

Ginninderry 



Community Workshop

Listening Report



ACT
Government

Suburban Land
Agency



RIVERVIEW
GROUP

DRAFT
Saturday 17 May 2025

Table of Contents

Introduction	2
Agenda	2
Topic: Project Updates	3
Topic: Play and Recreation Strategy - Briefing	3
Topic: Strathnairn Primary School	5
Workshop Introduction	
Key Themes from Community Responses	
Conclusion	
Attachment 1	8
Presentation Slidepack	
Attachment 2	10
Workshop Input	

Introduction

The Ginninderry Community Workshop was held at The Link on Saturday 17 May from 10am - 12pm. The Workshop was advertised on:

- Ginninderry Locals Facebook Page (post and event)
- Ginninderry Community Public Facebook page (post)
- Community Newsletter April EDM
- Ginninderry.com What's On Event

The workshop was attended by a main group of 14 residents as well as another 8 residents and children who attended the Strathnairn Primary School session only.

Agenda

The Agenda below was provided beforehand on the Ginninderry Locals Facebook Page. Due to running low on time, the group agreed that the Bushfire Management Strategy should be deferred to the next Community Workshop.

The presentation slide pack (as presented) is provided in **Attachment 1**.

Time	Topic	Who
10 am - 10:05 am	Welcome & Housekeeping	Jessica Stewart, Ginninderry
10:05 - 10:15 am	Project Updates	Jessica Stewart, Ginninderry
10:15 - 10:45 am	Play and Recreation Strategy - Briefing	Matthew Frawley, Ginninderry
10:45 - 11:00 am	Bushfire Management - Briefing	Matthew Frawley, Ginninderry
11:00 - 11:45 am	Strathnairn Primary School - Workshop	Nicole Nicholson, Principal, Strathnairn Primary School
11:45 am - 12 pm	General Questions & Answers	All

Topic: Project Updates

Jessica presented the presentation slides for project updates. The following questions and answers were given following the presentation.

Riverside Park

Q: Is the new DA similar to the original rejected DA?

A (Matt): Smaller footprint and updated road layout and design

Drake-Brockman Drive Duplication:

Along with the presentation slides, Jess highlighted the known Petition from the Conservation Council as well as noting that a reduced speed limit of 60km/h had been agreed by ACT Government. It was highlighted that the amount of traffic lights along the length of the road would limit speed anyway and that the reduction in speed from 70km/h to 60km/h would increase the time taken from one end of Drake Brockman to the other (assuming all green lights) would be an additional 26 seconds.

Q: Can construction happen after the Pro Hart/Parkwood Rd connection?

A: Staging has been designed to limit congestion. New construction occurs to the south of the current road alignment.

Q: The current bus stops have the buses stopping in the middle of the lane (no turn out bay). This causes a lot of unnecessary congestion. Will the duplication still have these bus stops?

A: The duplication of Drake-Brockman Drive includes turn out bays for buses. Bus stops along Pro Hart Avenue will continue to remain as they are now, until a time when the full duplication of Pro Hart Avenue is required (likely to be +10 years away).

Topic: Play and Recreation Strategy - Briefing

Matt presented the presentation slides. The following comments were noted following the presentation.

Parks

Residents gave some feedback on the current Strathnairn Parks:

Paddys Park:

- while the strategy suggests there are things for toddlers to do, there is only a latch swing and a carousel (inclusive playground carousel)
- Perhaps we're trying to do too much for every group and therefore not having much to offer any group?
- People don't stay as there isn't enough to entertain their children

Hilltop Park

- Always seems to be empty



Q: Could we retrofit more play equipment into the area over time?

A (Matt): While it could be possible, the biggest restriction is ACT Government acceptance

Q: But can we advocate for additional things?

A (Matt): If we don't ask the questions, we never have the discussion. We might as well ask!

General Feedback

Comment: All abilities playgrounds are good for all. There is no negative impact by making plays spaces inclusive.

Q: What about indoor sports facilities? I.e. Ice Rinks? We think there would be great demand and it would fill a great need in North Canberra if these facilities were provided in Ginninderry.

A: The play and recreation strategy only covers Government owned facilities which are usually open space play spaces.



Image: workshop participants

Topic: Strathnairn Primary School

Nicole Nicholson, Principal of the Strathnairn School gave an update on the school:

- Enrolments are now open: <https://www.act.gov.au/education-and-training/find-a-school-and-enrol/enrol-in-a-public-school>
- Website now available: https://www.actpublicschools.act.edu.au/Strathnairn_School
- Frequently Updated Questions are also available on the website: https://www.actpublicschools.act.edu.au/Strathnairn_School/frequently-asked-questions
- Nicole is available for parents to come and have a chat on Wednesday at The Link from 12:30pm - 2:30pm throughout June.

Questions

Q: Will there be afterschool care from 2026?

A: A tender will be released for an Early Childhood Education and Care (ECEC) operator. The intent is that there will be one operator running both the ECEC as well as the before/after school care programs.

Q: Will there be lifts?

A: Yes. All classrooms have been designed to be accessible. Universal design is good for everyone.

Comment: Classrooms have been designed to either be closed or open

Q: Will there be playgrounds?

A: Yes! There's even an undercover basketball courts as well as a gymnasium.

Workshop Introduction

Nicole then ran a workshop, with participants sharing their thoughts and ideas in response to five key questions:

1. *What are the most important qualities our staff should possess?*
2. *What approaches, initiatives, or cultural aspects would you like our school to embrace?*
3. *How do you see families and community being involved in the school?*
4. *What would be the ideal school day for your child?*
5. *What are your hopes and dreams for your child's education?*

The inputs below will serve as an important resource for the Principal in shaping the school's vision, mission, values, and educational practices to reflect the needs and aspirations of families. Additionally, informal input from drop-in sessions with the Principal has been incorporated into this report.

Key Themes from Community Responses

1. Qualities of School Staff

Families emphasised the importance of staff members who embody warmth, empathy, and professionalism. Some key qualities that were highlighted include:

- Friendliness and kindness, fostering a welcoming environment.
- Experience in diversity, both cultural and physical.
- Compassion, patience, and flexibility, ensuring adaptability to different situations.
- Commitment to professional learning, maintaining high teaching standards.
- Integrity, honesty, and accountability, creating a foundation of trust.
- Cultural diversity, ensuring an inclusive representation of backgrounds.

2. Approaches, Initiatives, and Cultural Aspects

Families expressed a strong desire for the school to embrace a rich and inclusive cultural experience. Key suggestions included:

- Multicultural celebrations, such as a community driven festival allowing children to explore their cultural backgrounds.
- Recognition of First Nations culture, alongside balanced representation of local traditions.
- Incorporating music, drama, and dance, to promote cultural learning through creative expression.
- Consideration of religious and cultural requirements, including dietary and clothing accommodations.
- Encouraging diversity through symbols, such as flags and song.

3. Family and Community Involvement

The community sees family involvement as essential to creating a thriving school. Ideas for engagement included:

- Strong Parents & Citizens Association, providing structured parent involvement.
- Two-way communication, ensuring families understand and contribute to the school's vision.
- Opportunities for parents to participate in after school projects, such as sports, concerts, and art programs.
- A community supported school garden, fostering sustainability and hands on learning.
- Collaboration with local organizations, such as Strathnairn Arts, Conservation Trust, and Rotaract.

4. Ideal School Day for Children

Parents highlighted elements that would make a fulfilling school day for their children, including:

- Exciting and engaging learning experiences, leading to conversations about their day.
- A friendly and diverse social environment, where friendships can flourish.
- Happy and fun teachers, creating a positive atmosphere.
- Emphasis on learning, sports, and extracurricular activities, ensuring a well-rounded experience.
- Play-based opportunities, such as art supplies, playgrounds, and books.
- Access to a healthy canteen menu, promoting wellbeing.

5. Hopes and Dreams for Children's Education

Families envision an education that not only supports academic excellence but also fosters wellbeing and inclusivity. Their aspirations include:

- A friendly and supportive environment, where children feel secure.
- Multicultural awareness, preparing students to engage with a diverse world.
- A strong focus on problem-solving and critical thinking.
- Outdoor play and exploration, encouraging creativity and physical activity.
- Evidence-based practices, ensuring high academic achievement.
- An inclusive and safe space, where children feel free to express themselves.
- Recognition of individual learning styles, fostering tailored approaches to education.

Conclusion

The contributions gathered from the community workshop and drop-in sessions reflect a collective vision for Strathnairn Public School - one that is inclusive, culturally rich, and focused on academic excellence and social wellbeing. These insights will help guide the development of the school's values, practices, and community engagement initiatives, ensuring a learning environment that truly reflects the aspirations of families.

This Listening Report serves as the foundation for ongoing conversations and collaboration between the school leadership, families, and stakeholders.

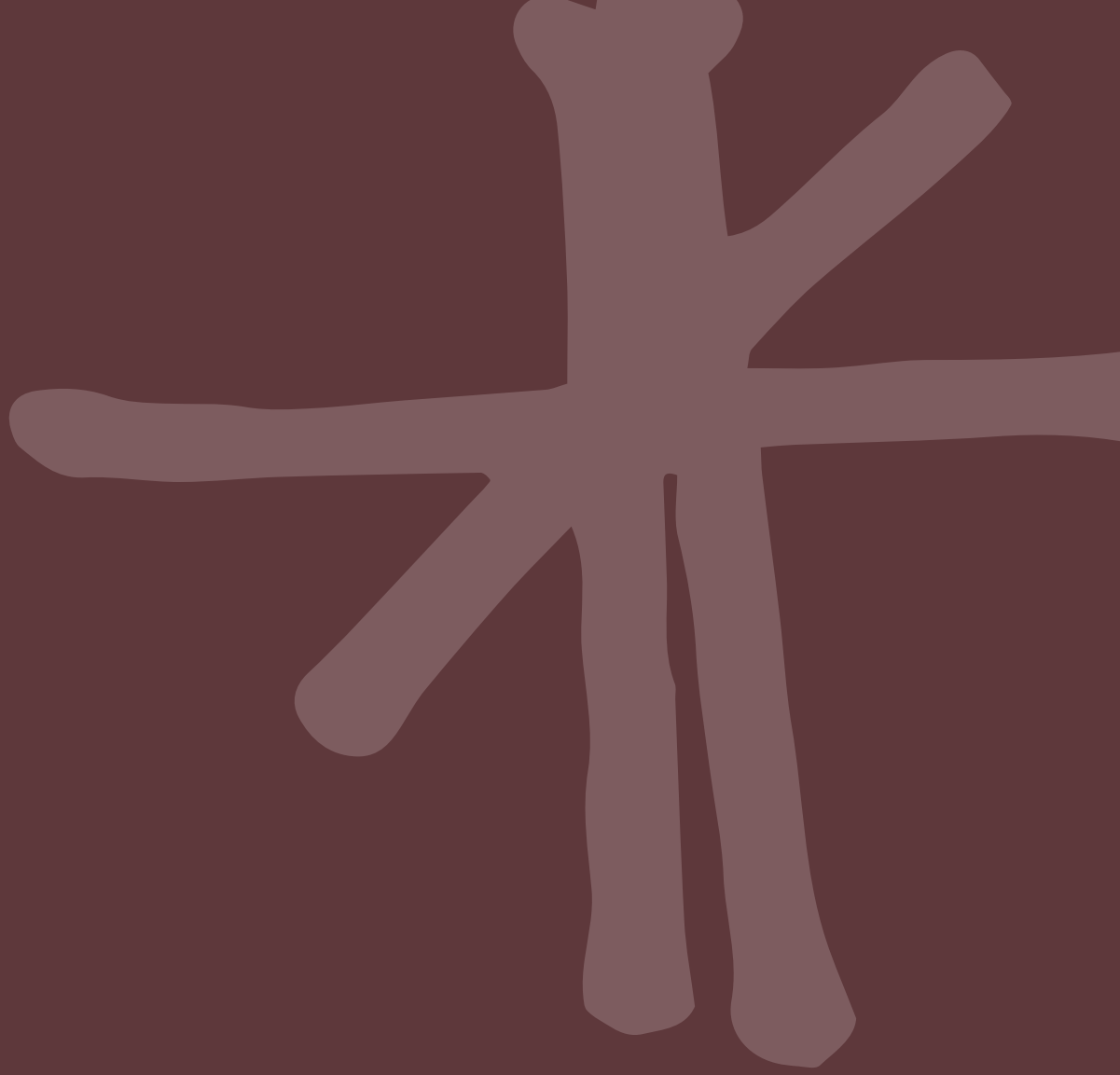
A copy of the complete input from participants of both the Workshop and drop-in sessions is provided in **Attachment 2**.



Attachment 1

Presentation Slidepack





Attachment 2

Workshop Input

Strathnairn School Workshop Input

What are the most important qualities our staff should possess?

- Friendly
- Experience in diversity - both cultural and physical diversity
- Empathy, kindness, openness to creating a thriving environment for young minds
- Kindness, compassion, knowledgeable, the ability to handle different scenarios
- Flexibility
- Understanding and patience
- High quality teachers who are committed to professional learning
- Sincere treatment of all - honesty, integrity, accountable
- Culturally diverse staff profile

What approaches, initiatives or cultural aspects would you like our school to embrace?

- Discos
- First nations culture
- Celebrate multicultural events
- While embracing multiculturalism, don't forget our local culture. Ensure balance.
- Mini multicultural festival where all are welcome, community driven, allow children to have an at home project to learn more from their family about their background and how it makes them unique.
- Religious considerations including dietary restrictions and clothing that respects cultural requirements and religion.
- Music, drama, cultural days to showcase clothing, food, drinks, and languages.
- Essential in today's world to embrace all cultures to achieve peace and harmony.
- Important for young children to learn to fit in with our diverse environment.
- Consider using dance, song, flags to help celebrate and learn about various cultures.

How do you see families and community being involved in the school?

- Important to share knowledge and learning across all cultures to achieve a welcoming neighbourhood.
- Involvement will empower the school with ideas to meet children's individual and collective needs.
- Strong and committed Parents & Citizens Association
- Two way communication. School processes that involve families and families also understanding the rationale/vision of the school.
- Concerts
- Parents to be active in after school projects such as sport, concerts, art.
- School garden that is community assisted, this fits with the green ideology. Involve community by using their knowledge and resources for culture and/or learning support.
- Develop links with Strathnairn Arts, Conservation Trust, Rotaract. Maybe an education officer.
- School community garden.



What would be the ideal school day for your child

- To come home and talk about their day.
- Making friends
- Happy, fun teachers
- Speak fondly about their day, experiences and teachers
- Talk about making a diverse group of friends they enjoy playing with
- Focus on learning
- Focus on sports and extracurricular activities
- Opportunities to use art supplies, toys, storybooks, play on playground, in sandpit, soccer, doing some maths, reading, playing games.
- Have a healthy canteen menu.

What are your hopes and dreams for your child's education?

- To be in a happy social setting
- Fit in with a diverse range of children in a friendly environment
- Reach their potential in a friendly and supportive environment.
- Multicultural awareness
- Focus on problem solving
- Outdoor play opportunities
- Well balanced diet for toddlers at ECEC
- Evidence based practice to foster high academic achievement
- Global citizen, open minded, balance of risky and nature play.
- Inclusive, safe environment which encourages expression.
- Understanding that we all learn in different ways.

Photo record of Input

