



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Major Refurbishment of the Ravenswood Campus of the Northern Support School

Brought up by Mrs Rylah and ordered by the House of Assembly to be printed.

MEMBERS OF THE COMMITTEE

Legislative Council

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House of Assembly

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1 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 -

Major refurbishment of the Ravenswood campus of the Northern Support School to enable the relocation of students currently at the Newstead campus to be accommodated on the one site, including disposal of the Newstead property once amalgamation is complete.

2 BACKGROUND

- 2.1 This reference recommended the Committee approve works for a major refurbishment of the Ravenswood campus of the Northern Support School (NSS) to amalgamate the activity of the Northern Support School onto one site at the Ravenswood campus.
- 2.2 The Northern Support School is specialist education facility, catering for students with special needs who, because of permanent or temporary mental, physical, or emotional disabilities, are unable to have all of their educational needs met in a regular classroom environment.
- 2.3 The NSS currently operates out two campuses: the Ravenswood campus and the Newstead Heights campus. The majority of the facilities at the Northern Support School are generally in excess of 50 years old, have had limited investment and are in original/poor condition. The Newstead site has issues in relation to traffic movement and parking that are of concern to families and bus operators. In addition, the playground facilities are not suitable for ambulatory students. Younger ambulatory students have been enrolled at Newstead Heights more frequently in recent times as a consequence of the impact of the growing enrolments at the Ravenswood site.
- 2.4 At the Ravenswood campus, the overall existing fabric is of a poor to reasonable condition and internal planning is not favourable for the successful operation of a special school. Traditional school planning of regular classrooms of similar size do not facilitate the special educational needs of children with diverse needs. The general arrangement of buildings does not provide the necessary space and supervision sight lines for appropriate outdoor play spaces. The Ravenswood site was originally a mainstream primary school and whilst it has, over the years, been adapted for special needs students, buildings and grounds require major investment to realise the vision of a Centre of Excellence in Special Education.
- 2.5 In order to meet best practice guidelines for special school planning and design, a major refurbishment of the existing facilities is required. The Ravenswood campus has sufficient area and capacity to cater for the entire school population, albeit with significant modifications to the existing structures.
- 2.6 The proposed works include:
 - separation of learning areas into three key areas: junior, middle and senior;

- refurbishment and extension of junior classrooms with covered outdoor areas adjoining classrooms;
- refurbishment of middle school classrooms with covered outdoor areas adjoining classrooms;
- construction of new senior classrooms within the refurbished existing brick building with a new senior learning deck adjacent and within a landscape sensory courtyard;
- the provision of dens throughout classroom wings for specialist teaching of individual students;
- relocation of the music room, and installation of acoustic insulation;
- construction of new fully accessible amenity blocks for students to Department of Education specifications distributed throughout classroom wings, with additional ambulant toilets to suit the school's occupational specification;
- laundry rooms in each wing, with the existing junior laundry retained, and new laundry rooms in the middle and senior wings;
- new staff amenities;
- new visitor toilets;
- an access controlled gate from the reception area to the general school;
- refurbishment of support staff offices and the parent meeting room;
- new staff offices and meeting room located within the existing building fabric;
- a new staff room;
- a new groundsman's shed;
- formalised staff parking areas and car turning areas;
- a new covered way to reconfigured bus turning area;
- space allocated for a new community garden kitchen;
- a new sensory/crash room and new rebound therapy rooms adjacent to the gym;
- a new landscaped junior play area with some relocated play equipment;
- a newly landscaped passive play area with covered ways to the perimeter, which will be fully fenced, and will include a refurbished trampoline and new sand pit;
- extension of the existing gym including new PE office, storage, crash and rebound therapy areas; and
- a new hydrotherapy pool and associated change areas with a covered way connecting to school.

2.7 The proposed works have the following advantages:

- accommodates the required number of students, but allows for future expansion of services;
- better meets the needs of both ambulatory and non-ambulatory students;
- reuses the existing building fabric where possible;
- welcoming, readily identifiable front entry with dedicated access visitor parking;
- redeveloped and activated frontage to the school;
- redevelopment of the existing school gym to enable whole school assemblies to take place;
- upgraded amenities to suit student needs (toilets, showers and laundries);
- rearrangement of the existing school bus turning area to enable safe and efficient pick up and drop off of students;
- accessible and easily supervised social spaces (passive through to active play) to ensure inclusiveness for every student whatever their particular needs;
- provides opportunities for outside learning adjacent to indoor learning spaces;
- creates and identifies year level learning precincts within the existing building structure (junior, middle and senior);
- provides the opportunity for development of links between year groups, yet still enables safe separation of vulnerable students;
- modified office spaces and staff amenities to cater for increased staff numbers; and
- new hydrotherapy pool for therapy and water safety.

3 PROJECT COSTS

3.1 Pursuant to the Message from Her Excellency the Governor-in-Council, the estimated cost of the work is \$6.6 million.

The following table details the cost estimates for the project:

Description	Budget Component (\$,000)
Construction, including design contingency	5,025
Furniture and equipment	450
Upfront expenses including consultant's fees	525
Art in Public Buildings	80
Contingency including construction contingency, post-occupancy works, and escalation allowance	520
Total	6,600

4 EVIDENCE

4.1 The Committee commenced its inquiry on Friday, 18 March last with an inspection of the site of the proposed works. The Committee then returned to Henty House, Launceston, whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Robert Williams, Deputy Secretary, Department Services, Department of Education;
- Tony Luttrell, Chief Financial Officer, Department of Education;
- Craig Woodfall, Operations Manager, Learning Services North, Department of Education (the former of the Principal Northern Support School);
- Christine Brown, Principal, Northern Support School, Department of Education; and
- Simone James, Architect, ARTAS Architects.

Project Overview

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

This project has a budget of \$6.6 million, as stated in the brief. As you can tell from the visit today, there is a dire need for an upgrade to this school. This is because the school was built for another purpose and then occupied by the Northern Support School. The Northern Support School is over two sites and the department is very keen to see it on one site. The Ravenswood site is an extremely good site with a lot of land. Even after this reinvigoration, there is room for further development if that ever comes about in the future. It is a great site as it is flat and suits the characteristics of the children who go there.

... .. With this project we have really stretched the limits to get as much done as we can with the infrastructure that is there and putting the new infrastructure in, such as the new hall and the new pool. This is a therapeutical pool, which is quite an expensive item to build. It is not the same as an average domestic or commercial-type swimming pool.

We have done a lot of consultation and at the end you will hear from the school and the school association. They are very excited about the prospect of this change coming because as you saw today at the site different levels, uneven playing areas, roofs with leaks. All those sorts of things that should not be a mark of public education, especially for kids with significant challenges in their schooling. We do it for them and the teachers who work extremely hard to deliver those services.

4.3 Ms Brown added the following:

... .. The Northern Support School is certainly a centre of excellence, not only working within it, but working within the whole of our northern region for supporting students with disabilities. I think we have a really important role there and it would be difficult to do that from where we are at the moment. We need to think back to those students who are there and how we are best meeting their needs. The old facilities that were built for primary school x number of years ago are not twenty-first century for the learners we have now. Whilst our students have challenges, it is beholden to us to give those students every chance they can to make the most of what opportunities can come their way. We can do that through a much better facility and also for our teaching staff. It is difficult to work in some of those circumstances at the moment. It is something we can do to help make it better for the staff, students and our wider community because over time they will be more and more involved in the school.

Those two things from the vision we have, that Craig started and I am very passionate about keeping it going, in making that campus the centre of excellence for special education. We need the right facilities to be able to do that.

4.4 Mr Woodfall provided some history on how the scope of the proposed works had been developed, including the school's vision to be a centre for excellence in special education:

The previous principal, Margaret Ridgers, said she was concerned - she had been there a long time, 10 years - and she talked to me about taking over and being involved, so I went and worked a year with her. At that stage I questioned the two campuses and she said, 'We can't do anything differently.' I said, 'Why is that, Margaret?' She said, 'We will never get a pool again and we'll never get a hall again.' I said, 'I don't think that's right, I think we have to fight for what we need.' 'No we will never get it again,' and that was the thinking she had. I was a bit more brazen and upfront, so when I had the chance I put it out there to the department, through Ms Banks initially, and through Learning Services, and said, 'What are we doing, what's the future? This is what I think should happen.' That is where it got to that point, because I don't think the two campuses was benefiting the children, benefiting the staff and it was a drain on the school's budget with two offices, with buses and with wasted time.

We were trying to create a vision of a centre of excellence, but to do that across 115 staff with many part timers across two campuses wasn't working. There were a lot of justifications to move together. Everyone agreed, but the reason we couldn't do it was because of the fear of not getting what we wanted. I thought, I will take the plunge and it's either going to end badly or it's going to end well. I will live or die by my courage on this one.

Peter Heathcote, who was involved in the process right from the start, said to me, 'Don't worry about the finances that's not your problem. Your problem is to advocate and strongly suggest what you want.' I think he regretted that soon after because it did drag on for a long time. Strategically, to be quite honest, I felt that sometimes when you are a voice in the department it was really handy to have a school association, so I made sure we had a strong school association and Brent was really strong in the process. We came out with three things that were non-negotiable from the school association's point of view.

There couldn't be a reduced standard of facilities and that was overarching. The three elements they wanted was the hall, the sensory room because we understood the importance of our students being regulated, and the pool, which was contentious. Early on there was talk that there was going to be a therapy pool, it was going to be a spa and not a pool. That discussion went for a long time.

I also wanted it to be a centre of excellence because I believe it has that capacity and it should be used in the role of building capacity across all of our schools if we're thinking about kids at the centre and disability. My feeling is that the outcome has to have everything we need and I have apologised to Peter at different times about any angst caused and me waving the school association banner and hiding behind that saying, 'It's not me, it's the school association.' It was a rigorous debate but I am confident that we got to it. I wanted all those things.

The other thing I was conscious of was the feedback I got from the other schools. I visited other schools and I went to Adelaide and visited schools. I went interstate to visit schools on other business not just specifically to do that. Overwhelmingly, the feedback was the day the last nail was put in we were too small already. I wanted to make sure there was an ability to future proof it right from the start. Safety and future proofing were the two overarching things and I think we've achieved that.

If classes need to go onto the end of that senior wing they can. If we need to put two more classes we can put two classes there. Do I think the school needs to be bigger? No, I think it is in danger if it gets any bigger, it loses what it has and that is a real challenge but it can be bigger. If we go to more of an industry-focus or a vocational-focus at the site we can do that.

Consultation

- 4.5 The witnesses provided further detail on the consultation undertaken in planning the scope of the proposed works and the level of school community support:

Mr WILLIAMS - There was an extensive period of consultation. We went backwards and forwards on a number of issues, especially the pool and the size of it. This project has had more consultation than most others. That is understandable because of the complexities of not only moving two sites to one but bringing in children with higher needs from the Newstead site into the Ravenswood site. We thought it better to make sure the consultation was done properly and not rush this. We do not have a school association representative here today, but through that process the school association has indicated very strongly that it is very supportive of the model we have come up with. The school is supportive of the model we have come up with.

Change From a Dual-Campus to a Single Campus School

- 4.6 The Committee sought further information from the witnesses on why the Northern Support School was currently spread over two sites:

Mr FARRELL - What was the reason for having the school over the two sites?

Ms BROWN - Historically, in Launceston we had four special schools. St Michaels, which had a focus on learning disabilities. Elphin Rise which focused on behavioural challenges. St Georges, located in Amy Road at that time, and focused on the students with intellectual disabilities. Then we had Eloneria which had the students with severe physical and multiple disabilities. The building that is now Newstead Heights is attached to St Giles and there was a working relationship between Eloneria and St Giles. Eventually Newstead Heights was created out of the work that was happening there. There were four different elements.

As we went through phases of education, inclusion became an important part of how we work with children with special needs. The St Michaels and Elphin Rise Schools both ceased to exist because students moved into mainstream schools as part of the inclusion process. St Georges and Newstead Heights stayed on in their own right. St Georges in Amy Road outgrew its campus and opportunity came to move it to Ravenswood Road. It was co-located for a while with other flexible programs and things that have worked out of that campus over time. Each of them were individual and in recent years, Newstead Heights and St Georges were combined under that overarching notion of a northern support school.

- 4.7 The Committee also questioned the witnesses on how the two campuses currently operate together, and in responding, the witnesses outlined some of the benefits to the students of consolidating the school's operations at one campus:

Mr FARRELL - Currently students move between both sites, is that how it works?

Ms BROWN - Students at Newstead Heights tend to stay there for the majority of their program. The students at St Georges access the pool at Newstead Heights, so they are backwards and forwards, going from the St Georges Campus to Newstead Heights. All our classes access the therapy through the pool.

Mr WOODFALL - If there is a performance, the only space big enough is at Newstead Heights. The whole St Georges Campus goes to access, like visiting once a term.

When I arrived at the school there were five classes at Newstead Heights - that is currently the case - and three of those classes were traditional Newstead Heights classes, with a high percentage of students in wheelchairs. There were two younger classes that were closer to St Georges cohort and then a class of leavers left. Suddenly there was three and two. At the end of next year there is potentially going to be four and one of the traditional cohort. That is not to say there are not some students with those ability issues and wheelchairs in there, but they are combined with the more able-bodied students. That whole segregation has disappeared. I am not sure why it has reached that stage but in the senior classes there is

still the traditional Newstead Heights cohort. You can reach the stage where you have five students in wheelchairs sitting around, they all have really complex communication needs, non verbal to a large extent. I look at those classes and I have thought, 'Where is the vibrancy? Where is the engagement?'. They could do with a leader who busts into my office and says, 'I really wanted to meet everyone'.

I felt like, we will keep you over there because you are all wheelchair kids. I think they would be much better off to have some of these richer dynamic experiences that some of the St Georges kids bring. There is a concern with safety and as long as we can keep those guys safe, because they may be PEG fed, it leads to a much richer environment, a more stimulating environment, for the students in wheelchairs. It is a better representation of society and it is better for them to develop some good friendships.

When the St Georges kids come over, through respite, where they are all together they know each other and they can say 'Hi'. We have a leader's dinner once a year which is a real highlight and it almost takes to the end of the night before the guys from Newstead Heights, in their wheelchairs, and the others, it takes a fair chunk of the night for them to grow. If we were all on the one campus it would be a much richer experience for these guys in wheelchairs. I think we have moved beyond that- you are in wheelchairs so you are over there, you are able bodied so you are over here.

... .. **Mrs TAYLOR** - You obviously thought carefully about amalgamating the two sites, and I can understand all the operational reasons, but at the beginning, it might have been you, Craig, who said you mostly have kids with physical and medical disabilities currently on site and students with intellectual disabilities on the northern site.

Mr WOODFALL - As a simplistic view, definitely.

Mrs TAYLOR - So you have considered the mix will be an improvement, and at least for the wheelchair kids it might be better to be in that environment. Will it be for the current students on the campus you now have, that we looked at today, that is going to be improved? Will they be able to cope with having the 100 students and all those disabilities mixed together?

Mr WOODFALL - The one drawback I can see is sometimes we have parents come in and you know it's the right environment for their child. We have classes of various needs. We have a class called 'purple class', which has slightly greater needs and sometimes I will strategically think, 'I am not going to go into purple with this family because that might be a bit confronting right now'. That is a potential risk, that we might take a parent around and they are going to see someone in a wheelchair who might be non-mobile, rugged up, and maybe dribbling. That could be confronting, and I can see that from a parent's point of view bringing in a child. It has crossed our minds but I think putting the students at the centre, all those other benefits far outweigh that. Particularly for the wheelchair students and also the other students, for them to be able to get to know another group of kids. Safety was probably the real issue. There will be some students, although the classes will be combined, where we will say, 'That vulnerable student is not going in that senior class with that student because their behaviour is too unpredictable', so those adjustments will be made. The playground is structured suitably to cater for that also.

Capacity for Future Growth

- 4.8 The Committee noted that the improvement in facilities may attract additional students. The Committee questioned the witnesses on the school's capacity to cater for future growth in both student and staff numbers:

Mrs TAYLOR - With you looking at being a centre of excellence and improving the facilities and bringing it all together, I am glad you are thinking about future-proofing. If I was a parent of a child with a disability, I would be thinking, why would I send them to a mainstream school if I could send them to your school, because it seems to me it's good. I

am thinking that as your facilities are improved, you may find there are other families opting to go?

Mr WOODFALL - There could be. There's a placement committee process. Interestingly, while there are some parents who almost, even though their child is not eligible and they miss eligibility, will do anything. By hook or crook they want their student there. There are equally parents who have not come to that position, for whatever reason, that a special school is not for them - 'my child will not be going to a special school' - and feel equally as passionate about that. Sometimes that changes over time.

Mrs TAYLOR -I'm sure that's what every parent wants, the best place for their child wherever they see that. In terms of future-proofing that, numbers, but also you talked about future development which might be trade training or post school age. I know you have the space, but will the facilities you now have cater for that extra level of education in terms of staff rooms? You now have 115 staff. That is a lot. I know they are not all there at once, but still there is a big staff and staff facilities, toilets, and all that stuff. Do you have capacity for more?

Mr WOODFALL - That is part of the reason the staff room is on that side of the building where it is flat out to the courtyard. If it was ever felt that it did get bigger there is scope to go out that way. Off classrooms, there is scope to add extra classrooms. If there was industry there is scope there. We are sort of covered through all those sorts of areas, whether it be staff facilities, even the senior staff offices sit out in an area where if they needed to be extended they could be.

Mrs TAYLOR - You are satisfied you have capacity there if you need extra capacity?

Mr WOODFALL - Yes.

Management of Construction to Minimise Student Disruption

- 4.9 The Committee noted that construction could be very disruptive and some of the school's students may be particularly sensitive to the noise, disruption and change associated with the constructions works. The Committee questioned the witnesses on how the construction task would be managed to minimise the impacts on the students:

CHAIR - My next question is how are you going to manage children who have problems with changes to space? How are you going to manage the construction of this school site? I know it is really not a question for us, but it is a very important one from the students' perspective.

Ms BROWN - It is one we will give a lot of consideration to. There will be some students who will think, 'Wow, building, trucks,' and they will be so excited. All they will want to do all day is watch what is going on, because that is their thing. Then there will be the other cohort that the noise and all of those sorts of things are really going to deregulate them. We will have to work really closely. We will have to do a lot of pre-work once we know who has the tender, and work with them so they understand our students. It is important that whoever is that successful person knows that the banging, crashing and doing all that stuff is going to upset people. We will have to plan around that.

If we know certain activities are going to happen we can maybe have those students actively involved somewhere else where they are not going to be as close to what is going on. There will be lots of different things that we can do as a school and with the staff and we will have to look how we are going to minimise the disruption that is going to be caused. There is no doubt there is going to be disruption, there is going to be noise, there is going to be dust and dirt and all of that, and we have to keep everyone safe. It will be a construction site, which will have its complexities.

Mr WOODFALL - It is still definitely a challenge but they are building a site that will have 15 rooms. There are currently two classrooms that will not be taken into context, so that is 17 if you like. Over at the other campus we don't lose that campus while it is being built, so five classes are effectively over there. We have the construction of 17 classrooms while five

classrooms remain constant over there. In the initial planning that Simone and I've talked about we can isolate it. It might mean we lose the sensory room at the back that you saw, and maybe that back half of the school gets sectioned off and four classes go there. Maybe those classes in the front of the school move over to there and the front of the school becomes vacant and no one using it. We are thinking through the stages and that we have half our school over at the other campus anyway. Hopefully that will allow us enough flexibility to section off parts of the school to work on that and do it stage by stage.

Mr LUTTRELL - Another thing to note might also be that the security and construction covers the school holidays. Having those school holidays gives some flexibility in those more intrusive constructions. Also having a flat layout like it is, you have a range of different access points to a whole range of different parts of the site. That should aid in terms of how you stagger and manage stages of construction.

Ms JAMES - There is certainly capacity within the arrangement of the site and access spots for us to have a well considered staging plan which will go out to tender. There will be some discussions with the successful contractor willing to have the school in terms of understanding what it is that they are working with. It will be relatively easy for us to be able to arrange the works, minimising disruption to the school and functionality.

Hydrotherapy Pool

- 4.10 The Newstead campus currently has a hydrotherapy pool which is used by students from both campuses for therapy and water safety programs. The Committee noted the importance of the hydrotherapy pool to the students and sought some further information on the new hydrotherapy pool to be constructed on the Ravenswood campus:

Mr SHELTON - We've been talking about the pool and it highlights in the report that the cost estimates for the hydro therapy pool haven't exactly been nailed down.

Mr WILLIAMS - That's because it is not a standard pool; it is highly complex.

Mr WOODFALL -About the bigger pool, that has also been debatable, as there was some train of thought that we have kids who swim laps in there and that is great, but it is about therapy and water safety and familiarisation. Our physical education staff sometimes say, 'We don't want to take them to the aquatic centre', but from the purest health and safety, physical education and water safety, point of view, once they are at that level we should be transferring those skills to the aquatic centre and other environments. That's how the water safety program works. The danger of keeping kids in the pool is they think they can swim and they fall in the shallow end of the aquatic centre and can't swim.

Mrs TAYLOR - And this pool is the right size for you?

Mr WOODFALL - Yes. It was a bit strategic. There was this feeling that bigger is better and we agreed 12 was fantastic but would we want 25? No, we wouldn't, because it is ridiculously big and suddenly not as comforting for those kids who have anxiety. It defeats our purpose of pushing kids back out into the community, to connect with the community.

Mr SHELTON - Whatever you build has to be maintained, depreciated and operated so if you up the size of the pool and it sucks the top end off your school budget every year and that depletes some other projects and facilities, where is the best priority for that money? You have to draw the line.

Mr WOODFALL - There still are some concerns around that. The Southern Support School pool had this big model that was going to do all sorts of things. The current pool is hired by the hospital, St Giles, and offsets a lot of costs. We're not so certain that is going to be the future for this pool so we have to be a bit conservative. We don't want it as a chain around our neck, we want it to be functional.

Reconfigured Bus Arrangements

- 4.11 The Committee noted during the site visit that the current arrangements for buses to pick up and drop of students were not optimal, especially for students with special needs. The Committee noted that the proposed new arrangements were a significant improvement, and questioned the witnesses on how the new arrangements would provide a safer and more efficient system for picking-up and dropping-off students:

Mr FARRELL - While we are talking about the current building, I was surprised to see that you had to reverse buses in the car park to load the students in and surprised that there have not been any incidents so it has obviously been fairly well managed. I note that your new design will have a bus turning circle. You were describing to us when we were on site about the bus loading and how that can be interrupted by wet weather and you have to load somewhere else. I wondered if you could explain that for us while we are on the record.

Mr WOODFALL - Currently, they line up outside and the brain, like normal kids, likes repetition, particularly autistic kids. Wet weather, suddenly, we are not lining up there, that is just regulation, we are in another room. The danger of losing visibility from the person ticking off that bus to coming around the corner, running through rain to get to a bus causes confusion and it has to be managed. You also have children running because it is wet, running around buses and you are loading one bus but you also have other buses reversing in while you have kids running out to the bus.

It is far from an ideal situation, the current concept, and one of the architects said, simplistically, we have to reduce the amount of area that those buses infiltrate into the school. They are running deep into the school, that is a risk in itself, let us get the buses right at that point and do not let them come any deeper behind a fenced area. The current model is they line up at the same spot every day regardless of weather and straight away normal routine is going to be a much more regulated area.

If it is wet they are walking through an undercover way to access their bus so that has solved the problem. Basically we say, 'First bus ready, are we ready for Evans Square?' 'No, we are still waiting for Lockie, he is in the toilet.' 'Let's wait for Lockie, right the whole bus is here, the Square bus can go out'. The fence is chained, I do not know if we have this detail but this is the stuff we are thinking about, unhook that, okay you guys are right there. I think it is going to be a much more effective role, based on similar to what happens at the Southern Support School and Adelaide North Special School.

Mr SHELTON - the design of the turning circle, considering that everybody moves in and out of the left-hand side of the school bus and you are bringing the other school there, and presuming your classes all finish around about the same time, so there are more buses to be lined up. Has the turning circle been designed properly? I do not know the size of the bus fleet, how big they are, but have you lined it up to get it parallel to the walkway? It seems a little tight to me for a large bus. If two or three buses are lined up at the one time, that is going to prove a hindrance for the carparking area and access to further along. I presume that has been discussed and everything is suitable?

Ms JAMES - We have designed the turning circle to accommodate the largest bus we can get in there so there is sufficient room for the bus to swing around. It is a low kerb, with similar design as a transit centre in terms of being able to pull up next to the kerb. We are very confident we can get a bus in there. It is tight - I would rather say it is economical. We are confident we can get the bus in there and sufficient room to be able to queue buses. We have quite a reasonable driveway at the moment to get buses in where they wait, one bus will come out and the next bus will go in.

Mr SHELTON - So the buses will stay out on the road in the driveway?

Ms JAMES - Yes. If they get stacked up, there is room for them there.

Mrs TAYLOR - ... You've talked about driveways and better bus movement. I think it is great and terrific that you have turned it so the school hall can now feed straight onto the buses, I think that's great.

5 DOCUMENTS TAKEN INTO EVIDENCE

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

- Northern Support School Major Redevelopment - Submission to the Parliamentary Standing Committee on Public Works, Department of Education, 18 March 2016.

6 CONCLUSION AND RECOMMENDATION

- 6.1 The Committee is satisfied that the need for the proposed works has been established. Once completed, the proposed works will remove the current movement between sites and importantly, reduce disruption to students. Basic access will be improved by allowing students to access all areas of the school, and student safety will be enhanced by improving student movement and supervision. The refurbished Ravenswood campus will provide a more inclusive environment and will provide the necessary infrastructure to support students in reaching their full potential. The proposed works will also give the school an opportunity to realise the school community's vision to become a Centre of Excellence for students with special needs.
- 6.2 Accordingly, the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of \$6.6 million.

**Parliament House
Hobart
3 May 2016**

**Joan Rylah MP
Chair**