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School Infrastructure NSW

# Community Engagement Summary Consultation Report

*Proposed Upgrades to Mosman High School*

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## 1. Introduction

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

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

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

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

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

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

## **2. Background**

The NSW Government is investing \$7 billion over four years to deliver more than 190 new and upgraded schools to support communities across NSW. In addition, a record \$1.3 billion is being spent on school maintenance over five years. This is the largest investment in public education infrastructure in the history of NSW.

A project to redevelop the Mosman High School is in the planning phase.

The project will deliver:

- An upgrade and increase in teaching spaces
- New multipurpose hall and core facilities

The redevelopment will provide an innovative and flexible, knowledge building learning environment, to support modern teaching methods, whilst maintaining the heritage and cultural significance of the school's prominent location in the community.

The school currently has approximately 1,116 students enrolled. While initial projections indicated growth to 1,500 students by 2036, revised DPIE data now demonstrates relatively lesser growth to 1,200 in the catchment by 2036.

The upgrades will support high-quality educational outcomes to meet the needs of students within the local community and deliver:

- 20 new permanent learning spaces with a net increase of 16 learning spaces
- increased and improved outdoor and rooftop play space
- A new hall, library, canteen, administration and staff facilities
- An update in core facilities to future proof the school to 1,500 student capacity, if required.

### **2.1. School description**

- Mosman High School (MHS) is located in Mosman, New South Wales, on a 1.4ha site, on Military Road. It is a co-educational high school operated by the New South Wales Department of Education with students from years 7 to 12.
- The redevelopment of the High School has been highly anticipated by the community to address concerns about ensuring an integrated, village feel; flexible, connected and multi-purpose spaces; an inspirational space for all students; a green 'oasis'; and student safety.
- The Public High School has buildings of heritage significance and there is strong community attachment to the heritage value of the site, particularly with reference to the style of nearby heritage buildings and streetscapes.

## 2.2. Project description

The upgrade to Mosman High School will:

- Increase the core amenity of the school and improve student wellbeing and access to facilities
- Provide the necessary accommodation for the growth in the number of school aged children in the local community
- Deliver new classrooms that support and enable smart, future focused learning and teaching
- Replace an aging asset that is unsuitable for the delivery of best practice pedagogies
- Carefully and respectfully maintain the heritage buildings and frontage on both the site and street frontage surrounding the site.

## 2.3. Detailed Scope of Work

The scope of the proposed works for the subject SSDA include:

- ☐ Demolition of Building B, Building C and part Building E;
- ☐ Removal of existing tennis court and surrounding retaining walls and nominated trees;
- ☐ Construction of a new part 3 / part 4 storey building (Building G) on the corner of Military and Belmont Road providing:
  - Administration and staff facilities;
  - Multipurpose gym / hall;
  - Library;
  - Canteen facilities;
  - General and senior learning units;
  - Science learning unit;
  - Health/PE and performing arts unit; and
  - Learning and admin support unit.
- ☐ Associated landscaping works including new outdoor play areas, a roof top play space, and rooftop basketball court; and
- ☐ Relocation of the main pedestrian entrance to Belmont Road.

## 2.4. Early Consultation

### Early consultation on concept plans – 2019

Early community and stakeholder consultation focused on the development of a master plan and draft concept design, with a core objective to provide fit for purpose facilities to Mosman High School to meet current and future demand. The proposal included the demolition of existing, aging assets and the construction of new, future focused learning spaces that enhance students' education and provided and more functional space on a constrained site. Following early consultation, the concept plans were developed into a draft concept design, which was submitted with the request for SEARs in May 2020.

### Request for SEARs - Revised designs – 2020

*Revised draft concept design developed during EIS preparation – Complete July 2020*

Following receipt of the SEARs, stakeholder and community consultation continued in relation to the proposal, focusing on the draft concept design. Stakeholder and community feedback indicated continued concern with the heritage curtilage and overall block and stacking of the design.

The revised draft concept design was developed between March 2020 and July 2020 in response to stakeholder and community feedback. This report will summarise the feedback received in relation to the draft concept design, which led to the final design to be released with the EIS.

### Alternate Design - Revised designs – 2020 / 21

*Revised draft concept design developed post ECI Award – Complete March 2021*

In late 2020, the Contractor market was approached to gain input in the design via a tender process. The intention of

this process was to attract additional input of construction specialists to provide buildability, programming and overall construction improvements to the upgrade. This input results in amendments to the overall building footprint, building block and stacking, external landscaping and play space retention.

## **2.5. Secretary's Environmental Assessment Requirements**

The Secretary's Environmental Assessment Requirements (SEARs) for the State Significant Development were received in June 2020. An excerpt can be found below.

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

In particular, you must consult with:

- Mosman Council
- Government Architect NSW (through the NSW SDRP process) (GA NSW); and
- Transport for NSW (TfNSW)

Consultation with GA NSW and TfNSW should commence as soon as practicable to agree the scope of investigation.

The EIS must describe 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."

### 3. Consultation Approach

#### 3.1. Consultation objectives

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

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

#### 3.2. Description of consultation and communication channels and activities

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

Activity	Strategic intent
<b>School community engagement</b> (Project Review Group, Meetings, workshops, school tours, and design user group sessions)	Project Review Group meetings, ad-hoc meetings, workshops and school tours comprise representatives from Mosman High School communities including the Principals and P&C Presidents to discuss aspects of the design, consultation and construction approach and seek feedback and input from members.
<b>Local character workshop</b>	Provide an opportunity for engagement between the school community, residents and staff, and members of the project team, and allow for Q&A and concerns to be raised. A copy of the email invitation can be found at Appendix 1.
<b>Online Survey</b>	Provide an opportunity to engage with the school community, local residents and stakeholders. The survey results will be used to provide an indication of survey participant preferences to provide assistance to planners and designers when prioritising design principles. A copy of the online survey questions can be found at Appendix 2.
<b>Communications</b> (Project webpage, presentation, and Project Updates)	Distribution of project information to stakeholders and the community delivered via letterbox drop and email. A screen print of the project webpage can be found at Appendix 3. A sample information pack can be found at Appendix 4. A sample Project Update can be found at Appendix 5. A sample Works Notification can be found at Appendix 6.
<b>Contact channels</b> (Emails and 1300 project information number)	Direct responses to stakeholder and community contact.
<b>School community communication</b> (Newsletters, and P&C meetings)	Ongoing updates as required and direct responses to questions.



### 3.3. Consultation activities

A key factor of the project is the governance provided through the Project Reference Group (PRG), which provides feedback on critical design elements and the overall project direction. PRG meetings commenced on 28 August 2019. PRG membership comprises of the SINSW and project team members, school leadership including the Principal and P&C community representatives.

Date/s	Targeted stakeholders	Consultation activity	Attendance
<b>2019</b>			
29/08/2019	Project Reference Group	Project Overview, governance requirements and communications	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
26/09/2019	Project Reference Group	Design gap analysis of existing school facilities to those proposed, educational rationale, site constraints in design and communications strategy.	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
30/10/2019	Project Reference Group	Master plan presentation and consultation, demographic projections consultation, communications strategy update.	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
28/11/2019	Project Reference Group	Review of updated master plan design options and communications update.	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
11/12/19	20-25 stakeholders including: <ul style="list-style-type: none"> <li>- School staff</li> <li>- Parents</li> <li>- Students</li> <li>- Residents</li> <li>- Community groups</li> </ul>	Local character workshop - to obtain high level feedback on values and priorities around the school and local area	N/A
12/12/2019	Project Reference Group	Review of design works to date and scope review / prioritisation session on Stream 9 facilities.	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
<b>2020</b>			
29/01/2020	Project Reference Group	Concept design update, consultation on block and	SINSW Project Team, Project

Date/s	Targeted stakeholders	Consultation activity	Attendance
		stacking / massing, access arrangements, staging and school operational requirements during construction.	Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
27/02/2020	Project Reference Group	Staging Plans following consultation with Mosman Council and consultants. Local Character Workshop preparation.	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
26/03/2020	Project Reference Group	Site access and egress points, preferred design to progress to business case, 'neighbourhood' designs, summary of feedback from Mosman Council, GANSW, Heritage and Town Planning Consultants.	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
23/04/2020	Project Reference Group	Rooftop play space arrangements, assurance review feedback and communications update.	SINSW Project Team, Project Manager, School Principal, DEL, Architect, Communications, Asset Management, P&C
1/06/2020	<ul style="list-style-type: none"> <li>- School staff</li> <li>- Parents</li> <li>- Students</li> <li>- Residents</li> <li>- Community groups</li> </ul>	Online survey - the results will be used to provide an indication of survey participant preferences to provide assistance to planners and designers when prioritising design principles	N/a
10/06/2020	20-25 stakeholders including: <ul style="list-style-type: none"> <li>- Parents</li> <li>- Students</li> <li>- Residents</li> <li>- Community groups</li> </ul>	Local character workshop 2 - to share the key design themes that were identified for the local area, the school, and how the design themes have been incorporated into the design for the school upgrade, current project status and the next steps.	N/a
27/11/2020	Project Reference Group	Overview of ECI Alternative Design process, review of schedule of accommodation summary and scheme comparison	SINSW Project Team, Project Manager, Builder, School Principal, DEL, Architect

Date/s	Targeted stakeholders	Consultation activity	Attendance
09/12/2020	Project Reference Group	Review of previous action items and updated design	SINSW Project Team, Project Manager, Builder, School Principal, DEL, Architect
11/12/2020	Project Reference Group	Review of previous action items, overview of façade and corner detailing and outcome of the ECI alternate design process	SINSW Project Team, Project Manager, Builder, School Principal, DEL, Architect
<b>2021</b>			
22/01/2021	School Executive User Group	Facade Workshop	SINSW Project Team, Project Manager, Builder, School Principal, Architect
28/01/2021	School Executive User Group	Concept Landscape Workshop	SINSW Project Team, Project Manager, Builder, School Principal, Landscape Architect
03/02/2021	Project Reference Group	Design presentation of alternate design, focusing on internal spaces, façade and entry functions.	SINSW Project Team, Project Manager, Builder, School Principal, DEL
03/03/2021	Project Reference Group	Design presentation of alternate design, focusing on façade colour and materiality.	SINSW Project Team, Project Manager, Builder, School Principal, DEL

### 3.4. Communication actions

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

Date	Targeted stakeholders	Communication channel and action
<b>2020</b>		
<b><u>May</u></b>	School community, nearby residents	Project Update
<b>August</b>	School community, nearby residents	Project Update
<b>September</b>	School community, nearby residents	Project Update – Design Status
<b>March</b>	School community, nearby residents	Project Update – ECI Award

#### 4. Stakeholder and Community Feedback

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

The project team has held 2 local character workshops and meetings with individual local stakeholders. The project team has also responded to numerous direct emails and phone calls regarding the project.

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

Key issues included:

- Existing school enrolments and capacity
- Design and effectiveness of open/multi-use learning spaces
- Safeguarding the high school's current programs
- Maintenance of P&C funded assets and facilities
- Out of hours use of the school facilities
- School staff and parent parking availability
- Level of engagement with key school stakeholders throughout design and ensure design feedback is incorporated
- Proposed building heights, scale and bulk
- Ensuring the project provided green, open spaces
- School security
- Visual and acoustic impacts on neighbouring properties
- Traffic congestion, noise and general disturbances during and post construction
- Construction staging plans and overall timeline
- Managing impacts to students during construction, specifically around HSC

Four key themes have emerged from the feedback and are described below.

1. School enrolments and future capacity of the development
2. Design impacts to the school community
3. Design impacts to residential and commercial community
4. Impacts to school operation during Construction

#### **4.1. Stakeholder meetings and correspondence**

This section outlines a summary of the key consultation undertaken with stakeholders, in addition to those defined and required by the SEARs.

Stakeholder	Date/s	Feedback topics	Outcomes
Mosman Municipal Council	05/02/20	<ul style="list-style-type: none"> <li>Project scope</li> <li>Site context</li> <li>Program for redevelopment</li> <li>Opportunities for further consultation</li> </ul>	<ul style="list-style-type: none"> <li>Forum was predominately a project update forum;</li> <li>Further detail required and subsequently delivered on the effects of the local conservation area;</li> <li>The Project Architect to develop detailed renders showing how the new building will fit in with the local Heritage Conservation Area.</li> <li>Recommendation to carry out assessments on site lines, which have been undertaken;</li> <li>Construction access to be further developed through a construction Traffic Management Plan;</li> <li>Noted temporary buildings over single-storey used to facilitate construction works are supported by Council.</li> </ul>
Mosman Municipal Council	12/03/2020	<ul style="list-style-type: none"> <li>Building bulk and scale, particularly height</li> <li>Proposal of options 3 and 5</li> <li>Construction Traffic Management to Council approval.</li> </ul>	<ul style="list-style-type: none"> <li>Noted that there are no building height restrictions on the site however it will be difficult to get community endorsement for a building higher than 2-storeys which fits with the local character. The new building will be an anomaly to the 2-storey 'preference' in the area.</li> <li>A detailed Construction Traffic Management Plan will need to be issued to Council for approval prior to commencing works on site, noted this will form part of the SSD process.</li> </ul>
Mosman Municipal Council	27/07/20	<ul style="list-style-type: none"> <li>Heritage</li> <li>Development bulk and scale</li> <li>The process and timeline of construction</li> <li>Community use of school buildings</li> <li>Parking</li> </ul>	<ul style="list-style-type: none"> <li>Development of a Heritage Impact Statement and Arborist Report.</li> <li>View impact analysis prepared for both sites to district views.</li> <li>Staging and program parameters outlined.</li> <li>Operational policy of school being developed and engagement between Mosman HS and School Infrastructure to promote out of hours use.</li> <li>Parking proposed to be maintained at existing levels for staff personnel and Green Travel Plan prepared to promote active travel.</li> </ul>
Mosman Municipal Council	01/03/21	<ul style="list-style-type: none"> <li>General Update on Program</li> <li>ECI Award and process</li> <li>Key pinchpoints of the construction program</li> <li>Parking</li> </ul>	<ul style="list-style-type: none"> <li>SINSW and project team to return post lodgement in April 2021 to discuss logistics and traffic management in further detail.</li> </ul>

Stakeholder	Date/s	Feedback topics	Outcomes
Government Architect NSW	27/11/19	<p>Generally the preferred masterplan was supported subject to the following items being addressed as the project progresses:</p> <ul style="list-style-type: none"> <li>• Clarification and illustration of buildings facing Military Rd, creating an urban edge appropriately articulated to address the mass and scale of the surrounding context;</li> <li>• Clarify retention of trees along Military Rd and across the site;</li> <li>• Illustrate how the mass, volume and depth of floorplates will be broken up to allow natural light and ventilation into every level of the building;</li> <li>• Provide shadow diagrams, particularly for the open spaces/play spaces;</li> <li>• Clarify and illustrate indoor/outdoor relationships, and in particular the extension of ground floor areas into the proposed quadrangle;</li> <li>• The landscape approach is instrumental in providing a coherent site character. Provide further details including materials, hard and soft landscape areas, clarity of views and wayfinding;</li> <li>• Investigate opportunities to closely integrate the buildings with the landscape, for example by making use of building edges as landscape elements, seating areas and so on.</li> <li>• Illustrate vertical connections, including circulation zones and access to/from play spaces on various levels;</li> <li>• Clarify and illustrate building planning to enable passive ESD strategies to be incorporated;</li> <li>• Provide details of site wide sustainability strategies;</li> </ul>	<ul style="list-style-type: none"> <li>• All feedback from Government Architects NSW was noted and responses to the individual elements included in the revised submission noted below.</li> </ul>



Stakeholder	Date/s	Feedback topics	Outcomes
Government Architect NSW	17/03/20	<p>The team was commended for a thorough architecture and landscape presentation and for addressing issues raised at earlier reviews.</p> <p>Generally the preferred masterplan presented is supported, in particular:</p> <ul style="list-style-type: none"> <li>• Overall landscape concept, retention of trees along street frontages, resolution of levels and access, incorporation of building edges as seating, connection between indoor and outdoor areas;</li> <li>• Overall building massing and scale, integration with existing levels, proposed thermal comfort, natural light and sustainability strategies;</li> <li>• Concept and proposed materiality for Military Rd elevations.</li> </ul> <p>The following items should be addressed as the project progresses:</p> <ul style="list-style-type: none"> <li>• The buildings facing Military Rd require further resolution to create a unified and coherent frontage. This could be achieved through the use of similar proportions to the elevations expressed in different materials, juxtaposition of solids and voids, incorporation of unifying elements along a chosen datum line and other architectural strategies;</li> <li>• The façade treatment proposed along Military Rd should continue along Belmont Rd to simplify and unify the various volumes of the building;</li> <li>• The proposal for a senior students outdoor space located on a terrace rather than at roof level is supported;</li> <li>• Sufficient roof area should be retained to incorporate solar panels and water catchment strategies;</li> </ul>	<ul style="list-style-type: none"> <li>• Works to create a unified and coherent frontage along Military Road have been noted and are to be further progressed as the design finalises.</li> <li>• It is noted that the façade treatment proposed along Military Rd should continue along Belmont Rd to simplify and unify the various volumes of the building.</li> <li>• The current design has nominated the senior students outdoor space at roof level to ensure gross floor area is maximised on the constrained site. Sufficient roof area has been allocated to incorporate solar panels, water catchment strategies and various other ESD strategies.</li> <li>• It has been accepted that the northern portion of Building G is not suitable for roof top play space as there are voids, and a saw cut ridge roof to allow light and ventilation throughout this portion of the building.</li> </ul>

Stakeholder	Date/s	Feedback topics	Outcomes
Government Architect NSW	16/12/20	<p>The presentation addressed comments raised by GANSW in the two prior consultation sessions in late 2019 and 2020 and illustrated where the design provided an improved architectural outcome for the site in comparison with the reference scheme. The following elements of the design approach are supported, in particular:</p> <ul style="list-style-type: none"> <li>• The site layout which maintains the landscape setting of the school and prioritises existing trees.</li> <li>• The refined built form and reduced footprint which enables retention of existing trees along Military Road and provides improved solar amenity to the central courtyard.</li> <li>• The cluster of art and performance spaces in the south-east corner of the site, which facilitates direct and legible communal and after-hours access.</li> <li>• The reduced floorplate depth and clarified internal circulation which maximises outdoor play area, improves indoor amenity, and supports passive design strategies, including access to natural daylight and ventilation.</li> <li>• The stepped massing of the upper levels to maintain unobstructed sightlines from the footpath on the east side of Military Road. The simplified materials palette including the use of bricks which are characteristic of the Military Road heritage conservation area.</li> </ul> <p>The feedback topics reviewed during this meeting were, as follows:</p> <ul style="list-style-type: none"> <li>• Connection with Country</li> <li>• Masterplan and Landscape</li> <li>• Built Form</li> <li>• Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous consultant engaged</li> <li>• Built form integrated with landscape elements</li> <li>• Tree retention maximized</li> </ul>

Stakeholder	Date/s	Feedback topics	Outcomes
Government Architect NSW	03/02/21	<p>Following the first SDRP session in December 2020, considerable work has been undertaken to address comments in relation to the landscape strategy, and the landscape architecture presentation illustrated where the design provided improved landscape outcomes for the site.</p> <p>The following elements of the design approach are supported, in particular the:</p> <ul style="list-style-type: none"> <li>• site layout which maintains the landscape setting of the school and prioritises existing trees, including an increased setback from Military Road</li> <li>• increased tree canopy cover for the site</li> <li>• improved connection between the hall and the external western forecourt</li> <li>• developed landscape strategy for the site including the varied opportunities and provision of outdoor learning environments.</li> </ul> <p>The feedback topics reviewed during this meeting were, as follows:</p> <ul style="list-style-type: none"> <li>• Connecting with Country</li> <li>• Landscape</li> <li>• Built Form</li> <li>• Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Greater consideration around Connection to Country has been implemented within both the façade and landscape</li> <li>• Tree canopy maximized to its greatest potential</li> <li>• Indigenous plant species incorporated</li> <li>• Public presence of façade established, including improved colour palette and creativity within the materiality.</li> </ul>
Transport for NSW (TfNSW)	10/06/2020	<ul style="list-style-type: none"> <li>• Public traffic management during construction</li> <li>• Construction traffic during construction</li> <li>• Pedestrian routes</li> <li>• Student drop off and pick up zones</li> <li>• Car parking</li> </ul>	<ul style="list-style-type: none"> <li>• Traffic and Accessibility Assessment undertaken</li> <li>• Construction Traffic Management Plan prepared</li> <li>• Vehicle access to and from each site modified.</li> <li>• Green Travel Plan prepared to encourage sustainable transport modes.</li> </ul>

Stakeholder	Date/s	Feedback topics	Outcomes
Local Aboriginal Land Councils and Registered Aboriginal stakeholders	June – August 2020	<ul style="list-style-type: none"> <li>An Aboriginal Cultural Heritage Assessment is required to be undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>The Aboriginal Cultural Heritage Assessment Report has been drafted in consultation with the relevant stakeholders;</li> <li>The Report was issued to the Registered Aboriginal Parties in line with stage 4 requirements.</li> <li>After considering the archaeological context, environmental information, consultation with the local Aboriginal community, the findings of the archaeological survey and the predicted impact of the proposed development on archaeological resources. It has been advised that no further investigative works are required to be undertaken in regards to Aboriginal cultural heritage;</li> </ul>
Service Providers	Various to June 2020	<ul style="list-style-type: none"> <li>Detail on existing site infrastructure from various service providers including; Dial Before You Dig, Sydney Water, Jemena Gas, Ausgrid, Roads and Maritime Services, Telstra, Superloop, PIPE Networks,</li> </ul>	<ul style="list-style-type: none"> <li>Refer to Mosman High School Redevelopment Infrastructure Management Plan, dated 4<sup>th</sup> June 2020 for correspondence to date with the relevant service providers and incorporation of this correspondence into the current design.</li> </ul>
Expert Review Group	19/11/20	<ul style="list-style-type: none"> <li>Shadowing</li> <li>Outdoor Spaces</li> <li>Performance Space</li> <li>Modes of Use (School/Weekend)</li> </ul>	<ul style="list-style-type: none"> <li>Negotiation points responded to</li> </ul>
Expert Review Group	26/11/20	<ul style="list-style-type: none"> <li>Building Setback</li> <li>Sections</li> <li>School ops presentation agenda</li> </ul>	<ul style="list-style-type: none"> <li>PCG confirmed they are comfortable with retaining the existing building line as set back off the boundary</li> <li>Advantages illustrated of alternative design in comparison to reference scheme</li> <li>Presentation table of contents agreed</li> </ul>
Expert Review Group	03/12/20	<ul style="list-style-type: none"> <li>EFSG comparison</li> <li>Tree retention</li> <li>Weatherproofing external corridors</li> <li>Chair store</li> <li>Canteen</li> <li>Hall control room</li> <li>Tiered Theatre control room</li> <li>Facade</li> </ul>	<ul style="list-style-type: none"> <li>Access provided behind stage</li> <li>Two options presented in relation to canteen design</li> <li>Control room implemented</li> <li>Social ribbon options provided</li> <li>Renders provided</li> </ul>
Expert Review Group	07/12/20	<ul style="list-style-type: none"> <li>Façade options</li> <li>Sheltered outdoor learning areas</li> <li>Façade perspectives</li> <li>Substation &amp; water tank</li> </ul>	<ul style="list-style-type: none"> <li>Façade options provided</li> <li>Shelter implemented in outdoor learning spaces</li> <li>Substation location contemplated</li> </ul>
Expert Review Group	19/01/21	<ul style="list-style-type: none"> <li>Façade colour/style</li> <li>Entrance</li> <li>Theatre</li> <li>Western Façade</li> <li>Arts Courtyard</li> <li>Roof</li> </ul>	<ul style="list-style-type: none"> <li>Connection to country colours implemented into façade</li> <li>Entranceway further distinguished</li> <li>Colour incorporated into theatre design</li> <li>Western façade compliments building front</li> <li>Arts courtyard provides space for arts and graphics</li> </ul>
Educational Facilities Standards & Guidelines	29/01/21	<ul style="list-style-type: none"> <li>Façade colour/style</li> <li>Entrance</li> <li>Theatre</li> <li>Western Façade</li> <li>Arts Courtyard</li> <li>Roof</li> </ul>	<ul style="list-style-type: none"> <li>Paths of travel and security for visitors for performances considered in design</li> <li>Vertical transport review undertaken for lift capacity</li> <li>Layout of facilities rooms on ground floor relocated to allow better access</li> </ul>

Technical Stakeholder Group	09/02/21	Presentation of: <ul style="list-style-type: none"> <li>• Architecture</li> <li>• BCA/Fire Engineering</li> <li>• Landscape Architecture</li> <li>• Multidisciplinary Services</li> <li>• ESD</li> <li>• EFSG Departures</li> </ul>	<ul style="list-style-type: none"> <li>• Further coordination around lift drainage has been contemplated</li> <li>• Stair width resolved</li> <li>• Synthetic turf option is being explored</li> </ul>
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## 5. Project response

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

Key issues	Project response	Relevant report
<b>School enrolments and future capacity of the development</b>		
Current student enrolments exceed capacity proposed for upgrade	As part of the early planning, demographic projections were assessed for the Mosman and SCG catchments to ensure the development is undertaken to meet current and future demand. The concept design caters for student demand currently projected to 2036.	Environmental Impact Assessment and Business Case Planning
Ability of proposed upgrade to meet future demand	As part of the early planning, demographic projections were assessed for the Mosman and SCG catchments to ensure the development is undertaken to meet current and future demand. The concept design caters for student demand currently projected to 2036.	Environmental Impact Assessment and Business Case Planning
<b>Design impacts to the school community</b>		
Design and effectiveness of open/multi-use learning spaces	Innovative learning environments provide flexibility where teachers can provide opportunities for student engagement. The block and stacking of the main structure has been carefully considered to maximise flexibility, including exploring connections into existing buildings where possible, as part of design development.	Architectural Design Statement
Design an inspirational space for all students	Develop a concept design that balances sympathetic architecture with bold, ambitious and innovative buildings. Internal spaces should feel modern incorporating light, fresh air and quality views. Spaces should be comfortable and desirable learning spaces	Architectural Design Statement
Design a 'green oasis' that increases the open and functional outdoor space on site	Landscaping to form a key part of the design process ensuring that the area vacating by the proposed demolition to building B and C is promoted as an inviting and functional area of maximised use.	Architectural Design Statement
Management of P&C – funded assets and facilities	The P&C has funded a number of assets and facilities across the site, namely the existing COLA. The P&Cs have been	Architectural Design Statement

Key issues	Project response	Relevant report
	engaged during design to reach an understanding as to the overall scope of works and note no impact to the existing structure.	
Safety of the site is to be at the forefront of design, especially for students as it opens up further to the local community	<p>Night lighting is an important component of site safety and to be further developed in line with the lighting strategy as design progresses.</p> <p>Exploring opportunities to include specialty lighting to highlight special features such as buildings and trees.</p>	Environmental Impact Assessment and Lighting Strategy
School parking availability	<p>The Department of Education encourages staff to make sustainable transport choices in line with their Green Travel Plan. Military Road is adjacent to the school and is an essential transport hub for the local community.</p> <p>Parking is proposed to be maintained as existing on site post completion of the upgrade-</p>	Traffic Impact Assessment and Preliminary Construction Management Plan and Green Travel Plan
<b>Design impacts to residential and commercial community</b>		
Proposed building heights, scale and bulk	<p>When planning and designing the school upgrade, the three-four storey building has been positioned to maintain the current building B setback from Military Road. This positioning has enabled the retention of many of the existing well established trees along military road and aligns well with the Heritage requirements for the site.</p> <p>The net height of the main building and rooftop play space has been designed so as to not overawe the surrounding infrastructure and dominate the heritage curtilage of Military Road.</p>	Architectural Design Statement
Maintained public accessibility of the schools	Early consultation required the design to consider out of school hours and community use. The grouping of the performance spaces into an arts precinct has allowed for greater functionality for out of hours performances.-	Architectural Design Statement
Visual and acoustic impacts on neighbouring properties	The concept plan improves the setback and visual amenity to neighbours on the Military Road and Belmont Road. The visual and acoustic amenity of School neighbours will be respectfully considered in the design of multi-storey buildings, including the placement of glazing and façade materials.	Acoustic and Vibration Assessment Architectural Design Statement
Traffic congestion, noise and general	Although the anticipated additional traffic is considered minimal, mitigation measures are considered and included in the Traffic Impact Assessment.	Traffic Impact Assessment and Preliminary Construction Management Plan and Green Travel Plan
<b>Impacts to school operation during Construction</b>		
Managing impacts to students during construction	<p>The Preliminary Construction Management Plan outlines the following actions to minimise the impacts to students during construction:</p> <ul style="list-style-type: none"> <li>A Community Engagement Manager has been allocated to the project to act as the main contact point for the school community and provide a direct line of communication.</li> <li>Weekly interface meetings will occur with key Mosman High School representatives to discuss and outline activities planned for the week and provide a weekly works notification to the Principal. This will include all disruptive works and shutdowns required.</li> </ul>	Environmental Impact Assessment and Preliminary Construction Management Plan

Key issues	Project response	Relevant report
	<ul style="list-style-type: none"> <li>• Installation of construction work zones and the monitoring and maintenance of those zones.</li> <li>• Monitoring of compliance with the Traffic Management Plan and the safety and environmental controls listed other documentation.</li> </ul>	
Managing impacts to residents during construction	<p>The Preliminary Construction Management Plan outlines the following actions to minimise the impacts to the local community during construction:</p> <ul style="list-style-type: none"> <li>• Clear display of contact details on the site temporary fencing for community information and contact in case of emergency;</li> <li>• Make arrangements for the notification to surrounding properties of activities which may affect their amenity, including the provision of a 24-hour contact point; and</li> <li>• Installation of construction work zones and the monitoring and maintenance of those zones.</li> <li>• Monitoring of compliance with the Traffic Management Plan and the safety and environmental controls listed other documentation.</li> </ul>	Environmental Impact Assessment and Preliminary Construction Management Plan
Construction staging plans and overall timeline	<p>The Department of Education is committed to providing a cohesive delivery plan with minimal disruption to students, staff and the community. The staging plan will be finalised upon appointment of the lead contractor and further community consultation. Construction of SSD main works is anticipated to start in 2021 and be completed by late 2023 should consent be granted.</p>	Environmental Impact Assessment and Preliminary Construction Management Plan

## **6. Next Steps**

In preparing the SSD application for the upgrades to Mosman High School, the project team has met the consultation requirements prescribed by the SEARs.

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

Continued engagement will take place with stakeholders and communities during the statutory exhibition of the SSDA, as well as during future stages of the planning and development process. Specifically, School Infrastructure NSW and Multiplex will continue to work closely with the schools' communities and Mosman Council to plan and coordinate potential future construction, should consent be granted.

School Infrastructure NSW will continue to update the project webpage and produce updates at key project stages for stakeholders and communities.



## **Appendices**

**Appendix 1 – Local Character Workshop Invitation**

**Appendix 2 – Online Survey Questions**

**Appendix 3 – Project Website**

**Appendix 4 – Sample Planning Update**

## **Appendix 1: Email invitation to local character workshop**

### December 2019 workshop

NSW Department of Education – School infrastructure will be holding a Local Character Workshop on 11 December, 2019 6.00pm – 7.30pm. The outcomes of the workshop will be used to inform early planning for an upgrade to Mosman High School.

Attached is an Expression of Interest to participate in the workshop. Submissions should be provided by COB 2 December, 2019 with a brief description of why you would like to be involved.

Those who will be invited to attend the workshop will receive an invite in early December.

**We look forward to working with you to help shape your local school.**

## Appendix 2: Online survey questions

Q1: How do you feel about the proposal to upgrade Mosman High School? Choose 1-10. 10 being the highest, 1 being the lowest.

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

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

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

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

Q4: What is most important for us to consider in new school design? Select up to three.

- Sustainability
- Collaboration spaces
- Activity spaces
- Technology
- Integration with heritage building
- Focus spaces
- Flexibility
- Accessibility
- Weather
- Aboriginal and cultural inclusion

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

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

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

- Sustainable gardens
- Covered outdoor learning areas (COLAs)
- Cultural gardens
- Sports courts

Q7: Tell us how you think an upgrade will contribute to the Mosman community? (Free text).

Q8: From the drop down menu please specify which area you currently reside?


Q9: Is there anything else you would like to share with us about this project? (Free text)

Q10: Please provide your contact details below. (Free text)

Appendix 3: Screenshot of project webpage

NSW Department of Education – School Infrastructure

Log in




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Upgrade

Mosman High School Upgrade

About the project

Get involved

Library

We are planning a major upgrade at Mosman High School to bring students the latest educational facilities and support the growing local community.

We will let you know more about your new school facilities as the project develops.

**The benefits**

- Additional permanent teaching spaces
- An upgrade of core facilities.


Timeline

Planning

Design


In progress

Complete




Additional information


Fast facts

 Electorate

North Shore

 Address

Military Rd MOSMAN NSW 2088

 Funding year

2019/20

Say hello

Contact us

## NSW Department of Education – School Infrastructure

# Mosman High School Upgrade

## Planning update

May 2020

### Process timeline



### Planning for an upgrade at Mosman High School

We are currently undertaking planning for an upgrade at Mosman High School. This includes development of a master plan and concept design.

To develop a concept design, we need to understand the spatial requirements for a school and how it might fit within the Mosman community.

In addition to innovative teaching and learning spaces, an upgrade to the school may also include:

- covered outdoor learning area
- green space
- library
- administrative facilities.

Once the concept design is developed it will go through an approval process to proceed.

### Progress summary

We are in master planning phase and are currently assessing the spatial and community requirements for the school.

### Have your say and take our survey

We have developed a series of questions that relate to this part of the planning phase.

Share with us what's important to you. The survey will be open for feedback from **7:00am on 29 May until 19 June 2020**.

Your feedback will be considered as we undertake our planning.



Please visit the project page on the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/projects/m/mosman-high-school-upgrade.html> or click on the QR code to fill out the survey.

### How can I get involved?

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

Your feedback on this project is important to us. For more information, questions or to make a comment please email us at [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)

### Changing the way we communicate

The health and safety of our students, staff and community is our priority.

We are temporarily changing some of the ways we keep you informed about our project in your community to account for social distancing measures.

### How we will keep you informed

Until further notice we will share information with our communities online instead of in person.

Our information hotline and email address will continue to operate as normal.

### Keep in touch

The SINSW website will continue to have up-to-date information about the project in your area. You can also continue to contact us via our community information line and email on the details below.

### For more information contact:

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

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



### Mosman High School Upgrade

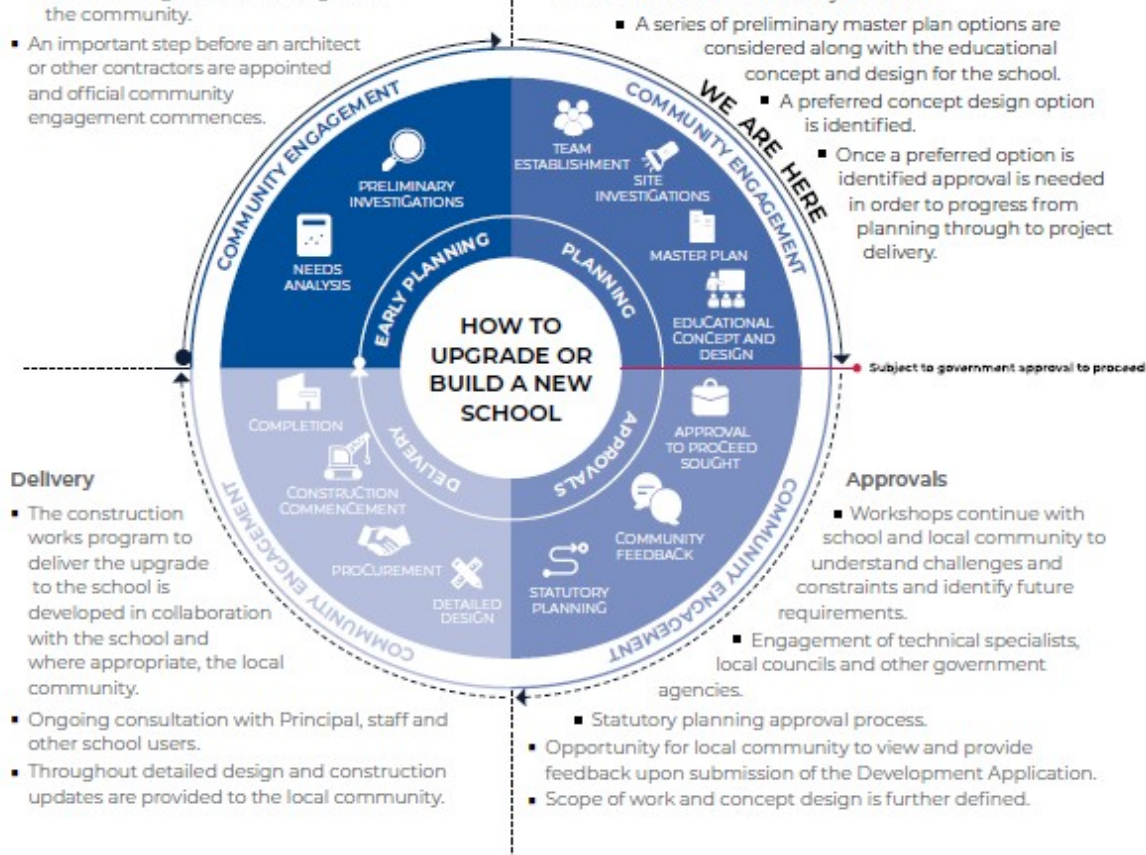
Planning funding has been allocated for an upgrade at Mosman High School. The information below takes you through the journey of upgrading or building a new school.

#### Early planning

- Consideration and studies of demographic trends, education requirements, the condition of the existing school buildings, catchment boundaries, heritage requirements, transport links and partnership opportunities.
- Doing so means that we:
  - consider the needs of the local area now and into the future.
  - ensure the right school is designed for the community.
- An important step before an architect or other contractors are appointed and official community engagement commences.

#### Planning

- Consultants such as architects and project managers are appointed.
- Investigation and review of site and development of master plan options.
- Master planning considers options for the general size, shape and form of buildings for a specific school site.
- A Project Reference Group (PRG) is established.
- Operational, educational and service delivery factors are understood and considered by the PRG.



#### Delivery

- The construction works program to deliver the upgrade to the school is developed in collaboration with the school and where appropriate, the local community.
- Ongoing consultation with Principal, staff and other school users.
- Throughout detailed design and construction updates are provided to the local community.

#### Approvals

- Workshops continue with school and local community to understand challenges and constraints and identify future requirements.
- Engagement of technical specialists, local councils and other government agencies.
- Statutory planning approval process.
- Opportunity for local community to view and provide feedback upon submission of the Development Application.
- Scope of work and concept design is further defined.