



PARLIAMENT OF TASMANIA

PARLIAMENTARY STANDING COMMITTEE ON PUBLIC WORKS

South George Town Primary School Redevelopment

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

MEMBERS OF THE COMMITTEE

Legislative Council

Ms Rattray (Deputy Chair)
Mr Hiscutt from 26 May 2026

House of Assembly

Ms Butler (Chair)
Ms Burnet
Mr Shelton

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1 INTRODUCTION

To Her Excellency the Honourable Caroline Wells, Governor in and over the State of Tasmania and its Dependencies in the Commonwealth of Australia.

MAY IT PLEASE YOUR EXCELLENCY

The Committee has investigated the following proposal:-

South George Town Primary School Redevelopment

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

2 BACKGROUND

- 2.1 This reference recommended the Committee approve redevelopment works at South George Town Primary School (SGTPS), to provide contemporary learning environments, associated support spaces and amenities, and to upgrade ageing and poorly performing building and services infrastructure.
- 2.2 The school was established in 1967 and is located on Franklin Street, George Town, on a 7.24ha site. The built infrastructure includes three main single-story buildings around an internal asphalt courtyard, with the FECA (Fully Enclosed Covered Area) of the School Buildings being 3,229.63m². Surrounding bushland nestles the site perimeter and school oval.
- 2.3 While the school is well maintained, the configuration of the school's general learning areas (GLAs) does not support contemporary pedagogy, with inconsistent classroom sizes, limited breakout spaces, acoustic challenges, and restricted visibility.
- 2.4 The school also has a range of infrastructure challenges. Among a range of issues associated with ageing infrastructure, it suffers from frequent leaking roofs, including from a 'temporary' roof built 20 years ago, and sewer blockages which can leak on to the internal courtyard.
- 2.5 In 2023, SGTPS was identified by the Department for Education, Children and Young People (DECYP) as a Priority 1 site for capital redevelopment to address these know issues. SGTPS was included in the DECYP submission to the Department of Treasury and Finance in 2023 and \$15.1 million was allocated for redevelopment works in the 2024-25 State Budget.
- 2.6 A Project Working Group, comprising school management, School Association representation and DECYP's facility services team, was established to consult on and develop a masterplan to establish the school community's priorities and guide the redevelopment design. The result of this process is a design that addresses the

issues raised in consultation with the school community including the need for more flexible/multi-purpose spaces, larger classrooms and breakout spaces, more professional support spaces, additional outdoor learning and breakout areas, playground upgrades and shading, improved amenities, and to address ongoing building and service infrastructure issues.

2.7 A staged construction program has been developed to minimise the impact on school operations during construction. The main elements of stages one, two and three of the proposed works will include:

- refurbishment of four GLAs with breakouts
- refurbishment of one GLA to create a multiple purpose/kitchen learning space
- reconfiguration to achieve one new GLA with breakout, providing additional flexibility
- new wide verandas, supporting all weather indoor/outdoor teaching and learning
- a central library, connecting literacy support and the multipurpose GLA
- five professional support spaces, resource and storage spaces
- increased security with separation of the entry foyer and main school area by secured door
- new accessible bathrooms, accessed from outdoor play areas with line of site for passive supervision and safety
- improvements to the main internal courtyard landscaping with levelling, soft fall areas, marked play areas, trees and seating
- new infilled building sections for existing GLAs to meet contemporary size
- new roof and structure over refurbished areas
- building works, including new external walls and double-glazed windows, flooring and internal linings to refurbished areas
- new fire ring main, fire hydrants and booster assembly
- upgrades to stormwater and sewer
- upgrade of the existing site main switchboard to address compliance issues and relocation of distribution boards to support functional design layout
- removal of asbestos in refurbished areas.

2.8 An optional Fourth Stage of works has also been designed. This may be able to be delivered should DECYP receive a favourable tender outcome or may be subject to a future works program. The main elements of the proposed design for stage four includes:

- refurbishment of two existing GLAs and the formation of a shared central breakout
- new roof and structure over refurbished areas

- building works include new external walls and double-glazed windows, flooring and internal linings to refurbished areas
- removal of asbestos in refurbished areas
- replacement of external play equipment adjacent to the GLAs.

3 PROJECT COSTS

- 3.1 Pursuant to the Message from Her Excellency the Governor-in-Council, the estimated cost of the work is \$15 million.

The following information from the DECYP submission details the current cost estimate and contingencies for the project:

Description	Cost estimate (\$,000)
Construction Cost (inc. site infrastructure upgrades)	9,397
Market Conditions and Escalation Forecast	858
Construction Contingency	1,026
Consultant Services	990
Statutory Fees / Insurances	352
Furniture/Equipment/IT	450
Tasmanian Government Art Scheme	80
DECYP Project Management	453
School Administration Support	60
Design and Infrastructure Contingency	1,040
General Project and Post Occupancy Contingency	467
Total	15,173

The total budget estimate is summarised above and demonstrates sufficient market and escalation allowances, as well as design and construction contingencies to manage unforeseen circumstances that may arise during the design and construction.

A staged construction program has been developed to minimise school operational impacts during construction and is anticipated to be undertaken over 20 months. Site infrastructure service upgrades are included in the construction cost, noting the bulk of the service upgrades will occur in stage one when the internal courtyard is upgraded. An escalation allowance over the construction period of \$858,000 has been included within the construction cost.

The project budget currently allows for a total project contingency of \$2.533 million made up of the following elements:

\$1.026 million	Construction contingency
\$1.040 million	Design and infrastructure contingency
\$467,000	General and post occupancy contingency

Stages one, two and three are currently within the available project budget and proposed to proceed. The design and infrastructure contingency is a risk strategy that will continue to be reviewed with further cost estimates as the project progresses to tender.

Should the market result in a favourable tender, stage four scope of works will then be included noting the stage four construction estimate is \$1.94 million.¹

¹ South George Town Primary School - Major Redevelopment, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, pp. 20-21

4 EVIDENCE

4.1 The Committee commenced its inquiry on Tuesday, 12 May 2026 with an inspection of the site of the proposed works. The Committee then returned to the Supper Room at the George Town Memorial Hall, whereupon the following witnesses appeared, made the Statutory Declaration and were examined by the Committee in public:-

- Kane Salter, Deputy Secretary Business Operations and Support, Department for Education, Children and Young People;
- Todd Williams, Director Facility Services, Department for Education, Children and Young People;
- Brett Hay, Principal South George Town Primary School, Department for Education, Children and Young People; and
- Shamus Mulcahy, Director, Bence Mulcahy Architects.

The following Committee Members were present:

- Ms Jen Butler MP (Chair);
- Ms Helen Burnet MP;
- Hon Tania Rattray MLC; and
- Mr Mark Shelton MP.

Need for the Works

4.2 The Department's submission highlighted the need for the proposed works:

...current pedagogical approaches are constrained by inconsistent classroom sizes, limited breakout spaces, acoustic challenges, and restricted visibility between learning areas, impacting opportunities for targeted instruction, small-group collaboration, and safeguarding considerations.²

...

DECYP considers SGTPS (South George Town Primary School) a priority site for works to provide facilities that are safe and fit-for-purpose to deliver high quality teaching, learning and support services, with safe and welcoming spaces that contribute to improved education and lifelong learning outcomes for the school community.

...

...While the school maintains the site well, the building and site infrastructure is nearly 60 years old and, except for a small GLA upgrade and roof replacement of the same area in 2023, the school has had no other recent capital works. Layouts of the existing GLAs do not support contemporary learning practices with small inflexible rooms and internal circulation spaces, minimal storage and minimal direct external covered outdoor access.

² *South George Town Primary School - Major Redevelopment*, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, p. 5

There are four existing professional support spaces, and the school has challenges providing sufficient space for these services as well as external visiting service providers.

The school's infrastructure is ageing with capacity and compliance issues, specifically in relation to sewer, water and fire services, stormwater and the main switchboard. The school continues to address sewer blockages, specifically through the main internal courtyard due to old earthenware infrastructure.

The main internal courtyard area is not an engaging learning or play area, being totally asphalt with uneven levels. It is known by the students and staff as the "cheese grater".

The upper primary student bathrooms in the southern wing are original and outdated and have the potential to enable bullying and other anti-social behaviours.

The school experiences frequent roof leaks. Sections of the school have had roof replacements undertaken in recent years. However, there are still sections of roof that need replacement due to corrosion.

The existing double-hung windows are original with weighted casements causing issues with opening and closing for natural air flow, in addition to poor insulation and energy inefficiency, acoustics and drafts.³

4.3 The Department's submission also highlighted the expected benefits of the redevelopment for the school community:

The redevelopment provides significant opportunities to:

- strengthen contemporary learning by creating flexible, functional, and connected learning environments*
- include breakout spaces linked to General Learning Areas (GLA), enabling targeted group work, assessments, and sensory regulation within acoustically treated and visible spaces*
- increase access to outdoor learning areas, improved natural light and ventilation, and flexible furniture, allowing teachers and students to adapt spaces for explicit teaching, inquiry-based learning, and collaborative projects*
- purpose-design multi-purpose and specialist areas for STEM, the arts, food, breakfast club and performance, further expanding learning opportunities, offering adaptable spaces that cater for large groups, small workshops, and interdisciplinary connections*
- reinvigorate and centralise the library. This will support the system and school focus on lifting literacy levels, by increasing student access to reading materials and further encouraging a love of reading within the student community.*

Collectively, these enhancements will amplify the school's ability to deliver rich, future-focused learning experiences that empower students as creative, ethical, and purposeful learners.⁴

Need for Upgraded Building and Services Infrastructure

4.4 The Department's submission also emphasised the school's ageing building and services infrastructure was either in poor condition or not compliant with current standards. The Committee asked for further detail, including examples of infrastructure failings:

CHAIR - ... I was wondering if you could talk us through, especially for the Hansard, the ageing infrastructure of the South George Town Primary School and in particular in relation to the sewer, water, fire services, stormwater and the main switchboard. Also, if you could advise

³ *South George Town Primary School - Major Redevelopment*, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, pp. 7-8

⁴ *South George Town Primary School - Major Redevelopment*, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, p. 5

the committee if those infrastructure issues not being up to scratch was one of the reasons why this school was prioritised.

Mr WILLIAMS - ...Going into any major project, it's important that you understand the elements of the asset that you're working on. Right up front we get an infrastructure assessment to make sure we've clarity on all the things we need to do. That, together with our history we capture through incidence events that occur with the building - for roofs, for example, and water, sewerage, switchboards - all comes together as part of the project team that continue to be assessed to make sure that, first and foremost, the core infrastructure works to the contemporary standard we need because most of it is original and needs to be replaced.

CHAIR - ...Principal Hay might be able to talk us through -... if you could give us some of your experiences. I believe you've been in the position for eight years.

Mr HAY - In regard to the underground infrastructure?

CHAIR - The underground, but also the leaking roofs and what that looks like trying to manage young people in the school environment with those issues.

Mr HAY - Probably the greatest challenge over the period that I've been there has been the roof leaking, and that's not just one or two points; that's throughout the school.

...

...Whilst we have done as much as we can to mitigate against that happening, it doesn't take a lot of rain for us to have leaks throughout the school. When the committee came, you would have seen the temporary roof that had been constructed over 20 years ago. That was supposed to be a temporary fix.

CHAIR - For one year.

Mr HAY - Yes. The temporary-fix roof is now leaking on top of the other roof that was leaking. Obviously, leaking roofs are not great for learning; they are a distraction and can be dangerous.

As far as some of the other infrastructure issues we have, we do have sewerage leaks reasonably regularly, they do flood our internal basketball court. Obviously, if we have a lot of rain as well as a blockage, if that happens at the same time, that can be challenging. We have to get Veolia in to pump all those drains out and fix that. Also, the water coming in underneath the pipes servicing parts of the building sometimes leak and break and have to be fixed and they are challenging to do because they are original and the plumbers can't really fix them anymore because if they try to make a fix on something it actually just deteriorates up the line. And I believe we've only got one functioning fire hydrant in the school at the moment as well.

...

Mr WILLIAMS - If I may also add, Chair, obviously failing infrastructure is not good. No one wants that and collectively we provide support to schools through our insurance arrangements. When there are events we bring the professionals in to make sure that it's opened, exposed, cleaned where necessary and reinstated. I think it does highlight the aged assets we have, and also too, the funding mechanism, that the capital funding is the opportunity for us to renew our assets and that includes the infrastructure that's part of it. That's just a bit more explanation from a whole of system perspective of how we support schools as well.

CHAIR - ...Principal Hay, could you provide for the record what a flooding or a serious leak episode may look like after school hours, like over the weekends? Are you having to come in or maintenance people or start having to attend the school outside of normal hours to deal with that?

Mr HAY - I don't live in the town, so my school business manager, Sharon Bumford, is often called in for those events. We did have a flood in our kinder recently and we're lucky enough to have one of our local builders, who managed to be on site and help us out with that.

It's a challenge because when infrastructure fails, it fails in a big way. We actually had to put in a stop valve - the school didn't have a stop valve. That was something we actually had to put in because when the water needed to be turned off, you needed a plumber who had the tool that TasWater provides them to open up something across the street. If you didn't have that, you couldn't turn the water off in the school. Which was a challenge. So we had to put in a stop tap last year to prevent flooding.

...

Mr MULCAHY - Can I add something on that question about infrastructure that Todd's just touched on. Brett's very eloquently talked about the obvious areas where infrastructure has failed, which is an absolute pain, but the report the Department did also emphasises bits of infrastructure that are not currently compliant. Those things are also being rectified as part of this, and Brett touched on it. Very importantly, for example, the fire hydrant system, firefighting system. This is a bushfire-prone site. There's only one current hydrant working. As a guide, the new design - there are actually six required for a site like that. Things such as the whole fire ring that circles the building and the playground is all being done as part of that process.

I won't go on, but I could extend that into things like the electrical system, the security, the comms - all those things which are currently being threaded through those old roof cavities because that's where it's easy to put it, but it's also where it leaks. It's all coming out and it's all being rectified. The infrastructure's a big component of this project.

Mr WILLIAMS - Just a point of clarification, if I may, but from an asset building point of view, it was deemed compliant at the time that it was constructed.

CHAIR - Of course. Things change.

Mr WILLIAMS - Now we're looking to rebuild and bring it up to a compliant contemporary standard.⁵

Scope of Works

- 4.5 DECYP's submission detailed the scope of the works, including the proposed 4 stage approach to construction. The submission also noted Stage 4 was dependant on the tender outcome and/or future funding:

The PWG further considered a four-staged concept that could be achieved within budget, while still supporting the overall site master plan vision and minimising works that would need to be redone, should additional future funding be identified. The four stages are as follows:

Stage 1: Expanded and reorganised footprints to provide new central breakouts to connect GLAs, new multipurpose GLA / kitchen, new central library connected to literacy support, general building works include new external walls and internal lining, new double glazing, new

⁵ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 8-11

flooring, site wide infrastructure services upgrades with excavation and levelling of courtyard to achieve new external play spaces, new verandas and new roof.

Stage 2: Infill and reorganise footprints to provide a new GLA and breakout, as well as refurbished multi-purpose GLA and breakout, dedicated music space, practice room and storage, five professional support spaces, new Assistant Principal office, TA resource, staff room and storage spaces, new bank of individual toilets and new accessible toilet and shower facility, new security doors at reception into the main school area and security at reception. General building works include new external walls and internal lining, new double glazing, new flooring, new verandas, new roof.

Stage 3: Refurbishment of two existing GLAs with expansion of central breakout. General building works include new external walls and internal lining, new double glazing, new flooring, new verandas, new roof.

Stage 4: Refurbishment of two existing GLAs and shared central breakout. General building works include new external walls and internal lining, new double glazing, new flooring, new verandas, new roof and replacement of external play equipment.

As a result of further cost advice and the need to ensure a budget fit, priorities across the four stages were reviewed. Stage four scope of works (2x GLAs refurbished with shared breakout, new roof, new veranda and external works) has been prioritised as a later stage to support achieving a budget fit. Stage four continues to be designed and scoped in line with the concept plan, noting cost estimates have been identified as Optional Costs. This approach allows a package of works for Stage Four to be progressed should the construction tender outcome be favourable.⁶

- 4.6 The Committee asked for more detail on the scope of works planned for Stages 1, 2 and 3, and noting that Stage 4 was currently unfunded, how it may be delivered in future:

CHAIR - ...I would like to ask about stage 1, 2 and 3. It's our understanding that those three stages are part of the \$15.1 million which has been provided for this project. There was some confusion on one of the diagrams within the submission. It doesn't state that there is a stage 4, even though it's our understanding that the green section of that diagram is the stage 4, which we believe is not budgeted as part of this proposed project. Could you talk us through that?

Mr SALTER - I can confirm that the green within the diagram is the unfunded component. I mean, it is subject to the tender result. If there was a favourable tender result, then stage 4 comes into consideration, along with aspects such as window replacements that aren't covered in stages 1-3. Importantly, a reason for identifying that is so that there is a master plan should there be a favourable result. I'd say yes and refer to Shamus to confirm the shading in green is stage 4 in the diagram.

Mr MULCAHY - The section in green is stage 4. If I just add to that though, whilst it isn't the part of the - it's subject to tender conditions - but it is currently being put in for planning approval. We are documenting stage 4 and it will be approved, it's just whether we get to build it at the very end. All the work will be done up to support being in until it's not.

CHAIR -... would stage 4 require significant funding? Is there an around the ballpark figure of what stage 4 may cost and how much more additional funding could be or would be required to complete all aspects of this proposed project?

⁶ South George Town Primary School - Major Redevelopment, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, pp. 9-10

Mr SALTER - I'll probably go first on that. Going back to looking at our documentation, on page 21, we actually do list the cost of stage 4 with an estimate of \$1.94 million.

CHAIR - I suppose the question would be, if you have workers on-site, a project underway, the work required, the planning work required for that stage, wouldn't you get better bang for your buck in completing that work and finding that additional funding? It would be a lot more expensive, I would imagine, to do it at a later stage.

Mr SALTER - I'd say, firstly, that all projects come with a budget allocation. I mean, you face that on every single project. At the same time as there might be a favourable result, you know, with market conditions, notwithstanding we consider we've got good contingencies in place. It's not guaranteed that there is that favourable result, but also in terms of your question around additional funding then, each project, in terms of being fiscally responsible, has got a budget, we've got to manage each individual project as well as the overall program. Most school projects, having a master plan, will have elements that, should future funding become available through government decisions, they can be then delivered. The master planning process provides part efficiency in ensuring that, again, should those funds become available, then there's a clear next stage of works that can be delivered. But additional funding is a decision for each government in the budget cycle.

Ms RATTRAY - ...Have they been coming in on budget? ...you have a contingency for the project of \$2.533 million, then this potentially might be 1.94, so you only have \$593,000 to play with there if contingencies become a little bit tight, and we talked about, you know, the world situation. Can you give us some understanding of where you are as a Department with current upgrades and redevelopments.

Mr SALTER - ...When you go back and look at projects and when you do have to consider the market conditions at each time and the number of projects that have been out to tender. We are certainly cognisant of looking at the market in terms of opportune times to go out. I might hand to Todd to talk to recent market conditions.

Mr WILLIAMS - Recent market conditions have been giving favourable responses. What we know about the market at the moment is it's not as full as what it has been over previous years and indeed the challenges that came with the COVID pandemic. We learned, like with many, we learnt lots of lessons through that and hence we have robust contingencies to help us through. Throughout the process, through Shamus's team, there is a quantity surveyor involved that's assessing the design and the price and that's reflected in the construction cost estimate that's included in there at the moment based on the quantity surveyor's current understanding of the market and price. As I've said, we have the appropriate contingencies in there for all the right reasons because at the moment we're still working through from a high-level concept into a detailed concept and the more you get into the detail, the more you understand the cost.⁷

Capacity and Enrolment Projections

4.7 The witnesses were asked to provide further detail on the school's capacity and enrolment projections:

Ms BURNET - ... My second question is around the capacity, which is referred to and how that's calculated...

...

⁷ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 3-4

Mr WILLIAMS - The capacity calculation is based on the available spaces being general learning areas and it also includes music rooms and art rooms. That is spaces that are greater than 50 square metres that can be used for learning with a with the number of those spaces multiplied by 25, as 25 students, for those spaces. That's a consistent methodology that we use statewide to calculate capacity as an indicator that we monitor and then explore further should we need to.

Ms RATTRAY - There appears to be an increase in student numbers. You said 210; the table on page 6 tells us that there is 197 at the school. So, enrolments are increasing for this year from the start of the year through first term?

...

Mr SALTER - What was your census, Brett?

Mr HAY - 208. I think it was 208. We do have a transient population as well.

Ms RATTRAY - Circumstances change for families; people need to come in and go out and the like.

Ms BURNET - These projections then look pretty undercooked. Are you projecting with the likely build over the back fence that there would be an increase beyond what is listed on this table? Are the works looking to have greater capacity, in a sense?

Mr HAY - Yes.

Mr SALTER - ... When projections are done, they're done more at a broad basis, not taking account of individual fluctuations in terms of subdevelopments. The 2026, I think because it is in the different shade, the purple, was the estimate at the time. The census which gets finalised probably into the mid-March to late March would have the numbers that Brett's referring to, of the 208. We get those and then we would then revisit the projections going forward. Importantly, in undertaking the build, notwithstanding the methodology for the projections, is taking account of those developments that are occurring to ensure there's flexibility and capacity.

Mr HAY - ... the way that the design's been done, there are additional classroom spaces and some of the spaces are designed to be multi-use, but if they need to become classrooms, they can be classrooms as well.⁸

Prioritisation of School Capital Works

4.8 DECYP's submission provided detail about the process it uses to identify priorities for school capital works funding:

Every year, all Tasmanian government schools and colleges are invited to submit their highest infrastructure priorities for consideration for the next State Budget. All submissions are assessed against weighted criteria, and asset condition and enrolment data held by DECYP. Based on this, sites are then assigned a ranking from 1-5 (with Priority 1 being the highest priority sites). The weighted assessment criteria are:

- Demonstrating links to improved student learning outcomes by addressing space needs and/or optimising utilisation of facilities at the school or across schools. (30%)
- Improving building condition, addressing significant occupational health and safety issues, disability access and infrastructure issues and/or incorporating environmental sustainability. (30%)

⁸ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 5-7

- Addressing strategic priorities and initiatives. (30%)
- Demonstrating community benefits and extending use of school facilities. (10%)

In 2023, SGTPS was identified by DECYP as a Priority 1 site for capital redevelopment. SGTPS was included in the DECYP submission to the Department of Treasury and Finance in 2023 and \$15.1 million was allocated in the 2024-25 State Budget.

DECYP considers SGTPS a priority site for works to provide facilities that are safe and fit-for-purpose to deliver high quality teaching, learning and support services, with safe and welcoming spaces that contribute to improved education and lifelong learning outcomes for the school community.⁹

4.9 The Committee explored this further at the hearing, asking the witnesses to explain how school redevelopment projects are prioritised for funding by DECYP:

Ms BURNET - The project is listed as a priority 1 site for capital redevelopment. I think this is my second primary school that I've been to since I've been on this committee. I'm curious to know how those priorities are reached. It's a general question, but interesting. Also whether the committee could see that prioritisation and how you reach those priorities?

Mr SALTER - I'll give a bit of a summary, but then hand to Todd for some details. It's a process that has been in place for a number of years now which we've continued to refine. We do publish the list of priority schools on an annual basis, so that is transparent and public - it's transparent for the schools. I'm certainly happy to provide the documents which outline the process, and we have been to a Public Accounts Committee before in terms of describing that process. We consider it is robust in terms of providing solid information for government to make decisions on, but in terms of more detail, I'm happy for Todd to talk to it.

Mr WILLIAMS - I think there's a summary of the criteria assessment that's provided in page 7. I think that's the key assessment process that's undertaken through the subcommittee of the executive board, the asset strategy executive committee that has membership through the Department, including learning services, who are our frontline connection to our schools. We undertake that assessment process annually. Since we implemented our asset management system in 2017-18, we have a good understanding of the condition and amenity of our buildings, and that also feeds in. So, it's a combination of the learning needs and the building needs that come together through that assessment process.

As Kane said, annually we do publish the priority 1 rankings. That's so we're open about the outcome of the process, but also, too, so there's clear visibility for schools on where they sit in their priority rankings. It is the priority 1s that we submit annually as the Department's submission to the government for funding consideration.¹⁰

Consultation

4.10 DECYP's submission highlighted how consultation had been critical to determining the priorities the school community wished to address in the redevelopment:

Extensive community and stakeholder consultation has assisted in defining the scope of works to include contemporary learning areas, associated support spaces and amenities.¹¹

DECYP undertakes extensive community engagement for all major capital works projects and initiated community consultation from 11 November to 6 December 2024 for this project. The

⁹ *South George Town Primary School - Major Redevelopment*, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, p. 7

¹⁰ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 7-8

¹¹ *South George Town Primary School - Major Redevelopment*, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, p. 3

purpose of the consultation process was to generate awareness and seek feedback from the school and the community on the draft site master plan and to inform the development scope of works for the Government's \$15.1 million funding commitment. Consultation feedback was via an online survey and workshops with students, staff members and the broader community. A Community Engagement Outcomes Report (Attachment 3) was prepared following this consultation process, which was made available via the consultation database, school channels and on DECYP's website in early 2025.

The PWG, comprised of representatives from the school, School Association, Facility Services and the design consultant team were provided with the consultation report and have met fortnightly to analyse, discuss and provide feedback on every element of the design and project as it evolved. Students and staff have been consulted during the design phase and feedback incorporated into the design choices.

The PWG developed a site master plan that heard the community voice and incorporated key priorities for improving teaching and learning.¹²

- 4.11 The Committee asked the witnesses to elaborate on the consultation process and the positive influence this consultative approach had on the scope and design of the project:

Mr SHELTON - ...On the consultation, community consultation. It's wonderful to see it, and of course all projects do have a working group organised and you do that consulting to all relevant stakeholders and particularly, of course, all users of the facility. ... I just want to make sure that in a question to you, the cleaners and the groundsmen have been consulted through this process? Because their input, at times it's only small, but it can be invaluable when you're dealing with some little issues. Just a quick word about the consultation to satisfy all of us that enough consultation has been done.

Mr HAY - As part of the project, we consulted with all our staff and students in groups. You met our student leaders, they are part of that consultation process. Shane has also met with all our staff members, including our cleaners, as part of that process as well.¹³

...

Ms BURNET - I'm just curious with the community consultation, but the school community in particular, and it was great to meet the leaders this morning - lovely, bright young things. They really held their attention very well, so a credit to the school community. I'm curious to know how important both the internal and external spaces were and their input into design and functionality.

Mr HAY - Are you talking about the initial consultation with the community or just overall?

Ms BURNET - For the children and the users of the space.

Mr HAY - Through the initial consultation period we had the community come in, but we also had last year's grade 6 leaders. They did the initial consultation and identified things that they thought needed to be upgraded, like toilets - toilets is always a big thing. The community were really looking for an upgraded kitchen area as well. Those were a couple of things that really

¹² South George Town Primary School - Major Redevelopment, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, p. 9

¹³ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, p. 10

came through. Obviously the modernisation of the school itself and all the upgrades and things like that were part of that.

It's been an ongoing process and I actually meet with my grade 6 leaders every Tuesday after lunch and go through, once we've had our meeting with Shamus, and update them on that. We continually are looking at feedback. They had a great session with Shamus earlier on really gave us great information about what that outdoor area will look like. The other day I showed them the updated plans and we went through some of the equipment out there and they said, 'Oh, I'm not sure about some of that'. We then fed back to Shamus that they weren't that happy with what they thought that piece of equipment was like. They'd rather have like a ninja course at one end of it, so we are looking at putting some other stuff in there.

Ms BURNET - Yes, and Shamus, I suppose, with the input from the landscape architects and working with the kids, was that a direct relationship to get that undulating area outside?

Mr MULCAHY - Yes. As Brett said, the school and DECYP had a consultation, so when we came in there was a whole series of work that had been done, and the students were a part of that. When we had our session back then with the students, we talked about everything. We took them through the internal stuff, we took them through the landscape. It was reassuring - a lot of the feedback they got, they could recognise themselves, they could see in the work the previous sort of things they'd talked about and expressed desires for. So, with the internal stuff, we took them through, from the start, the concepts of what we were trying to do, how the classrooms would work, how the different spaces would work. They're cluey. In many ways, they look at plans better than we look at plans. They could instantly appreciate things like connections. They could appreciate the importance of the outdoor thing. One student said to me, 'That would be a really good space to read', for example, so they could see, they could all put their heads into it and already recognise how they're going to use some of those spaces on plan, that was internal stuff.

When I said earlier in the walk around, they really got into external stuff, that surprised me. I suspect they know how they want to play and obviously the outdoors is a good part of school for them. They love that, and that's what they did really jump at. The landscape park just wasn't their part of that. They could recognise the equipment they wanted, how they would use those spaces. They were terrific.¹⁴

Accessibility

- 4.12 The Committee had noted during the site visit the varying level and level changes across the school and sought to understand if the design would provide improved accessibility:

CHAIR -... if you could talk us through ... the accessibility design components that will be part of this proposed project - i.e. ramps.

Mr MULCAHY - That's the obvious thing, things like level access. That's obvious as you go around the school, there's effectively three levels to the school and each doorway have a different set of steps to get up. Some doorways have one step, and you look at and you think, well, why? Why is that one step there? Why don't we just raise it up? It was a part of the process. Most of the internal entries - sorry, all the new internal entries are going to have level access in and level access up onto the verandas to get you there, so that's an easy one.

Accessibility also comes down to things, like I just said, like the amenities. Having amenities that are good for everyone and accessible and clean and ambulant and light and all that kind of stuff. Then you get into things like, kind of finer details like colours and people being able

¹⁴ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 12-13

to use doorways because they're contrasting and things like that. All that's going to be built in and, and that's what we do naturally.¹⁵

Students with Special Needs

- 4.13 The Committee asked the witnesses about the students with special needs and the supports the school provides for these students:

Ms BURNET - I'm just curious to know the makeup of the social needs or the special needs of kids at school...

Mr HAY - ...Our ICSEA (Index of Community Socio-Educational Advantage) score, which is a national number where in Australia the average is 1000, ours is 915-ish. That goes up and down a little bit, but it's pretty stable around 915, which means about 60 per cent of our students would come from the bottom quartile in terms of their socioeconomic status. As far as students with high and additional needs, we have around 26 per cent of students with a formal diagnosis and are in that system. What I believe is one of the strengths of our school is that we are very much open to outside facilitators to come in and work with those students - different therapists and meeting those needs. We very much have an open-door policy and invite those people in.

Ms BURNET - And there are DECYP therapists as well? Like speech -

Mr HAY - Yes, we do. We have a social worker one-and-half days and we have a psychologist one day week.

Ms BURNET - OTs?

Mr HAY - We have a speech pathologist one day a week. No, no OT.

CHAIR - Just a subsequent question: how many teachers' aides would you have at the school that would be providing that one-on-one assistance to the students?...

Mr HAY - Sixteen.¹⁶

- 4.14 The Committee also asked the witnesses about specific design features in the proposed works that accommodate for special needs children:

CHAIR - And for students with heightened sensory needs or that may be neurodivergent, there's consideration in the design around those students?

Mr MULCAHY - Yes, there is. That's a really interesting one -

CHAIR - It seems like there's a significant proportion of students at the school with those additional needs.

Mr MULCAHY - Yes. Like as part of the facilities, for example, we're looking at the moment at providing a - for want of a better word of - a sensory space, a place for kids to take some time out and regulate. There's the implementation of those kind of things. There's also, you learn on every project - one of the girls in the student consultation talked about being... sensitive to perforated panels. ... I asked her what that was, and she said it was a sensitivity to small holes and textured panels, textured facades...

¹⁵ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, p. 14

¹⁶ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 5-6

... How we create spaces, then, that are acoustically attuned, because every acoustic panel out there is usually perforated, we haven't resolved yet. These are the things that have come out to work on.¹⁷

Energy Efficiency Measures in Design

4.15 The Committee asked about the energy efficiency measures that would be included in the design:

Ms BURNET - Just a query about the energy efficiency, presumably with an upgrade in glass and double glazing or triple glazing that will come into play: is it a standard thing in school builds now that there are those energy efficiencies with LED and lighting control panels and so forth?

Mr MULCAHY - Yeah, the fittings and the systems are, so far, obviously, going to be much more efficient than they are these days. With this project, particularly, while we've got the opportunity to do things like reclad the facade and change the windows and the roof, we will stuff it full of insulation. It will be virtually a new building with old structure and efficient to that effect, and then the new heating system, obviously.

Ms BURNET - When we were there today, we noticed how cold it was in that central hallway. Of course, you won't have that, so there won't be that change in temperature zones, if you like, so that will be a greater efficiency?

Mr MULCAHY - Absolutely, yes.¹⁸

Tasmanian Government Art Site Scheme

4.16 The Committee asked the witnesses to explain how they envisaged the Tasmanian Government Art Site Scheme requirements might be incorporated into the redevelopment:

Ms RATTRAY - I'm interested in what sort of discussions have already been undertaken with the school community and the architects, obviously, around you utilising the Tasmanian Government Art Site Scheme and the significant amount of money that that is required to put in to - what are your thoughts? Have you started to think about that?

...

Mr HAY - We've met with Arts Tasmania, and the person who does that - and we've just started exploring what that might be, whether that's something that goes into the courtyard, whether it's a standalone piece, whether it's inside the building itself, but integrated in and trying to make it something that represents our school.

Ms RATTRAY - But possibly somewhat functional, or is that not on your radar? It's always on mine, but I'm not in the position to make any suggestions.

Mr WILLIAMS - We did see some wonderful artwork of the students up in the corridor.

Mr HAY - Yes.

Ms RATTRAY - Well, I don't think that's going to amount to \$80,000.

¹⁷ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 14-15

¹⁸ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, p. 17

Mr HAY - No, I would love to see that too, but apparently that's not - there was a bit of a contradictory in what was said, like they like students to be able to interact with it, but it's not to be deemed as something that you - it's not playground equipment. But that's a process that will be ongoing. It may even be something that - so it doesn't actually have to be part of, or inside, or it might be something that's at the front of the school, so, as you come in the front of the school there, we've got the big green old ugly services box, the electrical box, we might put something -

Ms RATTRAY - Amazing around that.

Mr HAY - Some panels or something around that. What it amounts to is something that value adds to the school, it's hopefully beautiful, and it's worth \$80,000.

Mr WILLIAMS - I might just add a little bit there -

Ms RATTRAY - You could have two pieces, a 40 and a 40. When I was leaving with my colleague, I made the comment that some of that art scheme funding something in that beautiful new courtyard would be very much, I think, suitable.

Mr HAY - Yes. There is a process you go through, and we will sit down as a group and work through that and work through that. Whether that's, you know, in that courtyard or some in the courtyard and some outside. It's a bit dependent on your artist as well and what they use.

CHAIR - A local artist would be wonderful, wouldn't it, for the local economy as well?

Mr WILLIAMS - And my team, the project manager that's working closely with Brett, they're in that mix working with Arts Tasmania too, to make sure we do get an outcome that benefits the school and the arts community as well.

Mr SALTER - And I think it is about engaging local artists. It's exactly - the program operates with that in mind.

Ms BURNET - And given you've got a high Aboriginal population, are you likely to think about some Aboriginal art?

Mr HAY - We'll see.¹⁹

Project Cost

4.17 The Committee asked the witnesses for further detail on the estimated cost of the project, including explaining the need for and quantum of the contingency allowances:

Mr SHELTON - On page 20, \$15 million in total, a construction cost of just under \$10 million, so there's a third of the total costs gone in other expenses, so just working through them. Well, first of all, a question on the second-last one, design and infrastructure contingencies. Is that infrastructure and construction costs? Infrastructure to me would be, in that instance, materials rather than infrastructure; so what's that \$1 million for, design and infrastructure contingency? I expect the design to be already more or less completed, and therefore you don't need much of a contingency, surely. Then it's infrastructure contingencies after that.

Mr WILLIAMS - ... The design is still a work in progress and we don't have the detail yet. The numbers are reflective of the stage that we're at, so a design contingency, because we don't have - and as we get further through that project, that will shift up to the construction cost,

¹⁹Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 17-18

because they're all estimates at the moment. There is that unknown in the design as Shamus works into the detail and gets to the nuts and bolts. We're not quite there yet. The infrastructure contingency... : whilst we have done an infrastructure assessment and we know that we have got old infrastructure, we haven't started to pull it apart yet.

CHAIR - You are talking about sewerage pipes, civil?

Mr WILLIAMS - Yes.

Mr SHELTON - That is not in the construction cost yet?

Mr WILLIAMS - There is an infrastructure allowance in the construction costs, based on what we think we're going to have to do and then there is the contingency for infrastructure, for unknowns. It's reflective of the allowances at this point in time, given we don't know all the detail.

Mr SHELTON - Okay. So, by my calculations, there's market conditions and escalation forecast of 858, construction contingency of over \$1 million, so that's 1.884, and down the bottom we have another 1.5 worth of contingencies, so yes, we've got - basically with the couple of fixed costs with consultants and so on, your build is going to be under 10 mill; the total cost is going to be 15.

Mr WILLIAMS - Yes, at that point, that's right. The more we get into the detail, the more we will know and be able to more accurately reflect the construction cost estimate. Then we find out what the construction will be when we go to tender. All of that is about having the detail to give to a construction company so that they can price it accurately. At this stage, we need robustness in our contingencies to have some protection.

MR SALTER - When I add those numbers up quickly, if you add those contingencies, which are going into construction, then \$12 million is the construction element including the contingencies. As Todd has said, it's appropriate at this point of the design process to have contingencies so that we can respond and manage to unknowns. It wouldn't be prudent to do otherwise. If we had locked in additional works and then we were trying to deal with contingencies after that, well, then that's not good project management.²⁰

4.18 The Committee sought further detail on the consultancy contract, including the number of sub-consultants that would be engaged:

CHAIR - ...you've got nearly \$1 million in consultant services that are listed under the description of the funding and budget estimate. Can you run us through, or is there a document or a list of consultants that you might be able to table to the committee at all?

...

Mr WILLIAMS - To secure our consultant for the project, we go through an open tender process to the market and release that, and through that process, Shamus and his firm were successful in securing that. As the lead consultant, they also have sub-consultants that they use, including the quantity surveyor and the engineers. Perhaps if you want to talk about the

-

Mr MULCAHY - About the consultant team? .. I obviously have a list of consultants, because when we put the project together we have to pitch those. On this project, let's say there is possibly at that stage probably about 15 consultants. Everything from the obvious one, the engineers, so you've got structural, hydraulic, mechanical, electrical and civil engineers. They do the bulk of work. You sort of go down the list and you have an acoustic engineer, you get

²⁰ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, p. 19

to the bottom and there is a playground certification guy that comes along at the end. We've got all those and everyone in between. We have a list of them. At the moment, we have what we call key consultants, and they are the ones we have actually engaged. For example, someone like the playground guy, we haven't engaged yet. We've got the key ones, which are the engineers, the quantity surveyor doing the costing, the landscape architect, the bushfire consultant. All the ones up to this stage we've engaged and we're working with. As we go through, for example, we'll then engage the others as and when we need them...

...

Mr SALTER - We can provide a breakdown of what's budgeted for within that...²¹

4.19 DECYP subsequently provided more detail on the consultancy costs and the sub-consultants that would be engaged:

...standard fee allowance for the lead architectural consultants for DECYP's major infrastructure projects is between 8-12 per cent of the total value of the construction works, which is in line with the industry standard. In the case of the major redevelopment of South George Town Primary School, this percentage is 8.7 per cent, which is considered highly competitive. It is important to note that these services are provided for the entire duration of the project over a number of years - through to the end of the 12-month defects period following the completion of building works. The fee not only covers all design and documentation work by the lead consultants, it also covers many other specialised work areas which are undertaken by sub-consultants engaged by the lead firm. These specialised work areas include:

- Structural engineering
- Hydraulic/civil engineering
- Electrical engineering
- Mechanical engineering
- Building surveying
- Landscape architecture
- Planner
- Quantity surveyor
- Land surveyor
- Bushfire consultant
- Geotechnical consultant
- Environmentally Sustainable Design (ESD) certification
- Traffic consultant
- Acoustic consultant.

*Of the total fee sum of \$990,000 which also contains contingency, approximately 45 per cent is expended on sub-consultancies for these specialised work areas. This is also an industry standard.*²²

4.20 The Committee questioned the witnesses on their degree of confidence in delivering the scope of works within the budget:

²¹ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, p. 20

²² DECYP response to questions on notice-South George Town Primary School, p. 2

Ms BURNET - To me, it's a fairly ambitious project considering all the upgrades that you want to do. You're using a lot of the current building infrastructure, but remodelling that, is it a realistic approach as to being able to deliver this project for that amount of money?

Mr SALTER - Throughout the project process and in conjunction with Shamus and his team, we did quantity surveyor updates at particular points and at particular points of design. There's another one coming up relatively soon, so we continue to check in on that. Again, it's another reason for having the contingencies in place. If the next check in point says something then we might need to make a choice to allocate some of the design contingency now.

...

Mr MULCAHY - I feel really comfortable - some projects you get into, and you get halfway through and everything is really stressed, not DECYP projects - but this one I feel comfortable about because there are those usual checks at each stage. That's what we do, there's no magic to that. But the client body and the client have already identified stage 4, for example, as being well, if we get it, it's great and if we don't, we can work without it. So, there's a little bit of wiggle room there. On the other hand, if they get half of stage 4 and can't do stage 4, there's all these other needs around the school that we would like to do as well. I think that, certainly for the first three stages, I feel comfortable. Then we're quite aspirational in what we could use the budget for good if it's beyond that.

Ms BURNET - It's an impressive and ambitious program which I think, and as you say, being staged just seems to be a sensible approach to what may or may not eventuate.²³

Project Timeline

4.21 The committee asked why the appointment of a contractor could not be undertaken earlier than currently planned so work may commence during the 2026-27 summer school holidays. This led to a broader discussion on project management of the redevelopment and the importance of spending the time getting the design, specifications and associated documentation right to ensure the best long-term outcome:

Mr SHELTON - On the project timelines, and you have the contractor appointed in January 27 - next January - wouldn't it be prudent to appoint the contractor prior to the end of the year as it's the school environment, a significant amount of work could be done over the holiday period?

Ms RATTRAY - Like eight weeks worth.

Mr MULCHAY - They've certainly got us under pressure to get it all done in October, with the aim that the Department have a couple of months to sort all the stuff they have to do and get someone early December.

Mr WILLIAMS - We always aim to have that Christmas period, but also acknowledging that for industry there's at times, holidays that people need to have as well. We're pushing to get out to tender as soon as we can and find out from industry when they're keen to start and get them contracted and underway.

Mr SHELTON - Good to hear.

...

²³ Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 21-22

Ms RATTRAY - Because there's a big gap between this process and September - documentation preparation -

... Do you acknowledge it is quite a significant leeway? But you will need every minute of it.

Mr WILLIAMS - My simple explanation is that the documents you're seeing, which are still at a very high level, there's an enormous pack of documentation for every nut and bolt, every room that's produced to give to the contractor to price that. There's an enormous amount of work for Shamus and all the subcontractors to produce that level of documentation. It's really important, and when you're rushed on that and the documentation isn't complete, it's when you introduce risk. That risk ends up in cost further for the construction companies who put the tender in, because they don't have the level of detail they need. I come back to we're pushing as hard and fast to get good documentation to go to the market, so industry can price things without a huge amount of risk in there for us so we can get on and do the job.

Ms RATTRAY - It's interesting because I recall that there was a time and, I think from memory, it was called the Building Education Revolution -

Mr WILLIAMS - Revolution - the BER. The Commonwealth Government. The Kevin Rudd stimulus package.

Ms RATTRAY - and things happened like this. I am just not sure that things can't, again, happen a bit more quickly.

Mr SALTER - I just emphasise Todd's point that in spending the time now saves risk down the track, saves costs down the track, and probably saves time as well.

...

Mr HAY - I know, just through the conversations that we've had, that we have a great design and concepts in place, but where we'll be saving money and things is about when we talk about acoustic baffling and all that type of stuff, that's the level of detail you need to get to. What's the construction of the eaves and down to the minute detail is where we will save our money when we go to the tender process. As you've said, Todd, that if a construction company has all that detail, then we can start shifting some of that other money that's in those other contingency areas into that build.

Mr WILLIAMS - If we get a good quality outcome, then from a lifecycle perspective, there's another 70 years. We don't have to come back and fix things because it was rushed or wasn't done to the quality that we would have liked. We're absolutely after getting that right balance in time, detail, and quality.

Mr MULCAHY - When we do a project from start to end, whilst the bulk of our time is spent up to now, the design phase, the actual bulk of the hours is this little stage we're about to hit. We call it documentation, but doing all those detailed drawings effectively. For a project of this scale, I would normally start when I do my programming with about 15 weeks. That's my mental starting point, and you can scale it back a bit. When I say 15 weeks - let's say four months - that assumes that we're building - a bit like the Legana school, a new school on a flat site. When someone says, 'Oh, can you do this one in 15 weeks?', I look at this school and although it's a lot of money, but it's not like Legana. It's fiddly because I'm actually having to go there and look at every single doorway and think, 'Oh, crikey, do we demolish this timber? Do we keep this timber? If we remove it, what's underneath?' And communicate that to any builder that picks up the documents. We will get it done. We will bend over and get it done, but the time on paper that looks long is actually giving me headaches. It's quite short. It's a lot of work.

...

Mr HAY - It's an important question too, because we have to get ourselves organised. The decanting process and moving classrooms. We will have a classroom in the library, so we'll have to relocate the library to somewhere. I don't know where that is yet, but there will be bits and pieces we need to do to be ready for that to start. It's important, the timeline.²⁴

Does the Project Meet the Requirements of the Public Works Committee Act?

4.22 In assessing any proposed public work, the Committee seeks an assurance that each project meets the criteria detailed in Clause 15(2) of the Public Works Committee Act 1914. Broadly, and in simple terms, these relate to the purpose of the works, the need for and advisability of undertaking the works, and whether the works are a good use of public funds and provide value for money to the community. The Department's submission included the following assurances:

Do the proposed works meet an identified need/needs, or solve a recognised problem?

Yes, the design addresses the issues raised in consultation with the school and community including the need for more flexible/multi-purpose spaces, larger classrooms and breakout spaces, more professional support spaces, more outdoor learning and breakout areas, playground upgrades and shading, improved amenities, and addressing ongoing building and service infrastructure issues.

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

Yes, a whole of site master plan was developed and costed with the school and community priorities at the front and centre of the design. The PWG considered priorities, staging and buildability of the works and agreed the proposed design and staging effectively addresses the highest priority needs to create a contemporary learning environment within the budget. The design identified the most workable solution to meet the school's education requirements, while giving future flexibility. The process includes reports from the project Quantity Surveyor to ensure the cost plan meets the budget and the project is deliverable.

Are the proposed works fit for purpose?

Yes, the proposed works respond to the briefing requirements expressed through the Education Brief. The design solution has the support of educational experts, school leaders, staff, the school association and the community.

Do the proposed works provide value for money?

Yes, the proposed works address priority areas identified through the community consultation process and the most significant deficits of SGTPS. Costs are minimised by retaining building structure and the use of modest, suitable new materials. Testing of options settled on the design which meets priority needs while remaining within the allocated budget. The design has minimised new buildings, however, has maximised new infilled building sections to existing GLAs to meet contemporary learning sizes.

Are the proposed works a good use of public funds?

Yes, the proposed works offer a cost-effective solution to meet the highest priority needs to assist SGTPS to deliver quality contemporary educational experiences and to support the learning journey of the students and improve education outcomes. DECYP considers this to be a good use of public funds.²⁵

²⁴Transcript of Evidence, 12 May 2026, Department for Education, Children and Young People, pp. 22-24

²⁵ *South George Town Primary School - Major Redevelopment*, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, p. 23-24

5 DOCUMENTS TAKEN INTO EVIDENCE

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

- *South George Town Primary School - Major Redevelopment*, Submission to the Parliamentary Standing Committee on Public Works, Department for Education, Children and Young People, 12 May 2026
- Document entitled “*Detailed Design Drawings and Renders*”, Department for Education, Children and Young People -, tabled 12 May 2026
- DECYP response to questions on notice-South George Town Primary School, 1 June 2026.

6 CONCLUSION AND RECOMMENDATION

- 6.1 The Committee is satisfied that the need for the proposed works has been established. Once completed, the proposed works will enable SGTPS to provide a contemporary learning environment and will fix ongoing infrastructure failings.
- 6.2 The proposed works will involve refurbishing six general learning areas, including the provision of breakout spaces and improved access to outdoor learning opportunities, to meet contemporary learning needs.
- 6.3 The redevelopment will also provide additional professional support spaces, upgraded student bathroom facilities, a central library, playground upgrades and recreation spaces with increased shading. The proposed works will also address recognised issues with the ageing building and services infrastructure, including new roofing, external walls and double-glazed windows to refurbished areas, and sewer, stormwater and electrical upgrades.
- 6.4 Accordingly, the Committee recommends the South George Town Primary School Redevelopment, at an estimated cost of \$15.173 million, in accordance with the documentation submitted.



Parliament House
Hobart
7 July 2026

Jen Butler MP
Chair

