

# PUBLIC

THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN THE COMMITTEE ROOM, HENTY HOUSE, CHARLES STREET, LAUNCESTON, ON TUESDAY, 7 DECEMBER 2021

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## NEW LEGANA PRIMARY SCHOOL

**CHAIR** (Mr Valentine) - I will, for the purposes of Hansard, introduce the honourable members. We have John Tucker, Tania Rattray, Rob Valentine, Jen Butler and Felix Ellis. We also have secretary Scott Hennessy and Shae from Hansard.

We're in receipt of one submission, the new Legana Primary School submission to the parliamentary standing committee on public works, Department of Education, December 2021. Can a member please move a motion that the submission be received taken into evidence and published.

**Ms BUTLER** - I'm happy to.

**CHAIR** - Seconded?

**Ms RATTRAY** - Happy to second it. I moved yesterday, I don't want to be moving them all. In case the wheels fall off one.

**CHAIR** - Thank you, Tania.

**Motion is carried.**

**KANE SALTER**, DEPUTY SECRETARY CORPORATE AND BUSINESS SERVICES, DEPARTMENT OF EDUCATION; **SAMANTHA (SAM) ABLITT**, EDUCATION LEADER, DEPARTMENT OF EDUCATION; **TODD HENDERSON**, DIRECTOR CUMULUS STUDIO ARCHITECTS, DEPARTMENT OF EDUCATION CONSULTANT; **TODD WILLIAMS**, DIRECTOR OF FACILITY SERVICES, DEPARTMENT OF EDUCATION, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

**CHAIR** - Thank you. I want to read an important statement to you prior to you giving evidence in relation to parliamentary privilege. The committee hearing is a proceeding in parliament. This means it receives the protection of parliamentary privilege. This is an important legal protection that allows individuals giving evidence to a parliamentary committee to speak with complete freedom without the fear of being sued or questioned in any court or place out of parliament. It applies to ensure that parliament receives the very best information when conducting its inquiries. It is important to be aware that this protection is not accorded to you if statements that may be defamatory are repeated or referred to by you outside the confines of the parliamentary proceedings. This is a public hearing. Members of the public and journalists may be present and this means that your evidence may be reported. Do you understand? I would like to hear a clear 'yes' from all.

**Mr SALTER** - Yes.

**Ms ABLITT** - Yes.

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**Mr HENDERSON** - Yes.

**CHAIR** - Thank you. Would you like to make an opening statement?

**Mr SALTER** - Thank you, Chair. Thank you for the opportunity to present to the committee today on the master plan for the new Legana Primary School. It is an important and critical aspect of the consultation, planning and approval stages. I would emphasise the word 'consultation' because we recognise it is the time invested at the front end prior to construction that maximises the long-term outcomes and benefits for these capital projects. In that regard and as outlined in the submission there has been extensive consultation for this project with the feedback incorporated into the design. Further master plan consultation with the community is occurring at the moment. Consultation will be ongoing with the community reference group.

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

In terms of those brief overview points, we are seeking approval for a major capital investment of \$24.75 million to construct a new primary school at Legana for 350 students. The West Tamar local government area has one of the fastest growing population in Tasmania, with new residential developments, proximity to Launceston and, housing affordability contributing to the popularity of the region. Enrolments at the nearby Riverside Primary School are currently in excess of 800 students, which is the largest number of primary students at any government school in Tasmania.

The new primary school will be built on a greenfield site at 612 West Tamar Highway, Legana. Outside school hours care facilities will be provided and an oral health clinic will also be constructed on the site. The oral health clinic is funded and operated by the Tasmanian Health Service. The new Legana Primary School will be co-located with a community sporting and recreation precinct to be developed and owned by the West Tamar Council. This will include an AFL regional-sized oval to be used by the school through a perpetual deed of agreement. Again, extensive public consultation is being undertaken with the feedback being incorporated into the design. Thank you.

**CHAIR** - Thank you. It is over to members to ask questions now. It would be a significant development for this area. Can you outline your involvement with the council? I do not mean the elected members, but in general terms that you have gone through those processes with the local council for things like rezoning. Can you give us an update on where that is at?

**Mr SALTER** - Todd has led those discussions. I'll let Todd answer that question for the committee.

**Ms RATTRAY** - Chair, do you want to start off with the negotiations as well, or add the negotiations in with the current land owners and that process?

**CHAIR** - Yes, that could be a part of that.

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**Mr WILLIAMS** - For three years, since the commitment was made back in 2018, I worked very closely with the general manager of West Tamar Council and his officers. The background to that was in 2014 West Tamar Council brought out a structure plan.

**Ms RATTRAY** - Structural or strategic?

**Mr WILLIAMS** - I think they call it a structure plan, a strategic plan, a master plan that showed how Legana would grow in the future. That plan showed the expansion through the property that we visited today both for a school and for residential development in the future, should that progress.

That plan existed and was the engagement we made with council all the way through. It has been a very positive discussion and relationship and council expressed an interest to partner to provide not just a school, but a community facility with the surrounding sporting precinct. There have been ongoing discussions. Through those discussions we engaged with the landowner. It is my understanding prior to that discussion before council released their structured, strategic plan -

**Ms RATTRAY** - Keep it structured that is fine.

**Mr WILLIAMS** - the discussion with the landowner had already occurred. There were no surprises in releasing a public document of that nature as that has been a very positive ongoing discussion for three years. We have formally presented to council on a number of occasions. As recently as last month, some of my staff provided presentation to council and the master planning process. We are in the process of formalising our agreements both with the landowners through mutual consent which has been very positive but, also with council on the sharing arrangements for infrastructure and the cost of operating an oval. It has been a very positive journey over the last three years in partnering with West Tamar Council and the landowners.

**CHAIR** - Thank you for that background. It is important to put all of that in context. We will go to the submission and commence on page 3 which is the introduction. Do any members have any specific questions on that page?

**Ms RATTRAY** - In regard to the actual zoning of the land, it was noted by one of our committee members it is significant agricultural land, we are interested in understanding the classification of that? How that process was worked through and the expected settlement date for ownership if there is a DA pending fairly quickly?

**Mr WILLIAMS** - Yes, multiple questions in there. The class of the property is class 4 property.

**Ms RATTRAY** - That is lucky.

**Mr WILLIAMS** - We have submitted with the support of council and the community our zoning reclassification. That is going through the process at the moment and we anticipate February it will be in the hands of the Planning Commission. In saying that, it is all aligned with the structure plan brought out in 2014. All the feedback we have is the community are very supportive of that arrangement so, that is well and truly advanced. The owners of the property have given support for development approvals to progress and all of that.

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**CHAIR** - Need, obviously.

**Mr WILLIAMS** - That is correct. That has all been in place in accordance with our discussions and mutual agreement. Whilst we have not formally settled as yet, the agreements are all in place and with respective lawyers to finalise, hopefully in the very near future.

**CHAIR** - With respect to the students you are saying the nearby Riverside Primary School has 800 students and this one is to have a maximum of 600?

**Ms RATTRAY** - Three hundred and fifty.

**CHAIR** - Three and fifty, okay. How do you think this will affect the Riverside Primary School in numbers?

**Mr SALTER** - As part of looking at the intake area there has been discussion with Riverside Principal who is fully supportive of the draft intake zone, which includes Legana and Grindelwald. The school is providing for some students who would have perhaps been going to Riverside in the future but there is no more capacity at Riverside hence, the importance of this school being constructed.

**Ms RATTRAY** - With the oral health clinic arrangement, I note from the paperwork \$750 000 will be contributed by Tasmanian Health Service. Would you like to talk through how that came about? Were they in need of a building and thought this is a good opportunity?

**Mr WILLIAMS** - The Health department approached us when they heard we were progressing a new Legana school and expressed an interest in permanently establishing a facility in that area. Currently, at Exeter Primary School there is the mobile unit that has been there for many years and is quite constrained. We worked with the Health department to progress and reach agreement on how that would work to not only support the school, of course, but to support the community.

**CHAIR** - That is going to be a separate unit and while it is in the school envelope it will be operating outside school hours.

**Mr WILLIAMS** - It will operate during school hours; however, the building is separate with its own separate entrance.

**CHAIR** - It has its own security and separate entrance?

**Mr WILLIAMS** - Correct. If I reflect when I was in primary school and you went to the oral health building, it was that building over there.

**CHAIR** - Don't talk about what it was like when I was in primary school.

**Mr WILLIAMS** - I still have those memories. Over recent years we have demolished a lot of those buildings because they were isolated and the school could not use them. The benefit of having it as part of the school is should it not be required in the future, it can be alternatively used as it is well connected to the school.

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**CHAIR** - I read about that future use and thought it is likely it is always going to be required into the future.

**Ms ABBLITT** - Yes, it is, we have had Oral Health as part of our project working group and they have talked to us that sometimes they will expand and it will not necessarily then be fit for purpose or sometimes it will no longer be required.

**CHAIR** - It will do itself out of a job.

**Ms ABBLITT** - Yes, wouldn't that be nice and therefore they would move to different premises. It would then become part of the school and why it is not a separate building, as Todd just mentioned. The other reason why we wanted it to be part of the building is they can more seamlessly integrate into working with and becoming part of our staff to co-share some of our facilities. They can also come in and run some of their programs with some of our students and become more familiar with the students and, therefore, not be the scary people we might have gone to visit.

**CHAIR** - Yes, I understand what you are saying. It is more familiarised and saves the stress.

**Ms ABBLITT** - Yes, but definitely a separate entrance, so separated, but they are in the main administration building.

**CHAIR** - Something we talked about at the site visit was the possibility of before and after school care. Can you talk us through whether that was considered something that might happen on this site?

**Ms ABBLITT** - Yes, absolutely. It is very much a needed service and increasingly in schools and particularly, primary schools as families return to work. We have made provision for that in the multi-purpose hall where they can have storage facilities. They will have access to toilets and cooking facilities. They will have access to the multi-purpose hall and outside areas. They have specific requirements they need to meet and we are confident they will meet those because we will be meeting those requirements for the childcare provisions for the school.

**CHAIR** - The health and safety focus is exactly the same?

**Ms ABBLITT** - It's like the national quality standards. We will be making sure that that building fits those, particularly in the outside environment. We will put that out for tender when the school is operational and it will be as to whether or not that community requires it, particularly in before-school care. Definitely after-school care I would see that, but sometimes communities don't necessarily want it in before-school care. I know at Port Sorell, for example, they did require it for before-school care but not necessarily every day.

**CHAIR** - Would you be just canvassing the general school community for the attendees at that time or would you be doing it through council? How would you assess?

**Ms ABBLITT** - It would be through the community. I would envisage when the principal comes on board, that would be something they would do, and it is through the department's procurement processes.

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**CHAIR** - The other question that correlates with that is breakfast club. Just for the record, let us know whether that can occur on site and whether the facilities are there?

**Ms ABLITT** - Absolutely. We've got canteen facilities on site and it could definitely be an option that breakfast club would be able to occur there. That again would be something that the school staff and school community at that time, whether it is through the staff or through school association, would be able to organise. But the facilities are definitely there.

**CHAIR** - Any other questions on page 3? No. Page 4, the temporary pedagogy and learning opportunities. Interesting again to see an opportunity for indigenous aspects to this building. Do you want to expand on how that is being worked into the development?

**Ms ABLITT** - Again, we used our department's Aboriginal Education Unit as our first point of call to help us reach out to our local Aboriginal educators. They, in turn, helped reach out to our local Aboriginal groups then they joined our reference groups.

The local Aboriginal education worker has assisted us in working with the landscape designer and they are working with us around the use of space, not just inside but outside as well, and how we will be able to incorporate that into the learning spaces. So, things like aspects of the learning environment for storytelling. They will be things that we won't necessarily fully develop but will be able to leave for the future school staff to be able to develop alongside those connections we've started to make, so that they can incorporate that into the curriculum they continue to develop for the students they will have at Legana.

**CHAIR** - Any other questions on this page?

**Ms BUTLER** - Where, on the design, would the parent entrance be to the Launch into Learning building?

**CHAIR** - Can we deal with that when we get to the maps?

**Ms BUTLER** - Sure, if you want to.

**CHAIR** - We will go to it now. So, what map is it?

**Ms BUTLER** - Is it C that has Kinder 1 and Kinder 2? Would that be where the Launch into Learning? I was just looking at the map before and I could see where the buses are. Is that Building 13 where the kinder -

**Mr WILLIAMS** - Building B in the floor plan. That's the one I've got, looks like that one. Keep going back and you get into each of the buildings. You got to Building A and then Building B, I think. And then in there, I think I'm right. Am I right, Tom?

**Mr HENDERSON** - That's correct, yes.

**Mr WILLIAMS** - Then you can see Launch into Learning breakout, 78 metres square, and the parent access, that was the question.

**Mr HENDERSON** - The parent access is at the opposite end to the kitchen.

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**Ms RATTRAY** - Here?

**Mr HENDERSON** - Yes, it's right there and that's accessed off that internal courtyard space. You come through the entry portal then you're round in that courtyard space.

**Ms RATTRAY** - Next to pram parking. I like the look of that.

**Mr HENDERSON** - Correct, yes, it's very important.

**Ms BUTLER** - That's a completely separate entrance to the administration of the school, for the students?

**Mr HENDERSON** - Yes, correct.

**Ms ABLITT** - It sort of comes in between.

**Ms BUTLER** - Out the front of that is where there are the buses drop off and pick up kids?

**Ms ABLITT** - Not there, no.

**Mr HENDERSON** - Where the kitchen is shown, it's on the other side of that kitchen space.

**Ms BUTLER** - Okay, so the parents would walk around -

**Mr HENDERSON** - They'd walk through that space there, yes.

**Ms BUTLER** - Through this space here and enter through there?

**Mr HENDERSON** - Yes.

**Mr WILLIAMS** - Building 13 on the site map is the little building.

**Ms BUTLER** - So they walk through here and around there and that adheres to all the protocols with the safe access of making sure that the parents accessing that don't need to access the actual school itself?

**Mr HENDERSON** - Yes.

**Mr WILLIAMS** - Perhaps you might want to talk about how the site safety is being considered and what's been taken into account.

**Ms ABLITT** - Yes. The child safety protocols, and the policy and procedures were the first documents I shared. Making sure that the supervision is paramount and things like the procedures that schools use is something I've been sharing all along. So, whenever we're looking at this, I guess my lens as the principal is always around, okay, how will that work in practicalities? In what way would I expect that the parents will be entering that? And what would be my expectation around how I would manage that site? That's always been the

consideration and the challenge that I then put to the architects before they're designing those spaces.

That's why there's almost like that enclosure. If you look at the site map, one of the other things we're wanting to do with our primary school students is to develop a sense of independence in them, particularly when they're getting into the upper primary. So, we would expect that their parents - when you're getting to be an age 12 boy, you don't necessarily want your mum to walk you into school.

**CHAIR** - No, that's right.

**Ms ABLITT** - They're quite happy to be dropped off. Well, most of them are. We're expecting that they will be dropped off and so where you can see the tree between Building 14 and 15, we expect that they'll be able to walk through and into their classroom. But during the day they'll be closed off. That area will be closed off during the day but it will be open in the mornings so they'll be able to walk through and go to their classrooms quite readily. Then the school will be closed off for safety reasons.

**Ms BUTLER** - Will the whole school be closed off for safety reasons during the day, so you can't have -

**Ms ABLITT** - Yes, so then we can only have people accessing through that administration area so we can keep access into that more confined space, so we can actually monitor who's coming into the school.

**Ms BUTLER** - For the kindy and the - gosh, you can tell I'm a mother-of-three here - for the Kindergarten kids and the early years children will be using section five for their outdoor play?

**Mr HENDERSON** - Correct.

**Ms ABLITT** - Yes. The preps in that first couple of terms, I would imagine, will be able to access that play area as well. The idea of that middle learning courtyard is that it is a passive play area. There won't be any play equipment there. Our idea is that it is an extension of the learning environment. It will be indoor-outdoor learning. Some learning will occur there that won't necessarily occur inside. There will be learning opportunities that are only for outside but some of it will be an extension of indoor and outdoor.

There will be teachers who will work together across the grades to maximise those learning opportunities. There will be opportunities where our prep students will be able to use that kinder area as well.

**Ms BUTLER** - It steps them up, doesn't it? They start their early years and go all the way through, then they transition from area five to area four. That has that nice flow for them.

**Ms ABLITT** - The design around having our school curved like that is very deliberate to make sure our students are learning from one another. It is almost like a family community, an infinite loop of learning and teaching one another. They are learning from each other. It is not just about younger children learning from older children but it is also about older children



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modelling. What we know about learning is that if you are able to teach others then that is a sign that you have really mastered something that you have learnt.

**CHAIR** - Thank for that. Any other questions on that page?

**Ms BUTLER** - Could you talk us through the library?

**Ms ABLITT** - Yes. It's my favourite place.

**Mr WILLIAMS** - That is the building F floor plan, a couple over from the one that you were looking at.

**Ms ABLITT** - The library space is at the centre of the school and is easily accessible from all learning spaces. It directly opens onto that learning courtyard. The doors open onto that learning courtyard. The leadership team is centred in that library space. That is deliberate so that our leadership team is front and centre with teaching and learning. They are not far from the administration block. There are meeting spaces in the administration block so when the leadership team such as the principal needs to meet with parents, they can go over to the administration block to do that.

The library is close to the makers spaces. That will be like our resource hub, much like I mentioned yesterday, so not just books but other types of resources for both students and teachers. It is a place for reading, it is a place for collaborating, it is a place for working with others.

**Ms BUTLER** - Will there be sound proofing between those two sections?

**Ms ABLITT** - Absolutely.

**Ms BUTLER** - I know primary school kids in music are very squeaky when they are learning new instruments.

**CHAIR** - I think she's talking about violins, possibly, or maybe they don't do violin?

**Mr TUCKER** - I only ever got the triangle. We were never squeaky. Old Wombat Pearce used to be always telling us off though.

**Mr ELLIS** - More a cow bell.

**Ms ABLITT** - Yes, soundproofing is definitely something that we've talked about.

**Mr HENDERSON** - We have an acoustic engineer on the consultant team so we are looking at all of that.

**Ms BUTLER** - I have a question later on about the acoustics within the design and with the open classrooms and how you navigate that.

**CHAIR** - The concern I brought up yesterday with Brighton with regard to the multipurpose there and the music practice areas. There's good sound isolation between those two and this is no different.

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**Mr WILLIAMS** - It was raised through our internal processes, through the asset strategy steering committee. The commentary there was exactly what you're talking about. There is still more work to be done.

**Ms ABLITT** - Acoustics is one of the things that I would not like to compromise on. It's one of the things that teachers are most adamant about when teaching the group. More so than sight interference, it's noise interference.

**CHAIR** - It goes both ways, doesn't it? If someone is using the multipurpose hall for a game of some sort the last thing they want to be telling their students is, she better quieten down the people in the music room who are doing whatever. And the people in the music room are beside themselves because they can't hear other instruments that are being played in the same space.

**Ms ABLITT** - Yes. You can do something about sight interference but you can't do a lot about noise interference, so we need to get the acoustics right.

**CHAIR** - That's good. That's well done.

**Ms RATTRAY** - I have a question about the future expansion of the campus. It's on the masterplan, number 18 is future expansion. I want to confirm that that is for a maximum of 100 students on top of the 350 that this building has catered for.

**Mr SALTER** - Four general learning areas can potentially be provided for, which is approximately 100 students.

**Ms RATTRAY** - In that space?

**Mr SALTER** - Yes.

**Ms RATTRAY** - That will take out a bit of kicking-the-footy-around space but that's been accounted for?

**Mr HENDERSON** - Yes, that's been accounted for.

**Mr ELLIS** - I am interested in the interplay between the department, yourself, Ms Abblitt, and the architects. Watching these committee hearings over the last couple of days, it shows how central your role is in designing it. This gives me great heart that we're putting our educational experts at the centre of how we're designing our new schools.

Would you be able to give us a sense of how you work together as the leads, particularly your role as the principal advisor, Ms Abblitt?

**Ms ABLITT** - What I've been doing, you mean?

**Mr ELLIS** - Yes, and how it all works with this leadership team that seems to be putting together these schools.

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**Ms ABLITT** - I have been turning up to each of the project working groups for Brighton and Legana. I'm offline essentially. I've been a principal for a long time, most recently as principal of Port Sorell Primary School. My role has been to be the conduit between gathering the evidence from experts within the department, gathering the research and providing the advice to the architects. It is the first time we have had this role regarding the two greenfield sites. Todd can probably talk a bit more as to how my role came about as this is first time we had this role.

**Mr WILLIAMS** - Absolutely, and proving invaluable in having that contribution front and centre and a commitment for the whole project. It is part of the evolution and we learn lessons. One of the lessons is we want the principal to focus on the learning and it is a commitment when you are taking the principal away from their day to day activities to contribute to a project. We balance that as best we can. Having Sam as a principal and a dedicated education leader, being able to connect to all the right areas of educational expertise in the department and bring that in fits really well. Facility services are buildings and project management and our focus is on delivering for our clients. The schools, the principal and the community are our client. Having the educational leader as part of that, having a stakeholder engagement professional as part of facility services front and centre is now to go engage, listen and gather. You put all of that into a project working group and we think that is a really good form to help then shape and present. It has been a number of years in the process of lessons learnt, but we are seeing the results of being able to provide quality which is the goal in meeting our client's needs.

**Ms ABLITT** - The other part of what I do is to help with some of the redevelopments and then that in turn feeds into this. I have been helping with the Hobart City High School Project, Cosgrove redevelopment, Exeter redevelopment. When I go to those project working groups, the things I learn from them I can also bring to these projects. What I learn from these I take to those projects and mutual beneficial learning happens. There is a consistency about what we do as a department that also brings a strength.

**CHAIR** - It is coherence.

**Ms ABLITT** - It is, absolutely. Then there is a consistency across what we bring to students, in terms of the learning environments that we bring to them.

**CHAIR** - Excellent, thanks for that. The last sentence on that page 4, 'The respective areas will be capable of passively communicating appropriate student and visitor behavior relative to each space'. (tbc) Do you want to expand slightly? It is nice when you read these words but good to be able to understand.

**Mr TUCKER** - You were thinking about bringing that statement into parliament.

**CHAIR** - Absolutely.

**Ms RATRAY** - Too many nooks and crannies in parliament to keep an eye on everybody, I suspect.

**Mr HENDERSON** - I am happy to comment. The way the building is set up around that courtyard is from inside spaces and outside spaces; you can see what is happening and

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students can model behavior for the younger students and the younger ones model for the older students.

Really, it was about how do we create a school that feels like it is one community as opposed to a series of spaces right across a site.

**CHAIR** - The way the space reads encourages a certain level of behavior for each of the spaces.

**Mr HENDERSON** - Yes, correct through passive surveillance and communication.

**Ms BUTLER** - Could you run us through the paragraph above where it says 'Future with a concept of public, privileged and private spaces' (TBC) What does that actually mean?

**Ms ABLITT** - It was a philosophy I found from a school in Adelaide. If you look on the site, there is a public zone, which is the administration block where the public can come and interact. Then there is a privileged zone which is where you are invited to come into, which would be your meeting areas and places like the gymnasium or multipurpose hall. Then there are the private spaces which are the classrooms, where members of the public cannot go to because that is where teachers and students need to work. They are the three-zones of the school. The public spaces are where anyone can go there without necessarily an invitation, because that is our public interface.

**CHAIR** - Okay, moving over.

**Ms RATTRAY** - Community consultation?

**CHAIR** - Yes, we could go to that.

**Ms RATTRAY** - It would be useful to have a brief outline of that particular process on the public record, thank you.

**Mr WILLIAMS** - Certainly, a good process, have enjoyed the engagement. We have a community engagement member as part of our team who has also worked closely with council through the engagement. Before we started any work in designing, we engaged with the community and asked them about education provision into the future. What were the key features? What are they looking for? Strong messages on nature, the sporting connections came through. A strong support for the Legana structure plan through that process. There is the ongoing community reference group. I cannot remember the last time they met, but it was not long ago and it has been through all the iterations.

**Ms ABLITT** - This Thursday is the next one.

**Mr WILLIAMS** - Coming up. With the second round of engagement once we had the master plan. It has been released and included the draft intake zone. We have regularly presented to council throughout that three year journey. Really enjoyed that process engaging with the community, gathering all the issues and presenting them.

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**Mr SALTER** - As Todd said earlier, we have certainly learnt time spent at the front end on the consultation both drives outcomes and saves time further down the track. Specifically, we have spent more time on that consultation process.

**Mr WILLIAMS** - It is invaluable work.

**CHAIR** - Avoids hiccups.

**Ms BUTLER** - For the record, I have spoken with a few people from the local community and they are pleased with the community consultation process. Apparently, it has really been gold standard, so congratulations. That is from people who usually complain about quite a lot and they have been very happy with the process. Well done.

**Mr SALTER** - Positive to hear.

**CHAIR** - Did you say who made up the community reference group?

**Ms ABLITT** - We have council representatives, members of local sporting groups, people from the local childcare centres.

**CHAIR** - Any association members or no community association members?

**Mr SALTER** - There are the councillors including the mayor.

**Ms ABLITT** - Yes and school association, and Oral Health.

**Ms RATTRAY** - The school association from Riverside?

**Ms ABLITT** - And Exeter.

**Ms RATTRAY** - There is no school association as yet.

**Mr WILLIAMS** - But we have certainly been engaging with all the neighbouring schools over the last three years with the principals and the school associations to make sure we are sharing with them and gathering their feedback.

**Ms ABLITT** - All the neighbouring schools have, yes. In terms of workshops, but they are not on the reference group.

**Mr SALTER** - Also, student voice from those other primary schools has been important in shaping the design.

**Mr WILLIAMS** - One of the cool parts of the job is going to work with the kids around what schools and education look like for the future.

**CHAIR** - Getting an idea as to what they like.

**Mr WILLIAMS** - Yes, and what they don't like.

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**Ms ABLITT** - We have run workshops with students from Exeter Primary, Riverside Primary, Exeter High and Riverside High. We ran those workshops with DoE staff and Cumulus and Heath design intent (tbc). Those workshops gave us input into what they wanted to see in their classrooms and outside. The sorts of things that help them learn, the sorts of things that inhibited their learning. That was right at the beginning. They were very engaged in that process.

**CHAIR** - That's good to see.

**Mr TUCKER** - Before we move on to the next page. Do we do reference groups the same with all these projects in the Department of Education?

**Mr WILLIAMS** - No. I suppose it depends on the project. We certainly have our project working groups and we can tailor the consultation to suit the size of the project. As an example, with a \$1 million refurbishment we engage and connect with the school and the school association. We connect through their websites to share information rather than a face-to-face with every project. It is a resourcing consideration. It is more the larger projects. In saying that we have tailored it to suit the school, the needs of the school and the community. It is not fixed but generally it is more for the larger scale things.

**Mr TUCKER** - I know this project is a pretty good project. I haven't heard a bad comment about it. I have read through it and I cannot see a bad thing with it. This reference group, the way this has worked, it is something to go forward with in the future. What would you say is a gold standard of something that has worked for future reference in these projects?

**Mr SALTER** - Yes, for the larger builds, and particularly new builds, they are an invaluable part of the process in getting the right input from a range of people in the community.

**Ms RATTRAY** - The work that the reference group had done was evident at the official opening of the Spreyton school. Do you recall that, Felix?

**Mr ELLIS** - Yes.

**Ms RATTRAY** - It was very complimentary of how that group had worked together to deliver the outcome that they did.

**Mr ELLIS** - And delivered it well.

**Mr WILLIAMS** - Every project has an engagement as part of it. We have the 'Get Involved' campaign online. Any community member can post a comment. Sometimes it is not about face-to-face, it is having an avenue to have your say and get involved. That is for every project that we run. We connect really well with the school associations and listen to what they are saying. There are obviously diverging views in school associations.

**CHAIR** - We will go to seven.

**Ms RATTRAY** - In regard to the oval, I note in the budget there is a \$410 000 contribution by the DOE, yet there is a lease arrangement fee as well. You don't consider that's double dipping on behalf of West Tamar Council?

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**Mr WILLIAMS** - No, I don't. We would have to build an oval anyway and we would have to maintain an oval. The contribution we have made we believe is appropriate for us providing an oval, given all the civil works and infrastructure works that need to be established. The cost of running groundsmen, having machinery, water and fertiliser, when you add all of that up it is quite a large cost as well.

We have reached the right balance in partnering. Councils, as part of their business, maintain grounds. We generally don't because we want to focus our efforts on maximising learning.

**Ms RATTRAY** - Councils also provide recreational facilities for communities and the school community is part of their community, so this is a significant contribution by DoE.

**Mr SALTER** - If I can emphasise what Todd is saying, the right contribution for the value that the school will get out of it. The annual fee, as Todd has said, is \$10 000. You wouldn't be able to maintain a facility of your own for that amount. The school will also get access to other facilities as the council develops them down the track. We certainly think it's more than fair and reasonable; it's a good partnership arrangement that we've come to with the council.

**Ms RATTRAY** - Initially, if there are no changeroom facilities at the ground, are the facilities at the school large enough to accommodate two football teams of 18 or 20 or whatever that might look like while you are waiting for the other outbuildings to be built alongside the oval?

**Mr WILLIAMS** - Our focus has been on providing a school and making sure the school was fit for purpose. The school needed an oval. The model of partnering with local council is a good model. We have other examples of that around the state. It allows people to use their expertise well.

I haven't gone into the specifics of that with council at this stage. I'm sure they're aware of that. When council builds its amenities is a decision for council.

**Ms RATTRAY** - In the initial stages using the oval during the winter months, you're going to get some pretty grotty kids if they're playing a game of footy. Are there facilities in the school that are going to be able to cater for -

**Ms ABLITT** - Do you mean for our students?

**Ms RATTRAY** - Yes.

**Mr WILLIAMS** - There are amenities that can be used.

**Ms ABLITT** - For our students, yes.

**CHAIR** - Or are you talking about Saturday morning footy?

**Ms RATTRAY** - No, I'm only talking about the school students. If they're going to play a game of football on the oval against Exeter Primary School, you have to be able to -

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**Ms ABLITT** - For what our students will use, we have the amenities that we need.

**Ms RATTRAY** - That's the question, because it might not have the supporting facilities at the oval that are going to be developed by West Tamar Council in the initial stage.

**Ms ABLITT** - We wouldn't be expecting to use the West Tamar Council facilities anyway, even if they build them.

**Ms RATTRAY** - In the future?

**Ms ABLITT** - I wouldn't be expecting to.

**CHAIR** - You are keeping that side of it quite separate?

**Ms ABLITT** - Yes. They're only grade 6.

**Ms RATTRAY** - Working out the rate of having a few sports games and it's \$10 000 a year that you're paying to cover it. Anyway, that will be for the school bursar to work out.

**CHAIR** - The other aspect to it is that it's a facility that the council may never have developed on its own. There's a bit of a marriage.

**Mr WILLIAMS** - West Tamar Council has partnered with a school in the region closer to Riverside. It's a model they have used well and support. We have some examples down south where we've partnered with councils to do the same. It is a good model because you're sharing and you're maximising. You're not duplicating and standing alone.

**CHAIR** - I think what the member is getting at is that council is never going to say no if they can get something like that. Is that right?

**Ms RATTRAY** - I never said that, Chair.

**CHAIR** - No, of course.

**Mr WILLIAMS** - The cost per annum for the use of the oval would be \$15 000, not \$10 000, as I previously said.

**Ms RATTRAY** - Is that covered by the school, out of there, or is that a separate arrangement with DoE?

**Mr WILLIAMS** - That is a separate arrangement with DoE.

**CHAIR** - Moving over to page 8. I was querying the early works civil construction package where it says here to be ready for tender in November 2021. Quite clearly this committee has to make its decision. I am not suggesting for one moment that it might say no, but it could say no. We don't know until we get all the detail. Would you be going ahead with that and getting that tender in place before you know the outcome of this? That's the question.



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**Mr SALTER** - In terms of looking at the timing of that, we're certainly cognisant of the committee's decision. In terms of looking to award a contract, I think we are looking at late January, early February, so that will hopefully line up with the committee's decision.

**CHAIR** - You would know one way or the other whether you go ahead or you don't is what you're saying, I guess?

**Mr SALTER** - Yes. But important in delivering the overall project time frames that we were commencing going out to market. Also from a costing perspective, doing it as a separate package brings benefits as well.

**CHAIR** - Okay. It talks about public infrastructure with regard to the site planning and school design. The last dot point: 'Public infrastructure to support pedestrian movements along the West Tamar Highway towards the Legana residential area. Not yet costed.'

The question was about kids making their way to school. Obviously, sometimes you get unintended consequences of increasing hazards and those sorts of things. Can you talk to us about how that may have been thought through, about how kids get to school from Legana, which is further north, rather than travelling on the edge of a busy highway? Are there other aspects as to how you are facilitating them to get to school?

**Mr SALTER** - I will start at the high level then Todd can add. Feedback on pedestrian and cycle access has been strong through our consultation and engagement process. State Growth is also looking at the West Tamar corridor. They have recently gone out for their engagement process and I am sure that both cycle and pedestrian access would come through strongly there as well. It is something that is front of mind. We have been active in our engagement with State Growth since the commencement of this project. It is important that investment in the West Tamar corridor and the school align. We would be confident of those aspects lining up so that safety for students is paramount.

Longer term, as we outlined at the site visit, the Legana Structure Plan provides for residential development that will potentially and ultimately see connection directly with Legana and not coming via the highway. That's a long-term direction. Todd, did you want to add?

**Mr WILLIAMS** - I think that's covered off most of the points. First and foremost, parents and students need to get to school safely. That's front and centre in everything that we're designing and doing. The key part about that is our connection with West Tamar Council, who are heavily involved in the discussions with State Growth that have been happening now for three years, and connecting those two important infrastructure elements.

**Ms BUTLER** - Is there any discussion at the moment about students' ability to cross that highway? If it does become a four-lane highway eventually, from the other side of the road with an underpass or an overpass, like they do for, what is the name of the school on the Brooker driving out of Hobart?

**Mr WILLIAMS** - Montrose Bay.

**Ms BUTLER** - Yes, that overpass situation. Is there any kind of discussions like that? That would be best practice, I imagine.

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**Mr WILLIAMS** - I haven't been specifically involved in those individual discussions but, certainly, student safety and pedestrian safety is front and centre in all of those discussions.

**Ms BUTLER** - Also, for the record, potential for a cycle path or cycleway for students that is separate to a footpath and separate to the highway itself - is that something that is being discussed as well with State Growth?

**Mr WILLIAMS** - I have just had some advice around the safe crossing of the highway. Traffic lights are being considered at Bridge North Road.

Apologies, because I was listening with one ear, not two ears. I didn't quite get that last question.

**Ms BUTLER** - A footpath which would be separate to a cycleway for the students so they are not bowling each other over on a bike as they are walking, which is also off the highway itself - is that also being considered?

**Mr WILLIAMS** - Yes, it is. Through our engagement and through the discussions with State Growth, that has been part of the conversations, yes.

**CHAIR** - Given that kids ride to school, the storage of bicycles and those sorts of things, presumably that is all de rigueur for designing a modern school?

**Mr HENDERSON** - That's correct.

**Ms RATTRAY** - We've got a pram bay so you have to have a bike bay.

**Mr HENDERSON** - Yes, we do have bike parking bays.

**CHAIR** - You might want to talk about any policy on e-scooters and those sorts of things for primary schools, as opposed to high schools. Have you approached that in any way, shape or form, in terms of forming an opinion?

**Mr SALTER** - We haven't got that level of detail for planning further a primary school, which is probably different to a high school.

**CHAIR** - I was thinking as a department, have you thought about the policy as to whether for schools like this, not this particular school, whether you should be promoting, or not, eight-year-olds on these scooters?

**Mr WILLIAMS** - There are some interesting articles flying around about that in conversation. We had some discussions about examples on the mainland, in Sydney, of accidents and the like. We haven't formed a policy position. There is a fair bit of work to do.

**CHAIR** - That's okay, I just want it on the record.

**Ms RATTRAY** - Buy them a footy, I say. Let them kick that along.

**CHAIR** - E-scooters don't really give them the exercise they need.

**Mr ELLIS** - Can you give us the pitch on Rosan Bosch and why we are following her ideas, why we think they're important? Help us explain it to our constituents.

**Ms ABLITT** - Page 8.

**Mr HENDERSON** - Rosan Bosch, I guess we are using those six key principles from her in terms of how the students might learn. One of the questions you asked before was how we have been working with Sam. She has been pretty heavily involved in all of the conversations we've had around different ways of teaching. We will come with certain ideas then Sam will discuss them all. This was the one we settled on as being the most appropriate.

We have a series of spaces within the rooms and also outside the rooms. They've all got names, which are like collective names so that everyone knows what we are talking about. So, caves are spaces for focusing and concentrating, they are spaces where you can recede away from other students or from other people.

Campfire is a space where students might work together; they may be learning something together, making something together and they are learning off each other. It is all about collaboration.

The watering hole is more of an informal knowledge space which might be in a circulation zone where someone might walk past a teacher and another student and say, 'Have you thought about this?' or 'What you're doing is interesting'.

The mountain top is about teachers teaching to students but also students teaching other students. They might be presenting and they have a captive audience, they're standing. It's almost like a small stage. They're talking about what they've learnt.

Hands-on is about interaction, building, making. That one is in the classroom as well as the maker spaces. There might be robotics, Lego, cooking. In the spaces learning through making and doing as opposed to learning by being told.

The movement is about students who might struggle to focus. You say, 'Go and do a loop around the quadrangle space, come back, sit down'. Kids can get a bit fidgety sitting on the carpet all day. It's a series of spaces set up to work with each other. Sam could elaborate on it a bit more, having been a teacher, on how it helps modern teaching.

**Ms ABLITT** - It's a philosophy that's spoken to both of us as architects and as teachers. That has brought us together. Rosan is an architect with experience in learning spaces. She has designed a lot of schools. I spoke about her yesterday. We've used those principles at Legana. It is something we need to look at in all our learning spaces. It's not just something we look at when designing new spaces, it's something we can look at in our already built environment. The spaces aren't just about what we have inside but also outside. Things like the hands-on can also be outside in sandpits and in the learning courtyard. We're making sure we have those spaces in all the learning communities or learning neighbourhoods for all our classes.

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**Mr ELLIS** - In the marketplace of educational architecture, what are the alternatives to the Rosan Bosch model? Is there a direct competitor to that idea or similar ideas that are floating around?

**Mr HENDERSON** - It seems like nothing is new; it's a remix of something else. The Reggio Emilia pedagogy was quite similar. This is like the next iteration so it's always moving along.

For us, the nice thing about this was that by using the terms that gave us a collective language to talk to Sam and other teachers about. When we say 'the cave', we all know what that means. If teachers are using teaching language and we're using architectural language we wonder what each other means. We can communicate really well together through this. I don't necessarily think it's a new teaching method. It's the next development of it. We found that Rosan Bosch was really good at explaining exactly how that might work.

**Ms ABLITT** - It weren't necessarily going to go with this or that. This was a great way of explaining in a language we could use together to explain what I meant in teaching and what they meant in architectural language so we came to the table together.

**Mr ELLIS** - And it's helpful to explain it to lay people.

**Ms ABLITT** - Exactly right.

**Mr HENDERSON** - Students as well. If you say, 'Go into the cave and do this,' or 'Go into that space and do something else'.

**Mr WILLIAMS** - I've asked the same questions because I'm not an educational person, I'm a building person. I've been asking the question, what is education for the next 50 years? The theory and the models are all very similar. The language is very different. One thing I've learnt is that education is about gradual improvement and testing, not dramatic change, to make sure you're on a continuum and learning all the time rather than big steps.

I've looked at all these models. I've listened to all the models and I've found they're all very similar, it's just the language is a little different. They slowly progress rather than there being dramatic progression.

**CHAIR** - The Reggio Emilia educational philosophy is something we're aware of. There was some other person who was espousing some of these things in the past.

**Ms RATTRAY** - About eight years ago. He and I came to blows.

**CHAIR** - I do not know that it was quite that physical.

**Mr TUCKER** - Watch out, Sam.

**Ms ABLITT** - There is certainly a place for Reggio's work in this.

**CHAIR** - It is well established

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**Ms ABLITT** - Teachers who practise that will be able to practise that in the spaces we have designed here. It is not one or the other, as I said.

**CHAIR** - They complement each other.

**Ms ABLITT** - We do not want to design a space where teachers come in and will not understand how to teach in it. That is not what this is about. This is about designing a space where teacher will be able to, but we also...

**CHAIR** - There will be more flexibility

**Ms ABLITT** - Yes. We also know that we need to design a space that will be fit for purpose in 10 years and 20 years, because this building will be here then as well.

**CHAIR** - It is encouraging to know that there is this much thought going into the design of the school building and not just look upon as either an architectural masterpiece or a structural thing. It actually has real purpose and meaning, and hopefully delivers for our students. Page nine?

**Mr TUCKER** - Can someone please explain to me what low-carbon concrete building slabs, footpaths and ramps are?

**CHAIR** - I have a question mark on that too.

**Mr HENDERSON** - One of the things we are trying to do is reduce our carbon. There are new green concretes that use fly ash and all sorts of other ingredients that you -

**Mr TUCKER** - What is fly ash?

**Mr HENDERSON** - It is a waste product.

**Mr ELLIS** - In the coal industry. After you burn coal, you make fly ash.

**Mr HENDERSON** - Yes, so we are trying to use those. Boral is making green concrete. Concrete is one of the most -

**Mr TUCKER** - I have to ask the question, you have to pay more for it?

**Mr HENDERSON** - Well, it depends. What do you mean, money or environment?

**Mr TUCKER** - Well, money.

**Mr HENDERSON** - Not necessarily. Previously yes, but now it's becoming a much more used product. They are trying to roll it out in as many projects as they can because they see the benefit of it.

**CHAIR** - It has a different setting off process. Portland cement produces carbon dioxide.

**Mr HENDERSON** - It is also easier to get rid of. Concrete is one of the worst things to be building with. What do you do with the concrete when you need to get rid of it?

**CHAIR** - So what happens with this?

**Mr HENDERSON** - They're trying to make it so you can re-use it for roads, crush it up. In America they use it for roads, they crush it and reuse it. There are lots of ways you can use it.

**CHAIR** - Even with reo in it?

**Mr HENDERSON** - Yes, some of it would have reo in it. Pathways would not have as much in there. We are trying to do something with the concrete that is as environmentally conscious as we possibly can. That is really the aspiration for the project.

**CHAIR** - And you can still have that strength? Do they have different strengths?

**Mr HENDERSON** - Yes, same strength.

**Ms BUTLER** - You do not need the same strength for this because it is not a multi-storey dwelling.

**Mr TUCKER** - We talked about this yesterday, the contingency of four per cent and six per cent. And when I read that I wondered whether this is a six per cent project. UTAS up here in the north has increased the cost by two per cent contingency. It is not that far from Hobart to here, and they are using the same materials.

**Mr HENDERSON** - It is the same materials, but it is more to do with builders. We have tenders going out with no-one tendering at the moment, because there are no builders around. Everyone is sitting. You go over to the university, everyone is at the university building.

**Mr TUCKER** - That is the same down in Hobart, too. It is across the board. You can't say that is an orphan issue.

**Mr HENDERSON** - I have an office in Hobart and Launceston, and it is definitely worse in Launceston. The QS was the same QS on both projects. They were the ones seeing it.

**Mr SALTER** - There's demand in both markets, but the QS is saying it is slightly higher in the north when this project goes to tender compared to when Brighton goes to tender, around six months later.

**CHAIR** - That is interesting.

**Ms RATTRAY** - I'll give you a name of a good builder before I leave.

**Mr TUCKER** - I reckon they want more than one.

**Ms RATTRAY** - I know a building company.

**Mr TUCKER** - I reckon you want more than one.

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**CHAIR** - What you are talking about - potential to incorporate mass timber construction. Can you explain what that is compared to normal timber construction?

**Mr HENDERSON** - Mass timber construction is thinking about CLT construction.

**CHAIR** - Laminated timbers?

**Mr HENDERSON** - Yes. Large laminated timbers, wall panels.

**CHAIR** - Big laminated beams as opposed to steel beams.

**Mr HENDERSON** - Yes, as opposed to steel beams. Again, it will come down to when we go out to tender.

**Ms RATTRAY** - Availability.

**Mr HENDERSON** - Availability and we may end up with steel over timber. But the general idea is the same that the building is a portal frame structure. There are no supporting walls internal, all the support is external. If teaching changes over time, you can take out the internal walls and reconfigure spaces quite easily. We do not end up with a brick wall through the middle of those large spaces and could open up bigger or make them smaller, change them.

**CHAIR** - Carbon neutral bricks? Explain how they are carbon neutral?

**Mr HENDERSON** - Yes. At Longford, they are the only carbon neutral bricks in Australia. That is where all the Austral bricks come from. If you go out to the brick factory out there, they use woodchips.

**CHAIR** - They are using sawdust instead of gas.

**Mr HENDERSON** - Correct.

**CHAIR** - Sawdust produces greenhouse gas too?

**Mr HENDERSON** - Not the same as the gas does, but it is also how they use their carbon credits to offset that.

**CHAIR** - Okay, it is about carbon credits.

**Mr TUCKER** - It is very interesting all these things.

**Mr ELLIS** - Am I right in saying Accoya is modified Radiata Pine?

**Mr HENDERSON** - Yes, the Accoya is a New Zealand species you can use outside for decking and we wanted to avoid the modwoods and composite timbers. For the reason all their websites say they are guaranteed for 25 years, but they have only been around for 5-10 years, we are not sure whether that is true or not. It is also about what does the school say about honest materials and what the students are touching. Is there any off gassing coming off those products? It is a way of using the most appropriate products, but also making sure we do not

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have any maintenance problems. There are plenty of natural timbers that do not need staining and will last.

**Mr ELLIS** - Does it say that the students are New Zealanders?

**Mr HENDERSON** - No, but there are some other products. There are plenty of Cyprus pine and that sort of thing we can use for decking spaces. One of the things we want to avoid is plastic for decking.

**Mr ELLIS** - Are Tasmanian timbers an option?

**Mr HENDERSON** - Yes, definitely an option in that. We use quite a lot of Tasmanian timber in a lot of projects and we really want to push that.

**CHAIR** - This modwood, explain what modwood is?

**Mr HENDERSON** - Plastic decking. Made of wood fibre.

**CHAIR** - It has wood fibres but it is impregnated.

**Ms RATTRAY** - The good thing about it, whether it lasts for 5, 10, 15 or 25 years, and we'll see, is there is no maintenance on it.

**CHAIR** - No, but it can warp.

**Mr WILLIAMS** - It lasts well and it gets hot.

**Mr HENDERSON** - It will return to its plastic state if it gets hot enough. You find in hotter states; people's shoes stick to it.

**Ms RATTRAY** - I think we will be right in Tasmania.

**CHAIR** - This year.

**Ms RATTRAY** - Leaving the steel in a raw state, is there some product you can use so it does not have the erosion on it?

**Mr HENDERSON** - We are putting a protective coating on it. It is all about minimising how much we need to.

**Ms RATTRAY** - Right, but it will not stay?

**Mr HENDERSON** - We do not want it to rust or anything and will put a finish on it.

**Mr TUCKER** - Galvanised.

**CHAIR** - You talk about minimising heat loss and winter and keeping cool in summer and things like that. Is there any avenue to spill heat if it gets too warm, rather than use air conditioning?



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**Mr HENDERSON** - We do have CO2. The idea is to have CO2 and heat monitors on high level windows and at night time we can open those enough that we can dump fresh air or dump the air from the space and bring in fresh air. That is something we think is really important in the building, that we are not relying on...

**CHAIR** - A bit like the atrium at Henry Jones?

**Mr HENDERSON** - I am not sure.

**CHAIR** - The socks and how they drag the hot air down and redistribute it.

**Mr HENDERSON** - Sort of. Our spaces are not very big, but the idea is we want to get rid of the air that everyone has breathed in and out all day and then you can bring in fresh air. The other thing is looking at individual heating and cooling. They can monitor one classroom to be cool if the kids are running around and one room to be warm themselves. Part of the air conditioning and heating is if you open the windows it will shut it off. The sensors on the windows will mean you cannot have the heater on and open the windows or you are wasting all that energy.

**CHAIR** - Given you have a lot solar gain which you will have for a lot of this, good clear spaces to the north. Has there been any consideration of moving that hot air generated behind glass into other areas that are cool during winter?

**Mr HENDERSON** - Not yet, that is something when we get into the detail we are looking at how can we do multi-purpose halls.

**CHAIR** - Or isolated slabs?

**Mr HENDERSON** - The multi-purpose hall has a huge ceiling board in some of the spaces and one of those ideas would be to try to take that heat and use it somewhere else. Use some of the heat even created by the fridges in the cooking zone. We are trying to do as many things as we possibly can and also make it visible to the students so they see that is what happens there. With the model we also can model exact sun path angles. We can see that in winter we are getting as much sun in as possible and in summer we are excluding that summer sun and not letting the western sun in. We are conscious of making sure the spaces are not over heating or being too cool.

Leading on from that, students will see water coming off the roof with bioswales where they can see the water moving through and into the gardens. The landscape architects are working through all of that, but it also provides overflow for stormwater.

**Mr TUCKER** - Are the air conditioning units all separate or central?

**Mr HENDERSON** - No, they are all separate. Again, from a maintenance point of view if one breaks down, we are replacing one as opposed to all.

**Mr TUCKER** - I am thinking with COVID-19 because we do not want a floating ship.

**CHAIR** - That is true.

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**Mr ELLIS** - The only thing worse than a floating ship is a sinking ship.

**Ms RATTRAY** - The last three dot points, I understand what a recycled brick is, but the coir logs and a gabion basket. I have never heard of such things.

**Mr HENDERSON** - A gabion basket is, you know when you drive down a highway and you see the mesh with the rocks in behind it, that is a gabion basket. The rocks hold themselves in place so you do not need to have large footings.

**Ms RATTRAY** - And the logs?

**Mr HENDERSON** - The coir logs is a question for the landscape architect. I am going to say I do not know the answer. Essentially, the idea is to have natural landscape logs so we are not bringing in plastics or manmade play equipment. It is all about how can we create a natural landscape for the students.

**CHAIR** - They are not fern logs by any chance?

**Mr HENDERSON** - I do not think so.

**Mr TUCKER** - There is good money to them.

**Ms RATTRAY** - The business is in my electorate.

**Mr HENDERSON** - I have just been told it is volcanized timber that is thermally treated. Essentially, when you take the moisture out of a timber it will not rot. It essentially becomes an inert object.

**CHAIR** - It is fascinating. It is almost like a bio jar. Page 9, 10. Passive systems - landscape swales for storm water to find its way back into the aquifer. (tbc) I found that fascinating. Is there evidence the ground is porous through bedrock at that point because aquifers are generally below bedrock. Spaces within bedrock, how can you say that is likely to happen?

**Mr HENDERSON** - At the moment, that is the aspiration of the project. It is really about not just collecting all the water into a pipe and taking it away. At the moment, the land collects water and we need the water in the landscape and the idea is we collect it through bioswales and then it slowly seeps back through. The trees and grasses are essentially watered by the rainwater as opposed to having turn the tap on to water them.

**CHAIR** - Basically, you are saying it is going back to where it would normally go.

**Mr HENDERSON** - Yes, but obviously we do not want it to flood the whole site.

**Mr TUCKER** - You could concrete on the ground, you are going to increase the flow off.

**Mr HENDERSON** - Which is why we do not want to have too much concrete or concrete swales. It is more a bioswale which is a layered system of gravel and drainage to actually let it seep down through.

**CHAIR** - It was a concern yesterday.

**Mr TUCKER** - We need to look at this more with our road construction because there are a few issues with the drainage hydrology reports.

**CHAIR** - Yes, we had a little bit of that with one other little project in orchids.

Page 11 - we've gone to most of that. The art scheme.

**Ms RATTRAY** - I am always interested in what's proposed for the art scheme and how that requirement to have the art scheme included - will it be included in part of the outdoor environment? Is it going to be useful?

**Mr WILLIAMS** - A work in progress, I suppose. One thing that we've done over recent years is work very closely with Arts Tasmania and provide good feedback to them around the art that supports the school so that's been front and centre but we haven't as yet commissioned - I'm not sure if there have been any early discussions?

**Ms ABLITT** - No, not with this project but because we've had the discussions with Brighton and we've made those connections, we'll have similar discussions with Legana so those connections have been made so it will be a matter of dovetailing one project off the other so those discussions will be quite easy to have.

**Ms RATTRAY** - Again, it does need to be somewhat functional.

**Mr HENDERSON** - Correct.

**CHAIR** - Sometimes, there are horses for courses. If it's functional, it actually adds meaning in the sense that they're actually using it. With the Indigenous themes, it may well be with the types of learning opportunities you're talking about here.

**Ms ABLITT** - Yes. It might not necessarily be functional as in something that you necessarily use but certainly as I've talked to, when we had the consultation with Brighton, one of the things that we talked about there and it would be something that I would talk about in the project group with Legana is something to be inspiring for the students in terms of inspiring their creativity. One of the things that we looked at was in terms of perhaps having an artist in residence program so that the artist created their artwork while the students were actually attending so it could happen in the first one or two years of the school so it didn't have to be there before the school opened so it could happen while the school was there so the students can see the work taking progress and then that can be part of the teaching and learning program.

**CHAIR** - That sounds good.

**Ms RATTRAY** - That sounds like a very reasonable approach.

**CHAIR** - It does, doesn't it?

Project management on page 12.

## PUBLIC

**Ms RATTRAY** - Did you add it up, Chair? You normally add the numbers up.

**CHAIR** - I did and I got 24 billion, 750 million because that triple zero at the top of that column shouldn't be there. I was going to say this is the most expensive primary school that's ever been but I think it's a mistake.

**Ms RATTRAY** - You're very good.

**CHAIR** - No, I just saw it and I thought - I'm sure that's not supposed to be there.

**Mr WILLIAMS** - Yes, please don't add three extra zeros.

**CHAIR** - No, it would take up a lot.

**Ms RATTRAY** - If you hadn't put in your three zeros, then you could have had that up the top but you put three zeros.

**CHAIR** - That's exactly right. Apart from that, it adds up.

I don't have any further questions on that unless other members do?

**Ms ABLITT** - We've covered most of that.

**CHAIR** - Moving to page 13. We've talked about who's maintaining the oval and all of those sorts of things.

Construct a construction access off the West Tamar Highway - are you expecting to have a separate entrance for the trucks which will then be closed off? Is that what's envisaged there? The last part of the second paragraph.

**Mr WILLIAMS** - The road that's on the plan is to do that as an initial works that we talked about, subject to approvals, of course, but to make that for construction only in the early stages, to give safe access for construction vehicles, both access and exit. It's basically starting to settle that infrastructure up to make sure the construction company, when we have one, can get in and out safely.

**Mr HENDERSON** - It's also to avoid re-work on the highway, so that we're not building the intersection and then it gets -

**CHAIR** - And the market conditions influence on construction costs - I'm presuming that means predicted by the quantity surveyor, rather than predicated?

**Mr SALTER** - Yes, that's correct.

**CHAIR** - 'Project contingencies may present a risk should construction costs continue to increase.' You get to a point, and we have to ask these things on the record, where all of a sudden, the construction costs have just ballooned out. Is there ever going to be a point where you say, 'Well, we can't go ahead with this project', or will you, as someone pointed out yesterday, cut something out and not do that? Compromise?

## PUBLIC

**Mr SALTER** - As outlined in the project budget, we've provided what we consider are reasonable contingencies and cost escalation increases. As we get into more detailed design stages, further QS advice will be obtained. Ultimately, when we go to market, that will tell us what the construction companies come back with.

It is important in these new builds that are there for 20, 30, 40 years that we don't compromise on scope at the front end. If we get to the point where the market puts pressure on the budget, then we will look at that with Government. Government is committed to a new school at Legana so we'll continue to actively monitor the budget and pressures as it goes along.

**Mr TUCKER** - What happens if we don't get a tender, because we had that problem with the what's-its-name highway, didn't we? Haven't got a tender for it.

**Mr SALTER** - The potential construction companies with the right qualifications are certainly aware that the project is in the pipeline, through the Treasury's website and the Infrastructure -

**Mr WILLIAMS** - Infrastructure Tasmania reporting, planning mechanisms that they advise of their 10-year plan, and through discussions with contractors ongoing.

**Mr TUCKER** - Is there enough room in the construction industry to get this built? That's basically where I'm heading with this because if there isn't enough room, they're not going to put in a tender.

**Mr SALTER** - Through engagement with them, making them fully aware of this coming up, we can't guarantee but they're certainly indicating that they would be interested at the time the tender goes out.

**CHAIR** - It's an interesting problem to have, isn't it, too much work.

**Ms RATTRAY** - We do know what happens when projects go over budget, particularly one called the MyState Arena - governments find extra funds.

**Mr SALTER** - The discussions through Infrastructure Tasmania with industry are looking at how we deliver the 10-year plan, so we're certainly mindful of that issue and working with industry to get the right balance, and working with other departments so that we aren't all competing and releasing at the one time. They are issues that have been put on the table and we've been very open about those discussions.

**Mr TUCKER** - You're working closely with the construction companies, because we need to keep the work in the pipeline for them, but they need to work with us and let us know if they can't do projects at an economical rate. If they've got too much work on, we need to know that.

**CHAIR** - There's also the problem that if they don't want a job, they'll put the price up and if there's only one of them putting it in, you're getting an expensive project.

**Mr TUCKER** - That goes back to my point. You can always pull out but it's about having that discussion with them.

## PUBLIC

**Mr WILLIAMS** - We're certainly listening. We're engaged in that conversation.. An example would be, we were ready to tender a couple of jobs a month or two ago but the feedback was 'we can't even respond now, so can you hold that till February and release it then?', and that's what we're going to do.

**Mr TUCKER** - Working together.

**Mr WILLIAMS** - Absolutely. It's a big problem.

**Mr TUCKER** - They can't build everything at once and there are a lot of things in the pipeline to be built. We just have to work with the construction companies to get where we need to get to. It works for them because in the past construction companies would have a heap of work on and then they would have no work. If we can move that so their workforce is in full-time work the whole way through, it works a lot better for everyone.

**Mr SALTER** - Yes. As Todd said, that 10-year infrastructure pipeline is about what you are describing, so there isn't too much up and down and there is certainty of works over that period.

**Ms RATTRAY** - The project has a reasonably tight time frame around it.

**Mr WILLIAMS** - The challenge is meeting the time lines and expectations. Trying to get that right balance is a challenge but we are having those discussions and working together.

**CHAIR** - On page 14, the preliminaries, escalation and construction contingency of \$4.3 million is over 25 per cent of the total construction budget. That's fairly high. Not all of it is contingency, I am assuming. What's the split there? If that is all contingency, that's a 25 per cent contingency.

**Mr WILLIAMS** - I don't think we have that breakdown at the moment. That reflects where we are at, at the design phase. We are still at a very high level. There is a lot of detail to work through that we need to understand before we can land on a true -

**CHAIR** - A more refined -

**Mr WILLIAMS** - Yes, when we get into tender mode, that will have reduced, because there is more that we know. We are playing it cautiously to make sure that we are not overcommitting.

**CHAIR** - Okay. On page 15, any questions? I think we dealt with this earlier. Page 16, potential project constraints.

**Ms RATTRAY** - Before we leave this completely, can you tell me what 'Servicing future connections to existing landowner parcel' on page 12, down the bottom. What does that mean?

**CHAIR** - Servicing future connections?

**Ms RATTRAY** - To existing landowner parcel, agreement included in terms of land purchase. What's that?

## PUBLIC

**Mr TUCKER** - I thinks that's the road entrance.

**Mr WILLIAMS** - That's the infrastructure connections to make sure that what we're setting up suits that structure plan in the future.

**Ms RATTRAY** - You're preparing for the subdivision?

**Mr WILLIAMS** - We are preparing for what happens next, should it happen next. That is part of the discussion with the landowners. It makes good sense to work with them, to position for the future. If we need to put pipes in the ground we might as well put pipes in the ground that suit what's coming.

**Ms BUTLER** - These were the people you were talking about. The children don't have the appetite to be dairy farmers and they're developers. Is that correct?

**Mr WILLIAMS** - They're the landowners, correct. They're obviously working through their situation and what that all means.

**CHAIR** - Going to page 16 - Escalation is assumed and not exceed six per cent per annum. If it does, costs could increase significantly. Would you normally expect six per cent per annum?

**Mr WILLIAMS** - If you asked me a couple years ago, no, but it is unprecedented at the moment.

**CHAIR** - A bit closer to CPI?

**Mr WILLIAMS** - There was a fall, then there was a big jump to balance out and now we're being cautious with what happens because it is unknown.

**Mr SALTER** - Taking the QS advice as to what's reasonable to project.

**CHAIR** - Their job must be a nightmare. Do you know if the community supports it? Any other questions on those risks or project constraints?

**Mr SALTER** - As you asked yesterday, within the department's reporting structure there is ongoing reporting about the project back to the asset strategy steering committee and the executive. That is regularly reviewed.

**CHAIR** - Okay, page 17 is just the conclusion. Any questions on the maps? I think we handled those on the way through.

Could you identify in those maps the Building B plan?

**Mr WILLIAMS** - Is that the early years building?

**CHAIR** - Well, it is Building B floorplan.

**Ms RATTRAY** - It is the early years.

## PUBLIC

**CHAIR** - It has only one toilet.

**Mr WILLIAMS** - One toilet for the little area

**Mr HENDERSON** - There are four toilets for the students up the top.

**CHAIR** - Oh right, of course. I was going to say there will be a bit of a line-up. I just imagine all these little kids.

**Mr WILLIAMS** - We do not want them to hold on for too long.

**Mr TUCKER** - They will be lined up by the veranda, chair.

**Ms ABLITT** - They will not wait for the toilet. I can assure you.

**CHAIR** - No, the grass will be pretty green next to that.

**Mr TUCKER** - You will have to put a few lemon trees in.

**CHAIR** - I think we will stop there. I have nothing further on any of this. Do other members? I thank the department for such a good built environment guide, which resulted in us asking a lot of questions.

**Mr TUCKER** - We are expecting ones like this one all the time now, aren't we Chair?

**CHAIR** - Some of them are pretty thin. It's good to see education leading the way in that regard.

**Mr TUCKER** - Bringing the community with them.

**CHAIR** - I need to ask you some questions, as we always do at the end of this. There are important questions that are expected to be answered under the act. I need some definite answers on this.

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

**Mr SALTER** - Yes it does.

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

**Mr SALTER** - We believe they are.

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

**Mr SALTER** - We believe they are.

**CHAIR** - Do the proposed works provide value for money?

**Mr SALTER** - We believe they do.



## **PUBLIC**

**CHAIR** - As long as you take out those three zeros. Are the proposed works a good use of public funds?

**Mr SALTER** - Yes.

**CHAIR** - Thank you. And just to remind you again, as we advised at the start of the hearing, what you have said to us here today is protected by parliamentary privilege. Once you leave the table you need to be aware that privilege does not attach to comments you may make to anyone, including the media, even if you are just repeating what you said to us. Do you understand that?

**Mr SALTER** - Yes.

**Mr WILLIAMS** - Yes.

**Mr HENDERSON** - Yes.

**Ms ABLITT** - Yes.

**CHAIR** - Thank you. And thank you for attending. Thank you for those in support, sitting here and listening to our questions.

**THE WITNESSES WITHDREW.**

**The committee adjourned at 3.19 p.m.**