



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Claremont Park Primary School And Hilton Rise Primary School

Brought up by Mr Best and ordered by the House of Assembly to be printed.

MEMBERS OF THE COMMITTEE

Legislative Council

Mr *Harriss* (Chairman)
Mr *Hall*

House of Assembly

Mr *Best*
Mr *Green*
Mrs *Napier*

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INTRODUCTION

The Committee has the honour to report to the House of Assembly in accordance with the provisions of the Public Works Committee Act 1914 on -

- **The construction of the new Claremont Park Primary School located on the former Claremont High School site; and**
- **The construction of the new Hilton Rise Primary School located on the former Roseneath Primary School site.**

The submission of the Department of Education was as follows:-

BACKGROUND

The proposed new schools will each accommodate up to 450 students and have been made possible by the agreed amalgamation of the current Claremont, Roseneath, Abbotsfield and Mt Faulkner primary schools. These projects are recognised as an exciting opportunity to create entirely new teaching, learning and support areas, to establish models for excellence in 21st Century curriculum and pedagogy in Tasmania.

Alongside teaching and administration, the new school has been designed to incorporate early learning (0-4) and child support programs, as a key community touch-stone. Early learning staff and up to four support officers will offer a range of services beyond the traditional roles of teaching and administration, including counselling and speech therapy.

In early 2009, consultants were engaged to consider the merits of a number of potential sites and to confirm the spatial requirements of a new school. Based on these investigations and reports, two sites were selected and agreed as the location on which to place the new schools.

Concurrently, a State-wide survey and consideration a number of schools in South Australia and Victoria was undertaken by a working group of Education representatives. This working party ultimately identified the recently completed Catholic School of St Aloysius, located in Blackmans Bay Tasmania, as a preferred model. The working group considered that this recently constructed facility displayed the type of collaborative teaching and support spaces best able to meet the current and future demands of a new primary school. It was agreed that this existing design could be tailored to suit the proposed sites, and would offer considerable savings in terms of project fees, documentation and overall project timeframes. Accordingly, the Department of Education engaged architectural consultants ARTAS, the designers of St Aloysius, to collaborate with the Department of Education, principals and community to further develop this building model in specific relation to the intended setting.

Preferred teaching spaces, or 'pod', design options were presented to the Project Steering Group for discussion and agreement, and with minor amendments, adopted for use on the new site. Concurrently a master planning process was undertaken and

completed, proposing an arrangement of teaching, outdoor, support, and community facilities integrated across the site.

With the design direction agreed, project budgets were determined and finalised, with a maximum total budget made available for both projects at \$25.1m made up of Government funding within the Capital Investment Program and also from the Australian Government Nation Building and Economic Stimulus Plan, Building the Education Revolution (Primary Schools for the 21st Century and National Schools Pride programs allocations).

At this point in the project, construction of the proposed facilities will cost an estimated \$25.0m. Construction is scheduled to commence in October 2009, with a staged completion process planned to begin the progressive handover of buildings in November 2010, beginning with the student services building.

POLICY AND PLANNING INITIATIVES

Strategic Asset Management Plan

The proposal to develop a completely new campus on each of the selected sites responds directly to the Department of Education Strategic Asset Management Plan (SAMP) and reflects the significant opportunity arising from Commonwealth 'Building the Education Revolution' funding allocated to the four primary schools that will merge.

The Department of Education's 2006 – 2009 Strategic Asset Management Plan (SAMP), approved by the Treasurer in July 2007, provides the strategic framework for the efficient use and management of property and built physical assets, consistent with corporate goals and objectives, and in compliance with Government directives, financial management strategies and legislative requirements. The plan sets out the Department's goal of optimising built asset resources to support current and future community needs and best practice, and to enhance contemporary teaching and learning practices.

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

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

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

- Tasmania Together – vision and goals for the Tasmanian Community. The impact of this on asset planning generally emerges within Departmental planning frameworks;
- the Tasmanian Curriculum Framework;
- Student at the Centre: a plan designed to support Tasmanian public schools to further improve both the educational experience and the results of students; and
- Building Better Schools policy framework, which enables the Department to implement an approach to investing in school infrastructure which is based on a number of core project planning principles.

Schools Amalgamation

Throughout 2007 and 2008 the principals of the schools of the Glenorchy area schools had been involved in a series of meetings aimed at changing the structure of schools in the northern suburbs. On 12th December, 2007, the principals met with the Minister for Education and Skills and he agreed to fund a data collection exercise with the Glenorchy community focused on re-conceptualising schooling in the city.

This process was made redundant when on 17th February, 2009 the Premier called all of the principals of schools and all of the Chairs of School Associations across the state to a meeting in Launceston. At that meeting the Premier outlined the Building the Education Revolution (BER) program and invited school communities to use the possibilities presented by the BER and School Futures Funds monies to look at collaboration and possible mergers.

The principals of the Glenorchy schools met on Friday 20th February, 2009 and as a result the Glenorchy Project was born. On 2nd March, 2009 the principals of the schools held public meetings where they outlined a number of options for education in Glenorchy. A sequence of school level meetings eventuated and out of it came a number of different proposals.

At a public meeting on 17th March 2009 the following proposals were canvassed:

- closing Abbottsfield, Claremont, Mount Faulkner and Roseneath primaries and building two new schools in the north of the city;
- merging Claremont High and Rosetta High to create a new school at Rosetta and the addition of a Big Picture School to the campus;
- merging Brent Street Primary and Glenorchy Primary at Glenorchy Primary; and
- consolidating the Springfield Gardens Primary School on one site.

Memorandums of Understanding from the communities involved were presented to the Premier at a meeting at Parliament on 25 March, 2009. This represented the initiation of the proposed scope of works.

A key driver arising from the amalgamation agreement was the desire to provide entirely new and efficient facilities to support the aspiration of contemporary teaching and learning practices. It was acknowledged by both the Department's Learning Services leaders and local community representatives that the current primary school buildings are no longer suitable in configuration for the types of learning practices

now prevalent. In addition, the four primary schools that will be amalgamated are experiencing declining student numbers, with under-utilised buildings reaching the practical end of their working life and requiring constant ongoing maintenance.

The proposal of an entirely new school, built to efficient five star GreenStar ratings, updating from building fabric that is essentially at the end of its working life, links directly with the aims of the Department's Strategic Asset Management Plan and the Building Better Schools policy framework.

Building the Education Revolution

In the context of considering the amalgamation of existing schools, the announcement in February 2009 of the Australian Government's Nation Building Economic Stimulus Plan, Building the Education Revolution (BER) provided an unexpected opportunity to seriously contemplate proceeding with the construction of two completely new schools.

The BER Program is dedicated to build or renew large scale infrastructure in all primary schools. With an amalgamation agreement in place, permission was sought in the application process, to combine eligible BER funding in respect of school amalgamations. Accordingly, applications were made to the Commonwealth and approved in May 2009.

The approved funding amounts create the basis for the total project funding. The BER expenditure conditions also require a quite rapid commencement of construction. The Department and the school communities were fortunate to locate a highly desirable design already operating successfully at St Aloysius school and by engaging that architect are therefore able to reduce the consultation and planning period considerably.

The Tasmanian Curriculum Framework

At the heart of the Tasmanian Curriculum Framework is the understanding that in order to be able to learn new things as they arise, and to learn throughout life, students need to develop high-level skills in thinking, communicating, investigating, deliberating, reflecting and making judgements. This approach has an ongoing influence and impact on the design, operation and use of school buildings.

The purpose of a school is to provide the best possible opportunities for students to learn with success. Students are central to all programs and learning activities that occur in the school complex. Any new primary school must be designed with the learning needs and characteristics of the child in mind. The buildings and the physical environment should reflect the goals of high levels of participation and achievement for all learners.

The design of the proposed new buildings must provide facilities for learning that are engaging and motivate high achievement. The new schools will provide challenging programs for all students where the curriculum, instruction and assessments are responsive to students needs. Learning programs should be aligned with high standards which students are challenged to meet and exceed.

As a consequence of these aims, any new building design should take into account the best information, experiences and understandings from current research about how students learn. The final building design needs to provide for new ways to engage students in more personalised approaches to learning for life.

A successful school is inviting, supportive, safe and challenging. It fosters a sense of community and is a place that promotes in-depth learning and enhances the student's physical and emotional well being. In a healthy school environment, quality interpersonal relationships between all members of the school community are paramount.

A variety of learning and teaching approaches are necessary as it has become apparent that students learn best through engagement and interaction with their teachers and each other. The development of communities of learners through the proposed pod design will enable students to work and learn together with teachers and other adults. Teachers, regardless of their teaching area, have the responsibility to work collaboratively and co-operatively as part of teams with the shared responsibility of all students.

The proposed new primary schools will support high performance outcomes from staff and students by encouraging:

- learning through a focus on the particular needs of the students;
- staff as learners and collaborators facilitating more personalised learning;
- teachers embracing the notion of collective responsibility for all students within the pod design and across the whole school;
- teachers teaming collaboratively to lead and manage the teaching and learning within each pod;
- the use of innovative technology; and
- synergy with the surrounding environment.

EXISTING FACILITIES AND CONTEXT

History of the Claremont High School Site

Situated on what was originally an orchard, the area of the Claremont High School Site proposed for development has not previously been built on by the Department of Education, and is an expanse of grassed playing field that indicates some evidence of cut and fill to level the site.

To make room for the intended development, the current gym and the performing arts wing are scheduled for demolition to complete the site works for the project. The gym was first constructed in 1971 and is in very poor condition. In its current state the gym would need earthworks around entry areas to prevent water ingress, completely new external cladding, new internal cladding and refit of the change and shower area which has only one working shower amongst a total of eight. It is proposed that this building be demolished to make room for hard court play areas at the South Eastern edge of the site.

Similarly the performing arts building dates as an extension to the manual arts rooms from the mid-eighties and will be removed at the end of the 2010 school year to complete the entry landscaping.

As a result, there is very little built history on the proposed site linked to the Department of Education. The adjacent remaining High School buildings will be located within a new boundary line enclosing an asset that will be returned to Treasury for disposal.

History of the Roseneath Primary School Site

In similar fashion to the Claremont site, the proposal at Roseneath is to use the lower or Eastern playing fields as the site for the new campus. A tiered pair of sports fields offer the ground area for new school campus and playing field, with adjacent car parking and bus access. No previous building by the Department of Education is evident on site.

The adjacent remaining Roseneath Primary School buildings will be located within a new boundary line enclosing an asset that will be returned to Treasury for disposal.

History of Capital Works

For the proposed building sites there is no history of capital works to be considered in the context of this report.

PROPOSED WORKS – SITE MASTER PLAN

School and Community Consultation

The proposed projects will provide new teaching and learning accommodation for students who will come from local primary schools, Mt Faulkner, Roseneath, Claremont and Abbottsfield. Extensive school and community dialogue has proactively explored the future educational provisioning for the region and in particular the capacity of the four current schools to accommodate and deliver contemporary educational services. In agreeing to the amalgamation process, the community has engaged wholeheartedly with the design process in a manner that will ensure a high level of regional ownership in the development of the project.

A project steering group consisting of key Department of Education stakeholders as well as joint school and community representatives formed a working committee to feed ideas and suggestions from the community back to the design consultants. In addition, a local community information evening was conducted by the Department, in conjunction with the design consultant, in an effort to give the local community an opportunity to hear about both projects directly from the designers and to feed back personal comments and concerns. Many ideas and concerns were discussed directly with the designers and these have informed the final site design.

Key concerns that have been addressed directly during the design process include the provision of library facilities, adequate classroom dimensions, parking provision, a bus service, proposed toilet numbers and the Launching into Learning program. These are discussed in more detail below.

Provision of Library Facilities

The current planning reveals three libraries within the school campus, located at the very heart of each learning pod. The floor area available for library functions more than trebles the amount of area occupied by the library at the current Roseneath Primary School, for example. Both principals have literacy and reading at the very core of their teaching philosophies, and as a consequence, have requested that the library be positioned in direct connection to the general classroom areas. This direct connection has been achieved by incorporating library resources into each learning pod, rather than in a separate building.

The advantage of this strategy is threefold; constant use of resources under constant supervision, specific resources located with each year group, and no travelling to research and reading spaces. The proposed library configuration is an innovative development of the library concept that responds to the way in which students are now researching and learning. With the advent of ubiquitous information access through wireless technologies, information is more readily available than ever before, and presented in a format that is more exciting and interesting for our young learners.

Adequate Classroom Dimensions

The pod design proposal consists of individual classrooms, with breakout space, that exceed the national standard of 90 sqm. However the key advantage of the proposed design is the flexibility offered by spaces that may be connected, expanded and re-configured. The pod design will easily accommodate two kinder classes, with the ability to connect to adjacent spaces such as the library/studio and the discovery centre. The ability to open up classrooms into much larger spaces will offer the flexibility to accommodate a range of functions and parent gatherings.

Parking Provision

In designing the new car park Traffic Engineers Howarth Fisher studied the existing Roseneath Primary school site specifically at peak traffic times in order to understand the numbers of visitors to the site, and the way in which this traffic can be managed. The proposed access point, car park numbers and adjacent over-flow parking all result from the studies made on site, allowing for the increased number of students.

The proposed Roseneath car park design for 66 spaces will hold approximately 45 staff, with the remainder of spaces made available for parent use. In addition to the formal parking area, a zone adjacent to the main car park has been identified in the master-plan for surfacing as additional parking. Parents who may not be able to use the drop-off and pick-up zone will be able to park in this designated additional parking area. In addition to the over-flow parking, and in direct response to community concerns, a number of parking bays adjacent to the student services building will be reserved as parent parking spaces only, for use by visitors with prams and young children.

At the Claremont site the car park design for 56 spaces will hold approximately 45 staff, with the remainder of spaces made available for parent use. In addition to the formal parking area, a piece of land near the entrance road will be retained for additional parking. Parents who may not be able to use the drop-off and pick-up zone will be able to park in this designated additional parking area.

Bus Service

Bus shelters and buses-only pull-in and drop-off zones have been provided. With regard to routes for bus services, the Project Advisory Group has met with Metro to discuss how the school will be catered for. At this stage, however, the bus services cannot be decided as enrolments for the new school are not yet fully understood. Negotiation with Metro will ensure that the right service is provided to the areas where required.

Proposed Toilet Numbers

The existing Roseneath School was originally designed to cope with student numbers three times greater than they currently are. The new school has not been designed to match the current provision at Roseneath, but rather to meet the requirements as set out by the Building Code of Australia (BCA). The provision of toilets in the new design meets the minimum requirement as set out by the BCA. The issue of toilet numbers has been raised with the design team through the design development process, resulting in the current numbers and an additional toilet (accessible from the playground) provided in the multi-purpose hall. All toilets will be available for use at any time and experience suggests that students will use them whenever they need to, not only at breaks.

Launching into Learning

A secure, fenced and gated play area has been incorporated in the current landscape design. This can accommodate play equipment, bicycle paths and open play space.

Local Identity

The cultural integration of the school communities has formed an underpinning thread throughout the merger process that will be reflected in a new school identity. Complimentary to the building design process, a graphic designer has been engaged to work with the project steering group to develop the school logo, colour schemes and uniform ideas. Along with the chosen school name, the developed colour-scheme will assist to forge a new identity for the student population, while acknowledging the region's history and heritage.

Asset Needs Assessment

The proposed project will provide new teaching and learning accommodation for 450 students.

As noted, the new schools proposal is a result of the agreement to amalgamate four schools, each of which have declining student numbers and an increasing area of footprint that is reaching the end of its practical working life. Each primary school currently manages more space than is practically needed, some of which is little used and yet requires constant ongoing maintenance. The move to new facilities will place an optimum number of students into buildings tailored to best practice teaching and learning philosophies, with the added benefit of reduced environmental impact, running and maintenance costs.

Master Plan and Campus Design

A master plan was prepared for each new school site as a first step in the design process. Each master plan was discussed in detail with members of the working group and agreed by all stakeholders in July 2009. Architectural consultants ARTAS

collaborated with the Department, school and community to tailor the proposed classroom pod design to its specific locality, and to design Student Services and Multi-purpose Hall buildings appropriate to each site configuration.

The resulting school site plans entail three pod buildings each, containing general learning areas, set in relation to each other around a central open courtyard area that is seen as the central social hub of the school. Each pod accommodates a student cohort of 150, making a total student population of 450. The site layout accommodates a total of 16 general learning areas and two kindergartens accompanied by a multi-purpose hall and student services building. The student services building and multi-purpose hall each form an edge of the courtyard, linking support services and activities such as music and performance with the heart of the campus. Total building area at Claremont Primary will be 4075 square metres, with 4030 square metres to be constructed on the Roseneath Primary Site.

The central courtyard is overlooked by the student services and general purpose hall buildings and there are minor level differences between buildings with the pods at the higher points. On each site, the hall may be accessed by the community directly, without entering teaching zones. Parking for staff and visitors has been resolved for direct access to the student services building, and to the multi-purpose hall, at each school site. Play areas are linked between the pod buildings, directly accessed from the teaching spaces, and opening onto the larger green spaces beyond.

Individual Building Brief and Design

Each school design consists of a grouping of flexible spaces that may be used for a variety of purposes, such as home-based learning; studios for group tasks; indoor/outdoor capacity; protected outdoor learning areas; formal and informal learning spaces and work spaces for staff to encourage group planning, co-operation and team work.

The pod designs offer spaces that are flexible enough to permit independent simultaneous activities involving individuals, one-on-one and medium sized activities. There are 6-8 general learning areas in each pod and a discovery centre which is a project room with resources for art, science and cooking to support general or, at times, specialist learning.

General Functional Requirements

The pod incorporates areas to support:

- teams of teachers working with students to create communities of learners;
- people getting together for whole group, grade group, small group tasks;
- people working on individual tasks or seeking areas for quiet reflection;
- specialised spaces provided include;
- multi-media/performing arts space;
- canteen area accessed from outside;
- assembly areas;
- counselling and meeting rooms for confidential, personal and parental conversations; and
- outdoor courtyards, gardens, sporting facilities, playing field and hard courts.

Specific Teaching and Learning Spaces

All teaching and learning spaces have been designed to incorporate ubiquitous access to computer systems on an 'anywhere/anytime' basis. The pods have been designed to accommodate a minimum of 150 students with each, incorporating the opportunity for home base, general activity space, individual, small and large group activity, collaborative office space for staff, indoor/outdoor learning for each home base, space for practical, wet or messy activities through a 'discovery centre'. Individual student storage through personal bag boxes has been provided within each home base, in such a way as to allow for easy indoor/outdoor learning.

Staff workspaces have been provided which support collaborative team discussion and planning and personal work space and storage, with high visibility to the learning spaces and students.

Entrance area to each pod has been designed to become a library/studio space for students and families with places to read, listen and select material/music for borrowing, viewing and display of student work. Adequate display boards, whiteboards, interactive white boards and digital television have been considered and positioned as appropriate. Adequate secure storage for materials and equipment for both staff and students, including the capacity to house decentralised teaching, learning materials appropriate to the age of students and the programs undertaken with each pod.

CONSTRUCTION

Environmentally Sustainable Development Strategies

The fabric of the building and all associated energy related systems are required to comply with Section J of the Building Code of Australia (BCA) and will be provided in accordance with the prescriptive requirements. It is expected that the building will be constructed to meet all 'Deem to Satisfy' provisions of the BCA.

In addition the new buildings are expected to achieve a minimum 5 Star GreenStar Rating of the Green Building Council of Australia. The design consultant ARTAS have been engaged to undertake and manage the documentation required for submission to the Green Building Council of Australia for the project verification, and certification process. This process includes architectural documentation, services design and documentation, and calculations required for Green Star Point allocation in accordance with all Green Star Rating tool requirements.

This will be achieved with a combination of simple strategies, such as:

- thorough insulation of ceilings and walls;
- double-glazed windows;
- maximised natural lighting levels and auto-dimming light fittings;
- T5 energy efficient light fittings on movement sensors – external lighting on photo-electrical cell switching and time clock;
- heat-pump technology for heating only;
- natural cross-flow ventilation for major spaces, mechanical extraction minimised
- low volatile organic compound (voc) paints and internal finishes;

- carpets with high-recycled content;
- Water Efficiency Labelling & Standards (WELS) rated fixtures and fittings;
- captured rainwater re-used for toilet flushing;
- storm water run-off captured and released to the storm water system via a natural filtration bed; and
- soft landscaping to shade outdoor play areas where practical.

The GreenStar Education Rating Tool was launched in December 2006 by the Green Buildings Council of Tasmania (GBCA) and is currently undergoing further development. A 4-Star GreenStar rating recognises 'best practice', a 5-Star rating is considered 'Australian excellence' and a 6-Star is regarded as 'world leadership' standard. The rating tool can be used to benchmark the ecologically sustainable aspects of new school designs. In the case of both the Claremont and Roseneath projects, the intention is to achieve a 5 Star rating for the proposed buildings so that the teaching spaces are to best standard.

Simple, robust and proven materials and technologies will be employed throughout the building design to achieve the maximum efficiency possible on these sites.

Construction Methodology

The proposed buildings may be considered as follows;

- the buildings will all have reinforced concrete slabs and footings;
- the student services and multi-purpose hall buildings will have steel columns supporting timber roof framing. The learning pods will use timber truss roof framing, with plantation pine wall and infill framing;
- roofing will be colorbond steel sheeting in a combination of Spandek and Kliplok profiles;
- roofs will be fully insulated with R3.5 rated roofs, ceilings and external walls with acoustic insulation in internal walls;
- glazing frames will be powder coated aluminium double glazed units with two layers of 6.38 mm laminated glass externally, internally with 6.38 mm thick laminated glass to doors and glazing below 2100 mm above floor level;
- painted 9 mm thick fibre cement sheet, expressed joint system, is proposed externally above brick/block cladding to the building lower levels and will act as a wearing strip;
- the walls internally will be lined to 1100 mm with 16 mm thick laminated dado panels which will act as a coloured wearing strip; 16 mm thick fabric covered display board material will be used; the ceiling will be lined with plaster board; all wall boards will have low or nil emissions rating; all paints will contain nil or low volatile organic compounds;
- extensive use of glass will be used internally to maintain visual connections between spaces; and
- floor finishes will be sheet rubber in wet areas and carpet floor tiles in carpeted areas.

Building Services and Structure

Power Supply

A new power supply from the street will include a pad mounted substation. All distribution boards to be provided with residual current device (RCD) protection.

Lighting

The majority of all lighting will consist of either T5 fluorescent or compact fluorescent fixtures. A lighting control system is to be provided. Feature light fixtures will be incorporated for highlighting architectural and landscape elements. External lights will provide general lighting around the building controlled via photo-electric cell and clock. Security and Car Park lights will be controlled via photo-electric cell and time clock. Emergency lights will be installed in locations as required.

Fire Detection System

The fire detection system will be incorporated as required including a main fire indicator panel located in the student services building.

The proposed fire services will comprise the following systems:

- smoke detection system serving offices and classrooms etc;
- smoke detectors will be located in all rooms and ceiling spaces where required by the standard;
- heat detectors protecting rooms which might be subject to spurious alarms if smoke detectors are installed, such as cleaner's rooms or toilet areas;
- a fire indicator panel controlling smoke and heat detectors and building occupant warning facilities will be located in the administration area or student services building in the main lobby;
- the system will be connected to the Education Department's brigade monitoring apparatus;
- interconnection of mechanical services equipment such as mechanical plant shut-down with the fire indicator panel for shut down or control during fire emergencies;
- a building occupant warning system throughout the building in the form of localised sounders; and
- magnetic hold open devices for all smoke doors.

The building occupant warning facilities will comprise local sounders which will be ceiling mounted. In the event of a fire alarm, all sounders will simultaneously operate. Whenever the fire detection system operates, all mechanical systems, including the ventilation systems for the basement, battery room, etc will be shut down.

Air conditioning

Air conditioning for cooling will be avoided wherever possible, with the exception of the server room, board rooms and any computer resource rooms, rooms with high density computer layouts, or high occupancy counts with additional thermal load.

Ventilation

Natural ventilation will be provided to all occupied spaces via open able windows or an opening. Mechanical ventilation will only be provided to toilets and occupied rooms where natural ventilation cannot be otherwise provided.

Heating

Heating will be provided by reverse cycle heat pumps to all areas where possible. Room with under 2 kW heating requirement may be outfitted with direct electric radiant panel heaters.

Building Management System

There will be a building control system for the whole site, including the integration of the lighting, security and mechanical system control.

Security

Each building will contain a stand alone security system with the consol located in the student services building with the facility to turn off lighting and heating when the system is armed. Selected external doors will be provided with access control equipment to operate either an electric strike or magnetic lock. Internal doors that are locked will be released via a push button. Closed Circuit TV monitoring of outdoor areas spaces will be provided. All security alarms will be operated via the computer systems. Security issues will be monitored on site.

Communications

Communication will include a wireless system for student laptops and hard wire data system for staff. Each building will be connected to the server room via a multiple core fibre connection and each will utilise both wired and wireless technologies. Each school will have the capacity to use Voice Over Internet Protocol (VOIP) and Fire Over Internet Protocol (FOIP). A Public Address system will be included in each building with the consol located in the Student Services building.

Hydraulic Services

Water

Both sites will be connected to the street mains. Within the property boundary (adjacent site access or hardstand area) will be a combination hydrant booster arrangement and Council metering and backflow (plus possible pressure reduction). Water Authority pressure testing will determine the size of this potable water arrangement. Site ring main reticulation will be provided to service potable fixtures at buildings, and provide redundancy of supply should sections of the reticulation need to be isolated. A top up off-take from the site reticulation will supply a site rainwater tank which is used for rainwater harvesting and toilet cistern supply.

Sewer

The schools will have site reticulation to existing sewers via conventional gravity mains and concrete manholes.

Stormwater

The sites will be provided with a rainwater harvesting system to collect roof water at a central tank. This water will be reused in landscape irrigation and toilet flushing. The sites and building hardstand areas will be directed to the Council mains.

Fire Services

Each site will have double header fire hydrants connected to a separate fire main.

PROJECT COSTS

An amount of \$25.1 million has been provided by combining the Australian Government's Building the Education Revolution (BER) program funding for the schools that are amalgamating with State Government funding.

Total Funding Amounts Available

BER Funding - Primary Schools for the 21st Century	\$7,350,000
BER Funding - National Schools Pride Program	\$475,000
Capital Improvement Program	\$17,275,000
Total Anticipated Funding	\$25,100,000

The Individual project funding is anticipated to be divided as follows:

New Claremont Primary School	
Construction estimate, including contingency	\$10,842,307
Furniture and equipment	\$750,000
Consultant's Fees	\$554,889
Art in Public Buildings	\$80,000
Relocation	\$50,000
Total	\$12,277,196

New Roseneath Primary School	
Construction estimate, including contingency	\$11,324,517
Furniture and equipment	\$750,000
Consultant's Fees	\$554,889
Art in Public Buildings	\$80,000
Relocation	\$50,000
Total	\$12,767,384

Cost Estimates

The project budget was developed by the Department of Education in consultation with ARTAS architects. ARTAS engaged a Quantity Surveyor to provide costing information. The following cost analysis is based on cost plan information derived from the design development drawings. A pre-tender estimate for each project will be obtained from the Quantity Surveyor before going to tender.

The details of the Claremont costings received to date are as follows:

Element	Cost Estimate (\$)
Building works:	
Buildings	\$8,338,252
Landscaping	\$150,000

Sub Total	\$8,488,252
Site Works and Services	
Site Infrastructure and connections	\$597,505
Play equipment / Sports Courts	\$310,000
Roads and Parking	\$454,060
Sub Total	\$1,361,565
Other	
Contingencies + Escalation	\$992,490
Fees (total)	\$554,889
Furniture and Equipment	\$750,000
Relocation	\$50,000
Arts Tasmania	\$80,000
Sub Total	\$2,427,379
TOTAL CONSTRUCTION COST	\$12,277,196

The details of the Roseneath costings received to date are as follows:

Element	Cost Estimate (\$)
Building works:	
Buildings	\$9,172,969
Landscaping / fencing	\$210,000
Sub Total	\$9,382,969
Site Works and Services	
Site Infrastructure and connections	\$283,740
Play equipment, footpaths	\$642,355
Sub Total	\$926,095
Other	
Contingencies + Escalation	\$1,015,453
Fees (total)	\$562,867
Furniture and Equipment	\$750,000
Relocation	\$50,000
Arts Tasmania	\$80,000
Sub Total	\$2,458,320
TOTAL CONSTRUCTION COST	\$12,767,384

EVIDENCE

The Committee commenced its inquiry on Friday, 25 September last. Accompanied by the Officers of the Department of Education and the consultants, the Committee was conducted on a site inspection, following which the Committee reconvened in Committee Room 2, Parliament House, Hobart. The following witnesses were called, made the Statutory Declaration and examined by the Committee in public:-

- Brendan Kelly, General Manager, Learning Services (South), Department of Education;
- Graham Speight, Co-Principal;
- Andrew Finch, Director, Finance, Facilities & Business Support;

- Phil Butler, School Association President;
- Mike Wilkinson, Artas Architects;
- Jenny Leppard, Principal, Mt. Faulkner Primary School; and
- Scott Curran, Artas Architects.

Background

Ms Leppard provided the Committee with the following background information on the project:-

The Glenorchy principals had met over time to explore options for schooling in the greater Glenorchy area, but this has taken another direction with the introduction of the Building the Education Revolution, which threw some of our earlier plans into a different time line. One of the concepts included a proposal to work with the four primary school communities in the Claremont district - Mount Faulkner, Abbotsfield, Roseneath and Claremont - in order to build two new primary schools.

The main drivers behind the proposal were an acknowledgement that most buildings were run-down and/or not fit for purpose in terms of contemporary school organisation, management, curriculum and pedagogy; the need for facilities which better provide for key learning areas, for example, science, technology, information and literature access, the arts and food studies - and that is particularly with our discovery centres we are thinking about; the changing demographics in enrolment patterns in the northern suburbs with overall declining enrolments; and the desire to want the best contemporary learning environment possible for our students.

The principals involved believe that their community should explore the possibilities and make the final decision. Despite the tight time line, as articulated through the BER guidelines, we believed it would be negligent of us not to present such an opportunities to our families. The next step involved processes to engage our communities to provide information, ask for suggestions and ideas, consider visionary proposals and highlight our aspirations for their children.

Finally, the four school communities supported the proposal of closing their schools in order to build two new primary schools in the Claremont district. In the early stages of this project, the actual sites for the new school builds was a topic for much discussion across the school communities, with various options being carefully considered. Finally, the new school sites were decided and included a new school on the current Claremont High site and a new school on the current Roseneath Primary School site. At the same time, a working party, including school principals, Departmental senior officers, and their school association chairs explored design options for the new schools and visited schools both here in Tasmania and in South Australia to determine the most appropriate direction for the contemporary design for the new schools in Claremont.

The unanimous decision was made adapt the design concept of the learning pod at St Aloysius Catholic College in Huntingfield, Kingston, to an appropriate

primary school development. As a newly-built school building, it encompassed the design elements required for a contemporary learning environment for the Claremont district. Some of these key design elements included the discovery room in each learning pod to enhance the teaching of science and food studies in particular; the flexibility and fluidity of movement throughout the building due to the large glass folding doors between all the learning areas; office space for teaching teams to encourage collaboration and teaming and recognise the professional status of teachers; the opportunity to provide easy access to information and literature in each pod; opportunity for inside-outside learning; the ubiquitous ICT; adaptability of functionality; a focus on creating community through the concept of a small school within a larger school, with approximately 150 students in each pod; provision for passive supervision and support through the wide use of glass; features to prevent bullying - for example, the single self-contained toilets to replace blocks of toilets; the possibility to have a school layout which cleverly connected each pod and supporting buildings to create a strong sense of community and connectivity, using that camp fire analogy; and the development of support buildings, administration and multipurpose areas which better fit contemporary demands and community needs.

A meeting was organised to allow the community a chance to view the plans and provide direct advice and feedback to the architects. Involving four school communities has presented a more complex task than merely amalgamating two schools. We are always mindful of our responsibility to allow for equitable and fair engagement across the four school communities and ways to embrace all voices in the conversations. An advisory group including the principals, school chairs, departmental senior officers and other community representatives has been responsible for ensuring community engagement with decisions around school names, uniforms and colours et cetera, and has provided an avenue to have important issues concerning their families raised, such as bus services and parking for the new schools.

This group has designed processes for consultation and review, knowing that the final decision-making rested with the steering group which, in turn, may make recommendations to the secretary. Each school association chair has worked with their community to provide ways for parents to put forward their ideas and suggestions about the school plan, school names, uniforms and colours for each school. Advice has come from parents, students, teachers and other community members. School names for each site have been proposed following suggestions made by each school community and a voting process - Windermere Primary School for the Claremont High School site and Austins Ferry School for the Roseneath Primary School site. These names are pending approval from the Premier.

The advisory group has engaged the services of a graphic designer to create a school logo, colour palette and uniform design for each school community based on the suggestions provided through school community consultation. Proposals for each school will be presented at a community meeting this Monday seeking general advice and suggestions from students and parents. Implementation planning is under way to ensure the successful amalgamation of four schools into two new school communities with newly-appointed principals, myself and Sharyn

Gill taking a strong leadership role in planning and provision to ensure the integrity of the new school builds and an equitable and fair community engagement in decision-making.

Mr Wilkinson provided the following information with regard to the Roseneath site:-

The Roseneath site is accessed from Brodie Street on the south side of the site. There are three pods located around a level courtyard with each pod able to take a cohort of up to approximately 150 students, giving a total school population of 450. Each pod contains six GLAs and a flexible discovery space that will be used as for years 0-4 learning, and contains the two kindergarten spaces in pod 3. The key to the design of the pods is that the GLA spaces within them are very flexible and are able to be connected as one or two spaces and can be closed down to three GLAs on each side if required. This provides opportunities for team teaching, teachers working together with groups of students, and has the ability to close down the space if required for, say, working with students with special needs.

The GLAs have smaller break-out spaces between classes for taking aside small groups of students for a project or for special tuition. Resource stores are also available for each GLA. The central studio space in the pod is to be used as a library resource space in each of the three pods. Also located centrally is a staff work facility where work planning takes place and is a base for staff and their equipment. These pods are the same for both Roseneath and Claremont. At Roseneath the student services building and the GP hall are sited on the south-west side of the central courtyard and are elevated by about one metre from the courtyard and the other pods. This will provide an overview of the balance of the site. To the south-west of the student services building and the GP hall is the car park, which is benched into the site. There are 66 car parking spaces for use by teachers and as a drop-off and pick-up zone for parents. Overflow parking is also available to the west of the car park on the Hobart Water Supply easement.

Some words on universal access. Despite the site having a fall grading of approximately 5-6 metres across the site, equal access for disabled students or staff is provided from the car park to student services building and the GP hall and down to the pods via ramps. Disabled access is also provided to the playing field on the lower part of the site and two disabled car-parking bays are provided in the car park. We also have a disabled toilet in the staff building and one in each of the pods.

As to some of the ESD or environmentally sustainable design strategies that we are looking to encompass in the project, the two schools are aiming to achieve a five-star green-star rating. The key to this will be the use of the geothermal technology for heating and cooling. Essentially, a refrigerant or medium liquid is piped 90 metres into the ground and is heated by temperature of the earth. This liquid is then pumped back up to the surface into a heat exchanger in the ceiling space, and the cooling or the warmth is transferred to the air with the heat exchanger and that is then pumped into the learning spaces of the buildings, the administration building and the hall.

The system is slightly more expensive than the standard power grid system with condensing unit fans but costs nothing to run apart from the cost of running the fans for the air-conditioning units. The payback period for this is approximately five years; however, with economies of scale in doing, say, three schools together, that would provide a more cost-effective way of doing this and hopefully there would not be too much of a site cost penalty for doing it.

The heating and cooling system is worth approximately 16 green-star points and to achieve a five-star green-star rating you need to achieve approximately 60 green-star points. We will endeavour to achieve these points with some of the other following features that I will mention in a minute.

For insulation of the ceilings and walls, thick single-glazed or double-glazed windows will be used, maximising daylight and reducing summer heat gain and heat loss in winter. We will be using energy-efficient lighting, natural ventilation, low volatile organic compounds in paints and ceilings, low emissions boards and linings in buildings, and using carpets with a high recycle content. We will also be using water-efficient fixtures and fittings with the reuse of rainwater for toilet flushing and watering gardens around the school buildings by use of a tank that will retain water and recirculate back to the landscape and around the buildings... We will also be using the buildings as a teaching tool with visibly metered power and water and some explanatory diagrams throughout the school. On the green-star rating, four stars is best practice, five stars is Australian excellence and six stars is world's best practice. It is not an easy thing to do to achieve a five-star green-star rating but we will certainly be doing our very best on the projects.

Regarding the construction methodology and some of the materials that we will be using, the buildings will generally have reinforced concrete slabs and footings. Student services and the multipurpose hall buildings will have steel columns supporting timber roof framing and also some load-bearing perimeter walls on the outside. The learning pods will utilise timber truss roof framing with plantation pine wall framing and in-fill framing between the columns. The roofing will be Colorbond steel sheeting and a combination of Spandek and clip dock profiles and will also be fully insulated with an R rating of 3.5, external walls and acoustic insulation between the internal walls.

As I've mentioned previously, glazing frames will be powder-coated aluminium. They're looking at what sort of glazing we are required to achieve - the section J classification of the BCA - so when our mechanical engineer comes back to us we'll need to adopt that as a minimum.

We will be using painted 9 mm-thick fibre cement sheet with an express joint system above the brickwork, which will be around the lower levels of the building and act as a wearing strip. The walls internally will be lined to 1 100 or 1 200 with 16 mm-thick laminated dado panels, which will act as a coloured wearing strip, and a 16 mm-thick fabric-covered display board will be used and that will provide a perimeter in the classroom above the dado. All the boards that we specify will have a low or nil emissions rating and all the paints we use will have nil or low volatile organic compounds in them.

There is also extensive use of glass within the pods to maintain visual connections between the spaces and generally floor finishes will be sheet rubber in wet areas and carpet floor tiles. We are thinking about the carpet at the moment, whether we go for floor tiles or a broadloom mix, but we don't have all our research on that yet so the decision is still pending.

Mr Kelly added the following:-

Mr Chairman, if it is appropriate for the Committee, we have been talking about the St Aloysius School... The Catholic Education Office, for the record, has been extremely supportive in enabling us to go out and visit their site. We acknowledge the high levels of support, advice and co-operation from their current Principal, Mrs Elaine Doran, former Director, Dr Dan White and the current acting director, Mr Anthony Morgan, from the Catholic Education Office. This has enabled us to be able to move quickly and efficiently, with them doing a fair bit of the research for us. I would like to be able to acknowledge that, please.

Mr Curran provided the following information with regard to the Claremont site:-

Learning pods 1, 2 and 3 are the same in design as they are for Roseneath. Once again, what we have done is adopt the camp-fire concept and that has been one of the main drivers behind the configuration of the site plan as it is at the moment. Learning pod 2 is our early learning pod that opens out on to the early learning areas. We have a capacity on learning pod 3 where we have extended the roof off the back over the top of the discovery centre to enable us to expand learning pod 3 in the future if that is required. That is our future provision for any expansion. The student services building and the multipurpose hall essentially contain the same functions as Roseneath, the only difference being with the buildings is that the site configuration enabled us to do a different design because of the orientation of the buildings and the way you enter onto the site. Those being some of the main drivers, we have adopted the existing access point off Cadbury Road where we're maintaining the existing turning circle. We're looking to refurbish that road at this stage. We've widened the existing drop-off point to enable better bus access through that area and to enable bus drop off.

We're looking at the moment to demolish some of the buildings of the existing Claremont High School to enable us to open up the front section of the site for security and also to increase the welcomability of that area. We've also included a parent drop-off point so that parents can drop their children at the front of the school. We have located the car park for staff members quite close to the area in which they will be working. We have adopted an overflow car park that will enable parents to drop their children off, park their car and walk up and collect them. We have a shelter at the front to enable students to wait for collection. We also have some bike racks at the front of the school, which are a council requirement and also enable us to get some more green-star rating points.

We have a covered walkway that creates a spine that runs through the site from the shelter through to the front of the multipurpose hall which enables us to

connect the front of the school with the multipurpose hall. It also creates a vista through that area to enable us see the Derwent River in the background. It also gives us an excellent opportunity to connect into the courtyard space. As I mentioned before, the design has been centred on the courtyard and the student services, the pods and the multipurpose area all relate directly back to that courtyard. That courtyard is a hard surface and has a number of large shade trees through that area for shading and to form a sense of enclosure through that area.

We have equal access to all areas of the site - to the student services building, the multipurpose hall and to each of the pods. Learning pod 3 is set up slightly higher than learning pods 2 and 1 due to the current existing site conditions. That gives us an added advantage at the moment of being able to create an amphitheatre through the courtyard, which will form an excellent point for students to have large-scale gatherings. Learning pod 3 is accessed by two accessible ramps that go up onto that level and that leads further on into the distance to a play area and a hard stand area.

We currently have a fence around the site due to the fact that we're next to the Derwent. That will serve two purposes. It will enable us to keep students in and also enable us to prevent people who ride motorbikes from accessing the site. The boundary fences are 2.1 metres high chain-wire mesh fence, but the fence that goes around learning pod 2 and goes back and connects students services and the multipurpose hall is a much friendlier 1 200. Really, what will happen is that it will prevent motorbikes from accessing the site but will not prevent other people from accessing if they want to go and use the playground equipment. The multipurpose hall is designed so that it can be operated out of hours so that the school can be closed and access is still available to the multipurpose hall.

The car park in that area has 56 spaces at the moment and provides equal or close proximity to the multipurpose hall for out-of-hours access and enables us to create some flexibility through that space. What we have really aimed for with the design of the pods, the multipurpose hall and, indeed, the site planning is to give us as much flexibility as possible so that we can accommodate not only learning as it is currently but also learning into the future. I think that one of the strengths of the pod - and also of both of the designs - is that it gives flexibility to enable teachers to adapt their teaching style to future trends. I think that is a really positive thing about developing this pod, and indeed, with the set-up that we have of the site.

On the play areas for Claremont. We have developed a number of play areas around learning pod 2. We have a number of transitional areas so that as the children get older they can transition through those play areas to eventually having open access out onto the play area where the oval is currently located.

We are looking to relocate the majority of the play equipment from Mount Faulkner at the moment. We have done a survey of the equipment: it is new and in good condition and we can relocate about 80 per cent of it. There are a couple of pieces of equipment that will need to be replaced and we are in the process of laying those out on the site plan at the moment.

Roseneath site landscaping

The Committee questioned the witnesses with regard to the landscaping of the new school proposed for the Roseneath site and management of water flow issues. The following exchange took place:-

Mrs NAPIER - *Mike, you said that the changes in elevation are basically between 5 and 6 metres... As I understand it, your learning pods and courtyard are basically going to be built on the school oval?*

Mr WILKINSON - *That's correct.*

Mrs NAPIER - *That is a fairly flat site and will be easily accessed. I think you said that the hall and student services will be stepped up a bit.*

Mr WILKINSON - *About 1.2 metres.*

Mrs NAPIER - *That's not a huge difference either. Just to get it on the record, you'd be aware that I have some concerns - it's the old PE teacher in me. I have been there... My recollection of that terrain was that even in relatively dry conditions it is still fairly damp there. Could you give an indication for the Committee as to what your plans are for ensuring that we have a good green space down there to be used and to make sure that it's able to be used in winter as well as summer, except for extreme wet conditions as we have been having recently? It seemed to me that instead of just moulding and outside drains it's probably going to need to some ag-flow pipe and some decent construction, particularly given that it's the only oval in that vicinity, as I understand it.*

Mr WILKINSON - *That's something we're looking into at the moment. As you say, on the landscape plan it shows a swale drain around the topside of the oval, which will pick up a lot of the surface water that is currently running across it, so that will channel water around the oval and down into the creek. We are also looking at re-forming some of the surface of the oval and top-dressing. We stopped short of putting in an intricate drainage system to drain the oval but we can look at that.*

Mrs NAPIER - *In terms of making sure that we have good, free, safe running and playing areas for kids to get outside as we want them to do as much as possible, I wonder if that could be looked at. I have my doubts that moulding it is going to be sufficient to make it usable most of the time.*

Mr GREEN - *Do you think the fact that the water would be going to stormwater et cetera would make a difference to the water that flows on the bottom side?*

Mr WILKINSON - *I think it will. We are picking up all the water from the uphill side of the oval, so there would be quite a drastic reduction in the amount of water running across it.*

Roseneath site hard and soft fall play areas

The Committee questioned the witnesses as to what hard and soft fall play areas would be provided. Mr Wilkinson responded:-

As far as hard play surfaces go, at the moment we have two full-size netball courts on the hard courts area in the middle on the west there. To the north of it we have a soft fall play area that we are putting in. We are proposing to put in a trafficable surface so disability access is provided. There is also a soft fall play area to the right of that, nearer to the Brooker Highway at the bottom of a set of stairs that comes down between pods 1 and 3. We are going to provide play equipment in there as well and a soft fall play area. It is not shown on the site plan at the moment but near the early learning pod 2 near Brodie Street we are going to provide another soft fall play area. We have been talking to Jenny and Sharyn and we are going to bring across some of the play equipment from the existing Roseneath site and set that up, as well as some other specialised infant play equipment in the early learning area...

Security fencing is provided around the perimeter of the infant play area, so they are well and truly protected. We will also have some fencing around the hard court play areas. We are thinking of instigating some fencing across the entry so that the centre part of the school, the courtyard area, can be secure after hours... The outside play areas are not fenced, apart from the infant one, the infant learning pod 2, but the internal part of the school certainly is.

Library facilities

The Committee questioned the witnesses with regard to the operation of the library facilities and to whether trained librarians would be employed in the proposed configuration. Ms Leppard responded:-

One of the reasons we decided to go for that model of three mini libraries rather than one large library - and our parent rep could certainly verify this - is that in the past we have had quite a few parental complaints through our school association about our current library not being accessible enough for students. One of the things we really want to say about our new school is that, as soon as parents or children walk through the door, this is about literacy and learning. That will do that because those library spaces are right inside the front door of a pod. None of our current schools do employ a teacher librarian. For example, in our school we have a teacher assistant employed for that role. Staffing decisions have not been made yet, but in preliminary discussions with her we envisage that she might operate out of one of the pods on a Monday, another one of the pods on Tuesday and another pod on Wednesday, for example. So you might timetable your library class times during those times. Because of a lot of the grass and the passive supervision, students and parents will be able access that space all the time. At the moment we are really limited because of staffing issues and funding, not being able to employ people within certain hours, so our library is closed at certain times because we cannot supervise it, whereas in this way it will be accessible all the time because we will be able to supervise it better...

[Consideration as to whether to employ a trained librarian assistant] is something we would work through with our school associations because a lot of

the time those staffing choices are made in consultation with the school associations. Certainly in the past at our school we have opted not to employ a teacher librarian because parents prefer more music, more PE or an art teacher, for example, because they see that, for the most part, a teacher assistant and classroom teachers can fulfil the role of a teacher librarian. What we really want is for all teachers to be pushing literacy and literature and encouraging it, not just when the class goes to the library for one half-hour session a week.

Roseneath site Traffic and Access Issues

The Committee questioned the witnesses as to the traffic and access issues at the Roseneath site. The following exchange took place:-

Mr GREEN - *Is there an underpass for the Brooker?*

Mr WILKINSON - *Yes, there is... That will still be used. We need to do some work at the front and at the school end to try to mitigate the use of motorbikes after school hours. But yes, it is intended that it be used for access.*

Mr GREEN - *Is that a key part of access to the school?*

Mr WILKINSON - *For those families who live on the eastern side of the Brooker Highway and in that vicinity, yes, I would think so. Parents coming from further north, say around Austins Ferry, can come up that way, drop their children off and see them off under the underpass and they are right at the back door of the school.*

Mrs NAPIER - *I noticed on one of the designs that you had bike racks. What is the usage of bikes?*

Ms LEPPARD - *We have to have them. We have to have a certain number.*

Mr CURRAN - *It is a requirement of the council that we have it and we earn green star points as well by having bike racks.*

Roseneath site Noise Impact

The Committee questioned the witnesses as to what consideration had been given for lessening the impact of noise from the highway. Mr Wilkinson responded:-

The buildings are grouped around in a circle in the camp-fire mode that we have talked about. That will provide a certain diminution of noise coming in from the highway. We are also looking at providing either double glazing or much thicker than usual single glazing which will also deaden some of the noise coming from the highway. So it would be pretty quiet in the classrooms and inside the buildings, I would imagine. In the early days we did look at putting an acoustic wall down on the boundary but I just think that might end up being very high, if it was going to work. The school is generally up above the level of the highway and as it goes north it goes up the hill, so a lot of the sound would come back and

over any sort of wall that we might put there. So I am not sure on how much of an impact that would have.

Claremont site hard stand fence

The Committee questioned the witnesses as to whether a fence was proposed to surround the hard stand area at the Claremont site. Mr Curran responded:-

We deliberately have not put a fence around the hard-stand area so that we can maintain some flexibility between running off the hard-stand area onto the grass and running back again... We have a number of walls in front of the multipurpose hall and also the small retaining walls in front of learning pod 2 and learning pod 1 that will enable the kids to play down ball or hit the ball up against the wall. We tried to cater for the small ball activity around through that area so that we have got smaller areas where they can get smaller groups but the larger ball activity we envisage would be on that hard-stand area.

Ms Leppard added:-

Our current one has fencing but it has been so badly vandalised that people come and take whole sections of the fence away. I would much prefer this.

Claremont site covered walkways

The Committee questioned the witnesses with regard to a covered walkway linking the pods on the Claremont site. Ms Leppard responded:-

There is covered walkway all the way around... We have two types of walkway. We have a large walkway which forms the spine and we also have a smaller, lower level that carries around and links the learning pods. That is the line of that smaller covered walkway that runs around through there.

Design inspiration

The Committee questioned the witnesses as to where the inspiration was gathered for the pod design of the proposed new schools. The following exchange took place:-

Ms LEPPARD - *The beauty of going to South Australia was that we didn't see anything we did like. We were really disappointed in one way because we had heard a lot about South Australia but when we went to visit the schools we really didn't see anything that said, 'Wow, we love this, we want this'. It wasn't until we got back here and saw St Aloysius. The minute we pulled up in the car and then had a look at the buildings we just loved it.*

Mr GREEN - *So that's you, how have you been able to transpose that to the community generally?*

Ms LEPPARD - *It wasn't just us, it was the parents who went with us. In the group that went to South Australia were all the chairs of the four school associations, the four principals - it was more than four because Glenorchy and Brent Street went as well. We have had a couple of visits to St Aloysius. On one occasion parents went and another time a much larger group of parents went. That is why it was great of Brendan to acknowledge them because they've been very generous*

in the sharing of their time and showing us around lots of times. Then we had a public meeting where the architects shared the plans with quite a lot of parents and community members at that meeting and they were able to have input into the design.

Mr GREEN - *So you've got the same design?*

Ms LEPPARD - *Yes.*

Mr GREEN - *Mike, where did you come up with the concept with respect to the pods?*

Mr WILKINSON - *We saw an ad in the paper to register interest with developing a new school for the St Aloysius community - Catholic community - down at Kingston. We got through the first round, through registration, and we entered the limited design competition and it was at that time that we came up with the design for the pods.*

Mr GREEN - *So you've effectively designed them?*

Mr WILKINSON - *Yes.*

Mr GREEN - *Very good. There has been a lot of interest generally, obviously?*

Mr KELLY - *Yes. The design as commissioned by the Catholic education system is true testimony to the design work of our architects. It was quite interesting in terms of accountability in regard to limited resources and sending a significant amount of people - a total of about 12-14 people - to South Australia. I was very nervous because a fair bit of research had been undertaken, to the tune of millions of dollars, by South Australia to source best designs in Australia. When our colleagues and parents came back only to hear that there was nothing to be found, I was a bit nervous, but to then be able to hold the litmus test up against something that was at our own back door and home grown, the generosity of the Catholic education - I didn't feel as nervous, I must say.*

DOCUMENTS TAKEN INTO EVIDENCE

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

- New Hobart Northern Suburbs Primary Schools - Construction of the new Claremont Park Primary School located on the former Claremont High School site and Construction of the new Hilton Rise primary School located on the former Roseneath Primary School site – Submission to the Parliamentary Standing Committee on Public Works – September 2009.

CONCLUSION AND RECOMMENDATION

The need for the proposed works was clearly established. The proposed new schools, which will each accommodate a maximum of 450 students, are made possible by the

agreed amalgamation of the current Claremont, Roseneath, Abbottsfield and Mt Faulkner primary schools and are funded through the State Government's Capital Investment Program and the Federal Government's Building the Education Revolution funding.

The schools planning to amalgamate have been operating inefficiently, below capacity. The consolidation of the facilities of these four schools into two new primary schools with state of the art design features, planned in accordance with current practice education techniques, will assist in improving the effectiveness of curriculum delivery and the educational outcomes for students.

The Committee expressed concern about the need to provide appropriate drainage of the green sports fields on the Roseneath site. The Committee also expressed concern that consideration be given to possible options for the attenuation of the noise impact of the highway at the Roseneath site.

With regard to the Claremont site, the Committee took note of the need to consider fencing around the hard stand play areas to improve their functionality.

Accordingly, the Committee recommends both projects, in accordance with the documentation submitted, at an estimated total cost of \$12,277,196 for the new Claremont Park Primary School, and an estimated total cost of \$12,767,384 for the new Hilton Rise Primary School.

**Parliament House
HOBART
30 October 2009**

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