. These areas will be provided with additional natural ventilation to meet the requirements of the BCA.

The music practice rooms will be provided with wall mounted acoustic ventilators. An exposed exhaust air system will be provided to exhaust air from the spaces.

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The music class rooms will be provided with exhaust ventilation to reduce breakout noise from the rooms caused by opening windows during group music sessions.

General stores will be provided with natural wall mounted ventilation to maintain sufficient airflow through the spaces.

COST ESTIMATE

The budget breakdown of the Riverside High School Project is as follows:

Budget Element	\$
Construction Budget	2,090,000
Consultancy Fees	256,000
Furniture and Equipment	209,000
Artworks	40,000
Total Project Budget	\$2,595,000

EVIDENCE

The Committee commenced its inquiry on Thursday, 17 November last with an inspection of the site of the proposed works. The Committee then returned to Henty House, Launceston whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Scott Curran, Architect, Artas;
- Roxanne House, Principal, Riverside High School;
- Peter Milne, President, Riverside High School Association;
- Ashley Bodell, Student, Grade 9, Riverside High School;
- Michelle Foster, Co-ordinator (Works and Services), Department of Education;
- Lyle Catlin, Project Manager, Department of Education;
- Cr Barry Easter, Mayor, West Tamar Council; and
- Ian Pearce, General Manager West Tamar Council.

Identification of works

Ms Foster described the process by which the Department of Education identifies schools for capital investment:-

... We have a priority identification and prioritisation process. One of the most important points for Riverside High School was the school's capacity to cater for enrolment numbers. ... In addition to that, we also consider asset age, which in this case is quite old, and service delivery aspects and policy direction. One

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of the key elements for service delivery is the implementation of the Essential Learnings. As you probably saw this morning, that is quite constrained even in basic teaching areas in the school to meet contemporary standards.

In that regard, we identified Riverside. It was approved through the State Budget last year and we have been working very busily since then to come up with the best way to apply the funds. We had an overall view at the time of how the funds would be applied to bring the school up to standard in certain areas. We can't do the whole school so we have gone through a process that initially identified funding areas and where we would apply money but, once again, we review that through the planning process and make changes if appropriate.

Ms House added:-

... building developments at Riverside High School have always seemed to be a reaction to increasing numbers. What is exciting about this project is that it incorporates some future thinking and embraces the notion of flexibility in learning. What it will do is enable the traditional elements which are so important to work with and be embraced by twenty-first century pedagogy. At Riverside High we learn by doing, investigation, thinking, testing and trialling, bouncing ideas off each other, seizing opportunities and creating new ones where none exist. Often we reflect quietly or read a screen, a book or a newspaper. We work alone and together and we need our general learning areas to enable all this to happen. We believe that the project presented in the report will allow for this and more. The key is flexibility, a vital component of this redevelopment.

When I came to Riverside High School four years ago as the new principal, I was stunned by three things: the age and size of the classrooms, how well they were maintained, and how well everyone made the best of what they had. Having just come from a redeveloped Queechy High School and the new Brooks High School, it was a bit of shock to see the drama and music areas in particular; that the work produced was of such a high standard was amazing. What we are looking for now is connected performing arts spaces which can be accessed by all our community, a focus on our health and fitness areas and learning spaces that are multipurpose. We believe that this project will have benefits not only for our school but for the many community groups which access the hall and the gym. Indeed, the increased flexibility of the hall in particular could enable more community groups to use the space at the one time. As I said at the beginning, this is an exciting project and we are really keen to see where it can take us.

Design

Mr Curran delivered a comprehensive 'Powerpoint' presentation to the Committee on the design issues of the proposed works. His presentation is contained in the transcript of the hearing.

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School Association

Mr Milne made the following submission on behalf of the School Association:-

As chairman of the School Association, I would like to offer the perspective of that Association, which is made up of parents, staff, students and the broad community. It has been a concern of the School Association that we have not really kept up with our facilities in line with the growing student population. These concerns are not recent. For a long period regular comment has been received on the facilities in the school from the various parent and community bodies. Our school has an excellent reputation for achieving high standards academically and culturally and in sport. However, as reported in the submission, you would have noticed that the physical state of the school reflects a poor image and is not consistent with the students having a positive image of themselves. Ultimately the School Association wants to ensure that our children are receiving the best education possible. However, that is currently being interrupted by depreciating facilities that decrease the education outcomes, and that is when we have great concerns at the school.

This new development will bring the school to a level where we can accommodate the increasing number of students and prevent compromise in the curriculum, plus also look forward and take the future requirements of the school into account, not just respond to the existing accommodation issues. For example, when I refer to accommodation I do not just mean students but storage facilities. It is not a great reflection on the school when music equipment needs to be stored in old toilets.

I guess now is the time for us to look ahead and, from a school community perspective, I look forward to being involved with the redevelopment of this school.

Roofing/skylights

The Committee questioned the witnesses as to whether the project entailed re-roofing of the subject buildings and whether skylights would be installed to augment lighting. Mr Curran responded:-

... the roof of that building has been done previously so we don't need to do any work on that building at all in terms of the roof.

We have, I think, two new roof lights in the end classroom that butts onto the library. When we were standing next to the stairs and looking down the corridor there was a classroom on the left-hand side that had louvres in it, and that only has a small area of windows that we can have access to, so we are looking at putting some roof lights into that classroom to get some natural light into that one.

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Contingency allocation

The Committee questioned the witnesses to explain the quantum of the contingency allocation. Mr Curran responded:-

... our standard contingency that we would run through on a project would be 5 per cent. I think when you have an old building you are likely to run into some problems that you cannot foresee that are in behind the walls, but normally 5 per cent is enough to be able to cover off any of those problems that you would come across on a project of this nature.

Construction costs

The Committee sought clarification of the project cost as detailed in the Message and the budgeted cost. Ms Foster responded:-

These costs are from the quantity surveyor on the construction component. That relates directly to these costs in the commission brief. Where we have broken down, we talked about that contingency of 100. Those costs are directly comparable. And then in 3.3 in the commission brief we talk about a project budget which adds on other elements above construction contract, so we have an element of where we have to pay the architect so we have a fee component on top and on top of that we have an allowance for furniture and equipment. The school work with us and the architect to purchase relevant and contemporary furniture and equipment. We don't build a new space and put back the old square desk in that space.

Then there is the cost of the Art for Public Buildings Scheme. We have passed on \$40 000 to arts@work and they work with us to go with that artwork which is yet to be determined. I think the first meeting is on Tuesday. We work with Arts Tasmania to get that. That actually is the maximum. It is 2 per cent of the construction works.

Mr Curran added:-

Our construction budget that we are managing at the moment is \$2.1 million and after the figures came back from the quantity surveyor, the total was \$2 170 500. We have a design contingency that is built in by the quantity surveyor as we go through the project and as we come to a stage where all the materials have been identified and basically the project has been bedded down, we are able to reduce that design contingency to a stage where all of those materials and items are now included in that figure. We have reduced that design contingency now to \$27 000 which enables us to be back on the \$2.1 million budget for construction.

Student feedback

The Committee questioned the witnesses as to what involvement the student body had had in the development process. Miss Bodell responded:-

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At the start of this project Keely and I surveyed the students as to what they would like. A lot of the students did want the larger learning spaces and the chance to work with other classes and have multi-purposes for all their rooms. So far Keely and I have been happy with what has happened, and we have gone back to our fellow students and peers and they have also been happy. We have updated them on what is happening and we are very happy with where it stands at the moment. It looks very promising and a great place for us to improve our learning and environment.

Community Consultation

In consideration of the written submission of the West Tamar Council which was critical of the consultative process, the Committee questioned the witnesses as to what community consultation had been undertaken in relation to the proposed works, in particular the gymnasium. Ms Foster responded:-

I haven't been involved in the consultation but I will give an opening paragraph and people can contribute. Initially the concept of touching that area that we are proposing for performing arts and the gym was not part of the program and the intent of the project. It came about, as Scott said, by going through the process of master planning and trying to get the areas that needed it to connect in the right places. The concept of adding to, doing any work or spending money in the gym was not originally there. It came out of working through.

The initial concepts of how that could happen were drawn up without consultation. They were drawn up with ideas and a conceptual aspect to it. There was no consultation at that stage. The concept that that did work started to gain legs and develop into a project. When we became aware that we hadn't consulted and started that consultation phase, there was a community meeting about the proposal.

Ms House added:-

Various groups and stakeholders came to the meeting and plans were shared by Lyle Catlin. There was general discussion about what was proposed. There were some concerns, mainly to do with storage of the church equipment. The church uses our community hall and they have equipment stored - you perhaps wouldn't have seen it because it is in a locked section of that large store. A question was raised about community storage and we thought we would need to come back and have a look at that together at the next meeting, which we have not had the opportunity to hold yet because we have been getting ready for this process.

The other concern was in the management of the facility. At the moment it is being managed by the West Tamar Council. We had been approached by the council previously - about 19 June I think it was - regarding the lease arrangements for that. That has been held over by the department until the

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outcome of this. There will need to be a new negotiation on the arrangements for the managing of that particular facility.

At the meeting on 19 June there was a feeling that the council didn't want to continue to manage the facility, but I don't know that that is the case now.

The Committee questioned the witnesses as to what consideration had been taken during the construction phase for the management of bookings for the facility. Ms House responded:-

I have a fairly strong alliance with the basketball group that uses the gymnasium and the plan would be to try to keep that, as much as we can, fully operational. As Scott pointed out, if the hall is done from the back forward people such as the Tae Kwon Do group would still be able to use that part of the facility. There would come a time though when they could not but we would be looking to minimise that as much as possible. But until we get it approved, there are dates and you can actually lock together a schedule we are not able to say.

The peak time I know for the basketball group is at the beginning of the year because that is the time when they are grading all of their teams and starting their initial training. It is not anticipated that that would interfere at the moment.

West Tamar Council

The Mayor of the West Tamar Council made the following submission to the Committee:-

... I think firstly we would also like to commend Scott and his firm for the tremendous work that they have done in the proposed redevelopment of the school. It is most apparent from our visit there today that there is a lot of work that needs to be done to bring this first-class academic high school up to a first-class standard as far as accommodation is concerned.

It would certainly be my hope that the State Government would set aside further funds in future years to be spent at that facility. It is quite old and I was quite surprised just how old some of the areas are and there is a great need for redevelopment. But certainly West Tamar Council are very supportive of the proposed work going ahead and it is very apparent that every building on that site is needed for educational purposes. That obviously includes the hall and gymnasium that is currently a community facility presently managed by West Tamar Council.

The redevelopment of those areas is certainly going to enhance the areas for use by the school and as a council, but it does present us with a few problems as far as management is concerned and the access for the community groups into the future.

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Mr Pearce added:-

I suppose from our visit this morning, which was really very enlightening, and from the comments I have heard made here this afternoon, I would like to say that it looks as though there are future needs there too and further upgrades are needed, and I think that is fairly obvious. Especially with growth in our area and especially around the Legana area, which is serviced by the Riverside High School, I would see that there is probably a need for future development and so I see a lot more development having to occur on that site.

I suppose from a council's point of view that then makes us look at our longer-term planning and start to say, 'Okay, if this space is really needed by education and it is really for educational facilities, then how do we address the community needs? What are the facilities that we need to provide for our community?' It might not be obvious in the next probably up to three years but after that stage I think there is a need for a separate community facility to be developed by council somewhere within the Riverside area, simply because I see the pressure being applied for the educational facilities. I suppose that is one thing that worries me that we need to take that into account.

The Committee questioned the witnesses as to the involvement of the Council in the consultative process. Mr Easter responded:-

It is very difficult for me to make a comment. After our visit there this morning, I can see the benefits for the use of those facilities from an educational point of view because that is what we are talking about today. As far as community use is concerned, it would have been an idea to have had the opportunity of involving people who use that facility and other community members to put forward their ideas. We have not had that opportunity so I can't really say, from a community perspective, whether or not the proposed redevelopments are satisfactory to the community and the users of that facility.

Mr Pearce added:-

I suppose I could have said yes, I would have preferred it, but once you look there today, I don't think that we could have come up with anything better than what Scott has come up with and that is why we commend the work that he has done. I suppose it has made to us a little more obvious the fact that we do need to address it, though, in the medium to longer term.

In relation to the perceived impasse regarding the management issue, Mr Pearce said:-

Probably the hardest component of that would be whilst the construction is taking place and because the usage of the Community Centre component at the moment is about 70:30, I suppose, that is why we question why we get locked into the management of it, especially during that construction phase when the school are actually on site, they know exactly what is going on and it is difficult

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for us being external to that site, to know what is going on with construction et cetera. It is always us having to then chase up to try to find out what is going on - can people use certain parts of the facility - and then trying to reallocate them to certain areas. That is why we thought it would be better for the school to take over the management simply because they are on site, they know exactly what is happening and they have more control of the facility.

The Committee questioned the witnesses as to what the impact would be upon the relationship between the school and wider community of the proposition that the Council may need to provide a Community Centre separate from the school facility. Mr Pearce responded:-

Again, I don't think it would impact on that negatively because I see that there are probably opportunities where we can develop, even with other groups in our local area who are looking at developments, and I suppose just on the basis of what I have heard today about the facility being needed for educational reasons, I see that it is probably necessary for us to readdress how we do provide those facilities and whether it be in conjunction with the school on a smaller basis and with some other community organisations who are going to provide facilities, and then we probably have to provide some in our own right. So we are actually at the stage where we need to be doing some forward planning for probably the next 20 to 30 years. That has probably been a problem with local government in the past. They have probably looked five years or 10 years ahead. We have recognised that problem and taken steps to start to address that. I suppose this one sneaked up on us, if you like. We were not aware that it was happening, not that I think that would have made any difference, but probably we would like to have had some more input.

Mr Catlin added:-

... First of all, we are aware of council's concerns. We intend to invite them to our steering committee from here on in so that they will know of the decanting process. They will have input into that decanting process, not only from the school's point of view but also from the wider community's point of view, so they will be very much aware in the future of exactly what is happening. So while they have that caretaker role of management, we will be putting things forward to Michelle, I suppose, who will be involved in that role of helping with the management.

The Committee sought clarification as to the normal protocol operating where a building has joint community/school use. Mr Catlin responded:-

Normally, once we get involved in something that they own, then we would bring them on board, and that is what we will do now. So that is the protocol, but we could have started earlier.

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DOCUMENTS

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

- i. Riverside High School – Submission – Parliamentary Standing Committee on Public Works, 17 November 2005; and
- ii. Correspondence dated 10 November 2005 to the Secretary from Ian Pearce, General Manager, West Tamar Council titled ‘Redevelopment of Riverside High School’; and
- iii. Correspondence dated 11th November, 2005 to Mr L. Catlin from H. D. Clayton, Artas Architects titled ‘Riverside High School Redevelopment’.

The transcript of evidence is located at:

<http://www.parliament.tas.gov.au/ctee/Transcripts/Riverside%20High%20School%20Development%2017Nov05.pdf>

CONCLUSION AND RECOMMENDATION

The evidence presented to the Committee clearly demonstrated the need for the proposed work to go ahead. Recent modifications have been minimal and have been possible through Minor Works and careful school budgeting of resources to maintain facilities. The buildings, to the school community’s very great credit, have been well maintained. However, there are many deficiencies in the infrastructure that are in need of immediate redevelopment. The Committee notes that with the projected growth in population of the school that additional classroom space may be needed in the near future.

Accordingly, the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of \$2,595,000.

Parliament House
Hobart
22 December 2005

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