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PARLIAMENT OF TASMANIA

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PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

# Major Redevelopment of Penguin District School

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*Presented to Her Excellency the Governor pursuant to the provisions of the  
Public Works Committee Act 1914.*

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## MEMBERS OF THE COMMITTEE

Legislative Council

*Mr Valentine (Chair)*  
*Mrs Rattray*

House of Assembly

*Ms Butler*  
*Mrs Petrusma*  
*Mrs Rylah*

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## 1 INTRODUCTION

To Her Excellency Professor the Honourable Kate Warner AC, Governor in and over the State of Tasmania and its Dependencies in the Commonwealth of Australia.

MAY IT PLEASE YOUR EXCELLENCY

The Committee has investigated the following proposal:-

### **Major Redevelopment of the Penguin District School**

and now has the honour to present the Report to Your Excellency in accordance with the Public Works Committee Act 1914 (the Act).

## 2 BACKGROUND

- 2.1 This reference recommended the Committee approve works to undertake a major redevelopment of the Penguin District School to consolidate the school on one campus and provide contemporary learning environments.
- 2.2 The Penguin District School currently provides education services to 580 students from kindergarten to year 12. It also provides early learning programs from birth to 4 years of age. The school's education services are provided across two campuses (a primary campus for years k-6, and a secondary campus for years 7-12) on adjoining properties, with the campuses operated as two separate sites.
- 2.3 The physical division between the primary and secondary campuses results in inefficiencies, with two school offices in operation and staff constantly moving between the two campuses. In addition, the configuration of the primary campus learning spaces are not conducive to or compatible with the contemporary collaborative learning and teaching approach employed in the secondary campus.
- 2.4 The proposed works will consolidate the school within the existing secondary campus as a birth to year 12 school, and this will be achieved through a combination of new buildings and refurbishing existing buildings.
- 2.5 The proposed works will provide a new early learning centre, 18 new contemporary general learning areas for kinder to year 6 students within 3 learning pods, and will allow all students and teachers to benefit from the school's collaborative approach to learning and teaching. These works will create and identify year level learning precincts, which will be placed to promote successful transition of year groups through the school.
- 2.6 The proposed works will also provide a range of new facilities for the benefit of students and the local community, including:
  - a redeveloped and expanded performing arts complex encompassing music, drama and dance;
  - a new adjoining café space;

- a new gymnasium with a full size basketball court;
- improved administration facilities and entrance; and
- a new car park featuring a safe pick up and drop off area and bus zone.

### 3 PROJECT COSTS

- 3.1 Pursuant to the Message from Her Excellency the Governor-in-Council, the estimated cost of the work is \$20 million.

The following table details the current cost estimates for the project:

Description	Budget Component
Construction, including construction contingency	\$16,017,000
Up-front expenses including consultants' fees	\$1,400,000
Furniture and Equipment	\$1,700,000
Contingency and Post-Occupancy	\$343,000
Art Work	\$80,000
Project Management and School Administration	\$460,000
<b>Total</b>	<b>\$20,000,000</b>

The following table details the current construction cost estimate for the project:

Construction Budget	Cost Estimate
New music, café refurbishment, toilets and support offices, performing arts store	\$1,164,000
New Launching into Learning and primary age GLAs (Neighbourhoods 1-3), new gymnasium, early childhood education and care centre refurbishment allowance, refurbished library and meeting room, undercover areas and linking walkways, playgrounds, external services, landscaping	\$10,312,000
New reception and administration, staff offices and foyers and refurbishment of the home economics & textiles learning areas, stores and amenities.	\$1,762,000
Anticipated market escalation (20 months)	\$1,071,000
Design and Construction Contingency	\$1,470,000
Services head works (Tas Networks, Tas Water)	\$238,000
<b>Total Construction Budget</b>	<b>\$16,017,000</b>

## 4 EVIDENCE

4.1 The Committee commenced its inquiry on Monday, 18 November last with an inspection of the site of the proposed works. The Committee then held a public hearing at the Penguin District School, whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Rob Williams, Deputy Secretary, Corporate and Business Services, Department of Education;
- Mathew Grining, Principal, Penguin District School, Department of Education;
- David Gillie, Director/Architect – 6ty°.

### Overview

4.2 Mr Williams provided an overview of the proposed works:

*Mr WILLIAMS - ... This is an exciting time for Penguin. One of the things we have done in recent years is formed a really strong partnership with the local government in Penguin to participate in the Dial Regional Sports Complex, which is next to the school. We lease the oval that is right behind us to the council. We get the use of it, but we also get to use the facilities of the whole sporting complex and, as I am sure many of you know, it is a really terrific sporting complex. We also donated some land. As part of the major redevelopment of schools, one of the things we try to do is build in community partnerships with local government, with the local community. We try to make sure that our facilities, like performing arts areas and sporting facilities are accessible and available to communities, so that we really build schools into communities as a community asset. That is certainly what we are trying to do with this redevelopment here.*

*Mr Grining is going to talk about the teaching approach that we use. ... In short, it is about ensuring that teachers do not teach in closed boxes by themselves, in private. We get them to work with their colleagues to build their skills in tandem, teaching junior teachers, mentored by senior teachers, the ability of two classes to come together, so that a teacher can supervise the main part of the class, while providing special support and adjustments for those kids who need it. It provides us with a much more flexible approach.*

*... the most important thing is that we are creating modern spaces for a school that our projections show decreases marginally over the years, but it is still a sizeable school. If it was 550, as we project, it is still a significantly sized school - but the school actually has growing enrolments at present.*

*It is really hard to predict future numbers, but I think what we see is a school that has a pretty steady future in front of it on the basis of equity across every student and every school in the state. The kids at Penguin deserve the same sort of modern teaching and learning facilities as every other child in the state.*

*You will be aware that we have had a record expenditure in public schools and infrastructure over the last few years and it is a really exciting time to be involved in that because we do have some ageing infrastructure. We do not want teachers locked in boxes, 50 square metre boxes, teaching by themselves when they should have the support and learning.*

*... It means that it is an exciting time for Penguin. There is a great deal to be seen by having that here and I said to some of the people on the tour that education is really unusual in its management structure in that of four deputy secretaries in the Department, two of those work and live on the north west-coast. That is a very strong statement about how the Department sees every part of the state as being important. If we had our learning services here along with a refurbished school and the Dial Regional Sports Complex we would see Penguin as an absolute heart of education and a real commitment to the north-west coast.*

*That is really all I have to say. In terms of capacity even though the overall floor space is decreasing in this project, the amenity of the decreased space is going to be much better because of better design. Also, we will still leave the school with a future capacity of around 725 and against a projected less than 600 as the student population. So, we really leave the school in a good shape. Our experience is when you make a school attractive, not just in its physical being but in its teaching practice and its outcomes, along with Dial sports next door, you will draw kids to the government system. We want to make it as attractive as possible.*

### **Influence of the School's Teaching Approach on the Proposed Works**

4.3 The witnesses noted that the physical layout of the primary campus restricted the school from implementing the collaborative approach to teaching and learning that was proving successful in the secondary campus. The Department's submission noted that "student growth data and secondary student feedback suggests this a contributing factor to successful teaching and learning"<sup>1</sup>. The Committee sought further information from the witnesses on the school's teaching approach and how the desire to extend this across the entire school influenced the redevelopment:

**CHAIR** - ... if Mr Grining could talk about that concept, the teaching concept, so that that informs us as we go through the session. Would you like to cover that?

**Mr GRINING** - In many ways, the way that we deliver professional learning in contemporary education is not from a principal delivering professional learning to all of their staff. It is largely collaborative and we know from an evidence-based approach that the greatest shift that you can get in teaching quality is from a team of colleagues who are able to observe each other's practice, to be able to share their insights, share their knowledge, build upon each other's capacity. It also provides that in-built accountability mechanism as well.

*If I was considering the current physical nature of the primary campus, that is really quite difficult for that to occur as they are largely separate classrooms that inhibit teacher and student collaboration across classes. Whereas, if we are looking at the grade 7, 8, 9 or 10 structures, not just the physical space, but the structures allow teachers to teach together. In allowing us to have a consistent pedagogical approach to teaching across our school, we are looking for our physical environment to support those consistent approaches.*

*At the moment, we are finding it is inhibitive to a degree and certainly around contemporary learning and the contemporary world that our learners are stepping into, we want our teaching and learning programs and the environment that they take place in - both inside and out - to be supportive of the world they are stepping into.*

**CHAIR** - The teachers themselves have embraced this as well?

**Mr GRINING** - From when Penguin was built in 1978 as far as the high school, that was the norm. I am aware that Penguin was selectively staffed with innovative teachers back in 1978. I have spoken with the senior staff when the school opened quite recently about that. Penguin High was the first school to actually require male students to do sewing and food and fibre classes. Even back then they were considered quite revolutionary in some ways, quite progressive, dare I say... ..I know, we shake our heads these days. It was amazing tapping into the knowledge of people that had taught and lived in these spaces for a period of time around the benefits of capitalising on the skills, abilities and the insights of your colleagues in a collaborative environment. That is what we are looking for. We talk about collaboration from a student-to-student but also teacher-to-teacher nature as well and that is what we are looking at moving towards.

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<sup>1</sup> Major Redevelopment of Penguin District School, Department of Education Submission to the Parliamentary Standing Committee on Public Works, page 5.

Our professional learning structures for teachers outside of the classroom are already like that in many ways. We feel the design as put forward by David from 6ty° will allow us to be able to essentially have those. Teachers watching teachers teach, learning from the practice of each other but to also have greater flexibility in meeting the needs of the students in their care.

It may be that if the three of us here are teaching a similar grade or at a similar level across the school, where we can have groups of students from all of our classes coming and going in relatively close proximity to meet student need. Whether that was around an oral language or around numeracy or whether it was around a science and technology challenge, it provides that opportunity.

### **Creating a Birth to Year 12 School**

4.4 The Committee understood that Penguin District School would be the first birth to grade 12 school in the public school system in Tasmania. The Committee sought further information on the concept and the potential benefits of this approach:

**Mrs RYLAH** - ... .. As I understand this is the first school that we are creating that is based on the principle of zero to 12. Can you outline to me the principles, the thinking, that is behind the benefits of having a zero to 12 school in one footprint?

**Mr WILLIAMS** - It is an obvious concept that one of the things you can see right here on this campus is in order to transition from primary school to high school you have to move, you have not been involved in the high school. It is something that is somewhere else, whether it is that close or whether it is in a different suburb.

One of the things we know is that transition from primary to high school, we have issues in maintaining learning outcomes and growth as people transition from grade 5 to grade 7, which is where we test in NAPLAN, we see a drop off. Putting two schools together creates a draw for people to go to the next step. When you add 11 and 12 on, instead of having the sense that school finishes at grade 10, which is what it does now, or it did here until last year when we started 11 and 12 extensions, the end of school was grade 10 unless you really wanted to go on. Now the end of school naturally becomes the end of grade 12. When we get the later school finishing age kicking in that has to happen anyway.

One of the things about putting it all together is that the transitions are easier and as Matt said, you get whole-of-class agendas with teachers in one grade teaching together, and working off each other, and learning and sharing their different skill sets across all kids in the year. You get whole-school agendas, so that as kids learn, say, literacy and numeracy through primary school, if you have a single school on one site where the professional learning is all brought together and consistent, the kids do not find themselves having different teaching approaches to literacy and numeracy as they move from grade 6 to grade 7, because the whole school has come together and said this is how we do it. The kids will keep on a continuum, rather than chopping and changing between classes, between teachers, and between campuses.

The birth to 12 concept - child and family centres have been a really important way of engaging young parents who might not otherwise engage, who didn't have a good time at school, who might not engage in formal settings like this, to join the learning community in a non-threatening way. To make sure that they and their kids can see a transition to a really positive schooling environment, and that it is not a different place. You start in the child and family centre and these will be, as we develop them, child and family learning centres, to build on that drawcard from birth to pre-school, primary, kindergarten, et cetera.

The birth to 12 concept is really about making sure we get the best draw into education, the best connection between parents and community, into the school system from the very earliest time. We all know those early years are critical times for kids. That first three years outside formal education is as critical as the next three years.



**Mr GRINING** - ... This year we have had 154 participating young people in birth to 4 - that is, prior to kinder-starting age - who have come into any one of our three programs, which also include pop-up playgrounds in the community. I guess as a one-school town, where we can have anywhere up to 1000 people touching base with us every day, we know we are that central meeting place for the community. There is an expectation from the community that we are that linkage point around essential services to a degree, around sharing of knowledge, that feeling of connection, and that we are a really important entity in the lives of all of our families across our school.

When we can be connecting pre-school family parents with speech and language pathologists, because they have identified an early language delay, we know further down the line that is only going to have great outcomes for everyone.

#### **Enrolment Projections and School Capacity**

4.5 The Committee noted the enrolment projections in the Department's submission showed a reduction in student numbers. However, the submission also indicated there was an expectation "that enrolment numbers will be maintained or increase slightly in the future"<sup>2</sup>. Noting the conflicting advice, the Committee sought further information from the witnesses. The witnesses explained that the projections were the result of using a standard formula, however, this formula does not take into account planned residential developments or the ability of a significant redevelopment to attract students:

**Mrs PETRUSMA** - I'd like to do the enrolment numbers, because the grand total of persons does show a decline going out to 2023, but I notice in paragraph 2, it says it is expected to slightly increase. Maybe you can explain the discrepancy between the number?

**Mr WILLIAMS** - One is a standard approach of trying to make a projection that uses a formula. After one or so years, it is not particularly accurate. The sense from Mr Grining is that the school is growing marginally, so I would take what he sees, because he knows better than a desktop formula. It is really hard to predict, because it is on birth rates; it is on draw to the school versus draw to the non-government sector.

If you link this to the 11 and 12 question that you asked, while that is relatively new for Tasmania, it is something that exists on the mainland pretty commonly. Our colleges are starting to develop more sophisticated models of working with our regional schools, so that it is not one or the other. It may be a multi-mode-delivered solution, where you cannot afford to have a specialist teacher and a subject at a school like Devonport, but you can get that from Hellyer, or from Don, and yet you can still base yourself here. We know from Ulverstone High - where I think this year they have around 80 students in 11 and 12 - that it can work really well. It is all about the draw and the opportunity. If those five students had not gone here, they may not have gone anywhere, and if that is the outcome then it is worth it.

**Mr GRINING** - Just on that data, looking at page 7 at the bottom of 2019, we can correct that: 601 was our mid-year census. For 2020 for our kinder head count, as far as pre-kinder enrolments to start day 1 of next year, that is 58, and then 60 and 60.

**Mrs RYLAH** - For 2021?

**Mr GRINING** - No, sorry, for 2020. That 47 becomes 58, prep is 60, year 1 is 60. I guess you are looking at a 26-positive swing as a bubble right throughout the school.

**Mrs PETRUSMA** - So next year, for 2020, it is going to be over 600 students again?

**Mr GRINING** - Correct. We are looking at having a primary campus of 410, and a secondary campus of around 205. So we are looking at 615 to start next year, conservatively.

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<sup>2</sup> Ibid, page 7.

**CHAIR** - Primary was 410, secondary was?

**Mr GRINING** - It will be 205. Our school association has also asked me to keep data over the last three years about transfers in and out. We are finding there continues to be a swing towards Penguin, as far as transfers to the Catholic or an independent sector.

**Mrs RYLAH** - So it is net inbound too?

**Mr GRINING** - Net inbound. So in August this year, that figure was 21 students in, and 7 students out.

**Mrs PETRUSMA** - With a nearly brand-new school in the future, you would expect those numbers to increase further?

**Mr GRINING** - Yes, I guess our history in other rebuilds would say that as well. Also, I think it is largely due to the community having a greater understanding of the quality teaching and learning that takes place here as well, in their own town, of which we are really proud.

4.6 The Committee noted the expectation that enrolments will grow, however, the Committee also understood that the redevelopment would reduce the school's overall capacity and fully enclosed covered area (FECA). The Committee sought further information from the witnesses as to how this would be managed:

**Mrs RYLAH** - We have 29 GLAs, as indicated here. The student number is 725; currently the student capacity in room area is 775. We note that the figure is reducing because of efficiency, but the opposite of that is, if this is potentially a growing school site, we are potentially reducing the capacity of the school by 50 students. Comment, please?

**Mr WILLIAM** - That is a really good question. The design after this is completed, if we go there, is that we will still have, based on the current figures, 105, 110 capacity unused. So as Mr Grining said, it is about 615 next year. The capacity we'll leave the school with after this redevelopment is 725, so there is still over 110 capacity free in the system.

**Mr GRINING** - If you are thinking about the load on a particular area, say you are thinking about primary classrooms, they would have about 100 per cent load. If you are thinking about a science area, or an MDT area, or a cooking area, typically they are having 100 per cent load or demand on those areas all of the time. The FECA would imply that there is 725, whereas we wouldn't typically have a science lab that would be suitable, or desirable, for holding an English lesson in. I guess that is where the FECA also includes those teachable spaces - areas like science and art and the MDT workshop, et cetera.

**Mrs RYLAH** - Is it reasonable to consider that there are larger low-density areas of usage in the existing school?

**Mr GRINING** - Definitely.

**Mr WILLIAMS** - Also, in this sort of refurbishment, corridors take up a lot of useless space.

**CHAIR** - Just dead space isn't it, really?

**Mr WILLIAMS** - Some of you may have seen what we did at Kings Meadows, when we had the standard classrooms down the side of the corridor. We actually spun them around and used the corridors as part of the actual break-out space, turning it into valuable space. Some of that efficiency is in things like not having vast corridors that add no value, but are still counted in the floor area.

### **The Role of Consultation in Planning the Proposed Works**

4.7 The Committee recognises the importance of consulting with the school and wider community when planning a school redevelopment. The Committee sought further information on the consultation process for this project and what influence this had on the planning and design of the proposed works:

**Ms RATTRAY** - Community consultation, Chair. School association and the school community is always valuable in any of these types of redevelopments. I am interested to know what sort of input the association and the school community have had.

**Mr WILLIAMS** - I might give some overview of how we have changed our consultation over the last few years and then Matt can give you the detail. Over the last few years we realised that with the advent of social media it wasn't just enough to engage the school association because lots of people have a voice now and they can express it. We need to get in early and listen to it; listen to all the voices and all the opinions and make decisions about what we will and will not be able to deal with. We need to have a transparent answer and say, 'No, we can't do what you have asked because it is going to cost too much or it is not practical' or 'it is not based on the evidence'.

On these bigger projects, we have increased our community consultation to include formal processes of engaging the community more broadly. The old paradigm was we just put together a working group: principal, Department, chair of the school association, and that was it. We have started to find that with some projects we would get towards the end of a project and someone, who had not been heard before, would raise a really valuable bit of information, sometimes a show stopper, and we had not had that ability for them to engage earlier. We have certainly done that in this project. We are doing that with the Brighton high school project and the Sorell project.

We have to hear all the voices and then trim back from that, and make our decisions having heard them all. Matt, you might like to be more specific.

**Mr GRINING** - Community consultation with the role of school association - Paul Kenny has been our elected representative from that group and part of the project working group. He has been able to review the plans, provide some input and we have had the added benefit of some of his specialty and life experiences that has really value-added to the process as well. He has been able to feed back to the school association and, where appropriate, I have been sharing updates of the plans with the group as well.

**CHAIR** -.... With respect to some of the consultation and given that you are having some changes with regard to traffic and the like, did you consult with any private bus companies that might drop off children and those sorts of things? Are there any private companies that drop off children and are they happy?

**Mr GRINING** - The bus contracts are up for review at the moment as well. We have been very active in that space. Our school community was provided with some draft changes only last week. That is happening at the same time as this redevelopment. We have provided David, as architect, with precise numbers on students who travel by car, travel by bus, and who walk or ride to and from school.

**CHAIR** - And the bus sizes and how they are going to negotiate certain areas? That is what I am thinking. It would be terrible to get to the point where we have and they do not fit.

**Mr GILLIE** - We have taken all that information on board and incorporated it into the overall master plan for the school.

**Ms RATTRAY** - .... Earlier today I mentioned that when we were down town before we came up to the site there was some community concern about the bus ramping and vehicle ramping that occurs here.

**Mr WILLIAMS** - That specifically I think is about the roundabout which is down here in the primary school. That will not be part of the future concern as long as we get the traffic impact statement right.

The other thing I wanted to go back to on consultation, I think you could see how terrific the kids were but I asked them some questions today and they were absolutely all over what is going on in this place. I asked about the cafeteria and one of the kids said, 'I have been arguing for this for years'. It is really important because those are the voices of the people who are going to get the benefit of this and see it through the eyes of how the school should

work for students. That is a really important thing to recognise - those students were fully engaged in the plan and understanding, and have a voice in it.

**Ms BUTLER** - ... .. On the subject of something that the kids raised with me today, they said it is really cold. The high school is freezing, the heating system is not adequate and can get really, really hot in summer. I was wondering if you could run the remedies to that current heating issue with the new design.

**Mr GRINING** - That also came through the community consultation, through round one as well. Currently, it is a gas heating system for probably 80 per cent of the site, the secondary campus so we will be looking at a different heating and cooling solution. That is the challenge at the moment: 80 per cent of the site does not have adequate cooling.

**Mrs PETRUSMA** - It was around the drama area especially. They were saying it was the most freezing area of the school. They were saying when the music area shifts around there, it could be quite cold doing music and drama.

**Mr GRINING** - We are actually looking at having a different heating and cooling system that is factored in for that area.

**Mr GILLIE** - It will be more efficient heating and cooling throughout the senior classrooms.

**Mr WILLIAMS** - ... .. The other thing about being cold, if I may, some of the kids raised with us in actual fact the canteen for the high school is here in the primary school. On days in the winter when it is cold they just do not go to the canteen because they are not going to walk down here in the rain.

**CHAIR** - We heard that in our group too. You can be assured it is an issue, no question about that.

### **Catering for Students with Special Needs**

4.8 The Committee understands the importance of accessibility and inclusiveness for all students within schools. The Committee sought an assurance that students with special needs had been considered and that appropriate facilities had been provided for in the redevelopment plans. The witnesses assured the Committee that this had been a key consideration in the design, and the school would be an accessible and inclusive environment for all students no matter what their capabilities were:

**Mrs PETRUSMA** - It talks about inclusion accessibility. Can you please talk about how the new school will be designed for students living with disability?

**Mr WILLIAMS** - The first thing is, once we do any refurbishment of any size, we have to bring all those facilities up to the code standard, to at least the minimum standard, for accessibility - so that means toilets, lifts, ramps. Any of those mobility issues will be dealt with as part of the sign-off on the planning permit.

**Mr GILLIE** - In our walk-around this morning, I mentioned we have level differences between the old building or the existing building and the new neighbourhoods for the primary classrooms. We have designed a series of ramps to give access between the existing and the new, so if a disabled child needs to get down to the lowest level, they have the ability to do that via the ramping system, and also get back up to the cafe. They have the ability to go from this end of the school, to that end of the school, on ramps and level paths.

**Mrs PETRUSMA** - You have things like hearing loops installed in the school?

**Mr GILLIE** - As we update these facilities the ICT gets updated as well which gives us the ability to bring in, not only standard things but to bring in technological solutions as needed whether it is hearing or whatever sort of visual issues. We can use ICT in a modern

environment to help overcome that. The idea of our equity is to make sure that every kid no matter how they come to us gets the same opportunity to learn, on a level playing field.

**Mr WILLIAMS** - The challenge with designing these schools with community access, in the various parts of it and other parts locked off, so the security of the school is maintained, we do need to provide disabled toilets in numerous spots around the school. In previous years we have not done that; we have just provided one. We are having to provide more toilets so that we can give the community the ability to use any part of the school.

**Mrs RYLAH** - Going back to disability access. We mentioned as we were walking, in regard to the playground that is marked on our maps as early years playground, and I believe that we were informed that it will not be early years. Can we talk about that? If there is a separated playground, however separated, that the ramping for that will be concrete or smooth? At the moment, the access between the primary school and the high school is gravel and rough. I have very wet feet coming here in the rain, coming from the upper car park and getting down to here. It is rough and the stairs are terrible ....

**Mr GRINING** - ... .. As far as the ramping down to the playground, the first point is that it is a primary playground, so I guess it could be retagged as that. As our primary students are aware, there are no fixed plans in the location of our hard surfaced or adventure play or nature play spaces. We have been talking about that in our school assembly this week and building some real excitement around what that can mean and around the student voice to be driving that. With the decisions around the set locations of play space we will then be determining the appropriate pathways and structures that link our children to those spaces.

**Mrs RYLAH** - But it will be disability accessible, I would hope.

**Mr WILLIAMS** - We will ensure that it meets the requirements for that movement of kids no matter what their mobility around the school.

**Mrs RYLAH** - Whether it is a broken leg or -

**Mr WILLIAM** - Whether it is a wheel chair or any other sort of mobility issue.

**Mrs RYLAH** - Terrific.

**Mr GRINING** - Previously we have had, and currently we have a number of students with mobility issues who use a range of supports and adjustments to navigate around the site from frames to mobility scooters, so that is going to be an essential.

**Mrs RYLAH** - And visually impaired?

**Mr GRINING** - Whilst we do not currently have any students that is presenting a challenge for, there will be the required codes that would be met.

**CHAIR** - Braille plates and things like that?

**Mr WILLIAMS** - Yes.

**Mrs RYLAH** - For children who are dealing with overstimulation, autism-type children, where do we have the low-stimulus area?

**Mr GILLIE** - There are other spaces out the front here that they can go into.

**Mr WILLIAMS** - There is also, as mentioned, access to outside. Often, going outside and sitting outside is a good regulatory base. There are also the break-out rooms, which kids often go into for that sort of break.

**Mr GILLIE** - They will have sliding doors in them, so you can isolate that space from the overall space.

### **New Gymnasium**

4.9 The Committee understood a new gymnasium would be built as part of the proposed works. Noting there was community interest in a competition-size basketball court, the Committee questioned the witnesses on the proposed gymnasium facility:

**Ms BUTLER** - Just a question around the gymnasium. I have reason to believe from the community that there is an interest in a competition-sized basketball court which is not explored in the report. If there is that community need, could you run through the fact that at the moment it has, 'indoor basketball court is included in the project scope'. Can you run through any background information around potentially having a competition-sized basketball court and where the funding arrangements are at with that, if there are any?

**Mr GILLIES** - The court that we have included on the master plan is of that size.

**Ms BUTLER** - It is a competition-size?

**Mr GILLIES** - It is a single indoor court that has been provided in this project.

**Mr WILLIAMS** - I think there is some more information you can probably tell us about.

**Mr GRINING** - As a teachable space, we are really excited about what that provides, that the capital works budget has provision for a suitable health and PE teaching space for kindergarten through to grade 12. That is what we do not have at the moment. We are really excited about that.

From our community consultation, when we were looking into the community usage and demand for school facilities, it became clear that there was a desire to have multiple new courts in Penguin and that there are a number of tenants that are interested in supporting that. That is currently sitting with a proposal with Central Coast Council as the key driver to take that proposal further.

**Ms BUTLER** - Through your community consultation was it picked up that basketball was very popular and there was a real want from the community to have an appropriate facility for that to really push it?

**Mr GRINING** - I would say the community has a facility that is managed by the local council. It is probably looking at some facilities to grow indoor sport - badminton, basketball, futsal - and take that further from a regional perspective. That is sitting with the council with support from Basketball Tasmania, Badminton Tasmania, AFL Tasmania and Futsal Tasmania. They have all provided support to explore that further. That is currently sitting at a terms of reference level where they are just starting some preliminary meetings.

Again, it is going to be led by Central Coast Council to then determine if that is a proposal that they take further. If that was the case, I guess the portion of the school capital works budget that is allocated to the stadium would be able to go towards that. That would be a wonderful outcome if we do get to that point as a community but certainly our school is really excited about the idea of having a suitable indoor health and PE space.

**Ms BUTLER** - Watch this space.

**Mr WILLIAMS** - There will be a competition basketball court to standard.

### **Sustainable Design Features**

4.10 The Committee was keen to understand what sustainable features would be included in the design, in particular solar power, energy efficiency and water efficiency measures:

**CHAIR** - .....You say, under architectural statement, that the learning environment will feature an array of sustainable design features. I know you have natural lighting and ventilation, use of sustainable materials, focus on energy and water. No mention of solar panels, although my colleague to my right did. Is there room for looking at solar panels, and wouldn't that be useful for heating, if nothing else?

**Mr GILLIE** - If you go back to page 8, there is an image of the school currently as it stands, and -

**CHAIR** - It has 68 solar panels. I counted them. But what about the new part, is my question.

**Mr GILLIE** - There will be opportunities to put solar panels on the new building.

**Mrs RYLAH** - Could you describe the use of energy and water efficiencies in the design? It says energy and water.

**Mr GILLIE** - Water efficiencies would be collecting water in tanks and recycling that back into the buildings. I do not know whether we have specifically called that up there; no, we have not located them on the master plan. We would try to recycle that water back into such things as toilets. Energy efficiency would be dealt with through types of light fittings that are selected and solar panels.

**Ms RATTRAY** - And double glazing?

**Mr GILLIE** - And double glazing, absolutely.

- 4.11 The witnesses also indicated that, where possible, materials would be recycled and reused from the areas that would be demolished:

**Mrs RYLAH** - .....you mentioned here you are going to recycle, what are we planning to recycle?

**Mr GILLIE** - The sections that we are knocking down are predominantly the admin component of the building. In the past, we have created a schedule of all of the materials that are going to come out of that building and then nominate against each of those materials what is recycled and what is disposed of. We will go through that with a demolition contractor and make sure any material that can be recycled will be and any material that needs to be disposed of will be done so in a suitable manner.

### **Provision of Student Spaces**

- 4.12 The Committee noticed during the site visit that much of the area where students might congregate during breaks was not particularly welcoming. The Committee was interested to understand what improvements would be made to these areas for the students:

**CHAIR** - One question with regard to open space for the kids, where they go to eat their lunch and the like. When we were walking through the high school I noticed there were quite a few dark areas. Natural light was not a forte, shall we say. With the new areas, are you getting a lot of natural light in?

**Mr GILLIE** - A lot of those rooms are being removed, so there will be a lot more natural light coming into the middle of those spaces. There are also existing skylights up in the building now, but they are going to be retained.

**CHAIR** - As long as it has been thought of.

**Mr WILLIAMS** - One of the things we see with these refurbishments is that if we create a really good space for the students to have their lunch and their canteen, unlike the dark closed-in canteen space at the high school - the walls in front of that will be knocked out, so

*you will actually end up with an inside-outside cafe space for the good weather and the bad weather, but also a place the kids can claim as their own. At the moment they are finding their own little space, because there is not really a place that is good for them to congregate.*

### **Future Use of Existing Redundant School Buildings**

4.13 Once the redevelopment is completed, the primary school campus will become surplus to the school's needs. The witnesses indicated the Department planned to use these buildings for administrative purposes and were exploring whether the community supported the reuse of the kindergarten as a child care facility:

**Mr WILLIAMS** - *When we look at the overall type of project this is, and we put Penguin in the context of being in partnership with the Dial Regional Sports Complex, the question obviously comes - and you may wish to explore this further - what do we do with the existing facilities? To start with, provision has been made to re-use the kindergartens for a long day care child care centre should the community want that. That is not quite sorted whether that is the case because there are obviously community considerations. We will be guided by community consultation on that, but provision has been made for that.*

*The Department has a great number of staff across the north-west of the state located in all sorts of little nooks and crannies, in TAFE buildings, in primary schools, in high schools, in Devonport primary, in Devonport High, across the north-west. If this project goes ahead as planned, we have proposed that we will move our learning services support for schools to this site and consolidate all those in one place. Having said that, it is important to make the statement that none of the money for the school build that has been allocated by the Government would go to anything to do with us using this present site we are in now for administrative purposes. None of that would go to administrative office space, apart from the admin in the school itself.*

**Mrs PETRUSMA** - *You did refer to it a bit before, Robert. I just wanted to touch again on the early learning centre. You are talking about a long-term or short-term child care centre might be going in. Can you just outline a little bit more on that, please?*

**Mr WILLIAMS** - *Part of the proposal is that there will be capacity for a long day care centre here, which there will be. The kindergarten, as it is now, is entirely set up with the right standards to be that sort of facility. I think there is still some work to be done with the community to decide whether they actually want that as a child care facility because there are other services in the area. That is something the community is going to lead us on. The provision has been made for that kindergarten to be held aside for a long day care centre if that is what the community wants from it.*

**Mrs PETRUSMA** - *Is there before- and after-school care here at the moment?*

**Mr GRINING** - *There is currently after-school care here on site, five days a week, and vacation care as well.*

**Mrs PETRUSMA** - *Would that enable provision of before-school care as well?*

**Mr GRINING** - *It certainly could do. It could be something that is explored by the community.*

**Mrs PETRUSMA** - *It is something that one of the grade sixers raised that it would be of use to their family if there was before-school care. So, it sounds like a worthwhile idea especially for parents who want to have their kids here and go to work in Devonport or Burnie or something.*

**Mr WILLIAMS** - *That is something we need to - it is one of the bits we need to finesse. You are right around the value that it adds to working parents. I do note that the school runs a breakfast program and that can provide some of that opportunity as well.*



## **Administrative Staff**

4.14 The Department's submission noted "the existing physical division between campuses causes inefficiencies and duplication managing the school"<sup>3</sup>, and "There are two school offices with constant movement of staff between both campuses"<sup>4</sup>. The Committee was concerned this may lead to a reduction in administrative staff positions. However, the witnesses indicated there would be no loss in administrative staff numbers as a result of the redevelopment:

*Ms BUTLER - I wanted to ask about the joining of the two schools. You have raised here the duplication in managing the schools. With administrative roles, the Department of Education staff, would there be a reduction of numbers if you only had the one administration to run?*

*Mr WILLIAMS - No, this project has no sense that the number of administrative staff would decrease.*

*Ms BUTLER - How would you navigate that?*

*Mr GRINING - I guess each school has a resourcing quota of teaching staff and non-teaching staff. In this case it would be that we have an admin quota of 3.9. We have purchased above that quota this year, but that is with this project in mind to support the administrative requirements of the first year of the capital works project. There is a portion that comes into our school budget to support that as well but it does not mean that there will be an overall reduction in the staff employed here as a result.*

*Mrs PETRUSMA - If you are getting increasing numbers of students I suppose that is -*

*Mr WILLIAMS - There are formulas that deal with changes in student numbers. In terms of admin staff, there is no sense that that is going to change here. We actually provided the additional funding for these large projects to the school. We did not do that in the past and they really struggled to do their day job. So, we now give them extra so they will have a small increase.*

*Mr GRINING - In our case it was \$60 000 that came in this year to support that and that actually went. We chose to direct that to our admin support.*

*Mrs RYLAH - That is the first time I have heard of that, so well done today.*

*Mr GRINING - I can publicly say too how essential that has been in allowing our school to still maintain the day-to-day leadership that it requires as well as keeping this project moving along as well.*

## **Does the Project Meet Identified Needs and Provide Value for Money?**

4.15 In assessing any proposed public work, the Committee seeks assurance that each project is a good use of public funds and meets identified needs. The Chair sought and received an assurance from the witnesses that the proposed works were addressing an identified need in a cost effective manner and were a good use of public funds:

*CHAIR - There are a number of questions I would like to ask you, as we always do with these things. Do the proposed works meet an identified need or needs, or solve a recognised problem?*

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<sup>3</sup> Ibid, page 3.

<sup>4</sup> Ibid, page 3.

**Mr WILLIAMS** - Absolutely. It brings a school that is not contemporary in its infrastructure to contemporary, and along with all the other building works we are doing, the kids at Penguin deserve the same quality facilities as everywhere else.

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

**Mr WILLIAMS** - I think the school and the committee that have put this together have tried to reuse every bit of space they can, to stretch this as far as they can. I believe it is good value for money.

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

**Mr WILLIAMS** - They will be absolutely great teaching spaces for the kids and our students of Penguin.

**CHAIR** - It is not the gold-plating question, but do the proposed works provide value for money?

**Mr WILLIAMS** - Yes. I believe we have chosen carefully. We have reused where we can, and we have used products and design features to get the best outcome that we can with the money, to keep the space as much as we can with the money.

**CHAIR** - The final question, which is always of interest to Tasmanians: are the proposed works a good use of public funds?

**Mr WILLIAMS** - Absolutely. Since I have been in Education, certainly the last seven years, every building tender in Education has gone to a Tasmanian firm, who then use subcontractors who are Tasmanian. It all goes into the Tasmanian economy, and that's a great thing.

## 5 DOCUMENTS TAKEN INTO EVIDENCE

5.1 The following documents were taken into evidence and considered by the Committee:

- *Major Redevelopment of Penguin District School*, Submission to the Parliamentary Standing Committee on Public Works, Department of Education, 18 November 2019.

## **6 CONCLUSION AND RECOMMENDATION**

- 6.1 The Committee is satisfied that the need for the proposed works has been established. Once completed, the proposed works will provide 18 new contemporary general learning areas across 3 new learning pods for Kinder and Prep, Grades 1-3 and Grades 4-6. The proposed works will also provide a new early learning facility, a redeveloped and centrally located library, a new administration hub, a redeveloped and expanded performing arts complex encompassing music, drama and dance, a new café space, a new gymnasium with a full size basketball court, and a redeveloped car park, including a safe pick up/drop off zone and bus zone.
- 6.2 The proposed works will consolidate the whole school on the existing secondary school campus with contemporary learning spaces throughout the entire school. This will allow the school to extend the collaborative approach to learning and teaching employed in the secondary school to the school's kinder and primary students. Providing a consistent and contemporary physical environment for students and teachers will support the delivery of a consistent and contemporary pedagogical approach to teaching and learning throughout the entire school. The proposed works will also reinforce the school's strong links with the local community as they are designed to facilitate public access to the school's new facilities.
- 6.3 Accordingly, the Committee recommends the Major Redevelopment of Penguin District School, at an estimated cost of \$20 million, in accordance with the documentation submitted.

**Parliament House  
Hobart  
18 December 2019**

**Hon. Rob Valentine MLC  
Chair**

