

New primary school at Warnervale

Project Reference Group Meeting #1 - Minutes

Date: Fri, 16 Mar 2018

Time: 10:00am to 12:00pm

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Attendees:

Lisa Muir (LM) (Chair)	Director, Public Schools NSW	lisa.muir@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Nishka Green (NG)	Deputy Principal, Warnervale Public School	nishka.green@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Jane Hagan (JH)	Program Manager, SINSW	jane.hagan1@det.nsw.edu.au
Aaron Manderson (AM)	Project Manager, TSA	amanderson@tsamanagement.com.au
Micah Barnes (MB)	Assistant Project Manager, TSA	mbarnes@tsamanagement.com.au
Brad Gemmell (BG)	Senior Group Leader, AMU	bradley.gemmell@det.nsw.edu.au
Michael Cashell (MC)	Project Director, BLP (HDC)	michaelc@blp.com.au
Kelsey Godwin-Smith (KG)	Project Architect, BLP (HDC)	kelsey@blp.com.au
Emma Marshall (EM)	Associate, NLE	emma@newlearningenvironments.com
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com

Apologies:

Paul Muir (PM)	Project Director, TSA	pmuir@tsamanagement.com.au
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Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM welcomed PRG members to the project.	Note	
1.02	All PRG members introduced themselves.	Note	
2	Role of the PRG		
2.01	JH outlined the PRG's role in the project and terms of reference. The PRG informs the design in matters of importance to the school and acts as a conduit of information between the project team and the community. See induction sheet attached.	Note	
2.02	AM noted that TSA's role in the PRG is to facilitate meetings and workshops. PRG meetings are to be held every two weeks to progress the design and to provide design endorsement at key gateways. The PRG meeting schedule will be flexible and meeting frequency may be reduced as the design progresses into the construction phase.	Note	
3	Lines of communication		
3.01	AM outlined correct lines of communication, noting that TSA have been engaged to manage the project, the Head Design Consultant (HDC) Billard Leece Partnership, and the Quantity Surveyor (QS). TSA will also manage the relationship with local authorities. The PRG manage down to the local school community.	Note	

4	Scope		
4.01	<p>AM presented the project scope:</p> <ul style="list-style-type: none"> • New Core 21 (18-24 classes) public school with 20 homebases • New communal hall - Core 35 (large school 31-38 classes) • New core facilities for a Core 21 public school including <ul style="list-style-type: none"> ○ New library ○ New administration ○ New staff facilities ○ New student facilities • Removal of existing buildings and demountables • Consideration of future expansion of the school 	Note	
4.02	The PRG discussed the inclusion of special education facilities in the scope. JH to confirm.	JH	24 Mar 2018
5	Major capital works project lifecycle		
5.01	<p>AM presented the Design Novate & Construct (DNC) project lifecycle. The project is currently in Phase 2, with the business case under consideration by Treasury and preparation of the Functional Design Brief (FDB) and Educational Principles in progress. Future project phases are as follows:</p> <ul style="list-style-type: none"> • Phase 3 – Tendering • Phase 4 – Schematic Design • Phase 5 – Detailed Design • Phase 6 – Construction <p>Phase 7 – Completion / Post Occupancy Evaluation</p>	Note	
6	Program		
6.01	AM presented the project program, noting that in the short term the program requires significant consultation with key stakeholders and that obtaining PRG approval is vital for timely progress. The tender period will run concurrently with the schematic design phase.	Note	
6.02	AM noted that the project will be classified as a state significant development.	Note	
7	Consultation & engagement		
7.01	<p>AM noted that the consultation plan is currently being developed with DoE community and engagement team. The key aim of consultation is to provide meaningful engagement with the school and the wider community. Consultation mechanisms may include:</p> <ul style="list-style-type: none"> • School information booths • Community information booths • Dedicated project website • Information in the school newsletter • Workshops 	Note	
7.02	LM noted that Aboriginal Education Consultative Group (AECG) input will be sought throughout the project.	Note	
8	Participant commitment & meeting schedule		

8.01	AM advised that regular attendance at PRG meetings is expected of all members to allow timely progression of the design.	Note	
8.02	TSA will distribute a proposed meeting schedule to all attendees.	TSA	19 Mar 2018
9	Education principles & functional design brief		
9.01	MC introduced Billard Leece Partnership (BLP) as Head Design Consultant (HDC), noting BLP's education experience and role in the project.	Note	
9.02	KG presented the concept design, noting that the design considers maintaining capacity for future growth on the site, safe pedestrian circulation paths, and education principles.	Note	
9.03	JH noted that the proposed location of the new school is confidential.	Note	
9.04	The PRG discussed concerns with traffic, parking and drop off zones relative to the site frontage.	Note	
9.05	EM introduced New Learning Environments (NLE) and their role as project educationalist.		
9.06	EM presented educational principles for the project. Sources referred to during the presentation are provided as links below: <ul style="list-style-type: none"> • NMC/CoSN Horizon Report > 2017 K–12 Edition • OECD Innovative Learning Environments • OECD Schooling Redesigned – Towards Innovative Learning Systems • Learning Environments Applied Research Network • Evaluating 21st Century Learning Environments • Innovative Learning Environments and Teacher Change 	Note	
9.07	EM requested that the PRG provide her with any documents relevant to the learning experience at Warnervale Public School.	JC	24 Mar 2018
9.08	EM advised that an educational workshop will be scheduled shortly with the school. The workshop will be held at Warnervale Public School and run for a half day. JC noted Mon 30 Apr 2018 as a potential date.	Note	
9.09	LM noted that Warnervale Public School is part of a learning community with 5 other schools in the local area, with particularly close cooperation with the Wadalba Community School principal Jason McGrath.	Note	
9.10	The PRG discussed the name of the new school, and the potential for a school name to be drawn from sources such as a prominent community figure, an Aboriginal source or community consultation. JH advised that the current naming convention is "The new primary school at Warnervale" and is to be maintained until a name is decided on. LM will investigate the name selection procedure and provide an update.	LM	24 Mar 2018
9.11	The PRG discussed local demand for a high school or School for Specific Purposes (SSP). BG noted that there may be a need for special education facilities to accommodate future growth. BLP will review the project scope and advise if any specific purposes spaces are to be accommodated.	BLP	24 Mar 2018

10	Other Business		
10.01	Next PRG meeting is scheduled for 9:30am, Thu 29 Mar 2018, at Warnervale Public School. TSA to distribute invites.	TSA	

Attachments:

Induction to Major Capital Works Project Lifecycle

Induction to Major Capital Works Project Lifecycle

This summary document has been developed by the department's School Infrastructure NSW Program Management Office (PMO). It is intended for Directors, Public Schools NSW and school principals. It provides a high level summary of the processes involved in the delivery of major capital works projects.

1.0 Project Development

Process	Description
1.1 The Project Team	<ul style="list-style-type: none"> Each project is managed by a team in the Department of Education, School Infrastructure NSW, Program Management Office. The team is typically made up of a Program Manager and Program Officer. The PMO team have responsibility for the overall management of the project. Each PMO team usually manages approximately 15 capital works projects at any given time. The PMO team will engage a Project Manager (PM), Head Design Consultant (HDC) and Quantity Surveyor (QS) to deliver each of their projects at the local level, so you will have a dedicated team for your project. All projects' designs are reviewed and approved by department's technical stakeholders as required. The technical stakeholders include: <ul style="list-style-type: none"> Security; Maintenance and Cleaning ICT Futures Learning WHS Early Childhood Education Education Facilities Standards and Guidelines (EFSG)
1.2 The Project Reference Group (PRG)	<ul style="list-style-type: none"> A non-technical Project Reference Group (PRG) is developed for the project. The PRG's main roles are to provide feedback and local knowledge to the project team and act as a communication channel through which to feed information between the wider School community and the project team. The PRG will contribute to and endorse all project designs. The PRG will be chaired by the Director, Public Schools NSW, and the core members of the PRG will typically include the school principal, PM, HDC, QS, AMU representative, parent representative and sometimes a community representative. The PM will organise <u>all</u> aspects of these meetings including, taking the minutes, organising meeting times, agendas etc. Regular meetings will be held throughout the project lifecycle (usually fortnightly during the early design phase and monthly or as required thereafter).

- There is a real time commitment required for these meetings from any parent or community representatives and that should be made clear when seeking those members.
- At least two days prior to the PRG the Program Manager will host an informal conference call with the school's director and the PM to ensure the strategy for the upcoming PRG is understood by all and to understand and agree a plan for any issues.

2.0 Design

Process	Description
2.1 Education Model, Design Brief and Education Principles	<ul style="list-style-type: none"> • This is the stage where the Education Model is determined. The education model is one of the most important considerations for the project. It explains how education services will be delivered. • In consultation with the PRG and workshops with the director, principal and teaching staff, the HDC will develop the educational model, often with the assistance of an education specialist. • The department has standard Education Principles but there may be some local considerations that should be reflected as education/design principles. The PRG is to endorse the Educational and Design Principles.
2.2 Concept Design	<ul style="list-style-type: none"> • Three different designs will be developed by the HDC for consideration by the PRG. Using these options, a preferred Concept Design will be developed for endorsement by the PRG and approved by SINSW. • Unless already completed, a business case will be developed for project funding. This (Cabinet-in-confidence) process will be managed by the PM and PMO and will not be reported on or shared with the PRG.
2.3 Schematic Design	<ul style="list-style-type: none"> • The Concept Design will be refined and developed into Schematic Design to the level required to achieve statutory planning approval, typically a Development Application (DA). • This stage usually covers details such a furniture selection and colour schemes as well as all the engineering elements. • Staging of proposed works (in an existing school environment) is a typical element reviewed by the PRG during this phase. • Relevant Schematic Design elements are endorsed by the PRG before proceeding to the next stage.
2.4 Detailed Design	<ul style="list-style-type: none"> • All final detail is then applied to the design, providing 100% completed design/construction documentation. • Relevant elements of the detailed design are endorsed by the PRG before proceeding to tender for a builder.

3.0 Construction

Process	Description
3.1 Construction	<ul style="list-style-type: none"> The next step is the physical construction of the project. The PRG will continue to meet throughout the construction phase (as required) to keep the lines of communication open between all parties and receive updates on progress and plan the commissioning/opening of the new or upgraded facility. The PM will organise regular meetings with the principal and builder's foreman to ensure a clear understanding of all on site activities from a time, impact, safety and management perspective. The builder will supply the principal with a two week "look ahead" program at these meetings so the principal can see what will be happening on the site.
3.2 Commissioning	<ul style="list-style-type: none"> A Commissioning Management Plan (CMP) will be developed by the PM to ensure the safe and orderly handover of the project from the builder to the school. The PRG is required to approve the CMP before its implementation, usually before 20% of construction has been completed.

4.0 Project Handover and Completion

Process	Description
4.1 Handover	<ul style="list-style-type: none"> At handover there will be a formal process managed by the PM to ensure that the works are completed satisfactorily and the facilities are safe, compliant and fit for purpose. The principal will be able to notify the PM of any subsequent issues arising with the new facilities through a formal process. Three months and twelve (12) months after the project is completed and handed over, post construction and occupation evaluations are carried out. Attendance is required by various project stakeholders (including some of the PRG). At this time the project team will review the success of the project in terms of stakeholder satisfaction and functionality of the facilities.

5.0 Stakeholder Consultation

Process	Description
5.1 Consultation	<p>To promote communication with the school and broader community and to ensure equitable and transparent consultation, the PM will develop a communication/consultation plan within the first two weeks of their engagement.</p> <ul style="list-style-type: none"> The plan must be endorsed by the PRG.

Typical communication/consultation plans for Department of Education capital works projects usually include:

- Two distinct, separated streams of consultation:
 - One with the school community for existing schools or surrounding schools for new school projects and
 - One with the broader local community
- The separated two stream approach allows:
 - school-centric involvement from school communities (including Students, parents/caregivers, teachers, admin staff) unencumbered by broader community issues and
 - Broad community involvement unencumbered by school community wants and needs. Broad community stakeholders include local residents, neighbours, local action groups, local MP's, Councils.

Typical Tools used for communication/consultation:

- Electronic media
 - **Internet sites.** A project internet site is developed and updated monthly with the latest project information. Project internet sites typically have links from existing school internet pages or stand alone for new schools. Project internet sites can include:
 - A front page with a project description and general information about the project, a timeline displaying where the project is up to in a simple easy to understand format, a few dot points on what's happened in the last month and what is coming up in the next month and details on upcoming consultation.
 - Tabs that could house FAQs, surveys, pictures and time-lapse links and specific elements required by the project.
- Hard copy media
 - Advertisements are always placed in local papers to alert the broader community of upcoming consultation.
 - Existing schools often have handouts that go home to parents and caregivers. These can be used to provide updates and alert school communities to upcoming consultation.
 - Letter box drops are a tool that is often used to make contact with neighbours.
- Information booths.
 - Information booths are the typically face to face consultation tool used for the department's Major Capital Works projects. The information booths follow the two stream approach with separate information booths for the school and broad community held

regularly.

- School information booths are usually manned by the PM and HDC representatives, held at school locations at times that suit parents and caregivers. For example, 3.00 to 6.00 pm at an existing school, or for new school projects, these may be held at existing local surrounding schools. Usually fortnightly through early design, monthly until construction commences and as required thereafter.
- Broader community information booths are usually held at local shopping centres, community centres and places that are easily accessed by the community. They are held at times convenient for the community, such as out of work hours on weekdays and Saturday mornings or afternoons. They are usually staffed by the PM and HDC. They will usually be held monthly during design and up to construction commencing. Community information booths are always advertised in the local papers with at least two weeks prior notice.
- The information booths will have feedback sheets available for visitors to leave comments, which in turn inform feedback from the PM and HDC to the PRG and sometimes a FAQ section on the project website.
- Workshops
 - Throughout the design phases there will be a number of workshops with different stakeholders depending on the project. Workshops are managed and facilitated by the PM and HDC. Typical stakeholder workshops include:
 - Education model and design workshops with the Schools Director, principal, teachers and staff. An education specialist is often brought in by the HDC to assist the school in developing an education model.
 - Workshops with parents and caregivers if appropriate.
 - Workshops with established local action groups.
 - Workshops with other social service providers and Council social services to see if any beneficial sharing of facilities can occur.
 - Design workshops with students and teachers to find out their ideas.
 - Other workshops as required

New primary school at Warnervale

Project Reference Group Meeting #2 – Minutes

Date: Thu, 29 Mar 2018

Time: 9:30am to 11:00am

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Attendees:

Lisa Muir (LM) (via phone)	Director, Public Schools NSW	lisa.muir@det.nsw.edu.au
Aaron Manderson (AM)	Project Manager, TSA	amanderson@tsamanagement.com.au
Micah Barnes (MB)	Assistant Project Manager, TSA	mbarnes@tsamanagement.com.au
Brad Gemmell (BG)	Senior Group Leader, AMU	bradley.gemmell@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Nishka Green (NG)	Deputy Principal, Warnervale Public School	nishka.green@det.nsw.edu.au
Kelsey Godwin-Smith (KG)	Project Architect, BLP (HDC)	kelsey@blp.com.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com
Riccardo Martinelli (RM)	Manager, Community Engagement	riccardo.martinelli@det.nsw.edu.au

Apologies:

Jane Hagan (JH)	Program Manager, SINSW	jane.hagan1@det.nsw.edu.au
Paul Muir (PM)	Project Director, TSA	pmuir@tsamanagement.com.au
Michael Cashell (MC)	Project Director, BLP (HDC)	michaelc@blp.com.au
Emma Marshall (EM)	Associate, NLE	emma@newlearningenvironments.com

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	The PRG noted apologies and accepted the minutes of the previous meeting.	Note	
1.02	AM noted that the PRG's focus is to remain solely on the project at hand, namely the new primary school at Warnervale.	Note	
2	Program		
2.01	AM provided a program update. The concept design process has begun and the project team are currently reviewing the State Significant Development process. The approval process is beginning early due to the compact nature of the program and the potential to delay commencement of construction.	Note	
2.02	RM noted that community engagement will be determined by the program. AM to provide program to RM.	AM	10 Apr 2018
3	Design		
3.01	KG presented an educational case study of Warnervale Public School, investigating existing site relationships and usage. Key outcomes were as follows: <ul style="list-style-type: none"> Site relationships: JC noted that parents take issue with perceived lack of kiss and drop space but have no legitimate complaints. A gate was added to the staff 	Note	

	<p>carpark to prevent parents from dropping off students in the carpark. NG noted that the adjacent community centre and carpark is vital to movement of cars around school. SB noted that some parents may feel disaffected when encouraged to attend school events but parking is not available. NG noted that due to separate nature of play spaces multiple teachers are required for supervision. Line of sight to play areas and toilets is a key consideration for new design. There is significant flooding on the ovals and sitting water remains following rain. JC noted that separation between admin block and homebases is conducive to a focused learning environment.</p> <ul style="list-style-type: none"> • Admin block: JC noted that the original open plan layout was revised to add more partitions and privacy for counting of money, counselling spaces etc. Deputy and principal offices have been moved closer together. An open plan assistant principal room is set up as a flexible space and sees heavy use. • Hall: JC noted rear entry doors are used for concerts etc. The hall is used for before & after school care which precludes most other community uses due to time clashes. The hall sees occasional use for elections, council days, church events etc on weekends. JC noted operable access wall is crucial to achieving full capacity of 350-400. • Canteen: Canteen is used during lunch and recess. Location of canteen near assembly/lunch area is crucial to student flow. • Library: JC noted that space feels too big and achieving full use requires partitioning of the space. Noise levels are too high for multiple simultaneous users in library. • Homebases: JC noted that operable walls are popular and classes often combine. Homebase teacher stores are popular and well used. Withdrawal rooms are well used with some supervision issues due to insufficient glazing and windows starting too high above floor level. JC noted that bag storage is outside (preferable location) though bags are sometimes brought inside if the sun intrudes into the storage area. Location of amenities close to homebases is suitable. 		
3.02	<p>KG presented EFSG site relationships. JC noted deliveries come through main gate and waste is removed weekly through main gate prior to school hours. NG noted that a key consideration for non-school hall users is that vehicular access be available to or very near to the hall.</p>	Note	
3.03	<p>JC noted that prevalence of stairs throughout the school has presented issues for a vision impaired student.</p>	Note	

3.04	LM noted preference for any support classes to be located in the centre of the school. BG noted that homebases are moving to a multi category approach which requires consideration of good access, quiet spaces, and distraction as part of general homebase design.	Note	
3.05	BG noted that good access to hall and playing fields while maintaining security should be a key consideration for design.	Note	
3.06	JC noted that school's educational principles are in development. JC to provide any feedback points raised to date to BLP.	JC	11 Apr 2018
3.07	AM noted that infrastructure can be established under the project to allow for a future transition to use as specific purposes rooms.	Note	
3.08	AM noted that according to the ESG each type of space has a square metre allocation scaled to the size of the school (core 21, core 35 etc) and that the design will be developed according to these guidelines.	Note	
4	Safety in design & risk update		
4.01	AM advised that TSA maintain a risk register and give the PRG the opportunity to raise risks for consideration.	Note	
4.02	BG noted as a risk the consideration of change management as users move into new school.	Note	
4.03	RM noted that the community may be agitating for a new high school.	Note	
5	Community & Stakeholder Engagement		
5.01	RM introduced himself as a member of the communication and engagement team which has been formed to support SINSW's program managers. RM is currently reviewing the project communication plan and is considering bringing a third party consultant on board to undertake community engagement for the project.	Note	
5.02	RM noted that a 2 hour workshop may be held in the future to workshop community concerns.	Note	
6	Other business		
6.01	Next PRG meeting is scheduled for 9:30am, Fri 13 Apr 2018, at Warnervale Public School. TSA to distribute invitations.	TSA	
6.02	AM noted that invitations have been distributed for future meetings.	Note	
6.03	KG noted that the upcoming workshop will be led by the educationalist and will be held on a pupil free day. TSA to issue workshop agenda to RM for review.	TSA	15 Apr 2018

Attachments: Nil

New primary school at Warnervale

Project Reference Group Meeting #3 - Minutes

Date: Fri, 13 Apr 2018

Time: 9:30am to 11:00am

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Attendees:

Lisa Muir (LM) (Chair)	Director, Public Schools NSW	lisa.muir@det.nsw.edu.au
Jane Hagan (JH)	Program Manager, SINSW	jane.hagan1@det.nsw.edu.au
Riccardo Martinelli (RM)	Manager, Community Engagement	riccardo.martinelli@det.nsw.edu.au
Brad Gemmell (BG)	Senior Group Leader, AMU	bradley.gemmell@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Nishka Green (NG)	Deputy Principal, Warnervale Public School	nishka.green@det.nsw.edu.au
Aaron Manderson (AM)	Project Manager, TSA	amanderson@tsamanagement.com.au
Micah Barnes (MB)	Assistant Project Manager, TSA	mbarnes@tsamanagement.com.au
Michael Cashell (MC)	Project Director, BLP (HDC)	michaelc@blp.com.au
Kelsey Godwin-Smith (KG)	Project Architect, BLP (HDC)	kelsey@blp.com.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com

Apologies:

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of country.	Note	
1.02	The PRG noted apologies and accepted the minutes of the previous meeting.	Note	
2	Program		
2.01	AM provided a program update. The next key milestone will be presentation of the functional design brief to the PRG. The brief is currently being progressed through site investigations and consultation with technical stakeholders. The project is currently on program though the month of May will be critical for timely PRG input and progression of the design.	Note	
2.02	LM noted that when possible documents may be provided to PRG members for review prior to meetings to facilitate the decision making process.	Note	
2.03	JH noted that the site's tenants will depart in July/August 2018.	Note	
3	Design		
3.01	AM noted and thanked the school for their input into the case study as developed at the previous PRG meeting was valuable for developing the design.	Note	
3.02	KG presented a summary of the Warnervale Public School case study. JC noted that the primary driver for partitioning the	Note	

	library is the creation of a separate learning space due to a school wide shortage of flexible learning spaces.		
3.03	<p>KG queried the usage of existing general learning spaces. NG advised that teaching spaces at Warnervale Public School are designated by school year level. BG advised that at most schools in the central coast region stages are grouped together. AM noted that the educational workshop will provide an opportunity to further develop the educational model. JH to provide a sample homebase plan from Penshurst Public School to AM for distribution to the PRG.</p> <p><i>Postscript: The sample Penshurst PS floorplate is attached to these minutes. The orange areas denote four homebases, and the blue areas three. This floorplate must be treated as confidential information and is not to be forwarded outside the PRG.</i></p>	JH	19 Apr 2018
3.04	KG presented an analysis of the drop off & pickup zones. LM noted that there is a need to have a welcoming front entrance while maintaining the ability to lock down the school. LM also noted a need for accessible kiss and drop facilities.	Note	
3.05	KG presented the EFSG primary school site relationships diagram. MC noted that the design will broadly delineate between publicly accessible spaces and the school centre.	Note	
3.06	JH advised that any support classes will be included within the 20 homebases allocated to the project.	Note	
3.07	LM noted that Gorokan High School has a well-designed and functional admin space and suggested holding the 11 May 2018 PRG meeting at Gorokan High School to facilitate a site tour. LM to follow up with the school and advise AM of outcome.	LM	30 Apr 2018
3.08	TSA to distribute previously developed draft educational principles with the meeting minutes (attached).	TSA	17 Apr 2018
3.09	MC to provide material on future focused schools to AM for review and distribution to the PRG.	MC/AM	19 Apr 2018
3.10	An educational workshop is scheduled for 11:00am, Mon 30 Apr 2018, at Warnervale Public School. JC advised that approximately 32 staff are expected to attend, the majority being from Warnervale Public School and a contingent attending from Wadalba Community School. Most of the PRG members will also attend. LM noted appreciation for JC's hosting of the workshop.	Note	
4	Safety in design & risk update		
4.01	AM advised that the project risk register is currently being refined. Time permitting, the risk register will be presented for discussion at the next PRG meeting.	TSA	30 Apr 2018
4.02	JH noted that the risk of site access has been reduced as the tenants are being cooperative in terms of providing access to consultants. Some site investigations have been completed.	Note	
5	Community & Stakeholder Engagement		

5.01	RM advised that two proposals have been received from external community consultation providers and that the process of selecting an agency is ongoing.	Note	
6	Other business		
6.01	The next PRG meeting is scheduled for 10:00am, Mon 30 Apr 2018, at Warnervale Public School. TSA to distribute invitations.	TSA	

Attachments: DOC - 180119 - New primary school at Warnervale - Draft educational principles
DOC - 180417 - New primary school at Warnervale - Sample floorplate Penshurst PS

<p>Principle 1: Needs of learners and learning</p> <p>Connected and collaborative learning spaces</p> <p>Variety of high quality flexible learning spaces and performance spaces</p>	<p>Principle 2: Community and learning</p> <p>Flexible shared spaces for school and community use</p> <p>Foster a welcoming culture which celebrates the place of the school in the community</p>	<p>Principle 3: Aesthetically pleasing</p> <p>Natural setting to enhance a calm and caring environment</p> <p>Maximise participation in active learning and recreation through engaging outdoor/indoor spaces</p>	<p>Principle 4: Contemporary, sustainable learning environments</p> <p>Technologically rich, connected environment</p> <p>Diversity of flexible indoor and outdoor open spaces</p> <p>Learn from sustainability</p>	<p>Principle 5: Re-configurability</p> <p>Flexible classroom programs</p> <p>Outdoor learning spaces connected to classrooms</p>
<p>Spaces supporting main classrooms to create places that can cater for</p> <ul style="list-style-type: none"> - different ways of learning - stages of development - students with special needs / – SSP classrooms - structured learning support. <p>Creating flexible learning spaces that support a broad range of teaching practices and strategies to cater for different student learning activities and learning styles.</p> <p>Spaces to support collaborative planning and learning.</p> <p>Creating a stimulating teaching and learning environment.</p> <p>Enhanced spaces for students with disabilities to facilitate ease of movement, comfort and the necessary amenities.</p> <p>Library spaces that maximises the development of learning and enquiry skills.</p>	<p>Providing a school which is open, inclusive and welcoming, including a welcoming administration/entry.</p> <p>Points of access into the school to be considered carefully, and informed by pedestrian catchment from around the neighbourhood and traffic approaches.</p> <p>Layout enhances safety and security with improved school entry and visibility through the site.</p> <p>A welcoming environment for students, parents, teachers and community, an OOSH. School inclusive of the disabled and of all different backgrounds including Aboriginal community identity, promotes a happy and safe school.</p> <p>Fences and gateways designed to provide security but also consider landscape, characteristics and materials</p> <ul style="list-style-type: none"> - consider street scape and the neighbourhood. <p>Main Entry to be easily identified through appropriate design & signage.</p>	<p>Open space which</p> <ul style="list-style-type: none"> –maximise the amount and quality of open space; - promotes where possible green spaces with native trees and garden - playing field for active play <p>Retaining and enhancing existing green spaces with native trees where possible.</p> <p>Building structures that promote the connection of people to outside spaces and support outdoor learning.</p> <p>Outdoor spaces to cater for age-appropriate play areas, performance areas, creative play and engagement with nature, and which provide passive and active play areas.</p> <p>Buildings that promote the connection between indoor and outdoor spaces.</p> <p>Main Entry to be well defined and possess a welcoming and strong identity, fitting to the school’s character.</p>	<p>Provide flexible learning spaces that meet current and future technology resourcing and standards, and cater for different learning styles and use of technology.</p> <p>Technology integrated that supports the teaching methodology of the school.</p> <p>Learning spaces that maximize students’ collaboration and technology access.</p> <p>Modern administration and office areas to enhance technology.</p> <p>Library as a technology hub, which maximizes the development of learning and enquiry skills.</p> <p>Incorporating passive environmental design elements that reduce the need for mechanical heating and cooling, including building orientation, sunshading, natural ventilation, solar energy and thermal mass.</p> <p>Utilising low maintenance materials externally and internally.</p>	<p>Accessible buildings for all.</p> <p>homebases will provide flexible options for size and layout of teaching styles.</p> <p>Creating a contemporary environment that supports collaborative learning and team work in groups.</p> <p>Classroom clusters and ancillary spaces connected with larger shared spaces to provide a planning structure that supports collaborative learning, different learning activities and combined class activities.</p> <p>Outdoor learning spaces that provide opportunities for safe, visible learning and play areas which will enhance supervision practices.</p> <p>Homebases that provide flexible options in size and layout to support teaching styles, and which maximize support for students with specific needs.</p> <p>Contemporary furniture selections to provide collaborative and flexible spaces</p>



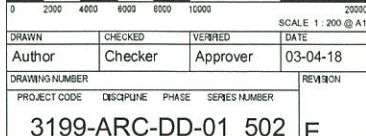
LEGEND



<p>PERUMAL PEDAVOLI ARCHITECT T: 02 9291 0000 WEB: www.pp-a.com.au Nominated Architect Vince Pedavoli NSW reg No.5045</p>	<p>STATUTORY PLANNER DON FOX PLANNING P/L T: 03 9473 4044</p>
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PENSHURST PUBLIC SCHOOL
18 Arcadia Street, Penshurst

DRAWING NAME
FURNITURE PLAN - LEVEL 2



New primary school at Warnervale

Project Reference Group Meeting #4 - Minutes

Date: Mon, 30 Apr 2018

Time: 10:00am to 10:50am

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Attendees:

Lisa Muir (LM) (Chair)	Director, Public Schools NSW	lisa.muir@det.nsw.edu.au
Micah Barnes (MB)	Assistant Project Manager, TSA	mbarnes@tsamanagement.com.au
Brad Gemmell (BG)	Senior Group Leader, AMU	bradley.gemmell@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Nishka Green (NG)	Deputy Principal, Warnervale Public School	nishka.green@det.nsw.edu.au
Michael Cashell (MC)	Project Director, BLP (HDC)	michaelc@blp.com.au
Kelsey Godwin-Smith (KG)	Project Architect, BLP (HDC)	kelsey@blp.com.au
Riccardo Martinelli (RM)	Manager, Community Engagement	riccardo.martinelli@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Emma Marshall (EM)	Associate, NLE	emma@newlearningenvironments.com

Apologies:

Jane Hagan (JH)	Program Manager, SINSW	jane.hagan1@det.nsw.edu.au
Aaron Manderson (AM)	Project Manager, TSA	amanderson@tsamanagement.com.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of country.	Note	
1.02	The PRG noted apologies and accepted the minutes of the previous meeting.	Note	
2	Program		
2.01	MB provided a program update, noting that timely endorsement of the functional design brief is critical.	Note	
3	Design		
3.01	KG presented the functional design brief.	Note	
3.02	LM requested that the council precinct plan as referred to in the functional design brief be distributed to the PRG. KG to provide document to MB.	KG	1 May 2018
3.03	MC noted that an extensive Aboriginal report has been requested and further information on an Aboriginal site near the future school will be provided shortly.	Note	
3.04	LM noted that sample Penshurst floorplate and draft new school educational principles were distributed as an attachment to the previous minutes.	Note	

3.05	LM requested the functional design brief be distributed electronically for review prior to endorsement. MB to distribute once issued by BLP.	MB	8 May 2018
3.06	EM advised that the purpose of the educational workshop is to develop educational principles and the educational model. The educational model will be produced within two weeks of the workshop and will be referred to during the design process.	Note	
3.07	MB noted that the educational principles will be distributed for approval prior to the next PRG.	MB	8 May 2018
4	Safety in design & risk update		
4.01	MB presented the risk register for review, noting that risks will be reviewed and updated as the project progresses and that an opportunity will be provided for new risks to be noted at each PRG.	Note	
4.02	BG requested that the risk register be sorted by likelihood.	Note	
4.03	BG noted new potential risks of land ownership of pick up/drop off area, zoning, and student commitments to the new school.	Note	
4.04	RM advised that consultation and engagement risks may be added in further detail as the project progresses.	Note	
4.05	LM requested that risks of a principal not being appointed in due time and the new school naming process be added to the register.	Note	
5	Community & Stakeholder Engagement		
5.01	RM advised that Elton Consulting have been engaged by SINSW to provide community engagement and consultancy services.	Note	
5.02	RM advised that a meeting will soon be held with Elton to review key stakeholders and develop an engagement plan. A 2 hour workshop may be held with PRG members to develop consultation schedules, build knowledge of the local community, and examine risks and ongoing media issues. RM to confirm date of workshop.	RM	11 May 2018
6	Other business		
6.01	LM noted that selection of a name for the new school will likely require consultation with the school community, AECG, and the local Aboriginal land council. The geographical names board will then review prior to the preferred name being submitted to the Minister for approval. LM will further discuss with JC, NG and RM to develop local stakeholders and update the PRG as necessary.	Note	
6.02	The next PRG meeting is scheduled for 9:30am, Fri 11 May 2018, at Gorokan High School and will include a tour of the school's administration building. TSA to distribute invitations.	TSA	
6.03	LM noted that a future PRG meeting may be held at Point Clare Public School. LM to confirm meeting date with Point Clare.	LM	11 May 2018

Attachments:

DOC - 180501 - New primary school at Warnervale - CCC EOI Business Park.pdf

EXPRESSION OF INTEREST

ESTABLISHMENT OF AN
INTEGRATED UNIVERSITY AND
EDUCATION BUSINESS PARK

2015



Wyong
Shire
Council

A new integrated education and business precinct, where lifestyle and technology come together

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EXECUTIVE SUMMARY

The Central Coast abounds with plentiful commercial and industrial greenfield land. The area is bounded by pristine coastline to the east and national parkland and rural properties to the west. A major motorway, road networks and intercity rail form the infrastructure spine that services our region. Warnervale has close proximity to the inland waterways and the ocean and is bounded by the local pristine environment of Warnervale.

The growth potential of the Wyong region is enormous.

Wyong Shire Council seeks Expressions of Interest (EOI) from corporations and universities wishing to grow and establish a new education and business precinct on the Central Coast as well as a new retail and commercial town centre. Wyong Shire is the location for major growth on the Central Coast. Wyong Shire Council has strategically planned major projects in the northern part of the Shire including:

- Warnervale University (65ha of land earmarked for a new university and integrated business park);
- Warnervale Town Centre (119 ha - new mixed use retail, commercial and residential centre) based around a new railway station;
- A Central Coast Regional Airport for domestic and future international travel;
- Warnervale Business and Industrial Park.

Investors in the region may propose consortia and overseas partners for business and educational investment. Wyong Shire welcomes the integration of overseas students into the community. EOI proposals that contemplate the integration of an overseas partner university in any stages of the university to encourage international students will be considered positively.

Wyong Shire Council requires EOI candidates to propose a defined scope and purpose of the new university and education business park that embraces its regional context and provides a unique approach to education in the future.

Council considers this new university to be an opportunity to develop a new concept in education for the Australian context. Wyong would welcome innovative educational proposals, multi-versity proposals, new frontiers of learning and overseas partnerships. Council requests candidates to provide proposals that address projected community benefits and growth as part of their submissions.

BACKGROUND

Wyong Shire Council has identified the establishment of a university and education business park as a key part of the economic development strategy. The university and education business park has been identified as a key driver of economic growth delivering further education and developing employment opportunities on the Central Coast.

WYONG SHIRE COUNCIL MISSION STATEMENT

Wyong Shire Council has a vision to create a regionally significant, masterplanned and integrated education, industry and business community on the Central Coast. The proposed university and education business park would provide world-class university courses to 7,000 domestic and international students and create 1,500 education and business sector jobs within a vibrant education community. Courses would have close links to local business and industrial groups.

DEMAND CONTEXT

The university and business park proposal is the result of the development of the Wyong Education & Business Precinct Masterplan which is a response to previous studies conducted for the Viability and Feasibility Study of the Wyong Education & Business Precinct Masterplan – (SGS Economics & Planning Oct 2013) that identified a shortfall in the delivery of tertiary education spaces within the Central Coast.

THE REGION, THE STRATEGY AND THE VISION

Wyong Shire Council proposes to establish a university and education business park on the Central Coast to provide further education opportunities and stimulate economic development. The new university is envisaged to integrate into the community, provide tertiary education opportunities and be a catalyst for life-long learning.

Strategic Plan

The university and education business park proposal is consistent with the Wyong Shire Council's Community Strategic Plan 2014 -2018 which identifies seven priority objectives, each supported by a range of actions, outlined as follows:

1. Communities will be vibrant, caring and connected with a sense of belonging and pride in their local neighbourhood
2. There will be ease of travel within the Shire and to other regional centres and cities
3. Communities will have access to a diverse range of affordable and coordinated facilities, programs and services
4. The community will be well educated, innovative and creative
5. There will be a sense of community ownership of the natural and built environment through direct public involvement with programs and services
6. There will be a strong sustainable business sector and increased local employment built on the Central Coast's business strengths
7. Information communication technology will be consistent with world's best practice and adaptive to technological advances.

Social and Economic Benefits of a New University

It is anticipated that a range of socio-economic benefits will flow to the local community such as:

- The opportunity for major investment into Wyong Shire
- Increase profile of Wyong Shire and thus increase investment opportunities from the current base
- The achievement of various goals in Council's Community Strategic Plan, in particular delivering a balanced sustainable development which provides access to higher education opportunities
- Establishing a major employment generator with a diverse range of job opportunities – initially for the construction and later for the operation of a university and related activities
- The establishment of a university campus which has a core focus towards the location of a major vocational education and training facility to service the ongoing demands of existing and future population needs, especially in the northern parts of the Wyong Shire
- The ability to promote education and encourage higher educational attainment levels which are, at present, at unacceptable levels on the Central Coast
- The ability to create educational pathways from schools to encourage further education.

The Central Coast

The Central Coast and Hunter regions have over 900,000 residents but currently only one university, the University of Newcastle. The Central Coast and Hunter regional strategies outline a combined population increase of 260,000 people over the next 18 years with a need to create 110,000 new jobs (SGS Economics & Planning Oct 2013).

At present there is only one tertiary campus on the Central Coast (University of Newcastle - Ourimbah) which has limited courses in the fields of science, technology, engineering and mathematics including undergraduate courses in:

- Arts
- Business / Commerce
- Dental Therapy
- Education
- Environmental Science and Management
- Exercise and Sport
- Food science and human nutrition
- Information technology
- Nursing
- Oral Health
- Psychology
- Podiatry
- Social Science.

Ourimbah combined campus provides the following Hunter TAFE NSW courses:

- Administration
- Business
- Library
- Real Estate
- Building Industries
- Children's Services
- Food Services and Hospitality
- Community
- Health and Fitness
- Tourism
- Events and Outdoor Recreation
- Environment
- Horticulture and Primary Industries
- Information Technology
- Creative Industries
- Fashion and Media.

The Wyong Education Precinct would be the first integrated educational hub, aimed at creating relationships with industry and the community.

The Central Coast's Value Proposition

The Central Coast offers a base for technological development and business development by being geographically linked by road and rail to two major Australian cities, Sydney and Newcastle. It offers an economic base and diverse business opportunities combined with an attractive lifestyle and a range of housing options well connected to major cities.

The National Broadband Network (NBN) presents a significant current advantage to the Central Coast region, as this communications infrastructure provides the Central Coast with a key benefit in terms of connectivity and access to markets. Anecdotal evidence already suggests that a number of businesses are relocating to the region (or expanding) to utilise the capacity provided by the NBN.

The Central Coast has significant advantage in relation to its location, strategically situated between the urban centres of Sydney and the Newcastle/Hunter Valley. This provides businesses the capacity to access these markets, especially the professional markets within the Sydney and Newcastle metropolitan areas, along with the industries associated with the Hunter Valley mining and agricultural sectors. Proximity to these centres also provides access to international airports, shipping facilities and the like, which aids in connectivity to international markets.

The economic base of the Central Coast is varied and covers many sectors. Key economic sectors include manufacturing, retail, agriculture, tourism, construction, and service industries such as health and community services and property and business services.

Sectors expected to experience strong growth over the next 25 years in the region include wholesaling, retailing, property and business services, tourism, health services, cultural and recreational services and personal services. It is anticipated that these areas of business growth will support education demand for aligned courses.

Central Coast Regional Strategy

The purpose of the Central Coast Regional Strategy (CCRS) is to ensure that this population growth is accommodated in a manner that preserves and enhances quality of life whilst protecting the natural environment and providing improved opportunities for employment and sustainable lifestyle by creating more local jobs closer to home.

The CCRS provides a strategic framework that will guide growth within the region over the next 25 years. By 2031 the Central Coast region is projected to have a population of over **400,000 people** – (from approximately 330,000 currently).

It is anticipated that 70% of the additional 56,000 required dwellings forecast for the region will be provided within the Wyong Shire i.e. 39,500 additional dwellings to be provided within the Wyong Local Government area.

The CCRS identifies specific population and employment targets over prescribed time frames. Upon the fulfilment of these 400,000 population targets there will be a need to accommodate up to 100,000 people and a requirement for the establishment of another major education precinct will be paramount. This will be further reinforced by the projected population increases for both the southern parts of Lake Macquarie as under the Lower Hunter Regional Strategy and also the Metropolitan Strategy for the northern portions of Sydney that will further support the educational demand.

The proposed university site is well placed for accessibility and will further attract people and investors into the Warnervale precinct.

Regional Context

The precinct is highly accessible to both Sydney and Newcastle by road and rail, being some 100km and 50km from each, respectively.

The proposed Central Coast Regional Airport will further promote the precinct, allowing fast access from all parts of the State, Australia and potentially from international locations.

Current State Government initiatives which would even further enhance access to and from Wyong and the precinct are the North Connex road linking the M1 and M2 motorways, the West Connex road linking the M4 and M5 motorways and a future link between Newcastle and Wollongong via an Outer Sydney Orbital between Newcastle – Central Coast – Sydney's West and Wollongong. These initiatives would also link the fast growing population, workforce and jobs of Western Sydney.

Infrastructure project investigations are underway to consider ways of eliminating 'pinch points' along the State's rail networks to speed up rail travel between key destinations such as Newcastle, Sydney and the Southern Highlands. Express trains allow commutes between major origins and destinations within an hour. This would allow many in the workforce to shift out of Sydney to more affordable areas beyond the metropolitan area. The shift by a skilled workforce could attract businesses to establish in employment areas outside of metropolitan Sydney.

Educational Demand and Economic Value

Based upon benchmarking exercises conducted in relation to future population forecasts, tertiary intakes per capita and catchment areas between Northern Sydney and the Hunter Valley, Wyong Shire Council estimates that there will be a shortfall of approximately 7,600 university places (SGS Economics) within the Central Coast and Hunter Valley.

Based on existing data on population increase and tertiary uptake it is expected that the shortfall in university places will increase to 8,600 by 2031. The absence of a local tertiary institution is currently causing students to travel outside the region for study (or not to study) and then, as a consequence, they often do not return to the Shire.

The overall estimated demand for floor space required to accommodate the forecast demand for education/university uses is projected to be in the order of 100,000 m² based on 10sq m per student.

Economic Impact

The proposed establishment of a new university on the Central Coast will require a new campus on the Warnervale site and it is anticipated it will deliver significant associated economic benefits.

Construction Phase (assuming a construction project of \$246 million over 16 years from commencement):

Project Value – Establishing a University

University:	\$240m (339 Operational Jobs)
Student Accommodation:	\$200m (1,500 Beds)
Knowledge & Community Centre:	\$ 10m
Business Park Assets:	<u>\$200m (1,000 Jobs)</u>
Total	\$650m

After establishment, the projected benefits to the economy of a university are:

Operational Phase

Total Value Added	\$229.80 million
Annual Average Value Add	\$ 9.19 million
Annual Direct Jobs	339 jobs
Annual Indirect Jobs	125 jobs
Estimated Total Annual Jobs	464 jobs

(Projections per SGS Economics Report Oct 2013)

LEARNING AND BUSINESS

The vision anticipates that the boundary between the University and the Business Park could be 'fluid' allowing the interface of activity of business, education and research to interact in a positive way. The overall goal is for an integrated and interactive tertiary education, business and technology park, community and recreational space, and a SMARTS Hub, on a key Council owned site. It will be a key activity hub in Wyong Shire, attracting a range of demographic groups.

It is also proposed that the university will also complement and function collaboratively with the existing schools in the area such as Lakes Grammar (450 students), MacKillop Catholic College (1,100 students) and Wadalba High School (1,200 students).

The central core and initial phase of the University and Education Business Park includes:

- SMARTS Hub that possibly will be shared between the University and Council for community use
- Small-scale retail to cater for the incoming student and business population
- The main pedestrian square at the intersection of these will form the main meeting place for students, workers and visitors of the precinct. The development of future precincts will be planned with the town square as the heart of the university and business precinct
- Servicing of the site with access road, water and sewer mains provided by Council.

SMARTS Hub

SMARTS Hubs are work centre spaces, targeted to serve tele-workers and professionals, in locations closer to their residences. They aim to provide a local workspace alternative. This will minimise the number of commutes, reduce weekly commuting time, while providing a flexible, innovative and creative yet formal work space, functioning with a community atmosphere.

Wyong Shire Council has proposed that the university site will include a SMART Work Centre, as the landmark and a key community facility of the Precinct, and the greater Wyong area. Wyong Shire Council believes that there are synergies with the SMARTS Hub and community requirements to meet and access information. The university has the potential to deliver enormous community benefits in supporting this information sharing.

The key components of this Hub include:

- A mix of individual offices
- Shared flexible office spaces
- Meeting rooms
- Shared reception
- Flexible workstations
- Other facilities.

The features that are considered important for the success of these centres include:

- Good public transport connections
- Food and beverage services
- Secure parking – motor vehicles and bicycles
- Ancillary retail, grocery, medical and dental services, personal services (e.g. gym, dry-cleaning, repairs, hairdressing and possibly a swimming pool)
- One key influence in the success of these hubs, is also their 'discover- ability'. The community must be aware of the centre's availability and be able to access it easily
- The ambience of the centre will also be a key attracting factor.

University of the Future

Wyong Shire Council wishes to embrace the latest innovations in education. Research by Ernst and Young (2013) identified five key trends driving changes to higher education sector:

- 1. Democratisation of knowledge and access**
- 2. Competitive markets and funding models**
- 3. Digital Technology**
- 4. Global mobility**
- 5. Integration with industry and business**

The candidates should have regard to the above principles and address these as part of their EOI submission.

The Wyong Education & Business Precinct is set to capitalise on these trends as part of its development and implementation of a new Central Coast university.

EXPRESSION OF INTEREST CAMPAIGN

Wyong Shire Council seeks expressions of interest from companies and/or universities wishing to expand and grow in regional areas of New South Wales. The EOI requests a response from candidates with proposals for:

Integrated University and Business Park Plan

Candidates are required to submit this Plan highlighting the creation of local jobs with their vision and concept design, with preliminary timeframes and costs.

University viability

Candidates are required to provide their projected business models that underpin the feasibility around the University and Education Business Park. Key points for consideration are:

- Proposals for the unique offer of this new University and Business Park
- Land ownership and building partnerships
- Capital funding and partnerships
- Projected staging
- Indicative estimates around each stage of University development
- Provide consideration to how the new University and Business Park might embrace innovation to benefit the institution and the community
- Provide a proposal of how Council can support financial viability of the proposal - articulate public and/or private funding for establishment
- Provide a high level plan for ongoing operations around the funding sources i.e. government, student fees, private funding, international students, overseas funding and other support.

Physical Size

Propose a campus site in relation to the residual business park and

- Designate the size of the site
- Outline the proposed education learning experience and associated facilities
- Include the rationale for accommodation requirement
- Provide a proposed initial phase and accommodation for students and staff
- Outline the required office space for administration
- Provide an outline for the accommodation required for university academic staff
- Outline the proposed student services.

On Line Services

- Outline how student interactions may be enhanced with on-line experiences and how composite courses (on campus and remote) may be facilitated.
- Provide proposals for diverse course options – possibly from several tertiary institutions that may be serviced by the Central Coast campus based on a Multi-versity model.

Student Accommodation

- Provide proposals for on-campus and/or off-campus accommodation
- Propose possible investment models for student accommodation to assist project funding.

Preliminary Student Demand Forecast

Wyong Shire Council identifies a shortfall of 7,600 student places on the Central Coast. An estimate of student enrolments in the early years is 4000 students. Candidates will be required to provide their forecast for student enrolments as part of Phase 2 of the EOI process.

Relationship with Regional Institutions

Provide principles for interaction with other regional institutions and business parks located within and near the Central Coast.

Program

Provide an outline of key milestones in the establishment of the business park, university and indications of anticipated lead times.

Marketing Strategy

The EOI requires candidates to propose a desired scope and purpose of the new University and Business Park. Candidates are required to provide a concept marketing and communications strategy for the University and Business Park.

EOI Program Milestones

Distribution of EOI material and fact sheets June 2015

EOI candidates to provide response – 31 July 2015

After receipt of EOI submissions, Council will review and respond in approximately thirty days.

Submissions

Candidates are required to provide PDF submissions.

Each proponent must lodge its proposal by 31 July 2015 to the following email address which is Council's secure email address used for EOIs and Tenders:

wsc@wyong.nsw.gov.au

THE UNIVERSITY AND EDUCATION BUSINESS PARK SITE - SURROUNDS AND MASTERPLAN

Proposed University and Education Business Park Site

Property Details

Real Description: Lot 26, DP 1159349
Street Address: 30 Jack Grant Ave, Warnervale
Owner/s: Wyong Shire Council
Site Area: 455ha (total). Planning Proposal for University covers 65ha.
Current Zoning: Part zoned SP2 – Education Establishment, Part E2 – Environmental Conservation, Part B7 – Business Park.



Proposed University and Education Business Park site

The proposal provides the ability to establish a facility which is able to meet the future needs of the region if the population targets are met as prescribed by the Central Coast Regional Strategy combined with tertiary participation rates increase to the State average. Combined with future increased population of southern Lake Macquarie and northern Sydney the area comprises over 1 million people.

This university and business park site has been identified for business uses within the regional strategies and is nominated within the new Regional Growth Plan for the Central Coast as a university site.

The proposed university and business park site is located approximately 4km north of Wyong Town Centre and 3.5km from the M1 Motorway via Sparks Road. The site (when combined with the adjoining sites) is expansive covering a total area of 455 ha. The Education and Business Precinct is 65ha as identified in the development footprint. The site is located close to the M1 Motorway that is the major road transport line between Newcastle and Sydney. The site is less than 10 minutes' drive from the major intersection of M1 and Sparks Road which is currently subject to a \$20m upgrade for the anticipated major developments in the area including Warnervale Town Centre.

The site is strategically placed near Warnervale Train Station, the future residential area of Precinct 7A (major residential land release area) and the new Warnervale Town Centre. The site is well serviced by Stage 1 of the Link Road and will take advantage of the future completion of the Motorway Link Road (Stage 2) component which would act as a catalyst infrastructure project for the Warnervale area.

The university and business park site is located immediately south of the existing Lakes Grammar School with the only developable land located to the east which forms part of Warnervale. The proposed location of the future Link Road (to North Wyong) will act as a 'buffer' between the existing residential area and the education/business precinct. This critical piece of infrastructure will significantly improve accessibility and connectivity between the existing Wyong/Tuggerah area and the emerging Warnervale precinct which is earmarked for business and educational development. The distance between the proposed SMARTS Hub precinct (located directly off existing Link Road) and Watanobbi (northern end of Wyong) intersection is approximately 3.2km.



Site Planning Proposal

The proposed University and Business Park site has obtained Gateway approval to:

- Amend the Wyong LEP 2013 Floor Space Ratio Map HOB_007A in accordance with the proposed floor space ratio map, which indicates a maximum permissible floor space ratio of 2.5 :1 on the site; and
- 205,000km² business park.

University Precinct Masterplan Concept

The following are principles for the development of the master plan for the University:

- Capitalise on existing topography including development along the ridgelines
- Education uses extending out from the SMARTS Hub
- Business uses extending in a north-south direction
- Circulation spines will extend from the SMARTS Hub.

SMARTS Hub

Wyong Shire Council has proposed a community based interface for the new university. It is anticipated that the greatest concentration of activity will occur in the SMARTS Hub precinct. The SMARTS Hub will integrate community needs, library, university functions and a possible base for flexible working arrangements. This will be the landmark feature which will take full advantage of the topography on the site and will be easily recognisable.

Retail Centre

It is proposed to allow for an ancillary retail centre to cater for the expected demands from the location of up to 7,000 students, including 1500 residential student accommodation sites and future employment areas within the business park.

Proximity to Warnervale Town Centre

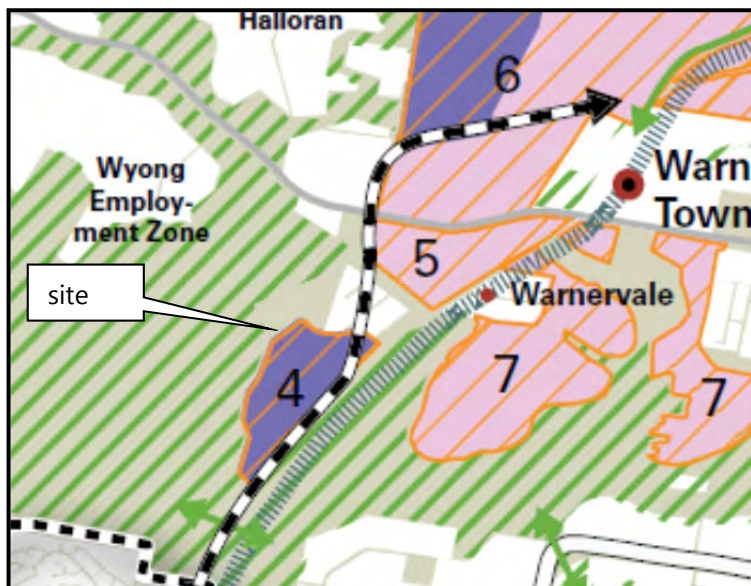
The university and education business park site is within 2km of the new Warnervale Town Centre (WTC). It is anticipated that the WTC will provide retail, services and support for the new University, Business Park and community requirements with a total gross floor area in the order of 33,000m² that consists of the following elements:

- A total of 20,000m² of retail floor space (including a supermarket, discount department store and specialty retail floorspace)
- Ancillary commercial uses of 3,600m²
- Bulky goods uses of 1,900m² and
- 3,700m² of entertainment/leisure uses.

Note: areas are approximate

NORTH WYONG STRUCTURE PLAN

The subject site is located within the endorsed North Wyong Structure Plan.



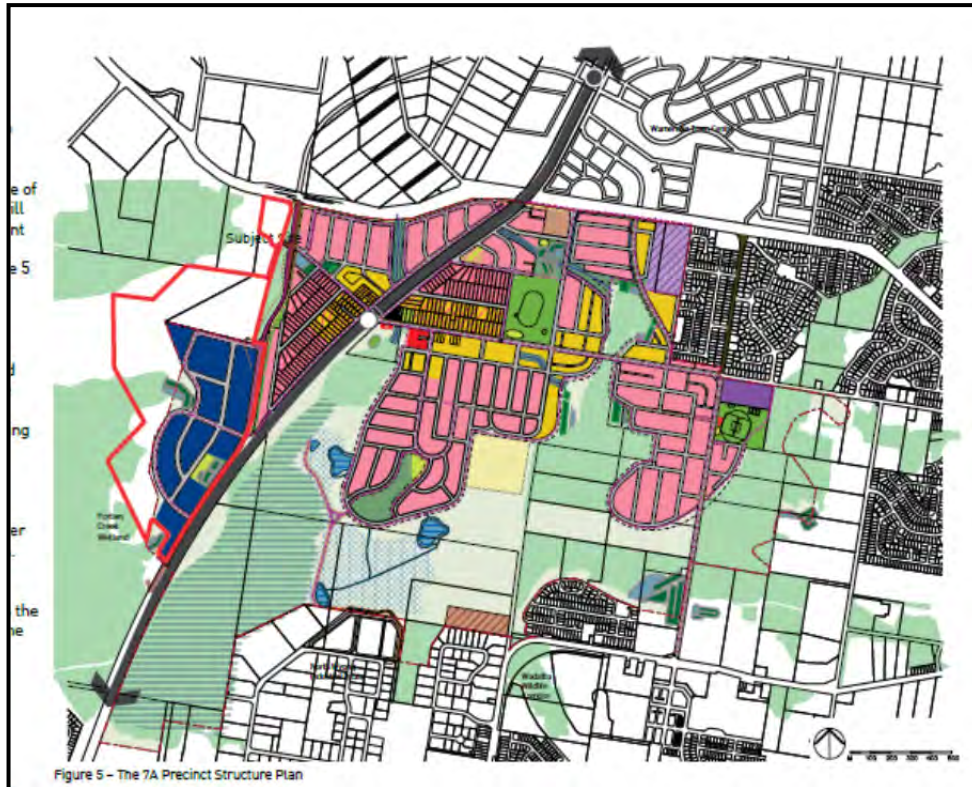
Extract from endorsed North Wyong Structure Plan

North Wyong Structure Plan

The North Wyong Shire Structure Plan was released by the NSW Department of Planning and Infrastructure on 18 October 2012. The Structure Plan builds on the principles set down in the Central Coast Regional Strategy (CCRS) which identified the North Wyong Structure Plan area as the focus for Greenfield development within the region, and informed adopted Council's LGA-wide Settlement Strategy.

Precinct 7A – Area for Residential Development

The subject area contains the entirety of the zoned Business Park (B7) that was part of the recent Precinct 7A project which is earmarked as a major residential land release area for the Warnervale area (circa 2,500 residential lots).



Precinct 7A Residential Release area with identified Subject Site

REFERENCE DOCUMENTS

SGS Report Oct 2013 on the Viability of Establishing the Wyong Education and Business Park Precinct.

EXPRESSION OF INTEREST (EOI) PROCESS

This EOI process will involve more than one step. Any prospective proponent can expect the process to include interviews, requests for subsequent information and clarifications and negotiations with Council.

The process is expected to comprise the following distinct steps:

Step 1: Request for Proposals: Interested proponents submit a proposal in the form set out in the Schedules included in this EOI.

Step 2: Evaluation of Proposals: All responses will be evaluated using the criteria set out in this document and a shortlist of proponents will be invited to attend an interview. The evaluation will be conducted by nominated Council staff.

Step 3: Shortlisting: Proposals with merit will be shortlisted.

Step 4: Selective Tender and/or Negotiations:

In accordance with due process as defined in Section 55 of the Local Government Act NSW 1993, as amended, the shortlisted proponents will be invited to selectively tender and/or to engage in negotiations in regard to the commercial terms with Council with a view to entering into a Project Development Agreement. If Council receives several suitable proposals, Council may in its absolute discretion decide to invite tenders from the shortlisted proponents. Otherwise, Council may decide in its absolute discretion to negotiate directly with the shortlisted proponent(s).

Step 5: Following the selective tender and/or negotiations, the proponent(s) offering the best value for money and that best addresses 'quadruple bottom-line' principles will be selected to execute the final form of the agreement(s) with Council. Another proponent may be selected to a reserve position. Note that Council may elect to proceed with none of the proposals, and enter into an agreement with another party at its absolute discretion.

HOW TO RESPOND

Proponents making a submission must provide their response to this EOI request in a document structured in accordance with this EOI request. Proponents are to provide the information requested in adequate detail to allow assessment and evaluation. All submissions will be assessed against the evaluation criteria set out in this EOI request.

Information Required

Proposals submitted in response to this EOI request must directly address the required information. To enable a thorough and fair assessment of each Proposal and the proponent's capacity and ongoing obligations, proponents are required to provide sufficient information on each item to enable objective evaluation with the evaluation criteria stated in this EOI request.

If a proponent fails to supply the information requested the evaluation panel has the absolute discretion to discontinue further consideration of the proponent's proposals or seek further information.

Questions and Clarifications

Any enquiries that proponents may wish to make to clarify their interpretation of the EOI Request prior to submitting proposals should be submitted to the Contact Officer in writing.

Any email enquiries should be directed to the Contact Officer/s below:

Steven Mann
Manager
Property Development
Wyong Shire Council
PO Box 20
WYONG NSW 2259
SJMann@wyong.nsw.gov.au
02 4350 1397

Lodgement of Proposals

Each proponent must lodge its proposal by **31 July 2015** to the following email address which is Council's secure email address used for EOIs and Tenders:

wsc@wyong.nsw.gov.au

or, if the proponent has downloaded this EOI document from Council's e-Tender website, then through that e-Tender site.

Proposals must not be sent to the Contact Officer/s or any other email address.

Each proposal must be prominently marked with the following details:

Proponent Name
Strictly Private and Confidential
Response to EOI Request – Integrated University and Education Business Park

Council may refuse to consider proposals that are submitted late. Late proposals will be considered in accordance with the Council's Procurement Policy.

PROPOSAL EVALUATION

Evaluation Process

Council will evaluate EOI responses on the basis of advantage to Council. In doing so, Council undertakes to give due consideration to all conforming EOI responses. Non-conforming EOI responses may, at the absolute discretion of Council, also be considered.

The following evaluation methodology will be used in respect of this EOI request:

- EOI responses will be checked for completeness and compliance. EOI responses that do not contain all information requested (e.g. completed returnable schedules and any requested additional documents) may be excluded from further consideration.
- EOI responses will be assessed against the evaluation criteria.

Evaluation Criteria

Proposals will be evaluated against the evaluation criteria set out below which appear in no special order of priority or weighting.

Demonstrate capacity to deliver (with proven examples) projects of a similar scale, potential and nature.

How the proposal satisfies the project objectives:

1. Proponent capability and demonstrated proven track record of achievement delivering projects of similar scope, scale and type
2. Demonstrated financial capacity to carry out the tasks associated with the development and/or proposed business
3. Whether the proponent is a local supplier or the extent to which the proposal involves local content
4. Any other advantage or risk to Council.

At any stage of the evaluation and assessment process Council may request clarification or further information concerning any proposal. Respondents may also be invited to make a presentation to Council in support of their response to further demonstrate their capability to undertake all or parts of the program of work.

GENERAL TERMS AND CONDITIONS

Acceptance of Terms by Proponent

The proponent acknowledges by submitting a proposal to this EOI request, its acceptance of the terms set out in this EOI request.

Probity

This EOI process will be governed by the following principles of probity:

- Open and competitive process
- Fairness and impartiality
- Consistency and transparency of process
- Security and confidentiality, and
- Identification and resolution of potential conflicts of interest.

No Canvassing

Proponents must not approach or request any other person, including consultants to approach any Council officer, employee or consultant or individually or collectively solicit support for their proposal or otherwise seek to influence the outcome of the EOI process. Any such approach or request may lead to a proponent's proposal being excluded, as determined by Council in its absolute discretion.

Proponents must direct all communications during the EOI process to the nominated Contact Officer/s or as otherwise notified.

No Collusion

Proponents must not communicate, directly or indirectly, with any other proponents (including through any employees, agents or contractors) regarding the preparation, content or submission of proposals.

Each proposal must be submitted without any collusion or knowledge, in the preparation of or about any other proposal. Submission of a proposal is deemed to be a representation and warranty by the proponent submitting that proposal that it has complied with the requirements of this paragraph. If Council determines that a proponent has violated this condition, Council may reject the proponents proposal at its absolute discretion.

Council's Business Ethics

All proponents must comply with Council's *Statement of Business Ethics for Tenderers and Contractors*. A proposal will be evidence of the proponent's agreement to comply with the Statement for the duration of any agreement that may be awarded. If any proponent fails or has been shown to have failed to comply with the Statement the failure may be taken into account by Council when considering its proposal or any subsequent proposal and may result in the proposal being passed over. The *Statement of Business Ethics for Tenderers and Contractors* can be viewed and downloaded from Council's website:

www.wyong.nsw.gov.au

Conflict of Interest

Proponents must declare in their response and at any later time, any matter or issue which is, or may be perceived to be, or may lead to, a conflict of interest regarding their response or participation in the project. Proponents must describe a strategy in their response so that any conflict of interest will be avoided. Where a conflict of interest arises, it must be assessed and resolved in favour of the public interest.

No Contract

The submission of a proposal by a proponent does not give rise to any contract governing, or in any way concerning, the EOI process. Council expressly disclaims any intention to enter into such a contract.

Amendment or Addenda to this Request

Council reserves the right to amend the process and procedures set out in this EOI by notice in writing to Proponents. Should this extend to altering the specific objective or extending the scope of this EOI or in the event of a change being made that would substantially affect or alter the nature of this EOI, Council will issue Addenda which will apply to any amended process and procedures to all proponents who have registered and been provided with a copy of this request and will be made available upon request to other persons.

No explanation, elaboration of, or amendment to, this Request will be effective unless it is in the form of a written Addendum issued by Council, and all such Addenda shall become part of the EOI. To the extent permitted by Law, proponents will have no claim against Council with respect to the exercise, or failure to exercise, of such rights. Note that information contained in this EOI is subject to review and change without notice, but Council will make reasonable effort to ensure that all registered potential proponents are informed of any material change.

Interactive Process

Notwithstanding any of the other requirements of this EOI, Council, in its absolute discretion, at any time during the period commencing on the EOI request close date and ending on the date on which the successful proponent(s) is announced, may, in accordance with due process as set out in Section 55 of the Local Government Act, NSW, 1993, as amended:

- Request any proponent to submit additional information or provide more details and information about matters relating to the evaluation criteria; and its ability to complete and fulfil obligations under its proposal.
- Request any proponent to make one or more formal presentations for the purpose of explaining details in its proposal and to allow further consideration of its proposal by Council.
- Request clarification of any proposal, or request further information from any proponent.
- Request any proponent to review, improve and/or enhance parts of its proposals.
- Request a proponent to enter into negotiations with Council.

The proponent agrees to respond promptly, in the form nominated by Council, to all such requests.

At Council's request, any proponent invited to enter into discussions or negotiations with Council must sign a negotiation agreement in accordance with such processes, and containing such terms and conditions as Council reasonably determines.

Material Change in Circumstances or Structure

Without limiting the above, each proponent must promptly inform Council in writing of any material change to any information contained in the proponent's proposal following lodgement of the proposal and of any material change in circumstances which may affect the truth, completeness or accuracy of any information provided in or in connection with the proposal. Council may also require proponents to confirm in writing that no such material changes have occurred.

Cost of Preparation of Proposals

All costs and expenses incurred by the proponents in any way associated with the development and preparation of proposals, including but not limited to attendance at meetings, discussions and providing any additional information required by Council, will be borne entirely and exclusively by the proponents.

Reservation of Rights

In addition to any reserved rights set out elsewhere in this EOI request, Council reserves the right, without assigning any reasons, but subject to due process as set out in Section 55 of the Local Government Act, NSW, 1993, as amended, to:

- Extend the EOI period by providing notification on Council's website;
- Terminate the process at any time;
- Postpone, delay or suspend;
- Publish the names of proponents and proponents with which Council intends to proceed to direct negotiations; and
- Test community reaction to any proposal prior to making any decision on the future use of the site and the proposed facilities.

Proponent to Inform Itself Fully

Each proponent should make its own independent assessment of the information contained in this EOI and its accompanying documents together with any other documents referred to in this EOI. It should inform itself fully of the nature and extent of Council's objectives and all relevant matters, including without limitation the condition of the site. Each proposal should be based on such examinations, investigations, deductions, conclusions and financial, legal, engineering and other information as the Proponent deems necessary. Council will not be liable for any incorrect misleading or omitted information whether in connection with the EOI or at any other time. A proponent which acts or relies on the information contained in or accompanying this EOI does so entirely at its own risk.

Confidentiality

By accepting this EOI the proponent agrees to keep confidential the information contained herein or provided in consequence of further enquiries and will not disclose same to any other entity without the approval of Council unless otherwise required by law, except to a bona fide independent consultant retained by the proponent in relation to the proponent's proposal who accepts the same obligation of confidentiality.

Council is mindful of protecting the commercial interests of the proponents, including the protection of their confidential information. The law does not protect, neither does Council wish to protect, information which is not confidential. It is essential that each proponent identify those portions of their proposal, which they believe are confidential. Council reserves the right to determine at its absolute discretion that such portions are, or are not, to be treated as confidential.

Nothing in this clause prevents Council from disclosing information to Council's consultants or other agents, the Minister for Local Government or disclosures which is required by law including disclosure pursuant to the Local Government Act. Nothing contained in this EOI shall prohibit either party from disclosing to any person any information which it believes in good faith is required to be disclosed under the Government Information (Public Access) Act 2009 or any other law.

Disclaimer

The EOI and all statements and information made in relation to it reflect Council's current intention only. The information and intentions set out in the EOI may change at any time without notice. Proponents proceed at their own risk.

Council and its consultants have endeavoured to provide accurate information in this EOI, however, no warranties in that respect are given by Council or its consultants. Council and its consultants are not liable for any inaccuracies in any information in this document or in any information accompanying or referred to in this document or subsequently made available to them. Council and its consultants are not liable in relation to any claim that a Proponent or any other person was disadvantaged by a lack of information or because any information provided to it was ambiguous or inaccurate.

Council is under no obligation to give reasons for any decision made or not made in relation to this EOI including, but not limited to, any of the proposals received.

There is no legal or other relationship between any proponent and Council enforceable at the suit of the proponent arising from this EOI or the process outlined in it. The risk, responsibility and liability connected with reliance by any proponent or any other person on this EOI or any other such information referred to or accompanying the EOI or any written or oral statements made to any proponent or any person in connection with this EOI is solely that of each proponent.

Ownership of EOI Submissions

All documents, materials, articles and information submitted by the proponent as part of, or in support of, an EOI submission shall become, on submission, the absolute property of Council and will not be returned to the proponent at the conclusion of the EOI process. The proponent is entitled to retain copyright and other intellectual property rights in relation to their EOI submission, but agrees to provide Council with a license to use, adapt and reproduce any information submitted by the proponent in their EOI submission.

PLANNING FRAMEWORK

Planning Proposal for the Wyong Education and Business Precinct - December 2014.
Gateway determination issued from Department of Planning - 11 April 2015.

Exhibition is planned for July/August 2015.

SUBMISSION FORMS

Schedule 1	Identification of Proponent
Schedule 2	Financial Capability
Schedule 3	Capability Statement
Schedule 4	Project Team
Schedule 5	Development Proposal
Schedule 6	Referees
Schedule 7	Letter of Confirmation and Acknowledgement

Schedule 1 - Identification of Proponent

I/We the undersigned confirm our interest in the establishment of an Integrated University and Education Business Park. Our submission contains the information required.

Name of Organisation:

ABN:

Organisation Registered Address:

Address for the Service of Notices:

Telephone:

Email:

Mobile:

Facsimile:

Name of Authorised Representative:

Position/title:

Signed:

Date: / /2015

Schedule 2 - Financial Capability

Proponents are to provide documentation that demonstrates that they have sufficient financial capacity to undertake the project.

This includes information on the financial viability of the respondent, the structure of proposed financial arrangements including the source and adequacy of the respondent's funding and continuing financial viability.

Prior to any contract commitment a financial capability check may be carried out by a Council appointed external party.

The information submitted on this Schedule shall be treated as commercial in confidence.

Question	Response
Is the proponent a wholly or partly owned subsidiary of another organisation? <i>Attach details</i>	
What is the total value of work in hand on the proponent's current contracts?	
If operating an overdraft, what are the limits and terms?	
Proponent's bank:	
Name of bank contact:	
Address and phone number of bank contact:	
Does the proponent authorise its bank to supply to and discuss with Council a reference as to its financial position?	
Please provide last 3 year's financial statements	

Schedule 3 - Capability Statement

The proponents must list the two (2) most relevant projects undertaken during the last five years to demonstrate capability to undertake projects of a similar scale, characteristic and complexity to the development proposed.

Please include capability, capacity and resources to deliver the proposed development; demonstrated capacity and experience to work co-operatively with a government agency. The project experience summary shall include the following details:

- Project Name
- Address /Location
- Client/Co-venturer (if applicable)
- Local Government Area
- Project description
- Management (e.g. relevant expertise in ongoing management of the site)
- Partnering approach (e.g. including examples of working with other partners on projects, especially with government)
- Key personnel involved in project and role.

Schedule 4 - Project Team

Council is interested in understanding the make-up of the actual team proposed and their key roles and responsibilities. Details are to be provided as follows:

- A diagram of the proposed team structure
- Identify all members of the proposed team and the allocation of roles and responsibilities
- A statement identifying the proponent's ability to deliver all team members if the proposal proceeds to a Project Development Agreement.

Provide a Curriculum Vitae (CV) of the nominated Project Team Leader and other key members setting out the following:

- Technical skills and qualifications
- Details of experience

Schedule 5 - Development and Business Proposal

The proponents shall attach details of their proposal in this schedule.

Council will consider innovative approaches for the University and Education Business Park, in accordance with the stated objectives listed:

- Provide employment opportunities for the people of the Shire based around tourism and recreational activities.
- Accelerate investment and generate economic activity in the region
- Facilitate development of sites in such a way they complement adjoining areas
- Provide a financial return to Council to fund its future activities.

Proponent(s) are required to address the following information in their submission (also as outlined in the EOI above):

- A brief description of the proponent's vision for the site and how it addresses Council's project objectives as described in pages **13 and 14 (Expression of Interest Campaign)**.
- Consider Council's Policy for Local Preference - Procurement (this document is available on Council's website)
- A coloured Concept Plan (A3 size) to illustrate the proposal
- Outline of innovative and creative ideas
- Overview of approvals required
- Project program and assumptions
- Method of delivery.

Schedule 6 - Referees

Please attach a list of all clients and contact details for all projects carried out over the last five (5) years who are familiar with performance ability of the proponent and who shall have no interest in the proponent or the site.

Note: Council reserves the right to make its own independent enquiries.

Name of Project	Name of Client/ Organisation	Contact Name	Position/Title	Address/phone/mobile number

Schedule 7 - Letter of Confirmation and Acknowledgement

Each proponent will execute a confirmation letter similar to the one set out below and lodge it with their proposal. Any variation to the draft must be highlighted including an explanation as to why the variation is required.

Sample Letter

(Letterhead of Proponent or Consortium Member)

Mr Michael Whittaker
General Manager
Wyang Shire Council
2 Hely Street
WYONG NSW 2259

Dear Mr Whittaker

Expression of Interest – Proposal for an Integrated University and Education Business Park

We refer to the request for Proposals for an Integrated University and Education Business Park issued by Wyong Shire Council. Our response to the request is attached.

We acknowledge that we have read and understood the invitation and in particular, the disclaimer set out in the Expression of Interest documentation.

In submitting this Proposal we agree:

To be bound by the terms and conditions of the invitation.

*To provide, if requested, confirmation of the commitment of each nominated participant and contractor.
That, if we are at any time in the process provided with material identified as confidential by Wyong Shire Council we will sign a non-disclosure agreement that will oblige us and all our contractors and consultants to keep the nominated material confidential.*

To severally indemnify and keep indemnified Wyong Shire Council, their officers, employees, agents and advisors against any loss, liability or claim under or in respect of the Development of part of the Shire.

We agree that, except to the extent specified below (Disclosed Intellectual Property) any intellectual property in our response to the Proposals will become the property of Wyong Shire Council upon the lodgement of the submission. We acknowledge and agree that Wyong Shire Council has a license to use and copy the Disclosed Intellectual Property for the purpose of evaluating our proposal.

This letter is executed as a deed.

Yours Sincerely

SIGNED BY _____

(To be executed by a representative of the Proponent and of each Consortium Member with each signatory acknowledging that they have been duly authorised to execute on behalf of the Proponent or Consortium Member and inserting all relevant details)

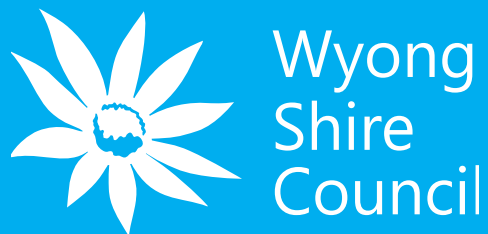
WITNESS _____

Signature, Name and Address of Witness

Schedule to letter

Disclosed Intellectual Property

End



Wyong Shire Council
2 Hely Street Wyong
PO Box 20 Wyong NSW 2259
P 02 4350 5555 **F** 02 4351 2098
E wsc@wyong.nsw.gov.au
W www.wyong.nsw.gov.au
Opening Hours 8.30am - 5.00pm

VALUE. CREATE. LEAD.

New primary school at Warnervale

Project Reference Group Meeting #5 - Minutes

Date: Fri, 11 May 2018

Time: 9:30am to 11:00am

Location: Gorokan High School, Goobarabah Ave, Gorokan 2263

Attendees:

Lisa Muir (LM) (Chair)	Director, Public Schools NSW	lisa.muir@det.nsw.edu.au
Aaron Manderson (AM)	Project Manager, TSA	amanderson@tsamanagement.com.au
Micah Barnes (MB)	Assistant Project Manager, TSA	mbarnes@tsamanagement.com.au
Anthony Rodwell (AR)	Director, AMU	anthony.rodwell@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Nishka Green (NG)	Deputy Principal, Warnervale Public School	nishka.green@det.nsw.edu.au
Michael Cashell (MC)	Project Director, BLP (HDC)	michaelc@blp.com.au
Riccardo Martinelli (RM)	Manager, Community Engagement	riccardo.martinelli@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com

Apologies:

Jane Hagan (JH)	Program Manager, SINSW	jane.hagan1@det.nsw.edu.au
Brad Gemmell (BG)	Senior Group Leader, AMU	bradley.gemmell@det.nsw.edu.au
Emma Marshall (EM)	Associate, NLE	emma@newlearningenvironments.com
Kelsey Godwin-Smith (KG)	Project Architect, BLP (HDC)	kelsey@blp.com.au

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of country.	Note	
1.02	The PRG noted apologies and accepted the minutes of the previous meeting.	Note	
1.03	LM introduced new PRG member Jason McGrath.	Note	
2	Program		
2.01	AM provided a program update, noting that a new State Significant Development (SSD) process has been introduced which now includes input by the NSW State Design Review Panel (SDRP). The SSD submission is a two stage process which first requires a Secretary's Environmental Assessment Requirements (SEARs) application followed by the main application submission. The State Design Review Panel component is part of the first stage.	Note	
2.02	AM noted that TSA and BLP are investigating opportunities for expediting the works by considering early works that may be undertaken prior to receipt of final approval.	Note	
2.03	MC noted that a preliminary meeting has been booked for the Secretary's Environmental Assessment Requirements (SEARs)	Note	

	application. There will be approximately 2 months between receipt of SEARs conditions and submission of the SSD.		
2.04	AM to provide milestone program dates to RM.	AM	18 May 2018
3	Design		
3.01	LM provided comments on the functional design brief. BLP to revise accordingly and issue to TSA.	BLP	10 May 2018
3.02	TSA to distribute the final functional design brief for review prior to endorsement at the next PRG meeting.	TSA	10 May 2018
3.03	MC advised that further information regarding the aboriginal item near the site will be provided shortly following the outcome of the requested detailed search. MC noted that a specialist aboriginal consultant has been engaged to inform the design.	Note	
3.04	BLP presented the concept designs to the PRG.	Note	
3.05	AR advised that if the core facilities are intended for future use as part of a Core 35 school, the core facilities should be designed to meet Core 35 standards as part of the project. AR and LM will follow up with SINSW regarding possible change to scope.	Note	
3.06	LM queried the impact of a rescope on the program. AM advised that impact on the program would be subject to the speed with which such a request is processed by SINSW.	Note	
3.07	JC advised that the carpark be gated or otherwise access restricted to prevent parent access.	Note	
3.08	AR requested OOSH facilities be shown as being attached to the hall.	Note	
3.09	AR noted opportunity for handing ownership of bus zone & drop-off/pickup zone over to RMS or council.	Note	
3.10	AR noted opportunity to create shared practical activities areas between homebases.	Note	
3.11	LM noted potential to flip hall and admin and relocate COLA on concept B.2.	Note	
3.12	The PRG agreed on option B.2 as the preferred option.	Note	
3.13	LM noted strong preference for a single storey buildings only with support from the PRG.	Note	
3.14	LM noted potential for any future expansion classrooms to have two storeys.	Note	
3.15	AR requested the full extent of the lot be shown on the concept plans with the location of possible future classrooms not encroaching on the oval or play space.	Note	
3.16	JM noted that if the option for a future core facilities upgrade to Core 35 is required, spacing should be maintained between buildings to allow for the future expansion.	Note	
3.17	LM thanked MC and BLP for their work on the design.	Note	
4	Safety in design & risk update		
4.01	AM noted that the outcome of the flora and fauna investigation and aboriginal item detailed search will be added to the risk register.	Note	
5	Community & Stakeholder Engagement		

5.01	RM advised that consultant firm Elton will hold a 2 hour workshop with PRG members after the 8 Jun PRG meeting, from 11:00am to 1:00pm in the Warnervale PS library. The outcome of the meeting will be to produce a communication and engagement plan through to project completion. Stakeholders invited to attend will be PRG members, Central Coast AECG president Lesley Armstrong, and other stakeholders as identified by LM and JC.	Note	
5.02	LM noted that the members of the school naming committee will be an item of discussion going forward.	Note	
5.03	JC noted that input has been sought from the existing primary school's students, as requested by educationalist Emma Marshall.	Note	
6	Other business		
6.01	LM advised that updates will provided on the name of the new school as the project progresses.	Note	
6.02	<p>LM advised that the dates of two future PRG meetings will be changed to suit availability as per the following:</p> <ul style="list-style-type: none"> Fri 25 May meeting changed to Tue 22 May, 1:30pm Fri 22 Jun meeting changed to Tue 19 Jun, 10:30am <p><i>Postscript: the Tue 22 May meeting is now cancelled. The next PRG meeting will be held on Fri 8 Jun, 9:30am to 11:00am, at Point Clare Public School.</i></p> <p>TSA to distribute invitations.</p>	Note	
6.03	LM to contact Point Clare Public School to investigate the hosting of a future PRG meeting and facilitating a tour of the Point Clare library.	LM	18 May 2018
6.04	The PRG toured Gorokan High School's administration building following the conclusion of the meeting.	Note	

Attachments: Nil

New primary school at Warnervale

Project Reference Group Meeting #6 - Minutes

Date: Fri, 8 June 2018

Time: 9:30am to 11:00am

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Attendees:

Lisa Muir (LM) (Chair)	Director, Public Schools NSW	lisa.muir@det.nsw.edu.au
Jane Hagan (JH)	Program Manager, SINSW	jane.hagan1@det.nsw.edu.au
Rachel Gray (RG)	Project Manager, TSA	rgray@tsamanagement.com.au
Micah Barnes (MB)	Assistant Project Manager, TSA	mbarnes@tsamanagement.com.au
Brad Gemmell (BG)	Senior Group Leader, AMU	bradley.gemmell@det.nsw.edu.au
Michael Cashell (MC)	Project Director, BLP (HDC)	michaelc@blp.com.au
Kelsey Godwin-Smith (KG)	Project Architect, BLP (HDC)	kelsey@blp.com.au
Emma Marshall (EM)	Associate, NLE	emma@newlearningenvironments.com
Riccardo Martinelli (RM)	Manager, Community Engagement	riccardo.martinelli@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Nishka Green (NG)	Deputy Principal, Warnervale Public School	nishka.green@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Jason McGrath (JM)	Principal, Wadalba Community School	jason.mcgrath@det.nsw.edu.au

Apologies:

Aaron Manderson (AM)	Project Manager, TSA	amanderson@tsamanagement.com.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of country.	Note	
1.02	The PRG noted apologies and accepted the minutes of the previous meeting.	Note	
2	Program		
2.01	RG provided a program update, noting that timely endorsement of the functional design brief and concept design is critical to project progression.	Note	
3	Design		
3.01	LM provided the following comments on the educational principles: <ul style="list-style-type: none"> Principles should reflect correct Aboriginal terminology Refer to safety, street presence and joint use of facilities/OOSH connected to the hall. Play areas should provide good visibility and enhance supervision, enabling lines of sight across play space. Access to learning spaces should be equitable and one learning space should not privileged over another in terms of access to key facilities. 	BLP	15 Jun 2018

	<ul style="list-style-type: none"> A focus on the needs of students should be maintained in preference to providing shared community facilities. Mobile or fixed technologies need to be selected in a space appropriate manner and should preference access to technology over perceived flexibility of the technology. <p>BG provided the following comments on the educational principles:</p> <ul style="list-style-type: none"> Any future expansion to Core 35 should not result in inequitable access to core facilities. <p>BLP/NLE to revise educational principles and reissue with final FDB.</p>		
3.02	EM advised that the educational model will be provided shortly.	Note	
3.03	The PRG endorsed the functional design brief.	Note	
3.04	The PRG discussed a future upgrade to Core 35. JH noted in response to AR's query at the previous PRG meeting that the scope will remain as per the business case. A new admin and library to Core 35 is not within the scope of the project, but the potential future upgrade will be considered in the design. MC noted that space on site for a future expansion has been reserved on the concept designs. JH advised that plans should show the current scope only while still allowing for future expansion.	Note	
3.05	KG presented the concept designs.	Note	
3.06	MC noted that setbacks have been adjusted following feedback from the bushfire consultant.	Note	
3.07	MC noted that the site is inside a biodiversity map which considers a rare orchid or orchids may be present on the site. Further investigations into existing flora & fauna will inform outcomes.	Note	
3.08	MC noted that new concept designs include two storey options to minimise footprint and impact on the site.	Note	
3.09	BG queried if revisions to zoning around the site for the proposed new housing development may leave the site with environmental constraints out of proportion to the surrounding development.	Note	
3.10	BG queried the location of existing or proposed bus stops. MC advised that bus stops are presumed to be moved opposite the new school or into new pick up/drop off zone.	Note	
3.11	MC noted that until completion of an ecological report the location of any potential future homebases cannot be determined.	Note	
3.12	KG presented option C4, noting that it should be considered to be the preferred option as it has the least possible impact on existing bushland.	Note	
3.13	BG queried where potential future demountables may be located. KG noted potential for demountables to be located along both the east and west edges of the site.	Note	
3.14	BG noted that the carpark surface must be suitable for carriage of cranes and demountables.	Note	

3.15	MC noted that all concepts allow for spill over from the hall into the COLA.	Note	
3.16	MC noted that Bourke Street PS has had a very good experience with a mobile stage in the school hall.	Note	
3.17	JM noted a preference for concept C4 as providing equitable access for all homebases.	Note	
3.18	The PRG provided an in principle preference for concept option C4. BLP to provide revised concept designs incorporating comments for review and endorsement at the next PRG meeting.	BLP	19 Jun 2018
4	Safety in design & risk update		
4.01	JM raised a potential new risk of the public perceiving that the school should accommodate 1000 students when not all core facilities will be built to core 35 capacity. JM noted that at a community meeting in late 2017 the new school was presented as having all core facilities to Core 35 standard and homebases to Core 21. Attendees at the meeting included school principals and community representatives.	Note	
5	Community & Stakeholder Engagement		
5.01	RM provided an update, noting that a communications and engagement workshop will be held immediately following the PRG meeting.	Note	
6	Other business		
6.01	LM advised nothing to report on the school naming process. A school code has not yet been provided.	Note	
6.02	The next PRG meeting is scheduled for 10:30am, Tue 19 June 2018, at Point Clare Public School. TSA to distribute invitations.	TSA	

Attachments: Nil

New primary school at Warnervale

Project Reference Group Meeting #7 - Minutes

Date: Tue, 19 June 2018

Time: 10:30am to 12:00

Location: Point Clare Public School, Takari Ave, Point Clare NSW 2250

Attendees:

Lisa Muir (LM) (Chair)	Director Educational Leadership	lisa.muir@det.nsw.edu.au
Aaron Manderson (AM)	Project Manager, TSA	amanderson@tsamanagement.com.au
Micah Barnes (MB)	Assistant Project Manager, TSA	mbarnes@tsamanagement.com.au
Brad Gemmell (BG)	Senior Group Leader, AMU	bradley.gemmell@det.nsw.edu.au
Michael Cashell (MC)	Project Director, BLP (HDC)	michaelc@blp.com.au
Kelsey Godwin-Smith (KG)	Project Architect, BLP (HDC)	kelsey@blp.com.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Nishka Green (NG)	Deputy Principal, Warnervale Public School	nishka.green@det.nsw.edu.au
Jason McGrath (JM)	Principal, Wadalba Community School	jason.mcgrath@det.nsw.edu.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com

Apologies:

Jane Hagan (JH)	Program Manager, SINSW	jane.hagan1@det.nsw.edu.au
Emma Marshall (EM)	Associate, NLE	emma@newlearningenvironments.com
Riccardo Martinelli (RM)	Manager, Community Engagement	riccardo.martinelli@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Lesley Armstrong (LA)	Aboriginal Community Representative	lesley.m.walker@det.nsw.edu.au

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of country.	Note	
1.02	The PRG noted apologies and accepted the minutes of the previous meeting, noting that in-principle endorsement of option C4 was not provided at the previous meeting.	Note	
1.03	AM presented the PRG terms of reference, noting that PRG members are expected to arrange for a representative to attend in their place if unavailable and that information discussed at meeting must be treated as commercial in confidence. <i>Postscript: Refer to the attached PRG Terms of Reference and Induction to Major Capital Works Project Lifecycle.</i>	Note	
2	Program		
2.01	AM provided a program update, noting that the program is nominally 4 weeks behind schedule due to revision of concept designs required for compliance with site biodiversity constraints. The project team are in the final stages of submitting an application to the Department of Planning for a Stage Significant Development (SSD). Procurement of the construction contractor is expected to proceed as per the original program despite the delay implicit in the SSD process.	TSA	

3	Design		
3.01	AM noted that the educational principles are intended as a broad overview and may not cite specific design outcomes. LM requested that educational principles be distributed to the PRG for review.	Note	
3.02	AM noted that the educational model will be issued for review. LM requested the educational model be distributed prior to the next PRG meeting.	Note	
3.03	MC presented a design update, noting that as part of the SSD process the project team presented the design before a State Design Review Panel (SDRP) on 14 Jun 2018. The project team will soon submit a request for Secretary's Environmental Assessment Requirements (SEARS). Following receipt of the secretary's requirements, the SSD application may be submitted.	Note	
3.04	KG presented option C5, noting improvements to the design to maintain connection to future potential teaching spaces and consolidate hall with school core.	Note	
3.05	MC noted that any potential oval may require the procurement of a significant amount of biodiversity offsets.	Note	
3.06	JC noted that the community will be concerned if the new school does not supply an oval. SB noted that similar issues are currently present at Point Clare PS. JC noted that sport is a major part of the school schedule and that an oval is important for engagement of parents and community with sporting carnivals, etc. The PRG also discussed local schools that are an example of providing a well-integrated oval.	Note	
3.07	LM queried the possibility of the school providing an oval in concert with the local council. AM to follow up with SINSW.	AM	21 Jun 2018
3.08	AM to raise the PRG's request for a formal playing field with SINSW and provide a response to the PRG.	AM	6 Jul 2018
3.09	LM advised that discussion around the provision of an oval may be escalated internally with the department while the PRG proceeds with discussion of the concept design.	Note	
3.10	The PRG discussed access to the adjacent Warnervale Oval. JM noted the potential for provision of a walkway over Warnervale Rd to the oval. JC advised that prior experience with shared council sporting facilities indicates that there may be issues with providing regular, unfettered access to a council operated oval.	Note	
3.11	AM noted that the school as shown in the current concept designs for Core 21 teaching spaces allows for the required play space area.	Note	
3.12	MC advised that clearing of a certain area of the site is permitted without procuring biodiversity offsets. Although the current Core 21 concept requires some site clearing, it is within the allowed area.	Note	
3.13	LM noted that while community expectation would be to have an oval given the location of the school, planning considerations need to be undertaken now, not in the future, to ensure that while not optimal, the absolute minimum requirement of 10m2	Note	

	<p>per student is in place for the school being planned. Even without an oval, to date there has been no consideration or clear communication of the current and future Open Play Space requirements being met.</p> <p>The current planning considerations needs to include the Open Play Space provision reflecting at least the minimum open free space requirements for the up to 1000 students that this school will need to accommodate, this being 10,000m².</p> <p>The PRG requires further serious discussion and consideration on this matter, given the long term impact this will have for this school, given the biodiversity requirements on the current site.</p>		
3.14	LM noted that the question of providing of an oval may be escalated within SINSW, AMU & Education.	Note	
3.15	KG presented option C5, noting that the two storey connective library is maintained while adding a private courtyard for special education units. The third floor teaching space shown on option C4 has been moved down to consolidate teaching spaces across two levels.	Note	
3.16	JC noted that it may be problematic if only one carpark is provided for both staff and visitors. MC advised that the carpark may have a divider installed to provide a physical barrier between staff parking and visitor/accessible parking.	Note	
3.17	MC noted potential for a site visit to Bellevue Hill Public School to tour the teaching space and practical activity areas.	Note	
3.18	JM noted that option C5 provides a much improved path through the planned Core 21 teaching space building to any potential future teaching spaces to be built south of the main building.	Note	
3.19	BLP to provide draft a plan showing the required play space area for the school which is planned for up to 1000 students. LM noted that this needs to form a part of the current concept endorsement and planning approvals to provide appropriate space as the school grows.	BLP	6 Jul 2018
3.20	BG queried the practicality of the distance from the accessible carpark to the special education units. MC advised that a covered connection may be provided from the visitor/accessible carpark to the upper floor of the teaching spaces.	Note	
3.21	The PRG discussed the possibility of high noise levels emanating from students in the COLA disrupting nearby teaching spaces. BLP to consider in the design.	Note	
3.22	MC provided a brief update on the State Design Review Panel (SDRP) meeting held on 14 Jun 2018.	Note	
3.23	The PRG discussed Precinct 7A and the implications of maintaining a biodiversity area within the school when the area surrounding the new school site is slated for residential development.	Note	

3.24	LM queried the location of the OOSH. MC advised that OOSH facilities will be provided as a separate space within the school hall.	Note	
3.25	The PRG agreed in principle to support option C5, pending further examination of the COLA's acoustics, the location/accessibility of visitor parking to special education units, and any school oval to be provided.	Note	
4	Safety in design & risk update		
4.01	LM raised a risk of the general public perceiving that the school should be built to accommodate 1000 students immediately. This risk has been reinforced by language in the recent public funding announcement and community expectations will require ongoing management.	Note	
4.02	LM raised a risk of the current planning considerations not including open play space provisions reflecting at least the minimum open free space requirements for the up to 1000 students that this school will need to accommodate, this being 10,000m ² . The community perspective and the long term impact this will have for this school are significant if not addressed at this time.	Note	
5	Community & Stakeholder Engagement		
5.01	LM noted that a draft communication strategy is expected to be issued shortly.	Note	
6	Other business		
6.01	LM provided an update on the naming process. Preliminary information on a new school name is being collated as part of zoning meetings, the communication workshop and other investigations.	LM	
6.02	The next PRG meeting is scheduled for 9:30am, Fri 6 July 2018, at Warnervale Public School. TSA to distribute invitations. <i>Postscript: This PRG meeting may be truncated to allow for a teaching space workshop to be held immediately after.</i>	TSA	
6.03	LM noted that following the next PRG meeting, potential site visits to other schools in the area may be discussed.	Note	
6.04	Following the PRG meeting, all members undertook a site tour of Point Clare Public School.	Note	

Attachments:

GEN - 180619 - PRG Terms of Reference

GEN - 180618 - Induction to major capital works project lifecycle

Project Reference Group - Terms of Reference

The NSW Department of Education has a strategic objective to deliver quality school infrastructure to meet the current and future educational needs for the people of New South Wales. This objective is delivered by School Infrastructure NSW (SINSW). SINSW is responsible for:

- planning of new schools,
- delivery of the annual capital works program, and
- facilities management

It has been determined that major capital works projects will benefit from a Project Reference Group (PRG). These Terms of Reference will guide the participation of all members of the PRG.

1. Purpose

SINSW's Program Management Office (PMO) establishes PRGs to provide key information to, and seek guidance from, key school stakeholders during the planning and design phases of projects.

The PRG is a non-technical advisory group, not a decision making forum.

2. Functions of the PRG

The PRG will:

- a) assist in communicating project status to the school and larger community,
- b) review and make recommendations on designs and staging plans at key milestones,
- c) receive information on the program implementation schedule against the agreed program,
- d) discuss school level project issues and endorse remediation actions, and
- e) resolve conflicting priorities at school level.

3. Operational Procedures

I. Chair

The Director, Public Schools NSW shall chair and convene PRG meetings. The Chair shall ensure that:

- a) the key stakeholders are updated as to the progress as required or when requested,

- b) the PRG reviews and makes recommendations on design phases in a timely manner, and
- c) the PRG operates within the PRG Terms of Reference.

II. Quorum requirements

A minimum of three PRG members is required for the meeting to be recognised as an authorised meeting for the recommendations and resolutions to be valid. If the appointed Chair is not present at the meeting the chair must provide endorsement of the recommendation and resolution in order for them to be valid.

III. Agenda and Minutes

Standing agenda will be sent via email prior to each meeting by the Project Manager.

Minutes including attachments will be sent via email and shall be provided to all PRG members after each meeting, and when requested.

IV. Attendance

PRG meetings will typically be held during office hours (8am to 5pm) at the school or a Department of Education office. Meetings will be convened on a regular basis, typically once per month until the design is finalised.

Members are expected to actively participate in the group. From time to time, robust and lively debate will form part of the discussions. At all times PRG members will be expected to behave in a respectful manner towards other members of the PRG.

If a member is unable to attend they should nominate a delegate to represent their area of responsibility, providing input on their behalf and reporting back on the meeting outcomes. These arrangements should be the exception rather than common practice.

If a member finds that they are unable to attend more than 50% of meetings in a calendar year they should consider forgoing their nomination and nominate a replacement of equal seniority where possible.

4. PRG composition

The PRG will include:

- Director, Public Schools NSW (Chair)
- Project Manager
- Asset Management Unit (AMU) representative
- School principal
- Parent representative
- Head Design Consultant
- Program Manager (occasional)

The PRG may include, as appropriate:

- A community representative
- Council
- Social Services
- Education specialist
- A deputy principal or head teacher

Induction to Major Capital Works Project Lifecycle

This summary document has been developed by the department's School Infrastructure NSW Program Management Office (PMO). It is intended for Directors, Public Schools NSW and school principals. It provides a high level summary of the processes involved in the delivery of major capital works projects.

1.0 Project Development

Process	Description
1.1 The Project Team	<ul style="list-style-type: none"> Each project is managed by a team in The Department of Education, School Infrastructure NSW, Program Management Office. The team is typically made up of a Program Manager and Program Officer. The PMO team have responsibility for the overall management of the project. Each PMO team usually manages approximately 6-8 capital works projects at any given time. The PMO team will engage a Project Manager (PM), Head Design Consultant (HDC) and Quantity Surveyor (QS) to deliver each of their projects at the local level, so you will have a dedicated team for your project. All projects' designs are reviewed and approved by department's technical stakeholders as required. The technical stakeholders include: <ul style="list-style-type: none"> Security; Maintenance and Cleaning ICT Futures Learning WHS Early Childhood Education Education Facilities Standards and Guidelines (EFSG)
1.2 The Project Reference Group (PRG)	<ul style="list-style-type: none"> A non-technical Project Reference Group (PRG) is developed for the project. The PRG's main roles are to provide feedback and local knowledge to the project team and act as a communication channel through which to feed information between the wider School community and the project team. The PRG will contribute to and endorse all project designs. The PRG will be chaired by the Director, Public Schools NSW, and the core members of the PRG will typically include the school principal, PM, HDC, QS, AMU representative, a parent representative and sometimes a community representative. The PM will organise <u>all</u> aspects of these meetings including, taking the minutes, organising meeting times, agendas etc. Regular meetings will be held throughout the design phase, usually monthly, but more frequently if required. There is a real time commitment required for these meetings from any

parent or community representatives and that should be made clear when seeking those members.

- At least two days prior to the PRG the Program Manager will host an informal conference call with the school's director and the PM to ensure the strategy for the upcoming PRG is understood by all and to understand and agree a plan for any issues.

2.0 Design

Process	Description
2.1 Education Model, Design Brief and Education Principles	<ul style="list-style-type: none"> • This is the stage where the Education Model is determined. The education model is one of the most important considerations for the project. It explains how education services will be delivered. • In consultation with the PRG and workshops with the director, principal and teaching staff, the HDC will develop the educational model, often with the assistance of an education specialist. • The department has standard Education Principles but there may be some local considerations that should be reflected as education/design principles. The PRG is to endorse the Educational and Design Principles.
2.2 Concept Design	<ul style="list-style-type: none"> • Three different designs will be developed by the HDC for consideration by the PRG. Using these options, a preferred Concept Design will be developed for endorsement by the PRG and technical stakeholder group, and approved by SINSW. • Unless already completed, a business case will be developed for project funding. This (Cabinet-in-confidence) process will be managed by the PM and PMO and will not be reported on or shared with the PRG.
2.3 Schematic Design	<ul style="list-style-type: none"> • The Concept Design will be refined and developed into Schematic Design to the level required to achieve statutory planning approval, typically a Development Application (DA) or a State Significant Development (SSD) Application. • This stage usually covers details such a furniture selection and colour schemes as well as all the engineering elements. • Staging of proposed works (in an existing school environment) is a typical element reviewed by the PRG during this phase. • Relevant Schematic Design elements are endorsed by the PRG before proceeding to the next stage.
2.4 Detailed Design	<ul style="list-style-type: none"> • All final detail is then applied to the design, providing 100% completed design/construction documentation. • Relevant elements of the detailed design are endorsed by the PRG before proceeding to tender for a builder.

3.0 Construction

Process	Description
3.1 Construction	<ul style="list-style-type: none"> The next step is the physical construction of the project. The project manager, Program Manager and school principal and/or his delegate will continue to meet throughout the construction phase on a monthly basis to keep the lines of communication open between all parties and receive updates on progress and plan the commissioning/opening of the new or upgraded facility. The PM will organise regular meetings with the principal and builder's foreman to ensure a clear understanding of all on site activities from a time, impact, safety and management perspective. The builder will supply the principal with a two week "look ahead" program at these meetings so the principal can see what will be happening on the site.
3.2 Commissioning	<ul style="list-style-type: none"> A Commissioning Management Plan (CMP) will be developed by the PM to ensure the safe and orderly handover of the project from the builder to the school. The PRG is required to approve the CMP before its implementation, usually before 20% of construction has been completed.

4.0 Project Handover and Completion

Process	Description
4.1 Handover	<ul style="list-style-type: none"> At handover there will be a formal process managed by the PM to ensure that the works are completed satisfactorily and the facilities are safe, compliant and fit for purpose. The principal will be able to notify the PM of any subsequent issues arising with the new facilities through a formal process. Three months and twelve (12) months after the project is completed and handed over, post construction and occupation evaluations are carried out. Attendance is required by various project stakeholders (including some of the PRG). At this time the project team will review the success of the project in terms of stakeholder satisfaction and functionality of the facilities.

5.0 Stakeholder Consultation

Process	Description
5.1 Consultation	To promote communication with the school and broader community and to ensure equitable and transparent consultation, the PM will develop a communication/consultation plan within the first two weeks of their engagement.

- The plan must be endorsed by the PRG.

Typical communication/consultation plans for Department of Education capital works projects usually include:

- Two distinct, separated streams of consultation:
 - One with the school community for existing schools or surrounding schools for new school projects and
 - One with the broader local community
- The separated two stream approach allows:
 - school-centric involvement from school communities (including Students, parents/caregivers, teachers, admin staff) unencumbered by broader community issues and
 - Broad community involvement unencumbered by school community wants and needs. Broad community stakeholders include local residents, neighbours, local action groups, local MP's, Councils.

Typical Tools used for communication/consultation:

- Electronic media
 - **Internet sites.** A project internet site is developed and updated monthly with the latest project information. Project internet sites typically have links from existing school internet pages or stand alone for new schools. Project internet sites can include:
 - A front page with a project description and general information about the project, a timeline displaying where the project is up to in a simple easy to understand format, a few dot points on what's happened in the last month and what is coming up in the next month and details on upcoming consultation.
 - Tabs that could house FAQs, surveys, pictures and time-lapse links and specific elements required by the project.
- Hard copy media
 - Advertisements are always placed in local papers to alert the broader community of upcoming consultation.
 - Existing schools often have handouts that go home to parents and caregivers. These can be used to provide updates and alert school communities to upcoming consultation.
 - Letter box drops are a tool that is often used to make contact with neighbours.
- Information booths.
 - Information booths are the typically face to face consultation tool used for the department's Major Capital Works projects. The information booths follow the two stream approach with separate

information booths for the school and broad community held regularly.

- School information booths are usually manned by the PM and HDC representatives, held at school locations at times that suit parents and caregivers. For example, 3.00 to 6.00 pm at an existing school, or for new school projects, these may be held at existing local surrounding schools. Usually fortnightly through early design, monthly until construction commences and as required thereafter.
- Broader community information booths are usually held at local shopping centres, community centres and places that are easily accessed by the community. They are held at times convenient for the community, such as out of work hours on weekdays and Saturday mornings or afternoons. They are usually staffed by the PM and HDC. They will usually be held monthly during design and up to construction commencing. Community information booths are always advertised in the local papers with at least two weeks prior notice.
- The information booths will have feedback sheets available for visitors to leave comments, which in turn inform feedback from the PM and HDC to the PRG and sometimes a FAQ section on the project website.
- Workshops
 - Throughout the design phases there will be a number of workshops with different stakeholders depending on the project. Workshops are managed and facilitated by the PM and HDC. Typical stakeholder workshops include:
 - Education model and design workshops with the Schools Director, principal, teachers and staff. An education specialist is often brought in by the HDC to assist the school in developing an education model.
 - Workshops with parents and caregivers if appropriate.
 - Workshops with established local action groups.
 - Workshops with other social service providers and council social services to see if any beneficial sharing of facilities can occur.
 - Design workshops with students and teachers to find out their ideas.
 - Other workshops as required

New primary school at Warnervale

Project Reference Group Meeting #8 - Minutes

Date: Wednesday, 27 February 2019

Time: 9:30am to 11:30am

Location: Warnervale Public School, Warnervale Rd & Minnesota Rd, Hamlyn Terrace NSW 2259

Attendees:

Lisa Muir (LM) (Chair)	Director, Public Schools NSW	lisa.muir@det.nsw.edu.au
Anthony Rodwell (AR) (part)	Director, AMU SINSW	anthony.rodwell@det.nsw.edu.au
Peter McNally (PM)	Senior Project Director, SINSW	peter.mcnally5@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Sharryn Brownlee (SB) (by phone)	Community Representative	sbrownlee@bigpond.com
David Browning (DB)	Project Director, TSA	dbrowning@tsamanagement.com.au
Shane Wood (SW)	Associate Director, BLP (HD)	shanew@blp.com.au
Kelsey Godwin-Smith (KG)	Project Coordinator, BLP (HDC)	kelsey@blp.com.au

Apologies:

Jason McGrath (JM)	Principal, Wadalba Community School	jason.mcgrath@det.nsw.edu.au
Jane Hagan (JH)	Project Director, SINSW	jane.hagan1@det.nsw.edu.au
Tony Wong (TW)	Senior Project Manager, TSA	twong@tsamanagement.com.au
Alexandra Qvint (AQ)	Assistant Project Manager, TSA	aqvint@tsamanagement.com.au
Lesley Armstrong (LA)	Aboriginal Community Representative	lesley.m.walker@det.nsw.edu.au

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of country.	Note	
1.02	LM noted the significant work completed by the project team since the last PRG meeting.	Note	
1.03	New PRG members were introduced and welcomed.	Note	
2	Design		
2.01	PM noted the intended approach to resolving concept design and the subsequent lodgement of SSDA with Department of Planning & Environment.	TSA	
2.02	SW introduced and spoke to the BLP presentation. Key points as follows: <ul style="list-style-type: none"> - Staged development plans, noting capacity for 460 students in first stage. - Future growth via demountables up to 1,000 students. - Permanent building to replace demountables for 1,000 students. - Playspace ranges between 36-20m² per student over the stages. - Direct linkage of educational principles to concept design. - Acknowledgment of PRG approved Functional Design Brief and relevance of agreed accommodation schedule. - Demountable locations were considerate of site access and functional relationships with library and other core functions. 	Note	

	<ul style="list-style-type: none"> - Future development of permanent buildings can be accommodated in staged approach without impacting existing buildings or required demountables. - Opportunities presented on site for attractive environmental learning space to be incorporated. Potentially creating a destination for other schools to visit etc. LM to provide details for ecology / teaching specialist for BLP to contact. - Outline approach to creating platforms on the site to minimise the impact of level changes and incorporate these into the design for current and future stages. 	LM / BLP	15 Mar 2019
2.03	PM noted that the approach to design centred around library and core facilities for a population of 720 students, with hall for 1200 (allows for other uses) in the first stage of works. Site utilities and services design specifically to cater for expansion up to 1,000 students in both demountable and permanent building configurations (2 nd stage). The concept design explicitly confirms that future development can occur on the site to expand for 1000 students (2 nd stage).	Note	
2.04	<p>SB noted that whole of site stormwater management was an important aspect of the design given issues experienced at existing Warnervale Public site in heavy rain or flooding events.</p> <p>PM advised that the potential exists for additional on-site detention measures to be introduced to manage the effect of permanent future buildings.</p>	<p>Note / BLP</p> <p>Note</p>	
2.05	The project team will investigate opportunities for rainwater harvesting and usage. To date the design has not progressed to a point where this detail has been considered.	BLP	SSDA Phase
2.06	<p>Traffic management was discussed in broad terms and more specifically, the proposed approach to kiss & drop and entry / exit from the site.</p> <ul style="list-style-type: none"> - Upgrade to a portion of Warnervale Rd will be required. - Council standards will govern the design requirements. - Slip lane and roundabout are under consideration for managing kiss & drop as well as staff carpark entry and exit. - Primary design consideration is to separate vehicle and pedestrian movements. - Separate driveway access to be provided for service deliveries, will also provide appropriate access for minim bus / taxi services for special program spaces. - SB noted that traffic congestion is a wider issue for the area, that will require consideration in the development of the design. - AR advised that no visitor parking should be shared with the staff carpark or on site. - KC noted that overflow / informal parking zone may be required due to capacity of proposed carpark. 	Note	
2.07	LM requested that PRG members review the proposed concept for the kiss & drop slip lane and frontage generally from an operational perspective. Noting that the layout presented is conceptual, PRG feedback will inform the revision and refinement of the design. LM to collate feedback and issue to DB for review and distribution to the design team.	ALL / LM	15 Mar 2019

2.08	PRG members acknowledged the content of the BLP presentation and flythrough to be very positive, noting that some further refinement of certain design aspects is required. Primarily the interface between the school and Warnervale Rd as well as indicative typical learning space / pod layouts.	Note	
2.09	PM advised that a key agenda item for the next PRG will be confirming the timing and approach to resolving concept design for PRG endorsement / SSDA lodgement.	TSA	15 Mar 2019
3	Program		
3.01	LM sought clarification that the delay in concept design phase had not affected the committed opening date. PM confirmed that the committed date remains unchanged.	Note	
3.02	The PRG agreed to proceed with fortnightly meetings to resolve the concept design for the site. TSA to issue calendar invitations for the following 2 meetings 15 Mar and 1 Apr 2019 to be held at Warnervale Public School.	Note / TSA	ASAP
4	Safety in design & risk update		
4.01	Nil items raised.	Note	
5	Community & Stakeholder Engagement		
5.01	SINSW will maintain website for project updates as a minimum requirement, noting that additional opportunities for engagement.	Note	
5.02	PM to provide update at next PRG, potential for SINSW comms officer to attend next PRG to discuss individual strategy to engage with what is understood to a strong community. LM noted opportunity to integrate project comms with other channels including existing schools.	PM / LM	Ongoing
6	Other business		
6.01	Resolution on the amount for Biodiversity offset credits is to be determined following the conclusion of Rare Orchid bloom season. This is anticipated to be mid-March 2019.	Note	
6.02	PM advised that preliminary discussions have been held with Central Coast Council re: potential shared use arrangement for Warnervale Oval. Such an agreement would be a further advantage for the school, noting that none of the play space calculations include the oval.	Note	
6.03	The next PRG meeting is scheduled for 9:30am, Fri 6 July 2018, at Warnervale Public School. TSA to distribute invitations.	TSA	

Attachments:

New Primary School at Warnervale

Project Reference Group Meeting #9 - Minutes

Date: Fri, 15 March 2019

Time: 9:30am to 12:30am

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Invitees:

Lisa Muir (LM) (Chair)	Director Educational Leadership	lisa.muir@det.nsw.edu.au
Peter McNally (PM)	Senior Project Director, SINSW	peter.mcnally5@det.nsw.edu.au
Anthony Rodwell (AR) via skype (part)	Director AMU, SINSW	anthony.rodwell@det.nsw.edu.au
David Browning (DB)	Project Director, TSA	dbrowning@tsamanagement.com.au
Tony Wong (TW)	Senior Project Manager, TSA	twong@tsamanagement.com.au
Alexandra Qvint (AQ)	Assistant Project Manager, TSA	aqvint@tsamanagement.com.au
Shane Wood (SW)	Associate Director, BLP (HDC)	shanew@blp.com.au
Kelsey Godwin-Smith (KG)	Project Coordinator, BLP (HDC)	kelsey@blp.com.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com
Jonathan Lloyd (JL)	SINSW Comms & Engagement	jonathan.lloyd1@det.nsw.edu.au
Christine Freeman	Principal Rumbalara EEC	christine.freeman@det.nsw.edu.au

Apologies:

Jane Hagan (JH)	Project Director, SINSW	jane.hagan1@det.nsw.edu.au
Jason McGrath (JM)	Principal, Wadalba Community School	jason.mcgrath@det.nsw.edu.au
Lesley Armstrong (LA)	Aboriginal Community Representative	lesley.m.walker@det.nsw.edu.au

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of Country.	Note	
1.02	LM noted that Jason McGrath and Lesley Armstrong are an apology.	Note	
1.03	LM noted PRG acceptance of previous meeting minutes.	Note	
1.04	New PRG members were introduced and welcomed.	Note	
2	Design		
2.01	SW noted that BLP has incorporated and/or considered the comments from the last PRG meeting into the designs to be shortly presented.	Note	
2.02	PM noted that the biodiversity survey and investigations have concluded and that no threaten species were identified on the site.	Note	
	Traffic & Warnervale Rd Upgrade		
2.03	SW & KG presented the Warnervale Rd options. Key points were: <ul style="list-style-type: none"> - There is currently no safe turning point along Warnervale Rd to allow vehicles to return in an easterly direction. 	Note	

	<ul style="list-style-type: none"> - Rate of development around Warnervale and increased traffic on Warnervale Rd should be considered by RMS and Council as part of SSD agency referral process. - Options presented to PRG including lights, roundabouts, pedestrian crossing/s. - PRG noted that a slip lane to the eastern boundary of the site could be an option, i.e. the proposed service and taxi / minibus access point. - PRG preferred option is for signalised pedestrian crossing to Warnervale Rd. <p>The PRG acknowledged that further work is required to develop a satisfactory design solution to manage traffic entry and exit from the site. Council will play a significant role in determining the solution. TSA is awaiting confirmation of meeting date from Council.</p>	DB	ASAP
	Library		
2.04	SW noted that one of the comments from the last PRG meeting was that the library location blocks the view from the rest of the school. BLP has considered this issue by providing an option to locate the library 1 level up, providing a COLA space below which provides clear visibility from the courtyard to portions of the rear play space.	Note	
	Teaching spaces		
2.05	KG presented the proposed design of the learning spaces. KG noted that the ground level is designed for younger students and the upper level is designed for the older students. The proposed design are “pods” of clusters with 3-4 learning spaces incorporating the future focused learning module.	Note	
2.06	KG noted “pods” allow for easy collaborative approach between the different “pods”. KG noted that the design includes future focused as it is easy interchangeable for different aged students.	Note	
2.07	KG noted that the special needs spaces have a more traditional learning space setting, however there is potential to open the space for collaborative learning.	Note	
2.08	<p>Comments from the PRG to be considered in the next revision:</p> <ul style="list-style-type: none"> - Special programs 2 homebase pod was generally well received by the PRG. AR noted that external access to the showers and amenities would be required (EFSG requirement). - AR suggested that the design considers the eventuality that the school has up to 4 special programs spaces, i.e. 2 standard homebases can be readily converted to special programs should the demand arise. - Further refinement of the 3 homebase pod configuration is required to clearly demonstrate how the spaces will function. Centrally locating common spaces and aligning the 3-pod design with the approach taken on the 4 homebase pod was desirable. 	BLP	1 April 2019

	Administration		
2.09	Comments from the PRG on the administration area design and aspects to be considered for next revision: <ul style="list-style-type: none"> - Operable wall between the two interview rooms would be beneficial. - Principal and deputy offices should be closer to each other, swap staff room location to suit. - BLP noted that future expansion has been considered in the design. - Swap the accessible WC and sick bay around so that the clerical staff can have visibility into the sick bay. - Revision to the reception counter arrangement is required, need to allow public and school side access - BLP noted that there is a primary and secondary security line to the school to facilitate security and lockdown protocols. - Review arrangements for access and security for interview rooms, entry door from public reception space, and door to staff / clerical side openable from staff side only. 	BLP / All	1 April 2019
	Hall/Canteen/OSHC		
2.10	Comments from the PRG to be considered in the next revision: <ul style="list-style-type: none"> - Confirmed PRG preference for fixed stage. - Split storage allocation and introduce sports store for frequently accessed items near to rear playspace. - Swap OSCH and storage locations to hall, i.e. OSCH at front of site. 	BLP	1 April 2019
	Library		
2.11	KG to investigate lift location and stair location in the library/special purpose teaching spaces to ensure effective access to Level 1.	BLP	1 April 2019
	Landscape & Environmental		
2.12	PRG agreed that there is great opportunity to teach the students about biodiversity, Porters Creek and incorporate this into the design of the school where possible.	Note	
	Separate working party to be convened to identify opportunities to incorporate ecology, landscape design and play space. Need to consider operational impact and assess viability. The potential exists for this to feed into the branding and identity of the school. TSA to arrange meeting with Christine Freeman, BLP and their landscape designer and ecologist.	Note TSA	 ASAP
2.13	Other		
2.14	DB confirmed the level of detail to be provided for Concept Design endorsement was similar to that currently issued, noting some changes are required per PRG feedback. There is potential to obtain endorsement on the school design whilst finalising the forecourt and traffic management aspects of the design with Council.	Note	
3	Program		
3.01	DB noted that the target program for Concept endorsement is mid-April.	Note	
4	Safety in design & risk update		

4.01	Nil	Note	
5	Community & Stakeholder Engagement		
5.01	JL provided advice to the PRG as to the community engagement approach, noting the separate but complementary responsibilities of SINSW Comms and DoE comms teams.	Note	
5.02	Consider establishment of focused group of community stakeholders. Noting that the process is not about asking the community to design a school, rather providing information about the design in a way that acknowledges preceding consultation phases.	Note / JL / LM / TSA	17 April 2019
5.03	NLE completed the translational brief document following extension consultation with the school community. An important task for the project is to demonstrate how the concept design responds to this brief and the engagement that it was informed by.	BLP	1 April 2019
5.04	SB noted the following key aspects for community engagement: <ul style="list-style-type: none"> - Engage with the community in a transparent manner and acknowledge the challenges that the school and community is facing - Consider appropriate events to provide update on the school development process. - Acknowledge the significant issue of road safety and how this will influence attitudes towards the new school. 	Note	
6	Other business		
6.01	The next PRG meeting date has been scheduled for 1 April 2019.	Note	

Attachments:

- Attachment – 190315 – the New Primary School at Warnervale – PRG – Concept Design

New Primary School at Warnervale

Project Reference Group Meeting #10 - Minutes

Date: Mon, 1 April 2019

Time: 9:30am to 11:30am

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Invitees:

Lisa Muir (LM) (Chair)	Director Educational Leadership	lisa.muir@det.nsw.edu.au
Peter McNally (PM)	Senior Project Director, SINSW	peter.mcnally5@det.nsw.edu.au
David Browning (DB)	Project Director, TSA	dbrowning@tsamanagement.com.au
Tony Wong (TW)	Senior Project Manager, TSA	twong@tsamanagement.com.au
Alexandra Qvint (AQ)	Assistant Project Manager, TSA	aqvint@tsamanagement.com.au
Shane Wood (SW)	Associate Director, BLP (HDC)	shanew@blp.com.au
Kelsey Godwin-Smith (KG)	Project Coordinator, BLP (HDC)	kelsey@blp.com.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Jason McGrath (JM)	Principal, Wadalba Community School	jason.mcgrath@det.nsw.edu.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com

Apologies:

Jane Hagan (JH)	Project Director, SINSW	jane.hagan1@det.nsw.edu.au
Lesley Armstrong (LA)	Aboriginal Community Representative	lesley.m.walker@det.nsw.edu.au
Jonathon Lloyd (JL)	SINSW Comms & Engagement	Jonathan.lloyd1@det.nsw.edu.au
Anthony Rodwell (AR)	Director AMU, SINSW	anthony.rodwell@det.nsw.edu.au

Ref	Item	Note/Action	Date
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of Country.	Note	
1.02	LM noted that Anthony Rodwell, Jonathon Lloyd and Lesley Armstrong is an apology.	Note	
1.03	LM reviewed the previous minutes and DB noted that most of the actions will be closed out in BLP's presentation/today's meeting.	Note	
2	Design		
	Hall / OOSH & Admin		
2.01	LM noted that the preference is to have a primary and secondary security line as per the current design. No concerns were raised in relation to the proposed forecourt design.	Note	
2.02	BLP to consider entry and egress operations from the interview rooms. Potentially self-closing / locking mechanisms to be reviewed in following stages of design development.	BLP	10 April 2019
2.03	BLP to review the size of the communication room in the admin building, noting that the PRG preference is for the main comms room to be located within the library building.	BLP	10 April 2019
2.04	The PRG noted the changes made to the admin design and that there were no significant modifications require.	Note	
2.05	The PRG confirmed the intended use of the hall for community activities would be outside the hours required for operating the	Note	

	OSCH. It was noted that alternative facilities are available for community use during OSCH hours, and that the priority requirement for the community is an on-site OOSH facility. There is the potential for occasional relocation of OSCH to the library if the hall must be used for another purpose.		
	Homebases		
2.06	PRG noted that meeting rooms should be adjacent to one another wherever possible and that dividers/sliding doors are preferable to allow meeting rooms to be combined into a larger space if required.	Note / BLP	10 April 2019
2.07	JM noted that a window/s in the meeting rooms is preferred to enable effective surveillance of the spaces.	BLP	10 April 2019
2.08	JC noted that bag storage is preferred to be outside the homebases if bags are in shade / out of direct sunlight throughout the day.	Note	
2.09	The PRG considers that meeting rooms in the special need's classrooms are not desirable and that spaces can be created to enable this function by using furniture to create 'nooks'.	BLP	10 April 2019
2.10	The PRG noted that the store rooms are undesirable and prefer storage to be incorporated within each room by means of joinery of furniture items.	BLP	10 April 2019
2.11	The PRG noted that a staff amenity / toilet should be incorporated within the learning space pod arrangement, as opposed to relying on the admin block.	BLP	10 April 2019
2.12	The PRG was complementary of the Homebase design amendments, no significant issues raised.	Note	
	Library		
2.13	The PRG preference is to provide individual special programs rooms to provide better acoustic separation than an operable wall.	Note	
2.14	The PRG considers the proposed lift location satisfactory.	Note	
2.15	The PRG prefers the KLA storage to be retained as a separate room, will be the main 'store room' for the school.	Note	
2.16	The PRG prefers internal stair access preferred between library and ground floor level.	Note	
2.17	Amenities concept presented and discussed, semi-private hand wash area was well received by the PRG. This layout limits the opportunity for spaces that facilitate anti-social behaviour and allows for passive supervision from adjacent accessways.	Note	
2.18	The PRG was complementary of the library and special program design amendments, no significant issues raised.	Note	
	Traffic		
2.19	SW confirmed that design team had met with Council to discuss options for addressing traffic concerns with school access / egress to Warnervale Rd. It was noted that Council did not provide any constructive advice other than indicating a preference for a roundabout as opposed to traffic lights.	Note	
2.20	PM confirmed that on this basis the most likely scenario is that the project will look to incorporate roundabout into the design.	Note	

2.21	SW presented alternatives for managing vehicle access / egress to the site. The PRG preferred option provides for an internal access road with kiss & drop and short-term parking to be introduced on the western boundary of the site. This option effectively provides a second frontage for the school, creating a safer means of access to the site and Warnervale Rd. BLP to provide variations of this option for PRG consideration, noting the potential effect on the admin building location, staff carpark and main pedestrian entrance.	BLP	10 April 2019
	Landscape		
2.22	The PRG is supportive of the introduction of an environmental transition zone and the learning opportunities it presents. The design team is to confirm the effect on open play space, BLP to assess and provide information on this aspect prior to the next PRG.	BLP	10 April 2019
3	Program		
3.01	DB noted that the target endorsement for Concept design would be following the school holiday period.	Note	
4	Safety in design & risk update		
4.01	Nil	Note	
5	Community & Stakeholder Engagement		
5.01	Nil	Note	
6	Other business		
6.01	The next PRG meeting date to be confirmed for post Easter school holidays. TSA to send meeting invites.	TSA	TBC
6.02	Tele / video conference to be convened to discuss final revision to concept design including traffic management & carpark design prior to commencement of Easter holidays and in preparation for Concept Endorsement at the next PRG.	TSA	ASAP/12 April

New Primary School at Warnervale

Project Reference Group Meeting #11 - Minutes

Date: Mon, 6 May 2019

Time: 9:30am to 11:00am

Location: Warnervale Public School, Cnr Minnesota Rd and Warnervale Rd, Hamlyn Terrace NSW 2259

Invitees:

Lisa Muir (LM) (Chair)	Director Educational Leadership	lisa.muir@det.nsw.edu.au
Christine Freeman	Principal, Environmental Education Centre	Christine.freeman@det.nsw.edu.au
David Browning (DB)	Project Director, TSA	dbrowning@tsamanagement.com.au
Donna Baguley (DBa)	A/Director Educational Leadership	Donna.Baguley@det.nsw.edu.au
Jessica Lee (JL)	Project Manager, TSA	jlee@tsamanagement.com.au
Kelsey Godwin-Smith (KG)	Project Coordinator, BLP (HDC)	kelsey@blp.com.au
Kerrie Cambourakis (KC)	SAM, Warnervale Public School	kerrie.cambourakis@det.nsw.edu.au
Peter McNally (PM)	Senior Project Director, SINSW	peter.mcnally5@det.nsw.edu.au
Sharryn Brownlee (SB)	Community Representative	sbrownlee@bigpond.com
Tony Wong (TW)	Senior Project Manager, TSA	twong@tsamanagement.com.au

Apologies:

Alexandra Qvint (AQ)	Assistant Project Manager, TSA	aqvint@tsamanagement.com.au
Anthony Rodwell (AR)	Director AMU, SINSW	anthony.rodwell@det.nsw.edu.au
Jason McGrath (JM)	Principal, Wadalba Community School	jason.mcgrath@det.nsw.edu.au
Jill Carter (JC)	Principal, Warnervale Public School	jill.carter1@det.nsw.edu.au
Jonathon Lloyd (JL)	SINSW Comms & Engagement	Jonathan.lloyd1@det.nsw.edu.au
Lesley Armstrong (LA)	Aboriginal Community Representative	lesley.m.walker@det.nsw.edu.au
Shane Wood (SW)	Associate Director, BLP (HDC)	shanew@blp.com.au

Ref	Item	Note/Action	Date Due
1	Welcome & introductions		
1.01	LM opened the meeting with an acknowledgement of Country.	Note	
1.02	LM noted attendee apologies.	Note	
1.03	LM introduced DBa who will be assuming LM's role.	Note	
1.04	The previous meeting minutes were accepted.	Note	
2	Design		
	Environmental		
2.01	Biodiversity impact is pending tree mapping – ecology consultant to conduct in upcoming weeks with CF. KG to liaise	BLP	17/5/19
2.02	CF noted environmental & sustainability forum on June 6 th , encouraged LM to attend	All	
2.03	PM requested all to limit Council Consultation to Environmental Learning only, to not affect Infrastructure design.	Note	
2.04	Stormwater discharge rate needs to remain unchanged which means an OSD is required	Note	
2.05	LM & CF noted Minister (Sarah) Mitchell has released new learning initiatives - including sustainability & environmental learning precincts. LM expressed intention to use WV as a resource to demonstrate how biodiversity & environmental design has been driven.	Note	

	SSDA		
2.06	PM noted target for SSDA is end of May. Formal announcement of project to follow soon after, including naming of site	Note	
2.07	Discussion on land clearing/biodiversity credits. KG noted that the area south of biodiversity precinct's natural bushland will remain untouched & biodiversity credits are paid up until this boundary. In the mid-zone (demountable to biodiversity precinct), APZ required to be less than 20% retention of "bush"	Note	
	Concept Design Presentation		
2.08	PM queried whether there are any issues that KG/BLP feel have not been addressed adequately - all PRG members were in agreeance that all issues have been addressed	Note	
2.09	New road to be dedicated to Council as council land with lot boundaries readjusted.	Note	
2.10	Roundabout size is to cater for bus to turnaround as a minimum but not semi-trailers. More detail from civil consultant is required to justify size	BLP	
2.11	There is a WC located in each teaching pod rather than relying on Admin block	Note	
2.12	PRG previously requested removal of security fence - KG noted EFSG specific guidelines on fences	Note	
2.13	Step between games court and sport requires civil design	BLP	
2.14	Security card access - It was suggested admin corridors to have self closing doors - door closer or swipe card & car park access with phone keypads. BLP to review against EFSG standards	BLP	
2.15	KG identified vinyl on external face of teaching pods - opportunity for Aboriginal Community Consultation (language & indigenous design). PM expressed concerns over longevity of vinyl adhesive. KG to further develop ideas following meeting with LA on 7/5	BLP	
	Furniture		
2.16	SB noted a more thorough conversation with staff will need to be had to capture different preferences. LM suggests a mini-workshop with a core group in order to develop FFE schedule - target June/July	LM/DBa	
3	Program		
3.01	DB suggested for schematic design phase, meeting frequency will be monthly to allow sufficient time between meetings to capture design updates.	Note	
4	Safety in design & risk update		
4.01	DB noted PRG tracking register to show how all issues are being tracked by TSA. This will continue throughout schematic design and into to detailed design.	All	
5	Community & Stakeholder Engagement		
5.01	LM noted Hayley Rockwell (WHS) will participate in PRGs at a future stage. DB recommends during schematic design	Note	
5.02	School naming to occur after May - LM noted there is a process to naming that needs to be carried out		
6	Other business		
6.01	The next PRG meeting date TBC - in a month's time.	All	