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THE PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS MET IN COMMITTEE ROOM 2, PARLIAMENT HOUSE, HOBART ON FRIDAY, 17 JUNE 2022

PROGRESS OF SELECTED PUBLIC WORKS: SORELL EMERGENCY SERVICES HUB AND THE MAJOR REDEVELOPMENT OF SORELL SCHOOL

CHAIR (Ms Forrest) - Welcome, Minister. Thank you for attending the Public Accounts Committee hearing. Apologies for not being there in person. I had too many trips up and down the highway to go there for one day.

I invite you to introduce your members on your side of the table and ask them to take the statutory declaration, please.

Mr TIM BULLARD, SECRETARY, DEPARTMENT OF EDUCATION, **Ms JENNY BURGESS**, DEPUTY SECRETARY STRATEGY AND PERFORMANCE, DEPARTMENT OF EDUCATION, **Mr KANE SALTER**, DEPUTY SECRETARY CORPORATE AND BUSINESS SERVICES, DEPARTMENT OF EDUCATION, AND **Mr JAMES BURROWS**, MANAGER, OFFICE OF THE SECRETARY, DEPARTMENT OF EDUCATION, WERE CALLED, MADE THE STATUTORY DECLARATION AND WERE EXAMINED.

CHAIR - Minister, your team would be aware that everyone is protected by parliamentary privilege while they are here before this committee, which is being broadcast and the transcript will be available and published on our website and will inform our report.

We are looking at two different things, the COVID-19 response to return to school and the Sorell School redevelopment. Were you expecting to start with one or the other?

Mr JAENSCH - No, I am totally in your hands, Chair.

CHAIR - We will start with the Sorell School. That was the intention of the committee.

The purpose of the Public Accounts Committee looking at this was to - a decision was made to pull in some of these projects that were significant projects that were thought may have been impacted by delays or other factors, including cost increases in construction, that sort of thing.

We appreciate the responses you've given us and invite you to make any opening comments you'd like to make, then the committee will have questions for you on this project.

Mr JAENSCH - Thank you, Madam Chair. Obviously, this is a project that I've been coming up to speed with as the new Minister. I've been reviewing the history of the project since the election commitment in 2018, through the various approvals to development of the master plan and consultation, EPAT's approval, the development and approval of a development application, and building and plumbing approvals progressively over the years. Construction has now commenced and I'm very glad to see we're at a point where we've been able to overcome some unforeseen site issues. We've been able to work through an extensive community consultation on the master plan, some rephrasing and staging of the work in

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response to the request for quotation and the scheduling of works identified by the successful tenderer, Fairbrother.

I'm glad that we have works underway and substantially commenced now. As I understand it, we're on track for completion in 2024.

CHAIR - If I might, Minister, in the response you provided in answer to question 3 regarding the contingencies, prior to tendering the construction estimate provided by the quantity surveyor was \$24 million which allowed for a total contingency of \$2.22 million. Then the tenders were higher than the quantity surveyor's estimate. The awarded construction contract was \$24.598 million, with \$1.447 million set aside in the project budget for contingency.

I am interested in the ongoing costs and I note costs rises. In your response to significant delays for the timber roof trusses due to a national shortage, have costs been able to be contained by looking at the contingency being perhaps not adequate to meet the actual bill because the quantity surveyor suggested a contingency of \$2.22 million and the contract was for \$1.447 million for contingency.

Mr JAENSCH - Thank you, Chair. On this one I would be happy to ask Mr Salter to comment in terms of what our normal parameters are for setting contingency on projects at this time.

Mr SALTER - The project continues to operate within the contingency available at this point. That will continue to occur along all stages of the project. At this point there is no flagging of needing additional contingency over and above what is there at the moment. But it is in phase 1 of the three phases and that continues to be monitored through the superintendent of the project with our facilities team on a monthly basis.

CHAIR - Okay. If I can take you to the Public Works Committee's report, on page 19 it talks about the sale of the Midway Point Kindergarten; it was going to be used to supply funding to the redevelopment project. Has that been sold and, if it has, for how much?

Mr JAENSCH - I understand that the kindergarten was deemed surplus to the department's needs. Disposal has occurred and \$800 000 has been redirected to the redevelopment of the Sorell School.

CHAIR - I think they were expecting \$750 000 so that money is quite large.

Mr JAENSCH - This is one area where property prices have worked in our favour.

CHAIR - They seem to be, and prevented others from getting in, perhaps. The other matter with regard to that is that there was a commitment to incorporate or build a child and family learning centre. This was a separate project but it would be part of the construction, if I understood that correctly. Is that right? If it is, how is that proceeding? The Public Works Committee was told that they expected that to be built in the 2022-2023 year and you said earlier that the school was on track to be completed in 2024.

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Mr JAENSCH - I understand that the child and family learning centre component will commence once enabling works for the school redevelopment are concluded. I expect that has to do with some of those site civil and services works. Maybe Mr Salter can add detail there.

Mr SALTER - The early years and the child and family learning centre are in stage 2 of the planned works. There are due to commence in early 2023 with estimated completion the end of 2023.

CHAIR - What was that sorry, completion?

Mr SALTER - For the stage 2 early years and child and family learning centres, the end of 2023.

CHAIR - You know in the Public Works Committee report how at 2.9 there is the outline of the areas A, B through G, there are records all the way to G, which is a later project, as I can understand. Can you give us an update as to where you are up to in this process?

Mr JAENSCH - Mr Salter, please.

Mr SALTER - Could I hear that question again, Chair?

CHAIR - In the Public Works Committee report, page 4, paragraph 2.9, it outlines the various areas that have been redeveloped or built. Can you indicate at what stage you are up to in this works program?

Mr SALTER - In terms of stage 1 works, which cover broadly admin, primary and senior, secondary, have commenced with the contractor and completion is due early 2023.

Stage 2, which is covering, as I mentioned, the early years and the child and family learning centre, that's due to commence early 2023 with completion late 2023.

Stage 3, the junior secondary, is due to start late 2023 with completion late 2024.

CHAIR - You're not concerned about building material supply shortages and workforce issues, in terms of completing the works on time?

Mr JAENSCH - They are pressures in the operating environment in the market for every building and construction project that's running at the moment, Chair. Never say never; but my understanding is that we've got our contractors on site now, they're experienced, we've worked with them before and they've got a schedule that they're projecting that they know they can meet. I'll ask Mr Salter if he has any updates.

Mr SALTER - That is a correct assessment, Minister. They are matters that we continue to monitor on an ongoing basis. At this stage, the contractor hasn't provided any indication that we can't meet that end time frame.

Mr WILLIE - Minister, this project in the 2018-2019 Budget was due for completion in 2021; it is now due for completion in 2024. In your correspondence you put that down to extensive consultation. Was that the main cause of the overrun in time line?

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Mr JAENSCH - I understand there have been a few different factors, including consultation and re-phasing of elements of the project to be able to achieve it. There have been changing market conditions. I understand that there have been some site factors to do with the conditions underground that we've needed to be able to work with - rock on the site and other things like that - which have altered the design and the construction approach. They're the elements that have been brought to my attention as factors that have contributed to the delay. I'll throw to Mr Salter to see if he has any other detail to add.

Mr SALTER - Again, Minister, I think that is a good assessment. The two key components are extensive consultation - which the Department is doing across all the major projects to make sure we get the right input from the school, the community at the front end - and, in terms on the contract, the two tenderers that responded - and factoring in the conditions that members have commented on - sought a three year time frame rather than a potential two year time frame.

Mr WILLIE - Minister, the other thing in your correspondence I thought was a little bit concerning was that the impact of the delays is nominal, that the school continues to operate. I've spoken to people within the school community; it is having an impact on learning and the operation of the school. Some of the things I've heard is that there have been capacity issues for the grade 11 and 12 extensions. I've heard that they are in the trade training centre now and that adult education has had to move out of that centre into the Sorell municipality. The child and family centre development has been impacted; that's been talked about a little bit because of the delays and that's due to take place at the end of stage 2 of the development. But, I've heard that the child and family centre group are doing pop-ups and things now in the Sorell municipality. I've also heard that there are issues because stage 2 and stage 3, which is the primary school part of the redevelopment, mean that two netball courts currently closed. There's a basketball court closed, which means that activities are limited for the students because of the delays. And the main oval is not in service, which I've heard is contributing to behaviour issues.

I'm interested in your comment on that, Minister.

Mr JAENSCH - Thank you. Right across the board, we have a lot of learning infrastructure and capital works. We have an unprecedented budget this year and across the forward Estimates, and over recent years, to do a lot of catch-up and reinvestment in this infrastructure right across the state. We recognise the pressures on some of the ageing infrastructure, some of the capacity issues in some areas and maybe some underinvestment previously that might have averted that.

We're catching up on that and we have \$250 million dollars in the current Budget and across the forward Estimates to remedy that situation. We'll keep investing, because of the sorts of issues that you raise right across our school system.

I've been briefed on our process for monitoring and prioritising capital works and how we invite schools each year to put forward their projects and their priorities, and how they are ranked and how investment is applied across those.

Regarding specific pressures at the existing Sorell school, I will ask the Secretary if he would care to comment on any particular matters that arisen that we have been able to provide support to the school for.

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Mr BULLARD - We certainly recognise the resilience of schools when they are undergoing major capital works projects and we support school leadership to work around what is effectively a building site . It's not ideal.

I was fortunate enough to catch up recently with the school leadership of Sorell and whilst there are definitely challenges at the school, their narrative was very positive about both the redevelopment and behaviour management in general. I mentioned at Estimates that the work they are doing to recalibrate their approach to behaviour management, coming with a really positive mindset, is paying real dividends for them.

We'll continue to support the school, as we do with all schools through the capital works. We have to accept that in redeveloping a site as big as Sorell, there are trade-offs, but I think as you would have gone to openings - and I have - that once they get to the end of it they believe that the concessions that needed to be made during construction are worth it.

Mr JAENSCH - I understand that it's also is a two-way street, because the construction time frame and the staging of works has also been informed by the fact that school is still happening in those schools.

It might have been quicker if this site was not operating as a school. It could be that the works program could be delivered more quickly; but some of the drawing out of the time frame is in response to the need to be able to decanter and move students into other interim arrangements so that school can continue.

Mr WILLIE - It is less than ideal, though, Minister isn't it; because there would be some students that will probably start in grade seven - maybe finishing grade ten - and go down the road to one of the colleges, who will experience Sorell High School as a construction site?

It is extremely disruptive to student learning.

Mr JAENSCH - We've got construction underway at a lot of schools around the state. In each case the projects are managed to be as least disruptive as possible, but also to deliver a better learning environment as quickly as possible.

It's part of the craft of project managing these things and having a significant capital works program for education.

Mr WILLIE - I think everyone can agree that new and better facilities that are purpose-designed are a good thing. It is about the delays here that are of concern and the disruption that it is causing.

Mr JAENSCH - And again, that is part of the juggle that is always required when we are providing upgrades to schools that are being used and occupied. Unfortunately, that also means that sometimes those projects take longer to deliver because we are working around an operating school.

Mr WILLIE - Minister, I know it wasn't part of the public works report and it's not really called stage 4, but there is further development flagged in the master plan around a gymnasium and new oval.

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Will that take place once this work is completed?

Mr JAENSCH - I understand that the gymnasium and certain other items that were originally identified through the master planning have been identified as things that are outside the envelope of the available funding for delivery of the priority upgrades and there will be capital works submissions made for those through the department's annual process.

Mr WILLIE - If I could turn to some capacity issues; what is the current capacity of the school?

Mr JAENSCH - Mr Salter?

Mr SALTER - It is 1250.

Mr WILLIE - And what will it be at the end of the redevelopment?

Mr SALTER - It's maintaining it at 1250. Current enrolments are 837.

Mr WILLIE - Minister, is there an issue there? You're undertaking a major redevelopment for a growing municipality, and you're maintaining it at the existing capacity. Obviously, the enrolments are lower than that capacity; but it could be a problem down the track.

Mr JAENSCH - They are at two-thirds capacity now, as Mr Salter has just said. There is, as I've said, also a master plan that looks out to the future. We've got a works program that we're undertaking now; but as with all schools across the state, 194 schools, there is a continuous review of their utilisation and also projections for demand. That informs the capital program as well.

Mr WILLIE - Minister, if I could turn to the contractor side of things. We talked a little bit about students and the school community, but have you had any feedback from contractors - and even subcontractors - about the impact to their business because of the delays?

Mr JAENSCH - I haven't had direct contact with the contractors myself but I'm happy to ask if the department has any comment to make on that.

Mr SALTER - I haven't had any feedback from contractors on the timing of when we went to tender.

Mr WILLIE - That's interesting, Minister. I've got a press release here from Elphinstone Enterprises and I know they've had contact with the Government and former premier. They talked about the impact of their business through COVID-19 and they thought that things were turning around once they were awarded \$1.3 million of contracts. They don't blame the Sorell School project on their demise solely but they do list delays in the Sorell High School contract they were awarded as a contributor to the business's demise. 'These delays - not caused by us - have resulted in our demise'.

They talk about the impact of COVID-19, as well. They talk about the industry being overheated. This is a business with, I think, 40 employees and they list the Sorell High School project as an issue, because they were supposed to be onsite in December 2021 but they weren't

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able to be onsite until April 2022. I imagine that had an impact on their business, trying to carry staff. We all know the rising cost in materials.

Have you any comment on that?

Mr JAENSCH - I don't have any direct detail on that or whether the business you referred to was contracted directly to the Government or a subcontractor.

Mr WILLIE - It's a subcontractor, I think.

Mr JAENSCH - What I understand is that the time frames that we have and that we've budgeted around are based on a construction program provided by the tenderer, the head contractor, Fairbrother. Other matters to do with their subcontractors, I don't have any detail on.

Mr WILLIE - I can provide you with this press release, if you want, out of session.

Mr JAENSCH - You're welcome to provide anything you like.

Mr WILLIE - It is a concern if the delays are causing these sorts of issues for the workforce. Nobody wants to see a business fall over. I think they're in administration now.

Mr JAENSCH - That may be the case. Nobody wants to see Tasmanian businesses struggling. The building and construction sector is at unprecedented levels of activity at the moment. I understand there's a pipeline of \$16 billion worth of work over the next decade. We're working with that industry in other portfolios of mine to grow their workforce by 25 per cent to meet that requirement. That's why we've got initiatives like the hi-vis army, and why we're putting TAFE onto a new footing, so it can be more responsive to industry needs and respond to those sorts of demands for growth in their capacity to deliver projects. These are the best of times in many ways, for a lot of these businesses - but they bring significant challenges as well. We are under no illusions that this isn't an easy time, but it's also an incredibly busy time for the industry.

Mr WILLIE - Thanks, Chair.

Ms WEBB - I am seeking more detail on the answer that was provided about the impact on local community arising from the delays being nominal. It says here, 'the school has provided regular communication to its community and neighbouring businesses and residents and engaged with the council' it mentions. Could you talk in more detail about what that has looked like and how you have managed that interaction with the community?

Mr JAENSCH - I will ask the department to comment in more detail on the operational aspects, but I understand that the project - from the master plan through - has had a project working group overseeing it. This includes representation from the school itself, the school association, the department and also Kerry Vincent, the Mayor of Sorell. The community has had opportunities to be involved in that master plan process and the feedback on it. Regarding the communications with the community about the progress of the project, I'd ask the department to provide some comment on that.

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Mr BULLARD - To set some context, we've really changed our approach to community engagement on capital expenditure. Traditionally, we would have had an announcement, the design would have been done and we would have delivered the project. We now have what we call our Get Involved campaign, which you may have seen around a number of major infrastructure projects that are underway. We have people who are working in the facilities area whose single focus is ensuring that communities are engaged and consulted and kept up to date on the progress of the builds that are underway. Some of that communication relating to opportunities to come to community consultation or updates is prepared centrally and sent out. There were rounds of community consultation on the master plan as we refined the community's thinking and helped them to develop their aspiration for the site.

Going forward, a lot of support is put into allowing the school to be communicating about how the project is progressing. Regarding engagement with the council, that's sometimes done through the Minister or the Minister's office, and other times it's done through our facilities services keeping the general manager up to date with progress and answering any questions.

Mr SALTER - Perhaps just to add to that, in conjunction with the council we do use the *Sorell Times* as a platform for communication.

Ms WEBB - So, it's been the school's role to be doing that communication not just with its school community, in terms of updates on progress, but also with the local businesses? You mention here, 'with its community and neighbouring businesses and residents'.

Mr BULLARD - Sorry, I probably wasn't clear, there's a range of communications that are prepared in consultation with the school for the school community. Centrally, the broader aspects of the consultation are undertaken out of facility services and are now in communication.

Ms WEBB - Has that been a regular program of communications, or is it just when it has deemed as needed?

Mr SALTER - As the Secretary mentioned, there are ongoing regular project meetings they would make sure that as key communication was required, that that occurred.

Ms WEBB - Thank you.

Mr TUCKER - Minister, can I ask you about the supply of the timber roof trusses and the supply of building materials and how that is progressing? As you've noted in this letter, there's been an issue in the delay. Can you update the committee a little bit more about that and the issues?

Mr JAENSCH - Thank you, I'll ask Mr Salter if he can comment on that one.

Mr SALTER - Thank you, Minister. Earlier the timber and trusses had caused an impact, and in reference to the earlier question, that was part of the delay from December to April. It was a matter that was outside the control of both the department and the lead contractor. That previous impact isn't impacting the end time frame or the stage time frames that we're now working to with the contractor.

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Mr TUCKER - Minister, on a different subject coming back to what Ruth was talking about with the early childhood education, the school's vision is a birth to adult learning facility. Can you expand a little bit more with regard to that for us?

Mr JAENSCH - Certainly, the inclusion of Sorell as a host for a new child and family learning centre builds on that idea. We want to be able to work from early years through to year 12 in more of our schools. More years, every year of learning counts and every day of learning counts and the earlier we start and the further we go, the better off our kids can be. That is the vision for the site.

There are benefits of co-location because people, kids, families, get used to their learning environment. One of the things that I found that has been most successful about the Government's policy of extending all schools to years 11 and 12 is that there is not a decision to make to leave your school and to relocate or travel to a new one in order to continue your education. To some extent, no decision means staying where you are, doing more learning for more years, and for those for whom that is a path of least resistance, the benefit is kids get more years of learning. It works at both ends of the school journey but I'd ask Mr Bullard if he wants to comment on the philosophy behind that a bit further.

Mr BULLARD - The original 12 child and family learning centres were standalone centres that were placed on sites that were community-centric. The new six child and family learning centres are co-located with schools. What that shows in between 2010 when the original concept for the centres was initiated and 2022 is the development in the Department of Education's view that it does take responsibility for early childhood learning and development and looking at opportunities to provide more of a one-stop shop in its environment and then, as the Minister said, at the other end you're seeing the implementation of senior secondary in all high school settings.

Sorell provides us with a really unique opportunity to work from birth to year 12 and also into the trade training centres which can be utilised for adult learning when they're not being used for supporting young people. It's a great opportunity to build an end-to-end education precinct and it is really exciting for us.

Mr TUCKER - You mentioned there with the trade training focus, and I have a farming background myself, and I note that the school has had a strong focus on agriculture in the past. Going forward, will that strong focus still be there? Is anything changing in that area relating to agriculture and the trade training centre?

Mr BULLARD - Certainly there is an ongoing focus on agriculture at Sorell. There is also an opportunity for us to look then with the development of the Jordan River Learning Federation School Farm about how we're providing a span of training across agricultural sectors. Our intention is to continue to refine our approach in training in agriculture and look at the opportunities to utilise sites, especially in the Hobart locality.

CHAIR - Any other questions, Felix?

Mr ELLIS - Yes. This is probably for colleagues who haven't been on Public Works hearings before who have seen school upgrades. I've been involved with some Public Works inquiry hearings on the new Brighton school and Legana and one of the things I am really impressed with is the consultation and the time taken. I know that there are knockers and why

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don't we just get on with it and build something cookie-cutter. However, seeing the differences, at Brighton there's a lot of focus that the school community want on Aboriginal heritage; at Legana around open spaces and a more communal model. Looking through the Sorell School, it was interesting how much there was a focus on bringing the community more broadly into the school.

Could you give us a sense of that consultation - like tailoring the learning experiences to the communities themselves? Is it a sort of strategic approach for education?

Mr JAENSCH - I will ask the Secretary or Jenny to make comment from a department perspective. Part of the strategy, as I understand it, is to give the community some ownership of their school; it's something they can see there, they've helped shape to meet their needs. When we are looking at some communities and some demographics who may not have had a strong positive experience of education themselves and are now parents, we want them to feel confident and positive about their family's engagement with learning for the next generation.

That's been one of the things with child and family learning centres as well. Some of the early models of those were distinctly not at schools, or school-like. They were intended as a different, neutral space, if you like, for parents - young parents in particular - who may not have had a positive experience of schools as institutional environments.

With this school, and the discussion we've just had about the way the child and family learning centre's intended to be co-located and integrated - this consultation, is about reaching out to that community and giving them a chance to have a hand in designing the school the way they want and need it to be. It's so it feels safe for them culturally - safe for Aboriginal families maybe; but very much of a place, rather than being an institution like the one they had when they went to school. I'll ask the Secretary if he wants to add anything.

Mr BULLARD - That was a very good summary, thank you Minister. The only thing that I would add is, as well as listening to the voice of community and understanding their aspiration for the site, we also have an educational lead on the redevelopments. We have a very senior member of staff who's been a principal and managed a new build, who provides and coordinates the agency's input, in terms of what contemporary teaching, learning and behaviour management looks like. Looking at the Brighton School, for example, there's a lot of educational research that's underpinning that design, to ensure that it's going to be able to be used for modern teaching and learning; and also that it has aspects around behaviour management, and is safe.

You might recall on the other side, there's an election commitment from 2021 around upgrading toilets and anti-bullying in toilets. We know now that the toilets can be places that aren't safe. So, in that case, we are upgrading our toilet facilities to make them safe. These whole schools are safe. There are high levels of visibility; good movement of students and staff; areas that can be used for a whole host of different things - moving away from having a classroom that's locked down to one particular purpose.

In terms of the Brighton building, particularly one of the things that I really like is that the outdoor learning spaces are featured through that central causeway and also up on the hill, which is going to be used for Aboriginal history and culture.

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We used to just build schools -probably like many of us went to - that were the cookie cutter red brick schools that I grew up in, but now we've got those two really important inputs that are giving us great environments.

Mr JAENSCH - I expect that with the advent of some new capabilities in our schools, through things like the safeguarding officers in schools, there will be intel brought to bear on the design and operation of our school environments, which is also going to ensure that there is 'designed in' safeguarding as well, in terms of the ability for there to be visibility of spaces. Those are things that I believe we'll see gradually informing the design of our learning spaces more as well, through those officers in our schools and that network, and lessons learnt across that network being shared as well.

Mr ELLIS - Excellent. In short, I suppose it could have done it quicker but good things take time?

Mr JAENSCH - Yes; and you've got to listen and bring people with you too.

Mr WILLIE - Just in terms of the -

CHAIR - (indistinct) we need to move on to the rapid response.

Mr WILLIE - I've got two quick follow-up questions, Chair, in terms of the child and family centre co-locations. I am interested, Minister, whether the department has looked at the engagement of the community with child and family centres that are currently located next to schools - like Beaconsfield, for example - or ones that are in the heart of the community - like Chigwell Child and Family Centre - because we know that there are some families not engaging with child and family centres where it would be optimal. I'm interested in whether the department has looked at that and whether there is going to be any impact, because they are on school sites. You talked about people's view of the institution of school; they might have had a bad experience themselves and that might prevent them walking through the door.

Mr JAENSCH - And that's where perhaps I was drawing the nexus of those things being the opportunity of those communities to be brought in on the design of these redevelopments for this school - creating another way back in, another sense of ownership and a softening, I suppose, of what might have been their traditional attitudes to schools and learning as well. I'll ask the department to comment on your question.

Mr BULLARD - Thank you. It's a really interesting question. Our data doesn't show that those centres that are co-located with schools get less throughput, which I think is the basis of the question. Certainly, anecdotal evidence would be that the demographic and community influences are probably the biggest driver of attendance and so, one of the things that we've now moved toward is outreach. There is amazing throughput in those centres; that's great, but who's not there? We have officers going out into supermarkets, parks, places where parents may gather to understand 'have you attended the service?'; if you haven't been to the CFLC, why not?'. That's the next major drive for those centres to make sure that we are capturing the largest number of parents and carers and children in those communities. But going back to your point, no. There isn't a delineation, that I can see.

Mr WILLIE - My last follow-up question, Chair. What support is being given to senior staff through the redevelopment? I heard a little bit about a lead senior staff person feeding

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some information back into the department about behaviour management and teaching practice. Having lived through a school redevelopment myself as a teacher, it does put a lot of stress on senior staff in schools. They effectively become project managers. They're also education leaders and you want them focused on leading education outcomes, not necessarily distracted by all of this other stuff.

Mr JAENSCH - I'll pass to the department for that. Before I was Minister, I was involved in some discussions with the Penguin School and its redevelopment and the development of the Dial Sport Precinct adjacent to it. That involves, as I understand it, there have been some land trades and some development of sporting infrastructure there, which was happening right alongside the school. I understand that the contractors noted that at lunchtimes and in breaks a lot of the students were watching what was going on with the civil works projects that were underway there and -

Mr WILLIE - Language could be a problem in that situation.

Mr JAENSCH - Yes, with tradies like Felix. In fact, what happened, as I understand it - and I stand to be corrected - was that the school ended up in a relationship with the contractors and there were students who were then going onto site and learning about what was happening with surveying, drainage, earthworks and building it. The building work going on became embedded into learning for some of those students and that it is a fantastic outcome where it can happen. But I take on board your comment about the disruption and the issues of managing through that process being added to the workload of staff. I would ask the department to comment on supports to staff through that process.

Mr BULLARD - There is additional staffing that goes in to assist, recognising, for example, that a school business manager, et cetera, will be required to act as onsite coordinator for the project. That is recognised as part of the capital build and I am advised there is additional resourcing that has gone into that school.

Mr WILLIE - On that, can we have what the additional resource is that has gone into Sorell?

Mr JAENSCH - The additional staffing?

Mr WILLIE - Yes, please.

Mr JAENSCH - I am happy for us to take that on notice.

(THE WITNESSES CONTINUED WITH THE TASMANIAN GOVERNMENT'S CONTINUING RESPONSE TO THE COVID-19 PANDEMIC)
