

## Emanuel School Community Liaison Group

**Meeting No:** 1

**Date:** Monday 19<sup>th</sup> July 2021

**Venue:** Zoom

<b>Attendees</b>	
<p><b>Community Members</b> Tara Roach Nicole Birbas NFP Justine Hughes Derek Pal</p>	<p>Andrew Watt Andrew Delany Warrick Smith Jonathan Lau</p> <p><b>Independent Chair</b> Roberta Ryan</p> <p><b>Minute Taker</b> Sophie Alais</p>
<p><b>Apologies</b> No apologies.</p>	

<b>Item</b>	<b>Description</b>	<b>Action</b>
<b>1</b>	<p><b>Welcome, introductions, and purpose of the Community Liaison Group (CLG) - RR</b></p> <p>RR welcomes everyone to the first Emanuel School CLG.</p> <p>RR introduces herself – Professor of Local Government at University of Newcastle, frequently appointed as an independent chair by NSW government and others. RR was appointed the independent chair of the committee, via a selection process run by the project managers.</p> <p>RR asks everyone present to introduce themselves.</p> <p>WS and JL are consultant project managers who have been working with the Emanuel School with the development application since October 2020. WS explains that part of the requirements of the project approval is forming a CLG.</p> <p>AW is the principal of Emanuel. AW has held the role for past 3 years. AW says he is looking forward to working with the local residents.</p> <p>AD is the facilities/campus/security manager for the school.</p> <p>NFP, TR, NB and JH are all community members who live near the school. NB thanks RR for including her. TR says her</p>	

	<p>interest is in the traffic congestion in the afternoons and the lack of parking. TR wants to understand the current process. JH has lived in the area for past 8 years and understands the need to ferry children to and from school.</p> <p>DP is a parent at Emanuel and a member of the school's building committee. DP joins the committee as an active parent and hopes to contribute and assist in the meeting.</p> <p>SA works for RR. SA will distribute invitations to the meetings, as well as take and distribute the minutes.</p> <p>RR explains that the projects are approved by state planning panels or Regional Planning Panels (of which RR is a member). RR says that sometimes as part of the conditions of consent, a community liaison group is set up. During the meetings, time will be spent talking through the project. The primary purpose of the committee is to enable community and neighbour input in the construction process as it evolves. RR explains that there are many moving parts of the project and the CLG meetings allow members of the community to have a line of communication with the school, as well discuss with their neighbours potential issues that can then be raised in meetings. RR says that the purpose of having an independent chair is so that committee members can hear from all the various parties (like the school, construction, project managers, council etc).</p> <p>RR says that minutes are taken by SA. The minutes are then published on the school's website.</p> <p>TR asks RR a question. TR says that she thought that traffic management was part of the conditions of consent.</p> <p>RR says yes, principal focus is to talk about conditions around the construction. RR says it is important to understand existing conditions and challenges such as traffic management and parking. The CLG was formed to discuss a range of issues, traffic management being not the only issue that will be discussed. RR says there will be all sorts of issues like traffic issues and construction.</p> <p>In terms of how frequent the meetings will be, RR says she anticipates that there will be a bunch of meetings in fairly short order, then there may be a hiatus as applications etc go to Council. Then once construction is up and running, the</p>	
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	<p>meetings will be spaced out a bit. RR says this is why it is hard to say how frequent the meetings will be.</p> <p>RR says she will chair the meetings efficiently and firmly. RR requests that each member does not go out and talk about things discussed here in the meeting but instead advise people to read the minutes, and of course to direct questions as needed. RR says doing this helps to keep the discussions in meetings robust and well informed.</p> <p>RR says that this committee has good representation, and she thanks all the community members for joining.</p>	
2	<b>Welcome and thanks from the school, motivation for the proposal – Principal</b>	
	<p>AW welcomes everyone on behalf of the school community. AW says he looks forward to working together with the community to create solutions.</p> <p>AW outlines what is motivating the school behind this project. AW says the school has no intention of increasing the number of students. AW says the school wants to redevelop the existing Adler building to create more and better learning spaces and help with timetabling issues. The project will create new group learning spaces, gallery areas, and a 'imaginarium'. AW says the kindy will be double the size and the students will have more club spaces. The project will reduce congestion and noise and improve spaces for the primary school.</p>	
3	Background to the school's proposal – JL/WS	
	<p>WS provides a general overview and says that there will be lots of acronyms and phrases, but there is no such thing as a silly question.</p> <p>WS explains that the school has development consent which comes with 128 conditions. It is a publicly available document and WS can circulate it if people wish. The conditions include general conditions and conditions that need to be satisfied before construction can begin. The Construction Certificate (known as a CC) and another batch of conditions will be issued during construction. WS says there are also another range of conditions after finishing.</p> <p>WS says currently, the project has development consent, but not a CC yet. WS says that a tender will be issued for a construction team and work may begin in December and January, during the summer school holidays. WS says that this CLG had to be formed before the CC can be issued.</p>	<p>Look into a member of council being a part of the CLG.</p>

	<p>Broadly speaking, WS says the project is an adaption/reuse of the Adler building such as a second floor and a footbridge to a building on Stanley St plus the general façade and landscaping. WS says that heritage impact statements also have to be done as part of the project.</p> <p>RR explains to the CLG that these are the anticipated timelines. RR says it may seem early, but it is important that the community has an early say.</p> <p>JL says he will be working closely with everyone so that all conditions are adhered to. JL says stage of work will be tabled with the CLG.</p> <p>TR asks RR about people from Council being members of the committee. TR thought that council had to be a member of the committee.</p> <p>RR says that council is not required to be a member of the CLG but that it can be an action to look into council being members.</p> <p>JL shares his screen to explain to the CLG the plans for the project works.</p> <p>JL says that the project is a general repurpose of the building plus the footbridge. The level 1 will have a kindergarten and a 'Imaginarium'. Level 2 will have classrooms, and level 3 will have classrooms, a communications room and the footbridge.</p> <p>JL asks the CLG if they have any questions.</p> <p>TR asks if there will be an additional entry point on Chepstow St. TR saw deliveries on Chepstow St and is concerned.</p> <p>JL says that the entry on Stanley St will operate in its current form because it is a key arterial. There is no change.</p> <p>WS says there is no intention to add any access points on Chepstow. There will be no additional access on Chepstow.</p> <p>AW says that the majority of deliveries is through the Waxmen or the Stanley Gate.</p>	
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	<p>AD explains that any deliveries on Chepstow is specifically for the building on Chepstow, and is allowed under the DA.</p> <p>JL says the school is now looking at the design and the touch and feel aspect of the project like joinery. JL says the intention is to start going out to builders and attempt to get a contractor on board by October, get the CC by December, and then to start construction in the summer holidays. JL says the project may take 15 – 18 months as an estimate but it is very hard to guess at this stage.</p> <p>WS clarifies the traffic management plans and documents. WS says the overarching document, known as the Operational Traffic Management Plan (OTMP) is the school's responsibility. Traffic engineers prepare the document and then council must approve of it. The main goal of the OTMP is the operational traffic associated with the school such as ways that the school community can reduce private vehicle use associated with the school such as monitoring targets and using certain levers that the school can use to reduce traffic.</p> <p>Furthermore, WS says that school cohorts change given the student body changes, such as where the students are traveling from so for example, bus routes need to be monitored. WS says that the OTMP is different and distinct from what will be happening during construction. The construction team will create a construction transport management plan. So, in summary, the OTMP relates to the overview of the school while the other document will focus specifically on construction.</p> <p>WS says that constructing a project on a corner site creates double pressures with the both the community and the school who is trying to run its everyday operations.</p> <p>WS also says that a Green Travel Plan (GTP) needs to be prepared. A GTP will have targets for the reduction of private vehicle usage, increasing bicycle spaces etc.</p> <p>RR asks WS and JL when the CLG will be involved in the OTMP?</p> <p>WS says that it is currently in development.</p> <p>JL says that the documents are works in progress. Once the school is comfortable with the OTMP then it will be tabled</p>	
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	<p>with the CLG. JL says next CLG meeting, they will have more on the OTMP.</p> <p>TR asks JL and WS when the surveys on the traffic were conducted.</p> <p>JL says that for the original submission, the surveys were conducted pre-covid and another survey was conducted last year during Covid when there was higher private vehicle usage. JL says there 'liquorice sticks' (cables laid across the road that count the number of cars that drive over them) and parking surveys (a surveyor walks around the site and counts the cars). JL says that all the surveys were seen by council and the local planning panel. Once the OTMP is developed and approved by the CLG it goes to council for approval.</p> <p>RR asks that JL and WS invite the traffic engineer to the next meeting as a guest speaker so that an expert can explain the OTMP to the CLG members.</p> <p>JL adds that there is a copy of the existing traffic results on the planning website.</p> <p>TR raises a concern with the group. TR says that the local residents feel that there is no independence between the school and the surveyors. TR says she is surprised that it is not someone from council who conducts the traffic surveys.</p> <p>RR says that the process will provide TR and other residents with reassurance. RR explains that the CLG is the community group and council is the consent authority at this stage which is the independence. Furthermore, RR says the council's experts examine and approve the results.</p> <p>WS adds that additional advice and recommendations from the community assist the surveyors to do the best possible survey, advice like this road is busy, put a liquorice strip down here. Furthermore, WS says the surveys are done again because this current survey results are the base results.</p> <p>WS says that the other important component is undertaking surveys during a school week and a holiday week. This helps the surveyors understand the background traffic in the local area that is not associated with the school. Additionally, WS says that traffic patterns have changed due to Covid. For</p>	
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	<p>example, peak day is now Tuesday, not Monday, because so many people are working from home. WS says that comparison is important. WS also says that once the testing regime is thoroughly explained to members, input and suggestions are most welcome.</p> <p>RR asks JL for any other issues that the CLG will need to know about going forward.</p> <p>JL says issues associated with the project will likely include traffic, construction traffic, noise monitoring and construction hours.</p>	
4	<p><b>Other business – update on other DAs the school has in progress</b></p>	
	<p>AD explains other DAs the school has submitted/will be submitting to council. AD says that this CLG is for the Adler Project but explaining the other DA is an important line of communication.</p> <p>AD says the school has submitted three other DAs.</p> <ol style="list-style-type: none"> <li>1) Brender Moss building – DA lodged to do internal works. There is no mobility access for the top two levels so as part of the overall mobility strategy the school intends to add an elevator plus modify the space into an open teaching and learning space. The four walls will become partitions to make the space more usable and increase its longevity.</li> <li>2) LINC Building – DA submitted to make current veranda an enclosed space. Veranda is not usable during bad weather. Aim to close that top balcony space and make it a dedicated gallery space to better utilise it.</li> <li>3) School recently purchased 30 Avoca St, a two story apartment building. Aim to make the site a satellite admin office used 9 – 5pm. Using the space will increase the amount of parking available to admin staff, and thus decrease on road parking by staff members. By moving the admin team, school will also increase classroom space for the students. No DA submitted yet.</li> </ol> <p>RR asks for questions.</p> <p>TR asks AD how the proposed satellite administration building will assist in getting cars off the street.</p>	

	<p>AD says the building has four car spaces plus the driveway maybe able to be used for tandem parking. Therefore, this will increase the amount of onsite parking available to staff, decreasing the amount of street parking used by staff.</p>	
<p>5</p>	<p><b>AOB</b></p>	
	<p>TR hopes that the group can talk about current traffic issues like that Carter St is very narrow with cars driving both ways. TR says that parents from the school park in driveways and on the curb, making it difficult to get out of the small streets. TR asks if the community members will be able to suggest changes? TR says that she believes that are lots of simple changes that can be implemented to improve traffic flows.</p> <p>RR says the CLG will talk about reducing overall traffic and how the traffic flows.</p> <p>WS suggests that as part of the next agenda, the school could outline what it is telling parents. WS says that schools also get frustrated with the traffic flows.</p> <p>RR asks around the group for any contributions people may want to make.</p> <p>NB says that cars regularly ignore street signs like no stopping on Market St. NB says when she has called the school to complain, she has been told to call the police or council. NB says that Moriah is very strict with the parent community pick-ups and drop offs, so there are minimal traffic issues. NB says it is clear that parents are ignoring the traffic signs.</p> <p>NFP says she does not have much to add and says that TR is a good spokesperson. NFP understands both the parents and the school cohort perspectives. NFP says this CLG is an opportunity for the community and the school to work together. NFP says she appreciates the information provided by WS and JL. NFP says that once the community has all the information, then the community is empowered to make suggestions. NFP would like if the dynamic between the school and the community could be more interactive and supportive of each other because there is a feeling from the residents side of being left out.</p> <p>DP says he has no issues to raise.</p> <p>WS says that a useful thing that groups like the CLG can do</p>	<p><b>WS suggests that as part of the next agenda, the school could outline what it is telling parents about traffic management and issues.</b></p>

	<p>is to help let the community know when big events are happening so that residents can be aware of how to operate around these big events.</p> <p>AD says that every term, the school does a letterbox drop off about big events happening during the upcoming term.</p> <p>RR says to also think about how engage more broadly once construction starts like engaging with precinct committees and other forums, or letterbox drop offs.</p> <p>JH says it has been a good meeting with lots of respect. JH says she looks forward to the next meeting and believes that this meeting is working in the right spirit.</p> <p>WS asks RR in terms of representing the community, how should community members deal with people or the media approaching them on the street?</p> <p>RR says it is important to have free and frank conversations with a good line of communications into the school. Minutes will be up on the website in a couple of weeks. RR says that as a CLG, the group wants to be having robust and informative discussions. RR says to feel free to bring forward anything for discussion. RR says to let her and SA know if you want to add anything to the agenda before upcoming meetings, so that relevant people can get informed answers. At some point, there will be a lot of involved, so project managers and RR can push questions to the right people.</p> <p>NFP says if there is going to be noise pollution tests, can there be several tests on different days? NFP says the issue with the traffic survey is that residents felt that there were not enough tests.</p> <p>WS says that noise pollution tests are usually logged over a week at a time to collect all noise.</p> <p>NFP says thank you to WS and says she appreciates that information.</p> <p>TR asks RR what happens if there are disagreements about certain decisions.</p> <p>RR says there are different approaches depending on what the disagreement is about. RR says that the CLG is not a</p>	
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	<p>decision-making group but an advisory group. RR says the CLG is concerned with helping people be informed, it is not a process to make everyone happy. RR says that as the independent chair, she is the final arbiter on any disagreements about the composition of the minutes, the agenda and the management of the meetings. Additionally, it is RR's responsibility to ensure that the meetings are as informative as possible. RR says that in terms of substantive issues of content, those go to council. Some issues may push up to the Planning Panel. If anyone is unhappy about how the issues are canvassed in the CLG, then the council is the final arbiter. Whether or not the school is willing to take something on or not - it is up to the school. Additionally, if the disagreement is about how the school runs its own operations, then that school has the final say. RR says that generally these groups work very well, and it is important that local people have a say.</p>	
<b>6</b>	<b>Meeting close, including date for next meeting.</b>	
	<p>Next meeting set for six weeks' time, Monday August 30th.</p> <p>RR asks if Monday works for everyone. RR says she cannot do Tuesday due to other meetings, plus generally she avoids meetings on Friday evenings.</p> <p>No one disagrees with having the meetings on Mondays. RR says that this is not set in stone and can change.</p> <p>JL says a meeting in six weeks' time will be enough time to have the draft OTMP ready for discussion. JL says that hopefully soon after that, the builder will be contracted.</p> <p>WS says he will attach links in these minutes to the traffic surveys so that everyone can digest the information. In six weeks' time or so, the meeting can focus on the OTMP and get the traffic engineer to explain the OTMP to the group. Then the following meeting can be about construction.</p>	<p><b>WS says he will attach links in these minutes to the traffic surveys so that everyone can digest the information.</b></p>