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# Summary

## Engagement process

In April 2025, JPE Design Studio (JPE), landscape architects, supported by the Renewal SA engagement team, engaged young people from Hendon Primary School on open space for the Seaton project, with particular focus on a park within Stage 3 of the project.

The engagement enabled young people, whose school is only a two-minute walk from the proposed park within the Seaton development, to influence the landscaping design.

The students from Hendon Primary School are from the local area surrounding the Seaton project site. They know the area well and provided insightful feedback on their local environment.

Twenty students, ranging from Reception to Year 6, participated in an interactive workshop at the school. The students were not shy in sharing their thoughts and their imaginative ideas, which they did through several activities, including: critiquing features proposed to be included in the park and identifying anything missing; working in groups to agree on and list the top three things they feel should be included; placing sticky-dots on imagery sheets to identify what they liked (or didn't like) and explaining their choices; and drawing their favourite places and describing how they make them feel.

## Engagement outcomes

The most popular proposed features for the new park were big shady trees (also favoured to climb), swings, a trampoline and slides. In drawing their favourite places, activities featured strongly, with a zipline being the most popular. Rock-climbing and slides (of varying sizes and designs) also featured strongly. The students agreed a natural setting is important with plenty of places for all ages to sit.

The students were also asked how they get to school, in another sticky dot exercise. Most travel by car, with a few sometimes travelling by bicycle and a few walking.

This report highlights the importance of engaging young people, details the interactive engagement process, and presents key feedback and ideas from the students which JPE will use to guide their designs for the project's open space elements, in particular the park within Stage 3.

## Why engage young students

Wherever possible, Renewal SA looks to include young voices in design processes. By actively engaging them in planning the park we know we will gain better outcomes.

Young people provide fresh and frank perspectives that might not emerge in traditional planning and engagement processes. Engaging students in the planning process ensures that the needs of different age groups are included, fosters a sense of responsibility and pride in the space, and strengthens students' awareness and consideration of the natural environment and community wellbeing.

## Next steps

Following on from this engagement with students and on earlier community engagement in mid-2024 on the Seaton project, the overarching Seaton Master Plan and open space elements, Renewal SA plans to engage the community and to revisit Hendon Primary School with the more detailed landscape plans for Stage 3 later this year.

Renewal SA will continue to keep stakeholders and the community informed on project progress.

Community members are encouraged to subscribe to be kept updated at [Renewal SA • Seaton](#)







## Background

Renewal SA is leading the planning, engagement and delivery for the redevelopment of the Seaton project site, in partnership with the South Australian Housing Trust.

Located 12 kilometres to the west of the CBD, this 38.5-hectare segment of Seaton's north-west is bounded by Frederick Road, Glenburnie Street, West Lakes Boulevard and Tapleys Hill Road. The project will deliver 1450 new homes with 20% being affordable homes.

Seaton residents will benefit from improved streetscapes and upgrades to public spaces, including 12.5% new open space in the form of new reserve and a substantially increased tree canopy to complement the existing green space at Pedlar Reserve.

Renewal SA is committed to ensuring key stakeholders and the local community, including young people, are engaged as part of the planning and design process for its projects.

The local community was engaged by Renewal SA in mid-2024, both in person at the Seaton North Community Centre and online, to seek feedback on the over-arching Seaton Draft Master Plan. Feedback was specifically sought on community preferences for features in the open space areas, with the top three features voted across the drop-in sessions and online being: trees and shade, lawn picnic area/kick-about space and nature play.

That community feedback has helped to finalise the open space landscape designs for Stage 1 and Stage 2 of the project, while also suggesting elements to consider within Stage 3 open space, which formed the basis for engaging with students from Hendon Primary School in April 2025. The school is located only a two-minute walk from the proposed park within Stage 3 of the project.



## School engagement process

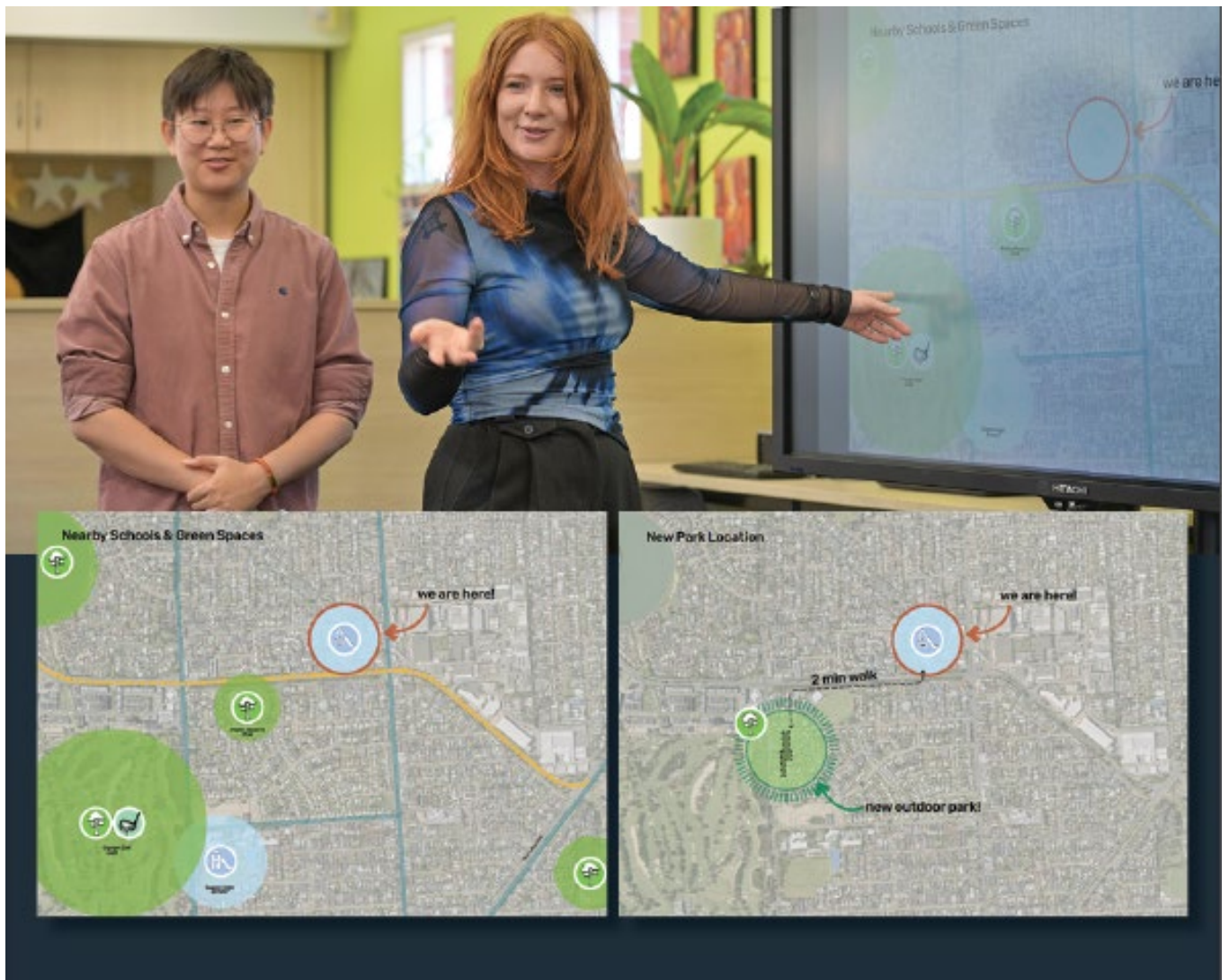
The engagement session was designed to be interactive, encouraging students to give their feedback on proposed features while also sharing their thoughts and ideas.

JPE Design Studio, landscape architects working on the Seaton project, facilitated the hour-long session in Hendon Primary School's library on 10 April 2025, supported by members of Renewal SA's engagement team and the school's principal.

The interactive session was divided into three parts: setting the scene, three activities using sticky dots on imagery sheets, and the final part involving students writing and drawing on activity sheets.

### Part 1 – Setting the scene

In setting the scene with a series of slides, JPE showed the school's location in relation to other nearby schools (notably Seaton High School, which is adjacent to Stage 1 of Seaton), existing reserves and green spaces (Pedlar Reserve and oval, and Grange Golf Club being the closest) and the new park being planned as part of Stage 3 for Seaton, only a two-minute walk from the school.





## Part 2 – Sticker session

The students were then engaged in three activities using imagery sheets and sticky dots:

- **We know we need** – where the students critiqued six key features proposed for the new outdoor park by the landscape architects (informed by earlier community engagement) as well as identifying anything missing
- **What do you want?** – where, on another larger imagery sheet bearing 10 further suggestions of elements for the new park as prompts, the students were encouraged to imagine what could be included. Using three green sticky dots they could select their top three from the selection or suggest other elements and explain their choices. They also could use three red sticky dots to select anything they didn't like.
- **How do you get to school?** – where the students indicated how they travelled from home to school.

## Part 3 – Draw and imagine

The final part of the workshop involved students using their own resources (pencils/coloured pens/markers) and A4 activity sheets to individually draw and, in groups, to make a list.

- **Can you draw your favourite place?** – where students each drew their favourite place and then described how that place makes them feel.
- **What are your top things you think should be included in the new park?** – where, working in groups, the students discussed, agreed and wrote down the top three things (features) they want in the new park.

For these two activities the following questions were prepared in advance as prompts to help the students:

1. What are your favourite places, and why?
2. Where do you visit to play, explore, walk, relax, etc?
3. What is missing in this area that you would like to do but currently cannot?

## Key outcomes and findings

The 20 students, ranging from Reception to Year 6, eagerly participated in the five activities planned for the interactive session.

### We know we need!

JPE laid a large visual sheet on one of the tables with the six features identified as being those that 'we know we need' for the new park. These had been reached through a mix of JPE's experience and feedback from earlier community engagement for Seaton.



Inviting the students' thoughts on these, JPE asked the question 'What are we missing?'

Most of the students' responses focused on features which involve physical activity:

- Rocks to climb
- Hamster wheel
- Big zipline
- Sandpit with water
- Maze
- Pirate ship
- Café
- Toilet

The students added most of these to the large visual sheet used in the next activity.

In commenting on the six features within the graphic, students showed a strong liking for natural elements, in particular trees to climb and for shade, and agreed that the park needs to be a place for all ages, both for play and to relax, as well as attracting birds, bees and butterflies.

### What do you want? Let's imagine!

Armed with three green dots, the students individually selected the top three things they thought should be in the new park from both the 10 potential elements (other ideas) suggested on the large visual sheet placed on one of the tables, as well as from their own ideas, which they added to the sheet.



Of the 10 initial potential features, the most popular were:

- trees to climb – 13
- swings – 9
- trampoline – 8
- big shade trees and slides – 4 each
- nature play, veggie patch, dry creek, climbing logs – all got 2 each

Places to explore, while gaining 3 green dots also gained the only red dot of the day, leading to discussion among the students around concerns for personal safety, animal safety and the need for good lighting at night.

The most popular additional feature suggested by the students was big zipline (4) followed by hamster wheel, a toilet and café all gaining 2 green dots.

### How do you get to school?



Overwhelmingly students identified that their key mode of transport to and from school was by car, with 14 of the 20 students placing their green dot on that icon within the large graphic. Five selected walking, two cycling and no one selected public transport.

In discussion several of the students said they sometimes travelled by car or walked, with one saying that she prefers to walk, particularly as she lives near to the school. A couple of students shared that they feel nervous riding their bicycles near to the major roads, West Lakes Boulevard and Tapleys Hill Road in particular.



### Can you draw your favourite place?

The students each drew their favourite place on an A4 sheet. Many focused on incorporating their favourite features, which reinforced the students' earlier feedback to the 'We know we need' and 'What do you want' activities.

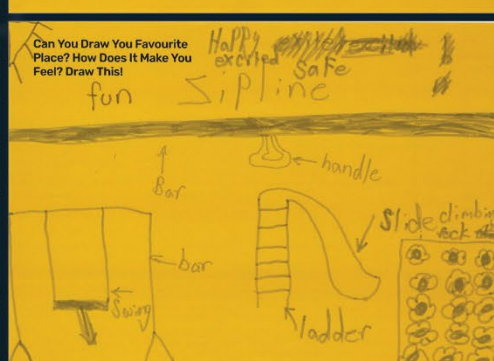
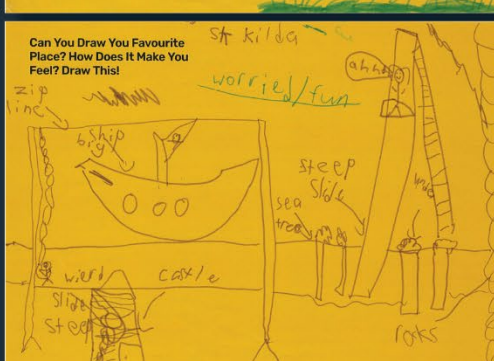
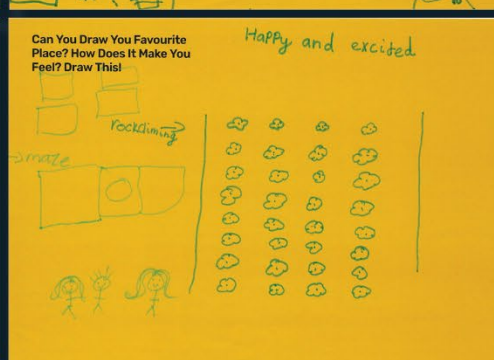
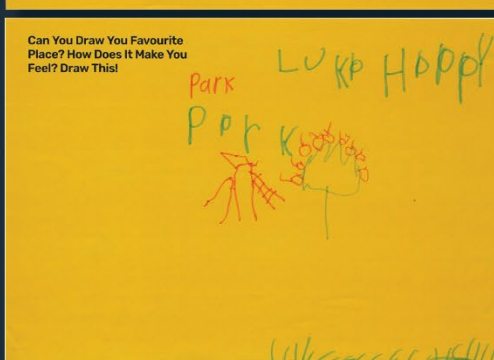
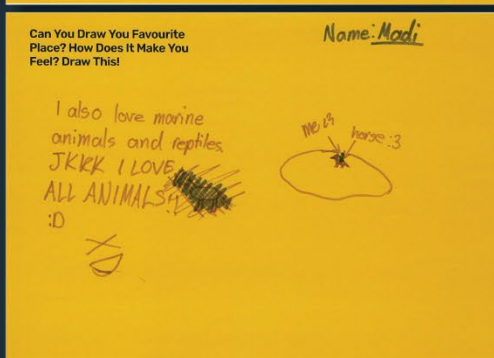
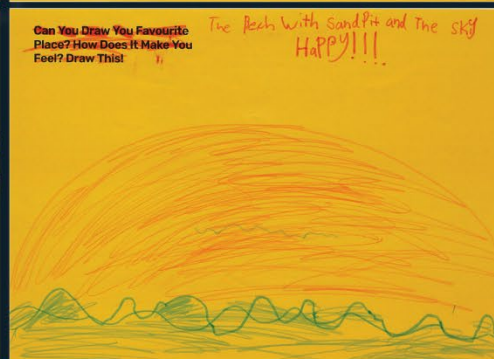
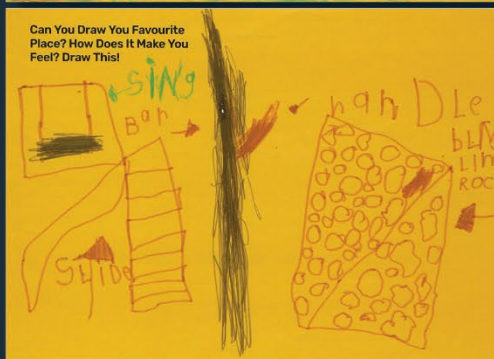
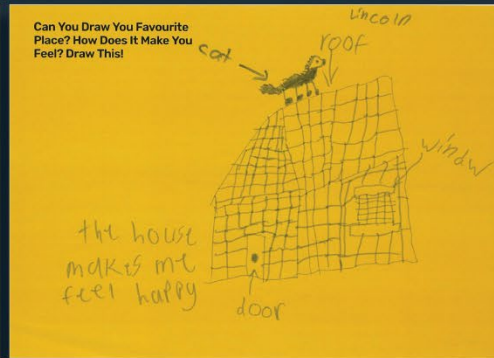
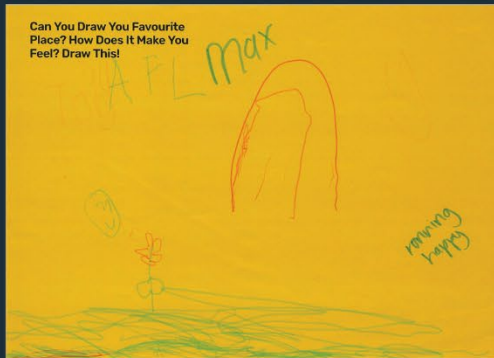
Ziplines, slides, trampolines and rock-climbing walls all feature strongly in the drawings, with a wide variety of designs. Castles (housing steps up to the top of a slide and windows to look out of on the way up), a metal/wooden human maze, bookshelf, beach sandpit, cricket pitch and ship also feature, along with natural elements including trees, animals, water, sand, grass and an apple tree (for free apples).

The students' favourite places range widely, including: their own homes and gardens, the beach, St Kilda playground (because of its large size), Mitchell Park Reserve (for its trampoline, swings, shade and places to sit).

Overwhelmingly the students said that their favourite places made them feel happy and excited – because they are fun – challenging them to be active, while feeling safe.

Comments included:

- I'm scared of heights – but I also like doing it (in reference to rock climbing).
- Because it feels like you are flying (in imagining a see-through slide).
- It would need to be three metres high, so adults couldn't see their way out (in reference to the human maze).





Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!

Diya!



Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!

My house

Name: Zac



Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!

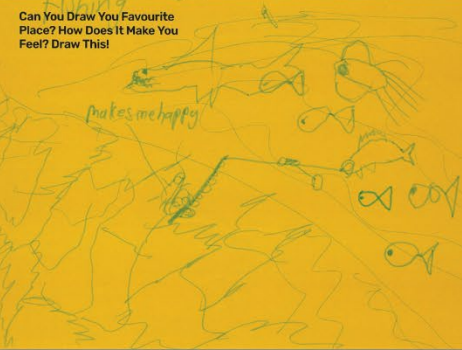
Eva  
I Love the park  
happy



Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!



Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!

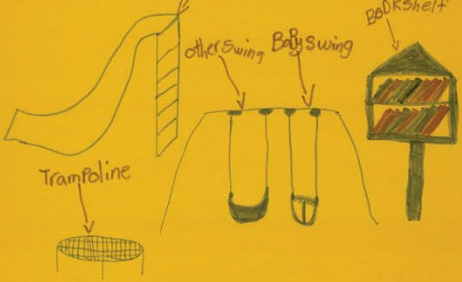


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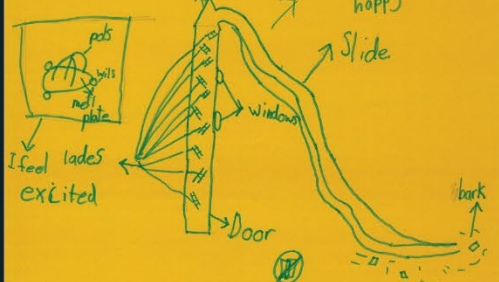


Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!

Name: Laila

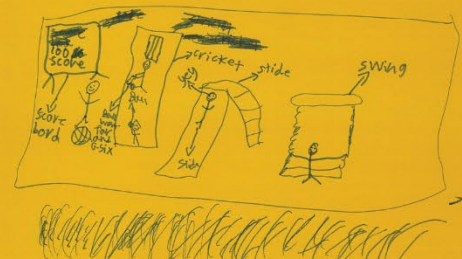


Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!



Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!

it make me very excited



Can You Draw Your Favourite Place? How Does It Make You Feel? Draw This!





## What are your top things you think should be included in the new park?

For this activity the students formed five groups, discussed and agreed on the three key features they thought should be included in the new park.

Limiting it to three was no easy exercise – and a few extra features slipped into the list!

However, three features were fairly consistent across the groups: zipline, slide and trampoline.

Natural elements also featured fairly strongly with rocks, water, sand, grass and trees – both for being active and to relax and just sit.



## Engagement evaluation

The purpose of engaging the students was to gain the views and ideas of young people towards the planning process for the open green space at Seaton, in particular the new park as part of Stage 3 of the project.

The students all participated enthusiastically, providing frank feedback and contributing their ideas, which JPE advised it will be using for developing the detailed plans ahead of broader community engagement.

The students and the school principal gave positive feedback about the engagement process itself and are keen to continue to be engaged on the planning and delivery of the new park.

The practical hands-on workshop approach using visuals and activity sheets was well-received and the students were respectful and collaborative in working with each other.

## Conclusion and recommendations

The engagement process highlighted young people's strong preferences for a park that invites activity – with their favourite features being zipline, slide and trampoline.

The most popular features from those proposed by JPE for the new park were big shady trees (also favoured to climb), swings, a trampoline and slides. In drawing their favourite places, activities featured strongly, with a zipline being the most popular. Rock-climbing and slides (of varying sizes and designs) also featured strongly.

Natural elements also featured fairly strongly with rocks, water, sand, grass and trees – both for being active and to relax and just sit. The students agreed a natural setting is important with plenty of places for all ages to sit.

Overwhelmingly the students said that their favourite places made them feel happy and excited – because they are fun – challenging them to be active, while feeling safe.

While not every element favoured by the students may be reflected in the detailed design for the new park, it is strongly recommended that the new space be designed to ensure that young people are attracted to it for the key reasons given by the students from Hendon Primary School.

## Next steps

The students' feedback and ideas from this engagement is being used by JPE to develop the detailed designs for the open space, in particular the new park in Stage 3, ahead of broader community engagement. JPE and Renewal SA will link back with the school to gain the students' thoughts on the detailed designs. This is planned to occur later in 2025.

