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**THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET AT PARKLANDS HIGH SCHOOL, 11 ATKINS DRIVE, ROMAINE, BURNIE ON WEDNESDAY, 20 JANUARY 2016.**

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### **UPGRADE OF PARKLANDS HIGH SCHOOL, BURNIE.**

**Mr TONY LUTTRELL**, CHIEF FINANCIAL OFFICER, DEPARTMENT OF EDUCATION, **Ms SUZANNE BARNES**, PRINCIPAL, PARKLANDS HIGH SCHOOL, AND **Mr HEATH CLAYTON**, PRINCIPAL/ARCHITECT, ARTAS ARCHITECTS WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

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

I would like to initially acknowledge the wonderful students we had here today. Part of the very important process is that we have engagement on buildings like this. Not only is it school holidays but it was wonderful to see four student representatives - Georgia Pearton, Charlotte Cameron, Anastasia Perales and Zoe O'Halloran - attending in school uniform. They dusted them off and I think the community really appreciated these wonderful young students and young leaders of our community, not only with their thoughts on the project but also their interest in it, given that unfortunately by the time, if this was to proceed, it would be completed they will have already gone. It is their legacy for the next generation and it is wonderful to see the students attend and show an interest in this project. It is a wonderful reflection on the leadership and the school as a whole and, in particular, staff. I also extend a thank you to the wonderful catering and the staff that have attended and the volunteers and the community representatives.

**Mr LUTTRELL** - From the department's perspective we have provided a comprehensive submission which you have all read and we have gone through the tour recently.

The department, in terms of the capital investment program, has \$95 million over the forward Estimates as a result of state Government investment in schools. The department itself has a strategic approach to using these funds. In the past the Building the Education Revolution has focused a lot of funds on primary schools. As you have seen today there is a need to improve the quality of our senior secondary schools and indeed our secondary schools, of which Parklands is one. As a consequence of that \$9 million has been provided over the forward Estimates for the work. That is a priority for the party.

**Ms BARNES** - As you have seen on your tour today most of our school is a very traditional look - a look from the past. While we try really hard to have modern teaching practices and think about the twenty-first century, involve technology, all the things people expect

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us to do for not only education now but to be looking to the future, it is hard for us to do that in what is a very traditional box-like environment.

We have developed some goals for the redevelopment and in doing that we ran some collaborative processes with staff, with the school association and with community members. We have thought not only about fixing up the things that we need fixed but we have thought to redesign our school to think more about the future. In that respect, yes, the current funding allocation will not cover everything we want to do, we understand that perfectly, but we do not want to restrict ourselves to the current set-up, the current structure, and only work to improve that. We want to think about the future and we want to design something we can work towards. We have worked towards creating ourselves a vision for what that future might look like. We have some goals - that I have given you a copy of - that fit into that vision we have of what our school might hope to be.

We would like to see faculties that support our school's mission. Our school's mission is making a difference for everybody and every day. That means the one-size-fits-all approach, that one box, that one classroom and everyone is meant to do their best within that square framework, has to go. We have to rethink that because that is not making the best for everybody every day. We are all different; we all need different spaces to work in and we need places we want to be in. We need inviting spaces, places where we can work on our own, places where we can be quiet, places where we are part of a group, part of a team, where we can perform, where we can display student achievement. That is what we are hoping to do with the design we have developed.

We are hoping to have a design that contributes to our teaching and modelling of our core values. Our core values are about building positive relationships, about having high expectations both for students and for staff, and taking ownership and responsibility for our actions. We are looking to have spaces that involve modelling of those core values.

At the moment you saw a staff room where people might go in to do their marking. They do not get seen to do that; they are in a horrible, revolting space. Students don't see what they are doing. They are doing their preparation or their marking; they are not modelling work practices. We hope to see spaces that are transparent and open where all of that can be seen, where all of that becomes unhidden and it is all open and people can see how people go about their normal work activities.

We hope to have shared common spaces between adults and students, like the cafe, where both staff and students can interact and where you can see this is how we work, this is how we operate, and we can model that for students.

We hope to have facilities that support teaching and learning that is innovate, flexible and encourage high levels of students engagement in a variety of contexts, including digital.

We try our best to have innovative programs but we are always working within those same square spaces with those same limitations. It is really hard to be creative when the space you have to work in does not facilitate that. We are hoping to have places that will broaden the opportunities we can offer kids. We are hoping to have dynamic places, places that include outdoor spaces. Heath talked a lot as we went around about having the indoors spilling out to the outdoors. That is what we want to create, that kind of space. We want to be able to have effective technology, something we have worked at hard over the last

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little bit, but we are nowhere near that. In the student survey we ran at the end of last year, asking students what their likes are about our school, what their hates are about our school and what they would like to see in the new school, effective technology was one of the big things from the students. A technology that is efficient, that works when you want it work, and everyone has access to.

We want a working environment that supports collaboration, team approaches and collegiality, with coaching and feedback as key. At the moment we work in teams and we try to do team planning and staff, but that team approach is really hard when you cannot even see into the next classroom, when you cannot open the doors and walls between spaces and share teaching practice. That is the kind of work that we hope to be able to do so much better in the designs we have worked on planning with Heath.

We want to have an environment that encourages community connections and partnerships - locally, digitally, and including an opening, welcoming front of school. There are two aspects there I would like to speak about. Firstly, the opening and welcoming front of school. We have a lot of parents who have difficulty finding where the main entrance is. When they do come in the main entrance, they sometimes come into my office by mistake, because they see me there and they do not see the office. It is dark. It is dingy. We have welcoming people in those places, but the space itself does not help us. Even the frontage of the school is old world. It is drab and boring. I have heard the phrase and - you may not be listening to me at the moment, Mr Brooks, but I am sure he knows the phrase. The phrase of 'the jail' or 'the prison on the hill' is a phrase from the past. It is a phrase the outside of our building contributes to. I have not heard it more recently, but you might remember it.

The other part I wanted to talk about was the community connections and partnerships. We have recently built a partnership with the Beacon Foundation. People from the community come in to run what we call our 'high-impact programs' with students, and to take part in teaching in classrooms. We want to have spaces where the community can feel it is welcome, and can contribute. We want a place it wants to come to. We want a place where we can have concerts, drama performances, and where parents will want to come, too.

At the moment, our bigger assemblies are in the gym, which we did not go to today. To get there, you have to walk from the front entrance throughout the school. You have to cross through the grounds. Sometimes, it is recess time when parents arrive early. We have to sit them in the gym, which we have spent the day setting up. The girls were talking about it earlier. We have to roll out a mat, put out seating, and it means the gym itself closes down. PE cannot run for the day. Classes for PE have to go somewhere else while we are setting up. If we run a school production, which we run every two years, the gym closes down for a whole term, in which case, phys ed is elsewhere or it is theory in another classroom. If it is raining, they are not out doing physical activity. They are inside doing deskwork, which is not what PE should be about.

We have smaller performances in that space that we went into - which we call our multi-purpose room - which is where all the musical instruments are at the moment. Concerts and small drama performances are in there. As parents and community members coming in there, it is not a welcoming space. It is not a place where you can celebrate your

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child's performance and achievements. The performances are there, but the space around it is not supporting that.

They are our key goals for the development. With the money that has been allocated, I am aware we have not achieved the redevelopment of our whole school. In setting the priorities, the vision for the future and what we are working towards was our most important thing. From there, we were able to identify the areas that we needed to focus on in terms of the current funding that has been allocated.

**CHAIR** - Heath, do you want to add anything from the architect's point of view?

**Mr CLAYTON** - I will add a couple of things and deal with most of mine in answering your questions, if you are happy with that. This process was one of the most consultative I have been involved in. The working group the school put together was wide and vast. Not only did we have a school working group, we also brought in the school grade leavers in areas that were affected, so we have spoken with them. We have had learning services, the school association, and we have also brought in community groups in areas that were going to be affected.

When we established our priorities, and when we have been working through this, this has not been just one or two people sitting together and coming up with an idea. This has been shared amongst 20 or 30 people who have been actively involved in this, and that have shared further. It has been well and widely shared.

**CHAIR** - Okay. Does the committee have any questions?

**Mrs TAYLOR** - I have an overarching question to the department. How did you arrive at the total budget? Did the department set the total budget, or did the school and community say, 'This is what we want' and you said, 'This is how much it will cost'. Where did that happen?

**Mr LUTTRELL** - The process is that the school identifies a range of priorities and works, and we receive those because the school is not in a position to do the costing of those. Given those, we engage a quantity surveyor, or we do an estimate ourselves based upon the work. That would have driven the dollars.

**Mrs TAYLOR** - One presumes the school would have given you a big wish list?

**Mr LUTTRELL** - I am not sure exactly what the big list was.

**Mrs TAYLOR** - Was that grade 10 block on the list?

**Ms BARNES** - Originally, yes.

**Mr LUTTRELL** - As to funding, we have to look at it. There are 200 schools and we are trying to put up a range of different priorities to cover the funds.

**Mrs TAYLOR** - That was not the question. Just answer the question. You said, 'No, we can only afford this much. Choose your priorities'.

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**Ms OGILVIE** - I am interested in the connections you want to form between the school, locally and digitally. I know there is some great work going on with schools, even with international connections and joint productions of music, et cetera. Can you explain the vision there?

**Ms BARNES** - They are possibilities. We cannot fill out the vision to any great detail, because they are possibilities we have not been able to explore in the past. We work a lot with schools around here. We have good connections with our primary schools. As to that international connection, no. That is a possibility on the horizon.

**CHAIR** - I have a couple of questions on the lead Adriana has set on the budget allocation and who determined that - whether that was a request from the department, or was fed down from a ministerial budget direction. There are a couple of other questions on the priorities, and whether this committee could have that list that was submitted by the school to the department for what their priorities were. As you have said, you would have costed them, so can we have the cost of that as well? You will probably need that on notice, but we may as well deal with this now.

The first question I had was: Ms Barnes gave evidence that this is not a redevelopment of the whole school - current priorities. Your evidence on behalf of the department was that you were given the 'wish list' for the school, and you allocated a budget for that and determined what you could resource out of the budget allocation or funds. This committee would like to put on notice that we would like that list of priorities and the costings the Education department has done on them. The other thing we would like to know is how that request for funding was made. Was the department given a bucket of money, say \$40 million or \$60 million, or whatever the high school upgrade project is worth on the north-west coast, and they determined which schools got what? Or was it a direction from the ministerial or government office to have some specific allocation for the budget, and that was identified in last year's Budget?

**Mr LUTTRELL** - That precedes my appointment so I will need to get some background.

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**Mr TODD WILLIAMS**, ASSET PLANNING MANAGER, DEPARTMENT OF EDUCATION, WAS CALLED, MADE THE STATUTORY DECLARATION AND WAS EXAMINED.

**Mr WILLIAMS** - To give you a bit of background, the Parklands submission has been in development for a number of years. I need to explain the process by which the submissions have made their way through the department and to government for funding approval. The last time we opened up to schools to get their capital submissions was late last year in October and we gave every school and opportunity to put forward their capital submissions.

**CHAIR** - That was October 2015

**Mr WILLIAMS** - That is correct. The time before that was 2008-09, so schools had not had an opportunity to submit through a formal process for seven years.

**CHAIR** - Just to confirm, schools have made direct approaches for funding allocations outside of that time?

**Mr WILLIAMS** - Schools make regular approaches to the department and to politicians.

**CHAIR** - It might not be a formal process. Latrobe High would be an example. They have been working on that project for a long time and I don't think they worried whether there was a formal process or not. They just continued to push it hard.

**Mr WILLIAMS** - I will just explain the process. The department each year puts a submission up through Government for capital funding requirements and that is based on the submissions we have received through that capital process - one in 2008, one in 2015 - and also the information that becomes available through schools and what the department knows to form its submission to government as part of budget considerations.

In recent years a priority for the department has been high schools because of the reasons we have seen today. Over the last two years the department developed a priority list of high schools based on all the information available and through that process cost estimates were provided at a higher level, not at a detailed level. The reason for that -

**CHAIR** - When were those provided?

**Mr WILLIAMS** - They would have been done in 2014, I think, as part of the 2014-15 budget considerations.

**Mrs TAYLOR** - Who would have done those?

**Mr WILLIAMS** - They would have been done by the department based on the knowledge available and the expertise the department has. Obviously we do a lot of buildings around the state and, as I said, they are based at a higher level. Then those submissions make their way through the department in a priority list which goes through to Treasury and government for consideration. When funding is then secured we then get into the detail. We engage consulting architects to work with the schools and then get into the detail and

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from that point we then understand the detailed costs. In some cases we find that we cannot do everything we originally planned. It comes down to the priority list that Sue talked about. In other cases we can. I suppose it is difficult to do all that detailed planning for all the submissions that you have because of time, cost and also managing expectations, because when you engage in detailed planning in schools there is an expectation that will automatically follow through and that is dependent upon the state budget and the funding availability there.

**Mrs TAYLOR** - How do you decide whether to give a school everything it asks for or to only give it 80 per cent or 50 per cent of what it asks for? Why do some schools get everything and others not?

**Mr WILLIAMS** - We don't decide on that. As I explained, we make some high-level cost estimates we put forward to government and then work within the funding that is allocated to the school.

**Mrs TAYLOR** - That was the question, though - who decides what funding goes to what school?

**Mr LUTTRELL** - If we were to provide each school with everything they wanted there is a cost to that and the Government does not have unlimited funds and as a consequence -

**Mrs TAYLOR** - But in fairness, wouldn't you give them all the same percentage?

**Mr LUTTRELL** - There are different standards of schools across the state. We have some parameters we use. In terms of looking at the submissions, we look at safety as a key one, those with major safety issues. The next priority is around the general learning areas, the specific classrooms. We also look at amenity such as the drama, science and other general teachings areas, plus the sustainability of the school, and we touched on some of that yesterday. They are some of the criteria we use.

**Mrs TAYLOR** - In that order?

**Mr LUTTRELL** - Generally, but that is a priority list. It is a judgment around what the school's priorities are as well. We try to take that into consideration. Coming back to the question about why we can't give a school everything it wants, we would love to.

**Mrs TAYLOR** - No, that is not the point. I understand we can't give everybody everything they want, there is not enough money to do that. You or Todd said that you all put in a list of what you want and some schools get everything they want and some schools don't. I am asking how you make that decision.

**Ms OGILVIE** - What the criteria are?

**Mrs TAYLOR** - Yes.

**Mr LUTTRELL** - Sometimes it is the level of quantum to satisfy what every school wants. It could be that one school wants a range of things that might only be \$1 million or something like that, whereas a school such as you have seen today with a lot infrastructure

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requirements - and we have \$9 million here - to do that is going to be more. We know there are other schools that are crying out for works.

**Mrs TAYLOR** - I just don't understand why it might be \$9 million rather than \$10 million, when you have \$10 million worth of work here to be done.

**Mr LUTTRELL** - There is no precise science to allocating amounts per school, it depends on a whole lot of variables such as those I have described.

**CHAIR** - Who determined that ultimately?

**Mr LUTTRELL** - The \$9 million?

**CHAIR** - Yes.

**Mr LUTTRELL** - At the time of submission in 2008, I would have thought, there would have been a scope of works there and an estimate done.

**Mrs TAYLOR** - On this work, in 2008? It has to have gone up since then.

**Mr LUTTRELL** - I don't have that detail available. The Parklands allocation was an initial allocation from a previous government that then received some additional funding. There are two allocations of that. It is not as clear-cut as saying it was costed at this point, so how come it now doesn't fit? It has evolved over a period of time and there are a lot of factors that come into that. Time is one of those things and we have found with other projects that have been on the priority list for a number of years, by the time it gets to the point of doing it, over four or five years, the cost of construction goes up by 5 per cent to 10 per cent every year. The process is long and lengthy and can have a number of iterations to it. Ultimately, the department puts forward submissions to government which are then considered and government can allocate money for those projects. In some cases the Government does not always allocate the amount of money that has been put up; it is dependent upon the state finances at the time. It is not a clear-cut process.

**CHAIR** - There was a clear line item in last year's Budget identifying a certain amount of funding for Parklands High School. What this committee would like to know - and under the act we are required to make sure it delivers on the stated purpose thereof - is whether that is being met or going to be met. What we want to know is how much was asked for, and then who decided who will ask for that, and then how much was allocated and who determined what that allocation was.

**Mr LUTTRELL** - We will take that on notice to get that detail.

**CHAIR** - We understand that the school had a list of priorities and that was then decided by someone in the department, I think, who cut that list down, potentially, based on certain criteria and decisions. A submission was then made to, I presume, the cabinet subcommittee under the Department of Education submission that would have included either a specific budget allocation for Parklands High School or not, or just an overarching high school investment line. I would like to know where that was determined and why, and how much was requested, and then whether that was changed as part of budget considerations or whether it was just asked for by the department with \$9 whatever million



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it is, and that will do Parklands. I think this committee has raised a concern around whether that is adequate to deliver what the school actually needs to deliver the stated purpose - even within the opening statement within the submission from the department - of a contemporary, flexible learning environment. I am not sure it delivers that, especially in the grade 10 block. I think that is where we want to go with this at the moment, judging by the committee's questions. I understand we will take that on notice.

**Mr WILLIAMS** - We can certainly get that detail. My understanding is there was an original allocation for Parklands High School, which was in the budget, and then an additional amount of money, which I think was \$5 million, was added to that original allocation to bring it up to the \$9.145 million.

**Mrs TAYLOR** - The original request might not have been the same as this?

**Mr WILLIAMS** - The additional request was around the department's focus on improving secondary facilities and I would have to look at when the original request came in. It was probably in the system for some time and then with that focus, and with the Government's support, extra funding was provided for that. In terms of addressing the scope it is important to highlight that, while some areas of the school are not going to be done - the grade 10 block, for example - the scope is absolutely being addressed in terms of providing contemporary learning environments for the remainder of the school.

Does it address the brief and scope that was requested? Absolutely I believe that is being achieved. It would be lovely to do the whole school, but that takes a considerable amount of money, so we are always mindful of working within the funding that is provided from Government.

**CHAIR** - Under 15(2)(a) the act says 'the stated purpose thereof'. The advice I have from the Clerk is that the stated purpose is outlined in the minute from His Excellency, and that says:

We consider a major refurbishment of existing areas of Parklands High School to provide modern, contemporary, flexible learning environments, including the construction of a performing arts centre, canteen and student centre.

That is the reference we will refer to when we make our consideration. What we need to assess is whether this efficiently delivers on that stated purpose. That is why we have these questions, to make sure it meets that. This is under no circumstances a question of anyone's integrity, endeavours or work. This committee is to make sure that the public's investment delivers the best learning outcome for students. That is what this committee is here for today. It is important we get the facts and the right outcome at the end of the day, whichever that may be, and that is up to the committee.

**Mrs RYLAH** - I would like to request additional information from the request that you made of the department. Could we have the timelines of when those additional amounts were determined so we can see what dates those figures came in and came into play so we can understand that?

**Mr LUTTRELL** - We will add it to the request that has already been made.

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The committee might like to know that we are reviewing capital more frequently than we have in the past. Todd referred to a process we did last year and we will be doing it a lot more frequently than in the past. We have opened up - and Sue would have seen the portal we provided online - not only for capital investment requests but also for major works.

**Ms BARNES** - Once we knew what our specs of the school were going to be redeveloped under the current funding we were able to identify the areas we needed to put in submissions for for the next round of considerations, and we've done that.

**Mrs TAYLOR** - Being realistic, though, you would expect you're not going to get major funding every year, every second year or every third year. If the difference were to be, say, \$1 million, to do what needs to be done now, it would seem to make more sense to do it in one hit.

**CHAIR** - I'm sure the committee will look at that. The committee doesn't have the power to amend the plans or the proposal. It can only approve or not approve. It can seek or require further information by a request or summons, and it can also give feedback to the Government on where it needs to be, but ultimately we have the ability to reject a project if it doesn't meet the requirements under the act.

We mentioned a couple of things on our walk. One was the leakage of students around the performing arts facility, the aesthetics around that and the inability to utilise that area adequately. Can I get some context around that where students look at other schools in the area and probably prefer them because of facilities such as that.

**Ms BARNES** - Probably the best example I could give is when the zoning was very much in place. There were lots of parents who were angry that they couldn't take their children to the school they wanted to because of the zoning. The reason they were citing was the difference between the two schools in Burnie in art and music and drama, particularly the performing arts. The two schools don't not even compare, so it was impossible. We talk it up and say we have the best teacher, a great program et cetera, and we do. We probably do have the best teacher in music - he is a wonderful teacher - but you can't show that to parents. You cannot do the whiz-bang thing. They are looking for the spaces and they see that as comparing opportunities. To them, facilities equal opportunities for their children, and you can't argue with that.

**Mr FARRELL** - Is drama an elective subject?

**Ms BARNES** - All subjects are covered in grade 7, so all grade 7s have a little taste of every subject, but after that subjects such as drama and music are electives.

**Mr FARRELL** - What would the average percentage be of students after grade 7 going into the arts-based subjects?

**Ms BARNES** - It goes up and down, particularly in production years. We have a school production every two years. In production years the numbers of kids who go into drama and music go up because they want to take part in that. In the off year it is not so popular. Art is the more popular of the arts. We would have two grade 9-10 classes and two grade 8 classes. Music and drama we are more likely to have. Music is a fairly popular subject

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as well. We have a pre-college music class for the more academic music kids and leads more into years 11 and 12. We have a general music class as well in years 9 and 10 and we would have specialist ones like rock band. We have a concert band. We have a strings program which also runs after school. As I said, all kids in grade 7 do music and we would have either two or sometimes three grade 8 classes doing music as well. Drama should be more popular this year because it is a production year. We tend to have only the one grade 9-10 drama class and we would have either one or two grade 8 classes as well as the grade 7 classes.

**Mr FARRELL** - So there is no doubt in your mind that if you had decent facilities the numbers of student electing to study the arts would increase?

**Ms BARNES** - We can only build on what we've got - yes, definitely.

**Mr FARRELL** - I'm not being rude about your art spaces but they're not -

**Ms BARNES** - They're not exactly wonderful spaces.

**Mrs TAYLOR** - Your whole music space, not your performing space obviously but your music rooms and your breakout rooms and all that kind of stuff are not part of the performing arts centre. That is in the rest of the redevelopment.

**Ms BARNES** - Music is a little bit of a combo and drama is definitely in the performing arts centre. The teaching space is in there.

**Mrs TAYLOR** - But music and art are not.

**Ms BARNES** - No, they are next door to it. Going back to what Heath was saying in relation to the consultation process we have been involved in, it is an area that we invited a number of groups from the community to come and take part in. There are a number of community groups who are interested in the space we have designed and we have deliberately gone that way to make it as flexible as possible.

**Mrs RYLAH** - I have a question in terms of the school population projections. I see from the beginning of those figures to 2020 you are looking at a 28.8 per cent decline in population projected, but when I look at the fully enclosed space, I would like to understand if that is expanding or declining on the current proposals that you have? I can see the current FECA is 9 103 square metres but I cannot see the final figure.

**Mr LUTTRELL** - FECA stands for fully enclosed covered area. We do have that information but I do not think we have it here today so we could take it on notice. I suppose if you look at the plans there is a range of demolitions. That building 1A - 3 750 square metres - is going and I think the central hub will probably be similar. I am expecting that there will be a net increase if you include the new performing arts centre. That is just intuitively but we will certainly have a look at the precise figures and provide that through to Scott.

**Ms RYLAH** - How does the student to square meterage compare to, say, Smithton? I did not bring my plans. I am interested in how we determine that. What are we looking at? Is there a guideline? What does the department consider reasonable?

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**Mr LUTTRELL** - In terms of Smithton they did have a lot of excess, under-utilised space, so they had a net decrease of around 2 000 square metres or thereabouts. Their utility of existing space was quite poor, so we expect that that would be pulled back to something a bit more reasonable. In terms of this school here it still would have capacity, but probably not as excess as Smithton once was. We will give you the revised FECA for both with some student data and a square metre per student figure for both Parklands and Smithton.

**Mrs RYLAH** - Does the department have a guideline? What are we looking at? What is ideal and how does this work?

**Mr LUTTRELL** - The issue is if we had a greenfield department we probably would have a situation where we can have a unified square meterage per student. The fact is we have built a lot of schools over 150-odd years or thereabouts, so historically that is problematic. The best approach to look at it would be what are our new school builds in case there is a fire.

**Mrs TAYLOR** - That would be interesting to know.

**Mrs RYLAH** - It would, to give us a guideline.

**Mr LUTTRELL** - I don't have that information with me. Perhaps Heath could provide a bit more info around that.

**Mr CLAYTON** - The other point with that is we are changing the way we are delivering our schools. What we have on this site, other than the building we're in here, is very much a traditional school environment where it is just a single classroom along either side of the corridor. What we talked a lot about in our walkaround is there are no breakout spaces for students, there is no access to the outdoors and things like that. Under this design we are providing those contemporary spaces we've been talking about through this report. We are building new in the library or the central resource hub, but we're demolishing a section, so that is cost-neutral in the floor area roughly. The new building is the performing arts centre, which is a more purpose-built facility. All the other areas we've been able to house in the additional spaces that we're now asking in our learning environments with inside the existing footprint, so we are not having to build outside the existing footprint, but we are delivering that contemporary learning space.

Yes, there is an increase in the FECA, but it is more about delivering those outcomes and we've been working on four classes per year with the flexibility to introduce a fifth classroom if need be. You will see on our more detailed plans that what we're calling our project room is an area that can be converted into another teaching space if the numbers demand, and we believe that once this development happens the numbers could go the other way because you will have the demand coming back to this site.

**Mrs RYLAH** - I just have a final short question. When you measure FECA and we have double-storey buildings, is FECA simply the external dimensions turned into square metres or do you take both layers of the building? I would like to know the teaching space?

**Mr CLAYTON** - FECA is quite complicated. It is not an easy calculation, but it is both levels. It's not just the footprint, it is the available floor area.

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**Mr LUTTRELL** - Just to summarise in terms of actions, I will reply to the committee the FECA square metre for Parklands and Smithton after the rebuild - is that what you are after?

**Mrs RYLAH** - Yes, what is proposed and the greenfield site to give us an indication of what your optimum is based on the student numbers.

**Mr LUTTRELL** - One caveat around that is every school is different and that reflects the different communities. We might provide you a figure but it is not necessarily the same figure we provide to every other new build site because there will be different requirements reflecting -

**Mrs RYLAH** - You can do it plus or minus 20 per cent, whatever, just give us that range.

**Mr WILLIAMS** - We are not really in the phase of building new schools, we are in the phase of refurbishing.

**Mrs RYLAH** - I just want some guideline, thank you.

**Mr FARRELL** - Could you tell us a little bit more about the student facilities, the cafeteria, what issues do you have with the location of the canteen space-wise? Is it restrictive, is it generally not functioning well?

**Ms BARNES** - It functions well for what we produce at the moment but it doesn't produce the kind of food we would hope to be able to do. It is very much an old-fashioned style, both in the look of the facility and what we are able to produce out of it. From outside the canteen, it is located in a really busy place. We have a process by which the kids line up on one side of the wall, kids coming back from classrooms go by on the other side of the wall, and the teachers on duty manage a difficult situation and it can get really hectic in that space.

**Mr FARRELL** - There are about 300 stairs. Have there ever been any falls?

**Ms BARNES** - Not in terms of getting to the canteen.

**Mr FARRELL** - Probably more good luck than anything, I would imagine.

**Ms BARNES** - We have had issues on the stairs but not in relation to the canteen, apart from the speed of some grade 10 students, who are the furthest away, trying to get to the canteen. We have to manage that a little bit. The biggest thing for us is that we're not teaching our students how to eat properly because they grab their food there, they walk away and are eating as they're walking. There is no seating there, there is no teaching of how you behave when you are out in public and eating. There is none of that happening at all because we do not have any facility that does that.

**Mr FARRELL** - You are integrating it to a catering kitchen?

**Ms BARNES** - We are trying to set up an area that is as flexible as possible and that can service a range of purposes. We have a canteen and the catering kitchen so that sometimes perhaps we can have events there. We talked about the place where we have to go to have socials

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or anything like that. We are trying to create a centre over there where everything can happen or close a bit off and do something else. We are trying to a whole range of flexible things within the space.

**Mr FARRELL** - I thought it was important to get that on the record because that is a really smart use of an existing need and to expand it out is something other schools should look at when they are rebuilding.

**Mr CLAYTON** - Especially considering there is no other social space currently on this site. The students have their classrooms and the library and that is the extent of the social space. If it is a wet day there is nowhere else to go.

**Ms BARNES** - There have been times when we have had a band come in at lunch time and we are scrabbling around for where we can put them and where the kids can listen to the band. It would really nice to be able to have the food, the seating, the band all in one place and a nice, social place to be.

**CHAIR** - A point that I don't think has been brought up in this committee before is the learning of eating and acting appropriately. It is something I have never thought of. In six years it has never come up in a public works committee and it is a very valid point because there are some students, I presume, who are not taught that from their home circumstances.

**Mr BARNETT** - If you can't model that you can't teach it. Parents work and they are not necessarily getting that modelling and teaching it at home either in a whole range of things.

**CHAIR** - Very interesting.

**Ms OGILVIE** - I am interested in the technology base to both your academic program and how the infrastructure and whether you are connected to the NBN and all those elements support that. I see on the plans here you have a central information hub and I am looking at your art in buildings component - there is \$80 000 there. Then you have this magnificent arts centre. All of those things can be digitally integrated and with your art program, which you say is very attractive, it seems to me that a lot of thinking gone into how that would all fit together and perhaps your community use of these things might also grow that space. Could you talk me through your thinking to get to this point?

**Ms BARNES** - We had a lot of conversations, especially with David from music, about how he wanted to be able to integrate.

**Ms OGILVIE** - It's the content aspect.

**Mr CLAYTON** - Do you want me to start it off?

**Ms OGILVIE** - Yes please. I think I've asked you this question before.

**Mr CLAYTON** - There is a number of components to that question. The first one is the technology on this side is a little limited at the moment so as part of this redevelopment we will be bringing this up to the current department standards. That will include wireless access points throughout. Currently there are a lot of dead spaces in this school that

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currently aren't accessed so that will be brought up across the board so that the whole school is digitally connected, as you stated.

As far as those art programs you have alluded to are concerned, that is exactly why the buildings and those functions have been located where they are, because each of them have a very strong tie to the community. In the submission you will see that the original concept is about community, learning and activity. That community connection with the performing arts centre, the music area and the art centre, and the community to be able to easily connect with those, was fundamental around that.

As Sue was starting to say, we did a lot of work with the music and drama people and also the community around how that might start to all tie together. I think there was a level of excitement, Sue, when we started talking and they were thinking about the future already, saying, 'We could be doing this, we could be doing that'. You could see the creative juices starting to flow about how, once they get this space, what they can be doing as a school and as an extension of the community.

We have also expanded the art area to include a digital art program, so there is a dedicated computer area in there. We understand now that students don't just want to do sculpture, painting and things like that, and it allows us to engage with those students who potentially may have been disruptive not wanting to do art, but they can now start to engage with digital art.

**Mrs TAYLOR** - And are you connected to the NBN?

**Ms BARNES** - Probably not yet; I don't think it's here yet.

**Mr CLAYTON** - We have had a review of the whole thing. We will be incorporating a system that is NBN-ready when it comes in but we will be meeting the department's standards on connectivity.

**Ms OGILVIE** - Sue, if I could just give you words of encouragement around that aspect. I think it is going to be a key part of not just the students' ability to access knowledge going forward - the landscape has shifted dramatically - but the creativity, and that side of things, for all students now really is all able to be digitised and the jobs of the future will also come from that channel. I could see how you put it together in the plans, and what you have done, and I am very encouraging of that.

**Mrs RYLAH** - In regard to digital connectivity and the year 10 area that is not being redeveloped, are there black spots there where there is no digital connection and will they be rectified?

**Mr CLAYTON** - I am not sure if that area is a black spot or not; I don't believe it is. There are already computer hubs in that area, which we saw today, and they will be connected.

**Mrs RYLAH** - Wireless?

**Mr CLAYTON** - Yes. As part of the criteria about the new e-technology, it is the department's requirement to make the site wirelessly accessible.

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**Mrs RYLAH** - And plug-in points for USBs for charging, et cetera?

**Mr CLAYTON** - Yes.

**Mrs TAYLOR** - Are they there now, or are you going to put them in?

**Mr CLAYTON** - We will be putting them through the areas we are doing our work in.

**Mrs RYLAH** - But what about the area that is not being redeveloped?

**Mr CLAYTON** - We won't be putting USB points in but we will be putting wireless access points through that area because it is a reasonably easy area to provide, if it is not already there.

**Mrs TAYLOR** - You did mention plans for future provision for possible potential year 11 and 12 allocation of space somewhere on the site. Do you have any idea of how the school or the community feels about whether you are looking at years 11 and 12 on this site? I know you have Hellyer College, which is where your students go at present.

**Ms BARNES** - We're looking to have conversations about where that might lead. We are going to be part of those conversations, along with Burnie High School, this year - as well as Yolla District High School - because though individually we might not be able to offer, I think we can do a lot more if we combine together and see where that might take us.

**Mrs TAYLOR** - Isn't that what Hellyer College is, a combination of all three schools in years 11 and 12?

**Ms BARNES** - I know, but we already have a partnership with Hellyer where they come here to do their MDT, so their metalwork classes come to our workshop to work. That concept is something we can expand. I have had a conversation with Anne Walker, for example, about the performing arts centre. At the moment their production takes place in their canteen, which only seats 150-plus - maybe. I asked her if this was a venue they might bring their productions to. We might not necessarily have all years 11 and 12 here, but we can do this sort of partnership work a lot more closely.

**Mrs TAYLOR** - I also wanted to talk about the canteen area and the redevelopment there. I am quite concerned because I think Tony said the number one criterion we use was safety. I am quite concerned about the potential lack of safety in that area. I understand the entrance to the canteen, the serving area, is set back inside, but you have a hardcourt area outside of that for ballgames. While we were doing the tour I think you said you will be looking for a grant to resurface that. You have a tennis court further down which is unusable, but again that is another hard stand area which would be much the same size. I am quite concerned about the potential for ballgames, bullying or whatever. If you were to have a student who might want to deliberately disrupt a canteen line by throwing a ball in there, I don't see you could avoid that if you have ballgames happening straight outside the canteen area. It concerns me. The redevelopment plans are fantastic but I am a bit concerned there hasn't been enough money in this project. I understand it's a matter of money, that your preference would be to have a lovely sitting area or gardens out there that the students could flow in and out of. That is a question I would raise: why isn't the money there to do that when safety is a concern there?



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**Mr LUTTRELL** - Currently the students sit along the wall now, so there are some seats there, but they also sit on the ground with their backs against the walls and watch the game. Not everybody is playing the ball sports, they are watching, so we are allowing that area to be a bit more formalised in the ability to sit and watch further away from where the action is. Regarding your comments about someone throwing a ball into a line-up, regardless if there is a ball sport or not there, they could still do something like that. In an ideal world we'd develop the existing tennis courts into a hardball sport area and that area would be developed as a passive social space. At the moment we have what we have -

**Mrs TAYLOR** - That sounds good to me and sounds like a safety feature, but at the moment that doesn't look safe to me.

**Mr LUTTRELL** - The cafeteria has some folding doors, so that should mitigate those risks.

**Mrs TAYLOR** - Now you're going to have a cafeteria that is open to the outside but you're going to shut the folding doors.

**Mr LUTTRELL** - No, but there is the option there if that's the case. As to where it is recessed, it is a relatively small space. If you look at the angles, I suppose the issue you are raising is where it is straight on. That is a relatively small area.

**Mrs TAYLOR** - And obviously it could be done accidentally but there is the capacity for that to happen.

**Mr LUTTRELL** - Like Heath said, there are existing arrangements where kids are sitting around tables anyway.

**Mrs TAYLOR** - They are not sitting around tables at the moment; they are sitting along the wall. They are facing the game. That is a different issue from having your back to it when standing in a canteen line.

**Mr LUTTRELL** - I'm trying to remember the seating configuration. I think some are actually on the side - so sideways. If you look at the tables -

**Mrs TAYLOR** - Where they are now?

**Mr LUTTRELL** - Yes, there are wooden tables down there.

**Mrs TAYLOR** - Outside?

**Mr LUTTRELL** - Yes. Certainly they're on the side and some are facing.

**Mrs TAYLOR** - You don't have to be there, Tony; it's your choice to go and sit there. If you want to go to the canteen you have no choice.

**Mr CLAYTON** - The canteen has two accesses. You can access it from outside or you can access it from inside the cafe area. We have two doors. If the school has some issues then they close down that outdoor area and you can access from the inside. There are options available and it becomes a little bit of a management thing. One of the things we've spoken

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to the school about around this design is how we minimise the amount of supervision that the teachers need to do during break time. We have been very careful to consider where we are encouraging students to meet. That is a key area up there. That has been deemed the key social space. We also said we have the grade 7 area.

**Mrs TAYLOR** - That's fantastic; I won't argue with you about that.

**Mr CLAYTON** - You don't tend to get those antisocial behaviours as much when it is being supervised. At the moment the teachers get spread around the site much more than they will under the redevelopment. There will be three key areas being redeveloped. The area outside the new performing arts will be a dedicated grade 7 area. There is the area around the library space, which will be a dedicated safe zone. Then there are the more social and active spaces around the cafe. Students now have choice about where they go, depending on where they feel they fit in the social realm, I suppose.

By moving that wall down we've tried to mitigate those concerns you have. It is probably not perfect, but as we said this is the start and the school has the ability to build off this. For example, if they were given some funding to redevelop the bottom courts then they could do that. Then they could turn that other hard stand area into some other thing. Whenever we do a master plan it is always something that can be built on. It is not something that has locked the school into doing any one particular thing.

**CHAIR** - Let's talk tenders. You haven't made a submission to council for development approval yet, so you haven't put a DA in yet according to the timeline?

**Mr CLAYTON** - It is due to go in next week.

**CHAIR** - Do you envisage any real concerns that you are aware of?

**Mr CLAYTON** - No.

**CHAIR** - Will a local benefits test apply to this contract?

**Mr CLAYTON** - It always does.

**CHAIR** - Where have you looked at desegregating this contract to allow further involvement for local small contractors and small businesses?

**Mr LUTTRELL** - We haven't disaggregated this project.

**CHAIR** - Did you consider it?

**Mr LUTTRELL** - We always consider options. The issue with this is that we have a very tight timeline in which to meet the construction - 2015-16 and 2016-17. Disaggregation does take extra time. The other aspect is that you have seen the work that we have done. We can obviously spend more money here, which is what the committee has raised, and by disaggregating there is an extra cost involved. That comes at a disadvantage for the prioritisation of work here, so we would have less for our money had we disaggregated.

**CHAIR** - What would be the additional cost by desegregating?

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**Mr CLAYTON** - You would be putting three or four tenders out and that comes at a cost.

**CHAIR** - What, the government? Full-time bureaucrats are sitting there anyway. Whether they have to assess three tenders or four tenders, what difference does it make in cost to the government if they are already paid a salary?

**Mr LUTTRELL** - In terms of having different site managers, if you disaggregate it then there are a range of issues with that.

**CHAIR** - We are talking about the tenders and the consideration of it, and the evidence presented is that there is more cost to that. I am just interested where.

**Mr CLAYTON** - From our perspective our submission was based on a single tender. If we have to produce three or four lots of tender documents, obviously that has an impact because this site isn't just sitting in isolation. I have to run computer data points and electrical from one switchboard to another that was potentially going through from one builder's area to another. Where does the liability stop with that?

**CHAIR** - Sorry, you have to run data points to project manage -

**Mr CLAYTON** - No. From a design perspective, we know that we have a centralised server. We have to upgrade switchboards and things like that. Cabling and wiring will potentially run from one builder's area through another builder's area. Builders do not necessarily always get on. Then you have liability issues around different electricians on site. The logistics around having two or three contractors on the same site, having to cross over each other and share liability, becomes an issue for us as consultants in managing that, but also from the department, from warranty and maintenance - of who is responsible for what down the track.

**Mrs TAYLOR** - I think you are talking about different builders. Different contracts.

**Mr CLAYTON** - If we put out three tenders, I could have three different builders on this site.

**CHAIR** - Who puts the tender out? You, or the government?

**Mr CLAYTON** - I prepare the tender documentation in conjunction with the department and it puts the tender out.

**CHAIR** - So the government does not even write the tender. You write the tender.

**Mr CLAYTON** - It writes the preliminaries, which is the tender documentation at the front. I provide all the supporting information the builder prices from.

**CHAIR** - Are you saying the government is incapable of writing the tender without you helping it, and it is too hard to break into several tenders, such as the electrical as compared to the civil works?

**Mr LUTTRELL** - No. The department would be capable of preparing the tenders. The aspects are, we have had some budget deficiencies and there is a full-time equivalent cap

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in terms of the government looking at minimising full-time equivalents at the moment. That is an aspect we have to manage. That is one issue in terms of preparing the tenders. The other is that if we have two or three different contractors on site, the overheads of managing those contractors across the site would increase costs that I am sure Heath would not want to absorb, and Heath would pass on to the Government.

**CHAIR** - But you do not know what those costs are because you have never looked at it.

**Mr LUTTRELL** - Mr Brooks, in regard to -

**Mrs TAYLOR** - Was that a question?

**CHAIR** - Your evidence has indicated that you have not considered it and that is basically because it is too expensive. I am interested in understanding why.

**Mr LUTTRELL** - There was a range of drivers. One is around the timelines. These are large documents that have to be prepared. The other is the cost, and the impact that would have in terms of the scope of this one. There are some key drivers for not disaggregating.

**CHAIR** - On that, have you done any consideration of what the costs would be?

**Mr LUTTRELL** - I do not believe we have, but the advice we have received from consultants would be it would not be immaterial.

**CHAIR** - It is because you contract that out.

**Mr LUTTRELL** - If I could refer back to yesterday's hearing, I think the advice received yesterday was, in that instance, around \$100 000. That is my memory from yesterday's proceedings.

**CHAIR** - I cannot recall them mentioning that, but I will check *Hansard* and we will get back to this one at the next Public Works hearing we get to.

**Mr CLAYTON** - From our perspective as the consultants, it is not necessarily the department is not capable as you say but we are engaged as specialist consultants to do the architecture. We have the electrical, mechanical, hydraulics, civil works. They all have a specialist skill. They provide the information that forms the tender documentation. The department provides the preliminaries, which are the overriding contractual information that it prepares. We assist them with that where it becomes project specific. If we need to dilute out into three or four different contracts, then you are doing everything three times. That has to have a cost to it. That is from the tender perspective. From the basic logistics of once you get on site, if we have three separate sites going, three separate contractors, we would have three separate meetings that we would be having with them. You have three lots of deliveries coming to the site, so the impost on the school -

The other factor that you need to consider is you probably do have to decant around the school as well. To have one contractor that has a relationship with the school makes it much easier to make it a simpler process, than if it was a multiple contract with three builders on site.

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**CHAIR** - I understand that there may be some difficulties with it, but it is not part of engaging our smaller business to get their fair share of government tendering and contracts. If you look at, say, the electrical work, I would be doubtful if a builder used their own internal electricians to do the job anyway. They would use an external contractor. The external contractor would organise their own electrical equipment to be delivered when they want it. Normally, the prime contractor will not order the electric switches and cabling and get them delivered. Why can we not separate the electric contract?

**Mr CLAYTON** - Yes, but who is going to be responsible for them?

**CHAIR** - That is why you appoint a project manager. I know it is easier for you -

**Mr CLAYTON** - I am a superintendent. I am not a project manager. The builder is still responsible.

**CHAIR** - By desegregating them you can, therefore, appoint a project manager and different contractors, such as an electrical contractor. You get the same outcome. There may be a cost variance but you have never assessed it, so you do not know what that would be. You have not really considered it. Part of the direction from the government to each department is to desegregate contracts where possible. I do not know whether that is suitable for this project. This is not this committee's role. Our role is to ensure it is an apt use of taxpayers' funds. Given the evidence you have given that you have not even considered it, that is something you may like to look at for future reference.

**Mr WILLIAMS** - I believe the question is around supporting local businesses. That that is what it is all about. The department absolutely supports that. Part of the tender process is assessing the use of subcontractors in the region of work, so it is a consideration to make sure we are supporting local businesses. As my colleagues have mentioned, there are issues around cost and management. Nonetheless, that focus on supporting local business is well and truly there.

**Mr CLAYTON** - There are tender criteria that the contractors have to address, which are potentially weighted, and a local content is required to do that. We ask for a list of contractors they will be using, to ensure they are local.

**CHAIR** - Do you contact them at the end of the contract to see whether they have been paid, price gouged, or used as required under the contract?

**Mr CLAYTON** - No. We do not have the contract arrangement with them. The head contractor has that. The head contractor is required to sign a statutory declaration to say they have paid all their subcontractors, and that is before the government would release any funds to the head contractor.

**CHAIR** - Have they paid them the agreed rate, though?

**Mr CLAYTON** - They have signed a statutory declaration.

**Mrs TAYLOR** - Does anybody ever check that it has been done?

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**Mr CLAYTON** - Yes. As part of our role we certify the progress claims to ascertain the works have been completed.

**CHAIR** - We do not question that, but it is a real issue for the many small businesses that continually miss out. You might have a local Parklands-based electrical contractor who would love to put some wiring into the school he went to, but he or she will not have that opportunity because we do not consider them, because it is too expensive to look at them.

Once the contract is issued, including the outline of what contractors you are going to use, there is no test or review once that is done, whether those contractors were dealt with as per the conditions of the contract or the tender? There is also no surety around whether they have been paid what they originally quoted, which we know has happened on other projects, not specifically building projects, but other Tasmanian Government contracts. That is what this is about.

**Ms OGILVIE** - Can I make a contribution on this, because I have a slightly different perspective on it? At the heart of this conversation is the tension between wanting to get the best bang for your buck, and making sure small businesses get their fair share of the cake. We have had this conversation many times. That is a policy decision for the Government around whether you are prepared to pay more to make that happen. I appreciate the issue around making sure subcontractors are treated fairly -

**CHAIR** - The issue is, we do not know whether it is going to cost more.

**Ms OGILVIE** - because the contractual relationship goes to prime, to subcontractor, to sub-subcontractor. The one at the bottom has a contractual relationship with the subcontractor, so the prime may not even see that. We as a government do not want a liability flowing back up to the prime at that stage. We have to be careful around what we are asking for. I appreciate what you are saying about the statutory declaration, that you review the deliverables and your subcontractor to the prime will have to sign off that they have done the work for the price. We are talking about whether they took more margin than they thought they were going to, and did they pay them. We have seen this in telecommunications as well, with the NBN Visionstream work.

A policy or a process could be put into place to make sure there is a communication with those who have worked on particular projects. From the perspective of whether the small businesses get disaggregated contracts, I absolutely accept there is an extra cost to that, having worked on infrastructure projects myself. We need to form a view, as a policy from government, whether we are prepared to pay more to make that happen. That would be my personal view. This conversation is really good and there are probably ways of fixing what we know is an issue, but it is not as simple as saying just disaggregate it.

**Mr LUTTRELL** - We pay the prime contractor and we don't get involved in transactions between prime and sub. There are some options the department can have a look at. I have a meeting with Michael Kerschbaum on Friday, so I can raise that as an issue with him and see what feedback and what we can do through the MBA. The other aspect is that we complete a post-project review and as a consequence, maybe on a sample basis, but conscious of the effort, we can get some feedback from the subbies and some targeted feedback in relation to this issue. We are happy to progress that.

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**CHAIR** - I am aware of the time so we will move on. This is not a debate, this is raising it as a concern. Will the local benefits test apply to this contract?

**Mr LUTTRELL** - Given the size, there are two parts, one is the 10 per cent of local and the other is a further 10 per cent for small and medium enterprises and we weight them zero to 10, not just give them a 10 based upon a comment. They are taken seriously and used appropriately.

**CHAIR** - Excellent.

**Mrs RYLAH** - In regard to the external look of the building, we have no documents or images here to show us how this will look from the outside. Do you have anything you can show us?

**Mr CLAYTON** - Not at this stage. This contract was awarded later than some of the others.

**Mrs RYLAH** - I've been getting that sense. Why?

**Mr CLAYTON** - I can't answer that.

**Mr WILLIAMS** - We are busy on lots of projects and it is difficult to do everything at once but we are progressing it as fast as we possibly can. We brought in three internal contractors into the facilities team in the last six months to assist in meeting the government requirements to deliver on the capital program. It is a timing and resourcing issue.

**Mr LUTTRELL** - We are working those up at the moment. Hopefully we will have them resolved at the end of next week but they were not in a position where I could bring them because I have not had an opportunity to meet with the school and discuss them. I do not like to share unsolicited things.

**Mrs TAYLOR** - In the documentation it says basically you have Colorbond-type finishes on the outside.

**Mr CLAYTON** - Yes. We are looking for low-maintenance, hard-wearing surfaces. We are having a conversation with a local brick manufacturer about some bricks they are making for us. We have some samples that I am going to bring down and show the school. We are looking at all those options at the moment.

**CHAIR** - There is no weird varnish from Sweden? There is nothing we have to fly in by private jet from the States to paint the glass ceiling?

**Mr CLAYTON** - No. We are even looking at the bricks that are physically manufactured here, not just supplied from here.

**CHAIR** - That is excellent, I am sure it would be cheaper.

**Ms OGILVIE** - Take the school through for a tour, get them to help design the bricks - that would be good.

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**Mrs RYLAH** - Will the double-glazed windows have thermal breaks?

**Mr CLAYTON** - All the windows will be double-glazed. We have not thermally modelled the buildings yet to see if thermal breaks are required or not.

**Mrs RYLAH** - Required in terms of energy efficiency? You are using aluminium frames?

**Mr CLAYTON** - That's right. As I said we haven't got down that path to see if they are needed or not.

**CHAIR** - You haven't finalised the scope yet?

**Mr CLAYTON** - Correct.

**CHAIR** - But there won't be any weird stuff in there that is expensive?

**Mr CLAYTON** - No.

**Mrs TAYLOR** - Unless it is art money.

**CHAIR** - Just a final question on air-conditioning for the building. There are obviously some fairly hot areas in the existing building. Is it going to be adequately air-conditioned, not necessarily ventilated, because given the current climate air-conditioning is probably the new standard, isn't it?

**Mr CLAYTON** - I know the school is very keen to see the teaching areas air-conditioned. We have to work through what we're doing in all the areas yet, but definitely the teaching areas. I think the luxury of being able to condition every area is probably not available to us, but we want to ensure the key areas where the teaching and learning goes on are air-conditioned and then we can use those flexible learning areas to use some passive treatment. We are talking about sun-shading on all the northern windows and openable doors so we get cross-ventilation. As we have all experienced, this summer has been pretty warm, but we will need those areas to be conditioned spaces.

**Mrs TAYLOR** - Would you have any idea of the cost of refurbishing of what are currently the tennis courts?

**Ms BARNES** - We assessed as a school the cost of resurfacing of what we call the sealed area, which is the area immediately outside where the cafe would be, and I think it was \$110 000 to resurface it and I presume it would be similar for the tennis courts, which are down below.

**Mrs TAYLOR** - You will probably have to do something else to those - the fences probably need attention.

**Ms BARNES** - That was just resurfacing, yes.

**Mrs TAYLOR** - Okay, and then there would be an additional cost to do something to it?



## **PUBLIC**

**Mr CLAYTON** - Well, how long is a piece of string? It is a big area and you could quite simply plant some mature trees and just put some seating out there and leave it fairly passive or you could go completely fully landscaped and dig up all the asphalt. Really it is how long is a piece of string.

**Mr WILLIAMS** - We're doing some work at New Norfolk High School at the moment and part of that is some demolition and redoing a courtyard and the allocation for that in terms of landscaping is \$100 000.

**CHAIR** - I have a couple of final quick questions for Ms Barnes. You are supportive of the project works that have been submitted, but there were some other areas that potentially could be a reasonably high priority to the school as well. Would that be the grade 10-block, upstairs -

**Ms BARNES** - The four areas that we named up in our submission were grade 10, home ec, the sealed areas outside that we have already referred to and the gym that unfortunately we did not get to see today.

**CHAIR** - Okay. As I advised 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 is not attached to comments you may make to anyone, including the media, even if you are just repeating what you have said to us. Do you understand that?

**Ms BARNES** - Yes.

**Mr WILLIAMS** - Yes.

**CHAIR** - Thanks everyone for your time. Thanks again for the two wonderful students who stayed, Zoe and Charlotte. Glad to see the process and thank you again to staff, volunteers, parents, association and everyone and Hansard, Scott, the committee and those presenting evidence.

Just so everyone knows the process, the committee will now convene and consider our next step. We have a few options open to us: we can require further information, and there are questions on notice that we may require to see; we can make a determination to draft a report approving or not approving the project; or we can pretty much say we will consider it later on. That is what will happen. Normally these things take a bit of time to get the report finalised. Once it is finalised the committee will meet again to consider it.

## **THE WITNESSES WITHDREW**