



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

**Ogilvie High School – Redevelopment of
Outdated General and Specialist
Learning Areas**

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

MEMBERS OF THE COMMITTEE

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By Authority: Government Printer, Tasmania

INTRODUCTION

To His Excellency the Honourable William John Ellis Cox A.C., Lieutenant-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: -

Ogilvie High School – Redevelopment of Outdated General and Specialist Learning Areas

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

The school began in July 1937 as the New Town Commercial High School. It was originally situated in Letitia Street and transferred to its present site on completion in August 1937. The specific intention at the time was to provide for students in a coeducational environment, who had a particular interest in commercial subjects.

In 1940 the school changed its name to AG Ogilvie High School. In 1963, the school became the first all-girls' government high school in Tasmania.

Between 1950 and 1980 a number of new facilities were built to support a more comprehensive view of educational requirements.

Further diversification of the curriculum has occurred over the latter years enabling the students access to a vast range of academic, cultural and extra curricular activities. Enrolments grew steadily, reflecting the perceived need by the community for an all girls' school.

The facilities, however, have received little refurbishment in that time and now do not present a suitable environment for an effective delivery of the Essential Learnings (ELs) Curriculum, the major curriculum reform currently being implemented by all Tasmanian Government schools.

Development and redevelopment since 1970 has included the following:

- 1970 Science Block completed;
- 1971 Library, Kiosk and Hostel constructed;
- 1978 Gymnasium constructed;
- 1997 Hostel becomes a teaching facility;
- 1998 Science Laboratories refurbished; and
- 2003 Refurbishment of 3 General Learning Areas (GLAs) and establishment of Business Learning Centre.

With the exception of the minimal refurbishments in 1998 and 2003, the facilities are substantially unchanged since they were built. Modifications have been nominal and

have been possible through careful budgeting of the resources allocated to the school. Generally the facilities have been well maintained. Together with a self-help approach, this has given the school the appearance of an educational institution able to provide for its students well into the 21st century.

A closer inspection, however, highlights substantial deficiencies in its physical environment which, if not addressed, will impede the provision of the range of educational opportunities necessary to equip its students with the knowledge and skills required in an increasingly complex world.

The school facilities, whilst well maintained, are limited and there are no purpose built Music, Drama/Dance or MDT facilities. Finishes, fittings and services throughout the campus are now near the end of their life cycle and there is a clear need for refurbishment. It is against this background that Ogilvie High School applied for assistance under the Capital Investment Program.

Current Accommodation and Education Priorities

The timing of available funding through the Capital Investment Program has allowed the school to review its priorities, in light of the new Essential Learnings Curriculum, which is currently being implemented throughout the State.

This reform agenda will enable the school to build on its current reputation for educational excellence to ensure an educational program that meets the needs of its students in the 21st century.

Consistent with this program is a need for physical facilities that reflect the emphasis of engaging students in an environment requiring enhanced thinking and communication skills and which promotes the development of a person who is flexible, adaptable and able to problem solve.

The School Partnership Agreement details the data gathered in the School Improvement Review process and identifies key targets for improvement. These targets include:

- Personalised learning for each student;
- Emphasis on literacy and numeracy skills;
- Information and Communication Technology (ICT) freely available to enhance learning; and
- Encouragement of students:
 - to widen their participation in the vast extra-curricula program in the School; and
 - to have a greater involvement in the decision-making process.

The Ogilvie High School Mission Statement, the Essential Learnings, the School Partnership Agreement are the guiding principles that highlight key values and purposes and consideration of our needs for improved facilities in the redevelopment program. These aspects have resulted in a number of strategies being identified by the School community as pivotal in the curriculum reform process. These are:

- Personalisation;

- ICT – anywhere, anytime learning;
- Small learning communities;
- Physical fitness programs – beyond sport;
- New academic life skills curriculum;
- Global connections;
- Project-based learning;
- Student participation and performance;
- New paradigm school buildings; and
- Adequate staff preparation time.

To achieve these goals the curriculum focus has changed from content driven to inquiry based, from disconnected subject based to trans-disciplinary, from individual learning to team sharing. There is a need for more flexible spaces to allow for a number of classes sharing facilities, for larger groups of classes sharing smaller groups of teachers and for areas which can adapt to individualised learning environments. Up to date technology needs to be readily available throughout the school.

Against this background, the school revisited its accommodation requirements for the future. The governance structure adopted for the project ensured that a comprehensive consultation process was followed. Consequently, below is a revised summary of existing accommodation and facilities identified as requiring attention.

General Learning Areas (GLAs)

The current GLA accommodation is a major limiting factor to the successful implementation of the new curriculum. Facilities are aged, generally small and inflexible and allow little scope for inexpensive modification to even remotely meet minimum requirements for facilities to support the Essential Learnings.

Performing Arts

The Drama suite consists of 3 ageing GLAs with no provision for break out areas to allow for small group work. Students have to be sent to various locations around the school to practice small group performances. A storage facility (quite primitive) is located at the back of one of the GLAs but it is not readily accessible during lessons. There is no suitable performance space, and no green room or change room. This learning area is clearly the least resourced area in the school.

Dance students use the Assembly Hall, when it is available, as there is no suitable facility to accommodate this learning area.

Music is located on the top floor of the converted Hostel. Its facilities consist of 2 GLAs. One is of sufficient size to be used for orchestra, band practices and choir rehearsals, although it lacks acoustic capabilities and ventilation is of concern when large groups are present. A number of small practice rooms (formerly dormitories) are available but they have no sound proofing.

Access to Music is via a single, narrow staircase and significant difficulties occur when musical instruments need to be moved for performances. There is no performance area within the Hostel building and setting up for an orchestral or band

performance requires instruments to be relocated to the Assembly Hall or Gymnasium. Storage space within the Music suite is available but it needs to be developed.

Creative Arts

Both Food/Fashion and Art, Craft and Design are housed in a building dating back to 1969. Little renovation has occurred since then and although the available space is adequate, the facilities need obvious maintenance. There is a large stairwell connecting the two levels that serves no real purpose. Both areas need to be aggressively redesigned so that the building becomes a centre incorporating all Creative Arts, including those traditionally associated with MDT.

The MDT facility at present is housed in a building originally constructed in 1954 for what was then Home Arts and Crafts. Woodcraft and Design have evolved in that building in more recent times. The conversion was funded by the school and whilst it has allowed the girls access to a wider range of Creative Arts, the facilities are housed in an old, wooden building requiring significant upgrading. Soundproofing, a material storage area, OH&S issues all need to be addressed.

Physical Education

The Gymnasium was built in 1978. Typical of its era, the Gymnasium is basically a tin shed with minimal insulation, acoustics and heating. Its size, though suitable at the time, is now an impediment to the effective delivery of the Physical Education program. It is over utilised and at times is required to accommodate up to 5 classes (150 students) at a time.

There is no provision for partitioning and no dedicated space for health and fitness programs such as yoga, aerobics, fitness machines and weights.

The school has, this year, entered into an agreement with Bartercard Stadium to address some of the space issues. Notwithstanding, the Gymnasium needs to be redeveloped and extended to allow for a wider range of physical activity to occur.

In addition, the Gymnasium is the largest space available for occasions when the whole school needs to assemble. It is always a tight and uncomfortable squeeze necessitating students sitting on the floor. Extension of the floor space would add a degree of comfort to all who participate in these assemblies.

Student Amenities – The Canteen

Two canteens serve the school. One is located in the hostel block and it adequately services the needs of the year group (currently Grade 10) that uses hostel block as a home base.

The second canteen does not function well. Its location at the end of a corridor is unsuitable. It is small and would allow comfortable access to at most 20 students at a time. Long queues are frequently evident along the corridor with, at times, some students unable to access the canteen facility in the 20 minutes available for recess. Once inside, the space is cramped.

The amenities are old, they do not include cooking facilities and there are issues around OH&S (eg food storage). This canteen needs to be relocated and redesigned so that it can adequately cater for the needs of around 850 students.

Information and Communication Technology (ICT)

ICT is not, in itself, a pressure on current accommodation. It must be stressed, however, that the school is stretched to maintain a network equipped to carry the current technologies. Any redeveloped spaces must allow for the installation of high quality current technology with the infrastructure geared to coping with future advances in this industry. A deal of emphasis has been placed on the strategic direction and policy for ICT in the school. The dedicated allocation of a significant segment of the budget for this purpose is indicative of the priority this aspect has been accorded. The school has developed an ICT specific policy paper.

School Strategy Plan

In 2002, the school completed the School Improvement Review process. The data obtained together with the identification of targets for the next 3 years, underpinned initial discussions about future directions for the school. At the same time the school commenced its implementation of the Essential Learnings Framework.

In 2003, in light of the changing emphasis on building requirements as a result of curriculum reform, the school embarked on a detailed analysis of its perceived requirements and how best to use the redevelopment to achieve those ends.

It started the process by inviting Prakash Nair to visit. Prakash is an internationally recognised professional in the areas of innovative school facilities and educational technology and who, incidentally, was used as a consultant in the Reece High School rebuild. He spent time at Ogilvie High School in April 2003 and opened up the discussion regarding future facility requirements for the school.

Since then extensive consultation and debate has occurred to identify the facilities which best meet the needs of our students' working within the Essential Learnings Framework.

A School Operations Group (SOG) was formed and operated throughout the remainder of 2003. Its brief was to establish a list of building priorities which would support Ogilvie High School in maintaining its renowned standards of educational excellence within the context of the Essential Learnings Framework.

The SOG consisted of:

- Student representatives from each year group;
- A prefect representative;
- School Council representatives;
- Parent representatives;
- Staff representatives;
- Project officers (DoE and school); and

- The Principal.

The group met regularly, invited submissions from across the school community, visited a number of schools (Reece, Sheffield, Clarence, Cosgrove, New Town Primary, and Lenah Valley Primary) each of which had recent redevelopments.

Ideas gleaned from the school visits, from the submissions, from discussions and from the PIP recommendations were crystallised and a list of building requirements were identified. The list (see below) was accepted by both the Steering Committee and the School Council and was included in the Consultant's Brief which was used to identify the Architect for the redevelopment.

The list, not in any prioritised format, included the following:

- Establishment of functional and flexible General Learning Areas to provide an environment suited to the delivery of the Essential Learnings Curriculum;
- Provision of a performance facility for Dance and Drama:
 - The facility is to include teaching areas and a performance space capable of accommodating large school and community groups of up to 250 – 300. The facility is to also incorporate spaces for prop construction and storage, space for music ensembles involved in performance, change areas, storage and staff areas;
- Extension of Gymnasium to provide:
 - Additional larger spaces for activities including weights, aerobics, fitness testing;
 - Improvements to the insulation, heating and acoustics;
 - A new floor;
 - Renovation to the change areas, staff space and storage; and
 - Provision for the Gymnasium to be divided to allow for various groups and activities to occur simultaneously.
- Establishment of a Design Centre to cater for the needs of all creative arts including relocation of the MDT facility and the upgrading of Food, Textiles and Art Craft and Design facilities;
- Improvement and upgrading of the ICT facility within the school to allow access to and use of state of the art technology throughout the school;
- Relocation of the canteen to provide a contemporary functional facility with improved access and circulation;
- Refurbishment of the administration facility;
- Establishment of a Tasmanian native garden as a consequential project; and
- Extension and refurbishment of existing library incorporating ICT resources and technology.

Within this framework, SOG had some definite views around priority issues, not all of which were compatible with those expressed in the PIP submission.

Rationale for Amendments to Prioritisation Outlined in the PIP Submission

The PIP recommendations and those of the School Operations Group substantially address the same key priorities. There are two fundamental differences between the proposals.

The PIP submission was commissioned in late 2000 at a time when the ramification of the introduction of the Essential Learnings Framework had not been an issue. Decisions concerning the suitability of our current facilities to allow for Essential Learnings implementation are now our highest priority and supersede other recommendations put forward in the PIP submission.

Present General Learning Area (GLA) facilities are in fact demonstrably unsuitable to an Essential Learnings environment. It is fundamental to the integration of this flexible, inquiry based learning style of curriculum delivery that contemporary, flexible learning spaces are available. In addition, Ogilvie High School is committed to providing this environment, as a home base, to students in the Junior School - both Grade 7 and Grade 8.

The PIP submission recommends GLA accommodation should be created in the Hostel block (Building 8). Subsequent to this submission the School embarked on a program of converting dormitories into GLAs when the Hostel became a teaching facility. By the very nature of the building, the resulting GLAs were small and narrow. Major building refurbishment would be required to provide for the functional GLAs needed to deliver the Essential Learnings curriculum.

However, the school has recognised that the current small GLAs in the Hostel block can be used to advantage in supporting an Independent Learning environment for students, particularly Grade 9 and Grade 10 students as they accept greater responsibility for their own learning in their senior years at Ogilvie High School. The Hostel block is currently used as a home base for grade 10 students.

An alternative location for GLA refurbishment was considered and there was overwhelming agreement that N Block (Building 3) had the necessary qualifications:

- It is in need of significant improvement to its fabric;
- It has a central location; and
- Its floor area is such that a cohesive set of flexible GLAs could be created which would substantially address the needs of a year group (Grade 7 or Grade 8).

It is clear the redevelopment budget will not support the provision of sufficient numbers of the flexible learning areas to provide for both Grade 7 and Grade 8 as well as address other essential redevelopment needs.

The School Operations Group therefore recommended that, at this stage, the provision of a number of flexible learning areas to accommodate one full year group is the first and main priority in the redevelopment of Ogilvie High School. It further recommended the location of this redevelopment be N Block (Building 3). This

recommendation has been supported by the school community and endorsed by both the School Council and by the Steering Committee.

Materials Design and Technology refurbishment/relocation remains a high priority. Nevertheless SOG felt it should not be given too high a priority in the current redevelopment for a number of reasons:

- In the consultation process there was overwhelming support for MDT to be integrated into a Design Centre along with the other creative arts. The notion of a single entity (MDT) is not in keeping with contemporary thinking surrounding the place of MDT and its location in the curriculum schedule. The building to house the Design Centre currently is home to Food Technology, Fashion, Art Craft and Design (the other creative arts). Significant refurbishment of this building will be required to produce a functional, integrated yet flexible Design Centre. The refurbishment costs are significant.
- On a needs basis it was agreed that a new performance facility had a greater priority.
 - a. The present Dance/Drama facility is undersized, under resourced and over utilised. It was considered remarkable that the facility functions so well under less than desirable conditions and it is to the credit of both staff and students that the learning areas have flourished under such conditions.
 - b. Whilst it is also easy to be highly critical of the MDT facility it will still be able to function satisfactorily in the short term if some maintenance issues are addressed. Ogilvie High School will commit to undertake the required work to address these issues.
- The Gymnasium must receive some attention in this redevelopment. It needs a new sprung floor, insulation and heating at the very least. Its size limits its ability to cater for the needs of 1120 students and new extensions are required to develop fitness programs that are recognised as an essential component in the promotion of health and lifestyle. The allocation of funds to complete some of the redevelopment surrounding the Gymnasium was again considered to be a higher priority than MDT.
- The school does not have adequate performance spaces nor is there a space suitable for a whole school gathering. A new performance facility and a suitable Gymnasium refurbishment will address these requirements at the same time as providing for the needs as outlined above. It was agreed, when assessing the school's needs, that the multi purpose nature of these redevelopments would provide a much better return for the school and also for the significant Government investment in this redevelopment.

Scope of Works

The Scope of Works of the Ogilvie High School Redevelopment Stage 1 comprises:

- Flexible GLA's for year group cohort;
- Learning/performance space for Dance/Drama;

- Extension of covered floor to gymnasium and additional learning spaces; and
- ICT

These accord with the priority and Scope of Works within the Brief.

- Other works identified within the Master Plan (Stage 2) are:
- Refurbish M Block for GLA's;
- Relocate music to lower ground level of the Dance/Drama Centre;
- Relocate MDT to S Block to form Arts and Design Centre of Excellence;
- Upgrade B Block for GLA cluster; and
- Relocate Canteen to concourse.

N Block (Building 3)

- Refurbish 8 x flexible GLAs with office/staff accommodation (upper) and 3 GLAs or workshop/studio/storage (lower)
-

B Block (Building 5)

- Refurbish 4 x flexible GLAs
- Courtyard Linking M Block (Building 1) and N Block (Building 3)
- Extend Library by new development
- Build 3 x flexible GLAs by new development

M Block (Building 1)

- Refurbish administration area
- Relocate sick bay
- Relocate store
- Refurbish upstairs to give 3 x flexible GLAs

M Block (Building 2)

- Refurbish area previously occupied by canteen
- Refurbish 3 x GLAs

W Block (Building 4)

- Refurbish film room W10 to give Library support space

S Block (Building 6)

- Refurbish to Design Centre

Gymnasium (Building 7)

- Refurbish and extend

H Block (Building 8)

- Redevelop to expand size of GLAs

- Refurbish to give 5 x flexible GLAs
- Redevelop atrium on Level 2 and build concourse linking to new development connecting H Block (Building 8) to Gymnasium (Building 7)

New Developments

- Performance Centre: adjacent to N Block (Building 3);
- Dance/Drama Studios/GLAs, staff accommodation, storage, performance space; and
- Allow for future development to accommodate Music.

Infill Development

- Studios/GLAs which link Gymnasium (Building 7) and H Block (Building 8).

Concourse linking Performance Centre to N and S Blocks (Buildings 3 & 6)

- Provide circulation in N Block (Building 3); and
- Shop front (canteen) relocated to concourse.

The Concept Plans were ratified by the PWP, the Steering Committee and by the School Council.

Cost Estimates

Stage One

Below is a summary of the targeted priorities and the cost estimate for each:

Refurbish existing GLAs (N Block)	\$525,000.00
New concourse	\$119,500.00
New Dance/Drama facility	\$695,000.00
New learning space HPE (between gym and H Block)	\$210,500.0
Refurbish Gymnasium floor and Minor Works and covered way	\$162,500.00
Mechanical services	\$60,150.00
Fire protection services	\$15,910.00
Electrical services	\$227,145.00
Communication services	\$59,795.00
Site works and drainage	\$82,500.00
Design and contract contingency	\$90,000
Post contract Minor Works	\$20,000.00
Total Capital Works	\$2,268,000.00

Art work	\$40,000.00
Furniture and equipment	\$253,000.00
Information and communication technology	\$400,000.00

Consultants fees	\$177,465.00
Miscellaneous expenses (plaques etc)	\$50,000.00
Total Project	\$3,188,465.00

EVIDENCE

The Committee commenced its inquiry on Monday, 18 October 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:-

- Tim Gourlay - Manager Facility Services, Department of Education
- Michelle Foster - Co-ordinator Works and Services, Department of Education
- Rod Miller - Consultant, Ogilvie High School
- Judy Bennett - Principal Ogilvie High School
- Tim Penney - Architect, Philp Lighton
- Robert Tanner - Chairman - School Council
- Kevin Fagan - Hartz District Superintendent - Chair of Project Steering Committee
- Georgia Barnett - Student Representative
- Barbara Dwyer - Acting Principal

Overview

Mr Miller provided the Committee with an overview of the process which led to the proposal:-

...I had an involvement in two committees - the school operations group and the project works party, whose responsibility it was to identify the redevelopment needs of the school. Both committees had representation from across the school community; both made recommendations only and final decisions were made by the school council after due consideration by the steering committee.

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

The school operations group was replaced by the project works party in 2004. The majority of its members were on the former committee. Staff representation from the learning areas being considered in the redevelopment were also invited to participate. Those areas were music, drama/dance, health and physical education, materials design and technology, information and communication technologies, and also the GLA

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

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

Mr Fagan added:-

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

The enrolment at Ogilvie has varied over time and it currently is capped at 1120 students with a little bit of flexibility for in-area enrolments coming into the classes during the year. That cap is fairly close to the physical capacity of the school and it is consistent with research that we have done around the size of schools as viable institutions. Most of the research from the United States would indicate that when schools get much bigger than that they lose too much personality or too much of the personal contact that you would want between the administration of a school and its

students. It is also consistent with the Ogilvie High School Council's wishes in terms of the size of the school and it is consistent with the organisational structure of the school. The school has five houses and because the house activities are such a strong part of the culture of Ogilvie they prefer to organise their classes on a house basis. So five classes of two for each house gives us 10 classes in a year group. Ogilvie sets up with a class size of 28, which is large but they have done so for the reason that if they run 28 in their classes they can have an extensive extra curricula program and certainly the school does have a huge range of opportunities for its students. That house structure is very important to us also because what it does is give every student an opportunity to be involved in drama, sport, singing and all those sorts of things that Ogilvie is so well known for. For example, some six or seven years ago Ogilvie was involved in rock eisteddfodds, which meant that 100 students - that is the maximum that could be involved - were able to go in that. Now it has productions that take up far more of the students in the school.

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

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

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

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

Learnings curriculum into reality in our high schools; and of course the architect as required.

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

Ms Bennett followed:-

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

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

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

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

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

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

I was looking back over the information from the series of workshops and participation by the school community. There was representation right across the school from students and parents, Department of Education employees and all staff. Some 25 members of staff visited Reece High School and had subsequent visits to other locations where redevelopments had been undertaken.

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

School Council

Mr Tanner made the following submission on behalf of the School Council:-

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

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

The money that was originally set aside for this redevelopment was quite a significant amount, however its value has eroded quite a bit since this project was first mooted. Curriculum and ICT developments have added considerably to the costs and we will be looking at a further submission to stage 2 as soon as we can. We realise, of course, that other schools and other people also have priorities but we will be putting our name forward as soon as we can. Enrolment at the school, as has been pointed out, is fairly

large relative to other schools in Tasmania but the school is not oversized. Its current size is well supported by the council. In fact the council was partly involved in drawing up a list of selection criteria for people going into the school over and above the students from the local primary schools and the council fully supports that procedure. We believe in the single-sex school; it has been operating for quite some time, as Mr Fagan pointed out, and the council supports that concept.

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

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

Essential Learnings

Ms Dwyer made the following submission to the Committee regarding the Essential Learnings curriculum:

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

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

One of the other things that came out of Essential Learnings is that it is really important for people to work together. We know that and in the past teachers have worked in isolation. What we would like to do when setting up the GLAs in the design, is to pair the GLAs. If you have noticed GLA 1 and GLA 2, Tim has designed them so

they open up together so you have a larger expanse. GLA 3 and 4 are the same. This allows for two teachers to have two classes in separate rooms, but if they wish they can open it up and have a bigger space. Of course, those classes would be Dando classes or Millar classes, building on the very traditional foundations of Ogilvie, of the House system.

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

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

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

Capital works Program

Mrs Foster made the following submission in relation to Capital Works Program of the Department of Education:-

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

We have also undertaken a smaller project, but still significant, through the capital investment program at New Town High School, but there is nothing on the books at the moment which is the size of Ogilvie. So Ogilvie was almost our next step in redevelopment of high schools around Hobart. Since 1991 we have spent around \$1.3 million at Ogilvie through capital expenditure. That sounds a lot of money but it has been quite a long time - that is 14 years - and most of that money has gone on holding the school together, on minor works projects. You would have seen some of those today, including the classrooms we had started to redevelop. A lot of that money went on some urgent issues. We had a burst water main which cost us around \$80 000,

so the dribs and drabs do start to add up but we have had no opportunity to have a major impact on the school and on reconfiguring and redeveloping the school in large sections. That gave rise to this submission for a major redevelopment at the school, which was envisaged in the PIP completed in 2000 and became part of the project approved as part of the 2002-03 State Budget at a value of \$2.669 million.

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

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

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

I wanted to emphasise some points on the planning, which has been discussed fairly well. The project, as submitted today, is a result of rigorous and comprehensive planning process that we have heard. The master plan that we do for larger projects, we also do sometimes for smaller. They are quite a significant piece of information to work out. When you go to a site with a lot of money you must ensure that you are spending it in the right place. We have seen that here with the move away from some of the items detailed in the initial project that talked about MDT and some other priorities. That master plan and the thinking that went behind it are where the changes have arisen and they are not just changes for the sake of it. They had to be changes that were substantiated in the talking and discussion that went on.

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

Regarding the stage two redevelopment, we are seeking endorsement from the committee today but that still is subject to a priority process through the department, a further evaluation of what it could be, and priority setting against other schools'

needs and what they put their hand up for across every district. So to date that stage 2 will still need to be submitted to the Hartz District office. We are moving two branches to the southern north-west but at the moment we are still discussing on a district basis only and those changes will happen next year. So that submission to Hartz District office will occur this year.

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

Student Body

Miss Barnett made the following submission on behalf of the student body:-

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

... It is really important for the students to feel that it is a worthwhile place and that it is place that I would like to go to school and do my work because I am proud of Ogilvie and I want to do the best I can. So it is really important in that sense. Also, as technology is advancing we need the new facilities to accommodate this and to accommodate the new curriculum as well.

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

Personally, I have my Chinese lesson in the hostel. It is on the middle floor and I can remember our first lesson. Teaching had just started when suddenly we had this big trumpeting of Waltzing Matilda during the whole lesson. To start with it was funny and we had a bit of a laugh but the novelty wore off and it became distracting. We

cannot really concentrate because of the music; it is like there is no soundproofing at all. That is another important issue there. Also, heaps of girls are involved drama and dance and they would love the opportunity to make the most of that at Ogilvie with new facilities.

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

Plans and specifications

Mr Penney made the following submission in relation to the proposed works:-

... I would just like to quickly restate the process of how these drawings and this proposal have come before you. Obviously part of our brief was to do the master plan and the master plan, as Michelle Foster said, provides a framework for the future development together with the specifics of this project.

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

Obviously we have consulted with the school teacher group as well as the parent group as part of our process. It has been an informing process and I think that is reflected in the complexity in the planning. We have brought together all of those elements of curriculum and costs. We have had to then work through the process of how does this master plan translate into specific building proposals within the stage 1 process. Obviously our visions exceeded our initial budgets and we have been through various design steps to go back and revisit to make sure it accords with the budgets that have been allocated through facility services. That is also a reasonably complex process, as I am sure you are all aware; there have been some hard decisions that have had to be made by the school about what it is that gets the money in these first stages.

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

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

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

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

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

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

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

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

Changerooms and Shower facilities

The Committee questioned the witnesses regarding the provision of changerooms and shower facilities in the proposed works. The witnesses responded:-

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

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

The Committee questioned Miss Barnett as to whether the provision of improved shower and change facilities, with some degree of privacy, and improved amenities would make a difference to students' attitudes to showering after PE classes. Miss Barnett responded:-

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

ICT

The Committee questioned the witnesses as to what communications infrastructure was available at the school. Ms Dwyer responded:-

I am a low-end user. I use the computer but I am not quite sure of the networks that there are ... I have a passion for it, though, so I understand the questions you are asking. Yes, we are looking at going wireless and we are looking at installing a very similar system that Reece High School has with the MATV. One of the distributors who came out on Thursday also has a very similar system which can be used with a smaller category 50 cable, but with \$400 000 we are also looking at attendant systems for students and security of areas that might have traditionally been more difficult to supervise with teachers, again looking at that whole picture using that quarantined \$400 000.

Ms Bennett added:-

And maybe adding on to that, this is about communications in the school, it is not just about boxes on desks. It is also about a sustainable model of systems, because we understand that if you put an injection of funds into boxes on desks then in a couple of years time we are not going to have the money to replace them, so we are looking at ways in which to leverage off things. We are also looking at the notion that part of the vision around the school is the potential about young women in ICT and research, and

we want our school to be the leading edge in relation to young women as users in the industry and all those sorts of things. So the facilities that you saw today will have multiple solutions. The notion of a lab is just one way and there is a lot of debate about whether you have a lab set up or whether you have pods or whether everybody has their own piece of equipment. We will have multiple solutions around all of that.

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

Dance/Drama spaces

The Committee questioned the witnesses regarding the means by which the design accommodated movement between the designated areas for dance and drama. Mr Penney responded:-

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

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

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

Ms Bennett added:-

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

The Committee questioned the witnesses as to what toilet/change facilities would be provided for the dance studio. Ms Bennett responded:-

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

Mr Tanner added:-

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

CONCLUSION AND RECOMMENDATION

The facilities at Ogilvie High School are substantially unchanged since they were built and to the school community's great credit, very well maintained. It was clearly demonstrated to the Committee that despite appearances, significant deficiencies exist in the infrastructure that are in need of immediate remedy.

There are no purpose built Music, Drama/Dance or MDT facilities. Finishes, fittings and services throughout the campus are now near the end of their life cycle and there is a clear need for refurbishment.

The introduction of the Essential Learnings curriculum provides additional impetus for an improvement in the physical facilities available at the school that reflect the emphasis of engaging students in an environment requiring enhanced thinking and communication skills and which promotes the development of a person who is flexible, adaptable and able to problem solve.

The Committee recommends the project, in accordance with the plans and specifications submitted, at an estimated total cost of \$3,120,000.

Parliament House
HOBART
4 November 2004

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

