



CONSULTATION OUTCOMES REPORT

New high school in
Bungendore

Prepared for
SCHOOL INFRASTRUCTURE NSW
9 August 2021



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We acknowledge, in each of our offices, the Traditional Owners on whose land we stand.

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1. INTRODUCTION

This report accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act) to accompany an application for a State Significant Development (SSD No 14394209) for the site. The SSDA is for a new high school located at Bungendore.

1.1. LEGISLATIVE REQUIREMENTS

This report documents the consultation process undertaken for the SSDA as part of the EIS. It outlines who was consulted, what feedback was raised, and how the proposal has been amended in response.

Specifically, this report has been prepared in response to the requirements contained in the Secretary's Environmental Assessment Requirements (SEARs) as outlined Table 1.

Table 1 SEARs item for consultation report

SEARs item
<p>Consultation</p> <p>During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups, relevant special interest groups, including local Aboriginal land councils and registered Aboriginal stakeholders and affected landowners. In particular, you must consult with:</p> <ul style="list-style-type: none">▪ the relevant Council.▪ Government Architect NSW (through the NSW SDRP process).▪ Transport for NSW.▪ John Holland Rail, manager of the Country Regional Network. <p>Consultation should commence as soon as practicable to inform the scope of investigation and progression of the proposed development.</p> <p>The EIS must describe and include evidence of the consultation process and the issues raised and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.</p> <p>Targeted consultation in accordance with the draft Social Impact Assessment Guideline 2020 (Department of Planning, Industry and Environment) must also occur where there is a requirement to prepare and submit a Social Impact Assessment.</p>

Source: SEARs issued on March 10 2021 for SSD-14394209

1.2. REPORT SCOPE

Urbis Pty Ltd (Urbis) was engaged by School Infrastructure NSW (SINSW) to prepare this report. In line with the SEARs, this report provides a summary of the consultation activities undertaken throughout the EIS process.

Unless otherwise identified, Urbis did not undertake any of the consultation activities which are documented in this report. This report is based on the available consultation records provided by the relevant agency. Where information was not provided, this is recorded as such.

2. PROJECT OVERVIEW

The proposed development is for the construction of a new high school in Bungendore. The proposal has been designed as a stream 3 high school to initially provide for approximately 450 students with core 4 facilities aimed to future proof demand forecasted to 2036.

The site is located adjacent to the existing Bungendore Public School to the south enabling the creation of an education style precinct that will enable a cohesive connection between the two schools as well as the wider Bungendore community.

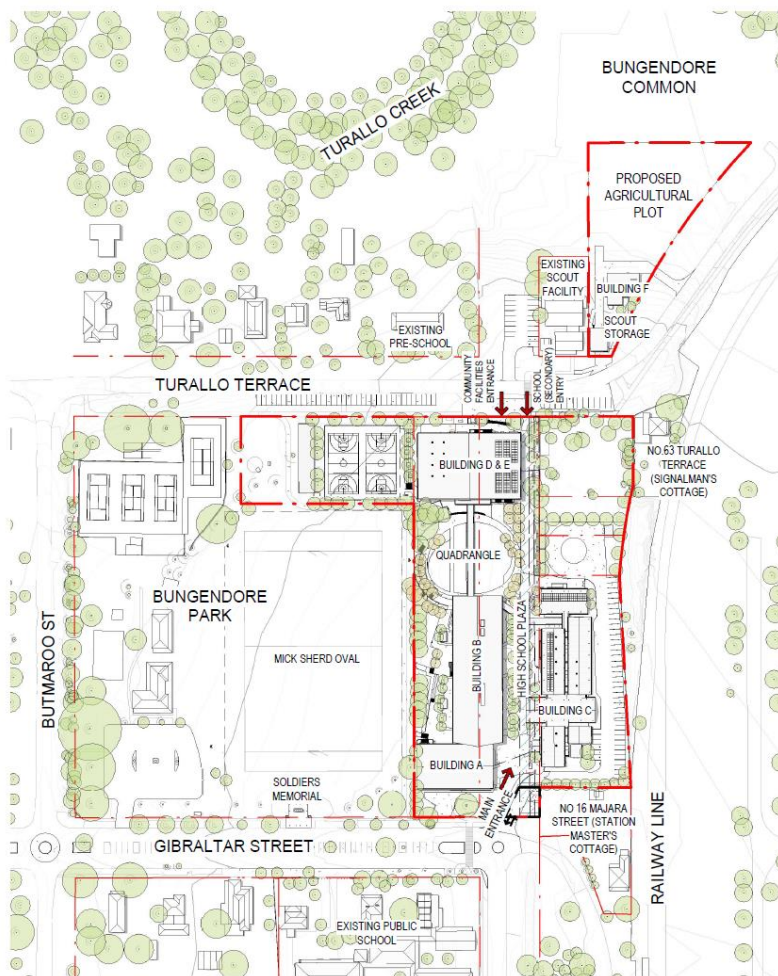
The proposal will include the demolition of the Bungendore Swimming Pool (to be relocated to Queanbeyan-Palerang Regional Council's proposed new Bungendore Sports Hub) and the Bungendore Community Centre; repurposing of existing council buildings; and the construction of new school buildings. New facilities for the high school will comprise of 24 general learning spaces; dedicated science and technology spaces; a gymnasium; library; canteen; outdoor learning and play areas that include two games courts.

A new agricultural plot is also proposed to the north of the main school site including a new agricultural building and scout storage shed, adjacent to the existing scout hall.

The proposal will also provide for shared administration and staff facilities between the high school and existing primary school and construction of a warm shell for community facilities including a community library, council shopfront and community health hub.

Additionally, miscellaneous off-site works, including upgrades to nearby road intersections and infrastructure, crossings, footpaths and the like will be provided to encourage active transport opportunities and respond to changing traffic conditions.

Figure 1 Site plan



Source: TKD Architects

3. CONSULTATION OVERVIEW

A range of stakeholders and community groups were consulted during the EIS process. Table 2 identifies the EIS documents which report on these consultation outcomes. These EIS documents also outline where the design has been amended in response to stakeholder feedback.

Where indicated, additional details on consultation with key stakeholder agencies are documented in Section 4 of this report. Details on the community engagement activities and feedback outcomes are contained in Section 5.

Table 2 Stakeholder consultation overview

Stakeholder agency	Consultation outcomes reporting
Community groups	Section 5 of this report
Ngambri Local Aboriginal Land Council	Aboriginal Cultural Heritage Assessment prepared by Eco Logical Australia
Registered Aboriginal Parties: <ul style="list-style-type: none"> ▪ Ngambri Local Aboriginal Land Council ▪ Didge Ngunawal Clan ▪ Clive Freeman ▪ Goobah Development Pty Ltd ▪ Konanggo Aboriginal Cultural Heritage Services ▪ Yurwang Gundana Consultancy Cultural Heritage Services ▪ Karlari Ngunnawal Pajong Wallabalooa Descendants ▪ Karlari Ngunnawal Descendants 	Aboriginal Cultural Heritage Assessment prepared by Eco Logical Australia
Department of Planning, Industry and Environment (DPIE)	Section 4 of this report
Queanbeyan-Palerang Regional Council	Section 4 of this report
Government Architect NSW (through the NSW SDRP process) Connecting with Country: <ul style="list-style-type: none"> ▪ Aboriginal Educational Consultative Group ▪ Dr Matilda House 	Architectural Design Report prepared by TKD Architects
Transport for NSW (TfNSW)	Section 4 of this report
John Holland Rail (manager of the Country Regional Network)	Section 4 of this report
Heritage NSW	Section 4 of this report

4. STAKEHOLDER ENGAGEMENT

The following section provides an overview of the engagement activities undertaken with key agencies which may not otherwise be documented in alternative EIS reports.

Department of Planning, Industry and Environment (DPIE)

A meeting was held with representatives from the DPIE Southern Region team and SINSW on Friday 31 July 2020. The meeting provided DPIE with an overview of the site selection process and the intended planning pathway to enable feedback on these aspects of the proposal. Key areas of discussion included the existing site land classification and potential planning pathways.

Queanbeyan-Palerang Regional Council

There has been regular engagement and contact with Council throughout the EIS process. Some of this occurred through formal meetings or email correspondence for relevant planning matters.

The formal consultation activities include:

- Project overview meeting held on August 2020 with representatives from Council and SINSW. The meeting provided Council with an overview of the proposal and the opportunity to discuss key issues including the proposed planning pathway, the road closure process, existing site land classification and intended timing.
- Attendance at the Transport Working Group meetings, as described below.

Transport for NSW (TfNSW)

Consultation with TfNSW has occurred through the Transport Working Group. The Transport Working Group is attended by representatives from TfNSW, Council and SINSW. The TWG has met three times from April 2021 – July 2021.

Key areas of discussion have included:

- The Majara Street road closure conditions.
- Proposed access arrangements to the school including bus bays, drop off zones and parking provisions.
- The expected peak travel times of the schools and appropriate mitigation measures to minimise any impacts to the surrounding road and pedestrian network.
- Management of safe pedestrian and traffic access to the site and the creation of new pedestrian crossings and roundabouts to facilitate this.
- The expected mode share targets for the school population and level of service analysis for the school development.
- Review of the draft Transport Assessment for input before finalising.

John Holland Rail

SINSW consulted with TfNSW and John Holland in response to Item 5 of SEARs. This consultation primarily occurred via email from March 2021 to June 2021. This consultation was targeted at understanding potential compliance issues per Clause 86 of the Infrastructure State Environmental Planning Policy (Infrastructure) 2007 (ISEPP).

Upon review of the site documentation in June 2021, representatives from John Holland advised that:

- The development would not trigger TfNSW's concurrence in accordance with Clause 86 of the ISEPP.
- The proposal is unlikely to impact on the rail corridor from a stormwater management perspective.
- The proponent must provide details regarding the waste and recycling enclosure to confirm that there is no issues regarding excavations in accordance with Clause 86 of the ISEPP.

These matters were resolved and the EIS has progressed based on this advice.

Heritage NSW

Consultation with Heritage NSW occurred through a pre-lodgement consultation meeting on Tuesday 29 June 2021. The meeting was attended by the Heritage NSW – Senior Operations Officer and representatives of SINSW and Eco Logical Australia. The meeting provided Heritage NSW with an opportunity to review and provide comment on the Statement of Heritage Impact and the Historical Archaeological Assessment before lodgement.

Heritage NSW provided several comments for consideration in the reports. This included comments around the report structure, the inclusion of new reference statements and ensuring key SEARs items had been addressed. These comments have been considered by Eco Logical Australia and have informed the final Statement of Heritage Impact and Historical Archaeological Assessment.

Project Reference Group

A Project Reference Group (PRG) was established at the start of the project to provide feedback into the design process. The PRG is attended by representatives from the Department of Education, including the Director, Educational Leadership and the Principal from Bungendore Primary School, as well as a community representative. The PRG has met approximately six times from October 2020 – July 2021.

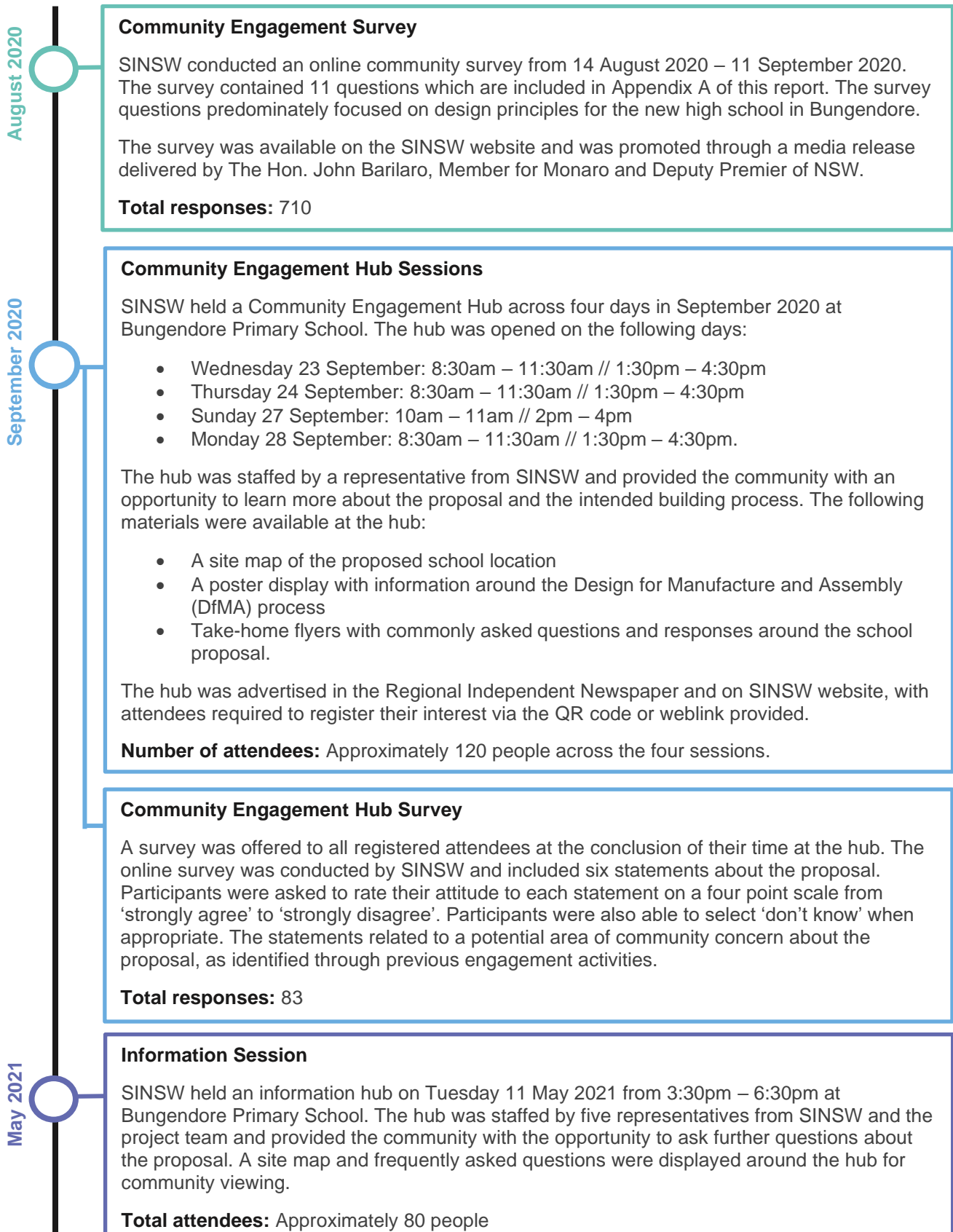
Key areas of discussion have included:

- Changes to the internal building layouts and access to maximise learning outcomes and student safety.
- The capacity of the school to cater for the open space needs of all students.
- The proposed access arrangements between Bungendore Primary School and the new high school, as well as transport options for the incoming students.
- The proposed fencing and maintenance strategy for the school site.
- The expected planning timeframes and enrolment opening dates.
- Support for retaining the Bungendore Primary School Library as is, opposed to relocating the library to the new high school site.

5. COMMUNITY CONSULTATION

SINSW undertook engagement with the local community between August 2020 and May 2021. The purpose of this engagement was to provide information about the proposal and enable people to provide feedback on the intended design. Figure 2 outlines the key community consultation activities undertaken during this period.

Figure 2 Timeline of community consultation activities



5.1. SUMMARY OF COMMUNITY FEEDBACK

The table below provides summarises the outcomes of community engagement activities undertaken for the new high school in Bungendore.

Community Engagement Survey

The community survey included six closed ended and three free text questions on the proposal. The following table outlines the key survey responses, categorised by question type.

Table 3 Community Engagement Survey outcomes

Key survey feedback	
Closed ended questions	<p>The six closed ended questions focussed on key design considerations. Respondents were generally asked to rank the most important design or construction elements for inclusion in the proposal.</p> <p>Key outcomes included:</p> <ul style="list-style-type: none"> When asked about the proposal, 79% of respondents expressed positive sentiments about building a new high school in Bungendore. With respect to the existing needs of the Bungendore community, respondents considered the three most important elements for the school to be sustainable design, easy accessibility and providing community access to playing fields and surrounding amenity. The three most important construction aspects were identified as sustainability, timeliness of delivery and aesthetics. The three most important design inclusions for the school building were considered to be technology, activity spaces and sustainability. The most preferred style of classroom design was innovative learning spaces. The three most important outdoor design considerations were identified as covered outdoor learning areas, agricultural garden plots and sports courts.
Free text question	<p>The free text questions asked respondents to consider the potential advantages of developing a new high school in Bungendore and how Aboriginal and cultural acknowledgements should be incorporated into the proposal. Respondents were also able to provide further comments about the proposal.</p> <p>Key feedback included:</p> <ul style="list-style-type: none"> Support for the development of a new high school in Bungendore to meet the needs of the growing population and significantly reduce commuting times for students and parents who currently travel to Braidwood, Canberra and Queanbeyan to access school. Comments that the proposal could boost investment in the local economy through infrastructure and employment opportunities and by attracting new families and businesses to the region. Comments that the proposal could establish an innovative learning hub by promoting collaboration and integration between the primary school site and the future high school. Support for the provision of shared community access to improved and modern facilities.

- Concern around the protection of existing community amenities on site, with support for continued access to Mick Sherd Oval and Bungendore Pool.
- Support for the proposal to acknowledge and be developed in consultation with the traditional landowners of the site.
- Comments that the proposal should incorporate meaningful Aboriginal acknowledgements in the design and operation of the school. Some suggested this could be achieved through the naming of school buildings and incorporating appropriate outdoor elements such as yarning circles, gardens, plaques and murals.
- Comments that the design of the new high school should incorporate green energy designs and reflect the surrounding rural amenity.
- Concern around the lack of consultation around the site selection process and the feasibility of the site to accommodate a new school.
- Concern around how pedestrian and traffic movements would be managed around the site.
- Questions around the potential student cohort, such as how access would be maintained for rural students, how students with learning difficulties and/or special needs would be accommodated and the staging of the school years.

Community Engagement and Information Hub Sessions

The key feedback received at these sessions was collated and documented by SINSW as 'Frequently Asked Questions'. These FAQ documents were published on the SINSW website to enable greater clarity on the proposal.

The following table outlines key areas of feedback which are outlined within the FAQ documents, as published and recorded by SINSW.

Table 4 Community Engagement Hub outcomes

Key theme	Feedback details
Site selection and planning process	<ul style="list-style-type: none"> ▪ Questions around the site selection and expression of interest (EOI) process, including the criteria for choosing the site and whether alternative sites were considered. Questions were also raised in relation to the consultation process undertaken for selecting the site. ▪ Questions around the legality of the planning process with regard to the sale of Council land and approval pathways for Crown Land. ▪ Clarity on any planning constraints or restrictions which may apply due to the proximity of the railway line and if any rezoning would be required. ▪ Clarity on the benefits which may be provided to the community due to the co-location of the proposal with Bungendore Public School.
Shared use arrangements and open space access	<ul style="list-style-type: none"> ▪ Concern over the use of Mick Sherd Oval and Bungendore Park for school use and the potential loss of public access. This also included questions as to how access would be maintained for key community events, such as the town Christmas party. ▪ Questions around potential design and access changes to Mick Sherd Oval, including if the oval size would be reduced and if new fencing would be installed.

Key theme	Feedback details
	<ul style="list-style-type: none"> ▪ Questions on the potential demolition of Bungendore Pool. This included questions around the potential replacement of the pool, how the replacement would be funded, where a new pool would be located and the expected timeline between demolition and construction. ▪ Questions on the use of Turrallo Terrace and if there would be any impact to the dog off leash area. ▪ Clarity on any impacts to the existing community library and Bungendore Community Centre, and how these facilities would be incorporated into the school design. ▪ Questions around the potential shared use arrangements of the new school buildings, including if the new school hall would be available for public bookings. ▪ Questions on the use of the existing Council building and the potential impact to local services and employed staff.
Traffic and pedestrian management	<ul style="list-style-type: none"> ▪ Questions around how safe pedestrian and traffic access would be managed, including any potential infrastructure upgrades. This also included requests for clarity on how safe access would be managed for students travelling between the primary and high school sites. ▪ Questions on how traffic movements may potentially change as a result of the proposal, particularly in regard to the closure of Majara Street and the positioning of the site next to Bungendore Public School. ▪ Clarity on whether the proposal would adversely impact on traffic in the local area.
School enrolment and operation	<ul style="list-style-type: none"> ▪ Questions around the capacity of the school and whether it could accommodate long term growth projections. This included comments as to whether future expansions plans for the school have been considered and, if so, if the school site could feasibly accommodate this. ▪ Clarity on the proposed enrolment catchment area and expected opening day for the school. This also included questions around the potential staging of school years. ▪ Questions on the intended curriculum offering and staffing arrangements for the school. ▪ Clarity on the intended student use of the agricultural plot and why this has been included in the school design.
Culture and heritage	<ul style="list-style-type: none"> ▪ Questions around the retention and access to key items of local significance including the Balladeers Place Memorial and Rotunda and the Bungendore War Memorial. ▪ Questions as to whether the proposal is located on a cultural burial ground and evidence of any due diligence process undertaken to investigate this. ▪ Clarity as to whether there are any historically significant trees on site and how they will be protected.
Economic opportunities	<ul style="list-style-type: none"> ▪ Clarity on the type of employment and economic benefits the proposal may generate, including the number of local jobs which may be supported.

Community Engagement Hub Survey

Following the September Community Engagement Hub, attendees were provided with the opportunity to complete an online survey about the proposal. The survey received 88 responses. Table 5 outlines the questions and responses of this survey.

Table 5 Community Engagement Hub survey outcomes

Statement	Responses					
	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	Don't know
The proposed new high school in Bungendore will benefit the local community.	76%	13%	7%	1%	2%	1%
I understand the reasoning for the Majara/Gibraltar Street precinct being chosen as the site location for the proposed new high school in Bungendore	57%	24%	6%	5%	7%	1%
The Majara/Gibraltar Street precinct is an appropriate site location for the proposed new high school in Bungendore.	49%	25%	6%	6%	13%	1%
Early planning for the proposed new high school in Bungendore has taken into consideration traffic management.	34%	40%	10%	8%	8%	0%
I understand that the Mick Sherd Oval will continue to be accessible to the local community.	54%	35%	6%	2%	2%	1%
The proposed new high school in Bungendore will provide modern facilities for students	63%	28%	2%	2%	0%	5%
Future expansion of the proposed new high school has been addressed in the planning proposal for this project.	41%	26%	19%	2%	9%	3%

Other Community Consultation Activities

In addition to the consultation activities outlined in Figure 2, SINSW also undertook targeted consultation with potentially impacted groups and landowners. A summary of this consultation is outlined below.

Table 6 Summary of other community consultation activities

Impacted group	Key details
Individual landowners	<p>SINSW consulted with a resident whose property borders the proposed high school site in April 2021 and is considered an impacted landowner in the SEARs.</p> <p>Key areas of concern raised by the resident included:</p> <ul style="list-style-type: none"> ▪ The removal of vegetation in proximity to their property ▪ The potential for increased traffic movements and congestion in proximity to their property ▪ The potential dust and noise impacts to their property as a result of the construction and operation of the new school ▪ The potential impact to the value of their property if the proposal proceeds. <p>In response to this feedback, SINSW has implemented several design changes including:</p> <ul style="list-style-type: none"> ▪ Limiting works on the train station forecourt to minimise the amount of vegetation removal. ▪ Revising the transport plan to convert the existing accessway behind the Council building as a loop road for staff and delivery use only, to help reduce the number of vehicles passing the property. ▪ Establishing a right of way in front of the property. ▪ Constructing a new timber fence in proximity to the property, with the Department of Education committing to take carriage of ongoing maintenance. ▪ Preparation of a land valuation report by SINSW which will be provided and discussed with the resident.
Community special interest groups	<p>SINSW consulted with various community groups throughout the EIS process. This consultation was generally undertaken to inform the community groups about the proposal and direct them to appropriate forums where they could provide feedback.</p> <p>The following groups were contacted by SINSW at some point during this EIS process:</p> <ul style="list-style-type: none"> ▪ Gidleigh Butmaroo Community Association ▪ Bungendore Union and Rugby Football Club ▪ Bungendore High School Action Group ▪ Bungendore School of Arts ▪ Bungendore Town Centre & Environs Committee ▪ Bungendore Chamber of Commerce ▪ Scouts (Bungendore Chapter) ▪ Mick Sherd Oval Canteen Committee

Impacted group	Key details
	<ul style="list-style-type: none"> Bungendore War Memorial Committee Bungendore Tennis Club Abbeyfield Bungendore House Bungendore School Hall Committee.
General public	<p>SINSW established a dedicated phone channel and email address to enable people to ask questions and/or provide feedback on the design.</p> <p>A dedicated website was also established for the school to provide up to date information about the proposal. Most of the information was published in downloadable files and included:</p> <ul style="list-style-type: none"> Three FAQ documents (18 pages total) published from September 2020 – March 2021. Six planning updates (13 pages total) published from August 2020 – May 2021. <p>The planning updates were also mailed out to approximately 1,600 Bungendore households from February 2021 – May 2021.</p>

5.2. KEY DESIGN CHANGES AND RESPONSES

In response to community feedback, SINSW has made several changes to the design of the proposal. These changes have occurred over time since August 2020. Key design changes over this time include:

- Retaining the Bungendore Primary School Library as is, opposed to relocating the library to the new high school site as originally proposed.
- Keeping Gibraltar Street open for public access and including a new pedestrian crossing to enable safe access between the primary and high schools.
- Including a new, two storey building on site for community use. The building is intended to house a community centre, library and Council kiosk.
- Limiting the use of fencing around Mick Sherd Oval to maximise community access. A low fence is proposed to separate the school grounds from the oval, but will not fully surround the oval.

A number of design changes were also made in relation to agency feedback. These are documented within the relevant EIS reports as outlined in Section 3.

As outlined in Section 5.1, SINSW also received a large number of questions around the design of the proposal and the site selection and planning process. SINSW has sought to address these questions through the release of public information, as published on its website. This information has addressed some concerns including:

- The site selection and due diligence process. This included information about the due diligence and expression of interest process, the assessment of an alternate site east of the railway, and the factors that contributed to choosing the current site.
- The impact to existing social infrastructure on site including how access will be provided to Mick Sherd Oval, Bungendore Park and to key items of local significance. It also provided information on the status of Bungendore Pool and the intended relocation.
- The potential impact on traffic and pedestrian movements around the site, including the release of a traffic assessment for public viewing.

- The type of curriculum offering at the school and the facilities which will be accessible to Bungendore Primary School students to enable broader collaboration opportunities.
- Confirmation that a burial site is not located on the school grounds, as determined by the Aboriginal Cultural Heritage Assessment undertaken by Eco Logical Australia.

5.3. OVERALL COMMUNITY SENTIMENT

From the outcomes of the community engagement, most of the community appears to support the development of a new high school in Bungendore. The community engagement surveys indicated that 79% of the 710 respondents expressed positive sentiments about building a new high school in Bungendore and 76% believed it would benefit the local community.

There was general support for the development of a school to help meet the needs of the growing population and to significantly reduce commuting times for students and parents. There was also some positive sentiment towards co-locating the school with the existing primary school to allow for future collaboration opportunities.

Most survey respondents (74%) felt that the site was an appropriate location for the school. However there have been some concerns within the community about the location of the site and the potential impacts to existing social infrastructure and the amenity of the town. Concerns were also raised about the transparency of the site selection process. SINSW has sought to address these concerns through the release of public information about the due diligence process and amendments to the design.

6. CONCLUSION

This report has summarised the key consultation activities undertaken as part of the EIS for a new high school in Bungendore. All feedback received during this consultation process was provided to SINSW for its consideration in the planning and design of the site.

Once lodged, the SSD will be on exhibition for a minimum of 28 days. DPIE is responsible for notifying surrounding neighbours and advertising the exhibition period. In addition, SINSW intends to notify the community once the proposal is placed on public exhibition. During this time, the community will have the opportunity to make a formal submission on the proposal to the DPIE. These submissions will be considered by DPIE as part of the determination process for the EIS.

DISCLAIMER

This report is dated 9 August 2021 and incorporates information and events up to that date only and excludes any information arising, or event occurring, after that date which may affect the validity of Urbis Pty Ltd (**Urbis**) opinion in this report. Urbis prepared this report on the instructions, and for the benefit only, of SCHOOL INFRASTRUCTURE NSW (**Instructing Party**) for the purpose of Consultation Outcomes Report (**Purpose**) and not for any other purpose or use. To the extent permitted by applicable law, Urbis expressly disclaims all liability, whether direct or indirect, to the Instructing Party which relies or purports to rely on this report for any purpose other than the Purpose, and to any other person which relies or purports to rely on this report for any purpose whatsoever (including the Purpose).

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All surveys, forecasts, projections and recommendations contained in or associated with this report are made in good faith and on the basis of information supplied to Urbis at the date of this report, and upon which Urbis relied. Achievement of the projections and budgets set out in this report will depend, among other things, on the actions of others over which Urbis has no control.

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This report has been prepared with due care and diligence by Urbis and the statements and opinions given by Urbis in this report are given in good faith and in the reasonable belief that they are correct and not misleading, subject to the limitations above.

APPENDIX A **COMMUNITY ENGAGEMENT SURVEY QUESTIONS**

Community Engagement Survey Questions

Q1: How do you feel about the proposal to build a new high school in Bungendore? Choose 1-10. 10 being the highest, 1 being the lowest.

Q2: What elements are important for the school to consider to fit in with the needs of the Bungendore community? Drag and drop to prioritise - 1 being the highest and 6 being the lowest.

- Sustainable design
- Easy accessibility
- Shared spaces with the community
- Out of hours school care
- Transport (including sustainable options including walking and riding).
-

Q3: What aspects of construction are most important to you? Drag and drop to prioritise - 1 being the highest and 7 being the lowest

- Timeline for construction
- Timing of construction
- Materials used
- Effective use of space
- Sustainability
- Aesthetics
- Orientation.

Q4: What should the Department of Education - School Infrastructure NSW consider in the new school design? Select up to three

- Sustainability
- Collaboration spaces
- Activity spaces
- Technology
- Flexibility
- Accessibility
- Weather

Q5: What is your preferred style of classroom design? Images presented showcasing different learning spaces.

- Traditional learning spaces
- Flexible learning spaces
- Innovative learning spaces

Q6: What do you think is important in the outside school space? Drag and drop to prioritise - 1 being the highest and 5 being the lowest.

- Agricultural garden plots
- Covered outdoor learning areas (COLA)
- Sports courts
- Indigenous gardens
- Access to playing fields

Q7: Tell us the advantages of how you think a new high school will contribute to the Bungendore community?

Q8: How would you like to see Aboriginal and cultural acknowledgements incorporated into the project?

Q9: Is there anything else you would like to share with the Department of Education - School Infrastructure NSW about this project?

Q10: From the drop down menu please specify which area you currently reside?

Q.11: Please provide your contact details below.

