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### **THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET AT HENTY HOUSE, LAUNCESTON ON 4 SEPTEMBER 2018.**

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#### **RIVERSIDE HIGH SCHOOL MAJOR REFURBISHMENT**

**Mr ROB WILLIAMS**, DEPUTY SECRETARY, CORPORATE AND BUSINESS SERVICES, DEPARTMENT OF EDUCATION, **Ms NATALIE ODGERS**, PRINCIPAL, AND **Mr HEATH CLAYTON**, ARTAS, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

**CHAIR** (Mr Brooks) - Good afternoon and welcome, everyone. There are a couple of formalities I need to go through before we kick off. This is a public hearing and therefore the media may be present and the public can attend but they cannot necessarily make a contribution unless they wish to, and we have not had any indication that anyone from the public wants to speak.

We thank the witnesses for appearing at the committee and are pleased to hear evidence. Before you begin giving your evidence I need to inform you of some aspects of the proceedings. This committee hearing is a proceeding of parliament which means it receives the protection of parliamentary privilege, an important legal protection that allows individuals giving evidence to a parliamentary committee to speak with complete freedom without the fear of being sued or questioned in any court or place out of parliament. It applies to ensure that parliament receives the very best information when conducting its inquiries. It is important to be aware that this protection is not accorded to you if statements that may be defamatory are repeated or referred to by you outside the confines of the parliamentary proceedings. This is a public hearing. Members of the public and journalists may be present. This means your evidence may be recorded. I invite opening statements - Mr Williams?

**Mr WILLIAMS** - I am certainly happy to lead off and thank the committee for its time. For a high school that is already well respected and achieving good outcomes for its students, this is an amazing opportunity for a major refurbishment worth \$12 million. It is at the upper end of the refurbishment scale. We have a few on the books that will be coming before this committee of up to \$20 million and Brighton High School will be \$30 million. That \$30 million is for a new school and the \$20 million is for rebuilding schools and it is a significant investment, but \$12 million is significant. If needed, we have some of our technical experts from the department here who are much better versed than I in some of the technical aspects of these things, so if we need to I might invite them at some stage to come up.

Natalie will give us a bit of an overview of what the school is trying to achieve through this, what they want to do for the students and what their learning outcomes will be, and Heath will give an overview of how the design process has worked. Natalie can talk about consultation.

Thanks to the school for lunch and the tour this morning, and thanks to the committee for inviting us to present here.

We will be coming before the committee quite often in the next couple of years. I am just making a statement of fact. At the moment we have the largest capital spend by a state government. I counted back 20 years but that was when we had about \$100 million over the forward Estimates

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and now we have nearly \$200 million, so my guess is this is the biggest expenditure period on schools post the Second World War era. We are starting to now look at a number of schools, especially the high schools. Some primary schools got a shot in the arm with the Commonwealth BER funding but we are starting to get into some of these schools that were built in the late 1950s and early 1960s, and some of them are exactly as they were when built then. It is really good to have that sort of problem and there are a number over the next few years that are over the \$5 million mark, so we will be back quite often, I would think, which is good.

We are also, in a sense, expanding. The Government made a commitment to 250 new teachers over the next six years so that, of course, is in our thinking in the background as we add more teachers into the system making sure we have the teaching spaces available for them, because 250 is quite a significant number across the schools where they will go.

Our focus is on value for money. We work really hard with the architects to get every possible benefit for the school out of the money we get, which means recycling, re-using and reshaping where we can so that we stretch everything. Our focus, of course, is always on the learning areas. On a project such as Riverside some focus is on the administrative areas because we could not do what we needed to do to the school without touching those. On the whole, we will spend all the money on learning areas as preference and not on administration. It is all about the teaching and learning.

The school community is absolutely behind this project. There has been extensive consultation - Ms Odgers spoke about that earlier - that started about 18 months ago. I spoke to Natalie when it first came up and she said, 'Oh good, we'll get in early', and they have worked really hard to make sure everything is aligned - teaching and learning, value for money, good design. It is important that the school community, including the student voice, is strong in this process. You have heard today from a number of students and I hope you had the opportunity to talk to them as we were walking around. They are absolutely thrilled. Unfortunately, those students are not going to get the benefit because they will be gone but they have their heart and soul in the place and are excited to see it coming. You heard from Toby, the head prefect, that he absolutely loves the school, and they have done this not for themselves but for the next generation, and that is what we are doing today. I am happy for any broad opening questions to me.

**CHAIR** - It might be better for members if we get an opening statement from everyone and then we can go through specifics. Sometimes the committee likes to focus on specific areas and other times to have more of a free-ranging discussion. While it is a formal proceeding of parliament, we still try to keep it fairly informal because it is about ascertaining whether the committee feels that this is an appropriate expenditure of taxpayer funds.

**Ms ODGERS** - Our school community is extremely excited about the redevelopment. You would have seen that today during your visit to our school. We see it as an amazing opportunity to set our school up for the future. These opportunities do not come around very often so we are very mindful that we want to get this right.

The consultation process we have already spoken about has gone on for a long time and while that has been, perhaps at times, tedious, it has also been to our advantage that we have had that extensive consultation. That started early last year and we were able to take advantage of the fact that there are now a lot of schools across the state that have been through significant capital works. We were able to visit schools on the north-west coast and in the south. Those visits were with a small working party to make them manageable but those people then took the lead in working with

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the rest of our school community in the consultation process and they were able to come back to the school and share, show photos and talk through examples of what they had seen in those schools.

We were also able to benefit from taking all our staff and a group of students to visit some schools in the Launceston area, such as Brooks High, Prospect High and Kings Meadows High, which have all had recent redevelopments, to benefit from their experiences and then look at what may work in our context. We have certainly taken some ideas from a lot of those things. Having students and also our non-teaching staff go out and visit - people who work in different roles in our schools see some of those things we do not necessarily see as teachers - was really beneficial as well.

Following those visits to other schools, we were then able to come together in an extensive consultation forum that had staff, members of our school community through our school association and student representatives, and we worked through a process to start to prioritise what we wanted to come out of this opportunity.

The development of the guiding principles we used included having flexible learning spaces; having an orderly and safer flow of students; having high-quality student-centred learning that fosters the pursuit of effort and achievement; ensuring we have warm, calm, comfortable social learning spaces that connect indoor to outdoor and are easily supervised and enhance those trusting, respectful relationships; having timeless, enduring and sustainable design which is maintenance-friendly; and having efficient work spaces that allow for collaboration and centralised location of services. In going back over those many times during the design process, I am really comfortable that we have really honoured all of those things. Even where we have had to make changes to our designs, where we have had budget constraints and those sorts of things, we have been true to these other things that our school community has asked for and have really guided all the conversations we have had in that process.

Once our master plan was completed, Artas came to another consultation forum where that was shared with that same broad group, and then there was an opportunity for the group to give feedback. That feedback was overwhelmingly positive and was probably more about much more detailed things than the master plan. People were really happy that the process, and the work Artas had done with us really reflected those big-picture ideas about what people wanted for student learning in our school.

Some minor alterations were made to the master plan but, as I said, they were very insignificant in terms of any major changes. We then worked through the more detailed part of the plan, but those guiding principles have really allowed us to completely reimagine what the school looks like. I think one of the priorities for us has been to try to get everything in the right place, and while \$12 million does not achieve all the things we would like to have happen for our school - because you would have seen this morning there is work that could be done in probably every area of the school - but we have focused on the right things because funding of this size is not going to come along very often for our school and it is about making sure we do those really essential things so that down the track, if there are other smaller lots of work that are done to our school, those things will be able to be addressed knowing that things are in the right place.

In terms of our learning environment it is about getting our learning spaces to be much more contemporary. You would have seen this morning how cramped those spaces are for the quite large class sizes in our school, usually between 27 and 30 students in a class. We are making those more inviting spaces that allow for a greater degree of flexibility when students are engaged in learning,

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and whether that is around explicit instruction that a whole class is involved in through to group work and a lot of collaboration, which is very much the way students are learning now, those bigger spaces will provide that flexibility for students to be able to work in different ways. The design allows for students to be able to go into other break-out spaces and social spaces, so that whether they are working on technology in groups or independently, that supervision, that line of sight, is there. That will be a great advantage for our students. The size of our classrooms is a challenge for us that I think has been addressed through the redevelopment.

Providing those purpose-built grade spaces and that strong grade culture and ethos is a really important part of our school. It is really well established in our school and is how we build those strong relationships with our students and keep them connected and supported in what is quite a large high school environment. While we have that culture, our facilities and our buildings do not allow us to really work in that way anywhere near as well as we could if our buildings reflected that. Having those designated grade areas where they can access the staff they work with and where all the services, whether it is lockers, amenities and all those things, are close by, will be a real advantage.

We also believe that some upgrades to some specialist facilities, which will include our arts, food and hospitality areas, is a real advantage for us. We are really excited about that opportunity. The other strength for us is that it allows us to centralise those social spaces for students. As you would have seen this morning, the inclusion of a cafeteria space that has indoor and outdoor seating is a vast improvement on what our students have now in their break times. Having spaces where they can be sitting and socialising is really important and that is an important part of our learning. It will create a hub through the centre of our school with the upgrades to the central courtyard quadrangle area that will connect with those inside spaces students can access. It will also allow us to centralise those services everybody uses in a common area, including our library facility and student support area and other services such as our support team, our school psychologist and our social worker. All those people will be located centrally in a space that is very easy for students and parents to access. At the moment those offices are dotted around the school in whatever space we can find for the, so a lot of those services will be centralised.

The other feature is improving traffic flow into the school. By moving our bus turning circle, we believe the flow of traffic into the school when parents are dropping students off will ease a lot of that congestion and make things safer, separating the access by traffic where pedestrians are and then the entrance to the school.

A modern and more suitable administration area that provides an improved and welcoming public space for people coming into the school and a larger space where we are able to add additional services that cannot be located in our front administration area will be a real feature for us. It will include things like effective and suitable meeting spaces for members of the public and parents and also for staff collaboration.

A final thing I will mention with our consultation is something that has informed our work. You may have noticed in some of our classrooms a quality teaching and learning framework on display. That was developed in my first year at the school in 2016 and was an extensive process that included input from all our staff, students and parent community, and it guides what we believe teaching and learning should look like at Riverside High School. Our students know that language. We talk to them about that and it is about empowering them to take ownership of their learning.

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One of the things that might not have been direct in the consultation process but has really underpinned all that is having a clear idea in our school community about what we want teaching and learning to look like and what we want our spaces to look like to support that type of learning environment. That is another thing we have been able to keep coming back to. Our design reflects wanting our students to take that greater level of responsibility and be more independent around their learning; particularly as they get into grades 9 and 10, those spaces look quite different and start to be more like an adult learning environment where students take greater ownership and work more independently.

They are the key things we are trying to achieve. I hope that has given some outline. I am happy to take questions to unpack some of that.

**CHAIR** - Does the committee want to ask a few questions or should we get an update first from the architect?

**Mr VALENTINE** - I would not mind asking a couple of questions.

**CHAIR** - Go ahead.

**Mr VALENTINE** - The consultation seems to be broad-ranging and valuable from what we have heard today, which is very good. It is very important to see what is happening in other places and to get feedback from the school community. There are a number of learnings you get from that but there may be things no amount of consultation may reveal. Given the forward planning for school upgrades, one would think some basic metrics may need to be considered and the department may be best placed to provide to approach it like this. I am interested in how the department makes sure some of the principles of modern educational spaces like this are put into this project - that is, things such as the ratio of open spaces to students, the minimum provision of ICT infrastructure or facilities, classroom sizes and so on. How does it occur now, and possibly going forward, to make sure that when we get a build like this - and as you say, it is quite a significant amount of money - a lot of those basic metrics and needs end up being built into the project?

**Mr WILLIAMS** - That is a really good question. It is a bit of combination between what the school wants to get out of it, what the people sitting in the back row who are facilities development people know from redevelopments we have done in other schools, and working with the architects to bring that vision together and make sure we can record it. We use building standards. We look at what size the classrooms are - for example, the hallway upstairs in B Block you saw today, the long hallway with little classrooms, is a standard 1950s-60s design, a 50-metre square classroom, which does not work for us in the modern age.

I am not an education professional myself, but I can talk about the notion of tandem teaching. If you have a classroom that can open up, an experienced teacher can be doing something down one end of the room and at the same time mentoring and observing the practice of a teacher who is inexperienced and new. We are absolutely conscious that good teaching does not come from the classrooms, but it completely aids and supports the learning practice. I guess the steering committee we have in place guides the project. The school is obviously a very strong presence, and Learning Services are the people who are responsible for the operation and management of schools across the state. All these people are involved in the working group, including the school association. Some of you may not have met the lady from the school association today but she was there.

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**CHAIR** - The committee will probably put those members that we spoke to on the record as well. While you are answering that, when you are talking about Learning Services and the management around it, do they also include experienced teaching professionals?

**Mr WILLIAMS** - Yes, the principal, the ASTs, the teachers who are on the working group and the consultation, Learning Services. Perhaps I will make a very quick foray into the structure of the department in four divisions. Learning Services is the school operations made up very much of education professionals who have moved into management; the curriculum area includes the content, the materials and tools that teachers use; and then there is the strategy and performance area. Obviously we are always being measured against NAPLAN and things like that, making sure we have the data around that and that we are going in the right direction in terms of future teaching practices and things like that.

**Mr VALENTINE** - So those groups have input to the departmental project manager, who I think is an architect in this case, so that we end up with something that is not only very suitable to the school's needs but also ensures an element of consistency through with all those projects. Is that how it works?

**Mr WILLIAMS** - Absolutely. The fourth division is my division, corporate and business, and that is facilities, legal, HR, IT et cetera. Because I sit in the executive, I get the sense of what the other three divisions are doing. By putting all the people in the same room we get a very consistent approach. If you look at Kings Meadows High, which some of you will have been to, we have the same configuration as we saw today upstairs in B Block, and while it is not going to look exactly the same, we have taken the same approach of getting rid of that dead space, using it more and getting rid of the small classrooms. No school looks the same, but we are using a very similar approach -

**Mr VALENTINE** - The principles?

**Mr WILLIAMS** - Yes, and it is the school intent and direction that drives Heath as the managing architect.

**Mr CLAYTON** - When the project first came to light, the school applied for a capital works project. There is an application process where they lodge what they want and why they need it. When it gets through that procurement process around a project, a consultant brief is developed. That is what comes to us to allow us to tender against it. In that are the parameters of what the school wants and maintenance needs. As part of this project there is a number of maintenance items we need to address. When we get that consultant brief, we also get some design guidelines that come out of the department that establish some key things around planning and development material, and it is a constantly evolving document. The other document that comes with that is what they call the cabling standards. That revolves around the IT requirements, and that document seems to get issued very regularly because it changes. It seems to be that every project has a new one. Once we have that we then have our meeting with the school. You heard Natalie talk about the guiding principles. We are very strong on establishing some guiding principles for the school.

**Mr VALENTINE** - That are individual to a school?

**Mr CLAYTON** - That is correct, and they become the focus of the school. The design guidelines are very generic for the department. The IT standards are very generic, specifically for the IT requirements for schools, and what they know works and does not work. That is right down

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to how many wireless access points we have in certain areas. That is quite set. I think what Rob was alluding to before was that we still want to have individual direction for the school because every school community has different needs. Those guiding principles and the focus we take on that is extremely important. We capture all that with a return brief. We take all that information in and then we give it back and say, 'This is what we understand'. We do all this stuff before we do any drawing and that is the document we move forward with to establish our master plan.

**Mr VALENTINE** - Otherwise we'd end up with buildings all the same, like they did in the 1960s, which is not necessarily appropriate for every area.

**Mr WILLIAMS** - The traditional method of consultation is starting to fail us. Traditionally we went to the school community, had the school association chair and some teachers and we put it together like that. For years that committee decided what went on and then you put it out there and everyone else just accepted it. That does not work the same now, largely because of social media, so we are developing new strategies with our projects coming up. We will start to put up a web page, because there is no point getting halfway through a project just for someone to say, 'I didn't say this earlier but I don't like this', and you end up in a planning appeal or some other process because you only captured the views of a small number. We probably did not capture students in the past as well as we could. We have not done it yet but we are working on it and we will put up web pages to show the progress and what is being delivered, so that right upfront everyone can have their say. Even if there are things we are never going to do because they are not affordable or feasible, we will be able to get a really wide range of views in and say no to certain things and people will be able to understand why we are saying no. At the end we could say that we thought about these things and we discounted them for whatever reason. We are going to take a much broader view of consultation than just a representative group, and that is important, especially when you are dealing with special needs schools. Every parent needs to be able to have a say in it and we need to consider every viewpoint because social media allows everyone to have input.

**Mr VALENTINE** - Or it might be a farm school or some other type of school that has different needs.

**CHAIR** - Does the committee have any questions? How these work traditionally is that generally we as a committee, under the act, assess the suitability of it. We cannot change or amend the proposal, we can only approve or not approve. We are an independent joint House select committee therefore without the committee approving it, the project will not go forward unless it is legislated or resubmitted differently. The committee has certain criteria that we have to assess, and I can go through that. This what we as a committee must consider under the act. Basically we look at whether the proposed works meet the identified need or needs or solve the recognised problem; whether the works are the best solution to meet the identified needs within the allocated budget; whether the proposed works are fit for purpose and deliver what the project set out to achieve; and whether it is good value for money and good use of public funds.

We assess the project as a whole against those criteria as a committee, but the committee does not have the authority to change or alter a proposal. It is either a 'go' or 'no go' scenario, effectively. We will consider that. Normally the committees will flow into general stuff, like meeting the specifics from IT to student numbers to building designs. I normally have my standard questions too, and I know Mr Williams will be well prepared for those - read *Hansard* from the last six years. Does the committee have any general overall questions?

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**Ms RATTRAY** - I very much appreciate the opportunity and thank Ms Odgers and her team for the warm hospitality we received this morning. Everything makes a lot more sense once you are able to see what we are dealing with. I am interested in future planning for the school. What is the projection for student numbers? Are we looking at futureproofing the school as well? I sometimes think we are looking for the now and I am interested in what has been done for the future, because I know how much of a growth area this is - your feeder area, particularly around Legana, which the member for Rosevears never stops going on about. I am really interested in where you see the growth of the school and whether we are providing that for the future.

**Ms ODGERS** - There is no doubt it is a growing area. We are constantly doing enrolments and we see people moving into the area. Lots of people from the mainland are moving into the area. I believe we are putting in place a plan that sets us up for the future and will give us more classroom space than we have now. At the moment obviously some classrooms are going and some are being added, but I believe it works out to be at least six general learning areas in addition to what we now have so it does create room for those increased numbers. The projected numbers, as you will see from the report, are going back up again. They are probably not as high as they were a number of years ago but the numbers coming through our associate primary schools are certainly projected to be higher, so I believe we will be in a position to be able to manage that. The school is actually not at capacity now in terms of enrolments.

**Ms RATTRAY** - There are currently 740 - is that correct?

**Ms ODGERS** - There are about 730 students at the moment but our capacity is 850, which would make for a very crowded school with those classroom sizes, but there has certainly been a higher number at the school than there is at present.

I believe it is setting up for that. There are a lot of quite flexible spaces created too. Even the room off the library opens up and can be used as a learning area so those sorts of things will allow for some increased numbers in the future.

**CHAIR** - On your numbers and projections of students, do you think the perception or how it is seen externally - and this is certainly not a criticism of the teaching or the qualities of the school - can have an impact on enrolments or on some parents deciding -

**Ms ODGERS** - I certainly haven't had any indication it has impacted on our enrolments. We regularly have a waiting list of students wanting to come into our school. We have a lot of inquiries from out-of-area enrolments. We generally don't take those. Our school has such a strong reputation in the community that has not impacted on it, but alternatively, an improved learning environment is going to increase interest in our school.

**CHAIR** - That was the point I was getting to. I am not saying it would turn people away. I would not suggest that at all. When people are considering where and what school facilities are available, especially those who may have moved here -

**Ms ODGERS** - The feedback we get is that a lot of people move into the area because of the schools here.

**Mr WILLIAMS** - There is no doubt Riverside High School's reputation is strong and we have a plan for West Tamar. The Government announced we would build a primary school at Legana to take some of the pressure off Riverside Primary, which is on the same sort of footprint as the high



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school. There are schools around the state where the appearance of the facilities or the reputation of the school has made a big impact. Cosgrove High in the south has very low numbers and the Government is going to inject \$20 million into redoing that because it needs to be revitalised, whereas Riverside High does not have that sort of dip that schools with reputational problems have. It is still producing quality scholars and outcomes.

**Mr VALENTINE** - With respect to your numbers, on page 7 the chart is projected out to 2021 with 767 students, an increase of 65 over and above what you have at the moment. Can you explain whether the school is looking at going to years 11 and 12, or is that something that is not going to occur that you are aware of? I do not want to get too political here, but in terms of the project and what it is delivering and how you are going to cope with that if it does.

**Ms ODGERS** - At the moment there is no provision for years 11 and 12 in this redevelopment but there is a space allocated where there could additionally be -

**Mr VALENTINE** - As a separate development?

**Ms ODGERS** - Yes. As to where we get to with that, that is still a conversation to have with our school community. There hasn't been a strong view from our school association about having years 11 and 12 in our school at present. We have a very strong relationship with Launceston College and a huge number of students go on to there and are very successful. I have had some conversations with project officers about the years 11 and 12 work but because we have these major works going on over the next couple of years we are not in a position to offer that. Having said that, there would be provision there to do something down the track.

**Mr VALENTINE** - What is driving the growth you mention? Is that just general population growth?

**Mr WILLIAMS** - Yes, general population growth in the area and the feeder schools.

**Mr VALENTINE** - You are not widening your area of intake?

**Mr WILLIAMS** - No. From what I understand from when I have been to see the West Tamar Council and Mr Voss there, it is probably one of the fastest growing corridors, that and Prospect. A lot of growth in that out-of-Launceston area is really driving this. We have not changed the boundaries of the school as such.

**Mr SHELTON** - To the surprise maybe of Hobartians, not everybody wants to live in the south. Some people enjoy living in the north.

**Ms RATTRAY** - Obviously the Legana area has taken over from what used to be growth in the Port Sorell area. About 10 years ago that was the shining light and now it has transferred this way. The member for Rosevears enlightens the House very regularly about the growth and also the needs of Riverside High School, I might add. I think that was a statement, not a question, Chair.

**Ms BUTLER** - I have a quick question around the curriculum. One of the things I noticed with the planning is a wonderful emphasis on science, arts and music, but is there going to be any future upgrades to any of the sporting facilities around the school?

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**Ms ODGERS** - In the original part of the plan we were very keen initially to have a covered area that could be used for outdoor sports. That was in the earlier part of the plan as one of the things that had to be taken out when we were over budget, but the space is still there for that to happen should there be future funding down the track. That was certainly included. Our gym, which we did not go into this morning, is a reasonable space but it could certainly be improved.

**Mr WILLIAMS** - When we do each of these developments we do a master plan. This is quite a big redevelopment so we are getting a lot done, but quite often for the smaller ones we might go into a school and have \$4 million to \$5 million to spend so we do a master plan exercise at the beginning to make sure we don't build out the opportunities for when further funding might happen in the future. Every one of these projects gets a master planning exercise at the beginning so we keep space and opportunities for the future.

**Ms BUTLER** - Is there a strategic focus through the department to focus on certain areas in certain spaces for students at different schools?

**Mr WILLIAMS** - It is very much up to what the school wants to deliver, but we really are strategically focusing on a broad curriculum offering for each school.

**Mr CLAYTON** - Ms Butler, you would have seen on the tour that the general learning areas are largely original in this site. Once you look at that and the population we are trying to deal with on the site, the focus and priority established by the working group was around creating high-quality general learning areas. We had lots of other little things that were on the wish list and are still on the list if funding became available, including a new floor for the gym and an undercover all-weather surface, because the grounds get fairly wet down around the edge of the river which is where the sportsground area is. The focus in this project, the brief I was speaking about before, was around creating high-quality learning areas and not necessarily moving into the specialist areas. The specialist areas we are upgrading are largely due because we are looking to relocate them to create these grade group clusters we have done. The arts area was moved because it was sitting where we wanted to create a cluster of classrooms. The home economics second classroom had to be moved because that is where we wanted to locate that central space. Really the focus is on the general learning areas and the other things have happened by course of the process of the master plan. We have looked, in consultation with the school, at the big picture of where they would like to see everything done, but there are very few projects we get to work on where we get to do everything we would like to.

**Ms BUTLER** - I was wondering whether there is any risk or mitigation around the freshwater dam area and whether that has been a flood risk to the school?

**Mr WILLIAMS** - I understand it is a problem in the lower part. The rain comes off the upper riverside and flows down to the Tamar but not to the school as such, although we have had a few underfloor issues we have dealt with over the last few years. It means the playing fields can be wet. If it has really been pouring, some of the sport areas do get sodden.

**Mr SHELTON** - I think Ms Butler was referring to the lake, the dam, which is going to be behind -

**Mr CLAYTON** - That is an existing holding area. As Mr Williams was alluding to, all the stormwater comes down the hill and ends up in a council stormwater main that goes through that dam, which is like a detention pond, and then it finds its way into the Tamar, so it is like a holding

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area. As far as flooding is concerned, I don't believe that ever floods. It is designed to slow it down before it gets into the Tamar.

**Mr WILLIAMS** - We have a hydraulic engineer who has made an assessment of that.

**Mr VALENTINE** - You have that turning circle for buses, so you are bringing the kids closer to that dam. Was the question about safety or mitigation of risk?

**Ms BUTLER** - I am sure you have counted all that in, I just wanted to verify it.

**Mr WILLIAMS** - Yes, we have had a hydraulic engineer give an assessment.

**Mr CLAYTON** - That green space is currently used by the school at the moment.

**Ms ODGERS** - It is. In terms of risk, when students are accessing that area at the beginning and end of the day, we have duty staff there.

**Mr VALENTINE** - So they are not unsupervised.

**Ms ODGERS** - They are not unsupervised. We currently have a Landcare grant the school has received so we are re-landscaping and number of staff and students are involved in that project. They are doing some great work around that, which will make it a bit more appealing than it is now. In terms of risk and our duty of care, we have supervision during those peak times.

**Mr WILLIAMS** - To come back to your earlier point about leaving spaces we cannot do now, each year there is an annual process where schools can put in a bid for either minor or major capital works, which we assess across the state for priorities. Priorities are things such as capacity in terms of student numbers and classes and safety where old buildings are causing issues and things are a bit tired. Each year we go through a process. The output of that process goes into the government's strategic asset investment process and then the government uses those lists of priorities in its decision-making around the budget.

**Ms BUTLER** - That is for the ratings.

**Mr WILLIAMS** - That is where get our internal ratings. What the government does in the budget is up to the Cabinet budget committee, but those feed into that process each year. There is always a list and it changes from year to year because principals might not know their air-conditioning is 20 years old and is going to pack up and then next year it does. We are always reassessing that each year.

**Mr SHELTON** - My main question is around the consultation that has taken place. From what we have seen today, and the people involved in that, it has been terrific and everybody has been able to have input. We do not have any submissions talking against what is happening, and that is always a positive sign. I am sure any member of the committee who voted against the submission would want to be wearing armour if they went to the Riverside area.

The economy is going strongly at the moment and everybody in the building game is busy. I know the tender is out at the moment, but how confident are you that the pricing of this will come in on budget or around the tender price? That is the first question because a lot is happening out

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there and when that happens prices typically go up. What consideration has been given to that at the moment and how confident are you?

**Mr WILLIAMS** - We are reasonably confident. We built a contingency into the project. We have had record investment, certainly in schools and in other infrastructure areas across government, including the Royal Hobart Hospital and the university in Launceston, which is creating a squeeze in a number of trades. We had a couple of projects last year and the year before where our assessed value of the project when it went out to tender came in higher, but that has sort of been adjusted for now. I sit on a roundtable the Deputy Premier has put together around the construction pipeline, where people like myself and others in government are working to try to make sure we have a smooth flow of investment into the industry because we know that people who work on painting and flooring are hard to find at the moment. We do our best and put contingencies in to make sure we cover them as best we can.

**Mr CLAYTON** - Projects of this size in northern Tasmania are always a challenge. There is only a very small number of builders pre-qualified to this level. I understand three contractors are pre-qualified and are pricing this project, and three is a good number for a project of this size in Launceston. I think we will know this time tomorrow much more comfortably, but the tender market is a challenge at the moment. We are seeing results on- or under-budget and we have seen results over-budget.

This is a good project in the fact that it is staged. It is not a \$9 million-build that has to be done at once all in one go and it all comes up together, which puts stress on some of the builders. It is not necessarily the builders; it is also the subcontractor resources. Our subcontractors are much smaller in the north of the state than potentially in Hobart. Being staged, the first part of the stage includes the turning circle, which is a few hundred thousand dollars, and will be done basically as a standalone civil contract project. We have the first lot of buildings that will be built off building 5, which is about \$2.5 million, plus the artwork, so that is a standalone project. We have to finish that and hand it over so we can move all the kids into there. Then they come back over into building 2 and we build the outside of building 2, the shell of the new area, which is the admin and so on. Then we move them out and come through.

It is very staged so it will be quite a manageable project for a builder. Feedback I have had from the industry is that it is one of the better projects that has come out because it is quite manageable and the resources are not going to be intensive. That does not mean we are going to hit the budget number but, fingers crossed, we will. We have some strategies in place, as Mr Williams alluded to, and the contingency is there to absorb any minor adjustments needed. As part of the tender, we also identified some things that are - I will not say less critical because everything is critical - able to be pulled out reasonably quickly and, if the process goes well, can be added back in very easily at the end of the project if contingencies have not been spent.

**Mr WILLIAMS** - We are also getting a quantity surveyor to check it just before we go to tender. We do the early work and then we will get the quantity surveyor in at the last minute to recheck that things are still how they thought they were. Then we have the contingency and then we have the process of value-managing the project. If it comes in over-budget, when it comes to tender we have to have a process with the working group - they will have to go through it and work out what comes out. That could be anything from reducing the quality of some of the fittings or simply not doing a particular part of a project. We only have what the budget gives us. We have to manage it within budget, which means sometimes you get expectations that are not met because you thought you were going to get what was in the scope originally but something had to come out.

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Sometimes you have to manage people's expectations as you trim back. We only have \$12 million and we will spend \$12 million and no more. We are pretty used to that process. Every project goes through a very similar process. There have been risks recently with the tight building industry, which is a good problem to have, and I know the Government has a number of strategies with vocational training and education revitalising TAFE to try to help with those shortages we need to address.

**Mr SHELTON** - I am informed the apprentice numbers in building are substantially higher than they have been in the past few years, so there is something happening on that front.

Regarding some of the planning, we mentioned the seating for the students and the new area that is going to be between the two buildings. In that 3D model there were people walking through it and there is some seating under the covered area coming out from the canteen, but I do not see any seating on the hard area. As a parent and grandparent, I see kids sitting at either end of the couch texting each other instead of talking, but it would be fantastic to have a circular type of seating arrangement where kids can face each other and actually have a conversation. One of the issues in the existing one is that the seating all goes in one direction and doesn't allow kids to stand around in a group, although we saw at the canteen that they all turned around and talked to each, which was great. Given the numbers of the school, if that is going to be the main area, although they can sit around on the Astroturf, the hard area does not have any seating that could be flexible or moveable.

**Mr CLAYTON** - That space is designed to be flexible. Working with schools, we have found we can try to predict all we like about where kids and students will want to sit and how they'll react and we won't always get it right. They will find places. What we try to do is create these flexible environments. The raised planter areas become informal seating and have been positioned so you can get those collaborative-type discussion points. We have formal seating in and around the undercover and the breakout areas, but there are raised planter beds and tiered seating. We find that as soon as you add a change of level, all of a sudden, by forces of nature, the students start to naturally sit in and around those informal type of gathering spaces. Oversized stair treads become tiers and things, and we are using the artificial grass as a softer medium to sit on and raising that up, angling it and trying to create more informal seating areas as opposed to formal areas. If we put in a series of tables and chairs, it will start to feel a bit like an extension of the cafeteria, which is not that natural type of urban space we are trying to create.

**Ms RATTRAY** - I want to ask Heath about the reference to things being retrofitted with similar features where practically achievable. Can you walk me through that a little bit? On page 14 under sustainable design, it talks about the windows and the building and external shading but then it talks about incorporating principles of the system.

**CHAIR** - There is nothing here that is completely ridiculous like having to freight in varnish from France.

**Mr WILLIAMS** - Or marble from Florence - is that acceptable?

**CHAIR** - Yes, marble from wherever else.

**Ms RATTRAY** - I don't think so because it is aluminium doors, window frames, cladding and flashing.

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**CHAIR** - While you are answering Ms Rattray's question, are the paint schemes, the colourings, the carpet tiles or tiling all readily available? We do not have to freight an extra metre from overseas, as has happened previously?

**Mr CLAYTON** - I will deal with Ms Rattray's question to start with. Basically we are talking about the new buildings using double-glazed windows. Everything would be that. Where we are retrofitting and refurbishing an area, the focus is around adapting re-use of these buildings so we are pulling out windows and replacing them with double glazing, and pulling out the old inefficient lights and replacing them with LED lighting. Basically the infrastructure for this school is completely new, even though it is a refurbishment. The sewer and the stormwater, there is a new main switchboard, there is new electrical cabling - everything is being replaced with new. Retrofitting is talking about that.

**CHAIR** - You know I am going to ask about the design specification so we may as get all my questions out of the way now. There is nothing in the specifications that are over the top or ridiculous and not required. Obviously we have standards to adhere to but have we stuck with readily available materials, not specifically required manufactured materials?

**Mr CLAYTON** - As we alluded to before, we started with a master plan with a lot of items on it and through the planning process a few things had to drop off. One of the key components we have to consider is the budget and trying to maximise what we provide the school. There is no, I suppose, bling - sorry to quote you.

**Ms RATTRAY** - I was going to say 'gold-plated items'.

**Mr CLAYTON** - There is more about functionality.

**CHAIR** - For clarification for the committee.

**Ms RATTRAY** - For the newbies?

**CHAIR** - Yes, for the newbies. We tend to have this conversation every committee around expensive construction. Curved walls, angled walls, all those sorts of things, cost more to build, which means they could have to be changed. Things such as carpet can go over-the-top on the specifications or they want a specific type that is not readily available which adds more when you have to change it.

**Mr CLAYTON** - Carpets are a challenge for us, Mr Brooks, because nothing is made in Tasmania; it all comes in from the mainland. We are trying to use suppliers readily supplying into Tasmania. We are using them through other schools. We always order additional, say, carpet tiles, and we leave them with the school so if there is some damage we are not trying to get it out of different dye points and things like that. We have all those sort of things built in. Most of the lights we are now putting in are all made to order anyway and components of those come from overseas, but they are normally manufactured and put together in Australia.

**Ms RATTRAY** - Like this sort of strip lighting?

**Mr CLAYTON** - At times, yes. Nothing is now made here and basically that is why we wait so long for lights. A few standard block lights go into office buildings that are available off the shelf, but other lights are made to order. Carpet tiles very rarely sit in a warehouse anymore, but

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are made to order. They can make them reasonably quickly these days. Using local suppliers is an important factor for us when we are considering the makeup of the palettes.

**Ms RATTRAY** - Is using local suppliers included in the tender process for those firms that are going to be tendering, that they use as many locals as possible?

**Mr CLAYTON** - As part of the tender process there is the SME, which is now being expanded and has a greater weighting in the tender process. I think it has gone from 10 per cent to 20 per cent.

**CHAIR** - The local benefits test?

**Mr CLAYTON** - Yes. As part of that, when we are specifying things it is not about a favouring or anything so if it is a generic product, we largely like to leave it up to the builder to allow him to get competitive pricing. We have gone through the local brick agent and selected a brick they can provide to us. That is a specific thing and not something we are going to leave up to a builder to find, so there is a balance between the two.

**Ms RATTRAY** - In case they have poor taste.

**Mr CLAYTON** - They probably do.

**CHAIR** - Are you going to apply for an exemption from the local benefits test requirement of the contract?

**Mr WILLIAMS** - No. I can tell the committee now that in the five years I have been Education, we have not put a construction contract outside of Tasmanian firm and we try to make sure we set them up so we can get the little firms doing the little work on the west coast and the north-west coast. We try to make sure we spread it around and I think we're doing a good job of that. This will go to one of the bigger ones because they are pre-qualified but they are all Tasmanian companies.

**Mr VALENTINE** - You mentioned recycling in your opening remarks. Are you referring to recycling of rooms and spaces or are you talking about recycling the materials coming out of the old buildings as they are demolished?

**Mr WILLIAMS** - I meant the spaces. If we have the framework of a building, we don't knock it down because we can get a lot more value for our dollar.

**Mr VALENTINE** - Refurbish.

**Mr WILLIAMS** - Refurbish, redo.

**Mr CLAYTON** - We like to call it adaptive re-use. Recycling now is where you put your milk cartons in the bin.

**Mr VALENTINE** - That's right. Is there anything coming offsite that is a material going to landfill as opposed to being used re-used?

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**Mr CLAYTON** - We have asked the contractors to provide us with a waste management plan as part of the process and as part of that there is encouragement around re-using any building waste from the buildings and getting it broken down in a way that it can be re-used as road base. You can crush up the bricks and things like that. That will be part of the tender assessment as to how they do that rather than us being proscriptive about it. It might be that they knock it down and we use it as base. There is that component.

**Mr VALENTINE** - Do you work to a star rating of the buildings you produce in terms of efficiency?

**Mr CLAYTON** - No, star rating is for residential buildings. Section J of the Building Code is around energy efficiency and we have certain guidelines we have to achieve to get to that level. We like to try to exceed those where we can through insulation, double glazing and solar control with shading, and we meet the standards required in this so that process has been completed.

**Mr VALENTINE** - Is there any recycling of stormwater or is that not something that has been considered?

**Mr CLAYTON** - We always consider it. At the moment, re-use water as a cost benefit is not quite there. Water is still reasonably inexpensive to buy. When we had budget constraints around trying to get the most done in a school, all we can do is flush toilets, and we have had other situations where we have done all that and have had to put holes in the tanks to get the water out because they do not flush the toilets enough. It is weighing up that cost benefit. We are doing it in a lot of schools. We would probably do it more in primary schools where it becomes more educational than environmental and use it as a tool to be educated about recycling.

**Mr VALENTINE** - You not putting in playing fields because they are already there. You have taken water out of that pond facility rather than using potable water. It is not part of this project.

**Ms BUTLER** - I am not sure who is the best person to answer this question but can someone run through the disability access points?

**Mr CLAYTON** - With the access to premises standards we are required to have access but it is difficult to provide it from the street; obviously we went down that driveway which is quite steep. There is designated disabled parking at the front of the school, which is the new car park near the entry. The front doors are all accessible. That is all flat and level. All the door thresholds and the latch clearances comply with the disabled code. You can make your way all the way through the ground floor of building 2, where we had lunch.

**Ms BUTLER** - Where the cafeteria is at the moment.

**Mr CLAYTON** - Yes, where the cafeteria is. There is an existing lift located at the end of that building which we are re-using. That takes us up to the first floor of building 2, so that gets us out from there. The access then out of building 2 comes out on to the outdoor area. There is a ramp that we bring down the side of the building, because you would have seen the level differences between that and the courtyard space. We have ramped down the side there to overcome the tiers. That gets us across to building 5. Once you are in building 5, that is all level. Where we demolish the building that currently houses the library, at the back of that we will build another ramp that comes out the back of the undercover social area and that will link us into the art buildings. There



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is an existing ramp access into the top end of MDT. You cannot go from the top and bottom from art from MDT. We have not put a lift in there, but from the other end of the MDT building there is disabled access. There is already disabled access into the gym and the performing arts areas, which was previously provided. As part of this project, providing access to all areas has been a challenge at times but something that has been considered is using that large social space to transition through as well.

**Ms BUTLER** - So a student catching the bus will be able to go from that bus waiting area and access the school that way?

**Mr CLAYTON** - Yes, from that bus area you can either come in through the front door and then access it as I described, or a student could come off the bus and enter through that new student entrance we spoke about onsite; once you enter that courtyard, you can make your way either over into building 5 or up the ramp once you get under cover into the social space. Once you are there, you can access the other areas.

**Ms BUTLER** - That's great, thank you.

**Mr VALENTINE** - What about braille plates and stuff?

**Mr CLAYTON** - The tactile indicators you are talking about are not just in the disability code anymore; they now sit in the Building Code, the national code for construction. Any ramp has to have them and any main stairwell handrails have to have the tactiles built in.

**CHAIR** - I have a couple of general questions covered in the site inspection, but it is important we get them on the record. You mentioned that reroofing is included and the importance of that upgrade. Can you briefly take us through why you are doing it and what the benefit is?

**Mr CLAYTON** - Part of the brief we were given was that there were some existing in-ground services issues and a leaking roof associated with building 2. As we saw from looking up and through the corridor, it is an extremely low corridor that goes up and down and has internal downpipes. They are traditionally in a lot of schools around the state and they all leak. We are looking to what we call 'over-roof' so all the water is distributed to the outside of the building and we will pull out that low-level roof structure. As we discussed on site, we do not want to invest this money into teaching and learning areas and have the water come through roofs that fail.

As I alluded to earlier, we are also upgrading the in-ground services to accommodate the new sewer and stormwater. Some earthenware pipes in the ground have passed their use-by date and we are not going to spend all this money on new toilet facilities and things like that only to put them into pipes that could fail at any moment. There have been some existing in-ground water issues. I am working over at the primary school and the builder said we are building on a swamp, and that is what it feels like at times. We have done some things, mainly around building 5 in the subgrade ventilation around the floors and things like that to address those problems.

**CHAIR** - Part of it effectively will bring down the ongoing maintenance costs of the older infrastructure as well.

**Mr WILLIAMS** - Yes, correct.

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**CHAIR** - So it will add benefit there. With the grade spaces, you mentioned there is a specific space for each grade for better social inclusion. Is that, in effect, to help address bullying across the board? I am not saying your school specifically, but from an educational point of view, is it an added benefit of that?

**Ms ODGERS** - It is around building those positive relationships and close connections between the cohort and the staff that work closely with them. Each student belongs to a home group and has a home group teacher. That teacher is located in that space and their grade leaders and assistant principal are probably located in that space as well. It means that for any aspect of support students may require they have those people at close access. It is about building a positive culture that minimises those issues. Like any school, of course we have some of those challenges. You do not put over 700 young people together and not have challenges around students getting on, but it is about how we build that positive culture. I think what that does is take a big school and break it down into some smaller schools. Our students still mix across the board for a lot of their specialist areas, which you would have seen today when you were moving around the school.

**Mr WILLIAMS** - We have tried to do that in all our other rebuilds as well. It does not always work but largely schools want them in the grade areas not only for the ease of teaching them and supporting but because the kids like it as well.

**CHAIR** - We saw the canteen, which reminded me of my old school canteen. A wonderful example of the complete change in attitude in student culture would be Latrobe High, with the redevelopment of its canteen area and the eating space for students, where the kids have their lunch but also spend their recess and lunch. I was a prefect with the current principal of Latrobe High. I have explained at school assemblies even last year about what students had compared to what they have now with the inclusion and ownership within the school that students feel. Schools have more open, adaptive and welcoming environments, which is important. Is that something that has been part of your consultation with your own students? Has that informed what they feel is important for them?

**Ms ODGERS** - Yes, it has definitely come through around those guiding principles from all community members about the need for those social spaces. An important part of learning for students is how to connect with other kids, how to relate to other people and cope in those spaces where lots of students are moving through. I guess while we have our grade spaces, we have those common areas everybody is accessing. One of the things we have tried to do in that is to create a space that is very flexible and multipurpose. I believe that space will not just be something we will see used in break times because it can be used for lots of other purposes. There could be times when students are in there learning and it opens out from the library space. It could be used for public events and things like that. It has been a key thing that we make sure our spaces are flexible enough for them to have those multiple uses. It is that blurring of the boundaries between the classroom and those social spaces so you get maximum benefit from all those areas.

**CHAIR** - Without having a running commentary on it, part of the advantage at Latrobe is, as a teacher told me, that for some students who may not have interacted in that social space while at school, learning how to engage and eat properly and socialise within that environment really helps those students from some backgrounds and environments. Contemporary learning spaces outside the classroom are very important. Is that something that, in your experience, would assist as well?

**Ms ODGERS** - Absolutely. It is that social learning where students learn how to interact in different situations, how to manage themselves in those circumstances and focus on those respectful

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behaviour that we want to see between students. It takes it outside the classroom and provides much more choice for students to be interacting in different ways. We saw today students standing around in groups and that is not necessarily conducive to positive interaction all the time if they are clumped in those big groups, so I think this will give us a much more supportive environment with a lot more choice for how students group together and that indoor-outdoor space will be an advantage as well.

**CHAIR** - I congratulate you, Ms Odgers, on the students at the school and highlight your head prefects, Toby McKnight and Miah Calverley, as exceptional, wonderful young people and leaders of the school and the community. We also appreciated the engagement of your other student council representatives who were with us for the morning, so perhaps you could pass on from the committee our appreciation to those students and our acknowledgement of their maturity and level of understanding of the process and the importance of it. They will not get the benefit from it, but it will deliver for that community. I would also like to mention Jo Wing, the chair of the school association, as part of your community engagement and as chair of the association representative of the parents and that community itself. Belinda James, the secretary of the school association, was also there. It is an integral part of major works of rebuilding the school that includes the schoolkids and the association of a representative body. The feedback we received from them was that it was a positive and a very important inclusive project but also for the learning environment. I wanted to make sure that is on the public record and is acknowledged.

**Ms RATTRAY** - I concur with everything you said, Chair. They are a delightful group of students and I know we will see them at Launceston College in a couple of years taking out a few awards, I feel sure.

I want to ask about the Tasmanian Government Art Site Scheme. I know what the school community decide on for the \$80 000 is something that is a work in progress. I am interested if you might share with the committee what you have thought about or have you not thought about anything really at this time?

**Ms ODGERS** - We have started some initial thinking about that and we have a planning meeting where some students will also be involved in working with us on that coming up very shortly. I guess because some of our processes have been on hold for a little while, we left that because there were more urgent things. For me, one of the key things is that we try to do something where we can make that a functional use of the artwork to really get good value for our money. One of the things we talked about was some gates at the front of the school, that area that comes into the current bus turning circle. We do not want to have traffic coming into that space after hours. We want people to be comfortable walking through there and we have a lot of that now from our school community, which is really good because they are very visible, alert and they look out for us, but we do not necessarily want traffic coming there so we have talked about some gates. We have already started talking with Heath about the inclusion of some of the framework of that being costed in the project so that then the artwork becomes about the appearance of the gates that might have some connections and themes of the environment and the river and that sort of thing. That has been one idea. We also talked about possibly using some digital art that could be embedded in the glass. Other schools have done similar things to that. In getting feedback from our school community and students -

**Ms RATTRAY** - Like your library doors?

**Ms ODGERS** - Yes, the library doors.

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**Mr WILLIAMS** - The Burnie Library has them.

**Ms ODGERS** - Yes. Kings Meadows has a really good example of that. Obviously we are not fixed on that at this point but that is the sort of thing we have explored for something that is already functional. They are aesthetic and add to the environment but they are not just a standalone piece of art because they have a function that goes with them. That is where the thinking is at the moment.

**Ms RATTRAY** - I have one last question around the project time frames. Are we on track for this? Is there a penalty for anyone who is awarded the tender if they do not have the construction completed by July 2020, only 19 months away?

**Mr CLAYTON** - As part of the tendering process Treasury provides us with a set of preliminaries that have the department's specific contractual requirements. Within that there is what we call a liquidated damages clause which, if they do not meet the time frames, has a penalty associated with it. What that is I cannot recall off the top of my head, but they are set numbers determined by the department based on values. There are other unforeseen things that entail a legitimate extension of time and as part of our role we do that as assessments. The builders currently looking at this are well versed in large Education projects and we are fairly comfortable we will be in around these dates.

**Ms RATTRAY** - The construction contingency is \$900 000. Is that is the normal sort of percentage figure you look at?

**Mr WILLIAMS** - That is pretty standard.

**Mr VALENTINE** - Close to 10 per cent.

**Ms RATTRAY** - I have recently built something and you will need more than 10 per cent, but anyway.

**Mr WILLIAMS** - We think that should manage the risks.

**Mr CLAYTON** - At 10 per cent, because of the age of the building and the infrastructure we are dealing with, it is a good number to have. As I stated earlier, we are looking to upgrade most of the infrastructure so we are hoping that money is not needed and we can reinvest into the school to do some of the things we do not have the money for.

**Mr VALENTINE** - Have security aspects for the school, such as fire events and escape routes, SunSmart aspects, been actively considered?

**Mr WILLIAMS** - We have to meet the standards and we will meet all the set standards. Safety is our number one priority. Every day we have 61 000 Tasmanian kids in our schools so it is a priority, absolutely.

**Mr CLAYTON** - Part of our building approval process is that -

**Mr VALENTINE** - Through the development application process?

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**Mr CLAYTON** - No, the building permit process. Our building surveyor does an assessment and as part of that it is referred to the Tasmania Fire Service, which does an assessment. The school will work with Tasmania Fire Service around a new evacuation plan.

**Mr VALENTINE** - Placement of extinguishers et cetera?

**Mr CLAYTON** - Yes. We handle that through the whole project of where all that needs to go. Even through to the environmental health officers, the drawings get referred to them, around the canteen, the food handling and those things. All those things are ongoing at the moment.

**Mr VALENTINE** - Is it the BCA you have to comply with?

**Mr CLAYTON** - It is called the NCC, the National Code of Construction, not the Building Code of Australia. They changed the name a few years ago.

**Mr VALENTINE** - I have a question on SAFRR.

**Ms ODGERS** - That is our student support area and is based on the acronym around our current school values. That centre is being moved into those common spaces on the other side of the library, which brings it into those shared spaces so it is not sitting in a grade area because it can be accessed by students across the school. It also brings it closer to the front of the school, which is important, because often that is an area that parents need to access. They might be dropping students off or coming in at the end of the day, so the location of that is much better than what we have now, which is a real advantage.

**Ms RATTRAY** - This member drives an electric car.

**Mr VALENTINE** - That leads me to another question about that very thing, because a lot of kids handle electronic devices and teachers might have electric cars in the future. Is there any facility being built in so teachers can plug in cars in the car-parking areas and kids can recharge their iPads?

**Mr CLAYTON** - We are not dealing with cars as part of this project but we are putting dedicated USB ports in so you do not have to rely on bringing a power pack that goes in the powerpoint, just the straight USB. We are building those powerpoints in through all those social areas. We are putting them in the tiered seated areas because that is where the kids like to sit and charge and we have accommodated all that.

**Mr VALENTINE** - That is excellent. On page 12, in the last paragraph you talk about the buildings being informed by the sustainability aspects of the project, including glazing areas and orientations to balance solar glare control. Are you going to have special surfacing on the glass or you going to have it sloping back so it does not glare?

**Mr CLAYTON** - That is looking more around the glazed areas having overhangs or shading that does not allow direct sunlight. There are lots of covered ways because we have that indoor-outdoor. On the ground floor they all have covered ways which give you that solar control. The northern and western facades of the building have sun-shading devices. The western aspect is not as critical in the school because by 3 to 3.30 p.m. the students have left when the sun is coming around but those northern facades are important to reduce the heat and the glare and things associated with the sun.

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**Mr VALENTINE** - Where you have solar gain, are you looking at pumping hot air out of those spaces into other areas that are not so hot?

**Mr CLAYTON** - In building 2 we have created an atrium space in the middle with skylights because by building out we have created quite a deep building that doesn't allow natural light to come in from the perimeter windows. That is glazed and goes all the way into the ground floor so it goes through and lights up -

**Mr VALENTINE** - A slab.

**Mr CLAYTON** - We cut a hole in the slab. That is all glazed as well so there is no noise transfer. That is lighting up what we are calling the student reception to admin, which has been separated from the general public admin. That will be a nice light-filled area at the back of the admin. I think it is as much around having the natural light rather than the heating and cooling aspects of it. It is about seeing natural light and having it come through. We have external windows and internal windows and we are always borrowing light through into deeper spaces so the whole building will feel light-filled as you go through.

**CHAIR** - I take it the DA was approved?

**Mr WILLIAMS** - Yes.

**Mr VALENTINE** - Are there solar panels?

**Mr CLAYTON** - Not as part of this project.

**Ms BUTLER** - I was wondering about security, lockdown procedures and so forth. Does the building cater for that?

**Mr WILLIAMS** - Schools will develop a lockdown procedure. They have one now and will develop one based on the new design. Every school has one.

**Ms ODGERS** - That is right. In terms of our public entrance into the school, this will certainly put us in a position where it will be much easier to manage that. There are a number of doors that can be locked off quite easily in that space, which is often where people will initially come into. Once the building progresses we would have to review what that looks like, but at the moment we will be working with our current plan and we have a clear procedure for that.

**Ms BUTLER** - Are there gender-neutral bathroom facilities at the school?

**Ms ODGERS** - Yes, there are. That is included in both the new areas - do you want to comment on that?

**Mr CLAYTON** - Basically we call them unisex. We are finding in some schools that we still need to provide some dedicated female ones with the sanitary devices because people are just more comfortable with that. As a general rule we will give a couple of those. There will be a couple of generic unisex ones and the boys do not seem to mind which ones they use.

**Ms BUTLER** - Just for the kids that do not fit into those categories.

## **PUBLIC**

**Mr CLAYTON** - Yes, and we have discreetly located them so they are visible enough for supervision from things but not in high visibility areas. They are just off to the sides of the main areas. They have been located mostly strategically around where those movements are.

**CHAIR** - Do you think this is good money for value for the taxpayer?

**Ms ODGERS** - I do think it is good value for money, absolutely. I have been involved in it for 18 months so it would be a worry if I were to say it was not. For a large school, I think we have managed to do a lot. If you take a school like ours in comparison to, for example, my last school at Scottsdale, you might be creating a grade area with three classrooms; for the number of students we have and need to provide for, I think what we have achieved is pretty impressive. I am really comfortable with what we have worked through and how we have managed to adhere to the principles which came through in that initial community consultation.

**CHAIR** - You feel it delivers the stated purpose?

**Ms ODGERS** - Yes, I do.

**CHAIR** - You mentioned there were a couple of things you would like possibly into the future as well. We will not go into too much detail on those things but taking those aside, does it deliver the public value for the work, not just now but for the future as well?

**Ms ODGERS** - Yes, I definitely think it does. I think we have set it up for a long way into the future. One of the things we have been very mindful of is that it is going to be serving our community for decades to come. That has certainly been something that has guided the decision-making. As to those other things we would like to see happen in the school in future, I don't think there would be any school that went through a capital works project that wouldn't have more things they want to do. We have things positioned in the places they need to be that support the culture of the school and the way students learn. If other portions of money become available in the future, they will be able to be added. All those things that might be on the wish list that do not get done now can easily be added to the works and aligned to what is already there.

**Mr CLAYTON** - There was a very conscious decision that anything that changed could be added in reasonably seamlessly.

**CHAIR** - I thank the attendees.

**THE WITNESSES WITHDREW.**