



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Smithton High School Major Refurbishment

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

MEMBERS OF THE COMMITTEE

Legislative Council

Mr Farrell (Deputy Chairman)
Mrs Taylor

House of Assembly

Ms Ogilvie
Mrs Rylah

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1 INTRODUCTION

To Her Excellency Professor the Honourable Kate Warner AM, 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:-

Major refurbishment of existing areas at Smithton High School to provide modern contemporary flexible learning environments, including science facilities and visual and performing arts facilities

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

2 BACKGROUND

- 2.1 This reference recommended the Committee approve works for a major refurbishment of existing learning areas at Smithton High School to provide contemporary and flexible learning environments, and improved science and visual and performing arts facilities.
- 2.2 The Smithton High School Major Refurbishment is part of the State Government's *Reinvigorating Tasmanian High Schools* program. This program has a funding commitment of \$68 million over four years to upgrade facilities at a number of high schools to provide flexible and contemporary learning spaces, with the aim of promoting 21st Century learning and teaching practices.
- 2.3 The school was established in 1938. Since that time some areas have been redeveloped, including the material, design and technology area, the visual arts area, the music suite, the teaching kitchens, grade 7 general learning areas and the new gymnasium. Although well maintained, the grades 8, 9 and 10 learning areas, science facilities and visual and performing arts facilities are no longer conducive to 21st learning and teaching practices or the needs of the school.
- 2.4 The proposed works include:
 - new general learning areas for years 8, 9 and 10 to be located in a combined refurbished/rebuilt wing that will replace existing Building 2 in full and mostly Building 1C;
 - new general learning areas for years 11 and 12 to be incorporated into the trade skills centre, Building 4;
 - a new music suite attached to the existing gymnasium, Building 3;
 - a new science suite developed within the remaining part of Building 1C;
 - the library and ICT area will be relocated into Building 1D;

- replacement of Building 7 with student and staff amenities dispersed throughout the campus; and
- removal of surplus-to-needs floor space to reduce the overall footprint by approximately 20 per cent improving the sustainability of the built environment.

2.5 The proposed works have the following advantages:

- Utilises the existing building fabric and site infrastructure wherever considered economic and opportune to do so;
- Replaces unserviceable and aged infrastructure;
- Reinforces the flow of year groups through the school;
- Creates and identifies year level learning precincts within the structure of the campus;
- Clusters most year groups around the core of the school;
- Maintains the functioning year 7 classrooms, administration and gymnasium;
- Positions the library for easy access by parent and community groups; and
- Maintains existing access, bus and car parking areas.

3 PROJECT COSTS

3.1 Pursuant to the Message from Her Excellency the Governor-in-Council, the estimated cost of the work is \$7.0 million.

The following table details the cost estimates for the project:

| Description | Budget Component (\$'000) |
|--|------------------------------|
| Construction including design contingency | 5,095 |
| Furniture and equipment | 600 |
| Upfront expenses including consultant's fees | 650 |
| Art in Public Buildings | 80 |
| Contingency including construction contingency, post-occupancy works | 575 |
| Total | 7,000 |

4 EVIDENCE

4.1 The Committee commenced its inquiry on Tuesday, 19 January last with an inspection of the site of the proposed works. The Committee then returned to

Circular Head Council Chambers, whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Tony Luttrell, Chief Financial Officer - Department of Education;
- Keith Billing, Principal Smithton High School; and
- Andrew Floyd, Principal/Architect – Philp Lighton Architects.

Project Overview

4.2 Mr Billing provided the following overview of the proposed works:

This project allows Smithton High School to connect the dots from our previous building refurbishments. We have recently had a trade training centre built across on the south side. We never got a chance to have a look at that on our tour but it is a state-of-the-art facility. You saw our gymnasium, which is the most recently completed. Back about six years ago we completed the technology block, which is the upstairs/downstairs area, which I didn't show you in the tour, but all three of those areas are very much state of the art. It has our home economics block, which is a top-notch facility and enables first-rate learning. Everywhere in between those three dots were very much archaic and filling-in situations and not conducive to great learning. We've already seen, by providing great facilities, how it can engage students more in their subjects and give them up-to-date technology which brings us in line with twenty-first century learning design. This enables the buildings to represent more of what we are about so far as providing twenty-first century learning in twentieth century buildings. It will allow greater supervision and far better access for students and shelter for the winter months in particular. At Smithton that's something we saw with the creation of the gymnasium. Over this last winter two-thirds of our school population at any recess or lunchtime would have been found in the gymnasium because we finally had shelter from the prevailing south-westerly. It has changed the whole mood of the school. I have every confidence that this latest build will bring the whole thing together and make it a first-rate learning facility.

4.3 Mr Floyd added the following:

I will talk for a few minutes on the philosophy behind the master planning. It was to utilise the existing building fabric where we could, maintain the quality infrastructure but replace old infrastructure, to identify and reinforce the various year groups and their flow through the school, to make sure we created learning precincts, to cluster the year groups around the school core, to position the library for easy access by parents and community groups on the side of the school, and to maintain existing access to bus and car parking.

We have created 11 new classrooms, four program rooms, and a science, music and library space.

With regard to environmentally sustainable design we have tried to maximise the number of general learning areas on the north side of the building, maximise external shading to reduce excessive solar gain, and we have made sure we have created a highly insulated building to reduce heat loss. We have included double-glazing. We have ensured that we have high levels of natural ventilation and cross-ventilation, and we have introduced as much natural light as we can, particularly into the central common space. We have adopted highly efficient LED lighting and energy efficient heating. These are all quite significant improvements from the existing building stock.

Your walk around the site today would have shown some of the problems that the school faces with narrow access ways, changing heights, old building fabric and small classrooms. The development increases the classrooms to 75 square metres, which is the required area now, and introduces technology to support teaching into the twenty-first century.

- 4.4 The Committee questioned the witnesses on what other benefits were anticipated as a result of the redevelopment. Mr Billings explained that he believed the redevelopment would lead to a potential increase in enrolments at Smithton High School:

Mr FARRELL - I have an overall question. Apart from the physical benefits of this rebuilding, how do you think the school will have other intangible benefits through better buildings and design?

Mr BILLING - I feel it has the potential to increase enrolments, which is a very competitive market at present and has been for the last 20 years. We had the Circular Head Christian School built through federal funding and their facilities have been far more modern and for students and parents who take their children through both facilities it has basically been a no-brainer for new families coming into the district. This is purely guesswork, but I'd say of the New Zealand people who have come in through Woolnorth or wherever, we probably only pick up about 25 per cent of those enrolments. They nearly all go to the Circular Head Christian School and it is purely that we just aren't in a competitive market. Since that gymnasium has been built we have picked up at least half-a-dozen enrolments from Circular Head Christian School alone, and that was during last year. The potential for having a facility like this with modern everything in it I think will reduce not only the leakage to Circular Head Christian School but up the coast to Marist College and places like that, because we still have a busload of students who go to Burnie every day.

CHAIR - Just on that, you say you get about 20 per cent to 25 per cent of enrolments. Do all of them come through the school for a look before they choose?

Mr BILLING - No, not all of them come through. A lot of the decisions come from the background of the employer's perceptions. It is something we feel that we are gradually turning around, but given the success of the gymnasium build I am very confident it will make us a far more viable and appealing option, visually anyway. I am confident that we have a very strong staff and we're offering some great things through our curriculum. This is basically the icing on the cake, to be quite honest.

Demolition of Existing Buildings

- 4.5 The Committee noted that, unlike other recent high school redevelopments, the Smithton High School redevelopment included a significant amount of demolition works. The Committee questioned the witnesses on the extent of demolition work that is proposed and the benefits this will provide:

Mr FARRELL - Before the building commences there is a fair bit of demolition required and I think this is the first school we've seen in recent times where there is such a large amount of demolition. I think it is about 20 per cent of the school.

Mr BILLING - I think once it is finished it is more like 42 per cent. Part of the exercise was to reduce the FECA.

Mr FARRELL - I have just noticed that some of the older buildings have been maintained really well, which I think is a credit to the school; they look in very good condition. Travelling around it was pretty obvious that there are old buildings. Do you think the school will see savings in maintenance and general school operations because of this rebuild and removing the buildings?

Mr BILLING - That is probably where we have the most to gain with this, because heating in particular during the winter months is far more costly than a lot of more recent schools. I cannot do a comparison, but I could consult with my business manager if you needed me to give the actual figures. There is a lot of external maintenance with weatherboards and a lot of those are at the stage where they just cannot be repaired anymore. The costs with maintaining it were going to blow out considerably from this point on.

Mr LUTTRELL - I might also add not only the ongoing sustainability aspect for the school - that is, the cost of heating. If you see the age of the building stock and the infrastructure such as electricity, and we saw that switchboard and where it is positioned, the cost to the department for work over \$20 000 we would expect to be significant and continuous if the buildings were to be retained. Not only for ongoing, day-to-day operational aspects from the school, there will also be significant savings for the department in terms of the main buildings that we are responsible for.

4.6 The Committee also questioned the witnesses whether the demolished building materials would be recycled in the build:

Mrs TAYLOR - What are you doing in terms of the buildings that are going to be demolished. Is there going to be recycling? I hope you are not going entirely waste all that material.

Mr LUTTRELL - It depends on the nature of the building material.

Mr FLOYD - A lot of the old roofing materials would not be of much value. We normally say it is either salvaged for re-use or salvaged for recycling or demolition, or it becomes builder's salvage. The builder goes through and makes allowances in his tender for materials that he thinks have salvage value and he can offset his cost of demolition against the salvage value of those items.

Mrs TAYLOR - Has that happened in this case?

Mr FLOYD - That is a usual process and I am certain that will happen by any competent builder who tenders on this. For instance, roof iron would be potentially used as salvage for unseen formwork for concrete.

Mrs TAYLOR - There are a lot of weatherboards there.

Mr LUTTRELL - Yes. As you have seen in previous submissions, it has a focus on recycling material such as dado and the wood. Where there are opportunities that do not put the project at risk from a budgetary perspective - that is, exorbitantly expensive to recycle - we would be looking to recycling where possible.

4.7 The Committee also sought to establish if the school would suffer any financial disadvantage as a result of the reduction in the school's physical footprint. Mr Luttrell noted that there would be a reduction in the school's resource package for maintenance and cleaning. However, Mr Luttrell also noted that there would be no net recovery out of the school's funding as a result in the reduction in maintenance and cleaning costs and that the school would most likely gain an overall net funding benefit as a result of the redevelopment:

Mrs TAYLOR - If you have a smaller footprint, what affect does that have on your budget? Do you get less money if you have fewer buildings?

Mr BILLING - That would be the case.

Mr LUTTRELL - There is a formula in the budget area that calculates what the school resource package is. I would expect there will be less costs in relation to the school having to absorb or pay.

Mrs TAYLOR - In terms of maintenance?

Mr LUTTRELL - Yes, and cleaning staff. If the footprint reduces then the cleaning costs reduce and there is less need for cleaning staff to clean those buildings. The centre provides a school resource package and some of that would have regard to the size of the buildings. Less footprint means less cleaning staff required and there will be less provided to the school for staff that no longer would be required.

... .. Coming back to your question around the impact on the school, the school is not going to be disadvantaged at all by the demolition of the building. There is not going to be a net recovery out of the school. The school, if anything, will benefit.

Design and Building Materials

- 4.8 The Committee questioned the witnesses on the use of wood as one of the building materials to be used in the proposed works, noting that the timber industry is very important to the town:

Mrs TAYLOR - Why would you not be looking at using more wood in the building?

Mr FLOYD - There is a lot of wood in the building.

Mrs TAYLOR - Framing?

Mr FLOYD - Yes. The walls within that steel frame are pine timber.

Mrs TAYLOR - Did you say the internal walls are going to be wood?

Mr FLOYD - The internal walls are made with timber studs.

Mrs TAYLOR - But they are not lined. Why would you not consider lining them with timber rather than with high-impact plaster?

Mr FLOYD - The impact-resistant material that we are using at low level is MDF, which is wood.

Mrs TAYLOR - Coming from where?

Mr FLOYD - I am not quite sure where it comes from. I believe it is probably a pine sub-base and a laminate finish over the top. That has been selected for its ease of cleaning and wiping off, and also for the colour palette. We did not want to introduce too many dark colours low in the building. Timber is certainly an option. We are not necessarily averse to that.

Mrs TAYLOR - I suppose looking at it from a broader Tasmanian economic picture, we ought to be looking more at timber rather than -

Mr FLOYD - Andrew and I were talking about this as we were walking through, looking at opportunities to recycle what we could, where. If there is a possibility of recycling existing wood in there, we would look at doing that. Andrew is saying they have not finalised exactly the internal fitout with regard to the finishes.

Mrs TAYLOR - Certainly, you would want to benefit the local industry if you possibly could.

Mr FLOYD - We will certainly have a look at it.

- 4.9 The Committee noted the local environment created issues that have been addressed in the design, in particular the prevalence of rising damp and the impact of prevailing winds. The Committee sought further information from the witnesses on how the design had catered for local environment factors:

Mrs RYLAH - I would like to ask about the foundations. Two of the challenges I see living here and where the high school is located, is that there is a lot of rising damp because it is in the bottom of a valley, even though the high school actually sits on a slight sand hill. There is rising damp, and the other challenge is the wind - in particular, the prevailing south-westerlies. Are these slabs insulated, and what are we doing about the damp issue?

Mr FLOYD - The damp issue will be dealt with by usual building practices where we have a layer of sand and gravel underneath the slab with a layer of plastic over the top of that, which will stop any moisture coming up. There will be a slab - which I believe is 125mm thick - slab edge insulation. We have slab edge insulation and that insulation runs underneath the edge of the building, which is where you get most of your heat loss.

Mrs RYLAH - Is that polystyrene?

Mr FLOYD - I believe it is polystyrene.

Mrs RYLAH - In regard to the wind issue - the wind aspect of the westerly and the south-westerly coming onto the site and the design of how all of this, the windows, all that work.

Mr FLOYD - The windows are double glazed. The building fabric is highly insulated, above Part J of the building code. We have been aware of the wind issues. We have some barriers in front of some of the principal doors. We are proposing to relocate the last steel external structures that were outside the library, which was a long, covered roof area. We are planning on re-using all of that to provide shelter and shade outside the building itself. Part of the design with that internal courtyard recognises the unique Smithton microclimate, and the expectation that there are a lot of days when the students are going to be forced to be inside. They have this circulation spine, which is an extension of their teaching area and engineering space to be in addition -.

Mr BILLING - Could I come in on that too? With the initial design, where the new gymnasium has been built, that has created a natural block to prevailing south-westerly wind. As we were designing this new spine connecting the two buildings, we slid that as far towards the road as possible to regain as much of this northerly aspect as we can. It has created a 'U' in there. That is an extremely sheltered spot. The design of that part is trying to use that gymnasium as a block from the south-westerly wind too. That is one of the better parts of the design. The architects have done a brilliant job with that.

- 4.10 The Committee also questioned the witnesses on whether thermal breaks would be included in the windows. Mr Floyd indicated that modelling had shown that the glazing without thermal breaks would meet the Building Code standard for energy performance, and therefore the current design did not include thermal breaks:

Mrs RYLAH - Regarding the window issue you raised, Andrew, will they have thermal breaks in them?

Mr FLOYD - No.

Mrs RYLAH - Why not?

Mr FLOYD - We have done a glazing calculation test to see what the thermal loss will be of the overall building and building envelope and without going to the extra cost of the thermal break, our building complies with part J of the Building Code in terms of heat loss.

Mrs RYLAH - The cost of a thermal break is not great, so why wouldn't we do that?

Mr FLOYD - It is more with a thermal break than it is without a thermal break and we have been able to achieve the energy performance of the building without having to go to the extra cost of the thermal break.

Mrs RYLAH - In terms of energy efficiency, I hear what you are saying but I would challenge -

Mr FLOYD - It would have an additional cost but I am not sure what that is. That is something we could find out. I am advised that the performance of the window suite is minimum performance so they certainly could provide a suite with a thermal break if they wanted to.

- 4.11 Noting that there would be an additional cost, the Committee asked the witnesses if thermal breaks would be considered if the tender for the project came in under budget:

Mrs RYLAH - In the current market we have a lot of competitive projects coming up and there will be a lot of contractors competing for this. If there was the opportunity through some savings in the contract, would we be able to move to windows with thermal breaks in them?

Mr FLOYD - That would be a discussion we would raise directly with the Education department to see how they may wish to make use of any savings we can get along the way.

Mrs RYLAH - If there is surplus from the costs, in other words, if you chose not to put in thermal breaks, does the surplus get returned to the Education department or does it go to the high school for other use?

Mr LUTTRELL - We would retain it in the allocation and appropriations for the school so it would be used in the school build. Following on from what Andrew is saying, when we get the tender back, there may be a range of different areas we will need to have a look at and what opportunities there might be, and that could be one of them we look at.

Mrs RYLAH - I strongly encourage you to look at that.

Mr LUTTRELL - Or it could indeed be that the tender comes back higher. It is premature to say what we will or won't do here. Ongoing energy savings are something we are looking at right across the state, so that would be a factor.

Consultation

4.12 The Committee questioned the witnesses on the consultation undertaken and level of community support for the proposed works:

Mr LUTTRELL - The community is quite strong in its support for this. The community has been engaged and is in support of the proposal.

CHAIR -I have a consultation question and then we can wrap up consultation. We toured the school with Jenny Poke, the president of the school association, who is a wonderful local advocate and very passionate and she has been in my ear for years about the gym, the school and the hockey field, which is great and what we want. We talked briefly about the school's consultation with the community and the relatively overwhelming positive feedback. Has there been anyone against it?

Mr BILLING - I haven't had a single negative. I deliberately kept the council informed, particularly in the knowledge that Southside will eventually be demolished and knowing the historical factors beyond that, thinking that there may be some backlash, so that has been mentioned at council and been part of our newsletter - we put that out into the open as quickly as possible. There has surprisingly been nothing other than my wife saying, 'No, you can't knock down the old primary school.'

CHAIR - Has the DA been submitted?

Mr FLOYD - Yes.

CHAIR - Has it been approved?

Mr FLOYD - Yes.

CHAIR - That would have included a public consultation. Are you aware of any objections?

Mr FLOYD - No.

CHAIR - As in there weren't any or you're not aware of any? I just realised I asked the wrong question there. Just on that again, Jenny is a wonderful advocate for the community but I also thought it was great to see the two students there today, Erica Quinn and Judd Stewart, who gave up some of their holidays to support the project. I understand it was the previous SEC that managed the consultation with the students, but it was wonderful to see both those students representing the school, wonderful young local people, and I think it was a credit to the community and the school that they gave up part of their holidays to come and support what was going on today. It shows not only the student involvement in the project but also the overwhelming support within the community.

Mrs TAYLOR - A number of the teachers as well.

CHAIR - That's right; we can't forget the teachers. It gives the community a very good sense of what the staff and students think about it when we have a hearing outside school time and they come along to support it.

Technology

- 4.13 The Committee noted that the use of IT and collaborative teaching requires a significant adjustment from the technology teaching practices and facilities previously used. The Committee sought further information from the witnesses on how IT and technology access has been improved through the design of proposed works:

Ms OGILVIE - I am interested in the technology aspect of the building and construction, and how you are making sure that the school is going to be fit for purpose for IT and technology, in your cabling, and STEM courses and how all that fits together.

Mr LUTTRELL - You have mentioned a range of different dimensions to technology. In terms of the ICT, certainly that is the key component to the design. The department has a large input into the cabling and the type of cabling, so there are specifications that we require to be provided so that we have a sufficient or base level of ICT infrastructure in every school. That is covered off.

Mrs TAYLOR - Has Smithton got NBN yet?

Mr BILLING - Yes.

Mrs TAYLOR - The school has NBN?

Mr BILLING - Unfortunately we have not had the infrastructure to connect, and this will allow that. We get to choose what we think is the appropriate number of points in each of these new learning areas and the withdrawal areas where we can use it out in those substantial corridors - more a mall than a corridor. It is going to allow for lots of flexibility of how we use our technology, and the wi-fi throughout the building multiplies everything from where it is at the moment.

Mr LUTTRELL - The department supports schools with wi-fi in terms of working through how much access is at each access point. Indeed in terms of this design and I think some of the electrical outlets even have USB points - even students who obviously use the phones all the time. It is going from that real lower level detail of USBs to the infrastructure.

Years 11 and 12

- 4.14 The Committee sought further information on how the proposed works would enable the school to improve its offering for Year 11 and 12 students, and to cater for an increase in the number of students continuing past Year 10. Mr Billing indicated that the works would allow the school to both cater for increased enrolments and offer additional classes:

Mrs TAYLOR - I want to talk about years 11 and 12, in particular with relation to this build. We are all very well aware that the government, through the Minister for Education, is very keen to see 11 and 12 being more developed in every high school, or in your case probably expanded. How does this build help you? How many specialist 11 and 12 teachers do you have now?

Mr BILLING - Our policy is to include them in the whole staffing, so it's very rare that we have someone who is dedicated 100 per cent to grades 11 and 12. Our current enrolment would necessitate 2.6 FTEs; however 2.6 doesn't allow you to offer a very robust program, so the increased staff, and that extra one that is provided currently, give regional schools that opportunity to have smaller classes and offer more subjects. It's something that has helped

the Smithton campus as far as being able to offer a much broader thing. We run five lines, but we were only able to offer one subject on three of those five lines, and a choice of two on two of the lines. Probably up until five or six years ago we had reduced to that factor. Since having that extra staffing we have taken that to three on two lines and two on the other three lines, so it's doubled well and truly.

Mrs TAYLOR - That has to be a help in the number of students that might go to Hellyer, for instance.

Mr BILLING - It allows us to have more here and the knowledge they are going to be there. It has always been a year-to-year proposition and knowing it is there has allowed us to do the planning to say we are going to definitely have these subjects. So more do stay, but it is going to be an historical thing. It is going to have to build -

Mrs TAYLOR - Does this rebuild help you?

Mr BILLING - The rebuild will help in that it is going to make the trade training centre the grade 11 and 12 base. It will have state-of-the-art facilities and a brand new build, and air-conditioning throughout. It is just what needed to happen. There is plenty of space there should it increase beyond that. What we have there is bound to be able to cater for the current enrolment and increasing enrolment.

Mrs TAYLOR - Do you have the capacity to expand your numbers?

Mr BILLING - We have capacity to increase at least another class. We can still utilise what is over on the other side. For instance, we offer hospitality. Once this build is completed we envisage being able to use that commercial kitchen that is part of the existing gymnasium. There has been a bit of a complication with what was a multi-purpose room now becoming our drama area, so there are a still a few hurdles to overcome with that, but it is certainly ample for what we have.

Potential for Relocation of LINC and Service Tasmania offices to the School

4.15 The Committee noted that there had been some discussion about relocating the Smithton LINC and Service Tasmania office to the high school. The Committee questioned the witnesses further on this possibility and whether provision had been made in the design for this:

Mrs TAYLOR - I had a question about the library. We talking during the tour about the possibility of that becoming available to the community and possibly LINC moving to jointly have a school library and a public library and maybe, as has happened in some towns, Service Tasmania moving to the school - having all those public services. What would be needed in this build to make that happen?

Mr BILLING - Part of the brief for the build was to make future provision for that. The location was chosen to house the library because of the accessibility and that space, once the toilet block is demolished. We have pushed everything so that once students arrive at school, everything happens at the playground side and doors can be closed and it is a shut shop. You are able to see the school but there is no need for students to go out there unless they are going across to the trade training centre, or Southside next year. There is even scope to bring parking in there. We found that was a space where there is potential for the community to access. It is a big space. It is four classrooms and we are replacing the old library with three classrooms that are bigger. They are very similar spaces size-wise. We could downsize as far as our library is required to accommodate the community library. Those discussions have to happen. Things were progressing too fast.

Mr FLOYD - The LINC or other works is identified by its location on the site and no more at this stage.

Mrs TAYLOR - That is all, just the location on the site? You're not going to get thing kind of money for a rebuild every five years.

Mr BILLING - It was advanced; it all came too quickly for LINC to be part of it. We tried.

Mr LUTTRELL - Plus, while the funding sounds a lot it doesn't really provide you with a massive complete rebuild of the school.

Mrs TAYLOR - I understand that, but if that's what the school wants to do and if you think that's what the community wants, somehow it has to happen.

Mr BILLING - The community has been very resistant to move over here initially when it was proposed 20 years ago. I would guess there would still be quite a reluctance to take it out of the centre of town and bring it over the bridge. It's going to be a complex issue and this timeframe just didn't allow for it.

Mr LUTTRELL - It needs a lot of further discussion.

5 DOCUMENTS TAKEN INTO EVIDENCE

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

- Smithton High School: Redevelopment of General and Specialist Learning Areas - Submission to the Parliamentary Standing Committee on Public Works, Department of Education, 19 January 2016.

6 CONCLUSION AND RECOMMENDATION

6.1 The Committee is satisfied that the need for the proposed works has been established. Once completed, all grades will be accommodated in modern and flexible general learning areas that are suitable for contemporary teaching and learning practices. Significant improvements will also be made to the school's outdated science facilities and music facilities, with the music area to be located with the drama facilities to create a performing arts hub attached to the gymnasium.

6.2 Accordingly, the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of \$7.0 million.



Parliament House
Hobart
22 February 2016

Hon Craig Farrell MLC
Deputy Chairman