

BUDAWANG SCHOOL

17 CROOBYAR ROAD, MILTON NSW 2538

CONSULTATION REPORT

APRIL 2021

Version Control			
Version	Date	Document Owner	Approved By
Rev5 - FINAL	21/04/2021	Samanta Piatek	Ben Marshall

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2 OVERVIEW

2.1 PROJECT SUMMARY

The existing Budawang School is currently located on Camden Street in Ulladulla. This project relocates the existing school to occupy a part of the 7.6Ha site of the former Shoalhaven Anglican School on Croobyar Road in Milton. Budawang's new facilities will provide 7 homebases, new administration block, new library, new hall facilities and a hydrotherapy pool in the first phase, with scope within the masterplan and core facilities to increase provision to 10 homebases in the future if required. The remainder of the site may be used for a potential future educational facility.

Budawang School caters for students with specific needs from Kindergarten to year 12; students are typically taught in classes of 6 to 8 students with two staff members. These high staff to student ratios are typical for specific needs schools; the current Budawang School has only 35 students. The entry criteria for the school is a diagnosis of a moderate to severe intellectual disability. Typically, this intellectual disability is coupled with other disabilities, conditions, or requirements, such as a sensory condition, autism, behavioural and/or emotional disorders, and/or severe physical disabilities. This results in high levels of care being required by students, who often have very conflicting needs.

The new school will accommodate roughly 56 students within the first phase of 7 homebases, with a maximum population of 80 students when the future block of additional 3 homebases is constructed.

There is no catchment area for the school. Due to this factor, combined with the inadequate supply of specific needs school placements available within the Shoalhaven region, many students commute a long distance to attend the school. Students who are currently enrolled at Budawang travel from as far as Saint Georges Basin to the North, and Batemans Bay to the South, which entails up to a 50-minute drive. These distances coupled with the nature of specific needs schools means that very few students are expected to arrive on foot.

2.2 DOCUMENT PURPOSE

This document is prepared to provide a record of consultation that has been undertaken in the development to date for the Project. This document highlights the key consultation initiatives, issues raised and the project response as a result of this consultation.

Consultation requirements under the SEARs that this document responds to is outlined below:

During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups, relevant special interest groups, including local Aboriginal land councils and registered Aboriginal stakeholders and affected landowners. In particular, you must consult with:

- *the relevant Council*
- *Government Architect NSW*
- *Transport for NSW*

The EIS must describe and evidence the consultation process and the issues raised and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided. Consultation should commence as soon as practicable to inform the scope of investigation and progression of the proposed development.

2.3 SUMMARY OF CONSULTATION

The following Stakeholders have been consulted in the preparation of the development proposal:

- Shoalhaven Council
- Local Members
- National Resources Assets Regulator
- PCG/PRG Meetings
- NSW Office of Environmental and Heritage
- Government Architect NSW (GANSW)
- Transport for NSW (TfNSW)
- Department of Planning, Industry and Environment (DPIE)
- Local Aboriginal Community - Registered Aboriginal Parties
- Local Community
- Local Disability Network
- School Principal of Budawang
- Service Providers
- Local Hospital

The project has undertaken a consultation process of Project Control Group (PCG) meetings and Project Reference Group (PRG) meetings. These meetings have been taken from project inception, design development and through to SSDA lodgement. These forums encouraged an open dialogue with a high level of transparency around the project's design brief, education principals and design guidelines (Educational Facility Standards & Guideline) used.

These meetings were held monthly throughout the project development.

3 CONSULTATION RESULTS

3.1 SHOALHAVEN COUNCIL

The Traffic Engineer (PTC) consulted Shoalhaven Council whilst compiling their Traffic Impact Assessment for the Development, with the main area for discussion being the impact the development may have on Major Future Projects and vice versa.

The Town Planner also had two meeting with Council in relation to Budawang. The main agenda for the meetings was to update the Council on local environment, hydrotherapy pool and program/lodgement of SSDA.

Shoalhaven Water, part of Shoalhaven Council, is addressed below.

3.2 LOCAL MEMBERS

The project has been in communication with the local member of parliament Shelley Hancock regarding design development and project updates. Shelly Hancock visited site on 26 February 2019 to provide a statement about the existing Budawang School relocating to 17 Crooybar Rd, Milton. The following is from the Milton Ulladalla Times newspaper.

<https://www.ulladallatimes.com.au/story/5928237/budawang-school-will-relocate-to-shoalhaven-anglican-site/>

Shelley Hancock also attended the briefing of the project status on 23 February 2021 along with the NSW Premier Gladys Berejiklian. The event was reported in the South Coast Register newspaper. <https://www.southcoastregister.com.au/story/7138792/plan-for-budawang-school-revealed-by-premier-and-shelley-hancock/>

3.3 NATURAL RESOURCES ASSETS REGULATOR

The Planning Secretary's Environmental Assessment Requirements (SEARs) for the proposed State Significant Development require consideration of the 2018 Guidelines for Controlled Activities on Waterfront Land and consultation with the Natural Resource Access Regulator (NRAR). The Environmental Consultant contacted NRAR in November and December 2020 regarding the proposed Budawang School. NRAR advised that a Vegetation Management Plan (VMP) would be required to demonstrate how unavoidable impacts to the riparian corridor would be offset.

3.4 PCG/PRG MEETINGS

Regular PCG and PRG meeting were held throughout all stages of the project to inform the key stakeholders of the progress and key issues. See APPENDIX 2.

3.5 NSW OFFICE OF ENVIRONMENTAL AND HERITAGE

In consultation with Heritage NSW and in line with the NSW Heritage Office guidelines, Tocomwall undertook a Heritage Assessment of the site and found:

"The archaeological survey and historical research undertaken for the study area has determined that there are no items or features of historical significance within Lot 200 and DP1192140, and there is very low potential for historical archaeological deposits within the proposed development footprint. The location is considered to have low archaeological sensitivity".

"An assessment of the impacts of the development on the nearby local heritage items, the Victorian Rendered Masonry Store (Heritage Bakery) and Church of England Cemetery has concluded that the impacts from the proposed development will be minor and will not diminish the heritage values of either of the items, nor will it diminish the community appreciation of these items".

3.6 GOVERNMENT ARCHITECT NSW

The development is a State Significant Development, hence it requires the Government Architects input. Two State Design Review Panel (SDRP) presentations were undertaken on 2 December 2020 and 17 February 2021. Refer to APPENDIX 1 for Advice Letters from the SDRP.

Key design issues raised relate to:

- The provision of masterplan options.
- The provision of alternative traffic and parking options.
- Landscaping plan clearly defined
- Retention of natural vegetation
- Sensory gardens aligning with the library
- Community integration
- Aboriginal considerations
- The provision of a clear pedagogical approach for the school.

The Architect has incorporated feedback to the Government Architect comments on the design into their Design Report. An extract of this can be found within APPENDIX 1.

3.7 TRANSPORT FOR NSW (TFNSW)

The Traffic Engineer (PTC) sought advice and consultation has taken place with TfNSW in regard to the impact of the proposed Milton / Ulladulla bypass and the design for the proposed development. As the development is causing no changes to the existing state road or driveways the items discussed during consultation include:

- Existing travel behaviour along the existing Princes Highway.
- The impact of additional traffic generated by other developments upon completion of the proposed development.
- The potential additional impact of traffic in the Milton/Ulladulla area, and specifically along the Princess Highway and at the Croobyar Road / Princess Highway intersection upon completion of the Milton-Ulladulla bypass in order to determine future traffic volumes for the 10-year horizon SIDRA modelling. TfNSW advised that they are unable to provide this advice, as the bypass is still the subject of investigation and planning.

3.8 DEPARTMENT OF PLANNING, INDUSTRY AND ENVIRONMENT (DPIE)

DPIE was consulted with regards to the proposed development via a request for State Environmental Assessment Requirements (SEAR's) issued via Mecone in July 2020. An initial set of SEAR's were then issued from DPIE dated 7 September 2020 and these were then revised dated 10 December 2020 to include a requirement for Aviation consultation.

3.9 LOCAL ABORIGINAL COMMUNITY

Tocomwall undertook a formal registration process for the Registered Aboriginal Parties (RAPs). 10 Aboriginal Parties registered for the project. A site visit then took place between Tocomwall and a number of the RAP's and an area for test pits was identified. Test pits have since been carried out and some items of minor significance found.

Further consultation with the RAP's is taking place to arrange for the burial of the findings in an area close to the site. The site visit and test pits assisted Tocomwall in their preparation of the Aboriginal Cultural Heritage Assessment Report which has been reviewed by the RAPs.

Moving forward, an Aboriginal Heritage Impact Permit (AHIP) is going to be obtained prior to any works commencing on site and consultation with the local aboriginal community is to take place in order to seek guidance on the incorporation of aboriginal consideration into the design of the project.

3.10 LOCAL COMMUNITY

3.10.1 Web Updates

The project has its own project webpage on the SINSW website, which has been regularly updated with Project Status updates.

<https://www.schoolinfrastructure.nsw.gov.au/projects/b/budawang-school-relocation.html#library-tab>

The webpage also includes contact channels for the community to ask questions about the project or provide feedback.

There have been six enquiries from community members regarding the project. One person made contact regarding the state of the signage on the fence, which has since been replaced, three people were queried the use for the site other than just the School, one person enquired about being on the reference group and one person asked when the school was due to open.

3.10.2 Letterbox Drop

Project updates provided information to the local community on how planning has progressed and an overview of the next steps. Two project updates were shared via letterbox drop on the following dates;

- December update was delivered on 13 January 2021
- February update was delivered on 23 February 2021

The first included a link to a survey where the community was encouraged to provide feedback on the proposal. The second provided a summary of results.

3.10.3 Survey

In order to receive community feedback on the development an advertisement with a link to the survey was placed in the Milton Ulladulla Times (included in APPENDIX 3). This Survey was placed in the paper on 23/12/2020, 13/01/2021, 20/01/2021 and 27/01/2021.

The main findings from the survey showed that;

- Locals feel very good about the development
- Easy accessibility was the most important aspect of the school
- Effective use of space and time frame were considered most important aspects of construction
- Future proofing was considered most important in terms of design
- Accessible playground was considered most important in the outside school spaces
- Aboriginal and cultural acknowledgements would be welcomed
- Flexible learning spaces were the preferred style of classroom design
- Most people that took the survey live in Shoalhaven region

3.11 LOCAL DISABILITY NETWORK

The local disability network has been provided communication of the project via the PCG and PRG meetings. The existing Budawang School and the Parent & Community representatives are members of the local disability network. The project has had consultation with the existing school to understand the school operational needs. See APPENDIX 2.

3.12 SCHOOL PRINCIPAL OF BUDAWANG

As part of or Project Reference Group (PRG), the principal of the current Budawang School has regularly attended PRG meetings. As well as the Principal, several Parents & Citizens (P&C) group members have been present. The purpose of the engagement with the principal and P&C members in the design stage is to ensure that the design is fit for purpose to suit the teaching needs of the users.

3.13 SERVICE PROVIDERS

3.13.1 Shoalhaven Water

The Services Engineer had regular consultation with Shoalhaven Water throughout the project which included consultation to discuss:

- The design of the services and the impact these have on the existing water, fire and sewer connections to site.
- The need to make an application for a Certificate of Compliance in relation to water supply.
- Sewerage matters and that if the new school is to be on its own separate parcel of land (ie, a Torrens Subdivision takes place) then it must have separate services (water supply, fire support and sewer connection).

The Hydraulic Engineer consulted Shoalhaven Water Hydraulic Engineers and received feedback with regards to some queries around the flood levels.

Shoalhaven Water were also contacted by SJA Project Management to coordinate a survey of the existing sewer that installed across part of the site.

3.13.2 Endeavour Energy

The Services Engineer has been in consultation with Endeavour Energy with regards to the location of the proposed substation and the power requirements for the project.

3.13.3 Gas

There is no current gas provision to the site nor is there a requirement for a gas provision to the new project. Therefore, no consultation for this service has been carried out.

3.14 LOCAL HOSPITAL

The local hospital was contacted by the Aviation Consultant with regards to the helipad that is located in a site along Croobyar Road. The local hospital confirmed they do not operate the helipad and could not offer further information. It has since transpired that the operator of the helipad is Toll – Bankstown (Air Ambulance). The current feedback from Toll- Bankstown is with regards size and lighting requirements to temporary cranes that is likely to be used for construction.

APPENDIX 1 – GANSW SDRP FEEDBACK

GOVERNMENT ARCHITECT NEW SOUTH WALES

11 December 2020

Mark Reynolds

Via Email –
Mark.reynolds38@de
t.nsw.edu.au

PROJECT: **Budawang School**

RE: SDRP SESSION 67 – 02.12.20 (First Review)

Dear Mark,

Thank you for the opportunity to review the Budawang School project at an early stage. Please find a summary of advice and recommendations arising from the first design review session held on 02.12.20.

The team's presentation requires more information to clearly explain the opportunities, constraints and design approaches for the school. The current proposal is diagrammatic and lacks the detail required for a thorough review.

Please provide more information and clarity regarding:

- Provide considered masterplan options that do not preference vehicular movement over other site and design considerations;
- The masterplan should include more of the site context (including topography) to illustrate the relationship to the proposed school and traffic requirements;
- Present a clear pedagogical approach for the school. This should be a clear driving principle informing the design of the homebases and the outdoor spaces;
- Provide plans showing alternative traffic and parking options. Consider there may be two carparks provided; one for staff and one for drop-off to better integrate carparking requirements with topography and context;
- Orientate all plans so north arrows are shown going up the page and include roof lines to illustrate location of covered walkways and outdoor spaces;
- Provide a current Landscape Plan incorporating an Arborist report to define which trees are being retained, which are being removed and if there is a proposed plan to replace removed trees;
- Plans showing levels and gradients are required due to the nature of the site and the requirements of the students;
- Clarify the gradient of and accessibility to the courtyard and other outdoor spaces;

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- Clarify the staging of the school and how the future block to the south of the site is to be used by the students;
- Provide detail as to the type of fencing to be used noting the opportunity to reference the rural context of the site. Use built form as an alternative barrier where possible;

The following advice and recommendations should be addressed in the ongoing design development of the school.

- The design should better integrate with the existing topography of the site and the existing trees;
- Community access to the hydrotherapy pool is supported. Provide a management plan indicating which facilities are accessible by the broader community and how these are accessed. Consider the public address of this building and how it can have a more generous relationship to the street;
- The proposed scale of the car park and its proximity to the street do not deliver good urban design outcomes. Consider alternative options for carparking and access that allow the school and the hydrotherapy pool to have a public address to the street;
- Explore the sequencing of spaces including the progression from the inside to the outside as well as public to private;
- Explore opportunities to incorporate views out to the landscape and open space;
- The proposed pedestrian access to the future school is not supported as there is no surveillance and lacks amenity. Consider other design solutions that allow for the separation of pedestrian and vehicular movement;
- There is an opportunity to engage with Indigenous Landscapes that could enhance the design and provide sensory experiences for students with moderate to severe intellectual learning impairments;
- The importance of water to the local Aboriginal culture and the presence of watercourses on the site could inform the design;
- Through sections demonstrate the passive heating/cooling and solar access requirements that have driven the roof form. Currently the roof forms do not vary with their respective orientations, provide justification for this and confirm the amenity and environmental performance of internal spaces;
- Adopt a more rigorous approach to addressing solar access into the classrooms;
- Illustrate how the site will achieve a tree canopy target of 40% of site coverage, noting this is consistent with State government targets and priorities.
- Explore opportunities for each classroom to have a mixed mode system advising occupants on the optimal method of passive climate control.
- Illustrate how the project is helping to deliver State government policies related to net-zero emissions;

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Please contact GANSW Senior Design Advisor, Caroline Comino (carolinepeta.comino@planning.nsw.gov.au), if you have any queries regarding this advice.

Please refer to the design package requirements form for information on materials to be provided at the next SDRP.

Sincerely,



Carol Marra

Chair, SDRP

CC	
NSW SDRP Panel members	Oi Choong, Tamara Donnellan, Carroll Go-Sam, Carol Marra (Chair, GANSW)
GANSW Design Advisor	Caroline Comino
DPIE	Nicholas Gunn
DPIE	Dimitri Gotsis
Group GSA	Rachel Faber, Rajat Khanna, Michael Mandl
DET	Alix Carpenter, Mark Reynolds, Ivica Djuric, Sarah Kelly

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GOVERNMENT ARCHITECT NEW SOUTH WALES

03 March 2021

Mark Reynolds

Via Email –
Mark.reynolds38@det.nsw.
edu.au

PROJECT: **Budawang School**

RE: SDRP SESSION 70 – 17.02.21 (Second Review)

Dear Mark,

Thank you for the opportunity to review the Budawang School project for a second time. Please find a summary of advice and recommendations arising from the review session held on 17.02.20.

The team's presentation has not convincingly explained the opportunities, constraints and design approaches for the school, and further analysis should be provided

While it is acknowledged that this school has many pragmatic requirements, equal priority must be given to the quality and amenity of spaces for both occupants and the community. The team is encouraged to explore all available options to ensure the design intent is not compromised.

The following are supported:

- Retention of existing trees as well as the increase in planting to the carpark and the central courtyard;
- The Vegetations Strategy Plan that allows for the replacement of the 46 removed trees on site with 46 proposed trees. A planting plan noting proposed tree species should be provided;
- Sensory gardens aligning with the library;
- The clear pedagogical model and the requirement for passive surveillance as the generating driver for the layout of the homebases and outdoor learning areas;
- The breaking down and programming of the outdoor play spaces including the introduction of a cycle track, the increase in size of the 'productive garden' that allows for greater connection to the hydrotherapy pool as well as allowing for a secondary outdoor space;
- The reconfiguration of the multipurpose space allowing the COLA to be more connected to the courtyard and creating greater flexibility in use;
- The increased roof overhangs, developed roof forms, covered walkways and a more resolved response to solar access;

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- Planting to act as screening to fence lines. It is understood all planting along fences will be delivered within the scope of this project;

The following is still required to provide more information and clarity:

- Provide a north / south section through the site;
- Provide an elevation from Croobyar Rd to illustrate what the Hydrotherapy pool looks like from the outside;
- All elevations to be clearer and at a larger scale;
- Look at alternative traffic and parking options. Consider there may be two carparks provided; one for staff and one for drop-off to better integrate carparking requirements with topography and context;
- Orientate all plans so north arrows are shown going up the page and include roof lines to illustrate location of covered walkways and outdoor spaces;
- Provide detail as to the type of fencing to be used noting the opportunity to reference the rural context of the site. Use built form as an alternative barrier where possible;

The following advice and recommendations should be addressed in the ongoing design development of the school.

Masterplan and Landscape

- The design should be better integrated with the existing topography of the site. Demonstrate how the changes to the levels will allow for tree retention;
- The edge condition to the east of the site and visibility into the homebases from the elevated pedestrian path requires further resolution;
- Community access to the hydrotherapy pool is supported. Provide a management plan indicating which facilities are accessible by the broader community and how these are accessed. More detailed resolution is required on pedestrian access as well as drop-off arrangement for the pool;
- While we acknowledge tree coverage has increased to 23% of the site and the concerns of the PRG, we encourage an increase in planting in this rural setting to deliver on state targets. Consider tree species that respond to the concerns of the PRG;
- The Hydrotherapy pool is encouraged to have a more open and generous relationship to the street, consider perforations in the blank façade or other solutions;
- The proposed scale of the car park and its proximity to the street do not deliver good urban design outcomes. Consider alternative options for carparking and access that allow the school and the hydrotherapy pool to have a public address to the street;

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- Explore opportunities to incorporate views out to the landscape and open space;
- The proposed pedestrian access to the future school is still not supported as there is no surveillance and lacks amenity. Consider other design solutions that allow for the separation of pedestrian and vehicular movement;

Architectural Expression

- More details are required on the architectural expression to the school including materiality. The awning elements to the pathways as well as to the COLA need further detail and illustration;
- Provide more detail on the thresholds of inside to outside and 'pause spaces';
- Provide more details on the section through the homebases to the courtyard to illustrate how views/ edges are to be maximised;
- The plenums to the homebase rooms appear to be significantly oversized for the room volume. We understand the desire to create a feeling of differentiation in the space however this can be achieved in other ways which will not affect solar access and daylighting to these deep floor plates. The reduced ceiling heights to the withdrawal rooms will make tight enclosed spaces;
- The fencing requirements to the outdoor learning spaces require resolution to prevent the effect of 'fences within fences'. Consider other ways to separate these outdoor spaces through planting, programming of student groups, or moveable fences.

Aboriginal Cultural Heritage

- As 20% of the students are anticipated to be Indigenous, the response to Aboriginal Cultural Heritage is considered critical. The current proposed 'yarning circle' has become a one-size fits all approach to school design. consider a site-specific response through local consultation and the specific needs of this school;
- The Indigenous landscaping components should be considered as an integrated whole rather than a discrete element of the landscape design;
- The importance of water to the local Aboriginal culture and the presence of watercourses on the site could inform the design;

Sustainability and environmental aspects

- Adopt a more rigorous approach to addressing solar access and daylighting into the classrooms;
- Explore opportunities for each classroom to have a mixed mode system advising occupants on the optimal method of passive climate control.
- Clarify the quantum of how the ESD goals are to be achieved. Show where the water tanks, PVC etc are located and how many there are;

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Please refer to the design package requirements form for information on materials to be provided at the next SDRP.

Sincerely,



Carol Marra

Chair, SDRP

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9.3 RESPONSE TO EDUCATION SEPP / GANSW DESIGN PRINCIPLES

“High quality, well designed schools create a sense of pride, identity and ownership for the communities they serve. They also help deliver better educational results.

There is growing appreciation of the significant role that good design can play in education, with increasing evidence that student learning outcomes are closely related to the quality of the environment in which they learn.”

“Better Placed Design Guide for Schools”

Government Architect NSW

Context, built form and landscape

The site for Budawang SSP is located in Milton, on the South Coast of NSW. It is around 3 hours drive south of Sydney close to Ulladulla and Mollymook. The town is a popular stopping point along The Princes Highway, which runs through the town centre and has numerous shops and cafés to attract tourists. The SSP site is located 10 minutes walk southwards from the centre of Milton near the junction of The Princes Highway and Croobyar Road.

The project is situated on part of the former Shoalhaven Anglican School site, which is now in the ownership of the Department of Education NSW. Although the wider site measures around 7.6Ha, the SSP only encompasses around 9,750sqm, to the northern boundary of the site, occupying much of the street frontage onto Croobyar Road. The south, west and east of the SSP site is surrounded by the remainder of the Shoalhaven Anglican School site with existing school buildings largely to the south of the SSP site.

Site boundaries of the 7.6Ha DoE site are as follows:

- Croobyar Road to the north with residential buildings
- A heritage commercial building to the east operated as a bakery
- Residential buildings to the east
- One residential building and cement works to the west
- Milton Heliport to the west

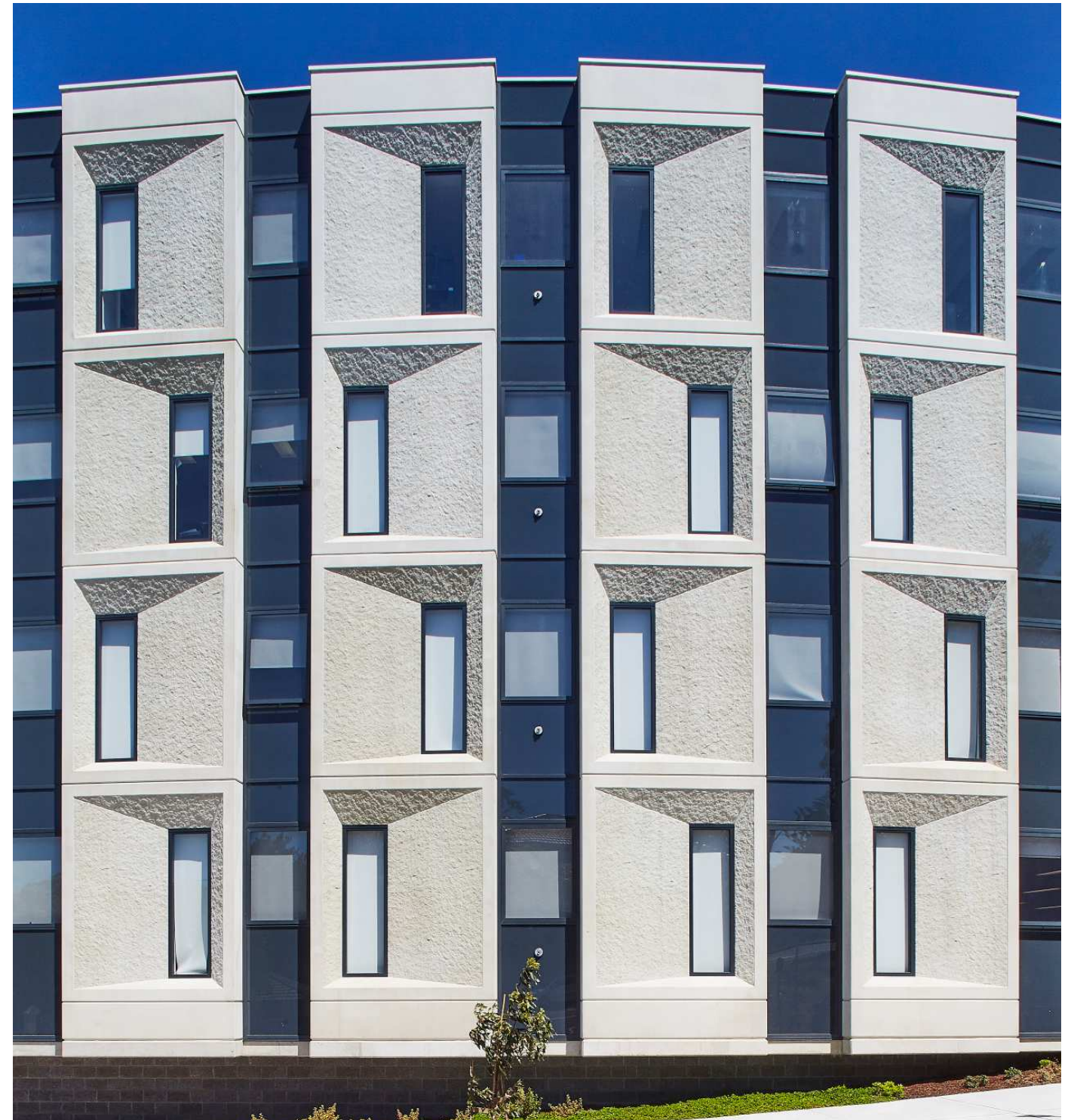
The predominant built context surrounding the site is residential properties along Croobyar Road and the Princes Highway. These are typically single storey, low density, detached cottages with pitched metal roofs. Some single storey town houses are positioned at the junction of Croobyar Road and The Princes Highway; these are of a more linear form, again with pitched metal roofs.

A key built landmark in the vicinity of the site is the nearby bakery on the corner of The Princes Highway and Croobyar Road. This sandstone building was constructed in the 1870s and is heritage listed. Although adjacent to the site the Heritage Bakery is of a different scale to the rest of the context; it is two storeys with a steeply pitched metal roof and a verandah at first floor overlooking Croobyar Road. The Heritage building is separated from the SSP by a car park and line of trees.

Built Form

The school has been designed to be of a massing which responds to the scale of the local residential context - as a single storey building.

Design concepts developed by GroupGSA considered student reaction to the building. It should feel comfortable and home-like. Materials reference the residential and rural materiality and scale of the area, so that the building will not feel too imposing, whilst still being contemporary. Through this strategy of considering the vernacular the design of the school responds to the local context in materiality, form and scale.



The materials and colour palette chosen are in keeping with nearby buildings and rock formations in the area, including the neighbouring sandstone heritage bakery, which is referenced in the selection of sandstone coloured concrete.

In terms of form, a key concept of the design is the courtyard layout. This stemmed from the earliest discussions with the PRG and relates to the PRG's desire to maximise passive surveillance throughout the main playground area and of main pathways leading through the school. Whilst answering this requirement, the courtyard form also offers opportunities to maximise connections of indoor and outdoor spaces, with all homebases benefiting from a view over the courtyard. This provides calming views of the landscape in addition to increased surveillance. This courtyard form also provides privacy for students, whilst still offering a public facade to the streetscape.

Tying together the myriad of requirements for each individual block and function and responding to the courtyard form, is the conceptual idea of an series of over-sailing roofs, which gather the accommodation below. The roofs provide a dominant aesthetic form, overlapping and stretching over the buildings, allowing a degree of flex in terms of the building footprint, whilst maintaining the clean lines of the roof.

These overlapping roof forms are skillions with clerestories, the scale and materiality of which is comparable to nearby properties. The skillion roofs reference rural buildings, whilst the clerestories refer to the existing educational buildings on the wider site. Clerestories bring in natural light.. Roof pitches are raised 4 degrees towards the central courtyard - expanding the view of this central space, which forms the heart of the school. Clerestories to the library, hall and hydrotherapy pool face north and west towards the streetscape. Increasing the height where required and providing more interest to the public facing facade.

The clerestory ridge line of the Hydrotherapy building is the highest point of the new SSP buildings. The Hydrotherapy building is also located closer to Croobyar Road and the Heritage Bakery than the other blocks. At a level of RL58.00 the ridge line of the Hydrotherapy building is almost 5 metres lower than the ridge line of the 2 storey Heritage Bakery. Additionally the Hydrotherapy ridge line is comparable to the heights of residential properties to the opposite side of Croobyar Road.

Landscape

The courtyard form of the campus means that the landscape sits at the heart of the school. Connecting to the central courtyard, are further landscape zones created to maximise opportunities for outdoor learning and play. These zones are an important educational tool, providing authentic learning activities where students can experience science, art, and essential life skills that can only be created in the gardens and ecosystems of the natural environment.

Three design principles underpin the approach to the landscape design. These are:

1. Create a quality outdoor learning environment
2. Designing for inclusion
3. Develop a diversity of play opportunities

Employing these principles to the site will lead to "whole of school" activation and result in spatial design which fully explores the school's educational pedagogy.

Sustainable, efficient and durable

Sustainable design improves amenity for users of a building by providing well ventilated, well lit and comfortable places, therefore ideal for learning. For schools in particular, sustainability becomes embedded within the teaching and fosters opportunity for outdoor learning. Students are able to learn about sustainability through experiencing its positive impacts on their day to day life. EFSG Standards relating to sustainable design are being applied to this project. The design is being developed to achieve equivalency of a 4 Star Green Star rating.

Specification of robust materials, which are also durable and easy to maintain has been a main consideration. ESD principles are outlined further in this document. Key aspects include:

- Selection of robust, hard-wearing, low maintenance materials
- Ease of maintenance has been considered as part of the design process in terms of the building form and the selection of materials
- Protection from excess solar gain provided by deep overhangs and louvres
- Photovoltaic panels
- Rainwater tanks to be used for irrigation
- Waste management considers recycling
- Dual aspect façades
- Avoidance of damage caused by vandalism

Refer to Section ... of this report and the ESD Report for further information, and Section ... of the report with regard to maintenance.

Accessible and inclusive

Due to the nature of the user group, accessibility and inclusivity have been considered in from the earliest stage of the design to ensure



that the building is suitable for students with differing needs and capabilities. Students attending the school all have a diagnosis of moderate to severe intellectual impairment. This is typically accompanied by another disability or condition, which may include severe physical disabilities, neuro-diversity, sensory impairments, behavioural issues, etc. As, such the mobility of students and nature of their requirements varies significantly.

The school will have a high staff to student ratio. Class sizes will be typically 6-8 students with two staff members, however this will vary depending upon levels of care required. Staff will assist students in undertaking their day-to-day activities in addition to delivery of the pedagogy.

The focus of pedagogy is on gaining the lifeskills required to achieve the goal of independent living. Learning spaces both indoors and outdoors have been designed with this pedagogical aim in mind.

Homebases have been designed to cater for wide ranging needs; from the highly active with behavioural issues, through to the severely physically disabled. Ensuring that all students can be accommodated maximises flexibility for staff when allocating students to homebases, and thus is a means of future proofing the school.

The location of the school on the site of the former Shoalhaven Anglican School offers the possibility of co-location with a potential future educational facility, which may occupy the remainder of the 7.6 Ha campus. This affords the opportunity for students to access wider facilities if deemed appropriate by school staff.

The nature of the user group means that access compliance has typically needed to be above and beyond the requirements of AS1428.1 to adequately provide for the students needs. Examples are as follows:

- No ramps - gradient through central courtyard typically 1:40
- Short stretches of walkways at 1:20
- Hygiene Rooms are accessed directly off every homebase. These incorporate an adult sized changing table and accessible shower similar to the “Changing Places” design. The Changing Places Design has been modified to locate WC and grab rails adjacent to wall to allow for assisted and non-assisted individuals to use the facility.

Health and safety

Health and Safety has been a key consideration as part of the design process for the SSP. Due to the nature of the school some Health and Safety considerations have related specifically to the Special Needs and abilities of students attending the school. This has included:

- Consideration of escape routes both from a BCA perspective and for escape from challenging (aggressive) student behaviours.
- Inclusion of calming areas both within the building, such as the Withdrawal Rooms and Sensory Rooms allow students to calm and decompress and in the landscape.
- Glazing below 900mm has been avoided owing to the risks associated with students breaking windows.
- Fencing throughout the site considers the need to separate students, and reduce risks associated with students endangering themselves by absconding from school.

Safety in Design Reviews have been undertaken as part of the Schematic Design process.

Amenity

The existing Budawang School on Camden Street is on a site that is too small to expand and is not in the ownership of the Department of Education, these existing facilities have been identified as not fit for purpose. The proposed new school resolves a shortfall in Special Needs educational placements within the Shoalhaven area. Further, the new school provides facilities that fit the Special Needs pedagogy engendered by the school.

The school has been designed based on the EFSG standards relating to an SSP with 10 homebases. This allows for future expansion from 7 to 10 homebases. The Schedule of Accommodation for the school, including all learning, staff, and storage areas, etc., refers to the EFSG area allowance to ensure that the provision for Budawang SSP is adequate both from the day it opens and into the future.

Facilities provided by the SSP include the following:

- Seven homebases, which will accommodate 6-8 students per homebase depending upon levels of care required by the students. Each homebase will have two staff members.
- Every homebase is directly connected to a Practical Activities Area.
- Hygiene facilities located off every homebase to cater for wide ranging needs and abilities. These spaces also form part of the pedagogy in terms of learning self care skills.
- Additional hygiene facilities and WCs are located around the school within the Hydrotherapy building, library and hall.
- Core facilities for the school include the Library, Multipurpose Hall, Passive and Active Sensory Rooms, and Lifeskills Facility
- Hydrotherapy / aquatic facility

- Staff and Admin Rooms including office/interview rooms that can be used by visiting therapists.
- External play area: minimum of 10m² per student including a variety of different outdoor learning settings and options for play to suit different ages, abilities, and interests. The landscape includes a bike path, sensory garden, productive (vegetable) garden, bush garden, and play areas. These outdoor settings also serve as learning spaces, connecting the internal and external learning spaces and opportunities.

The school has been designed to allow for future expansion through inclusion of an additional 3 homebases at an unknown future date. This has been allowed for spatially within both the site Masterplan and in the area allocation for core facilities such as the hall and library, etc.

Design of learning spaces throughout the school has been based on Research undertaken by GroupGSA and discussed with the PRG and SINSW. Designing to suit the PRG pedagogy is discussed further within this report.

Whole of life flexible and adaptive

Flexibility of great importance to the design of learning spaces. Learning methodologies have changed notably within recent years, with a shift towards more open plan, collaborative spaces.

Flexibility for a Special Needs School can mean the ability to cater for as many student needs as possible, without being constrained by the layout of the building and site. With this in mind the homebases and their ancillary hygiene rooms have been designed to cater for wide ranging Special Needs - from the highly physically able with behavioural issues, to students who are severely physically disabled. Needs relating to neuro-diversity and sensory impairments have also been considered. Considering all of these factors, the seven homebases are almost identical to maximise options for staff when allocating students to classes, unencumbered by any consideration relating to toilet provision, ceiling hoists, bright colours on permanent surfaces, etc.

Further to this the following factors have been considered:

- The pedagogy of the SSP is focussed on lifeskills with a view to independent living in adulthood. These skills can be learned in numerous parts of the building both indoors and outdoors.
- The design of the school affords a variety of different spaces, including homebases which facilitate team teaching through inclusion of operable walls.
- Spatial adjacencies have been carefully considered.
- Location of th future block of 3 homebases to the south of the SSP site maximises the opportunities for expansion within the future. The SSP site is “Landlocked” in all other directions by either roads or boundaries. Additionally leaving the southern side of the courtyard open allows for the opportunity of increased connection with any potential future educational facility that may occupy the remainder of the Shoalhaven Anglican School site.

Aesthetics

Aesthetic considerations focus on ensuring the building responds sympathetically to both the immediate local context and the wider vernacular. This has been discussed under “Context, Built Form, and Landscape”.

As described, the building form is conceptually a courtyard with roof forms that provide deep overhanging eaves and clerestories. These roofs also allows diffused overhead natural light into the learning spaces, whilst the overhangs provides shading to the outdoor learning areas and create covered walkways.

Soffits to the overhangs, drop off and COLA roofs are lined with timber effect panels to soften the aesthetic and reference the timber Coloured vertical louvres to high level windows offer colour as an fun element and is a component of the wayfinding strategy for the school. Colour is located at this higher level to raise it above the fences, which form a necessary safety element of the design.

Elevations overlooking the courtyard are glazed from 900mm AFFL. to maximise opportunities for passive surveillance over the central courtyard from the homebases. This glazing aids the impression of the roof as a floating element.

End elevations are concrete to 2700mm AFFL creating the appearance of being bookends. The gap between and 2700mm AFFL and the soffit is bridged by either glazing or horizontal louvres, which serve the mechanical system.

The internal colour scheme has been carefully considered in relation to the diverse needs of the students - particularly in relation to neuro-diverse students and those who are visually impaired.. **This has been described further under section ... of this report.**

Robustness of materials has been a key consideration; particularly as surfaces may be susceptible to damage resulting from aggressive student behaviours or from being hit by wheelchairs.

9.4 GANSW DESIGN PROCESS AND EVALUATION

The following principles defined by the Government Architect have been considered by GroupGSA as part of the design process.

Community integration

The design of the school considers the aesthetic integration of the project into the streetscape through careful selection of materiality to relate to the local built form and nearby landmarks. Bulk and scale of the buildings also refer to the neighbouring residential properties and to existing educational buildings on the Shoalhaven Anglican School site to ensure that the form of the new SSP fits within the context.

Students attending the school typically travel from a wide ranging area; from St Georges Basin to Batemans Bay. Due to this factor, it is expected that most students attending the school will not live in Milton. Due to this factor the integration of the school into the immediately community differs from a Primary School.

The school facilities provide amenity to the local community through the potential for shared use of the Hydrotherapy Pool outside school hours. This specialised facility is designed to cater for the wide ranging needs of the disabled community, who will benefit from the health aspects of Hydrotherapy.

Community members expected to use this facility are local people with disabilities, people requiring hydrotherapy as part of injury rehabilitation, SSP students and their families, and residents from the nearby aged care facilities.

A collaborative brief

The functional brief and education rationale was carefully developed through a collaborative design process, setting ambitions, goals and approach strategy. The design team, teachers, school executives, SINSW, DoE area director, parents and carers representatives developed the design through a structured consultation process through regular PRG meetings throughout the design process.

Additionally research was undertaken by GroupGSA into the requirements of students with Special Needs. This included the following:

- Visits to other SSPs and discussion with School Principals to evaluate the designs: Fernhill SSP, Yandelora SSP, The Ponds SSP, and Adjuga SSP.
- Desk top study of international Special Needs Schools to determine best practice on an internal level
- Reading various PhD studies covering various aspects of designing for Special Needs
- Discussion with PRG to corroborate learnings against the PRG's experience.

Participatory pedagogy

Pedagogically the school's focus is on the goal of independent living in adulthood. Learning spaces cater specifically to this aim.

There is extensive academic thought on the ideal methodology of catering for the requirements of Special Needs Students within the education system. During the Project initiation phase various Special Needs Pedagogical methodologies were discussed with a view to determining the masterplanning of the site to cater for both the short and long terms needs of the school. Options for Integration, Co-Location and Separation were considered within the masterplans presented to the PRG. A masterplan that provided adequate separation between the SSP and the future educational facility, with the potential for selective co-location was preferred. Site Planning has allowed for the possibility of increased integration in the future.

Procurement

The intention in terms of procurement is to deliver a cost-effective and long-term community asset.

The project has been adapted to fit SINSW's DfMA grid with a view to constructing the building using a "Kit of Parts" modular system - the use of pre-cast concrete and modularised window systems fits with this construction methodology.

Early Contractor Involvement (ECI) contracting is occurring to enable contractor involvement during the design process under a Design and Construct contract.

Master plan

Several masterplan options were presented to SINSW and the PRG by GroupGSA before the preferred option was developed further into a functional design brief.

The masterplan options all addressed location, massing, site access, car parking, existing site infrastructure, existing buildings on site, levels, opportunities and constraints, opportunities for connectivity, Privacy and surveillance.

Educational Rational and school specific needs and goals were considered as part of the consultation process during the masterplanning stage. Additionally the selected Masterplan allows for;

- Street presence for the Hydrotherapy and Core Facilities building
- Increased options for future expansion of the school southwards
- Considers the best use of the wider site
- Fits the courtyard concept of the SSP.

Design Review

Design reviews were undertaken internally at all milestones including masterplan stage, concept design stage, and schematic design. These benchmarked the design intent against the functional brief and educational expectations. Reviews included interdisciplinary staff from outside the project team.

Design reviews feedback and proposed changes and opportunities were further discussed and agreed upon with the Project Reference Group, DoE Project Management Office, the DoE technical stakeholder group, and GANSW.

Design Champion

The Project Reference Group was set at the beginning of the consultation process, prior to the Masterplanning stage. A Parents and Carers representative, as well as a local School Principal and different head teachers were included in the group. Their role was to set priorities and influence decisions as a reference to the State Government Client.

Post-occupancy evaluation

GroupGSA architects encourage stakeholders and DoE to obtain and keep records on objective outcomes of the design, efficiency, maintenance, fit for purpose functionality of the school.

The information becomes a benchmark for future project deliveries, impact on design outcomes, efficient use of space, community use, energy efficiency and any other matters that will benefit the future designs and stakeholders.

As part of the design process for Budawang SSP GroupGSA have visited other SSPs and undertaken discussion with School Principals as part of a "Lessons Learned" exercise. This information has been considered as part of the design for Budawang SSP.

APPENDIX 2 – MEETING/ COMMUNICATION REGISTER

Stakeholder Consultation Register - Budawang School

Stakeholder	No.	Date	Agenda	Communication Type	Key Issues Raised
Project Control Group (PCG)	PCG 1	6/12/2019	Status Update	Meeting	Role of the PCG Identify Key Stakeholder Participants in Planning Phase Scope of the PCG and Business Case
	PCG 2	20/01/2020			Project Update Program Communications and Engagement Master Plan
	PCG 3	24/02/2020			Previous Minutes Endorsement of VM1 short list of options Next Value Management Workshop - VM2 Program
	PCG 4	16/03/2020			Previous Minutes PCG Report Value Management 2 Workshop
	PCG 5	6/04/2020			PCG Report Concept Design Planning Pathway Business Case/ARP2 Consultation
	PCG 6	27/04/2020			Concept Design Business Case/ARP2 Update on planning activities Consultation
	PCG 7	6/05/2020			Previous Minutes Concept Design Planning Pathway Business Case/ARP2
	PCG 8	20/05/2020			Previous Minutes Business Case/ARP2 Revised Concept Design presented Planning Pathway
	PCG 9	15/06/2020			PCG Report Procurement Business Case Concept Design
	PCG 10	meeting cancelled			Nil
	PCG 11	17/08/2020			Review items from Previous Minutes Business Case and master plan endorsements Master Plan options explored – Use of Block J (preschool) land Design update
	PCG 12	21/09/2020			Review items from Previous Minutes Site Investigations Procurement Statutory Planning status
	PCG 13	19/10/2020			Review items from Previous Minutes Program Site Investigations Design Procurement Statutory Planning
	PCG 14	16/11/2020			Program Site Investigations Design Procurement Statutory Planning Community & Engagement
	PCG 15	21/12/2020			Site Investigations Design Procurement Statutory Planning Community & Engagement

Project Reference Group (PRG)	PRG 1	6/02/2020	Status Update	Meeting	Roles and Responsibilities of the PRG Project Overview Suggestions Program and future meetings
	PRG 2	28/02/2020			Project Update Communications and Engagement Master Plan Program
	PRG 3	27/03/2020			Project update Communications and Engagement Concept design Program
	PRG 4	8/05/2020			Actions from previous meeting Project update Communications and Engagement Concept design
	PRG 5	17/06/2020			Team Reconfiguration/Transition to Delivery Previous meeting minutes Project update Communications and Engagement
	PRG 6	17/08/2020			Business Case and master plan endorsements Master Plan options explored Design update
	PRG 7	18/11/2020			Presentation of Masterplan with commentary from SJA Landscape Plan displayed with commentary from Group GSA Building Layouts displayed with commentary from Group GSA
	PRG 8	3/12/2020			Changes made to Masterplan Comments/ Discussion
	PRG 9	17/12/2020			Changes made to Masterplan Changes made to Masterplan Comments/ Discussion Admin Block & Multi-Purpose Hall Layouts Home bases Layout
	PRG 10	8/02/2021			Changes made to Masterplan Design Review
Government Architect Meetings	GA 1	2/12/2020	Status Update	Meeting	Advice and recommendations
	GA 2	17/02/2021			Advice and recommendations
Value Management Workshop	VMW1	1/05/2020	Decision making	Meeting	Business Case(s); Responses to relevant operational policies; Change management plans incorporating workforce strategies; Benefits Realisation plan; Economic and Financial assessments; Master, concept and schematic plans with associated cost plans, and Program.
PTC (Traffic)	1	23/12/2020	TfNSW Consultation	Email	Relocation and Upgrade of the Budawang School for Special Purposes
	2	4/01/2021	Shoalhaven Council	Email	Budawang School Development Legislation
DPIE	1	17/08/2021	Planning	Email	Recommendations are provided by DPIE Water and NRAR.
	2	17/08/2021	Planning	Email	Request of Sears
Services Engineer	1	21/12/2020	Sydney Water	Email	Hydraulic services
	2	20/01/2021	Endeavour Energy	Email	Energy Supply
Aviation Consultant	1	2/02/2021	Avi Pro	Email	Helipad location in relation to the development
	2	5/02/2021	Toll	Email	Helipad location in relation to the development
Environmental Consultant	1	20/01/2021	NRAR	Email	BDAR Report
Town Planner	1	21/05/2020	Shoalhaven Council	Meeting	DA/SSDA alternative
	2	14/08/2020		Meeting	Updating Council

APPENDIX 3 – SURVEY



Budawang School for Specific Purposes Relocation

**Have your say and take
our survey**

Please visit the Budawang
project page at
**[schoolinfrastructure.nsw.
gov.au](https://schoolinfrastructure.nsw.gov.au)** or click on the QR
code to fill out the survey.



BLZ_SB2057

**The survey will be open from Friday
18 December to Friday 5 February 2021.**

Q1 How do you feel about the proposal to build a new school in Milton to service students with an acute disability?

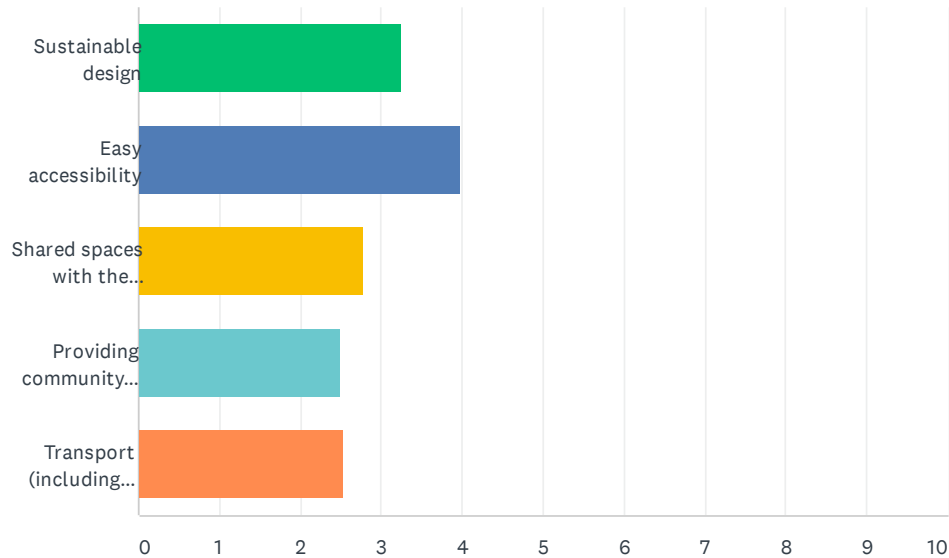
Answered: 77 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	9	687	77
Total Respondents: 77			

Q2 What elements are important for the school to consider to fit in with the needs of the Shoalhaven community? Drag and drop to prioritise - 1 being the highest and 5 being the lowest. Drag and drop to prioritise - 1 being the highest and 5 being the lowest.

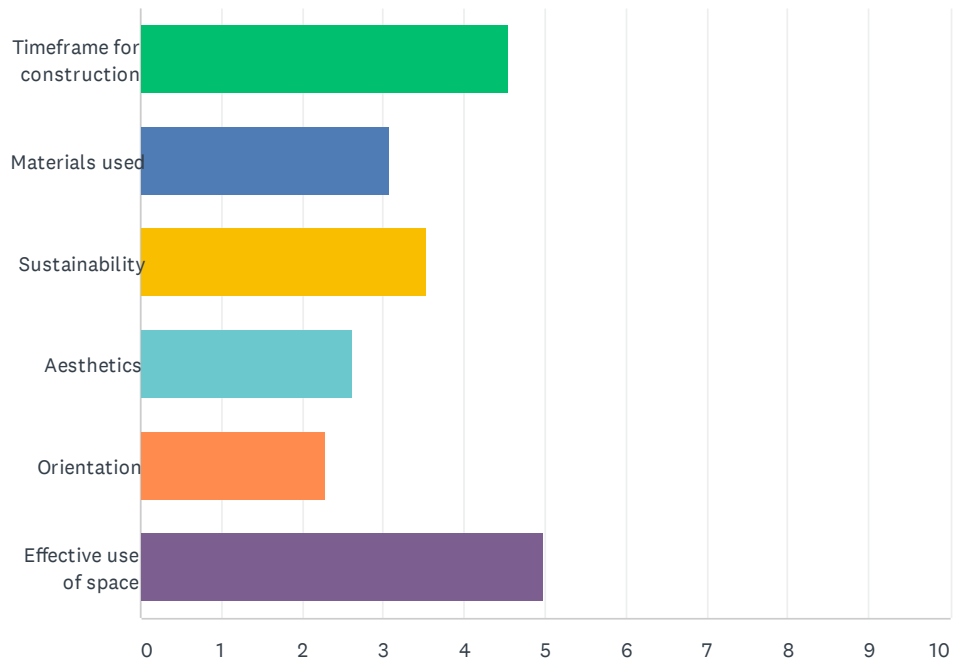
Answered: 67 Skipped: 10



	1	2	3	4	5	TOTAL	SCORE
Sustainable design	26.87% 18	25.37% 17	8.96% 6	22.39% 15	16.42% 11	67	3.24
Easy accessibility	43.28% 29	28.36% 19	16.42% 11	5.97% 4	5.97% 4	67	3.97
Shared spaces with the community	13.43% 9	11.94% 8	29.85% 20	28.36% 19	16.42% 11	67	2.78
Providing community access to the hall/pool and other amenities on site	8.96% 6	11.94% 8	25.37% 17	25.37% 17	28.36% 19	67	2.48
Transport (including sustainable options including walking and riding)	7.46% 5	22.39% 15	19.40% 13	17.91% 12	32.84% 22	67	2.54

Q3 What aspects of construction are most important to you? (Drag and drop to prioritise - 1 being the highest and 6 being the lowest.)

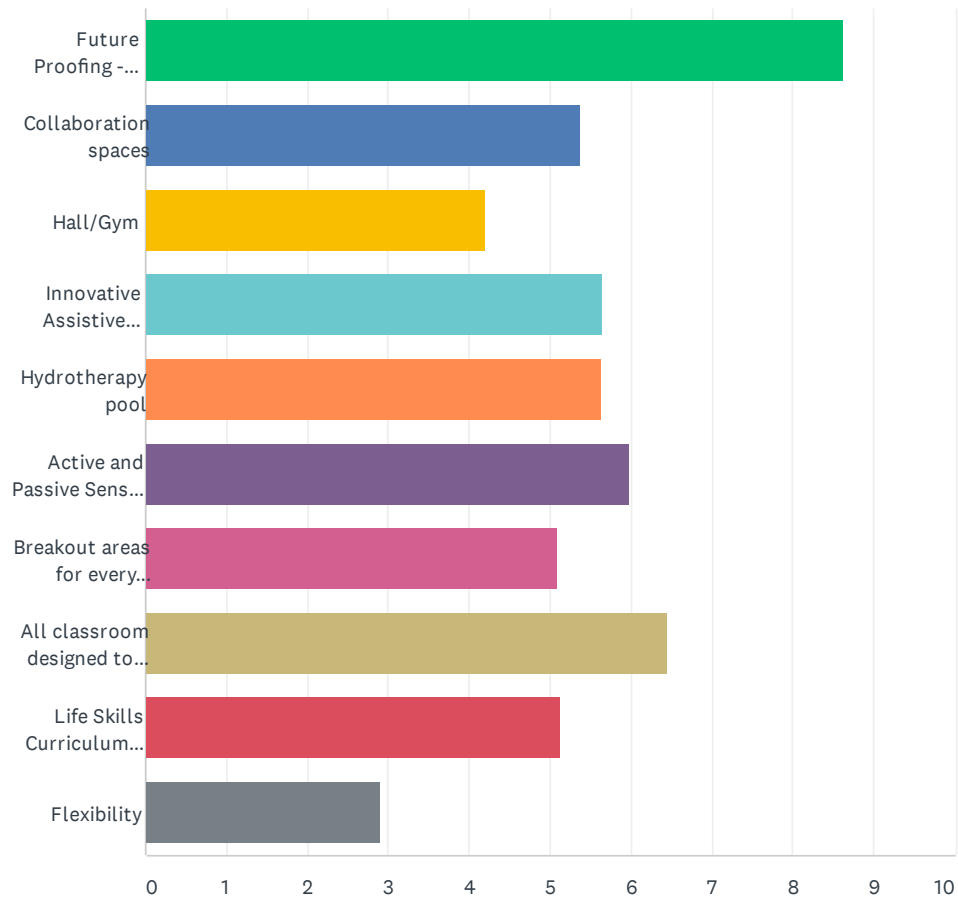
Answered: 64 Skipped: 13



	1	2	3	4	5	6	TOTAL	SCORE
Timeframe for construction	37.50% 24	26.56% 17	9.38% 6	12.50% 8	6.25% 4	7.81% 5	64	4.53
Materials used	1.56% 1	10.94% 7	29.69% 19	25.00% 16	17.19% 11	15.63% 10	64	3.08
Sustainability	7.81% 5	14.06% 9	29.69% 19	28.13% 18	12.50% 8	7.81% 5	64	3.53
Aesthetics	3.13% 2	6.25% 4	10.94% 7	21.88% 14	43.75% 28	14.06% 9	64	2.61
Orientation	1.56% 1	9.38% 6	15.63% 10	7.81% 5	18.75% 12	46.88% 30	64	2.27
Effective use of space	48.44% 31	32.81% 21	4.69% 3	4.69% 3	1.56% 1	7.81% 5	64	4.98

Q4 What is most important for us to consider in the new schools design?
(Drag and drop to prioritise - 1 being the highest and 10 being the lowest.)

Answered: 52 Skipped: 25

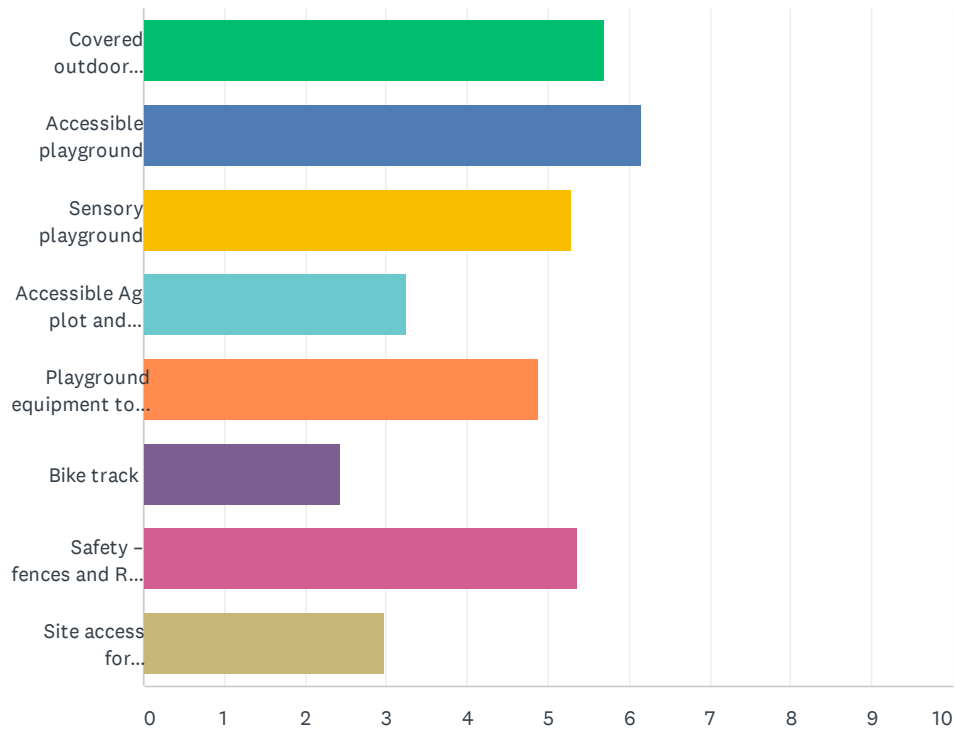


Relocation of Budawang School for Specific Purposes (SSP) survey

	1	2	3	4	5	6	7	8	9	10	TOTAL	SCO
Future Proofing - enough classes to support growth	61.54% 32	7.69% 4	9.62% 5	5.77% 3	3.85% 2	1.92% 1	3.85% 2	1.92% 1	1.92% 1	1.92% 1	52	8
Collaboration spaces	1.92% 1	21.15% 11	7.69% 4	7.69% 4	7.69% 4	11.54% 6	7.69% 4	15.38% 8	13.46% 7	5.77% 3	52	5
Hall/Gym	1.92% 1	3.85% 2	5.77% 3	3.85% 2	19.23% 10	7.69% 4	11.54% 6	15.38% 8	17.31% 9	13.46% 7	52	4
Innovative Assistive Technology	3.85% 2	9.62% 5	11.54% 6	15.38% 8	13.46% 7	11.54% 6	11.54% 6	11.54% 6	9.62% 5	1.92% 1	52	5
Hydrotherapy pool	1.92% 1	15.38% 8	11.54% 6	15.38% 8	5.77% 3	15.38% 8	11.54% 6	7.69% 4	7.69% 4	7.69% 4	52	5
Active and Passive Sensory Rooms to assist regulation	5.77% 3	11.54% 6	9.62% 5	21.15% 11	7.69% 4	17.31% 9	15.38% 8	0.00% 0	5.77% 3	5.77% 3	52	5
Breakout areas for every classroom	3.85% 2	11.54% 6	7.69% 4	9.62% 5	9.62% 5	9.62% 5	11.54% 6	19.23% 10	9.62% 5	7.69% 4	52	5
All classroom designed to allow for flexibility of use - student access across K-12 and physical disabilities.	19.23% 10	13.46% 7	13.46% 7	3.85% 2	11.54% 6	7.69% 4	11.54% 6	7.69% 4	7.69% 4	3.85% 2	52	6
Life Skills Curriculum areas e.g Accessible - Kitchen, Ag plot and chicken coup.	0.00% 0	3.85% 2	17.31% 9	13.46% 7	17.31% 9	5.77% 3	7.69% 4	15.38% 8	15.38% 8	3.85% 2	52	5
Flexibility	0.00% 0	1.92% 1	5.77% 3	3.85% 2	3.85% 2	11.54% 6	7.69% 4	5.77% 3	11.54% 6	48.08% 25	52	2

Q5 What do you think is important in the outside school space? (Drag and drop to prioritise - 1 being the highest and 8 being the lowest.)

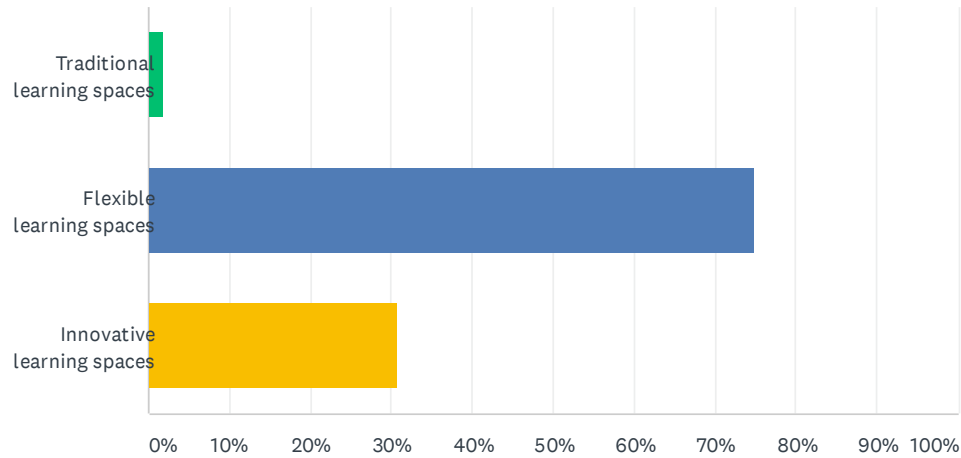
Answered: 52 Skipped: 25



	1	2	3	4	5	6	7	8	TOTAL	SCORE
Covered outdoor learning areas (COLAs)	25.00% 13	23.08% 12	17.31% 9	5.77% 3	9.62% 5	7.69% 4	1.92% 1	9.62% 5	52	5.69
Accessible playground	17.31% 9	30.77% 16	21.15% 11	19.23% 10	5.77% 3	3.85% 2	1.92% 1	0.00% 0	52	6.15
Sensory playground	1.92% 1	19.23% 10	26.92% 14	23.08% 12	17.31% 9	9.62% 5	1.92% 1	0.00% 0	52	5.29
Accessible Ag plot and chicken Coup	0.00% 0	1.92% 1	5.77% 3	11.54% 6	19.23% 10	30.77% 16	19.23% 10	11.54% 6	52	3.25
Playground equipment to assist regulation eg trampolines and swing	15.38% 8	3.85% 2	19.23% 10	15.38% 8	19.23% 10	13.46% 7	13.46% 7	0.00% 0	52	4.87
Bike track	1.92% 1	0.00% 0	0.00% 0	11.54% 6	7.69% 4	17.31% 9	25.00% 13	36.54% 19	52	2.42
Safety – fences and RFID access to all doors/gates	32.69% 17	15.38% 8	3.85% 2	7.69% 4	11.54% 6	7.69% 4	13.46% 7	7.69% 4	52	5.35
Site access for parents/buses – safety	5.77% 3	5.77% 3	5.77% 3	5.77% 3	9.62% 5	9.62% 5	23.08% 12	34.62% 18	52	2.98

Q6 What is your preferred style of classroom design?

Answered: 52 Skipped: 25



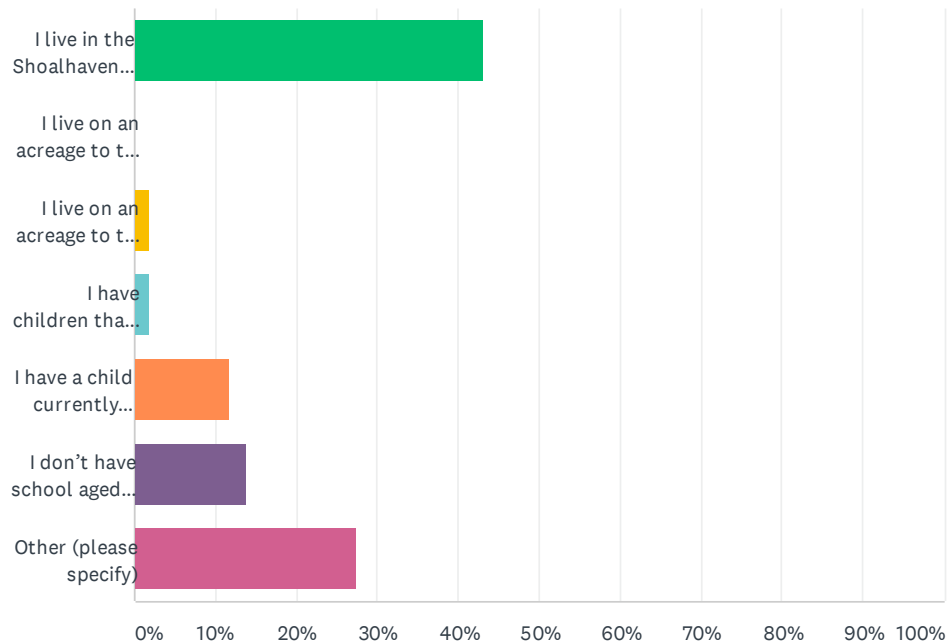
ANSWER CHOICES	RESPONSES	
Traditional learning spaces	1.92%	1
Flexible learning spaces	75.00%	39
Innovative learning spaces	30.77%	16
Total Respondents: 52		

Q7 How would you like to see Aboriginal and cultural acknowledgements incorporated into the project?

Answered: 51 Skipped: 26

Q8 What is your family's interest in a new school in Milton? (Choose all that are applicable.)

Answered: 51 Skipped: 26



ANSWER CHOICES	RESPONSES	
I live in the Shoalhaven region	43.14%	22
I live on an acreage to the south	0.00%	0
I live on an acreage to the north	1.96%	1
I have children that will attend the school within the next 4 years	1.96%	1
I have a child currently enrolled in the existing Budawang school	11.76%	6
I don't have school aged children, however I am interested in the local community facilities	13.73%	7
Other (please specify)	27.45%	14
TOTAL		51

Q9 Tell us how you think a new school for specific purposes will contribute to the Shoalhaven community?

Answered: 51 Skipped: 26

Q10 Please provide your contact details below:

Answered: 41 Skipped: 36

ANSWER CHOICES	RESPONSES	
Name	100.00%	41
Company	0.00%	0
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Email Address	100.00%	41
Phone Number	0.00%	0

Relocation of Budawang School for Specific Purposes (SSP) survey

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

Answered 51

Skipped 26

Respondents	Response Date	Responses
1	Jan 24 2021 11:29 AM	However local aboriginal community see fit
2	Jan 14 2021 02:34 PM	All people and cultures are important.
3	Jan 14 2021 02:05 PM	Integrate aboriginal history and heritage into the infrastructure and curriculum
4	Jan 14 2021 09:54 AM	Via stories of local peoples, local art
5	Jan 11 2021 03:59 PM	In collaboration with local aboriginal peoples
6	Jan 11 2021 03:31 PM	Art work and visits to the school
7	Jan 11 2021 02:27 PM	Consulting with local leaders for their suggestions. Art design through the school
8	Jan 09 2021 10:30 PM	artworks, flag, etc?
9	Jan 09 2021 06:44 AM	Reflection garden
10	Jan 08 2021 04:31 PM	Employ Indigenous teachers and teaching aids. Develop link programs with local Indigenous organisations.
11	Jan 08 2021 03:51 PM	Definitely needs incorporation
12	Jan 03 2021 03:51 PM	To be respectful of country through through involvement and engagement of elders in programs.
13	Dec 31 2020 12:56 PM	Aboriginal art
14	Dec 29 2020 04:48 PM	Gardens
15	Dec 29 2020 03:12 PM	Sculptures and murals
16	Dec 29 2020 03:04 PM	Through collaboration with local Elders and Aboriginal community.
17	Dec 29 2020 09:17 AM	Naming of areas within the school should be in local language - Dhurga
18	Dec 28 2020 09:37 PM	Use local Aboriginal artists such as Shane Snelson to design and paint in collaboration with students and staff.
19	Dec 28 2020 06:02 PM	Music, dance, art and other immersive experiences for students that are indicative of local cultural practices
20	Dec 28 2020 06:00 PM	Budawang is an Aboriginal name. Have a detailed description of its origin on the sign. All the rooms and building should have the aboriginal name above the English name as well as Braille.. use native edible plants in the landscape.
21	Dec 28 2020 05:38 PM	To be incorporated throughout project
22	Dec 28 2020 05:37 PM	History of area and art
23	Dec 28 2020 05:26 PM	Art and garden spaces
24	Dec 28 2020 05:09 PM	A lovely area decated to them
25	Dec 28 2020 05:05 PM	What ever. Don't care either way.
26	Dec 28 2020 04:09 PM	Not sure
27	Dec 28 2020 04:06 PM	.
28	Dec 28 2020 03:25 PM	Yarning Circle
29	Dec 28 2020 02:42 PM	I would like to see local elders like Noel Butler involved in the artwork, outdoor space design (including plantings) and all blessings of the building.
30	Dec 28 2020 02:42 PM	Murals
31	Dec 28 2020 02:39 PM	n/a
32	Dec 28 2020 02:07 PM	Appreciate and embrace the aboriginal culture a lot more within the school
33	Dec 28 2020 02:05 PM	N/A
34	Dec 28 2020 12:40 PM	Alot
35	Dec 28 2020 12:11 PM	Not important
36	Dec 28 2020 12:08 PM	Murals, names of buildings etc
37	Dec 28 2020 12:00 PM	.
38	Dec 28 2020 11:49 AM	In any way that pays homage to our local area and our elders
39	Dec 28 2020 11:47 AM	Consultation with local AECG & AEOs from local schools
40	Dec 28 2020 11:27 AM	As a non Aboriginal person I would like to see consultation with local Aboriginal communities to ensure effective, authentic immersion of culture and learning in this new site.
41	Dec 28 2020 11:14 AM	Consistent communication with elders from start to finish. Ask aboriginal
42	Dec 28 2020 10:58 AM	People how they'd like to be involved.
43	Dec 28 2020 10:49 AM	Embedded into architecture, allocated spaces and artworks by local artists.
44	Dec 28 2020 10:22 AM	In consultation with local elders
45	Dec 28 2020 10:02 AM	Artworks , local cultural history
46	Dec 28 2020 09:54 AM	I would like to see consultation with people who know what is appropriate eg aboriginal lands council, AECG
47	Dec 28 2020 09:51 AM	Inclusive in all area, not tokenistic.ATSI educators, as well as an environment that acknowledges and respects.With resources, artwork completed in collaboration with students, families and elders included in the design process
48	Dec 28 2020 09:50 AM	Incorporated into the design - eg murals, yarn circle etc
49	Dec 28 2020 09:41 AM	Not a priority,
50	Dec 28 2020 09:40 AM	I think it would be a great idea.
51	Dec 21 2020 12:30 PM	Spaces incorporated throughout the school
		Aboriginal murals that tell a story significant to the area.
		Throughgarden and landscaping, native plants etc.
		A prominent timber post with a plaque or similar at the entrance

Relocation of Budawang School for Specific Purposes (SSP) survey

Tell us how you think a new school for specific purposes will contribute to the Shoalhaven community?

Answered

51

Skipped

26

Respondents	Response Date	Responses
1	Jan 24 2021 11:31 AM	We also need the school site to provide for mainstream high school. Ulladulla High School facilities are inadequate for our current population, let alone the growing population
2	Jan 14 2021 02:35 PM	It will provide a facility for those who need it as the existing site is too small.
3	Jan 14 2021 02:07 PM	It is only a relocation within the Shoalhaven of a small distance so not applicable in terms of different contribution.
4	Jan 14 2021 09:54 AM	Improvement on the old school
5	Jan 11 2021 04:02 PM	First stage of having schools to cover the needs of the area. The area has one high school to filter all children into . It is grossly inadequate to the expanding population
6	Jan 11 2021 03:41 PM	It has outgrown its current school so the more we can assist local parents and children the better. But the local high school is full of demountables and needs to have its problems addressed also. The sale of the garside road block is a disgrace this block should have been used for the new budawang school and croobyar Road developed for some of our high school children. We have had a massive influx of families to the area and our current education facilities are not good enough.
7	Jan 11 2021 02:28 PM	More spaces for more support
8	Jan 09 2021 10:31 PM	the current site is small and insufficient. A new space can be purpose built and allow room for growth so that more students with high needs can attend an appropriate school.
9	Jan 09 2021 06:49 AM	The facilities that we currently have are bursting at the seams We have families moving to our area just to use this school and we need jobs in our community to help support this rise in population
10	Jan 08 2021 04:35 PM	Ulladulla High School is overcrowded. The senior program should be co-located with the Budawang School at the Milton site as promised by the government at the election.
11	Jan 08 2021 04:16 PM	<p>The existing Budawang school is too small for the needs of the community and a new school for this specific needs is a necessity to the Shoalhaven community. However the needs of schools in the Shoalhaven doesn't end with Budawang. The Milton Ulladulla area has expanded hugely in the past ten years. With the closure of the SAS school a few years ago, students from there have had to go to other schools in Milton Ulladulla with others traveling to Nowra.</p> <p>The school in 2019 had the biggest year 7 group enter the school which saw the population of the high school hit 1400 students. Class numbers are high and impacts on students and teachers. The Milton Ulladulla community rallied with the Department of Education to buy the SAS property for the use of building a new or expansion of UHS, after the department sold a parcel of land in Mollymook which was earmarked for the High School. Now there is a second property not nearly 3ha being sold in Mollymook again by the Department of Education. The reality is this site would be more than sufficient for a new High School or expansion, but the community was told this was going to happen on the SAS site, which has caused a great deal of annoyance from locals, parents and grandparents.</p> <p>The Education department needs to sit down with locals and work through this before the Budawang development starts. We have one chance to get built what is necessary for our children future and present.</p> <p>At a minimum, Budawang and UHS could go on the SAS site. UHS could just be a senior school comprising year 10 to 12 with rooms for specific futures learning incorporated with TAFE NSW. However before the site in Mollymook is sold, the department could use this site for either UHS or Budawang schools.</p>
12	Jan 03 2021 03:55 PM	It will encourage people with students with moderate and severe disabilities to move to this district. Provide opportunity for increased community involvement.
13	Dec 31 2020 12:56 PM	Unique school could attract people to the area
14	Dec 29 2020 04:50 PM	A place that enables more enrolments and somewhere with better facilities for children.
15	Dec 29 2020 03:18 PM	The country side location will be beneficial to enrolled children and teachers. The chance for updated equipment, access to hydrotherapy, it's just a better location.
16	Dec 29 2020 03:07 PM	Our current school is completely inadequate regarding size and resources for our students with special needs. With an increasing population in the Milton/Ulladulla area, so too the need for a suitable space for our students arises.
17	Dec 29 2020 09:18 AM	It will be a massive step forward in acknowledging the needs for these spaces as being equally important.
18	Dec 28 2020 09:44 PM	Apart from the kids in mainstream schools that need to be at a SSP, family with special needs kids will move to this area along with therapists that are in short supply. The remaining of the school should be used as a university that offers OT and Speech degrees. They can do their prac at Budawang which will benefit the schools dire need for more staff and specialised and current educators/therapists. If the University section of the site offered Ag or Science/Education degrees it would attract more families and specialised educators to the area too.
19	Dec 28 2020 06:41 PM	It will be able to grow when I first started working there there were only 18 kids and now it's grown heaps i think this will be a great thing for the community too

		Currently the Shoalhaven area has a shortage of space in SSP's. This leads to more pressure on out mainstream schools with children having to go to schools that are not suited to their level of need. Parents travel out of area to get suitable schooling. Current Budawang site is not suitable and urgently needs a new home
20	Dec 28 2020 06:07 PM	
21	Dec 28 2020 06:02 PM	there are very few schools that will cater for specific purpose children and they need so much more than the "normal" children
22	Dec 28 2020 05:40 PM	A specific built school that caters for children with disabilities.
23	Dec 28 2020 05:29 PM	There is a great need for more places in a school of this stature. Widen the entry requirement to cater for children with milder forms of disability.
24	Dec 28 2020 05:10 PM	It will be of great interest to community members with high need children
25	Dec 28 2020 05:06 PM	.
		I think the new school is essential for our community and has the potential to demonstrate best practice in terms of supporting young people with a disability. I would like to see a strong connection built between the mainstream high school proposed for the same site. There should be easy access back and forth so that students from each school can participate in each others daily life. This school has the potential to show our community what inclusion and support for individuals with disability can really look like. I do not want to see the two schools (Budawang and public HS) as completely separate entities - shared facilities are essential in my mind. Budawang school has a large intake area and a new school must also take into consideration our growing population.
26	Dec 28 2020 04:24 PM	
27	Dec 28 2020 04:10 PM	Improved facilities and expert staff to support students with a disability.
		Firstly providing the students who attend Budawang a school a purposely built school for them- providing them the opportunity to completely gain an equal education due to the physical environment. Secondly for the community, members of the Shoalhaven, have the opportunity to utilise areas of the school and be exposed to the beautiful qualities each and every student at Budawang has and to gain an understanding of the modifications that are required to ensure every student has the opportunity to learn.
28	Dec 28 2020 03:31 PM	
29	Dec 28 2020 02:48 PM	Current site is very crowded there is a big need for more this disability education in this area My son was on a 3 year waiting list to get into Budawang! 3 years before he could access probably education for his needs. It makes me sad how many children are currently waiting on a waiting list to get into such rare schools. If anything more need to be built around the area so no kids are left behind anymore
30	Dec 28 2020 02:44 PM	I think that there is a high demand for high quality education for students with a disability. Budawang supplies that quality, individually-focused learning.
31	Dec 28 2020 02:40 PM	It is a sorely needed thing in the local area. As well as new high school
32	Dec 28 2020 02:08 PM	Help children with disability and their family
33	Dec 28 2020 02:06 PM	It will hopefully be an outstanding facility y that will show that students with a disability learn in a supportive, technological and innovative environment.
34	Dec 28 2020 12:42 PM	
35	Dec 28 2020 12:13 PM	The current sight is to small and the waiting list means that children are missing out on an education also the current stupids are at risk of harm in the current site due to its size and make up Where the school is now is outdated and small. This will benefit the children attending the school immensely and therefore their input into the Shoalhaven community will improve.
36	Dec 28 2020 12:09 PM	The Shoalhaven is in desperate need of school infstructure review both in support placements and mainstream. The numbers are unsustainable. This is a good start.
37	Dec 28 2020 12:03 PM	Pressure taken off of local schools. Ideally, the next SSP to be developed will now be to the north to accommodate the significant needs of the Bay & Basin community of schools and take some pressure off of space at Vincentia High School.
38	Dec 28 2020 12:02 PM	It will be able to provide enough placements for local students
39	Dec 28 2020 11:48 AM	The new school will be able to cater for the needs of our students more appropriately. It will support the staff to be able to focus more on providing quality education rather than being hindered by an inadequate learning space where behaviours are difficult to manage. A purpose built school will be specifically designed for the needs of students with complex needs with space to be flexible. Staff will be able to implement programs and behaviour management plans and whole school systems to improve overall education and well being of our students. This school will enhance our connection with the wider community and prepare our students for life beyond school with real life skills and experiences.
40	Dec 28 2020 11:38 AM	By providing a suitable space for children with disabilities to learn
41	Dec 28 2020 11:15 AM	
42	Dec 28 2020 11:00 AM	It is well overdue the current school is too small there , so many children cannot attend Budawang .
		Provide facilities that are safe and effective for the needs of this student population. Provide facilities that enable adequate responses to the needs (educational, sensory, behaviour, communication and social) of the students when they are in crisis/meltdown. Enabling students dignity during times of stress and the continuing of educational activities for others. Safety, dignity and learning are best catered for in a sensitively and proposed built environment that caters for the needs of this group of students who have missed out on this for so long.
43	Dec 28 2020 10:54 AM	A place to learn and grow.Supporting children and families to reach their highest potential.With room to allow more opportunities with the space to do so, future proofing so they do not out grow this space as they have in the current space.A calm environment
44	Dec 28 2020 10:26 AM	This facility will provide specialised support to students with complex learning needs and their families. Ensuring that ALL students are given relevant and appropriate educational opportunities and support.
45	Dec 28 2020 10:10 AM	A safe place for the students and staff to assist in learning to live in society.
46	Dec 28 2020 09:56 AM	I think it would be great and hopefully with a bigger school there would be more of an opportunity for more kids to get a placement.
47	Dec 28 2020 09:52 AM	Allow more access to individuals that require it
48	Dec 28 2020 09:51 AM	The students will have the quality school that they deserve and need to thrive in their education. Improved community access is beneficial for the community to embrace and be more understanding of people with disabilities
49	Dec 28 2020 09:43 AM	Having an SSP school in the area that is big enough for growth to give every child with a disability a chance at school that is specifically designed for special needs children will be amazing. Its a must need!
50	Dec 28 2020 09:42 AM	
51	Dec 21 2020 12:31 PM	Great addition to accommodate everyone in the region