



# Murwillumbah Education Campus

Phase 1 SIA - Social Impact Assessment Scoping Paper

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**Client:** School Infrastructure NSW

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# 1 Introduction

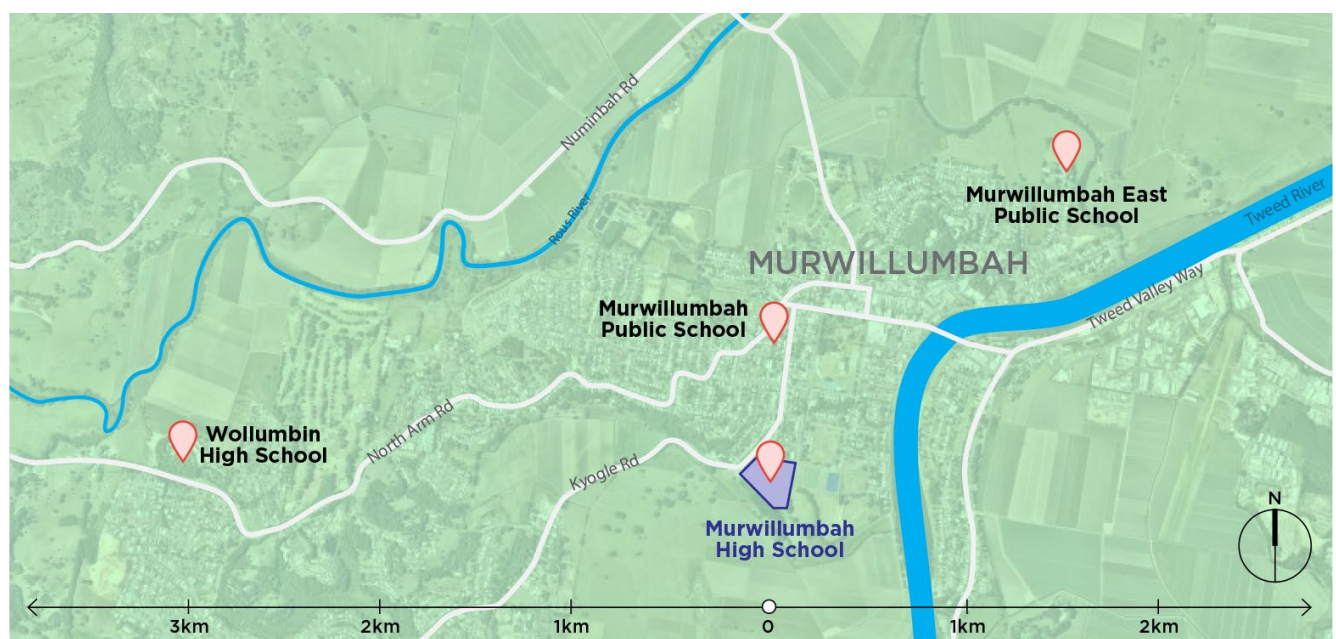
School Infrastructure NSW (SINSW) has commissioned Elton Consulting to prepare a Social Impact Assessment (SIA) to inform their proposal for the creation of the Murwillumbah Education Campus (MEC). The MEC involves an amalgamation of four schools into a new K-12 campus. The schools involved include:

- » Murwillumbah High School (the site of which will be used for the new MEC)
- » Wollumbin High School
- » Murwillumbah Public School
- » Murwillumbah East Public School.

The creation of the MEC on the Murwillumbah High School site will require demolition, refurbishment and new build.

The MEC project is at the master planning stage, with an application for SEARS to be submitted in March 2021 and a State Significant Development Application later in 2021.

**Figure 1: MEC Project – Summary Map**



**Wollumbin High School**  
Enrolment (2020): 401  
Capacity: 700

**Murwillumbah Public School**  
Enrolment (2020): 228  
Capacity: 370

**Murwillumbah High School**  
Enrolment (2020): 434  
Capacity: 1,160

**Murwillumbah East Public School**  
Enrolment (2020): 233  
Capacity: 278

### 1.1.1 Purpose of Scoping Paper

This Scoping Paper is intended to inform the development of SEARS for the MEC project. The Scoping Paper aims to address the requirements of a Phase 1 SIA as identified in the NSW Department of Planning, Industry and Environment (2020), *Social Impact Assessment Guideline: State Significant Projects* (released as a draft in October 2020).

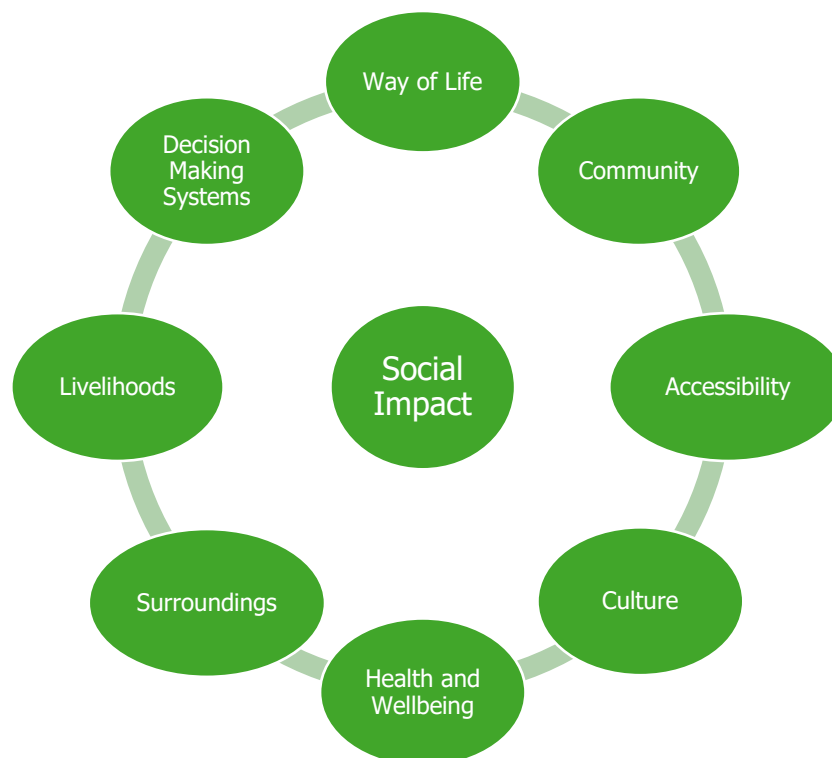
The *Social Impact Assessment Guideline: State Significant Project* (The Guideline) suggests that the following are typically covered in a Phase 1 SIA:

- » An understanding of the project's social locality
- » Initial analysis of the defining characteristics of the communities within the project's social locality, including any vulnerable groups (described as the social baseline)
- » Initial evaluation of likely social impacts for different groups in the social locality
- » Any project refinements or approaches to project development in the early phases of project planning that will be undertaken in response to likely social impacts
- » How the EIS Engagement Strategy will help to identify and assess social impacts
- » The proposed approach for undertaking the remainder of the SIA process.

The points above form the chapter headings for this Scoping Paper.

This Scoping Paper utilises the following categories (identified in the Guideline) to identify potential social impacts:

**Figure 2: Social Impact Categories**



The Guideline explains each of the social impact categories.

**Table 1: NSW DPIE SIA Guidelines Social Impact Categories**

<b>Social Impact Category</b>	<b>Definition</b>
<b>Way of Life</b>	Including how people live, how they get around, how they work, how they play and how they interact each day
<b>Community</b>	Including composition, cohesion, character, how the community functions and people's sense of place
<b>Accessibility</b>	Including how people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation
<b>Culture</b>	Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings
<b>Health and Wellbeing</b>	Including physical and mental health especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall
<b>Surroundings</b>	Including ecosystem services, such as shade, pollution control, and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity
<b>Livelihoods</b>	Including people's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits
<b>Decision Making Systems</b>	Particularly whether people experience procedural fairness, can make informed decision, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms

These categories will be used throughout the Phase 1 and Phase 2 SIA to both identify, classify and group social impacts.

## 2 Social Locality

The SIA Guidelines note that there is not a standard or prescribed definition of a 'social locality'. A social locality, similar to a social area of influence, must be defined for each project considering its nature and its potential impacts.

For the MEC project we will consider the Murwillumbah township as a key unit of the social locality. This will be based on the Australian Bureau of Statistics (ABS) geographic unit of the Statistical Area Level 2 (SA2). We will also utilise smaller geographic units, based on amalgamations of ABS Statistical Area Level 1s to represent (as closely as possible) catchment areas for the existing schools. These catchments (two for existing primary schools and two for existing high schools) will become the most fine grained areas of the social locality.

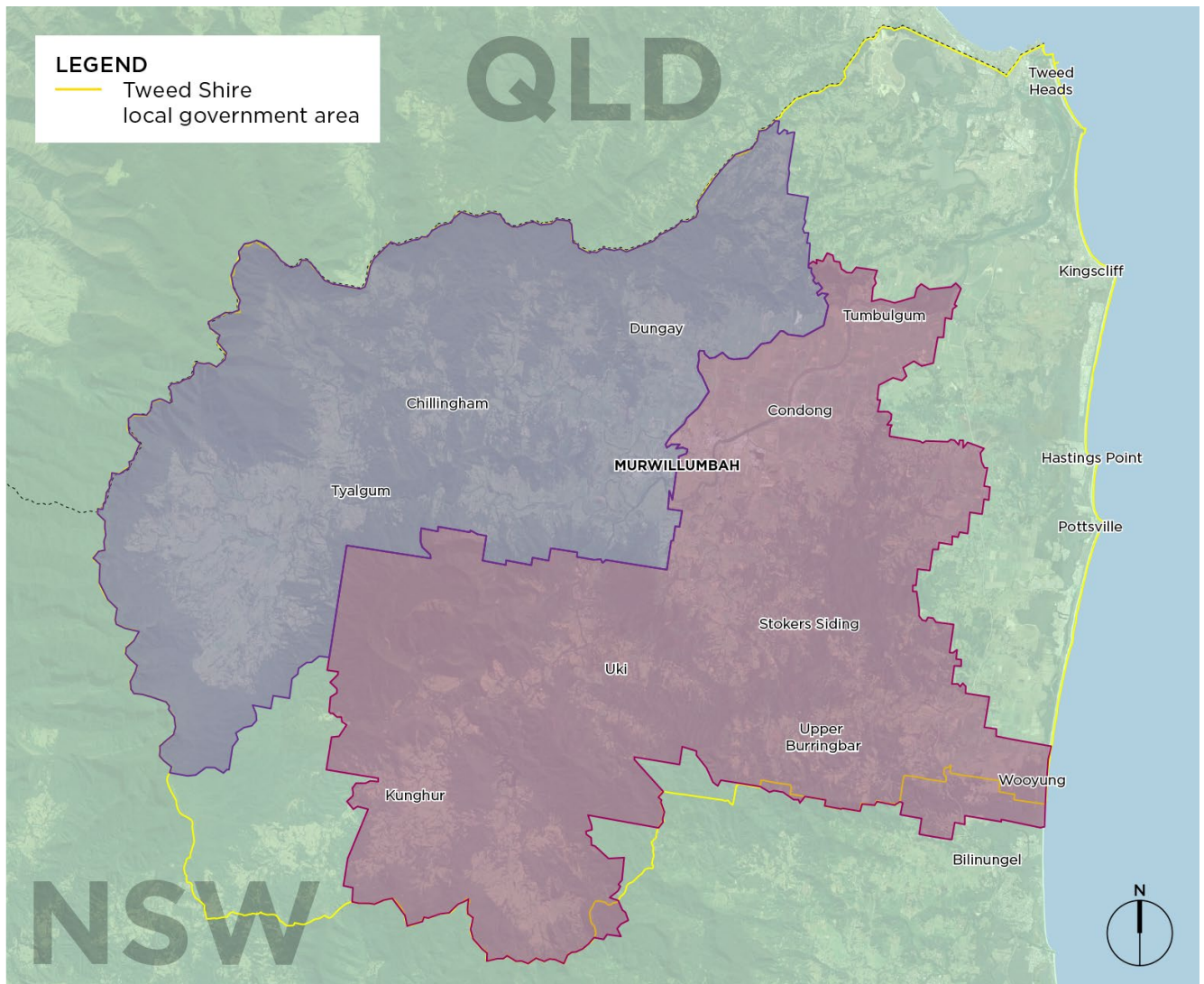
The key areas of the Social Locality are identified as:

- » The Murwillumbah township
- » Murwillumbah East Primary School Catchment
- » Murwillumbah Primary School Catchment
- » Wollumbin High School Catchment
- » Murwillumbah High School Catchment.

The following maps show these boundaries in relation to the four school sites that are the key elements of this project. Separate maps are provided for the two high school catchments and the two primary school catchments.

These catchment boundaries will be used throughout Phase 2 for more detailed social baseline analysis.

**Figure 3: High School Catchments and LGA Boundary**



**Wollumbin High School**

Enrolment (2020): 401

Capacity: 700

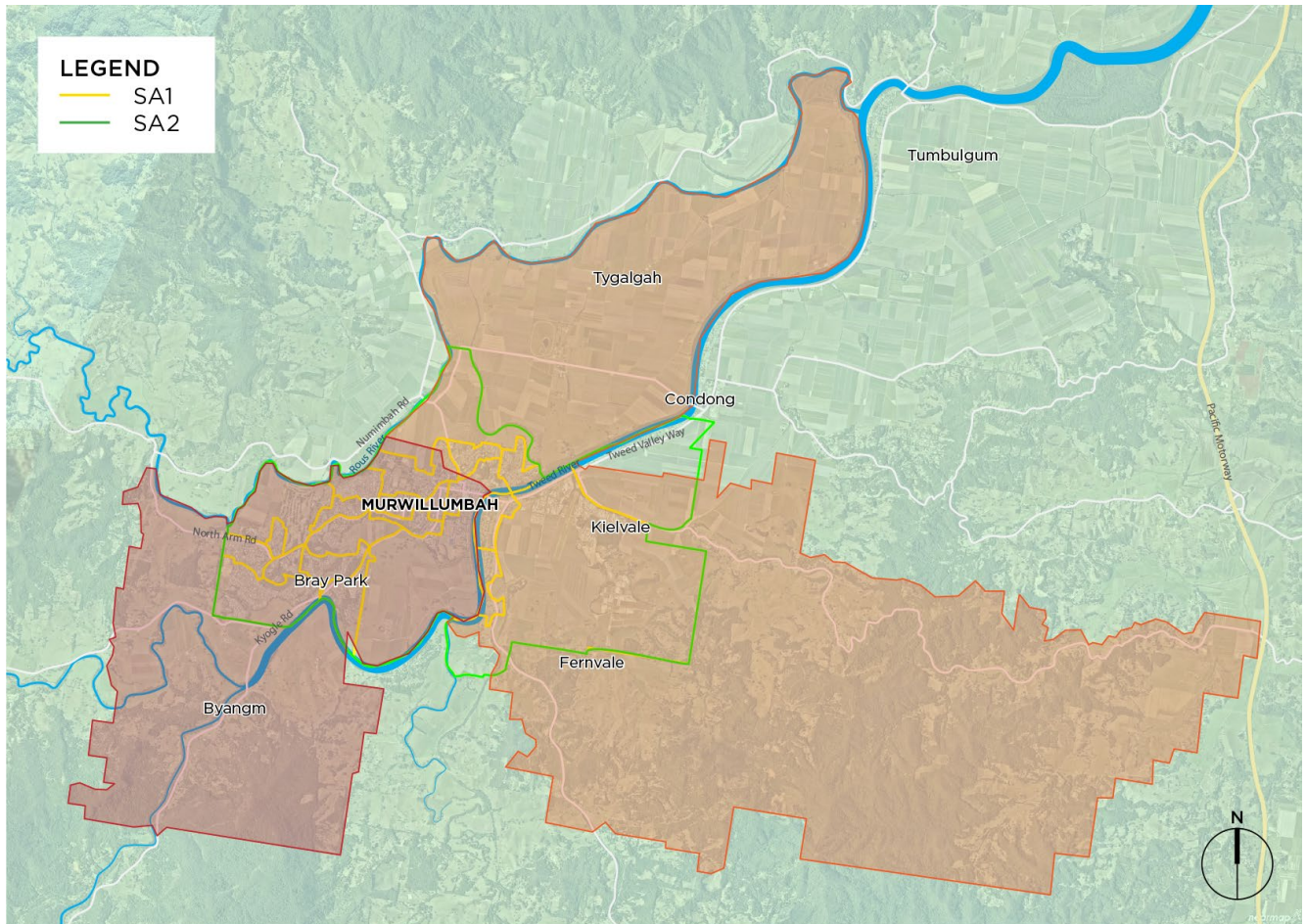
**Murwillumbah High School**

Enrolment (2020): 434

Capacity: 1,160



**Figure 4: Primary School Catchments**



**Murwillumbah Public School**

Enrolment (2020): 228  
Capacity: 370

**Murwillumbah East Public School**

Enrolment (2020): 233  
Capacity: 278

## 3 Preliminary Social Baseline

The Preliminary Social Baseline focuses on the following statistical areas:

- » The suburbs of Murwillumbah, Murwillumbah South and Bray Park
- » The Murwillumbah township (Statistical Local Area 2 as defined by the ABS)
- » The Tweed Shire LGA
- » The Richmond Tweed Region (Statistical Local Area 4 as defined by ABS).

As noted in the previous section, the final Social Baseline (produced in Phase 2) will also include analysis of school catchment areas for both high schools and primary schools. This will be supplemented by engagement information, survey data and other information that is currently being collected.

Preliminary findings are included in this section and more detailed data is provided in a series of tables included as Appendix A.

### Community

#### School community

##### *Enrolment data*

School	Current Enrolment	Existing Capacity	Capacity Level
Murwillumbah High School	434	1,160	45%
Wollumbin High School	401	700	65%
Murwillumbah Public School	228	370	79%
Murwillumbah East Public School	233	278	75%

Source: Myschool.edu

The Phase 2 Baseline will explore the school community in more detail, using ABS data, School Infrastructure NSW data and engagement findings (including previous engagement findings), to refine our understanding of enrolments, capacity and attendance.

#### Broader Murwillumbah community

##### *Age structure*

There is a relatively similar proportion of all age groups across all statistical levels. In terms of school aged children:

- » The proportion of primary school children (5 to 11 years) is relatively similar at all statistical levels, with a slightly larger proportion in the Murwillumbah suburb.
- » The proportion of high school children (12 to 17 years) is relatively similar at all statistical levels, with a slightly larger proportion in the Bray Park suburb, and slightly smaller proportion in the Murwillumbah suburb.

### *Households and Families*

There is a significant larger proportion of one parent families, and a smaller proportion of group households, in the Bray Park suburb compared to the other suburbs and statistical levels.

## Way of life

### **School community**

The Phase 2 Baseline will explore how different members of the school community use school sites and interact in more detail, using ABS data, School Infrastructure NSW data and engagement findings (including previous engagement findings).

### **Broader Murwillumbah community**

#### *Education*

There is a slightly smaller proportion of children in South Murwillumbah attending preschool or primary school, and a slightly larger proportion of these children in Murwillumbah and Bray Park suburbs.

There is a slightly larger proportion of children attending secondary school in Bray Park suburb, which is consistent with the age structure described above.

Slightly higher levels of the Murwillumbah community have only completed Year 10, compared to the LGA and the Richmond-Tweed Region.

Education will be an important part of the baseline to investigate in more detail in the Phase 2 report.

## Culture

### **School community**

School	Indigenous students	Language background other than English
Murwillumbah High School	9%	7%
Wollumbin High School	6%	7%
Murwillumbah Public School	12%	8%
Murwillumbah East Public School	11%	10%

Source: Myschool.edu

The Phase 2 Baseline will explore this in more detail, using ABS data, School Infrastructure NSW data and engagement findings (including previous engagement findings). Some of the groups identified in the above table may represent more vulnerable groups.

### **Broader Murwillumbah community**

Aboriginal and Torres Strait Islander community: there is a relatively similar proportion of this community group across all statistical levels (between 3.5% and 4%).

## Health and wellbeing

### School community

The Phase 2 Baseline will explore this in more detail, using publicly available Local Health District and Primary Health Network data, Schools Infrastructure NSW data and engagement findings (including previous engagement findings), and NSW Bureau of Crime Statistics and Research.

### Broader Murwillumbah community

The Phase 2 Baseline will explore this in more detail, using publicly available Local Health District and Primary Health Network data, School Infrastructure NSW data and engagement findings (including previous engagement findings), and NSW Bureau of Crime Statistics and Research.

## Accessibility

### School community

How people currently access schools, potentially walking, and how they will access the future campus, potentially located further away, will be an important consideration. Understanding bus routes and current traffic around the MEC school site will also be necessary.

The Phase 2 Baseline will explore this in more detail, using ABS data, Schools Infrastructure NSW data and engagement findings (including previous engagement findings).

### Broader Murwillumbah community

#### *Car ownership and movements*

Use of public transport is very limited for access to work (access to school is unknown). A similar amount of people walk to work, or work from home, which may be an aspect to consider.

In terms of car ownership, there are similar rates of car ownership across all statistical levels, with 1.7 vehicles per household on average.

#### *Other schools in Murwillumbah*

The following schools exist in the Murwillumbah community:

- » St Joseph's school (K-6)
- » The Small School (K-6)
- » Mount St Patrick College
- » Sathya Sai College primary campus (K-6)
- » Mount St Patrick Primary School
- » Uniting Preschool Murwillumbah
- » Tweed Valley Adventist College (K-12).

#### *Community facilities*

Noting that the future MEC site may provide facilities or spaces that will be accessible or available for hire to all community members, it will be important to undertake a high level audit of existing community facilities and sport recreation, once more detail about future plans is available (i.e. what type of facilities will be provided).

## Livelihoods

### School community

The Phase 2 Baseline will explore this in more detail, using ABS data, Schools Infrastructure NSW data and engagement findings (including previous engagement findings), to understand the implications of relocating some schools on staffing as well as socio-economic advantage levels. This may identify vulnerable groups.

School	Staff (full time equivalent teaching and non-teaching)
Murwillumbah High School	63.3
Wollumbin High School	45.8
Murwillumbah Public School	19.6
Murwillumbah East Public School	21.8

Source: Myschool.edu

Secondary education is a key industry of employment in the Bray Park suburb, and it can be expected that members of the school staff community live in this suburb.

#### Community Socio-Educational Advantage

School	Index of Community Socio-Educational Advantage (ICSEA)
Murwillumbah High School	969
Wollumbin High School	980
Murwillumbah Public School	964
Murwillumbah East Public School	956

Source: Myschool.edu

### Broader Murwillumbah community

#### Employment

The unemployment rate is higher in Bray Park (10.6%) compared to the other suburbs, SA2, LGA and SA4 (ranging between 7% and 7.3%)

Key industries of employment generally include health (hospitals) and aged care in all areas, as well as Local Government Administration in the Murwillumbah suburb, and supermarket/grocery stores in the South Murwillumbah suburb.

#### Lower income households

The average weekly household is lower in Murwillumbah and Bray Park compared to Murwillumbah South, where it is similar to the LGA and SA4. However, the proportion of high weekly household incomes is smaller across all suburbs compared to LGA and the SA4.

#### Socio-Economic Indexes

Socio-Economic Indexes for Areas (SEIFA) use census data relating to income, employment status, literacy, English language proficiency, living conditions and many other measures to calculate a measure of socio-

economic conditions. An area with all of its indicators equal to the national average will receive a score of 1,000.

All areas are ordered from lowest to highest score, the lowest 10% of areas are given a decile number of 1, the next lowest 10% of areas are given a decile number of 2 and so on, up to the highest 10% of areas which are given a decile number of 10.

The Index of Relative Socio-economic Disadvantage (IRSD) summarises variables that indicate relative disadvantage. A low score on this index indicates a high proportion of relatively disadvantaged people in an area. We cannot conclude that an area with a very high score has a large proportion of relatively advantaged people, as there are no variables in the index to indicate this. We can only conclude that such an area has a relatively low incidence of disadvantage.

The Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) summarises variables that indicate either relative advantage or disadvantage. This index contains indicators of disadvantage (above) as well as additional indicators of advantage (e.g. professional occupations, high income, higher education levels, larger houses), Characteristics are also weighted differently than the IRSD, so areas do score differently on either measure. An area with a high score on this index has a relatively high incidence of advantage and a relatively low incidence of disadvantage.

- » Bray Park and South Murwillumbah are within the lowest decile and lower IRSD scores, indicating higher levels of disadvantage. Lower IRSAD scores also indicate a relatively lower incidence of advantage in Bray Park and South Murwillumbah.
- » Figures in Appendix A show pockets of relative disadvantage by SA1, and this includes areas surrounding Murwillumbah Public School and Murwillumbah East Primary School.



## 4 Identification of impacts

The DPIE SIA Scoping Tool (a component of the DPIE SIA Guidelines for Extractive Industries, 2017), has been used to illustrate which of the social impacts associated with the project require investigation in the comprehensive Phase 2 SIA. The identification of these impacts is based on an analysis of the locality, the preliminary social baseline, an examination of the project proposal, consideration of similar completed projects in relevant, comparable locations, and a review of consultation material conducted on behalf of SINSW for the project.

For the purposes of this Scoping Paper the identified impacts have been primarily classified as either potentially positive or potentially negative impacts, as shown below. It should be noted indication of the positive or negative nature of an impact is very preliminary at this stage. It is also noted that SIA practice recognises that the positive or negative effects of impacts may be experienced differentially by different population groups. Some impacts may be perceived or experienced positively by some people or groups; the same impacts may be experienced negatively. The differential experience of impacts will be examined during the Phase 2 SIA.

The SIA Guidelines Technical Supplement also includes guidance for determining the required or appropriate level of assessment for each identified social impact. The levels of assessment identified in the Technical Supplement are:

- » Detailed Assessment (three or more significant or unknown characteristics) – impact will not be assessed in other EIS technical studies and will be primarily be assessed by specialists in the Phase 2 SIA
- » Standard Assessment (two significant or unknown characteristics) – impact will be partially assessed in other EIS technical studies; however further information is required in the SIA to analyse the social dimensions of the impact
- » Desktop Integration Assessment (one significant or unknown characteristic) – impact will be mostly assessed in other technical studies in the EIS, and desktop review will cross-reference and integrate those studies in the SIA Report
- » No Further Assessment (no significant or unknown characteristics) – impact is unlikely to be experienced by anyone, although a monitoring framework will incorporate mechanisms to respond to unanticipated impacts.

The table below summarises the preliminary identification of impacts, their impact category, an initial assessment of groups most affected, an indication of whether the impact is likely to be largely positive or negative and the level of assessment required in the Phase 2 SIA.

**Table 2: MEC Preliminary Social Impacts**

Potential impact	Explanation	Impact category / categories	Group or groups most affected	Positive / Negative	Level of Assessment
<b>Improved educational offer/ outcomes</b>	New schools and campus designed to reflect best practice pedagogy with flexible learning spaces including a variety of learning environments. A combined site and larger school population allows access to greater teaching resources and more choice with improved curriculum offering for students	Way of Life Accessibility	Existing and future students	Likely Positive	Detailed
<b>Increased provision of shared social infrastructure</b>	Plans for the new campus to be based on 'share our school' concept with opportunity for shared oval, performing arts space, campus parade (for weekend markets, etc.). School will also include BASC and Vac Care on site.	Way of Life Accessibility Community	Murwillumbah community	Likely Positive	Detailed
<b>Inclusion of additional services and facilities</b>	Plans for the new campus include the inclusion of school community health facilities that will enable the provision of health and wellbeing services to the school population. SINSW will consult with local stakeholders and will seek partnership opportunities	Accessibility Community	Murwillumbah community	Likely Positive	Detailed
<b>Improved employment opportunities</b>	The MEC will include enhanced hospitality training space that will include contemporary teaching spaces and an outdoor bistro for real world training experience.  Greater choice in curriculum and more vocational educational opportunities have the potential to increase retention through Year 11 and 12. Increased completion through Year 12 is a strong indicator of greater post-school outcomes.	Way of Life Livelihoods	Existing and future students	Likely Positive	Standard



Potential impact	Explanation	Impact category / categories	Group or groups most affected	Positive / Negative	Level of Assessment
<b>Increased access to public education</b>	<p>The combined campus increases school capacity for both public primary and public secondary school in Murwillumbah.</p> <p>Some of the existing schools are not fully compliant with accessibility guidelines and inhibit full participation by students with disabilities.</p> <p>Murwillumbah East Public School is located in a floodplain area and has been subject to flooding including in 2015. The relocation of the campus to a flood safe area provides greater opportunity for resilience during flood events and the continuation of educational services.</p>	Accessibility	<p>Future students</p> <p>Students with disabilities</p>	Likely Positive	Detailed
<b>Change of school culture</b>	<p>Moving from smaller schools to a larger campus will present challenges for some students and families related to a change of education culture and school/community relationship.</p> <p>Also bringing two high schools together has the potential for some impact in the transition of students from two schools to one.</p> <p>There is also the potential for positive impacts from change of school culture where existing culture may not presently be healthy.</p>	Way of Life Community	<p>Could include some students at all existing schools but Murwillumbah East Primary School students and parents most likely to be affected.</p>	Possibly Negative	Detailed
<b>Access / proximity to local schools</b>	<p>Some students will have to travel further to access the combined school site. Potential impacts include increased travel time and loss of opportunity to walk to school.</p>	<p>Accessibility</p> <p>Surroundings</p> <p>Health and wellbeing</p> <p>Way of Life</p>	<p>Some existing primary school students and some students of Wollumbin High School</p>	Likely Negative	Detailed

Potential impact	Explanation	Impact category / categories	Group or groups most affected	Positive / Negative	Level of Assessment
<b>Traffic management</b>	The combined MEC will likely be a traffic generator at key drop off and pick up times. The existing Murwillumbah High School is already recognised as a traffic congestion issue, although this is partly due to its current role as an interchange for a number of schools.	Accessibility Surroundings	School neighbours / local community  Students and families	Likely Negative	Standard
<b>Sense of place</b>	The existing schools all have their own sense of place and levels of history, tradition and connection to their communities. The MEC campus will be a new environment that will require adapting to.	Community Way of Life	Existing students and families  Local communities of existing schools	Likely Negative	Detailed
<b>Construction impacts on students' learning</b>	The MEC will require an extensive construction process. Existing Murwillumbah High School students are likely to remain on site during the construction period and could be subject to disruption, noise, annoyance, etc.	Surroundings	Students	Likely Negative	Standard
<b>Engagement in process and influence</b>	There is an existing perception among some community members that they have not, and will not be, adequately consulted on this project.	Decision Making Systems	Local community  School communities	Likely Negative	Standard

The Phase 2 SIA will need to examine the evidence for improved educational and post-educational outcomes of the new learning environment, expanded curriculum and other potential benefits of the combined campus proposal. This evidence will likely include a combination of academic research, policy analysis, stakeholder interviews, school data analysis and case study research of similar school models.

It is noted that a number of the potential negative social impacts are concerns and fears that are raised in response to similar projects proposed and delivered in the past. There are lessons from previous projects on good practice mitigation, as well as strategies that have not worked successfully, that will need to be considered, adapted and applied during Phase 2 of this SIA and the development of a Social Impact Management Plan (SIMP) for this project.

It is also important to recognise that some of the potential mitigations, including some related to issues like school culture and ongoing school operations, will fall outside the immediate remit of SINSW and will require operational staff to take ownership of and action.

### **4.1.1 Differential impacts**

An initial consideration of vulnerable groups, and/or those who are likely to be most impacted by the proposal, identifies the following:

- » Current students of Murwillumbah High School who will be in attendance at school during the construction period
- » Existing school students and school communities, particularly smaller ones such as Murwillumbah East Primary School, who will have to make the largest cultural adjustment to the new, larger MEC
- » Students and school communities of those existing schools who will have the largest requirements for increased journey to school travel
- » Students and families with any transport-related or mobility restrictions, such as students with disabilities, whose journey to school could become more challenging
- » Immediate neighbours of the MEC site who will be subject to construction impacts and greater traffic and parking impacts with the creation of the new campus.

## 5 Project Refinements

As a result of the initial scoping, the following project refinements are suggested:

- » Examine site access options to disperse the traffic impacts of school drop off and pick up as much as possible across the local street network. Retention of one main school entry point will likely exacerbate traffic management issues. Other strategies that could also be considered in the school operations stage may include staggered starting times and active travel plans.
- » Details of the proposed shared school and community facilities should be confirmed as much as possible. Shared access is not just dependent on agreements and policies but is also influenced by the location of proposed shared facilities on the school site. Shared facilities should be identified and located in areas of the site that facilitate and encourage community use while also allowing compliance with school security and child protection requirements.
- » It is possible that how former school sites will be used is, or may become, a source of concern for those communities. It is also possible that the appropriate reuse of former sites may be able to play a role in social impact mitigation. The NSW DPIE Strategic Land and Property Framework (SLPF) will be used to work with Tweed Shire Council and others regarding future site uses. Stage 2 SIA engagement should incorporate community engagement to identify potential future uses to inform the SLPF process.
- » Ensuring the community engagement process for future stages of the project provides students and families with accurate and timely information about the proposed campus model for MEC. Wherever possible, this information should address concerns about moving from smaller school environments and populations to the larger campus. Information about the separation of primary and secondary student spaces and associated school layout and student management processes should be included. It is noted that the physical elements of these strategies may follow within SINSW's purview, while others related to operational aspects of the school will become the responsibility of operational staff.
- » Identifying both governance and engagement mechanisms to ensure that the local Murwillumbah community is aware of their capacity for involvement in both school planning and culture through an appropriate form of advisory body or other form of engagement process.

## 6 Engagement Strategy

SINSW is undertaking its own community and stakeholder engagement to inform and support the MEC proposal. This SIA will link with and utilise as much information from this process as possible. Sources that will be available for consideration for the SIA include:

- » Documented outcomes of a variety of staff and student engagement
- » Reports based on community feedback and correspondence during October-December 2020 period
- » Outcomes and raw data from a Community Survey undertaken by SINSW
- » Outcomes and minutes from a range of meetings including with Parents and Citizens Committees, School Leadership and Executive Groups, workshops with staff and others
- » Meetings and information provided by Tweed Shire Council.

There will also be the opportunity to integrate SIA-specific information and feedback mechanisms into community engagement activities planned to commence later in March 2021. Direct feedback from members of the local and schools community will be obtained on SIA-specific issues at these engagement activities.

In addition to this, and based on an analysis and assessment of the existing engagement information, and its utility for the purposes of SIA, further SIA-specific engagement may be conducted to further explore priority SIA issues or to obtain more information to assist with the SIA.

## 7 Proposed Approach for Phase 2 SIA

The proposed process for the Phase 2 SIA will reflect the relevant requirements of the forthcoming SEARS. Preliminarily, it is proposed that Phase 2 includes:

- » Additional site visits to Murwillumbah including to existing school sites
- » Analysis of existing community engagement information and conducting any SIA-specific engagement activities as required
- » Finalisation of the Social Baseline including a more detailed school catchment-based analysis and the incorporation of additional community survey data and public health information
- » Analysis and consolidation of findings from the Social Baseline and community and stakeholder engagement to confirm the identification of social impacts
- » Evaluation of social impacts including an assessment of their likelihood and magnitude and any stakeholder groups that are likely to be most affected. This evaluation will be tested with key stakeholders
- » For the key social impacts identified (positive and negative) mitigation and enhancement strategies will be identified to address any identified potential negative impacts and enhance potential positive ones. This includes any additional project refinements. It is possible that mitigation measures may include reuse or redevelopment suggestions for the former school sites. This will be documented in a Social Impact Management Plan
- » Finally, a monitoring program will be developed. This will include desired outcomes, indicators, targets, frequency of monitoring, process and regularity.

# Appendices

A Preliminary Baseline Data

# A Preliminary Baseline Data

## Community

Age Structure	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	
Babies and pre-schoolers (0 to 4)	390	5.5	46	5.8	44	4.0	467	5.22	4,779	5.2	5.2
Primary schoolers (5 to 11)	702	10.0	70	8.8	96	8.6	854	9.55	7,515	8.2	8.4
Secondary schoolers (12 to 17)	527	7.5	84	10.6	96	8.6	724	8.09	6,248	6.8	7.2
Tertiary education/independence (18 to 24)	428	6.1	57	7.2	62	5.6	540	6.04	5,699	6.2	6.5
Young workforce (25 to 34)	661	9.4	58	7.3	93	8.4	802	8.97	8,219	9.0	9.3
Parents and homebuilders (35 to 49)	1,217	17.3	138	17.4	213	19.2	1755	19.62	16,042	17.6	18.2
Older workers & pre-retirees (50 to 59)	971	13.8	122	15.4	175	15.7	1844	20.62	13,092	14.3	15.0
Empty nesters and retirees (60 to 69)	889	12.6	103	13.0	171	15.4	1681	18.79	13,275	14.5	14.7
Seniors (70 to 84)	891	12.7	85	10.7	134	12.1	1117	12.49	12,927	14.1	12.1
Frail aged (85 and over)	356	5.1	21	2.6	34	3.1	131	1.46	3,581	3.9	3.4

Household structure	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	
Couples with children	654	25	75	25%	99	25%	867	25.5%		22.5	22.3
Couples without children	667	25	71	24%	93	23%	828	24%		27.0	26.0
One parent families	396	15	68	23%	71	18%	552	16%		11.1	11.4
Lone person households	823	31	73	24%	120	30%	1023	30%		26.3	26.1



Household structure	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	
Group households	96	4	13	4%	20	5%	131	4%		3.5	3.9
Average household size	2.4		2.6		2.4		2.4		2.4		

## Way of life

Education	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	
Attending pre-school or primary school	776	11.0	85	10.7	90	8.1	957	10.70		8.9	9.2
Attending secondary school	431	6.1	63	7.9	67	6.0	567	6.34		5.8	6.1
Attending university or TAFE institution	284	4.0	37	4.7	35	3.1	422	4.72		4.3	4.6
<b>Highest level of educational attainment</b>											
Year 12	644	11.3	60	9.5	94	10.2	801	11.00	9,415	12.4	11.7
Year 10	887	15.6	105	16.7	168	18.2	1,164	16.00	12,001	15.8	14.9
<b>Government vs non government enrolments (of all educational enrolments)</b>											
Government primary	383	17.4	47	18.4	46	14.0	477	17.00	4,582	17.9	16.9
Non-government primary	280	12.7	21	8.2	40	12.2	338	12.00	2,310	9.0	9.1
Government secondary	282	12.8	49	19.1	35	10.7	371	13.20	3,083	12.0	12

## Culture

Indigenous population	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	%
Indigenous population	248	3.5	32	4.0	35	3.1	311	3.5	3,616	4.0	4.1

## Accessibility

Car movements and ownership	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	%
Car as driver or passenger	1,910	73.8	190	76.3	302	73.8	2,599	66	26,441	74	72.5
Walked only	122	4.7	N/A	N/A	12	3	121	3.1	992	2.8	3.4
Public transport	19	0.7	3	1.2	3	0.7	31	0.8	538	1.5	1.1
Worked at home	113	4.4	7	2.8	26	6.6	466	11.9	2,370	6.6	1.2
Car ownership (average)	1.6		1.7		1.8		1.6		1.7		1.7

## Livelihoods

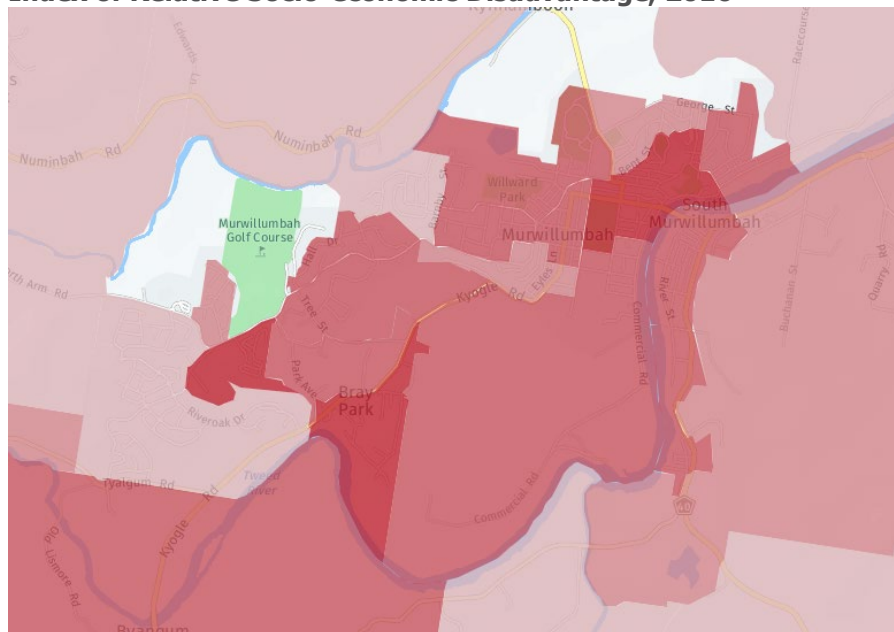
	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	%
<b>Household Income - average weekly household income</b>	\$957		\$933		\$1,042		\$963		\$1,064		\$1,069
Less than \$650 (low)	741	27.1	70	24.2	112	27.0	738	21.84		24.0	24.1
\$650 to \$1,449 (lower middle)	1,015	37.2	120	41.5	144	34.7	1169	34.60		35.3	35.5
\$1,449 to \$2,499 (upper middle)	489	17.9	45	15.6	69	16.6	683	20.21		18.3	18.4
\$2,500 or more (high)	194	7.1	27	9.3	35	8.4	380	11.25		11.4	11.3
<b>Main industry of employment (top 3)</b>	Local Government Administration Hospitals (except Psychiatric Hospitals)		Aged Care Residential Services Hospitals (except		Aged Care Residential Services Supermarket and Grocery Stores		Hospitals (except Psychiatric Hospitals) Local Government Administration		Hospitals (except Psychiatric Hospitals) Aged Care Residential Services Supermarket and Grocery Stores		

	Murwillumbah (SCC)		Bray Park (SCC)		South Murwillumbah (SCC)		Murwillumbah (SA2) (ABS)		Tweed Shire (LGA)		SA4
	No	%	No	%	No	%	No	%	No	%	%
	Aged Care Residential Services		Psychiatric Hospitals) Secondary education		Accommodation		Aged Care Residential Services				

	Murwillumbah	Bray Park	South Murwillumbah	Murwillumbah SA2	Tweed Shire LGA	Richmond Tweed SA4
<b>IRSD (score)</b>	931	868	905	923	973	969
<b>IRSD (decile)</b>	2	1	1	2	5	n/a
<b>IRSAD (score)</b>	915	860	889	907	956	956
<b>IRSAD (decile)</b>	2	1	1	2	5	n/a

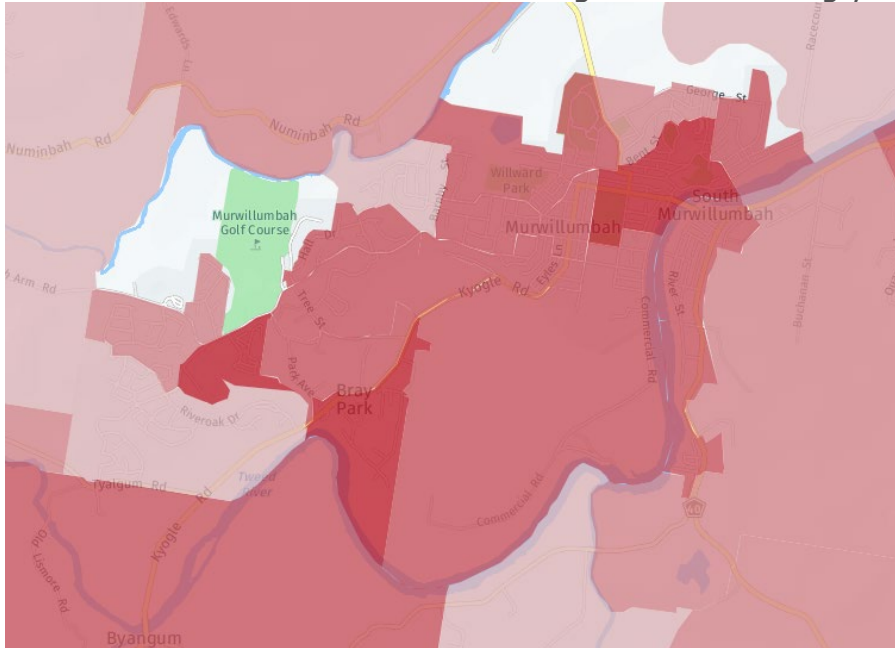
Source: Australian Bureau of Statistics, Census of Population and Housing 2016. Compiled and presented by profile.id

### Index of Relative Socio-economic Disadvantage, 2016



Source: profile.id social atlas

## Index of Relative Socio-economic Advantage and Disadvantage, 2016



Source: profile.id social atlas

