

# SSDA Consultation Report

Hastings Secondary College, Port Macquarie Campus  
Upgrade

16 Owen Street, Port Macquarie

April 2021

## Table of Contents

1.	Introduction .....	3
2.	Background .....	4
3.	Consultation Approach .....	7
4.	Stakeholder and CommunityFeedback .....	12
5.	Project response .....	16
6.	Next Steps .....	20
	Appendices .....	21

# 1. Introduction

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

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

This report summarises the consultation and communication activities that have been undertaken in relation to the proposed upgrade at Hastings Secondary College Port Macquarie Campus (Hastings PMC). This report will form part of the Environmental Impact Statement (EIS) for submission of a State Significant Development (SSD) application as specified in the Secretary's Environmental Assessment Requirements (SEARS).

## 1.1. Purpose of the Report

This consultation report has been prepared to outline the consultation undertaken by SINSW and the project team from March 2020 to support the upgrade of Hastings PMC at 16 Owen Street, Post Macquarie in Port Macquarie-Hastings Council.

The purpose of the consultation process was to ensure stakeholders and the community were informed about the proposal, and ensure they had the opportunity to provide feedback prior to the submission of the State Significant Application (SSDA) to the NSW Department of Planning and Environment.

Through the consultation process, SINSW was able to review feedback and ultimately shape the project scope and Education Principles into what the project will deliver.

## 2. Background

### 2.1. School Description

The site is located approximately 1.2km south east of the Port Macquarie town centre, with access from Oxley Highway (Gordon Street) via Owen Street to the centre, William Street via Owen Street to the north and Burrawan Street via Owen Street to the south. A maintenance access road exists to the east of the site along Burrawan Street.

The Port Macquarie campus of Hastings Secondary College (HSC) falls within the Port Macquarie-Hastings local government area (LGA). The regional context of the Project is shown in Figure 1.1.

The site is located at 16 Owen Street, Port Macquarie and is legally known as Lot 111 in DP 1270315. The Port Macquarie Campus site is located within a coastal setting (east), with residential (single two storey and residential flat buildings) located to the west and south and Port Macquarie Bowling Club to the north. The surrounding street network provides on-street parking. Maintenance vehicular access is located off Burrawan Street. The local context of the Project is shown in Figure 1.2.

No natural watercourses are mapped as traversing the site. Scattered vegetation is located throughout the site, with a small area of vegetation concentrated towards the pedestrian access area.

The Port Macquarie Campus site is gently sloping downwards in three general 'platforms' towards the north, with distinct views out towards the ocean and the Hastings River. It also has a distinct view line to the row of Norfolk pine trees along the coastline. The siting of the campus provides many opportunities for ongoing cultural connection to Country. Current built form has an established language of two (2) storey, face brick, low pitched metal roof

buildings.



## 2.2. Project Description

The upgrades to Hastings PMC will support high-quality educational outcomes to meet the needs of students within the local community and deliver innovative learning and teaching spaces as follows:

- Demolition works to accommodate new works;
- Upgrade to school entry;
- Construction of new two (2) storey Creative and Performing Arts building;
- Construction of new Police Citizens Youth Club (PCYC)\*;
- Partial refurbishment of Building L;
- Partial refurbishment and alteration to Building B;
- Removal of Building S and demountable buildings;
- New lift connections, covered outdoor learning area and covered walkways;
- Associated earthworks, landscaping, stormwater works, service upgrades; and
- Tree removal/ tree safety works.

\*The proposal for a new two (2) storey shared use Police Citizens Youth Club (PCYC) facility forms part of the SSD but construction of this is subject to separate business case and funding approval.

## 2.3. SEARS

The Secretary's Environmental Assessment Requirements (SEARS) for the State Significant Development were received in December 2020. The SEAR in relation to consultation is as follows:

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

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

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

*The EIS must describe and include evidence of the consultation process and the issues raised and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.*

*Targeted consultation in accordance with the draft Social Impact Assessment Guideline 2020 (Department of Planning, Industry and Environment) must also occur where there is a requirement to prepare and submit a Social Impact Assessment.*

# 3. Consultation Approach

## 3.1. Consultation Objectives

The community engagement objectives for the project, as outlined in the Port Macquarie School CEP, include:

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

## 3.2. Community engagement channels and activities

SINSW use a range of standard community engagement channels, tools and activities on an as needs basis across all projects as shown in the table below.

Activity	Strategic intent
School community engagement (Project Review Group, Meetings, workshops, school tours, and design user group sessions)	Project Review Group meetings, ad-hoc meetings, workshops and school tours comprise representatives from Hastings Secondary College school communities including the Principals and P&C President, to discuss aspects of the design, consultation and construction approach and seek feedback and input from members. Design user groups seek input from end users including staff and students about the proposed design and its applicability.
Community information sessions	Provide an opportunity for face-to-face engagement between the school communities, residents and staff, and members of the project team, and allow for Q&A and concerns to be raised. Information sessions are widely advertised through the communication channels listed in this table.
Communications (Project webpage, Information Pack, Project Updates and Works Notifications)	Distribution of project information to stakeholders delivered via letterbox drop and school newsletter.
Contact channels (Emails and 1300 project information number)	Direct responses to stakeholder and community contact.
School community communication (Newsletter input, P&C meetings)	Ongoing updates as required and direct responses to questions.



### 3.3. Consultation activities

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

The PRG is comprised of the School Principal, the Director Educational Learning, the School Performance Executive Director, Senior SINSW Officers from Asset Utilisation, Commissioning & Temporary Schools, and Asset Management units, the Project Directors and Manager of the project, a Parent Representative, and the Project Architect. The PRG provides feedback on critical design elements and the overall project direction.

The TSG is comprised of technical specialists within SINSW including in the areas of Design, Heritage, Disability Access and Standards, Sustainability, IT Services, Safety and School Transport. The TSG ensures the project design meets education facility standards and operational needs.

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

Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
<b>March 2020</b>	School community and residents,	Planning update issued and information session prior to business case submission.
<b>14 October 2020</b>	PRG/TSG Meeting 01 Kick Off Meeting	Matters discussed: <ul style="list-style-type: none"> <li>• New entrance and shared campus identity</li> <li>• Resolution of access and levels including new stairs, lift and Covered Outdoor Learning Area</li> <li>• Technical and Applied Studies and relationship to refurbished building T and southern open area</li> <li>• Connections to new “Town Square” and recreational precinct</li> <li>• Relationship between Creative and Performing Arts and MPH &amp; Building B</li> <li>• Landscape across the site</li> <li>• Refurbishment strategies</li> </ul>
<b>28 October 2020</b>	PRG/TSG Meeting 02	New TSG members were introduced to the PRG. Project goals reaffirmed: <ul style="list-style-type: none"> <li>• Improve visual appeal.</li> <li>• Make the school more inviting to encourage future enrolments.</li> <li>• Improve students learning experience.</li> <li>• Increase sports and active recreation participation.</li> <li>• Improve the sense of belonging.</li> <li>• Increase expectation in students for success and advocacy of schools.</li> </ul>
<b>3 November 2020</b>	School community and residents	Online information pack with project scope, concept designs and staging. Online in lieu of in-person information session due to health guidelines.
<b>11 November 2020</b>	PRG/TSG Meeting 03	Matters discussed: <ul style="list-style-type: none"> <li>• Project Overview (including design development)</li> <li>• Preliminary Timeline &amp; Impact to School</li> </ul>



Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
		<ul style="list-style-type: none"> <li>• Planning, Staging &amp; Construction</li> <li>• Communications</li> </ul>
<b>24 November 2020</b>	User Group Design Review: <ul style="list-style-type: none"> <li>• Principals</li> <li>• Senior staff</li> </ul>	User Group requirements to be investigated during Schematic Design for: <ul style="list-style-type: none"> <li>• Campus Entry</li> <li>• Creative and Performing Arts Building</li> <li>• Science</li> <li>• Technical and Applied Studies</li> <li>• Supported Learning</li> <li>• Learning &amp; Support</li> <li>• Toilets</li> </ul>
<b>1 &amp; 2 December 2020</b>	School community and residents	In-person information sessions (one at each campus).
<b>9 December 2020</b>	PRG/TSG Meeting 04 <i>Note: Separate PRG, TSG meetings from this point onwards.</i>	Matters discussed: <ul style="list-style-type: none"> <li>• Entrance and removal of existing trees</li> <li>• North/South connection</li> <li>• Building A - “outside hours” entrance experience and minor internal modifications</li> <li>• Building T - specific requirements</li> <li>• Technical and Applied Studies Building – specific requirements</li> <li>• Building L - specific requirements</li> <li>• Building B - specific requirements</li> <li>• Creative and Performing Arts - specific requirements</li> </ul>
<b>10 February 2021</b>	PRG Meeting 05	Matters discussed: <ul style="list-style-type: none"> <li>• Science faculty, Supported Learning Unit, Wellness, Staff Accommodation.</li> <li>• Faculty locations included relocation of supported learning, Wellness hub, Maths, Human Society and its Environment and Language.</li> </ul>
<b>11 February 2021</b>	TSG Meeting 05	Matters discussed: <ul style="list-style-type: none"> <li>• Layout for supported learning and providing clarity in the organisation of Science, Maths and Learning Support areas</li> <li>• Transfer of student movement between the Secondary College Campuses (Westport and Port Macquarie).</li> </ul>
<b>2 March 2021</b>	TSG Meeting 06	Issues to resolve during design development: <ul style="list-style-type: none"> <li>• Landscaping and external works</li> <li>• Detailed plant selections</li> <li>• Can plants be used for an indigenous food technology.</li> <li>• 22 sewing machines to be accommodated</li> <li>• Removal of demountables</li> </ul>
<b>09 March 2021</b>	Technical and Applied Studies Workshop Meeting: <ul style="list-style-type: none"> <li>• Clontarf</li> </ul>	The workshop scoped requirements for: <ul style="list-style-type: none"> <li>• Food &amp; Textiles spaces</li> <li>• Materials Learning Area</li> <li>• Metalwork</li> </ul>

Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
	Academy Sista Connect	<ul style="list-style-type: none"> <li>Wood Workshop</li> </ul>
<b>10 March 2021</b>	Indigenous Workshop 01: <ul style="list-style-type: none"> <li>Clontarf Academy</li> <li>Sista Connect</li> </ul>	<p>PMC to advise names of local/community indigenous representatives to be involved in the workshop.</p> <p>The purpose of the workshop will be to develop a response to the State Design Review Panel (SDRP) comments with respect to Connection to Country. Sista Connect noted key Totems of the Birpai Nation:</p> <ul style="list-style-type: none"> <li>Water-based</li> <li>Stingray,</li> <li>dolphin,</li> <li>crab</li> <li>shark.</li> </ul>
<b>10 March 2021</b>	Supported Learning Maths and Science Meeting: <ul style="list-style-type: none"> <li>Principals</li> <li>P&amp;C Representative</li> </ul>	Agreement on requirements for Special Programmes
<b>15 March 2021</b>	PRG Meeting 06	<p>Matters resolved:</p> <ul style="list-style-type: none"> <li>Plant / landscape selection</li> <li>Final colour selections of materials</li> <li>Building T loose FFE – 22 sewing machines – custom storage table</li> <li>Seminar Room to house laser cutter etc.</li> </ul>
<b>15 March 2021</b>	Creative and Performing Arts Workshop: <ul style="list-style-type: none"> <li>Principals</li> <li>P&amp;C Representative</li> </ul>	Update on design and project elements.
<b>1 April 2021</b>	PRG Meeting 07	<p>Matters Discussed:</p> <p>Technical and Applied Studies Building:</p> <ul style="list-style-type: none"> <li>New landscaped seating</li> <li>Opportunity for food technology garden at terrace.</li> <li>Protected outdoor learning</li> <li>Three glazed sliding doors to connect workshops.</li> <li>Outdoor covered workshop - equipment has been moved indoors.</li> <li>A/C to classrooms and natural ventilation to workshops.</li> </ul> <p>Building T:</p> <ul style="list-style-type: none"> <li>Upper-level refurbishment.</li> <li>New communications room at lower level.</li> </ul>

Date/s	Targeted stakeholders	Activity/Matters Discussed/Matters Resolved
8 April 2021	TSG Meeting 07	<ul style="list-style-type: none"> <li>Approval for Schematic Design sought</li> <li>Accessibility to be considered</li> <li>Fence line discussion resolved issues at PCYC and its relationship to Hastings College.</li> </ul>

### 3.4. Communication activities

Community engagement and public communication activities implemented to date for the Hastings Secondary College upgrade are outlined below. The table below outlines the communication actions undertaken to keep stakeholders and communities informed about this proposal.

Date/s	Targeted stakeholders	Activity
March 2020	School community, nearby residents	<a href="#">Planning update</a> issued and information session prior to business case submission informing preliminary master plan options are being developed. Invitation to information sessions.
October 2020	School community, nearby residents	<a href="#">Project update</a> informing that the business case has been approved and invitation to view online information pack.
November 2020	School community, nearby residents	Online <a href="#">Information pack</a> (due to COVID-19 restrictions) with project scope, artist impressions, concept design and staging.
November 2020	School community, nearby residents	Informing of SEARS lodgment and installation of demountable classrooms. Invitation to book attendance at information sessions. Version for <a href="#">school community and residents</a> .
December 2020	School community, nearby residents	Information sessions, one at each campus. <a href="#">Information boards and pack</a> include detail of project scope, staging of construction and planning pathways, explanation of design process.
December 2020	School community, nearby residents	Summer works <a href="#">notification</a> about demolition and site establishment.
February 2021	School community, nearby residents	Works notification regarding asbestos during demolition ( <a href="#">12 February</a> and <a href="#">25 February</a> ).
March 2021	Nearby residents	<a href="#">Works notification</a> .

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

## 4. Stakeholder and Community Feedback

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

### 4.1. Community Feedback

Since March 2020, a total of 13 interactions with community members were logged using the community contact details. Key themes raised include:

- Time and opportunity allowed for community consultation.
- Parking (off-street) and pedestrian crossings.
- Capacity and student numbers allowed for as part of the upgrade.
- Air-conditioning, air circulation and fans.
- How information was delivered (i.e. letterbox drops) and when.

There was a peak of enquiries from residents in the period November to December 2020 during the time of more detailed information packs being available online and community information sessions being held.

### 4.2. Stakeholder Meetings and Correspondence

This section outlines a summary of the key consultation undertaken with stakeholders, as defined and required by the SEARs.

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
<b>Port Macquarie Hastings Council</b>	7 February 2020	Preliminary Transport Assessment. The project team engaged a Transport planning consultant to do a study on site to observe and document the interactions with the school site. This involved observing motor vehicle use (parking, kiss and drop etc), pedestrian access, public transport and bicycle parking.	This report was tabled to inform future planning.

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
<b>Port Macquarie Hastings Council</b>	18 February 2020	This meeting was called by SINSW to share with council the departments plans to upgrade the Hastings High School in the PMH Council region. This outlined works to be upgrade at the Port Macquarie and Westport Campus', and the establishment of a PCYC for shared use at the Port Macquarie Site.	The project team will continue to work closely with council in order to achieve the best outcomes for the community.
<b>Port Macquarie - Hastings Council</b>	2 & 25 February 2021	Design and visual impacts of PCYC - Council requested the building be reoriented to reduce its bulk and have a better interface with Owen Street.	The project team amended the design of the PCYC to reduce the bulk and scale whilst retaining the areas of open space required for the school students.
<b>Port Macquarie - Hastings Council (continued)</b>		<ul style="list-style-type: none"> <li>Traffic congestion, parking and pedestrian safety.</li> <li>Traffic assessment should be based on capacity +30%.</li> </ul>	<p>A School Travel Plan has been developed outlining infrastructure and servicing opportunities to assist in shifting mode share trips towards active transport options (walking and cycling) and public transport.</p> <p>Delivery of these opportunities will be explored further with TfNSW and Council.</p> <p>A parking study completed as part of the Transport Assessment finds that there is availability of parking within the vicinity of the school and PCYC to accommodate the needs of these land uses. The school is not increasing in capacity so no additional spaces are required and there are dedicated spaces provided for the Police Citizens Youth Club.</p> <p>The project team completed transport modelling during the school term of key intersections to assess the impacts of the operation of the school and the PCYC. The analysis finds that the road network has capacity for the additional transport movements from the PCYC.</p>

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
<b>Transport for NSW (TfNSW)</b>	3 & 22 February, 16 March 2021	Traffic congestion, parking and pedestrian safety.	<i>See comments on transport above.</i>
<b>Busways</b>	15 February 2021	Existing operation of bus routes, any concerns held by Busways, and potential for service enhancements.	The project team have identified enhancements to Bus services that can assist student access to and from school that will be explored further.
<b>Government Architect NSW (GANSW)</b>	17 March 2021	The GANSW State Design Review Panel (SDRP) provided feedback on the proposed design and approach which related to enhancing the following aspects of the project: <ul style="list-style-type: none"> <li>• Connection with Country; Masterplan and landscaping;</li> <li>• Built Form;</li> <li>• Sustainability</li> </ul>	The project team engaged with the Aboriginal Education Consultative Group (AECG) to discuss ways that Connecting with Country could inform the project. <i>See comments below.</i>  Other matters raised by SDRP have been addressed in the Architectural Design Statement and plans.  Matters outside the scope of the project have been identified as such in the response to SDRP.
<b>NSW Environment, Energy and Science Group (EESG)</b>	12 March 2021	Clarification of the Biodiversity Development Assessment Report (BDAR) Waiver request.	EESG have endorsed the BDAR Waiver and as such a full Biodiversity Development Assessment Report is not required.
<b>Special interest groups: Local Aboriginal Land Council Registered Aboriginal stakeholders</b>	1 July 2021	The consultation process to inform the Aboriginal Cultural Heritage Assessment Report (ACHAR) identified nine Aboriginal stakeholders in the region. Of these, two registered an interest in the project with three of these organisations participating in a field investigation of the site.	While the ACHAR did not find any items of Aboriginal Cultural Heritage, the report recommended the development of an Aboriginal Heritage Management Plan and an Aboriginal Heritage Interpretation Strategy which considers the significance of the wide study area. These reports will be prepared prior to the issue of a Construction Certificate.
<b>Aboriginal Education Consultation Group (AECG)</b>	18 March 2021	The project team met with the AECG and discussed the following themes and opportunities for further exploration to inform the: <ul style="list-style-type: none"> <li>• Celebrating the River and Ocean</li> <li>• Celebrating key Aboriginal People</li> </ul>	The project team will continue to engage with the AECG and ensure they remain consulted throughout the detailed design process.  Next steps included discussion about arrange a mini-Connecting to Country workshop and developing a calendar of

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
		<ul style="list-style-type: none"> <li>• Exploring local Aboriginal stories</li> <li>• Flora and fauna landscaping, koalas, plants,</li> <li>• Caring for Country</li> <li>• Sharing resilience practices for preservation of native flora and fauna.</li> </ul>	engagement activities over next 6 months.



## 5. Project response

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

Key issues	Project response	Relevant report
<b>School enrolments and capacity</b>		
<b>Ability of proposed upgrade to meet future demand</b>	<p>Key drivers for the project are a lack of fit for purpose learning facilities and asset condition, The upgrades to Hastings PMC will support high-quality educational outcomes to meet the needs of students within the local community and deliver innovative learning and teaching spaces across the Hastings Secondary College.</p> <p>Future demand for Hastings Secondary College Port Macquarie Campus will be considered utilising capacity across both Hastings Secondary College campuses. Engagement for any alternative school operations models for the College would occur at that time with the School Community.</p> <p>The population of Port Macquarie-Hastings LGA is forecast to grow between 2016 and 2041 however the school aged population is forecast to remain similar to today's number as the number of young people as a percentage of the population is forecast to decrease. The Department will utilise enrolment management mechanisms to ensure future students can be adequately accommodated.</p>	Environmental Impact Assessment; Social Impact Assessment Report
<b>Design impacts to school communities</b>		
<b>Design and effectiveness of open/multi-use learning spaces</b>	Innovative learning environments provide flexibility where teachers can provide opportunities for student engagement. The design has provided for new outdoor learning spaces in addition to bringing the General Learning Spaces up to EFSG Standard.	Design Analysis Report
<b>Parking availability</b>	<p>A parking study completed as part of the Transport Assessment finds that there is ample availability of parking within the vicinity of the school and PCYC to accommodate the needs of these land uses.</p> <p>The school is not increasing in capacity, so no additional spaces are required and there are dedicated spaces provided for the PCYC. The provision of more parking spaces on the school site is limited due to the need for the remainder of the school site for student open space and operational uses.</p> <p>Being a Secondary College with two campuses there is travel between the Port Macquarie and Westport campuses. This has been assessed in the Transport</p>	<p>Traffic Impact Assessment; Preliminary Construction</p> <p>Management Plan; School Travel Plan</p>

Key issues	Project response	Relevant report
	Assessment and measures proposed to enhance the safety and frequency of travel options between Campuses.	
<b>Design impacts to residential communities</b>		
<b>Proposed building heights, scale, and bulk</b>	<p>The proposed upgrades to include the provision of new school and joint use facilities including structures up to three (3) storeys in height. The proposed built form (in particular the new joint-use PCYC facility) will present a two (2) to three (3) storey façade to Owen Street which will provide connectivity with the public domain and a new street presence for the school and PCYC facilities. The new Creative and Performing Arts building provides new specialist facilities within a two (2) storey built form which is positioned and designed to be more recessive than the PCYC building. There are no alternative locations achievable on the site for the new buildings that would provide the same outcomes with regard to connectivity and street connection, without impacting upon or detracting from existing school facilities or open spaces. All new buildings are compliant with building height control.</p>	Environmental Impact Assessment; Design Analysis Report
<b>Biodiversity</b>	<p>The project team confirmed that the subject site has limited biodiversity value flora and fauna. While there have been sighting of Koalas, the land is not core Koala Habitat. There is no removal of significant trees. As such, a Biodiversity Development Assessment Report Waiver was requested.</p> <p>This was endorsed by the NSW Environment, Energy and Science Group (EESG).</p>	Biodiversity Development Assessment Waiver Report

Key issues	Project response	Relevant report
<p><b>Visual impacts on adjacent properties</b></p>	<p>The PCYC works have been identified as having a potential impact on dwellings/units at Owen Street adjacent to the proposed PCYC. The extent of impacts has been identified as minimal to all properties except for the units in the apartment building at 11 Owen Street. The visual impact analysis identifies that of the eight (8) storeys of the apartment building, existing views across the school site to Oxleys Beach and the ocean beyond will be impacted for units at Levels 3-5 inclusive. Analysis of the floor plan of the building identifies that in general, all units above Level 2 benefit from up to 180° views from Town Beach to the north to Windmill Hill to the southeast. The proposed PCYC building will impact on a portion of this view but will not preclude the remainder of the views enjoyed by the apartments.</p> <p>The visual impact assessment has found that the school site is subject to planning controls which would enable built form up to 26.5m along the Owen Street frontage although the height of the PCYC is less than half this control. The assessment has also found that the PCYC is in the most suitable location in terms of site planning and there are no alternative locations that would otherwise avoid the visual impacts to the units at 11 Owen Street, without transferring those impacts elsewhere and resulting in poorer outcomes for the school and PCYC facilities. The extent of view impacts will not detract from all key views of impacted dwellings and therefore on balance, the visual impacts of the proposed new buildings are considered to be acceptable.</p>	<p>Environmental Impact Assessment; Social Impact Assessment Report; Design Analysis Report</p>
<p><b>Air-conditioning, air circulation and fans.</b></p>	<p>The works will achieve a 4 star Green Star Design and As-Built certified rating for the Creative and Performing Arts &amp; PCYC and the EFSG sustainability initiatives Block B and L. This ensures that all habitable rooms are naturally ventilated and also have access to mechanical ventilation for higher/lower average temperatures.</p>	<p>Sustainability Development Plan</p>
<p><b>Design impacts to Aboriginal communities</b></p>		
<p><b>Connecting with Country</b></p>	<p>The project team has engaged with the Aboriginal Education Consultative Group to explore ways to reflect Country through the proposed works. This engagement will continue and inform detailed design and the Aboriginal Heritage Management Plan and Aboriginal Heritage Interpretation Strategy.</p>	<p>Environmental Impact Assessment; Design Analysis Report; Aboriginal Cultural Heritage Assessment Report.</p>

Key issues	Project response	Relevant report
<b>Community Consultation</b>		
<p><b>Process and timing for informing residents and receiving feedback</b></p>	<p>The project follows SINSW Consultation Approach set out in Section 3. The SSDA process includes a public consultation phase which provides the community with further opportunity to comment on the proposed works. The project will be supported by a Community Communications Strategy, prepared as part of the SSD.</p>	<p>Consultation Report.</p>

## 6. Next Steps

In preparing the SSD application for the upgrades to Hastings Secondary College Port Macquarie Campus, the project team has met the consultation requirements prescribed by the SEARs.

School Infrastructure NSW has demonstrated in this report how it has engaged with stakeholders and how feedback has informed the designs and studies lodged with the SSDA.

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

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

# Appendices

## Appendix 1 – Sample project update

### NSW Department of Education – School Infrastructure



## Hastings Secondary College

Project update

October 2020

### Investing in our schools

The NSW Government is investing \$6.7 billion over four years to deliver more than 190 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

### Hastings Secondary College

Hastings Secondary College comprises two Year 7-12 campuses, Port Macquarie Campus and Westport Campus. The upgrade will involve work at both campuses.

This upgrade will enhance educational delivery at both campuses, streamline and strengthen transition and pathway options for students and their community and provide the latest innovative teaching facilities.

The current proposal at Port Macquarie Campus is to provide new and upgraded learning spaces including expansion of the Technology and Applied Science (TAS) facilities which features a new single storey building, a new two storey Creative and Performing Arts (CAPA) building and the refurbishment of existing classrooms.

The current proposal for the Westport Campus is to relocate the school administration to the main entry for the campus, repurpose the former administration offices into innovative and flexible learning spaces and provide a new campus entrance and landscaping.

A separate proposal also includes a shared use multi sports facility which is being developed at the Port Macquarie campus in partnership with the PCVC.

### Project progress

The Hastings Secondary College upgrade has received permission and funding to proceed. Initial concept designs have been endorsed by the Project Reference Group (PRG).

Architects have been engaged to further develop the designs for the upgrade in consultation with the PRG. The planning pathway for the project is currently being finalised. The project team is currently preparing to go to tender for an early works package including site establishment and demolition works for the Port Macquarie Campus, as well as a tender for the main works at both campuses.

### Online information

We are temporarily changing some of the ways that we keep you informed to account for social distancing measures as a result of COVID-19. Instead of community information sessions, we invite you to find out more about the project scope and concept designs online.

**Date:** Information will be available online from 9:00am, Tuesday 3 November 2020.

**Website:** [www.schoolinfrastructure.nsw.gov.au/projects/hastings-secondary-college-port-macquarie-campus-upgrade.html](http://www.schoolinfrastructure.nsw.gov.au/projects/hastings-secondary-college-port-macquarie-campus-upgrade.html)

### For more information contact:

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

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





# Appendix 2 – Sample information boards from community information session

NSW Department of Education – School Infrastructure

## Project overview

### Project summary

The Hastings Secondary College upgrade received approval to proceed in mid 2020, and the concept designs have been developed.

Key consultants including the architect and project managers are developing the concept design through to schematic and detailed design phases. These designs will be developed in consultation with the Hastings Secondary College Project Reference Group.

The project team has released a tender for early works for the Port Macquarie Campus which includes site establishment and demolition as well as a tender for the main construction works across both campuses.

As part of the State Significant Development (SSD) application for stage 2 and 3 of the upgrade at the Port Macquarie Campus, a Secretary's Environmental Assessment Requirements (SEARs) request has been lodged with the Department of Planning, Industry and Environment (DPIE).

### Next steps

- Installation of temporary demountable units on the sports oval on the corner of Burravan and Owen Streets.
- Early works and site establishment.
- Demolition of Technology and Applied Science (TAS) and C buildings, and internal demolition of building T.

### Indicative timeline



NSW Department of Education – School Infrastructure

## Port Macquarie Campus

The upgrade to Hastings Secondary College will be staged to ensure the school remains operational during construction and to minimise disruption to learning.

### Indicative staging:

#### Stage 1 – from late 2020 pending planning approvals

##### Planning pathway: Compiling Development Certificate

- Construction of new TAS building and upgrade of building T, pending planning approvals.

#### Stage 2

##### Planning pathway: State Significant Development (SSD)

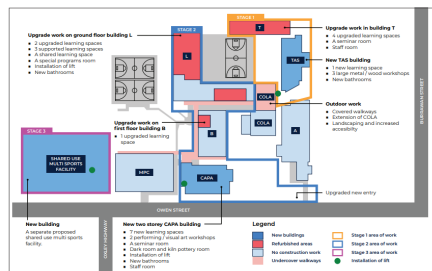
- Alterations and additions to buildings L and B.
- New front entrance.

- Construction of the new two storey CAPA building.

#### Stage 3

##### Planning pathway: State Significant Development (SSD)

- A separate proposal has been submitted for a multi sports shared use facility. More details will be shared when available.



NSW Department of Education – School Infrastructure

## Westport Campus

The upgrade to Hastings Secondary College will be staged to ensure the school remains operational during construction and to minimise disruption to learning.

### Indicative staging:

#### Stage 1 – from late 2021 pending planning approvals

##### Planning pathway: Development application

- Relocation of administration office.
- New front entrance.

#### Stage 2

##### Planning pathway: Development application

- Refurbishment of building A into new flexible learning spaces.

