

# **Hurlstone Agricultural High School (Hawkesbury)**

## **Communication and Consultation Plan**

Version 02.01

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## Version Control

Version	Date	Issued by	Issued to	Status
V.01.00	14.04.2016	Mace	DoE – James Bourachi	Draft for comment
V.01.01	02.05.2016	Mace	DoE – James Bourachi	Working document
V.01.02	19.05.2016	Mace	DoE – James Bourachi	Working document
V.01.03	07.09.2016	Mace	DoE – James Bourachi	Working document
V.02.00	27.07.2017	Mace	Mace – Internal Review	Working Document
V.02.01	15.09.2017	Mace	Mace – Internal Review	Working Document
V.03.00	20.09.2016	Mace	DoE – James Bourachi	Working document

## 1 Purpose

The Department of Education (DoE) is committed to a consultative and open approach to communication and consultation with internal (school) and external (community) stakeholders as part of its Major Capital Works project delivery. The purpose of this Communication and Consultation Plan for the Hurlstone Agricultural High School (Hawkesbury) is to outline the objectives, strategy and program of the communication and consultation events.

The Communication and Consultation Plan is a living document. The plan will be reviewed and updated on a regular basis as required to identify new challenges and opportunities. Any queries on the content or status of this Communications and Consultation Plan should be referred to Mace Senior Project Manager, Chris Aspen.

## 2 Objectives

The objectives of the communication and consultation strategy are to:

- Keep the community and stakeholders informed at all project phases
- Provide the community and stakeholders an opportunity to provide constructive feedback
- Work with the community and stakeholders throughout the process to ensure that concerns and expectations are understood and considered
- Create ways to involve the community in the project
- Provide credible and transparent communication
- Provide a consistent message

## 3 Document Management

### 3.1 Ownership

The Project Manager is the owner of the Communications and Consultation Plan and is responsible for its management, update and communication to relevant parties.

### 3.2 Document Format

The Plan in Microsoft Word format is managed and updated by the Project Manager. Revisions of the document are issued in PDF format, which is for view only and no edits can be made by parties other than the Project Manager.

### 3.3 Document Control

The “Version Control” section follows the Table of Contents and at each issue of the document the Project Manager will update the register. Revisions are numbered sequentially (v01, v02, etc.) with date of issue.

### 3.4 Frequency of Document Review

The Communication and Consultation Plan will be updated at the beginning of each project phase and a new revision issued to the DoE Program Manager at a time that will allow the Plan to feed into the monthly project governance cycle.

## 4 Endorsement

Mace	DoE	DoE
Project Director	DoE Program Manager, Hurlstone Agricultural High School (Hawkesbury)	Director, Public Schools NSW
Arun O'Sullivan	James Bourachi	Kerri Brickley
.....	.....	.....
Date:	Date:	Date:

## 5 Background

### 5.1 Strategic Background

The DoE is responsible for primary schools and secondary schools in NSW. This role involves:

- Training teachers and leaders in education
- Providing education opportunities and focusing on closing the gaps in achievement in areas of disadvantage
- Innovating and responding to changing community educational needs

In November 2015, the Minister for Education Adrian Piccoli announced the Glenfield Educational Precinct project which involves moving Hurlstone Agricultural High School to new facilities at Richmond in the Hawkesbury and a 'major upgrade' of the existing high school and three SSP's at Glenfield.

### 5.2 Project Overview

The project proposes to construct a new Hurlstone Agricultural High School on Western Sydney University's (WSU) Hawkesbury campus. The project, in partnership with WSU will provide purpose built state of the art facilities for up to 1,500 students. The new Hurlstone Hawkesbury High School will be an academically selective agriculture and STEMag (science, technology, engineering, mathematics and agriculture) school.

The new school will also comprise of:

- Interactive and future focused learning spaces
- Access to agriculture and sporting facilities
- Access to key university facilities
- Access to 1400 ha of agricultural land

### 5.3 Challenges

The project presents a number of challenges including but not limited to:

- A number of expectations created in the community by the Minister for Education's announcement
- Political and community pressure from the agricultural community and alumni associated with existing HAHS school if DoE fails to deliver what was publicly announced
- Consideration of the school's extensive history through the period of site transition (e.g. HAHS Ayrshire Dairy cattle have now been identified as not to be transferred)
- Residential/boarding accommodation requirements of the new high school and delivery timescales
- Consideration of WSU master plan guidelines and working alongside the university to identify and maximise the opportunities to partnership and shared teaching, agricultural and sporting facilities
- Limited opportunities for stakeholders to influence the project, which could result in a conflict between the DoE's and community's expectations
- Political association of opening New School with land sale and perceived closure of the Hurlstone Agricultural High School at Glenfield

## 6 Communication & Consultation Methodology

Essentially, communications are considered in terms of messages, channels and audiences and it is about getting the right messages to the relevant parties in a timely manner. How feedback is managed, taking into account stakeholder and interested party expectations, is one of the key elements of the approach together with 'how' and 'when' input from stakeholders is required.

### 6.1 Approach

The Communication and Consultation Plan will include:

- Identifying key internal and external stakeholders
- Communicating programme governance to DoE
- Managing the messaging around the project
- Strategies and approaches which avoid local decision making

Mace understands and appreciates the differing interests of the stakeholders and user groups involved in this process. Drawing on our experiences of major projects we recognise the importance of achieving an effective outcome through:

- developing a relevant consultation strategy with a robust implementation plan
- sequencing activities to ensure we build upon the emerging body of knowledge to achieve the project deliverables
- managing the expectations of the groups through defining their scope, roles and responsibilities
- ensuring the right message is delivered by the right messenger
- dealing with the behaviours and organisational culture of internal and external stakeholders
- maintaining consistency of effort and commitment to planning and implementing communication and consultation plans.

Initiation of the PRG and community consultation process will occur as part of the project initiation phase through consultation with DoE. Ensuring the right level of engagement is achieved for the right stakeholders at the right time for the project is important in obtaining outcomes.

## 6.2 Key Project Phases & Indicative Activities

This strategy has been developed on the basis of the six project stages which have been simplified into four broad phases:

### Phase one (CLOSED)

1. Project inception & Concept design

#### Stage one - Planning Consultation - Development of Educational Principles

Inform the community and stakeholders about the project. Commence collection of feedback to understand key priorities and concerns. Develop educational principles.

#### Stage two - Planning Consultation - Functional Design Brief/Concept Design

Commence a range of engagement activities which allow the community and stakeholders to provide feedback in to the development of concept design options.

Phase	Phase description	Intention	Indicative activities
1	Concept Design	Consult	<ul style="list-style-type: none"> <li>DoE website updates &amp; questionnaires</li> <li>Community information booths</li> <li>FAQ &amp; e-mail updates</li> <li>Existing HAHS (Glenfield) school and alumni newsletters and social media</li> <li>Produce consultation report</li> </ul>

### Phase two (CLOSED)

2. Schematic design

#### Stage three - Planning Consultation - Schematic Design

Present the schematic designs to the community and stakeholders. Collect feedback on the schematic designs. Designs to be further refined.

Phase	Phase description	Intention	Indicative activities
2	Schematic design	Consult	<ul style="list-style-type: none"> <li>DoE website updates &amp; questionnaires</li> <li>Community information booths</li> <li>Email list when updates on website released</li> <li>Working Group meetings for Agriculture Enterprises and Heritage transfer</li> <li>Update consultation report</li> <li>HAHS (Glenfield) Country Fair</li> </ul>

### Phase three

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3. Detailed design

**Stage four - Implementation Consultation - Planning**

Inform and update the community and stakeholders on the approval process.

**Stage five - Implementation Consultation - Design**

Inform the community and stakeholders about the detailed design and understand any issues or concerns.

Phase	Phase description	Intention	Indicative activities
3	Detailed design	Consult	<ul style="list-style-type: none"> <li>In addition to above;</li> <li>Update consultation report</li> <li>Complete workshops with HoD teachers (invited by Director)</li> </ul>

**Phase four**

4. Construction

**Stage six - Implementation Consultation - Delivery**

Understand key concerns for construction and keep the community and stakeholders informed. Implement an effective community relations program to manage complaints, construction impacts, and to protect and enhance the DoE's reputation.

Phase	Phase description	Intention	Indicative activities
4	Construction	Inform	<ul style="list-style-type: none"> <li>DoE project website updates</li> <li>FAQ &amp; e-mail updates</li> <li>Meetings with HAHS (Hawkesbury)</li> </ul>

## 7 Key Messages

Key messages are an important and essential communication tool. They ensure consistency and clarity in the information that underpins the engagement activities. Importantly, they also help to frame expectations about the project and the engagement. The following messages have been developed to provide a framework to utilise as the project progresses, with the primary message followed by the secondary messages.

### 7.1 Hurlstone Agricultural High School (Hawkesbury) is an additional school

- Hurlstone Agricultural High School (Glenfield) is not closing.
- The school will cater for up to 1,500 students and with up to 300 students boarding on site.
- The school will be a selective high school with a STEMAg focus (science, technology, engineering, maths and agriculture)
- The school will be operational from day 1, term 1 2020 and will be at capacity by 2023.
- No current students will be forced to move to the new HAHS (Hawkesbury)

### 7.2 Partnership with Western Sydney University

Hurlstone Agricultural High School will be relocated to the Western Sydney University Hawkesbury Campus at Richmond where students will have access to Agricultural facilities, as well as the University's sporting facilities.

Students will have access to 1400 hectares of farming land at Richmond.

### 7.3 Careful consideration and management of heritage and memorabilia

The DoE will develop a plan to manage the memorabilia and historical artefacts of Hurlstone Agricultural High School, some of which cannot be removed from the Glenfield site.

Preserving the schools rich history and invisible fabric will be treated with respect - a reference group will be established between the projects to decide what is transferred and what remains at the current site

### 7.4 Opportunity to create a world class facility for Secondary Agricultural and STEM education

The DoE will consult with industry and Agricultural education

Preserving the schools rich history and invisible fabric will be treated with respect - a reference group will be established between the projects to decide what is transferred and what remains at the current site

## 8 Stakeholder Engagement

DoE is committed to engaging key school and community stakeholders in the delivery of its projects. The following paragraphs outline the general stakeholder approach and identify the key stakeholders expected to be engaged as part of the process.

### 8.1 Stakeholder Analysis

Developing the stakeholder analysis is an essential exercise in assisting to develop appropriate consultation, communication and engagement strategies for different categories of users. This matrix can be reviewed at various stages throughout the process and strategies realigned if necessary.

The consultation program will be further developed to ensure the following:

- There is clear differentiation between the objectives and outputs for each project committee
- Terms of reference are developed
- The composition of the project committees has been aptly identified to best inform effective education model and a meaningful functional design brief
- The schedule reflects time and resources relative to the complexities of the project
- Meeting formats and presentation methods have been carefully considered to obtain the right information
- Sensitivities that may arise from within the project committees are identified.

### 8.2 Internal (School) Engagement

It has been agreed that due to the HAHS (Hawkesbury) being a new development, the process of consultation will not be required. The project team have and will continue to liaise with the schools director, acting-principal and any nominated staff.

### 8.3 External (Community) Engagement

Genuine community participation in the communication and consultation process involves ongoing engagement whereby the appropriate consultation method is tailored accordingly to the objectives, program, and levels of concern or impact as the project progresses from planning through to construction.

Effective implementation provides community stakeholders with balanced and objective information to assist them in understanding the issues, opportunities and outcomes. This process also facilitates the expression of community feelings and issues which can inform the development of the school project.

Engagement methods will change and be varied through all planning and construction phases. Accordingly, engaging with the community and providing it with reliable, balanced and objective information.

## 8.4 Stakeholder Identification

Mace will coordinate and lead a program of stakeholder management and engagement activities throughout the design and construction phases of the projects. A summary of what will be included is shown below:

Table 8-1. Stakeholder Identification

Stakeholders	Membership/Stakeholder Groups
Local Community	Western Sydney University Other interest groups
School Community	Students and parents (existing HAHSG school) Potential future students/boarders and their families HAHS (Glenfield) staff HAHS (Glenfield) alumni HAHS (Glenfield) school archive group
Project Reference Group (PRG) – Hurlstone Agricultural High School (Hawkesbury)	James Bourachi (DoE Program Manager) (as required) Kerri Brickley (Director, Public Schools NSW, Hawkesbury) Nicholas Magriplis (Director, Public Schools NSW, Liverpool) Daryl Currie (School Principal, Hurlstone Agricultural High School) Christine Castle (Deputy Principal (Boarding), HAHS) Sam Selwan (DoE Asset Management Unit, AMU) Ian Ralston (DoE Asset Management Unit, AMU) Jill Stewart (Parent and Community Representative) Craig Smith (Commercial Operations Manager, WSU) Ruwaida Toma (Commercial Officer WSU) Phil Baigent (Project Principal, Conrad Gargett) Mitch Walsh (Architect, Conrad Gargett) Chris Aspen (Senior Project Manager, Mace) Chris Traill (Assistant Project Manager, Mace)
Agricultural Working Group (AWG) – Hurlstone Agricultural High School (Hawkesbury)	Kerri Brickley (Director, Public Schools NSW, Hawkesbury) Nicholas Magriplis (Director, Public Schools NSW, Liverpool) Daryl Currie (School Principal, Hurlstone Agricultural High School) Christine Castle (Deputy Principal (Boarding), HAHS) Craig Smith (Commercial Operations Manager, WSU) Phil Baigent (Project Principal, Conrad Gargett) Ruwaida Toma (Commercial Officer WSU) Sally Bannerman (Animal Welfare Coordinator, Learning and Teaching, DoE) Dan Rytmeister (TAS Advisor 7-12, DoE) Michelle Fifield (Education Officer Schools, DPI) Luciano Mesiti (Agriculture Teacher, Colo High School, DoE) Samantha Jarrett (Agriculture Teacher, Mount View High School, DoE) Paul Cannings (Agriculture Teacher, Pittwater High School, DoE) Karen Johnson (Head Teacher, Agriculture, HAHSG) Jeff Doolan (Farm Foreman, HAHSG)

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Stakeholders	Membership/Stakeholder Groups
	Lyn Anderson (Environment Co-ordinator, WSU) Chris Aspen (Senior Project Manager, Mace) Chris Traill (Assistant Project Manager, Mace)
Historical Working Group	Kerri Brickley (Director, Public Schools NSW, Hawkesbury) Nicholas Magriplis (Director, Public Schools NSW, Liverpool) Daryl Currie (School Principal, Hurlstone Agricultural High School) Johanna Leglise (School Archivist, Hurlstone Agricultural High School) Phil Baigent (Project Principal, Conrad Gargett) Chris Aspen (Senior Project Manager, Mace) Chris Traill (Assistant Project Manager, Mace)
Department of Education Project Steering Committee (PSC)	Anthony Manning (CEO) Tony McCabe (Director Capital Works) Brian Smyth-King (ED Learning & Business Systems) Karen Jones (Public School Executive Group, PSEG)
Department of Education Technical Stakeholder Group (TSG)	Tye Antonisz (Maintenance & Cleaning) Pat Hannan (Security) Julie McCallister (ICT) Maria Spindler (Occupational Health & Safety and WHS) Robert Fraser (Educational Facilities Standards & Guidelines) Robyn Bale (Executive Director Learning & Engagement) Lyndall Smith (EFSG)

## 8.5 Activities

### 8.5.1 Information Booths

Information booths provide an opportunity to engage with people who might not otherwise be aware of the project or have chance to participate in a more intensive consultation (i.e. workshops). They will provide information about the project, staging and upcoming events.


All material presented at information booths will be agreed with DoE in advance. A communications calendar has been developed based on the outline requirements of the project. Refer to Appendix.

#### Community Information Booths

The project team will arrange monthly community information booths at the local shopping centre, Richmond Marketplace through to the end of Detailed Design.

The information booths will be advertised in the Hawkesbury Gazette, a paid subscription newspaper for the Hawkesbury region, as per the request of DoE. Notification of these information booths will also be given to the HAHS school community via the HAHS (Glenfield) social media platforms.

The information booth details (date/time and location) will be advertised in the classified section for a period of two weeks before the information booth date. Example of an advertisement is shown below:



**Hurlstone Agricultural High School (Hawkesbury):  
Information Stand**

The NSW Department of Education is constructing a High School at Western Sydney University's Campus in Richmond.

If you would like more information about the project or would like to provide feedback, please visit the information stand at:

**Venue:** Richmond Marketplace (Outside Blooms Chemist)  
**Date:** Tuesday 30th August 2016  
**Time:** 12:00pm - 2:00pm

### 8.5.2 DoE Project Website

The department has published a website for the project to ensure current information is available to stakeholders. The website will be managed by the department, however, Mace will provide monthly project status updates to ensure information presented is accurate and current by summarising the key tasks completed during the month, upcoming key tasks and details on future information booths.

The monthly project updates will be uploaded on the DoE project website and will be agreed with DoE in advance before it is shared with various stakeholders to communicate the current status of the project. The DoE project website will also address the FAQ. An example can be found as an appendix.

To ensure a consistent message is communicated to all stakeholders, a link to the DoE website/monthly project update will be shared across the different communication channels. These channels will include:

#### HAHS (Glenfield) parents and current students

- Newsletter to parents and students
- Facebook page and Twitter

**HAHS (Glenfield) alumni** - HAHS Alumni is managed by Johanna Leglise, HAHS Archivist

- Alumni website - [http://www.hahsalumni.com/HAHS\\_Alumni/alumni\\_anews.php](http://www.hahsalumni.com/HAHS_Alumni/alumni_anews.php)
- Alumni Newsletter - issued once a term but can be produced as required
- Alumni Facebook page

### 8.5.3 Mace project email - [schools.feedback@macegroup.com](mailto:schools.feedback@macegroup.com)

A project e-mail will have been established for interested stakeholders to register their interest in receiving e-mail updates, registering for workshops and also be a portal for registering questions, queries and/or concerns.

### 8.5.4 Online Surveys – Survey Monkey

Online questionnaires will be created to enable the broader community to provide input and feedback. Survey Monkey will be used to create the surveys and gather the responses received. URL links to online surveys will be shared via the different communication channels including the DoE project website, monthly project updates and HAHS social media platforms. An example can be found as an appendix.

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### **8.5.5 Workshops**

Mace will arrange workshops to determine the initial requirements and scope of the facilities at the new school. These will include workshops for:

- Farm facilities
- Shared facilities – science labs, general learning spaces & amenities
- Boarding facilities
- Social, cultural historical elements associated with HAHS (Glenfield)

Further workshops may be established at various stages of the project to give stakeholders the opportunity to provide input/feedback on the design direction and voice any specific concerns.

Participation at these workshops will be through invitation by the PRG including members of the public who have expressed a desire to be involved, usually by noting their availability on the feedback forms provided at the information booths.

### **8.5.6 Agricultural Industry Contacts / Project Reference Group (PRG)**

A list of contacts from the Agricultural Industry has been provided by WSU. These parties have approached the university seeking information regarding the relocation of Hurlstone Agricultural High School to WSU's Hawkesbury campus.

These contacts will be directed to the DoE project website for project updates and opportunities for consultation will be provided at the appropriate stages.

### **8.5.7 WSU Communication Department**

To be developed in conjunction with WSU.

### **8.5.8 Media Releases**

The department may from time to time elect to utilise media releases to inform the wider community of any events of significance or to address particular issues arising on the project. The designated spokesperson will depend on the nature of the media request while the communication protocol should follow department media guidelines.

### **8.5.9 Land Sale Enquiries** (at HAHS (Glenfield))

Land sale enquiries will be directed to Property NSW. The relevant contact person is Stace Fishwick (Senior Manager, Major Projects) and a project e-mail address has been established.

### **8.5.10 Renaming Enquiries** (at HAHS (Glenfield))

Renaming enquiries will be directed to the Daryl Currie, Hurlstone Agricultural High School Principal.

## 8.6 Monitoring & Evaluation

Project reports will be provided outlining all communication and consultation activities achieved. In addition, Mace will provide Communication and Consultation reports at the end of every design stage and at the completion of the public consultation phase. The report will provide updates to DoE on:

- Feedback from information booths
- Proposed future information booths
- Consultation website progress and feedback
- Feedback from Parents Workshops
- Feedback from Community Workshops
- Feedback from Teachers Workshops
- Results from Community Surveys

Monthly meetings will also be held between the DoE Programme Manager, DoE Comms. (Via DoE PM), HAHS (Glenfield) Principal and Area Director of Public Schools NSW and will be an opportunity to review consultation undertaken within the period, any issues arisen and any required amendments to the process/communications plan.



## 9 Risk & Mitigation

DoE is committed to engaging key school and community stakeholders in the delivery of its projects. The following paragraphs outline the general stakeholder approach and identify the key stakeholders expected to be engaged as part of the process.

### 9.1 Stakeholder Analysis

Potential risk	Likelihood	Level of risk	Potential impact	Mitigation strategies
Misinformation about the redevelopment undermines the engagement process	Medium	High	Discourages participation in engagement so that important views are not heard Reputational damage Influences other stakeholders to oppose the project	Clear, consistent and prompt messaging throughout the redevelopment Project website contains all publically available material related to the redevelopment Ways to get more information (e.g. via the project website) are promoted and distributed to all stakeholders Simple, easy to understand, jargon-free text FAQs and key messages available to project team and relevant DoE staff (e.g. HAHS staff)
School community joins with other communities who are disenfranchised as a result of the sale of land owned by the DoE	Medium	High	Pressure on Minister/DoE to amend redevelopment Reputational damage Influences other stakeholders to oppose the project	Clear, consistent and prompt messaging throughout the redevelopment
Negative media and/or stakeholder campaign	Medium	High	Pressure on Minister/DoE to amend redevelopment Reputational damage Influences other stakeholders to oppose the project	Clear, consistent and prompt messaging throughout the redevelopment
Cynicism about purpose and outcomes of engagement	High	High	Discourages participation in so that important views are not heard Reputational damage Influences other stakeholders to oppose the project	Clear articulation of the purpose, aims and objectives of the project to stakeholders to convey the value and impact of their participation Ensure the outcomes of the engagement process are publically available upon request

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Potential risk	Likelihood	Level of risk	Potential impact	Mitigation strategies
Confusion over the different project stages and process causes disengagement and distrust	Medium	Medium	<p>Discourages participation in engagement so that important views are not heard</p> <p>Influences other stakeholders to oppose the project</p> <p>Drives cynicism about the purpose and outcomes of the engagement</p>	<p>Strong explanation of how this process relates to the broader work of the DoE</p> <p>Clear, consistent and prompt messaging throughout the redevelopment</p> <p>Simple, easy to understand, jargon-free text and infographics</p> <p>Clear articulation of the purpose, aims and objectives of the project to stakeholders to convey the value and impact of their participation</p> <p>Ways to get more information (e.g. via the project website) are promoted and distributed to all stakeholders</p>
Engagement fatigue resulting from extensive engagement and research being conducted	Medium	Medium	<p>Discourages participation in engagement so that important views are not heard</p> <p>Drives cynicism about the purpose and outcomes of the engagement</p>	<p>Engagement is designed to minimise the time and effort required to participate; the engagement process will be developed to be convenient, interesting and fun so that participants find the experience rewarding and valuable.</p> <p>Strong explanation of how this process relates to the broader work of the DoE</p> <p>Regular communication on how feedback has influenced the project</p>
Large number of youth stakeholders that are typically 'harder to reach'	Low	Medium	<p>Concerns, ideas and expert knowledge of youth stakeholders are not heard</p> <p>Reputational damage</p>	<p>Design engagement process which appeal to young people and allow them to provide feedback in a meaningful and relevant way</p> <p>Simple, easy to understand, jargon-free text</p>

## 9.2 Specific phases

Poor participation in engagement means we don't know what people are upset about and this can lead to an unexpected outburst or an orchestrated campaign catching us unaware.

### 9.2.1 Project inception and concept design phase (closed)

Potential risk	Likelihood	Level of risk	Potential impact	Mitigation strategies
Consultation is perceived to be tokenistic	Medium	Medium	Discourages participation in engagement so that important views are not heard Influences other stakeholder to oppose the project Drives cynicism about the purpose and outcomes of the engagement Lack of support for process and final outcome	Transparent messaging, which details opportunities for engagement Clear, consistent and prompt messaging throughout the redevelopment Project website contains all publically available material related to the redevelopment

### 9.2.2 Schematic design phase (closed)

Potential risk	Likelihood	Level of risk	Potential impact	Mitigation strategies
Dissatisfaction with consultation during first phase leading to lack of participation	High	Medium	Discourages participation in engagement so that important views are not heard Influences other stakeholder to oppose the project Drives cynicism about the purpose and outcomes of the engagement Lack of support for process and final outcome	Report back on consultation conducted, feedback received and how feedback has been utilised Understand and respond to key issues and concerns Transparent messaging, which details opportunities for engagement Clear, consistent and prompt messaging throughout the redevelopment

### 9.2.3 Detailed design phase

Potential risk	Likelihood	Level of risk	Potential impact	Mitigation strategies
Community and stakeholders do not support detailed design	Medium	High	Negative media coverage Reputational damage	Involve stakeholders early in the project Understand and respond to key issues and concerns Report back on consultation conducted, feedback and how utilised

## Appendix A: Draft Communications Calendar

Project phase	Description	Risks	Tools and techniques
1	Project inception and concept design	PHASE COMPLETED	<ul style="list-style-type: none"> <li>• DoE project website updates &amp; questionnaires</li> <li>• Community information booths</li> <li>• FAQ &amp; e-mail updates</li> <li>• Existing newsletters</li> <li>• Discovery workshops</li> <li>• Consultation report</li> </ul>
2	Schematic design	PHASE COMPLETED	<ul style="list-style-type: none"> <li>• DoE project website updates &amp; questionnaires</li> <li>• Community information booths</li> <li>• FAQ &amp; e-mail updates</li> <li>• Existing newsletters</li> <li>• Workshops</li> <li>• Update to consultation report</li> </ul>
3	Detailed design	<ul style="list-style-type: none"> <li>• Confusion over the different project stages and process causes disengagement and distrust</li> <li>• Negative media and/or stakeholder campaign</li> <li>• Misinformation about the redevelopment undermines the engagement process</li> <li>• Cynicism about purpose and outcomes of engagement</li> <li>• Engagement fatigue resulting from extensive engagement and research being conducted</li> </ul>	<ul style="list-style-type: none"> <li>• DoE project website updates &amp; questionnaires</li> <li>• Community information booths</li> <li>• FAQ &amp; e-mail updates</li> <li>• Existing newsletters</li> <li>• Workshops</li> <li>• Update to consultation report</li> </ul>
4	Construction	As above	<ul style="list-style-type: none"> <li>• DoE project website updates</li> <li>• FAQ &amp; E-mail updates</li> </ul>

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**Owner:** Chris Aspen

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## Design phase

Indicative timing	Activity	Objective	Proposed audience	Details and deliverables
Monthly	Project website update  Questionnaire	To inform stakeholders and the community about the: <ul style="list-style-type: none"> <li>Project timeline</li> <li>Project details and progress</li> <li>Opportunities for consultation</li> </ul> To inform stakeholders and community about the project and latest developments	<ul style="list-style-type: none"> <li>Current HAHS (Glenfield) parents, students, alumni and local community</li> </ul>	<ul style="list-style-type: none"> <li>DoE Project Website</li> <li>Graphically designed update</li> <li>Questionnaire (Survey Monkey)</li> </ul>
Monthly	Social Media Update E-mail update Website	To inform stakeholders of project website update/FAQ/ Questionnaire  To identify future opportunities for engagement  Invitation to attend workshop	<ul style="list-style-type: none"> <li>Current HAHS (Glenfield) parents, students, alumni and local community</li> </ul>	<ul style="list-style-type: none"> <li>E-mail stakeholders who have registered</li> <li>E-mail staff, school, parent, alumni databases</li> <li>Social media update – HAHS Facebook &amp; Twitter, HAHS Alumni Facebook</li> <li>HAHS &amp; Alumni website - link to DoE Project Website</li> </ul>
Monthly	Community Information Booth	To promote the project including to inform stakeholders of project website update/FAQ/ Questionnaire  To collect feedback on the schematic design.  To understand any other issues or concerns  Invitation to attend workshop	<ul style="list-style-type: none"> <li>Local community</li> </ul>	<ul style="list-style-type: none"> <li>E-mail stakeholders who have registered</li> <li>Advertisement in Hawkesbury Gazette</li> </ul>
As required (minimum once during stage)	Head of Department (HoD) Workshops	To invite feedback on design principles and concepts  To collect feedback on the schematic design. which will inform the detailed design  To understand any other issues and concerns regarding project  To explore solutions to issues or concerns	<ul style="list-style-type: none"> <li>Nominated range of Head Teachers to workshop technical requirements for their respective departments</li> </ul>	<ul style="list-style-type: none"> <li>DoE Project Website update</li> </ul>

**Mace Handling Classification:** Confidential

**Owner:** Chris Aspen

**Ref:** 170920 - HAHS (Hawkesbury) Consult Plan V3.0

Indicative timing	Activity	Objective	Proposed audience	Details and deliverables
As required (minimum once during stage)	Meetings with PRG	To inform the PRG about the engagement process and provide a project update	<ul style="list-style-type: none"> <li>PRG</li> </ul>	<ul style="list-style-type: none"> <li>PRG Meeting</li> </ul>
02 September 2017	Display and discuss session at Hurlstone Country Fair	<p>To promote the project</p> <p>To collect feedback on the schematic design. which will inform the detailed design</p> <p>To understand any other issues or concerns</p> <p>To advertise workshops and collect registrations</p>	<ul style="list-style-type: none"> <li>Current HAHS (Glenfield) parents, students, alumni and local community</li> </ul>	<ul style="list-style-type: none"> <li>An information booth held at the Hurlstone Country Fair</li> </ul>
Towards end each design stage	Consultation report	Provide a summary of consultation activities and outcomes	<ul style="list-style-type: none"> <li>DoE</li> </ul>	<ul style="list-style-type: none"> <li>Engagement outcomes report</li> </ul>

**Pre-construction/construction phase**

Indicative timing	Activity	Objective	Proposed audience	Details and deliverables
Monthly	Project website update  FAQ	To inform stakeholders and the community about the: <ul style="list-style-type: none"> <li>• Project timeline</li> <li>• Project details and progress</li> </ul> To answer key questions regarding project  To inform stakeholders and community about the latest developments	<ul style="list-style-type: none"> <li>• Current HAHS (Glenfield) parents, students, alumni and local community</li> </ul>	<ul style="list-style-type: none"> <li>• DoE Project Website</li> <li>• Graphically designed update</li> <li>• FAQs</li> </ul>
Monthly	Social Media Update  E-mail update	To inform stakeholders of project website update/FAQ	<ul style="list-style-type: none"> <li>• Current HAHS (Glenfield) parents, students, alumni and local community</li> </ul>	<ul style="list-style-type: none"> <li>• E-mail stakeholders who have registered</li> <li>• E-mail current HAHS (Glenfield) staff, school, parent, alumni databases</li> <li>• Social media update – HAHS Facebook &amp; Twitter, HAHS Alumni Facebook</li> <li>• HAHS &amp; Alumni website - link to DoE Project Website</li> </ul>

## Appendix B: Detailed Stakeholder Consultation Plan

### Hurlstone Agricultural High School (Hawkesbury) Consultation Plan – Pre-Construction Phase

Stakeholders	How are stakeholders affected?	Reason for communication?	Communication Methods?
WSU and Local Community	Impact of additional facilities/site coverage: Expanding school demand will place additional loads on local services and infrastructure	To ensure WSU is kept informed To use constructive feedback from WSU to enhance the project To encourage jointly-agreed outcomes based (where possible) on WSU input	Methods as appropriate from the following: workshops, group meetings, presentations, participation in school/community events, advertising, media releases, surveys and consultations Representation at PRG Meetings (by invitation)
Project Reference Group (PRG)	Involved in all steps of planning, services, Stakeholder and community facilitation	To ensure PRG is across all key aspects of the project To solicit stakeholder and community feedback and gather information	Fortnightly PRG Meetings Regular E-mail updates (as required)
DoE, Project Steering Committee (PSC) + Public School Executive Group (PSEG)	Delivery of project on time, within budget and to a high quality	To ensure PRG has sufficient information on the project to make informed decisions and provide timely approvals where required	Monthly dashboard reporting
DoE, Technical Stakeholder Group (TSG)	Technical inputs and standards to be upheld in design solutions Focus on continuous improvement and innovation	To ensure TSG has sufficient information to give informed advice and timely approvals where required	Meetings to focus on design issues, standards, technical challenges, innovation and educational outcomes



**Hurlstone Agricultural High School (Hawkesbury) Stakeholder Consultation Plan – Construction Phase**

Stakeholders	How are stakeholders affected?	Reason for communication?	Communication Methods?
Local Community	Impact of construction noise, traffic, dust Impact on local services and Infrastructure Impact on adjoining properties	To ensure community is kept informed as to progress and longevity of construction activity To ensure community continues to see the benefits of the final outcome	Methods as appropriate from the following: group meetings, participation in school/community events, advertising, representation at PRG meetings (by invitation)
Project Representative Group	Involved in construction to ensure a high quality outcome Stakeholder and community facilitation	To ensure forward planning and early advice to community and stakeholders as regards inconvenience caused by construction	Regular PRG Meetings Regular E-mail updates (as required) Principal's attendance at Construction Site Meetings (optional)
DoE, Project Steering Committee (PSC)	Delivery of project on time, within budget and to a high quality	To ensure PSG has sufficient information on the project to make informed decisions and provide timely approvals where required To meet exacting DoE standards	Monthly reporting
DoE, Technical Stakeholder Group (TSG)	Upholding of technical inputs and standards during construction Ensuring continuous improvement and innovation are implemented during construction.	To ensure TSG has sufficient information to give informed advice and timely approvals where required	Meetings to focus on design issues, standards, technical challenges during construction Attendance at Construction meetings for specific issues

## Appendix C: Example of Project Update

## Appendix D: Example of Questionnaire

## Appendix E: Implementation Plan