

**THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET AT
THE DERWENT VALLEY COUNCIL CHAMBERS, CIRCLE STREET, NEW
NORFOLK ON WEDNESDAY, 13 FEBRUARY 2007.**

NEW NORFOLK PRIMARY SCHOOL REDEVELOPMENT

Mr LES BURBURY, PROJECT OFFICER, CAPITAL PLANNING AND DEVELOPMENT, DEPARTMENT OF EDUCATION, **Ms CATH PARKER**, MANAGER, CAPITAL PLANNING AND DEVELOPMENT, DEPARTMENT OF EDUCATION, AND **Mr ANKER FUGLSANG**, PRINCIPAL, NEW NORFOLK PRIMARY SCHOOL, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Harriss) - At the outset it is appropriate to thank you for your hospitality on site this morning; we appreciated that, and also the informative tour of your rather restricted site. However, it gave us an appreciation of some of the challenges confronting you, and hence the submission before us. We will go straight into the evidence that you are providing for us. Who will lead off?

Mr FUGLSANG - As school principal, I will do that.

CHAIR - Okay. Just an overview, if you like, Anker, or whatever you would like to present to us following our site visit. Some of the things we discussed on site, of course, you might want to draw out so that they are on the public record.

Mr FUGLSANG - I will do my very best to be systematic about that. First of all, the site is no longer relevant to modern teaching practices. Basically it is something designed around 1950s pedagogy and it doesn't suit what we know about teaching now with changes in technology and changes in the way you teach. That means the size of our classrooms - around 60 square metres or less - actually works against rather than helps educational outcomes for kids. That is probably the first and most obvious point.

Secondly, the growth that we are experiencing and that is predicted conservatively in this community has made it very hard for us to accommodate the kids who are in our neighbourhood area. We need more teaching spaces. At the moment we have classes for this year of up to 30 and last year we had classes up to 30. This year our prep classes, with a recommended size of 21, will actually be 22 and 23 without further enrolments. So we are simply unable to create more teaching groups without more classroom space.

The third point is that it is very hard to maintain schools of the age of ours with the realistic budget that we have so that we protect the capital investment, the buildings. Our building has got to the stage where it needs major refurbishment in order for us to maintain basically our capital investment. When it is new it is easy to keep, but once it has declined to the stage that ours has, it is really hard to do anything about it. You saw the infant toilets. These have been a bone of contention with parents as being unsuitable for probably about 20 years and only a refurbishment will redress that.

The fourth point is that, as far as supervision and safety in the schoolyard are concerned, there are a whole lot of design features in the school - and I think 'design' is generous, because I think they happen by default rather than by design - that militate against maintaining a safe sort of playground. We read all the time in the newspaper about the increase in misbehaviour in schools, but certainly the profile of our student population has changed greatly in the 10 years that I have been at New Norfolk Primary School. The sorts of serious misbehaviours and the harm that kids do to one another have increased out of sight in most schools and ours is a typical example of that. The ability to have really professional supervision in both the classroom and the playground is very important. Having cloakrooms, corridors and a toilet that is out of the line of sight for infants in the recess and lunchtime really is challenging as far as providing a high level of supervision is concerned.

All those things I have mentioned have been addressed in the plan which has been very carefully generated to meet the budget that has been provided for the refurbishment of New Norfolk Primary School. To my mind, those are the really important points.

Mr STURGES - I thank you for the time you spent this morning taking us through the school. You also spoke about the benefits that would be derived from the new entrance off Pioneer Avenue. Would you care to elaborate on some of the existing problems and how these will be ameliorated through the new entrance - apart from looking a lot better than the existing entrance?

Mr FUGLSANG - That is really important too. Part of the ad hoc nature of the school is that as the school has grown the population has changed over a long period, so there have been add-ons and movements and, really, there is no central flow. When people come into the school, it is through a very constricted area.

It is probably not safe, but that is the least of our concerns. Our concern is that, as a public place, access is confused and restricted. That is one thing to be addressed. Also to do with the ad hoc nature of the school is lack of a key facility to provide the support services that we now have for children - like one-to-one counselling. We support people such as social workers, guidance officers and speech pathologists. We have tried to provide that sort of facility in an ad hoc way. The plan unifies and rationalises this, making clear where things are, where people work, how people get there and how the community gets into the school and to places of importance to them. A lot of that is improved out of sight with this unified plan.

Mr STURGES - As chair of the Road Safety Council I had concern about the congestion when people pick up and drop off children at the existing entrance. I think this will assist with safety.

I also noted that under the second storey, as it now overhangs, there is what I see, on a very small footprint, a waste of space. I note you propose to use it for an outdoor learning area.

Mr FUGLSANG - New Norfolk Primary School has a very small site, in common with mainly inner-city schools of the same age. Because of the various ground-level heights it is very difficult to use efficiently. We have a no-man's land, a waste land, there. We have a particular area that we cannot use. The plan picks it up and uses it as the major

access. This also proved the opportunity for levelling it out. There are a number of levels there and steps all over the place. It provides a perfect shaded and contained area for an outdoor classroom. Finally, after a lifetime as a wasted space, we can do something with it.

Mr STURGES - I also note improvements to disabled accessibility and movement throughout the school. You mentioned the topography of the school, so what improvements will there be?

Mr FUGLSANG - One grade 6 student in a wheelchair came in a while ago. We were able to make restricted changes to the school to facilitate his attendance. However, if an infant came to the school we could not provide the same access and facilities as we do for other students - because of the topography. That has been accounted for in the plan. As a result we can provide access to all areas in the school for any mobility-restricted person. That was not first in our thinking but it is a really important benefit of the plan.

Ms PARKER - I followed a woman up the front path to what she thought was the front entrance to the school. She was pushing a pram and had a toddler and was confronted with three or four steps before she even got to the front of the school building itself. The door was opened by Anker. She was frustrated before she even entered the building.

Mr STURGES - I assume this will meet the required disability standards for accessibility?

Mr BURBURY - Yes. Through some very astute planning, Anker and the architect have managed to provide access in a multi-storied building without taking much room for ramps and so on.

This site has quite a history, as outlined in the documentation. Its core is historically important. The last major development that we could identify was the general-purpose hall back in 1994, and a series of small works like upgrading the heating. We have dealt with some roofing, drainage and moisture problems. We have reached a point where that sort of money is inadequate, let alone to achieve the educational outcomes that Anker and his staff want. It needs major redevelopment. The long-term projections for enrolment are quite solid because of general growth in the area. We are not developing it at any risk to another school in the area. Anker has attracted his own very strong clientele, so we see funds being well spent.

Ms PARKER - The proposal is the subject of a \$2.591 million redevelopment under the capital investment program, as announced in the 2007-08 State Budget. The redevelopment is planned to be operational prior to the 2009 school year. The school provides educational opportunities for children from kindergarten to grade 6. In 2007 there were 329 students. The school is expected to maintain a stable enrolment pattern, having shown a slight growth trend over the last decade. Much of the school's fabric had remained unaltered since construction. The layout of space is not conducive to contemporary teaching practices. This is made more difficult by the steadily increasing enrolment and the deteriorating condition of the buildings. This project provides the opportunity to reconfigure and extend the learning areas in the multi-storey northern building, provide a new and safe entry to the school, upgrade toilet facilities, provide spaces for storage and for the delivery of student learning support, improve the play area,

provide disability access to the multi-storey building, and resolve significant deferred maintenance issues. It should be money well spent.

Mr BEST - Congratulations for the report; it is well written. Most pleasing for the committee is that you have given us a fairly good indicative cost estimate for each item and not just 'preparation', 'midstream construction' or 'stage 1'. We can see what you are proposing to do, so thank you. There is nothing worse for a committee that has to approve expenditure of public money to receive just a line item that means practically nothing. This is well prepared and gives the committee a good overview of how the project will unfold.

With reference to congestion, drop off and pick up times and so on: looking at Pioneer Avenue, I can see a little arrow that says 'new entrance gates'. Am I to presume that that will become the actual entrance to the school?

Mr BURBURY - Yes.

Mr BEST - And that currently it is the entrance, but it is somewhat dysfunctional. Is that right?

Mr BURBURY - I think that is fair to say - yes.

Mr BEST - So students entering the school would head almost north and find themselves in the concourse and then there is a walkway to the left, which, I assume, has an easily accessible ramp?

Mr BURBURY - That is correct. It ramps upwards and around. You can see the dotted old toilet block that has been removed. That provides extra length to get the ramp up onto the playground. The first step is up to the playground level and the next step is up over the fly bridge to those upper classrooms.

Mr BEST - Is that the existing bridge or is it a new construction?

Mr BURBURY - It is a new construction to the Pioneer Avenue side of the existing walkover that we walked over.

Mr BEST - Will that have a ramped section or will it be stepped?

Mr BURBURY - It is my understanding it is ramped, although it is showing lines there, so I don't quite know the answer to that.

Mr BEST - I am not trying to put you on the spot here - it is probably just indicative, but I would be obliged if someone could just check that that will be a ramped section.

Mr BURBURY - It is enabling complete disabled access through the classroom along Pioneer Avenue, so you could bring a disabled child through there without interrupting anything -

Mr BEST - Or a pram.

Mr BURBURY - in the major classroom spaces. It is not perfect, but it enables disabled access, coming down from the street, you come up through the bitumen play area and then back through into the classrooms.

Mr BEST - Can I suggest that maybe you need to look at that? Maybe I am wrong, but to me that is a fairly long-winded -

Mr BURBURY - Okay; there is scope to develop that further. You don't have many steps up there and you do have room, even towards that concourse area, to actually ramp up into that flyover deck. I think that could be addressed. We will take that on board.

Mr BEST - Thank you. With this new opening, the concourse, I presume that you will not have this bottleneck of students. I assume that you have a lot of people trying to get in those doors -

Mr FUGLSANG - There are two sets of doors, one after the other, sort of airlocked space there - almost.

Mr BEST - So you have parents trying to drop off and park. I suppose they come around and find there is nowhere to stop because it is full.

Mr BURBURY - Because of the nature of the small classrooms, the classroom space tends to flow out into those corridors, so those existing doors that you walk through really invade someone's classroom. The new design removes an old toilet block, so there will be plenty of room to get themselves organised in a managed way so that they are not invading somebody else's space. A class could be in full operation in that space that you remember as you walk through the door to the right, and not be interfered with by quite a swarm of other students coming and going.

Mr BEST - But it is anticipated that the sheer throughput of students being able to come in through the gates at a faster rate without the bottleneck will mean that largely the traffic issues in Pioneer Avenue will decrease. I don't know whether I am hearing right because I have not seen it, but -

Mr FUGLSANG - We are solving the problems basically within the school grounds. The access is about three-and-a-half times wider and they don't have to stop at doors; they don't have to go past classrooms that are half open, so it preserves the classroom space. The concourse is a huge, wide space for people. I guess the other point is that the kids are calmer when they come out because they have not battled their way out through a gate, down some steps, around a corner and all squeezed out there, elbow to elbow, jostling like a rugby team. There is a better and freer distribution of children into Pioneer Avenue, both ways. The parking is all around there, but basically it is just a saner, more complacent process as a result of creating some space.

Mr BEST - Thank you. That was what I was hoping to hear, so that is good. I understand this formed part of an election announcement from the last State election, so obviously there has been some sort of dialogue going on. What involvement have the P&F had in relation to the plans that have been drawn up? How have you canvassed that?

Mr FUGLSANG - We did it in a number of ways. We have a P&F association, which is a subcommittee of the School Association. So it was discussed at School Association level, so School Association members and P&F executives were involved in the steering committee. They were involved in the regular meetings with Mike Pope, the architect. Forms were sent home for parents to write comments and outside every classroom there were suggestion sheets placed and parents were given a month to make comments. Those were the main forms. There were quite a number of Parents & Friends meetings and opportunities to have input, but mainly it was through executive members who were represented on the steering committee for the development of the plan.

It is really interesting: the things that parents worry about are the smaller cosmetic things and all those suggestions could basically be incorporated. The one thing that most parents put upfront - the most commonly mentioned thing - was the infant toilets. There was almost a sigh of collective relief when we said that we were going to fight the department and the architect over the infant toilets if necessary because it was such a fundamental concern to parents. That one victory - that those toilets were to be removed and redone - was enough to make the parents extremely happy with the whole process. So there was lots of opportunity. But our parents do not participate a whole lot.

Mr BEST - Yes, I thought that might be the situation. Have these plans been on display at the school for a little while?

Mr FUGLSANG - They have been on display. We have had several stages of the plan and it has been refined more and more. Most of this was on display very early, and once again we had the plans on display and a big comment sheet inviting parent representatives and teachers who will be working in the rooms to make suggestions. That has probably been a three-stage process. There has been reaction to that, further talk, further resolutions, more feedback and this final plan is probably about the third stage of consultation.

Mr BEST - This is an old facility and you have done a pretty good job to battle on. Do you think there might be a sense with this new project - in practical terms it is almost a new school - there might be a sense of connecting more and engagement with the parents? Do you think they might become a bit more enthusiastic and feel a bit more ownership? Do you have any idea on how you might involve them somehow?

Mr FUGLSANG - I did not actually speak to this aspect as being one of the core things justifying the project, but in my opinion school communities respond very much to a lot of more superficial things, like how a school looks, so when it is refurbished they take a lot of pride in it. It really means something to the community. In the last 18 years, New Norfolk has gone from an economic low, where occupancy in the main street was low. The council and the Derwent Valley economic renewal group - Valley Vision - have worked hard to lift the place and turn it around. One of the interesting things is that the Pioneer Avenue streetscape has improved, and there are plans to improve other parts of it. High Street has improved out of sight. The school will take its place as part of this renewal not only of the school but also of the town centre. There will be increased parent pride. The parents and friends have already approached me about creating a space that parents can call their own when they come into the school. At the moment it is the canteen. We did have another parent room but we sometimes need it for music. In the next couple of years we may have the flexibility to give parents a bit of ownership. We can say, 'Come in; there is coffee and tea so help yourself'. We have a lot of volunteers

in the school carrying out a lot of roles. We can't get many to meetings, but many people accept one-to-one invitations to come in and participate in the school. We think there will be huge opportunities to grow that.

Mr BEST - Yes, and it is up to the community to decide how they will become involved. We had a school on the north-west coast that was a little run down - Latrobe High. I am quite proud of the department's redevelopment of that school. The school community found a connection with the old 1960s dado, so there was a feeling to keep it. There was a lot of input into classrooms and so on. When you mentioned the superficial things I could see that kids might think about colours and so on. It might not be a big issue in the overall context of the project but parents and kids might get excited about things like colours in the school. It is a sense of ownership, and quite exciting in that context.

Ms PARKER - Usually as part of the next stage of development, small groups might be appointed to provide input on things like colours or furniture, so there is another level of involvement.

Mr BEST - There is a lot of square edging and sharp corners. There is probably not much you can do about it because you have different levels. There were treated pine and raised beds that looked to me as though they were being used for seating, though I don't know if that is so. I hope there will be a move away from square edges everywhere, because primary school kids and square edges are not a good combination. Are you thinking about that in the design?

Mr BURBURY - That's a fair comment, but I have every confidence that the architect, Mike Pope, will continue as he has done on other projects to look after those things. He is very competent in that area, so I have no doubt that will be resolved in the design.

Mr FUGLSANG - In the consultation we had a representative group, and some have been interested in detail when really we should have been talking about the big picture. Mike has constantly included consideration of safety in the detail - like edges.

CHAIR - Regarding the new flyover deck, which will be flat so it can be used for outdoor learning areas, would it not be a simple process to put a ramp in the corner, so there is access for the disabled? There look to be only half a dozen steps, about 1.1 metres of difference in height, so it would be easy to wrap a ramp around it.

Mr BURBURY - We would have no difficulty doing that.

CHAIR - It is not clear whether the new concourse has a translucent roof. I presume it does not.

Mr BURBURY - No, it doesn't. It offers shelter points along the way, but not complete coverage.

CHAIR - Would that be a consideration, to provide shelter? It is going to be a well-used area, paved and flat.

Mr BURBURY - Physically there is no difficulty in doing that, though I worry about the money. I would like them to develop the design a bit more to see if they can manage it.

It is far better than what we have at the moment because you come into the building with plenty of sheltered room to assemble yourself. Then you are moving under the concourse, which is quite a big structure in its own right.

CHAIR - Under the flyover?

Mr BURBURY - Yes. You have a better arrangement than the existing one, but we could improve it. It would have to be costed.

CHAIR - Yes. There is a small contingency of only \$65 000. You are likely to find difficulties as the job progresses and I suspect you will chew up that contingency. However, if you didn't then for little cost it might be done. I would be concerned about the architectural effect, though what we saw on site is fairly ad hoc; there is no great architectural theme flowing through the whole development. I raise it as a possibility.

Mr BURBURY - We could certainly take that on board.

CHAIR - Though if the school community is happy with its being open then that is fine.

Mr FUGLSANG - Our understanding through the process has been that we need to be fairly frugal. Initially the costing was for the refurbishment of classes, not for buildings. If we went well with the tender then there are a couple of developments we would consider. One would be to have awnings over the weather-side wall. The huge classrooms can be very hot and temperature control is very difficult. I give notice that this would be a major contribution to creating a good work environment in classrooms.

The second consideration is the covering you mentioned, giving complete covered access from one part of the building to the far extremes of the building. We will try to look at that in our maintenance budget in the coming years, to finish things off. There are constraints with meeting the budget, a couple of things we don't think we can afford, but if we can we will move on them.

CHAIR - Certainly protection on the northern side from intense heat is important. Conducive learning areas would be the priority.

In the administration area redevelopment, with the withdrawal area, the workroom for teaching aides and so on - the three offices - is that an extension coming out and heading east?

Mr FUGLSANG -Yes.

CHAIR - So the horrible, vertical-board clad wall that we saw from the courtyard will be demolished and you will get a brand new wall? Aesthetically that will look much better.

Mr FUGLSANG - Yes. We will repeat the low-maintenance cladding that has been used on the general-purpose hall - cement sheeting. We will use that for recladding, so that will unify that part of the building. It will be the same colour as we have here. Then in future that might be a key for recladding some of the rest of the building to unify the style as far as one can when the buildings are built 60 years apart.

Mr FUGLSANG - Yes.

CHAIR - Aesthetically, when you walk into that courtyard area, or the netball court area and you look back at that wall, it is just a disgrace.

Mr BEST - Depressing.

CHAIR - It is depressing, as Brenton said.

Mr FUGLSANG - This extension that we are talking about - there are a couple of little entrance covers that bring it out to the same level, so we don't lose any playground, but it brings the wall out and we have that better cladding.

CHAIR - That is fine, thank you.

Mr BURBURY - You can see the dotted lines on that plan. Mike has explained how he is coordinating the roofline of the more recent GP hall so that it all ties in together and you have less of this sort of battle between the 1930s building and the 1994 building.

CHAIR - That aerial photograph has had the additions superimposed on to it, and it gives an indication of that clean line through there.

What are your total teacher numbers - FTEs - Anker?

Mr FUGLSANG - Our total FTE entitlement is around 15.4. We actually have about 30 adults working on site when you take account of our teacher aides, our ancillary staff and our part-timers, realising that that 15-plus FTE quota includes a whole lot of people that team-teach and part-time specialists who might come for one or two days.

CHAIR - So when you get these new classrooms, have you indicated to us what the class sizes might be?

Mr FUGLSANG - Yes, I did work that out and it was in my presentation to you guys when I said we needed a new classroom. It takes it down from an average of about 27 to an average of 23, something like that. That is fairly significant. The way we organise the school, we try to keep smaller classes of little kids, so your preps are your smallest classes and your year 5s and 6s are your biggest classes. We aim to keep under the department's guideline of 21 in prep. The department has a guideline of about 24 for 1s and 2s, and we actually prefer it to be down around 22. We would rather the 5s and 6s to be around 26, and we achieve that with an extra class. We can't get down there with the 11 groups we have at the moment because there is no room.

There are other ramifications which are quite complex because when you bring in a specialist to give non-contact time, the specialist can come in for two days and teach 11 groups but cannot come in for two days and teach 12 groups. If they come in for another day and it is raining, they have to share spaces, the specialist has to teach in the classroom rather than teach in their own space. So we take that into account too.

CHAIR - As you indicated to us earlier, both in your presentation here and on site, you have classrooms of 30 students crammed into about 50 square metres.

Mr FUGLSANG - That is exactly right.

CHAIR - So the per square metre per student ratio will be greatly enhanced by what is being proposed here. That leads me to the next question. The three new classrooms that are being constructed will be sufficient for the next 10 years, going by the projections for likely growth at the school?

Mr FUGLSANG - That will really optimise the provision that we can provide on the site. If growth does go the way that is predicted or even more, we will have to establish a population ceiling and we will no longer be able to take students out of the area. At the moment we take students out of area and traditionally a lot of them like to come to where their fathers and grandfathers came. We have, for instance, a group from Magra who come to the school, but we would have to have a policy whereby we established, with our general manager, a ceiling, saying we can only take other students if there is space. With projected growth it will come to that.

Mr BURBURY - Can I add to that? There is always this dilemma when you are planning for a school. If you count up the subdivisions in the area you get a number that is much greater than actually walk through the gate. The enrolment projections we have on page 6 are perhaps conservative, but quite a reasonable projection. They show that, as far as we can see into the future, the provision we are making will be adequate. That is not to say it cannot change. In fact we never know until they hit our kindergartens whether those houses are full of young couples with young kids or other groups of people, so there is always a risk, but we are pretty confident that we are building for the future as best we sensibly can.

CHAIR - My final question is regarding the project benefits which have been outlined on page 7, and Cath alluded to this with her comment about the range of deferred maintenance issues which would be resolved with the upgrade. Can we have a bit more detail about those maintenance issues which need attention and which will be resolved with this project?

Mr BURBURY - It is like any old building. The heating system is old and tired; the wiring is old tired; the plumbing is atrocious. We have fascinating times with the sewerage blocking up as it goes down through that new ground area. All of that is resolved in the process of this upgrade because it is really concentrating on that building, and it takes away the burdens. The department has this process of going around to each school every two or three years and assessing the room and essential services in the school as well as the maintenance system which records breakdowns and so forth. I know, from having managed that area, that this has been one of the worst schools in terms of needing things done to it. As I said earlier, we have spent all our little pockets of money to solve problems. Our last big burst was the heating in the admin building which had reached a point where it was almost ready to be condemned. The heaters were absolutely terrible, so we had to find emergency money. It has been a school that has dragged us like that. The upgrade will resolve all that and clean the decks. It will now be as well heated, as warm and as cool as any other school.

Ms PARKER - I might add, Mr Chair, that any project budget that we put forward has a component for purchasing equipment and in this case it is \$253 000. That should go a

long way to fixing things such as broken blinds, chipped surfaces, chipped desks, broken floor tiles and replacing carpets. I think it will look very different next year from the way it looks now.

Mr STURGES - One would hope so!

CHAIR - You indicated to us when we were on site that New Norfolk Primary was in the lowest 10 in terms of amenity and whatever, or in the highest 10 ratings for needing work. Where do you sit in that one to 10? Who is worse than this?

Mr FUGLSANG - We don't get to visit many other schools really. I have been on the Derwent Minor Works Committee and I see a lot of schools that have components that are just as bad as ours. But overall we have a lot of problems. So I cannot answer that question, but I am confident that we're there.

Mr STURGES - When we came back to have a look at the allocation of funding - and I also thank you for the manner in which you have outlined the anticipated costs - I note that you're spending just on \$44 000 on communication. Can you tell us what we are going to get for that \$44 000?

Mr BURBURY - Essentially the IT system, upgrading the backbone for the school. I would have to inquire whether it included the hub; I would have thought there was a strong hub here already. It will provide good communications and the PA and phone system. Generally, with the phone systems, for example, we're running over the IP commonly in schools as we develop them now so that once you get the computer system in, the rest sits on its back.

Mr STURGES - And that will provide access for appropriate ports for laptops for the kids as we move forward?

Mr BURBURY - Yes.

Mr STURGES - That has all been taken into account in the contingency?

Mr BURBURY - Yes.

Ms PARKER - Data outlets will be considered as the part of the next stage of the design.

Mr STURGES - I understand, but it has the capacity once it's cabled. It is a reasonable amount to expend on a school.

Mr BEST - Cath, you were going to mention something about the maintenance of the capital -

Ms PARKER - We have a maintenance program but we also have a capital works list. We are introducing a process in the next year where we're trying to make it a more transparent process so schools will know exactly where they sit on that list in terms of when they are likely to receive funding for the capital refurbishment. That is under the Building Better Schools program.

Mr BEST - There were some things mentioned about when we get to the next stage. What we have in front of us is the project, isn't it, or is there another project on top of this?

Mr BURBURY - No. This is it.

Mr BEST - So you are pretty clear about what you're doing here? When you say, 'We'll decide this at the next stage', what does that mean?

Mr BURBURY - This project is in the preliminary design phase - in other words, we said that basically we are going to do this and we are going to do it in that sequence, so it is stable enough to take to a quantity surveyor to get a good costing on and come back to you people and explain what we're doing before we proceed any further.

The next stage is detailed room layouts, for example. The question of the ramp that has been brought up before, we will work through that and figure out what we can do. It is almost drilling down to another layer of analysis. This is the project and you're looking at an overview of it.

Mr BEST - Finally, I am looking at the car parking. Do cars normally park in the playground area?

Mr BURBURY - No.

Mr BEST - But you have marked bays there?

Mr BURBURY - No, in actual fact they're squares for playing games such as four-square.

Mr BEST - I saw little marks here, though.

Mr BURBURY - They're all for sporting processes. None of them have been identified by any member of the school community as car parking spaces.

Mr BEST - What is the arrangement here then? On non-school days you can park in there?

Mr BURBURY - Only on student-free days.

Mr BEST - So this is the staff parking here, is it?

Mr BURBURY - On your left there is Hill Street and Hillside Crescent and the staff park there. Staff park in the marked bays in that cul de sac and they park opposite the school on Pioneer Avenue. One or two staff might park in Stephen Street down to the right.

Mr BEST - Do you have buses? What happens there?

Mr BURBURY - The buses line up there.

Mr BEST - So you have drop-off for buses here?

Mr FUGLSANG - Yes. Most of the drop off probably takes place outside the school in Hill Street, in Hillside Crescent along there. Parents come in and turn around in the cul de sac

and stop outside the GP hall and drop kids off there and parents also drop kids off in Stephen Street. They nose down in Stephen Street, go down the bottom and turnaround and come back. A lot of parents park on both sides of Pioneer Avenue opposite Arthur Square, so further to your right this way.

Mr BEST - By the sounds of it you have had a fair bit of discussion and planning about where cars and people drop off.

Mr FUGLSANG - That is another question and another problem. What we constantly do is have to work to educate parents by asking the police to come along and be present at a certain time. In the newsletter we ask parents not to park where the buses stop. It is a constant asking them to be more careful of kids crossing the road. It is just constant because, as with the school grounds, there are real constraints there and we just have to keep working at it. You will notice diagonally opposite the admin part of the school there is also a big car park that actually services the main building. Parents also park over there. It was ad hoc.

Mr BURBURY - It would not be untypical to any inner city or inner urban area. Devonport Primary, for example, would be a case in your neck of the wood. Albuera Street is another. It is just a reality that you have a school on a very constrained site in the middle of a very busy area and we work with police and whoever we need to to do the best we can.

Mr BEST - Thank you.

CHAIR - There being no further questions, thank you very much for your presentations here. If you would like to leave us now we will make our deliberations.

THE WITNESSES WITHDREW.