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PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Ogilvie High School Redevelopment

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

MEMBERS OF THE COMMITTEE

Legislative Council

Mr *Harriss* (Chairman)
Mr *Hall*

House of Assembly

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

By Authority: Government Printer, Tasmania

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INTRODUCTION

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

MAY IT PLEASE YOUR EXCELLENCY

The Committee has investigated the following proposal: -

Redevelopment of Ogilvie High School to include a new student centre, general learning areas, catering area, provision of external areas and landscaping works

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

BACKGROUND

The proposal to develop existing facilities at Ogilvie High School responds to the following policy and planning framework through the provision of contemporary teaching and learning facilities.

The Department of Education's Strategic Asset Management Plan (SAMP) provides a 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 Treasurer approved the current 2006 – 2009 Strategic Asset Management Plan in July 2007. The plan sets out the department'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 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 is a refinement to the previous Essential Learnings Framework for the Kindergarten to Year 10 age group; and
- 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.

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

Ogilvie High School has successfully embedded the previous Essential Learnings Framework within their curriculum, particularly in respect of contemporary learning styles, which will continue to support the new Tasmanian Curriculum.

The curriculum offered at Ogilvie High School focuses on the core areas of literacy, numeracy, science, society and the environment as well as optional areas such as information processing, technology, creative arts, languages and physical education. The school has 120 sports teams, and also offers an extensive range of extra-curricula experiences.

Ogilvie High School reflects Australian values and it provides the opportunity for, and demands individual excellence as well as fostering a sense of belonging or community. The school has established a strong philosophy and detailed mission statement regarding the provision of educational services, centred on ensuring that students are treated with respect and dignity while being provided with a nurturing, equitable learning environment and with opportunities to contribute in a positive and constructive manner. It also encourages students to be independent, self reliant and confident and to show initiative and enterprise.

HISTORICAL CONTEXT

The Department of Education provides secondary education services for girls at Ogilvie High School in New Town, Hobart. The school was established in 1939 as the New Town Commercial High School, the first school of this type in Tasmania. The school was renamed Ogilvie High School in 1940. Between 1950 and 1980, a number of new facilities were built to support a more comprehensive view of educational requirements, and enabled students to access a vast range of academic, cultural and extra-curricular activities. While most parts of the original school buildings have seen some reconfiguration and refurbishment, some of the facilities are still in their original configuration and require redevelopment to meet the current and future needs of the community.

History of Capital Works

Since the financial year of 1990 - 91 approximately \$5.154 M has been spent on facilities at Ogilvie High School. Capital works projects undertaken at the school during that time have included:

- Redevelopment of science laboratories;
- Student accommodation hostel converted to a teaching facility;
- Refurbishment of three general learning areas and establishment of business learning centre; and
- Redevelopment of general learning areas, gymnasium and construction of a new performing arts area.

While parts of the school have been replaced or refurbished over the years, most of the building works undertaken over the life of the facility include cyclical maintenance, minor refurbishment and fit-out alterations. Modifications have been nominal and have been possible through careful budgeting of the resources allocated to the school.

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

CURRENT EDUCATIONAL NEEDS AND PRIORITIES

Student-centred facilities

Ogilvie High School is unique within the state education system in being dedicated exclusively to the education of girls. The school is also the largest Grade 7 – 10 high school in Tasmania and has a well established tradition of academic, cultural and sporting excellence.

The school is located in the older inner city suburb of New Town and its traditional intake areas are New Town, Lenah Valley, Mount Stuart, North Hobart, Glebe, Moonah and Lutana. The demand for secondary education services at Ogilvie High School has been high over recent years.

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

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

Despite there being adequate overall floor area allocated to learning areas at Ogilvie, the existing general learning areas were designed and constructed to suit former teaching methodologies and are no longer suitable for effective delivery of the curriculum due to their size, configuration and lack of amenity.

School Improvement Review

In 2008, the School Association and the school engaged Performance Edge consultancy to undertake a School Improvement Review. The review is continuing into 2009, but the main work has been completed. The review collected data from staff, students and parents and the consultants have developed a series of balanced scorecards for each of these groups. The scorecard is the business plan for the school and the sub-groups and individuals. Each individual staff and student member will be accountable to the plans agreed to on their scorecard, as will each group be accountable for their collective scorecard. The priority areas for the Ogilvie School Improvement Plan have been identified as:

- Personalised learning
- Building leadership capacity
- Staff culture
- Staff learning
- Connecting globally

Individuals and action teams in the school will address these priorities according to project plans which have been developed by all groups. All actions will be focussed on learning outcomes for students, and the new built environment of the school will be a reflection of this student-centred philosophy.

Sustainable enrolment

Amongst the recommendations which have been implemented from the report is one to reduce student numbers. The student enrolment has grown steadily since the 1980's, reflecting a perceived need by the community for an all-girls school. Its success is measured by its outstanding academic record and by the emphasis it places in preparing its students for life in an ever-changing world.

As at the School Census in March 2008 there were 1,045 students enrolled. At the end of the 2008 school year this had dropped to 984 as families relocated and students moved away. The school is actively pursuing a strategy of downsizing student numbers. In 2009, the Grade 7 intake will be reduced from the previous level of 280 students to 230 students. As the 2009 Year 7 cohort moves through the school, the cap on new entrants will remain set at 230 students, and as a result the total student population for the school will reduce to 850 by 2012.

The move to reduce numbers comes in response to research on optimal numbers and the School Improvement Review which recommended the reduction after consultation with students, staff and parents. It will enable more individual learning and help to make the school more manageable by strengthening student/staff relationships and to deliver quality learning outcomes with smaller class groups.

The school structure will be altered in 2009 to reflect this change. The school will be divided into a Middle School (Years 7 and 8), and the Senior School (Years 9 and 10). Ogilvie will continue to be the largest high school in Tasmania, and projections on demand levels and population forecasts guarantee that demand for places at Ogilvie will continue.

EXISTING FACILITIES

Site and Buildings

The facilities at Ogilvie High School have a total fully enclosed covered area (FECA) of approximately 10,806 m² on a site with an area of 7.29 hectares. Facilities include:

- Building 1 (Original Building) – Administration, general learning areas, original assembly hall, and main staff room;
- Building 2A – Existing kiosk, GLAs, small staff room;
- Building 2B – GLAs, one modern science lab/GLA;
- Building 3 – GLAs, library and dance/drama rooms;
- Building 3B – (lower ground floor of Building 3) – GLAs, student toilets, stores, small staff room;
- Building 4 – five modern science labs/GLAs and small staff room;
- Building 5 – GLAs and two MDT rooms;
- Building 6 – Visual arts, sewing and home economics rooms, locker rooms, small staff room, student toilets and store;
- Building 7 – Gymnasium, toilets and changerooms;
- Building 8 – (three storey building) – GLAs, music room and practice areas, small staff room, canteen and student toilets.

Design, Configuration and Condition of Existing Learning Areas

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

Of the 30 GLAs within the school, almost half are 50sqm or less (the contemporary standard being 75-90 sqm). Many of these are difficult and expensive to upgrade due to being in masonry structures above ground floor level – some in the heritage listed building one. Four GLAs are currently used as permanent computer labs restricting flexibility of ICT use. Lockers are generally stored in classrooms.

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

The quality and condition of the learning areas is declining due to the ageing of building finishes, fittings and services. The department's maintenance plan for the site has identified several maintenance and infrastructure issues for the buildings.

Building 6 accommodates a home economics facility, the fit out of which is at least 40 years old.

The main kiosk in Building One is not certified to requirements for food preparation which limits the food served to three grades of students it serves (grade ten students

have their own canteen in Building 8). It is also poorly located causing congestion and inadequate access to outdoor eating spaces. There is a lack of outdoor covered eating and learning areas.

PROPOSED WORKS

Funding of \$4.14M was allocated by the Tasmanian State Government for a capital works project at Ogilvie High School to address some of the issues associated with the existing facilities at the school.

The scope of work includes:

Creation of a new “Student Centre” incorporating:

- School cafeteria;
- Two new home economics including home style and catering areas;
- Indoor student seating for dining, which will also be used as learning areas taking pressure off the GLA stock;
- Associated toilets for out of hours and student use;
- Wireless ICT provision; and
- Covered outdoor eating/learning area(s)

This centre will be able to be booked out for private functions.

Refurbishment of the existing/original Home Economics classrooms and dining room in the upper floor of Building 6 to create contemporary GLA classrooms with:

- Wet area benches or activity areas;
- Smaller withdrawal space for small group work, private work or consultation;
- Access to ICT facilities and networking;
- Storage; and
- Connections between learning areas and to circulation areas.

Ten GLAs throughout the school will be installed with contemporary ICT infrastructure to allow fixed and wireless computers (up to 30 in total) to be used in each GLA.

This will allow: the 4 existing large computer labs to become more flexible GLA's; creation of a number of covered outdoor learning spaces throughout school; provision of increased staff office space with ability to supervise Student Centre during lunch periods; and provision of additional locker space.

BUILDING DESIGN

General Learning Areas

The capacity of existing learning areas within Building 6 (S Block) will be maximised by converting the current Home Economics classrooms into two contemporary,

generously-sized, flexible GLAs with withdrawal/break-out spaces for smaller group activities and a shared workshop/wet area. The shared area can also be opened up to provide connection between the rooms.

Several GLA's will have ICT infrastructure upgraded to maximise flexibility of the learning areas.

The new works also create better linkages between the existing school and the new student hub, such as modifying the ground level of Building 6 (S Block) to provide a major accessible linkage to the new outdoor areas and Student Centre and providing a stair connecting lower external areas to Building 3 (M Block).

Student Centre

The new Student Centre is a significant element of the new works to Ogilvie High School. The Student Centre incorporates a cafeteria, new catering learning areas, student seating, multipurpose spaces, study hubs, sheltered outdoor eating and learning areas, toilets and work spaces for teachers. The design offers flexibility for a variety of different sized gatherings, including class assemblies and school entertainment. It is also designed to operate as a stand-alone facility for after-hours school or community use while the rest of the school is secure.

The design of the new building and associated outdoor areas encourages student and teacher fusion and social interaction between students, as well as offering informal and formal choices for student learning. Outdoor learning spaces of varying sizes are incorporated to cater for different purposes, including direct access from the catering learning area to a landscaped terrace that could be used for growing herbs and vegetables for class use, or providing other similar learning experiences.

The spatial layout and form of the new Student Centre acknowledges the existing heritage of the original 1937 building designed by Sydney Blythe. The original Ogilvie High School building was designed so that form followed function in the sense that circulation within the building is articulated differently to classrooms which were articulated differently to assembly and gathering spaces. The plan form of the Blythe building wraps around what was considered the hub of the school at that time, the library. The treatment of the facades of the building referenced the innovative technology of the time, which inspired streamlined, industrial and machine related interpretations.

The design of the new Student Centre uses a similar philosophy where form follows function with respect to volumes within the building changing in accordance with the purpose of the space. The building will wrap around a contemporary, outdoor gathering hub, reflective of a changed attitude to education. Like the Sydney Blythe building, contemporary technology will be used to inspire laser-cut façade treatment and digital projections that reflect student life and global connections.

Within the main Student Centre, the upper student centre will provide an informal, multipurpose space with lockable, moveable storage dividers to allow the area to be used as a generous GLA or be modified into smaller informal student hubs for group or individual work or general interaction. The centre also includes printing facilities, vending machines and a wet area for self-catered lunch and drink preparation. The

upper centre is the back-drop to the outdoor ‘amphitheatre’ created by the external terracing and can be opened up in the event of a large-scale school concert or for outdoor learning.

Home Economics and Catering Area

The layout and design of the Home Economics and Catering Area reflects the contemporary way in which the staff wish to deliver the specialised curriculum while integrating a level of flexibility in the way the space can be configured.

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

- demonstration areas for staff;
- mobile benches in catering-style kitchen maximising flexibility;
- change rooms and stool storage;
- garden access for herbs and vegetables;
- access benches for students with a disabilities;
- generous food storage area, including refrigerated and frozen food storage, shared between domestic and commercial catering learning areas;
- interconnection between catering-styled kitchen and cafeteria to allow for large-scale functions;
- laundry facilities; and
- accommodation for staff and IT resources with visual connection to learning areas and student hub.

Within the new Student Centre, the catering learning areas also incorporate a café styled area that can be used for informal socialising and dining with access to the new cafeteria as well as a GLA. The serving bench is accessible to the students for self-serving of coffee and snacks.

External Works

The external works have been designed to be an integrated part of the new Student Centre. Key features to the main external hub and terraces are:

- 300mm high paved terracing that provides a cost effective solution to seating, while creating a ‘village’ amphitheatre environment for performances and larger gatherings;
- external shading from a combination of natural landscaping and shade structure;
- smaller sheltered terraces with direct access from learning areas and student centre areas;
- landscaping to facilitate connection from the new Student Centre and the Ogilvie High School oval, providing sheltered viewing and the potential to integrate oval activities with catering;
- a large external courtyard broken into different levels with the area required for large gatherings balanced by the scale and separation needed for student interaction; and

- integrated ramp access allowing for all the lower levels of the external space, Student Centre and Building 6 to be wheelchair accessible.

Building Materials

The selection of building materials for the new Student Centre is based on suitability to site orientation, sustainability, cost efficiency, cultural context and respect to existing heritage buildings. New services will be provided to meet the new wet areas and toilets, ICT requirements and air extraction needs, although the building is designed to maximize passive solar and ventilation as discussed in Section 10 of this submission. Existing services will be upgraded as necessary.

External Materials

External building materials to the Student Centre include the following:

- Lightweight external walls with painted fibre-cement sheet as a backdrop to artist-designed laser-cut form-ply cladding directly fixed to the fibre-cement sheet;
- Painted precast concrete panels with sculptural imprints;
- Two-toned colourbond roofing to emphasise the changing direction of the roof form, which has been carefully considered as it is viewed upon by the building above.
- Powdercoated aluminium framed glazing; and
- Large sliding glazed doors.

External landscaping materials for the project will be as follows:

- A mix of soft and hard landscaping to break up and define different external spaces;
- Hard landscaping includes concrete, coloured bitumen and pavers;
- Soft landscaping includes grassed terraces, small shrub planting and deciduous trees, chosen are based on drought resistance; and
- Masonry retaining walls to reference the existing adjacent masonry buildings.

Internal Materials

Internal materials for the Student Centre will be as follows:

- Floor finishes include polished concrete, marmoleum, non-slip vinyl to kitchens and bathrooms, carpet tiles to Upper Student Centre and staff areas and outdoor mats/ carpet at entries;
- Acoustic perforated flush plasterboard ceilings;
- The walls will be 900mm high painted, MDF panelled dados with flush plasterboard finish above;
- Toilet walls are tiled;
- Laminate splashbacks above sinks/cooktops to kitchen learning area;
- Laminate benches to domestic style learning area and cafeteria;
- Satin stainless steel to catering style learning area benchtops and splashbacks;

- Pinboard walls along corridor spaces, in café area as well as in learning areas;
- Mobile painted, enviro MDF lockable storage dividers in the Upper Student Centre;
- Wall mounted whiteboard in domestic style kitchen learning area; and
- Mobile whiteboards in Upper Student Centre and catering style kitchen.

BUILDING SERVICES

Electrical Services

Power Supply

The current site reticulation is inadequate to supply the proposed student centre and shall require the installation of sub-main cabling from the existing site supply. An electrical distribution board will be required within the building.

Power supplies for existing GLA's to be refurbished shall originate from existing local distribution boards. It is envisaged that no supply extension works will be required for the GLA redevelopments.

Building 6 is currently supplied from the site main switchboard. As the existing Home Economics areas are to be converted to GLA areas it is anticipated that the electrical demand in the area will decrease, with no requirement to modify or remove existing supply cabling. A new sub-distribution switchboard will be required in the area to allow compliance with required standards.

General Small Power

Exterior socket outlets will be provided in various locations on site. Residual current device (RCD) protection will be provided for all installed equipment. The proposed student centre will be supplied with general small power as required by the projected room use and expected occupancy.

Small power is to be provided in existing GLA's to be renovated. Socket outlets to be replaced where required. Small power is currently provided to the areas within the building to a level expected in a Home Economics area. This level of supply exceeds the requirements of GLA's and removal of socket outlets and other equipment will be required.

Lighting

Lighting within the area of works provides facility for basic movement and security. RCD protection for lighting circuits will be required as per Australian Standards.

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

Where possible, fluorescent lighting will utilise energy efficient technology and controlled with timer and occupancy sensors suitable for the specific location providing a sustainable design that exceeds the BCA requirements. Some decorative lighting may be installed in the student centre for the provision of lighting to art

works or task specific areas. It is predicted that some work area specific lighting may be required in the kitchen areas.

Due to the age of building 6 it is envisaged that all lighting within the refurbished areas of the building will be replaced.

Heating

Heating will be designed for the specific location providing a sustainable design. Current heating in the GLA's is generally provided by ceiling mounted radiant ceiling heater units. It is expected that due to the age of the installation many of these existing units will be replaced. It is also likely that heating units in Building 6 will require replacement.

Fire Detection and Alarms

The site contains current fire detection and alarm facilities that are monitored by the Tasmania Fire Service (TFS). Discussions with the TFS will confirm the requirement of the warning system used.

The student centre shall be covered by a fire detection and alarm system complying with current Australian Standards. It is expected that the student centre will be covered via the use of smoke detectors as recommended by standards and the kitchen and other areas where steam or other atmospheres may cause false tripping of smoke detectors shall be supplied with thermal detectors. The existing smoke detection system covers the existing GLA's areas. Where required these units will be replaced.

Security

The site is currently serviced by a monitored intruder alarm system. The student centre shall be provided with a security system with additional CCTV cameras. GLA's utilising existing security system equipment may require refurbishment depending on the condition. Building 6 will utilise the existing security system and will be replaced if necessary.

Communications / ICT

The site currently contains communications and ICT cabling and equipment with sufficient capacity to allow extension of the system. The existing communications and ICT system will be extended to cover the student centre.

Existing GLA areas generally have communications and ICT hardware installed within them and the system shall be refurbished where necessary. Where ICT hardware is not installed the system will be extended to cover these areas. Building 6 ICT hardware and networks will be extended or refurbished as required.

Public Address

The site currently contains a public address system that covers most of the enclosed areas of the school and this will be extended to the new student centre.

Existing GLA's generally have PA speakers installed within the areas. It is expected that several of the existing speaker units may need to be replaced. Reuse of existing equipment will occur where possible.

Building 6 contains PA elements connected to the site PA system. Due to the renovations in the building several speaker units may require removal or relocation. The age of the units may also require replacement of the units and the associated cabling.

Mechanical Services

A mechanical exhaust is required to the new toilets. A roof mounted exhaust will service the catering store and Breakout/Servery kitchen. The laundry and canteen store & deliveries rooms have light activated wall fans with make-up air from door grilles.

The Lower and Upper Student Centres, Formal Dining Breakout Room, Breakout Servery, Domestic Style Kitchen, and Staff & IT Resources Room require fresh air supply and environment control.

The Catering Style Kitchen requires fresh air supply and environment control and an Exhaust Hood over the dishwasher, gas stoves and deep fryers.

Hydraulic Services

Water

Cold, hot and tempered water will be reticulated from the mains connection to the various fixtures. Water backflow protection will be installed in accordance with relevant codes and standards. Selection of pipework materials will be based on sustainability principles with inert pipe systems with integral thermal and acoustic properties being selected. Subject to integration of rainwater harvesting being included, WC flushing can be at least partially provided by collected rainwater.

Hot water heating will be provided by electric storage heaters with the option to link the units to solar roof mounted panels as a primary heat source. Investigation into the use of gas instantaneous water heaters as an alternative heat source will also be considered in the design development phase of the project.

Sewer and Stormwater

The sewer drainage system will be extended from existing site infrastructure to effectively drain the proposed fixtures. Where possible a pipe system with low embedded energy, low or no volatile organic compounds will be used.

Stormwater drainage will also use a pipe system free of volatile organic compounds to collect and dispose of all roof water, surface water and subsoil drainage. Connections shall be made to the existing site stormwater infrastructure at locations that will meet capacity requirements. An option exists for inclusion of rainwater harvest tanks within the stormwater drainage stream for collection of rainwater for reuse as WC flushing water and/or an irrigation supplement. This will be further investigated.

Structural Services

Student Centre

The structure of new student centre will incorporate a concrete slab floor with a steel framed roof supported on precast concrete and lightweight steel and timber framed walls.

At the southern end of the site, under the existing Drama Hall, the proposed floor level is lower than the existing ground. At this end of the site soil will need to be removed and the slab will be on ground construction. As the slope drops away towards the oval, the floor slab gradually becomes higher than the existing ground level and the floor will be changed to a suspended slab design. This combination of slab types was chosen as the most economical design. Block walls will be used to support the edge of the suspended slab and to retain fill placed up to the floor level where required.

Steel framing was chosen for the roof of the student centre to accommodate the large clear spans required across the rooms. Minimising the number of columns also allows greater flexibility for future use. Steel framing will also be used to relocate the existing columns supporting the Drama Hall out of the proposed domestic kitchen learning areas.

Building 6 (S Block)

Renovations in this building will require minor structural works to accommodate new doorways through existing walls. Steel lintels will be used where required to support walls and floors over new openings.

PROJECT COSTS

The project is wholly funded by the State Capital Investment Program (CIP) to the total of \$4.14M.

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

2007/08	\$200,000
2008/09	\$2,440,000
2009/10	\$1,500,000
Total	\$4,140,000

The project funding is divided as follows:

Construction	\$3,371,416
Furniture and equipment	\$414,000
Consultant's Fees	\$290,000
Art in Public Buildings	\$64,584
Total	\$4,140,000

EVIDENCE

The Committee commenced its inquiry on Thursday, 12 February 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
- Judith Timbs, Principal Ogilvie High School
- Frank McCann, Ogilvie High School Association Representative
- Andrew Grimsdale, Consultant Forward Brianese & Partners.

Background

Mr Kelly provided the Committee with the following background:-

The project, as stated, has a value of \$4.14 million. It is one of the larger capital works projects that has been undertaken by the Education department under its capital investment program.

Under this program the plans for the redevelopment provide the school and community with a student centre including catering kitchen, canteen and outdoor learning spaces, refurbished classrooms, improved information technology and communications. When complete, this redevelopment will move Ogilvie High School further towards being a contemporary educational facility catering for around 850 girls. There will remain a number of outdated general classrooms that will be the focus of, hopefully, future projects. This redevelopment will also provide Ogilvie High School with an outdoor learning area and catering facilities available to the broader community and contemporary general learning areas, allowing the delivery of the curriculum in a much more flexible and collaborative way. The time line for this project is to go to tender in April/May of this year with works commencing in June and being completed early in the second half of 2010.

I would like to briefly provide some background to the context of Ogilvie High School and girls' education. Ogilvie High School has an important place in the community. It is one of the oldest government secondary schools in the State, first opening in 1937. It is the largest secondary school in the State and the only State high school catering for girls only. I believe it has an important community role.

When we talk about learning outcomes Ogilvie High School is doing particularly well. Ogilvie High School has an outstanding academic record and has consistently performed well above the average in academic testing in all areas.

I would like to mention the standard current facilities. As you would have noticed this morning, some of the facilities are antiquated. The existing facilities at Ogilvie High School, particularly the general learning areas were designed and constructed to suit teaching methodologies that are outdated and are no longer suitable for the effective delivery of the curriculum due to the size, configuration and standard of facilities. Four general learning areas are currently used as permanent computer labs, restricting flexibility of information in communication technology usage. Lockers are often stored in classrooms, further restricting the available use of space. The quality and condition of the learning areas is also declining due to the ageing of building finishes, fittings and services.

The existing home economics facility, which is at least 40 years old, no longer caters for current teaching and learning requirements. It is proposed that this area be refurbished to create contemporary general learning areas for flexible and contemporary learning spaces.

The main canteen is not certified to meet requirements for food preparation, which limits the food served. The location of the existing canteen causes congestion and there is inadequate access to indoor eating spaces. There is also a lack of outdoor covered eating and learning areas, as seen by today's tour.

The creation of a students' centre would incorporate a school cafeteria, two new home economics areas, indoor students' seating for dining, associated toilets and covered outdoor eating and learning areas. I am very happy to say that I believe that the design of the new facilities reflects a broad range of views and opinions.

Ms Timbs added:-

... In order to maintain (the) high standard of achievement at Ogilvie the school community embarked on a school improvement process in 2008. Real-time data was collected from students, staff and parents. After eight months of collection and analysis of the data and extensive educational research into best practice new directions and plans have been established for Ogilvie for 2009, which include splitting the school into a middle and senior school. Our major emphasis is on developing close relationships with students, with an objective to know each student's story. The submission for the new building developments at Ogilvie support our current commitment for school improvement and maintaining excellence. With regard to the school improvement process, data collected from those sources recommended that student numbers at our school be reduced. Research showed that the ideal maximum number for students for a secondary school is 400-800. The reference is Brian Caldwell's paper on demographic change. We thus intend to cap the school at 800-850. The previous total intake of 280 students into grade 7 has been cut by 50 students in 2009 to a total of 230 students, thus excluding more students from out of area being able to achieve the goal of entering our school but also enabling us to

gradually downsize the school numbers to the desirable level. It follows that the capital expenditure on the redevelopment program at Ogilvie will be a sound investment as demand for places remains strong. Community use is genuinely encouraged and will grow with the availability of the new facilities.

I wish to table a list of the current community users. You can see the wide range that we have up-to-date but, as I say, the new facility, I believe, will grow that list.

... Our current classrooms are crowded and some teaching is conducted in unsuitable environments. I think you saw that classroom opposite the canteen and could see that there were actually 29 students in there, including one in a wheelchair, and how difficult that was to operate.

Of the 30 general learning areas within the school, almost half are less than the building code standard. Reducing class size, particularly in grade 7, as per government policy, will assist in improving our relationships with and the teaching of our students.

In 2009 there will be two fewer home groups - from 40 down to 38- thus reducing the pressure on our specialised classrooms. For example, some maths classes have to be taught on benches and on stools in art rooms.

The plan to refurbish existing computer laboratories and catering classrooms to provide for more general learning areas equipped with ICT will vastly improve more flexible learning spaces to include cooperative learning in groups, private study, whole class activities and the use of more creative teaching strategies.

Many of our students will be employed in jobs in the future where the competent use of technology will underpin their work. Our new classrooms will be flexible enough to enable cross-curricular teaching and will accommodate teachers working in collaboration. Ogilvie has embraced the new Tasmanian Curriculum Framework and, in particular, has implemented new vocational and applied learning curriculum offerings.

Students at Ogilvie are now able to access increased opportunities to engage in authentic learning tasks such as in the hospitality, building, fashion design, hair, beauty, grooming and jewellery-making industries. The new foods catering classrooms will provide state-of-the-art classrooms to teach the new hospitality courses.

Our focus on a green, sustainable school will also include kitchen gardens adjacent to these classrooms. Andrew will talk more about initiatives in that area.

The new student centre, incorporating a cafeteria - and you saw the state of our canteen this morning - will focus on promoting a healthy lifestyle. We will link the presentation of healthy food to our curriculum, both in the VAL - the vocational and applied learning areas - and in our health-for-life physical education courses.

The centre will also provide the school with flexible learning spaces for small and large group instruction. Already the school has established a number of partnerships with community groups and it is intended to extend and expand community use of the Ogilvie facilities, particularly by hiring out that facility as a discrete facility; we will not have to open up the whole school, which is a difficulty at the moment.

By utilising the void under the dance/drama suites, we are addressing previous issues raised by the 2004 PSCP members with regard to the vacant area under these suites, while at the same time improving the traffic flow for students and staff around the buildings.

Student surveys particularly highlighted the lack of toilets, the poor condition of these current amenities, the lack of healthy food and the lack of outdoor sheltered seating.

I pointed out this morning to you that there are sufficient toilets on the site to meet the local government regulations but most of these are located over in Hills Block so the rest of those on the campus are well below standard.

The new design caters for some additional toilets and our long-term plan in the 2008 capital investment program submission calls for more amenities into the main buildings. The new student centre will redress the outdoor sheltered seating problem that we have at the moment, which I think you experienced just as you were leaving the campus this morning. Student, staff and parent surveys identified 'a village on the hill' concept for Ogilvie High School. The provision of outdoor teaching and social spaces compliments this vision and creates a heart for the school. This space will also be used as a performance space for students.

Staff surveys highlighted the inferior and crowded staff accommodation as well as the lack of interview rooms and storage space.

Ogilvie High School Association

Mr McCann made the following submission to the Committee on behalf of the Ogilvie High School Association:-

Before I start, can I say how sorry we were to hear about Mrs Napier's illness and on behalf of the school association and the school community wish her a speedy recovery.

The school association is comprised of representatives from the parents, staff, students and community. I have been involved with the association since 2005 and an elected member of that association since last year. We are very active in all aspects of the school and we run two businesses on the site: the canteen and the uniform shop. We contribute substantial funds to projects in the school, averaging at about \$60 000 a year towards various projects such as the painting that Judy mentioned this morning, trips and equipment et cetera. We assist with writing submissions, running some social events such as the Taste of Ogilvie. We consult widely with all our constituents, the whole school community.

The association fully supports the redevelopment under consideration at this meeting. We have been actively involved in developing and implementing a master plan for the campus since 2001. The master plan is organic in the sense that it is being improved over time to accommodate the needs of the school as they emerge, but the theme has been the same throughout the process; one of recognising that the facilities are ageing and some aspects are barriers to teaching and learning.

The school is 71 years old. From the Main Road it looks magnificent and it is acknowledged as a Hobart icon. You have now seen it, warts and all. Judy talked about the demand for places at Ogilvie in spite of the downturn in population trend, particularly of school age. That demand is continuing for 10 years and beyond. This means that any money spent on the school is a sound investment. I cannot emphasise that point enough.

To follow on from the principal's comments, we share the vision of the 'village on the hill' concept, a concept which includes integration with the historic St John's precinct. The architects also share this vision and the master plan that they have developed for the campus is quite brilliant. It incorporates improved student internal circulation and external traffic flows and the development of new facilities. In brief, the overall master plan for the school includes the following projects: moving out of H-Block, hostel accommodation inside the main front entrance, and making that available to the Department of Education as office accommodation; establishing new facilities to include learning areas to form a health, sport, science and environment learning cluster; and refurbishing existing areas and circulation spaces on the entire campus to create learning centres for design and technology, music, resources and administration, and visual and performing arts. We would have five main clusters on the school. We would also develop appropriate meeting places. There is nowhere to have private meetings at the moment, unless you kick someone out of an office. It also covers the creation of covered, outdoor student learning circulation and recreational spaces; development of safe traffic flow systems and increasing on-campus parking; redevelopment of the gym, which you did not see this morning; resurfacing the tennis and netball courts for school and community use; providing a lift in the main building and other

access improvements; and completing the upgrade of the whole campus ICT infrastructure. That is our master plan.

This program is a practical response to the needs of the school and has the support of the school community. The first phase in the redevelopment was the 2004 project which you are all familiar with. The project that you are now considering is the second phase of the redevelopment. From a practical aspect we are making use of the void under the dance and drama suites which your committee previously commented on in 2004. We are also creating a soul or central focus for the school. At present that is really lacking and this central focus aspect appeals immensely to the students, the staff and the association. From a practical point of view it will also enable many more community groups to access the facilities out of hours, at a lower cost to us and in a more convenient facility with access to toilets and kitchen facilities. This will make the venue far more attractive for the community groups, including our very active alumni and this aspect is commended and endorsed by the association.

We have been involved in developing the specifics of the current proposal in conjunction with staff and students over the last three years. We have been lobbying for funds for the project, selecting the architects and working closely with them in developing the plans which you are now considering. I must commend the architects for the extensive and inclusive consultations they have conducted with the school community. They have insisted on student and staff input at each stage and have included association members in their workshops and consultations. At times they have led us and at other times we have led them and the result is a collaborative strategy and a plan which satisfies all school stakeholders.

We have listened in particular to the students and taken note of their concerns. Judy has mentioned the situation with the toilet facilities on the campus and you saw examples of them during your visit this morning. This item has top priority for students. Other priorities include locker space, crowded rooms, lack of outdoor undercover seating and the hole-in-the-wall canteen. These are all being addressed in this project. Prefect representatives are members of the school association and they have informed association members of the feelings and needs of the student in the redevelopment process and we fully endorse their proposals.

We have also had staff who specialise in the areas under consideration, such as catering, playing a very important role in visiting other schools and reporting back to us on best practice and good ideas that would work effectively at Ogilvie. Their input has been invaluable. It is important to note that the association receives submissions from and discusses issues with students and staff. We fully support the project and will continue to be actively involved with the construction phase. We have representation on the redevelopment committee, which is managing the project. Also on the committee are the principal, members of staff, including the executive officer and specialist staff,

student representatives, the architects and the project management representative from the Department of Education.

Student population

The Committee questioned the witnesses as to the reasons for the predicted reduction in enrolments at the school. Ms Timbs responded:-

We received a paper from the Department of Education last year about demographic trends and patterns in Tasmania as well as a research paper from Brian Caldwell about the ideal size of secondary high schools. The research paper showed that schools with a student population of more than 800 are dysfunctional in carrying out their educational objectives.

... Even though we have had very good academic results ... Perhaps we could have better. We took into account the feedback from students, staff and the parent community that the facility and accommodation on the site was overcrowded. Having looked at the research we did a very modest change, which was to take 50 fewer into grade 7 from out-of-area, and we do have a very strict enrolment policy. Current figures today are 988 enrolled at the school so it will take us four years to get down to a desirable figure of 850, bearing in mind that it is mandatory for us to take in-area, so our only control factor is the waiting list from out-of-area.

Accessibility of the new facilities

The Committee questioned the witnesses as to whether the new facilities would be accessible to all students, in particular the Grade 10 students occupying the 'old hostel' block. Ms Timbs responded:-

Yes, they will be.

... It is indeed (quite a distance between the two sites) and that is a problem on the campus. I think Frank mentioned that in the master plan we would like to decommission H block and put everybody over on one side of the campus if we could. It is certain that this new area will be so attractive that the girls will want to come over and eat lunch and buy lunch from this particular area.

Accommodation for teachers

The Committee questioned the witnesses as to what work is proposed to enhance facilities for teachers and the strategies for supervision. Ms Timbs responded:-

We are very conscious of the fact that most of the staff rooms on the Ogilvie campus are tucked away in dark areas of the buildings. There is a provision for a new staff room in the new facility. Having looked at buildings in Victoria as part of a conference that I went to, in order to help increase student supervision staff rooms are more centrally placed, with many more glass walls for greater supervision. A

temporary solution at Ogilvie will be to try to put more glass into the existing staff rooms, which will be a cost for the school but I believe will increase help increase student supervision and safety of the students.

Mr Grimsdale added:-

The staff zone in the new development is located up in that undercroft area we saw this morning. It overlooks the catering GLAs because they are down at a lower level but it also looks into that learning centre, Qantas Lounge-type arrangement, so it is an area which is accessible for students but it also has that overview for supervision.

Consultation

The Committee questioned the witnesses as to whether it was their belief that consultative process with the school community had been effective. Mr Kelly responded:-

It has been very sound, a real partnership right through from students to the community. Everybody has been engaged - a very strong model.

Ms Timbs added:-

... The timing was excellent for us when we were concurrently undergoing a school improvement review. Staying the best is a challenge and if you do not change then you are not likely to stay the best, so we really wanted to improve our practice. At the same time, we were working with the architects so a lot of data that we were gathering from our students, staff and the community fed into the process that the architects were also using in their consultation processes. So there were a number of focus groups on very general things to start with, such as what do you like about the school or what don't you like about the school, and then focusing and narrowing down as we sifted through the data. It was a very strong model.

Mr Grimsdale concluded:-

We set up a system in our fee scale. Our fees are a lot more expensive than other architects up-front and they taper off down towards the back end. Our approach is that the better the brief, the better the building, so we would rather engage with all the people up-front to have that dialogue. We conducted a lot of workshops in that situation where we almost insist that the students are involved as well as the cross-representation of staff, Frank's parents' group and an external community group. We ran right through that. We do a thing which is called 'glad, mad and sad'. We take data about who likes what, what works in the school, what doesn't work in the school and then we collate it up into a big return brief which gets signed off. You could tell that the people and the students were engaged throughout the process. It was very well run.

Contingency

The Committee questioned the witnesses as to the adequacy of the budgeted contingency of \$190,000 for the project. Mr Grimsdale responded:-

We generally manage within that, yes. Those figures have been set up with a quantity surveyor. Contained within the main budget is a design contingency, because obviously we have not finished the design as yet, so the contingency you are looking at is basically for latent conditions that we find on site as we go. Yes, we are quite confident there is enough.

Ms Harman added:-

There is also a post-occupancy contingency of \$63 000 after completion.

...That might be for something that comes up during construction or after construction that needs looking at or revisiting. It is so that we do not get to the end of the project and discover an issue and there is no more money in the budget.

Public use of facilities

The Committee questioned the witnesses as to what ability members of the public would have in relation to the use of the new facilities. Ms Timbs responded:-

... at the moment it is a combination of hiring, in terms of a fee, and free. We operate within the department's guidelines on access to public facilities. As much as possible, yes, we would like to offer the facilities, bearing in mind that sometimes they have to be cleaned before classes can start and so on. There are also some other pragmatic aspects to the use of the school facilities. From my perspective and the staff's perspective we are genuine and sincere about wanting those open for the public.

DOCUMENTS TAKEN INTO EVIDENCE

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

- Ogilvie High School – Development of Student Centre, General Learning Areas, Catering Area, Provision of External Learning Areas and External Works – Submission to the Parliamentary Standing Committee on Public Works – February 2009; and
- Community Use of Ogilvie High School Facilities During 2008.

CONCLUSION AND RECOMMENDATION

The existing facilities at Ogilvie High School, particularly the general learning areas were designed and constructed to suit teaching methodologies that are outdated and

no longer suitable for the effective delivery of the curriculum due to their size, configuration and standard of facilities.

Of the thirty GLAs within the school, almost half are 50 sqm or less (the contemporary standard being 75-90 sqm). Many of these are difficult and expensive to upgrade due to being in masonry structures above ground floor level – some in the heritage listed Building 1. Four GLAs are currently used as permanent computer labs restricting flexibility of ICT use. Lockers are often stored in classrooms further restricting the flexible use of space. The quality and condition of the learning areas is also declining due to the ageing of building finishes, fittings and services.

The existing home economics facility is accommodated in Building 6 which is at least 40 years old and no longer caters for current teaching and learning requirements. It is proposed that the existing home economics classrooms and dining room in the upper floor of Building 6, be refurbished to create contemporary GLAs with:

- Wet area benches or activity areas;
- Smaller withdrawal spaces for group work, private work or consultation;
- Access to ICT facilities and networking;
- Storage; and
- Connections between learning areas and to circulation areas.

The main kiosk in Building One is not certified to requirements for food preparation which limits the food served to the three grades of students it serves (grade ten students have their own canteen in Building 8). The location of the existing kiosk causes congestion and there is inadequate access to outdoor eating spaces. There is also a lack of outdoor covered eating and learning areas.

The creation of a Student Centre would incorporate a school cafeteria, two new home economics areas, indoor student seating for dining, associated toilets and covered outdoor eating/learning areas.

The need for the proposed works was clearly established.

Accordingly, the Committee recommends the project, in accordance with the documentation submitted, at an estimated total cost of \$4,140,000.

Parliament House
Hobart
13 March 2009

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