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THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 1, PARLIAMENT HOUSE, HOBART ON TUESDAY, 31 MARCH 2020

MAJOR REDEVELOPMENT OF DEVONPORT HIGH SCHOOL

Mr ROBERT WILLIAMS, DEPUTY SECRETARY, CORPORATE AND BUSINESS SERVICES, DEPARTMENT OF EDUCATION; **Mr PETER BIRD**, PRINCIPAL, DEVONPORT HIGH SCHOOL; AND **Mr HEATH CLAYTON**, ARTAS ARCHITECTS WERE CALLED VIA TELECONFERENCE/VIDEO, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Valentine) - This is an historic occasion in the sense that it is all being conducted electronically, across the airwaves or at least the wireless.

I wish to read a statement to you in relation to the hearing today. First, thank you for appearing before the committee, and we are very pleased to hear your evidence today. Before you begin giving your evidence, I will inform you of some important aspects of committee proceedings. Some of you will have been through this before and understand, but I will repeat for clarity.

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 by you outside the confines of the parliamentary proceedings.

This is a public hearing and members of the public and journalists may be tuned in and present and this means your evidence may be reported. Do you understand? I need you all to make that clear.

Witnesses - Yes, we understand.

CHAIR - Would you like to make an opening statement?

Mr WILLIAMS - I thank the committee for its time. It is very exciting to see this as the first of a number of major redevelopments over the \$10 million mark that will be coming through over the coming years. This project was announced in the 2018-19 Budget and as \$5.2 million in the 2020-21 financial year and \$5.25 million in the 2021-22 financial year. This is a timely because the money will become available in the next financial year in time to start the project if we get the go-ahead from the committee.

Those of you who have not been to Devonport High School recently would be lucky if you could find the front door because it is on the side of the building and it is quite hard to locate if you have not been there before. A lot needs improving at Devonport High School. The orientation and the entrance to the school are just the first part of the issues the school faces with ageing facilities that have not really been touched since the 1960s. It provides a difficulty for the school's operation, not only in terms of aged classroom facilities but also of difficult-to-function school community spaces.

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This school is in desperate need of this update. One of the things we have done in the last couple of years is to broaden our community consultations so that the package we have put forward in our submission reflects a significant amount of community consultation, including public engagement through our 'get involved' campaign. The position we have presented here represents the best representation of what the school community wants within the scope of the budget as we -

CHAIR - Sorry, we seem to have lost you briefly there, Mr Williams.

Mr WILLIAMS - I will sum up. Community consultation has been a really important part of a big project like this and we think this package represents the best representation of what the school community wants. Page 11 of the document sets out quite clearly what we think will be achieved within the budget that we have. If you wish, I am sure Mr Bird will take the committee through the teaching and learning outcomes as well as the benefits for the broader school community and its operation. The project time line you will see on page 18 has us completing this project at the end of the calendar year 2022, which is in line with the budget cashflows in the 2018-19 state budget. I think if the committee pleases, what we might do at some stage is have Mr Clayton walk us through the different areas that are being redeveloped. It's hard not seeing it in person. We sent the committee a short video put together by three students at the school - I think that's right, isn't it, Peter?

Mr BIRD - Yes, that's right, Rob.

Mr WILLIAMS - I guess that was to represent to you what the end consumer sees as problems they're facing in an aged school. I'd ask the committee to look at that because it will give you a sense of the buildings because we can't be onsite today.

Unless you've any other questions, Chair, that's all I have to open with.

CHAIR - Do you want Mr Clayton to speak at this time or are you happy to take questions?

Mr WILLIAMS - If the committee is pleased, it might be good for Mr Bird to give you a sense of the learning and teaching outcomes for the school in this redesign.

CHAIR - Okay, I am sure the committee would be happy to hear from Mr Bird, so over to you.

Mr BIRD - Thank you, Chair. I would like to reiterate what Mr Williams has said about our school. Built in the 1960s, there have been some modifications along the way dependent upon small amounts of government funding, but many of those things wouldn't necessarily be the way we would do it if we were able to plan from scratch - including that constant trouble of people not being able to find the school entrance. When they can't find our administration area, they enter our school and we don't know they're there.

There are issues around entrance, but to me the biggest issues are about the teaching and learning aspects. Many of our classrooms are in the old format of 49 square metres, which is pretty tiny in the modern school. We have managed to make some classrooms bigger by taking out storerooms and things like that to acquire space, but that hasn't really given us our best opportunity for collaborative teaching and learning, which is one of the things we would really like to be able to achieve in our school.

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It's nothing about our staff and our students. They have the energy for that but our layout isn't helping us because it's a layout designed and built in the 1960s, and that's really where we see the work for us in the future.

CHAIR - Thank you very much for that.

I suggest as we take questions that we actually work our way through the submission we have received. Obviously, some people are on the phone and some are on video. I think for all of us, it might be easiest if we go through the submission page by page, skipping the introduction. I will ask members to ask questions as best as I can spread through.

Do we have any questions on page 4, members? If you can just indicate - for those on the phone, just say, 'Jacquie here' or 'Tania here', and we'll go with that and see if we can make this work.

Any questions on page 4, members? I'm not hearing anything so maybe if I go to the bottom of page 4 and perhaps explain how the methodology affected the design of the spaces being renovated or redeveloped. Is that something that can possibly be addressed by the architect?

Mr WILLIAMS - Mr Bird would be best placed to explain the philosophy behind the teaching practices that led to the design.

CHAIR - Okay, that's fine.

Mr BIRD - As far as our school improvement plan, we are working very closely with our teaching staff on changes to our teaching philosophy around collaborative teaching and collaborative learning practices. Although our staff have the enthusiasm for that, our physical spaces don't really lend themselves to that so well. As I said before, we have very small classrooms not linked in any way other than by an old-style corridor.

CHAIR - We lost you there very briefly, but the last phrase you mentioned -

Mrs PETRUSMA - I actually heard Peter and Rob Williams fine before when you said you could not hear them. I am not sure if it is more at your end. So far, all of Rob and Peter's contributions I have heard word for word. I think you will find both of those are at your end.

CHAIR - It is probably the delay through the iPad, thank you, Jacquie.

Unless members have another question on page 4, is it possible to explain on page 5 the benefit of the collective approach and how this may have influenced the design? You talk about the Devonport collective and the Mersey-Leven collective. How has that affected the design of the refurbishment?

Mr BIRD - The Devonport collective is our collective of schools in the Devonport region. We work closely with professional learning and professional discussions with Reece High School, and Devonport, Nixon Street, Spreyton, Devonport, Wilmot and Miandetta Primary Schools where we design our professional learning around modern collaborative teaching practices. We want our teaching spaces to complement that philosophy for our teaching and learning.

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The Mersey-Leven collective is a collective of high schools along with Don College, so working on year 11 and 12 curriculum design and delivery at what will be appropriate between those high schools and our associated college.

CHAIR - Do any members have questions on page 5?

Mrs RYLAH - My question is to understand the jargon used in this. What is the definition of 'visible learning', Don, on the fourth line of that page?

Mr BIRD - That is about right, Joan, perhaps a bit jargonistic, but it is about children really being involved in their learning as opposed to it just being quantitative knowledge and spreading the students. It is about the students being involved in the planning and the design of their learning along with their teachers.

Mrs RYLAH - How has that impacted on the design you are proposing?

Mr BIRD - We were trying to design flexible learning spaces so students can work collaboratively with others. The small spaces we have at the moment do not really allow for this. Currently, we do not have any breakout spaces where smaller groups of children can work in a supervised way. We want to try to modernise to complement our modern way of teaching and learning.

Mrs RYLAH - Thank you.

Mr WILLIAMS - One of the things this sort of design does, which Peter touched on in terms of breakout spaces, is we have a much stronger sense of the individual needs of each student. With two classes in one area, you have two teachers. One teacher can take the broad group following along with the general path and the other teacher might be able to pay attention to the kids with individual learning needs. This gives us an opportunity you cannot have in a small class space without any breakout room, because the teacher has no opportunity to focus on the individual learning needs of the student.

This creates capacity for hands-on teaching, so teachers learn from each other. It also creates the opportunity for one teacher to be able to see across a large number of students and keep control while the other is dealing with individual student needs. That is really important because we are focusing on the individual needs of students - it is not just everyone is a sheep which you put in the sheep dip and they come out the other end. We are recognising some kids have really special needs.

CHAIR - Any further questions on that page? I will move to page 6.

Mrs PETRUSMA - In the projection, especially in years 7 and 8, I noticed a drop-off in 2023. Does that mean that in the Devonport area not many children were born in 2010 or 2011 in the 12-, 13- and 14-year-old cohorts? What is the reason for it?

Mr BIRD - I could not tell you about births in Devonport, but that would come from our two main feeder schools, Nixon Street and Devonport Primary School, and Wilmot as the other feeder school in that grade coming through.

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In that year, it just must be an unusually smaller cohort. Looking at our grade 9 group this year, in 2020, you will notice it is very similar - only 109 students enrolled whereas the other grades grow to 120.

Just every now and again, a smaller group comes through, and that affects the overall enrolment.

Mrs PETRUSMA - Thanks, Peter. In year 12, the senior secondary, I notice there is a constant figure of five across. Is there any reason you have not projected that, with this beautiful new building we are going to be building here, we would not attract more grades 11 and 12 students to that school?

Mr BIRD - That is the work we are doing with the Mersey-Leven collective I alluded to on the previous page.

We knew it was not [inaudible] estimate, if you like. We wanted to try to increase membership. We have been working on a change of philosophy and have been looking for different and better opportunities for the students within that area.

That actually may grow, but probably what we will be thinking for 2020-21 is that it might be what that is currently. We are hoping it will be more than that in the future.

Mr WILLIAMS - It is an absolutely a valid observation to suggest that, while teaching is the most important thing, if the school looks good, modern and contemporary, we do attract more people. That is the experience; what we hope will happen to Devonport is that it will offer the people of Devonport a contemporary high school with contemporary learning spaces that will give them a real alternative to the other non-government schools in the area.

It should be a drawcard to have contemporary learning space.

Ms RATTRAY - Don College is a college where 99-point-something per cent of years 11 and 12 students head to after Grade 10. Is this we are seeing here?

Mr BIRD - The vast majority of our students from year 10 enrol and then go to Don College. At the moment, in terms of those projections we are working on giving kids a viable option; working more strongly with that collective, it is good it has really started to take off so we expect that enrolment to change. Most children would go to Don College from Devonport High School.

Ms RATTRAY - If you only have 5 years 11 and 12 students at Devonport High, what happens with their classes? Are you working with Don College to facilitate their area of interest?

Mr BIRD - We get some specific resourcing for years 11 and 12 and use all of that in that area. It has been excellent in its support of year 11 and 12. We have teachers taking small groups onsite and our students have the opportunity to access years 11 and 12 materials through Virtual learning Tasmania. That can broaden any opportunity they are wanting to try to find. Obviously, you cannot replicate absolutely everything, but I am confident we offer a broad range of subjects that students can access.

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Ms RATTRAY - Thank you. I guess they are pretty disappointing numbers, but I can understand if you have a college that is well attended and reputable and has been in the past where students have gone then students will choose to go there.

Mr WILLIAMS - I think the redevelopment of this college will provide the opportunity for the expansion of years 11 and 12 at the school. The school is absolutely offering year 11 and year 12 work with the colleges to provide the subjects they do not provide at each school. It is very much a partnership and we have seen that, with good facilities at places like Ulverstone, the number of students staying on in years 11 and 12 has changed quite significantly. This redevelopment gives us an opportunity to offer a better offering for years 11 and 12 than the high school does at the moment. That is a positive.

Ms RATTRAY - You expect the same model that is at Ulverstone with Devonport?

Mr WILLIAMS - That is true. We would certainly like to give them the choice of staying at their school or not.

Ms RATTRAY - I will not spend any more time on that, Chair. It is probably something for discussion another time.

CHAIR - It comes down to the philosophy of teaching and how students are best able to learn. Would it be fair to say that you do not see the participation of students in years 11 and 12 disadvantaged in any particular way their learning opportunities as a result of the collaboration you have in place? Is that what you are basically saying?

Mr WILLIAMS - Absolutely. The whole idea is to make sure options and the whole system works to increase years 11 and 12 retention across the state. It does make a difference if there is a college next door, but we still have to have colleges and high schools working in tandem to create that draw through to grades 11 and 12. We also have the Education Act now in force which says you have to stay at school until you are 18. Everything we can do to attract people to stay at the high school, or in the college, or to work between the two, our principals are working together to do because that is the aim - to lift 11 and 12 attendance.

CHAIR - As with Penguin High School, that redevelopment had a particular focus on the sport side when it came to the offerings for years 11 and 12. Is there any particular area Devonport High School will be focusing on for its year 11 and 12 students, or is it general subjects all the way through?

Mr BIRD - At the moment, as you said, general learning has been our focus and being able to offer students an alternative, or an option, rather than being in competition, particularly for students who are nervous about going to a big college where there are lots of students, a bit unfamiliar, do not know the teachers, that type of thing. So the few we have had stay have often been for that reason. As I said, we have been working closely with the Mersey-Leven collective to try to develop other alternative offerings that high schools could do on their own where they are not in competition with one another, and we're offering a much broader share of options to students to undertake.

CHAIR - Thank you for that. Any other questions on pages 6 or 7?

Mrs RYLAH - I do, on page 7. I just want to get an understanding of the buildings. Is Block E, which I cannot see anywhere on the plans, the same as Building 6? Where is it, or where are they?

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Mr WILLIAMS - That has been demolished.

Mrs RYLAH - It has been demolished? It has already gone?

Mr WILLIAMS - Yes, when the gym was built years ago.

Mrs RYLAH - Where is Building 6? Is that one and the same?

Mr WILLIAMS - There is no Building 6.

Mrs RYLAH - All right, okay, so it is just a random number? No problems, I understand now thank you very much.

Mr WILLIAMS - Those numbers are a hangover from when that building was there.

Mr CLAYTON - You know what it is like when someone gets a system in place, you cannot just believe a number. You just have to leave it out.

CHAIR - Thank you, Heath. Further questions on that page? I will turn to page 8. Any questions on page 8?

Ms RATTRAY - I have a question regarding school community consultation. You received 170 surveys back from the surveys sent out. Can we have an overview of what the main concerns were there?

Mrs RYLAH - In the report, Tania.

Ms RATTRAY - I just thought it would be good to have it on the public record, Joan.

Mrs RYLAH - Good idea, no worries.

Mr WILLIAMS - Peter were you best placed to talk? That is really attachment 1, I think.

Mr BIRD - Where do I find that?

CHAIR - It is the first appendix. Is the question understood? Do you want to repeat that question perhaps, Tania? It seemed to be a bit muffled at this end; I do not know whether that is what it was like in the other location.

Ms RATTRAY - Obviously you have a community consultation process and 172 of the surveys were returned from the same community. I thought it would be useful to have on the public record copies of what we have received and what people in the school families felt was lacking in their school. I thought that was useful.

Mr WILLIAMS - If we have a quick look at the executive summary on page 3 of the Get Involved engagement phase 1, I guess this was the high level summary [inaudible]. They wanted updated science, music and art rooms, lockers removed from corridors and updated, a common room and study lounge, water stations and a school office relocated to the front entrance of the school, which led to a whole lot of conversations about the entrance to the school.

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In reflecting on my opening statement, this document reflects the fact that we think we have the design within the budget to best meet the requirements of the community. On page 9 you can see what we learned - that there is absolute community support for this development. People want flexible, functional, multipurpose learning spaces, the things I'd already mentioned.

As we are with all of these redevelopments, we have a focus on the community use of the asset as well as the school use. We see that as a really important part of the focus. So, generally speaking, we try to make the things, the areas, the community might use accessible rather than difficult to access from car parks and things like that.

The feedback also provided a sense of what culture people wanted in the school and how the physical layout could help with that in terms of removing lockers, which are a congregation area and often in dark corners where there is often a bit of argy-bargy going on and things like that. Removing some of those antisocial areas and creating pro-social spaces with easy supervision by parents so that we design the spaces to help us do things like eliminating bullying, which happens around locker areas. It might sound minor, but it's really important to a lot of kids that we design the spaces to allow them to feel safe.

Ms RATTRAY - Thank you.

CHAIR - I can see that from page 12 onwards, it gives a good synopsis of what's happened in the community workshop.

Issues of disability access were raised - wanting to have improved or integrated access for people with disabilities. There were a number of dots, if I can put it that way, during the community workshop that were put down.

Did students with disability have a particular input into design or was it just simply Building Code of Australia compliance?

Mr WILLIAMS - I am unaware whether there was a special input. Peter, do you have any clarity there?

Mr BIRD - There are a couple of main issues about disability access. Obviously, with buildings built in the 1960s, there was little, if any, consideration for disability access and the building we have focused on has difficult access getting into it for people with disabilities. Then once you're inside, it has very tricky access because it's all about stairs and it's on three different levels.

CHAIR - There is a lift though, isn't there?

Mr BIRD - There is a lift, but we're not confident about the lift because occasionally it has stopped working with people inside it. That's been a challenge for us. That's one of the things we've talked with the architects about - whether we fix the lift, change the lift or whatever. Also, we want to change some of the approaches to the doorways, which are all about stairs, so that we can have some appropriate access particularly into the main entrance to the school. That will be a major opportunity for people with disabilities. It's also the reason that, in the car parking area, we want to have closer drop-off and pick-up zones - so that people who are disabled have a good opportunity to get from the car park to the main entrance to the school.

Mr CLAYTON - It's a good point around not only the disabled access but also the whole access in and around the site, something that was highlighted very early in our information gathering. One of our challenges was that you could not find the front door. When you did find the front door, there were stairs; you went up those stairs, you went down a corridor, and there was another set of stairs and then you were in the middle of the school where you found the school administration area.

One of things you are very conscious of was readdressing Williams Street as the front entry to the school. By doing that and locating the car parking where the entry will be, it has actually not only given the school's physical address but we have also located the administration right at the new front door, which then allows visitors to come and go to that point.

As Peter alluded to earlier, there is a lift. I have not seen it work so nobody has been game enough to hop in it when I have been onsite. One of the philosophies we have done is to provide a new lift basically in the new public foyer, which is at the front of the school. This works so anyone coming in the front door can easily access the lift in a central location to a three-storey building so that allows students to move around. Once you are up the first level, there is a link from Building 2 to Building which is level, and you can find your way around.

On the ground level there is another set of stairs where we have a step lifter. It takes you up and down about six or seven steps; that is the second device that we need to use. Everywhere else can be accessed without lifts.

Also around community access, one of the things we are activating is the existing hall. By relocating the lift to the front door, we are actually enabling public access into what we are calling the multipurpose area, so that it can be used after hours by the public, and can be used for assemblies. Now we do not have to take the public all the way through the school to actually get to public areas. It was a reasonably big ticket item to include, but when you weigh it all up, it is an important consideration to make the buildings function properly.

CHAIR - Thank you very much for that. Perhaps Peter might give us some sort of understanding of the number of students who may be there who have a disability and will certainly be relying on that area of design to function correctly.

Mr BIRD - At the moment we have only two students who need to access the lift to go up and down in that main building block. We always make them do that with a partner just in case there is a problem with the lifts. We have had students in wheelchairs and one with a mobility scooter. It has been a really important asset to have at our school just because of the physical layout of the three levels in that main building and being able to get across with the stair lift to Building 1 as well.

CHAIR - Thank you, Peter. Any further questions on pages 8 or 9?

Mrs PETRUSMA - The second last paragraph on page 8 says that the community engagement process commenced in February and is expected to conclude basically today. I was wondering whether, with COVID-19, it is still expected to conclude today? When do you expect the phase 2 engagement report to be released, keeping in mind the delays we are facing?

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Mr WILLIAMS - The consultation, as such, is over for this part. The working group continues through the project because, once we get approval to go to tender, we then have to see what the responses and prices are.

Often it is the case we would have either to go back and add things in because we got a good tender price, or take things out. We keep going through the community consultation process throughout the project and the project working group keeps going. Does that help?

Mrs PETRUSMA - It says in the second last paragraph on page 8 that phase 2 was supposed to be finished today, so there was another community engagement process particularly for phase 2, with an Outcomes Report as well at the end of phase 2. It says in the last paragraph on page 9 that it is supposed to be published and shared with stakeholders on completion of the new phase. My question is for people who are interested in where it is at.

Mr WILLIAMS - I will follow that up and come back to you later in the hearing, if that is all right.

Mrs PETRUSMA - That is fine.

CHAIR - Any more questions. Moving to pages 10 and 11.

Mrs PETRUSMA - I have a question for page 11, if anyone has a question on 10.

CHAIR - Go ahead. Others can come in later if they need to on page 10.

Mrs PETRUSMA - When you look at the consultation and its community engagement, I notice with the students that it is basically covered here, but, as Tania said, it would be good for the record.

The students indicated air-conditioning, heating, cooling, ventilation, and lighting were all very important. Could you outline for the report just how you have managed to improve those and also any energy use savings?

Mr BIRD - We invited all class captains from our school - so at the time, at Devonport High School - then we invited school leaders from our two main feeder schools, from Devonport Primary, Nixon Street Primary and Wilmot, because, in a sense, the school is being designed for them. The students who are here right now, because they will be here when the work is on. The students who are currently in grade 6 or grade 7, and so on, as they will be here when the work is on and complete.

We wanted to have a good cross-section, not just of our own students, but of students who come here in the future, and the discussion was led around a lot of the things they would really like to see.

Mrs PETRUSMA - Thank you. I would like to know how it is being addressed. The most important concern is how this \$10.5 million will address their major concerns of air-conditioning, heating, cooling, ventilation and also decrease energy use and any climate emissions.

Mr CLAYTON - I can probably deal with the specifics on this.

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As we do not have an opportunity to walk around, some of the teaching spaces still have the original little blower fans in the top left-hand corners of the rooms as you walk in. That is its sole heating. Some of the windows do not open because of standard square metre rooms. As part of this redevelopment, we are providing new efficient heating and cooling systems that will be installed through all three levels of Building 2 of Block B. That is a combination of individual [inaudible].

There is on the ground floor some ducted air-conditioning for efficiencies that will largely provide all Block B with climate-controlled heating and cooling. There will also be the addition of fresh air being put in to some of the internal spaces so air quality is up to required levels. We are also looking at utilising LED lighting throughout and bringing the energy consumption in the building down. Through those two measures alone largely we will have a significant impact on the building's energy consumption.

The mechanical system will be zoned according to the associated solar gain. Obviously rooms on the southern side will not need as much demand in summer as those on the northern side so we zone mechanically to reduce systems working harder or not needing to work accordingly and it is appropriately zoned to suit those circumstances.

CHAIR - Thank you. I am not sure everyone can hear. Jen Butler, do you have any questions and can you hear us?

Ms BUTLER - I was having problems with the mute and off mute buttons, but my daughter has fixed it which was very nice of her.

How would community hire of the hall operate?

Mr BIRD - At the moment, we have groups using our gym. That is pretty popular but our hall is largely underutilised and one of the things we talked about in the design phase was about how we could activate that hall to a better and more used space. My understanding is we have the biggest stage area on the north-west coast but no-one ever uses it. By making it more attractive, improving the seating and access, we hope we can activate the community better than it is now, because certainly it is not used by the community much at the moment.

Ms BUTLER - Is it my understanding the community has raised a large amount of funds for the retractable seating et cetera, for that hall? Is that correct?

Mr BIRD - Assuming they can make some sort of contribution to the retractable seating then rather than as an assembly hall, we have a chance to have a look at that as an auditorium-type of feel so that if there is a performance there or something of that nature it will have a better audience experience.

Ms BUTLER - With maintenance costs and so forth and insurance for that hall if it is being used for public use, do you have a whole procedure and policy in relation to this?

Mr WILLIAMS - We do. We actively encourage community use of our assets in the Penguin redevelopment where we have given land to the Dial sports region. We really want people. The more people who come and use our facilities, the better and safer in terms of it being owned by the community, so less vandalism, but it is a great lot of assets we have sitting there all weekend.

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CHAIR - With regard to some of the amenities in particular, are water stations being installed in any great way throughout the new areas being refurbished?

Mr CLAYTON - We have looked to incorporate tea-making areas through each of the levels. There is currently no specific area for that throughout the school. If you look through the plans on each level, there is a little resource area which is a central printer/photocopier area, there is also a tea-making station with cold and hot water for staff and student access.

CHAIR - The other aspect the community engagement phase 1 outcomes report mentioned is that the music program gets a bit of a guernsey in terms of performing arts. Is the music program being enhanced in any way through the developments [currently] happening?

Mr CLAYTON - Yes, through our master planning process we assessed all aspects of the school with a priority focus on teaching and learning spaces. I have already spoken about the need to address the front entrance and how people access the school. The music room is in Building 1 or Block A and is in reasonable condition. It already has air-conditioning, practice rooms and good storage. Is it in an ideal location? It probably could be better aligned with the performing arts area but like any project when you are weighing up the pros and cons of the available funding, it would seem we already had a decent facility that met the school's needs. In an ideal world, yes, we would look at moving and incorporating it as part of the overall master plan as a possible future stage. At this stage, the music area is going to stay in current location.

CHAIR - Okay. Being a 1960s building, is asbestos a particular problem? Have there been any issues throughout the building in any way, shape or form?

Mr CLAYTON - Like any school of this age, there is likely to be asbestos and we will find it. We have allowances in the budget for asbestos removal. One of the things we have been working really closely with the school on is to how we facilitate the build process. As you can imagine, it is a three-storey building in the middle of a campus - how are we going to move builders around the school? We have looked at doing work on either side of the main building and then the school can handover the whole of the three-storey Building 2, Block B. It means anything like asbestos removal will be contained within the building site and done out of school hours and removed in accordance with workplace standards requirements.

CHAIR - Thank you. The fifth dot point on page 11 talks about the atrium being opened up to become a landscaped, accessible space for students and staff with connectivity to the student lounge area and the library. Are you saying the roof is going to be removed or simply the clutter that might be under the atrium will be moved aside? Can you explain this more?

Mr CLAYTON - Did not hear the last bit.

Mr BIRD - It is an atrium room and courtyard area we do not let the students into because it has the housing for the lift, not an attractive space, and the access is very difficult. I think we could make this into a very attractive and welcoming new space for students right in the centre where their parents will come to the school - they can park their cars there - and that will make it a teaching space and also a recreation space.

CHAIR - Peter, the question was: was whether the roof was going to be removed or is it going to stay?

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Mr WILLIAMS - There is not a roof at the moment. It is actually an open courtyard.

CHAIR - It talks about it being an atrium, which I thought was a closed space, but I might be wrong.

Mr CLAYTON - In this instance 'atrium' is referring to a fully enclosed external space that's internal to the buildings around it but I might just expand on it. We think it's a fundamental flaw in design in that the building block itself is largely a square building. What that means is you have a section in the middle that doesn't have natural light, which is important we get. Whilst we have three good sides, we are really looking at enhancing the number of windows that open into that space as well because what we want to do is to drag the natural light into the middle of the building.

We also see the importance of the quality of the landscape in that space because we are fundamentally an urban school. We are built with residences all around us so the greenery associated with what we've created in that space is important; all the windows that open onto it will have a better view to the greenery and the landscape, which is an important factor. Also, what it does is that, we talk about the library is located on the ground floor and we also have an existing student lounge to the left of the courtyard. By improving the quality of the landscaped courtyard, it actually allows us to connect the library to the student lounge, which creates a larger opportunity for teaching and learning to happen under direct line of sight out of the library and even from administration.

CHAIR - But it is open to the elements?

Mr CLAYTON - It is open to the elements, yes. There is a slight overhang. You can see on the plan there is a dotted line on the left-hand side of the title. That's an overhang from a walkway above.

CHAIR - Thank you. That's clarified that. Are there any further questions on those two pages, 10 and 11?

Mrs RYLAH - My question relates to the atrium space. Currently, when you walk into the building, particularly at night-time, the atrium makes the entrance to the hall and stuff freezing cold. I assume you are putting in double glazing. How are you going to make it so that it isn't so unwelcoming that you need to have your overcoat on as you walk in?

Mr CLAYTON - You touched on a really good point there. You can see from the image that we're creating a new entry that will be lit at night so it will be easier to find a way in. We have the lift and the foyer that's on the ground floor. The foyer is also replicated on the next level up which accesses into the hall.

Currently, there is no heating in the hall at all, and I guess that's why it's freezing. As part of the redevelopment the entire, we call it the atrium, but the courtyard will be double-glazed and we will also be having potentially block-out blinds and associated [inaudible] on the hall side when we need to be able to shut it down for performances and things like that. There will be ducted air-conditioning in the hall as part of this redevelopment as well. So this will have heating, cooling plus the addition of fresh air being pushed into that hall, which is including the stage area and the hall area itself.

Mrs RYLAH - Thank you very much.

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When I look at the front page of the feedback document, I see the views of these two buildings and what I see is rusty roofs. What considerations, seeing the building dates to 1964 and that you are close to the sea, what will be done in the master plan to look at the roofs and the issues with the roofs?

Mr WILLIAMS - The good thing about that is the roof should have been replaced. It was replaced in the last school holidays, I understand.

Mrs RYLAH - Excellent.

Mr BIRD - The roof on Building 2 was replaced in the holidays as part of the facilities management program.

Mrs RYLAH - And the next building over the -

Mr BIRD - That's one we constantly had in the minds of Facilities, so the business manager, myself, talked with the facilities manager so that is constantly in the process. It does not give us a lot of trouble at the moment, so that is being monitored at the moment.

Mr CLAYTON - We are fixing a couple of downpipes off the hall as part of these works as well because some work has been done over time and been added to, and we are just rationalising a bit of downpipe work to allow the water to get away a bit more quickly than it does currently. We think they are mainly issues of this building rather than roof leaks -

Ms BUTLER - I may be jumping but because you are on the subject of roofing, in the Exsto Management document on page 4, it has in the estimate exclusions, 'needs replacement' and 'glazed roof tube light well'. What roofing costs are being excluded there?

Mr CLAYTON - Once upon a time there was a thought that we may glaze that courtyard to make it an atrium, but it was a very expensive exercise that did not give us the value we saw with it. It is basically a legacy item in their estimate.

Ms BUTLER - So when it says 'roof replacement', there is some roof replacement? It is not all being excluded? There has already been some?

Mr CLAYTON - Yes, which we have done by the facilities and not out of the capital works budget.

Ms BUTLER - Thank you.

CHAIR - Thank you, unless there are any other questions on those two pages, we will move to pages 12 and 13. Any questions there?

Ms RATTRAY - In the video we received yesterday - and thank you also to the multimedia teacher, Mr Robert Spencer for that - the students, Grace, Henry and Asha talked about the fact that they had nowhere to have a meeting. One of the issues from the students was there is only a space for 12 people and it is not easy to locate.

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Mr BIRD - The room they highlighted is one of their very small classrooms and that is set up with a boardroom-type arrangement. That is where our student leaders meet and those types of meetings might go on. I have held in that space business meetings, head of the [inaudible] on site, so part of the design plan was for a facility like that, and that is on the bottom floor near what will be our new administration building, just inside the entrance. A new boardroom facility for that type of conferencing.

Ms RATTRAY - So their issues or their concerns will be addressed with that new room in that location?

Mr BIRD - Yes.

Mr CLAYTON - We have probably built further on that in the fact that we have given, not only the boardroom, right at the front entry, but there is a smaller meeting room adjacent to it so if it is just a one-on-one with someone or it a bigger meeting. If we are talking about student access to rooms, the library has been zoned up so we can have small groups that meet together. We have created what we are calling a 'forum space', which is like a lecture theatre-style room where we can have larger groups of students gather.

Also, on each level as we go up there are eating-type spaces, meeting rooms and small hubs where people can meet and gather if it is not as private as needing a closed door. We have taken that initial thought about needing a meeting room and expanded it not only to being a formal meeting room but also lots of spaces for informal meetings and group gatherings as needs be.

Mrs RYLAH - I have had a quick look at the number of lockers that have been added and, given that it was a quick look, my calculations show that approximately 380 lockers are provided in these plans but you have approximately 500 students. Can you tell me where the rest of the lockers are or how does that work?

Mr BIRD - I am not sure how you counted them, but we tried to allow for 550 lockers and I can assure you there are 550 lockers.

Mrs RYLAH - Are you sure?

Mr BIRD - Positive.

Mrs RYLAH - As long as you are confident of that. I thought I did a thorough count and only got 380. If you are happy, I am happy.

Mr CLAYTON - One thing we have tried to do with that is that, as Rob was talking about, the locker area is probably the most challenging aspect of any school in how we deal with lockers. Working with the school around population, the type of mix, we really concentrated on trying to disperse them. In a lot of cases we only have two lockers high. We were trying to keep lockers to a maximum of 3 high and locate them in nooks and alcoves around each level which really disperse them around. Fundamentally, we also have some located near staff areas for students who feel at risk or just not as confident. So we can be strategic about where we locate the students as associated with their locker.

Mrs RYLAH - There are no lockers on the ground floor, is that right?

Mr CLAYTON - There are. The existing student lounge has a number of lockers incorporated into it. We also have some located near the assistant principal's office, and that is what I was talking about in needing a little bit extra support. Also in Building 1, or building block, we have them in the corridors facing the linkways, but we are using them associated with that. That might have been where you have missed a couple, Joan. We have found the extra 170.

Ms RATTRAY - You can never say this committee is not thorough.

CHAIR - Thank you for that. Just with respect to the laboratory space - this is on page 13 where it talks about the STEM laboratory - is there anything particularly special about the configuration of services in that room or is it a standard science laboratory? What sort of configuration of services is in there that might be out of the ordinary, if anything?

Mr CLAYTON - It is probably the opposite to that in the fact that the school has four existing science laboratories set up with gas and fume cupboards and things like that. We have to do a little bit of work in one of those.

This room is to replace a room done in a previous redevelopment, which is actually located in the middle of the school. It is quite disjointed completely from any other science program. It has general teaching areas around it and it did not really hold any connection to the science staff. What we are looking at doing is just providing them with, and we have called it STEM, but it is a flexible space that does not really require gases and necessarily the wet experiments of science. There are things like robotics, there are lots of other things like that that we are looking to incorporate in here. We have located it next to an existing science laboratory, an opening and we have cut in a very large door so this space could be an expansion of an existing science laboratory or it could be shut down to be a standalone flexible area.

Not everything you do in science requires a Bunsen burner or the like. Lots of other things are happening in the science program now. We have incorporated some large cupboards so if they are doing project work, the students can put their projects away and then get them back out when they need them on the bench, but it is really a flexible area to be able to offer something that is non-laboratory-type.

CHAIR - Thank you for that. One last question from me on this page is with regard to the retractable tiered seating mentioned a little bit further down. I have sat on quite a number of these retractable seating structures and quite often the backs of those chairs are very vertical, as opposed to having some slope on them. They can be very uncomfortable. I don't know whether that is on purpose, to keep students awake, but, can you tell me what the circumstances are there? Whether they are, in fact, the more comfortable variety, or is it predicated on the fact that to collapse them properly, they can only be vertical?

Mr CLAYTON - I think we've come a little bit further than that in the comfort level. We can go all the way up the lecture theatre, or we can bring it back into where we are going, which is for a moulded plastic seat.

As to the verticality of the backrest, I am not 100 per cent sure of the angle, but it didn't look that bad. We have used them in the past, and they have been quite good. We have kept them in line because the retractable seating can't hold the whole school up. It's for smaller groups, and when we do have to have larger assemblies and groups, we supplement it with the existing plastic chairs.

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the school already has. The seating associated with retractable seating is in line with existing seating that they have.

CHAIR - How many seats are we talking about in that circumstance?

Mr CLAYTON - It is in the plan, but I will have a quick look. Two hundred-and-twenty seats are associated with the retractable seating, and the rest is accommodated, which is like a grade group. The idea is you could have a grade assembly, and not have to drag all the chairs out of assembly, or it could be used as part of the drama program, where they can do small performances and practises associated with that.

CHAIR - Thank you, Heath. Any further questions on those two pages? No. I will move to pages 14 and 15.

Ms BUTLER - I have a question on building materials. For the record, I am asking whether there will be any ACP used on any of the buildings? Is there any there already, and is that ACP with a polyethylene core?

Mr CLAYTON - I'm not aware of any onsite currently. As a general rule, we are not using that product any more. It is just not a product we want to use any more.

I suppose it is a cement sheet product, Swiss Pearl. It has been recently installed in the Launceston General Hospital as the replacement cladding. It is a coloured through product. It is a good quality product. It is very, very robust.

Mrs RYLAH - What was the name?

Mr CLAYTON - Swiss Pearl, Joan. It is not a cheap product, I would say that. It is a very, very good product.

Ms BUTLER - Also, will any ACP be used even for trims, or sometimes it is used on signage, as well, at the schools, in entryways?

Mr CLAYTON - We haven't done the signage package at the moment, but at this stage, we don't have any intention of using ACP.

Ms RATTRAY - Chair, I would like to ask a question in regard to page 15.

CHAIR - We are on pages 14 and 15, so we are ranging across those two pages.

Ms RATTRAY - This is almost my standard question now. What discussions have taken place at this point in time for the installation of the artwork?

Mr BIRD - You would have already heard of our first meeting with that group, really just to talk preliminary discussion about what that art in public places might look like, where it might be, that type of thing. Then, just today, or maybe yesterday, there was some email discussion about the preparation, the design brief, or what that artwork might be and what it might look like.

I think we have finalised the idea that it will need to be in that courtyard atrium space, in the entrance way. That is kind of the last little bit of discussion before we finalise the design.

Ms RATTRAY - Thank you. I have a question in regards to honour boards, but I will keep that until the end.

Mrs PETRUSMA - Just on sustainable design, the second dot point starts off with tlan, is that a typo? I think it was meant to be turn internal space, or is tlan a shortening of some term we are supposed to know about?

Mr CLAYTON - I think that is a typo because I have no idea what that word would actually mean, apologies. It is a good one, though.

Mrs PETRUSMA - I was thinking maybe it was LAN technology or IT.

CHAIR - I picked that up too and I think it is 'turn'.

Mr CLAYTON - I think it is. It is basically talking about what I was discussing earlier where we have each of the areas, zones, mechanically the same on each solar zone of the building.

Mrs PETRUSMA - I am okay with turn, but I was not sure if tlan was a new jargon. On the art scheme, because on the next page it has artwork, \$80. For the art site scheme, is it more than \$80 that is being spent or is it -

CHAIR - It is \$80 000.

Mrs PETRUSMA - Yes, of course, sorry. You think I would know how to read a budget paper. Thank you.

CHAIR - Thank you, Jacquie. On page 14, the last dot point there: employ energy saving devices such as low energy efficient appliances and equipment; and building energy management systems and use renewable energy sources where possible. Can you just give us a precis on what is being employed? Are solar panels going in place; are batteries going in place, electronics - what sort of energy management devices and systems are we talking about here?

Mr WILLIAMS - Heath, you would be best focused to answer this. I do not think it has solar panels.

Mr CLAYTON - No, it does not. It is more around, well, our Hydro is a renewable source so in some ways it is how that is being used. But the focus on this is around the appliances and the light fittings we are using being as energy efficient as we can get. Given that some of the lighting and especially the heating is original, there will be considerable gains from an energy efficiency point of view.

CHAIR - It talks about 'building energy management systems'. That is what sparked my interest.

Mr CLAYTON - So that is a simple system around control - and I can give you an example. It is probably the best way to do it. For example, we generally have the heating and cooling system connected to the security system. So when security gets armed, everything turns off. So people cannot leave the air-conditioners on overnight, for example. So we use basic management systems to help control the use of the building services. We also try to lock down manual use of some of

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the systems, so we give local control. So plus or minus 2 degrees on the heating and cooling, but we do not allow one room to have it heating at 28 degrees and the other one at 18 degrees, so they do not fight each other. The management system talks about how we interlock that.

CHAIR - Thank you. Any other questions on those two pages? We will move on. Keeping in mind the time, I guess we are not on a total schedule but we need to get through it. Any questions on pages 16 and 17?

Ms RATTRAY - A question in regards to the land sold to help fund the project, if you like. It talks about the land value of \$180 000 as per the submission. Are we in negotiations already or are we just hoping it is still worth \$180 000?

Mr WILLIAMS - With that, we would take the Valuer-General's value at the time we wanted to sell it. That is how we would arrive at a price. I do not know whether it has been revalued at this particular point in time.

Ms RATTRAY - It is not likely. Will the proceeds of the sale of the land not reaching its estimated value impact on the project, and might that have to be reassessed?

Mr WILLIAMS - That could be covered by the contingency, if necessary. It is just an estimate.

CHAIR - Your concern is noted, Tania, in terms of possible drops in value as a result of the current situation.

Ms RATTRAY - A lot of people might not be in a position to buy.

Mr WILLIAMS - What that means is that as the department, because it is fairly small in the scheme of things, the project will not have a -

Ms RATTRAY - It will not fall over.

Mr WILLIAMS - No, not at all.

CHAIR - On page 16, and looking at the figures there, are there any expected changes to the major amounts listed there given service disruptions that we may experience as a result of what is happening at the moment? Are there any areas you feel might be likely to change as a result of our circumstances, or is it just wait and see?

Mr WILLIAMS - I think probably it is a bit of wait and see. There are indications that some costs might go up because social distancing on work sites changes the way people work. We have heard some anecdotes of things taking longer because people are doing things in a different way to the way they have done them before in close quarters, carrying things et cetera. We are really not sure about what is going to happen here. Obviously, the Government also announced a \$50 million stimulus package over this financial year and into the next financial year for public buildings. Some of that will go to schools. Our intent is to keep offering these projects up to the market. Hopefully we can work with them within budget, but there is an unknown with coronavirus. China is ramping up. Some of this sort of stuff was a bit flaky before because a lot of materials are either shipped from Australia and more technical stuff comes from China. We are hearing that most of our

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contractors are able to deliver what they need for these sorts of things at the moment. I do not know whether you have any industry advice, Heath.

Mr CLAYTON - Not specific, Rob. A couple of the bigger contractors I have had a conversation with have assured me that their suppliers have adequate supplies of timber and the main resources. So freight is still coming into the state; it just might be taking longer and things like that. I have not heard of any specific delays. But, as we said, this thing is changing on a daily basis. I did hear something coming out of New Zealand was nearly impossible to get. That was more in an agricultural sense more than a construction industry sense, but other than that I have not really heard of too many things. There is a reasonable amount of stock in Tasmania or within Australia that can get here.

CHAIR - It mentions a 6 per cent construction contingency. Is there a reason to be revisiting that, do you think? That \$923 500 is a fair old whack, but given the construction budget of \$8.3 million, do you think that contingency is a fair contingency to be considering under our current circumstances?

Mr CLAYTON - That contingency is made up of a 6 per cent design contingency and 6 per cent construction. We have been relatively conservative with this - the general rule is probably around 10, so we are trying to be a little more conservative. At this stage, there are a lot of unknowns, but I see this as being sufficient at this point.

Ms BUTLER - Does the contingency sum include the underpinning structural rectification due to building movement? I spent a bit of time going through the exclusions from the original budget that was listed there. I wondered if you had come across potentially a very expensive issue and the contingency looks after this?

Mr CLAYTON - Yes, it does; at this stage all the advice we have received from our consultants is the existing building is a very solid sound structural building built in its day and the contingency could cover the footing underpinning required if it has moved. We are not expecting it, but you are right: if there were an issue when we started to open areas, that would be why the contingency is useful.

Ms BUTLER - Thank you.

CHAIR - Is there any federal funding involved at all in this project?

Ms RATTRAY - They are a bit skint at the moment, Chair.

CHAIR - I was going to ask that question. Is it guaranteed? Presumably, if there were any but there may not be, and maybe Rob might wish to comment.

Mr WILLIAMS - No, this is all state Government funding and capital investment in schools excluded from the national Gonski education funding agreements.

Ms BUTLER - It is very hard at the moment in view of what is going on with the virus, but do you think even beforehand the project could have gone over budget? Do you think there is a good chance it will?

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Mr CLAYTON - We would like to think we work pretty closely with our quantity surveyors and our other consultant teams that deliver what we can afford. This redevelopment is largely about an internal reorganisation of space. We are not talking about large amounts of new build, so when we talk about contingencies, there is not a lot of inground works where things go wrong. Part of this is replacing and upgrading all the power supply; everything going in to those areas is going to be new, so we are trying to minimise the areas we do not have access to where things might get away from us. We are comfortable our current budget is a true reflection of what the works will cost.

Mr WILLIAMS - Further on this, a number of private jobs are going to be on hold which may mean the Government keeping the industries going in some sense as people take less risk in the private sector. The Government has said we are going to put more money into construction because we need to keep those small trades as well as the bigger companies working flat out because they all spend it around in the economy. We have had, in the past, Tarooma High where the tenders came in much higher than expected and they had to go back and revisit them but we are not expecting that in this case. It is a bit of a crystal ball, but I think probably people are going to be really reliant on government work over the next six to 12 months. Hopefully we will get reasonable returns on our tenders; that is our guess, but it is hard to know.

Ms RATTRAY - With regard to the IT connections, I noted from the video the students talked about poor computer connection. Is that included? Will it at least help the issue students identified, Peter?

Mr WILLIAMS - We will put in some new infrastructure, as Pete said. All the IT cabling - as a standard practice we go through and put in the latest wi-fi distribution points when we are doing this sort of thing. The school has quite good connectivity to the network. Most of our schools in metro areas have high speed bandwidth.

Ms RATTRAY - In a couple of cases the students talked about slow computer connections.

Mr BIRD - As I said, we are going to renew all that network. In a school like this, in a building of this age when equipment is retrofitted - as it has obviously been in all of this building - some places have better access than others for wireless network because of the nature of the architecture. Not having been able to design that properly from the very beginning, we will make sure those problems are addressed.

Ms RATTRAY - You might pass that on to the students then for me.

Mr CLAYTON - We are also providing more outlets throughout the building, rather than just being in the library or in designated computer labs. There will hardwired wall outlets in all classrooms, and the breakout areas that would then be used to supplement with the wi-fi available through the whole school.

CHAIR - Heath, are they also charging points?

Mr CLAYTON - Yes, the most valuable thing in a student's life these days is the charging point.

CHAIR - I can appreciate that. It does not change when they get into Parliament.

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The sports court's resurfacing is not in the contingency? Can you explain what sort of resurfacing and courts we are talking about?

Mr BIRD - One part of design we talked about right from the very beginning was the close access we have to two very heavily trafficked main streets in Devonport. Part of our goal was to try to create three zones across our school so one would be a public zone where we would build a new carpark, but right there is where our hard-surfaced courtyard is. Part of our thought process was to resurface another area as a hard court surface where students could play basketball away from William Street, away from what we would say is going to be the public zone into a private play space or private space for student learning and physical education lessons. Research into those courts was part of the philosophy of trying to do this but it does not fit into the budget at this stage.

CHAIR - Is it likely the items listed there and those dot points might be a casualty if the \$180 000 does not come good?

Mr BIRD - Yes, we will probably look to do it that way. It is what we have identified there.

Mr WILLIAMS - We will probably manage that as a department. There are often bits and pieces we round up on these projects, so I do not think it is particularly at risk unless there is a major problem with the tenders.

CHAIR - Thank you. Any other questions on pages 16 and 17? If not, we will go to pages 18 and 19.

Ms BUTLER - I wanted to talk through project time line especially in light of current events, and I know that builders are lobbying to ensure building construction is viewed as an essential service.

There will be sequencing requirements to conduct with tradespeople so they are not coming into close proximity of one another. That will probably go for quite some time.

Is there any merit in changing or reforecasting the project time line in light of the construction completion date?

Mr WILLIAMS - Heath, are you best placed to answer that particular one?

Mr CLAYTON - Again, anything on this subject is a really tough to answer. The sites I have seen firsthand are being managed extremely well from that perspective. It is a credit to them.

The other side of this is that contractors are still saying they want to be pricing work and they are looking forward until when this situation is over.

As far as the time frame, it is probably going to slide a lot. Like the tender date, we are probably looking at May, not April, early May. It will slide a little bit. Depending on where things go, we will still be proceeding subject to this committee's approval, through the tender process. We have to assess the situation at the time about how things start on site.

Mr BIRD - The other thing to mention, Heath, is the way we have planned to stage the work. Our planning had to be staged, because we are thinking about how we are going to move the students from one place to another, so learning is not compromised in any way. We have talked in detail

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about how we would stage the project, so it would be smaller works, like the work in the assembly hall. The work is staged as opposed to what would be more major work in Building 2 a bit later in our staging plan.

Mr CLAYTON - The flip side is, as part of these works, we have a reasonably sized car park, that would become the builder's compound, so they can be completely segregated from the rest of the school and would have direct access into the three-storey building.

As Peter said, we have two sections of reasonably small work that would not need a large number of contractors onsite. It would be done in a five- to six-week period, to have this sort of stuff done.

Even if we got onsite June-July or July-August, it is probably September or October before the site will ramp up to multiple contractors, and they would be self-contained. We are moving in the right direction by those sorts of dates.

Mrs PETRUSMA - Has council yet approved the DA?

Mr CLAYTON - I am pretty sure it has. I am just double checking. It is still sitting with council at the moment.

Ms RATTRAY - If you passed some legislation last week so they could meet remotely.

Mr CLAYTON - I think it is just going through their processing. The only component that needed planning approval was the car park, because everything else is internally. Works inside, actually, did not require planning approval.

We are expecting that in about a week or two.

Ms RATTRAY - That would be under delegated authority anyway?

Mr CLAYTON - Unless they get an objection which I cannot predict, unless they get an objection, it will just be delegated.

CHAIR - There are not any neighbours who are highly impacted?

Mr CLAYTON - None.

Ms RATTRAY - It might even add value to their properties.

CHAIR - It may well do. The tender process, what is the situation there?

Mr WILLIAMS - As I said before, we are looking to have documentation ready for early May.

CHAIR - Is there any risk in putting tenders out at the moment that you might be aware of in particular? I suppose we have covered a little bit of that ground, but do you foresee any major issues with people possibly putting in higher contingencies or whatever for their work?

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Mr WILLIAMS - We are not seeing that; we just do not know at this stage, Chair. It is really crystal ball gazing. We are hoping that as there are some private projects, that will probably be on hold until we will pick up that capacity as a government to fill in the gaps and that would give us a reasonable chance of getting good tender results. I think people want to take the risk of taking on these projects rather than rejecting them this time; I think that is where we will end up.

Ms RATTRAY - I agree, Robert.

CHAIR - With respect to page 19 and talking about design not meeting requirements for contemporary pedagogy, has there been an opportunity to glean any learnings from more recent school construction projects? I imagine you may well do that with every project you put in place where you look at other areas. It is not a standalone project, is it in that sense? You do actually look at the learnings?

Mr WILLIAMS - We do and very much the pedagogy is pretty clear, and Peter knows that. He has been on quite a number of our major projects in recent years so that, combined with our constant facilities building development team, gives us a pretty good handle on what is required for a modern school and modern classroom.

Mr CLAYTON - We also took the full working group through a number of tours of recently redeveloped sites so the school had an opportunity to see what works and what has not worked in other schools so that they have been able to pick the best bits. I think Peter can answer this but everyone is quite well informed over how things are being done around the state and then within the context of the specifics of Devonport and what Devonport needs.

CHAIR - Thank you, that is exactly what I wanted to hear actually had happened. Any further questions on pages 18 or 19? No, page 20? Nothing there. Then we get into the attached documents, anything in particular that people wish to bring out in this particular document? I think most of it has probably been covered but just to ask that question. No? Really I guess when it comes to the project as a whole, are there any overarching questions any member has that they want to -?

Ms RATTRAY - I am asking this based on my previous experience with the redevelopment of a school. I notice you had some very significant honour boards in your hallway, and I know that from another school that I represent that they were taken away for the redevelopment and have not found their way back. We have had a lot of argy-bargy between the community and the school management about where they will go in the future.

Do you see those honour boards having a place in this new redeveloped entry or somewhere significant?

Mr BIRD - Thanks for that question. It has been something we have discussed quite a bit and, as you say, they are significant. I think we can relocate a couple of them which honour things to do with sport and sporting achievements into our gym where we already have some honour boards located. They would not be out of place there. In fact, they would complement what is there. A couple of them have reached capacity in terms of names and that type of thing, so the overflow new honour boards are already in the gym so that would work.

We have had some discussion about relocating others in the hall so that if we do manage to activate that as a much more public use space, they would be seen much more often than they

probably are now. That is our current thinking. As you say, some of them are pretty significant. The two original ones we would want to see because they are almost works of art.

Ms RATTRAY - That is terrific. It has been quite enlightening to me to see how passionate the broader community is about having those things remain at the school. Even though they and their children have long passed as students, they do not like to see their names gone in any way, shape or form. Thank you. I look forward to seeing them somewhere when I come and have a look at the redevelopment.

Mr BIRD - A couple of them are of great significance because they have the names of my mother-in-law and father-in-law on them.

Ms RATTRAY - I can rely on it happening at Devonport High then.

CHAIR - Any further questions from members in that regard? There not being any further questions, there are five I need to ask as we come to the finish of our hearing.

Do the proposed works meet an identified need or needs, or solve a recognised problem?

Mr WILLIAMS - The answer is absolutely, yes. As we work through a program of improving schools around Tasmania, every student in every location deserves to have good quality contemporary learning spaces. I think if you have had a chance to watch the video, or when you do watch it, you will see that this just does not measure up.

This is not a capacity issue. This is a quality of the school, a quality of the teaching and learning spaces is the number one priority we focused on. It absolutely fixes our need for a contemporary school. It does not fix everything, but it goes a significant way to making the school much more contemporary and learning outcomes can only improve.

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

Mr WILLIAMS - Peter, you are going to be living in it. What is your view?

Mr BIRD - From our point of view, I know that the parent groups at our school association are a bit surprised at how much work we think we might be able to achieve within this allocated budget and they are really excited for the work to go forward.

CHAIR - Thank you. Are the proposed works fit for purpose?

Mr BIRD - Absolutely.

CHAIR - Do the proposed works provide value for money?

Mr BIRD - Yes, and I go back to the comment I made. People who come to visit and look at the work we have proposed, whether they have been part of the education staff, leaders or whether they have been members of the public in our community, as I said before, they are really surprised at the amount of work we think we can achieve in this budget. We are really keen to make that fit with the budget.

PUBLIC

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

Mr WILLIAMS - I cannot think of any better use of public funds than through education in Tasmania.

Mr BIRD - I could not think of any better use of public funds in the Devonport area, Rob.

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

Messrs WILLIAMS, CLAYTON and BIRD - Yes.

Mr WILLIAMS - Chair, I have one follow-up from an earlier question the committee raised, which is: when will the phase 2 community engagement report? I think that was from Mrs Petrusma. That will be released in April and my advice so far is it does not contain anything new or unusual that we have not already said in the earlier reports.

CHAIR - Thank you for that. Thank you for attending today. We acknowledge the members of the public who may have been participating today in terms of viewing the proceedings. It has been a new experience for us all to do this online, and I think it has gone fairly well. I do not think we had too many hiccups. Thank you. Members will stay online, but if their witnesses could withdraw that would be great. Thank you for your attendance.

Ms RATTRAY - Thank you. Do not forget to say thank you, Peter, to your students and your teacher who did the video. It was really worthwhile.

Mr BIRD - I will just mention the three students; we knew we wanted to do that there because we could not hold the proceeding here. So I said to the three students, 'This is your job for the next three days.' I did not talk to them after that and they had never made a video before so they did really well.

CHAIR - I also want to acknowledge publicly the committee secretary, Scott Hennessy, for setting this up and Roey Johnson for Hansard, for her work. It has not been totally easy; sometimes the audio has faded out a little. Also Chris Machin of ICT who has managed to make it all happen for us. I want to acknowledge those officers who have been involved in this.

Ms RATTRAY - Hear, hear, Chair.

Mrs RYLAH - Peter, I want to thank you for the school association's input with me over the period of time. It has been a wonderful, so well done and thank you.

CHAIR - Thank you.

THE WITNESSES WITHDREW.