

**THE PARLIAMENTARY JOINT STANDING COMMITTEE ON PUBLIC WORKS
MET IN COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART, ON MONDAY
31 MARCH 2008**

**HAZELWOOD SCHOOL - PROPOSED NEW FACILITIES AT CLARENCE
STREET, HOWRAH**

Ms CATH PARKER, MANAGER, CAPITAL PLANNING AND DEVELOPMENT, DEPARTMENT OF EDUCATION; **Ms IRENE GRAY**, MANAGER STATE PROGRAMS - CURRICULUM, DEPARTMENT OF EDUCATION; **Ms SHERRY EDWARDS**, PRINCIPAL HAZELWOOD SCHOOL; **Mr PAUL GILBY**, GILBY VOLLUS ARCHITECTS; AND **Mr PHILIP WHITE**, SCHOOL COMMUNITY REPRESENTATIVE WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Harriss) - I officially declare the meeting open and welcome everybody to this part of our hearing. We do appreciate the site inspections at both the existing school site and the intending school site as well as your hospitality for lunch - thank you, Cath.

Ms PARKER - A pleasure as always.

CHAIR - We have an apology from Mr Sturges; that will be recorded.

I acknowledge Terry Martin, Member for Elwick, who has had a long involvement with this particular school project and I thought it was not only necessary but also appropriate that Terry be invited to this part of the deliberations today. Welcome, Terry; I am sure you will be interested in our further deliberations on this project.

Perhaps Irene or Cath would like to start the ball rolling.

Ms GRAY - Hazelwood School provides education for children between the ages of five and 18 with severe intellectual or other disabilities, which may include physical disabilities, sensory impairment, medical conditions or autism. The majority of students are of high school age.

The school currently operates across two campuses - one small campus at Elmsley Road, Glenorchy, for younger students and a larger campus for older students on the busy intersection at the corner of Risdon Road and Brooker Highway at Moonah. As you are aware from your visits, the multilevel and aging facilities of Hazelwood campus have been assessed as needing urgent and substantial modification in order to accommodate the range of student needs. Many of the learning areas and outdoor areas are not wheelchair accessible and there are only two suitable toileting areas.

These issues have a significant impact on age-appropriate class groupings and curriculum options for these students. This submission outlines a proposal to relocate the educational services provided through the Hazelwood and Birrallee campuses from

their current locations to the building currently known as Wentworth, at 223 Clarence Street, Howrah.

The Wentworth building was originally designed as a special school and although it has had a variety of uses over the years - the most recent being the offices of the Learning Service South and South-East - plans have been developed in consultation with the school that will provide an exciting and innovative new facility for Hazelwood school into the future. As indicated previously, the cost is estimated at \$3 585 000 and our plan is that with your approval it will be operational for the 2009 school year.

CHAIR - Thank you. We might go straight to questions and then we can work into that any contribution or questions people might want to ask. Philip is there anything that you want to add as an overarching comment before we go into questions about the project? We have had the submission for a few days now so members of the committee are familiar with it, in addition to that which we have seen on site. If you would like to make any contribution regarding the project as far as the school community is concerned, we would be glad to hear it.

Mr WHITE - As part of the school community, we see this as something that has been needed for quite some time. Basically we think the facilities are up to scratch for the different children we have in our school. This does not mean the moving from one school to another, but the infrastructure through the school is our major concern and through that we really wanted to make it a centre of excellence. We had an overwhelming review on that when we met about it being a one-stop-only, one-off job that we could we could do properly.

In that centre of excellence we envisaged that we would see therapy groups inside the school working hand in hand with our schoolteachers and our aides. We also envisaged having a commitment from the Government that we would continue on that as well - that it would not be a once-off thing, moving from one school to another. We also had issues in regard to the transportation of students because it was probably adding 15 minutes or so - and it has not been tested yet - to the daily transport to and from home for our students. So we would require that all the buses that access the school be air conditioned, not only for the comfort of the children but also because of the disabilities that they have.

We think that we have well and truly overstayed our time at our last school. We were very disappointed that we did not get a greenfield site to start with because we felt that we would not lose our identity by moving across the river. We still have our identity, and we have a good relationship with the Glenorchy City Council as well through Mary Guy and the good work that they have done with disabilities through that council. That is why when we really had no other option than to move we seized the opportunity to make sure that we had therapy services in that school and also speech therapy, OT and physio.

Mr HALL - From a statistical point of view, on page 9, it talks about in 1998 the actual number of residents being 46.8 and yet falling away in 2012 to 32.6. I would have thought that with an increasing population there would have been more needs rather a decreasing number. Is there a reason for that?

Ms GRAY - The documentation does outline the fact that over a number of years we have been mainstreaming students with disabilities because parents have asked for that as an option. But our department is really keen to offer a diverse setting for students with what we call high needs. We believe that this campus will provide that.

Ms EDWARDS - I think, too, the numbers do not really reflect the number of students that are accessing programs there because in addition to that there are 15 students who are enrolled in regular schools who access our programs. So the enrolment numbers do not reflect the need in many ways.

I think Irene is right, this has reflected the notion of what inclusion has meant for our community but I think now what we are seeing is that parents would like to have a broader choice with more flexibility rather than just being included or segregated which has been the previous model.

Ms GRAY - One of the issues with Hazelwood was that we tried to open it so that children from the school could be integrated back into their community as well and so it was a two-way thing. Previous to that children from mainstream could access but not the other way so we have tried to be much more flexible. Sherry in her role as the principal has really opened that notion as well and we think it provides a broader range of options for parents, whether it be accessing the pool for a therapy service or accessing a particular curriculum that they may not be able to get into in a mainstream.

Mr WHITE - To add something - and this is not a good thing, but a cold hard reality which needs to be said- we lose probably one to two of our children every year, either through illness or they pass away.

Mrs NAPIER - On the number issue, when we were at the school I jotted down 40 full-time enrolled and 15 -

Ms EDWARDS - Thirty-seven enrolled.

Mrs NAPIER - So I misheard. For the record, what is the capacity of the new school?

Ms EDWARDS - There are eight general learning areas with six to seven in a classroom - 56 to 60 probably.

Mrs NAPIER - Given that you indicated that there were 15 students who attend Hazelwood sometimes, is that an increasing trend and what growth do you see that might develop in that and does the new facility adequately cater for that?

Ms EDWARDS - Yes, I think it is an increasing trend. It has been increasing over the last four years. Will the new facility cater for that? Yes, I think it will and I think the programs that we provide cater for that specifically because the children access things that not all schools can offer so they are not all there at the school at the same time.

Ms GRAY - Plus I think demand offers the capacity if there was a growth to develop further.

Mrs NAPIER - Yes, there is certainly good space, isn't there?

There was a reference to the buses and therapy. In relation to therapy I must admit I was a little surprised that there was not already allocated occupational and speech therapy services to the school. I wonder if you can, for the record, first, clarify what agreement has been made in relation to the provision of that service as part of this redevelopment and, secondly, provide a background to how you currently access occupational therapy and other therapy services?

Ms GRAY - Probably in terms of the history: we had a memorandum of understanding between Calvary therapy services and the school prior to this new one that we have developed. In that memorandum they indicated that there was a service they were providing in consultation with the school community - it was not the type of service that we thought ought to be provided and hence the negotiations around the table and with the parents. We think this ought to be one of the provisos in terms of the move. I think Sherry and Philip can probably talk more about what has happened now.

Ms PARKER - It has been one of the very positive outcomes, I think, in the overall decision to move, as it has enabled the students to have increased access to both occupational therapy and physiotherapy.

Ms EDWARDS - And under the previous memorandum a number of students were not eligible for services under Calvary's blanket, nor for targeted school programs. So they weren't eligible under any program to access therapy services.

Ms PARKER - It has meant that the Department of Health and Human Services and the Department of Education have had to put their heads together and come up with a solution that was going to work for everyone.

Mrs NAPIER - For the record, is that in the forward Estimates?

Ms PARKER - Yes, it is. I have asked for a copy of the memo of understanding which details the costings on that to be brought down here today, so you can take that.

Mrs NAPIER - That would be appreciated. And the agreement in relation to the buses? What is the nature of that agreement, financially and structurally?

Ms EDWARDS - The agreement was that the number of buses that are currently operating, five out of the eight would have airconditioning either installed or accommodated for, and that new buses when they were purchased would have airconditioning as standard. I think that's how it went.

Ms GRAY - All of the buses except one, which is a very old bus, have now had airconditioning installed. One of the cerebral palsy buses had airconditioning and it broke down, so the department paid for that to be serviced. Only one of the buses doesn't have airconditioning, and we have an agreement with DIER in such terms that as soon as any Hazlewood bus comes up for renewal of its contract, we want it to have airconditioning. So that's a negotiation memorandum that we have signed.

Mrs NAPIER - And that agreement is with you?

Ms GRAY - Yes.

CHAIR - Philip, was there anything you wanted to add to that question from Mrs Napier?

Mr WHITE - Yes. We obviously wanted to get good outcomes for our children, as I explained off the record, about setting goals and making sure the goals were achieved and getting best value for our dollar, so we made the decision that therapy would become an issue for the school and the school only. Therefore it didn't have to have any people who were category A or someone with Down syndrome. It wasn't going to discriminate with either.

That would undo the whole school which we as parents feel is a better situation because it goes under one roof, so we can use it and do it properly and all kids can access it, which has never happened before. So that is one of the reasons we stipulated that it went to the school and not to the person. We found that was the only way we could do it, and by doing that we also felt very strongly about the learning outcomes for our children because if you take some of the health problems away and their physical needs away, you will get the best out of them. That's what we are all about.

No matter what the building was or anything else, it is the outcomes for our children's lives and their learning prospects going forward that matter. Some of them will leave school and they could still get a job somewhere along the line, but if they haven't got their learning outcomes they just fall away. So I suppose the question is: will this therapy continue? That is my question, I suppose, and how do I know?

Mrs NAPIER - I guess that's a question to Cath about whether it is in the forward Estimates.

Ms PARKER - I can give some information on costings. The Department of Education will pay Calvary Health Care \$46.27 per hour for an additional 920 hours of therapy during school term times, as noted within the memorandum of understanding, totalling \$42 568.40. Payment will be made quarterly at \$10 642.10 per quarter in advance on receipt of an appropriate tax invoice made to the attention of Greg Glass at the department.

In addition, a payment will be made to Hazelwood School's school resource package to purchase equipment to be housed at Hazelwood for use in a therapy program. Sherry is the principal who will manage that budget.

I will table the memo.

Mrs NAPIER - Can I ask whether that picks up the concept that Philip was talking about - that it's not restricted to certain children at the school and whether parents can be part of the decision as to who gets access to the therapy?

Ms EDWARDS - Yes, it does.

Mrs NAPIER - There is going to be an average additional 15 minutes a day for children to travel - or was that per trip? Maybe someone could clarify for me what the additional travel time might be as part of that relocation.

Ms EDWARDS - I guess at this stage it is still hard to say what that travel time is going to be because we haven't done it. The ultimate outcome would probably be that those children

who live in the northern suburbs will travel a little bit further. The amount of time is still unknown. Right now, children on the Eastern Shore travel a little bit further to get to where we currently are situated.

Mr WHITE - The point the parent body put across was that they were okay about travelling a little longer but the buses et cetera had to be comfortable for the children and for their needs. If you were going in sweltering heat then an extra 15 minutes could be a problem.

Mr HALL - You mentioned this morning that 85 per cent of the children came from the metro area. If that's the case, the other 15 per cent are obviously outside it, so how are their needs met?

Mr WHITE - I've been doing this for two-and-a-half years now and two-and-a-half years ago it was that ratio. That is one of the reasons we wanted to keep the school in the area where it currently is, or just down the road at the greenfield site. If 85 per cent of the people live in that area, then why change and go somewhere else.

Mr HALL - You haven't got any students who live out in the rural areas? Is that the case?

Ms EDWARDS - At the moment the furthest away from where we are at the moment would be someone probably lives somewhere like Primrose Sands or Lauderdale, which is on the Eastern Shore. In the south we do bring someone in from Dover.

Mr HALL - Do they come up on a bus?

Ms EDWARDS - They come up via a range of transport options that includes parents, taxis and a contracted service. We also have students from as far north as Brighton.

Ms GRAY - We did do a feasibility study in terms of how you would actually travel in terms of buses. Peter Galligan, who is sort of our parent co-ordinator, did a survey.

Mrs NAPIER - It has a good highway connection.

Ms GRAY - Yes. We worked out that coming from south of Kingston to go over the bridge was probably just as quick these days as going out to the northern suburbs.

Mrs NAPIER - You just don't want the bridge to go down again.

Ms GRAY - No.

CHAIR - Irene, you were indicating a moment ago, in answer to Greg's question, that the figures that Philip has been working on in terms of the population mix being in the urban area were out of date.

Ms GRAY - It was a third and a third and a third - a third down from Kingston, a third out in the northern suburbs and a third over the river. Now we are saying that the proportion of children over the river has probably grown. I think that's the nature of the enrolment. The areas where families with children with disabilities move to in order to access education are sometimes different. Parents will actually uproot and go closer, as we

found with the deaf unit at Claremont, where they come from the mainland and all over the place because they saw that it was a centre of excellence.

Mrs NAPIER - I heard the reference to centre of excellence earlier in the day. It is a much better building that you are looking at redeveloping. What should this centre of excellence look like in five or ten years' time?

Ms EDWARDS - We would hope that we would capitalise on the expertise that is there and be able to utilise that a lot more out in mainstream schools, and for people to come in to us as well. With support units in mainstream schools, I do not think there is probably quite the same level of expertise that might have been there before. This would be a really good opportunity to share some of the knowledge that we already have. We can bring in under that umbrella many of the students that we also share. It also allows us to continue doing some of the things that we are already doing, such as training of university students. We have prac students, TAFE students and college students with us, all doing courses. So it is part of that process that we are already doing anyway. There is probably some scope to involve some people who are experts out in the field, like our autism consultant, the physical impairment co-ordinator, vision impairment co-ordinator and other people to have maybe a base to work from where we have a captive audience in terms of student population.

Mr WHITE - Coming from a parent's point of view, we believe that the centre of excellence also allows my daughter to access both streams of school. We know that as parents we tend to put pressure on our children to go into a regular classroom, which puts pressure on the schoolteacher et cetera. Mine is category A and she does not cause too many problems, which is pretty good, but they can be disruptive in the school environment as well. The centre of excellence is somewhere for someone to go back to find out how to deal with the problem; it is almost like the centre of excellence can be used as a library. It is almost a library for teachers around the area. If they have a problem they can come back in and find out how they can address the problem, or different ways of meeting the same result but in a better way. I think that is important. The physical needs would also be met. We have the wheelchair clinic. A lot of our students are in wheelchairs and it takes some burden off some parents to a certain degree if those little issues happening with wheelchairs can be adapted straightaway - which is a win/win situation for everyone.

Mrs NAPIER - We had a look at the pool and heard about it being closed down because of concerns about electrical input. I also became aware of three cancer cases amongst staff over the last two years. Has there been an occupational health and safety study of the school? If so, when, and has this been identified as probably another reason to relocate rather than rebuild on the existing site?

Ms PARKER - It is definitely not one of the reasons behind the decision to relocate, but obviously any issues like that would be of concern to the department. We had a scientific investigation done, more than an occupational health and safety assessment, because it is a serious issue. The Department of Health and Human Services has advised the Department of Education that there are no grounds for concern regarding the health and safety of students and staff at Hazelwood School. The Department of Education's deputy secretary of Corporate Services, Greg Glass, has said that the department has asked Public Health to investigate the site following claims from a former employee. The site

has been thoroughly tested and the claims were found to be unfounded. The Health department did not find any grounds for further investigation.

Ms NAPIER - So the Office of Public Health had it investigated?

Ms PARKER - Yes, as of 27 March.

Ms NAPIER - When was the investigation done?

Ms PARKER - In the last couple of weeks.

Mrs NAPIER - It seemed to me that an instance of three staff over the last two years is a fairly high proportion. How many staff altogether are there?

Ms EDWARDS - Close to 30, and not all full-time. There are some part-time people.

Mrs NAPIER - Did the Office of Public Health have any comment to make in terms of whether it was an unusual proportion of staff?

Ms PARKER - I haven't seen the report, Sue, so I cannot comment.

Mrs NAPIER - Would it be appropriate if we could ask to see the report? Given the location of the Hydro power lines above, and there is actually a substation in the middle of the school, if there is an instance of a cancer cluster then it would tend to suggest that we might have a health problem.

Ms PARKER - I don't think there is any talk of a cancer cluster but certainly the department has undertaken an investigation with the Department of Health.

Mrs NAPIER - Was there any previous pattern of health problems among staff that suggests there might be a problem associated with the incidence of cancer and the impact of the Hydro substation or the overhead power lines?

Ms PARKER - I am not aware of that, Sue.

CHAIR - Sue, you have alluded to the fact that you would like that report.

Mrs NAPIER - To assure ourselves that that issue has been appropriately addressed. I was interested whether that was part of the reason for saying, 'Look, we really do need to relocate because there are some logistical problems here'.

Ms GRAY - I think we would probably agree that maybe a substation in the middle of the school is probably not something -

Mrs NAPIER - You wouldn't do it now, would you?

Ms GRAY - No, and hence the reason we think that this is a better site in terms of its location.

CHAIR - So if there is no impediment to providing that then that will be issued to the committee.

Mrs NAPIER - That would be appreciated, thanks. I take it there has been no indication that there are health problems in the children as a consequence?

Ms PARKER - No, nothing has been raised.

Mrs NAPIER - Did Public Health look at that issue?

Ms EDWARDS - No.

Mrs NAPIER - If there is any information you could provide us as to whether Public Health did look at it then that would be appreciated. I do not want to suggest that the children don't count. That was the one that I had -

CHAIR - I knew you would get around there sooner or later.

Mrs NAPIER - Yes, I wanted to cover that off - being a parliamentarian.

We were looking at the new classroom that is to be developed off that enclosed courtyard and you said that there would also be another courtyard accessible via that classroom.

Mr GILBY - No, by the adjacent classroom. There are two new classrooms: one of them accesses the courtyard that we went in. It is the coloured plan. The orange colour is the two new classrooms. They connect with minimal passage and that will be an enclosed passage. They still face north so they get the sun, even though they are on the south side of that existing wing. One has a north-east aspect into the existing courtyard - that is on the right-hand side - and on the left-hand side we have the north-west aspect. We have a new fence that will connect it. It will have its own safe play area and then it will have connection to the greater play area.

Mrs NAPIER - So that is actually on the right-hand side.

Mr GILBY - Yes.

Mrs NAPIER - Where the words 'new sensory room' are, that is a play area, is it?

Mr GILBY - Where the words 'new sensory room' are, that is an outdoor safe play area. The new sensory room is actually a shed at the moment but the intention is to do it up into a top facility. Sherry could tell you more about that sensory room since it is an important part of their therapy.

Mrs NAPIER - Can you tell us about the new sensory room?

Ms EDWARDS - The sensory room was designed for a couple of good reasons. It can be used as a calming opportunity for some kids who might be overexcited. More importantly, we use the sensory room to help students to develop some skills, particularly those who need to develop some switching skills, working on one tiny movement at a time. The sensory room can be closed off from light and different items can be activated,

depending on which switches you might use or what you might have at a particular time. It is a really high-tech area. The equipment in it is ordered from somewhere in Melbourne which in turn orders it from somewhere in the US. It really is quite fantastic in terms of what you can do in a space. We hope to make it reasonably versatile so that we can have a dark sensory space as well as a white sensory space which creates a different atmosphere.

Ms PARKER - Music is going to feature in it, too.

Ms EDWARDS - Yes. There is a complete music area to be developed as well which will be wonderful because currently we do not have a music room, we are sharing it with the library which does not work.

Mrs NAPIER - An interesting combination.

Ms EDWARDS - Yes, absolutely.

Ms PARKER - It is not normal.

Laughter.

Mr GILBY - It is these add-on facilities that make it particularly useful for bringing children in from other schools.

Mrs NAPIER - For the record, I take it the hydrotherapy pool is available for public use, as well.

Mr GILBY - We have it located in such a way that it is accessible by the public for after-hours use and that is controlled through the school. I will let Sherry answer that.

Ms EDWARDS - Yes. Our pool has always been available for public use and this will really depend on whether the Clarence City Council will continue to allow us to do something similar. I assume they will.

Mr HALL - I take it there will be a fee for use. How will you control that?

Mr EDWARDS - We have always used a lease agreement so people lease the facility on an hourly basis.

Mrs NAPIER - I cannot see where the spa is? There it is, in the pool area.

Mr GILBY - It is within the same area as the pool but can be fenced off and we have an overhead hoist system that connects the spa and all of the change facilities. That is important.

Mrs NAPIER - I think the whole thing is quite exciting.

CHAIR - Are there any further questions from any committee members?

Mr BEST - First I want to compliment you on the inspection today and as a committee member I received a very welcoming oversight of the complexities and the development activities that you undertake currently. I thought that was really good, not that I am an expert but I have seen different schools. I thought your range was quite good.

I think it is a very well written report, but I would like clarification of a couple of matters. I think the cross access is an important component, that is access between the pool, the hydrotherapy pool and the hall itself. What will happen with outside users, will you have a fee or something for them?

Ms PARKER - Yes, it is fairly normal to negotiate a use fee for community groups and that can either be through a lease or on a payment per hour basis. It is part of the overall use of school facilities by the community. A fee is levied to cover costs, particularly with something like a hydrotherapy pool needing heating and cleaning.

Mr BEST - Sure. I do not want to go into the detail.

Ms PARKER - It is very economical.

Mr BEST - Of course. That is fine, I am not trying to explore that. I want to get it on record. No doubt you already have cross-usage, or you did have prior to the pool closure.

Ms PARKER - Yes.

Ms EDWARDS - Most of those clients have now probably found other places to go.

Mr BEST - Right. So, you are not sure what might happen there.

Ms EDWARDS - We do not really know what the clientele or the community need might be

Ms PARKER - Other school groups used to come in and use it, as well.

Ms EDWARDS - Other disability groups, group homes and places like that also used it.

Mrs NAPIER - There is a lot of demand for hydrotherapy.

Mr BEST - That is my other point. In some ways this will be another modern facility that will benefit people in general.

Ms PARKER - We will introduce a new service to the Eastern Shore. There used to be the Douglas Parker Centre near Calvary Hospital.

Mr BEST - This will balance facilities nicely in that regard.

Ms EDWARDS - Yes.

Mr BEST - The facility operates as a school, essentially between normal hours Monday to Friday. It does provide respite in a sense, although it is a learning facility. Will a group be able to use it as respite during the day, or not really?

Ms PARKER - We have not really thought that through, but something like the use of the gym would certainly be a possibility.

Ms EDWARDS - Groups hire our current facility for those reasons. Support or disability groups such as Parkside and Cosmos might hire our facility for that use during a summer or holiday program.

Mr BEST - I know you do not want your space interfered with because that entails packing away your possessions, but there may be opportunities there.

Ms EDWARDS - In our community you could not deny that there are times when the school is not operating that are probably the most challenging and demanding times for parents at home. It would be ideal to be able to put something else in place in our communities. It would be an ideal spot.

Mr BEST - That could be something that happens as a result of this. You mentioned the students gaining skills to become carers as a vocation. Do you see yourself becoming a training facility? You probably are a training facility now.

Ms EDWARDS - We are.

Mr BEST - Maybe that will be strengthened as well. In relation to the funding, I thought that idea of getting all your funding for your categories from students and basically providing the care was pretty innovative. I guess that is a policy of P&F, that everyone is basically fully supportive, as you move forward, with those policies?

Mr WHITE - Our P&F has always been a strong supporter of the school and children at the school. Our art, to a fair degree, raises the majority of that money. That gets put back into the school programs. We would like to have some more money for one-on-one teacher aides and other things we need. The money is used for programs. The hardest part is putting the programs together because they all cost money. We try to help out the school whenever we can with our money to top up the budget. That is one of the most important parts. To be honest, sometimes we feel it is very unfair because we could buy something for our children that might be better utilised, but as parents we know that if we had to pay for, say, a speech therapist for one more day we would get some communication learning. To us, communication learning is better than a new pushbike.

We do understand but we find it a very bitter pill to swallow when we deduct some of our money for everyone.

Mr BEST - For a group or something?

Mr WHITE - Yes, for a speech therapist or something that I would expect would come from you guys, I suppose. It just does not seem to be getting down to our level

Mr BEST - You had what I thought was quite a good set-up with your school community consultation steering committee, on page 8. You had a representative, Margie Nolan, from Disability Services. That would have been refreshing having someone from the Health department?

Mr WHITE - Margie Nolan is originally an OT and she was my daughter's OT 15 years ago. I have had a good working relationship with Margie and she has veered off into an easier job. We targeted the people we wanted on our steering committee, that we thought would give us the best outcome. So she had some involvement in the aquatic centre when that was built. Terry Martin was targeted as well.

Mr BEST - She is from Health, is that right?

Mr WHITE - Yes.

Mr BEST - You have the school association. But do you think that, in aiming for the excellence that you want, the Department of Health needs to have some sort of representative on your P&F? Is that a good idea?

Mr WHITE - There is no doubt about that, we would like that to happen. I was pretty disillusioned with Health, to be quite honest with you. It wasn't until we got Terry Martin involved to go through the Education department with David Bartlett and Terry McCarthy that we started getting some things rolling. This has taken about two-and-a-half years out of my life. I have a child who is 24-7 and a wife to support as well. To be quite honest, I was disillusioned with Health because they did not see the outcomes that if you fix something at its infancy, it doesn't raise its ugly head in six months time, when it takes a lot of fixing up. To me that is common sense.

Mr BEST - In fairness to the Health department, I think perhaps we should get something from that department. Also, given the school's direction of excellence, I think it is something of interest to the committee.

Mr WHITE - To be quite honest with you, that is the reason, in a funny way, why we want to prove the Health department wrong as far as our model being successful and having outcomes is concerned.

Ms GRAY - To follow on from that, there was a memorandum and I think the Health department's accountability around that is the issue.

Mr BEST - We are going to get a copy of that, aren't we?

Ms GRAY - This is a memorandum with Calvary; children's therapy services. They were the deliverers of the therapy services.

Mr BEST - I am not sure if you have talked about the budget.

Mr WHITE - No, we haven't gone through that table at all.

Mr BEST - I commend you for the \$55 000 for artwork. I am not sure exactly what the project is but I think that sounds -

Ms PARKER - Under the arts@work program it is 2 per cent of all projects that are allocated.

Mr GILBY - We try as much as possible to integrate the artwork with our architectural work. Rather than have just something important hung on a wall, most times we are able to integrate it quite well.

Mr BEST - There is \$230 000 for fees. I know these are project estimates so I don't want to get it broken down too much, but maybe just a generic explanation.

Ms PARKER - It is based roughly around 10 per cent of the projects but consultants are invited to present a fee based on a full commissioning brief and Gilby Vollus on this occasion were the successful tenderers. It also includes other consultants such as hydraulic engineers, structural engineers, acoustic specialists, building surveyors and quantity surveyors.

Mr BEST - Contingency on project costs was, I thought, pretty tight at \$105 000. That is a pretty good effort if you can do that.

Ms PARKER - It is always a balance.

Mr BEST - The front entry portico, that is going to be a huge improvement. I am not sure what the arrangements are now, but I think that will be fantastic for the students. Again, when we get to cost estimates your contingency there increases a little to \$220 000.

Mr GILBY - We have some outside area too. There is a provisional sum for doing up the outside.

Mr BEST - If I go to page 15 - 'project time line' - there is a thing here - Hazelwood pool, that is the new pool, is it?

Mr GILBY - Yes, the new pool.

Mr BEST - Finally, the buses - how many buses do you have?

Ms EDWARDS - The school has only two buses. With the contracted services there are probably eight buses that deliver students to and from school.

CHAIR - If I can go back to page 14 on project costs and estimates et cetera. I find difficulty in reconciling the fact that under cost estimates the contingencies are a total of \$220 000 and yet the overall project contingency in the table above is only \$105 000. How do I compute those numbers?

Ms PARKER - There are various contingencies. There is the project contingency, which we all understand in terms of cost overruns or things you might find in the building process. You might find, for example - and we do know of an existing sewer line that runs across the site - that the plumbing infrastructure may not be up to current building standards so we have that sum built in as a contingency.

In this case it is also designed to cover some provisional things such as additional fencing. We have not yet done costings on the playground and the landscaping so that will come as the next stage of design. Even though some of that comes under 'exteriors' there is also a contingency built in there.

Also we incorporate a post-occupancy contingency to cover those things that are not quite right. Regardless of the best planning or best design, once a place is finished there is always something that you want to change. It might be a power point or you might want to instal another sink or you might need a new shower in another place or something. So there is a post-occupancy contingency to cover those sorts of things that arise after occupation.

Mr GILBY - If you go to the top figures some of the construction estimate actually has contingency in there and so when we break it down that part of the contingency increases the \$105 000.

CHAIR - So the actual contingency for the project is \$325 000 because in the construction contingency it is \$220 000. That is factored into the top table at 2.865 and then you have got a further \$105 000 in the project costs so really the contingency for the job needs to aggregate the two, does it not?

Mr GILBY - No, it is not quite like that. The \$105 000 goes up to \$220 000. That \$220 000 is the \$105 000 plus the contingency that is built into the first figure.

CHAIR -With respect, that does not because if I go to that top figure of 2.865 I transfer that from the bottom table up.

Mr GILBY - Ah yes.

CHAIR - And that 2.865 already has built into it \$220 000.

Mr GILBY - Sorry, you are correct. I take that back.

Mr HALL - You also have cost escalation there of \$85 000.

Mr GILBY - Yes.

Mr HALL - Wouldn't that normally be part of the contingency? I would've thought the two of those would be rolled together into one.

Ms PARKER - I could probably answer that, Paul. The way building costs are going we are working on 6 percent increases each year and the way the project has developed slowly we need to allow for increased building costs.

Mr HALL - My point is wouldn't you normally just roll that into the contingency figure?

Ms PARKER - You could, yes, the project escalation, or you could have it rolled up, yes.

CHAIR - I personally think that is a better way to put it, cost escalation rather than a contingency. You have actually identified the fact that construction costs are fluctuating and likely to rise.

Ms PARKER - Ultimately what it comes down to is that wherever we can make savings or if things go over it is rolled back into the project. That could be an additional piece of

playground equipment or additional parking or an additional covered way or something that might not have been able to be funded as part of the project.

Mrs NAPIER - In terms of the furniture and equipment in playgrounds, that is a fairly low figure, I would have thought for furniture and equipment for a school. Are we going to have a school of new equipment and furniture? Are we going to bring some of the old equipment with us? What is planned?

Ms PARKER - We usually allocate approximately 10 or 12 per cent of the total project costs towards furniture and equipment. It depends on the state of the school as to how much they can reuse. There is nothing worse than having a newly refurbished school and having decrepit desks and chairs. It is to cover things like window furnishings, light fittings, new whiteboards, new computers. It is really up to the school what they want to spend that on. It is not part of the building fabric. It is the additional things that might be needed. They might decide, 'Okay, we don't want that torn, broken change table in there. We might invest in a new change table'. That school holds that money and they can allocate that as they see fit.

Mrs NAPIER - It just seemed to be a fairly low figure for the kind of specialist equipment that is used by a school.

Ms PARKER - Yes. They will bring a lot over - things like the wedges, the chairs and the change tables. We will recycle what we can.

Mrs NAPIER - There is a reference here to the \$235 000 for the landscape, road and garage. As I understand it, that is just for the portico and the bus garage. How much money is allowed for the playground areas? Does it just cover the enclosed areas and not the extended play area? How much money is planned for the development of those play areas?

Ms PARKER - I will just see if it is broken down. We do have a full costing here which is quite extensive. Site works and external services are listed at \$440 000. I imagine that playgrounds would be incorporated as part of that - fencing, landscaping. But I will check to see how it is broken down.

Mrs NAPIER - Do you intend to bring some of the playground equipment that is at the old school to the new school?

Ms PARKER - No. Often it is more costly to dig it up and break up the footings and then to reinstall it and possibly re-powdercoat material than it is to replace. There is some new equipment, isn't there? There is the liberty swing which is still in storage, which is a specially designed swing to allow students in wheelchairs to have the swing experience. That is in storage so we are pretty keen to get a new playground set up.

Mrs NAPIER - Once you have put your fences in and you have a safe surface in the playground, it does not sound as if there is much money in there for actual equipment.

Ms PARKER - We have not done the costings on the playground as yet. We do not have a design as such.

Mrs NAPIER - That is the next project?

Ms PARKER - It is. It is the big out-here playground.

Mr WHITE - Can I just ask a question on that? If that is for the next project, do we have to go back and -

Ms PARKER - No, it is included as a part of this.

Mrs NAPIER - You can do it through a minor works project or something like that.

Ms PARKER - Yes. There will be good playground come out of it.

Mr WHITE - How much would the liberty swing have cost?

Ms EDWARDS - It was \$23 000 I think when we bought it and then there were installation costs added onto that of about \$6 000 or \$7 000.

Mr WHITE - So about \$30 000. So you were right when you were saying there is not much money left for specialist equipment.

Mrs NAPIER - Can I take it that any money saved as part of the total construction budget is likely to be redirected into playground equipment and redevelopment of that? It is not likely that if you end up making savings it would be redirected to some other project?

Ms PARKER - It does not go back to consolidated revenue, no. It goes back into the project.

Mrs NAPIER - This project.

Ms PARKER - Yes, this project. We have an example of where we relocated the Arthur Support School to become the new North-West School of Special Education in Burnie. We relocated it onto the grounds of Hellyer College. The playground there is really worth a visit. You do get very good value for money in terms of specially designed hammocks, specially designed slides, specially designed water pumps, features, trampolines. I think we will finish up with a very nice playground out of it. You would not want a wonderful-looking building and then have a playground that is not. They have to match.

Mrs NAPIER - It would not fit with the centre of excellence.

Ms PARKER - Not at all.

CHAIR - Okay, it seems to me that there are no further questions. We thank you all for both this presentation and again for the site visits this morning.

THE WITNESSES WITHDREW.