



An example of a completed high school learning space

A new high school in Bungendore

Project update

May 2021

Investing in our schools

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. 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.

Progress summary

Since February 2021 the project team has undertaken the following activities in preparation for the new school.

- Works were done on Mick Sherd Oval to relocate the goal posts ahead of the upcoming Winter sport season.
- Detailed surveys were undertaken to ensure the proposed design aligns with the topography of the land. This valuable information informs services, such as stormwater management.
- Geotechnical investigations were also undertaken to give clarity on the material type and strength of the ground.

Next steps

- During April, several noise monitoring devices will be located around Bungendore to record noise levels near the proposed site. These readings will help define the design parameters of the project.
- Consultation is underway with members of the NSW Aboriginal Education Consultative Group (AECG) with a site visit with AECG representatives and the design team being held in April.

Indicative timeline



For more information contact:

School Infrastructure NSW
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Frequently asked questions

How was this site selected?

- A 12-month site due diligence process was undertaken and over 1000 hectares of land was assessed.
- Each site was assessed based on its suitability to support the needs of the project. This included availability of services such as sewerage, electricity, and roads, the accessibility of the site and environmental constraints such as bushfire, ecological impacts, and flooding.
- A public expression of interest (EOI) was initiated as a site was not initially found that met the needs of the project.
- Three submissions were received for proposed locations through the EOI process, these were investigated thoroughly and unfortunately, also found to not be suitable for this project.
- Following the due diligence process, the Majara/Gibraltar Streets precinct was identified as the most suitable location.
- Consultation also occurred with Queanbeyan-Palerang Regional Council (QPRC) and 18 stakeholder groups, who use Mick Sherd Oval.
- The preferred site has many advantages as it is:
 - well situated being in the centre of town with excellent access to the core population of Bungendore
 - has multiple street frontages for easy access
 - allows for the potential for shared facilities with the rest of the community
 - is next to the local primary school, which allows for the creation of a co-located educational campus.

What is being done in regards to traffic management at the new school?

- As part of normal school project planning processes, additional traffic studies have been undertaken. Please find a summary on the project webpage. The full traffic study will be submitted as part of the SSDA.
- These studies include pedestrian footpaths, bus bays, parking and kiss and drops to both the primary and high schools.

What is happening to Mick Sherd Oval and Bungendore Park?

- Consultation has occurred with QPRC and several stakeholders of Mick Sherd Oval.
- There will be a low fence to separate the school grounds from Mick Sherd Oval. Mick Sherd Oval will not be fenced and will be available to the community for use outside of school hours.
- As part of the new high school development, Mick Sherd Oval has been realigned.
- This green space will be available to the public outside of school hours, and available for community events.
- The War Memorial will still be openly accessible at all times.
- The Balladeers Place Memorial and rotunda is proposed to be relocated to Frogs Hollow Reserve, Tarago Road.
- The existing pool is reaching the end of its useful life and will be demolished to make way for the new high school hall. A new pool will be built at the new Bungendore Sports Hub by QPRC.
- We will carefully consider the needs of the community and stage the project so as to remove the existing pool with the least amount of inconvenience.
- As part of the proposal, the Department of Education will contribute capital funds to QPRC specifically towards the development of the new pool.
- The Department of Education will continue to investigate as part of the due diligence process if there are any historically significant trees.

Bungendore Park is Crown Land. How will it be transferred for the project?

School Infrastructure NSW (SINSW) has identified a portion of Bungendore Park to be used as part of the new high school.

Discussions with Crown Lands and other interested third parties are ongoing to secure tenure of this area.

SINSW will seek to resolve all third-party interests of the land prior to securing tenure.

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Was a suitable 14 hectare site in Bungendore offered?

In the course of DPIE's Expression of Interest campaign, part of a 14-hectare site east of the railway line in Bungendore was offered. DPIE in co-ordination with Department of Education considered the suitability of the site including:

- flooding
- biodiversity and ecology
- zoning
- existing infrastructure such as roads, pedestrian access, water, electricity and sewer
- proximity to existing services such as the Bungendore Primary School and Bungendore town centre.

Having regard for the above factors, the site was deemed unsuitable for the proposed new high school in Bungendore.

Was Bungendore Park previously considered?

The full site of Bungendore Park, bounded by Butmaroo Street, Gibraltar Street, Turrallo Terrace and Majara Street was previously dismissed as a potential site for the new high school.

However, the Majara/Gibraltar streets precinct was a separate site subsequently identified and assessed to be suitable.

This includes the areas to the east of Majara Street, Majara Street in-between Turrallo Terrace and Gibraltar Street, and part of the Mick Sherd Oval that adjoins Majara Street.

How long did site selection take?

A 12-month site due diligence process was undertaken and over 1000 hectares of land was assessed.

How was the traffic assessment done?

Traffic modelling was undertaken in accordance with Transport for NSW Traffic Modelling Guidelines.

Are we losing the whole of Bungendore Park?

Bungendore Park will continue to be available for community use.

Bungendore Park is being subdivided and a small portion is being amalgamated into the high school for Bungendore's students.

The Mick Sherd playing field will remain as it is. A joint use arrangement will facilitate continued community use outside of school use.

There are no changes to the rest of the park, that includes the Mick Sherd amenities (and the adjoining carpark), tennis club and playground.

Is there any impact to the current dog leash area?

The new high school's Agricultural Plot will take up approximately 20 per cent of the current lot. This means 4,500m² will be used by the school.

The remaining 16,470m² will be retained for community use.

School Operations

What benefits does it bring the school community to co-locate the schools in one location?

There are many educational advantages to having the two schools located in close proximity to each other.

Students K-12 will have access to a broad range of learning spaces which can be accessed by all students and staff to enhance curriculum opportunities. Being co-located, the schools will have opportunities to maximise educational teaching expertise across the two campuses. The ability to share the unique learning spaces and educational resources on both campuses between the schools would be easily accessible and readily available.

Under the leadership of both the Primary Principal and Secondary Principal, the two schools will work in partnership providing a continuum of learning from Kindergarten to Year 12 across the education campuses. In particular there is significant benefit for students as they transition from Year 6 to Year 7 on the same educational campus minimising the disruption to their learning.

Students at all levels will have frequent opportunities to engage with teachers they had previously had or with teachers they would later have K-12. This informal contact will enhance positive teacher / student relationships throughout a student's enrolment at the schools.

The two schools will have common shared areas which can be used by both schools and community. Working in partnership, the schools will be able to

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foster quality relationships between parents, teachers, and students throughout a student's enrolment from Kindergarten to Year 6 and continue into the High School environment. Parents will have opportunities to drop off siblings at both schools in the same location.

The schools will have the opportunity to have students learn across campuses and form stronger relationships with staff from K-12. This could include opportunities for students to participate in classes outside of the mainstream class setting may include additional opportunities for extension and acceleration for some students between the school campuses in certain subject areas. Students in supported learning environments will have opportunities to transition between the campuses in an ongoing way reducing the anxiety often experienced by students transitioning to high school.

Schools working in close proximity will enable lessons to be taught in specialist facilities, providing students direct access to a broad range of resources not accessible in a primary setting. For example, this could include:

- K-6 teachers taking their classes to the high school campus for lessons in a Science Laboratories.
- 7-12 students accessing the stage in the Primary Hall for drama performances.
- K-6 teachers can take classes to the high school campus using the technology across the 7-12 campus including access to robotics, STEM based learning tools and film studios.
- K-6 students would have access to the Agriculture facilities and ability to work with their teachers in partnership with the high school's specialist Agricultural Science staff.
- Peer support initiatives and programs could be supported across the schools.
- Schools working together to ensure alignment of curriculum for students K-12 for example in learning additional languages with specialist language teachers.

Some specialist support staff including School Counsellors, School Learning and Support Officers, Administration and General Assistants will be able to work across campuses providing students a continuity of learning and support and ensure all students have access to quality teaching and learning and student wellbeing programs and initiatives in a connected and innovative learning community.

Health care providers such as Occupational Therapists or Speech Therapists or Mental Health nurses will be able to be accommodated in the shared administration spaces and with the campuses located closely together, allowing greater access for students from both schools to these services.

When will information regarding the high school Principal be available?

The appointment of the high school Principal will be made in line with the Staffing Procedure for the Teaching Service in NSW Public Schools. The staffing procedure applies to all appointments made to teaching service positions in schools.

The high school Principal will be appointed in the Semester prior to the school commencing operation.

Once the State Significant Development approval is received, a delivery timeline can be further developed and conveyed to the community.

When will information regarding the curriculum be available?

All NSW high schools provide students from Years 7 to 12 with a quality education in a broad range of subjects.

Subjects offered by secondary schools follow the requirements set by the NSW Education Standards Authority (NESA) to enable students to receive their Record of School Achievement or Higher School Certificate.

In addition, some schools also offer vocational education and training (VET) programs.

For more information, visit educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide

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