



School Infrastructure NSW

Community Engagement Summary Report

John Palmer Public School

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1. Introduction

School Infrastructure NSW's (SINSW) mission is to provide school infrastructure solutions by working collaboratively with all stakeholders to create learning environments across NSW that serve future needs and make us proud.

As part of our transformation in the way we plan, develop and deliver schools across the state, we are committed to openly sharing information. This will show how one school compares with its neighbouring group of schools. It also explains the challenges we face in the complex world of schools planning. Part of this transparency means that we will let the community know which schools will be worked on and at what time. It will take time since we have over 2,200 schools across the state, so we will address high growth areas within each district and region across the State first.

As we develop a range of options for addressing school infrastructure requirements, members of the community will be able to see and comment on our proposal before it is finalised. Feedback is important and helps us refine our planning process. Whilst we cannot commit to implementing everything suggested, engaging with the broader community ensures we've considered what's important to you, and balanced this with practicality and cost to deliver sustainable and relevant solutions for schools.

This report summarises the consultation and communication activities that have been undertaken in relation to the proposed upgrade to John Palmer Public School. It forms part of the Environmental Impact Statement required for the State Significant Development (SSD) application as specified in the Secretary's Environmental Assessment Requirements (SEARs).

This report summarises the engagement undertaken for this stage of the proposed upgrades by outlining:

- the SEARs for stakeholder and community consultation
- the consultation process undertaken, including key meetings with stakeholders
- a summary of feedback received, and issues raised, by specific stakeholders, and
- how feedback has been considered in the development of the SSD application.

2. Background

The NSW Government is investing \$7.9 billion over four years to deliver 215 new and upgraded schools to support communities across NSW.

School Infrastructure NSW (SINSW) aims to deliver school infrastructure to meet the needs of a growing population, and support modern, flexible teaching and learning. SINSW are delivering 215 new and upgraded schools while maintaining a portfolio of 2,200+ schools around the state and ensuring they're safe and fit-for-purpose spaces.

This report summarises the consultation and communication activities that have been undertaken in relation to the proposed upgrade at John Palmer Public School. This report will form part of the Environmental Impact Statement (EIS) for submission of a State Significant Development (SSD) application as specified in the Secretary's Environmental Assessment Requirements (SEARS).

2.1. School description

John Palmer Public School (John Palmer PS) is a public-private partnership (PPP) and is operated by the Department of Education (DoE) under a PPP arrangement. The land is owned by DoE and the infrastructure is owned and maintained by Axiom Education No 2 Pty Ltd (Axiom). John Palmer PS is located in the north western Sydney suburb of The Ponds within the Blacktown local government area. John Palmer PS belongs to The Ponds School Community Group and is a part of the Metropolitan North Operations Network. The current student capacity is 38 Teaching Spaces (18 permanent and 20 temporary) and current enrolments for 2021 are 917 students.

John Palmer Public School is located at 85 The Ponds Boulevard, The Ponds. The site is located in the urban release area of The Ponds, which forms part of the Blacktown Local Government Area (LGA). It is situated approximately 6.7km north of Blacktown Train Station.

The site is bound by a shopping centre to the north; residential development and The Ponds Boulevard to the east; residential development and Jetty Street to the south; and residential development and Pebble Crescent to the west. A creek is located further west of the residences on Pebble Crescent.

Bus stops are located at Riverbank Drive and The Ponds Boulevard. An indented bus bay is located on The Ponds Boulevard directly adjacent to the frontage of the school. The closest train station to the subject site, Tallawong Metro Station, is approximately 2.3km to the north of the subject site.

A dedicated kerbside school student drop off/pick up facility is provided for the school along Pebble Crescent. This pick up/drop off facility is approximately 120 metres long. A shared bike and walk path is provided along the frontage of the School on The Ponds Boulevard. This path forms part of a larger network of shared paths within The Ponds.

John Palmer Public School is located within proximity to several other educational establishments, including The Ponds School, Kellyville Ridge Public School and John XXIII Catholic Primary School.

The built form and land use character surrounding the site is dominantly low scale, 1-2 storey dwelling houses, aside from the shopping centre to the north.



2.2. Project description

The John Palmer Public School upgrade is a February 2019 Election Commitment to “deliver more spaces for local students in new permanent air-conditioned classrooms and upgraded core facilities”.

The proposed development seeks to upgrade John Palmer Public School. The upgrade consists of the following alterations and additions:

- Construction of a new three storey building facing The Ponds Boulevard which will accommodate 29 Permanent Learning Spaces and 1 new staff room;
- Construction of a one storey new library building;
- Relocation of service access to staff car park off The Ponds Boulevard, including alterations to the existing car park to accommodate service vehicle;
- One-storey extension to and refurbishment of existing School Hall building. The School Hall extension will accommodate ancillary spaces for Out of Hours School Care;
- Building Block D will be re-purposed from an existing library to special program spaces and administration;
- Refurbishment of Building F to provide 1 new support unit;
- Minor additions and internal refurbishments to Building A;
- Removal of all 20 existing demountable classroom buildings once alterations and additions have been

- completed; and
- Ancillary works to support the alterations and additions including landscaping and service provision.

2.3. Secretary's Environmental Assessment Requirements

The Secretary's Environmental Assessment Requirements (SEARS) for the State Significant Development were received in July 2021. The SEAR in relation to consultation is as follows:

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:

- *the relevant Council.*
- *Government Architect NSW (through the NSW SDRP process).*
- *Transport for NSW.*

Consultation should commence as soon as practicable to inform the scope of investigation and progression of the proposed development.

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.

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.

3. Consultation Approach

3.1. Consultation objectives

As set out in the Community Engagement Plan, the following community engagement objectives have been identified for this proposal:

- Promote the benefits of the project
- Build key schools community stakeholder relationships and maintain goodwill with impacted communities
- Manage community expectations and build trust by delivering on our commitments
- Provide timely information to impacted stakeholders, schools and broader communities
- Address and correct misinformation in the public domain
- Reduce the risk of project delays caused by negative third-party intervention
- Leave a positive legacy in each community.

3.2. Description of consultation and communication channels and activities

The table below describes the consultation and communication channels and activities that have been undertaken and the strategic intent of each activity.

Activity	Strategic intent
School community engagement (Project Review Group, Meetings, workshops, school tours, and design user group sessions)	Project Review Group meetings, ad-hoc meetings, workshops and school tours comprise representatives from John Palmer Public school communities including the Principals and P&C President, to discuss aspects of the design, consultation and construction approach and seek feedback and input from members. Design user groups seek input from end users including staff and students about the proposed design and its applicability.
Communications (Project webpage, Information Pack, Project Updates and Works Notifications)	Distribution of project information to stakeholders delivered via letterbox drop and school newsletter.
Contact channels (Emails and 1300 project information number)	Direct responses to stakeholder and community contact.
School community communication (Newsletters, updates on app, P&C meetings)	Ongoing updates as required and direct responses to questions.

3.3. Consultation and Communication activities

A key factor of the project is the governance provided through the Project Reference Group (PRG), which provides feedback on critical design elements and the overall project direction. PRG meetings commenced on 22 June 2021 and has met on three occasions to date. PRG membership comprises school principals, P&C community representatives, and project team members.

The Technical Stakeholder Group (TSG) is comprised of technical specialists within SINSW in the areas of design, heritage, disability access and standards, sustainability, IT services, safety and school transport. The TSG ensures the project design meets education facility standards and operational needs.

Additional stakeholder groups include:

- School Operations and Performance (School Ops): representatives from School Operations and Performance, including Director/s Education Leadership, principal, and teacher representatives
- Design Advisory: A group of advisors who advise on Educational Facilities Standards and Guidelines (EFSG) compliance of the project; and
- Expert Review Group (ERG): A panel of experts who advise across all SINSW projects in regards to design, buildability, compliance etc.
- School and local community members.

A summary of consultation is provided in the table following:

Date/s	Targeted stakeholders	Consultation activity	Attendance
February 2019	School community, nearby residents	Project announced. Media release	School community, local community
Mid 2019	School community, nearby residents	Project website live	School community, local community
27/04/2021	Expert Review Group (ERG)	Meeting	ERG, Jacobs, SINSW, project team
12/05/2021	Axiom 2 (PPP) Working Group	Meeting	Axiom 2, Jacobs, SINSW, project team
13/05/2021	School Working Group (SWG)	Meeting	School Principal, Jacobs, SINSW
10/06/2021	School Working Group (SWG)	Meeting	School Principal, Jacobs, SINSW
11/06/2021	Axiom 2 (PPP) Working Group	Meeting	Axiom 2, Jacobs, SINSW, project team
16/06/2021	Technical Stakeholder Group (TSG)	Meeting	TSG, Jacobs, SINSW, project team
22/06/2021	School Working Group (SWG)	Meeting	School Principal, Jacobs, SINSW
22/06/2021	Project Reference Group (PRG)	Meeting	Jacobs, SINSW, DEL, Principal, AMU, ICT
06/07/2021	Technical Stakeholder Group (TSG)	Meeting	TSG, Jacobs, SINSW, project team
06/07/2021	Axiom 2 (PPP) Risk workshop	Meeting	Axiom 2, Jacobs, SINSW

Date/s	Targeted stakeholders	Consultation activity	Attendance
12/07/2021	Axiom 2 (PPP) Working Group	Meeting	Axiom 2, Jacobs, SINSW, project team
16/07/2021	School Working Group (SWG)	Meeting	School Principal, Jacobs, SINSW
19/07/2021	Design Advisory Team (DAT)	Meeting	DAT, Jacobs, project team
27/07/2021	SINSW WHS Team	Meeting	SINSW WHS, Jacobs, SINSW, Architect
28/07/2021	Project Reference Group (PRG)	Meeting	Jacobs, SINSW, DEL, Principal, AMU, ICT
30/07/2021	School Working Group (SWG)	Meeting	School Principal, Jacobs, SINSW
August 2021	School community, nearby residents	Project update. Advise of business case approval and ask for feedback through survey	School community, local community
03/08/2021	Expert Review Group (ERG)	Meeting	ERG, Jacobs, SINSW, project team
05/08/2021	Expert Review Group (ERG)	Meeting	ERG, Jacobs, SINSW, project team
06/08/2021	Axiom 2 (PPP) Working Group	Meeting	Axiom 2, Jacobs, SINSW, project team
13/08/2021	Axiom 2 (PPP) Working Group	Meeting	Axiom 2, Jacobs, SINSW, project team
16/08/2021	Design Advisory Team (DAT)	Meeting	DAT, Jacobs, SINSW, Architect
17/08/2021	Expert Review Group (ERG)	Meeting	ERG, Jacobs, SINSW, project team
19/08/2021	School Principal	SIA interview	School Principal
19/08/2021	Northwest Community Childcare (OOSH provider)	SIA interview	Northwest Community Childcare, SIA consultant
20/08/2021	School Working Group (SWG)	Meeting	School Principal, Jacobs, SINSW
20/08/2021	Blacktown Council	SIA interview	Blacktown Council, SIA consultant
20/08/2021	DoE / SINSW	SIA interview	SINSW, SIA consultant

Date/s	Targeted stakeholders	Consultation activity	Attendance
20/08/2021	School Parent representative	SIA interview	School Parent representative, SIA consultant
20/08/2021	The Ponds Shopping Centre	SIA interview	Colliers, SIA consultant
25/08/2021	Project Reference Group (PRG)	Meeting	Jacobs, SINSW, DEL, Principal, AMU, ICT
31/08/2021	Expert Review Group (ERG)	Meeting	ERG, Jacobs, SINSW, project team
01/09/2021	SINSW WHS Team & Design Advisory Team (DAT)	Meeting	SINSW WHS, DAT, DEL, Jacobs, SINSW, SLEC, School Principal, Architect
03/09/2021	Technical Stakeholder Group (TSG)	Meeting	TSG, Jacobs, SINSW, project team
21/08/2021 – 06/09/2021	Local community	SIA survey	Local community
09/09/2021	School community, SINSW Aboriginal Advisory Team	Connection with Country Workshop	School Principal, School students, Local community member, SINSW Aboriginal Advisory Team, Aboriginal Heritage consultant, DEL, Jacobs, SINSW, Architect
15/09/2021	School Working Group (SWG)	Meeting	School Principal, Jacobs, SINSW
21/09/2021	Axiom 2 (PPP) Working Group	Meeting	Axiom 2, Jacobs, SINSW, project team

4. Stakeholder and Community Feedback

Stakeholder and community feedback has been integral to the development of this proposal. Feedback was sought from stakeholders and communities through the consultation activities and communication channels listed in Section 3.

Since June 2019 we have had no enquiries direct to SINSW about the John Palmer Public School upgrade.

Consultation identified key issues of community interest for consideration during the preparation of the Environmental Impact Statement.

Key themes have emerged from the feedback and are described below.

Positive themes:

Key themes	Project response	Relevant report
Improved amenity	Additional facilities and amenities are included in the architectural design.	Architectural design package.
Shared learning spaces and new teaching methods	The standardised learning hub design includes partition walls to provide flexibility at the teacher's discretion to facilitate isolated lessons or collaborative open learning lessons.	Architectural design package.
Possibility of outdoor learning spaces	Additional outdoor learning spaces included in architectural design.	Architectural design package.

Key themes	Project response	Relevant report
Potential for shared use of space with community	Shared community use of school facilities including the hall and library has been considered in architectural design.	Architectural design package
Natural design features and incorporation of Aboriginal heritage in design	Registered Aboriginal Parties were consulted throughout the ACHAR process and an Aboriginal Connection with Country workshop was held on 09 September 2021 (refer to Section 3.3) to include connection to Aboriginal heritage in the architectural design through murals, selected colour palette and perforates staircase metalwork to resemble Aboriginal weaving patterns.	Architectural design package
Outdoor open space will be maintained and increased in size	A Schedule of Accommodation has been developed to quantify the increase in play space resulting from the removal of all existing demountables.	Architectural design package
Replacement of demountables with permanent learning spaces	All demountables being replaced with permanent learning facilities.	Architectural design package
Additional support unit to cater for disabilities	Additional support unit included in architectural design.	Architectural design package
Improved access to technology for all students.	The selection of furniture, fixings and equipment (FFE) has been conducted in consultation with the School Representatives to provide fit-for-purpose technology equipment to address the school's requirements most adequately.	Architectural design package

Negative themes during construction:

Key themes	Project response	Relevant report
Noise, trucks and safety concerns during construction.	This has been considered in the Traffic Management Plan and Preliminary Construction Management Plan through staging, limiting truck movement times, and the erection of construction hoarding.	Preliminary Construction Traffic and Pedestrian Management Plan, Preliminary Construction Management Plan, Noise and Vibration Impact Assessment
Workers on school site.	This has been considered in the Traffic Management Plan and Preliminary Construction Management Plan through staging, limiting truck movement times, and the erection of construction hoarding.	Preliminary Construction Traffic and Pedestrian Management Plan, Preliminary Construction Management Plan
Undercover play space for wet weather becoming further limited during construction.	This has been considered in the Preliminary Construction Management Plan through staging to minimise the usage of undercover play space during construction.	Preliminary Construction Management Plan
Parking and traffic pressure during construction including workers parking in the area and use of current staff parking for a service driveway.	This has been considered in the Traffic Management Plan and Preliminary Construction Management Plan through staging, restrictions on construction vehicle parking and the extent of the construction site boundary.	Preliminary Construction Traffic and Pedestrian Management Plan, Preliminary Construction Management Plan

Negative themes during operations:

Key themes	Project response	Relevant report
Parking and traffic stresses due to increased users when operational especially neighbouring streets including Pebble Crescent and The Ponds Boulevard and the kiss and drop area.	This has been considered in the Traffic Management Plan through a transport assessment and promotion of alternative transport modes.	Traffic and Accessibility Impact Assessment
Amenity impact of a new 3-storey building and privacy concerns.	This has been considered in the architectural and landscape designs.	Architectural design package, Landscape design package
Location of new building next to a loading dock and shopping centre and concern for noise during learning times.	This has been considered in the noise and vibration assessment report.	Noise and Vibration Impact Assessment
Additional students at the school could impact the quality of teaching and cause the school to become overcrowded.	This has been considered in the architectural design and the design is compliant with Educational Facilities Standards and Guidelines (EFSG) requirements for play space per student and permanent teaching facilities per student.	Architectural design package

Further ideas to maximise benefits and mitigate concerns of the project:

Key themes	Project response	Relevant report
Increase covered and shaded area	Shaded area has been considered and addressed in the landscape design through the increase of tree canopy coverage from 9% to 25%.	Landscape design package
Install playground equipment	Play slides have been incorporated into the new building.	Architectural design package
Privacy screens around fence lines	School boundary privacy has been considered and addressed in the landscape design through the increase of tree canopy coverage from 9% to 25% primarily around the school boundary.	Landscape design package
Limit open learning hubs yet encourage different styles of teaching	The standardised learning hub design includes partition walls to provide flexibility at the teacher's discretion to facilitate isolated lessons or collaborative open learning lessons.	Architectural design package
Include facilities such as a board games room, outdoor learning facilities and increased toilets and bubblers, larger hall and improved kitchen in hall	Additional amenities, outdoor learning facilities and an extension to the existing hall are included in the architectural design. A designated board games room has not been included, though the flexibility of the standardised learning hub design allows staff to utilise classrooms to best suit their needs.	Architectural design package
Staff space: space for staff breaks and collaboration, staff bathrooms and space to work with small groups	Additional staff space provided in compliance with the Educational Facilities Standards and Guidelines (EFSG).	Architectural design package
Classroom improvements including storage space for teacher resources and bag hanging racks for students	Staff personal effects storage and student bag storage included in design.	Architectural design package
Use of environmentally friendly materials and solar panels	Material selections considered in the ESD Report to achieve GreenStar rating.	ESD Report
Include more artwork, colourful, bright designs and connection to Aboriginal heritage.	Registered Aboriginal Parties were consulted throughout the ACHAR process and an Aboriginal Connection with Country workshop was held on 09 September 2021 (refer to Section 3.3) to include connection to Aboriginal heritage in the architectural design through murals, selected colour palette and perforates staircase metalwork to resemble Aboriginal weaving patterns.	Architectural design package
Sport: access to coaching, weekend soccer classes, soccer	Open play space area has been increased resulting from the removal of all existing demountables. Specific soccer	Architectural design package

Key themes	Project response	Relevant report
and cricket facilities and indoor sport space	and/or cricket facilities have not been included as this did not form part of the business case and is not within project funding.	
Access: improve kiss and drop, staff car parking and safety of entry and exits to the school, and ensure streets are safe for students walking/riding, as well as a scooter rack	This has been considered in the Traffic Management Plan through the provision of a School Travel Coordinator and Transport Access Plan. Additional bike and scooter racks have been included in the architectural design.	Preliminary Construction Traffic and Pedestrian Management Plan, Architectural design package
Technology: strong internet connection in all rooms, a technology learning zone and a computer room.	Internet connectivity is being considered in ICT design and will be further detailed in detailed design.	Building Services Infrastructure Report

4.1. Stakeholder meetings and correspondence

This section outlines a summary of the key consultation undertaken with stakeholders, as defined and required by the SEARs.

Stakeholder	Date/s	Feedback topics	Outcomes
Transport Working Group (Blacktown Council and Transport for NSW)	22/07/2021	<ul style="list-style-type: none"> Safety risk of pedestrian path across the carpark and loading bay driveway of the adjacent shopping centre. Inaccurate traffic count data during COVID. 	<ul style="list-style-type: none"> Project to provide a School Travel Coordinator (funded by the project for 12 months and Transport for NSW thereafter). Project to provide a school specific Active Transport access guide for users. Traffic engineer leveraged Scats data and survey responses from social impact consultant survey (confirmed acceptable by Blacktown Council).
Registered Aboriginal Party (RAP)	11/5/21 – 8/6/21 5/8/21 – 2/9/21 (through ACHAR process)	<ul style="list-style-type: none"> Test excavation recommended by RAP to recover any potential artefacts. 	<ul style="list-style-type: none"> Test excavations not pursued as archaeological investigations conducted for the study area indicate that the site no longer retains the original soil profiles and sediments (the site soils consist of fill and is significantly disturbed). The counter recommendation from the Aboriginal Heritage consultant is that the expressed cultural values are integrated and incorporated into the Connection with Country process – this was presented to the RAP on 9/9/21.

Stakeholder	Date/s	Feedback topics	Outcomes
Transport Working Group (Blacktown Council and Transport for NSW)	19/08/2021	<ul style="list-style-type: none"> New raised zebra crossing proximity to existing road intersection. Provisions for staff bike parking. 	<ul style="list-style-type: none"> New raised zebra crossing relocated further West along Jetty St. Staff bike parking provided adjacent to Block A.
Blacktown Council	19/08/2021	<ul style="list-style-type: none"> On site Detention (OSD) tank requirement clarification. New 3-storey building shadow casting on adjacent residential buildings. Location of AC condensers along The Ponds Blvd frontage may be unsightly (subject to the scale of the proposed plant). Noise pollution to the street generated by classrooms and mechanical plant. 	<ul style="list-style-type: none"> Blacktown Council confirmed an OSD tank is not required. Architect conducted an assessment and confirmed that shadow is cast over the road (The Ponds Blvd) but not the adjacent residential buildings (Blacktown Council accepted this). Architect and services engineer specified plant size and acoustic louvre concealment (and noise mitigation). Landscape engineer noted the extent of landscaping along The Ponds Blvd frontage to conceal condenser units to the maximum extent possible. Blacktown Council accepted this. Acoustic engineer onboarded to assess noise and vibration. Architect confirmed state-of-the-art acoustic louvres are specified to mitigate mechanical plant noise generated and. 10mm laminated glass specified for classrooms to mitigate classroom noise.
Transport Working Group (Blacktown Council and Transport for NSW)	16/09/2021	<ul style="list-style-type: none"> New raised zebra crossing revised location Blacktown Council preference to locate the zebra crossing more 'mid-block' to avoid the need to cross Sail St. Traffic modelling 	<ul style="list-style-type: none"> New raised zebra crossing relocated to the East of Sail St. Traffic modelling presented by traffic consultant. Nil comments from Blacktown Council and Transport for NSW.
Blacktown Council	26/08/2021	<ul style="list-style-type: none"> On site Detention (OSD) tank requirement clarification. Clarify requirement for additional substation. 	<ul style="list-style-type: none"> Blacktown Council confirmed an OSD tank is not required. Project team noted consultation with Endeavour Energy confirming a second substation is not required.
Blacktown Council	8/09/2021	<ul style="list-style-type: none"> Landscaping design development. Noise impact of mechanical condensers on adjacent residential buildings. New building shadow casting on adjacent residential buildings. 	<ul style="list-style-type: none"> Landscape architect confirmed the scarcity of trees in the North-East corner of site is to facilitate natural lighting and ventilation to the new building. 300mm deep acoustic louvres specified for mechanical condensers to mitigate noise transmission. Architect conducted a worst-case scenario shadow casting analysis to confirm that the shadow cast by the new building reached The Ponds Blvd but not the adjacent residential buildings. Blacktown Council satisfied with this response.
Government Architect NSW (SDRP)	15/09/2021	<ul style="list-style-type: none"> Quality of natural light and ventilation at the North-Eastern wing of the new building Mechanical condenser unit locations Landscaping (environmental comfort zones) 	<ul style="list-style-type: none"> Mechanical condenser units along the North-Eastern wing of the new building have been relocated adjacent to the site boundary wall (adjacent to The Ponds shopping centre). This resolved the SDRP queries regarding the mechanical condenser locations and the quality of natural lighting. Tree canopy coverage increased to 30%. Response to feedback topics included in Architectural Design Report

5. Project response

The feedback received during consultation has been considered in the preparation of the Environmental Impact Statement. The table below provides a detailed summary of the key issues that emerged and the corresponding project response.

Key issues	Project response	Relevant report
Safety risk of pedestrian path across the carpark and loading bay driveway of the adjacent shopping centre.	<ul style="list-style-type: none"> Project to provide a School Travel Coordinator (funded by the project for 12 months and Transport for NSW thereafter). Project to provide a school specific Active Transport access guide for users 	Transport and Accessibility Impact Assessment
Inaccurate traffic count data during COVID.	<ul style="list-style-type: none"> Traffic engineer leveraged Scats data and survey responses from social impact consultant survey (confirmed acceptable by Blacktown Council). 	Transport and Accessibility Impact Assessment
New raised zebra crossing proximity to existing road intersection.	<ul style="list-style-type: none"> New raised zebra crossing relocated further West along Jetty St. 	Transport and Accessibility Impact Assessment, Architectural Design Package
Provisions for staff bike parking.	<ul style="list-style-type: none"> Staff bike parking provided adjacent to Block A. 	Architectural Design Package
OSD tank requirement clarification	<ul style="list-style-type: none"> Blacktown Council confirmed an OSD tank is not required. 	N/A
New 3-storey building shadow casting on adjacent residential buildings.	<ul style="list-style-type: none"> Architect conducted an assessment and confirmed that shadow is cast over the road (The Ponds Blvd) but not the adjacent residential buildings (Blacktown Council accepted this). 	Architectural Design Package
Location of AC condensers along The Ponds Blvd frontage may be unsightly (subject to the scale of the proposed plant).	<ul style="list-style-type: none"> Architect and services engineer specified plant size and acoustic louvre concealment (and noise mitigation). Landscape engineer noted the extent of landscaping along The Ponds Blvd frontage to conceal condenser units to the maximum extent possible. Blacktown Council accepted this. 	Architectural Design Package, Landscape Design Package,
Noise pollution to the street generated by classrooms and mechanical plant.	<ul style="list-style-type: none"> Acoustic engineer onboarded to assess noise and vibration. Architect confirmed state-of-the-art acoustic louvres are specified to mitigate mechanical plant noise generated and 10mm laminated glass specified for classrooms to mitigate classroom noise. 	Noise and Vibration Impact Assessment, Architectural Design Package
Test excavation recommended by RAP to recover any potential artefacts.	<ul style="list-style-type: none"> Test excavations not pursued as archaeological investigations conducted for the study area indicate that the site no longer retains the original soil profiles and sediments (the site soils consist of fill and is significantly disturbed). The counter recommendation from the Aboriginal Heritage consultant is that the expressed cultural values are integrated and incorporated into the Connection with Country process – this was presented in the Connection with Country Workshop held on 09/09/2021. 	ACHAR
Quality of natural light and ventilation at the North-Eastern wing of the new building	<ul style="list-style-type: none"> Mechanical condenser units along the North-Eastern wing of the new building have been relocated adjacent to the site boundary wall (adjacent to The Ponds shopping centre) to mitigate obstruction of natural light and ventilation. 	Mechanical Design Package
Mechanical condenser unit locations	<ul style="list-style-type: none"> Mechanical condenser units along the North-Eastern wing of the new building have been relocated adjacent to the site boundary wall (adjacent to The Ponds shopping centre). 	Architectural Design Package
Landscaping (environmental comfort zones)	<ul style="list-style-type: none"> Tree canopy coverage increased to 25%. 	Landscape Design Package

6. Next Steps

In preparing the SSD application for the John Palmer Public School project, the project team has exceeded the consultation requirements prescribed by the SEARs.

School Infrastructure NSW has demonstrated in this report how it has engaged with stakeholders and how feedback has led to significant design revision and incorporated into the designs and studies lodged with the SSDA.

Continued engagement will take place with stakeholders and communities during the statutory exhibition of the SSD application, as well as during future stages of the planning and development process.

The stakeholder list below summarises who will be consulted and when if the project is approved during the design and construction phase via ongoing face to face meetings, communications collateral and digital engagement methods.

Stakeholders	Interest and engagement	Engagement type and timing
<p>Local members:</p> <ul style="list-style-type: none"> ▪ Federal – Member for Greenway ▪ State – Member for Blacktown 	<ul style="list-style-type: none"> ▪ Meeting the economic, social and environmental objectives of state and federal governments ▪ Delivering increased public education capacity on time ▪ Delivering infrastructure which meets expectations. Addressing local issues such as traffic, congestion, construction impacts caused by the upgrade and public transport solutions 	<ul style="list-style-type: none"> ▪ Local members will be informed of all upcoming milestones. The method of engagement will be through formal letter and email correspondence – managed via Media and/or Ministerial Briefing teams. <p>They will be provided opportunities for public announcements.</p>
<p>Government agencies and peak bodies:</p> <ul style="list-style-type: none"> ▪ Transport for NSW ▪ Roads and Maritime Services NSW ▪ NSW Department of Education ▪ NSW Department of Planning, Industry and Environment ▪ NSW Environmental Protection Authority ▪ Sydney Water ▪ NSW Office of Environment and Heritage ▪ NSW Department of Premier and Cabinet 	<ul style="list-style-type: none"> ▪ Traffic and congestion on the federal/state/local road system ▪ Adequate public transport options and access ▪ Ensuring new infrastructure meets standard requirements for safety and fire evacuation ▪ Ensuring the development is compliant ▪ Easing over-crowding in local schools 	<ul style="list-style-type: none"> ▪ Ongoing consultation throughout project ▪ Specific consultation in relation to any planning requirements
<p>Local Aboriginal Community</p> <ul style="list-style-type: none"> ▪ Local Aboriginal Land Council (LALC) 	<ul style="list-style-type: none"> ▪ Recognition of Aboriginal culture and language in the design and operation of the new school ▪ Considering support needs and improving outcomes for Aboriginal students 	<ul style="list-style-type: none"> ▪ Ongoing consultation throughout project

Stakeholders	Interest and engagement	Engagement type and timing
	<ul style="list-style-type: none"> ▪ Relationships between the Aboriginal Community and the school ▪ Potential for impact on cultural heritage or significant sites 	
<p>Blacktown Council:</p> <ul style="list-style-type: none"> ▪ Mayor ▪ CEO/ General Manager ▪ Councillors 	<ul style="list-style-type: none"> ▪ Staging schedule for construction and opening of school upgrade ▪ Impacts to the local community including parking, noise, congestion and traffic ▪ Providing amenities to meet increasing population density ▪ Consent authority for minor alterations ▪ Tree clearing around the project site and public domain upgrades 	<ul style="list-style-type: none"> ▪ Briefings and face to face meetings as required ▪ Communicate upcoming project milestones ▪ Opportunity to review and comment on the development of design options ▪ Communication will be initiated via digital engagement and then most likely followed up with meetings during pre-lodgement phase
<p>School community:</p> <ul style="list-style-type: none"> ▪ Principal ▪ Parents ▪ Teachers ▪ Students 	<ul style="list-style-type: none"> ▪ Concerns as to whether the school will remain open during construction and what alternative options have been discussed (i.e. moving demountables on site or expanding capacity of school to accommodate) ▪ Safe pedestrian and traffic access to the school ▪ Quality of infrastructure and resources upon opening ▪ Evacuation plans and asbestos procedures during construction ▪ Public transport options ▪ External users of school facilities and impact on them ▪ Impact during construction ▪ Changes to traditional learning spaces and new outdoor learning spaces 	<p>Engagement through PRG as well as direct engagement through:</p> <ul style="list-style-type: none"> ▪ Project Updates/Works notifications ▪ Information booths ▪ Information sessions ▪ Educational Rationale workshops with teaching staff ▪ Website ▪ Staff meetings ▪ P&C meetings as required ▪ SINSW community hotline and email inbox promoted on project collaterals ▪ Change management strategy to be implemented in time to allow teachers and staff to adapt their new environment

Stakeholders	Interest and engagement	Engagement type and timing
	<ul style="list-style-type: none"> ▪ Ongoing professional development required for innovative learning practices 	
<p>Potential joint use partners</p> <ul style="list-style-type: none"> ▪ Axiom 2 – PPP ▪ Spotless ▪ Early Child Learning Centre 	<ul style="list-style-type: none"> ▪ Facilities Management ▪ Maintenance Management ▪ Safety Management ▪ Traffic and access to the school site ▪ Impact during construction 	<ul style="list-style-type: none"> ▪ Ongoing consultation throughout the project ▪ Briefings and face to face meetings as required ▪ Project Updates/Works notifications ▪ Information booths ▪ Information sessions ▪ Website ▪ SINSW community hotline and email inbox promoted on project collaterals
<p>Community and advocacy groups:</p> <ul style="list-style-type: none"> ▪ John Palmer Public School Parents and Citizens Association (P&C) ▪ The Ponds Community Hub - https://www.blacktown.nsw.gov.au/Home 	<ul style="list-style-type: none"> ▪ Impacts of the upgrade on the surrounding community including roads, facilities, playing fields etc. ▪ Impacts of the upgrades on access and parking ▪ Impacts of upgrade on existing infrastructure and public transport capacity ▪ Evacuation plans and asbestos procedures during construction ▪ External community group use of school facilities and amenities ▪ Delivering high-standard facilities and infrastructure ▪ Impacts of construction on operations and safety ▪ Tree clearing around the project site and public domain upgrades 	<p>Engagement through PRG and informed at project milestones and encouraged to provide feedback through:</p> <ul style="list-style-type: none"> ▪ notifications – letterboxed to immediate neighbours ▪ project updates distributed to local community ▪ info booths and community info sessions held at the school ▪ website updates ▪ SINSW community hotline and inbox promoted on collateral
<p>Local community – The Ponds and surrounding suburbs</p>	<ul style="list-style-type: none"> ▪ Increased enrolments ▪ Change of built form and overshadowing 	<ul style="list-style-type: none"> ▪ Will be informed at project milestones through project updates and notifications and

Stakeholders	Interest and engagement	Engagement type and timing
	<ul style="list-style-type: none"> ▪ Road network and access to the school ▪ Noise and truck movements during construction ▪ Increased traffic and congestion on nearby streets ▪ Local traffic and pedestrian safety ▪ Changed traffic conditions during pick-up and drop-off ▪ Shared use of school facilities and amenities ▪ Tree clearing around the project site and public domain upgrades ▪ Managing expectations of new residents 	<p>encouraged to provide feedback.</p> <ul style="list-style-type: none"> ▪ Communication will be a combination of digital engagement and communications collateral
<p>Future parents within the catchment area</p>	<ul style="list-style-type: none"> ▪ Current enrolments – how do I enrol my child? What year’s groups are you enrolling? ▪ If I enrol my child, when will building works be complete? ▪ Quality of infrastructure and resources upon opening ▪ Pedagogical delivery methods and school values 	<p>Principal led engagement through:</p> <ul style="list-style-type: none"> ▪ Response to queries ▪ Information at project milestones through project updates and notifications via digital engagement
<p>Nearby public schools in the catchment area</p> <ul style="list-style-type: none"> ▪ Riverbank Public School ▪ Kellyville Ridge Public School ▪ The Ponds Public School 	<p>Potential impacts on:</p> <ul style="list-style-type: none"> ▪ School resources ▪ Current students ▪ Teaching staff ▪ Impacts to other nearby schools due to change in enrolments ▪ Impacts to other nearby schools due to frozen enrolments during construction phase 	<p>DEL led engagement through:</p> <ul style="list-style-type: none"> ▪ Regular school network meetings ▪ Will be informed at project milestones through project updates and notifications

Stakeholders	Interest and engagement	Engagement type and timing
<p>Adjoining affected landowners and businesses</p> <ul style="list-style-type: none"> ▪ The Ponds Shopping Centre ▪ The Ponds Community Hub ▪ Koko Thai ▪ Child Centre the Berry Patch 	<ul style="list-style-type: none"> ▪ Planning considerations ▪ Overshadowing ▪ Builtform street perception/ visual amenity impacts ▪ Altered site access ongoing ▪ Upgrades to services infrastructure – power, water etc. and impact on surrounding supply ▪ Noise and truck movements during construction ▪ Increased traffic and congestion on nearby streets ▪ Local traffic and pedestrian safety ▪ Changed traffic conditions during pick-up and drop-off ▪ Shared use of school facilities and amenities ▪ Tree removal/clearing ▪ Ongoing noise impacts from proposed new site layout 	<ul style="list-style-type: none"> ▪ Will be informed at project milestones and construction works through project updates and notifications ▪ Will be informed of local impacts in timely fashion via a combination of digital engagement and communications collateral
<p>Technical Stakeholder Group (TSG)</p> <ul style="list-style-type: none"> ▪ The TSG is an advisory group that will make recommendations to the Project Team from concept design onwards and will work closely with those teams to identify and resolve technical infrastructure issues 	<ul style="list-style-type: none"> ▪ TSG will provide key information from a design, operations and logistics perspective into the planning phase of the project ▪ TSG is also responsible for key progress updates and ensuring consistencies in design approach is achieved across the program 	<ul style="list-style-type: none"> ▪ TSG will receive and attend project briefings, provide key progress updates and workshops on project progress
<p>Project Control Group (PCG)</p> <ul style="list-style-type: none"> ▪ The PCG oversees the planning of the Project throughout planning and delivery 	<ul style="list-style-type: none"> ▪ During planning the PCG will oversee the production of key deliverables including: business cases, responsible to relevant operational policies, 	<ul style="list-style-type: none"> ▪ PCG will organise planning deliverable reviews, responsible for site investigations and reports coordination and

Stakeholders	Interest and engagement	Engagement type and timing
	<p>change management plans, benefits realisation plan, economic and financial assessments, master, concept and schematic plans with associated cost plans, Program</p> <ul style="list-style-type: none"> ▪ During delivery, the PCG is responsible for overseeing construction and commissioning, managing change of project scope and development of the project to realise the benefits documented in the Business Case 	<p>review</p>
<p>Project Reference Group</p> <p>The PRG is an advisory group that will make recommendations to the project teams into the planning through the design and construction phases of the projects and will work closely with those teams to manage school level issues and matters.</p> <p>Membership will be nominated by the School Executive Director and may alter during Planning and Delivery phases. Membership may include School Director Education Leadership; Principal; Teachers; Parents and Community Members; Students</p> <p>John Palmer PRG Stakeholders:</p> <ul style="list-style-type: none"> • SINSW – Senior Project Director, Infrastructure Delivery • SINSW – Project Director, Infrastructure Delivery • SINSW – Project Officer, Infrastructure Delivery • SINSW – Project Coordinator, Infrastructure Delivery • SINSW – Manager PPP Unit • SINSW – Community Engagement Manager • SINSW – Group Director, Asset Management Unit • DoE – Director Education Leadership • DoE – Principal • SINSW External Project Manager 	<p>During planning the PRG provide input to design and layout</p>	<p>Regular PRG meetings to discuss project progress</p>
<p>Executive Steering Committee</p>	<p>Project governance and decision-making</p>	<p>Regular meetings. Committee meetings are attended by the SINSW</p>

Stakeholders	Interest and engagement	Engagement type and timing
SINSW CEO/COO SOaP Deputy Secretary Executive Director, School Performance Executive Director, Asset Management Director, Planning Innovation, Infrastructure Planning Executive Director, Service Planning Director, Infrastructure Planning Senior Project Director Project Director Manager and Project Director, PPP		Director and Senior Project Director, and the SOaP Director of Educational Leadership

The below table shows the key communications and engagement activities that will be carried out to inform, consult and engage with the community during the implementation of the project at major milestones.

Phase / milestone	Stakeholder	Purpose of engagement	Communication tools / activities
<ul style="list-style-type: none"> Planning approval granted 	<ul style="list-style-type: none"> NSW DPIE SINSW Council PRG School community P&C 	<ul style="list-style-type: none"> Approval to proceed with construction of designed structure and grounds Inform stakeholders of any amendments to proposal Inform stakeholders of construction timeline and next steps Consultation with affected residents regarding noise and vibration works 	<ul style="list-style-type: none"> Publicly available on DPIE/Council website and site boundary Media release Info booth Project update Website update Complaints register is uploaded to the SINSW website monthly Community Consultation Strategy is developed and made publicly available
<ul style="list-style-type: none"> Construction contract awarded 	<ul style="list-style-type: none"> Local members Department of Education Council PRG School community P&C Local community Near neighbours Community and advocacy groups Local media 	<ul style="list-style-type: none"> Announce construction contractor Reminder of project timeline Build excitement – work is beginning Increase awareness of construction impacts 	<ul style="list-style-type: none"> Project update distributed to local community, near neighbours and local members Information booth/session at the school SINSW website updates Media release (SINSW Media Team)
<ul style="list-style-type: none"> Sod turning 	<ul style="list-style-type: none"> Minister for Education Local member(s) Department of Education Local community 	<ul style="list-style-type: none"> Inform the community of works commencing 	<ul style="list-style-type: none"> Media release Project update Sod turn ceremony
<ul style="list-style-type: none"> Construction 	<ul style="list-style-type: none"> School community Local members 	<ul style="list-style-type: none"> Communicate and celebrate major 	<ul style="list-style-type: none"> Works notifications (specific impacts)

Phase / milestone	Stakeholder	Purpose of engagement	Communication tools / activities
	<ul style="list-style-type: none"> Local community Near neighbours 	<ul style="list-style-type: none"> construction milestones Plan for operational changes 	<ul style="list-style-type: none"> Door knocks of adjacent properties Advertising as required SINSW website update Project updates for school newsletter/social media channels Info booths/sessions if significant impacts (e.g. contamination remediation, school operational, access and traffic changes etc.) FAQs updated PRG meetings
<ul style="list-style-type: none"> Site visit 	<ul style="list-style-type: none"> Minister for Education Department of Education School community Local members Local media 	<ul style="list-style-type: none"> Promote project as it nears completion Build excitement for project Media opportunity 	<ul style="list-style-type: none"> Media release
<ul style="list-style-type: none"> Handover 	<ul style="list-style-type: none"> Department of Education School community 	<ul style="list-style-type: none"> Allow new school operations to begin and learn their new environment 	<ul style="list-style-type: none"> Operational training and tours for familiarisation prior to students arriving for Day 1, Term X Media release Project update Website update
<ul style="list-style-type: none"> Official opening 	<ul style="list-style-type: none"> State Minister for Education School and local community 	<ul style="list-style-type: none"> Advise local community of the official opening of a new school 	<ul style="list-style-type: none"> Media release Project completion notification Official opening ceremony Welcome Pack Fly through Website update

Appendices

Appendix 1: Screenshot of project webpage

The screenshot shows a web browser address bar with the URL: schoolinfrastructure.nsw.gov.au/projects/j/john-palmer-public-school-upgrade.html#about-project-tab. Below the address bar is a navigation menu with three tabs: "About the project" (selected), "Get involved", and "Library".

About the project

A major upgrade to John Palmer Public School is underway to bring students improved facilities and support the growing local community.

We will let you know more about your school upgrade as the design progresses.

The benefits

- New library
- Expanded school hall
- Additional staff facilities
- New amenities
- Improved and new learning facilities
- Improved outdoor play and learning spaces
- Additional support learning space

Timeline

The timeline consists of four stages: Planning, Design (highlighted in red), In progress, and Complete. Below the stages is a dashed line with location pins. The Design stage has a red pin, while the others have grey pins.

Progress summary

- Development of concept designs for the new and improved facilities progressing well.
- The Project Reference Group (PRG) meetings have commenced and will continue throughout the design process.

Next steps

Additional information and News links are visible at the bottom of the page.

Appendix 2: Sample Project Update

| NSW Department of Education – School Infrastructure



Artist impression of John Palmer Public School

John Palmer Public School

Project update | August 2021

Investing in our schools

The NSW Government is investing \$7.9 billion over the next four years, continuing its program to deliver 215 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

Project overview

Planning continues to deliver a major upgrade to John Palmer Public School to bring students improved facilities and support the growing local community. Development of concept designs for the new and improved facilities is progressing well. The upgrade project will include:

- New library and expanded school hall
- Additional staff facilities and amenities
- New learning facilities
- Improved outdoor play and learning spaces
- Additional support learning space.

Progress summary

As we continue to develop the concept design for the John Palmer Public School upgrade, we have started the statutory planning process for the project. The project requires planning approval before construction can begin. The project team is in the process of determining which planning approval pathway will be used.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



| NSW Department of Education – School Infrastructure

Next steps

The concept design phase involves consultation with the department's technical stakeholder group to confirm:

- The location of all facilities
- Look and feel of the buildings
- The internal layouts and room configurations
- Transport and access solutions.

Once the concept design progresses, School Infrastructure NSW (SINSW) will begin the necessary requirements to submit the development application.

How can I get involved?

We have engaged a consultant to prepare a Social Impact Assessment (SIA). The SIA is a technical study that considers the impacts and benefits of a particular project on a community. It aims to develop measures to enhance benefits for the community and to mitigate, manage, or minimise potential negative impacts. As part of this SIA, we are conducting community and stakeholder consultation.

Share with us what's important to you by completing our online survey before 6 September 2021.

The QR code below will take you to the survey or go online to: www.research.net/r/PS8B58Z



We are committed to working together with our school communities and other stakeholders to deliver the best possible learning facilities for students.

Your feedback on this project is important to us. For more information, comments, or to make a comment please email us at schoolinfrastructure@det.nsw.edu.au or phone 1300 482 651.

Additionally, once the development application is lodged, it will be placed on public exhibition and the community will have the opportunity to comment on the proposal.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

