PUBLIC

THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 1, PARLIAMENT HOUSE, HOBART, ON TUESDAY 4 AUGUST 2026.

REDEVELOPMENT OF EAST DERWENT PRIMARY SCHOOL

The committee met at 2.20 p.m.

CHAIR - Welcome everyone. Before we commence the hearing, I will introduce the members of our committee. Today we have Mark Shelton; Tania Rattray; myself, Jen Butler; Casey Hiscutt; Helen Burnet; our secretary is Scott Hennessy and we also have Lil on Hansard. Secretary, will you please read out the message from Her Excellency the Governor in Council referring the project to the committee for inquiry.

SECRETARY - Pursuant to Section 16.2 of the *Public Works Committee Act 1914*, the Governor refers the undermentioned proposed public works to the Parliamentary Standing Committee on Public Works to consider and report thereon. Pursuant to section 16(3) of the act, the estimated cost of such work when completed is $12 million: redevelopment of East Derwent Primary School.

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

Mr KANE SALTER, DEPUTY SECRETARY BUSINESS OPERATIONS AND SUPPORT; **Ms MIN HARMAN**, DEPUTY DIRECTOR INFRASTRUCTURE DELIVERY; **Mr TED BARRANCE**, PRINCIPAL, EAST DERWENT PRIMARY SCHOOL, DEPARTMENT FOR EDUCATION, CHILDREN AND YOUNG PEOPLE; and **Mr MARINO ROSSI**, DIRECTOR, THOMSON ROSSI ARCHITECTS, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR - Thank you for appearing before the committee. The committee is pleased to hear your evidence today. Before you begin giving your evidence, I would like to inform you of some important aspects of the committee proceedings. A committee hearing is a proceeding in 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 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 you by you outside the confines of the parliamentary proceedings. This is a public hearing. Members of the public and journalists may be present and this means your evidence may be reported. Do you understand?

WITNESSES - Yes.

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

Mr SALTER - Thank you. I will make a quick opening statement. We're pleased to be here for the JRLF East Derwent Primary School submission. As we note for these projects, this is an important stage in looking at the value for money. I certainly took from the site visit today, again, seeing that the strength of the relationships and the investment in time from the principal, the architect and the project team, so that came through strongly to me in terms of, again, the investment in time to get the project to this stage. I thank the team for that and look forward to discussing this submission with the committee.

CHAIR - Thank you. How we like to run our proceedings is to progress through the submission in a chronological form. We will try not to jump too much, even though I am trying to do that because I will kick off with an initial question around if you can explain to us the current state of the school, insofar as some of the negative aspects of the actual East Derwent Primary school at the moment. I was looking today at the ceilings in some of the older areas of the school and it was also noted that there are some leakage problems, so I was wondering if you could give us an understanding of the current state of the school. It is a big overview though.

Mr SALTER - Happy if Ted wants to talk to the specifics; I mean, you did also see the demountables which are a key aspect, to be getting rid of those and getting into contemporary learning facilities, but I'm happy for the team to talk broadly.

Mr BARRANCE - So, as you saw this morning, you walk around the site, and while there has been investment in the furniture and how the school is looking, the actual infrastructure around is pretty poor quality. As you saw, the leaks in the classroom, the small classrooms, the bars on the windows as responses to vandalism years ago and just the ageing infrastructure as well, with very minimal investment in capital works over the time. You saw a small glimpse of what that could do, but overall the site hasn't had much of an impact at all.

Due to the weather, we didn't get out to the basketball courts and the other landscape too much, but that's in the same sort of state as well. And, while we do have great grounds and an EFFAR team [School Support and Wellbeing Team] making the school as best it can, it's an ongoing sink of costs at the moment trying to keep up a modern learning environment as well, which is really trying to be respectful around the community, around being able to provide a sense of belonging within the school - it's quite hard in that ageing infrastructure as well.

You saw the fences that were right up in front of classrooms as you walk into the school and that welcoming environment as you try and come into the school, it's not there. So, in terms of the community to feel like they have a sense of belonging and know what this school's about, it's really hard to demonstrate that and, as Marino pointed out and Dr Alterator said as well, the teaching and learning in the classroom is fantastic and we have an amazing teaching team, we need this infrastructure to reflect that as well.

CHAIR - Can you speak to the difference that this new design would provide as opposed to the current site when it comes to that changing attitude to learning and culture building? How will this design or this new design or the proposed design better meet the needs of that change in, well, not the change I suppose, to reflect the school community?

Mr BARRANCE - Yeah, and that's one of the big ones in the last few years, around bringing that school community together because it has felt, in the past, that it's been quite disparate and that there wasn't that connection with the school. So, how have we focused on

the First Nations families within the school, almost half of our families are recognised as First Nations, so how do we involve the community? How does our school reflect that? And a big part of that is a sense of belonging. So, transforming the way that you enter the school, that it draws you into the school as well. Also, it's quite disconnected with the cultural hub, the big river room and the kindergarten area is. So, being able to draw that closer and so, I think it's a really clever design in terms of drawing it all under one roofline as well, as much as possible, and trying to connect that kindergarten as much as well, because it does feel like there is a barrier there, over those grounds.

The way that Thomson Rossi have designed and worked with the classroom teachers around what are the needs for the students in the learning hubs or the learning commons outside the classroom, how do we best utilise those different spaces and maximise those spaces across the school, so it's not just a stark corridor for kids to run up and down. How do we make sure that they're really intentional and really purposeful around student learning and making those sort of communities in there?

CHAIR - Just one more question on that. I noticed that some of the classrooms today - or the older classrooms today - are quite dark and the newer areas that had been refurbed had - were quite light. Is the new design going to be quite light and that natural setting style? Is that part of that learning culture?

Mr BARRANCE - So, that's part of that, and we've worked with Thomson Rossi around that and their experience in designing these spaces to have those environmental impacts as well, around the light and the warmth as well, so it's not such a cold environment as a school because - and so making those changes and learning from what we did in a little bit to increase the natural light across the school for the students and for teachers as well. And so, thinking about the wellbeing, staff wellbeing, student wellbeing as well throughout the day.

Ms RATTRAY - Thank you and thank you for the opportunity to look over this school this morning. It was very much appreciated. I'm just interested in having some understanding of the change of the community attitude towards the school. And I know that we spoke onsite and you showed us the bars on the windows and that, and yet there aren't bars on windows in the new areas that are designed in this design. Can you give me some indication of how that community attitude has changed and we won't need to see bars on windows?

Mr BARRANCE - I think the security is always with every site around the state, security is an issue no matter which community you're in. Being able to provide a safe environment for the students is always key. Looking at, as well around the CCTV, upgrading our CCTV across the sites, and also our speaker setup as well because there's some areas that that doesn't get to, so being able to be having that communication across the site as well.

A number of years ago, we didn't have a school association, and we didn't have a really good connection with our parents. I've been able to build that over the last few years and build that confidence with the parents around that it's their school. We're not trying to keep our parents out. The design now reflects that as well, and sort of draws people into that heart of the school. We feel that with the input from the community and also from where they want a place to be and a place that they feel proud of, as well, that the design elements that we've worked through with staff, with families, with students as well. And the landscaping needs have really captured that.

Ms RATTRAY - Right. Effectively the broader community will call out bad behaviour because they have some ownership now.

Mr BARRANCE - Yes, absolutely, and we've formed really strong partnerships with Brighton Council and Tagar Lia, the community house as well. People are talking about the school in a really positive light, which is really good, and we welcome the feedback. If there's things that we can improve or change, we're happy to address those. We really want to make sure that it is a community-feeling school.

Ms RATTRAY - You also indicated to the committee that the school will be available after school hours and holidays, and yet there's a lot of fencing at this current time. Can you explain how that's going to change, because you don't want them climbing over fences to get in. How is that going to work?

Mr BARRANCE - It's interesting with the fencing as well; it doesn't always keep people out. It just makes it a more of a challenge for people to climb over.

Ms RATTRAY - More young people.

Mr BARRANCE - One of the partnerships we have at the moment with the BGH Breakers - the Bridgewater, Gagebrook, Herdsman's Cove. The Breakers is a sports team that are using our site after school for netball and soccer, and they want to expand to basketball. Having more people around in those after-hours and having those facilities accessible to students and just as a safe place to be within the community - so really good wayfinding for families and things as well to be able to use within the school site, and really understanding and making sure that we're keeping the high level of grounds upkeep and things across the school so people can see that we're fixing things up and making sure we're really focusing on the community.

CHAIR - Any further questions on page 3? Move on to page 4. Any questions on page 4?

Ms RATTRAY - I'm on page 5.

Mr HISCUTT - This is just regarding the enrolment and capacity and what this change effects. Our role is to look at the value for money, and I guess that's across being spent here or elsewhere as an option. I just wanted to ask, because there's obviously a change in where the GLAs sit, removing the demountables, but looking at the projected numbers and the current numbers, if the three new GLAs were not to be built, and averaging, we've discussed before, about 25 per class is a capacity reasonable assumption, that would put the capacity to 375. Currently, that still sits at only 82 per cent if you didn't build those and in the future projections potentially only 77 per cent of capacity.

The question I wanted to ask is:

A. What would be the reduced cost if those three new GLAs were not built?

B. What would the impact be on learning if they were not built?

Mr SALTER - Perhaps if I can make a couple of comments first. Before doing that, it was remiss of me in the introduction that we have provided and tabled a landscape master plan to talk to at the appropriate stage.

CHAIR - This is separate to the pending question from Mr Hiscutt.

Mr SALTER - Yes. Firstly, I would say with the enrolment figures that are in the document, that the kindergarten figures for 2026 and going forward aren't a headcount; they're an FTE, so that is an error on our behalf. They should be a headcount, so that's understated the numbers slightly, so they will be more consistent with the high 30s to 40 figures.

In terms of what's the right balance in terms of capacity. Firstly, the model across all schools provides a generic indication of capacity utilisation. When schools get to sort-of the 80 to 85 per cent, we think that's too close to that 100 per cent. The figure of sort of 65 to 70 per cent is probably a really good balance of assets that are being utilised; it creates extra space for areas like arts et cetera. Ted outlined in terms of the breakup of students with disability - it provides some flexibility for support areas. It also then provides a little bit of contingency should there be increases in enrolment numbers down the track that not having to go straight to adding in new rooms.

Broadly, I would say that 65 to 70 per cent is probably a good balance for capacity and providing flexibility in learning options.

Mr HISCUTT - Two parts to the - one answer that and the second one was what would that cost be? But the other answer to that part of the question is, I guess when we're looking at value for money, there are schools that we know that are closer to 100 per cent and we're spending money, so that’s not just to others, is the question as part of this.

Mr SALTER – Yep.

Mr HISCUTT - On a school that's not reaching that level yet, and so I guess it's finding that value for money when we know there are schools above that as well. And so, there are two parts of that.

Mr SALTER - In terms of the specific question on what the cost would be of those GLAs if they weren't proceeded with.

Ms HARMAN - Yes, it's in the order of $1.6 million for the three new areas approximately. It's a bit hard to specify out on its own, though, because there's so much other redevelopment and reuse of areas through it.

Mr HISCUTT - Does that include the new entrance area when you say the three new areas?

Ms HARMAN - No, that's the GLAs and it is only approximate.

Mr HISCUTT - Understood, and I'll accept it as that.

Mr SALTER - In terms of broader capacity issues, then, we do go through the annual process of ranking priority 1 sites. Sites particularly with capacity issues, are in that priority 1space.

We remain comfortable that the funds allocated and the way that they're being utilised are providing excellent value for the school in terms of how it wants to build on its learning, when we heard how they've got good staff retention. Having good environments can only enhance the staff retention. We don't think it is, if you like, overcooking this project at the expense of others. Ted Marino is also, as you saw, looking to maximise how the funds are used in all parts of the school, so there isn't just one part that is done well and the rest isn't seen to have some of the refurbishments done to it.

Mr HISCUTT - I appreciate that answer. Thank you.

Ms RATTRAY - A follow on from Mr Hiccutt's question around the capacity: is there, like, a general weighting rule? As in, you give more weight to a school that's already at 100-plus capacity; or, is there any weighting used across that when you get to your priority list?

Mr SALTER - Yes, there is. There's, I think it's four criteria that are used in the ranking process, one of which is capacity, which would have that weighting of 25 per cent. It's absolutely a critical aspect of the prioritisation process, so yes.

Ms RATTRAY - Right. So, out of those four areas, they all receive the same weighting? There's no differentiation between condition, capacity, and whatever others that you use? What are the other three?

Mr SALTER - I'm just going to ask to defer for one second.

CHAIR - Would you like to take that on notice?

Mr SALTER - I think, yes, because there is, I mean there's - I think it's right - four broad criteria sub-elements in each. I think, if we can send that through and -

Ms RATTRAY - I don't need a new copy of the priority list because nothing much has changed in four years. Thank you.

Mr SALTER - Noted.

Ms BURNET - Mr Barrance, thanks for guiding us through your school. It's a fantastic school and it was really useful, I think, to have that time with you as the architect, and other staff, of course.

Could you just give us a breakdown of where kids come to school and perhaps staff as well? Is it mainly from a local vicinity, or are they walking or riding?

Also, can you just - I mean, we've talked a bit about the value of the build, and there are a lot of inherent values, but then there's the harder things to measure. It might be good to hear from you, Marino, in regard to that and building for this community in particular.

Mr BARRANCE - The first part of the question, where the kids come from: local area. A lot of families drop off on their way either to work, or drop off if they're living the other side of the highway or in the local area.

A lot of students are walking to school, as well, walking with their brothers and sisters and their parents.

Then there's a small group who come on PCYC, so the parents would have dropped them off at the PCYC and they catch the bus through to the school.

There is a couple of students who would catch - who were in the area, who have moved to another area, moving up for particular reasons or housing in a different area, but want to come back - still enrolled at the school, so they might catch the public buses which drops off just over the side of the road.

Mr SHELTON - Just a couple of -

Ms BURNET - Can I have the second part of my question?

Mr ROSSI - I guess a simple start to get to answering your question is: you would have noticed when you arrived today there was some car parking spaces that had been gratefully left open for you to park in so you could just drive in, but once you step out of there, you're walking past the fence, up a pathway to a fairly nondescript building. It's hardly a welcoming gesture for a community.

We looked at changing that physical barrier by addressing that because the brief we were given was very much centred on reconnecting with the community and in order to do that, we worked very closely with the school at actually changing the physical approach to the school.

You have a safe drop-off/pick-up point, you can do that safely, and then you walk through a well-developed, welcoming soft landscape into a welcoming reception point. From there you're guided to the rest of the school. There's a series of walkways that connect the early years and other years, so it's all interconnected.

That community building - from an aspiration, we take and build a physical transformation from that. So, that's a very significant part of the brief, as well as the student agency, which I'm happy to talk about if you want to go there as well.

CHAIR - Please, elaborate on this.

Mr ROSSI - Yes, so I think what we're talking about, as Ted alluded to, we had fairly intensive workshops with the staff around how they operated, how the teaching staff work with kids, and we actually had an education specialist spend a whole day at the school observing that pattern of behaviour, and how the kids learn, effectively.

As Ted mentioned, the work that's going on in the current classrooms is fabulous from a learning point of view. So, the brief - what we do as design specialists, is look at student agency: how do we provide opportunities for kids to learn in different ways? So, if they're not engaging perhaps as best they could in a classroom with 20 other kids, what are the opportunities for taking that child out, or this small group of children out, to a support space nearby, where they

can take one-on-one learning directly with the teacher? How do we provide that agency, spatially, within the existing parameters of the school? That drives the whole approach about making sure, or doing as much as we could, to transform the existing infrastructure. Not abandoning it, not saying, 'Here are "haves" and the "have-nots"'. How do we transform the whole school so no matter where those children are, they get the benefit of the transformation. So, that's the nutshell of the approach, if you like.

Mr SHELTON - Just as a couple of clarifications, and on the walk-around this morning, and I mean, this is a public forum, and people are listening, and or going to read it, and I think it needs to be noted that, we are actually spending $12 million to reduce the square area of the school, and that's by removing the terrapins that have been there in a fairly large square area, and reducing it into the new GLAs. So, people should understand that it's a better facility, the quality of the facility will be better, even though we're actually spending $12 million to reduce the capacity of the school.

One thing I did get out of this morning was the fact that safety is an issue, and with the terrapin arrangement, where you've got primary school children leaving the main confines of the main building, and then heading out, and the supervision of that for the teachers is fairly difficult. So, if you could just explain that a little bit to whoever might be listening to this, because I think that's important when you come down to talking about eight- and 10-year-old kids -

Ms RATTRAY - And to your good self.

Mr SHELTON - And so, look, it's important to every parent and that sort of thing. There have been issues in that community over the years, and as you've talked about this afternoon, it is critically important to the community to have a safe environment for the children.

Mr BARRANCE - Yes, absolutely, and as you saw there's fences up around cornering off different areas. There's blind spots around the whole school as well. So, when you've got teachers on yard duty, and duty during break-time there's little areas for hiding, and things like that, as people walk through, and for students to run around and run away from them, out of seeing eyes. So, really try - with the way that we worked with Playstreet, and Thomson Rossi around the landscaping as well, is really trying to make sure that that landscaping took into consideration the security areas, like where fences took into place by creating these natural barriers, or the transition zones, as Miriam likes to put it, in terms of not having the physical barrier, but having ways of students being able to play in different spots. So, the nature play area, the playground spaces, the court spaces as well. Just really trying to maximise that sort of space across there. Also with the fences at the front of the school, right in your face, it feels a sense of enclosure across the site as well. So yes, really trying to open that type of thing up as well.

CHAIR - This is a follow-up to Mr Shelton's question. How old are those areas, the terrapin areas, or the demountables? I understand that there were some that were placed there after the closure of the old Bridgewater High School because of a fire, but there were some there that were before that time.

Mr BARRANCE - Yes. I -

CHAIR - So, how old are they? I think that goes to speaking to that need for an appropriate replacement.

Mr BARRANCE - Absolutely. I'm not sure how old the other two are.

Mr SALTER - The advice I was getting, that we don't have the specifics, but at least in the order of 20 years and, as you outlined, anyone looking at those demountables -

Mr SHELTON - Just goes to indicate that Todd's the oldest one here.

CHAIR - Okay. All right. Thank you. Page 7.

Ms RATTRAY - Just in regard to the proposed works, I'm just interested in managing the disturbance at the school should this project proceed to build. Can you give me some understanding of how you might manage that, because whether it's 450 or 300 students, it just takes a bit of managing.

Mr ROSSI - I'm happy to answer that question. We actually, as a matter of fact, had a session on this yesterday with the school. It does rely on a staged approach. So, we will be looking very closely at defining, in this case, probably three to four separate stages of work that would roll through the school. Those stages are determined with the school in terms of making sure they have enough GLAs to actually function while other areas are being decommissioned, with appropriate hoarding and safety measures put in place so builders can access and complete stages as they go through and work their way around the school site. There will come a point where some of the GLAs will have to be accessed externally, which they have access already, but that will become the primary point of access for a short period of time; but I think we're getting to a point where, again, working with their curriculum, make sure they can deliver their curriculum during the year whilst the works are being undertaken in a safe way.

Ms RATTRAY - You don't see any issues?

Mr ROSSI - No. No, as long as it's thoroughly planned and also thoroughly communicated in the tender documentation so the builder is fully aware that there is a requirement they will need to stage the works and -

Ms RATTRAY - Right. So, it will be one tender, though?

Mr ROSSI - Yes.

Ms RATTRAY - You won't put out three tenders?

Mr ROSSI - No, it's one tender.

Ms RATTRAY - It will be one tender?

Mr ROSSI - Correct.

Ms RATTRAY - Oh, should be asking you: will it be one tender?

Mr SALTER - One tender, and in the tender responses, whilst there's guidance around the staging, they're also asked to submit how they will plan for and meet staging requirements.

Mr HISCUTT - Just sort of bringing it up here, as the proposed work is obviously the removal of the demountable buildings: does the department have an audit of how many schools still currently - it seems like we've had a common theme of this, of upgrading demountables, which is great, incorporating them in. Does the department have an audit of how many demountables we still have and the age of those? Like, where are we looking to next?

Mr SALTER - I think we do have that detail.

Ms RATTRAY - Just placed one at Perth recently. So, that's fairly recent ordered.

Mr SALTER - We do have details on the number of demountables; we won't have specifics on the age for all of them.

Mr HISCUTT - Is that something that maybe outside of this - not relevant, but if that can be provided just so we know where - what's coming up in that space, I guess. It does seem to be very common and an appropriate thing that we're doing that, just what is the scope in an entirety? Thank you.

CHAIR - Also on page 7, under proposed works, you have staff, student support and amenity spaces are insufficient for a school with high proportions of students with a disability, 33 per cent, and First Nations students at 44 per cent. Can you speak to us about accessibility within the design and how the design will better improve learning opportunities for students with a disability and also for their carers as well.

Mr BARRANCE - Do you want to talk about the accessibility then I will do the other part?

Mr ROSSI - Yes. As part of the process of developing a new front entry to the school and new administration point, there are a new series of compliant ramp entry pathways that take a visitor right through to the school. We've looked closely at once they've passed that point, making sure that all the spaces within the school are fully accessible, but probably one of the significant advantages in amenity is the redesigned student toilets. They will be fully compliant and also adopt best practice around design measures to eliminate bullying. So, they are fully supervised in terms of the wash areas; they have individual compartments. So, again, it limits opportunities for bullying, and there are also changing-place facilities, ambulant facilities. So, it does cover the wide range of disabilities that kids may possess when they're attending school. So, they're probably the significant points in terms of the overall upgrade, bringing it all up to code in terms of access and amenities.

CHAIR - Can you speak to any aspects of the proposed design which would enhance learning opportunities for students who are neurodivergent. I believe there's a number of students at the school on different levels of neurodivergence and would that be acoustics or lighting? Could you speak to that?

Mr ROSSI - Yes, sure. There's probably two levels I can talk to there; one is the availability of the Zen den and also in the engine room, which are specific spaces designed to either calm or elevate children, and they are specific environments. So, one's quite vibrant,

one's much more relaxing. So, it allows children to self-regulate if they need to be taken out of a classroom context and self-regulate to a point where they're more comfortable to join the main cohort but overall, there's been a significant amount of attention paid.

Because this is effectively an internal transformation, the majority of it, a lot of attention is paid to the types of materials, the colours, natural tones and definitely acoustics, the provision of acoustic baffles as supplementary sound absorption to ceilings, et cetera, because they are significant points to reduce the amount of noise being generated and you would have seen, as you walked through, I mentioned at the time, the long corridor with the hard surfaces all the way through, all the sound reverberates right through the whole school. We're looking to really break that barrier down and make it much more welcoming and much more suitable for neurodiverse environments.

Ms BURNET - Thank you. When we did our tour, you were talking about the breakfast and lunch clubs, and I note that the kitchen is going to be repositioned and replaced, I think it's going to be near the garden, isn't it?

Mr ROSSI - Yes.

Ms BURNET - And the relationship that the school has with the 24 Carrot group, can you just talk about how important that component is to school life?

Mr BARRANCE - Yes. So, as you see, with the change of the welcoming environment to the front of the school, parents are drawn in, students are drawn in through that front area, through a much nicer welcome, a really clear understanding of how they're going to come into the school, parents are the same as well, and so, you come past the cultural hub, which - we didn't get into the Big River Room today, but that that has been incorporated into there as a specialist space as well, next to the kitchen and that will be able to open up with the kitchen space as well.

The act of the families coming through there and having spaces to sit within the school is something that we're sorely missing at the moment. At the moment, at the front of the school, at pick-up time, the parents all sit behind a fence and they're kind of waiting in the car park. So, if they've got kids, little kids and stuff, they're hanging out the front of the school there. So, being able to have those spaces, their outdoor eating spaces, the kitchen garden spaces and that connection there with the family, with the school, the families can come and utilise those different areas, and that goes to the safety and security staff as well at the end of the day, at drop off and pick-up. The kids are not just running through a car park and going through there. So, really trying to create that heart of the school and that drawing in for the community as well.

CHAIR - Just a subsequent to Ms Burnet's question: could you talk to us about your school's wonderful breakfast club program, because it is one of the best that I've seen across the state.

Mr BARRANCE - Oh, thank you.

CHAIR - And Frida and the rest of the office girls do a brilliant job on that. Can you speak to us about the merits of that program and how well-utilised it is?

Mr BARRANCE - It's amazing and it's great that it's been rolled out across the state, breakfast programs as well, the value in that. Of a morning they'll probably have up to 100, maybe more, kids coming through with their families. It is a very tight space. With the new kitchen design that'll be much more open and much more accessible, so it won't be as busy in there. That's around five days a week.

Also, there was an issue with students not coming to school with cost of living around lunches. Before we were part of the hot lunch program, which we're getting a couple of days a week. We took it on ourselves to provide lunches five days a week, as well, and that's a cold lunch that students come through and make their lunch. We'd be providing 100 to 150 lunches a day for students coming through there. That's run by a kitchen hand and also staff and senior staff, as well, man that space and teacher assistants. It's highly valued by the community. Rather than students having to feel like they have to ask for food, or come to the office, it takes that shame out of it, that everybody's on the same level, that anyone can get that lunch at any point in time, or breakfast as well, and that it's accessible for all. That's a huge benefit for our community.

Ms RATTRAY - Lunch smelled pretty good today when we were there.

Mr BARRANCE - Yes, and the hot lunch program has only added to that value. So, it's been great. Yeah, been great.

Mr HISCUTT - Just a quick one, and I'm sure there are some very reasonable design reasons why not, but I just noticed that the library space that we entered was quite amenable. It was quite nice, warm and inviting - and noting the brilliant idea of buying furniture and things that can be relocated - but I wondered about the need to relocate. It seems like we're moving the library to a space that potentially could have accommodated the two GLAs anyway and we're moving to move something in whereas opposed to just adding those two GLAs to that current space where the library is going to move to. Could just get some thoughts into why that was not possible or if that was considered.

Mr ROSSI - The main reason we looked at converting the existing library to two GLAs is that it actually assists with the cluster of the year group levels in that area of the school. It's important that we work through a transition from early years junior and senior. That worked really well in terms of that point of view, but also the floor area was conducive to two new GLAs. If you look at the floor area, if we were to try to do the same thing to the library, we'd have to actually demolish a lot of the surrounding offices for that to happen.

Having said that, we have taken a lot of effort to, as I mentioned, undertake a refurbishment of the library space to bring that warmth in because it's not that now because it's not a library. There will be that reintroduction of new finishes to bring the warmth in and importantly, the connection to - we're trying to make the most of the internal courtyards as spaces to look out onto in terms of bringing natural light into what is a deep plan and bringing natural light and views out to natural landscaping, et cetera. That's part and parcel of the library transformation as well. The overriding principle was to get the year-level groups to work in one particular area.

Mr HISCUTT - Thank you for that, and I'll ask quickly, we did ask this morning as well but just to put on the record. There was originally an art room in that library space, but you

spoke about how that would be transitioned within other spaces. If you could just explain that further for the *Hansard.*

Mr BARRANCE - As you can see down in, I think there's a GLA 15. That's been created as a specialist hub, a specialist room, so specific soundproofing and lighting and things like that in there as well. It can accommodate different specialist subjects. Likewise with the cultural hub and things as well, and the kitchen dining area and the library spaces. They're all so that we can cater for all those different needs.

Ms RATTRAY - Does that include music?

Mr BARRANCE - In that hub, the soundproofing in that GLA 15, we currently have music at the school and we've been really fortunate this year and the amount of specialists we've got this year, which has been incredible, and so music is one and so we wanted to make sure that we had a dedicated music space because it's currently in one of the terrapins and the noise in there is quite deafening sometimes.

Mr SHELTON - Just quickly, the first one's a comment: dealing with a number of these since I've joined the committee, I'm pleased the way that the department, the consultation process that goes through every one of these builds with the teachers, with the TAs that are there, and of course with the community. When we come up with a proposal, as a member of the committee, I just hope that everybody is satisfied with the go-through and happy with it. Provided you say we're happy with the process and then I'm happy with that.

What I am also pleased about, and was very disappointed a few years ago when the Education department made a decision to remove all the monkey bars and the play equipment and that sort of thing from schools, that in this particular - and thank you for the updated landscaping - you've got a Ninja Warrior course that the kids can get out and have a go. Upper body strength and exercise is absolutely crucial. Yes, there is an element of risk, but we can't remove risk from life. So, I'm really pleased to see that that's in there and that the kids can have some fun for a change instead of being told what they can and can't do.

Mr HISCUTT - You'll be the first one on it?

Mr SHELTON - I'll be the first one on it? No, crook shoulder nowadays.

Mr BARRANCE - It is that element of positive risk and knowing that students are coming to school less school-ready, so how do we make sure that the physical environment, the outside environment is also a focus as well as the inside as well. We really have to take care of the environment and really make sure that that is a quality space, as well as the improvements to the inside. So, absolutely take that on point, the playground equipment.

Ms RATTRAY - Back in my day, a green stick where all the kids got to sign your plaster cast was a badge of honour. That was a day or two ago now.

Mr ROSSI - The best terminology I've heard around that idea is fail forward. If you fail something, you learn from it and move with that forward. It's not a set back.

CHAIR - I'll just have one more question on page 7 and then we'll move across to page 8. If you can talk us through the consultation that you have undertaken, at the moment you have

the Big River space, so the consultation with the local Tasmanian Aboriginal community, you obviously have a lot of interactions or engagement with Tagari lia - fabulous centre, by the way - can you run through how that has informed some of the design principles, especially within this landscape area?

Mr ROSSI - When we received a brief, we noted the high percentage of indigenous children in the school, which is really high. We saw that as an important issue to address right from day one, so we engaged an education specialist, Dr Alterator, who also happened to be an Indigenous man. The reason we engaged him was because I had worked with him before and understood how he approached these things. One of the key things he brought to the team was he was not interested in token efforts. Painting an Indigenous mural on a wall was not enough to say 'Oh, we've addressed all the indigenous issues here; they'll feel welcome'. That's not enough. We actually went into a lot of detail particularly around understanding how the Big River Room worked and also transferring that, bringing it into the school itself. So it's not just a standalone sorry-looking building in the corner. But also a lot of attention around the fact that the kids who undertake activities there set them up and they're there for quite a while, several weeks, so it's not, 'Let's do something and pack it away'. They engage with that for long periods of time. So, for example, designing the joinery so they could display their work in an appropriate way was really important, the type of carpet they sat on, the pattern of the carpet, the pattern of the ceiling, and most importantly of all, the connection to the outside, that direct connection, which perhaps you might talk about, Ted, is the proximity of the yarning circle, but also the way the landscape was structured. That's how we got to the where we got to.

Mr BARRANCE - We have the privilege of having an Aboriginal education worker with us, Corey, four days a week and he's working with the neighbouring school as well, so building up the program there and building up the connections with the local community. We also have a proud First Nations kindergarten teacher, Liz, she runs a specialist First Nations for prep to 2 on a Friday. That's been absolutely essential for our students to build that respect for all students across the school community. With their input and with the student input, we're able to talk about what impact can we have on our school environment, on our community environment, our local area and also wider Tasmania as well. So, with the partnership with Connected Beginnings and Tagari lia and with the local council, Brighton Council, as well, so working on the school site, but also taking it off to Green Point, the reserve out there as well, which has been an amazing space for our students to develop their skills and knowledge around the lands around there.

Incorporating that, that came really strong, when Miriam did a student consultation around acknowledging the bush tucker around there, and the yarning circle, and how we use those within the classes; also around - you will see around the back of the oval, there's a trail around there which would incorporate the plantings and things of the local area so classes can run different activities and things across there, working with the cultural group, the older students in grade 5 and 6 on interpreting those spaces as well, which will become really important for us; but also that it's not static as well. It's a cultural hub. We do have our First Nations families, but also understand that we've got a migrant community that is growing within the community as well. So, how do they feel that they've got a sense of belonging, as well as First Nations families and the rest of the community as well, how do we create that sense of belonging for all members of our community?

CHAIR - Okay. So, moving on to page 8.

Mr HISCUTT - We had a discussion at the North West Support School about definition of space. They had moved to corridors that make it known that that's a transition space, versus classrooms which are defined as learning spaces. In this scenario we've got the removal of corridors and, I guess, the lessening of the identity between what's a transition space and what's a classroom space. I just wonder if you could talk to that, and I guess - recognising that they're very different scenarios, but why that's necessary and how that will help?

Mr ROSSI - Yes. So, there are still elements of the corridor left simply because we have to keep them and they are the main circulation point, but I guess what we're getting at is that in terms of transition, we're now - rather than, say, walking through a pair of double doors, you actually were walking into the learning commons. The way that learning commons is furnished and the way the finishes that are used, gives us an ambience, and that's tied very close to the year levels that are working within those learning commons.

If you like, it's like a mini village. You're walking from one village to another village. There's a sense between the kids that they are actually transitioning from one space to another. There's a certain level of recognising that it is a learning space. They're not in a corridor anymore. They're getting to where they need to be, so, they're walking into a learning space and adapting to the behaviour that comes with that, because they will be seen, you know, it's a very - that passive supervision is there, the teachers can see what's going on because they have view across all the common spaces. It's basically providing these nodes that break down the typical institutional connotations that go with a corridor. So that's the reasoning behind it.

CHAIR - Page 9. I had a question around the safe and secure: As with a lot of primary schools around Tasmania, they may be subject to lockdowns from time to time. Can you speak to how the design - it will still be a safe place to lock down from time to time?

Mr BARRANCE - I can talk about that. Currently, with the outbuildings and students being out in different areas of the school, it's quite tricky to track if there is an emergency situation. As you've seen, there's lots of gates around and things as well. So, being able to be under the one sort of roofline in the one building, it's easier for us to keep that secure and thinking about all the doors. The external doors will be magnetically locked, a new locking system across the school. That will increase the safety as well around how we're making sure our kids are all safe across there.

CHAIR - Brilliant. That new front entrance area will probably be safer as well for office and admin staff.

Mr BARRANCE - Yes.

Mr ROSSI - You can see an airlock indicated there. The school will have control over the locking of the airlock. It can be a free airlock or there could be a secure point once people are cleared to go through. This whole idea around security for schools has been heightened in the last few years through a movement called trauma-informed design, and it has been generated through unfortunate circumstances in the US where, as you would all be aware - and that's something we definitely want to avoid happening here. I think the measures that Ted has just talked about, backed up by things, certainly advances around CCTV, are really, really important passive security measures.

Ms BURNET - I think it came out quite clearly in the public consultation that safety - a safe space and a welcoming space was something that was really important, and we've talked quite a lot about the welcoming space. Is there anything more that - those sort of elements of that are desirable for the community that are embedded in design?

Mr ROSSI - The balance to the idea of welcoming, which we've gone hard to achieve, the balance to that is lingering: the ability for parents to linger and feel like they can linger in an appropriately designed outdoor area or an area close to the dining spaces, particularly, let's say for a weekend event, so you can actually have an entertaining type of element to it. The ability to linger and feel like a parent can linger and enjoy the environment and talk to other parents about their kid's progress, is a fundamental next step to the idea of welcoming them in. That's the way we've approached it.

Ms RATTRAY - A question around the cladding: it says that it's going to be lightweight metal cladding. That's a bit of a shift from what I've seen in the past. Can you give me some indication of why you chose that?

Mr ROSSI - The majority the cladding is brick, which reflects the current construction of the school. There are also some elements of render on the brick to bring in a new sense of upgrade, if you like. The metal cladding it refers to there, refers to fascias, to the canopies. So, it's up at high level and we're looking at a really interesting colour that matches the tones of the outdoor landscape, and also, the reason it's metal is it comes in a pre-finish, highly durable, just to keep DECYP happy in terms of ongoing maintenance. It's attractive, but also low maintenance. It's really just the high level to the canopies.

Ms RATTRAY - It's not on the walls?

Mr ROSSI - No.

CHAIR - Page 10.

Mr HISCUTT - Just because I'm trying to be consistent: when it talks to 8.2.2, energy. Noting today that we talked about how the roof will need to have some work done on it, have we talked about solar at all?

Ms HARMAN - Yes. Solar is included.

Mr HISCUTT - It is included; did I miss that when I read it? It is there, anyway. That's good to know. Thank you.

Mr SALTER - I think included, but separate to this project.

Ms RATTRAY - I was going to say, it's not here.

Mr SALTER - Included under the solar program.

Ms HARMAN - Yes, separate funding. Yes, it will be included in the project, sorry.

Mr HISCUTT - It's going to be included in a separate program. That's good to know. Thank you.

Ms BURNET - In relation to covered outdoor spaces: there are play spaces that are covered for sun protection?

Mr SALTER - Yes.

Ms BURNET - Yes? Good. All right.

Mr BARRANCE - Did you want me to elaborate a little bit?

Ms BURNET - No, that's fine. I don't think you need to elaborate on that. It's just an important component of any outdoor area.

Mr BARRANCE - Yes, absolutely.

Ms RATTRAY - I think we've covered most of the things on page 10.

Mr SHELTON - I'm pinching this question from Ms Rattray. The Tasmanian arts scheme that goes to any of these buildings, it's always somewhat amusing to us that you can have a $100 million project, it gets $80 000, what it's spent on and that it's functional, and here we have a $12 million allocation and it's still the same amount. What is it going to be used for and is it going to be a useful piece of art that can enhance the school, or is the artwork just going to be there to satisfy the scheme? From a committee, we'd like to see that money used for something that's sensible and -

Ms RATTRAY - Functional is my word.

Mr SHELTON - Functional, useable.

Mr SALTER - Perhaps if I can just broadly go first then. Absolutely, for all projects, we want to see fit for purpose in terms of how it works for the school, not for the sake of just meeting the requirements of the scheme. So, we certainly, for all projects, want to get value out of it and support the local artists who are engaged in the projects, but in terms of where the specifics are at this stage -

Mr BARRANCE - We haven't had discussions on where the art is at the moment, but like the artwork that you saw as you walked out -

Ms RATTRAY - It says it's commenced here?

Mr BARRANCE - Yes, I think the process has commenced.

Mr SALTER - EOI has commenced. The person hasn't been engaged yet.

Mr BARRANCE - Yes. As you saw, the artwork as you walked out of the building - out of the collab lab this morning, the artwork on the wall for the last bit - that's all native animals through there for students, it piques their interest as they go through. And that was discussed with the students and the staff and they're looking at their native wildlife for there. I completely understand that you want something that's sustainable as well, that's going to be used for a long time and last the time.

Yeah, so the students really value that, and it draws a lot of comments and a lot of understanding once you explain and kids can tell you where all the animals are and stuff through there as well. So, yes, it's quite a nice thing to have through there.

Ms RATTRAY - But you're not going to spend $80,000 on that, surely? With the greatest of respect to the artist.

Mr BARRANCE - Well, wait and see what comes through the art scheme, but yes, I'm not sure what the next process for it is.

Mr SALTER - So, I suppose, again, the policy process is for $80,000 to go to the scheme, you know, support Tasmanian local artists. So, Ted and the team will participate actively in ensuring, again, that's something that is valued, fit for purpose and that people value over time.

Ms RATTRAY - I note in point 9 on page 11 that it talks about a subgroup of the project working group being part of that, because there's some very nice features in the landscaping that could effectively, perhaps, be enhanced in some way to facilitate some of that as well. We like to provide suggestions here.

Mr BARRANCE - No, that's great.

Ms RATTRAY - Because we've seen a lot. Some of us have seen too much.

Ms HARMAN - So, there typically is a subgroup engaged through the project working group or as part of the project working group, and they'll identify, you know, it might be an outdoor area outside for the kitchen garden zone, a certain area that can be improved by an artwork, to go into that briefing.

Ms RATTRAY - It may well be a really nice stone seat with some nice timber. Doesn't have to be a painting.

Mr BARRANCE - Sounds like you want to be on the project working group.

Ms RATTRAY - Sounds like I would love to be on that, but I haven't been invited so I'll have to just wait for the outcome.

Ms BURNET - Maybe it's a more general question, because, I mean, I have a slightly different perspective on how important this artwork is and the iterative process to get to what's important for the school, rather than what's important for this committee. But perhaps to one of the DECYP representatives here: $80,000 doesn't necessarily buy all that much. Has that been altered, that amount?

Ms HARMAN - No, it's been $80,000 for as long as I know, which is about 15 or so years.

Ms RATTRAY - It used to be 2 per cent of the project.

Ms HARMAN - It's capped at $80,000, so it's two per cent of the construction budget and then capped at $80,000. So, a smaller project it'll be 2 per cent of the budget.

Ms RATTRAY - But it always says $80,000 in our paperwork.

Ms HARMAN - Well, ours are above that, so it's at that capped $80,000. So, that's why at $100 million it's still $80,000 and $12 million it's $80,000. If it's $5 million, it's 2 per cent.

Ms RATTRAY - We don't see fives. We only see eight plus. We don't see fives. You're probably pleased about that.

CHAIR - Ms Burnet, did you have a question aside from that?

Ms BURNET - No, that was my only question, and I just look forward to seeing how good this art process and project will be.

CHAIR - Mr Hiscutt. We might move on to page 12. You had some questions around the budget. You're the money man.

Mr HISCUTT - I'm appreciating the change in format and what's being produced there. Could I just ask what the difference between - so, we have design and infrastructure contingency versus construction contingency. What's the difference between infrastructure contingency and construction contingency?

Ms HARMAN - There's a design contingency held through the design process until we get to tender and generally that reduces, as a percentage, as we get closer to the tender process. This says an infrastructure contingency - it probably should actually say more accurately an allowance. So, we have got a number of infrastructure elements that are being covered in the project under that infrastructure amount.

Mr HISCUTT - So, by allowance versus the construction contingency, that's 825. What's the difference between -

Ms HARMAN - Then the construction contingency is held, so whether it's for the building works or the infrastructure, through the construction stage. So, generally, we have a target tender sum that we want to get to -

Mr HISCUTT - Should hopefully be the $9 million minus those two figures.

Ms HARMAN - Yes, it'll include the infrastructure allowance; it won't include the contingencies, because the contingency is generally for unforeseen elements that occur through the construction phase that we need to cover from tender to the end of construction.

Mr HISCUTT - So, what would be the difference between - What would you see as an example of an infrastructure contingency, then, versus - I mean, I understand construction contingency to mean as in 'we found a big rock and it's going to take a lot more to take out than we thought so we're going to need more money for it'. That would be, to me, construction -

Ms HARMAN - Yes. So, in the infrastructure contingency - probably should be allowance - there's elements of the switchboard's renewal, the stormwater, the sewer, you know, those sorts of elements that - and sometimes even the building fabric works, like the box gutters replacement, those sorts of elements.

Mr HISCUTT - So, they're known contingencies, or that's why they're allowances, not contingencies?

Ms HARMAN - Those are known at this point, and we've got quite a good understanding of those infrastructure issues across the site, but there will still be elements that we -

Mr HISCUTT - Yeah, and that would be sort of there. So, it's more like - what's the word they normally use? Not a lump sum, but a -

Ms HARMAN - Well, we will have a lump sum tender, but then there'll be contract variations as we go through for those unknowns.

Mr HISCUTT - Yeah, that makes more sense. Thank you, appreciate that.

I guess just to finish off that thing - the expectation, again, at this stage you're feeling comfortable with the decision that when it goes to tender, it should be that nine minus about a million - so, somewhere around the 8.2, that's our current feeling. That's pretty good?

Ms HARMAN - That's our target, and we'll have more cost estimates as we get closer to tender. But at the moment we're comfortable that we're sitting in that area. It'll be tested at tender time, though.

Mr HISCUTT - Of course, it always is. Thank you. I guess we see it before that happens, so it's hard to know.

CHAIR - Moving on to page 13. Do you think this timeline is realistic in front of us? Do you intend to do a fair bit of work in school holiday periods?

Mr ROSSI - Yes, we would. That was also part of the staging discussion yesterday. So, there will be some elements of the works, whether it be particularly noisy, or involve dust, or whatever, we might defer to school breaks that give the trades much more access. So yes, we would look to utilise certainly those breaks. The builders will work right through.

CHAIR - Have you considered, within the costs, I suppose, as well, securing that site as well, during that construction period?

Mr ROSSI - Part of the methodology in identifying the staging in the tender documents to the builder is that they must make dual allowance for appropriate hoarding of those stages to occur. Ultimately, because they take possession of the site, they are responsible for the safety of the site. So, they will need to demonstrate, for example, where the compound area is, where the materials and trades will enter the site, and also the appropriate hoarding lines to secure the stages. Because that's all part of the assessment, making sure they understand all the safety measures required for the process.

CHAIR - We just note that quite close to where the school is located, when some of the building companies have been constructing there has been quite a bit of theft and so forth from those sites during the actual building process. Not after it's built, as such, but during that process. So, I'd like to know how - I suppose that would be up to the contractor to manage that?

Mr ROSSI - That's exactly right, because effectively it's their site during the contract, and what we are seeing lately is builders will bring on standalone CCTV cameras that monitor the site when there is no-one there. So, they will record any trespassing or anyone trying to access the site outside hours. So, it's a deterrent, if you like.

CHAIR - Good. I guess it could really hold up the project if that becomes a -

Mr ROSSI - Correct.

CHAIR - Which we don't want.

Ms BURNET - Just a question around the development application submission. So, that's in and live currently?

Mr ROSSI - No, it's about to be lodged.

Ms BURNET - Yes, okay. And is it a discretionary - I mean, you'd have a change of -

Mr ROSSI - No, it's not. No, no change of use, because it's still -

Ms BURNET - Not a change of use, but a change of layout, with the parking.

Mr ROSSI - Yes, the main point of observation from the council will be how the traffic, the change in the traffic configuration. There's been a comprehensive traffic survey data produced by the traffic engineers to supplement the development application to provide justification around the change and also ensuring that the flows around the site won't affect neighbouring properties. That's probably the main point.

Ms BURNET - Thank you.

Ms RATTRAY - Do you envisage any exchange between some of the major service providers like TasWater or TasNetworks? Has that been discussed?

Ms HARMAN - There's a TasNetworks replacement of the transformer, but that's just adjacent to the site, or is it on the school site?

Mr ROSSI - Yes.

Ms HARMAN - It is fully funded by TasNetworks, though, as their project, and not included in this project budget.

Ms RATTRAY - Hence my question: has there been any communication and consultation -

Ms HARMAN - I'm sure the engineers have had those conversations with TasNetworks.

Mr ROSSI - Yes, they have.

Ms RATTRAY - And they're able to meet the necessary time frames?

Mr ROSSI - Yes, that's been well advanced many months ago.

Ms RATTRAY - Is it in writing?

Mr ROSSI - Yes, it is, and there will be ongoing communications with TasWater, et cetera. There are certain plumbing permits that need to be gained during the construction process, so that consultation process continues.

Ms RATTRAY - So, the sewerage and water, TasWater - that's the same arrangement?

Mr ROSSI - Correct, and ongoing, because some of it can only occur during construction, so yes.

Ms HARMAN - There'll be further consultation with TasWater through the development application process as well.

Mr HISCUTT - I just wanted to know, just going back in the timeline, when the documentation tender went out, and how many people applied for that?

Ms HARMAN - Sorry, for? For the architectural consultants?

Mr HISCUTT - Yes.

Ms HARMAN - Yes, that's a good question. It's probably at least 18 months ago that you were appointed or thereabouts, that we were live with that architectural tenders. I'd have to check the numbers. We had a number of architectural consultancies that went out at a similar time. I think there were in the order of eight to 10 received, but I'd have to check those numbers.

Mr HISCUTT - Yep. Something like that's an okay answer for what I'm looking for.

Ms HARMAN -We have received - I think this one received a few less than some of the other projects. We've been here quite a bit recently, these hearings, and we always have a good response to those architectural consultancy tenders.

CHAIR - So, you're happy to take that question on notice?

Mr HISCUTT - No, I'm happy with the answer. If it's above five, that'd be sufficient. I'm just making sure there was sufficient variety to choose - a competitive tender.

CHAIR - Okay. Any questions on page 14? I think we may have asked enough questions for us to be able to make a decision. Thank you very much, again, for providing us with the tour of your lovely school today. Can I just also state, for the record, the incredible work that yourself and your staff are doing at East Derwent Primary School. The sense of community and culture within the school is very impressive. So, thank you very much.

Ms RATTRAY - And I was very impressed to learn, Chair, that the staff aren't looking to run out the door, and that's quite unusual. Congratulations. Must reflect the leadership.

Mr BARRANCE - Absolutely, my middle leaders - my APs and ASTs - are the absolute heart of the school. Great team to work with.

CHAIR - Thank you again. Before you leave the table today, I have some basic questions to ask you and if you can just answer with a no or yes. These are just standard Public Works Committee questions.

Does the proposed works meet an identified need/s or solve a recognised problem?

WITNESSES - Yes.

CHAIR - Are the proposed works the best solution to meet identified needs or solve a recognised problem within the allocated budget?

WITNESSES - Yes.

CHAIR - Are the proposed works fit for purpose?

WITNESSES - Yes.

CHAIR - Do the proposed works provide value for money?

WITNESSES - Yes.

CHAIR - Are the proposed works a good use of public funds?

WITNESSES - Yes.

CHAIR - As I advised you at the commencement of your evidence, what you have said to us here today is protected by parliamentary privilege. Once you leave the table, you need to be aware that privilege does not attach to comments you may make to anyone, including the media, even if you are just repeating what you said to us. Do you understand that?

WITNESSES - Yes.

CHAIR - Thank you very much for coming in today. Appreciate it.

The witnesses withdrew

The committee adjourned at 3.39 p.m.