



# **Department of Education**

## Armidale Secondary College

### EIS Stakeholder Consultation Report

October 2018

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# 1. Introduction

## 1.1 Purpose of this report

The purpose of this report is to outline and summarise the stakeholder consultation undertaken for the full Armidale Secondary College Project (project) scope of works to date and provide supporting information in response to Secretary's Environmental Assessment Requirements (SEARs) as reissued 27 March 2018 (Application number: SSD 9095) for the portion of works seeking approval under the State Significant Development approval process. This excludes the Early Works package of works as defined in the Environmental Impact Statement which will seek approval via a different approval pathway.

## 1.2 Scope and limitations

*This report: has been prepared by GHD for Department of Education and may only be used and relied on by Department of Education for the purpose agreed between GHD and the Department of Education as set out in section 1.1 of this report.*

*GHD otherwise disclaims responsibility to any person other than Department of Education arising in connection with this report. GHD also excludes implied warranties and conditions, to the extent legally permissible.*

*The services undertaken by GHD in connection with preparing this report were limited to those specifically detailed in the report and are subject to the scope limitations set out in the report.*

*The opinions, conclusions and any recommendations in this report are based on conditions encountered and information reviewed at the date of preparation of the report. GHD has no responsibility or obligation to update this report to account for events or changes occurring subsequent to the date that the report was prepared.*

*The opinions, conclusions and any recommendations in this report are based on assumptions made by GHD described in this report. GHD disclaims liability arising from any of the assumptions being incorrect.*

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*GHD has not been involved in the preparation of the Proposed Armidale Secondary School, Environmental Impact Statement, dated Friday 6 July 2018 as prepared by DFP Planning and has had no contribution to, or review of the Proposed Armidale Secondary School, Environmental Impact Statement, dated Friday 6 July 2018 as prepared by DFP Planning other than general comments. GHD shall not be liable to any person for any error in, omission from, or false or misleading statement in, any other part of Proposed Armidale Secondary School, Environmental Impact Statement, dated Friday 6 July 2018 as prepared by DFP Planning.*



## 2. Stakeholder consultation

### 2.1 Introduction

A consultation strategy for the full project scope was formulated as part of the design development and Environmental Impact Statement (EIS) process for the Armidale Secondary College Project (project) to assist in the identification of key stakeholders and issues for consideration. Consultation with a range of government agencies and community stakeholders was incorporated into the strategy to inform the stakeholders of the project and to allow any issues of concern to be raised at an early stage of the planning process for incorporation into the EIS.

This chapter provides a description of the consultation activities for the full project scope undertaken with local and State government authorities, services providers and the community, as well as outlines the key issues identified and where they are addressed in the EIS submission. This chapter also includes a description of the consultation activities that would continue throughout all stages of the project.

It is noted that issues raised pertaining to the Early Works Package as identified are also being addressed.

### 2.2 Purpose and objectives

The Department of Education (DoE) is committed to extensive community and school consultation to achieve the best outcome for the project, which is to be an integrated part of the overall neighbourhood. Community consultation ensures that the built outcomes of the project capture the needs of both DoE and the community.

An aim of the project has been to ensure the community is aware of and understands the Government's announcement, and that individuals and groups have the opportunity to ask questions, voice concerns and/or support, and provide input into the future plans for the school.

The objectives of the stakeholder engagement process for the project are to:

- Ensure that a diverse range of stakeholders and the local community are informed about the project and given the opportunity to provide feedback for consideration in the preparation of the EIS.
- Provide stakeholders and the local community with an opportunity to ask questions and to identify areas of concern with respect to the project.
- Further develop cooperative landowner and community relationships.
- Engage with key stakeholders to identify potential issues and opportunities.
- Demonstrate that all concerns and issues raised by the stakeholders and the local community are considered in the preparation of the EIS.
- Implement an approach to stakeholder and community engagement and communications.

### 2.3 Stakeholder Engagement Plan

The aim of the stakeholder and community engagement campaign is to ensure the community is aware of and understands the process of merging the two schools, and that interested individuals and groups have the opportunity to ask questions, voice concerns and/or support, and seek more information about proposed plans. It is important to be clear during the project phases where stakeholders could have influence, by what process, and what areas could not be

influenced (the latter being the decision to create a new high school, which has already been made).

The engagement campaign that has been constructed and implemented has aimed to reach as many people as possible, to build their confidence in the planning process, to hear and record their comments and, as far as possible, transparently feed that information through to the Project Reference Group (PRG), which will make the final recommendations to DoE.

Community and stakeholder consultation is guided by the Stakeholder Engagement Plan (SEP) for the project. The SEP:

- Provides background information about the project.
- Identifies the community and key stakeholders with the potential to be impacted by the project.
- Identifies the potential nature and extent of stakeholder issues/concerns and relevant strategies to manage these proactively.
- Defines key messages, and identifies the communication tools and techniques to disseminate information and provide opportunities for feedback.
- Identifies and allocates roles and responsibilities.
- Provides an overview of how the effectiveness of the strategy would be evaluated.

It should be noted that consultation regarding the full scope of Armidale Secondary College was carried out with the stakeholders as outlined in the section 2.4. However, in the EIS submission, the package for Early Works has been removed.

## 2.4 Key stakeholders

Table 2-1 provides a summary of the key stakeholder groups and organisations consulted in relation to the full Project scope of works and during the EIS preparation period. These stakeholders are likely to be participating in, affected by or have an interest in the project. The table identifies potential issues and proactive strategies to facilitate meaningful stakeholder input into the high level principles and guidance documents, and garner support for the project.

**Table 2-1 Key stakeholders**

Stakeholder Group	Stakeholder organisation/role/name
Local Government	Armidale Regional Council (ARC)
State Government	Department of Planning and Environment (DPE), Including Government Architects Office (GAO)
	Transport for NSW (TfNSW)
	NSW Member for Northern Tablelands – Hon. Adam Marshall
	NSW Minister for Education - Hon Rob Stokes
	Roads and Maritime Services
Federal Government	Federal Member for New England - Barnaby Joyce

Stakeholder Group	Stakeholder organisation/role/name
Utility Authorities	Essential Energy
	Armidale Regional Council
School communities at Duval High School and Armidale High School	P&Cs
	Students
	Staff
	Armidale High School
	Duval High School
	Alumni
Local Primary schools	Armidale City
	Martins Gully
	Drummond Memorial
	Sandon
	Newling
	Minimbah
	Kelly's Plains
	Others incl private and regional.
Other Schools	PLC Armidale
	NEGS
Tertiary Education	TAFE New England
	TAFE Digital Hub
	University of New England
Disability Groups	Parents of children with disabilities
	Teachers in this area
	Other disability service providers
Aboriginal Groups	Aboriginal Education Consultative Group (AECG)
	AIME
	Local Aboriginal Land Council (LALC)
	UNE Oorala Aboriginal Centre
	DoE Aboriginal Education Team
Heritage interests	UNE Heritage Centre
	Museum of Education

Stakeholder Group	Stakeholder organisation/role/name
Performing arts theatre community / cultural services	New England Conservatorium of Music Other performing arts institutes
Sporting Groups	New England Regional Indoor Sports (NERISC) Armidale Regional Council Armidale Basketball Association Others TBC.
Neighbouring Community to both Duval and Armidale High Schools	Residents Business owners
Businesses	Local suppliers Businesses in close proximity to the schools
Transport	Bus companies Taxi companies
Media	Armidale Express Prime 7 News ABC local radio

## 2.5 Engagement activities

The Department of Education has an established relationship with the surrounding community and key stakeholders, achieved through a program of ongoing engagement.

Considerable proactive engagement work has been underway since announcement of the project under the 'Armidale Future School' brand. Engagement has occurred across a range of stakeholder groups, with the purpose being to understand concerns, share information and support the school communities as they move towards planning for the new high school in Armidale, and learn the important role they will play in helping to shape what the new school will become.

Activities have included:

- Communication campaign: Sharing information via a central website, newsletters, social media, traditional media, school publications and other channels to reach the Armidale school and broader communities.
- Engagement campaign: Engaging with a wide range of stakeholders within and beyond the schools, listening to and capturing their concerns and suggestions, and reporting to the Project Reference Group.

Table 2-2 summarises the consultation activities that have been undertaken to date. Through implementation of this program of ongoing engagement, the Department of Education has developed a good understanding of key community issues in relation to the Project to be considered in planning for the Project. Outputs of these consultation activities have therefore been used to inform Project planning and issues to be addressed in the EIS.

**Table 2-2 Consultation activities**

Activity	Description	Timing and outcome
Consultation Manager database	A Consultation Manager online database was created to record and maintain the names, addresses and contacts details for all stakeholders, organisations and people that express interest in the project, thereby simplifying data entry, communication and reporting processes.	<ul style="list-style-type: none"> <li>Updated as required, ongoing</li> </ul>
Websites	<p>Project specific website <b><a href="http://www.armidalefutureschool.com.au">www.armidalefutureschool.com.au</a></b> was established as the central hub for finding information, making contact, and where people could register for an information session, or simply have their say. It was carefully constructed to provide detailed information, while being friendly and easy to navigate.</p> <p>The Project is also included on the State Infrastructure NSW (SINSW) website:  <a href="https://schoolinfrastructure.nsw.gov.au/">https://schoolinfrastructure.nsw.gov.au/</a></p>	<ul style="list-style-type: none"> <li>Updated monthly or more frequently as required, ongoing</li> <li>The site includes FAQs, uniform options, a voting system and the option to provide other feedback.</li> </ul>
Feedback forms	<p>Feedback forms were available on the project website to gather informal feedback from the community.</p> <p>Hard copy feedback forms were also available at all face-to-face activities.</p>	<ul style="list-style-type: none"> <li>80 forms received during focus groups</li> <li>36 forms received during February drop-in sessions</li> </ul>
Engagement HQ	<p>A more interactive online presence was developed for the project using the platform EngagementHQ with links to the project website  <a href="https://yoursay.education.nsw.gov.au/armidale-future-school">https://yoursay.education.nsw.gov.au/armidale-future-school</a></p>	<ul style="list-style-type: none"> <li>2,800 total page views by more than 2300 visitors</li> <li>804 visitors engaged with site</li> <li>787 votes</li> <li>38 contributions to ideas board</li> </ul>
Online polls and surveys	Bang the Table online presence hosts online voting polls and surveys, which will be developed as required to provide an opportunity for the community to have input into the project.	<ul style="list-style-type: none"> <li>A poll was hosted on the Armidale Future School Bang the Table site allowing the community to vote for the name of the new Future School.</li> <li>School student travel survey, May 2018</li> </ul>



Facebook and social media	Duval and Armidale High School Facebook pages were leveraged to help promote engagement opportunities and to provide links to information that is hosted on the Armidale Future School website, or elsewhere.	<ul style="list-style-type: none"> <li>• Armidale High School Facebook page – 1516 followers, Duval High School Facebook page – 630 followers</li> <li>• Examples of strong social media reach: <ul style="list-style-type: none"> <li>○ Architect's introduction evening - 9896 views, re-post 199 views</li> <li>○ Bang the Table School Name Poll - 1820 views, re-post 451 views</li> <li>○ Invitation to transition events – 1650 views</li> <li>○ Graphic design EOI – 1569 views</li> <li>○ Transition BBQ invitation – 328 views</li> <li>○ Photos from transition BBQ events – 522 views</li> </ul> </li> </ul>
Frequently Asked Questions (FAQs)	FAQs were developed for the project and provide a high level of detail about the new school and the planning process.	<ul style="list-style-type: none"> <li>• Completed and updated as required on the Armidale Future School website. Updated in July 2017 and August 2017.</li> </ul>
The Project Reference Group (PRG)	The PRG's main role is to provide feedback and local knowledge to the project team and where appropriate to act as a communication channel through which to feed information between the wider School community and the project team.	<ul style="list-style-type: none"> <li>• The PRG has met approximately monthly, refer <i>Summary of Consultation Meetings, PRG and Authorities</i> (Appendix A) for meeting dates. PRG meetings included PRG members and other attendees. The PRG assisted to develop the Educational Model for the new school, followed the progress of the design and provided feedback on the design at key milestones. The PRG endorsed the Schematic Design included in the EIS. (refer below): <u>PRG Members</u> <ul style="list-style-type: none"> <li>○ Representation from both Duval HS and Armidale HS P&amp;Cs</li> <li>○ Principals from Armidale HS and Duval HS</li> <li>○ School Director and Executive School Director</li> <li>○ Program Director SINSW</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Manger, DoE Asset Management Unit, New England.</li> </ul> <p><u>Other PRG Attendees</u></p> <ul style="list-style-type: none"> <li>○ Armidale AECG</li> <li>○ Project Manager, GHD</li> <li>○ Architect, NBRS</li> <li>○ Communications consultant, Seftons</li> <li>○ Representative from New England Teacher's Federation</li> <li>○ Representative from Armidale City Public School</li> <li>○ Hon. Adam Marshall, MP</li> </ul>
Introductory brochure	The Armidale Future School brochure gives an overview of the project and provides contact details for further information.	<ul style="list-style-type: none"> <li>• Completed and available on Armidale Future School website</li> </ul>
Media Releases	Media releases were developed as required to provide information about the project to a wide audience through mass media.	<ul style="list-style-type: none"> <li>• <i>#armidalefutureschool! set to drive conversation</i> – 18 July 2017</li> <li>• <i>Community invited to new school focus groups</i> – 10 August 2017</li> <li>• <i>Kris Croft has a foot in both (school) camps</i> – 16 August 2017</li> <li>• <i>More chances for Armidale to have its say on new high school</i> – 5 October 2017</li> <li>• <i>Preliminary designs for \$65 million Armidale Future School unveiled</i> – 8 February 2018</li> <li>• <i>Introducing Armidale Secondary College</i> – 4 May 2018</li> </ul>
Media Interviews and coverage	Media coverage was undertaken and encouraged at key project stages. Media coverage will help promote the community engagement process and positive message about the development.	<ul style="list-style-type: none"> <li>• <i>Armidale and Duval High Schools to be demolished to make way for new \$65 million super-school</i> -20 June 2017, Armidale Express</li> <li>• <i>Win-win for the school and the community</i> - 21 June 2017, NBN Television</li> <li>• <i>A facility shaped around teaching</i> - 22 June 2017, Armidale Express</li> <li>• <i>School captains weigh in on new school</i> - 23 June 2017, Armidale Express</li> </ul>

		<ul style="list-style-type: none"> <li>• <i>Frank Potter speaks on Armidale's public education system</i> - 23 June 2017, Armidale Express</li> <li>• <i>Interview with Kris Croft</i>, 21 August 2017 – Prime 7 News</li> <li>• <i>Interview with Kris Croft</i>, 22 August 2017 – ABC Radio</li> <li>• <i>Armidale Future School - full steam ahead</i> - 30 October 2017, NBN News</li> <li>• <i>Alternative education on offer at Armidale Future School, as the project pushes forward</i> – 1 February 2018, Armidale Express</li> <li>• <i>Community meetings for Armidale's super school this week</i> - 5 February 2018, NBN News</li> <li>• <i>The Armidale Future School concept designs by NBRS Architecture have been released</i> - 8 February 2018, Armidale Express</li> <li>• <i>Future School Designs Unveiled</i> - 9 February 2018, NBN News</li> <li>• <i>Armidale Secondary College to replace Armidale High and Duval High</i> – 4 May 2018, Armidale Express</li> <li>• <i>Armidale super school drop-in sessions: Information on design and education method</i> – 30 June 2018, Armidale Express</li> </ul>
Newsletters	E-newsletters were distributed directly to interested parties who subscribed, and to school email distribution lists (distributed by the schools).	<ul style="list-style-type: none"> <li>• Newsletter 1 – August 2017</li> <li>• Newsletter 2 – August 2017</li> <li>• Newsletter 3 – September 2017</li> <li>• Newsletter 4 – November 2017</li> <li>• Newsletter 5 – December 2017</li> <li>• Newsletter 6 – January 2018</li> <li>• Newsletter 7 – March 2018</li> <li>• Newsletter 8 – May 2018</li> <li>• Newsletter 8 (amended) – May 2018</li> <li>• Newsletter 9 – June 2018</li> </ul>
School newsletters	Articles were prepared for Armidale schools (including primary schools) to include in their newsletters, to help keep parents, students and carers	<ul style="list-style-type: none"> <li>• Armidale HS, bi-monthly</li> <li>• Duval HS, monthly</li> </ul>

	aware of the project progress and opportunities to become involved.	
Letters	Project information letters were sent to stakeholders in regards to project consultation activities.	<ul style="list-style-type: none"> <li>• Joint letter from the Principals of AHS and DHS to parents and carers inviting them to participate.</li> <li>• Letter to parents and carers of current year five and six students inviting them to participate.</li> <li>• Letter to alumni of Duval and Armidale High Schools inviting them to participate.</li> <li>• Letter to local opinion leaders asking for expressions of support.</li> <li>• Letter to local school uniform suppliers regarding guidelines for involvement</li> <li>• Letter to parents and students inviting them to transition events</li> </ul>
Focus groups	Focus groups were used where particular themes needed to be discussed in detail amongst specific groups of impacted stakeholders.(refer Appendix B)	<ul style="list-style-type: none"> <li>• 18 community focus groups</li> <li>• Attended by 104 people</li> <li>• 80 feedback forms received</li> </ul>
Working Groups	Working groups have been organised to provide an effective function in ensuring key areas of interest and concern are addressed and fed back to the PRG. Working Groups cover key themes such as Uniform, Heritage, Aboriginal Special Interest Group and the Disability Group.	<ul style="list-style-type: none"> <li>• Uniform Working Group, established 13 February 2018</li> <li>• Students with Additional Needs Working Group, established 22 March 2018</li> </ul>
Community drop-in sessions	Drop-in Sessions were used when there was a need to consult with the school and wider communities about progress of the project.	<ul style="list-style-type: none"> <li>• 6 February 2018 – Armidale HS</li> <li>• 7 February 2018 – Duval HS</li> </ul> <p>A total of 132 people attended the drop-in sessions representing parents/carers of high school and primary school students, current and former school staff, taxi services, and community groups.</p> <p>Considerable feedback was received, verbally and via feedback forms, and was assigned to the design team, educational principles team and/or the EIS team. Feedback was used to update the FAQs.</p>

		<ul style="list-style-type: none"> <li>3 July 2018 – Duval HS</li> <li>4 July 2018 – Armidale HS</li> </ul> <p>July drop in sessions provided an update on EIS submission design and process.</p>
Internal consultations with school staff and P&C	Significant collaborative activities are occurring between the schools, including an executive retreat, and collaboration across subject areas, student wellbeing and staff professional development.	<ul style="list-style-type: none"> <li>Ongoing, the Executive Team from AHS and DHS meet fortnightly</li> <li>Combined staff professional development day, 29 January 2018</li> <li>Staff workshops and sessions, 30 April 2018</li> <li>Ongoing design meetings with Head Teachers</li> </ul>
Project Meetings with Authorities	<p>Meetings have been held with the following authorities:</p> <ul style="list-style-type: none"> <li>Armidale Regional Council (ARC)</li> <li>Transport for NSW (TfNSW)</li> <li>Roads and Maritime Services (RMS)</li> <li>Essential Energy (EE)</li> <li>Government Architect's Office (GAO)</li> <li>Department of Planning &amp; Environment (DPE)</li> </ul>	Timing and outcomes from these meetings is provided in a Summary of Consultation Meetings, PRG and Authorities (Appendix A). Concerns raised were addressed in the Schematic Design.

### 2.5.1 Key issues

A summary of key issues raised in authority meetings and how they were addressed is provided in the *Summary of Consultation Meetings, PRG and Authorities*, refer Appendix A.

A summary of the key issues raised by the community during consultation activities undertaken to date relevant to the EIS submission, and a reference to where they are addressed in the EIS is provided in Table 2-3. Issues which impact both the EIS and Early Works are denoted by a \* symbol in the Theme column. These items have been shown for completeness of the issue.

As mentioned previously in sections 2.1 and 2.3, issues raised which relate to the Early Works package are being addressed outside of this report which pertains only to the scope of works for the EIS.

**Table 2-3 Issues raised during consultation with the local community**

Theme	Issues	Where addressed
Vehicular Entry	Several stakeholders raised the option of whether an additional entry could be achieved off Kentucky St.	RMS noted that this option was not preferable or possible without extensive roadworks. Current design does not include an additional entry point.



Theme	Issues	Where addressed
Pedestrian/school crossing	Would like to see crossing safety considered as part of design, especially on Kentucky St.	Considered as part of the traffic Impact Assessment undertaken as part of the EIS. The traffic assessment revealed that a maximum of 9 students used the crossing during peak school hours which would not meet RMS requirements of installing a formal zebra crossing or traffic light system.
Parking*	Several stakeholders raised concerns about parking, especially for people with special needs, taxi services and buses.	<p>Included as part of the car parking design. A total of 164 car parking spaces will be provided. This includes 8 parking spaces and dedicated drop-off area for students with special needs, who primarily catch taxis to school.</p> <p>An analysis of parking, both on-street and off-street, was included as part of the Traffic Impact Assessment Report. (Noted that a provision of 119 car spaces of the total 164 will be completed under the Early Works package – staff car park area).</p>
Trees and natural areas*	Concern that mature trees and natural areas be integrated and conserved as much as possible. Can mature trees be removed and planted elsewhere. Provision of an outdoor learning space in school wetland/dam area.	<p>Detailed Landscape Masterplan developed. This includes consideration of existing trees to be retained. Landscape development also included:</p> <ul style="list-style-type: none"> <li>• Consultation with AECG for inclusion of indigenous heritage garden.</li> <li>• Landscape focus group meeting including representatives from schools and community.</li> </ul> <p>(Noted that some trees have been assessed in accordance with Council's requirements for the Early Works package).</p>
Reuse of materials	Reuse and recycling of materials from existing school in new school.	<p>Refer ESD report. The design includes reuse of materials such as:</p> <ul style="list-style-type: none"> <li>• Floorboards from existing hall reused as feature wood.</li> <li>• Demolition material used in gabion retaining walls.</li> </ul>
Provisions for students with special needs/accessibility	Concerns about students' accessibility and special needs including safe play spaces, parking areas, pick up/drop off. Provision of disabled amenities, emergency buttons in rooms.	Refer design drawings. All concerns have been reviewed and incorporated in the design including a dedicated special needs learning area and an off-street drop-off/pick-up zone.
Location of certain faculties	Faculties used by the public/wider community such as hospitality and drama be located near car parks.	Refer design layout. The location of areas with public interfaces have been carefully designed, including consideration for after-hours access. This is also reflected in the fencing design.

Theme	Issues	Where addressed
The Den (O-Block gymnasium)	Ongoing use and access to Den by sports groups, surface of outdoor courts, synthetic track, adequate space for storage and supervision and security. Keeping different sport facilities together e.g. basketball courts and Den.	Refer design layout. Public interfaces have been carefully designed, including consideration for after-hours access. This is also reflected in the fencing design.  The design includes an extension to the Den will provide addition physical movement, learning and storage facilities.
Local business contractors	Suggestion that local businesses be engaged to help with design/delivery of specialist buildings such as ag sheds	The procurement process for the main Contractor prepared by DoE includes minimum requirements for the employment of local contractors.
Student comfort	Double glazed windows, air-conditioning, covered walkways, provision of seniors' common area.	Refer layout design and ESD report. The new school buildings have been designed to respond to the climate of local Armidale's seasons, including protection from westerly winds. The design maximises sun from the north whilst including suitable facade and includes air conditioning.
Room for growth	Concern the capacity of the new school is not sufficient for student growth	DoE Planning completed future student projections in order to arrive at the total of 1580 students. The new school allows for approximately 30% increase in growth to current merged school population. The design has also considered areas for future growth if needed.

## 2.6 Future consultation

Future consultation on the Project would include:

- Ongoing management of content for the dedicated Project website.
- Ongoing management of Consultation Manager Database.
- Ongoing project information dissemination to provide timely, clear and factual information including newsletters, media releases, factsheets, community updates, letterbox drops.
- Presentation of 3D models of new school.
- Time-lapse vision of construction.
- Launch of new school logo and uniform.
- Dedicated school Facebook page.
- Advertising and media coverage (print and electronic media) informing the community of key aspects of the EIS public exhibition period and opportunities for involvement (submissions).

If the Project is approved, the Department of Education would continue to engage with the local community and all relevant stakeholders.

# Appendices

## **Appendix A** – Summary of Meetings, Project Preference Group and Authorities

Summary of Consultation Meetings, Project Reference Group and Authorities

Consultation	Meetings										Key Issues raised	Response to issue in Design
	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18		
Project Reference Group (DoE, School and P&C reps)	PRG#1 20/09/17	PRG#2 10/10/17 PRG#3	PRG#4 2/11/17			PRG#7 08/02/18	PRG#8 01/03/18 PRG#9		PRG#10 14/05/18	Mtg#11 12/06/18	Educational Design Principles and input into the design	Schematic Design has been reviewed with PRG and endorsed by PRG representatives.
			PRG#5								Student wellbeing	Inclusion of student neighbourhoods in design.
Armidale Regional Council			ARC#1 30/11/17			ARC#2 7/02/18	TWG#2 22/03/18		ARC#4 09/05/18		Traffic congestion	Separate Traffic Working Group meetings as noted to discuss and resolve issues. Detailed Traffic Management Impact Assessment.
						ARC#3 28/02/18	TWG#3 03/05/18 TWG#4 23/05/18		Additional off-street parking		Additional off-street car parking included in the design for staff and Den gymnasium patrons.	
						TWG#1 28/02/18			Impacts of Kiss-and-drop / bus stops on Butler St		Kiss-and-Drop and bus drop-off are separated along Butler St and allow traffic to flow.	
									Facilities for special needs pick-up and drop off		Off-street drop-off / pick-up area for special need students outside school administration building entry.	
									That the new building design is sympathetic to existing heritage building (Building B)		Heritage Assessment and View Analysis completed undertaken by the Head Design Consultant. An independent peer review was also undertaken by the Department. Layout retains and is sympathetic to existing heritage building. Council has raised no concerns with layout with respect to heritage.	
									Impact of development on Lamb St level railway crossing		Traffic Impact Assessment includes survey of railway crossing at Lamb St.	
									Impact of water, sewage trade waste and fire design on Council infrastructure		Current design for water and sewage has been coordination with Council.	
Roads & Maritime Services (RMS)						ARC#3 28/02/18 TWG#1 28/02/18	TWG#2 22/03/18		TWG#3 03/05/18 TWG#4 23/05/18		Preferred not to have any entrance of Kentucky St into the school	Design has no entrance off Kentucky St.
Transport for NSW (TfNSW)									TWG#4 23/05/18		Impact on Markham St level crossing	Traffic Impact Assessment includes survey of railway crossing at Markham St level crossing.
Department of Planning and Environment (DPE)			DPE#1 27/11/17								Consultation with GAO	Separate discussions with GAO undertaken, refer notes for GAO meetings.
											Consultation with Council and RMS	Separate meetings undertake, refer to ARC and TWG meetings.
											Traffic: modal transport split	Traffic Impact Assessment includes Workforce Travel Plan to address modal split.
											Timing for project submissions	Project program advice provided.
Government Architects Office (GOA) /State Design Review Panel (SDRP)				GAO#1 20/12/18						GAO#2 14/06/18 SDRP 27/06/18	Design to maintain good public interface as part of fencing / security strategy	Secure fencing has been brought in-board from boundary edges.
											Integrated landscaping design	Holistic landscaping masterplan design which includes; sympathetic to topography and build environment; in line with design principles for school design; formal and informal play and outdoor learning areas; both european and local indigenous species; aboriginal memorial garden; amphitheatre; sporting and fitness areas; integration with existing and environmentally significant features (trees and grassland; agriculture; consideration of bushland and wetland areas; paved and not paved areas; fencing design; assembly and ceremonial areas
											That the new building design is sympathetic to existing heritage building (Building B)	Heritage Assessment and View Analysis completed undertaken by the Head Design Consultant. An independent peer review was also undertaken by the Department. Layout retains and is sympathetic to existing heritage building. Council has raised no concerns with layout with respect to heritage.
											Environmentally sustainable Design initiatives	Design includes ESD initiatives (power, water, material reuse) as noted in EIS report.
											Accessibility	Travel paths and distances for staff and students reviewed horizontally and vertically within the design, including disable accessibility. Public access into the site has also been considered.
Essential Energy							EE#1 05/03/18			EE#2 07/06/18	Impact of electrical demand on Essential Energy infrastructure	Preliminary substation application submitted to Essential Energy.

Meeting Description Notes

PRG	Project Reference Group	DoE Asset Management Unit, SINSW, Armidale HS and Duval HS Principals, School Director's Office representatives, School P&C representatives. Other meeting attendees included the Project Manager, Head Design Consultant, communications consultant, New England Teacher's Federation representative, Armidale City PS representative, the Hon. Adam Marshall MP
ARC	Armidale Regional Council	ARC department representatives Inc. Planners, Development Engineers, traffic
TWG	Traffic Working Group	Stakeholders related to impacts by traffic: ARC, RMS, TfNSW, DoE Representatives, Project Manager and design team (Head Design Consultant, traffic consultant)



## Appendix B – List of Community Focus Group Sessions

Date	Time	Venue	Session Focus	No. Attendees
2/08/2017	4:00pm - 5:30pm	Hughes House	Community session	7
7/08/2017	8:45am - 10:30am	Hughes House	Youth and Community Services	6
7/08/2017	12:00pm - 1:00pm	Hughes House	Business Community	7
7/08/2017	2:45pm - 4:00pm	Hughes House	Open Community	3
10/08/2017	9:30am - 11:00am	Leadership Centre	Aboriginal Education Focus	4
10/08/2017	12:00pm – 1:30pm	Leadership Centre	Arts and cultural services	9
10/08/2017	2:30pm – 4:00pm	Leadership Centre	Sporting and community groups	4
10/08/2017	7:00pm - 8:30pm	Leadership Centre	Community session	5
11/08/2017	9:30am - 11:00am	Council Chambers	P&C Representatives	4
21/08/2017	7:00pm - 8:30pm	Leadership Centre	Community session	4
24/08/2017	3.30pm	AHS Staff	AHS Staff Workshop- led by Kris Croft	15
31/08/2017	7:00pm - 8:30pm	Leadership Centre	Open Community Session	6
4/09/2017	3:00pm - 4:30pm	Leadership Centre	Disability Support Needs	18
4/09/2017	7:00pm - 8:30pm	Leadership Centre	Community Session	1
5/09/2017	9:30am - 11:00am	Leadership Centre	Education special interest group- international students	1
5/09/2017	12:00pm - 1:30pm	Leadership Centre	Sports clubs and community special interest group	9
5/09/2017	4:00pm - 5:30pm	Leadership Centre	Armidale Regional Council nominees special interest group	5
5/09/2017	7:00pm - 8:30pm	Leadership Centre	Parents and Community	3
6/09/2017	3.30pm	DHS Staff	DHS Staff Workshop- led by Kris Croft	16
12/10/2017	12:00pm -1:30pm	Leadership Centre	Aboriginal Education Services and Community Focus Group	2
12/10/2017	4:00pm - 5:30pm	Leadership Centre	Disability Support Needs Parent Focus Group	6
16/11/2017	6:30pm	DHS Staff Common Room	Architect Introduction Evening- NBRS- Led by Stafford Cameron	16

GHD

Level 15

133 Castlereagh Street

T: 61 2 9239 7100 F: 61 2 9239 7199 E: [sydmil@ghd.com](mailto:sydmil@ghd.com)

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#### Document Status

Revision	Author	Reviewer		Approved for Issue		
		Name	Signature	Name	Signature	Date
A	M Ulph	D Logan	D Logan*	James Frost	J Frost*	30/06/18
0	R Lee	J Frost	J Frost*	James Frost	J Frost*	12/07/18
1	D Logan	J Frost	J Frost*	J Frost	J Frost*	13/08/18
2	R Lee	D Logan	D Logan*	D Logan	D Logan*	11/10/2018

\*signature on file

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