



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Redevelopment of Huonville High School

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

MEMBERS OF THE COMMITTEE

Legislative Council

Mr *Harriss* (Chairman)
Mr *Hall*

House of Assembly

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

By Authority: Government Printer, Tasmania

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INTRODUCTION

To His Excellency the Honourable Peter George Underwood, Officer of the Order of Australia, Governor in and over the State of Tasmania and its Dependencies in the Commonwealth of Australia.

MAY IT PLEASE YOUR EXCELLENCY

The Committee has investigated the following proposal: -

Redevelopment of Huonville High School including general learning areas, the catering area, external learning areas and external works.

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

BACKGROUND

The existing facilities at Huonville High School, particularly the general learning areas (GLAs) and associated staff accommodation, were designed and constructed to suit teaching methodologies that are outdated and no longer suitable for the effective delivery of the curriculum due to the their size, configuration and standard of facilities.

While parts of the school have been replaced or refurbished over the years, most of the building works undertaken over the life of the facilities have related to cyclical maintenance, minor refurbishment and fit-out alterations.

The buildings containing the GLAs are substantially in their original configuration are well maintained but are generally inadequate for modern teaching and learning requirements. The existing home economics facilities are also in their original configuration and still contain original fittings and fixtures. These learning areas require significant redevelopment to provide an effective and contemporary teaching and learning environment.

In 2005, the Department of Education engaged architectural consultants DesignInc to collaborate with the department, school and community to identify strategic options for the ongoing development of facilities at the school.

Preferred options were identified and grouped into potential sequential stages for development works. Works identified for Stage 1 included the development of contemporary GLAs in Buildings 1 and 4 and the development of external learning areas around and between adjacent buildings, which has become the scope of work for this project. A concept for a typical general learning area was also established to form the basis of the design for the contemporary GLAs mentioned above.

Stage 1 of the strategic options was also identified by the department's Learning Services South as a priority for works to educational facilities in the Huon Valley area, and was then included as part of the Capital Investment Program (CIP) announced in the 2007-08 State Budget.

HISTORICAL CONTEXT

Huonville School was established in 1940 to serve the Huon Valley area and for many years was the only secondary school south of Hobart. It became a high school in 1957 and has developed in stages over the years to meet the needs of the community.

Today, Huonville High School is a five-plus stream high school, accommodating at least four class groups for each year's level at the school. There are 429 full-time equivalent students (FTEs) enrolled in Years 7 to 10 at the school in 2008. The gender balance is approximately 60:40 with 245 males and 184 females.

There are many third generation families whose students attend the school. Increasingly, Huonville High School is the school of choice for secondary education in the Huon Valley.

Enrolment figures are shown in the table below, and demonstrate steady enrolment demand over a period of many years and positive enrolment growth since the mid to late 1990's. The projected enrolment for 2012 is 425 students, also indicating stable demand for the foreseeable future.

Year	Enrolment
1984	429
1985	415
1986	366
1987	346
1988	345
1989	353
1990	353
1991	350
1992	352
1993	384
1994	395
1995	424
1996	418
1997	412
1998	412
1999	398
2000	387
2001	371
2002	413
2003	450
2004	459
2005	450
2006	430
2007	426
2008	429
2009	436

2010	439
2011	434
2012	425

Traditionally, the majority of students at the school have come from primary schools in the broader Huon Valley area with only a small number of students enrolling from out of area. The majority of students travel by bus to school from the following towns and hamlets throughout the Huon Valley:

- Huonville
- Ranelagh
- Judbury
- Glen Huon
- Lonnavaile
- Franklin
- Port Huon
- Cygnet
- Geeveston
- Dover

In recent years, there has been a significant influx of families from the mainland to the Huon municipality in search of lower cost housing or a sea change.

Approximately 15% of students at the school identify with the Aboriginal and Torres Strait Islander community. Indigenous culture and achievements are valued and celebrated within the school.

The school has a total staffing of 63 persons, in the following categories:

- Teaching – 39
- Non teaching – 11
- Support – 13

The school has a close relationship with its community. The school has a supportive School Association and Parents and Friends Association who are deeply committed to enhancing the educational opportunities of the children. School staff and the parent body have a positive working relationship and work towards common goals.

A review of the Capital Expenditure History since 1990-91 revealed that over \$2.2M has been spent on facilities at Huonville High School. Capital works projects undertaken at the school during that time have included:

- New music, dance and drama (MDD) facilities;

- Minor works projects including refurbishment of a science specialised learning area and the science preparation room and a new catering facility;
- Several small building fabric, services and infrastructure maintenance and replacement projects; and
- Provision of a toilet facility for people with disabilities.

While parts of the school have been replaced or refurbished over the years, most of the building works undertaken over the life of the facility include cyclical maintenance, minor refurbishment and fit-out alterations.

Some learning areas in the school are still substantially in original condition and require significant refurbishment or redevelopment to provide an effective and quality learning environment.

The school also received funds under the Commonwealth Government Investing in Our Schools Initiative in 2006/07 to provide reverse cycle heaters and information and communication technology trolleys for classrooms.

CURRENT EDUCATIONAL NEEDS AND PRIORITIES

Huonville High School has an interesting and changing demography. School data and state educational benchmarks show that, on average, students at the school do not achieve at the same level as students of comparable age in other schools in literacy, however the numeracy testing results are above average. School and departmental research and data correlates economic disadvantage, on average, with lower learning outcomes in certain subject areas.

To meet the above challenges, the school is committed to:

- Improving literacy and numeracy outcomes for all students;
- Reforming the curriculum, consistent with the Tasmanian Curriculum documents, to engage all students with real world issues that educate them as citizens with the capacity to view the world critically and act independently, cooperatively and responsibly;
- Recognising that each student is an individual who will explore different opportunities and will need different learning experiences;
- A whole-of-school focus on our Futures Program. This program is recognised as the state wide leader in the Guaranteeing Futures initiative. The Huonville High mission is to create positive pathways for all students;
- Providing a first class, 21st century, accessible and integrated , technology rich learning environment for students;
- Striving to provide the best possible learning environment for students and the best possible working environment for the valued staff; and
- Developing innovative, entrepreneurial and supportive partnerships with local community organizations and to build positive relationships between all stakeholders.

The current facilities are an impediment to achieving the above and restrict some of the above learning opportunities for students. The school redevelopment and the new Police and Citizens Youth Club will provide a unique opportunity for students in Huonville to access contemporary education and community facilities.

The new facilities are designed to provide every student and adult with the opportunity to access teaching and learning in a way that meets their needs and provides opportunities to reach their learning potential and improve outcomes.

The facilities will provide opportunities for learning that will be student-centred – challenging, authentic, relevant and connected to the community. There will be provision for class and school-based options designed around need, interest and pathways which will engage students in their learning.

Individual pathways for learning will be able to be built and further developed for all students, due to the benefits and flexibility that the new facilities will provide through their design and refurbishment.

The new grade 7 and 8 general learning areas will also assist in the differentiation of the learning pathway for the Huonville High students as they progress through grades 7 -10. The LINC and VET programs, conducted through Hobart College, will be able to access the new catering facility and other learning hubs in the school. Therefore the redevelopment will further enhance Huonville High as the Huon Valley community's learning centre.

In particular, the redeveloped facilities will provide for the following:

Junior School

Learning how to learn and how to become an independent learner

- | | |
|---------|--|
| Grade 7 | Enable a focus on core subjects as well as individual learning styles, personal organisation and time management skills, and transition to a high school in a caring and supportive environment. |
| Grade 8 | Enable a focus on ICT skills and developing cooperative learning skills. |

Senior School

Continued learning and applying skills to become citizens with the capacity to view the world critically, and to act independently, cooperatively and responsibly

- | | |
|----------------------|--|
| Grade 9 and Grade 10 | Enable a focus on developing positive pathways to post year 10 learning options. |
| | In the senior school students can elect to experience a diverse range of learning programs to suit their individual needs and interests. |

EXISTING FACILITIES

Site and Buildings

The facilities at Huonville High School have a total fully enclosed covered area (FECA) of approximately 5,850 m² on a site with an area of 6.46 hectares.

The facilities are comprised of a complex of one and two storey buildings, most of which are positioned around a central courtyard which acts as the hub of the school. They include:

- A main two storey building (Buildings 1 & 2) accommodating the front entry and administration areas, as well as general learning areas (GLAs), the library and an ICT learning area;
- A separate single storey building (Building 3) accommodating a gymnasium and associated amenities;
- A separate single storey building (Building 4) accommodating specialised learning areas (SLAs) for home economics and catering, as well as general learning areas for Years 7 and 8;
- A separate single storey building (Building 5) accommodating SLAs for science;
- A separate single storey building (Building 6) accommodating SLAs for materials, design and technology (MDT);
- A separate single storey building (Building 7) accommodating specialised learning areas (SLAs) for music, dance and drama (MDD) and art; and
- Facilities for teaching and support staff which are located throughout the school.

In total there are 11 general and 18 specialised learning areas available to the students including ICT, science, art, MDD, home economics, catering, MDT, the library and gymnasium.

Asset Needs Assessment

The Department of Education has developed an Asset Needs Assessment tool, which enables the standard of school facilities to be compared with benchmarks for contemporary and innovative educational facilities.

An assessment of Huonville High School was undertaken which identified the following areas where the school compares poorly with the benchmarks:

- Size, layout and design of learning areas;
- Appropriate features in learning areas;
- Provision of quiet, withdrawal and breakout areas;
- Transparency between learning areas and other areas;

- Provision of and portability of ICT;
- Individual home base and storage;
- Student display space;
- Adequate furniture and equipment;
- Indoor outdoor connections;
- Passive light;
- Outdoor learning areas;
- Covered access between buildings; and
- Covered outdoor eating and recreational spaces.

Design, Configuration and Condition of Existing Learning Areas

Despite there being adequate overall floor area allocated to learning areas at Huonville High School, the existing general learning areas (GLAs) at the school were designed and constructed to suit former teaching methodologies and are no longer suitable for effective delivery of the curriculum due to their size, configuration and lack of facilities.

GLAs used by Years 7 and 8 students in Buildings 1 and 4 at the school are of particular concern. The facilities are unsuited to the middle school concept which the school has adopted for Years 7 and 8.

Conducting the range of activities relating to core subject areas is difficult as the spaces do not have access to wet area benches, smaller withdrawal rooms, or other learning areas for large group activities. Access to ICT is also limited in the buildings.

The quality and condition of the learning areas is also deteriorating due to the ageing of building finishes, fittings and services. The Department's maintenance plan for the site identified several maintenance and infrastructure issues for the buildings. Much of the building fabric is nearing the end of its life span and requires substantial refurbishment or replacement.

Building 4 also accommodates a home economics facility, the fit out of which is at least 40 years old. Part of the facilities were recently refurbished to provide a contemporary food preparation and catering facility for students, as it was recognised that the existing facilities no longer catered for current teaching and learning requirements which call for sanitary food preparation areas, and separate theory, demonstration and dining areas. The remaining facilities could be redeveloped along with the general learning areas to provide more appropriate facilities to compliment the new catering facility.

PROPOSED WORKS

The brief developed for the redeveloped facilities at Huonville High School includes the following:

1. Reconfiguration and refurbishment of the existing/original classrooms on the first floor of Building 1 at the school to provide 5 contemporary GLAs, maximising the floor area of each GLA and incorporating the following features:
 - Wet area activity/workshop areas;
 - Smaller withdrawal/break-out spaces for small group work, private work or consultation;
 - Access to ICT facilities and networking;
 - Staff facilities;
 - Storage; and
 - Connections between learning areas and to circulation areas.

The above work includes the relocation of the existing staff room to the ground floor of the building, to optimise the floor area and configuration of spaces on the first floor. Work on the ground floor includes reconfiguration of the staff resource area and relocation of some resources to the existing library.

2. Reconfiguration and refurbishment of the existing/original classrooms in Building 4 at the school to provide 5 contemporary GLAs, each with an overall floor area of 80 – 90 m² and incorporating the above-mentioned features as per the GLAs in Building 1;
3. Refurbishment of the existing home economics kitchen in Building 4 in the form of a new low-level practical learning area for some food preparation, theory and dining which integrates with the recently constructed catering facility, as well as with other learning areas in the building;
4. Reconfiguration of the existing original corridor and entry at each end of Building 4;
5. Building services works required to complete the above works;
6. External works to the building fabric;
7. Construction of a covered way connecting the main entry to Building 4 and the entry near the library in Building 2, over existing footpath areas; and
8. External works including sun-shading to the northern side of Buildings 1 and 4 and the creation of landscaped and covered external areas between Building 4 and the gymnasium (Building 3). The area between Buildings 4 and 3 is constantly wet during winter and consideration of a combination of hard and soft landscaping will be required to ensure that this area is more usable.

BUILDING DESIGN

General Learning Areas

The following key features are incorporated in the design of general learning areas:

- General Learning Areas (GLAs) grouped in clusters of two and three as part of an overall year group area with 5 GLAs to support team teaching opportunities, encourage multiple groupings of students and make best use of associated support spaces;
- The potential to open up at least two class spaces into one large assembly or multi-purpose area of between 120 - 140m² has been incorporated;
- Withdrawal/break-out spaces shared between learning areas, for smaller group activity work, with the ability to “open up” or “close off” from classroom space as required, while maximising transparency between classroom and break-out space for passive visual access;
- Staff spaces with adjacent withdrawal/break-out space for staff year-group team meetings;
- Two workshop spaces per year-group cluster providing wet area benches and sinks for project work;
- Portable bag storage units for students provided within the classroom;
- Provision for at least five desktop computers per classroom; and
- Lockable resource storage cupboard for class staff and visiting staff in each GLA.

Home Economics and Catering Area

The following key features are incorporated in the design of the specialised learning areas for home economics and catering:

- Individual workstations for two to three students incorporating food preparation and cooking facilities comprising adequate bench space, storage, a stove and oven;
- A workstation at appropriate height for students in a wheelchair or with a disability;
- A demonstration area for staff;
- Adequate storage for food and ingredients, including refrigerated and frozen goods;
- Laundry facilities;
- Accommodation for staff in close proximity; and
- Interconnection with adjoining spaces including the catering space and staff areas.

The proposed design enables the home economics curriculum to be delivered in the preferred method, but specifically incorporates less fixed and more mobile bench units to enable the workstations to be reconfigured to provide central bench space in the centre of the room as required.

Minor changes are also proposed to the adjacent catering facility to allow for other group activities, catering activities, smaller groups including Year 11 and 12 students, or after hours use by the school or community, possibly in conjunction with the nearby Gymnasium (Building 3).

External Works

External works include the following:

- Learning decks for the Year 8 learning areas in Building 4;
- Covered ways to provide shelter for movement between Building 4 and the main Administration building;
- Refurbished outdoor areas surrounding Building 4, including;
 - New bench seating;
 - Deciduous shade trees;
 - Bio Swale for collection of water runoff from gardens and the general area between the gymnasium (Building 3) and Building 4;
 - Bicycle parking;
 - Herb garden outside the refurbished Food Studies rooms; and
 - Relocated parking, providing additional grassed areas to the north of Building 4.

BUILDING MATERIALS

External Materials

External materials for the project will be as follows:

- Steel and aluminium sunshades to Building 1 and 4;
- Steel and polycarbonate covered ways between Building 1 and 4;
- Concrete and timber decks to Building 4; and
- Various hard surfaces to external areas surrounding Building 4 including recycled paving, new paving, coloured concrete, washed finish concrete and plain concrete.

Internal Materials

Internal materials for the project will be as follows:

- New carpet tiles to all GLAs and breakout spaces;
- Non-slip vinyl to all wet area floor surfaces including workshops in Buildings 1 and 4 and refurbished Food Studies rooms in Building 4 (excludes student toilets in Building 4);
- All new internal glazing, sliding doors and hinged doors to be glass within powder coated aluminium framing;
- All new partitions to be stud framing with plasterboard lining and paint finish;
- Where existing walls are retained, they will be made good and repainted;
- Existing ceilings to be retained and made good and to be fitted with additional acoustic tiles;
- New portable joinery in GLAs to be MDF with laminate or clear finish;
- New fixed joinery in GLAs to be laminate finished MDF;
- New fixed joinery in refurbished Food studies rooms to be laminate finished MDF;
- New portable joinery in Food Studies rooms to be stainless steel framing and cladding with laminate finished MDF doors;
- Wall mounted pinboards to be fixed to at least two walls in each GLA;
- Wall mounted whiteboards to be fixed to one wall in each Breakout space; and
- Existing toilets within Building 4 to be fitted with new partitions.

BUILDING SERVICES

Electrical Services

Power Supply

Site Reticulation

The site power reticulation appears to be adequate for the proposed project and no work is envisaged.

Building 1 – Level 2

To meet current regulations a new electrical switchboard will need to be installed in this area which will also service the altered area of the ground floor.

Building 4

The initial assessment is that the sub-main to this building will need to be upgraded.

General Small Power

Building 1- Level 1

The existing outlet locations will not be suitable for the proposed layout. It is recommended that the existing services be replaced to suit the new requirements and to conceal cable runs.

Residual Current Device (RCD) protection will be provided to all new circuits only.

Building 1 – Level 2

It is proposed to provide new power outlets throughout all the altered areas to suit the new layouts.

Building 4

Due to the extent of the modifications to the building, it is recommended that the power installation be totally replaced.

RCD protection will be provided to all new circuits only.

Site Lighting

Lighting with the area of works provides facility for basic movement and security.

Additional lighting is proposed for the area of works to match the existing arrangement.

Lighting

Building 1- Level 1

Light fittings are generally old and at the end of their life expectancy. It is intended to provide new basic lighting throughout the altered areas in accordance with AS1680.

Lighting control will be provided to meet the requirements of the BCA (part J).

Building 1 – Level 2

Light fittings are generally old and at the end of their life expectancy. It is intended to provide new basic lighting throughout the altered areas in accordance with AS1680.

Lighting control will be provided to meet the requirements of the BCA (part J).

Building 4

Light fittings are generally old and at the end of their life expectancy. It is intended to provide new basic lighting throughout the altered areas in accordance with AS1680. Suitable existing lights will be retained and re-used where possible.

Lighting control will be provided to meet the requirements of the BCA (part J).

Heating

Building 1- Level 1

The existing heating is currently achieved via very old wall mounted fan heaters, which are an inefficient and noisy heating source.

New ceiling mounted radiant heating will be provided.

The existing heating control system will be extended to the new heaters.

Building 1 – Level 2

The majority of the floor, inclusive of the classrooms and staff room is currently fitted with split air conditioning units. It is intended to retain these units but relocate the external component due to the proposed new covered way.

New ceiling mounted radiant heating will be provided to all other areas.

The existing heating control system will be extended to the new heaters.

Building 4

The existing ceiling mounted radiant heaters will be retained and re-used.

New ceiling mounted radiant heaters will be provided in all other areas.

The existing heating control system will be extended to the new heaters.

Fire Detection and Alarms

The existing system is a Wormald Vigilant F4000 and should be serviceable for 4-5 years.

The existing fire indicator panel (FIP) should not need to be moved. It is located in a suitable area with satisfactory arrangements with the Fire Brigade who are situated in close proximity.

There is a mimic in the main Reception, which should remain.

The sub-indicator panel (SIP) in the Home Economics (Building 4) is now just a junction box and may be relocated to the ceiling space providing there is an access panel.

Most of the buildings have smoke detectors in the passageways but the majority are thermal type in other areas. The detectors will be altered to smoke detectors wherever possible in the areas of work only.

Occupant warning is by means of 24 VDC alarm bells throughout the site. Upgrading the bells to sounders as per the current regulations will be considered and requirements confirmed with the Tas Fire Service during detailed design. Building 4 may require two additional bells.

Security

The existing security system will be modified and extended as necessary to suit the new layouts.

Communications / ICT

Building 1- Level 1

The existing main communications rack will be relocated as required to accommodate the new toilet.

The existing horizontal cabling to floor outlets etc will be altered and expanded as required. New patch panels will be provided as required.

Active hardware will not be provided.

Building 1 – Level 2

The existing horizontal cabling to floor outlets etc will be altered and expanded as required. New patch panels will be provided as required.

Building 4

The fibre cabling distribution will be extended to this building.

A new communications rack will be provided to cater for the additional outlet in this area. New horizontal cabling will be installed to suit the proposed layouts.

Public Address

The existing PA system and distribution will be altered to suit the revised layout with additional speakers installed as required.

Additional cabling and power outlets will be installed to suit a new PA system to be advised.

Mechanical Services

Building 1- Level 1

Mechanical exhaust is required to the new toilet.

Exhaust is required to the server room for heat control.

Staff lounge and work area ventilation will be cross flow natural ventilation via openable windows.

Mechanical exhaust will be provided in the resource area for ventilation and temperature control.

Building 1 – Level 2

Internal air conditioning units will be relocated as required to suit the revised layouts.

External air conditioning units will be relocated as necessary to cater for the new covered way.

New mechanical ventilation will be provided to internal rooms as required by building regulations.

Mechanical ventilation will be provided to toilet areas.

Building 1 – Level 2

The existing toilet exhaust systems will be retained.

New exhaust systems will be provided for the new staff toilet and cleaners room.

Simple mechanical ventilation will be provided to GLAs to supplement natural ventilation and enhance cross flow ventilation.

Building 4

The existing catering room exhaust is inadequate, and new ducted mechanical exhaust will be provided.

The existing workshop ducted exhaust system, depending of suitability and condition, will be modified for the new room arrangement.

New mechanical ventilation will be provided to internal areas as required by regulations.

Hydraulic Services

Water

Building 1 – Level 1

New services will be provided to suit the new toilet and sink.

Existing services will be upgraded as necessary.

Building 1 – Level 2

New services will be provided for the workshop area sinks and extension to the existing ground floor services.

Building 4

Existing redundant facilities will be removed.

New services will be provided to suit the new toilets, hand basins and sinks.

The relocated sink in the laundry will be connected to existing services.

Sewer

Building 1 – Level 1

New services will be provided to suit the new toilet and sink.

Existing services will be upgraded as necessary.

Building 1 – Level 2

New services will be provided for the workshop area sinks and extension to the existing ground floor services.

The existing male toilet will be converted to a cleaner's room.

Building 4

Existing toilet facilities to existing staff and GLAs will be removed.

New services will be provided to new sinks.

The relocated sink in the Laundry will be connected to existing services.

The Grease Interceptor Traps will be upgraded as necessary to meet Huon Valley Council's requirements.

Catering services will be upgraded to suit the final layout.

The existing toilet block services will be modified and upgraded to suit the altered arrangement.

Stormwater

Building 1 – Level 1

The existing stormwater from the existing covered way will be altered to cater for its removal.

Fire Services

Fire Hose Reels

There is only one fire hose reel (FHR) remaining in building 1. All other fire hose reels have been removed as part of a policy decision in the past. It is intended to remove this remaining FHR in keeping with the previous decision, but this will require confirmation and agreement from the Building Surveyor.

Fire Hydrants

The recently upgraded fire hydrants have not been assessed at this time. It is assumed for this initial stage that the previous design and installation complied with the relevant regulations. Further assessment will be made during the course of design development.

Structural Services

Building 1 – Level 1

The walls being removed are non-structural and as a result no support works will be required.

The slab in the new Staff Lounge area is a slab on ground which will need to be cut out for the new services.

Building 1 – Level 2

The majority of the existing walls are double brick walls. As a result, all the new openings that are being created will require new lintels. Some of these lintels will only be required to support the brick above. Others will be required to support loads transferred from the roof structure and in some areas suspended slabs at ceiling level. Some further investigations, by way of removing some of the ceiling lining, are required in order to determine exactly which walls support the roof structure over. In particular, further investigation is required at the wall that is proposed to be removed between the existing GLAs and in the corridor adjacent the staff room.

Building 4

The smaller openings that are proposed on the northern side of the existing corridor will require timber lintels to support the wall and windows over. These openings should be positioned to avoid the existing column locations.

The opening to be created in the wall on the southern side of the corridor, near the girls and boys toilet, will require a new steel lintel to support the brick work over.

The new opening proposed on the western wall of the building will require a timber lintel over to support the wall and roof structure.

The removal of the majority of the wall along the southern side of the corridor will most likely not require additional lintels to be constructed provided that the existing

columns are retained. Visual inspections appear to reveal that the existing steel roof trusses are supported on steel columns in the walls. Bracing will have to be added in this wall where possible to replace the bracing capacity lost by the demolition works.

The proposed removal of the walls between the GLAs, stores and staff areas on the southern side of the building does not appear to require the construction of new support lintels. It appears from inspections that the steel roof trusses span between columns along the line of the corridor and the southern external wall. This will be confirmed during detailed design development.

There appears to be a slab on ground in the area of the existing boys and girls toilet. This slab will have to be cut in places to allow for the installation of new services.

PROJECT FUNDING

The project is funded as outlined below.

State Capital Investment Program (CIP)	\$2,338,000
Total	\$2,338,000

Funding for the project has been provided over two years as follows:

2007/08	\$580,000
2008/09	\$1,758,000
Total	\$2,338,000

The project funding is divided as follows:

Construction estimate, including contingency	\$1,825,500
Furniture and equipment	\$226,000
Consultant's Fees	\$250,000
Art in Public Buildings	\$36,500
Total	\$2,338,000

Forward Brianese & Partners Architects quantity surveying sub-consultant Stehel Consultants has provided cost information and estimates for the project, based on the design developed to date. The details of the cost estimate are as follows:

Element	Cost Estimate (\$)
Building works:	
Building 1	577,022

Building 4	688,701
Sub total	1,265,723
Site Works and External Services	
Site preparation	15,785
Roads, carparking and paving	111,125
Site buildings	79,130
Landscaping and improvements	92,398
External stormwater drainage	15,000
Associated preliminaries	28,839
Sub total	\$349,277
Other	
Design contingency	32,000
Construction contingency	113,500
Locality Costs	65,000
Sub total	\$210,500
TOTAL CONSTRUCTION BUDGET	\$1,825,500

EVIDENCE

The Committee commenced its inquiry on Monday, 5 May last. Accompanied by Officers of the Education Department and the consultants, the Committee was conducted on site inspections of the existing school and of the proposed works.

Following the site inspections 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:-

- Alison Grant – Principal, Huonville HS
- Elvio Brianese – Director, Forward Brianese & Partners (Architects)
- Adam Mulcahy – Senior Project Officer, Capital Planning and Development, Department of Education

Background

The Principal, Alison Grant, provided the Committee with the following overview of the project:-

The school has very strong emotional commitment amongst the community and very strong support, with third-generation families going through the school. Our enrolment is very stable. The figures on page 6 of this document are a little misleading because in 2003, 2004 and 2005 there were grades 11 and 12 students at the school in a program - which makes it look as though it has peaked and is dipping a bit. Those figures are slightly higher because of the enrolment of years 11 and 12 in a program called CETCH, which ran at the school.

... As you would appreciate, it is only 30 minutes on the road to town but there are still some students who are reluctant to go to year 11. That program has now been picked up by Huon Linc - the local integrated network community - which picks up grades 11 and 12. It is a town resource and there may be 11, 12 or 13 students who do some vocational education courses there.

The strategic plan was commenced in 2005, identifying areas that needed modernising and areas that needed to match the pedagogy - the style and craft of teaching - which now operates with groups of about 25 or 26 children. It has an emphasis on cooperative learning skills and of course developing students to be independent learners and certainly having a mastery of ICT.

By 2006-07 there was extensive consultation with parent groups and by 2007 there was a group of people who are actively involved in consultation and visiting other schools to see what really good practice looks like - making decisions about how to realign the walls, if you like, within the redevelopment.

The interesting thing about our children is that they love coming to school; school is a really important part of their life. They love getting there; it is a really important social aspect for them because they come from as far away as Dover. There are children from Pelterata, children from Cygnet and as far out as Judbury, so coming to school is really important. Through want of money, the facilities are a little shabby in terms of their meeting and congregating and providing really first-class spaces for children to enjoy being at school. I must say that with my first appointment in 1975 I did feel as if I was stepping back into a bit of a time warp. That is not being disrespectful; the school was beautifully maintained but not a lot has changed in those areas that we are working on. There are excellent performing arts and music facilities which had a lot of money spent on them maybe 10 to 15 years ago, but your basic classroom and general purpose learning areas that provide a window on the world for our children in this global economy certainly need to be upgraded. We are very happy with the plan that we have. It has involved quite extensive consultation with the students, teachers and parents.

The consultant architect, Elvio Brianese, added:-

My involvement with the project started in 2005 where we were commissioned to look at a strategic plan for the school. The strategic plan involved students, staff and also parents. The strategic plan looked at the school in its entirety. We explored the culture of the school. We also commenced a building evaluation to look at the strengths and weaknesses of the building. It also involved exploring contemporary pedagogies for the school, which enabled us to look at the building fabric and understand how we could manipulate the building fabric to meet the future needs of the school. Out of that process we ended up looking at a multi-stage component and from that exploring what stage 1 would be.

Expressions of interest came out and we were fortunate enough to have the commission to look at stage 1. Stage 1 takes into consideration contemporary learning spaces in building 1 and building 4. It also looks at home economics and how we would modify the existing built structure to explore more external learning. That is the same scenario with the general learning areas, how we can adapt our learning to occur inside and out.

We also looked at landscaping between building 4 and building 1, the whole entry system and how we can make those external spaces positive learning areas as opposed to just circulation systems.

The general learning areas that we have created explore better relationships between one classroom or general learning area and another classroom. We explore how visual connections can occur between the classrooms. We also provide workshop areas which enable you to have a dry learning space and a wet learning space. We have also provided break-out areas so that staff can explore the opportunity of having group work.

Within the project we have also looked at sustainable development by retaining as much of the built fabric as we can. We also looked at passive treatment of facades to manage sun and natural ventilation. We have also looked at how water control and management can be used externally within the landscape.

Master/strategic plan

The Committee questioned the witnesses as to the cost of preparing a school specific master or strategic plan and whether in this case, the relationship with the PCYC facility was considered. Mr Brianese responded:-

It depends on the complexity of the school. The strategic plan we did for Huonville was somewhere between \$7 000 and \$10 000. I have done strategic plans from \$7 000 all the way up to \$30 000. It depends on the complexity of the school and what the outcome needs to be at the end of that process. The important thing about a strategic plan is that it is not a static document. It needs to continually evolve and it needs to be looked at every three years.

... As part of the strategic plan we looked at partnering relationships with the community. We have a discussion about the values of the school and how the school can best partner with the community and how resources can be shared. So it is about ensuring that the school is the nucleus of the community, as opposed to the school being an organisation which only responds to the community by invitation. Traditionally what used to happen was that there was a fair, an art evening or a performance and the community was invited. Part of the culture in Huonville is to be as inclusive as they can so we explored those partnering relationships.

The question about parking and car circulation, we looked at that as part of the strategic plan. The simple principle is that cars, students and people do not mix, so it is important to push cars to the perimeter to ensure that there is a zone within the school that students and staff feel safe within.

Mr Mulcahy added:-

One of the keys aims of a strategic plan is to look at the current condition of the facility. You look at the demand and requirements for those facilities and project that into the future and then to start prioritise and identify packages of work that can be staged or undertaken in different projects throughout the course of several years.

In relation to this project, for example, the GLAs and the refurbished home economics facilities were part of stage 1 because that was, for a number of reasons, the higher priority for Huonville High in 2005 when the plan was done. Other facilities around the school - car parking, specialist facilities, community access and relationships associated with those - form part of that plan but perhaps were not as high a priority for Huonville in 2005.

Works program

The Committee questioned the witnesses as to why the school had received little capital works funding in recent years. Ms Grant responded:-

There was a soft refurbishment in the science area. In the 1990s there was a refurbishment of the performing arts and the music areas. I can't really explain it. I know there's a high level of frustration in the community, the community parents and friends in particular. They are the strongest parent group in the school and they advocated very strongly for the strategic plan work to start. You can also add to what Adam says about the strategic plan. It gives you an idea of where we are headed, based on a vision of the school in the community. It also raises your frustration level because it can raise expectations about 'It would be great if that could be done and that could be done'. Once you get that vision, all the jigsaw pieces fall into place. I think the school, like the valley, has probably come through a period of slow economic progress. There was a

period when enrolments were down, particularly when a lot of tradespeople were leaving the valley and moving away. We have moved beyond that hump now and I think people have started to refocus on the school and the fact that they were staying in the valley. Maybe that is what has spurred this latest group on to get organised and look at what the school had to offer for the children. As I say, this is my first year as principal at the school. There was a bit of a community malaise perhaps about how things were headed in the valley, but that is turning around.

... Community is so strong. I would have liked the PCYC gym right where the current gym is now. I think that would have been really good for the valley, but that didn't happen. We are working with the PCYC alongside and we will probably have to come to some funding arrangement with them to use that facility during the day, just as we pay the council \$5 000 a year to use the oval next door.

Design

The Committee questioned the witnesses as to what motivated the proposal for the herb garden and the versatile design which will allow for indoor/outdoor configurations. Ms Grant responded:-

We also have some high-needs students so it is indoor-outdoor. It is fully fenced and will appeal to the tactile sensations of some of the students coming through. We have quite a few autistic students and we know a large contingent is coming into the school over the next three years, so it is a safety thing as well as providing a bit of variety in the kitchens.

We like the idea of the inside-outside. Just as you do at home, you have the family room and a bit of outside. Students can move outside and be called back in after about 15 minutes when they have had a chance to consider something. Many of their homes have decks and it is a very comfortable way of approaching the learning. That is the sort of facility that is lacking in the school, places for students to go to work in pairs or to have some quiet thinking time and then come back in.

Mr Mulcahy added:-

On that point, it relates perhaps even better to Huonville High School with more of a middle-school concept where years 7 and 8 are accommodated in facilities that are quite similar to primary school GLAs and learning facilities, except that they have perhaps additional features. Obviously in a high school setting students have the ability to go to other specialised areas as well, but the 7 and 8 GLAs incorporate a number of spaces and things such as external learning decks that enable them to continue on from, say, upper primary and experience the same type of facility with wet areas and workshops and withdrawal spaces before perhaps going into a more senior secondary-type facility or facilities where they are more independent or where they are in more specialised facilities. Those

features that we have tried to incorporate respond to perhaps the more middle school arrangement at Huonville High in the 7s and 8s.

Ms Grant concluded:-

It creates a series of sub schools. We have a distinct division between junior school and senior school. I am not being funny but the old sort of divide and conquer, breaking down into smaller communities and creating a sense of place and comfort for the students with their learning is really important and there is a different ethos between grade 7, which is welcome, let us get settled and enjoy being grade 7, and grade 8. In grade 8 it shifts up a gear with a really strong emphasis on becoming independent learners, moving away a little bit from grade 7 but they are not quite ready for the challenges of years 9 and 10 and those years are definitely experiencing change under the Guaranteeing Futures. By year 10 some of them can be out at work as well as at school. It is making sure that we can manage the learning and provide safety and security with the learning in those early grades 7 and 8 which is where this emphasis is.

The Committee questioned the witnesses as to whether it was proposed that any of the environmental improvement features would be considered as an educational opportunity. Mr Brianese responded:-

What we try to do on all our projects and particularly the education ones is that the fundamental principles that we apply are explained to staff and students. That can be visual - things like water collection or sunshading. By involving the project user group and staff and explaining to them why this building lives and breathes and how it can be twigged, that information can be passed on. If you can see it visually then questions get asked.

We can go through a whole process of recording data but that becomes an expensive way and it is the next level. What we have tried to do with this project from the onset is add value and you can see the approach that we have taken and the scope of work that we are producing in a way exceeds the principal expectations.

The danger with sustainability today is it is almost an add-on, it becomes a fashionable term, and dealing with the school's curriculum and pedagogy, sustainability is just as important. It is another key issue. We do not go out of our way; we do not design sustainable buildings, we design buildings that are sustainable. We do not go off and design education pedagogies but we work with the schools and we ensure that the built environment supports the learning pedagogy. We have been experiencing it all over the world, having had the opportunity to build schools all over the world, and we can bring examples of what we are doing to support that point of view, so sustainability really needs to be part of the everyday curriculum.

Ms Grant added:-

We are working with students and we are trying to make them caring, concerned young people and good citizens, and people who can see the importance of what we are doing and why we are doing it and linking that with the community they are going to live in.

Security

The Committee questioned the witnesses as to what security infrastructure was proposed to be installed. Ms Freeman responded:-

We have security cameras in the school... Inside in three of the buildings ... (and) Outside, and ones upstairs that look down onto the quadrangle and over towards the canteen area, which is the most likely place to be vandalised and broken into.

...Since we have put in the cameras we have not had anywhere near the problems.

Linkage with Primary School

The Committee invited the witnesses to elaborate upon the proposed improvement to the linkage with the Huonville Primary School. Ms Grant submitted:-

The redesign of the carpark I think is absolutely crucial. When you are coming in, if you go to the back carpark you actually have to cross two pedestrian crossings. Rob Banfield - the primary school principal, myself, Jimmy Bell from the PCYC, departmental officers as well as the council are going to sit down and have a look at what we can do to improve the car parking and the circulation and movement around the site. There are a few little hidden spots that are quite dangerous, with enclosed entrances and so on. We are generally concerned that we are sitting on a time bomb - and that is without any redevelopment. It is a problem that we have on site and it has been an ongoing problem.

Mr Brianese added:-

We started to look at that issue in this project by stepping the cars away from the building facade. Where the herb garden is we have generated a walkway system, so now we are able to get the students from the main quadrangle along that perimeter ... the cars originally came all the way up to the building facade. We have pushed them back considerably. There are wheel stops and a pathway system with a green belt that enables students to walk the whole facade without being worried about cars. It's a simple method but one that can be built upon.

Cooking Room

The Committee questioned the witnesses as to the reasons why the cooking rooms were proposed to be redeveloped. The following exchange ensued:-

Mr MULCAHY - That project was undertaken a couple of years ago. We established a demand for two cooking spaces within the school. At the beginning of this project we looked at the constraints around the existing services within those two spaces - the existing home economics and the recently refurbished catering facility - the effects that had on the layout of the building, where the GLAs would go and how they would be clustered, opened up and connected and that sort of thing. Largely our response in the design is to keep those existing services where they are, trying to make do and then redeveloping their existing position. We felt, as part of that, we needed to respond to two components. One was to ensure more of a traditional but flexible home economics layout. The other was to provide more of a contemporary catering facility, but with some flexibility that enabled it to be used by some of the senior secondary students who come in from outside the school and who currently use the LINC and other facilities in the area, to give them a facility that they could use. We also enabled it to be divided so that it could also be used for workshop space. We felt that by doing it that way we were addressing the two main pedagogy styles for catering and food technology, and also addressed the constraints of the existing building and provided as much flexibility within those two spaces as we could to enable anyone who uses the building to get access to that whenever they wanted to.

Ms GRANT - The curriculum needs to do a gear shift because it needs to move away from traditional cooking and get them in and out within 100 minutes. We have really looked at the curriculum. Some of the senior students are going into catering and catering management and it's a different style of teaching. The room that had been developed hadn't been used successfully by some of the current staff and we really held the line on making the reconfiguration as flexible as possible.

Mrs NAPIER - So you could simulate a restaurant?

Ms GRANT - Exactly. If you add the workshop on there then the link between the staff who use the gym - the wellbeing team - and foods and science is very strong. That is something that the school really needs to get a handle on. That extra workshop is going to give extra cooking space. With outdoor education, which is a really strong program, the cooking teacher probably doesn't want that in her cooking room, so they can come and work with a group of students in that workshop area. The cooking teachers don't have a mortgage on food and wellbeing. They think they do but we are trying to provide different venues and styles for the different needs within the school.

Mrs NAPIER - Do you run a breakfast program at the school?

Ms GRANT - Yes, we run a breakfast program but at the moment it works out of the canteen, which is probably on the side of the school you did not see - where there is a covered area and seats outside. It is a very strong winter program.

Mr BRIANESE - What is exciting about this configuration is that our cluster has a workshop area for light science to painting and all sorts of activities. The reconfigured catering space then adds a skill for the traditional catering. The workshop and the re-configured catering also enable students from other parts of the school to use this space while catering is being used. I think under your timetabling that catering is one of the major activities of the school. So what we are able to do now is offer these facilities to the primary school and to other students while traditional catering is being used.

Mr MULCAHY - The traditional home economic space will be re-configured and equipped with a fair amount of mobile joinery and furniture. The ends of the benches, for example, are mobile. You could move them into or away from the centre and set up a number of different bases or areas within that space to provide more of a dining facility or more of a catering-style facility where you might have some hot spots for different tasks and functions. The idea was to develop the more traditional model into something that is more useable and flexible but to still retain perhaps a full-blown catering model and a slightly more traditional layout.

Ms GRANT - The catering room gives students the opportunity to do some authentic catering within the community, independent of the main cooking area.

Mr BRIANESE - It is one of those spaces that the community can come and use because access to it is on a perimeter wall as opposed to allowing members of the community into the heart of the school, and then you have security problems.

Mrs NAPIER - And you have external access.

Mr BRIANESE - Exactly, with car parking at this stage close to it.

DOCUMENTS TAKEN INTO EVIDENCE

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

- Huonville High School – Proposed Redevelopment of General Learning Areas, Home Economics & Staff Accommodation - Submission to the Parliamentary Standing Committee on Public Works, April 2008.

CONCLUSION AND RECOMMENDATION

The need for the proposed works was clearly established. The existing facilities, particularly the general learning areas (GLAs) and associated staff accommodation, were designed and constructed to suit teaching methodologies that are outdated and no longer suitable for the effective delivery of the curriculum due to their size, configuration and standard of facilities.

While parts of the school have been replaced or refurbished over the years, most of the building works undertaken over the life of the facilities have related to cyclical maintenance, minor refurbishment and fit-out alterations.

The proposal will provide learning areas which will be integrated, open and flexible spaces, with links to external covered learning areas, to maximise the flexible delivery of educational programs. The new home economics and catering facilities will provide for more specialist activities. Students from the adjoining Huonville Primary School, Year 11 and 12 students from the broader Huon Valley area, and community members will also have the opportunity to access the facilities and programs at the school.

External works including sun shading, covered ways and landscaping will compliment the building works.

Accordingly the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of \$2,338,000.

**Parliament House
HOBART
5 June 2008**

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