



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Construction of the new Glenorchy High School on the site of the Rosetta High School

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

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INTRODUCTION

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

- **The construction of the new Glenorchy High School on the site of the Rosetta High School**

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

BACKGROUND

The proposed new facilities on the Rosetta High School site, to be known as Montrose Bay High School and accommodating 700 students, have resulted from the agreed amalgamation of Rosetta High School and Claremont High School. It is proposed to create a new school on the existing Rosetta High School site.

The new Montrose Bay High School will incorporate a new Big Picture School annexe on the Goodwood Primary School site. The Big Picture School is a smaller construction project with separate funding that will be managed separately to the works on the Rosetta High School site. It is not included in this project.

These ventures are part of the Glenorchy Schools Project, which is recognised as an unusual and exciting opportunity to create entirely new teaching, learning and support areas, to establish models for excellence in 21st Century curriculum and pedagogy in Tasmania.

BYA Architects were engaged in May 2009, commenced with master planning of the site, and progressively prepared schematic designs for budgetary assessment proposing an arrangement of teaching, outdoor and support facilities integrated across the site. In this process, the required scope of work for the new school on the Rosetta High School site was identified and a maximum total budget of \$10,000,000 was made available for Stage 1 works. This is to be sourced from Commonwealth Government funding in the Building the Education Revolution for the 21st Century, Science and Language Centres and National Schools Pride programs, and State Government funding within the Capital Improvement Program.

Construction of Stage 1 is scheduled to commence in November 2009, with a staged completion process planned to enable the progressive handover of new facilities from Term 1, 2010.

POLICY AND PLANNING INITIATIVES

Strategic Asset Management Plan

The proposal to expand the facilities at the site of the Rosetta High School, to provide for its amalgamation with Claremont High School, responds directly to the Department of Education Strategic Asset Management Plan (SAMP) and reflects the significant opportunity arising from Commonwealth 'Building the Education Revolution' funding allocated to the two high schools that will merge.

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

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

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

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

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

Schools Amalgamation

Throughout 2007 and 2008 the principals of the schools of the Glenorchy area had been involved in a series of meetings aimed at changing the structure of schools in the

northern suburbs. On 12 December, 2007, the principals met with the Minister for Education and Skills and he agreed to fund a data collection exercise with the Glenorchy community focused on re-conceptualising schooling in the city.

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

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

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

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

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

Except for sections of the school that were recently refurbished, it is intended that the facilities at Rosetta High School will be renovated or extended in two stages.

The school will have two sites; the main school (campus) housing Grades Seven to Ten of around 700 students and a “Big Picture” school (a separate project not included in this submission) on the site of Goodwood Primary and Timsbury Road Schools.

Both Claremont High School and Rosetta High School are well established schools in their own right; both were built in the early 1960s, with Rosetta High School’s enrolment at around 620 and Claremont High’s enrolment at around 300. Each school has a strong tradition and connection to their communities.

The new school will build on this tradition and create a new education and learning centre for the Glenorchy community. The new facilities will provide high quality learning environments that will meet the needs of 21st Century learners. New facilities such as the Performing Arts Centre will be open to the community and provide learning spaces new to education in Glenorchy.

At the new school, learning will be personalised, relevant and rigorous, with a strong emphasis on building respectful communities. The use of technology will be embedded in all learning areas, developing learners who are creative, imaginative and inquiring.

The site of the school on the banks of the Derwent River is picturesque and important to the Glenorchy community. The new school will be oriented to face the river as much as possible and will make the most of the connection to the river with the mountains as a backdrop. The school will reflect environmental best practice with an emphasis on environmental sustainability. The site connects to the Montrose Park recreation area and has a creek running through it.

The proposal of a new school, updating from 1960s building fabric and directed to efficient environmentally sustainable goals, links directly to the aims of the Department of Education's Strategic Asset Management Plan and Building Better Schools policy framework.

Building the Education Revolution (BER)

In the context of considering the amalgamation of existing schools, the announcement in February 2009 of the Australian Government's Nation Building Economic Stimulus Plan, Building Education Revolution (BER) provided an unexpected opportunity to seriously contemplate proceeding with the construction of a new school to replace outdated facilities at the existing Rosetta and Claremont High Schools.

The BER Program is dedicated to building or renewing large scale infrastructure in schools, with provision of funding for classrooms, libraries, general purpose halls and Science and Language Centres. With an amalgamation agreement in place, permission was sought in the application process to combine BER funding for Rosetta and Claremont High Schools. Accordingly, application was made to the Australian Government and approved in May 2009.

The funding amounts approved for the project, together with funding from the State's Capital Improvement Program, together enable construction of this new school.

The BER expenditure requirements also dictate a quite rapid commencement of construction. While very demanding on design consultants and building contractors alike, the program is tailored to enable the progressive decanting of students and equipment from Claremont High School into the new school from the start of the 2010 school year through to the start of the 2011 school year.

THE TASMANIAN CURRICULUM FRAMEWORK

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

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

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

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

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

EXISTING FACILITIES AND CONTEXT

History of Capital Works

There is no history of capital works to be considered in the context of this report.

History

The Department of Education provides secondary education services for the northern suburbs of Hobart at three high schools in Glenorchy: Rosetta High School; Cosgrove High School and Claremont High School.

Rosetta High School was constructed in 1964 to serve the growing suburbs of Glenorchy. During the 1970s enrolments exceeded 1000 but in recent years the school has had a student population of around 610 in years seven to ten. Today, Rosetta has a six class intake for each grade seven year. The school is oversubscribed. The school

enrols students from the Glenorchy area, the Derwent Valley, the southern Midlands and Brighton.

Claremont High School was established in 1961 to service the growing needs of the Claremont area, particularly with the increasing employment at the Cadbury chocolate factory. At its height, Claremont High School had an enrolment of over 1100 students. Enrolments at the school have decreased significantly and have been around the 300 to 320 mark over the last several years.

In 2002 Claremont High School was redeveloped, to decrease its floor space, with the removal of a double-storey block from the centre of the school. The 2009 enrolment is 296 students in years seven to ten. It has had an intake of three grade seven classes over the past few years, with students coming from the local feeder schools, plus an increasing number of students from the Bridgewater/Brighton area. Claremont High runs a middle school in years seven and eight and a Big Picture inspired school in years nine and ten. The school's buildings are generally inadequate and in poor condition.

Both Claremont High School and Rosetta High School are well established schools in their own right, each with successful programs and a stable staff and enrolment. They were both built in the early 1960s, they both have a strong tradition and connection to their communities and they have a total enrolment of around 910.

Philosophy

At Claremont High School the program is framed around a deep relationship with students to improve learning. This promotes a sense of belonging. Students feel connected and valued; everyone has a place. The school has high expectations of its students, with a personalised approach where each student works with one key teacher who knows them well. In the “middle school” the students work very closely with a small group of teachers. In the senior school the program is inspired by the Big Picture Schools. Throughout, there is a strong ethic of celebrating success and a strong culture of positive behaviour support.

At Rosetta High School the program is structured around grade teams of teachers who provide personalised support for students and families. A core of the grade team moves through the school with the students as they progress through the grades. Rosetta High combines an innovative culture with traditional values. The program is technology rich with a strong emphasis on learning technology. In the junior school students are offered a broad range of subjects with increasing emphasis on choice in grades nine and ten. In the senior school, students can choose between a traditional program and the Big Picture inspired Make It Big program. Rosetta High is a very successful high school and its students are highly motivated; students are encouraged to strive for excellence and be their best.

The new Montrose Bay High School will provide for the amalgamation of Claremont High and Rosetta High Schools from Term 1, 2010.

At the core of the design goals for the new school lies the replacement of a traditional 1960s high school with a series of “learning communities” or schools within schools. The provision of smaller teaching areas, breakout areas and other spaces will enable

the new high school to introduce “learning families”. In place of large tutor groups, students will be organised in smaller “families” led by a teacher with whom they will work every day. The individual learning communities will have their own space. There will be clearly defined entrances for students and visitors to each of the self-contained learning communities. They will be identified by their own colour and signature theme.

This will be achieved through the refurbishment of classrooms in Blocks A and B in Stage 2 of the new school. Pending Stage 2 the principles of the “learning communities” and “learning families” will still be applied by the school.

The school will have personalised learning at the heart of its thinking. Motivation will come from relevance and authenticity. Being authentic means real projects, real timelines and learning beyond the walls of the school. Its program will be framed by the Tasmanian curriculum, but not limited by it. The strong emphasis will be on the development of Individual Learning Plans. These will support learners in planning and presenting their work, whilst the assessment regime will ensure that intervention is accurately determined and carefully monitored.

The new school will use the possibilities offered by the new learning technologies to open up the world as an unlimited resource for learning. Students will be producers as well as consumers of the new digital media; e-portfolios and a learning platform will be an integral part of their learning journey. The school will be technology and data rich in every sense, with the new Science and Language Centre at the core of this approach.

Creativity and technological applications will make up a big part of the program in the new school. The new Performing Arts Centre, Music Centre and “creativity courtyard” will provide a focus for these efforts. Away from the “learning families” the school will be made up of an amalgam of labs, studios and workshops that will underscore the focus on creating, making and producing.

The picture will be completed when funding is made available for the new sports centre and the upgrading of A and B Blocks to provide facilities for the proposed “learning communities” and “learning families”.

In summary, the new Montrose Bay High School advocates an enlightened and democratic approach to education, building on the work of international education experts such as David Hargreaves and Stephen Heppell. It will give meaning to the notion of a “kind, clever and connected Tasmania” where everyone can achieve.

Existing Facilities

Rosetta High School was built in 1964 and although the building has been well looked after, parts of it are now looking very tired. Over recent years there has been some redevelopment of existing spaces, but these have been small in scale and limited.

In total the school buildings have a Fully Enclosed Covered area (FECA) of 7985.75m² on a site of 6.79 hectares.

The school has an excellent setting and has had an active Environment Committee, which has completed extensive grounds development over the past five years.

Most areas of the schools are at the latter end of their lifecycle and no longer suitable for effective delivery of the curriculum due to their size, configuration and lack of features. The quality and condition of the learning areas is declining due to the ageing of general building finishes, fittings and services.

The Performing Arts area was not purpose built and is inadequate for contemporary programs. The library and general learning areas are all smaller than current standards. The school has no assembly hall and there is no provision for Dance. With one exception toilets are original and in need of attention and reconfiguration for easier supervision. A great deal of the building area is taken up by long and narrow corridors. At peak times, these corridors are very congested. The Gymnasium is basic and has no toilets or showers.

Accommodation includes:

- nineteen general learning areas;
- specialised learning areas for Art, Drama, ICT, Music, Science, MDT and Home Economics;
- a library;
- a gymnasium;
- a canteen;
- an administration centre; and
- staff rooms.

The majority of the rooms and the corridors are in a poor state and many are inadequate (e.g. the photography dark room).

Accommodation per block is detailed below.

- A Block contains Materials Design and Technology areas on two floors including general learning areas.
- B Block contains twelve general learning areas, a library, a computing area and two laboratories.
- C Block is the Science area including two traditional style laboratories and a preparation room, three general learning areas and a store room.
- D Block contains a suite of music rooms and a classroom for Drama.
- E Block is a gymnasium without change rooms or toilets.
- F Block is the administration area with a staff room and meeting rooms.

PROPOSED WORKS – SITE MASTER PLAN

School and Community Consultation

The proposed project will provide new teaching and learning accommodation for students who will come from Rosetta and Claremont High Schools. Extensive school and community consultations exploring future educational provisioning for the region and in particular, the capacity of the amalgamated school to accommodate and deliver contemporary educational services has been undertaken. In agreeing to the

amalgamation process, the community has engaged wholeheartedly with the design process in a manner that will ensure a high level of regional ownership in the development of the project.

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

Local Identity

The cultural integration of the school communities has formed an underpinning thread throughout the merger process that will be reflected in a new school identity. Students and parents from the two merging school communities were invited to contribute ideas and to vote on a preferred name for the new school. It will be known as “Montrose Bay High School”.

Complementary to the building design process, a graphic designer has been engaged to work with the project steering group to develop the school logo, colour schemes and uniform ideas. Along with the chosen school name, the developed colour-scheme will assist in forging a new identity for the student population, while acknowledging the region’s history and heritage.

Master Plan and Campus Design

A master plan was prepared by the architectural consultants, BYA Architects, for the new school site as a first step in the design process. The master plan was discussed in detail with members of the working group and agreed by all stakeholders in July 2009.

The agreed master plan defines works to be included in Stage 1 of the school’s redevelopment. Additional works, to be sought at a later time, are noted in the Design Brief.

The master plan makes use of under-utilised ground overlooking the Derwent River for a new Administration building, Performing Arts Centre and Dance Studio, with a new car park and a new landscaped entry courtyard providing students, staff and visitors with a sense of arrival at the school. The new car park will accommodate staff and visitor car parking, with additional car parking available within the school adjoining Block E (existing administration) and along Foreshore Road when required for school functions. The new car park will also provide for after-hours use of the gymnasium when it is upgraded and suitable for public access.

The master plan provides for the redevelopment of Blocks B, C, D and F on two levels in the centre of the existing campus. This redevelopment will accommodate new Music and Staff facilities on Level 1 and a new Library, Science and Language Centre and Art Studios on Level 2.

A new courtyard, landscaped and terraced over two levels, overlooked by and accessed from covered ways leading to the new Library, Science and Language Centre and the Art Studios, is to be developed here in the centre of the campus as the social hub of the school.

Brooker Highway Traffic Management

Discussions have been held between the Department of Education, DIER and Glenorchy City Council in relation to safe vehicular entry and exit to the school from and to the Brooker Highway. This concern has existed in relation to the existing Rosetta High School, but the larger student population of the new school and the volume of traffic travelling at speed on the Brooker Highway poses the potential for accidents. The major issues relate to vehicles crossing city-bound traffic on the Brooker Highway to access or exit the school on Foreshore Road, and the re-entry of buses into fast-moving traffic on the highway. Both of these issues could be addressed by the installation of traffic lights at the Foreshore Road intersection with the Brooker Highway and the provision of a bus stop and bus turning area in Foreshore Road. Discussions are ongoing.

DESIGN BRIEF

The project will involve the design, construction and fit-out of new and refurbished facilities for a secondary education facility for the northern suburbs region of Hobart, including buildings, infrastructure and external works. There are some significant new buildings as part of the project.

The facility will be designed to accommodate approximately 700 students from years seven to ten, and make provision for access to facilities by the community.

Facilities to be provided in Stage 1 works for the new high school will include:

- a community-access Performing Arts Centre providing specialised learning areas for the performing arts, assembly, music, dance, drama and theatre production, including a 425 seat theatre;
- a suite of science laboratories and learning areas supporting the school's sustainability program;
- a library / resource centre;
- a "creativity" courtyard (incomplete on the eastern side pending Stage 2 works to Block B for communications technology studies) and covered external areas for student movement and amenity, around which are grouped art studios and laboratories focussed on media and design, communications technology, gaming and robotics;
- staff accommodation including spaces for school support and visiting support staff;
- an administration area including a training centre and conference room;
- provision for installation of TV and internal/external Closed Circuit Television (CCTV) video surveillance;
- staff and visitor car parking, bus lay by and shelter; and
- review of all amenity provision including toilets, lockers, movement and storage.

Facilities that are planned for Stage 2 include:

- general learning areas providing four small learning communities (capacity for up to 100 students each) for all year seven and eight students, reconfigured from the existing arrangement of long corridors and small cellular rooms. These facilities would comprise appropriate learning studios with a variety of types and sizes of spaces to support different teaching and learning modes. Each of these communities would be housed in a discrete setting on the first floor of A and B Blocks. This would include a language laboratory in the A Block redevelopment;
- general learning areas for years nine and ten to incorporate provision for individual “work stations” or learning/private study spaces and secure storage of personal equipment;
- upgrading of communications technology facilities in Block B, including radio and television and 2 media recording studios and the associated completion of the adjoining “creativity” courtyard; and
- refurbishment of the gymnasium including specialised learning areas for health and wellbeing, fitness, outdoor education and sport, the resurfacing of the gymnasium floor and the provision of a new foyer facing the river and the Stage 1 car parking area enabling community access.

Disabled access is being addressed during the works to bring the redeveloped areas and new buildings to the current requirements of the Building Code of Australia. No new space is being provided at upper levels in the proposed works although lift spaces have been identified in master planning development.

CONSTRUCTION

Environmentally Sustainable Development Strategies

The new buildings will be designed to achieve high levels of environmental sustainability. This will be achieved with a combination of simple strategies involving where practicable:

- thorough insulation of ceilings and walls;
- double-glazed windows;
- maximum natural lighting levels and auto-dimming light fittings;
- T5 energy efficient light fittings on movement sensors – external lighting on PE cell and time clock;
- heat-pump technology - for heating only;
- natural cross-flow ventilation for major spaces with mechanical extraction at a minimum;
- low Volatile Organic Compounds (VOC) paints and internal finishes;
- carpets with high-recycled content;
- captured rainwater re-used for toilet flushing;
- storm water run-off captured and released to the storm water system via a natural filtration bed; and
- soft landscaping to shade outdoor play areas.

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

The fabric of the new building works and all associated energy related systems are required to comply with Section J of the Building Code of Australia (BCA) and will be provided in accordance with the prescriptive requirements. The new construction will meet all 'Deemed to Satisfy' provisions of the BCA.

The new construction represents only a portion of existing construction on the site and it is generally not feasible or cost effective to extensively retrofit the existing facilities with a high level of sustainability features, particularly with regard to external fabric and building services. Nonetheless, taken in its entirety, the project's environmentally sustainable design features are of a high standard.

Construction Materials

The proposed new H Block buildings comprising the Performing Arts Centre and the new Administration block are new buildings. The materials for these are:

- reinforced concrete floor slabs and footings;
- the Performing Arts Centre with a sprung timber floor over the concrete floor slab with walls and ceiling insulated and designed for optimum acoustic performance allowing for the different acoustic requirements that attach to individual, dramatic and group performances, and allowing for different audience sizes;
- external walls generally of pre-cast concrete panels, partly lined with lightweight cladding;
- external walls and ceilings heavily insulated; and
- roofing of colourbond steel sheeting.

BUILDING SERVICES AND STRUCTURE

Existing Services

Building services are generally beyond their economic life and will be replaced by energy efficient and low maintenance fittings and equipment.

Electrical Supply

The facility is powered from a high voltage supply in an Aurora sub-station located on site. The building's existing Aurora electrical supply will be upgraded and extended into the additions. Electrical services will include new sub-mains, switchboards and distribution boards, circuit protection and general lighting, power and heating in new and refurbished areas.

Communications

The facility's existing telephone service will be upgraded to modern technologies and the PABX replaced with a Voice Over Internet Protocol (VOIP) system. Additionally, the school is within Telstra Mobilenet coverage. Communication requirements include telephone and data, fax and provision of a secure wireless network. An integrated voice and data system will be provided. The promotion of

wireless internet technology and the consequent support for flexibility of learning are key considerations. Infrastructure for existing and new technology such as interactive whiteboards, Personal Digital Assistants (PDAs) and other portable devices is to be provided.

Security

A new Closed Circuit TV system (CCTV) will be provided in the new facility and card reader access will be provided to perimeter doors to facilitate community access and building monitoring. Electronic security measures for intruder detection will be provided.

Fire Detection Services

A new smoke detection system will be installed to service the new buildings and extended into refurbished areas. The existing system will be interfaced to the Fire Panel as a Sub-Fire Panel.

Mechanical Services

Redundant services within the refurbished area will be demolished and replaced with new as required. New works will have compliant exhaust systems. Generally heating will be by ceiling mounted panel radiators. Selected offices or spaces will be air-conditioned by air-conditioning systems. The primary form of ventilation (outside air) will be by ducted tempered systems. Natural ventilation will be allowed and managed and be able to be used as a fall back in case of system failure.

Life cycle cost analysis is still to be undertaken on various energy options for the Performing Arts Centre which has specific ventilation requirements, such as fresh air for 400 occupants, potential cooling requirements and limited natural ventilation/lighting. Natural gas heating/cooling systems will be included in the analysis in addition to electric.

Existing fume cupboards will be appraised for re-use.

As with lighting, the areas of similar usage patterns will be zoned for operating times and temperature control. The intention is to minimise energy usage when areas are not occupied. With heating this will be a combination of time scheduling and after hours push buttons and timed operation.

Sustainability Considerations – General

The following sustainability strategies will either be incorporated as standard and best practice or be considered as effective measures of reducing the impact of the proposed systems on the environment via Greenhouse gas emissions.

- Minimisation of energy use/Greenhouse Gas Emissions is the goal as detailed design proceeds: This will allow the highest equivalent to Greenstar rating possible. The tenets of the Greenstar rating tools will be upheld. A starting point will be a minimal target of ABGR4.5. The energy provisions of the BCA will also be met.
- There are significant benefits to be gained via occupancy controls and an integrated Building Management System (BMS) to automatically control services such as patterns of sporadic use in particular zones. The BMS will be

principally for the new areas of buildings but will have the capacity to act as a whole of campus system in the future.

- The BMS can also be used as a teaching tool that monitors the building and feeds data to the internet for students to use in learning about sustainability.

Sustainability Considerations – Mechanical Services

Energy reclamation, storage and alternative sourcing, such as natural gas, are being investigated.

Energy sub-metering will be installed both electrically and to the various components of the mechanical services systems by way of flow, temperature and energy sensors, linked to a BMS system with reporting capabilities to target wasteful or faulty processes.

Peak energy demand reduction will be practised where school operations will not be compromised. Shedding of load to reduce the peak energy usage will allow relaxation of temperature control limits and temporary isolation of non-critical energy sources (coupled with increasing storage of energy).

Environmentally friendly refrigerants, insulation and other products will be used. Systems with zero Ozone Depletion Potential (ODP) and low Greenhouse Warming Potential (GWP) will be given priority in the design process. Refrigerant leak prevention, detection and recovery systems are being considered.

To maintain indoor environment quality many considerations will be incorporated as standard practice and in accordance with the requirements of the BCA. These include considerations of plant efficiency, passive measures to increase quality and decrease energy usage, economy cycles and BMS control and monitoring. Ventilation rates and ventilation effectiveness is a design requirement.

To ensure a holistic approach to energy and waste management the various services and the building envelope are considered together. This is required for the BCA requirements and for sustainability purposes to maximise passive advantages and minimise the use of energy and resources.

Sustainability Considerations – Electrical Services

The following sustainability strategies will either be incorporated as standard and best practice or are being considered as design progresses. These are effective measures for reducing the impact of the proposed systems on the environment:

- energy reclamation, storage and alternative sourcing will be considered;
- intelligent artificial lighting controls to allow zoning and dimming of lighting via motion detection, photo-electric cell, time of day level control and setback levels for areas of sporadic usage will be incorporated;
- energy sub-metering with meters linked to the BMS system with reporting capabilities to target wasteful or faulty processes and improve long term energy reduction will be incorporated;
- peak energy demand reduction and power factor correction will be considered;
- indoor environment quality considerations will be incorporated as standard practice;

- lighting efficiency and efficacy including passive measures to increase daylight quality and quantity and decrease energy usage will be incorporated;
- occupant comfort such as high frequency lighting ballasts, artificial lighting levels and control systems will be considered;
- natural light glare control with use of fixed or automated blinds will be incorporated;
- light spill (emissions) will be minimised; and
- cable insulation will be made of environmentally friendly and low toxicity materials instead of polyvinyl chloride (PVC).

PROJECT FUNDING

An amount of \$10m has been provided by amalgamating the Australian Government's Building the Education Revolution (BER) program funding for the Claremont High School and Rosetta High School along with State Government funding.

Total Funding Amounts Available

BER Science and Language Centres for the 21st Century	\$1,971,000
BER National Schools Pride Program	\$200,000
Capital Improvement Program	\$7,829,000
TOTAL ANTICIPATED FUNDING	\$10,000,000

COST ESTIMATES

The project budget was developed by the Department of Education in consultation with BYA Architects. BYA has engaged a Quantity Surveyor as sub-consultant to provide costing information for this project. The following cost analysis is based on cost plan information derived from the schematic design drawings and will be further refined prior to tender when more detailed drawings become available.

Budgeting From Cost Estimates Received To Date

Element	Cost Estimate (\$)
Construction	\$8,004,300
Construction contingency	\$250,000
Escalation contingency	\$300,000
Fees (total)	\$715,700
Furniture and Equipment (incl. switches and wireless)	\$650,000
Arts Tasmania	\$80,000
TOTAL PROJECT COST	\$10,000,000

PROJECT TIMELINE

The key upcoming dates for the project are as follows:

Project Task / Phase	Completion Date
PSCPW Hearing	September 2009
PSCPW Assessment & Recommendation	September 2009
Development Application submission	September 2009
Documentation	Mid-August – mid-October 2009
Tender Date	October 2009
Tenders Close	November 2009
Tender Assessment and Approval	December 2009
Contractor Appointed	December 2009
Construction commences	December 2009
Construction completed	December 2010
Defects Liability Period	December 2011
Post Completion Review and Evaluation	December 2011
Project Completion	December 2011

EVIDENCE

The Committee commenced its inquiry on Friday, 25 September last with an inspection of the site of the proposed works. The Committee then returned to parliament House whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Brendan Kelly, General Manager, Learning Services (South), Department of Education;
- Graham Speight, Co-Principal;
- Andrew Finch, Director, Finance, Facilities & Business Support;
- Patrick Yeung, BYA Architects;
- Phil Butler, School Association President; and
- James Morrison, Morrison & Breytenbach Architects P/L.

Background

Mr Kelly provided the Committee with the following background on the project:-

It is an exciting time for education for the Glenorchy region. Schools in the Glenorchy area have taken up the challenge and have been involved in discussions with school communities about working better together, this in part being driven by past discussions of school principals and recent opportunities presented by the Federal Government's Building the Education Revolution. The focus and driver for these discussions has been about every child in the Glenorchy area having a better start and access to better schools that offer better curriculum choices. Some schools have agreed to amalgamate or relocate to provide new enhanced facilities and better subject choices... Claremont High School will amalgamate with Rosetta High School on the Rosetta High School site. It is envisaged that the new schools will go to tender this year. Glenorchy is really leading the way here.

It is important to note that the northern suburbs schools agreed to formalise proposed mergers following a number of committee meetings early in March. Parents, staff and the community were briefed on funding packages and additional funding options available to schools and given an outline of predicted demographic changes in the northern suburbs. Memorandums of understanding from the school association chairs of the schools signing onto the Glenorchy schools project were received, with a formal MOU formalising each school's commitment to amalgamate to both the State Government and the wider community. The work and spirit of the cited MOUs is supported and guided by a steering committee as appointed by the minister. This committee is chaired by myself and has a membership comprising of community, school principals, department officers and the chairperson of the Learning Services (South) School Improvement Board...

With the Chair's consent, I want to acknowledge the key members of the northern suburbs community and schools who are leading this significant education project, and particularly the school principals and school association chairs for their leadership and commitment to education in the broader Glenorchy area. These people have a wide range of backgrounds and experiences and I have every confidence that they have and will provide the leadership and commitment to deliver the best possible outcomes for the students, staff and the wider community in the Glenorchy region. Their schools communities have a real depth of understanding of the complexity of the issues involved and a determination to provide the best possible education for their children. I am very happy to say that I believe the design of the new facilities reflects a broad range of views and opinions.

Mr Speight added the following information:-

This project had its genesis in December 2007 when we met with the then minister who is now the Premier, and that group was all the principals of all the Glenorchy schools. Basically what we put to him was that we could see that many of our schools were either run-down or in a state whereby they were not fit for purpose, and the nature of our demographic situation was changing so

significantly that we needed to address things. At that meeting the minister committed to employing some external consultants to work with the school community basically to map a new future for provision in the Glenorchy area. That process was to be enacted in early 2009 but events surrounding the Building the Education Revolution overtook us and we found ourselves in Launceston at a meeting of all school chairs and principals where, in essence, Andrew and others addressed the meeting and basically put it to people, "There are some opportunities here, come to us with your proposals".

Flowing from that meeting, we had a number of discussions at the principal and school association levels and there were a number of public meetings. All sorts of different proposals and scenarios were put forward but out of it came a proposal to merge Claremont High School and Rosetta High School. Basically, that was premised on, in essence, aspiration and the aim that we improve things. The main drivers really were - and you have seen them this morning, so you know - that both schools were built in the 1960s, and look it. They have been well looked after but basically they are pretty run-down and in many aspects, in relation to curriculum, they're out of date and not fit for purpose. Also there was a need for some additional facilities, particularly in the area of performing arts. But more pressing was the demographics of the northern suburbs insofar as both of those high schools, at one stage, had more than 1 000 students and we would not now have 1 000 between the two of us. So there has been significant movement and if you add to that the decline of Cosgrove from something like 700 to 240, you can see there is a pattern there.

In our early discussions the option of a new high school on a greenfield site was canvassed but we were quickly brought back to reality in that financially we were probably outside the ballpark. So the decision to renovate and add to the Rosetta site was, to a large extent, determined by the fact Patrick Yeung and Associates had put together a design brief for work at Rosetta where we had a pretty good idea as to what work needed to be done and how it would be costed.

This committee was quoted with the design elements of new developments, because we went for a bit a stroll. The performing arts centre will be available to the wider community and this will be a boom for the Glenorchy community and the partnerships with Tilford Zebras Soccer Club and the Tasmanian Cricket Association and futsal will also see enhanced use by the wider community of the school facilities.

The desire for school communities to work with the Big Picture Education Australia to develop a Big Picture school is an important component of the work. The rationale for that is provided in your packages, and James Morrison has been working with us on that project. Big Picture is really around personalisation and designing curriculum options that are, in essence, one student at a time, and it is a recognition that schools need to work with the community because education is a bigger thing than just what schools can provide. The Big Picture ethos really, in essence, is about working outside of the school as well as in the school and the students negotiate their programs.

When the merger between Goodwood Primary and Moonah Primary was mooted, we had designs on recycling the heritage buildings at Moonah for use as Big Picture school but that merger did not proceed. A similar concept with heritage buildings at Glenorchy Primary predicated on a Glenorchy-Goodwood merger was also considered, but this also failed to materialise, and then we looked at the multi-campus arrangement at Goodwood which we are now really happy with. When you see the designs you will see that it will not only give that area a lift but it will be fit for purpose and designed around the needs of those students...

In the basic merger discussions, the community made it very clear to us that they wanted two high schools in the Glenorchy region. With Cosgrove being maintained and the new Montrose Bay High School, therefore there will be two schools.

We had a number of consultative meetings and all members of the school community - parents, students, members of the general community, teachers - were involved in those discussions. We had ballots at both schools and there was overwhelming support for the merger and for the plans to redevelop. Since then an advisory group, which includes students, parents and staff from both school communities, has been informed of all decision-making. We have engaged BYA Architects, with Patrick as the consulting architect to the Rosetta High site, and Morrison & Breytenbach, with James as consulting architect for the Big Picture school and related developments.

The preliminary costings of the work have been broken down into two stages because once we got the first QS back we were clearly outside of the available moneys, but that is a reasonable approach. Subject to tenders received, it is anticipated that the administration block currently proposed for Rosetta will be excluded from stage 1. The issue around that is that we have no guarantee of what the tender price will be. If the tender price is the right price then the admin block will be in the build; if not then it will be outside the build. It is a costing thing.

The total building budget for the work completed at the Rosetta High School site in stage 1 is \$10 million and funding for the Big Picture school development is \$2.45 million. The new school will accommodate approximately 820 students, 700 of whom will be accommodated at the Rosetta site and 120 at the Big Picture campus. Subject to the approval of the committee, it is anticipated that work will commence on both projects in November this year. We anticipate that work on the Big Picture campus will be completed by February 2010 and work on the Rosetta campus will be completed by February 2011.

School Community History

The Committee questioned the witnesses about the steps being taken to ensure that the history of the schools is not lost in the amalgamation. Mr Kelly responded:-

As you saw today the schools have honour boards and are very proud of their traditions. Parents and grandparents of children have been to some of these schools. With the project advisory groups that are working at each level at each of the new builds, a special part of their brief is to ensure that there are

celebrations and recognition as schools move through this transitional stage and that honour boards and school histories are also carried forward into the new entities. So that is a very important part of the transitional stage... The current school associations will be providing advice around that to the project advisory groups that are overseeing each of the projects. It is very important. The actual transition and movement through the bricks and mortar is hugely important but I would say that the most important part, even outside of that, are the people, being respectful of the past and making sure it is embodied in the move forward.

Bridgewater High School

The Committee questioned the witnesses with regard to the redevelopment of Bridgewater High School and the associated issues of the number of enrolments for the proposed new school from the Bridgewater area. Mr Speight responded:-

If you include Brighton and the Midlands, it would be in the region of 200, but if you are talking about Bridgewater alone, it would be about 70. There would be another 40 or 50 in Claremont. So it is significant but a part of our discussions with the people out there is that we are anticipating, with the new school, that they will get a lift. More significantly, because they have gone to a middle-school model, the transition is not grade 6 to grade 7 now; it is grade 8 to grade 9. In essence, we have already seen that in this year's numbers. More students will be drawn into that process by parents choosing not to make that transition because, if you like, they are already enrolled in that middle school... I can already see it in what we have coming through. When we were thinking about this, that was informing the discussions, but as always with these things you are at the mercy of parent choice because they make their own choices. We will have an intake of 200 next year but there is plenty of capacity at Geilston Bay, Cosgrove and Bridgewater.

Mr Kelly added:-

The discussions between both learning services are very round. For the aspects that you are raising and what Graham has covered, yes, but obviously we would like parents to support the local schools. Sometimes parent choice becomes a variable and it can provide a challenge for us as well. There are ongoing discussions and we try as best we can to map that and facilitate parent choice where we can.

Big Picture campus

The Committee questioned the witnesses with regard to the Big Picture campus envisaged for Goodwood. Mr Speight responded:-

It is a combination of a new build, some terrapins and an existing building - what they call the heritage building at Goodwood. So it will become a multi-campus site with a primary special school and with the big picture in the same space, sharing some facilities. We anticipate that will give a real lift to that community because it has been in a bit of a decline. Thus far we have a good partnership that I think is going to be very mutually beneficial. Once we talk through the design I think we will find that, whilst it is low road and low cost, it is a very

funky teenage style, very much centred on thinking about the students and their learning.

The Committee questioned the witnesses as to the number of students accessing the Big Picture environment at Claremont and Rosetta High Schools. Mr Speight responded:-

All of 9 and 10 are in a Big-Picture-inspired environment at Claremont and we have 107 at Rosetta... a third of that 9-10 population.

The Committee questioned the witnesses as to how the enrolments in the Big Picture campus are managed. Mr Speight responded:-

Currently it's still at the design stage but notionally it would work like this: the design size for Big Picture is 120, and that is by design around a manageable number and relationships and the kind of ethos we are talking about. Because we already have 107 students in that program at the existing site there is the potential for us to continue with the Make It Big program at the Rosetta site, so in real terms the capacity there could be stretched out significantly. If there is overwhelming demand, there are a number of things we could do. Because it's going to be driven by student and parent choice to some extent, we are looking for that.

We have a number of contingencies. If the numbers aren't as great as they are, it doesn't matter; we'll proceed because we think we'll build it up. I think it will be overwhelming, but we have a fall-back in terms of Big Picture at the Rosetta site. In 2010 we will still be on the Claremont site. We have pretty good capacity in the first 12 months and thereafter, hopefully we'll have a better picture of what the story might be. My personal opinion is that I think we will have several Big Picture schools around the southern traps within a few years because students and parents are clearly embracing it as a concept and are very pleased in terms of satisfaction levels around what's happening in those spaces.

For the present I think we have a pretty good range of options around it, but again, it needs to be managed. We already have significant interest from students from other schools but in essence this current model is only centred on Claremont High School and Rosetta High School.

The Committee questioned the witnesses as to whether any post year 10 education options would be provided as part of the Big Picture school. Mr Speight responded:-

At Bridgewater there is a years 9-12 option being looked at in terms of Big Picture, so clearly there is the opportunity to do it. Referring back to your earlier question, I think in the short term our capacity really won't be there. I think we'll be oversubscribed in the context of years 9 and 10, so to open it open in a broader realm I think would give us issues that we don't really need because we'll have enough issues managing years 9 and 10. I don't see that that is a closed door; down the track I can see that there would be all sorts. In essence what Big Picture does is accelerate the learning so the students move forward, and you don't stop it because they go to year 11; they carry on. For example,

there is a student currently at Rosetta who's doing certificate 3; she can't get credit yet but when she goes to Claremont College it will be recognised as prior learning and she'll be fine. Those arrangements work that way but I don't know about the other way.

The Committee questioned the witnesses with regard to the academic results, retention and attendance rates for the currently existing Big Picture campus. Mr Kelly responded:-

The way to look at this is basically one student at a time. Basically the students have to present in terms of exhibition and I go to as many exhibitions as I can. So, probably in the last three years I would have been to several hundred and what I can tell you is that it works like this - I was sitting at a table like this the other day and a young girl who had done her internship with the Fire Brigade was basically presenting what she had been doing, to her parents, somebody from the Fire Brigade, some other students, me and one of her tutors. She was trying to convince her parents that the things that she was doing, working with the Fire Brigade, were going to take her where she needed to go. Her parents were basically saying, "No, you need to go to college". The guy from the fire brigade interrupted and said, "But we'll send her to college and, if she wants to, we'll send her to university". So the essence of the results is like that. It happens late November - last year there were something like 4 000 people there, only 600 could get in. It's a celebration. It is not the crude results. In fact, our crude results in terms of retention don't look flash. They're something like 65 per cent... Those results don't include things such as going to Guildford Young College, getting an apprenticeship or being fully employed...

What I would say to you is that the satisfaction ratings are through the roof. Over time I would love to do a study of where those kids go because they're all networked using the social networks and you know exactly where they are, and the teachers who are involved in those programs. The kids are still texting them saying they've got a job et cetera. It's a very social enterprise now. I could probably give you two hours' worth of answering this, but I would say that the people to ask would be their parents - and I think they're delighted. I think the main thing is that in three years we've only had two students move out of the program and both of those were kids who said, "I don't really have the self-discipline for this yet". The kids who have moved on and done other things are great ambassadors for Rosetta and the reason I think we get so many enrolments in at the other end is that people understand that. It's the same story as being told at Claremont, that people have got this message. We would have hundreds of visitors a year from schools within the State, interstate and overseas around these programs. There are at least another dozen schools in the State that I think will be looking to do Big Picture going into next year and beyond. I am talking in Launceston the week after next to all of the high school principals about this program. It's more in terms of "let's do it student by student". Compared to what we used to have - when I first went to Rosetta we identified 55 students in grades 9 and 10 at risk of not completing year 10 but that program became redundant three years ago because they were all staying.

The Committee questioned the witnesses with regard to the architectural and design elements of the proposed Big Picture campus. Mr Morrison responded:-

I want to discuss three elements of the design which we have picked up as really important and which support the education model. The first one is the students-parents-community relationship, which is again quite unique. We realised that was a very important relationship and we needed to give it importance in the design so we created in the front of the school a social space so that it is a welcoming space for parents. It's a place where we are hoping that the students will hang out. We gave it a little kitchenette, it has nice views, and we envisage comfortable furniture, welcoming notice boards, a space for displaying student work. Related to that space, the exhibition and presentation spaces, which Graham was talking about, where the students can present their projects to their parents and tutors. So that's the first thing that is unique from normal schools is that there is a place for the community and the parents and a place for the students and parents to interact.

The second aspect we concentrated on was an innovative type of education, so we wanted the teaching space to be innovative and new. In terms of the architecture, we wanted that to be quite simple. We are creating nice, large, flexible spaces and the way that we envisage students occupying them would be more like a studio than a classroom. We are just about to go through a process of designing because the furniture is going to be crucial in that. The idea is that every year the students come and create that space themselves from scratch. They move their desks around, create sub spaces within that after negotiation within each particular year. It is a sort of studio learning situation and they recreate that space every year from scratch.

They will occupy it and manipulate how they want to use it. Adjacent to those spaces are seminar spaces. It is a link to what we mentioned as being built out of relocatable classrooms, so we have relocatable classrooms with the studio spaces but to make those relocatable classrooms interesting, because they are not interesting buildings, we pulled them apart and put spaces in between them which have nice high roofs, nice views out, large spaces and those become the seminar spaces. The third aspect is the external spaces. There are two key ones in this school.

The first is a rival courtyard area and to understand that you have got to look at the multi campus aspect of the project. It a space where the three schools come together. It is arrival space, and interesting space, a whole lot of spaces relate to it, the entrance to the Big Picture school, Timsbury Road overlooks it and Goodwood Primary will overlook it. The shared facilities from all the schools relate to that space. So we will have three schools' worth of activity in that one area.

The other external space which is important is the Big Picture school which is designed around a courtyard and all the classroom spaces open onto a courtyard which we see as an oversized teaching space, but again, concentrating the activity and creating a focus and centre for the school.

In terms of the environmental approach, the fact that it is demountables is something that we want to celebrate. We are going to upgrade the demountables because they do not meet current energy standards so we are insulating them, building up the walls, providing more insulation in the walls and the roof and the floor. Demountables come in modules and usually they are stacked together to form a very wide module. We said, "No; it is important that we just have single module so that we have natural lighting from both sides". Natural lighting will also give them a far more airy open feel than they have at the moment.

We are looking at a foundation system that does not use any concrete, which is a greenhouse gas emitter. Also, it is economical and very quick to install. It follows the theme of the demountables so they will be very easy to relocate these in 10 or 20 years time if you want to create another Big Picture school down the road and the existing site is going to be sold off or something is can be removed.

The Committee questioned the witnesses as to the cost of demountable classrooms. Mr Morrison responded:-

It is cheap building. We are finding that it is costing about two thirds the cost of new to take a demountable in an existing school. Most of them are coming from the Launceston area and some from Dodges Ferry. Some of them have got asbestos in them so they have to be stripped of asbestos and then to relocate and upgrade them is costing about two thirds of the cost of new. Which, on a limited budget, a good deal of money. We are certainly get lots of space for the money that we are spending.

If you can imagine, we are using spaces in between. As I mentioned, we are taking the demountables and just moving them apart and putting new seminar spaces in between. There are two existing walls there so that again helps with the costs a bit more.

Traffic concerns

The Committee questioned the witnesses with regard to any plans for dealing with traffic issues created because of the increase in students on one site. Mr Speight responded:-

We have had an advisory project team of people from DIER, road transport, Metro and the council, and we have met now on three occasions. There are some difficulties around some of the proposals but they're mainly to do with pre-existing conditions and discussions that are happening with council and DIER in non-related areas. So in a sense we are a bit caught up in that story. DIER has proposed a set of traffic lights, for example, at Foreshore Road, which is the road in. The consequential work around that is really tied up with a lot to do with what the council does there. Patrick's people have done a road traffic design but there is a better road traffic management solution coming from council.

The timing of that is going to be the important thing and, in a sense, we have sort of drawn back from that process because, in a way, we were chewing up a lot of time on conversations that we could not influence. But Minister Sturges is very

alive to this conversation and has really been driving that, aside from the DIER end of the detail. Obviously we have to go through a planning approval.

In real terms, next year we are probably only adding 35 students; it might be 38. There are already 615 at the Rosetta site, and the total there will be 700, so we are only adding marginally really, and then 120 down at the Goodwood site. Given that Rosetta once had in excess of 1 000 students, and even in my time in Glenorchy, Goodwood has had over 700 students, that total campus next year would not be more than 200, so it is manageable. The issues are there anyway – that's really what I'm saying - and obviously we are looking for improvements and have been, but we are clearly caught up in a much bigger design process about what happens to Elwick Road lights, for example.

So it's all on the table and being discussed, but I don't have the answers at the moment because, if you like, I am a part of that bigger process. But we are certainly at the table. It is a pretty well documented process and, as I said, DIER has given a solution but council does not have its consequential planning into shape. If the Elwick Bay development goes ahead we would not need to do any work because part of that is a new roundabout, parking area, turning circle, to do with Elwick. That is the council's number-one priority so I am anticipating that it will happen but I don't have a time line. That is as clear as I can be, I think.

Design

Mr Yeung provided the Committee with the following information on the design for the project:-

Our office was invited to participate in the redevelopment of Rosetta High School some five years ago when the first lot of redevelopment took place. You would probably gather that the original building was designed in the late 1950s and early 1960s when the Brooker Highway was the main access road in Hobart. The school was designed fronting the Brooker Highway and of course there were a lot double-loaded corridors, spaces where you can see that, over the period of time that we were involved, that we are gradually rationalising into more consolidated and better organised spaces. In between time we also were involved with doing the master planning for the school going forward, so we have a very clear vision of where we are heading and this latest project has been accelerated but our basic design philosophy is still there, where we gradually absorb all the corridors into musical space and then identify student movements and pathways. I think that the school was very supportive in supporting those ideas, the structural spines are all there now and we are reaping the benefit of that, in designing all the student activity spaces and courtyards and larger spaces for the shelter area and the tuckshop et cetera.

Now we are moving into the next phase in development which is in the master plan where the library resource is one of the major additions to the college, and by inspecting today you can see the temporary nature of the library that we have at present. By locating the library in the space we allocated we actually make best use of the space available to us at the present time, which is a very useful and friendly space. So with that and our master plan in place, the larger addition

which was badly needed was a performing arts centre, or PAC, which will be located in the area we indicated on the foreshore site. In conjunction with the new administration block this will give the new combined school a new frontage, a new beginning and a new presence, so to speak. By doing so we also are creating another badly-needed landscape courtyard for facilities to be shared by the community as well because the PAC area will be well used by the local community, together with the gymnasium.

The BER money that is coming through will help us by putting the science language centre that we have funding through. That has come in good time to make sure that it is forming part of the first days of the development. As to our total plans for the amalgamated school with Claremont, at the moment we cannot afford the overall project so we have split it into two sections which I think Mr Speight mentioned. Hopefully we can go ahead with the administration block but if not it will be delayed to stage 2 with the balance of the classroom block, which is block A and B, upper level, at a later time.

I mentioned the car parking and the traffic but I will not go into that. With the new location of the administration and the PAC block we have our own car parking area just in front of the gymnasium. The foreshore area will be developed in the future with the expectation of the new combined school in the future.

Another major issue we have is that we have inherited an old school; it is basically good brick and mortar in front of us but we have to make use of it to satisfy the pedagogy of the new educational process. We are taking those design briefs to use the existing fabric as much as we can. We are saving a lot of energy by not building new buildings in this particular phase and it is much more challenging to try to absorb some of the existing structures.

It is not a green-star building because of the fact that we could not afford the luxury of the extra costs involved, but we will endeavour to make the best use of the latest technology that we can afford. We have gone ahead with the rainwater recycling and we will also have benefit of the Federal solar panel grant. We would encourage high-level ventilation as much as possible for the classrooms. As I mentioned before, maximum building life will be with us because we are using existing fabrics. One of our major design issues with our creative courtyard was mentioned on the site visit. It will encapsulate an exciting creative courtyard so that the school can participate in sharing those views of the design. The PAC, which is the performing arts building, will be well utilised by the school and will be a state-of-the-art building.

The Committee questioned the witnesses as to the concept of interfacing the courtyard with the school. Mr Yeung responded:-

The creative courtyard is part of our major thrust on the circulation spines of the school. Visually we can link through and see right through the school, which is not available at the moment. We want to create a place where the whole school can get together in one instance where the school wants to have activities and then they can disperse quickly. That is the hub, so to speak, and the way we

utilise the existing courtyard, as I explained on the site, is that basically we have four arms anyway. So it is very efficient for us to try to create a big space which is just very isolated columns and with an individual roof over it, so that we can build the thing quickly. By doing so, we would have clerestory windows right around on three sides, with the largest one facing the southern side near Mount Wellington, where we intend to have high-level ventilation with electronic control for adjusting the natural ventilation. We want to keep that big space available for the resources centre so that when you go in, that you have this big volume of space in front of you. All of the side walls are already there. So we are creating a glass box, so to speak.

We also intend to put in a scalene roof, which is a very cheap way of roofing the space, and we set it away from the two existing buildings so that light can come through and that infill roofing becomes a big box, which is very simple to build. So we do not have the inherent problem with this butterfly roof that we have had over a period of time. Within that central spine we would like a lot of activity happening in front of the resources centre which is fronting onto the creative courtyard and that is where things are going to happen. We want to design it in such a way that when you are in the creative courtyard you can look around the type department - art, media and on, so that you can look up and see people interviewing people and all those things. Alternatively, you can look down as well.

Just adding another bit of interest and I am very interested in the Chinese Feng Shui arrangement which where you have the flow of energy and we ... want creative energy to be there and we want the work of art to be located in this courtyard as well. We do not have enough money but \$80 000 goes a long way...

Also, because we have the existing building, we would like to build as many new buildings as possible to decant the site. Although we are lucky with Claremont being next door, we want to start building and we want to build a maximum number in the new areas. At the moment I think it is 1 600 square metres is our new building under stage 1. We can start and give Graham a new building and they can move in and utilise it, so that we can get onto the existing building which is a major job.

Administration block

The Committee questioned the witnesses with regard to the possibility that there may be inadequate funding to complete the administration block in Stage One of the project. Mr Finch responded:-

There is a risk but we need to reserve our judgment. That is like most projects in the State. We scope them up and we get quantity surveyor estimates and so on but you can never really test it until you take it to the market and get hard bids, based on the documentation, from contractors that are available at the time to do the job. But as soon as we get those bids we sit down and analyse them and work out how they compare to our estimates. Do we have the capacity, are there other scope changes that we can make, can we find other funds within the overall budget... We might be able to find other money to do that, or stretch our asset

sales commitment where we have estimated proceeds and things from other schools.

Mr Butler added the following:-

Obviously the new administration building underpins a whole range of other things that we were hoping for. Obviously we have to be practical. We can only do things with the money we have. I'm still hopeful that the QS has been good; I am still hopeful that the tender will come in and allow us to do it. I would rather be positive at this stage than otherwise. We would much prefer that administration building to be built.

The Committee questioned the witnesses with regard to the impact on the project should the administration block not go ahead in the first stage of construction. Mr Yeung responded:-

The department has instructed us to prepare documents on the whole project, including an administration block, and then just ask for pricing to be separated perhaps in view of how it comes in and funding available and all that sort of thing.

Mr Kelly added:-

The reason for targeting admin was that that has the least disruption to student learning and amenity. The changes that will definitely be made are around the pedagogy and the learning. That's the thinking behind it.

Building index inflation factor

The Committee questioned the witnesses with regard to the building index inflation factor for the project. Mr Finch responded:-

We have been tendering rigorously in the last two to three months over the Building the Education Revolution projects and we have been fortunate through that process in the way we have chosen to undertake the procurement and continue to get very competitive pricing. We are still getting up to six bids for each project. In some isolated areas it is different and you might only get the one bid. Then it is about whether they can send people around to the east coast and so on. So there is variation but the pricing is still very competitive. We had a meeting with one of the major contractors earlier in the week and they are still saying that they have capacity in the north and north-west. They have been assisted very much by what is going on but they are still a little bit underdone up in that part of the State. The south is different. It is hard to give just one figure and talk about a state-wide process when there are different aspects right around the State...

It probably costs about 10 per cent more to get those principles in-built in jobs. So it is hard to compare, sometimes like comparing apples with oranges. One project has these aspects to it and another project has those aspects. We have an example here. We are building the same school but it is more costly at one of the sites given the nature of the site. One is very flat and one has a bit of a slope in

it. So to erect buildings on those sites might cost us \$800 000 more, given the site difficulties, though they are exactly the same fabric... I am just giving an indication that it is difficult to compare one project to another because of all the different aspects of a project.

Mr Yeung added:-

As Andrew was saying, it fluctuated with markets. Before the financial crisis the steel price was escalating at a rate of knots. We had a project in Melbourne which had been allowing for it and we were very delighted by the time we received our tender because we were much better off. That was 12 months ago now. The climate is different now and with the BER pushing the projects coming through, they tend to be a little bit inflationary in the availability of materials and labour. So they fluctuate. Recently at a private school we were quite satisfied that it had come in well on budget, where in other projects we are allowing for inflation of 10 per cent. Until you have a tender close, it would more likely go up than come down. Ten per cent would be a ballpark figure, without our quoting.

Funding structure

The Committee questioned the witnesses with regard to the funding structure for the project and any costs that could be recouped through the sale of excess land. Mr Finch responded:-

Through that work of the Demographic Advisory Council that has been under way with the Government, we have made an arrangement and it adds to the incentive process of identifying surplus land and so on. We get back to the Department 100 per cent of any asset sales associated with any school structure or amalgamation-type changes. The usual Treasury arrangement is that the Department gets back 75 per cent and Treasury keeps 25 per cent to fund the capital investment program on an ongoing basis. Given the importance of these projects, we have a guarantee that we will get 100 per cent of the asset sale proceeds, after allowing for costs associated with selling, subdividing and so on. To get these projects to fruition we have made estimates of what we think the sites will sell for. We've had official valuations from valuers and those values are factored into these budgets, based on 100 per cent of the proceeds that will return... They are an important part of the budget for each of the projects. Even though it will take some time for the subdivision and the sale process to unfold, that is where we get Treasury's assistance to make these projects work now and pay it back as the sales come to fruition at a later time...

Most of them will be declared surplus around December 2010; that is when the sites will be vacated. Then we will work through a process with Treasury. We have to go through a subdivision process with the councils because, as you have seen today, there is the dual-site focus at the Claremont High School, Windermere Primary site and up at Roseneath. We do not have that issue at Mount Faulkner or Claremont Primary, but the others will have to go through the subdivision process. We will be looking to get them onto the market as quickly as possible.

The Committee questioned the witnesses with regard to the overall funding for the project. Mr Finch responded:-

The Glenorchy project in its entirety is about \$50 million. It is made up of about \$23.6 million in BER funding, about \$20 million of State capital investment funding and about \$6.5 million in asset sales. That is largely three sites. That is the scope of the project in its entirety. We could talk about the Rosetta or the Montrose site or the two schools together or the Glenorchy project, but obviously the three biggest elements are what we are talking about today. I think that is the best way to look at it.

With regard to the expansion of IT systems at Rosetta, Mr Kelly added:-

There is a really good spine at Rosetta, and around that creativity courtyard obviously there will be a lot of high-end stuff but we have wireless in there already. I could go into detail but we are not anticipating any issues around that and certainly it will be state of the art in terms of schools. In fact I am talking at a conference next week where we are showcasing it.

DOCUMENTS TAKEN INTO EVIDENCE

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

- The Construction of a New Glenorchy High School on the Site of the Rosetta High School – The Montrose Bay High School – Submission to the Parliamentary Standing Committee on Public Works, September 2009

CONCLUSION AND RECOMMENDATION

The need for the project was clearly established. The education facilities currently used at Rosetta High School and Claremont High School are outdated and in need of refurbishment. Operating and upgrading the school buildings over both sites is inefficient, and the amalgamation of the two schools, recognising and retaining the history of each while forging a new school, provides a valuable opportunity to enhance the educational facilities in the area.

The proposed works are part of the larger Glenorchy Schools Project, which has been recognised as an opportunity to create models for excellence in up-to-date curriculum and pedagogy to be delivered in new teaching, learning and support areas. This project will consolidate, improve and upgrade education facilities for secondary school students in the Glenorchy, Claremont and Rosetta area.

As part of this larger project, the proposed works will provide the foundations on which to build a state of the art, modern facility, which incorporates a Big Picture school and is better suited to meet the current educational needs of students in the area.

Accordingly, the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of \$10,000,000.

**Parliament House
Hobart
30 October 2009**

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