



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Latrobe High School Major Refurbishment

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

MEMBERS OF THE COMMITTEE

Legislative Council

*Mr Farrell
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1 INTRODUCTION

To Her Excellency Professor the Honourable Kate Warner AM, Governor in and over the State of Tasmania and its Dependencies in the Commonwealth of Australia.

MAY IT PLEASE YOUR EXCELLENCY

The Committee has investigated the following proposal: -

Latrobe High School Major Refurbishment

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

2 BACKGROUND

- 2.1 This reference recommended the Committee approve works for a major refurbishment of existing learning areas at Latrobe High School to provide contemporary learning environments.
- 2.2 The Latrobe High School Major Refurbishment is part of the State Government's *Reinvigorating Tasmanian High Schools* program. This program has a funding commitment of \$68 million over four years to upgrade facilities at a number of high schools to provide flexible and contemporary learning spaces, with the aim of promoting 21st Century learning and teaching practices.
- 2.3 The main building facilities were constructed in 1964. Since that time some areas have been redeveloped with an administration block built in 1972, a gymnasium in 1979 and redevelopment of part of the main block of classrooms in 2004. Although well maintained, significant learning areas are no longer conducive to 21st century learning and teaching practices or the current growing needs of the school.
- 2.4 The facilities at Latrobe High School are generally in excess of 50 years old, have had limited investment and are in poor condition. Additionally, the use of IT and collaborative teaching in these facilities is high which requires significant adjustment from the technology, teaching practices and facilities of the past.
- 2.5 The existing classrooms are, on average, small by modern standards, and this does not support 21st Century learning philosophy and standards, where collaboration and student ownership of space and facilities is encouraged. Drama classes are taught in a converted meeting room and the Drama and Music areas are separated reducing interactivity for the performing arts. Facilities for the school's growing catering curriculum are also inadequate, meaning that many students are unable to access food technology classes.
- 2.6 The proposed works include:

- Refurbished learning areas for grade 7 and 8 to be located on the ground floor of Building 1B;
- Refurbished learning areas for grade 9 and 10 maths to be located in the current library / drama areas of Building 1C;
- Refurbished unisex cubical toilets, DoE specification accessible bathroom and locker bay to be located in the current location of the toilet block to the southern end of Building 1B;
- New entry foyer, change rooms and associated amenities to the southern end of Building 2;
- Reconfiguration to the eastern facade of Building 2 to incorporate tiered seating to the existing gymnasium, expand the storage capacity as well as incorporating a green room adjacent to the existing stage;
- Learning areas for performing arts and music added to the northern end of Building 2;
- New cafeteria, kiosk, catering kitchen and learning areas for two teaching kitchens with a central demonstration area as well as staff office area, laundry and unisex cubical toilets (2) to be located at the north eastern end of the school adjacent to Building 1B and the extension to Building 2;
- A network of covered links to allow all end users to safely navigate and access the learning areas and building fabric of the school;
- Refurbished learning areas for grade 9 and 10 humanities to be located on the first floor of Building 1B; and
- Refurbished learning areas for art to be located on the first floor of Building 1B.

2.7 The proposed works have the following advantages:

- Utilises the existing building fabric and site infrastructure wherever possible;
- Consideration of prevailing winds and solar access to all learning areas and outdoor spaces;
- Provides the opportunity for outside learning adjacent to indoor learning areas;
- Creates and identifies year level learning precincts within the structure of the campus;
- Provides many opportunities for the school population to occupy and interact within outdoor courtyard areas;
- Reinforces the associations and provides the opportunity to establish links between year groups and the supporting functions;
- Relocates the library in a more central, accessible location adjacent to the main student entry;

- The opportunity to break out to the north facing courtyard adjacent to the library for a quiet respite from busy campus life;
- Provides music and performing arts with a comfortable, compliant environment as well as activating the northern end of the two way stage to Building 2;
- Maintains existing access where possible as well as bus and vehicle drop off areas;
- Provides a landscaped courtyard with good visual perspective from a duty point of view; and
- The Cafeteria relocation creates a destination space.

3 PROJECT COSTS

- 3.1 Pursuant to the Message from Her Excellency the Governor-in-Council, the estimated cost of the work is \$10 million.

The following table details the cost estimates for the project:

Description	Budget Component (\$'000)
Construction	7,200
Furniture and equipment	850
Upfront expenses including consultant's fees	720
Art in Public Buildings	80
Contingency including design and construction contingency, post-occupancy works	1,150
Total	10,000

4 EVIDENCE

- 4.1 The Committee commenced its inquiry on Thursday, 26 November last with an inspection of the site of the proposed works. The Committee then returned to the Latrobe Council Chambers whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Robert Williams, Deputy Secretary Department Services – Department of Education;
- Tony Luttrell, Chief Financial Officer – Department of Education;
- Brent Armistead, Principal Latrobe High School; and
- Heath Clayton, Principal / Architect – ARTAS Architects.

Project Overview - Purpose of and Need for the Proposed Works

4.2 Mr Armistead provided an overview of the proposed works. Mr Armistead detailed the areas of need within the school and how the issues identified within these areas would be addressed by the proposed works:

When reinvigorating high schools in Tasmania was announced it was extremely exciting for us at Latrobe High School. We had been lobbying, as a school association, for a long time. I do not think there is a member of Braddon or Lyons who has not been through Latrobe High School in the last four years. We appreciate the interest that created. I know there has been some work done in parliament, and on Hansard, at other stages where it has been stated that Latrobe High School is in dire need of an upgrade. I am really proud of the programs we have at Latrobe High School. Even though I will be talking about the need, please take it from me that Latrobe High School is well regarded in the community for the programs and education it provides the students. However, it could be better, based on the facilities we currently have and there are some limitations to what we do and that is because of the facilities that exist currently at Latrobe High School.

Do parents choose a school based on vanity reasons and how it looks and what facilities are provided? Not in all cases and I am sure the majority of parents have chosen wisely in bringing their students to Latrobe High School but there are some I am sure that have chosen other schools in the local area or in the private system because of our facilities. I am pleased to say that within two years' time that will not be the case. It will be nice that every student in our area - because they deserve twenty-first century learning environments and at the moment they are not getting that.

Currently, what we do not have, and what we are in need of, is student ownership of space and the master plan that is being developed by ARTAS will demonstrate that student ownership will be an option for whoever is leading the school, and for the school community, and also for the teachers and it will give us the space to do that.

The average size of the classrooms at the moment, a high percentage of them range at about 55 metres square and with the wisdom of the department looking at classroom spaces throughout the state, they see that 75 square metres is the minimum requirement. We will be able to meet those in nearly every case with the master plan.

We have a real disconnect at the moment with our arts program, especially our performing arts. Currently, the music area and the drama room are approximately 100 metres away from each other and the drama room you saw today would be described as a shoe box for staff to work in. Once again, wonderful work being done in those areas but limited because of the space.

There is a great interest at the moment in food technology and we are seeing that across all schools and we have the facility to have one class operating at the school at one time and we definitely need two rooms and we are going to have two classrooms with the new facility.

We have one corridor which I can only describe as a highway through the school and at times 400 students congregate in that area and also that is where all the lockers are housed. We know, in some circumstances, antisocial behaviour can happen in that area. With the new design, we are disbursing lockers around the school and making them closer to where the general learning areas are. We know we will have a greater social experience for the students when they are in the school. I am concerned about anxiety of the students which they express now and I am sure, for some students, walking down a corridor that is so crowded would be anxious for them. I know it can be for staff.

When we talk about antisocial behaviour, we have toilets with two blocks for each sex. They were built when the school was built in 1964 and have not changed other than different flooring. Students have said to me they would rather spend time holding on than going to the toilet at school because it is very visible when you go into the toilet, people can see what cubicle you go into, and smells and sounds are evident, so it is easier not to go. I think that is

a real shame for any student and with ARTAS design we are dispersing toilets around the school and in places where students are going to have full privacy. It is really important.

We have lack of safe, warm social spaces at the moment. We have one area that is also a thoroughfare and has, I would have to check, about six to eight exits. When all those doors are open it becomes a wind tunnel, so it is not warm and comfortable. That area is heated with a closed wood fire with a protective surround and is not ideal for students. That whole corridor area has conduit, it has asbestos tiles and with the redevelopment, we know that will be a nicer area for students to walk through. Also we have designed the school so there are different access points and exits, so that corridor space will not be used as much as it needs to be now and it will become open instead of enclosed.

Our HPE area, our gymnasium, sits on its own currently. It has had a stage built in the last 12 months and because of the stage it has now given us access to hold assemblies at school whereas we used to have to take students off site to do that. That has been a positive change that has happened in the last 12 months. However, our change rooms are not off the gym. For boys they are about 50 metres away and for girls, about 30 to 40 metres, once you have exited the gym. Once again, supervision around those areas makes it difficult when students are nowhere near where the teaching and learning is happening. We are happy that we are going to have change rooms built off the gymnasium.

Our HPE area is a really strong area. We have about 30 students who have represented the state this year in sport. We know also HPE is a growth area in jobs and health. Looking at giving opportunities to forge careers around fitness is something we are keen on doing. With the creation of our high performance lab in the current music building, that is going to be also a good move.

... ..What we are trying to do at Latrobe High School is that we co-plan, we co-teach and we also take data to improve our performance. Currently, we have some lead teachers and also graduate teachers working together, especially in the maths area where we know we do not always have qualified teachers.

We are placing classrooms together but we do not actually have the spaces at the moment in all areas to open them up so you can have two groups working beside each other. We are being really innovative in bringing those classrooms together but it has to be moving all the time to do that.

Now we know that with the design concept we have in front of us, it will allow nearly every classroom to open up with a shared or paired classroom and to break out into another learning space if needed. It is going to change the way we teach at Latrobe High School in a huge way. We cannot have that model I was talking about across all our areas at the moment. It is impossible; we cannot timetable it. There are select groups that are working that way. I would like to think that that model will be the model we will use across all areas, eventually.

Design Objectives

4.3 Mr Armistead detailed the objectives that helped inform and guide the design of the proposed works:

... ..I thought it would be nice to outline to the committee how we went about the process of deciding our objectives and our vision. I have something to hand to you if you are happy to receive that now. Thank you. First, after a rigorous tender process by architects putting in for the contract, it was really interesting. We have made sure we've consulted with the community, but also with our student body. We wanted them as part of the process, so we had two students as a part of our school association who have been involved.

With the project team and those students, ARTAS was selected as the architects. One of the key components was the students felt that they were the architects who listened most to their concerns and were able to engage with the students. I think that is important in our decision. The other part is we thought ARTAS would challenge us, not only with the building spaces, but also what impact the buildings would make on the education of students.

If you look at what I have handed out, the vision and the values and the objectives are not necessarily the school's vision, values and objectives, especially the school vision. That would mean we would close up in two years' time because hopefully we would have achieved it. The vision for this project was to provide 21st century environments that promote learning and help foster positive relationships. As I have mentioned before, there were some parts of our building structure that we do not think foster positive relationships.

Our guiding values were learning, relationships, creativity and equity and we have always referred to them when we have looked at the design for each area. Does the design still sit with those values? We think we have been able to fulfil that. Key objectives, number 1, flexible learning spaces. We had a lot of discussion about that. It's important that if we are going to cater to 21st century learning that building spaces can operate in different ways. No matter what the leadership structure is in the school and what educational influence the leader puts on the school, the space is still conducive to that.

Orderly flow of students, which I have talked about. We can now enter through the bottom of B block and through the other side. That has created another pathway from west to east. Point 4, warm, comfortable and easily supervised social spaces, which I have talked about. Number 3, which I know that Heath and his team laughed about. We said we wanted efficient use of funds, we wanted wow factor for student learning and not for architectural statements. I am pleased to say we have not had to come back to Heath and make a statement like, 'How much is that costing because I cannot see where that is affecting student learning.' In every facet it has been affecting student learning as well. We are hoping we will get the 'wow' through the student learning.

The last one is because of our school business manager who was insistent that one of our key objectives was to maintain maintenance-friendly environments. Everything we do, we will look at what the maintenance may be ongoing maintenance may be.

That gives a bit of a summary of the brief given to the architects. After that, there was a breakdown of each learning and what we were asking for. Once again, we have been able to go through there and tick off on every item.

Impact on Students and Teachers

4.4 The Committee was interested to hear how the proposed works would impact on students and teachers. The witnesses noted that the proposed works would provide significant benefits that would promote improved teaching and learning performance. Other benefits included improved student movement through the school, student ownership of space, and creating spaces that will allow students to switch off during non-class time:

Mr FARRELL -I would like to know a little bit more about the student feedback that you received and have responded to as far as the open spaces are concerned. How do you feel that will improve the learning outcomes and the general acceptance of the school?

Mr CLAYTON - One of the main design factors we took into consideration was that when we first came to the site, whenever you went out one of the doors, you looked into a vast landscape. It was open fields, grassland or distant houses and things like that. There were no external spaces that were comfortable for students to break out into or to socialise into. The same can be said for the teaching spaces. The only social space available to them is the oversized corridor that has the wood heater in it that you are referring to.

When we met with the students - and you met them today as we walked around - they have been fantastic because they were very clear to us about the problems that the lockers cause with everybody coming into that one area together. It is not only having all the people trying to come to the locker, but everybody is also trying to get from one place to the other through the same area. We nicknamed it 'the super highway' because everybody has to walk up and down that one corridor. We got caught in the rain there today and it forces even more people to do that.

One of the key objectives was the student movement through the school. When we looked at incorporating a cafe or a cafeteria into this design, the students were very clear that they did not want it to be another oversized corridor. It was not meant to be somewhere you just passed through on the way to going to maths or science or PE. They wanted the cafe to be destination in itself, so that it was somewhere special to go to and something they could be proud of.

When we started to look at all those things, we looked at locating the cafe area to the north-east. By doing that, it wraps around and lines up with the end of B block, along Last Street. That encloses a courtyard which we, very early on, decided was an important aspect for the site. It created a sheltered space that students could access outside in a protected environment. Then they had access to the building, as such, as a cafe, a social space and a teaching space. That cafe is supported by the new teaching kitchens which feed into it.

To get back to your point around those spaces. We are creating a space the students could go to for down time to allow them to unwind in between learning. Then, when they go back into the learning environment, they are more switched on. That was a very important fact we received from the students - they had never felt they had the ability to switch off completely in the unwind phase.

Mr FARRELL -You can see this new design having quite a dramatic effect on the way that teachers and students interact?

Mr ARMISTEAD - Definitely. You might notice that the bottom of B block opens up into the courtyard and that bit of space outside the classrooms. Part of the concept design for the structures in that courtyard is for students to be able to break out there and work, as well as socialize. During class time there might be some students working out in that open space as well.

New Cafeteria and Catering Facilities

4.5 The proposed works include construction of a new building to house a cafeteria, catering kitchen and teaching kitchens. The Committee was informed that the school is limited in its capacity to offer catering and cooking classes and the new facility would greatly improve this capacity and promote career pathways:

Mr FARRELL - I put on record our appreciation for the fine lunch we had in the cooking area. We allocated a bit of time to have lunch after our fairly extensive walk around. Currently the school only has one cooking room.

Mr CLAYTON - It has one teaching kitchen at the moment. Under our proposal, we are proposing to have two teaching kitchens and what we are calling a catering kitchen. It is something a little different from what has been done in other schools around the state. For lack of a better word, we have called it 'the master chef model' because of the popularity of that cooking show and things like that. We are finding the interest through the schools is greater, but they want something more than the traditional home economics set-up where you make a few cookies and take them home for mum and dad.

We are looking to help start a pathway through the high school into other certificates and then through to which ever way they want to go. This teaching kitchen model is more aligned to what they are seeing on TV. It is also working very closely with the home economics teaching staff in delivering a model with two dedicating teaching areas, plus a stand-alone demonstration area that can be used for various things. You could bring two groups together into one demonstration and then they go back into their classroom to do the learning.

A flow-on of that is this catering kitchen. We have located it adjacent to the school canteen with the view that we can run student enterprises through there that feed into the canteen. We are still talking to the school about there being a canteen manager that would also support that process, and then the sale of the goods that would come through the canteen.

We are exposing these students to commercial reality earlier, and helping to train them into part-time work and things like that as well.

Performing Arts Facilities

- 4.6 The Committee noted that the current drama and music facilities were separated and sub-optimal, with rehearsals often having to be conducted in the library. The Committee noted that the proposed works include a significant upgrade of these facilities and the Committee sought further information on the benefits of these changes:

Mr FARRELL - *You mentioned the dual purpose of many spaces, inside and outside. I was impressed with the plans for the drama area where you are using the stage not only for the gymnasium side, as it exists now, but to use it also for the drama side which is a really clever use of space. We saw the students having their drama in quite a small room today and they seemed happy with what was going on until we interrupted them. This new space seems to be really well laid out and it looks good on the plan. What extra benefits do you feel this space will give to the school?*

Mr CLAYTON - *Currently, they have an internal room that is painted black, and that is drama. This new space gives them an opportunity to do much more than just hold school drama, which is a key component. Our plan is built on the work the school has previously done. The stage was done before we started this process. We look to build on that by adding the performing arts area to the back of the stage. Rather than taking up what has traditionally been a stage that then uses the gym - and upsetting all the PE teachers in the school because the gym is now out of use because someone wants to do a performance - we look to position the performing arts centre so it could be used for smaller performances. Instead of running one or two big performances, they might do five smaller ones and they can run it purely out of the performing arts space. We have included retractable seating. I think there are 90 seats on the retractable seating and we have laid out up to about 220 seats in there once you put seating on the floor. It gives it lots of flexibility so the drama staff can do performances. They can do their practising on the stage during class time and also they can do dance up on the stage. They can retract the seating. They can do different types of performances.*

We have also created a space between the existing building just outside of that and we've covered that space and made an outdoor performance arts space so they can practice street performances and things like that, which they are starting to bring into the curriculum now because there are many different types of performances, not just the traditional models we have been working with. That space is multifaceted in another way. It could be used for presentations. It can be used for performing arts. It can be used for grade assemblies. It can also be turned the other way and we can have performances outside, on chairs looking from inside, in unpredictable weather, so lots of flexibility around that.

Sports Facilities

- 4.7 The Committee noted that the school had a high performance sporting and fitness culture. The Committee questioned the witnesses on the school's sporting focus and how the proposed works would reinforce this:

CHAIR - *You are very heavily represented in interstate sporting representatives from what I recall of our discussion.*

Mr ARMISTEAD - *Yes.*

CHAIR - *And you have put in some high-level sporting facilities, including circuit room, a cardio area, a strength and conditioning area. Is that the same at every school or is that a specialised feature of Latrobe High?*

Mr ARMISTEAD - *I would like to think that it will be at some stage. A school down the coast, Penguin, have that facility. Ulverstone and Devonport have similar, but not to the extent of*

Penguin. If we look at the current use of that building, it is music upstairs and down the bottom we have started to turn that into a high performance area. We knew that with the build, without utilising that in some way, we are going to have to knock that building down. We are going to, I believe, be fairly cost neutral. We will be able to keep that facility, make great use of it and it will be cost neutral to the build. It is a real positive. I know our students are extremely excited about the possibilities in using that. With roughly three classes timetabled at the gym each time, it will be another good breakout area for the HPE team.

Technology

4.8 The Committee questioned the witnesses on how technology would be incorporated in the proposed design and how this would impact on improved student outcomes:

Ms OGILVIE -I have a particular interest in the technology side. You mentioned a bit about engineering. It is to do with maths and science and space, architecture. Looking at all of that, with that philosophy in mind on the technology side of things, how have you woven in technology that will support that new model you are trying to develop with space and curriculum?

Mr ARMISTEAD -What we know is that every decision we make, next week something new comes out. We want to make sure access is of the utmost importance to students. Any time, anywhere, is really important. Currently, we have a program which is 'bring your own technology' which is quite common across most schools at the moment. We are also making sure we support that by having devices available for students at school as well. In regards to hands-on, at your fingertips, we think we will continue around that sort of mould. We have not yet talked about the library being moved into a central hub at the school and having greater access for students.

Ms OGILVIE - And deeper digital capacity through the library.

Mr ARMISTEAD - So instead of having computer labs, computers, or stand-up work stations, all mobile devices will be broken out across the whole school.

Ms OGILVIE - And charging stations everywhere.

Mr ARMISTEAD - And, charging, yes, even down to USB points instead of plugging into power points. That is all in the design to the level that Heath has had a conversation with, for example, our humanities team, who, in grade 9 and 10 will have the top of B block, and talk to them about how many power points you need in the room, how many USB ports. We are starting to get down to that real detail, which is taking some time. But we know that detail will result in strong learning programs happening.

Ms OGILVIE - I see a great vein of innovation and future entrepreneurs and commercialisation that can come out of the mix that you have. It will be interesting to watch how you will steer that over the next decade.

Mr ARMISTEAD - Yes.

Mr CLAYTON - We have made provision in each of the learning areas to have a space for up to four laptop trolleys... ..We are also looking at creating, as Brent said, the stand-up, quick, hot desk-type of research areas. Also, part of this project is to upgrade the wireless networking through the whole school. At the moment it is patchy so there will be access to wireless networks from that social space outside. That learn anywhere, any time, can happen indoors and outdoors.

Mr LUTTRELL - I might add the department is working in the ICT area on providing schools with a tool by which they can work out which access points they use the most so they can start managing that load across the school better - so where should the access points be enhanced and where is the greatest use. We will be providing that to schools in the next year or so. That should help all schools.

Mr ARMISTEAD - You talked about science and technology. Having the grade 9/10 hub where the existing library is, the connection between maths and science will be strong. At the moment there is lots of talk about learning around STEM, looking at science technology, engineering and maths and the library will be something that will allow us to launch into that area.

Student Input

4.9 The Committee was impressed that there had been a significant level of student engagement with the project. The Committee sought further information from the witnesses on the role the students had played in the design:

CHAIR - Mr Armistead, you have given the students the ability to have a fair amount of say in the design and even in the selection of the architect, no doubt with teaching and community oversight. Do you think anything in this design is from students thinking it would be cool to have, rather than it being needed? Are you happy with what they have come up with?

Mr ARMISTEAD - It is an interesting point. It is quite surprising in some ways how trustworthy students are. As long as they are well-informed through the process and we give them enough opportunities, they have been really good in bringing up ideas. However, we have had the document we have run through with them as well. They know what the vision is. They know what the guiding values are and what our objectives are. So if their suggestions do not meet them, they understand they cannot be put forward.

I am really glad that we sat down and put a strong brief behind what we wanted to be built for the redevelopment. Without that, I agree it could have become a little bit that way, but I do not think there is anything they have brought up that is not going to improve the environment for students.

CHAIR - I commend the school, the leadership of the school, and the students. We had Edward Lancaster and Eden Spinks for the tour. These exceptional young student leaders and future leaders of our state were wonderfully informed. They explained things to the committee as required and are certainly a credit to your school community and to the school.

I found the student engagement was probably the highest I have ever seen on one of these public works committee hearings. Certainly Kings Meadows and Prospect were very well represented from students for recent public works committees. Edward and Eden were fantastic to have along and I think it is an important aspect of looking at it from a student's perspective.

Even my little mate Ethan Duniam was very happy to see me and excited about the school. I asked many of the children in class what they thought and it was all positive. They knew about it; they knew what was going on and I think that was a very good change from what probably happened 20 years or 30 years ago. It is a changing of the model, you could say.

Project Costs and Contingencies

4.10 The Committee noted the budgeted contingency was more than \$1 million and sought some clarification from the witnesses on the need for a contingency of around 10% of the project's overall budget:

Mrs RYLAH - In regard to the budget that has been set around this project, I note you have a design contingency of over \$1 million indicated here. That seems like a fairly significant amount; it is more than 10 per cent of the total project. Can someone give me some sense of what that is about and why it is of this size?

Mr CLAYTON - With any project, you need have contingencies. The number has been set by the department. There are the construction contingencies and post-occupancy. There are some things that get missed during a process because of various things. Not everybody has the ability to fully understand plans as well as we do and sometimes you have to make some

changes at the end. We might have to put in some extra power points or move a couple of things. That is what the post-contract contingency is for.

Mr LUTTRELL - If you look at some of the splits, I think there is only around \$150 000 for infrastructure. As you go through a project, quite often you discover different infrastructure issues that present, and they are not cheap, either. We have a low estimate for infrastructure of \$150 000, which is on page 19. That is a low estimate and that contingency will cover off any additional work that might be required from electrical or roofing or other aspects such as asbestos. Once you start lifting things, you do not necessarily know what is left behind from 1964.

Mr CLAYTON - We are currently undertaking the reviews of all the switchboards and things like that. With a couple of those things, until you start pulling them apart and trying to work on them, you do not fully appreciate how bad they are, and a switchboard is \$20 000 or \$30 000 each time. We know there are some we have to do and that there be some other things that may pop up along the way in a school that has not been touched for a long time.

Mrs RYLAH - On page 17 in that first element of that table, it says that the tender will be packaged to allow reductions should the tender sum exceed the pre-tender estimate. Can you give me some indication of how you are balancing the contingency level of \$1 million with this comment and give me an understanding of the design for the whole project?

Mr WILLIAMS - When we set out for the tender process, we will have a quantity surveyor give us a sense of how much they think we should put it out for tender for. Then, during the period we are negotiating the design, and then when we start to negotiate the tender contracts, we will work with them because it is weird how the market changes. A change in the market can send the cost of a particular item significantly through the roof or, as we start to do it and we suddenly realise we need a different type of product. We have to do a negotiation through the whole process. The whole aim of having a contingency is, towards the end, that we end up with zero. If that contingency was still there at the end, we would be scoping the project to do more things and, conversely, we would scope it back. About 10 per cent is probably what we normally put in for these sorts of things because there are variables. As you pull a wall down, you find the wiring has been eaten by rats and you have to rewire; those sorts of things come along. This is a pretty standard methodology and probably the one we use with all our projects that we bring before you. It is to have that sort of contingency so we are guaranteed, because we cannot spend more than \$10 million. It is a process of iteration as we go along until we end up with zero. It is a negotiation. It is setting the tender up so the contractor knows it is not a set price. We have to negotiate the scope into the value of the funding.

Project Tender Process

4.11 The Committee questioned the witnesses on the tender for the proposed works, including the level of expected competition amongst prospective tenderers, timing and completion of the works:

CHAIR - Given the current economic cycle in the north-west, do you envisage some stronger competition for this work?

Mr WILLIAMS - I think later on; probably not with this one. It is the first big one up here. Later on with some of the other projects, there may be increased competition, especially if we run into the beginning stages of, say, Devonport Living City, which will be really big. We have had a close relationship with the Master Builders Association to give them a rough time frame. Tony has met with them many times.

CHAIR - The time frames you believe are realistic, so it can go to tender in January?

Mr WILLIAMS - That is right.

CHAIR - And it starts, I think, in March, with a 15-month construction time, more or less?

Mr WILLIAMS - *They are reasonably realistic, although there are some approvals and the like that we have got to get done. There are always things that can come up with these things. We think these are realistic. We could have objections through council planning processes. We could have weather events and those sorts of things. Barring anything unusual, these are what we are reporting back to the Government in terms of when we will spend the money.*

Mr CLAYTON - *.....From our perspective, we are on track to be at tender at the end of January. I think 15 months for a project of this size is fair and reasonable.*

5 DOCUMENTS TAKEN INTO EVIDENCE

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

- Major Redevelopment of Latrobe High School - Submission to the Parliamentary Standing Committee on Public Works, Department of Education, November 2015; and
- ARTAS summary of notes of meeting 4th August 2015, outlining the School Vision, Guiding Values, Key Objectives and Project Priorities for the proposed works.

6 CONCLUSION AND RECOMMENDATION

6.1 The Committee is satisfied the need for the proposed works has been established and will make a significant contribution to improved student outcomes. Once completed, the proposed works will provide general learning areas that will promote flexible, contemporary learning practices. The proposed works will also resolve a number of other deficiencies identified within the school, such as greatly improved performing arts facilities, teaching kitchen and catering facilities that will provide capacity to meet the growing demand for food technology courses, improved student ownership of spaces within the school, improved student movement and significant improvements to the school's toilet facilities. The proposed works will also reinforce the school's high performing sporting and fitness culture.

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

