

**THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN
COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART, ON MONDAY
21 MARCH 2005.**

NEW TOWN HIGH SCHOOL REDEVELOPMENT

Mr ALAN WAUGH, CHAIRMAN, NEW TOWN HIGH SCHOOL ASSOCIATION;
Mr ANDREW SHURMAN, PARTNER, CRAWFORD SHURMAN ARCHITECTS;
Mr JOHN PADIS, CRAWFORD SHURMAN ARCHITECTS; **Mr CHRIS BARNES**,
SENIOR PROJECT OFFICER, FACILITIES SERVICES, DEPARTMENT OF
EDUCATION; **Mr IAN MORGAN**, PRINCIPAL, NEW TOWN HIGH SCHOOL; **Mr TIM
GOURLAY**, MANAGER, FACILITIES SERVICES, DEPARTMENT OF EDUCATION;
AND **Mr NICHOLAS CLIFFORD**, HEAD PREFECT, NEW TOWN HIGH SCHOOL
WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Harris) - Thank you all for your attendance today. I would like to welcome Michael Hodgman, the member for Denison, who has an interest in the school as part of the electorate. Tim, you would have a proper flow of presentation here, so we will leave it to your delegation to make your presentation.

Mr GOURLAY - We might start with Chris Barnes, who is the project officer, and Mr Ian Morgan, who is the principal of New Town High School.

Mr BARNES - I am project officer responsible for the coordination and planning of this redevelopment. The project, with a value of \$3.76 million, is currently the largest capital works program being undertaken by the Education department. The project is part of the Government's community health and wellbeing program announced late last year. Under this program, the brief was to provide the school and community with a full-size gymnasium and associated facilities, including toilets, classrooms et cetera, and to refurbish outdated classrooms.

Intensive consultation began in December and continued over the school holidays under the leadership of Ian Morgan. Consequently, sketch plans were available to share with the school community at the beginning of the school year. Ian has effectively communicated his knowledge of boys' education to the project team to develop an appropriate design. There was immediate broad agreement within the school community about the priorities and concept of the plans, allowing Crawford Shurman to proceed to detailed planning.

This redevelopment will provide New Town High School with an excellent gymnasium facility available to the broader community and a contemporary, integrated, related arts area, allowing the delivery of the Essential Learnings curriculum in a much more flexible and collaborative fashion. It will also replace a dysfunctional canteen with an enterprise-focused cafeteria, integrating the food studies and canteen functions of the school. When

complete, this redevelopment will move New Town towards being a contemporary educational facility catering for around 800 boys. There will remain a number of outdated general classrooms which will be the focus of further projects. The time line for this project is to go to tender in April, with works commencing in May and being completed in time for the 2006 school year.

Mr MORGAN - I do not think any submission is complete without some idea or some background to the context of New Town High School and boys' education, and I think that is really important. The first thing I would say is that New Town High School really has an important place in our community. It is the oldest government secondary school, I believe, at the moment. It is the second-largest secondary school in the State, but it is very important. I believe it has a community role. That is the first thing I really want to put. There is a heritage and there is a background and it has a significant role in our community.

The second thing I want to say is that I think it has a responsibility for the education of boys, not just for those who are there but, I believe, for boys within the State. Because it is the only secondary school for boys, I think it is incumbent upon us to be having best practice, and that best practice will be able to be shared elsewhere. I think we all know from the media that there is, if we would believe it, a crisis in boys' education - boys in trouble, boys in crisis, it just screams out at us so often - and the reason for that is that boys are over-represented in certain statistics - in exclusion statistics, in suspension statistics, in youth suicide, in learning outcomes, as unskilled employees - and they are things that I believe are significant as far as our community is concerned.

But, given that, I can speak very highly about what New Town High School has done over the past five to six years. For instance, there have been no exclusions from New Town High School in the past six years. Our suspension rate is currently running at 8.5 per cent when the rate for the State for secondary boys - 7, 8, 9 and 10 - is running at 30 per cent. The figure for girls is running at 17.5 per cent. So I can talk about those things quite clearly. We have had a 35 per cent reduction in suspension rates in the last three years.

If we talk about learning outcomes - and I think that has been a highly topical matter over the last number of years - New Town High School once again is doing particularly well. The year 7 and year 9 statewide testing in literacy and numeracy tells us that New Town High School boys are doing better than the State average in both of those factors. They are doing better than boys statewide. They are doing better than boys in similar socioeconomic schools and, for the first time last year, they are doing better than boys and girls in similar socioeconomic schools. We would put that down to the programs that are in place and our ability to tailor the curriculum for boys in our institution.

I could go on and I could talk about academic prizes. For instance, last year we had the State winner of the National Geography Competition, of the State Engineering Competition, of the State Computer Competition, and to have those sorts of representatives in a school, when there are probably 12 of those competitions statewide, I believe is significant. Given that factor, given the fact I can sit here and say that we are doing so well, the question is begged, of course, why do we need any money? If we are doing so well, why spend some money on a place? It might be better off somewhere else. I would argue quite strongly that we are starting to reach a ceiling. We have

demonstrated that these programs are in place and, as a result of that, I believe that, if we are to continue this program and to continue on in this same sort of way, we need these facilities and it is significant. I think you are aware that the current school size is 825, and over the past 10 years that has increased from approximately 400. But what is more important is where do we go to from here?

I do not know whether I am allowed to give this out, but it is some statistics I think are worth having a look at. If we are going to spend this money in our school, I think it is necessary for us to be able to guarantee what is the future of the school.

Currently we have more students who want places in our school than we have places available. For instance, this year 164 people wanted a place from out of our feeder area of New Town High School and only 70 were accepted. Currently, as we sit here at the moment, the figures for next year are 151 - and I suspect that there will be fewer than 70 places available. In 2007, 123; and in 2008, 67. Obviously those numbers increase as we get closer to the time. I think what these figures are showing to you is that the numbers of the school will be sustainable from now into the foreseeable future. In other words, we are not spending money somewhere that is not going to be used and used significantly. In actual fact, the school has had to put a cap on the numbers. I guess that is the context. I emphasise it is heritage, it is performance, and also our responsibility as far as boys' education is concerned for the system statewide.

The second point I would mention is about current facilities. I think you have all seen them and we have talked about how poor they are. I do not want to go on at great lengths now. You have seen the size of the gymnasium. We are, I believe, the only government secondary school without a full-size gymnasium, yet we are the second-largest school. One point that I would mention is our room-use figures at the moment. For instance, our science laboratories are used 100 per cent of the time, our gymnasium 100 per cent of the time and our general learning areas 96 per cent of the time. I could go on. If I look particularly at health PE, I would say to you that there are six occasions in the week where there are three classes on; there are seven occasions when there are four classes on; eight occasions when there are five classes on; three occasions when there are six classes; and one where there are seven. If you take a class of approximately 26 students, it will give you some idea of the sort of usage that we are talking about. The student population involved in the arts has increased by 25 per cent over the last two years. I use those figures to highlight what we mean by the importance of these figures for the future.

The third point is about the planning process. I guess the informal planning for this redevelopment started four or five years ago. That is when we first put in a submission about the need for this facility. Time has been of the essence really because this was announced, as you are aware, in December and here we are in March with plans in place. However, the informal planning process, plus the availability of people to have worked with me through January and February to make sure that this has been truly collaborative, has been really significant. Even though there has been a tight time frame, I am very happy to say that I believe that it is reflective of a broad range of views and opinions. The implementation phase will be our next major hurdle.

The other thing in the planning process that needs mentioning is that we have a master plan. This isn't just about tacking something on; this is a plan that we had for the

school, thinking and knowing where we hoped the school to be taken over the next five, 10 or 15 years. That is the planning process. I know it has been very brief and we can certainly come back to that later if you would like further information on it.

The fourth point is about curriculum reform. I see this project as much more than facilities being upgraded. It is the basis of a major shift in how the curriculum is presented and on the emphasis that is placed upon key areas. It has at its core a movement towards personalised learning. That was identified as the key thrust behind the implementation of the Essential Learnings framework. The example of this of course is the link that we talked earlier about - the foods catering enterprise. That is an example; that is a way and means, if you like, of how we see it being implemented in realistic ways. Also, in essence, the question is: why have we designed the things we are asking for in this way from the curriculum viewpoint? The health and wellbeing centre will promote a healthy lifestyle now, but will also focus upon health for life. The other important aspect that comes from Essential Learnings is that it is really important for people to work together. In the past, teachers have worked in isolation. The focus within the specialist areas that we are suggesting and promoting is upon large areas that promote such an approach. We intend to link these. We talk about cross-curricula and about teachers in collaboration so that we focus upon personalised learning for students.

The last point I would like to bring up is what we can our 'double vision'. I think that these facilities really have this dual purpose. On the one hand we would like these to be part of where we are taking students and preparing them for a world where very often we do not know what it is going to be like. Many of our students will end up in jobs that probably have not yet been invented, and in a world where technology is changing so rapidly. We are providing these facilities and approaching it in that way, but we would also want this to be a community centre. The planning behind this has been based very much on the idea of not just the school using it, but also the community using it. That is what we mean, I suppose, by our double vision. Already the school is working extensively to establish partnerships with community groups so that that can be the case.

I digress a little and just say that in planning it that way, all of these areas can be discrete areas. They can be sealed off, if you like. And perhaps long-term we would like to think of the fact that we would be employing someone in the school whose remuneration, if you like, would be gained through the work that they do in having outside people use the facility. That way we are able to have a facility that is used extensively up to 40 weeks of the year - but probably less than 40 weeks of the year - for five days a week, seven hours a day, by community groups. We are talking about health and wellbeing; we are talking about foods; we are talking our drama; we are talking about our music; we are talking about our arts. I know that later on Frank will talk about some of the partnerships that we have already developed, but we are also talking about sporting groups. We already have partnerships with the TCA and North Hobart Football Club currently in place. We are talking about indoor soccer. I have a meeting with their CEO that has been organised through Bob Gordon, to set something in place for that organisation as well. So what we are talking about is money that we hope will be able to be used for both purposes. That is the double vision.

And what does the school get out of it? Well, I think these people bring expertise. Not only do they get to use our facilities, but they also bring expertise that helps with the

teaching and learning program that goes on inside. That is probably enough from me, because I know Frank is going to talk a little bit about that later on.

CHAIR - Could we at this juncture, then, welcome Mr Frank McCann.

Mr FRANK McCANN, PAST PRESIDENT, NEW TOWN HIGH SCHOOL PARENTS AND FRIENDS ASSOCIATION, WAS CALLED, MADE THE STATUTORY DECLARATION AND WAS EXAMINED.

Mr McCANN - I must apologise for being late, but I was unavoidably delayed. Following on from what Ian said, the purpose of my being here is to add the perspective of parents, community and old scholars. By way of background, as pointed out, I was on the parents and friends committee in 2001 and president from 2002 to 2004, and Alan Waugh has taken over the school association as from 2005. I was also mixed up with the old scholars. In 2001 they had the 50-year anniversary of the move to New Town. We formed a subcommittee of old scholars in 2003-04. We held a reunion in 2003 and, in the first of a rolling series of 25-year and 50-year anniversaries, we held the first celebration last year of the 50-year class. So I can bring their perspective to this meeting as well. Also from the community perspective, I have been involved with the Mt Stuart Primary School, which has used the facilities at New Town since 1994, since I have been involved, and also I am a member of the New Town Eagles Soccer Club, which again has used the facilities at the school, so I can bring those perspectives.

So the first of those perspectives is the parents and friends perspective. On arrival in 2001 - and I presume that everyone has seen the school today -

CHAIR - Yes, we did, thank you.

Mr McCANN - I and my son found it daunting. The thing I noticed was that it was well maintained but very tired. The school had a complete absence of graffiti, which to me is an indication that there is a lot of pride taken in the school. It was well maintained, and had a generally clean appearance. That was important. As my son's time went on, it was not so much the school as the community, which is the binding spirit of New Town High. That is the great spirit of the place.

When I was president in 2002, the first priority of the parents and friends was for the gym and related arts area redevelopment. You have all seen it; Ian has spoken about it; you know why it was a priority. Parents' comments were consistent, especially from former students who are now parents, about the same classrooms, the small gym. They were shocked at the temporary classrooms near the canteen. New parents were rather taken aback by some of the conditions, especially in the hall and the gym.

We raised money for the grounds redevelopment, which has taken place over the last two years - 2002 and 2003. That was supplemented by a State grant on a dollar-for-dollar basis in 2003 for the oval resurfacing and the irrigation system. We received that grant from the then Deputy Premier, Paul Lennon. From 2002 to 2004, we had continual correspondence with the Education minister and people within the Education department regarding the gym and related arts area. We received the support of the Minister for Education for the redevelopment but it wasn't until last year that we received the final word on that. In 2003-04, the parents and friends extended the issue to include Graeme Sturges and in 2004, David Bartlett, in our process of lobbying and bringing the matter to attention. Both gave unqualified support to the parent group for the redevelopment priority, and that was important to us. Last year we made a formal approach to Premier Lennon. He came out and was shocked at what he saw because, I believe, the outward

appearance of the school belies the true nature of the problems, which really do not stand up to close scrutiny. Premier Lennon announced the funding in November 2004, which is what we are here for today.

The parents and friends association is also under pressure from the parents to expand the intake of the school. There is a high demand for places because it is a good school, because it is a single-gender school. Ian has touched on numbers. We consulted with the parents and friends in 2003-04 and with staff and we endorsed a policy to cap the numbers in 2004 because there were inadequate facilities to cater for any additional students. Class sizes were at the upper limit already and we had the OH&S issues with the facilities, including showers, the gym et cetera. We require modern facilities to meet the requirements of the new curriculum which is considerably changed since the 1940s, which was when the school was designed. The mix of technical subjects has gone down in the intervening 50 years. There is a real change of subject mix and the advent of IT has seen new subjects coming on line but, as Ian just pointed out, there was a 25 per cent increase in the number of students undertaking arts-related subjects. The mix of subjects has changed so the facility needs at the school have also changed.

The parents and friends association has also had input from teachers concerned at the inadequate general facilities in particular subjects, such as arts, music, health and PE. I presume you would have seen the practice areas at the school this morning, which were closets, cupboards, storerooms. The aim from this perspective is to make it quite clear that it has been a parent priority for quite some time. The redevelopment has the full support of the parents, the staff and the student body. When Premier Lennon announced the funding at presentation night in November, the relief and excitement in the audience was palpable. It is obvious that the redevelopment has the full support of the entire school community.

I am not an old scholar but I became involved, through my presence in the parents and friends association, with the old scholars. In 2001, as I said, we had the 50-year celebration for the move to New Town and the comments from old students at that meeting were, 'Nothing's changed'. 'Everything's the same'. 'Remember this, remember that'. They were shocked and surprised. From 2002-04, as president, Ian and I encouraged and facilitated the old scholars committee to build on the level of support that was demonstrated at the 2001 function. So we capitalised on that, and we ran the two functions that I have previously talked about. Again the comments were consistent about the state of the school. The old scholars, interestingly, did not want a formal association - in other words they did not want to incorporate - but they do have an ongoing committee that is holding these 25- and 50-year anniversary meetings or dinners at the school. They want to be a viable part of the school and sponsoring awards, and they are proposing a Guidici Scholarship in memory of Sergio Guidici, who was the first Rhodes Scholar from New Town High. So they are becoming more actively involved, and they are behind the redevelopment as well. That feedback has been consistent ever since the 2001 event.

From the community perspective, Mt Stuart Primary holds functions, dances et cetera at the hall. They have been doing so while I have been involved with them since 1994. We have had full use of the hall and the canteen. It has been great, but the facilities are tired. The reason we go there is because it is convenient in the district. It is open and accessible, and a lot of the previous students of Mt Stuart go to either New Town or

Ogilvie, so it is good to have that continuity. Again, the feedback has been consistent about the poor condition, and they are looking forward to being part of the redevelopment.

The other community involvement, New Town Eagles, used the gym for training for under-age sides last year. Their feedback was that the gym was small but dry, because we had a very wet season, so that was good. They are supporting the redevelopment and they are entering into a partnership agreement with the school at present for future use of the facilities, initially by junior sides, boys and girls, at New Town Eagles. The TCA entered into a partnership arrangement for under-age and third-grade matches as a result of our 2003 upgrade of the ground. They are supporting the further upgrade of the dressing shed facilities, which is all part of the redevelopment plan.

Soccer Tasmania, as Ian said, are currently negotiating partnership arrangements for indoor soccer. Adult Education- I spoke with Julie Pogmore and Greg Peart. They expressed the need for new spaces and are interested in New Town High as possible venue for such things as cooking, food preparation, the gym, IT, language programs, music and arts. Their particular need is in catering and cooking, and they are interested in furthering those discussions with New Town, particularly along the lines of having some input into the reconstruction of the catering area. As an aside, Greg is also looking for somewhere for the Canterbury women's team to practise on wet nights, and he took that opportunity to say, 'Let's talk about a partnership agreement there as well'. I have created a lot of work for you, Ian. I am sorry about that, but that is the way it is.

The conclusion that I can draw from this for the committee is that there has been a long history of demonstrated concern and demand by parents and community over a long period. The redevelopment has the full parent and community support. The opportunity is now here to provide first-class facilities for students and the community. We have high support for formal community partnership arrangements, giving maximum benefit on return of the project costs. The main thing, of course, is that we have better facilities for the boys.

Mr GOURLAY - Mr Chairman, it might be appropriate to hear from the student body, and the head prefect, Nick, will represent them.

CHAIR – Thanks, Nick.

Mr CLIFFORD - My name is Nick Clifford, and I am the head prefect at New Town High School, an all boys school which is steeped in tradition, and a school where most students have come following their brothers, their uncles and their fathers. After my first day at New Town I was asked by my relatives, 'Are the arts block, the music block and the gymnasium all the same?' They were having a joke, and they wanted to share their memories of the old gym that they remembered. Their reactions quickly changed when I told them that actually that old gym is the same gym that I use. My family members have all enjoyed success at New Town, and a lot of the facilities have not in fact changed in the 35 years my family have been involved with the school. We have been very fortunate to have been taught by passionate and dedicated teachers but I am still using the same arts room my father sat in. I suspect, if I look closely enough, under one those desks his initials will lie.

I have been particularly successful in my chosen sport of hockey, and I have represented the State on two occasions. This year I have been involved in a development squad. I am currently the school champion in athletics and a club runner. I mention this because at New Town the facilities that we currently have do not support you as an athlete to maximise your full potential by engaging in a serious and supported training program. We have the coaching staff at New Town but we don't have the facilities to support them. New Town is the largest competing State school in hockey yet when it rains, as it often does with a winter sport, we are unable to train because our gym facilities cannot cope with the number of boys who need to train. This puts us at an immediate disadvantage and during a wet year, such as the one we had last year, we go for weeks without training. Despite all this, we still had more success than any other school in terms of premierships won. It makes me wonder what we could achieve with facilities comparable to those of our competitors.

New Town High School has a very structured health and physical education program during school days. On wet days teachers are unable to let their students outside. In a school where space is so limited on the inside, it makes such lessons extremely difficult to enjoy. On these occasions often teachers resort to having up to four classes in our tiny gymnasium. This causes two problems: firstly, the students have less involvement in the activities because there is not enough area to move; and secondly, when there are more than 60 boys in one room things become a little overheated. Boys become sweaty boys. But it gets worse. New Town High School doesn't have any change room or shower facilities so when we sweat, as all boys do, we have to stick with it for the whole day and it makes learning very uncomfortable for both us and the person sitting next to us. Boys need physical activity and a space in which to perform such activities. New Town High School at the moment does not have the space demanded by its boys and, as a result, the boys here have been very disadvantaged.

My younger brother starts his time at New Town next year and I am hopeful that he will enjoy facilities far superior to those I have used and flowing from the teaching programs that will embrace the new Essential Learnings outcomes and not have to sit in the same room as our father and uncles.

CHAIR - Nick, I was interested in your comment about your father's initials maybe being under the desk. In the presence of your principal you might like to disclose whether yours are there as well. You don't have to answer that.

Laughter.

Mr SHURMAN - I accept that the submission we have submitted is as read and I will perhaps elaborate on the master planning and any questions in terms of detail. Either myself or my colleague, John Padis, can answer those if you require.

In response to that, one of the issues we face could be the heritage of the school. Those scrawled desks may well be part of your heritage. We are very lucky and fortunate to be working in a school that was constructed very solidly, I think, in the first instance and therefore revisiting it is of interest to us as architects because it is a seminal piece of architecture, but it is getting tired. Believe it or not, it is a sister school to Ogilvie and therefore how we tackle it is fairly important as well. The master planning side of things is something, as part of our commission, we took on board, that the school not only

wanted to solve its initial problems but have a view to the future. Obviously we will take them as far as we can within the budget parameters that we have set and which will achieve the major portion of the work that the school has. It is also good to have a future vision. I think Ian Morgan, the boys, the staff and the parents are all future-focused and I think it is a very good climate in which to be designing. I can say that we are designing and replanning the school in a way that gives us flexible space usage. I think that is a fundamental difference to the past. Every space that we have produced, we have to justify on capability of being used for a multitude of functions and being adaptable for future use. That is an important aspect.

Technological advancement and integration of learning, the new curriculum development is happening and no doubt will get reviewed in 10 years' time and we will see further changes and outcomes that will, through our design - we hope - be supported. We realise we are not the be all and end all; we are the supporters of the educational fraternity. We are not here to create problems; we are here to support that whole design basis, the democracy of space usage. Again the interlinking spaces are what we plan for in the new development. But it is largely focused on bringing the gymnasium in close proximity to the school so it can be used in a multifunctional way, rather than being disassociated with the planning of the existing school. Tacked onto that are the drama and music areas and the existing gymnasium that will be refurbished and used for drama, so that the general learning areas - the GLAs, as we refer to them - also get an upgrade in this development, and we are trying to manage the process of the budget, which I can get onto in a minute.

In addition to that, we are looking at a bright, colourful, cheerful, functional space. I think the essence of what the boys have seen is essentially a fairly tired, rather solidly-built building, so it gives us a good basis to give them something new. Although the boys who are here today probably will not be the ones who benefit, as has been pointed out, their brothers and beyond will. Another thing: the well-planned circulation system, this use of space for wet weather, is particularly noticeable with boys who have, I suppose, an exclusion zone of about a metre around them, and obviously the school gets a fair bit of punishment, but it is still well maintained.

Finally, I suppose, the thing that we bring as architects is trying to match the forward vision of the school with an appropriate architecture that responds to the site and in this case the heritage of the site. We have had intensive discussions with the Tasmanian Heritage Council before submitting it to planning, and we are pretty confident that they are very happy with what they have seen. We do not see any problems during planning.

In terms of the budget section, our total project budget is limited at \$3.76 million, of which around about \$3.2 million-odd is allocated to the full building and site works contingent with Art for Public Buildings and fees associated with that.

In terms of detailed planning, if there is anything you want to ask about detailed planning, I would be happy for my colleague, John Padis, to respond to that.

Mr GOURLAY - I think that is pretty well covered from a school association point of view.

Mr WAUGH - I have no formal presentation.

CHAIR - Feel free to make a comment.

Mr WAUGH - I will make the comment, and that is to say that I think this is a wonderful opportunity. We have motivated parents, an outstanding educational leader, motivated teachers, and we are just being held up by lack of facilities. I think this is really as good as it gets, and let us get on with the job.

CHAIR - Okay. The hearing is open for questions from committee members.

Mr HALL - I missed the architect's response. Is it heritage listed, or it has heritage values?

Mr SHURMAN - It is heritage listed and the façade is -

Mr HALL - The whole precinct, is it?

Mr SHURMAN - Mainly the front façade, the building facing the oval. It obviously still comes under scrutiny for what we propose and how that is to be arranged. I can say that that has been well received by the Tasmanian Heritage Council to this date. As you are probably aware, it gets a formal hearing through the planning process, but we wanted to make sure that there were no hiccups in this process, so we consulted with them on the way through.

Mr HALL - That clarified that, thanks.

Mrs NAPIER - Mr Morgan, thank you for the briefing. I think it is a very exciting project. Going through I was a bit shocked, I must admit, by the nine toilets for 800 boys and one having to be closed off and apparently decommissioned. Every so often you find a school that is a good school but for some reason it does not seem to have been on the list of capital upgrades. Are you able to give us an insight as to why it would appear that New Town High didn't appear to have got up on the priority list beforehand? When you look at some of these issues that we are looking at, one would expect that it would have been fixed up 20 years ago.

Mr MORGAN - I was made principal in 2000 and that was a year in which there was the first upgrade that took place in the MDT area. I think you saw some of that when you were there. I believe that my predecessor spent his time pushing for that upgrade and redevelopment. There may very well have been a suggestion that you do not go for too much at the same time. I do not know the answer to that. All I know is that I inherited that. The school and I were part and parcel of finishing that off in 2000. Upon arriving there, I was horrified by what I saw and the things that you were talking about. We put a submission in immediately. I really cannot comment on what happened prior to that. All I know is that that submission went in in 2000 and it has been part and parcel of the push and the lobbying to have it, this very moment, brought about over the last five years.

Mr GOURLAY - That was a fairly substantial redevelopment which upgraded not only the practical activity areas of technology, modernising the old workshops and in fact converting some of the old workshops into drama and multipurpose teaching facilities, but incorporated significant IT facilities into that area as well and made real improvements to the circulation within the school by linking the levels and facilitating movement around the internal courtyard. There was another stage of works just prior to

that which upgraded the food technology area, providing two kitchens for use by the boys involved in food studies. That was a significant project as well. Apart from those two aspects, most of the work in recent years has been done by minor works and focused on essential maintenance of the existing facilities.

This project has been bubbling near the surface for some time. It has been one of the highest unfunded priorities of the department and has been widely recognised as being at the top of the list. It was the government initiative just prior to Christmas, the health and wellbeing initiative, in excess of \$20 million, which has enabled this project to be funded over and above the normal capital investment program process. That has been a real benefit, which we are applying at the moment.

Mrs NAPIER - Absolutely. In terms of occupational health and safety, though, I am a bit surprised that we can even have a school running with just nine toilets for that number of boys. Is there a policy on that? I am delighted that we are going to fix it. It was a bit of a shock that that was the status. Having been a PE teacher, I would hate to teach in that gymnasium. You would need earplugs.

Mr MORGAN - Including the absence of a shower, that we talked about, and the very fact that there isn't anywhere for change rooms. We are talking about dignity here, aren't we, apart from OH&S issues as well.

Mrs NAPIER - Is there a policy? I remember that we went through a program of upgrading a lot of toilets right round the State. We decided that one thing at least we could do for kids was to fix up some of the toilets, but this one seems to have been missed.

Mr GOURLAY - The number of toilets required in educational institutions is covered by the Building Code of Australia, the uniform code, for that type of building. I would be surprised - but I might be corrected - if the number of pans on that site are insufficient for the number of students.

Mr SHURMAN - Certainly part of the toilet area that you probably saw, part of that has been temporarily decommissioned. It can be used but it has been left in a gated position. We are going to look at the refurbishment of that area and give it a very light touch. In terms of the Building Code of Australia, it probably still complies. It is becoming more apparent that a proper gymnasium of an increased size of the sort we are providing, with showers and the like, will be a much better arrangement. Because there was no gymnasium recognised under the Building Code, that was left as it was in the current condition.

Mrs NAPIER - I am not purely focussing on the toilets, but how long has there only been the nine toilets?

Mr SHURMAN - I'm not quite sure.

Mr MORGAN - All the time since I have been there.

Mrs NAPIER - For five years?

Mr MORGAN - For that period of time that has been the number of toilets. I don't know this as a fact but I suspect that the decommissioning of some probably goes back to the time when the school's numbers dropped away significantly.

Mrs NAPIER - In 1989 it almost dropped away.

Mr MORGAN - Absolutely - when it was almost closed. One of the things that I think occurred in the school at that time is that the numbers went down and any resource money inside the school was insufficient to even maintain very basic maintenance. Added to that, there was no money being put into the school. I think there was probably a period right through until 1996 or 1997 before the numbers started to increase again. I think it had over a decade or more of neglect and certainly when I arrived there were a number of challenges. I was talking briefly about it out at the school. Just as an example, for instance, in 2000 when we arrived, I was shocked by the computer facilities. I had come from a school that had between three and four computer labs and arrived at one where there was half a computer laboratory. I guess that was another symptom of this decade of neglect in which there wasn't the money. That is not a reflection upon anybody who was there in the past, quite the contrary. My predecessor worked hard and was dedicated and was part and parcel of turning the school around, but he didn't have those resources and nor were those resources being put in. I think it is all part of that same picture, if you like. I could pinpoint a whole host of things other than just toilets, showers, change rooms, computers et cetera. I think it is symptomatic of what the problem was.

Mrs NAPIER - I welcome the conceptual nature of the redevelopment of the health and wellbeing and the integrated arts. I think that makes a lot of sense, particularly in the context of Essential Learnings but also in terms of the potential for community usage. This committee only recently had a look at the Ogilvie High School situation where the current change room space was inadequate for the number of multiple classes that they had at any one time. It was part of the reason for not just having a gym but also for having other activity areas. You have indicated to us on the record that there is one instance when there are seven classes simultaneously scheduled, three when there are six scheduled, eight when there are five scheduled and seven when there are four scheduled. Why was it decided to look at what I would have thought was a fairly small capacity change facility? It is fantastic that you have toilets, much better that you have showers, but if we are to look at attitudes towards health and wellbeing, let alone the physical status of health when you are in the classroom, especially if it is the first lesson of the week, I think most people know that it is vital that you have really nice facilities to get changed in. It looks a bit small to me.

Mr GOURLAY - The scale might be a bit misleading. I would ask the architect to comment on that. It is a very small-scale plan and we did look at that in the design review. We have a periodic review as the plans are developed and the extent of the change room facilities was a focus of some questions at that stage.

Mr PADIS – We look at the BCA once again in seeing what sorts of areas were required for facilities such as this one. For the sort of numbers that you would have using a gym at one time, perhaps for sports such as basketball and so on, the numbers in areas certainly comply. If you were going to put perhaps six classes into the gym at one time, it might be that we would perhaps have a close look at that area again, and it could be adjusted.

But certainly for the sorts of sports that we are talking about for the gymnasium the figures do comply.

Mrs NAPIER - Are there other toilets and changing facilities with showers that can be used for the outdoor physical education sites, such as the tennis-courts and the footy grounds and so on? Are there other facilities in the school?

Mr MORGAN - It is appropriate for me to mention that we have had some discussions about some slight changes to this as well. One of the things that we were concerned about was that if we are truly to have this as a community use, of course we have one set of change-rooms and one set of toilets, and not all communities are communities for boys. So we have actually looked at the addition of another set of change-rooms and toilets so that, when it is used for a community and outside people, that is possible. We have talked about an area that is currently adjacent to that drama area, the wet area and store-room, the tutorial room, if you see those areas. We are talking about having those as a second set of change-rooms and toilets. Without going into too much detail - I am not the architect - they would also have a connection through to the gymnasium. So I guess it doubles its use for the boys during the day. It also makes it available to be able to be used by boys and girls, ladies and gentlemen, in times when it can be used outside. I think that is the first part.

The second part is that the football pavilion, which you had not looked at, is also part and parcel of some redevelopment as well, and we are talking about upgrading those areas for change-rooms for the boys as well. In the past that football pavilion was pretty largely controlled by a team that was in name old scholars, but not in practice. It caused some difficulties and, at a time when there were huge pressures upon accommodation, we felt it was necessary to take that back over. That has only happened in the last six months, so we are actually looking at putting change-rooms in those areas underneath there as well, so there is a possibility of those things being expanded.

Mr SHURMAN - That is not included in the scope of this project.

Mrs NAPIER - So when you plan something like a gymnasium - and I accept that physical education is much more than that - do you offer dance as well?

Mr MORGAN - No, but we are going to.

Mrs NAPIER - Yes, I think that would be good. When you plan it, am I to understand that you plan it with a community gym in mind, not so much taking into account what the number of classes are that might simultaneously require those kinds of change facilities?

Mr SHURMAN - The proximity of the gym was a crucial issue in terms of planning. What we are gaining out of this is that if either side of the gymnasium there were the GLAs, these GLAs could also be used flexibly for a range of other internal school programmed teaching events as well as the gymnasium. So, for example, we could have five or six groups in the gym but also open up the GLAs. The GLA at the end of the gymnasium has a sliding door that then connects into the gym, so what we are trying to do is get that flexible use and, as you say, ensure that you can fit in groups of people. Obviously there is a limit to what we can do within our budget, given the nature of that, but, yes, there are two ways in which a gym in today's world can be used. One is in the traditional sporting

mode in which we shut down all the walls and it becomes a basketball centre or whatever. The other is to open it up to allow it to be developed in a small group arrangement. But because we have the advantage of having the old gymnasium, the smaller space, that now becomes another teaching space as well as a performing space. We are going to hang lighting bars in that for performance and dance, and further beyond that courtyard - and the reason why the courtyard is oriented the way it is - everything focuses on that external courtyard, which then connects eventually to the formal hall. So we are very lucky to have a formal hall in that sense as well, because we have almost a complete use through that whole quadrangle into the space. I think it is a judicious use of space and planning without going overboard within our budget.

Mrs NAPIER - I accept the budget limitation. That is why, I suppose, my concern was expressed that it is much better that we have finally moved away to not having changing facilities. I couldn't believe that we had a school still that was in that state. It seemed to be an inadequate space. I have tried to control three classes at a time; I would hate to try to control seven at any one time in a space like that.

Mr GOURLAY - Just further by way of answer to Mrs Napier's expressed points, there has been a lot of thought - in a fairly short time frame, I must confess - go into the integration of the proposed extension to the existing buildings. One option that was considered was to have a stand-alone building on the hard court areas opposite where the current site is proposed. That would have been a lower-cost solution but it wouldn't have integrated the new building - the gymnasium - with the existing facilities. The way it is positioned on the site where it creates the internal courtyard and extends and builds on the existing space does provide a much richer - potentially anyway - community access to this complex of spaces. The new drama space, which is the old indoor phys ed space, the existing hall and the GLAs - learning areas - that will be associated with the new gymnasium facility really will create quite an array of opportunities for community access outside normal school hours and a very flexible complex for all sorts of community health and wellbeing activities, from fitness aerobics to normal indoor sports that the gymnasium will be geared for, as well as this capacity to open up the indoor/outdoor side of it that Andrew has mentioned.

We are pretty confident that we are establishing more than a gymnasium; it is truly a community facility and a teaching and learning space that will complement the existing facilities on the site.

Mr BEST - On the redevelopment current and the discussion about previous redevelopment, you are saying basically that the other two significant stages that have happened - were in about 2000 onwards or thereabouts, was it?

Mr GOURLAY - Yes.

Mr BEST - So pretty much not much before then.

Mr GOURLAY - Not much in the 1990s. There was recent work undertaken, which I did not mention before, and that was the redevelopment of the library and resource centre. That, too, was undertaken through the minor works program so the technology area, the MDT area, the practical teaching spaces, the food studies area and the library have been redeveloped in recent years. This is the ongoing redevelopment at a significant stage. It

is worth mentioned, I think Mr Barnes said that it is the largest single project on the statewide capital program for education at the moment.

Mr STURGES - I would also like to take the opportunity today to place on record my sincere appreciation for the very comprehensive tour that was given to committee members this morning. Therefore I don't have a lot of questions. I think the presentation regarding the overview of the current circumstances summed it all up. I may have missed this as I went through. I look on the plan and I see the uniform shop located, I think, where it is currently situated. On page 20 of the report that I have in front of me it says that you will relocate the uniform shop. I know when we were in the courtyard area Mr Morgan spoke of creating a new thoroughfare. I just cannot see on the plan where the uniform shop is going. Can you help me through this, please?

Mr MORGAN - It is moving. The uniform shop is currently beside that; it is the half-sized space where the doors are. So it has gone next door. Beside that is to be a major office area.

Mr STURGES - I have it, thanks. I just missed it. Thanks very much.

Mrs NAPIER - So is that going to be like a swinging door there - that new thoroughfare that goes through?

Mr SHURMAN - The original doorway entry is as originally planned in the building, and subsequently it was used as a furniture store, so we are reinstating that as a major flow-through space, so it will make a lot of difference actually.

Mrs NAPIER - I think it is a great idea.

Mr STURGES - And just my last point, too. I know when I have been there previously I have heard music practice happening and, to say the least, it has been a bit unnerving to walk around and hear - well, it has been great to see the boys practising, but quite noisy. In relation to the redevelopment of the music practice areas, I assume there will be appropriate sound-proofing, especially for the drums. Is that happening?

Mr PADIS - Yes, we briefed the engineers on that issue, and they are coming up with a system that will adequately insulate those rooms for noise.

Mr STURGES - Okay. Just on the issue of acoustics – and this will be my last question, chairman- I think Mrs Napier said that she needed earplugs when she was in the gymnasium because of the terrible acoustics. If it is to be redeveloped for drama, what are you planning in relation to ceiling heights and acoustic measures in that area?

Mr PADIS - That is going to be readdressed during the design development and documentation phase. The teachers have currently indicated that because of the budget they may wish to play that side of it down a bit and put some money into a different aspect, such as coming up with a booth for control of light and sound, rather than putting money into acoustics, but it has not yet been finalised.

Mrs NAPIER – They quite often use baffling, a little bit like egg-shells, don't they, to deal with that. You would at least do something like that?

Mr PADIS - We are investigating that during design development.

Mr SHURMAN - It is possible to put curtain track with fire-rated curtain higher up in the space and run those across when you want to get an unreverberant space. If you want a reverberant space you - who wants a reverberant space, but -

Mrs NAPIER - Reverberant. I can tell you I have not been in a reverberant room like that for a long time. It is dangerous.

Mr SHURMAN - We heard there were three classes that currently had used that, and I agree with you totally. It is very hard to work out how one could use it, let alone three.

Mr BEST - Sometimes it is not that hard to fix. I know the Axemen's Hall of Fame at Latrobe was pretty ordinary at the start. They had terrible problems there. They held the Axemen's dinner there and you could not hear a thing, but with minimal expenditure - I am not sure what they did now - they fixed it pretty well and you would not notice anything amiss now. It has perfect acoustics.

Mrs NAPIER - As part of the mechanism, would you build in those sensor switches - apparently they are available now - where if the noise gets to a particular level it will automatically switch off the electricity?

Mr PADIS - The engineers are onto that as well. They have mentioned it, especially where the music wing is concerned.

Mr MORGAN - There has been a reasonable amount of discussion about that area, and I know that teachers from school have been in consultation with John about it. Originally the idea was to lower the ceiling and put in some acoustics. Since then they have actually had some people look at it and they are talking about not doing that, but also looking at means by which windows are closed and some acoustics are put in up further, and yet at the same time use some of that space because of its advantages as far as presentations and performances are concerned. So they are looking into that and spending a considerable amount of time taking all of those things into account. I can assure you that, given the nature of drama in this day and age, the last thing they will want is an area like it is at the moment. It is just not possible.

Mr HALL - A couple of the prefects commented to me this morning how hot and stuffy some of the rooms get. Is provision being made for air-conditioning and/or heating in the whole design?

Mr PADIS - The rooms that are the worst are the ones in the art wing, which is the north-western corner of the building. They face north and there is a considerable amount of glass in that direction, so we are looking at ways of increasing the ventilation in those rooms by means of ducts in the roof spaces, and also increasing the flow through. Once the walls are removed you will be able to get some cross-ventilation, whereas currently you have walls that obstruct this.

Mr HALL - So there is no formal air-conditioning system as such?

Mr PADIS - In the computer lab, which is on the upper level of the art wing in the top right-hand corner of your plan, will get very hot and stuffy due to the nature of what goes on inside it, so the engineer is proposing to put an air-conditioning system in that room only.

Mr HALL - Heating as well?

Mr PADIS - Both, yes.

Mr SHURMAN - As such we are looking at which is the best method. We have these sustainability issues to be look at as well for government buildings. We are looking at western rotors, which are a ventilating system which we used on the Freycinet visitor centre, which relies on an infra-red damper with a natural ventilation system so that we can either shut down on a cold day or open up. It tends to act like a natural chimney effect rather than putting in mechanical systems. These days they need advanced electronics to manage them, so it is something we are still resolving.

CHAIR - Wouldn't it be simpler, if you only have a major concern about the IT laboratory, to have a \$1 500 reverse-cycle unit?

Mr SHURMAN - Yes, particularly for the IT equipment. If we are talking about the general learning areas, I think we would look at a lower level. But it is the boys and the teachers who are being affected by the stuffiness and lack of ventilation. It is a major issue for us in those rooms.

Mrs NAPIER - As I understand it, the concept is that the deck would be opened up as an extension for the art room that was upstairs - and I can see the sense in that. It would appear as if there is almost a double wall going around that section. I am not sure which direction it is; it is probably north-west. The deck goes around the side. Is that for aesthetics or -

Mr PADIS - That is just to get some relief. It is north facing, so we can get the window back in a bit. The roof will overhang somewhat to block out direct sunlight.

Mrs NAPIER - So really that is for the benefit of the building below, not so much on top?

Mr PADIS - It is for aesthetics as well, but it serves a purpose and it is more for the room on top.

Mrs NAPIER - You have a diagram of what it will look like. When I looked at that space and the amount of bricks and mortar that are involved in it - and whenever I try to suggest a change to an architect's design, woe betide me - bricks, mortar and roofs usually cost the money, yet we have the deck which provides a good argument for doing that. You have all that space under there, so why wouldn't you develop additional working space? Instead of a little tiny weight room, why wouldn't you construct a decent-size fitness centre?

Mr GOURLAY - Or another change room.

Mrs NAPIER - Absolutely. I can understand there might be a need to look at the relief issues but it looks a fairly expensive way to do that. Then I see this large space that is

underneath there and I wonder why we are not going to envelop that and make it into more space.

Mr SHURMAN - Perhaps I could comment in terms of the relative use of the space and on the cost. You are quite right, the deck was envisaged as an outdoor teaching area for the art area and, in a sense, it still needs wash-down and those sorts of solid surfaces. It cannot be a timber deck, for example. From that point, you then have one portion of the building that it is there. For example, we are talking about something like \$1 700 or \$1 800 a square metre to build a comparable totally enclosed room. Despite the fact that we have a deck there, we are only talking about probably \$300 or \$400 off that \$1 700 or \$1 800 to provide the room underneath. There was no justification for an additional teaching space or room that was beyond the brief that we had. We would have been adding possibly another \$250 000-\$30 000 or something like that if we were to build underneath that overhang.

Mrs NAPIER - \$300 000 for underneath it?

Mr SHURMAN - No, sorry, not \$300 000. If we were to build proportionately underneath it, it would probably be of the order of \$60 000 on the total cost of \$120 000, whether or not you decided to do it.

Mrs NAPIER - I can see the argument for the top - I guess I am not questioning that, because it makes a good extension of the art room - but when we look at the amount of bricks and mortar that are there I would not have thought it would have been, and you say \$60 000, given that we have talked about the need for change-rooms, that issue, but also I would have thought a school with 800 students in it, when I looked at the size of the weight room that is being proposed, most schools of this size would have the equivalent of a fitness cum weight cum human performance laboratory that you can use to not only do fitness activities in but also you can use it as part of your sports science studies. There is a good functional reason for doing it, and at \$60 000 it is not much.

Mr BEST - I suppose you are going to let natural light in there, though, aren't you? You have natural light benefits there.

Mrs NAPIER - Maybe you can find \$60 000 human performance room. I just think it would make for better use of it. You could have glass. It should not take away from the light.

Mr BEST - Shaded glass, though, is a lot cooler.

Mr PADIS - It is the north-western corner. Currently that glazed corner is protected from the sun to a large degree. If you put it in there you would have to protect it from the sun.

Mrs NAPIER - Yes. I would not reject the proposal because of it. I am delighted that this project is going ahead and it is obviously very much needed, but with the size of the population that is using a school such as this, and the nature of the facilities we are talking about, I still think in that human performance area it is going to have less than other schools have, that is all, and we have an opportunity to at least build in that human performance fitness area that a lot of them have. A good example is Kings Meadows High. I am just gently suggesting it. I am not going to reject the project because of it, but it just is a great opportunity, and I think the students and teachers deserve it.

CHAIR - Yes. It is difficult for me to read what that dimension is in that north-western corner. Is that nine metres, that top left-hand dimension?

Mr SHURMAN - Nine point four, it appears to me.

CHAIR - Right, so nine or thereabouts. And just for the record, I share Mrs Napier's concern about that in that you have substantial space under that protected roof area, and we have seen it just recently with the West Coast Hospital development. There was concern about storage space. There was a vast amount of void under the suspended concrete slab and it was a simple process to put a couple of doors in and use that area for storage, which was deficient in the design, the committee felt. I just see an opportunity there, because of that fairly substantial overhanging area, to do just that, even if it is set back a little bit from the top so that you do not use the full squared area. I understand that you are confronted then with a challenge with natural light into that classroom, and that then would mean some windows at a high level maybe in this wall, but they could be appropriately shaded, I think, with either an extension here or a stand-alone shading area there, which would not detract from the architecture of the building. So in that respect I share Mrs Napier's concern.

Mr PADIS - I guess we do not see it as an unusable space. We see that as a shaded space with a nice aspect and good light that can be protected even from the rain if you are sitting outdoors - the idea of the outdoor GLA, rather than one that is always inside. But we will take your comments on board and we will look at that further.

CHAIR - The contingency allowance is \$290 000, and I understand the need for contingencies. Can you give any indication of what foreseeable contingencies there may be? I am thinking, of course, that there may well be some savings for extra works on the job, in which the contingency is not used up.

Mr SHURMAN - Generally contingencies at this stage of the job are really to do with the contract tendering process and leading up to final documentation in that the quantity surveyor is working with the documents that he has before him, which are 1:200 scale and obviously there is a bit of fleshing out of that detail as we go forward. I am thinking in recent times we have been pretty much on the record for other projects with the University of Tasmania and others where we have been very much spot-on with our costing. At this stage we hold that as a reserve rather than being in a situation of having to make cost changes if there is anything that comes out in the tender process.

As we are all aware, the Tasmanian construction market is fairly heated and it still remains so for major buildings, so there is that allowance. For the first time in a number of years a rise and fall is beginning to apply to projects, where previously we had 10 years of projects pretty much without that issue. Quantity surveyors are being cautious at this point in time. If we were to be so frugal as to make sure that we were below target, then obviously the school has the capacity to think about other options. I think that is why we have determined with them a series of lineal priorities that go from priority 1, 2 - and hopefully we would be able to do it all, but I know realistically that in the current circumstance that hasn't been the case.

CHAIR – With projects such as this which are occurring on school campuses – and I direct this to Ian, if I might - is there an opportunity for real life learning experiences for students here in terms of perhaps working with the architect during the working up of the documentation and then for real life learning experiences on the site as construction proceeds? There might be some students who are undertaking computer-aided design courses. Do you see some opportunities here for that sort of collaboration?

Mr MORGAN - We take those opportunities every time they are available to us, so the answer to you is yes. I guess what has happened so far is that the time frame of this has been particularly short. But, as you are probably aware, we take every opportunity we can to have the boys involved, even down to showing you around today, you could hear their voices all the time. I think they are the best voices as far as our school is concerned.

In terms of where this goes to now, certainly we will be talking to appropriate people. There are of course some constraints placed upon us in terms of what students can do and what others will allow them to do. We have a fairly extensive work-related learning program at school now. That is not the traditional work experience. Our work-related learning program is one where we have some students who go out and spend a day a week in the work force. It is meant to be for these students to see that there is a link between the world of work and the world of school. Traditionally I think sometimes we have considered that school really isn't related to anything that comes thereafter. Sometimes some students have found it difficult to make that connection. We are already talking at school about the possibility of how we might make that program into the development programs that go on inside the school. It is a bit of a long-winded answer, but the answer is yes. There is already some preliminary planning about the possibility.

Mrs NAPIER - Can I ask a question about the courtyard? As I understand it, the courtyard, which is positioned near the GLAs, the drama and the gymnasium, could be used as a teaching learning space at any stage. You have a picture here of a courtyard and I just wondered if there might be an opportunity to look at the surface and the patterns that you might put on there. For example, if you are doing anything associated with drama and also with sport and recreation, a few built-in lines or circles quite often means that you don't end up having to damage the tiles by trying to overlay a design. Has some thought been given to that?

Mr PADIS - Not yet, but that certainly is the intention. This is just a graphic that you see on the ground level of this courtyard. We haven't actually designed the courtyard yet, but there will certainly be landscape-type elements in there - seating perhaps and paving patterns and so on - to improve the quality of the space.

Mrs NAPIER - Would you envisage that there would be consultation with the users of that area to help design it?

Mr MORGAN - I think that needs to be the starting point. In reality, we can talk about this as a courtyard area and seating et cetera, but we want to talk about how we would use it and how we would use it will dictate what we will do there. The very concept at the beginning, John, was that by making this an internal courtyard it would become a teaching space. Yes, to all of those.

Mrs NAPIER - You don't want to clutter it too much or it doesn't become a teaching space.

Mr MORGAN - In fact, you don't want those trees there, as nice as they might be.

Mrs NAPIER - In terms of the surface that is being considered for the redevelopment near the canteen - and I think it is quite an exciting concept - what is being thought of there in terms of surface? That will help the ambience of that under-roof area.

Mr PADIS - Once again, we have not fully finalised the design for that area but we have isolated an amount of money in the budget estimate for the upgrade of that.

Mrs NAPIER - So there is a budget for it?

Mr PADIS - There is money put aside for it in the budget. Not just paving, but also lighting.

Mrs NAPIER - Heating?

Mr PADIS - In the quadrangle?

Mrs NAPIER - Yes. It would be damned cold down there in the winter, I would think.

Mr PADIS - We certainly haven't considered it yet, but perhaps something can be discussed further with the engineers.

Mrs NAPIER - Restaurants use a lot of outdoor heaters, don't they, and they work really well. I would have thought that would have worked tremendously. I think of the example of Latrobe Hight that has built a common room with a wood heater and it worked brilliantly. It was a way of getting the students to come together - they could meet up, have their lunch and stay warm. They use it as a teaching space as well.

CHAIR - I detect that we have exhausted questions. On behalf of the committee, I thank you all for not only your presentation here but also for the tour we had this morning. Frank, whilst you weren't able to join us this morning, we did hear extensively from your input over a long period of time. I think that ought to be on the record, that the school does appreciate your input. We heard that very strongly this morning and thank you for that. Thank you for joining us here today.

THE WITNESSES WITHDREW.