

PUBLIC

THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET AT THE PARANAPLE CONVENTION CENTRE, DEVONPORT, ON THURSDAY 2 JULY 2026.

NORTH WEST SUPPORT SCHOOL DEVONPORT

The committee met at 12.30 p.m.

CHAIR (Ms Butler) - Welcome everyone. Before we commence the hearing, I'll introduce the members of the committee: to my right we have Mark Shelton; Tania Rattray; myself, Jen Butler; Casey Hiscutt; Helen Burnet; we have our Secretary, Scott Hennessy; Georgia Gray. We also have Roey on Hansard today. There are no apologies for the hearing today.

Secretary, would you please read out the message from Her Excellency, the Governor in 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 undermentioned proposed public works to the Parliamentary Standing Committee on Public Works to consider and report thereon: New North West Support School, Devonport. Pursuant to section 16(3) of the act, the estimated cost of such works being completed is \$49.5 million.

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

Mr KANE SALTER, DEPUTY SECRETARY, BUSINESS OPERATIONS AND SUPPORT, **Mr TODD WILLIAMS**, DIRECTOR, FACILITY SERVICES, **Ms SARAH JANE MURPHY**, PRINCIPAL, NORTH WEST SUPPORT SCHOOL, DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE, AND **Ms TARA BROUN**, ARCHITECT, CUMULUS STUDIO, 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. That means it receives the protection of parliamentary privilege. This is an important legal protection that allows individuals giving evidence to a parliamentary committee to speak with complete freedom without the fear of being sued or questioned in any court or place out of parliament. It applies to ensure 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.

PUBLIC

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

Mr SALTER - Thank you. Yes, happy to make an opening statement. Firstly, thank you to the committee for the opportunity to present this project today. Flowing from yesterday, where we considered the Burnie campus, we're here today for the new Devonport campus. Again, we recognise this as an important step in this process for a very exciting project.

Similar to yesterday, I do want to highlight the investment in time and expertise from Sarah Jane and her leadership team, and more broadly her team, the consultants involved and the facilities team. Their investment in time to get the project to this stage is significant, and I thank them for that.

We do have a couple of additional documents to table, based on discussions this morning: the traffic assessment document that was provided with the DA application and a one-page summary of that document, given that the full document is 50 pages.

CHAIR - Thank you. Would you like to add anything more to your opening statement at this stage, Mr Salter?

Mr SALTER - Not to the opening statement, but we do have a fly-over for the project, which Tara will talk to. If we're able to go to that at the beginning, that would be great, with your permission.

CHAIR - Tara, we'd love to facilitate that as part of evidence for this committee. If you can be mindful that there may be people listening. It's not a broadcast. They may be listening, and also for the transcript. If you can speak to what you're seeing on the screen, then that will provide evidence for the committee. Thank you.

Ms BROUN - Welcome to the North West Support School project. Some of the materiality is shown as white in this because it was not decided at the time of making this video. The video begins entering the southern transport roadway and moving over the visitor car parking onto the level-grade pathways next to the pool area. This is a rendering of the concept materials with lightweight material above and masonry below. To the left here we have the parent pick-up and drop-off, which is under cover; and beyond that, beyond the fence, is the bus pick-up and drop-off.

We're moving now into the main entry of the school into the village square, moving past the 360-view reception area. On the left, there is a large window you can see, which is the principal and assistant principal's office. They have direct connection with the community into this village square. On the left is also a cafe spilling out into the space.

We're now moving down the main corridor. On the left is all the southern bank of ancillary spaces and on the right are all the banked classrooms. Each segment of the corridor is broken up by secure doors.

Moving down, we turn into one of the classrooms. We move through the main entrance bag drop area into the classroom. In the foreground is the main teaching area with the teaching wall. This is a visual imagery of the concept materials palettes, which are kept medium to dark to be robust and not show marks.

On the left, we have a few breakout rooms. We're moving over the kitchen and art area of the space at the moment. There's several alternative learning nooks as well in the space for privacy.

Then there's an outdoor learning secure area. The passive outdoor area is what we've just moved through in between the classrooms and now we're in the active learning outdoor area with all the play equipment, swings, which are very important. This is broken up into two spaces by a central village green area. Now we're moving into the senior side of the playground equipment.

The building's form is kept quite simple, with one big gable roof over the whole complex. In the background you can see the Kelcey Tier ranges and a bush kind of area separating the school from the Mersey main road to create kind of separation there.

CHAIR - Thank you very much. How we like to operate in this committee is we will run through this submission in a chronological order, and that stops the habit of jumping between topics. We will try to be as thorough as we can as we progress.

Thanks again to Sarah Jane and her team for having us visit the Devonport Support School today, and also to the team from the Department of Education and people from Cubic for meeting us onsite this morning. The weather was quite atrocious, but thank you very much for giving us your time and providing that additional information this morning.

I'll kick off on page 4, within the introduction. This submission refers to the disability royal commission reform direction. We know that the commission ran from 2019 to 2023. I believe that was when the commission's recommendations were provided to the public. How does this project meet the reform directions of the disability royal commission?

Ms MURPHY - The site that has been selected for North West Support School is at Spreyton, which is a co-located site. It is co-located to Spreyton Primary School, which opens up further opportunity for us to engage with local area schools. Currently, the North West Support School Devonport campus has ongoing relationships through the Young Leaders of Tasmania program with Devonport Primary School, Hillcrest Primary School, Reece High School and Don College. This allows for an additional opportunity for our students to be able to collaborate and work with Spreyton Primary School.

CHAIR - If I can unpick that response, one of the recommendations of the royal commission was more inclusive interactions, I believe. What other recommendations from that royal commission have you embedded into the design and will feature as a part of this project?

Ms MURPHY - The design is all based on universal principles of access for students, so accessibility has been really well considered. Also, the design to allow for the least restrictive environment for our young people to have access to.

PUBLIC

CHAIR - Okay, and safety was a large aspect of part of the royal commission's findings. What aspects of this design will provide an even safer environment for people?

Ms MURPHY - As part of the works, which I will get Tara to talk about, we have worked with inclusion and diversity around ensuring we have really great visibility and access from all angles of all areas to access spaces, including those individual therapy spaces, classroom spaces. Tara talked about the way the corridors have been segmented to allow students to have freedom of movement between spaces and classrooms.

Mr WILLIAMS - Sorry, just to add a little bit -

CHAIR - There's no right or wrong answer.

Mr WILLIAMS - Sorry for interrupting: the Department also has design guidelines that drive all our projects and the safeguarding principles and safety that underlie all of that. That's an important part of all our design considerations and absolutely for the North West Support School.

Ms BROUN - One of our key design pillars that we identified from the very beginning was dignity and agency. As Sarah Jane mentioned, we've really honed in on that. It is a fine balance to strike between privacy - obviously we have many amenities and bathrooms, et cetera, in this project that you can't have visibility into and they need that privacy - but we have run tests and we've had meetings with the DECYP inclusion team to look at where all our window placements are, et cetera, so that we can make sure there's a lot of eyes on the classrooms, et cetera, so that, for example, those rooms that are in between the classroom and the corridor, there are windows aligned exactly so that when people just happen to be passing down the corridor, they can see straight into the classroom through those rooms. So, you're getting that double visibility into those small breakout rooms and into the classroom. So, there's no pockets that anyone can be secluded in.

CHAIR - All right. Thank you. Any other questions on the introduction?

Ms RATTRAY - While we were talking about the design, I heard this morning - and again, thank you for the opportunity to have a look at the Middle Road facility - that a lot of the windows were strategically placed to also be able to take in the outside view as well. Was that correct, what I heard?

Ms MURPHY - One of the things that we love about our Middle Road campus is that from all aspects of our windows, we're looking out through that beautiful bushland and so the window placement in the new build allows us to have that beautiful view of the Kelcey Tier and the bush planting that exists around the boundary of the school.

Ms BROUN - We have the classrooms deliberately stacked in twin pairings so that in between them they have that massive outdoor space that they get to look out onto. We call it the passive outdoor space because it's not necessarily going to be distracting for them with a lot of equipment and playground equipment and activity going on. It will just be kind of a nice outlook as well.

CHAIR - We might move on to Mr Hiscutt.

PUBLIC

Mr HISCUTT - Actually, sorry, I said there were no questions, but just noticing that - recognising Spreyton's history with the orchards and the things like that, has there been any sort of thought towards orchard design into the outdoor spaces, apple trees, things like that - just given that that local history there?

Ms RATTRAY - You can put a crab apple in. You can get the best of both.

Ms MURPHY - We're actually working really closely with the landscaping team at the moment, looking at the planting for the whole site. Obviously, we need to be really diligent around the planting that we have at school that is accessible particularly for young people. So, any type of planting, even our vegetable pods all need to be in a space that they can be accessed safely for young people who may access apples and then that causes a safety risk for us. So, we're working really closely at the moment. We've had a number of meetings now where we're really addressing the selection of planting for both the produce garden for our cafe and also the playground planting as well.

Mr HISCUTT - Just a consideration of that history of, you know, Spreyton and where it came from.

Ms BROUN - Spreyton obviously has a very rich history in that area as well. I think it also has a rich history in other areas, as the site that we're building on is reclaimed land, so, it was kind of lower originally and part of the riverbed. So, we've also been working with an indigenous consultant to kind of bring landscape elements in from the Kelcey Tier ranges as well, back into the gardens in the development and everything. So yes, and we've deliberately placed that village green, the grass kind of area near to Spreyton Primary School, so that with the Twilight Festival, which used to be named the Apple Festival, there is that ability to collaborate the future if the school wants to be involved in that festival as well.

Ms RATTRAY - Chair, can I retract the crab apple and make it the Marley apple, named after your daughter, honourable member.

CHAIR - There we go, we move on to page 5. Right down the bottom of stage 5, the submission refers to high staff-to-student ratios, embedded therapy. Can you provide us with what your staff-to-student ratios - what they are at the moment, what you, in an ideal world, would like to see in the proposed facility, and whether or not your ratios in the current site might be undermined because of that lack of space?

Ms MURPHY - So, at our Devonport campus we have 21 teachers, 44 teacher assistants and 65 students. So, we have an incredibly high adult-to-student ratio, and as you have alluded to, some of those ratios need to be considered currently because of the actual environment that we're working in to provide support for students, particularly when you are navigating and accessing a site that is on an incline with mobility issues. The beauty of having a new school that has - will be fit for purpose, have a nice, flat access for all areas of the school and also the consideration of the design around the connection to outdoor, the colocation of two classrooms, creating a pod, allowing flexibility for staffing to move between pods.

Unfortunately, at Devonport, as you would have seen today when we did the walk-through, we've got terrapins that are external to the main building. So, we don't have the flexibility to have staff moving to support students as needed. We need them to remain in the

PUBLIC

spaces that they currently are. So, a purpose-built design that is universally designed for all students to be able to access will allow us to look at the way we utilise our staff.

CHAIR - Thank you. Just in relation to that, it might be prudent at this stage to talk - what we saw this morning on our site tour was quite steep inclines and declines, especially in ramps, where it didn't look like there was enough space, especially for a larger wheelchair to be able to navigate. Can you talk about how the sloped surface of the current site has impacted on being able to provide the kind of support that you'd like to to students?

Ms MURPHY - Part of our pedagogy is that we want students to be as independent as they possibly can be and, unfortunately, the current site precludes that from happening. As you would have seen, the main corridor that has the steep ramp at the end, if you are a young person who is navigating in a walker on an incline with a mobility impairment, the only way you can do that is to have two adults with you to ensure safety. That has significantly impacted the independence that our young people can have. They cannot navigate our school without an adult, and that is not the type of environment that we want for our young people. We want them to be able to have access to the entire school without having to seek out adult assistance to be able to do that.

CHAIR - Just on that, within this design component is there an even greater widening of those access areas? I think it was stated this morning that wheelchairs are getting heavier and wider. Can you talk to us about that, to provide some insight into *Hansard*?

Ms MURPHY - With technological advancement, wheelchairs are pretty amazing now. They can go from sitting to standing. We have lots of young people who have got electric wheelchairs, and the width of those wheelchairs - in the current corridors you actually can't pass them. That causes other issues for young people, particularly those who have sensory disabilities, to be able to have to wait at the end of a corridor when you can see where you want to go but it's unsafe to transition through. Cumulus have been really intentional in the design of corridors and spaces so that they can be multi-use for young people transitioning at the same time, without having those blockers and barriers.

CHAIR - Thank you.

Ms RATTRAY - With regard to student numbers, I note that in our paperwork it says 61 students currently, and you've just told us 65, so there's a slight increase there, but the new campus will support approximately 71 students. I initially had down while it was going to be an increase of 10 - but that only gives you an increase in capacity of six. Are more students able to be facilitated? I'm thinking about futureproofing and if there was availability of the NDIS service agreements, and I'm not sure what the status is at the Devonport campus compared to what we spoke about yesterday at the Burnie campus. So, some understanding?

Ms MURPHY - As I explained yesterday, our classes are made up based around a whole number of factors. You would have seen this morning in the site tour how small the classroom spaces are.

The actual spaces of our proposed new build will allow us to group classes much differently than what we do now, so we're quite constricted in how we can group our students. In terms of every year, we don't know what the intake's going to be. That's flexible, based on nominations and placement committee, as to how many students. We'll move from 10 GLAs

PUBLIC

to 12 GLAs. That will allow us that flexibility if we have some young people who need to be working in different spaces, and depending on the student's disability will depend on the make-up of those classes.

Ms RATTRAY - Potentially, more than the 71?

Ms MURPHY - Potentially.

Ms RATTRAY - What about the NDIS service agreements? Is that the same? You've put a hold on those as well?

Ms MURPHY - Yes. We've got a small number of service agreements that were previously established, and I mean, you walked through a portion of the school today - there are no meeting rooms, there are no opportunities for us to be able to have therapists come onsite. So, again, we've had to put a hold on having any more service agreements for NDIS therapists coming into the school, because we simply don't have the spaces to enable that to occur.

Ms RATTRAY - But that will change with this new facility?

Ms MURPHY - It will change exponentially in the new model, because we've got therapy breakout spaces in classrooms, we've also got separate therapy and breakout spaces. And we've actually got meeting room spaces that will allow NDIS therapists to hold case meetings within our school, which will be a real advantage for families.

Mr WILLIAMS - And just to add, if I may - you mentioned about futureproofing as well. We have, in our plan, considered where an additional pod could be built in the future, should it be needed, should we get to that point. So, it has been part of our planning. On one of the diagrams -

Mr SHELTON - On the western side?

Ms MURPHY - Yes.

Mr WILLIAMS - There's a dotted line that shows a pod to the west.

Mr SHELTON - Thanks, Todd. I had one really good question, and you've just spoiled that for me.

CHAIR - Mr Shelton, would you like to ask your question?

Mr SHELTON - As far as the numbers go - and I understand they're always flexible - you've got 71 there, which I really couldn't understand. It should be 72, if we're doing a calculation of 6 per GLA. I don't know where the 71 came from. But if you decided in the future that five is a better place, then it would be 60. If it goes up to seven or a couple of rooms - So, in reality, that number varies from sort of 65 to 75 really easily. And you have catered for the future because there is an extra pod on the western side that could be built in the future, if need be. So, it really isn't a question; I was just going to clarify that before Todd did.

Ms MURPHY - And the classroom spaces, because of the way that they've been designed and the storage facilities that we will have attached to classrooms, some of the limitations about the number of students we can have in classrooms is based around the number of pieces of equipment that we have sitting around in a classroom. When you've got six students, you might have six adults, and in some instances, you could have six pieces of equipment in a space. However, because we've got purpose-built storage facilities for each of the pods, you take the equipment out of the space where also our classrooms - we've got dedicated teaching spaces, we've got therapy spaces, breakout spaces - plus we've then got a whole other section that's just dedicated to meal prep, arts and the arts, and then the outdoor areas as well.

So, the actual floor space, once we get in there, our class make-ups could look different, again, to the model we've got now, because we're not in a situation to have been afforded that luxury in the current campus.

Ms BURNET - Thanks again for taking us around today. I think we're in a very unique situation with two projects going on at the same time. One we discussed yesterday, which was around the \$15 million mark retrofitting, versus this brownfield site next to the Spreyton Primary School, or the primary school, at \$47.75 million. I'm just curious to know - and I understand why things costs so much more when you're trying to get the best-practice model - but can you just take us through that experience of trying to build on a site versus building on a new site? It would be really good to hear from the architect as well.

Ms BROUN - Yes, that's a great question, thank you. At Cumulus Studio, we do a lot of alterations and additions. We're not new to that area either; we know that very well. And this is, as you say, a new site and a new build. So, obviously, with your renovation, you've got your existing structure there, and the structure makes up a large component of the costs in a construction project, so there is the difference between that.

There can be some hiccups during construction in terms of latent conditions that you find onsite that you didn't know were there. That's one of the downsides to a renovation project or alteration, and hopefully, you don't have that so much on a new-build site, but that is kind of the one - there's other things, I'm sure, as well - but that's the one downside to the alterations project. And yes, the new build, obviously there's just a lot more quantity that goes into a project like that. You're kind of starting from scratch. There's a lot more to design, there's a lot more to build, there's a lot more to source of materials, et cetera.

Mr WILLIAMS - Probably fair to add, too, that they are two very different projects. I think that's where you were going. I'm sure there's been two completely different experiences for Sarah Jane and the team along the way.

Ms MURPHY - Yeah. I think the beauty of this project is you have the freedom to design, whereas within our Burnie project, when you're doing a retrofit, some of those ideas need to be constrained by the environment that you're presented with. So, this project has allowed us to really go, 'we want the best support school in Tasmania that is purpose-built for these young people', and we've been able to include all of those things into our design in our Burnie project.

We've wanted to get them as similar as what we possibly can. The similarities are, we've got 12 GLAs - we'll have 12 both, hydro pools at both, we've got breakout rooms in both

PUBLIC

schools, we've got teaching walls, we've got kitchenettes in all classrooms, and we've got therapy spaces. We've tried to have some fundamentals that have been, if you attend Burnie, this is what it looks like and if you attend Devonport, this is what it looks like. We've even modelled - the classroom design from the Burnie campus is modelled off the Cumulus classroom design so that we can have them as close as possible. The architects are working together around making sure we've got a similar colour palette across the two schools. But most definitely, the ability to have freedom of design on a new greenfield site has been a very different experience than the retrofitting.

Ms BURNET - Regarding input, I don't know if the students have any input, but certainly the staff -

Ms MURPHY - We've had workshops running at both campuses and, as I said yesterday, we've actually had members from different campuses having input into the other campuses. Families, again, have been part of that. We've had lots of workshops. We've got two consultants: we've got Dr Victoria Williams, who's an occupational therapist who has been consulting, and Cumulus have had Scott Alterator providing advice to us as well around making sure we've got contemporary, inclusive learning spaces.

CHAIR - Moving on, page 7 refers to transport and access planning. It will support multiple school buses and safe movement for high-needs learners and visitors. How will this design improve transport and access planning, as opposed to the current site?

Ms MURPHY - You experienced the lovely car park at Devonport this morning. It's a shame you weren't there at drop-off this morning.

CHAIR - I did. I drove through at drop-off.

Ms MURPHY - Oh, did you? You drove through at drop-off?

CHAIR - Yes, I was keen to see what it looked like, and it was so congested.

Ms MURPHY - Yeah. We've got buses entering the same spaces as pedestrian walkways, we've got parents and staff arriving on site at the same time as students are walking through the car park.

Cumulus have been really intentional in their design. One of the things I shared yesterday was the benefit of the bus portico at Burnie, in that the bus can come in, the garage door can go down and we have a really safe, secure space to transition students on and off the bus. Cumulus have taken that on board and we have a gated bus area, also making sure that pedestrians are well catered for outside of having to walk through walkways.

Ms BROUN - Yeah, we realised very early on in the conception phase that we went down the route of looking into maybe doing the same bus garage as Burnie has, but we realised the really key factor there was security and having that secure space. So, we decided to save the money in the budget and, rather than building a whole garage, building just that kind of secure outdoor zone that's under cover. That actually allowed us to make it part of the traffic flow and get three buses in there all at once, and then they're in a secure, fenced, undercover zone and then they can move into the school. And yes, the traffic flow, how we've designed it

PUBLIC

with the turning circle and the double-length turning circle is a lot more efficient than the current site, which you would have seen the congestion there.

Ms MURPHY - And the increase in staff car parking at Spreyton, you would have seen there this morning at the site. There's two large car parks there, which I believe -

Mr WILLIAMS - 130 car parking spaces provided for, which we talked about this morning we believe will also support Spreyton Primary School. We're not taking away from the turning circle and drop-off to support the primary school. We thought we were really lucky to secure the property with that car parking existing. Yeah, I think 130-odd car parks approximately.

Ms BROUN - And there's a secure sliding gate that goes between the parent drop-off area and the eight or nine visitor car parking spots. That will be closed after hours, which then allows the pool patrons to go and park in those visitor spots and still access the pool but not be going into the school facilities, if that makes sense.

And then we've also considered maintenance and garbage trucks and everything, fire trucks within that. The maintenance area is off to the south-west corner, where there's a little maintenance shed, which you see on the plan. That's so that they can do all that rubbish collection and everything and not get in the way of, or be even near students when they're doing that.

Mr HISCUTT - With the existing car parks, is there much in the budget for resurfacing? Are they able to be left as they are? How much expected work is there to be on them?

Ms BROUN - Our civil engineers did do an assessment of those car parks at the beginning, and we are doing some make-good resurfacing works in there. So that's in the quantity surveyors -

Mr HISCUTT - Yeah, but not too much? It wouldn't be like resurfacing the whole?

Ms BROUN - No.

Mr HISCUTT - Minor works.

Ms BROUN - We've obviously assessed that, as what we need to do to make the surfaces good and improve the surfaces. We do have a new walkway going between the road and the car park as well because we have identified that the Spreyton Primary School parents park there and the kids walk across to that car park. We wanted to ensure that the new road in was obviously going to get more traffic and so, therefore, if those kids are walking, they need a safe pathway to walk along there and get to the car park.

Mr SHELTON - A quick question around the design. The Burnie campus is completely covered and lovely, and it's nice and high. The flyover we looked at this morning indicated that there was a covered area and the cars fitted under it well. Most of the children will come there on a Coaster-style, Rosa-style, bus. What would happen if a coach was bringing a regional child in and needed to drop it off? Is the cover still high enough for a coach to pull up under it?

Ms BROUN - Do you mean a larger bus?

Mr SHELTON - Larger buses.

Ms BROUN - We did - I'm not sure off the top of my head how high that is. That might be one that we have to take on notice. But we have deliberately designed it for those Rosa-style buses just because the nature of the cohort they're collecting, they go to their houses directly, so they can't actually collect them most of the time from the bigger style buses.

Mr SHELTON - Yes, completely understand that.

Ms BROUN - So, it's unlikely that bigger style buses are going to be going into that space. However, I do know off the top of my head that we have designed the traffic paths in the turning circles to account for the bigger buses.

Mr SHELTON - Right.

CHAIR - Would you like that on notice, how high those covers are going to be?

Mr SHELTON - Look, it's been talked about, so I'm sure people will go away and just make sure that there is adequate facilities. If it's only a one-off type thing, if a child from Sheffield, for instance, was jumping on a bus every morning to come in and that bus had to drop them off, I'm sure there can be arrangements made. But only looking at the possibility because the flyover is the first time we saw that and the height of it and it just sort of clicked to me then that, well, it's nice for cars. The weather comes in from the south so you don't want it too high or it would take away the efficiency of the waterproofing. Nevertheless, as a previous school bus owner and a driver of school buses, if one happened to need it, what would be the alternative process for that bus to drop off that one child?

Ms MURPHY - I can probably speak to the transport model. In support schools there is a transport program for young people that come to North West Support School, so our students are not accessing generic State Growth bus services. So, we have four buses that come to our Devonport campus. So, we have three coaster buses and then a smaller van that comes into the Devonport campus. So, families apply to have a position on a bus and those buses have bus attendants on them that are trained to support the young people that are travelling on those buses. So, it would be highly unlikely that a child coming to a support school would be transported to the school via a generic State Growth run.

Ms BROUN - But we will double check the roof, the heart of the -

Ms RATTRAY - Would it be appropriate to talk about the traffic assessment now?

CHAIR - Unless you had a subsequent question to cover.

Mr HISCUTT - Well, with the buses, the question was sort of one I asked this morning, but didn't have a chance to ask you: it was just where the cohort is coming from, and that probably leads on to the traffic impact assessment of - are many coming from Spreyton, South Spreyton, Acacia Hills way, or is the majority from the Devonport site, and that will probably lead into -

Ms MURPHY - So, we have students that come - we have an Ulverstone bus that does the Ulverstone bus run, we have Port Sorell, so we have a bus that goes out through to Port Sorell. Then we also have the Latrobe bus and then we have the Devonport CBD bus. We've got one student who comes from just near Deloraine, who's family transport, and we currently don't have, but we have had some young people from Sheffield who have accessed the school previously.

Ms RATTRAY - Just in regard to the traffic assessment, and thank you very much for providing the 53-page document and the summary sheet, that's very helpful, but I note when I was trying to leave and turn west this morning, leaving the site - not terribly easy - I couldn't end up catching anybody to get on their tail to get out because the traffic was very congested. So, obviously, that's going to be some sort of an issue when there's multiple people leaving the site, whether it be after morning drop-off or in an afternoon collect, but we did hear this morning that there is going to be some traffic lights to the left of that Bay road, or Bay Drive. So, I think that would possibly help in one direction, but it won't help the western direction. So, I'm just interested in whether that's part of the assessment process, or do you just have to gun it and just get out; and I mean, that's what you end up doing, effectively, to try to get out onto the road, is you wait, wait, wait, wait and then you give it to her. So, that's what you do.

Mr WILLIAMS - Certainly not encouraging anyone to gun it, but I suppose there's a couple of elements in what you're talking about. Our development application focuses in on our development and the traffic impact of that. At the same time, we're very mindful of the surrounds and what's happening. We have been in conversation with Devonport City Council through our traffic engineer and their traffic engineers as part of that proposal and we have had conversations with the Department of State Growth who have responsibility for the main highway, and all parties acknowledge that that's a busy highway, and through those conversations we understand that State Growth are planning a signalled intersection.

Ms BROUN - At Kelcey Tier Road, yes.

Mr WILLIAMS - At Kelcey Tier Road.

Ms RATTRAY - So, that's to the left of Bay Drive?

Mr WILLIAMS - That's for the south, south-west, they're further down, and the understanding in that is that that will provide a break in traffic that will help -

Ms RATTRAY - On one side.

Mr WILLIAMS - On one side: and we also discussed this morning, too, about there's an alternative route instead of turning right at Bay Road so you can go further up past the schools, past Spreyton, to come out in that alternative road.

Ms BROUN - So, I'm assuming this morning, when you came out, you went south and then back out next to the sports complex, trying to get out that way? Yes, I think if you're a parent who's going there regularly and you're wanting to go towards Devonport way, you will be going north.

Ms RATTRAY - The other way.

PUBLIC

Ms BROUN - You will be going out near the Simplot area, because that's a much less busy kind of - by that time that's not the main arterial road.

Mr HISCUTT - It's interesting, because if you want to get to Middle Road, though, you still have to enter onto that road.

Ms BROUN - Yes, but you can still go that same way that I said, and then you go to - I don't know the name of the street is, there's a little -

Mr HISCUTT - You can turn into the bottom of Durkins Road or the other side of Fairbrother, but you still have to enter Mersey Main Road.

Ms BROUN - Yes, exactly. The Fairbrother road. You do, but there's a flow of traffic up there as well.

Ms RATTRAY - Sightline?

Mr HISCUTT - It's also more complex with the street coming down the other side as well.

Ms BROUN - I think that's essentially what the traffic impact statement says, that there's minimal impact to the intersections going on to Mersey Main Road, because, as we've discussed, there's not much traffic generated by a site like this -

Ms RATTRAY - It does say approximately 189 two-way trips in a.m. and p.m. peaks. That's considerable.

Ms BROUN - Yes, if you're talking about the ratio of how much traffic moves up and down that Mersey Main Road, I think I mentioned this morning that Mersey Main Road has more traffic than the Midland Highway, so if you're looking at it in relative terms, I think it's about 3000 vehicles. Actually, I don't wish to quote actual numbers on that, but I know that it's a very busy road.

Mr HISCUTT - It was 700 in an hour at peak times, I think, that was in here.

Mr WILLIAMS - I understand the issue, absolutely, and that's what we're working through as part of our development application. There are a couple of key little points in the summary that I think help summarise it, and I'm not quoting the words in the summary: no material network impact; combined demand comfortably within available supply; minor improvements recommended; 40-kilometre zone, sightlines, access. We're still working that through with council and their development application and what will be required as a result of that.

Ms RATTRAY - I recall this morning that that's actually a State Growth road, not a Devonport City Council road. Is that correct?

Mr WILLIAMS - Correct. Mersey Main Road is a Department of State Growth state-owned road. Bay Drive is a council-owned road. That's why we're having discussions with both parties.

PUBLIC

Ms RATTRAY - About potential traffic calming or whatever that might look like, reduced speed limits; it would already be a 50, I expect.

Mr HISCUTT - It's 60.

Ms RATTRAY - That's easy, 40.

Mr WILLIAMS - I pointed out in the summary, there are a couple of little bits that are minor improvements recommended: 40 kilometre zone, et cetera; sightlines. I take your point, absolutely. We will work through our development application and do the works that are required as part of that approval process.

Ms RATTRAY - Did you have another question about that?

Mr HISCUTT - I was just going to say, it is 730 currently between 8 and 9 o'clock, so that's adding an extra 15 per cent if you add another 100-130. It is a significant increase.

Ms RATTRAY - There will need to be some discussions around that. Another question that I have is about the school site itself, and I'm going to be a little bit careful about the question here because it talks about a sale transfer is currently underway from the Devonport City Council to the Department for Education, Children and Young People; so just to place on the record the cost of the purchase from the Devonport City Council, I think that would be reasonable to have recorded; is that possible? I'm happy if you'd rather not.

Mr SALTER - The figure is 3.3 million.

Mr WILLIAMS - Yes, it's 3.3 million. We've reached an agreement with Devonport City Council. Both parties had their valuations and that was the agreed valuation figure that we're now working to formalise with Devonport City Council. We spoke this morning about the netball courts, and the netball courts continuing to operate and we will not interfere with that. That's our agreement with council and the council undertaking their sporting precinct works, which will allow the netball courts to relocate, and that's the time in which we can start our works, and with council support, should the land transfer not be formalised, we will talk about agreements to access the land and do what we need to do. I'm hopeful that that will all be settled prior to that, but we're working through that detail at the moment.

Ms RATTRAY - A couple of follow-on questions, then, from that. Obviously, if this passes and then there's an opportunity to - well, it will be an opportunity - to move to the new site that we're looking at today, and that will leave the Middle Road site surplus to requirements. So, it's an intention that that will be surplus to the Department's requirements and will be sold? Is that correct?

Mr WILLIAMS - Certainly, the intent is that we build the new North West Support School and then we'll have a vacant site, and we would go through the process to declare that property surplus to educational requirements and follow the government disposal process. That's certainly the intent, yes.

Ms RATTRAY - So, with this particular site being identified and being purchased from Devonport City Council, what happens with the surplus land at the Penguin site? Is that part of that surplus-to-requirement process as well? Or is that a separate discussion into the future?

I'm just interested, because we might be able to gather up some funds here that might offset the cost, particularly around any future development for, perhaps, other schools that might need some refurbishment.

Mr WILLIAMS - Absolutely. We're always looking for avenues to generate funding to support our schools and the redevelopment of our schools. For the vacant Penguin Primary School site, we've been working through a process with the minister and the Department. More recently, we've confirmed that the Department's retaining that site. We do currently have the outside school hours care, through council, operating in the kindergarten building. We don't want to take away from that. And indeed, the learning centre that's part of that school is being used regularly by principal groups and principal forums, and we want to continue that. Through our accommodation assessment that's ongoing, we do see value in some of our staff on the north-west having a base there and indeed, having some hot desks there. We're continuing to work that through. So, where we currently sit, the Penguin site has not been declared surplus to educational requirements.

Ms RATTRAY - Thank you very much. My final question in this area, if I might, Madam Chair: is it possible to have an estimate of the complete footprint of this new building? I'm not as good with numbers as the member for Montgomery is. Square metres of the entire build site; what the \$47 million cost is going - obviously there's a little bit of car parking refurb, but, effectively, what's being proposed here? Can I have some footprint?

Ms BROUN - It's approximately 4900 square metres. There is a little table on the first page. All the orange is what that 4900 -

Ms RATTRAY - 'Hardscape'. So, it's hardscape?

Mr WILLIAMS - That's the building size, yes. There's a little colour code, so the orange - if that's helpful.

Ms RATTRAY - That's very helpful. Thank you very much.

Mr HISCUTT - Following on from Ms Rattray's earlier question regarding the sale from DCC to DECYP, my question was going to be what the land is zoned as, but I found that in the traffic impact assessment, so I got my answer to that.

Who is going to manage the rezoning of that? Will the Devonport City Council be required to rezone it before the sale or will DECYP undertake the rezoning?

Mr WILLIAMS - We're undertaking that process as part of the transfer.

Mr HISCUTT - Okay. That's obviously been taken into consideration, because I know that can take an amount of time as well, to get anything rezoned.

Mr WILLIAMS - That's underway and progressing and both parties are working together on that.

Ms RATTRAY - So, don't spend the money yet. Possibly.

PUBLIC

Mr HISCUTT - Right. I just wanted to make sure, because that's caught up other builds recently that we just discussed last week with zoning issues.

Mr WILLIAMS - It is absolutely important that the land use planning supports the activity on the site.

Mr HISCUTT - Absolutely. We all love LUPAA.

CHAIR - Moving on to page 9. Any questions on page 9? I might come to about halfway through page 10, where you're referring to that community consultation and the results of that consultation process, which you provided to our committee yesterday, in relation to the community consultation on the Devonport site, not just the Burnie site. That's correct. Can you run through the bulk of that community consultation - how that was undertaken and some of the responses that you received to that community consultation, for the record?

Mr WILLIAMS - Is this specifically about the recent consultation that we closed?

CHAIR - On the Devonport site.

Mr WILLIAMS - Certainly. I thought we had attached the community outcomes report for the north-west, which - every part of our capital project, we do an upfront community engagement process to engage with the community and the school and the staff. That has been undertaken, and there's a copy of the outcomes record on that. There were - I'm just looking at some of the statistics here - 136 submissions made as part of that process. The more recent stepping-through process - upfront we engage with the community and ask about the intent of the project and what they'd like to see in the project. Then we go through our iteration of designing with the consultant and the team, and when we have a concept to share, we go back out to community and share that plan and ask for their feedback on that. I am trying to find the summary of that to talk to, which I think I have found.

CHAIR - Whilst you look for that, maybe you could speak to the process of the removal of the netball courts and the building of netball courts in an alternate site, and how this project would be staged around the usage of those netball courts.

Mr WILLIAMS - Sorry, can I just seek clarification on the question? I heard a lot in that, and I'm trying to hone in on how best to answer.

CHAIR - It's our understanding from our witness walk-through today that there's a number of netball courts which the site will be built on, and the community will still be able to access netball courts but on a new site. Can you talk us through how that's going to be staged and just to allay any concerns the community have that they may be losing their netball courts?

Mr WILLIAMS - Absolutely no loss of netball courts. We're working closely with Devonport City Council, and the commitment that we have there is we will not start work or use the site until such time as the netball courts have been constructed. We will not take away from the community in that way. So, yes, at this stage - I just happened to bump into Matt Atkins, the CEO of council, because we're in a council building today, and just got some more confirmation on that June 2027. So, Fairbrother are under construction at the moment and the timeline is still June 2027, and that's what we're working to at this stage to be able to start

PUBLIC

construction. But as I said, we would not take away from the netball courts and the use of those netball courts until the transition has occurred.

CHAIR - The building that's currently onsite which looks like club rooms, of sorts, that will be removed to make way for this project. Can you speak to that?

Ms BROUN - I can probably speak to that, if you want me to, Todd?

Mr WILLIAMS - I'll get Tara to perhaps give a little bit more detail, but as our plans are indicating, that building will not be used as part of our development, and we've done that assessment. So, we have to work out the process of removing that appropriately with our contractor and detailing that in our tender documents. But I think that the assessment is that it's such that it would be difficult to reuse that building.

Ms BROUN - Yes, as I mentioned this morning, we do have some environmental benchmarks where we wish to divert as much as we can from landfill and not have as much demolition, so we will be keeping the netball court surface underneath the building. We're building over the top of it, which saves us money on demolition in that regard.

However, the site is relatively flat, but it's not exactly flat, and this whole building, it's very important for the cohort for it to be flat throughout.

The existing building, we do have to build a new building, but it makes it higher level than the existing building which basically, unfortunately, we did all that kind of assessment in the beginning, and makes it not feasible to keep that existing building. But we are working with waste transfer centres on how to deconstruct that building and repurpose it.

CHAIR - Thank you -

Mr WILLIAMS - And just if I might add because -

Ms BROUN - Sorry, on to the community consultation?

CHAIR - Yes.

Mr WILLIAMS - We've got the summary from our recent consultation when we released the plans that are presented to you. There were 23 submissions received: 12 from parents and carers or community members; and 11 were from school staff members. Eleven submissions contain positive feedback on the design of the new campus, of which 10 were from school staff members. One submission was considered neutral, seeking information on storage space. Ten submissions were received that expressed concern in relation to the proposed community use of the new hydrotherapy pool. One respondent expressed a view that the proposed colour palette and roofline was not contemporary.

Mr HISCUTT - For people who may be listening, there was a healthy discussion regarding the pool use and external use yesterday, which was discussing the Burnie campus of this. For people listening, that would be a good place to go and find more information regarding that discussion without us going over it again today, if that's agreeable.

PUBLIC

CHAIR - Are the dimensions of this hydrotherapy pool similar to the Burnie hydrotherapy pool?

Ms BROUN - I mean, I'm not the architect on the Burnie school, but I have seen it. We've been doing cross-collaboration. It's about double the size here. We basically just take all the same design principles and double it at this campus.

Ms RATTRAY - So, that's 30 metres by 10 metres, because that was 15 by -

Ms BROUN - I'm not quite sure on the exact -

Mr HISCUTT - I think it's just in width it's doubled. It's in one dimension, not both.

Ms RATTRAY - Not the length?

Ms BROUN - Not the length, no. So, essentially -

Mr WILLIAMS - We might get the specifics of the metre for you because I think yesterday it was 15 by 10.

Ms RATTRAY - Five.

Mr WILLIAMS - Fifteen by five. I think if we could, yeah, if we can provide the dimensions of the pool.

Ms BROUN - Yeah, I can get -

CHAIR - I understand from the submission there is a dedicated community access car park for the hydrotherapy pool. How much will that purpose-built car park add to the cost of this project?

Mr WILLIAMS - I think it's fair to say that the car park is available to the school during school time and the school will have absolute benefit of that as well.

CHAIR - Okay.

Mr WILLIAMS - Yes, the location of the car park is such that it's close to the pool and supports community use, but it's not an additional consideration. It's there for school use during school time.

CHAIR - Is there an MOU with the Department of Health, or what are the arrangements with the ongoing costs and the running of that hydrotherapy pool outside of school hours?

Mr WILLIAMS - Yeah, the model is such that school have use during school hours and community use will be designed not to interfere or take away from school or school operations. That will be done via an agreement with the Department of Health. We've started to reach out to discuss that agreement and the basis of that agreement. The general underlying principle, of course, is that it won't interfere with school operations and it won't burden the school.

PUBLIC

CHAIR - Okay. And the ongoing maintenance responsibility, the cleaning and so forth, of that hydrotherapy area, the onus of that falls onto the Department of Health, not so much the Department of Education, outside the school hours, is that correct?

Mr WILLIAMS - Outside of school hours, that's correct. Obviously, it's an asset that's owned by the Department and the school, and there's a cost that the Department incurs. And then outside of school hours, the principle is such that we seek to recover costs for that community use. That would be done through the agreement of the Health Department.

CHAIR - Mr Hiscutt?

Mr HISCUTT - I just did a very quick scale off the doorway, and it's 15x10 by my view.

Ms RATTRAY - That's the same.

Ms BROUN - One second, sorry, I'm just having some technical difficulties.

Mr HISCUTT - I could be wrong. The doorways could be different. I don't have a scale on both.

Ms BROUN - The doorways might be bigger than you're used to just because of the cohort.

Mr HISCUTT - Yes, I did think that.

CHAIR - We might take that question on notice.

Mr SHELTON - Has it been mentioned, Ms Murphy, that you're possibly looking at solar panels for the Burnie pool after the discussion we had yesterday?

Mr WILLIAMS - I haven't had a chance.

Mr SHELTON - Not yet?

Ms MURPHY - We haven't met about that or had any discussion about it.

Mr WILLIAMS - We've been very busy, each of us, doing our thing, but we will be sharing that news that we are investigating the solar arrangement.

Mr SHELTON - Well, you will be now that I've mentioned it anyway.

Mr WILLIAMS - With the intent. It was a good point, Mr Shelton, that you made yesterday and we've taken that on board.

Ms BROUN - So, it's about 14 by 10, so you were right, Casey.

CHAIR - Well done.

PUBLIC

Mr HISCUTT - Looking at the drawing, it does look like not all of them are made for disability access. There seems to be some changerooms and toilets there, well, the majority of them appear to be able-accessed. Is that a conscious decision because it's going to be public?

Ms MURPHY - Is this in the pool?

Mr HISCUTT - In the pool area, yes.

Ms MURPHY - Given our cohort of students, we don't need all fully accessible bathrooms. So, that was a -

Mr HISCUTT - So, there's one there for your use and the other ones are probably designed for public use at different times?

Ms MURPHY - Yeah, or they may use that depending on the cohort, if they need that requirement.

Ms BURNET - Is there a bed change area in one of those rooms?

Ms MURPHY - Yeah, and hoist, which is marked on the plan.

CHAIR - We will move on to page 13. Can you talk us through nine design concepts, the building of a simplified form with a single roof to improve cost efficiency, and is oriented to maximise passive solar gain? Can you talk us through passive solar gain and the inclusion of solar on this proposed project?

Ms BROUN - So, passive solar gain, the basic principle behind that is that all the windows are orientated to capture the heat from the sun to aid in heating up the building in our cold Tasmanian climate and not use as much energy from our HVAC systems. By the last part of your question referring to the solar, do you mean the solar panels?

CHAIR - Yes.

Ms BROUN - That's an initiative we've included in the project to try and work our way towards - we're not setting ourselves the net zero energy target exactly. Like, we're not saying that we'll definitely be able to achieve that. But we've tried to put those solar panels in to work towards less energy consumption, essentially.

CHAIR - Okay, thank you. Moving on to page 14, we've covered hydrotherapy, but did anybody have any more questions on page 14? Page 15? Page 16? We've covered accessibility on page 17.

Mr HISCUTT - I note again the similar discussions we had yesterday with the Tasmanian government art scheme. Are these treated as two projects? I'm just going to put on the record that we've had that discussion today, but it was also taken into consideration at yesterday's meeting for the Burnie campus, for those who might be -

Mr SALTER - Again, we appreciate that being raised and we will explore that opportunity for it to be considered as one project and reinvest the 80,000.

PUBLIC

Ms BURNET - I would be - sorry. Right, keep going. I strongly have a different opinion to that, to be honest, but anyway, we will keep going.

Mr HISCUTT - Yes, I see what you're saying as well.

Ms RATTRAY - It can be shared between both campuses.

CHAIR - It can be shared between both.

Ms RATTRAY - Like 40 and 40. Anyway, someone else will work that out, I'm sure.

Ms BURNET - We will have that discussion some other time, I think. It's probably not appropriate to have that now.

CHAIR - Yes, the Department will have to make the final decision on how they interpret the act with that, I understand.

Mr SALTER - We will certainly do that in consultation with - if it's still Arts Tasmania.

CHAIR - Okay. Moving on to project management, funding and budget estimates. Any question on that at the moment, 17?

Mr HISCUTT - Yes. We had a little bit of a conversation yesterday regarding the DECYP project management and how that was all arranged. There's obviously a significant number on this build. My understanding with some, not at this high level, but some level of project management experience, a greenfield site provides a lot less challenges to manage than the brownfield site that's going to happen in Burnie, and yet this site has nearly four times or three times the cost associated with it for that. Would you talk me through, I guess, where that - what that will fund over the course of, I guess, that you'd call this a two-year project to completion almost. What will that value for money - what will that achieve?

Mr SALTER - Yes. I will get to the high level first and then Todd can add. We do take a standard percentage generally across all projects, rather than try to differentiate too much on the fee - and I think that fee is 3 per cent. In terms of the length of the project, certainly longer than two years when you go from initial announcement in a budget, going through all the community consultation, concept plan, construction, and then certainly continuing to manage closely during occupancy until final completion, I think, as we outlined yesterday, that resource or resources are a key conduit between the Department and the school, the Department and the consultant and, absolutely, seeking to reduce the burden on the school through that close liaison with the consultant.

Mr WILLIAMS - Our concern there, and a little bit more context to that: I suppose there's a number of resourcing elements to a project delivery that we work through. It's all designed to support a good project outcome. It's designed to support the principal and the principal's team so that they can focus on the job at hand of continuing to operate and contributing to a very important project. The resources that are involved in the engagement and consultation processes that we go through - there is project management resources that are involved from commencement of the project through to final completion, and that includes the 12-month defect liability project. So yes, whilst there is a consultant team that lead the design and then act as the superintendent through the construction process, there is still a need to make

sure that we're connecting well with the school, that the school's involved, and that's project management resources.

There's still a need during construction that while we're working through all the details, and I'm sure you understand that nothing quite goes according to plan from paper to reality; there's many, many iterations to go through. There's project documentation that we have to produce, project reporting that we have to produce as alike. I call it the project team responsibilities throughout the life of a project.

Mr HISCUTT - Yes. Well, I guess, the question would be: how many FTEs is that? Obviously, I mean, if we go from practical completion through the defect period, there's going to be very minimal touch points required. Like there's points in that five years that are intensely managed, and points that are less intensely managed.

Mr WILLIAMS - Absolutely.

Mr HISCUTT - I guess, I interrogate this because I come from, you know, the private sector where, you know, as a national company that's had four projects on the go, about 8 million each, in different parts of Australia, that have one project manager for that.

Mr WILLIAMS - Yes.

Mr HISCUTT - How many FTEs is that providing for over what period of time? You'd have to take it on notice.

Mr WILLIAMS - I don't have the specifics of the calculation. What I would say is as a team, we have anywhere probably over 150 projects in various sizes going at any one time. A project manager will have probably, at a minimum, five or six projects in various sizes, some of which come to public works for consideration, many more that don't. You know, even there are differences as we've talked about in projects, so, larger projects can be simpler and easier; smaller projects can be more complex, and as you go through the project there, yes, there are peaks and troughs.

It's not a precise allocation per project. We have many things to deliver and many wheels to keep moving at the one time. We do rotate project managers. Whilst we try to keep them all the way through the project, the reality of this project is that it's going to have been going for probably eight or nine years by the time that we get to the end of it. So, we use our skills and specialisation. So, some project managers are really strong in a design process, some are really strong through a construction phase as well; but I think the key bit there is - and there are other resources that support them with their project plan, the reporting, the monthly reporting on status that we have to do, the consultation and outcomes report. So, I think the key thing in there is it's not one project manager per project. A project manager has many projects on the go with varying scales and sizes.

CHAIR - It's a lot of money, though.

Mr HISCUTT - I guess the challenge I have is that we, as public works, are approving this money for this project, but it sounds like we could potentially be approving this money as a portion of other projects that balances out in the end, as you said, and it's probably right, but

PUBLIC

the project we have in front of us, we have this number that we're seeking to approve. I guess that's why I'm interrogating that out, and I think there will be a further conversation to have.

Ms BROUN - If I may just address your comment around the comparison between an existing building and a new greenfield site: I guess I kind of alluded to it at the beginning when we were first talking and began this session, that when you've got an existing site, you've got the existing structure there, you've got maybe existing electrical cables in the wall, existing HVAC systems, you've got all that stuff that's already and that you're retrofitting, whereas with the new build we have to design that all from scratch. We have to liaise with the authorities on how to get that all approved. We have to go through more processes.

We have a - just working fortnightly with the Burnie team, we have a bigger team on the new build project than the Burnie team have on the existing project. There is just a lot more quantity and there's a lot more design as a result that goes into it. I think in terms of square metreage as well, I know Devonport is 4900 square metres. I'm not quite sure what Burnie is, but I've seen the plans and it looks to be - the amount of area that is new is a lot smaller than this site. It's quite a dramatic difference.

Mr HISCUTT - Okay. Thank you for your insights, I appreciate that.

CHAIR - Okay. Do you want to ask any more questions in relation to the costs?

Mr HISCUTT - If others have other questions, I can come back.

CHAIR - Ms Rattray, did you -

Ms RATTRAY - I'm not sure whether I have. No, I think I might -

Mr SHELTON - Just a general statement, and it's to do with the contingency, and this is - I mean, we're on this committee, but I've heard it from other members when dealing with different government departments, and here we have - you've got to do the consultancy, with the consultancy on this, it's a big job, yes, but it's nearly \$3 million and the project management of \$1.4 million. Getting to the build is becoming very expensive before you actually start it. My concern is that that figure is coming off what we can actually produce for each school. It's something you hear out there in the community, the red tape to get a house built and all that sort of thing. I know it's an issue. Unless we keep on top of it and make sure it's not any more than it needs to be, then the community is actually losing out.

You've said 3 per cent of each build is the figure. Many departments and different institutions use a figure to manage the money that goes through their books. But I'm saying we need to make sure that that figure is as minimal as we can so that we can actually get more use of that money on the ground. That's the only statement I'll make.

Mr SALTER - Perhaps if I can comment there that, in the same way as the remit for this committee, we want to get value for money out of all the aspects to contribute to a quality outcome. I say that because it's not just about getting to the lowest price; it's about getting value for money for the quality that we're after.

In terms of, I suppose, the way that the budgets are compiled, we look at the best estimate for construction we've got at the front end we look at compared to the scope that we're looking

PUBLIC

to deliver. Then we look at the consultancy cost, then we look at the project management fee, et cetera, for the components. We're factoring in those costs at the front end at the same time as looking to deliver on the scope of the project, as opposed to just getting an amount and then subtracting those elements first to see what's left for the construction.

Mr SHELTON - You guys have more idea than I have because it's been a while since I built a house, but this one works out to about \$20,000 for the actual physical build - there's landscaping and car parking and that sort of thing, but for the physical build it's approximately \$20,000 per square metre, isn't it?

Mr WILLIAMS - From a gross rate, so you're using the \$42 million.

Mr SHELTON - And it's getting up there.

Mr WILLIAMS - There's no doubt that the construction - not just the construction rate, the gross project delivery rates have increased substantially over the last 10 years. There's no doubt about that whatsoever.

Ms BROUN - I don't think we can verify - did you say \$20,000 per square metre?

Mr SHELTON - I did it off the top of my head. How many square metres for the build?

Ms BROUN - If we say 4900 square metres -

Mr WILLIAMS - It all depends on which value you're using. I think the point you're making, Mr Shelton, is absolutely the rates have increased dramatically over the last 10 years, and we're absolutely aware of that.

We're also conscious, as Kane talking, when we're putting our submissions to government in, we're doing them in a way not to take away from the school. We're looking at what we're trying to achieve and we're putting in a gross project delivery rate, not a net project delivery rate, if that makes sense. The net project delivery rate is just pure construction. To get an outcome on a project, you need to gross that up for all the other things that have to help achieve to get the outcome, including the consultants, including the project manager, including the furniture and equipment, including the statutory fees, all of which, I totally understand, they're significant.

Ms BROUN - This project will have a very different square metre rate, as you probably well know, to a house, for example, because it is a specialised complex. There are things that go into this build and design that don't go into a house so the square metre rate will be more.

Mr HISCUTT - Just following on from Mr Shelton's comments, on the Burnie site, the market conditions and escalations compared to the construction contingency was about half the value of the market conditions and escalations. However, on this build, the construction contingency is greater than the market conditions forecast. Can you explain why they wouldn't be at a similar sort of - I mean, if we're picking 3 per cent for this and about 10 per cent for consultants fees and those sorts of percentages, why have they been considered in a granular level compared to other situations?

Mr SALTER - A good question, which gave us the opportunity to delve down on that. Tim, who's sitting over there, pointed out that for the Devonport project, the cost escalation is included in the above-the-line and the construction cost estimate. So, it's in the \$32.6 million, but then below, in 12.2, we've got a breakdown of the market loading and cost escalation. If you take the total of the market loading and cost escalation, they're approximately \$4.5 million together, and if you compare that to the Burnie project, it's \$2.1 million, so approximately double. I mean, it isn't straight proportionate to the size of the project.

Talking about it with Tara and the facility teams, part of that reason for a lower market loading is that for a greenfield site there's less risk for contractors in submitting for that.

And then, if you compare the construction contingency for Devonport, say \$3.3 million, Burnie \$1.2 million, that is roughly the same percentage, sort of 10 to 12 per cent. I suppose it's always the way when you have two projects coming at the same time with a slightly different presentation. They are fairly proportionate, but with some differences between the greenfield site and a redeveloped site.

Mr WILLIAMS - I think the key bit there is that they're very different projects, as we've talked about over yesterday and today. A greenfield site, as we know, as has been shown in the past, will be attractive to the market. The challenges of a redevelopment site are not as attractive to the market because of the challenges continuing to safely operate a site. So, sort of reflective. And just one last little point: it is based on the advice of the quantity surveyor that we have, and we have the same quantity surveyor on both projects.

Mr HISCUTT - If I can follow on from that, as two projects on very similar timelines under the same project banner, is there a general format? How does that get presented differently, because that now, if I've understood correctly, means that the cost escalation allowance is \$2.5 million for this second - so, the construction cost itself is actually only \$30 million if we're comparing apples and apples?

Mr SALTER - Yep. I take on board that we haven't presented the two tables consistently -

Mr HISCUTT - What I've said there, I've understood what you've said correctly?

Mr SALTER - Yes. If we took out, so, the garage costs there, \$32.6. If we took out the cost escalation of \$1.872, then that would be the comparison back to the \$9.6 million for the Burnie project.

Mr WILLIAMS - I think we did talk about this today briefly as well. If I may, we've tried a number of iterations over probably the last three or four years to get a consistent presentation format. Clearly, we need to do a little bit more work and we do welcome the feedback and the questions because we want to be transparent in all of this information.

Mr SHELTON - My mental arithmetic isn't what it used to be, but just going to my point, the discussion was around 4900 square metres, approximate cost of 45, if it was 49 it would be \$10 000 a square metre, and there's nine square metres in an old square, which puts it at \$9000 an old square. You mentioned the fact that domestic building - my son and daughter are getting a house built at the moment, and it's approximately \$25,000 a square metre - house finished. This one ends up at \$90,000 for the finished building, and I admit that landscaping

and roads are costly and all that sort of thing, but commercial building seems to be exponentially, as you mentioned, going through the roof. How do we get value out of it going forward? That's the question, I guess.

Ms BROUN - Commercial building does have a tendency to be a bit more expensive.

I apologise; my brain doesn't operate in the old building squares. I only work in the square metre rates, which is the 1 metre by 1 metre.

Mr SHELTON - Yes, stick to square metres.

Ms BROUN - Okay, great. At Cumulus we do a number of different projects. We have a high-end residential area as well and in a higher-end residential area a house can cost anywhere between \$3500 on the low end to \$6000 per square metre. This project - I'm not quite sure what the latest figures are, but we had it sitting at about \$6500-\$6700 per square metre which, as you mentioned, the difference between residential and commercial - there's a cost increase for commercial. Then again, on top of that, as we mentioned, this has specialised facilities, a lot more toilets, a lot more plumbing than your usual kind of project, just due to the cohort; a lot more hoists, specialised equipment -

Ms RATTRAY - Ceiling tracking.

Ms BROUN - Yes, ceiling tracking. All of these kinds of things bump it up even again above a commercial project price.

If you look at some of the hospitals that are built, I think their per-square-metre price is about \$10,000 to \$14,000 per square metre, that kind of thing. So, this kind of facility is almost starting to lean a little bit towards the hospital realm, so I think, from those examples, this is kind of a good square-metre rate where we're sitting currently for this build.

Ms RATTRAY - I hope it doesn't get too close to a hospital rate, because it's supposed to have that really family-friendly environment. That's right, isn't it?

Ms BROUN - Yes, exactly, and that's one of the key -

Ms RATTRAY - A hospital rate, not a hospital design.

Ms BROUN - Yes. We avoid the hospital feel as much as possible.

Mr WILLIAMS - To finish off, if I may, not wanting to go on to the point, it's also good to have consistency of language, because some of that language was about 'construction rate', and I was deliberately talking about gross project rate, because even with a house, you have to have consultants. They're not part of the construction rate. I think part of the challenge and part of the questioning is good, because how do we get a consistency of presentation to ensure we're all talking the same language? I think that's important, because to deliver any construction project, you need your approvals, you need your consultants, you need your engineering to get all of that. Sometimes in the conversation, we're focusing in on just a construction rate rather than the gross project rate, so we should be talking about both, I think, to be clear and to have transparency.

PUBLIC

Ms RATTRAY - Thank you. Yesterday we heard how you had been very frugal at the Burnie site and had been able to provide a contribution of around \$400,000 to the project. Has there been that same opportunity for this particular project, or not so much?

Ms MURPHY - Well, because we're one school, that money in trust was put aside for the building works and it was deemed, given the projects and where both projects landed, after consultation with the facilities team and our senior leadership team, that our commitment was to provide that money to the Burnie project.

Ms RATTRAY - Right. So that's the \$14,400 that shows for the Burnie site, so that's your \$400,000. That's fine, thank you. I was interested to see whether you'd worked your magic elsewhere.

Ms MURPHY - It was a conscious decision based around -

Mr HISCUTT - Where you get the most bang for your buck.

Ms MURPHY - And we needed to support that project to be able to get as much similarity as we can to the Devonport project. Certainly, we want them to be as consistent, within the constraints of the budgets, for the Burnie one.

Mr HISCUTT - I think you're right about that conversation between construction processes and project costs because if I've done my maths right, about 38 per cent of this is not the construction, which is a whole 'nother kettle of fish that is not appropriate for here.

I just want to say with the evidence you've now got at this point in time, are you confident with that price as it's been presented? How are you feeling about that?

Mr SALTER - Yes, and as we do for all projects, we continue to get updated quantity surveyor advice. I was advised there'll be another one in August and then there'll be another one in September if, as according to plan, we're going to tender in October. We continue to retest it, along with the more detailed design, as it occurs.

Mr HISCUTT - From an historical perspective - and you've got some institutional knowledge here - how often is the final construction price majorly different from quantity surveyor's price?

Mr WILLIAMS - Probably a touchy and a sensitive matter for Kane. I think there's a reflection - I'm sure you don't mind me sharing.

CHAIR - It's up to you.

Mr WILLIAMS - Certainly, during the COVID period, it was not as expected. More recently, with our statewide tenders we're comfortable with the advice that we're getting, and the market is suggesting that the market is okay and can cope. We do see regional differences - so we track that by north-west, north and south - and we think that the north-west market is ready and available to do the work. That's what we're seeing. Over time, it's sort of had peaks and troughs. Sometimes it's higher, sometimes lower, but consistently at the moment, we're pretty much smack-bang-on.

PUBLIC

Mr HISCUTT - Thank you. I appreciate those comments, and especially from someone new to the committee as well.

CHAIR - Any more questions from committee members?

Ms RATTRAY - No, but I've learnt a lot from the member for Montgomery's questions.

CHAIR - Yes, they were very succinct so thank you. That ends our questions to you as witnesses giving evidence. Before you leave the table, I have a range of questions. Can you answer those questions with a 'yes' or 'no'.

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 - Okay. Before you leave the table, I'd like to read you another statement. 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 said to us. Do you understand that?

WITNESSES - Yes.

CHAIR - Thank you very much for coming in and the last few days of evidence. We've really appreciated your expertise and your time. Safe travels.

WITNESSES - Thank you.

The witnesses withdrew.

The committee adjourned at 2.08 p.m.