



Education

Consultation Report


Newcastle Education Campus

October 2023

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I Meaghan Bennett, confirm this Consultation Report addresses the requirement of SEAR No. 26 and relevant State and local legislation, policies, and guidelines including Undertaking Engagement Guidelines for State Significant Projects. I further confirm that none of the information contained in the Consultation Report is false or misleading.



1 Introduction

School Infrastructure NSW's (SINSW) mission is to provide school infrastructure solutions by working collaboratively with all stakeholders to create learning environments across NSW that serve future needs and make us proud.

SINSW aims to deliver school infrastructure to meet the needs of a growing population, and support modern, flexible teaching and learning. SINSW is delivering 160 new and upgraded schools while maintaining a portfolio of about 2,200 schools around the state and ensuring they're safe and fit-for-purpose spaces.

As we develop a range of options for addressing school infrastructure requirements, members of the community will be able to see and comment on our proposal before it is finalised. Feedback is important and helps us refine our planning process and can inform the project design and operation of our schools. Whilst we cannot commit to implementing everything suggested, engaging with the broader community ensures we've considered what's important to you, and balanced this with practicality and cost to deliver sustainable and relevant solutions for schools.

This report summarises the consultation and communication activities that have been undertaken in relation to the proposed Newcastle Education Campus. It forms part of the Environmental Impact Statement required for the State Significant Development (SSD) application as specified in the Secretary's Environmental Assessment Requirements (SEARs).

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 SSD application.

Through the consultation process, SINSW was able to review feedback and incorporate key feedback into the project.

This report summarises the engagement undertaken for this stage of the proposed upgrades by outlining:

- the SEARs for stakeholder and community consultation
- the consultation process undertaken, including key meetings with stakeholders
- a summary of feedback received, and issues raised, by specific stakeholders, and
- how feedback has been considered in the development of the SSD application.

2 Background

The NSW Government is investing \$8.6 billion in school infrastructure over the next four years, continuing its program to deliver 160 new and upgraded schools to support communities across NSW. This builds on the more than \$9.1 billion invested in projects delivered since 2017, a program of \$17.7 billion in public education infrastructure.

The NSW Government included funding in the 2019/20 budget for the construction of the Newcastle Education Campus. Located on the existing Newcastle High School site, the Newcastle Education Campus will cater for the region's growing population by upgrading the existing high school with new flexible learning spaces, a new library, new science laboratories, kitchens, canteen, support class facilities and a gymnasium.

2.1. Site Context

Newcastle High School is located in Hamilton South and is within the Newcastle City Council local government area (LGA). The school site is located at 25A National Park Street, Hamilton South. An aerial view of the site is provided in Figure 1.

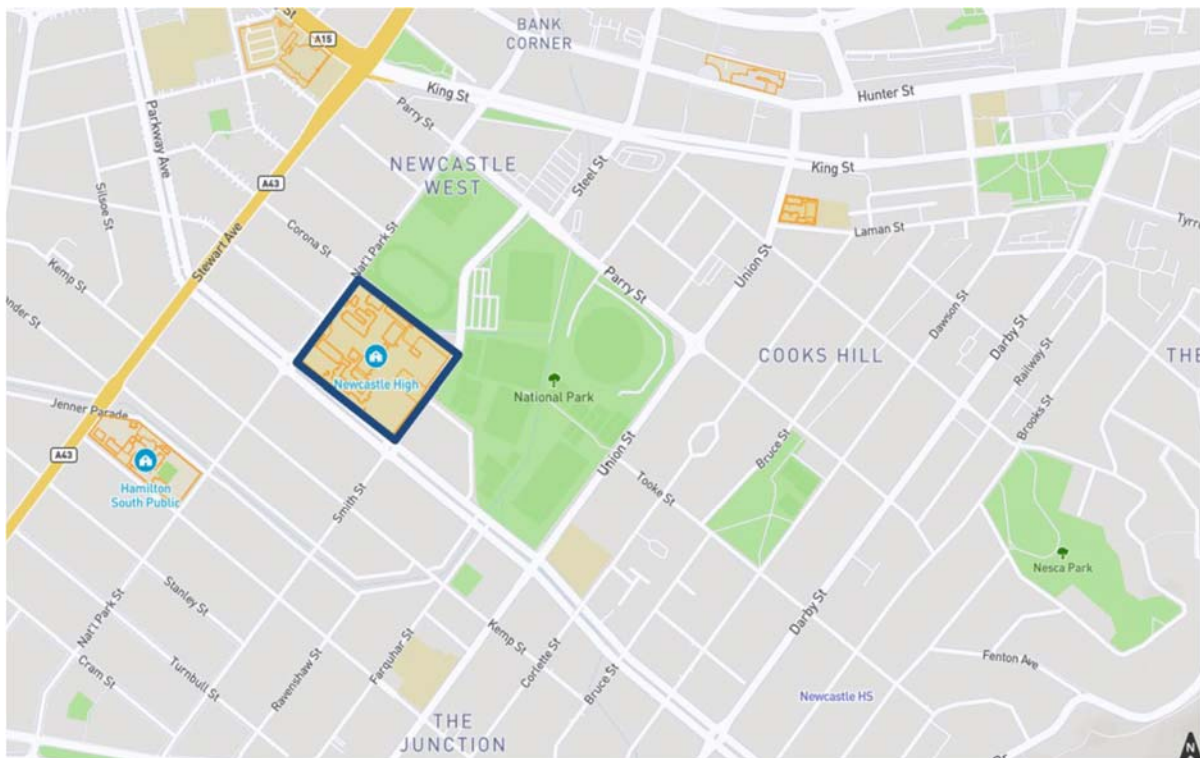


Figure 1. Site location plan indicating the location of the Newcastle High School site (source Mapbox 2022)

The Newcastle High School site comprises 3 allotments, legally described as:

- Lot 1 DP794827
- Lot 1 DP575171
- Lot 1 DP150725

The site is approximately 4.6 ha in area and is bounded by Parkway Avenue, National Park Street, Smith Street and the Fearnley Dawes Athletic Centre. The school is primarily surrounded by low to medium density residential to the west and south and public recreation to the north and east.

The Newcastle High School site is zoned as R2 Low Density Residential and is identified as local item of Environmental Heritage on Schedule 5 the Newcastle Local Environmental Plan 2012 (NLEP).

2.2. Project description

The State Significant Development proposal seeks to upgrade the Newcastle Education Campus to provide improved facilities to meet the educational needs of staff and students. The upgrades will cater for a total student population of 1420 and will include the following scope:

- Demolition of eight (8) existing buildings.
- Construction of a new three (3) storey learning hub located on the south-western corner of the campus, including a new library, canteen, covered outdoor learning area (COLA), support learning unit, general learning spaces, hospitality teaching spaces and science labs.
- Construction of a new multipurpose facility located in the north-eastern corner of the campus including a gymnasium, stage, fitness lab, flexible learning spaces, outdoor courts, and end-of-trip (EOT) facilities.
- Internal refurbishment works within the existing administration building on Parkway Avenue to form a new student hub.
- New student entry from Parkway Avenue.
- Relocation of Block H approximately 50m south.

Ancillary works are also proposed to enable the proposed upgrades and include new civil infrastructure and a comprehensive landscaping strategy.

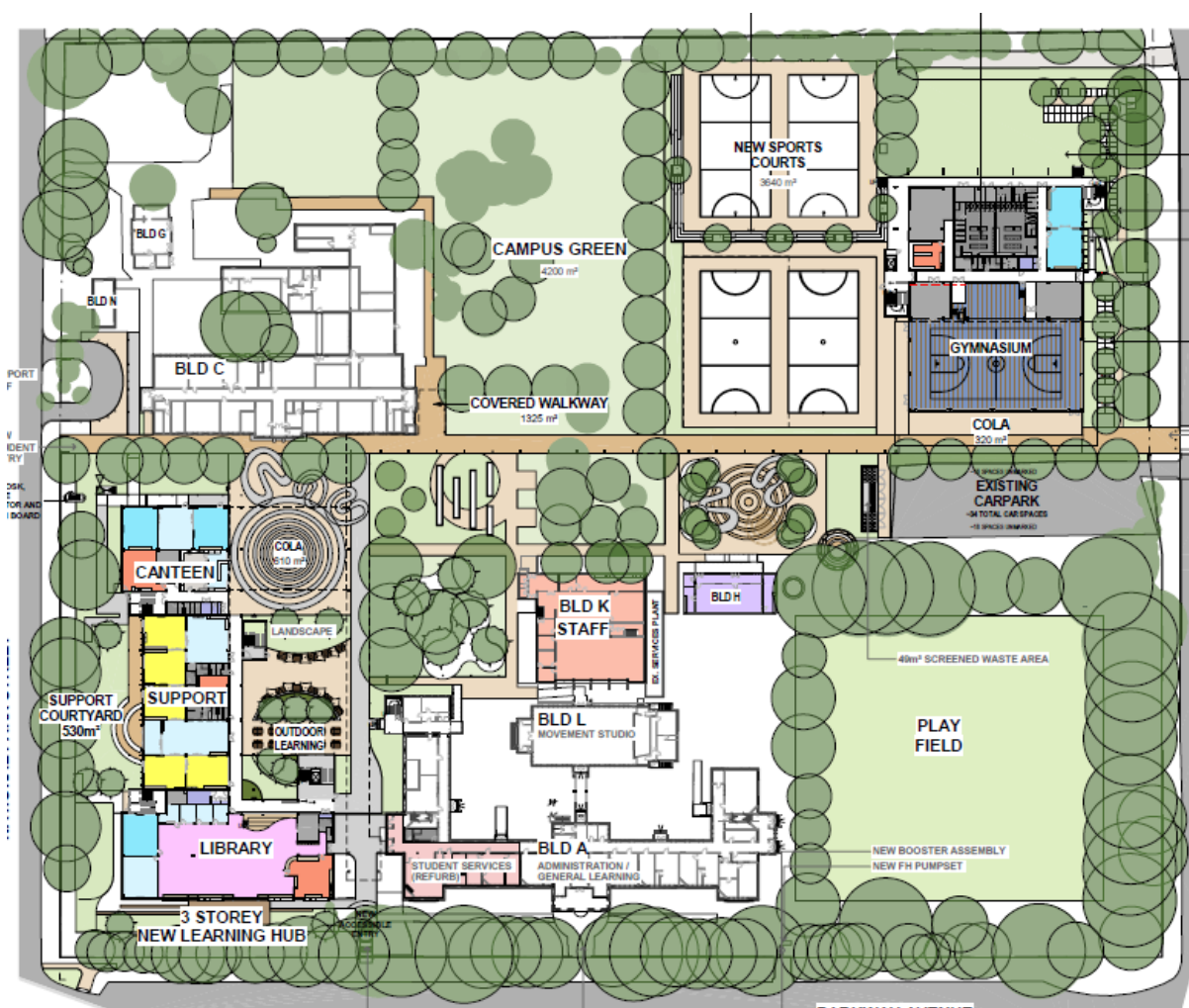


Figure 2. Proposed Newcastle Education Campus (Source: EJE Architecture)

2.3. Secretary's Environmental Assessment Requirements

The Secretary's Environmental Assessment Requirements (SEARs) for the State Significant Development were received in May 2022. In accordance with the SEARs, item 26 requires the preparation of an Engagement Report. The relevant requirements for the Engagement Report are identified below:

Engagement

Detail Engagement undertaken and demonstrate how it was consistent with the Undertaking Engagement Guidelines for State Significant Projects. Detail how issues raised, and feedback provided have been considered and responded to in the project. In particular, applicants must consult with:

- The relevant Department assessment team.
- Any relevant local councils.
- Any relevant agencies, including:
 - Transport for NSW
 - For development within the Western Parkland City, the Western Parkland City Authority.
- The community
- If the development would have required an approval of authorisation under another Act but for the application of s 4.41 of the EP&A Act or requires an approval or authorisation under another Act to be applied consistently by s 4.42 of the EP&A Act, the agency relevant to that approval or authorisation.

To address the SEARs, consultation with the community and government stakeholders will be undertaken during the preparation of the EIS. The Department of Education will prepare an engagement strategy which will be implemented during the preparation of the EIS.

It is anticipated that the following community and stakeholder engagement will be carried out during the preparation of the EIS:

- School Community: Including all design review and oversight by the representative committee from the school.
- Surrounding Community: Including community information sessions and letter drops to neighbours and members of the surrounding community.
- Aboriginal Community: Including liaison with the Local Aboriginal Land Council and any Registered Aboriginal Parties involved in the consultation process of the Aboriginal Heritage Assessment.
- Technical Stakeholders: Including involvement from all Department of Education design, safety, operations and maintenance stakeholder groups.
- Government Agencies: Including State and local agencies, including:
 - Department of Planning and Environment
 - Transport for NSW
 - City of Newcastle.

3 Communication and Engagement Strategy

A Communication and Engagement Strategy (CES) for the Newcastle Education Campus project (**Appendix 1**) was produced for submission with the final Business Case. The strategy was prepared in accordance with the *Undertaking Engagement Guidelines for State Significant Projects* and outlined the framework for engagement across all stakeholder groups throughout the planning, design, and delivery stages of the project.

The CES identified a series of project milestones to act as trigger points for providing appropriate and timely engagement with key stakeholder groups.

Project Milestones:

- Strategic investment decision
- Consultant appointed to develop business case
- Masterplan report completed
- Final business case submitted
- Concept design report completed
- Project announcement (NSW Budget 2021/22 funding allocated)
- ECI contract awarded
- Schematic design report completed
- Planning finalised
- Contract documentation completed
- Detailed design report completed
- Commence construction (Newcastle HS)
- Construction completion (Newcastle HS)
- Completion of post completion works (Newcastle HS)

3.1. Engagement objectives

The following engagement objectives have been identified for this proposal:

- Identify all relevant stakeholder groups and understand their individual interest in the project, how it may affect them and how to best consult with them.
- Ensure stakeholders are kept up to date on project benefits, design details and potential impacts.
- Ensure affected persons are provided timely opportunities to engage and collaborate on project related matters to provide input into the identification and consideration of preferred solutions.
- Provide opportunities for communities in the social locality to inform the social impact assessment and identify potential mitigation and enhancement measures
- Provide a variety of methods for the provision of stakeholder feedback including anonymous comment if preferred.
- Consider all views of stakeholders in a meaningful way and use insights gained from consultation exercises to inform project planning and design, mitigation, and enhancement measures,
- Ensure stakeholders know how their input and views have been considered.
- Ensure stakeholders understand how specialist studies have guided project decisions.
- Continue community engagement throughout the entire project period to continually monitor community response.
- Manage community expectations and build trust by delivering on our commitments
- Leave a positive legacy in the community.

3.2 Engagement techniques and activities

The table below describes engagement techniques and activities that have been used and will be used at future milestones, and the strategic intent of each activity. Although the demographics of the local area are such that English is widely spoken at home, all public communication is written in plain English using simple, concise language to assist people of all ages and backgrounds to understand the intent of the engagement.

Engagement technique	Level of participation	Strategic intent
Community contact cards	Sharing information Consulting to collect information and insights	Ensure all community stakeholders can easily access information services that offer project information, collect feedback and answer queries. Contact cards are provided to the school, project team and contractors to hand out to community members enquiring about the project.
1300 community information line	Sharing information Consulting to collect information and insights	A quick, accessible service to enable interested stakeholders to access specific project information from the Community Engagement team. Details of this service are listed on the project webpage, communication materials and on the community contact cards. All enquiries and complaints are captured in a CRM database and timely responses are provided if the query cannot be answered in the initial call.
SINSW email service	Sharing information Consulting to collect information and insights	A quick, accessible service to enable interested stakeholders to access specific project information from the Community Engagement team. Details of this service are listed on the project webpage, communication materials and on the community contact cards. All enquiries and complaints are captured in a CRM database and timely responses are provided.
School communications	Sharing information	Clear, regular communication with the current school community through normal school channels. Includes school newsletter, School Bytes app and emails. The Newcastle High School Principal also attends regular meetings with local school leaders and feeds project information through these channels.
Project webpage	Sharing information	Clear, regular and accessible project information held on a public website. A project summary, progress update and next steps are outlined on the project page and all project updates, works notifications, images (including artist impressions) and other relevant documents are available for download from the site.
Project Updates	Sharing information	Regular updates to keep the community informed on the status of the project as well as upcoming information sessions and contact details for sourcing more information and providing feedback. Project updates are used to communicate project milestones, including concept design, public exhibition periods and commencement of early works/ main construction. Updates are shared broadly with the school community via usual channels (newsletter, email, School Bytes app), placed on the project webpage and via letterbox drop to local residents.
Works Notifications	Sharing information	Notifications to keep targeted members of the community, usually local residents, updated on specific construction impacts.
Advertising (print)	Sharing information	Advise all local community members on major project milestones, events and impacts.
Community information sessions	Sharing information Consulting to collect information and insights	Provide an opportunity for face-to-face engagement between residents, school community, staff and members of the project team at key milestones throughout the project, commencing as soon as a design is available. Held locally, staffed by the project team and community engagement team. Scheduled from the early stages of the project.

Engagement technique	Level of participation	Strategic intent
		<p>Held after school/ work hours to allow all stakeholders the opportunity to attend regardless of their working status.</p> <p>Allow for Q&A's and concerns to be raised and discussed in detail.</p> <p>Information boards displayed at the event and information packs for attendees to take away provide the latest project scope, draft design, proposed traffic and transport initiatives, the project timeline and next steps.</p> <p>Information sessions are widely advertised through regular school communication channels (newsletters, emails, school app), project updates, letterbox drops, newspaper advertisements and the project webpage.</p>
Information Boards	Sharing information	Display boards to showcase relevant project information at information sessions and in appropriate areas on the school site in a visually appealing way to assist stakeholders to gain a full understanding of the project and the impact it will have on the community. Content to visually present the latest site layout and other relevant information.
Information Pack	Sharing information	An information brochure for distribution at Information Sessions and via school channels for stakeholders to take home to read and share with their networks. Content to be relevant and current including project scope, design developments and other relevant information. FAQ's answer key questions and address potential issues.
Door knocks	<p>Sharing information</p> <p>Consulting to collect information and insights</p>	Provide timely notification to nearby residents of potential construction impacts and seek project feedback.
Targeted door knock interviews (social impact practitioner)	Social impact assessment questionnaire	Provide opportunities to hear from residents surrounding the site on how the project is likely to impact them, and what mitigation measures may be appropriate to minimize those impacts.
Targeted nearby resident survey surveys (social impact practitioner)	Social impact assessment survey	Provide opportunities to hear from residents surrounding the site on how the project is likely to impact them, and what mitigation measures may be appropriate to minimize those impacts.
Target Newcastle School Community Group (NSCG) (social impact practitioner)	Social impact assessment survey	Provide opportunities to hear from NSCG on how the project is likely to impact them, and what mitigation measures may be appropriate to minimize those impacts.
Welcome pack/ thank you pack	Sharing information	Advise all project stakeholders of the project completion and thank them for their patience and support. Share images and details of the new school infrastructure and provide details of community access to facilities where relevant.
Project working groups (inc. Project Reference Group, Project Control Group, design user group)	<p>Sharing information</p> <p>Consulting to collect information and insights</p>	Present working group members with project status update and seek feedback and input from members. A significant and important tool to shape projects to match design and infrastructure to community needs and school operation requirements.

Engagement technique	Level of participation	Strategic intent
	Collaborating in decision making	
Community consultation groups (inc. LALC)	Sharing information Consulting to collect information and insights Collaborating in decision making	Present smaller, targeted community groups with relevant and timely project related information and discuss potential impacts early. An important consultation strategy to streamline planning, resolve issues early and engage the most impacted community stakeholders.
Government agencies and consultation groups (Inc. Transport Working Group, City of Newcastle, RFS)	Sharing information Consulting to collect information and insights Collaborating in decision making	Discuss and agree design intent and mitigations to address infrastructure impacts in the local area, Includes workshops, meetings and direct correspondence throughout the entire project lifecycle.

3.3. Engagement activity summary

The Newcastle Education Campus (then titled Newcastle Education Precinct) was announced in October 2016 by the NSW Premier and Deputy Premier as part of a wider '*Rebuilding NSW: Regional Infrastructure to Receive \$6 Billion Boost announcement*'. The announcement stated the establishment of a new education precinct to meet future enrolment growth and upgrading the existing high school with expanded community facilities.

In November 2020, a project notification was issued to inform the community of the early planning activities being undertaken for the Newcastle Education Campus. The SINSW Service Planning team carried out consultation with Service Planning Reference committee, School Operations and Performance committee, Directors of Educational Leadership and broader key stakeholders to identify the school service need and strategic investment decision to inform the preparation of the Business Case.

A project webpage was created in August 2021 and a project update released in February 2022 describing progress that had been made to date and the next steps.

The project lodged a request for the Secretary's Environmental Assessment Requirements (SEARs) with the Department of Planning and Environment (DPE) in May 2022 and released another project update to the community that included an indicative site layout.

In June 2022 a project update was issued to community advising that the final business case for the project had been approved by NSW Treasury. A separate works notification was distributed to neighbours later that month to advise of upcoming site investigations to occur during the Winter school holidays.

A project update was distributed in September 2022 to provide a general update and to invite the community to a Community Information Session later that month.

A drop-in community information session was held on 19 September 2022 between 4 pm and 6 pm at the Newcastle High School library. A total of 7 community members attended the session, despite the invitation being distributed widely though letterbox drop, the school's distribution list and individual emails to neighbours who had previously written to SINSW with questions about the project.

The schematic design was developed, which included consideration of the community concerns raised in the September Community Information Session.

A second works notification was distributed in September 2022 to advise of soil investigations and Aboriginal cultural heritage assessments taking place over the Spring school holidays.

A project update was distributed in November 2022 to update the community on the status of the project, including completion of the schematic design, and to invite them to a second community information session.

A second community information session was held on 24 November 2022 to present the revised site layout and address concerns of neighbour privacy and visual amenity raised previously by community members. A total of 2 community members attended, despite wide circulation of the invitation.

A project update was distributed in February 2023 to update the community on the status of the project, including completion of detailed design and notify of the upcoming submission of the SSD application.

A project update was distributed in June 2023 to update the community on the status of the project, including release of the construction tender, minor site investigation works occurring to inform the SSD application and finalisation of the design stage.

A project update was distributed in July 2023 aligning with lodgement of the State Significant Development Application. The notice invited the community to comment on the submission by sharing the DPE website link and outlined next steps of the planning approval process.

In September 2023, following receipt of planning submissions, further consultation was undertaken to support the Social Impact Assessment reporting for the project. The below consultation was conducted by the social impact practitioner:

- Targeted door knocks/surveys of nearby residents to understand potential project impacts for the most affected people. The door knocking was undertaken on nearby sections of National Park Street, Parkway Avenue, Smith Street and Dumaresq Street.
- A survey letter box dropped to nearby residents. Approximately 160 residents were notified of the survey via letterbox drop. Seven residents completed the survey and the data was captured in the SIA reporting.
- A survey distributed to the school community through the 'school bytes' system. The Newcastle School Community Group Survey was distributed to 1,217 parents and carers in the catchment with seven responses received.

An additional mode share survey was also undertaken 13 September 2023 within the school to support transport data previously gathered from staff and students. Information has been incorporated into the updated Transport Impact Assessment.

3.4. Social impact engagement activity summary

SINSW is required to prepare a Social Impact Assessment (SIA) as one of the technical reports to inform the Environmental Impact Statement (EIS) for the State Significant Development (SSD) application for the project.

The SIA will be prepared according to the Department of Planning and Environment Social Impact Assessment Guidelines for State Significant Projects, 2021.

- the likely social locality where residents and communities may experience a range of direct and indirect impacts
- a range of preliminary impacts which provide the basis for lines of enquiry during engagement activities.

Mapping the social locality, a geographic catchment that identifies those communities and stakeholders likely to be impacted by the project, enabled targeted engagement activities. Targeting those in the social locality created a greater understanding of resident and stakeholder characteristics, and how impacts may be reasonably perceived or experienced by different people in those different geographic areas.

While targeting community engagement in the most relevant localities, the social locality can also be aligned with ABS Census collection areas. While the engagement provides primary or qualitative data collected through consultations, aligning the social locality with Census data collection areas provided secondary data support.

The social locality for community engagement for the proposed Newcastle Education Campus was defined as:

- the local area including nearby residents
- Newcastle School Community Group
- Newcastle Local Government Area (LGA).

The social locality for community engagement aligns with the geographic areas identified in the social impact assessment for the collection of baseline data.

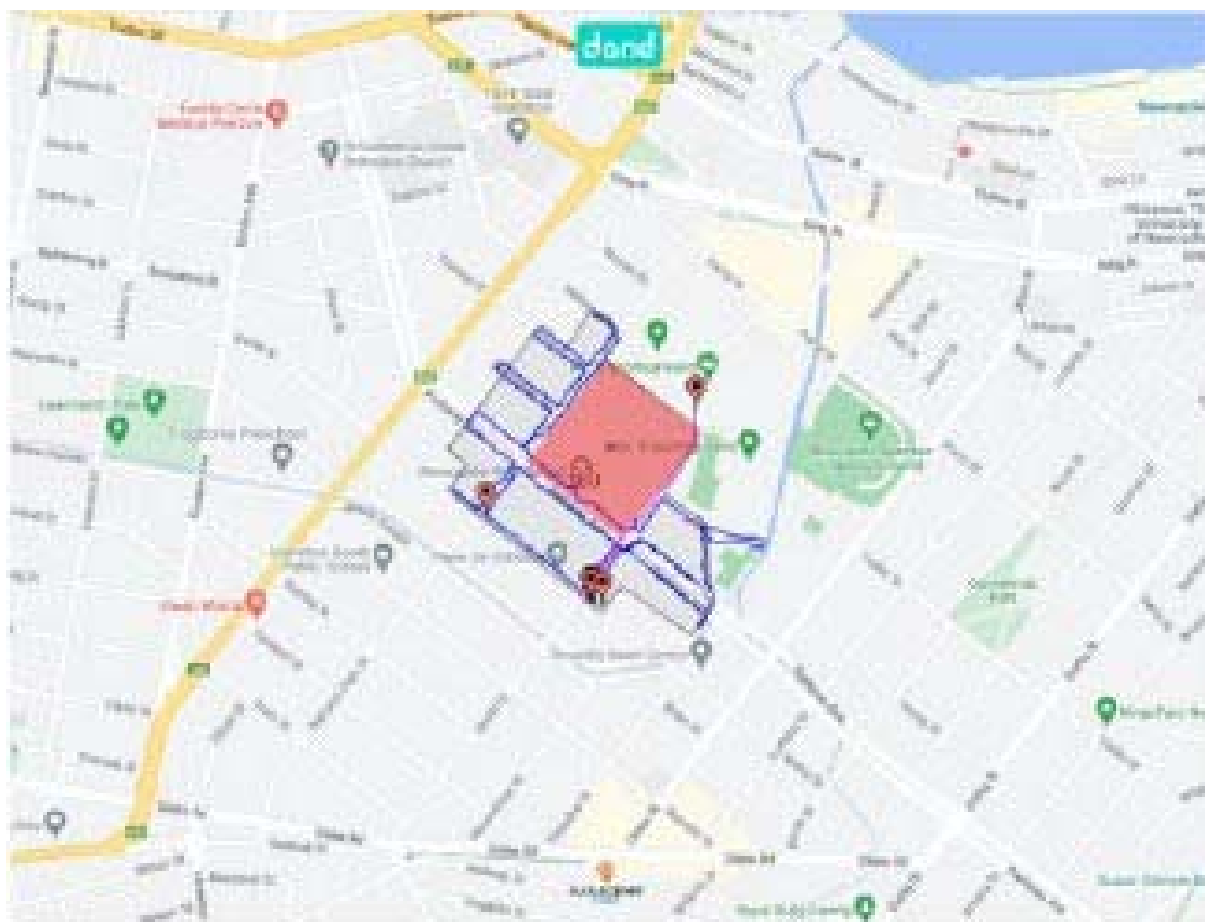
Targeted door knock interviews were conducted on the 18 September 2023 to gather primary research to inform the social impact assessment and assist in the development of mitigation and enhancement measures.

The targeted door knock area is identified below.



From the 13 September to the 25 September two online surveys were released, one for nearby residents and the other for the Newcastle School Community Group. 160 nearby residents were provided information via letter box drop, using a QR code providing a link to the survey. The NSCG survey was distributed to 1,217 parents and carers. The aim of the surveys was to gather primary research to inform the social impact assessment and assist in the development of mitigation and enhancement measures.

The letterbox drop area is identified below.



School Infrastructure NSW and the project team will continue to engage with key stakeholders in a timely manner as the project progresses and subsequent milestones are reached.

Refer to Section 4.2 for a summary of all community engagement activities undertaken to keep the community informed of the proposed development.

3.5. Social impact lines of enquiry

The scoping report helped create a broad understanding of the social locality and identified several potential direct and indirect social impacts. The scoping study also helped to identify residents and community groups that may benefit from more targeted engagement activities.

While not exhaustive these impacts assisted in establishing lines of enquiry with impacted residents and communities. Potential impacts that formed the basis of enquiry and encourage further dialogue with residents and communities are included in the table below. Impacts in the table are aligned with the DPE Social Impact Guidelines SIA categories.

Category	Potential Impact
Way of life	Traffic; noise; parking; place of work; travel habits; local activities.
Community	Increased student numbers, relationships between the existing public school and the community; building relationships with the new school; general community cohesion and sense of place.
Access	Access to and use of local social infrastructure; joint use of school facilities; transport access; access to current high schools and travel impacts.
Cultural	First Nations participation; opportunities for cultural exchange; participation in school activities by culturally diverse populations; translation services.
Health and Wellbeing	Noise; asthma and air quality impacts; passive and active recreation opportunities in the area; travel to school plans
Surroundings	Safety issues / concerns general and potential impacts on the public school; general amenity of the environment and concerns (i.e. bushfire; crime; road safety).
Decision Making Systems	Lone person households, one parent families and couples with no children may be less likely to engage in consultations regarding a new school; a high number of residents are from culturally diverse backgrounds and may require translation services.

4 Engagement Activities

The following sections provide details of the engagement undertaken with the following groups:

1. Project working groups
2. Community and community interest groups
3. Government agencies

4.1. Project working group consultation:

Consultation with project working groups and community stakeholders has significantly shaped the scope of the project being presented for SSD lodgement. Engagement with project working groups commenced prior to the project being announced and will continue throughout every stage of the project.

Key project working groups include:

- The Project Reference Group (PRG) is a key governance group that provides feedback on critical design elements and the overall project direction. The PRG is comprised of the Department of Education (DOE) Director Educational Leadership, the Principal, a parent representative, representatives from SINSW Asset Management Unit (AMU), project team members and the project architect.
- The Project Control Group (PCG) oversees the planning and delivery of a project. The group ensures project objectives, communications, stakeholder engagement, key deliverables, program, budget, scope and risk are considered. The PCG is comprised of the Director of Operational Readiness, Director Educational Leadership, the Principal, Deputy Principal, ICT, project team members and the project architect.
- The Technical Stakeholder Group (TSG) is comprised of technical specialists within SINSW in the areas of design, heritage, Education Facilities Standard & Guidelines (EFSG), disability access and standards, sustainability, IT services, safety and school transport. The TSG ensures the project design meets education facility standards and operational needs.
- The Expert Review Group (ERG) is comprised of a panel of experts who advise across all SINSW projects regarding design, buildability and, compliance to ensure the teaching and learning needs of every student are met.
- The Design Advisory Group is comprised of a group of experts who advise on Educational Facilities Standards and Guidelines (EFSG) compliance of the project.
- School Operations and Performance (School Ops) includes Director/s Educational Leadership and teacher/Principal representatives.
- End User Group includes the Principal, teachers and other staff members to provide recommendations regarding educational and operational requirements for the school.

Key consultation undertaken with project groups is outlined below:

Date	Meeting/ Consultation Group	Targeted Stakeholders	Outcomes
13-Nov-2020	PCG	School Principal, DoE Director of Educational Learning, Asset Management Unit	<ul style="list-style-type: none">• Service Need Report• Education Rationale
18-Nov-2020	PCG	School Principal, DoE Director of Educational Learning, Asset Management Unit	<ul style="list-style-type: none">• Agree master planning and preferred options for Strategic Business Case
17-Nov-2020	ERG	Expert Review Group	<ul style="list-style-type: none">• ERG feedback incorporated into the concept design
25-Nov-2022	TSG	DoE Technical Stakeholder Group	<ul style="list-style-type: none">• TSG feedback incorporated into the concept design

Date	Meeting/ Consultation Group	Targeted Stakeholders	Outcomes
16-Dec-2020	PCG	School Principal, DoE Director of Educational Learning, Asset Management Unit	<ul style="list-style-type: none"> PRG members nominated Project scope clarified for Concept Design
28-Jan-2021	Design Advisory Group	EFSG Representative, DoE Technical Stakeholders	<ul style="list-style-type: none"> EFSG feedback incorporated into concept design
02-Feb-2021	PRG	School Principal, DoE Director of Educational Learning, P&C Representative	<ul style="list-style-type: none"> PRG feedback incorporated into concept design
08-Feb-2021	Design Advisory Group	EFSG Representative, DoE Technical Stakeholders	<ul style="list-style-type: none"> EFSG feedback incorporated into concept design
12-Feb-2021	Design Advisory Group	EFSG Representative, DoE Technical Stakeholders	<ul style="list-style-type: none"> EFSG feedback incorporated into concept design
18-Feb-2021	Design Advisory Group	EFSG Representative, DoE Technical Stakeholders	<ul style="list-style-type: none"> EFSG feedback incorporated into concept design
23-Feb-2021	ERG	Expert Review Group	<ul style="list-style-type: none"> ERG feedback incorporated into concept design
24-Feb-2021	PCG	School Principal, DoE Director of Educational Learning, Asset Management Unit	<ul style="list-style-type: none"> Agree Concept Design options for Business Case submission
26-May-2021	TSG	DoE Technical Stakeholder Group	<ul style="list-style-type: none"> TSG feedback incorporated into the concept design
21-Jun-2021	ERG	Expert Review Group	<ul style="list-style-type: none"> ERG feedback incorporated into concept design
23-Nov-2021	ERG	Expert Review Group	<ul style="list-style-type: none"> Revised Concept Design endorsed
20-Jun-2022	TSG	DoE Technical Stakeholder Group	<ul style="list-style-type: none"> TSG feedback incorporated into schematic design
27-Jun-2022	Design Advisory Group	EFSG Representative	<ul style="list-style-type: none"> EFSG feedback incorporated into schematic design
28-Jul-2022	Design Advisory Group	EFSG Representative	<ul style="list-style-type: none"> EFSG feedback incorporated into schematic design
05-Aug-2022	Project User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
10-Aug-2022	Project User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
15-Aug-2022	Design Advisory Group	EFSG Representative	<ul style="list-style-type: none"> EFSG feedback incorporated into schematic design
15-Aug-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
19-Aug-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
23-Aug-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design

Date	Meeting/ Consultation Group	Targeted Stakeholders	Outcomes
24-Aug-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
26-Aug-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
01-Sep-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
06-Sep-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
06-Sep-2022	ERG	Expert Review Group	<ul style="list-style-type: none"> ERG feedback incorporated into schematic design
08-Sep-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
13-Sep-2022	ERG	Expert Review Group	<ul style="list-style-type: none"> ERG feedback incorporated into schematic design
12-Sep-2022	PRG	School Principal, DoE Director of Educational Learning, P&C Representative	<ul style="list-style-type: none"> PRG feedback incorporated into schematic design
04-Oct-2022	TSG	DoE Technical Stakeholder Group	<ul style="list-style-type: none"> TSG feedback incorporated into schematic design
08-Nov-2022	ERG	Expert Review Group	<ul style="list-style-type: none"> Schematic Design endorsed
28-Nov-2022	End User Group	Principal, NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
05-Dec-2022	PRG	School Principal, DoE Director of Educational Learning, P&C Representative	<ul style="list-style-type: none"> PRG feedback incorporated into detailed design
09-Feb-2023	End User Group	NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
20-Feb-2023	End User Group	NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
23-Feb-2023	End User Group	NHS staff	<ul style="list-style-type: none"> Feedback incorporated into the design
10-Mar-2023	End User Group	NHS Staff	<ul style="list-style-type: none"> Feedback incorporated into the design
10-Mar-2023	PRG	School Principal, DoE Director of Educational Learning, P&C Representative	<ul style="list-style-type: none"> PRG feedback incorporated into detailed design
28-Mar-2023	CoN Update	City of Newcastle	<ul style="list-style-type: none"> Update on status of SSDA

Date	Meeting/ Consultation Group	Targeted Stakeholders	Outcomes
28-Mar-2023	ERG	Expert Review Group	<ul style="list-style-type: none"> ERG feedback incorporated into design development
30-Mar-2023	ICT	School Infrastructure ICT team	<ul style="list-style-type: none"> Feedback incorporated into the design
05-April-2023	End User Group	NHS staff	<ul style="list-style-type: none"> Design endorsed
28-April-2023	BCD	Biodiversity Conservation Division	<ul style="list-style-type: none"> Feedback incorporated in SSD application
28-June-2023	PRG	School Principal, DoE Director of Educational Learning, P&C Representative	<ul style="list-style-type: none"> Update provided to PRG team
29-Sep-2023		Nearby residents	<ul style="list-style-type: none"> Primary research for SIA
13-Sep -2023 to 25-Sep-2023		Nearby residents	<ul style="list-style-type: none"> Primary research for SIA
13-Sep -2023 to 25-Sep-2023		Newcastle School Community Group	<ul style="list-style-type: none"> Primary research for SIA

4.2. Community consultation

Key community stakeholder groups include:

- Local residents – consisting of residents immediately opposite the campus site (NOTE: there are no immediate residential neighbours next to the campus site)
- Newcastle High School alumni groups
- Local Aboriginal Land Council & Registered Aboriginal Parties
- Aboriginal Education Consultation Group
- Current school community including parents, staff, and students
- Broader Newcastle community including future students and their families within the school catchment area (map illustrated below)



Figure 3. School catchment area map (Source: Eagle Eye)

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 4.

Throughout the early announcement period, feedback was received via email, phone and the submission of feedback forms through the SINSW community hotlines and website. The table below outlines the communication activities undertaken to keep stakeholders and communities informed about the project.

Date	Targeted stakeholders	Communication channel and action
June 2021	Current school community, local residents, Hamilton South community, interested stakeholders	<ul style="list-style-type: none">• The project webpage was created and published to provide a central location of up-to-date information for anyone interested in the project. This webpage is regularly updated as various milestones are achieved and contains a digital library of publicly released project collateral (project updates, work

		notifications, information boards and information packs).
February 2022	Current school community, local residents, Hamilton South community, interested stakeholders	<ul style="list-style-type: none"> • Project update issued announcing inclusion in the 2018/2019 Budget for the Newcastle Education Campus located on the main Newcastle High School site, description of preferred option and next steps.
May 2022	Current school community, local residents, Hamilton South community, interested stakeholders	<p>Project update issued advising:</p> <ul style="list-style-type: none"> • lodgement of the Secretary's Environmental Assessment Requirements (SEARS) • early site layout design • FAQs <p>statement about heritage considerations</p>
June 2022	Current school community, local residents, Hamilton South community, interested stakeholders	<p>Project update issued advising:</p> <ul style="list-style-type: none"> • SEARS received including requirements for the project and the set of terms to which the Department of Planning, and Environment will assess the State Significant Development (SSD) application • approval of the business case and the release of funding to proceed with the construction phase of the project. • imminent start of early site investigations
June 2022	Current school community, local residents, Hamilton South community, interested stakeholders	Works notification issued advising start of mine subsidence and geotechnical testing to take place during upcoming Winter school holidays
August 2022	Former school community - Newcastle Girls High School Alumni	A presentation was given to the Newcastle Girls High School Alumni meeting at the invitation of the Alumni at Souths Leagues Club on 13 August 2022. The presentation showed the new school layout and how the heritage of the site was being honoured.
August 2022	Newcastle High School P&C	A presentation was given to the Newcastle High School P&C during the P&C meeting at the school on 15 August 2022. The presentation showed the new school layout and staging of the works within the functioning school.
September 2022	Current school community, local residents, Hamilton South community, interested stakeholders	<p>Project update issued advising:</p> <ul style="list-style-type: none"> • progress of early studies • continuation of design process • SSD application process • invitation to community information session 19 September 2022 on school grounds.
September 2022	Current school community, local residents, Hamilton South community, interested stakeholders	A Community Information Session was held at the school on 19 September 2022 and was attended by 7 community members. The school community was invited to attend through all school channels and Hamilton South residents were invited to attend via a letterbox drop in the local area. Information Boards were on display at the event with an Information Pack handed out to attendees. These items were also published on the project webpage the following day.

September 2022	Current school community, local residents, Hamilton South community, interested stakeholders	Works notification issued advising Aboriginal cultural heritage assessments and soil investigations to take place during the upcoming Spring holidays.
November 2022	Current school community, local residents, Hamilton South community, interested stakeholders	Project update issued advising: <ul style="list-style-type: none"> completion of schematic design progress of investigations that took place during Spring holidays progress of studies to be included in SSD application invitation to second community information session 24 November 2022 on school grounds to find out more about the revised design in response to community feedback, project timeline and next steps
November 2022	Current school community, local residents, Hamilton South community, interested stakeholders	A second Community Information Session was held at the school on 24 November 2022 and was attended by 3 community members. The school community was invited to attend through all school channels and Hamilton South residents were invited to attend via a letterbox drop in the local area. Information Boards were on display at the event with an Information Pack handed out to attendees. These items were also published on the project webpage the following day.
February 2023	Current school community, local residents, Hamilton South community, interested stakeholders	Project update issued advising: <ul style="list-style-type: none"> completion of detailed design notification of upcoming investigations progress of studies to be included in SSD application timing of submission of the SSD application
June 2023	Current school community, local residents, Hamilton South community, interested stakeholders	Project update issued advising: <ul style="list-style-type: none"> Project design status Project SSDA status Main works tender release and next steps Upcoming site investigation works
July 2023	Current school community, local residents, Hamilton South community, interested stakeholders	Project update issued advising: <ul style="list-style-type: none"> SSDA exhibition period and access links Project overview and status Next steps

See **Appendices 2 to 6** for examples of communications material released for this project.

The below table outlines a summary of the key consultation activities undertaken with community stakeholder groups, as defined, and required by the SEARs.

Stakeholder	Feedback topics	Outcomes
Newcastle High School P&C	<ul style="list-style-type: none"> How the school will function during construction 	Feedback was incorporated into the design with the position of the temporary school and staging of works.

Stakeholder	Feedback topics	Outcomes
Newcastle Girls High School Alumni	<ul style="list-style-type: none"> Timber honour boards in the original school buildings Glass cabinets from the original school buildings 	The parts of the original school buildings that house the timber honour boards on walls do not form part of the school redevelopment. The glass cabinets are mobile and can be moved by the school to areas of the school as appropriate and do not form part of the school redevelopment.
School community & (Connection with Country – 2 x workshops)	<ul style="list-style-type: none"> Student/community perception of Aboriginal Programs building Functionality of Aboriginal programs space Creating a culturally appropriate and safe environment Visual representation of culture through landscaping, art and language 	<p>Feedback has been incorporated into the proposed design including:</p> <ul style="list-style-type: none"> Scope of Block H refined to accommodate Aboriginal Programs with upgraded facilities Outdoor learning areas have been designed for connection to Aboriginal culture and stories Native planting and Indigenous design is incorporated in landscaping and finishes through inlays, patterns, colours etc.
Aboriginal Education Consultation Group (Connection with Country)	<ul style="list-style-type: none"> Perception of Aboriginal Programs facility (Block H) and location within school Input into DoE standard hub layouts 	<p>Feedback has been considered in the design as follows:</p> <ul style="list-style-type: none"> Improved connections with Block H and other buildings in the school SINSW continue to develop strategies to apply the Connection with Country Framework in early phases of design.
Registered Aboriginal Parties/Local Aboriginal Land Council	<ul style="list-style-type: none"> 4 areas of the site identified as having potential for cultural materials 	An archaeological test excavation was undertaken focusing on 2 of the areas (within the development footprint) identified as part of the field survey. The outcomes of the excavations have been addressed in the Aboriginal Cultural Heritage Assessment submitted with the Environmental Impact Statement.
Local residents	<ul style="list-style-type: none"> High rise building on a busy intersection resulting disturbance of the areas amenity Student access from Parkway Avenue Height of building impacting on residents' privacy 	<p>Feedback has been considered in the design as follows:</p> <ul style="list-style-type: none"> The height and setback of the new learning hub will be similar to both heritage building's A & C. A revised accessible student entry on Parkway Avenue and existing pedestrian gates retained, to minimise congestion. Outdoor corridors and circulation spaces prioritised to face internal to the site.
Local residents	<ul style="list-style-type: none"> Inappropriateness of the bulk and scale of the new learning hub within the context of the Heritage conservation area Loss of heritage buildings and history of the site 	<p>Feedback has been considered in the design as follows:</p> <ul style="list-style-type: none"> Facade designed in consultation with a heritage consultant to appropriately respond to the heritage of the existing buildings. Heritage listed buildings will be retained. Design has considered Block A and Block C within the context of their original school site.

Stakeholder	Feedback topics	Outcomes
Local residents	<ul style="list-style-type: none"> • Opportunity for repositioning of the new learning hub central to the site • Loss of urban canopy on the site 	<p>Feedback has been considered in the design as follows:</p> <ul style="list-style-type: none"> • Location of all new buildings were determined through careful consideration of the existing site plan, operational requirements, and maximisation of usable outdoor space. • An arborist was engaged to prepare the arboricultural impact assessment for the development and provide recommendations for the removal/retention of trees across the site.
Local residents	<ul style="list-style-type: none"> • Noise & vibration management to limit disruption • Construction activities impacting on student learning 	An acoustic consultant was engaged to prepare a noise and vibration impact assessment, to outline proposed management and mitigation measures to be implemented for the project.
Local residents	<ul style="list-style-type: none"> • Door knocking undertaken in nearby streets 	Outcomes and feedback incorporated into SSD documentation including Social Impact Assessment and Mitigation measures.

Two Community Information Sessions have been held to date at key project milestones. The sessions were advertised broadly to the school community, local residents and community members to ensure maximum engagement with attendees. Drop in members of the public were also welcome. Information boards (see Appendix 3) were on display at the sessions for the community to read and absorb at their leisure and key members of the project team and community engagement team were in attendance to answer questions, gather feedback, discuss issues and present mitigation plans. Information packs (see Appendix 4) were provided for attendees to take home and share within the community, post event. Further enquiries via email and phone, post event were responded to in a timely manner. All materials included potential mitigation techniques for traffic, transport and other matters, and significant discussion was held throughout the sessions to alleviate concerns and discuss possible further mitigations to be considered. Sessions were held in an accessible space on the current school grounds.

[The Community Information Session held on 19 September 2022](#) presented the proposed site layout to the community. Discussion topics and feedback from the session is outlined in the below table.

Stakeholder group	Discussion / feedback
Parents	<ul style="list-style-type: none"> • Timeframes of the new facilities being finished • Concerns over construction impacts on students taking their HSC exams and other assessments
School alumni	<ul style="list-style-type: none"> • Concerns about maintaining the heritage of the site and surrounds • Concern that the alumni board will be removed
Residents	<ul style="list-style-type: none"> • Parking in surrounding streets and the impact of general parking and student parking: • Bus routes and the impact on neighbours • General traffic concerns. • Privacy impact on residents when a new 3-storey learning hub will be constructed opposite their homes on National Park Street • Tree removal • Concerns about visual impact and amenity of the new learning hub on National Park Street • Noise concerns from students including from music lessons

[The Community Information Session held on 24 November 2022](#) released the revised design and project timeline to the community.

Discussion topics and feedback from the session is outlined in the below table.

Stakeholder group	Discussion/ feedback
Parents	<ul style="list-style-type: none"> Timeframes of the new facilities being finished Concerns over construction impacts on students taking their HSC exams and other assessments
Residents	<ul style="list-style-type: none"> Privacy impact on residents when a new 3-storey learning hub will be constructed opposite their homes on National Park Street Concerns about visual impact and amenity of the new learning hub on National Park Street Noise concerns from students

4.3. Social Impact Assessment Engagement

Consistent with the community consultation objectives of DPIE's SIA Guideline, consultation was aimed at:

- achieving primary data through targeted research from most affected residents and communities
- reaching a broad range of stakeholders who are likely to be affected or have an interest in the proposal
- increasing awareness and understanding of the proposed development and seeking input on issues of concern to guide the ongoing development/refinement of project, generally inform the impact assessment, and assist in the development of mitigation and enhancement measures.

Three of the engagement activities, targeted door knock of nearby residents and nearby resident and Newcastle School Community Group surveys were specifically undertaken for the social impact assessment and conducted by the social impact practitioner.

These included:

- Nearby residents targeted for door knock interviews
- Nearby residents targeted survey
- Newcastle School Community Group survey.

Distribution and participation numbers for the social impact assessment engagement are provided in the table below.

Activity	Stakeholders	Dates	Participation/ Attendance
Targeted door knocks	Local (nearby) residents	18/09/2023	Out of a total of 59 residents /dwellings approached, 18 participated in the door knock interviews.
Targeted 11 question online survey	Local (nearby) residents	13/09/2023 to 25/09/2023	Of the 160 nearby residents invited to participate in the online survey, 7 responses were received.
Targeted 10 question online survey	Newcastle School Community Group	13/09/2023 to 25/09/2023	Of the 1,217 NSCG invited to participate in the online survey, 7 responses were received.

The following engagement inputs have been identified through the engagement activities identified above. The table below provides a breakdown of the ideas, concerns and aspirations, as well as suggested mitigation measures discussed during the targeted engagement.

Stakeholder	Activity	Comments	Suggested resident mitigations
Issue: Traffic, road safety and parking			
Nearby residents	Targeted door knocking / targeted survey / workshops	<p>Issues related to traffic and parking was the number one concern of nearby residents and was also highlighted as an issue by other key stakeholders.</p> <p>Issues included:</p> <ul style="list-style-type: none"> • parking around the school from a combination of city workers, teachers and senior students. • speeding vehicles along Parkway Avenue and Smith Street during student arrival and departure times - many vehicles travelling through the area disregard or are unaware of the 40km/h speed limit. • Smith Street was described as a "rat run". • lack of pedestrian crossings on Parkway Avenue and adjoining roads. • not enough available car parking within the campus for staff and students, and this will impact capacity in surrounding streets. • buses 'waiting' along residential streets disrupting traffic flow and creating a choke point at the Parkway Avenue / National Park Street roundabout. • noise along National Park Street from buses navigation speedbumps. • students parking across driveways. • the impacts of traffic on student safety, including those riding bikes. • safety of students riding along footpaths and potential of accidents occurring from residents backing out of driveways. • the number one concern identified by respondents to the Nearby Resident survey was parking during the construction stage, nominated by all seven residents. • all seven respondents nominated noise during the construction stage as the second most important issue. • during the operational stage of the school, traffic congestion was identified by nearby residents as having the most impact on them. 	<p>Line marking to delineate parking spaces close to resident driveways.</p> <p>More onsite student / teacher parking.</p> <p>Increase 40km/h signage.</p> <p>Create better drop off and pick up zones.</p> <p>Create better bus zones.</p> <p>Remove speed bumps.</p> <p>Consider traffic and transport operations as part of future development.</p> <p>Encourage public transport use.</p> <p>Install pedestrian crossings.</p> <p>Install a bridge over Parkway Avenue.</p> <p>Student parking onsite. Maintain construction parking onsite.</p> <p>Reduce the concentration of buildings, traffic and transport in National Park Street.</p>

		<ul style="list-style-type: none"> • responses to the Newcastle School Community Group survey were equally divided regarding satisfaction of the current pick up and drop off arrangements. Responses included problems associated with heavy rain, danger for children due to no pedestrian crossings, and not enough space to pull in. • road closures could impact travel to and from for kids and parents. 	
Issue: General construction impacts			
Newcastle High School Community Group	Targeted survey	<p>The NSCG and school staff raised concerns about the construction program. Parents were concerned about:</p> <ul style="list-style-type: none"> • the impact construction would have in terms of noise and what that would mean for events like exams. • the loss of some buildings during construction and the logistics of redistributing students into other learning environments, and whether these alternate locations had adequate capacity and amenity. • duration of the construction program. • relocation of staff and the capacity of the new temporary locations. • general student and staff safety during construction. • impacts on neurodiverse students. 	<p>No construction activities through exam periods.</p> <p>Ensure adequate demountable buildings for staff and students. Ensure the project is staged to reduce impacts.</p> <p>Engage students to understand potential impacts.</p> <p>Ensure playground space is maintained.</p>
Nearby residents	Targeted door knocking / targeted survey	<ul style="list-style-type: none"> • The potential for noise and vibration as a result of the construction program. • A heightened level of concern from residents near the corner of Parkway Avenue and National Park Street. These residents are closest to building B that will be demolished as part of the upgrade. The demolition period is likely to create the most noise impacts, however the removal of some trees and general construction work is also likely to have noise impacts. • Concerns about construction noise for two residents that worked from home. 	<p>Communication pre construction.</p> <p>Ongoing communication.</p> <p>Adherence to construction hours.</p> <p>No night works.</p>
Nearby residents	Door knocking	<ul style="list-style-type: none"> • One resident contacted through the door knock interviews identified as an asthma sufferer. The resident also expressed concerns about the 	Communication pre construction/ asbestos removal

		<p>potential of asbestos particles being released through the construction stage.</p> <ul style="list-style-type: none"> Several residents identified concerns about dust. Concern about construction time period. 	<p>Installation of air quality/asbestos monitors</p> <p>Ongoing communication</p>
Nearby residents	Door knocking	<ul style="list-style-type: none"> Construction traffic. Construction staff parking. Construction vehicles and impacts on safety. 	<p>Create dedicated parking.</p> <p>Encourage public transport use.</p> <p>Ensure contractor manages construction traffic.</p>
Issue: Local Amenity			
Nearby residents	Door knocking	<ul style="list-style-type: none"> There was a strong desire to retain the urban tree canopy on the site. Concern about the loss of wild life as a result of tree removal. 	<p>Save the large significant trees.</p> <p>Ensure safety of wild life.</p> <p>More trees to provide internal shade for students.</p> <p>Plant additional trees</p>
Nearby residents	Door knocking	<ul style="list-style-type: none"> Concerns related to the potential for increased noise levels from the additional number of students. The music room currently on the western side of the site is too close to residences. Maintenance staff using leaf blowers at times prior to 7am. 	<p>Ensure outdoor corridors and circulation spaces prioritised to face internal to the site. Move the music room from its current location.</p>
Nearby residents	Door knocking	<ul style="list-style-type: none"> The condition of the footpaths around school, particularly National Park Street are poor. 	<p>Fix footpath on National park Street.</p> <p>Install pull in bays in the nature strip.</p>
Nearby residents	Door knocking	<ul style="list-style-type: none"> Several residents mentioned they were well informed about the project. Several residents complimented the good behaviour of the students. Several residents commented that they liked living close to the school because it was quiet. Noise from music and the school bell had recently improved. 	<p>Continue to keep nearby residents informed about the project and construction program.</p>
Nearby residents	Door knocking	<ul style="list-style-type: none"> 86% of respondents did not describe themselves or their household as vulnerable. 2 people identified as vulnerable – 1 respondent has a disability and finds it difficult to reverse out of the driveway, and the other did not provide details. Neither of the 	<p>No project related mitigation measures identified.</p>

		respondents provided contact details.	
Newcastle School Community Group	Targeted Survey	<ul style="list-style-type: none"> There is a shortage of good quality basketball facilities in the local community. Children's toilets are terrible. Lack of air conditioning. Great access to public open space and recreation facilities. 	<p>Install a basketball facility.</p> <p>Provide joyful/colourful spaces and décor.</p> <p>A place for school assembly where students don't sit on the asphalt out in the sun.</p> <p>Provide a senior students study area.</p>

4.4. Government agency consultation

Key government stakeholder groups include:

- City of Newcastle and TfNSW Transport Working Group
- City of Newcastle
- Government Architect NSW State Design Review Panel (SDRP)
- Member for Newcastle (Tim Crakanthorp, MP)
- Rural Fire Service (RFS)
- Ausgrid
- DPE

The following is a summary of the key consultation activities undertaken.

Stakeholder	Discussion/Feedback	Outcomes
Government Architect NSW – State Design Review Panel (SDRP 01)	<p>The GANSW State Design Review Panel provided feedback on the proposed concept design focusing on the following aspects for consideration:</p> <ul style="list-style-type: none"> Connection with Country – Meaningful approach to Country Masterplan – Spatial connection of buildings and landscaped spaces with site axis Landscape – Built form and landscape design to develop in parallel to be interrelated Built Form – Flat roof form not supported Sustainability – Response to ESD initiatives 	<p>The project team engaged an Aboriginal Consultant to facilitate the Connection with Country consultation with the Aboriginal Community.</p> <p>Other matters raised by the SDRP were addressed as the design progressed and presented at the next SDRP meeting.</p>
Government Architect NSW – State Design Review Panel (SDRP 02)	<p>The GANSW State Design Review Panel provided feedback on the schematic design focusing on the following aspects for consideration:</p> <ul style="list-style-type: none"> Connection with Country – Continue to engage to inform a meaningful approach Masterplan – Reinforce the east-west axis from an urban design perspective Landscape – Shading and canopy cover Built Form – Revisit the New Learning Hub façade with consideration to existing heritage buildings Sustainability – Strategy for Net-Zero 	<p>The project team will further engage with the community/businesses to guide the inclusion of Aboriginal culture in the detailed design.</p> <p>New Learning Hub façade has been redesigned to respond to the existing brick buildings on the site.</p> <p>Other matters raised by the SDRP will continue to be developed in detailed design.</p>
Government Architect NSW –	A meeting was held with GANSW State Design Review Panel for clarification on feedback received in the SDRP 02:	The clarifications provided during the debrief were used to inform the project's formal response to the

Stakeholder	Discussion/Feedback	Outcomes
SDRP 02 debrief	<ul style="list-style-type: none"> Greater incorporation of Indigenous culture is a SINSW wide issue and requires further discussion at a platform level. Disconnect with the recommended Connection with Country framework and SINSW processes/timing which is relevant across all SINSW projects and requires further discussion at a platform level. Clarification provided on strengthening the east-west link through a uniform width Reduction in tree canopy cover to 30% is now more achievable Clarification provided on the facade 'embellishment' and better strengthening the connection to the heritage buildings Plan for Net Zero to be discussed at a platform level noting difficulty to achieve at this point. 	GANSW SDRP 02. Response letter dated and issued on the 21 st December 2022.
City of Newcastle – Traffic planning meeting	<p>The project team held a meeting with City of Newcastle (CN) Transport Manager to discuss the NEC project and CN priorities for the site. Key feedback received included:</p> <ul style="list-style-type: none"> Concept design parking for Smith Street not supported Increase active transport access to site through coordination with CN cycleways and National Park Masterplan NHS have existing concerns with student safety on streets. Preferred solution to improve pedestrian safety through addition of public domain measures (pedestrian crossings) was discussed. 	<p>The matters raised by CN have been addressed in the development of the Transport Impact Assessment.</p> <p>The Transport Impact Assessment includes recommended pedestrian improvements as agreed with CN.</p>
City of Newcastle – SSD application planning meeting	<p>The project team introduced the Newcastle Education Campus redevelopment. CN provided recommendations to inform preparation of the SSD application:</p> <ul style="list-style-type: none"> Flood engineering – Project flood engineer has previously prepared flood data on behalf of CN. Further liaison required with CN for feedback on flood modelling for the site. Traffic/transport assessment – Convene a working group to discuss traffic assessment and outcomes. CN provided a list of attendees proposed for the working group. Parking – Project team to develop a strong position on parking with consideration to the DCP. Stormwater – Project team to liaise directly with CN Planning Officer regarding stormwater design. Community consultation – Consider a second community information session to allow further opportunity for community engagement 	<p>The project team have consulted with key CN representatives to address feedback.</p> <p>A second community information session was held in November 2022 to provide another opportunity for community feedback.</p>
City of Newcastle – Flood engineering meeting	<p>CN provided clarification on CN flood information and data, focusing on:</p> <ul style="list-style-type: none"> PMF velocity and depth values for consideration in preparing the flood modelling and assessment. Agreed hydraulic model to be used in the flood assessment 	The matters raised by CN have been addressed as part of the Flood Impact Assessment and Flood Emergency Response Plan.

Stakeholder	Discussion/Feedback	Outcomes
	<ul style="list-style-type: none"> Flood refuge locations need to be determined using PMF events criteria and not 1% criteria. 	
City of Newcastle – Flood engineering correspondence	<ul style="list-style-type: none"> Compliance of the proposed development to Section 4.01.02 of Council DCP 2012 control related to 'Filling of Storage Areas' Suitability of proposed Multipurpose Facility Building to withstand hydraulic forces 	The matters raised by CN have been addressed as part of the Flood Impact Assessment.
City of Newcastle – Substation upgrade works notification	CN provided items to be addressed in the environmental assessment for the electrical substation upgrade for application through Ausgrid.	The matters raised by CN have been addressed as part of the environmental assessment.
City of Newcastle – Stormwater Management	<p>The project team reached out on multiple occasions for CN feedback on the Integrated Stormwater Management Plan (ISMP) prior to finalising for submission with the EIS.</p> <p>Correspondence was received from CN on the 06 Feb 2023 requesting the project pay a pre-DA fee for any formal advice.</p>	Due to the delay in CN's response, and the proximity to formal submission of the SSD, the project could not receive formal advice under the pre-DA process. Stormwater management was designed in accordance with CN DCP requirements and in coordination with the flood design. CN feedback on the ISMP will be sought following exhibition of the application under the formal SSD process.
Transport for NSW & City of Newcastle – Transport Working Group 01	<p>The project team held a working group with CN Traffic Advisors and TfNSW. This meeting served as an introduction to the NEC project, the existing traffic/transport network and recommended changes to accommodate the new development. Key items raised include:</p> <ul style="list-style-type: none"> Are the proposed mode share targets realistic and can they be achieved. Vehicles speeding above the reduced limit on Smith Street during student arrival and departure times Pedestrian safety crossing Parkway Avenue and the adjoining roads Existing Stockton bus network is unreliable Recommended changes to traffic and transport operations as a result of the development. 	<p>Matters raised in the working group were captured in an updated public domain plan for feedback at the next working group. The Transport Impact Assessment provides final recommendations as agreed with the working group.</p> <p>Other actions arising from the working group are being addressed as the design progresses.</p>
Transport for NSW & City of Newcastle – Transport Working Group 02	<p>The project held a second working group with CN Traffic Advisors and TfNSW. This meeting focused on previous actions, public domain recommendations (installation of pedestrian crossings) and DCP response. Key items raised include:</p> <ul style="list-style-type: none"> CN to review traffic calming measures on Smith St to target reduced speed Bus timetable recommendations Extension of Kiss & Drop on Parkway Avenue and inclusion additional zone on Smith St 	<p>P&C endorsement is required of the proposed public domain recommendations.</p> <p>Matters raised in the working group have been captured in the Traffic Impact Assessment for submission with the EIS.</p> <p>Other actions arising from the working group are being addressed as the design progresses.</p>
Subsidence Advisory NSW – Mines desktop	A meeting was held with Subsidence Advisory NSW (SANSW) to present the outcomes from the mine	Mine subsidence site investigations were carried out by the Geotechnical Engineer and

Stakeholder	Discussion/Feedback	Outcomes
investigation outcomes	subsidence desktop assessment for feedback before commencing site investigations.	outcomes captured in the final Mine Subsidence Report.
Subsidence Advisory NSW – Correspondence	<p>SANSW confirmed acceptance of the findings in Douglas Partners Mine Subsidence Report</p> <ul style="list-style-type: none"> Prior to completing the merit assessment process for formal approval, it is recommended to seek structural advice on achieving the expected parameters Engineering impact statement and structural drawings required for merit assessment submission 	Matters raised by SANSW were addressed through preparation of the merit assessment submission. SANSW approval and stamped plans have been received.
State Emergency Service (SES)	<p>The project requested advice from the SES to inform the preparation of the Flood Emergency Response Plan for the site. The SES provided the following feedback for consideration:</p> <ul style="list-style-type: none"> Potential impacts of construction in flood storage need to be discussed with DPE. Risk assessment should consider the time to onset flooding and the duration, up to the PMF. Clarify that the preferred strategy is ensuring early closure of school and consider how this would be triggered. Refuge on site should be included as a last resort strategy. Ensure flood refuge is above PMF, provides adequate space for the staff/students and would adequately withstand the forces of the PMF event. 	The matters raised by the SES have been considered and addressed through the preparation of the Flood Emergency Response Plan.
Department of Planning and Environment	Department of Planning and Environment (DPE) contacted for advice on whether the site is adjacent to or on land in a pipeline corridor.	DPE confirmed the proposed site is not impacted by a pipeline corridor. The project team have addressed as part of the EIS.
Department of Planning and Environment	The project's noise monitor strategy was provided to DPE for advice on the suitability of proposed locations. No formal response was received from DPE, however verbal feedback was provided for the consultant to provide robust justification to support the methodology.	To address DPE's feedback, a third noise monitor was included to ensure all adjoining streets impacted by the development would be addressed in the Noise and Vibration Assessment.
Department of Planning and Environment	<p>The Biodiversity Assessment was submitted to DPE to support the BDAR Waiver request.</p> <p>Biodiversity and Conservation Division (BCD) requested additional to assess the application. The information requested includes a test of significance (5 part test), further considerations of matters identified in Appendix D of the BAM and further consideration of threatened microbat habitat. It is recommended that either presence of threatened microbat be assumed and mitigative and management measures provided demonstrate that any potential roost will not be significantly impacted and / or threatened micro bat survey be completed in accordance with the Department Guidelines.</p>	<p>The project requested further clarification on the information requested by BCD:</p> <ul style="list-style-type: none"> Confirmation on the request for consideration of threatened microbats in relation to existing dwellings, noting there are no caves within 2km and no hollow-bearing trees within study area, Clarification on addressing matters identified in Appendix D of the BAM, given the request for a waiver means we aren't applying the BAM at this stage, and how to satisfy a response to this matter.

Stakeholder	Discussion/Feedback	Outcomes
Department of Planning and Environment	<p>BCD provided clarification noting the following would need to be addressed in a revised BDAR Waiver:</p> <ul style="list-style-type: none"> Undertake the Test of Significance for threatened microbats with the potential to roost, plants of the Magenta Lilly Pilly and Rough-shelled Bush Nut Demonstrate that a BDAR has been considered, through providing a table, based on the decision key, in which all questions in the decision-making key in Appendix D of the BAM 2020 are answered. Describe mitigation or management actions to be implemented that would prevent the project from having a significant impact on the potential roost habitat for microbat species. 	All matters raised by BCD have been addressed and incorporated in the revised BDAR Waiver.
State Emergency Service (SES)	Following receipt of the SES advice on the emergency response for the site, the Flood Emergency Response Plan was issued to the SES for final review and comment before lodgement with the SSD application.	SES advice received noting general support of the proposed flood response strategy for the site. Feedback has been addressed in the final Flood Emergency Response Plan.
Hunter Water	Hunter Water Section 50 development application was submitted for approval prior to lodgement of the SSD application.	Administrative and document requirements have been received to be addressed during construction before issue of a Compliance Certificate.
Department of Planning and Environment	<p>Correspondence received from BCD noting the following:</p> <ul style="list-style-type: none"> The Biodiversity Conservation Act 2016 requires that the authorities ensure the proposed development is not likely to have an impact on biodiversity value. The existing buildings (proposed to be removed) are suspected to be used by Microbats and that impacts to the Microbats cannot be ascertained without the surveys to detail the species. Accordingly, the authorities would be required to refuse the BDAR Waiver. However, prior to refusal, it would be beneficial to meet to ensure all parties are on the same page. 	Meeting held between DPE, Biosis, SINSW and outcome agreed to conduct surveys of the existing buildings proposed for demolition with the presence of a DPE representative.
Department of Planning and Environment	Correspondence received from BCD indicating their position that the survey identified 'optimal roost sites' for threatened microbats. Following the survey, BCD undertook an analysis of publicly available species and identified that the eastern cave bat has been recorded in relatively close proximity to the site. BCD made note that this had not previously been identified in the BDAR waiver application or supplementary information provided.	<p>Biosis does not agree that the site contains 'optimal roost sites'</p> <p>Records of Eastern Cave Bat were not publicly available until April 2023, after the BDAR waiver and supporting information was submitted.</p> <p>Biosis prepared formal ecological technical advice in response to BCD as dated and issued 22 May 2023.</p>

5 Project response to feedback

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	Raised by	Project response	Relevant report
Pedestrian safety for students	School End Users	<p>Consultation with the school community identified the need for improved pedestrian infrastructure. The school has been located at the site for 100 years with no pedestrian crossings and the school has been actively lobbying the City of Newcastle to construct a pedestrian crossing across Parkway Avenue for a number of years including prior to the proposed redevelopment of the school.</p> <p>As part of the traffic and transport analysis completed by the project's traffic engineer, different pedestrian crossing scenarios were assessed to identify which crossing scenario would provide the greatest improvement for safety for both students and the general public.</p> <p>Consultation with City of Newcastle has been a priority to negotiate the most appropriate solution. The school transport plan aligns with the City of Newcastle's plans for the area and the traffic engineer has included recommendations for pedestrian infrastructure and traffic improvements along Parkway Avenue, Smith St and National Park St, to be installed by City of Newcastle. The City of Newcastle has applied for Commonwealth funding to construct the pedestrian infrastructure on Parkway Avenue.</p>	Transport Impact Assessment
Traffic and transport impacts	City of Newcastle, TfNSW	<p>Consultation has occurred with TfNSW and City of Newcastle to discuss and agree to measures to be implemented to improve traffic and transport relating to the site. This includes a number of recommendations that will be addressed by City of Newcastle and TfNSW.</p> <p>Prior to commencement of construction, the contractor will be required to prepare a Construction Traffic Management Plan that outlines the traffic management requirements to ensure safe and efficient movement of traffic and establish a safe pedestrian environment around the site.</p>	Transport Impact Assessment
Carparking compliance with the CN DCP	City of Newcastle	<p>Consultation has occurred with City of Newcastle to clearly outline the scope included in the development proposal. There are currently approximately 40 staff parking spaces within the school boundary, which will remain untouched by the development.</p> <p>City of Newcastle's Development Control Plan allows departures to the parking controls where it can be demonstrated that there is appropriate access to public transport services and parking facilities. To supplement existing site parking, the transport assessment demonstrates excellent public transport links and a range of public and council monitored parking opportunities within close proximity to the school site.</p>	Transport Impact Assessment

Key issues	Raised by	Project response	Relevant report
		A preliminary School Transport Plan has also been prepared to outline strategies to improve and promote sustainable transport. This plan will continue to be developed in close consultation with the school, and a travel coordinator appointed in the first year of operation to implement and monitor participation, including providing recommendations to increase sustainable transport targets.	
Perception of facilities being nominated for Aboriginal Programs (Clontarf & girl's program)	Community	<p>Consultation with the school identified a need to relocate the existing Clontarf foundation to a more accessible location with access to outdoor spaces to play sport, have a yarning circle and a dance circle.</p> <p>Repositioning of existing Block H provides a more central ground level location, with direct access to the purpose-built outdoor spaces including a dancing circle, yarning circle, bush tucker garden as well as access to the adjacent playing fields to the east and the future sports courts to the north.</p>	Architectural Design Statement
Construction activities and noise impacting on school operations	Community	<p>A Noise and Vibration Impact Assessment has been prepared for the development, to provide management and mitigation measures to reduce construction impacts.</p> <p>The contractor will be required to engage a qualified acoustic consultant to assist in preparation of a Construction Noise and Vibration Management Plan and undertake noise and vibration monitoring for the duration of the project.</p> <p>Certain construction activities will also be prioritised to be carried out during school holidays, weekends and outside of school hours to further minimise disruption.</p>	Noise and Vibration Assessment
Height and position of new learning hub on busy intersection impacting on privacy and visual amenity	Residents	<p>The new learning hub has been designed at a similar height to the existing heritage buildings known as Block A & Block C. The distance from the boundary to the new learning hub will be a similar distance as these existing buildings,</p> <p>The new learning hub includes a library, student entry, canteen and learning spaces spread across three storeys. The project has considered potential privacy impacts on neighbours by prioritising outdoor corridors, circulation spaces to face internal to the site. Further to this, the facade will be largely screened by existing and proposed boundary trees, integrating the new building within the existing streetscape.</p> <p>There will be a dedicated student entry located on Parkway Avenue between the new building and Block A, with improved internal pathway connections linking to the new learning hub. This is an existing entry utilised by the school and is located adjacent to the bus stop and drop-off zone providing ease of access for students to the new learning facility. This entry is supplemented by the existing pedestrian access points on Smith Street, National Park Street & Parkway Avenue. A new internal access road is proposed off National Park Street, which</p>	Architectural Design & Visual Impact Assessment

Key issues	Raised by	Project response	Relevant report
		is dedicated for drop off and pick up of students with mobility issues to further reduce congestion around the site.	
Loss of heritage buildings and history of the site	Residents	<p>The original buildings of the Newcastle Girls High School (Blocks A, L & K) and Newcastle Central Domestic Science School (Block C & G) have heritage significance and will be retained as part of the proposed development. Building A will continue to address Parkway Avenue and Building C will continue to address the original east-west alignment of Dumaesq Street to respect the history of the site.</p> <p>The development also includes the retention and relocation of the existing weatherboard building (Block H). Although the building is considered within the Period of Significance for the Conservation Area, this building has little historical significance in context to the site as it was previously relocated from a non-related school site approximately after the mid-century.</p> <p>Buildings proposed for demolition as part of the development are of lesser significance.</p> <p>The new learning hub has been designed to respond sympathetically to the heritage of the existing buildings with similar articulated and features to Block A.</p>	Architectural Design & Statement of Heritage Impact
Positioning of the new learning hub to minimise loss of urban canopy	Residents	<p>An arborist was engaged to prepare an arboricultural impact assessment for the development, including recommendations for the removal/retention of trees across the site. A total of 94 trees are proposed for removal as a result of either condition or direct impacts from the development. To supplement the removal of trees, the landscape proposal includes 117 new trees to be planted, improving canopy coverage across the site.</p> <p>The proposed location for the new learning hub was determined through careful consideration of the existing heritage buildings, school operational requirements and maximisation of usable outdoor space. The sporting field and boundary trees located on the corner of Parkway Avenue and Smith Street have high landscape significance, which further restricts available space to for the new buildings.</p>	Architectural Design, Landscape Design & Arboricultural Impact Assessment
PMF flood refuge	City of Newcastle, SES	<p>Through consultation with the SES & City of Newcastle, the flood emergency response strategy has been developed with consideration of the nature of flooding and flood hazard at the site for all events up to and including the PMF.</p> <p>The proposed strategy for the site is ensuring early closure of the school, triggered based on a severe weather warning for flash flooding. In the event of sudden rainfall which causes flash flooding while occupants are on site, the response is to monitor flood conditions and activate shelter-in place procedures in accordance with Section 5.2 of the Flood Emergency Response Plan.</p>	Flood Impact Assessment & Flood Emergency Response Plan

Key issues	Raised by	Project response	Relevant report
Flood storage & DCP compliance	City of Newcastle	Compliance of the development proposal with City of Newcastle's DCP has been achieved, as the proposal includes no more than 20% fill in the flood storage area.	Flood Impact Assessment
Noise & traffic	Nearby residents / NSCG	<p>The assessment of the social impacts found that most significant negative impact is likely to be construction activity during an operational school, and its safety and health and wellbeing impacts on students (including neurodiverse students) and teachers.</p> <p>Nearby residents are likely to be impacted during construction stage and operational stage. The demand for parking is likely to increase during construction and additional students may mean more students drive to school.</p> <p>Construction dust and reduced air quality were also raised as a concern by nearby residents. One nearby resident identified as having asthma, but also pointed to the potential for asbestos release into the atmosphere during excavation and demolition works.</p> <p>Changes to the amenity of the area were also raised by nearby residents, identifying the loss of trees as a concern, as well as traffic and parking impacts.</p> <p>Measures to mitigate these negative impacts have been identified to reduce or negate the magnitude of their effects.</p>	Social Impact Assessment

6 Planned Future Engagement

In preparing the SSD application for The Newcastle Education Campus, the project team has exceeded 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 led to significant design revision and incorporated into the designs and studies lodged with the SSDA.

Continued engagement will take place with stakeholders and communities during the statutory exhibition of the SSD application, as well as during future stages of development and construction, should consent be granted.

The project webpage will be updated, Project Updates distributed, and Community Information Sessions run at key project stages as outlined in the Communication and Engagement Strategy.

Hard to reach groups will be targeted via the following methods:

- Aboriginal people – engagement and consultation with Aboriginal people will be facilitated through regular meetings and communication with the local land council and AECG. Engagement with Aboriginal families of students currently attending the school will be facilitated by the school operations team.
- Older people – engagement with older people in the local community will be facilitated by letterbox drops, SINSW email service and the 1300 phone number. Information sessions are held in an accessible space (current school hall) with parking on school grounds a level walking distance to the hall. Further assistance to be provided on request.
- People with disability – engagement with people with disability in the current school community is facilitated through the school outreach team. Other engagement will be through letterbox drops, SINSW email service and the 1300 phone number. Information sessions are held in an accessible space (current school hall) with parking on school grounds a level walking distance to the hall. Further assistance to be provided on request.
- People from culturally and linguistically diverse communities - engagement with school families from culturally and linguistically diverse backgrounds is facilitated by the school outreach team. A phone number for Translating and Interpreting Services (TIS) will be placed on project updates, notifications, and the project webpage.

The table below outlines key milestones for future engagement and the techniques that will be adopted to engage with stakeholders.

Project phase	Stakeholders	Engagement technique
State Significant Development (SSD) application lodged	Current school community – via school comms channels Local Hamilton South residents – every community member regardless of age, advantage or background will receive a project update in their letterbox and in their local newspaper. Update will include a phone number for Translating and Interpreting Services (TIS) to assist community members with language barriers.	Stakeholders will be advised that we have lodged the development application, the public exhibition clarity dates and how to submit feedback on the project. Project update to be distributed via school channels, letterbox drop in local area and on project webpage. Translation services phone number to be included on project update. Advertisement in local newspaper with public exhibition details. Translation services phone number to be included in advertisement.
	Project working groups/ community interest groups	Update provided at regular scheduled meetings
Development consent issued	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups/ community interest groups	Update provided at regular scheduled meetings
Construction contract awarded	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups/ community interest groups	Update provided at regular scheduled meetings

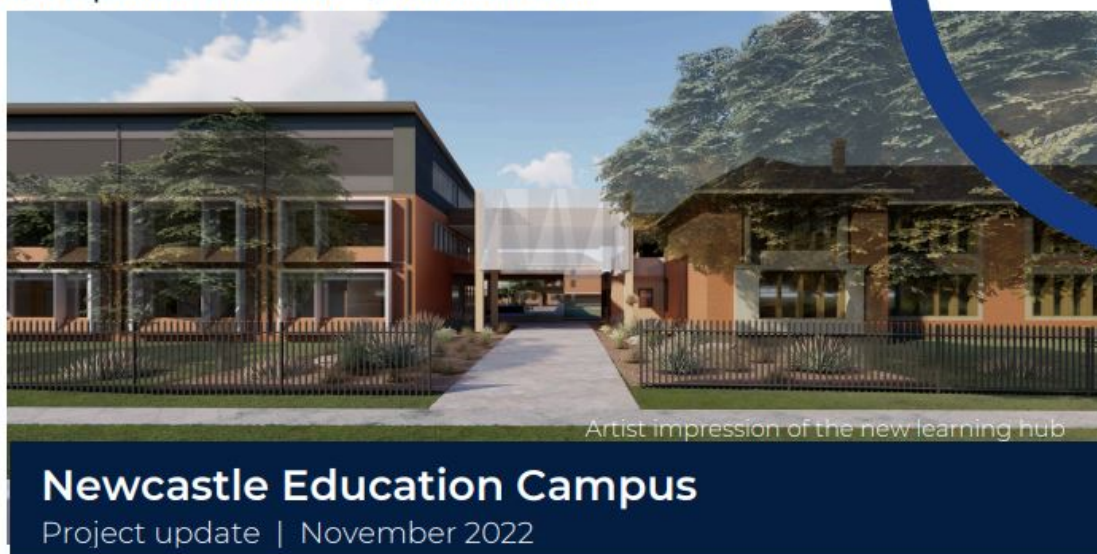
Early works/ demolition starting	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups/ community interest groups	Update provided at regular scheduled meetings
	Government agencies	Notification to relevant agencies as required by consent conditions. Direct communication or applications for various permits.
Design refinements/ completion	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups	Update provided at regular scheduled meetings. Workshops held as required to resolve design issues
	Government agencies and/or working groups	Direct communication with relevant agencies e.g., RFS, Ausgrid to finalise design. Workshops held as necessary e.g., Transport Working Group, to progress design.
Main construction commencement	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups	Update provided at regular scheduled meetings.
	Government agencies	Notification to relevant agencies as required by consent conditions. Direct communications or applications for relevant permits.
Construction delivery - stages	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups	Update provided at regular scheduled meetings.
	Government agencies	Notification to relevant agencies as required by consent conditions. Direct communications or applications for relevant permits.
Construction nearing completion	Current school community, local Hamilton South residents, local community, local businesses.	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups	Update provided at regular scheduled meetings.
Construction completion	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups	Update provided at regular scheduled meetings. School tours undertaken as relevant.
	Government agencies	Direct communication or application for relevant permits.
Handover/ official opening	Current school community, local Hamilton South residents, local community, local businesses	Project update to be distributed via school channels, letterbox drop in local area and on project webpage.
	Project working groups	Update provided at regular scheduled meetings.

7 Appendices

Appendix 1 – Newcastle Education Campus: Communication and Engagement Strategy (April 2022)

8 Appendix 2 – Sample project update (June 2022)

| NSW Department of Education – School Infrastructure



Investing in our schools

The NSW Government is investing \$8.6 billion in school infrastructure over the next four years, continuing its program to deliver 160 new and upgraded schools to support communities across NSW. This builds on the more than \$9.1 billion invested in projects delivered since 2017, a program of \$17.7 billion in public education infrastructure.

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

Located on the main Newcastle High School site, the Newcastle Education Campus will cater for the growing population in the region by delivering: 37 new permanent learning spaces; 5 new support learning spaces; and a new library, multi-purpose facility (hall), canteen and science laboratories.

Progress summary

The project has four major design phases: masterplanning, concept design, schematic design and detailed design. The schematic design was completed in October 2022 and work will start on the detailed design later in November 2022.

Archaeological investigations took place in early November 2022. These tests included excavating 13 test pits across the site to identify potential Aboriginal cultural materials. The findings of these tests are currently being examined and the outcome will form part of the State Significant Development (SSD) application.

Various studies and plans have been finalised to support the Environmental Impact Statement required for the SSD application. These include the Aborigicultural Assessment, Biodiversity Assessment, Utilities/Infrastructure Delivery Plans, and the Heritage Impact Statement.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Appendix 3: Sample works notification (September 2022)

NSW Department of Education – School Infrastructure

Newcastle Education Campus Works notification

23 September 2022

Located on the main Newcastle High School site, the Newcastle Education Campus will cater for the growing population in the region by delivering: 37 new permanent learning spaces; 5 new support learning spaces; and a new library, multi-purpose facility (hall), canteen and science laboratories.

During the upcoming Spring school holidays contractors will be onsite at Newcastle High School conducting a range of investigative works to inform the planning and design of the campus.

Aboriginal cultural heritage assessment

A series of archaeological investigations of the site are required to help inform the Aboriginal cultural heritage assessment. This ensures that any cultural materials found on the site are treated with care.

Archaeological tests will be carried out between Monday 3 and Friday 7 October 2022, weather permitting. Investigations will be carried out within the school site and will include the use of hand tools and a small excavator to dig 12 test pits. These tests will be completed by a team of archaeologists and Aboriginal stakeholders in accordance with Heritage NSW guidelines.

Soil investigations

Collection and testing of soil on the site is required to identify any potential contaminants.

These works be carried out between Monday 3 and Friday 7 October 2022, weather permitting. Investigations will be carried out within the school site and will involve:

- drilling bore holes and test pits to a maximum depth of 2.5 metres using a small excavator and hand auger
- backfilling the bores and test pits once soil has been collected using the excavated soil and additional soil where required.

Work hours

All work will be carried out during standard construction hours which are Monday to Friday 7:00am to 5:00pm, and Saturday 8:00am to 1:00pm. No works will take place on Sundays or public holidays, unless notified.

Thank you for your patience while these important works are completed.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Appendix 4: Sample display boards from Community Information Session (Sep 2022)





NSW Department of Education – School Infrastructure


Project overview

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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.

Included in this program is the Newcastle Education Campus (NEC). Located on the main Newcastle High School site, the NEC will cater for the growing population in the region by delivering:

-  Modern flexible learning spaces for up to 1,420 students
-  37 new permanent learning spaces and 5 new support learning spaces
-  New library, canteen and science laboratories
-  New multi-purpose sports and performance hall




Artist impression of Newcastle Education Campus multi-purpose hall

Newcastle Education Campus

For more information phone: 1300 482 651
Email: schoolinfrastructure@det.nsw.edu.au

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NSW Department of Education – School Infrastructure

Project update

The statutory planning process for the Newcastle Education Campus has started. The project is considered a State Significant Development (SSD) and therefore the NSW Department of Planning and Environment (DPE) will assess the development application for the project.

The final business case for this project was approved by NSW Treasury in June 2022. This key milestone means that the project has funding for the construction phase, pending approval of the SSD application.

A request for the Secretary's Environmental Assessment Requirements (SEARs) was submitted to DPE in May 2022. DPE assessed the submission and have issued the SEARs, which sets out the studies that need to be included in the Environmental Impact Statement (EIS). The EIS provides a comprehensive description of the project's environmental, social and economic impacts. It includes detailed information on the project scope and design plans, and is the key document for the SSD application.

We invite community feedback prior to submitting the SSD application.

Masterplanning and the concept designs for the site were completed last year. These are the first two of four design phases and provide a high level vision for the site. The final designs for the new high school will be determined in the next two design phases, schematic and detailed design, in consultation with stakeholders.

Student learning will continue at Newcastle High School while the new facilities are being built.



Artist impression of new sports courts with multi-purpose facility in the background

Newcastle Education Campus

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Newcastle Education Campus

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NSW Department of Education – School Infrastructure

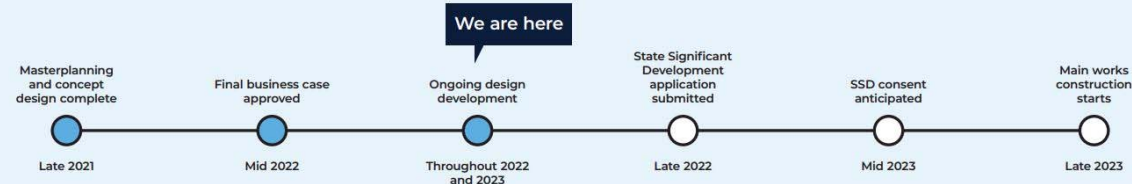
Site layout



NSW Department of Education – School Infrastructure

What's next?

Project timeline



We continue to work with key stakeholders so that we can deliver high quality education infrastructure for the local community.

We will continue to share information with you as the project progresses. In the meantime you can stay informed by scanning the QR code and visiting the project web page. You can also contact us via email or phone if you have any questions or feedback about the project.



NSW Department of Education – School Infrastructure

Heritage considerations

Newcastle, and in particular the grounds of Newcastle High School, has a rich and diverse heritage tradition. We are aware of the significance of the heritage buildings and the conservation areas that surround them, and are committed to respecting the history and maintaining the heritage of the site and surrounds.

Several of the existing buildings at Newcastle High School date back to the 1920s when teaching started on the site. Some other buildings were added in the 1950s as the school moved from providing girls only education to the current co-ed high school.

Some of the heritage buildings being retained as part of this project include Buildings A and L, which were originally part of Newcastle Girls High School (circa 1928/29), and Building C, which was the former Newcastle Central Domestic Science School (circa 1930/31).

Aboriginal heritage

We acknowledge the traditional custodians of the land, the Awabakal people. Our Connection with Country workshops have identified several ways we can incorporate design elements that celebrates their rich history while supporting Aboriginal students. These include exploring opportunities to apply Indigenous images on new facility walls, incorporating endemic planting, Indigenous foods and medicinal plants, including gathering spaces throughout the campus to provide opportunities for Indigenous learning, and installing a sunshade screen provides a visual interpretation of local Aboriginal stories, particularly of the Saltwater people.



Building A Entry



Building A Administration



Building C



Building L

NSW Department of Education – School Infrastructure

Flexible learning spaces

Contemporary learning and teaching prepares students for a diverse and interconnected world. We are evolving the ways we teach our students new skills valued by a changing workforce, understand different ways students learn and support new ways of interacting with information through technology.

Flexible learning spaces are designed and equipped to support contemporary learning and teaching.

What makes a flexible learning space?



Learning space

- Different zones (areas of a building or floors) are designed to support a range of activities sometimes grouped by subject area
- Varied furniture allows for student choice, comfort and flexibility
- Spaces are flexibly connected allowing students to work in varied group sizes
- Connection between indoor and outdoor learning spaces



Organisation

- Movement is encouraged for students and teachers to collaborate and interact
- More than one teacher may be available to students within the learning environment
- Students learn in classes, small groups or individually



Teaching and learning

- Learning is personalised
- Learning is connected across different subject areas
- There is a focus on creativity and innovation with students prototyping, testing and using technology in creative ways



Technology

- Technology is integrated into spaces to extend learning opportunities
- WiFi is available everywhere including outdoors
- Specialist equipment is available for students to innovate, communicate and create

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Newcastle Education Campus

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Email: schoolinfrastructure@det.nsw.edu.au



NSW Department of Education – School Infrastructure

Artist impressions

School design may change as part of ongoing design development.



New learning hub from Parkway Avenue.



Internal courtyard of the new learning hub.



Internal view of new gymnasium.



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Newcastle Education Campus

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Appendix 5: Screenshot of project webpage

[Find your school](#)[What we do](#)[Latest news](#)[Contact us](#)[All site search](#) 

[School Infrastructure Home](#) > Newcastle Education Campus

New school | Newcastle Education Campus



[About the project](#)[Get involved](#)[Library](#)

Located on the main Newcastle High School site, the Newcastle Education Campus will cater for the growing population in the region by delivering:

- 37 new permanent learning spaces
- 5 new support learning spaces
- new library, multi-purpose facility (hall), canteen and science laboratories.

Space on the site has also been allocated for a future new primary school, subject to enrolment demand and a second business case.


Timeline

Planning

Design

In progress

Complete





Progress summary


Next steps

Additional information


Fast facts

 **Architect**
EJE Architecture

 **Electorate**
Newcastle

 **Funding year**
2021/22

News



NSW Budget a big win for regional students

Schools and students across regional NSW are benefitting from record investment in their education as part of the 2021-22 NSW Budget, w (...)

Appendix 6: Information Pack from Community Information Session (Nov 2022)

NSW Department of Education – School Infrastructure

Newcastle Education Campus

Information pack | November 2022



The NSW Government is investing \$8.6 billion in school infrastructure over the next four years, continuing its program to deliver 160 new and upgraded schools to support communities across NSW. This builds on the more than \$9.1 billion invested in projects delivered since 2017, a program of \$17.7 billion in public education infrastructure.

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.

Included in this program is the Newcastle Education Campus (NEC). Located on the main Newcastle High School site, the NEC will cater for the growing population in the region by delivering:



Modern flexible learning spaces
for up to **1,420** students



37 new permanent
learning spaces and **5** new
support learning spaces



New library, canteen and
science laboratories



New multi-purpose sports and
performance hall

schoolinfrastructure.nsw.gov.au



Project overview

This project will apply for planning approval through the State Significant Development (SSD) application process to the Department of Planning and Environment (DPE). The SSD application is currently being prepared and will be lodged in late 2022.

We invite community feedback prior to submitting the SSD application.

The final business case for this project was approved by NSW Treasury in June 2022. This key milestone means that the project has funding for the construction phase, pending approval of the SSD application.

Student learning will continue at Newcastle High School while the new facilities are being built.

The new facilities will include:

- a new 3 storey learning hub which includes a new library, canteen and covered outdoor learning area (COLA), support learning unit, general learning spaces, hospitality teaching spaces and science labs
- a new multi-purpose facility with gymnasium, stage, fitness lab, flexible learning spaces, outdoor courts and end of trip facilities
- a new student hub within Building A and student entry from Parkway Avenue
- retention of key heritage buildings on site.



Artist impression of new sports courts with multi-purpose facility in the background

Design priorities

The design has considered existing heritage features while maximising connectivity and accessibility throughout the campus site. The design seeks to retain as many mature trees as possible while providing for the needs of a modern high school and respecting the privacy of neighbours.

The design was developed in consultation with Department of Education and Newcastle High School leadership representatives, architects, planners, consultants and the department's technical stakeholder group.

The project has four major design phases: masterplanning, concept design, schematic design and detailed design.

Key design considerations include:

- Retention of heritage buildings and sympathetic design of new buildings.
- Planning to allow flexibility for future growth.
- Open space and enhancement of the existing landscape.
- Standard and best practice design principles including the department's Educational Facilities Standards and Guidelines (EFSG).
- Connection with Country and a design that reflects and celebrates Aboriginal heritage.
- Reinforcing a relationship with the community.

Site layout

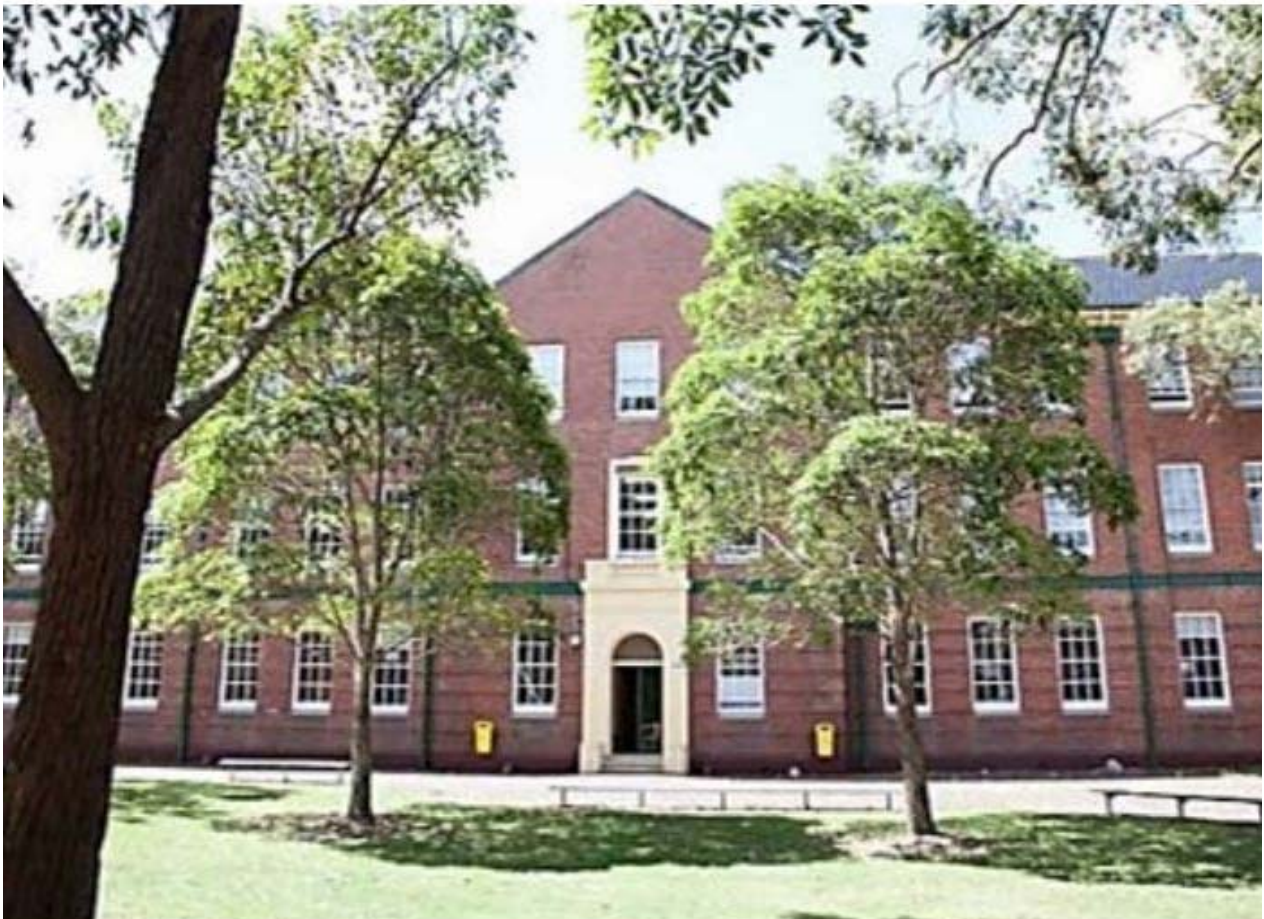


The school designs may change as part of ongoing design development

Heritage considerations

Newcastle, and in particular the grounds of Newcastle High School, has a strong heritage tradition that reflects the strength and diversity of the community. We are aware of the significance of the heritage buildings and the conservation areas that surround them, and are committed to respecting the history and maintaining the heritage of the site and surrounds.

Several of the existing school buildings being retained as part of this project have heritage significance. These include Buildings A and L, which were originally part of Newcastle Girls High School (circa 1928/29), and Building C, which was the former Newcastle Central Domestic Science School (circa 1930/31).



Former Newcastle Central Domestic Science School (circa 1930/31) being retained as part of this project

We acknowledge the traditional custodians of the land, the Awabakal people. Our Connection with Country workshops have identified several ways we can incorporate design elements that celebrates their rich history while supporting Aboriginal students. These include exploring opportunities to apply Indigenous images on new facility walls, incorporating endemic planting, Indigenous foods and medicinal plants, including gathering spaces throughout the campus to provide opportunities for Indigenous learning, and installing a sunshade screen provides a visual interpretation of local Aboriginal stories, particularly of the Saltwater people.

School entry points

The project includes a new entry on Parkway Avenue located between the existing school entry (Building A) and the new learning hub. This new student entry will be adjacent to the bus stop and drop-off zone, and will include improved internal pathway connections.

Design also includes a second entry/drop-off zone off National Park Street near Dumaresq Street for students with mobility issues only. We have already met with the City of Newcastle and the transport planner to discuss these entry points, and will continue to discuss the best possible options with subject matter experts.

The SSD application

The State Significant Development (SSD) application is being prepared for lodgement with the Department of Planning and Environment (DPE). SSD applications are used for projects that have special significance to the people and State of NSW and the DPE are responsible for the planning approval process of these projects, rather than local council.

As part of the SSD application, an Environmental Impact Statement (EIS) is being prepared. The EIS contains technical studies to consider matters such as traffic, noise, operations, ecology, bushfire and construction management. We have completed mine subsidence investigations and received approval from Subsidence Advisory NSW to proceed with our design.

Technical studies being undertaken as part of the SSD application include:

- Design Analysis
- Traffic and Transport
- Social Impact Analysis
- Noise and Vibration
- Aboriginal Assessment
- Ecological Sustainable Development
- Construction Management
- Hydraulic
- Contamination
- Waste Management
- Stormwater Management
- Accessibility Assessment.

Once lodged, the SSD application will be on exhibition to the public for 28 days. We will notify the community when this happens.



Next steps

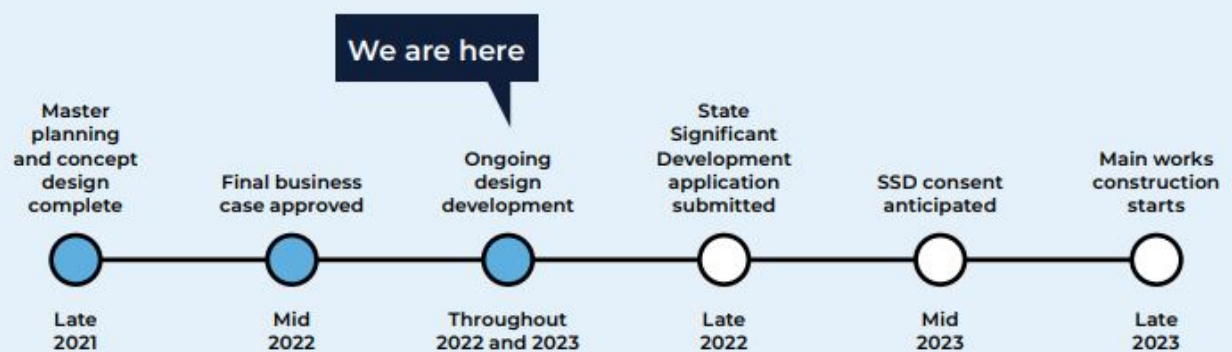
The EIS will be finalised. This includes further technical studies that involve research, site investigations, surveys and assessments, data analysis, and community and stakeholder consultation and can be viewed when the SSD application is placed on public exhibition in the coming months.

We will continue to consult with the City of Newcastle, Transport for NSW and other key stakeholders as we carry out the technical studies, detailed site investigations and design development.



New school entry and learning hub from Parkway Avenue

Timeline





Internal courtyard in the new learning hub

Frequently asked questions

How was the school design developed?

The design was developed by looking at the needs of the school based on the spatial requirements, data, site constraints and Educational Facilities Standards and Guidelines. This is done in consultation with experts and key stakeholders, including the Project Reference Group.

The design focuses on placing buildings, learning spaces, and facilities in the right locations to meet educational and operational needs. It explores important functional requirements such as pedestrian flow and accessibility throughout the campus. Architects considered the overall layout and look and feel of the school, including the character and how it responds to the local surrounding area, taking into consideration environmental, access, transport and other planning requirements. The project scope and design will continue to evolve during the detailed design phase as feedback from government agencies, stakeholders and the community is considered.

How does the design consider the local environment and sustainability?

The project will be targeting 5 Star Green Star accreditation, which is a Green Building Council of Australia certification that rates the sustainability of the facility. This includes provision of solar panels, water tanks, use of sustainable materials and efficient fixtures and fittings.

The design of the school has considered existing trees on site and aims to retain as many trees as possible while providing the needs of a modern high school. An ecology report and landscape design will be prepared and submitted with the SSD application for the project.

How will traffic and transport be managed?

We identify and review transport impacts early in the planning process and collaborate with state, local and school stakeholders to put in place appropriate traffic management.

A preliminary transport assessment was undertaken in the early stages of planning to identify the challenges and opportunities associated with travel to the site. A complete transport assessment is currently being completed, which will be one of several technical reports supporting the State Significant Development (SSD) application for the project.

The assessment report will also include a school transport plan to manage travel demand and inform stakeholders such as bus operators, Transport for NSW and City of Newcastle about transport requirements. Information about the new transport and access arrangements will be communicated prior to the school opening.

Frequently asked questions (continued)

When will construction work begin?

Construction work can start on site after the SSD application is approved and following the tender process for a construction contractor.

How can I provide feedback on the project?

We are committed to working together with our school communities and other stakeholders to deliver the best possible learning facilities for students. Your feedback on this project is important to us. If you would like to provide feedback or ask questions about the project prior to the SSD submission, please contact us via email at schoolinfrastructure@det.nsw.edu.au or phone 1300 482 651.

Following the lodgement of the SSD application, the project will be placed on public exhibition by the Department of Planning and Environment (DPE). During this time, you can provide a formal submission by using the 'Make a Submission' link on the project page of the DPE website. More information about this process: pp.planningportal.nsw.gov.au/major-projects.

How can I keep up to date about this project?

Updates about this project are regularly published on its webpage. You can visit the project webpage by scanning the QR code below or visiting edu.nsw.link/NewcastleEC.



Stay informed



Website

Stay up to date by visiting the School Infrastructure NSW website schoolinfrastructure.nsw.gov.au



Email

Contact the Community Engagement team by emailing schoolinfrastructure@det.nsw.edu.au



Phone

Contact us between 9:00am and 5:00pm, Monday to Friday on **1300 482 651**