

**THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN
COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART, ON MONDAY 29 JUNE
2009.**

REDEVELOPMENT OF ROSE BAY HIGH SCHOOL

Mr ANDREW GRIMSDALE, FORWARD BRIANESE AND PARTNERS, ARCHITECTS, **Mr STEPHEN MANNERING**, PRINCIPAL, ROSE BAY HIGH SCHOOL, **Mr KELVIN GRIFFITHS**, SENIOR PROJECT OFFICER, DEPARTMENT OF EDUCATION AND **Mr MICHAEL McLAREN**, SCHOOL ASSOCIATION REPRESENTATIVE, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Harriss) - Welcome, gentlemen. Stephen, would you please pass on our gratitude to the two students, Zac and Alex, for accompanying us on the tour. It is always good in the school environment to see that the students are involved, not only in that process but in the planning process. That seems pretty obvious from most school projects we go to. We appreciated their time and I am sure they appreciated missing out on a bit of class time. Would you like to start, Kelvin?

Mr GRIFFITHS - I have an introductory statement, Mr Chairman. I am a senior project officer from our capital planning section responsible for coordinating the progress of this project. Student enrolments at Rose Bay High School have steadily increased over recent years due to the high quality and variety of educational services being offered, coupled with a significant population growth in feeder areas. Current student enrolments are around 675. As a consequence, architectural consultants were initially engaged in 2003-04 to identify strategic options for the ongoing development of the school's facilities. This process involved extensive school and community consultation and led to manual arts facilities and some classrooms being recognised as requiring immediate attention. Refurbishment of these areas was completed in 2005.

The current project under consideration today provides a very welcome opportunity to address the next stage of prioritised works at the school. This will involve the refurbishment of further classrooms, science learning areas and the construction of a modern performing arts area for teaching dance and drama. Through upgrading existed tired, outdated and poorly-equipped learning areas this project will ensure students at Rose Bay High School will have access to up-to-date computing and other amenities specifically designed to fully support and maximise their learning opportunities. A number of environmental sustainability design features focusing on saving power and water will also be incorporated into the works. Funding of \$3 380 000 has been made available for the project, with anticipated construction costs being around \$2 771 000. Construction is scheduled to commenced in August 2009, with completion expected by August 2010.

CHAIR - Does anyone else on the panel of witnesses want to make any further contribution at this stage or do you want to contribute answers to questions as we proceed?

Mr GRIMSDALE - I am happy to answer questions. I am happy to give a statement, if you would like a statement on the architectural intent, but I think it is fairly evident from what we saw this morning.

Mr GREEN - Obviously representatives from the school community are here. Would you say the consultation has been extensive with respect to the proposal that is before us today?

Mr MANNERING - Mike has been Chairman of the School Association for this year and has been involved in previous years. The major work that we did in relation to the whole project was the master plan for the school and so there wasn't the need for that level of consultation on this part of the project as there was when we initially did the whole thing. So basically the master plan, which we did with Andrew and Elvio Brianese, really looked at the whole layer to the school, the circulation of students within it, the amenities and how we could get around some of the multilevels, as you saw today. That part of the component was huge, the consultation that Andrew was involved in in that, and that went on for many hours and days essentially. This one was pretty well straight ahead because we had already scoped it, consulted with the student body and with the parent community. It has really just been a matter of as we roll through then there is another stage hopefully to come at some stage in the future to finish the project, so we just stuck with the script.

Mr GREEN - I thought that was evident today when people were looking at the changes already made; people were obviously very happy with those changes. I just wanted to make sure that that is reflected generally throughout the school community.

Mr McLAREN - I think it is. I have been involved at the school since 2005. I arrived with my children going into the school just at the time the first development happened. So the kids and the staff have been getting good value out of that. Then it has just been this next stage which we hear about at our School Association meetings every month from Steve and also through newsletters to the school community letting the school know what is going on. The 1960s classrooms really do not fit into the new century. So I think it is well overdue. We have seen what it can look like and we would hope that the school could continue to develop to the master plan because there is towards 700 students there now. There are a lot of really good things happening at the school.

Mr BEST - It is a complex site so that in itself has been a challenge. Thinking about your master plan, I am very impressed with the comment and the planning that has happened there. We did talk earlier privately about a school of a similar era up on the coast - Latrobe High. That is similar except for the aspect that it does not present as many problems. But that had largely been left and it is so important, I think, to have that master planning that you are referring to. How do you see the whole thing at the end? Is it a bit hard to say until you really see it? What do you think you will have from the project?

Mr MANNERING - I think you will have a twenty-first century school, for a start, in a 1960s building. The outside will look pretty well the same as it has done and that is probably a good thing because you cannot demolish the building. The cost of demolishing the building and starting again would just be exorbitant and would not even be considered. From the point of view of the facilities, the facilities will be excellent

once the full master plan is implemented. In stage 3 that is really where the whole thing comes together. We have had different areas refurbished but the stage 3 focus is on the middle - the link building - where we went into the front foyer. All the student access into the main building, on the top level, that is all part of stage 3. So student access in off the buses, into locker areas and also parent access down the bottom will be addressed in the link, which is the middle building between the two buildings that were built initially. So the one parallel to the river was built first. The next one which was built was over here. Then they decided to link the two up and none of the levels were the same. So all the levels were different. That is what has caused the problem. So we are looking at a lift and a few other things in stage 3 to address some of those access problems for students who might be in wheelchairs. But that will be solved in due course.

Mr BEST - I was going to say the good thing about it is that it is not an it'sy-bitsy thing -

Mr MANNERING - No.

Mr BEST - that you see from time to time: 'Let's get this fixed and then let's get that fixed', and then you have all these little bits and it does not really connect. You have a really good canteen but then it is hard for people to get to it and all that sort of stuff. So that is what is really impressive about the way that you have attacked this.

Mr MANNERING - It is a complex site -

Mr BEST - It is.

Mr MANNERING - and if we had not done a master plan, you would end up with a mess. It really does have to have that master plan to bring all of it together. The staging of it is important as well. I think we are certainly moving in the right direction.

Mr BEST - Thank you.

Mrs NAPIER - I have been through the notes on page 14 about the environmental sustainability: rain water harvesting, there are some energy efficiencies being built into it and so on. This is a question I ask of just about every school project with those features: are there any read-out systems that are going to be available for student use so that that can be incorporated into the curriculum? If so, what are they likely to be?

Mr MANNERING - We have been successful in getting the \$50 000 Federal Government solar grant. That will be signed off in the next day or two. It has been approved, who the contractor will be. As part of that, we are putting in the energy monitoring system for our power consumption. So we will have available on our school intranet the amount of energy we are getting off the solar panel, what we are using on the grid, and students will be able to map that on a daily basis, even on an hourly basis, once that stuff is installed. That will go on the top of the science block. That facility will be there in science classes for them to see hard data as it happens.

Mrs NAPIER - That is excellent. I noticed there is quite a bit of work going on in here in terms of water tank harvesting of the roof water, used for toilet-flushing and irrigation and so on. Is a similar read-out system going to be built into that?

Mr GRIMSDALE - At the moment there is no plan to because you cannot rely on it being totally useable for flushing toilets because obviously it might not rain for a fair while, so it is always backed up with town supply. We are proposing to put two bladders in underneath which will fill up as the rain water comes in and that will be used to pump up to the toilets. We do not have a control system, if you like, that is available to view that.

Mrs NAPIER - It is just another dimension but that is good that it is at least happening with the solar panels.

Mr GRIMSDALE - One of the things that we like to do with a lot of the schools if we can is to try to make some of the more static ESD issues visible, like putting a clear panel in one of the ceilings so you look up and see insulation so that the students have an idea about what is going on because at the moment we have to heavily insulate buildings, as you are probably aware, so it is all hidden behind walls and ceilings and nobody really knows it is there.

As Steve said, with the monitoring of the power we are also looking at other issues with lighting and how we control it. The lighting system is controlled on motion sensors in a lot of the rooms so if there is nobody in there, they will switch themselves off. They are all gang switched so that they do not have to have all the lights on because there is a lot of natural light that comes into some of the rooms so, again, it is set up so that they just have the lights on the inner side if there is not so much light there.

Mr GREEN - Have you used the bladders anywhere else, Andrew?

Mr GRIMSDALE - We tend to put them in as much as we can. It is either bladders or a tank. We have learnt since we started specifying tanks that bladders are a bit cheaper. I am not sure they are in Tasmania yet because we are not using too many. It is like a football; it blows up with the water and shrinks as it gets used.

Mr GREEN - I think it is great. There are also water walls.

Mr GRIMSDALE - Yes.

Mr MANNERING - The other thing we are doing is in relation to the floor heating. Currently the whole of the school was on in-floor electric heating which is horrendously expensive and even if the day slightly warms up, you can't turn it off so that residual heat stays there and the cost of running it is quite exorbitant. You will see in there we have factored heat pumps into as many of the areas as possible and particularly equally with cooling, you get the sun in the summer and that heats the buildings up. As I see it, heat pumps will be good.

Mrs NAPIER - One of the issues we were talking about was the sun coming in the windows and the impact that can have on the environment. Just for the record it might be worth indicating what can or might be able to be done to reduce or minimise the impact of sun into the classrooms.

Mr GRIMSDALE - At the moment we have undertaken some studies, some solar studies, to see at what angles the sun comes through into those. We can address most of it at a

future date in one of the next stages with sun shading. It is possible. The worst facade is the western facade because it is very low and we cannot have horizontal, we need vertical shading to stop the sun in there, but that is by far the best method of doing it because you are stopping it before it gets into the building.

Within the building there is a furniture and equipment budget so you will have some blinds in most of those rooms, which is what we have done in the past, and there is the old drama room and we have a component in there to try to put some physical sun shading across one of the windows in there.

Mrs NAPIER - I noticed in the science laboratories, which are very old, it did not look as if any of the fume covers were operational.

Mr MANNERING - That will be fixed.

Mr GRIMSDALE - Most of those at the moment are compliant on the basis that they complied at the time they went in but most of them are pretty obsolete, as you saw, so we are putting new fume covers in each science lab.

Mrs NAPIER - In relation to the design of the dance studio, and I am looking at diagram number 4 and the location of the bio box which seems intrusive in the middle of the space -

Mr MANNERING - That is up over the top.

Mr GRIMSDALE - It sits on the top.

The dance and drama area can be used as one big space or else it can be used as two broken-down spaces. It has what is known as a big operable wall with a door in the middle. There is a set of stairs just outside in the corridor; there is a stair that goes up and a stair that goes down. The stair that goes up goes onto that lower plan which is building 1 level 4 roof plan and the bio box sits above that entrance up on another level. So you sit in the bio box and you look down over the zones.

Mrs NAPIER - So this is going to be double storey?

Mr GRIMSDALE - Not so much double storey but it is going to be about a 4.5 metre to 5 metre ceiling in there because they need that obviously for lights and teaching set design and all that sort of thing.

Mrs NAPIER - So that is going to allow for movement underneath the bio box ?

Mr GRIMSDALE - No because, basically, you can walk in and out but it sits just over the little entrance bit.

Mrs NAPIER - I must admit that when I looked at the design I wondered whether it might not have been better to set that back somehow over the stair, outside the room, which would maximise your movement space. It is a long time since I taught dance.

Mr MANNERING - We cannot go the other way because the building comes up against the turning circle for the cars. You will notice there where the steps are -

Mrs NAPIER - Do you mean on the left-hand side?

Mr MANNERING - Yes, on the left-hand side. So that is a limitation too.

Mr GRIMSDALE - One of the reasons we have kept it in that zone is that both of the rooms are fairly large and we have said that the useable space is this zone here and this is like a circulation space. We are very keen to get some light in so we have kept the roof zone fairly clear and we have a big skylight because it is a fairly internalised corridor which runs right the way through. So to get some natural light down into the zone just outside the dance-drama area is quite critical for us.

Mrs NAPIER - I am usually not very good at working out what the distance is. How many metres is that, if you take from the front of the bio box to the west wall?

Mr GRIMSDALE - Without a scale ruler I could not tell you, but the drama area is about 100 square metres as a useable space.

Mrs NAPIER - Altogether?

Mr GRIMSDALE - Yes.

Mrs NAPIER - What would an average classroom be?

Mr MANNERING - It is 52 square metres for a normal room. Science labs are around 60-something to 70 square metres.

Mrs NAPIER - So once you get down to just using half of that, it is the equivalent of a classroom space?

Mr GRIMSDALE - No, sorry, just the drama is 100 square metres, not dance-drama. So it is just that drama zone. Dance is about 60 to 65 square metres. If you open the wall up and that wall opens up and sits in that reveal where all those dotted lines are, that gives you that whole space to use through there.

The other area that we have looked at too is that we have what we are calling break-outs onto this left-hand end and some stores and we also have sliding doors into those break-outs. So when the big operable wall is slid back and the sliding doors into those break-outs are slid back, that could be used as a little stage.

Mrs NAPIER - I was going to ask about the stage.

Mr GRIMSDALE - Because it is not going to be used for performance and it is used for teaching performance, the main stage is used up in the main hall.

Mrs NAPIER - But that area could be used as a stage?

Mr MANNERING - Yes, that is why the bio box is back here, looking that way. So you can do lighting control. If the panel is in, you can do lighting control on both sides because you can see from the bio box into the separate rooms.

Mrs NAPIER - So it can act as a bio box for both rooms separately if you want it to?

Mr GRIMSDALE - Yes, it has views over both sides. We have to be careful of that because obviously you cannot have that big sliding screen stacking up against the front of the bio box. So it staddles into both rooms and it has glass overlooking both rooms and they will be open, all windows, so that people up in the bio box can have discussion with people downstairs to set up levels of sound and lighting.

Mrs NAPIER - But you could have some students operating your dance area and other students operating your drama area from the bio box?

Mr GRIMSDALE - Yes.

Mr MANNERING - The other thing we have built in is so you can operate them from on the floor in the rooms as well, so there will be remote control rather than using the bio box. You are not just stuck with the bio box. So there is the remote operation of sound and light off the floor.

Mrs NAPIER - If you can reduce the intrusiveness of things like the bio box, you get safer and more useable space. Having had the experience of a facility that ran into that problem before, I was looking for a way of trying to put it somewhere else.

Mr GRIMSDALE - We certainly have big rooms but the other reason for having this entrance type of sequence you see there is so that you get into each room separately. That is another reason for coming into the room, so you can go left, into dance, or right, into drama, so they can use them as two separate, independent rooms.

CHAIR - In fact, if I can assist, Andrew, the cross-section in the last drawing probably puts that into perspective a bit when you look at the bio box and the useable space. With regard to those dimensions, my rough guess would be, from the front of the bio box to the back wall, about 9 metres. I suspect that that room is about 11 metres, if you go almost 23 for the new extension, so probably 9 or 10 metres which is a heck of distance, and that is not to say anything about the height to the other side of the bio box.

Mr GRIMSDALE - Yes, the height is certainly set up.

CHAIR - There is a heap there shown on the cross section.

Mr GRIMSDALE - Yes.

Mr BEST - I am just interested, looking at the plans, demolition - A205 - first floor -

Mr GRIMSDALE - This is the science and maths level.

Mr BEST - There are some lines referring to 'line of building over, truss over' and then there is mention of 'beam over' et cetera.

Mr GRIMSDALE - It is a bulkhead, not a building - 'line of bulkhead over', I think it reads.

Mr BEST - It is a floor anyway. Does that mean that there is nothing under that?

Mr GRIMSDALE - No. If you remember, we went into that first room, the ceiling was up high and then it dropped down towards the back section, that is what we are calling the bulkhead. So all we are saying there is that that has a split ceiling. There is no building over it, although I think there is a bit of a structure over there, but it is just an open room.

Mr BEST - I am aware where there has been some cleaning out and realignment of walls with this age of building that sometimes in the past the slab, or the suspended slab, has been found to be a bit -

Mr GRIMSDALE - The ceilings are usually out between rooms, yes.

Mr BEST - But also the actual strength of it. It should be built to the right standard, going back, but it would be awful if you end up with a situation where you have, even though it is a concrete slab - I have seen that happen in a school building -

Mr GRIMSDALE - Being a framed building, most of the internal walls aren't load bearing. We only have one situation where we have to put a beam in where we are taking a load-bearing wall out.

Mr BEST - But sometimes those walls can also take out -

Mr GRIMSDALE - Yes, they will take some of the deflection out, there's no doubt about that. More of a problem is they usually put the floor slab down, build the walls and then put a screed over it, so the minute you take the wall out there is a 20 mm difference between the rooms so you have to screed the floor slightly to get the level right.

Mr BEST - Hopefully it will all work out.

Mrs NAPIER - I think your comment about the box too was right. It is at least above the door height.

Mr GRIMSDALE - Oh, yes, you can walk in underneath it.

CHAIR - The elevations indicate opportunities for graphic design to be applied to the facade on the fibre cement panelling. Do you have anything in particular in mind or are the students going to be given a blank canvas to work on?

Mr GRIMSDALE - Not Pamela Anderson.

Laughter.

Mr GRIMSDALE - We would like to do a pixilated group of students, somebody doing dance/drama, but make it obscure enough so that it read as a graphic but you could see it if you looked back but would not recognise anybody. It is a treatment to try to get rid of big blank facades, which invariably some of these buildings are if you are not careful.

CHAIR - Yes, and that will be at the entrance to the school from the car park, so it is going to be very visible on the north elevation as much for the west as well, I suppose.

Mr GRIMSDALE - Yes. It is certainly better than seeing the toilet block as you drive in.

Mrs NAPIER - Will that be part of your Art in Public Buildings expenditure?

Mr GRIMSDALE - We are talking about that.

Mrs NAPIER - I think that is reasonable.

CHAIR - We discussed earlier about the economic times that we find ourselves in and the Art in Public Buildings is a mandate. In regard to a school project you can probably compensate a lot of that and get some trade-offs by using the students - and I am suggesting you might have some more dollars to spend on other things if you can organise with the department, from a policy point of view, a trade-off with the Art in Public Buildings. There may be some possibility for a trade off there.

Mrs NAPIER - Having said that, I have to say I am supportive of the Art in Public Buildings program.

Mr GRIMSDALE - If you can get the artists on board very early in the process, they can add value to the design process. If you are going to do something like we are talking about, they then feel an affinity to it rather than saying, 'Here is a blank canvas. Go and do something'.

Mrs NAPIER - I think that is right.

CHAIR - So with these facades then, Andrew - and they are two expansive facades - does that represent any potential delay for final construction completion?

Mr GRIMSDALE - No, I do not think so.

CHAIR - Get the students involved early?

Mr GRIMSDALE - I think we can get them involved early. Plus it is something that can be applied at any time. It is not built into the substrata, if you like. The substrata will be built up and then it will be put on afterwards. We have kept it as simple as we can so that it is fairly easy to do. We are trying to keep it clean, simple but quite elegant. That helps to save the dollars obviously but it is also just a nice way of ending that building, rather than the toilet block.

Mr GREEN - The budget for landscaping we did not really talk about much. I think it is \$80 000-something for landscaping. Can you explain to the committee what is going to be done with it?

Mr GRIMSDALE - There is not a great deal of landscaping in it, Bryan. We are trying to keep within existing retaining walls and keep back from the car park at the end. So it will be just really making good towards the western side of the building. But on the

eastern side there is a little bit of paving work where we have to cut into existing areas. But we are also going to - you might have seen in the home economics that we did last time - get some external linking. Regarding some of those GLAs, we are going to try to get doors to the outside so there will be some pathways along there.

Mr GREEN - That would be good.

Mr GRIMSDALE - It allows for outdoor learnings. It is a really nice façade, too, because it is sheltered.

Mr MANNERING - Yes. I was thinking trees and things when you said landscaping but when you say 'paths' that is right.

Mrs NAPIER - The GLAs are quite big open rooms. In, for example, the Kingston High development there was more of an open plan design with offset, small study rooms and so on. Was there any consideration of going in that direction? Were you limited by the nature of the original 1960s building?

Mr MANNERING - We are limited by the building.

Mr GRIMSDALE - A lot of it is to do with circulation and escape routes. The fact that you take the maths-science area, we would like to have taken off more of those corridor spaces but because they are science rooms, you do not want people trafficking through them and we do need to have alternative means of escape out of both of those areas.

Mr MANNERING - Especially as it is on the third floor.

Mr GRIMSDALE - So, in this particular instance, it was deemed that we would keep the central corridor but we would try to open it out into it. Certainly in the other block where distance education was, where we are putting them in there, there is no reason you cannot teach across the corridor as we did up in humanities. But, no, this building did not lend itself too much to absorbing the corridor into the GLAs and break-outs. In fact, if you want to really be pedantic about it, you might have noticed a lot of new aluminium doors up there. Most of the compartmentalisation exceeds what the building code allows, and so they put smoke doors in a lot of the schools now to break down the compartmentalisation because of circulation and escape issues.

Mr GREEN - Is it distracting at all across the corridor?

Mr MANNERING - No. From the point of view of supervision, for senior staff it is fantastic. I can walk by and observe the school in action. With the initial ones you would have noticed there was clear glass right through. We are looking at some kind of opaque glass treatment up about head height for students. But the staff have never expressed any concern about it. We thought if we could make some improvements, one improvement would be to have the translucent glass up a little higher but that is the only change we are thinking of. We have a lot of issues in education where people go in and close the door and no-one knows what is going on. This is really transparent. It does mean you can walk through the school and see what is happening and I think that is a good thing.

Mrs NAPIER - Your years 9 and 10, as you said, do various kinds of options and so on, and that can be small groups as much as it can be larger groups. How will you accommodate that in the classroom set-ups that you have?

Mr MANNERING - We have modelled our timetable with all the options against all the buildings. As long as our numbers stay as they are or less, we have no problems as far as accommodation is concerned. We have sufficient break-out spaces, computer labs. The computer labs are not scheduled for lessons, except for computer classes, so there is some flexibility around those. Then there are the computer little break-out spaces on both those teaching areas and there are also computers in the classrooms so I think we will be pretty right as far as that is concerned. While the construction is under way it will be an issue. A full school while you are trying to pull some of it apart will be a challenge.

Mrs NAPIER - You certainly have a huge growth now let alone what the projections might be? How many of your students would be out of area?

Mr MANNERING - Not that many these days. That is part of the problem. In probably the last three years there has been at least 50 students - 50 families - seeking enrolment from out area and they do not get in. By the time we take in area enrolments - and I am looking at ours for next year; I already have some of those in - we are looking at somewhere around 120 into grade 7 next year. Brothers and sisters brings you up to about another 30. That is 150. That is six classes a day. So the other 50 or 60 who are on the waiting list who are out of area may not even get a look in. It is certainly not out-of-area enrolments that are propping the school up. Not at all; it is in-area growth.

Mrs NAPIER - There is a lot of demographic change of ownership in the suburbs there -

Mr MANNERING - Yes.

Mrs NAPIER - with older people retiring and young people coming in and buying properties and doing them up?

Mr MANNERING - There was that, and also I think we have stopped some leakage to private schools as well. We are getting good enrolments in from our feeder schools. That is where the real key to it has been. We have Lindisfarne, Montagu Bay, Warrane, we share Bellerive with Clarence, Cambridge, and Richmond has recently been added. So if you think of that corridor right the way from the bridge right out through Rosny, right out through Bellerive and then out to Acton, it is a big area. I am sure that will continue to support the school into the future. I would be really confident about that.

Mrs NAPIER - I was impressed with the students' attire and presentation.

Mr MANNERING - I think it is one of the reasons we do have such good enrolments. It is well regarded.

Mrs NAPIER - Thank you.

CHAIR - Is there any final contribution any of you need to make?

Mr MANNERING - I would like to thank you for your interest and thank you for the visit and your comments. It is good to share what we are doing.

CHAIR - Thanks very much, Steve. Mike, thank you for your time in particular in representing the School Association. It is not easy to find time in the middle of the day to represent your school and we appreciate that.

Mrs NAPIER - Can I ask a quick question? What are building inflation costs running at at the moment with all of these projects that are starting to come on-line?

Mr GRIMSDALE - We have noticed over about the last two months 10 per cent to 15 per cent.

Mrs NAPIER - Not 8?

Mr GRIMSDALE - No. It varies; it depends of the level of difficulty of the projects. We always like to think that these projects are probably more beneficial for builders to go for rather than the BER stuff because it is being done under an old system which allows us to have the right time to document it, the right time to put the documentation together and usually reasonable construction periods.

Mr GREEN - What was your question, Sue?

Mrs NAPIER - What the building inflation cost is. Normally it has been about 8 per cent or thereabouts.

Mr GRIMSDALE - The QS was telling us it has gone up in about the last two months since it started about 10 per cent to 15 per cent. It is one of those things which is really hard to gauge because of the nature of the projects, the fast-tracking of them, that always implies additional cost if you are going to fast-track things. If you can allow the builders to build to suit themselves, it is obviously more cost efficient.

Mrs NAPIER - So you think you will be able to start this one on time?

Mr GRIMSDALE - I hope so, yes. We are looking at tendering fairly soon.

Mrs NAPIER - There was a delay of about six months on the time frame for the Kingston one, which I was a bit surprised at because the project looked a pretty good project.

Mr GRIFFITHS - That was a matter of getting the works to match the budget. We had some negotiations.

Mrs NAPIER - Having to do some pruning?

Mr GRIFFITHS - Yes. Quite extensive negotiations were required to achieve that.

CHAIR - Thank you.

THE WITNESSES WITHDREW.