



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Huon Valley Trade Training Centre

Bought up by Ms White and ordered by the House of Assembly to be printed

MEMBERS OF THE COMMITTEE

Legislative Council

Mr *Harriss* (Chairman)
Mr *Hall*

House of Assembly

Mr *Booth*
Mr *Brooks*
Ms *White*

TABLE OF CONTENTS

INTRODUCTION	2
BACKGROUND.....	2
SUBMISSION	2
PROJECT COSTS	17
EVIDENCE	18
DOCUMENTS TAKEN INTO EVIDENCE	27
CONCLUSION AND RECOMMENDATION.....	27

INTRODUCTION

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

Huon Valley Trade Training Centre.

BACKGROUND

The Trade Training Centre in Schools Program is an important element of the Commonwealth Government's 'Education Revolution' and involves \$2.5 billion over 10 years to enable all secondary schools to apply for funding of between \$500,000 and \$1.5 million for Trade Training Centres. The Huon Valley Trade Training Centre project is funded under this Commonwealth-funded infrastructure program.

The objectives of the Trade Training Centres in Schools' Program is to:

- Increase the proportion of students achieving a year 12 or equivalent qualification;
- Address national skills shortages in traditional trades and emerging industries by improving relevance and responsiveness of trade training programs in secondary schools;
- Improve student access to industry-standard trade training facilities;
- Improve the quality of education offered to secondary students undertaking trade related pathways; and
- Assist young people to make a successful transition from school to work or further education/training.

SUBMISSION

The following is the main text of the submission written by the Tasmanian Polytechnic.

1. Introduction

The following proposal seeks approval for the construction of the Huon Valley Trade Training Centre (TTC) funded under the Commonwealth Government's *Trade Training Centres in Schools*' Program.

2. Background

The *Trade Training Centres in Schools*' Program is an important element of the Commonwealth Government's 'Education Revolution' and involves \$2.5 billion over 10 years to enable all secondary schools to apply for funding of between \$500,000 and \$1.5 million for TTCs. The Huon Valley TTC project is funded under this Commonwealth-funded infrastructure program.

The objectives of the *Trade Training Centres in Schools*' Program is to:

- increase the proportion of students achieving a Year 12 or equivalent qualification;
- address national skills shortages in traditional trades and emerging industries by improving relevance and responsiveness of trade training programs in secondary schools;
- improve student access to industry-standard trade training facilities;
- improve the quality of education offered to secondary students undertaking trade related pathways; and
- assist young people to make a successful transition from school to work or further education/training.

Funding is provided through an annual application process to build or upgrade metal, woodwork, automotive, building and construction, electrotechnology and other trade workshops for secondary school students. Applications from a consortium involving government and non-government schools are encouraged; each school able to attract up to \$1.5m.

The long term success of the Program will be built on a strong partnership between the Australian Government and State and Territory governments. The partnership arrangements encompass a shared commitment to the Program and the Program Objectives, a collaborative approach to the development and implementation of the Program, and complementary roles to ensure the quality and sustainability of Trade Training Centres.

3. Trade Training Centres in Tasmania

Since the commencement of the Program, the Tasmanian Polytechnic has been successful in securing \$21m of capital works funding for Tasmania to build six TTCs state-wide:

1. Bridgewater Regional TTC \$4,325,000 (completed 2010)
2. Dorset TTC (Scottsdale) \$3,405,000 (completed 2010)
3. George Town TTC \$3,588,500 (completed 2010)
4. Circular Head TTC – Montague Street \$3,000,000 (due for completion 2011)
5. Break O'Day TTC \$4,500,000 (due for completion 2011)
6. Huon Valley TTC \$6,479,000 (pending approval by PSCPW, due for completion 2011)

Each TTC is a consortium project with the Tasmanian Polytechnic partnering with high schools in each of the regions to pool funds and create regional skills hubs.

The Tasmanian Polytechnic has full responsibility for government sector TTCs as the 'lead school' during the capital works phase, as well as ongoing operations of the facility for the 20 year designated use period.

In the initial stages of the program, the Commonwealth has been prioritising funding to high quality proposals that demonstrate the greatest need for and capacity to benefit from a new or upgraded TTC. Therefore, the provision of regional trade training infrastructure to support training delivery by the Tasmanian Polytechnic is

considered to be a high priority, and has been the focus of the first six TTCs led by the Polytechnic, including the Huon Valley.

4. Tasmanian Polytechnic Overview

The *Tasmanian Polytechnic's Corporate Plan 2009-2012* outlines the organisation's mission to

To provide learners with an applied education experience to gain the qualifications and skills they need to be productive in the workforce, continue with learning and contribute positively to the community.

The Tasmanian Polytechnic's education model is holistic and aims to build learners' capacity to 'think, be and do' in Tasmania's and the global community and economy. It is characterised by being applied, connected, flexible and supported.

In brief the Tasmanian Polytechnic provides services in the following key areas:

- Course Information/counseling and enrolment services
- Education/training and assessment services (vocational education and training and Tasmanian Qualifications Authority approved courses) and TQA)
- Learning support/pastoral care services/reporting
- Industry and community liaison
- Facility, HR, Finance, Student Management, Clients Services

5. Value Propositions

The Polytechnic aims to enrich the lives of learners through provision of a diverse learning experience which will have its foundation in work-based learning. It will support young and mature-aged learners to gain the qualifications and skills they need to get a job, further their careers and participate in further learning.

Polytechnic learners achieve more productive and fulfilling lives as a result of their Polytechnic education experience. The Corporate Plan describes the Polytechnic as a learning organization which will be:

Learner-centred

- Make the learning, support and personal development needs of learners our priority
- Value, understand and support each learner as an individual
- Welcome and encourage learners of all ages, backgrounds and origins.

Connected

- To our learners, their families and communities – locally, nationally and globally
- To the needs of employers, business and industry
- To other service providers as partners in learning and education.

Innovative

- Searching for, and open to, new and better ways of doing things
- Listening to others to broaden our own perspectives.

Resourceful

- Developing and delivering learning experiences that challenge and stretch learners
- Finding practical solutions to problems.

Accountable

- Doing what we say we'll do
- Assessing risk
- Delivering results and measuring success
- Being financially accountable.

Excellence

- In our staff, our programs and our facilities.

6. Strategic Focus Areas

The Polytechnic's learners are at the centre of all its plans and activities and are therefore the key strategic focus. In its planning processes the former Polytechnic Board has identified the six supporting Strategic Focus Areas whose plans and activities separately and together are the key influences on Polytechnic learners' educational experience.

Strategic Focus Area

1: Our learners

Objectives

- Know and understand our learners
- Provide a high quality education experience for current learners during the Polytechnic's transition
- Attract and retain learners who were previously disengaged from education and training
- Ensure learners with specific learning needs or barriers to engagement have access to appropriate learning programs to connect them successfully into learning
- Ensure opportunities for rural and remote learners are comparable with those for urban learners
- Align technology with learner and organisational needs
- Contribute to a positive experience for all learners through effective customer services
- Define and embed Polytechnic essential skills in learning and enrichment programs
- Create a satisfying experience for international learners.

2: Our people

- Develop standards of teaching and learning facilitation to support the Polytechnic learning model
- Develop the skills and knowledge of staff to manage and participate effectively in change and be innovative
- Implement a comprehensive leadership

development program to support personal and professional growth and succession planning

- Celebrate success and progress, short and long term

- Win staff belief and buy-in to the Polytechnic

- Develop a distinctive Polytechnic culture that is able to adapt to change and is committed to agreed values and behaviours

- Plan for and value the diversity of our current and future workforce.

3: Our products

- A Polytechnic learning experience which provides quality applied learning and personal development for all its learners

- Polytechnic Essential Skills agreed and developed through problem-based learning

- Determine and support Polytechnic centres of workforce futures excellence

- Polytechnic course 'profile' delivers distinctive and innovative courses consistent with Tasmania's workforce skill needs

- A range of flexible learning options including e-learning, in programs to enable access and multiple pathways to achievement of qualifications

- Learner achievement is officially recognized wherever possible.

4: Our relationships

- Know our customers and stakeholders

- Establish high level advisory arrangements for industry, business, government, parents and the broader community

- Determine mechanisms for community and business input into workforce learning

- Engage and involve employers in work-based learning with Polytechnic learners and staff

- Improve access and retain learners from rural and remote communities in Polytechnic education

- Collaborate with and maintain close relationships with the Tasmanian Skills Institute and the Tasmanian Academy for seamless and efficient access to post-Year 10 education and training

- Identify significant community projects that the Polytechnic can support, which provide staff and students with service learning opportunities.

- 5: Our infrastructure
- Determine key elements of learning environment design and take every opportunity to ensure they are embedded in new and refurbished facilities
 - Improve IT, including infrastructure stocks and developing effective applications
 - Maximise opportunities for funding infrastructure development
 - Ensure equipment is industry-endorsed and current.
- 6: Our brand and reputation
- Articulate a relevant and compelling Polytechnic brand
 - Build awareness for the Polytechnic by a broad political and community base
 - Build sub-brands to promote the Polytechnic learning experience

7. Expanding Regional Opportunities

Since its inception in 2009, the Tasmanian Polytechnic has committed resources to expanding the range and quality of educational opportunities for both young and mature aged learners in regional Tasmania. It is well documented that participation and retention rates for people in regional areas are well below those in metropolitan areas. MCEETYA's *Report on Schooling 2008*, reported that the percentage of young people completing Year 12 or equivalent qualification in Tasmania from non-metropolitan areas averaged 49 per cent compared to 55 per cent nationally.

The most obvious educational access problem for regional and rural families lies in the difficulties of accessing satisfactory secondary education (Human Rights and Equal Opportunity Commission (HREOC), 2000a). Many regional towns in Tasmania have limited access to post-compulsory secondary education and young Tasmanians wishing to further pursue these levels of secondary education have either to spend considerable time travelling to the nearest high school centre, or relocate to an urban institution with student accommodation. District/regional high schools struggle to provide a full curriculum range and to staff and resource this range. Given that Tasmania has the most regional and dispersed population of any state in Australia, with almost 60 per cent of the population living outside the capital city, it's important to improve education and training opportunities in regional areas to provide parity in access to quality vocational education and training to people living regional and rural communities.

In seeking better provision of access to vocational learning, TTCs managed by the Polytechnic in regional locations, and supported by local communities and business, will enable regionally based learners, both Year 11 and 12 and older learners, to access pre-apprenticeship and vocational learning in modern, well-equipped facilities across the state. This vocational learning will be enhanced by work-based learning opportunities, learning support and career development tailored to local needs in collaboration with the high school and as much as possible will also focus on keeping rural students in their local communities, at least for Year 11.

TTCs are specialised trade training facilities being established in regional locations that will enable young and older community members to undertake training in a range of trades areas in purpose built facilities.

In order for the Polytechnic to achieve its vision, regional Tasmanians must be provided with greater access to post year 10 information, education and support. Furthermore, the services provided must be of equal quality to the services provided to Tasmanians living in larger towns and cities.

8. Recurrent and Training Delivery Cost Management

In 2010, the Premier announced funding of \$9.45m to the Tasmanian Polytechnic over six years to cover recurrent costs associated with running the buildings. This funding is based on approximately \$300,000 per year for each of the six TTCs which will be fully operational in 2011.

A National Partnership initiative focused on Transition for Year 10 to 11 in low socio-economic school communities aimed at improving retention rates in these areas is being managed by the Department of Education, which will further support the Polytechnic's aim to enhance its provision in regional and rural areas, including TTCs.

Annual grant opportunities administered by Skills Tasmania such as Partnership Productivity Places Program, Skills Equip and Tas Skills will also be used to publicly fund training for learners at TTCs for particular target groups in skill needs areas.

9. Need and Capacity to Benefit

The budget proposed in this application (outlining major capital works and equipment costs) is critical to the delivery of the AQF Certificate III qualifications, as there are no existing/suitable facilities in the Huon Valley region that can be used for this level of trade-related training. All of the participating cluster schools have existing Materials Design & Technology (MDT) areas, but these do not meet industry/compliance standards for trade-related training, in that they are not contemporary, compliant, self contained or industry standard. The full criteria for the selection of the Huon Valley as a site to establish a TTC includes:

- lack of access/proximity to existing trade training infrastructure;
- local demand for trade training and related industry need;
- special local community and business circumstances including social, economic and other disadvantage, local economic circumstances, including those relating to enterprise closures and opportunity to add value to proposed high priority developments ;
- local community and business support;
- alignment with the establishment of regional and outer city training hubs linked to the Tasmanian Polytechnic; and
- potential for collocation with LINC infrastructure.

The Huon Valley TTC Consortium emerged as an informal partnership between the participating schools, Skills Tasmania, Huon LINC and the Huon Valley Council.

Numerous meetings were held from October 2008 to June 2009 to discuss the shared community-focused TTC proposal, and the partnership was formalised on 26 May 2009 when members signed the MoU.

Access to the community-focused TTC will improve retention rates by:

- engaging students in the school and local community setting
- providing a model for ongoing study and training
- focusing on local skill-shortage trades
- forging genuine links with local industry bodies and employer groups
- establishing structures for realistic learning and transition pathways.

The dual-campus TTC will improve retention rates at participating schools as students will have to access trade-related VET courses locally without the need to travel to Hobart (36-83km in distance). 'Taster' programs for Years 9 and 10 will provide opportunities the younger cohort to develop an interest in trades early. As the TTC gains in stature, fewer families will be required to send students to Polytechnic campuses in Hobart, meaning more students opting to continue their education/training locally.

There is significant rural/regional disadvantage in the Huon Valley community and there is a strong body of evidence that links socio-economic disadvantage and poor education outcomes. The cross-sectoral collaboration underpinning the TTC will address this disadvantage by delivering quality/equitable education outcomes to the Huon Valley community.

The Huon Valley TTC will benefit and support Indigenous students by specifically addressing the four goals outlined in *oana mallacka*, Tasmania's Plan of Action for increasing Indigenous participation in VET. The Huon Valley TTC Consortium will ensure closer links are developed between trade training outcomes for Indigenous students and trade-based employment outcomes. It will achieve this by establishing/expanding partnerships between Indigenous students, training providers, local businesses and the broader Huon Valley community, which in turn will increase and support opportunities for Indigenous students who may be experiencing barriers to participation in trade-based training and/or employment.

10. Educational Objectives

The qualifications to be delivered at the Huon Valley TTC were identified through a consultation process involving local employers to identify current and future skill shortages in the region that the TTC could address.

The TTC will offer the following industry-standard training in eligible training qualifications with the highest priority:

- AQF Certificate III qualifications in traditional trade occupations experiencing national skills shortage as per the National Skills Needs List (NSNL) as well as agriculture and horticulture occupations eligible for the Tools For Your Trade initiative;

SFI30104 Certificate III in Seafood Industry (Aquaculture)
AUR30305 Certificate III in Automotive Electrical Technology
AUR30405 Certificate III in Automotive Mechanical Technology
UEE30807 Certificate III in Electrotechnology Electrician
UEE31307 Certificate III in Refrigeration and Air-conditioning
BCP30103 Certificate III in Plumbing
BCG30203 Certificate III in Carpentry
BCG30103 Certificate III in Bricklaying/Blocklaying
MEM30205 Certificate III in Engineering – Mechanical Trade
MEM30305 Certificate III in Engineering – Fabrication Trade
MEM30705 Certificate III in Marine Craft Construction
THH31502 Certificate III in Hospitality (Commercial Cookery)
RTF30103 Certificate III in Horticulture

- Pre-apprenticeship programs that articulate, or otherwise gain credit towards, a relevant trade qualification as outlined above. This may include suitable AQF Certificate II programs that the relevant Industry Skills Council (ISC) indicates are designed to provide an appropriate pathway to a trade qualification; and

AUR10105 Certificate I in Automotive
AUR20405 Certificate II in Automotive Electrical Technology
AUR20705 Certificate II in Automotive Mechanical
LMF10102 Certificate I in Furnishing
LMF20302 Certificate II in Furniture Making
MEM10105 Certificate I in Engineering
MEM20105 Certificate II in Engineering

PMA20108 Certificate II in Process Plant Operations
RTF10103 Certificate I in Horticulture
RTF20103 Certificate II in Horticulture
SFI10104 Certificate I in Seafood Industry (Aquaculture)
SFI20104 Certificate II in Seafood Industry (Aquaculture)
THH11102 Certificate I in Hospitality (Kitchen Operations)
THH22002 Certificate II in Hospitality (Kitchen Operations)
UEE10107 Certificate I in ElectroComms Skills
UEE22007 Certificate II in Electrotechnology (Career Start)

- Pathways for students in Years 9 and 10 that include programs that equip potential tradespersons/students to make informed choices about their choice of trade occupation. This may include vocational education and training (VET) ‘taster’ programs in Year 9, and accredited VET programs with structured workplace learning placements in Year 10.

At the completion of Year 12, students will have achieved (and will be awarded) one or more of the above Certificate I and II pre-apprenticeship qualifications in their chosen trade area. Students will also be guaranteed a seamless pathway and credit towards a relevant Certificate III traditional trade qualification upon securing an apprenticeship.

All participating cluster schools offer a Pathway Planning program to Year 7-10 students, which focuses on specific areas of vocational, personal and educational

development. Teams of teachers build positive working relationships to support students in developing realistic goals (building on their strengths to help determine possible pathway choices). As part of the Pathway Planning program, students develop a sound understanding of employability skills, while mentors, guest speakers and industry expert engage with students to discuss the range of possible career options available to them.

The delivery of the proposed qualifications fits with the Polytechnic's long term infrastructure plans, particularly the urgent need to provide increased facilities in regional areas. Priority is given to establishing Skill Hubs in regional areas, involving as many schools as possible. Although each community is different, there will be common characteristics with flexible and 'blended' delivery a feature, either with support for local teachers or bringing in expertise where appropriate.

As the lead school in this application, the Tasmanian Polytechnic has a major role in facilitating Certificate III outcomes – particularly in traditional trade areas – through strong links with the Tasmanian Skills Institute. The Polytechnic will provide pre-vocational pathways for students with articulation to Certificate III, and this integrated model will provide Huon Valley students with a clear, streamlined pathway into trade occupations.

The Tasmanian Polytechnic will also support school-based apprenticeships. A team of specialist development officers are available to provide the mentoring/support that is critical to young people continuing with their apprenticeships. The TTC program guidelines specify the priority of use for the TTC. Programs up to certificate II and selected certificate III units of competency will be offered to Year 11-12 students along with 'taster' programs and some accredited training for students in Years 9-10.

The TTC will also cater to the broader community including adults who are job seekers, second chance learners, equity groups, retrenched workers and people seeking qualifications/skills to change careers and existing workers. Employees will also have access to the facilities to up skill their existing employees.

The TTC will work closely with HuonLINC for literacy support as well as referrals.

II. Consultative Process

The application for the TTC was developed in 2008 and submitted in 2009 in Round 2 of the TTC Program. The submission followed extensive local community consultation as well as local industry consultation to provide letters of support for the facility and to identify the skill shortages in the Huon Valley.

As a collaborative development, the Huon Valley TTC represents a partnership the Tasmanian Polytechnic as the lead school and the following local high schools as partner schools: Dover District High School, Geeveston District High School, Huonville High School, Woodbridge District High School. The Centre will be managed by the Tasmanian Polytechnic as the lead school in conjunction with the Huon Valley TTC consortium in line with the terms of the Commonwealth's funding Agreement.

The following local employers signed a Memorandum of Understanding (MoU) pledging their continuing support for the TTC and are an integral part of the Huon Valley TTC Consortium.

Huon Learning & Information Network Centre (Huon LINC)	Duggans Pty Ltd
Huon Valley Council	Grand Hotel
Seafood Training Tasmania	Home Hill Wines
3rd Rock Agriculture	Huon Valley Auto Electrics
AJ & JK Woolley	Huon Valley Seafoods
Austal	JV Drysdale Engineering Pty Ltd
Bruny D'Entrecasteaux Visitor Centre & Mermaid Cafe	T A Frankcomb
Cawthorn Welding	Ta Ann Tasmania Pty Ltd
Doyles BP Cygnet	Tassal Group Ltd

Each member organisation has endorsed the TTC's ability to address skill shortages impacting the region and has pledged the following support to the day-to-day operation of the TTC:

- Providing ongoing support to TTC over the 20 year program timeframe
- Providing safe on-the-job training opportunities for up to 48 students per year
- Providing week-long work placement opportunities for students
- Providing mentoring support for school-based apprentices/students during their training
- Delivering safety induction training on behalf of TTC
- Donating equipment/materials for trade training purposes
- Donating building materials for TTC construction
- Promoting TTC through industry networks
- Confirming industry relevance of training delivered through TTC.

Each member organisation has been involved in a number of regionally-based and career-focused education partnerships, and each has signed a MoU signifying their intention to work collaboratively and to fulfill their obligations (under the terms of the MoU) to achieve the agreed objectives of the TTC. The support offered by the member organisations will be ongoing and will span the entire 20 year program timeframe. All industry representatives of the Huon Valley TTC Consortium are involved in ongoing transition programs with all of the cluster schools.

The Huon Valley TTC consortium includes an advisory group that include representation from relevant stakeholders including cluster schools, council, local employers and the Tasmanian Polytechnic. The role of this group is to:

- support and enhance the establishment of partnerships between education and training providers, business, industry and community groups
- support education and training providers, business, industry and community groups in identifying the education and training needs, priorities and target groups of the region

- identify funding sources for projects which support the above
- act as the advisory body overseeing the consortium of schools in the Huon Valley.

The Huon Valley Council and local employers are key partners in the consortium. The success of the new centre is based on the support from local industry and employers to provide work placement opportunities, supplies and input into future skill needs; as well as providing mentoring opportunities for students.

The TTC will provide real training for real jobs. Students will be involved in practical training so that they leave the centre with the skills they need to be ready for a job. People enrolled in the centre will get career advice and help in making the move into a job or further training.

12. Huon Valley Trade Training Centre

Project Location

The proposed location is directly opposite Huonville High School on Wilmot Road, approximately 500 metres from Huonville town centre. The site is a total area of 2.7170 hectares of level open fields, with established residential development off Stride Street to the North.

The site is currently used by Huonville High School as the ‘School Farm’. The existing infrastructure comprises storage and utility sheds in poor condition, animal husbandry outbuildings, various fenced areas together with some plant propagation enclosures and an orchard of juvenile fruit trees.

There are no buildings of significance or well established vegetation that requires protection or retention.

Site Planning

The development comprises the new Trade Training Facility, together with the Huonville High School ‘Farm’, which will continue to provide natural resources training for year 7-10 students. The intent of the site planning is not to duplicate educational facilities.

The planning of the Huon Valley Trade Training Centre (HVTTC) does not require use of the full site. It is intended that the Crown will instigate the process of obtaining the title through the Department of Education, with the intent of divesting the balance of land. The site planning has taken this into account, with provision for access to the balance of land. This accords with good site planning principles, enabling a separation space between established residential areas and the new TTC, utilising the northerly aspect for passive environmental design, together with good access to existing building services.

The main building has been set back from the street edge to maintain the low scale residential character, with carparking for 22 cars adjacent to Wilmott Road. In addition, the teaching, student and staff spaces have been planned to use the northerly aspect. This zone of the building is predominately single level structures that provide a form and scale transition to the large workshop.

Building Overview

The project brief requires a state of the art, flexible, contemporary training facility to allow the Polytechnic to deliver training in:

- Metals based learning
- Electrical Technology
- Refrigeration & Air Conditioning
- Plumbing
- General purpose workshop
- Carpentry, Joinery & Wood Machining
- Furnishing & Furniture making
- Bricklaying & Blocklaying
- Automotive
- Marine Craft Construction
- Aquaculture
- Horticulture
- Hospitality

The brief requires a range of learning spaces together with support and amenity spaces for students and staff. The Metals, General Purpose and Carpentry workshops are large scale, flexible spaces. This enables a range of teaching programmes to be taught concurrently, with maximum flexibility of use.

Functional Planning

The circulation is a linear 'street' running through the main complex and also linking the services of the smaller buildings. The facility has a single point of entry for after hours security and control.

Areas used to store materials and equipment externally are housed within a fenced and secure area. These areas have been planned to ensure that Huonville High School has full access to the 'Farm' independent of the HVTTC.

Within the main complex there is extensive glazing for visual connection of the General Purpose Learning Areas, Workshops and Staff areas. The design incorporates best practice Environmentally Sustainable Design, utilising the Green Star criteria as the basis for the design. Features include:

- Controlled lighting with motion controls to maintain safe working lux levels when required
- Gas heating
- Maximum use of solar orientation, natural ventilation and passive solar principles
- Capture and use of stormwater for Aquaculture, Horticulture, general site irrigation and waste water flushing
- 5 star rated fixtures
- Solar hot water with gas boost
- Systemised construction for end of life reclamation and reducing carbon consumption.

Functional Areas

The functional areas comprise:

Workshops

- Metals/Automotive
- General Workshop
- Carpentry and Cabinetry

- Aquaculture
 - Horticulture
 - Hospitality Training Kitchen with Servery, Equipment Store and Dry Store
 - General Learning
 - 3 Multipurpose General Learning Areas
 - Horticulture Learning Area
 - Student Lounge with Kitchenette
 - Staff
 - Multipurpose Staff Office
 - Amenities
 - Staff Toilets
 - Student Toilets
 - First Aid Room
 - Disabled Toilet
 - General Storage and Cleaners area
- The facility is planned as a single level development with universal access.

Construction

The facility is a single level waffle slab on grade with a steel portal frame, precast concrete panels to the perimeter of the workshops and light weight metal cladding above.

The project is designed to utilise local manufacturing with the selection of precast concrete panels to the workshop perimeter walls , which also expedites speedy erection.

There is use of twin cell polycarbonate sheeting within the workshops for good quality natural light. The internal linings of the GLAs and staff areas are high impact plasterboard with acoustic ceilings. The workshop floor has an epoxy coating, student and staff areas use commercial grade carpet tiles.

The design intent of the building is a strong form with simple and cost effective construction, in keeping with the character of both the contemporary and historical precedents of the Huon Valley Rural/Industrial buildings.

ESD Initiatives

Options for space heating to the main workshop areas have been assessed with regard to their ongoing carbon emissions and their life-cycle cost. LPG fuel is chosen on the grounds of low emissions (it has a high hydrogen component and hence lower carbon emissions) and a favourable lifecycle cost.

T5 lamps are to be utilised where appropriate for lighting of learning and general areas. Automatic switching of lights will be implemented where appropriate. Solar hot water heating is to be adopted for the domestic hot water services, boosted by LPG burners in winter.

Rainwater is stored in a total of three 20,000 litre tanks and re-used in toilet flushing and horticulture/garden reticulation.

Heat recovery from the central toilet exhaust stream is provided for the tempering of incoming fresh air into the central areas of the building.

Electrical Services Overview

The electrical backbone infrastructure used within this project will include the latest technologies and will be fully expandable to assist in future proofing the site.

The following systems are included in the new works:

- New Site infrastructure to Aurora network including all consumer mains and associated underground conduits.
- Data/Comm's node room, including. Full Cat 6 Data/communication cabling to all areas and wireless coverage to key Areas
- All lighting to meet the requirements of AS/NZS 1680
- Fully integrated Concept Door Access control, Duress and CCTV systems.
- Emergency lighting and Exit lighting system to AS 2293
- Fire Indication Panel and alarm system to AS1670.1,

Electrical Services Detail

Switchboards

A site main switchboard will be provided in the main building with an external remote metering panel allowing the utility provider to read the meter without requiring access to the buildings. This switchboard will supply all sub-boards and act as a central isolation point. The board will be provided with a minimum 25% spare capacity to allow for further growth in to the future.

Distribution switchboards will be provided in strategic locations around the site to minimise cable runs and provide local points of isolation for final sub circuits.

All power and lighting sub circuits will be provided with earth leakage protection.

Power

General purpose power outlets (GPO) will be provided throughout the site as well as specific outlets for the connection of equipment. All outlets will be clearly labelled to allow for easy identification and isolation if required.

Manual "Emergency Stop" systems will be implemented in all workshop environments to allow global disconnection of power should this be required.

Duct trunking systems will be provided in nominated areas to assist with future flexibility.

Lighting

Lighting levels in all spaces will be in accordance with the recommendations of AS 1680.1 and AS 1680.2.3.

Fluorescent lighting throughout offices and classrooms and general areas will generally be in the form of 2 x 28W or 2 x 14 watt T5 lamps.

Workshop areas will be provided with suspended metal halide high bay luminaires.

Generally, local light switching using wall mounted single and multi-gang switch plates as well as dual recessed motion sensors, will be provided throughout the building.

Exit and Emergency lighting

Single point Exit and Emergency Lighting complying with AS 2293 will be provided throughout the buildings.

Communications

A category 6 voice and data system backbone will be provided utilising four pair unshielded twisted pair (UTP) cabling and RJ45 outlets in a star topology.

The system will incorporate both data and telecommunications networks. The system will be designed in accordance with AS/NZS 3080 and the “*Tasmanian Polytechnic Voice and Data Cabling Standards*” document.

Security System

An automatic alarm system will be installed incorporating Motion Sensors and Reed Switches. The system will be remote monitored.

A CCTV system will be provided incorporating colour cameras and digital recording (DVR). The cameras will be connected back to a DVR and stored for a period of time. A network connection is to be provided to the DVR for global monitoring.

The security system will incorporate an Access Control system that will provide Swipe card access to nominated doors.

Fire/Smoke Detection System

An addressable Fire detection and Alarm system complying with AS1670.1 and Tas Fire requirements will be provided throughout the site.

The Panel will be linked to Tas Fire’s remote monitoring station.

PROJECT COSTS

Project Budget

Construction Budget \$ 5,137,344

Equipment Budget \$ 800,000

TOTAL

Contingency (3%) \$ 155,070

Professional Fees \$ 386,586

Post Contract Contingency

BUDGET TOTAL \$ 6,479,000

FUNDING ALLOCATION \$ 6,479,000

Huon Valley Trade Training Centre Cost Estimate

Element Cost

Building Works

Building \$ 4,208,238

Landscaping \$ 31,743

SUBTOTAL \$ 4, 239,981

Site Works and Services \$ 400,559

Site Infrastructure and Connections \$ 299,274

SUBTOTAL \$ 699,833

Other

Contingency and Escalation \$ 352,600

Fees \$ 386,586

Furniture and Equipment \$ 800,000

SUBTOTAL \$ 1,539,186

TOTAL CONSTRUCTION COST \$ 6,479,000

EVIDENCE

The Committee commenced its inquiry on Wednesday, 2 March 2011 with an inspection of the site of the proposed works. The Committee then returned to Committee Room 2, Parliament House whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Tim Penny, Director, Tim Penny Architecture & Interiors Pty Ltd;
- Maree Gerke, Director Regional and Community Engagement, Tasmanian Polytechnic;
- Simon Nuss, Project Manager (Trade Training Centres), Tasmanian Polytechnic; and
- Mike Van Der Veen, Principal Project Manager, Capital Works, Tasmanian Polytechnic.

1. Project Costs

The Committee questioned the witnesses about an apparent difference in the costs as identified in the formal reference and those in the submission. The Committee noted that the message from the Governor cites \$6.1 million as the project figure, whereas the submission cites \$6.47 million.

Mr. Van Der Veen later explained the cost difference as follows:

I might return to your initial question regarding the discrepancy between the figure expressed in the Governor's message and the project budget. The difference lies in the professional fees and will be the figure in the message of \$6.1 million in the construction budget less professional fees.

The Committee also questioned the witnesses about the higher projected capital cost of the Huon Valley Trade Training Centre when compared with previous Trade Training Centres referred to in the submission.

Mr. Van Der Veen explained the higher cost as follows:

The training to be delivered at Huonville - that is, commercial cooking training, horticulture and aquaculture - is not delivered at the other centres..... Those areas are relatively highly serviced too so that the cost of providing those as opposed to our general purpose learning area is significantly higher.

Ms. Gerke added:

The reason the others don't have that is that in round 1 of the trade training centres only traditional trades were offered. In round 2 it was expanded to include commercial cookery and those other trades which are obviously trades that are significant to the Huon Valley region.

Mr. Penny added:

If I could elaborate a little, if you look at the plans, the thing that you will see differently in this building is that it has an extra classroom, which we call our GLA. It has a large commercial kitchen and it has that series of outbuildings which are where some of those other teaching programs such as the horticulture and the aquaculture components take place. They are the parts of the plan that are different.

It is significantly bigger in terms of area.

2. Commercial Cookery

The Committee questioned the witnesses about the commercial cookery component of the facility. The following exchange ensued:

Mr BROOKS - On the plan where you have your commercial kitchen, is it the plan that, as part of the curriculum, they will be holding dinners out there, or in the serving area? You mentioned that there was a servery in your initial brief -

Mr VAN DER VEEN - The design does allow for that possibility.

Mr BROOKS - But it's not on here at the moment.

Mr NUSS - I suppose we could answer that question by saying that hospitality and commercial cookery was one of the qualifications where the Federal Government saw a skills shortage but it hasn't been developed or designed to take on the serving side of the hospitality course - Kitchen Operations. We can only develop the space around the qualifications that were there but we have added serveries and things like that so that in future if things expand and we can offer these other qualifications it's already there.

Mr BROOKS - Is that where you'd have room A20 and A05?

Mr NUSS - Yes. That GLA at the end can also be used as a dining room or another learning area, but we've also got the servery there to use the front foyer as a formal area as well for assessments.

Mr BROOKS - Are there any other facilities out there that could provide that in that area?

Ms GERKE - You mean cafes?

Mr BROOKS - There are two areas I wanted to go with this. One is that if there's nothing out there, then we're teaching these kids to cook but we're not giving them real-life experience of working in a restaurant, so how do we create the environment as a learning outcome within that? If that happens, we don't want to send the corporate restaurant next-door broke in the process by putting them all through there -

Ms GERKE - I see where you're going with this.

Mr BROOKS - There isn't a right or wrong answer, it's more a consideration that we need to take into account.

Ms GERKE - Yes, and I could probably give you a broader answer. Providing food service and setting up restaurants and cafes would only be done if it was project work that the students were doing, so we're not seeking to offer a café as a business, we're seeking to provide students with opportunity. The partners in the trade training centre for the Huon Valley are local businesses and industry and some of those are obviously hospitality businesses, and part of that partnership is their providing work placements for students, so the training we give them in the centre is just that preliminary training to get them work-ready. A lot of their learning will happen on work placement. Food service would only happen if it were part of the overall learning program, so the learning would drive the food service rather than the other way round.

Mr BROOKS - Yes. I certainly didn't consider it to be an ongoing café-type thing but I suppose I was thinking more of Devonport, where they have one of the biggest commercial kitchens in the city as well as the only available floor space for major functions, therefore there's no problem if the odd local charity wants to hold a fundraiser at that facility; they use the grade 10 catering students to help with the food preparation and service. If there's no facility like that out there, is that something you're considering as possible with these plans?

Mr PENNY - In relation to architectural functional planning, the kitchen has been located to be able to operate like that. There's a multipurpose area that has external access, so that can work as a cohort; it can be locked off but accessed independently, not through the rest of the building. Conversely, there is a server area that Mike touched on that enables the facility to operate by management negotiation, really, more than anything, which does have the flexibility to do some front-of-house informal use. It's not part of the education curriculum at this stage, but the building design is such that if that community use or education requirement needs to happen later, it can be accommodated within the building.

3. Student Intake

The Committee questioned the witnesses about the projected number of students at the Huon Valley Trade Training Centre.

Ms. Gerke responded:

I think the projected intake for the first year is around 50 students, and that's largely from the high schools in that cluster group in the local area. The opportunities, though, are probably far broader than that and harder to determine, because this centre will also offer training to mature-age adults in the community and those numbers are hard to determine until you actually start offering programs, but from my brief experience with the George Town and Scottsdale TTCs I can say that they are attracting some mature-age people and we do have some significant numbers there.

4. Staff

The Committee questioned the witnesses in relation to the staffing of the Huon Valley Trade Training Centre. The following exchange ensued:

Mr HALL - Just explain to me again the staffing. I think you mentioned using existing qualified people from within the community, so I presume you'll have a base or pool of people from within the Education Department there running the show. How does all that work?

Ms GERKE - That's right. Because we don't have people in these areas largely we've had to recruit and we've done that by putting out information into the community, providing induction, holding days to come and find out about what it would be like teaching, so I guess we've actively recruited from the local community. At the moment they're recruited by the Polytechnic but they obviously work very closely with the schools as well.

Mr HALL - So when this is up and running - providing we approve it, of course - how many Education staff would be on the ground there additional to what there are already?

Ms GERKE - Look, it would depend on the numbers. At Scottsdale and George Town we probably have three or four FTEs but some of them work between centres and some travel out of town at the

moment, so there's a mixture. In some cases we're needing our teachers to mentor new people who are coming in because they have the industry expertise but no teaching background.

Mr HALL - And how many of those industry people would you expect to be engaged here - roughly?

Ms GERKE - They wouldn't all be engaged full-time necessarily but I would think we'd engage up to five FTEs, so you might get some part-time people depending on the demand for the training.

5. Marketing

The Committee questioned the witnesses about how the benefits of the program would be marketed to the broader community.

Ms. Gerke responded:

We have a very close working relationship within Tasmania from the Community Knowledge Network and therefore the Huon LINC, so we are looking at ways we can connect with local community groups who already have contact with local people to provide information about the services we offer. So it is very much about working with community groups and providing information about the training.

In George Town and Scottsdale, where we have them running, we work very closely with the job service agencies, with the local councils and with any community groups who are in contact with our target group. So we are looking at ways to access people in their local community rather than advertising in papers and things like that, which we don't think would be so effective.

The Committee further questioned the witnesses about the marketing of the taster programs for grade 9 and 10 students.

Ms. Gerke responded:

The three trade training centres that are operating - in Bridgewater, Scottsdale and George Town - were operational in about October last year, so we have provided one- and two-day taster programs for 9-10 students, and many of those have chosen to go on in the trade training centre. We have also had community open days - a range of opportunities for people who are connected with students and young people to walk through the centre and see what is there. We are definitely looking at offering those tasters for this centre once it is up and running. In George Town and Scottsdale this year we have quite large groups of years 9 and 10 students accessing the centre and doing Certificate I in auto, metals, electro-technology and construction. We have about 30 at each site currently accessing that training - girls and boys, which is great.

6. Recurrent Funding

The Committee questioned the witnesses about recurrent funding. The Committee noted that there was \$9.45 million for recurrent costs associated with the six facilities around the State, this would mean roughly \$300 000 per year for each facility. The Committee questioned the witnesses whether this would be sufficient.

Ms. Gerke responded:

We have looked at that over the projected six years and it is sufficient. Most of that recurrent funding goes to operating the actual centre; it doesn't fund the teaching and learning. That is funded in the usual

ways through Skills Tasmania or the Department of Education, depending on the student. So the operational funding pays to put the lights on and run the machines, and it will also pay for someone to be on site to engage with the community, coordinate training and assist teachers.

7. Selection of Courses

The Committee questioned the witnesses in relation to how the courses were selected.

Ms. Gerke responded:

There are two things that helped us decide that. One is that there was a list of qualifications that we could choose from to offer as part of round 2 for trade training centres. We then liaised with the local community to determine which of those would be a priority for that local area and looked at employer/business support for those to provide work placements. So on the basis of those two things those qualifications were chosen as the most appropriate for that centre.

8. Architecture/Building Features

In relation to architecture, Mr. Penny stated:

I am happy to elaborate, Mr Chairman, in relation to what you are seeing on the plan. There is a bit of background in relation to how the functional brief has been developed and that is reflected in the planning. What has been touched on in the document is that this is a building prototype that has been established in other areas and they have rolled them out. The Polytechnic have understood very well as to the sorts of spaces and relationships they require for a functioning centre to teach these programs....Within Tasmania. The plan you are seeing is very much a prototype that is very similar to Bridgewater or Low Head, for instance, and so I will just walk you through some of those spaces. The big areas are the multipurpose workshops that are large, functional spaces where a lot of activity can happen concurrently. The classrooms, which we euphemistically called GLAs - general learning areas - again are designed to operate in close proximity to the workshop areas, so you can in fact have breakout teaching, but also in close proximity to the floor, so that relationship between a formal teaching environment and hands-on working and learning environment is pretty well developed.

Some of the other adjunct areas include a large covered external space, so the things that might be touched on, such as practical experience in laying pipes or foundations, can happen within the sandpit. Equally, there is an adjunct external space which doesn't have any building works on it, but, again, from a functioning area that is required to do set-out. Again, those whole building trade activities in relation to setting out profiles, understanding how you set out a house footing and those sorts of things, can be done on this site.

As to the buildings at the back, I will talk about the general planning philosophy. Its design is a single front door and then you come into a common student lounge area and then effectively circulation enables you to go into the workshops, into the classrooms or alternatively, through the building and out to the aquaculture and the propagation of horticulture areas.

We have had the advantage of a level site, so the building has been sited with a good northerly orientation, because obviously from a workshop planning point of view, the desire is to get good-quality, natural light into those spaces. So again, as a prototype of a building, it would be very familiar if you go to Bridgewater or Low Head in that the large workshop areas are quite tall - up to 7.5 metres - so that in

some of the areas they can erect scaffold, for instance. They would also be very flexible areas for the light in the building.

In terms of construction methodology, we have designed it again using warehouse kind of technology. We have deliberately used pre-cast concrete materials and supplies of which are available in the Huon Valley. Our theory is that it not only supports local subcontractors but also adds value to the Polytechnic. Obviously the rest of the building is largely a steel-framed building that you would see pretty much anywhere else.

The Committee later questioned the witnesses in relation to the recycling of grey water, in particular for irrigation.

Mr. Penny responded:

What we have is a biofilter, so all the stormwater is captured for use in the aquaculture; as grey water for toilet flushing in all the facilities; and the runoff in relation to waste water out of the aquaculture and soft-stand areas for the external horticulture areas is going into a biofilter. That's a natural process rather than putting it into the council sewers. So we've accounted for all the grey water, for stormwater catchment - not for drinking, of course, but for all the other uses in relation to teaching....It's fully networked, so all the irrigation there can link into the stormwater. Of course we are limited by the volume and throughput but the aquaculture has the priority, there's a tank that's dedicated to grey water, and there's the capacity for it to be expanded.

9. Life Span of the Building

The Committee questioned the witnesses about the life span of the building.

Mr. Penny responded:

It is to the State Government requirements in that the base building has a design life of a hundred years. It has an educational design life of 40 years and obviously subsequent areas are subject to review.

Ms. Gerke added:

It has a designated-use period of 20 years.

10. Fitness for Purpose

The Committee questioned the witnesses whether the plans cover everything required for the Trade Training Centre.

Mr Van Der Veen replied:

The site has been developed following detailed consultation with the delivery teams who have outlined their functionary requirements in each of those spaces and they have been assimilated into the design.

The Committee further questioned the witnesses whether the building would be fit for purpose.

Ms. Gerke responded:

We believe it will, yes, and as Mike said, we liaise very closely with the teams who provide the training and know about what they need in terms of space so that we make sure it is fit for purpose.

Mr. Nuss added:

You will find that our trades training centres here in Tasmania are unique as far as trades training centres are concerned. We are the only State that is delivering multiple qualifications because of our diverse industries and the areas that we have that have their own trades in these areas. A lot of the mainland trades training centres are single or dual qualifications whereas we have included a lot of qualifications with multipurpose areas so that if numbers are down in one qualification, the community sees that there is a growing area and we can move that qualification to one of the higher ones.

II. Power Supplies

The Committee questioned the witnesses about power supplies.

Mr. Penny responded:

I am happy to elaborate on that a little for you. Going through the design process we did some energy modelling and in doing so, one of the key energy aspects is heating of the large spaces and so we looked at a whole range of options. The recommendation is that it is gas heated. The advantage in that is that there is lower carbon output for the life of the building. It is slightly higher in terms of initial capital cost but the running cost together with the carbon footprint is significantly reduced.

The Committee then questioned the witnesses about the heating and cooling. The following exchange ensued:

Mr BROOKS - When you say 'heat pumps' is that reverse cycle?

Mr PENNY - Yes, so heating and cooling.

Mr BROOKS - I understand that it gets quite chilly in the Huon in winter; it also gets quite warm in summer. You have discussed some air flows. I suppose an example would be the commercial kitchen. Has that been taken into account?

Mr PENNY - Yes, it has. In the commercial kitchen, from a design requirement it's really important to provide tempered air because the airflow out of the exhaust hood can adversely affect the work environment and make it too chilly if that air is not tempered, so that has been accounted for.

Mr BROOKS - How?

Mr PENNY - There are heat banks on the air that's coming in and that provides an ambient working environment in the order of 20-21 degrees.

12. Location

The Committee questioned the witnesses about the process undertaken with respect to selecting the location of the Huon Valley Trade Training Centre. The following exchange ensued:

CHAIR - With regard to location of the facility, clearly the proposal is for construction on land owned by the department, which makes one step of the process fairly easy. Was any consideration ever given to coming to some sort of an arrangement with the council for vast areas of open space which they have on their recreation ground precinct, which involves a whole heap of open space adjacent to PCYC, for instance, which would then be on the back doorstep of both the primary school and the high school, without students needing to cross Wilmot Road or anything similar?

Mr VAN DER VEEN - I understand that prior to my joining the Polytechnic, there was a detailed assessment of possible potential sites within the Huonville area in the lead-up to seeking the Commonwealth funding that we have now obtained. Whether that site was part of that assessment, I cannot say. The decision to use the former school farm was seen as the best option because it was linked to the school but in a way that didn't encroach on or limit school operations. But being sited as close as it is to the centre of Huonville, it is within striking distance for community access. But beyond that, I am afraid I cannot comment on the depth or nature of the assessment that was carried out before this site was decided upon.

Ms GERKE - I believe that there was a look at a broad range of sites. It had to be near the school because of the grade 9-10 access. It is my understanding that the site near the PCYC was looked at, but it was decided against using it. I am not sure what the reasons for that were.

Mr VAN DER VEEN - I am aware that it was initially it was a proposal to locate the new centre within the existing school boundaries. The school is pressed for green space and for an open playing area for the kids and the location of the centre there would have limited the site for the high school as it stands now and would also have constrained the flexible development of the trade training centre and limited the possibilities for future expansion should the need arise.

CHAIR - I am familiar with and involved in the operation of the PCYC, and there is a project centre within that facility which provides opportunities for at-risk youth to come in for hands-on metal working, welding and all that sort of stuff. The PCYC building is right there on the doorstep of the high school, so when this project was first mooted I thought, 'Gee, there is an opportunity there to expand the project centre at the PCYC'. That is already kitted up with brand new, state-of-the-art machinery for some disciplines and that could have been expanded. There is another part of that facility which currently hasn't been developed - it has been built; it is a big, open component of the building which hasn't yet been used. It may have provided an opportunity for some sort of co-location and extension of that building. Was that ever factored into the mix at all?

Mr VAN DER VEEN - I am aware that an area here was considered, and that is adjacent to the area you are discussing.

CHAIR - So just on this plan PCYC building would be somewhere there; there is this open field here and there is the swimming pool there. So there is a big area which roughly looks about the same area as that being proposed for this project.

Mr VAN DER VEEN - I understand that some consideration was given to an area here but we are not familiar with the detail of that assessment. The issue was to maintain a close link between the trade training centre and the high school itself and my feeling is that developing the centre over here would not create as close a link between the high school and the centre - as a campus, effectively - as the more immediate development across the road.

CHAIR - Would you be able to confirm in writing for the committee at some stage just how those considerations played out and were ultimately dismissed, I suppose - for want of a better description.

Ms GERKE- Simon's just pointed something out to me. That site was considered but I believe it might have been the proximity to the primary school that was one of the rationales for ruling it out because there would be mature-age adults accessing the site for learning as well. I know it was considered and ruled out.

Mr NUSS- There were discussions about police checks for every adult student who'd have to come into the facility and it just caused a whole range of issues.

The Committee sought further written information from Tasmanian Polytechnic in relation to this issue. In response, the Tasmanian Polytechnic provided the Committee with a document titled *Huon Valley Trade Training Centre Site Selection – Supporting Information for the Submission to the PSCPW for the Huon Valley TTC – 4 March 2011*. This submission states:

Initially, the application for the TTC was to situate the main multi-trades building on the high school site in between the high school and primary school where the existing netball courts were located. There were several disadvantages with this location including the loss of netball courts, an industrial building in contrast to the aesthetics of the school buildings, and potential issues with adults being located on the same site as younger students. The horticulture/aquaculture facility was to be built on the school farm site in keeping with current activities on that site.

Following the announcement of the application being successful, alternatives to the proposed site were explored including relocating the entire TTC to the high school farm site across the road from the school to combine the traditional trade centre and horticulture/aquaculture facility into a single facility. This relocation has many benefits in that the farm site is a large, flat open field incorporating the existing school farm. This location would also give the TTC better street presence and be more accessible and approachable for students coming from cluster schools as well as adult learners. This relocation was fully supported by the Commonwealth Government, Tasmanian Polytechnic, Huon Valley TTC Steering Committee, Huonville High School and partner schools and the Huonville High School Association.

What consideration, if any, was given to locating the site of the proposed Polytechnic facility on the Huon Council's land being the recreation ground adjacent to the P.C.Y.C. centre?

The possibility of siting the TTC adjacent to the PCYC was considered, however this option would require the acquisition of land, meaning that the TTC application would have to factor in this additional cost.

Why was such site ruled out?

The TTC Program Guidelines states that whilst the acquisition of land will be considered by the DEEWR, applicants will need to provide extensive justification for taking this approach including demonstrating that the approach represents an effective and efficient use of Australian Government funding. Given that the school farm site provides existing land at no additional cost, it would have been difficult to justify an alternative site such as the one adjacent to the PCYC.

Was co-location of the Polytechnic facility with the P.C.Y.C. facility considered and what are the details of such consideration?

The TTC Program Guidelines specify that the priority of use for the TTC is for students from the cluster schools in Years 9-12. Use of the facility by others including adults, community groups, existing workers will be available when timetabling allows, as well as during out of school hours and school holidays. It made sense for the TTC to be closely located to the high school to provide a seamless pathway for Year 10 students who choose to continue their education in the local region at the TTC, but also have a separate street presence to encourage adult learners to re-engage in learning at a site which is not identified as a school.

The high school and the TTC will be separate entities. Although, there will be high levels of cooperation and collaboration, separate identity and location is important to the integrity of both learning facilities. The TTC will also complement existing facilities in the region such as HuonLINC and the PCYC by expanding the range of training available in the region.

The TTC is a specifically designed, training facility to provide accredited trade training which meets industry standards. It is designed to provide young people in the region with an additional training opportunity that has not been available before. It is understood that the PCYC facility offers a range of programs for young people, often based around sport or physical activity to assist young people to re-engage with their community and education. It is envisaged that once established, the TTC and the PCYC will work together to design preparatory programs that will assist young people to develop the confidence, skills and knowledge required to transition into a course at the TTC.

DOCUMENTS TAKEN INTO EVIDENCE

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

- Tasmanian Polytechnic, Huon Valley Trade Training Centre, Submission to The Parliamentary Standing Committee on Public Works – February 2011.
- Tasmanian Polytechnic, Huon Valley Trade Training Centre Site Selection – Supporting Information for the Submission to the PSCPW for the Huon Valley TTC – 4 March 2011.

CONCLUSION AND RECOMMENDATION

The evidence presented to the Committee clearly demonstrated the need for improved access to vocational training in the Huon Valley region. The Committee is satisfied that the proposed Huon Valley Trade Training Centre will fulfil this need and provide vocational training relevant to the needs of the region.

Accordingly, the Committee recommends the project, in accordance with the documentation submitted.

Parliament House
Hobart
16 March 2011

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