

THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART, ON MONDAY 5 MAY 2008.

NEW KINGSTON HIGH SCHOOL AND REDEVELOPMENT OF HUONVILLE HIGH SCHOOL

Ms HELEN GOURLEY, PRINCIPAL, KINGSTON HIGH SCHOOL; **Mr GREG GLASS**, DEPUTY SECRETARY, DEPARTMENT OF EDUCATION; **Dr GRAHAM BURY**, MAYOR, KINGBOROUGH COUNCIL; **Mr PHILLIP GROOM**, PARENT REPRESENTATIVE, KINGSTON HIGH SCHOOL; **Mr PAUL KATSIERIS**, PRINCIPAL, HASSELL LTD (ARCHITECTS); AND **Mr NEAL MACKINTOSH**, DIRECTOR, JAWS ARCHITECTS, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Hall) - Welcome, everyone. I will call upon the first witness, Mr Glass, to make a start.

Mr GLASS - If it is acceptable to you, Mr Chairman, I will give a brief outline of the background to the project, the broad level progress of the project to date. Paul, the principal of Hassell, will talk about some of the design aspects of the school with a Powerpoint presentation.

The project had its genesis in the 2005-06 State Budget when the State Government announced a feasibility study to consider the potential for developing a new educational facility in Kingston. In doing that, the Government recognised that Kingston was at that stage and still is one of the fastest-growing municipalities in Tasmania. The then Minister for Education, Paula Wriedt, convened a special task force to report on the implications of closing Kingston High School and establishing a new high school and senior secondary college on a greenfield site adjacent to the Kingston Sports Centre. The task force was duly convened and investigated the demand outlook for both secondary schooling - that is years 7 to 10 - and also post-compulsory services, which is years 11 and 12, in the Kingborough and Huon local government areas. Also as part of its work it considered the adequacy and the appropriateness of the currently available education facilities within the area to meet the demand for, I suppose, the medium and long-term in terms of educational delivery within the region.

As part of the work of the task force it also considered opportunities for the establishment of a college of creative and contemporary arts at the Hobart College site on Mount Nelson. The feasibility study was then undertaken over a period of some months and it highlighted, I suppose, three key things.

Firstly, it identified that there was a demand for additional high school enrolments over the next 15 years within the Municipality of Kingborough. Secondly, it highlighted that the location of the current Kingston High School site was critical to the further development of commercial growth within the commercial centre of Kingston and you will no doubt hear in due course from Mayor Bury that the council's medium and

long-term plan for developing the main commercial area of Kingston is dependent on the release of land in and adjacent to the current commercial precinct and obviously that involves the current Kingston High School site.

The third thing that came out of the feasibility study was that the proposal to establish a specialist creative arts college in Hobart was not supported. Whilst it was considered desirable, the viability of operating such a facility, a purpose-orientated facility, in terms of its successful operation was not going to be considered viable in the current and existing arts market within southern Tasmania. So overall that proposal was not supported. That is the overall background to the project.

In the 2006-07 Budget the State Government announced an allocation of \$30 million over a number of years for the construction of a new secondary educational facility at Kingston, obviously to replace the existing high school. Since the budget announcement the Department of Education has undertaken a substantial body of work in engaging with the school and particularly the school community on all aspects of planning for the new school and working with the consultants in exploring innovations in the provision of educational services and in the design of educational facilities, and Paul will take us through that shortly.

We also established a working group of key learning practitioners to develop an educational concept brief for the new school. Over the past 12 months or so we have engaged heavily with Kingborough Council and council officers regarding issues such as procurement of site for the new school and a range of planning aspects, particularly for the collaborative use of facilities in the precinct.

We have engaged consultants to undertake surveys and investigations of the preferred site in Kingston View Drive and that includes things such as appraisal of site, flora and fauna, heritage considerations and also looking at existing and future services and engineering infrastructure. I suppose the most important thing that we have done in recent times is engage Hassell in association with JAWS Architects here in Tasmania as the consulting architects to the project and they have been doing a power of work, particularly with the school and its community, to get the project to this stage.

As we have heard, the new high school will accommodate approximately 700 students and provide state-of-the-art general and specialist teaching and learning facilities and, subject to the approval of this committee, it is anticipated that construction will commence late in 2008, with a view to having the school completed and ready for the 2011 school year.

With your agreement, Mr Chair, I would like to hand over to Paul, as principal of Hassell, who will guide us through some of the design aspects.

CHAIR - Thank you, Mr Glass.

Mr KATSIERIS - This first image is a perspective that was done during the competition phase that I suppose embraces the idea of this beautiful site and how buildings on this site can work very well with the landscape.

We have very high aspirations for the school and in this aerial map we see the existing school in the Kingston town centre and on the next slide, the proposed new location.

Mrs NAPIER - What is the difference in terms of acreage of the two sites?

Mr KATSIERIS - I do not know the extent and the acreage of the existing school, but the new school acreage is 3.3 hectares.

This is a closer view of the site, as it abuts the existing Kingston sports facility and showing some of the major roads, Summerleas Road, Kingston View Drive and the Huon Highway, giving us the context.

The school is collocated next to the Kingborough Sports Centre and that synergy of the school being adjacent to the Kingborough Sports Centre is one of the foundation principles of this school, having this collocation ability.

The site has fabulous views to the river and to the hills beyond to the south, and one of the key principles during the design phase has been to orient the school so it makes very good use of the solar orientations to the north.

One of the philosophical drivers for the site plan has been this sine wave, as it tracks its way across the site. The site has a gentle slope in two directions, it slopes from the west to the east, as it does from the north to the south, so there is an amphitheatre effect and one of the principles of the master plan is that there is a mathematical symbol that traces the route and organises the built elements of the school as well as the open space elements of the school.

Some of the other master plan issues are to orient the buildings to maximise those river views, again orienting the building so that we have maximum solar access to the north.

We propose that there be a central spine, which we are calling the learning street, which is covered, as the primary organisation and circulation device for the school, with a series of entry points from the entrance street.

The school is proposed to contain six learning pods. Three of those will be years 9 and 10, and three will be for years 7 and 8. Then there is proposed to be three elliptical buildings of various sizes. Each one houses a range of special functions, so these are the specialty buildings. The first one, and being the closest and most adjacent to the existing sports centre, is the performing arts and food technology building, which will contain a 480-person auditorium. In the middle is the administration and global learning centre building and then at the side is the design, discovery and technology centre, which is probably the largest of the elliptical buildings, on the top side of the site. The master plan has been organised to cater for future expansion. If in the future there is to be a year 11 and 12 perhaps added onto the school, then the site is generous enough to accommodate two more learning pods. That is what is shown in the outline, in a similar fashion so that they wouldn't look in any way not part of the wider idea - the same geometry, the same form and the same ability to plug onto the learning stream.

Community interface is very important so we have attempted to create these streetscape elements and ensure that the topside buildings are not high so that the residents to the

north can still see over the buildings and down to the Derwent River. We are also looking to maintain that handsome line of trees on Kingston View Drive. We have put some focus and energy into further community interface issues to ensure good accessibility and linkage between the existing sports centre, the existing ovals and some new hard court areas proposed for the school, and linkage onto existing elements such as the croquet lawn. There is a very comprehensive water strategy for the site. The roofs will capture rainwater and the rainwater is envisaged to be channelled down into a precinct and then used for watering the green areas.

This is an early sketch view of the school, with the sine wave and three specialty buildings on Kingston View Drive and the existing sports centre. This is the new school in its context. One can see the sine wave and its roof form and that three of the pods on the top side are proposed to have grass roofs. There is another perspective showing us again as if we are floating above the existing sports centre and looking north-east across the school, with the Learning Street covered canopy and the other learning pods extending into the distance. Again, it shows administration with the global learning centre in the middle, the performance and food technology building being the closest, the design study and technology building in the distance, years 7 and 8 learning pods and years 9 and 10 learning pods, and the existing Kingborough Sports Centre.

We are going to have a closer look now at the year 7 and 8 learning pods, which are highlighted in the master plan. Basically we have been working with the school community and Dr Julia Aitken, as our pedagogical consultant, to try to imagine these buildings from the inside out and to ensure that they accord with the latest pedagogical thinking and that the school provides the new thinking that is happening in western education as much as possible. The spaces are seen as being highly flexible; each learning pod can accommodate of the order of 117 to perhaps 125 students. There is a system of operable walls that can semi-enclose some of the spaces to allow a variety of learning modes to occur from a central spine that also has a skylight.

Looking at the year 9 and 10 learning pods, they are very similar. There is one main difference. The year 7 and 8 learning pods have been designed to have another area adjacent to the wider learning community - and that is a multipurpose room for various creative works. The year 9 and 10 learning pods don't have that area, as the 9 and 10 students will be using a lot more of the design and discovery centre and some of the other specialised facilities that exist in the specialty building. Looking at a 9 and 10 learning pod in a 3D view, some of the main areas in the centre are a collaborative zone where all the students can come together, if need be, for a mini assembly. There are a variety of teaching spaces that can be opened up and closed off through the device of operable walls flanking the central collaborative zone. There are meeting zones for more focused work with the students in a variety of conference-type settings. There is a staff area that overviews the main learning street and also the entrance into the learning neighbourhood.

One of the fundamental principles of the new school is that toilets will be situated in each learning community so that those children do not need to exit and walk to a remote toilet block, which can sometimes be a source of bullying. These students have access to their own toileting facilities and that is a common paradigm through the entire campus. We have also tried to organise these outdoor spaces so that on days of clement weather

the outdoor areas can be used as overflow from the internal learning spaces and be used as an external learning area.

A quick closer look at some of the speciality buildings - performance, food and technology. The auditorium will have seating of 480. The council's contribution to this auditorium has allowed it to extend to 480. The original brief design was for 240 students and the school and Kingborough Council are working to achieve this auditorium so that it also has community use and community benefit, which is something that we aspire to. So this building contains the auditorium and then a series of food technology and café areas, as well as music spaces and drama spaces.

Again these plans have been worked through with the school community, the teaching staff and the senior cohort. The plans have had many alterations but generally have been a global learning centre and then the administrative facilities are flowing around it with the ability to look at visitors coming in and around from the main entrance.

Finally, the design, discovery and technology building is organised around a central suite of information and communications technology hubs with then a series of working areas fulcruming off that space. Once again, toilets male and female, are part of the building. Students do not need to exit the building to visit the toilets. That building contains both science and art facilities so that there is no separation between these two disciplines; they come together.

Here are some images of the materiality of the buildings in the pod-like, elliptical shape. The differences in level are being taken up by some stone in the form of gabion walls and the facades being proposed are a reverse brick veneer where the outer part of the skin of the building is lightweight but the inner side is masonry construction, which has very good thermal benefits for this part of the world. At this stage the facades look at a combination of timber cladding, metal cladding and glass, with some metal decking bringing this up to the parapet line and the green roof on three of the pods.

The zones forming the main entrances into the campus pedestrian access: we have taken care to ensure that all parts of the school are accessed by the disabled. You will notice no separate pathways for disabled circulation patterns from able-bodied circulation patterns. There are three disabled parking zones in the school. In terms of vehicular circulation, a bus drop-off area for up to seven buses is shown in these white zones, and then two zones of staff and visitor parking, co-shared with the Kingborough Sports Centre - 40 spaces directly off Kingston View Drive and then a further 60 spaces in this car parking area to the south of the existing sports centre.

One of the key features of the proposal is that the landscape is as important as the buildings. A lot of work has been done by our landscape architects to ensure that there is a rich and diverse landscape proposition that is also used for pedagogical activities as well as recreational activities. So things such as botanical gardens, vegetable gardens and orchards with native gardens are quite important to the proposal.

With the three green roofs that we spoke about before - this is a cross section through a couple of the typical buildings, showing how we propose to work with the lie of the land. Where we cut buildings into the hill, that soil is reused as a fill, so we are looking to balance the cut and fill so that no soil leaves the site.

A perspective view has been generated to show how the buildings sit snugly into the landscape and allow that view from the road and beyond. The entire campus is just under 8 000 square metres - 7 961 square metres of built space. We are looking to go to tender with our contract documents in September 2008 and looking to commence construction in November 2008. We are looking to occupy and commence the new school in February 2011.

That concludes this component of the presentation to you.

CHAIR - Thank you, Mr Katsieris. You have given us a plethora of information. Obviously you have done a lot of school design in Victoria; is that the case?

Mr KATSIERIS - Yes, we have.

CHAIR - Have you employed this concept before? If you have, obviously you are going to tell me it works?

Mr KATSIERIS - We have employed the concept of the studios, but this is unique in terms of how it looks and the sine wave and the elliptical buildings. The concept of the studios, if I can go back to that plan of a typical learning neighbourhood, is one that we and other architects, in Victoria, other parts of Australia and indeed around the world, have been employing, with the input of pedagogical experts, both Australian and overseas experts. So it is seen to be a mode of learning that allows young people to learn in different ways. It may be different to how we were educated. It is not to say that there is not a place for a teacher and a classroom setting. Contemporary thinking is showing that there are other modes of learning that should be supported in a school, allowing students the ability to cluster in smaller groups, allow peer-to-peer learning, and allowing what are known as campfire modes of learning to occur. Flexibility is one of the key words in contemporary education, so the architecture has to be easily openable, movable and changeable.

Mr BEST - A very exciting plan in relation to the learning pods. I am interested in the curving. It does look good architecturally, but with most circle buildings you do lose a bit of learning space. I suppose there is plenty of floor space, and that would be your answer to that question, I imagine. If it was a square it might not look as nice on the outside but you probably would have more space internally.

Mr KATSIERIS - The area is same; whether it is a circle or a square or an ellipse, the actual area is the same. We would have had to design, if you like, square buildings that amounted to about 8 000 square metres, so the built space is the same. In fact what we found during the course of the design process is that the elliptical forms and these parabolic-shape pods allow a greater hierarchy of spaces but the spaces are not entirely uniform. You do get those tighter spaces that allow more intimate focused work and then you get the broader expansive spaces. That has been very positively remarked upon by the people who have been working with it - to achieve that hierarchy of spaces.

So we imagine that, for more focused work, teachers can pull a smaller group of students, if you like, into this closed arc and have a small amphitheatre-type of clustering, which is good. As well there would exist these larger spaces, then spilling over into the collaborative zone as well.

Mr BEST - I can appreciate that. There is no lost space is what you are saying and that is fantastic to hear. It is an exciting learning area which is also another fantastic thing to hear about. That is a green metal roof?

Mr KATSIERIS - No, it is vegetation. We are planning and proposing that three of the learning pods have vegetative roofs so it might not be lawn like one's front yard but indeed the prospect is to also form a habit as well.

Mr BEST - How would you access that? I suppose you will tell me a ladder.

Mr KATSIERIS - Yes.

Mr BEST - How do you get a lawn mower up there?

Mr KATSIERIS - There will not be a need for a lawn mower. Green roofs have been built both in this State and also in my home State of Victoria. They provide a very good insulation property and allow the space underneath to in fact have a very good ambient temperature with relatively little energy input to control that temperature. Green roofs give an excellent insulation quality to the architecture and we think that it suits this particular context very well because it will allow the architecture to blend in a lot more for viewers, for the residents on the other side or for people coming into the school. We also think it sends a very powerful symbolic message about the green-star credentials of the school and the sustainability aspect of contemporary Tasmanian architecture as well.

CHAIR - What sort of growing medium have you there? Is there a small layer of topsoil there or mulch?

Mr KATSIERIS - We have not yet gone to that level of detail but we will work through that with our consultants. There has just been a very successful example of the green roof in Victoria in the town of Torquay so the technology and understanding of these issues is there but we are yet to work through that. We are still in our, if you like, preliminary phases of organising and investigating these.

Mr GLASS - Mr Chairman, climate change and global warming are very topical issues and the State now has the recently-established Tasmanian Climate Change Office. One of the aspects of the green roof is that it will not be too far away when organisations need to look at their carbon emissions. We are working within the department to calculate our carbon footprint and having a green roof like this - and it is really interesting that the question has come up; it is a very astute one - will enable us obviously to have some carbon credits in terms of our overall carbon emissions as a department and I suppose as a State as we move forward, as a State service.

CHAIR - It is an interesting concept.

Mrs NAPIER - I am interested that you are going to use them as, in effect, insulation. Had any thought been given to using that as a spot where people could sit and have gardens and so on? There is no access built in.

Mr KATSIERIS - No, there is not. It has been done overseas and there have been some very beautiful examples of rooftop occupation. In discussing it with the school community it was felt that on balance the safety issues for students were probably of a greater priority so it has been discussed but, on balance, in working with our school community and the master plan committee, we felt that we should restrict access for purely maintenance purposes to those areas.

CHAIR - Does it impose any extra costs in terms of engineering loads, having this green roof on top?

Mr KATSIERIS - Yes, it does. Our first proposal was to green-roof all of these learning buildings but the advice that we have received with our cost estimators is that it would be really pushing the project budget to do that on all of them. Our cost estimators advised that we could safely propose three of them and we have elected to do the three that are on the top side and to give the effect of a greater blending, if you like, into the terrain.

CHAIR - Could you quantify what extra additional costs they will be for those three buildings?

Mr KATSIERIS - Extra over a normal metal?

CHAIR - Yes.

Mr KATSIERIS - I can't at this point in time but perhaps we can get that information to you.

CHAIR - If you would not mind.

Mrs NAPIER - What is the longevity of that? Do you end up with problems of water seeping through or whatever later on?

Mr KATSIERIS - No, it has not been seen to be an issue. Under the soil there is a medium that catches water that falls and drains it away. It is like a cellular wafer that captures the rainwater. The green roof itself acts as a filtration device.

Mrs NAPIER - I was thinking that.

Mr KATSIERIS - Yes, it acts as a filtration device, it catches the rainwater and then it is fed into the reservoir system and then down into a bank.

Mrs NAPIER - As I understand it, the proposal is to capture the water and use it for flushing the toilets et cetera.

Mr KATSIERIS - At the moment whilst that is possible, our proposal is to capture that water and to use it for sprinkling or looking after the green areas.

Mrs NAPIER - The same principle. Presumably your design still uses that design for flushing the toilets?

Mr KATSIERIS - Our design does not use this captured water for the flushing of the toilets right now but I think with further engineering advice and further work, it can be used for that.

Mrs NAPIER - As I read your submission, there was going to be capture of water and using that as part of flushing the toilets.

Mr KATSIERIS - Can I refer to my colleague?

CHAIR - Yes, certainly.

Mrs NAPIER - I thought that was a good part of the design.

Mr KATSIERIS - I will have to correct my earlier answer, Mr Chairman. I am advised by my colleague that in fact we are using it both for toilet flushing and for green areas, so my apologies.

CHAIR - Thank you.

Mrs NAPIER - Whilst you said that there were going to be water meters available for each of the buildings, are they readable and is that information available on a database as part of the educative role of green design?

Mr KATSIERIS - Yes. One of the principles that we have is to make how the building works and how the energy component of the building works transparent to the school community, that in fact it is used as a kind of pedagogical resource. So that is an important principle of the building.

Mrs NAPIER - What thoughts were there about traffic flow? It would appear as if a great deal of the traffic flow is centred on your main thoroughfare which at the moment does not seem to be that big. As I understand it, you have learning pods for your years 7, 8, 9 and 10 and you would try to create those home zones, if you like -

Mr KATSIERIS - Yes.

Mrs NAPIER - for particularly years 7 and 8 but in order for them to access the specialist facilities we have everyone using the one thoroughfare. Does that create some hazards in that design of mixing that population, depending on what the timetable demands as to how many people will be heading that way at any one time?

Mr KATSIERIS - Perhaps I can utilise a plan drawing to talk to that.

Mr BEST - Can we finish up on capital buildings then or do you want to go to traffic?

Mrs NAPIER - I have not finished on buildings but I was just using the opportunity of that plan being there.

Mr BEST - Okay.

Mr KATSIERIS - I am trying to find a particular drawing that is precisely related to circulation of students through the campus.

You are correct in observing that indeed the central spine is used for the main circulation activity for the school but there are a number of other pathways leading onto these other areas of the campus, both to the top side for the speciality areas as well as to car parks and indeed to other recreational areas. The width here is quite generous in the central spine -

Mrs NAPIER - What are we talking about?

Mr KATSIERIS - We are looking at, if you like, two systems that together are of the order of 8 meters in width, which we think is very generous, and also there are a number of break-out points, so there are the areas that we are calling project yards that are external but they are roofed and the central spine has openings, landings and discharge points at these areas. We think that that proportion between pathway space and then landing and terrace space will be a real feature and a great driver of the energy of this new school.

Mr BEST - We heard about the levels, that they match fairly well for people with disabilities. They will be mostly students but you have community use as well.

Mr KATSIERIS - Correct. Generally all the ramps are 1:20 grade, which is a very gentle grade. It is also promoted by the VCA for disabled access, so this whole system accords to that 1:20 maximum grade.

Mr BEST - The roof is mostly self-maintaining?

Mr KATSIERIS - It is mostly self-maintaining. There will be a need to get up there every now and again.

Mr BEST - Not weekly?

Mr KATSIERIS - No.

Mr BEST - Regarding the timber cladding you had on the outside, which promotes interest, thinking and a stimulating environment for education, what sort of maintenance would you have, given that it is external?

Mr KATSIERIS - At the moment the regime is envisaged to be a natural oil. That may need to be reapplied every five years. Again, it is only the beginning of the investigation for us and we will be working with timber suppliers for ongoing research into the matter, but at the moment that is what we can advise.

Mr BEST - That would be Tas oak, I suppose. Is that what you're thinking of?

Mr KATSIERIS - No, it hasn't been settled. It will be a eucalypt or a hardwood of some sort, but that hasn't been settled.

Mr BEST - And you're not sure what oil at this stage?

Mr KATSIERIS - No.

Mr BEST - You mentioned the building being 7 961 square metres. Is that less than one-third of building space for the purpose of this site?

Mr KATSIERIS - In terms of site area?

Mr BEST - Yes.

Mr KATSIERIS - The site area is 3.3 hectares, so it is less than one-third.

Mr BEST - So it is less one-third of building space occupying the overall site.

Mr KATSIERIS - Yes.

Mr BEST - When we were looking at the new site you mentioned where you are headed with an environmental rating for the building.

Mr KATSIERIS - At the moment we have had a preliminary assessment done by our sustainability consultants and under the green star education pilot we achieved five stars. We achieved those five stars with a 15 per cent buffer. We've been advised that the buffer is important because the green star education pilot is looking to be formally promulgated in the middle of this year and with its promulgation there might be some additional stringency and some of the parameters that we have been designing to may change. We might find that that 15 per cent buffer gets soaked up, but at the moment - and it has been included in the paper - we achieved a five-star green star with the education pilot.

Mr GLASS - Mr Chairman, if I can just clarify, there has been some discussion about the size of the site and the existing Kingston High School site. The proposed site is actually 5.04 hectares - Paul mentioned 3.3 hectares, but that is probably the building footprint - and the existing Kingston High School site is 11 hectares. Obviously there is a lot of greenfield space around the existing high school.

Mr BEST - In relation to the 5.04 hectares, does that include the sports precinct?

Mr GLASS - A lot of the sports precinct is there and is council ovals et cetera, so we will be utilising a lot of that on a shared basis. Adjoining the sports centre we will be building a further gym and both of those are outside the 5.04. I cannot think that there are any ovals within the 5.04 -

Mr BEST - That is okay. What I am trying to get at it is that you have your 5 hectares and then you are saying there is this additional shared space on top of that?

Mr GLASS - Yes, quite a significant amount of additional space.

Mr KATSIERIS - This slide might assist that understanding. This is the proposed school, the existing sports centre with some additions and then this shows us, if you like, the greater area available.

Mrs NAPIER - You have a hard court area there, so is there a connection also to that and your ovals et cetera?

Mr KATSIERIS - Yes, there is. There are pathways that are coming down here giving us connection to these ovals. That is a really important component.

Mrs NAPIER - That is built into your design.

Mr KATSIERIS - Yes, correct.

Mrs NAPIER - I am now thinking of lunchtime, break times or whatever. Sometimes in some schools there is a tendency to try to keep the year 7s and 8s away from the 9s and 10s. What is your thought of that kind of student management?

Mr KATSIERIS - I do not know whether that has come up in our previous discussions, unless Helen has a view on that.

Ms GOURLEY - That is not actually something we do. We actually encourage students across the grades to play together, but we do have a space that is basically for years 7 and 8 and there are plenty of places around the pods for that to happen.

Mrs NAPIER - But you do not take green space into account?

Ms GOURLEY - No, we don't.

Mrs NAPIER - I was interested that the hard court areas were all next to one another. In some schools the tendency is to think of having an area where years 7 and 8 can work out and another area where years 9 and 10 and the like can go, but they are both in the same location?

Ms GOURLEY - Kingston High has a very strong peer support program. We actually actively encourage senior students to buddy-up - like big brother or big sister to the little ones - so we do not have issues that other schools might have that require separation.

Mrs NAPIER - Yes, okay. We have had a discussion about the green roofs and the timber; what does that do to the maintenance bills on this design? Does it tend to increase your maintenance costs?

Mr KATSIERIS - The advice that we have had - and I do stress to the committee that we are in the early stages of investigating this proposal - is that the timber that we are looking at, being radially sawed to minimise wastage of logs, provided it is adequately sealed in the first instance, will actually need very minimal maintenance. However it will not be free for 20 years. There will be those periods of time, around the five-year period, where there will need to be a light recoat. It is different, let us say, to concrete block but we believe it also gives an entirely different feeling and visual amenity to the school. It is very different to what a concrete block building might do, which, if the concrete block itself is also painted, might require repainting after a period of time.

Mrs NAPIER - What is that likely to do to your maintenance bill? An issue that impacts on the schools is their allowance for maintenance. You expect that new schools will require

less money, at least over the first 10 years or so, for maintenance, so what are your thoughts in terms of whether this one is going to be a high-maintenance design or not?

Mr KATSIERIS - We do not expect this to be high maintenance at all. We believe that it will be within the limits of acceptability of normal maintenance costs for schools. Williamstown High School in my own State in Victoria, in the City of Melbourne, which has just been finished includes -

Mrs NAPIER - It is a pretty impressive school.

Mr KATSIERIS - It is a lovely school. It includes recycled timber on its facades and all reports are that it is weathering very well. It gives the school a lovely organic quality. It gets us away from the concrete-block look that one associates with schools of the 1970s.

Mrs NAPIER - I want to ask about the learning pods themselves. I had a question in relation to the discovery studio. Could you talk me through what is being proposed? The science benches - the benches where the gas and water are - are going to be on the exterior and it looks as though there are some kinds of workshop tables nearby. Has the science staff had good input into whether this is going to be a functional design?

Mr KATSIERIS - They have. I think I can say without any embarrassment that the design and discovery and technology centre has received the best support by the teaching community as being one of profound improvement. They feel that it propels science and art into a whole other sphere. All the furniture arrangements, which are yet to be 100 per cent finalised, have been worked through with the science teachers and various other teachers.

Mrs NAPIER - I am interested that you can be looking out the window at the same time as you are supposed to be doing some study, and you also have your back to the teacher, which seemed to me to be a pretty good opportunity to escape if you needed to.

Mr KATSIERIS - That is an observation that hasn't come forward to us in previous discussions with the teachers.

Ms GOURLEY - I'm not quite sure about the back because we've particularly designed the science benches so that they are highly visible to teachers. At the moment, if you have a square room and students are turning their backs to the front to do work with gas and so on, then the teachers cannot see what is in front of them. Whereas, sticking out from the wall like that at 90°, makes them highly visible. The science staff particularly like this design.

Mrs NAPIER - That was my question because it looked as if the main benches were facing the walls and that these were perhaps moveable tables where groups could be sitting.

Ms GOURLEY - No, those around the edge are the actual experimental spaces; the ones in the middle are the moveable ones.

Mrs NAPIER - I was thinking of those that would appear to be right next to the long benches around the side, which is presumably where the gas and water reticulation is situated.

Ms GOURLEY - I think it is going to come up through those vertical spaces.

Mr KATSIERIS - It's envisaged that in fact the gas burners are on the tables radiating into the space, so they will be on those larger tables.

Mrs NAPIER - So they are not moveable tables; they are fixed?

Mr KATSIERIS - Yes.

Mrs NAPIER - So what are those little squares on the bench that runs around the side?

Mr KATSIERIS - They are sinks.

Mrs NAPIER - Okay, so you're going to have the sinks on the side. I am pleased that you're not going to have the main workbenches facing the walls and looking out the windows because I can imagine a lot of kids I know who would love that set-up.

Some of the schools I've been going into are trying to create a lot of smaller areas where you can have a ratio of 1:5, where you have children who have special needs. I am not talking here necessarily about those who have learning disabilities, but of course it can include that. They might have severe literacy problems or a disability such as Asperger's syndrome that requires them to have a more protective learning environment with fewer distractions. To what extent do these facilities cater for that?

Mr KATSIERIS - If one looks at drawing D6, one can see that the main entrance into the learning pod is from the bottom of the page. Immediately to the left in the pale lemon is the staff room. Just above the staff room there are two blue areas. Those small meeting rooms would be ideal rooms for more focused, intensive and intimate work, perhaps for those students who from time to time may have some difficulty or are prone to distraction. So that is seen as being, if you like, a relief valve, allowing the learning pod to supply some of that smaller, more intimate, more enclosed space.

Mrs NAPIER - You are planning these for 125 students as I understand it.

Mr KATSIERIS - A maximum of 125.

Mrs NAPIER - I gained the impression that they were trying to create more of those smaller areas because of the high percentage of students that some schools have - though this school might not have it - who need one-to-three or one-to-five work. How would you adapt the internal design of this pod to accommodate that?

Mr KATSIERIS - One to three or five is obviously a very small cluster. Certainly those small meeting areas would be used for that. There is a system of operable walls, big sliding panels that can slide out to close up the space further and provide some of those smaller nooks and crannies. If there is to be a preponderance of one-to-three work then there would need to be some alteration to this because it does not cater for that degree of cellularisation and break-up.

Mrs NAPIER - Because your break-up areas are basically for 25, aren't they? They are basically a class size.

Mr KATSIERIS - In conceptual terms, yes.

Ms GOURLEY - If we are going to have a one to three or one to five then we are going to have another group of 30 somewhere else. There would be larger groups in some areas and that would withdraw space, if you like, from other areas. As you saw there today, we had the students in the classroom but out in that open area there were a couple of little groups of students who were working with an aide. That is how I would see that operating. If you look at those half-circle spaces at the base of the pod you will see that they would lend themselves to small group work while larger groups were doing other things, maybe in the pink area - which is the workshop science and art area. It is not a matter of providing spaces; it is a matter of how we use the space we have.

Mrs NAPIER - Your original school was designed as open plan, but everyone quickly found a way to put the walls back up. You made a comment that people were now ready to go back to, in effect, open plan. I wonder for the record if you would make a comment on that?

Ms GOURLEY - In 1972, when schools such as the current Kingston High were built, there was a very traditional curriculum and a very traditional way of teaching. We use that metaphor of a 'bells and cells' model, where you have a square room, a teacher at the front and 25 children looking at the teacher. Learning does not take place like that any more. Increasingly we understand that we need to provide an individualised program as much as possible for those 25 people, which doesn't mean sitting looking at a teacher; it means working on projects, working in small groups, working in large groups and working in even bigger groups. You might have 50 children working with two teachers in one of those large groups. We now understand much more about the science of learning and providing the teaching in order for that learning to take place.

Mrs NAPIER - What thoughts are there in this school in terms of dealing with personal possessions of students? Are we going for lockers or cameras? What system will be used to deal with the storage of students' books, equipment et cetera?

Mr KATSIERIS - We are proposing that years 9 and 10 have a personalised work station with a lockable component for bags, books, laptops et cetera. We have yet to design the furniture for years 7 and 8, but the proposal is that there will be mobile units on casters that would be storage areas. The prospect is that for years 9 and 10, getting ready for years 11 and 12, there will be a student's particular desk with a lockable unit and mobile storage lockers or storage units for years 7 and 8.

Mr GROOM - As a parent, I can make a comment there. When my daughter started in year 7 it was the first year that Kingston High School reintroduced lockers. For that year 7 year as a parent you could spend a bit of money, get a lock and a key and the child could have a locker. I thought that was a wonderful idea because at the moment the children are carrying huge loads on their backs in their bags and I don't like the idea of them walking long distances with those bags. As time went on, as the first term continued, I found that my daughter was still filling her bag up with the books. I said to her, 'What's happened to the locker?' and she said, 'They're no good. Nobody uses them anymore'. It's not that there was anything wrong with the lockers, they were brand new,

but they would rather get out of the classroom and get out with their mates than spend time walking to the lockers to put the books in.

CHAIR - I will play the devil's advocate here - and it might be a question for the mayor - we heard this morning that there is a need under the strategic plan for Kingston to expand the existing CBD and obviously the existing school site provides an opportunity to rezone that area into community commercial use or whatever. Could I put it to you that perhaps that has been a driving force behind acquiring this existing school, which was built in the 1970s? If I look at it in some ways, I can think of plenty of other schools around the State which are in far worse condition and order. Is that a reasonable assumption to make, that the existing school site was needed by the good citizens of Kingborough and therefore a new greenfield site was needed for the school?

Dr BURY - It is a reasonable assumption but it's not one that is my understanding of the process. The first I heard, as a councillor, about the move of the school was when Minister Wriedt - and I think all councillors came down at the end of 2004; I can't remember exactly when it was - told of this idea that they were going to build a new Kingston High School. At that time Minister Wriedt said it might also incorporate years 11 and 12. As far as I am aware, that was certainly the first I had ever heard about a new school being developed on a new site. I'm not suggesting for a moment that the move of a new high school doesn't provide the council with some opportunities for that space, but I would certainly not support any suggestion that that has been the driver in the first instance.

CHAIR - On the broader traffic issues, I understand there are quite a lot of issues with the major deficiencies of Summerleas Road at the moment, particularly on the Kingston end. Have they been addressed or considered? Where does the proposed Kingston bypass fit into all this?

Dr BURY - If I can start with the Kingston bypass, both the acting general manager and I have had a meeting with a representative of the Federal Government and the then Minister for Infrastructure who have both reassured us that the Kingston bypass will go ahead. When we met the minister there was a plan for construction which would be over three years - I am not sure of the exact phrase but work goes on in the summer and I think the intention was that the work would be completed by 2011. So as a council, we have no reason to believe that the Kingston bypass will not go ahead. The vast majority of the preliminary work has been done. I think there are two small areas that the minister showed us where discussions are still going on regarding purchase of land but most of the environmental work has been done so we are certainly expecting the bypass to go ahead.

Are you referring to the Summerleas Road junction with Kingston View Drive?

CHAIR - Yes.

Dr BURY - There was a detailed traffic study done by GH&D when this proposal came up. My reading of the about 100-page traffic study is that they do not believe there will be any substantial change or concern about the traffic; in fact most of the traffic, as I understand it, that currently goes down Summerleas Road will now come up Summerleas Road. But they did identify the junction of Summerleas Road with Kingston View Drive

as being a problem, which council fully acknowledges and it will have to be dealt with. It is not an expensive project. I think it has been costed out at something of the order of \$300 000 that will be needed but council acknowledges that that has to be dealt with.

CHAIR - As an aside, I am not au fait with the route of the proposed bypass of Kingston. That is on the eastern side or the water side of the town, is it?

Dr BURY - It joins up with the Channel Highway beyond Mitre 10 and goes around the back and comes off the Southern Outlet to the north of the bridge, so it kind of beats around the back of Kingston.

CHAIR - Thank you.

Mr BEST - The council obviously has a view that the auditorium is a great community asset in the plan. I heard some mention of looking at maybe investing to assist in the development of that auditorium.

Dr BURY - Are you talking about the new school site?

Mr BEST - Yes, the new school site, sorry. I am just wondering if Dr Bury might be able to enlighten us a little about the council view in relation to the community aspect of the school. It must have a view about the auditorium being a useful facility.

Dr BURY - I think the Minister for Education is on the public record as saying that he encourages community use of school facilities and we have signed a heads of agreement with the Education department to work together for the benefit of the community and the school as the new school develops, and that process is already taking place. Paul Katsieris mentioned the performing arts centre and that is one example of the way in which we have already been cooperating to the advantage of the community. That performing arts centre was originally planned for a seating of 240 which is for the school but we do not have a performing arts centre in the Kingborough municipality so part of the proceeds of the land will be invested in that performing arts centre to enlarge the size to a 480-seat facility which will be available for community use. I use that as one example of the way in which this facility is going to be of great benefit to our community.

Mr BEST - In a sense, that gives you a theatre and a town hall. I know you have the recreational hall which is quite large and that has certainly been used for entertainment purposes and so forth but this gives you more of a structured facility, doesn't it, to be able to do things?

Dr BURY - Which we do not have at the moment.

Mr BEST - If I can move along on similar lines, I note in the report there was quite a deal of information about the consultation process that has evolved. There is a listing that I see in the report from page 20 talking about key stakeholders and quite a heavy list there and then on pages 21 and 22 it mentions meetings and so forth that have taken place. It looks quite a comprehensive consultation plan that has evolved. Is that a fair assessment or do you feel that it could have been done a little better?

Dr BURY - The consultation process never seems to suit everybody. I do think that a real effort has been made. There has been consultation throughout this whole process and the public have had the opportunity to make submissions, there have been public meetings at the school. We are talking about the communication and consultation initiated by the Education department now -

Mr BEST - Sure, that is right.

Dr BURY - and I would like to make it perfectly clear that the decision to build a new school was a decision of the Education department and certainly once that decision was made council has supported it absolutely. We see it as a great opportunity for not only public education but for the community as whole. So to answer your question, I do think that there has been an extensive consultation process but my experience since I have been in local government is that sometimes it does not seem to be enough. But I do believe that it has been very thorough.

Mr BEST - Have the master plan or a plan before the master plan or conceptual plans, whichever way you want to go, been put on public display?

Dr BURY - Are you talking about the sports centre master plan?

Mr BEST - We saw a master plan of the new school. Have there been any conceptual plans or master plans publicly on display for people in the community to come have a look at?

Ms GOURLEY - Perhaps I could answer that?

Mr BEST - Sure.

Ms GOURLEY - We have had them on display at the school but also at the library so there have been two opportunities for people to see the plans for quite some time.

Mr BEST - Thank you.

I thought the ICT strategy was quite an exciting strategy with the wireless technology. Does the wireless footprint extend past the school? Does that take up, say, the shed, the sports ground? Can you pick up the signal out there? Can you take the laptop out and do some projects - mark out where the track is or whatever?

Mr GLASS - That is a very interesting question, Mr Chairman, and the answer to that is we really do not know yet. This is a whole issue that is going to be really challenging for us. As recently as last week a question was asked of me: have we worked out how many desktops and laptop computers we are going to have at the new school? The answer is we do not know that yet because I am not even sure whether we will be just looking at desktop and laptop configurations in 2011.

Last week I had the good fortune to see an item of equipment that opens up into a very small keyboard and screen. The item is not a laptop, it is similar to what we probably know around the table as a memory stick, but it can connect with the Internet and it can get e-mails et cetera. That item of equipment is very new and it probably only costs \$300 to \$400. Paul provided a demonstration on that laptop over there. When we come

to 2011 we may be in a different technological space than straight-out desktops and laptops. I have no doubt, Mr Best, that we will be looking at wireless technology -

Mr BEST - Sure.

Mr GLASS - and we will be looking for that to be as widely used as possible but I have no doubt that we will be looking to facilitate as is, where is, any time access to learning and learning delivery. I'm personally not too worried that we don't have a really detailed ICT plan right at the moment for what is going to be implemented in 2011. Technology is moving so rapidly at the moment, so it is an emerging space. We will be putting some good effort into it over the next year, but we'll be keeping our options open to make sure that whatever goes in is really leading edge.

Mrs NAPIER - Further to that question, one would assume that would also cover the sports stadium that the school is to have prime use of during school hours?

Mr GLASS - Yes, I would imagine so. We should be looking to 2011 where students can access learning -

Mrs NAPIER - Under a gum tree.

Mr GLASS - wherever they want, whenever they want. That's what we're moving to. The kids are doing it now with Facebook and MySpace and a whole range of things. It's challenging for a baby boomer like myself to try to keep up with them.

Mr GROOM - I work in an ICT area and I have taken an interest in ICT. The school has seen fit to invite me to attend a number of meetings and accept my involvement, which has been wonderful. One of the things that heartened me was a presentation by Mr Trevor Hill, the IT manager for the department. I had heard a couple of teachers saying, 'How many outlets will I have here, how many outlets will I have there?' and that really scared me. Mr Hill said he wasn't interested in ordering or accepting requests for anything until he hears from the teaching staff about how they want to teach and what educational outcomes they want to achieve. Once the teachers get that down pat then he is going to start looking at accepting requests. That was very heartening to hear. The educational outcomes are being thought of first, not just what fancy bit of gear they can get for the money.

Mrs NAPIER - Coming back to the issue of the auditorium, I am delighted to see change rooms associated with that area. Too often you see designs that do not have change rooms immediately approximate to it. Has any consideration been given to putting dividers into that area? To what extent is the performance area likely to be closed off to provide an alternative teaching space or is it just built as an auditorium?

Mr KATSIERIS - The proposition is that the auditorium is in two components. The lower component seating can be flexible seating to provide a larger flat floor and the upper area of seating is fixed.

Mrs NAPIER - So four rows of seating can be collapsed back?

Mr KATSIERIS - That's right, to expand that flat floor component.

Mrs NAPIER - I'm pleased to hear that there is a large space there. I have seen some good examples where auditoriums such as this can be divided into two auditoriums that can quite often accommodate small conferences et cetera quite effectively.

Mr KATSIERIS - That hasn't come up in our previous discussion. Currently our design thinking does not allow that.

Mrs NAPIER - It's probably not an essential teaching element but can provide you with alternative functional spaces. You could end up with three spaces in there. That is quite useful for conferences let alone the delivery of some forms of teaching, community meetings and so on. It is also relevant if you have only 50 people turn up to a meeting. Instead of trying to put 50 people into a 400-person auditorium, you can have a much smaller one which can quite often have better synergies. I welcome the fact that there are change rooms, which is a plus.

I want to ask a question about the library - GLC. This is probably one of the few areas where there are square rooms. There seems to be an emphasis more on what looks like rows of bookshelves and not so much on the more modern component of libraries - work stations and access to materials and all that kind of thing. What do you think this library is going to look like?

Mr KATSIERIS - No doubt the library has a lot of work ahead of it. I would suggest to this committee that the way we have drawn it is just as a place-holder. We have yet to go through that detail with the school community and the library staff. It really is just a first fit. I do not think that the library will just want to look like a row of bookshelves and bookcases.

Mrs NAPIER - A bit boring actually.

Mr KATSIERIS - I think so. We have a journey ahead of us to resolve this very important part of the school.

Mrs NAPIER - In some of the newer primary and secondary schools, there has been allowance for a parent centre, if you like. One of the biggest problems is how we get parents involved in secondary schools as compared to primary schools. I wonder if there has been any thought about having a friendly place where parents could connect with the school? I wondered whether it was envisaged to be here that they might get involved at the learning pods?

Ms GOURLEY - We have, over the last few years, really encouraged parent volunteers into the school. We have parents who come and work in the school, help out in the canteen, the library and the grounds, act as tutors, and help the sport teams. In some ways parents are a general component in every part of the school. There are spaces in the front here - for example, the conference room - where parents certainly would be invited to come and meet staff if they needed to. This is a community school where parents are an integral part of everything that happens in the school, whichever building they are in, so having one little space is a fairly artificial way of having parents involved.

Mr GROOM - In terms of parent access to that building, as part of the consultative group this particular pod was one of the areas that I looked at. Whilst there might be straight rows of library books I know there has been a lot of work done into a lot of the other spaces. You can see there are lots of little boxes in that pod. One of the things that came up was ease of access to office staff for visiting parents - and others - and also access to the principal. A lot of thought went into the positioning, space and design of the special needs area. There are some external entries in the special needs area towards the top so that people can come and go without it being a particularly public thing, so that was thought about to some degree in that pod.

Mrs NAPIER - For the record, what is the sharing arrangement in relation to access to the sports facilities, with particular reference to the gym? I have had some people raise concerns that sometimes with community school projects you get lots of promises about access by schools to community facilities, but even with the best will in the world when you actually want to use the facility you cannot, especially for an ongoing regular program. I just wondered if you could outline the nature of that agreement. It is fairly close to being finalised.

Mr GLASS - It is in the process of being finalised. It will be important for us to have a clear understanding, right upfront before the facilities are finished, of the sharing arrangements in terms of access to facilities and cost-sharing. The general principle would be that during school hours the school will have a call on things such as the new courts that will be built for gymnasium purposes, and for playing fields. Then beyond school hours community use will have a call. We would envisage that there will be very few clashes across times. We will have a full management arrangement which we will need to sign off in consultation with the council. DoE officers have been working with Kingborough Council officers to flesh all of that out.

Mrs NAPIER - Although a new gym - I think you are paying for the floor or something like that - is being built, the current concept is that the existing sports stadium closest to the school will be dedicated to the school during school hours?

Mr GLASS - We need to be careful that we do not disadvantage any existing sporting groups. We will be adding netball and basketball courts via the new gym, as well as there being the sports centre. So we have to look through the scheduling and timetabling to accommodate both the school and community.

Mrs NAPIER - That it is a good politician's answer, I would have thought. How many lines of PE would you have running at the same time?

Ms GOURLEY - Three or four.

Mrs NAPIER - That is a potential advantage because you will have a number of gyms you might be able to access, but you need access to at least one. Traditionally most schools have access to one, usually with an associated weights room and a dance studio and so on - although I think that might be accommodated near the auditorium. This is just for the record so that, should there suddenly be a whole new set of personnel, we have on the record what the understanding is - that at least one stadium will be dedicated and guaranteed for school access.

Mr GLASS - I think that is true.

Ms GOURLEY - That is correct. The stadium that is already there, because it is closer to the school will be used by the school and be dedicated to the school during school hours, but the new stadium that we are going to build will take over the use for the community.

Mrs NAPIER - I just wanted to cover it. I did not want to be difficult but I think that is important.

Mr GLASS - You made a good point that people come and go. It will be important for us to have a shared understanding going forward, irrespective of the people who are in particular positions, so there is a clear understanding about schedules and facilities.

Dr BURY - I would like to confirm what is being said from the point of view of council. The heads of agreement really sets in stone the arrangements that are going to happen. There will be a new two-court gymnasium and the school will have exclusive use. It will be on a hire basis. The school will have exclusive use in school hours of that gymnasium. It is the same with one of the soccer fields. They will have exclusive use of a soccer field in school hours - I presume on a Saturday morning if they wish to use it. I do not have concerns that those potential arrangements are in any way fragile or under threat.

Mrs NAPIER - You have picked up an issue in terms of the definition of 'school hours' because quite often most schools would run after-school training through to about 5 o'clock or thereabouts.

Dr BURY - I do not know whether it is 8.30 a.m. to 6.00 p.m. or 5.30 p.m.

Mrs NAPIER - So it will be an expanded view of school hours.

In relation to the soccer field, has the issue of wear and tear during winter et cetera been taken into account? You have sports teams training on the sports field, plus kids going out there in recess, lunch and after school. Is it an all-weather surface for that kind of usage?

Dr BURY - I do not think we are at that stage of detail.

Mrs NAPIER - Quite often schools will try to spread the wear and tear or close down certain fields at different times to accommodate the wear and tear.

Dr BURY - I am not sure whether artificial surfaces are good for soccer players; I do not think so.

CHAIR - Thank you. Members, I am aware that we have other witnesses on this matter so are there are any other questions - very quickly?

Mrs NAPIER - You said a specialist creative arts college was not supported. Can you indicate if that was a publicly available report?

Mr GLASS - Yes. The feasibility study that was done at the time covers off the key findings and I can certainly make that available to the committee.

CHAIR - On the project budget on page 54, you have the construction estimate including contingency is a bit over \$23 million. Can we have a breakdown of that contingency amount?

Mr GLASS - Yes, I can find that out and provide it to the committee.

CHAIR - Post-occupancy contingency is nearly three-quarters of a million dollars. What specifically are we looking at there - things that haven't been included in the design or that may need rectification?

Mr GLASS - Yes, and just little things that come up as the school starts to use the facility. With the benefit of actual use if may think, 'There's something else that we would like to do to enhance the facility and the use'.

Mr KATSIERIS - In layman's terms, it can be thought of as a future-proofing type of contingency or provision. It might relate to emerging technology that currently we are unaware of, and things of that nature. I think it is a prudential contingency to allow the school to move forward confidently, having constructed the new facility.

CHAIR - School relocation costs I presume is moving and transporting stuff out of the old school which are going to be necessary as fittings or whatever in the new school?

Mr KATSIERIS - Yes.

Mrs NAPIER - In the science area I suppose you have an area to deal with gases and all those things.

Mr KATSIERIS - A fume cupboard?

Mrs NAPIER - Yes.

Mr KATSIERIS - Yes, we have.

CHAIR - I would like to thank all everyone who has given evidence this afternoon.

THE WITNESSES WITHDREW.

Mr DAVID GRACE, COUNCILLOR, KINGBOROUGH COUNCIL, WAS CALLED, MADE THE STATUTORY DECLARATION AND WAS EXAMINED.

CHAIR (Mr Hall) - Welcome, Mr Grace. We have a written submission which has been provided to members of the committee. I will invite you to briefly expand on the submission.

Mr GRACE - Thank you. As I have stated, I am not solely and wholly against the building of the new high school but I am concerned as a councillor. I have been deputy mayor and chair of infrastructure for a couple of years at Kingborough and I am very concerned about the infrastructure. Some of the questions raised today have been very valid. My main objection is lack of consultation. When I say 'lack of consultation', for instance council prepared a paper on the new high school - a special edition of the paper - 'Council committed to the new high school relocation' - and it mentions the high school. That was sent out in February 2007. I e-mailed the Mayor, Councillor Bury, regarding some issues and he replied, 'I am not sure what it will take for you to understand that the State Government has yet to confirm that the school is moving'. That is one issue.

We get the heads of agreement, which is here. This went up to infrastructure at a committee meeting and then to our last full council meeting. It first came up as Kingston central area master plan, so we were asked to vote on that which contradicts the heads of agreement because they were already saying they were going to build the school anyway. Where is the consultation going to take place? Somebody mentioned, quite rightly, consultation in the head of agreement. I have been assured by our general manager - he is no longer there - that there was always going to be consultation.

I also have a document somewhere here that we, as councillors, received just a few weeks ago, which was very disturbing. It is about many issues from the Netball Association and Kingston Blue Netball Club outlining a heap of requests that have not been addressed by council or the Education department. They have some tournament there next year and I am led to believe that it will be somewhere in the order of 800 people that come from statewide, and I think they have it every two years. I have attended one of them and they have a massive crowd of people there, and they are going to be without courts.

Most of the questions are about traffic. The first meeting of the working group that was set up to oversee the feasibility and the study of the school was at 11.30 a.m. on Wednesday 10 August. It outlines what they were going to go through - consultation with sporting and recreation organisations. There it is there! Why are we getting such a letter from the Netball Association saying that it has not occurred? They are a big user of the sports centre.

The other issue that I have, Mr Chairman, is the fact that again council waited until 22 December 2007 and advertised the disposal of the land. Why wait until Christmas time? Because they did not want any submissions. I presented a submission to the council myself, only to get a letter back from the general manager saying, 'There's nothing you can do now. All you can do is lodge an appeal with the planning resource tribunal under section 178 of the Local Government Act. Lodge an appeal? I pay rates

to the Kingborough Council. Other people that put their objection in to the sale of the land got exactly the same dose of medicine, 'We don't want to hear it'.

There are many issues with the road network. If you go down to Kingston on a Saturday morning sometimes you will wait 15 minutes or 20 minutes to get out of the bottom end near McDonalds and Kentucky Fried Chicken. If you want to take your life into your own hands trying to cross the Huon outlet, well do so. None of those issues have been addressed. I have not seen any documentation on it.

Also, as a councillor and deputy mayor, I wrote to the minister and outlined a heap of issues, particularly the infrastructure, et cetera, and the minister wrote back and said:

'There will be primary negotiations to undertake with officers of the Kingborough Council, elected representatives and other community groups.'

Where is the minister? The minister has not turned up to anything. I have not seen the minister. The only minister I saw, Mr Chairman, was the minister that strutted into the Council Chambers, sat in a chair and said, 'I want to build a high school up at the Kingston Sports Centre. How about that? That is what happened. She came into our building and did not even walk around the table and say, 'My name is Minister Wriedt'. We knew she was coming to address us. She did not even speak to the councillors; she just walked straight in, sat in the chair and said, 'We're going to build the high school at the sports centre'. That is the consultation we got.

I think we are making a grave mistake. I voted pretty well against everything that has come before the table on the grounds that the consultation has not been done. There are major traffic issues. Even when the bypass goes in major infrastructure will still be needed. The council have looked at an alternative option from Springfield Farm to take another route to the sports centre. Who is paying for it? The ratepayers? The ratepayers cannot get footpaths and road upgrades in their own municipality now so why should we be paying for something like that?

Just on the other issue with the school, I was elected in 2000 as a councillor and it was not long after that - I think it was around 2001 - that this came up about shifting the Kingston High School. We were renewing our planning scheme at the time and I begged our planning officer if any school should have been shifted it should have been the primary school down to the high school site. Then the shopping centre could be built on the top side where you could eventually close off Church Street and build new infrastructure out across Cleburne Street and Denison Street, where council own a block of land, and integrate the two shopping centres together. That did not get a guernsey.

I still believe that the new school should be built in Huntingfield and then we could build our infrastructure around that. I heard of seven or eight buses coming up there. I drive school buses and I know what it is like to try to get a big bus in and out of some of these areas and I can see the problems up there at the sports centre. You cannot back a school bus when you have heaps of children running around in a playground. It is impossible. And never ask a kid in the back of the bus to give you directions because they will direct you straight into the back of a car or the front of a car because that is what they think is a bit of fun.

I believe the council should go back to the drawing board and have public meetings. As I said, there is the parking, the noise and the impact it is going to have on those people in that area. I believe the only consultation they got was a letter sent by council saying that the school might be going there. I do not think the soccer club have had that much consultation. I could be wrong; Mr Wells may have done more with them. But it looks to me that they are going to end up losing their oval. If we go ahead as council and develop the two new football ovals - and we have already spent a massive amount of ratepayers' money collecting fill from the centre and taking it up into that area - they could be in jeopardy. If you look at the reports from the manager of the sports centre, there was no time left in that sports centre. It is to capacity now. We were educated to look at the future of our municipality in the next 20 years. Sometimes I wonder if we look for the next five minutes, but that is another point. What is going to happen in 20 years if we decide to go ahead with the swimming pool? Our residents are putting pressure on us all the time that we should build a swimming pool. That is the best suited place and that was the site set aside where the new swimming pool would go.

Regarding the heads of agreement, we have had them before - but the mayor is right, they are being signed, but there is still a long way, Mr Chairman, to go on this. This is just unbelievable for a massive sized school reshift. They talk about consultation in this special edition that was sent out by council, 'Help shape the future of central Kingston'. They talked about two meetings that were held in February - I think on 15 and 16 February. I did not go to that forum because I had other things on with council. I did not get to those forums but I was led to believe by people who went that the Kingston relocation of the high school was not even talked about at that.

There was no mention about the high school going up into the Kingston Sports Centre. I attended two meetings at the Kingston High School and, yes, we did get a very good presentation from the architects. They were prepared to explain as much as possible to us. I appreciated that as an elected member, but I still think there is a long way to go. I raised with the minister at the time the refurbishment of the existing school because, as I am led to believe - and I could be wrong - the school was designed in 1970 and it could easily have a top storey put on it. I don't know whether that is just rumour but that is what a lot of people in Kingborough are telling me. It was especially designed to have a new top storey.

CHAIR - The existing school?

Mr GRACE - Yes.

Mr BEST - I note your opening remark about the disposal notice being 22 December 2007; is that right?

Mr GRACE - That's correct.

Mr BEST - In the report we have the workshop occurrences that would have been 12 November, 19 November, 4 December and 12 December were listed as council meetings. Did you participate at those?

Mr GRACE - Yes, and again wanted to know where the consultation was.

Mr BEST - You don't see that as part of the process?

Mr GRACE - It is for councillors but I'm talking about the wider community, the ratepayers.

Mr BEST - Okay, sorry, I thought your contribution was about your own ability to -

Mr GRACE - No, I'm talking about lack of consultation for the ratepayers. I should have made that quite clear at the start. As far as councillors are concerned, we have been briefed as much as possible but we've been told that there would be further consultation with the wider community and it hasn't happened.

Mr BEST - There is a listing of that in the report, but obviously you have a differing view.

The only other thing would be the noise. When I was a 16- or 17-year old, having gone to a Midnight Oil concert at Kingborough stadium many years ago, you would think there would be some acceptance that there is going to be traffic at that sporting complex?

Mr GRACE - Absolutely, and the noise of the children alone will change the impact on those residents.

CHAIR - I think you mentioned in your submission that you agree that a new school should be developed.

Mr GRACE - I have no problem about a new school being developed, none at all, but I still believe it's the wrong location. The land is far too small for a start.

CHAIR - I think you mentioned Huntingfield.

Mr GRACE - I did, yes.

CHAIR - Is there any available land there?

Mr GRACE - The government owns 72 hectares there and it has about the same sort of contour as the sports centre. The design could still quite comfortably work in that particular piece of land. It would then allow council and the government to work together to build a decent road structure through parts of Kingston. Instead of all the buses coming up through the middle of town they will come down Algona Road and straight into Huntingfield rather than have to come up through the main town. With the coach company I drive for - there are 10 coaches - we leave Blackmans Bay within 10 minutes of each other. The problem is early of a morning. We have had problems with the coaches - I used to drive to Kingston High School - getting in and out of there. It is going to be worse trying to get in and out of Summerleas Road.

Mrs NAPIER - Could you outline further your understanding of the netball concerns? Is it not so much the impact it might have on their potential for expansion but more so the logistics associated with construction?

Mr GRACE - Probably both. It's going to interfere with their operations because I believe they have somewhere around 800 members.

Mrs NAPIER - They are a big association.

Mr GRACE - They are. My girls played there and my eldest is 40, so they've been there ever since I can remember - and it has grown.

Mrs NAPIER - They are indicating to you, because we have received no representation on that matter, that they feel their issues have not been addressed?

Mr GRACE - They have indicated to all councillors. I am quite happy to leave that document.

CHAIR - You can table that if you wish. Thank you.

Mrs NAPIER - Has there been consultation with some of the other sporting groups that are involved?

Mr GRACE - I have not spoken to the soccer club in recent times. I have had a bereavement in the family and I have been away and I have not worked too much on council. I am sorry but I could have had some more stuff but I have not had the time to put it together. I have not had a chance to talk to the soccer crowd and the croquet people and so forth about what will happen, but I believe the croquet court will go anyway.

Mrs NAPIER - You have concerns about the logistics associated with the buses. I did not spend a long time looking at the carpark area associated with the stadium, but can that problem be overcome by the design of turning circles et cetera? Is there room to expand the carpark over there?

Mr GRACE - There is but it is going to take further land. It is not only the buses; it is the mums and dads who drop their kids off. When they have a major event, Mr Best would have found how hard it was to find a parking place.

Mr BEST - I would hitchhike to the concerts. I didn't have a licence in those days because I was too young.

Mr GRACE - Once we have a major function at the sports centre - and that does not happen every day - this will become part of the hub. We always said that where the council chambers were built in the main stretch should have been our civic centre anyway; it was never ever built to cater for the public. Now we are going to cater for them up here. I have lived in Kingborough all my life and I used to work for the Kingborough Council as an employee so I have seen a lot of growth. I like the design of the school, these pods and so forth. I thought we were going to have green roofs on the whole but I learnt today there might only be three. We got rid of all the dairy farmers around the area so I am not too fussed about the cows running down to eat the grass off the roof, so that will not be a problem. However, it is too small.

CHAIR - Thank you very much for your submission.

THE WITNESS WITHDREW.

Ms JULIE TAYLOR, RESIDENT, WAS CALLED, MADE THE STATUTORY DECLARATION AND WAS EXAMINED.

Ms TAYLOR - I did make a submission to council when they advertised the question to build two extra pods at the high school in the future if necessary. I made the submission on the grounds that previously council had decided that it would be good for a swimming pool. I also said that we needed the bypass first. Also, the ad in the paper contained the words 'unknown purchaser'. I felt that that was quite a strange word to put in a submission.

I attended the presentation of the architects previous to that and that is when I saw the extra pods. Then the Kingborough Council advertises the extra piece of land. My letter to them said that I felt that the purchaser was already known to the council - and that is the Education Department. I subsequently received a letter saying that the council, at its meeting of 25 February 2008, resolved to transfer the hectares in question. So that was a fait accompli.

I am making a submission as a resident of Kingston but I am also the convenor of the Kingston Bypass Access Group, though I am not officially representing that group today. I do have information about traffic flows on the Channel Highway, especially Summerleas Road, and it has always been a problem. It is a narrow street and there is queuing in the morning because Summerleas Road traffic has to give way to the right. The peak-hour traffic coming from the Channel has to give way to people who do rat runs and come up from the Kingston CBD because these people have right of way to go through the roundabout and into town.

With the growth forecast for Kingston in the Summerleas Road area, a large amount of subdivision in this area has now been completed and these lots have been progressively developed and that means more cars on Summerleas Road. The Queens Park subdivision will have 25 lots, and 14 in Willowbend, which is in that area near the sports centre. The Channel Highway from Summerleas Road to Algona Road - Kingston Green estate - has 38 lots to be developed and that is directly on the Channel Highway, just north of the Antarctic Centre. That will impact on traffic on the Channel Highway that is already loaded. In peak hour at the Summerleas Road roundabout the queuing is past my street, which is Dollery Drive - half a kilometre from the Summerleas Road roundabout. They queue further along, nearly to the council depot, which is nearly to the Algona Road roundabout.

Coming from Margate they are queuing about half a kilometre from the Algona Road roundabout, sometimes further.

Mrs NAPIER - Does it have the fast-food outlets; is that the one?

Ms TAYLOR - No, that is the Summerleas Road roundabout. There is another roundabout further back near the Antarctic Centre and the Fork in the Road. It is that one.

Algona Road was built by the State Government some time ago specifically for Blackmans Bay traffic, because it was not envisaged at that time that Kingborough would expand residentially. Blackmans Bay was virtually the cut-off point. Traffic flow for

1992 had 5 000 cars entering Algona Road from Blackmans Bay off Roslyn Avenue but turning onto the Channel Highway it is 3 900. The discrepancy of 1 100, I feel, is people turning off at a subdivision at Maranoa Heights and doing the rat runs eventually down either to Redwood Road that comes onto the highway or going down Maranoa Road onto the Channel Highway near the CBD because that is where they have right-of-way to go around the roundabout.

Getting back to developments, there are 20 lots in my road, which is in the area of the Channel Highway that will be bypassed. There are 20 lots there and there are 38 lots also in that area. In Redwood Road there are 27 lots approved and that makes it about 130 lots in that road. This is extra. I am not against development, I think it is great, but the lack of the bypass is going to put so much stress on when the high school goes up to the sports centre.

Apparently at Huntingfield, which is a mix of residential and light industrial, there is also land there reserved for an educational precinct.

Mrs NAPIER - Sorry, where was that again?

Ms TAYLOR - At Huntingfield there is land that is reserved for an education precinct. A school is already there and has been there for a number of years and I thought that council or the Education department owned land there so the feeling is that that would be probably a better site for the high school because if the high school is built now before the bypass, the traffic situation will be diabolical. Because we are classed as, I think, rural, schoolchildren have buses to go to and from school. I do not know the number of school buses that come from south of Kingston and will access the Channel Highway and will have to use the Summerleas Road roundabout but it is a lot and when you turn into Summerleas Road from the Channel Highway there is a section that is very narrow. It does not widen until about maybe nearly a kilometre along when it bends and it goes straight up to the high school. In that area school buses passing at peak time, queuing at the roundabout and that sort of thing, adds up to a very unsafe situation.

CHAIR - Thank you, Mrs Taylor, I think we understand your concerns with the traffic.

Mrs NAPIER - Have you had an opportunity to raise these issues of traffic concern directly with the council? If so, what was their response?

Ms TAYLOR - I have been trying for a number of years. No, I have not directly taken this up with council itself because the Kingston bypass access group are still waiting on the Government to approve the Kingston bypass and there is still work going on about the Summerleas Road underpass and ramps down that will connect to the Southern Outlet. As a group we have not heard. I do not know whether council are having consultation. Initially our group met. We were a key stakeholder in the steering committee. That has since stopped operating and since then we have not had much information about the bypass from council.

CHAIR - What is your understanding in regard to the bypass, when it will be built? I think we heard today it was by 2011?

Mrs NAPIER - According to this document the school begins at the end of 2010.

Ms TAYLOR - The community knows for sure that the Commonwealth Government made a commitment to fund half of it but it doesn't come on line until June 2009. We also have the Catholic high school being built at Huntingfield and the time of the high school being built and the Catholic high school construction phases may overlap. I am concerned that there is going to be a lot of heavy traffic along the Channel Highway in the area that is going to be bypassed before the Kingston bypass is built. Along with all this residential development that is either in the pipeline, approved or being constructed, it is going to add a lot of traffic. The report concentrated on evening and morning peak times but it is also during the day. As an example, a few years ago on an Easter Sunday we waited at the bottom of our street - our street is a no-through road; there is no other access - for 15 minutes and so many seconds to get out of our street. Sunday is usually a particularly heavy day along the Channel Highway. There is more traffic along the Channel Highway than there is on the Huon outlet because since there has been some development, trees have been cut down and we have sight of the Huon Highway and traffic on the Channel Highway is at least half as much as is going up and down the Huon Highway.

Mrs NAPIER - I think everyone is pretty well convinced that the bypass is needed, so what is your assessment of whether that will overcome the difficulty that is currently being experienced in relation to Summerleas Road?

Ms TAYLOR - How the bypass will overcome traffic difficulties I suppose is an unknown factor but because of the high school proposal and the Catholic high school at the other end, I feel the bypass should be built first to gauge how traffic will settle down and then build the high school after that. If the bypass is left any longer when it is eventually built, the high school being at the sports centre will negate, I feel, any benefit.

CHAIR - Thank you very much, Ms Taylor, for your evidence. We appreciate your concerns and we will certainly take note of those.

THE WITNESS WITHDREW.

Dr GRAHAM BURY, MAYOR, KINGBOROUGH COUNCIL AND **Mr NEAL MACKINTOSH**, DIRECTOR, JAWS ARCHITECTS, WERE RECALLED AND RE-EXAMINED.

CHAIR (Mr Hall) - Obviously with the last two witnesses we had some issues brought forward, in particular regarding traffic issues, which were of some concern to the committee. While we do not want to enter into a debate about this we want to give you the opportunity now just to clarify some of those issues.

Dr BURY - I am not an expert on traffic matters so I would like to table the traffic report from GHD, which was funded by DIER, the Kingborough Council and the Department of Education. It is a report on Kingston View Drive and a traffic assessment for the school.

Mr BEST - What is the date on that report?

CHAIR - February 2008.

Dr BURY - I am not a traffic expert. I did not actually hear a lot of what Julie was saying unfortunately, but council fully supports the notion of a bypass. I understand the focus on that. In fact it is crucial to what we are doing with our plans for residential development and for central Kingston. It is crucial that the bypass goes ahead as well so council has absolutely no issues with that whatsoever. I think most people nowadays agree that education is part of an economic driver in a community. Certainly in the 1980s and early 1990s there was a lot of neglect of capital infrastructure for education - in a lot of countries around the world, so we are no exception. I think last year the Bracks Government said they were going to spend \$600 million on schools.

I have read the traffic study, which says that there is to be no or negligible impact along Summerleas Road. As I said earlier, they recommend that there be attention to the junction and council fully accepts that.

Mrs NAPIER - Is that the Huon Road junction you're referring to, or the roundabout?

Dr BURY - The junction of Kingston View Drive with Summerleas Road. The other junction I think DIER has been studying and has put money towards is the Summerleas junction. We as a council have been pressuring them for a long while to do something about it to render it safer.

CHAIR - Thank you, Mayor. In regard to the bypass, have you been given any indication of when that might start and be completed?

Dr BURY - At our last meeting with the Minister for Infrastructure, which was about four to six weeks ago, we went to see him for some confirmation. We were told that it would be constructed over three construction periods and be completed in 2011. They showed us a map of all the preliminary and environmental work and there was only a very small area of land that still had to be dealt with. I think 95 per cent of the land was available and there was just a small proportion where there were still some negotiations going on.

Can I address the other issue about the netball?

CHAIR - Yes.

Dr BURY - First of all, we have a final draft of the Kingborough Sports Centre master plan, which is a somewhat larger and easier document to look at. That has been endorsed by council but it won't be released until further consultation with all the user groups. There has been a lot of user-group involvement in this - netball as well as all the other users.

Mrs Napier asked about soccer pitches. We are moving from two to three soccer pitches. It is not as though the school is at risk of using one that is already used; there will be two first-class soccer pitches. The third one is for the exclusive use of the school during school hours, so we are increasing the number of soccer pitches.

Netball currently has six outdoor courts. There are plans for two new indoor courts, so netball will end up with four outdoor courts and two indoor. At the time they have their carnival they will have four indoor courts as well because they use the current sports centre gymnasium. For carnivals, they will end up with four outdoor courts and four indoor courts, which will be a much better situation than they currently have. I am advised by Mr Wells that there have been further consultations with the netball association. The last one was last Thursday with our sports management advisory group. I am told that the netball association went away from that meeting very happy with the arrangements.

Mrs NAPIER - Could you make a comment about the swimming pool?

Dr BURY - We have a space for an aquatic centre. I think an aquatic centre is a bit like the bypass at Kingston. It was on the map, I think, in 1973. We have struggled to get an aquatic centre up and running. They usually lose money for councils. We have a designated space for an aquatic centre, which is currently where the table tennis is. It is an ideal spot. We would move the table tennis centre. We believe that with increased usage with our two new ovals, particularly the new football oval when it comes into play, there will be an increasing need for an aquatic centre. We are hopeful that that will go ahead, but that is certainly for the future.

Mrs NAPIER - Informally I was told there was a new bus-turning circle system to deal with some of the concerns raised by Mr Grace about access up to the school drive and the logistics of buses turning, as well as mums and dads dropping kids off.

Dr BURY - I cannot answer that query, I am afraid.

Mrs NAPIER - Apparently there is a solution, as I was told in the break, so perhaps we could ask for a comment on that.

Mr MACKINTOSH - Currently Kingston View Drive is a straight road all the way through. We will have two turning circles and the road will be diverted as a traffic-calming measure so we do not get a lot of vehicles moving quickly through the precinct. This first turning circle facilitates drop-off for the school, so parents can utilise that one if they are coming off Summerleas Road to turn around and then move back out onto Summerleas Road. The second and larger one is designed to facilitate buses and larger vehicles so they can, again, come along this way and turnaround and then exit back out onto Summerleas Road.

If this future link road happens then buses can come that way. They probably will not be coming up Summerhill Road from the southern districts. Again, they can utilise the same network of roads there. Diverting the road up to the top there also allows additional carparking outside the sports centre.

CHAIR - Thank you, gentlemen, for that additional information. I appreciate your forbearance in coming back clarifying those matters.

THE WITNESSES WITHDREW.

Mr ELVIO BRIANESE, DIRECTOR, FORWARD, BRIANESE AND PARTNERS (ARCHITECTS), **Mr ADAM MULCAHY**, SENIOR PROJECT OFFICER, CAPITAL PLANNING AND DEVELOPMENT, DEPARTMENT OF EDUCATION, **Ms ALISON GRANT**, PRINCIPAL, HUONVILLE HIGH SCHOOL, AND **Mrs HELEN FREEMAN**, SENIOR EXECUTIVE OFFICER, HUONVILLE HIGH SCHOOL, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Hall) - We appreciated and enjoyed and the site inspection this morning, which clarified a lot in our minds. Most of the school was built in 1940 and I must say it is a very substantial and very pleasant school. The work that you are considering doing should certainly enhance that.

Mr MULCAHY - Our presentation today discusses the combination of several years work with Huonville High School, the Huon Valley Council, the Huon Valley community and the school community. Going back several years, the school and the community identified some shortfalls with the existing facilities and the need to address those as part of the ongoing provision of educational services in the valley and to meet ongoing, stable and sustainable demand at the school. The proposed project that is currently under way is really a redevelopment of the existing facilities to address those issues and to provide contemporary facilities that will take the school well and truly into this century and beyond.

Perhaps first of all we could hear from Alice with regard the history of the development of the school and then we will look at how we have worked through a strategic planning process and what the proposed facilities will provide.

Ms GRANT - The school has very strong emotional commitment amongst the community and very strong support, with third-generation families going through the school. Our enrolment is very stable. The figures on page 6 of this document are a little misleading because in 2003, 2004 and 2005 there were grades 11 and 12 students at the school in a program - which makes it look as though it has peaked and is dipping a bit. Those figures are slightly higher because of the enrolment of years 11 and 12 in a program called CETCH, which ran at the school.

CHAIR - That has finished now?

Ms GRANT - That has finished now. As you would appreciate, it is only 30 minutes on the road to town but there are still some students who are reluctant to go to year 11. That program has now been picked up by Huon Linc - the local integrated network community - which picks up grades 11 and 12. It is a town resource and there may be 11, 12 or 13 students who do some vocational education courses there.

The strategic plan was commenced in 2005, identifying areas that needed modernising and areas that needed to match the pedagogy - the style and craft of teaching - which now operates with groups of about 25 or 26 children. It has an emphasis on cooperative learning skills and of course developing students to be independent learners and certainly having a mastery of ICT.

By 2006-07 there was extensive consultation with parent groups and by 2007 there was a group of people who are actively involved in consultation and visiting other schools to see what really good practice looks like - making decisions about how to realign the walls, if you like, within the redevelopment.

The interesting thing about our children is that they love coming to school; school is a really important part of their life. They love getting there; it is a really important social aspect for them because they come from as far away as Dover. There are children from Pelverata, children from Cygnet and as far out as Judbury, so coming to school is really important. Through want of money, the facilities are a little shabby in terms of their meeting and congregating and providing really first-class spaces for children to enjoy being at school. I must say that with my first appointment in 1975 I did feel as if I was stepping back into a bit of a time warp. That is not being disrespectful; the school was beautifully maintained but not a lot has changed in those areas that we are working on. There are excellent performing arts and music facilities which had a lot of money spent on them maybe 10 to 15 years ago, but your basic classroom and general purpose learning areas that provide a window on the world for our children in this global economy certainly need to be upgraded. We are very happy with the plan that we have. It has involved quite extensive consultation with the students, teachers and parents.

Mr BRIANESE - My involvement with the project started in 2005 where we were commissioned to look at a strategic plan for the school. The strategic plan involved students, staff and also parents. The strategic plan looked at the school in its entirety. We explored the culture of the school. We also commenced a building evaluation to look at the strengths and weaknesses of the building. It also involved exploring contemporary pedagogies for the school, which enabled us to look at the building fabric and understand how we could manipulate the building fabric to meet the future needs of the school. Out of that process we ended up looking at a multi-stage component and from that exploring what stage 1 would be.

Expressions of interest came out and we were fortunate enough to have the commission to look at stage 1. Stage 1 takes into consideration contemporary learning spaces in building 1 and building 4. It also looks at home economics and how we would modify the existing built structure to explore more external learning. That is the same scenario with the general learning areas, how we can adapt our learning to occur inside and out.

We also looked at landscaping between building 4 and building 1, the whole entry system and how we can make those external spaces positive learning areas as opposed to just circulation systems.

The general learning areas that we have created explore better relationships between one classroom or general learning area and another classroom. We explore how visual connections can occur between the classrooms. We also provide workshop areas which enable you to have a dry learning space and a wet learning space. We have also provided break-out areas so that staff can explore the opportunity of having group work.

Within the project we have also looked at sustainable development by retaining as much of the built fabric as we can. We also looked at passive treatment of facades to manage sun and natural ventilation. We have also looked at how water control and management can be used externally within the landscape.

Mrs NAPIER - We discussed the issue of the entrance to the building and the reconfiguration of administration et cetera. Was that actually included in the funding of this particular project?

Mr BRIANESE - This project deals with the relocation of the staff room upstairs, which becomes a general learning area. We are relocating the staff down to the bottom level. It does not deal with a new entry system, so the intention is that in the next stage -

Mrs NAPIER - Stage 2?

Mr BRIANESE - Stage 2. We would look at putting holes in the wall where we have the staff room at the moment, opening that up into the foyer -

Mrs NAPIER - Making that the new administration?

Mr BRIANESE - Yes, making that the new administration.

Mr MULCAHY - The scope of work for this project was really to focus on the general learning areas on the other floor and the GLAs in building 4. A by-product of that and a key aspect of the design that then responded to the earlier strategic plan was that we were really able to move that staff room to the lower level, which would set up future development and future stages. It made sense in terms of the strategic plan but gave us more space to work with than we had originally thought when we planned the upper level of building 1. We had that additional space to consume for other GLAs so it has provided us with opportunities to go a bit further than we had originally thought with this stage and project and so knock off one of the next priorities along the way in the master plan or the strategic plan.

Mrs NAPIER - How much does a master plan or strategic plan cost?

Mr BRIANESE - It depends on the complexity of the school. The strategic plan we did for Huonville was somewhere between \$7 000 and \$10 000. I have done strategic plans from \$7 000 all the way up to \$30 000. It depends on the complexity of the school and what the outcome needs to be at the end of that process. The important thing about a strategic plan is that it is not a static document. It needs to continually evolve and it needs to be looked at every three years.

Mrs NAPIER - The strategic plan that you have done for the high school, does that also incorporate the logistics associated with the primary school and the nearby PCYC and so on in terms of roads and car parking and also the potential for shared facility usage?

Mr BRIANESE - As part of the strategic plan we looked at partnering relationships with the community. We have a discussion about the values of the school and how the school can best partner with the community and how resources can be shared. So it is about ensuring that the school is the nucleus of the community, as opposed to the school being an organisation which only responds to the community by invitation. Traditionally what used to happen was that there was a fair, an art evening or a performance and the community was invited. Part of the culture in Huonville is to be as inclusive as they can so we explored those partnering relationships.

The question about parking and car circulation, we looked at that as part of the strategic plan. The simple principle is that cars, students and people do not mix, so it is important to push cars to the perimeter to ensure that there is a zone within the school that students and staff feel safe within.

Mr MULCAHY - One of the keys aims of a strategic plan is to look at the current condition of the facility. You look at the demand and requirements for those facilities and project that into the future and then to start prioritise and identify packages of work that can be staged or undertaken in different projects throughout the course of several years.

In relation to this project, for example, the GLAs and the refurbished home economics facilities were part of stage 1 because that was, for a number of reasons, the higher priority for Huonville High in 2005 when the plan was done. Other facilities around the school - car parking, specialist facilities, community access and relationships associated with those - form part of that plan but perhaps were not as high a priority for Huonville in 2005.

Mrs NAPIER - From an educational point of view, I recall there has been money spent on the primary school for classroom redevelopment. In fact, I recall some new classrooms or something like that, and yet it would appear that little has been spent on the high school facility. Why has that occurred? It is in good condition and I agree with the chairman that the school appears to be very well maintained but there seems to be little redevelopment, except for perhaps one of the kitchens.

Ms GRANT - Yes. There was a soft refurbishment in the science area. In the 1990s there was a refurbishment of the performing arts and the music areas. I can't really explain it. I know there's a high level of frustration in the community, the community parents and friends in particular. They are the strongest parent group in the school and they advocated very strongly for the strategic plan work to start. You can also add to what Adam says about the strategic plan. It gives you an idea of where we are headed, based on a vision of the school in the community. It also raises your frustration level because it can raise expectations about 'It would be great if that could be done and that could be done'. Once you get that vision, all the jigsaw pieces fall into place. I think the school, like the valley, has probably come through a period of slow economic progress. There was a period when enrolments were down, particularly when a lot of tradespeople were leaving the valley and moving away. We have moved beyond that hump now and I think people have started to refocus on the school and the fact that they were staying in the valley. Maybe that is what has spurred this latest group on to get organised and look at what the school had to offer for the children. As I say, this is my first year as principal at the school. There was a bit of a community malaise perhaps about how things were headed in the valley, but that is turning around.

Mrs NAPIER - I can think of a number of different areas where the primary school is right next to the high school. There are moves in some places, if the community decides, to overcome the barrier between the two.

Ms GRANT - Community is so strong. I would have liked the PCYC gym right where the current gym is now. I think that would have been really good for the valley, but that didn't happen. We are working with the PCYC alongside and we will probably have to

come to some funding arrangement with them to use that facility during the day, just as we pay the council \$5 000 a year to use the oval next door.

Mr BEST - Congratulations to the school community for hanging in there for this development. I think it is very important to have a good strategic plan. I have seen developments in the past where there is a bit done here, a bit done there and a bit done all over the place and before you know it, you end up with a pretty ordinary situation. Faced with the choice, I think you are better off to go for an extreme makeover. I think it is very important that you have your strategic plan and are working to that. I think the herb garden outside the refurbished study room area is quite novel and hats off to your thinking there. Obviously there has been some discussion on that.

Ms GRANT - We also have some high-needs students so it is indoor-outdoor. It is fully fenced and will appeal to the tactile sensations of some of the students coming through. We have quite a few autistic students and we know a large contingent is coming into the school over the next three years, so it is a safety thing as well as providing a bit of variety in the kitchens.

Mr BEST - The learning deck is another interesting idea.

Ms GRANT - We like the idea of the inside-outside. Just as you do at home, you have the family room and a bit of outside. Students can move outside and be called back in after about 15 minutes when they have had a chance to consider something. Many of their homes have decks and it is a very comfortable way of approaching the learning. That is the sort of facility that is lacking in the school, places for students to go to work in pairs or to have some quiet thinking time and then come back in.

Mr MULCAHY - On that point, it relates perhaps even better to Huonville High School with more of a middle-school concept where years 7 and 8 are accommodated in facilities that are quite similar to primary school GLAs and learning facilities, except that they have perhaps additional features. Obviously in a high school setting students have the ability to go to other specialised areas as well, but the 7 and 8 GLAs incorporate a number of spaces and things such as external learning decks that enable them to continue on from, say, upper primary and experience the same type of facility with wet areas and workshops and withdrawal spaces before perhaps going into a more senior secondary-type facility or facilities where they are more independent or where they are in more specialised facilities. Those features that we have tried to incorporate respond to perhaps the more middle school arrangement at Huonville High in the 7s and 8s.

Ms GRANT - It creates a series of sub schools. We have a distinct division between junior school and senior school. I am not being funny but the old sort of divide and conquer, breaking down into smaller communities and creating a sense of place and comfort for the students with their learning is really important and there is a different ethos between grade 7, which is welcome, let us get settled and enjoy being grade 7, and grade 8. In grade 8 it shifts up a gear with a really strong emphasis on becoming independent learners, moving away a little bit from grade 7 but they are not quite ready for the challenges of years 9 and 10 and those years are definitely experiencing change under the Guaranteeing Futures. By year 10 some of them can be out at work as well as at school. It is making sure that we can manage the learning and provide safety and security with the learning in those early grades 7 and 8 which is where this emphasis is.

Mr BEST - A big tick then on page 16 with your materials and modernisation, carpet, tiles, et cetera. I have underlined the word 'colour' so I am hoping that you will think about that.

Ms GRANT - I am very interested in colour. I am off beige.

Mr BEST - Then over to page 17 are some stock standard things that we take for granted but do become very dated - heating, lighting and those sorts of things. I can see that they will make a huge difference to the learning environment for the students.

Ms GRANT - Definitely. The electricity supply there is pretty over-stretched. The school applied for reverse-cycle heaters and they can all be reused in the redevelopment.

Mr MULCAHY - We will be providing new submains to building 4 where the home economics is because the building basically is stretched with its current electrical supply. Picking up on building services as well, we have taken the opportunity to upgrade what we can and to incorporate sustainable features - timing and switching - that respond to the occupant needs but also ensure a level of energy saving at the end of the day. Those new parts of the services that will be installed will hopefully put us in good stead and put the school in a better position than they have been in relation to those things as well.

Mrs NAPIER - What kind of readings will be available for students on any of the environmental improvement features that you build into it so that it can be part of an education program as much as a design feature?

Mr BRIANESE - What we try to do on all our projects and particularly the education ones is that the fundamental principles that we apply are explained to staff and students. That can be visual - things like water collection or sunshading. By involving the project user group and staff and explaining to them why this building lives and breathes and how it can be twigged, that information can be passed on. If you can see it visually then questions get asked.

We can go through a whole process of recording data but that becomes an expensive way and it is the next level. What we have tried to do with this project from the onset is add value and you can see the approach that we have taken and the scope of work that we are producing in a way exceeds the principal expectations.

Mrs NAPIER - In relation to building 4 with variable switching systems to turn things off when you are not using them and so on, will you be able to measure the impact that has on power demand for that building?

Mr BRIANESE - Our consultants have done calculations. For example, if we look at heating we run an exercise and we look at different types of heating that can be used to heat the space. In part of that equation we look at the payback. For example, there might be a heating source that costs more money today but the payback over a three- to four-year period is advantageous to the project. So the calculations that we have done to date only deal with that part of the component. There is not an ongoing evaluation of how -

Mrs NAPIER - In the context of green schools, what innovations are coming forward in terms of visual metering to be able to make it part of the education process?

Mr BRIANESE - There is a lot of software. We have just completed the first five-star building in Tasmania for the Hydro and there are a lot of software packages that can be used and monitored within the framework of the building that can give you those -

Mrs NAPIER - So that could be built in?

Mr BRIANESE - It can be built in.

Ms GRANT - All I can add is that I was previously principal at Woodbridge which was very interested in the relationship between the school and the environment. I cannot think of his name but a fellow in the Education department would come down and work with interested staff and students and do an energy audit and then you can pinpoint where you can save energy and that becomes a whole collaborative exercise. It is possible because it involves the children and gives them an understanding of what we do and why we do it.

Mr BRIANESE - The danger with sustainability today is it is almost an add-on, it becomes a fashionable term, and dealing with the school's curriculum and pedagogy, sustainability is just as important. It is another key issue. We do not go out of our way; we do not design sustainable buildings, we design buildings that are sustainable. We do not go off and design education pedagogies but we work with the schools and we ensure that the built environment supports the learning pedagogy. We have been experiencing it all over the world, having had the opportunity to build schools all over the world, and we can bring examples of what we are doing to support that point of view, so sustainability really needs to be part of the everyday curriculum.

Ms GRANT We are working with students and we are trying to make them caring, concerned young people and good citizens, and people who can see the importance of what we are doing and why we are doing it and linking that with the community they are going to live in.

CHAIR - What effect will the removal of some of the walls, particularly opening some of the classrooms out into those corridors, have on the engineering integrity? Obviously that has been taken into account so I suppose it depends on the situation, doesn't it?

Mr BRIANESE - Building 1 is the most complicated one where there are masonry walls. Through the assessment of the building there is the criteria of maximising not only visual connections but also physical connections. We have minimised the openings between classrooms to a level that the school feels comfortable with but with the access wide enough for that to occur. If we were building the school from scratch, we would prefer some of those openings to be a lot larger, so we are taking that into consideration because you do an exercise very quickly of if the openings become too big, the steel lintels become too big, expensive and all of a sudden we lose a classroom because we are creating all these large openings.

We have worked with a quantity surveyor and structural engineers to maximise those openings to a level where, once again, it is adding value to the process as opposed to the individuals.

CHAIR - I cannot remember what the contingency was - where was it? We have cost estimates there, construction contingency, 113. That is it, I think, isn't it?

Mr BRIANESE - Yes.

CHAIR - Do you think that is sufficient to cover that off?

Mr BRIANESE - As far as the lintels and openings are concerned I am quite comfortable with that. The unforeseens are always when you pull down a wall and there is a pipe that nobody ever knew was there. On every project that we have worked on we have never really used the whole contingency. We have always managed to add value to a process and do those other little bits and pieces that the school can afford.

CHAIR - As the Education department has a policy of self-insuring, are there any security cameras installed in schools? There are ne'er-do-wells who tend to go around and try to light buildings and cause a massive cost to the taxpayers of Tasmania.

Ms FREEMAN - We have security cameras in the school.

CHAIR - Inside?

Ms FREEMAN - Inside in three of the buildings.

CHAIR - Outside?

Ms FREEMAN - Outside, and ones upstairs that look down onto the quadrangle and over towards the canteen area, which is the most likely place to be vandalised and broken into.

CHAIR - Adam, is that in schools generally these days?

Mr MULCAHY - I think the approach with security ranges considerably from site to site and there are a number of components. There are good building design features that incorporate passive security, if you like, things like minimising nooks and crannies that people can gather in after hours, ensuring good natural and artificial lighting out of hours. Those things ensure that people do not gather around buildings too much when they are not supposed to. In specific cases there might be need for electronic security, whether that is a security system or additional surveillance cameras in hot spots in schools around the State. That does happen and often it is really on an as-needs-basis where schools are experiencing particular difficulties. It might be older facilities that perhaps have not had the benefit of more passive design features when they were designed and constructed or it could just be that schools are experiencing issues with certain parts of the community in any given year or period.

Ms FREEMAN - Since we have put in the cameras we have not had anywhere near the problems.

Mr BRIANESE - When you are dealing with a workshop scenario, bringing people with you and there is community involvement, the more community ownership the more the community polices the school.

Ms FREEMAN - We have people who regularly walk through the school and keep an eye on it. They live up the road and they use the school as a walk-through and they let us know if there are any problems.

CHAIR - That is good.

Mrs NAPIER - What does it cost to put cameras in the school?

Ms FREEMAN - It cost us \$25 000.

Mrs NAPIER - That is not a lot.

Ms FREEMAN - It was not a lot of money, though it was at the time we did it. It was a decision we made that we were going to use that money.

CHAIR - Alison, when we were doing the site inspection you talked to me about the linkage between the primary school and the high school not being as good as it could have been. Would you like to put on record how it will be improved in that respect?

Ms GRANT - The redesign of the carpark I think is absolutely crucial. When you are coming in, if you go to the back carpark you actually have to cross two pedestrian crossings. Rob Banfield - the primary school principal, myself, Jimmy Bell from the PCYC, departmental officers as well as the council are going to sit down and have a look at what we can do to improve the car parking and the circulation and movement around the site. There are a few little hidden spots that are quite dangerous, with enclosed entrances and so on. We are generally concerned that we are sitting on a time bomb - and that is without any redevelopment. It is a problem that we have on site and it has been an ongoing problem.

Mr BRIANESE - We started to look at that issue in this project by stepping the cars away from the building facade. Where the herb garden is we have generated a walkway system, so now we are able to get the students from the main quadrangle along that perimeter without -

Mrs NAPIER - Is that fenced off?

Mr BRIANESE - No. If you go to drawing D9, which is the landscape drawing, along that perimeter the cars originally came all the way up to the building facade. We have pushed them back considerably. There are wheel stops and a pathway system with a green belt that enables students to walk the whole facade without being worried about cars. It's a simple method but one that can be built upon.

Mrs NAPIER - While we are looking at D5, I noticed that the cooking room, which is to be reconfigured as a catering room, was very old and what appeared to be a relatively new cooking area looked much better but wasn't being used. Are there some design problems

with that redeveloped one? Why has the decision been to redevelop that cooking room and then make some changes to the one that appears to be more updated?

Mr MULCAHY - That project was undertaken a couple of years ago. We established a demand for two cooking spaces within the school. At the beginning of this project we looked at the constraints around the existing services within those two spaces - the existing home economics and the recently refurbished catering facility - the effects that had on the layout of the building, where the GLAs would go and how they would be clustered, opened up and connected and that sort of thing. Largely our response in the design is to keep those existing services where they are, trying to make do and then redeveloping their existing position. We felt, as part of that, we needed to respond to two components. One was to ensure more of a traditional but flexible home economics layout. The other was to provide more of a contemporary catering facility, but with some flexibility that enabled it to be used by some of the senior secondary students who come in from outside the school and who currently use the LINC and other facilities in the area, to give them a facility that they could use. We also enabled it to be divided so that it could also be used for workshop space. We felt that by doing it that way we were addressing the two main pedagogy styles for catering and food technology, and also addressed the constraints of the existing building and provided as much flexibility within those two spaces as we could to enable anyone who uses the building to get access to that whenever they wanted to.

Ms GRANT - The curriculum needs to do a gear shift because it needs to move away from traditional cooking and get them in and out within 100 minutes. We have really looked at the curriculum. Some of the senior students are going into catering and catering management and it's a different style of teaching. The room that had been developed hadn't been used successfully by some of the current staff and we really held the line on making the reconfiguration as flexible as possible.

Mrs NAPIER - So you could simulate a restaurant?

Ms GRANT - Exactly. If you add the workshop on there then the link between the staff who use the gym - the wellbeing team - and foods and science is very strong. That is something that the school really needs to get a handle on. That extra workshop is going to give extra cooking space. With outdoor education, which is a really strong program, the cooking teacher probably doesn't want that in her cooking room, so they can come and work with a group of students in that workshop area. The cooking teachers don't have a mortgage on food and wellbeing. They think they do but we are trying to provide different venues and styles for the different needs within the school.

Mrs NAPIER - Do you run a breakfast program at the school?

Ms GRANT - Yes, we run a breakfast program but at the moment it works out of the canteen, which is probably on the side of the school you did not see - where there is a covered area and seats outside. It is a very strong winter program.

Mr BRIANESE - What is exciting about this configuration is that our cluster has a workshop area for light science to painting and all sorts of activities. The reconfigured catering space then adds a skill for the traditional catering. The workshop and the re-configured catering also enable students from other parts of the school to use this space while

catering is being used. I think under your timetabling that catering is one of the major activities of the school. So what we are able to do now is offer these facilities to the primary school and to other students while traditional catering is being used.

Mr MULCAHY - The traditional home economic space will be re-configured and equipped with a fair amount of mobile joinery and furniture. The ends of the benches, for example, are mobile. You could move them into or away from the centre and set up a number of different bases or areas within that space to provide more of a dining facility or more of a catering-style facility where you might have some hot spots for different tasks and functions. The idea was to develop the more traditional model into something that is more useable and flexible but to still retain perhaps a full-blown catering model and a slightly more traditional layout.

Ms GRANT - The catering room gives students the opportunity to do some authentic catering within the community, independent of the main cooking area.

Mr BRIANESE - It is one of those spaces that the community can come and use because access to it is on a perimeter wall as opposed to allowing members of the community into the heart of the school, and then you have security problems.

Mrs NAPIER - And you have external access.

Mr BRIANESE - Exactly, with car parking at this stage close to it.

Mrs NAPIER - You said that you are going to replace some of the thermal smoke detectors. You said you were going to put smoke detectors in the work-only areas, so what kind of areas aren't you going to put them in - the storerooms?

Mr MULCAHY - Normally you put in heat detectors where you might have a risk of a false alarm - heat, steam and so on. Smoke alarms would go in all of your general spaces and corridors and thermal heat alarms could go in kitchens, storerooms, cleaners' cupboards, workshops, wet areas and so on. They have a different type of detector with a slightly different response. They alleviate all the false alarms that you get with smoke or areas where you might have smoke or steam that could cause a false alarm.

Mrs NAPIER - Are you going to put smoke alarms in work areas?

Mr MULCAHY - Yes. We will upgrade existing heat or thermal detectors to become smoke detectors to meet new standards, but there are a few areas in building 4 and in the workshop areas in building 1 where you could get steam or -

Mrs NAPIER - False alarms.

Mr MULCAHY - Yes, false alarms with the heat.

CHAIR - Thank you very much for your time today and for the site inspection this morning.

THE WITNESSES WITHDREW.