Appendix G20
Social Impact Assessment

Environmental Impact Statement

for Alterations and Additions to

St Philip's Christian College, Cessnock

Social Impact Assessment

Alterations and Additions to Existing Campus, St Philip's Christian College Cessnock, Nulkaba NSW

St Philip's Christian Education Foundation Limited

December 2021

AIGIS GROUP

This report was prepared by Dr Mark Sargent, Principal Consultant, Aigis Group.

AIGIS GROUP
MARK SARGENT ENTERPRISES
ABN 41317 992 919
13 DEBS PARADE
DUDLEY NSW 2290
M: 0423 489 284
E: mark@mseag.com.au

Executive Summary

- This Social Impact Assessment (SIA) has been prepared in relation to a development application seeking to effect alterations to existing, and construction of new infrastructure, on the St Philip's Christian College (SPCC) Cessnock campus at Nulkaba. The Applicant is St Philip's Christian Education Foundation Limited[1] ('the Applicant'). The proposed development has been designated as State Significant Development (SSD), in accordance with the *Environmental Planning and Assessment Act 1979 No. 203.*
- The proposed works entail alterations and additions including:
  - Road upgrades to Lomas Lane including a bus bay;
  - New roundabout at the intersection of Lomas Lane and Wine Country Drive
  - Road upgrades and new school access from Wine Country Drive;
  - Extension to the junior school building;
  - Two new buildings for middle school;
  - Extend existing senior school building to include a new library and two new senior school buildings;
  - New building for administration and welcome centre;
  - Extend staff and hospitality building;
  - Extend sports hall;
  - New performing arts centre building;
  - New Pre School and Early Learning Centre 'Narnia';
  - New 'DALE' special school building
  - Indoor aquatic centre that will service the school and public; and
  - Increase in student numbers to 1,732.
  - The estimated capital investment value for the proposal is approximately $140 million.
- Barr Planning conducted engagement activity with neighbouring land users/occupants to inform the SIA and also to provide these stakeholders' perspectives on other aspects of the DA. Four (4) responses were received of a total of 24 properties canvassed. The issues of interest that were identified were the potential for increased school-related traffic, and potential light pollution and noise impacts. Certain respondents noted SPCC's cooperative approach to resolving previous issues. Consultation with SPCEF's specialist consultants for these impacts is recommended, with a view to avoidance, management, and/or mitigation of effects.
- The school is the only existing independent, non-denominational K-12 Christian school in the Cessnock LGA. As such, it draws students from a wide area, resulting in the LGA and the broader Lower Hunter Statistical Area Level 3 (SA3) being considered as the social locality of the school. The SA3 is expected to record school-aged population growth at similar rates to NSW to 2041, which is indicative of the need to expand school capacity to meet demand related demand increases.

[1] Referred to where applicable, as SPCEF.

- SPCC's enrolments over recent years have increased at a higher rate than other schools in the social locality, as the school has expanded.
- Taking into account the effects identified in consultation with neighbouring landholders, it is likely that there will be some cumulative effects, the most apparent of these being traffic movements. In other respects, as the school is established and operating, additional, material impacts are unlikely to be imposed on other parties.
- The inclusion of infrastructure such as the aquatic centre may result in positive outcomes for the community, once access to the facility becomes available.
- In the context of the established presence of SPCC, the projected growth in school-aged population and the likely positive outcomes for students, additional school staff, and potentially members of the community, it is concluded that, on balance, the proposed expansion of the school campus will be socially and economically positive for the LGA and its surrounding areas.

Abbreviations

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
CCC	Cessnock City Council
CESE	Centre for Education Statistics and Evaluation (NSW)
CPTED	Crime Prevention Through Environmental Design
DALE	Dynamic Alternative Learning Environment
DET	Department of Education and Training (NSW)
DPIE	Department of Planning, Industry and Environment (NSW)
ERP	Estimated Resident Population
GNMP	Greater Newcastle Metropolitan Plan
IRSAD	Index of Relative Socioeconomic Advantage and Disadvantage
IRSD	Index of Relative Socioeconomic Disadvantage
ISA	Independent Schools Australia
K-12	Kindergarten to Year 12 (school descriptor)
LGA	Local Government Area
LSPS	Local Strategic Planning Statement
SA3	Statistical Area Level 3 (ABS)
SA4	Statistical Area Level 4
SEARs	Secretary's Environmental Assessment Requirements
SEIFA	Socioeconomic Indexes for Areas (ABS)
SIA	Social Impact Assessment
SSD	State Significant Development
TfNSW	Transport for NSW
TTC	Trade Training Centre
TZ	Travel Zone

Contents

1 Introduction

This Social Impact Assessment (SIA) has been prepared in relation to a development application seeking to effect alterations to existing, and construction of new, infrastructure, on the St Philip's Christian College (SPCC) Cessnock campus at Nulkaba, NSW. The Applicant is St Philip's Christian Education Foundation Limited[2] ('the Applicant'). The proposed development has been designated as State Significant Development (SSD), in accordance with the *Environmental Planning and Assessment Act 1979 No. 203.*

The SIA has been prepared to comply with the requirements of the Department of Planning, Industry and Environment (DPIE) *Social Impact Assessment Guideline* and adjunct *Technical Supplement*, to the extent practicable in the context of the project.

2 Project details

Schedule 1 of *State Environmental Planning Policy (State and Regional Development)* 2011 provides that development for the purpose of alterations and additions to an existing educational establishment that has a capital investment value of more than $20 million, is State Significant Development, for the purposes of the *Environmental Planning and Assessment Act* (EPA Act) 1979. The capital investment value for the proposed development is approximately $140 million and as such, is identified as State Significant Development.

2.1 Site description and current use

The site comprises the following land parcels, legally described as:

- Lot 518 DP837571;
- Lot 2 DP600895;
- Lot 1 DP744377; and
- Lot 1 DP 126765.

The nominal address of the site is 10 Lomas Lane and 210 Wine Country Drive, Nulkaba. The site is currently operating as the school campus of SPCC. Adjacent properties are predominantly used for agricultural and residential purposes. The site comprises mainly open fields, curving tree lines and natural and man-made water courses. Access into the site is currently from Lomas Lane (to the site's north), with an emergency access onto Wine Country Drive (to the west). The school campus buildings predominantly occupy the area at the northern section of the site, which occupies a relatively small portion of the Applicant's land, the remainder of the site being open, undeveloped, land.

Currently occupying the northern section of the site are multiple one and two storey school buildings, catering for Kindergarten to Year 12 (K-12) students, an administration building, sports hall, trade training centre, covered gathering areas, undercover playing court, outdoor playing court, and existing outdoor gathering spaces. To the south there are areas of vegetation, wetland lake, a

[2] Referred to where applicable as SPCEF.

running track, soccer fields, rugby field and the DALE[3] school building. Further south is an irrigation dam, maintenance sheds, storage sheds and the site manager's residence. The northern and southern areas are connected by an internal unsealed private road. Across the site there are approximately 362 car parking spaces.

2.2 Project description

The Applicant proposes to develop the Cessnock Campus further. This includes alterations and additions including:

- Road upgrades to Lomas Lane, including a bus bay;
- New roundabout at the intersection of Lomas Lane and Wine Country Drive
- Road upgrades and new school access from Wine Country Drive;
- Extension to the junior school building;
- Two new buildings for middle school;
- Extension of the existing senior school building to include a new library and two new senior school buildings;
- Construction of a new building for administration and welcome centre;
- Extension of the staff and hospitality building;
- Extension of the sports hall;
- New performing arts centre building;
- Construction of a new Pre School and Early Learning Centre 'Narnia';
- Construction of a new DALE special school
- Construction of an indoor aquatic centre that will service the school and public; and
- Increase in student numbers to 1,732, which includes early learning/preparatory school enrolments.

The estimated capital investment value for the proposal is approximately $140 million.

3 Methodology

This SIA is presented in the model format proposed by the guidelines, with additional subsections included as has been deemed appropriate to provide adequate information and analyses. Contextually, the extent of potential impacts is likely to be mitigated in the first instance by the ongoing, complementary use of the existing SPPC school and its associated infrastructure and activities. This complementarity between current and proposed final uses has been adopted as a fundamental aspect of the project context, from the perspective of its potential to impose novel effects on stakeholders, particularly those in close proximity to the site.

The SIA is informed by feedback provided by local land users/occupants, which was actively sought through an initial stakeholder engagement process. The specifics of the approach, and an account of the outcomes, are presented in Section 4. It is noted that in the course of this process, stakeholders were advised that subsequent opportunity to consider and address the SSD application in its entirety will be available in due course.

[3] Dynamic Alternative Learning Environment school, which caters for children with autism spectrum disorder in particular.

As the proposed development relates to a combined school, which attracts students from the local and other areas, the assessment of the communities which may be affected (the 'social locality') was framed in recognition of this broader reach and thus greater regional significance. It is noted initially that while negative impacts of the proposed development are likely to be localised, positive benefit is more likely to be dispersed and defined by the area from which students are drawn. The demographic profile supporting the assessment of the social baseline for the project is primarily based on data drawn from the Australian Bureau of Statistics (ABS) 2016 Census data, with other appropriately sourced, supplementary information identified where used[4].

The preliminary reports of specialist consultants have been taken into account in the formulation of proposed avoidance, management and mitigation initiatives that may be employed by the proponent and its agents in respect of the potential for impacts resulting from the proposal. The conclusions and recommendations of this report have also been provided to other consultants for their reference, thus completing a feedback loop which promotes internal consistency across project documentation.

4 Stakeholder engagement

4.1 Engagement with institutional stakeholders

The request for Secretary's Environmental Assessment Requirements (SEARs) for the proposed development was prepared by Barr Planning [BP] (November 2020). BP identified the following institutional and/or statutory agencies with which engagement will be conducted during the DA process:

- Transport for NSW;
- Cessnock Council.

It is assumed that after lodgement, the DA will be provided to other statutory agencies, such as Hunter Water and the NSW Rural Fire Service. Consequently, such agencies were not approached in the initial engagement process.

4.2 Engagement with neighbouring land users/occupants

BP conducted engagement activity with neighbouring land users/occupants to inform the SIA and also to provide these stakeholders' perspectives on other aspects of the DA, as noted in Section 3. This allowed BP, as project managers, to in turn engage with SPCC and its other specialist consultants in respect of approaches to avoidance, management and/or mitigation of potential impacts.

This element of stakeholder engagement entailed direct mail (letterbox drop) of an invitation to provide comment on the proposed project, to the relevant occupants. Copies of these materials are presented in Annexure 1.

[4] Despite time elapsed since the 2016 Census, these data remain the most reliable available in terms of assessing, for example, proportional distributions of population elements. The 2021 Census will take place on 10 August 2021, with progressive data release commencing in June 2022.

4.2.1 Statistical summary of engagement responses

The engagement material was delivered to 24 properties, in the area defined in the diagram included in Annexure 1. Two responses were received, summary details of which are;

- One response co-signed by three (3) residents, whose homes are situated on the western alignment of Wine Country Drive, opposite the SPCC campus (referred to as Response 1).
- One response, being representations by a CCC Councillor, on behalf of the resident of the property adjacent to the SPCC campus, but separated by Lomas Lane (referred to as Response 2).

Statistically, these amount to four (4) responses. This represents a response rate of 16.7%. Redacted versions of the responses received can be provided for consideration of the Department, upon request to Barr Planning.

4.2.2 Response 1: matters raised

(i) Light and visual: the respondents identified previous issues with the orientation of security lighting. It was acknowledged that these issues were addressed promptly by SPCC, when raised. Additional security lighting should be positioned and directed to avoid effects. Planting of trees along the western and eastern sides of the site were also suggested, to reduce light effects and visibility of school buildings.

(ii) Noise: relating to recess and lunch breaks, and school public address system. It was suggested that speakers for the latter should be positioned and directed to reduce off-campus noise emissions.

(iii) Traffic issues: relating to

a. Lomas Lane/Wine Country Drive intersection;
b. Effects on entry and exit for private properties (due to school-related traffic queuing); and
c. Speed limit.

The signatories acknowledged that SPCC has been cooperative in relation to addressing matters raised previously. It is also noted that constructive suggestions were provided by the respondents in relation to each of the matters raised. The adoption of these suggestions warrants consideration in the assessment process as it progresses. It is noted, however that the extent to which some suggested actions are achievable is subject to site specific issues (for example, CPTED[5] implications of tree plantings on school grounds) or broader infrastructure issues relating to traffic management on Wine Country Drive (State Road 220[6]), which may require the involvement of multiple agencies.

4.2.3 Response 2: matters raised

(i) Existing issues relating to the positioning of the property boundary fence on the respondent's property, which is situated within the actual property boundary on Lomas Lane. The main issue identified was the reported use of this area (i.e. the respondent's property in Lomas Lane) as a 'layover' by cars and buses.

(ii) Safety of respondent's access at the intersection of Wine Country Drive and Lomas Lane.

[5] Crime Prevention Through Environmental Design.
[6] Administrative Category and Gazetted Road Number.

(iii) The cost of relocating the respondent's property access if required due to the proposed project.

The first two matters are based on the respondent's observations of current school-related traffic and parking activity. Expansion of the school may notionally increase the potential for such effects. However, the proposed works include provision for traffic management infrastructure that may address or mitigate the reported effects.

4.3 Summary comments on stakeholder engagement

The matters raised in the responses received were generally accompanied by suggestions for mitigating potential effects. In each instance, these suggestions warrant consideration during the SSD application preparation and determination processes. It is also noted that in some respects, project elements may directly address expressed concerns, to some extent.

School traffic and its related effects are evidently the most salient issues requiring consideration. It is noted that the management of traffic and possible mitigation mechanisms will be addressed in a traffic impact assessment for the project. Feasible recommendations from that assessment should be adopted to the extent practicable.

It is also evident that some level of communication currently exists between SPCC and these resident respondents. It is recommended that these engagement channels be maintained in the long term, to facilitate resolution of any issues and to ensure ongoing workable relationships with these stakeholders.

5 Social locality and social baseline

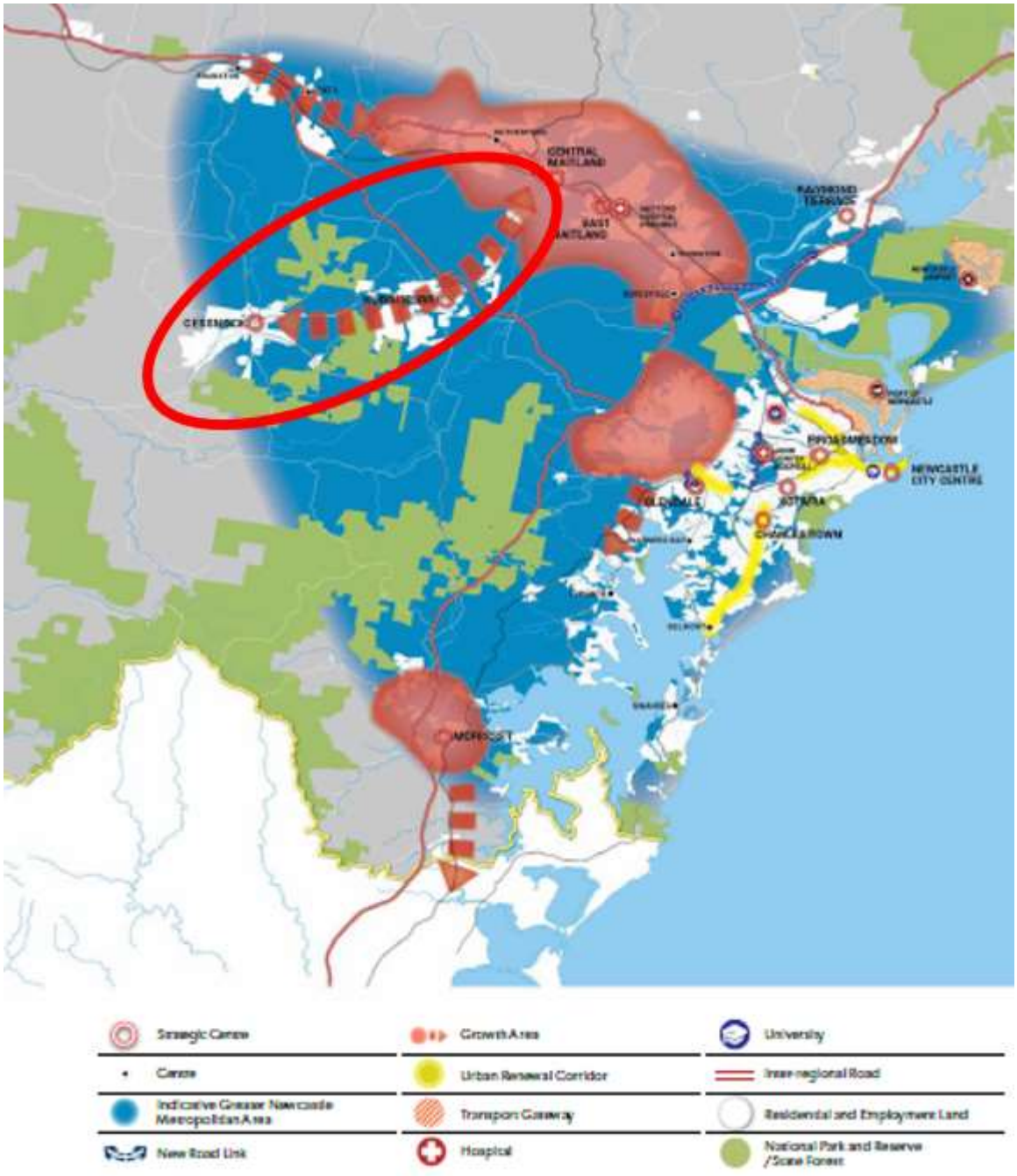
5.1 Social locality - Regional planning context

5.1.1 DPIE planning hierarchy – Hunter Regional Plan 2036

The NSW Government Department of Planning, Industry and Environment (DPIE)[7] Hunter Regional Plan 2036 is the overarching strategic planning framework for the Hunter Region and the principal document in a hierarchy of integrated state and local government planning policies. Figure 1 (2016:13) identifies Central Maitland as a strategic centre, with the largest nominated growth area associated with Maitland being the corridor towards Cessnock, which is itself identified in the Plan as a strategic centre. This area is identified in the red ellipse in Figure 1. The plan implies that the area between the Cessnock and Maitland LGAs will accommodate substantial population growth, which will result in more households seeking to reside in the area, increasing demand for additional housing. The projected composition of these evolving and future households is discussed in greater detail in the subsequent assessment of population projections data.

[7] At the time of publication of the Regional Plan, the Department was named the Department of Planning and Environment (DPE).

Figure 1: Hunter Regional Plan Strategic Centres (shaded red)



Relevant aspects of the regional plan are presented in Table 1. Certain identified excerpts relate to the provision of education infrastructure and services to meet demand driven by population growth, among other factors. The extent of this growth is also quantified in the table in the form of projected population and housing increases, as these stood at the time of publication of the plan.

Table 1: Relationship of proposed development to Hunter Region Plan		
Plan ref.	**Hunter Region Plan element**	**Relevance of proposal to element**
P.26	Health and education are two of the largest sectors in the region's economy. They are also two of the fastest-growing sectors, with the number of jobs projected to increase from 63,000 to 73,000, representing 21 per cent of the workforce by 2036.[18] Health and education services will be essential to support the growth of local communities.	The proposed development will support the delivery of quality educational outcomes. It will also support additional employment for teachers and other school staff. The particular nature of elements of the proposed development will provide both educational, health and recreational benefits to relevant community members.
P.47	As the population grows there is potential to provide more social infrastructure, including health, education, community facilities and public transport, as well as opportunities to enhance open spaces, civic squares and other gathering places.	The proposal directly addressed the provision of additional education infrastructure.
P.60	**Direction 26; Action 26.2** Enable the delivery of health facilities, education, emergency services, energy production and supply, water and waste water, waste disposal areas, cemeteries and crematoria, in partnership with infrastructure providers.	Government seeks to enable infrastructure providers to deliver a range of additional capacity. The proposed project is an example of this action.
P.63	Projected population increase for Cessnock LGA: +13,150 Projected dwellings increase: +6,350	Population increase and the associated increase in dwellings will drive demand for all services, including education. The proposed development will expand the capacity of SPCC to provide a quality education to a proportion of these households.

5.1.2 Greater Newcastle Metropolitan Plan 3036 (GNMP)

From the perspective of education, the GNMP principally focuses on the links between education provision and the benefits this will entail for the development of regional workforce capacity. This infers that much of the policy focus is on tertiary and vocational education. However, these elements of educational structures and pathways cannot be viewed in isolation. Provision of quality education at compulsory (primary and secondary) schooling levels is foundational to the capacity of the region to successfully achieve the Plan's aims. The school has an existing Trade Training Centre (TTC) onsite. The operation of the TTC from the school indicates SPCEF and SPCC Nulkaba's commitment to providing pathways which link compulsory education to employability skills and ultimately, employment of relevant students. Clearly, SPCC also provides substantial guidance to other students in respect of alternative vocational and tertiary education pathways.

The plan also identifies the role of Cessnock LGA in meeting future demand for housing and therefore population increases. Figure 2 is extracted from the GNMP (2018:42). It shows planned residential development areas across the planning region (red areas on the map). Those in the Cessnock region are included in the red ellipse. Such residential expansion implies increased demand

for education, to which the proposed school expansion is relevant. Relevant aspects of the GNMP are identified in Table 2

Table 2: Relationship of proposed development to GNMP

Plan ref.	GNMP element	Relevance of proposal to element
p.13	**Metro Frame:** Cessnock, Kurri Kurri, Morisset and Raymond Terrace will also provide local housing and jobs opportunities . . .	As an identified location for additional housing capacity which is regionally-significant, growth in the areas in the Cessnock LGA will increase demand for a range of infrastructure and services, including for education. The proposed development is a relevant expansion of capacity in this context.
P.18	The Metropolitan Plan will facilitate a skilled workforce by [*inter alia*]: providing access to diverse, quality education providers who themselves have strong linkages to existing and emerging industry sectors.	SPCC is already an established provider of quality education in the Cessnock district. The school's onsite TTC demonstrates its linkages to local industry, and commitment to providing pathways to post-school employment.

Figure 2

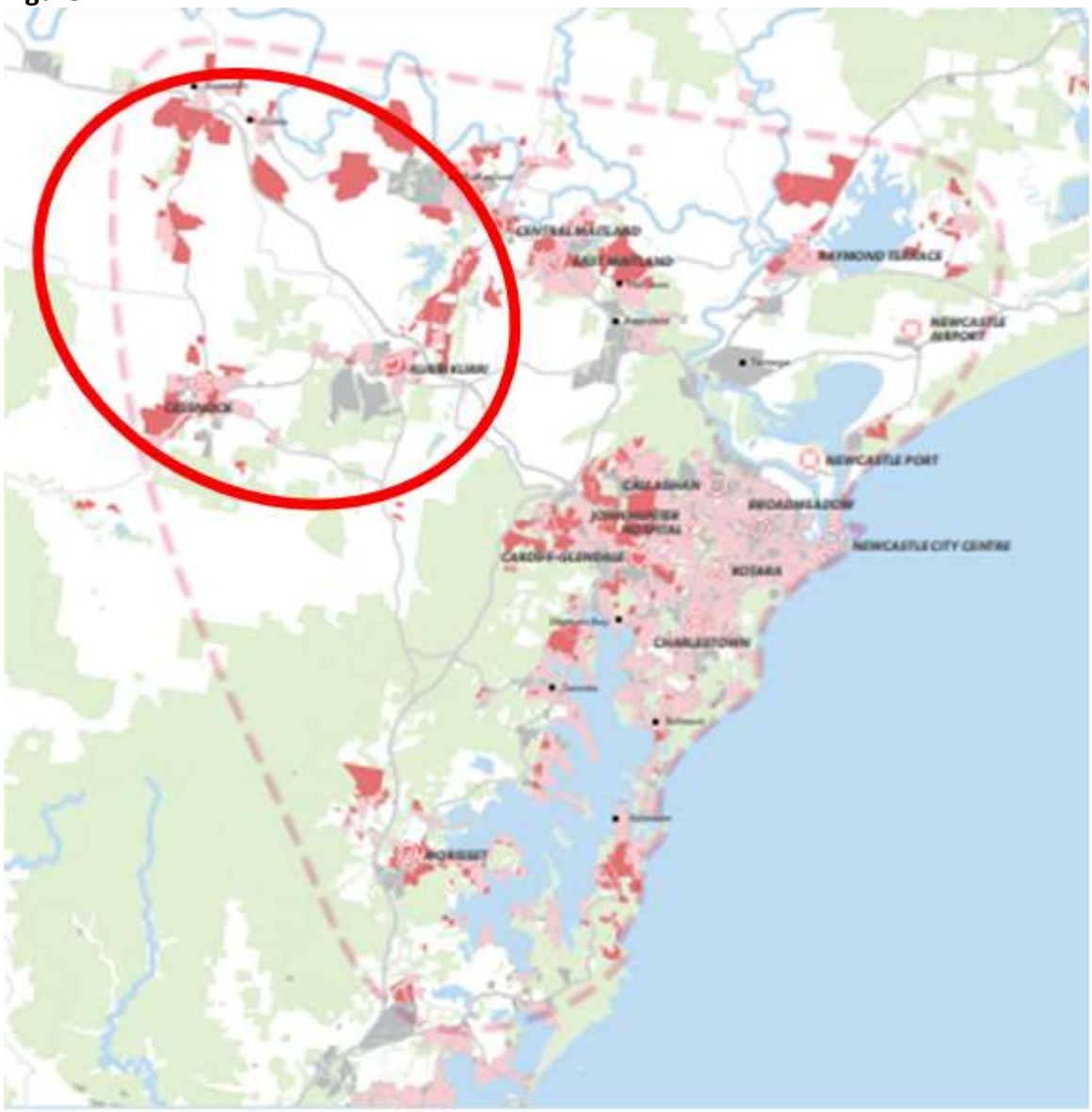


Figure 8: Housing opportunities
2018

Metro Frame
Housing Release Area
Existing Urban Area with Infill Housing Opportunities
Other Existing Urban Area
Strategic Centre
Centre
Environmental and Open Space
Waterway
Regional Road
State Road

5.1.3 Cessnock City Council strategic planning documents - Local Strategic Planning Statement (LSPS) 2021

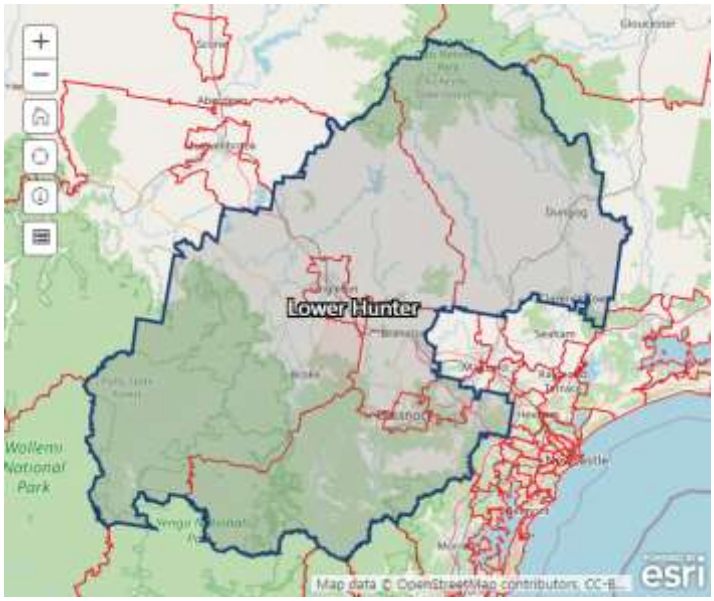
The Planning Principles supporting LSPS Planning Priority 12 include principle 5: *'Complementary land-uses near health and education precincts will be supported* (2021:42). The proposed project involves expansion and upgrading of the existing school site, including the development of complementary infrastructure. Accordingly, this principle is applicable to the proposed development.

5.2 Social locality – definition of area of influence

SPCC is the only combined (K-12), non-denominational Christian school in the Cessnock LGA. Therefore, the nature of the school is such that a localised geographic focus is not considered as necessarily informative with respect to the areas from which likely students may be drawn. Similarly, some of the proposed infrastructure may be used by other members of the community from time to time, and these people may also originate in areas other than the immediate surrounds of Nulkaba and Cessnock. To adequately capture relevant areas, two ABS geographic areas are examined in detail. These are the Cessnock City Council (CCC) Local Government Area (LGA) and the Lower Hunter Statistical Area Level 3 (SA3), of which the LGA forms part. The geographic extents of the two areas are represented in Figures 3 and 4.

Figure 3: Cessnock LGA

Figure 4: Lower Hunter SA3



5.3 Social baseline – demographic profile

As is described in Section 3 (Methodology), data and information are primarily based on ABS 2016 Census material. Supplementary data and information drawn from other government agencies are identified where used.

Table 3: Demographic profile; personal and population characteristics

	LGA (%)	SA3 (%)	NSW (%)
Population[8]	**55,560**	**87,675**	**7,480,228**
Male	49.7	50.1	49.3
Female	50.3	49.9	50.7
Median Age	**38 years**	**38 years**	**38 years**
0-14 years	20.5	20.5	18.5
15-29 years	18.7	18.6	19.5
30- 44 years	18.8	18.7	20.6
45-64 years	25.5	26.3	25
≥ 65 years	16.4	15.9	15.9
Ancestry (top responses)			
Aboriginal/Torres Strait Islander	7.2	6.6	2.9
Born in Australia	85.7	85.3	65.5
Both parents born overseas	8.0	8.3	37.0
Father only born overseas	4.8	4.7	6.1
Mother only born overseas	3.2	3.3	4.3
Both parents born in Australia	74.3	74.6	45.5
Language			
English (only spoken at home)	89.7	90.0	68.5
Non-English language (spoken at home)	3.2	3.5	26.5

[8] ABS Estimated Resident Population (ERP) data for the three areas at 2020 are: Cessnock LGA: 61,256; Lower Hunter SA3: 94,734; NSW: 8,167,532.

	LGA (%)	SA3 (%)	NSW (%)
Registered marital status			
Married	44.5	47.1	48.7
Separated	4.3	3.9	3.1
Divorced	10.1	9.5	8.4
Widowed	6.1	5.7	5.4
Never married	35.1	33.9	34.4
Family composition			
Couple family without children	36.5	37.3	36.6
Couple family with children	40.8	42.6	45.7
One parent family	21.2	18.7	16.0
Other family	1.5	1.3	1.7
Religious affiliation[9]			
Anglican	26.5	27.7	15.5
No religion, so described	25.8	24.6	25.1
Catholic	20.2	21.2	24.7
Not stated	10.7	10.2	9.2
Uniting church	5.4	5.2	-
Christianity (all nominated)	69.2	70.8	60.7

Table 3A: Demographic profile; income and wealth indicators

	LGA		SA3		NSW
Median weekly income (2016 Census)	**$**		**$**		**$**
Personal	540		578		664
Family	1,414		1,543		1,780
Household	1,177		1,284		1,486
Household income	**%**		**%**		**%**
< $650 gross weekly income	24.0		22.2		19.7
> $3,000 gross weekly income	9.7		12.3		18.7
Residential tenure	**%**		**%**		**%**
Owned outright	32.9		33.4		32.2
Owned with mortgage	35.3		36.2		32.3
Rented	28.0		27.0		31.8
Other tenure type	0.7		0.7		0.9
Not stated	3.1		2.8		2.8
Housing costs	**$**		**$**		**$**
Median weekly rent payment	1,517		1,625		380
Median monthly mortgage repayment	280		280		1,986
SEIFA[10]	**Score**	**Decile**			
IRSD	925	3	-	-	N/A
IRSAD	904	2	-	-	N/A

[9] Top responses (as described by ABS). The order presented is taken from the ABS data for the LGA.
[10] ABS does not publish SEIFA scores for SA3s. A full list of scores and deciles are presented in Annexure 4. SEIFA is not produced at state level.

5.3.1 Observations on personal and population characteristics

- The age structure for the LGA, SA3 and NSW are all comparable. However, there are marginally higher proportions of children aged 0-14 years in the LGA and SA3 compared with NSW. A breakdown of the school-aged population groups is presented in Table 4, to provide additional context. The data indicate higher proportional representations for each group for the LGA and SA3, compared with NSW, which reinforces the relatively larger regional population of school-aged residents.
- The marginally higher proportion of people who have never married for the LGA is also consistent with the somewhat younger age profile, however this is not replicated at SA3 level.
- The proportions of families with children are relatively similar in aggregate, however the distributions differ for the three areas, with the LGA having a distinctively higher proportion of one parent families. It is noted that this characteristic may be interpreted as being related to the higher proportions of divorced and separated people at LGA level in particular. The data are not disclosed in the table, however for all three geographies, in approximately 82% of one parent families, the parent is female.
- The regional populations are relatively culturally and linguistically homogenous, which is typical of regional centres such as Cessnock. This is a clear distinction from the cultural and linguistic diversity evident for NSW as a whole.
- Although religious affiliation is not the sole determinant of enrolment at a non-denominational Christian school such as SPCC, the LGA and SA3 populations largely identify as Christian, and thus there may be some predisposition to enrol at the school. It is noted that this potential may be increased by the absence of other Christian secondary or combined schools in the LGA.

Table 4: School-aged population groups 2016 Census

	LGA		SA3		NSW
	Count	%	Count	%	%
0-4 years	3,792	6.8	5,810	6.6	6.2
5-9 years	3,994	7.2	6,360	7.3	6.4
10- 14 years	3,590	6.5	5,756	6.6	5.9
55-19 years	3,454	6.2	5,684	6.5	6.0

5.3.2 Observations on income and wealth indicators

- As is to be anticipated for regional areas, the LGA and SA3 generally have lower socioeconomic status indicators compared with other comparable areas in NSW.
- Certain relativities, such as lower housing costs, tend to mitigate lower income and wealth levels in the regional areas.
- The broader SA3 has generally more favourable income and wealth indicators than the Cessnock LGA itself.

5.4 Population projections

Population projections provide an indication of likely demand for the spectrum of publicly and privately provided services in a region, including of course, education services. Population projections published by the NSW Department of Planning, Industry and Environment (DPIE) and Transport for NSW (TfNSW) are presented in the following sections. LGA and NSW data were published by DPIE in December 2019. TfNSW data for the SA3 were also published at that point. It is noted that the central set of projections produced by DPIE are based on 'common planning assumptions' (CPA). Variant scenarios on the CPA-based projections are subsequently discussed in Section 5.4.2.

5.4.1 DPIE projections

Figures 5 and 6 present the summary DPIE projections from the formal 2016 Census count[11], to 2041. It is noted that the data also include implied additional dwelling estimates, which are also relevant to considering the capacity of SPCC to contribute to meeting future demand for school places.

[11] The 2021 Census will be conducted on 10 August. Progressive data release will commence from June 2022.

Figure 5 – Projected Population, Households and Dwellings (Cessnock LGA)

Key Indicators: Projected Population, Households and Dwellings - all data at 30th June	2016	2021	2026	2031	2036	2041
Total Population	56,700	60,050	65,550	72,000	77,300	80,050
2016 Population Projection	56,100	59,900	63,550	67,150	69,250	
Total Households	21,800	23,450	25,850	28,650	31,050	32,300
Household Size*	2.52	2.48	2.45	2.42	2.39	2.38
Implied Dwelling Projection**	24,000	25,800	28,450	31,500	34,100	35,500

*Average persons resident per occupied private dwelling

**Dwellings required if the population forms households in the same ways as in 2016

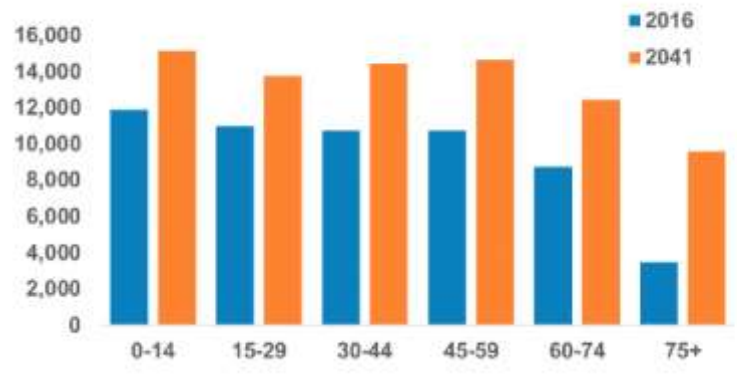
Figure 6 Population by Age, Households by Type (Cessnock LGA)

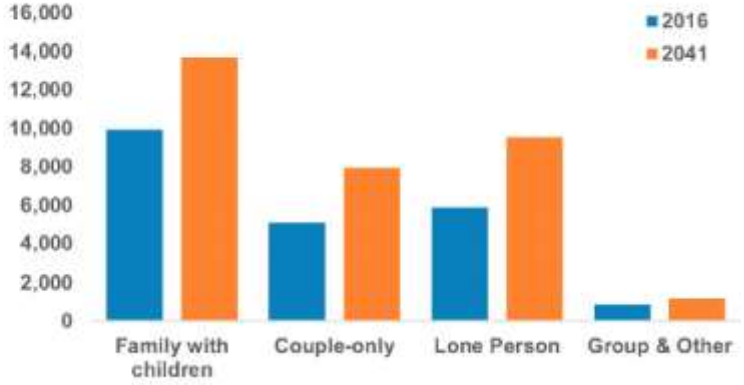
Population by Age

	2016	2041
0-14	11,900	15,150
15-29	11,000	13,750
30-44	10,750	14,450
45-59	10,750	14,650
60-74	8,750	12,450
75+	3,500	9,600

Households by Type

	2016	2041
Family with children	9,950	13,700
Couple-only	5,100	7,950
Lone Person	5,900	9,550
Group & Other	850	1,150
Total	21,800	32,350





The DPIE projections indicate a cumulative population increase of approximately 41.2% between 2016 and 2041 (Figure 4). Table 5 converts the cumulative age group changes into percentage form. Although the two younger age groups will grow at slower rates than the older groups, projected increases are by one-quarter or greater.

Table 5: Projected age group changes, Cessnock LGA 2016-2041

Age group	% increase (Δ)
0 – 14 years	27.3
15 - 29 years	25.0
30 – 44 years	34.4
45 – 59 years	36.3
60 – 74 years	42.3
75+ years	174.3

The implied number of additional dwellings required to accommodate this population growth is 11,500 on the 2016 projection, an increase of 47.9%. This count should be distinguished from the 2016 Census data, which reported 22,675 private dwellings. Projecting from this base figure, the increase would be approximately 50.7%.

The 'household by type' data (Figure 5) also indicate growth over the period in terms of households with children. The increase is assessed as 3,750 such households (37.7%). The decreasing household size is noted (Figure 4). DPIE's age group projections are summarised in Table 6. The total projected increase is 4,439 people, with substantial increases across all age groups. Despite some variances between age groups, the LGA is forecast to outgrow the state to 2041.

Table 6: School aged population groups, Cessnock LGA 2016-2041

	2016	2041	Increase	% Δ LGA	% Δ NSW
0-4 years	4,062	5,172	1,110	27.3	21.8
9-5 years	4,148	5,026	878	21.2	22.6
10-14 years	3,706	4,945	1,239	33.4	35.1
15-19 years	3,561	4,773	1,212	34.0	30.9
Total 0-19 years	**15,477**	**19,916**	**4,439**	**28.7**	**27.4**

5.4.2 Comparison with low and high series assumptions (DPIE)

In addition to the CPA-based series summarised in Table 6, DPIE also publishes low and high series estimates, based on changes to estimation assumptions. The assumptions are presented for reference in Annexure 2. All three series are presented in Table 7, for reference. It is noted that these data will be used subsequently in the SIA in the context of

assessing potential alternative enrolment scenarios. As is displayed in the table, projection scenarios range between 20.5% and 37.8% increases for all school aged students[12].

Table 7: DPIE scenario series summary – LGA 2016-2041

	CPA series		Low series		High Series	
	Increase	% Δ	Increase	% Δ	Increase	% Δ
0-4 years	1,110	27.3	824	20.3	1,554	38.3
5-9 years	878	21.2	505	12.2	1,303	31.4
10-14 years	1,239	33.4	879	23.7	1,561	42.1
15-19 years	1,212	34.0	968	27.2	1,425	40.0
0-19 years	**4,439**	**28.7**	**3,176**	**20.5**	**5,843**	**37.8**

5.4.3 TfNSW projections – SA3

The structure of the TfNSW projections is based on small 'Travel Zone' (TZ) areas. This permits aggregation of TZs into their broader composite areas, including SA3s. These data are presented in Table 8 (total population) and Table 9 (school-aged groups), for the Lower Hunter SA3. The total population data by age indicates slightly lower but comparable growth to the LGA. Despite the CPA basis for both projections sets, the TfNSW data are substantially more conservative than those published by DPIE. As is evidenced by comparing Table 6 and Table 9, the TfNSW projected increases are lower than the DPIE projections for the LGA, which forms part of the SA3. As a result, these data are presented for reference in respect of the larger area, however DPIE data are adopted for subsequent analyses (Section 6.3).

Table 8: TfNSW SA3 population projections 2016-2041

	2016	2021	2026	2031	2036	2041	% Δ 2016-41
0-14 years	18,809	18,987	19,151	19,813	20,616	20,897	11.1
15-29 years	16,584	16,461	17,258	18,158	18,662	18,326	10.5
30-44 years	16,420	16,995	18,648	19,710	19,854	19,535	19.0
45-59 years	17,079	17,367	17,424	18,298	19,596	20,958	22.7
60-74 years	13,256	15,156	16,156	17,160	17,544	17,581	32.6
75+ years	4,565	5,685	7,381	8,963	10,591	11,679	155.9
Total	**86,712**	**90,650**	**96,018**	**102,102**	**106,863**	**108,975**	**25.7**

Table 9: TfNSW School aged population groups 2016-2041

	2016	2041	Increase	% change LGA
0-4 years	6,261	6,953	692	11.1
5-9 years	6,630	7,011	380	5.7
10-14 years	5,917	6,933	1,015	17.2
15-19 years	5,705	6,529	823	14.4
Total 0-19 years	**24,514**	**27,426**	**2,912**	**11.9**

[12] It is noted that residents of 19 years age are included in the data, and these would generally be considered as being beyond secondary school age. However these are included on the basis that DPIE aggregates its age groups in the 5-year cohorts as presented.

6 School enrolment data

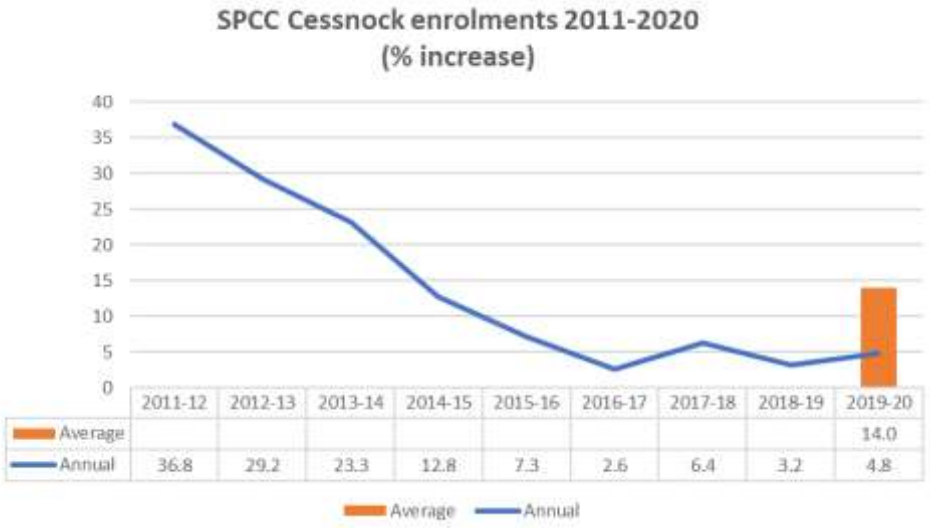
This section examines historical enrolment data for schools in the LGA and surrounding areas. It is noted, for example, that there are no Catholic secondary schools in the LGA. As a result, the nearest such schools (the various campuses of All Saints College, in the Maitland LGA) also warrant consideration, as students progressing through the Catholic system may attend these schools. As SPCC provides a Christian education environment in Cessnock, some families who might otherwise have enrolled their children in these more distant schools, may choose to send their children to SPCC, to avoid travel. These data are then considered in the context of the projected population changes discussed in Section 5.

Enrolment data used in these analyses were compiled by the Australian Curriculum, Assessment and Reporting Authority (ACARA)[13] and NSW Department of Education and Training (DET) Centre for Education Statistics and Evaluation (CESE).

6.1 SPCC Cessnock enrolments 2011-2020

Enrolments for SPCC (ACARA) are summarised in Figure 7. The relatively high enrolments in the earlier years reported reflect the enrolment growth as the campus developed capacity and progressively added educational stages[14]. Taking into account the high initial enrolment growth, the overall annual enrolment increase was approximately 14%. Once initial growth rationalised, over the five year period 2015-16 to 2019-20, average growth was approximately 4.9% per annum, which is compared with other schools in Section 6.2.

Figure 7



[13] My School website: https://myschool.edu.au/
[14] These are summarised in Annexure 3 (Education Standards Authority NSW 2021).

6.2 Regional school enrolments

6.2.1 ABS 2016 Census data

ABS 2016 Census school enrolments by sector for the SA3, LGA and NSW are presented in Table 10. The data combine primary and secondary counts in each sector. As noted in the preliminary comments to Section 6, Catholic secondary school enrolments reported for the LGA actually relate to schools in other LGAs, most commonly, Maitland, there are higher reported proportional enrolment levels in government schools in the SA3 and LGA than in NSW more broadly. However, data presented in Section 6.2.2 suggests that this structure may have changed in the years since the Census[15].

Table 10: 2016 Census school enrolments by sector (% of enrolments)

	LGA	SA3	NSW
Government	73.2	71.7	63.9
Catholic	14.4	17.5	22.3
Other non-government	12.4	10.8	13.7

6.2.2 ACARA data 2014 to 2020.

Figure 8 presents summary ACARA and DET CESE data for relevant schools in the region, aggregated to sector level. Figure 9 presents the Years K-12 data for the LGA, which precludes inclusion of the Catholic secondary sector, due to the lack of relevant secondary schools in Cessnock. In both figures, sectoral changes are compared with growth at SPCC Cessnock. The cumulative proportional increases by sector are summarised in Table 11. The significant growth associated with the expansion of SPCC was discussed in Section 6.1. Both the Catholic and independent sectors have grown more rapidly over this period than the government sector, which has remained relatively static. Independent school enrolments increased at the greatest rate.

With respect to change in the share of enrolments between 2014 and 2020 in the LGA, the data indicate that government schools' enrolment share has declined marginally. Independent and Catholic (primary) schools appear to have essentially absorbed the loss of government enrolments in approximately equal shares over the period. The proportion of enrolments that shifted to independent schools effectively were to SPCC.

[15] 2021 Census was conducted on 10 August 2021. Data releases will commence from June 2022.

Figure 8

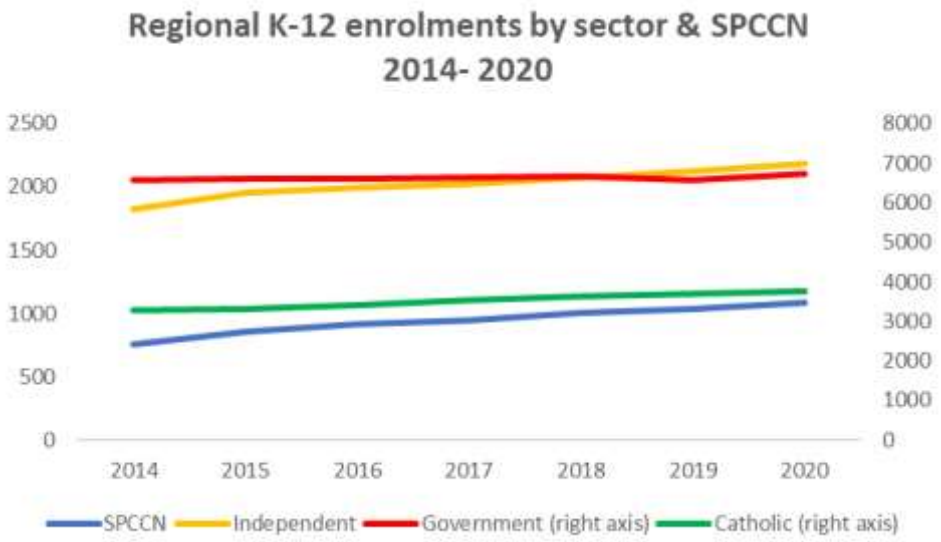


Figure 9

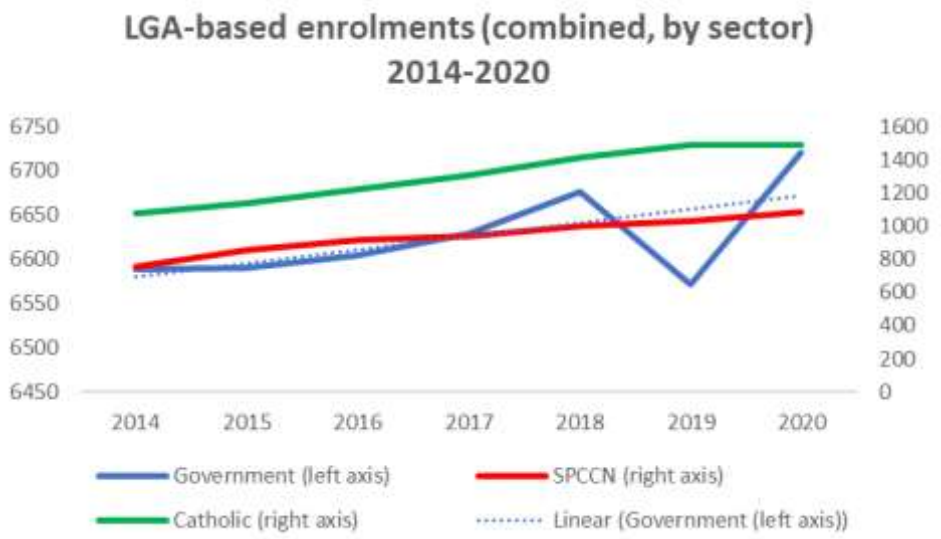


Table 11: Changes in LGA-based schools enrolments by sector 2014-20

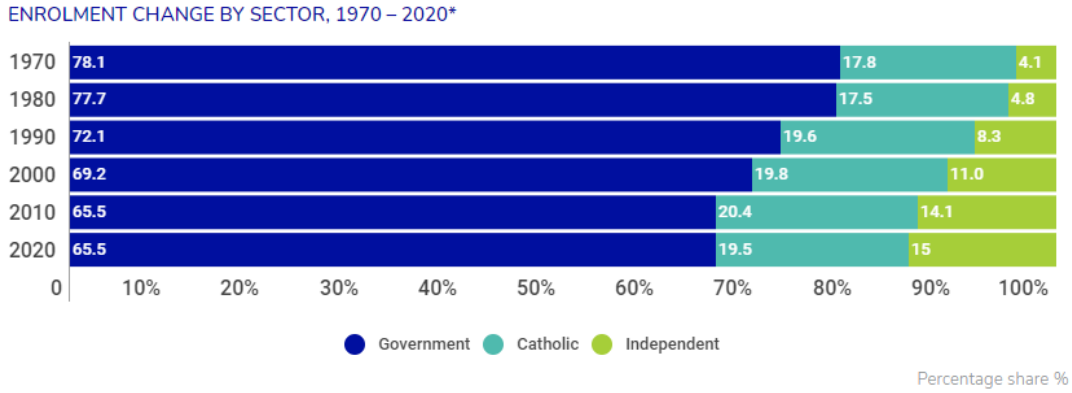
	% change	% share of enrolments 2014	% share of enrolments 2020
SPCCN	42.9	9.0	11.7
Government	2.0	78.2	72.3
Catholic[16]	38.5	12.8	16.0
All sectors	**10.4**	**100**	**100**

[16] Primary only, no Catholic secondary schools in the LGA. Note that there is one school which has separate primary and infants schools (St Patrick's Kurri Kurri (P) and Abermain (I).

6.2.3 ISA national comparison data

National data on the changes for the three sectors (by decade) are presented in Figure 10. The data are collated by Independent Schools Australia (ISA). The data indicate that the gradual increase in the share of enrolments for both Catholic and independent schools has also occurred at national level. Generally, independent schools have continued to have the highest rates of enrolment increase in each decade. It is noted, however, that this growth appears to have moderated in the period 2010 to 2020. The local and national level data provide support for the assumption that the share of non-government school enrolments will remain relatively resilient over coming decades.

Figure 10



Source: ISA 2021

6.3 Potential for increasing enrolments

DPIE's three population projections scenarios were addressed in Section 5.4.2. If it is conservatively assumed that the shares of school enrolments were to remain constant at the 2020 (regional) level over the period 2021 to 2041, potential increases by sector are summarised in Table 12[17]. This assumption notionally provides for the likely scenario that additional non-government school capacity would cease materially expanding at some point. For the purposes of these analyses, the total 5-19 year age group is adjusted to an assumed 5-18 years age group[18].

Table 12: Potential distribution of enrolments – DPIE scenarios 2021-2041

	CPA	Low	High
Additional residents 5-18 years	3,107	2,222	4,091
Government (53.1%)	1,650	1,180	2,172
Catholic (29.7%)	923	660	1,215
Independent (17.2%)	534	382	704
% SPCC (+ ≈600 students)	112%	157%	85%

The data indicate that SPCC would absorb all additional students, based on the projected increases, with some excess capacity remaining at the school in the CPA and low scenarios, and a surplus of students beyond additional school capacity in the high scenario. An important point in relation to these assessments is that the DPIE scenarios relate only to the LGA and exclude the broader area discussed in the demographic profile (i.e. the SA3, refer to Section 5). The data in Table 4 indicate that at the 2016 Census, the LGA accounted for 61% of the SA3 population, indicating that demand across the broader area will be in excess of that analysed in Table 10. On this basis, it is assumed that there will be additional demand to absorb the expanded capacity at the SPCC campus.

6.4 Summary comments – social locality and social baseline

The material presented assesses the proposed school expansion in the context of existing and projected social characteristics. As the school is an established element of the local and regional educational and social environs, the proposed works are considered as likely to increase the benefits of the school's operations, without imposing material impacts on relevant third parties.

[17] 2016 to 2021 data are excluded, as inclusion of this data may represent double counting.
[18] The assumed total increases were allocated equally across all twenty years across the age range, and six years subtracted for the 0-4 and 19 years groups. It is noted that SPCC does have a preschool onsite, which potential students may also attend.

7 Impact assessment and prediction

Impact scoping material, based on the DPIE social impact significance matrix, is presented in Annexure 7.

7.1 Construction stage impacts

There will be impacts on a variety of stakeholders during the construction stage of the proposed development. Potentially affected parties include nearby residents and other land occupants/users, SPCC students, staff and parents of students, and other members of the public, including road users on Wine Country Drive and the surrounding road network. These effects may include noise, dust generation, and an increase in vehicle movements relating to the project works.

Clearly, a major element in mitigating all of these potential impacts is that they will be temporary, being confined to the period of works on site. This implies that with the implementation of relatively standardised operational controls, most potential impacts can be effectively managed in a way that will reduce the magnitude of any impact during the relevant period.

7.1.1 Noise effects

The project works will generate noise, particularly in relation to vehicle movements and the use of construction related plant and equipment. The relatively dispersed urban form in the immediate vicinity of the school results in there being a relatively small number of potentially affected land users in what would be considered as the area in which effects might be considered to be intrusive. The potential for material impacts must also be placed in the context of existing levels of noise generated by traffic movements on Wine Country Drive in particular.

7.1.2 Dust generation other emissions

There is the potential for dust generation and emissions from plant and equipment on the site, and increased vehicle movements in relation to the proposed project more generally. These potential effects are largely manageable, and can be mitigated with some certainty using simply deployed actions. With respect to plant and vehicle emissions, as is the case with noise emissions, these must be considered in the context of background levels associated with the frequent traffic movements on Wine Country Drive as a main regional road. As a proportion of this existing and continuing activity, the number of vehicle movements relating to the project works, and their relatively short duration, limit the extent to which these effects could be considered to be material.

7.2 School operations stage

7.2.1 Continuing school operations

As the school is established and operating, the effects of the additional capacity are likely to be similar to those currently experienced by nearby stakeholders in particular. However, there will be cumulative effects as the school expands physically and in enrolments.

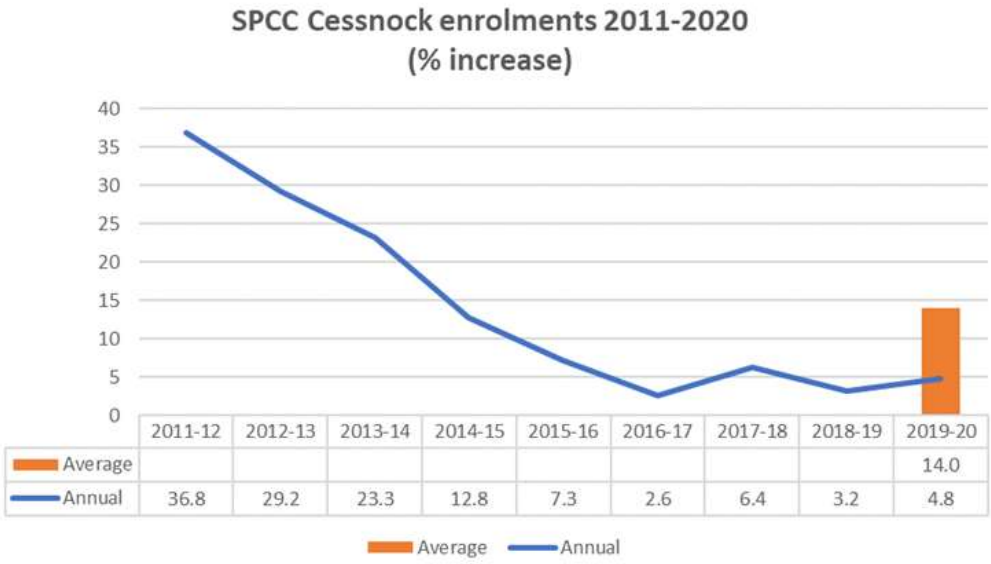
The additional capacity will permit the gradual expansion in student numbers from the current 1,271 students (2020) to the maximum planned capacity of 1,732 students, which includes early learning/preparatory school enrolments. This will entail a commensurate increase in teaching and support staff to service the increase in students of approximately 57% on 2020 enrolments. Accordingly, there will be increased activity on the site and in particular, increased vehicle movements during morning drop-off and afternoon pick-up periods, during school terms. The scale of additional capacity indicates that the resultant changes in the immediate school will be material to some extent. The changes will be specifically centred on the interaction between school-related vehicle movements and other road users.

Historical enrolment data for SPCC are presented in Figure 11. The data demonstrate that as additional capacity is absorbed, the rate of increase in enrolments has also decreased. This is likely be to be a combination of the stated absorption of new capacity and also the reduction in the rate of transfer of students from other, pre-existing education providers to SPCC. Average annual increase was 14% per annum. If this were replicated for the additional capacity of 617 students would be achieved in approximately 7 years. If the more rapid enrolment growth immediately following increased capacity recorded in Figure 6 was repeated, the absorption of additional student places would occur in approximately 4 years. In either case, there is likely to be gradual uptake of capacity, and therefore a gradual increase in the effects of the greater activity levels at the school.

Direct, school-related activity is and would continue as, the most intensive use of the site. However, there would be an increase in activity associated with the aquatic centre, in respect of use other than that relating to regular school use. Although not quantified, this use is likely to be of significantly smaller scale, and be more distributed across days when that use occurs, as compared to the higher intensity morning and afternoon activity associated with school days in-term.

The most apparent effect of all activity on the site will be vehicle movements, with the concentrated arrivals and departures of students and staff on weekdays during term. The scale of these potential impacts is addressed in the traffic impact assessment forming part of this SSD application. The conclusions of that report as they relate to potential social impacts are discussed in Section 8.2.

Figure 11



7.2.2 Cumulative effects

As is the case in the discussion of effects during the expanded school's operational stage, the most apparent cumulative effect will be the increase in traffic created by the school. As is identified in Section 7.2.1, these effects would progressively increase over a period of time, as enrolments increase.

Other effects, such as noise, are not considered to be subject to increases that would be material in the local area. As is the case with the existing school operations, this is a result of the relatively small number of residences that are reasonably considered as being within the area for potential effect, and the existence of other background noise, particularly relating to traffic on Wine Country Drive. Clearly, the likelihood of noise creating, for example, sleep disturbance, is generally low given school operating hours.

There are no other developments understood to be planned in the immediate vicinity at this time that would further increase potential effects. On this basis the prospect of material cumulative effects is considered as being low.

7.3 Other matters identified in DPIE guidelines

The potential for effects on the following baseline social characteristics are specifically identified in the guidelines, with respect to the development of education infrastructure. Relevant considerations are addressed in the following sections.

7.3.1 Way of life

Effects on neighbourhood amenity and traffic impacts are discussed in Section 7.2. Effects are considered as unlikely to be material, although some effects may be more apparent during the construction stage of the project.

7.3.2 Community

The proposed project is unlikely to impose material, negative impacts on the immediate community, nor on the larger regional (i.e. LGA and SA3) communities. The continuity of activity, on a relatively large site that is located beyond the more densely populated urban area of Cessnock indicates that the effects of the project will be similar, confined to the relatively low-density of the locality and also constrained to school hours and terms. The school already provides pre-school and DALE education services, which complement the school's K-12 structure. The changes to the built environment of the school will be consistent with the existing school in terms of design elements. As a result, there should be very little additional impact on qualitative measures such as sense of place.

7.3.3 Accessibility, and health and wellbeing

The potential for traffic increases is discussed in Section 7.2 and subsequently in Section 8. 2. Briefly, the project includes the provision of additional parking and traffic management features on the school site and in Lomas Lane. These are intended at improving existing traffic flow, and providing capacity for additional school traffic and parking, over time.

The existing sports infrastructure at the school and the inclusion of additional infrastructure including the aquatic centre in project planning, will alleviate demand on publicly-provided regional sports infrastructure, thus potentially improving accessibility for other parties, such as the general public and other schools in the area. It is noted that this will be the primary use of the proposed facilities, which will be an ancillary use to the school's education provision. However, as CCC's indoor (year-round) swim centre is located at Kurri Kurri, and it is proposed that the aquatic centre may accommodate some community use, the addition of a modern, all-year centre nearer to Cessnock than Council's existing centre, may improve community access. This potential improved access may also support positive health and wellbeing outcomes in the community. This will be the case for SPCC students who have access to the facilities, and would extend further to the community who may also access the facilities.

7.3.4 Culture

Over time, SPCC has actively created an environment in which cultural awareness in relation to the school site's history and its place within the area, forms part of the student body's educational experience and of the broader school community's appreciation of the school. As school activity will effectively support a continuation and/or expansion of this awareness, the effects are likely to be positive over time.

7.3.5 Surroundings

The proposed additional school infrastructure will be visible to some other properties in the immediate area and to other people passing through the area. However, The proposed new structures will be consistent with those already on site. To some degree this will maintain the character of the school site and reduce the likelihood of a change that would alter the school's surroundings in a materially negative manner.

7.3.6 Decision-making systems

In general terms, the school has successfully integrated with the local community, and has been receptive to engagement with external stakeholders, which will remain the case. This has been substantiated by responses received from neighbouring landholders, during initial engagement activity. These parties have been made aware of the opportunity to engage further as the SSD consent application progresses, and the full detail of the proposals is made available for public comment.

8 Social impact enhancement, mitigation and residual impacts

8.1 Impact enhancement

The effects of upgrading and increasing infrastructure on the SPCC campus are generally likely to be positive. Approval of the development would, of itself, ensure that the project's beneficial outcomes would be enhanced.

Engagement with Cessnock City Council and other civic and sporting organisations in relation to use of infrastructure on the school site may also increase the utility of elements such as the aquatic centre. This engagement should be directed towards promoting an environment in which SPCC infrastructure is perceived and accepted as being complementary to other similar publicly or privately provided and operated infrastructure. As the school is well established in the Cessnock region, it is assumed that there are sound bases for successfully engaging with relevant bodies to ensure mutually beneficial outcomes.

8.2 Impact mitigation

The most likely period for, and source of, impacts will be the construction stage. It is assessed that there will be the potential for effects during this period. However, the materiality of effects is a function of direct factors such as the nature, intensity and duration of works, and how these effects may be perceived. Different stakeholders may perceive the same effect very differently. In this regard, the implementation of a Construction Management Plan (CMP) will be central to management of effects and potential stakeholder issues relating to these. The most effective means for managing issues in the context of the subjective nature of stakeholder perceptions or experiences is the handling of enquiries or complaints on an individualised basis, within the engagement/ communication framework set out in the CMP.

Regarding mitigation of potential impacts of school operations, these are expected to mainly relate to traffic issues, bearing in mind that existing and additional parking and drop off/pick

up capacity is provided for both currently, and in the proposed design. These design features will be the principal means for mitigating this impact. Clearly, the extent to which proposed measures can capably manage these effects are addressed in the relevant technical reports forming part of the SSD consent application. Given the continuity and consistency of existing and future use, it is submitted that the likelihood of other effects that would materially affect the local community and the functionality of the immediate area are relatively low.

8.3 Residual impacts

The residual impacts of the proposed expansion are likely to be similar in nature to those associated with current operations and activity. As the expansion will increase capacity for enrolments, and require increases in staffing, certain effects, such as traffic movements, are likely to increase commensurately with the expanded capacity. The potential for such impacts can be effectively managed or mitigated through the adoption of recommendations presented in specialist consultant technical reports (e.g. traffic impact assessment) or through provisions identified in project consent terms.

9 Monitoring and management framework

9.1 Construction stage

As is noted in Section 8.2, it is expected that a project of this scale will necessitate the development and implementation of a CMP. The CMP will stipulate the means for monitoring the work program, and its effects. It is expected that the CMP will adopt an 'avoid – manage – mitigate' regime with respect to responding to any issues arising during the construction stage. In general terms, a CMP includes a mechanism for receiving and dealing with matters raised by various parties. This structure will ensure that any matters are appropriately addressed.

9.2 School operations stage

Section 4 and Section 7.3.6 discussed the processes put in place for allowing stakeholder input to the project, and also the school's continuing engagement with neighbouring residents and the broader community. Maintenance of engagement and feedback mechanisms by SPCC will ensure that the community remains informed of school activities as appropriate, and retains confidence in SPCC's role as a valued contributor to the local community.

9.3 Conclusions

The proposed works on the site will support an increase in the capacity to deliver education services to residents of the immediate and surrounding areas. Although this entails an increase in the intensity of the use of the site, the effects will be similar in nature to the present situation, given the general continuity of use. The inclusion of ancillary infrastructure, such as the aquatic centre in particular, may increase use by other parties and in some instances at times that are outside of standard school hours.

The responses received from the residents most likely to be affected indicate that relations with the school are such that any issues have generally been appropriately addressed. The opportunity exists for the school to maintain these relationships into the future.

In an environment of projected population growth and the increased demand for infrastructure and services that this will generate, the expansion of the SPCC campus is likely to be broadly positive. These positive effects will relate to future students and additional staff. With the effective management of potential, relatively low magnitude negative effects, it is concluded that, on balance, the proposed project will result in positive regional outcomes.

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Authorship & declaration

Aigis Group firm profile

Aigis Group is a small consultancy firm based in Lake Macquarie, NSW. The firm was established in 2004, although the founding partners (Scott Holmes and Mark Sargent) had worked collaboratively on projects since 2002, including social, economic and market research engagements. The firm was established on the basis of its ability to engage the skills of a group of consultants to augment the firm's internal skills as required, and maintains capacity to operate on that basis, as required.

The firm provides a range of research services, including the provision of economic and socioeconomic impact assessments to organisations in the public sector, property development, licensing, mining, and other industries.

The firm carries current Public Liability and Professional Indemnity insurance policies at all times. Evidence of these can be produced on request in relation to relevant projects.

Author profile

Dr Mark Sargent (MMktg, MBA[Merit], PhD) has been the firm's Principal Consultant since 2006, and is the author of this document. Mark's doctoral degree was in politics and specifically, regulatory policy. He has taught public policy at the University of Newcastle, and management at the TAFE Hunter Institute. He has also held a variety of past directorship roles. Mark is a graduate of the Australian Institute of Company Directors (AICD), and an Affiliate Member (Allied Professional), of the Planning Institute of Australia (PIA).

Author declaration

The author warrants that:

1. The SIA contains all information relevant to the SIA for the project, which was known to the author at the time of preparation.
2. That none of the information in the SIA is false or misleading.

The author also requires that the reviewer/reader refers to the disclaimer forming part of the SIA (page 2).

Mark Sargent
12 October 2021

Annexure 1: Consultation materials

PLANNING
THE FUTURE

July 2021

Dear Resident / Landowner

State Significant Development Application – St Philip's Christian College, Cessnock

Barr Planning is preparing an Environmental Impact Statement (EIS) and Social Impact Assessment (SIA) to support a State Significant Development (SSD) application for alterations and additions to St Philip's Christian College Cessnock, located at 10 Lomas Lane, Nulkaba.

The proposed development comprises several additional permanent school buildings including a performing arts centre and an indoor aquatic centre. If approved and constructed, it is envisaged certain facilities, including the aquatic centre, would be made available for community, as well as school use.

The development also proposes traffic upgrades including:

- construction of a new access on Wine Country Drive, providing direct vehicle access to the proposed aquatic centre and southern end of the school,
- improvements to the existing intersection of Wine Country Drive and Lomas Lane, and
- widening of Lomas Lane adjacent to the school to provide for formalised bus layover and set-down/pick up areas.

A requirement of the SSD process is to undertake consultation with relevant stakeholders, including neighbouring residents. This process seeks to identify any environmental matters that may be of concern to stakeholders.

In addition to environmental impacts, an SSD project can have social impacts, both positive and negative. 'Social impacts' are the outcomes people experience when a new project brings change. By identifying and understanding these, the project can create the right responses to manage or enhance the impacts and ensure the development is more socially sustainable.

Please note that the SSD application will be assessed and determined by the NSW Department of Planning, Industry and Environment. Once submitted, the EIS will be publicly exhibited for at least 28 days, with public submissions invited.

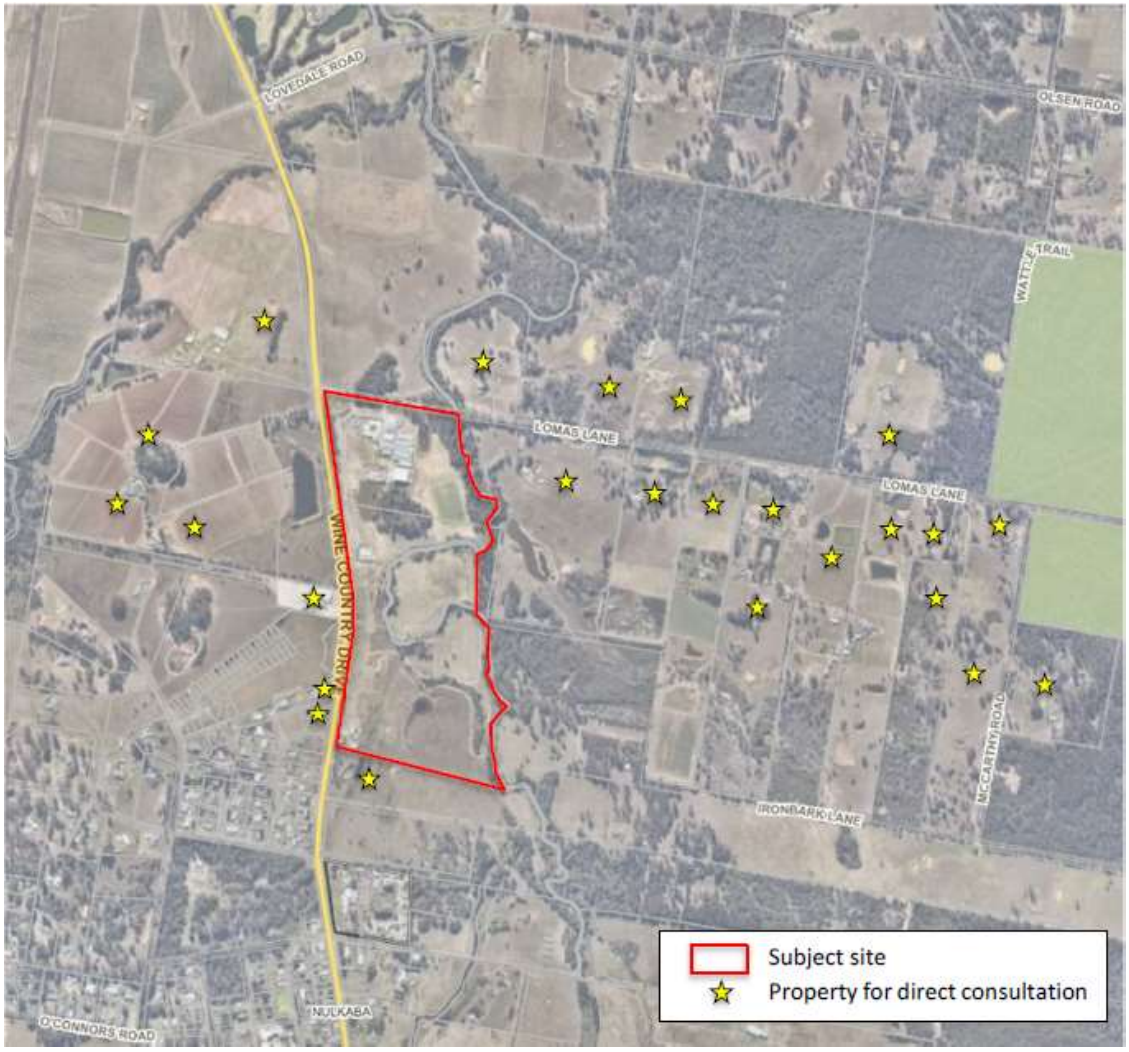
You can view more information about the proposed development by going to the NSW Major Projects website: www.planningportal.nsw.gov.au/major-projects/project/40481. To provide any feedback you may have on the proposed development, please email feedback@barrplanning.com.au or call 0432 090 700.

Yours sincerely

Barr Planning (on behalf of St Philip's Christian Education Foundation)

(02) 4037 2451 BARRPLANNING.COM.AU
92 YOUNG STREET CARRINGTON NSW 2294 PO BOX 96 CARRINGTON NSW 2294

Consultation area diagram



Annexure 2: DPIE population scenario assumptions

NSW 2019 Population Projections

ASGS 2019 LGA Scenarios

Assumptions

2019 LGA projections		2019 High and Low Scenarios			
	Common Planning Assumption series		**Low**	**High**	**Source**
TFR	An initial total fertility rate (TFR) of 1.81, rising to 1.85 by 2026	**TFR from 2036**	1.65	1.95	ABS (3222.0 from 2018) low and IGR
e0	Life expectancy at birth (e0) rising from 81.8 (Males) and 85.8 (Females) to 86.0 and 88.9, respectively, by 2056	**e0 from 2036**	83.0 & 86.0	86.0 & 89.2	ABS high and low (3222.0 from 2018)
NIM	Net Interstate Migration to fall from -20,200 in 2016 to -17,000 by 2026	**NIM from 2021**	-20,000	-6,800	2017 observed (low) and 2014-15 observed (high)
NOM	Net Overseas Migration rising from 80,000 in 2016 to 106,500 by 2020, then falling back to long term average of 69,000 by 2(	**NOM from 2036**	63,000	105,500	2012 observed (low) and NSW Treasury forecast in May 2019 (high)
HUM	2019 Housing Supply Forecast with Strategic Visions				

High assumption series and Low assumption series

These scenarios give an idea of the different possble futures that might arise due to variations between the Common Planning Assumptions and other sets of assumptions. The terms "High Assumption" and "Low Assumption" refer to the end states of the different assumption components (fertility, mortality, migration) at the NSW whole of state level, and consequently the outcome for the whole state as at 2041.

Due to the interplay between each of these components, "High" and "Low" do not always mean higher or lower totals than the Common Planning Assumption series for individual LGAs at different points of time.

Annexure 3: NSW Education stages

Learning stages

Schooling in NSW is organised into seven stages of learning across primary and secondary school

Primary School from Kindergarten to Year 6 (K-6) encompasses four stages of learning.

- **Early Stage or Foundation** = Kindergarten (starting from five years of age)
- **Stage 1** = Years 1 and 2
- **Stage 2** = Years 3 and 4
- **Stage 3** = Years 5 and 6

Secondary School from Year 7 to Year 12 (HSC) encompasses three stages of learning.

- **Stage 4** = Years 7 and 8 (starting around 12 years of age)
- **Stage 5** = Years 9 and 10 (eligible for the Record of School Achievement or RoSA from around 16 years of age)
- **Stage 6** = Years 11 and 12 or HSC (finishing around 18 years of age)

Annexure 4: SA2 SEIFA indexes for Lower Hunter SA3

2016 Statistical Area Level 2 (SA2) 9-Digit Code	2016 Statistical Area Level 2 (SA2) Name	Index of Relative Socio-economic Disadvantage		Index of Relative Socio-economic Advantage and Disadvantage		Index of Economic Resources		Index of Education and Occupation		Usual Resident Population
		Score	Decile	Score	Decile	Score	Decile	Score	Decile	
106011107	Branxton - Greta - Pokolbin	1010	6	988	5	1047	8	939	3	10,125
106011108	Cessnock	888	1	872	1	928	2	862	1	21,994
106011109	Cessnock Region	995	5	974	4	1040	8	948	4	7,931
106011110	Dungog	989	5	973	4	1027	7	959	4	8,975
106011111	Kurri Kurri - Abermain	903	1	879	1	951	3	844	1	17,638
106011112	Singleton	979	4	959	4	1001	5	909	2	16,089
106011113	Singleton Region	1018	6	997	5	1068	9	938	3	4,919

Annexure 5: Impact scoping material

Figure A5: Model social impact significance matrix

			Magnitude Level				
			1	**2**	**3**	**4**	**5**
			Minimal	Minor	Moderate	Major	Transformational
Likelihood Level	**A**	Almost certain					
	B	Likely					
	C	Possible					
	D	Unlikely					
	E	Very unlikely					
Social Risk Rating							
	Low		Medium		High		Very high

9.3.1 Table A5: Assessment of impact significance

Table A5 details assessments made on impacts identified during the initial stakeholder engagement process (SIA, Section 4), and addressed in the assessment of impacts (Section 7), based on application of the significance matrix. The table also includes prospective mitigation measures.

Table A5: Assessment of impact significance

Description	Rating	Comments	Mitigation measures
Increased traffic	A3	Additional school-related traffic will result from the expansion, commensurate with the increase in student and staff capacity. This will be concentrated around drop-off and pick-up times, during school terms. Some other additional, traffic effects would be associated with the aquatic centre, however these may be less regular	The development proposal includes the following provisions: ➢ Road upgrades to Lomas Lane, including a bus bay; ➢ Road upgrades and access at Wine Country Drive. ➢ Upgrade intersection of Wine Country Drive and Lomas Lane to a roundabout. These would contribute to mitigating traffic impacts. Works on Lomas Lane will need to account for issues identified in stakeholder engagement, in relation to the boundary of the neighbouring property to the north.
Potential light effects	C2	Potential for security lighting to incidentally illuminate neighbouring properties at night.	Previous issues have been satisfactorily addressed. Positioning and directing of security lighting are likely to address these issues during the installation stage.
Potential noise impacts	C2	Potential for noise emissions from school public address system to be audible from neighbouring/nearby properties.	Positioning and directing of PA speakers, and monitoring of volume levels are likely to address these issues during the installation stage.