

# PUBLIC

**THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET AT GEORGE TOWN MEMORIAL HALL, LAUNCESTON, ON TUESDAY 12 MAY 2026.**

## **SOUTH GEORGE TOWN PRIMARY SCHOOL - MAJOR REDEVELOPMENT**

**The committee met at 2.00 p.m.**

**CHAIR** (Ms Butler) - Welcome everyone. Before we commence the hearing, I will introduce members of our committee. To my right you have Helen Burnet, Tania Rattray, myself, Jen Butler, and Mark Shelton. We have Scott Hennessy and Georgia Gray, our secretaries, as well as Karen from Hansard. There are no apologies for the hearing today.

Secretary, would you please read out the message from Her Excellency the Governor and Council referring the project to the Committee for Inquiry?

**SECRETARY -**

Pursuant to section 16(2) of the *Public Works Committee Act 1914*. The Governor refers the under mentioned proposed public works to the Parliamentary Standing Committee on Public Works to consider and report thereon: South George Town Primary School Redevelopment. Pursuant section 16(3) of the act, the estimated cost of such works once completed is \$15 million.

**CHAIR** - The committee is in receipt of one submission from the Department for Education, Children and Young People. Could I ask a member to move that this submission be received, taken into evidence and published?

**Ms RATTRAY** - So moved, Chair.

**Submission received.**

**CHAIR** - The witnesses is giving evidence to the committee today are appearing on behalf of the proponent, the Department of Education, Children and Young People. Could I ask each of you to state your name, your position and organisation and then make the statutory declaration?

**Mr KANE SALTER**, SECRETARY BUSINESS OPERATIONS AND SUPPORT; **Mr TODD WILLIAMS**, DIRECTOR FACILITY SERVICES; **Mr BRETT HAY**, PRINCIPAL SOUTH GEORGE TOWN PRIMARY SCHOOL; DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE; AND **Mr SHAMUS MULCAHY**, DIRECTOR, BENCE MULCAHY ARCHITECTS; WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

**CHAIR** - Thank you for appearing before the committee. The committee is pleased to hear your evidence today. Just before you begin giving your 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

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place out of parliament. It applies to ensure that parliament receives the very best information when conducting its inquiries. It is important to be aware that 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?

**WITNESSES** - Yes.

**CHAIR** - Thank you. Mr Salter, would you or one of your colleagues like to make an opening statement?

**Mr SALTER** - Yes, thank you. I'll make a short opening statement. Firstly, thank you for having us here for the submission to the committee today. It's really pleasing to be at this stage of the project for the major redevelopment of the South George Town Primary School, an invaluable part of the process. Thank you to the committee for spending the time at the site visit today. Thank you to Brett and the students at the school. I'm sure we could all get a real positive vibe around the culture of the school and how it's looked after.

We do have some additional documents to table for the committee and renders of the pictures, so I would seek to submit those.

I do note some questions in looking or looking at the stages of the project and what's in and out. We can either address that when we get to it or is it useful at the front end to go to the diagram with the stages and just give a summary of those?

**CHAIR** - I'm more than happy for us to do that at the moment. I was going to open with that. Have you finished your -

**Mr SALTER** - Yes, thank you.

**CHAIR** - Perfect. Thank you very much for making yourself available today to give the Public Works Committee and our secretaries a tour of the site. I'd also like to thank Principal Brett Hay and his team and the student leaders from the South George Town Primary School, who were absolutely delightful. You could feel the strong community culture of your school and we really appreciate that as a committee.

I would like to ask about stage 1, 2 and 3. It's our understanding that those three stages are part of the \$15.1 million which has been provided for this project. There was some confusion on one of the diagrams within the submission. It doesn't state that there is a stage 4, even though it's our understanding that the green section of that diagram is the stage 4, which we believe is not budgeted as part of this proposed project. Could you talk us through that?

**Mr SALTER** - I can confirm that the green within the diagram is the unfunded component. I mean, it is subject to the tender result. If there was a favourable tender result, then stage 4 comes into consideration, along with aspects such as window replacements that aren't covered in stages 1-3. Importantly, a reason for identifying that is so that there is a master plan should there be a favourable result. I'd say yes and refer to Shamus to confirm the shading in green is stage 4 in the diagram.

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**Mr MULCAHY** - The section in green is stage 4. If I just add to that though, whilst it isn't the part of the - it's subject to tender conditions - but it is currently being put in for planning approval. We are documenting stage 4 and it will be approved, it's just whether we get to build it at the very end. All the work will be done up to support being in until it's not.

**CHAIR** - Can I ask what - I know it's hard to predict how much costs will be. It's a crystal ball prediction, but would stage 4 require significant funding? Is there an around the ballpark figure of what stage 4 may cost and how much more additional funding could be or would be required to complete all aspects of this proposed project?

**Mr SALTER** - I'll probably go first on that. Going back to looking at our documentation, on page 21, we actually do list the cost of stage 4 with an estimate of \$1.94 million.

**CHAIR** - I suppose the question would be, if you have workers on-site, a project underway, the work required, the planning work required for that stage, wouldn't you get better bang for your buck in completing that work and finding that additional funding? It would be a lot more expensive, I would imagine, to do it at a later stage.

**Mr SALTER** - I'd say, firstly, that all projects come with a budget allocation. I mean, you face that on every single project. At the same time as there might be a favourable result, you know, with market conditions, notwithstanding we consider we've got good contingencies in place. It's not guaranteed that there is that favourable result, but also in terms of your question around additional funding then, each project, in terms of being fiscally responsible, has got a budget, we've got to manage each individual project as well as the overall program. Most school projects, having a master plan, will have elements that, should future funding become available through government decisions, they can be then delivered. The master planning process provides part efficiency in ensuring that, again, should those funds become available, then there's a clear next stage of works that can be delivered. But additional funding is a decision for each government in the budget cycle.

**Ms RATTRAY** - A supplementary, if I might, Chair. Can we have some indication perhaps of the Cambridge redevelopment - and I can't think of a lot off the top of my head, should be able to - how they track budget-wise? Have they been coming in on budget? I'm not a member of the Public Accounts Committee, so I've not had an opportunity to look at whether they have come in on budget and whether it's likely that there will be, because you have a contingency for the project of \$2.533 million, then this potentially might be 1.94, so you only have \$593,000 to play with there if contingencies become a little bit tight, and we talked about, you know, the world situation. Can you give us some understanding of where you are as a department with current upgrades and redevelopments.

**Mr SALTER** - Yes, I might hand to Todd for part of that. When you go back and look at projects and when you do have to consider the market conditions at each time and the number of projects that have been out to tender. We are certainly cognisant of looking at the market in terms of opportune times to go out. I might hand to Todd to talk to recent market conditions.

**Mr WILLIAMS** - Recent market conditions have been giving favourable responses. What we know about the market at the moment is it's not as full as what it has been over previous years and indeed the challenges that came with the COVID pandemic. We learned, like with many, we learnt lots of lessons through that and hence we have robust contingencies to help us through. Throughout the process, through Shamus's team, there is a quantity surveyor

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involved that's assessing the design and the price and that's reflected in the construction cost estimate that's included in there at the moment based on the quantity surveyor's current understanding of the market and price. As I've said, we have the appropriate contingencies in there for all the right reasons because at the moment we're still working through from a high-level concept into a detailed concept and the more you get into the detail, the more you understand the cost.

**Ms RATTRAY** - Did Cambridge come in on budget?

**Mr WILLIAMS** - My recollection is that Cambridge came in on budget.

**Ms RATTRAY** - Thank you, it's a good, you know, measure, if you like.

**Mr WILLIAMS** - There's two parts to Cambridge: there's the learning area part that we've delivered and we're continuing to work on the stage 2 gymnasium part that's still under design. I am hopeful that that comes in on budget as well.

**CHAIR** - Move on to page 4. On page 4, just noting section 2 under School Philosophy and Community Connections, states 'alongside of Tasmanian Aboriginal cultural language program that supports identity and inclusion'. Do you have an understanding of what the percentage of students who identify as Aboriginal is?

**Mr HAY** - Yes, it varies from year to year. Off the top of my head, it is around about 12 per cent this year, but we've been as high as 18 per cent.

**CHAIR** - Right, it's quite a significant population.

**Mr SHELTON** - On page 5, the capacity assessment 4.1, to give me an understanding of what it actually means. The school caters for students residing within the George Town local government area and enrolled at feeder schools nearby, including K-12 Port Dalrymple. What does it actually - they're enrolled in one school and then come to you, or?

**Mr HAY** - I believe it's trying to state, and perhaps not very well, the catchment area, which includes -

**Mr SHELTON** - I didn't quite understand it, that's all. That's a primary school.

**Mr HAY** - Sorry, that's poorly worded. You have to go into the school enrolment areas and have a look for yourself to understand it. Basically, you split George Town in half. We have the Pipeclay Bay area over the back, and we have some of George Town. We used to have Low Head, so we have a bit of a legacy population of kids from Low Head as well, because when the rezoning was done, families who were attached to our school stayed with our school.

**Mr SHELTON** - That's fair enough.

**Mr HAY** - We go all the way out to Pipers River. Weymouth kids, they're all ours. All that way down to Swan Bay.

**Ms RATTRAY** - But not Swan Bay?

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**Mr HAY** - Well, I think half of Swan Bay. If you know how school zones work, you can be on one side of the road and go to one school - one side of Dalrymple Road is Lilydale's, and the other side of Dalrymple Road is ours. There're those types of anomalies all the way. It's a big drawing area, although mostly rural, certainly there's scope. Next to our school, there's a large development going in of 160 building blocks. On George Town Council's planning, there is another large subdivision going in at Hillwood as well. All in our area. The capacity aspect of it and our drawing depending on how things progress - having the capacity to grow is actually quite important to us yet.

**Mr SHELTON** - Just clarifying, there isn't an interchange of students from other schools to you on a weekly basis?

**Mr HAY** - When we did our school tour, we talked about the Esk Band Program. Children who are wanting to do Esk Band at Port Dalrymple will come over to us. That's part of it.

**Mr SHELTON** - There is some of that happening, right?

**Mr HAY** - Yes. Whilst they're not dual enrolled, they do come over to us.

**Mr SHELTON** - My point is that this is a public document and it didn't actually make sense to me, so whoever is in charge of that might want to clarify what was actually meant in that.

**Mr SALTER** - I am certainly happy to send through, post the hearing, clarification on that element.

**Ms BURNET** - I'm just curious to know the makeup of the social needs or the special needs of kids at school. My second question is around the capacity, which is referred to and how that's calculated. It seems like a very strange system of calculation to predict.

**Mr HAY** - I can tell you about our demographic and stuff like that. We have a very stable population of about 210 students. We vary between 210 and about 230, depending on year to year. Our ICSEA (Index of Community Socio-Educational Advantage) score, which is a national number where in Australia the average is 1000, ours is 915-ish. That goes up and down a little bit, but it's pretty stable around 915, which means about 60 per cent of our students would come from the bottom quartile in terms of their socioeconomic status. As far as students with high and additional needs, we have around 26 per cent of students with a formal diagnosis and are in that system. What I believe is one of the strengths of our school is that we are very much open to outside facilitators to come in and work with those students - different therapists and meeting those needs. We very much have an open-door policy and invite those people in.

**Ms BURNET** - And there are DECYP therapists as well? Like speech -

**Mr HAY** - Yes, we do. We have a social worker one-and-half days and we have a psychologist one day week.

**Ms BURNET** - OTs?

**Mr HAY** - We have a speech pathologist one day a week. No, no OT.

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**CHAIR** - Just a subsequent question: how many teachers' aides would you have at the school that would be providing that one-on-one assistance to the students? It's at a bit of a -

**Mr HAY** - Sixteen.

**CHAIR** - Oh, well done, I thought you'd know the answer to that.

**Mr HAY** - No, I've got someone whispering over in the corner here, helping me out with that one.

**Ms BURNET** - And the other question around the demographics and how you calculate the number of children and projected number of children for the school.

**Mr WILLIAMS** - The capacity calculation is based on the available spaces being general learning areas and it also includes music rooms and art rooms. That is spaces that are greater than 50 square metres that can be used for learning with a with the number of those spaces multiplied by 25, as 25 students, for those spaces. That's a consistent methodology that we use statewide to calculate capacity as an indicator that we monitor and then explore further should we need to.

**Ms RATTRAY** - There appears to be an increase in student numbers. You said 210; the table on page 6 tells us that there is 197 at the school. So, enrolments are increasing for this year from the start of the year through first term?

**Mr HAY** - I'd say that's a projected number there.

**Ms RATTRAY** - No, it says 2026.

**Mr HAY** - Yes, I know, but I think that is projected. I reckon that table's from last year.

**Ms RATTRAY** - From some other time? Right.

**Mr SALTER** - It might have been pre the February census.

**Mr HAY** - That's pre-February. Yes, definitely.

**Mr SALTER** - It could be headcount versus kinder -

**Mr SHELTON** - No, it's in the table - the kinder conversion.

**Mr HAY** - I'm a bit unsure exactly how they do calculate those numbers, but generally they're a little bit under of what we have.

**Ms RATTRAY** - Well, they are.

**Mr SALTER** - What was your census, Brett?

**Mr HAY** - 208. I think it was 208. We do have a transient population as well.

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**Ms RATTRAY** - Circumstances change for families; people need to come in and go out and the like.

**Ms BURNET** - These projections then look pretty undercooked. Are you projecting with the likely build over the back fence that there would be an increase beyond what is listed on this table? Are the works looking to have greater capacity, in a sense?

**Mr HAY** - Yes.

**Mr SALTER** - Perhaps if I can answer the first bit of that that question. When projections are done, they're done more at a broad basis, not taking account of individual fluctuations in terms of subdevelopments. The 2026, I think because it is in the different shade, the purple, was the estimate at the time. The census which gets finalised probably into the mid-March to late March would have the numbers that Brett's referring to, of the 208. We get those and then we would then revisit the projections going forward. Importantly, in undertaking the build, notwithstanding the methodology for the projections, is taking account of those developments that are occurring to ensure there's flexibility and capacity.

**Mr HAY** - Probably - I don't know if we'll address it at any stage, but the way that the design's been done, there are additional classroom spaces and some of the spaces are designed to be multi-use, but if they need to become classrooms, they can be classrooms as well.

**Ms RATTRAY** - Can I just suggest that given that this has probably been written in the early part of 2026, that it might have been useful to pick up the phone and find out what the actual numbers were. Which, you know, is just helpful for us to get an understand of -

**Mr SALTER** - Take on board the timing issue in producing documentation.

**Mr SHELTON** - And mine was only a point of clarification around these numbers as well. Trying to give the principal a bit of a hand here, but it seems that they might be department numbers and not and not actual school numbers and people that know what's happening on the ground. For instance, the previous five years, it's an average of 25. Then post 2026 it's 17, 17 and 15. Now, I know there's an issue with liberty going on and whether somebody might have done it - well, I don't know how it happened, but I wouldn't expect it to go to half of - well, almost half of what the average - well, it's not quite that, but down 33 per cent, so -

**Ms RATTRAY** - But it acknowledges that considerable housing developments near the school are noted. I mean, it's gone to that point.

**Mr SHELTON** - It's was only clarification, and plenty of questions have been asked around that.

**Ms BURNET** - The project is listed as a priority 1 site for capital redevelopment. I think this is my second primary school that I've been to since I've been on this committee. I'm curious to know how those priorities are reached. It's a general question, but interesting. Also whether the committee could see that prioritisation and how you reach those priorities?

**Mr SALTER** - I'll give a bit of a summary, but then hand to Todd for some details. It's a process that has been in place for a number of years now which we've continued to refine. We do publish the list of priority schools on an annual basis, so that is transparent and

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public - it's transparent for the schools. I'm certainly happy to provide the documents which outline the process, and we have been to a Public Accounts Committee before in terms of describing that process. We consider it is robust in terms of providing solid information for government to make decisions on, but in terms of more detail, I'm happy for Todd to talk to it.

**Mr WILLIAMS** - I think there's a summary of the criteria assessment that's provided in page 7. I think that's the key assessment process that's undertaken through the subcommittee of the executive board, the asset strategy executive committee that has membership through the department, including learning services, who are our frontline connection to our schools. We undertake that assessment process annually. Since we implemented our asset management system in 2017-18, we have a good understanding of the condition and amenity of our buildings, and that also feeds in. So, it's a combination of the learning needs and the building needs that come together through that assessment process.

As Kane said, annually we do publish the priority 1 rankings. That's so we're open about the outcome of the process, but also, too, so there's clear visibility for schools on where they sit in their priority rankings. It is the priority 1s that we submit annually as the department's submission to the government for funding consideration.

**Ms BURNET** - Thank you. I'd be interested to have a look at that list. Chair, could we have that tabled, please?

**CHAIR** - Yes, we can table that document.

**Mr WILLIAMS** - Yes, we'll send that through.

**Ms RATTRAY** - And can we have a couple of years back to see if a few people moved.

**Mr WILLIAMS** - I'm pretty sure they're available publicly but yes, certainly.

**CHAIR** - There is a few lines appearing that we would like to see upgraded and prioritise, but I don't have the expertise, you do.

**Ms RATTRAY** - Well, it's our job to be parochial here.

**CHAIR** - It is. Moving on to page 8. I was wondering if you could talk us through, especially for the *Hansard*, the ageing infrastructure of the South George Town Primary School and in particular in relation to the sewer, water, fire services, stormwater and the main switchboard. Also, if you could advise the committee if those are infrastructure issues not being up to scratch was one of the reasons why this school was prioritised.

**Mr WILLIAMS** - Certainly can. I might ask on a little bit more detail from Shamus along the way. Going into any major project, it's important that you understand the elements of the asset that you're working on. Right up front we get an infrastructure assessment to make sure we've clarity on all the things we need to do. That, together with our history we capture through incidence events that occur with the building - for roofs, for example, and water, sewerage, switchboards - all comes together as part of the project team that continue to be assessed to make sure that, first and foremost, the core infrastructure works to the contemporary standard we need because most of it is original and needs to be replaced.

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**CHAIR** - I was wondering, Principal Hay might be able to talk us through - I think it's important for the record, it's a public document - without too much grisly detail but if you could give us some of your experiences. I believe you've been in the position for eight years.

**Mr HAY** - In regard to the underground infrastructure?

**CHAIR** - The underground, but also the leaking roofs and what that looks like trying to manage young people in the school environment with those issues.

**Mr HAY** - Probably the greatest challenge over the period that I've been there has been the roof leaking, and that's not just one or two points; that's throughout the school.

**Ms RATTRAY** - It's a lot of buckets.

**Mr HAY** - A lot of buckets. Whilst we have done as much as we can to mitigate against that happening, it doesn't take a lot of rain for us to have leaks throughout the school. When the committee came, you would have seen the temporary roof that had been constructed over 20 years ago. That was supposed to be a temporary fix.

**CHAIR** - For one year.

**Mr HAY** - Yes. The temporary-fix roof is now leaking on top of the other roof that was leaking. Obviously, leaking roofs are not great for learning; they are a distraction and can be dangerous.

As far as some of the other infrastructure issues we have, we do have sewerage leaks reasonably regularly, they do flood our internal basketball court. Obviously, if we have a lot of rain as well as a blockage, if that happens at the same time, that can be challenging. We have to get Veolia in to pump all those drains out and fix that. Also, the water coming in underneath the pipes servicing parts of the building sometimes leak and break and have to be fixed and they are challenging to do because they are original and the plumbers can't really fix them anymore because if they try to make a fix on something it actually just deteriorates up the line. And I believe we've only got one functioning fire hydrant in the school at the moment as well.

**CHAIR** - Right. That's not good.

**Mr WILLIAMS** - If I may also add, Chair, obviously failing infrastructure is not good. No one wants that and collectively we provide support to schools through our insurance arrangements. When there are events we bring the professionals in to make sure that it's opened, exposed, cleaned where necessary and reinstated. I think it does highlight the aged assets we have, and also too, the funding mechanism, that the capital funding is the opportunity for us to renew our assets and that includes the infrastructure that's part of it. That's just a bit more explanation from a whole of system perspective of how we support schools as well.

**CHAIR** - I'll just finish off with this line of questioning. Principal Hay, could you provide for the record what a flooding or a serious leak episode may look like after school hours, like over the weekends? Are you having to come in or maintenance people or start having to attend the school outside of normal hours to deal with that?

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**Mr HAY** - I don't live in the town, so my school business manager, Sharon Bumford, is often called in for those events. We did have a flood in our kinder recently and we're lucky enough to have one of our local builders, who managed to be on site and help us out with that.

It's a challenge because when infrastructure fails, it fails in a big way. We actually had to put in a stop valve - the school didn't have a stop valve. That was something we actually had to put in because when the water needed to be turned off, you needed a plumber who had the tool that TasWater provides them to open up something across the street. If you didn't have that, you couldn't turn the water off in the school. Which was a challenge. So we had to put in a stop tap last year to prevent flooding.

**Mr SALTER** - To add - and not to take away from the school resources that respond. From the department's perspective, there is on call facilities staff who would be contacted. They also bring in contractors and the like. So, it is a team effort to respond.

**Mr HAY** - I think about three years ago we had a significant leak and we accessed that. The funding to do the work was provided through the department outside of our budget as well.

**CHAIR** - Just imagine how much time could be saved if the infrastructure in place. If this proposal is successful, how much time could be saved.

**Mr HAY** - That is 100 per cent and just peace of mind. Peace of mind as well.

**Mr SHELTON** - Chair, I'm just going to clarify with what Todd said. Obviously, when you're doing above ground work that you need to last for another 50 or 60 years, you need the infrastructure underneath that will somewhat guarantee that that infrastructure will last for that period of time as well. So, obviously, you do it now, and it can be expensive.

On page 9. On the consultation, community consultation. It's wonderful to see it, and of course all projects do have a working group organised and you do that consulting to all relevant stakeholders and particularly, of course, all users of the facility. I go back to my TAFE days -of 25 years of teaching at TAFE, if you wanted to know what was going on around the college, you went and asked the cleaners, because they have their ear to the ground all the time. I just want to make sure that in a question to you, the cleaners and the groundsmen have been consulted through this process? Because their input, at times it's only small, but it can be invaluable when you're dealing with some little issues. Just a quick word about the consultation to satisfy all of us that enough consultation has been done.

**Mr HAY** - As part of the project, we consulted with all our staff and students in groups. You met our student leaders, they are part of that consultation process. Shane has also met with all our staff members, including our cleaners, as part of that process as well.

**Mr MULCAHY** - Can I add something on that question about infrastructure that Todd's just touched on. Brett's very eloquently talked about the obvious areas where infrastructure has failed, which is an absolute pain, but the report the department did also emphasises bits of infrastructure that are not currently compliant. Those things are also being rectified as part of this, and Brett touched on it. Very importantly, for example, the fire hydrant system, firefighting system. This is a bushfire-prone site. There's only one current hydrant working. As a guide, the new design - there are actually six required for a site like that. Things such as the

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whole fire ring that circles the building and the playground is all being done as part of that process.

I won't go on, but I could extend that into things like the electrical system, the security, the comms - all those things which are currently being threaded through those old roof cavities because that's where it's easy to put it, but it's also where it leaks. It's all coming out and it's all being rectified. The infrastructure's a big component of this project.

**Mr WILLIAMS** - Just a point of clarification, if I may, but from an asset building point of view, it was deemed compliant at the time that it was constructed.

**CHAIR** - Of course. Things change.

**Mr WILLIAMS** - Now we're looking to rebuild and bring it up to a compliant contemporary standard.

**Ms RATTRAY** - Given there are significant compliance requirements in the proposed upgrade, what discussions have you had with the likes of TasNetworks and TasWater, if there are any specific upgrades around that? Sometimes the engagement with those bodies can be quite lengthy and you need to get a quote in writing. Is that something that's been undertaken?

**Mr MULCAHY** - We certainly haven't got a quote in writing from them -

**Ms RATTRAY** - You need it.

**Mr MULCAHY** - Well, I don't know that -

**Ms RATTRAY** - Is there no major upgrades required, then?

**Mr MULCAHY** - Well, we are upgrading, as part of the water and sewer, the connection to the site. I suspect there will be some kind of coordination with TasWater to do that. I'd have to check with the service engineers how much they've talked to them about it. They have talked to them, but I don't know how much.

**Ms RATTRAY** - Because we've seen a number of times, through this committee process, that the original quote ends up being a very long way off what the actual account is and can completely blow your contingency right out of the water. I'll be interested to have some feedback around that because it's really important.

**Mr MULCAHY** - Yes.

**CHAIR** - The construction deadlines as well. It'd be easier to book it in now, because it can take a significant amount of time waiting for those groups.

**Mr WILLIAMS** - We do use the future opportunities website. All our projects are part of that, through the government website, to give contractors awareness, so the timeframes that are in the report, they have an understanding of what's coming up, not just for this project, for all the projects that we do.

**Ms RATTRAY** - But that wouldn't include TasWater and TasNetworks.

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**Mr WILLIAMS** - I'm not sure if they -

**Ms RATTRAY** - I mean, I'm not sure whether they'd be hovering around looking to see what you're doing. They'll be wanting you to see what they're doing, I expect.

**Mr WILLIAMS** - Yes, and I think it's important that what's on our property is our property and we take responsibility for that. At times there is an interconnection on our property with TasWater or TasNetworks infrastructure, but in this case I think it's at the boundary that we're -

**Mr MULCAHY** - It's certainly inside our boundary at the moment.

**Ms RATTRAY** - There's no reliance on those entities to have you on their radar for potential upgrades or infrastructure requirements?

**Mr MULCAHY** - Because we're not - for example, with sewer, we're not increasing the numbers and all those sorts of things. All the work's currently on our boundary. There is a new connection, but the detail, how much we have to talk to them I'm not quite sure.

**Ms RATTRAY** - You're going to find out and get back to us?

**Mr WILLIAMS** - Yes. I think the key, there's not the extra - perhaps not the right word - capacity required. If we used the new Brighton High School, new Legana Primary School, there was a new capacity required that then may or may not have challenged their infrastructure and their additional requirements that they would then put on us. Given that it's same-same, it should be a relatively straightforward connection, not taking away from the need to engage with them and coordinate and work together.

**Mr SALTER** - To close it off, I agree with what you're saying, Tania, in terms of early identification. That's why there was the early infrastructure assessment report. We were planning for that early in the project because you need to understand early what the implications are.

**Ms BURNET** - I'm just curious with the community consultation, but the school community in particular, and it was great to meet the leaders this morning - lovely, bright young things. They really held their attention very well, so a credit to the school community. I'm curious to know how important both the internal and external spaces were and their input into design and functionality.

**Mr HAY** - Are you talking about the initial consultation with the community or just overall?

**Ms BURNET** - For the children and the users of the space.

**Mr HAY** - Through the initial consultation period we had the community come in, but we also had last year's grade 6 leaders. They did the initial consultation and identified things that they thought needed to be upgraded, like toilets - toilets is always a big thing. The community were really looking for an upgraded kitchen area as well. Those were a couple of things that really came through. Obviously the modernisation of the school itself and all the upgrades and things like that were part of that.

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It's been an ongoing process and I actually meet with my grade 6 leaders every Tuesday after lunch and go through, once we've had our meeting with Shamus, and update them on that. We continually are looking at feedback. They had a great session with Shamus earlier on really gave us great information about what that outdoor area will look like. The other day I showed them the updated plans and we went through some of the equipment out there and they said, 'Oh, I'm not sure about some of that'. We then fed back to Shamus that they weren't that happy with what they thought that piece of equipment was like. They'd rather have like a ninja course at one end of it, so we are looking at putting some other stuff in there.

**Ms BURNET** - Yes, and Shamus, I suppose, with the input from the landscape architects and working with the kids, was that a direct relationship to get that undulating area outside?

**Mr MULCAHY** - Yes. As Brett said, the school and DECYP had a consultation, so when we came in there was a whole series of work that had been done, and the students were a part of that. When we had our session back then with the students, we talked about everything. We took them through the internal stuff, we took them through the landscape. It was reassuring - a lot of the feedback they got, they could recognise themselves, they could see in the work the previous sort of things they'd talked about and expressed desires for. So, with the internal stuff, we took them through, from the start, the concepts of what we were trying to do, how the classrooms would work, how the different spaces would work. They're cluey. In many ways, they look at plans better than we look at plans. They could instantly appreciate things like connections. They could appreciate the importance of the outdoor thing. One student said to me, 'That would be a really good space to read', for example, so they could see, they could all put their heads into it and already recognise how they're going to use some of those spaces on plan, that was internal stuff.

When I said earlier in the walk around, they really got into external stuff, that surprised me. I suspect they know how they want to play and obviously the outdoors is a good part of school for them. They love that, and that's what they did really jump at. The landscape park just wasn't their part of that. They could recognise the equipment they wanted, how they would use those spaces. They were terrific. Sorry, I'm going on.

**CHAIR** - No, please keep going.

**Mr MULCAHY** - Then obviously Brett does his consultation outside of that. The daily updates and all that kind of stuff. Sorry. Does that answer it? Kind of.

**Ms BURNET** - Yes, and I'm curious to know, clearly there was a gender balance today, like a lot of girls and boys who were talking about what they want to see and presumably there might be different ways they approach. You might get a different approach from other people - that came through in the design as well?

**Mr MULCAHY** - Do you mean the gender balance in the design?

**Ms BURNET** - Well, we saw a lot of female teachers at the school we saw, and the children today were a mix of boys and girls. That comes through in the design as well?

**Mr MULCAHY** - Yes. The group that you saw today was a little bit was representative of the group. There were many familiar faces. There's probably a couple extra boys in the in

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the group we met. The girls were very sassy to start with, they came through with all the comments. The boys were very quiet.

**Ms RATTRAY** - Did that surprise you?

**Mr MULCAHY** - And in the end we had to stop it because the boys started speaking up. It was a pretty good - I was surprised actually. I thought that all be a bit shy. They were really good.

There were things, for example, the toilet amenities. Broadly speaking, the kind of things that all of them said are carried through, gender aside. They were interested in things like the amenities. The new amenities are unisex, closed cubicles, open to the corridor, so they're not like male and female toilets. That was an interesting discussion point with them. They really got that. They've recognised that the current amenities are sort of dingy and dark and you disappear in there and so on, and someone come in and have a crack at you. As a group they were sort of interested in those kinds of things. So, I'd say yes.

**CHAIR** - You may end up with some budding architects.

**Mr MULCAHY** - In the group? Well, I hope so. We always need more architects.

**CHAIR** - It wouldn't be a bad thing, would it? Thank you for that insight into that consultation because they are a very remarkable bunch of students.

On page 13, if you could talk us through under the design philosophy, the accessibility design components that will be part of this proposed project - i.e. ramps.

**Mr MULCAHY** - That's the obvious thing, things like level access. That's obvious as you go around the school, there's effectively three levels to the school and each doorway have a different set of steps to get up. Some doorways have one step, and you look at and you think, well, why? Why is that one step there? Why don't we just raise it up? It was a part of the process. Most of the internal entries - sorry, all the new internal entries are going to have level access in and level access up onto the verandas to get you there, so that's an easy one.

Accessibility also comes down to things, like I just said, like the amenities. Having amenities that are good for everyone and accessible and clean and ambulant and light and all that kind of stuff. Then you get into things like, kind of finer details like colours and people being able to use doorways because they're contrasting and things like that. All that's going to be built in and, and that's what we do naturally.

**CHAIR** - And for students with heightened sensory needs or that may be neurodivergent, there's consideration in the design around those students?

**Mr MULCAHY** - Yes, there is. That's a really interesting one -

**CHAIR** - It seems like there's a significant proportion of students at the school with those additional needs.

**Mr MULCAHY** - Yes. Like as part of the facilities, for example, we're looking at the moment at providing a - for want of a better word of - a sensory space, a place for kids to take

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some time out and regulate. There's the implementation of those kind of things. There's also , you learn on every project - one of the girls in the student consultation talked about being - I don't know the word, you will be able to tell me -

**Ms RATTRAY** - He's not a mind reader.

**Mr MULCAHY** - Sensory - sensitive to perforated panels. There is a word for it, try - I will find it and I will table it. When she said, 'I'm try-' [tryphobia] - what this word is - I asked her what that was, and she said it was a sensitivity to small holes and textured panels, textured facades. I thought, 'Oh, that's a new thing for me'. I looked it up and it was a real thing.

**Ms RATTRAY** - It's new to the principal as well.

**Mr MULCAHY** - Yes, well, look in your student feedback, mate; it's there. How we create spaces, then, that are acoustically attuned, because every acoustic panel out there is usually perforated, we haven't resolved yet. These are the things that have come out to work on.

**Ms RATTRAY** - I think this probably leads well after Shamus' discussion there about perforated surfaces. We heard this morning at the site visit - and I don't think I put on the record my thanks for the opportunity and also acknowledge the beautiful school that you have, Principal Hay.

**Mr HAY** - Thank you.

**Ms RATTRAY** - It's exceptional, and I've been to a few.

Just around some of the reuse of timbers, which I really enjoy hearing that there's going to be some reuse, particularly some of that Tassie oak that's quite precious. Is there any other product that's going to be reused, or is it mostly just the timber that's likely to be part of that reuse process?

**Mr HAY** - I'd say mostly the timber - Shamus? It wouldn't be really -

**Ms RATTRAY** - There wouldn't be anything else particularly?

**Mr HAY** - No. Certainly not the pebblecrete.

**Mr MULCAHY** - Yes, look, in terms of the value in the spaces, timber, it's always hard how we do that. The first thing -

**Ms RATTRAY** - Well, it takes effort, but it's worth it.

**Mr MULCAHY** - It does. Yes, it is, and they're beautiful. So, how we do that - we're not quite sure. We are going to try and repurpose it in places where we can, some of it we'll want to rip off and put things like acoustic baffles behind.

**Ms RATTRAY** - But not perforated.

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**Mr MULCAHY** - Not perforated: the timber. Yes, we'll use the timber. We'll use the structure where we can. The structure is really good underneath.

**Ms RATTRAY** - We heard that there's no extension of the footprint, as such. It's going to be the same footprint, repurposed.

**Mr MULCAHY** - Very similar footprint, yes.

**Mr SHELTON** - Along that line, but not necessarily reuse within the school: I did take a bit of time looking up and seeing that temporary one-year roof that had been there for 20 years, but there are some very nice - look like eight-by-twos from one side of it to the other, about three metres long and that sort of thing; unfortunately, in a demolition-type situation, you see where contractors are under pressure and they just come in with excavators and rip it all down. I'm not saying they're going to do that with the school, but they rip it all down and there's a certain amount of material that could have been reused, except their timelines - and it's easier. Whereas you have to pull this roof off, you can't damage too much under it, and there'd be some timber and other things, hopefully, that the contractor can actually rehome, if you like. I know it's not necessarily anything to do with the school but I don't like to see waste where they just throw everything out and there's a whole heap of timber there that could actually be reused. I don't know whether that's part of the contract or not. I just put that out there, that it's a nice thing to reuse where you can.

**Mr WILLIAMS** - We know the scarcity of the timber, don't we? It's really the contractor's responsibility to deal with that, and there are limitations to that. It's a time and money consideration, unfortunately. Their property to deal with, but we will focus in on the pieces that we wish to retain and reuse to get the benefits. We saw the learning areas that have already been done today and showed a wonderful outcome in the reuse of those materials.

**Mr SHELTON** - There's not too much reuse in the old playground or the treated pine covered area. 20, 25, maybe even 30 years ago, we did some of that at the Bracknell school and then it wasn't long after that before the department condemned it and it had to be pulled down. Seemed like only a short period of time, but it probably was a decent length. I will call it a rope climbing triangle pyramid thing, I mean, has the department had a change of mind of what sort of playground equipment can go in? It was only a few years ago they pulled out all the monkey bars which was declared a hazard, and here we have a three-or-four-metre structure that kids climb all over; I know it's got softfall under it -

**CHAIR** - So much fun though.

**Mr SHELTON** - Has there been a change of attitude towards that active climbing, playing-type arrangements so that the playground can actually be sort of not so boring for kids?

**Mr WILLIAMS** - Probably a bit of both of us.

**Mr HAY** - Yes. Well, you can go first, Todd, and then I will add my bit at the end, I suppose.

**Mr WILLIAMS** - From a compliance perspective, new playgrounds come with a compliance stamp and an inspection regime to ensure ongoing safety. The old, as we all used when we were at school, the old timber structure that was knocked together by the community,

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didn't have those. It wasn't deemed compliant. We're open for the structures that support children and learning that have the compliance stamp with them. With that comes the regime to keep them maintained and safe.

**Mr SHELTON** - A climbing pyramid that's four metres high and you've got kids at the top of it, it's all compliant?

**Mr HAY** - Yes. All good.

**Mr SHELTON** - All good? I love to see it there. I'd love to see more of them out there. That's what kids need to do, they need to climb.

**Mr HAY** - I don't want to say stuff on the record. I'm all for kids climbing and building their upper-body strength and having fun. We've got bits of equipment, but we allow kids to climb trees at our school. We're not so risk averse that we don't give kids the opportunity to explore the playground and their environment. Realistically, we have very few injuries from kids climbing, very few.

**Ms BURNET** - Just a query about the energy efficiency, presumably with an upgrade in glass and double glazing or triple glazing that will come into play: is it a standard thing in school builds now that there are those energy efficiencies with LED and lighting control panels and so forth?

**Mr MULCAHY** - Yeah, the fittings and the systems are, so far, obviously, going to be much more efficient than they are these days. With this project, particularly, while we've got the opportunity to do things like reclad the facade and change the windows and the roof, we will stuff it full of insulation. It will be virtually a new building with old structure and efficient to that effect, and then the new heating system, obviously.

**Ms BURNET** - When we were there today, we noticed how cold it was in that central hallway. Of course, you won't have that, so there won't be that change in temperature zones, if you like, so that will be a greater efficiency?

**Mr MULCAHY** - Absolutely, yes.

**Ms RATTRAY** - I'm interested in what sort of discussions have already been undertaken with the school community and the architects, obviously, around you utilising the Tasmanian Government Art Site Scheme and the significant amount of money that that is required to put in to - what are your thoughts? Have you started to think about that?

**Mr HAY** - Yes, so we've met with - I've forgotten the lady's name.

**Mr WILLIAMS** - From Arts Tasmania.

**Mr HAY** - We've met with Arts Tasmania, and the person who does that - and we've just started exploring what that might be, whether that's something that goes into the courtyard, whether it's a standalone piece, whether it's inside the building itself, but integrated in and trying to make it something that represents our school.

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**Ms RATTRAY** - But possibly somewhat functional, or is that not on your radar? It's always on mine, but I'm not in the position to make any suggestions.

**Mr WILLIAMS** - We did see some wonderful artwork of the students up in the corridor.

**Mr HAY** - Yes.

**Ms RATTRAY** - Well, I don't think that's going to amount to \$80,000.

**Mr HAY** - No, I would love to see that too, but apparently that's not - there was a bit of a contradictory in what was said, like they like students to be able to interact with it, but it's not to be deemed as something that you - it's not playground equipment. But that's a process that will be ongoing. It may even be something that - so it doesn't actually have to be part of, or inside, or it might be something that's at the front of the school, so, as you come in the front of the school there, we've got the big green old ugly services box, the electrical box, we might put something -

**Ms RATTRAY** - Amazing around that.

**Mr HAY** - Some panels or something around that. What it amounts to is something that value adds to the school, it's hopefully beautiful, and it's worth \$80,000.

**Mr WILLIAMS** - I might just add a little bit there -

**Ms RATTRAY** - You could have two pieces, a 40 and a 40. When I was leaving with my colleague, I made the comment that some of that art scheme funding something in that beautiful new courtyard would be very much, I think, suitable.

**Mr HAY** - Yes. There is a process you go through, and we will sit down as a group and work through that and work through that. Whether that's, you know, in that courtyard or some in the courtyard and some outside. It's a bit dependent on your artist as well and what they use.

**CHAIR** - A local artist would be wonderful, wouldn't it, for the local economy as well?

**Mr WILLIAMS** - And my team, the project manager that's working closely with Brett, they're in that mix working with Arts Tasmania too, to make sure we do get an outcome that benefits the school and the arts community as well.

**Mr SALTER** - And I think it is about engaging local artists. It's exactly - the program operates with that in mind.

**Ms BURNET** - And given you've got a high Aboriginal population, are you likely to think about some Aboriginal art?

**Mr HAY** - We'll see.

**Ms BURNET** - It'll be interesting to see whatever you do.

**Mr SHELTON** - One on the cost estimations that are there.

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**CHAIR** - Page, please.

**Mr SHELTON** - On page 20, \$15 million in total, a construction cost of just under \$10 million, so there's a third of the total costs gone in other expenses, so just working through them. Well, first of all, a question on the second-last one, design and infrastructure contingencies. Is that infrastructure and construction costs? Infrastructure to me would be, in that instance, materials rather than infrastructure; so what's that \$1 million for, design and infrastructure contingency? I expect the design to be already more or less completed, and therefore you don't need much of a contingency, surely. Then it's infrastructure contingencies after that.

**Mr WILLIAMS** - I'm happy to lead on. The design is still a work in progress and we don't have the detail yet. The numbers are reflective of the stage that we're at, so a design contingency, because we don't have - and as we get further through that project, that will shift up to the construction cost, because they're all estimates at the moment. There is that unknown in the design as Shamus works into the detail and gets to the nuts and bolts. We're not quite there yet. The infrastructure contingency is: whilst we have done an infrastructure assessment and we know that we have got old infrastructure, we haven't started to pull it apart yet.

**CHAIR** - You are talking about sewerage pipes, civil?

**Mr WILLIAMS** - Yes.

**Mr SHELTON** - That is not in the construction cost yet?

**Mr WILLIAMS** - There is an infrastructure allowance in the construction costs, based on what we think we're going to have to do and then there is the contingency for infrastructure, for unknowns. It's reflective of the allowances at this point in time, given we don't know all the detail.

**Mr SHELTON** - Okay. So, by my calculations, there's market conditions and escalation forecast of 858, construction contingency of over \$1 million, so that's 1.884, and down the bottom we have another 1.5 worth of contingencies, so yes, we've got - basically with the couple of fixed costs with consultants and so on, your build is going to be under 10 mill; the total cost is going to be 15.

**Mr WILLIAMS** - Yes, at that point, that's right. The more we get into the detail, the more we will know and be able to more accurately reflect the construction cost estimate. Then we find out what the construction will be when we go to tender. All of that is about having the detail to give to a construction company so that they can price it accurately. At this stage, we need robustness in our contingencies to have some protection.

**MR SALTER** - When I add those numbers up quickly, if you add those contingencies, which are going into construction, then \$12 million is the construction element including the contingencies. As Todd has said, it's appropriate at this point of the design process to have contingencies so that we can respond and manage to unknowns. It wouldn't be prudent to do otherwise. If we had locked in additional works and then we were trying to deal with contingencies after that, well, then that's not good project management.

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**CHAIR** - Going back, subsequent to Mr Shelton's questions: you've got nearly \$1 million in consultant services that are listed under the description of the funding and budget estimate. Can you run us through, or is there a document or a list of consultants that you might be able to table to the committee at all?

**Mr WILLIAMS** - So, the -

**CHAIR** - I gather they will probably change as the proposed project evolves, I understand that, but at the moment.

**Mr WILLIAMS** - To secure our consultant for the project, we go through an open tender process to the market and release that, and through that process, Shamus and his firm were successful in securing that. As the lead consultant, they also have sub-consultants that they use, including the quantity surveyor and the engineers. Perhaps if you want to talk about the -

**Mr MULCAHY** - About the consultant team? Yeah. I obviously have a list of consultants, because when we put the project together we have to pitch those. On this project, let's say there is possibly at that stage probably about 15 consultants. Everything from the obvious one, the engineers, so you've got structural, hydraulic, mechanical, electrical and civil engineers. They do the bulk of work. You sort of go down the list and you have an acoustic engineer, you get to the bottom and there is a playground certification guy that comes along at the end. We've got all those and everyone in between. We have a list of them. At the moment, we have what we call key consultants, and they are the ones we have actually engaged. For example, someone like the playground guy, we haven't engaged yet. We've got the key ones, which are the engineers, the quantity surveyor doing the costing, the landscape architect, the bushfire consultant. All the ones up to this stage we've engaged and we're working with. As we go through, for example, we'll then engage the others as and when we need them. I don't want to talk about those numbers, but I can't -

**CHAIR** - It's a big question.

**Mr MULCAHY** - I don't know in my head the total consultant cost. Put it this way, certainly the ones with -

**Ms RATTRAY** - Well, we do, it says 990.

**Mr MULCAHY** - Certainly the ones we've engaged at the moment aren't those. Certainly not those numbers.

**Mr SALTER** - We can provide a breakdown of what's budgeted for within that, including what changes are outlined and others.

**CHAIR** - Also, within the description, we've DECYP project management of \$453,000. How's that calculated? How does that work?

**Ms RATTRAY** - Is that Todd's salary? Just checking.

**Mr WILLIAMS** - Definitely not. For every project we undertake, obviously it's important we have a project manager that works closely with the school throughout the project. There's a deduction as reflected. It is 2 per cent as an allowance for project management for the

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duration. We've been working on this project now since the 2024-25 state budget came out, so we're a little bit - sorry, Lynne's correcting me. That's 3 per cent. Thank you, Lynne.

**CHAIR** - Good assistance there.

**Mr WILLIAMS** - Absolutely. Very much so. We're a couple of years in and we have at least a couple of years, to get to the end result.

**CHAIR** - The school administration's support, that would be funding provided for the additional support to your own budget for the school to be able to run this, is that correct?

**Mr HAY** - Yes.

**CHAIR** - Does anyone else have any more questions on page 20 before we move to page 21?

**Ms BURNET** - Just in relation to the landscape architects. They're part of that consultancy?

**Mr MULCAHY** - Absolutely. Yes.

**Ms BURNET** - To me, it's a fairly ambitious project considering all the upgrades that you want to do. You're using a lot of the current building infrastructure, but remodelling that, is it a realistic approach as to being able to deliver this project for that amount of money?

**Mr SALTER** - Throughout the project process and in conjunction with Shamus and his team, we did quantity surveyor updates at particular points and at particular points of design. There's another one coming up relatively soon, so we continue to check in on that. Again, it's another reason for having the contingencies in place. If the next check in point says something then we might need to make a choice to allocate some of the design contingency now.

**Mr WILLIAMS** - If I may just jump in a little bit before Shamus goes too - it sort of comes back to what Mark was saying before about reusing. Why throw away, discard if you can actually reuse and rejuvenate. This is a good example of that we're trying to do because we are trying to use as much of the school without going and creating a new building and then completely en masse demolishing something. It's being respectful to the school and reusing, but also respectful to the environment as well as what we're doing.

**Ms RATTRAY** - I think you said earlier too, and take your point, that the products from those years ago that are in the school are very durable and have served the school well and continue to keep its identity because of that.

**Mr WILLIAMS** - Absolutely. There're really good solid bones, as they say, in terms of the structures there that we can really work with.

**Mr MULCAHY** - I feel really comfortable - some projects you get into, and you get halfway through and everything is really stressed, not DECYP projects - but this one I feel comfortable about because there are those usual checks at each stage. That's what we do, there's no magic to that. But the client body and the client have already identified stage 4, for example, as being well, if we get it, it's great and if we don't, we can work without it. So, there's a little

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bit of wiggle room there. On the other hand, if they get half of stage 4 and can't do stage 4, there's all these other needs around the school that we would like to do as well. I think that, certainly for the first three stages, I feel comfortable. Then we're quite aspirational in what we could use the budget for good if it's beyond that.

**Ms BURNET** - It's an impressive and ambitious program which I think, and as you say, being staged just seems to be a sensible approach to what may or may not eventuate.

**Mr SHELTON** - On the project timelines, and you have the contractor appointed in January 27 - next January - wouldn't it be prudent to appoint the contractor prior to the end of the year as it's the school environment, a significant amount of work could be done over the holiday period?

**Ms RATTRAY** - Like eight weeks worth.

**Mr MULCHAY** - They've certainly got us under pressure to get it all done in October, with the aim that the department have a couple of months to sort all the stuff they have to do and get someone early December.

**Mr WILLIAMS** - We always aim to have that Christmas period, but also acknowledging that for industry there's at times, holidays that people need to have as well. We're pushing to get out to tender as soon as we can and find out from industry when they're keen to start and get them contracted and underway.

**Mr SHELTON** - Good to hear.

**CHAIR** - Any more questions on page 21?

**Ms RATTRAY** - Because there's a big gap between this process and September - documentation preparation -

**Mr SHELTON** - Hopefully things don't stop, waiting for the Public Works Committee.

**Ms RATTRAY** - Oh, no, I completely understand that. That was pointed out to me very early today, when I arrived at the school.

**Mr WILLIAMS** - We are meeting good timeline so that we can gather support and we're still very busy behind the scenes.

**Ms RATTRAY** - Do you acknowledge it is quite a significant leeway? But you will need every minute of it.

**Mr WILLIAMS** - My simple explanation is that the documents you're seeing, which are still at a very high level, there's an enormous pack of documentation for every nut and bolt, every room that's produced to give to the contractor to price that. There's an enormous amount of work for Shamus and all the subcontractors to produce that level of documentation. It's really important, and when you're rushed on that and the documentation isn't complete, it's when you introduce risk. That risk ends up in cost further for the construction companies who put the tender in, because they don't have the level of detail they need. I come back to we're pushing

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as hard and fast to get good documentation to go to the market, so industry can price things without a huge amount of risk in there for us so we can get on and do the job.

**Ms RATTRAY** - It's interesting because I recall that there was a time and, I think from memory, it was called the Building Education Revolution -

**Mr WILLIAMS** - Revolution - the BER. The Commonwealth Government. The Kevin Rudd stimulus package.

**Ms RATTRAY** - and things happened like this. I am just not sure that things can't, again, happen a bit more quickly.

**Mr WILLIAMS** - I just emphasise Todd's point that in spending the time now saves risk down the track, saves costs down the track, and probably saves time as well.

**Ms RATTRAY** - I don't think I'm going to win this.

**CHAIR** - Your points are on the record.

**Ms RATTRAY** - We're trying to help the school, but no luck.

**Mr HAY** - I know, just through the conversations that we've had, that we have a great design and concepts in place, but where we'll be saving money and things is about when we talk about acoustic baffling and all that type of stuff, that's the level of detail you need to get to. What's the construction of the eaves and down to the minute detail is where we will save our money when we go to the tender process. As you've said, Todd, that if a construction company has all that detail, then we can start shifting some of that other money that's in those other contingency areas into that build.

**Mr WILLIAMS** - If we get a good quality outcome, then from a lifecycle perspective, there's another 70 years. We don't have to come back and fix things because it was rushed or wasn't done to the quality that we would have liked. We're absolutely after getting that right balance in time, detail, and quality.

**Mr MULCAHY** - When we do a project from start to end, whilst the bulk of our time is spent up to now, the design phase, the actual bulk of the hours is this little stage we're about to hit. We call it documentation, but doing all those detailed drawings effectively. For a project of this scale, I would normally start when I do my programming with about 15 weeks. That's my mental starting point, and you can scale it back a bit. When I say 15 weeks - let's say four months - that assumes that we're building - a bit like the Legana school, a new school on a flat site. When someone says, 'Oh, can you do this one in 15 weeks?', I look at this school and although it's a lot of money, but it's not like Legana. It's fiddly because I'm actually having to go there and look at every single doorway and think, 'Oh, crikey, do we demolish this timber? Do we keep this timber? If we remove it, what's underneath?' And communicate that to any builder that picks up the documents. We will it done. We will bend over and get it done, but the time on paper that looks long is actually giving me headaches. It's quite short. It's a lot of work.

**Ms RATTRAY** - It was a good question.

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**Mr MULCAHY** - Yes, it was. It's a fiddly one, but we will get there.

**Mr HAY** - It's an important question too, because we have to get ourselves organised. The decanting process and moving classrooms. We will have a classroom in the library, so we'll have to relocate the library to somewhere. I don't know where that is yet, but there will be bits and pieces we need to do to be ready for that to start. It's important, the timeline.

**Ms RATTRAY** - Will you use your gymnasium as well, or is that too far away?

**Mr HAY** - Some of the offices of the gymnasium might need to be utilised as specialist spaces or something.

**CHAIR** - I don't have any more questions.

**Ms RATTRAY** - I'm loathe to ask anymore.

**CHAIR** - I have some standard public works questions which I will ask you and if you can answer them yes or no as we progress through these. Does the proposed works meet an identified need or needs or solve a recognised problem?

**WITNESSES** - Yes.

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

**WITNESSES** - Yes.

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

**WITNESSES** - Yes.

**CHAIR** - Do the proposed works provide value for money?

**WITNESSES** - Yes.

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

**WITNESSES** - Yes.

**CHAIR** - As I advised you at the commencement of your evidence, what you have said to us here today is protected by parliamentary privilege. Once you leave the table, you need to be aware that privilege does not attach to comments you may make to anyone, including the media, even if you are just repeating what you have said to us. Do you understand that?

**WITNESSES** - Yes.

**The witnesses withdrew.**

**The committee adjourned at 3.30 p.m.**