

Artist impression of the New Liverpool Primary School



# New Liverpool Primary School

Project update | May 2022

## Investing in our schools

The NSW Government is investing \$7.9 billion over the next four years, continuing its program to deliver 215 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.

## Project overview

School Infrastructure NSW (SINSW) is building a new public school in Liverpool on the grounds of the existing Liverpool Boys and Girls High Schools. The new school will accommodate 1280 and provide:

- 44 teaching spaces,
- 4 support units,
- 4 special programs units,
- 2 preschool units, and
- Core 35 facilities.

### 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)

## Progress

The Department of Planning and Environment (DPE) has approved the State Significant Development application for the new Liverpool primary school. The conditions of approval can be found on the DPE major projects website:

<https://pp.planningportal.nsw.gov.au/major-projects/projects/new-liverpool-primary-school>

## Managing construction impacts

In order to meet the conditions of approval provided by DPE, SINSW must develop a Construction Noise and Vibration Management Sub-Plan in consultation with the community. This Sub-Plan includes a list of measures (see table below) designed to mitigate the construction impacts on local residents.

Please provide any feedback regarding these measures to SINSW by Tuesday, 1 June via email at [schoolinfrastructure@det.nsw.edu.au](mailto:schoolinfrastructure@det.nsw.edu.au) or phone 1300 482 651.

Category	Proposed measure
Notice	Neighbours should be notified of excessive noise generating activities as required.
Excavation and piling	Wherever feasible, hydraulic hammering should be minimised in favour of excavators with a bucket.
High noise generating works	During high noise generating works, respite hours should be implemented to reduce the impact on surrounding receivers. Limit the use of any required hydraulic hammering/saw cutting to between 8 am - 12 pm and 2 pm – 5pm, Monday to Friday and between 9 am – 12 pm on Saturday.
Vehicle noise	Trucks must turn off their engines while idling to reduce impacts on nearby residents (unless truck ignition needs to remain on during concrete pumping. Minimise truck reversing. Plant and equipment should be off when not in use.  Vehicles must arrive and depart site within the approved hours of work.
Deliveries	Deliveries should use straps in place of chains for handling materials wherever possible. Deliveries should be scheduled during less sensitive time periods wherever practical.
Equipment	When selecting construction equipment to be used on the project, noise levels should be considered.
Sensitive receivers	Works near sensitive receivers should be avoided wherever feasible. Compounding high generating activities simultaneously near receivers should be avoided where possible.
Environmental induction	All employees, contractors, and sub-contractors are to undergo an environmental induction which outlines noise management techniques.

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On site	Unnecessary shouting should be avoided on site. Music and stereos to be minimised and kept to an acceptable level that can only be heard within the site.
Other	Materials should be place gently and not thrown to avoid making crashing noises. During the construction stage and where practical and safe to do so, handheld construction equipment should be used within the building shell to minimise noise impacts. Maximum delivery vehicle speed of 40km/h around work site,

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