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THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 1, PARLIAMENT HOUSE, HOBART ON MONDAY 1 OCTOBER 2018

TAROONA HIGH SCHOOL MAJOR REDEVELOPMENT

Mr ROBERT WILLIAMS, DEPUTY SECRETARY CORPORATE AND BUSINESS SERVICES, **Mr MATTHEW BENNELL**, PRINCIPAL, TAROONA HIGH SCHOOL AND **Mr TIM PENNY**, TIM PENNY ARCHITECTURE AND INTERIORS PTY LTD, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Brooks) - Thank you for appearing before the committee today. Before you begin giving your evidence I need to inform you of some important aspects of committee proceedings. A committee hearing is a proceeding of parliament and it receives the protection of parliamentary privilege. It 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 of place out of parliament. It applies to ensure that parliament receives the very best information when conducting its inquiries. It is important to be aware that this protection is not accorded to you if statements that may be defamatory are repeated or referred to by you outside the confines of the parliamentary proceedings.

This is a public hearing. Members of the public and journalists may be present and your evidence may be reported. The doors will remain open as prescribed under the act. Do you understand?

Witnesses - Yes.

CHAIR - We can begin with opening statements and then we will go through a question and answer session. Mr Williams, if you would like to kick off.

Mr WILLIAMS - Thank you very much, Chair. Thank you to the committee for spending the morning at Tarooma High School having a look around at the facilities. We appreciate your time in doing that.

It is a good time to be in education in Tasmania because we have may the largest building program in education possibly in a generation, possibly several at least for 20 years. We have a lot of projects going on. The benefit we want to get out of that is to make sure that when people choose public education in Tasmania they are choosing a really top system of education. We value education in all its forms but, representing public education system, this is a really good time because we are updating a number of schools around the state, especially high schools that missed out under the BER, Building the Education Revolution. Some schools the committee has seen recently are the same as they were when they were first built in the 1950s and 1960s.

In terms of the Tarooma High development, Tarooma is a school with a large population, over 1000, it is pushing 1100 now, and we have been undertaking building works there for a number of years to keep up with capacity. This development as articulated in our statement has the full support of the school community and the school association. One of the members and the chair of the association were at the visit this morning and we thank them for their time. Having the school

PUBLIC

community on board is a very important thing for us and we work very strongly with the school association to make sure that what we present to you is something we believe the school community strongly supports.

The obvious question with Taroona is its growth and you can see in the figures in the submission that we envisage that the growth will continue. The Government committed an amount of money for studies into an inner-city Hobart high school in the last Budget. Those studies are continuing. There is no outcome and no final report on that at this stage. We are still analysing the data. It is important in this case to make sure we get that absolutely right. When we know what that report says that will give us a sense of how we might tackle the issue of Taroona's growth.

Looking at the broader Hobart area from New Town High, Ogilvie and Taroona, if there is another high school in the mix, or some other option brought forward, that will change the dimensions for Taroona. We don't have an answer on that at this stage, because there isn't a report and we're still working on analysing the data there.

Mr VALENTINE - I had that question down to ask about the potential for a central city high school. In relation to this particular development, is it fair to say that this development is needed in order to provide sufficient space for the current school population as opposed to the future population?

Mr WILLIAMS - It will provide capacity for the medium term, but not the long term.

Mr VALENTINE - Long term being 20 years out, you mean?

Mr WILLIAMS - I think probably less than that. If it keeps growing and that is very hard to predict, but it looks like it is on a growth trajectory, this will get us by for the next few years. By then we will have some sense of where we go on, whether there is an inner city high school or some other combination of things to help us. We also have the revitalisation of Cosgrove High, which is a high school with a capacity of nearly 1000 and it has less than 200 students enrolled in it this year. The Government has committed \$20 million to revitalise that, which is really important for that area, because if you do not want to send your child to a single sex school at New Town High or Ogilvie the only choice you have on the western shore is Taroona. That is one of the dilemmas.

Revitalising Cosgrove actually, although it is a long way from Taroona, may have some impact on Taroona. Then what do we do in the inner city? Whether it is a new high school or whether there is some other configuration of schools, especially around the options with the year 11 and 12 extension program, how do we factor that into Taroona? That will be another part of the puzzle and we don't have the answers. For today, this is to get us not only just the capacity in the classrooms, but something that the school has wanted for a very long time, which is a decent performing arts program. Taroona has a world-class performing arts and music program and produces a lot of musicians who go on to be influential in Tasmania. It is probably the school with the biggest and most successful music program in the state.

Normally we go for classrooms first, but having a balanced education is absolutely vital, because not everyone is going to be an academic. Some people are going to want VET, some people are going to want performing arts, and some people are going to want science. So we have to make sure that public education offers all those things as equally as any other system might. That is what we hope to achieve here.

PUBLIC

Ms RATTRAY - In regard to school numbers, on page 7 of our information, the submission, 2018 - 1029 students with 1037 midyear - and then the projection for 2023 is 1239. From your comment, principal, you said almost 1100 students. Are these numbers on the low side? Are you expecting that 2023 will be more than 1239?

Mr BENNELL - Those projections are interesting because currently the intake that we take from our feeder primary schools is going up by a few percentage points each year. Traditionally we have taken between 66 per cent and 67 per cent of available grade 6 students into year 7; for 2019 that looks closer to 70 per cent. It is quite difficult to actually make those projections more accurate than what we have here. This will be going in on existing around about that 70 per cent mark. Should those patterns continue, the sky is the limit. It is a difficult but nice problem to have for a public education system.

Ms RATTRAY - The total FTE could be somewhere around 1300 FTE in 2023?

Mr BENNELL - I am not sure I would estimate that high but well above most.

Mr WILLIAMS - If I might, Chair, Mr Bennell would be the next person to speak on our behalf to explain the reason for this project.

Mr BENNELL - I thank you all again and echo Mr Williams' sentiments for joining us on the tour today and the opportunity to share what is a fantastic school with all of you.

As Mr Williams outlined, it is a critical time for Taroona High, not just because of capacity and growth for the school but also in general confidence in the public education system in Tasmania. Taroona is well known for its support for the whole child. Part of that is showcasing and developing creativity through the arts. Today you evidenced that in the arts on the walls at Taroona High. Our students are high performing. A number of our highest performing students take part in reaching out to communities, namely in the arts, and through the range of subjects that offer personal choice at Taroona and enable personal growth. That is what we set out to do. It is symbolic that this development sits at the heart of the school because that is what the arts do for Taroona; they are critical and the school has built around them.

Taroona has not had a central meeting place, nor the facilities to house cohorts of year groups to have grade-based conversations in grade-based assemblies. Enabling a space that has capacity for around 300 kids to meet and to be talked to and to break in different ways is essential. The plaza area on top of this facility will provide yet another outdoor entertainment space and assembly area. It is perfect for our school festivals, which we are proud of and we celebrate with our school community, and also an opportunity for community to make use of the amazing site that is Taroona and to use our site outside school hours.

Flexible, contemporary learning spaces are not typical of those you have seen at Taroona today but all our planned spaces meet that need. They will be open, light, welcoming and well supervised.

The consultation process we have undertaken has taken a couple of parts. First, staff, students and members of our school community have visited some of the most recent developments in Tasmania and in Victoria to see some of the great spaces, particularly the specialist music facilities we need to meet the needs of our students.

PUBLIC

We took an innovative approach to engaging students. We think it may be the first time we have done this where we have tracked student, using geospatial technology. They have worn GPS trackers around the school, with parental consent of course. We have mapped their flow and movement in amongst the spaces and how they have transited and crossed the space at Taroona. We overlaid that across the site map and then debriefed it with a group of key students to really understand what it is our students are doing and how the data led approaches to the changes and redesign. The students loved it. When we had the conversation with students it was really interesting to unpack the way they use the spaces the way they do, and why they move in that way. It helped us understand what we had to keep and what we could jettison in the design.

It influenced the flow of student movement and influenced the way we have designed the proposed music building in particular. Students can move in from one part of the building and move out through the other part. It enables a seamless transition for students to drop their instruments and keep moving on the way out. We debriefed that to understand.

In this proposal, we are addressing many of the access issues that a difficult site provides for us. As you saw today, it is not an easy site for people with access and challenges. That has been central to the work we have done.

Mr VALENTINE - I noticed you had a couple of those motorised wheelchairs. Do any current students use those and did they participate in the -

Mr BENNELL - Yes, we tested some of those designs and the flow with some of those students. We really want to make sure that it is accessible and that they are a part of the design. We also understand that there will be, through the building process, implications around that. We will need to design that into the process. You saw the C block today, which is our most challenging building. It needs some tender love and care and we have been adamant that has to be a part of it and that cannot be a poor cousin. During this process we need to make sure it is a good facility and fit for purpose. The other work that we have done is around the master planning and further consultation needs to be undertaken with our community around the master plan for the site.

I would like to just illustrate an element that I didn't speak to today but I would like to put on the record around a really important part of our school fabric, which is the Mystery Creek Cave memorial, which sits at the heart of the school. I have personally undertaken the first round of consultation with those families affected by that tragedy and had personal meetings with each of those. They have agreed to a process and one that we proposed, which was our students working with landscape design as architects to meet the needs and then go back to that consultative group to ask for their feedback and support as to what the next iteration of that memorial would look like. That is a little overview, Chair, and hopefully that gives you a bit of an insight into the process to now.

CHAIR - We will go to the architect behind this potential improvement, Mr Penny.

Mr PENNY - Thank you, Chair. There are a couple of things I would like to touch on again in terms of overview to reiterate the process that we have gone through to get to this point. We have gone through a review of the existing building fabrics of the school. Part of the brief has been to identify areas of key need that ultimately forms the brief, which is what our instructions are. We have then gone through a high level consultative process to understand how the site works and how to make the most of the site, relative to school needs. We have ended up with two key documents. One is a strategic site development plan that talks about potential aspirations both at a community

PUBLIC

level and an education level, and then ultimately the master plan that specifically deals with how to best build a new music facility.

It is also worth touching on that we have undergone, as Matt touched on, engagement with students and teachers. It has not been architects working in isolation just with the project team; it has been a very conscious and consultative process. There has also been a fairly exhaustive assessment of the existing building fabric, given its age and condition. Part of that process has been to have a look at C block to see whether the budget could realise this potential development utilising that existing building fabric. The conclusion we very reasonably came to was that to convert C block into a reasonable purpose-built music facility would be in excess of the budget. Far and away the most realistic solution was a new purpose-built facility that is then best located in the heart of the school campus.

The other most obvious thing is that, should you choose to develop C block, ultimately you are taking out a significant component of classrooms and the school would have major disruption for a significant period of time. Standalone development enables us to deliver without significant interruption. There is going to be some interruption, at the end of which it delivers new rooms for music and new classrooms which are designed to a contemporary level as well as refurbishment of C block to enable additional classrooms to meet the need that has already been discussed.

That is how ultimately we came to the conclusion of siting it into the middle of the school and that also touched on tracking some students and getting a set feel for what is not often able to demonstrate when you are trying to go through an evidence-based design process. It is easy to bring some assumptions to the process and part of the GPS tracking was that it gives you a very tangible illustration about movement, densities and activities within the site. You could very easily see that it is being used as a street, the oval is highly desirable, the ocean side is highly desirable and the heart, in fact, is underdeveloped. What we have proposed is a new two-storey building that will provide a concourse at the level, level access at the ground but also take into account some of the complexities of music which I probably should talk a little bit about.

This building is not prominent in the sense that two-thirds of it is going to be subterranean. The element that is open and then permeable is within the heart of the school where you need the most connections that relate to the adjacent music areas, to administration and all the other classrooms in B and A blocks. Music facilities are also highly technical in being able to have acoustic treatment at contemporary sites, sound isolation so you are not getting disruption. You are getting students able to work in safe environments, to realise their potential and with good staff access and overview.

The other thing to touch on is that they are a complex range of spaces, some are large two-storey volumes and some are small, not cubicles, but in the order of 16 square metres. These come with their own set of issues associated with supervision, what is going on down the end of corridors, being able to integrate it properly into the whole facility so from a staff management point of view it works seamlessly as a music environment.

The other thing that I should also maybe touch on is that we have modelled this should the needs change from our pedagogy point of view into the future. This building has the capacity for redevelopment and adaption such that music might change in the curriculum of the high school in the next five to 10 years. This building has the capacity to be converted into more classrooms and be redirected. Some of the really basic ways of doing that is putting some additional building services such that you might have additional plumbing connections, you might be able to modify

PUBLIC

the air conditioning, and you might be able to connect into the water. There is a high level of adaptability and flexibility that is driven by the department's desire to be able to have flexible and adaptable building stock going into the next 10 to 15 years. Of course, it is designed to have an additional floor put on it should the school numbers continue to escalate. Ultimately it is not just a car park at the top.

Internally the environment is going to be designed to a good quality but robust environment for a school. One of the things that is quite unique to this is that the large orchestra room has capacity for some of the walls to open up. This means whole school community engagement. When they are putting on performances, parent and community engagement, together with the planning to be able to put a large multipurpose classroom to the building perimeter so again there is the capacity for the community to use those spaces out of the school times. This has come in to inform the general planning of the building.

Internally what would you be reasonably expected to see? You are going to see some timber finishes, you are going to see a high level of acoustic control that is going to be ceilings that do have some timber slatting to be able to absorb the noise energy so it would need to be a light, lively, engaging, contemporary space suitable for students from year 7 through to year 10.

The other little trick to planning this facility is that in the school community, of which about 80 per cent get involved with music, means every day they come and drop off their musical instrument and every afternoon they then collect it to take it home. That is 600 plus students coming in and out of what you saw as a tiny little corridor in a horrible little store that has no work flow that requires a high level of staffing management; so it is ineffective and just isn't satisfactory. Part of this building enables students to come through at the mezzanine level into a large well-designed storeroom to be able to collect their musical instruments so dispensing the musical instruments doesn't impact on the other teaching spaces.

That is it from an overview, Chair.

CHAIR - Do you want to do specific areas, or do you want to go all over the place?

Ms RATTRAY - I wanted to ask about the consultation process, Chair.

CHAIR - Let's kick off then.

Ms RATTRAY - I note on page 10 of the submission it talks about the consultation process. I know from this morning's site visit that there is a significantly built up area around it. I am interested in what engagement has been undertaken with neighbours in regard to this, understanding this is not the whole box and dice and potentially there is something else to come in the future? Also, I note that it says:

Direct engagement has also enabled specific advice to be provided regarding the scope of this project.

I'm interested in what that was and what was taken on board from that consultation process, if that is possible?

Mr BENNELL - The predominant group we have worked with is one of the local community organisations, the Taroom Community Association. We've had the opportunity to meet with them

PUBLIC

and share the thinking around that. When I referred to the future work to be done and I said 'master plan', I actually meant site strategic plan to further understand the boundaries of the school and how we can best use the entire facility.

Certainly, we've been sharing updates with our local community through our Facebook page and any other opportunity we've had to engage locally; invitations to our most direct neighbours directly and shared with them the plans as they stood, certainly in the early phases to help them understand the process. We've had as much direct engagement as possible.

Our school association has also been incredibly active. A number of the people live - when I mean locally, I mean are also our neighbours. They formed a subcommittee and continually work as the interface between the school and helped resolve any of those 'unknowns', if you like, with our neighbours and also the wider school community.

The scope of the works relates to the specifics in the building of our music facility, for example; being really clear on the technical aspects and what that needs to look like, and down to the level of detail required for community access, for example, to make use of these facilities.

Ms RATTRAY - What about input into the exterior? Were there any concerns around that? Or are they happy to go with what the architect has suggested is contemporary for this modern building?

Mr BENNELL - I think there is still opportunity. In the next phase, certainly the landscaping in particular, we will engage with our students. We have already called for expressions of interest from our student group. I would like them to have a real input into that phase. When it comes down to the level of detail that is where we can really get some advantage with our kids.

CHAIR - Can you take me through the involvement of the student body in the consultation process, in what the committee has in front of it? That is all we can consider at the moment. But it is a really important aspect as we go through these schools what involvement the kids have. Obviously, they weren't going to design it themselves; we have expertise to do that. Over the years of these upgrades a really important aspect we've seen is the involvement of the student community and what they did and how that was communicated across the broader student body, given that you have around 1050 students? They weren't all in the room going through the details.

Mr BENNELL - Thanks for the question, Chair. In the very first phase we convened a student focus group that consisted of representatives from a number of our existing leadership groups in the school. They were asked to come forward and work alongside myself and the consultant architect in the very early phases and we helped them understand the scope and purpose. They also helped us understand and develop a set of design principles that were layered on top of what the staff and parents had investigated at the alternative sites. Students were critical in the crafting of those pieces of work and those design principles have stayed as part of the work all the way through. When we were designing the brief, they were right at the centre of that work.

Those student groups have been reconvened at regular intervals and given regular updates about the work. It is a challenge to share that more globally with students because, as you can imagine, the designs change so dramatically from drawing to drawing. We have been able to regularly communicate updates through our school newsletter, which goes to the entire school population and has allowed them to understand this is where we are today and we may be somewhere different down the track. We have had plans on display as the process has continued.

PUBLIC

Students were involved in some conversations at a technical level around music in particular with the flow of students, as Tim described, around the drop off and pick up of instruments and provided some feedback as to the best ways to manage that.

The next phase is where they get to buy in because, hopefully, we will have settled the general principles of the design and some of the finishes touched get to be owned by the students. In particular, the arts project; I would like them to be a critical part of the allocation of the arts and on the committee deciding that work and working alongside our landscape architects.

Ms BUTLER - I have a question to ask Rob Williams. In relation to the area allocated next to A block for the potential year 11 and 12 site, even on the master plan that is the wish list, it is still very small. I gather from this that there doesn't seem to be a push for Taroona to take year 11 and 12.

Mr WILLIAMS - The Government has committed that all schools will but the urban high schools, like Taroona, haven't got the same pressing need perhaps some of the places like Smithton, Sorell, St Marys or St Helens. The natural flow has been from Taroona to either Elizabeth or Hobart Colleges, and our transport system is geared to get them from Taroona to those places. Yes, it will come but Taroona hasn't been one of the priority schools for years 11 and 12. It has been places like Campbell Town, St Marys and St Helens. How that would work is still to be considered and we have different models.

On the eastern shore, Rosny College is part of a group of schools that include Rose Bay, Sorell, and Bayside, which is the old Rokeby high school, to form a collective to work out how they collectively deliver years 11 and 12. Some specialise in particular things. Sorell will have an agricultural and VET focus because it has the facilities.

Ms BUTLER - I notice it is the same thing with Riverside's plan. With the potential years 11 and 12 that is a tiny allocation, not knowing what uptake there could be in the next 10 to 20 years, if this is the master plan. Do you have any data or potential future projections of what year 11 and 12 uptake there could be?

Mr WILLIAMS - We are not at that stage because it is a relatively new program. If you look at a high school like Ulverstone, which is our biggest 11 and 12 extension school, it has around 80 students in it but most other schools have much smaller numbers of year 11 and 12 students. So it really depends on the model that they decide to implement. If Hobart, Taroona, Elizabeth College, New Town and Ogilvie form a collective on how they will work, that will determine the numbers. So it is really impossible to say how big they are, but it is not a school that you would think naturally the people who go there would have some connection with Hobart College especially, as well as Elizabeth College.

Ms BUTLER - The policy is - and I stand to be corrected - that there will be year 11 and 12 at all schools across Tasmania.

Mr WILLIAMS - Yes, that is correct.

Ms BUTLER - That does not seem to be reflected in the master plan if that is the actual policy. That policy does not specify geographically where those year 11 and 12 schools will be, or is it all schools?

PUBLIC

Mr WILLIAMS - All schools will become year 11 and 12. There is space at Taroona to do different things, but as I said, that is not part of this program. Taroona has not been a priority for getting it to year 11 and 12 because it works with Hobart especially and also Elizabeth College. It will happen there but it is also the model. The model that happens between a remote school, like Smithton and Hellyer, is different from the model that is happening in the urban areas. There is a conversation going on between Montrose and Claremont.

Ms BUTLER - Thank you. Through the Chair, I also have a question for Tim with the design of the site. I noted in the report it states that it is zoned as a landslip area and I am sure you certainly would have taken that into account. Are there any concerns with the eventual master plan with more development that could potentially be a risk to that slip?

Mr PENNY - To answer your question very quickly, no. To give you the background to that, the landslip is not incremental. It is a significant area of which Taroona High is one part. What you are seeing, not that I am a geotechnical engineer, but as I best understand it is it is a large volume that is moving slowly and incrementally down towards the Derwent River. Taroona High is not rated high risk. It is rated medium risk, but it is within that zone. That is also then picked up within the planning scheme and so there are lots of prescribed steps along the way that we have had to go to understand what the risks are. To that end, we have engaged Bill Cromer to do a geotechnical assessment around some of the edges. He concluded that with the appropriate mitigation it was reasonable to undertake what we are proposing.

We then sought further higher level expertise from a company called Scherzic, which then undertook onsite coring of samples down to 19 metres for taking samples and remote testing to understand exactly the sub-surface conditions. He has concluded that with appropriate risk mitigation requirements during excavation, such as some shoring, because it is largely clay. This is not a rock site and so the soil does not have a lot of high capacity to support itself when it is excavated. The risk ultimately is when you are digging the hole. The way we have designed the structure is that it is excavated and it is made safe whilst it is constructed. Then we are putting back the ground and making sure any of the adjacent structures are safe. We have received advice at a high level from experts in their field to say it is perfectly safe.

Ms BUTLER - I just wanted that to be on the record because I did not have concerns that you would not have made sure that was dealt with perfectly. I did have a question as well about the footprint of the plans. I noticed that it looks to be a very environmentally friendly plan. Can you tell us a little about the footprint of the design and whether or not it will be energy efficient?

Mr PENNY - Thank you for that. It is going to be energy-efficient. The footprint, as it shows, is that it is a two-story building, of which the large, two-story component is at the back of the excavation. We came to the conclusion that is a good way to deliver value for money. Trying to put energy into spaces that are large, tall volumes can be quite costly. In this instance, by making it subterranean means it is a very stable environment. There is not a lot of external glazing so that gives us a very stable environment and we don't have to put a lot of energy into the building to heat and cool it.

The other thing that is obvious in this is that it encapsulates the sound. You wouldn't have noticed today but had you gone to the site during school time and I am sure the neighbours will attest to this; it is vibrant school and there is a lot of music going on when you've got 70 kids doing orchestra practice in spaces that are effectively single plasterboard, timber, single-glazed

PUBLIC

enclosures. It is highly disruptive within the whole of the school. From an efficiency point of view for sound, that is part of the inherent design values of that, too.

Mr WILLIAMS - Chair, through you, I might go back to Ms Butler's question about years 11 and 12. There is a separate process as well for years 11 and 12 and a separate funding allocated by the Government for both operational costs and capital builds. That is where that funding would come from. There is a separate fund for that.

Ms BUTLER - My last comment is to Mr Bennell. I congratulate you and acknowledge the Mystery Creek Cave memorial work you are doing. A very close friend of mine was at that tragic incident and this will provide a lot of closure. It is fantastic you are doing that. Thank you.

Ms RATTRAY - In regard to the sustainable design, I have been known to be a hoarder and I like to recycle. I note that there is use of salvaged and recycled building material within C block. Can you give me some understanding of how that is going to be part of that?

Mr PENNY - What on earth is there to save and recycle?

Ms RATTRAY - Yes, that is what I am interested in.

Mr PENNY - Yes, certainly. You would have noticed, for instance, there are timber linings of solid section Tasmanian oak. In that instance, where we are doing the demolition, it is carefully taken out and salvaged for re-use for internal linings rather than that being stripped out and taken to landfill. Where there are existing aluminium door assemblies, they are removed and we have designed the spaces and openings to accommodate those rather than just going to new sets of openings, which then by implication would require new aluminium suites and new doors. Aluminium and glazing are very energy-consumptive and it takes a lot to get them there on-site. That is really the core of it; internal timber linings and aluminium doors and frames. Where we can, we are re-using light fittings and those sorts of things if they are in reasonable order and up to current standards.

Ms RATTRAY - Not many of them would be re-used as low-energy fittings, would they?

Mr PENNY - No, probably none at all. I shouldn't say that. There are in some areas, such as in the practice rooms that have had part of a reasonably recent redevelopment. There is some audiovisual gear that we have identified as worth salvaging.

Ms RATTRAY - I acknowledge the fantastic artwork we saw through the visit to this school. I was completely blown away. It was outstanding, if you could please pass that on.

Mr BENNELL - I certainly will, thank you.

Mr VALENTINE - As to site planning and school design, I don't know what pages because my little bit of software does not tell me that.

Ms RATTRAY - Page 11.

Mr VALENTINE - Page 11 is it, and 12? One of the statements in the dot points is:

PUBLIC

There is an opportunity to enhance the iconic waterfront/environmental relation to the site.

Can you just talk us through what has happened in that space in terms of the enhancement of that waterfront? It is a school to die for in that sense. Most people would recognise that Taroona High has one of the best positions. I am interested if there is an opportunity to enhance the iconic waterfront/environmental relation to the site. Is that being done in this development or is that something that is for the future?

Mr PENNY - It is something for the future. That is something that is largely captured in the strategic overview of the site. What you didn't see today, underneath the staff area where you were at lunch time is the student areas. I will take you back in time, if I may.

Historically A and B block were two separate buildings. The historic flow across the campus would be through that space. Where the library was, was the canteen. If you think about student engagement where the amenity is, it used to be at the waterside. That is one thing to think about how students move on the site.

We were trying to capture and identify at the high level site plan where the key aspects are of things to build into the school when it is thinking about future capital works. Being able to say to the school, 'It is a tough environment in that it is windy and can be hot, it is a three-storey building and that has an impact on wind flow. Without careful care and attention they can be quite aggressive environments'. That is why when we looked at the student modelling we found that there was more likelihood of students to actually to use the oval rather than the foreshore, because it wasn't a nice place to be for 50 per cent of the time. When it is nice, calm and sunny, it is a beautiful place.

Within the site strategic development plan we've said things that the school is having separate conversations about. Why wouldn't you think about relocating the school canteen to a protected environment, such as developing underneath the gymnasium and develop that whole forecourt, which at the moment feels like a road and a carpark, whereas it is in the heart of the school. We've said, 'Why wouldn't you think about, at the lower level, opening up some of the library and using some of the external spaces?' Equally, on the plan, we have also alluded to the fact that if, for instance, on the hockey fields you built some infrastructure so that rather being a dumb retaining wall, there might be a series of landscaped terraces for community use. The front area is highly used in winter for the soccer series, but there are no amenities. There are no public toilets, for instance.

It was that level of being able to pull together all of the disparate activities and threads to make the site realise its full potential.

Mr VALENTINE - Thanks for that; that is really good. One aspect I couldn't help but think when I walked into the current music room is how hot it was in there. That must play havoc with instruments. In the way it is being redesigned you are intending to put the music room in the centre of the school. Would you mind explaining why it is going into the centre as opposed to being further away because of the potential for noise disruption? I wondered about sport being a noisy environment as well, which might affect the music students. I don't know whether it is you or Mr Bennell who might want to talk about it. I would like to hear what your thinking was.

Mr PENNY - The first thing to say is the building is largely precast concrete panels around the building perimeter with glazing where there are smaller areas. The sound activity will be

PUBLIC

contained within the envelope. That is it at a technical level; we are containing the sound within the building, whereas at the moment in C block it isn't like that at all.

There are some important connections to realise here. There is a lot of activity between this building and the gymnasium. The gymnasium is where the large performances are. We have to think about the connect-ability between this building and the gym because when there is a showcase, all the instruments need to come out of this building and go up the road and connect into there. There are some functional work flows, just as at the ground level we have established that to be at the same level at the bottom of C block. We have done that consciously so there is a good flow from what will be contemporary music immediately adjacent to that so the two can connect. When you are student and you might want to go to do some smaller band practice, you can book the ensemble rooms and go across on the same level. They are the things that fed into that work flow and the connectability and why it is in the centre.

Mr BENNELL - Additionally, one of the issues with the current C block, as it stands, is it a shared facility between music and other learning areas. As I alluded to when we were on the visit today, some of the leakage of sound vertically into the classrooms above, which are computer labs, is a challenge for us. The difference between that and what this new facility offers is that it will only be music and you are not disturbing other learning areas in the same way.

Mr VALENTINE - You talked about reusing panelling and the like in that music room and I would have thought wood presents a reverberation rather than the deadening of sound and you are talking here about benchmarking best practice education design for contemporary music facilities. Can you tell us the reasoning behind that?

Mr PENNY - Yes, happy to. A little bit of acoustic science. This room is a good case in point. You will notice on the ceiling a combination of solid timber slats and gaps. That is one thing to hold in your mind for a moment. The other is having a room that is full of the sound absorbing material is to a musician likened to playing under water. It deadens the sound and it is very difficult to get a lively, bright sound. Good spaces have a combination of some reflective surface together with some absorption. That is what you will see and what we are designing and it is a combination. Equally, it is important to say, at the far end of the spectrum you can spend a lot of money for performance concert halls levels of which we do not have the capacity in this instance. It has to be designed around a multipurpose facility within the budget but needs to satisfy the requirements of music.

The small rooms need to not have too much reverberation; they can hear the instrument they are playing and look at themselves as they are playing so they get the structure of what they are doing right. Equally, when you are in an orchestra room, you need to be able to hear the wind instruments as opposed to string instruments and for the teacher and the students being able to hear what they are doing.

Mr VALENTINE - Who are you benchmarking with or what to?

Mr PENNY - Personally, we are benchmarking against acoustic engineering design requirements. As part of this process, at the invitation of the school, I went to Melbourne and had a look at a couple of performing music facilities for independent schools to ascertain what level of acoustic engineering they were providing to be able to provide the best quality environment. At the far end of that spectrum, they are moving grand pianos by lifts over three levels. We are not trying

PUBLIC

to do that here. We are trying to design a beautiful facility that will provide the students with great facilities for them to continue their studies.

Mr VALENTINE - That is great. It is exactly what I wanted to hear. External windows are double glazed also for acoustic control and external wall insulation exceeds building code requirements. You are covering that side of it. This is about the sustainable design.

You talk about use of the internal atrium skylight as a thermal flue to maintain indoor air quality and heat recovery through extraction. Is that heat being piped somewhere else for the benefit of the school, or is it being vented?

Mr PENNY - At this stage it is being vented. We are using the volume to be able to spill that rather than having the heat recovery.

Mr VALENTINE - Making it a more comfortable environment to be in.

Mr PENNY - Yes. At a technical level, this relates to the large, two storey volumes. We have designed it such that it is a good quality, low level background heat and because it is a big building, but there are not a lot of external windows compared with a stand-alone classroom building. Again, we don't necessarily have to deal with the solar loading that is often a problem and is a problem for both A and B blocks because they are westerly-facing with a whole lot of glass that are single-glaze with no shading. What we know is as students get hot, the oxygen level in the classroom diminishes, and learning outcomes diminish with that as well.

Mr VALENTINE - Thanks for that. I have a couple of questions further down.

Ms RATTRAY - Students don't do music 100 per cent of the time. There is only one GLA in the design, but are P1, P2, P3, P4 and P5 just storage?

Mr BENNELL - They are practice rooms. Practice rooms would be for one or two students, ensemble rooms for small groups, and then you have the large areas.

Ms RATTRAY - How much time, other than the GL room, do expect these rooms will be used?

Mr BENNELL - Close to 100 per cent. That is due to the capacity issues around the school.

CHAIR - Moving to the design specifications, Tim, is there anything in here that is ridiculous? Do we have to freight in any varnish from Finland if you run out, or any carpet that you designed from Denmark or anything like that?

Mr PENNY - No, Chair, there is not anything ridiculous. This is a standard building at that level in that it has a focus on materials that can be provided locally. A good case in point is the timber and timber veneers. To get the sheer volume of construction within our budget we have to be very pragmatic. It is largely a conventional building that is a post-tension slab with fairly a conventional approach to external cladding, but internally it would have Tasmanian elements.

CHAIR - I am sure I told you I was going to ask this, so we should get my standard five questions out of the way. Are there any ridiculously expensive design parameters within the curvatures or curve walls that don't need to be there?

PUBLIC

Mr PENNY - No. This building is remarkably free of curves, if I might say that.

CHAIR - The reason I ask that is because it costs more to build so you get less for your money, in my opinion. It does cost more to construct it and maintain it and therefore, in my opinion, that is part of the -

Mr VALENTINE - There is a balance between pleasing to the eye and a square box.

CHAIR - Absolutely, and I won't open up the debate on the art requirement. That is legislative. That is for another day, especially when it is a carpark and we spend \$80 000 on art but that is a different matter.

Mr BENNELL - Chair, may I comment on the cost? We recently reviewed the size of the rehearsal spaces in one of the latest iterations. We found that we could reduce the capacity of this build by around 100 square metres, which was really quite an important step for us in meeting the budget provisions and we went looking for any gains. That took quite a deal of technical expertise of both one of the key staff members, Glen Schultz, and the team to find that 100 square metres. They undertook that in good faith to make sure we came under budget.

CHAIR - As Mr Valentine pointed out, we don't want a square box but we also don't want to steal the public's money. It is public money for a school whose fundamental requirement is developing our next generation of kids. We always need to remind ourselves as part of this process and part of the requirement under the act we assess it under, is it value for money? It is written in the act that we have to consider that, so that is the reason I ask.

Mr WILLIAMS - Chair, the way we approach these builds is that the focus on teaching and learning spaces is absolutely the priority so that we don't spend money on things that look nice out the front of schools, that we get down to the nub and we re-use. We tend to not knock things down if they are still usable. We will be repurposing things. We really try to stretch as much as we can out of the money to make sure we have got the learning spaces as our first priority.

Ms BUTLER - In relation to that, I notice on page 17 under 'identified risks' at the top of the 'risk mitigation strategy' you have:

The tender will be packaged to allow reduction in scope should the tender sum exceed the pre-tender estimate.

What part of the current plans would probably be first to be cut?

Mr PENNY - Not so much a building envelope, but a focus on the building services. Significant parts of this building are things like the air-conditioning, the heating, and the heating assemblies. History has shown that that volume and area will always be usable for a school. Where you have compromised and had to diminish footprints ultimately leads to a substantial compromise that is always difficult to work around from a school's point of view. Our focus has been to put some priorities around building services so that we can prioritise them. There will be a cost plan done prior to going to tender so we will be confident in being able to know what those costs are.

Mr WILLIAMS - We would also go back to the committee that works through this - the school association, the school staff and the students who are involved. If we get an unfavourable tender

PUBLIC

we go back to the same people who set up the scope. We try to make sure we manage expectations so that we do not have to do that very often. For example, the Riverside High tender came in significantly over the budget that we had, so we are now working through the process to work out what we do to come into the budget. It goes back to the process again to allow the stakeholders to say what they want to do. Sometimes it can be the finishes and sometimes it can be the nice-to-haves in the spaces that go.

Ms BUTLER - Thank you.

Mr VALENTINE - This school has a tremendous opportunity for solar gain, stuck out there the way it is. What is the reasoning for not looking at solar panels in this location like this? I don't know exactly how schools pay their power bills, but they do pay them. You would think that for a new development it might be easier to factor that than retro fit.

Mr WILLIAMS - I haven't got the answer on this one. We are currently working through proposals to work out how we can do solar panels. We have had phases in the past where we have put them on schools. They work for a while and when they break down the school does not bother and then they just sit there. We are working on a program for how we might best use solar on schools. We have not got to the answer of what that looks like. We have put them on before and it has not always been a success.

Mr VALENTINE - You can film over windows that do exactly the same thing these days.

Mr WILLIAMS - And Tesla promises that we will have roofing tiles soon that are actually solar panels. We are looking at developing a policy and a program around that.

Mr VALENTINE - So that is not resolved to this point?

Mr WILLIAMS - Not resolved to this point.

Mr VALENTINE - On your plan, next to the soccer field, you have a plan for years 11 and 12. You have been asked the question about that going forward. Is this development going to restrict in any way what you might need in terms of footprint to provide years 11 and 12 if and when it does come? Year 11 and 12, it is easy to say, but to deliver the subjects that they need, is that footprint enough?

Mr WILLIAMS - That is only one of the potential sites that are available. Basically the bit over on the right-hand side that says 'bushland second oval, et cetera' isn't able to be built on because it is where the landslip is most significant, but on the rest of the site there are opportunities to rejig things. That is only one potential site and you could have it in a number of places around. We don't think that we are blocking out that opportunity. As Ms Butler pointed out, we don't know the size at this stage. It depends on the model of delivery and there is funding each year from the Government to build 11 and 12 capabilities. For example, in Ulverstone we have built a series of additional classrooms and a student common space and things. That is part of that process. We are not going to be without a place that we could put an 11 and 12 facility.

It is also possible that you could go back and relook at your program and say that you will take some classrooms from inside and put another building on site.

PUBLIC

Mr VALENTINE - I might say in regard to the policy the jury is out from my perspective on whether schools like this ought to have it, but that is a political matter and won't enter into that.

Mr WILLIAMS - Certainly in urban areas where they work in collectives with local colleges there are models that are emerging that make it a good thing and really good outcomes.

Mr VALENTINE - Collaboration.

Mr BENNELL - First and foremost in regard to year 11 and 12 it is a pedagogical approach is where we would start. It is not actually about the building; it is actually about the pedagogical framework we work in and that is the real work. Once we establish that then we seek facilities that are actually fit for purpose. Certainly at Taroona we are starting that preliminary work and we are doing what I would describe as due diligence around what that would look like for our community. It needs to look very different for the Taroona community than it would for others.

At this stage, I don't anticipate Taroona will express an interest for next year's introduction of year 11 and 12, but I anticipate that we will be doing the work in the next 12 months in preparation for the following year. Once we've done that we will have a very clear picture of the pedagogical approach we will take and whether that will be in collaboration with our colleague schools, with the existing colleges, but certainly in the other community of schools in the southern area. In doing so, we will be able to establish very clearly whether that facility needs to be only at Taroona or whether it could be a Taroona and other sites, and the type of facility that we would need to meet the needs of our kids. That would most likely be a years 9 to 12 focus, that pathway, and making their way through in a very different way.

Rather than starting with a building we would really start with why we would want to teach and a teaching and learning framework for that.

Ms RATTRAY - Sounds like a sensible approach.

Mr PENNY - From an architectural point of view as the one who prepared these plans is that the illustration on the plan is within the existing building envelope based on a high level briefing provided by Mr Bennell. That was around the idea that should the pedagogy develop what would be the area of expertise that the school would want to develop?

Of course, one of its natural assets is being immediately adjacent to the Derwent River. That is why, as it is shown there, at its simplest level would be an extension of the marine studies, so it is placed within the existing building envelope that is currently, dare I say, slightly underutilised. It is used for learning support with a capacity where, for very little effort, it could be converted into functional year 11 and 12, which is immediately adjacent to a whole lot of classrooms. We all know classrooms can be multipurpose and used across the year grades. Here was an area within the campus that was close to the water that could be a potential area of expertise, should the school wish to proceed with that and that is why it is shown on the plans as it is.

Ms RATTRAY - Chair, you touched on the allocation for artwork and I am always interested in this. I noticed in the building materials on page 13 that you talk about the upper-level terrace being landscaped, utilising planting and purpose-designed planters. Is any thought given to the artwork requirement being encapsulated in that or do you have some other thoughts?

PUBLIC

Mr BENNELL - No. I think there is great potential for that. I will be handing that to our group of students with a very broad brief. The students will be working with members of our capital works subcommittee and a number of interested staff. It will be arm's length of me in reporting back to our working group.

Ms RATTRAY - My view is that if you can get some practical results out of the requirement for the artwork component, which is significant when you are trying to come in under budget. I will be interested to see what transpires.

Mr BENNELL - Thank you.

CHAIR - We covered consultation previously. We had a very good discussion about was the school association, which has been heavily involved with this project. I know one member of the school association is here, who the committee may welcome, Esther. If you would like to make a contribution on behalf the association, the committee would be happy to hear it but it is entirely up to you. We will have to swear you in if you have anything to say. It is an integral part of this that we hear from the paid employees of the Department of Education, the government and the contractors as well as those who volunteer and give up their time on behalf of their kids and a better school community.

PUBLIC

Ms ESTHER MURPHY, MEMBER, TAROONA HIGH SCHOOL ASSOCIATION, WAS CALLED, MADE THE STATUTORY DECLARATION AND WAS EXAMINED.

CHAIR - Thank you, Ms Murphy. I remind you that what you say is covered by parliamentary privilege but you are not covered by privilege once you leave this committee hearing. Now is your opportunity. The committee has always been interested in the views of the community and school bodies, their thoughts as well as the process around communication and consultation. You can give the committee a brief outline of your involvement and, on behalf of the school association, thoughts of this project.

Ms MURPHY - This project discussion has been going for a year. Matters come to the school association and they let us know this money was allocated. Matt was very clear upfront as to how he planned on communicating and how he would like to engage with the association as well as with the wider community. The school association formed a subcommittee to support this capital works program. As part of that, we had one of the members of that committee participating in the process, attending the fortnightly meetings whenever they could so we could have awareness and input into what was happening.

We have been going through plans at every meeting, understanding the changes and the iterations. From a school association point of view we have very much been engaged. The school association has no problems in sharing their views and any concerns and they have always been considered. It has always been a healthy and constructive conversation. From my opinion it has been quite a robust process to get where we are today. We have been very clear around what our priorities are for the space and it is very much around meeting the needs of a learning space for the children and being very practical and pragmatic in that.

We did not want to go down this path unless we understood how it was going to work within the whole school curriculum, within the whole school community to make sure that it flows. I think all of us have had experiences where you build these one-off buildings and it feels like the school has evolved with these little add-ons and it is to a point where the flow was not working for the students, especially with those pressures of capacity.

We were very interested in making sure that before we commenced anything that we looked at the master plan and understood how this is going to work best for the school community, not just in isolation as we do intend to develop this school over the years. So how would that work? This is just one issue for the school. It is our immediate issue but once we sort this one out there will be more in the future. There are other issues such as Matt has alluded to with the gym that is at capacity and things like that.

We did not want to build something or spend the money in an area that limited our options for the future. The collaborative approach that we took has resulted in a really good outcome. We are really pleased with it.

The other thing is as part of that we did engage with the wider community through the forum of the Taroona Community Association which approached us to ask for more information. We attended one of their meetings. Again, we took all the plans; Matt spent about an hour and a half taking them through quite a lot of detail, the strategic plan as well as the details of this plan. From our perspective it has very much been a collaborative approach to understanding how we are going to get to where we need to be.

PUBLIC

Ms RATTRAY - Is there a lot more to be done from what your message is?

Ms MURPHY - Absolutely. For us this is just the first step.

CHAIR - Does the school association support this project?

Ms MURPHY - Absolutely.

Ms BUTLER - Thank you, Esther, for your briefing. For someone who was not advised and given any notice you have just done a good job of explaining the community consultation. It is positive to hear about the community association and school association all working together and talking about the flow. The best interests of the student learning is very much at the forefront here, so thank you.

Ms MURPHY - Thank you.

CHAIR - Esther, during our school visit today we talked about the fact that students are part of the association. What has been the feedback from the students to the association around this project?

Ms MURPHY - The students who participate in the school association are from the SRC. Generally they have been very positive. I cannot speak specifically to this project because I am trying to recall a specific conversation we might have had but they are very articulate about their views on the school as well as their opportunities to have a say in the school direction in a number of avenues. The students at the school take a lot of initiative and opportunities for their own projects across the board, not just in this one.

Ms RATTRAY - In other words they are not backwards in coming forward.

Ms MURPHY - Absolutely.

Ms MURPHY WITHDREW

PUBLIC

Mr VALENTINE - You have information here talking about 'planning approval will not be forthcoming to meet the time frame for tender' as a risk. The planning application was submitted in August 2018 to ensure approval is received prior to proceeding to tender. Do we know how that is going at the moment?

Mr PENNY - I do know how that is going. I took the opportunity of phoning Kingborough Council before today's meeting to be able to advise you that it is proceeding well. At this stage, they are looking at the technical aspects of it. I understand that they are going to come back to us and ask us a couple of questions of a technical nature and that relate to things like the trees on the site, for instance.

Mr VALENTINE - Landslip maybe?

Mr PENNY - No, I think that is all covered in the technical reports that were submitted with the planning approval. It is more to do with ensuring all the detail is there for their consideration.

Mr VALENTINE - You are hopeful that it will be in time for the tender process?

Mr PENNY - I am reluctant to try to second guess local government making timely decisions, but I would like to think so.

Ms BUTLER - They have statutory requirements.

Mr VALENTINE - They have to do it within 42 days.

CHAIR - Yes, that is unless they ask for more information. That stops the clock. We all know that.

Mr VALENTINE - That is exactly right.

CHAIR - That is the oldest trick in the old book. That is why it may take months to get something done.

Mr VALENTINE - Depending on whether you provide the right information in the first place, but we won't go down that track.

CHAIR - We need more mayors in the room.

Mr VALENTINE - LC, I think.

Ms BUTLER - You won't get too many more, you just about have a full contingent.

CHAIR - I have a couple of questions just to finish up. It hasn't gone to tender yet. Are you intending to apply for an exemption from the local benefits test application for this tender?

Mr WILLIAMS - No, we haven't built a school construction program without Tasmanian firms in my time.

CHAIR - Excellent.

PUBLIC

Ms RATTRAY - Love to hear that from this side of the table.

CHAIR - Part of the contract used in with projects like this is the treatment of subcontractors. What does the department do to review prime contractors and their treatment and payment for subcontractors?

Mr WILLIAMS - We normally have conditions in the contract, but I am not sure that we go into their business to check what their contractors are doing. Some areas, like cleaning, we make sure that we assess whether they could possibly do it within the hourly rate that they are supposed to get, but not so much in building.

Mr PENNY - I can speak to that. Part of the conditions for us, as the contract superintendent, is that during construction for each monthly progress claim made by the head contractor, they have to submit with their claim for payment a statutory declaration that they have made all payments to their subcontractors in a timely manner. Every month it is part of our role and responsibility to review and confirm that we have received that statutory declaration. Once that is received, it forms part of the payment process by the department.

CHAIR - I appreciate that. I suggest that the department consider that for all projects, because it is an important aspect. I am not making any allegations, but there have been historical issues, probably not recently, but certainly over the longer period of time. I have been on this committee when subcontractors have quoted and then had the squeeze put on them once they have quoted - it is either take the job or lose it. We are committed to making sure that it is fair and equitable for smaller businesses that can't afford to have a legal battle or even a contractual dispute with the bigger contractors that win these sorts of projects.

Mr WILLIAMS - My sense of the market is that is not likely to be a problem at this time.

Mr VALENTINE - Supplementary to that, with respect to the availability of tradesman to do the job and given that there is so much building activity going on and in the pipeline, do you have any concerns about being able to get the expertise you need to do the work? I am not sure who I am asking this of.

Mr WILLIAMS - It is a live issue. The Deputy Premier set up a round table with the construction industry. Education is represented there along with the other big players and the statutory bodies like TasWater and State Growth around roads. There is a conversation going on that includes the vice chancellor of the university about the way we get the people with the right skills into the workforce. There is a sense that there are shortages in the so-called less attractive trades, as seen by some, such as plastering and flooring. TasTAFE is at the round table. There is a sense that we ought to be coordinating across government so we don't put all of our tenders out at once and shock the industry. That is the work that has been undertaken by State Growth and the round table has met twice to deal with exactly the issue you are talking about; the industry can find it difficult to respond when you are putting so much money into infrastructure.

CHAIR - That has been part of the work in the pipeline of expected projects for the next two months and the next two to five years, so that businesses can be prepared for that expected investment or opportunity to tender.

Mr WILLIAMS - Absolutely, and have a clear understanding of what is coming so they don't have great risk when they gear up.

PUBLIC

CHAIR - Part of it was allowing them the opportunity to tender, whereas, if you release 10 tenders for a specific school or civil contracts on the one day they have to pick one or two rather than applying for everything.

Mr WILLIAMS - We haven't experienced the problem yet but tender quotes are starting to come in, sometimes higher than the estimates and the market is tightening.

CHAIR - Is that potentially why a previous school project was over, recently?

Mr WILLIAMS - The Northern Support School?

CHAIR - Riverside High.

Mr WILLIAMS - Riverside High; the tender came back at something like 20 per cent over. We are working through that and sometimes that can be a misunderstanding of the process. We go back to the person who is tendering to make sure they haven't missed something or that we have articulated our requirements and they haven't misquoted. We expect the market is going to be tightening up. In one sense it is a good problem to have because it means that you've got pretty high employment rates in the construction industry.

CHAIR - I have a couple of questions, Matthew. Do you believe this is good value for money for the Tasmanian taxpayer?

Mr BENNELL - Without question.

CHAIR - Will it deliver according to the stated purpose?

Mr BENNELL - Yes, we have been really careful throughout the whole process to make sure the stated purpose stays front and centre to all of our decision-making. We have tested that a number of times, so I feel really confident about that.

CHAIR - As the principal of the school, do you feel the work is necessary and required?

Mr BENNELL - I think, after your trip to the school today, you would agree with me to say that is clearly the case.

CHAIR - Absolutely. When we went upstairs from the music room, which was block C, there were some tiles coming off the wall and those sorts of things.

Ms RATTRAY - I think they are heritage-listed.

CHAIR - I don't think so. They may be 1970s bathroom heritage-listed, but are they going to be fixed as well as part of this project?

Mr PENNY - It is not a comprehensive redevelopment of C block, though, but a focus of the area is where we are decanting the music to be able to turn it into a reasonable space sufficient to be able to have them as multipurpose classrooms.

PUBLIC

Ms RATTRAY - Just a couple of small things. There will be a need to remove some trees and obviously some of them are quite substantial trees. Is there a plan to replant something somewhere else on the site to compensate for those?

Mr BENNELL - Inherent in the landscape design, whilst they are not the same sized trees, we have actually formed a great relationship with our local community who provide us with a palate of endemic species that we work from. They are featured substantially through the site and will continue to do so.

Ms RATTRAY - And the pothole as you are driving that belongs to both primary and high school, is that on the radar?

Mr PENNY - Yes.

Mr WILLIAMS - It is now.

Mr VALENTINE - Is that a council problem?

Mr BENNELL - No, we own that.

Ms RATTRAY - It is inside the grounds.

Mr VALENTINE - It is on government land. My four-wheel drive had to crawl its way out.

Mr BENNELL - We spent a few hundred thousand dollars on that circle. The department came and looked after the turning circle around 12 months ago to make sure that we can make some substantial increases in improvements to the transport provision at Taroona with the growth in numbers and the challenges for Metro to meet the needs.

Mr VALENTINE - One quick question on the heritage overlay. On our trip around the site there was talk about certain areas and components. For the record can you just outline what those heritage components are and how they are being dealt with and if they are impacted?

Mr PENNY - Certainly. Within the planning scheme there are two elements that form the heritage overlay. One is the significance of the 1958 façade as it is seen from the riverside. That gives a fair degree of flexibility for the school in the medium term should they need to think about redeveloping internally or even go so far as replacing the steel frames from single glazing to double glazed and a more compatible and sympathetic system. That does put some limitations into changing the geometry and the look of the façade to the seaward side. This project has no impact on that whatsoever.

There is another heritage element of the overlay, which is a cottage that was originally on the site, which was somewhere up and around where the gymnasium is. Why that is on the planning scheme as something significant I am a little at a loss to understand, because anything there of any significance when they built the gymnasium would have completely demolished it, such as finding any old foundations. Again, that has no effect on our site whatsoever.

CHAIR - Thank you for your time today. Thank you to the school association, in particular Ms Murphy for attending.

PUBLIC

I need to advise you, as I advised at the commencement of the 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?

Messrs WILLIAMS, BENNELL AND PENNY - Yes.

CHAIR - That concludes the public hearing of the committee's referral of the school. For those who are interested the committee will now consider the evidence and consider whether to recommend or not. We cannot amend the works. We can only approve it or not approve it. We may ask for more information, but ultimately the decision will be a yes or no. A report will then be compiled that will be tabled in parliament, which will be to proceed or not. If we were to not recommend it or not approve it then it would require an act of parliament or another consideration by the committee to proceed. However, as I mentioned, that has happened once since I've been on this committee in six or seven years. We don't take it lightly, but we absolutely have the power to do that. Thank you to everyone for attending today.

If there are no further questions we will now close the public hearing and thank everyone for their time.

THE WITNESSES WITHDREW.