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Executive Summary

Purpose

With significant growth expected over the next 20 years in Westmead, and with schools in the Westmead Catholic Community (WCC) already at capacity, the WCC project has been established to explore the opportunities available at Westmead for the Diocese to create a world-class evangelising and learning community. With a focus on teaching and learning the redevelopment of the site will allow the development of innovative learning environments, building capacity to use data to inform teaching and system decision making.

The assessment has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs), issued on 9 January 2020, requiring the preparation of a social impact assessment, which 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. The SIA is to take into consideration the potential environmental changes in the locality, and as relevant, considering how different groups may be disproportionately affected, how they 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.

The assessment is to consider the significance of positive, negative, and cumulative social impacts considering the likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest.

The assessment has been prepared to support the Environmental Impact Statement (EIS) for the Project. The comprehensive assessment of social impacts provides an assessment and identifies the significance of the potential impacts, both positive and negative, during construction and upon operation of the sports precinct.

Mitigation measures for the likely negative social impacts and enhancement measures for the identified social benefits have been discussed, along with the identification of proposed methods for monitoring the social impacts over time.

Project overview

The State Significant Development application will seek approval for:

- A primary school with capacity for approximately 1,680 students, to provide expanded facilities for the existing Mother Teresa Primary School on the site and to replace the existing Sacred Heart Primary School at Ralph Street;
- A new Parish church;
- A Catholic early learning centre (fit-out within an existing building);
- New landscaping.

It is noted that future stages of redevelopment on the site are likely to occur after this application. This includes the redevelopment of the two high schools on the site.

Social Impact Assessment methodology

The assessment of social impacts has been based on the NSW DPIE *Social Impact Assessment Guideline for state significant mining, petroleum production and extractive industry development*, September 2017. It also draws on guidelines published by the International Association for Impact Assessment (IAIA), *International principles for social impact assessment* (Vanclay 2003), which defines Social Impact Assessment as:

'The process of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programs, plans, projects) and any social change processes invoked by those interventions. Its primary purpose is to bring about a more sustainable and equitable biophysical and human environment.' (2003, p.5)

As outlined in the IAIA Social Impact Assessment Guideline (2015), social impacts vary in their nature and can be positive or negative, tangible or intangible, quantifiable, partly quantifiable or qualitative. Social impacts can also be experienced or perceived differently by different people and groups within a community.

Key steps in undertaking the assessment have included the analysis of the existing community and demographic environment, scoping of issues, identifying and assessing potential impacts, determining the significance of the impacts and identifying measures to manage or mitigate the Project's potential negative impacts and enhance the potential benefits.

Study area – area of social influence

For the purposes of the study, key areas of relevance with communities likely to be affected by, or have an interest in the project, have been defined as including:

- The site and the local community within the primary study area, encompassing the local catchment for the primary schools, and
- The regional context of the secondary study area, encompassing the SA2 catchment of which high school students are drawn.

This baseline analysis of the relevant areas for consideration has identified that the primary study area is:

- Home to an estimated resident population of 331,000, as at 2016. Between the period 2006 to 2018, the Primary Study Area experienced significant population growth, with the number of residents increasing by around 51,000 people, or 21%.
- Largely characterised by a community of younger residents with young families and young professionals living in the local area.
- Whilst the population is relatively young the profile is ageing, with the proportion of those aged 80 years and over, increasing over the last 10 years.
- More culturally and linguistically diverse when compared to Greater Sydney.
- Relatively more socio-economically disadvantage compared to other areas within Greater Sydney.
- Home to a relatively small proportion of residents identified as being of Aboriginal and/or Torres Strait Islander descent.
- Home to residents typically employed in a mix of blue- and white-collar occupations with a majority travelling to work by car.

Stakeholder engagement

An engagement program has been undertaken by Urbis to deliver engagement and communication to support the WCC. A variety of engagement activities were undertaken including letters to schools and the Sacred Heart Parish, website information and updates, community information sessions, media release, and engagement via email and telephone.

Key themes arising from the consultation include:

- Initial response: concern relating to the increase in population, students and parishioners that may impact on pedestrian access, traffic and parking.

- Learning model, student wellbeing and safety: concerns for safety of students and the interaction between the primary and high schools, enrolment processes and size of the schools, streams, teacher ratios and impact on student learning experiences.
- Access, traffic and parking and pedestrian movement.

Clarification and responses have been given to the queries, particularly in relation to construction management and use of the site and it is noted that:

- Students with additional needs will be accommodated during the design of the school.
- The safety of students is a number one priority of the Westmead Catholic Community. Visitors to the school will be required to follow strict protocols.
- Primary school learning areas are to be separate from the secondary school facilities however shared resources will provide opportunities for collaboration.
- The new design will see more changes to recreation facilities for students, with new spaces designed to be useable year-round, in all weather conditions and tailored to different age groups.
- It is noted that the community and stakeholder engagement activities are ongoing with activities to be scheduled and jointly delivered by CEDP and Urbis Engagement to support the remaining project phases. There is an opportunity to improve traffic management and parking across the Darcy Road site, with future development including improvements to the road network.
- A construction management plan will be developed as part of the planning process, outlining ways to mitigate noise, dust and debris.
- The Westmead Catholic Community will foster collaboration and outreach to enhance the lives of those in need within the local and wider community. The community are to be invited to provide ideas and feedback on what might be suitable and useful for the site.

Summary of key social benefits and challenges

An assessment of the social impact categories, as defined within the *Social Impact Assessment Guideline (DPIE, 2017)*, has been undertaken with consideration to the issues identified through the baseline analysis.

Each category of impact is appraised with a significance of the impact based on the likelihood, consequence, and social risk rating. Overall, the level of impacts range from being low to moderate, with no major negative impacts identified in relation to the proposal.

Challenges identified with the proposal relate to:

- Short term construction impacts, particularly in relation to the way of life for students, families and teachers who attend the existing schools. Additional local amenity impacts may be felt during the construction period in particular.
- The increase in the number of students on site, which may temporarily impact and disrupt the way of life for students and staff in the initial phases of operation. However, it is noted that this can be effectively managed through collaboration and programming of works to minimise any perceived or real impacts.
- Cumulative impacts of the construction of the parish and the expansion of Mother Teresa Primary School in tandem, impacting the way of life and sense of place.

The most significant social benefits of the proposal relate to:

- The development of an innovative, contemporary school that will facilitate the state-of-the-art teaching and learning practices and education programs. The design is noted to incorporate a climate responsive design that also incorporates cultural knowledge of relevance to the site.
- Enhancement of health and diversity through effective design, including landscaping that maximises the use of outdoor space, natural light and ventilation that will promote the wellbeing of students and staff, incorporating a green travel plan to encourage healthy active lifestyles through walking and cycling.
- The long-term positive benefits to the Westmead Catholic Community through the creation of the new cultural hub. Specifically, the proposed Church building will create an opening and welcoming venue for the Westmead community. The location of the Parish creates improved proximity to the Hospital suiting the needs of the health precinct.
- Creation of a new Early Learning Centre that will provide significantly improved landscaping and outdoor play areas.
- Improved opportunities to meet local community infrastructure needs through provision of publicly accessible open space along Darcy Road as well as increased long day care services through the Catholic Early Learning Centre and increased access to meeting and community spaces provided with the new Parish building.
- Long term positive impacts to the broader community with opportunity to collaborate with industries in the local area, providing opportunities for growth and increased social cohesion between the Westmead Catholic Community and the local community networks. It is envisaged there will be significant benefits resulting from improved opportunities for the schools and church communities to be better integrated, including improved connections with the Westmead Alliance.

Mitigation and enhancement measures

Measures developed to mitigate potential negative social impacts and enhance the benefits are presented in this report. A significant number of impacts are recommended to be monitored and managed through collaboration with key stakeholders, to effectively address them if/ or when they arise. It is recommended the stakeholder engagement program is continued, ensuring the needs and aspirations of the existing school community are included in the transition process.

A significant strength of the project is the long-term commitment to ongoing engagement with key stakeholders to ensure the disruption through construction and then the long-term operation and adjustment to the education programs is effectively managed. Overall, it is considered that with a range of mitigation measures to manage identified risks in place, the project is anticipated to bring significant public benefits to the local and broader communities.

1.0 Introduction

This report supports a State Significant Development Application for the Westmead Catholic Community (WCC) at 2 Darcy Road, Westmead.

The WCC project seeks to meet the needs of the growing population within the region by providing upgraded school facilities for Mother Teresa and Sacred Heart Primary Schools, as well as a new Parish church. WCC is a collaboration between the Diocese of Parramatta, the Sisters of Mercy Parramatta and the Marist Brothers.

As the proposal is for the purposes of alterations and additions to an existing school and has a capital investment value in excess of \$20 million, it is State Significant Development (SSD) for the purposes of the *Environmental Planning and Assessment Act 1979* (the Act). The Parish church is also SSD under clause 8(2)(a) of *State Environmental Planning Policy (State and Regional Development) 2011* as it forms part of the proposal which comprises a single, integrated development with significant functional links between the education and church uses.

The WCC seeks to meet the needs of the growing population of the region, with the upgraded school facilities. The State Significant Development application will seek approval for:

- A primary school with capacity for approximately 1,680 students, to provide expanded facilities for the existing Mother Teresa Primary School on the site and to replace the existing Sacred Heart Primary School at Ralph Street;
- A new Parish church;
- A Catholic early learning centre (fit-out within an existing building);
- New landscaping.

This Social Impact Assessment supports a State Significant Development (SSD) Development Application (DA) for the redevelopment of the site at 2 Darcy Road, Westmead, which is submitted to the Minister for Planning pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act). The Catholic Education Diocese of Parramatta is the proponent of the SSD DA.

1.1 Requirements for the Assessment

This report provides a Social Impact Assessment of the proposed works to be undertaken as part of the WCC project. It has been prepared by Ethos Urban on behalf of the Diocese of Parramatta to accompany the Environmental Impact Statement.

The assessment has been prepared in accordance with the Secretary's Environmental Assessment Requirements (SEARs), issued on 9 January 2020, requiring the preparation of a social impact assessment, which 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. The SIA is to take into consideration the potential environmental changes in the locality, and as relevant, considering how different groups may be disproportionately affected, how they 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.

The assessment is to consider the significance of positive, negative, and cumulative social impacts considering the likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest.

The assessment has been prepared to support the Environmental Impact Statement (EIS) for the Project. The comprehensive assessment of social impacts provides an assessment and identifies the significance of the potential impacts, both positive and negative, during construction and upon operation of the sports precinct.

Mitigation measures for the likely negative social impacts and enhancement measures for the identified social benefits have been discussed, along with the identification of proposed methods for monitoring the social impacts over time.

1.2 Proposed development

As stated in the Environmental Impact Statement, the State Significant Development Application (SSDA) seeks approval for works to redevelop the site, comprising the following:

- A primary school with capacity for approximately 1,680 students, to provide expanded facilities for the existing Mother Teresa Primary School on the site and to replace the existing Sacred Heart Primary School at Ralph Street;
- A new Parish church;
- A Catholic early learning centre (fit-out within an existing building); and
- New landscaping.

1.3 Background and development objectives

The 'WCC Project' has been established to explore the opportunities available at Westmead for the CEDP to create a world-class evangelising and learning community.

The vision for the proposal is informed by several principles outlined by the Catholic Education Diocese of Parramatta. These are:

- Forming committed disciples of Jesus Christ;
- Focus teaching and learning to meet the needs of students;
- Built capacity to use data to inform teaching and system decision making; and
- Develop innovative learning environments.

1.4 Strategic need for the proposal

Westmead, and the surrounding region is experiencing significant growth with over a million new residents expected over the next 20 years. The Darcy Road site is positioned next to a priority health and education precinct that will be redeveloped by the Westmead Alliance and other associated landowners. The Catholic Education Diocese of Parramatta (CEDP) are a member of the Westmead Alliance and are participating in the master planning process. Significant government and private sector infrastructure and investment is scheduled for the Westmead priority precinct.

The Westmead Catholic Community Schools are at capacity with many enrolment applications rejected each year. At the same time, over a quarter of the built area requires redevelopment, and the Parish Church facilities are no longer meeting the needs of the Parish and broader community.

The Diocese of Parramatta would like to move away from the separate conceptualisation of school and Parish, and instead move towards an understanding that all schools, like all Parishes, are part of the one Church and share the same values of the religion. CEDP want to maintain and grow their student intake at Westmead and Bishop Vincent Long OFM Conv. has a vision to ensure Catholic education is inclusive.

The growth in Westmead, the significant development in the surrounding sites and the need to redevelop the existing facilities to meet the needs of the community presents an opportunity to create an evangelising learning community operating under a common Mission. Working collaboratively with each other and with partners to provide opportunities and resources to the benefit of the community. The key priority is to provide for increased student places whilst utilising the opportunity at Westmead to think differently.

1.5 Objectives of the development

The following objectives for the project have been identified by the Diocese of Parramatta and CEDP:

- Provide sufficient places in a pre to post learning environment for students and their families to join the WCC. Allowing all students to seamlessly transition to higher education;
- Build partnerships that will enhance learning;
- Build an integrated campus that supports the evangelising mission of the Church's core value. Enhance the wellbeing of both individuals and families by providing a suite of consolidated mission and pastoral care programs;
- Provide the community with access to a diverse range of affordable and integrated facilities, programs and services delivered under a consolidated operating model; and
- Develop a campus with value and added benefit combined with a leading operating model and learning framework that could be replicated in other CEDP Diocese locations.

2.0 Purpose, objectives and scope of the assessment

2.1 Social Impact Assessment

The purpose of this Social Impact Assessment (SIA) is to assess the impacts of the development, including the benefits the redevelopment will generate for the Westmead Catholic Community and the local region more broadly.

Social Impact Assessment involves the analysis of social changes and impacts on communities that are likely to occur as a result of a particular development, planning scheme, or government policy decision.

2.2 Methodology and assessment framework

The SIA involves a number of steps, including the scoping of issues; identifying and assessing potential social impacts; determining the significance of these impacts, and identifying measures to manage or mitigate potential negative impacts and enhance potential benefits.

The methodology employed in preparing this SIA is designed to ensure that the social environment of communities potentially impacted by a project are properly accounted for and recorded, and anticipated impacts are adequately considered and assessed.

Social Impact Assessment methodology

The assessment of social impacts has been based on the NSW DPIE *Social Impact Assessment Guideline for state significant mining, petroleum production and extractive industry development*, September 2017. It also draws on guidelines published by the International Association for Impact Assessment (IAIA), *International principles for social impact assessment* (Vanclay 2003), which defines Social Impact Assessment as:

'The process of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of planned interventions (policies, programs, plans, projects) and any social change processes invoked by those interventions. Its primary purpose is to bring about a more sustainable and equitable biophysical and human environment.' (2003, p.5)

The DPIE Guideline classifies social impacts in the following way, which forms the basis for this assessment:

- Way of life: how people work, play and interact with one another on a day-to-day basis.
- Culture: people's shared beliefs, customs, values and language or dialect.
- Community: its cohesion, stability, character, services and facilities.
- Political systems: the extent to which people are able to participate in decisions that affect their lives, and the resources provided for this purpose.
- Environment: the quality of the air and water people use, the availability and quality of the food they eat; the level of hazard or risk, dust and noise they are exposed to, the adequacy of sanitation; their physical safety; and their access to and control over resources.
- Health and wellbeing: people's physical, mental, social and spiritual wellbeing.
- Personal property rights: particularly when people are economically affected, or experience personal disadvantage which may include a violation of their civil liberties.
- Fears and aspirations: their perceptions about their safety, their fears about the future of their community, and their aspirations for their future and the future of their children.

As outlined in the IAIA Social Impact Assessment Guideline (2015), the assessment recognises that social impacts vary in their nature and can be: positive or negative; tangible or intangible (perception based); direct (caused by planned development itself), indirect (occurring as a result of a direct impact) interdependent (affecting each other) and/or cumulative (as a result of the incremental and combined impacts of one or more projects, including the current and foreseeable future projects); experienced differently by different individuals or groups within a community, and experienced differently at the local, regional, state or national level.

Stages in the preparation of the social assessment are as follows:

- Baseline analysis of the existing socio-economic environment, involving:
 - Study area definition, including primary and secondary geographic areas likely to be impacted;
 - Review of relevant background studies and technical reports, along with relevant local and state policy frameworks;
 - Demographic analysis, including current and forecast communities.
- Stakeholder and community engagement: An engagement program has been developed and undertaken by Urbis with findings to date taken into account.
- Scoping of issues: Analysis of potential impacts during and post-construction, with each of the directly affected communities and other stakeholders identified in relation to the way they may be affected. Both positive and negative potential issues are identified.
- Identification of impacts as per DPIE Guideline parameters. The social impact assessment ultimately appraises the significance of each identified impact based on its duration, extent and sensitivity of impact 'receivers'. This results in a social risk rating for impacts, as per the social risk matrix shown in Figure 1 below.

			Consequence Level				
			1	2	3	4	5
			Minimal	Minor	Moderate	Major	Catastrophic
Likelihood Level	A	Almost certain	A1	A2	A3	A4	A5
	B	Likely	B1	B2	B3	B4	B5
	C	Possible	C1	C2	C3	C4	C5
	D	Unlikely	D1	D2	D3	D4	D5
	E	Rare	E1	E2	E3	E4	E5
Social Risk Rating							
Low		Moderate		High		Extreme	

Figure 1 Social risk matrix

Source: NSW Department of Planning and Environment 2017 Social Impact Assessment Guideline (based on matrix used in Vanclay, F., et al. (2015) p.49)

2.3 Information sources and assumptions

Assumptions applied to complete this SIA include:

- The demographic data for each study area accurately reflects the community demographic profile;
- The key findings of the background studies and technical reports are accurate;
- Outcomes of the community consultation and engagement undertaken to date accurately reflect community views, and;
- All potential social impacts to the local community and special interest groups are identified.

3.0 Site context

The subject site is located at 2 Darcy Road, Westmead, approximately 2km to the north-west of the Parramatta CBD and approximately 300m to the west of Westmead Train Station. The site is located within the Parramatta Local Government Area (LGA).

The site has an area of approximate 12ha and a frontage of approximately 430m to Darcy Road. The site consists of two lots, which are legally described as Lot 1 in DP1095407, which is owned by the Trustees of the Roman Catholic Church of Parramatta, and Lot 1 in DP1211982, which is under the ownership of the Trustees of the Marist Brothers.

The site is bound by Darcy Road (to the north), the T1 North Shore & Western / T5 Cumberland train lines (to the south), the Western Sydney University Westmead Campus (to the east) and residential uses (to the west). To the north of the site, across Darcy Road is the Westmead Health and Education Precinct comprising the Westmead Hospital, Westmead Private Hospital and the Western Sydney University Medical Research Institutes. The locational context of the site is shown at **Figure 2**.

The Westmead Health and Education Precinct, the WCC site and the surrounding residential land collectively form part of the recently nominated Westmead Priority Precinct Area.

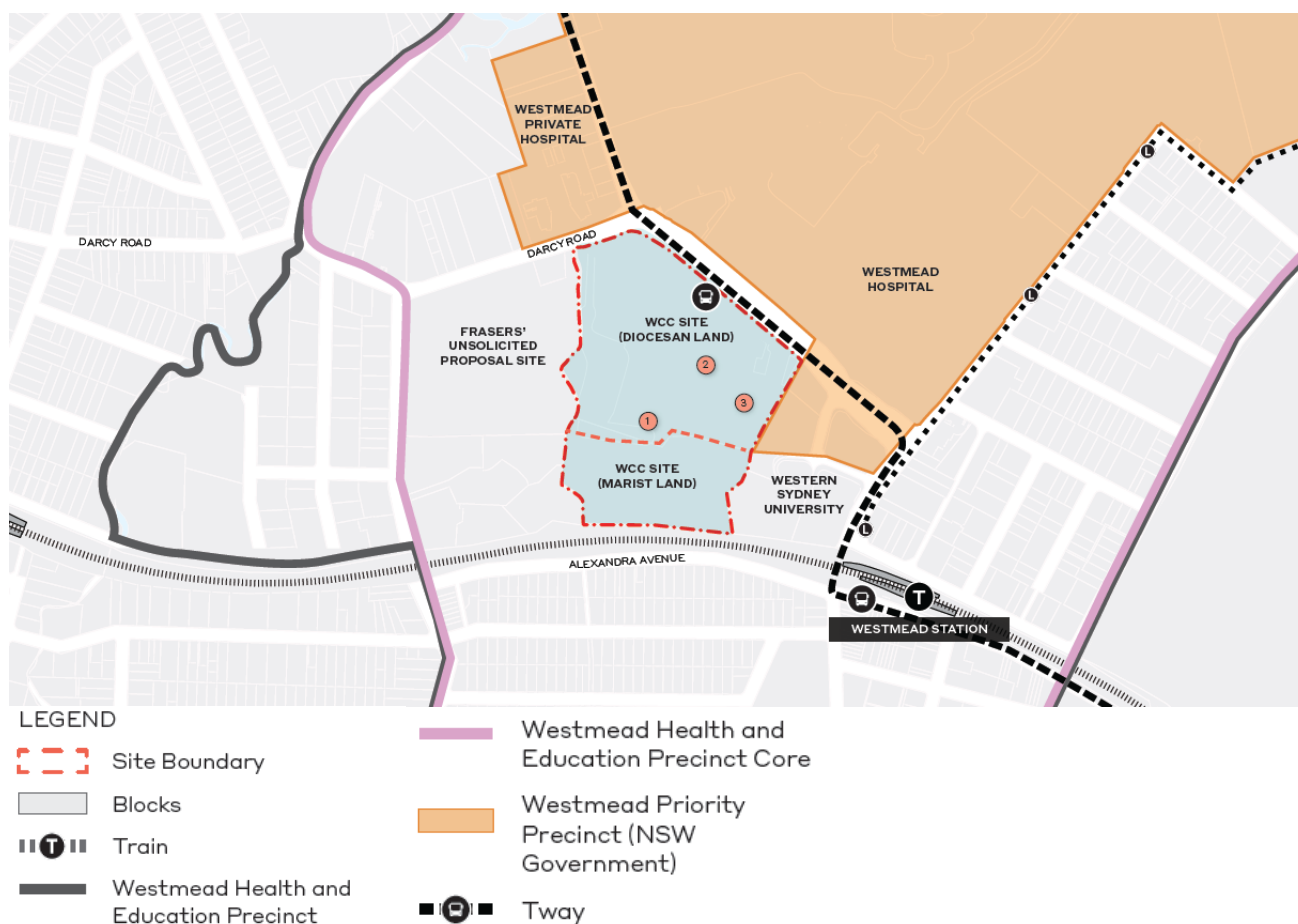


Figure 2 Regional site context

Source: Ethos Urban



Figure 3 Site area

Source: Nearmap, Ethos Urban

3.1 Site history and legacies

Currently, the Westmead Catholic Education Campus (subject site) comprises of four separate schools and a Parish and priest residence. There are three schools located on the main site (the focus of this application) at 2 Darcy Road. In addition to this, another school and parish are located to the south of the main site.

The following schools are located on Darcy Road:

- Mother Teresa Primary School.
- Catherine McAuley Westmead (girls' high school); and
- Parramatta Marist High School (boys' high school).

Further to this, Sacred Heart Primary School including the Parish church and Priest residence are located on Ralph Street Westmead. This site is approximately 5,180m² and sits separately within the Cumberland Council Local Government Area.

The locational context of the schools is provided at **Figure 4**.

Mother Teresa Primary School

Mother Teresa is a coeducational school that was founded in 2009, following the significant need for another Catholic primary school in Westmead. With assistance from the Sacred Heart Primary School, Mother Teresa Primary School moved onto the Darcy Street site in 2012, and now accommodates students from kindergarten to year 6. According to the school's website, Mother Teresa Primary School strives to live out the values of Christ and the example of Mother Teresa, celebrating the uniqueness of each person within a diverse community.

Sacred Heart Primary School

Sacred Heart Primary is a Catholic coeducational primary school that was founded in 1956 by the Sisters of Mercy. Up until 1991, the school only took boys from kindergarten to year 3, however now children are educated from kindergarten to year 6. In 1999, Sacred Heart was extended and improved by the Catholic Education Office,

increasing the enrolment of the students to over 200 students. It is noted here that this school is not located on the Darcy Road site and is instead located south of the site on Ralph Street, alongside the Parish. The buildings on the Sacred Heart Primary School site at Ralph Street are aging and the playground is on leased land, owned by the Anglican church, with the lease due to expire in February 2021.

Catherine McAuley Westmead

Catherine McAuley Westmead is an all-girls high school founded in 1966 as a regional Catholic secondary school for girls in years seven to 10. Years 11 and 12 were introduced in the mid-1980s. There are currently 1,150 students enrolled in the school, with students coming from a wide geographic area. The school is named after Catherine McAuley, who founded an assistance centre in Ireland called the House of Mercy. Her community was invited to Australia in 1888, who went on to charter the opening of the school.

Parramatta Marist High School

Parramatta Marist is an all-boys high school founded in 1920. Parramatta Marist was the first Catholic school established in Australia, and the second oldest school in Australia. The school was first accommodated on a 23-acre farm at North Parramatta and had approximately 30 students enrolled. The school now has over 1000 students enrolled and seeks to provide an education in line with the Catholic values of compassion, courage and commitment.

Darcy Road Site

The Darcy Road site which the Diocese and the Marist's own at Westmead is well positioned for current and planned transport upgrades and the neighbouring sites including the Westmead Alliance are all redeveloping their land. The Sacred Heart Primary School buildings at the Ralph Street site is aging and the playground is on leased land, which is due to expire in February 2021.

Many of the buildings on both sites are reaching end of life, and historically, the schools have been operated independently with minimal collaboration and resource sharing. The works also respond to the immediate need to relocate the Sacred Heart Primary School also bringing the new Parish Church to the site, that will be a gateway building for the site and the local community.



Figure 4 Locational Context of the schools

Source: Ethos Urban and Nearmap

3.2 Surrounding development and land uses

The site is bordered by medium to high density residential in the rest and is situated next to Western Sydney University to the east. Land to the north of the site is occupied by the existing core of the Westmead Health and Education Precinct.

Broader surrounding land is generally occupied by low and medium density residential and support uses such as schools, public parks and local town centres such as Wentworthville Town Centre. Some medium density, medium rise apartment buildings are located to the north-east of the site on the Cumberland Highway and also additional medium and high-density surrounding Wentworthville, Westmead and Parramatta train stations. The closest industrial area is a pocket of land to the north.

4.0 Proposed development

The proposal seeks approval for:

- A primary school with capacity for approximately 1,680 students, to provide expanded facilities for the existing Mother Teresa Primary School on the site and to replace the existing Sacred Heart Primary School at Ralph Street.
- A new Parish church.
- A Catholic early learning centre (fit-out within an existing building), and;
- New landscaping.

The Diocese of Parramatta would like to move away from the separate conceptualisation of school and Parish, and instead move towards having greater collaboration between the various schools and the Church. The Diocese is committed to create an integrated faith, learning and evangelising community that collaborates beyond its boundaries with the broader community.

The proposal will involve expanding the services offered, taking on a larger population of students (capacity estimated at approximately 5,960), accommodating students with different needs and greater collaboration on campus and with industry partners.

5.0 Strategic Policy and Trends

The following section identifies the key social drivers for this site, based on a review of the key state and local policies and strategies relevant to the proposed development.

Key policy drivers

- Both Parramatta and Cumberland LGA's are expected to increase in population with more younger families moving in. Parramatta will take up 32% of the Central City Districts increase in school aged children and Cumberland will take up 14%.
- It is a state and local government priority to deliver connected neighbourhoods which are accessible and respond to the desire of a 30minute city. Providing sufficient access to learning and development opportunities will support increased health and wellbeing and general life satisfaction of residents.

5.1 Key themes and drivers

The following section identifies the key social drivers for this site, based on a review of the key state and local policies and strategies. A summary of the key themes of this review is provided in Table 3.1 below. The comprehensive analysis is provided at **Appendix A**. The following documents have been reviewed:

- Strategic Plan 2018-2022 – NSW Department of Education, 2018.
- Design Guide for Schools – Government Architect, 2018.
- Central City District Plan – Greater Sydney Commission, 2018.
- Draft Local Strategic Planning Statement – City of Parramatta Council 2019.
- Draft Local Strategic Planning Statement – Cumberland Council 2019.
- Parramatta Community Strategic Plan 2018-2038 – City of Parramatta Council 2018.
- Cumberland Community Strategic Plan – Cumberland Council.
- Vertical School Design – NSW Architects Registration Board.

5.1.1 Strategic Policy Summary

A comprehensive review of the strategic policy context for the development is available at **Appendix A**.

Key theme	Key implications for social impact assessment	Relevant documents
Liveability and community wellbeing	<p>The proposed development will assist in ensuring community liveability and community wellbeing to support the Parramatta and Cumberland LGAs. This will attract more families to the catchment, by providing essential services within 30 minutes of their home.</p> <p>The proposed development will also assist in community-building efforts by expanding a key social connector that will provide opportunities for people to connect with each other. Further, the redevelopment will provide a new Parish church that will allow the community to congregate and connect.</p>	Central City District Plan 2018, Parramatta Community Strategic Plan 2018-2038 and Cumberland Community Strategic Plan
Population growth	Parramatta LGA will take up 32% of the Central City Districts increase in school-aged children and Cumberland LGA will take up 14%. Therefore, additional capacity for learning purposes, as proposed will address an increase in educational facility needs.	Central City District Plan 2018, Parramatta Community Strategic Plan 2018-2038 and Cumberland Community Strategic Plan
Technology and flexibility of education	<p>There is increasing demand for diverse learning spaces that provide a variety of uses and learning styles. This includes spaces for group work, individual study, wet areas, presentations, teacher spaces and reflection. The proposal has the capacity to provide varied learning spaces that are suited to a variety of learning types and activities, alongside the benefits of upgrades to open space and the public domain.</p> <p>As well, given the expected population growth and site's location within a dense urban environment, the development has the opportunity to accommodate densification through designing upwards, not outwards¹. Vertical schools are particularly common in dense urban environments and have the ability to include a variety of flexible learning spaces, including appropriate technology and recreational space.</p>	Strategic Plan 2018-2028, Design Guide for Schools and Vertical School Design: NSW Architects Registration Board.

5.1.2 Vertical Schools

In the past, greenfield school developments were typical in nature however, as living conditions change young adults and families are choosing to live in housing that is well located to employment, services and social infrastructure. The changing nature of inner-city areas such as Parramatta, requires a response from the education system to support parents and children living in densely populated areas. As discussed by the NSW Architects Registration Board, as cities continue to grow and densify, the availability of land that would support a greenfield school development has become financially inviable and unattainable.

Accordingly, the report prepared by the NSW Architects Registration Board, *Vertical School Design*, identifies the need to transition from school designs being built outward to upward. The motivation for these schools to build tall is driven by both contextual and economic factors. The following benefits associated with vertical schools are identified in the Report, including:

- Ability to be located within walking distances to where students live, encouraging walking to school.
- Health benefits associated with alleviating traffic around school zones.
- Ability to be located near employment to allow parents to travel to work with their children; and
- Established public transport connections, to provide access to the larger catchment area and school choice selection for parents.

¹ NSW Architects Registration Board

While the proposed development is located on an existing school campus site, the redevelopment is the first stage in developing an integrated school campus in a range of vertical buildings. This will involve expanding the school service offering to accommodate a significant increase in students in response to population growth and the changing nature of cities.

6.0 Social baseline analysis: current social context

This section provides an overview of the site and the existing social context surrounding the site. It analyses the existing social characteristics of the community within the identified study areas to better understand the potential characteristics and context of the existing community that may be impacted by the proposed development.

Key current community characteristics

- As at 2016, the population of the Primary Study Area was approximately 331,000. Between the period 2006 to 2018, the Primary Study Area experienced significant population growth, with the number of residents increasing by around 51,000 people, or 21%.
- Overall, residents within the Primary Study Area were marginally younger than the Greater Sydney Region, characterised as young families and young professionals. However, the proportion of those 80+ increased between 2006 and 2016.
- The Primary Study Area is more culturally and linguistically diverse when compared to Greater Sydney.
- The Primary Study Area had relatively higher levels of disadvantage than compared to other areas within Greater Sydney.
- A very small proportion of residents identified as being of Aboriginal and/or Torres Strait Islander descent.
- Residents were employed in a mix of blue- and white-collar occupations with a majority travelling to work by car.

6.1 Study area definition: area of social influence

For the purposes of the Social Impact Assessment, the study areas have been chosen taking into consideration the need to factor in both local social impacts and those likely to occur on a broader scale. Social impacts are likely to be greater in short term, relating to the immediate surrounds, for example impacts associated with the demolition and construction (i.e. amenity values, access, noise, air quality etc) will be very localised. Longer term impacts such as visual amenity, traffic, connectivity, crime and safety and community sense of place, may occur within the close proximity to the project, although it is noted there will be long term benefits through the redevelopment of the site, providing positive social benefit to these issues.

The Primary and Secondary Study Areas were created based on school enrolments and the general catchment areas for the primary and high schools, as per the Business Case prepared by BDO and WINIM. The Primary Study Area represents local catchment for the primary schools. These areas are based on the boundaries of Statistical Areas Level 2 (SA2)

The Secondary Study Area is defined using relevant SA2 boundaries and considers the catchment of which the majority of the high school students are drawn.

The demographic data has been primarily sources from the Australian Bureau of Statistics, 2016 Census.

A map showing the designated Study Areas for this assessment is provided at **Figure 5** over page.

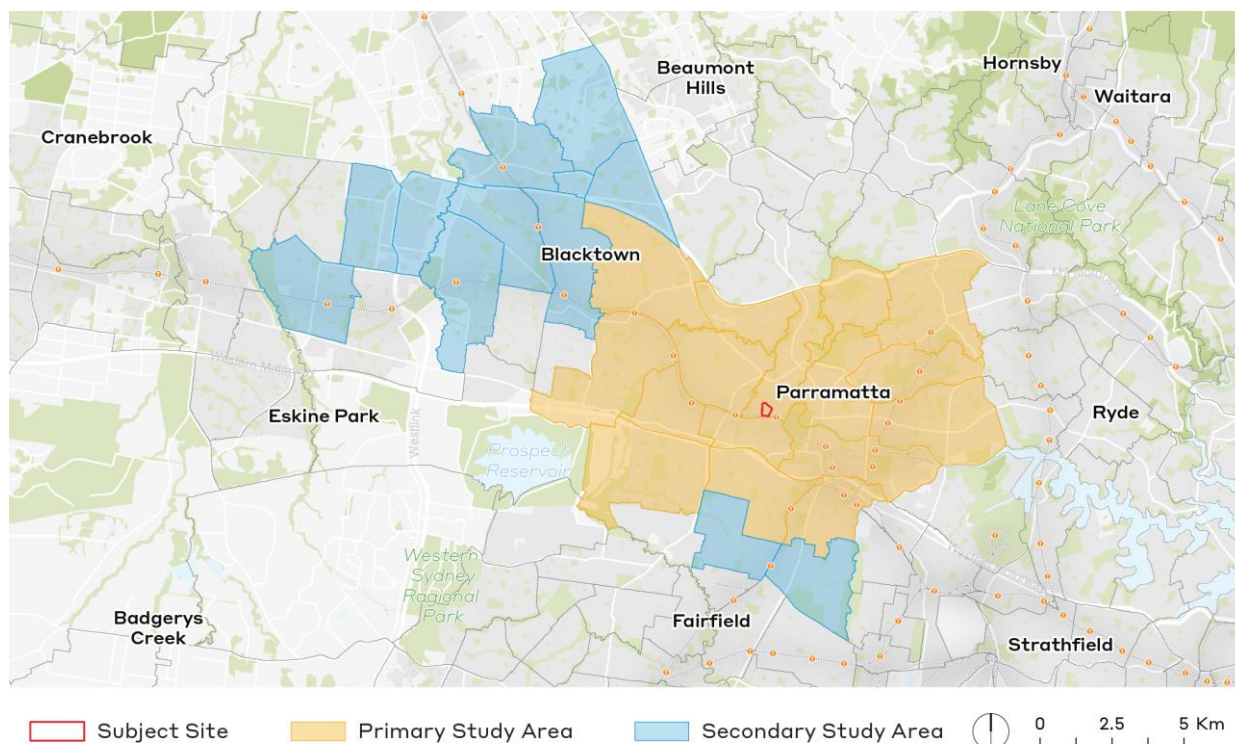


Figure 5 Study Areas

Source: Ethos Urban, 2019

6.2 Community profile

Population and age structure

According to the ABS 2016 data, there were 331,848 residents in the Primary Study Area. Between the period 2006 to 2016, the population increased by an additional 59,047 people, which is an increase of 21%. An additional 207,468 people live in the Secondary Study Area. The Primary and Secondary Study Areas make up 11% of the Greater Sydney population.

Residents within the Primary and Secondary Study Area were slightly younger than in the Greater Sydney Region, with a median age of 34 across the Study Areas compared to 36 in the Greater Sydney Region. Driving this younger population was the higher proportion of residents aged 20 to 34, which accounted for 24.8% and 25.6% of the population in the Primary and Secondary Study Area respectively. Furthermore, populations aged 5-19 were also more prevalent in the Study Areas, accounting for 7.6% in both areas as compared to 6.4% in the Greater Sydney Region.

Household and dwelling characteristics

In the Primary Study Area, households of couples with children accounted for the largest household type, accounting for 42.2% of all household types. This was similar to the number of family households in the Secondary Study Area (41.8%). This was closely followed by households of couples with no children, which account for 21.7% and 22.2% in the Primary and Secondary Study Area respectively. Lone person households were the third most prevalent group, representing 19.5% of households in the Primary Study Area. These averages are in line with the Greater Sydney Region.

In the Primary Study Area, 56.3% of dwellings were detached houses, slightly more than the Secondary Study Area (47.2%). 27.1% of the dwellings in the Primary Study Area were flats, units or apartments and 15.7% were semi-detached houses. The Secondary Study Area had marginally more, with flats, units or apartments comprising 34.8% of the dwellings.

Income, tenure and housing costs

Within the Primary Study Area, the average annual household income was \$97,500, slightly below the Secondary Study Area's at \$100,152.

In the Primary Study Area, 38.3% of dwellings were being rented, which was slightly higher than the Greater Sydney Region (34.1%). Similarly, 32% of dwellings were owned with a mortgage, which was similar to both the Secondary Study Area (30.3%) and Greater Sydney region (33.2%).

The median weekly rent within the Study Area was \$397, which was slightly below the Secondary Study Area's at \$406, and significantly below the Greater Sydney Region average at \$462. The average monthly mortgage was \$1,874, which was below both the Secondary Study Area (\$1,903) and the Greater Sydney Region (\$2,009).

Relative socio-economic advantage and disadvantage

Compared to other areas within Greater Sydney, the Primary Study Area is relatively disadvantaged. The Primary Study Area was ranked in the median 64th percentile, therefore ranking mostly in the third to fourth quintile. The Primary Study Area was non-homogenous, with pockets of greater advantage located in the northern portion of the study area, and pockets of further disadvantage located in the south of the Primary Study Area.

Cultural and linguistic diversity

The Primary and Secondary Study Areas are culturally and linguistically diverse when compared to the Greater Sydney Region. 47.5% of the Primary Study Area's population was born in Australia, when compared to 44.36% in the Secondary Area and 57.06% in the Greater Sydney Region. Chinese was the most common ancestry in the Primary Study Area, as compared to Australian in the Secondary Study Area and Greater Sydney Region. English was the most common language spoken in the Primary Study Area (43.5%), which was considerably lower than the Greater Sydney proportion (58.4%). Arabic (6.4%), Mandarin (6.2%) and Cantonese (4.2%) were the next most spoken languages.

Aboriginal and Torres Strait Islander residents

Within the Primary Study Area, 0.06% of residents reported being of Aboriginal and/or Torres Strait Islander descent. By comparison, the share of residents in the Secondary Study Area of Aboriginal and/or Torres Strait Islander descent was higher at 0.09%. This was comparably lower than the NSW population, of which Aboriginal and/or Torres Strait Islander descent was 3.5%.

Educational attainment

Approximately 19.7% of residents in the Primary Study Area had completed a bachelor's degree level of education. This is slightly below the Secondary Study Area (22.71%) and in line with the Greater Sydney Region (19.2%). An additional 10.8% of the Primary Study Area population had completed Certificate III and IV level, as compared to 9.49% of the Secondary Study Area and 12.05% in the Greater Sydney Region.

In the Primary Study Area, approximately one third of the population was currently attending education. Of these residents attending education, almost half were attending infants, primary or secondary education. Further to this, an additional 18% were attending University or other Tertiary Institutions. This proportion is slightly less than the Secondary Study Area (20.6%) and the Greater Sydney Region (19.2%).

Workforce status of residents

The majority of residents were in white collar occupations, of which Professionals was the largest occupation at 26.5%. This was followed by Clerical and Administrative Workers at 15.9% and Technicians and Trade Workers at 12%. The Secondary Study Area had a higher proportion of Professionals (30.38%) but remained similar on all other occupations. The Primary Study Area had a higher proportion of blue-collar occupations, representing 26.75% of jobs in the Primary Study Area, as compared to 23.56% and 24.84% in the Secondary Study Area and Greater Sydney Region respectively.

Method of travel to work

Residents living in the Primary Study Area were highly car dependent when getting to and from work. Most residents used a car, as either a driver or passenger, to get to work (66.2%), while 27.9% used public transport (train or bus).

Population change from 2006 to 2016

The Primary Study Area has grown by 21.6% between 2006 and 2016, while the Secondary Study Area has grown by 24.9%. These areas have grown considerably more than the Greater Sydney Region, which only increased by 17.1% in the same period.

Forecast community profile

The following section describes the forecast community profile for the Primary Study Area and the Secondary Study Area. The forecast growth rates are sourced from Transport for NSW. For the purposes of this analysis, these study areas have been defined with reference to the existing school catchment area.

The Primary Study Area is expected to grow from 344,102 residents in 2016 to 501,948 residents in 2036, representing an increase of 1.9% (or 157,846 new residents). The Secondary Study Area is expected to grow at a similar growth rate of 1.5% from 2016 to 2036, which represents an additional 207,545 new residents. The population growth of the Primary and Secondary Study Areas is shown in **Figure 6** below.

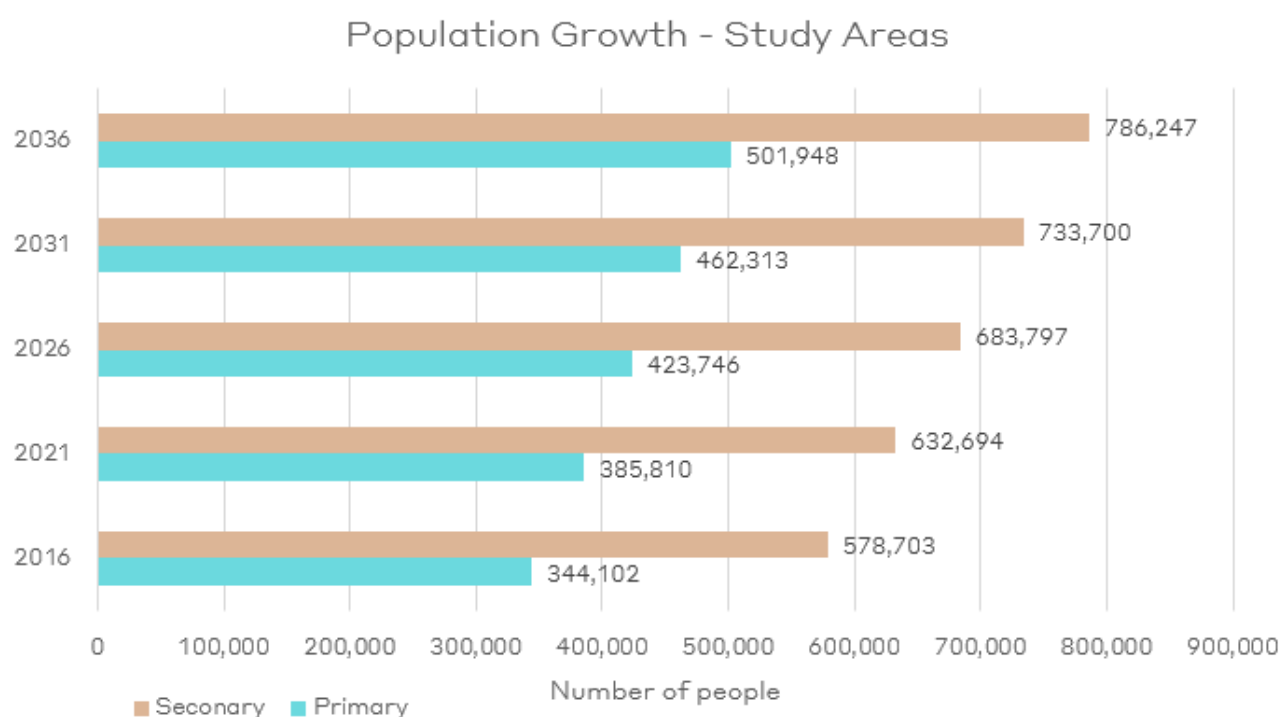


Figure 6 Population growth from 2016 to 2036

Source: TfNSW and Ethos Urban

While the 80+ cohort is expected to experience the largest proportion of population growth in the Primary and Secondary Study Areas from 2016 to 2036, the 5 to 19-year cohort will almost double during this period at a 52% increase. This represents a substantial increase in the number of school aged children from that which currently reside in the Primary Study Area, from 60,611 in 2016 to 91,931 (approximately 31,320 additional residents). There is also estimated to be strong growth for people aged 0 to 4 years, increasing by 35% from 2016 to 2036. The Secondary Study Area will also experience similar growth trends for each cohort as shown in **Figure 7** below.

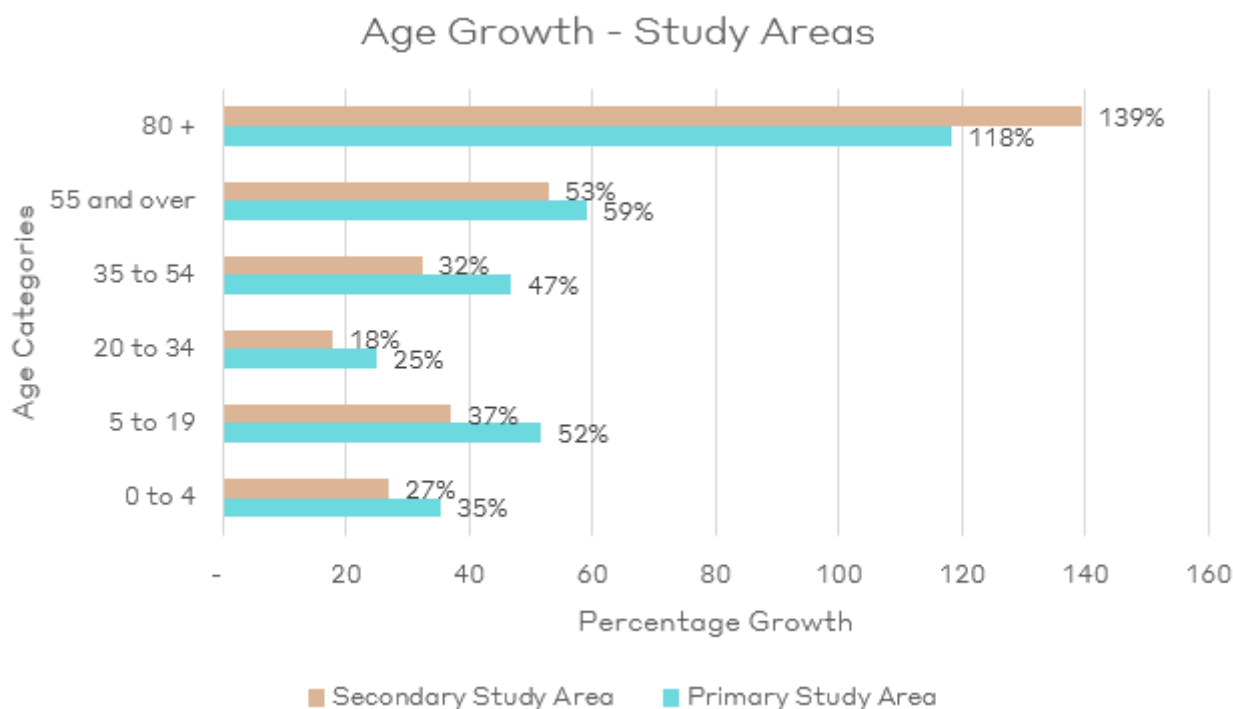


Figure 7 Age cohort growth from 2016 to 2036

Source: TfNSW and Ethos Urban

Key forecast community characteristics

Strong population growth is expected in the Primary Study Area, with the population projected to grow by an average annual growth rate of 1.9%pa, from 344,102 persons in 2016 to 501,948 persons in 2036.

While the projections indicate an increase in the older age cohorts, there will also be a substantial increase in the younger cohorts aged between 0-19 years. In the Primary Study Area, the 0-4 year cohort will increase by 35% from 29,291 persons in 2016 to 35,565 persons in 2036 and the 5-19 year cohort will increase by 52% from 60,611 in 2016 to 91,931 person in 2036.

6.3 Local social infrastructure context

A review of the existing local social infrastructure has been undertaken to inform the Social Impact Assessment and establish a baseline for the assessment of existing facilities. An overview of the local social infrastructure context is provided below, identifying key social infrastructure within a local 800m catchment of the site (a distance equivalent to a 10-15-minute walk). The following social infrastructure types have been reviewed:

- Public open space, sport and recreation facilities (including aquatic)
- Community facilities, including libraries.
- Cultural and creative facilities
- Education facilities
- Childcare
- Aged care facilities
- Health facilities.

The local social infrastructure context is shown in **Figure 8**.

Public open space

There are seven public open spaces within 800m walking distance of the site:

- Milson Park;
- Parabianga Reserve;
- Parramatta Park;
- M J Bennet Reserve;
- Shannons Paddock; and
- Yana Yirabana Reserve.

Parramatta Park is the largest park in close proximity from the site. It is located within the Parramatta CBD that includes walking and cycling paths, playgrounds, heritage assets and landscapes (including Old Government House and the Dairy Cottage, significant historic colonial buildings). Parramatta Park also increasingly hosts major events, including Tropicfest.

Community facilities

There are a range of local community facilities (e.g. community centres, community halls) within walking distance of the site. The Westmead Progress Hall is located approximately 530 metres to the southeast of the site and can hold up to 100 people. The Domain Committee Rooms are located approximately 800 metres to the west of the site and provide smaller meeting room facilities. The Wentworth Community Centre, Redgum Function Centre and Wentworthville Library are located 700 metres west of the site.

Further to these venues, it is noted that some of the larger recreation, cultural and creative facilities in the area (e.g. religious facilities) contain conference rooms and smaller gathering spaces that have the potential to be hired by local community groups.

Cultural and creative facilities

There are no major cultural and creative facilities within walking distance of the site. Bankwest Stadium is approximately 1.5 kilometres from the site, which is a major events facility with the 30,000 capacity. There are four religious facilities within 800 metres of the site.

Education facilities

In addition to the four schools related to the proposal, there are two other schools within 400 metres of the site:

- Westmead Public School: A coeducational public primary school located approximately 500 metres south east of the site; and
- Palm Avenue School: A specialist school situated within Westmead Hospital, located approximately 500 metres northwest of the site.

Childcare centre, aged care facilities and health facilities

There are three childcare facilities within 800 metres walking distance from the site, being Westmead Family Day Care, KU Wentworthville Preschool and A Saima Family Day Care. There are three medical practitioners within walking distance of the site. These are Westmead Medical Centre, Lane Street Medical Centre and Westmead Family Medical Practice. There are four aged care facilities within 800 metres of the site, being 365 Care, Uniting Westmead, Westcourt Retirement Units and Cabrini Nursing Home.

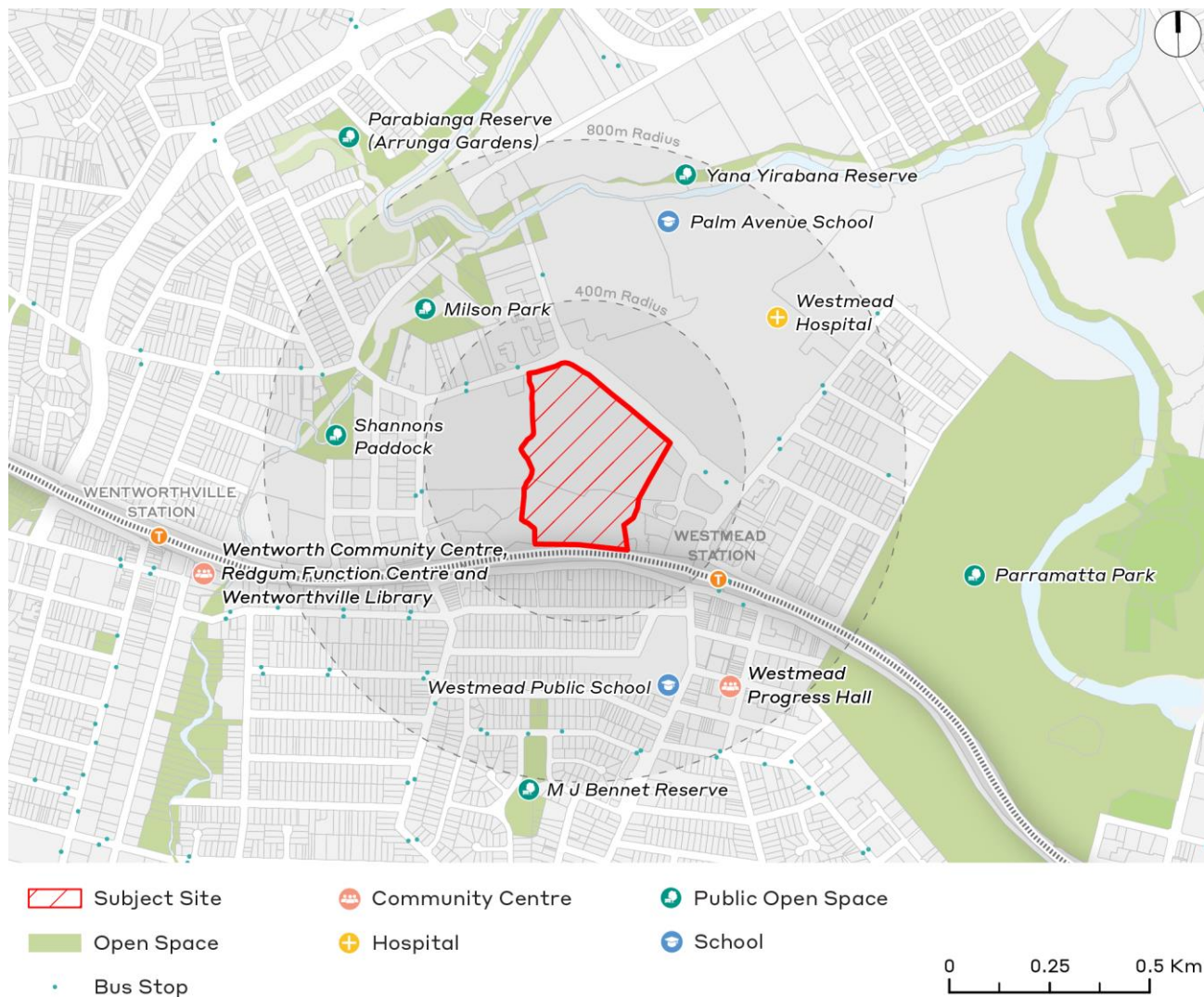


Figure 8 Local social infrastructure context

Source: Ethos Urban 2020

6.4 Transport and access

The site is well serviced by public transport. Westmead train station is located 300 metres from the site, and services the following lines:

- T1 – Emu Plains or Richmond to City; and
- T5 – Leppington to Richmond.

There are also numerous bus stops along Darcy Road and Bridge Road. Key bus routes serving the site include:

- 705 – Blacktown to Parramatta via Seven Hills
- 708 – Constitution Hill to Parramatta via Pendle Hill;
- 711 – Blacktown to Parramatta via Wentworthville; and
- 818 – Westmead to Merrylands.

It is noted that the Parramatta Light Rail network will connect Westmead to Carlingford via the Parramatta CBD. The site will be located within a walking distance from the new light rail network. Construction of the light rail network is due for completion in 2023, with the light rail services terminating at the Westmead Terminus, adjoining the Westmead train station.

7.0 Community engagement

The following section summarises the method and outcomes of community and stakeholder engagement to date, including key issues and queries. Consistent with the community consultation objectives of DPIE's SIA Guideline (Section 2.1), consultation has been undertaken with the aim of: reaching a range of stakeholders who are likely to be affected or have an interest in the proposal; increasing awareness and understanding of the proposed development, and seeking input on issues of concern to guide the ongoing development/refinement of project parameters and inform the impact assessment.

Urbis Pty Ltd (Urbis) were engaged by CEDP and the project team to deliver stakeholder engagement and communication to support the WCC. A copy of this engagement report has been provided as part of the suite of documents provided with the EIS.

Key consultation findings

- Initially, there were concerns expressed about the lack of communication and enquiries and why the community wasn't consulted earlier, particularly for Sacred Heart Parish and Primary Schools.
- Stakeholders were seeking clarity on the reason behind the approach, and whether there was any "evidence" to support the new approach/model.
- Concerns revolving around the school reputation and the protection of charisms.
- Stakeholders were seeking further clarification on the operations of the schools and the potential impacts on school learning models.
- Concerns around the increased population, students and parishioners at Darcy Road and the associated impact on pedestrian access, traffic and parking.
- Concerns about student safety and the interaction between the primary and high schools.
- Clarification was sought on the proposed approach to open space, how it will be integrated into the design, and students' level of access to sunlight.

7.1 Stakeholders and engagement activities undertaken

Urbis collaborated with CEDP to engage with the various stakeholder groups for the WCC. These included individuals, groups of individuals and organisations that were potentially impacted by the project. Stakeholders included project partners, schools, government agencies and individuals, community groups and media outlets.

A variety of engagement activities were undertaken, including:

- Westmead Catholic Community announcement and subsequent individual school visits;
- Letter to schools;
- Letter to the Parish;
- Website platform provided information on the proposed development application, the planning process and contact information;
- Media release provided to The Daily Telegraph and Parramatta Advertiser;
- Community information sessions; and
- Engagement email and phone line.

7.2 Key issues

A few key issues were identified through the community and stakeholder engagement activities. They include:

- Concern that the increase in population, dwellings, students and parishioners at Darcy Road site will further compound pedestrian access, traffic and parking issues.
- Concerns for the safety of student with other uses in the area and the interaction between the primary and high schools; and
- Perceptions of commercialising the site.

Aside from the issues mentioned above, there were multiple queries regarding the operation of the proposal and the impact on the existing and future students. Stakeholders that were engaged sought for further clarity on:

- The benefits of co-locating schools;
- Equitable access for children with special needs or physical impairments;
- The connections between the high school and primary school;
- The segregation of ages, sex and managing shared services and spaces;
- The approach to open space and access to sunlight;
- The size and capacity of the church;
- Ensuring acoustics and noise mitigation measures are implemented between the school and the Church; and
- The functionality of managing school start times and kiss and drop zones.

The queries and issues raised above have been considered and have informed the social impact assessment with mitigation measures provided.

8.0 Social Impact Assessment

8.1 Social Impact Assessment framework and scope

This SIA has been prepared based on the NSW DPIE SIA Guideline and the suite of social impact assessment factors set out in Section 2.2 of this report.

This assessment considers the potential impact on the community and social environment should the social impacts envisaged occur, compared to the baseline scenario of the existing use of the site and social context.

The purpose of this social impact analysis is to:

- Assess the significance of the identified potential social impacts generated by the proposed development based on the potential frequency and severity of the impact, should it occur.
- Develop social impact mitigation and enhancement options for any identified significant social impacts.
- Advise the Catholic Education Diocese of Parramatta of potential social impact mitigation and enhancement options to help finalise the EIS.

Ultimately there are two main types of social impacts that will arise as a result of the proposed development. First, direct impacts caused by the project and which cause changes to occur within the existing community, as measured using social indicators, such as population, health, and employment. Secondly, indirect impacts that are generally less tangible and more commonly relate to matters such as community values, identity and sense of place.

The primary focus of this assessment is the Primary Study Area, which is expected to experience social impacts associated with the proposed development most directly. Impacts to the broader locality will likely to be less pronounced or are likely to involve a particular issue that will also be present within the surrounding site context.

8.2 Impact assessment matters and responses

The following section sets out the assessment of social impacts arising from the proposed development and recommended responses, including measures to enhance social benefits and mitigate potentially negative impacts, across the suite of factors set out in the DPIE SIA Guideline, shown at Section 2.2.

It includes a risk assessment of the degree of significance of risk, including the envisaged duration, extent, and potential to mitigate/enhance and likelihood of each identified impact. The social risk matrix provided within the DPIE *Social Impact Assessment Guidelines (2017)* have been adapted for the purposes of undertaking this social and impact assessment of the proposed redevelopment of Stadium Australia.

Each impact has been assessed and assigned an overall risk that considers both the likelihood of the impact occurring and the consequences should the impact occur. The assessment also sets out recommended mitigation, management and monitoring measures for each identified matter.

Way of life

Potential impacts

The proposed development is anticipated to have direct impacts on the day to day functioning of local residents within the study area, as well as on the students, families and staff of the schools. While these impacts will directly affect these populations, it is not anticipated that these impacts will be very considerable or altering to the way of life of these communities. It is unlikely to impact on the ability for Sydney residents to access adequate housing, or how people interact with each other on a daily basis.

Construction stage impacts

- It is noted that during construction there may be impacts on the overall Westmead Education network. It is likely that construction of the project will have amenity impacts on surrounding residents and students and staff who are present during school hours. These amenity impacts could be things such as dust and noise resulting from the construction.
- The construction stage is also likely to impact on the way of life for families who attend the school. Construction is likely to impact the access to the site and existing drop off and pick up circumstances. However, it is noted that the existing pick up and drop off arrangements will continue with construction works to be scheduled around this routine, reducing direct impacts to the school routine.

Operational impacts

The proposed development may have the following potential social impacts with relation to way of life in the PSA and broader locality:

- It is anticipated that the proposed development is likely to have long term positive impacts on the Westmead Catholic Community by creating a new cultural hub, with potential to contribute to a socially cohesive community. Further to this, the colocation of the catholic schools, early learning centre and parish further eases the daily stresses that families may experience.
- Amenity for students and staff of the educational precinct is likely to significantly increase, due to the access to better and more available school facilities and educational aids. Further to this, the redevelopment of the campus will bring improved access to recreational and open spaces through the delivery of improved playground and sports facilities.
- The long-term increase in number of students (likely to reach over double the existing number) is likely to disrupt the way of life for students and staff, as increased students results in changes to the way the school and students operate. Further to this, this increased student population, concentrated in the one location may impact surrounding areas through increased traffic and pedestrian movement during peak school drop off and pick up times.

Responses / mitigation measures

- It will be important to ensure that members of the community, students and staff are kept well informed of the construction phases and likely impacts of the construction on these stakeholders.
- A staged construction will allow for the continued operation of the school while construction takes place. The utilisation of the Sacred Heart Primary School, which is located away from the site, will provide additional schooling spaces away from the construction.
- The implementation of a construction management plan will be important to ensure that all students and potential impacts are addressed.

Summary

Overall Social Risk Rating and social benefit	The social risk rating is low – moderate with the overall rating of risk considered to be: <ul style="list-style-type: none"> Construction: B3 (likely moderate) Operation: C2 (possible minor in early opening phases, but the rating would become rare minimal in the long term).
Likelihood level	For students, families of students and staff, the construction is likely to impact their way of life at school quite moderately. However, it will likely reduce once the school is in operation, as the way of life for students, staff and families improve greatly due to improved access to educational facilities.
Consequence level	The consequence of change to way of life as a result of construction is likely. The consequences of change during operation is likely to be minor as stakeholders adjust but improve greatly in the long term.

Potential impacts	
Duration	The impacts identified are likely to be experienced in the short-term construction phase, with some changes to way of life post construction. This includes adjustment to new schooling typologies such as vertical schools, and the increase of students on campus.
Extent	<p>The impact is likely to be experienced differently by individuals and groups. Students may be affected the most by the proposal, as their school routine may be interrupted. Families of these students are likely to be disrupted as well, if school drop off routines are changed, and students are required to adjust to changes throughout their schooling. Staff may be impacted through relocation of classrooms and education facilities. Further to this, staffing changes and employment uncertainties can disrupt the way of life of staff members.</p> <p>Local residents, workers and visitors within the immediate catchment may be impacted, likely through traffic and construction impacts. These impacts will likely disrupt daily routines, amenity and access of surrounding residents.</p>
Severity/ sensitivity	The impacts on the key stakeholders is not considered to be extreme or significant. Moderate impacts will be felt by these stakeholders during construction, and its likely younger students will experience this disruption to a greater degree as their way of life, and education routine is disrupted.
Potential to mitigate/ enhance	The potential to mitigate impacts is high, as construction management and effective engagement can be utilised to address and manage any concerns that stakeholders may have. Ongoing contact and engagement will be crucial to ensure stakeholders are informed about all changes that may impact them throughout the project. Further to this, a Construction Management Plan will be crucial to ensure that any foreseeable construction impacts are mitigated prior to them arising.

Community, including its composition, cohesion, character, how it functions and sense of place

Potential impacts

The proposed development is anticipated to have some social impacts in terms of community composition, cohesion, character and sense of place within the Westmead Catholic Community and broader locality overall, due to the historical and cultural significance of the community.

Construction stage impacts

- Potential changes to sense of place in the primary study area during the construction phase associated with:
 - Increased construction workforce, resulting in unfamiliar visitors to the area. The relationship of the construction workers with the school may result in a loss of a sense of place for students and families.
 - Cumulative impacts of the construction of the parish and the expansion of Mother Teresa Primary School in tandem may impact sense of place including through changes to access and the visual environment of the area.
- Potential impacts to perceptions of safety associated with the volume of construction workers in the PSA.

Operational impacts

- There are likely to be some changes to the composition or character of the community of the site, and how the community functions during the operation phase as the site.
- As the site is partially the centre of the Westmead Catholic Community, changes to access and useability may vary users' sense of ownership on the site. However ongoing improvement of the site overall will likely increase the sense of community cohesion and ownership as the community is given a new centre for gathering of the community.
- Potential changes to community cohesion during the operational phase may include:
 - Increased opportunities for community interactions and strengthened community cohesion in association with improved access and facilities that meet the needs of the users. Whilst the total student capacity will be increased, the number of students in attendance will have improved educational experiences, with improved facilities and education programs, which may enhance the community cohesion benefits associated with schooling and schooling communities.
 - The enhancements to the education precinct may encourage enrolment and community participation at various levels of students and families and have a flow on effect of improving the overall community participation and engagement with the Westmead Catholic community and student community more widely.
 - Strengthened opportunities for enhanced cohesion and composition with the new parish church created on site and incorporation of the Sacred Heart Primary School. The state-of-the-art education facilities and services offered will allow for improved collaboration between the Church and schools all in the one location.
- It is noted that the site is currently occupied by a functioning education precinct, and therefore changes to sense of place associated with the operational phase of the development are likely to be minimal.
- There are possibilities to collaborate with Westmead Hospital and aged care facilities in the area to create possible relationships with older populations or members within the community that may benefit from associations with younger education programs. As noted in **Section 6.2**, the 80+ population is predicted to grow significantly. Research is increasingly showing that intergenerational learning and socialising is beneficial for both younger and older people and can provide significant opportunities for growth in social cohesion². Therefore, the potential for collaboration with aged populations is recommended to ensure community cohesion.

Responses / mitigation measures

- Changes to sense of place associated with the proposed development could be mitigated via a historical documentation of the site's history and the relationship built between the various schools and Parish.
- It is noted that the schools will maintain their charism, maintaining individual identity whilst working together in a strategically to deliver high quality education for the community. To effectively integrate the schools on site, whilst allowing for individual identity to be maintained, ongoing engagement with stakeholders is encouraged to identify opportunities to strengthen links between the schooling community and the Parish during construction and operation.
 - Opportunities to capitalise on relationships with the University of Western Sydney (to the south of the site) and Westmead Hospital (to the east of the site) to increase cultural cohesion throughout the Westmead area.

² G. Cortellesi, M. Kernan, "Together Old and Young: How Informal Contact Between Young Children and Older People Can Lead to Intergenerational Solidarity", 2016.

Potential impacts

- Opportunities to create relationships with aged populations in Westmead to create further social connections with other populations of Westmead.

Summary

Overall Social Risk Rating and social benefit	<p>There is overall positive social benefit to the local and broader community, with some construction impact may be experienced.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: C1 (possible minimal) • Operation: E1 (rare minimal)
Likelihood	It is likely that during operation, there would be positive impacts on the community of the school and Westmead more broadly. While some impacts may be felt during construction, the improvement to the school and facilities will have a likely positive impact in the long term.
Consequence	The consequence will likely be minimal for both construction and operation.
Duration	Construction impacts will be in the short term, while the operational benefits will be ongoing.
Severity/ sensitivity	Impacts are likely to be experienced differently by different groups and individuals. The broader Westmead Catholic Community is likely to experience the most impact, as this project requires movement of community centres such as the Parish and primary schools. However, the Westmead Catholic Community will be strengthened in the long term.
Extent	The impact during construction is likely to be experienced by the Westmead Catholic community, as well as the students and staff. This is due to the movement of and change to key centres and meeting points that these communities utilise.
Potential to mitigate/ enhance	There is a high potential to enhance the positive social impacts of the proposed development through taking account of social issues raised above in its delivery and ongoing operational management.

Culture: shared beliefs, customs, values and stories, and connections to land, places, buildings

Potential impacts

The proposed development may have the following potential social impacts with relation to culture, including shared beliefs, customs, values and stories, and connections to land, places, and buildings (including Aboriginal culture and connection to country):

- Changes to the community's connection to place and heritage associated with the history of the site. The high schools Catherine McAuley and Parramatta Marist Boys are of considerable age, and the Marist Boys School was the first Catholic school in Australia. Therefore, the history of this precinct as a Catholic education precinct may be of value to the community. Therefore, the redevelopment of the site has the potential to change, and possibly strengthen the community's relationship with the heritage of the site, and the Catholic community itself.
- The project has the potential to impact the community's connection to place. The site's ongoing Catholic heritage is important to the community's sense of ownership over the site. Changes to this site via the redevelopment may disrupt the community's connection to the site – but only temporarily.
- Positive social impacts associated with improved access for local and broader communities to educational facilities, Parish and CELC and community event space due to the enhanced capacity of the school to host a diverse range of cultural and community events.
- Ongoing growth in student numbers is likely to change the culture of the school in terms of the way that school programs are delivered, and administration and logistics are organised. This culture change is likely to impact students and staff as they adjust.

Responses / mitigation measures

- The improvement of the Parish and educational facilities will provide greater connection to the site, despite the short-term impacts on access.
- Changes to sense of place associated with the proposed development could be mitigated via documentation of the history of the precinct.
- Opportunities to celebrate the history of the schools during the construction phase may be explored, for example, by showcasing the history of the site on hoarding etc.
- Ensure that the school community and wider Westmead group are included in ongoing community engagement to ensure cultural significance of the site is captured.

Summary

Overall Social Risk Rating and social benefit	<p>It is considered the overall social risk rating of the proposal is negative/low.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: C1 (possible minimal) • Operation: C1 (possible minor)
Likelihood	<p>The likelihood of social impact occurring is minimal/minor. While there is no statutory heritage items or anything of cultural significance on the site, the Catholic community have utilised these spaces for some time and may recognise their importance within their identity. Therefore, changes to the built form on this site may have some impact during construction and into operation as the community adjusts.</p>
Consequence	<p>While the impacts may be present, it is likely that the consequences will not be more than minimal/minor. The impact on cultural significance is likely to be connected to the site and sense of ownership that the Catholic community feel for the site rather than the specific built form, and therefore being provided new community spaces in the long term will offset any cultural impact.</p>
Duration	<p>Short term impacts with the loss of the use of the school grounds during construction phases may impact the shared connection to the site. Long term impact may arise if the schools do not incorporate references to, or teachings of, the site's cultural history. However, with mitigation this impact is to be effectively eradicated.</p>
Severity/ sensitivity	<p>Given the significant value of the site due to the ongoing connection that the Catholic community have to the site, the sensitivity is high. However ongoing improvements to the school and the site as a result</p>

Potential impacts	
	of this project will have a positive impact on cultural and community relationships to the site. Further to this, appropriate mitigation and enhancement measures will further reduce the severity of the impact.
Extent	Impacts are most likely to be experienced by the Catholic community of Westmead.
Potential to mitigate/enhance	There is potential to mitigate the negative impacts and enhance the positive benefits of the proposed development by ensuring measures are employed to maintain cultural connection, values and stories to the site, place and building.

Health and wellbeing

Potential impacts

- Adequate school infrastructure is an integral component for the learning and development of school children, and they are a vital part of any healthy and thriving community.
- Good school development will optimise health, safe and secure spaces, while creating a welcoming environment for all.
- The redevelopment of the school may have negative implications on existing students who have developed a familiarity with the existing built form and accessibility. As well, construction impacts may impact on the health and wellbeing of students and staff, where there may be added pressures on the access to classrooms and adequate outdoor space, if not appropriately managed.
- The proposed redevelopment and expansion will have long term benefits in that it will upgrade ageing buildings and provide space for passive and formal outdoor activities, through the integration of open space for the CELC and Mother Teresa Primary School

Responses / mitigation measures

- The arrangement of the existing campus and outdoor health and wellbeing programs should be considered throughout the design development, construction and operational phases. Appropriate management plans should be put in place during the construction phase to ensure that all students and staff have safe access to open space to ensure their ongoing health and wellbeing.
- The redevelopment and expansion will provide improved efficiencies in the open space and school facilities available to students.
- As a key education and health precinct, the redevelopment of this portion of the campus will contribute to the overall public and private investment in the area to enable growth, while allowing the sharing of community facilities which will in turn benefit the overall health and wellbeing of all stakeholders.
- User experience surveys and monitoring plans may be used to identify the direct and indirect impacts the re-design of the campus to enable long term health and wellbeing of all stakeholders.
- It is encouraged that the school develop strong partnerships with Westmead Hospital and Western Sydney University – Westmead to allow for different programs and participation in a range of different activities to support mental health and wellbeing in NSW students.
- The development of an issues register for ease of documenting issues and concerns throughout the construction and transition process will be important to ensure that issues are addressed timely and adequately.
- The creation of a key point of contact within the school for the distribution of information will provide any families or stakeholders within the school the opportunity for any questions to be answered.

Summary

Overall Social Risk Rating and social benefit	<p>The overall social risk rating is considered low, with social benefit considered to be high in the contribution to improvements in health and wellbeing of the school and broader community.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: C2 (possible minor) • Operation: C1 (possible minimal)
Likelihood	<p>The likelihood of there being impacts on health and wellbeing is more likely during construction and will likely decrease during operation.</p>
Consequence	<p>The impact on health and wellbeing may be minor during construction due to the potential for health hazards such as dust during construction. However, this risk will decrease during operation. Stakeholders may experience some issues with health and wellbeing during the transition and adjustment phase following construction, especially for younger students.</p>
Duration	<p>Short term construction impacts are likely; however, care should be given to ensure that construction impacts do not deteriorate the health and wellbeing of those in the immediate vicinity of the site. The social benefits are realised long term, with improved facilities for all and flow on effects to health and wellbeing for the school and broader community.</p>

Potential impacts	
Severity/ sensitivity	Not considered to be of significant consequence or severity.
Extent	Impacts are most likely to be experienced from existing stakeholders, however, the redevelopment may have long term flow on effects by introducing a new parish on the site and improved school facilities. Therefore, the proposal is likely to have a positive contribution in the long term and has appropriately integrated open space in the expansion and redevelopment of existing facilities.
Potential to mitigate/ enhance	Ability to enhance positive benefit is high, through an effective engagement and participation strategy that realises the current operational arrangements and recognises the needs of existing stakeholders, particularly staff and students in relation to their use of existing outdoor areas and current programs.

Surroundings – amenity

Potential impacts

- Amenity impacts in relation to the redevelopment and upgrade of the site, is that they may affect the ability of students, staff, visitors and nearby residents to enjoy the use of the site and daily activities or use of the surrounds. Changes to amenity may relate to environmental factors such as noise, vibration and dust, community value, sense of place or cultural identity. Issues relating to noise and vibration have been assessed within the EIS and in the Noise and Vibration Assessment submitted with the development application.
- During the construction period, the duration of noise and vibration impact is expected to be short term and the impacts will be felt mostly by students, staff and nearby properties. These construction impacts have the potential to disrupt learning outcomes on the existing campus if not managed well. However, there are expected to be no dust impacts during the operational phase and any noise impacts will be appropriately managed.
- There will be approximately 1600 students and their families, as well as staff, accessing the site during the peak pick up and drop off times and throughout the day. Given that the most common method of travel is by car, it is likely that there will be a substantial increase in traffic during these periods, resulting in:
 - Increased congestion around the school and in local streets.
 - Potential risks to pedestrian safety, including safety of children being dropped off / picked up from school.
- Potential negative social impacts on local amenity due to increase in noise generated by the school site, particularly given the increased number of enrolments. An increased number of students at the site is likely to result in increased noise during the key peak periods (i.e. before school, recess, lunch, sports activities).
- Potential positive amenity impacts include the upgrade and expansion of existing facilities on the site, which will enhance the appearance of the site from the public domain and changes to the sense of place surrounding the school.
- Without the upgrade and expansion to facilities, this may result in degrading and ageing facilities, with flow on effects to students, staff, visitors and possibly nearby residents.
- As a result of the expansion and redevelopment of the existing school facilities and a new parish, there will be significant improvements to the internal amenity of the campus, with teaching and learning facilities significantly improved and the co-location of the parish providing increased cultural identity on the site. These are considered to result in an almost certain positive impact to users of the site.

Responses / mitigation measures

- Mitigation measures set out in the Construction Management Plan will be implemented to reduce the impacts associated with noise and vibration (identified in the Environmental Noise and Vibration Assessment), visual amenity, and air quality impacts during the construction phase.
- There will be significant improvements to the internal amenity to the users of the space including students, staff, visitors and parishioners.
- Consideration should be given to the aesthetic value of the existing site and the connections any students, staff or visitors have to it. It is important that the redesign of the site incorporates the desires of all stakeholder's, and its relationship and identity with the Catholic Church and surroundings.
- Any noise or vibration impacts should be mitigated in accordance with the recommendations of the Noise and Vibration Impact Assessment.
- Any other construction impacts such as dust, are anticipated to be adequately managed through the implementation of appropriate mitigation measures, including the incorporation of management measures to be included in the Construction Management Plan.
- A communications plan should be established to display the name and contact details of the Principal Contractor on site or relevant contact information for any issues / queries raised by stakeholders or the community during the construction phase.
- It is recommended that local amenity complaints are recorded, and appropriate action is taken to reduce the impact to the immediate surrounds, particularly during the construction phase.

Summary: Amenity

Potential impacts	
Overall Social Risk Rating and social benefit	<p>Low Social Risk Rating, however positive social benefit anticipated in the redevelopment and expansion of existing facilities, having a flow on effect of improving overall amenity for the local area with increased activation in the public domain and an overall positive amenity outcome.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: C3 (possible moderate) • Operation: C2 (possible minor)
Likelihood	The impacts are likely to be most prevalent during the construction of the school, as the amenity of the school ground deteriorates. However, improved amenity and surroundings is very likely following the completion of the construction.
Duration	The most impacts are likely to be experienced during the short term, during construction.
Consequence	The impact on the amenity is likely to be moderate during construction as access to buildings and facilities is reduced, and students and staff are forced to utilise other facilities such as demountable buildings or others such facilities.
Severity/ sensitivity	The consequences are likely to be moderate during construction but will be reduced during operation as the facilities and school grounds improve significantly.
Extent	Impacts are predicted to be felt by students, staff, visitors and some nearby residents during the construction phase.
Potential to mitigate/ enhance	High potential to mitigate any negative amenity impacts and enhance positive contributions, through Construction Management Plans and the development of a complaints register that records any issues and establishes whether any action needs to take place.

Decision-making systems

Potential impacts	
<ul style="list-style-type: none"> Community consultation is key to the delivery of the project, particularly given the number of stakeholders with an interest in the school (including students, staff, P&C, visitors, parishioners, nearby residents). High quality and well-designed schools have the ability to create a sense of pride and ownership within the communities they serve, while delivering improved educational results. Preliminary engagement that has been undertaken should inform the needs and aspirations for the redevelopment of the school and any issues with the design. Careful consideration should be given to the needs and aspirations of existing students and their families to ensure that the expansion and redevelopment meets their expectations. It is important to ensure that the school (P&C) and parish representatives are engaged throughout the entirety of the project (pre-lodgement, post lodgement, construction, and early operational phases) to allow them to liaise with other stakeholders and to be informed throughout the entirety of the project. It is important that there is consideration of the existing operation of the campus so that the redevelopment of the site can be coordinated effectively to ensure there is minimal disruption to existing students. 	
Responses /mitigation measures	
<ul style="list-style-type: none"> To ensure that the redevelopment is a success, it is important that the decision-making process is informed by effective public and stakeholder consultation, throughout the development cycle. It is recommended that a comprehensive engagement plan be prepared to ensure key stakeholders are adequately involved in the decision-making process, in particularly the schools, P&C and key representatives from the parish. 	
Summary	
Overall Social Risk Rating and social benefit	<p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> Construction: C3 (possible moderate) Operation: D1 (unlikely minimal) <p>It is important to ensure regular communication and engagement with stakeholders to ensure the overall risk rating impact remains at a low level. This is particularly important during the construction phase where key stakeholders will require updates and ongoing engagement to ensure the school can continue to operate.</p>
Likelihood	Possible impacts if ongoing engagement is not undertaken. This can be reduced if an ongoing engagement program and complaints register is put in place and implemented.
Consequence	Considered moderate for construction and minimal for operation.
Duration	Most potential impacts will occur during the construction phase.
Severity/ sensitivity	Severity and sensitivity are considered to be minimal in relation to the Project.
Extent	<p>The extent of the impact will be felt by a range of user groups, including:</p> <ul style="list-style-type: none"> Students and staff; Local residents; P&C; Parish representatives Wider general public with interest in the decision-making system.
Potential to mitigate/enhance	The potential to mitigate is high and noted that there is already in place an ongoing engagement plan and issues register.

Fears and aspirations

Potential impacts	
<ul style="list-style-type: none"> There is potential risk in the redevelopment and expansion of the site in that it may remove familiar cultural / spiritual connections, particularly for young school students. Lack of transparency for the project and what will happen for existing students during the construction phase. All stakeholders should be informed of project timeframes and milestones. Disruption to the public domain and nearby residents or visitors during the construction phase. However, these stakeholders are considered to benefit in the long term with significant flow on effects from the redevelopment including, improved amenity / public domain, capacity for new students which responds to population growth and the generation of local expenditure within the area. There is a risk that stakeholder expectations may not be met as a result of the redevelopment. Fears may arise with concerns about safety for families and children during the construction period, particularly in relation to traffic and personal safety with external construction workers visiting the site. However, it is envisaged these can be managed with the implementation of appropriate construction management and safety management plans. Safety for students, staff, visitors and residents is to be effectively managed, through comprehensive security management plans and crime prevention strategies during both the construction and operational phases. 	
Responses / mitigation measures	
<ul style="list-style-type: none"> The construction program and operation of the campus should take into consideration the principles of Crime Prevention Through Environmental Design to ensure perceived crime risks and safety considerations are addressed during construction and operation of the campus. The charism of the schools will be maintained through effective management strategies of the school programs. Community engagement throughout the process, identifying community aspirations in relation to the redevelopment of the campus. 	
Summary	
Overall Social Risk Rating and social benefit	<p>The overall social impact risk is anticipated to be low with the likelihood of fears arising low, particularly if construction management plans, crime prevention plans and social strategies are developed and implemented for both construction and operational phases.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> Construction: D1 (unlikely minimal) Operation: D1 (unlikely minimal)
Likelihood	Likelihood level of negative social impacts during construction and operation are rare/unlikely.
Consequence	If operating within appropriate construction management plans, crime prevention plans and social strategies, the consequence is considered minimal.
Duration	Duration of potential impacts are anticipated to be felt during construction phases. The positive aspirations are likely to be felt following completion of the works, when the campus is operating.
Severity/ sensitivity	Severity is anticipated to be low, with sensitivity also low, dependent upon effective construction management plans and operational plans.
Extent	The extent of the impact is potentially experienced by students, staff, visitors and local residents, with aspirational social benefits more likely experienced by the existing school community and parishioners.
Potential to mitigate/ enhance	<p>Any potential negative social impacts and social benefits can be enhanced through the development and implementation of:</p> <ul style="list-style-type: none"> Cultural and community development social strategy Construction management and safety management plan

Access to and use of infrastructure, services and facilities

Potential impacts

The proposed development may have the following potential social impacts with relation to access to and use of infrastructure, services and facilities within the surrounding locality.

- Access to transport may be impacted throughout construction, but ongoing access to transport infrastructure, such as the Westmead train station and various bus routes, should be kept available through a construction management plan, or similar.
- Improved student experience for students attending the educational precinct, as they are provided with greater and more diverse school facilities that can be utilised for more variable and adaptable learning.
- These improvements are likely to increase student's engagement, experience and educational attainment levels, leading to an enhanced sense of wellbeing and belonging within the school and Catholic community. Improved student experience is likely to lead to increased participation by families and other school community members, leading to increased opportunities for community interactions and social cohesion.

Responses / mitigation measures

- Engagement with stakeholders during the construction phase will need to take account of disruption to the surrounding social infrastructure to collaboratively develop solutions to meet the needs of a range of stakeholders.
- Utilise a construction management plan to ensure access to transport, and other school facilities is available during construction.
- Implement a Green Travel Plan to provide a set of measures and initiatives in encouraging sustainable travel alternatives for staff, students, parents and guardians.

Summary

Overall Social Risk rating and social benefit	<p>The overall impact is considered to be reasonably considerable for students and staff of the school. Upon completion of the proposed works, the impact is considered to provide significant social benefit as a result of newly upgraded, state of the art school facilities and ancillary uses such as sport, community and Parish facilities.</p> <p>It is important to ensure regular communication and engagement with stakeholders to manage the potential negative impacts during the construction and operation phase.</p> <p>The social risk rating is considered low with the overall rating of risk is:</p> <ul style="list-style-type: none"> • Construction: B3 (likely moderate) • Operation: E1 (rare minimal)
Likelihood	Likely short term and medium-term impacts as the school and precinct undergo significant change. However, also likely significant positive benefit upon completion.
Consequence	The consequence of the movement of students and limiting access to school and transport facilities is likely to have a moderate impact on the students and staff of the schools. However, upon completion of the redevelopment it is considered the consequence is minimal with significant social benefit resulting from the improved school precinct.
Duration	Most potential negative impacts will occur during the construction phase. Most potential positive social benefits will occur during the operational phase.
Severity/ sensitivity	Severity and sensitivity is considered to be moderate in relation to the construction of the Project.
Extent	The extent of the impact may be felt by some students and staff of the school. Whilst access to all education facilities will be maintained there may be some short-term adjustments during the construction phase.

Appendix A. Strategic Policy Context

Strategic Plan 2018-2022	
NSW Department of Education	
Purpose and vision	The NSW Department of Education's (DoE) strategic plan aims to "prepare young people for rewarding lives as engaged citizens in a complex and dynamic society" (p.1)
Key Actions	<p>The strategic plan includes ten goals that set DoE's direction over the next five years and emphasises the importance of ensuring all children in NSW have access to a high quality education, are engaged in learning and can successfully transition to higher education, training and work. The following goal is relevant to the proposal:</p> <p>Goal 8: <i>Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching</i> (p.1)</p>

Design Guide for Schools	
Government Architect (2018)	
Purpose & vision	<p>The Design Guide is an integrated design policy for the built environment of New South Wales and establishes the value of good design. It identifies key concepts, good process and objectives for good design outcomes. It aims to do the following:</p> <ul style="list-style-type: none"> Promote and champion good design processes and outcomes for schools across NSW. Deliver schools that respond positively to their physical, social and environmental context; and Support the delivery of excellent learning environments.
Key Actions	<p>The Design Quality Principles provided in the Education SEPP should be used when designing new schools. They set the values that enable a common understanding between school developers, designers, staff, students and the community. These include but are not limited to the following:</p> <ul style="list-style-type: none"> Whole of life, flexible and adaptive <ul style="list-style-type: none"> Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches; Provide capacity for multiple uses, flexibility and change of use over time; Understand the potential impacts of future local projected growth; Design learning spaces to cater for a range of learning styles and group sizes; Consider providing areas for collaboration, group learning, presentations, specialised focus labs, project space and wet areas, display areas, student breakout, teacher meetings and reflective / quiet spaces.

Central City District Plan	
Greater Sydney Commission (2018)	
Purpose & vision	<p>The Central City District Plan is a 20-year plan to manage growth in the context of economic, social and environmental matters to achieve the 40-year vision for Greater Sydney. The District plan informs local strategic planning statements and local environmental plans, the assessment of planning proposals as well as community strategic plans and policies.</p> <p>The Plan is structured by four priorities which were first established within the Greater Sydney Region Plan. The four priorities are:</p> <ul style="list-style-type: none"> Infrastructure and collaboration; Liveability; Productivity; and Sustainability. <p>The plan has identified a forecasted growth in student numbers (an additional 89,360 students) in the Central City District by 2036. The Plan also recognises the need to respond to growth and the changing learning models in innovative ways such as more efficient use of land, contemporary design, greater sharing of spaces and facilities and flexible learning spaces.</p>

Central City District Plan	
	<p>Figure 9 Central City District projected population change 2016-2036 by local government area: 0-4, 5-19 and 20-24 years</p> <p>Source: NSW Department of Planning and Environment, 2016 New South Wales State and Local Government Area Household Projections and Implied Dwelling Requirements 2016 to 2036, NSW Government, Sydney</p> <p>The Plan recognises that Parramatta LGA will take up 32% of the Districts increase in school-aged children and Cumberland will take up 14%. The NSW Department of Education's <i>School Assets Strategic Plan Summary</i> encourages the joint and shared use of school facilities with local government and the private sector to develop innovative ways to provide school infrastructure.</p> <p>School Infrastructure NSW look to undertake school community planning to develop schools as community hubs. Educational and community facilities have been identified as social connectors, playing an important role in fostering healthy, culturally rich and resilient communities. Importantly, the Plan identifies the Westmead health and education precinct as 'world class', with increasing education and lifestyle opportunities. Further it states that planning for early education and childcare facilities requires innovative approaches to the use of land and floor space, including co-location with compatible uses.</p>
Key actions	<p>Actions outlined within the plan of which directly relate to the proposal are outlined below:</p> <ul style="list-style-type: none"> • <i>Deliver social infrastructure that reflects the needs of the community now and in the future.</i> • <i>Optimise the use of available public land for social infrastructure.</i>

Parramatta Draft Local Strategic Planning Statement	
City of Parramatta Council	
Purpose & vision	<p>The draft Parramatta Local Strategic Planning Statement sets out the 20-year vision for land use planning in the Parramatta LGA. The Statement intends to draw together the needs and aspirations of the community and identifies priorities for jobs, homes and infrastructure. It looks at the goal of Parramatta as part of Greater Sydney and specifically focuses on guiding land use planning that is sustainable, liveable and productive.</p> <p>Importantly, the Plan recognises that all age groups are forecast to increase, and half of all households will have children, with approximately 30,000 more school children.</p>

Parramatta Draft Local Strategic Planning Statement

Key actions	<p>Key actions outlined within the Plan which relate to the proposal include:</p> <ul style="list-style-type: none"> • <i>Identify sustainable funding mechanisms to increase the capacity of community infrastructure on existing sites to meet future community needs (Planning Priority 7 - A7)</i> • <i>Work with NSW Department of Education to create shared use arrangements of school assets by the broader community and develop a policy for sharing maintenance costs (Planning Priority 7 - A9)</i> • <i>Implement the Westmead Health and Education Precinct Master Plan via a Planning Proposal and Development Control Plan following confirmation of the Sydney Metro West delivery (Planning Priority 9 and 11 – A3)</i>
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Cumberland Draft Local Strategic Planning Statement**Cumberland Council**

Purpose & Vision	<p>The draft Cumberland Local Strategic Planning Statement sets out a 10-year plan for the area's economic, social and environmental land use needs. The Statement focuses on achieving both State and local priorities and identifies priorities to achieve a highly liveable, environmentally sustainable and social diverse urban area.</p> <p>Importantly, the plan recognises that the population of Cumberland is forecast to grow by around 30% over the next 20 years, reaching approximately 300,000 people by 2036. It recognises that there will be a significant increase for couple families with dependents, meaning that young families will be attracted to Cumberland and access to education, care and services for young people is one of the community's highest priorities.</p>
Key Actions	<p>Key actions outline within the Plan which relate to the proposal include:</p> <ul style="list-style-type: none"> • <i>Advocate for improved schools and hospitals to meet the needs of the Cumberland Area (Planning priority 9 – ii)</i> • <i>Continue to promote access to local jobs, education opportunities and care services through Council's strategies, plans and programs (Planning Priority 11 – i)</i>

Parramatta Community Strategic Plan 2018-2038**City of Parramatta**

Purpose & Vision	<p>The Parramatta Community Strategic Plan has been prepared on behalf of the community and is based on the principles of equity, access, participation and rights. The purpose is to outline the community's shared vision and aspirations for the future and to set out strategies that achieve the vision to 2038. The Plan acknowledges that Parramatta will grow from 235,000 people to 400,000 people over the next 20 years.</p>
Key Actions	<p>Key actions outlined within the Plan which relate to the proposal include:</p> <ul style="list-style-type: none"> • <i>Invest in services and facilities for our growing community (1.1)</i> • <i>Ensure everyone has access to education and learning opportunities (1.4)</i>

Cumberland Community Strategic Plan**Cumberland Council**

Purpose & Vision	<p>The Cumberland Community Strategic Plan sets out the community's vision for the future and the goals to achieve the vision. The plan is intended to be in place over 10 years and is underpinned by 6 key strategic goals and actions to achieve the set vision.</p> <p>The Plan identifies the importance of education and care services as a priority for the Cumberland community. As the population is young and a growing community of families, access to education and care should reflect this. Council is advocating on behalf of the community in relation to educational facilities that are a State Government responsibility to meet service gaps from other providers.</p>
Key Actions	<p>Key actions outlined within the Plan which relate to the proposal include:</p> <ul style="list-style-type: none"> • <i>Council continues to advocate on behalf of the growing community for continual increases in access to education at all levels (Strategic Goal 4)</i> • <i>Council acts to address gaps in care services (Strategic Goal 4)</i>