

# Consultation Report

Kingscliff High School

33 Oxford Street, Kingscliff NSW

April 2021

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# 1. Introduction

The NSW Government is investing \$7 billion over the next four years, continuing its program to deliver more than 200 new and upgraded schools to support communities across NSW.

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

This report summarises the consultation and communication activities that have been undertaken in relation to the proposed upgrades at Kingscliff High School from November 2019 to April 2021. It forms part of the Environmental Impact Statement (EIS) for submission of a State Significant Development (SSD) application as specified in the Secretary's Environmental Assessment Requirements (SEARS).

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

Kingscliff High School is located at 33 Oxford Street, Kingscliff. The site is located within the Tweed Shire Council Local Government Area (LGA) and is legally described as Lot 57 in DP 803814 and Lot 3 DP 803772. The land is owned by Schools Infrastructure NSW (SINSW). The school also includes partial occupancy of the adjacent TAFE Campus (J block) to the west, located on Lot 2 DP 803772 and Lot 102 DP 873895.



The school site is irregular in shape and has a total area of approximately 8.5 hectares. The school is located at the urban bushland interface, having residential land use directly to the north (Oxford Street), a bushland parcel to the east which extends south (on the High School landholding). Cudgeon Creek forms the southern boundary, and the land use to the west comprises a mix of managed sporting fields, waterbody / dam and buildings within the TAFE NSW Kingscliff landholdings. Further to the west are market gardens and managed agricultural lands.

Kingscliff High School currently comprises six (6) permanent buildings as homebases and administration buildings. All school buildings are grouped on the northern part of the site, mostly built with the schools establishment in the early 1980's. the school also uses Building J to the west of the site as the 2 storey English faculty, which is a more recent building located on TAFE NSW land and accessed by a bridge across wetlands. off-street staff car park comprising 98 car spaces, various playgrounds, sports ovals, sports courts and green space

The main pedestrian entrance is off Oxford Street, where the cul-de-sac accommodates student drop off and pick up, visitor parking and bus parking. The existing staff carpark is located to the north-western portion of the site, accessed from the end of the Oxford Street cul-de-sac.

## 2.1. Project Description

Kingscliff High School is being upgraded to provide new permanent teaching spaces and core facilities. The scope of works include:

- Partial demolition of the existing administration building, car park and internal demolition works of existing homebases
- Construction of the a new two storey Creative and Performing Arts building and amenities building adjacent to the existing dance studio
- Alterations and additions to the existing single storey administration building
- A new Covered Outdoor Learning Area (COLA) adjacent to the existing hall
- Refurbishment of existing learning spaces to meet minimum size requirements under the Educational Facilities, Standards and Guidelines (EFSG)
- Re-configuration and resurfacing of the existing car park and provision of new bicycle parking.





## 2.2. SEARS

The Secretary's Environmental Assessment Requirements (SEARS) for the State Significant Development were received in July 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, relevant special interest groups, including local Aboriginal land councils and registered Aboriginal stakeholders, and affected landowners. In particular, you must consult with:

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

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

The EIS must describe and 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.

### 3. Consultation Approach

The community engagement objectives for the project, as outlined in the Kingscliff High School CEP, include:

- Promoting the benefits of the project
- Building school community 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 the community.

#### 3.1. 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 Kingscliff High School including the Principal and executive representatives, to discuss aspects of the design, consultation and construction approach and seek feedback and input from members. Design user groups seek input from end users including staff and students about the proposed design and its applicability.
<b>Community information sessions</b>	Provide an opportunity for face-to-face (or online, pending health guidelines) engagement between the school communities, residents and staff, and members of the project team, and allow for Q&A and concerns to be raised. Information sessions are widely advertised through the communication channels listed in this table.
<b>Communications</b> (Project webpage, Information Pack, Project Updates and Works	Distribution of project information to stakeholders delivered via letterbox drop and school newsletter.

Activity	Strategic intent
<b>Notifications)</b>	
<b>Contact channels (Emails and 1300 project information number)</b>	Direct responses to stakeholder and community contact.
<b>School community communication (Newsletters, updates on app, P&amp;C meetings)</b>	Ongoing updates as required and direct responses to questions.

## 3.2. Consultation activities

A key factor of the project is the governance provided through the Project Reference Group (PRG) and supported by the Technical Support Group (TSG).

PRG meetings commenced on the 31<sup>st</sup> October 2019 and has met on 13 occasions to date. The PRG is comprised of the School Principal and Business Manager, the Director Educational Learning, Senior SINSW Officers from Asset Utilisation, and Asset Management units, the Project Directors and Manager of the project, and the Project Architect. The PRG provides feedback on critical design elements and the overall project direction.

The TSG is comprised of technical specialists within SINSW including in the areas of Design, Heritage, Educational Standards, Disability Access and Standards, Sustainability, IT Services, Safety and School Transport. The TSG ensures the project design meets education facility standards and operational needs. TSG meetings were held on the 11/05/2020 and 15/05/2020.

A summary of meetings and key matters discussed and resolved is provided below.

Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
<b>23 October 2019</b>	School leadership	Education Rationale workshop to identify the desired service delivery model of KHS. Detailed focus groups to understand the organisation model of Kingscliff HS were conducted with the principal and vice-principal on 23 October 2019
<b>04 November</b>	Staff and students	Education Rationale workshop: exploration workshop to allow staff and students to give feedback on draft graduate profile and principles of learning, explore future possibilities through student personas, and commented on possible neighbourhood structures.
<b>31 October 2019</b>	PRG	PRG meeting Kick-off meeting with the project team. Confirmation of engagement of major and minor consultants. Architects



Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
		reviewed existing site conditions and discussions held to arrange a user group workshop with the school in December-19 to talk through potential masterplan options
<b>21 November 2019</b>		PRG meeting Presentation prepared by Architects to present a site analysis of the school and identify the existing constraints.
<b>03 – 04 December 2019</b>	School leadership, staff representatives from impacted faculty. Student representatives. P&C representatives	Design workshops with stakeholders The architects facilitated Consensus Workshops over a period of 2 days during the initial development of the project. It aimed to gather knowledge, engage thinking and test options over condensed timeframes. The collective response from both students and staff identified the following school priorities <ul style="list-style-type: none"> <li>• Promote student-centred design</li> <li>• Promote future focused learning</li> <li>• A school designed for its setting</li> <li>• Provide additional administration and staff facilities</li> <li>• Provide additional classrooms and increase Building C classroom sizes</li> <li>• Increase size of library</li> </ul>
<b>17 December 2019</b>	PRG	PRG meeting Concept Design presentation presented by the architects following the user group workshop held between the 03 – 04 December. Confirmed that scope of works will not extend to the wood technology classrooms and the existing hall, and will limited work for the admin building due to budget constraints.
<b>4 February 2020</b>	PRG	PRG meeting Updated concept design presented to Principal for endorsement. Discussion held to organise user group workshops to talk through floor plan layouts with the faculty heads
<b>19 February 2020</b>	School leadership, staff representatives.	Design user group workshop with school leadership and staff from relevant faculties including visual arts, music, performance, HSIE, languages, maths, science, library and industrial arts. <ul style="list-style-type: none"> <li>• Test the concept design with select teachers to understand educational needs.</li> <li>• Understand the future operation of the spaces to ensure full benefits of the spaces are realised.</li> <li>• Incorporate the results from the focus groups in the development of the schematic design.</li> </ul> Feedback generally positive, major comments on the following areas noted CAPA: requirement for acoustic separation between the performance / music general learning spaces. Changeroom

Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
		<p>preferred in this building</p> <p>Building C: Open to the idea of team teaching with the use of operable walls</p> <p>Administration Building: separate printing area from staff areas, and moving the Principal's PA into the new offices.</p>
5 March 2020	PRG	<p>PRG meeting</p> <p>Tenders for the early works have received and under review. Planning pathway strategy for the main works developed by the projects town planners.</p> <p>Following approval of Concept Design, the architects are working through completion of the Schematic Design.</p>
03 March 2020	School community and residents	Information sessions held for local residents and the school community including display boards and info pack providing details of scope and concept design.
01 April 2020	PRG	<p>PRG meeting</p> <p>Schematic Design completed by the project team.</p> <p>Confirmation from SINSW that the project will be funding a new COLA and will be included as part of the main scope of works</p>
19 June 2020	Principal	Meeting with Principal to present the process around tenders, contract, design finalisation and commencement of construction
29 July 2020	PRG	<p>PRG meeting</p> <p>Main works contract gone out to tender. Revised library proposal submitted following comments received from the librarian.</p> <p>The initial request for SEARS application for the SSDA lodged with DPIE.</p>
26 August 2020	PRG	<p>PRG meeting</p> <p>Tender for the main works contract has closed. Commencement of tender evaluation.</p> <p>In-ground monitoring by the RAPS and Archaeologists completed for the early works. No artefacts were found during the excavation.</p>
23 September 2020	PRG	<p>PRG meeting</p> <p>Tender evaluation continued to be progressed. Planning application progressing following confirmation of the SSDA planning application pathway. Further field investigations required to help assist in the development of the EIS.</p>
28 October 2020	PRG	<p>PRG meeting</p> <p>Tender evaluation progressed via the post tender clarification process. Aboriginal Heritage Test Excavations scheduled for November, to be completed by Archaeologist</p>

Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
		and the RAPs
<b>25 November 2020</b>	PRG	PRG meeting Final stages of tender award of the main works contractor. Early works sports pavilion commissioned and handed over to the school
<b>20 January 2021</b>	PRG	PRG Meeting Main works contractor has been awarded. GC-21 start up meeting scheduled in February, and final contract program to be finalised. Design meeting schedule is to be prepared by the contractor and design finalisation workshops will be arranged with the school.
<b>8<sup>th</sup> March 2021</b>	School executive, staff	Design user group workshop held with the school following award of main works contractor. Purpose of the meeting to provide an understanding of where the current design is at to date, and seek feedback and commentary from the school. Floor plans of the proposed new areas were discussed and agreed, and further comments were raised by the school to be addressed by RCC.
<b>1<sup>st</sup> April 2021</b>	School community and residents	Drop in information session held at the school providing an update on the construction timing for the project and details of the scope and plans to be submitted with the SSDA. Information pack and boards also published online.

### 3.3. Communication activities

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

Date	Activity
<b>Late 2018</b>	Project signboard installed at the school notifying of proposed project
<b>June 2019</b>	Media Release regarding funding issued by the NSW Member for Tweed
<b>December 2019</b>	Project Update distributed to the school community, next steps identified as finalising project scope and completing concept design
<b>December 2019</b>	New project signboard installed at the school providing an update and indicating that more information would be made available in early 2020
<b>January 2020</b>	Media Release releasing concept designs and announcing early works issued by the NSW Member for Tweed Project update issued to the school community including invitation to

Date	Activity
	attend an information session
<b>March 2020</b>	Letter and FAQ distributed to local residents in response to several enquiries regarding potential impact of the redeveloped school on surrounding properties
<b>March 2020</b>	'Changes to how we communicate' flyer letter box dropped to local residents and provided to the Principal to indicate temporary changes to community engagement activities in response to COVID-19 public health orders.
<b>April 2020</b>	Project update advising of commencement of Early Works and Term 1 holiday works notification distributed to school community and via letterbox drop to local residents
<b>April 2020</b>	Media release confirming appointment of a contractor to undertake Early Works at the school
<b>July 2020</b>	Media Release issued by the Nationals regarding the Request for Tenders for main works. Project update distributed to local residents and the school community via the principal notifying of the Request for Tenders for main works.
<b>October 2020</b>	Term 3 Holiday Construction Works noticed issued to residents and the school community to provide an update on work happening on site during the holidays. Included advising of Aboriginal heritage test excavations at the school and FAQ on the Aboriginal Cultural Heritage Assessment process.
<b>December 2020</b>	Holiday works notice issued to residents and the school community to provide an update on work happening on site during the holidays.
<b>February 2021</b>	Media release regarding the completion of early works and awarding of the contract for main works. Works notification regarding geotechnical boreholes required at the school.
<b>March 2021</b>	Project update advising of the main works contract award, providing an update on statutory planning and inviting the community to attend a drop-in information session.

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

## 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 community information sessions held in March 2020 were attended by:

- Approximately 4-6 teachers
- 20-35 existing and future families at the school to attend a Year 7 information night

The response from families was overwhelmingly positive:

- Impressed with the new sports pavilion and CAPA building
- Appreciative of the fact that a large number of general learning spaces will be upgraded
- Air conditioning was a key issue, particularly for students, but most were happy with the fact that new or upgraded spaces will be air conditioned
- Feedback that moving and reconfiguring the library to allow a senior learning area was a good idea
- Understood that not all areas were being upgraded due to a limited budget and were quite comfortable with that.

There has been very limited community correspondence in relation to the Kingscliff High School upgrade. Six emails were received shortly after the project was first announced, of these three were from small businesses wishing to supply to the project, two were from parents seeking details of the project design which weren't available yet, and one was from Health Infrastructure regarding opportunities for project alignment. There have been no enquiries of substance since the information sessions in March 2020.

## 4.1. Stakeholder meetings and correspondence

This section outlines a summary of the key consultation undertaken with stakeholders, as defined and required by the SEARs. Stakeholder engagement has been carried out via a number of channels and have included (but not limited to)

- Formal meetings (face to face or via video conference)
- Targeted user group workshops
- Emails and phone calls
- Aboriginal Cultural Heritage Assessment (ACHA) process
- Authority applications

Stakeholder	Key date/s	Key issues discussed	Outcomes
<b>Tweed Shire Council</b>	10 June 2020	The purpose of the meeting was to address the potential pedestrian and traffic issues that would result in the proposed upgrade. The traffic engineers had carried out a Rapid Transport Assessment (RTA) to identify areas where infrastructure may be lacking and how the project could assist in	potential for shared funding between SINSW and Council



Stakeholder	Key date/s	Key issues discussed	Outcomes
		improving pedestrian and traffic safety. The meeting was attended by members from traffic and roads and drainage division.	
<b>Government Architect NSW</b>	May 2020	<p>Meeting with GANSW through the SDRP to present the proposed design.</p> <p>Prior to the submission of the request for SEARS, the project team met with the GANSW via the State Design Review Panel (SDRP) on the 20 May 2020. The GANSW were generally in of the strategies proposed, and further provided feedback on the proposed designs. Further detail of this is provided within the Architects Design report.</p>	<p>Minutes issued by the GANSW noting items raised during the meeting.</p> <p>Concerns and queries have been addressed by the Architects in the Environmental Impact Statement (EIS)</p>
<b>Transport for NSW</b>	25 June 2020	To present the Rapid Transport Assessments. The purpose of the meeting was to showcase the projects interest in encouraging active modes of transport and address any existing safety concerns that had been picked up by the assessment. This included potential opportunities for SINSW and TfNSW to collaborate on a holistic bus network review across all the schools in the Tweed Shire area. The meeting was attended by representatives from PT network and regional strategy planning.	Meeting with TfNSW to discuss proposed Transport Assessment strategies and consider potential for joint partnership with SINSW
<b>Tweed Shire Council</b>	22 June 2020	Provide an overview of the Kingscliff HS development. The plans were referred to by the Development Engineer to provide commentary against any impacts to water and wastewater. High level comments were received relating to the existing council's gravity sewer main, sewer rising mains and sewer pumping station.	Plans were referred to the water and wastewater team for comment. Project team to ensure the existing sewer infrastructure is considered in the design development
<b>Tweed Byron Local Aboriginal Land Council</b>	June 2020 onwards	TBLALC was consulted to advise on the potential Indigenous Heritage Impacts as a result of the project. The project had	Attendance of RAPS at the test excavations in accordance with the Aboriginal Cultural Heritage Assessment Process. RAPS

Stakeholder	Key date/s	Key issues discussed	Outcomes
<b>(TBLALC) and Registered Aboriginal Parties</b>		undergone an Aboriginal Cultural Heritage Assessment (ACHA), through which it identified 14 potential Aboriginal stakeholders in the region. Six organisations and individuals registered an interest in the project (including the TBLALC) Ongoing consultation with the Registered Aboriginal Parties (RAPs) and the TBLALC on impacts to Aboriginal Cultural Heritage	present for monitoring during for ground disturbance over a number of days during the month of September-20 for the construction works to the new Sports Pavilion at Kingscliff HS.
<b>Local Aboriginal Land Council and Registered Aboriginal Parties</b>	2 – 13 November 2020	Attendance of RAPS at the test excavations in accordance with the Aboriginal Cultural Heritage Assessment Process.	ACHA report developed following completion of the Test Excavations and analysis of any soil samples.
<b>Essential Energy</b>		An initial application was made with Essential Energy to determine the energy infrastructure requirements for Kingscliff HS. Essential Energy confirmed that an additional substation will be required. The application has continued to progress via the engagement of a Level 3 Accredited Service provider to develop the substation design and submit for formal certification.	Application for a new substation being prepared by the Level 3 Engineers.
<b>Aboriginal Education Consultative Group (AECG)</b>	10 February 2021	<p>The purpose of this meeting was to present the proposed design and identify ways the project team has considered Indigenous Heritage throughout the process.</p> <p>Feedback was provided by the AECG for how Indigenous Heritage can be implemented within the design. Some of the feedback included:</p> <ul style="list-style-type: none"> <li>• Provision of cultural interpretation throughout the school</li> <li>• Celebration of Cudgen clay</li> <li>• Consideration of a designated community space</li> <li>• Consideration of murals</li> </ul>	The project team will be developing a consultation strategy to ensure the AECG remain consulted throughout the detailed design process.

Stakeholder	Key date/s	Key issues discussed	Outcomes
		and yarning circle <ul style="list-style-type: none"> <li>Review plant life and opt for local indigenous species through landscaping</li> </ul>	
<b>Local Aboriginal Land Council and Registered Aboriginal Parties</b>	23 February 2021	Submission of draft ACHA report to the Registered Aboriginal Parties (RAPS)	One set of comments received from the RAPS indicating support for the report and recommendations made by the consultant.

## 5. Project response

The feedback received during the consultation process has been considered in preparation of the EIS. The below provides a summary of the key issues that emerged and the corresponding project response:

Key issues	Project response
<b>Enrolments and capacity</b>	The project upgrade will look to upgrade the existing GLS to provide additional area, as well as increase the number of GLS from 61 to 69 teaching spaces
<b>Size of existing learning spaces</b>	The proposed upgrade will increase the size of the General Learning Spaces to comply with educational facilities standards. Additional core facilities will be upgraded including a new library and extension to the administration area.
<b>Size of existing core facilities</b>	The proposed upgrade will increase undersized core facilities such as the administration unit and the library by providing a new single storey library and an extension to the existing administration building.
<b>Engagement of staff throughout the design process</b>	<p>The project team has established frequent meetings with the school representatives to ensure they are kept informed as the design progresses.</p> <p>The frequency of meetings increased during critical stages of the process (i.e. SINSW governance sign-offs of Concept Design and Schematic Design).</p>
<b>Traffic congestion, pedestrian</b>	The project team will look to improve the surrounding

Key issues	Project response
<p><b>safety, and overall safety of surrounding infrastructure. Loss of carparking spaces due to the development of the CAPA building</b></p>	<p>streets and encourage the shift to active transport by providing infrastructure upgrades to provide better connectivity of footpaths.</p> <p>The existing carpark will be re-developed to ensure a more efficient layout and use of spaces.</p> <p>Pedestrian safety has been improved with the new layout through the use of bollards and clear delineation between the carparking area and the school buildings.</p>
<p><b>Managing impacts to students during construction</b></p>	<p>SINSW is committed to provide a detailed and cohesive staging plan to ensure minimal disruption to students, staff and the community.</p> <p>A detailed and robust staging plan will ensure continued use of operation with the school. The project aims to avoid the use of temporary accommodation and will seek to retain students within existing and new teaching spaces where possible.</p>
<p><b>Insufficient electrical infrastructure on site</b></p>	<p>Initial application made with essential energy.</p> <p>Appointment of a Level 3 accredited service provider engaged to provide new substation design for the school.</p>
<p><b>Indigenous Heritage impacts to site during construction</b></p>	<p>Commencement of Aboriginal Cultural Heritage Assessment process. Consultation with the RAPS provided opportunity to carry out test excavations to identify any potential Indigenous Heritage impacts as a result of the proposed development.</p> <p>To ensure the AECG are kept informed throughout the project, the team will develop an Aboriginal consultation strategy that will continue their involvement throughout the detailed design and post-construction handover.</p>

## 6. Next Steps

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

School Infrastructure NSW has demonstrated in this report how it has engaged with stakeholders and how feedback has informed 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 will continue to work closely with the school community and Tweed Shire 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.

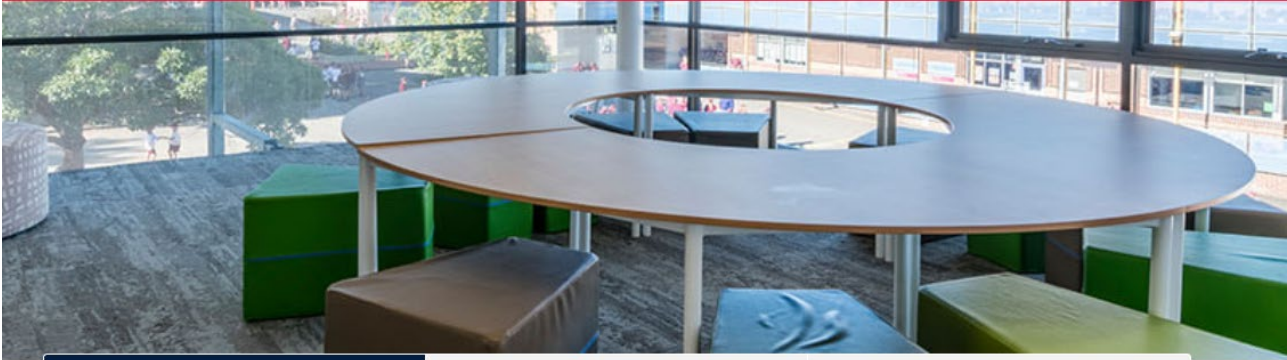


# Appendices

## Appendix 1: Screenshot of project webpage

[Find your school](#)[What we do](#)[Latest news](#)[Contact us](#)[All site search](#) 

**Upgrade** | **Kingscliff High School upgrade**



[About the project](#)[Get involved](#)[Library](#)

We are upgrading Kingscliff High School to provide the latest education facilities and cater to the growing local community.

**The benefits**

- Future focused learning environments.
- A new library.
- New senior learning environment.
- Refurbished hospitality teaching facilities.
- New creative and performing arts building.
- Purpose-built sports pavilion.

## Appendix 2: Sample information pack

### NSW Department of Education – School Infrastructure

#### Frequently asked questions

**How were the concept designs developed?**  
Workshops were held with staff, students and other stakeholders to understand what kinds of learning and recreation spaces Kingscliff High School needs and wants.

These factors, together with current trends in education and learning, were used to guide the scope of work and concept design process.

**Are plans likely to change?**  
Schematic designs are still being finalised in consultation with the Principal and staff, and we are working through the planning approval and tender process.

Some aspects of the design may change as we move through these processes, but the overall approach to the upgrade is likely to remain the same.

**Will we need to move to a pop-up school during construction?**  
The preferred approach is to deliver the upgrade in stages so that the school can continue to operate on the current site during construction.

The staging approach and any impacts on school operations will be communicated after the main works contractor is engaged.

**What can I expect during construction?**  
During construction our contractors will follow rigorous processes to ensure the safety of students, staff, contractors, parents and other visitors.

We will work closely with the Principal to minimise any disruption throughout the project.

**When will the project be finished?**  
The forecast completion date is currently late 2021.

We will keep you informed of any changes to the planned completion date.

**How will parking and traffic be managed during and after construction?**  
We are in the process of finalising a Traffic Management Plan for the project which will be submitted to Tweed Shire Council as part of the DA.

Once the DA has been submitted Council will notify adjoining and neighbouring owners that may be affected by the development. This is when you can provide feedback on traffic management.

### How can I get involved?

Your feedback is important to us. We are committed to working together with our school communities and stakeholders to deliver the best possible learning facilities for students.

It is not always possible to implement everyone's suggestions but we will work with school communities to ensure we have considered what is important to you.

### Stay informed

**Website**  
Stay up to date by visiting the School Infrastructure NSW website [schoolinfrastructure.nsw.gov.au](https://schoolinfrastructure.nsw.gov.au)

**Email**  
Contact the Community Engagement team by emailing [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au)

**Phone**  
Contact us between 9am and 5pm, Monday to Friday on **1300 482 651**

### Kingscliff High School upgrade

#### Information pack

March 2020



Artist impression of the sports pavilion

The NSW Government is investing \$6.7 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 is underway to upgrade Kingscliff High School. The upgrade will include:

- Refurbishment of learning spaces
- New senior learning environment
- New visual and performing arts building
- New sports pavilion
- Refurbished hospitality facilities

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



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



### Design principles

- Project-based learning
- Differentiated learning
- Technology-enabled
- 4Cs: collaboration, critical reflections, creativity and communication
- Student-centred
- Relationship focused

### Desired spaces

- Large group meeting spaces
- Collaborative staff spaces
- Flexible learning spaces
- Centralised hub for student support
- Increased connection between indoor and outdoor learning environments
- Increased vocational and practical education facilities

### Progress summary

Concept designs for the upgrade have been developed and schematic designs are being prepared.

A tender has been released for an early works (Stage 1) package and a contractor will be engaged in March.


A main works (Stage 2) tender package will be prepared once schematic designs have been completed.

### Early works

Early works at Kingscliff High School will include:

- Construction of new sports pavilion
- Demolition of existing change room facilities.


### Proposed site plan



### Timeline

**We are here**

Concept Design Completed	Tender for Early Works Package	Early Works Commencement	Tender for Main Works	Early Works Completion	Main Works Commencement	Completion
January 2020	February 2020	March 2020	April 2020	June 2020	Mid 2020	Late 2021



Artist impression of performing arts building

## Appendix 3: Sample project update

### NSW Department of Education – School Infrastructure



Artist impression of sports pavilion

## Kingscliff High School

### Project update

February 2020

#### Investing in our schools

The NSW Government is investing \$6.7 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.

#### Project overview

Kingscliff High School will be upgraded to provide new permanent teaching spaces and core facilities to cater for future enrolment growth in the area. The upgrade will ensure Kingscliff High School students have access to innovative learning environments that support future focused teaching and learning practices.

The scope of work includes refurbishment of the library and existing learning spaces, a new senior learning environment, a new visual and performing arts building and a new sports pavilion.

#### Progress summary

Concept designs for the upgrade have been developed in consultation with staff, students and parents. Schematic designs are being prepared and the planning approval pathway is being developed.

A tender has been released for an early works package and a contractor will be engaged by early March. A main works tender package will be prepared once schematic designs have been completed.

#### Next steps

Early works (Stage 1) are forecast to commence in March 2020 and main works (Stage 2) in June 2020.

#### School information session

To find out more about the project and view the concept designs you are invited to attend a drop-in information session at the Kingscliff High School Tiered Learning Centre.

The information session will be held on Tuesday 3 March 2020 from 3:00 to 6:00pm.

#### 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)





## Appendix 4: Sample works notification

**NSW Department of Education – School Infrastructure**

# Kingscliff High School

## Works notification

26 October 2020

Kingscliff High School is being upgraded to provide new permanent teaching spaces and core facilities to cater for growth in the area.

### Upcoming excavation work

From Monday 9 November 2020 we will be undertaking archaeological investigation works at the school as part of a required Aboriginal Cultural Heritage Assessment (ACHA). This work will involve digging and refilling approximately 25-30 small test pits across the school site.

Excavation work is anticipated to take five days to complete but may take longer if any objects of interest are found. Work will take place between 7:30am and 4:30pm, Monday to Friday. Where possible pits will be dug by hand using shovels, however in some cases excavating machinery may need to be used for short periods of time – not in excess of two hours per day. Test areas will be cordoned off during digging to ensure student and public safety.

The test pits will be dug by a team of archaeologists with monitoring by representatives of the local Aboriginal community. Our site manager will work closely with the school principal to minimise disruption to school operations.

### Changes to car park arrangements

There will be some temporary changes to the staff car park to enable excavations to be conducted safely. This is likely to result in additional vehicles parking on neighbouring streets during the work period.

**On Monday 9 November and Tuesday 10 November 2020**, the rear section of the carpark will be closed from 7:30am to 4:30pm. Staff will still be able to access the front section of the car park through the front gate and main access road as usual. Approximately 57 car parking spaces will remain available.

**On Wednesday 11 November 2020** the majority of the car park will be closed from 7:30am to 4:30pm. Staff will be able to enter the car park through the main gate and access road as usual. Approximately 23 car parking spaces will be available.

The drop-off zone will continue to operate as normal.



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