



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

Major Redevelopment of Cambridge Primary School

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

Legislative Council

Ms Rattray (Deputy Chair)
Mr Valentine (Chair)

House of Assembly

Ms Butler
Mr Tucker
Mr Wood

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1 INTRODUCTION

To Her Excellency the Honourable Barbara Baker AC, 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:-

Major Redevelopment of Cambridge Primary School

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 to undertake a major redevelopment of Cambridge Primary School to provide additional general learning areas (GLAs) to create capacity for expected growth in enrolments, other internal and external renovations and to undertake a joint venture with the Clarence City Council to construct sporting and associated facilities on adjoining council-owned land.
- 2.2 The school is situated at 976 Cambridge Road, Cambridge. The total site comprises 1.12 hectares. The Fully Enclosed Covered Area (FECA) of the School Buildings is 2,567 m². The school does not have sufficient land area to have an oval and uses the adjoining Cambridge Recreation ground through a lease arrangement with Council.
- 2.3 While the original school was opened in 1864, most of the current school buildings were built in the 1960's. The small site is surrounded by public roads and the Clarence City Council (CCC)-owned Cambridge oval. New administration facilities were provided in 2009 and the kindergarten was upgraded in 2019.
- 2.4 The sports grounds and change rooms/toilet facilities used by the school are on adjacent land owned by the CCC. These facilities, which are shared with community organisations, are inadequate for school and community use and are not built to contemporary standards.
- 2.5 Car parking facilities are currently at capacity. Access from the school to the sporting facilities is through the existing carpark creating opportunity for pedestrian/vehicle conflicts.
- 2.6 A small multi-purpose hall within the school grounds is used for indoor sports but it is not considered to be suitable for that purpose, or able to facilitate whole of school assemblies.
- 2.7 The school site planning is also compromised by numerous services easements crossing the site.

- 2.8 There are several new subdivisions planned and in progress in the school's catchment area which is anticipated to increase enrolment numbers in coming years. The school is currently operating at 90 per cent occupancy with a current enrolment capacity for 375 full-time equivalent (FTE) students.
- 2.9 The property area is not sufficient to accommodate the facilities needed to address the anticipated increase in enrolments, and to provide school facilities that meet contemporary standards. The only practicable solution is construction of additional learning areas on the school site and provision of additional facilities, such as car parking and sporting facilities, on adjoining Council land.
- 2.10 The Department for Education, Children and Young People (DECYP) and the school want to maximise sharing of facilities with the community. However, at the same time, they do not want to delay the provision of urgently needed learning spaces for the school. It is for this reason the project has been broken into two stages:
- The first stage addresses capacity issues through construction of a new building comprising four General Learning Areas (GLAs), an additional kindergarten GLA, new connections to additional outdoor covered spaces, internal alterations including relocation of library, staff room expansion, new offices, professional support spaces, sensory rooms and breakout spaces, canteen upgrade and improvement of the outdoor courtyard space on the school site. The proposed redevelopment will increase the enrolment capacity by 125 students, taking the design enrolment capacity to 500 full-time-equivalent (FTE) students.
 - The second stage being worked on in partnership with CCC, on CCC land, provides for a new gymnasium, amenities and outdoor court, upgraded car parking including a pick-up and drop-off zone and safer pedestrian walkways between the school, sporting precinct and parking areas. Facilities completed during the second stage will be available for both school and community use.

In addition to the school building, works site and building services will be brought up to contemporary standards where achievable within budget, and asbestos will be removed where encountered during construction.

- 2.11 Planning for the works on the school site are advanced with potential to appoint a building contractor later this year, so to avoid any delay in providing additional learning areas, \$8.1 million has been allocated to the first stage works. A further \$7 million has been allocated to the second stage works, to be completed at a later stage. If timing allows, this work could be completed when CCC completes the balance of the recreation ground redevelopment works. If CCC requires additional time to plan and complete the recreation ground redevelopment works, DECYP could commence construction of the gymnasium and parking improvements and associated Stage 2 works at an earlier date. The exact timing will be developed in agreement with the CCC.

3 PROJECT COSTS

- 3.1 Pursuant to the Message from Her Excellency the Governor-in-Council, the estimated cost of the work is \$15.1 million.

The following table details the current cost estimates for the project:

Description	Stage 1 Cost Estimate (\$'000)	Stage 2 Cost Estimate (\$'000)	Total Cost Estimate (\$'000)
Construction Cost	5,560	4,985	10,545
Construction Contingency	510	350	860
Design Contingency (Included in Construction Costs)	-	-	-
Consultant Fees	643	560	1,203
Statutory Fees	107	95	202
Furniture, Equipment and IT Allowance	214	200	414
General Project Contingency	604	530	1,134
Artwork	80	-	80
Project Management	162	140	302
School Administration	60	-	60
General and Post Occupancy Contingency	160	140	300
Total	8.1 million	7.0 million	15.1 million

Funding of \$15.1 million was provided through the Capital Investment Program for the major redevelopment of the school. The project has been broken into first and second stages. \$8.1 million has been allocated to the first stage and \$7 million to the second stage.

The stage 1 cost estimate demonstrates the redevelopment scope is within the allocated budget as confirmed by Quantity Survey advice. The cost estimate accounts for escalation and pricing/market risks currently being experienced by the Department across all capital projects in all regions. Further review of priority scope to fit within the available budget will occur as the design progresses.

The order of cost estimate has been undertaken on the preferred master plan for the first stage to ensure proposed works meet the current project requirements. Cost estimates will also be provided by the Consultants at the design development stage and prior to approval to proceed to tender.

Stage 2 costs are based on the cost of other recent DECYP projects and will be further tested as the scope of works is refined in consultation with the Council.

The construction contingency is allocated to manage any unforeseen circumstances that may arise during the redevelopment project.

4 EVIDENCE

4.1 The Committee commenced its inquiry on Monday, 26 June last with an inspection of the site of the proposed works. The Committee then returned to Committee Room 1, Parliament House, whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Todd Williams, Director Facility Services, Department for Education, Children and Young People;
- Courtney Howard, Principal, Cambridge Primary School;
- Min Harman, Capital Works Manager, Department for Education, Children and Young People; and;
- Sophie Bence, Architect Consultant, Bence Mulcahy Architecture.

The following Committee Members were present:

- Mr Valentine (Chair)
- Ms Rattray (Deputy Chair)
- Mr Tucker; and
- Mr Wood.

Overview

4.2 Mr Williams provided an overview of the proposed works:

Mr WILLIAMS - Thank you for the opportunity to formally present and discuss the \$15.1 million Cambridge Primary redevelopment project, an exciting project that has been many years in the making to reach this point. Perhaps we might touch on some of that background today.

The two key elements to the \$15.1 million project are additional contemporary learning space for the school, which is under capacity pressure and, in addition to that, some redevelopment works to modernise some areas of the school. The other component is a \$7 million partnership with Clarence City Council to provide a gymnasium, and traffic and car parking improvements. Both elements that we are presenting and talking about today have been through extensive consultation, both our own as the department but also council in forming their master plan.

4.3 The DECYP and the school conducted a master planning process to identify priorities for the development. The DECYP submission details the works being proposed for stages 1 and 2:

- Building 1 – New openings connecting GLAs to covered outdoor space, internal alterations including relocation of library, staff room expansion, new offices, professional support spaces, sensory rooms, and break-out spaces.
- Building 6 – New two-storey building accommodating 4 x new GLAs.
- Building 7 – Extension to the existing Kindergarten building to accommodate an additional GLA.
- Building 8 – Canteen expansion/upgrade.
- Area 9 – Courtyard transformation to include raised garden beds, native planting, seating, nature-based play and areas of hard stand.

... The second stage scope of works being progressed in consultation with Council ... includes:

- New gymnasium and associated amenities.
- New outdoor sports court.
- Additional parking.
- School pick up and drop off zone.
- Improved pedestrian access.¹

Coordinating the Cambridge Primary School Redevelopment and Clarence City Council Cambridge Oval Masterplan

4.4 The Committee recognised there were significant benefits for the school and the community if the stage 2 works were undertaken in concert with the CCC plans to redevelop Cambridge Oval. The Committee was keen to learn of the status of negotiations with the CCC:

Ms RATTRAY - At the Cambridge Primary School site this morning I did ask the question of principal Courtney Howard in regard to that particular arrangement and negotiations with Clarence City Council, and you have touched on that. I am interested in having on the public record that the master plan that council has put forward may well be the Rolls Royce model but there may well be, from the school's perspective, more of the Toyota model, something not quite at that elevated level. Is that how the department sees it?

Mr WILLIAMS - ... Definitely not a Rolls-Royce. When you're designing master plans, as we do, we are always looking to present the best that we can. As you work through the detail of your design, you bring more clarity to that. I haven't seen all the details around council's master plan, those negotiations are hopefully starting soon, but an element of that will come through - the reality of the funding that's available and what you can deliver with that funding.

It's no different to any project that we work on. The relationship with Clarence council is important to the school. I'll let Courtney explain that a bit more. We're very restrained with our land. Council's ovals and facilities are very important to us. We've been working with council for eight years on our arrangement to use and improve both the school and the amenity. That's involved public forums and consultation. Through that process the priorities you see in the plan that were presented today came through from the community - not just the school community but the broader community.

Mr HOWARD - ... The plan we're presenting today has significantly shifted from where we were six years ago in taking on board that feedback.

CHAIR - We have the Clarence City Council submission, from the Chief Executive officer indeed, Ian Nelson. What are the mechanics of your communication with them? Do you have a regular committee that meets and discusses the issues and timelines and expectations from each party? It's not just a phone call, I'm presuming. If you can, for the record, describe that.

Mr WILLIAMS - We meet together regularly, that is me and my staff and council officers -

CHAIR - Regular being monthly, fortnightly?

Mr WILLIAMS - As required. While we've put the two projects as two separate stages they are obviously related and it's important that the two come together. The car parking is a good example of that. It's more formalised through myself and Ian as the chief executive and council staff as required. The project team has been collaborating and there's regular

¹ *Cambridge Primary School–Major Redevelopment* - Submission to the Parliamentary Standing Committee on Public Works, Department of Education, Children and Young People, 27 June 2023, pages 8-9.

interaction between the school association, council and councillors about the project and the importance of the project.

It's been a close relationship. We've tried not to make it all formal. We are focusing on getting the outcomes that both parties want to achieve.

- 4.5 Mr Ian Nelson, Chief Executive Officer, made a submission to the Committee on behalf of the CCC outlining the CCC's support for the redevelopment of Cambridge Primary School. Mr Nelson also highlighted the desire to undertake the school's stage 2 works and the CCC's proposed upgrades to the Cambridge Oval concurrently, recognising that doing so was of mutual benefit to the school, the CCC and, ultimately, the community:

...The Cambridge Primary School Major Redevelopment project has provided a valuable opportunity for all parties to partner with each other to further integrate the school into the broader Cambridge and Clarence communities. The school redevelopment, together with the proposed concurrent upgrades by council to facilities at Cambridge Memorial Oval, will achieve this through the co-funding and co-development of new infrastructure that will collectively benefit the entire community, while also delivering a state-of-the-art educational facility in Cambridge.

The school redevelopment project aligns closely with council's objective to support the continued growth of the Cambridge area and provide well planned and liveable communities in our city. It will improve the overall amenity and connectedness of Cambridge and increase its appeal to young families and couples. It will also help facilitate continued sustainable development in both Clarence and Greater Hobart.

Clarence City Council fully supports the school redevelopment project and is working closely with DECYP and the school to deliver it.²

...

Concurrently with the development of plans for Stage 2, council has prepared a master plan for the balance of the Cambridge Memorial Oval.

... The master plan provides for new and upgraded sport and recreation facilities on the oval. The proposed new facilities are in addition to the Stage 2 elements of the school redevelopment. The master plan has been developed to support Stage 2, and vice versa.

The additional facilities proposed in the master plan for the balance of the Cambridge Memorial Oval include a new community sports pavilion, the reconfiguration of and upgrades to the oval surface and adjacent soccer oval to collectively accommodate two full-sized soccer pitches, new car parking and pedestrian pathways, and the embellishment of green and open space across the precinct.

The master plan is the ultimate outcome of close collaboration between Council, DECYP, the school and the wider school community over several years. I commend the leadership of the school and DECYP for their collaborative approach to working with Council to develop the master plan.

The proposed new gymnasium and outdoor hardcourt are intended to be available for community use outside school hours and will help address a significant shortfall in the supply of indoor and outdoor facilities for court-based sports in Clarence (currently seven basketball and netball courts, growing to eight in 2042). Collectively, the Stage 2 works and the further works envisaged in the master plan will result in a modern and vibrant recreation and sporting precinct in Cambridge with benefits that extend well beyond the primary school.³

² *Cambridge Primary School Major Redevelopment* - Submission to the Parliamentary Standing Committee on Public Works, Ian Nelson, Chief Executive Officer, Clarence City Council, 14 June 2023, Page 1

³ *Ibid*, Pages 2-3

...

...Overall, the proposed Cambridge Primary School Major Redevelopment will provide significant community benefits, both through providing access to a high-quality education facility for the growing population of Cambridge, and the provision of modern sport and recreation facilities for use by both the school and wider communities.⁴

4.6 Mr Nelson did, however, acknowledge the matters that were still to be addressed between the parties, but noted the strong shared commitment to resolving them:

Naturally, the co-planning, design, funding and construction of shared facilities using public funds presents various complexities. Both Council and DECYP acknowledge that there are still matters to be resolved before Stage 2 of the school redevelopment can proceed.

I understand \$7.1m has been allocated to fund the Stage 2 elements of the school redevelopment. While it is not (and has never been) intended that these funds will directly contribute to other works proposed in the master plan, the Stage 2 works will require, among other things, the demolition of an existing community sports pavilion and amenities block to accommodate the new gymnasium, as well as works to reconfigure the oval boundaries and surface.

Both DECYP and Council acknowledge this community infrastructure needs to be replaced and will partner together to achieve this. However, the amount to be contributed by Council, other sources of potential funding, and particulars of which components of Stage 2 are to be built respectively by Council and the DECYP are still to be finally determined. Other outstanding issues include the timing of the works for Stage 2 and ownership and use arrangements for the proposed gymnasium and hardcourt.

Despite these outstanding matters, I stress that both Council and DECYP are highly motivated to see Stage 2 of the school redevelopment proceed as soon as possible, and are productively and cooperatively working in partnership to achieve this. I am pleased with the progress of ongoing negotiations between Council and DECYP and have full confidence that all issues under negotiation will be agreed and finalised soon.⁵

4.7 Despite the confidence expressed by the witnesses and the support relayed in the CCC submission, the Committee did have some concerns about the stage 2 works if the CCC did not proceed with the work proposed under its Cambridge Oval Masterplan. The Committee sought to understand the current state of negotiations with the CCC and the implications if the CCC policy on upgrading the Cambridge Oval precinct changed. The Committee was also interested to ascertain what agreements, if any, were in place to ensure the complementary works were undertaken for the mutual benefit of both parties. The Committee explored this matter with the witnesses in some depth:

Mr TUCKER - ... Council elections will come up again. When we were out there this morning, you said the council in the earlier period weren't as keen as this council is. What happens if we get a different council in 2026 and they decide they're not going to go ahead with the masterplan, and things change again? Do you have something to tie them in, so that they can't get away?

Mr WILLIAMS - That is a work in progress. Council has recently endorsed their masterplan. We'll soon have deliberations around what can be delivered and how far the \$7 million contribution from the state Government under the Cambridge Primary School project goes. There are differences between a school gym and a community council gym. There are differences between school parking and council parking.

⁴ Ibid, Page 3

⁵ Ibid, Page 3

So, there is negotiation to be done. What I would say is I know that both parties are very keen to get those negotiations under way. We had hoped we would be at a more progressed point to be able to put that agreement on the table. That agreement will be a document and there will be commitments from both parties, but we are not quite there yet. We did not want to delay the important part of the project, being the school classrooms and additional space that were under pressure.

So, there is work to be done. Both parties are acting in good faith for the community and we know from the community, through the consultation, that a gymnasium came out as the number one requirement from community to develop. That was not only in our consultation; that was in the consultation the council undertook as well.

Mr TUCKER - Given the present economic climate where we are headed with the master plan, you are saying yes, this council could endorse it. But the next council could dis-endorse it and say, 'Well, we don't have the funds and we are not doing it'. If we are going to get rid of the gymnasium, the courts and everything there in the school grounds with this first stage, we need something more concrete that we are going to get the second stage up, because if you do not have the gymnasium and you do not have the courts, they have no sporting facilities. This is a major issue with this project, would I be correct?

Mr WILLIAMS - I am confident that we can deliver our commitments, being a gymnasium, traffic improvements and car parking improvements within the \$7 million. I can't deliver a full council master plan -

CHAIR - I think what Mr Tucker is saying is a formal acknowledgement from council in writing that is signed off by both parties, a binding agreement if you like. Is that something that you will eventually get to with the council before you put a spade in the ground?

Mr TUCKER - Before you get rid of the gymnasium, before you get rid of the courts, we want to know that the Clarence council is committed to this project by signing on the dotted line: 'Yes, we still have negotiations to go ahead but we are committed and we will make this happen.' That is what I am saying to you because I don't want to be committing this school to losing their gymnasium and sporting facilities with nothing there.

Mr HOWARD - What do you mean by 'remove' our gymnasium?

Mr TUCKER - My understanding is you are building a new gymnasium. If you are going to build a new gymnasium, the old one, what is going to happen with that?

Mr HOWARD - It stays.

Mr TUCKER - Won't that be utilised for something else?

Mr HOWARD - No.

Mr TUCKER - So you are still going to have the school gymnasium there with the new gymnasium?

Mr HOWARD - Just an MPH [multipurpose hall], yes, so it will become a flexible learning space for us. It will be most likely more adaptive for arts and music. We talked today about having an art teacher and a music teacher, and giving her a space. We have a pretty big woodwind program as well, with the Southern Primary Schools Band program. We also run percussion. Being able to make a space, a multipurpose facility, that will still stay there for this time.

Ms RATTRAY - So, you do not have to pack up every time.

Mr HOWARD - Exactly right. Having said that, if we need to for a few years we can all fit in there and run assembly, and that will be that. But it will be much better to get that gym, without a doubt.

Mr TUCKER - I agree with you. That is what I am trying to say.

Mr HOWARD - We will try to get that gym but we will be able to run the school - even with increased enrolments, we will be able to run the school with this budget.

Mr WILLIAMS - Perhaps it's a language thing. The school does not currently have a gymnasium. They have a multipurpose hall that does a lot of things. We are not taking the multipurpose hall away. We are wanting to build a gymnasium for the school and community as well. So, there is no loss to the school. It is all an addition.

As I said, we had hoped to be at this point with an agreement with council. However, they wanted to take a bit longer on their master plan and consult further. So, we haven't got into the thrust of negotiation yet but that is going to happen soon. Absolutely, there would be an agreement on how that \$7 million is spent. I am comfortable that will provide a school gymnasium, and traffic and car parking improvements to the school.

CHAIR - It sounds like you know the school could operate without that, albeit in a restricted way.

Mr HOWARD - Most certainly. There is no doubt about that.

...

Mr TUCKER - Going on with the identified risks, it is on the next page. The council risk and the strategy there is:

Stage 2 projects start to be developed as a stand-alone package if council funding is not available, with ongoing consultation with council.

If council changes its master plan it might say it doesn't want any of this at all. What are we going to do then? You say that if council funding is not available you do a stand-alone package. What if councils says it wants something totally different?

Mr WILLIAMS - That's why we've identified it as a risk. We've had positive discussions with council about this. Council recently approved its master plan with the gymnasium. The community has been very clear with their feedback on what their expectation is. The priority for them was a gymnasium. If council cannot deliver its whole master plan, I believe that the \$7 million we've allocated can provide a gymnasium, carparking and traffic management improvements. I require council's approval for that because it's their land. While there's a risk that it won't, it's bringing significant benefit to the community, and the community is saying that is what they want.

Mr TUCKER - Coming back to the discussion before about the gymnasium for the school or a gymnasium for the community, with your stand-alone package is that going to be a gymnasium for the community or a gymnasium for the school?

Mr WILLIAMS - It would be a gymnasium for the school that the community could use outside of school hours.

Ms RATTRAY - At a cost?

Mr WILLIAMS - ... There comes a cost to run a gymnasium, that's right. That's all part of the discussion.

CHAIR - You would have to do it if it was on your site anyway.

Mr WILLIAMS - Yes, we would.

CHAIR - It is an interesting question, it being in the risk register. You have to always contemplate these things.

Mr WILLIAMS - To re-emphasise, the gymnasium provides benefit to the school, but also the community said to us and to council when we talked about the development generally. Number one was they wanted to have a gymnasium because there aren't those amenities in the area that they can use. This commitment allows for that to be delivered. Negotiation to play out. We would certainly be delivering a strong community benefit.

CHAIR - That would be part of the lease area, that gymnasium, or not?

Mr WILLIAMS - Yes. We would need to lease the land to build that gymnasium on.

CHAIR - Is there likely to be significant lease cost associated with this? Is that taken into account in your budget?

Mr WILLIAMS - Generally when we are leasing land to construct a building on that we would own, there isn't a cost to lease because there's mutual benefit.

Impact of Consultation on the Redevelopment Plans

- 4.8 The Committee understood there had been significant consultation undertaken to determine what the school community would like to achieve from the redevelopment. The Committee asked the witnesses to describe the consultation process and how this had influenced the scope of the works:

CHAIR - Community consultation was quite significant by the looks of this. You've taken into account a lot of the feedback, especially from kids. Describe some of the things the children wanted and what they are getting in that regard.

Mr HOWARD - ... Starting with Todd's team, we ran a generous process a while ago now, about 18 months ago nearly.

Ms BENCE - The beginning of 2022.

Mr HOWARD - We ran a series of student workshops initially to get their viewpoint on the variety of things they would like to see, prioritising that. We have also done it with our parents, as well as our staff. We provided a series of precedents: here's a photo of this or this, which do you prefer and which don't you prefer? We tried to get an idea of scope of area they liked. Do they like something more modern, do they like something more natural, do they like timber, do they like bright colours? Whatever it might be, to get that feedback on board.

Then, more recently with our students, we have been consistently going back to them with draft designs, with other precedents from the landscape or anything else, getting their feedback on what they like and what they don't like, tallying that up and continuing to refine our process based on their feedback.

Mr WILLIAMS - There were probably three things that came through which was more classrooms, outdoor learning and the gymnasium. That was across the consultation we undertook.

CHAIR - The gymnasium would probably have been number one.

Mr WILLIAMS - Yes, for the community. I am not sure so much for the children.

Mr HOWARD - They really want a connection to outside. They want to be able to do their learning outside, have X tasks to be able to do. They want to be able to leave their space and sit somewhere where there is more fresh air and more light, and off they go.

Impact of Site Limitations on the Redevelopment

- 4.9 The Committee had earlier undertaken a site visit of the school, giving the Members the opportunity to see first-hand the site limitations. The Committee asked the witnesses to expand on how these limitations had impacted on the redevelopment:

Ms RATTRAY - We heard today on site that there are challenges around the green space because it has a number of services running through it. That could be a positive and a negative, because you get to keep some grass. It limits the opportunity to expand some of the buildings. We saw some of those big cement covers around the school today that look after storm water, water and the like.

Mr HOWARD - We have major infrastructure running underground that we cannot obviously build over, or build over easily. In many cases we were not permitted to do so. Perhaps you might share that.

Ms BENCE - Yes, there are some major water mains running through the site from east to west. You can see the patterns of buildings on the site that have been built to avoid them.

Ms RATTRAY - Nice shapes, I thought.

Ms BENCE - There's a substantial easement on either side of those mains that we can't build within.

Ms RATTRAY - So you're limited in what you can build and extend to the current facilities?

Ms BENCE - That's correct.

Design and Materials

4.10 The Committee noted a key design principle was providing a non-institutional environment. The Committee asked the witnesses why this was an important principle and how it would be incorporated in the design:

CHAIR - You mention here on page 5, 'Creation of the home-like deinstitutionalised environment to support individual comfort and uphold inclusive practices and inclusive/trauma informed design'. Can you explain how the design of this meets that? They're words easily used.

Mr HOWARD - I was pretty big on this from the first day we met. The briefing for all the architects that wanted to submit or consultants.

We, and it is together as a school - also a strong point for me is, I have a problem in that I have four-year-olds who walk from their home and they walk into something that is more like a hospital than a school. And we wonder why they have separation anxiety and why they might struggle to integrate into school. It's really big fluoro lighting and really hard floors, and it's a different environment. If we can keep students feeling safe, secure and supported through good design, that is going to enable better transition and better learning straight from day dot.

It is really simple things like we are trying to remove the amount of big broad floodlights that are inside a room. I don't know about your house but not a lot of lights are on at my house at midday. So why have we got all these lights on at school? It is a bit funny. So, we are trying to put dimmers in and different lights. We have actually had one classroom where we have trialled a lot of this and it is significantly better impact when you turn the lights down for the kids to have their rest time, if it is in the kindergarten. You can turn them up for spotlighting on zones. We also talked about having good heating; really good heat pumps in every room. We have talked about trying to use ambient natural light as much as possible.

We have also talked about trying to have the right amount of flooring and combination of internal fit-out and fixture, where there might be couches or seats or corners, or whatever it might be. So, those sort of things in general.

Also with trauma-informed practice, we are talking about students being able to have a space that they can go to if they need to. Those things about lights, there are no sensory triggers or reduced amount of sensory triggers, which is important to us.

...

CHAIR - ... Looking at page 11:

"New covered outdoor spaces will be constructed of concrete and brick terraces, with roofs, verandahs, stairs and balustrades being more fine-grained in sheet metal and steel. Ancillary elements will be lightweight, slender and could be more playful."

Lightweight for a reason? Reduced costs? Is it going to be heavy enough to handle the purpose for which it has been built? I was wondering why the lightweight? Is it an aesthetic thing?

Ms BENCE - I think it is an aesthetic term, really. We are in the middle of designing these buildings and we are looking at continuing the tradition on site to use brick veneer construction methodology and materials where possible. They are domestic in nature and students are familiar with that kind of materiality. But they are also - particularly Cambridge Up is going to be a big building, it is two storeys. The rest of the buildings on campus, apart from the MP [multi-purpose] hall, are all quite small in scale, particularly in height. So, I suppose there is a design agenda there that anything that is ancillary to the building volume themselves, to the building envelopes, is expressed in a more lightweight manner. We are thinking there of the stair, for example, and the number of columns that will be needed to hold up those verandahs, and how they might be designed so they are more domestic and more slender.

Internal Alterations

- 4.11 The Committee understood internal alterations would be undertaken at the school, to provide, among other things, more sensory rooms and breakout spaces, an expanded staff room, an increase in staff amenities and more professional support spaces. The witnesses were asked to provide additional detail on these improvements:

CHAIR - At the moment there must be hot-desking?

Mr HOWARD - That's exactly what we're doing. It is quite challenging for some people. One example is a support teacher who's on class three days, comes off to do support work two days and is trying to find a hidey hole. They might be having confidential conversations with families or trying to ring doctors. Having a space, it doesn't need to be big, where you can shut the door and have a quiet conversation is really important.

CHAIR - The extra professional spaces are an important aspect of the development. Often in schools you have children with special needs. Some might be autistic and get triggered. Are there spaces for them to be able to go to to quieten down?

Mr HOWARD - That's a great question. There are two spaces in this that we have looked at. We have one sensory room. We are looking to have two of those spaces.

Ms RATTRAY - I think we walked that room.

Mr HOWARD - We did. It would have been a dark room with some fancy lights on in there. That gets quite a bit of use at the moment. With a few more enrolments that's going to get more use. Additional to that, we have those other professional support spaces where the senior teachers or the assistant principal might be. Other spaces they can branch out into. We saw there was a puzzle in one of the media rooms we have been to today.

Ms RATTRAY - Gets the library back.

Mr HOWARD - Yes, exactly right. Getting those spaces back would give us more flexibility to use those spaces.

Ms RATTRAY - We heard this morning that the library is a classroom for two classes.

Mr HOWARD - Yes, the current one is.

Mr WOOD - The bathroom facilities for the staff are quite light on. Is that being addressed?

Mr HOWARD - We're going to double it.

Ms BENCE - We would be providing a number of new staff bathrooms. Individual bathrooms with the toilet and hand basin in each room. One of those is a disabled.

CHAIR - How many staff are there?

Mr HOWARD - Per head? About 62. It varies term by term, sickness by sickness, maternity leave by maternity leave.

CHAIR - FTEs?

Mr HOWARD - That is a bit tricky. FTE, I have 19.75 teachers allocated. We have TAs [teacher assistant] on top that we determine, plus admin, plus others. We have about 38 or 39 FTE, including admin, cleaners and TAs.

CHAIR - Their toilet facilities are only two.

Mr HOWARD - We use the disabled toilets up in the other blocks at times. That's also not great for a variety of reasons.

CHAIR - Sounds like it would be much more appropriate to have that expanded.

School Canteen Improvements

4.12 The Committee understood the school canteen would be expanded. The Committee asked the witnesses to explain the importance of the canteen to the school's culture and learning outcomes:

Ms RATTRAY - ... The canteen will be part of the redevelopment, because it looked like it was only about 1.5 metres wide?

Mr HOWARD - It goes back a bit. You saw the servery area.

... It steps back a bit but we need to have more prep space in the middle. It will extend out about another 1.5 to 2 metres on the plan.

Ms RATTRAY - We also heard the number of meals that were provided. That would be useful to have on the record.

Mr HOWARD - Australia is the only OECD country in the world that doesn't feed their kids lunch. Arguably over the last 20 years we've been the richest. We have a lot of very busy families who are pushing themselves hard to make sure their kids have healthy lunches. We thought we could put the economy of scale together and provide it at a break-even cost. On average we feed students for about \$4.50 to \$5 per day. You get your recess. You get your lunch...

... There is some good food coming out. That is a core difference for our school. We are proud of it. A lot of students are involved in collecting it, producing it, serving it and cleaning up. It creates a lot of harmony within our school. It's great.

CHAIR - ... It teaches them certain skills and responsibilities.

Mr HOWARD - Eating together is an important thing. That concept of slowing down, stopping and eating from a bowl with a fork and taking your time. I have noticed, even with our kindergarten students, they progress in terms of being able to eat and share and have that communal sitting together. A lot of European countries do it well. It's a good component for our school from social and health outcomes. There are people in our community who need a bit of sustenance. It's easy for us to fold them into that resource, rather than create a stand-alone resource for them.

Mr TUCKER - Do you have a big percentage of people like that?

Mr HOWARD - No, but a surprising amount.

CHAIR - Making it a bit more general means that others are coming together with them and they're not standing out as being different.

Mr HOWARD - It's a big thing for us. It's equity around the right to learn well. We notice we have a significant decrease in behavioural issues after lunch because we're not having the sugar spike. We're assuming, we're making a lot of inferences here. We are getting good, low-GI food into our students which is filling their tummies and keeping them sustained. We are not getting the sugar spikes during the day. No matter how healthy you want to be, if it comes in a wrapper, it has sugar or salt in it.

Linking existing GLAs to outdoor covered space

- 4.13 The Committee discussed with the witnesses the plans to link existing GLAs to outdoor covered spaces, and the implications on the internal environment in classrooms:

Ms RATTRAY - ... I asked about the 4-metre-wide verandah sections that are going to be added onto the school. I said they'd give protection and shelter, but they'll also take away the light into your rooms. The response was to add skylights to the existing buildings. Can you provide that detail for the committee?

Ms BENCE - One of the things that is key to this project is about building the new terraces beyond the classroom, so each classroom can open up to those outdoor spaces for outdoor learning opportunities and for eating lunch.

We have tried to make those as generous as possible so that the class groups can meet in those spaces and run activities. They are looking at about 4 metres wide. We have worked to try to ensure that the roof lines, which are solid so that they keep the rain out, are as shallow as possible so that they're not dipping down too low and still letting daylight in. On the backsides of these classrooms we're looking at having natural daylight coming in from above with skylights.

That is for the existing building one. For the kinder building there will be a range of windows on the reverse side of the building and skylights, roof lights. For the building which we have been nicknaming Cambridge Up, which is the two story building along Cambridge Road, there will be windows and roof lights on that reverse side.

Mr HOWARD - ... In a practical sense, in those rooms on that front area, for all but about two to three months of the year the staff have to run on air conditioning because the rooms get so hot. There is so much window at the moment and it is pulling in so much heat that they are just too hot. It's a great problem to have in Tasmania and it's most of the year.

Ms RATTRAY - So, you might not need skylights on the other side?

Mr HOWARD - Maybe for the light. Cutting out some direct light to reduce the heat coming in could be quite advantageous.

CHAIR - Is there any other way of spilling air if you don't want to open up the new doors in this building?

Ms BENCE - There'll be the option of natural ventilation if you wanted to open the doors and windows. There'll also be mechanical ventilation. There'll be a heat recovery ventilation system. That brings air into the building, flushes through fresh air, but it tempers the air to be a similar temperature to the room temperature, so it's comfortable.

Removal of Play Equipment

- 4.14 The Committee was aware that some important play equipment would be removed to accommodate the Cambridge Up building. The Committee was keen to know if this equipment could be reused and relocated or whether new equipment would be installed elsewhere:

CHAIR - When we were there this morning having a look at the site, there is a significant amount of children's play area that one of the buildings is going to basically go over the top of. Can you tell us what your plans are in terms of replacing those sorts of elements for children so they are not left without places to play and the like?

Ms BENCE - ... The Top Fort is up in the corner of the site where the new Cambridge Up building is going to be located. The Top Fort needs to come down to accommodate that. We are looking at a location in the far corner of the site, which is likely to be where the early to middle

aged kids will be more closely located with classrooms. Something that has elevation that the children can climb up into, survey the site, see from, is really important. We are looking at a piece of play equipment for that area.

In the immediate area around Cambridge Up, where we're obviously going to be having the terrace area and the deck on the upper level, we will be taking out about four pieces of play equipment there and they will need to be replaced. There will be replacement of play equipment. The design of those hasn't happened yet -

CHAIR - But they can't be reused right? Because of the type of equipment they are.

Ms BENCE - The advice to date is that once taken apart they would not be put back together safely and meet current standards. We're looking forward to next term doing another round of consultation with the students. A focus of the consultation is what should go back there.

Designing to Promote Energy Efficiency Measures

4.15 The Committee asked the witnesses what provision would be made to promote the uptake of energy efficiency measures in future, if not in this redevelopment specifically. Of particular interest to the Committee was the capacity to incorporate solar panels to meet some of the school's electricity needs and future provision of charging stations for electric vehicles:

Ms RATTRAY - I'd like to ask about energy efficiency. It's a big issue for any school. Courtney, you already talked about having warm learning spaces. Is there any solar as part of this project?

Ms BENCE - There is the provision for future solar. The intention is that in the future all of the roof areas could be used for solar. All the electrical infrastructure that is going in as part of this project, such as switchboards, is being upgraded to accommodate that in the future.

Ms RATTRAY - Does the school have any solar now?

Mr HOWARD - Not at this stage. You have another project, Todd?

Mr WILLIAMS - Yes, there is a Solar In School program that the state Government is funding with a \$5 million commitment. Through that process we will be capturing the savings that are generated and rolling out more solar in schools through the years. There is an initial fund and investment. In time every school will have solar.

Ms RATTRAY - ...It seems ridiculous to me that if you're putting a new building in you don't facilitate that up front and have it at the backend, where schools have to apply. When is the department going to start really considering those energy-efficiency options upfront rather than at the back-end?

Mr WILLIAMS - We are doing that. Solar is an important part of our plans.

Ms RATTRAY - But not at the front end, at the back end.

Mr WILLIAMS - We'll be ensuring that a lot of lead work is done with the switchboards to make sure the infrastructure is in place to do that.

Ms RATTRAY - Why not bang a few panels on while you are going, in that fancy new Cambridge Up?

Mr WILLIAMS - It's all part of the money considerations. All schools will have solar as we roll through that, from the investment that is being created from the initial fund of \$5 million from the State Government. We are our second year into that. As we get further into that, we will be able to.

CHAIR - ...Staff or school cars might be electric vehicles. Are you putting in charging stations in this development?

Mr WILLIAMS - Not as part of this specific project, but we are working with RecFIT, which is doing an assessment across the state for government buildings and charging stations. We have put forward that schools are part of our workplace. Many of our staff who are in government vehicles visit them on a daily basis and we need to have that amenity to be able to charge along the way. We are progressing it from a whole-of-government perspective, but not part of this project. We are focusing our effort on direct benefit to the school and the learners.

CHAIR - We talk about switchboards being solar-capable or friendly, they also need to have the capacity to be able to run a charging station. It's a different set of electrics in terms of the amount of power needed. Will the base electrical grid going in be able to handle electric charging stations, rather than retrofit it?

Mr WILLIAMS - It's certainly part of our considerations in our electrical infrastructure. We are doing a lot of work in that space and we are upgrading a lot of switchboards and being prepared. There is a lot in that, the charging capability, as there is in solar as well when you get into all the detail of what that means, particularly when you are starting to put in larger systems.

CHAIR - It is not just the school either. It is the network that is to provide it.

Mr WILLIAMS - Absolutely, it is the surrounding network that is vitally important, as well as our capacity to provide through our school as well. We are involved in that. We have an energy consultant as part of our broader facilities team that is giving us advice on solar and our switchboards and our preparation for what we know is coming. We are gathering information and the things that you talk about are important.

Ms RATTRAY - Is there any input into this reference from that person?

Mr WILLIAMS - Not specifically for this project, although through the consulting team there would be an electrical consultant that is assessing what is required as part of the school.

Ms RATTRAY - But there is nothing, to the Chair's question?

Ms BENCE - No.

Mr WILLIAMS - Not in terms of charging capability, no.

CHAIR - There might be some talk with the contractor about leaving a conduit open specifically for fitting in the circuitry needed for that to happen.

Mr WILLIAMS - We are assessing all the switchboards and considering the future requirements, and upgrading all our switchboards in preparation. There are elements that have been considered.

CHAIR - Perhaps it is a recommendation we can make in our report so it gets some consideration.

Project Costs

- 4.16 The Committee was aware of some public works projects which had been subject to significant budget overruns. The Committee sought an assurance that this would not be the case for this redevelopment:

Mr TUCKER - ... Are you going to guarantee me that this \$15.1 million isn't going to turn into \$50 million?

Mr WILLIAMS - Yes. We will work within the budget allocation we have of \$15.1 million.

Mr TUCKER - Taking into account that Brighton went from \$30 million to \$74 million?

Mr WILLIAMS - You have mentioned Brighton a couple of times. The difference is that we are committed to doing a redevelopment. With Cambridge, I am comfortable that we can deliver the scope that we are committed to, which is the additional spaces and the redeveloped

spaces. The difference with Brighton was it was a specific number of students which determined the size. That was the difference, because you were committed to delivering that outcome. Whereas we have a budget of \$15.1 million that I am comfortable we can deliver our outcomes for.

Ms RATTRAY - What about surprises when you are redeveloping? That is why most of us were stunned about Brighton - and I know we keep coming back to that because it is a greenfield site. This is a redevelopment and, whether you like it or not, there are often surprises when you start doing refurbs.

Mr WILLIAMS - ... They have been well maintained. But, absolutely, there will always be surprises. Hence our contingency. The plan we have is a very good plan and we are working through that plan as we get ready to go to tender. A lot of that becomes clearer and then when you start pulling things apart, it is right in your face.

- 4.17 While committing to the current project budget, the witnesses did indicate the scope of the final works package could be impacted by the tender outcome. The Committee asked the witnesses what would happen if this potential risk was realised:

Ms RATTRAY - I'd like to go to identified risks. On page 15 we have some significant identified risks. I go back to the question asked by Mr Tucker on the budget overrun. It's identified as a risk, top of the list. There is also one for the budget overrun due to an unidentified infrastructure issue. They're obviously front of mind. Can we marry up what you said, '\$15.1 million, no more', yet, they are being put forward as identified risk?

Mr WILLIAMS - We identify all the risks that we see as we work through. They're common across all projects. I'm comfortable with the budget we have.

CHAIR - Is the contingency going to cover these?

Mr WILLIAMS - I believe so. The challenge is, as we get ready to tender and we have detailed documentation and more up-to-date information, what is that telling us? That's every project we work through. Hopefully we don't get too many surprises and everything is okay.

What can happen is, we then have to look at the priorities and have conversations with Courtney.

Ms RATTRAY - That was my next question. What are you prepared to give up? Under the tender packaging, identified risk, prioritisation of works to ensure a budget fit. So, that's the big question.

Mr HOWARD - I've learnt a new phrase in the last couple of months, it is called 'value management'. It's a good phrase. We're clear we need five new classrooms. We go back to our priorities and the work we have done with consultation with community and particularly the work with the students. We know we need five rooms. We know the gym's there. We want indoor-outdoor connection.

Ms RATTRAY - It could be the carpark.

Mr HOWARD - The carpark, or it might be around the scope of some of the refurb somewhere. Maybe the 4-metre thing might have to come into 3.5 metres. It will depend on when you get a cost estimate back as to how much saving we have to make. We're pretty clear that five classrooms are what we need.

Ms RATTRAY - That everything that's been put forward is expectation and there's nothing aspirational about that? That is the expectation?

... you are not prepared to compromise on what's been put forward here?

Mr HOWARD - I am going to have to compromise. If they come back and tell me it's \$22 million then I am going to have to compromise something...

Ms RATTRAY - ... But, if it is five GLA areas, if it's the gymnasium, I don't know that half a metre on a verandah is going to be the saving if it's significant. What are you prepared to let go of, or nothing at all?

Mr HOWARD - At this stage, the last cost estimate associated with this came back that we are on track. For us to have a blowout, what would the size of that be? I don't know...

... We will need five GLAs. For \$8 million we still think, even if things get high, we can still give five GLAs. Maybe we don't get a lot of refurb on that middle block we walked through, those older classrooms. Maybe we don't get as much refurb as we wanted. We still think we can get indoor-outdoor connection on that side. Maybe the canteen doesn't go quite as big. I don't know what it comes back at.

4.18 The Committee also sought to understand how the outcome of the tender for stage 1 might impact on the budget for stage 2, if at all:

Mr TUCKER - Coming back to what Tania was talking about with budget overruns and tender packaging, and prioritising of works to ensure the budgets fit, if we get a budget overrun or tender package that runs over and comes in at \$15 million to do stage 1, will stage 2 be left to fund stage 1, or where will that take us?

Mr WILLIAMS - Very good question.

Ms RATTRAY - Go back to the department cap in hand?

Mr WILLIAMS - We have separated the two packages to focus on school and school benefit, and to focus on community benefit and our partnership with council. I could not see that we would be taking money from the council partnership approach to fund the school approach. It would be work with the school on the priorities and what we could deliver within that funding.

Mr HARMAN - The tender will have itemised elements. It will have the new build cost, whether it is Cambridge Up and the kindergarten. Not sure yet. But then the price of the refurbishment in the existing building. So there will be elements within the tender package that can be assessed once costs are known and work is potentially prioritised.

Mr TUCKER - What you are saying to us if it goes out to \$15 million, it will still put the \$7 million to the council-owned area, or the gymnasium, everything like that. But you will cut it back to 50 per cent on stage one with the learning areas with the five classrooms.

Mr WILLIAMS - We would not take the council partnership money that has been part of many years of discussion and agreement to get to that point to fund a budget overrun in the school works. We would work within the \$8.1 million to deliver a good outcome for the school with the \$8.1 million.

Operating the School During Construction

4.19 The Committee recognised it is very challenging to continue normal school operations without impacting on teaching and learning while major work is being undertaken on site. The Committee questioned the witnesses on how this would be managed:

CHAIR - Another aspect in the identified risks is the continuity of learning during construction works. This is obviously going to be your headache, Mr Principal. You have worked through all of that? You understand how you are going to manage that?

Mr HOWARD - I understand it is going to be painful. It is a bit of short-term pain for long-term gain. I don't know if there is a way around it. There are some creative solutions we might be able to employ, there's good Gantt charts for project management and good negotiation with builders and discussion around when can happen and what. I daresay every classroom will be

doing some sort of inquiry into noise or heavy digging or something. There is a way to take a threat and turn it into an opportunity.

We also know that, in essence, it is a fairly condensed building time frame for what the scope of the project is. Most of the big building will be done in one stage and then the other bits. Everyone will be impacted at a different time.

Ms BENCE - ... And the intention is that within the tender package the works would be staged.

Ms RATTRAY - You do Cambridge Up first. Get that finished and you have got some significant GLA areas ready to go. That will free up some of the others.

Mr HOWARD - Yes, to work on the specifics of it, the new builds, the kindergarten and the Cambridge Up the hill first. Then once that is done, decamp, do that bit. Done.

CHAIR - Do you try to concentrate on the school holiday for activities, construction?

Mr HOWARD - Ideally. We will just see how it goes with the tender process and everything else, but most certainly.

- 4.20 The Committee was also interested to understand the impacts on the school during stage 2 works and any works the CCC will undertake and how this would be managed:

CHAIR - The other aspect is, of course, the construction side of it - if the council does go ahead and does their construction activity as well, in terms of being able to coordinate that. I don't know if that is in here as part of an identified risk in terms of parents dropping off children trying to negotiate construction works happening in both directions.

Ms HARMAN - We have not talked in detail with them yet, have we? I think it will be a fairly discrete package particularly for the construction of the gym. Obviously, when there is civil works going, there will have to be other parking arrangements. It should be reasonably straightforward.

Ms RATTRAY - You won't be tearing up what is already there, will you? Is that the plan?

Mr WILLIAMS - The council will be.

Ms HARMAN - There will be changes to some of that car parking and the old toilets.

Mr WILLIAMS - I suppose the safe and continued operation of the school is front and centre in what we do. We know that we have to provide better and we know the impact if we don't in terms of student learning, but also on people's lives as well. So that will be the front and centre of our discussions.

Managing Insurance Liability with Facilities Shared with CCC

- 4.21 The Committee sought to understand how liability would be apportioned in the facilities that were to be shared with the CCC:

CHAIR - I did ask the question with regard to insurance cover and those sorts of things over the site, because you have two different parties - one local government and the other state, and how that is handled and, with the new development, how that will be handled?

Mr WILLIAMS - There is a lease agreement for the use of the council land that we have which articulates both parties' responsibility, and both parties will certainly have their own insurance arrangements. The operation of the gym would be on the basis that the school gets use during school hours. Outside of school hours is community use and that would be managed by council. Again, the detail of that has not been worked through. However, we do have other agreements with Clarence Council and other councils around shared use of facilities. There is a process that we use and a format that we use to talk about roles and responsibility and clarity, which are all then articulated in formal agreements drafted by the Crown Solicitor.

CHAIR - I am keen to know that it will be addressed in some form of a lease agreement. But if you have a member of the community come in and play tennis on a court which happens to be across both council and Education department land and somebody injures themselves - brain injury whatever it is - who is it that is responsible for that? If it is after-hours what I am hearing is that it is the council; and if it is within hours, it is the school that would have to address that. I know it sounds gruesome to talk about those things but with such an arrangement we do need to know that it is covered.

Mr WILLIAMS - Absolutely, and that is the basis of the agreement. An example of that would be Clarence High School where the oval and amenities building are leased to Clarence Council from the department. That has a similar arrangement, talking about roles and responsibilities. The general premise is school hours, school use, school responsibility. Outside of school hours, council responsibility and council use and managed.

Does the Project Meet the Requirements of the Public Works Committee Act?

4.22 In assessing any proposed public work, the Committee seeks an assurance that each project meets the criteria detailed in Clause 15(2) of the Public Works Committee Act 1914. Broadly, and in simple terms, these relate to the purpose of the works, the need for and advisability of undertaking the works, and whether the works are a good use of public funds and provide value for money to the community. The Committee questioned the witnesses who provided the following confirmation:

CHAIR - ... There are five important questions that I ask. I need clear answers to these.

Does the proposed works meet an identified need or needs or solve a recognised problem?

Mr HOWARD - Yes.

CHAIR - The recognised problem being the school is just simply too small, is that right? It is at 90 per cent capacity today. You think it's going to grow to what figure in 10 years time?

Mr WILLIAMS - An additional 125. We have 500 students.

CHAIR - Are the proposed works the best solution to meet identified needs or solve a recognised problem within the allocated budget?

Mr WILLIAMS - Yes, I believe so.

CHAIR - ... Are the proposed works fit for purpose?

Mr HOWARD - Yes, I believe so.

CHAIR - Do the proposed works provide value for money?

Mr WILLIAMS - Yes, I believe so.

CHAIR - Are the proposed works a good use of public funds?

Mr WILLIAMS - Yes, there is clear benefit for the school and there is clear benefit for the community.

5 DOCUMENTS TAKEN INTO EVIDENCE

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

- *Cambridge Primary School–Major Redevelopment* - Submission to the Parliamentary Standing Committee on Public Works, Department of Education, Children and Young People, 27 June 2023; and
- *Cambridge Primary School Major Redevelopment* - Submission to the Parliamentary Standing Committee on Public Works, Ian Nelson, Chief Executive Officer, Clarence City Council, 14 June 2023.

6 CONCLUSION AND RECOMMENDATION

- 6.1 The Committee is satisfied the need for the proposed works has been established. Once completed, the proposed works will increase the school's capacity and update facilities to help support student learning and wellbeing.
- 6.2 The proposed works will provide additional GLAs to accommodate an expected growth in student numbers, and will also provide a range of contemporary internal and external learning environments to promote student and staff welfare. When completed, the second stage works will provide a new gymnasium, amenities and outdoor court, upgraded car parking including a pick-up and drop off zone and safer pedestrian walkways between the school, sporting precinct and parking areas.
- 6.3 The Committee does, however, hold some concerns with the proposed stage 2 works. In particular, the Committee is concerned that should the Clarence City Council's current policy on upgrading facilities at Cambridge Oval change, this may adversely impact on the delivery and scope of the school's stage 2 works, with a subsequent loss of the substantial school and wider community benefits that could be realised through a coordinated approach. The Committee therefore urges the DECYP to negotiate a formal and binding agreement with the Council, committing both parties to the full scope of works envisaged in their respective masterplans.
- 6.4 The Committee is also of the view that it is short-sighted, when undertaking a redevelopment, to not provide the infrastructure to install solar panels or electric vehicle charging stations. The Committee suggests, as a minimum, enabling infrastructure be fitted during the redevelopment, to facilitate the installation of these energy efficient technologies in the near future.
- 6.5 Notwithstanding these concerns, accordingly, the Committee recommends the Major Redevelopment of Cambridge Primary School, at an estimated cost of \$15.1 million, in accordance with the documentation submitted.

**Parliament House
Hobart
2 August 2023**

**Hon Rob Valentine MLC
Chair**

