



COMMUNICATION AND CONSULTATION PLAN

7 November 2017 | REVISION 3

North Kellyville Public School
Department of Education



smart people
smarter solutions

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Revision status

Revision	Date	Amended By	Endorsed By	Amendment Notes
1	3 May 2017			
2	15 May 2017	IBG		Org. Chart updated
3	7 November 2017	Meg Dutta	Jade Marin	For Distribution

Document Control

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Date: 7 November 2017

Approved for issue: Jade Marin

Date: 7 November 2017



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1.0 Purpose

It is standard practice for the Department of Education (DoE) to actively seek the views of the community and other stakeholders in relation to the planning and design of schools by engaging them in a consultative process. The knowledge gained through this process is then used to enable well-informed decisions by DoE throughout a project's lifecycle.

The purpose of this Communication and Consultation Plan is to set out the strategy for engagement that serves to inform the community and other stakeholders about the project. This plan will be developed and refined over the course of the project, in consultation with DoE and key stakeholders.

Public consultation is a two-way process, enabling the Department to gain information and knowledge from the community with a mechanism to discuss issues and suggestions. It also provides a method for the Department to inform stakeholders on progress and activities, throughout the project.

For the project to be a success, the goals of various stakeholders must be combined into a single solution and to achieve this a shared vision (Educational Principles) has been developed and agreed at the outset. This can then be used as a yardstick and checkpoint throughout all stages of the development to ensure the result aligns with the vision.

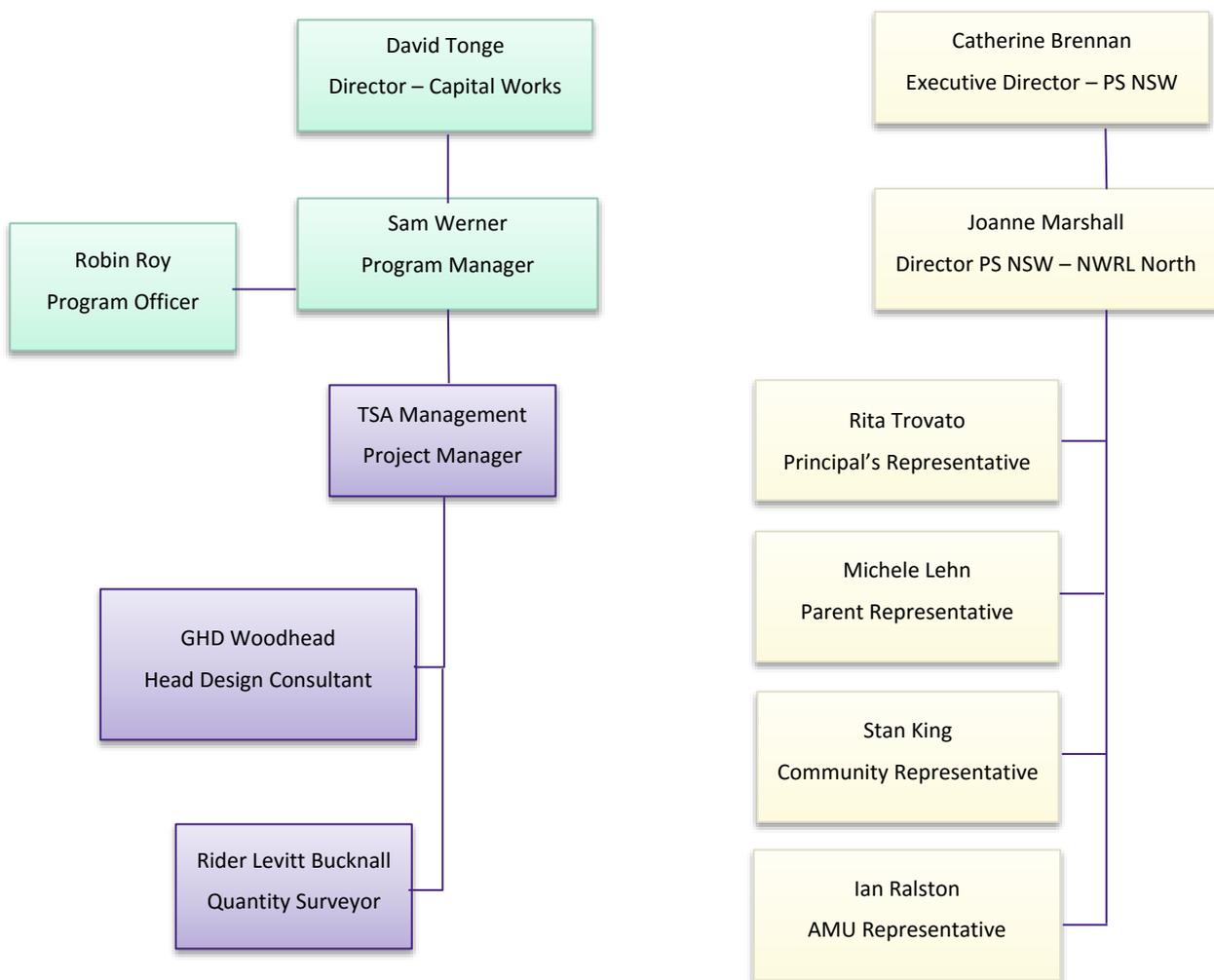
2.0 Objectives

Initiating and maintaining open, transparent and proactive communication and consultation with all relevant parties at various stages within the projects’ development will be critical to the success of the project as it proceeds through the design and construction phases. This Communication and Consultation Plan sets the framework and platform methodologies for the for the North Kellyville PS project.

2.1 The Team

The core team for the project is outlined in Figure 2.1 below.

Figure 2.1 The Team



3.0 Project Context

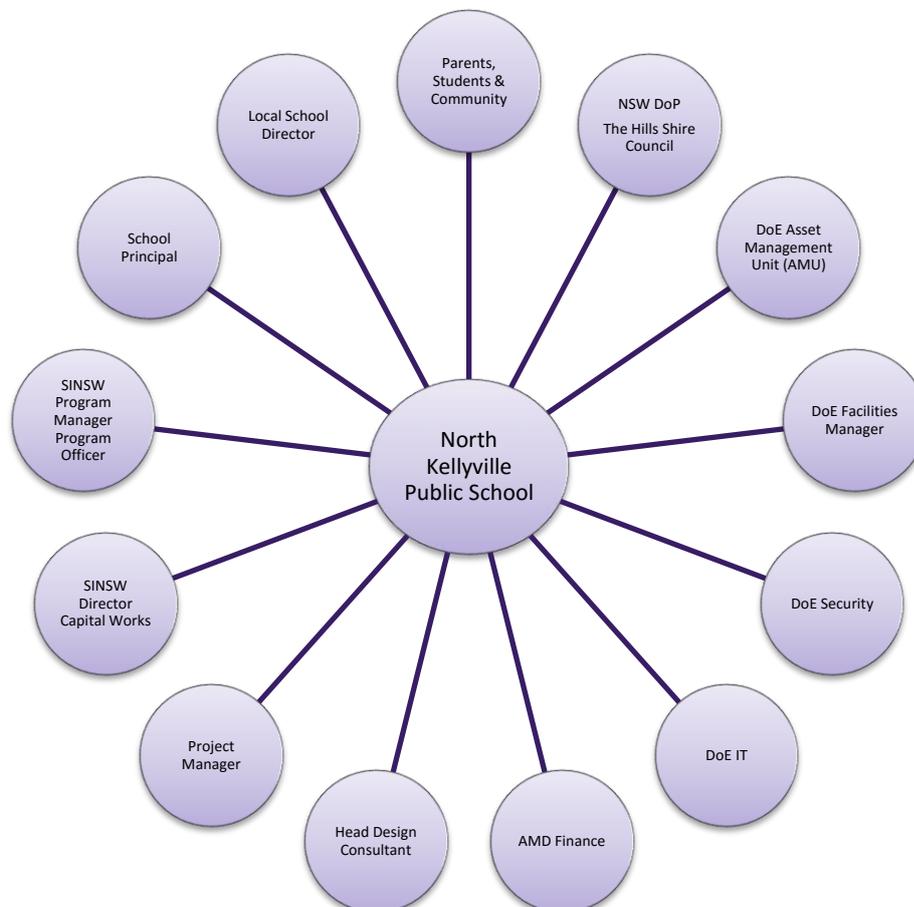
The objectives of the project include the following:

- Successfully deliver a Major Capital Works landmark project on time and on budget;
- To establish a Project Reference Group to include all key stakeholders, school and community members;
- To deliver high quality, future focused, innovative, state of the art schools that meet the current and future school and community needs and comply with DoE design requirements;
- To comply with relevant NSW Government Guidelines.
- To ensure implementation of the Educational Principles as defined by the PRG.

The primary objective of this plan is to provide the mechanism for genuine participation by the school community and all other key stakeholders. The indicators of success in achieving this will be:

- A consultation process in line with Department and State Government policy;
- Genuine engagement with all relevant stakeholders identified in Figure 3.1;
- A design which satisfies, or exceeds, stakeholders' needs;
- Protection and enhancement of the reputation of the Department.

Figure 3.1 Stakeholder Map



3.1 Context of North Kellyville Public School

The rezoning and new release of land in Sydney’s North-West is encouraging the development of new housing. This is driving population growth and thus increasing demand for schools.

This need informs the Business Case for a new primary school to meet the strategic direction of the NSW Government and the DoE. The *Draft North District Plan* provides the context with regards to the development strategy.

The site identified for the new primary school is approximately 3 kilometres from the Kellyville Sydney Metro Northwest station, currently under construction.

Construction of a new public school will provide 40 new Teaching spaces and Core facilities accommodating up to 1000 students. The new school is to be constructed in 2 stages the first to accommodate up to 500 students, to be completed during Term 1 2019 with the remainder, 500 students, to be ready for occupation on Day 1, Term 1 2020.

3.2 Approach

DoE undertakes public consultation for capital works in circumstances where:

- Asset planning decisions relating to schools are likely to have a significant impact on the community
- There are, or are likely to be, strong community concerns or interest in an asset-related issue involving the school
- The future direction of a school is being decided
- Information is required by the Asset Management Directorate about community needs and priorities to ensure appropriate planning
- A decision may affect minority or disadvantaged groups

Key to the success of this strategy will be a focus on how the proposed facilities will meet the increasing needs of the growing community to the satisfaction of the relevant stakeholders. It will be important that two-way communication between DoE and the various stakeholders is encouraged, ensuring the satisfaction of all user requirements where possible.

The following communication principles are relevant for this plan.

Table 3.1 Communication Principles

Principle	Comment
Transparent and engaging	A consultative and open approach in terms of stakeholder engagement.
To involve, not just inform	Supports a transformational approach and stakeholder engagement with the projects
Credibility	The communication approach should be credible
Face to face communication	Provides for direct involvement and feedback
Consistent messages	This will enhance the professionalism and credibility of the project
Manage expectations	It is important to be realistic rather than raising too much optimism unnecessarily
Listen and respond to feedback	Encourages support with the approach, particularly with responsive actions
Avoid information overload	Succinct, accurate and timely info rather than documentation dumping.

4.0 Consultation Strategy

Genuine participation in the development of the vision for the projects is essential to ensure that the community and other key stakeholders’ needs are understood and represented. This section describes the process by which the stakeholders’ requirements will be embedded in the projects and reviewed at key stages of the process.

4.1 Stakeholders

Each stakeholder has specific objectives and expectations of these projects. By way of example, these may include the following:

Table 4.1 Stakeholder Objectives and Expectations

Stakeholder	Expectation / Objective
DoE	<ul style="list-style-type: none"> • State-of-the-art facilities to enable enhanced educational outcomes. • Meeting the demand for primary school teaching spaces and facilities to accommodate enrolments in 2019 and forecast growth beyond. • Provision of innovative and technology-rich teaching spaces. • Facilities providing a high level of stakeholder acceptance and community support. • Engagement of the broader community with high utilisation in and out of school hours.
Community (Local and Broad)	<ul style="list-style-type: none"> • Sharing use of the facilities with the broader community. • Efficiency in design to optimise sharing of facilities between the school and the community. • Future-proofing such that capacity of existing schools nearby is retained. • Regular access to project information that is up to date.
School’s Community (Teachers, Staff, Parents & Students)	<ul style="list-style-type: none"> • Increasing the capacity of public schooling in the vicinity to meet projections (short and long term) for an increasing student population and the requisite teaching and learning spaces. • A state-of-the-art technology-rich public school that meets contemporary school standards and provides flexibility for future developments in education and adequate space for outdoor activities. • Facilities that support a broad range of teaching and learning styles. • High quality indoor and outdoor environments. • Innovative and flexible tools and technologies.

The objectives and expectations must be considered together by the design team in order to arrive at a coherent and balanced solution.

4.2 The Educational Principles

One of the purposes of the Project Reference Group is to assist with the gathering of input from various stakeholder groups and produce a consensus view. This group has defined and recommended a set of specific Educational Principles which will inform the design, construction and operation of the school.

The Educational Principles have been developed considering:

- Best practice and future-focused education
- Connections / opportunities with education programs at local, state, national and international levels
- Connections / opportunities with local services / facilities
- The existing community culture and history
- Opportunities offered by the site and surrounding environment
- The needs of the local community.

The principles for North Kellyville PS describe the goals of this project, such that targets can be established to indicate to the design team the level of performance desired and against which to measure the proposed design options.

The project will be signed off at various milestones, or 'Gateways', throughout the process to ensure adherence to these principles.

4.3 The Process

There will be three groups involved in the evaluation and sign-off of the design:

- The Technical Stakeholders Group (TSG)
- The Project Reference Group (PRG)
- The Project Steering Committee (PSC)

The membership and roles of these respective groups are summarised in Table 4.2 as follows:

Table 4.2 Stakeholder Groups

Group	Name
Technical Stakeholder Group (TSG)	
DoE Maintenance & Cleaning Unit	Tye Anthonisz
DoE Security Unit	Pat Hannan
DoE ICT Unit	James Stewart
DoE Work Health & Safety Unit	Joanne Frearson
DoE Educational Facilities Standards & Guidelines Unit	Rob Fraser
DoE Learning & Engagement Unit	Robyn Bale
DoE Demountables Coordination Unit	Adam Taylor
Project Reference Group (PRG)	
Director, Public Schools NSW – NWRL North	Joanne Marshall
Principal Representative	Rita Trovato
Parent Representative	Michele Lehn
Community Representative	Stan King
Asset Manager Unit Representative	Ian Ralston
Project Manager	TSA Management
Head Design Consultant	GHD Woodhead
Project Steering Committee (PSC)	
Executive Director, AMD	Tony McCabe
Executive Director, Public Schools NSW	Catherine Brennan
Director Capital Works	David Tonge
Executive Director Learning and Engagement	Brian Smyth-King

At each of the project phases the PRG and TSG will review and provide comment and endorsement in regards to compliance with the established Educational Principles.

The role of the PRG is to endorse a preferred design and provide comment on each successive phase of the project. The role of the TSG is to ensure the preferred design option is compliant with the DoE’s Educational Facilities Standards and Guidelines (EFSG) practice. Design comments and endorsements from the PRG and TSG are forwarded to the PSC for consideration and approval.

5.0 Communication Strategy – Project Team

Various groups need to be established and regular meetings scheduled in relation to communication and consultation within the greater project team.

5.1 Schedule of Project Groups and Meetings

Below is a table of each communication event, describing its purpose, attendees and frequency:

Table 5.1 Communication Events

Meeting/Group	Aim	Attendees	Frequency
1.1 Program Control Group	<ul style="list-style-type: none"> - Approve changes to scope, budget and program - Review MCW program - Approve PCG actions 	<ul style="list-style-type: none"> - Director Capital Works - Executive Director AMD - Program Managers - Dept. Education Procurement - AMD Finance Officer - Schools Group 	Monthly
1.2 Project Coordination Meeting	<ul style="list-style-type: none"> - PM update on projects - Action tracking - Status of project with regard to programme, budget, approvals, risk, stakeholder management, WHS, etc. 	<ul style="list-style-type: none"> - Program Managers - Project Manager 	Monthly
1.3 Project Reference Group	<ul style="list-style-type: none"> - Primary non-technical user group - Endorse designs - Communicate to wider school and local community - Update of project status 	<ul style="list-style-type: none"> - Schools Director - AMU Officer - School Principal - P&C Rep - Project Manager - Head Design Consultant 	Fortnightly during concept design, Monthly thereafter
1.4 Project Steering Committee	<ul style="list-style-type: none"> - Approve design stages and drive Education Outcomes 	<ul style="list-style-type: none"> - Director Capital Works - Executive Director AMD - Education Director - Dept. Education Advisor - Dept. Education Specialist Design Consultant 	Consult as required
1.5 Technical Stakeholder Group	<ul style="list-style-type: none"> - Input at design phases - Incorporation of DoE standards - Design endorsement 	<ul style="list-style-type: none"> - Facilities Management - Dept. Education Security - Dept. Education IT - Educational Facilities Standards and Guidelines - Dept. Education Specialist Design Consultant 	Consult as required

6.0 Communication Strategy – School and Local Community

6.1 Purpose

The community needs to be informed, consulted and provided the opportunity to engage in the process. This section describes how the community at large will be kept up to date on aspects of the project that affect them and be invited to participate in the projects.

The primary purpose of the communication strategy is to keep the wider community informed in regards to:

- Vision and objectives;
- Process;
- Impacts (construction, access, noise, etc.);
- Progress; and
- How they can provide input and feedback throughout the process.

6.2 Methodology

A variety of methods will be used as appropriate to the objectives of each communication and to address the diversity of the audience. Feedback loops will be an important part of each communication to confirm understanding of the message as well as identify issues and/or questions.

Feedback during the each of the phases can be achieved via information booths, digital and conventional publications and online surveys so that those who wish to present in person can do so and those who cannot or do not wish to attend face-to-face forums can still voice their opinions.

The level of intensity of engagement will vary also, from passive information provision to first-hand experiences. Table 6.2 below outlines the different communication methods that can be used depending on the level of information transfer and consultation.

Table 6.2 Levels of Engagement

	Communication Methods
Inform	<ul style="list-style-type: none"> • Webpage for the project • Flyers • Local paper notices • Information booths • Media releases
Consult	<ul style="list-style-type: none"> • Online surveys • PRG Meetings • Focus Group Meetings
Involve	<ul style="list-style-type: none"> • Workshops • Site Tours • Events • Hands-on participation

The following sections include a strategy for these communications by stage. Each is divided into three subsections:

What: What information will the community be looking for?
What sort of feedback is the project team looking for?

How: How is that information best shared?
Will we need more than one method?

When: When should the information be delivered?
How often should updates be provided?

This strategy will be developed and refined over the course of the project in consultation with DoE and the PRG.

6.3 Design and Approval

The critical elements to be communicated in the design and approvals process are:

- What is the project vision?
- How will it affect me (i.e.: property value, amenity)?
- What is the approval process and how can I participate?
- What will the buildings/development/site look like?

Timely release of this information will assist in building trust with the community, the focus should be on understanding the feedback.

Table 6.3 Communication Program – Design and Approval

What	Responsibility	How	When	How Often
<ul style="list-style-type: none"> Educational Principles 	<ul style="list-style-type: none"> PRG 	<ul style="list-style-type: none"> Update on website 	<ul style="list-style-type: none"> When the PRG is formed, and has had its first meeting 	<ul style="list-style-type: none"> Once
<ul style="list-style-type: none"> Educational Principles outcome 	<ul style="list-style-type: none"> HDC/PM 	<ul style="list-style-type: none"> Update on website 	<ul style="list-style-type: none"> When the PRG has agreed the Educational Principles and they have been signed off by the TSG and PSC 	<ul style="list-style-type: none"> Once
<ul style="list-style-type: none"> Concept Design Site history Reference projects that informed the concept Other design research 21st century education Schools Facilities Guidelines How the design performs in regards to the Educational Principles 	<ul style="list-style-type: none"> HDC/PM 	<ul style="list-style-type: none"> Update on website Flyers Local paper notice Media release Information booths Perspectives of approved concept uploaded to website 	<ul style="list-style-type: none"> Upon approval of design from PSC 	<ul style="list-style-type: none"> Once
<ul style="list-style-type: none"> Schematic Design How the design performs in regards to the Educational Principles 	<ul style="list-style-type: none"> HDC/PM 	<ul style="list-style-type: none"> Flyers Update on website Information Booths 	<ul style="list-style-type: none"> Upon approval of design from PSC 	<ul style="list-style-type: none"> Once
<ul style="list-style-type: none"> Lodgement of SSD 	<ul style="list-style-type: none"> HDC/PM 	<ul style="list-style-type: none"> Update on website Authority notification and comment process 	<ul style="list-style-type: none"> Upon lodgement 	<ul style="list-style-type: none"> Once
<ul style="list-style-type: none"> Approval process Summary of approval process Status updates SSD Approval Update 	<ul style="list-style-type: none"> HDC/PM 	<ul style="list-style-type: none"> Update on website 	<ul style="list-style-type: none"> Upon lodgement and as required 	<ul style="list-style-type: none"> Minimum: Monthly updates
<ul style="list-style-type: none"> Design Development How the design performs in regards to the Educational Principles 	<ul style="list-style-type: none"> HDC/PM 	<ul style="list-style-type: none"> Update on website 	<ul style="list-style-type: none"> Upon approval of design from PSC 	<ul style="list-style-type: none"> Once

6.4 Works on Site – Early Works and Construction

Critical elements to communicate during the construction phase are:

- How will it affect me (i.e.: access, noise, amenity, etc.)?
- How are the works progressing (have there been delays? If so, how much longer will it be?)
- What is the process if I need to report something?

Table 6.4 Communication Program – Construction

What	Responsibility	How	When	How Often
<ul style="list-style-type: none"> • Site access • How, when and how often the site is expected to be accessed • How this will affect traffic in the area, for how long each day and for how many months • Safety 	<ul style="list-style-type: none"> • Contractor/PM 	<ul style="list-style-type: none"> • Update on website • Flyers • Information Booths • Display board on the site – you are here – plans, etc. – the vista from here 	<ul style="list-style-type: none"> • Prior to any work occurring on site; ideally several months before start on site 	<ul style="list-style-type: none"> • Once
<ul style="list-style-type: none"> • Waste • How waste will be managed • How runoff, dust and noise will be managed • Safety 	<ul style="list-style-type: none"> • Contractor/PM 	<ul style="list-style-type: none"> • Update on website • Flyers • Information Booths 	<ul style="list-style-type: none"> • Prior to any work occurring on site, particularly for the Early Works Package 	<ul style="list-style-type: none"> • Once
<ul style="list-style-type: none"> • Site and heritage • How the site will integrate with the local ecology • How the heritage of the site has been integrated 	<ul style="list-style-type: none"> • Contractor/PM 	<ul style="list-style-type: none"> • Update on website • Flyers • Information Booths 	<ul style="list-style-type: none"> • Shortly after work has commenced on site 	<ul style="list-style-type: none"> • Once
<ul style="list-style-type: none"> • Progress • How the construction process performs against the program 	<ul style="list-style-type: none"> • Contractor/PM 	<ul style="list-style-type: none"> • Update on website • Time-lapse camera • Tours • Information Booths 	<ul style="list-style-type: none"> • On a schedule to be agreed with the contractor but on a regular basis and for a variety of audiences, including: <ul style="list-style-type: none"> • Parents • Students • Teachers • General public • Department community 	<ul style="list-style-type: none"> • Monthly update

6.5 Commissioning and Occupation

Critical elements to communicate in the commissioning and occupation phase are:

- How will it be monitored during occupation?

- How can I give feedback?

Timely and transparent release of this information demonstrates genuine commitment to the agreed process and the focus should be on how these commitments will be addressed post-construction.

Table 6.5 Communication Program – Commissioning and Occupation

What	How	When	How Often
<ul style="list-style-type: none"> • Commissioning • What testing is being carried out, results of the testing 	<ul style="list-style-type: none"> • Update on website • Flyers • Tours 	<ul style="list-style-type: none"> • On a schedule to be agreed with the contractor but on a regular basis and for a variety of audiences, including: <ul style="list-style-type: none"> • Students • Teachers • General public • Department community 	<ul style="list-style-type: none"> • Monthly updates
<ul style="list-style-type: none"> • Occupation • How the school’s operations perform in regards to the Educational Principles 	<ul style="list-style-type: none"> • Update on website • Flyers 	<ul style="list-style-type: none"> • On a schedule to be agreed with the Principal but on a regular basis and for both internal (Business Case) and external (general public) audiences 	<ul style="list-style-type: none"> • 90 Day Report and 6 Monthly Updates thereafter for at least the first 18 months

6.6 Process

All outgoing communications will be prepared by the relevant discipline (e.g. the Architect prepares a Design Statement), reviewed and edited by the Project Manager and sent to the Department for approval and publication.

All incoming communications will be received by the Project Manager and, if required, directed to the relevant discipline / area for response. If the enquiry deals with sensitive information, the preparation of the response will follow the abovementioned process for outgoing communications. However, if the response is straightforward, the Project Manager will issue the response.

The Project Manager will establish a Register of Comments that will be collated from feedback gathered at information booths, online surveys and PRGs.

All media enquiries will be immediately directed to the Department’s media unit.

All enquiries from standing political representatives or candidates for office will be directed to Director, Capital Works.