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THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN THE COMMUNITY LEARNING CENTRE, PENGUIN DISTRICT SCHOOL PRIMARY CAMPUS, IRONCLIFFE ROAD, PENGUIN ON MONDAY, 18 NOVEMBER 2019.

MAJOR REDEVELOPMENT OF PENGUIN DISTRICT SCHOOL

Mr MATHEW GRINING, PRINCIPAL, PENGUIN DISTRICT SCHOOL, DEPARTMENT OF EDUCATION, **Mr ROB WILLIAMS**, DEPUTY SECRETARY, CORPORATE AND BUSINESS SERVICES, DEPARTMENT OF EDUCATION, AND **Mr DAVID GILLIE**, DIRECTOR/ARCHITECT, 6ty°, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Valentine) - Thank you for appearing before us. We are taking sworn evidence today, as you would be aware. Before you begin giving your evidence I would like to inform you of some of the important aspects of committee proceedings, in case you have not heard those before. A committee hearing is a proceeding of parliament, which means that 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 afforded to you if statements that may be defamatory are repeated or referred to by you outside the confines of this parliamentary proceeding. It is a public hearing, so members of the public and journalists may be present, and this means your evidence may be reported. Do you all understand that?

Messrs GRINING, WILLIAMS AND GILLIE - Yes.

CHAIR - Mr Williams, it is now available for you to make an opening statement, if you care to do that. The committee will ask questions once that is completed.

Mr WILLIAMS - Thank you, Chair, and thank you to the committee for taking the time to come and have a look at the school. Thanks for the lunch; it was excellent. And thanks also to the students, who I found absolutely engaging, especially Coby. Absolutely great kids. That is always a sign. You know you are in a good school when you get that really positive feeling from the kids around you.

This is an exciting time for Penguin. One of the things we have done in recent years is formed a really strong partnership with the local government in Penguin to participate in the Dial Regional Sports Complex, which is next to the school. We lease the oval that is right behind us to the council. We get the use of it, but we also get to use the facilities of the whole sporting complex and, as I am sure many of you know, it is a really terrific sporting complex. We also donated some land. As part of the major redevelopment of schools, one of the things we try to do is build in community partnerships with local government, with the local community. We try to make sure that our facilities, like performing arts areas and sporting facilities are accessible and available to communities, so that we really build schools into communities as a community asset. That is certainly what we are trying to do with this redevelopment here.

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First, I do not intend to go through the detail of the submission, but there is a correction we need to make on page 8, at the top, where we talk about the centre and the enclosed area, which is our measure of enclosed school area. If you add the two figures up they do not equal what is in paragraph 4 - namely 10 138. They actually equal 10 144. Apologies for that error.

Mr Grining is going to talk about the teaching approach that we use. In the submission we used a technical term that perhaps has other meanings. We talked about teaching being 'deprivatised', and in that we did not intend any industrial connotations around privatising, or normal privatising. In short, it is about ensuring that teachers do not teach in closed boxes by themselves, in private. We get them to work with their colleagues to build their skills in tandem, teaching junior teachers, mentored by senior teachers, the ability of two classes to come together, so that a teacher can supervise the main part of the class, while providing special support and adjustments for those kids who need it. It provides us with a much more flexible approach. We probably will not use that word again in our future submissions, because it does have dual meanings, and in an industrial sense not always a positive one.

Having said that, the most important thing is that we are creating modern spaces for a school that our projections show decreases marginally over the years, but it is still a sizable school. If it was 550, as we project, it is still a significantly sized school - but the school actually has growing enrolments at present.

It is really hard to predict future numbers, but I think what we see is a school that has a pretty steady future in front of it on the basis of equity across every student and every school in the state. The kids at Penguin deserve the same sort of modern teaching and learning facilities as every other child in the state.

You will be aware that we have had a record expenditure in public schools and infrastructure over the last few years and it is a really exciting time to be involved in that because we do have some ageing infrastructure. We do not want teachers locked in boxes, 50 square metre boxes, teaching by themselves when they should have the support and learning.

When we look at the overall type of project this is, and we put Penguin in the context of being in partnership with the Dial Regional Sports Complex, the question obviously comes - and you may wish to explore this further - what do we do with the existing facilities? To start with, provision has been made to re-use the kindergartens for a long day care child care centre should the community want that. That is not quite sorted whether that is the case because there are obviously community considerations. We will be guided by community consultation on that, but provision has been made for that.

The department has a great number of staff across the north-west of the state located in all sorts of little nooks and crannies, in TAFE buildings, in primary schools, in high schools, in Devonport primary, in Devonport High, across the north-west. If this project goes ahead as planned, we have proposed that we will move our learning services support for schools to this site and consolidate all those in one place. Having said that, it is important to make the statement that none of the money for the school build that has been allocated by the Government would go to anything to do with us using this present site we are in now for administrative purposes. None of that would go to administrative office space, apart from the admin in the school itself.

It means that it is an exciting time for Penguin. There is a great deal to be seen by having that here and I said to some of the people on the tour that education is really unusual in its management

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structure in that of four deputy secretaries in the department, two of those work and live on the north west-coast. That is a very strong statement about how the department sees every part of the state as being important. If we had our learning services here along with a refurbished school and the Dial Regional Sports Complex we would see Penguin as an absolute heart of education and a real commitment to the north-west coast.

That is really all I have to say. In terms of capacity even though the overall floor space is decreasing in this project, the amenity of the decreased space is going to be much better because of better design. Also, we will still leave the school with a future capacity of around 725 and against a projected less than 600 as the student population. So, we really leave the school in a good shape. Our experience is when you make a school attractive, not just in its physical being but in its teaching practice and its outcomes, along with Dial sports next door, you will draw kids to the government system. We want to make it as attractive as possible.

I commend this project to you, and our submission. We certainly look forward to answering the committee's questions.

CHAIR - Thank you very much. Perhaps, as you mentioned on the way through if Mr Grining could talk about that concept, the teaching concept, so that that informs us as we go through the session. Would you like to cover that?

Mr GRINING - In many ways, the way that we deliver professional learning in contemporary education is not from a principal delivering professional learning to all of their staff. It is largely collaborative and we know from an evidence-based approach that the greatest shift that you can get in teaching quality is from a team of colleagues who are able to observe each other's practice, to be able to share their insights, share their knowledge, build upon each other's capacity. It also provides that in-built accountability mechanism as well.

If I was considering the current physical nature of the primary campus, that is really quite difficult for that to occur as they are largely separate classrooms that inhibit teacher and student collaboration across classes. Whereas, if we are looking at the grade 7, 8, 9 or 10 structures, not just the physical space, but the structures allow teachers to teach together. In allowing us to have a consistent pedagogical approach to teaching across our school, we are looking for our physical environment to support those consistent approaches.

At the moment, we are finding it is inhibitive to a degree and certainly around contemporary learning and the contemporary world that our learners are stepping into, we want our teaching and learning programs and the environment that they take place in - both inside and out - to be supportive of the world they are stepping into.

CHAIR - The teachers themselves have embraced this as well?

Mr GRINING - From when Penguin was built in 1978 as far as the high school, that was the norm. I am aware that Penguin was selectively staffed with innovative teachers back in 1978. I have spoken with the senior staff when the school opened quite recently about that. Penguin High was the first school to actually require male students to do sewing and food and fibre classes. Even back then they were considered quite revolutionary in some ways, quite progressive, dare I say.

Members laughing.

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Mr GRINING - I know, we shake our heads these days. It was amazing tapping into the knowledge of people that had taught and lived in these spaces for a period of time around the benefits of capitalising on the skills, abilities and the insights of your colleagues in a collaborative environment. That is what we are looking for. We talk about collaboration from a student-to-student but also teacher-to-teacher nature as well and that is what we are looking at moving towards.

Our professional learning structures for teachers outside of the classroom are already like that in many ways. We feel the design as put forward by David from 6ty° will allow us to be able to essentially have those. Teachers watching teachers teach, learning from the practice of each other but to also have greater flexibility in meeting the needs of the students in their care.

It may be that if the three of us here are teaching a similar grade or at a similar level across the school, where we can have groups of students from all of our classes coming and going in relatively close proximity to meet student need. Whether that was around an oral language or around numeracy or whether it was around a science and technology challenge, it provides that opportunity.

CHAIR - Thanks for that. Any overview questions?

Mrs RYLAH - Robert, a question for you. As I understand this is the first school that we are creating that is based on the principle of zero to 12. Can you outline to me the principles, the thinking, that is behind the benefits of having a zero to 12 school in one footprint?

Mr WILLIAMS - It is an obvious concept that one of the things you can see right here on this campus is in order to transition from primary school to high school you have to move, you have not been involved in the high school. It is something that is somewhere else, whether it is that close or whether it is in a different suburb.

One of the things we know is that transition from primary to high school, we have issues in maintaining learning outcomes and growth as people transition from grade 5 to grade 7, which is where we test in NAPLAN, we see a drop off. Putting two schools together creates a draw for people to go to the next step. When you add 11 and 12 on, instead of having the sense that school finishes at grade 10, which is what it does now, or it did here until last year when we started 11 and 12 extensions. The end of school was grade 10 unless you really wanted to go on. Now the end of school naturally becomes the end of grade 12. When we get the later school finishing age kicking in that has to happen anyway.

One of things about putting it all together is that the transitions are easier and as Matt said, while you get whole-of-class agendas with teachers in one grade teaching together, and working off each other, and learning and sharing their different skill sets across all kids in the year. You get whole-school agendas, so that as kids learn, say, literacy and numeracy through primary school, if you have a single school on one site where the professional learning is all brought together and consistent, the kids do not find themselves having different teaching approaches to literacy and numeracy as they move from grade 6 to grade 7, because the whole school has come together and said this is how we do it. The kids will keep on a continuum, rather than chopping and changing between classes, between teachers, and between campuses.

The birth to 12 concept - child and family centres have been a really important way of engaging young parents who might not otherwise engage, who didn't have a good time at school, who might not engage in formal settings like this, to join the learning community in a non-threatening way. To make sure that they and their kids can see a transition to a really positive schooling environment,

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and that it is not a different place. You start in the child and family centre and these will be, as we develop them, child and family learning centres, to build on that drawcard from birth to pre-school, primary, kindergarten, et cetera.

The birth to 12 concept is really about making sure we get the best draw into education, the best connection between parents and community, into the school system from the very earliest time. We all know those early years are critical times for kids. That first three years outside formal education is as critical as the next three years.

Ms RATTRAY - As a supplementary around your numbers for years 11 and 12, I acknowledge that this is the first year, so what are the numbers looking like for 2020?

Mr GRINING - I am hoping I can first add some data on the previous question around birth to 12?

Ms RATTRAY - Yes, absolutely.

Mr GRINING - This year we have had 154 participating young people in birth to 4th - that is, prior to kinder-starting age - who have come into any of one of our three programs, which also include pop-up playgrounds in the community. I guess as a one-school town, where we can have anywhere up to 1000 people touching base with us every day, we know we are that central meeting place for the community. There is an expectation from the community that we are that linkage point around essential services to a degree, around sharing of knowledge, that feeling of connection, and that we are a really important entity in the lives of all of our families across our school.

When we can be connecting pre-school family parents with speech and language pathologists, because they have identified an early language delay, we know further down the line that is only going to have great outcomes for everyone.

With respect to the 11, 12 numbers -

Ms RATTRAY - I know there is a table on seven, but you are not expecting any increase?

Mr GRINING - No, I am not. I think the second paragraph needs some notes around the increase in the early years compared to the census data from 2018 and 2019, but no, we are not expecting any increase. Not from next year.

We will be expecting anywhere between five and 10 students for our Certificate II in Sport and Recreation, which is open access along the north-west coast. As we found this year, we were not expecting any, but we finished up with five students. So, let's say five students are undertaking the general 11 and 12 program, and up to 10 students will be participating in the Certificate II in Sport and Recreation, if we are looking at the historical data when those students had that course in early college.

Ms RATTRAY - You also gave us some information on the walk-around that you do some sharing both west and east. Do you want to put that on the record as well?

Mr GRINING - Sure. There is a culture of shared responsibility to the young people in our region where we have students who travel over to Hellyer College for maths methods in grade 10, and our teacher also teaches with them over there as well, but also recognising each of our schools

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as having a point of excellence or a point of speciality. In our case it is around sport and recreation for 11 and 12.

Ms RATTRAY - Hence the fantastic gym.

Mr GRINING - Yes, that is a nice legacy, isn't it? Hence, we deliver the Certificate II in Sport and Recreation. Recognising that there are not more young people on the north-west coast, so the teacher who delivered that previously from the college, quite willingly and quite proactively sought out this opportunity to teach from here.

Mrs PETRUSMA - I'd like to do the enrolment numbers, because the grand total of persons does show a decline going out to 2023, but I notice in paragraph 2, it says it is expected to slightly increase. Maybe you can explain the discrepancy between the number?

Mr WILLIAMS - One is a standard approach of trying to make a projection that uses a formula. After one or so years, it is not particularly accurate. The sense from Mr Grining is that the school is growing marginally, so I would take what he sees, because he knows better than a desktop formula. It is really hard to predict, because it is on birth rates; it is on draw to the school versus draw to the non-government sector.

If you link this to the 11 and 12 question that you asked, while that is relatively new for Tasmania, it is something that exists on the mainland pretty commonly. Our colleges are starting to develop more sophisticated models of working with our regional schools, so that it is not one or the other. It may be a multi-mode-delivered solution, where you cannot afford to have a specialist teacher and a subject at a school like Devonport, but you can get that from Hellyer, or from Don, and yet you can still base yourself here. We know from Ulverstone High - where I think this year they have around 80 students in 11 and 12 - that it can work really well. It is all about the draw and the opportunity. If those five students had not gone here, they may not have gone anywhere, and if that is the outcome then it is worth it.

Mr GRINING - Just on that data, looking at page 7 at the bottom of 2019, we can correct that: 601 was our mid-year census. For 2020 for our kinder head count, as far as pre-kinder enrolments to start day 1 of next year, that is 58, and then 60 and 60.

Mrs RYLAH - For 2021?

Mr GRINING - No, sorry, for 2020. That 47 becomes 58, prep is 60, year 1 is 60. I guess you are looking at a 26-positive swing as a bubble right throughout the school.

Mrs PETRUSMA - So next year, for 2020, it is going to be over 600 students again?

Mr GRINING - Correct. We are looking at having a primary campus of 410, and a secondary campus of around 205. So we are looking at 615 to start next year, conservatively.

CHAIR - Primary was 410, secondary was?

Mr GRINING - It will be 205. Our school association has also asked me to keep data over the last three years about transfers in and out. We are finding there continues to be a swing towards Penguin, as far as transfers to the Catholic or an independent sector.

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Mrs RYLAH - So it is net inbound too?

Mr GRINING - Net inbound. So in August this year, that figure was 21 students in, and 7 students out.

Mrs PETRUSMA - With a nearly brand-new school in the future, you would expect those numbers to increase further?

Mr GRINING - Yes, I guess our history in other rebuilds would say that as well. Also, I think it is largely due to the community having a greater understanding of the quality teaching and learning that takes place here as well, in their own town, of which we are really proud.

Ms BUTLER - Could we ask for those figures to be updated in our report as well, so they are compliant?

CHAIR - Can we get a fresh table updating that?

Mr GRINING - Yes, we can do that.

CHAIR - Thanks for that. Are there any other overview questions rather than specific? We are going to go through it page by page. Another overview question - that was with respect to the licence agreement with the council and the sports facility. Can you just describe that for the record, exactly what that licence agreement is and how it goes forward into the future in terms of maintenance costs and any contribution the department might be making, et cetera?

Mr WILLIAMS - I am sure someone will tap me on the shoulder if I say the wrong thing. This is very similar to a number of things we have started doing with local government around the state. In this case, in the Dial area, the oval behind us here is actually owned by the department but leased on a peppercorn rent to the Dial sports precinct, to the council. They maintain it but we get the use of it and we also get the use of the other facilities. We also actually transferred a small parcel of land to the council to facilitate the overall build because they did not want to build on something they did not own so we actually transferred a small piece of land.

This is a really good model that we have at north Lindisfarne, in Geilston Bay, the ovals there belong to the Education department but the council leases them. They maintain them, they redid them, they put the drainage in. We are doing this at the high school at Rokeby, called Bayview, and we are doing it in a number of different schools. It makes absolute sense to draw the community towards the school because the more community activity there is at the school after hours and on weekends, the more respect the community has, the less vandalism, and everyone gets a benefit from what we are doing.

As you might know, the Government committed to a new school at Legana on the west Tamar because it is an enormous growth corridor. We are in negotiations with the council, not to retrofit this sort of model but to actually build together the community sporting facilities to save us money and to save them money. So, it is absolutely a model that we are really pushing as community assets in the school. This is why we can talk about the fact that when we do these builds we make sure that the art centre, or the gym, or the basketball court, is accessible to the car parks for the public to use so the community can come and use the facilities afterwards and we have a community use policy which says, we positively want the community to use these facilities.

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CHAIR - The control of these facilities then, where does it sit? Does it sit with the council primarily?

Mr WILLIAMS - With the oval?

CHAIR - Yes.

Mr WILLIAMS - They come in and they dig them up and put the drainage in and put the grandstands in, or the changerooms up. We lease for a peppercorn rent for a very long time. They do the investment and we get the use of them during school time and school sports.

CHAIR - And there is no contribution past that from the department?

Mr WILLIAMS - No, I do not think there is.

Mr GRINING - I can speak to a different arrangement with the Penguin stadium and the Penguin athletics track. There has been a historic arrangement for- I am not sure how many years now. So, it is \$20 000 per year for the use of the Penguin stadium as an indoor PE facility, as a teachable space.

CHAIR - Okay.

Mr GRINING - At the moment, for our secondary students there is no indoor PE teachable space and there never has been. Hence, up to \$20 000 per annum; that has not changed for a number of years. Certainly not in the last three years that I have been here. We have access to the stadium, the squash courts, and the athletics track as part of that arrangement and also use of the mountain bike track and the golf course.

CHAIR - Sounds like a good collaboration.

Mr WILLIAMS - It is certainly the way we want to push ourselves. As part of the community, assets of the community makes sense.

CHAIR - Thanks for that. We will go to the report and work our way through. I know we have touched on the enrolment figures there. Jen, I think you had a question to start.

Ms BUTLER - I wanted to ask about the joining of the two schools. You have raised here the duplication in managing the schools. With administrative roles, the Department of Education staff, would there be a reduction of numbers if you only had the one administration to run?

Mr WILLIAMS - No, this project has no sense that the number of administrative staff would decrease.

Ms BUTLER - How would you navigate that?

Mr GRINING - I guess each school has a resourcing quota of teaching staff and non-teaching staff. In this case it would be that we have an admin quota of 3.9. We have purchased above that quota this year, but that is with this project in mind to support the administrative requirements of the first year of the capital works project. There is a portion that comes into our school budget to

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support that as well but it does not mean that there will be an overall reduction in the staff employed here as a result.

Mrs PETRUSMA - If you are getting increasing numbers of students I suppose that is -

Mr WILLIAMS - There are formulas that deal with changes in student numbers. In terms of admin staff, there is no sense that that is going to change here. We actually provided the additional funding for these large projects to the school. We did not do that in the past and they really struggled to do their day job. So, we now give them extra so they will have a small increase.

Mr GRINING - In our case it was \$60 000 that came in this year to support that and that actually went. We chose to direct that to our admin support.

Mrs RYLAH - That is the first time I have heard of that, so well done today.

Mr GRINING - I can publicly say too how essential that has been in allowing our school to still maintain the day-to-day leadership that it requires as well as keeping this project moving along as well.

CHAIR - I suppose we could commence at page 7. If any member has any questions on the first five or six pages now is your time.

Ms BUTLER - With the design, I am not exactly sure of the most appropriate place to ask this but I am seeking information about the use of ACP, aluminium cladding with the polyethylene core.

Mr GILLIE - Not at all.

Ms BUTLER - Not even on the single storey railings?

Mr GILLIE - No. We know the issues attached to that material so we have chosen as an architectural practice not to ever use that product while there are issues attached to it.

Ms BUTLER - Perfect, thank you.

CHAIR - We've heard about the school philosophy and community connections. We have dealt with some enrolment numbers, and we are getting some updates on those. Existing facilities, page 8, any questions on page 8? No. Page 9?

Ms RATTRAY - Community consultation, Chair. School association and the school community is always valuable in any of these types of redevelopments. I am interested to know what sort of input the association and the school community have had.

Mr WILLIAMS - I might give some overview of how we have changed our consultation over the last few years and then Matt can give you the detail. Over the last few years we realised that with the advent of social media it wasn't just enough to engage the school association because lots of people have a voice now and they can express it. We need to get in early and listen to it; listen to all the voices and all the opinions and make decisions about what we will and will not be able to deal with. We need to have a transparent answer and say, 'No, we can't do what you have asked because it is going to cost too much or it is not practical' or 'it is not based on the evidence'.

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On these bigger projects, we have increased our community consultation to include formal processes of engaging the community more broadly. The old paradigm was we just put together a working group: principal, department, chair of the school association, and that was it. We have started to find that with some projects we would get towards the end of a project and someone, who had not been heard before, would raise a really valuable bit of information, sometimes a show stopper, and we had not had that ability for them to engage earlier. We have certainly done that in this project. We are doing that with the Brighton high school project and the Sorell project.

We have to hear all the voices and then trim back from that, and make our decisions having heard them all. Matt, you might like to be more specific.

Mr GRINING - Community consultation with the role of school association - Paul Kenny has been our elected representative from that group and part of the project working group. He has been able to review the plans, provide some input and we have had the added benefit of some of his specialty and life experiences that has really value-added to the process as well. He has been able to feed back to the school association and, where appropriate, I have been sharing updates of the plans with the group as well.

Mrs PETRUSMA - In regard to community consultation, we have the community engagement phase one outcomes report, which is referred to on page 9. I noticed on that report on page 11, it said that the second round of engagement was supposed to commence in May 2019 and then going back to page 9 it says it was going to commence on 28 October. The second phase was supposed to start originally in May and now its 28 October. Is there a reason for that delay?

Mr GRINING - With respect to the timing for the asset steering committee had pushed that out but it still has us delivering on the end point completion date as well for 2022.

Mrs PETRUSMA - When will the final outcomes report of the phase two of consultation be ready?

Mr GRINING - Around six weeks for that second round of consultation and expecting a report early December.

Mrs PETRUSMA - Okay, thank you.

CHAIR - With respect to some of the consultation and given that you are having some changes with regard to traffic and the like, did you consult with any private bus companies that might drop off children and those sorts of things? Are there any private companies that drop off children and are they happy?

Mr GRINING - The bus contracts are up for review at the moment as well. We have been very active in that space. Our school community was provided with some draft changes only last week. That is happening at the same time as this redevelopment. We have provided David, as architect, with precise numbers on students who travel by car, travel by bus, and who walk or ride to and from school.

CHAIR - And the bus sizes and how they are going to negotiate certain areas? That is what I am thinking. It would be terrible to get to the point where we have and they do not fit.

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Mr GILLIE - We have taken all that information on board and incorporated it into the overall master plan for the school.

Mr WILLIAMS - As you may be aware, Chair, we have to submit a traffic management plan as part of the planning process that takes into account the information that David has talked about. We do not want to get into the situation we have historically with some other schools where buses do not fit in the turning circles.

CHAIR - That is right.

Mr GILLIE - We have a consultant at the moment preparing a TIA, a traffic impact assessment, for the site, based on the numbers of cars and buses that are likely to be involved in it.

Ms RATTRAY - Earlier today I mentioned that when we were down town before we came up to the site there was some community concern about the bus ramping and vehicle ramping that occurs here.

Mr WILLIAMS - That specifically I think is about the roundabout which is down here in the primary school. That will not be part of the future concern as long as we get the traffic impact statement right.

The other thing I wanted to go back to on consultation, I think you could see how terrific the kids were but I asked them some questions today and they were absolutely all over what is going on -

CHAIR - They certainly are.

Mr WILLIAMS - in this place. I asked about the cafeteria and one of the kids said, 'I have been arguing for this for years'. It is really important because those are the voices of the people who are going to get the benefit of this and see it through the eyes of how the school should work for students. That is a really important thing to recognise - those students were fully engaged in the plan and understanding, and have a voice in it.

Ms RATTRAY - And not afraid to use their voice.

Ms BUTLER - On the subject of something that the kids raised with me today, they said it is really cold. The high school is freezing, the heating system is not adequate and can get really, really hot in summer. I was wondering if you could run the remedies to that current heating issue with the new design.

Mr GRINING - That also came through the community consultation, through round one as well. Currently, it is a gas heating system for probably 80 per cent of the site, the secondary campus so we will be looking at a different heating and cooling solution. That is the challenge at the moment: 80 per cent of the site does not have adequate cooling.

Mrs PETRUSMA - It was around the drama area especially. They were saying it was the most freezing area of the school. They were saying when the music area shifts around there, it could be quite cold doing music and drama.

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Mr GRINING - We are actually looking at having a different heating and cooling system that is factored in for that area.

Ms RATTRAY - Not gas?

Mr GILLIE - There is a rather large gas bullet cylinder, or whatever you want to call it, out the back of the school.

Ms RATTRAY - So you still will utilise gas to some extent?

Mr GILLIE - Only so far as it will be required in science and NDT. In terms of the heating and cooling we are trying to eliminate gas altogether.

Ms RATTRAY - Will it be electric or solar?

Mr GILLIE - It will be more efficient heating and cooling throughout the senior classrooms.

Mrs RYLAH - Through the design?

Mr GILLIE - Yes.

Ms RATTRAY - What about solar panels?

Mr GILLIE - That is an opportunity to include those as well.

Mr WILLIAMS - The other thing about being cold, if I may, some of the kids raised with us in actual fact the canteen for the high school is here in the primary school. On days in the winter when it is cold they just do not go to the canteen because they are not going to walk down here in the rain.

CHAIR - We heard that in our group too. You can be assured it is an issue, no question about that.

Ms RATTRAY - I thought they breed them pretty tough on the coast.

Mrs RYLAH - I thought they did at St Marys and they said that when we did Public Works on the St Marys High School. Nobody would go because they had to walk through the snow to get there.

CHAIR - They do breed them tough but they do not breed them tough for the Antarctic.

Mrs PETRUSMA - You did refer to it a bit before, Robert. I just wanted to touch again on the early learning centre. You are talking about a long-term or short-term child care centre might be going in. Can you just outline a little bit more on that, please?

Mr WILLIAMS - Part of the proposal is that there will be capacity for a long day care centre here, which there will be. The kindergarten, as it is now, is entirely set up with the right standards to be that sort of facility. I think there is still some work to be done with the community to decide whether they actually want that as a child care facility because there are other services in the area. That is something the community is going to lead us on. The provision has been made for that

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kindergarten to be held aside for a long day care centre if that is what the community wants from it.

Mrs PETRUSMA - Is there before- and after-school care here at the moment?

Mr GRINING - There is currently after-school care here on site, five days a week, and vacation care as well.

Mrs PETRUSMA - Would that enable provision of before-school care as well?

Mr GRINING - It certainly could do. It could be something that is explored by the community.

Mrs PETRUSMA - It is something that one of the grade sixers raised that it would be of use to their family if there was before-school care. So, it sounds like a worthwhile idea especially for parents who want to have their kids here and go to work in Devonport or Burnie or something.

Mr WILLIAMS - That is something we need to - it is one of the bits we need to finesse. You are right around the value that it adds to working parents. I do note that the school runs a breakfast program and that can provide some of that opportunity as well.

Mrs PETRUSMA - That is right.

CHAIR - Any other questions on page 10?

Mrs RYLAH - The notes say that it provides the three purpose-built kindergartens. In the plans, I can see two: in the pink area with GL A and B in each one. I was wondering whether the third one was the Launching into Learning, or is the third one the early childhood and care centre? Can you show me the three?

Mr GILLIE - I might put up a plan on the screen. These plans are more developed plans than what is in the report at the moment. You see half a building there, that is kinder and this is prep. There is one teaching zone there, and one up here, and there is one there. There is a break-out space where you can [inaudible]. So you do have those three spaces.

Mrs RYLAH - Can they be divided if you want to?

Mr GILLIE - They are not. They are interconnected, if you like, through these spaces around the outside of this space. There are wet areas that have access to the outside, so they are alcoves more so than divided-off rooms.

Mrs RYLAH - For children who are dealing with overstimulation, autism-type children, where do we have the low-stimulus area?

Mr GILLIE - There are other spaces out the front here that they can go into.

Mr WILLIAMS - There is also, as mentioned, access to outside. Often, going outside and sitting outside is a good regulatory base. There are also the break-out rooms, which kids often go into for that sort of break.

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Mr GILLIE - They will have sliding doors in them, so you can isolate that space from the overall space.

Mrs RYLAH - I presume they're glass?

Mr GILLIE - Yes.

CHAIR - The playground is associated with kindergarten?

Mr GRINING - With resourcing within a classroom in a teachable space, whether it be around sensory aids, that is typically how a teacher would be able to meet the needs of children with particular sensory issues. I'm guessing that goes right throughout the school.

Mr GILLIE - So each of these teaching spaces has sliding doors to the outside. Also the green areas have sliding doors to the outside. This is a secure playground for that building.

Mrs RYLAH - Can you show me where the fence is?

Mr GILLIE - That is the one around the outside of it. Part of that is Launching into Learning; that has access into this external place as well. That also has direct access off Ironcliffe Road.

Mrs RYLAH - Does that fence then continue along?

Mr GILLIE - Yes it does.

CHAIR - Why is the left-top pink area so separate from this other area? Is there a logistical reason for that?

Mr GILLIE - It was more about getting a cluster-free classroom that people could get into, without disturbing the other two.

Mr WILLIAMS - Launching into Learning is a different environment, in that you have parents coming in. We want it near the road so people can get in and out.

Mr GRINING - Ease of access for parents. We currently run three Launching into Learning programs.

CHAIR - We have a problem with Hansard picking up sound.

Mrs RYLAH - You have to come back to the microphone.

Mr GILLIE - As long as you can understand the plan.

Mrs RYLAH - We have 29 GLAs, as indicated here. The student number is 725; currently the student capacity in room area is 775. We note that the figure is reducing because of efficiency, but the opposite of that is, if this is potentially a growing school site, we are potentially reducing the capacity of the school by 50 students. Comment, please?

Mr WILLIAM - That is a really good question. The design after this is completed, if we go there, is that we will still have, based on the current figures, 105, 110 capacity unused. So as

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Mr Grining said, it is about 615 next year. The capacity we'll leave the school with after this redevelopment is 725, so there is still over 110 capacity free in the system.

Mr GRINING - If you are thinking about the load on a particular area, say you are thinking about primary classrooms, they would have about 100 per cent load. If you are thinking about a science area, or an MDT area, or a cooking area, typically they are having 100 per cent load or demand on those areas all of the time. The FECA would imply that there is 725, whereas we wouldn't typically have a science lab that would be suitable, or desirable, for holding an English lesson in. I guess that is where the FECA also includes those teachable spaces - areas like science and art and the MDT workshop, et cetera.

Mrs RYLAH - Is it reasonable to consider that there are larger low-density areas of usage in the existing school?

Mr GRINING - Definitely.

Mr WILLIAMS - Also, in this sort of refurbishment, corridors take up a lot of useless space.

CHAIR - Just dead space isn't it, really?

Mr WILLIAMS - Some of you may have seen what we did at Kings Meadows, when we had the standard classrooms down the side of the corridor. We actually spun them around and used the corridors as part of the actual break-out space, turning it into valuable space. Some of that efficiency is in things like not having vast corridors that add no value, but are still counted in the floor area.

Mrs RYLAH - Thank you.

CHAIR - Moving on, nothing else on page 11? I have a question on page 12. You say, under architectural statement, that the learning environment will feature an array of sustainable design features. I know you have natural lighting and ventilation, use of sustainable materials, focus on energy and water. No mention of solar panels, although my colleague to my right did. Is there room for looking at solar panels, and wouldn't that be useful for heating, if nothing else?

Mr GILLIE - If you go back to page 8, there is an image of the school currently as it stands, and -

CHAIR - It has 68 solar panels. I counted them. But what about the new part, is my question.

Mr GILLIE - There will be opportunities to put solar panels on the new building.

CHAIR - I know this is unusual, but I know that four solar panels equals a kilowatt, so I worked out how many kilowatts. I was wondering, with the new building, were you going to have the same level of treatment? Any other questions on page 12? No. Page 13?

Mrs PETRUSMA - It talks about inclusion accessibility. Can you please talk about how the new school will be designed for students living with disability?

Mr WILLIAMS - The first thing is, once we do any refurbishment of any size, we have to bring all those facilities up to the code standard, to at least the minimum standard, for accessibility -

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so that means toilets, lifts, ramps. Any of those mobility issues will be dealt with as part of the sign-off on the planning permit.

Mr GILLIE - In our walk-around this morning, I mentioned we have level differences between the old building or the existing building and the new neighbourhoods for the primary classrooms. We have designed a series of ramps to give access between the existing and the new, so if a disabled child needs to get down to the lowest level, they have the ability to do that via the ramping system, and also get back up to the cafe. They have the ability to go from this end of the school, to that end of the school, on ramps and level paths.

Mrs PETRUSMA - You have things like hearing loops installed in the school?

Mr GILLIE - As we update these facilities the ICT gets updated as well which gives us the ability to bring in, not only standard things but to bring in technological solutions as needed whether it is hearing or whatever sort of visual issues. We can use ICT in a modern environment to help overcome that. The idea of our equity is to make sure that every kid no matter how they come to us gets the same opportunity to learn, on a level playing field.

Mr WILLIAMS - The challenge with designing these schools with community access, in the various parts of it and other parts locked off, so the security of the school is maintained, we do need to provide disabled toilets in numerous spots around the school. In previous years we have not done that; we have just provided one. We are having to provide more toilets so that we can give the community the ability to use any part of the school.

CHAIR - Is there any storage space for the community to use?

Mr GILLIE - Storage as in?

CHAIR - If the community is coming in they might have certain groups that concentrate on a certain aspect of learning and they need their own equipment. Do they have spaces to be able to store their equipment?

Mr GILLIE - It has not been discussed to this point but I am sure that once we have engagement with the various groups we will be able to provide storage.

Mr WILLIAMS - This building we are in now stays as a community centre. If we also put our learning services here this would also become our northern professional learning space as well. I think there is capacity here to do that. This building is equipped with the same ICT as the rest of the buildings.

CHAIR - It was just a question. As members, we all go around all sorts of meetings at all sorts of times and occasionally you will come across a group that meets and they say, 'we do not have anywhere to store anything'. That was the reason for the question.

Ms BUTLER - I have a question around ensuring student safety within those shared spaces as a framework. Also, within the community learning centre and also in other parts of the report you had that AFL Tasmania will be leasing classrooms and there would be shared space with sporting. How does that work as a shared space for safety?

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Mr WILLIAMS - It absolutely comes back not only to the more open spaces being good for the teaching practice but I mentioned that in actual fact, if you have an open area, one teacher can be teaching most of the class while another teacher helps a smaller group with special needs or adjustment needs. The same is moving away from the boxed classrooms with the closed door on the corridor. Once you start to get it open you get a much better visual sense. We have designed the offices so that they have sight of where the kids are so that the teachers can actually be off doing whatever they are doing but still seeing the kids. It gives us better freedom.

We take away some of those - I think it was raised on our tour that there is one little locker bay that is all by itself. Taking away those things, opening it up and providing a line of sight actually increases the capacity to keep kids safe. Also, when they are coming down here, once they are walking down from the high school to here, the ability of teachers to manage that and keep control of that is very difficult between two campuses as they wander off and disappear into the trees or whatever.

Mr GRINING - I guess we are largely fortunate with the prevailing culture that we have got here around reportable antisocial behaviour. We have our wellbeing data that backs that up as well in our Safe at School data. However, the opportunity to develop up these new plans certainly has us thinking about how we can take that even further around providing safe and appropriate spaces for all that provide an ease of supervision.

Ms BUTLER - What about some of the outside of school community and ensuring student safety if there are shared spaces, for instance, like football ovals or the gymnasium area or spaces that are leased out?

Mr GRINING - Largely that is going to be out of hours probably with the exception of the lease agreement that we have just engaged with AFL Tasmania which is for a demountable building. It is not joined to the main building so it is largely on the edge of the school's parcel of land, but otherwise the access is outside of the hours of 8.20 a.m. and 3.15 p.m.

Mrs PETRUSMA - Whole school assemblies in the future, will they be held in this room or the new gymnasium?

Mr GRINING - It is probably an operational decision we need to cross in 2022 but it may be that it is in the drama area. At the moment, we have some operable doors on the plan that open up from music into the café so that would provide a really terrific open space or it may be that the logical place would be in the stadium.

CHAIR - We are on page 13 about to go to 14.

Mrs RYLAH - Going back to disability access. We mentioned as we were walking, in regard to the playground that is marked on our maps as early years playground, and I believe that we were informed that it will not be early years. Can we talk about that? If there is a separated playground, however separated, that the ramping for that will be concrete or smooth? At the moment, the access between the primary school and the high school is gravel and rough. I have very wet feet coming here in the rain, coming from the upper car park and getting down to here. It is rough and the stairs are terrible and all that kind of stuff.

Ms RATTRAY - They have wire netting on them.

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Mrs RYLAH - It is all right if you have flat shoes on. Can we have some comment on that please, in terms of the ramps?

Mr GRINING - As far as the ramping down to the playground, the first point is that it is a primary playground, so I guess it could be retagged as that. As our primary students are aware, there are no fixed plans in the location of our hard surfaced or adventure play or nature play spaces. We have been talking about that in our school assembly this week and building some real excitement around what that can mean and around the student voice to be driving that. With the decisions around the set locations of play space we will then be determining the appropriate pathways and structures that link our children to those spaces.

Mrs RYLAH - But it will be disability accessible, I would hope.

Mr WILLIAMS - We will ensure that it meets the requirements for that movement of kids no matter what their mobility around the school.

Mrs RYLAH - Whether it is a broken leg or -

Mr WILLIAM - Whether it is a wheel chair or any other sort of mobility issue.

Mrs RYLAH - Terrific.

Mr GRINING - Previously we have had, and currently we have a number of students with mobility issues who use a range of supports and adjustments to navigate around the site from frames to mobility scooters, so that is going to be an essential.

Mrs RYLAH - And visually impaired?

Mr GRINING - Whilst we do not currently have any students that is presenting a challenge for, there will be the required codes that would be met.

CHAIR - Braille plates and things like that?

Mr WILLIAMS - Yes.

CHAIR - Okay, page 14.

Ms BUTLER - Just a question around the gymnasium. I have reason to believe from the community that there is an interest in a competition-sized basketball court which is not explored in the report. If there is that community need, could you run through the fact that at the moment it has, 'indoor basketball court is included in the project scope'. Can you run through any background information around potentially having a competition-sized basketball court and where the funding arrangements are at with that, if there are any?

Mr GILLIES - The court that we have included on the master plan is of that size.

Ms BUTLER - It is a competition size?

Mr GILLIES - It is a single indoor court that has been provided in this project.

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Mr WILLIAMS - I think there is some more information you can probably tell us about.

Mr GRINING - As a teachable space, we are really excited about what that provides, that the capital works budget has provision for a suitable health and PE teaching space for kindergarten through to grade 12. That is what we do not have at the moment. We are really excited about that.

From our community consultation, when we were looking into the community usage and demand for school facilities, it became clear that there was a desire to have multiple new courts in Penguin and that there are a number of tenants that are interested in supporting that. That is currently sitting with a proposal with Central Coast Council as the key driver to take that proposal further.

Ms BUTLER - Through your community consultation was it picked up that basketball was very popular and there was a real want from the community to have an appropriate facility for that to really push it?

Mr GRINING - I would say the community has a facility that is managed by the local council. It is probably looking at some facilities to grow indoor sport - badminton, basketball, futsal - and take that further from a regional perspective. That is sitting with the council with support from Basketball Tasmania, Badminton Tasmania, AFL Tasmania and Futsal Tasmania. They have all provided support to explore that further. That is currently sitting at a terms of reference level where they are just starting some preliminary meetings.

Again, it is going to be led by Central Coast Council to then determine if that is a proposal that they take further. If that was the case, I guess the portion of the school capital works budget that is allocated to the stadium would be able to go towards that. That would be a wonderful outcome if we do get to that point as a community but certainly our school is really excited about the idea of having a suitable indoor health and PE space.

Ms BUTLER - Watch this space.

Mr WILLIAMS - There will be a competition basketball court to standard.

CHAIR - A question with regard to the performing arts complex, you talk about individual learning space for music with separate practice rooms. The acoustic side of that, has that well and truly been taken into consideration so that you are not getting trumpeters sitting next door to cello players?

Mr GILLIES - I think it is more the drummers who are the problem.

CHAIR - Or the drummers.

Mr GILLIES - Yes, we have an acoustic engineer as part of our team that will assess the engineering side of that space. We have also put practice rooms as a new section of building beside the music class room so that we can actually fully isolate those spaces from the building itself.

CHAIR - Thank you. Anything else on that page? No.

Mrs RYLAH - Page 15, I am interested in finding out the considerations for the external cladding of the new buildings and what we are doing with the stuff we are knocking down, et cetera?

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Mr GILLIES - I can talk about materials, that is why I put this image up on the screen. It will be a combination of brick work. The light sections are brick work, the coloured sections will be a rendered type block, so it will have a robustness to it. The section above the red band, in between it and the roof, will be a product called Trespa panel which is like a laminate product. It is a fibre board with a laminate sheet over the top of it.

Mrs RYLAH - Made in Australia?

Mr GILLIES - That I am not sure of.

Mrs RYLAH - Don't tell me it is made in Italy or something. Is that a new product?

Mr GILLIE - No it has been around for a long time. The last time we used it was on the Scottsdale hospital which was 15 years ago. It has been around for a while.

Mrs RYLAH - And the use of, you mentioned here you are going to recycle, what are we planning to recycle?

Mr GILLIE - The sections that we are knocking down are predominantly the admin component of the building. In the past, we have created a schedule of all of the materials that are going to come out of that building and then nominate against each of those materials what is recycled and what is disposed of. We will go through that with a demolition contractor and make sure any material that can be recycled will be and any material that needs to be disposed of will be done so in a suitable manner.

Mrs RYLAH - Is there any asbestos?

Mr GILLIE - I imagine there will be and that will be treated in accordance with the guidelines and removed by a suitable contractor. We have a register for it.

Mrs RYLAH - Good.

CHAIR - For the record, on page 15 you talk about, 'consideration was also given to access between the school and the existing stadium to ensure that pedestrians are separated from all vehicles and facilities, not replicated', so in terms of student safety that has all been taken into account?

Mr GILLIE - It has. We have gone to great lengths in the master plan to separate kids going from the school to parent pick up, or kids going from the school to the buses, and also travelling past all of that up to the stadium. There are direct lines of travel between each of those spaces without crossing roads.

CHAIR - Good. Thank you. Any other questions on that page? Page 16?

Mrs RYLAH - Could you describe the use of energy and water efficiencies in the design? It says energy and water.

Mr GILLIE - Water efficiencies would be collecting water in tanks and recycling that back into the buildings. I do not know whether we have specifically called that up there; no, we have

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not located them on the master plan. We would try to recycle that water back into such things as toilets. Energy efficiency would be dealt with through types of light fittings that are selected and solar panels.

Ms RATTRAY - And double glazing?

Mr GILLIE - And double glazing, absolutely.

CHAIR - You will have double glazing?

Mrs RYLAH - Without bridging?

Mr GILLIE - Correct. You have asked me that before.

CHAIR - Without what?

Mrs RYLAH - Without bridging.

Mr GILLIE - You have thermal bridging through the window frames.

Ms RATTRAY - You can get titanium ones.

Mr GILLIE - They have little timber blocks in them that stop the outside from connecting with the inside.

Ms RATTRAY - I think they are a tad more expensive.

Mr GILLIE - Yes, they are.

Ms RATTRAY - You end up getting what you pay for.

Mr GILLIE - There is a saving in the long run.

CHAIR - With respect to the sewage systems, quite clearly the school is getting on. What is the condition of the present sewage and water piping and all of those sorts of things?

Mr GILLIES - We have not camera-ed the pipes but they are all still working.

CHAIR - Functional.

Mr GILLIES - Yes, anything that is new will be put in as new systems and hooked into the old. We will probably send cameras down them to have a look at them to make sure they are all clear.

CHAIR - Just in terms of capacity, though, adding new buildings to this and you have the administration side as well, so it is going to cope?

Mr GILLIE - Our engineers will have a look at the whole system and size it up and make sure it does work before we start plugging things into little pipes that are problematic.

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CHAIR - Are not designed to take the volume.

Mr GILLIES - That is right.

Ms RATTRAY - What about the electrical system? Do you have to have any upgrading in power, like Tas Networks?

Mr GILLIES - Currently, there is a lot more power up at the school than we need. The substation and the cables coming into the substations are well over-sized so there is enough power there to cope with whatever we are doing.

Ms RATTRAY - Usually you have to put your application in a long time before you need it. They are slow.

Mr GILLIES - Correct. The other issue with buildings of this age is that a lot of the sub mains are wrapped in paper. We found this out on other school sites. The minute we touch them we have to replace them, so the endeavour is not to touch them, to work around them and massage it so that we do not have to go through and replace them all.

CHAIR - That is a task.

Mr GRINING - There is a substation in front of the secondary administration block at the moment.

Mr GILLIE - That will remain.

CHAIR - Okay. Page 17, 18?

Ms RATTRAY - I am sure the piece of art is something that we will still be considering as a community. I know that is what you will tell me.

Mr GRINING - I thought we would have big penguin version 2.0!

CHAIR - With tourism in mind!

Ms RATTRAY - That does not surprise me with your answer, Matt, because earlier today you told me that you had some open space that was like open space on steroids. So, I am not surprised that was your answer. But seriously you are not going to put up a big penguin?

Mr GRINING - We have had our initial meeting with the consultant and we have also advertised in our school newsletter and on Facebook for any interested parents to be involved in that process as well.

Ms RATTRAY - Awesome. It would be nice to keep it local; we like local.

Mr WILLIAMS - With this art, we have done some really good stuff. We try to make them functional, whether they be seats or windbreaks, things like that.

Ms RATTRAY - Glass cases like at St Marys.

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Mr WILLIAMS - Glass cases like at St Marys. Montrose Bay High - beautiful slumped glass windbreak. Try to make them practical as well as beautiful; try to give local artists a chance.

Ms RATTRAY - Showcase what you have locally, if you can.

CHAIR - Page 18, project management funding and budget estimates, and page 19.

Mrs RYLAH - Can I confirm that the DA has been lodged, or is about to be lodged, so it will be lodged in November?

Mr GILLIE - Probably early December at this rate.

Mrs RYLAH - Does that delay our time line?

Mr GILLIE - No, it does not.

Mrs RYLAH - Okay.

CHAIR - A question on that project time line on page 20, if no one has anything on the others. Operation of school during construction: obviously it is great to have a refurbishment and replacement of parts of the school, but you have that sorted? It is very disruptive.

Mr GILLIE - The beauty we have is that we have still have the school down here.

Mrs PETRUSMA - That is right, you have two spaces to work, on haven't you?

Mr GRINING - Two-thirds of our population is currently at the primary campus, as was identified earlier, and currently we have surplus space at the secondary campus where we can move students around. If the stage-to-build time line requires us to do so, we have some scope to do that.

Mr WILLIAMS - It is a real issue, not so much in this project, but we have just done Riverside High, and it was a real challenge for them to keep the school running with the same space, with some of it being used for building.

CHAIR - Any other questions on that page? The potential project constraints on page 21 - no reactive clays and things you have to worry about too much?

Mr WILLIAMS - Not that we know of. You will notice we put a contingency in there. We put in market escalation costs, because there is a lot of construction going on, tenders are coming back in, and we try to keep a realistic expectation for the school community about what we can get for the money that is allocated. You can see there we have an escalation, and we have a contingency in case we do find the pipes are not right. We have tried to be conservative so that we don't end up in a mess at the end.

Ms RATTRAY - You have two escalations - if can you just explain? On page 1 of 2, you have 13.5 months at 5 per cent, and then a few pages over and that is 20 months at 5 per cent.

Mr GILLIE - That is talking about various stages of the project, which are broken up into components, so you will end up with multiple escalations and multiple contingencies. So what is shown on page 19 is the sum total of all of those.

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Mr WILLIAMS - Of course, if the tenders come in and they are not escalated - if we do not find things that need to use all the contingency - that will then go back to the school working group to say there is more money, what do you want to do in other parts of the school, or do you want to extend some of the project? So that sits there, but it is best to be conservative, because at the moment we are finding prices are up.

Ms RATTRAY - There is a lot of building.

Mr WILLIAMS - There is.

CHAIR - Any other questions?

Mrs RYLAH - Landscaping. I note that a number of the trees are risky trees, and are identified as risky trees. How are they going to be dealt with? In one go, over the summer holidays, or something like that? There are some huge trees there.

Mr GILLIE - They will be removed while the school is empty, when no one is here. It will be discussed with the school when is the most appropriate to do it. It will probably be over the Christmas break or school holiday.

Mrs RYLAH - Right. Thank you.

Ms RATTRAY - In regard to the community garden, we saw a terrific example of one just over there in the primary school area. Is there a plan to move that community garden with the school, to make it as accessible as it is now to this cohort of students, with the new development?

Mr GRINING - I guess that garden is a sensory garden; some community volunteers, actually retired staff members, helped to establish that garden. A community garden as such probably sits alongside the tennis courts, and that is actually managed by the local men's shed, so they have free access to the garden beds and to our old maintenance shed, to use that space.

Ms RATTRAY - So will the sensory garden be moved, or not?

Mr GRINING - If there is an interest and an appetite to have a similar space - and you only need to see how well it is used by our students during break times - then yes, absolutely, we would have something that serves the same sort of purpose. We have already lodged some grants for a refurbishment of the space where the men's shed gardens currently are, with a goal of moving towards a community garden and an orchard.

Ms RATTRAY - Thank you. It is a beautiful area.

CHAIR - One question with regard to open space for the kids, where they go to eat their lunch and the like. When we were walking through the high school I noticed there were quite a few dark areas. Natural light was not a forte, shall we say. With the new areas, are you getting a lot of natural light in?

Mr GILLIE - A lot of those rooms are being removed, so there will be a lot more natural light coming into the middle of those spaces. There are also existing skylights up in the building now, but they are going to be retained.

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CHAIR - As long as it has been thought of.

Mr WILLIAMS - One of the things we see with these refurbishments is that if we create a really good space for the students to have their lunch and their canteen, unlike the dark closed-in canteen space at the high school - the walls in front of that will be knocked out, so you will actually end up with an inside-outside cafe space for the good weather and the bad weather, but also a place the kids can claim as their own. At the moment they are finding their own little space, because there is not really a place that is good for them to congregate.

CHAIR - Any further questions? Okay. Thank you very much for your presentation.

Ms RATTRAY - I better ask about 'gold plating'. A former member wanted to make sure that we were not overusing the State of Tasmania's money: there isn't any gold plating?

Mr GILLIE - None at all.

Mr WILLIAMS - We try to make money stretch as far as we possibly can.

Ms RATTRAY - I felt sure that is exactly what you would tell me.

Mr GILLIE - That member would also have asked that we are not designing things with curves in them because of the cost.

Mr WILLIAMS - I could have done that, but I was told not to.

Mr GILLIE - It costs a lot more to put a curve in than a straight line.

CHAIR - There are a number of questions I would like to ask you, as we always do with these things. Do the proposed works meet an identified need or needs, or solve a recognised problem?

Mr WILLIAMS - Absolutely. It brings a school that is not contemporary in its infrastructure to contemporary, and along with all the other building works we are doing, the kids at Penguin deserve the same quality facilities as everywhere else.

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

Mr WILLIAMS - I think the school and the committee that have put this together have tried to reuse every bit of space they can, to stretch this as far as they can. I believe it is good value for money.

CHAIR - Are the proposed works fit for purpose?

Mr WILLIAMS - They will be absolutely great teaching spaces for the kids and our students of Penguin.

CHAIR - It is not the gold-plating question, but do the proposed works provide value for money?

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Mr WILLIAMS - Yes. I believe we have chosen carefully. We have reused where we can, and we have used products and design features to get the best outcome that we can with the money, to keep the space as much as we can with the money.

CHAIR - The final question, which is always of interest to Tasmanians: are the proposed works a good use of public funds?

Mr WILLIAMS - Absolutely. Since I have been in Education, certainly the last seven years, every building tender in Education has gone to a Tasmanian firm, who then use subcontractors who are Tasmanian. It all goes into the Tasmanian economy, and that's a great thing.

CHAIR - Thank you for that. A reminder that whatever you say outside this room is not covered by parliamentary privilege.

Mrs RYLAH - Could we receive the information on those panels - where they are made - to go to the secretary so it can be included in the report?

Mr GILLIES - Yes, we can include that.

Mr WILLIAMS - That gives us two things to follow up with the committee which is a re-done table with the current numbers in -

CHAIR - In relation to enrolments, we are talking about?

Mr WILLIAMS - Yes, that is right. And a specification sheet in relation to that cladding.

CHAIR - Thank you very much, gentlemen. We really appreciate you providing the assistance you did today, the workaround. It certainly helps the committee members to get our heads around it all.

THE WITNESSES WITHDREW.