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THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN
COMMITTEE ROOM 1, PARLIAMENT HOUSE, HOBART ON MONDAY
29 AUGUST 2022

MAJOR REDEVELOPMENT OF COSGROVE HIGH SCHOOL

Mr TODD WILLIAMS, DIRECTOR, FACILITIES SERVICES, DEPARTMENT OF EDUCATION, AND Mr KANE SALTER, DEPUTY SECRETARY CORPORATE AND BUSINESS SERVICES, DEPARTMENT OF EDUCATION, Mr ANTHONY COE, PRINCIPAL COSGROVE HIGH SCHOOL, AND Mr ANDREW WOODHAM, FORMER PRINCIPAL COSGROVE HIGH SCHOOL, AND Ms PETA HEFFERNAN, ARCHITECT CONSULTANT, LIMINAL STUDIO MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR - For the record we have the members at the hearing today, Mr John Tucker and myself, Rob Valentine, Chair; Jen Butler; Deputy Chair, Tania Rattray; Secretary, Scott Hennessy; and Hansard are present today. This is a public hearing and I welcome any members of the public who may be tuned in today to this hearing.

I thank each of the witnesses for appearing before the committee. We are pleased to hear evidence today. Without your evidence it makes it very difficult for us to make a decision on the submission before us.

Before we begin I will inform you of some of the important aspects of committee proceedings. A committee hearing is a proceeding in parliament. This means it receives the protection of parliamentary privilege. It is an important legal protection that allows individuals giving evidence to a parliamentary committee to speak with complete freedom without the fear of being sued or questioned in any court or place out of parliament. It applies to ensure that parliament receives the very best information when conducting its inquiries.

It is important to be aware that this protection is not accorded to you if statements that may be defamatory are repeated or referred to by you outside the confines of the parliamentary proceedings. This is a public hearing, as I mentioned, and members of the public and journalists may be present and this means your evidence may be reported. Do you understand?

WITNESSES - Yes.

CHAIR - Thank you, would you like to make an opening statement?

Mr SALTER - Thank you, Chair. It is a pleasure to be here today for this important part of the major works process for Cosgrove High School and we thank the committee for the site visit today. We are seeking approval to proceed with the capital investment of \$20 million for the revitalisation of Cosgrove High School. Enrolments for Cosgrove High School for 2022 are 339. Enrolments are anticipated to continue to grow due to an enrolment rate of primary feeder schools, development of new residential subdivisions in the area, strong enrolments at neighbouring high schools and efforts by the leadership team to create a positive culture.

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The school is operating at 60 per cent occupancy at present and the total student enrolment capacity is 550 since the demolition of B block. The 2018 Government election commitment is to provide facilities for a capacity of 800 students. The proposed works will significantly deliver on that future capacity of 800 with an increase to 775. Extensive public consultation has been undertaken with the feedback being incorporated into the design. A key feature of the master plan is to modernise and unite facilities and create better linkages across the site including equitable access across the steep and expansive slope.

The major development will provide contemporary and innovative learning spaces and create a safer and welcoming environment for learners and the community. This will also assist in fostering greater partnership opportunities with the local community. Existing buildings will be redeveloped and learning spaces created to encourage a flexible curriculum which will be fostered by staff and students. This will assist in promoting collaboration of staff and students enabling differing learning styles in contemporary settings.

The works will assist in providing the school with an identity and an easily recognisable and welcoming entrance into the school by activating the public street edge to the main road, Glenorchy. The works will also provide opportunities for ongoing community engagement which can amplify student learning in the school setting.

Highlighting the robustness of the master plan is that we do have two principals here today, the former principal and the current principal. Overall, these works are seeking to help with the vision of every student, every day engaged in learning. Thank you, Chair.

CHAIR - Thank you for the conducted tour this morning. Members always find it very helpful to actually visit the site to look at the juxtaposition of various aspects of the development, and it was particularly interesting this morning.

I put on the record our thanks to Obsa and Jove, the students who were there this morning, if you could convey our thanks to them, that would be appreciated. It is always good when students take an interest in developments in the school because even though it won't particularly assist them, because they will probably be long gone, it is good to see student involvement and that they are concerned that the development ends up being a development that will assist students in the long run. It was very much appreciated.

Normally, we work our way through the submission and ask questions. There will be a number of questions that we touched on at the site visit and as I indicated then, we do need to get some of those responses on the record. So, forgive us if we ask the same questions again to have those answers placed on the record.

To page three, the introduction. I am well aware of the fire that was onsite that took out one of the buildings, a most unfortunate circumstance, in one way. It must have been a very difficult thing to deal with and to be able to reposition the learning spaces to cope with not having that building.

I am interested to know how that may have impacted the overall planning for what we have before us. Did it change the planning in any way by losing that building? If someone could run through that a little, for the record.

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Mr SALTER - Perhaps if I could start at the broad level. As you outlined, it was unfortunate that the block had to be demolished and its impact on the school and students at the time. There are insurance arrangements which means there will be \$2.8 million available that will contribute to the overall project, meaning it is the \$20 million through the capital investment program plus the insurance coverage.

In terms of how it has impacted on the planning process, we will go to Andrew first.

Mr WOODHAM - That building consisted of four classrooms for our students and was seen as a bit of a year 9-10 hub for our students. There was also a staff room and a dance studio that was part of that building. There was also a space dedicated to an Aboriginal educational worker that would take groups of art students within that space. Having lost that, obviously it had a significant impact and part of our build certainly picks up on the performing arts and you will see that there is a dance and performing arts space on level 4 of the plan.

CHAIR - So, that is now being catered for?

Ms HEFFERNAN - Further to Andrew's comment, it also has meant there is actually more contained open space, which was disrupted before by the building. In the actual part of what we're calling the heart of the school campus, there's now ability to activate that and provide more recreational use and outdoor learning provisions, productive gardens, so we're making the most of something that was unfortunate.

Mr WILLIAMS - If I may add too, the timing was such that it didn't mean we had to change our plan. The fire occurred and we hadn't engaged our consulting team. We recovered from the fire and focused on ensuring staff and students were back into learning. Following that we engaged a consulting team, so it didn't change our plan. It meant we had something new to work with, and we confirmed the insurance arrangements to contribute to the capital project as well.

CHAIR - Thank you.

Ms RATTRAY - I have a question, Chair. It talks about the extension to year 11 in 2021. Obviously you're two years down the track now, so what are the numbers for years 11 and 12? We have a map that says 11/G - is that year 11 and 12?

Mr COE - I can answer that. We have 25 current year 11 and 12 students on the books for this year. At the moment students are in the transition phase to next year, so our exact numbers moving forward aren't known at this stage. They've had Elizabeth College and Claremont College taster days, so our enrolments looking forward are not concrete at the moment. We have 25 at the moment.

Ms RATTRAY - What's the split between 11 and 12?

Mr COE - Years 11 and 12 coming in - I couldn't tell you. I could find out, but I will have to defer that one.

Ms HEFFERNAN - On the existing conditions site plan that you were just referring to, that 11/G is to do with the way the Department of Education and the school name their buildings. It's nothing to do with -

Ms RATTRAY - It's nothing to do with actual classes.

Ms HEFFERNAN - Yes.

Ms RATTRAY - Thank you for that.

CHAIR - Moving over to current educational needs and priorities, talking about enabling hands-on learning opportunities for students, and contemporary learning settings. Can you give us an indication as to what that entails?

Mr WOODHAM - Within the contemporary learning spaces there is a transdisciplinary workshop, as I believe it is named, which will provide students with an opportunity to be creative and put their ideas into practice and to develop their ideas.

We also have the catering kitchen space with a domestic kitchen where students will be able to gain those skills, qualifications and opportunities suited to connection to industry pathways.

Mr COE - Bringing those on, as Andrew said, they would look into the vocational education sphere. Certificate II in Hospitality or Cookery, as it's now called, could be a viable option, with other micro skills like Responsible Serving of Alcohol, Barista. There would be a range of qualifications that the students don't have access to at the moment through facilities that aren't there at the school, so it would really open up those for a range of students in that vocational space, which also is part of our communal wellbeing area.

CHAIR - Do other schools in the collective offer those sorts of things as well?

Mr COE - They do, yes. Claremont College would offer something similar, so they would have to work together through an arrangement. The key focus for us would be that 18 per cent of our year 10s go on to complete year 12. Our direct retention isn't great at Cosgrove in the collective, so whatever we can do to retain those students into some formal training qualifications beyond is only advantageous for the community.

CHAIR - Yes, I appreciate that.

Ms BUTLER - Today I was really impressed with the existing communal area and how the students had developed something important to them and their learning, and the free lunch program offered by the school. It is my understanding that this new development will be moved to a different space. I thought it was such great work. For the record, can you outline how the students developed that and how you rolled out the free lunch program, and what that will look like in the new facility?

Mr WOODHAM - Even before my arrival at Cosgrove, the communal hub for students came out of their voice. It was something undertaken by the multipride group. They identified that they didn't have an indoor space where all students could come together to gather - and what better way to come together and gather over lunch or food?

We identified too, out of our wellbeing survey, that many students weren't bringing their lunch or having breakfast, so our lunch program also extends to providing breakfast five days

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a week, recess on three of those days, and lunch on three days. It is envisaged that over time, ideally this will expand to provide lunches across five days.

Ms BUTLER - What kind of uptake is there from the students with those meals? As you know, it is not just bringing the students together, it's making sure they're eating properly and their brains are still working actively during the day.

Mr WOODHAM - We speak very openly and honestly here. One thing I noticed is that these days many students come into schools without a backpack. It's probably a bit uncool in high school to be seen to be carrying a backpack, which means that you're probably not carrying your lunch - that eating your lunch and sitting down in a space wasn't the done thing.

However, since having the lunch program in place, you see the majority of students lining up - I'd say close to 80-90 per cent of students - accessing that lunch program, having their lunch, finding a space to sit down outside if they can find a space to sit down. I guess that's part of the three developments providing those indoor and outdoor spaces where students can come together to connect.

Ms BUTLER - Good on you, that's great.

Ms HEFFERNAN - As Andrew said, there is greater ease. The flow between inside and outside is greater with the revitalised development, but there's now also direct access to productive gardens. I think the school has been talking to the 24 Carrot Gardens Project and other providers to enable that holistic opportunity with eating, nourishment, health, cooking, growing. It's part of that hands-on learning curriculum development that the school is passionate about.

Ms BUTLER - I think chefs have been classified in the top 10 most needed professions in Australia at the moment. Can you provide information about how that commercial kitchen and the outdoor 24 Carrots scheme would be able to provide employment and career opportunities for students?

Mr COE - I can build on what Andrew said. At the moment, we have an external canteen where the food is prepared by some educational facility attendants and teacher assistants. Moving forward, with the commercial cookery, first of all we have students engaged in that process of preparing the food for students; so at the moment, it doesn't happen.

As you've seen this morning on the tour, the space is a wide open space. When you have 80-90 per cent - we're talking 250 students - in that space, the sitting arrangements aren't great, there's a lot of standing. What we want to do in the community is model what it means to sit down as a family, as a community, and eat, and how you do that. At the moment you'll see there's a lot of eating on the run and moving around - so actually having that time to sit together and eat and have those relationships would be a significant advantage.

Another advantage is that the staff often access the food as well. Having the teachers immersed with the students is really important, so having those relationships in the school to help us function as a school is really important.

Once all that comes in together, that will be a really good opportunity for us to gel the staff, student learning, providing food for students and cooking. With the price of food as it is

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at the moment, the sustainability of a free lunch program - starting to have some food developed through productive gardens at school and growing our own vegetables and so on, that will change the nature of what we can provide for the students. Healthier options moving forward.

We're at a limit of what we can provide at the moment. It's great, nutritious, but some healthier options as we move forward through this redevelopment will be great.

Ms BUTLER - Thank you.

Mr WOODHAM - The reason for that shift if I may, from the level we saw where they were, which was a student-led space down to the next level which connects with the café to the outdoor, to have it all on the one level to then come in and out at the same time and connect with the café.

CHAIR - Can you expand a little, when we were onsite, the term 'wellbeing hub services' was used. I imagine some of what you have just described as part of that, but if you can expand.

Mr COE - It is, if we take the term, one of our key priorities in this strategic plan is wellbeing for learning. We are very much focused on ensuring students are well and their wellbeing is looked after to enable them to learn. One of those is through being fed nutritious food so they can engage in learning. As Andrew said, a lot of them are potentially arriving without food, so they are not having that in their stomachs.

You saw on the site visit that our professional services, our skilled social worker and psychologist, Aboriginal education worker and school health nurse have spread quite diversely throughout the current site. Students are often moving to different areas, so the sense of a wellbeing hub for professional services is a one-stop-shop, where you can go to get all the resources and the support you can require. It takes a bit of guess work out. You need support that I can go to that area and then in a sense, I will be triaged as to who I need to access.

The fantastic thing about the community there and the students is that they do not shy away from it. There is no stigma attached to seeking help for mental health and they will go and access it freely, if they need it and want it. Having a dedicated space for that to occur is going to be advantageous. At the moment it is sort of locked away and can be hard to access and find. You have to navigate away from your peers and when it is a little bit more visible and open, the access will increase.

CHAIR - Any other questions on page 5?

Ms BUTLER - Are we on five now?

CHAIR - Do you have a question?

Ms BUTLER - On paragraph 3 -

Two of their three largest employment industries in Glenorchy are manufacturing in health care and social assistance. (tbc)

What falls under social assistance, if you can clarify for me?

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Mr WOODHAM - We are flanked on either side at Cosgrove with aged care facilities, on one side with Glenview and on the other side we have Korongee Dementia Village on the left. For us it made sense to look at pathways into allied health services. Currently, at Cosgrove we have a community services package of learning years 9-10, but then that also goes into years 11 and 12, the course of Community Services Cert II. We were looking at creating those partnerships with those industries on either side. Unfortunately, COVID-19 obviously threw up a challenge with trying to keep their clientele alive and safe. We are looking forward to exploring those opportunities further.

CHAIR - This whole of site circulation strategy mentioned on page 5, can somebody describe that a little more? I have a pretty good understanding, but I would like to hear it put on the record.

Ms HEFFERNAN - What we are talking about is when we were onsite, we explained the height difference in the site is 18 metres from the main road up to the back of this building here, and accessibility across the campus is very difficult. The revitalisation is trying to expand the universal accessibility from what we are calling the 'heart' of the campus. The building works and the actual external circulation works enable accessible access to three quarters of the site and is what we are talking about with the 'holistic.' Where the revitalisation will have two strategic lifts located that will enable people to get through four levels of building and also the approach to the external works and the outdoor areas. All those outdoor areas that are linked together will have ramps that will enable one in 20 access. That is creating ramps that do not have rails and are integrated as part of the external works and landscape.

CHAIR - Okay, a mix of lifts and ramps and that virtually flattens the site out in a sense?

Ms HEFFERNAN - At the moment, to get to the different buildings on campus there is assistance required. Again, it is talking about equity and independence and ensuring the revitalisation can maximise that for the students.

Ms RATTRAY - A question on the statement, 'enable increased participation through the provision of different spaces encouraging more families into the school'. Is there a thought that more families will come because it is a more aesthetically and more accessible school? What is behind that statement? If parents are not engaged now, is this going to change that, or is that the focus, that this development will change that focus?

Mr COE - The commercial cookery provides an opportunity to have morning breakfasts and host those kinds of functions, events and after school that we do not have the facility to do at the moment. Parent-teacher nights, learning conversation evenings, the opportunity to bring those families in, definitely.

Mr WOODHAM - Prior to COVID-19 we would often have - and would continue to have - celebration assemblies where we would invite parents, family members to come in and celebrate with their students. That would also lead to a meal after the assembly as part of that celebration, just to build on that example Anthony's providing.

Ms RATTRAY - Okay.

Ms HEFFERNAN - Also, the way we are looking at activating the front part of the school between the main road and the front building looking at that orientation. We are looking

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at that being a transitional community, families, school zones that enable pop-up markets, enterprise activities. Already there is a bicycle collective maintenance program happening at the front of the school. That zone becomes an invite to the community to interact more so with the school. However, it is also in a safe area of the school and does not mean the community is going into the heart of the school and a safety layering happening. There is also a cultural centre part of the hospitality ground floor area, because of the high proportion of multicultural students at Cosgrove. This enables that more visible celebration of all the different cultures, that invites families. Currently, there is no provision for that engagement.

Ms RATTRAY - I am pleased to see Cosgrove think we will have a life after COVID-19. That is great. I sometimes wonder these days.

Ms BUTLER - As a supplementary to that, do you have a breakdown of the diversity and the multicultural breakup of the school? Without putting people into boxes.

Mr WOODHAM - Last I looked, about 27 per cent of students identify as Aboriginal or Torres Strait Islander.

Ms BUTLER - And some of the other cultural groups you have at the school?

Mr WOODHAM - There is a range of different and diverse backgrounds, which is in itself a great opportunity for our school and it is what's helped us to become so inclusive and understanding.

Ms BUTLER - Do you know if Cosgrove has a high proportion of students with different cultural backgrounds?

Mr WOODHAM - We do not have as high numbers of English as Additional Language students as we have had previously, that is obviously due to current climate and circumstances around intake.

Ms BUTLER - In comparison to other schools around Tasmania, other secondary schools?

Mr WOODHAM - I am not sure I would be able to draw a comparison with other schools.

Mr COE - I think - only in the current context - on the Eastern Shore, in comparison to Rose Bay and Clarence, for example, who are very different, we are much more culturally diverse. Having a child in Kingston High School, we are much more culturally diverse than Kingston High School would be.

CHAIR - Montrose?

Mr COE - Montrose would probably be similar. There is a similar demographic and there are some enrolments that chop and change, and the planning around our intake areas is generally similar. We would probably have some similarities there, but I can't speak in terms of Montrose, no.

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Mr WILLIAMS - We didn't bring the specifics of the enrolment details of surrounding schools. Conservatively, to obtain that information might take a little while but we certainly can, if required.

Ms BUTLER - That would be great.

Ms RATTRAY - Montrose was one of the schools that was part of the consultation project?

Mr WILLIAMS - Yes. I didn't bring the enrolment and cultural diversity data of those schools to the table.

CHAIR - Needless to say, I'm sure it would be up there.

Ms BUTLER - Yes, that's what I'm thinking. I imagine it would have one of the highest levels of diversity probably in the state. I look forward to receiving that data, and there's no rush.

CHAIR - It is interesting that you have - is it 27 per cent of students identify as Aboriginal and Torres Strait Islander?

I notice you are working closely with the department's Aboriginal Education unit. Can you expand a little on how this development might be improving aspects of education for them in any way or is it general? I know you have the Tasmanian Aboriginal Centre as a neighbour. I can't think of the name.

Mr COE - The Leprena Centre.

Mr WOODHAM - We also have a strong relationship with Karadi Aboriginal Corporation. We have an Aboriginal education worker who I think you saw today, Theresa, working closely within our school. We have Leroy who also does a great deal of work with our students who you saw today in the common room.

Ms HEFFERNAN - Liminal Studio has engaged Leroy as our cultural adviser as well. As part of our design process we work with cultural advisers. We consulted with the school and the school put forth Leroy as the appropriate person to engage with so the design team is also working with Leroy on an ongoing basis. We have walked on country with Leroy. He has started to reveal some of the stories of the site and that's going to also inform yarnning circles. The way the external spaces are articulated will be informed by some of the storytelling and the knowledge that he and the Aboriginal community will bring to the site as well so that will be an ongoing process throughout the design of the building.

CHAIR - So, it really does become part of the site and the ethos of the school.

Ms HEFFERNAN - Yes.

Mr COE - If you walked around Cosgrove at the moment, you won't see anything other than the Aboriginal flag out the front so it actually brings some of those cultural aspects alive. We talked about the landscaping at the front of the school, having some on-country experiences out there plus some native plantings and things that pertain to being on country and it's a real

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opportunity for outdoor learning, and throughout the school as well. We have the youth worker engaging but that infiltration into the school and having a dedicated cultural space with artefacts we can acknowledge and understand certainly is a growth area we're focused on.

CHAIR - So, choosing the native plantings for the site, obviously you would engage with the Aboriginal community in that regard as well?

Mr COE - Absolutely.

Ms RATTRAY - I know it's a little bit ahead of where we're going but I think it's appropriate. The artworks, the art installation, will that be something that will have that Indigenous focus as well?

Mr COE - Yes, I certainly hope so. We had our recent NAIDOC Week assembly so it was a fantastic week, and we have talked about Leroy engaging with the students to produce artworks. We have just started putting those on display so actually having those living artefacts throughout the school or that the students can contribute is really important to embrace and acknowledge the culture and bring it in.

Just recently, there has been momentum to have a cultural committee involved with community members and Leroy and our Aboriginal education workers so they get more of a presence in the school. We will definitely have those on display as part of what we can show.

Mr WILLIAMS - We are just in the process of working with Arts Tasmania to commence that commissioning process so I'm sure the school's views will be going through that process as part of that engagement that will then inform the outcome that is selected. We don't have that detail yet; we're starting on that process.

Ms HEFFERNAN - We often work with the Department of Education and Arts Tasmania as the designers to make sure that the brief for the artworks is something that's needed and isn't something that is -

Ms RATTRAY - The warm and fuzzy stuff.

CHAIR - Tokenistic.

Mr COE - Connected to the development, useful - all those things. Practical.

Ms RATTRAY - Music to my ears.

CHAIR - The member has a great interest in that, making sure that it is practical.

Ms RATTRAY - I have seen too many useless pieces.

Mr WILLIAMS - In addition to all that work that we are doing, we are also engaging with the department's Aboriginal Education team as well and they are directly involved in the project.

CHAIR - You mentioned also, one of the dot points on the first set of dot points, third from the bottom, 'enable increased participation through the provision of different spaces

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encouraging more families into the school'. Just to go over some of the things that you talked about at the site visit, how you see families engaging with the school?

Mr COE - Yes, I have touched on one of those with the food and preparation, their lunching and those kinds of facilities will be great. There are a lot of opportunities and spaces and moving to childcare and onsite, depending on our VET provisions as well. So, that is another thing. Playgroup is an important part of certain VET courses as you go through and community services. Although community services can have a disability/aged care lens and it can also have a childcare lens as well. So, provision to run an outside school hours care in the future would be part of that as well.

CHAIR - Is that something you don't have at the moment?

Mr COE - It is not something we have that is thriving and we certainly don't have the facilities for it, so, that would be certainly one. There is an area and facility there -

Ms RATTRAY - Is there space in what's proposed?

Mr COE - We talked about that in that level 4 building with that wellbeing hub, coming off the wellbeing hub would be something there. My vision and thinking of that would be an open space kind of library link facility that would be carpeted well. There is heaps of space there so you could bring early families into that as well.

Ms RATTRAY - I picked up today that Glenorchy City Council have just dropped off on their child care.

Mr COE - We could do that also.

Mr WILLIAMS - Certainly, there is no shortage of space on the Cosgrove site. In addition, the department's community use policy encourages the community to come into the school and to use the school, making sure, of course, that the staff and students are safe so we are not interfering with learning. We encourage the use of school facilities. It is a positive and good thing, not only for the school but for the broader community around ownership of the school.

Ms RATTRAY - I am not sure what your cleaners are going to think about having to clean at 7 or 8 o'clock at night, but I will leave that to you, Todd.

Mr WILLIAMS - They do a magnificent job. We do seek to recover costs for using the facilities. It is not a huge expense considered to hiring alternative accommodation but the cleaners do a magnificent job.

Ms RATTRAY - Hear, hear.

Mr COE - If I could touch on an opportunity that we are exploring at the moment if we can get that point in the future, there will be an outside hours school care run through the Bridgewater PCYC. That would fund two youth engagement officers who would be based at Cosgrove who could then go into the primary schools pick up the disengaged year 3 students, bring them into Cosgrove as part of their transition from year 6 to year 7. They would be onsite in the afternoon and go through that after-hours school care. We are working with a couple of

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those students at the moment. We don't have a formal arrangement but that would bring the community and families in after school hours as well.

CHAIR - Okay, thank you. Anything else on that page? No.

Enrolment demand and building capacity. So, at the moment you're sitting at 339. After this you will have a capacity for 775. Is that right?

Mr COE - Correct.

CHAIR - That is a significant number; a significant leap.

Mr COE - It is a significant leap. Trending at the moment, looking at 375 current projected for next year.

Ms RATTRAY - But this is only your anticipated - there are no facts or assessment behind that.

Mr WOODHAM - Cosgrove, in that past four years has experienced 100 per cent growth. Four years ago, enrolment numbers were around 177 students and they have now grown to what we see today which is 339, so, a significant growth in a relatively short amount of time. I think that is a good indication of the community confidence within the school and we can expect to see that growth continued in the future years.

CHAIR - Maybe I am not aware of them, but I do not think there are any major housing developments in close proximity of the school that have happened since that 175?

Mr WOODHAM - Not that I am aware of. I am aware there will be the housing development across the road at the showgrounds.

CHAIR - Oh there, yes of course.

Mr WOODHAM - In future, yes.

CHAIR - Which may add to it also. That is a significant growth though, without that.

Ms RATTRAY - Obviously, you were there for that time - is it the leadership? Often the sort of numbers the school has and the general perception of the school are partly due to what the leadership looks like. Is that what you are basing that projection on, or is it the fact there has been 100 per cent increase in that past, since the 177 enrolments to around 775?

Mr WILLIAMS - I might lead off on that one. Absolutely, what I have seen is undoubtedly the leadership of the school and the improvement that is in that area. I think Andrew and the team, and now Anthony, are doing a marvellous job. Also, too, as the department, we have improved our enrolment procedures, including in-zone and out-zone enrolments and the linkage between feeder schools. Whilst still allowing parent choice of course, we are also making sure there is clarity in the zoning and a direction for the primary schools to a feeder school. That work has been done over the last two or three years and it has strengthened that process.

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Ms RATTRAY - People are sending their children outside of their immediate school area because of choice in the past and that has changed?

Mr WILLIAMS - Yes, right across the state.

Ms RATTRAY - Not so easy for some of the more outlying areas.

Mr WILLIAMS - No, definitely not. There has been a considerable amount of work done to reinforce that. Every three years the secretary has to examine and review the zoning arrangements. Through that last process improvements were made to support the system, as a whole, so yes, that is an element of it as well.

Ms RATTRAY - This is still quite aspirational, 775.

Mr WILLIAMS - Yes, it is.

Ms RATTRAY - That is okay. That is fine.

Mr WILLIAMS - But rightfully so, we want to promote Cosgrove as a school of choice. We want to promote the great learning that is occurring in Glenorchy. We do not want students to go outside of zones, through town et cetera, which creates many other problems, traffic congestion. As a system, we are mindful of promoting Cosgrove, working with the Hobart City High School and showcasing those as great public schools to come to.

Ms RATTRAY - And there is more.

Mr WILLIAMS - 775 is the capacity -

Ms RATTRAY - Yes.

CHAIR - It is not going to reach it tomorrow.

Ms RATTRAY - Actually, 800 is the capacity.

Mr WILLIAMS - Of course, we are building for the future. If we are building something we are investing for 50 years, we want to make sure we get it right.

Mr COE - I think one of the strong ones that has come out of that is Ogilvie and New Town that have rebranded and are now a co-educational site. The nature of students at Moonah Primary, Springfield Gardens who could get to those schools for single-sex education no longer have that choice available. Cosgrove can and probably is becoming, through the work, a preferred school as opposed to what was going to be a girls' or boys' education. Already, that will and has had a significant impact on enrolments as it moves through. The image that we have talked about - and Andrew and the team won an award - the public nature of the success of Cosgrove is out there. It has become a school of choice in the community, known for its leadership, brand and image. That is significant in the community, as Todd touched on, but the enrolment - we know that Montrose is getting close to capacity as well. There are two simple factors: one school being at capacity and the other, that single-sex education is no longer there, so that does draw in an increasing enrolment number.

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CHAIR - I was trying to understand that, because I thought with Cosgrove and New Town going into the one co-ed school it might take students from Cosgrove because parents want to send their children to a co-ed school, some parents may. Whereas, as opposed to single-sex schools, I thought it might have reduced your numbers but that is not the case?

Mr COE - No, having been at Ogilvie for six-and-a-half years, definitely the enrolment trend there was for that single-sex education and a lot of generational enrolments. My daughter went there, I went there and her mother, and there were a lot of generational enrolments.

CHAIR - If we are going to co-ed now, where are those people going for their single-sex school education?

Mr COE - They do not, they will then have to choose or go independent outside the state government. Some of those enrolments now go to Sorell because, traditionally, we had enrolments come from Primrose Sands because they wanted a single-sex education.

CHAIR - Really?

Mr COE - They are coming from a really wide demographic. Now that is not an issue. Hobart City's demographic is potentially looking very different from ours in terms of their co-ed feeders and our co-ed feeders.

CHAIR - Time will tell.

Mr COE - Time will tell.

CHAIR - It is not something we have the answer to right now. Any other questions on page 6?

Ms RATTRAY - Community consultation. You go first, John.

Mr TUCKER - Mine is more clarification, with the school site you have the totally enclosed covered area is approximately 8261. Is that what it is at the moment or what it will be?

Mr WILIAMS - That is a current fully enclosed covered area.

Mr TUCKER - Is that figure going to change at all?

Mr WILIAMS - Yes, it would increase slightly with the construction of the part of the wellbeing hub, the three storeys. It would increase slightly.

Mr TUCKER - It is quite a substantial 20 acre site. A pity it was not all flat.

Ms HEFFERNAN - The new build will also be more efficient. While it be taking up a similar footprint because we are demolishing part of it and replacing that footprint extending a little bit beyond it, the capacity of the new build will be more than the equivalent capacity of what there is currently. The actual footprint will not increase a lot, but the capacity will.

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Mr TUCKER - What you are saying is that you are going to get a better utilisation out of the space with the development than what we have at the moment.

Mr WILLIAMS - It is that heart concept we are talking about. The heart, everyone together.

Ms RATTRAY - That does not include the extension to the sports area, does it?

Mr WILLIAMS - No, that would be a further addition.

Ms RATTRAY - Yes, which is not well shown here, is that right?

Ms HEFFERNAN - Not on the documents you have, we have additional documents we can give to you after this that will enable you to see that better.

Ms RATTRAY - It is probably not very helpful afterwards.

Mr WILLIAMS - I have come prepared, I do have a separate one. I did not want to confuse.

Ms RATTRAY - I want to talk about the community consultation. I touched on that it has been a broad community consultation, because you have named other schools and the Chigwell Child and Family Centre. Obviously, they are your future students coming in so you need to know what is happening there. How far has that community consultation gone with what we are looking at today? We have possibly a bit of a change in what is proposed. This is where it gets interesting for me sitting here, making a judgment on something that is possibly different than what is proposed in our papers. Can you explain that?

Mr WILLIAMS - I will certainly try to if I may, and I am sure others will help me as we go. The department is committed to the community consultation. We have a community consultation specialist who leads all of our initial engagement in our capital projects and it has proven to be invaluable in listening to community before we start our design. Engage talk about the concept we want to do, redevelop Cosgrove, provide contemporary learning et cetera. Through that we had very positive support from community around that development because they could see the benefit it would provide to their area.

Ms RATTRAY - They would, when you showed them these nine very suave pictures. They would be thinking, 'wow!'

Mr WILLIAMS - Contemporary learning is important, of course. We were not showing them concepts, we were actually asking them what they wanted, and they said they wanted a contemporary school and for the community to be able to access and use the school. That was the first engagement. Through other engagements the school has done - and we have done, with our neighbouring schools, as we do - we had further engagement and feedback on that. I am not actually answering your question yet -

Ms RATTRAY - No, you are going okay.

Mr WILLIAMS - but I am building to get there. There is also the -

Ms RATTRAY - The ongoing community reference groups?

Mr WILLIAMS - Yes, the community reference group that's meeting quarterly. Organisations like the PCYC, University of Tasmania, the Glenorchy Mayor, the Glenview CEO, Migrant Resource Centre, the Aboriginal community are also represented, the Tasmanian Health system, the Beacon Foundation and MONA. It's a great community group for us to be able to engage and talk with about Cosgrove and where we're going.

Ms RATTRAY - It is not so much the families connected to Cosgrove now and into the future - it's more of a high level?

Mr WILLIAMS - Through our engagement we do have online surveys, we write to the surrounding community members about the development as part of that process. We encourage everyone to contribute - it's very hard. We did have some community forums where people were welcome to participate. That is at that high level, yes.

Our focus on the detail is obviously delivering student needs and ensuring that the proposed redevelopment will meet the needs of the school into the future.

While we haven't gone into the detail of that with the community, we have released a high level plan - the master plan. We encourage feedback from that, and there was general support for that. It doesn't get into the nuts and bolts of 'do you want this, or do you want that' because, respectfully, that's the engagement with the school that is front and centre in delivering learning. What we heard from community was they welcome the redevelopment, and they welcome the partnerships and using the school for community purposes as well, which we obviously encourage.

Ms RATTRAY - What is the relevance of this page 5 in the document, then? If we're only looking at the buildings and not looking at the teaching aspects of the learning opportunities. What is the relevance here?

Ms HEFFERNAN - There is the process that Todd talked about, which is the high level community group, then the consultants were engaged. Liminal was engaged as the principal consultant, then we continued in-depth workshops with the students, parents, staff, and also touching base with the community reference group.

The document that you see is what the students have been part of developing the brief for, what the teachers have been involved in, and some of the parents who have participated. The community reference group has also seen this. When we're talking about contemporary learning spaces, you don't always know what that means -

Ms RATTRAY - These are the examples?

Ms HEFFERNAN - If we want to look at progressive learning, this is what's happening in the world; these are some of the examples, some precedents. For clarity, the documents we have here, which you have not seen, they're not changing the proposal, they're adding detail to the proposal. Nothing has changed in here, it's just more detail. It is making sure that's clear, because we're not creating a whole new scheme that hasn't been seen. It's just populating and developing the detail.

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Ms RATTRAY - Except for the sports component.

Ms HEFFERNAN - When you're talking about the sports component, are you talking about -

Ms RATTRAY - No, the one you said you might be able to do.

Ms HEFFERNAN - That level - the community are aware of this potentially not happening.

Ms BUTLER - You will need to talk through the map, just for the record.

Ms HEFFERNAN - The bit that I'm talking about is a single level of provision, single level of accommodation, and it has things like sensory rooms, the nutrition sports lab, and an enterprise opportunity. Once we have consulted with the community, if that does not get built or delivered in this part of the process, partners in the community have said they could provide or help work with Cosgrove to provide that function.

For us to try to juggle the market conditions of the construction industry at the moment - no-one can look through a crystal ball. What we have done is to prioritise. We still get a wellbeing hub as part of the base works. That includes the support services that Andrew and Anthony were talking about. That includes a youth centre, so that external access can still happen. That includes all the hospitality. That includes dance/drama. They're all an integral part of the wellbeing hub that has come out of the workshops with the students and teachers. So, that will still be delivered.

In an unfair world where costs go through the roof, what we had to go through was, what are we prepared to let go of? However, it might be supplemented through partnering with community, and that's why we've put in the section that we call the 'overpass' section, because it creates a bridge that you can walk under. That is what we may have to not proceed with if the market loading is where it is at the moment.

CHAIR - Depending on how the tender comes back.

Ms RATTRAY - Hence my question around the community part, and I asked this onsite. Is there something like -and it may well be my view only - the 'Rolls-Royce' outdoor front car park area, welcome area, to facilitate something like you've just described there?

I am interested to know whether that conversation had actually occurred with the community. By the community, I mean the school community directly. Not so much the MONAs of the world who can build whatever they want tomorrow and wouldn't even have to think about it. Not that part, but the actual school community who might say that would be our preference - but if they say, no, we're happy to wait 15 years and get in line for stage 2, that's what I would like to understand.

Mr WILLIAMS - Yes, absolutely. Yes, we have had those conversations with the school. I'll let Anthony and Andrew talk more about the school and student and staff feedback on that. We will certainly release the tender package and keep our fingers and toes crossed that market conditions are good - and we hope we can deliver that.

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The school community has prioritised the wellbeing hub over the extension to the gym - but also prioritised the outdoor connections over the extension to the gym as well. We've had very open discussions about that, because I don't want to promise -

Ms RATTRAY - Build people's hopes up, then cut them off at the knees.

Mr WILLIAMS - Absolutely. Fingers and toes crossed, but some of the figures that we presented to the committee -

Ms RATTRAY - Please don't tell me they're rubbery.

Mr WILLIAMS - No, they're not rubbery. Not at all. They're based on the quantity surveyor's estimates that we've interrogated in detail to ensure we can deliver what we're presenting as the base package. There was a civil works car parking and landscaping works allocation of \$6.153 million -

Ms RATTRAY - We might not start there, if you don't mind. I'll be in trouble with the Chair, because we're only up to page 5.

Mr WILLIAMS - I feel we need to give more detail on that - which we will.

Ms RATTRAY - When we get there, thank you. That was my overarching question.

Mr WILLIAMS - I don't know if Andrew and Anthony want to add anything.

Mr WOODHAM - I think there are obviously priorities that we want to meet as a school, one of those being the safety of our students. That car park area provides that aspect of that priority in ensuring our students are safe - they're not going to be hit by a car when they're coming out of school. Obviously, another priority is accessibility, and we're addressing that. I strongly believe that, through consultation, we've heard that community voice, and we've really captured that in what we're trying to deliver on with these planned works.

Ms RATTRAY - You'll find some more money if we need it. Is that what you're going to tell me, Kane?

Mr SALTER - If I could just add quickly, Chair. People often ask me that, but that's not my answer on this occasion. The majority of - let's not call it 'landscaping'; let's call it the outdoor functional learning and recreational areas - is in the middle of the school. So, when we come to those figures, that's not all for the front.

Ms RATTRAY - Maybe it hasn't been well articulated in those documents, for someone reading it for the first time over the weekend.

Mr WILLIAMS - We acknowledge that. We said that we could present it a bit better, and we'll take that on for next time.

CHAIR - Is the question finished? Are you happy with it?

Ms RATTRAY - For now.

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CHAIR - Is there anything further on page 6 about the proposed works, security design? We touched on this onsite, there was a mention made of access to the principal and those sorts of things. Can you describe for us what sort of measures have been taken to make it a safe location for principals and the like to be in? Hopefully, an event that doesn't occur, but we do need to keep it in mind. Can you describe the security aspects?

Ms HEFFERNAN - We have relocated the front door to the admin closer to the proposed car park area. That enables ease of universal accessibility. At the moment, there isn't a compliant access to the school, so we can locate the DDA car park near the entry so that is an equitable access.

When we're entering into the ground floor we went into today - and at the moment it's a bit of a rabbit warren - it will become a two-storey void and it will have admin services and a meeting room, and bathroom facilities on that ground level. There will be a lock to get into the school at the level above, so, that will be a secure, controlled entry. If there is any altercation that happens in that area, whoever is meeting in the meeting room can go through a back access and reach safety so the penetration into the school is protected.

At the next level, either through the lift or the open stair, you'll need to have a swipe to get into that next level. We have the leadership and more admin and IT services happening directly above that front area. That also is going to open up the top level of what's currently the admin building. There'll be more passive surveillance across the front of the school, across the oval and across the car park. That has been quite strategic in why we've moved the admin and the front of house down to that corner part of the site.

CHAIR - Thank you, I appreciate that.

Ms HEFFERNAN - And there'll be a separate side, there'll be a separate student access to the rear of the site, so we're keeping the public and the students separated, which also helps from that safety aspect.

CHAIR - Thank you.

Ms BUTLER - A question around paragraph 2 on page 7, where it makes reference to the Police Citizens and Youth Club (PCYC) of Hobart. Can you provide some more information to the committee about where that proposal might be? I gather the fact that it's in this proposal means that it's quite serious, and there may be a good chance this will happen. Could you give us some more detail about that? I am not sure who is the best person to ask.

Mr WILLIAMS - I might start, and then Andrew and Anthony might elaborate. Through our community engagement process, PCYC reached out to us and expressed an interest to partner to potentially look at relocating to connect with youth. We responded positively that we were interested in that proposal. PCYC are still going through an assessment.

They need to do more work to clarify what the proposal is, so we have a very high-level proposal at this point, which we're generally supportive of. If they want to invest in facilities on our site we have space available, it needs to work well with the school and not interfere, so there's a lot to work through. We have asked them to articulate that proposal more fully, but even in today's terms, PCYC are participating and connecting with the school with programs

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as well. There are probably two elements to it: there's a higher strategic level, and then there's a more day-to-day level where they're wanting to progress as well.

Ms BUTLER - Could they be potentially interested in utilising that gymnasium space?

Mr WILLIAMS - I imagine so, I think they also talked about building their own facility on the Cosgrove site, completely relocating. That is a proposal for PCYC to progress, and we haven't received any detail apart from that conversation through the engagement process. We are happy to continue the conversation.

Ms BUTLER - Anthony beforehand mentioned Bridgewater PCYC.

Mr COE - Two separate entities of PCYC.

Ms BUTLER - Both do a great job.

Mr COE - Both do a great job. Page 7 alludes to the Hobart branch where the Bridgewater branch has been working with Glenorchy council for an immediate service provision of youth engagement officers at Cosgrove who can then get into the community. That is independent of facilities, so that is just physical human resources who can engage with the students and in the community and start building those relationships to help what we see in Glenorchy. So, it is more of a Glenorchy council initiated with Bridgewater to co-brand a Glenorchy/Cosgrove PCYC, without the need for a facility.

Ms BUTLER - One more question on that. Even though PCYC are not part of Tasmania Police but they are connected, do you think that may assist with combatting some of the associated stigma that we were previously talking about?

Mr COE - That would be my vision. Yes, so we have some challenges with a cohort in the community, in the mornings particularly as they arrive through the Glenorchy bus mall and move to school. We had a couple of youth engagement officers through the PCYC, and the hours that they work that they are in the community, the relationships that they have at school with the students enables more effective dealing with and management of behaviour when it is outside the school context. At the moment there is no connection with the community and the school and how we can work through that. It is an increasing concern of ours, so I think the amenity of a current relationship outside of the redevelopment would help that.

Ms BUTLER - Exactly, and maybe start to address some of that trauma-induced behaviour that we have the design aspect of some of the areas you were talking about before that would assist those young people.

Mr COE - Absolutely, and considering the landscaping, as you have seen through the site visit, there is a lot of open space. When the students are engaging with the community, like in the Glenorchy bus mall, there are purpose-built spaces and places to be. We need to teach the students - some of them - how to behave and respect those spaces and the environment. That can be our responsibility, but we don't have the infrastructure or the landscaping to do that.

The planned landscaping at the front of house, what we can put inside and around the heart of the school, as you have seen, youth engagement officers, students learning how to

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behave around those facilities means that they will respect them and then in the community it will have the same effect. It will limit the damage and whatever else goes on that we are unfortunately seeing, through what we can enable through our environment.

Ms BUTLER - Good on you.

CHAIR - As an extra to that, during the visit you talked about breakout spaces for trauma-informed practice within the development. Can you build on what you were saying about respect for spaces and what that actually means - breakout spaces for trauma-informed practice?

Mr COE - Yes, thank you. When we consulted with the current sketch up designs with the staff - all staff have been privy to the current designs and they really did prioritise the new contemporary learning spaces, then a wellbeing area over what would potentially become that gym space we were talking about.

One of those considerations is enabling students to work in small groups away from a larger group, but at the same time enabling a collaborative space. There are students who need to de-escalate, who might have an episode where that's occurred. A heightened number of students are ADHD-medicated and they need to move away from the general population to desensitise and learn. So, those breakout spaces become really important and, potentially, one-on-one small groups are able to work away from others, so the continuity of learning can happen for all students. Whereas without that, if you are all in one large collaborative space, it can be highly disruptive. They need to break out and have some containment but, also, that small group can desensitise and calm down. That would be a really essential part of the build.

CHAIR - Some of the students are triggered by certain things, aren't they?

Mr COE - Certain things, certain people, certain interactions. En masse when they are all together they can feed off each other, so actually to minimise some of that and to keep learning going, those breakout spaces are essential.

CHAIR - Good. Thank you for that. Anything further on page 7? FECA. Can someone tell me what that is?

Mr WILLIAMS - Fully enclosed covered area (FECA).

CHAIR - Thank you. I didn't have the explanation for that. You learn something new every day. The member to my left was all over it. Anything else, on page 8?

Ms RATTRAY - Chair, I note this talks about the new solar array system through the Government's renewable energy school's program. Is that installation separate to the funds that have been allocated or does that have to come out of those monies?

Mr WILLIAMS - It is separate. The Government allocated us \$5 million to roll out solar through the solar renewable energy school's fund and the schools will receive that and we are progressively rolling that through. Cosgrove will receive that as part of this project, yes.

Ms RATTRAY - That is \$5 million for this project?

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Mr WILLIAMS - No.

Ms RATTRAY - That \$5 million is to share.

Mr WILLIAMS - That \$5 million is to share and the program recovers the savings that are made and reinvests in the farm. Progressively over time all schools will have solar arrays.

CHAIR - It is foregone costs going forward because they have solar arrays. I am always asking, where are the solar panels on developments and yet at the same time why would the Government do that when they have a hydro system that produces the electricity for possibly less maintenance? It is an interesting balance. I do not expect you to have the answer to that.

Mr WILLIAMS - I suppose it is part of the good for Government in what we are doing as well, in that we use a lot of power during the day and we can cover a lot of that through the solar installation and then reinvest the savings. That also creates an ongoing fund for sustainability improvements over time. It has a good positive outcome. Once we have a number of arrays on the site and the fund is more established, then we will invite the schools to participate in that fund for other sustainability initiatives.

Ms RATTRAY - When you can get a better return for solar installation.

Mr WILLIAMS - It is all very technical.

Ms RATTRAY - You need to get onto the federal government.

Mr WILLIAMS - The size of the arrays we are putting on are such they are not large size arrays, however the payback period we have modelled through our consultants is about five years.

CHAIR - Incorporated batteries or not?

Mr WILLIAMS - No, we have not gone to battery technology yet and I am not sure there is a benefit for us just yet. Who knows in the next five years where that goes?

CHAIR - The solar power being generated can be used onsite if you have it linked up possibly to hot water systems and things like that. The water capture and reuse?

Ms HEFFERNAN - We are looking at water tanks for the irrigation of the landscape and also urban sensitive or water sensitive design which means trying to avoid, as much as possible, surfaces that create water run off so it is more absorptive. Water swales and those sorts of things and also conserving water use through the fittings we use. It is retention, the surfaces of the ground works and reduced water use.

CHAIR - If it is used onsite then I suppose it is not going into storm water, is it?

Ms BUTLER - On the maintenance of the school ovals, will you be able to link in with the new landscaping to the school oval sprinkling systems? Would they be connected? There must be a lot of water.

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Mr HEFFERNAN - There would be a need to have a look at the main oval, there are two ovals, one is the soccer field that really does not get used because it is too far away from surveillance.

Mr WILLIAMS - Right up the top of the school.

Mr HEFFERNAN - Hence, conversation with the PCYC. The main oval you see as you come through does need to be looked at from a ground's point of view because it gets soggy in winter and then they cannot use it. There is an allowance to look at that and see what that actually means.

Ms RATTRAY - And put a new behind post in. I reckon that will be done tomorrow.

CHAIR - I could not help but notice.

Ms RATTRAY - You did mention it, Chair.

CHAIR - Is there anything further on that? Page 9.

Ms RATTRAY - I note the fourth dot point and absolutely acknowledge the focus here but it says:

Creating a campus for people, not cars.

That is all well and good but people have to get to work and you are never going to avoid - in Tasmania anyway - not having people driving cars. Explain to me how you are going to achieve that when in Tasmania we are not very good at ride-sharing; we are not very good at public transport and you have actually got some in Hobart. We have plenty of places where we have none so, how are you going to achieve that?

Ms HEFFERNAN - It is probably just slightly misinterpreted. What we mean by that is, separating people from cars. It is not having a landscape dominated by cars that people have to mingle with. I completely get your point where in Hobart, in Tasmania, you cannot avoid a car and I support you in that. It is more the safety aspect and separation between cars and people, because we know that when you mix them together it is not a good thing.

CHAIR - It is how it reads as a site that cars are not dominant on the site, it is more a people space - is that what you are saying?

Ms HEFFERNAN - That's right, and access for when people are arriving. Most kids cannot drive on campus. There will be some new people in year 12.

Ms RATTRAY - I was going to say year 11s and 12s.

Ms HEFFERNAN - Yes, they will be driving. Most of the students get there by public transport and by walking. It is about trying to look at safe ways for them to access the site without having to mingle with cars on their way to school on the school grounds.

Ms RATTRAY - We saw this morning that scooters are not necessarily safe or injury free.

Ms BUTLER - A point you made this morning on our tour of the school site was the example of the front car park and the current arrangements where the students are having to walk through that as cars are entering. Maybe, you could put that on the record as a good example?

Ms HEFFERNAN - Yes. That was one of the reasons we are creating a more people friendly space and instead of having it as a car park, we are making it a landscape with active modes for markets and enterprising community interactions we talked about previously. That also the front of the school and the identity of the school, instead of having a building right on the main road. The identity of the school becomes more natural. There will be more indigenous trees and vegetation grown there, but it will not be overdone and creates a softer introduction to the school. It also provides that invite to community when the school is in a mode to invite the community into the school. That is why we are keeping the cars more to the entry area so there is a direct connection with the car park and the front door. The pedestrian access will be separated from the cars by putting the cars there. It is easier for us and safer to separate the cars from the people. The main road now is more interacting with a softer and more active front of school as a result.

Mr WILLIAMS - Rather than a car park, we want to showcase activities at the front of the school and get that connection.

Ms RATTRAY - Is it more challenging having two entrances? I came with the Chair to the site this morning because I had no idea where I was going. We came in the side entrance by the Leprena Centre, but then when we got to the car park, you have another entrance. How challenging is that because straight away you have two lots of opportunity for cars and people? Are you going to get rid of one?

Mr WILLIAMS - Yes. The way that works is there are two exits. When cars enter the site - with appropriate signage - there will be a clear car park right at that entrance that will connect to the front of the school. There is one general exit we all went through today.

Ms RATTRAY - That is the exit? You cannot enter that?

Mr WILLIAMS - You are not supposed to enter that.

Ms RATTRAY - It had people coming in, didn't it?

Mr WILLIAMS - It is a left or right exit.

Ms HEFFERNAN - Once you get past Leprena, once you come in, that's two way. The entry bit before you get to the school gate is two ways, because there's Leprena, and there's a car yard, and they go out the way you come in. Once you get past the school gate, it's one way, so there shouldn't be anyone coming in where you were exiting.

It will continue to operate like that, but because we've got the carpark where we're proposing to put the carpark, at the entrance to the school, and that ring road doesn't interfere with the pedestrian route, you still can get safely to the school without interacting with the ring road that you came in on.

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Mr WILLIAMS - One thing we can definitely do is better signage.

Ms RATTRAY - Well, your big fancy sign is in the middle where you can't get in. It's where you go out, and you've got a little sign as you go in. Anyway, that's going to be fixed.

CHAIR - As you're coming out of that one-way section, you can either do a left or a right. Was there any consideration given to the safety of doing that right turn? There were cars parked along the kerb, and to me it was pretty difficult to see whether there were cars coming or not; you had to look through the cars to make sure there was nothing coming. If it was a truck, you'd have had no hope.

Was any consideration given, in terms of safety, to making a left turn only?

Mr WILLIAMS - It is certainly a challenge. I'm not across that detail, but I imagine the traffic engineer would be considering that as part of this assessment we have to do through our development application.

Ms HEFFERNAN - It hasn't been brought up as not making it a left only. It is something that we can take back to the traffic engineer to adjust.

CHAIR - It is something for the planning application, because it's not part of this development in that sense, but I don't know whether you noticed it.

Ms RATTRAY - We ended up going left, because we couldn't go right, if you recall.

CHAIR - Yes, we went down to the roundabout.

Ms HEFFERNAN - I think that's what most people end up doing - but you're requiring someone to make that judgment.

CHAIR - That's right. Moving on to page 10, to the project management table. I think there was a question to do with what the \$6.153 million incorporated?

Ms RATTRAY - Thank you, Chair. I was advised onsite that there would be a more extensive breakdown of the civil works, carparking and landscaping works, at the cost estimate of \$6.153 million. I will say it slowly, because I'm still in shock about the cost, given that the whole refurbishment and new build is \$8.527 million. I would appreciate a copy of that now, if that's possible.

Mr SALTER - Perhaps, before getting a copy, we can run through those components. Firstly, we talked about landscape works, \$2.8 million - again, I think that's better described as outdoor function, learning and recreational areas. Most of that is in the middle of the school. It's helping with the level access and with those outdoor learning opportunities. As I understand, it's certainly driven by the students' voice, in terms of that being important - so, not to do that I think is an opportunity lost in itself.

The car park at the front is estimated at \$310 000 - not as significant in the overall scheme of the cost.

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Perhaps the next couple of largest ones are site services, stormwater, sewer water, fire, electrical, et cetera - \$1.3 million for necessary infrastructure works. Then we start getting into -

Mr WILLIAMS - Builders' margins and escalation, which they have general allowances for.

Mr WILLIAMS - I absolutely acknowledge we could have classified the description of that \$6.153 million more. I'm happy to give more breakdown, but as Kane said, a big part of that is the external outdoor learning access works at \$2.8 million. The car park itself is relatively contained at \$310 000. Obviously we have to do site works, and ensure that stormwater, sewer, water, electrical, fire and comms will be upgraded as part of this job - and, as Kane said, that's \$1.3 million.

Ms HEFFERNAN - Part of that is due to the existing infrastructure being redundant, on its last years of life and not being compliant.

Ms RATTRAY - What's the contingency in that \$6.153 million figure, then, that hasn't been separated out?

Mr WILLIAMS - Not a contingency as such, but allowances that we make for market escalations and builders' margins and overheads, as per the quantity surveyor's advice. It's in the order of \$1.3 million -

CHAIR - Sorry, this is separate to the other two - the construction contingency of 10 per cent, and the market loading 2.9 per cent?

Mr WILLIAMS - This is still in the civil works, car parking and landscaping amounts.

CHAIR - So there's a contingency in there as well?

Mr WILLIAMS - They're for escalation and builders' margin, yes, as per the quantity surveyor's advice that we work to. We're always happy to provide as much information to the committee as we can, to satisfy you of the work that we're doing and the detail.

I'm also mindful that this is a public process. For me, there's a balance between disclosing too much information, given we haven't gone to tender, and I don't want to pre-empt things. I'm certainly happy to share the information that I can.

I can assure you this is based on quantity surveyor advice that we've been using for two years, through our development phase, to get to that level of detail. It's a very thick report that we've aggregated to present to the committee.

Mr TUCKER - Following on from that, there is a consultant fee allowance of \$2 million. Can you explain what is involved with that? You've obviously had consultancy with doing the above works, so why then do we have another one for \$2 million on top of what you just explained there?

Mr WILLIAMS - Consultancy fees is separate. The amounts we were talking about then was purely the construction value. So, purely construction in the civil works car parking

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and landscaping works. The consultancy fee is for our consultancy team of architecture consultants, engineering consultants, the planning submissions that we have to lodge, et cetera. We've separated the two into construction and consultancy.

Ms RATTRAY - So, what's the authorities allowance, then? You've just said that's part of gaining your planning application, and yet you've got an authorities allowance, which is \$80 000. Is that not to cover your planning application?

Mr WILLIAMS - That's the cost for your planning application, but there's planning advice through the consultancy team as we progress, to ensure that what we submit is going to be compliant and meets all the planning consultancy rules.

Mr TUCKER - So it costs us \$80 000 for the planning, and \$2.63 million for consultants.

Ms HEFFERNAN - You have the architects, building surveyor, quantity surveyor, landscape architect, fire engineer, the engineering consultants to do with electrical, fire, comms. You have structural engineers -

Mr TUCKER - Do you know how many hours work is involved in all of this?

Ms HEFFERNAN - I can give you my timesheet if you like.

Mr SALTER - When we go through the process of selecting consultants, that process in itself is rigorous as well. We look at what might be industry standards in terms of percentages across the size of the projects, along with a value for money test as well as the value that a consultant can bring to the specific project and their expertise for which they are being engaged. That occurs across all projects and gives us comfort that it represents value for money in the overall process.

CHAIR - The likes of TasWater charges, if there are any charges associated with works that you have to do to link up with their systems or whatever, where would that be incorporated? Or aren't there any?

Mr WILLIAMS - They are part of the authorities allowance. So, council covers the authorities allowance, yes. To emphasise Kane's point, we went through an open tender process for the engagement of the consultants. Yes, the fee component is part of that but also quality and experience combined allows you to do your value for money assessment and that goes through our procurement review committee to ensure that we comply with all the Treasurer's Instructions and procurement rules.

Ms RATTRAY - I hear what you say that there is some commercial-in-confidence, if you like, you haven't sent out the tender yet. However, the new and refurbished building works, I expect that this is able to be put on the public record. You had better tell me before I open my mouth, if it is not.

Mr WILLIAMS - You would like a breakdown of the new and refurbished works?

Ms RATTRAY - The total cost. Am I allowed to say the total cost on the public record? It is \$8.527 million, and yet the market loading for that is just shy of \$3 million. I have been

here while the Derwent Entertainment Centre redevelopment happened and I am still in shock at the overrun on that. However, once it leaves this committee, we've got to rely on the Public Accounts Committee - I should go up there - to have a look at it. Sometimes you feel like you are saying 'yes' to something when you have no idea what the cost is going to be. That is the problem.

Mr SALTER - Perhaps if I could start and then Todd add. The same as yourself, when we go out to tender, we want the best available information so we know whether the scope can be reasonably delivered. So, with the consultant and getting quantity surveyor advice - which is adding that 10 per cent general contingency for unforeseen, along with the 20 per cent market loading - it was considered reasonable to go out in this climate. Ultimately, when it goes to market, that will tell us the price but we also do engage with the industry so that we are trying to go out to tender at the best possible times to suit their forward work programs. So, we are looking to do everything that is within our control to see that price come within the estimate and the advice that's provided.

Mr WILLIAMS - I might just add that yes, it's real. The market is buoyant and we are seeing that in the tender results that we get at the moment. Yes, we have good advice through the quantity surveyor - \$22.8 million is what we have to spend, so, we will maximise that spend for Cosgrove High School.

We have taken the conservative approach. We are going to release the tender package, but in a way that connection to the gym and the gym works, if we get a good tender result, that can be done. However, if not, then we still have a package of work that will deliver significant benefit for Cosgrove High School.

I suppose, to a certain degree, we have taken a conservative approach, hopefully, to under-promise and over-deliver, given the market conditions that we have.

Ms RATTRAY - My last question about the numbers relates to the project management allowance. So, the consultant is not part of the project management. Is that correct?

Mr WILLIAMS - Correct.

Ms RATTRAY - So, that is a separate procurement?

Mr WILLIAMS - Correct. Every capital project that we have we deduct a relatively small percentage of a project to help fund the capital project managers that are part of facility services. That is to allow us to work closely with the consultant and the school to project manage, as is their job. The consultant certainly gets involved in project management but not to the extent of our Department of Education project managers whose roles are to manage those projects.

Ms RATTRAY - If their role is already to manage, and this might be a question for somewhere else and not yourself, Todd. If they are project managers for development, why is there an allocation of \$400 000? Isn't that their role? They are already employed by the Department of Education. Why is there a separate allocation? It might be a question for elsewhere.

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Mr WILLIAMS - Kane probably handles resourcing generally but what I will say up-front is that we've been working on the project -

Ms RATTRAY - We don't pay them extra just to do this job. It is part of their job.

Mr WILLIAMS - We have been working on the project for four years already and we're going to be working on it for another two years so it is a resourcing consideration. We have the largest state-funded capital project for the Department of Education on the go at the moment and we need resources to deliver on those projects. Yes, there's a core-resourcing consideration as part of the Department of Education but it in no way allows for the size of the program that we have to be delivered -

Ms RATTRAY - So, you have to employ extra people? Is that a fair call?

Mr WILLIAMS - That's what that allowance does -

Ms RATTRAY - It employs extra people to be project managers for the builds across the state.

Mr SALTER - What we are saying is that the overall program and the individual projects within it, a portion of that goes to external resourcing and some of that goes to the internal resourcing being the project managers who support the individual projects in the pre-stage, during construction and post as well.

CHAIR - Is there any Commonwealth money in this?

Mr SALTER - No, the capital program is completely state-funded.

Ms RATTRAY - Who would be the external providers?

Mr SALTER - When I say 'external' they are the consultants not the external project managers.

Ms RATTRAY - However, aren't they covered under consultant fee allowance?

Mr SALTER - I am agreeing with you. There are external consultants. I should not have used the word 'contractors'. There are external consultants and then there are the project managers in-house, which is what the \$400 000 is covering.

Ms RATTRAY - Interesting. That is probably not a question for you so I'll keep that one. Thank you.

Thanks, Chair.

CHAIR - It's an interesting area and it is important that we understand it.

Is there anything else on page 10? Page 11?

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Ms BUTLER - Regarding the project completion times and starts, there is an asterisk - 'subject to construction market response through the tender process'. Do you consider that the time line documented here is accurate?

Mr WILLIAMS - The end date, yes. We are a little delayed at the moment in terms of lodging our development application but we hope in the next two or three months to lodge that development application and we indicated that we have released a tender early in 2023. That was more likely to be in the first six months of 2023. However, we still anticipate that the project would be completed at the end of 2024, subject to the construction market.

Ms RATTRAY - 2025 or 2024?

Mr WILLIAMS - That is 2024. There's a 12-month defect liability period that runs until 2025. Where I stand at this point in time and without having a crystal ball to anticipate tender response, the end dates - yes, we were a little bit delayed initially but we're hoping to have the new construction available for the school at the start of the 2025 school year.

Ms BUTLER - The funding was approved and announced in 2018. Is that correct?

Mr WILLIAMS - Yes, the 2018 election commitment, that's right.

Ms BUTLER - That is it for me on that.

CHAIR - When it comes to reorganisation internally of the school as a result of certain areas being quarantined off for the development, how are you approaching that? I am interested to know whether that in itself is going to cause cost issues.

Mr WILLIAMS - It is certainly challenging. It is something that, given the amount of redevelopment work that we do, we are mindful of making sure that we get it right. First and foremost, we are ensuring learning continues with the least amount of impact while acknowledging that there is going to be major construction. We have not gone into the detail of that yet. Perhaps Anthony and Peta might talk more about how we will manage it. I'm assuring the committee that it is front and centre in our planning considerations to ensure the school can operate.

Mr COE - The displacement of the grade teams, we are moving next year towards a grade-based team so functionally, we can move them around the school in preparation for the redevelopment. We are not at capacity so there is some internal work to move classes around to plan so we can have a bank of three classrooms that are currently used, ready to go when we need to displace the students. That is the main concern, the functionality over process through the build and what starts where.

You have seen today we can move our professional support services out of that whole side of the building. When that begins, it is not necessarily going to impact the functionality of the school. The other side, where the administration building will be, but that depends on how that process works and the steps through for whoever gets the contract. We are certainly able to move students around to keep that continuity of learning at the moment, given the size of the school and unoccupied spaces.

CHAIR - You are in a fortunate position not to be at capacity.

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Mr COE - To some extent we definitely are. It was different when the fire happened and you had to care for the health and safety of people but, at the moment, not getting too ahead, if we had 500 students that would present a very big challenge but about that 400 mark we can cater for internally at the moment.

CHAIR - Thank you. Are there any other questions there, page 12, risk management strategy?

Ms BUTLER - You have under your 'identified risks' that the planning approval is not forthcoming to meet the time frame for tender. Can you run through that with us as it is an identified risk?

Mr WILLIAMS - Certainly, I am happy for you to go, Peta, or myself. It is something that we are mindful of respecting in relation to the planning approval, assuring that we gain planning approvals appropriately and allowing enough time to do that. As I mentioned, in lodging the development planning application prior to the end of the year this will allow us sufficient time to get an appropriate response before we tender in the first six months of the year. It is important that we do not release a tender package that does not have our planning approval. We are mindful of allowing enough time to do that. It is an identified risk to make sure that we manage it properly.

Mr HEFFERNAN - Part of mitigating it is having pre-planning meetings with the planners, particularly from the infrastructure and services point of the council so we know that if there are any issues we know well in advance and we can act on that prior to lodging.

CHAIR - Anything else on page 12? We have the conclusion on page 14. I imagine there will not be too many more questions on that. Does anyone have any other questions with the diagrams that people want clarified?

Ms RATTRAY - I would like to walk through the car park quantum arrangements. I have had a look at the master plan, the existing arrangements, and I have added up approximately 40 spaces from what I can see. I then go to the new plan which I presume is plan 4 - correct me if I am wrong - where it lays out where the car parks will be.

CHAIR - Where it says car park 30 spaces?

Ms RATTRAY - Yes. Then there are 12, way up the back. I'm presuming that those 12 are already existing.

Mr WILLIAMS - They are existing, and over at the very top there are another eight car parking spaces.

Ms RATTRAY - Right, can you just give me some idea of how 40 fits into 30 on any given day, particularly where there's going to be that invitation for the community to come in and share in this wonderful new repurposed facility? We're still not catching the buses and we're still driving our cars. I want to have some understanding. They'll go - the 30 will be somewhere where those trees are that we saw this morning and are pictured in that master plan.

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Ms HEFFERNAN - On the master plan it says 30 car parks. In the next iteration - which is our design iteration - we have 34, so that car park is replacing the capacity of the car park that we're landscaping over. The car parks that you're talking about probably haven't been indicated-

Ms RATTRAY - Are the ones in front of the new front office, and the ones where we were standing in front of, the building where you greeted us this morning? It looks like there's either eight or nine across the front there. I don't know whether they're for teachers or whether they're for support staff or actually who they belong to, year 11 and 12, you're going to have some students driving, possibly. Can you help me understand that?

Ms HEFFERNAN - We have retained the other car parks around the site.

Ms RATTRAY - Twelve up the back and eight around the corner.

Ms HEFFERNAN - At the moment, the school has an over capacity of car parks, so what we have done is -

Ms RATTRAY - Over capacity?

Ms HEFFERNAN - For what the size of the school is and what the catering is.

Ms RATTRAY - There were about five spare parks this morning, right?

Ms HEFFERNAN - Normally there is not this number of people.

Mr COE - We are not this number of people, and the teachers who are parking at the front of the school can be placed around to the unoccupied car parks around the rest of the site. We could quite easily take the present company and the current 10 teachers who are parking out the front, that would be a very vacant car park if we made the decision to vacate. If staff parked away from the front entrance, this would have a significant increase in community access to the front of the school.

Ms RATTRAY - Will those eight or nine car parks across the front of the school, looking down onto the football ground, because you're going to have people coming to the front door there. Are they still going to be able to use those car park spaces in the future?

Mr WILLIAMS - Yes, that's intended not for staff, per se, it is more for visitors, this one here.

Ms HEFFERNAN - Not directly in front of the school though?

MR WILLIAMS - No, you won't be able to use those.

Ms RATTRAY - We might go to your master plan, Todd, keep going back to the front where you've got an aerial.

Mr WILLIAMS - I was actually reading off here.

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Ms RATTRAY - Go there, and then you can see the car parks across the front, and these ones will be gone because this will be the front of the school.

Mr WILLIAMS - Those ones will be gone, yes, so no cars directly out the front. Cars for the front would be in the car park which is marked 30, which is now -

Ms RATTRAY - Yes, 34 Mini Minors.

Mr WILLIAMS - Yes, and on one of the plans that we had, it also says there's potential car park, eight spaces, 6E, there's a potential two car space on 11G.

Mr SALTER - Fifty-eight, all up.

Mr WILLIAMS - There's another potential, 7F, there's another potential two around. So -

Ms RATTRAY - You are comfortable that by removing that number of car spaces, you'll still be able to accommodate those people who are either teaching at the school or coming in for whatever activities that they choose to do, as well as the staff who may not be using public transport?

Mr WILLIAMS - Absolutely, we want our staff to get to work and be able to park their car. Respectfully, I do not necessarily know they need to be at the front door parking their car.

Ms RATTRAY - I bet they quite like this arrangement as it is now.

Mr WILLIAMS - I imagine they do. However, I am also comforted our traffic engineer is fully across the issue and considering that issue as part of it. Hence, the potential other car park spread out around the site to ensure the staff can adequately park there and that the focus of the front car park is for our families, visitors et cetera to the school.

CHAIR - Is there any on street parking around the perimeter of the school used at the moment?

Mr WILLIAMS - There is a cul-de-sac at the top part of the school.

Ms RATTRAY - It is a pretty busy road.

Mr COE - There is a lot of capacity on that ring road for cars to park. There is minimal access.

Ms HEFFERNAN - Are you talking about the neighbourhood streets?

CHAIR - I am talking about neighbourhood streets, but you have pointed out the ring road and as you say there is capacity there.

Ms HEFFERNAN - The current numbers and projected growth, including the students becoming of driving age, have been surveyed and counted into the proposal. We are confident that the traffic engineer has given us what we need to make that work and to accommodate growth.

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Ms BUTLER - Is there a space where parent can drop off and pick up?

Ms HEFFERNAN - Yes, there are seven drop off zones which is an increase from what is there at the moment.

Ms BUTLER - They are really important.

Ms RATTRAY - That is still down the side here?

Mr WOODHAM - I think it is for a city lane.

Ms RATTRAY - Where somebody was parked today while we were outside.

CHAIR - There was a bit of an indent there.

Ms HEFFERNAN - We have increased that because we have been there many times at school pick up time and it is very much in demand.

Ms RATTRAY - Thanks, Chair. If there is no carparking, it is not because I did not ask. We are in Tasmania, we do things a bit differently here, don't we?

CHAIR - We may do. Any other questions?

Ms BUTLER - I wanted to make comment on the community consultation work, the community engagement, Phase 1, outcomes report, public education in Glenorchy. I was really impressed with the really great data gathered.

CHAIR - A lot of work in it.

Ms BUTLER - A lot of work in it and just that bulk of work. I know it was nearly three years ago now and COVID-19 came in the middle of it. It is really comprehensive data. Well done and it is important that it is noted.

Mr WILLIAMS - Thank you, we are particularly proud of our engagement process. It is something we changed about four years ago and it has proven to be invaluable in terms of engaging and listening, it has worked really well.

CHAIR - One question on those surveys on page 7. It says 73 per cent of respondents were from the Glenorchy LGA. I am just wondering what the number of respondents was there?

Mr WILLIAMS - 378 was the number of respondents who answered.

CHAIR - It is the online surveys you are talking about there?

Mr WILLIAMS - All online surveys and through mail responses also.

CHAIR - Okay. I was not sure whether that was incorporated or not. Thank you.

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Ms RATTRAY - Chair, this is only somewhat preliminary if you like, about the design, but we do not have anything about the exterior you are going to use. How are you going to fit the 1980s buildings in with what is proposed?

CHAIR - They have some panels to describe that.

Mr WILLIAMS - It is still a work in process and we did bring some more detailed layouts for you which we can leave and Peta has one to show.

Ms RATTRAY - The *Hansard* will not pick that up.

Ms HEFFERNAN - To answer your question, Tania, apologies that you did not have visuals at the time they were submitted, but what we are looking at is and you are probably not familiar with Liminal's work, but we are always completely engaged in looking at the existing context and letting that be very much of its place, and unique, and we speak of what is unique and original about the Cosgrove site.

Ms RATTRAY - Good old orange brick, very sturdy.

Ms HEFFERNAN - That grid and that rhythm is obviously something that comes quite strongly and we have talked about cleaning up that main front building. You can get a sense of what is happening through here, but strengthening the grid and the rhythm and then using that as a means to influence the new work. There is a rhythm and a grid, but more of a lightness to counteract the grounded and the heaviness of the masonry and the concrete.

Ms RATTRAY - You are going to paint it?

Ms HEFFERNAN - No, rather than being masonry and brick, we are looking at low-carbon footprint materials and introducing timber internally, not externally. From a maintenance point of view, we will have a robust metal-clad type of expression on the outside, it talks to the rhythm and the orthogonal language of the existing. The landscape is going to be really important about disrupting that and getting more of an organic flow that talks about how that gets disrupted. It will appear to be contemporary, but you will be able to see its connection to its place in the original buildings that are there.

Ms RATTRAY - You are not touching the red brick?

Ms HEFFERNAN - The existing red buildings? The only thing we are doing with that is in the upper levels, where we are up at that café level. We are opening up those - removing some red brick to create more of these window-type seats and engagement and get a beautiful outlook across the oval. At the moment it is quite shut off and we are removing some red brick and opening up with windows to get more light.

Ms RATTRAY - Right, the metal-looking doors we went through this morning will be gone because that is going to be the new office and foyer and be all windows down the bottom there?

CHAIR - Okay, well thank you for the information. It is very important for us to get the full detail. We do have to sign off on these things, quite clearly and the more information we have the better. We really appreciate you coming along and doing that. I need to ask you some

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standard questions which are really important for the committee in making its decisions and there are five of them. The first is, does the proposed works meet an identified need, or needs, or solve a recognised problem?

Mr SALTER - We believe it does.

Ms RATTRAY - We usually like five yeses.

CHAIR - They are important to ask and we do need some acknowledgment on them. Are the proposed works the best solution to meet the identified needs, or solve a recognised problem within the allocated budget?

ALL WITNESSES - Yes.

CHAIR - Are the proposed works fit for purpose?

ALL WITNESSES - Yes.

CHAIR - Do the proposed works provide value for money?

ALL WITNESSES - Yes.

CHAIR - As far as you can tell at this point. Are the proposed works a good use of public funds?

ALL WITNESSES - Yes.

CHAIR - Thank you and I need to remind you prior to you leaving, as I said right from the word go, at the commencement of your evidence what you have said to us here today is protected by parliamentary privilege. Once you leave the table you need to be aware that privilege does not attach to comments you may make to anyone, including the media, even if you are just repeating what you said to us. Do you understand that?

ALL WITNESSES - Yes.

CHAIR - Thank you. I want to place on the record my thanks to Laura and Estelle from *Hansard* who have helped us out today, and to members of the committee and those who have been watching in, I do hope it has been informative. That is about it and thank you for your attendance.

Ms RATTRAY - The committee will deliberate, thank you and thanks for answering all my questions.

THE WITNESSES WITHDREW.

The committee adjourned at 4.10 p.m.