

THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET AT HENTY HOUSE, LAUNCESTON ON TUESDAY 12 JULY 2005.

EAST LAUNCESTON PRIMARY SCHOOL DEVELOPMENT

Ms MICHELLE FOSTER, COORDINATOR, WORKS AND SERVICES, DEPARTMENT OF EDUCATION, **Mr STEPHEN MURRAY**, CO-PRINCIPAL, EAST LAUNCESTON PRIMARY SCHOOL, **Ms AMANDA FORSTER**, CO-PRINCIPAL, EAST LAUNCESTON PRIMARY SCHOOL, **Mr MIKE WILKINSON**, CONSULTING ARCHITECT, ARTAS ARCHITECTS AND **Ms LORRAINE WHITMORE**, EAST LAUNCESTON PRIMARY SCHOOL PARENT COMMUNITY WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Harriss) - Ladies and gentlemen, welcome. Just before we commence, on behalf of the committee, I would like to thank you all for the briefing we had this morning on site, and indeed for the morning tea. Those kinds of briefings on site are always invaluable as we get a better appreciation of the project. We always have the submissions and, whilst they give one side of any particular project, it is just so invaluable for us as a committee to see on site some of the challenges you face in this particular project.

Ms FOSTER - I would like to thank everybody for coming. The interest from the school and their supporters has been very good. We have looked forward to this day - and I think the school has looked forward to it for quite a while. I would like to start by speaking on behalf of the operational branch of the department. The director of the branch couldn't be here today. I will speak a little and then hand over to a parent from the school and then to the principals.

On behalf of the branch, the East Launceston Primary School has been managed within a district office context until the end of the last year, where enrolments within Launceston have been quite a critical issue. The management of those enrolments has been very detailed and quite deliberate. East Launceston has grown over that time, but that has not been an uncontrolled growth. It has been a managed growth. At this time, at around 500 students, it has reached its peak where we would prefer to see the school remain. That will be dependent of course on what happens in Launceston across the board, given the enrolment growth across several schools and the demographics of Launceston as it changes - which we see across the whole of Tasmania now. At the moment we are planning for around 500 students, which is why we see 20 GLAs within the plan, with a little bit of flexibility in the hall being split up and being flexible to free spaces.

Why we came to East Launceston for priority processes capital expenditure is that the enrolment capacity was reduced; it was under Commonwealth guideline areas. The school is full; they are literally hanging from the rafters - there has been a lack of expenditure in the history of the school. So quite a few elements came to a point where we had allocated a capital investment program through the traditional three-year budget program, and that occurred. Then an opportunity with the community health and wellbeing program last year came up and further funds were allocated, which reached the

\$3.5 million and which is detailed in the submission. That is our approach from a corporate services viewpoint on the project to date. The only other thing we would have liked as a department was any feedback on our submissions and how you view them, and anything we can add to those in the future that help you, including the title.

Ms FORSTER - It is recognised that as East Launceston Primary School reaches its centenary the school is in need of a major works program to ensure that appropriate learning spaces cater for students, the community and the curriculum in the 21st century, the Essential Learnings. We view the proposed redevelopment as a wonderful opportunity to design buildings and refurbish internal spaces so that they cater for and reflect current pedagogy and modern teaching and learning methodologies. The continual upgrading of the school is seen as central in our quest to ensure high standards are maintained and positive learning outcomes are guaranteed for all members of our school community. In essence, what we are looking for connectivity in our buildings, preservation of the historical significance of our school, updating and upgrading of spaces, flexibility in our learning areas, the ability to provide community-based education, modern and appropriate ICT and communication systems, and a welcoming and contemporary school that reflects the high-quality outcomes of the students who attend.

It is true that bricks and mortar do not make a school, that it is very much the quality of the people and the relationships within that community of learners that lead to successful outcomes, along with the strength of the communication that exists with parents. Schools, however, also need to provide complementary resources, facilities and a stimulating environment that adds to and enhances the educative offering given to students. This is a journey that our school is committed to over the next few months.

Having worked at East Launceston Primary School for a significant period of time, I see a well-preserved, functional and architecturally significant and highly valued primary school and community resource in need of upgrading, refurbishment and a significant capital works program based on the major curriculum reform of the Department of Education - the Essential Learnings - the steady and sustained increase in the school population and, finally, the lack of capital expenditure on the school over the past many years.

Mr MURRAY - My comments, basically, are really to supplement those comments made by Mandy, but basically our building is a tired building. It does not offer us the flexibility that is required. Mandy talked about the Essential Learnings. The Essential Learnings is about building capacity to achieve certain educational outcomes for all children. At the moment we are so tight for space our inability to move around the site makes it almost impossible to really undergo learning with any sort of full richness. We believe that this new building program will give us some capacity to achieve a whole lot of outcomes that we cannot do at the moment. There are some logistical issues around the movement of the building, moving students in poor weather from one sector to another, and a whole range of issues that are centered around infrastructure as well. Our infrastructure is old. Our telephone system keeps breaking down, keeps being interrupted by our alarm system. Our power capacity needs to be reviewed. The ability to actually provide computer outlets and things like that have really reached the point where something needs to be done. I think that basically is where we stand. We believe major works of

this size will give us the flexibility and capacity in our strong desire to ensure that the outcomes for students are the very best we can offer.

CHAIR - Thanks, Stephen.

Ms WHITMORE - I am an active member of the parents and friends association of East Launceston Primary and am involved in the building reference group which was formed for this redevelopment. Today I represent the school community. Currently my three children attend the school, in kinder, grade 3 and grade 6, and this has placed me in a position to understand the school's needs across all grades. I have witnessed first-hand the need to upgrade classes, as most of them have accommodated one of my children at some stage through the years. As a parent, the need for a well-organised, open and comfortable place for our children is a priority. If there is a clutter due to lack of storage and space, children will reflect this in their learning.

In 1997 my husband and I visited East Launceston Primary to enroll our son in kinder. That was a daunting task, as we hadn't entered a school since we had left as students. There was no obvious entrance to the office so we found ourselves wandering through the school grounds looking lost and hoping we didn't enter a classroom by mistake. To this day I still witness visitors looking for the office and can sympathise with them, hence the need for a dedicated administration building. As visitors will naturally report to the office, this really should help with the safety within our grounds.

Due to the lack of available space, volunteers have always found it difficult to conduct fundraisers and provide extra services. Whether it is a chocolate drive, a fair, school banking or clothing pool, appropriate space is limited. With the provision of extra flexible areas, this will allow our volunteers to perform these tasks without feeling they are using valuable resource areas. Volunteers and fundraising are a very important part of the school community and we need to accommodate them.

The new multipurpose area and refurbished courtyard will be a valuable addition to the students in our school community. The parents and friends association own and maintain the currently used pavilion, which is a unique situation. I am the volunteer coordinator. The facility is only permitted to accommodate 200 persons, according to the Launceston City Council place of assembly licence, which doesn't allow for our school to gather in large groups. To assist with the financial upkeep of the pavilion and oval, the P and F needs to hire it to various community groups after school hours. Although we try to give the school priority, sometimes the hirer cannot be cancelled due to lack of time. To improve the pavilion to meet the needs of our school would require years of fundraising and this would detract from more important requirements for our children.

I feel that this is beginning of a school moving into the future and to complement the redevelopment, the P and F are aiming to help improve the playground areas for all grades. I personally look forward to being involved with East Launceston Primary School as we strive to provide the best education facilities for our current and future students.

CHAIR - Thank you. And, finally, to the architectural side.

Mr WILKINSON - The first plan I am going to refer to is at the back of the report. I would like to reiterate on some sections in the report pertaining to school planning and design and comment on building services and report on some separate trade packages which have been let.

The first part of our journey was to master plan the school. We went through consultation with the school community and stakeholders to try to generate ideas on the development. We prepared several master planning options, of which I have only included two in back of this report. Option 8 shows the administration facility. Common to all the options was having the multipurpose hall in the centre of the school. That seemed to jell very well and form a sound basis for the start to our master planning. The wet area extensions to the two GLAs in building 1 were always contemplated there, although the one on the right-hand side of the current administration office has since dropped off. We have also always considered redeveloping the old courtyard that is there at the moment to provide some connectivity between it and the general purpose hall and the redeveloped courtyard to the south. The problem with putting the administration on the end of the early childhood building was that we had to basically redevelop two kindergartens which had been recently refurbished. Whilst this left more space between those two existing buildings, it was quite prohibitive in terms of economics to do that. It was roughly going to cost an extra \$350 000 to undertake that option.

Then we moved to the next option, option 9. This option locates the administration building on the end of building 3 and closes off the view and the entry into the courtyard. It provides a front door for the school and traffic can flow on either side of the building around into the developed courtyard at the rear. This option, as mentioned previously, also shows the general purpose hall in the same location, with the connectivity to the two courtyards: the indoor courtyard on the east and the outdoor courtyard or amphitheatre on the south.

The multipurpose hall itself is able to be opened up. There is a plan in the document, which is the third one from the front, and it shows three areas which it can be broken down into, and it shows the connectivity through into the existing courtyard. At the back of those spaces it shows a new office and wet area in the centre section, and the new stage which would be a dedicated stage, and a new store for chairs on the right-hand side. So in that building 1 plan you can also see some areas where the classrooms have been opened up to each other to provide some connectivity of teaching spaces as well, which I will talk a little bit more about later.

The administration building has been located between the two existing classroom buildings on Mary Street, providing a new front door and reception point for the school. It has a faceted facade that links the two buildings on either side, providing the school with a contemporary new image that is complementary to the existing school buildings. The new administration building houses reception for the school, general office, key personnel offices, a resource room, staff toilets, staffroom and a meeting room. The staffroom is well-located to supervise the central courtyard.

Going back briefly to building 1, the extensions that are planned to be built off the two smaller GLAs downstairs on the north side of building 1 provide more spacial flexibility to these rooms. At present these rooms are undersized in comparison to the

Commonwealth guidelines in the DOE's preferred area of approximately 80 square metres per GLA, and this extension houses the new wet areas for these teaching spaces.

The canteen that is there at the moment is proposed to be demolished because it is in the place where the hall needs to be. It is also outdated. The new canteen is proposed to be located on the north end of building 2, or the Early Childhood Building that we saw this morning, and will provide secure access from two sides for the canteen for the younger and older students alike. Some equipment in the existing canteen can be reused, such as refrigerators, freezers, pie-warmers et cetera, and this canteen also can be used for teaching food technology with small groups of students.

Generally the general learning areas in buildings 1, 2 and 3 are the other major part of the redevelopment in the upgrading throughout the school. There are 20 GLAs currently in the school, and there will be 20 GLAs after the redevelopment, plus three multipurpose spaces in the multipurpose hall. It is proposed to demolish the GLA dedicated to music on the north end of building 2 and rebuild it as a new GLA which will encompass the existing staffroom and open up the space between the end of this building and the library.

The existing GLAs are being opened up to each other, which I mentioned earlier, to provide connectivity and shared use of resources and increased teaching and learning opportunities. Most of the existing general learning areas are in need of upgrading, and are planned to be refitted with new wet areas, stores, cupboards, pin-boards, external sun control canopies to north-facing windows, new ceiling heaters, new lighting and power and new communications cabling infrastructure, paint and new floor finishes. The extent of the refurbishment is to a degree dependent upon the budget parameters yet to be tested on the public tender market, which we will look at a little bit later.

Some of the building materials which we are thinking of using are, generally speaking, that all the floors will be reinforced concrete slab and footings. Generally speaking, the buildings will have a steel frame so that we can get the roof up to protect from wet weather and get into the building underneath. Generally speaking we are using Colorbond steel sheet roofing which will be heritage red, the same colour as the existing school roofs, and we will be using powder-coated glazed doors and windows. You will notice on the elevation of the administration building, about halfway through the set, it generally shows that we have a faceted brick facade joining the two buildings in the elevation on Mary Street. We are relocating the entry to the school from the front to set it to the side so it leads directly into the administration space, so there are also other areas that you come to. When the children go to school in the morning they come in through the corner in between building 1 and building 3, and they come into the top section, to the west side of building 2, and they can also come in around both sides of the new administration building. But probably for most of the time the entry through into the administration area will be used mainly by people coming to the front office. So you can see it provides a new image, a new look to the school, reinforcing the existing character and fabric in the existing buildings by selecting materials that blend in appropriately.

On the bottom of the facade walls you can generally see that we are proposing to use rendered brickwork, and above that the brickwork. We are trying to get a match with the existing bricks at the moment by talking to both brick companies locally.

Mrs NAPIER - How do you get into the hall, that new multipurpose area?

Mr WILKINSON - From the open courtyard. There is a covered way linking the new administration building and building 3 to building 1 down the side there, and there is a verandah or a roof overhang of about 3 metres in front of the multipurpose hall.

Mrs NAPIER - They are actually getting three separate entrances in there?

Mr WILKINSON - Yes, they are, and also through the courtyard end as well, and there is a door connecting the building 1 corridor so that after-hours users can use the toilets and things like that there.

Just on the building services, all the services are to be renewed and upgraded, including power, which includes lighting and heating. We are renewing the substation that is there at the moment. The substation is next to the kiosk and next to the administration facility that we currently have where the multipurpose hall is, and we are taking that transformer out and relocating a new transformer down to the existing substation and upgrading that. That is on Abbott Street down near the emergency vehicle ingress there at the bottom right-hand corner of the drawing. That is on our site plan, which is the first drawing in the set. So we are upgrading the power and the lighting and heating, the fire detection and the communications cabling. We are also rebuilding a lot of the drainage services for the school.

To date we have had to let some separate trade packages in order to expend moneys as required and to meet some time requirements. As mentioned, they were the upgrade of the Aurora substation, which was \$9 000; the heater supply contract for the school, which was \$55 000 or thereabouts; the carpet supply contract, which was about \$67 000; and currently we are letting the main switchboard and cabling so that we can undertake that work during the September school holidays because it requires a shutdown of the power to the school for about a week. That is why we had to let that one early.

Ms FOSTER - Do you want to talk to budget now, or do you want to make that part of the questions?

CHAIR - No. If Mike wants to proceed and discuss the budget, that could well raise some questions.

Ms FOSTER - As I explained earlier, the funding is from two sources for the total project, and we have been treating it as one project of \$3.5 million rather than two individual projects. To date we have received a cost estimate from the quantity surveyor which has us over budget, which is fairly normal. We have come up with almost a vision of where we would like to be, and we are always having to adjust that as the next step and prioritise what is the most important elements in the vision.

Mr STURGES - How much over budget?

Ms FOSTER - I think it is \$266 000. At this stage that is very conservative. The quantity surveyor is always allowing for our over-vision and also the fact that we haven't developed the full plans as yet. They are also allowing that we might ask for gold taps in

the bathroom - not to that ridiculous point, but they don't know the actual end extent of what we are going to ask for in finishes. There is a fair fat in that allowance. In 12, in the submission, we have tried to demonstrate for you what is happening budgetwise in that, based on the plans to date, the quantity surveyor is telling us \$3.151 million to construct to a certain degree or level of finish this plan, which puts us over budget a small amount. Within the project as a whole we think we can cover most of that and with the school, Mike has identified certain elements that help to get us down below budget and a budget strategy of using furniture and equipment funding up to a maximum value. So rather than putting all the furniture and equipment money into the project - we don't want to do that - we want to make sure that if we do a new building the old, ratty furniture doesn't go in. As you saw today, some of the school furniture is in quite good nick and they have had a program to date of replacing that, so they won't need as much furniture and equipment funding. The end figure is basically what the market tells us once we have gone to tender. So we try not to get too pinned down. We like to get as close as possible with the estimate. Once we have been to tender, we could be talking a different story. It might come in over again or it might come in under.

Mr WILKINSON - We are fairly comfortable. We think we can make that work.

Mr STURGES - Staff having to give up their airconditioning, I'm sure.

Laughter.

Mr MURRAY - What you haven't had in the past you don't give up.

Mr STURGES - I have a couple of questions to assist me in getting a better understanding. I thank you too for this morning's site visit. That has really helped in understanding where this plan fits in with the current arrangements you have at the school. In relation to disabled access provisions with the redevelopment, what sort of considerations have you given there, particularly for wheelchair access?

Mr WILKINSON - Generally speaking, the administration building is wheelchair friendly. It is designed in accordance with AS1428. The new multipurpose hall is able to be accessed with no problems. We have the right widths for the corridors, the right door widths, the right sort of threshold with doorways, the right ramp configurations - all the things that we think we reasonably need to fit into the building to work properly for someone in a wheelchair or someone who is not quite as mobile as others.

Mr STURGES - That also fits with the library. I note that the library is going to become the focal point for your IT configuration. That is also a consideration?

Mr WILKINSON - The little lower level in the library has three or four steps down to it. That is an area that can't be accessed.

Mr STURGES - No, I accept that, but access to the main area.

Mr WILKINSON - Yes. We don't have a lift to upstairs as it is currently but that is not proposed to be changed at this stage.

Mr STURGES - I am not sure who is going to answer this question but I will throw it up. I also take note of comments made in relation to capability to deal with the capacity that you have at the school to conduct assemblies. With the new courtyard and the general-purpose area - and I see that it is in different stages there - how many will that hold? What sort of numbers have you estimated there?

Mr WILKINSON - The hall is about 350 square metres, so we figure that will take about 500 at a pinch.

Mr STURGES - Is that hall and courtyard?

Mr WILKINSON - There may be some need to spill out into the courtyard behind, but certainly not outside. I would imagine you would be able to get everyone into the hall itself.

Ms FOSTER - The Commonwealth area guidelines, the provision of multipurpose hall, are between 0.5 to 0.7 square metres, so we are at the upper range of that. For assembly space, having that flexibility to open to other areas, increases that.

Mr STURGES - I note you have a new covered walkway from the entry, the reception area, staff room and administration area through to what is going to become the centrepiece of the school, I guess. What about from building 2, is there any covered walkway planned? The reason I ask the question is that I note emphasis was given in your submission, Mandy, to the new Essential Learnings concept of being able to move children around and they are not stuck in the classrooms as they were perhaps 10 or 20 years ago. At the risk of growing the budget further, was that something that was considered?

Mr WILKINSON - At this stage we have not planned to put a new external covered walkway down the west side of building 2, but you can transfer internally through the building out and down and into the back of the library and also the multipurpose hall. You can come around the front as well. There isn't any link, because of level differences, between the east face of building 2 and the courtyard.

Mr STURGES - I will leave it as an observation, if I may, Chairman. The planning is absolutely fantastic in regard to the general areas, but to get the kids from building 2 into the general-purpose hall and the new courtyard area I would suggest may be need to be considered in the future.

Mrs NAPIER - Thank you for this morning. It is always good to have a look. Inside the general-purpose hall, some of the space is taken up with the stage and two stores. Whilst I can see the need for the stage and perhaps one store, I wasn't quite sure what the rationale was for having two stores. If you are trying to get the full school population in there - and potentially parents as well - it seemed to me it was unnecessarily absorbing the space in what would otherwise be three really functional spaces, particularly where it might involve movement.

Mr WILKINSON - The store off multipurpose area 1 on the left-hand side is a part-time office area and wet area and a withdrawal space for that when it is set up to use as a classroom. It could also be used for housing some of the acoustic and lighting gear that will need to be put in as part of some separate contracts. The other store on the

right-hand side is for chairs, essentially. There is really only that one space on the left that will be free for additional types of uses that will be required for the hall.

Mrs NAPIER - In terms of what is anticipated for the use of the hall, are you suggesting that in the foreseeable future at least one of those areas will be used as a classroom?

Mr WILKINSON - Quite possibly.

Mr MURRAY - Do you mean short term or long term?

Mrs NAPIER - Yes.

Mr MURRAY - Only in the short term. Long term, because of its multifacets, we envisage that maybe there could be a session of music being held there, a dance group, and a classroom taking drama in that area all at the same time, with the ability to close off the area to provide some sort of space. We are aware that there would be some muffled noise but we don't believe that would interfere with the particular programs. So we have that particular aspect of it. We don't anticipate that we would be using it as a classroom as such, except in an area of flexibility. Maybe if that was to be completed prior to other parts of the major works, we might consider using that space from a logistical point of view, but long-term we see the flexible use of that space as its great strength. So it can be a small group, a whole class, or it could be even a bigger number doing some sort of activity in that particular space.

Mrs NAPIER - So what you are arguing is that those rooms, which are almost the size, I suppose, of double classrooms, will provide adequate space, whether it is a dance class or a movement class or whatever it might be?

Mr MURRAY - Yes, we feel comfortable that that space will be sufficient for, say, a traditional class of around 25 to 27 to sit comfortably. We do not envisage furnishing that area in any way except if we were sitting watching a performance or something like that. It will be a fairly flat carpeted space which allows a fair bit of movement and freedom.

Mrs NAPIER - The issue of cover in the kiosk area, given that you have moved that to an outdoor setting, what kind of plan is anticipated for keeping children dry while they are gathering and waiting around the kiosk being served?

Mr WILKINSON - There is a verandah over both parts of the kiosk that face back to the south to building 2, and also to the west, so both of those areas are covered.

Mrs NAPIER - How much cover?

Mr WILKINSON - I think there is about two metres of cover from the wall, at a reasonable height to stop the ingress of most types of weather.

Mrs NAPIER - If we are looking at the regular use of the kiosk, which happens on wet days as much as on dry days, why are there not planned walkways connecting that building - again it is building 2? Once children get wet and come back inside the classroom

et cetera it adds to the odour of the day. I was just wondering why there was not a plan for covered walkways between the buildings.

Mr WILKINSON - There is a new set of steps off the end of that building, and it has a verandah that leads out almost to the entry to the back of the hall there, into building 1.

Mrs NAPIER - But could it easily be done?

Mr WILKINSON - I would think so. That is something we could look at doing, yes.

Mrs NAPIER - It just seemed that, whilst you are doing this and you have your construction men there and your equipment, I would not see it as being a huge additional cost, so if you could give some consideration to that.

Mr WILKINSON - No, we could do that, I am sure.

Mrs NAPIER - But while we are talking about that, I then started considering the site, given where you have put the office area. I know you have a plan for a garden on the east side of building 2. Has it been assessed for fire accessibility, getting machines in there in the middle of your campus?

Mr WILKINSON - We have had discussions with the fire brigade and, as I understand it, with the new provision for service vehicles to come in around the back, they are happy with that sort of access. There are a couple of fire hydrants in that courtyard. There is one in the courtyard and one near the corner of Mary and Abbott Street. They are too close to buildings, but there is enough fire main and fire hydrant out in the street close enough to serve the whole school.

Mrs NAPIER - So you do not think you would actually need to get the trucks in between the buildings?

Mr WILKINSON - No.

Mrs NAPIER - Okay. But they are happy?

Mr WILKINSON - They can get close enough to be able to run hoses into it, and it is something we have talked about with them.

Mr MURRAY - If I can add something to that. With the proposal of the new entrance, we have looked at it and the space is quite sufficient to get a truck right around to virtually the canteen, which is obviously a potential fire area, of course. So you can bring a truck right round there and, with the services at the front, we feel the coverage is quite adequate.

Mrs NAPIER - I was thinking also you would need to at times get a truck or a car of some kind, I guess, into where your general purpose hall is.

Mr MURRAY - We have aspects of emergency, too, which requires maybe the potential for a vehicle to be somewhere with ready access, so we have taken that into consideration as well.

Mrs NAPIER - Okay. So the space is there. Looking at the diagram from here it looks like a squeeze.

Mr MURRAY - Technically I suppose it does, but there is sufficient space for a vehicle of some size to get right through there.

Mrs NAPIER - I am interested in the project. I think it is sensible use of the money and I guess, given that you have the equivalent of a gymnasium/other hall down near the grassed area, I was interested as to the extent to which the general purpose hall was to be retained as an area that was capable of movement, whether it is associated with dance or drama or physical education or whatever. I guess I always get a little concerned whenever stores and things like that start intruding in an otherwise functional space.

Ms FORSTER - If I may make a comment on that point, in the initial discussions we thought of locating the music room in that large space but, on reflection, we have a GLA that is a little bit more isolated than some of the other rooms and we think if we put music in that GLA and keep this multipurpose room free so that it is accessible as a large space or a smaller space, but it does not have a lot of instruments in it. It does not have a teachers desk, all those sorts of things. It is a big open space, which is something we have not had before, and it is flexible.

Mrs NAPIER - Once you start putting a lot of wet areas and other kinds of things in there, it eventually encroaches and you lose your functional space.

Ms FORSTER - Yes, indeed.

Mr MURRAY - That wet area was consideration to provide that additional amount of flexibility. It is a bit hard to predict all the potentials that might be used in that space and, in trying to work out what facilities you would want there, the consideration for at least the capacity to have a wet area would be an important thing. In talking to a number of staff, they felt it just adds that dimension, because if you have to go looking for those facilities outside that area it may reduce your flexibility to do a particular task, and the fact is we also wanted to provide some office space for our physical education teacher and our music teacher. Certainly we do not want to fill up the space with anything except children.

Mrs NAPIER - The reroofing of the courtyard we had a look at, I know. That is a cold spot. What is being done to try to make it a more friendly spot? I know it is not so bad in the heat of summer, but what is being done to make it a more functional and usable area?

Mr WILKINSON - The roof that is there at the moment is going to be taken off, and a roof will be put back in over the area back to the top of the verandah, so it will be a lot more aesthetically pleasing and will feel like a nicer space to be in. We are also insulating the solid part of that roof in the centre, but around the outside we have translucent roof sheeting, so we are insulating that, and I am also looking at putting some heating in there at the moment as well.

Mrs NAPIER - So there is some consideration of heating?

Mr WILKINSON - Yes. And we are repaving that area down there, but that will be a hard surface. That is going to be concrete, so it will be able to be used most times during the year.

Mr MURRAY - The other aspect to that is that it is a hub for a number of GLAs. At the present moment children will come out there, but they don't really want to stay out there for very long because it is cold, and this is an opportunity to allow smaller groups or individuals. It could be as small as an individual on a computer, to a drama group or a discussion group, and the way we aesthetically want to have that area, we believe we can utilise its space in a much better way than is happening at the moment. If it doesn't leak at all, that is two major things that are a reasonable consideration.

Mr STURGES - I will just go back to item 12 in the report. You have estimated expenditure of \$159 000 for electrical work. I assume that includes a new telephone system and work associated with the IT infrastructure, or is that separate?

Mr WILKINSON - That is a separate item. The telephone system will be probably purchased by the school out of its furniture and equipment budget, but the infrastructure for all the cabling has been put into the electrical contract. It will be in the main contract for the construction of the school.

Mr STURGES - Is the school getting access to fibre optic or running of ADSL? What are you envisaging for your connection for the infrastructure?

Mr WILKINSON - Between the IT hub and the various hubs in the buildings we are using fibre optics because of distance requirements.

Mr STURGES - Internally?

Mr WILKINSON - Yes. But as for an optic-fibre link coming into the school, I am not sure I can answer that question.

Mr STURGES - Curiosity only. I just wondered whether you'd gone that far.

Mr MURRAY - With the long-term structure - and you may have seen one today - there is a small mobile unit with a number of laptop computers.

Mr STURGES - Yes, I understand.

Mr MURRAY - We are really keen to go that way. Our Internet flows pretty well and we think we are pretty open to the world.

Mr STURGES - I was just curious as to what you were getting from the outside world for connection. It might be something worth looking at.

Mr WILKINSON - ADSL, I understand.

CHAIR - I have one question with regard the new general-purpose area. I appreciate in some measure I think the challenge you have in fitting in an extension to what is a pretty decent-looking historical building. What challenges confronted you, Mike, in the

architectural concept with regard, I suppose in my bushman's term, selecting a roof shape which would be more sympathetic with a fairly significant and attractive pitched roof which you have around the rest of the complex? I am looking at the domed roof over the general-purpose area and I suppose a similar question then flows to the existing courtyard and you are taking off that ugly pitched roof and putting back a domed roof. I understand what you're doing there with translucent sheeting and so on. What challenges confronted you architecturally in somehow replicating the pitched roofs and to therefore have that more sympathetic with what is a pretty decent-looking building?

Mr WILKINSON - Some of the things we had to do was to provide cover on the front, or the courtyard side, of the multipurpose hall. We needed a roof low enough to provide shelter at that veranda level and on the other side we wanted to cut the roof back far enough so that it didn't impinge too much on the windows from the corridor upstairs. We wanted a roof that would pitch in and over an existing courtyard as well. I felt at the time, and still do, that a low, flat, pitched curve roof like we have will work in a complementary fashion with the existing buildings. I don't think you should necessarily mimic or copy existing buildings when you are adding to or extending them. I think there is room in the architectural vocabulary to be to provide a modern aesthetic to a new building. I think the way we are proposing to use the brick walls and the render and some of the colours and things of the roof itself and the steel structure will all marry in pretty well. I am quite happy with the design as it is at the moment.

CHAIR - That was the only question I had with regard to the proposal. I found it encouraging to note that as a school community you had engaged the students in picking up this project and running with it, measuring up where it is going to go and getting excited about that. I think that is commendable. It is not surprising of course because that's the way a school community should work, but nonetheless it is commendable.

Michelle invited comments on the presentation of this particular document. Does any committee member wish to make any observation about this document?

Mrs NAPIER - It's significantly better than some of the road submissions we've had.

Laughter.

Mrs NAPIER - I found it very useful; it was some early morning reading for me. It dealt with the history right through to the current project.

Ms FOSTER - If I am not inundating you with too much, it is just a nice level across the board.

Mrs NAPIER - I thought it was very appropriate information and very useful.

CHAIR - Michelle, we were talking informally in a jovial manner before we started about the title in terms of the message from the Governor. Clearly, 'East Launceston Primary School redevelopment' will be fine. In terms of describing the project for the committee, that is fine.

Mrs NAPIER - There is probably a really simple answer to this but there was something I struggled with this morning. 'As reflective thinkers they will be emphatic'. What does that mean?

CHAIR - Passionate.

Ms FORSTER - That is not a part that we wrote. That is under the Essential Learnings, is it?

Mrs NAPIER - I was trying to think what that meant 'as reflective thinkers they will be emphatic'.

Mr MURRAY - I would have thought it may be 'empathetic'.

Mrs NAPIER - I thought so, too. I am struggling with the ELs, in a sense. I wasn't sure if it was a typo or if it was a concept that I needed to understand.

Mr MURRAY - I suspect the concept is empathy.

CHAIR - I am impressed that Mrs Napier has studied the report to that extent.

Mr STURGES - I have a comment in relation to the report. I say quite sincerely that it is not an overkill; there was enough information. I liked the fact that it was structured. We went back into a bit of history and then we looked at the areas that were being proposed for development. If I have one criticism, the hot dog day, I note, was on 29 June. Why wasn't it 12 July?

Laughter.

Ms FORSTER - If we'd known, we would have changed it.

Mr STURGES - It was an easy-to-read and clear report and I thank you for that.

Mrs NAPIER - Following on from your comment, the recognition that the school and the community have been fundraising to contribute towards the whole project I think is reassuring in itself. Not unexpected, but very good.

CHAIR - Thank you all for coming.

THE WITNESSES WITHDREW.