

PUBLIC

THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 1, PARLIAMENT HOUSE ON MONDAY 6 DECEMBER 2021

NEW BRIGHTON HIGH SCHOOL

CHAIR (Mr Valentine) - Welcome, and thank you for coming along to present. On the committee today we have John Tucker; Felix Ellis; Rob Valentine; Tania Rattray; and Jen Butler. Secretary to the committee is Scott Hennessy, and we have Roey on *Hansard*.

We are in receipt of one submission, dated 6 December 2021, from the Department of Education. The submission was received into evidence.

We have three witnesses before us today.

Mr KANE SALTER, DEPUTY SECRETARY CORPORATE AND BUSINESS SERVICES, **Ms SAMANTHA ABLITT**, EDUCATION LEADER, DEPARTMENT OF EDUCATION, AND **Mr NEAL MACKINTOSH**, DIRECTOR JAWS ARCHITECTS, DEPARTMENT OF EDUCATION CONSULTANT, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR - We are pleased to hear the evidence you are going to present today, because without it we can't make our judgment on this. Before we start, I must inform you of some important aspects of committee proceedings. A committee hearing is a proceeding in parliament. This means it receives the protection of parliamentary privilege. That is an important legal protection that allows individuals giving evidence to a parliamentary committee to speak with complete freedom without the fear of being sued or questioned in any court or place out of parliament. It applies to ensure that parliament receives the very best information when conducting its inquiries. It is important to be aware that this protection is not accorded to you if statements that may be defamatory are repeated or referred to by you outside the confines of the parliamentary proceedings. This is a public hearing. Members of the public and journalists may be present and this means your evidence may be reported. Do you understand?

Mr SALTER - Yes.

Mr MACKINTOSH - Yes.

Ms ABLITT - Yes.

CHAIR - Would you like to make an opening statement?

Mr SALTER - That would be great, thank you. Thank you for the opportunity to present to the committee today on the master plan for the new Brighton High School. It is an important and critical aspect of the consultation, planning and approval stages. I would emphasise the word 'consultation' because we recognise it is the long time invested at the front end prior to construction that maximises the long-term outcomes and benefits for these capital projects. In that regard and as outlined in the submission, there has been extensive consultation for this project with the feedback incorporated into the design. I am advised that the most recent

PUBLIC

consultation from October 2021 has been overwhelmingly positive. Importantly, consultation will be ongoing.

For the new school builds and major upgrades in the capital program, the department has also put on a lead to drive engagement on the pedagogy and learning requirements - hence, Sam Abblitt joins us at the table today in her role as education leader. I will provide some very brief overview points prior to your questions, noting that we have sought to make sure we have those with the expert knowledge at the table and in the room today to be able to promptly respond.

In terms of those brief points, as mentioned we are seeking approval for a major capital investment of \$50 million to construct a new high school at Brighton. The Brighton local government area is expected to have the fastest growing population in Tasmania up to 2042. Enrolments at the nearby Brighton Primary School are currently in excess of 600 students, with the majority currently transitioning to government high schools in the northern suburbs or to independent schools. The new high school will be the first, purpose-built, years 7 to 12 school in Tasmania and is being designed for 600 students.

The new high school, as we've just been told, will be built on a greenfield site at 1 Elderslie Road, Brighton. We will continue to be working in close collaboration with the Brighton Council and surrounding property developers to deliver a school that supports the wider community.

CHAIR - Thank you very much for that.

Ms BUTLER - My question is to Kane. It's my understanding that the compulsory acquisition value of the land for the proposed project has yet to be finalised. It's also my understanding that there is a dispute with the owners in relation to the value of the site and that the matter is currently with the Valuer-General. Could you update the committee on the expected time frames for that matter to be resolved, and whether or not that might have an impact on the overall cost of the project and the ability to meet the project's time frames?

Mr SALTER - Thank you for the question. You are correct, the land has been purchased through compulsory acquisition. Firstly, I would say that through that legislated process with the Valuer-General that it won't impact. The Government has taken ownership of the site and therefore it won't impact on time frames for delivery of the project, which is due for commencement of the school year in 2025.

I can't speculate on the time frames because the Valuer-General is in control of that process but it is going through the statutory process as per the legislation. The final cost, as you've outlined, will be subject to that Valuer-General process as well.

Again, it won't impact on the time frames for the project.

Ms BUTLER - As a supplementary to that, this project is due for commencement in 2023, I understand?

Mr SALTER - It's due for school to commence in the 2025 calendar year.

PUBLIC

Ms BUTLER - I'm thinking without that being resolved with the Valuer-General, could it be a bit too early for this come to the committee?

Mr SALTER - Again, I would say that it won't impact on the time frames for delivery of the project. I certainly don't expect that that process would be continuing to that point in time. The Government does have legal ownership of the land through that legislated process.

CHAIR - Before we go to further questions, I welcome members of the public to this committee meeting today. I apologise that we had some technical difficulties in starting the broadcast over the web but, nevertheless, welcome.

Mr TUCKER - On the contingency, you have here that the budget estimate allows for an escalation of 4 per cent per annum. We also have the Legana School, and that has 6 per cent. I'm wondering how you have come to the 4 per cent figure when they've come to a 6 per cent figure. I would have thought that it would have been same across the board and I was wondering why there's a difference.

Mr SALTER - The major difference for Legana is due to the market in the north, taking account of the university and the work that's going there at the moment. That drives a higher rate for Legana compared to the Brighton project.

CHAIR - Sorry, I should have said that we'll work our way through the report. We'll go to page 3 and see if there's any other questions on page 3 from members. Page 4?

Ms RATTRAY - I think my questions will fit in quite nicely here. Thank you. I appreciated the opportunity to have a look over the site this morning, although I didn't have the appropriate shoes to take to the paddock, but I found out plenty of things outside of the paddock. I'm interested in the 'cluster and collective' discussion we had this morning around who is going to be feeding into the new Brighton school into the future. So, if you could pop that on the public record, that would be very much appreciated. Thanks, Sam.

Ms ABLITT - Cluster and collective are interchangeable terms that we use. So, a cluster or a collective is, I guess, a group of schools that work together. So, for the cluster of schools that - or collective that -

Ms RATTRAY - We're happy for you to use collective now.

Ms ABLITT - Okay. The collective that Brighton High School would be part of would include the primary schools and the Jordan River Senior School, and they will form part of that group of schools that will work together. Basically what the schools do, whichever group they work with, is look for opportunities to work together for the betterment of all the students in their collective schools. So, Brighton will be no different and as I mentioned this morning, it will be what it is that Brighton High School will be able to offer the schools in the collective and what those schools will be able to offer the students at Brighton. So, whilst the school will be built with certain aspects in it, there will be certain things that it won't have because that will be on offer at the other schools, such as the Trade Training Centre that might be at Jordan River -

Ms RATTRAY - And the school farm.

PUBLIC

Ms ABLITT - And the school farm, absolutely. But there will be other things at Brighton High School that will complement what is happening at, say, the school farm, that perhaps those students from both high schools will be able to come back to Brighton High School and be able to participate in. So it might be something that they do, say at the school farm, that they perhaps will be able to come back to in what we're calling the DATS building, which is the Design, Arts and Technology building, and be able to then extend that learning in whatever it is - whether it's something to do with technology, something to do with science, something to do in the arts - and then be able to extend that learning. Or it might be something those students then take back to Jordan River Senior School. So, we're expecting that once the staff comes on board, they will be able to work together to develop units of learning at both sites.

CHAIR - Any other questions on page 4? I had a difficulty locating the department's pedagogical framework. It refers to attachment 8 and I'm not quite sure whether attachment 8 is actually in the paperwork.

Ms ABLITT - That's this one.

CHAIR - Okay. How far in is that?

Ms ABLITT - It's right at the back.

CHAIR - The back of the whole document?

Ms ABLITT - Yes.

CHAIR - Okay. Yes. Is that the one?

Ms ABLITT - Yes, that's all part of it.

CHAIR - Yes. That's all right. When I was working through it over the last few days, I couldn't quite find it. I had various attachments but number 8 eluded me. Anyway, thanks for that. So, you've explained that anyway. I think that's important to have on the record in the document that we've got before us.

Ms ABLITT - Can I interrupt you with that? The pedagogical framework that the department uses is an overarching pedagogical framework and so, my role has been to help merge the pedagogical framework with the other attachment that is there, which is the built environment guide, and work with the architects on that, about how that might look in the built design and that is how we have come to the design of the school. That has been my role in regard to interpreting what that pedagogical framework looks like.

CHAIR - You had a fairly hefty input from members of the public, didn't you, through consultation. You have given us a very full description of that consultation. Whether you want to cover that, how it might have influenced the design of the school?

Ms ABLITT - Yes, and also not only members of the public. Students, other teachers and principals and also education experts that we have got within the department and then I cross-referenced that with research from the mainland as well as overseas.

It is quite comprehensive in terms of making sure that we have got the best possible advice to making sure that Brighton High School is as up-to-date with regard to its pedagogical approach as we can be, but we also have to recognise that we are building a school that is fit for purpose for right now but also into the future. What we don't want to do is to build a school that is built so far into the future that our current teachers don't recognise it, but we also don't want to build a school that is for now and isn't going to be ready to take on our future thinking.

CHAIR - When I was reading through this, I was thinking about how you have worked in the cultural aspects and that was really good. But I also wondered about - when it says contemporary pedagogy - whether you were looking at international and you have now told me, yes you have, and that is important to emphasise that you have looked further afield than your own experiences here in the state and indeed, nationally.

The only remaining question I had with regard to that was in relation to the delivery of courses and, given the fact that we are in a COVID-19 environment and there is a fair bit of uncertainty around that, did you give it any consideration to teachers being able to attend the school and deliver courses over the web with their being able to be in their own work environment but delivering it recorded, as indeed we are being recorded today, for instance?

Ms ABLITT - Yes. It is also important to recognise that teaching and learning, even without COVID-19 is changing, and that concept of 'any time, anywhere, any how, any place' learning, is really important. That is certainly the curriculum for years 9 to 12. That's the way the curriculum is going and it's certainly being factored into the way that the design has been and the design that you will see at Brighton will show you that in regard to the collaborative spaces and the break-out spaces that you can see. In relation to the IT that we are looking at building into the classroom spaces, you will see that and you will see what we are terming mountain-top areas, which are presentation spaces.

CHAIR - Yes, I saw those.

Ms ABLITT - There is what we are terming the collaborative spaces. The opportunities for collaboration teamwork, small group work, that's the way teaching and learning is going. We need our people to be creative and collaborative because they can learn online so much more, but they do need those skills of collaboration.

CHAIR - So smaller groups.

Ms ABLITT - Yes, but through to medium and larger groups, but also places for individual work, where they can access smaller places for one-on-one learning. So you will see in the plans where there are 'cave' set-ups. That's all based on the work of a lady named Rosan Bosch. You can look her up online. I think she is from Scandinavia. She is Danish, I think.

Ms RATTRAY - Finland's the leading education country, isn't it?

Ms ABLITT - Yes, but she's an education architect lead and is designing schools in those Scandinavian countries.

In terms of allowing for education opportunities for students and in terms of the COVID-19 there is certainly lots of flow and opportunity in terms of ventilation and being able

PUBLIC

to spread out and there is certainly opportunity for teachers to be able to come into the place and then be able to beam out to students, should the need arise that students can't come on site.

CHAIR - The thing that struck me about that, and again it's on pedagogy so we're still on page 4, was the issue of whether or not teachers who are controlling a whole class of students, and I don't know what the maximum number is in your classes in high school but it might be 25, is it around there?

Ms ABLITT - Yes, it could be.

CHAIR - They might all be in these smaller spaces working. How does a teacher control the whole circumstances?

Ms ABLITT - The child safety standards are something that we worked with right from the very beginning. The legislation around that was one of the first pieces of work that I gave the project working group, so we worked with that from the beginning and to make sure that visibility was something that we worked with right from the start. So the way that it has been designed is that visibility is key.

CHAIR - It's like a hub and spoke, is it? You have these smaller spaces around but you can still see them.

Ms ABLITT - Yes, but they're always visible. The classrooms are quite open but they're going to be acoustically treated, so acoustics is key. There are collaborative spaces but within that smaller breakout spaces can happen.

CHAIR - So, less distracting noise and all those sorts of things.

Ms ABLITT - Absolutely. It's not the open-plan of the 1970s at all. It's not like that, but there is opportunity to have bigger groups, smaller groups and medium-sized groups.

CHAIR - The only other question on that page that I had was STEAM. There are a few dot points you have: the provision of contemporary ICT STEAM - Science, Technology, Engineering and Maths. Is that not supposed to have Arts in there as well?

Ms ABLITT - Yes, it is.

CHAIR - And, of course, STEM?

Ms ABLITT - Yes, without the 'A'.

CHAIR - The Arts.

Is there anyone else with questions on page 4? No, then we will move over.

Page 5.

Ms RATTRAY - Chair, I have a question around the enrolment. Kane in his opening statement talked about the 600 capacity. I would appreciate you putting on the public record your thoughts about the initial enrolment and where you believe those students will come from

PUBLIC

and how you see that increase from around the 300 predicted initial enrolments to the 600 and what time frame that might take.

There are a lot of questions there, sorry.

Mr SALTER - As you say, the capacity is built for 600 enrolments. The first step in that process that you've outlined is to finalise the feeder schools and that's expected to happen by mid-next year. Then in terms of what the commencement of the school looks like for 2025, we think that it is important to continue to engage with those feeder schools, the community reference group and the community more broadly around whether, for example, it's years 7 and 8 to commence or some variation on that. When it would grow to 600 would be dependent on the right implementation model as consulted with the community.

Ms RATTRAY - So, you are not expecting that in 2025 that you are going to have a full contingent of years 7 through to 12?

Mr SALTER - The operational model for commencement has not been decided. It could be the full 7 to 12, it could be that with the community it makes more sense that it is perhaps a years 7 and 8 commencement.

Ms RATTRAY - That is going to take a whole school staffing. I don't just mean the teaching staff; I mean the admin, ground and cleaning staff for a school where you might only have a cohort of two years.

Mr SALTER - The teacher staffing would link to the size of the expected enrolments there.

Ms RATTRAY - That's probably not an issue. But I mean for cleaning and admin and all the other aspects that go with a school, then that's not quite so simple I suspect.

Ms ABLITT - I was the principal at Port Sorell Primary School.

Ms RATTRAY - Then you know what it is like to start a new school.

Ms ABLITT - Yes. In the very first year when we started Port Sorell Primary School, we didn't have very many in grades 4, 5 and 6. Talking to the parents of students in those grades, it's quite unsettling for children who have been through a particular school in those early years to then shift all of a sudden. We wouldn't necessarily expect that if they have been at a particular school for years 7, 8 and 9 that they necessarily all of a sudden go to a different school. You would probably expect that it would be the same coming to Brighton. If they have gone to a particular school for years 7, 8 and 9, they are not necessarily going to come to Brighton for years 10, 11 and 12.

It might not necessarily be that be that they are going to shift to Brighton for years 10, 11 and 12 - although it might. We don't know. We expect that we will probably see what the community says about it but we would definitely be open to the suggestion. We are not saying that we are not going to be open. The school will be built and will be ready but we have to wait and see as to what we will get in terms of enrolment. If we look at Port Sorell, I only had 12 grade 6s.

PUBLIC

Ms RATTRAY - But you had a fairly full school in the bottom section, in the kinder and prep and grades 1 and 2.

Ms ABLITT - Yes, but that's different because there are eight grades in a primary school. There are only going to be years 7, 8, 9, 10, 11 and 12. Usually there are not that many years 11 and 12 in a high school, so it just depends. It will be 20 to 25; we might end up with more.

Ms RATTRAY - So the scenario of, say, you have 10 students who decide that they want to go to this whiz-bang new school in year 9, do you say, 'Yes we will take you' or do you say, 'No, stay at the other school that you are already at?' How do you choose your numbers to make a viable class?

Mr SALTER - Again, through community consultation and getting more granular detail on what the enrolments look like. There could also be other options as to whether it's subject based rather than year based. We want to maximise the opportunities for the students and families who want their children to attend the school.

Ms RATTRAY - It is certainly a different challenge than redeveloping an existing school, isn't it?

Thank you. I think that is worth having on the public record. There will be plenty more community conversations to be had in regard to this matter.

CHAIR - I am sure there will.

With regard to the Jordan River Learning Federation Senior School, you are talking about maximising the learning opportunities for all students in the region. Can you explain how that is expected to work? It might be that you have a lot of students at that school who might want to come to Brighton. How are you going to handle that side of things?

Ms ABLITT - We have out-of-area enrolment processes. That will be the same for Brighton High School, as it is for any other school in the public system. It would be a matter of working through those processes.

CHAIR - That's in terms of attendance at the school. In terms of working in with Jordan River Learning Federation Senior School, what are you expecting to do there? Are you expecting to offer certain subjects that they might participate in? Can you just explain that a little?

Ms ABLITT - Yes, absolutely. I would envisage that the principal of Brighton High School and the principal of Jordan River Learning Federation will work together and look at what both facilities offer, the skills the staff at both sites will have, and then work together around what learning packages they will be able to develop. They will assess the needs and the interests of the students against what they will be able to offer and then develop learning packages around that.

CHAIR - It might be equipment at different schools.

PUBLIC

Ms ABLITT - Yes, absolutely. It is all based on equipment, what the learning needs of the students are, what they are interested in and working together with industry; about what the industry needs are, what job opportunities there are. It is mainly based on what the students want and then developing around that.

CHAIR - Do you have any vision of this school providing VET-style training? Sorell School for instance has some onsite TAFE, I think.

Ms ABLITT - Yes. We've talked about that. Our department developed some Packages of Learning, such as advanced manufacturing, which is around developing things in electronics.

CHAIR - CNC machines and things like that?

Ms ABLITT - Yes, or architecture and building. We know a couple of architects. They might like to come on board.

CHAIR - Is she looking at you now?

Ms ABLITT - They might not have anything to do in 2025. Who knows?

Mr SALTER - The principal of the Jordan River Learning Federation is on the community reference group at the moment. That engagement has been there from day one, is there now and will continue to be there.

We want to maximise the use of resources through not duplicating facilities, for example the trade training centre at the Jordan River Learning Federation. We are not looking to duplicate that same facility at the Brighton High School. We want to maximise flexibility for students but not duplicate resources at multiple schools in a collective.

Ms ABLITT - In those really expensive areas.

Ms BUTLER - If you are sharing resources, and I know this is completely hypothetical, do you expect that you would have some form of shuttle bus for students between the two campuses? I think it is only about four kilometres between them. Do you envision that that would be part of that model? I know schools such as GYC use cross-campus buses.

Mr SALTER - It is certainly is part of the 11-12 extension schools program. Transport is one of the aspects that gets looked at to enable that flexibility of learning at the different sites. I'd expect that to be part of the implementation model for Brighton High School and the surrounding schools.

Ms BUTLER - The performing arts section at the Jordan River school is particularly good, including the music. It would be wonderful to be able to use those resources wisely, wouldn't it?

At the bottom of page 5 it states that will be provision will made for a new primary school, should it be required. Can you run through what long-term strategy there might be for a relocation of the Brighton Primary School to the back of the new Brighton High School?

PUBLIC

Mr SALTER - At this stage, that land is merely there as an option for that future use. There's no decision on moving that to a primary school at this stage, but it's important when we purchase a piece of land that you think well into the future. That's what we've done on this occasion.

Ms BUTLER - The Brighton Primary School is very much running out of space. It's such a great primary school but it's full, isn't it?

Mr SALTER - Yes, so there's provision with that but no strategy at this point around moving the school or parts of the school.

CHAIR - We'll move to page 6.

Ms RATTRAY - Community consultation is significant but it has been quite a while since 2019, so could we have a snapshot of where we are with it, and what's planned for the future, given that 2025 is still a few years away before we see students onsite.

Ms ABLITT - We have had ongoing community consultation. The reference group meets quarterly. We also have had workshops with students and teachers as I mentioned earlier. We have connected them with the architects so that they could have their input into what the design might look like. Our intention is to maintain community consultation throughout.

Ms SALTER - As we have outlined in the report, there was further broader community consultation on the master plan in October 2021. At the broad level, the consultation was positive. As I understand it, we just haven't consolidated it into a report form like the two previous consultation stages that you have in front of you.

Ms RATTRAY - I note in one of the consultation papers, around general statements, it says that the community will not be on board unless there's access to new land to have extra animals. Is that referring to the Jordan River Federation Senior School?

CHAIR - The farm school.

Ms RATTRAY - Are they saying that unless you get more land at that one, there won't be an acceptance of this one? Is that what that comment means?

Mr SALTER - Which page are you looking at?

Ms RATTRAY - Page 9 on the consultation, phase one. Was the community expecting that there'd be some improvements at the Jordan River?

Mr SALTER - My understanding, and I'll get corrected if I have it wrong, in that first stage of consultation there was consideration of the school going on the farm site.

Ms RATTRAY - Okay, you were going to take the farm. No wonder there was pushback and you had to find a new spot.

PUBLIC

Mr SALTER - At that point, it was the council's initial preference. As we've work through further stages with the council and the community the farm school's been retained. The Government's also invested in that site and now we have the separate site for the school.

Ms RATTRAY - I'm pleased that that's been clarified. I was thinking, are they expecting a school farm on this site as well. There's ongoing community consultation.

As Ms Butler mentioned earlier, it seems like the reference is a bit early, given that it's not until 2025 before we'll see students on the campus.

Mr SALTER - It's an ongoing process. They're at the master plan stage now so they can see the visioning; then the next consultation stage will come once you get into the implementation phases.

Ms ABLITT - Those same people who were at the initial one have continued to be invited along to the community consultation reference group meetings. Many of those people continue to come along even though some have moved on, but many of them are still participating.

CHAIR - For the record, could you perhaps mention who is on the reference group in terms of mix of people, not the actual names?

Ms ABLITT - There's some people from the business community, also the council, feeder schools, school association representatives, parents and Aboriginal education representatives.

CHAIR - From the Aboriginal Centre or from locally?

Ms ABLITT - From local community groups as well as some of our Aboriginal Education youth workers. I think that's about all.

CHAIR - A good spread of community versus school interests.

Ms BUTLER - I wanted to talk about the second-last dot point, which is library. I'm looking at the admin map because I believe that's where the library is. Which section of that is the library? I can see a box which is 'library office'.

Ms ABLITT - That's a very early plan. You'll need to go to later plans, which are just before the community consultation and then go to admin circulation. Now you should see it.

Ms RATTRAY - It's quite a bit different space, isn't it? Was it extended? The library was revamped?

Ms ABLITT - Yes, sort of.

Ms BUTLER - Tell me a little bit about the library. I'm very passionate about libraries.

Ms ABLITT - The library space being a resource hub as well, we wanted the library to be very much at the centre of the school. It's in the admin building so that it was easily accessible from the two learning communities. It's in the learning street. The two learning

PUBLIC

centres are here and then the DATS building and the PAPE building are over here, so it's as central as we can get it. It's a place where students and staff will be able to come and it's also quite flexible - it can open up into that staff working lounge as well, and become bigger.

CHAIR - Under what circumstance would that happen, out of interest?

Ms ABLITT - A bigger workspace if we wanted, if we had a bigger working group working in there for -

CHAIR - Students, you mean?

Ms ABLITT - Yes.

Ms RATTRAY - Where do you put the staff when that happens?

Ms ABLITT - That wouldn't necessarily be at the same time. You might have a working group working in there.

CHAIR - There are only tables and chairs?

Ms ABLITT - Yes. There's also a lecture theatre off to the side there. We've also got a meeting room off to the side and then there's the technology spaces. We've got access to screens and so on.

Ms RATTRAY - You've got a conference room as well. Wouldn't one have done, like a conference/meeting room?

Ms ABLITT - Yes, so the conference room on this side is for the principal and counsellors and senior staff to be able to meet with parents and staff. It's not as big as that lecture theatre. That's quite a small meeting room there. We're calling it a conference room, but it's more like a meeting room. It's not very big.

Mr SALTER - Neal, did you want to add anything from a design perspective?

Mr MACKINTOSH - I think Sam has covered most of the important points. The library space can work in the opposite way. The staff can have a larger meeting and they move into the library space if required to. Flexibility is key to all these buildings.

CHAIR - When you were doing your scan nationally and internationally, were there any concepts that you picked up on, in terms of libraries developing? Libraries are very much about books and I suppose, more one on one environments, aren't they sometimes, with the librarian and the student? Given the fact that we're working continually or more increasingly in a digital environment, access to digital resources, are these rooms going to end up being enough? For small group one and small group two; is that what they might be used for, for digital access to resources?

Ms ABLITT - Because we're becoming as a society more insular, I think we need to ensure that we give our students the opportunity not to.

CHAIR - To engage with books rather than digital?

PUBLIC

Ms ABLITT - Yes. From the reading and the research that I've done, it's about not losing our library.

CHAIR - I understand the reason behind that, I'm not advocating away from it.

Ms ABLITT - Our library becomes very much the centre of our school. And there's some that would say that the library should be the heart of our school; but it's actually students that are the heart of our school. I am very deliberate to say that the library is the centre of our school.

The small group rooms that are off to the side, are only there for some students who might find distraction to be an issue, and so we need to have some opportunity for that. On the whole, there are other places, and you can see some little desks there with just two people at them. There are opportunities for smaller group work. But, on the whole, it is about giving opportunity for as much interaction as we possibly can because we do live in a world where we are increasingly being isolated.

CHAIR - Increasingly on line and you just want to get that engagement with books.

Ms ABLITT - And we do need to create in our schools, opportunities for teamwork, collaboration and building those soft skills, because that's what our market demands.

Ms BUTLER - Are there dedicated spaces within the school and certainly within this library area where children with dyslexia or severe learning difficulties or learning difficulties that are doing more one-on-one instruction with teachers, where they can have privacy for those students who require that?

Ms ABLITT - Yes, that's the small group of rooms off to the side there have; and then in the learning communities we have the small areas. There is space in every building for that.

CHAIR - Kids that have sensory issues?

Ms ABLITT - Not just for them; but any student that might need some de-escalation time or some de-sensory time, there are some smaller meeting rooms that close right off, so they can go into those rooms.

Ms BUTLER - I was going to ask about that, because I know one of the most challenging aspects for educators can be how to deal with dysfunctional students. I am not sure of the politically safe way to say naughty. Challenging or spirited. How does the design cater for those students?

Ms ABLITT - There's a number of different options in terms of spaces. At the same time, it is also an inclusive environment. It is not a separate building and it's not a separate, isolated, labelled space. I think the key is that it is an inclusive space and there's a variety of different options. It is also acoustically treated; it minimises distractibility so that students aren't easily distracted by what's going on in the space beside them.

CHAIR - It's obviously important. I remember that was brought up as an issue, it might have been South Hobart Primary at some stage, where teachers simply didn't have the facilities

PUBLIC

to be able to isolate a child and be able to work with that child who was experiencing a triggering event.

Ms RATTRAY - The site works that need to be undertaken for this project - I am talking about the roundabout, moving overhead power lines and also there is some significant street work to be undertaken to make it safe access for students' going and coming from the school facilities. Can you talk us through that particular part, and you might like to identify whatever costings have been put on, particularly the roundabout and how much the council is going to be required to pay, as well, for their part of the upgrade to infrastructure?

Mr SALTER - Importantly, those required works are being done in consultation with the council and, it is fair to say, even more close consultation than might be the standard required under a normal situation.

Ms RATTRAY - Which are often redeveloped areas, and so they have done their bit.

Mr SALTER - Yes, they are certainly active partners in that planning and also, extending on that, involved in their southern master plan process, so not just what works for the school initially but for the council's broader plans into the future. With regard to the costs for some of those facilities as they relate to the school, we have indicated that the -

Ms RATTRAY - Page 13 gives us a bit of an idea about the costs and it says 'offsite infrastructure and land purchase \$6.901 million', but we don't even know what the cost of the land is yet. I am not sure how that figure has been arrived at.

Mr SALTER - That would be an estimate of the land purchase, along with an estimate of the infrastructure costs, which as outlined, includes the roundabout, some footpaths, et cetera.

Ms RATTRAY - Sewer? It says new sewer network.

Mr SALTER - That certainly is an aspect that would have contributions from industry or developers as well, as part of the council's broader plans for residential in that area, so that won't be a cost that the department meets on its own.

Ms RATTRAY - But you don't actually have a breakdown for us, in regard to what you might see as taking up that \$6.9 million?

Mr SALTER - We could take on notice a breakdown of that figure.

Ms RATTRAY - Thank you. I don't need it right down to the last dollar, even though you have got it down to pretty specific there.

CHAIR - With respect to performing arts, do you have any spaces in the school where performing arts is going to be the focus or is that something that you would use other facilities for elsewhere?

Mr SALTER - Yes, there is a specific performing arts. Sam, do you want to go first?

Ms ABLITT - Yes. There is a PAPE building

PUBLIC

CHAIR - PAPE?

Ms ABLITT - Yes, which is Performing Arts and Physical Education.

CHAIR - I was wondering what PAPE stood for and now I know.

Ms ABLITT - There's a lot on page 24. We should have been better at doing this for you, shouldn't we?

CHAIR - Page 24, is it? No, that's okay. I have it now.

Ms ABLITT - There is a presentation and drama room, and a music room with music studios.

CHAIR - How many does that hold? Any idea? Is it going to be enough for a school play at the end of the year? How does that work?

Mr MACKINTOSH - Any large event will be held in the gym. You can see there is a stage alcove there and that could include an all-school assembly.

CHAIR - So, seating in the gym is going to take care of that, or is that seating rocked away there and pushed back?

Mr MACKINTOSH - It will be kept away.

CHAIR - And rolled out when needed? What is it envisaged to hold in numbers-wise?

Mr MACKINTOSH - I would have thought no more than 600.

CHAIR - Six hundred? That is quite a lot.

Mr MACKINTOSH - If it is a whole-school assembly, but it can slightly open to the outside as well.

CHAIR - Okay, so the school assembly would take place in this hall.

Ms RATTRAY - But if you envisage a 600-student maximum at some time, that's not going to hold a whole school assembly, particularly if you want to invite the community and their parents, carers and friends and the like so where do they go? Up to the local hall for a big -

Mr MACKINTOSH - That's the intention.

Ms RATTRAY - Yes, which is fine. I don't have an issue with that but you will never have a whole-of-school event, community included, in that venue?

CHAIR - That stage-spectator seating area on the northern side, I suppose it is, I don't know, is that going to have any lighting and those sorts of things fitted for performance?

PUBLIC

Mr MACKINTOSH - Yes. It will have all the appropriate facilities for a performance including acoustic curtains.

CHAIR - Okay, and you have stores either side to store any performing arts -

Mr MACKINTOSH - The drama room would be used as a green room.

CHAIR - The storage room for instruments and the like, where's that?

Mr MACKINTOSH - They would be over in the music area to the north-east of that building.

CHAIR - I can see the performance space, I was just looking for storage there.

Mr MACKINTOSH - The store between present drama and music.

CHAIR - Sorry, okay, between the two. That's fine.

Ms ABLITT - So these plans we're still developing, and we are also working with one of those also being a recording studio as well.

CHAIR - Okay. One of the studios?

Mr MACKINTOSH - Yes.

Ms ABLITT - Yes.

CHAIR - Yes. Those three?

Ms ABLITT - So it will be a practice room as well as a recording studio.

CHAIR - So they will have appropriate insulation?

Ms ABLITT - Absolutely.

CHAIR - So that whatever is going on on the court here, if it happens to be at the same time as they are doing music, I mean presumably that's isolated and not going to be a problem, and vice versa.

Ms ABLITT - No.

Ms RATTRAY - So these are not actually the final plans? They are still being developed; is that the case?

Mr MACKINTOSH - We're still working our way through sketches and so on at the moment.

Ms RATTRAY - The footprint will be the same; is that correct?

Ms ABLITT - Yes.

PUBLIC

Ms RATTRAY - It will just be the fit-out and you might move a wall and make a room bigger and smaller and the like?

Ms ABLITT - Yes.

Ms RATTRAY - It is always interesting because we have to sign-off on something and then if it doesn't look like what it was then we get a bit of a shock when we turn up for opening day.

CHAIR - If we get to turn up opening day. Sometimes that doesn't happen.

Ms RATTRAY - We live in hope.

Mr SALTER - If it is all right, Chair, can I go back to the question on the breakdown between the infrastructure and the land?

CHAIR - Yes, you can.

Mr SALTER - So just taking advice, given the, I suppose, commercial sensibility around the land purchase at the moment and the negotiations with the Valuer-General it would be preferential if we didn't disclose that breakdown at this point whilst those negotiations are occurring.

Ms RATTRAY - I can appreciate that.

CHAIR - We can understand that.

Mr ELLIS - Mr Salter, I was wondering about any future potential expansion on the site. I know you identified a strip of land there. What is the maximum the school size could get to do you think?

Mr SALTER - I might have to take some advice on that question unless you know the answer, Neal?

Mr MACKINTOSH - On the proposed site master plan we have shown the area to the south of the proposed buildings which is roughly equivalent to another half of a learning community so two classrooms and some more collaboration space but there is a reasonable amount of land. Until we know what we are dealing with it is a bit hard to say how much we need but certainly some thought has been given to that as well as the primary school which we have spoken about.

CHAIR - The primary school itself couldn't it be 400 or so plus 600 for the high school. It could be 1000 people.

Mr MACKINTOSH - Yes, could be.

Ms ABLITT - The primary school is bigger than that.

Ms RATTRAY - The primary school is bigger than that, Chair.

PUBLIC

CHAIR - They say it can be, yes.

Ms RATTRAY - No, but it is already.

CHAIR - Yes, but is this expected to be a replacement for -

Ms ABLITT - Yes.

CHAIR - It is, okay.

Mr ELLIS - Do we have a sense of what the projected population would need to be before we started talking about expansion? Do we need an extra 10 000 people in the area before the school is probably at its capacity and we're talking about building on to the high school?

Mr SALTER - It is challenging to be specific on that answer in terms of the demographics and what the breakup of those demographics are. Importantly, we tried to provide flexibility for that into the future so that if it is required we can be responsive.

Ms RATTRAY - Does the department intend to hold onto all the 10 hectares?

Mr SALTER - Yes.

Ms RATTRAY - Well into the future? They're not looking to sell off some for affordable housing into the future?

Mr SALTER - No. In terms of the other land, it provides important learning options and community options into the future so, no, that is not on the radar at all.

Ms RATTRAY - Okay.

CHAIR - A question with regard to part of the proposed works, I won't say there's an explosion but certainly there's considerable growth in e-scooter usage and e-bikes and all of those sorts of things. One imagines that some students might be coming to school with these forms of mobility. Have you factored in anything with regard to storage facilities for those and charging facilities if there are solar panels and they can be charging during the day? Can you talk us through any of that that you might envisage?

Mr MACKINTOSH - We're certainly factoring in storage facilities as we've moved through the design process. E-scooters can certainly be factored into that as well and we're looking to apply for a solar grant to install solar panels on buildings.

Mr SALTER - We would expect that the capacity to have the solar panels will be there and under the government's Solar Panel Program they would be put in place over time.

CHAIR - Are you talking about the federal government's program?

Mr SALTER - The state government's program in the last budget.

PUBLIC

CHAIR - Okay.

Ms RATTRAY - The Department of Education will have to apply for a grant?

Mr SALTER - Under the government's initiative in the last budget, they are providing for solar panel installations and through the savings generated the intent that the program can continue for further solar panels.

Ms RATTRAY - Good.

CHAIR - It is interesting.

Ms BUTLER - May I ask about the school canteen? I know from other schools that we've looked at it's a really big part of the culture of a school.

Ms RATTRAY - It's the most important part.

Ms BUTLER - Is there a covered or inside eating area for the students, because it's so cold for such a long time for them?

Ms ABLITT - Yes, there is.

Ms BUTLER - I am on 24 but I don't know if that's correct because that looks pretty small.

Ms ABLITT - Yes, that's right. The entry gallery, dining and into the foyer area, all that will be the indoor dining.

Ms BUTLER - So, that's not for Food Technology?

Ms ABLITT - It's both. At recess and lunch, that will become the indoor dining area as well.

Ms BUTLER - Good.

Ms ABLITT - That is going to be used for both. Where you can see those two little tables in that foyer area we will have a kitchenette area where they'll be able to do heating of their own food that they bring.

CHAIR - Where is that?

Ms ABLITT - Page 24.

CHAIR - I am on page 24.

Ms ABLITT - Where the foyer is, where you've got two little tables and chairs. We'll have a little kitchenette there with some microwaves, where they'll be able to heat up their own food.

CHAIR - Things like breakfast clubs, will they exist in high schools?

PUBLIC

Ms ABLITT - Yes, quite possibly.

CHAIR - Where would they take place; in the dining area?

Ms ABLITT - They will most likely take place out of the canteen or the food tech rooms; but it will be in that building somewhere, I would imagine.

CHAIR - Okay.

Ms RATTRAY - Is there any outdoor serving area?

Ms ABLITT - Yes. That's a window there.

Ms RATTRAY - But is there any cover over the window?

Ms ABLITT - Yes.

Ms RATTRAY - Thank you.

Ms ABLITT - And then that all goes out into an outdoor seating area there.

CHAIR - There'll be outdoor seating to the south of this drawing?

Ms ABLITT - Yes.

Ms BUTLER - I want to talk about the outside of the school infrastructure. You've got the main road of Brighton and Elderslie; but some students will have to cross over the Brighton Main Road. Can you run through any strategies about how to keep them safe?

Mr MACKINTOSH - Our project is only within the boundaries. We're consulting with Brighton Council to work out where those places should be and that's a work in progress at the moment.

Ms BUTLER - It's going to be busy along that main road.

Mr SALTER - Part of the design is with the council and includes those road crossings along with the speed zones of 40 kilometres an hour. Certainly, we are front and centre with the planning outside the school with the council.

CHAIR - And mainly on Elderslie Road, I think, rather than the main road but I hear what you're saying.

Ms BUTLER - They've got to cross onto the other side of the road from over the main road in Brighton.

CHAIR - To get to Elderslie.

Ms BUTLER - To get to Elderslie, because there is a substantial number of residents that live on the opposite side. An underpass may be a viable option because that will be a busy

PUBLIC

road, especially at school drop-off and pickup times. There will be a crossing, I believe, on Elderslie but I'm thinking more about the main road of Brighton and having to cross, especially into the future.

Mr SALTER - I'm advised that at the roundabout the design principles are being put in for crossings across there, so that there is safe pedestrian access.

CHAIR - It's not the main road anymore, which is good.

Ms BUTLER - But there will be potentially a few hundred students doing that at pickup and drop-off time. I'm just concerned about whether an underpass or some other form of crossing might be considered. It could be appropriate, especially considering what Brighton will probably look like in another 20 to 40 years' time. We're building a high school for the future, because that area is going to grow.

Mr SALTER - The traffic engineers are involved in that process and providing advice and guidance. That is council property, but we'll continue to work closely with them to make sure that access is as safe as possible for students.

CHAIR - I pointed out when we were on-site, the plantings that are on Elderslie Road there, that we wouldn't want to be seen plantings going in there to obscure children from car sightlines. I was told on-site that no, they'd be lower shrubs so that students would be well above.

Mr SALTER - No, that's a good point that you raised on-site. A number of those plants can be small in size. The road does dip down so that visibility is critically important.

Ms RATTRAY - Community use of the facilities - we asked the question this morning about what access the community would have to the facilities. I would appreciate having that on the public record as well, thank you.

Mr SALTER - The design principles are certainly made with the community use in mind and that drives some of the facilities that are on the road, or accessible directly from the road. That is important, as you outlined.

Regarding the sports field, which is up the back, whilst we look at the community use, our first priority is teaching and learning. Combined with the land being the flatter area, that meant that was considered the most appropriate place for the sports field, along with knowing that the council has invested heavily in other community sports facilities up at Pontville, et cetera. We don't want to duplicate those facilities and we also want to ensure that those facilities are highly used by the community and school members. Combining those factors together, is what has determined the location of the sports field.

Ms RATTRAY - I particularly liked Sam's response when I asked the question on site this morning, that one would be worth putting back on, about the students being seen in the community.

Ms ABLITT - That's behind one of the design principles that we have, which is that we didn't want to replicate everything on our school site. We wanted to make sure that our students are seen in the community. One of the reasons why we have a sports field here and

PUBLIC

not a football oval, is so that our students are walking up to use the facilities in the community - so that our students are seen in the community and the community does see our students. They will see them walk in the community; and that is going to and from the sporting facilities as well as the other community facilities that are there.

CHAIR - The map shows mountain biking and a few other things that might happen in the future.

Ms ABLITT - Yes. They are learning opportunities and that is one of the other design elements and features that we have put into the school. Not everything is going to be completed. We are not going to have that mountain bike track there when the school is completed, but that is one of the ideas that is there. It could be outdoor classrooms; there could be Aboriginal story telling ideas.

The future staff, students and principal need the opportunity to create their own identity when they go into Brighton High School. They don't need us to have it fully formed for them. They need the opportunity to be able to create their own identity and their own culture for the school. Our job is to give them some of those opportunities so they will be able to create that for themselves.

CHAIR - Out of interest, is the school going to be called kutalayna or Brighton or what? Have you settled on that yet?

Ms ABLITT - At this stage, it is called Brighton High School.

CHAIR - Okay. I was noting the spelling of kutalayna. It might pay to check with the Aboriginal Centre about the way they spell that, to get that right. They spell it with a kutalayna as opposed to kutalya and a lower-case k.

Ms RATTRAY - It is always lower case.

Ms BUTLER - I have a question about the protection against the school from flooding. We know that the 100-year floods are increasing in frequency and there is talk that the 100-year floods will become 50-year floods. The Jordan River is flood prone and sections near the school are flood prone. For the record, can you run through some of the drainage strategies or design strategies on how to protect the school from flooding?

Mr MACKINTOSH - The first principle is that the school is well above any flood line. The other principle that we have taken is that there is an overland flow path for water at the moment and we've built that into the design. We haven't tried to put it into culverts and pipes, we've treated it as a learning opportunity for the children. We have kept that overland flow path and there are small detention ponds down the bottom of the site. As I have said before, everything on the site, including the landscape, we are treating as a learning opportunity and that will be built into the curriculum as that pedagogy gets developed for the school.

CHAIR - Anything else on page 8, page 9? Building materials.

Ms RATTRAY - We were told this morning that the school is designed with low maintenance but also robust in nature with the materials being used. Could you give us a couple of examples of what you see in the design that meets those aspirations?

Mr MACKINTOSH - The buildings will primarily be using local bricks of different colours and tones. We are still developing up these ideas, but essentially working up to patterns based on some of the early thinking about the school as a meeting place to Aboriginal mobs and so reflecting those two landscapes of coastal and mountains. They're some of the ideas we are developing up and that will continue into the interior design as well.

There will be a lot of glass, especially onto the learning street, because they will be outdoor learning spaces. There will be a natural flow from the inside spaces into the learning street, it is just an extension of the learning areas.

In higher areas, there might be areas of low maintenance metal cladding, that won't need painting. That is the intention, we really don't have anything where you have to come through with a paint can.

Ms RATTRAY - What about any natural timber on the outside?

Mr MACKINTOSH - There will be small amounts of that. We are still having discussions about how much and where and whether we leave it to weather or have it stained. They are ongoing discussions with DOE that we are having.

CHAIR - Tassie timber where we can. It is a difficult thing at the moment to get timber. Not a small task.

Ms BUTLER - There will be no use of ACP on the building cladding?

Mr MACKINTOSH - It won't be painted, but it will be cement sheet left in a raw finish if we use it.

Ms RATTRAY - Will it be disability access compliant?

Mr MACKINTOSH - Absolutely. The whole campus is built on three tiers as it steps down the site and there will be external ramps connecting all those.

CHAIR - Building code of Australia stipulations.

Mr MACKINTOSH - That's correct.

CHAIR - Page 10.

Create long sight lines and clear special hierarchies to communicate different uses and divisions between public and student staff areas.

Interesting words, 'special hierarchies'. Maybe you can explain what that means? It probably goes onto explain it after that statement.

Mr MACKINTOSH - They're some of the landscape principles that our landscape architects are trying to embed. We are still working through a lot of those but I guess it's focusing on the external learning spaces, which during recess and lunch time can also be lunch spaces.

PUBLIC

CHAIR - Spaces where the kids can hang out.

Ms RATTRAY - Will you be capturing any of the roof water for re-use around planting and the gardens and the lawns?

Mr MACKINTOSH - We are capturing run-off from the adjoining streets. There are small swales there which again are learning opportunities. A lot of the roof water will be either sent to the detention point or into stormwater. We are still working through those issues.

CHAIR - But you are not pumping the final product down near the main road? You are not using that for irrigation onsite or anything like that?

Mr MACKINTOSH - We are working through that. There's nothing set in stone yet so we are just trying to do whatever is practical at the moment.

Ms RATTRAY - And whatever will fit within the budgetary constraints.

Mr MACKINTOSH - Yes, that will have an impact of course.

Mr TUCKER - You have 'the strengthening flora and fauna corridors' and 'the wildlife corridors from east to west'. Main roads run through there, and we are going to be encouraging wildlife. I want to understand the thinking behind that?

Mr MACKINTOSH - They were some early principles. Again, we are working with the landscape architects about those. I am not sure whether we are talking necessarily about pademelons and wallabies, you know smaller marsupials perhaps.

Ms RATTRAY - Not rats and mice, I hope.

CHAIR - I think he's talking native.

Mr TUCKER - And what's wrong with rats and mice?

Ms RATTRAY - I don't know if you've noticed what rats and mice do. It's not very nice.

Ms ABLITT - I think it's more of the natives.

CHAIR - I think it's the native animals.

Ms RATTRAY - Yes, but when you said small ones.

CHAIR - On page 11, third dot point, 'position landscape learning space predominantly at the south of building masses'. I asked onsite about solar access to those spaces. Learning spaces often need good sunlight. Sometimes it can be a disadvantage on a hot day. Can you describe how you've thought about those sorts of things and whether there are any covered spaces?

Mr MACKINTOSH - There are covered spaces on both sides of the learning strip which will allow sun in on one side and provide shade on the other. They will also shade spaces that

PUBLIC

are in the sun as well. I guess we're trying to find the best combination to provide a balance with whatever the weather is doing.

CHAIR - Page 12, Tasmanian Government Arts Site Scheme. I imagine that this is pretty ripe for cultural arts in some way, shape or form. I know the member to my left will ask if it can be built into the fabric, which is always a consideration.

Ms RATTRAY - Look at the beautiful stone seat that's in the middle of the artist's impression. Wouldn't that be striking as part of the arts scheme?

Mr MACKINTOSH - It's certainly on the agenda. We had our first group meeting with our own Aboriginal consultants, the Tasmanian Education Aboriginal Unit, and the art facilitators. We are working up the brief. Aboriginal culture is high on the agenda for those works. What they might be, we do not know. I think that is exciting. We are focusing in three areas: welcome to country, which will be at the front of the school; meeting place in the learning street; and potentially, something on the rise.

CHAIR - The whole building is almost an artwork in itself.

Ms RATTRAY - In previous references when it has been a redevelopment we have often had very keen, enthusiastic and proactive school associations that help put some money together with the community to include particular items, often in the furniture and equipment line. We will not have that this time around. I am interested in how you might meet this wonderful furniture and equipment budget when you do not have community input?

Mr SALTER - As you said, there is no school association to provide that little bit extra, then the budget is based on meeting that full requirement. Linking back to one of Sam's earlier comments, as the school gets its identity and grows, then that is where they will be opportunities for the school association to provide their valuable input into facilities on the site.

Ms RATTRAY - To look at what is lacking, or what would be great to have. So, you feel that initially \$3.5 million is adequate? Furniture and equipment is very expensive, particularly when you are talking about recording studios, and public performing arts and all those things that come together with establishing a school. You can often revamp in a redevelopment situation, but here, you have nowhere to get anything second-hand or preloved.

Ms ABLITT - I guess we go back to what I said before about its being important for the staff at Brighton to have the opportunity to create their own identity. It is important that they have things to begin with,

Ms RATTRAY - We don't want them to have to bring their own desk.

Ms ABLITT - No, they will not be bringing their own desk. It is also important they have the opportunity to create their own curriculum and what they will be teaching. There is nothing worse than buying a lot of furniture and equipment that they will not end up using. That becomes wasteful.

So, what is important is that we spend the money on the important things and the infrastructure, and the things that as a school you would not be able to afford. Then, when the school staff go in, they would purchase the things that they would not be able to afford to buy,

PUBLIC

or they can afford to buy, in terms of the little things. So, we are providing them with a taste of what is possible.

Ms RATTRAY - So, there might be an opportunity to have some staff members who choose to have standing desks, for instance. That is becoming very popular now. We are thinking about getting them for the Chamber.

Ms ABLITT - Absolutely. The days are gone of having a lot of built-in furniture.

Ms RATTRAY - So you can move it around and be more flexible.

Ms ABLITT - What suits one person does not suit the next person.

Mr SALTER - Just to emphasise that we think there is a reasonable estimate there for the commencement and the initial phase of the school, and we will continue to look at that as the school grows.

CHAIR - Just a question on contingency. You have construction, including construction contingency \$34.4 million.

Then you have further down:

... contingency and post-occupancy, \$1.8 million.

What's happening? We have two lots of contingency happening.

Mr MacKINTOSH - Some of that is a design contingency. As we put more detail into the design, that diminishes and gets built into the project. When you start at master planning level, you don't design everything.

CHAIR - So they're two separate contingencies?

Mr MacKINTOSH - That is correct.

CHAIR - Is the boundary between both clear? That's the question.

Mr SALTER - As part of ongoing project management, you continue to look at all of those contingencies, particularly once you get past the tender stages. If one doesn't need to be used, it frees itself up to be used in other areas. That's just part of the active ongoing project management.

CHAIR - The project contingency, as stated down the bottom, is \$4.2 million, roughly, so does that mean that the actual general construction is likely to be around \$30 million in that top column? Is the \$4.2 million part of that \$34.4 million? See the last line on the page?

Ms RATTRAY - Or is it the \$1.8 million just part of it? I don't know.

Mr SALTER - The \$1.8 million includes the design contingency.

CHAIR - Can you see why I'm a little confused?

PUBLIC

Mr SALTER - It's stated down the bottom of the page that there's the \$4.212 million overall contingency of which of that \$2.4 million is the construction contingency and \$1.8 million is the design and post-occupancy.

Ms RATTRAY - The actual build cost is \$29 million. Is that correct?

Mr SALTER - Yes, with contingencies factored in over and above that to take it to the \$34.4 million.

CHAIR - The \$4.2 million also incorporates the \$1.8 million. Okay. I think I can see where that comes from.

Ms BUTLER - What is the contingency if this does go to tender and the build is going to be a lot more expensive outside of what you've allowed for already? What will happen to the project? It's still two years before the turning of the first sod. If it's going to go well over the budget, including what contingency that you've already factored in, what is the contingency? Will there be potentially a minimising of the design? Or would the project not go ahead at all?

Mr SALTER - First, the Government is committed to building the new Brighton High School. Projects of this size will always have their risks to manage. At this stage, we are looking to provide reasonable contingencies and assumptions on market conditions. Ultimately, they will be tested when we go to tender.

For example, strategies would include looking at the building materials to be used that would suit industry when putting in their tenders. It's fair to say that for a build of a new school that we don't want to compromise on its scope. Ultimately, that will be subject to the ongoing project management and mitigations with government absolutely committed to building a new school at Brighton. If that hypothetical situation arises, then you are looking at it with that in mind.

Ms BUTLER - If there was a cost blow-out of sorts, and I suppose I should take this advice, maybe from Scott, but would the project have to come back to us, as a committee, if there was say a blow-out of some millions of dollars? Would that then come back to us as a committee? At what point does it do that?

CHAIR - No, it doesn't.

Mr SALTER - I think where that would come through would be additional funds for the project through the budget process.

Mr MACKINTOSH - If I can add, we're working with a quantity surveyor on a regular basis to try to manage all those things.

Ms RATTRAY - Quantity surveyors probably are having a hellish bit of a time at the moment, because nobody can predict from week to week what the cost of building products are going to be.

PUBLIC

CHAIR - With respect to the project manager-side of it, we talk about these sorts of issues arising. Do you have a formal project management framework that you are working to, and do you have project-risk registers, and those sorts of things?

Mr MACKINTOSH - The project working group meets on a fortnightly basis, where we cover off design and costs, and we cover off on the risks that we think are relevant for the time.

CHAIR - Who is part of that?

Mr MACKINTOSH - The architects, DoE project manager, Sam forms part of that. We cover education, building and general DoE project management. Community consultation is included in those.

CHAIR - The project sponsor is?

Mr SALTER - The department has an asset strategy steering committee, as well as the executive group which get reports back on these projects on a monthly basis. So any material risks that are coming through the project working group would come up through the facility services team and the capital project manager. These are under constant review.

CHAIR - Well managed then, from what you are telling me. I can only go by that. Thank you. Page 14. Any issues with the figures on page 14?

Ms RATTRAY - No issues with the figures, Chair, just interested in the timelines, really. Obviously, the Public Works Committee. Project tasks/phase. The committee obviously has to undertake its roles and functions, and whatever the outcome is, then you will be made aware of that. It is about 10 months - quite a while before you put out a tender. Is that a long time? 10 months?

Mr MACKINTOSH - It is a big building. There is a lot of work to be done. It is not out of the ordinary by any means. No.

Ms RATTRAY - We have seen a few, of late, where virtually the tender is ready to go the day after the committee makes its decision, so that is why I was just interested.

Mr MACKINTOSH - We are committed to consulting with as many people as we can, and that takes time.

Ms RATTRAY - Have to be careful consulting too much. You never get anything done.

CHAIR - You can get it so wrong too, can't you.

Mr SALTER - I might add, getting the balance right, but if you spend the right time in the detailed design stage, then you don't get as many surprises down the track.

Ms RATTRAY - But you've already told us that the footprint won't be changing. What is here is going to be it. It is just around how the layout is inside for the GLAs and the like. I'm interested in how much more of that is going to take place of that consultation around what might the inside might look like.

PUBLIC

Mr MACKINTOSH - Some of that is with DoEs teaching staff in the speciality areas. It's an interesting project because we have no one to draw on.

Ms RATTRAY - The state has built new schools before. Port Sorell.

Mr MACKINTOSH - Not a 7 to 12 new-build but -

Ms RATTRAY - Primary schools.

Mr MACKINTOSH - And from what Sam says, it's very hard getting access to staff to give us advice because they're flat out.

Ms ABLITT - Yes, mainly because relief staff is at a premium at the moment. So, we are very cognisant of that and not wanting to put staff under pressure, particularly at this time of the year. The other interesting aspect of this school is that it's the first 7 to 12 school that we've built in the state. It's not a 7 to 10 with an 11 and 12 extension. So, we've got expert advice from a mainland architectural firm that is helping us with this as well. We're wanting to make sure that we do have the inside schematics of this correct.

CHAIR - By the looks of this then, it looks like you've got until June 2022 to get all of that sorted. If you have a development application submission in July, you're going to have to have all of that sorted pretty well, aren't you, by then?

Mr MACKINTOSH - To some degree. Not the minutia of each building but the general external look and feel of the build.

CHAIR - So, when would you have the finer detail completed by, do you think?

Mr MACKINTOSH - By the tender date.

CHAIR - By November?

Mr MACKINTOSH - Yes.

CHAIR - Okay.

Ms RATTRAY - Once the committee makes its deliberations, it's about 11 months.

CHAIR - Yes, that's right. It's quite a significant time.

Ms RATTRAY - We haven't seen that lead-in time before.

CHAIR - No. As they say, I suppose, it's the first time for a while.

Mr SALTER - If I can add there, if it happens more quickly than that, then that will be fantastic. We don't want to put up unrealistic dates to start off with, that ultimately aren't achievable. So, we want to spend the time to get it right and still deliver the school opening for 2025.

PUBLIC

CHAIR - Okay.

Mr ELLIS - You've got what looks to be a defect liability period of 12 months. Is that typical or is it two years?

Mr MACKINTOSH - No, generally a year is sufficient to get a full year of seasons, so you can test the building under a lot of rain, a lot of heat and see how it expands, it contracts, make sure there are no leaks. That's fairly standard, one year. Some smaller jobs, it might be six months, but -

CHAIR - That would be notification of an issue, wouldn't it, in that 12 months? It might not be rectified within the 12 months.

Mr MACKINTOSH - ideally anything that's raised by probably the principal through DoE channels would go straight to the builder and be done as soon as possible, rather than wait till the end of the defects period.

CHAIR - I'm not sure how the defects period entirely works but I'm saying if you raise an issue and for some reason they can't attend to it because they can't get the materials or they can't get the specialist equipment or whatever, as long as it's raised within that defects period, then they're likely to deliver.

Mr MACKINTOSH - That's right. Yes, that's it.

CHAIR - Okay. Anything further on that page? No. Page 15. I thought there was a bit of a Freudian slip there on the identified risks, the 'pretender estimate'. It's quite often the case. Sorry, it's just my humour. I'm presuming with the planning approval on that - under identified risks, planning approval is not forthcoming to meet the time frame for tender. That would be a zone change, would it, that you would be seeking through the commission?

Mr MACKINTOSH - Yes and that's well under way and we're consulting with council as we've said previously, so we don't see that as being an issue.

CHAIR - But that will have to go to the commission?

Mr SALTER - The zone change is already done.

CHAIR - Is it? Todd's been onto it.

Ms RATTRAY - The commission's done their job. Wow. Well done, Todd.

CHAIR - Okay. Any other questions? Page 16? The conclusion, then.

Ms BUTLER - Chair, for the record, I didn't ask a question about the buses, and I wanted that on the record. How will the students who are travelling by bus be able to enter and exit the school? People who are listening or maybe watching the broadcast don't have that map in front of them with the actual bus area and the carparks, can you give us a visual path through that, if that is okay?

PUBLIC

A lot of parents and a lot of children who will be attending that high school will be travelling to the school via bus.

Mr MACKINTOSH - The main vehicular entrance into the school is approximately 100 metres up from the intersection of Elderslie and Brighton roads. It is a one-way path. In front of the administration and the gym buildings there is a bus drop-off area for quite a number of buses, probably six buses, so that is a safe place for children to get out on the left-hand side to enter the school directly from there, without having to cross any roads or anything.

Ms BUTLER - The bus stop itself for the school will be on the school grounds in a safe designated area?

Mr MACKINTOSH - Yes.

Ms BUTLER - Perfect, thank you.

CHAIR - As an idea, the actual catchment for this school, obviously there is the Oatlands School, how far south of Oatlands does that boundary come in for this particular school?

Ms ABLITT - It hasn't been determined yet, but it will be determined by the feeder primary schools.

CHAIR - We covered a little bit on that.

Ms ABLITT - High schools aren't determined by area, they are determined by the feeder primary schools, so we should find that out by about the middle of next year.

CHAIR - You did cover that at one point. I'm not sure whether it was during our site visit.

Ms RATTRAY - We also talked about it when we talked about the numbers and where they might come from.

CHAIR - If we can flick through the attachments, if there are any issues there. I wrote a couple of things down - learnings, settings, recap on the third diagram. I am thinking of things like placement of water fountains, toilet access, emergency points for fire, emergency stations for accidents in the school yard, those sorts of things. Can I have some comfort that they have been dealt with? Those three things in particular, water fountains, toilet access and emergency points for fire?

Mr MACKINTOSH - We have access for water bottles being filled. Fountains aren't seen too favourably these days.

CHAIR - Because of COVID-19? Shows you how long it is since I have been in a school yard.

Mr MACKINTOSH - Yes. There is a sick room in the administration building. Anyone who has an accident will be taken to there. Emergency vehicles, in the worst possible scenario can easily get to that point.

PUBLIC

CHAIR - Solar panels we covered. We covered solar cover in play areas. Given the cultural nature of the school that you are designing, I know we have a performing arts space in the building, do you have any external spaces where you might do cultural dance and those sorts of things, because obviously Aboriginal focus might demand that.

Mr MACKINTOSH - We are talking about two spaces, possibly the learning strip or the knoll could be a place for cultural activities.

CHAIR - Do they have the right surfaces for those sorts of things?

Mr MackINTOSH - They will do. There is even a native garden up near the canteen to grow native foods as well as European foods as well.

Ms ABLITT - Bush tucker gardening is part of the learning street as well. I think there is also provision for a fire pit area outside one of the learning communities, isn't there?

Mr MackINTOSH - We're not sure about that.

CHAIR - Safety issues and all the rest of it to think of.

Ms ABLITT - In terms of fire pit, we are not necessarily talking about fire but it is more about the concept of a talking pit.

CHAIR - Talking around a notional space.

On four, we have all the different elements. HB - stands for?

Ms ABLITT - Home base.

CHAIR - They're home classrooms, in effect. Some interesting concepts. Jump in if any members have any comments.

Ms ABLITT - The more recent plans, I guess, are towards the back. That gives you further information around the watering holes that are the informal gathering spaces and that's where students can come together informally to bring their different learning together and they get ideas from one another. Whereas, the campfire spaces are where you come and listen to an expert. That's where the teacher or peer - it's more likely to be the teacher - does their explicit teaching. In the plans you will see the campfires is more where the home bases are. That's where the explicit teaching occurs.

The watering holes is more where the collaborative spaces are. The mountain top is where the presentations spaces are, where students are perhaps listening to an outside speaker. It might be that they hook up to a scientist in the USA or they watch a video or something like that.

The Cave is where they're doing individual learning. It might be they're doing some online learning or their reflecting reading. Hands On is where they're able to do some manipulative work. That was all of them covered.

PUBLIC

CHAIR - Thank you for that. Pallet translation on page 3. It is interesting that there is no core 10 being used. I had given it a natural sort of look and feel. Core 10 steel.

Mr MackINTOSH - Evocative of the desert and we don't really have deserts here.

CHAIR - Okay.

Mr MackINTOSH - It has a rough surface too, which sometimes isn't appropriate.

CHAIR - I have already covered off on four, and it was about looking at those smaller spaces and supervision and inopportunities for bullying and things to place without students being seen. Any other questions on some of these? Page 8.

Looking at the design of the library and the thin laminates that are being used; I am wondering how they are for longevity and whether they will degrade quickly over time? Do you have any comment on that - the thin arches on page 8, in the middle where the library is.

Ms RATTRAY - I am hoping that nobody's going to try climbing up them.

Mr MackINTOSH - These are reference images at the moment. That's not necessarily what we do.

CHAIR - It may not be that?

Mr MackINTOSH - No.

CHAIR - On page 9, looking at those reference designs, my query is - when you have a teacher who is demonstrating to a whole class, some of these smaller tables don't necessarily make it easy to demonstrate to 20 students at a time. You would probably say the circle would get widened and the teacher works in the middle. Is that what will be envisaged?

Ms ABBLITT - We don't have any tables like those in the design.

CHAIR - Don't you?

Ms ABBLITT - They were just there for ideas.

CHAIR - Okay.

Ms RATTRAY - I think we're looking at things that we are not going to talk about.

Ms ABBLITT - The teacher demonstration tables are not like that.

CHAIR - I am sure you have worked it out. That's pretty well it, from my perspective, unless anyone else has anything to add?

Ms RATTRAY - I think they're all just a concept, Chair.

CHAIR - Some of these are more specific - page 16, for instance.

PUBLIC

I was asking this question about teachers working online in a situation where students are forced to stay at home again. Who knows what the future holds. Teachers might be able to work with cameras and the like to demonstrate things from the school back out to the community. Where would you see that sort of thing happening in that diagram on page 16?

Ms ABLITT - If there weren't any students in the school, do you mean, and there was just the teacher?

CHAIR - Yes, is it envisaged that would happen in that way?

Ms ABLITT - Who knows what will happen with COVID-19.

Mr SALTER - Is it fair to say that the design principles give the flexibility for different situations?

CHAIR - That's what I'm asking.

Mr SALTER - Learning from home with a teacher using a laptop as the projection vehicle; it would accommodate that.

CHAIR - It mightn't be that. I am envisaging that a teacher might have a desk in front of them, where they are working with science experiments or whatever and it's not just a laptop, it's cameras like these. How would they do that. Is that what would be envisaged or would you be saying you haven't gone that far yet. If you haven't gone there, just tell me; that's fine.

Ms ABLITT - We've started to have those conversations. We had a conversation with our ICT people last week and we started talking about the possibilities of those sorts of technologies being used in these classrooms here. Whilst we might not have that ready to go for the opening, we'll certainly have the wiring to be able to have that ready - because who knows what it's going to be like in four years' time. Certainly, we'll be able to have the camera capabilities and the TV capabilities in all of these classrooms - yes.

CHAIR - That's fine.

Ms BUTLER - How many lockers are you looking at putting into the school?

Ms ABLITT - Enough for every student. Those little boxes that you can see highlighted on page 16 are lockers.

Ms BUTLER - They'll be scattered around each of the areas.

Ms ABLITT - Yes, and we've got them out in the collaborative area so they're highly supervised and they're not in locker bays. That minimises bullying areas.

CHAIR - Page 22 has it precisely, if you look at page 22. They have given us full gear, so all of those brown spaces are where the lockers are.

Ms ABLITT - That was in the DATS building.

PUBLIC

Ms BUTLER - As the school population increases, you'll increase the number of lockers with them, or they will be there?

Ms ABLITT - So there will be enough for 600 from the get-go.

CHAIR - Sorry DATS again is?

Ms ABLITT - Design, Arts, Technology and Science.

CHAIR - Thank you. It's just that we don't deal with it every day.

Ms ABLITT - No, me either. That's okay.

CHAIR - That's it, from my perspective.

Ms BUTLER - Yes, me too.

CHAIR - I don't think there is anything else. Any other questions from members?

Ms RATTRAY - Nothing from me, Chair.

CHAIR - Thank you very much for presenting to us. I want to ask you some standard questions which are important to this committee in working things through. There is a series of five questions that we have and we need a definite answer to all of them.

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

Mr SALTER - Yes.

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

Mr SALTER - We believe so, yes.

CHAIR - Are the proposed works fit-for-purpose?

Mr SALTER - Yes.

CHAIR - Do the proposed works provide value for money?

Mr SALTER - We believe so, yes.

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

Mr SALTER - Again, we believe so, yes.

CHAIR - Thank you for that. Just a reiteration of the statement that I made when you first came before us this afternoon. As advised at the commencement of your evidence, what you have said to us here today is protected by parliamentary privilege. Once you leave the

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table you need to be aware that privilege does not attach to comments you may make to anyone, including the media, even if you are just repeating what you said to us. Do you understand?

Mr SALTER - Yes.

Mr MACKINTOSH - Yes.

Ms ABLITT - Yes.

CHAIR - Thank you. And thank you again for presenting to us. I think we have had a fair examination of that proposal.

THE WITNESSES WITHDREW.