

# SSDA Engagement Report

New primary school at Gregory Hills

28 Wallarah Circuit, Gregory Hills

October 2022

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This report has been prepared by WSP on behalf of the NSW Department of Education.

WSP acknowledges that every project we work on takes place on First Peoples lands. We recognise Aboriginal and Torres Strait Islander Peoples as the first scientists and engineers and pay our respects to Elders past and present.

# 1. Introduction

The NSW Government is investing \$8.6 billion in school infrastructure over the next four years, continuing its program to deliver 160 new and upgraded schools to support communities across NSW. This builds on the more than \$9.1 billion invested in projects delivered since 2017, a program of \$17.7 billion in public education infrastructure.

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.

This State Significant Development Application (SSDA) Engagement Report accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act), in support of a SSDA for the construction and operation of new primary school at Gregory Hills (SSD-41306367).

## 1.1. The proposal

The proposal is for a new primary school at Gregory Hills that generally comprises the following:

- 44 General Learning Spaces
- 4 Support Learning Spaces
- Administration, staff hub, amenity and building service areas
- Library, communal hall and canteen
- Outside School Hours Care (OSHC) services
- Sport courts, outdoor play space, a Covered Outdoor Learning Area (COLA) and site landscaping
- Dedicated bicycle and scooter parking.
- Three (3) kiss and drop spaces for Supported Learning Students (SLS) located on Wallarah Circuit.
- On-site car parking.
- Signage.
- Footpath widening on Wallarah Circuit. Dedicated bicycle and scooter parking

The proposed site plan is shown in **Figure 1**.

Figure 1 Site plan



Source: Bennett and Trimble 2022

## 1.2. Purpose of the Report

This engagement report has been prepared to outline the consultation undertaken by SINSW and the project team from December 2020 to September 2022 to support the delivery of the new primary school in Gregory Hills.

The consultation process ensured stakeholders and the community were informed about the proposal and had the opportunity to provide feedback prior to the submission of the State Significant Application (SSDA) to the NSW Department of Planning and Environment (DPE). Through the process, SINSW was able to review feedback and ultimately shape the project scope and Education Principles into what the project will deliver.

Consultation with stakeholders and the community is continuing.

## 2. Background

### 2.1. Site Description

The site is located in Dharawal Country at 28 Wallarah Circuit, Gregory Hills NSW 2557, and is legally described as Lot 3257 DP1243285 (see **Figure 2**).

The site is located within the Camden Local Government Area and is within the Turner Road Precinct of the South-West Growth Centre. The site has an area of approximately 2.926ha (by Deposited Plan). This will be reduced to 2.907ha under approved DA2022/742/1 once Long Reef Circuit has been widened.

Topography is minimal with a fall from the south-east corner (RL116.5) to the north-west corner (RL113).

The site has three (3) street frontages:

- Wallarah Circuit (southern boundary)
- Gregory Hills Drive (northern boundary)
- Long Reef Circuit (eastern Boundary).

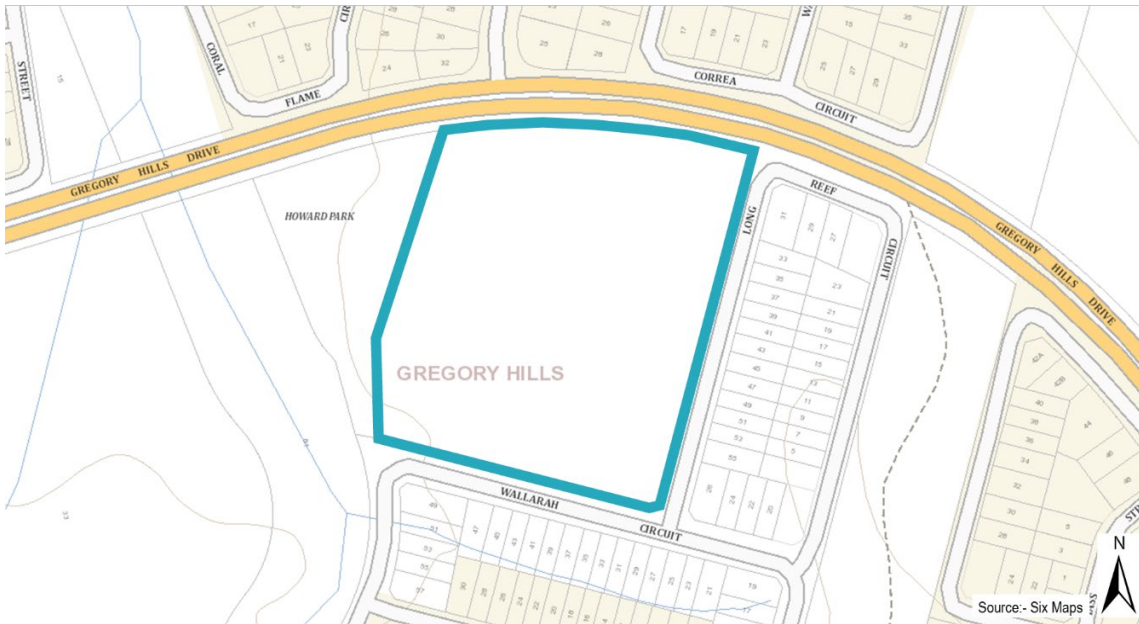
As shown in **Figure 3**, the site is primarily vacant land, with the exception of an existing group of trees that have been retained in the southwest corner of the site that pre-date the subdivision and development of the precinct. There is also an existing electrical substation located on the south-eastern boundary.

There are easements of varying widths located to the northern boundary identified for drainage.

A temporary school will be located on the north/north-western section of the site (temporary school does not form part of the works proposed under this SSDA). It is anticipated that the temporary school will be removed during construction/on completion of the permanent school.



Figure 2 Locality map



Source: Six Maps 2022

Figure 3 Site aerial map



Source: Bennet and Trimble 2022

## 2.2. Surrounding development

To the north, east, and south of the site is emerging and recently completed residential development (see **Figure 4**).

To the east of the residential area fronting Long Reef Circuit are high voltage power lines within an easement which include pedestrian paths and cycleways.

To the west of the site, beyond Sykes Creek and Howard Park, is the Gregory Hills town centre. A pedestrian bridge links Wallarah Circuit with the town centre across Sykes Creek.

Figure 4 Surrounding development



Source: Nearmap 2022

### 2.3. Industry specific SEARs

This Engagement Report accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act), in support of a State Significant Development Application (SSDA) for the construction and operation of a new primary school at Gregory Hills (SSD-41306367).

This report addresses the Secretary's Environmental Assessment Requirements (SEARs) issued for the project as shown in the table below.



SEARS REQUIREMENT	RESPONSE
<p><b>26. Engagement</b></p> <p><i>Detail engagement undertaken and demonstrate how it was consistent with the Undertaking Engagement Guidelines for State Significant Projects. Detail how issues raised and feedback provided have been considered and responded to in the project. in particular, applicants must consult with:</i></p> <ul style="list-style-type: none"> <li>• the relevant Department Assessment team.</li> <li>• any relevant local councils.</li> <li>• any relevant agencies, including:             <ul style="list-style-type: none"> <li>○ Transport for NSW</li> <li>○ for development within Western Parkland City, the Western Parkland City Authority.</li> </ul> </li> <li>• the community.</li> <li>• if the development would have required an approval or authorisation under another Act but for the application of s 4.41 of the EP&amp;A Act or requires an approval or authorisation under another Act to be applied consistently by 2 4.42 of the EP&amp;A Act, the agency relevant to that approval or authorisation.</li> </ul>	<p>This report describes consultation conducted with the stakeholders listed in the SEARs, including topics and concerns, engagement outcomes and project response.</p>

## 2.4. Consistency with SSDA Guidelines

This section provides details of how this report shows consistency with the relevant SSDA guidelines for engagement. The following table provides details of this report's consistency with *Undertaking Engagement Guidelines for State Significant Projects – November 2021* (Engagement Guidelines).

Requirement	Response	Location in this report
<b>Describe engagement undertaken during the preparation of the EIS</b>	<p>Sections 3.2 and 3.3 describe all community engagement activities in chronological order</p> <p>Section 3.4 describes all stakeholder engagement activities in chronological order</p>	Sections 3.2, 3.3, 3.4



Requirement	Response	Location in this report
<b>What was heard</b>	<p>Section 4.1 describes feedback received from the community.</p> <p>Section 4.2 describes feedback received from stakeholders.</p>	Sections 4.1, 4.2
<b>The proponent must comply with the SEARs for the project and have regard to the requirements set out in these guidelines.</b>	Requirements of the SEARs were to prepare an engagement report that was consistent with the Undertaking Engagement Guidelines for State Significant Projects. Refer to below rows.	Section 2
	The proponent engaged with relevant development assessment teams, Camden Council, Transport for NSW, Western Parkland City Authority, and the community.	Section 3
<b>How feedback was considered and how it influenced the final shape of the project/ reporting back and demonstrating how engagement has shaped the project being assessed - What has or hasn't changed and why</b>	Section 5 describes the project response. It describes key issues that were heard, and how the project responded to these issues. These issues are categorised as per Section 3.6 of <i>Appendix B to the State Significant Development Guidelines – Preparing an Environmental Report, July 2022</i> .	Section 5
<b>The proponent must:</b>		
<b>consider the issues raised by the community, council and relevant government agencies when making project refinements and accurately reflect how these issues have been addressed in EIS documentation</b>	Section 4 describes issues raised by these authorities, as well as the outcomes of consultation. Section 5 describes the project response to key issues.	Sections 4, 5
<b>identify the people or groups who are interested in or are likely to be affected by the project</b>	The engagement process was informed by the Social Impact Assessment study area – which is specifically designed to represent impacted communities.	Section 3
<b>use appropriate engagement techniques</b>	The engagement used a combination of engagement techniques including in person, online, community information sessions, survey, interviews, communications (letterbox drop, newsletters)	Section 3.2
<b>ensure the community are provided with safe, respectful and inclusive opportunities to express their views</b>	The engagement included a range of communication channels	Section 3
<b>involve the community, councils and government agencies early in the development of the proposal, to enable their views to be considered in project planning and design</b>	Section 4.1 describes feedback received from the community. Further detail is discussed in Section 5	Sections 4.1, 4.2, 5
	Section 4.2 describes feedback received from stakeholders, including councils and government agencies.	
<b>be innovative in their engagement approach and tailor engagement activities to suit the:</b> <ul style="list-style-type: none"> <li><b>context (e.g., sensitivity of the site and surrounds)</b></li> </ul>	The engagement included a range of communication channels that were best aimed at reaching impacted communities, as identified in the Social Impact Assessment	Section 3

Requirement	Response	Location in this report
<ul style="list-style-type: none"> <li>scale and nature of the project and its impacts</li> <li>level of interest in the project</li> </ul>		
provide clear and concise information about what is proposed and the likely impacts for the relevant people or group they are engaging with	The engagement included a range of communication channels including a survey designed by the Social Impact Assessment team – which included testing of potential impacts	Section 3
clearly outline how and when the community can be involved in the process make it easy for the community to access information and provide feedback	Section 3.2 describes the various channels that were utilised by SINSW	Section 3.2
seek to understand issues of concern for all affected people and groups and respond appropriately to those concerns	The engagement sought to understand areas of positive feedback as well as areas of concern. Both positive and negative feedback are described in Section 4.	Section 4
provide feedback about how community and stakeholder views were used to shape the project or considered in making decisions	Section 5 describes the project response. It describes key issues that were heard, and how the project responded to these issues.	Section 5
be able to demonstrate how the demography of the area affected has been considered in how and what engagement activities have been undertaken.	The engagement process was informed by the Social Impact Assessment study area – which is specifically designed to represent impacted communities.	Section 3
provide clear and concise information about the project and its impacts	Clear material was provided throughout the engagement process.	Appendices

The following table provides details of this report's consistency with *Appendix B to the State Significant Development Guidelines – Preparing an Environmental Report, July 2022* (Preparing an EIS Guideline).

Requirement	Response
<b>Demonstrate that this engagement was consistent with the community participation objectives in the Undertaking Engagement Guidelines for State Significant Projects and complied with the community engagement requirements in the SEARs.</b>	See above table.  Community participation objectives are identified below.
<b>Community participation objectives:</b> <ul style="list-style-type: none"> <li>open and inclusive</li> <li>easy to access</li> <li>relevant</li> <li>timely, and</li> <li>meaningful.</li> </ul>	<p>The engagement process was:</p> <ul style="list-style-type: none"> <li>Open and inclusive, and offered a range of channels for feedback in multiple languages</li> <li>Easy to access, being accessible online and in person, using a range of materials written in plain English</li> <li>Relevant, and directly engaged about the project with questions focused on the proposal</li> <li>Timely, it started directly after the project announcement.</li> <li>Meaningful, with opportunities for communities to provide positive feedback as well as negative feedback and ideas/measures to incorporate in the project.</li> </ul>

## 3. Consultation Approach

### 3.1. Consultation Objectives

The following community engagement objectives have been identified for this proposal:

- Promote the benefits of the project
- Build key school community stakeholder relationships and maintain goodwill with the community
- 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 the community.

### 3.2. Community engagement channels and activities

SINSW used a range of standard community engagement channels, tools, and activities on an as needs basis across all projects as shown in the table below.

Activity	Strategic intent
School community engagement (Project Review Group, Meetings, and workshops)	Project Review Group meetings, ad-hoc meetings, workshops, and school tours with representatives from two local school communities including the Principals, parents, and students, to discuss aspects of the design, consultation and construction approach and seek feedback and input from members.
Community information sessions	Provide an opportunity for face-to-face engagement between the school communities, residents and staff, and members of the project team, and allow for Q&A and concerns to be raised. Information sessions are widely advertised through the communication channels listed in this table.
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 (Newsletter input, P&C meetings)	Ongoing updates as required and direct responses to questions.

### 3.3. Community consultation

The table below outlines the communication actions undertaken to keep stakeholders and communities informed about this proposal.

Date	Targeted stakeholders	Activity
December 2020	Local community	<a href="#">Planning Update</a> <ul style="list-style-type: none"> <li>Undertaking early planning for the new primary school at Gregory Hills</li> </ul>
July 2021	Local community	<a href="#">Project Update</a> <ul style="list-style-type: none"> <li>Approval received to progress planning and start the statutory approval process to deliver the project</li> </ul>
November 2021	Local community	<a href="#">Project Update</a> <ul style="list-style-type: none"> <li>The NSW 2021/2022 Budget committed funding to deliver a new primary school in Gregory Hills</li> <li>School will be located at Gregory Hills Drive and will include fit-for-purpose learning spaces and core facilities to support the growing area</li> <li>Early planning complete, progressing planning and starting the statutory approval process including appointing the project team including project managers, architects, and traffic and transport planners to continue developing plans for the new school</li> <li>The project will be delivered with the Modern Methods of Construction (MMoC) methodology to reduce on-site construction assembly time by up to 30% and reduce impacts on community</li> </ul> <p>Indicative site map included</p>
April 2022	Local community	<a href="#">Project Update</a> <ul style="list-style-type: none"> <li>The school will cater for approximately 1,000 students</li> <li>Project managers, architects, and other consultants have been engaged and are continuing to develop the design and progress planning for the new school</li> <li>Tender for early works involvement of contractors has been issued with tenders received end of March 2022</li> </ul>
May 2022	Local community	<a href="#">Project Update</a> <ul style="list-style-type: none"> <li>SEARs received from DPE 24 April 2022</li> <li>Invitation to public information session on Wednesday 11 May</li> <li>Invitation to participate in online community survey to inform the Social Impact Assessment (SIA) (active from 10 May to 10 June 2022)</li> </ul>
10 May to 10 June 2022	Local community	<p>Online community survey for SIA to:</p> <ul style="list-style-type: none"> <li>Understand local community characteristics/ values</li> <li>Determine positive and negative impacts of the project</li> </ul>



		<ul style="list-style-type: none"> <li>Determine potential mitigation and enhancement measures for identified impacts</li> <li>Determine potential for community benefits</li> </ul>
11 May 2022	Local community	<p>Community information session</p> <ul style="list-style-type: none"> <li>To provide community members information about the new primary school and to receive feedback on plans</li> </ul>
June 2022	Local community	<p><a href="#">Project Update and Information Pack</a></p> <ul style="list-style-type: none"> <li>Overview of proposed new school</li> <li>Connecting with Country update including discussion of cleansing ceremony</li> <li>Frequently asked questions</li> </ul> <p>Indicative site plan for the new primary school.</p>
3 June 2022	Local community (3x parents of children from Gledswood Hills living in Gregory Hills)	<p>SIA Consultation</p> <ul style="list-style-type: none"> <li>Meeting with 3 parents of current primary school students to discuss the local community, potential positive and negative impacts, mitigation and enhancement measures, and opportunities for community benefits</li> </ul>
August 2022	Local community	<p><a href="#">Project Update</a></p> <ul style="list-style-type: none"> <li>Announcement of temporary school facilities on site during construction with operations commencing Day 1 Term 1 2023</li> <li>Invitation to community information session on 16 August 2022 at Gledswood Hills Public School library</li> </ul>
16 August 2022	Local community	<p>Community Information Session</p> <ul style="list-style-type: none"> <li>To provide information about the new school, temporary facilities, and how to enrol students</li> </ul>

### 3.4. Stakeholder meetings

SEARs were received on 24 April 2022. Pre-SEARs consultation started in December 2020. Post SEARs consultation was completed September 2022 prior to SSDA lodgement.

As required by the SEARs and pursuant to the SINSW Project Governance Framework, SINSW has consulted with key stakeholders, including government agencies and Council. Project consultants also conducted engagement as part of their studies with various organisations. A high-level and chronological summary of meetings and key matters discussed is provided in the table below.

Date/s	Stakeholder	Approach	Activity/Matters Discussed
<b>28 February 2022</b>	Project Reference Group (PRG) – Director, Educational Leadership (DEL); SINSW representatives (reps); Architects; and project team		<p>Presentation of the project to the PRG. Matters discussed included:</p> <ul style="list-style-type: none"> <li>• Project overview and status</li> <li>• Design update</li> <li>• Communications and engagement</li> </ul>
<b>23 March 2022</b>	State Design Review Panel (SDRP) – Government Architect	Meeting	<p>First SDRP review of the early planning for the project was undertake 23 March 2022.</p> <p>Government Architect commended the project team for a clear and well-structured presentation, noting “the design concepts are well reasoned and have good potential to evolve into a good design solution.”</p> <p>Advice and recommendations arising from the design review session included:</p> <ul style="list-style-type: none"> <li>• Support for several elements of the design including early engagement with Aboriginal community, shared use opportunities, extension of shared cycle path, entry locations, conservation of tree cluster, and provision of natural turf space</li> <li>• Strategic matters to be addressed as priority include: <ul style="list-style-type: none"> <li>○ Establishing impacts of high-pressure gas line on masterplan options</li> <li>○ More compelling approach to integrating Country into the design</li> <li>○ More effective approach for creating climatically comfortable environments (provision of shade and cooling in short and long term)</li> </ul> </li> </ul> <p>Other matters discussed included:</p> <ul style="list-style-type: none"> <li>• Integration with Howard Park</li> <li>• Masterplan options (Option 1 preferred)</li> <li>• Transport and access</li> <li>• Edges and boundaries</li> <li>• Landscape including shade and cooling, and open spaces</li> <li>• Architecture – upper-level outdoor walkways</li> <li>• Sustainability and climate change</li> <li>• Further SDRP review required</li> </ul>
<b>28 March 2022</b>	Jemena	Meeting	<p>Gas corridor agency meeting and discussion about risks, mitigation measures and design options to date:</p> <ul style="list-style-type: none"> <li>• 1 option identified to proceed</li> <li>• Safety management plan should be prepared</li> <li>• Jemena/APA do not object to the project</li> </ul> <p>Follow up meeting not required as risks closed out in follow up reports</p>

Date/s	Stakeholder	Approach	Activity/Matters Discussed
6 April 2022	PRG – DEL; Oran Park PS Principal; Parent representative; SINSW reps; Architects; and project team	Meeting	<p>Matters discussed included:</p> <ul style="list-style-type: none"> <li>• Progress update</li> <li>• Project status, programs, risks</li> <li>• Design update <ul style="list-style-type: none"> <li>○ Standard hub layout</li> <li>○ Size of sport fields</li> <li>○ Traffic and transport</li> <li>○ School entries and footpaths/cycle paths – logistics of 3 entryways may be challenging/undesirable</li> <li>○ Active transport strategies</li> <li>○ Fencing</li> <li>○ Safety concerns over water detention areas on site</li> <li>○ Waste servicing location</li> </ul> </li> <li>• Communications and engagement</li> </ul>
29 April 2022	Camden Council (CC) – Development and Assessment reps (CC); SINSW reps; SIA rep; and project team	Meeting	<p>Meeting arranged by ER – DFP Planning to have an informal meeting with Camden Council to introduce the project. As the project develops the project team will continue to liaise with Council to keep them informed.</p> <p>Matters discussed included:</p> <ul style="list-style-type: none"> <li>• Project overview</li> <li>• Project status (SEARs, SDRP)</li> <li>• Project timeline</li> <li>• Design update</li> <li>• Building heights (setbacks)</li> <li>• Floor Space Ratios (FSRs)</li> <li>• Risks</li> <li>• EIS/SSDA due diligence</li> <li>• Community and agency consultation</li> <li>• Traffic and parking</li> <li>• Visual language of the eastern elevation (should be fully resolved and broken up)</li> <li>• Shared use of open space and multi-use court.</li> </ul>
5 May 2022	Aboriginal Education Consultative Group (AECG)	Meeting	<p>Matters discussed included:</p> <ul style="list-style-type: none"> <li>• Site context for Aboriginal people</li> <li>• Project overview</li> <li>• Services to be provided by AECG (Cultural Cleansing)</li> <li>• Recommendations: <ul style="list-style-type: none"> <li>○ Retain cluster of trees</li> <li>○ Local building materials to be used where possible</li> <li>○ Yarning circle</li> <li>○ Engagement of local Indigenous artists for signage</li> <li>○ Incorporation of Dharawal language</li> <li>○ Early notification to prepare for ceremony</li> <li>○ Connecting with Country in design</li> <li>○ Native planting from Dharawal Country</li> </ul> </li> </ul>

Date/s	Stakeholder	Approach	Activity/Matters Discussed
4 July 2022	Transport Working Group (TWG) – Traffic and Road Safety reps (CC); TfNSW Network and Safety reps; SINSW reps; Traffic Management and Operations reps (Ason); and Planning rep	Meeting	<p>The Transport Working Group (TWG) is established to enable SINSW to share project information with both Camden Council (Council) and Transport for New South Wales (TfNSW). Matters discussed included:</p> <ul style="list-style-type: none"> <li>• Project overview</li> <li>• TWG purpose</li> <li>• Travel mode analysis</li> <li>• Parking options – convert Long Reef Circuit to one-way clockwise traffic only/ reconfigure Long Reef Circuit <ul style="list-style-type: none"> <li>○ Bin collection on left-hand side makes one-way clockwise street unviable</li> <li>○ Suggested additional indented parking on Wallarah Circuit</li> </ul> </li> <li>• Bus stops and vehicle access (CC recommend firm protocols to be written and implemented for bus routes for the school)</li> <li>• Mini-bus parking for OSHC and support units (CC recommend bus zone to be signposted for mini-buses)</li> <li>• Pedestrian crossings</li> <li>• Gregory Hills Drive signal crossing – insufficient students north of GH Drive (30) to justify construction</li> </ul>
6 July 2022	Camden Council – Development and Assessment (CC); Certification (CC); Traffic and Road Safety (CC); SINSW reps; Architects; SIA team; and project team	Meeting	<p>Meeting arranged by SINSW to discuss planning pathways for the new primary school at Gregory Hills and to further explore the possibility of lodging multiple Development Applications to fast track the consent for the proposed new primary school.</p> <p>Matters discussed included:</p> <ul style="list-style-type: none"> <li>• Project overview (permanent school and temporary school)</li> <li>• Planning context</li> <li>• Options for temporary school</li> <li>• Application and determination process for temp school</li> <li>• Car park and kiss &amp; ride for temp school</li> <li>• Transport and Traffic assessment required for temp school</li> <li>• Flood studies</li> <li>• Timing of temp school application</li> <li>• Panel for determination.</li> </ul>
6 July 2022	Western Parkland City Authority (WPCA) – WPCA reps; SINSW reps; Planning rep; Architects; and project team	Meeting	<p>Meeting to engage and share the proposed plans and the associated infrastructure for the new primary school at Gregory Hills with the Western Parkland City Authority (WPCA).</p> <p>WPCA noted that they are a relatively new authority/agency and their prime interest is in infrastructure and capacity rather than design.</p> <p>Matters discussed included:</p> <ul style="list-style-type: none"> <li>• Project overview (permanent school and temporary school)</li> <li>• Planning context (SEARs, DCP, SSDA)</li> <li>• Project timeline</li> <li>• Business case and funding</li> <li>• Stakeholder engagement to date</li> </ul>



Date/s	Stakeholder	Approach	Activity/Matters Discussed
			<ul style="list-style-type: none"> <li>• Fencing</li> <li>• Temporary and permanent school staging and capacity</li> <li>• Shared use of facilities</li> <li>• Building heights and setbacks</li> <li>• Hazards</li> <li>• Transport and connectivity.</li> </ul>
21 July 2022	SDRP – Government Architect	Meeting	<p>Second SDRP review of the project was undertaken 21 July 2022.</p> <p>The project team were commended on the rigour in addressing the previous advice.</p> <p>Advice and recommendations arising from the design review session were received 1 August 2022, and included:</p> <ul style="list-style-type: none"> <li>• Support for several elements of the design including early engagement with Aboriginal community, shared use opportunities, extension of shared cycle path, entry locations, conservation of tree cluster, and provision of natural turf space</li> <li>• Strategic matters to be addressed as priority include: <ul style="list-style-type: none"> <li>○ site-wide cooling strategy to ensure school performs well on days of extreme heat</li> <li>○ Character and identity through resolution of facades</li> </ul> </li> </ul> <p>Other matters discussed include:</p> <ul style="list-style-type: none"> <li>• Alternative location of carpark for larger number of trees in that area</li> <li>• Landscape design <ul style="list-style-type: none"> <li>○ East-west pedestrian path cutting through tree cluster</li> <li>○ Site-wide Water Sensitive Urban Design (WSUD) strategy recommended</li> </ul> </li> <li>• Transport and access <ul style="list-style-type: none"> <li>○ No capacity for buses in adjacent streets – recommends plan showing walking distances and routes from bus stops to school</li> </ul> </li> <li>• Architecture <ul style="list-style-type: none"> <li>○ Increase stair/landing widths for informal gathering, playing, and learning spaces</li> <li>○ Language and character of facades</li> </ul> </li> </ul>

See **Appendices** for example copies of communications material released for this project.

## 4. Stakeholder and Community Feedback

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

### 4.1. Community Feedback

#### Public Information Sessions

A public information session was held 11 May 2022. The major concern raised by the community was disappointment with the proposed schedule of delivery (i.e., day one, term one 2025). Community members were otherwise generally happy with the design of the school, though some concerns included:

- Lack of shading in the school grounds
- Location of the kiss and drop area being opposite residential dwellings
- Whether buses would be able to navigate narrow streets surrounding the site
- Proposed catchment excludes areas north of Gregory Hills Drive (within Gregory Hills suburb)
- Lack of high school options in the area.

A second public information session was held at Gledswood Hills PS library on 16 August 2022. The SINSW Communications and Engagement team shared information with the community about the temporary school, new catchment area, enrolment procedure, and the proposed school motto. The acting Principal of the new primary school and Director of Educational Leadership were also introduced to community members.

The overall atmosphere at the session was positive and there were high levels of engagement. The main points of discussion with community members included:

- Enquiries about enrolments at the new school
- Access points for temporary and permanent school
- Queries regarding bus services
- Complaints around intake area not including houses opposite Gregory Hills Drive
- Car parking for parents at both the temporary and permanent school
- Queries about the temporary school and facilities
- Questions around play space and inclusion of a playground.

#### Online community survey (for SIA)

The online engagement survey (activated in May 2022) attracted 568 views and 151 responses from local community members; a 26.6% completion rate.

*Geographic extent of community interest (see table below):*

- All survey respondents lived within the local or regional geographic extent of

community interest (0-100km from the site)

- 8.6% of respondents to the survey lived adjacent to the proposed site
- 17.9% of respondents were from within the local suburb of Gregory Hills
- 84.1% were people from within the 2557 postcode (encompassing residents from Gregory Hills or adjacent suburbs e.g., Rossmore, Gledswood Hills, Catherine Fields)
- Other postcodes of respondents included 2171, 2179, 2515, 2560, 2567, 2570, 2576, and 2577.

Postcode of residence	Proportion of respondents
<b>2557</b>	84.1%
<b>2171</b>	0.7%
<b>2179</b>	2.0%
<b>2515</b>	0.7%
<b>2560</b>	0.7%
<b>2567</b>	4.0%
<b>2570</b>	6.6%
<b>2576</b>	0.7%
<b>2577</b>	0.7%

*Key findings from the survey include:*

- Respondents were primarily parents/carers of students from Gledswood Hills PS, Barramurra PS, Oran Park PS, or other government or non-government schools in the area (76.7%) or parents/carers of future primary school aged children (36.4%)
- 40.3% plan to send their children to the new primary school at Gregory Hills if it is the designated school for their address, while 34.9% do not plan to, and 26.4% are unsure
- The major perceived benefits of the project include relief on existing nearby public schools (88.7%) and greater availability of public primary school spaces in the local area (80.7%).
- The major concern for respondents is traffic congestion and parking constraints around the school once operational (78.4%)
- The most common mitigation and enhancement measures suggested by respondents was to fast track building the school to deliver as soon as possible without staged delivery and to plan extensively for parking and drop off/ pick up systems
- Many respondents also suggested that the area desperately needs a public high school.

Detailed issues raised throughout consultation and where these are addressed in the EIS are discussed in Section 5.

## 4.2. Stakeholder consultation and correspondence

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

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
AECG 5 May 2022	Meeting	<ul style="list-style-type: none"> <li>Site context for Aboriginal people</li> </ul>	Project background and site context was provided to the RAP group prior to the meeting including previous archaeological surveys and artifact records.
		<ul style="list-style-type: none"> <li>Services to be provided by AECG (Cultural cleansing)</li> <li>It was noted as vital that the cultural cleansing ceremony occur before construction commences</li> <li>Early notification is required to prepare for the cultural cleansing ceremony</li> </ul>	<p>Early notification was provided to Uncles for preparation for the cleansing ceremony.</p> <p>Cultural cleansing ceremony held on site 19 May 2022 including:</p> <ul style="list-style-type: none"> <li>Turning the soil, digging holes to wake the Elders</li> <li>Walking the land</li> <li>Blessing and cleansing the soil</li> <li>Smoking the land.</li> </ul>
		<ul style="list-style-type: none"> <li>The cluster of trees were noted as significant. It is okay if the trees are unhealthy and need to be removed, but the timber should be left on site</li> <li>Timber, rocks and plants from Dharawal Country (quarry in Appin as example) to be used where possible in building as resources from other lands would bring bad spirits</li> <li>Yarning circle: <ul style="list-style-type: none"> <li>The cluster of trees are a good space for a yarnning circle</li> <li>No concrete should be used</li> <li>Location and orientation of a yarnning circle is important (east/west with the sun's rays entering the circle)</li> <li>Yarning circles in other schools have no shade and are too hot, have inappropriate material selections and are not conducive to using them for their purpose</li> </ul> </li> <li>Signage: <ul style="list-style-type: none"> <li>Engagement of local Indigenous artists for signage</li> <li>Incorporation of Dharawal language on signage</li> </ul> </li> <li>Naming of the school is important and must consider the different dialects of the Dharawal language</li> <li>The Connecting with Country design group should be consulted</li> </ul>	<ul style="list-style-type: none"> <li>Most trees in cluster to be retained excluding some advised to be dead/unsafe by Arborist <ul style="list-style-type: none"> <li>The wood from these trees is to be retained on-site in response to Aboriginal Elder commentary</li> </ul> </li> <li>Building materials are sourced locally where possible, including Australian structural timbers. The trees that must be removed as they are dead or unsafe are proposed to be reused within the landscape design</li> <li>A yarnning circle is proposed in the school grounds adjacent the existing tree cluster. The yarnning circle will not use concrete and will be made of natural materials including stone and timber</li> <li>Engagement of local Indigenous artists for signage and incorporation of Dharawal language will be pursued as the design is developed</li> <li>The discussions from the Connection with Country meetings have been incorporated in the design of the landscape and building and Designing with Country will continue to be undertaken and</li> </ul>



Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		throughout development of the design <ul style="list-style-type: none"> <li>All planting must be from Dharawal Country</li> </ul>	the project moves into detailed design. <ul style="list-style-type: none"> <li>Cumberland Plain trees and plants from Dharawal Country have been used extensively within the landscape design of the school.</li> </ul>
Camden Council 29 April 2022 6 July 2022	Meeting	<b>Building setbacks</b> <ul style="list-style-type: none"> <li>Council noted that the site can absorb additional heights due to the extended setbacks (this is to be considered in response to overshadowing, visual privacy, and other impacts to the site's surrounds).</li> </ul>	The site is subject to a 9.5m height plane. The proposed school sits above this height plane. This is justified for the following reasons: <ul style="list-style-type: none"> <li>Large setbacks to both streets allow for a large buffer between the school and residential uses</li> <li>The shadow studies show no impact on adjacent residential properties at the prescribed times.</li> </ul> NOTE: The site has a second 16m height plane reserved for residential flat buildings. The proposed school would sit well under the 16m plane.
		<ul style="list-style-type: none"> <li>Council noted that the site has two contradictory measurements of maximum building heights, 16m for residential flat buildings and 9.5m for all other developments which applies in this instance.</li> </ul>	The proposed maximum building height of the development is 12.49m and exceeds the applicable 9.5m building height standard. The variation to the maximum building height achieves a superior site planning / development outcome, this is addressed further in the EIS by DFP.
		<b>Traffic and parking</b> <ul style="list-style-type: none"> <li>Council noted that traffic and parking are issues though they are fully supportive of schools being provided for the community/precinct</li> <li>Council noted the project team may not meet full compliance with Council's DCP for parking spaces. There was a general acceptance that this may not be possible.</li> </ul>	During the course of the design process, multiple options were explored and presented to the TWG. The indented parking works along Long Reef Circuit seek to increase the level of parking provision to meet the DCP requirements applicable to the School. Whilst the indented parking is not fully within the site, the provision of the indented parking will result in the boundary realignment to enable the kerbside indented parking on the west side of Long Reef Circuit. Outside of school hours and school days, the parking can be made available to the community.

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<ul style="list-style-type: none"> <li>The visual language of the eastern elevation should be fully resolved and broken up</li> </ul>	<p>The eastern elevation is broken into two buildings with a wide covered entry way between.</p> <p>The façades of each building are further broken down through the design and articulation of the windrows, sunshades, and openings in the façade.</p>
		<ul style="list-style-type: none"> <li>Discussions have commenced with SINSW Asset Activation Team and Council for proposed shared use of open spaces and the multi-use court</li> </ul>	<p>Consultation on shared or joint use opportunities has taken place between SINSW and Council. Gates are proposed to connect the school with Howard Park and the Gregory Hills town centre at appropriate times for community uses.</p>
		<ul style="list-style-type: none"> <li>Options for temporary school</li> </ul>	<p>The temporary school will be assessed in a separate DA lodged to Council 3 August 2022 not in this SSDA for the permanent school.</p> <p>Approval for the DA was received on 11 October 2022.</p>
		<ul style="list-style-type: none"> <li>Application and determination process for temporary school</li> </ul>	<p>The temporary school will be assessed in a separate DA lodged to Council 3 August 2022 not in this SSDA for the permanent school.</p> <p>Approval for the DA was received on 11 October 2022.</p>
		<ul style="list-style-type: none"> <li>Council noted car park for temporary school does not include Kiss &amp; Drop facility – recommend permanent car park (as opposed to interim temporary car park) be constructed</li> </ul>	<p>The temporary school will be assessed in a separate DA lodged to Council 3 August 2022 not in this SSDA for the permanent school.</p> <p>Approval for the DA was received on 11 October 2022.</p>
		<ul style="list-style-type: none"> <li>Council noted a Transport and Traffic assessment will be required for temporary school</li> </ul>	<p>The temporary school will be assessed in a separate DA lodged to Council 3 August 2022 not in this SSDA for the permanent school.</p> <p>Approval for the DA was received on 11 October 2022.</p>
		<ul style="list-style-type: none"> <li>Council noted safety concerns regarding the location of the car park entry/exit, noting sight distances to be investigated in the context of the pedestrian footpath leading to the playground. Distances from tangents to be review by the transport consultant.</li> </ul>	<p>In response to Council's concerns over sight distances, a sightline assessment was presented at the TWG meeting on 18th July 2022. The assessment was subsequently forwarded to Council. No further comments have been received from Council.</p>

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<ul style="list-style-type: none"> <li>Council noted that water quality requirements were to be investigated</li> </ul>	Water Services Coordinator (WSC) to liaise with Sydney Water to ensure that the Water supply provided will be in accordance with Australian Drinking Water Guidelines AS3500.
		<ul style="list-style-type: none"> <li>Flood studies to be provided to project team by Council</li> </ul>	Flood studies were issued by Council 14 July 2022.
		<ul style="list-style-type: none"> <li>Timing of temporary school application</li> </ul>	Council noted if DA application for temporary school is lodged by end of July there would be potential for determination in October. The temporary school is proposed to open day one, term one 2023.
		<ul style="list-style-type: none"> <li>Panel for determination of the temporary school DA</li> </ul>	Council advised panels include 5 members (3 state members and 2 local members)
SDRP – Government Architect 1 April 2022 1 August 2022	Meetings	<p>Connecting with Country</p> <ul style="list-style-type: none"> <li>Early engagement with traditional owners was noted, however ample scope remains to integrate Country into the design in a more meaningful manner.</li> <li>Stand-alone colours and graphics are not considered a comprehensive or integrated response to Country and place</li> <li>Recommendations include: <ul style="list-style-type: none"> <li>Input from the local Aboriginal community into the spatial planning, landscape and architectural design</li> <li>Integrating references and connections to nearby Aboriginal historical sites and places and stories of local cultural significance</li> <li>Enabling Country ways of learning into the planning and design of indoor and outdoor spaces.</li> </ul> </li> <li>Engagement with the local Aboriginal community should continue throughout project lifecycle and develop into a long-term relationship with the school</li> <li>The draft framework for Connecting with Country should be referred to</li> </ul>	<p>The Connecting with Country and Designing with Country are ongoing and will inform the detailed design of the school moving forward.</p> <p>Elements incorporated in the design include, retention of the Cumberland trees, the location of the yarning circle, planting selections, exploring the reuse of felled trees onsite, and use of site materials in the building materials of the school building.</p> <p>The design team remains committed to following the Connecting with Country Framework.</p>
		<ul style="list-style-type: none"> <li>Clearly establishing impacts of high-pressure gas line on the site is of critical importance <ul style="list-style-type: none"> <li>Physical impacts and any mitigation measures generated</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Hazard assessment of gas infrastructure has been completed for the SSDA. <ul style="list-style-type: none"> <li>The outcome of this study was that the combined risk</li> </ul> </li> </ul>

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<p>by the gas pipeline should be identified and mapped if appropriate.</p> <ul style="list-style-type: none"> <li>Explore an alternative building arrangement that better aligns with the surrounding urban grain if it is determined the high-pressure gas pipeline does impact the site, as shown in Masterplan Option 2.</li> </ul>	<p>of all three gas pipelines did not exceed any locational specific risk in relation to fatality, injury, or property damage at the proposed school boundary.</p> <ul style="list-style-type: none"> <li>The proposed school will not contribute to societal risk arising from the three pipelines.</li> <li>The more traditional building set up fronting the street in a 'L' shape was selected and forms the basis of the masterplan as submitted with the SSDA.</li> </ul>
		<ul style="list-style-type: none"> <li>More effective approach for creating climatically comfortable environments (provision of shade and cooling in short and long term)</li> </ul>	<p>The landscaping has been developed to include large areas of tree canopy to provide shade to play areas and outdoor learning areas, in particular paved surfaces.</p> <p>Additional shade is provided with COLAs, covered outdoor learning areas, and along the edges of buildings.</p> <p>Short term shade structures are outside the brief and budget constraints of the project.</p>
		<ul style="list-style-type: none"> <li>Identify the practical measures to be put in place to enable the use and integration of Howard Park and other facilities to be shared with the community. Consider: <ul style="list-style-type: none"> <li>Location of the security line between school and park</li> <li>Time when the facilities are likely to be open to the public and what physical aspects of the design are required to enable this.</li> </ul> </li> </ul>	<p>Large sliding gates within the fence line are proposed to provide a generous and open connection to the school playing field and open space on appropriate occasions and as agreed between the council and school.</p>
		<ul style="list-style-type: none"> <li>Masterplan Option 1 is the preferred strategy as: <ul style="list-style-type: none"> <li>It responds to the surrounding urban fabric and has better potential for creating improved streetscapes</li> <li>It provides a large singular open space</li> <li>It allows trees, and associated shade and cooling, in the carpark.</li> </ul> </li> </ul>	<p>Option 1 has been developed and forms the basis of the proposed school.</p>



Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<ul style="list-style-type: none"> <li>Development of the transport strategy should: <ul style="list-style-type: none"> <li>Include strategies within the site and surroundings to support active transport for students and families. It was noted that this low-density area has a medium age of 29, meaning cycling should be a popular choice of transport to the school</li> <li>Explore locating the proposed shared cycling path north and away from Wallarah Circuit to avoid the conflict between pedestrians and cyclists with the bus route</li> <li>Clearly identify in the plans allocated areas for bike and scooter parking</li> <li>While kiss and ride on Long Reef Circuit is supported, further explore the movement of cars and how to reduce traffic impacts on the neighbourhood.</li> </ul> </li> </ul>	<p>Transport and access have been assessed in the Transport Accessibility Impact Assessment.</p> <p>In the consultation undertaken during the course of the Transport Assessment, it is noted that the proposed school does not meet the requirements for a School Specific School Bus service. Therefore, the bus bay proposed along Wallarah Circuit is intended for occasional use by buses associated with activities such as excursions, etc.</p> <p>The Preliminary School Travel Plan has provided strategies to encourage active transport modes with a view to reduce traffic impacts on the neighbourhood. Areas allocated for bicycle and scooter parking has been clearly identified on the architectural plans.</p>
		<p>Edges and boundaries:</p> <ul style="list-style-type: none"> <li>It is recommended, where possible, that the building forms the security line at entry points to create a public gathering space. Where fences are used, they should create a safe and positive street address, for example by softening the fencing with low planting or through the material selection.</li> <li>Recommend providing a greater setback from the boundary to the buildings to improve the interface with the residential neighbours via increased tree canopy and to reduce acoustic impacts. <ul style="list-style-type: none"> <li>A greater setback to Long Reef Circuit would allow for an improved buffer to the kiss-and-drop area. Consider relocating the library to allow for this setback.</li> <li>An increased setback to Wallarah Circuit would allow for a better configured gathering space at the entrance.</li> </ul> </li> <li>Illustrate the location and nature of the secure boundary and integration into the neighbourhood. <ul style="list-style-type: none"> <li>Provide cross-sections across and beyond the site, including the full adjacent road reserves and proposed boundary treatments.</li> </ul> </li> </ul>	<p>Edges and boundaries have been developed to be open and welcoming to the community. The fencing strategy has secure fences to the student accessible play areas. At the street frontages, low height fences and generous landscaped setbacks provide an open and welcoming interface with the school.</p> <p>Site cross sections have been provided in the design report as requested.</p>

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<ul style="list-style-type: none"> <li>Concerns were raised over extreme heat in Western Sydney and the resulting experience and comfort of an educational environment.</li> <li>Recommendations to reduce the heat island effect, adapt to climate change and create a green city in line with the core objectives of the Western City District Plan include: <ul style="list-style-type: none"> <li>Increase the provision of canopy cover from 24% to a minimum of 40% to reduce the temperature of the site meaningfully.</li> <li>As noted, protecting and enhancing the existing Cumberland Plain trees is supported, as these are endemic species. Complement the tree species selection with species that provide dense shade.</li> <li>Use trees to create a “veranda” of shade along student movement paths and to create shade for sports spectators.</li> <li>In addition to a minimum 40% tree canopy, provide short term shading devices to provide shade and protection over the next 5-10 years, while the trees mature.</li> </ul> </li> </ul>	<p>The landscaping has been developed to include large areas of tree canopy to provide shade to play areas and outdoor learning areas, in particular paved surfaces.</p> <p>Additional shade is provided with COLAs, covered outdoor learning areas, and along the edges of buildings.</p>
		<ul style="list-style-type: none"> <li>Landscape principles proposed were supported but should be complemented with principles that define the expectations for the variety and character of the different proposed open spaces. Including consideration of: <ul style="list-style-type: none"> <li>How the architecture and landscape can work together. Explore the building locations to form outdoor learning zones</li> <li>Providing a diversity of outdoor learning opportunities: next to the classrooms, semi-outdoors and completely away from the building. In the current options, most outdoor learning spaces appear to be next to or near the buildings. Consider the whole site as a learning environment</li> <li>Using the landscape to create character areas throughout the school to make different areas identifiable, provide variety, create wayfinding and provide division between outdoor spaces</li> <li>How children would like to use the landscape. Create spaces for different sensory needs</li> </ul> </li> </ul>	<p>These considerations are to be addressed in the GHPS SSDA Landscape and Architecture Reports.</p>

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<ul style="list-style-type: none"> <li>○ Introducing a variety of permeable and play surfaces – for example, pavers with trees.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Width of the upper-level outdoor walkways to be reviewed so they can be utilised for gathering, covered outdoor learning, or play areas</li> </ul>	The walkways are not intended as gathering spaces within the school infrastructure brief. Outdoor learning areas that open up off the walkways are located on upper levels and serve the purpose described in this comment.
		<p>Sustainability and climate change</p> <ul style="list-style-type: none"> <li>• The project is highly encouraged to aim for a net-zero building to reach NSW's Net Zero emissions goal by 2050</li> <li>• Passive solar access and shading to the buildings, specifically to the classrooms and walkways to be review and clarified</li> </ul>	<p>The design has been reviewed against holistic sustainability principles to ensure a high ecologically sustainable design (ESD) outcome is achieved.</p> <p>The ESD initiatives proposed for the new primary school at Gregory Hills Project aim to reduce the environmental impacts typically associated with buildings during the construction and ongoing operation of the building.</p> <p>Sustainability measures have been incorporated, spanning across the project's design, construction and operations, based around the core principles of:</p> <ul style="list-style-type: none"> <li>• Efficient use of resources (energy, water and materials)</li> <li>• Enhancing indoor environment quality and occupant comfort</li> <li>• Minimising ecological impacts.</li> <li>• The school is also achieving a 5-star Greenstar rating.</li> </ul>
		<ul style="list-style-type: none"> <li>• The project is required to be returned to SDRP and issues outlined to be addressed in next SDRP session</li> </ul>	A second SDRP presentation was held on 21 July 2022. Outcomes of this are below.
		<ul style="list-style-type: none"> <li>• Concerns raised regarding extreme heat in western Sydney raised again</li> <li>• Development of the design should focus on a site-wide cooling strategy to ensure the school performs well on days of extreme heat. Considerations include: <ul style="list-style-type: none"> <li>○ Increasing tree canopy cover</li> <li>○ Using permeable or cool ground surfaces</li> <li>○ Materials selection</li> <li>○ Temporary and/or permanent shade structures</li> <li>○ Integrating water features.</li> </ul> </li> <li>• The project should investigate alternative locations for the carpark to enable a larger number of trees in</li> </ul>	<p>The landscaping has been developed to include large areas of tree canopy to provide shade to play areas and outdoor learning areas, in particular paved surfaces.</p> <p>Additional shade is provided with COLAs, covered outdoor learning areas, and along the edges of buildings.</p> <p>Alternate car park locations were explored following this request. The alternate locations were deemed not appropriate as they would push more traffic into the narrow Long Reef Circuit and contribute to further congestion.</p>

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<p>this area</p> <ul style="list-style-type: none"> <li>Further develop the landscape design to increase the provision of canopy cover. Consider adding trees around the basketball and handball courts.</li> </ul>	
		<p>Landscape design</p> <ul style="list-style-type: none"> <li>The east-west pedestrian route connecting the secondary entrance appears to cut straight through the Cumberland wooded area and intersect some existing trees.               <ul style="list-style-type: none"> <li>Review path to suit the tree cluster</li> <li>Consider a more sinuous language for this east-west path which could better relate to the Cumberland cluster and provide a counterpoint to the strong north-south linearity of the scheme</li> </ul> </li> <li>Provide a plan clearly showing the trees to be removed and retained and exclusion zones for canopy cover</li> <li>Recommend developing a sitewide Water Sensitive Urban Design strategy to provide learning and waterplay opportunities.</li> </ul>	<p>The landscape design has been amended to incorporate this feedback and is documented in the Landscape Architects design report.</p>
		<p>Transport and access</p> <ul style="list-style-type: none"> <li>Noted that streets adjacent to the school do not have capacity for buses and therefore the existing stops in the town centre will be used to serve the school               <ul style="list-style-type: none"> <li>Provide a plan showing walking distances and routes from bus stops to the school to demonstrate that travel paths are safe, crossings are minimised/eliminated completely, and a safe crossing is provided at the corner of Wallarah Circuit and Long Reef Circuit.</li> </ul> </li> </ul>	<p>A plan will be provided in the Preliminary School Travel Plan.</p>

Stakeholder and key dates	Method	Concerns/ matters discussed	Outcomes
		<p>Architecture</p> <ul style="list-style-type: none"> <li>Consider increasing the width of stairs and landings to increase the potential for informal gathering, playing, and learning space</li> <li>The language and character of the elevational façade treatment is recommended to be derived from performance requirements such as responding to the internal teaching spaces, sunlight, and climatic conditions.</li> <li>Elevational and cross-sectional façade studies are to be provided.</li> </ul>	<p>The facades have been developed to provide opportunities for colour, light and shade across the facade. The external stairs each have a unique geometry that lends individual character across the facade of the building while maintaining the SINSW modular, standardised assembly of parts.</p> <p>Elevations and sections are included in the Architectural Design Report.</p>
WPCA 6 July 2022	Meeting	<p>Fencing</p> <ul style="list-style-type: none"> <li>Suggestion for the team to consider the perimeter fencing and how it will define the school's presence within the community.</li> <li>Design should ensure that high fencing does not impose an uninviting message for shared community use.</li> <li>Use of palisade fencing is not considered an inviting treatment for community shared use of open space</li> </ul>	<p>Site fencing is provided in the architectural Design Report.</p> <p>The two street frontages to Wallarah and Long Reef Circuit do not have high palisade fencing. Low fencing is proposed with a landscape buffer to the building line.</p> <p>High fencing is located around the perimeter of the open play area for student safety.</p>
		<ul style="list-style-type: none"> <li>Query regarding plans for temporary and permanent school staging and capacity</li> </ul>	<p>The project team advised of a temporary school that caters to 300 students. There will be a gradual build-up of population over time, to a maximum capacity of 1,012 students in the permanent school.</p> <p>The temporary school will be assessed in the DA, not in this SSDA for the permanent school.</p>
		<ul style="list-style-type: none"> <li>Query regarding plans for shared use of facilities</li> </ul>	<p>Consultation with Council on shared or joint use opportunities will continue throughout the planning, construction, and operation phases of the project.</p>
		<ul style="list-style-type: none"> <li>Other matters discussed included building height limits, hazards, and transport to which WPCA had no comments.</li> </ul>	<p>Building height limits are addressed in the Architectural Design Report, hazards in the Preliminary Hazard Assessment, and traffic in the Transport and Accessibility Impact Assessment.</p>



## 5. Project response

The feedback received during consultation has been considered in the preparation of the EIS. The first table below provides a detailed summary of the key issues that emerged throughout all consultation activities and the corresponding project response. The issues have been categorised in accordance with Section 3.6 of *Appendix B to the state significant development guidelines*.

Key issues	Project response	Relevant reports
<b>Strategic Context</b>		
<b>Future school catchment excluding residents north of Gregory Hills Drive</b>	<p>The catchment was announced and showcased at the August 16 information session. Gregory Hills drive was selected as the boundary to ensure safe access to the school without having to cross over main roads.</p> <p>Parents/carers who are out of area and wish to enrol their child in the new school can enrol as an “out of area” applicant. Such applications are subject to selection criteria and department policies. If the demand for local enrolment exceeds the number of places available, out-of-area enrolments will not be available.</p>	Social Impact Assessment
<b>Design of the project</b>		
<b>Transport, traffic, and parking impacts</b>	SINSW will work with the project’s traffic consultants and contractor to develop a Construction Traffic Management Plan in consultation with council and Transport for NSW. The report will detail the measures that are to be implemented to ensure road safety and network efficiency during construction in consideration of potential impacts on general traffic, cyclists and pedestrians and bus services	Transport and Accessibility Impact Assessment  Social Impact Assessment
<b>Car parking allocation for parents</b>	The project is proposing to have 100m short stay parking along Long Reef Circuit for parent/carers use. Active transport options will be encouraged for both families and staff.	Transport and Accessibility Impact Assessment Preliminary School Travel Plan  Architectural Design Report
<b>Difficulties crossing Gregory Hills Drive for pedestrians</b>	The catchment was announced and showcased at the August 16 information session. Gregory Hills Drive was selected as the boundary to ensure safe access to the school without having to cross over main roads.	Social Impact Assessment
<b>Bus services on narrow local streets</b>	Bus and transport options will be communicated with the school community once they are finalised.	Transport and Accessibility Impact Assessment

Key issues	Project response	Relevant reports
<b>Any relevant statutory issues</b>		
<b>Establishing and maintaining ongoing communication with residents and the broader community</b>	SINSW will continue using the consultation approaches detailed in Section 3. The SSDA process also includes a public consultation phase which provides the community with further opportunity to comment on the proposed works. The project will be supported by a Community Communications Strategy, prepared as part of the SSD.	Consultation Report Social Impact Assessment
<b>Economic, environmental and social impacts</b>		
<b>Transition and enrolment process for 2024</b>	A community engagement plan will be in place to communicate the enrolment process to prospective parents/carers. This will include information sessions with school operations for parents/carers.	N/A
<b>Visual impacts on adjacent properties</b>	Consultation on the design will be conducted as part of the SSDA process. SINSW have and will run information sessions and distribute project updates showcasing the proposed design. Residents can offer feedback directly to SINSW or through a submission on the SSD application.	Visual Impact Assessment Architectural Design Report Social Impact Assessment
<b>Connecting with Country</b>	Connecting with Country is an ongoing part of the project. The school will be developed incorporating the stories that are told and the insights gained as this process continues.	Architectural Design Report Aboriginal Cultural Heritage Assessment Report
<b>Proposed timeframe for construction and completion</b>	SINSW will continue notifying the community of the project timelines and any works to be undertaken on site. In line with the project objectives, SINSW will build community stakeholder relationships, maintain goodwill, manage community expectations and build trust by delivering on our commitments and providing timely information to impacted stakeholders, schools and broader communities.	Consultation Report Social Impact Assessment

Key issues	Project response	Relevant reports
<b>Justification and evaluation of the project as a whole</b>		
<b>Ability of proposed upgrade to meet future demand</b>	Other projects in the area are underway to enable the department to meet enrolment demand. This includes upgrades to Oran Park Public School and Gledswood Hills Public School. Temporary facilities will be in operation for Gregory Hills Public School students from 2023. Enrolments are now open.	EIS Report Social Impact Assessment
<b>Issues that are beyond the scope of the project</b>		
<b>Lack of local public high school options</b>	The Department continuously monitors enrolment growth in South West Sydney. The two existing high schools at Oran Park and Mount Annan, which currently service these areas have sufficient accommodation to meet current demand.	Social Impact Assessment

The following table provides a key issues identified during community engagement and where these have been addressed in the EIS. The issues have been categorised in accordance with Section 3.6 of *Appendix B to the state significant development guidelines*.

Key issues	Relevant reports
<b>Strategic context</b>	
Children on the northern side of Gregory Hills Drive not being included in the catchment area for the school	EIS Report Social Impact Assessment
School capacity not being large enough and requiring demountables in future, and opposite concern of a school operating under capacity as the current population ages and requires high school spaces	EIS Report Transport and Accessibility Impact Assessment Social Impact Assessment
<b>Design of the project</b>	
Transport, traffic, parking, and difficulties crossing roads surrounding the school	EIS Report
Hall not being large enough for the whole school and parents/carers	

Key issues		Relevant reports
Concerns over playground space per child	Cumulative impact on children's education with previous transition from Oran Park to Gledswood Hills, two years of COVID, and a transition to the new Gregory Hills PS	Transport and Accessibility Impact Assessment
Urban heat considerations including building aspects		
Potential visual amenity impacts for neighbours		Architectural Design Report
		Social Impact Assessment
<b>Economic, environmental and social impacts</b>		
<p>Community views assessed by the community during SIA survey:</p> <ul style="list-style-type: none"> <li>• Disruptions during construction in the local area (29.73%)</li> <li>• Disruptions to the use of Howard Park during construction (20.72%)</li> <li>• Traffic congestion and parking constraints around the school once operational (78.38%)</li> <li>• Negative impacts associated with the built form and height (10.81%)</li> <li>• Difficult transition for children transferring from their existing school to the new school (46.85%)</li> <li>• Difficulty in safely walking and cycling in the area during construction (17.12%)</li> </ul> <p>Other community issues identified during SIA survey:</p> <ul style="list-style-type: none"> <li>• Congestion in the adjacent shopping centre carpark, which currently experiences issues without the school</li> <li>• Potentially dividing friends and communities with changes to intake area catchments</li> <li>• Not having a local high school for the new primary school cohorts to transition to</li> <li>• Potential difficulties in finding appropriately experienced teachers to deliver innovative pedagogy</li> <li>• Opening the school without all necessary books, furniture, and other resources on the first day of operation impacting on children's learning ability</li> </ul>		Social Impact Assessment
<b>Justification and evaluation of the project as a whole</b>		
Delays to the slow planning and building process	Concerns over location of the school and building locations on the site	EIS Report
Concerns over location of the school and building locations on the site		
Insufficient special needs classes		Social Impact Assessment

## 6. Next Steps

In preparing the SSDA for the new primary at Gregory Hills, the project team has exceeded the consultation requirements prescribed by the SEARs.

SINSW has demonstrated in this report how it has engaged with stakeholders and the community, in accordance with the engagement objectives outlined in *Undertaking Engagement Guidelines for State Significant Projects*, and how feedback has led to design revision and was incorporated into the designs and studies lodged with the SSDA.

Engagement will continue throughout the project lifecycle in accordance with the “Community Consultation Strategy” and *Undertaking Engagement Guidelines for State Significant Projects*. Specifically, SINSW will continue to work closely with the school communities and Camden Council to plan and coordinate potential future construction, should consent be granted. Details of further engagement is shown in the table below.

SINSW will continue to update the [project webpage](#) and produce updates at key project stages for stakeholders and communities.

Date	Targeted stakeholders	Purpose of engagement
<b>September 2022</b>	Local community	Project update <ul style="list-style-type: none"> <li>Announce new principal and school name</li> <li>Update on temporary school</li> <li>Update on permanent school progress</li> </ul>
<b>October 2022</b>	Local residents School community Local community Local preschools	Works notification <ul style="list-style-type: none"> <li>Announce approval of temporary school DA</li> <li>Temporary school construction to begin</li> </ul>
<b>Early November 2022</b>	Local residents School community Local community Local preschools	Project update and media release (once SSDA lodged) <ul style="list-style-type: none"> <li>Invite to information session</li> <li>SSDA</li> <li>Provide information on SSDA and how to provide feedback on the project</li> </ul>
<b>November 23 2022 (Date TBC)</b>	Local residents School community Local community Local preschools	Information session at local shopping centre <ul style="list-style-type: none"> <li>Provide update on project</li> <li>Show site plan during construction</li> <li>Opportunity for community to provide feedback.</li> </ul>
<b>December 2022</b>	Local residents School community Local community Local preschools	Works notification <ul style="list-style-type: none"> <li>Advise of upcoming works on site</li> <li>Update on SSDA</li> <li>Provide notice of any disruption to local residents</li> <li>Update on opening of temporary school</li> </ul>



Date	Targeted stakeholders	Purpose of engagement
<b>January 2023</b>	School community	Welcome pack and school opening activities <ul style="list-style-type: none"> <li>• Provide welcome pack with information on temp school</li> <li>• Provide update on permanent school SSD progress</li> <li>• Team on site to welcome students/parents to new school</li> <li>• Directional signage, site map placed around the school site along with</li> </ul>
<b>Early - Mid 2023</b>	Local residents School community Local community Local preschools	Project updates and works notifications as required <ul style="list-style-type: none"> <li>• Updates on temporary school works</li> <li>• Updates on SSD application</li> <li>• Information session once SSD application is approved.</li> </ul>

# Appendices

## Appendix 1 – Sample project update and consultation invitation

NSW Department of Education – School Infrastructure



### New primary school in Gregory Hills

Project update | May 2022

#### 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

School Infrastructure NSW (SINSW) is planning a project to deliver a new primary school in Gregory Hills which will cater for approximately 1000 students. The school will be located at Gregory Hills Drive (surrounded by Wallarah Circuit and Long Reef Circuit) and will include fit-for-purpose learning spaces and core facilities to support the growing area.

#### Progress summary

Early planning is now complete and we will continue the design and approval process to deliver the project. Project Managers, Architects and other consultants have been engaged and are continuing to develop the design and progress planning for the new school. The tender for the early works contractor has closed and SINSW is reviewing submissions.

The Secretary's Environmental Assessment Requirements (SEARs) has been received from the Department of Planning and Environment. The concept design review to align the delivery model with the Modern Methods of Construction (MMC) methodology is nearing completion. Visit our website for more information <https://www.schoolinfrastructure.nsw.gov.au/projects/n/New-primary-school-in-Gregory-Hills.html>

#### For more information contact:

School Infrastructure NSW  
Email: [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)  
Phone: 1300 482 651  
[www.schoolinfrastructure.nsw.gov.au](http://www.schoolinfrastructure.nsw.gov.au)

NSW Department of Education – School Infrastructure

#### Next steps

- Community and stakeholder consultation.
- Project Reference Group (PRG) meetings will continue.
- Concept design to be finalised.
- Early Contractor Involvement (ECI) tenders to be assessed.
- Schematic Design to be developed.
- Environmental Impact Statement (EIS) to be prepared and lodged with the State Significant Development Application.
- Continue work to obtain authority approvals.

#### REMINDER - Information Session- Wednesday 11 May 2022

SINSW would like to invite members of the community to view the latest designs and site layout and ask questions of the project team. There will be an information session held at the Gregory Hills Town Centre on Wednesday 11 May from 3pm to 5pm.

#### Have your say

We are committed to working with schools, stakeholders and the community to deliver the best possible learning facilities for the new primary school in Gregory Hills. As part of this process, consultation will be undertaken as part of the Social Impact Assessment. We invite you to take part in this survey using the link below. The survey will be open from Tuesday 10 May 2022 to Friday 10 June 2022.

<https://survey.zohopublic.com.au/zs/c7BtEM>



#### For more information contact:

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## Appendix 2 – Sample information boards from community information session

NSW Department of Education – School Infrastructure

### Project overview

The NSW Government is investing \$8.6 billion in school infrastructure over the next four years, continuing its program to deliver 160 new and upgraded schools to support communities across NSW. This builds on the more than \$9.1 billion invested in projects delivered since 2017, a program of \$17.7 billion in public education infrastructure.

School Infrastructure NSW (SINSW) is planning a project to deliver a new primary school in Gregory Hills which will cater for approximately 1000 students. The school will be located at Gregory Hills Drive (surrounded by Wallarah Circuit and Long Reef Circuit) and will include fit-for-purpose learning spaces and core facilities to support the growing area.

The new primary school at Gregory Hills will cater to local students from Kindergarten to Year 6 and the project will deliver:

-  44 Homebases
-  4 Support Learning Homebases
-  Administration and staff facilities
-  Canteen, multi-purpose hall and library
-  Covered Outdoor Learning Area (COLA) and landscaped outdoor learning areas
-  Outdoor play areas including sports courts and a playing field, with the potential for shared community use
-  Car parking and amenities



Main entry. Rendered image, subject to change.

### New primary school in Gregory Hills

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Email: schoolinfrastructure@det.nsw.edu.au

[schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)



NSW Department of Education – School Infrastructure

### Temporary school in Gregory Hills

Temporary schools are flexible, modular spaces that help schools keep operating while the planning and construction of permanent facilities is underway. Temporary schools can be built quickly and allow students to learn in their local community.

Temporary schools help us to support communities while we deliver new and upgraded learning facilities across NSW.

We are building a modern, comfortable and customised temporary primary school for students, teachers and staff in the Gregory Hills area.



An example of a temporary school used across NSW

#### Temporary schools support school communities

- Temporary schools are built with safety and comfort in mind. The buildings conform to the same high standards required for all NSW public schools. From the heating and air conditioning to fire alarms, natural ventilation and lighting – students and teachers can expect to be in a comfortable and safe space.
- All NSW Government schools, including temporary schools, support schools to deliver the curriculum. Temporary schools include a wide range of learning spaces, so that schools can deliver their full subject offering at a standard expected in all public schools.
- Temporary schools are a useful tool for many new schools and school upgrades. They allow students to learn in their local community while construction work on permanent facilities takes place. Temporary schools can be quickly established to minimise disruption to the school community as much as possible.
- We are experienced in constructing temporary schools and ensuring, where possible, that the temporary school reflects what's important to the local community. Accessibility requirements are easily accommodated in the temporary school design and layout.
- Installing buildings on a site for educational purposes often requires a development application (DA), including temporary schools. However, placing a temporary school on an existing school site does not necessarily require planning approval. This means we can quickly respond to growing enrolments and open new schools sooner, or create a temporary school while upgrading or redeveloping an existing school.

### Temporary school in Gregory Hills

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NSW Department of Education – School Infrastructure

### Offsite manufacture and onsite assembly

The construction approach uses volumetric modules. This method sees modular construction classrooms built in a factory offsite, then installed as a complete module at the school site.

#### There are many benefits to these modern construction methods



We save time – it's around 30 per cent faster on the construction site.



There are great sustainability gains, including reduced carbon emissions, material waste and water waste on sites.



We are making a social impact, creating new jobs, expanding opportunities for local training and upskilling and harnessing inherent productivity and safety gains to improve working conditions in the construction industry.



It's safer to manufacture building parts in purpose-built spaces and the assembly requires less interface on sites.



Offsite manufacturing and onsite assembly means less noise, less dust, less traffic and less disruption.

### New primary school in Gregory Hills

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NSW Department of Education – School Infrastructure



Aerial view. Rendered image, subject to change.



View from Howard Park. Rendered image, subject to change.



Long Reef Circuit entry. Rendered image, subject to change.



Corner Wallarah and Long Reef Circuit. Rendered image, subject to change.

### New primary school in Gregory Hills

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NSW Department of Education – School Infrastructure

# The proposed ‘Motto’ for the new primary school at Gregory Hills

The proposed Motto for the new primary school at Gregory Hills captures the school vision in a few words.

Connection

Collaboration

Courage

Scan the QR code to provide feedback on the proposed Motto or visit [edu.nsw.link/GHPsmotto](https://edu.nsw.link/GHPsmotto)



Each of these 3 symbolic words of the motto have been carefully chosen and strategically placed in this order to holistically tell a story about the Gregory Hills land, the wider multicultural community and the students that are our hope for the future.

Together we have explored and acknowledged the culture and heritage of Aboriginal people and their connection to the land. We have unpacked the community of Gregory Hills’ culture and beliefs of a successful school and finally joined together with our students to listen to their voices. It was evident through this cycle of inquiry and discovery, that the cultural connection of the land with Aboriginal people, the community and our students was of the utmost importance in developing a sense of belonging together in creating the new school at Gregory Hills. Through solid connections with the school, the community would be able to effectively work together in partnership through effective collaboration in order to ensure all students of Gregory Hills have the strength and courage to strive and achieve in everything they do.

New primary school at  
Gregory Hills

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NSW Department of Education – School Infrastructure



## Connection

Connecting with Country, connecting with each other and connecting with the wider community will be a priority for all stakeholders of the new primary school at Gregory Hills.

The collection of symbolic Cumberland trees on the site of the new school at Gregory Hills sit as a setting for a potential yarning circle to provide the importance of connection to the Dharawal land at Gregory Hills.

The connections we make together as a school, the connections we make with our families and the connections we make with our wider community will help to develop a sense of purpose, security and happiness for all stakeholders resulting in improved mental, physical and emotional wellbeing.

Connections Matter!!



## Collaboration

In Aboriginal dreaming story, the Lyrebird (Dharawal Lyrebird Totem) was given the ability to speak in other languages or voices, symbolising the peacemakers and bringing everyone together to be heard. We believe the Lyrebird symbolises the importance of all voices coming together for true and authentic collaboration.

Authentic and true collaboration within our school and across our community will encourage students and teachers to grow and develop together. It will promote deep learning, students centred inquiry and a growth mindset. This will lead to an increase in student voice, student retention, self-esteem, and responsibility.



## Courage

The dictionary definition of courage is mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty. We believe helping our students to be courageous and resilient is an important skill for all aspects of their lives. We will strive for them to be courageous enough to:

- aim high and never give up
- ask for help and support when needed
- have a voice and stand up to be heard in all aspects of life
- to embrace and celebrate diversity.

New primary school at  
Gregory Hills

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