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THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART ON THURSDAY 12 DECEMBER 2013.

CONSTRUCTION OF DUNALLEY PRIMARY SCHOOL

Mr ANDREW FINCH, DEPUTY SECRETARY, CORPORATE SERVICES, DEPARTMENT OF EDUCATION; **Mr MATTHEW KENNY**, PRINCIPAL, DUNALLEY PRIMARY SCHOOL; **Ms ELIZABETH KNOX**, CHAIRPERSON, DUNALLEY PRIMARY SCHOOL ASSOCIATION; AND **Mr MARK DUNBABIN**, DIRECTOR, DUNBABIN ARCHITECTS, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR (Mr Harriss) - Welcome, everyone. Andrew, would you like to make the introductory comments and then we will go to Mark on the architectural design?

Mr FINCH - We seek approval from the committee to construct a new primary school at Dunalley. This represents another important step in the community recovery process. This represents another important step in the community recovery process from the devastating fires in January this year.

The department, through the school, provides primary school education at Dunalley for students from kindergarten to grade 6. We service the needs of rural communities of Dunalley, Nugent, Kellevie, Bream Creek, Boomer Bay, Copping, Connelly's Marsh, Summers Bay and Murdunna, and we currently have enrolment of around 130 students, which includes the kindergarten.

As you are all aware, the school was destroyed by fire on 4 January 2013 and in the days after that the school site was cleared and we established a temporary school within some 42 days of the fires, which we recognise as an amazing achievement for the local community and, at the time, it provided a significant morale boost for the local community following the devastation of those fires.

As we saw today, the gymnasium was not destroyed in the fires. That had been refurbished in about 2010 and it is in really good condition. It is currently being extended as a kitchen for school and community use, which was funded by generous donations from a range of sources. That is scheduled to be completed in March 2014.

The government has provided funding for this of \$5.876 million and obviously the school has an important role in the regional community. The new school will recognise this community role, generate enterprise and encourage community participation.

The community celebrates the natural environment of the region, including the beautiful coastline and forests, as well as enterprising people working across a range of industries. There is strong encouragement that we will hear more about that around community involvement with the school to benefit the learning and education of our students.

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The school's philosophy is to extend into the community, as well as inviting the community in. The school will continue to maximise the school use of the community facilities, including replacing the memorial hall, the church, sporting and youth facilities.

The school will be a spacious, modern, rural primary school; it will allow learners of all ages to learn by doing, exploring and investigating with the support of modern technology. As we will probably hear from Mark, the school will be flexible in design and will cater for a range of learning styles that will allow all learners to flourish.

Provision for the school incorporates current trends and innovation in the design and construction of educational facilities as well as the latest information and communications technology infrastructure. The design also captures the natural beauty of the site that we saw this morning to ensure the best is achieved from the aspect and outlook whilst taking into account the micro-climate and sustainability features. So we seek the committee's approval for the project.

CHAIR - Thank you very much, Andrew. Maybe if we go to Matt in terms of the expectation of the school community and the challenges which you are working under in the current environment, and then we can come to Mark in terms of the design that is being proposed.

Mr KENNY - The opportunity is one we are relishing, obviously, because in the temporary accommodation we have enough floor space to house classrooms only. A gymnasium that was used once a week for a PE program and then once every other Thursday for assemblies in the old guise is now used every day of the week for every minute of the day, for a range of programs.

We are moving out of the constraints of our current situation into something that we see as a real opportunity for re-envisaging learning at Dunalley. We have had that conversation often with staff, the school association and the community about looking not at teaching in the new Dunalley school but in terms of learning and how we enable kids to find their niche and find and understand the way that they learn best.

We have had wonderful work with Mark and the design team in about looking at how we can provide classroom space to enable that to happen. I suppose the other point that Andrew alluded to is we are now - and I spoke a little bit about this this morning - not seeing the school as an institution within the town that does its own thing and is purely based in education provision for school-aged children. We are hoping to encourage adult learners in and the kitchen is one way we can see that being the case, but we also will encourage the pedagogy that will enable us to get out there in that community outside the school buildings, within the school property, but also outside the school property and connect with all of those other industries and enterprises that we might be able to do so, and our boat building project is an example of that. We open our kids' eyes up to not only how to construct a boat in terms of working with wood and tools, but what boat tourism in the area looks like, what the aquaculture industry looks like so we weave that in to a program for the older kids. That encapsulates very briefly what we are hoping to achieve.

CHAIR - Thanks very much. Mark, do you want to cover the design concept because we appreciate that that is where you are at at the moment? The full documentation for the

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proposal won't be finalised until a couple of months into next year, when the tender process is intended, in the event that this committee does approve, so can you go to those matters about the design features of the project?

Mr BOOTH - Do you have any elevations of the project? I don't see any in the documentation.

Mr DUNBABIN - Things have moved on quite significantly since the documentation for the submission was prepared. We have resolved general floor plans, which I have with me. Elevations are pretty hot off the press. We presented them yesterday to a committee meeting, so we are having that dialogue with the school at the moment on that side of things. I am not sure whether it would be best to submit those some time immediately following the hearing?

CHAIR - It is more for our information as to the concept which is being proposed. It is not that the committee is intending to tie down anything in terms of our consideration of the project. We accept that this is conceptual and we have seen the timelines set out in the submission in terms of the production of the working design drawings and the like, between January and April.

Mr DUNBABIN - We are hoping to lodge the development application, if not right at the end of this year, very early in 2014. That is the immediate timeline.

CHAIR - If you did have any conceptual elevations, Mark, that is where I suppose Kim is going.

Mr BOOTH - Yes, Chair, if I may just expand on that. The reason I am interested in that is we have a fairly brief document here on the description of what is no doubt an incredibly worthy project, but with no detail to justify the expenditure or the submission. The application for funding is based on a concept rather than a reality of a design. Normally we have some - Andrew, you would normally give us plans - and whether we talk about it now or later, I would be interested to know how you can come up with a budget for something that has not been designed yet.

Mr DUNBABIN - The budget was based on square metre rates for the buildings. The quantity survey team prepared the estimate. They were pretty informed square metre rates. We also had the landscape plan and a briefing from the services engineers, which gave us a pretty accurate take on site works and site infrastructure. The estimates were based on informed square metre rates and we know the floor area that we are working to.

Mr BOOTH - I have noticed, and that might be why you have some things noted in here, for example, energy recovery ventilators will be considered, so there are things in there that are not actually part of the plan. Why would they be considered, because of cost or was it whether they work?

Mr DUNBABIN - That is all part of the strategies toward reduction in energy consumption and one of the main energy consumption items is heating. That is one of the strategies that the services engineers are considering, given that we are still early in the development phase of the design.

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Mr BOOTH - The problem for me, and I presume for the committee generally, is that we are being asked to approve a project that to some degree does not exist in terms of its final format and there are things in there like these recovery ventilators which, personally, I would be very happy to see in there but it is only a consideration, not part of the actual approved plan at this stage. I am wondering why it would not be forming part of the approved plan. Is it because you are not sure whether they will work in that circumstance or is it a budgetary thing?

Mr DUNBABIN - We need to refer to the services consultants on the specifics of that part of the works.

Mr BOOTH - You do not know whether it is functionality or whether it is finance?

Mr DUNBABIN - Probably functionality. I probably will need get some further background on that from the services consultants.

Mr BOOTH - How confident are you, given that something like that would be reasonably expensive depending on how far you went, I suppose, about the estimated expenditure on the thing, or the total construction including everything else, like \$4.52 million here, construction budget, external works and the locality allowance?

Mr DUNBABIN - The locality allowance is substantial. The quantity surveyor indicated that if the current tender market remains as it is now, then that locality allowance could be substantially reduced. When the tender market is busy, projects this far out of the centre tend to attract a bit of a premium in terms of where they are. But if the tender market is competitive, then that becomes less of a factor.

Mr BOOTH - How confident are you in the estimated costs, given that you do not have the design worked out? You said that you have standards, square pricing into the thing. This building does appear to be somewhat different in its design in some of the concepts and different forms of material that you are using that it may be difficult to predict the pricing of these?

Mr DUNBABIN - Yes. But I suppose the benefit is that this far out from the tender documentation you have that much more scope to target savings as and when you need to.

Mr BOOTH - But in the submission you are seeking this total funding of \$5.876 million; how confident are you that the construction can be completed in a satisfactory form for that money? We have had situations before, as Andrew is aware, where there were considerable blow-outs in proposals that came before the committee and subsequently I think it may have been a \$3 million blow-out, roughly. That is why I am asking the questions here in terms of us doing our job. No doubt it is a fabulous, worthy project; I am just trying to find out why we do not have much detail. Is it because there is great urgency in getting this construction started?

Mr FINCH - Yes, that is one of the reasons. We wanted to get to the committee as soon as possible so that we do not hold up any of the work that is outlined in that schedule. We are working to a budget as well that was given to us through the process. It is a process of making things fit to the budget we have. That is generally the case with all of these

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projects. There was a significant scope increase around that one you are talking about. There were some specific reasons for that.

But with this project, the government has given us a budget that was really broadly based on the value of the previous facility and because it was funded through some insurance arrangements -

Mr BOOTH - Yes, self-insurance through the Risk Management Fund.

Mr FINCH - Yes, through the RMF. We were given a budget and now Mark's challenge with his design team is to design a school that sits within the budget and that is why we are working closely with the quantity surveyors and others to make sure we do that but it is always a fine balance between getting the functionality that we need and sometimes the sustainability features add significantly, too - up to probably 15 per cent extra cost. That is a finely balanced process but I think the estimates that we have so far indicate that we are on track.

Mr DUNBABIN - Yes. The quantity surveyor was confident that we could be within that \$5.8 million figure. As I say, there was a significant locality allowance; the square metre rates used, based on recent projects that he has been involved in, were comfortable. He said there was scope there, as he put it, to target those square metre rates if we needed to target them down. As you work into the process, as you refine the floor plans and planning arrangements you quite often hone down the areas as you get further into the briefing and so forth. The 476 figure - a substantial component of that is design contingency, not money that is spent now; it is just there as a figure. In saying that, we can refine planning and get the areas down but on the flip side there are things that, as you work into the finer detail, are pluses as well as minuses and that is why we have a substantial design contingency in the estimate that is being prepared.

Mr BOOTH - It just concerns me that this design, as you say, because you have a bag of money that this is what you have to build a school with so you put the school around the money rather than the money around the school. It is counterintuitive to creating a good design so I have sympathy there. Will this be enough money given that it is an arbitrary figure not based on the design and therefore will the needs of the community and the design potentially be compromised to fit the budget? It might be that you need more money for this project.

I am not suggesting that it be less necessarily, but it is hard for this committee to approve something that does not exist and it is hard for the department to seek money that you have not designed yet.

Mr DUNBABIN - I can table some floor plans.

Mr BOOTH - The other thing from this committee's point of view - certainly from me as a member - is that we will want to look at things that are actually going to exist rather than maybe. With the energy saving features it says it has 'considered'. There is an apprehension in my mind that when the building is finished and inspected subsequently by the PAC and it is not there, so you are going to lose those energy savings things if they are only to be considered. It is a bit of an illusion that we are looking at in that sense.

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Mr FINCH - We have made the commitment that it will be an equivalent five-star rated school and, as you know, there are differing factors that let you get your points to get to five-star, so there is always a bit of adjusting about 'Is it this or is it that; is it water retention or energy or whatever?', but we have made the commitment that it will be a five-star facility.

Mr BOOTH - Is there a possibility that the design itself could be compromised because of the budget? In other words, when you do your final costings and you start saying, 'It is more money than we have and we will have to knock off one of the rooms or shrink the thing to fit the budget'?

Mr FINCH - As Mark has mentioned, we have some flexibility in the budget at this stage around that locality and the design contingency. That gives us a bit of room.

Mr BOOTH - So you think there may be some surplus money there that you can cover up that is dearer in another component, which might give you some slack. Are you confident that the building can be built for that budget and that what you ultimately build will be built to fit the needs of the community and will come in on budget? Is it possible that to fit the budget you may have to create a school that does not deliver the best outcomes you had hoped for in this concept design?

CHAIR - There is recognition of risk mitigation strategies in the submission and it is acknowledged that in the event that the tender prices don't come in with the pre-tender estimate the scope may be reduced.

Mr BOOTH - Yes, but that is what worries me, Chair. If you reduce the scope and it does not then meet the needs of the school or the community, that is a problem.

Mr DUNBABIN - We would be confident that we would not need to cut back on any of the core elements as briefed.

Mr BOOTH - So you are very confident that once it is constructed, assuming the committee approves the project and it is constructed to that budget, that you would not have the community potentially saying, 'You've short-changed us. This should have been bigger. We've missed out on a music room'? Are you confident that you are not going to end up with a less-than-perfect result in that sense?

Mr DUNBABIN - The quantity surveyor was confident. He has seen the submission brief and all the supporting documentation and he was confident that we deliver -

Mr BOOTH - But are you confident? It is no good talking about someone who is not here.

Mr DUNBABIN - He is the bean counter.

Mr BOOTH - So you are taking his advice?

Mr DUNBABIN - I have used him regularly in the past and he is invariably quite accurate. They are the specialists who keep the finger on the pulse as it relates to the building market and construction.

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Mr FINCH - Further to that, I think this project is fairly unique in the sense of where we are at in the sense of the community recovery. We are focused on getting a quality outcome for the local community. It is unique also in the sense that we have some infrastructure already in place that you saw today - the hall, playground, car parking and the like - so we have a head start with some things as well.

Mr DUNBABIN - We are looking to use as much of the temporary school infrastructure as possible.

Mr BOOTH - Plus the underground services is all there and usable, presumably.

Mr DUNBABIN - The majority, yes. The drainage is all usable; the power infrastructure will probably need to be altered. Involved in that estimate process were the specialist consultants. They all briefed the quantity surveyor as well on the major site infrastructure works that will be required, regardless of what form they take. Hydraulics engineers - that is a major component of the water side; even though we are catching it off the roof, it means storing and treating it, and having a designated fire service. That aspect was schematically designed as a basis for the figures that went towards the estimate. We are confident that we have a good handle on the site infrastructure even though we are at a very early stage in the design process.

Mr BOOTH - This is the last point I will make. If you consider the dilemma we are in - if you go to the bank and say, 'I want to borrow money to build a house' and they ask, 'What do you want to build?' 'I want to build a \$200 000 one'. 'Show us the plan'. It is not as though you get approval to do something that may not be able to be achieved for that. That is why I am labouring the point on how confident you are as to the ability to construct something that is fit for purpose and meets the needs. You have said that you are confident; is that right? Thank you.

CHAIR - Mark, is there anything you wanted to add after that exchange?

Mr DUNBABIN - In relation to the budgetary issues?

CHAIR - In terms of the design concept generally, because Kim wanted to visit that issue about more detailed documents in front of us. Do you want to specifically hone in on any other design points?

Mr DUNBABIN - In working with the school at the start of the design and commissioning processes we were looking at relatively traditional classrooms with associated spaces. Part way into the process the school and ourselves started to look more fundamentally at the way that the school wishes to set up its learning spaces in the new scenario. Out of that, instead of four traditional classrooms, we are looking at two larger areas which are broken into zones without necessarily being split into one, two, three or four general learning areas. We have broken the two major learning areas into two spaces, but within those spaces there are zones which are suited to particular learning styles.

We have the larger space there in the orange colour that is probably the closest thing in that scenario to a traditional classroom. That is a directed learning space, a large space which can accommodate a larger class group in a directed learning activity, but it also

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has that capacity to provide a learning environment for smaller groups. The central pinkish space, that is for smaller groups for more self-directed learning and so forth. Then we have the blue space that more takes the role of what has traditionally been known as the wet area - a project space. That is the concept that we have arrived at. I think the school has been encouraged by that and is happy with the way that is heading and how it aligns with how they see the learning activities to be supported in the new school; Matt can talk more about that.

Mr KENNY - Even in terms of budget mitigation, I can talk to that a little bit across the GLAs. That floor space that you see there as originally designed, conceived and spoken about was, if you like, effectively four separate classrooms where each had a wet area, a potential mini-kitchen and storage spaces for up to 30 children. What we are envisaging now, and the way in which we will work, is that it is much more integrated. The collaborative processes between teachers happen across a GLA. The floor space would enable up to 60 students in either side of that. At Dunalley that is probably very rare. It is more likely to be somewhere between 44 and 50 students across a double-aged grade area. Learning, as I alluded to before, will take place in many different forms in many different spaces within each of those GLAs.

The old rows of desks and chairs model of a classroom does not fit this new way of thinking in terms of pedagogy. There are also direct links to outside and perhaps it does not show well without the landscaping plan, but outdoor learning spaces are just as important to the new pedagogy as the indoor spaces - the covered zones where students can be outside, but also under direct supervision of their teacher, interacting with each other but also interacting with the other students from the other GLAs. It is much more a concept of a community of learners rather than one teacher owning a group of students and instructing them only. It is more about collective responsibility across the entire school, given that the early learning building is separate to these buildings fragments that a little bit.

But the design speaks to enabling that to happen simply because there are design elements repeated through each of the buildings so that students will come to know and understand the way of learning rather than have to re-learn a new teacher every year. That is the concept of where we are going.

Mr DUNBABIN - As Matt touched on, we are pretty confident that format would at worst be a similar cost to the two paired GLAs with each having their own wet areas and so forth. We are looking to make economies under that format in that there is less repetition of fittings and fixtures. That is the general learning areas.

The early learning area is drawing 05. That is two major areas, Prep 1 and Kinder, interconnected and able to be opened up to a single space.

Mr BOOTH - With a concertina door?

Mr DUNBABIN - Yes. Prep 1, in the bottom left corner, is directly linked to the general play area, such that the grade 1s are integrated with the rest of the school, as we have discussed on site. The store areas that they require are down the southern side. Both spaces share a north-facing covered deck which links through to the enclosed play area which runs along to the northern side. That is the early learning. The external space

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there repeats the language that is happening with the GLAs in terms of that curved linking wall.

The administration and library building - the two functions combined - that work on the administration to provide that open, welcoming space to the school as indicated as being critical to the way they want to present to visitors and the community. There is some seamless link through to the library with that reading space that links directly through from the reception area. The library itself - and part of that library is a traditional wide-spaced library - but then we also have a more multipurpose space or the ability to separate from the library function which is open to other specialist teachers, possibly drama, et cetera. Then there are also the support spaces off the library for small group meetings, therapists and so forth.

Ms WHITE - Is that a big concertina door, so you have indoor and outdoor learning?

Mr DUNBABIN - Yes. That is common to all the buildings. We are looking to strategically open to external spaces where we can and that will be an area that will be refined through the design processes as to the extent of where and how that happens.

Ms WHITE - There is a nice patio where you can sit and drink your Bream Creek wine.

Mr DUNBABIN - Yes, on some Friday afternoons.

Positioning of the staff room is such that it is not isolated but provides the staff with that bit of separation they might need from time to time during the day.

CHAIR - Has that about covered it, Mark, in terms of the design concept?

Mr DUNBABIN - In terms of planning and so forth. As I say, how the buildings look and are elevated, I guess we hold off the press with it, as I say, and we just presented it to the school.

Ms KNOX - We can't give them a sneak peek?

Mr DUNBABIN - I wonder if I could get my colleague in the office to zip down.

Ms KNOX - That is all right.

Mr KENNY - They are visually stunning as a first look, yes.

Ms WHITE - That is a really good overview for us.

Mr KENNY - Yes.

Mr BOOTH - I think the committee should see if you have any other details. We should really see them. You are asking for a heap of money for something that is substantial.

Mr KENNY - Yes.

Mr FINCH - We can make those available.

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Mr BOOTH - Can you do that today?

Mr DUNBABIN - Yes, I could take leave to do that.

CHAIR - If you want to conclude where you are at, we can go to Elizabeth and then we might have some other questions anyway, so you can take a couple of minutes. Is there anything else on the design concept that you want to cover specifically with that? We have in front of us the matters related to the sustainability and design concepts of the building, Andrew has mentioned the equivalent of five-star energy rating - were you conscious of the fact that the water capture and the teaching opportunities which you are building into that component of the building in terms of showing the students the sustainability features that you are building into the building? That is a learning opportunity - we also have that.

If there is no particular need to draw our attention to any specific matter in that because we have that in front of us; we have had it for a couple of weeks since receiving the submission.

So unless there is anything you want to particularly cover?

Mr DUNBABIN - I could arrange to get some copies of the images and probably it is best to speak to those.

CHAIR - Yes, grab a couple of minutes, if you like, and we will go to Elizabeth in terms of the school community. If you want to take a few minutes, Mark, to make a phone call that will be fine.

Elizabeth, in terms of the broader school community, it would be important to hear from that area and the involvement which the school association has had and will continue to have.

Ms KNOX - Right from the start, from the moment that the school burnt down - that is when we really realised how important the school was to the community and so the promptness with which we have decision that the school would be built made it easy for our community members to decide where they go as far as rebuilding is concerned.

The temporary school was such a key part of allowing the community to focus on its own recovery without having to worry about whether children were having to be sent to other schools or anything else, even if it was a temporary measure.

The planning process for the new school has been fantastic. It is really lovely that the school association has had so much involvement with it and it is wonderful the school that is being developed reflects the rural community we live in. This one very much does so. I think it is going to be quite unique in the way that it reflects what we have out there in terms of industry, our people, our environment. The design of the school really is lending itself to something that ensures that we get a school that serves not only our community, but very much the children in the way that they need to learn.

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It is really exciting to see the open GLAs. The importance of outdoor learning and the outdoor learning spaces - the landscaping plan is fantastic. It will allow a lot more room for learning, both indoor and outdoor, and because of the fires - the fact that we lost our hall and other infrastructure - it was really important that this project, which is more than a \$5 million project for the community and the biggest asset in our community serves the community in a much broader sense than just being primary education. From a school association point of view, that started with the development of the community kitchen off the gym, which we finished at the end of March, and that will allow the community to again have a memorial hall until the new one is built - to have a function centre where we can all meet.

We want to encourage enterprise in connection with our local industry to support our local people and it very much marries in with our partnership with the Bream Creek farmers' market; it would be fantastic if we can see the library become a LINC facility as well. Again, it is very encouraging to see the long day-care centre on the master plan because we are looking at the support that we are getting from government at the moment through the Department of Economic Development for our local industry. We very much see the fires as offering us opportunities that we have not had in the past as we move on, so how the school supports the community as we redevelop and recover from the fires is important in its design.

As I say, it has been lovely that parents have been able to be part of the design process through the school association. We have kept the parent body in touch with what is happening through our newsletters. They have been sent a package that included not so much the floor plans but the master plan. We have encouraged feedback how ever we can. The plans have also been put out into the wider community in the DISH and the Neighbourhood House to allow people to see what is happening and I am also a member of STAARC, the local area bushfire recovery committee, and we have had that opportunity to feed into the wider recovery plan for the area.

We also hope that our sporting facilities will be able to be shared with the community as well. It is a very exciting plan that will support what we would like to achieve both in Dunalley and the wider community in a recovery process.

CHAIR - Thank you very much for that. Members, any questions based on the further information we have heard?

Ms WHITE - With the development of the hub now the Church Street reserve - the entrance on the master plan - will that be used for the community to access the hub?

Ms KNOX - Yes. The idea is, and I think you have probably had a further meeting with council since, but we have talked with the council about how we can develop that Church Street entrance so that it serves the community kitchen and, hopefully, a boatbuilding facility and art studio. That is flagged on the master plan. Also, we want to forget about the barriers or fences around the school and it is how we reach out. The memorial hall will be a fantastic performance space; we have a strong drama program and we will use that facility for it. Things like how we cross the highway and there is also today - I have just been to a STAARC meeting - the Inspiring Place Plan has now been revealed. There are plans for having a skate park on the other side of the road and that will be another fantastic facility for the school. The Imlay Street playground, which

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our grade 5-6 children took part in designing, will again add another asset to the school and hopefully all that will work with the community hub with our playgrounds, outdoor cooking facilities, community gardens, the art studio and the kitchen.

Mr DUNBABIN - I met with council last week and one of the subjects was the Church Street reserve. It is their road and if we had a proposal to seek it to be developed in a more formal way they would want us to submit a proposal to them for consideration as to how it might fit into their works program.

Mr BOOTH - Elizabeth, there is no need for me to ask, but from what you have just said it is fair to assume the community and your association are very happy with the entire concept - the design and its suitability and fitness for purpose?

Ms KNOX - We still have further work to do on community consultation so far as our schedule is concerned. We will have more involvement with the design, seeing that the GLA, the floor plans and things like that have only just been made available. Even tonight at our presentation, our whole gym is covered in plans and there will be strong encouragement for parents to get involved. Initially I think there was scepticism - the temporary school was a great school, so would the new school be built? The reassurance that that was on track has been fabulous to our broader community - and I get that feedback through the Bushfire Recovery Committee. There is absolutely no doubt of the desire for the new school to be built, but for it to be built so the facilities can be shared. Even things like being able to train our youth in collaboration maybe with the Neighbourhood House that runs a lot of fantastic programs - we have the facilities within the new school to run those programs, whether it be hospitality, training or whatever.

We could do trade training in the food or tourism industries within the school and that supports our up-and-coming tourism projects which are coming about as a result of the grants and loans that are supporting our major industries such as our dairies, potatoes and viticulture. The school can support those industries and foster relationships with them in order to offer our kids and older learners a deeper learning experience. That is what we hope to achieve through this process.

Mr BOOTH - So the floor plans, as produced to us in the concept form, suit what the community wants for the school and from your association's point of view it is adequate?

Ms KNOX - I certainly think so. It is probably more than adequate. What I hope is that it will inspire our parents and broader community to develop what they want to from this school. It offers so much flexibility and so many opportunities that I am really looking forward to the next 12 months as it develops.

[1.45pm]

Mr DUNBABIN - It tends to create spaces inside and out that first and foremost the kids want to be there and just grow from there. We are still waiting for our drawings.

CHAIR - Are there any other questions?

Mr BOOTH - I think I am done, Chair.

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CHAIR - In terms of the contingency, and we mentioned that earlier, the \$476 000, the committee is often interested in terms of if the contingency is not needed, is that money then available for rolling into other parts of the site development, which are desired, but for which currently you don't have funding?

Mr FINCH - Yes, that's correct.

CHAIR - That money is available in terms of other features which are set out in this submission?

Mr FINCH - We see this budget being available for this project, so we will use it on this project, and as you have seen in the plans, there are some things that are proposed for further development in the future. If we were in that fortunate position then we would put it towards something that we would all agree on a priority basis.

CHAIR - On that issue, Andrew, I have drawn my own attention to page 7 where other facilities are desired if future funding becomes available, such as the boatbuilding, the additional learning areas and tennis courts or gym extension. It is entirely conceivable that that \$476 000, if not needed as a contingency for the construction of the project as proposed, will be available to address some of those other things. We had a look this morning at the existing netball courts and that they are inadequate for the moment, but there will be some construction attention to that area, but it might be that an even higher level of facility could be provided there if deemed necessary.

Mr DUNBABIN - The master plan has provision for playing courts but not in that location. I would say the landscape element that is happening in the approximate area of those netball courts is a critical element to the project, so that will definitely be part of the construction in the first instance in the \$476 000.

CHAIR - Has there been any analysis undertaken in terms of the capacity of local builders and local contractors from the immediate area to be involved in the project?

Mr DUNBABIN - Not as yet. We would look at that in the framing of the tender documents. Then it needs to be procured in line with Treasury's guidelines, so we need to see how we framed the tender documents to fit with Treasury guidelines as far as procurement goes.

Mr FINCH - Wherever possible, that would be the aim - to make sure that the head contractor that we appoint to manage something like this does take into account as much as possible and as local as possible in employment, so that is something that we would build into the contracts.

CHAIR - I raise the question because we can take them and look at them. I am not sure whether - I do not particularly need Mark to speak to the elevations; I can have a look at the elevations and satisfy myself of the excitement within them.

Mr DUNBABIN - Perhaps if I just spoke to the plans in terms of what we are doing. These are -

CHAIR - Is there any indication when they might be delivered, do you know?

PUBLIC

Mr DUNBABIN - They should be any minute. As I say, they are not so much elevations as a three-dimensional model which was a computer model. We have modelled the site, then positioned buildings on the site and set floor levels. The drawings are three-dimensional. With the GLAs, if you will recall, on the site they are cut back into the bank, so that the ground behind them rises gently, which generates the circulation path to the top of the site. The two buildings are a simple pitch that rises towards the centre which coincides with what the ground levels are doing behind those buildings. Then there is a high, covered outdoor area linking the two buildings.

CHAIR - Magic has been performed here.

Mr DUNBABIN - That hopefully illustrates what I have just started to talk about. The top image there is a three-dimensional model of the GLA building. They are a simple single pitch to building which rises towards the centre and then we have that canopy space with a high-level, translucent canopy and that is a symbolic type of structural, sculptural element over that space.

Mr BOOTH - That is a courtyard type of thing, is it?

Mr DUNBABIN - Yes. It is quite a large space and it should be able to accommodate the whole school complement for outdoor gatherings. We have a lower, flat element which is the covered link servicing the front of those buildings and it enables us to get good lighting to the spaces from a higher level. That is the other thing that informs the building - the green star issue with day lighting. Basically, we are looking to keep the building forms pretty simple and by that, do more with less. We are not looking to put expensive detail and finishes into the project. That is the top image.

The middle image takes in the other administration and library building and we have that early learning building which is nestled down below the other buildings. Having set up that language with the GLA building, we have consistently translated that to the other building on site, the administration library and the early learning buildings.

Ms WHITE - Matt, do you think you will need a covered walkway between the library and the learning areas for the kids?

Mr KENNY - Each of the buildings have their own covered walkways.

Ms WHITE - I can see that outside between the two.

Mr KENNY - One of the reasons why we have not continued that in the design is to not break up the site by having visual impediment by the walkway as well, but also because of the requirement to have universal access and the different changes in levels between each of these buildings. Also, Mark has designed it so that it does not have to have handrails and kickboards, so the grade is appropriate - not to cut up the site between the two buildings. This space, which on the landscaping plan, is again much more detailed, is that important gathering, learning and play space. But it is not also then cut up by all of those things. I guess we have compromised in not having the covered walkway everywhere to be able to dot from building to building, knowing that we will get cover and shelter end to end.

PUBLIC

Mr DUNBABIN - The covered link between the library and the GLAs is still in play. We have had discussions on the whys and wherefores. It might be spring but any other spring it never does. The buildings are positioned with a scope for that covered wing.

Ms WHITE - What is the distance between the library building and the technical learning area?

Mr DUNBABIN - It is 15 to 20 metres.

Ms WHITE - Okay, so it is not really a huge distance.

Mr KENNY - One of the things that the master plan did originally suggest was that school was much more spread out but in fact travel time from the administration building to the gym is about a minute. It may look spread out on the master plan but in actual travel time or movement across the site it is not that much.

Mr BOOTH - It looks great. The concepts look fantastic.

CHAIR - Any other questions?

Mr DUNBABIN - The plans are an end product of a bit of toing and froing, whereas you have seen those images a day after the school has.

CHAIR - Put today's date on the marquee.

Mr DUNBABIN - That is the print data computer thing.

CHAIR - You have impressed us even more and you have convinced us that we are privileged.

Mr DUNBABIN - To the minute, that is right.

CHAIR - I think we are about done in terms of that presentation and our questions; thank you very much. Could we keep those documents, Mark, if that is okay?

Mr DUNBABIN - Yes.

CHAIR - Thank you.

THE WITNESSES WITHDREW.