



# SUBMISSION

## MAJOR REDEVELOPMENT OF LATROBE HIGH SCHOOL

SUBMISSION TO THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS  
November 2015



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## Drawings

1. Site Master Plan
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## Introduction

This submission seeks approval from the Parliamentary Standing Committee on Public Works for the major redevelopment of existing learning areas to provide modern contemporary flexible learning environments.

The Department of Education (DoE) provides secondary education services at Latrobe High School and caters for students in grades 7 to 10. The school draws its students from three of the fastest-growing areas in the north-west (Latrobe, Port Sorell and Spreyton). In 2007 the school population was 368 and increased to 429 in 2012. It currently has a student population of 420.

Facilities at the school have a total fully enclosed covered area (FECA) of approximately 6,076m<sup>2</sup>. The main building facilities were constructed in 1964 and since that time some areas have been redeveloped with an administration block built in 1972, a gymnasium in 1979 and some substantial redevelopment of part of the main block of classrooms in 2004 catering for a student occupation of 4 classes per year group. Although well maintained, significant learning areas are no longer conducive to 21st century learning and teaching practices or the current growing needs of the school.

In recent years the focus on the DoE capital submissions to Government has been on refurbishing and redeveloping secondary and senior secondary facilities as a priority area. The previous Commonwealth Government Building the Education Revolution (BER) Stimulus Package provided approximately \$330 million into the State for capital improvement in schools, however primary schools received the majority of this investment.

As a result DoE has taken a strategic approach to seeking capital funding to improve secondary and senior secondary facilities. The facilities at Latrobe High School are a good example, as they are generally in excess of 50 years old, had limited investment and in poor condition. Additionally, the use of IT and collaborative teaching in these facilities is high which requires significant adjustment from the technology, teaching practices and facilities of the past.



## **Current Educational Needs and Priorities**

### **21<sup>st</sup> Century Pedagogy and Learning Opportunities**

Latrobe High School has outgrown its facilities and its infrastructure does not support twenty first century philosophy and standards. Modern education requires student ownership of space and facilities that encourage and support the building of productive relationships between staff and students. Schools that are orderly facilitate good learning outcomes and that the social needs of students are paramount in achieving high-quality learning outcomes. Student books, laptops and stationery currently need to be kept in lockers in corridors because there can be no class ownership of classrooms. This makes the corridors especially overcrowded, noisy and relatively disorderly. Lockers are an area in which anti-social behaviour such as pushing and bullying most often occurs, leading to some students' ill-preparedness for learning. Lockers and/or book storage in or close to rooms leads directly to better punctuality and therefore increased learning time.

The school currently uses the Latrobe Memorial Hall (situated about one kilometre from the school) for all major assemblies (about one assembly every 3-4 weeks) as the hall contains a stage and blackout facilities. With the redevelopment, the school will have an appropriate gathering facility on site.

Drama classes were held in the hall as well but this is now impractical as the school operates on a school day of four (4) blocks of seventy minute duration instead of the previous three (3) ninety minute blocks. For most other learning areas the change of timetable has been largely effective as it supports the Australian Curriculum and affords teachers more frequent contact with classes and more productive learning time with students.

Latrobe High School biennial drama and music production needs to be rehearsed in the library. Drama classes are taught in a converted meeting room. Drama and music facilities are separated with limited facility for music rehearsal and none for recording. The performing arts facilities are vastly inferior to neighbouring schools and have led to some parents preferring to send their children to schools with better facilities.

Overcrowding in the corridors is compounded by a lack of safe and warm eating and leisure areas inside the school, and old threatening toilet facilities. Reports from students indicate that many students feel unsafe in the toilets and prefer not to use these facilities while at school, because of a fear of bullying in these areas. The school needs to ensure that students feel safe at school and is particularly concerned for those students who are most vulnerable to bullying and who would be most reticent to use toilet facilities.

Latrobe High School has a dynamic and growing catering curriculum which has developed during the last two years. Our facilities for this growing area of the curriculum are inadequate though, with many students not able to have access to catering and food classes.



## School Philosophy and Community Connections

Latrobe High School's vision is 'Inspiring Positive Futures' and the school wants students to enjoy a wide range of learning experiences, and to become highly competent in the basic skills of Literacy and Numeracy. The school's programs are structured to enable students to learn well, participate strongly and develop good relationships with other people.

Latrobe High School offers a high level of support for students whether they are showing particularly strong aptitude and achievement, or whether they need extra support to achieve because of difficulties being experienced.

Latrobe High School base all programs on the values underlying the Strategic Plan of the Department of Education.

### **LEARNING, RESPECT, POSITIVE RELATIONSHIPS, RESILIENCE**

Latrobe High School ensures that staff and students have positive relationships, and all students are able to learn in a pleasant and challenging environment.

Latrobe High School has high standards and high expectations. The school wants students to achieve excellent results and to enjoy learning.

## Enrolment Demand

The demand for secondary education services at Latrobe High School has remained steady in recent years.

	2013	2014	2015	2016		2017	2018	2019	2020
Year 7	119	96	98	91		112	124	119	136
Year 8	110	122	100	98		92	112	123	118
Year 9	110	107	114	98		96	91	109	120
Year 10	115	103	108	111		96	94	89	106
<b>Total Students</b>	<b>454</b>	<b>428</b>	<b>420</b>	<b>398</b>		<b>396</b>	<b>421</b>	<b>440</b>	<b>480</b>

Student numbers are expected to remain constant over the next two years and then grow steadily to 480 in 2020. The proposed redevelopment provides for this expected growth.

## **Existing Facilities**

Latrobe High School facilities include:

- General learning areas for each grade;
- Specialist learning areas of Wood and Metal Technology, Automotive, Visual Arts, Science and Home Economics;
- A large Library and Administration area compliment the campus;
- A Gymnasium with stage; and
- Quality outdoor sporting areas.

The campus comprises six main buildings. These include four single storey buildings made up of Administration, Library / Science, MDT and Gymnasium. There are two double storey buildings of general learning areas and Music / Sports Science.

## **Redeveloped Facilities**

Refer attached Master Site Plan.

The following buildings will comprise the completed redevelopment:-

Building I D – Administration – minimal works envisaged.

Building IC – General Learning Areas, Science and Library – alterations and refurbishment.

Building I B – two storey General Learning Areas – alterations, additions and refurbishment

Building IA – MDT, future years 11, 12 – part refurbishment.

Building IE – two storey Sports Science – refurbishment.

Building 2 – Gymnasium, Performing Arts – new additions.

New Building - Cafeteria and Teaching Kitchens.



## Community Consultation

The Department of Education established a Project Working Group comprising representatives from the following organisations:

- Learning Services North;
- School Management with Student support;
- Project Consultant team; and
- DoE Senior Project Officer.

Consultation has been sought from all stakeholders of the School Master Plan Development Team, Project Working Group, staff, students and parents. All parties will continue to have the opportunity to contribute throughout the tender and construction phases.

To date this has included:

- Initial drafts of plans shared through all staff meetings and plans displayed for staff in the main staffroom;
- Information, feedback with photos shared from school and site visits;
- Intensive consultation with the teaching staff of key areas impacted on by the building programme - General Learning Areas (GLAs), HPE, Fine Arts, Performing Arts, Food Technology, Materials, Design & Technology;
- Consultation with non-teaching staff regarding design elements and impact on roles;
- Expression of Interest called for all staff at the school to attend some Capital Works meetings;
- Regular updates, sharing of plans and seeking feedback from School Association members during their meetings;
- Student feedback through two student School Association members and briefing of plans in school assembly;
- Updates via the school newsletter to parents and school community.

The Project Working Group has met regularly to assess aspects of the project brief and is now meeting fortnightly to ensure all aspects have been considered by internal stakeholders and other interest groups.



## **Proposed Works**

### **Site Planning and School Design**

A collaborative engagement process was undertaken by the Project Working Group in preparing the proposed works design. Initial discussions completely reviewed the previous Master Plan to ensure the scope as briefed was achievable for the budget allocated. The design team developed 10 options with each revision exploring different locations and combinations of building types and building functions.

To underpin the design process, a set of core values or guiding principles were established that identified some key objectives for the project. These provided the working group with a clear direction in its decision making thought process as the project unfolds.

### **Key Objectives**

- Flexible learning spaces;
- Orderly flow of students;
- Efficient use of funds;
- Warm comfortable social spaces; and
- Maintenance friendly.

All proposals were thoroughly reviewed and carefully considered before the preferred option F10 Ground Floor and F9 First Floor were agreed on. The preferred master plan evolved over the seven week consultation period to encapsulate the aspirations of the school, addressed the briefing requirements of the DoE and satisfied the project budget.

A site master plan has been determined that identifies the location of future facilities and spaces. The current available budget has capacity for the following works to be undertaken:

- Refurbished learning areas for grade 7 and 8 to be located on the ground floor of Building 1B;
- New lift to provide universal access to the first floor of Building 1B and Building 1E accessed via new sky bridge/link;
- Staff pods with unisex cubical toilets (2) to be located on the eastern side of Building 1B;
- Refurbished learning areas for grade 9 and 10 maths to be located in the current library / drama areas of Building 1C and new covered way to the western facade;
- Staff Support to be located in the southern end of Building 1C;
- Library, maths staff and assistant principal office areas relocated to the northern end of Building 1C;
- Refurbished unisex cubical toilets (5), DoE specification accessible bathroom and locker bay to be located in the current location of the toilet block to the southern end of Building 1B;
- Extension to MDT – wood work building to the eastern side of Building 1A;



- Re-purpose existing toilets and change rooms to the north eastern end of Building 1A to provide a combination of MDT storage, unisex cubical toilets (3) and general storage;
- New entry foyer, change rooms and associated amenities to the southern end of Building 2;
- Reconfiguration to the eastern facade of Building 2 to incorporate tiered seating to the existing gymnasium, expand the storage capacity as well as incorporating a green room adjacent to the existing stage;
- Learning areas for performing arts and music to the northern end of Building 2;
- New cafeteria, kiosk, catering kitchen and learning areas for two teaching kitchens with a central demonstration area as well as staff office area, laundry and unisex cubical toilets (2) to be located at the north eastern end of the school adjacent to Building 1B and the extension to Building 2;
- A network of covered links to allow all end users to safely navigate and access the learning areas and building fabric of the school;
- Reconfigured parking arrangement to the existing student arrival entry area which consists of new drop off zone, island landscaping to soften the expanse of asphalt;
- Removal of existing storage sheds SH6, SH7, SH8 & SH10 replaced with one new MDT timber store shed (9mx6m) and new staff car parking spaces; and
- Resurfacing the existing tennis courts with a synthetic, all weather multi-sport turf playing surface.

The First Floor master plan option F9 and available budget provides for the construction of the following areas;

- Refurbished learning areas for grade 9 and 10 humanities to be located on the first floor of Building 1B;
- Refurbished learning areas for art to be located on the first floor of Building 1B;
- Staff pod with unisex cubical toilets to be located on the eastern side of Building 1B;
- New covered way / verandah to allow access the level 1 learning areas of Building 1B; and
- New steel exterior stair to provide access from the northern end of Building 1B to the courtyard and cafeteria.

The site master plan identifies locations for the following facilities if future funding becomes available:

- Grade 11 and 12 classrooms to be located in the current classroom 014 & 008 consecutively of Building 1A;

The site master plan has the following advantages:

- Utilises the existing building fabric and site infrastructure wherever possible;
- Consideration of prevailing winds and solar access to all learning areas and outdoor spaces;
- Provides the opportunity for outside learning adjacent to indoor learning areas;
- Creates and identifies year level learning precincts within the structure of the campus;
- Provides many opportunities for the school population to occupy and interact within outdoor courtyard areas;
- Reinforces the associations and provides the opportunity to establish links between year groups and the supporting functions;
- Relocates the library in a more central, accessible location adjacent to the main student entry;
- The opportunity to break out to the north facing courtyard adjacent to the library for a quiet respite from busy campus life;
- Provides music and performing arts with a comfortable, compliant environment as well as activating the northern end of the two way stage to Building 2;
- Maintains existing access where possible as well as bus and vehicle drop off areas;
- Provides a landscaped courtyard with good visual perspective from a duty point of view; and
- Cafeteria relocation creates a destination space.

## **Architectural Statement**

The fundamental architectural intent for the Latrobe High School is to create flexible and adaptable learning spaces that stimulate and engage all end users that future proof teaching and learning for the regional Latrobe community.

There has been no pre-defined style to this project. Through consultation and end-user engagement, a site specific design outcome has been reached. A people centred approach has ensured that the design meets the user's requirements rather than the users having to change their behaviours to accommodate the Architecture.

The designs and spaces have been created to provide experiences that benefit the students, staff and the community as a whole.

Building forms have been informed by the sustainability aspirations for the project – roof alignment and overhangs, glazing areas and orientations to balance solar glare control against effective natural lighting, passive solar heating.



## General Learning Areas

The GLA's have been developed to provide and embrace an environment that encourages students to learn. These spaces will allow for many things to occur that encourage:

- Focused work environments;
- Collaborative work environments; and
- Hands-on project work environments.

This shift in the learning spaces sees the need for the spaces to be flexible, that allows students to learn one on one, in small groups, large groups, or to come together in project room groups. 21<sup>st</sup> century learning spaces are much more than bricks and mortar, they have the ability to be an extension of the teaching and learning, with the building working for the teaching in creating warm, inviting, stimulating spaces that students want to come and be a part of.

To allow 21<sup>st</sup> century learning to excel, the GLA's have been arranged to develop highly desirable internal and external social spaces. These spaces should be light filled, have good access to natural ventilation and be spaces that students and staff want to occupy. By creating these spaces students have the ability switch off in breaks, recharge both mentally and physical and come back to the learning areas fully focused.

The social spaces also have the ability to form part of the extended learning environment for small project works, collaborative works and spaces for student that need to have a little space from the main classroom.

Learning areas for grades 7 and 8 provide flexibility to open up in pairs of two with its partner GLA to allow team teaching. The GLA's have been configured around a central project room as well as a central flexible learning space between the two grade groups. The project rooms are capable of converting into additional teaching spaces if future demand is required.

The learning areas for grades 9 and 10 provide three designated learning areas with the three core curriculum - Humanities, Maths and Science.

The humanities learning areas consists of five GLA's with the flexibility to open up in pairs of two with its partner GLA to team teach. The GLA's have been configured around central flexible learning space and one project room. The project room is capable of converting into additional teaching spaces if future demand is required.

The Maths learning areas for grades 9 and 10 consists of three GLA's with one project room with the flexibility to open up in pairs of two with its partner GLA to team teach. One of the GLA's has the added flexibility to breakout into the library's collaborative working area. Each GLA is over 80 square metres which will comfortably accommodate future demand if required.

The Science learning areas for grades 9 and 10 consists of the three existing classrooms. No works have been proposed for these areas as they are compliant comfortable spaces.

## **Art**

The art learning area will be refurbished and reconfigured to provide a larger more flexible space with more storage as well as the ability to break out into the new art, craft and design area. Both natural and artificial lighting will be improved and upgraded by providing the connection to this new space.

## **Library**

The master plan identified the opportunity to relocate the library and associated learning areas to the northern end of Building IC.

The proposed reconfiguration of the existing entry foyer / locker hall will improve student flow through the entry and provide pleasant connections to the associated breakout areas.

A new external link roof structure on the northern facade of Building IC will provide all weather access to the campus. This new circulation path is protected from the prevailing weather by the outdoor library breakout area which will consist of a combination of soft and hard landscaping and modular concrete seating elements.

The project working group are excited by the opportunities of these breakout spaces which will provide a quiet, safe environment to switch off in breaks, recharge both mentally and physically and come back to the learning areas fully focused.

## **MDT**

The master plan identified the requirement for a small extension to the eastern facade of Building IA which will provide safe, convenient access for long lengths of timber to and from the storage shed.

The master plan also identified that the condition of the two of existing MDT storage sheds SH6, SH10 will be replaced by one proprietary steel shed (9mx6m), and existing storage sheds SH7, SH8 will be demolished to make way for new staff parking spaces.

The existing change rooms and amenities in the north eastern end of Building IA will be reconfigured to provide two unisex cubical toilets and one shower cubicle, MDT storage, general storage for other curriculum as well as a groundsman store.

## **Building Materials**

The material palette has been informed by the sustainability goals as well as considering the material's life cycle from a durability and maintenance perspective. Externally the materials will be a combination of powder coated aluminium door and window frames, colorbond roof cladding and flashings, proprietary vertically grooved fibre cement sheet wall cladding panels with paint finish with a polished block veneer base wall element to provide durability.

The colour palette will be simple, clean lined contemporary, considered aesthetic based on the business world of today with the aspiration that the school as a body is preparing students of today for the world tomorrow.



## Sustainable Design

The DoE has developed a policy on integrating sustainability on all major projects to exceed the mandatory performance standards and minimise the reliance on active building services.

This development is designed to exceed the minimum National Construction Code (NCC) energy efficiency requirements and is aiming to achieve the equivalent of 5 Star Green Star Education V1 rating.

Green Star is a voluntary rating tool which distinguishes built structures that are leaders in sustainability, providing a good benchmark against which the proposal must comply. Though a formal rating is not sought, consideration of sustainable principles in the design phase of a development provides the opportunity to maximise sustainable design outcomes and minimize costs associated with retrofit and poor design.

The Latrobe High School redevelopment project will:

- Take maximum advantage of passive design principles such as solar access, natural ventilation and topography. Most of the existing buildings benefit from solar gain and breeze across the school day and new buildings will be positioned for maximum benefit also.
- Use elements such as windows, building massing and external shading to minimise energy use. New buildings will incorporate all of these principles and existing buildings will wherever practically achievable, be retrofitted with similar features.
- Plan internal spaces into zones that require similar heating and cooling requirements and minimal energy use. This is achievable at Latrobe High School where existing buildings can be readily zoned for respective solar orientations of morning and afternoon comfort levels.
- Ensure the buildings are appropriately insulated. This is a fundamental for any new building at Latrobe High School. In regard to existing buildings, accessible roof and wall spaces will have supplementary insulation systems installed.
- Select and use materials that have lower environmental impact and beneficial life cycle costing. The building industry in general is very well serviced with products designed and manufactured to the National Building Code ESD compliance.
- Employ energy saving devices such as low energy efficient appliances/equipment, building energy management systems and use renewable energy sources where possible. Generally, the commercial fittings and fixtures used in education projects have been designed and manufactured to Australian Standards for ESD.
- Investigate renewable energy sources. The design team will investigate the feasibility of rainwater retention for flushing toilets and external irrigation and provide solar array systems for base electrical and/or hot water supply. Inclusion of wind generated systems is a constant balance of authority approvals / community acceptance, minimum size and efficiency and commercial reality of a return on capital.
- Reduce the impact on the site eco-systems. At Latrobe High School, careful consideration will be given to rainwater management and especially that of surface water runoff. External landscaping with aim to maximise water reuse and minimise effluent loads.

In addition, this project will review all existing infrastructure to ensure as practically achievable that all water, electrical and effluent supply and systems are operating at optimum efficiency.

### **Accessibility**

ARTAS has a refined end user focus that translates into a people centred design response. This design thinking approach combines empathy with the context of a problem, creativity in the generation of insights and solutions and rationality to analyse and fit a solution to its context.

The Latrobe High School campus is largely flat, however the existing building fabric will require consideration at all entry points to provide complaint access to the end users. A new lift located in the southern end of Building IB will provide access to the first floor of Building IB and IE to support those people with disabilities.

A new drop off area and reconfiguration of the existing entry will ensure universal access and improve student safety.

### **Project Capabilities for Increased Enrolments**

Years 7 to 9 grade groups are provided with a home room (five in total) plus access to a shared project room that can be used as an additional classroom if required.

The Year 10 grade group has access to three GLAs (due to options timetabling and subject learnings) and a project room that can also be used as a GLA.

The current plan therefore provides for a potential increase in enrolments of 150.

In addition, some of specialist learning areas could be used across an expanded options timetable providing space for more students.

### **Project Capabilities for Year 11 and 12**

As previous discussed, provision for a potential Year 11 and 12 cohort will be created in the MDT area or Building 1A.

These spaces will be refurbished in the interim for use by the school for multi-use and are well located for future occupation by a senior school with direct access to external areas and carpark.

### **Tasmanian Government Art Site Scheme**

The project budget allows for \$80,000 for the provision of artwork via the Tasmanian Government Art Site Scheme.

The objective of the Tasmanian Government Art Site Scheme is to enhance the general public's access to and understanding of contemporary art and reflects the diversity and skill of the Tasmanian artistic community.

The briefing process for the Art Site scheme has commenced with the project working group. Expressions of interest will be sought from the Tasmanian artist community and a selection committee will select the preferred artwork. It is expected that this selection process will be finalised by June 2016.

## Project Management

### Funding and Budget Estimates

Funding of \$10 million has been provided by the Tasmanian State Government for the project.

The project funding is divided into the following components:

Description	Budget Component (\$'000)
Construction	7,200
Furniture and equipment	850
Upfront expenses including consultant's fees	720
Art in Public Buildings	80
Contingency including design and construction contingency, post-occupancy works	1,150
<b>Total</b>	<b>10,000</b>

The furniture and equipment budget will provide for all fittings, fixtures and IT equipment required to commission the redeveloped spaces as fully operational.

Upfront expenses include architectural and engineering fees, building surveyor approvals, Authority permit expenses and land survey fees.

In line with project management best practice, a contingency sum has been allowed for to provide additional funds in the event of design amendments, unforeseen construction costs, additional expert advice and post occupancy changes.

Artas Architects and quantity surveying sub-consultant, Stehel have provided cost information and estimates for the project, based on the current schematic design. The project is currently in the early stage of the design process and, as such, the construction estimate may vary by the time tenders for construction are called.

A design contingency has been allowed to cover this.

The project scope will be managed within the budget parameters to ensure budget overruns do not occur.



Details of the preliminary cost estimate are as follows and are supported by the attached QS Report (ref page 19).

<b>Construction Budget</b>	<b>Cost Estimate (\$'000)</b>
Building works	6,504
External works	786
<b>Total Construction Budget</b>	<b>7,290</b>

The current construction estimate indicates that the schematic design is within the available project budget.

### **Project Timeline**

The key upcoming dates for the project are as follows:

<b>Project Task / Phase</b>	<b>Completion Date</b>
PSCPW hearing	26 November
Development Application submission	November 2015
Design development finalised	November 2015
Documentation, preparation for tender	November 2015 – January 2016
Tender date, 3.5 weeks	January 2016
Tenders close	January 2016
Tender assessment and approval	February 2016
Contractor appointed	February 2016
Construction commences	March 2016
Construction completed	June 2017
Defects liability period	June 2018
Post completion review and evaluation	June 2018
Project completion	June 2018

## Potential Project Constraints

Risks and constraints identified in relation to the project budget, timeline and scope include the following:

Identified Risks	Risk Mitigation Strategy
The pre tender estimate will exceed the total available budget.	The tender will be packaged to allow reduction in scope should the tender sum exceed the pre tender estimate.
Planning approval will not be forthcoming to meet the time frame for tender.	Application for a planning approval will be submitted in November to ensure approval is received prior to proceeding to tender.
Design development will not progress in a timely manner to meet the time frame for tender.	Weekly project working group meetings have been scheduled to ensure design can progress in the timeframe required working with consultants and the school to expedite this process.
Design not meeting requirements for 21st century pedagogy.	Weekly project working group meetings with key school staff to ensure 21st century pedagogy can be achieved in the new facility. Senior DoE Educators are involved with the design development process.
Delays occur during construction.	Regular site meetings will be held throughout the construction phase that updates the construction programme.  Adequate programming has allowed full documentation of the construction package to minimise the risk of technical difficulties during construction.

## Conclusion

The major redevelopment of Latrobe High School will refurbish the existing outdated facilities to provide modern contemporary flexible learning environments. As noted in the program, this project is now in the detailed design phase. Seeking approval from the Parliamentary Standing Committee on Public Works at this stage in the process aims to provide assurance to the Latrobe High School community that this project will proceed to tender and construction as soon as possible.

The provision of 21<sup>st</sup> century learning environments at Latrobe High School is critical to the provision of contemporary learning practices and improving student outcomes and retention. Whilst the need to undertake these refurbishment works is high, it should also be noted that the \$10 million funding allocation provides a much needed injection into the State economy.

It is therefore recommended to the Parliamentary Standing Committee on Public Works that the redevelopment works proposed for Latrobe High School proceed as detailed in this submission.

## Latrobe High School Feasibility - Revision One A

<b>Job Name :</b>	<b>ARTAS-LATROBE R1</b>	<b>Job Description</b>
<b>Client's Name:</b>	<b>Artas Architects</b>	<b>Latrobe High School Feasibility - Revision One</b>

Trd No.	Trade Description	Trade %	Cost/m <sup>2</sup>	Trade Total
1	Building 1B - Ground floor includes lift and stairs	21.71		1,582,500
2	Building 1B Upper	12.28		895,000
3	Maths/science (Refurbishment)	5.24		381,750
4	Library	3.85		280,500
5	Gym	5.76		420,000
6	Performing arts	20.24		1,475,500
7	Teaching kitchens	18.01		1,312,500
8	High performance lab	2.14		156,000
9	Internal works			<u>6,503,750</u>
10				
11	Landscape	4.12		300,000
12	MDT Extension	0.27		20,000
13	Tiger turf to existing tennis courts	0.99		72,000
14	Car park	1.78		129,600
15	Asbestos removal	0.82		60,000
16	Infrastructure upgrade	2.06		150,000
17	Storage shed	0.74		54,000
18	Subtotal for external works			<u>755,600</u>
		<b>100.00</b>		<b>7,289,350</b>

<b>Final Total : \$</b>	<b>7,289,350</b>
<b>G.S.T. 10.00% :</b>	<b>728,935</b>
<b>Final Total Incl. G.S.T. : \$</b>	<b>8,018,285</b>