

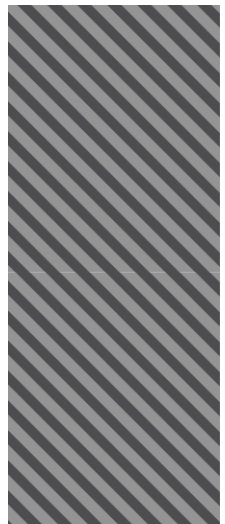
# Social Impact Assessment

TAFE Meadowbank Multi-Trades & Digital Technology Hub

**Client:** TAFE NSW

**Date:** 03 October 2019

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# 1 Introduction

This Social Impact Assessment (SIA) has been prepared by Elton Consulting for the Multi-Trades and Digital Technology Hub (the project) at TAFE Meadowbank. This SIA forms part of the Environmental Impact Statement (EIS) in support of State Significant Development Application SSD-10349 for TAFE NSW. Elton understands that the EIS for the project is scheduled for the test of adequacy on September 17, 2019 with lodgement expected in mid-October 2019.

In addition to this SIA, Elton Consulting is currently engaged by TAFE NSW to provide communications and engagement services to support the EIS. This SIA has been prepared in accordance with the Planning Secretary's Environmental Assessment Requirements (SEARs) for SSD-10349. The legislative requirement as per the 28 August, 2019 SEARs with regard to social impacts, states:

"Prepare a social impact assessment, which (SEARs, 28 August 2019, p. 6):

- » identifies and analyses the potential social impacts of the development, from the points of view of the affected communities and other relevant stakeholders, i.e. how they expect to experience the project
- » considers how potential environmental changes in the locality may affect people's: way of life; community; access to and use of infrastructure, services, and facilities; culture; health and wellbeing; surroundings; personal and property rights; decision-making systems; and fears and aspirations, as relevant and considering how different groups may be disproportionately affected
- » assesses the significance of positive, negative, and cumulative social impacts considering likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest
- » includes mitigation measures for likely negative social impacts, and any proposed enhancement measures
- » details how social impacts will be adaptively monitored and managed over time".

This SIA provides an assessment of the social impacts related to the Multi-Trades and Digital Technology Hub at TAFE Meadowbank. The SIA includes the following key components:

- » a description of the site context and local project area
- » a description of the proposed project works
- » an overview of the regulatory framework relevant to this SIA
- » an overview of the strategic policies and plans relevant to this SIA
- » a description of the social baseline of the project area
- » a description of the stakeholder engagement process undertaken for this SIA
- » an assessment and analysis of the project's social impacts
- » an overview of mitigation and enhancement measures for the project's social impacts
- » considerations of the project on mental health outcomes
- » a description of the cumulative impacts of this project
- » a summary of SIA findings.

## 1.1 Project description

On 26 June 2018, the NSW Government announced it would create a new Meadowbank Education Precinct on the existing TAFE NSW site at See Street, Meadowbank. This Education Precinct will co-locate TAFE NSW Meadowbank with the relocated and expanded Meadowbank Public and Marsden High Schools. The Precinct aims



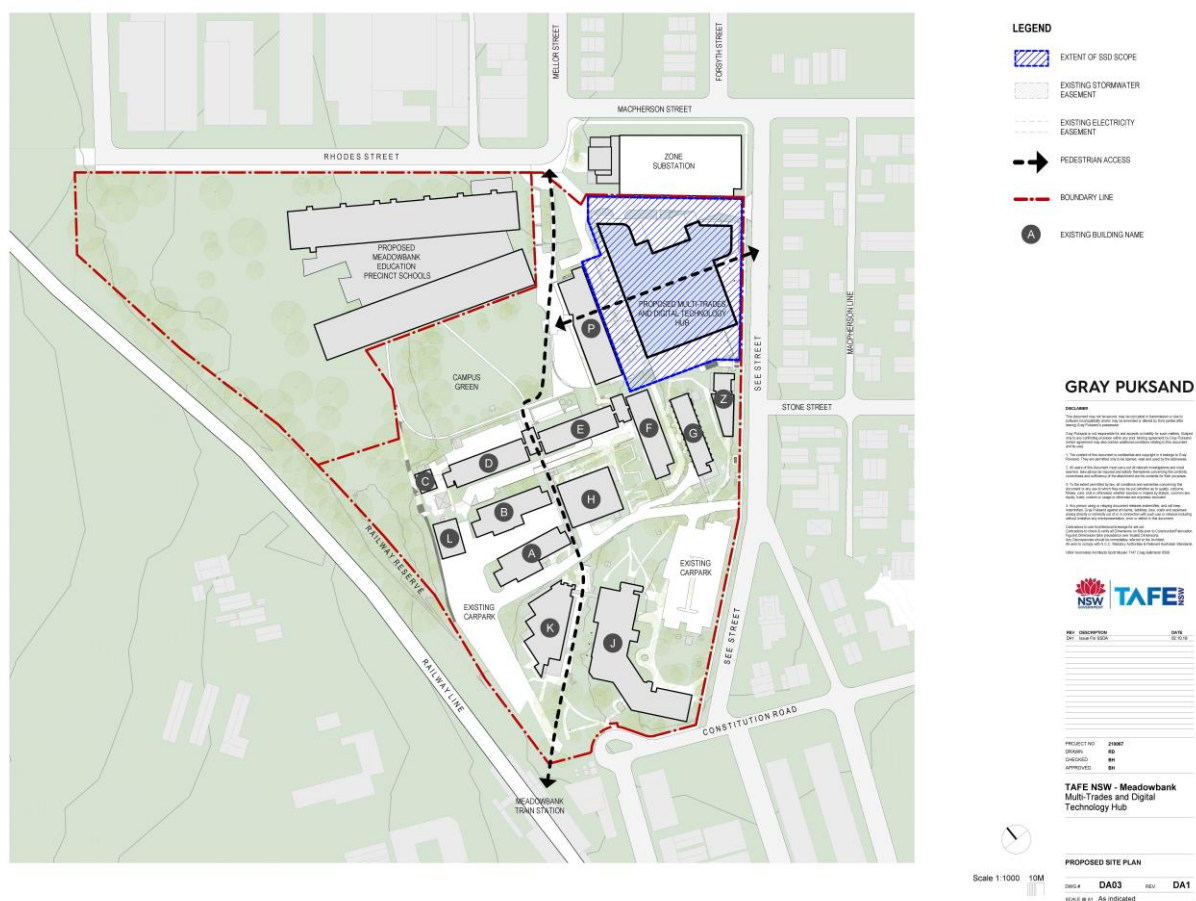
to become a new place of lifelong learning with education at its heart and links to industry, the surrounding community and the future of the regions.

As a core component of the Meadowbank Education Precinct, proposed plans will see TAFE NSW Meadowbank transformed into a technology-focused campus with state-of-the-art facilities and accessibility upgrades.

A new Multi-Trades and Digital Technology Hub, which combines modern and active learning spaces for trade disciplines with industry engagement, and with a digital technologies and cybersecurity focus, is a major project within the Precinct.

The proposed development is for the Multi-Trades and Digital Technology Hub to be housed in a new building designated for educational purposes at TAFE Meadowbank. It will involve a gross floor area (GFA) of approximately 15,000m<sup>2</sup> over 6 storeys to accommodate various learning spaces, workshop areas and digitally enabled spaces, as well as a basement car park accessed from See Street (Keylan Consulting, August 2019). The view from See Street will present as a two-storey structure as the additional storeys will be set back from the roadside and built in alignment with the sloped topography of the site (Keylan Consulting, August 2019). The schematic design of the new building is currently underway with construction completion expected by early 2022 (Gray Puksand, August 2019, p.21).

The Multi-Trades Hub and Digital Technology Hub, which forms part of the Meadowbank Education Precinct, together directly align with the NSW Government's commitments to invest in public education infrastructure (Keylan Consulting, June 2019, p.8) and TAFE NSW's strategic modernisation programmes through One TAFE.



**Figure 1 Preliminary site layout plan (Gray Puksand, October 2019)**

## 1.2 Site context

The Meadowbank locality sits between three major existing and growing urban hubs within Greater Sydney, being Parramatta, Chatswood and the Sydney CBD. Its southern edge meets the growth area of Sydney Olympic Park and the Parramatta Light Rail. Meadowbank is bounded to the north by Sydney's Global Economic Corridor spanning from Mascot through the CBD to Chatswood and then ending in Epping. Surrounded by current and future growth areas, Meadowbank, TAFE Meadowbank and the Meadowbank Education Precinct sits at the heart of an economically thriving Sydney.

TAFE Meadowbank campus is situated in an area of mixed land usage, with zoning including light industrial, low density residential and newly developed high density residential. The Parramatta River flows approximately 600m south of the campus at Shepherds Bay and the Northern Line of Sydney Trains runs to the west, both with existing passenger stations.

**Figure 2 View of existing site from TAFE Meadowbank Rhodes Street entrance**



## 1.3 Methodology and approach

The following methodology and approach were used to inform this SIA:

### Social baseline development

The development of the social baseline included a high-level summary of existing and future users of the site, demographic data analysis of the surrounding communities to TAFE Meadowbank and identification of the local social area of influence. This required compilation of information gathered from a number of sources. The social baseline also involved a review of policies and strategic plans of the local government area (City of Ryde), the Greater Sydney Region and TAFE NSW. This review contributes to understanding the relevance and significance of the proposed project in a broader framework and strategic context.

### Social impact identification and analysis

The identification and analysis of social impacts related to the proposed project included a visit to the project's existing site, a discussion on the social impacts with key representatives from the local government, a review of the findings derived from the stakeholder engagement process and integration of findings from several technical studies related to the proposed project. Based on information gathered, stakeholder mapping was conducted to ensure that the varying affected parties had each been given consideration. Social impacts were then consolidated into thematic areas, both positive and negative, and aligned with the Department of Planning, Industry and Environment's SIA Guideline. Project activities that could cause a social impact were outlined and each impact thematic area was aligned. An assessment of the likelihood, extent, duration, severity, sensitivity, and cumulative nature of each identified impact then followed.

This assessment content was then compiled into a social impact summary matrix, which includes the following information:

- » A description of the project activity which causes a social impact
- » Identifies, describes and categorises the social impact
- » Outlines which project phase the impact is anticipated
- » Considers the impact's extent and sensitivity
- » Considers the impact's type (positive or negative), severity and likelihood
- » Recommends mitigation or enhancement measures to be taken.

## **Development of responses to social impacts**

Mitigation and enhancement measures were developed for each identified potential social impact through a consolidation of feedback and suggestions from stakeholders, by a thorough contextual analysis of the local social area of influence, including forecasting growth of both the site and the local area, and input of practical solutions from best practice and industry-specific analysis.

## 2 Regulatory framework

Social Impact Assessment (SIA) is the process through which efforts are made to estimate, manage and improve the social and consequences of a project's development. SIA has an important role in contributing to positive outcomes of a project and is often seen as the foundation for ongoing management of social matters through the entire project lifecycle. In the 1970s, SIA arose as a discourse aligned closely with environmental impact assessment (EIA) and has since grown to be an effective mechanism for projects to develop more sustainably and to achieve positive social outcomes (IAIA, 2015).

### 2.1 Local regulatory context

The NSW Department of Planning, Industry and Environment (DPIE)'s Social Impact Assessment Guideline (2017) is the key regulatory framework for preparing social impact assessments in New South Wales. While developed for resources projects, the DPIE SIA Guideline outlines a clear approach and methodology that can be adapted for all State significant developments and has been directly used as guidance in the development of this SIA.

The EIS that this SIA contributes to has been developed in accordance with section 4.12(8) of the NSW *Environmental Planning and Assessment Act 1979* (EP&A Act), and specifically Schedule 2, Part 3 of the *Environmental Planning and Assessment Regulation 2000* (EP&A Regulation).

Most of the objects of the NSW EP&A Act (commenced in March 2018) are directly relevant to SIA, including:

- » to promote the social and economic welfare of the community and a better environment by the proper management, development and conservation of the State's natural and other resources
- » to facilitate ecologically sustainable development by integrating relevant economic, environmental and social considerations in decision-making about environmental planning and assessment
- » to promote the delivery and maintenance of affordable housing
- » to promote the sustainable management of built and cultural heritage (including Aboriginal cultural heritage)
- » to promote good design and amenity of the built environment
- » to provide increased opportunity for community participation in environmental planning and assessment.

Specifically, section 4.15 1(b) of the Act requires the likely impacts of development, including social impacts in the locality, to be considered and addressed as part of the planning process. In accordance with the SEARs for this SSD, clauses 6 and 7 of Schedule 2 of the Regulation (2000) are relevant to SIA.

### 2.2 Strategic policies and plans

The policies and plans described below demonstrate how the Meadowbank Education Precinct ties into broader strategic plans. Local, district and state strategies were reviewed to give an accurate and contextual understanding on where the Multi-Trades and Digital Technology Hub and more broadly, the Meadowbank Educational Precinct, sit within the existing and the future Greater Sydney Region.

**Table 1 Strategic policies and plans**

Strategic Policy or Plan	Relevance to proposal
Infrastructure NSW State Infrastructure Strategy (SIS) 2018 – 2038 (2018)	The SIS highlights the importance of maintaining education infrastructure to ensure modern delivery of learning modes and find efficiencies through collaboration.



	<p>It contains an objective to “Deliver infrastructure to keep pace with student numbers, and provide modern, digitally-enabled learning environments for all students.”</p> <p>The SIS highlights that TAFE NSW plays a strategic role towards this objective as the largest provider of vocational education and training in the State. However, many of the current TAFE facilities limit new learning models and collaborative opportunities.</p> <p>The SIS recommends that TAFE NSW look to renew its assets through a 20-year infrastructure strategy and to pursue third party partnerships to further develop their Interconnected Training Network.</p>
<b>Greater Sydney Commission Northern District Plan (2018)</b>	<p><b>The Northern District Plan aims to develop ‘jobs and skills for the city’ which includes ‘growing and investing in health and education precincts’ such as the Macquarie Park Innovation District.</b></p> <p>To support the growth of Innovation precincts, the GSC also aims to develop skills to adapt to changing technologies. TAFE was identified as an avenue to ‘gain and refine’ skills for employment and as an opportunity for social connection.</p>
<b>City of Ryde Draft Local Strategic Planning Statement (2019)</b>	<p><b>The Draft LSPS identifies several high-level future opportunities to build transport capacity in Meadowbank.</b> This includes investigating:</p> <ul style="list-style-type: none"> <li>» future linkages to Meadowbank and West Ryde from the Parramatta Light Rail stage 2</li> <li>» increasing freight and passenger capacity along the existing Northern Heavy Rail line.</li> <li>» better parking options near Meadowbank train station through centre based parking studies</li> <li>» new/modified bus routes via Meadowbank station to improve modal integration.</li> <li>» these investigations should ensure that any future pressure on public transport to TAFE Meadowbank is identified and remedied as early as possible.</li> </ul>
<b>City of Ryde Community Strategic Plan (2018)</b>	<p>Macquarie Park Innovation District aims to be one of the “largest economic centres in Australia” (COR CSP p.23). The proximity of this planned district and the expected need for skilled technology trades makes the Multi-Trades and Digital Technology Hub particularly relevant in the future growth of the City of Ryde.</p>
<b>TAFE NSW Strategic Plan 2016 – 2022</b>	<p>The TAFE NSW Strategic Plan 2016-22 outlines a goal to be a “contemporary, commercial and sustainable business”. It aims to do this through “increased digital capability, state-of-the-art learning technologies and flexible delivery models.”</p> <p>The Multi-Trades and Digital Technology Hub aligns with TAFE NSW’s strategic direction.</p>
<b>Adjacent site plans: Development Control Plan for Meadowbank Employment Area (2014) Meadowbank and Memorial Park Masterplan (2019)</b>	<p>The Meadowbank Employment Area (Shepherd’s Bay), the Meadowbank Park and Memorial Park Masterplan are sites adjacent to Meadowbank TAFE that are also in periods of change. Both offer great opportunities for collaboration and shared benefits.</p>

## 3 Social Baseline

### Who lives in Meadowbank now?

The typical person in Meadowbank is educated, culturally diverse and young. They are likely to work in a professional field, live in an apartment with their partner and do not have children.



#### Meadowbank is dense

96.3% people of Meadowbank live in high density housing. This is disproportionately high compared to the rest of the Ryde LGA (35.6%) and NSW (19.9%). These dwellings are on average two bedrooms (55%), with 60.5% being rented.



#### Meadowbank is young

Just under half (49.8%) of Meadowbank is aged between 25 and 39 with a median age of 32 – younger than the median ages of Ryde (36 years) and NSW (38 years).



#### Meadowbank is educated

Over half of Meadowbank has a bachelor's degree or higher (55.7%), another 15.5% have a TAFE level qualification. In addition to this, 24.7% of Meadowbank is currently attending an educational institution.



#### Meadowbank is couple orientated

62.2% of Meadowbank lives in a family household and more than half of that percentage is in a relationship without children (55.6%). There's a relatively high number of young families with 7.6% of the suburb is aged between 0 and 4, higher than both the Ryde LGA (6.1%) and NSW (6.2%) averages.



#### Meadowbank is diverse

Just over a third (34.2%) of the population of Meadowbank was born in Australia, with a similar percentage of households speaking only English at home (36.2%). Other than English, the most common languages spoken at home were Mandarin (14.8%), Korean (10.1%) and Cantonese (6.8%).



#### Meadowbank enjoys a high socio-economic index

According to the SEIFA index of advantage, the Ryde LGA ranks in the top 10% of LGAs in NSW. Meadowbank residents also have a higher median personal (+42%), family (+14%) and household (+14%) income than NSW and Australia.



### What will the Ryde local government area (LGA) look like in 2036?

The Ryde LGA is expected to grow by 43% by 2036 to a population of 171,650. The largest change in population will be for those over 70 which is expected to almost double (88% growth). Almost a third of the LGA (29%), or 50,200 people, are expected to be under the age of 25 by 2036.

Lone person households are estimated to rise the most in this period (56%) with the family households rising in line with the population at 43%. However, Ryde will continue to be couple and family centric with 69% of the LGA being in a family household and with 35% being couples with children.

Employment opportunities in Ryde and in particular in the Macquarie Park locality are expected to rise. Jobs in Macquarie Park are forecast to rise from 58,500 in 2016 to 79,000 by 2036 (City of Ryde, 2018) and will align with the growth of Macquarie University which is central to the Macquarie Park Innovation District.

## **Growth of TAFE Meadowbank**

There are currently 13,559 students enrolled at TAFE Meadowbank. Enrolment forecasting estimates that there will be 15,737 students by 2023, coinciding with the completion of the Multi-Trades and Digital Technology Hub, with enrolment numbers reaching 16,603 by 2032 (TAFE NSW, 2019). This is an increase of almost 20% in the size of the student body over the next two decades.

## **Implications for the social impact assessment**

The following implications can be drawn from the social baseline analysis.

- » The currently high level of educational attainment in Meadowbank aligns with development and broadening of the Meadowbank Education Precinct.
- » The 42% increase in people under 25 years old over the next twenty years in Ryde LGA will likely translate to a growth in the number of school, TAFE and university students in the local government area.
- » The future growth of the Ryde LGA, and particularly the Macquarie Park Innovation District, is expected to drive demand for technological and trades jobs. The Multi-Trades and Digital Technology Hub will contribute to this growth by producing graduates in fields that align with the strategic direction of the Ryde LGA.
- » Community facilities and services in the LGA may experience heightened demand as the young population grows in Meadowbank and across the LGA; there is currently only one small community facility in the local area at Shepherds Bay.
- » The growing student body at the Meadowbank Education Precinct increase in population across the LGA may lead to a greater weight on existing transportation infrastructure as well as implications on traffic and local road usage.

## 4 Stakeholder engagement

Stakeholder engagement and consultation for Meadowbank Education Precinct and in particular, the Multi-Trades and Digital Technology Hub was conducted in June to August 2019. This involved a variety of engagement methods with numerous project stakeholder groups, including TAFE Meadowbank staff and students, local government, industry groups, and the local community to TAFE Meadowbank.

This process had the objectives of sharing information publicly about the project's development plans and to provide opportunities for feedback from the public as well as groups potentially affected by the project. Information received during this process will in turn help to inform future planning, design and development processes and to ensure community participation throughout. A variety of engagement tools and activities were utilised with different target groups in mind, including community newsletters, information and feedback sessions, project email and hotline, technical reference groups, workshops and meetings.

The project management team have also engaged with a variety of stakeholder groups throughout the design process. Elton Consulting facilitated a targeted discussion on potential social impacts of the proposed development with the City of Ryde and the GHD project team during the development of this SIA.

### 4.1 Key stakeholder groups

The process of SIA has been complemented by engagement outcomes gained during consultation for the Meadowbank Education Precinct. This process, conducted separately by Elton Consulting and largely prior to the SIA work, involved identification and mapping of key stakeholder groups and interested parties in relation to the Multi-Trades Hub and Digital Technology Hub at TAFE Meadowbank. These key stakeholder groups include:

- » TAFE Meadowbank student and staff bodies;
- » City of Ryde;
- » NSW Department of Planning, Industry and Environment (DPIE);
- » TAFE NSW staff and students (broad);
- » Neighbouring residents to TAFE Meadowbank in immediate local streets;
- » Broader community of the Meadowbank suburb and Ryde LGA;
- » School communities of Meadowbank Public School and Marsden High School;
- » Industry (trades and technology companies or groups, various, private);
- » Ausgrid;
- » Transport for NSW;
- » Roads and Maritime Services NSW; and
- » School Infrastructure NSW.

The engagement process over the past several months targeted the following key stakeholder groups:

- » Current teaching and support staff of TAFE Meadowbank;
- » Currently enrolled students of TAFE Meadowbank;
- » Neighbours and local community to TAFE Meadowbank; and
- » City of Ryde.



The SIA process identified several sensitive receiver groups related to the project including:

- » Culturally and linguistically diverse (CALD) and international students enrolled at TAFE Meadowbank;
- » Persons with disability enrolled at TAFE Meadowbank;
- » Indigenous students enrolled at TAFE Meadowbank;
- » Single parents or parents re-entering the workforce enrolled at TAFE Meadowbank;
- » See Street residents;
- » Regular users of the Meadowbank Children's Centre.

**Figure 3 View of See Street from TAFE Meadowbank entrance**



## 4.2 Thematic issue areas

Following the engagement and consultation process, an analysis of the key areas of concern and feedback themes was conducted to better understand the common points of interest across stakeholder groups, as well as to be better informed of particular issues held by certain groups. This allows for the effective assessment of impacts as well as categorical development of mitigation or enhancement measures in the next steps of the SIA process.

The main thematic areas of stakeholder interest or concern related to the Multi-Trades and Digital Technology Hub are related to:

- » Noise;
- » Transportation;
- » Accessibility;
- » The features, facilities and conceptual design of the new building;
- » The concurrent construction plans with the Meadowbank Education Precinct (Schools and TAFE);
- » Removal of the Meadowbank Children's Centre;
- » Mental health.

## 5 Impact assessment and analysis

This chapter outlines a high-level assessment of the likely social impacts of the Multi-Trades Hub and Digital Technology Hub on the different stakeholder groups. In broad terms, the SIA process aims as much as possible to achieve positive outcomes for the project's stakeholders and affected communities, and to avoid or mitigate, any adverse impacts.

### 5.1 Framework

The NSW Department of Planning, Industry and Environment's most recent Social Impact Assessment Guideline (2017) details the following categories of social impacts for consideration within an SIA.

**Table 2 Defining & categorising social impacts**

A social impact is a consequence experienced by people due to changes associated with a project. As a guide, social impacts can involve changes to people's:		
Category	Description	Related Matters
<b>Way of life</b>	<ul style="list-style-type: none"> <li>» how people live, e.g. how they get around, access to adequate housing</li> <li>» how people work, e.g. access to adequate employment, working conditions and/or practices</li> <li>» how people play, e.g. access to recreation activities</li> <li>» how people interact with one another on a daily basis</li> </ul>	Access, heritage, community, economic
<b>Community</b>	Its composition, cohesion and character, how it functions, and sense of place	Built environment, heritage, community
<b>Access to and use of infrastructure, services and facilities</b>	Whether provided by local, State or federal governments, or by for-profit or not-for-profit organisations or volunteer groups	Access, built environment, community
<b>Culture</b>	Including shared beliefs, customs, values and stories, connections to land, places and buildings, and including Aboriginal culture and connection to country	Heritage, community
<b>Health and wellbeing</b>	Including physical and mental health	Community
<b>Surroundings</b>	Including access to and use of ecosystem services, public safety and security, access to and use of the natural and built environment and their aesthetic value and/or amenity-	Amenity, built environment, heritage, community, economic, air, biodiversity, land, water
<b>Personal and property rights</b>	Including whether people's economic livelihoods are affected, and whether personal disadvantage is experienced or civil liberties are affected	Access, community, economic
<b>Decision-making systems</b>	Particularly the extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms	Broad, overarching considerations
<b>Fears and aspirations</b>	Related to one or a combination of the above, or about the future of a community.	

## 5.2 Summary of social impact assessment

Table 3 provides a detailed summary of the assessment of social impacts associated with the proposed Multi-Trades and Digital Technology Hub.

**Table 3 Social impact assessment matrix**

#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
1	Amenity	acoustic	Noise caused by general construction activities and heavy vehicles will be heard by passers-by, students, staff and nearby residents	Construction	Immediate geographical area and along site boundary, particularly See Street residents, See Street private school and site users in building P, during class or study time	Negative, Moderate, Likely	Conduct traffic and noise study, high noise activities to be scheduled outside of peak class times, aligned with term breaks and in consideration of residential areas nearby, develop and implement Construction Management Plan
2	Amenity	visual	Construction activities will result in temporary changes to layout of campus and disrupt physical aesthetic and ease of nearby road usage which may lead to reduced learning outcomes during construction period and decrease in road safety	Construction	Immediate geographical area and along site boundary, particularly See Street residents, See Street private school and site users in nearby buildings, cyclist and pedestrian road users	Negative, Minor, Likely	Install temporary navigation signage around campus during construction and information sessions for site users prior to construction start, conduct traffic study, and develop a Transport Management Plan which integrates construction schedules with TAFE peak class times, as well as considering external public or social infrastructure nearby which may be affected, incorporates detours, additional directional signage, roadside guidance during peak times of the day, information 'hot spots' or 'go-to points of contact' for support, temporary lighting or navigation support where disruptions are expected
3	Access	road and rail network	Construction and heavy vehicles will be more prevalent on local roads	Construction	Immediate geographical area and along site boundary, particularly	Negative, Minor, Likely	Development of a Transport Management Plan which integrates findings of traffic study, as well as construction schedules with TAFE peak

#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
			during construction will cause traffic flow disruptions		See Street residents, See Street private school and site users in nearby buildings, cyclist and pedestrian road users		class times, considers external public or social infrastructure nearby which may be affected, incorporates detours, additional directional signage, roadside guidance during peak times of the day, ensure project design and development plans are sufficiently integrated with broader accessibility and transportation plans within the Meadowbank Education Precinct and City of Ryde, consider staggering more TAFE classes outside of peak school drop off/pick up times
4	Access	road and rail network	Public transport users will experience delays and increased in demand at nearby bus stops/stations and daily commute for all site users will be longer	Construction	Local geographic area, Meadowbank general area residents and other regular users of Meadowbank station (both train and bus)	Negative, Minor, Likely	Ensure parking design and development plans are sufficiently integrated with broader TAFE accessibility and transportation plans within the Meadowbank Education Precinct and City of Ryde and findings of traffic study
5	Access	offsite parking	Disruptions caused by construction activities will increase demand for offsite parking, specifically on-street parking on local roads and cause congestion on local roads	Construction	Local geographic area, local residents, in particular residents of See Street and other adjoining streets (Macpherson, Rhodes, Forsyth and Stone Streets), particularly former users of on-site carpark and disability parking permit holders	Negative, Moderate, Likely	Ensure Transport Management Plan considers how access and use of the new parking lots will be shared proportionately amongst the user groups, consider most-frequented commute routes for users and transportation alternatives through traffic study, consider staggering more TAFE classes outside of peak school drop off/pick up times
6	Community	health	Dust in the air caused by construction activity may cause respiratory health problems	Construction	Immediate geographical area of the site, particularly experienced by daily passers-by or	Negative, Minor, Unlikely	Conduct air study prior to construction and consider findings in construction management plan, develop specialised engagement with



#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
					See Street residents, especially people with existing health issues, mostly during demolition (short-term)		residents of See Street prior to construction start
7	Community	safety	Construction activities' hazards may cause physical harm to passers-by	Construction	Immediate geographical area of the site, particularly experienced by daily passers-by or See Street residents	Negative, Minor, Unlikely	Ensure Construction Management Plan and OHS Plan is in place prior to construction start
8	Community	safety	Influx of construction workers on campus may decrease perception of student safety and comfort while on campus	Construction	Immediate geographical area of the site, particularly experienced by daily passers-by or See Street residents	Negative, Minor, Unlikely	Construction management plan to consider worker influx numbers and site-specific employee management
9	Community	safety	Human error during construction activities may cause hazards or extensive power cuts when excavating near underground high-voltage power lines of the neighbouring sub-station	Construction	Immediate geographical area of the site, particularly experienced by daily passers-by or See Street residents	Negative, Major, Unlikely	Ensure Construction Management Plan and OHS Plan is in place prior to construction start
10	Community	cohesion, capital and resilience	Changes to project development plans may lead to confusion and hinder public support for the project	Construction	Local geographic area of Meadowbank and Ryde LGA, particularly long-term site users and local area residents	Negative, Minor, Likely	Ensure local residents and wider local community have been fully informed of plans (including any changes) and had opportunities to participate in the project design and development process
11	Biodiversity	native vegetation	Removal of various established native trees from the site may bring about	Construction	Immediate geographic area, particularly long-term site users and local area residents	Negative, Minor, Unlikely	Conduct ecology study, integrate native landscaping into broader campus upgrades including large tree species and local varieties where possible

#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
			negative perceptions and concern from daily site users				
12	Community	services and facilities	Loss of access to Meadowbank Children's Centre may hinder user wellbeing over time and affect learning outcomes	Construction & Post Construction	Immediate geographic area, particularly users of the childcare, sensitive receivers may include single parent students or staff members	Negative, Moderate, Likely	TAFE to consider replacing or re-establishing the Children's Centre elsewhere on campus at a minimum temporarily during construction, and consider comparable alternatives for student and staff to access off-site services nearby, ensure that users of the childcare are able to input into planning and are able to access student services throughout project development
13	Community	services and facilities	Loss of access to Meadowbank Children's Centre may reduce levels of student and staff support for the project	Construction & Post Construction	Immediate geographic area, particularly users of the childcare and long-term site users	Negative, Moderate, Likely	TAFE to consider replacing or re-establishing the Children's Centre elsewhere on campus at a minimum temporarily during construction, and consider comparable alternatives for student and staff to access off-site services nearby, ensure that users of the childcare are able to input into planning and are able to access student services throughout project development
14	Community	cohesion, capital and resilience	Strain on car parking availability may cause conflict between users	Construction & Post Construction	Local geographical area of Meadowbank, local residents and site users who commute with private cars	Negative, Minor, Likely	Consider establishing a temporary car park nearby to reduce strain, consider providing temporary on-street parking permits to users during construction of new parking lots, consider making excess parking at Ryde campus available to Meadowbank users with a regular shuttle bus linking the two campuses, ensure design and development plans are sufficiently integrated with broader accessibility and transportation plans within the Meadowbank Education Precinct and City of Ryde, consider staggering start and finish times

#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
							for TAFE, primary and secondary school to alleviate traffic congestion at peak times
15	Community	housing	Local community may develop distaste to the visual and acoustic changes to their immediate residential environment, particularly at night	Construction & Post Construction	Immediate geographical area of the site, particularly See Street residents and students enrolled in night classes	Negative, Minor, Likely	Ensure entrance and exit designs of the new building avoid mass spill out onto See Street at night, ensure noise considerations are prioritized in night time management of building access points, ensure that local residents have opportunity to participate in project planning and input feedback post-construction, TAFE management may also want to consider keeping night time classes in the new facility at a minimum
16	Risks	flood waters	Proposed building site is in a low flood risk area from nearby Parramatta River and local catchment	Construction & Post Construction	Local geographical area of Meadowbank, local residents and existing and future site users	Negative, Major, Unlikely	Emergency Preparedness and Response Plan in place before start of construction, particularly for lower level workshops and thorough evacuation procedures in place, water sensitive design and landscaping, communications plan that makes clear reference to hydrological studies and flooding conditions for site users
17	Amenity	acoustic	Noise generated by activities during class time in new workshops	Post-Construction	Immediate geographical area of the site, regular passers-by, students and staff during class or study time in nearby buildings (P) and See Street residents	Negative, Moderate, Likely	Ensure acoustics of new buildings are considered in project design and planning, ensure that project design has fully considered varied learning requirements of different disciplines in nearby proximity of new building
18	Amenity	microclimate	Presence of new building will reduce the amount of natural sun light in certain locations on campus, especially over Building P	Post-Construction	Immediate geographical area of the site, site users in and around building P	Negative, Minor, Likely	Ensure that changes to amount of natural light across campus is considered in design and engineering and other potentially light-filled and/or outdoor spaces are integrated into broader campus upgrade plans

#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
19	Access	offsite parking	Opening of new carpark will increase competition for access by mixed user groups, particularly as student numbers grow	Post-Construction	Local geographical area of Meadowbank, local residents and site users who commute with private cars both existing and forecasted	Negative, Moderate, Likely	Ensure findings of traffic study are integrated with Transport Management Plan which then considers how access and use of the new parking lots will be shared proportionately amongst the user groups, consider most-frequented commute routes for users and transportation alternatives
20	Access	other built assets	Opening of new building will improve general on campus quality of learning facilities, sense of campus pride and community cohesion	Post-Construction	Local geographical area of the site, site users both existing and forecasted, especially trades students	Positive, High, Likely	Ensure a communication plan is in place prior to construction to ensure that all benefits and opportunities of the new facilities are fully transparent and understood and participatory by site users and wider community and integrated with TAFE Meadowbank broader marketing schemes and strategic plans
21	Access	other built assets	Opening of new building at same time as opening of new school buildings will increase local community confidence and support for both concurrent projects	Post-Construction	Local geographical area of Meadowbank and Ryde LGA, site users both existing and forecasted	Positive, High, Likely	Ensure a communication plan is in place prior to construction to ensure that all benefits and opportunities of the new facilities are fully transparent and understood by site users and wider community
22	Access	other built assets	'Green' components of new building (bike stand) will encourage users to consider sustainable modes of travel	Post-Construction	Wide and long-term reach for growing sustainability-conscious student body	Positive, Moderate, Likely	Develop and implement Green Travel Plan in line with project development schedule and integrate findings of transport and/or traffic studies
23	Access	other built assets	Integrated solar energy in new building design will encourage users to further their considerations of green energy options	Post-Construction	Wide and long-term reach for growing sustainability-conscious student body	Positive, Moderate, Likely	Integrate feedback loops for site users, particularly students, to input into campus sustainability strategies and plans, forming part of communications plan



#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
24	Community	services and facilities	Gender-inclusive components (e.g. equal positioning toilets and changing rooms near learning workshops) of the new building will encourage more women to attend TAFE, especially those considering trades courses	Post-Construction	Wide and long-term reach for women in and/or entering trades and technology disciplines (both existing and future) and their networks both industry and personal	Positive, Moderate, Likely	Ensure communication and information disclosure plans are thorough from start of construction and integrated with broader TAFE marketing schemes
25	Community	safety	Improved lighting (including natural light elements within the building design), centralisation of foot traffic within building will increase user sense of safety, especially after dark	Post-Construction	Immediate geographic area of the site, regular users of the site, especially night students or staff, international and female students	Positive, Moderate, Likely	Ensure that maintenance of new facilities ensures usability after dark and design is well-integrated with other potential campus upgrades
26	Community	services and facilities	Design of new building will improve ease of wayfinding through key campus locations, such as direct connectivity between the new learning facilities and student services in Building P	Post-Construction	Immediate geographic area of the site, regular site users both existing and forecasted	Positive, Moderate, Likely	Ensure that maintenance of new facilities ensures usability after dark and design is well-integrated with other potential campus upgrades
27	Community	services and facilities	Opening of new learning facilities will improve collaboration between trade and technology disciplines on campus through open learning workshops as well as communal study spaces	Post-Construction	Immediate geographic area of the site and cumulative wider reach for TAFE NSW and industry, site users both existing and forecasted	Positive, High, Likely	Ensure a communication plan is in place prior to construction to ensure that all benefits and opportunities of the new facilities are fully transparent and understood by site users and wider community

#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
28	Community	services and facilities	Opening of new learning facilities will improve integration of tertiary learning with industry such as: enhance linkages between trainees and market trends and encourage 'real-life' project learning as well as encouraging alumni to re-engage with their training provider	Post-Construction	Immediate geographic area of the site and cumulative wider reach for TAFE NSW and industry, site users both existing and forecasted	Positive, High, Likely	Ensure communications plan for new building and TAFE Meadowbank strategic plans encourages industry partners, especially nearby e.g. Macquarie Park or Parramatta, to collaborate and engage with new facilities, such as setting up multi-stakeholder working groups to explore interactions and opportunities that the new building offers post-construction
29	Community	services and facilities	Opening of new learning facilities will improve general quality of teaching environment and staff capacity to provide higher quality teaching and explore opportunities for new teaching offerings	Post-Construction	Immediate geographic area of the site and cumulative wider reach for TAFE NSW and industry, site users both existing and forecasted	Positive, High, Likely	Ensure site teaching staff and TAFE NSW members to incorporate opportunities of new building into TAFE Meadowbank strategic plans which encourages collaboration and engagement with new facilities, such as setting up multi-stakeholder working groups to explore interactions and offerings post-construction
30	Community	services and facilities	Opening of new learning facilities will improve integration of tertiary learning with high school students over time, creating better linkages for career path development and future-focused learning	Post-Construction	Immediate geographic area of the site and cumulative wider reach for TAFE NSW and industry, site users both existing and forecasted	Positive, High, Likely	Consider inclusion of private group study rooms with presentation facilities, consider instalment of interactive boards in classrooms, ensure ICT maintenance management plan and system is fully resourced, consider shared use of learning facilities between TAFE students and school students e.g. library, ensure schools teaching committee and TAFE Meadowbank staff members have pathways to incorporate joint opportunities of new building, consider inclusion of spaces which could be shared community resources and made available as general community meeting or activity space when not in use by TAFE Meadowbank, incorporate

#	Matter	Impact Category	Project activity and nature of social impact	Project Phase	Extent, Sensitivity (affected parties)	Type, Severity, Likelihood	Mitigation or Enhancement
							liaison and partnership with City of Ryde with regard to access and bookings and usage
31	Community	services and facilities	Components of new building will improve accessibility for pram-users and DDA compliance	Post-Construction	Immediate geographical area of the site, particularly encouraging attendance by parents with infants and people with physical disabilities	Positive, Moderate, Likely	Ensure communication and information disclosure plans are thorough, ensuring socially inclusive content, from start of construction and integrated with broader TAFE marketing schemes as well as other campus upgrade plans and external infrastructure upgrade plans e.g. Meadowbank train station
32	Community	cohesion, capital and resilience	New building will generate wide public attention as showcase for future integrated learning projects	Post-Construction	Local geographic area of Ryde LGA, particularly long-term site users and LGA residents	Positive, High, Likely	Ensure local residents have been fully informed of plans (plus any changes) and have had opportunity to participate in the project design and planning process, including communications mechanisms for feedback and grievance submission post-construction
33	Economic	livelihood	Opening of commercial sites (café) in new building may cause competition with existing on-campus businesses	Post-Construction	Immediate geographical area of the site, local small business owners	Positive, Minor, Unlikely	Ensure fair, public tender for new business and student vouchers or other incentives for all venues to ensure shared benefit

### 5.2.1 Impact mitigation and enhancement measures

Mitigation and enhancement measures have been outlined in Table 3 above. These recommendations have been developed through a consolidation of input from stakeholders, from industry-specific analysis, review of best practice and through a practical understanding of the project's local social area of influence. The impacts anticipated during the construction phase of the project can be feasibly mitigated through a comprehensive and thoroughly informed Construction Management Plan which considers matters of noise, safety, traffic and transport congestion, and continued accessibility to site facilities and services. The Construction Management Plan would be informed by a number of technical studies conducted in the pre-construction phase and would require consideration of the interplay between the project developer, all construction sub-contractors and service providers. This plan would need to encompass participation and feedback components by key stakeholder groups through a communications component. Each phase of construction in accordance with the development schedule would need to consider thorough monitoring and evaluation plans.

The enhancement measures outlined with regard to the significant positive impacts of the proposed project would involve an integrated approach by a number of stakeholder groups, including TAFE Meadowbank and the Meadowbank schools, TAFE NSW, industry partners and alumni, and local government. This would be best monitored and realised through the establishment of a multi-stakeholder working group in the construction phase and remain intact in the years post-construction. TAFE NSW would need to ensure dedicated personnel are accounted for in order to coordinate, liaise and manage the working group and to ensure its effectiveness, as the project moves into development.

### 5.2.2 Considerations of mental health

This SIA has also made attempt to consider the mental health implications for site users of the proposed Multi-Trades and Digital Technology Hub. This is an increasingly important component of impact assessment, and has significant linkages with the social impact analyses. This chapter has been separated to better understand the intersections of the new building on the mental health of future users and the broader TAFE Meadowbank community.

The NSW Government is making significant investment in mental health infrastructure and services with the aim to support people to "live meaningful lives, work and achieve social inclusion in the communities of their choice" (MHCC, 2018). Improved services for mental health are a clear priority area in the health sector; however, the government is also committed to the broader mental wellbeing of communities and is actively promoting its inclusion across other sectors. This is largely based on the understanding that positive mental health outcomes for a society need to come about through improved prevention initiatives and greater community support (MHCC, 2018).

Significant research exists to support links between urban design, the built environment and public health outcomes. Consequently, the built environment is increasingly being designed with regard to both physical and mental health. In fact, using urban design is now understood to be a tool to improve human condition, including community wellbeing, social capital and the individual health of users (Jackson, 2002). As Hoisington et al. (2019, p. 63) argues, "improving conditions of the built environment would likely lead to improved mental health outcomes".

The context to these advancements in industry, is that humans in urban environments are becoming increasingly sedentary, auto-dependent, and are spending most of their time indoors. With urban growth, often comes a decrease in open space and in particular, green or natural outdoor spaces are frequently compromised (Andrew L. Dannenberg, et al., 2003). Rates of certain psychiatric conditions are higher in urban environments (Hoisington, A. J. et al. 2019) and persons with low social capital have an increased risk for poor health outcomes. Given this, it is important that built spaces consider the health and wellbeing of their regular users, through their design elements, the facilities on offer and how users feel and behave within them.



Regarding educational facilities specifically, Dongying and Sullivan (2016) propose that buildings with windows and especially those with views over greenery promote student's attention restoration and their ability to recover from mental fatigue and stress. Additionally, there is a positive association between the greenness of school landscapes and learning performance, social and cognitive functioning and decreased violence (Dannenberg et al., 2003).

## Mental health findings as a result of the proposed development

With regard to the TAFE Meadowbank Multi-Trades and Digital Technology Hub, there are various features that are likely to have positive mental health outcomes on site users. These features and their mental health implications are as follows:

- » The new building's focus is to **'showcase' the trades**, including the placing of learning workshops on the ground level with large glass walls for passers-by (other students, staff, visitors, high school students, the public) to consistently observe and learn from students. This in turn, will bring about a sense of pride and confidence to the students and teaching staff, enabling an improved understanding of their vocation to hold value and importance in Australian society, which will contribute to their overall sense of wellbeing.
- » The increase of **natural lighting**, through the abundance of large glass windows and glass walls throughout the building's design, as well as **high ceilings**, will directly contribute to positive mental health and wellbeing outcomes of the building's regular users. A lack of natural light or windows within an indoor space has direct associations with depression, anxiety, stress and more general low moods (Evans, 2003); whereas abundance of light has a direct arousal effect which activates alertness. There are positive associations between interior lighting and reduced absenteeism, heightened productivity and learning performance in work or educational environments (Hoisington et al, 2019).
- » The new building incorporates **wide, open corridors and passageways**, which are inclusive of lighting for night time users and contribute to the modernisation of the campus, which will improve both staff and students' sense of cohesion and wellbeing.
- » **Increase in internal communal spaces and 'sticky campus' elements** within the new building; encourage informal gathering, socialising, relaxing and generally increasing student's sense of comfort and feeling welcome on campus outside of class time. Design features of a building affect user 'ability to regulate social interactions such as furniture configuration, privacy', and communal areas and spaces that 'accommodate physical wandering' (Evans, 2003), such as break out spaces, have all been considered in the building's design.
  - > The new building's **co-location with schools** (primary and secondary), forming the whole Meadowbank Education Precinct, aims to generate a future-focussed learning environment, whereby clear pathways for school students are identified through the neighbouring TAFE. The new learning facilities aim to promote "cross-disciplinary social interaction aimed at a sustained presence on campus" (Gray Puksand, 2019). This will be facilitated by the new building's interactive and contemporary design where high school students can physically observe and interact with the offerings of TAFE, acting somewhat as an informal taste tester. This will likely place the TAFE students who use the new facility in a mentorship or role model position for younger school students, which will contribute to their improved mental health, by building a sense of purpose, confidence and situates them in a position of importance of the trades and technology cohorts more broadly.
- » **Social inclusion elements of the design**; the building enables improved comfort and usability of the building for minority, vulnerable or marginalised user groups, who have a greater likelihood of having existing mental health conditions than other site users (Hoisington et al. 2019, p. 63). "The design of the built environment affects the ability of persons with disabilities to be physically active and to be socially integrated into their community" (Andrew L. Dannenberg, et al., 2003). These groups specifically include:
  - > Persons with disabilities
  - > Women enrolled in trades or technology courses
  - > Students who are parents of infants or young children

- > International and culturally and linguistically diverse (CALD) students.
- » **Green elements of the design** are significant, in that features of the built environment, as specific as elements such as front porches, sidewalks, parks, places of worship, community centres, and transportation, affect social capital in ways that in turn affect health. The peripheries along See Street will be planted with native vegetation intending that rainwater will be collected and filtered (Gray Puksand, 20 August 2019, p. 84). The ease of access to the Village Green, the preservation of the Blue Gum Forest, and the promotion of sustainable transportation and renewable energy through the new design, all contribute to the TAFE Meadowbank community being able to enjoy an “improved, healthier and happier campus environment” (Gray Puksand, 20 August 2019, p. 84).
- » **The accessible location** of the new building within a short walk from the Meadowbank train station will encourage an increase in use of public transport as well as physical activity during user’s daily commute (on-foot or cycling), and increased pedestrian activity while on-campus. This will contribute to broader positive health outcomes of site users and campus community strength-building, contributing to a sense of belonging within the campus community, therefore enhancing civil life and improved student cohesion. Additionally, increasing pedestrian activity, walkability of the campus, and improved visibility of users in outdoor spaces (due to lighting and open passageway designs), will build confidence in users to feel safe in the space, especially after dark or off-peak periods, and in particular for identified sensitive receiver groups.
- » **Entrance and exit points of the building are well integrated with the campus** and specific facilities which contribute to broader positive health outcomes. These features, and the accessibility of the building to them, all promote active living and being comfortable and safe as a pedestrian or user in communal outdoor spaces of the campus. These effects can bring about positive mental health and wellbeing outcomes for users, as well as physical health and a strong, cohesive campus community. The specific features that the new building connects to include:
  - > direct and easy access to student services in Building P, which includes administrative support and counselling services
  - > walkway linkage to other potential campus upgrades including the Village Green; which is a “green open space for relaxed gathering, health and fitness programs”, plus, it provides opportunity for public events outside class time, such as market days and community gatherings (Gray Puksand, 20 August 2019, p. 84)
  - > The preservation of the on-campus native bushland strip (blue-gums) is significant, as it acts as a buffer between the campus and the railway (for noise and visual impacts), as well as in being a green space enables positive microclimate conditions such as reducing the on-campus temperature. Noise and traffic are environmental factors that influence mental health outcomes in learning or work environments (Dannenberg et al., 2003).

The following features of the TAFE Meadowbank Multi-Trades and Digital Technology Hub may have negative mental health implications for regular site users:

- » Temporary amenity and accessibility disruption due to general construction activities
- » Noise annoyance for nearby See Street neighbours and other site users caused by regular trades learning activities in the workshops post-completion of the new building, and
- » The removal of a number of trees from the site, mostly from the existing carpark, especially old trees or trees that hold a particular significance, may affect people’s sense of belonging and placemaking. Trees are often sensitive as they can be attached to people’s perceptions of their ability to protect and to make decisions about things that affect their lives. In turn, this can influence a person’s wellbeing, how they see themselves and their connection to place, it could in turn decrease people’s attachments and loyalties and decrease support for the changes taking place around them.

## Implications of the proposed development on mental health

A healthy urban and built environment, in particular for minority or low socioeconomic community groups, which contribute to positive mental health outcomes for all users, include (Hoisington, A. J. et al. 2019):

- » Abundance of natural light, the presence of high-quality or large windows with natural or wide-spanning views;
- » Abundance of clean, fresh air and effective ventilation; lack of air pollutants;
- » Access to social services;
- » Access to green and open spaces;
- » Avoidance of interior crowding or clutter;
- » Lack of noise annoyance, especially ongoing or permeant, traffic-related, industrial or from neighbouring residents in high-density housing;
- » Indoor ventilation, including consideration of temperature and insulation.

It is apparent through this analysis, that the Multi-Trades and Digital Technology Hub has integrated the majority of the components that contribute to a healthy built environment. In the case of the proposed development at TAFE Meadowbank, it is clear that there are a variety of design features of new building, as well as the context of broader campus upgrades and the development of the Meadowbank Education Precinct, that will make significant positive contributions to the mental health outcomes for the TAFE Meadowbank community and in particular, the regular users of the new facility.

## 5.3 Summary of impacts

This report has identified potential or anticipated social impacts of the TAFE Meadowbank Multi-Trades and Digital Technology Hub, both positive and negative. Based on the detailed range of assessed social impacts in Table 3, it is understood that the majority of social impacts on identified stakeholder groups and the wider community, and those with the greatest significance, are indeed positive. While some stakeholder groups will experience change to their established way of life, the majority of affected stakeholders will experience benefit from the proposed project. The major social impacts of the project are summarised as:

- » extensive improvement to vocational teaching and learning standards
- » extensive opportunity for advanced educational outcomes in trades and technology disciplines
- » significant value-addition to integrated and contemporary education facilities nationwide
- » improved local social capital and on-campus cohesion
- » temporary amenity and accessibility disruption caused by general construction activities
- » removal of on-campus childcare service
- » positive mental health outcomes.

### 5.3.1 Cumulative impacts

The NSW Social Impact Assessment Guideline (2017, p. 41) explains that “for any impacts identified as requiring further assessment in the EIS, consideration should be given to their potential contribution to cumulative impacts. The SEARs will also typically require the EIS to include a broader assessment of potential cumulative impacts, in addition to impact-specific requirements.”

With regard to the Multi-Trades and Digital Technology Hub, it is apparent that during the construction phase of the project, regular site users and local residents will experience disruption to their daily commute, mostly due to the time it takes to replace the See Street car park and the concurrent construction of the two new schools, also

forming part of the Meadowbank Education Precinct. This will likely lead to traffic congestion experienced not only on local roads but also along Victoria Road and surrounding major intersections, as well as increased pressure on the public transport system. Given that there are existing traffic issues in the local area due to roads being at capacity, it is likely that daily travel experiences of the wider community will be longer and more stressful. It will be difficult to distinguish between the cumulative impacts of the project on transportation congestion to that of parallel urban growth and development in the local area.

The cumulative impacts of the project related to improved educational outcomes will be experienced by the students and teaching staff of TAFE Meadowbank, especially those enrolled in trades and digital technology courses who will complete their study program with the new facilities and in an improved learning environment. Longer term, the impacts of the project will also be felt by industry, who will be recruiting graduates of a higher calibre from such courses, by TAFE NSW who will realise its strategic goals to elevate tertiary standards of learning, as well as the broader flow on effects that the project will have on the Australian public education system to learn from, and take example by, the integrated, contemporary and interactive model of the Multi-Trades and Digital Technology Hub. The deliberate concentration of multiple education uses within the Meadowbank Education Precinct, also provides a greater opportunity to mitigate cumulative impacts of the various education components, as they will be considered part of the one integrated precinct.

### **5.3.2 Alternatives considered**

If the TAFE Meadowbank Multi-Trades and Digital Technology Hub did not proceed, a significant opportunity for TAFE NSW to improve and expand on its education facilities and to meet the goals for modernisation would be lost. This would be felt by a number of stakeholder groups including the management staff of TAFE Meadowbank, the City of Ryde, and the broader community of TAFE NSW. It is likely that TAFE Meadowbank would continue operating as it currently is, both in terms of the existing educational standards and experiences of students and teaching staff, however TAFE NSW would experience further difficulty meeting its broader strategic objectives as a result. The NSW Government would also experience a loss in meeting its plans to make significant investment into public education, as well as the City of Ryde unable to take the opportunity that this project presents to match its growth capacity over the coming years. In such a scenario, the local residents to TAFE Meadowbank would experience no change to their day-to-day lives and the regular users of the childcare would continue their ease of access to the on-campus service.

## 6 Conclusion

This social impact assessment (SIA) has been prepared to form part of the Environmental Impact Statement (EIS) in support of State Significant Development Application (SSDA) by TAFE NSW for the Multi-Trades and Digital Technology Hub at TAFE Meadowbank.

The SIA has included a description of the site context and the proposed project, an overview of the regulatory framework and relevant strategic policies and plans, the social baseline of the project area, the stakeholder engagement process undertaken, and an assessment of the project's social impacts with corresponding mitigation and enhancement measures.

The SIA has understood that the following social impacts of the proposed project are:

- » extensive improvement to vocational teaching and learning standards
- » extensive opportunity for advanced educational outcomes in trades and technology disciplines
- » significant value-addition to integrated and contemporary education facilities nationwide
- » improved local social capital and on-campus cohesion
- » amenity and accessibility disruption caused by general construction activities
- » loss of on-campus childcare service
- » positive mental health outcomes.

The SIA has recommended that all social impacts identified can be mitigated or enhanced through the implementation of effective management plans upon commencement of construction and emphasised that the engagement with and participation of stakeholders in the project's development will be critical to its success.

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