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THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART ON MONDAY 11 MAY 2020.

MAJOR REDEVELOPMENT OF SORELL SCHOOL

Mr ROB WILLIAMS, DEPUTY SECRETARY, CORPORATE AND BUSINESS SERVICES, DEPARTMENT OF EDUCATION, **Ms JENNY COWLING**, PRINCIPAL, SORELL SCHOOL, AND **Mr PAUL COCKBURN**, HBV ARCHITECTS, WERE CALLED BY WEBEX, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Valentine) - Good morning, everyone, I will read a statement before you give evidence.

First, thank you for appearing before the committee today. It is unusual circumstances but work must go on. We are pleased to hear your evidence today but before you begin giving evidence I would like to inform you of some important aspects of committee proceedings.

A committee hearing is a proceeding in parliament. This means it receives the protection of parliamentary privilege. This is an important legal protection that allows individuals giving evidence to a parliamentary committee to speak with complete freedom without the fear of being sued or questioned in any court or place out of parliament. It applies to ensure parliament receives the very best information when conducting its inquiries. It is important to be aware this protection is not accorded to you if statements that may be defamatory are repeated or referred to by you outside the confines of the parliamentary proceedings.

This is a public hearing. Members of the public and journalists may be present and this means your evidence may be reported. Do you understand? Each witness can please respond in the affirmative.

Witnesses Williams, Cowling and Cockburn - Yes, I do understand.

CHAIR - Now, would someone like to make an opening statement? Rob, do you want to make an opening statement?

Mr WILLIAMS - Yes, Chair. I thank the committee for allowing us to appear before you and elaborate on our written submissions. I do not intend to go through all that detail because you have that and the supplementary diagrams.

Of all the recent projects for Education that have come to this committee for consideration, this one probably has the potential to have the most profound effect on the education of the students in the Tasman/Sorell area. As the committee is aware, Sorell is the largest growing area of Tasmania's residential growth, expanding quite rapidly. Quite a lot of the flow of traffic from the east coast and the Tasman Peninsula comes through, as well as the satellite suburbs of Dodges Ferry, Carlton and Primrose Sands.

The school has suffered for many decades from ad hoc building that has left it in a disjointed state. If you have had a chance to look at the video you will see there are corners of concrete, quadrangles with bars across and iron gates, and the school is disjointed. The movement of people around the school is difficult and does not flow. For access to the school everyone pulls up outside

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the science block where there is no public entrance. The whole thing is confusing. The flow through the school does not work.

This project gives us the opportunity to fix some of those fundamental flaws with the school site. The site itself is absolutely wonderful with the heritage museum and agricultural farm out the back, which is a great trade training centre. But the rest of the school is in the poorest condition, disjointed and difficult to manage. I am sure Jenny will talk about this later on.

This has been a long process of consultation because there are many options and variations of options available. The local mayor, Kerry Vincent, was on the working group as well as people from the school, the architect, facilities services, the school association, et cetera.

There has been a lot of debate about what is to be prioritised. While \$27 million sounds like a lot of money - it certainly is - we have had to be very careful how we get the best value for money out of this project by making sure we choose the priorities. Even though it is a significant amount of money, it doesn't buy everything you would have in a school if you started from scratch.

During the morning, I am sure somebody will discuss the fact that we have had to make a decision, or the working group has made the decision - and the department supports it - that at this stage the old gymnasium and old performing arts areas will remain, while the rest of the school is renewed. This basically involves knocking down a number of buildings because they are not fit for purpose. They can't be reused in many cases to create the school.

We also work with the council around access to the school. You will note from the plan that access to the school will be from Main Road going into the Sorell shopping district. That is a major change in the structure of the school. When you look at the plans, in the precinct areas (a) to (j) or (k), you will see the flow that happens. In the centre of the school is the administration area, the public and community access centre. That is really important because at the moment it is a small area off Main Road. It is very nondescript, with no discrete parking for the school. It is on the street, and you come into a rabbit warren of an office. From there it is anybody's guess how you get to anywhere else in the school. It is a really difficult place to navigate.

This will give the school a heart. It will give the school a flow from the early years. It will provide the background and space for a child and family learning centre, which is mooted for the area. It will then provide great access all the way through the year groups, up to 11/12, being near the trade training centre.

One thing we have known over the years is that the school's reputation has waned. The education outcomes need a shake-up. The school can be an absolutely great school for a regional environment. We have the land for expansion, for agricultural studies, for apprenticeships - something we would love to see the school more strongly involved in.

So, in every way this project provides a renewal of this school. We have worked with the council on the traffic flow, which is why the entrance to the school is on Main Road. We know that many people pass this school to take their kids to schools in the city. Everyone who has been on the eastern shore in the morning knows there is a big drop-off at Rose Bay High as kids coming up the Tasman Highway get dropped off, having gone past Sorell School.

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Later on, when we get to talk to Jenny Cowling about the philosophy of what we are trying to do here, that buildings don't make a school, but it is really hard to make people proud of a school if the buildings are not up to date, and the school is physically not great functionally.

So, when I say buildings don't make a school, it is really hard to make it a proud school if you don't at least have decent fit-for-purpose buildings, and in our view, these are not.

This is a great project, with huge potential for Sorell. We worked the capacity of the school, once finished, at about 1250. Currently, the projections are that the school will have a population of about 900, give or take a dozen or so over the years.

There is a real potential for that to change. We need that capacity, because a great hope is we will attract more students to this school. We have a great new school leader in Jenny Cowling. If we have this new project up and running, there is an opportunity to do everything we need to for Sorell, and the surrounding community, to make this a truly great regional school.

CHAIR - Thank you, Mr Williams. Did you throw to Ms Cowling just then?

Mr WILLIAMS - Would the committee like to hear from Jenny about the ethos of the school and the educator's views?

CHAIR - It would be good if we heard from the principal. Please remember to unmute your microphone.

Ms COWLING - Thank you, Rob. It is really timely because at the moment we are doing a lot of work on our new vision for the school. I started at Sorell this year and there was no documented vision or mission statement for the school, so this is really important work we are in the middle of now. We had 120 staff undertake a professional learning session on Thursday via Zoom, which was a really interesting experience. Over the weekend I put together some common themes and was heartened to see some of the key words that are coming out such as 'aspirational', 'respectful', 'connected', 'contributing' and 'life-long learners'. That was heartening because this needs to be our new vision for our school.

We are working really hard at the moment on having some very important student voice in what our new vision for our school is, but it certainly is going to be one school at the moment. Historically, the two campuses, which are separated by a big oval, have operated very separately. Part of our vision is to have one school from birth to adult. As Rob has already said, in the current plans that will flow beautifully starting with a child and family learning centre, through from Kinder right through to year 12 and then the trade training centre. It will be really great to have that.

I have been through this process before. I used to be principal at Mount Faulkner Primary School. When that school closed we built Windermere Primary.

I would like to echo what Rob said about that the building does not make the school but it really does facilitate that. I know from having been through that experience, when we first opened Windermere's doors we had a population of 430 students. When I left at the end of 2014 we had well over 500 and our outcomes have improved. Our student outcomes have improved because we were able to provide a better facility. This really did help engender better student learning outcomes and of course that is our job.

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The outcomes at Sorell at the moment are not good whichever way you cut them. Our outcomes need to improve and we are on that journey collaborating with staff and these new buildings will make that even better.

The current buildings are really dark; a lot of the classrooms you cannot see into from outside. There is no way that students and teachers can collaborate together in the current environment. With the new building we will be able to move towards the new way of teaching and learning that needs to happen.

I am really happy to take questions if people want to know more specific aspects of that.

CHAIR - Thank you for that. We will now go to questions from members of the committee. I will kick off to start with.

Rob, you might be able to inform us how many K to 12 campuses there are in the state. There would not be that many?

Mr WILLIAMS - I have not got the number but can certainly have someone find this before the end of this morning's session. There are increasingly a number of K to 12 schools because the Government's commitment is for every secondary school in the state to go from year 7 to 12. There are some complexities in a number of the places near the colleges and how years 11 and 12 extension schools work with colleges. So we have seen a number of clusters around the state develop but it is expected. Ulverstone High, for example, has more than 80 year 11 and 12 students, which is a significant number. Other schools have a handful in places, and then everything in between. It is going to be a feature of our future. I think this school, with a trade training centre, has an absolute opportunity as a regional hub to be a really strong school.

I should note that Sorell School is also part of the teganna Collective, which emanates with Rose Bay, Rosny, Clarence - what are the others, Jenny? Sorell, Rokeby.....

Ms COWLING - Tasman, Triabunna, Bayview, Campania, Rose Bay, Clarence High. Just for your information, we have 89 year 11 and 12 students.

CHAIR - I was just interested in K to 12. I appreciate a lot of high schools are going to year 11 and 12, but I was interested in the number the one campus would have from kindergarten through year 12. That is neither here nor there in the submission we have before us. But it is an interesting site to have to manage. I imagine managing a site that has that age range, and the facilities you need for that on the one site, must be quite significant.

My other question is to the heritage of the school: 1821, the oldest continuously operating school in Australia. That is a fairly interesting situation. Is there any component of the school that was there in 1821? You would not have any buildings on site at the moment that would be that old?

Mr COCKBURN - No, there aren't.

CHAIR - The colonial village concept, I am assuming that will continue?

Mr COCKBURN - Yes, it will.

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Mr WILLIAMS - Chair, you picked up a really important point focusing on the K to 12 journey that kids can see themselves going on from the time they enter a school, and as they progress through the school, to see where the big kids are going, and have that draw through a school.

The additional concept here is the child and family centres. These have been enormously successful in engaging parents who otherwise were not necessarily engaged in traditional school approaches, but they will go into child and family centres and continue working with them.

Putting one of those on the site creates a draw for kids and parents into the school precinct. We want that to create the connection, so we don't have to worry about the kids wanting to come to school. They already see it. They know where they are going. They know the area, they know the people. This concept of having the child and family centre placed in this master plan gives us great access on a quiet street, which is what you need for people bringing young kids in, and is separate from the main access to the school.

Having a child and family learning centre predesigned into the plan would create a great opportunity, not only for the social gains of engaging parents in their kids' welfare and learning at an early age, but the transition for those kids, who can simply move from where they were in a child and family centre, where they are comfortable, through kindergarten and onwards.

CHAIR - One last observation before I throw to my colleagues to ask questions.

I note that you are basically moving the kindergarten, early childhood situation, from Midway Point through to Sorell.

I know that there weren't a heap of submissions that came in from members of the public on this particular aspect, but I always remember Swanston Street Kindergarten closing and New Town Primary taking over that particular function and how it impacted on the local community of New Town east. It was a connection point for families. They got to know each other in the district, and those sorts of things.

I am wondering whether any consideration was given to what it might actually do to that area over there, where there are very few facilities and very few meeting places for the local community to connect with and become - well, I suppose, become a community?

Do you have any comment on that side of it in terms of what's happening here with this project?

Ms COWLING - The current situation is that when parents enrol their children, we ask the question whether they prefer the Midway Point kinder or the Sorell kinder. In fact, most parents opt for the Sorell campus because a lot of parents have children of both kinder age and the older grades, so it's actually a lot easier for them to do a drop-off in one place than have to do it in two places.

The other thing is it does create some potential safety issues, I suppose. At Midway Point kinder we have one teacher and a teacher assistant. They are there by themselves. So, if they ever need support in a hurry, it can be problematic. It takes quite a while to get there from this campus.

One of the people who was its strongest advocate is the senior teacher, an AST, who currently is the person that teaches at the Midway Point kinder. She loves it there. It is a very idyllic setting. But she was one of the biggest advocates for moving all kinder students to the one site, which again

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really aligns with a one-school vision. She said they need to be here and mixing with the other students, and it makes a much easier transition as they move to prep.

So, for lots of reasons, it seems we have everyone on the one side. At the moment we have one kinder class at Midway Point, and two kinder classes at Sorell. They really do need to be all together.

CHAIR - Thanks for that. I appreciate that clarification.

I will throw to my colleagues for any overview questions before we go through the submission page by page as we normally do.

Ms RATTRAY - Thank you, Chair. I very much appreciated the overview. I know only too well that the Sorell area is a growing area because that's why you no longer have a member for Apsley in parliament because of that particular issue. That was the basis of the re-distribution.

I want to first ask about the child and family learning centre. Given that I don't know the area well - it was never part of Apsley, it was just outside - the child and family centre is not there yet. Is that correct?

Mr WILLIAMS - That's correct. The money has been allocated but it hasn't progressed to being built yet. So, that's the project in the pipeline that has been budgeted for. This plan clearly puts a footprint and a master plan design view over this school to accommodate that.

Ms RATTRAY - Right. So, given that there has been quite a bit of focus on that initial engagement with families right through to the trade training centre and years 11 and 12, when is that likely to take place? What's the time frame for building that?

Mr WILLIAMS - I'll get those details for you in a moment, Tania. It's a budget cashflow situation.

Ms RATTRAY - I'm sure the Budget is probably under a fair bit of pressure at the moment.

Ms COWLING - The other consideration is the plan for where the child and family learning centre is going to go, is actually into our current admin building, which is obviously going to be modified and made much better. We have to get out of this building first, to change that into a child and family learning centre.

Ms RATTRAY - That is why it is not going to happen at the same time as the redevelopment, if this redevelopment is approved at Sorell?

Ms COWLING - It is an issue of decanting, and we have to manage that process.

Ms RATTRAY - Chair, my second overarching question is about access into the school. I only have the costed master plan proposal in front of me, which gives me a bit of an idea of the layout. We have the buses on the bottom side, and then we have the admin on the top side. It looks like, probably, the entrance would come from somewhere else. Can I have some idea of where the entry to the school is? Is it going to be into the admin building?

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Mr WILLIAMS - Yes, that's right. If you have the map landscape format in front of you, at the top you can see a landscaped car park, and the curve in the middle of the map to the left of that is the actual entrance to the school roundabout. What that does is take the traffic into the front of that admin area car park. At the moment the traffic comes into the school. You will see, on the bottom side of the map, there is a grey area, which is the new entrance to the trade training centre, and also close to the years 11 and 12 area. That means the traffic doesn't come up the middle of the school, as it does now.

Ms RATTRAY - And the buses come to the side or the back of the school when they drop off students?

Mr WILLIAMS - The buses are in their existing location.

Ms RATTRAY - Which is where it is there. It just has 'Buses' written along that quite long line, before it goes down to a curve.

Mr WILLIAMS - Yes, that's in the street, basically.

Ms RATTRAY - Thank you, that has clarified this for me. Also, we are so fortunate when we are able to go onsite and look at what's already existing there. We obviously don't want to hold up the wheels of progress. It will be so important for our state. I understand why we are doing what we are doing this way.

CHAIR - Thanks very much.

Ms BUTLER - Are you confident there is going to be enough money to actually do the whole masterplan?

Mr WILLIAMS - That's a good question. What is clear is that, after a long, drawn-out process of consultation and consideration, it was decided to leave the gym and the performing arts largely as they are, because that doesn't fit within the budget, and designing the new contemporary learning areas and the flow of the school is more of a priority. We could not leave some of those old classrooms as they were.

In that sense, no, we don't get everything that would be on the school's wish list. Clearly that is the case. They would like a new gym and they would like a performing arts centre.

But we have put contingency within this budget. It is up around 10 per cent, or \$3 million of contingency. I think we were wise to do that because in uncertain times we do not know about costs. With a project of this size, it is about right to have that sort of contingency available because you do not know what you will find until you stick the diggers in the ground and what is going to happen to supply chains for materials that come from various parts of the country under strain and stress.

The answer is yes, we are pretty confident we have enough. Quantity surveyor advice is we have enough for this job and enough contingency to do what we have set out in this plan, save for the gym and a new performing arts centre. I think that is right, Paul?

Mr COCKBURN - That is pretty right, Rob. You could also add the master plan takes into consideration those items if and when they actually happen, which has been a bit of a problem with

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this school as there has been no clear master plan, so a lot of the development over the years has been piecemeal.

Ms BUTLER - I think I have a bit of a delay in my connection.

Is there is a staged approach with the master plan as which particular sections will be built first? Is there a prioritising in case of the lack of funds and you can adjust around the gymnasium and the performing arts centre? Is there a priority for classrooms, for instance?

Mr WILLIAMS - It will probably be best for Paul to take, but yes there is a priority because, as Jenny said, some of the areas have to be decanted in order to be knocked down to make new areas for a logical progress on site.

Mr COCKBURN - The first part of Jen's question was to do with what is actually costed in the master plan. Everything you see, excepting the future gym and the refurbishment of the existing performing arts centre, is costed. In terms of the staging of this thing - that forms in effect one stage. What we are talking about really is the decanting of this and we are not at this stage heavily involved in discussions about how that might pan out. I suspect it will be a case of building a new building first, keeping the school operational and when those buildings are finished we will hand them over and can transition in that particular manner.

Mrs PETRUSMA - Good morning, thanks Rob. My question is on page 3 and 4. Are we able to go to the report now, Chair, so we can start asking questions?

CHAIR - We can make our way through the report. If you have no particular overview questions then we can go to the report and move through. You can commence that - page 3.

Ms BUTLER - Thank you. I have an overview question. Sorry, I have a bit of a delay of a few seconds. I wanted to ask about CFC. I know it is not part of the submitted plans to us at the moment. Will the current admin block at the high school site be essentially knocked down for that or will it just be refurbished? I wanted to clarify because Tania asked a similar question before.

Mr COCKBURN - I will answer that one. The child and family learning area is the admin building which will be heavily refurbished. Is that okay, Jen?

Ms BUTLER - Yes, it is a pretty fierce-looking building, isn't it?

Mr COCKBURN - Yes, that building is going to need some major work in order to turn it into a child and family learning centre. However, like a lot of buildings on this site, the ones we are keeping do have value. The ones we are removing, whilst they are currently being used, it is not particularly wise to be spending money on some buildings when they have reached their use-by date.

CHAIR - Thanks, Paul. Jacqui?

Mrs PETRUSMA - Thanks, Chair. My first question is in regards to page 3 where it talks about a strategic plan for the development of a school farm being currently under way. When did you expect that strategic plan to be finished? Will that strategic plan affect the final design of this school at all? Or is what has already been designed for the school is what's helping the development of the strategic plan? I want to know how they are going to work alongside each other.

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Mr WILLIAMS - My sense is that this supports the plan for the future use of the agricultural area. You see on the maps that there's a significant piece of land that is vacant. That is over on the side near the pioneer village where there's also some agricultural areas to the right of the map. Also, having the years 11 and 12 and trade training centre on that side of the property gives direct access to the free land. I think the general concept supports any future plans by having the more senior school and agricultural students. You would have to see this school work as a centre for some agricultural training.

Certainly, part of the aim of the tegana Collective on the eastern shore but Sorell has a trade training and agricultural focus available to it to contribute to a broader collective.

Ms COWLING - That is correct. One of the real strengths of Sorell School at the moment is the trade training centre and the VET programs that we offer in agriculture, particularly farm and animal studies. That is a real strength and we will certainly be doing everything to promote that further. That is very much a really important part of our future.

Mrs PETRUSMA - Further to that, I see in conjunction to that on page 4 it talks about the Southern Regional Workforce planning report. So, apart from agriculture, what other industry sectors are SERDA seeking to work alongside the school with, especially with this new exciting development? Just to get a better understanding of what sort of school-based apprenticeships, for example, you are thinking may be in place at the school. What other industry sectors in the area do you see the school as helping to benefit?

Ms COWLING - VET construction is another one of our really popular programs. Just last week I had a meeting with Dr Karin Mathison, who is currently the CEO of the Tasmanian Building and Construction Industry Training Board. We had a really productive meeting talking about how we can promote further apprenticeships, pursuits and pathways for our students in that space.

There is a lot of work that is in early stages. We do have a really strong relationship with SERDA and we are looking at more opportunities all the time to further extend those programs. Again, we see that school concept of Sorell in the one school very much from the birth to adult in the trade training centre on our farm and all the opportunities that exist in that space is really important for the whole south east.

Mrs PETRUSMA - It looks like a very exciting development. I can see a lot of work's gone into that. What sort of relationship does the school have with the trade training centre to strengthen those connections?

Ms COWLING - We work with Rick Birch, the manager of the trade training centre. I am his line manager so we work very closely together. He communicates frequently with me. He has been fabulous for the trade training centre. He is very well known and respected in the broader community. We are working very closely together. For example, Rick joined the professional learning session that I mentioned on Thursday night. He's part of our staff, he's part of that visioning for our new school. He's very much part of the staff. We work very closely together.

Mr WILLIAMS - To go back to the question earlier on the child and family learning centres timing, we expect that to be built in the 2022-23 year. So, that funding is out, and as we explained earlier, that is because we need to get the school up and running so we can re-use that old admin area to facilitate the CFLC.

Ms RATTRAY - Thank you, Rob, for that information.

CHAIR - Jen might have asked that. So, any further questions on page 3? Okay, page 4? Any questions?

I am interested if the pioneer village is getting any treatment at all, or okay the way it is?

Mr COCKBURN - No, that is not getting any treatment, other than being incorporated into a master plan and considered as part of an overall development.

CHAIR - How is that worked into the curriculum? It might be something Jenny might be able to answer. How does the pioneer village work in the context of the whole school? Is it simply a learning experience for kids, or a specific part of the curriculum for the varying grades? Could you outline for us how that is going to feed into the way the school operates?

Ms COWLING - Certainly. It is integrated and a very important part of our curriculum. So it comes under our HaSS curriculum. We started from the beginning of the year. You are probably aware that primary school teachers were allocated some more non-contact time, instructional time, and we had to provide another specialist for our primary students. So, currently our primary student specialist teachers are, as common in a lot of schools, for PE, music, art and ICT. One of the extras we introduced was the specialist teacher of HaSS, Humanities and Social Sciences. All students in the primary school do now receive a specialist lesson of HaSS and the pioneer village is very much a part of that.

We also have whole school events. We hold a big Heritage Day once a year and the whole school and community are involved. We also have lots of visits from other schools who bring their classes for excursions to the pioneer school to enjoy the experience. The classes spend a whole day. Part of what has happened in the past is a class might spend a whole day at the pioneer village, dressing up in old clothing and go through the whole experience of what life was like.

So, to answer your question, it is very much an ongoing part of the curriculum and will continue to be an important part of our school.

CHAIR - Okay. So, this particular development, while it does not particularly interrupt that in any way shape or change it, it is certainly part of the whole scene. Will it improve access and flow through the school to the pioneer village? Is there anything there of where the carparking is going and access in general terms. Is the pioneer village impacted at all by that reconfiguration?

Mr COCKBURN - It is very much an integral part. We have a thing - we call a high street spine - which is the sort of navigational work through the new school which terminates at the pioneer village. It turns out that is the highest part of the site and why we have called it the high street spine. The pioneer village is integral to that in the sense it is terminated at that point.

CHAIR - Thank you.

Any other questions on page 4 from members? No? Page 5, any questions?

Ms BUTLER - I have a question on page 5, Rob. Currently 55 per cent of traffic bypasses Sorell School and also adds to traffic congestion of area. Stigma is a pretty big problem. That is

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what I often hear back as a local member. There is a lot of stigma. Whether it is correct or incorrect, it is irrelevant. Will the school look any different, do you believe, after this redevelopment? Will the school present differently to the public?

Mr WILLIAMS - Absolutely. I think Jenny and Paul could elaborate on that. That whole front entrance and access to the centre, to the admin heart of the school, is a radical transformation of the way the school will look.

Mr COCKBURN - You're right, Rob. The key thing there is that the entry is really vital. It doesn't have one at the moment. You will notice that from the entry, which is shown on the front cover of the report, that pretty much most of the new buildings are in that entry forecourt. So, whilst they are reusing a lot of existing buildings on the peripheral side, in terms of new build that forecourt will impact and be highly visible from the roundabout at Sorell.

Ms COWLING - I certainly echo that, Paul. As you say, if you look at the front cover, the image is so different to the image that people see now when they drive up to Sorell School.

Concurrently, we are doing a lot of work in the school, as I already mentioned, on our vision. Another thing we are currently reviewing is our school uniform. We really wanted to get a voice into that. A lot of things in the community currently have a bit of a negative perception and we are working really hard to change those things as well.

Ms BUTLER - I have another question which I hope it ties into that, but I should have asked in your overview. Have you factored in school numbers and the demand for enrolments, as the new catholic school does receive in the area? Is that a potential threat to enrolment numbers for this school?

Mr WILLIAMS - I don't know whether we have gone into that sort of future scenario planning. Our aim here is that we make sure the public school offering in the area is the absolute best it can be, and would hope to see an increase in participation there. In one sense, we don't want to compete with the Catholics as such. We want to make sure that the option is there for an absolute first-class public education offering.

You are absolutely right, Jen. There is a common conversation about the reputation of Sorell School not being as good as it should be. We are going to address that. To that extent, it is not just the new building. Our most senior education leaders in the state have gone into that school because we really want to give it the boost that community deserves.

Ms BUTLER - You will really have to try to get the traffic off that road, and hold on to the best of the kids, keep them in area as much as possible, especially with their population increasing so much.

Mr WILLIAMS - Very much, Jen. Having their input on the working group is part of that strategy, to make sure it fits for the development. Also, I know that our facilities people have a lot of conversations with State Growth about traffic planning. So this entrance fits with that sort of traffic planning. It was a really key consideration to make sure we designed the entrance to the school in the way which complemented the future plans for the traffic flow.

A quick follow up to your question. There are 24 K to 12 schools around Tasmania, and that is out of 196 schools in total.

CHAIR - Thank you. I appreciate that. That's 24 out of 196.

Mr WILLIAMS - Yes.

CHAIR - Thank you for that detail, Rob. Appreciate that.

Just a question on the entry. That point of entry to the school is right in the middle of the roundabout, isn't it really? So my initial thought was, 'Is that going to be very safe?', but I suppose it's as safe as it's going to get, in the sense that it's the slowest the traffic will be around that area.

When you go past there at the moment, it's like something that's simply off to the side, and it doesn't make a statement at all. I'm hearing that the statement the school makes in terms of entry to Sorell is going to be quite significant, as opposed to a rather untidy look at the moment. Is that right?

Mr COCKBURN - That's correct. It also consolidates the entry from one point. At the moment we have multiple entries into the site, so there is a supervision aspect as well.

Mr WILLIAMS - The other thing - this is absolutely where the council wants us to have it. It is not just our decision, their council planning wants it there as well.

CHAIR - Coupled with the fact that there is a roundabout, which is a slow point, it actually is quite safe.

Anything further on page 5? Moving to page 6, with the numbers.

Mrs PETRUSMA - On page 6, my question is with regard to the four learning hub areas. We know there's a total capacity of 1250. Do the different hubs allow the rooms to flex up or flex down? I notice that the numbers in some years - if we look at year 7, it is 108 and then it drops down to 80 - there's a bit of a flow-through. Even in the early years, it flexes up and down. If we go through the early learning hub, and then the 3 to 6 hub, and then the 7 to 8 hub and the 9 to 10 hub, how much flex is available in all those areas to allow for flexing up and flexing down?

Mr COCKBURN - It's a very good question. It's something we've been discussing through the PWG meetings -

CHAIR - What is PWG?

Mr COCKBURN - Project Working Group, sorry.

CHAIR - I just wanted to clarify for *Hansard*.

Mr COCKBURN - We have looked at it in terms of year groups - the cohorts for years 3 to 6, years 7 to 8, years 11 to 12 and the early years. Part of the discussion has been around, yes, we're designing the school for those numbers at present, and yes, they do change from year to year, and we have to do it in such a way that those hubs can be flexible to the point where, if you end up with four groups of year 3 for example and two of year 4, can that be accommodated? The simple answer is yes, because we have good connections between hubs and general learning areas. The other thing to keep in mind is that this master plan - and you can see it there - allows for expansion in the future.

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That is not publicly part of this current set up. In terms of flexibility, it's been high on the agenda through these meetings.

Mr WILLIAMS - It's fair to say that with the way we design schools in this contemporary age, they are very much based around flexible learning spaces - spaces which can be joined or collapsed; transparent soundproof walls which can open and shut to allow one teacher to take two classes while the second teacher deals with individual learning needs. The sort of tandem teaching where we have a senior teacher mentoring a junior teacher - that all builds into the whole design of how these classrooms work on common spaces, as opposed to the 50 square-metre boxes with one door that we live with in our legacy schools.

Mrs PETRUSMA - I can see for next year, 2021, that there's only 54 young people in year 6, and then it jumps up to 108 for year 7. Is that because more people for high school tend to take their children out of primary school and then put them into year 7, or what's the jump in 54 young people, then?

Ms COWLING - It is because for year 6, we only have Sorell students. For year 7, we have students joining from Dunalley and Dodges feeder schools.

Mrs PETRUSMA - In the high school years, what would be the total number of young people who actually do come to year 7? Is it now 45 per cent go on to Rose Bay and other high schools? What would be the number of young people in the area who should be going to year 7 who aren't at the moment?

Ms COWLING - I don't know that. Do you know, Mr Williams?

Mr WILLIAMS - No. I don't have a sense of that, sorry.

Ms RATTRAY - Didn't Ms Butler say 55 per cent of students bypass Sorell?

Ms BUTLER - Yes, it is 55 per cent.

Ms RATTRAY - Good detective work.

Ms BUTLER - It pays to know these things in your own electorate.

CHAIR - I find it interesting that in year 1 for 2022 you have 60, and then in 2023, year 2 has 56, so you are losing four. How do you estimate or gauge that sort of movement, if we are talking about four years out? The following year it goes down by one. They are interesting figures, and you think, what causes that sort of a jump in an estimate going forward? It is a bit odd.

Ms COWLING - I don't really know how they do those projections. I am assuming it's done on the birth rate, but I don't really know the answer to that.

Mr WILLIAMS - It is a calculation done on the birth rate. It's also based on the cohorts that we know are already in the system. We already know how many kids are in the feeder schools of kindergarten and grade 1, so we know what sort of numbers are coming through the system. A lot of it is about the marching-through part of those cohorts. Some years you have lots of kids in kindergarten, some years less, and that has a flow-on effect down the track.

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CHAIR - When I look at these figures I always do a diagonal. Looking at the figures diagonally, that shows that you would expect that the same numbers would flow through, but it quite often doesn't. How many kids would you get, for instance, coming from Dunalley state school, as it is primary school, through to Sorell for high school, or do you find them bypassing there?

Ms COWLING - We get most of Dunalley's. I think we had 12 this year. I can check and get back to you later with exact figures.

CHAIR - I don't want to cause any work; I just thought if you knew off the top of your head. I have to say I have an interest. I grew up there and I went to Dunalley state school, so I am just interested to know what percentage go from Dunalley school to Sorell. Not a problem.

Any further questions on that page? Page 7, any questions there?

Ms RATTRAY - I have a question, regarding the reference about the patchy look of the school, and how colour schemes don't match. Any buildings that aren't to be redeveloped, if you like, will have a new colour scheme to blend in with what has been chosen for the new buildings out of the re-development fund.

Mr WILLIAMS - The ones that are redeveloped will be redeveloped in a scheme across the school. The others, obviously will be knocked down.

Ms RATTRAY - Okay. So, there is nothing about that. Everything will be redeveloped and will have a new colour scheme and if it is not it will be gone?

Mr WILLIAMS - Pretty much, yes. I think that is right, Paul?

Mr COCKBURN - That is right, Rob, yes.

Ms RATTRAY - You are not doing the existing gym? That will still have some redevelopment around it?

Mr COCKBURN - No, that is not quite true. In this current costed master plan we are doing no work to the existing gym.

Ms RATTRAY - Right. So, that will still have its old facade and will not blend in with the new colour scheme?

Mr COCKBURN - That is correct.

Ms RATTRAY - That was my question. That is going to look like a bit of an ugly duckling. Won't there be enough paint left over to make that blend in?

Mr COCKBURN - It depends very much on the nature of that building and future use. If we are looking at that building for the future being performing arts, that may take on a different tone of the look of the building and an existing gym. If we are talking just simply paint, Tania, then we could certainly look at that.

Ms RATTRAY - Yes. Given it was highlighted everything is a mismatch. I did see the video provided and only had one look at it. I think there was a technical problem with it coming through

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to us, but noticed that there were lots of different types of bricks and they all look a bit different. Then there was some cladding and with all due respect it is a bit all over the show. If we are going to spend \$25 million and then on the side one building everyone will see because it is where the buses pull up, looking drab and ordinary. Wouldn't it be sensible to make it blend in with the rest, even though we are not doing any re-development?

Mr WILLIAMS - We could certainly take that on board and put that on the list for the contingency fund if we have some of that left over. That would be something we could consider if there are funds available.

Ms RATTRAY - A mural on that back wall might be nice.

Mr COCKBURN - The other thing, Tania, is what we have looked closely at, and you can probably see it on the master plan, is this covered circulation right throughout the entire school which seeks to tie all these slightly disparate elements together. I suspect where the existing gym is, given we have got Buckley's there and would look to develop a covered area as a waiting area. So, attaching new building elements to that existing building with covered ways and that sort of thing, is going to help a lot.

Ms RATTRAY - Yes, but the covered way is at the other end of the building. I am looking at the back end and side here which are quite visible from the street.

Mr COCKBURN - The intention is to provide some covered way or sheltered areas outside that existing gym for those people waiting for buses. It is challenging, as you can see.

CHAIR - I have to say, when reading through page 7, there are unattractive fences and locked gates that contribute to a common opinion that the school looks more like an old colonial prison. It certainly has the right age, 1821. That video certainly showed, as Tania's pointed out, the disparate nature of the site and pokiness of what exists. It is far from inspiring, would be a fair comment to make, when looking at it through the eyes of that videographer. I would like to thank the person who put that together. It is very important when you are in our situation where we cannot visit the site. Please pass on our thanks to the person who put that video together.

Ms RATTRAY - I think all members will agree it was a real patchwork of exterior across the entire video.

CHAIR - The primary school looked like it had a little more air and space about it than the high school sections, if I'm not mistaken. A development like this would improve the light and airiness of the whole site, wouldn't it be fair to say, Paul?

Mr COCKBURN - I think so, Rob. I think that's absolutely right.

CHAIR - Moving on to page 8 unless there are any other questions.

Mrs PETRUSMA - At the bottom, where it talks about an early childhood, education and care centre 'Child care will be providing partnership with a care provider.' When do you expect to advertise for expressions of interest? How many places do you expect the new centre to cater for? What is the need in Sorell for a new centre?

Mr WILLIAMS - We haven't done the detailed planning on that one. The funding for the major build of that doesn't start until 2022-23, so it's still some time away. There's absolutely been

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a crying need in Sorell for a new child and family centre. The Government's model is to work in partnership with -

Mrs PETRUSMA - Sorry, Rob, this is with regard to the child care centre - the education and care centre - not the child and family centre.

Mr WILLIAMS - My understanding is that'll be at the same time as the child and family learning centre, which is not until 2022-23. The terminology should state that the CLFC which is in that broader concept includes the child care centre. We'll build it and ask the provider to run it as part of the partnership.

Mrs PETRUSMA - Thank you.

Ms RATTRAY - On page 10, the food part of the redevelopment, well, obviously it'd be the canteen I'm suspect. Is that cooking and hospitality, or is that covered in the trade training centre?

Mr COCKBURN - Yes, that's correct, Tania, it is covered in the trade training centre.

Ms RATTRAY - The food is only for canteen?

Mr COCKBURN - It's for a canteen and it also forms an area for staff meetings for the entire staff. We're using it for a couple of things.

Ms COWLING - The teaching kitchen classroom will be in the years 7 to 8 building.

Ms RATTRAY - Thank you very much, Jenny.

Mrs PETRUSMA - On page 12. With regard to the Midway Point kindergarten site, were you expecting it to become a housing development? Is there any talk about what the future use of this site might be?

Mr WILLIAMS - I don't think we have an answer to that. We'll sell it, I think. It will go on the market. I guess it will be just a market-driven outcome. I don't think anyone's got any other ideas, have they, Jenny?

Ms COWLING - No, not at this stage.

CHAIR - Page 12?

Mrs PETRUSMA - In regards to the reuse of building materials I see you have been trying to recycle bricks, timber linings and cladding. Is that a savings a measure, or as a savings and recycling measure, or is it sentimental reasons? For the record I thought it would be good to explain this.

Mr WILLIAMS - It is a bit of both. One of the things we do with these sorts of builds is look for how we can get the best value for money and stretch the dollar as far as we can. Which is why Paul talked about earlier how we are going to join up the redevelopment of the current admin block to create the early years area, because the cost we save by reusing some of the infrastructure is really significant. In one sense it is about recycling and repurposing. In another sense it had an economic value for us to reuse some of that infrastructure and materials to stretch our dollar as far as we can on a build. I do not know, Paul, if you want to add more.

Mr COCKBURN - Sometimes, when you demolish older buildings, opportunities present in terms of recycling of materials as suggested here for paving and other sorts of elements within the new development. We like to look at a case-by-case depending on which project we are looking at. We will certainly look at this one with regards to existing materials on site and whether they can be reused meaningfully into the project in a cost-effective way.

CHAIR - Thank you. Any further questions on this particular page, page 12?

Ms RATTRAY - In regard to the reference to on site reuse of storm water and the like. There was in the feedback from the community someone had concerns around the grounds and infrastructure to the drainage connections to town water and wastewater network. The concern was about sporting grounds run-off into the street from watering. Is that picked up in what is planned for the site in regard to the stormwater and use of water generally?

Mr COCKBURN - Our civil engineers are currently working on this. Their brief is to keep stormwater on-site particularly, when you have sports fields and farm activities. They are working in conjunction with our landscape architects to do this in a way that does not require a lot of underground storage, which is expensive and difficult to maintain. We are looking at areas where we can allow the water on-site to be reused where possible, to limit needs to be discharged offsite and done in a slow way. There is onsite potential.

Ms RATTRAY - It certainly will not be running off into the street as has been suggested by one of the concerns.

Mr COCKBURN - No, it will not. It will have to be dealt with.

Ms RATTRAY - I am sure council would be all over that.

CHAIR - In relation to that point, you talk about bioretention, swales, settlement ponds and rain gardens. I am interested in the concept of a rain garden. Most gardens need rain. It says 'engineered proprietary treatment devices'. Does this incorporate any treatment of grey water off the site, or is this something that goes to a different system? How do you manage children's access to these areas and from a health and safety perspective if there is any concern. Perhaps you could explain a little more detail about exactly what that last - virtually last - sentence on page 12 talks about.

Mr COCKBURN - You probably answered it, Chair. We are really only dealing with stormwater in terms of its capture and reuse, and what opportunities that may present in terms of landscaping and so on. We are not dealing with greywater. All greywater and sewer aspects will be dealt with in the conventional manner.

CHAIR - Excellent. Is there any opportunity for this water treatment to become part of the science program for the school? Is there a possibility that you would be incorporating some of this into the curriculum, or not?

Ms COWLING - Sorry, could you just repeat that last bit again?

CHAIR - The last sentence on page 12 is talking about water treatment and the like. I was just wondering whether these sorts of things could be incorporated, or are incorporated, into the science

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curriculum for the school. There is an opportunity for kids to be able to observe what is going on there.

Ms COWLING - Yes, very much so. We certainly will be using the whole school build as a real-life learning experience in any way we can, so yes to that. We will definitely build it into the curriculum offering.

CHAIR - Any further on page 12? Page 13? I have one for page 13. Stormwater detention will be designed so flows to the downstream stormwater network will not be increased following the development. What is the percentage increase in roof area, out of interest? Do you have that? Is it going to vastly increase the amount of stormwater that needs to be handled, or not all that much in the scheme of things? Mr Cockburn might be the one to answer that.

Mr COCKBURN - The simple answer is, not too much in the scheme of things. In the master plan you are seeing some new buildings, but they are largely replacing ones that have been demolished. The actual roof capture area is not significantly different.

CHAIR - Fair enough. I note here that part of this capture and reuse may act alongside dedicated stormwater detention to reduce downstream network loading, reducing the size of detention required and forms part of the treatment train. Reuse will be carefully considered as part of the hydraulic design - so capture and reuse acting alongside stormwater detention. It seems to me to be one and the same there, that statement. I am not quite sure how to read that.

Mr COCKBURN - Captured for other purposes, such as flushing toilet and irrigation, is slightly different to detention. Detention being there to hold the water, so it doesn't discharge into the council system and overload it at certain times.

CHAIR - You then pump from that to use it for toilets. Is that what you are suggesting?

Mr COCKBURN - We're suggesting that some tanks may be incorporated in terms of rainwater collection. It could possibly be used for a source of potable water or toilet flushing.

CHAIR - You simply have some mechanical device that switches from that source to town water source, if necessary?

Mr COCKBURN - That's correct.

CHAIR - Sorell is not the wettest town in Tasmania, I would suggest.

Any other questions on page 13?

Ms BUTLER - I do, Chair, in relation to accessibility. If you could run through the report, the Disability Act that would be part of the design, making sure that appropriate access for people that would be within that area.

Mr COCKBURN - The site is fairly level, as you can see. Everything is on one level, and there are no two-storey buildings in this development. From an accessibility point of view it's quite simple to deal with, which is nice for a change. So, everything will be accessed equally.

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Mr WILLIAMS - For the record, we always make sure that we build to the building code standards in all respects in relation to accessibility on any major public development, and this will be the case with this building.

CHAIR - Can I ask a corollary question? Obviously wheelchair access has been considered. Are you also considering the installation of Braille plates, for instance, if a student might be blind? Could you give a bit of an indication as to what other features might be incorporated to assist with people with a disability?

Mr COCKBURN - We would definitely look at Braille plates for signage and other matters. In my experience we have had to incorporate that in the past with school projects.

In terms of the circulation of the school, which is what we're talking about in terms of accessibility between buildings and areas - and you will notice it on there - there is a big difference between the two existing schools and some of the travel distances are reasonably large. What we've got to try to do in this school is to provide refuge along the way, along that level access path. It is something that is probably not mentioned in the report, but it's something we're intending to do - providing a journey through the school that is comfortable for people of all abilities.

Ms COWLING - That's correct. A really good example of that is that if we had a student in wheelchair on the primary campus, there's no way they could currently actually travel from the primary campus to the secondary campus, or vice versa, because there is no level easy access. Whereas, with the new development with all those covered walkways, they would be able to travel all around the school.

CHAIR - How many students would you have in the school who have a disability?

Ms COWLING - Off the top of my head, I'm not sure. I can get back to you on that. We do have a significant number of students with disability, but we don't actually have any students at the moment who are wheelchair-bound.

CHAIR - No. What exists today may not be what exists tomorrow, but it's always good to be able to cater for them. It sounds like you are, so it was a good question.

Any further questions on that page? Thank you.

The Tasmanian Government Art Site Scheme. I was going to say that, given this school is significant heritage for the nation as opposed to anything else, rather than just incorporating it in some particular part of the furniture, or whatever, there might be a real opportunity to celebrate that aspect in the school itself, to do with the heritage of the school. Is that a fair comment? I note what you're saying, that the brief hasn't been developed at this particular point, but do you have any thoughts on what might be being considered?

Mr COCKBURN - There's a lot of very interesting things we can put in the brief for the artists with this school. It has some very good elements that we can include.

Mr WILLIAMS - I think we can still possibly marry the notion of some of that heritage, or what the school stands for, into the functional design, as we did at Rosetta, with the beautiful glass design out there and the windbreak. If we are clever about it, I think we can certainly pick that sort of idea up around the heritage of this - or the ethos of what the kids want to see the school stand for.

CHAIR - It seems to me that it's a real opportunity to actually set the pace of the school. I think that's something - as Tania said - about having a mural on that wall; that rather plain looking aspect where the buses are. Maybe that is an opportunity to also have some level of art at that site. Anyway, that's not for us to be telling you what to do, it's just an observation.

Further questions on page 13? Page 14?

Is it all state government funding, Rob? There's no federal funding at all involved in this?

Mr WILLIAMS - No, this is all state funding, out of the state Budget.

CHAIR - There's a budget item there - contingency and post occupancy. You also have a budget item for furniture and equipment. Is this general fit-out post occupancy? Can you explain what that line item means?

Mr WILLIAMS - Most of the contingency is there for construction, but after you move into a building, you often identify smaller things that hadn't been fitted out or adjustments that you need to make once you start using the building properly. Once you put humans in a build, you see things you need. It really is mainly contingency for construction. But there always has to be a bit left for those things that you missed or weren't thought of.

CHAIR - Fair enough.

Mr WILLIAMS - What particular sort of things would go in post occupancy?

Mr COCKBURN - Usually things that the client hasn't thought of, Rob. Unforeseen things.

CHAIR - You talk about project management best practice down below the table there in the third paragraph down. Is that the gateway model you are referring to? Or is there some other project management model that you'll be dealing with?

Mr WILLIAMS - Is that one you can cover?

Mr COCKBURN - Sorry, which paragraph are you looking at Rob?

CHAIR - Third paragraph below the table. It says 'in line with project management best practice'. I am interested to know what the best practice is these days? The gateway model was one that I was familiar with, that was best practice when I was in the game back in 2012. I am interested to know.

Mr COCKBURN - I think we're talking project management; we're talking the procurement method of competitive tendering. I suppose my role would be superintendent during the construction phase. From a project management point of view, that's the normal sort of procurement method I think we're talking about. It's a tried and tested one.

CHAIR - Fair enough.

Reading that 'WT Partnership (Quantity Surveyors) provide a cost estimate, et cetera' in the next paragraph down. Is this being brought forward a little too early? When you look at what some

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of the things that are unresolved at this point, you wonder whether maybe it's a little early in the piece to be dealing with this at this point in time. Does someone want to address that?

Mr WILLIAMS - It might be a combination of being balanced about getting the best advice at the time and managing any risk. I don't think there's anything unusually unplanned or unknown for this project that would mean we're not ready to be doing what we're doing.

I think there's always a series of things that you don't know. You don't know until you put a spade in the ground whether you've got problems like sitting on a nasty dolomite outcrop. Your costs go up. I guess the other side of the coin is the Government's been really strong on wanting us to go forward on projects. We use them to boost the economy. You might have seen recently in the paper the Government has allocated \$10 million for education for additional school refurbishments. The Government's really keen for us to keep these projects going forward as fast as we can.

One that deserves it too. This is a really important part of the economic stimulus now, with COVID-19 -

CHAIR - I totally appreciate that but I guess there's two edges to it. It is important that we keep it going but of course it's also important that we get the budgeting right, rather than causing an overrun and complications that might present. It's okay; I'm interested in the comments. I noticed that there were a number of things. Obviously, you don't have the tenders back, so you don't know exactly how that's going to run in the end. I suppose it's all about risk.

Mr COCKBURN - Rob, one thing we've got up our sleeve is that a significant part of all this is the refurbishment of existing buildings. Depending on how your budget situation is, it's something you can retract back into to reduce the scope but still have an operational school if you've got budget issues. If it's a 100 per cent new build that becomes a bit more difficult. In terms of a contingency, a lot of those existing buildings and the refurbishment of them form a contingency in their own right.

CHAIR - That's fair enough. I guess as long as you can give enough lead time to Jenny, because she has to run the school while this is going on. No doubt there are issues in how you handle a construction site alongside kids being in a learning situation. It must be difficult but with this one, it's not just one segment of the K to year 2 or even K to year 6, it's right through the whole spectrum, isn't it? That must be a difficult thing to handle, so getting a bit of a heads up when it comes to what may or may not end up being in the project is pretty important, as is lead time, for those who have to run the school.

Mr WILLIAMS - As we saw in our Taroona High project, when we got the tenders back we didn't end up with the same the estimate and we had to go again. It can happen, but we haven't done anything in this process that we wouldn't normally do in terms of managing risk and monitoring the estimate as we go forward.

CHAIR - Thank you, Rob. Any further questions on page 14? Going to 15 then, any questions?

Mrs PETRUSMA - With regard to years 7 and 8 learning hub, I see where it is going to be part-funded by the Midway Point kindergarten site but also there's going to be about a \$440 000 shortfall. Just to confirm - and it says a little bit on page 16 as well - that the remaining \$440 000

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will be funded either from the years 11 and 12 extension program or from DoE allocation of funding. Is that correct?

Mr WILLIAMS - That is correct. Basically, the department has factored in that, subject to the sale of Midway Point it they need to find the money for that gap. It is suggested the years 11-12 extension program might be where we would allocate funds from.

Ms RATTRAY - Chair, to follow up if Jacquie has finished then. Does that mean one of the schools earmarked for extension might get pushed back because say they do not reach the \$750 000 estimated value of the current kindergarten site when it goes for sale and the shortfall and then if you are taking it out of the year 11 and 12 extension fund, does that mean they will be possibly pushed back?

Mr WILLIAMS - It is hard to say. The aim is not, because Sorell itself is an extension school entitled to have that extension cost covered from that fund. In one sense in a closed system, yes, you could spend more of that money elsewhere if you did not have to spend it here, but Sorell itself is one of the schools available for a contribution with capital cost for extension.

Ms RATTRAY - I agree, but there is a very firm plan in place as far as the Government and the department for which schools go to year 11 and 12 and the allocation of funds to make that happen. I am interested in what impact it might have if you are pulling funds out of that budget on the extension of those schools to 11 and 12. Perhaps it is a discussion for another time and not on this committee inquiry.

Mr WILLIAMS - Yes, in one sense it is a separate issue but in another we have brought it into this issue and I do not think any other schools will not have their needs met because of this decision.

Ms RATTRAY - That is all I needed to hear, thank you.

CHAIR - Moving on. Anything further on page 14? No. Page 15? Nothing on 15. Page 16? No? Page 17? Page 18?

Ms RATTRAY - Chair, I have a question in regard to the constraints and we already heard from Mr Williams there could possibly be some issues around sourcing materials. I have already heard in my own circle people who have been intending to build have had to change product because some things are not available at the moment. Perhaps, Paul in his capacity has some idea whether there are constraints on products and items you would need in this build.

Mr COCKBURN - I am sure there will be, Tania. We will try to use locally sourced materials but some things simply are not made here. We would have to look at what those issues surrounding supply of certain items are and what alternatives there are for those in due course. It is a bit hard to know without getting detailed design and feedback from suppliers.

Ms RATTRAY - I agree. I do not think anyone has a true understanding of the impact of COVID-19 on any area at the moment. It is all quite a bit of unknown.

Mr COCKBURN - It is, but I suspect it is mainly building services we are talking about that may have some issues in terms of supplier.

Ms RATTRAY - Okay, not so much product.

Mr COCKBURN - Not so much product in terms of construction generally. We will try to keep this built in a manner that relies heavily on local materials where we can - bricks, timber, those sorts of things. Building services can be difficult.

Ms RATTRAY - Thank you, Chair.

CHAIR - Any further questions on Page 18, 19, just a conclusion there, and then page of attachments on 20, and then the Engagement Outcomes. Page 3.

In the Executive Summary, the total number of responses received during the campaign relative to the population of the Sorell Local Government area was low, despite an extensive 6-week community engagement campaign. Do you have any real reasons why that might be? Was it maybe the areas of engagement? Could it have been more on social media? Any explanation as to why it might have been low.

Mr COCKBURN - I do not have any. I know the coverage was quite broad and it was on social media. I cannot really comment on that.

CHAIR - It went to every household?

Mr COCKBURN - Yes.

CHAIR - Seventeen responses - not a lot of responses.

Ms RATTRAY - They must have great trust in the people who are on the working group.

Mr WILLIAMS - That is it. Tania, I think part of it, in the fact, is the Mayor. We all know that the Mayor of Sorell is a very active participant in this community. He played an important role within the working group. He talked to the government, he talked to the school. So I think there was probably some flow-on effect that the people have confidence that the working group was broad. There were complex, difficult, challenging discussions he had around all sorts of parts of this. So, there might be a bit of truth in what you say, Tania. They had confidence in it being so connected quite strongly through the local government.

Ms BUTLER - Yes, I think you are correct in saying the Mayor is well aware of what the issues are, but the community generally really hopes that this works and they are able to get it right.

There is a real perception something needs to be done about the school and there have not been any changes for 30 years. This is overwhelmingly welcomed by most people in the community. That is also a contributing factor why there wasn't that rush of responses as well.

CHAIR - Fair enough. Any further comments? No. To Page 5, 6, 7, 8, 9, 10?

Mrs PETRUSMA - Chair, in regard to page 10. I noticed that four submissions specifically highlighted concerns with the proposed separation of early years from the primary learning years areas. Just for the record, can it be explained how that was addressed in the final design, please?

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Mr WILLIAMS - I think that might be something Ms Cowling could give us some more detail on. This is one of the complex issues that was raised, about how to give the school a heart, and wide access from the road, et cetera. Certainly there was an alternate option available, or available to consider, which was to put the 3 to 6 area along the 1 to 2 area. It didn't fit the planning, but there are also some broader planning needs that the design we ended up with meet as well.

Ms COWLING - That's right. The separation of those two buildings was raised as a concern during that involved consultation phase, and we discussed this at length, both through the project working group, and with our school association. Really, what it came down to in the end was that we would be able to manage this at a school level.

Yes, I guess in an ideal world it would be nice to have them a bit closer, but in the absence of a money tree, we really just had to go with the best option we could. There were three different options presented for consultation. After lengthy consultation, this plan we have gone with was the preferred option, and the School Association did agree and sign off. The K-2 area does present a natural separation point, and in fact, in some schools, such as Sandy Bay Infant School, they are completely separate schools.

So, to align with a one-school vision, and that is what we're working towards, we are confident that can be managed with this plan and it was the best option of the three options presented.

CHAIR - Did you get all that, Jacquie?

Mrs PETRUSMA - Yes.

CHAIR - Thank you. Okay, onto the diagrams. I don't know whether there are any particular questions on those. I think we have covered most of this.

Ms RATTRAY - I have a question. One of one after the diagrams, the estimate summary.

CHAIR - Yes, go for that.

Ms RATTRAY - Thank you. When I have a look at the figures here - for instance, for area C, grades 3 to 5, there's 1059 square metres, and the rate is 2533. But when I have a look at area D, which is grades 7 to 8, and there's 910 square metres, but the rate is 1707. Given that I think they are all classrooms, I'm interested in why there's a difference in the rates. I understand completely that in item 6(2), only 250 square metres would be 2616, because that would have stainless steel benches and bits and pieces. Of course, that's going to be more expensive. I am interested in why the difference in rates when it is classroom areas. Can I have some understanding of that? Thank you.

Mr COCKBURN - Item 4, grades 7 to 8, is mostly an existing building that is being refurbished. Grades 3 to 6 is mostly a new build.

Ms RATTRAY - Okay, so that's the difference. It's the cost. And 9 to 10, area 5?

Mr COCKBURN - New building.

Ms RATTRAY - Right. Am I right with my assessment of area F, with food - new build and expensive items?

Mr COCKBURN - That's correct. Totally new build.

Mr WILLIAMS - That's plumbing, there's more power outlets and all that stuff, yes.

Ms RATTRAY - Thank you.

Mr COCKBURN - It's a commercial kitchen.

Ms RATTRAY - All stainless steel and the like.

Mr COCKBURN - It's not just a high school or school tuckshop, it's a bit more than that.

Ms RATTRAY - Thank you. It is useful to have not only for my information but for anyone else who might even be listening.

CHAIR - That's right. It's always good to ask these questions. We all learn as we go.

Moving over to 1 of 8. No. Two of 8. I have to say it's \$1 552 999 so it's out by \$1. Please explain. That's not a serious question. Just to let you know that people do add these things up.

Mr COCKBURN - Yes, I'm pleased to see.

CHAIR - Yes, you might want to correct that.

Ms RATTRAY - I'm sure Paul's aware of the level of scrutiny this committee undertakes.

Mr COCKBURN - Totally aware. No stone unturned.

CHAIR - Yes. There you go. It's one less Freddo Frog or something.

Ms RATTRAY - I don't think you can get a Freddo for \$1 anymore.

CHAIR - No, you probably can't. Page 3?

Ms BUTLER - I have a quick question on page 2 of 8.

It's the extra over for removal of asbestos and making good. Asbestos wasn't discussed in the report. I am wondering if you could run us through. Is there much asbestos in the school at the moment? Do you think that that's an accurate estimate of how much that will cost to remove it?

Mr WILLIAMS - If it's a certain age, literally every school we touch, where we are demolishing or refurbishing, we have to assume that there's an element of asbestos in there. It's undoubtedly going to be there.

Mr COCKBURN - Yes, absolutely, I couldn't agree more. Whilst there's an asbestos register for this school, until you start pulling things apart properly and doing the demolition, you are not fully aware of the amount in a school.

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CHAIR - Another question on this archaeological dig. Being such an old site, is there any consideration for any archaeological work that might be needed?

Mr WILLIAMS - What I was talking about what the contingency. The moment you put the spade in the ground and find an Aboriginal midden; this sort of thing wasn't planned or where you find archaeological things or such. It's in the contingency but it's definitely a risk everywhere you go.

CHAIR - Someone was saying it looks more like a convict site so you never know what you might find.

Moving on. Are there any other question on any of these pages of the estimates?

Mrs PETRUSMA - Chair, attachment 5 shows some of the car park areas and parking. My question is, is there enough parking onsite? If there's going to be a child and family centre; a child care centre, K-12; teachers who'll be driving, students in year 12 who are driving; at a trade training centre with staff. You'll also have visitors attending for sporting events and school assemblies, so it's going to be a very busy site. I appreciate it's over a wide area. You can see the three parking areas. Where would overflow car parking go on this site, if needed?

Mr WILLIAMS - The trade training centre would be the answer. If you look at the left-hand side of the diagram, on that page on attachment 5 you will see there is a car park for the early years, then in the middle of the school there is the general access car park and then where the trade training centre is there is car parking listed there. It is a really good question, because if there is expansion, the car park on that side would expand into the vacant land there and we have obviously a significant amount of land.

At the moment the car park is all over the place and cars drive through the middle of the school. This plan regionalises the car park into early years, general and senior secondary trade training. We have expansion opportunities in the year 11 to 12 and we talked about this very issue along the way as being something you need to do and where the expansion should be. There will be significantly more on-site car parking than what we have at present.

Mrs PETRUSMA - Thank you.

CHAIR - It is safe to say we have examined that report. No further questions there?

I remind witnesses with respect to the issue of parliamentary privilege it will not be afforded to you should you talk to the media or outside of this particular hearing today. I want you to acknowledge you understand that fact.

Mr WILLIAMS - Yes, I understand what you have just said, Rob.

CHAIR - Thank you. There are the standard questions we also like to ask and make sure we have a response on. First being - does the proposed works meet and identified need or needs or solve a recognisable problem?

Mr WILLIAMS - Yes, to a very high degree as I started out in the overview to the committee, Chair, this school is in desperate need of contemporary learning spaces and a lift in pride to help

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with new leadership and teaching methods and to really lift the spirits of the school to where it should be.

CHAIR - Thank you. The proposed work is the best solution to meet identified needs or solve a recognised problem within the allocated budget?

Mr WILLIAMS - To the best of our ability using the expertise of our architect, quantity surveyors, our in-house facilities team and the school community the answer is - yes, as we have been really upfront through the report and hopefully today. There are some things we have not been able to accommodate within the budget the school would definitely like. They are in the master plan and the costs for those things are listed. Yes, within those constraints this is a very good outcome and many different conversations were had around different options, the working group considered these options.

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

Mr WILLIAMS - Yes, I believe they are and perhaps Paul or Jenny can comment.

Ms COWLING - Yes, definitely. We are so excited we cannot wait. Our students deserve a new learning environment. The current facility really is not okay. It is a shame you could not come, but that video gave you a bit of a glimpse. If you had been able to come you would be able to see so much better. Absolutely, with the new design we will be fit for purpose. I cannot wait.

CHAIR - I certainly look forward to it.

Ms RATTRAY - If all goes well, do you think we might all come to the opening?

Mr WILLIAMS - You will be invited.

Ms RATTRAY - Fabulous.

CHAIR - It would be good to be able to see it, especially the Pioneer Village.

Do the proposed works provide value for money?

Mr WILLIAMS - To the best of our ability and once again with the advice of our facilities team, quantity surveyor, architect and the school community with the lens of what they need, we believe this is a value for money proposition.

CHAIR - Thank you.

Are the proposed works a good use of public funds?

Mr WILLIAMS - I do not think there can be a better use than on this being education and facilities to do it in.

CHAIR - I thank you for your attendance today and providing us with the extra information requested through our questioning. Thank you very much.

Messrs WILLIAMS, COCKBURN and Ms COWLING - Thank you.

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THE WITNESSES WITHDREW