

# Review of teacher accommodation in north west Tasmania

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*Final report for the Department of Education, Tasmania*

February 2011

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## **1 Introduction**

This report details the findings of a Review of teacher accommodation in north west Tasmania. The Review was carried out between November 2010 and February 2011.

The provision of subsidised accommodation for teachers working in rural and remote areas is one of a number of incentives that can be used to attract and retain (particularly younger) teaching professionals. Not only is the availability of housing an issue but so is the maintenance and quality of housing. This issue is not unique to Tasmania. A number of studies and reports highlight the significance of teacher housing as a factor that contributes to work-life quality and satisfaction for teachers leading to retention of staff in rural areas (Education Workforce Initiatives 2007; Roberts 2005; Sharplin 2008).

In Tasmania, 131 residences are owned by the Department of Education (DoE) for the purpose of teacher accommodation. Of these, 75 are located in the north west of the State. The Review specified in the terms of reference for Request for Quotation (RFQ) is limited to this region which includes the municipalities of Circular Head, King Island and West Coast.

The focus of the consultancy was to offer an assessment of appropriate teacher accommodation models for the Department of Education, given: a) consideration of the needs of relevant stakeholders; b) the current state and value of the housing stock; c) availability and cost of alternative rental accommodation; and d) availability and cost of maintenance services.

### **1.1 Scope of work**

The scope of work for the consultancy is based on an assumption that teachers in remote areas require access to quality accommodation. The consultancy was framed around the following tasks:

- An assessment of current teacher housing stock to be undertaken with regard to location, quality and overall numbers;
- A projection of future need for housing stock in designated remote areas with regard to changing demographics;
- Consideration of other methods for making housing available for teachers (for example in areas where a competitive private rental market exists);
- Consideration of tenancy and rental arrangements including the coverage of utilities;
- Consideration of the most appropriate maintenance and refurbishment models including the appropriate demarcation of responsibility between schools, Learning Services and Corporate Services;
- Review of arrangements which operate for the provision of teacher housing in other states; and

- Consultation sessions with nominated key stakeholders, largely in the north west area and collate and summarise feedback obtained through open submissions sought.

## 1.2 Background

Teachers are not currently required to enter into tenancy agreements or to pay security deposits (bonds), however, their tenancies are covered by the provisions of the *Residential Tenancy Act 1997*.

Rent is set by DoE in liaison with employee organisations and is currently paid through fortnightly payroll deductions. Some occupants pay as little as \$15 per week with the maximum currently being \$81 per week. These rates have not changed since the early 1990s. The total rental collected each year is in the order of \$200,000. It is generally recognised that these heavily subsidised rentals are one important element of incentives available to teachers in more isolated areas.

Schools are currently responsible for the day to day management and maintenance of residences. In this context, the school resource package includes \$1400 for each residence which also has not changed since the early 1990s. The total maintenance grants made each year through the Schools Resource Package (SRP) is in the order of \$200,000.

DoE has undertaken some limited residence upgrade programs in some areas over the years, however, a large number of residences would be considered to require significant refurbishment.

## 1.3 Consultancy team

Cat Conatus, a research and evaluation consultancy, was contracted to carry out the review. The team brought together for the purpose of this review included an evaluation consultant and an experienced property valuer.

**John Guenther** has worked as an independent research and evaluation consultant for the last 10 years. He works with organisations—typically a mix of universities, government and non-government agencies—across Australia. His research and evaluation interests include adult and vocational learning (and education more generally) and community capacity building with a particular focus on family and children’s services. He is also currently engaged as a lecturer at the Cradle Coast Campus of the University of Tasmania in Burnie. Dr Guenther is a member of the Australasian Evaluation Society and abides by the ethical guidelines promoted by this organisation.

**Beau Jones** has worked as a property valuer in Tasmania for 15 years. The first seven of these were spent working in the Office of the Valuer General/Government Valuation Services, where experience was gained carrying out valuation work in all of the Municipalities of the North-West Coast, including King Island. Work completed comprised Municipal rating valuations; valuations for various Government Departments; and acquisition and rental valuations, for a wide range of property types. Since then, private valuation has involved valuation and rental assessments for banking institutions, Government Departments, and private individuals, for a wide range of property types.

## 2 Review process

The Review was carried out between November 2010 and February 2011. The bulk of the consultancy work involved stakeholder consultations and property inspections, which were carried out over a two week period in early December. Table 1 below sets out the process and tasks as they were completed.

**Table 1. Review process tasks and timing**

November 2010	<ul style="list-style-type: none"> <li>• Contract confirmed</li> <li>• Agreement on tasks, method, process, information to be supplied by DoE (including list of stakeholders and property details).</li> <li>• Newspaper advertisement calling for submissions for the review</li> </ul>
December 2010	<ul style="list-style-type: none"> <li>• Site visits negotiated and conducted for Circular Head, West Coast and King Island.</li> <li>• Preliminary analysis of rental market supply and demand</li> <li>• Collate and summarise submissions, document findings of property inspections.</li> <li>• Interim report provided to DoE</li> </ul>
January 2011	<ul style="list-style-type: none"> <li>• Conduct demographic trend analysis using ABS Census time series data based on localities/DCAC demographic change/DoE enrolment data.</li> <li>• Review of interstate teacher accommodation options and incentives</li> <li>• Review of DoE documentation/financial data re teacher accommodation</li> <li>• Presentation of draft final report</li> </ul>
February 2011	<ul style="list-style-type: none"> <li>• Review draft report with Teacher Accommodation Working Group</li> <li>• Presentation of final report for DoE.</li> </ul>

### **3 Consultancy findings**

Consultancy findings are presented here in five sections. The first section reviews some of the regional contextual considerations pertinent to the Review. The demographic analysis that follows provides a basis for an assessment of probable demand for public education in the three municipalities of the north west region.

#### **3.1 Regional contextual considerations**

A number of factors affect the interpretation of findings that proceed from the next section. Each region has a unique set of characteristics that either directly or indirectly affect the outcomes of this Review.

##### **3.1.1 Circular Head**

The Circular Head Municipality has a population of about 8000. Its industry base is built on agriculture, forestry, fishing and manufacturing. The industry groups are linked in that much of the processing of primary produce and forestry products has been carried out within the region. However, since the last Census in 2006 (which showed that the population was relatively stable) the region has been ‘hit’ by a number of issues:

- Declining milk prices in the dairy industry;
- An uncertain future for the forestry and related manufacturing industries;
- The closure of a vegetable processing facility—a significant employer for the Municipality.

The number of residential building approvals over the three years to 2010 is down by about one-third from the levels of 2005-2007 (ABS 2010; 2011). All of the above points to a local economy that at best is vulnerable. The lack of confidence created by these economic conditions will undoubtedly put downward pressure on population growth, and among other reasons, may cause reduced demand in schools beyond the somewhat optimistic projections of the Department (see Table 9, page 34).

##### **3.1.2 King Island**

King Island is populated by approximately 1800 residents. The Island’s economy is dominated by agriculture and related manufacturing. Cost of transport to and from the Island together with energy costs on the Island create significant barriers to doing business there. The economy is also constrained by its human capacity—where new investment opportunities arise, limited associated infrastructure (such as housing) often struggles to support developments. Rapid expansions of existing industries (such as the abattoir in 2010) tend to create problems in terms of finding appropriate housing.

##### **3.1.3 West Coast**

There are a number of contextual factors on the West Coast that will undoubtedly influence demographic trends and demand for educational service in the coming years. Mining is and has been for a long time, the largest employer in the region. However, in the ten years to 2006 there has been a considerably contraction in employment in the industry—from 874 in 1996 to 523 in 2006 (ABS 2007b). Aside from teachers, the region struggles to attract professional people. This is partly because the region is ‘generally regarded as not being a very attractive place to live’ (The Regional Development Company Pty Ltd 2010: 27). In its Strategic Directions report the authors list a range of infrastructure challenges including:

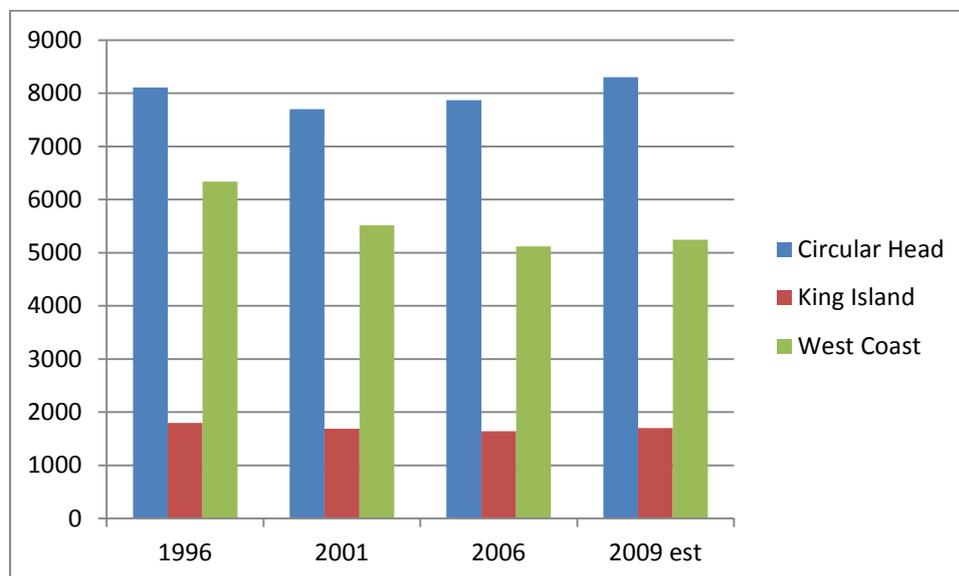
- A shortage of suitable and attractive housing
- No provision for growth in the current supply of industrial and other employment land, and no “investment-ready” sites currently available
- A lack of services and recreational facilities that contribute to poor perceptions of the region as a residential location, compared with alternatives such as Burnie
- The continuation of work practices that encourage the ‘drive in drive out’ workforce to the detriment of the economic and social fabric of the community
- Inadequate training opportunities (The Regional Development Company Pty Ltd 2010: 3)

While tourism offers opportunities for employment growth, the industry suffers from high staff turnover due to the seasonal nature of the industry. Staff turnover is also an issue for the isolated schools of the region. The isolation adds to the many challenges associated with teaching in this environment. The climate is wet (over 1000 mm of rain falls annually in all the centres) and snow in winter occasionally isolates communities from the north west coast. All this adds up to an environment which makes attracting teachers difficult—and one where incentives are required. Provision of housing is one of a number of mechanisms that can be used to attract staff to the region.

### 3.2 Demographic analysis

Figure 1 charts the population of the three municipalities over three censuses and adds an estimate of residential population for 2009. While overall, the populations of Circular Head and King Island appear to be relatively stable or declining slightly, the population of the West Coast declined markedly (by about 1000) in the ten years to 2006.

**Figure 1. Population trends, 1996 to 2009: Circular Head, King Island and West Coast LGAs**



Source: (ABS 2007b; 2010),

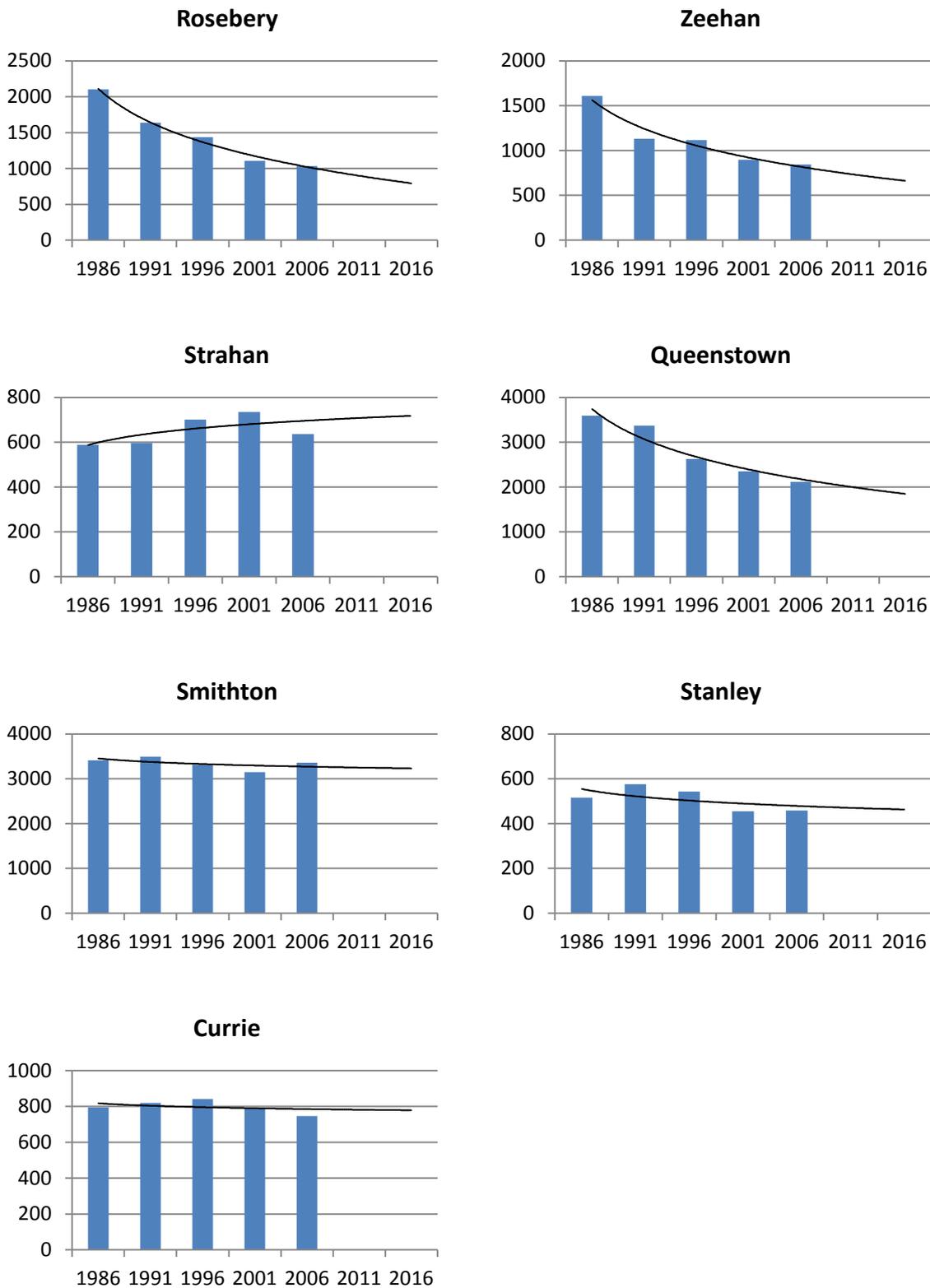
Note: 2009 estimates are based on resident population, other counts are based on census night population

In the longer term these trends are likely to continue though the rates of decline will probably moderate. Demographic projections to 2031 for Local Government Areas by the Demographic Change Advisory Council suggest that annual growth for the West Coast will be as low as -1.3% over

the coming 20 years; -1.0% for King Island; and -0.4% for Circular Head (DCAC 2008). These changes should be seen in the light of a significant ageing of the Tasmanian population over coming years (DCAC 2007). This of course will mean that school age populations will decline, which in turn means the demand for teachers will potentially decline as well.

Figure 2 shows population trends for each of the localities within the three municipalities covered by this Review. The graphs are based on census data back to 1986. They also show trend line extrapolations to 2016 based on the historical data. Based on the projections the population of the three mining towns (Queenstown, Zeehan and Rosebery) should continue to decline, though at a slower rate than in the period to 2006. The tourism/aquaculture based community of Strahan could reasonably be expected to grow slightly. The overall population of Currie, Stanley and Smithton can be expected to decline marginally.

**Figure 2. Census population counts and trends for selected localities in the north west region**



Sources: (ABS 1993; 1998; 2003a; 2007a)

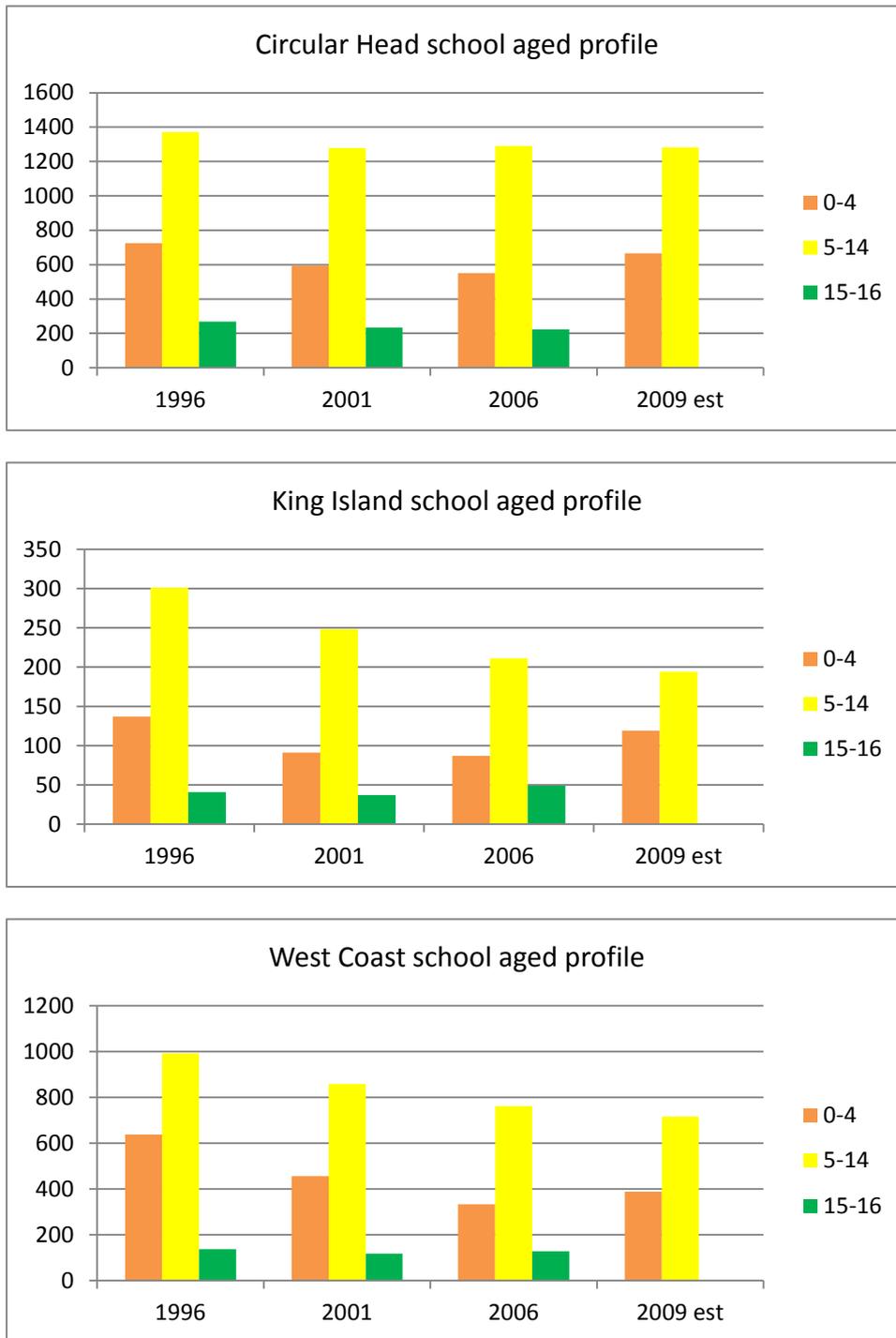
Figure 3 summarises the school age (and pre-school age) population profile for each municipality. A more detailed trend analysis of school attendance based on Census data is shown at Appendix 2, Figure 4 (page 33).

For Circular Head, the decline of 170 to 2006 in the 0-4 population is most notable. In the same period, the population of 5-14 year olds declined by about 80. According to the 2009 estimate there has been an increase of about 90 0-4 year olds in the population (though this is probably higher than the census counts which are based on place of enumeration). Regardless, the trend to 2006 will result in considerably fewer school enrolments (in the order of 140) in the years from 2011 onward to 2016. This projection differs from the estimate provided by DoE which suggests near static overall enrolments to 2015. (see Table 9, page 34). It would appear that the DoE projections do not take into account the trend away from public to private education in both the primary and high school years and probably do not take into account the regional contextual considerations discussed earlier (see page 4). These factors could probably result in a further decline of 60+ government school enrolments in the period to 2016. In addition, industry uncertainty in forestry, dairy and vegetable growing could further dampen population growth.

On King Island, the population of 5-14 year olds declined by about 90 in the period from 1996 to 2006 and according to the 2009 estimate is projected to continue to decline. While the population of 0-4 year olds on the Island declined by 50 in the 10 years to 2006, the 2009 estimate shows this increasing by 32. If this latter estimate holds true, the immediate outlook could be for a modest rise in primary enrolments in the coming years but a continuing decline in high school enrolments. The net effect of these shifts should see a continued decline of approximately another 50 students at the school, notwithstanding other considerations. This projection is in line with DoE estimates (see Table 9, page 34).

Across the West Coast the 5-14 age population declined by 230 in the 10 year period to 2006 and was expected to decline by a further 46 in the three years to 2009. Recent estimates suggest a slight increase in the 0-4 year old population on the West Coast, which may offset some of the expected declines in enrolments in senior years in the period to 2016. DoE projections suggest an enrolment decline of about 13 in the period from 2011 to 2015. However, even allowing for the small rise in 0-4 year olds, the trend of the 10 years is more than likely to continue because of shifts to drive in-drive out models of employment and for reasons outlined earlier (see page 4). A more realistic projection to 2016 would be for an enrolment decline of about 100 across the region.

**Figure 3. School aged population profile**



Sources: (ABS 2007b; 2010)

The net effect of the changes noted above translates into a decline of 350 students enrolled in government schools across the three municipalities in the period between 2011 and 2016. This translates to a potential loss of in the order of 30 FTE teaching positions across the region.

**Table 2. Summary of estimated enrolment changes to 2016**

	<b>Circular Head</b>	<b>King Island</b>	<b>West Coast</b>
2011 anticipated government school enrolments*	814	173	531
2016 estimated government school enrolments	614	123	431
Change due to demographic trend	-140	-50	-100
Change due to non-government school increase	-60	0	0
Total change	-200	-50	-100

\* based on DoE projections (see page 34)

### **3.3 Submissions and responses**

A total of 32 consultation meetings were held during the period from 7 December to 22 December. These included discussions with residents, SEOs, Council General Managers, principals and a representative from the AEU (approximately 50 people in all were included in face to face consultations). An additional eight written submissions were received (see Appendix 3, page 35). A prepared list of questions was distributed in advance to all consultation participants (see Appendix 1, page 32). These questions covered topics related to accommodation quality, maintenance and repairs of residences, management model for properties, amount of rent paid, tenancy agreements, adequacy of budget allocations, and accommodation in the context of incentives for teachers to move to and stay in remote locations.

#### **3.3.1 Resident perceptions of current housing arrangements**

Perceptions about current housing arrangements varied considerably. The majority of residents would suggest that the quality of their residences was generally acceptable given the 'cheap rent'. That said, most tenants were able to list a number of relatively minor quality and maintenance concerns that could be described as irritating but not a major issue. A summary of the key points raised by residents is listed below:

- Residents are generally satisfied with current housing arrangements in terms of liveability, suitability and value for money;
- There was broad acceptance that within the community the quality of rental accommodation available on the private market was of a similar standard to that offered by the Department;
- Generally, day to day maintenance was carried out in a timely manner though in terms of the more significant repairs some residents reported having to wait a long time for action to be taken;
- On the West Coast particularly, mould and the cost of heating were seen as issues over which residents felt they had little control;
- Security was seen as an issue, particularly in Queenstown and Rosebery; and
- Most residents who were required to share accommodation (in Smithton) were generally satisfied with the shared living arrangements and the lower levels of rent they were paying as a result.

A summary of key findings from property inspections is shown on page 13.

### **3.3.2 Provision of housing as an incentive for work in remote and rural locations**

The views on the issue of what constituted an 'incentive' to work in remote locations differed considerably and depended on individual circumstances. Where it was seen as an incentive it was felt that the quality of housing was just as important—if not more important—than the amount of rent paid. Those who did not see provision of housing as an incentive saw it more as part of an overall package or something that simply made it easier to make the decision to relocate to a remote area. In summary the findings of the consultations with regard to this issue are shown below:

- Some teachers did not have to move from urban/regional areas (because partners were working or because of family living in the location);
- Some teachers had clearly established themselves in the local community and no longer saw themselves as coming from another region;
- The biggest incentive for beginning teachers was not the provision of housing but the fast track to permanency;
- Some saw provision of housing as part of an overall package (a given rather than an incentive);
- About half of the teachers consulted did see cheap housing as an incentive to work in remote locations; and
- A small number of residents had other properties, which they maintained while living in the remote location and without cheap rent they could not afford to leave.

### **3.3.3 Tenancy agreements and residence guidelines**

In the discussions about tenancy agreements there was ready acceptance that this should be standard practice (as it is in private rental situations). In particular, many residents commented on the importance of carrying out regular property inspections to ensure that condition of residences was adequately maintained. Associated with this were some reports about animals as pets sleeping, urinating and defecating inside houses. Some residents felt that a bond should be paid. Many residents felt unsure about their responsibilities and some felt somewhat vulnerable because their tenure in their home was not guaranteed. A summary of the key points raised is shown below:

- There was almost unanimous agreement among residents that tenancy agreements should be in place;
- Tenancy agreements should be flexible to take into account local needs (e.g. ability to keep pets);
- Mountain Heights School was preparing to implement tenancy agreements in 2011;
- Tenancy agreements were seen as an important way to ensure that rights, responsibilities and obligations of all parties were clearly defined and delineated; and
- None of the residents (with the exception of some principals) consulted had seen the Department's Teacher Residence Guidelines.

Some residents raised privacy concerns at the prospect of inspections and indicated that it was important to ensure that prior to inspections, sufficient warning should be given. Some also felt that inspections should not be carried out by school staff.

### **3.3.4 Private rental market**

With one or two exceptions, principals were generally protective of their current housing stocks and indicated that they would not like to see any reduction in the number of Department owned houses. Part of the reason for this was the perceived lack of suitable private rentals on the market. Council General Managers concurred with this view and all suggested that there was a need for organisations wanting to attract staff, to ensure an adequate stock of quality housing for prospective employees. A summary of the key points raised is shown below.

- In all locations visited, the private rental market was seen to be ‘tight’ with limited offerings that would be suitable for teaching staff;
- The main reason for the lack of availability of accommodation was put down to declining populations, reducing demand for real estate and subsequent low levels of private investment in real estate; and
- Residents of DoE houses were generally unaware of the cost of rental accommodation (that is they probably didn’t appreciate the extent of the subsidy they were receiving).

A separate analysis of the private rental market is shown later, (see page 14) and tends to confirm the general perceptions about the lack of available private rentals (with the exception of Zeehan).

### **3.3.5 Maintenance budget**

SEOs found it difficult to pin down an exact figure that reflected the actual cost of maintenance of residences.

- There was general agreement that the annual budget (\$1400) for housing maintenance was inadequate to maintain properties;
- Schools tended to draw on funds that would otherwise be used for students’ education to meet the shortfall;
- In some cases where rent was collected for private tenants, rental receipts went directly back to the school, allowing for some additional maintenance work to be carried out;
- The shortfall in the maintenance budget was seen to be in the order of \$700 to \$1400 per property; and
- In many cases, additional funding had been sought (and in some cases obtained) for significant capital upgrades such as for new rooves, painting, kitchens and bathrooms.

Based on project expenditure reports supplied by the Department, the additional funding applied to residences for refurbishments across the state in the four years to 2010 was \$675954 or an average of \$168988 per year. Based on a total of 131 residences across the State, this equates to \$1290 per year per residence. Therefore the total amount allocated by the Department specifically to capital works, repairs and maintenance is approximately \$2690 per residence per year. This figure does not take into account additional funds applied from SRP funds that were not designated for teacher accommodation.

### **3.3.6 Rent**

Almost all residents were comfortable with the current levels of rent being paid for their accommodation. Those that were sharing a residence also felt that the current levels of rent were reasonable. Some expressed a concern that the ‘cheap’ rent was reflected in a poor standard of accommodation and would have preferred to pay more to live in a more comfortable home. A small

number of residents (less than five) suggested that if the rent increased even by a small amount, that it would not be worth continuing to work in a remote location.

- In general, residents were not in favour of a significant rent rise (to the level of what they perceived to be market rents, which they considered was about \$100 per week);
- However about three-quarters of residents indicated that they would be prepared to pay an additional \$20 per week provided that the additional funds went back into improving housing;
- There seemed to be no consistent approach to setting rent levels in Circular Head and in many cases what was reported as 'determined' rent or 'actual' rent differed considerably from what was charged;
- No one in Circular Head could explain the rationale for the current rental determination formulas; and
- Several people commented on the additional transport, food and energy costs associated with living in remote locations.

### **3.3.7 Management of housing**

There were few complaints from those managing housing about the role itself. Generally, little thought had been given to alternative management models. The greatest fear among many was that a centrally managed system would be based in Hobart and take away the ability of schools to have more direct input into housing maintenance issues. The principal's role as housing manager has the potential to create tension with staff and a small number of principals identified situations where minor conflict had arisen either because maintenance had not been dealt with promptly or because of privacy issues related to property inspections. Other issues identified by respondents are summarised below:

- Most principals and SEOs felt that their role as housing managers was not recognised appropriately by the Department;
- Principals in Circular Head schools (where management of housing was generally carried out centrally through Smithton High School) felt less stressed about management of housing than those in other locations;
- Principals who did have responsibilities for housing management saw this role as taking away from their capacity to focus on core education and teacher development concerns;
- West coast principals and SEOs saw some merit in the idea of a centrally managed system similar to that used in Circular Head provided that it was managed within the West Coast; and
- The models for management of houses on King Island and Circular Head were seen to be appropriate for those locations.

### **3.3.8 Standard of housing**

By and large, property inspections confirmed what tenants reported: a generally acceptable standard of accommodation with a number of generally minor maintenance and repair issues. Some more significant repair and maintenance issues were identified, particularly in some properties that are not currently used by teaching staff (notably 4 Hall St, Queenstown; 2 Bay St, Strahan, and 78 Comeback Rd, Redpa). Other general observations are noted as follows.

- Most of the residences inspected are liveable and comparable to alternative accommodation that might be available on the private market;
- However, much of the housing stock is 'tired' (estimated at around an average age of 40 years) and is arguably not of a standard that would be attractive to professionals with established careers in regional and urban locations; and
- Of particular note in this regard is the 'complex' of units in Wilsdon St, Queenstown, which would be difficult to bring up to a better standard (for example with heat pumps and IXL Tastics because of the Besser bricks and access to wiring/ventilation) and which is reportedly at risk of flooding and erosion from the nearby Queen River.

Other properties were also identified as requiring more significant repairs. These are detailed in the separate property inspection report (see Attachment A, Valuer's Reports).

### **3.3.9 Potential for property sales**

Most principals indicated that the numbers of residences available for teachers was currently about right and were reluctant to suggest that there was scope for large numbers of property sales. Some properties were being (or had been) rented to non-teacher tenants or were currently vacant and could be considered as saleable:

- 4 Hall St, Queenstown (on the school grounds and considered unfit for tenants)
- 2 Bay St, Strahan (on the school grounds and considered unfit for tenants)
- 76 Comeback Rd, Redpa (the metal-clad unit next to the school grounds and considered not suitable for permanent living)
- 421 Mengha Rd, Forest (currently rented to a teacher but not from the Forest school)
- 21 Massey St, Smithton (a vacant block)
- 62 Montagu Rd, Smithton requires considerable attention and because of its age, will continue to require high levels of maintenance.

Selling some of the above properties may be complicated to some extent by the fact that they are located on school properties which would require some adjustment to titles.

According to the Valuer General there are four vacant lots held in the name of DoE across the region. These are:

- Gould Street, Gormanston PID 5457077
- 10 Milton Street, Rosebery PID 6026324
- Tarleton Street, Zeehan PID 6020862
- 30 Westwood Street, Zeehan PID 6017671

These properties would have minimal value but could be disposed of. There could be some savings from rates and property maintenance should this occur.

## **3.4 Real estate market analysis**

The following tables represent the results of an Internet search for private rental properties in each of the school locations covered in this Review. The analysis in Table 3 suggests that across the entire region there are 81 properties available, 40 per cent of which are in Zeehan. No rental properties were found on King Island. This analysis may understate the true picture (because some properties

may not be listed on the Internet) but at a glance it suggests that the Department's stock of residences is almost as large as the private rental market's. It should also be noted that there is no guarantee that the properties listed are of a suitable standard for teaching staff to move into.

However, assuming that the properties are of similar standard the associated weekly rental data (see Table 4) suggests that teachers in DoE accommodation are currently receiving a subsidy (relative to the local rents) worth about \$120 per week in Circular Head and Zeehan, \$100 per week in Queenstown, \$110 per week in Rosebery and about \$240 per week in Strahan.

**Table 3. Property availability (based on Internet search 24 January 2011)**

Location	Bedrooms				Total
	1	2	3	4	
Zeehan		7	21	4	32
Queenstown	1	3	4	1	9
Strahan		1	6		7
Rosebery	1	2	2		5
Smithton	3	2	11	3	19
Stanley	1		4		5
Marrawah			2		2
Forest			1		1
Edith Creek			1		1
Currie/King Island					0
Total	6	15	52	8	81

**Table 4. Average weekly rent (\$) for available properties (based on Internet search 24 January 2011)**

Location	Bedrooms				Total
	1	2	3	4	
Forest			200.00		200.00
Queenstown	115.00	131.67	110.00	150.00	122.22
Rosebery	110.00	140.00	135.00		132.00
Smithton	101.67	170.00	200.91	280.00	194.47
Strahan		165.00	273.33		257.86
Zeehan		107.86	146.67	207.50	145.78
Stanley	130.00		207.50		192.00
Edith Creek			190.00		190.00
Marrawah			150.00		150.00
Total	110.00	129.00	176.67	227.50	167.81

An analysis of the rental market for Tasmania, is shown at Table 5. Assuming similar standards of accommodation (and this may be contestable) the net financial benefit in terms of rental housing costs for a teacher who would otherwise be based in Hobart and occupying a three bedroom house, would be about \$250 per week in Circular Head, \$310 per week on the West Coast and \$315 per

week on King Island. The relative benefits are less for those who would be relocating from Launceston or the north west coast or those who would otherwise occupy a two bedroom unit.

**Table 5. Median weekly residential rents, September quarter 2010**

Type of dwelling	Hobart region \$/week	Launceston region \$/week	North west region \$/week
3 Bedroom House	330	260	230
Other dwelling: 2 bedroom	263	220	190

Source: (REIT 2010)

An analysis based on Real Estate Institute of Tasmania data for each of the three regions for the September Quarter, 2010, reveals low numbers of sales and declining median prices, particularly on King Island and the West Coast (see Table 6).

**Table 6. Median house prices, September quarter 2010**

Municipality	Median house price	Change on 2 years	Number of properties sold
Circular Head	198000	-3.4%	13
King Island	178000	-54.8%	3
West Coast	55000	-47.6%	7

Source: (REIT 2010)

### 3.5 Interstate models and incentives

Table 7 summarises benefits associated with remote teaching positions in six different jurisdictions. The table includes financial benefits only. Each jurisdiction offers an array of other non-financial benefits including a mix of:

- Transfer points (generally more points depending on remoteness)
- Extended summer vacation (NSW only)
- Additional professional development days (NSW and NT)
- 4-5 Additional personal leave days (NSW, QLD, WA, NT)
- Medical reimbursements (NSW)
- Motor vehicle and depreciation allowances (NSW, WA)
- Vacation travel subsidies (NSW, WA, NT)
- Relocation subsidies (VIC, NSW, WA)
- Travel assistance for family members (NT)
- Utility connection payment (WA)

Rent subsidies vary from no subsidy in Victoria to fully subsidised accommodation in the Northern Territory. The basis of the subsidy varies from state to state also. In Western Australia, for example the subsidy is based on rents payable in Perth. In Queensland it is based on a determined figure, which is indexed.

In the Northern Territory, Western Australia and South Australia, teacher accommodation for rural and remote employees is managed by a separate entity in a department other than Education. These arrangements are designed to cover all state service personnel. In New South Wales the Teacher

Housing Authority manages teacher accommodation. This is a statutory authority that operates under the direction of the Minister for Education and Training. In Queensland, teacher housing is managed by Central Housing Services, within the Department of Education and Training.

With regard to Queensland, the Department has recently completed a review of employee accommodation. The review pre-empts further changes and a more detailed assessment of accommodation structures, maintenance programs and funding. The Review's accepted recommendations are underpinned by three guiding principles: need, incentive and equity (Wilson 2010). Queensland is also undertaking a review of its Remote Area Incentive Scheme, which sets criteria and conditions for Department employees in remote locations.

It should be noted that while incentives vary from state to state, they are not necessarily directly comparable. For example, the table below shows that starting salaries in NSW are considerably lower than other states. However, a beginning teacher in NSW can quickly accrue a number of additional benefits for teaching in rural and remote areas that could boost annual salary by as much as \$7000 per year. In Victoria, starting salaries are relatively high but there are few additional incentives for rural and remote teachers.

It is interesting to note that while other jurisdictions appear to be strengthening provisions for remote and rural employees, the Victorian Department of Education and Early Childhood Development's (2010) *Rural Education Framework* avoids directly pinning retention and recruitment strategies to the provision of housing. It rather suggests that:

*For the rural work force, the ongoing development of teacher collegiality, collaboration, professional learning and mentoring, including peer mentoring, is critical. (p. 15)*

Other jurisdictions are going out of their way to use housing as an incentive. In the Northern Territory for example, a teacher at Belyuen (120 km by road from Darwin) can expect to receive fully subsidised accommodation in addition to a remote incentive salary of over \$3000 per year (Department of Education and Training 2010).

The above discussion suggests that there is no one-size-fits-all model. While it may seem attractive to move towards a multi-agency management model in Tasmania (as is the case in Northern Territory, South Australia and Western Australia) this would require considerable high level cooperation with other departments and could not be implemented in the short term. The advantages of working cooperatively with other government departments for the provision of government employee housing include economies of scale and greater flexibility. However, the experience of Western Australia in this regard suggest that unless this is carefully managed there is potential for significant budgetary costs and other risks, such as under-occupancy, unnecessary bureaucracy and a lack of flexibility for government agencies (Department of Housing and Works 2008).

**Table 7. Summary of benefits and housing management structures associated with remote teacher housing**

Incentive	Victoria	New South Wales	Queensland	South Australia	Western Australia	Northern Territory
Rental subsidy for rural/remote teachers	No subsidy	70% or 90% of THA determined rent	Variable based on a \$221 per fortnight indexed baseline	15% to 50% of market	70%, based on Perth market rents	Fully subsidised
Other remote/isolation allowances (\$)	Remote incentive salary, up to 281/yr	Isolation from goods and services allowance, 386*/yr	Isolation from goods and services allowance, 1925*/yr	From year 1, 3555*, increasing to 4586 at year 5	5500-12500*/yr	3120*/yr
Other special incentives (\$)	Graduate Retention Incentive Program, up to 15000 over 4 yrs	Hot climate allowance, 1174/yr  Cold climate allowance, 594/yr			Graduate allowance 1600/yr for 2 yrs  Locality allowance 432*/yr	
Remote retention benefits (\$)	Not applicable	Paid after 2-3 years, 5000/yr	Paid from 4 yrs of service, 4400/yr*	One off payment on permanency in country school , 574*		500*/yr for each full year of service
Housing management	Not applicable	Teacher Housing Authority	Central Housing Services (within Department of Education and Training)	Building Management Accommodation and Property Services (within the Department for Transport, Energy and Infrastructure)	Government Regional Officers' Housing (within the Department of Housing)	Government Employee Housing (within the Department of Housing, Local Government and Regional Services)
Year 1 base salary (\$)	55459	44078	46950	55665	56112	58457

\* for schools typically 500km away from the capital or a major centre for a single person

## 4 Discussion and recommendations

### 4.1 Discussion

The discussion that follows arises from issues raised in consultations. Attempts are made in the discussion to connect the findings back to the related literature.

#### 4.1.1 To what extent is provision of accommodation an incentive?

The assumption presented in the Review's scope of work specification is that provision of housing is 'one important element of incentives available to teachers in more isolated areas' (see Background, page 2). While a few of those consulted saw it as a major incentive, a larger proportion of respondents recognised that provision of subsidised accommodation was just one of a broad range of factors that contributed to their desire to work and live in a rural or remote location. This view is consistent with that presented in the literature on this topic, which recognises the importance of the availability of housing—as one of several contributing factors—for people wanting to live and work in rural and remote areas of Australia (see for example Miles et al. 2006; Roberts 2005).

#### 4.1.2 What attracts and keeps teachers in rural and remote locations?

The scope of work in this Review does not specifically include consideration of issues of recruitment and retention. However, it was an issue that arose repeatedly in discussions with stakeholders as they discussed teacher accommodation.

Much of the literature talks about the importance of attracting beginning teachers to rural and remote locations. It is more difficult to find research literature that relates to experienced or quality teachers and what affects their decisions to either stay in or leave a rural or remote working environment.

There are any number of reasons why graduates and experienced teachers may be attracted to a remote or rural location. Victoria's *Rural Education Framework* (Department of Education and Early Childhood Development 2010) suggests several reasons why beginning and experienced teachers choose to work in rural schools. These include

- Graduates with a rural background are more likely to teach in a rural school;
- Strong school leadership, leadership development and mentoring opportunities create a school environment that is appealing;
- Scholarships and incentive schemes appeal to some recruits;
- Professional learning opportunities, teacher collegiality and peer mentoring are important for meeting career aspirations;
- Accommodation support (particularly community based options) are seen as beneficial; and
- Community induction programs offer a way in to the community for new teachers.

Pre-service teachers' experiences of rural placements is another factor that contributes to attraction (Hudson and Millwater 2009; Lock 2008). Providing students with rural/remote learning experiences allows them to make informed choices about working in a rural/remote location, once they are qualified.

However there are factors that work against recruitment and retention. One of these is the contractual nature of employment (Plunkett and Dyson 2011). Conversely, permanency or security of tenure is a way of attracting teachers but as Roberts (2005: 50) points out: 'This method unfortunately relies upon peoples desperation for employment rather than a desire to work in these locations'. He goes on to suggest that the carrot of permanency offers a pathway in and then promises a way out of a rural placement. Certainly, for about half of the teachers consulted in this Review, the pathway to permanency was the biggest factor in attracting them to a rural school.

Another factor that contributes to retention is the quality of the workplace environment. Sharplin (2009) for example suggests that the effects of geographic and social isolation can be ameliorated to some extent by opportunities to develop professional competence and by work environments that promote collegiality. This Review found numerous examples of teachers who commented on workplace factors contributing to their desire to work in a rural school—some positive and some negative.

Community involvement and engagement appears to be a factor that contributes to teachers' desire to stay in remote and rural schools (Boylan 2010). This is a two way process. On the one hand it is important for the community to make teachers feel welcome and on the other it is important for teachers to get involved in the community, for example by participating in sport (Lock et al. 2009). There were a number of teachers who were consulted for this Review that had made the rural or remote location in which they worked, their home. It was clear that they belonged there. They were involved in sport, civic life, and their partners were also involved either in employment or in community groups. Clearly in these examples people felt as though they belonged.

#### **4.1.3 Are there other options available for the provision of teacher accommodation?**

The real estate market analysis conducted for this Review (see page 14) suggests that in most locations the private rental market is very limited and may not have the capacity to reliably meet the demand for accommodation of teachers. The exception may be Zeehan where a total of 32 rental properties were identified as being available. However, there is no guarantee that these properties would meet the needs of teachers. Further, a shift to the private rental market would create additional problems for schools wanting to recruit staff and would probably make it more difficult to attract suitable teachers.

Switching to another model for the provision of teacher accommodation would also create other problems. *Firstly*, releasing a large number of properties onto the market would add to an already stressed and declining housing market (see Table 6). There is already an oversupply of properties—some would say glut—on the market in Zeehan, Rosebery and Queenstown. *Secondly*, the market price of properties sold in this way would probably be lower than their current market values. *Thirdly*, questions about management of an alternative model would be raised. It would still require some local and centralised management in terms of allocation, contracts and quality assurance. *Fourthly*, the cost of managing an alternative model where rentals are paid to a third party could well be higher than the current cost. At this point in time, without a clear picture of what the current system actually costs, and given the issues raised above, it would be unwise to recommend a change away from a Department based model.

#### 4.1.4 Asset management

The findings of this Review suggest that there is no clear asset management strategy for teacher accommodation in Tasmania. Asset management planning (sometimes referred to as Strategic Asset Management Planning) is used extensively within local government and increasingly within federal and state government departments around Australia to support investment, planning and accountability decisions. A report prepared by the Tasmanian Department of Treasury and Finance (2004) asserts that:

*Strategic asset management is the process of guiding the acquisition, use and disposal of assets to make the most of their service delivery potential and manage the related risks and costs over their entire life.*

According to the Australian National Audit Office's *Better Practice Guide*, there are five principles that underpin good practice in asset management:

- *asset acquisition, disposal and life-cycle management decisions are integrated into an entity's strategic and organisational planning;*
- *asset planning decisions are based on an evaluation of alternatives, which assesses risks and benefits, and applies the Government's core procurement principle of value for money across the asset's life-cycle;*
- *an effective control structure is established for asset management;*
- *accountability is established for asset condition, use and performance; and*
- *disposal decisions are based on analysis of the methods which achieve the best available net return. (ANAO 2010: 9)*

In the context of maintenance models for the DoE teacher housing stock, it would be prudent to develop an Asset Management Plan that encompasses the principles noted above.

## 4.2 Recommendations

The recommendations that follow emerge from the findings of the Review. This Review has limited capacity to make recommendations that affect teacher accommodation across the whole of Tasmania. However, many of the recommendations would have implications for provision of teacher accommodation across the State. As such they foreshadow state-wide adoption in many cases. No attempts are made to cost the recommendations made in this Review as this was not part of the scope of work (see Scope of work, page 1).

### 4.2.1 Management and operationalisation of teacher accommodation

**Recommendation 1** It is recommended that the Department of Education continue to manage teacher accommodation in the short to medium term.

While there are advantages associated with a whole-of-government model for the provision of government employee accommodation (in terms of scale and flexibility) there are also potential risks and costs. In the first instance, negotiating agreement with other departments and establishing a controlling body will take considerable time. In the second instance the costs associated with managing the controlling body would at least in the short term be higher than if accommodation is managed by the Department itself. Thirdly, the loss of control and the opportunity for localised management of maintenance may in fact reduce the schools' ability to offer a tailored service to its staff.

In terms of the way rent is collected and disbursed in the form of maintenance allocations, it is clear that while schools would prefer to receive the rent paid by residents (as well as the maintenance allowance allocated by the Department) this would on the surface be at odds with good Asset Management Principles and may make managing financial resources more complex than it needs to be. The current practice of schools collecting rents from private tenants should end, subject to provision of a more appropriate budget allocation (foreshadowed in Recommendation 11).

**Recommendation 2 It is recommended that the actual total cost of providing housing to teachers across Tasmania be determined.**

Part of the reason for adoption of Recommendation 1 is that at the moment there is no clear indication of what the cost of providing teacher accommodation is in Tasmania. It should be reasonably easy to ascertain the impact of budget line items (including the \$1400 per property plus the capital costs provided for in the DoE budget) but the true cost should also include additional funds that schools contribute to maintenance of properties, depreciation of assets and potential replacement costs. It should also take into account the cost of management at the school level and the in-kind support that is offered by schools and tenants (for example some schools provide lawn mowing and other general maintenance that would normally be covered by a tenants and some residents carry out minor maintenance that should normally be the responsibility of the owner). This cost analysis would feed into a broader review of properties across Tasmania, foreshadowed in Recommendation 13.

**Recommendation 3 It is recommended that a differentiated model of local management of teacher accommodation (centralised within each municipality of the region) be pursued.**

While there are advantages of having individual schools take responsibility for management of properties, particularly in terms of having direct control over maintenance there are some obvious concerns with this approach. Firstly, principals are not property managers. This role is not related to the function of a principal, which is to provide leadership in education at the school level. Secondly, the added workload associated with property management is not recognised in the position description of an SEO. Thirdly, tenants directing concerns about housing issues to principals has the potential to create unnecessary tension between the principal and the tenant. Fourthly, in many cases, principals and SEOs are tenants themselves and this may result in a perceived if not actual conflict of interest when decisions are made about maintenance priorities. For these reasons it is not appropriate to continue with the current model. However there are obvious advantages in using local knowledge, particularly when it comes to procuring tradespeople to carry out maintenance and repairs. To address these concerns an adapted version of the Smithton model could be utilised where:

- A Management Committee with representatives from each school, oversees local housing management;
- The Committee would establish major works priorities and housing allocations;
- A designated housing manager role (one based in Smithton, Queenstown and Currie) would handle day to day maintenance and emergency repairs;
- The housing manager's role would be recognised appropriately (in terms of hours and salary); and

- The school principal and SEO would *not* be the first point of contact for tenants with concerns.

The situation on King Island is unique in that there is only one school but local management is still desirable. In this case the SEO may continue to be the first point of contact for tenants.

**Recommendation 4 It is recommended that a minimum standard of housing quality be established for teacher accommodation.**

What defines ‘quality’ may be subjective. However, given that it can well be argued that it is quality housing is one key factor that attracts quality teachers, a set of guidelines or minimum standards may be useful. These standards should include minimum standards for:

- Security (including door and window locks, alarms and screens);
- Car parking (including car ports, garages, visitor parking);
- Electrical wiring and switchboards (including provision of power outlets and earth leakage protection devices);
- Curtains, carpets and fixtures;
- Insurance;
- Heating (including provision of heat pumps, insulation, ventilation, mould inhibition);
- Cleanliness and tidiness (internal and external);
- Provision of garbage bins/disposal;
- Pest control;
- Accessibility for people with disabilities;
- Functionality of services (water, sewerage, phone, internet, power);
- Fire safety (smoke alarms and extinguishers);
- Fencing around the property; and
- Provision of white goods.

Establishment of a minimum set of standards in relation to the above could then form the basis of standards expected at inspections at commencement and conclusion of tenancy, and included in a tenancy agreement, which is foreshadowed in Recommendation 8. These minimum standards could then be documented in an accessible form, such as is provided by the NSW Teacher Housing Authority (THA 2007). Where properties cannot reasonably meet the minimum standard they should be either withdrawn from the pool of houses (or sold) or upgraded to the required minimum standard.

#### **4.2.2 Rental subsidies and incentives**

**Recommendation 5 It is recommended that rental amounts be a) based on a differential remoteness scale, and b) assessed relative to the Hobart rental market.**

The model shown below in Table 8 is reasonably close to the current model. The idea of the model is not to push for an adjustment in rents. Rather it is an attempt to provide a reasonable rationale and basis for setting rents. Substantial increases in rent would begin to act as a disincentive for new staff and may result in some more experienced teachers leaving the region.

ARIA+ values provide an objective basis for assessing remoteness and isolation and could be applied to other locations within the State (see GISCA 2010). Therefore, the model could reasonably be applied to other rural and remote locations within Tasmania where teacher accommodation is available.

The basis for a Hobart based benchmark (similar to the Western Australian model, see Table 7) for subsidies may at first seem inequitable given that in most rural and remote place market rents are significantly lower than Hobart rents. However, basing rents on local market prices will be quite complicated to manage because of fluctuations in local markets and because of the limited capacity of the local market to meet professionals' demands for quality accommodation. By applying an appropriate percentage level of subsidy any apparent inequities can be eliminated.

**Table 8. Model for assessing teacher accommodation rent**

ARIA+ Index value	Locations	Level of subsidy (relative to Hobart median)	Weekly rental amount for a three or four bedroom house	Weekly rental amount for a two bedroom unit	Weekly rental amount for one bedroom
4.5-5.1	Stanley, Smithton, Forest	75%	\$82.50	\$65.00	Equal share of unit or house
5.1-10	Redpa, Edith Creek, Rosebery, Zeehan, Queenstown, Strahan	90%	\$33.00	\$26.00	\$13.00 or Equal share of unit or house
>10	King Island	95%	\$16.50	\$13.00	Equal share of unit or house

**Recommendation 6 It is recommended that a range of other housing-related incentives be considered in conjunction with rental subsidies.**

Provision of housing should not be seen as a primary incentive for attracting quality teaching staff to rural and remote locations. For many teachers who took part in this Review, availability of accommodation was one of a number of factors that contributed to their decision to relocate. For beginning teachers, the faster pathway to permanency was the primary incentive. For others, housing was not the *reason* they moved. Rather it facilitated their move or made it easier to make the decision. That said, many teachers had difficulty in identifying what the *incentives* to work in rural and remote locations were (beyond the pathway to permanency). An incentive would have to make it attractive to live in a rural or remote location as opposed to living in a major centre.

Incentives associated with housing that could be considered are:

- Provision of white goods (refrigerator, washing machine, microwave);
- Subsidy for telephone and Internet connections;
- Subsidy of power and energy costs (to offset higher energy costs); and
- Provision of lawn mowers or subsidy of yard maintenance services.

It is beyond the scope of this Review to recommend incentives beyond those directly related to housing but clearly there is considerable scope for provision of additional incentives. Several examples are shown at Table 7.

**Recommendation 7** It is recommended that rental amounts be indexed annually according to the Consumer Price Index and further to Recommendation 5, reviewed in five years to ensure that distortions do not occur.

The last time rents were reviewed was in 1990. At that time the median rent for a residential property in Hobart was between \$78 and \$107 per week (ABS 2003b). Rents are now three times this level but rents for teacher accommodation on the West Coast and King Island have not changed. In Circular Head there seems to be no clear rationale for the current rent amounts being charged. Maintenance costs have risen considerably since then, properties have aged and budget allocations for routine maintenance have fallen well short of what is required to properly manage the Department's housing assets. Adoption of this recommendation would address this issue into the future.

#### 4.2.3 Tenancy agreements and housing allocation

**Recommendation 8** It is recommended that tenancy agreements be introduced as soon as possible.

The absence of tenancy agreements makes roles, responsibilities and obligations of tenants and the Department very unclear. The agreement should be a standard form that complies with the provisions of the Tasmanian *Residential Tenancy Act 1997*. This Review has found that there are no significant barriers among any stakeholders to the introduction of tenancy agreements. Particular consideration should be given to the provision for

- Property inspections and the conditions under which these are made;
- Rights of privacy;
- Payment of bonds/security deposits and provision for return;
- Pets and the conditions under which they may be kept;
- Renewal of agreements; and
- Responsibility for repairs and maintenance (including lawns and gardens).

Tenancy agreements would end the uncertainties about responsibilities and obligations. They may also eliminate the need for minor maintenance concerns and prevent the possibility of damage due to neglect or at least provide a basis for cost recovery in the event of wilful damage. They may also provide some tenure security for tenants.

**Recommendation 9** It is recommended that a uniform set of criteria be established to ensure that housing is allocated to staff in a fair and equitable manner.

There are currently no criteria specified for the allocation of accommodation. While there were no specific issues arising from residents about allocation of housing, the Review did not specifically canvass the views of teachers or other staff who were unsuccessful in their application for

accommodation. The NSW THA eligibility guidelines (THA 2008) suggest priority should be given in the following order:

- 1) permanent full time teacher or 'nsbets' (non school based education teaching service) position
- 2) temporary full time teacher or 'nsbets' position
- 3) permanent part time teacher or 'nsbets' position
- 4) temporary part time teacher or 'nsbets' position
- 5) casual teacher or 'nsbets' position – Restricted tenancy (dwelling may need to be vacated at the request of the THA)
- 6) private tenant (non teaching staff employed by the Department of Education and Training) – Restricted tenancy
- 7) private tenant (staff employed by other public sector organisations) – Restricted tenancy
- 8) private tenant (member of the general community) – Restricted tenancy

Queensland's principles of allocation on the basis of need, incentive and equity may also provide some guidance here. Queensland did have a time limit of six years for teachers but in their recent Review of employee accommodation, have abandoned this. For the purpose of this Review the NSW criteria coupled with the Queensland principles may well avoid the awkward situation where accommodation is taken up by staff ad infinitum regardless of employment status or other considerations. We would suggest that once the eligibility criteria have been finalised and Tenancy Agreements are implemented (as per Recommendation 8), allocation of available accommodation should be reviewed on an annual basis by the local Management Committee (as suggested in Recommendation 3).

In locations where DoE housing is available but is currently fully occupied, provision should be made to offer a subsidy in the private rental market up to the subsidy currently offered to staff occupying DoE housing. For example, under the model suggested in Table 8, a teacher in Strahan would be entitled to a notional 90% subsidy based on Hobart rents—that is up to \$297 per week for a three bedroom house. If a private rental was available for \$350 per week, the Department would subsidise this to the maximum amount of \$297, leaving the teacher to pay the balance of \$53. If however, suitable accommodation was available for \$250 per week, the teacher would pay \$33 per week and the Department would pay the balance of \$217 per week.

#### **4.2.4 Asset management planning**

**Recommendation 10 It is recommended that an Asset Management Plan (with a fully developed database for recording housing related matters) be developed and managed centrally in Hobart.**

At the moment the Department's housing assets are recorded on a series of spreadsheets. The lists include location details, tenancy status, area, asset value, land value and assessed annual value. There are also columns showing 'actual rent', 'determined rent' and 'market rent'. Many of the details provided are incorrect and the basis for the valuations and rent amounts is unclear.

A properly developed Asset Management Plan will enable housing assets to be better managed in terms of:

- acquisition planning
- operational planning
- maintenance planning
- disposal planning
- funding planning; and
- risk management planning.

It will support decision making around each of these areas and enable informed judgements to be made about investment and disposal options. Models developed by the Australian National Audit Office (ANAO 2010) and the Tasmanian Department of Treasury and Finance (2004) could be used to guide the development of an appropriate Asset Management Plan. The Plan should have an associated database that gives accurate and current information about each property including:

- the current quality and status of the property;
- its most recent valuation;
- rental amounts received;
- bonds held and returned;
- a history of maintenance carried out;
- a history of capital expenditure work carried out;
- depreciation amounts;
- asset replacement costs;
- expected life and disposal dates; and
- details of property inspections carried out.

The development of a functional database need not be an overly complex task. There are many templates available that could be used to guide the development of fully customised database. Responsibility for development of the Plan needs to be determined but it is envisaged that whoever takes this role should work closely with those on local Management Committees suggested in Recommendation 3.

**Recommendation 11 It is recommended that maintenance allocations be adjusted to take into account actual maintenance and replacement costs (based on the Asset Management Plan in Recommendation 10).**

The Review has not been able to determine the true maintenance cost associated with properties. Schools were vague about the actual costs of maintenance and at the time of writing, the Department has not responded with details of actual or budget costs associated with teacher accommodation. What is clear though, is that the current level of allocations is inadequate to meet the basic maintenance requirements of properties—let alone deal with the capital expenditure requirements needed for major refurbishments. Assuming a residence replacement cost of about \$200000, a very conservative estimate of annual maintenance allowance (at four per cent of replacement cost) would suggest an annual maintenance allowance of approximately \$8000 per property. Current annual estimated expenditure of \$2690 (see Maintenance budget, page 12) plus additional funds applied from SRP comes closer to this figure. However, a more definitive value should not be considered without adoption of Recommendation 2. By using a regional management

approach suggested in Recommendation 3, funds could be more effectively pooled to ensure that routine maintenance and major works planning can address needs as they arise.

**Recommendation 12 It is recommended that Department of Education residences and properties surplus to requirement be progressively sold to take into account current and anticipated demand.**

The demographic analysis carried out for this Review suggests that by 2016 there will be about 350 fewer students enrolled in government schools than there are in 2011. This would translate to about 30 fewer teaching staff. There are of course several factors that could make these figures higher or lower but even if the figure of 350 students is an over-estimate there will clearly be room for disposal of some housing assets. If the trends in Circular Head continue as they have, there will be considerable pressure by 2016 for the smallest schools near Smithton to close or amalgamate. It should be noted though that while number of teaching positions is likely to reduce the demand for teacher accommodation may not reduce similarly depending on the mix of singles and families and depending on the proportion of teachers who prefer to rent (as opposed to buy) properties. Provision of accommodation for relief staff and pre-service teachers on practicums needs to be considered as well.

That said, the Review has found that there are a small number of properties that are either unliveable in their present condition, require considerable ongoing maintenance, or are generally surplus to requirement. In particular the properties at 4 Hall Street, Queenstown, 2 Bay Street, Strahan and 78 Comeback Road, Redpa need to be either disposed of or refurbished. The Hall Street property may be more difficult to dispose of because of its location on the school grounds. Refurbishment of the Hall Street property may mean that another property could be disposed of. The property at Mengha Road, Forest has until recently been rented on the private market and could be considered surplus to requirement as it is not used for staff at the Forest School. The property at 62 Montagu Road in Smithton is of an age that will make ongoing maintenance increasingly expensive to manage. It should be disposed of. Funds from the sale of the three Circular Head properties could be used to build appropriate accommodation (potentially units) on the vacant lot of land at 21 Massey Street, Smithton. Again, building new accommodation on the Massey Street lot may free up other older housing stock to be sold.

At the time of writing, information requested from the Department about other non-school or non-housing assets (including vacant land) had not been provided. It is anticipated that there is some vacant land owned by the Department that could be disposed of.

Beyond this Review, the local Management Committee in each area should review housing stocks annually as part of the state-wide Asset Management Planning process envisaged in Recommendation 10. To this end the local Management Committees should report on demand and supply issues together with an update of contextual repair and maintenance issues requiring attention.

**Recommendation 13** It is recommended that a review of properties used for teacher accommodation in other Learning Services be carried out to support the development of an Asset Management Plan (as per Recommendation 10).

The development of an Asset Management Plan based solely on north west residences would be fairly meaningless. Consequently, if this approach is to work, the inspection process used for this Review should be repeated in other Learning Services. A reduced consultation process may also be helpful in identifying and addressing key local concerns about maintenance and management systems.

## 5 Conclusions

During December 2010, the Review of Teacher Accommodation in North West Tasmania sought the views of stakeholders on a number of issues related to the provision teacher housing within the north west Learning Service region. Approximately 50 people (teachers, principals, SEOs, AEU representative, Council managers) participated in face to face focus groups and interviews. An additional eight written responses were received. At the same time, inspections of the housing stock were carried out at Currie, Redpa, Smithton, Stanley, Forest, Edith Creek, Rosebery, Zeehan, Queenstown and Strahan.

In general terms, the property inspections found that houses were in a reasonable condition and comparable in standard to that which might be expected on the private rental market. A small number of residences were identified as requiring significant refurbishment. By and large, the maintenance issues identified in the inspections were relatively minor or were not of an urgent nature. At the present time only three properties are not being occupied by DoE staff and two are not occupied at all. This is because they require refurbishment. If they were refurbished they could be used and either sold or other properties could be sold in their place.

The mix of residences (houses and units) is generally appropriate though the Wilsdon Street complex in Queenstown is considered to be inappropriate by many who have lived there. This asset could (arguably should) reasonably be disposed of once alternatives are available. This may require construction of new unit-styled accommodation or purchase of appropriate properties.

The Review confirms the need for quality accommodation to be provided for teachers in the areas considered in this Review. It also recognises the importance of subsidising the cost of accommodation for teachers, as one of a number of incentives that can be used to attract teaching staff to rural and remote areas of Tasmania.

A demographic analysis of the three municipalities covered by this Review suggests that a combination of: a) a downward trend in the population generally; b) an ageing population profile; c) a shift to private education; d) drive-in drive-out patterns of employment; and e) uncertainties in the forestry and agriculture industries, will result in a decline of 350 enrolments in government schools by 2016. This translates to a loss of up to 30 teaching staff over five years and this will put downward pressure on the demand for teacher accommodation. The number of residences that will be surplus to requirement is dependent on a number of factors. The actual demand should be reviewed on an annual basis and decisions made about disposal accordingly.

Consideration was given to alternative methods of making teacher accommodation available. Analysis of the rental market confirmed that in most areas (except Zeehan), private rentals are in short supply. One of the major concerns with a switch to private provision is that quality cannot reasonably be guaranteed. Specifying a minimum standard of accommodation would most likely preclude many of the few properties that are available for private rental. For these reasons, the Review suggests no change to provision arrangements be made.

Consultations revealed that most residents were unaware of the DoE teacher residence guidelines. None were required to sign a tenancy agreement. However, almost all were in favour of tenancy agreements where tenant and DoE obligations and responsibilities were clearly articulated.

Consideration was given to arrangements for the provision of teacher housing in other jurisdictions. In three jurisdictions (WA, NT, SA) teacher accommodation was provided through a multi-agency management model outside of the Department for education. Victoria does not provide teacher accommodation. New South Wales provides accommodation through a separate Teacher Housing Authority. Queensland manages housing within the Department, though it has recently undertaken a review which foreshadows change. There are potential pitfalls with each model and a change from the DoE model should only be considered once the state-wide cost implications are fully understood. Each state (except Victoria) also has a different set of housing-related incentives. They are difficult to compare because of different salary conditions and allowances that apply in each jurisdiction.

This Review makes 13 recommendations in relation to teacher accommodation, some of which have state-wide implications. The recommendations relate to:

- Management and operationalisation of teacher accommodation;
- Rental subsidies and incentives;
- Tenancy agreements and housing allocation; and
- Asset management planning.

## 6 Appendices

### 6.1 Appendix 1: Questions for consideration during consultations

Provision of subsidised teacher accommodation is used as one of many incentives to attract teaching staff to work in remote locations.

- To what extent do the current arrangements meet the needs of teaching staff (in terms of quality, size, cost, security)?
- What needs to change (if anything) in relation to the provision of teacher accommodation?
- What can be changed, given the location, current and/or future market, and options available?
- What would be a reasonable cost for teachers to bear for rental (while at the same time maintaining provision of subsidised accommodation as an incentive for employment in rural and remote locations, and given also the current state of repair of properties)?
- What scope is there for provision of additional/alternate incentives such as telephone installation, internet connections, payment of power/heating, grounds maintenance, reimbursement of some travel costs in a revised tenancy model?

Maintenance and management of housing is a significant responsibility for SEOs and principals.

- What are the alternative accommodation arrangements that could be made available to teachers (and how much would these cost)?
- Are there better ways of managing properties that would still serve the needs of remote schools and staff?
- How do residents feel about the quality, value for money, timeliness of repairs and maintenance of properties?
- How adequate are current resource allocations for meeting the maintenance needs of houses?

Currently, teachers are not required to enter into tenancy agreements or pay bonds. They are however covered by the provisions of the Residential Tenancy Act 1997

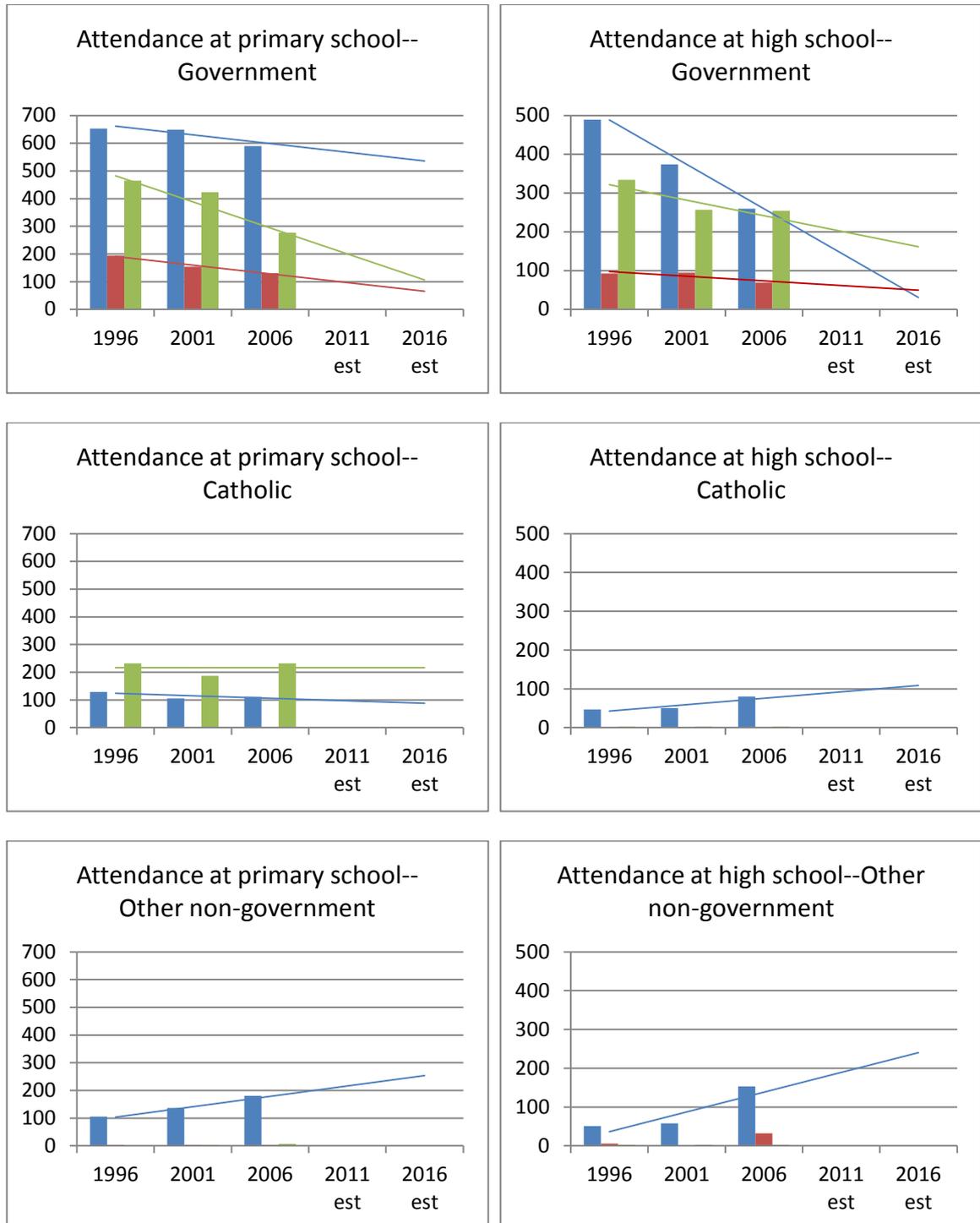
- How should the Teacher Residence Guidelines be updated to reflect the current realities and/or anticipated changes that may occur in the near future?
- Should residents be required to enter into a tenancy agreement?

Schools and educational infrastructure forms a significant part of the range of resources available to many small rural and remote communities.

- How do current arrangements for teacher accommodation affect the rural and remote communities in north west Tasmania?
- What changes would community stakeholders like to see in relation to provision of teacher accommodation in their towns?

## 6.2 Appendix 2: Additional charts and tables

Figure 4. Trends in attendance at educational institutions, 1996-2006 extrapolated to 2016



Source: (ABS 2007b)

Legend:  
■ Circular Head  
■ King Island  
■ West Coast

**Table 9. Projected enrolments, 2011 to 2015**

School	Estimated Student Capacity	Average Percentage Occupancy 2011	Full Time Equivalent (FTE) Student Enrolments				
			Agreed FTE Projection 2011	Projected FTE 2012	Projected FTE 2013	Projected FTE 2014	Projected FTE 2015
King Island District High	375	46.1%	173.00	154.0	141.0	139.0	137.0
Mountain Heights	450	65.9%	296.50	290.0	291.0	292.0	288.0
Rosebery District High	350	35.4%	123.80	122.3	124.3	123.3	119.3
Edith Creek Primary	200	27.0%	54.00	57.0	56.0	56.0	56.0
Forest Primary	250	51.6%	129.00	139.0	137.0	146.5	145.5
Redpa Primary	75	32.0%	24.00	24.0	24.0	27.0	27.0
Smithton Primary	500	51.8%	259.00	272.0	273.0	272.5	278.5
Stanley Primary	100	45.0%	45.00	44.0	48.0	50.0	50.0
Strahan Primary	125	34.8%	43.50	39.5	36.5	32.5	32.5
Zeehan Primary	225	30.2%	68.00	75.5	75.5	78.5	78.5
Smithton High	707	42.9%	303.00	269.0	266.0	254.0	251.0

Source: Department of Education special request

### **6.3 Appendix 3: Written submissions**

Written submissions were received from

Peter Harder, West Coast Council

John Hudson, Principal, Edith Creek Primary School

Human Resource and Corporate Services Staff, Learning Services North West

Melinda Hyland, Strahan Primary School

Lesley Middleton, Huonville Primary School

Jan Schibrowski, Principal, Flinders Island District High School

Darren Stops, Senior School Psychologist, Learning Services South East

Russell Townsend, Australian Education Union

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## Attachment A: Valuer's Reports

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## Additional Comments Relating to the Teacher Accommodation Review - North West Coast

### Overview of Properties from a Valuation Perspective

#### General

I went into this exercise expecting to see all of the Education Department houses in a particular state of repair, however I found the majority to be in a better state than expected. New colorbond roofs, new kitchens and bathrooms, new floor coverings, etc were the norm, with only a couple of the properties being found in the sort of condition I had expected.

However, it was a surprise to discover that each house only had a maintenance budget of around \$1,400. This might be okay if the dwellings were all new, but some are as old as circa 1925. Added to this is that these properties are located in parts of Tasmania which can, and often do, experience harsh weather conditions. These factors point to the consideration that the existing budgeted amount is insufficient for practically every property inspected.

It has been suggested in the report that some of the properties could be sold. It will be the Department's decision if, and in what manner, this is done however it is suggested that if this course of action is pursued by the Department, then possibly the properties in the worst condition could be sold. This would mean that the better condition properties were kept by the Department, which keeps the standard of teacher accommodation at a higher level, while eliminating the properties which need most money spent on them.

Having said that, it is considered that the house at 4 Hall Street, Queenstown should be kept and restored, even though this requires considerable monies spent on it. This is suggested only because this dwelling is situated within the school grounds, so disposal of this property would involve surveying costs, amongst other things.

There were only a couple of properties inspected which were considered to require urgent attention, especially if they are to be used by the Department for accommodation purposes. The property at 4 Hall Street, Queenstown is one, as is the property at 2 Bay Street, Strahan.

The property at 10 Wilsdon Street, Queenstown is the other property. Given the size, age and condition of this, the \$1,400 maintenance budget is grossly insufficient for this property. However, an issue with this property is also that the nature of the accommodation provided, in the main two storey complex, is not appealing, and even leans toward being depressing. This type of property may have been appealing at some point in time, however not anymore. It verges on being like a dormitory or prison, and I would not like to have to spend longer than a week in there, let alone a term or a full year. Because of this, it is not considered that any monies should be spent on this property, and that consideration be given to selling it as is. The challenge with this however, is that the potential market for this type of property is very restricted. Any potential purchaser would need to spend considerable monies on restoring the building, and only if they could see that the returns are there, by it being able to be occupied. The building may have some appeal however to a charity or church organization which could possibly use it for emergency or short term accommodation.

#### Markets

Most of the markets in the areas covered experienced a slow down during 2010. West Coast towns are still feeling the effects of the Global Financial Crisis on the mining industry, while Circular Head towns are feeling the effects of a downturn in certain rural industries, and the closure of the McCains factory in Smithton. Tourism numbers have also been affected by the global economic climate, although a report in the paper the other day said that the West Coast was experiencing a tourism boom at present.

Generally though, these factors have resulted in prices coming back slightly in some places, and more significantly in others, such as Rosebery. Whether this trend will continue is unknown for certain, as the markets are no longer dependent on one factor, but on many factors working together.

If the Department was to sell off some of its properties, it is considered that it should have a reasonable level of success, if only a couple are sold at any one time, and depending on the property being sold, its initial listing price, and assuming that the economy and consumer confidence does not change significantly downward in the future.

### Rental Markets

The rental markets for most of the centres are considered reasonable. The larger towns like Smithton, Queenstown, Rosebery, and Zeehan all seem to have a reasonable number of properties available for rent at any one time. The rental markets in the smaller localities are almost non-existent however.

The rental market in Currie, King Island, is very limited, with high levels of demand but low levels of supply. Available properties are mostly taken up by itinerant workers, who find work with the abattoir and the dairy.

However, even for those towns which have a reasonable level of rental supply, there is still the risk that the owner of a privately held house or unit may decide to sell the property at any particular time, which could cause a level of disruption or inconvenience if it was occupied by a teacher.



Beau Jones A.A.P.I. Assoc Dip (Real Est. Valn)

Certified Practising Valuer.

Cradle Coast Valuers

31<sup>st</sup> January, 2011

## **REVIEW OF TEACHER ACCOMMODATION ARRANGEMENTS**

### SPREADSHEET LEGEND

Est. of Value (\$) The estimate of the property's current market value, based on (a) its condition as at the date of inspection, (b) property details obtained from the LIST (of DPIWE), and (c) recent available sales evidence. It is an estimate only, with a more accurate value being possible only with a more detailed inspection and report. The value of a property is also likely to change over time, and can be subject to economic and/or other changes, and can also be affected by wear and tear, and general deterioration from the weather etc.

Est. of CMR (\$/Wk) The estimate of the property's current market rental, based on (a) the characteristics of the property, e.g. condition, size, location, number of bedrooms, etc, (b) its estimate of market value, and (c) comparable rental properties, as listed on [www.realestate.com.au](http://www.realestate.com.au). This is not what the property is currently rented for, but what it could achieve, if listed for rent on the open market. Again, this is an estimate only, with a more accurate figure being possible with a more detailed report. It may also change over time, and can also be affected by various factors, including changes to the economy, etc.

#### Building Abbreviations:

WB	Weatherboard	UMR	Under the main roof line of the house
PVCWB	PVC Weatherboard	GAR	Garage
BKV	Brick Veneer	CPT	Carport
MBKV	Masonry Brick Veneer	T/Deck	Timber deck
CSHT	Cement Sheet	Cov Area	Covered area
METC	Metal Cladding	INI	Internally not inspected
GI	Galvanised Iron	o/g	Overgrown
CB	Colorbond		
RD	Metal Roof Decking (Klip-Lok)		

## DISCLAIMER

### *INFORMATION NOT PROVIDED:*

*Any encumbrance, restriction or other factor not specifically referred to in this report, which is or should be revealed by the appropriate searches and which could affect the value or marketability of the property should be referred to the valuer for comment before reliance is placed on the valuation or rental estimate.*

### *NO RESPONSIBILITY TO THIRD PARTY:*

*The valuation estimates are for the use only of Department of Education for Teacher Accommodation Review purposes and are not to be relied upon for any other purpose. No responsibility is accepted to any third party who may use or rely on the whole or any part of the content of these valuation estimates.*

### *CONTAMINATION/HAZARDOUS MATERIALS:*

*These valuation estimates are made on the basis that each site is free of soil contamination resulting from previous activities on the property and that there are no asbestos containing or other hazardous materials within the structure of the improvements. No potential sources of contamination were apparent on inspection, but if any of the properties are ultimately found to be contaminated, then we reserve the right to review these valuation estimates.*

*These valuation estimates take no account of the actual or possible effect on the value of the subject properties of any environmental hazard or the cost of, or necessity for, ceasing or cleaning up any environmental hazard.*

*Further, unless these valuation estimates specifically state that the client has requested;*

- Advice on whether the property is, or might be, affected by an environmental hazard or a requirement to cease or clean up an environmental hazard, or*
- A recommendation as to whether or not to investigate whether the property is or might be affected by an environmental hazard; or*
- A recommendation as to whether or not to conduct an environmental audit*

*these valuation estimates include no such advice or recommendation and Cradle Coast Valuers accepts no responsibility for the omission.*

*For the purpose of this clause, “environmental hazard” means:*

- Pollution*
- Contamination*
- Noxious emission or discharge.*

### *PRESENCE OF MOLDS, FUNGI, SPORES ETC.:*

*No warranty is given in this valuation for claims or loss which, either in whole or in part, directly or indirectly, are for, based upon, relate to, or arise out of the formation, growth, presence, release, dispersal, containment, removal, testing for or detection or monitoring of, or failure to detect or monitor or warn about any molds, fungi, spores or other similar growth or organic matter, including but not limited to aspergillus, penicillium, or any strain or type of stachybotris, commonly collectively referred to as the “Black Molds”.*

*BUILDING & BUILDING SERVICES CONDITION/TITLE OCCUPANCY:*

*No warranty is given in this valuation that those parts of any building on the land, which are not readily accessible are free from defect, rot or infestation. No warranty is given in respect of the condition of the building services or the suitability of the materials used in the construction. The valuation report is not intended as a structural survey, nor is our standard reporting as to title occupancies intended to advise other than any apparent discrepancies and is not to be construed as a surveyors report.*

*EXPIRY OF VALUATION:*

*These valuation estimates are current as at the date of inspection only. The value estimates assessed herein may change significantly and unexpectedly over a relatively short period (including as a result of general market movements or factors specific to the particular property). We do not accept liability for losses arising from such subsequent changes in value. Without limiting the generality of the above comment, we do not assume any responsibility or accept any liability where this valuation is relied upon after the expiration of 3 months from the date of the valuation, or such earlier date if you become aware of any factors that may have any effect on the valuation.*

A handwritten signature in black ink that reads "JONES". The signature is stylized, with a large, sweeping initial 'J' that loops around the first part of the name.

*Beau Jones A.A.P.I. Assoc Dip (Real Est. Valn)*

*Certified Practising Valuer.*

*Cradle Coast Valuers*

Locality: Edith Creek, Forest, Redpa & Stanley		Inspected: 13 Dec 2010				
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
1279 Trowutta Road, Edith Creek	1956	111	PVCWB/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, & slimline blinds - good order. Double garage - 6x6m - (good). Shed - 3.5x8m - (fair to good). Wood Shelter - 2.5x8m (fair). Porches at front and rear (fair to good). Established grounds.	150,000	180	Lounge ceiling sags; water leaks at front door and in 1 bedroom; mould in bathroom; front porch leaks.
421 Mengha Road, Forest	1962	115	PVCWB/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, & vertical blinds & curtains - fair to good order. Porch at front - (fair to good). Old Shed - 6x6m - (fair to poor). Established grounds.	120,000	150	Kitchen & bathroom dated; small holes and cracks in some walls and ceilings; interior would benefit from a repaint; hall cupboard missing handle; some rust and leaking in roof gutters.
76 Comeback Road, Redpa (shown on Govt/Council records as 64 Comeback)	1968 ?	115	PVCWB/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, & vertical blinds - good order. Enclosed porch at front, and porch at rear - (fair to good). Carport at side - 3x6m - (fair to good). Storeroom - 3x2m (fair to good). Established grounds.	130,000	140	Mould starting in 1 bedroom and toilet ceilings; small holes in walls behind door handles in entry and toilet; plaster peeled beside bathroom window; roof gutters require clean out.
78 Comeback Road, Redpa	1993 (?)	59	METC/GI House. 2 bedrooms; 1 bathroom. Carpet & vinyl, & vertical blinds - (fair to good). Covered area at side - 5.95x6.05 + 3x5.45m - (fair). Covered T/Deck - 3.9x1m - (fair to good). Basic grounds.	95,000	110	Unable to access interior. Exterior requires clean. Rust in frame of covered area.

Locality: Edith Creek, Forest, Redpa & Stanley			Inspected: 13 Dec 2010			
Property Adress	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
26 Pearse Street, Stanley	1972	130	MBKV/GI House. 4 bedrooms; 1 bathroom. Carpet & vertical blinds - good order. Carport - 3x6m - (good). Store UMR - 2x3m - (good). Porch UMR front & Verandah UMR rear (fair to good). Established grounds.	240,000	250	Roof gutters old - some rust and leaks. Broken window glass on verandah. Water runoff from adjoining property - may need drainage.

Locality: Currie			Inspected: 9 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
2 Arthur Street	1950	106	PVCWB/CB House. 3 bedrooms; 1 bathroom. Floor & window coverings - fair to good order. Garage/Shed - 6x6m - (good). Porch - 3x1.1m - (fair). Established grounds.	190,000	175	Tape on lounge window - leaks?; cladding requires clean; roof eaves require clean and repaint; some rust in roof gutters.
24 George Street	1978	130	BKV/RD House. INI. 3 bedrooms; 1 bathroom ? Floor & window coverings - fair to good order? Garage UMR - 3.8x9m - (fair to good). Open verandah UMR - 6x1m - (fair to good). Porch UMR - 3x2.5m - (fair to good). Established grounds.	230,000	200	Paint peeling on fascia boards and timber trims; rust on porch poles; roof gutters require clean out.
26 George Street - House 1	1950's (?)	160	PVCWB/CB House. INI. 3 bedrooms; 1 bathroom? Floor & window coverings - (fair to good?). Garage - 3x5.8m - (fair to good). Old shed - 4x2.5m - (fair to poor). Porch at side. Established grounds.	210,000	185	Paint peeling on timber trims; rust in roof gutters; old shed requires attention.
26 George Street - House 2	1960's (?)	113	PVCWB/GI House. INI. 3 bedrooms; 1 bathroom? Floor & window coverings - (fair to good?). Covered area/Carport UMR - 9.1x3.1m - (fair to good). Established grounds.	180,000	175	Roof gutters are old and may need replacing; some rust in gutter clips and vent pipe; steel pole for covered area is bent.

Locality: Currie			Inspected: 9 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
26 George Street - House 3	1960's (?)	164	PVCWB/RD House. INI. 3 bedrooms; 1 bathroom? Floor & window coverings - (fair to good?). Covered area UMR - 3.05x13.15m - (fair to good). Porch UMR - 3.8x3m - (fair to good). Established grounds.	230,000	185	Exterior requires a clean; fascia boards and roof eaves require repainting; some rust spots; windows don't open properly, and keys rusted.
78 Main Street	1959	105	PVCWB/CB House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - (fair to good). Covered area/Carport - 3x3.5m - (fair). Storeroom - 3x5m - (fair). Basic and slightly overgrown grounds.	170,000	170	Roof gutters require clean out and repair; exterior requires clean; grounds require a tidy up on one side.
Flats 1 and 2, 82 Main Street (Corner of, and fronting, Jaycee Avenue)	1981	125 total	BKV/CB Flats/Units x 2. Each with 2 bedroom; 1 bathroom. Carpet & vinyl, and mixed window coverings - fair to good order. Open verandahs UMR front & part of rear - 18x1m & 12.5x1.5m - (fair to good). Shared dble garage - 6x10m - (good). Established grounds.	260,000 total	140? Each	Lounge electric heater doesn't work; slight cracking in cornice joint; rising damp in bedrooms?; downpipe at front doesn't drain away properly; front door on Flat 1 is scratched; roof gutters require a clean; slight cracking in bricks in one corner of building.
4 Shaw Street (shown on Govt/Council records as 6 Shaw)	1962	89	PVCWB/CB House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Garage/Shed - 3.5x9m - (fair to good). Porches at front and rear - (fair to good). Established grounds.	160,000	165	Slight cracking in laundry walls; paint peeling and some mould in one bedroom; exterior requires a clean; fascia boards require repainting; downpipe loose.

<b>Locality:</b> Currie			Inspected: 9 Dec 2010			
<b>Property Address</b>	<b>Age</b>	<b>Approx Size (m2)</b>	<b>Basic Details</b>	<b>Est. of Value (\$)</b>	<b>Est. of CMR (\$/Wk)</b>	<b>Areas Requiring Attention</b>
6 Shaw Street (shown on Govt/Council records as 8 Shaw)	1969	109	PVCWB/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Carport UMR - 3x10m - (fair to good). Established grounds.	180,000	170	Some repainting required in hallway and bedroom ceilings; some mould evident; may need new roof; all roof gutters are rusted; paint peeling on fascia boards.
8 Shaw Street (shown on Govt/Council records as 10 Shaw)	1962	89	PVCWB/CB House. INI. 3 bedrooms; 1 bathroom? Floor & window coverings - fair to good order? Garage - 3.5x9m - (fair). Porches at front and rear. Established grounds.	165,000	165	Some rust in roof gutters etc; cladding requires a clean; paint peeling on fascia boards; some rot in timber on garage.

Locality: Queenstown			Inspected: 8 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
Units A & B, 61 Conlan Street	1985	273 total	BKV/GI Unit/Flat x 2. Each with 3 bedrooms; 1 bathroom + shower room. Carpet & vertical blinds - good order. Carport - 3x10m - (good). Storeroom - 3x6.5m - (fair to good). Porch at side (fair). Basic grounds.	240,000	130 each	Some internal painting required; mould evident in shower room; cracking in porch glass; damage to storeroom; side fence missing; grounds require tidy up.
29 Grafton Street	1950	130	WB/CB House. 4 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - fair to good order. Double Carport - 6x6m - (fair to good). Porches at front and rear (fair to good). Grounds okay.	125,000	130	Cracking in lath & plaster walls and ceilings in kitchen/dining; water damage to lounge wall and chimney; water mark on carpet; rust in carport frame. Most areas not essential.
4 Hall Street	1950's (?)	101	WB/CB House. 3 bedrooms; 1 bathroom. Carpet & vinyl, & vertical blinds - (fair to good). Old Carport - 2.5x7m - (poor). Shed - 2.5x3m - (poor). Porch at side. Basic grounds.	90,000	120	Black mould on a number of walls and ceilings - will need to be cleaned with mould inhibitor and repainted or, worst case scenario, relined and painted; marks on kitchen vinyl; some rot evident in weatherboards and windowframes; paint peeling in places; gutters require clean; grounds require tidy up.
11 Hurst Street	1950	105	WB/CB House. 3 bedrooms; 1 bathroom. Carpet & vinyl, & vertical blinds - (fair to good). Shared Carport - 2.55x5m - (good). Porch at front. Cov Area at rear - 9x3m - (good). Garage - 4x6m - (fair to poor). Shed - 4x2m - (poor). Established grounds.	120,000	130	Chimney not sealed - water leaks out under heatpump when raining.

<b>Locality: Queenstown</b>			Inspected: 8 Dec 2010			
<b>Property Address</b>	<b>Age</b>	<b>Approx Size (m2)</b>	<b>Basic Details</b>	<b>Est. of Value (\$)</b>	<b>Est. of CMR (\$/Wk)</b>	<b>Areas Requiring Attention</b>
13 Hurst Street	1950	104	WB/CB House. 3 bedrooms; 1 bathroom. Carpet & vertical blinds - (fair to good). Shared Carport - 2.55x5m - (good). Porch at front. Porch at rear - 5x1.5m - (good). Garage - 4x6m - (fair). Shed - 4x2m - (fair). Established grounds.	120,000	130	Crack in toilet wall and some leaking; hall heater doesn't work; garage roll-a-door doesn't work.
8 Powell Street	1972	130	BKV/GI House. INI. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - fair to good order. Double Gar - 6x6m - (fair to good). Porches UMR at front & rear - 3x3m & 6x1.5m - (fair to good). Garage at side - 3x6.5m - (fair). Grounds okay.	140,000	130	Off peak heater doesn't work; front door leaks; roof gutters require clean out; paint peeling on fascia boards; rust on porch rails; laserlite wall on garage is broken.
Flats 1 & 2, 1 Rupert Street	1971	91 each	BKV/GI Unit/Flat x 2. Each with 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds & curtains - good order. Carport UMR - 3x5m - (fair to good). Storeroom UMR - 2x4m - (fair to good). Rear porch. Metal garden shed. Basic grounds.	195,000	120 each	Some rust spots in roof; roof gutters and rear porches require a clean and repair.
2A Rupert Street	1970	90	BKV/GI Unit/House. INI. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Carport - 3x5m - (fair to good). Small porches at front and rear. Metal garden shed. Established grounds.	100,000	130	Exterior requires a clean - rear porch, roof gutters, downpipes, eaves.

<b>Locality: Queenstown</b>			Inspected: 8 Dec 2010			
<b>Property Address</b>	<b>Age</b>	<b>Approx Size (m2)</b>	<b>Basic Details</b>	<b>Est. of Value (\$)</b>	<b>Est. of CMR (\$/Wk)</b>	<b>Areas Requiring Attention</b>
1 Russell Street	1925	116	WB/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Double Garage - 6x7m - (fair). Porches at front and rear (fair to good). Shed at rear - 4x5m - (fair). Basic grounds.	110000	130	Electrical lines may need checking - power bill is consistently high?; some mould on bathroom wall; some rot in weatherboards and window sills; exterior would benefit from a clean.
13/10 Wilsdon Street	1971	95	CBLR/GI House/Flat. 1 bedroom; 1 bathroom. Carpet & curtains - (fair to good). Carport/garage - 3x6m - (fair). Basic grounds.	see below	90	Water leaks from kitchen window and bedroom ceiling; damage to ceiling and cornice joint; old panel heater in bedroom doesn't work.
14/10 Wilsdon Street	1971	145	CBLR/GI House/Flat. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - (good). Double carport - 6x6m - (fair). Open verandah UMR - 14x1.5m - (fair to good). Established grounds.	see below	130	Paint peeling above kitchen door; some cracking in render; exterior requires clean; windows leak.
Flats 10 Wilsdon Street	1971	600	CBLR/GI Flats x 12. Each with 1 bedroom; 1 bathroom. Shared hallways and laundries. Carpet & vinyl, and vert blinds - fair to good order. Lino in halls etc - fair order. 12 bay Carport/Garages - 33x7m - (fair to good). Porches at front and side (fair to good). Basic grounds.	300,000 ?	60 each	Kitchens and bathrooms dated; paint peeling in some rooms; small hot water cylinders; most panel heaters in bedrooms don't work - wiring of building is not suitable for upgrading of heating; some holes in walls; windows leak; some external panels broken or missing; some cracking in render; rust in garage frame; clothesline broken; grounds untidy; security of premises is an issue.

Locality: Rosebery			Inspected: 14 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
19A Baillieu Street	1976	131	BKV/GI House. 4 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Garage UMR - 4x5.5m - (fair to good). Storeroom UMR - 3.5x3m. Shelter - 6x3m. Porch UMR - 3x2m. - (all fair to good). Established grounds.	80,000	130	Kitchen floor is uneven?; some water damage and mould in bedroom 4; roof lifting in places; roof gutters and eaves require clean and repaint; slight rot in fascia boards; concrete driveway rough and uneven.
1 Chester Avenue	1977	112	METC/CB House. 3 bedrooms; 1 bathroom. Carpet, lino & vertical blinds - fair to very good order. Carport - 4.5x6m - (fair to good). Storeroom - 3.5x1.5m - (fair to good). Established grounds.	65,000	120	Windows and locks jammed or don't work; kitchen and bathroom cupboard doors require attention; rear door may need repair; paint peeling on carport frame; rot in fascia boards and eave on one corner; clothesline doesn't spin.
3 Chester Avenue	1977	112	METC/GI House. 3 bedrooms; 1 bathroom. Carpet, vinyl, lino & vertical blinds - fair to good order. Carport - 4.5x6m - (fair to good). Storeroom - 3.5x1.5m - (fair to good). Established grounds.	65,000	120	Roof eaves and gutters require clean; some aluminium window frames require attention; paint peeling on carport frame.
13 Chester Avenue	1977	112	METC/GI House. INI. 3 bedrooms; 1 bathroom. Carpet, lino & vertical blinds - fair to very good order. Carport - 4.5x10m - (fair to good). Storeroom - 3.5x1.5m - (fair to good). Enclosed covered area - 4.5x5m - (fair). Established grounds.	65,000	120	Exterior requires clean; eaves require clean and repaint; some rust in roof gutters; part of carport frame requires repainting.

Locality: Rosebery			Inspected: 14 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
2 Milton Street	1977	112	METC/GI House. INI. 3 bedrooms; 1 bathroom. Carpet, vinyl, lino & vertical blinds - fair to good order. Carport - 4.5x6m - (fair to good). Storeroom - 3.5x1.5m - (fair to good). Established grounds.	65,000	120	Roof eaves require clean/repaint; paint peeling on carport frame and storeroom.
6 Milton Street	1980	123	METC/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - fair to good order. Carport UMR - 3x13.5m - (fair to good). Storeroom UMR - 3x2.5m - (fair to good). Established grounds.	75,000	130	Repainting required in some rooms; some water damage to lounge ceiling; roof gutters require clean; grounds require tidy up.
8 Milton Street	1980	120	METC/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds & lace - good order. Carport - 3x5.5m - (fair to good). Small porch UMR. Open verandah UMR - 4x1m - (fair to good). Storeroom - 2.5x3.5m - (fair to good). Established grounds.	70,000	130	Roof gutters require clean; holes in fibreglass side of carport.
1 Natone Street - House 1	1975	118	METC/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and lace & curtains - fair order. Small porch UMR at front, and porch UMR at rear. Carport - 3x5.5m - (fair). Storeroom - 2x3m - (fair). Basic grounds.	see below	120	Walls and ceilings discoloured and require repainting; patched holes in lounge; water damage? In 2 bedrooms - roof may need checking; screen ripped; roof gutters require cleaning; rusted railing on rear porch; carport ceiling requires cleaning/repainting/repair.

Locality: Rosebery			Inspected: 14 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
1 Natone Street - House 2	1975	118	METC/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and lace & curtains - fair order. Porches UMR on both sides. Carport - 3x5.5m - (fair). Storeroom - 2x3m - (fair). Basic grounds.	see below	120	Paint peeling in bathroom ceiling; ceiling in one bedroom needs replacing - roof may need checking; roof eaves require cleaning/repainting; rust in porch rails; carport ceiling requires cleaning/repainting.
1 Natone Street - House 3	1975	118	METC/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and mixed window coverings - fair to good order. Porches UMR on both sides. Carport - 3x5.5m - (fair). Storeroom - 2x3m - (fair). Basic grounds.	170,000	120	Water damage to ceiling in one room - roof may need checking; roof eaves require cleaning/repainting; rust in porch railing; roof gutters require clean; site requires better drainage, as runoff flows into carport, leaving sludge.
1 Propsting Street	1970	72	BKV/CB House. 2 bedrooms; 1 bathroom. Carpet & vinyl, and mixed window coverings - fair to good order. Carport - 3x5m - (fair). Porch at rear. Store shed - 2x1.8m - (fair). Grounds okay.	50,000	100	Repair required to base of bath; roof eaves require a clean/repaint; roof gutters require a clean out; some rust on rear roof vent; rear porch requires repair; carport and shed require clean & repaint. *** Question over title details ***
Flats 1 & 2, 4 Propsting Street	1970 (?)	250	BKV/GI Flats x 2. One has 2 bedrooms, one 3 b'rooms; each has 1 bathroom. Carpet & vinyl, & vert blinds & curtains - (fair to good). Double Carport - 5.5x5.5m - (fair). Shed - 5.5x2m - (fair to good). Porches on both levels. Basic grounds.	130,000	100 & 110	Unit 1 hall heater sparks; water heaters don't work; mould and paint peeling in rooms; some rot in fascia boards; downpipe missing; some rust in carport.

Locality: Rosebery			Inspected: 14 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
1 Salisbury Drive	1979	123	BKV/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Carport - 3x9m - (fair to good). Storeroom UMR - 3x2.2m - (fair to good). Established grounds.	75,000	140	Room vent loose in bedroom; external vent cover missing at rear; roof gutters, eaves and fascia boards require a clean; some rust in gutters; holes in fibreglass side of carport.
3 Salisbury Drive	1979	123	BKV/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - fair to good order. Carport - 3x9m - (fair to good). Storeroom UMR - 3x2.2m - (fair to good). Established grounds.	75,000	140	Walls and ceiling discoloured in lounge - requires repaint; paint peeling on bathroom ceiling; small hole in toilet floor; stain on loungeroom carpet; general tidy required to exterior and to grounds.
5 Salisbury Drive	1979	123	BKV/GI House. INI. 3 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Carport - 3x9m - (fair to good). Storeroom UMR - 3x2.2m - (fair to good). Established grounds.	75,000	140	Roof gutters require a clean out.

<b>Locality:</b> Smithton			Inspected: 10 Dec 2010			
<b>Property Adress</b>	<b>Age</b>	<b>Approx Size (m2)</b>	<b>Basic Details</b>	<b>Est. of Value (\$)</b>	<b>Est. of CMR (\$/Wk)</b>	<b>Areas Requiring Attention</b>
15 Carnac Court	1974	185	MBKV/TI House. 4 bedrooms; 2 bathrooms. Carpet & vinyl, and vertical blinds and curtains - fair to very good order. Double garage under - 6x14m - (fair to good). Porch - 6x1.2m - (fair to good). Terrace - 5x4m - (fair to good). Established grounds.	340,000	300	Cracking in windows; some water damage to wall beside shower in bathroom; some cracking in mortar (not unusual for type); roof gutters require clean out.
Flats A & B, 1 David Street	1992	191 total	MBKV/TI Flats/Units x 2. Each with 1 bedroom; 1 bathroom. Carpet & vinyl, and window coverings - good order. Garage UMR - 3x6m - (fair to good). Established grounds.	315,000 total	100 each	Some cracking in mortar (not unusual for type); rust spots in roof gutters and on garage doors.
57 King Street	1935	184	WB/GI House. 4 bedrooms; 1 bathroom. Carpet & vinyl, and mixed window coverings - fair to good order. Cpt - 6x4m - (fair). Gar/shed - 3x6 & 3x3m - (fair). Cov T/Deck - 5x2m & T/Deck - 2x14m - (fair to good). Porch UMR (fair). Grounds sl o/g.	210,000	220	Cracking and mould in lath & plaster walls and ceilings; lounge ceiling to be repainted; other rooms require repainting; bedroom door off hinge; external weatherboards etc require repainting; some rust spots in roof and steel railing; garage/shed requires repainting.
17 Massey Street	1975	131	BKV/GI House. 4 bedrooms; 1 bathroom. Carpet & vinyl, & vertical blinds - (good). Porch UMR - 3x3.5m - (fair to good). Carport - 4x6m - (fair to good). Storeroom - 3x3m - (fair to good). Open verandah UMR - 6x1m - (fair to good). Established grounds.	200,000	220	Small mould spots starting on bathroom ceiling; window sills cracked and missing; some cracking in mortar (not unusual); roof lifting at rear; rust on porch pole; store shed walls require clean; paling fence requires repair.

Locality: Smithton			Inspected: 10 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
21 - 23 Massey Street	1955	134	WB/GI House. 2 bedrooms; 1 bathroom. Carpet & vinyl, and curtains - fair to good order. Garage - 5.5x7m - (good). Porch at front. Established grounds. ***Vacant site at side could be sold or built upon.	220,000	190	Kitchen vinyl is marked; minor mould and cracking in some walls; crack in window; exterior requires clean; small rust spots above windows; side gate requires repair.
59 Massey Street	1950	158	WB/GI House. 4 bedrooms; 1 bathroom. Carpet & vinyl - fair to good order. Porch - 6x2m - (fair). Double Carport - 6x6m - (fair to good). Garage - 4x7m - (fair to good). Covered area - 5x4m - (fair to good). Established grounds.	210,000	230	Some water damage and leaking stains in rear rooms, near chimney; some cracking in joints; requires repainting throughout; some rot in weatherboards; crack in window; some rust in roof gutters.
Units 1 & 2, 84 - 86 Massey Street	1981	92 each	BKV/TI Units/Flats x 2. Each with 2 bedroom; 1 bathroom. Carpet & vinyl, and curtains - fair to good order. Garage UMR - 3.5x6.5m - (good). Porch UMR - 8x2m - (good). Established but basic grounds.	320,000 total	180 each	Interior requires repainting; slight cracking and mould evident in two bedrooms; and some mould in toilet.
Units 1 & 2, 89 Massey Street	1974	87 each	MBKV/TI Units x 2. Each with 2 bedroom; 1 bathroom. Carpet, and vertical & holland blinds - fair to good order. Carport - 3x6m - (fair to good). Storeroom - 2x2m - (fair to good). Rear porch. Established grounds. *** Room on site for another unit.	310,000 total	180 each	Slight cracking in mortar (normal for type); Rear porch requires repair.

Locality: Smithton			Inspected: 10 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
28 Montagu Road	1944	165	WB/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and curtains - good to very good order. Porch UMR - 3x3 & 2x2m - (fair to good). Carport - 4x6m - (good). Gar/shed - 3x8.5 & 3x6m - (fair to good). Established grounds.	200,000	210	Paint peeling and mould in some rooms - interior requires repainting; slight cracking in some rooms; some rot evident in garage/shed.
62 Montagu Road	1936	135	WB & CSHT/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and window coverings - fair to good order. Porch - 4x2m - (fair to good). Covered area - 6.5x3 & 4x5m - (fair to good). Gar/shed - 3x6 & 3x3m - (fair to good). Established grounds.	190,000	200	Lounge walls & ceiling discoloured and some mould in one bedroom - require repainting; some rot in exterior; exterior requires repaint; rust spots in roof gutters; garage requires attention; grounds require tidy up.
Units 1 & 2, 185 Nelson Street	1983	67 each	BKV/CB Units x 2. Each with 2 bedroom; 1 bathroom. Carpet & vinyl, and lace & curtains - good order. Porches UMR at front and rear. Established grounds.	220,000 total	150 each	Carpet may need replacing.
5 William Street	1975	131	BKV/GI House. 4 bedrooms; 1 bathroom. Carpet & vinyl, & vertical blinds - (good). Porch UMR - 3x3.5m - (fair to good). Carport - 4x6m - (fair to good). Storeroom - 3x3m - (fair to good). Open verandah UMR - 6x1m - (fair to good). Established grounds.	200,000	220	Bathroom & toilet require repainting; aluminium window frame requires attention; some mortar missing.

Locality: Strahan			Inspected: 8 Dec 2010			
Property Address	Age	Approx Size (m2)	Basic Details	Est. of Value (\$)	Est. of CMR (\$/Wk)	Areas Requiring Attention
2 Bay Street	1993	56	METC/GI House. 2 bedrooms; 1 bathroom. Carpet & vertical blinds - fair to good order. Carport - 3x12m - (fair to good). Rear porch (fair to good). Basic grounds.	190,000 (in current condition)	200	Re-line ceilings in two bedrooms; Fix roof which caused water damage?; Clean carpets; water leaks in bathroom window; toilet cistern discoloured; floor springy in places - part of lounge room floor is damaged; roof gutters show some rust spots, and require cleaning; rear screen door requires repair.
4 Bay Street	1951	112	WB/CB House. 3 bedrooms; 1 bathroom. Vinyl - good order. Garage - 3x6m - (fair to good). Shed - 3x6m - (fair). Front porch (fair to good). Established grounds.	300,000	270	Slight cracking in lath & plaster ceiling (no need to fix); rot evident in some of the weatherboards; some rust spots around gutters; some rot in garage side; also garage roof gutters require clean out, and rust in downpipe.
7 Gaffney Street	1990	173	BKV/CB House. 3 bedrooms; 1 bathroom. Carpet & vinyl, & mixed window coverings - fair to good order. Garage Under - 5x9m - (fair to good). Terrace UMR - 2x9m - (fair to good). Basic grounds.	265,000	250	Kitchen cupboard door requires fixing; internal walls and ceilings would benefit from a repaint; lounge carpet only fair condition; general cleaning of exterior required.
37 Lynch Street	1984	121	BKV/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and curtains & holland blinds - good order. Carport UMR - 4x4m. Cov T/Deck - 4x2m. Cov Area - 2x11m. Open verandah - 16x2m. Shed - 7x4.5m. (all fair to good). Basic grounds.	260000	250	Some mould and paint peeling on bathroom ceiling; lounge wall to be repainted.

<b>Locality:</b> Zeehan			Inspected: 8 Dec 2010			
<b>Property Address</b>	<b>Age</b>	<b>Approx Size (m2)</b>	<b>Basic Details</b>	<b>Est. of Value (\$)</b>	<b>Est. of CMR (\$/Wk)</b>	<b>Areas Requiring Attention</b>
6 Adams Street	1982	137	MBKV/GI House. 3 bedrooms; 1 bathroom + shower room. Carpet & vinyl, and mixed window coverings - good order. 3 Car Carport UMR - 9x8m - (good). Basic grounds.	110,000	140	Wiring may need to be looked at - light doesn't work in dining room. Colorbond fencing is falling over at rear.
29 Fowell Street (shown on Govt/Council records as 72 Fowell)	1974	131	BKV/CB House. 4 bedrooms; 1 bathroom. Carpet & vinyl, and vertical blinds - good order. Carport UMR - 3.8x6m - (fair to good). Porch UMR - 2x3m. Open Verandah UMR - 7x1m. Storeroom UMR - 3x2.5m. Cov Area - 4x12m. (all fair to good). Basic grounds.	120,000	150	Two burners on gas stove don't work; painting of external timber trims required; roll-a-door on carport doesn't work; cleaning of gutters and window frames required.
Flats A & B, 45 Fowell Street (shown on Govt/Council records as 12 Fowell)	1970	145 total	BKV/CB Units/Flats x 2. Each 2 bedrooms; 1 bathroom. Carpet & vinyl, and lace & curtains - good order. Each has: Carport UMR - 3x5m - (fair to good). Storeroom UMR - 2x2m - (fair to good). Grounds established.	105,000	100 each	Section of wall requires repaint; some rust spots on window lintels; paint peeling on fascia boards.
Flats A & B, 119 Main Street	1975	145 total	METC/CB Flats x 2. Each with 2 bedrooms; 1 bathroom. Carpet & vinyl, & mixed window coverings - (fair to good). Carport UMR - 4x6m - (fair to good). Established but basic grounds.	105,000	100 each	Flat A - plumbing under kitchen sink is dodgy. Flat B - some mould in bathroom and bedroom. Both flats - roof guttering requires constant cleaning because of Blackwood trees; ground drainage blocked.

<b>Locality: Zeehan</b>			Inspected: 8 Dec 2010			
<b>Property Address</b>	<b>Age</b>	<b>Approx Size (m2)</b>	<b>Basic Details</b>	<b>Est. of Value (\$)</b>	<b>Est. of CMR (\$/Wk)</b>	<b>Areas Requiring Attention</b>
28 Westwood Street	1976	103	METC/GI House. 3 bedrooms; 1 bathroom. Carpet & vinyl, and lace curtains - good order. Garage UMR - 5x5m - (fair). Small storeroom at rear - 3x2m - (fair). Porch and steps at front. Basic grounds.	70000	115	Water marks above kitchen sink (from leaky roof which has been fixed?); bathroom vent needs new cap or sealing; older style windows are drafty; rust in garage frame, and timber side frame is loose.