



## Agency Consultation Report

New High School for Leppington and Denham Court  
**NSW Department of Education**



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**Document Control**

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## 1. Introduction

This Agency Consultation Report has been prepared to support a Review of Environmental Factors (REF) for the Department of Education (DoE) for the new high school for Leppington and Denham Court (the activity). The purpose of the REF is to assess the potential environmental impacts of the activity prescribed by *State Environmental Planning Policy (Transport and Infrastructure) 2021* (T&I SEPP) as “development permitted without consent” on land carried out by or on behalf of a public authority under Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). The activity is to be undertaken pursuant to Chapter 3, Part 3.4, Section 3.37A of the T&I SEPP.

The proposed activity is for the construction of a new high school located at 128-134 Rickard Road, Leppington, NSW, 2179 (the site).

The purpose of this report is to provide an overview of the project team’s consultation with the following agency’s:

- Camden Council,
- Transport For NSW,
- DEECCW,
- the NSW Rural Fire Service,
- the NSW State Emergency Service and
- Sydney Water
- First Nations Community

In addition to the above, agency consultation has been undertaken by various consultants in preparation on their reports of the Part 5 REF submission. Details of the consultation is provided in the individual consultant reports, reporting on this consultation is beyond the scope of this Agency Consultation Report.

### 1.1 Site Description

The site is known as 128-134 Rickard Road, Leppington, NSW, 2179 and is legally described as Lots A and B in Deposited Plan 411211. The site is located on the eastern side of Rickard Road and is approximately 4.1ha in area. The site is located immediately south of the existing Leppington Public School at 144 Rickard Road and is approximately 700m south of Leppington Train Station.

Figure 1 below provides an aerial image of the site.





Figure 1 Aerial image of site (source: NearMap)

The northern portion of the site is currently used for residential purposes. The southern portion of the site is used for agricultural purposes, with multiple greenhouses and an existing pond on the property.

1.2 Proposed Activity Description

The proposed activity is for a new high school for Leppington and Denham Court. The new high school will accommodate up to 1,000 students across 3 new buildings that will comprise 48 permanent teaching spaces (PTS), 3 support teaching spaces (STS), 9 specialist labs/workshops/kitchens and a hall. Buildings A, B and C will wrap the western and southern boundaries of the site, with the hall being located in south-east corner. The activity also includes the construction of a sports field in the centre of the site and 3 x multipurpose courts along the northern boundary. The proposed scope of works is illustrated in Figure 2 below.



Figure 2 New High School for Leppington and Denham Court (source: djrd architects)

2. Agency Consultation

2.1 Camden Council

A record of the project team’s consultation with Camden Council regarding the proposed new high school for Leppington and Denham Court is provided in **Table 2** and **Appendix 2**; details of comments received from Camden Council and the project teams responses are provided in the Agency Consultation Matrix in **Appendix 1**.

Table 2: Camden Council Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
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Mar 4, 2024	SINSW provided comments of Camden Council on the Planning Proposal package for Leppington Town Centre including details of Transport and Access requirements for a new school.	N/A	N/A
Sep 11, 2024	The project team including traffic consultants (Stantec), architects (DJRD) and Camden Council traffic engineers and discussed design solutions around swept-path requirements, future bus services and Kiss & Drop car queueing.	N/A	N/A
Oct 7, 2024	TSA Riley issued Scoping Report to Camden Council.	N/A	N/A
Oct 25, 2024	TSA Riley hosted an online agency consultation meeting of all stakeholders to discuss various aspects of the proposal. TSA Riley emailed the presentation and a copy of the written agency consultation meeting minutes.	Yes	1-4
Nov 5, 2024	Council met with SINSW team and discussed classification of section 7.11 contribution-funded roads, expected gazettal of rezoning mid-2025, design of school in relation to rezoning intent, issue of private developer and owners becoming burdened by new roads on their land to accommodate the school proposal.	N/A	N/A
Dec 19, 2024	SINSW and project team, led by Town Planner Gyde and Traffic Consultant SCT, presented the revised site plan and associated off site works to Camden Council.	Yes	5

## 2.2 NSW Government Architect

A record of the project team's consultation with NSW Government Architect regarding the proposed new high school for Leppington and Denham Court is provided in **Table 3** and **Appendix 3**; details of comments received from GANSW and the project teams responses are provided in the Agency Consultation Matrix in **Appendix 1**.

**Table 3:** NSW Government Architect Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
Sep 25, 2024	SINSW and project team, led by architects DJRD, met with the NSW Government Architect (GANSW) for a State Design Review Panel (SDRP) session. Following the meeting, GANSW responded with recommendations relating to Connecting with Country, Site Strategy and Landscape, Architecture, and Sustainability and Climate Change.	Yes	10-34

## 2.3 Transport for NSW (TfNSW)

A record of the project team's consultation with TfNSW regarding the proposed new high school for Leppington and Denham Court is provided in **Table 4** and **Appendix 4**; details of comments received from TfNSW and the project teams responses are provided in the Agency Consultation Matrix in **Appendix 1**.

**Table 4:** TfNSW Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
Sep 11, 2024	SINSW and project team, led by Traffic Consultant SCT, met with TfNSW for Traffic Working Group (TWG) 1 at which design solutions around swept-	Yes	35-39



path requirements, future bus services and Kiss & Drop car queueing were discussed.

## 2.4 DCCEEW

A record of the project team's consultation with DCCEEW regarding the proposed new high school for Leppington and Denham Court is provided in **Table 5** and **Appendix 5**; details of comments received from DCCEEW and the project teams responses are provided in the Agency Consultation Matrix in **Appendix 1**.

**Table 5:** DCCEEW Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
Oct 18, 2024	TSA Riley issued the project Scoping Report to DCCEEW. In their response, DCCEEW advised that they were not able to respond	N/A	N/A

## 2.5 NSW Rural Fire Service (RFS)

A record of the project team's consultation with NSW RFS regarding the proposed new high school for Leppington and Denham Court is provided in **Table 6** and **Appendix 6**; details of comments received from NSW RFS and the project teams responses are provided in the Agency Consultation Matrix in **Appendix 1**.

**Table 6:** RFS Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
Oct 18, 2024	TSA Riley issued the project Scoping Report to NSW RFS via email; NSW RFS responded by email advising that they would respond to a queries as part of a formal planning application process.	No	N/A
Oct 29, 2024	SINSW and BlackAsh (Bushfire Consultant) met with NSW RFS to discuss the proposed GHHS. At the meeting NSW RFS confirmed that the site is low risk and will be treated accordingly with no requirement for compliance with BPB 2019, NCC, or Spec 43.	No	N/A
Nov 29, 2024	NSW RFS advised that the land is not located on a bush fire prone area. Therefore no additional assessment for bush fire protection is required to be prepared for the proposal for compliance with Planning for Bush Fire Protection 2019.	No	N/A

## 2.6 NSW State Emergency Service (SES)

A record of the project team's consultation with NSW SES regarding the proposed new high school for Leppington and Denham Court is provided in **Table 7** and **Appendix 7**; details of comments received from NSW SES and the project teams responses are provided in the Agency Consultation Matrix in **Appendix 1**.

**Table 7:** SES Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
Oct 18, 2024	TSA Riley issued the project Scoping Report to NSW SES via email; NSW SES responded by email advising that it was available to meet for an agency consultation meeting and was interested in receiving information.	No	N/A

Oct 31, 2024	TSA Riley hosted an online agency consultation meeting of all stakeholders. The main issues discussed were the need to consider the SES Flood Evacuation Modelling Report and wider Hawkesbury-Nepean Flood Emergency Sub-Plan, various evacuation timings/strategies and the potential impacts of surrounding road flooding.	No	N/A
Nov 6, 2024	TSA Riley emailed the presentation and a copy of the written agency consultation meeting to SES; SES replied by email with items to be addressed in a site-specific Flood Impact and Risk Assessment (FIRA).	Yes	47

## 2.7 Sydney Water

A record of the project team's consultation with Sydney Water regarding the proposed new high school for Leppington and Denham Court is provided in **Table 8** and **Appendix 8**; details of comments received from Sydney Water and the project teams responses are provided in the Agency Consultation Matrix in **Appendix 1**.

**Table 8:** Sydney Water Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
Oct 11, 2024	TSA Riley issued the project Scoping Report to Sydney Water via email; Sydney Water responded by email and phone recommending that a registered water services coordinator lodge a feasibility study for each high school proposal to invoke high-level advice from Sydney Water in response, notwithstanding there was no statutory response time limit for this process.	Yes	48
Nov 27, 2024	WSCE water service coordinator provided an update that the feasibility application for external sewer works was submitted. Case Number 219026	No	N/A

## 2.8 Connecting With Country

A record of the project team's consultation with the Aboriginal Community including Traditional Custodians, Knowledge Holders, Elders, RAPs (Registered Aboriginal Parties), LALC (Land Councils), and local Aboriginal members of the community regarding the proposed new high school for Leppington and Denham Court is provided in **Table 9** and **Appendix 9**; details of comments received from the Connecting with Country sessions and the project teams responses are provided in the Connecting With Country Report Design Report prepared by Yerrabingin (**Appendix 1**).

**Table 8:** Connecting with Country Consultation Record

Date	Details of Consultation	Response Required?	Matrix ID#
Sep 23, 2024	An on-Country walk as part of the knowledge collective stage was completed with First Nation community members, Yerrabingin staff, the project team and community members to understand the site's context, explore the needs of Country in this place, and build strong relationships with one another.	Yes	52
Oct 4, 2024	A second An on-Country walk was completed with First Nation community members and the project team to explore the three focus areas which	Yes	52



	arose from the on-Country walk and discussions. These included Reflecting Country, Contributing to Country, and Country as a teacher.		
Nov 5, 2024	<p>The design development progress was shared with community at our Community Feedback session on Tuesday, November 5th 2024. The session was attended By First Nations community members and the project team.</p> <p>In the session, Yerrabingin presented project updates and what opportunities had emerged from the Collaborative Workshop. Consultants then presented their project progress to the group, highlighting how specific elements from the opportunities identified in the Collaborative Workshop have been explored in the current design.</p> <p>Based on the feedback provided in this session, the project team have been able to progress with ideas relating to the key opportunity areas, such as integrating local materials, colours, textures and motifs into the future school design, encouraging links to the Blue Mountains and Sky Country, and designing internal and external spaces where staff and students can nourish their connection to Country.</p>	No	N/A

### 3. Conclusion

This Agency Consultation Report has detailed the consultation undertaken by the project team including TSA Riley, Gyde, SINSW, and various design and technical consultants in relation to the proposed new high school for Leppington and Denham Court (the proposal) located at 128-134 Rickard Road, Leppington, NSW, 2179 (the site) including:

- Camden Council,
- Transport For NSW,
- DEECCW,
- the NSW Rural Fire Service,
- the NSW State Emergency Service and
- Sydney Water
- First Nations Community

Comments received from the various agency’s have been incorporated into the design and technical reports that have been prepared by consultants to support the Part 5 REF submission for the proposal. An overview of the responses is provided in **Appendix 1** with references to reports for specific details. It is anticipated that the project team will continue to consultant with various agencies throughout the planning and design finalisation phases to ensure the proposed new high school for Leppington and Denham Court addresses any concerns where practical and appropriate mitigation measures are implemented.

## Appendix 1 – Agency Consultation Matrix



New High School for Leppington and Denham Court							
Agency Consultation Matrix							
ID #	Topic	Meeting Ref.	Agency Comments	Responsibility	Project Response	Status	
Camden Council							
1	Flooding	Leppington - Council Meeting Minutes - Oct 25th 2024	Council noted flooding impact and potential site access	TTW	A Floor Emergency Management Plan and a Flood Engineering Report were completed and assessed the low flooding impacts of the site.	Closed	
2	Carparking/Traffic	Leppington - Council Meeting Minutes - Oct 25th 2024	Council concerned with carparking numbers in the proposal. Surrounding roads have limited street parking. Conversation developed further around the understanding of a “sandwiched” site (considering future road layouts) and a team solution to be developed. However, Council would like a well thought through solution from the project team for further consideration. Temporary carpark would be a possibility	Stantec / DJRD	An onsite car park was included into the design to address to limited car parking options currently on the site.	Closed	
3		Leppington - Council Meeting Minutes - Oct 25th 2024	Council advised that the construction of the surrounding road development is contingent on collecting section 7.11 contributions from other approved developments (once the section 7.11 contribution plan amendment had been approved), which had recently stalled due to unfavourable economic conditions (includes both acquisition of roads and delivery of roads). This affects the timing of the construction works as led by Council. Currently any road construction would be led by nearby developers which may not occur before 2030 (a draft DCP is likely by March 2025)	Stantec	The design of the school and supporting consultant reports have assessed the activity in the sites current state and does not rely on the completion of the road upgrades to allow the school to operate.	Closed	
4		Leppington - Council Meeting Minutes - Oct 25th 2024	Council prefers a larger Kiss & Drop zone on Rickard Road (a 'left in and left out' to the new south road to be considered) Note that a combined campus approach to Kiss and Drop Zone could be adopted (High School + Public School) once Eastern Road infrastructure is built.	Stantec	The maximum length of the kiss and drop was design to in consultation and consideration of councils comments. As the promary school kiss and drop is not included in this REF submission, it cannot be taken into account at this stage.	Closed	
5		Leppington - Council Meeting Minutes - Dec 19th 2024	SINSW and project team, led by Town Planner Gyde and Traffic Consultant SCT, presented the revised site plan and associated off site works to Camden Council. Camden Council deemed the plan update, which included minor road works such as signage and traffic guidance items, as acceptable.	Stantec	Public domain and external works details on Architectural drawings and Civil drawings were updated to include the external items.	Closed	
6	Urban Planning	Leppington - Council Meeting Minutes - Oct 25th 2024	Council advised the potential rezoning of the Leppington Town Precinct could be gazetted sometime in 2025, dependent on various government agency submissions and processing time  Council asked whether there are any direct links between the primary school and high school sites	Gyde	No links to primary school are planned as part of the activity submitted as part of this REF.	Closed	
7	Stormwater / Sewer Connection	Leppington - Council Meeting Minutes - Oct 25th 2024	Council reviewed the four sewer connections presented and would likely support Sewer Option 1 (sewer to run within road reserve as per the Road Guidelines along Rickard Road south to an Ingleburn Road connection) subject to Sydney Water feedback and road alignment study. Council also considered a sewer entry along eastern alignment of Rickard Road, subject to an easement through neighbouring property)	WSCE	Option 1 sewer strategy has been selected and forms part of the REF submission.	Closed	
8		Leppington - Council Meeting Minutes - Oct 25th 2024	Council also noted that there are only DA approvals around corner of Rickard Road but not north of this point (which could assist sewer connection optioneering)	WSCE	Option 1 sewer strategy has been selected and forms part of the REF submission.	Closed	
9		Leppington - Council Meeting Minutes - Oct 25th 2024	Overland flow to south-east corner without onsite detention would be an issue.	TTW	Stormwater pits were included in the south-east corner of the site in line with the final RL sections.	Closed	
NSW Government Architect							
10	Connecting with Country	Leppington - Government Architect State Design Review Panel 25/09/2024	Develop the healing Country approach by identifying site specific sustainability measures.	CCW	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
11		Leppington - Government Architect State Design Review Panel 25/09/2024	Continue the engagement with Yerrabingin to further develop the Connecting with Country strategy for the project and integrate the outcomes of the engagement process into the design.	CCW	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
12		Leppington - Government Architect State Design Review Panel 25/09/2024	Carefully assess the existing site conditions:  a. Interrogate the topography of the site to better inform the masterplan. b. Analyse the current flow of water on site and provide drawings to illustrate this. Incorporate the flow of water into the proposed masterplan and utilise it in the approach to healing Country. c. Retain significant vegetation wherever possible. d. Identify existing outlooks and bring those views into the site through careful framing and building placement.	CCW	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
13	Site Strategy	Leppington - Government Architect State Design Review Panel 25/09/2024	Provide alternative options for the location of the temporary road, for example along the northern boundary.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
14		Leppington - Government Architect State Design Review Panel 25/09/2024	Reduce the southern setback along the new south road to increase the play area within the school campus and to preserve existing trees.	Stantec / DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
15		Leppington - Government Architect State Design Review Panel 25/09/2024	If a viable alternative location cannot be provided, DoE should take all possible steps to support council to deliver the section of new south road along the southern boundary in time for the stage 1 opening.	SI / Stantec	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
16		Leppington - Government Architect State Design Review Panel 25/09/2024	Respond to key elements of the broader context including the green corridor and the mixed-use zone to the north of the site to ensure the school can successfully serve as an anchor for the local community.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
17		Leppington - Government Architect State Design Review Panel 25/09/2024	Improve the relationship to the future masterplan of the neighbouring primary school to support future potential shared uses and connections.	SI / DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
18		Leppington - Government Architect State Design Review Panel 25/09/2024	Test relocation of the hall to the west of the site adjacent to the assembly area so that it can serve as an acoustic buffer to Rickard Road while providing shade to the assembly area.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
19		Leppington - Government Architect State Design Review Panel 25/09/2024	Provide masterplan options along with justifications for the arrangement of buildings which address all site strategy concerns.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
20		Landscape	Leppington - Government Architect State Design Review Panel 25/09/2024	Improve the design of the corner of Rickard Road and the new south road: a. Share the landscaped area with the community to create a sense of welcoming, openness and inclusivity – remove perimeter fencing. b. Relocate the substation from this area to improve the quality and legibility of the arrival experience.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed
21			Leppington - Government Architect State Design Review Panel 25/09/2024	Interrogate the spaces between the buildings to create a diverse range of spaces within the landscape that can cater to various activities, including intimate areas for smaller groups to complement the larger spaces such as the sports fields.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed
22	Leppington - Government Architect State Design Review Panel 25/09/2024		Integrate the ramping across the site into the landscaping and make them more inviting as play spaces by introducing moments for rest and gathering.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
23	Leppington - Government Architect State Design Review Panel 25/09/2024		Demonstrate that appropriate drainage is provided across the site to adequately support healthy Country.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
24	Leppington - Government Architect State Design Review Panel 25/09/2024		Explore opportunities to reorient the basketball courts to the North to South direction to minimise the impact of the sun on players on opposing teams.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
25	Leppington - Government Architect State Design Review Panel 25/09/2024		Reconsider the ‘ringed perimeter fencing’ approach as a project assumption.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
26	Leppington - Government Architect State Design Review Panel 25/09/2024		Reduce the extent of perimeter fencing.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
27	Leppington - Government Architect State Design Review Panel 25/09/2024		Wherever possible, use the building itself as a secure line.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
28	Sustainability and Climate Change	Leppington - Government Architect State Design Review Panel 25/09/2024	Set fence lines back beyond built form lines and conceal with soft planting.	DJRD	Addressed by DJRD in Architectural Design Report, refer to section 7.1	Closed	
29		Leppington - Government Architect State Design Review Panel 25/09/2024	Set clear and realistic sustainability targets that are specific for the project and deliverable within the cost plan. Demonstrate how they will be achieved and integrated into the site planning.	Steensen Varming	Addressed by DJRD in Architectural Design Report, refer to section 5.3	Closed	

30		Leppington - Government Architect State Design Review Panel 25/09/2024	Ensure the climate resilience of the school by implementing the following measures: a. Incorporate water-sensitive urban design strategies into the masterplan and landscape design.	DIRD	Addressed by DIRD in Architectural Design Report, refer to section 6.0	Closed
31		Leppington - Government Architect State Design Review Panel 25/09/2024	b. Retain existing trees wherever possible. Provide an arborist report for all trees and clearly indicate significant trees to be retained on plans.	DIRD	Addressed by DIRD in Architectural Design Report, refer to section 4.1	Closed
32		Leppington - Government Architect State Design Review Panel 25/09/2024	c. Provide sufficient tree canopy cover that reflects the targets for the proposed town centre to passively cool the site while promoting biodiversity.	DIRD	Addressed by DIRD in Architectural Design Report, refer to section 6.0	Closed
33		Leppington - Government Architect State Design Review Panel 25/09/2024	d. Increase the amount of artificial shade across the site to mitigate the impacts of the urban heat island effect and to create comfortable outdoor spaces.	DIRD	Addressed by DIRD in Architectural Design Report, refer to section 7.1	Closed
34		Leppington - Government Architect State Design Review Panel 25/09/2024	The following advice was provided on elements of the pattern book that are outside the scope of review: 1. Widen the roof overhang and the elevated walkways to ensure sufficient shading is provided to create more comfortable outdoor spaces and to mitigate the impacts of the urban heat island effect.	DIRD	Addressed by DIRD in Architectural Design Report, refer to section 7.1	Closed
<b>TfNSW</b>						
35	Transport	Leppington - Traffic Meeting Minutes - Sep 11th 2024	Swept path assessment for any roads that would provide access for buses (stage 1 and stage 2) is needed. Splays at intersections may be needed to enable bus turning movements	Stantec	Swept path analysis have been completed and included in the Transport Impact Assessment Report which is included as part of the REF submission.	Closed
36		Leppington - Traffic Meeting Minutes - Sep 11th 2024	Council raised concern for student drop-offs/ pick-ups occurring on the western side of Rickard Road, causing students to cross the road during the stage 1 2029 scenario.	Stantec	No stopping signs have been included into the design to remove the possibility of drop-offs/pick ups occurring on the western side of Rickard Road	Closed
37		Leppington - Traffic Meeting Minutes - Sep 11th 2024	John Broady (Transport for NSW) provided information on future public bus services for 2029 and 2041 time periods. This covered the B40, B41, B61 services, frequencies and route alignment.	Stantec	Noted.	Closed
38		Leppington - Traffic Meeting Minutes - Sep 11th 2024	Camden Council mentioned the following concerns provided by the Leppington Public School Principal: • Current queues lining up to the Leppington train station during pick-up/ drop-off times. • Limited school bus services allocated to the school.	SINSW	Noted. Leppington Public School does not for apart of this REF submission.	Closed
39		Leppington - Traffic Meeting Minutes - Sep 11th 2024	Transport for NSW responded that there is limited budget for additional buses. Only shifting of existing bus services can be accommodated.	Stantec	Noted. Leppington Public School does not for apart of this REF submission.	Closed
<b>DCCEEW</b>						
40		DEECW contact attempt and reply - Oct 18th 2024	Sam Bush from TSA emailed Susan Harrison from (DCCEEW) on 18/10/24, seeking early stage DCCEEW feedback on four new high school to discuss environmental, water management and climate change design impacts.	Note	N/A	Closed
41		DEECW contact attempt and reply - Oct 18th 2024	October 25th 2024 - SINSW advised TSA Riley that further correspondence from DCCEEW is anticipated at a later date.	Note	N/A	Closed
<b>NSW RFS</b>						
42		RFS contact attempt and reply - Oct 18th 2024	October 18th 2024 - TSA Riley made multiple phone calls and sent an email to RFS requesting early stage feedback on the activity.	Note		Closed
43		RFS contact attempt and reply - Oct 18th 2024	22nd October 2024 - RFS response to email noting that a response would be provided as soon as possible.	Note		Closed
44		DAP Pre-DA Advice - 128-134 Rickard Road Leppington - Nov 29th 2024	NSW RFS advised that the land is not located on a bush fire prone area. Therefore no additional assessment for bush fire protection is required to be prepared for the proposal for compliance with Planning for Bush Fire Protection 2019.	Note		Closed
<b>NSW SES</b>						
45		SES contact attempt - Oct 18th 2024	Sam Bush from TSA emailed Elspeth (NSW SES), looking to arrange a video meeting to gain some early insight into SES feedback for four schools, including the new high school for Leppington and Denham Court	Note		Closed
46		SES Powerpoint Presentation - Oct 31st 2024	October 31st 2024 - TSA Riley hosted an online agency consultation meeting of all stakeholders. The main issues discussed were the need to consider the SES Flood Evacuation Modelling Report and wider Hawkesbury-Nepean Flood Emergency Sub-Plan, various evacuation timings/strategies and the potential impacts of surrounding road flooding.	Note		Closed
47		SES reply - Nov 6th 2024	November 5th 2024 - TSA Riley emailed the presentation and a copy of the written agency consultation meeting to SES and asking to review the attached MM and presentation and provide feedback in writing within 2 weeks.  SES were satisfied with the primary response of the Department of Education and noted inclusions that the Flood reports for each project would need to address.	Note	Flood Report and Flood Emergency Management Plan were completed and for apart of the REF submission.	Closed
<b>Sydney Water</b>						
48		Sydney Water contact attempt and reply - Oct 11th 2024	October 11th 2024 - TSA Riley made multiple phone calls and sent multiple emails to Sydney Water regarding external connections. Sydney Water responded by email and phone recommending that a registered water services coordinator lodge a feasibility study for each high school proposal to invoke high-level advice from Sydney Water in response, notwithstanding there was no statutory response time limit for this process.	WSCE	A feasibility application via a Water services coordinator was completed and submitted.	Closed
49		Sydney Water S73 Sewer Application Status - Nov 27th 2024	November 27th 2024 - WSCE water service coordinator provided an update that the feasibility application for external sewer works was submitted. Case Number 219026	Note		Closed
<b>Connecting with Country</b>						
51		Connecting with Country workshop 1 - Sep 23rd 2024	An on-Country walk as part of the knowledge collective stage was completed with First Nation community members, Yerrabingin staff, the project team and community members to understand the site's context, explore the needs of Country in this place, and build strong relationships with one another.	DIRD	Project response provided below.	Closed
52		Connecting with Country workshop 1 - Oct 4th 2024	A second An on-Country walk was completed with First Nation community members and the project team to explore the three focus areas which arose from the on-Country walk and discussions. These included Reflecting Country, Contributing to Country, and Country as a teacher.	DIRD	Collaborative design workshops led by Yerrabingin identified recycling of material of Country as a site specific sustainability measure: the re-use of the timbers from felled trees on site and the inclusion of locally sourced stone in the landscaping, particularly in the terracing between the sports courts and the field, and the winding access path up from the secondary entry on Rickard Road to the sports courts. The importance of the geology of the landscape is also carried through into the colour sections and layering of colour in the facades. Native species planting throughout the site will also contribute significantly to healing Country which had previously been cleared for agricultural purposes.	Closed
53		Connecting with Country Field Session, Nov 4th 2024	The design development progress was shared with community at our Community Feedback session on Tuesday, November 5th 2024. The session was attended by First Nations community members and the project team. In the session, Yerrabingin presented project updates and what opportunities had emerged from the Collaborative Workshop. Consultants then presented their project progress to the group, highlighting how specific elements from the opportunities identified in the Collaborative Workshop have been explored in the current design. Based on the feedback provided in this session, the project team have been able to progress with ideas relating to the key opportunity areas, such as integrating local materials, colours, textures and motifs into the future school design, encouraging links to the Blue Mountains and Sky Country, and designing internal and external spaces where staff and students can nourish their connection to Country.	Note		Closed

## **Appendix 2 – Camden Council Consultation**

## School: **Denham Court & Leppington**

### Agency Consultation: Camden Council – Meeting Minutes

**Meeting Purpose:** Discussion of proposed high school

**Meeting Time:** Friday 25<sup>th</sup> October 2024 from 10am – 11am at Camden Council (Mini Chambers Room and via MS Teams online)

**Meeting Attendees:** Shay Bergin (Schools); Rory Wynbergen (Schools); Jarred Statham (Schools); Jenny Chu (Schools); Emily French (DJRD); Belinda Barrie (Gyde); Stephen Fok (TTW); Elizabeth Muscat (Stantec); Stuart Sullivan (WSCE); Lew Short (BlackAsh); Jamie Erken (Council); Sugule Mohamed (Council); Tom Allen (Council); Nicole Magurren (Council); Stephen Pratt (Council); Bradley Colling (Council); David Atkin (Council); Malcolm Taylor (TSA); David Thalouth (TSA); Sam Bush (TSA)

No.#	Issue:	Notes:
1	<p><u>Flooding</u></p> <p>Council noted flooding impact and potential site access</p>	<ul style="list-style-type: none"> <li>SINSW is in contact with NSW SES to discuss flooding issues/site access</li> </ul>
2	<p><u>Carparking/Traffic</u></p> <p>Council concerned with carparking numbers in the proposal. Surrounding roads have limited street parking. Conversation developed further around the understanding of a “sandwiched” site (considering future road layouts) and a team solution to be developed. However, Council would like a well thought through solution from the project team for further consideration. Temporary carpark would be a possibility.</p> <p>Council advised that the construction of the surrounding road development is contingent on collecting section 7.11 contributions from other approved developments (once the section 7.11 contribution plan amendment had been approved), which had recently stalled due to unfavourable economic conditions (includes both acquisition of roads and delivery of roads). This affects the timing of the construction works as led by Council. Currently any road construction would be led by nearby developers which may not occur before 2030 (a draft DCP is likely by March 2025)</p> <p>Council prefers a larger Kiss &amp; Drop zone on Rickard Road (a ‘left in and left out’ to the new south road to be considered) Note that a combined campus approach to Kiss and Drop Zone could be adopted (High School + Public School) once Eastern Road infrastructure is built.</p>	<ul style="list-style-type: none"> <li>SINSW to provide case study examples of successful carparking arrangements of other schools</li> <li>SINSW advised that the proposed designs shared in presentation are contingent on surrounding road construction</li> <li>Council to provide updated road designs to project team with reduced level measurements to assist design of proposed school entrance levels</li> </ul>



No.# Issue:	Notes:
<p>3     <u>Urban Planning</u></p> <p><i>Council advised the potential rezoning of the Leppington Town Precinct could be gazetted sometime in 2025, dependent on various government agency submissions and processing time</i></p> <p><i>Council asked whether there are any direct links between the primary school and high school sites</i></p>	<ul style="list-style-type: none"> <li>• SINSW advised intention to deliver school in early 2027</li> <li>• SINSW to review inter-school pedestrian links for final design</li> </ul>
<p>4     <u>Stormwater/ Sewer Connections</u></p> <p><i>Council reviewed the four sewer connections presented and would likely support Sewer Option 1 (sewer to run within road reserve as per the Road Guidelines along Rickard Road south to an Ingleburn Road connection) subject to Sydney Water feedback and road alignment study. Council also considered a sewer entry along eastern alignment of Rickard Road, subject to an easement through neighbouring property)</i></p> <p><i>Council also noted that there are only DA approvals around corner of Rickard Road but not north of this point (which could assist sewer connection optioneering)</i></p> <p><i>Overland flow to south-east corner without onsite detention would be an issue.</i></p>	<ul style="list-style-type: none"> <li>• Council to provide updated road designs with reduced level measurements to assist design of proposed stormwater infrastructure (similar to above)</li> <li>• SINSW consultants to consider solutions and advise Council.</li> </ul>
<p>5     <u>Bushfire</u></p> <p><i>Council had no comments at this stage</i></p>	

## David Thalouth

---

**From:** David Thalouth  
**Sent:** Thursday, 19 December 2024 3:13 PM  
**To:** Georgia Sedgmen; Rory Wynbergen; shay.bergin1; efrench  
**Cc:** Mathew Romanous; Nitesh Poudyal; brett.maynard@stantec.com; elizabeth.muscat@stantec.com; volker.buhl@stantec.com  
**Subject:** LHS - Rickard Rd Traffic Schematic Design

Hi All,

Please see below key points from today's meeting with Camden Council.

- Planning meeting conducted with Camden Council to discuss the external works, including Rickard Rd changes to allow for the school to be developed.
- David Atkin (Camden Traffic) noted that the widening of Rickard Rd should be checked to confirm that Building B does not clash with the road widening design.
- Site plan DWG to be issued to David Atkin (Camden Traffic) to allow for overlay with Rickard Rd upgrade design.
- Roy El kazzi noted that a children's crossing is proposed for the public school. Location to be confirmed.
- Michael Grasso noted that there should be localised road widening on the high school side of Rickard Rd to allow for the road median to be installed.

The above will be included into the LHS REF consultation register being compiled by TSA.

Kind regards,

**David Thalouth**

Project Manager



*Our offices will be closed from 23 December 2024, reopening in the New Year on the 6 January 2025.*

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# GYDE

## Leppington High School

### Meeting with Camden Council

Prepared by:  
Georgia Sedgmen

19 December 2024

GYDE

# Site overview

**128-134 Rickard Road, Leppington**



# SEPP amendments

## Chapter 3

Amendments to *State Environmental Planning Policy (Transport and Infrastructure) 2021* (T&I SEPP) were notified in November 2024, to fast-track the delivery of upgrades and new facilities across schools and health infrastructure.

The amendments have expanded the range of education and health developments which can be considered as 'development permitted without consent'.

These activities will still be subject to a thorough environmental assessment under Part 5 of the *Environmental Planning and Assessment Act 1979*.

Activities which can be carried out by or on behalf of a public authority without development consent on land within an existing or approved school includes:

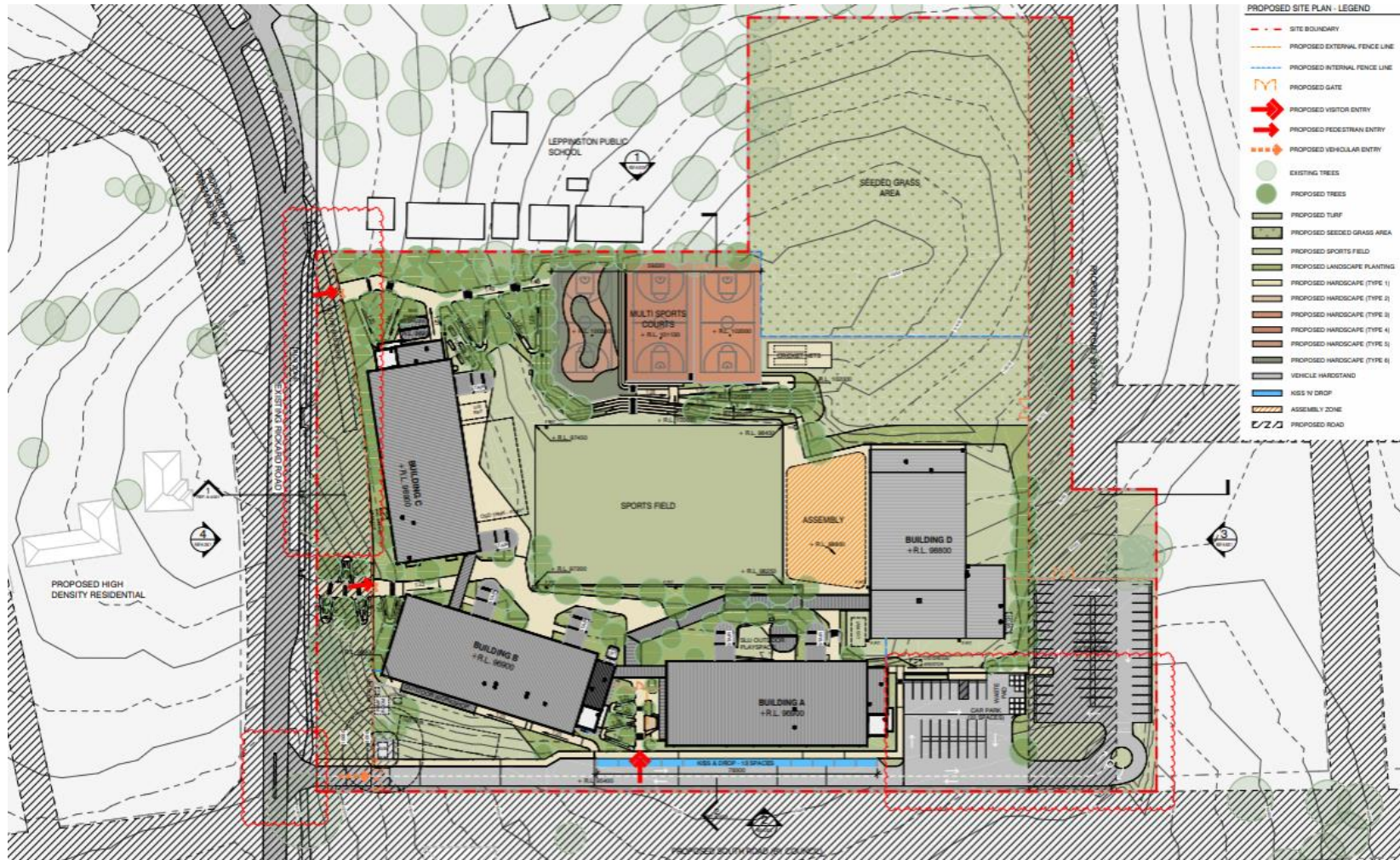
- A library or administration building
- A portable classroom
- A permanent classroom

- A kiosk or shop selling school related goods
- A cafeteria or canteen
- A car park
- A building to be used for the purpose of preschool
- A hall with associated covered outdoor learning or kiosk
- A sporting field or any type of court used for sports

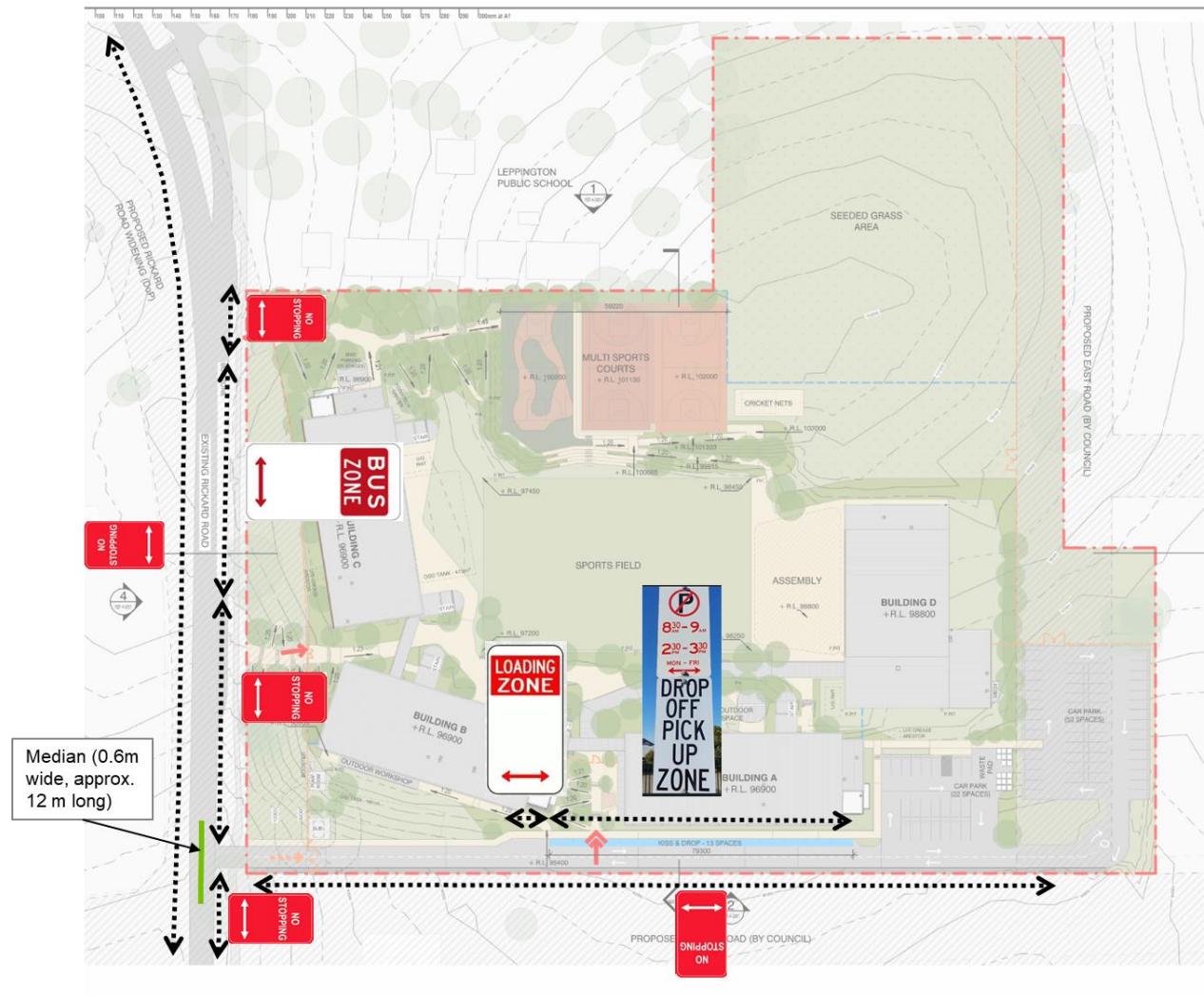
Section 3.37A now provides that development for the purposes of a government school may be carried out by or on behalf of a public authority without consent in a prescribed zone on which there is no existing or approved school.

New development is limited to 4 storeys.





Proposed site plan



# Off-site works

# GYDE

GYDE Consulting  
ABN 58 133 501 774

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SYDNEY Suite 6.02, 120 Sussex St, Sydney NSW 2000  
NEWCASTLE Suite 2, Level 2, 21 Bolton St , Newcastle NSW 2300  
ACT, PO Box 320, Jerrabomberra, NSW 2619



## **Appendix 3 – NSW Government Architect**

# GOVERNMENT ARCHITECT NEW SOUTH WALES

3 October 2024

Andrew Kyriacou  
Project Director  
SINSW  
andrew.kyriacou7@det.nsw.edu.au

**PROJECT: Leppington High School**  
**RE: State Design Review Panel – 25 Month 2024– Review 1**

Dear Andrew,

Thank you for the opportunity to review the above project. Please find below a summary of advice and recommendations arising from the design review session held on 25. September 2024.

The project team is commended for their clear and concise presentation. The new school will play a key role in the Leppington Town Centre and act as an anchor for the emerging community. Resolution of the masterplan should seek to maximise access and value for the community.

The following elements of the masterplan are supported:

- The commencement of the connecting with Country process through desktop research.
- The focus on healing Country through a strong sustainability response to the site, subject to the advice below.
- The proactive efforts to engage with council to find an optimal solution for the delivery of the roads providing access to the proposed school campus in stage 1.
- The intention to provide a landscape connection with the primary school to the north, subject to the advice below.
- The intention to share facilities with the community.
- The commitment to achieve a 5-star Greenstar rating for the school.

The following commentary provides advice and recommendations for the project:

Government Architect  
New South Wales

4 Parramatta Square  
12 Darcy Street  
Parramatta NSW 2150

government.architect  
@planning.nsw.gov.au  
T +61(02)9860 1450

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





### Connecting with Country

1. Develop the healing Country approach by identifying site specific sustainability measures.
2. Continue the engagement with Yerrabingin to further develop the Connecting with Country strategy for the project and integrate the outcomes of the engagement process into the design.
3. Carefully assess the existing site conditions:
  - a. Interrogate the topography of the site to better inform the masterplan.
  - b. Analyse the current flow of water on site and provide drawings to illustrate this. Incorporate the flow of water into the proposed masterplan and utilise it in the approach to healing Country.
  - c. Retain significant vegetation wherever possible.
  - d. Identify existing outlooks and bring those views into the site through careful framing and building placement.
4. Refer to the Connecting with Country Framework and case studies on the GANSW website for more information and guidance.

### Site Strategy

The inclusion of a temporary road along the southern boundary of the site for stage 1 significantly and permanently compromises the masterplan.

5. Provide alternative options for the location of the temporary road, for example along the northern boundary.
6. Reduce the southern setback along the new south road to increase the play area within the school campus and to preserve existing trees.
7. If a viable alternative location cannot be provided, DoE should take all possible steps to support council to deliver the section of new south road along the southern boundary in time for the stage 1 opening.

Regarding the masterplan more generally:

8. Respond to key elements of the broader context including the green corridor and the mixed-use zone to the north of the site to ensure the school can successfully serve as an anchor for the local community.

9. Improve the relationship to the future masterplan of the neighbouring primary school to support future potential shared uses and connections.
10. Test relocation of the hall to the west of the site adjacent to the assembly area so that it can serve as an acoustic buffer to Rickard Road while providing shade to the assembly area.
11. Provide masterplan options along with justifications for the arrangement of buildings which address all site strategy concerns.

### **Landscape**

As the pattern book limits variability in the architectural expression of the buildings, the landscape design will play an increasingly crucial role in ensuring schools can achieve a strong responsiveness to place.

12. Improve the design of the corner of Rickard Road and the new south road:
  - a. Share the landscaped area with the community to create a sense of welcoming, openness and inclusivity – remove perimeter fencing.
  - b. Relocate the substation from this area to improve the quality and legibility of the arrival experience.
13. Interrogate the spaces between the buildings to create a diverse range of spaces within the landscape that can cater to various activities, including intimate areas for smaller groups to complement the larger spaces such as the sports fields.
14. Integrate the ramping across the site into the landscaping and make them more inviting as play spaces by introducing moments for rest and gathering.
15. Demonstrate that appropriate drainage is provided across the site to adequately support healthy Country.
16. Explore opportunities to reorient the basketball courts to the North to South direction to minimise the impact of the sun on players on opposing teams.

The current approach of ringed perimeter fencing has a range of highly negative and costly impacts including limiting play area, precluding community gathering space and creating a hostile and uninviting school presence.

17. Reconsider the 'ringed perimeter fencing' approach as a project assumption.
18. Reduce the extent of perimeter fencing.
19. Wherever possible, use the building itself as a secure line.
20. Set fence lines back beyond built form lines and conceal with soft planting.

### **Architecture**

As architectural drawings were not provided, no comments on the architecture were given at this session.

### **Sustainability and Climate Change**

The school will be one of the first buildings to be delivered within the new masterplan for the Leppington Town Centre and should act as a sustainability benchmark for all future developments in the area.

21. Set clear and realistic sustainability targets that are specific for the project and deliverable within the cost plan. Demonstrate how they will be achieved and integrated into the site planning.
22. Ensure the climate resilience of the school by implementing the following measures:
  - a. Incorporate water-sensitive urban design strategies into the masterplan and landscape design.
  - b. Retain existing trees wherever possible. Provide an arborist report for all trees and clearly indicate significant trees to be retained on plans.
  - c. Provide sufficient tree canopy cover that reflects the targets for the proposed town centre to passively cool the site while promoting biodiversity.
  - d. Increase the amount of artificial shade across the site to mitigate the impacts of the urban heat island effect and to create comfortable outdoor spaces.
23. Illustrate how the project will contribute to NSW's Net Zero emissions goal by 2050. Refer to 'NSW, DPIE, Net Zero Plan, Stage 1: 2020-2030' for further information.

The following advice was provided on elements of the pattern book that are outside the scope of review:

1. Widen the roof overhang and the elevated walkways to ensure sufficient shading is provided to create more comfortable outdoor spaces and to mitigate the impacts of the urban heat island effect.

It is recommended that the project return to the SDRP following further development. The advice provided is to be addressed at the next session.

Please contact GANSW Design Advisor, Dr Martina Novakova, (martina.novakova@dpie.nsw.gov.au), if you have any queries regarding this advice.

Sincerely,



Olivia Hyde  
Director of Design Excellence  
Chair, SDRP

Distribution:  
NSW SDRP Panel members  
  
GANSW Design Advisor  
Council representatives  
SINSW

DJRD

Yerrabingin  
Site Image

Elizabeth Carpenter, Andrew Nimmo,  
Roger Jasprizza, Olivia Hyde (Chair)  
Martina Novakova  
Bradley Colling, Namika Parajuli  
Andrew Kyriacou, Katrin Schmidt-  
Dengler, Ben Coulston, Onim  
Mahamood, Shay Bergin  
Emily French, Tasmin Dunn, Niwili White  
Forrest, Daniel Beekwilder  
Christian Hampson, Caleb Wright  
Nick Metcalf



## **Appendix 4 – TfNSW Consultation**

## Transport Working Group 1

Project/File: Leppington High School – School Transport Plan 300305561

Date/Time: 11 September 2024

Location: Online

Next Meeting: TBA

Attendees: Kamoru Adetunmbi, SINSW  
Santi Botros, SINSW  
Mardi Christian, TSA Riley  
Michelle Kramer, Camden Council  
Tom Allen, Camden Council  
Roy El Kazzi, Camden Council  
John Broady, Transport for NSW  
Mathilde Ho, Transport for NSW  
James Douglas, Transport for NSW  
Volker Buhl, Stantec  
Elizabeth Muscat, Stantec  
Preet Desai, Stantec  
Emily French, DJRD Architects

Absentees: Andrew Kyriacou, SINSW

Distribution: All attendees

Item	Action
Swept path assessment for any roads that would provide access for buses (stage 1 and stage 2) is needed. Splays at intersections may be needed to enable bus turning movements.	<ul style="list-style-type: none"> <li>Stantec to include swept-path assessment for bus access in the School Transport Plan (STP) report.</li> </ul>
Council raised concern for student drop-offs/ pick-ups occurring on the western side of Rickard Road, causing students to cross the road during the stage 1 2029 scenario.	<ul style="list-style-type: none"> <li>Stantec to investigate potential crossing options on Rickard Road and ways to prevent drop-offs/ pick-ups occurring on the western side.</li> </ul>
John Broady (Transport for NSW) provided information on future public bus services for 2029 and 2041 time periods. This covered the 840, 841, 861 services, frequencies and route alignment.	<ul style="list-style-type: none"> <li>Stantec to discuss further with Transport for NSW Bus Planning team offline to determine how the buses can service the Education Campus.</li> </ul>
Camden Council mentioned the following concerns provided by the Leppington Public School Principal: <ul style="list-style-type: none"> <li>Current queues lining up to the Leppington train station during pick-up/ drop-off times.</li> <li>Limited school bus services allocated to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Stantec to include modelling for kiss and drop queueing in the School Transport Plan (STP) report.</li> <li>Stantec to investigate how the future public bus services (provided by John Broady) may be used by future students.</li> </ul>

Item	Action
Transport for NSW responded that there is limited budget for additional buses. Only shifting of existing bus services can be accommodated.	
TfNSW bus service planning team shared a list of existing services which are planned to be amended before the school opening in 2029 and by 2041.	<ul style="list-style-type: none"><li>• Stantec to assess usage of future public bus services in the STP report.</li></ul>

The meeting adjourned at 2pm.

The foregoing is considered to be a true and accurate record of all items discussed. If any discrepancies or inconsistencies are noted, please contact the writer immediately.

Best regards,

**STANTEC AUSTRALIA PTY LTD**

---

**Elizabeth Muscat**

Senior Transport Planner

Phone: +61 2 626 39477

elizabeth.muscat@stantec.com

## **Appendix 5 – DCCEEW Consultation**

## Sam Bush

---

**From:** Shay Bergin (Shay Bergin) <shay.bergin1@det.nsw.edu.au>  
**Sent:** Friday, 25 October 2024 1:51 PM  
**To:** Sam Bush; Rory Wynbergen; Mathew Romanous; jim.lewis3; Sonia Mallos; Jenny Chu; Jason.Maslen2; Luke Zajac  
**Subject:** RE: SINSW Agency consultation - NSW Department of Climate Change, Energy, the Environment and Water (DCCEEW)

Thanks Sam

Appreciate the efforts.

It appears we will have to consult once this is placed on exhibition.

Best Regards,

**Shay Bergin**

**Senior Project Director | Major Projects**

M: 0448 312 797 | [shay.bergin1@det.nsw.edu.au](mailto:shay.bergin1@det.nsw.edu.au) | [schoolinfrastructure.nsw.gov.au](http://schoolinfrastructure.nsw.gov.au)

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*I acknowledge the homelands of all Aboriginal people and pay my respect to Country.*

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**From:** Sam Bush <sam.bush@tsariley.au>  
**Sent:** Thursday, 24 October 2024 2:38 PM  
**To:** Shay Bergin (Shay Bergin) <shay.bergin1@det.nsw.edu.au>; Rory Wynbergen <rory.wynbergen@det.nsw.edu.au>; Mathew Romanous <mathew.romanous@tsariley.au>; Jim Lewis (Jim Lewis) <jim.lewis3@det.nsw.edu.au>; Sonia Mallos <Sonia.DaSilva1@det.nsw.edu.au>; Jenny Chu <jenny.chu4@det.nsw.edu.au>; Jason Maslen <Jason.Maslen2@det.nsw.edu.au>; Luke Zajac <luke.zajac@det.nsw.edu.au>  
**Subject:** Fw: SINSW Agency consultation - NSW Department of Climate Change, Energy, the Environment and Water (DCCEEW)

[External Email] This email was sent from outside the NSW Department of Education. Be cautious, particularly with links and attachments.



Hi SINSW team,

So far, I have contacted DEECW by 2 x separate phone numbers (none of which answered) and by email via 11 x separate emails (retrieved from suggestions and from public SSDA correspondence for various projects within the same local government areas of Sydney as the 4 x proposed schools) on Friday 18<sup>th</sup> October 2024 - see below

Email addresses:

1. Richard Bonner ([richard.bonner@environment.nsw.gov.au](mailto:richard.bonner@environment.nsw.gov.au))
2. Brent Divine ([brent.divine@environment.nsw.gov.au](mailto:brent.divine@environment.nsw.gov.au))
3. David Way ([david.way@planning.nsw.gov.au](mailto:david.way@planning.nsw.gov.au))
4. Shaun Hunt ([shaun.hunt@environment.nsw.gov.au](mailto:shaun.hunt@environment.nsw.gov.au))
5. Angela Taylor ([angela.taylor@environment.nsw.gov.au](mailto:angela.taylor@environment.nsw.gov.au))
6. Greater Sydney Team mailbox ([rog.gsrplanning@environment.nsw.gov.au](mailto:rog.gsrplanning@environment.nsw.gov.au))
7. Marnie Stewart ([marnie.stewart@environment.nsw.gov.au](mailto:marnie.stewart@environment.nsw.gov.au))
8. Janne Grose ([janne.grose@environment.nsw.gov.au](mailto:janne.grose@environment.nsw.gov.au))
9. Liz Peterson ([elizabeth.peterson@environment.nsw.gov.au](mailto:elizabeth.peterson@environment.nsw.gov.au))
10. **Susan Harrison** ([susan.harrison@environment.nsw.gov.au](mailto:susan.harrison@environment.nsw.gov.au))
11. **Louisa Clark** ([louisa.clark@environment.nsw.gov.au](mailto:louisa.clark@environment.nsw.gov.au))

2 x email responses were received so far, including the below from **Susan Harrison** which advises a procedural response, as well as an email from **Louisa Clark** which asks for more information.

We will attempt further contact to gain early stage feedback for these proposals.

---

**From:** Susan Harrison <[Susan.Harrison@environment.nsw.gov.au](mailto:Susan.Harrison@environment.nsw.gov.au)>

**Sent:** Monday, October 21, 2024 8:06 AM

**To:** Sam Bush <[sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)>

**Cc:** OEH ROG Greater Sydney Region Planning Unit Mailbox <[rog.gsrplanning@environment.nsw.gov.au](mailto:rog.gsrplanning@environment.nsw.gov.au)>

**Subject:** SINSW Agency consultation - NSW Department of Climate Change, Energy, the Environment and Water (DCCEEW)

Hello Sam,

Thank you for the opportunity for early consultation. However, due to current major project workload BCS is unable to review documentation. BCS will provide advice to the Department of Planning, Housing and Infrastructure when the Department seeks input.

Regards

Susan

**Susan Harrison**

Senior Team Leader Planning, Greater Sydney

Regional Delivery

**Biodiversity, Conservation and Science**

**Department of Climate Change**

**Energy, the Environment and Water**

T 02 9995 6864 | E [susan.harrison@environment.nsw.gov.au](mailto:susan.harrison@environment.nsw.gov.au)

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

Level 14, 4 Parramatta Square,

Parramatta



I acknowledge the traditional custodians of the land and pay respects to Elders past and present. I also acknowledge all the Aboriginal and Torres Strait Islander staff working with NSW Government at this time.

Please consider the environment before printing this email.

---

**From:** Sam Bush <[sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)>

**Sent:** Friday, October 18, 2024 5:29 PM

**To:** Susan Harrison <[Susan.Harrison@environment.nsw.gov.au](mailto:Susan.Harrison@environment.nsw.gov.au)>

**Subject:** SINSW Agency consultation - NSW Department of Climate Change, Energy, the Environment and Water (DCCEEW)

Hi Susan,

I retrieved this email address from SSDA portal lodgements as I'm not 100% sure who specifically handles which LGAs at DEECCW - so apologies if this is duplicated amongst your colleagues

We are seeking early stage DCCEEW feedback on four exciting new high school projects in Sydney's growth areas of Leppington, Gledswood, Jordan Springs and Schofields-Tallawong that are funded as election commitments and to be delivered at the same time, to be ready for Day 1 Term 1 in 2027.

It is earlier than a DPHI-issued SEARS/SSDA as there are environmental, water management and climate change design impacts we aim to address earlier in order to move through the approval process in due course.

The attached early consultation scoping reports are for the following school addresses:

- 128-134 Rickard Road, Leppington NSW 2179
- 9 Gregory Hills Drive, Gledswood Hills NSW 2557
- Lot 2, Infantry Street, Jordan Springs NSW 2747
- 201 Guntawong Road, Tallawong NSW 2762

Could we arrange a meeting to discuss these impacts and what further documentation we can provide to you?

## Sam Bush

Associate

**TSA Riley**

E: [sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)

O: +61 2 9276 1400

M: +61 410 607 032

[www.tsariley.com](http://www.tsariley.com)



TSA Riley acknowledges the Aboriginal and Torres Strait Islander peoples of Australia, the Traditional Owners of the lands and waters where our team live and work. We pay our

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## **Appendix 6 – NSW RFS Consultation**

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**RE: SINSW Agency consultation - NSW Rural Fire Service (RFS)**

---

**From** Kalpana Varghese <Kalpana.Varghese@rfs.nsw.gov.au>

**Date** Tue 22-Oct-24 9:42 AM

**To** Sam Bush <sam.bush@tsariley.au>

**Cc** Adam Small <Adam.Small@rfs.nsw.gov.au>; Surbhi Chhabra <Surbhi.Chhabra@rfs.nsw.gov.au>; Nichole Philp <Nichole.Philp@rfs.nsw.gov.au>

Hello Sam,

Thank you for initiating early engagement with the Rural Fire Service in relation to your projects.

Each proposal will be registered as a separate pre-DA application and a response provided as soon as possible (usual turn around is within 2 weeks from the date of receipt).

Please contact me if you need any further information.

Regards,

**Kalpana Varghese**

Supervisor, Development Assessment and Planning

Planning and Environment Services (East)



# RFS

**P** 02 8741 3403 **M** 0428 727 802 **E** [kalpana.varghese@rfs.nsw.gov.au](mailto:kalpana.varghese@rfs.nsw.gov.au)

Building B, 121-131 Oratava Ave, West Pennant Hills NSW 2125

Locked Bag 17 Granville NSW 2142

[www.rfs.nsw.gov.au](http://www.rfs.nsw.gov.au)  



---

**From:** Sam Bush <sam.bush@tsariley.au>

**Sent:** Friday, 18 October 2024 4:18 PM

**To:** Shay Bergin (Shay Bergin) <shay.bergin1@det.nsw.edu.au>; Rory Wynbergen <rory.wynbergen@det.nsw.edu.au>; Mathew Romanous <mathew.romanous@tsariley.au>; jim.lewis3 <jim.lewis3@det.nsw.edu.au>; Sonia Mallos <Sonia.DaSilva1@det.nsw.edu.au>; Jenny Chu <jenny.chu4@det.nsw.edu.au>; Jason.Maslen2 <Jason.Maslen2@det.nsw.edu.au>; Luke Zajac <luke.zajac@det.nsw.edu.au>; Alexander Quah-Smith <alexander.quahsmith@tsariley.au>; Malcolm Taylor <malcolm.taylor@tsariley.au>; Elise Harrison <elise.harrison@tsariley.au>; Luis Fornes <luis.fornes@tsariley.au>; Laurence Mccoy <Laurence.McCoy@rfs.nsw.gov.au>; emma.jensen@rfs.nsw.gov.au; Kalpana Varghese <Kalpana.Varghese@rfs.nsw.gov.au>; simon.derevin@rfs.nsw.gov.au; Records <Records@rfs.nsw.gov.au>

**Subject:** SINSW Agency consultation - NSW Rural Fire Service (RFS)



Hi Simon,

Thankyou for speaking with me on the phone today about our early stage consultation for these four exciting new high school projects in Sydney's growth areas of Leppington, Gledswood, Jordan Springs and Schofields-Tallawong from Schools Infrastructure SINSW (copied to this email).

These funded election promises from the Minister are to be delivered at the same time and so we are pushing on with gaining early feedback as soon as possible.

As briefly discussed on the phone, we will coordinate with our bushfire consultants to lodge individual pre-DA meetings to gain some early insight into **RFS feedback**

For context, the attached early consultation scoping reports for **RFS feedback** are for the following school addresses:

- 128-134 Rickard Road, Leppington NSW 2179
- 9 Gregory Hills Drive, Gledswood Hills NSW 2557
- Lot 2, Infantry Street, Jordan Springs NSW 2747
- 201 Guntawong Road, Tallawong NSW 2762

As a suggested solution to save time, in the context of current RFS HQ resource availability, we could discuss all four schools and any potential impacts of the RFS NCC amendments on a video meeting sometime over the next 2 weeks - would there be a time that suits?

We look forward to your advice and the various solutions we can work on together to deliver these four new schools for Day 1 Term 1 in 2027.



## PRE-DA ADVICE SUMMARY

**Applicant:** Sam Bush, SINSW Agency Consultation  
on behalf of the NSW Department of Education

**Subject:** 128-134 Rickard Road Leppington  
RFS Ref. PRE-DA20241022000257

### Details of the Proposal

- ☒ SFPP Construction of a new high school
- ☐ Residential subdivision
- ☐ Other

### Bush Fire Protection Issues Discussed

- ☐ Application and/or Interpretation of sections of *Planning for Bush Fire Protection*

The report submitted *identifies matters for assessment when preparing a report to accompany a future Planning Application and for the purpose of early consultation with Council and other government agencies.*

- ☐ Performance Based Solutions
- ☐ Qualitative Analysis
  - ☐ Quantitative Analysis
  - ☐ Proposed Redundancies
- ☐ Strategic Bush Fire Study
- ☐ Non compliances in relation to Bush Fire Protection Measures
- ☐ Hazard Assessment
  - ☐ Asset Protection Zones
  - ☐ Access
  - ☐ Construction Standards
  - ☐ Services
  - ☐ Emergency and Evacuation Planning

## Documentation

- ☐ Preliminary Bush Fire Risk Assessment
- ☐ Concept/Detailed Drawings
- ☐ Other Documents

Early Consultation Report prepared by GYDE dated 01 October 2024

## Pre DA Advice

- The proposed development is not located on land that is mapped as bush fire prone. The approval of the Rural Fire Service is not mandated for schools located outside bush fire prone land in accordance with section 4.46 of the *Environmental Planning and Assessment Act 1979* and section 100B of the *Rural Fires Act 1997*. Therefore, no additional assessment for bush fire protection is required to be prepared for the proposal for compliance with *Planning for Bush Fire Protection 2019*.
- Please note that the pre DA advice is not intended to provide pre approval of bush fire risk assessment to support a development application. The aim of the service is to identify any potential issues in relation to bush fire risk assessment before a formal development application is lodged. The advice issued is preliminary in nature and no detailed assessment of the site or development is undertaken at this stage. The service is not to be used for the purpose of submitting revised information/bush fire engineering brief for further review of the original advice.

## Disclaimer

RFS advice is based on information provided and policy and legislative requirements applicable at the time. The advice should be copied into, or referenced in, any subsequent development application.

All efforts are made to identify issues of relevance and likely concern with the preliminary proposal. However, the comments and views in this document are based only on the plans and information submitted for preliminary assessment and discussion at the pre-DA meeting. You are advised that: -

- The views expressed may vary once detailed plans and information are submitted and formally assessed in the development application process, or as a result of issues contained in submissions by interested parties;
- Given the complexity of issues often involved and the limited time for full assessment, no guarantee is given that every issue of relevance will be identified;
- Amending any aspect of the proposal could result in changes which would create a different set of impacts from the original plans and therefore make this advice invalid; and,
- The Pre-DA advice given does not bind Council officers, the elected Council members, or other parties to the DA process.

Submitted by:

Approved by:

Kalpana Varghese  
Supervisor, Development Assessment and Planning  
Planning and Environment Services (East)  
Built and Natural Environment

Adam Small  
A/Manager  
Planning and Environment Services (East)  
Built and Natural Environment

Date: 29 November 2024

## **Appendix 7 – NSW SES Consultation**

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**SINSW Agency consultation - NSW State Emergency Service (SES)**

---

**From** Sam Bush <sam.bush@tsariley.au>

**Date** Tue 22-Oct-24 9:51 AM

**To** elspeth.oshannessy@ses.nsw.gov.au <elspeth.oshannessy@ses.nsw.gov.au>

 4 attachments (11 MB)

Consultation Scoping Report - Schofields Tallawong High School.pdf; 2230864\_Agency Consultation Report\_GHHS\_FINAL\_30Sep24.pdf; Early Consultation Report - Leppington HS School final.pdf; Consultation Scoping Report.pdf;

Hi Elspeth,

Thankyou for speaking with me on the phone on Friday about our early stage consultation for these four exciting new high school projects in Sydney's growth areas of Leppington, Gledswood, Jordan Springs and Schofields-Tallawong from Schools Infrastructure (copied to this email).

As briefly discussed on the phone, could we arrange a video meeting sometime next week to gain some early insight into **SES feedback**?

The attached early consultation scoping reports for **SES feedback** are for the following school addresses:

- 128-134 Rickard Road, Leppington NSW 2179
- 9 Gregory Hills Drive, Gledswood Hills NSW 2557
- Lot 2, Infantry Street, Jordan Springs NSW 2747
- 201 Guntawong Road, Tallawong NSW 2762

I will send a calendar invite - feel free to amend to your convenience

We look forward to your advice and the various solutions we can work on together to deliver these four new schools for Day 1 Term 1 in 2027.

## Sam Bush

Associate



**E:** [sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)

**O:** +61 2 9276 1400

**M:** +61 410 607 032

[www.tsariley.com](http://www.tsariley.com)



TSA Riley acknowledges the Aboriginal and Torres Strait Islander peoples of Australia, the Traditional Owners of the lands and waters where our team live and work. We pay our respects to Elders past and present.

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# Sydney's New High Schools:

School 1: Lot 2, Infantry Street, Jordan Springs NSW 2747

School 2: 128-134 Rickard Road, Leppington NSW 2179

School 3: 9 Gregory Hills Drive, Gledswood Hills NSW 2557

School 4: 201 Guntawong Road, Tallawong NSW 2762

NSW State Emergency Service Meeting – 31 October 2024

NSW Department of Education – School Infrastructure NSW



# Agenda

- Teams
- Safety Approach
- School 1: Jordan Springs – site context / architectural / flooding
- School 2: Leppington – site context / architectural / flooding
- School 3: Gledswood – site context / architectural / flooding
- School 4: Schofields-Tallawong – site context / architectural / flooding
- Questions?

# Teams

- **SINSW – Project Team**

- Shay Bergin – Senior Project Director
- Jim Lewis – Senior Project Director
- Sonia Mallos – Project Lead
- Rory Wynbergen – Project Director
- Jarred Statham – SINSW Statutory Planning Manager
- Jenny Chu – SINSW Senior Statutory Planner
- Sarah Kelly – SINSW Statutory Planning Manager
- Luke Zajac – SINSW Senior Statutory Planner
- Nick Jennings – SINSW Manager, Emergency Response

- **Flood Consultant Team**

- School 1: Jordan Springs

- Kieran Smith – Team Leader, BMT

- School 2: Leppington

- Michael Koi – Associate, TTW

- School 3: Gledswood

- Andrew Craddock – Civil Engineering Director, SitePlus

- School 4: Schofields-Tallawong

- Rachel Caldwell – Civil Flood Modeller, TTW

- **TSA Riley – Project Managers**

- Mathew Romanous – Project Director
  - Malcolm Taylor – Project Manager
  - Alex Quah-Smith – Project Manager
  - Elise Harrison – Project Manager
  - Luis Fornes – Project Manager
  - Sam Bush – Associate



# Safety Approach

- Pre-emptive evacuation/temporary closure of the school in consultation with NSW SES Zone IMT or State IMT where appropriate.
- Our preferred primary response to these incidents is evacuation, where time allows and does not place students, staff or community members at greater risk.
- Where flash flooding has affected roads in, or around a school but not the school itself, we will liaise with NSW SES and the school to identify the most appropriate strategy based on time to recede and other risk factors.
- Some schools may choose to evacuate during these events with no consultation with our team, per their own emergency management arrangements.
- Each school has robust emergency management planning arrangements, including site specific induction and twice-yearly evacuation drills. These plans include evacuation maps and routes, which are developed with schools and reflect the hazards unique to their site.
- As required, we can work with the NSW SES to develop specific response triggers for schools based on the localised risk. Examples include Broadwater PS, Wardell PS, Blakebrook PS, Tumbulgum PS and Condong PS in the Northern Rivers region of NSW.





# Jordan Springs High School: Site Context

- The site is legally known as Lot 2 and 3 in DP 124840 in the suburb of Jordan Springs within the St Marys Release Area.
- The site that is being acquired, is 4ha.
- The site has been subdivided and contains existing road and stormwater infrastructure.
- The site has a frontage to Armoury Road.
- The site is adjoined by existing low density residential to west and South Creek to the east.
- It is anticipated future development to the north and south will be low density residential.





# Jordan Springs High School: Architecturals



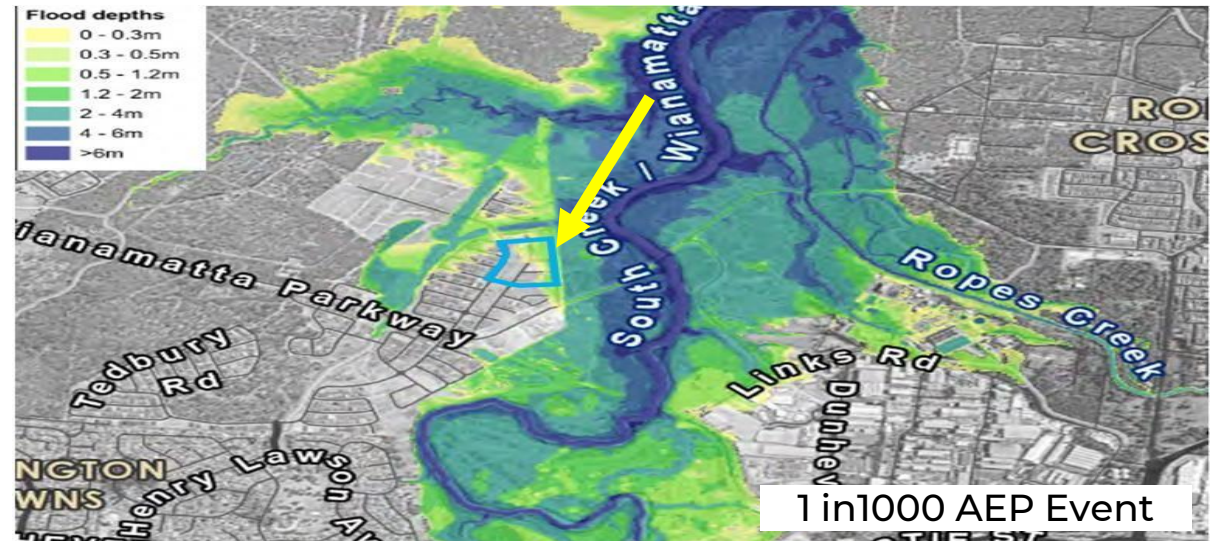




# Jordan Springs High School: Flooding

## Flood Consultant: Kieran Smith from BMT

- Site is located adjacent to South Creek, within South Creek and wider Nepean River catchment. Potentially impacted by local catchment, South Creek and Hawkesbury Nepean flooding. Hawkesbury-Nepean flooding dominates levels.
- Previous filling on Site has elevated existing ground levels predominantly above the 1 in 500 AEP flood level.
- Proposed finished floor levels for the new buildings would place them above the 1 in 1000 AEP HN flood level plus freeboard
- Riverine inundation of the Site would not be expected until a 1 in 1000 AEP HN flood, with depths of up to 0.5 m. Flood levels scale significantly up to the PMF. Full inundation of the Site and over floor flooding would occur in such an event.
- Primary Flood Emergency Response is early closure of the school prior to commencement/prior to a flood event occurring.
- Significant target warning lead time available for large floods at Windsor Gauge from BoM. Additionally, significant flood warning time from when gauge reaches 13.7 m AHD to site inundation in a PMF.
- Local Catchment Assessment Undertaken for the project indicates Site is not at significant risk of flash flooding due to previous filling works.

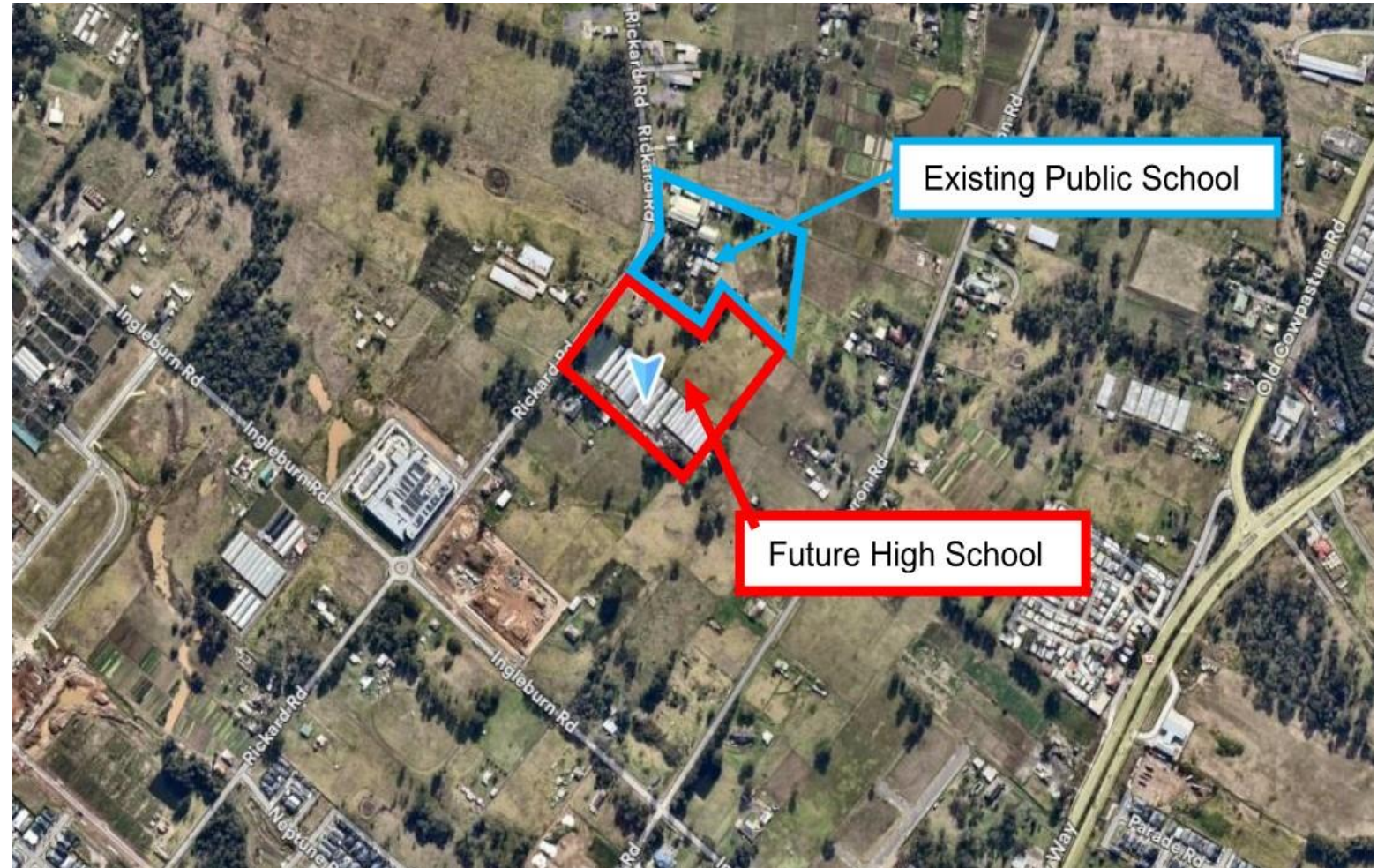






# Leppington High School: Site Context

- The site is known as 128-134 Rickard Road, Leppington NSW 2179 and legally known as Lots A & B in DP 411211 in the suburb of Leppington in the Leppington Town Centre.
- The site is approx. 3.2ha.
- The site neighbours Leppington Public School to the north.
- The site has a frontage to Rickard Road with various new service roads proposed.
- The site is adjoined by existing low density residential to west and South Creek to the east.
- It is anticipated future development in the immediate proximity to be educational with adjoining parklands as well as residential.





# Leppington High School: Architecturals



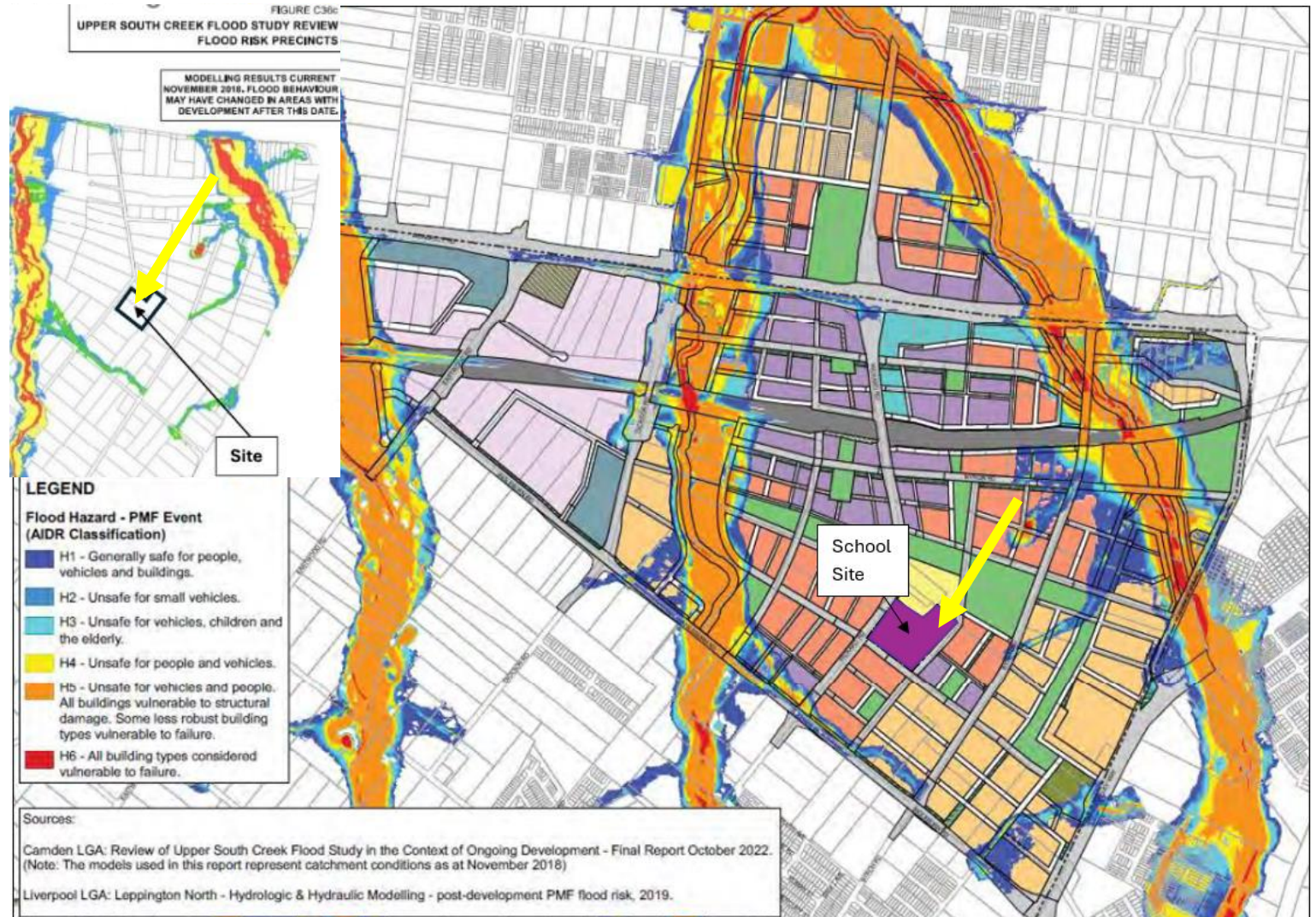




# Leppington High School: Flooding

**Flood Consultant: Michael Koi from TTW**

- Site is located within the upper South Creek catchment. The site itself is not mapped within flood affected zone and will be flood free in PMF event, based on current flood maps adopted by Council.
- Access to the site will be cutoff in severe events (Rickard Road and Ingleburn Road to the south, Edmondson Avenue and Bringelly Road to the north in Liverpool City Council LGA, Camden Valley Way to the west at Bonds Creek crossing).
- Preferred emergency response is closure of school prior to commencement following receipt of flood warning.
- Emergency management strategy would be dependent on flood type.
- Most of the affected roads at the southern elevation would experience lower flood hazard.
- Evacuation route with the lowest hazard and shortest inundation time is south via the new road east of site (Rickard Road if this road is not available) to Byron Road, Ingleburn Road and Camden Valley Way.







# Gledswood High School: Site Context

- The site is known as 9 Gregory Hills, Gledswood Hills NSW 2557 and legally known as Lot 2 in DP 1262720 in the suburb of Gledswood Hills the Turner Road Precinct.
- The site that is being acquired, is 4.15ha.
- The site is privately owned and a compulsory acquisition is anticipated.
- The site has dual frontages to Gregory Hills Drive and Digitaria Drive with two new service roads proposed.
- The site is adjoined by various undeveloped land holdings and various bulky goods uses.
- It is anticipated future surrounding development will be a mix of commercial, industrial and residential.



 The Site

 NOT TO SCALE





# Gledswood High School: Architecturals





# Gledswood High School: Flooding

**Flood Consultant: Andrew Craddock from Siteplus**

- Site itself not within 1% AEP or PMF flood extents.
- Council's First Ponds Creek model has been used for assessment of the site, which includes an 'Ultimate Developed' scenario accounting for proposed new residential subdivisions and new/upgraded roadways in the area.
- Preferred emergency response is closure of school prior to commencement following receipt of flood warning.
- Emergency management strategy in response to flooding would be dependent on flood type.
- Evacuation route with the shortest inundation time is East via Gregory Hills Drive.
- Shelter in Place is the flood response for inundation during school hours.

Figure 3-2 PMF Flood Depth



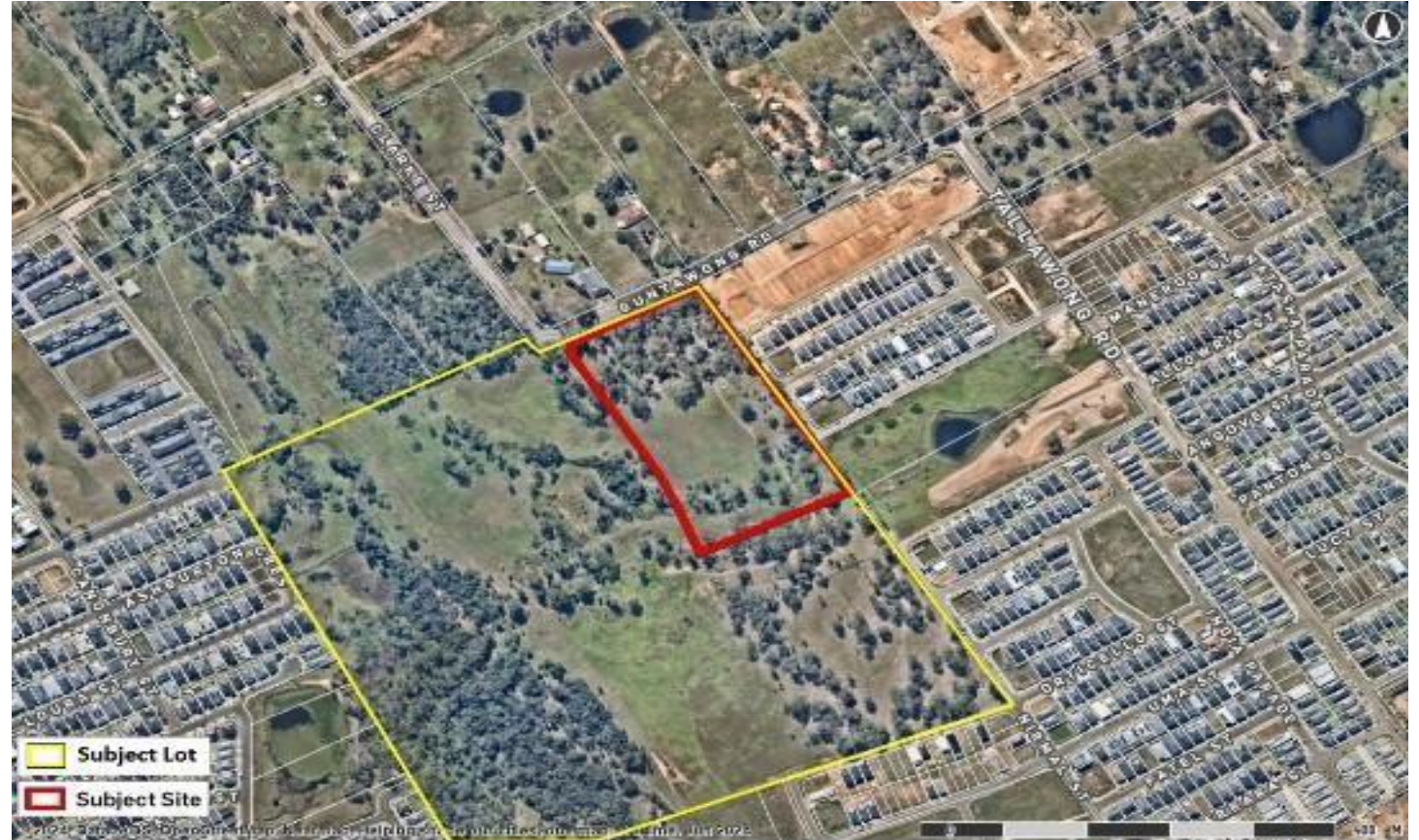
Figure 3-3 PMF Flood Hazard





# Schofields-Tallawong High School: Site Context

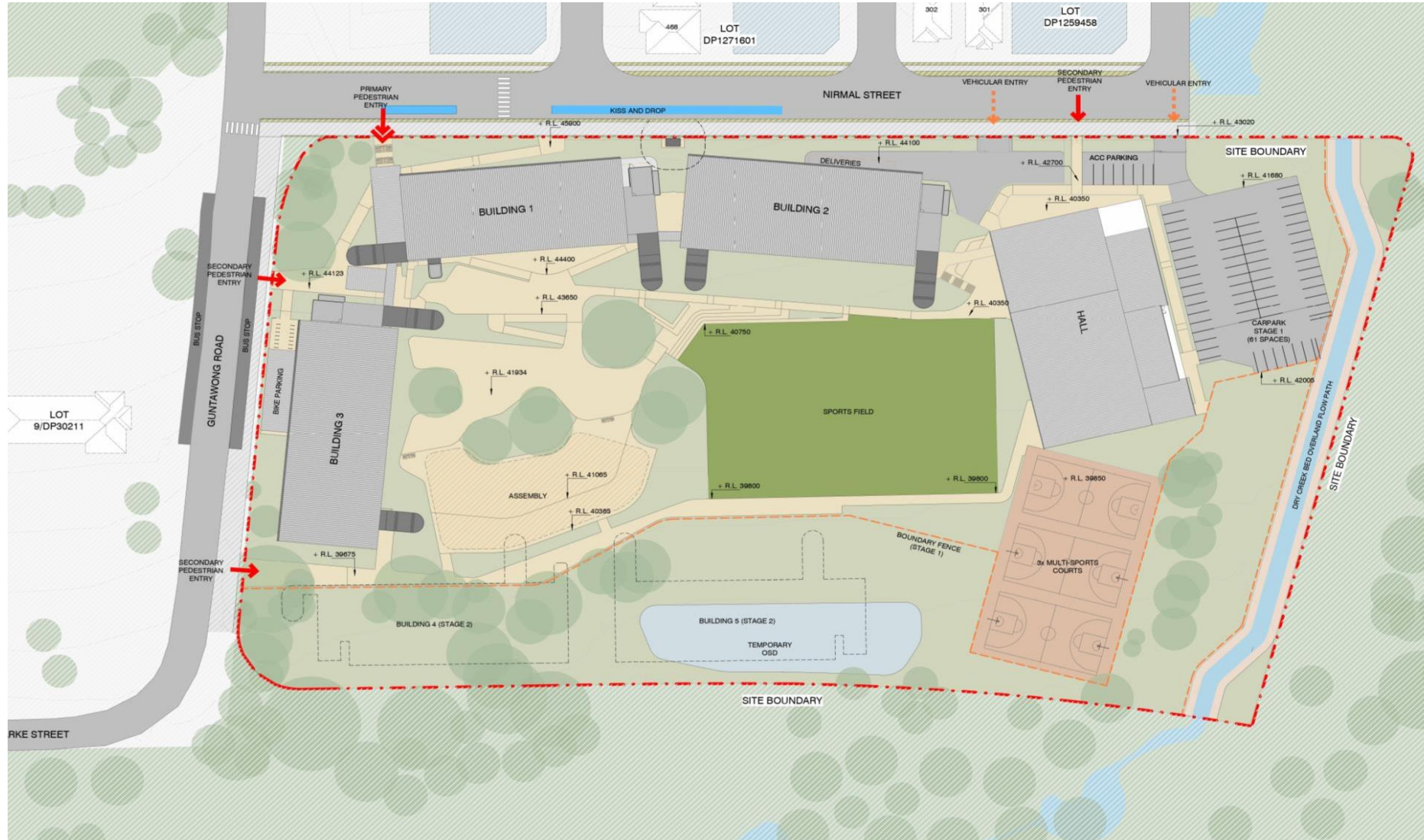
- The site is known as 201 Guntawong Road, Tallawong NSW 2762 and legally known as Lot 1 in DP 1283186 in the suburb of Tallawong in Riverstone East Precinct.
- The site that is being acquired, is 4ha.
- The site is owned by NSW Office of Strategic Lands (OSL).
- The site has a frontage to Guntawong Road and Nirmal Street with various new roads proposed.
- The site is adjoined by existing low density residential to west and South Creek to the east.
- It is anticipated future development to the north and south will be medium density and low density residential respectively.







# Schofields-Tallawong High School: Architecturals

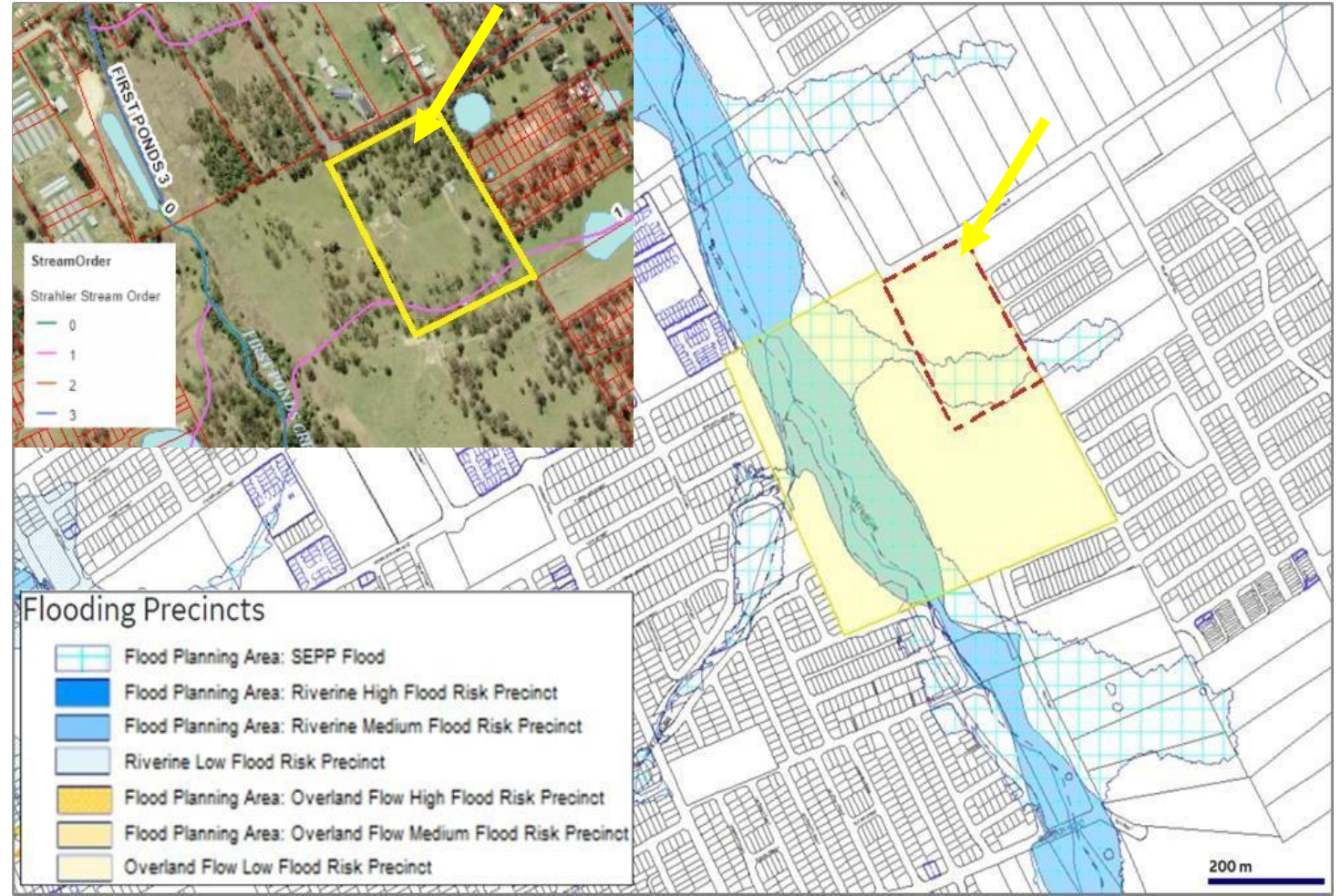




# Schofields-Tallawong High School: Flooding

## Flood Consultant: Rachel Caldwell from TTW

- Site is partially flood prone to the south, with a first-order creek bordering the southern frontage. The third-order First Ponds Creek travels through the site lot, approximately 240m west of the proposed school boundary.
- Preferred emergency response is closure of school prior to commencement following receipt of flood warning.
- Emergency management strategy in response to flooding would be dependent on flood type.
- Flood modelling is still underway for mainstream flooding for First Ponds Creek.
- We anticipate that Guntawong Road would act as the main evacuation route.



## **Discussion & Questions?**

If you have any further questions please contact:

**Sam Bush – [sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)**

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**RE: NSW SES Agency consultation - meeting minutes - feedback requested**

---

**From** NSW SES Risk Reduction <rra@ses.nsw.gov.au>

**Date** Wed 06-Nov-24 12:02 PM

**To** Sam Bush <sam.bush@tsariley.au>; NSW SES Risk Reduction <rra@ses.nsw.gov.au>; Elspeth O'Shannessy <elspeth.oshannessy@ses.nsw.gov.au>; Claire Flashman <claire.flashman@ses.nsw.gov.au>; Kate Dawes <kate.dawes1@ses.nsw.gov.au>; Sonia Mallos <Sonia.DaSilva1@det.nsw.edu.au>; Nick Jennings <Nicholas.Jennings15@det.nsw.edu.au>; Shay Bergin (Shay Bergin) <shay.bergin1@det.nsw.edu.au>; Rory Wynbergen <rory.wynbergen@det.nsw.edu.au>; Jim Lewis (Jim Lewis) <jim.lewis3@det.nsw.edu.au>; Andrew Craddock <Andrew@siteplus.com.au>; Jenny Chu <jenny.chu4@det.nsw.edu.au>; Luke Zajac <luke.zajac@det.nsw.edu.au>; Michael Koi <michael.koi@ttw.com.au>; Rachel Caldwell <rachel.caldwell@ttw.com.au>; Kieran Smith <kieran.smith@apac.bmt.org>; Sarah Kelly (Sarah Kelly) <sarah.kelly97@det.nsw.edu.au>; Jason.Maslen <Jason.Maslen2@det.nsw.edu.au>; Mathew Romanous <mathew.romanous@tsariley.au>; Elise Harrison <elise.harrison@tsariley.au>

Hi Sam,

Thank you for including NSW SES at this early stage and sending through the meeting minutes and copy of the presentation.

One minor addition to the minutes, *NSW SES recommend the inclusion of the following in the site-specific Flood Impact and Risk Assessments (FIRAs) for the four sites:*

- *an assessment of the flood risk up to and including the Probable Maximum Flood (PMF), on the site and access/egress routes*
- *climate change considerations*
- *time to onset, duration, depth, velocity and hydraulic hazard of any flooding*
- *an assessment of the impact of the proposed development on flood behaviour.*

We note and support the preferred primary response of the Department of Education, as listed on slide 4, is evacuation, where time allows and does not place students, staff or community members at greater risk, including the pre-emptive evacuation / closure of schools. The Flood Assessment should therefore consider flooding on local roads including the time to overtopping and duration of inundation. For Jordan Springs this should also consider the regional Hawkesbury-Nepean Flood Emergency Sub Plan and Evacuation Modelling which we understand has currently been considered by SINSW.

The reports should also include any changes to landform or drainage undertaken since the last available flood study (for example fill at the Jordan Springs site) or proposed as part of the post developed site conditions, including any changes as a result of widening / altering roads. This will help to understand and manage the post development flood conditions and risk to site users at each school.

We would be happy to provide more detailed advice regarding each proposed development once the FIRAs have been produced and answer any questions yourself or your consultants might have regarding this advice.

Regards  
Kate



**Kate Dawes** (she / her)

**Planning and Research Officer | Emergency Risk Assessment**

NSW State Emergency Service - Metro Zone

M 0415 391 028 E [kate.dawes1@ses.nsw.gov.au](mailto:kate.dawes1@ses.nsw.gov.au)

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Suite 5, Level 9, 1 Rider Boulevard, Gadigal, Rhodes NSW 2138



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*The NSW SES acknowledges the traditional custodians of the lands on which we walk, work and live. We recognise their continuing connection to land, waters and culture and pay respect to Elders, past and present.*

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---

**From:** Sam Bush <[sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)>

**Sent:** Tuesday, 5 November 2024 4:28 PM

**To:** NSW SES Risk Reduction <[rra@ses.nsw.gov.au](mailto:rra@ses.nsw.gov.au)>; Elspeth O'Shannessy <[elspeth.oshannessy@ses.nsw.gov.au](mailto:elspeth.oshannessy@ses.nsw.gov.au)>; Claire Flashman <[claire.flashman@ses.nsw.gov.au](mailto:claire.flashman@ses.nsw.gov.au)>; Kate Dawes <[kate.dawes1@ses.nsw.gov.au](mailto:kate.dawes1@ses.nsw.gov.au)>; Sonia Mallos <[Sonia.DaSilva1@det.nsw.edu.au](mailto:Sonia.DaSilva1@det.nsw.edu.au)>; Nick Jennings <[Nicholas.Jennings15@det.nsw.edu.au](mailto:Nicholas.Jennings15@det.nsw.edu.au)>; Shay Bergin (Shay Bergin) <[shay.bergin1@det.nsw.edu.au](mailto:shay.bergin1@det.nsw.edu.au)>; Rory Wynbergen <[rory.wynbergen@det.nsw.edu.au](mailto:rory.wynbergen@det.nsw.edu.au)>; Jim Lewis (Jim Lewis) <[jim.lewis3@det.nsw.edu.au](mailto:jim.lewis3@det.nsw.edu.au)>; Andrew Craddock <[Andrew@siteplus.com.au](mailto:Andrew@siteplus.com.au)>; Jenny Chu <[jenny.chu4@det.nsw.edu.au](mailto:jenny.chu4@det.nsw.edu.au)>; Luke Zajac <[luke.zajac@det.nsw.edu.au](mailto:luke.zajac@det.nsw.edu.au)>; Michael Koi <[michael.koi@ttw.com.au](mailto:michael.koi@ttw.com.au)>; Rachel Caldwell <[rachel.caldwell@ttw.com.au](mailto:rachel.caldwell@ttw.com.au)>; Kieran Smith <[kieran.smith@apac.bmt.org](mailto:kieran.smith@apac.bmt.org)>; Sarah Kelly (Sarah Kelly ) <[sarah.kelly97@det.nsw.edu.au](mailto:sarah.kelly97@det.nsw.edu.au)>; Jason.Maslen2 <[Jason.Maslen2@det.nsw.edu.au](mailto:Jason.Maslen2@det.nsw.edu.au)>; Mathew Romanous <[mathew.romanous@tsariley.au](mailto:mathew.romanous@tsariley.au)>; Elise Harrison <[elise.harrison@tsariley.au](mailto:elise.harrison@tsariley.au)>; Maria Soerensen <[maria.soerensen@tsariley.au](mailto:maria.soerensen@tsariley.au)>; Malcolm Taylor <[malcolm.taylor@tsariley.au](mailto:malcolm.taylor@tsariley.au)>; Alexander Quah-Smith <[alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)>

**Subject:** NSW SES Agency consultation - meeting minutes - feedback requested

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**EXTERNAL EMAIL:** This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

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Dear Elspeth, Kate, Claire and NSW SES team,

Thankyou for taking the time to hear our proposals for 4 x new high schools last Thursday 31 October.

Could we ask that you review the attached minutes/presentation and provide your feedback in writing within the next 2 weeks?



## **Appendix 8 – Sydney Water Consultation**

---

**RE: [External] Sydney Water - State Significant Proposals - four new high schools**

---

**From** Kristine Leitch <KRISTINE.LEITCH@sydneywater.com.au>

**Date** Mon 14-Oct-24 8:41 AM

**To** Sam Bush <sam.bush@tsariley.au>; Craig Simmons <Craig.Simmons@sydneywater.com.au>

**Cc** Jack Johnstone <JACK.JOHNSTONE@sydneywater.com.au>; Fernando Ortega <FERNANDO.ORTEGA@sydneywater.com.au>; Sean Pracey <SEAN.PRACEY@sydneywater.com.au>

 1 attachments (24 KB)

Sydney Water Information Sheet (Oct 2024).xlsx;

Hi Sam

Many thanks for your enquiry and for reaching out to Sydney Water directly.

The route to ensuring timely statutory referral responses and early engagement on water servicing is via **our feasibility application** process. This should be raised by a registered Water Services Coordinator who should provide – as part of their application – a high level overview of the proposed numbers of students and teachers and any staging proposed for the schools (please see attached which should be completed for each school and returned with the feasibility application(s).

Once we receive these, we can provide high level advice, note any timescale implications, and discuss next steps.

By registering the feasibility, this ensures your development data is picked up in any relevant planning and modelling work and assists Sydney Water to effectively track your development and utilise advice for future applications you may make.

Useful links:

[Water servicing coordinators \(sydneywater.com.au\)](https://www.sydneywater.com.au/water-servicing-coordinators) – for feasibility process

[Growth Servicing Plan and map \(sydneywater.com.au\)](https://www.sydneywater.com.au/growth-servicing-plan) – for servicing overview (see also comments below)

If you have any queries, please contact Jack Johnstone, A/Strategic Partnerships Manager. When raising the feasibility applications, if you could email Jack advising on the references, we can ensure these are allocated quickly.

Please note, this response does not negate the requirement for a statutory referral via the NSW planning process.

Kind regards

Kristine

**Kristine Leitch**

Manager, Growth Planning

Growth and Development

Sydney Water, 1 Smith Street, Parramatta NSW 2150



Mobile: 0439042522

[Kristine.Leitch@sydneywater.com.au](mailto:Kristine.Leitch@sydneywater.com.au)

-





---

**From:** Sam Bush <sam.bush@tsariley.au>

**Sent:** Friday, October 11, 2024 4:31 PM

**To:** Craig Simmons <Craig.Simmons@sydneywater.com.au>; Grant Macdonnell <GRANT.MACDONNELL@sydneywater.com.au>; Kristine Leitch <KRISTINE.LEITCH@sydneywater.com.au>

**Subject:** [External] Sydney Water - State Significant Proposals - four new high schools

Dear Grant, Kristine and Craig,

**CAUTION:** This email originated from outside the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

We are engaged to assist Schools Infrastructure NSW to gain approvals for 4 x new proposed high schools in Sydney's west and would like to gain Sydney Water's feedback on connecting to their services. These schools are part of election commitments and all four are scheduled to open for term 1 in 2027 - so approvals and construction are advancing.

Please see attached the initial scoping reports for each of the 4 high schools at the following addresses:

- 128-134 Rickard Road, Leppington NSW 2179 – **Limited services area**
- 9 Gregory Hills Drive, Gledswood Hills NSW 2557 – **no active projects in this area**
- Lot 2, Infantry Street, Jordan Springs NSW 2747 -**SW planning investigation area**
- 201 Guntawong Road, Tallawong NSW 2762 – **Limited services area**

Apologies in advance if I have the wrong contacts as I've just retrieved your details from the SSDA portal as a starting point.

Could I arrange a meeting with Sydney Water over the next week or so and provide information you need to make comments that you feel are important?

We have water services coordinators and various stormwater, groundwater and flood consultants for each proposal if it is more appropriate that I connect them to you?

Happy to discuss on phone if it's faster

## Sam Bush

Associate

**TSA Riley**

E: [sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)

O: +61 2 9276 1400

M: +61 410 607 032

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## David Thalouth

---

**From:** Jane Ciabattoni <jane@wsce.com.au>  
**Sent:** Wednesday, 27 November 2024 2:10 PM  
**To:** Alexander Quah-Smith  
**Cc:** Mathew Romanous; David Thalouth; Nitesh Poudyal; Stuart Sullivan; Rory Wynbergen; Shay Bergin (Shay Bergin); Damien.Mitchell12  
**Subject:** 8437000 - LHS - S73 Sewer Application - Feasibility [TSA-P.10006.PR-007071]

Hi Alex,

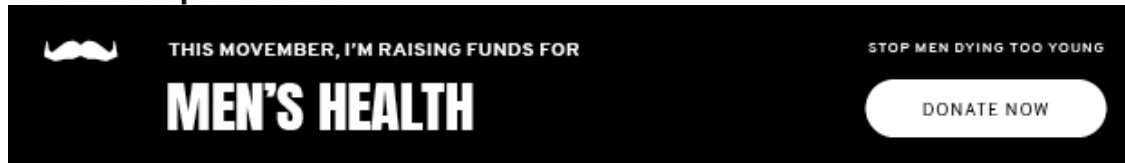
The Feasibility Application has been lodged, **Case Number 219026**. I will advise when the Case has been allocated to a Case Officer so that Schools can liaise directly.

Regards

**Jane Ciabattoni**  
Liaison Manager - Civil & Water Engineering  
Level 20, 66 Goulburn Street Sydney NSW 2000  
**M:** 0400 201 632 | **E:** [jane@wsce.com.au](mailto:jane@wsce.com.au) | [wsce.com.au](http://wsce.com.au)



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**From:** Jane Ciabattoni <jane@wsce.com.au>  
**Sent:** Wednesday, 27 November 2024 10:33 AM  
**To:** Alexander Quah-Smith <alexander.quahsmith@tsariley.au>  
**Cc:** Mathew Romanous <mathew.romanous@tsariley.au>; David Thalouth <david.thalouth@tsariley.au>; Nitesh Poudyal <nitesh.poudyal@tsariley.au>; Stuart Sullivan <ssullivan@wsce.com.au>; Rory Wynbergen <rory.wynbergen@det.nsw.edu.au>; Shay Bergin (Shay Bergin) <shay.bergin1@det.nsw.edu.au>; Damien.Mitchell12

<Damien.Mitchell12@det.nsw.edu.au>

**Subject:** 8437000 - LHS - S73 Sewer Application - Feasibility [TSA-P.10006.PR-007071]

Thanks Alex, will do. I will let know once lodged.

Regards

**Jane Ciabattoni**

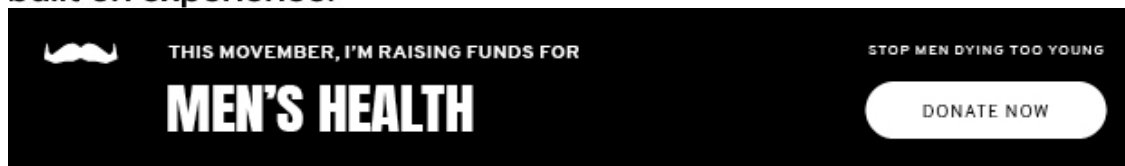
Liaison Manager - Civil & Water Engineering

Level 20, 66 Goulburn Street Sydney NSW 2000

**M:** 0400 201 632 | **E:** [jane@wsce.com.au](mailto:jane@wsce.com.au) | [wsce.com.au](http://wsce.com.au)



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---

**From:** Alexander Quah-Smith <[alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)>

**Sent:** Wednesday, 27 November 2024 9:21 AM

**To:** Jane Ciabattoni <[jane@wsce.com.au](mailto:jane@wsce.com.au)>

**Cc:** Mathew Romanous <[mathew.romanous@tsariley.au](mailto:mathew.romanous@tsariley.au)>; David Thalouth <[david.thalouth@tsariley.au](mailto:david.thalouth@tsariley.au)>; Nitesh Poudyal <[nitesh.poudyal@tsariley.au](mailto:nitesh.poudyal@tsariley.au)>; Stuart Sullivan <[ssullivan@wsce.com.au](mailto:ssullivan@wsce.com.au)>; Rory Wynbergen <[rory.wynbergen@det.nsw.edu.au](mailto:rory.wynbergen@det.nsw.edu.au)>; Shay Bergin (Shay Bergin) <[shay.bergin1@det.nsw.edu.au](mailto:shay.bergin1@det.nsw.edu.au)>; Damien.Mitchell12 <[Damien.Mitchell12@det.nsw.edu.au](mailto:Damien.Mitchell12@det.nsw.edu.au)>

**Subject:** RE: 8437000 - LHS - S73 Sewer Application - Feasibility [TSA-P.10006.PR-007071]

Hi Jane,

Thanks for your time on the phone, we have received no further comments from SINSW, could you please proceed with the feasibility process.

Thanks,

**Alexander Quah-Smith**

Project Manager

E: [alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)

O: +61 2 9276 1400

M: +61 439 443 487

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**From:** Jane Ciabattani <[jane@wsce.com.au](mailto:jane@wsce.com.au)>

**Sent:** Tuesday, 26 November 2024 10:50 AM

**To:** Alexander Quah-Smith <[alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)>

**Cc:** Mathew Romanous <[mathew.romanous@tsariley.au](mailto:mathew.romanous@tsariley.au)>; David Thalouth <[david.thalouth@tsariley.au](mailto:david.thalouth@tsariley.au)>; Nitesh Poudyal <[nitesh.poudyal@tsariley.au](mailto:nitesh.poudyal@tsariley.au)>; Stuart Sullivan <[ssullivan@wsce.com.au](mailto:ssullivan@wsce.com.au)>

**Subject:** 8437000 - LHS - S73 Sewer Application details [TSA-P.10006.PR-007071]

Hi Alex,

Further to my email below, I am just letting you know that Sydney Water will be closing their portal on 13<sup>th</sup> December 2024 and will not accept any new applications after that date.

Regards

**Jane Ciabattani**

Liaison Manager - Civil & Water Engineering

Level 20, 66 Goulburn Street Sydney NSW 2000

M: 0400 201 632 | E: [jane@wsce.com.au](mailto:jane@wsce.com.au) | [wsce.com.au](http://wsce.com.au)



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**From:** Jane Ciabattoni <[jane@wsce.com.au](mailto:jane@wsce.com.au)>

**Sent:** Tuesday, 19 November 2024 2:13 PM

**To:** Alexander Quah-Smith <[alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)>

**Cc:** Mathew Romanous <[mathew.romanous@tsariley.au](mailto:mathew.romanous@tsariley.au)>; David Thalouth <[david.thalouth@tsariley.au](mailto:david.thalouth@tsariley.au)>; Nitesh Poudyal <[nitesh.poudyal@tsariley.au](mailto:nitesh.poudyal@tsariley.au)>; Stuart Sullivan <[ssullivan@wsce.com.au](mailto:ssullivan@wsce.com.au)>

**Subject:** 8437000 - LHS - S73 Sewer Application details [TSA-P.10006.PR-007071]

Hi Alex,

Please find attached the documents pertaining to the Feasibility Application for review before lodgement with Sydney Water.

 [8437000 - Leppington High School](#)

Regards

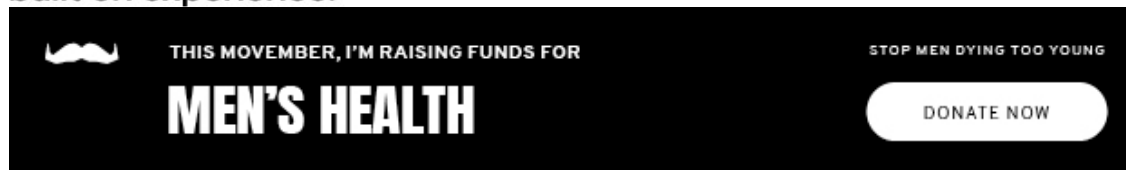
**Jane Ciabattoni**

Liaison Manager - Civil & Water Engineering  
Level 20, 66 Goulburn Street Sydney NSW 2000

**M:** 0400 201 632 | **E:** [jane@wsce.com.au](mailto:jane@wsce.com.au) | [wsce.com.au](http://wsce.com.au)



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**From:** Alexander Quah-Smith <[alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)>

**Sent:** Tuesday, 19 November 2024 1:48 PM

**To:** Jane Ciabattoni <[jane@wsce.com.au](mailto:jane@wsce.com.au)>; Stuart Sullivan <[ssullivan@wsce.com.au](mailto:ssullivan@wsce.com.au)>  
**Cc:** Mathew Romanous <[mathew.romanous@tsariley.au](mailto:mathew.romanous@tsariley.au)>; David Thalouth <[david.thalouth@tsariley.au](mailto:david.thalouth@tsariley.au)>; Nitesh Poudyal <[nitesh.poudyal@tsariley.au](mailto:nitesh.poudyal@tsariley.au)>  
**Subject:** RE: LHS - S73 Sewer Application details [TSA-P.10006.PR-007071]

Hi Jane, Stuart,

Just follow up on the summary of requested items for SINSW consideration (e.g. additional surveys).

Additionally, could you please confirm status on the feasibility application with Sydney Water.

Thanks,

**Alexander Quah-Smith**

Project Manager

**TSA Riley**

**E:** [alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)

**O:** +61 2 9276 1400

**M:** +61 439 443 487

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**From:** Alexander Quah-Smith

**Sent:** Wednesday, 13 November 2024 1:31 PM

**To:** Jane Ciabattoni <[jane@wsce.com.au](mailto:jane@wsce.com.au)>; Stuart Sullivan <[ssullivan@wsce.com.au](mailto:ssullivan@wsce.com.au)>

**Cc:** Mathew Romanous <[Mathew.Romanous@tsariley.au](mailto:Mathew.Romanous@tsariley.au)>; David Thalouth <[david.thalouth@tsariley.au](mailto:david.thalouth@tsariley.au)>; Nitesh Poudyal <[nitesh.poudyal@tsariley.au](mailto:nitesh.poudyal@tsariley.au)>

**Subject:** LHS - S73 Sewer Application details [TSA-P.10006.PR-007071]

Hi Jane, Stuart,

Please see attached details as confirmed by SINSW.

Could you please advise on next steps and further surveys required as noted during Monday's meeting.

Thanks,

**Alexander Quah-Smith**

Project Manager

# TSA Riley

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M: +61 439 443 487

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**From:** Alexander Quah-Smith

**Sent:** Monday, 11 November 2024 1:17 PM

**To:** Rory Wynbergen <[rory.wynbergen@det.nsw.edu.au](mailto:rory.wynbergen@det.nsw.edu.au)>; James Kennedy (James Kennedy) <[James.Kennedy21@det.nsw.edu.au](mailto:James.Kennedy21@det.nsw.edu.au)>

**Cc:** Mathew Romanous <[Mathew.Romanous@tsariley.au](mailto:Mathew.Romanous@tsariley.au)>; Nitesh Poudyal <[nitesh.poudyal@tsariley.au](mailto:nitesh.poudyal@tsariley.au)>; David Thalouth <[david.thalouth@tsariley.au](mailto:david.thalouth@tsariley.au)>; shay.bergin1 <[shay.bergin1@det.nsw.edu.au](mailto:shay.bergin1@det.nsw.edu.au)>; Damien.Mitchell12 <[Damien.Mitchell12@det.nsw.edu.au](mailto:Damien.Mitchell12@det.nsw.edu.au)>

**Subject:** RE: LHS - S73 Sewer Application details for SINSW confirmation [TSA-P.10006.PR-007071]

Apologies,

Incorrect attachment.

Thanks,

**Alexander Quah-Smith**

Project Manager

# TSA Riley

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M: +61 439 443 487

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**From:** Alexander Quah-Smith  
**Sent:** Monday, 11 November 2024 1:12 PM  
**To:** Rory Wynbergen <[rory.wynbergen@det.nsw.edu.au](mailto:rory.wynbergen@det.nsw.edu.au)>; James Kennedy (James Kennedy) <[James.Kennedy21@det.nsw.edu.au](mailto:James.Kennedy21@det.nsw.edu.au)>  
**Cc:** Mathew Romanous <[Mathew.Romanous@tsariley.au](mailto:Mathew.Romanous@tsariley.au)>; Nitesh Poudyal <[nitesh.poudyal@tsariley.au](mailto:nitesh.poudyal@tsariley.au)>; David Thalouth <[david.thalouth@tsariley.au](mailto:david.thalouth@tsariley.au)>; shay.bergin1 <[shay.bergin1@det.nsw.edu.au](mailto:shay.bergin1@det.nsw.edu.au)>; Damien.Mitchell12 <[Damien.Mitchell12@det.nsw.edu.au](mailto:Damien.Mitchell12@det.nsw.edu.au)>  
**Subject:** LHS - S73 Sewer Application details for SINSW confirmation [TSA-P.10006.PR-007071]  
**Importance:** High

Hi Rory,

Could you please review / approve the attached Applicant information and developer information for the Sydney Water S73 Certificate applications.

@James Kennedy (James Kennedy)

Could you please advise,

Does the development require a Strata or Stratum Subdivision (Y/N and type)	Y/N
Is a sub-division or lot consolidation required	Y/N (Will SINSW be consolidating the lots?)

Thanks,

**Alexander Quah-Smith**

Project Manager

**TSA Riley**

**E:** [alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)

**O:** +61 2 9276 1400

**M:** +61 439 443 487

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**From:** Jane Ciabattoni <[jane@wsce.com.au](mailto:jane@wsce.com.au)>  
**Sent:** Wednesday, 6 November 2024 1:08 PM  
**To:** Alexander Quah-Smith <[alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)>  
**Cc:** Sam Bush <[sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)>; Stuart Sullivan <[ssullivan@wsce.com.au](mailto:ssullivan@wsce.com.au)>; Cliffy Moodley <[cliffy@wsce.com.au](mailto:cliffy@wsce.com.au)>  
**Subject:** 8437000-Leppington-Work Program

Hi Alexander,

Can you please complete the attached Template for the Feasibility Application. The Developer details are the most important.

Regards

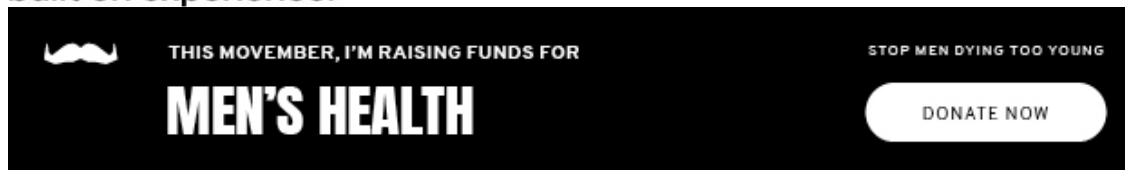
**Jane Ciabattoni**

Liaison Manager - Civil & Water Engineering  
Level 20, 66 Goulburn Street Sydney NSW 2000

**M:** 0400 201 632 | **E:** [jane@wsce.com.au](mailto:jane@wsce.com.au) | [wsce.com.au](http://wsce.com.au)



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**From:** Stuart Sullivan <[ssullivan@wsce.com.au](mailto:ssullivan@wsce.com.au)>

**Sent:** Tuesday, 5 November 2024 11:52 AM

**To:** Alexander Quah-Smith <[alexander.quahsmith@tsariley.au](mailto:alexander.quahsmith@tsariley.au)>

**Cc:** Jane Ciabattoni <[jane@wsce.com.au](mailto:jane@wsce.com.au)>; Cliffy Moodley <[cliffy@wsce.com.au](mailto:cliffy@wsce.com.au)>; Sam Bush <[sam.bush@tsariley.au](mailto:sam.bush@tsariley.au)>

**Subject:** 8437000-Leppington-Work Program

Hi Alexander

As discussed on the phone we have been working on Phase 1 and 2 across the agreed scope.

We have delivered the concept design of the 4 options (phase 2), including the review of the council master planning layout for the future subdivision..

We are current preparing the SWC Feasibility Application for lodgement to SWC (phase 1). We will be in a position to issue to the project early to mid-next week, and we can lodge shortly after on the SWC e-developer portal. In parallel we will also complete the CAN and Risk Register (phase 1) delivery within 2-weeks, to support the preferred option to lead into stage 3 and 4.

Kind Regards,



**Stuart Sullivan**

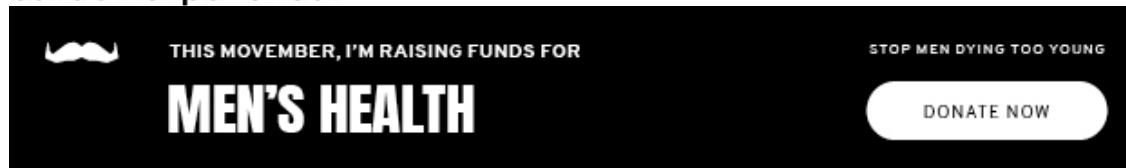
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## **Appendix 9 – Connecting with Country Report**



# NEW HIGH SCHOOL FOR LEPPINGTON AND DENHAM COURT

CONNECTING WITH COUNTRY

CWC DESIGN REPORT | NOVEMBER 2024

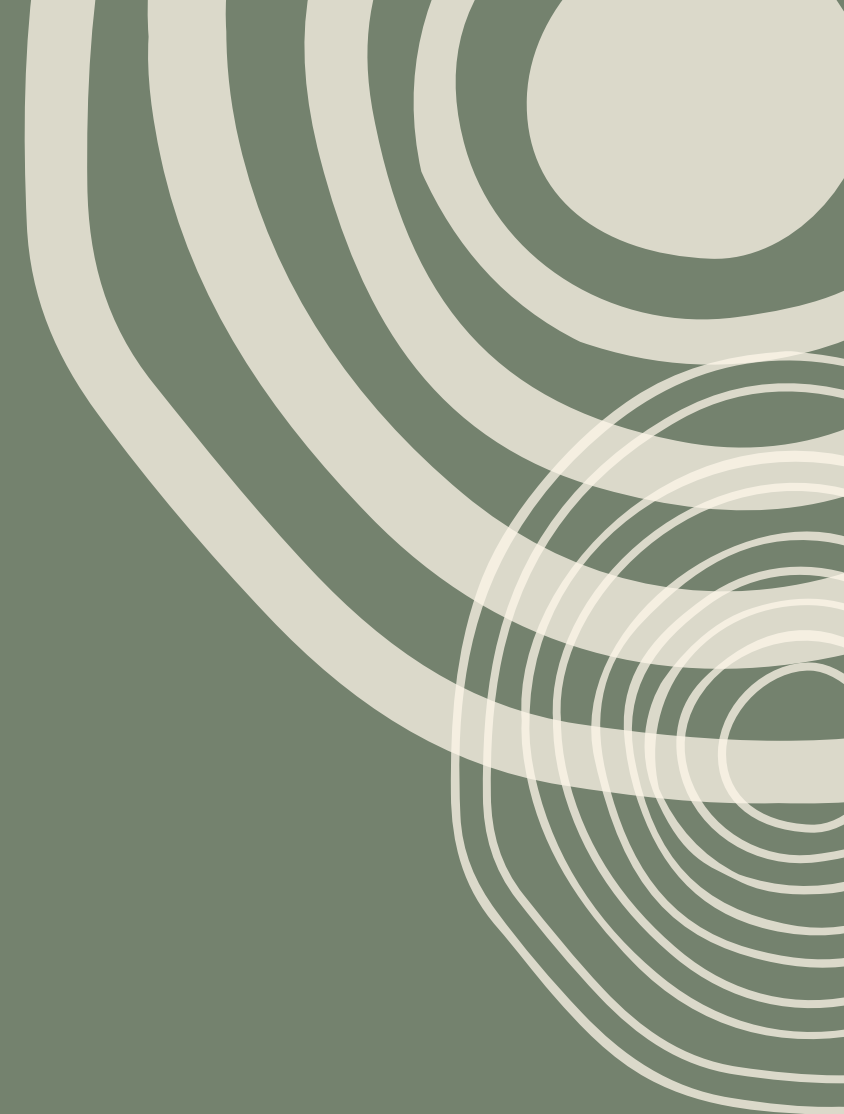
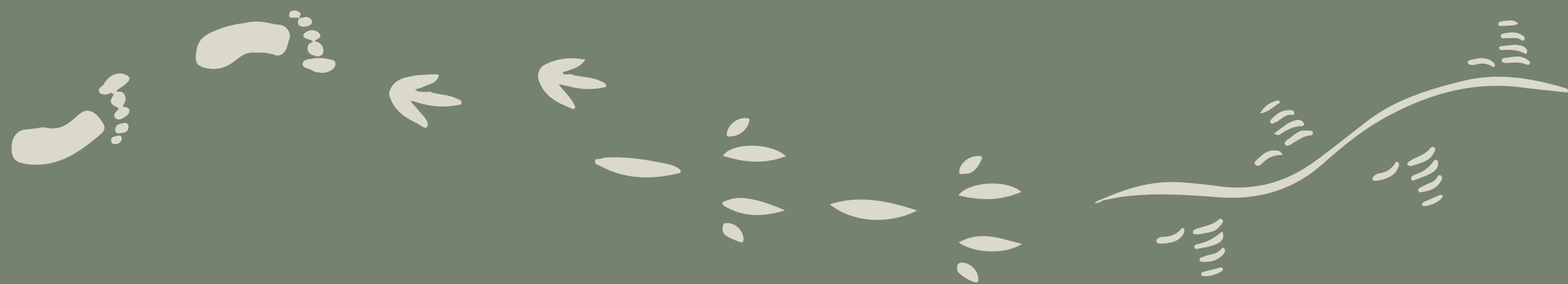




*Aboriginal and Torres Strait Islander peoples should be aware that this document may contain voices/images, names of people who have passed away.*

*We acknowledge the Cultural Landscape that we are working upon, and the Traditional Custodians of the Country where the new High School in Leppington project is located.*

*We acknowledge all First Nations people and their ongoing connection to culture, lands and waters and their valuable contribution to the community. We recognise, acknowledge, and extend our respects to many others who have custodial obligations for Country who have been connected to Country for many generations, including their Elders past, present and emerging.*





*Yerrabingin is an Aboriginal owned design studio. At the core of our work is custodianship and care for Country. Our expertise encompasses Designing with Country, landscape architecture and urban design. We are recognised for our collaborative design approach, bringing together cultural knowledge and sustainable design solutions. We walk together to amplify the powerful language of Country for the betterment of our collective future.*

*We are guided by the inspiration of Country, the stories and knowledge a place contains and gifts us. We acknowledge its contribution to wellbeing both mental and physical, providing a refuge and safe place to learn and share.*

*Our Vision is that sensing and caring for Country is something that transcends cultural differences and highlights the many values that are similar across the cultures of our contemporary communities, supporting a socially inclusive, resilient, and innovative community based on, and honouring the wisdom and kinship of all cultures, captured through the lens of custodianship.*



Figure.1 - Aerial photo of the new high school for Leppington and Denham Court | Nearmap



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DOCUMENT NAME	REV	DATE
YB_CWC_DES_0176	REV A	2024 11 11
YB_CWC_DES_0176	REV B	2024 11 29
YB_CWC_DES_0176	REV C	2025 01 23



AUTHORSHIP

At Yerrabingin, we acknowledge and respect the traditional custodians and ancestors of the lands we walk across.

The terms First Nations, Indigenous and Aboriginal are used interchangeably throughout this report. When referring to a specific group or individual, nation or language group names are used.

This report includes reproduction of words and descriptions in historic quotes written in the past that may be confronting and would be considered inappropriate today.

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Cover / Back Image - Existing site condition | Yerrabingin



Figure.2 - Existing site condition | Yerrabingin



# GLOSSARY

## Key Words and Terms

To better understand key terms referenced throughout the report, please consult the glossary.

The following terms derive from the GANSW (2023) Connecting with Country Framework.

- **Aboriginal Community:** Within the context of Sydney, the Aboriginal Community refers to a range of peoples that often include Traditional Custodians, Knowledge Holders, Elders, RAPS (Registered Aboriginal Parties), LALC (Land Councils), and local Aboriginal members of the community.
- **Built Environment:** Understood as distinct from the natural environment. It includes all aspects of our surroundings made by people. The built environment encompasses cities and towns, neighbourhoods, parks, roads, buildings, infrastructure, and utilities like water and electricity.
- **Country:** Country includes Earth, Waters, Sky and our Non-human Kin. It encompasses tangible and intangible aspects, knowledge and cultural practices, belonging and identity, well-being and relationships. People are inhabited by Country and Country inhabits us.
- **Design:** Design is both a process and an outcome - a way of thinking and a result of making. It involves a combination of creativity and problem-solving skills to generate ideas and concepts, followed by a systematic and often iterative process to develop those ideas into a tangible form.
- **Engagement:** When a particular group is engaged to gather their input in relation to a proposal, challenge, or outcome.
- **First Nations:** Is an encompassing term that acknowledges the diversity of Aboriginal Communities, while also communicating that sovereignty was never ceded. This term is growing in preference for First Nations Australians but may also be interchanged with Aboriginal and Indigenous in this report.
- **Knowledge:** Aboriginal knowledge comes from different nations and family groups. Knowledge is multifaceted and may incorporate many different views. It encompasses the information and skills that people accumulate over time, enabling them to comprehend the world, make informed decisions, and solve problems.
- **Peoples:** Peoples is used in plural to reference First Nations peoples, recognising that there are many nations and family groups.
- **Place:** A social and physical concept, a physical setting, point, or area in space conceived and designated by people and communities. In this sense, place can describe different scales of the built environment; for example, a town is a place, and a building can be a place.
- **Practices:** Practice or cultural practice refers to the various customs, traditions, rituals, behaviours, and activities that are collectively shared and passed down within a specific cultural group, serving as a means of expressing identity, values, beliefs, and social cohesion

# EXECUTIVE SUMMARY

This Connecting with Country Design Report has been prepared to support a Review of Environmental Factors (REF) for the Department of Education (DoE) for the new high school for Leppington and Denham Court (the activity). The purpose of the REF is to assess the potential environmental impacts of the activity prescribed by *State Environmental Planning Policy (Transport and Infrastructure) 2021* (T&I SEPP) as “development permitted without consent” on land carried out by or on behalf of a public authority under Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). The activity is to be undertaken pursuant to Chapter 3, Part 3.4, Section 3.37 of the T&I SEPP. The proposed activity is for the construction of a new high school located at 128-134 Rickard Road, Leppington, NSW, 2179 (the site).

The document has been developed by Yerrabingin following our Collaborative Design process, in partnership with School Infrastructure New South Wales, TSA Riley, DJRD Architects, Site Image Landscape Architects and Aboriginal community members through the Walk on Country and Collaborative Workshops and meetings. The purpose of this document is to share the findings and design recommendations from our collaborative design process.

The opening section - Connecting with Country Design - provides an introduction to how we understand Country and what Country means to us. We then introduce the Connecting with Country Framework created by the Government Architect New South Wales and the outcomes that can be used to guide this project.

The second section - Contextual Analysis - provides a recap of the scope and intent of the new high school for Leppington and Denham Court project. We then introduce the sites Place in Country and explore the context of the site within the wider Cumberland Plain cultural landscape.

The third section - Collaborative Design - firstly recounts our design methodology and then shares a summary of each step in the process, including the How Might We Session, Walk on Country and the Collaborative Workshop. For each engagement, we include a description of the engagement and a summary of the findings.

The fourth section - Ideation Development - recounts targeted design team workshop and captures the tangible design outcomes created based on the activities of the Collaborative Workshop.

The final section recounts the Community Feedback session discussion and findings, and explores the community driven Connecting with Country opportunities for the new high school for Leppington and Denham Court. The opportunities of *Revealing Deep Country*, *Views to Sky Country and Horizon*, and *Country is our Teacher* are also explored through conceptual graphics for how they apply to the project. Lastly, we highlight how Yerrabingin’s methodology relates to the How Might We question and Government Architect NSW’s Outcomes for Country in respect to the new high school for Leppington and Denham Court.



Figure.3 - Site photo | Yerrabingin





**CONNECTING WITH COUNTRY DESIGN**



INTRODUCTION TO CWC DESIGN

Beginning with Country

*Country is our mother, our teacher,  
our library and our kin; it sustains  
us, inspires us and surrounds us. The  
experience of Country is both individual  
and collective, both new and familiar.  
From her we learn, share and flourish.  
Continuing to care for Country is central  
to our being and our identity.*

*Christian Hampson, Yerrabingin*

Country reaches into and across the earth and into the sky. The unique and distinctive elements of Country are connected, and open to everyone. They are the connective tissue, the interstices, the flow between Water, Earth, Sky, our Non-Human Kin, and ourselves. In this way, we are part of the system of Country and have a responsibility to future generations. Our actions must always be Country positive.

Country-centric

We inhabit and are inhabited by Country. To inhabit Country and connect with Country is to be grounded in the landscape and to practice the cultural knowledge stored within it. This encourages physical and emotional wellbeing for people and Country.

The innate symbiosis of being connected to Country moves us into being Eco or Country centric, rather than being Human centric. This connection and position in relation to Country is a central component of Aboriginal people’s ideology. It is a cultural value that places humans within the ecological and landscape system, not as dominators but as caretakers and custodians. This function requires constant interaction and observation, being tuned in to reactive requirements and response.

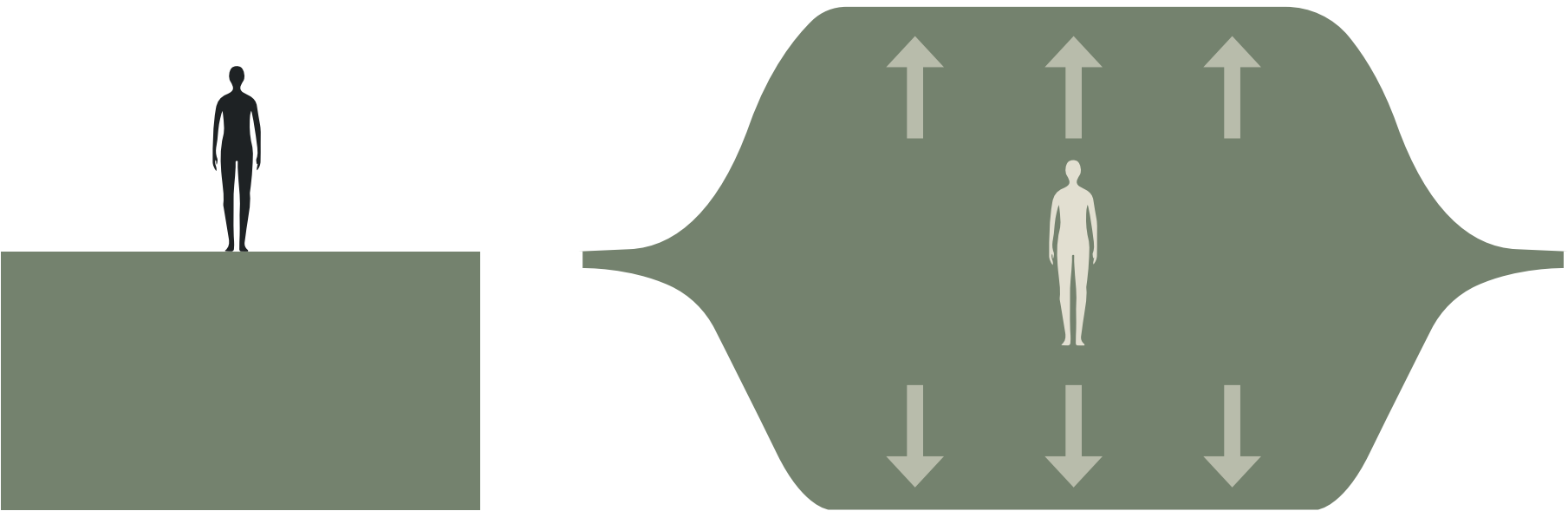


Figure.4 - We inhabit and are inhabited by Country | Yerrabingin

# GANSW CONNECTING WITH COUNTRY FRAMEWORK

## Policy Context

In 2023 the Government Architect New South Wales released the Connecting with Country Framework to guide Designing with Country projects in NSW. The Framework covers several areas of Designing with Country work, including:

### Practices for taking a Country-focused approach

Combining traditional cultural knowledge and practices with a behavioural science approach to create a system of Communing with Country / Thinking, Sensing Country / Feeling, and Being on Country / Behaving to guide projects. The image to the right illustrates this relationship.

### Guidance on design considerations

Considering the project scale to determine what design considerations should be factored into decision making and design. This project is building scale, therefore we are taking a contextual and site specific perspective.

### Outcomes for Country

The Framework describes five Outcomes for Country to help project teams focus on their commitment to Country. The outcomes are: Healthy Country, Healthy Community, Protecting Aboriginal cultural heritage, Cultural Competency and Better Places. A summary of how this project addresses these outcomes is included in the final section of this report.

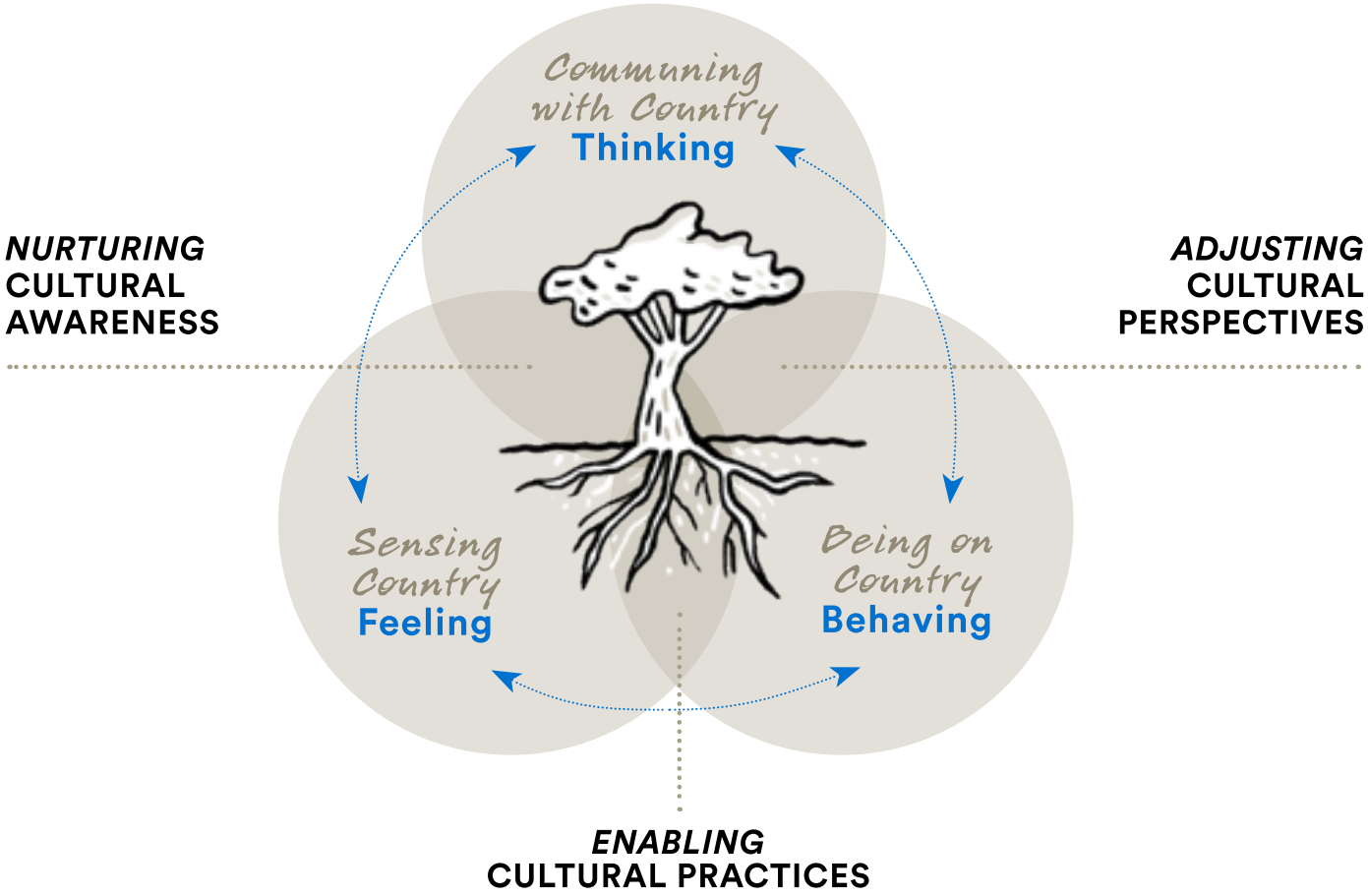


Figure.5 - Combining cultural practice and behavioural change systems | GANSW







# YERRABINGIN PILLARS

## What guides our work

Yerrabingin has four pillars that guide our work. The pillars link together our values, Country, culture, professional practice, and cultural practice.

Each pillar is one part of the larger task of caring for Country. Together they contribute to a holistic commitment to care and design for Country. The pillars are Custodianship, Innovation, Legacy and Regeneration. The new high school for Leppington and Denham Court offers an opportunity to work with the Legacy pillar and this is explored within this report.

-  **Innovation**
-  **Custodianship**
-  **Regeneration**
-  **Legacy**

### Innovation

*We are a transformative force for change. We draw on ancient wisdom, guided by ecological kinship, to share the powerful voice of Country and disrupt conventional systems and perceptions. Inspired by Country, we take a holistic view, centring creativity, adaptation and reciprocity. Our work propels us towards a collective future that considers the life of all kin.*

### Regeneration

*We deeply understand the connections between all things and work towards balance. We overcome limitations in conventional design thinking by centring the needs of Country and all kin. We create places for people to experience the many ways Country sustains and holds them, to connect them with their role in the system of their place. Learning from Country, we take a long-term view, with the knowledge that health and healing will come, given the right conditions of care.*

### Custodianship

*We are custodians of Country. We draw on cultural knowledge to advocate and care for Country. It is our responsibility to improve the health of Country and our diverse communities through our work. In our role as designers, we listen deeply to the needs of Country and walk together with our partners to foster connection. Country benefits and grows in our care.*

### Legacy

*Our works sits at the intersection of culture and design. We are industry leaders in collaborative design, bringing together First Nations communities and built environment professionals for an enduring conversation. By introducing people to Country, we transform the experience of belonging and connection to place in Australia. We show people that if we care for Country, she will care for us in return. Healthy Country and connected communities are our legacy.*

# YERRABINGIN COLLABORATIVE DESIGN METHODOLOGY

## Our Design Process

Our design methodology is informed by components of design thinking, user-centred design and Connecting with Country design disciplines to create our Country-focused, collaborative design approach.

### Country-focused

What sets us apart from conventional built environment design is our recognition of the interconnection of Country with human activity and our imperative to consider the needs of Country in the design solution. Empathetic observation and consideration of Country is central to our approach.

The outcome of our Country-focused approach is that Country is designed for and cared for, allowing Country to care and provide for future generations.

### Collaborative

Inspired by the natural processes of fostering and sustaining life on Country, our design methodology follows a cyclical, collaborative process: we collect, plant, nourish and tend.

The Connecting with Country Design Report – Final contributes to the Tend / Sustain stage in our methodology. In this stage, we tend our project by ensuring that the partnerships and outcomes created are sustainable and have ongoing positive outcomes for Country and communities. A key part of tending is

empathising, which keeps the cycle moving. We tend in feedback sessions with the community and our ongoing partnerships and new custodial relations created through our project. Our output of this stage is this Connecting with Country Design Report - Final.

### Design Methodology Stages

**Collect** - First, we collect by empathising with our project partners and with Country. We gather ideas, inspiration, facts, desires, research and limitations. This occurs in the discovery and ‘How Might We’ session.

**Plant** - After understanding the design challenge, we plant. Collaborative design workshops involve First Nations peoples and the wider team involved to generate diverse and innovative design solutions.

**Nourish** - Following the collaborative design sessions, we nourish through iteration. We share the collaborative outcomes to develop design solutions and concepts further based on feedback.

**Tend** - Finally, we tend to our creation. We tend by ensuring that the partnerships and outcomes created are sustainable and have ongoing positive outcomes for Country and communities.

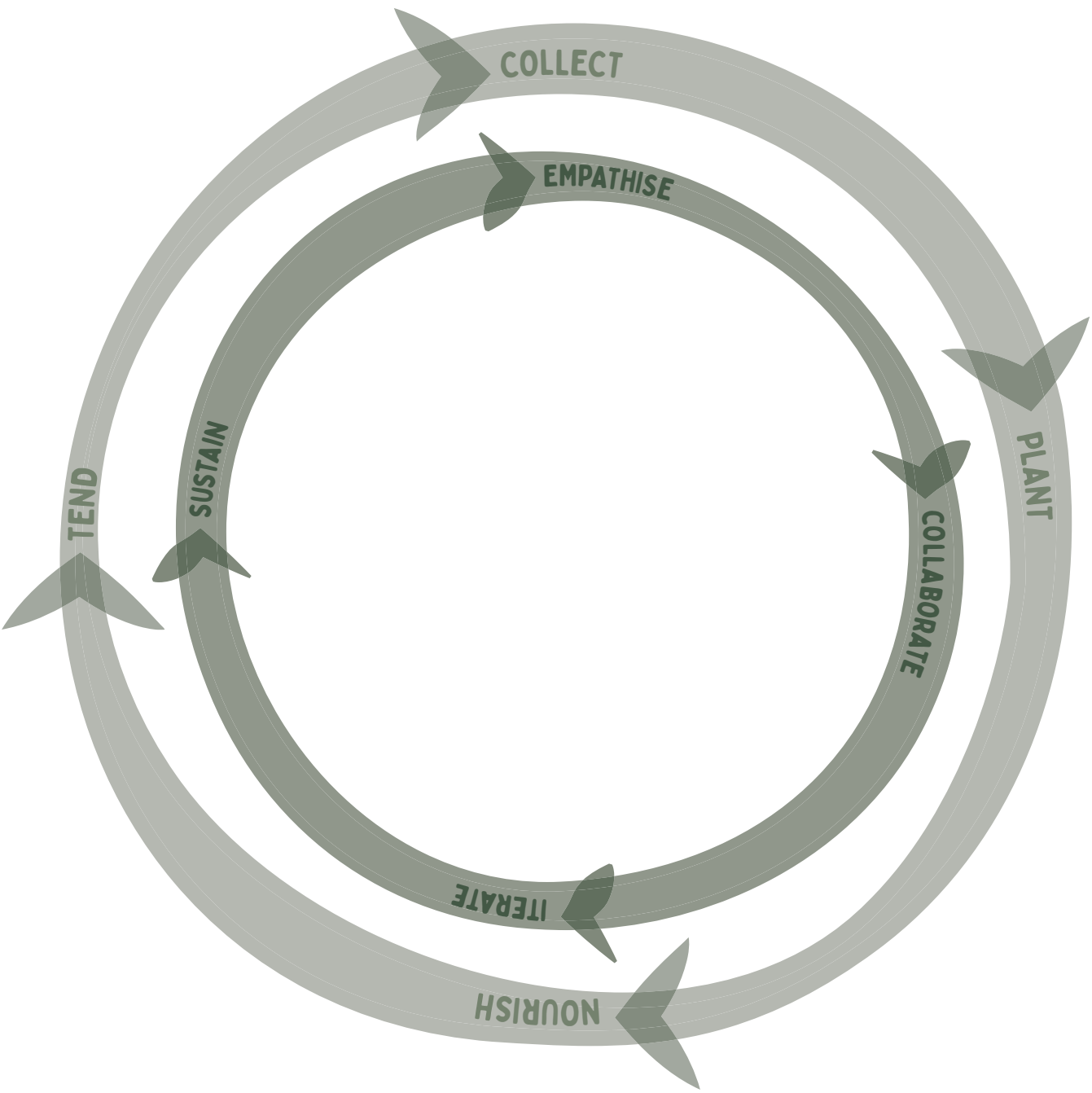


Figure.6 - Methodology Process | Yerrabingin





**COLLECT / EMPATHISE**  
CONTEXTUAL ANALYSIS



## INTRODUCTION

## Project Overview

As part of this project, School Infrastructure NSW has engaged Yerrabingin to undertake the Designing with Country scope. This project aims to construct modern learning spaces and amenities to serve the growing population in the Leppington and Denham Court area.

This involves incorporating Aboriginal cultural knowledge and perspectives into the design and development to create meaningful connections to Country. The Designing with Country approach will help ensure the new high school facilities reflect and respect the long history and continuing cultural significance of the land to Aboriginal people.

Through this process, the project seeks to foster a sense of place and belonging for all future students and staff while acknowledging the enduring relationship of Aboriginal people to the area.

The project is currently in tender design stage, with this report assisting in the proposal process. The Connecting with Country approach will inform a site narrative that can be applied across the project to constantly express the pillar of legacy.

The site is known as 128-134 Rickard Road, Leppington, NSW, 2179 and is legally described as Lots A and B in Deposited Plan 411211. The site is located on the eastern side of Rickard Road and is approximately 4.1ha in area. The site is located immediately south of the existing Leppington Public School at 144 Rickard Road and is approximately 700m south of Leppington Train Station.

The northern portion of the site is currently used for residential purposes. The southern portion of the site is used for agricultural purposes, with multiple greenhouses and an existing pond on the property.

The proposed activity is for a new high school for Leppington and Denham Court. The new high school will accommodate up to 1,000 students across 3 new buildings that will comprise 48 permanent teaching spaces (PTS), 3 support teaching spaces (STS), 19 specialist labs/workshops/kitchens and a hall. Buildings 1, 2 and 3 will be clustered along the southern boundary and the hall will be located in south-east corner of the site. The activity also includes the construction of a sports field in the centre of the site and 3 x multipurpose courts along the northern boundary.

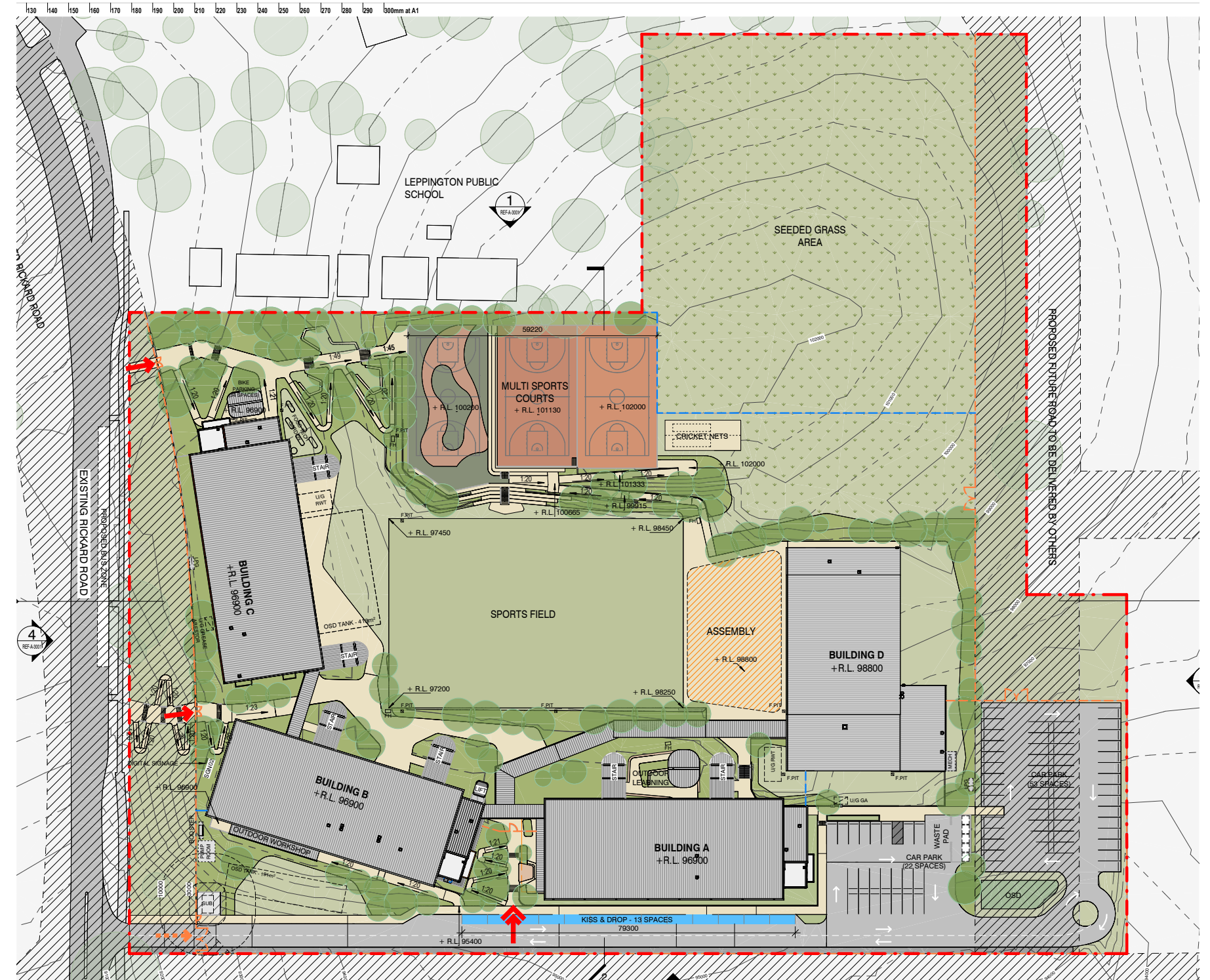


Figure.7 - New high school for Leppington and Denham Court | DJRD



# DHARUG COUNTRY

## Place in Country

The proposed new high school for Leppington and Denham Court project is situated on Dharug Country, within the traditional lands of the Dharug peoples who have been the custodians of this area for tens of thousands of years (Kohen, 1993). The Dharug peoples have a deep and enduring connection to this land, which is rich in cultural and ecological significance (Tobin, 2002).

The site is located within the South Creek sub-catchment of the Hawkesbury-Nepean River system, a network of waterways that have sustained Dharug peoples for millennia (Attenbrow, 2010). Nearby Kemps Creek, approximately 900 meters to the east, and Bonds Creek to the west, form part of this intricate water system that has shaped the local ecology and cultural practices (Molino Stewart, 2023).

The area is part of the broader Cumberland Plain, characterised by its gently undulating landscape and once extensive woodlands (Keith, 2004). The geology is predominantly Wianamatta Group shales, which have given rise to the clay-rich soils typical of the Cumberland Plain (Clark & Jones, 2017). These soils have historically supported a diverse ecosystem of Cumberland Plain

Woodland, a critically endangered ecological community that holds significant cultural and ecological value (NSW Department of Planning and Environment, 2022). The climate of the region is temperate, with warm summers and mild winters. Rainfall is distributed throughout the year, with slightly higher precipitation in late summer and early autumn (Bureau of Meteorology, 2023). This weather pattern has traditionally influenced seasonal movements and resource gathering practices of the Dharug peoples (Gammage, 2011).

The broader landscape is rich in cultural heritage. Rock engravings, scarred trees, and stone tool scatters have been documented in the surrounding region, testament to the long and continued Dharug presence (Irish, 2017).

The cultural landscape extends beyond physical artefacts, encompassing intangible heritage such as Dreaming stories, songlines, and traditional ecological knowledge that continue to connect Dharug people to this Country (Bodkin, 2020). Understanding and respecting these deeper layers of cultural significance will be crucial in developing a school that truly connects with Country.



Figure.8 - Untitled | Western Sydney Parklands, 2024



## YERRABINGIN PILLAR

### *Site Specific Opportunities*

The concept of legacy is deeply intertwined with the Dharug people's connection to Country and their responsibility to care for it. This pillar is particularly relevant to the new high school for Leppington and Denham Court, as it presents an opportunity to create a lasting impact that honours Dharug culture, promotes environmental stewardship, and fosters a sense of belonging for future generations. By integrating Dharug knowledge and perspectives into the school's design and curriculum, we can ensure that the project leaves a positive legacy that extends far beyond its physical structures.

Dharug Elder Aunty Edna Watson emphasises the importance of this connection to Country, stating,

*“Our connection to Country is our birthright, our inheritance. It's not just about the land, it's about everything – the trees, the animals, the air we breathe. It's all connected, and we are part of that connection”*

*(Watson, as cited in Bodkin, 2020, p. 45).*

This profound understanding of interconnectedness can be woven into the fabric of the school, both literally and figuratively. The school's architecture can reflect Dharug culture, incorporating elements that represent the local flora, fauna, and landforms. This could include using native materials, designing spaces that maximise natural light and ventilation, and creating outdoor learning areas that encourage students to engage directly with the natural environment (Jones & Birch, 2021).



Figure.9 - Untitled | Liverpool City Council Australia, 2020







# COLLABORATIVE DESIGN METHODOLOGY

## Process and Progress

As described above in the introduction to Yerrabingin’s Collaborative Design Methodology, our design process is made up of four stages, Collect / Empathise, Plant / Collaborate, Nourish / Iterate and Tend / Sustain. Each project is unique, and we tailor our design approach within each of the four stages for each project.

### Our Progress

We have completed the Collect / Empathise and Plant / Collaborate stages and we are now working on the Nourish / Iterate stage.

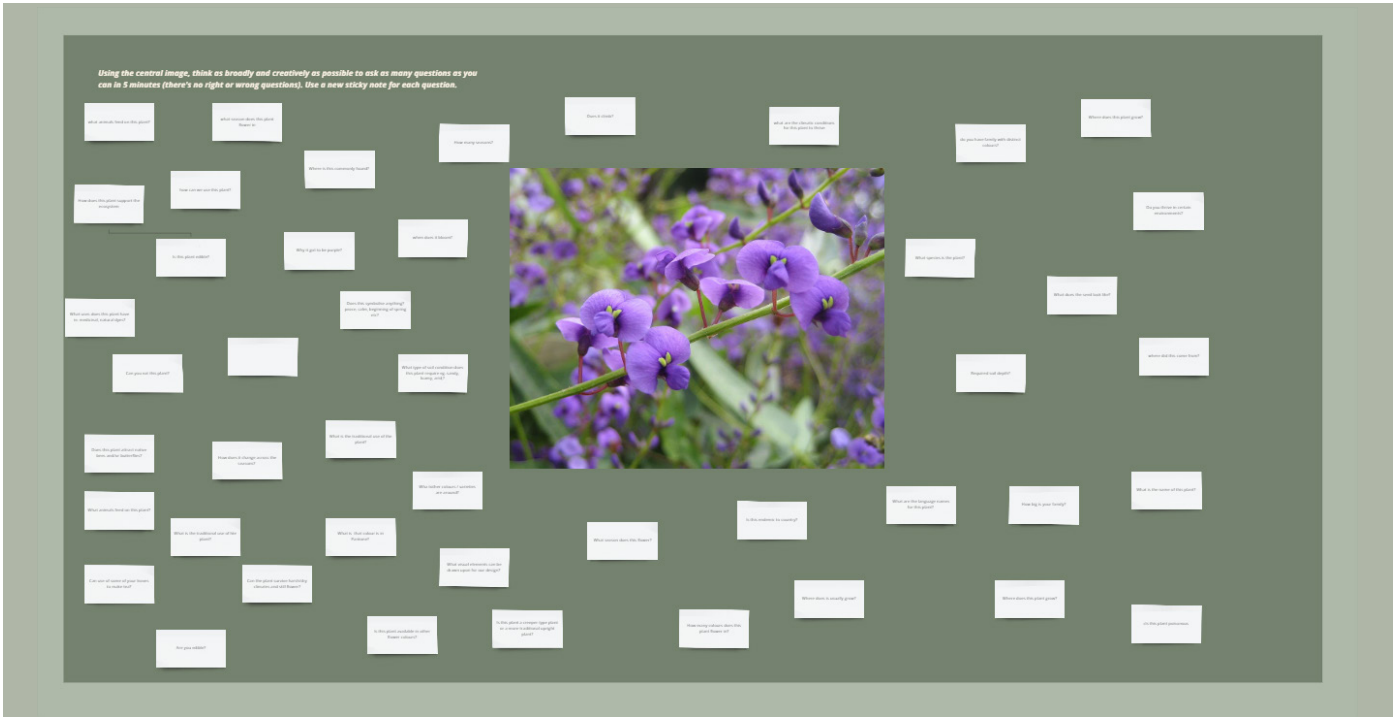


Figure.10 - Workshop 1 HMW Session | Yerrabingin    Figure.11 - Workshop 2 Walk on Country | Yerrabingin    Figure.12 - Project Timeline | Yerrabingin



# HOW MIGHT WE?

## Our Design Challenge

In the How Might We Session, we worked with the project team to learn as much as we could about the aims of the project and to introduce the design team to our process. We created the following How Might We statement for the project:

***How Might We design transformative and inspiring learning spaces which reflect Country, contribute to Country, and allow Country to be the lead teacher?***

We use the How Might We statement to understand the design team’s thoughts on the project users, impact, connection and value. By gaining as much information as we can from the beginning, we aim to ensure that we can direct the project more accurately and generate more impact. We use the How Might We statement to define our design challenge.

Across all activities, the overarching themes of enriching educational development and a Country integrated strategy were clear.

There is opportunity for this project to regenerate the ecologies of Country and embed them in the function of education and youth development. This will allow students, teachers and visitors to create a sense of custodianship and responsibility to the systems of Country within the site, and beyond.

Through innovative design approaches, the new high school for Leppington and Denham Court can create an environment that fosters physical, mental and emotional growth for visitors and shape a legacy for future generations on acknowledging and caring for Country.

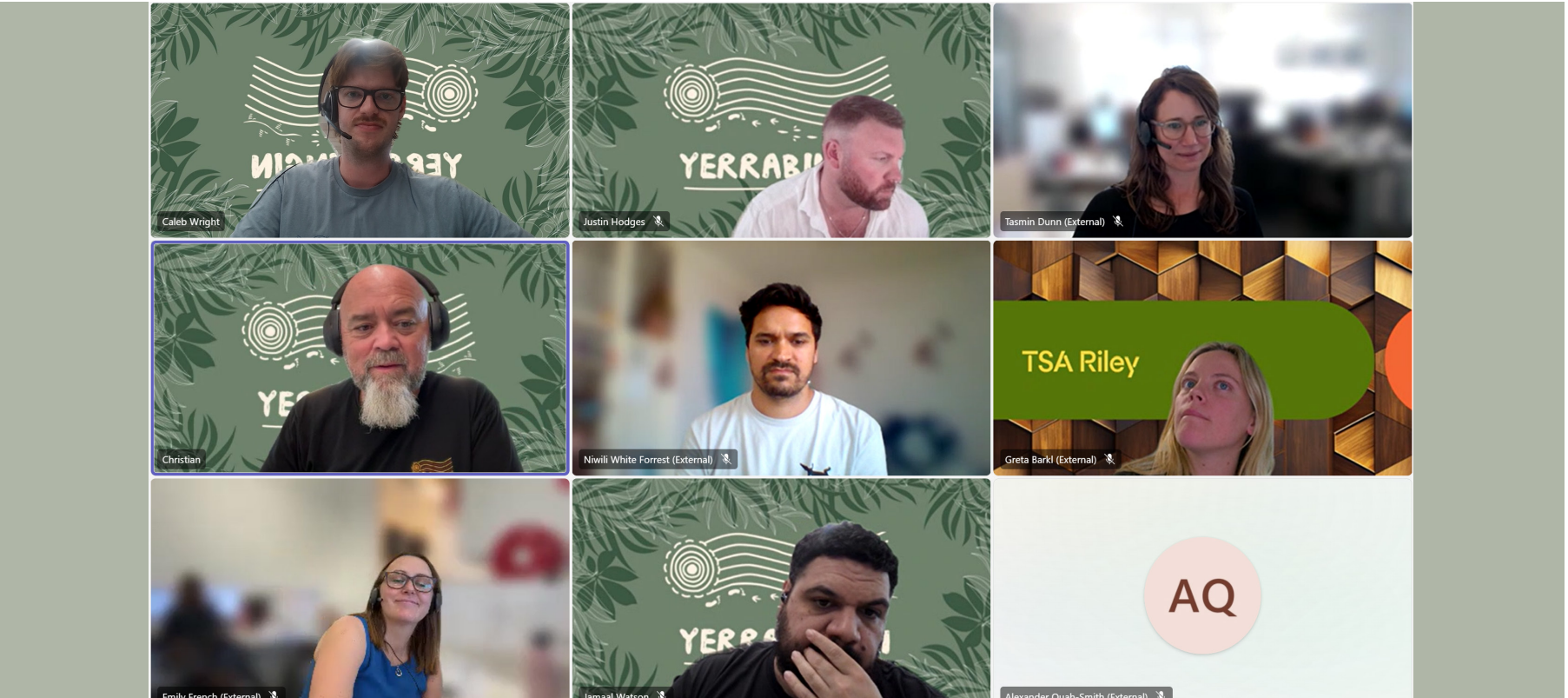
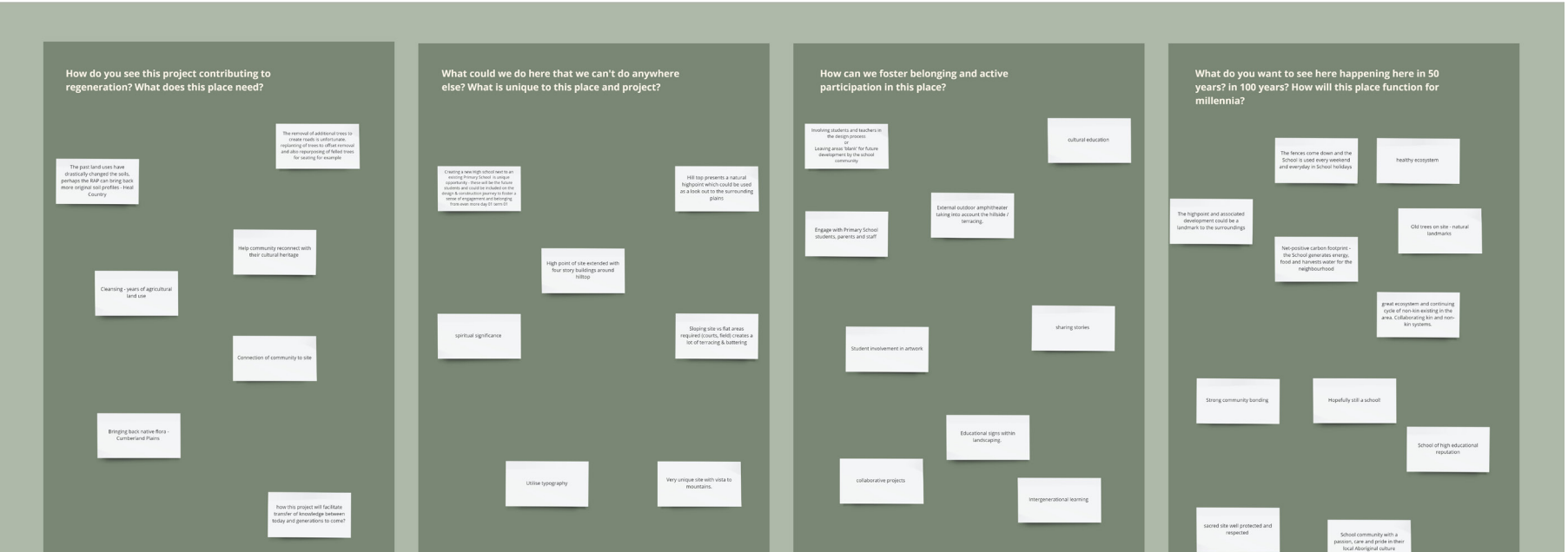


Figure.13 - How Might We session activity | Yerrabingin

Figure.14 - How Might We session participants | Yerrabingin



# WALKS ON COUNTRY

## Listening to Country

The on-Country walks was part of our collective stage. We visited the project site alongside the project team and community members to understand the site’s context, explore the needs of Country in this place, and build strong relationships with one another.

### Workshop 01

**When:** Monday 23rd September, 2024

**Where:** 128 – 134 Rickard Road, Leppington

**Who:**

- 10 x First Nations community members
- 1 x TSA Riley staff (Mardi Christian)
- 1 x DJRD staff (Niwili White Forrest)
- 4 x Yerrabingin staff (Christian Hampson, Kerrie Shepherd. Justin Hodges, Caleb Wright)

### Workshop 02

**When:** Friday 4th October, 2024

**Where:** 128 – 134 Rickard Road, Leppington

**Who:**

- 4 x First Nations community members
- 1 x The new high school for Leppington and Denham Court Director, Educational Leadership (Dace Elletson)
- 1 x DJRD (Emily French)
- 2 x Yerrabingin (Christian Hampson, Caleb Wright)



Figure.15 - Walk on Country - Workshop 01 | Yerrabingin      Figure.16 - Walk on Country - Workshop 02 | Yerrabingin



# COLLABORATIVE DESIGN WORKSHOPS

## Discussion and Findings

Participants of the two collaborative workshops each took part in activities around three focus areas:

### Activity 1 : Reflecting Country

This focus area explored how the activity could express and celebrate the unique features of the Country it sits on.

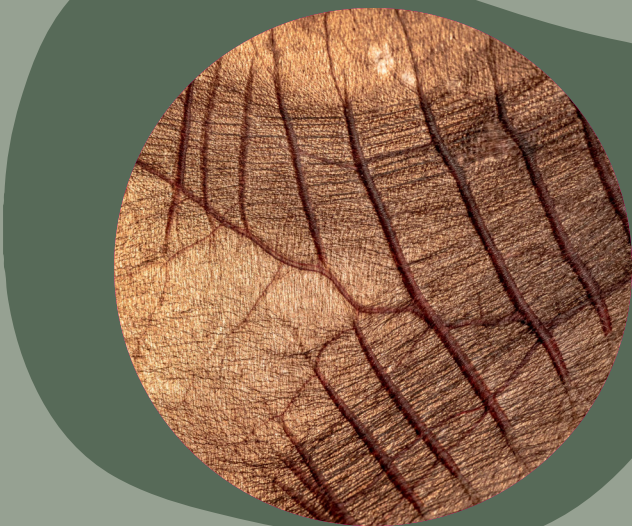
### Activity 2 : Contributing to Country

This focus area challenged how the proposed activity could have a positive influence on Country.

### Activity 3 : Country as a Teacher

This focus area investigated the role Country can play in educating and fostering connection for future students, staff and visitors.

The outcomes of the activities are summarised in the adjacent diagram, and in full in the Collaborative Design Workshop report.



#### Reflecting Country

Ensure the new high school for Leppington and Denham Court reflects the unique and specific elements of Country on which it is located. Opportunities identified in the collaborative workshop include materials selection, use of keystone species in naming of spaces and interpretive elements, planting of indicator species in the landscape to express seasonality, creating strong visual connections between interior and exterior spaces, and views beyond the site.

Figure.19 - Texture of Flying Fox wing | National Geographic



#### Contributing to Country

This idea recognises the opportunity for the design of the new high school for Leppington and Denham Court to improve the health of Country through design interventions. This could include encouraging the presence of Non-Human Kin through habitat creation, the use of the unique terracing of the site to create spaces to view and connect users to Sky Country and introducing water sensitive urban design and revealing the hydrology of the site as a way to improve water quality, as well as an education tool.

Figure.18 - Cumberland Shale Plains Woodland | Prestons, NSW



#### Country as a Teacher

Country as a teacher involves instilling values such as resilience, sustainability, kinship, respect and ingenuity. It's about learning the systems and resources of the land, water and skies around you to appreciate the role you play in the web of relationships of kin. By viewing Country as a living entity, the students, staff and visitors of the new high school for Leppington and Denham Court will leave with an appreciation for the site and it's context.

Figure.17 - The blue tongued lizard indicates a new season | Lehigh Valley Zoo





**NOURISH / ITERATE**  
IDEATION DEVELOPMENT



# IDEATION DEVELOPMENT WORKSHOP

## Discussion and Findings

Following the Collaborative Design Workshop with Aboriginal community members and the project team, Yerrabingin held an Ideation Development Workshop with the project team to review the summary of outcomes of the Collaborative Design Workshop and investigate ideation opportunities, expand thinking, understand constraints and limitations, and together develop the next stages of the Connecting with Country design work.

A number of the Community data points from the collaborative workshop were repeated and confirmed by the project team as attainable design outcomes for the project. The discussion and findings under the topic areas explored is as follows:

### Reflecting Country

- Expression of geology through the use of stone and rocks, and Deep Country colours in landscape seating, walls, and elements. Use from site if possible
- Colours of Country used in building panelling, powder coating and brick colours, and integration of art.
- Incorporate patternation expressing Country, through perforated steel panels, murals and other artwork integrated with building and in the landscape.
- Kinetic built elements reflecting wind Country.

### Contributing to Country

- Frame Blue Mountains from upper level walkways and classrooms, and at landscape high point. Create view corridors with planting, and use seating at key points to allow for pause and 'looking up' to engage with sky Country.
- Consider tree canopy and aim to create a connected canopy around and through the site.

### Country as Teacher

- Embedded water sensitive urban design in the landscape
- Strategic tree planting to mitigate impacts of heat on buildings
- Outdoor teaching spaces including sensory gardens, cultural planting

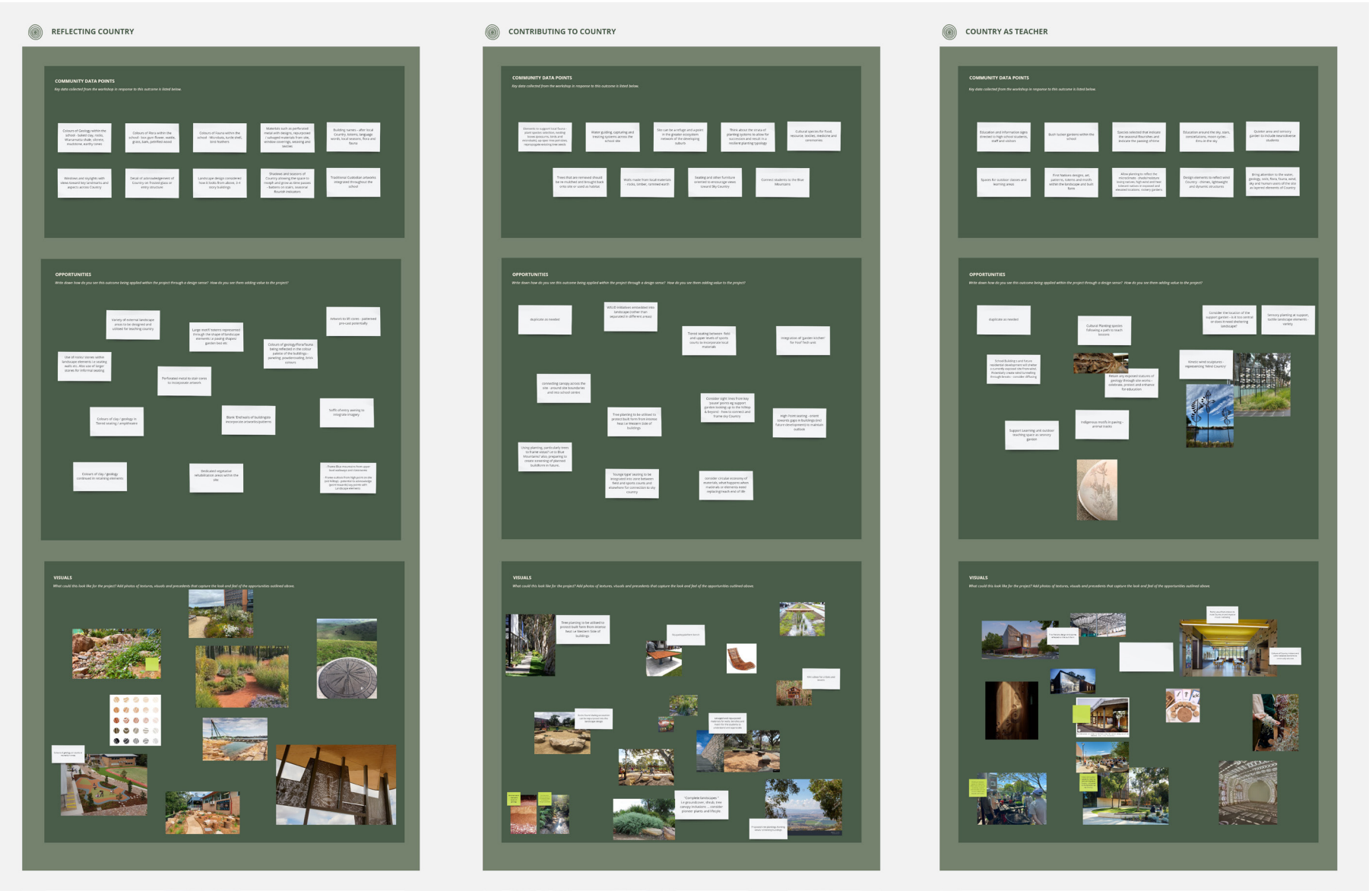



Figure.20 - Ideation Workshop Miro Board | Yerrabingin





**TEND / SUSTAIN**

TOWARD FINAL DESIGN - NEW HIGH SCHOOL FOR LEPPINGTON AND DENHAM COURT



# COMMUNITY FEEDBACK SESSION

## Process

The design development progress was shared with community at our Community Feedback session on Tuesday, November 5th 2024. The session was attended by:

- 15 x First Nations community members
- 1 x SINSW (Paul Kotronakis)
- 1 x DJRD staff (Niwili White Forrest)
- 1 x Site Image (Nick Metcalf)
- 2 x Yerrabingin (Kerrie Shepherd, Caleb Wright)

In the session, Yerrabingin presented project updates and what opportunities had emerged from the Collaborative Workshop. Consultants then presented their project progress to the group, highlighting how specific elements from the opportunities identified in the Collaborative Workshop have been explored in the current design.

Specific feedback was sought for the three key opportunity areas on site being:

- Revealing Deep Country
- Views to Sky Country and Horizon
- Country is our Teacher

Feedback captured in the session included post it notes and recorded conversations, which captured Community responses and comments toward key parts of the project proposal.

Based on this feedback, the consultant team have been able to progress with ideas relating to the key opportunity areas, such as integrating local materials, colours, textures and motifs into the future school design, encouraging links to the Blue Mountains and Sky Country, and designing internal and external spaces where staff and students can nourish their connection to Country.



Figure.21 - Community Feedback Session Attendees | Yerrabingin  
Figure.22 - Attendees reviewing material | Yerrabingin  
Figure.23 - Attendees discussing material | Yerrabingin



Discussion and Findings

Connecting with Country Principles:

- Agree with established principles
- Can you integrate the found artefacts from Deep Country?
- Like the access to light, and natural materials.
- Use the colours of Deep Country throughout the design.
- Mountain views and sky views are very important, glad to see they are their own principle.
- There should be more green spaces to connect to Country, outdoor class sessions for all use spaces.
- Country is being represented accurately in the colour palette and respect of using flora and the re-use of dead trees as benches and decor. The importance of preserving the natural view of the land.
- Keep as much of Country as possible.
- Additional colours of Country could be waratah (red), dianella (purple), wattle (yellow), native cherry (green and red), honey suckle (pink and yellow) and gymea lily (green and red).
- The colours of the Blue Mountains - grey, blue, green.
- When it comes to the colours of Deep Country, let the earth do the talking. Take a photo during excavation or bore holes.
- Love that Sky Country is there - key views.

Landscape

- Push for more grass areas.
- Look at the amphitheatre, how good is that?!
- I like the soft, jagged, bleeding edge of the amphitheatre steps.
- The frontage of amphitheatre material should be a gradient of colours from Deep Country.
- WSUD areas could have QR codes or educational plaques. Incorporate the turtle story.
- Have the permeable paving with animal footprints to educate on tracking.
- The footpaths should tell a story to reflect the journey as you move through.
- Flowers on the side of pathways and snake designs.
- It's good if felled trees are re-used in the design.
- Think about the ground level materials - softfall and pathways are also the colours of Country.
- Have artwork at the front entry of the school

Architecture

- What is happening on the rooftops? Connect to Sky Country through Emu Dreaming and constellations are ancestors. Consider the sky views when flying over.
- Country as Our Teacher - need to embed the lessons from Country in the school [research AHIMS and get community perspective].
- Spaces and places for cross-cultural exchange.
- Have the form of the Blue Mountains accurately outlined on the facade.
- Any artworks should be in-line with the narrative of the site.
- There are 6 buildings, 6 local seasons colours and names. Have a look at the Western Sydney Parklands seasonal artworks.
- Think about the colours as a transition from Deep Country, land and Water Country to Sky Country.

Future Opportunities

- There should be ceremony before the breaking of ground with community involved.
- There should be a community site walk through and opening ceremony for when the new high school for Leppington and Denham Court is opened.
- In the past, the AECG have come in and changed school designs that were formed by community engagement outcomes. They should not decide or change what community have said.



Figure.24 - Landscape presentation | Yerrabingin



# CONNECTING WITH COUNTRY OPPORTUNITIES

## New high school at Leppington

This section presents our finalised Connecting with Country Opportunities, incorporating all feedback discussed in the above two sections and following further development on the ideas presented in the draft report to elaborate on the design opportunities.

The finalised Connecting with Country Opportunities include:

- Revealing Deep Country
- Views to Sky Country and Horizon
- Country is our Teacher



### Revealing Deep Country

This opportunity looks to Deep Country, and what can be revealed in the design to reflect Country.

The project should strive to reveal the stories of geology, ground water and layers of Deep Country, and reflect those colours and movements above ground in the architecture and landscape elements.



### Views to Sky Country and Horizon

This opportunity looks to Sky Country, and ways to connect the school to the surrounding cultural landscape of this Country.

The new high school for Leppington and Denham Court can inspire learning spaces for contemplative reflection, connected to Sky Country. Students can gain a deeper understanding of their place in Country and observe daily and seasonal changes in light and weather.



### Country is our Teacher

This opportunity allows spaces for learning and teaching in different ways, from the lens of connecting to Country.

By designing places and experiences for interaction and experience of Country, the school can function as a place for learning on many layers. It will teach in a passive way, through it's presence and connection to Country, and hold spaces for active teaching and learning.



Revealing Deep Country

This opportunity looks to Deep Country, and what can be revealed in the design to reflect the Country of the new high school at Leppington.

The unique geology and archaeological history of this Country can be reflected through the materiality and colour palette of the project. The built form and landscape elements should take inspiration from the existing colour palette of Deep Country such as clay-rich Wianamatta Group shales soils.

Furthermore, the opportunity to expose the strata of geology during construction as unique features of Country which can be innovatively woven into the school. Any material that is disturbed during construction can be re-purposed into landscape features to encourage innovative and regenerative solutions.

Water sensitive urban design initiatives in the landscape and built form can be integrated to guide, capture and treat water across the site. This will bring students and teachers attention to their contextual location close to the Kemps and Bonds Creeks, as part of an intricate water system that penetrates Deep Country and evoke a sense of legacy.



Figure.25 - Geology re-purposed in design | GREENinc Landscape Architecture



Figure.26 - Natural tones on facade | Dulux Powders



Figure.27 - Dry creek bed | Our Nesting Space



Figure.28 - Tiered geology | Helidon Sandstone



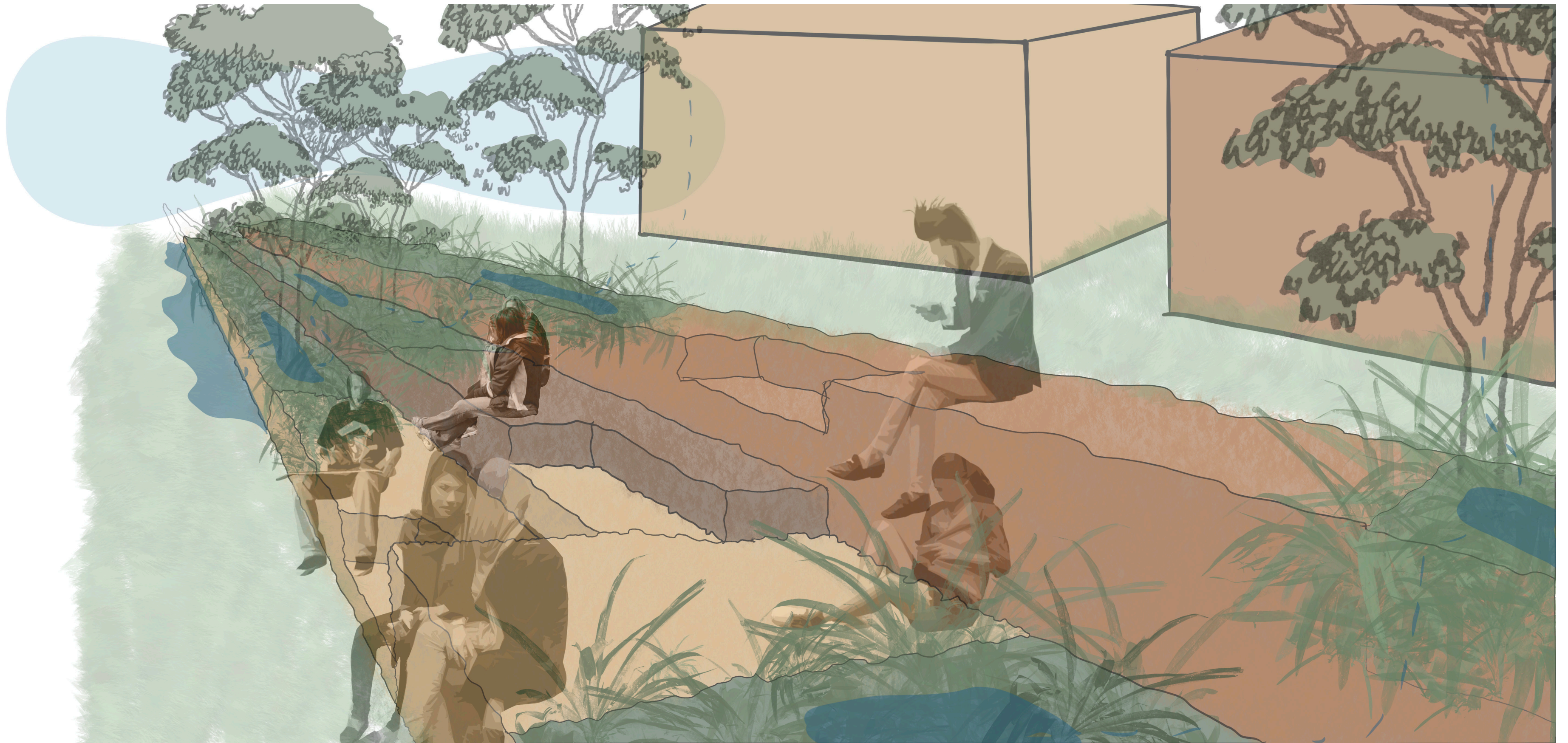


Figure.29 - Revealing Deep Country site application graphic | Yerrabingin



*Views to Sky Country and Horizon*

This opportunity looks to Sky Country and ways to connect the school to the surrounding cultural landscape of Dharug Country.

The current site offers breathtaking views across Country toward the Blue Mountains and Big Sky Country. Retaining these views where possible, and inviting the essence of the mountain range into the school ensures that connection is not lost as the surrounding suburb is developed.

High points within the site should also be utilised as key opportunities to gather and admire the surrounding landscape. Furthermore, angled seating and terracing can encourage students, staff and visitors to shift their eye line toward Big Sky Country - creating an educational opportunity around the movement of the sun, moon and stars, and their influence on the seasonal flourishes of Country. The exploration of shade and shadows within the built form reflects the solar movements into other elements of the school.

In addition to active education opportunities, the expanses of Big Sky Country encourage contemplative reflection for students who may be seeking solitude and respite. By providing internal and external spaces where students can hangout with views toward sky Country, the new high school for Leppington and Denham Court can innovatively connect visitors to the sky and horizon of this Country.

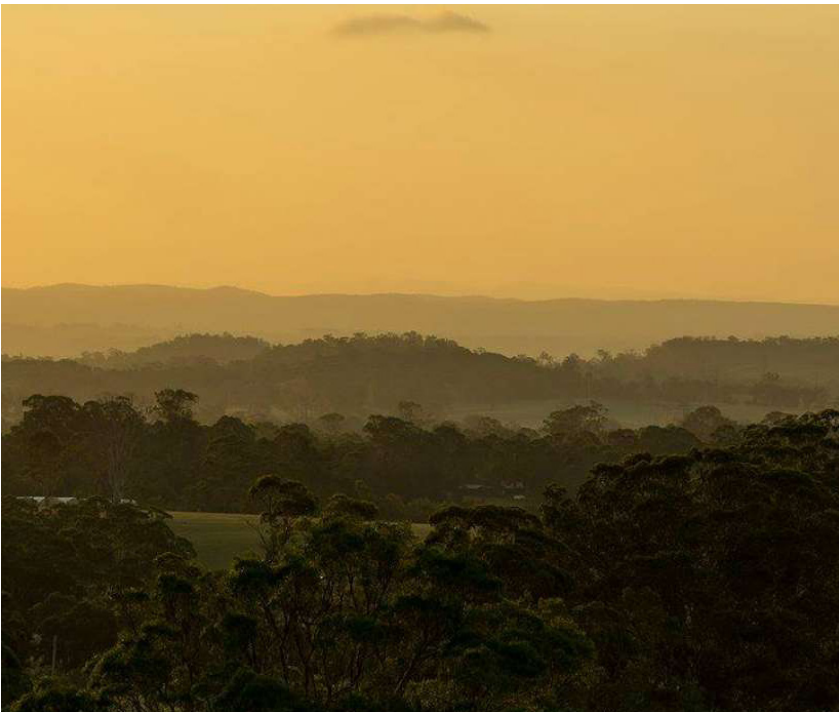


Figure.30 - Views from Leppington to Blue Mountains | Paig  
Figure.33 - Basking lounges | Liege(wiese)



Figure.31 - Landform inspired facade | Ashari Architects  
Figure.32 - Platform seating | SFA





Figure.34 - Views to Sky Country and Horizon site application graphic | Yerrabingin



Country is our Teacher

This opportunity grounds education experiences in Country through facilitating moments for active and passive learning.

As discussed in the previous opportunity, having internal and external gathering spaces invites students and teachers to learn from the systems and elements of Country.

First Nations design, art, patternation and motifs expressed throughout the landscape and architecture of the school will also provide canvases for education, and encourage all visitors to the new high school for Leppington and Denham Court to strengthen their connection to Country.

In addition to sky Country reflecting the seasonal flourishes of Country, the selection and placement of planting species which reflect the progression of seasonal flourishes through behaviour such as flowering and fruiting. Fauna species which indicate seasonal changes can also be incorporated into design motifs.



Figure.35 - Country guides architecture and planting | Hayball Figure.36 - Materiality and scale informed by Country | Badge Figure.37 - Integrated indoor / outdoor learning spaces | ASPECT Studios  
Figure.38 - Existing tree guides architectural form | Kerry Hill Architects





Figure.39 - Country is Our Teacher site application graphic | Yerrabingin



# CONNECTING WITH COUNTRY DESIGN

## Answering the How Might We Question

The Connecting with Country opportunities presented in the preceding pages together form the answer to our How Might We question:

*How Might We design transformative and inspiring learning spaces which reflect Country, contribute to Country, and allow Country to be the lead teacher?*

Through Yerrabingin’s engagement process, key opportunities for the new high school for Leppington and Denham Court to explore this question have been identified.

Transformative and inspiring learning spaces are those which are informed by, and immersed within Country. These spaces should respond to the materials, colours, textures and landmarks of Country in order to reflect the High School’s context. Providing moments where students and staff can learn through Country-positive design interventions will instil a holistic understanding of the interconnected kinship systems which are woven across Country. By bringing Country into the school through plantings that showcase seasonality, habitat creation, materials and healthy water flows, students can interact and learn from a thriving, healthy system of Country.

### Revealing Deep Country

- 1. Tones and hues inspired by Deep Country
- 2. Exposing and celebrating the unique geology
- 3. Providing permeable surfaces for water to penetrate

### Views to Sky Country and Horizon

- 4. Maintain high points on site where possible
- 5. Integrate the sun, moon and constellation movements into the design
- 6. Reclined seating to guide user eye-line upward

### Country is Our Teacher

- 7. Outdoor learning nestled in Country
- 8. Strengthen biodiversity areas for Non-Human Kin
- 9. Reflect First Nations culture and knowledge in design elements



Figure.40 - CwC opportunities overlaid on site plan | Yerrabingin, DJRD



GANSW CONNECTING WITH COUNTRY FRAMEWORK OUTCOMES

Outcomes for Country

GANSW Outcomes for Country	The new high school for Leppington and Denham Court Opportunities
1. Healthy Country	<ul style="list-style-type: none"><li>Reintroducing locally native ecologies onto the site through the prioritisation of Non-Human Kin.</li><li>Retaining the high point of the site to ensure Country remains recognisable.</li></ul>
2. Healthy Community	<ul style="list-style-type: none"><li>Strong cultural identity through design motifs of Country.</li><li>Cultural safety and an invitation to appreciate Country.</li><li>Employment opportunities for identified staff.</li></ul>
3. Protecting Aboriginal cultural heritage	<ul style="list-style-type: none"><li>Opportunity to integrate local language and place names into the school.</li><li>Allow wider First Nations community access to Country through out of hours school activities and community programs.</li><li>Engagement with First Nations community to ensure connecting with Country engagement is informed by Traditional Custodians, Registered Aboriginal Parties and First Nations community stakeholders.</li></ul>
4. Cultural Competency	<ul style="list-style-type: none"><li>Ongoing cultural awareness training for staff to integrate into curriculum to develop skills and competency in delivering Country-centred material.</li></ul>
5. Better Places	<ul style="list-style-type: none"><li>Planning and design projects apply the community driven opportunities to ensure the new High School for Leppington and Denham Court is connected with Country.</li><li>Planning and design outcomes informed by the community driven opportunities support living cultural practices.</li><li>Original landscapes are repaired and restored through the re-establishing of locally native ecologies.</li></ul>



Figure.41 - Existing vegetation on site | Yerrabingin



# PROJECT LEGACY

## *Future of Connecting with Country at the new high school for Leppington and Denham Court*

We have followed our Collaborative Design process to first define our design challenge, and then with the project team and Aboriginal community members, worked together to develop a solution to our challenge in the form of an answer to our How Might We Question as shared above.

At the beginning of the process, Yerrabingin identified the opportunity to explore bringing the Legacy pillar into the design solution, and our process has focused on developing design solutions that will achieve long term outcomes for Legacy at the project site.

Together, the Connecting with Country opportunities of *‘Revealing Deep Country’*, *‘Views to Sky Country and Horizon’* and *‘Country is Our Teacher’* will contribute to bringing this pillar to life at the site in the short term, and into the future.



Figure.42 - Project site with Blue Mountains in background | Yerrabingin



FIGURES LIST

Figure.1 - Aerial photo of the new high school for Leppington and Denham Court | Nearmap

Figure.2 - Existing site condition | Yerrabingin

Figure.3 - Site photo | Yerrabingin

Figure.4 - We inhabit and are inhabited by Country | Yerrabingin

Figure.5 - Combining cultural practice and behavioural change systems | GANSW

Figure.6 - Methodology Process | Yerrabingin

Figure.7 - New high school for Leppington and Denham Court | DJRD

Figure.8 - Untitled | Western Sydney Parklands, 2024

Figure.9 - Untitled | Liverpool City Council Australia, 2020

Figure.10 - Workshop 1 HMW Session | Yerrabingin

Figure.11 - Workshop 2 Walk on Country | Yerrabingin

Figure.12 - Project Timeline | Yerrabingin

Figure.13 - How Might We session activity | Yerrabingin

Figure.14 - How Might We session participants | Yerrabingin

Figure.15 - Walk on Country - Workshop 01 | Yerrabingin

Figure.16 - Walk on Country - Workshop 02 | Yerrabingin

Figure.19 - Texture of Flying Fox wing | National Geographic

Figure.18 - Cumberland Shale Plains Woodland | Prestons, NSW

Figure.17 - The blue tongued lizard indicates a new season | Lehigh Valley Zoo

Figure.20 - Ideation Workshop Miro Board | Yerrabingin

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Figure.40 - CwC opportunities overlayed on site plan | Yerrabingin, DJRD

Figure.41 - Existing vegetation on site | Yerrabingin

Figure.42 - Project site with Blue Mountains in background | Yerrabingin



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