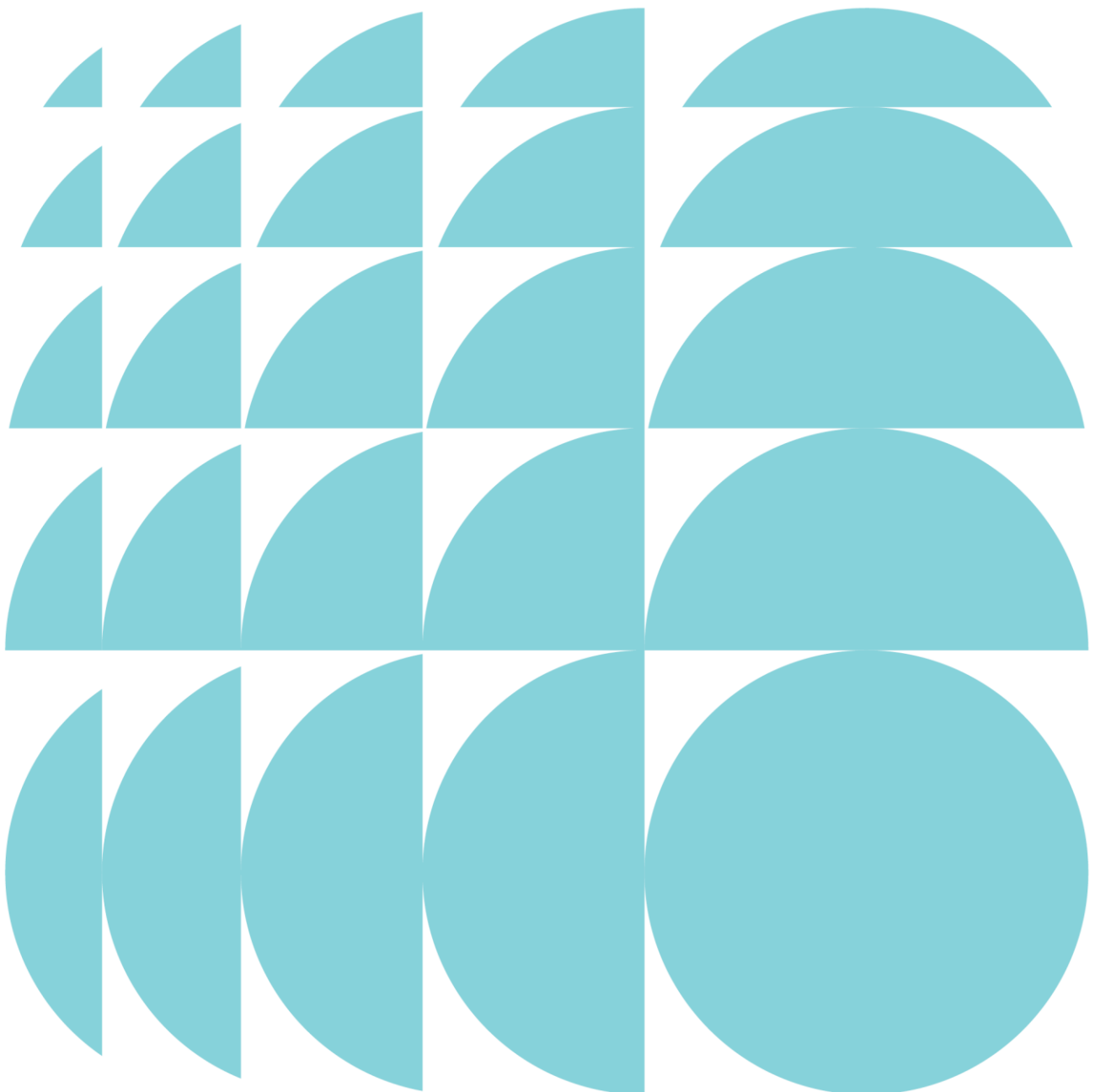




CONTACT

Allison Heller Director aheller@ethosurban.com

Reproduction of this document or any part thereof is not permitted without prior written permission of Ethos Urban Pty Ltd. This document does not contain false or misleading information.

This document has been prepared by:



Mari Jaervis/Lucy Fokkema

29.4.2021

This document has been reviewed/approved by:



Allison Heller

29.4.2021

Reproduction of this document or any part thereof is not permitted without written permission of Ethos Urban Pty Ltd. Ethos Urban operates under a Quality Management System. This report has been prepared and reviewed in accordance with that system. If the report is not signed, it is a preliminary draft.

VERSION NO.	DATE OF ISSUE	REVISION BY	APPROVED BY
4	29.4.2021	LF	AH

Ethos Urban Pty Ltd
ABN 13 615 087 931.
www.ethosurban.com
173 Sussex Street, Sydney
NSW 2000 t 61 2 9956 6952

Contents

1.0	Introduction	3
1.1	Overview	3
1.2	Assessment scope and specification – SEARs	3
1.3	Project background	4
1.4	Proposed development	4
2.0	Objectives and scope of the assessment	6
2.1	Assessment framework and methodology	6
3.0	Site context	10
3.1	Site location and context	10
3.2	Existing development	11
3.3	Surrounding development	11
4.0	Proposed development	13
4.1	Description of the proposed development	13
4.2	Design elements	16
5.0	Strategic policy context	17
6.0	Local social context	19
6.1	Study area definition: area of social influence	19
6.2	Community profile: demographic characteristics	21
6.3	Population forecasts	23
6.4	Local social infrastructure context	25
6.5	Transport and accessibility	25
7.0	Local social issues and trends	27
7.1	Local social issues and trends	27
7.2	Education issues and trends	28
7.3	Shared use of school infrastructure	31
8.0	Community and stakeholder perspectives	32
8.1	Engagement to inform this SSDA	32
8.2	Outcomes of broader LGA-wide consultation undertaken by Liverpool City Council	35
8.3	Data considerations for this assessment	35
9.0	Social Impact Assessment	36
9.1	Assessment framework and scope	36
9.2	Impact assessment factors and responses	37
9.3	Key affected communities	38
9.4	Impact assessment factors and responses	39
9.5	Monitoring and management framework	56
10.0	Concluding comments	57

Contents

Figures

Figure 1	Indicative artist impression of proposed development	5
Figure 2	Locational context	10
Figure 3	Aerial photograph of the site	11
Figure 4	Liverpool Innovation Precinct	12
Figure 5	Site plan (proposed)	14
Figure 6	Ground plan	15
Figure 7	Primary Study Area	20
Figure 8	School Catchment Study Area	20
Figure 9	Age profile	22
Figure 10	Relative disadvantage	22
Figure 11	Social infrastructure context	26
Figure 12	University of Wollongong South West Sydney campus	28
Figure 13	Impression of 14-storey high-rise school in Surry Hills	30
Figure 14	Social impact significance matrix	37

Tables

Table 1	SEARs specifications and report references	4
Table 2	Strategic policy review	17
Table 3	Population forecast, Liverpool City LGA and Greater Sydney 2020-2036	23
Table 4	Population forecast, Liverpool City LGA age profile 2016-2036	24
Table 5	Population forecast, Greater Sydney age profile 2016-2036	24
Table 6	Summary of community engagement outcomes	34
Table 7	DPIE SIA Guidelines Social factors aligned with Liverpool Council SIA Guidelines	36

Appendices

Appendix A.	SIA scoping checklist	58
Appendix B.	Ethos Urban Social Strategy team	59
Appendix C.	Strategic policy review	60
Appendix D.	Community Profile	65
Appendix E.	SIA Guideline review questions	68

1.0 Introduction

1.1 Overview

This Social Impact Assessment report supports a State Significant Development Application (SSDA) for the proposed New Liverpool Public School (SSD-10391) at 18 Forbes Street, Liverpool (Liverpool Boys and Girls High School) NSW. The applicant is NSW Department of Education.

The purpose of this report is to analyse the potential social impacts that may arise from the development, having regard to social trends and issues affecting the local and broader surrounding areas.

This report addresses the requirement for a Social Impact Assessment (SIA) specified in the Department of Planning, Industry and Environment's Secretary's Environmental Assessment Requirements (SEARs) for the project – as set out in **Section 1.2** below. It follows the principles set out in the draft *Social Impact Assessment Guideline for state significant projects* (NSW DPIE 2020) and covers the and *Social Impact Assessment Policy and Guidelines* (Liverpool City Council, 2020).

Consideration of the Liverpool City Council's Social Impact Assessment requirements is not required by the SEARs, but has been included as a means of providing a comprehensive assessment of social impacts.

This report includes the following components:

- Project summary and site context
- Baseline analysis of the designated area of social influence of the development, including current and forecast population profile, and existing social infrastructure networks
- Strategic policy context, including relevant state and local government drivers
- Social issues and trends relevant to the proposed development
- Community and stakeholder perspectives of relevance to the proposed development
- Predicted social impacts of the proposed development at this location, along with recommended mitigation and enhancement measures.

A suggested social impact monitoring and measurement plan has also been provided – as per the NSW DPIE Draft SIA Guideline 2020.

1.2 Assessment scope and specification – SEARs

The Department of Planning, Industry and Environment reissued Secretary's Environmental Assessment Requirements (SEARs) to the applicant on 9 January 2020 for the preparation of an Environmental Impact Statement for the proposed development. The SEARs outlines the following requirements (see **Table 1**).

Table 1 SEARs specifications and report references

SEARs	Where addressed in this report
10. Social impacts	
Prepare a social impact assessment, which: - Identifies and analyses the potential social impacts of the development, from the points of view of the affected community/ies and other relevant stakeholders, i.e. how they expect to experience the project - Considers how potential environmental changes in the locality may affect people's: way of life; community; access to and use of infrastructure, services, and facilities; culture; health and wellbeing; surroundings; personal and property rights; decision-making systems; and fears and aspirations, as relevant and considering how different groups may be disproportionately affected - Assesses the significance of positive, negative, and cumulative social impacts considering likelihood, extent, duration, severity/scale, sensitivity/importance, and level of concern/interest - Includes mitigation measures for likely negative social impacts, and any proposed enhancement measures - Details how social impacts will be adaptively monitored and managed over time.	Section 9.0

1.3 Project background

The Liverpool CBD and wider Liverpool region is undergoing substantial transformation as one of Western Sydney's fastest growing districts with substantial economic drivers such as the Liverpool CBD, Badgery Creek Aerotropolis, Liverpool Hospital and various university campuses. As a result, there are strong economic drivers and an increased supply of residential dwellings in the Liverpool CBD driving demand for school places at both primary and secondary school.

Two high schools are currently located on the same block of the proposed primary school, which have total capacity of approximately 1,500 students. These schools were both established in 1954-1955 and share a large portion of open and oval space.

It is proposed that the development is located on a portion of this open space, separated from the two existing high schools. The development of this primary school provides the opportunity to meet the growing demand for education, as well as developing a strong identity and sense of place within the Liverpool School Precinct.

1.4 Proposed development

The proposed development would deliver a contemporary primary learning and teaching environment, improve access to education and potentially community uses in the area. The strategic and long term master planning has provisioned for up to 1,200 students.

The key components of the project include:

- Construction of a new school building of up to four storeys including core school facilities, teaching spaces and support units;
- Associated site landscaping and open space improvements;
- Removal of trees; and
- School signage.

Some elements of the proposed development (i.e. hall) have been designed to enable shared use of facilities by the community. An indicative image of the proposed development is shown in **Figure 1** over page.



Figure 1 Indicative artist impression of proposed development

Source: Fitzpatrick and Partners

2.0 Objectives and scope of the assessment

2.1 Assessment framework and methodology

Social Impact Assessment (SIA) 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. The purpose of Social Impact Assessment is to assess the impacts of the development, both positive and negative, for all stages of the project lifecycle for key stakeholders and the broader affected community.

2.1.1 Social Impact Assessment

The assessment of social impacts in this report has been based on two guidelines:

- *Draft Social Impact Assessment Guideline* (NSW DPIE 2020), applicable to all State-significant projects and developments.
- *Social Impact Assessment Policy and Guidelines* (Liverpool City Council, 2020)

As the proposed development classifies as State Significant Development, the DPIE Guideline has been followed as the primary basis for assessment, for the purposes of this report. Social aspects and impacts highlighted in the Council's Policy and Guidelines have been acknowledged and comparison to the DPIE categories has been provided in **Section 9.0**. Consideration of the Liverpool City Council's Social Impact Assessment requirements is not required by the SEARs, but has been included as a means of providing a comprehensive assessment of social impacts.

As outlined in the *DPIE Social Impact Assessment Guideline* (2020), social impacts vary in their nature and can be positive or negative, tangible or intangible, physically observable, or psychological (fears and aspirations). Social impacts can be quantifiable, partly quantifiable or qualitative. They can also be experienced or perceived differently by different people and groups within a community, or over time.

The assessment involves a number of steps, including a baseline analysis of the existing socio-economic environment of a defined study area or areas; identifying list of stakeholders and considering their views; scoping of relevant issues; identification and assessment of potential impacts against the specified suite of factors set out in the NSW DPIE SIA Guideline; determination of the significance of the impacts, and identification of measures to manage or mitigate the project's 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 is properly accounted for and recorded, and anticipated impacts are adequately considered and assessed.

2.1.2 Social factors for assessment

The NSW DPIE *Draft SIA Guideline* (2020) classifies social impacts in the following way, which forms the core basis of this assessment:

- *Way of life: how people live, get around, work, play and interact with one another on a day-to-day basis*
- *Community: its composition, cohesion, character, how it functions, and sense of place*
- *Accessibility: how people access and use infrastructure, services and facilities*
- *Culture: people's shared beliefs, customs, values and stories, and connections to Country, land, water, places and buildings*
- *Health and wellbeing: people's physical, mental, social and spiritual wellbeing*
- *Surroundings: access to and use of natural and built environment, including ecosystem services, public safety and security, as well as aesthetic value and amenity*
- *Livelihoods: including impacts on employment or business, experience of personal breach or disadvantage, and the distributive equity of impacts and benefits*
- *Decision-making systems: the extent to which people are able to participate in decisions that affect their lives, procedural fairness, and the resources provided for this purpose.*

Each of these categories should be assessed based both on the tangible observable impacts, as well as considering fears and aspirations of communities impacted.

Liverpool City Council's *SIA Policy and Guidelines* identify the importance and rationale for Social Impact Assessment (SIA) in the Liverpool LGA. The policy sets out when a SIA is required, the methodological approach required and how the outcomes arising from a SIA are to be mitigated and enhanced.

The objectives of Council's SIA Policy are to:

- *Enhance consistency and transparency;*
- *Ensure that the opportunity for positive impacts are maximised and that potential negative impacts are avoided, minimised or mitigated;*
- *Consider community needs and ensure they are met in an equitable and inclusive way;*
- *Acknowledge that social justice and environmental justice are intrinsically interconnected and ensure the environmental, social and economic qualities of the local area are enhanced as a result of permitted development;*
- *Facilitate and/or request a genuine community engagement process and ensure consideration of community feedback;*
- *Contribute to education, training and employment, capacity building and ensure a greater understanding of certain developments and interventions within the community; and*
- *Give consideration to the alternatives of any planned intervention particularly in cases of unavoidable impacts.*

The SIA Policy specifies the type of development that require an SIA, including development of education establishments.

Council's Social Impact Comment Initial Assessment Form highlights following Social Aspects to consider:

- *Population change*
- *Housing*
- *Accessibility*
- *Community and recreation services/facilities*
- *Cultural and community significance*
- *Community identity and sense of belonging*
- *Health and well-being*
- *Crime and safety*
- *Local economy and employment opportunities*
- *Needs of specific population groups*

The Council principles are in general aligned with the DPIE 2020 Draft Guideline. Social aspects highlighted in the Council's Guidelines have been acknowledged and comparison to the DPIE categories has been provided in **Section 9.0**.

2.1.3 Assessment methodology

Stages in the preparation of this Social Impact 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 (see **Section 0** of this report)
 - Demographic analysis, including socio-economic characteristics of current communities and population forecast (see **Section 0**)
 - Review of relevant background information, along with relevant local and state policy frameworks (see **Section 5.0**)
- Stakeholder and community engagement: Findings of stakeholder and community consultation undertaken by Schools Infrastructure NSW have been reviewed to identify community and stakeholder aspirations and values (see **Section 8.0**). A further stakeholder interview was also conducted with SINSW and NSW Department of Education representatives regarding the objectives of the project.
- 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. An SIA Scoping Checklist has been prepared at the outset of this assessment, in line with the specifications of the NSW DPIE *Draft SIA Guideline* (2020) and discussed with CBRE, SINSW and NSW Department of Education representatives. This is attached at **Appendix A**. The scoping process has underpinned the social impact assessment in **Section 9.0**.
- Identification of impacts as per the *Draft SIA 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 impact significance matrix shown in **Section 9.0**.
- Identification of mitigation strategies to manage impacts and enhance benefits of the development.

2.1.4 Information sources and assumptions

Following are the key data sources and policy documents used to prepare this SIA (ordered by title):

- *ABS Census of Population and Housing 2016* (Australian Bureau of Statistics, 2016)
- *Community Strategic Plan – Our Home, Liverpool 2027* (Liverpool City Council, 2017)
- *Connected Liverpool 2050 – Draft Local Strategic Planning Statement* (Liverpool City Council, 2019)
- *Design Guide for Schools* (Government Architect NSW, 2018)
- *Greater Sydney Region Plan: A Metropolis of Three Cities* (Greater Sydney Commission, 2017)
- *Liverpool Place Strategy* (Greater Sydney Commission, 2019)
- *Local Strategic Planning Statement – Connected Liverpool 2040* (Liverpool City Council, 2020)
- *NSW Infrastructure Strategy 2018-2038* (NSW Government, 2018)
- *Premier’s Priorities* (NSW Government, 2019)
- *Reimagining Innovation In Health, Education And Research. Land Use Analysis And Precinct Strategy* (Liverpool Innovation Precinct, 2019)
- *School Assets Strategic Plan* (NSW Schools Infrastructure, 2017)
- *Social Impact Assessment Guideline, Draft* (NSW DPIE, 2020)
- *Social Impact Assessment Policy and Guidelines* (Liverpool City Council, 2020)
- *Strategic Plan 2018 – 2022* (NSW Department of Education, 2018)
- *Western City District Plan* (Greater Sydney Commission, 2018)

Assumptions applied to complete this SIA include:

- The key findings of the background studies and technical reports are accurate.
- Socio-economic data for each study area accurately reflects the community demographic profile.
- Outcomes of the community consultation and engagement undertaken to date accurately reflect community views.
- All potential social impacts to the local community and special interest groups that can reasonable be identified have been included in this report.

A note on COVID-19: *COVID-19 is an unprecedented global health crisis and economic event that is rapidly evolving. At the current time, the research and analysis of economic and population data – such as forecasts of population or employment growth and so on – reflects a return to “business as usual” scenario, while also noting the potential impacts that may be associated with the COVID-19 virus, travel and border restrictions impacting on migration numbers, and the anticipated return to growth in economic or population indicators.*

2.1.5 SIA report author qualifications and experience:

The report authors meet the qualifications and experience criteria outlined in the *Draft Social Impact Assessment Guideline* (NSW DPIE 2020) – i.e. have qualifications in relevant social science disciplines and/ or proven experience over multiple years and competence in social science research methods and SIA practices.

Short biographies of team members are attached at **Appendix B** of the report. Full team CVs can be provided on request.

3.0 Site context

3.1 Site location and context

The site is within the Liverpool Central Business District (CBD), at 18 Forbes Street, Liverpool, within the Liverpool LGA. The site is approximately 27km south west of the Sydney CBD.

The site is within proximity of transport services and key road links including Liverpool Train Station approximately 700m to the south, Warwick Farm Train Station approximately 500m to the north, the Hume Highway to the north and the M5 South Western Motorway to the south. It is located directly north of the Liverpool Hospital campus which adjoins the site to the south. The site is immediately west of a railway corridor that connects Liverpool and Warwick Farm railway stations.

The site's locational context is shown at **Figure 2** and the existing schools are shown at **Figure 3**.

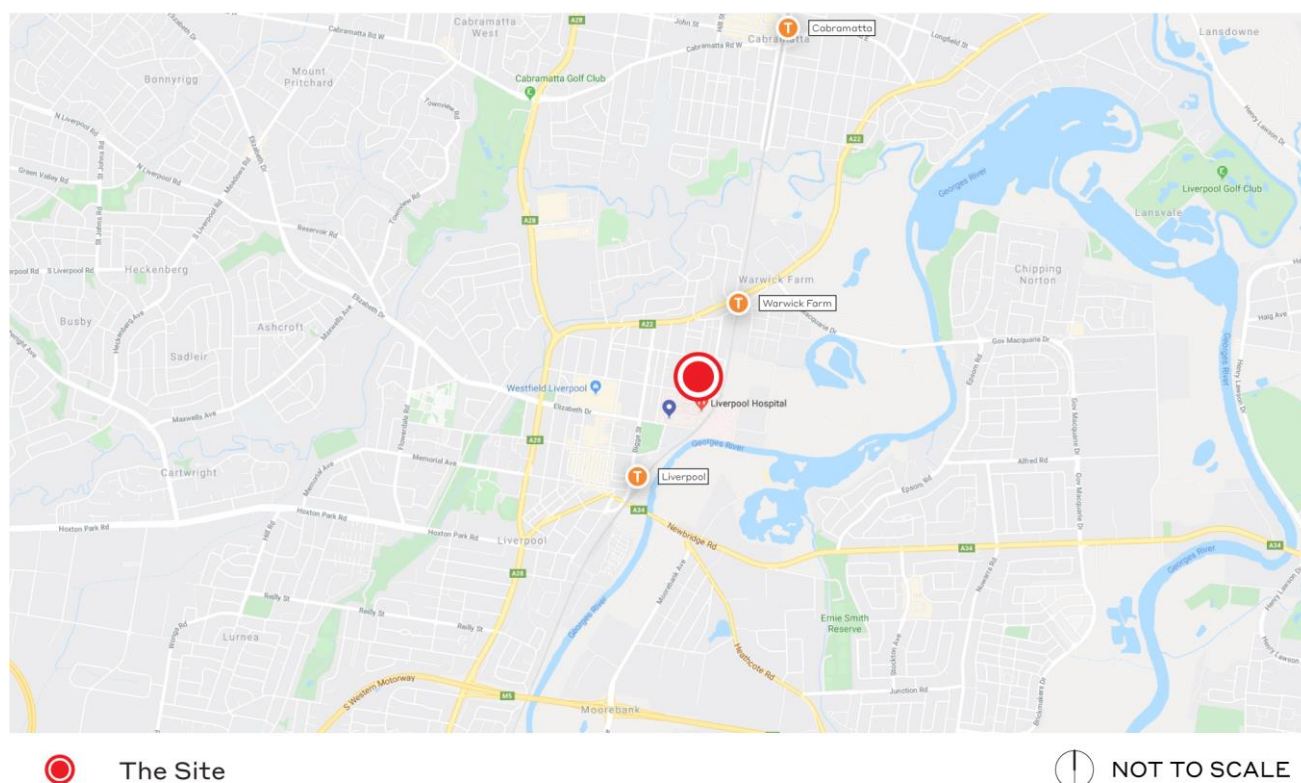


Figure 2 Locational context

Source: Googlemaps / Ethos Urban

The site is made up of one (1) lot that is legally described as Lot 1 in DP 1137425. It has an area of approximately 7.5ha. The land is owned by the Department of Education.

3.2 Existing development

The proposed works are located in the north-east portion of the existing school campus in the location of existing playing fields and tennis courts. The land is otherwise clear of development.



Figure 3 Aerial photograph of the site

Source: Nearmap / Ethos Urban

3.3 Surrounding development

Liverpool Innovation Precinct

The site of the New Liverpool Primary Schools is located within the Liverpool Innovation Precinct (LIP), an area which includes regionally significant health, education and research infrastructure, as well as local and district retail and commercial assets. The Precinct was established to strengthen existing relationships and complementary uses across the institutions and uses in this precinct to attract industries and employment opportunities and drive economic development in the region.

The Precinct Strategy proposes:

- Improved green spaces
- Enhanced connectivity and pedestrian amenity
- Reinforced town centre and community and civic uses
- Expanding Liverpool Hospital as part of the planned Liverpool Health and Academic Precinct (LHAP), including enhanced education and research uses and creation of an academic campus, creating an integrated 'health school' and integrating and cross-sharing facilities
- Sharing infrastructure amongst precinct partners.



Figure 4 Liverpool Innovation Precinct
Source: Land Use Analysis And Precinct Strategy (Liverpool Innovation Precinct, 2019)

4.0 Proposed development

4.1 Description of the proposed development

The new Liverpool Primary School (NLPS) is located within the grounds of the existing Liverpool Boys and Girls High School in the Liverpool Central Business District (CBD), at 18 Forbes Street, Liverpool. The proposed new Liverpool Primary School is located in the eastern portion of the existing school grounds (refer to figure 1.)

The site is legally described as Lot 1 in DP 1137425. The application seeks consent for the construction and operation of a new Liverpool Primary School. This will include construction of a new school building for core school facilities, teaching spaces, support units, preschools as well as associated landscaping and open space improvements. A detailed description of development is provided by Ethos Urban within the EIS.

The SSD application will seek consent for the construction and operation of a primary school for up to 1,200 students. The size and scope of the new school has been determined to best meet the future needs of the area and will deliver:

- Construction of a new school building of up to four storeys including core school facilities, teaching spaces and support units;
- Associated site landscaping and open space improvements;
- Removal of trees; and
- School signage.

Some elements of the proposed development (i.e. hall) have been designed to enable shared use of facilities by the community.

The school will be located within the grounds of the existing Liverpool Boys and Liverpool Girls' High Schools. The site of the new school will be on one of two existing sport fields. The sporting fields at the High Schools will be reconfigured to optimise and improve the utilisation of residual land for sport and play. There may be opportunities for shared use of this open space by both schools and the surrounding community.

The site location and indicative concept layout plan are shown at **Figure 5** over page.



Figure 5 Site plan (proposed)

Source: Fitzpatrick and Partners



Figure 6 Ground plan
Source: Fitzpatrick and Partners

4.2 Design elements

The following section identifies the principles that have informed the development of the design for the New Liverpool Public School.

Design for Manufacture and Assembly (DFMA)

The project is designed based on the Design for Manufacture and Assembly (DFMA) process, where components are produced off-site and assembled on-site, to minimise or reduce construction impacts on site, as well as reducing wastage.

Design principles

Principles that have informed the proposed design include:

- Flexibility of educational spaces that enable
 - Facilitating learning from one teacher, or
 - extending teaching and learning areas into practical activity areas, or
 - self guided learning in a large area with two to four teachers.
- Dedicated open space for different users and uses, including variety of options for active play, passive use outdoor areas and seating, nature play areas, preschool and support unit play and outdoor areas, and a junior soccer field.
- Majority of on-site mature trees to be retained; additional trees, shrub and ground cover planting in landscaping
- Natural materials such as timber used in the material selection
- Built form separation between the new primary school and adjacent high schools
- Enabling community access to facilities for potential shared use, e.g. by creating a welcoming school entry
- Equitable access to open space for the new school and existing high schools
- Shade structures and misting.

Shared use of school facilities

The design and site layout enables potential shared use by the community or Liverpool Girls and Boys High Schools. While it is an operational decision by school governance to enable public use of school facilities, the spaces are designed in a way not to preclude community uses. For example, potential shared use spaces are located near street frontage and have a separate after hours entry to facilitate ease of access for the community whilst minimising interaction with the school community and spaces.

Aboriginal cultural heritage

Indigenous elements are proposed to be included in the design, where appropriate and approved by indigenous stakeholders. As per the Aboriginal Cultural Heritage Assessment Report (ACHAR) recommendations, should Aboriginal artefacts be uncovered during archaeological test and possible excavations, these should remain on country, and could be used in an interpretive display.

5.0 Strategic policy context

The following section identifies the key social drivers for this site, based on a review of the key state and local policies and strategies. The following key documents have been reviewed:

- *Premier's Priorities* (NSW Government, 2019)
- *NSW Infrastructure Strategy 2018-2038* (NSW Government, 2018)
- *Strategic Plan 2018 – 2022* (NSW Department of Education, 2018)
- *School Assets Strategic Plan* (NSW Schools Infrastructure, 2017)
- *Community Use of School Facilities Policy* (NSW Department of Education, 2021)
- *Design Guide for Schools* (Government Architect NSW, 2018)
- *Greater Sydney Region Plan: A Metropolis of Three Cities* (Greater Sydney Commission, 2017)
- *Western City District Plan* (Greater Sydney Commission, 2018)
- *Liverpool Place Strategy* (Greater Sydney Commission, 2019)
- *Our Home Liverpool 2027 - Community Strategic Plan* (Liverpool City Council, 2017)
- *Connected Liverpool 2050 – Draft Local Strategic Planning Statement* (Liverpool City Council, 2019)

A summary of the key themes of these documents are identified in **Table 2** below. A comprehensive review of the documents is provided at **Appendix C**.

Table 2 Strategic policy review

Policy themes	Implications for Social Impact Assessment	Relevant documents
Growing demand for new education facilities	• NSW school enrolments are expected to increase by approximately 25% over the next 20 years, with more than 80% of the growth occurring in the Sydney region. It is a state priority to “deliver infrastructure to keep pace with student numbers and provide modern, digitally-enabled learning environments for all students” (pg. 188). • It is a goal of the NSW Department of Education’s strategic plan to ensure that state school infrastructure is able to meet the needs of a growing population and facilitate “future-focused” (pg. 1) learning and teaching. • It is a priority of the Liverpool Place Strategy to provide sufficient social and civic infrastructure by utilising existing school sites and identifying sites for new primary and secondary schools in order to meet future demand for education and other community uses.	• NSW Infrastructure Strategy 2018-2038 (NSW Government, 2018) • Strategic Plan 2018 – 2022 (NSW Department of Education, 2018) • Liverpool Place Strategy (Greater Sydney Commission, 2019)
Population growth and diversity in Liverpool LGA	• The population of Liverpool LGA is expected to grow to almost 380,085 by 2036 (an increase of 60% over the 2019 figures). All age brackets are forecasted to experience dramatic growth, particularly older people and school aged children. This is likely to drive demand for increased school enrolments in Liverpool LGA. • Liverpool LGA is home to culturally and linguistically diverse community, with a large migrant and refugee community. This is likely to drive demand for community facilities and spaces that are flexible and culturally appropriate.	• Western City District Plan (Greater Sydney Commission, 2018) • Connected Liverpool 2050 - Draft Local Strategic Planning Statement (Liverpool City Council, 2019)
Transformation of the Liverpool CBD	• Liverpool CBD has been identified as a Collaboration Area by the Greater Sydney Commission. Planned growth in the number of students, workers, and residents, as well as investment in public and private infrastructure in the Liverpool CBD will require a coordinated planning effort from diverse stakeholders. • The future vision for Liverpool is that the city centre offers diverse and residential and employment opportunities. Major health, education and retail precincts, open space networks, public spaces, shops, entertainment, and the sufficient provision of schools is needed to support this growth. • The site is located in the Liverpool City Centre – a core precinct of the Liverpool Collaboration Area. The character of this precinct is identified as	• Western City District Plan (Greater Sydney Commission, 2018) • Liverpool Place Strategy (Greater Sydney Commission, 2019) • Connected Liverpool 2050 - Draft Local Strategic Planning Statement (Liverpool City Council, 2019)

Policy themes	Implications for Social Impact Assessment	Relevant documents
	“the primary commercial centre for Liverpool and a mixed-use central business district accommodating high-order retail, commercial office, government services, schools and TAFE, and residential apartments” (Place Strategy, p.6). It plays an important role in supporting access to jobs, education, and commercial activity for the broader Western City District.	
Creating flexible, adaptable educational spaces which meet contemporary student needs	There is a need to develop education facilities that can adapt to changing community needs over time. Government Architect NSW has emphasised the need for schools to cater for changing demographics and new teaching practices. Schools may need to include collaborative spaces, display areas, student breakout spaces, teacher meetings, and reflective/quiet spaces.	Design guide for schools (Government Architect NSW, 2018)
Improving educational outcomes for students in NSW	- It is a Premier's Priority to improve education results for children and increase the proportion of public school students who perform in the top two NAPLAN bands for literacy and numeracy by 15% by 2023. - High quality school facilities play a role in improving learning outcomes.	Premier's Priorities (NSW Government, 2019)
Delivering connected neighbourhoods which are accessible and include a network of schools and social infrastructure	- It is a vision of Greater Sydney Region Plan to enable most residents to reside “within 30 minutes of their jobs, education and health facilities, services and great places” (p.6). It is a state priority to deliver connected neighbourhoods which are accessible and include a network of jobs, housing, and local services. - It is a priority of the Greater Sydney Commission to fund the delivery of essential community and social infrastructure, for example, health facilities, schools, open space, and roads. - Schools contribute towards creating and supporting inclusive and vibrant neighbourhoods. There is an opportunity for schools to play a critical role as community hubs, providing facilities which are social connectors within the broader community, and which foster healthy, culturally rich, and resilient communities.	- Greater Sydney Region Plan: A Metropolis of Three Cities (Greater Sydney Commission, 2017) - Western City District Plan (Greater Sydney Commission, 2018) - Design guide for schools (Government Architect NSW, 2018)
Shared use of school facilities by the broader community	- The Greater Sydney Commission encourages the joint and shared use of school facilities by local communities to develop innovative and efficient ways to provide school and community infrastructure. “Joint use involves a school, and a community partner, funding the building and operations of a shared facility, such as a sportsground, with a local council”, and allows “community use of school facilities during out-of-school hours” (p. 31). - It is a Schools Infrastructure NSW priority to encourage community use partnerships between schools and local governments. Halls, libraries and sporting fields can be shared with the wider community outside of school hours.	- Western City District Plan (Greater Sydney Commission, 2018) - School Assets Strategic Plan (NSW Schools Infrastructure, 2017) - Community Use of School Facilities Policy (NSW Department of Education, 2021)
Supporting community wellbeing and liveability	It is a Liverpool City Council priority to deliver safe places that support individual and community wellbeing, by ensuring that spaces are welcoming, inclusive, and diverse. Council states that “improved quality of life can be achieved by co-locating schools, recreation, transport, community and health facilities, social infrastructure, and social services in walkable, mixed-use places” (CSP, p. 146).	- Liverpool Community Strategic Plan (Liverpool City Council, 2017) - Western City District Plan (Greater Sydney Commission, 2018)

6.0 Local social context

This section provides an overview of the site and the existing social context surrounding the site.

This section provides an analysis of 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 findings

A review of the local social context for the proposed development has highlighted the following considerations relevant for the proposed development:

- The community surrounding the site is culturally and linguistically diverse, relatively young and growing quickly. There is a higher than average for The population of the Liverpool LGA is forecast to increase dramatically to 2036, driving demand for increased enrolment opportunities and expansion of existing schools in the area.
- The site is located within Liverpool CBD and is well-connected to social infrastructure within walking distance. There is a significant concentration of local, district and regional social infrastructure in close proximity to the site, including schools, universities, regional health facilities and open space.
- The site is within short walking distance to rail and bus services, which connect the site to surrounding employment and population centres.

6.1 Study area definition: area of social influence

For the purposes of the Social Impact Assessment, study areas have been defined taking into consideration the need to factor in both local social impacts and those likely to occur on a broader scale.

Where the study areas are based on custom geographies (i.e. the likely construction impact zone, and the school catchment), the study areas for the population profiles have been defined using ABS Statistical Areas (SA1¹) that align with the identified geographical catchment areas.

Both the PSA and SSA have been benchmarked against the social profile of residents living within the Liverpool LGA, due to the broader impacts and benefits that the proposed development will likely have on the broader surrounding community.

Primary Study Area

For this assessment, a Primary Study Area (PSA) has been defined to represent the local community within the immediate area of the site likely to experience some of the localised social impacts. This typically includes residents living within a short walk (~400m radius) of the subject site (see **Figure 7**). The area has been defined using SA1 boundaries which intersect with the 400m radius from the site. Note that due to the SA1 boundaries that data is available for, the PSA includes the area between Bigge Street to the west, Hume Highway to the North, and area east of the railroad up to Georges River.

There are likely to be localised social impacts relating to the immediate surrounds of the site, for example impacts associated with the construction phase of the proposed development (i.e. changes to amenity, access, noise, air quality etc).

Longer term impacts such as increased activity in the area are also anticipated to occur within the Primary Study Area, as well as likely changes to community sense of place, or perceptions of safety.

¹ The ABS Statistical Areas Level 1 (SA1s) are designed to maximise the spatial detail available for Census data. Most SA1s have a population of between 200 to 800 persons with an average population of approximately 400 persons. This is to optimise the balance between spatial detail and the ability to cross classify Census variables without the resulting counts becoming too small for use. SA1s aim to separate out areas with different geographic characteristics within Suburb and Locality boundaries.

School Catchment Study Area

A Secondary Study Area is considered necessary for the purposes of this study. The New Liverpool Primary School Catchment has been identified as the SSA, as it is the area likely to experience some of the broader social impacts associated with delivery of the proposed development. In this report, it is referred to as the “School Catchment Study Area” or SCSA.

The SCSA has been defined using SA1 boundaries which intersect with the school catchment (see **Figure 8** below). Note that since there is an overlap between the PSA and SCSA areas, there are commonalities in the two population profiles.

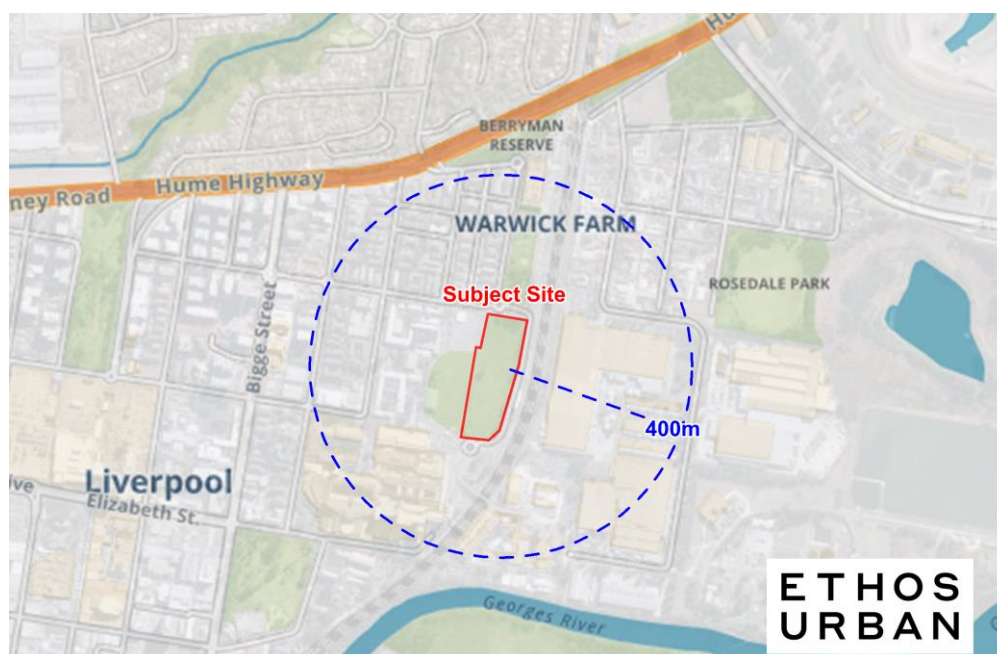


Figure 7 Primary Study Area

Source: Ethos Urban

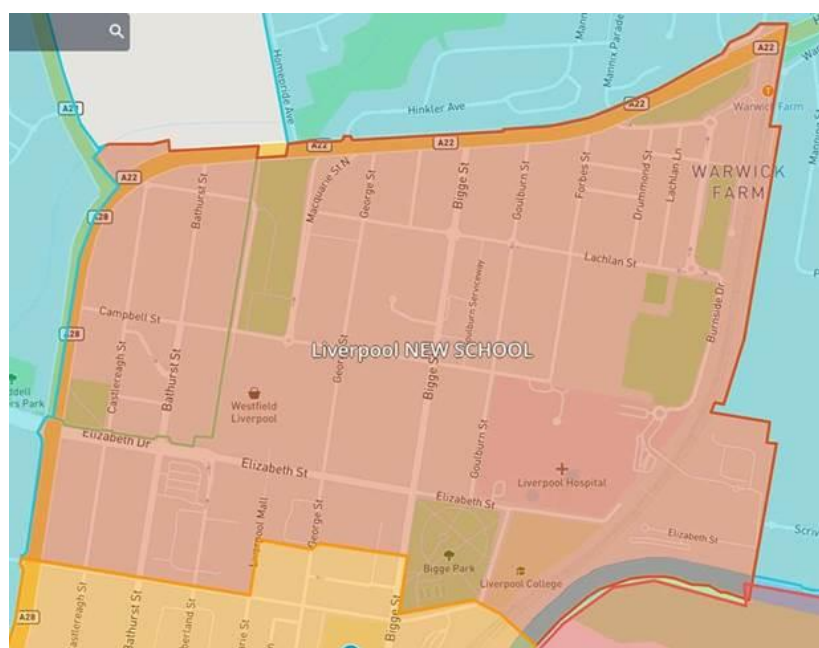


Figure 8 School Catchment Study Area

Source: Schools Infrastructure NSW

6.2 Community profile: demographic characteristics

This section provides an overview of the existing social context surrounding the site. An overview of the demographic and socio-economic profile of study areas are compared to the Liverpool LGA below, and Greater Sydney benchmark in **Appendix D**. This profile is based on 2016 ABS Census of Population and Housing data and latest 2019 Estimated Resident Population (ERP) figures.

The key findings of the community profile are highlighted below:

- **Population:** In 2016, there were close to 3,672 residents living within the PSA. The SCSA that covers the school catchment had 12,205 residents. The population of the Liverpool LGA was 204,326 that year, whilst close to five million residents lived in the Greater Sydney area overall. The Liverpool LGA population has since grown to 227,590 and Greater Sydney to 5.3 million by 2019.
- **Age profile:** One in three (30%) residents of the PSA and 32% of SCSA residents counted in 2016 were children and young people (0-24 years). This is lower compared to the 37% registered in Liverpool LGA overall, however on par with the Greater Sydney average of 32%. 43% of the PSA and 45% of the SCSA residents were between ages 25-49, compared to 36% in Liverpool LGA and 37 % in Greater Sydney. Just over a quarter (27%) of the PSA residents are 50 or over, comparable to Liverpool LGA, but somewhat below the metropolitan average of 31%. The proportion of residents aged 50 or over is lower in the SCSA, at 22%. Note that the SCSA posts higher than average share of children aged 0-4, and has a particularly high share of 25-34 year olds (23%), suggesting there are many young families living in the area. Further detail of the age profile of the study areas is shown on **Figure 9**.
- **Cultural and linguistic diversity:** Only third (33%) of the PSA and 31% of the SCSA residents were born in Australia, a significantly lower proportion compared to the estimated 56% Liverpool LGA, or 62% of Greater Sydney residents. Similarly, only 29% of the PSA residents speak only in English at home while the statistic is even lower for the SCSA – less than quarter speak in English only at home (23%). The PSA and SCSA population is culturally very diverse – most common countries of birth other than Australia are India (10%), Iraq (10%), Fiji (4%), Philippines (4%) and Croatia (3%); whilst the top non-English languages are Arabic (spoken by 16% of the residents), Serbian (9%) and Hindi (6%).
- **Aboriginal and Torres Strait Islander residents:** 1.5% of the total population in the PSA and 0.9% in SCSA identified as being of Aboriginal and/or Torres Strait Islander descent at the Census, compared to the Greater Sydney average of 1.4%.
- **Transiency:** Whilst just over half (57%) of the Greater Sydney residents have lived at their current address for five years or longer, only 36% of the SCSA residents have been at the same place for the last five years. Nearly two thirds (or 64%) of the SCSA population moved to their current home within the past five years, and more than one in four (27%) had a different address a year ago.
- **Industry of employment:** 19% of the SCSA residents (aged 15 years and over) are employed by the health care and social assistance sector, nearly double the Liverpool LGA and Greater Sydney average of 12%. This is likely explained by the proximity to the Liverpool Hospital adjacent the study site. Many SCSA residents are employed either by retail (10%) or manufacturing (10%), similar to Greater Sydney rates. Construction employs 9% of SCSA residents, compared to the Greater Sydney rate of 6%. While professional services and education are among Greater Sydney's top employers, these jobs are not as common in the PSA and SCSA.
- **Household composition:** Families with children form 43% of all households in the PSA and 48% of all households in the SCSA (including 33% couple parent and a high 16% of one parent households). This is similar to Greater Sydney 49%, but lower than the Liverpool LGA score, where nearly two thirds of households are families with children (64%). Lone person households are the next most prominent group (27% in SCSA and 31% in PSA), followed by couple families (20% in both SCSA and PSA). PSA household profile is similar including 48% of families with children, 22% of couple households, but somewhat higher share of lone households (25%). 4% are group households in the PSA and SCSA, similar to the Greater Sydney average.
- **Dwelling structure and tenure:** While over half (57%) of Greater Sydney and three quarters (75%) of Liverpool LGA households live in separate houses, the PSA is characterised by apartment living (90% of PSA and 96% of SCSA dwellings, compared to 28% across Greater Sydney). A large proportion of the PSA and SCSA residents are renters (72%), double the rate of renting households in Greater Sydney area (35%), or Liverpool LGA (33%).

- **Household income:** The PSA and SCSA median annual household incomes (\$53,890 and \$58,020 respectively) are notably below the Liverpool LGA (\$80,850) or Greater Sydney median household incomes (\$92,200 in 2016).
- **Relative disadvantage:** The Socio-Economic Indexes for Areas (SEIFA) are produced by the Australian Bureau of Statistics to describe various aspects of advantage and disadvantage, in terms of people's access to material and social resources, and their ability to participate in society. The Index of Relative Disadvantage factors in issues such as income, employment, occupation, education, housing and English proficiency. As indicated by the low household incomes, there is a concentration of disadvantaged residents across and surrounding the PSA and SCSA (see **Figure 10**).

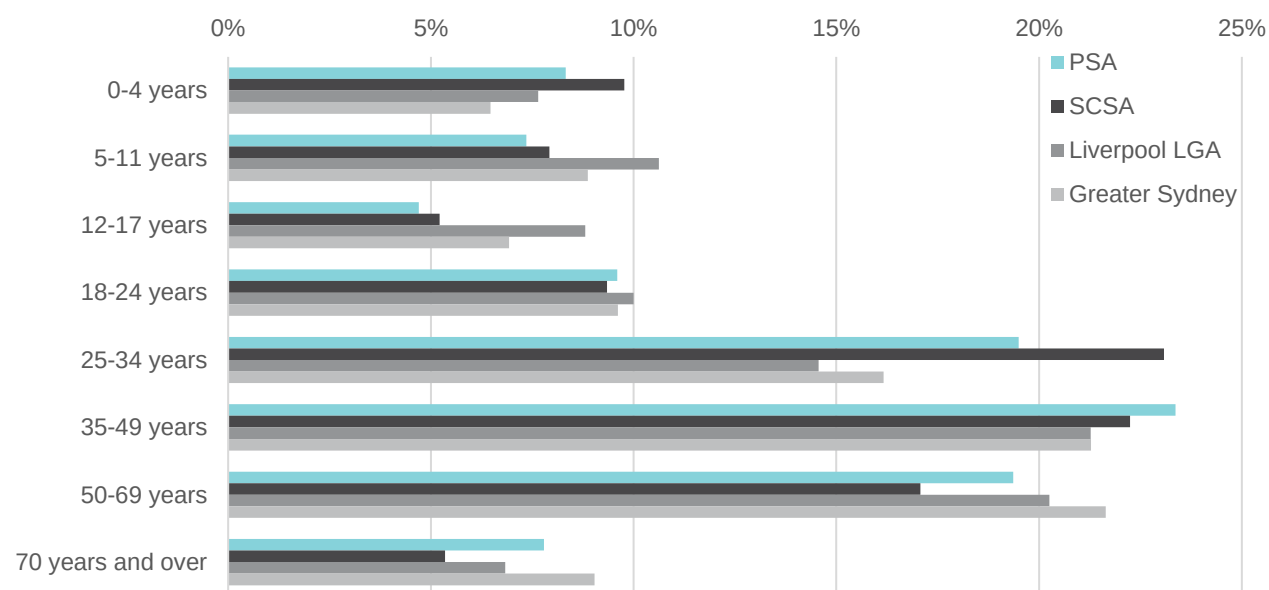


Figure 9 Age profile

Source: ABS Census of Population and Housing (2016)

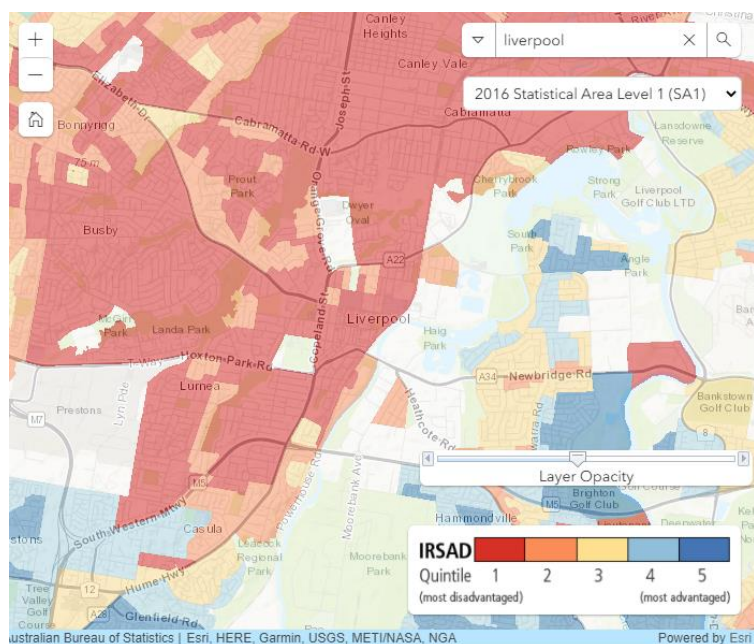


Figure 10 Relative disadvantage

Source: ABS Census of Population and Housing (2016)

6.3 Population forecasts

Population estimates and forecasts have been prepared for the Liverpool City LGA and the Greater Sydney area, with reference to the ABS 2019 Estimated Resident Population (ERP) figures, and the DPIE Population Projections 2019.

The estimates show that Liverpool City LGA had an Estimated Resident Population of 227,590 in 2019. Projections indicate that the resident population of Liverpool City LGA is forecast to increase to 380,090 in 2036, increasing at an average annual rate of 3.5% over the period, double the Greater Sydney average annual growth rate of 1.7%. Overall, the LGA population is expected to grow by 152,500 residents by 2036, a 67% increase over the 2019 figures. This is notably faster compared to 25% average growth across the Greater Sydney area.

Population estimates are shown below in **Table 3**. Note that due to the data availability for the small areas, the population projections have been provided on the LGA level, rather than for the PSA and the SCSA.

Population projections by age cohorts for the data available for 2016 and 2036 (Table 4 and Table 5 over page page) show that the population is ageing both in the Liverpool LGA and across the Greater Sydney region – the proportion of residents aged 65 or over is expected to increase. However, looking at the net change in numbers, in Liverpool LGA the overall growth is expected to be higher in the younger cohorts. Relevant to the proposed project – nearly quarter (or 25%) of the projected overall growth in the LGA is based on the 0-19 year old age group (projected to increase by additional 41,360 in the age group, in addition to the ~63,700 counted in 2016).

Table 3 Population forecast, Liverpool City LGA and Greater Sydney 2020-2036

Source: ABS 2019, DPIE

	2016	2019	2026	2036	2019-36
Liverpool (C)	211,980	227,590	291,190	380,090	152,500
Greater Sydney	5,024,920	5,312,160	5,746,820	6,661,720	1,349,560
		2016-19	2019-2026	2026-36	2019-36
<i>Liverpool (C)</i>					
Average Annual Growth		5,200	9,090	8,890	9,890
Average Annual Growth Rate		2.4%	3.6%	2.7%	3.5%
<i>Greater Sydney</i>					
Average Annual Growth		95,750	62,090	91,490	96,280
Average Annual Growth Rate		1.9%	1.1%	1.5%	1.7%

Table 4 Population forecast, Liverpool City LGA age profile 2016-2036

	Population size			Change #	Population profile	
	2016	2026	2036	2016 to 2036	2016	2036
0-4	16,660	21,880	25,780	+9,120	8%	7%
5-14	16,280	21,710	27,260	+10,980	8%	7%
15-19	30,760	40,060	52,020	+21,260	15%	14%
20-24	15,730	18,550	24,290	+8,560	7%	6%
25-34	31,950	42,580	50,290	+18,340	15%	13%
35-44	30,500	44,610	55,690	+25,190	14%	15%
45-54	27,560	35,540	50,480	+22,920	13%	13%
55-64	20,980	29,350	37,790	+16,810	10%	10%
65-74	12,870	20,670	28,800	+15,930	6%	8%
75-84	6,510	11,860	19,160	+12,650	3%	5%
85+	2,190	4,380	8,550	+6,360	1%	2%
Total	211,980	291,190	380,090	+168,120		

Source: DPIE

Table 5 Population forecast, Greater Sydney age profile 2016-2036

	Population size			Change #	Population profile	
	2016	2026	2036	2016 to 2036	2016	2036
0-4	335,234	393,991	418,763	+83,529	7%	6%
5-14	607,515	701,637	816,517	+209,002	12%	12%
15-19	299,620	332,756	389,892	+90,272	6%	6%
20-24	376,509	361,035	414,315	+37,806	7%	6%
25-34	853,001	912,286	933,469	+80,468	17%	14%
35-44	726,639	897,363	976,944	+250,305	14%	15%
45-54	639,605	702,624	897,009	+257,404	13%	13%
55-64	528,529	586,793	684,346	+155,817	11%	10%
65-74	369,133	452,003	541,074	+171,941	7%	8%
75-84	197,246	289,220	391,642	+194,396	4%	6%
85+	91,888	117,112	197,749	+105,861	2%	3%
Total	5,024,920	5,746,820	6,661,720	+1,636,800		

Source: DPIE, 2016 figures adjusted for ERP

6.4 Local social infrastructure context

A review of the existing local social infrastructure has been undertaken to inform the Social Impact Assessment. 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). A map illustrating the approximate area is shown in **Figure 11** over page.

As the site is located within the Liverpool CBD, there is a significant concentration of local, district and regional social infrastructure in close proximity to the site.

The following categories of social infrastructure relevant to the project are identified as being within walking distance of the site:

- **Schools:** There are seven government and independent schools within walking distance of the site, including Liverpool Girls High School, Liverpool Boys High School, Liverpool TAFE College, All Saints Catholic College, Liverpool Public School, and Warwick Farm Public School.
- **Community facilities:** There are three community facilities within walking distance of the site - Liverpool City Library, Dr. James Pirie Community Centre, and Liverpool Community Health Service.
- **Parks and open space:** There are several parks open spaces within 800 meters of the site, including Bigge Park, Hart Park, Rosedale Park, The Plantation, Berryman Reserve, Warwick Park, Hargrave Park, Haigh Park, and Liverpool Pioneers Memorial Park.
- **Health and aged care facilities:** There are three major health care facilities within walking distance of the site: Sydney Southwest Private Hospital and Liverpool Hospital. South Western Zone Transition Aged Care Service is also within walking distance.
- **Places of worship:** There are two places of worship within walking distance of the site, including All Saints Catholic Church and St. Raphael Nicholas and Irene Liverpool Orthodox Church.

6.5 Transport and accessibility

The site is walkable from both Warwick Farm Railway Station (approximately 400m from the site) and Liverpool Railway Station (approximately 800m from the site). These stations are serviced by the T2 City to Paramatta or Leppington line, the T3 Liverpool or Lidcombe to City via Bankstown line, and the T5 Leppington to Richmond line.

The site is also accessible via a number of local and regional bus routes, including:

- 823 Liverpool to Warwick Farm (Loop Service)
- 851 Carnes Hill Marketplace to Liverpool via Cowpasture Rd
- 854 Carnes Hill to Liverpool via Greenway Dr. & Hoxton Park
- 856 Bringelly to Liverpool
- 866 Casula to Liverpool
- 901 Holsworthy to Liverpool via Wattle Grove
- M90 Burwood to Liverpool

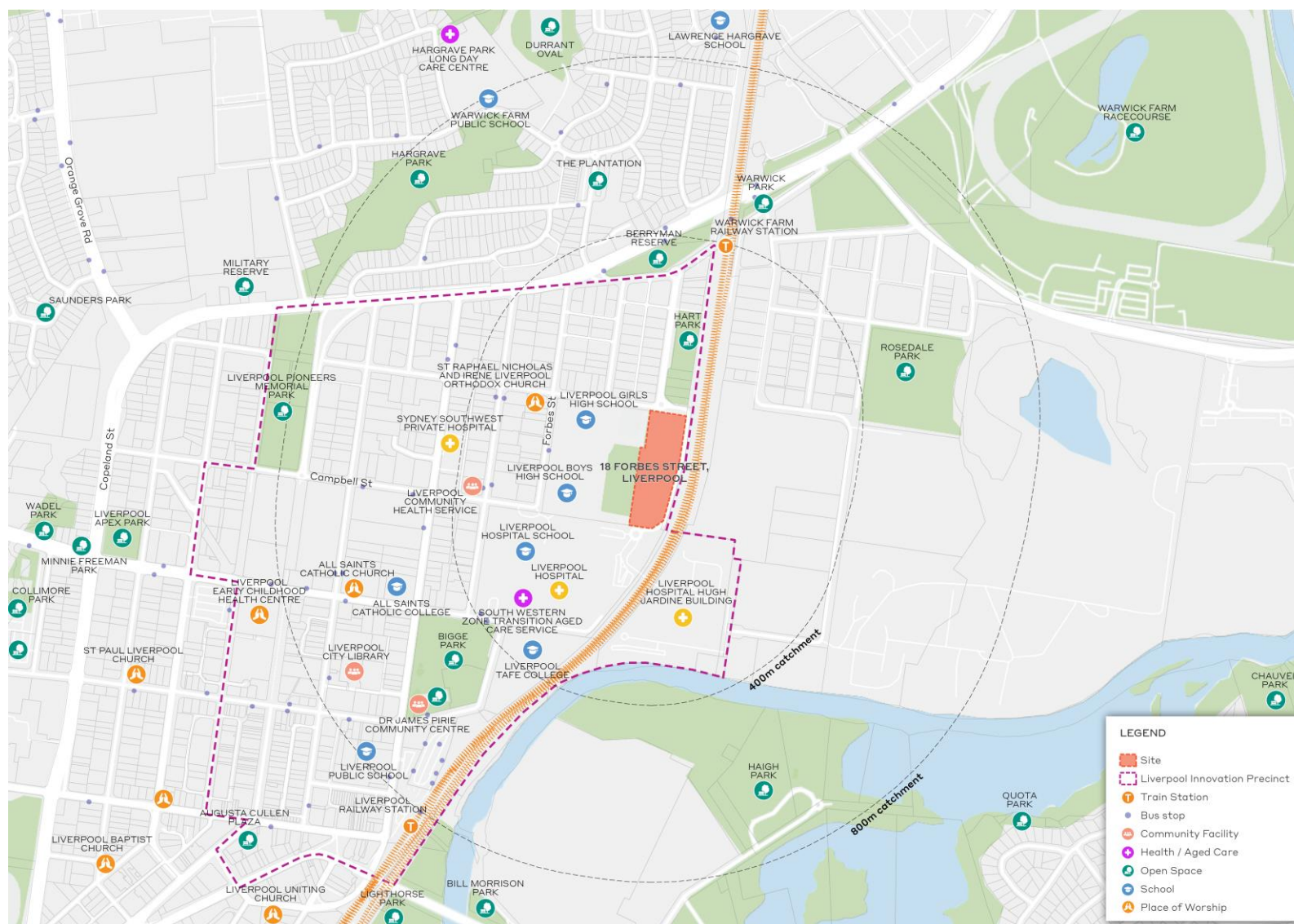


Figure 11 Social infrastructure context

Source: Ethos Urban

7.0 Local social issues and trends

The following section provides an overview of local social issues and trends in the Liverpool LGA that will have a bearing on the delivery of the New Liverpool Primary School.

Key findings

The review of the local social context of the development has highlighted the following key findings relevant to the proposed development:

- The Liverpool LGA is growing rapidly, and population growth and diversity is likely to place significant pressure on existing social infrastructure and education facilities. Social infrastructure, including schools, can play a key role in enhancing community resilience and social sustainability as the community grows.
- Located at the mid-point between Sydney CBD and Western Sydney Airport, The Liverpool CBD has been identified as a key centre for public and private investment, connecting people across the Western City District with jobs, education, retail, services and infrastructure. Liverpool LGA is likely to attract future investment and new businesses which will lead to an influx of additional residents and workers. Provision of contemporary education facilities in a CBD location supports the needs of current and new residents.
- Background analysis completed by SINSW has identified that by demand for learning spaces in the catchment for the new Liverpool Public School will outstrip demand by 2022. Without additional investment, the school catchment will lack capacity to accommodate the number of students requiring school placement. In addition, existing school facilities are in need of renewal and improvement to align with contemporary standards.
- It is a state priority to promote the joint and shared use of school and community facilities in order to increase access to community space and cope with increasing demand for open space and recreational facilities. Creating opportunities for increased shared use, and more flexible use, of under-utilised facilities can support growth and respond to the different needs of local demographic group.

7.1 Local social issues and trends

7.1.1 Transformation of the Liverpool CBD

Currently, the Liverpool CBD plays a key role in providing metropolitan scale services for the broader area, including education and health services. The established Liverpool CBD plays a critical role in supporting the future of the Western Sydney Airport and Badgerys Creek Aerotropolis, which will drive new investment and commercial activity in the area. State and local governments are working together to consolidate Liverpool CBD as a strategic centre. There are a number of initiatives underway to revitalise the Liverpool CBD, support increased commercial and residential uses and develop the area into a walkable, active river city with attractive open spaces and increased transport connections.

The Greater Sydney Commission has identified a vision for Liverpool Collaboration Area:

By 2036, Liverpool is a rejuvenated river city, offering diverse and growing residential and employment opportunities. Major health, education and retail precincts, and a network of open spaces and parklands alongside the Georges River, create a rich mix of jobs and workplaces, public spaces, shops, and entertainment.

The LSPS identifies the following vision for Liverpool:

A vibrant place for people that is community focused, walkable, public transport-oriented, sustainable, resilient, and connected to its landscape. A place that celebrates local diversity and history and is connected to other Sydney centres. A jobs-rich city that harnesses health, research, education, innovation, and growth opportunities to establish an inclusive and fair place for all.

Recent public and private investment in social infrastructure and commercial development will continue to drive growth in the city centre, for example the expansion of Liverpool Hospital and the establishment of a new University of Wollongong campus.



Figure 12 University of Wollongong South West Sydney campus

Source: University of Wollongong, 2020.

7.1.2 Population growth and diversity in Liverpool LGA

The LGA is forecast to experience significant population growth, increasing by 67%, from 227,590 in 2019 to 380,090 by 2036. Opportunity areas in the LGA have been identified to accommodate population growth through urban intensification, including Liverpool CBD. This level of growth will place pressure on existing schools and social infrastructure and increase demand for the delivery of new facilities.

Liverpool LGA is a thriving multicultural community that is culturally, linguistically, and religiously diverse. Over half of the residential population (56%) of Liverpool LGA speak a language other than English at home, compared with 38% across Greater Sydney. The number of people speaking a language other than English at home in the Liverpool LGA has grown by at least 16,315, or by 18%, between 2011 and 2016, while the number of those speaking only English at home grew by 6% (or at least 4,465).

Social infrastructure and education facilities plays an integral role in the ongoing social sustainability of the LGA and can strengthen communities as they grow. It is critical to ensure there is a sufficient supply of well-connected, flexible and accessible facilities to support forecast population growth.

7.2 Education issues and trends

7.2.1 Demand for education facilities in Liverpool LGA

Background analysis undertaken for this project by Schools Infrastructure NSW has identified that demand for additional education facilities in Liverpool is underpinned by the following factors:

- **Population growth and diversity in Liverpool:** Liverpool is home to a fast growing population and is experiencing increased migration to the area. The LGA is home to a culturally and linguistically diverse community, with 44% of residents born overseas and over half (56%) of residents speaking a language other than English at home.

Another feature of Liverpool's population is a relatively low level of educational attainment and advantage, signifying a need for additional investment into education in Liverpool. Schools play a vital role in the broader community by supporting many newly arrived refugees, parents, families, and carers, providing a number of programs such as daily breakfast club, language classes, homework club, gymnastics classes, counselling, cooking classes, and TAFE classes. Sufficient levels of infrastructure are needed in the area in order to guarantee the continuation of these support programs.

- **Liverpool's strategic location and economic activity:** Located at the mid-point between Sydney CBD and Western Sydney Airport, Liverpool LGA is likely to attract future investment and new businesses which will lead to an influx of additional residents and workers. Liverpool's size and strategic location has put it at the centre of several state and regional planning initiatives, for example, the Greater Sydney Commission's Western City District Plan and the Liverpool Innovation Precinct.

Liverpool's economy is substantial and only continues to grow, with great strength in the health, education, retail trade, and public administration sectors. Additional capacity of education facilities will be required to support further economic productivity in Liverpool.

- **Insufficient capacity for students at existing primary schools in Liverpool Schools Community Group (LSCG):** Primary schools in the LSCG have experienced a growth of approximately 5.8% from 2012-2019, fuelled by population growth and increased migration to the area. There are currently 99 permanent learning spaces available, however with an expected demand of additional 119 needed by 2036. Without additional investment into education facilities, LSCG will continue to lack capacity for the number of students requiring school placement. The matter is urgent, as SINSW has identified that by 2022 the current learning spaces are insufficient to accommodate demand.
- **Poor quality of existing facilities in LSCG:** An audit of existing educational facilities in LSCG and stakeholder engagement has highlighted that the existing education assets are not supporting contemporary models of learning. The strain on learning resources caused by increased student numbers has meant that the quality and functionality of school assets are not at an optimal level. Availability of programs offered to the community through the use of school assets, especially those for new refugees/migrants, have also been impacted by inadequate space and functionality of existing infrastructure.
- **Lack of integrated pathway from preschool to Year 12:** There is also a lack of available preschool facilities in LSCG, with many children on waiting lists, having to access private facilities or travel outside of the area. Research has found strong correlation between higher academic performance and preschool attendance, however, the insufficient capacity of current preschool facilities means that not all children will have access to this educational advantage. Additional investment into educational infrastructure is needed in Liverpool to ensure an integrated pathway from preschool to Year 12 education.

7.2.2 Delivering high rise schools in an inner city context

Limited space combined with rapid population growth within highly urbanised contexts has resulted in an increased demand for high-density and high rise schools in Sydney's metropolitan areas.

These schools often contain space-maximising features such as rooftop sporting fields, hanging gardens, flexible classrooms, online delivery, and libraries which also serve the broader community as well as students. Independent schools such as St. Andrews Cathedral School, International Grammar School, Macquarie Grammar School and government schools such as Arthur Phillip High School and Inner Sydney High School represent a shift from schools as "gated communities", to schools that are integrated with the surrounding community.

While increasingly popular, high rise schools can also experience a range of challenges, including:

- Potential lack of access to green, open space, likely effects on health, as well as perceived safety and security issues if students need to access publicly accessible open space.
- Congestion due to large numbers of students in a comparatively small area. The timetabling of classes would need to consider the circulation of corridors and common areas, as well as the staggering of different classes in order to prevent congestion of these spaces ².
- The layout of high-rise schools may present an issue of navigation, especially for small children, in terms of being able to find classrooms and other areas with ease.

² <https://link.springer.com/article/10.1007%2FBF02195655>



Figure 13 Impression of 14-storey high-rise school in Surry Hills

Source: ABC News, 2017

7.2.3 Innovation in school design

The landscape of teaching and learning is rapidly evolving, prompting a shift in approach to the design of learning environments.

Traditional, static classroom designs which are may not inspire productivity, enthusiasm, and engagement with schoolwork, and can present a challenge to keep students engaged whilst meeting their educational needs. Increasingly, school design is responding to the need for flexible learning spaces which consider the needs of individual students rather than a one-size-fits-all model ³.

For example, New Zealand's Ministry of Education provides a comprehensive description of flexible learning spaces:

The term 'flexible learning spaces' does not specify a particular spatial typology, but rather refers to spaces that are of sufficient size and flexibility to support different teaching and learning pedagogies. The term 'flexible learning spaces' reflects the adaptable nature of the space and that the provision of smaller, break out spaces is also important...Flexible learning spaces are intended to support the adaptable delivery of teaching and learning programmes to meet the learning needs of all students...This should not be limited to the space influencing which pedagogies will be most effective, but should also recognise that teachers can actively configure or utilise the space to support the learning programme being planned ⁴.

The NSW Department of Education has recognised this trend by supporting key changes to many of the state's classrooms, configuring them in a way which facilitates diverse learning experiences and opportunities for collaborative work. The spaces contain a range of different furniture options in a relatively open space, and often

³ <https://theconversation.com/classroom-design-should-follow-evidence-not-architectural-fads-89861>

⁴ <https://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/Design/Flexible-learning-spaces/FLS-The-impact-of-physical-design-on-student-outcomes.pdf>

utilise a number of technologies in order to support personalised teaching and learning ⁵. Implementing flexibility into the physical space of classrooms creates a student-centred learning environment and extends a positive impact onto the social and emotional wellbeing, inclusivity, and physical comfort of students.

7.3 Shared use of school infrastructure

NSW Department of Education implemented the Joint Use of School Facilities and Land Policy in 2017 as a commitment to the construction of new facilities and maintenance of existing facilities, as well as to establish conditions for partnerships between the NSW Department of Education and other stakeholders to invest in facilities for shared use. The facility should be for the mutual benefit of all parties involved and be shared between the school and other stakeholders over its lifetime ⁶.

The Greater Sydney Commission has outlined the advantages of joint and shared use of infrastructure:

Infrastructure can be adapted and shared for different uses – school and open space facilities can be used for community, sports, arts, screen, cultural and recreational use when they are not otherwise required. Creating opportunities for increased shared use, and more flexible use, of under-utilised facilities can support growth and respond to the different needs of local demographic groups...Joint and shared use of facilities is encouraged to make school assets available to the community outside school hours and to give schools access to community facilities ⁷.

School assets that could be shared with the surrounding community include open space, playgrounds, sporting fields, school halls, meeting spaces, classrooms, and/or school libraries. It is a state priority to promote the joint and shared use of school and community facilities in order to increase access to community space and cope with increasing demand for open space and recreational facilities.

⁵ <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/learning-space>

⁶ <https://policies.education.nsw.gov.au/policy-library/policies/joint-use-of-school-facilities-and-land-policy>

⁷ https://gsc-public-1.s3.amazonaws.com/s3fs-public/western-district-plan-0618_0.pdf

8.0 Community and stakeholder perspectives

The following section provides an overview of the community and stakeholder consultation undertaken to inform the proposed development, including engagement activities and outcomes. The purpose of this section is to highlight user values and aspirations relevant to the proposed development

Key findings

- Schools Infrastructure have engaged with a broad range of stakeholders. Engagement activities included:
 - Targeted outreach to over 1,211 local residents and businesses to inform them about the project
 - Establishment of an 1800 number and community email address to provide the community with a channel to provide comment and ask questions
 - Facilitation of a drop-in Community Information Session
 - Providing regular project updates via the project webpage
 - Targeted outreach to government agencies including six meetings.
- Key priorities and concerns raised by the community include:
 - Impacts to the local traffic network
 - Timing of project delivery
 - Design outcomes
- Engagement undertaken by Liverpool City Council has identified that the broader Liverpool community prioritises people-friendly urban environment (more and improved green spaces, walkable neighbourhoods and less congestion, better public transport, community facilities, cleaner environment), connected community, local jobs and education.

8.1 Engagement to inform this SSDA

To inform the preparation of this SSDA, Schools Infrastructure NSW has undertaken targeted consultation with a range of stakeholders, to identify community and stakeholder aspirations for the project. This section summarises the engagement activities and outcomes undertaken by Schools Infrastructure NSW, as per the *Consultation Outcomes Report* (Ethos Urban, on behalf of Schools Infrastructure, March 2021).

Community engagement strategy

School Infrastructure NSW has prepared a Communication and Engagement Strategy to further engage with the local community and stakeholders. The objectives of the strategy are to:

- *Build awareness, promote the benefits and provide information to stakeholder and community representatives about how and when to get involved on the project*
- *Facilitate well-considered, robust, and genuine engagement across key stakeholders and community representative groups to support the business case and throughout the project lifecycle*
- *Align with and support NSW Government strategic objectives and priorities.*

Stakeholders identified in this Strategy include:

- Members of Parliament
- Government agencies and organisations, including:
 - Transport for NSW
 - Roads and Maritime Services NSW
 - Fire and Rescue NSW
 - NSW Department of Education

- NSW Department of Planning, Industry and Environment
 - NSW Environmental Protection Authority
 - NSW Rural Fire Service
 - Sydney Water
 - NSW Heritage Council
 - NSW Department of Premier and Cabinet
 - Infrastructure NSW
- Peak bodies and industry groups
- Local government
- Nearby schools and preschools in the catchment area, and school staff
- New or potential staff
- Parents / carers, including future parents or carers of new school, and existing parents or carers of Liverpool Boys and Girls High Schools and Liverpool West Public School
- Local residents/ community

Community engagement activities

School Infrastructure has facilitated early consultation with neighbouring community in 2019 in the format of community drop in session. The session was attended by two staff who gave feedback on traffic and approx. 6 community members attended, who supported the project and traffic being the main concern.

Further community engagement activities took place March 2021, to update the community at project milestones and ahead of potential construction impacts. Key engagement activities included:

- Targeted outreach to over 1,211 local residents and businesses to inform them about the project
- Establishment of an 1800 number and community email address to provide the community with a channel to provide comment and ask questions
- Facilitation of a drop-in Community Information Session (Wednesday 17 March, at Hart Park, Warwick Farm)
- Providing regular project updates via the project webpage
- Targeted outreach to government agencies including:
 - Liverpool City Council
 - Liverpool Boys and Girls High Schools
 - Ingham Institute for Applied Medical Research
 - NSW Government Architect (as part of the State Design Review Panel)
 - Transport for NSW
 - Sydney Trains
 - Sydney Water.

Throughout this engagement process, Schools Infrastructure NSW and CBRE have worked closely with all stakeholders to ensure stakeholders and the local community have been provided with an opportunity to participate and provide feedback prior to lodgement of the SSDA.

Schools Infrastructure NSW will continue to engage with all stakeholders and the community during the formal public exhibition period.

Community engagement outcomes

This section summarises the feedback received from the community and various stakeholders.

Table 6 provides a summary of the feedback received at the community information session comprising of local residents, landowners and businesses.

Table 6 Summary of community engagement outcomes

Theme	Comment	Team response
Traffic	Potentially adding 250 additional cars with create stress on the local network	A Traffic Management Plan is being developed as part of the project which will promote the use of other transport modes, as well as provide detailed analysis of any additional traffic.
	Question on how school drop off and pick up will operate	The school may develop operational measures (such as staged drop-off times) to mitigate traffic impact.
Timing	Question of why the project is not being delivered at the same time as the Liverpool Boys and Girls High Schools upgrades	A decision was made to address the strategic response to demand for the primary school community group and the high school community group separately
	Questions on timing of delivery	Mains works construction associated with SSD is scheduled to commence January 2022. School opening is January 2023.
Open Space	Concern regarding a lack of open space for the Boys High School	The new public school will be built on land which is currently surplus to needs. The proposed design solution accommodates the open space needs of the public school and high schools in a compliant manner.
General feedback	Impressed and supportive of the design	Noted.
	Acknowledgement of enrolment pressure on the community	Noted.

Stakeholders raised the following key issues:

- Potential traffic volumes generated by the school, considering hospital use of the road network surrounding the site
- Need to encourage active travel to the site by students, staff and families
- Supportive of opportunities for shared community spaces within the design, which is an operational consideration
- Importance of safe pedestrian access links from the school to the city centre
- Supportive of design intent, including:
 - Enabling community use of the hall, library and sports field outside of school hours
 - The separation of High School and Primary Schools through built form
 - Inclusion of space for voids, circulation and building articulation within the block diagrams
 - Site permeability, including proposed and future east/west and north/south links
 - The location and expression of entry points.

8.2 Outcomes of broader LGA-wide consultation undertaken by Liverpool City Council

For the purposes of this report, we have drawn on the community perspectives that have been expressed through a range of strategic community consultations undertaken by Liverpool City Council in recent years. This includes consultation for the:

- Community Strategic Plan – *Our Home, Liverpool 2027* (2017).
- Local Strategic Planning Statement – *Connected Liverpool 2040* (2020)

Community Strategic Plan – Our Home, Liverpool 2027 (2017)

Liverpool's Community Strategic Plan sets out the vision and priorities of the community with regard to improving quality of life and wellbeing over the next decade.

The vision was developed following extensive consultation with residents, including community forums, surveys and mail-outs., which actively involved more than 1,500 community members, and touched an estimated 15,000. Engagement activities included stalls at community events, community forum activities, rates mail-outs, a phone survey and numerous outreach activities through social media.

Public consultation undertaken to development the CSP indicated the following community priorities:

- Connected community
- More community activities and events
- Well-maintained, multipurpose facilities that are accessible to all
- Clean public spaces
- Increased green space
- Creation of well-planned, attractive and people-friendly urban environments
- Improvement to access and safety in public areas
- Increased numbers of jobs and businesses in the area.

Local Strategic Planning Statement – Connected Liverpool 2040 – a 20-year community-led vision

The Local Strategic Planning Statement sets out a 20-year planning vision for the City, again deeply informed by community perspectives, and representing a “shared vision of Council and the community that will inform future land use planning.”

Community engagement for this policy vision engendered almost 150 formal submissions, along with thousands of survey responses and additional informal comments. Clear themes arising from the engagement included the community's desired for more parks, trees, green spaces, and access to recreation, walkable neighbourhoods, community facilities, better public transport, cleaner environment, and improved traffic and parking. Productivity priorities included local jobs and education opportunities.

8.3 Data considerations for this assessment

We note that the community and stakeholder perspectives are primarily based on engagement activities that require an active interest to participate. This may lead to over-representation of the voices of certain community or stakeholder groups (e.g. older women are more likely to have time and interest to participate in community meetings) and underrepresentation of others, and may hence be biased to an extent.

However, the Council and School Infrastructure approaches appear well considered and engagement activities broad enough to gauge and represent a range of community views to adequately inform the Social Impact Assessment.

9.0 Social Impact Assessment

9.1 Assessment framework and scope

This SIA has been prepared based on the *Draft SIA Guideline* (NSW DPIE 2020), and to address the SEARs.

Social aspects identified in the Liverpool City Council's *Social Impact Assessment Policy and Guidelines* (2020) have been considered as part of the analysis. Note that consideration of the Liverpool City Council's Social Impact Assessment requirements is not required by the SEARs, but has been included as a means of providing a comprehensive assessment of social impacts.

Comparison of categories specified by Liverpool City Council to be addressed in the Councils Social Impact Comment Initial Assessment Form and by NSW DPIE are shown below, in **Table 7**.

Table 7 DPIE SIA Guidelines Social factors aligned with Liverpool Council SIA Guidelines

Social factor in this assessment, as per DPIE SIA Guidelines	Social aspects in the Liverpool Council SIA Policy and Guidelines
Way of life: how people live, get around, work, play and interact with one another on a day-to-day basis	- Accessibility - Housing
Community: its composition, cohesion, character, how it functions, and sense of place	- Population change - Housing - Community identity and sense of belonging - Community and recreation services/facilities
Culture: people's shared beliefs, customs, values and stories, and connections to Country, land, water, places and buildings	- Cultural and community significance - Community and recreation services/facilities
Health and wellbeing: people's physical, mental, social and spiritual wellbeing	- Health and well-being - Community and recreation services/facilities
Surroundings: access to and use of natural and built environment, including ecosystem services, public safety and security, as well as aesthetic value and amenity	- Accessibility - Community and recreation services/facilities - Crime and safety
Accessibility: how people access and use infrastructure, services and facilities	- Accessibility - Community and recreation services/facilities
Livelihoods: including impacts on employment or business, experience of personal breach or disadvantage, and the distributive equity of impacts and benefits	Local economy and employment opportunities
Across all above factors	Needs of specific population groups

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:

- Identify, analyse and assess any likely social impacts, whether positive or negative, that people may experience at any stage of the project lifecycle, as a result of the project
- Investigate whether any group in the community may disproportionately benefit or experience negative impacts and proposes commensurate responses consistent with socially equitable outcomes
- Develop social impact mitigation and enhancement options for any identified significant social impacts.

Ultimately, there can be two main types of social impacts that may arise as a result of the proposed development. First, direct impacts can be caused by the project which may cause changes to 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 related to matters such as community values, identity and sense of place. Both physically observable as well as psychological impacts need to be considered.

This study identifies the following key social factors relevant to the assessment of social impacts of the project:

- Way of life
- Health and wellbeing
- Accessibility
- Community
- Culture
- Surroundings
- Livelihoods

Impacts on decision-making systems were identified as negligible as part of the SIA Scoping stage and have therefore not been assessed in detail in this report.

9.2 Impact assessment factors 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. The assessment has been based on the information available to date, and is primarily a desktop study, informed by a review and analysis of publicly available documents relevant to the project.

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 impact significance matrix provided within the DPIE Draft *Social Impact Assessment Guidelines (2020)* (see **Figure 14**) has been adapted for the purposes of undertaking this social and impact assessment.

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.

		Magnitude level				
		1 Minimal	2 Minor	3 Moderate	4 Major	5 Transformational
Likelihood level	A Almost certain	Medium	Medium	High	Very High	Very High
	B Likely	Low	Medium	High	High	Very High
	C Possible	Low	Medium	Medium	High	High
	D Unlikely	Low	Low	Medium	Medium	High
	E Very unlikely	Low	Low	Low	Medium	Medium

Figure 14 Social impact significance matrix

Source: NSW Department of Planning and Environment, 2020, *Technical Supplement to support the Social Impact Assessment Guideline for State-significant projects (Draft)*, (adapted from Esteves A.M. et al. (2017) *Adapting social impact assessment to address a project's human rights impacts and risks*, *Environmental Impact Assessment Review* 67, 73–87.)

9.3 Key affected communities

This assessment covers both the 400m Primary Study Area (PSA), which is expected to experience social impacts associated with the temporary construction activities and some of the future operational impacts, as well as the broader social localities (the school catchment, Liverpool LGA) that are likely to experience the resulting benefits from the operational phase of the project. These study areas are shown in **Section 6.0**.

Key communities to experience social impacts and/ or benefits of the project can be grouped as follows:

- School communities (students, staff, parents)
 - New Liverpool Primary School community
 - Communities of the neighbouring Liverpool Boys and Girls High Schools
- Neighbouring residents
- Neighbouring businesses and institutions
- Local workers
- Students and parents of other education facilities nearby
- Patients attending the health care facilities nearby the site
- Visitors to other institutions and businesses within walking distance of the area
- Broader local community
- Temporary construction workers in the area.

9.4 Impact assessment factors and responses

Way of life

Potential impacts

During construction:

- Temporary negative impacts to way of life associated with the noise, dust and vibration caused by the construction activity, which may result in disruption and associated inconvenience for local residents, adjacent Liverpool Girls High School (LGHS) and Liverpool Boys High School (LBHS) communities, staff and visitors of the Liverpool Hospital other workers and visitors in the immediate vicinity. The impacts may disproportionately impact following groups:
 - Students, staff and parents of the Liverpool Girls High School and Liverpool Boys High School located next to the construction site: There may be impacts to the usual learning and working environment and routine of the communities. For example, noise may impact learning activities in nearby school buildings, whilst noise, dust and vibration may disrupt the use of the sports grounds adjacent the site. Note that children are considered as sensitive receivers.
 - Workers, patients, carers and visitors of the Liverpool Hospital. For example there may be impacts to the usual daily routines of the hospital staff accessing the hospital precinct via the Burnside Rd, or frequent patients and carers looking to access the precinct,.
 - Visitors to the hospital precinct and other health care facilities nearby the site include patients and their carers who may be experiencing illness or distress. They may be more sensitive to way of life impacts associated with the construction phase as a result.
 - Daily routines of residents living along Lachlan Street, close to the construction site, may be disrupted by construction noise and dust.
 - Note that detailed assessments have been provided with the EIS in relation to noise and vibration, air quality, and visual impact.

It is noted that compared to other school construction projects, there is likely to be reduced disruption to way of life, as there are no decanting activities required and that the project is proposed to use DFMA process reducing overall construction period on site.

- Potential way of life impacts for the Liverpool Girls and Boys High Schools and Liverpool Hospital communities and visitors, and local residents associated with traffic changes during construction, including:
 - Disruption and changes to way of life associated with increased traffic, reduced parking, pressure on parking from construction workers accessing site, truck movements associated with the construction activity on the site, which may result in increased inconvenience or road safety issues in the area.
 - Possible changes to preferred mode of transport choice for workers, residents, patients and others accessing the buildings surrounding the construction site.
 - Congestion and lack of parking were among key issues for the Liverpool LGA community, identified during the consultation to inform the Councils CSP and LSPS development. However, it has been noted that Burnside Drive is generally underutilised and may be able to accommodate the temporary changes. Local traffic network congestion issues are typically located elsewhere in the LGA.
- Potential way of life impacts and disruption to play and sporting routines associated with reduction of open space currently available for the Liverpool Girls and Boys High Schools community. The site is located on one of two existing sport fields reducing the amount of open space currently available to students. However, it is noted that the Liverpool Girls and Boys High Schools currently have a significant oversupply of open space, and the remaining amount of open space on the site complies with relevant requirements and standards for outdoor play area.
- Potential way of life impacts associated with cumulative construction impacts, which may result in an extended period of disruption due to changed road conditions, noise, dust and changed wayfinding. Local residents, hospital and school communities in the PSA may experience “construction fatigue” due to several major projects undertaken or planned in the immediate surrounds of the area, including the ongoing Liverpool Hospital redevelopment (e.g. early works and multi-storey car park works adjacent the school site commenced in 2020, and any future works up

Potential impacts

to 2026), future redevelopment of the Liverpool Girls and Boys High Schools, and other future infrastructure or residential development identified as part of the Liverpool Innovation Precinct (LIP) Land Use Analysis and Precinct Strategy. It is noted that many of the projects highlighted in the LIP strategy may not take place until further in the future.

During operation:

- Improvements to way of life and daily routines for the local school communities associated with delivery of high quality flexible learning and teaching environments in contemporary purpose-built spaces. It is envisaged the proposed New Liverpool Primary School facilities will contain flexible learning spaces; a library, hall, canteen and a covered outdoor learning area and sports uses; out-of-school-hours and pre-school services; and modern core facilities such as administration and staff areas. As the proposed development will contain facilities sufficient to meet the needs of the school community, it will not rely on access to nearby community facilities for successful operation.

It is noted that the NSW Department of Education (DoE) promotes flexible learning spaces to support personalised teaching and learning. Creating student-centred learning environments can have positive impacts onto the social and emotional wellbeing, inclusivity, and physical comfort of students.

- Improvements to way of life for students and their families living in the catchment area - including new students based on the rapid population growth projected in the LGA; existing local families with children approaching school age, who will be able to access high quality contemporary education spaces close to their homes, thereby reducing travel times.
- Improvements to way of life for students and staff at the existing Liverpool Public School, which currently operates over capacity. The delivery of a new primary school in this catchment will reduce overcrowding in other schools across the catchment group.
- Not delivering the new school will result in Liverpool SCG demand exceeding the existing capacity by year 2022. Overcrowding other SCG facilities may lead to reduced level of engagement, satisfaction and educational achievement among local students and staff.
- Improvements to way of life and daily routines for the local school communities associated with delivery of the new school at this site close to Liverpool CBD and a short walk from a train station, will lead to increased convenience and reduced travel times for local families/ parents who live or work nearby. This is important in the context of rapidly growing population in the LGA, transformation and growth of the Liverpool CBD and Liverpool Innovation Precinct.
- Potential positive impacts associated with improved quality of the sport fields currently on the site. Whilst the site of the new school will be on one of two existing sport fields of the Liverpool Boys and Girls High Schools and reduces the amount of open space currently available, the remaining fields will be reconfigured to optimise and improve the utilisation of residual land for sport and play. At the same time, the proposed NLPS works will improve the quality of the sports ground on the NLPS side of the site. While access to and use of this open space will be ultimately decided by the schools governance, the ground plan and design of the proposed site considers relationship between the high school and primary school sites and includes controlled access to sport uses on either side. It is noted that the amount of open space allocated to both school sides complies with relevant requirements and standards .
- Positive impacts to way of life associated with potential shared community uses on this site, e.g. community access to the school hall, library and sports uses associated with improved opportunities and access to community infrastructure in an LGA where existing community facilities are under significant strain due to population growth. Stakeholder consultation has identified Liverpool City Council supports shared use of the school facilities, to support community wellbeing and access to programs and facilities.
- Some negative impacts to way of life may occur, associated with:
 - Potential inconvenience and disruption to disrupt daily living, learning, teaching and caring routines of the neighbouring residents, or the high schools adjacent the site associated with activities on the school site that may generate noise (e.g. young children playing outdoors, child care activities, OSCH, school bells, events in the hall, sports uses of the outdoor space). The proposed development would result in an increase of up to 1200 students and their families accessing the site each school day, which is a significant increase in the number of students on the site. It is noted that the proposed new school building is orientated in a way that

Potential impacts

would minimise noise from the active play area, as it is placed within the school courtyard and facing towards Burnside drive, opposite direction from the high schools and residential properties .

- Potential way of life impacts (such as inconvenience and increased travel times) for the existing school and hospital communities, local residents, workers and visitors to the area, associated with potential traffic congestion and changes to parking related to the operation of the new school (e.g. parents dropping off their children), based on a significant number of new students (up to 1200) and staff (up to 70) accessing the site daily.

Responses / mitigation measures

During construction:

- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with noise and vibration and visual amenity during the construction phase.
- Implement mitigation measures included in technical reports, including Noise and Vibration Assessment, Air Quality Assessment, Construction Traffic Management Plan, Student Travel Plan and Visual Impact Analysis.
- Implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with the LBHS and LGHS to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.
- Continue with the Council, adjacent Liverpool Girls and Boys High Schools, Liverpool Hospital and the SWSLHD, to minimise cumulative impacts. A fortnightly coordination meeting currently takes place between Schools Infrastructure, Health Infrastructure and SWSLHD to coordinate construction staging between the proposed development and Liverpool Hospital construction works.

During operation:

- It is recommended that the school facilities designed for shared use will be made accessible to the community, to maximise the broader community benefits of the proposed development. Collaborate with the Council, adjacent schools, and other community stakeholders to optimise the shared and/ or public uses of the site.
- Develop and implement an operational plan of management, including consideration of appropriate scheduling to coordinate sport field access between the Liverpool Girls and Boys High School and new Liverpool Public School.
- Deliver the new or improved north-south and east-west through site accessways and connection points to the site to enhance the connectivity to the surrounding neighbourhood (e.g. public transport stops, Liverpool Hospital and Liverpool CBD).
- Prepare a Student Travel Plan to support and promote active and sustainable transport use by staff and students of NLPS.

Summary:

Overall impact

Overall improved access to high quality pre-school and primary education facilities near Liverpool CBD, and potential community uses of the site would have a significant positive benefit to way of life. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive social outcomes for the community.

Negative social impacts associated with way of life are medium during construction, but low during operation:

- Construction: B2 (likely minor)
- Operation: D2 (unlikely minor)

Potential impacts	
Likelihood	Likely short term construction impacts. Almost certain long term positive impacts associated with improved education facility and capacity. Not delivering the proposed development will result in Liverpool SCG demand exceeding the existing enrolment capacity by 2022. Likely positive impacts associated with potential community uses on the site, if supported by the school management.
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes to way of life may impact students of the adjacent Liverpool Girls Boys High Schools; and during the operational phase the young children attending the New Liverpool Primary School; and potentially also patients and carers visiting the Liverpool hospital and other health care facilities nearby who may be experiencing illness, disability or distress
Extent	Construction impacts would likely impact way of life of residents, students and workers in the PSA. Provision of improved education facilities would benefit families living in the school catchment area. Community uses at the site would benefit the broader community living in the school catchment area and beyond.
Potential to mitigate/ enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

Accessibility

Potential impacts
The proposed development may have the following potential social impacts with relation to accessibility, including how people access and use infrastructure, services and facilities. <u>During construction:</u> • Temporary negative accessibility impacts associated with establishment of the construction site: – Potential temporary disruption to sporting opportunities for the Liverpool Girls High School (LGHS) and Liverpool Boys High School (LBHS) students as the site of the new school will be on one of two existing sport fields reducing the amount of open space currently available. While the remaining amount of open space complies with relevant requirements and standards, establishment of hoardings and a construction site may temporarily change or reduce access to the remaining sport grounds. – Potential accessibility impacts associated with noise, dust and vibration caused by the construction activity, which may change access to and use of facilities at Liverpool Girls and Boys High Schools. For example, noise may impact learning activities in nearby school buildings, whilst noise, dust and vibration may disrupt the use of outdoor areas or sports grounds adjacent the site. Note that children are considered as sensitive receivers. – It is noted that compared to other school construction projects, there is likely to be reduced disruption to accessibility of school facilities, as there are no decanting activities required and that the project is proposed to use DFMA process reducing overall construction period on site. Detailed assessments have been provided with the EIS in relation to noise and vibration, air quality, and visual impact. • Potential temporary accessibility impacts for the school and hospital communities, visitors and local residents associated with increased traffic and truck movements, traffic changes and potential temporary changes to parking, which may result in increased inconvenience or road safety issues in the area. • Potential changes to pedestrian and vehicular access to and use of health or education infrastructure surrounding the site. For example there may be impacts to the usual daily routines of the hospital staff accessing the hospital

Potential impacts

precinct via the Burnside Rd, or frequent patients and carers looking to access the precinct. Note that visitors to the hospital precinct and other health care facilities nearby the site include patients and their carers who may be experiencing illness or distress. They may be more sensitive to impacts associated with the construction phase as a result.

- Potential cumulative accessibility impacts, due to multiple construction projects undertaken or planned in the area that may lead to extended period of changed road, traffic or parking conditions, noise, dust and changed wayfinding. Local residents, hospital and school communities in the PSA may experience “construction fatigue” due to several major projects undertaken or planned in the immediate surrounds of the area, including the ongoing Liverpool Hospital redevelopment (e.g. early works and multi-storey car park works adjacent the school site commenced in 2020, and any future works up to 2026), redevelopment of Liverpool Boys and Girls High Schools, and other future infrastructure or residential development identified as part of the Liverpool Innovation Precinct (LIP) Land Use Analysis and Precinct Strategy. It is noted that many of the projects highlighted in the LIP strategy may not take place until further in the future.

During operation:

- Notably improved access to preschool and primary education services due to delivery of new primary school facility on this site, in an area with projected rapid population growth and close to Liverpool CBD by significantly increasing capacity (catering for up to 1200 students) within the local area. Not delivering the new school will result in Liverpool SCG demand exceeding the existing capacity by 2022.
- The proposed school is designed to be accessible for students and staff experiencing impaired mobility.
- Potential improved accessibility of community facilities in Liverpool CBD associated with potential shared community uses on this site, e.g. community access to the school hall, library and sports uses associated with improved opportunities and access to community infrastructure in an LGA where existing community facilities are under significant strain due to population growth. Stakeholder consultation has identified Liverpool City Council supports shared use of the school facilities, to support community wellbeing and access to programs and facilities.

It is noted that the design and site layout considers and allows for potential shared uses. Relevant functions – i.e. school hall, library, access to open space are located near street frontage and have a separate after hours entry to facilitate ease of access for the community whilst minimising interaction with the school community and spaces. NSW Department of Education and Greater Sydney Commission encourage joint and shared use of infrastructure in order to increase access to community space and meet increasing demand for open space and recreational facilities.

- Potential changes to the accessibility of infrastructure, businesses and residences surrounding the site associated with increased traffic volumes generated by the new Liverpool Public School. Consultation with stakeholders and the community raised traffic impacts as a key concern.

Responses / mitigation measures

During construction:

- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with noise and vibration and visual amenity during the construction phase.
- Implement mitigation measures included in technical reports, including Noise and Vibration Assessment, Air Quality Assessment, Construction Traffic Management Plan, Student Travel Plan and Visual Impact Analysis.
- Implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with the LBHS and LGHS to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.

Potential impacts

- Collaborate with the Council, adjacent LBHS and LGHS, Liverpool Hospital and the SWSLHD, TfNSW etc to minimise cumulative impacts. Any opportunities to coordinate construction impacts with other construction projects in the area should be explored.

During operation:

- It is recommended that the school facilities designed for shared use will be made accessible to the community, to maximise the broader community benefits of the proposed development. Collaborate with the Council, adjacent schools, and other community stakeholders to optimise the shared and/ or public uses of the site. However, it is noted that this will be decided by school governance during the operational phase of the development.
- Develop and implement an operational plan of management, including consideration of appropriate scheduling to coordinate sport field access between the Liverpool Girls and Boys High School and new Liverpool Public School.
- Explore potential for internal wayfinding opportunities to ensure that the site and surrounds are legible for school communities and broader community members using the site, to enhance accessibility of facilities on the site.
- Prepare Student Travel Plan to support and promote active and sustainable transport use by staff and students of NLPS. The Plan could consider:
 - Provision of end of trip facilities and promote active and sustainable transport options.
 - Collaboration with relevant stakeholders to ensure adequate wayfinding and pedestrian connections to nearby public transport stops to encourage public transport use.
 - Ensuring pedestrian connections surrounding the site and connections to the public transport stops are accessible to people experiencing reduced mobility (e.g. ensuring surrounding walking paths are level and well-maintained, there are frequent resting places). It is a key stakeholder concern to ensure that there are safe pedestrian connections between the site and Liverpool CBD.
 - Deliver the new or improved north-south and east-west through site accessways and connection points to the site to enhance the connectivity and pedestrian and active transport connections to the surrounding neighbourhoods (e.g. public transport stops, Liverpool Hospital and Liverpool CBD) to encourage accessing the site using active transport and to promote physical activities.

Summary:

Overall impact	Overall improved access to high quality pre-school and primary education facilities near Liverpool CBD, and potential community uses of the site would have a significant positive benefit. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive social outcomes for the community. Negative social impacts associated with way of life are medium during construction, but low during operation: - Construction: B2 (likely minor) - Operation: D2 (unlikely minor)
Likelihood	Likely short term construction impacts. Almost certain long term positive impacts associated with improved education facility and capacity. Not delivering the new school will result in Liverpool SCG demand exceeding the existing capacity by year 2022. Likely positive impacts associated with potential community access to community infrastructure on the site, if supported by the school management.
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes to way of life may impact students of the adjacent Liverpool Girls and Liverpool Boys High Schools; and during the operational phase the young children attending the New Liverpool Primary School; and potentially also patients and carers

Potential impacts	
	visiting the Liverpool hospital and other health care facilities nearby who may be experiencing illness, disability or distress
Extent	It is possible that establishment of the construction site may reduce or change access to the site or surrounds to residents, students and workers in the PSA. Provision of improved education facilities would benefit families living in the school catchment area. Community uses at the site would benefit the broader community living in the school catchment area and beyond.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

Community, including its composition, cohesion, character

Potential impacts	
<u>During construction:</u>	
- The construction period may disrupt the existing local community surrounding the site, including: - Impacts to composition: - Changes to the composition of the local community may be experienced during construction, with an increased number of construction workers in the local area (noting the potential cumulative impacts of the recent, ongoing and any further major construction projects in the area). - No change to the composition of the local resident population is expected based on the construction as the NLPS is being built on a site that is currently occasionally being used for sporting purposes and the land is otherwise clear of development. Decanting activities are not required. - Impacts to how the community functions: - Potential impacts to how the community functions associated with the establishment of a major construction site (e.g. potential disruption to the learning and teaching environment and reduction of the open spaces currently used by the Liverpool Boys and Girls High Schools, changes to the appearance of the site, and potential changes to wayfinding; and noting the potential cumulative impacts of the recent, ongoing and future construction projects in the area), which may impact daily routines and networks of the local residents, school communities, Liverpool hospital communities and visitors, and any other businesses in the area. - Impacts to sense of place: - The NLPS site is clear of development, it is being built on land currently being used for sporting purposes. However, some current and former LBHS and LGHS students, parents, staff and surrounding residents and other users of the area may have connections and memories associated with the site that will be disrupted by the loss of the sports ground, construction on the site and ongoing operational phase of the development. This includes notable changes to the landscape with portion of the currently green and open space being replaced by a three-storey building and associated uses. - Potential impacts to sense of place associated with disruption to Aboriginal objects and potential Aboriginal subsurface archaeological deposits. Aboriginal Cultural Heritage Assessment Report (ACHAR) confirms: - The site contains known Aboriginal objects and is registered on the Aboriginal Heritage Information System and contains the potential to contain Aboriginal subsurface archaeological deposits. - Consultation with representatives of the Aboriginal community indicates that the study area is important to the local and broader Aboriginal community. - ACHAR recommends further testing to determine the nature and extent of the Aboriginal objects and to minimise harm.	

Potential impacts

During operation:

- Potential changes to the community composition and size of the immediate surrounds of the site associated with the capacity of the NLPS (the proposed school is projected to accommodate up to 1200 students and 70 staff). The proposed development would be increasing the number of young children, their families and school staff accessing the area on a daily basis. It is noted the delivery of the school responds to the needs of the growing community in the School Catchment Study Area.
- Potential benefits to community cohesion and functioning for the NLPS community associated with the delivery of high quality education floorspace that reflects contemporary standards to support student and teacher wellbeing.
- Positive benefits to community cohesion associated with delivery of welcoming and culturally appropriate spaces for students as part of the design of the NLPS. Welcoming and inclusive spaces are important to support the cohesion of the community that have moved to the area only recently is culturally very diverse.
- Potential social benefits and outcomes for local families and for the school staff (e.g. opportunity to make new friends and foster local networks) associated with the new school acting as a platform for social connections and supporting social capital-building over the long term. The Liverpool LGA community is highly culturally and linguistically diverse, with a high proportion of recently arrived migrants who may be seeking to establish new networks.
- Potential benefits to community cohesion associated with potential community uses (community hall, library, sports uses) and increased activation of the site, catalysing new opportunities for community interaction and connection. There is an opportunity for the school to become one of the community interaction focal points in the area and support community networks and cohesion in an area with otherwise limited availability of community facilities.
- Potential changes to sense of place for surrounding residents, workers, past and current staff and students of LBHS, LGHS and their families; new stories and sense of place for new staff, students and their families associated with the delivery of the new building.

Responses / mitigation measures

During construction:

- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with disruption the Liverpool Girls and Boys High Schools communities during the construction phase.
- Implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Any opportunities to coordinate construction impacts with other construction projects in the area should be explored to reduce cumulative impacts.

During operation:

- Ensure the design is inclusive and welcoming to all community members, can facilitate social gatherings and casual social interaction enhancing community cohesion. Explore opportunities to include high quality learning and play spaces and other design elements to support student and staff wellbeing and social interactions. Explore opportunities to design student pick-up and drop-off areas in ways to support social interactions amongst parents.
- It is recommended that the school facilities designed for shared use will be made accessible to the local community, to maximise the broader community benefits of the proposed development. Collaborate with the Council, adjacent schools, and other community stakeholders to optimise the shared and/ or public uses of the site.

Summary:

Overall impact	Overall improved access to high quality pre-school and primary education facilities near Liverpool CBD, and potential community uses of the site would have a significant positive benefit to community. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive social outcomes for the community.
-----------------------	---

Potential impacts	
	Negative social impacts associated with changes to the community are medium during construction, but low during operation: • Construction: B2 (likely minor) • Operation: D2 (unlikely minor)
Likelihood	Likely short term construction impacts. Likely long term positive impacts associated with improved education capacity and high quality contemporary facility at this site. Likely positive impacts associated with potential community uses on the site, if supported by the school management.
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes to way of life may impact students of the adjacent Liverpool Girls and Boys High Schools; and during the operational phase the young children attending the New Liverpool Primary School; and potentially also patients and carers visiting the Liverpool hospital and other health care facilities nearby who may be experiencing illness, disability or distress. Culturally diverse or sensitive stakeholders.
Extent	Construction impacts would likely impact community in the PSA. Operational phase is likely to benefit the families and broader community living in the school catchment area and beyond.
Potential to mitigate/ enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

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

Potential impacts	
<u>Construction phase:</u> • Potential changes to the community's connection to place and heritage associated with changes to appearance and use of the site. Some current and former Liverpool Girls and Boys High Schools students, parents, staff and surrounding residents and other users of the area may have connections and memories associated with the site that will be disrupted by the loss of sportsgrounds and construction activities on the site, which is currently open space. • Potential impacts to connection of place associated with disruption to Aboriginal objects and potential Aboriginal subsurface archaeological deposits. Aboriginal Cultural Heritage Assessment Report (ACHAR) confirms: – The site contains known Aboriginal objects and is registered on the Aboriginal Heritage Information System and contains the potential to contain Aboriginal subsurface archaeological deposits. – Consultation with representatives of the Aboriginal community indicates that the study area is important to the local and broader Aboriginal community. – ACHAR recommends further testing to determine the nature and extent of the Aboriginal objects and to minimise harm. <u>Operational phase:</u> • Improvements to sense of and connection to place associated with the high quality of the built form and design of the proposed NLPS building, updated open spaces and sports uses, and potential community uses on the site:	

Potential impacts

- The proposed building has been designed to encourage a welcoming and inclusive atmosphere for staff, students and their families from various backgrounds.
- The design of the community hall, library and sports fields to enable community use could catalyse new opportunities for community interaction and connections by providing safe and attractive spaces for play, gathering, events and informal social interaction.
- Maintained or improved connection to place narratives associated with local heritage and cultural elements in design. It is a requirement that the design includes local Indigenous elements in the design (where appropriate and approved by Aboriginal stakeholders). As per the ACHAR recommendations, should Aboriginal artefacts be uncovered during archaeological test and possible excavations, these should remain on Country, and could be used in an interpretive display.
- Potential positive benefits to culture associated with delivery of welcoming and culturally appropriate spaces for students as part of the design of the NLPS. As the SCSA is characterised by high levels of cultural and linguistic diversity, welcoming and inclusive spaces are important to support the cohesion of the diverse community.

Responses / mitigation measures

During construction:

- Explore opportunities for early engagement with community to understand and consider cultural priorities and inform the inclusiveness of the school design.
- Implement recommendations in the Aboriginal Cultural Heritage Assessment Report, including incorporation of local Indigenous elements within the design of the school.

During operation:

- Ensure that the design is welcoming for students, staff and community from diverse backgrounds, to reflect the diversity of the residential population of the NLPS catchment. There may be a need to consider opportunities for culturally appropriate spaces e.g. prayer and meditation rooms to support diversity and inclusion, as well as spaces for cross-cultural learning.
- Continue to explore opportunities to undertake shared use of school facilities with the community, which would provide an opportunity to strengthen community connection to the site.
- Incorporate Aboriginal and Torres Strait Islander cultural heritage into the design of indoor and outdoor spaces, and potentially consider opportunities for native plantings and soundscapes inspired by Australian environments.

Summary:

Overall impact	Provision of high quality contemporary education facilities at this location would have a positive benefit to culture if cultural needs of the student and worker community are taken into account and executed well in the hospital design. Negative social impacts associated with culture are low during construction and operation: • Construction: D2 (unlikely minor) • Operation: D1 (unlikely minimal)
Likelihood	Positive impacts of the proposed development are likely during operation, and negative impacts are minor during construction.
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes to culture may impact students school-age students, who are considered sensitive receivers. However, it is noted that the site does not contain any European or Aboriginal cultural heritage elements.

Potential impacts	
Extent	Impacts to culture during construction would likely impact stakeholders within the PSA. Operational benefits have the potential to enhance connection to culture for students, staff and visitors from across the SCSA and beyond.
Potential to mitigate/enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design

Surroundings – amenity

Potential impacts

During construction:

- Temporary impacts to amenity and enjoyment of surroundings associated with dust, noise, vibration, and truck movements related to construction activity. In particular, changes to amenity may impact:
 - Students of the Liverpool Boys and Girls High Schools are considered sensitive receivers, and there could be potential impacts on learning outcomes or temporarily reduced opportunities to use and enjoy the schools' outdoor spaces due to changes to the amenity of the area.
 - Visitors to Liverpool Hospital and patients and visitors are considered as sensitive receivers. The patients and carers visiting the facilities may be experiencing disabilities, illness and/or distress that may be particularly sensitive to construction-related changes to amenity, e.g. increased dust, noise and vibration.
 - It is noted that compared to other school construction projects, there is likely to be reduced disruption to surroundings and amenity, as the project is proposed to use DFMA process reducing overall construction period on site.
- Changes to the streetscape and appearance of the site associated with construction activity. The establishment of hoarding and changes to the streetscape associated with the construction phase may have an adverse effect on:
 - Visual and aesthetic of the area associated with changes to views in the area associated with construction activity. Construction activity on the site would likely temporarily reduce the aesthetic value and views in this area, primarily for the Liverpool Boys and Girls High Schools community, nearby residents, and other workers and visitors to the area. However, it is noted that the proposed development is aligned with state and local priorities for high quality, accessible education facilities.
 - Perceptions of safety in the area associated with changes to the site, e.g. establishment of hoardings, changes to sight lines. This may impact students leaving the site outside of school hours, and staff working night-time shifts in the Liverpool Hospital.
- Potential cumulative negative impacts to surroundings (i.e. increased dust, noise, traffic changes, congestion and disruption) associated with other major construction projects in the vicinity of the site, including the ongoing Liverpool Hospital redevelopment (e.g. early works and multi-storey car park works adjacent the school site commenced in 2020, and any future works up to 2026), future redevelopment of the LBHS and LGHS, and other future infrastructure or residential development identified as part of the Liverpool Innovation Precinct (LIP) Land Use Analysis and Precinct Strategy. It is noted that many of the projects highlighted in the LIP strategy may not take place until further in the future.

During operation:

- Permanent changes to the surroundings and appearance of the site associated with the delivery of the new NLPS at the proposed site.
 - The NLPS is being built on open space currently being used for sporting purposes, and the site is otherwise clear of development. The proposed development would result in changes to the landscape, with existing green space replaced by a three-storey building and associated increased activity on this site.

Potential impacts

- Whilst the new building will be higher than the LBHS and LGHS buildings adjacent the site, the proposed building will however be similar height to the 3-4 storey residential apartment buildings on Lachlan St, across the street from the north-east corner of the NLPS site.
- It is noted that natural materials such as timber have been proposed to be used in the material selection of the building, adding to the visual amenity in the area.
- It is noted that stakeholder consultation highlighted support for the design of the NLPS.
- Potential benefits to staff and students associated with delivery of improved surroundings and amenity on the site, i.e. high-quality and welcoming education and teaching spaces based on contemporary flexible learning and supporting spaces design.
- Positive benefits associated with improvements to the amenity of the outdoor areas of the site. The proposed development would enhance the enjoyment of outdoor areas by students and staff:
 - Incorporating shade structures and misting to help mitigate sun and heat impacts (noting that Liverpool CBD experiences comparatively high temperatures and urban heat issues)
 - Majority of on-site mature trees will be retained; additional trees, shrub and ground cover planting has been proposed for landscaping.
- Positive visual amenity impacts associated with the school co-location of the school beside greenery and mature trees adjacent the site (Hart Park).
- Improvements to the streetscape along Burnside Road and establishment of the north-south links improving connectivity with the Liverpool Hospital precinct. Community consultation to inform the Councils CSP and LSPS has highlighted that improvements to access and safety in public areas is a priority.
- Potential improved perceptions of safety associated with increased activation of the site associated with an increased number of students, parents, staff and visitors accessing the site.
- Potential negative impacts to surroundings associated with the increased capacity of the site, including increased noise, traffic and pedestrian movements associated with school operations at this site. Consultation with stakeholders and the community raised traffic impacts as a key concern.
- Potential negative impacts associated with the location of the new school (including the associated outdoor areas) next to train tracks and associated noise from regular train traffic. It is noted that the proposed development has been designed to mitigate train noise.

Responses / mitigation measures

During construction

- Mitigation measures set out in the Construction Management Plan will be implemented to reduce the impacts associated with noise and vibration and visual amenity during the construction phase.
- Implement mitigation measures included in technical reports, including Noise and Vibration Assessment, Air Quality Assessment, Construction Traffic Management Plan, Student Travel Plan and Visual Impact Analysis.
- Implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with the LBHS and LGHS to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.
- Collaborate with the Council, adjacent Liverpool Girls and Boys High Schools, Liverpool Hospital and other stakeholders to minimise cumulative impacts. Any opportunities to coordinate construction impacts with other construction projects in the area should be explored.
- Consider and incorporate feedback from school communities into the design. Ensure spaces are welcoming and inclusive to a diverse community.

Potential impacts

- Explore opportunities to incorporate community feedback into the building and outdoor areas design. Community consultation to inform Liverpool City Council's CSP and LSPS has highlighted that local community desires well-maintained community facilities, improved access to recreation, and improvements to access and safety in public areas.

During operation

- Develop and implement a Student Travel Plan to encourage active and public transport use by future students, staff and visitors to the school, and to reduce traffic and congestion impacts across the Liverpool Innovation Precinct.
- Consider opportunities to enhance pedestrian connections between the site and surrounding areas to encourage active transport and improve perceptions of safety in the areas surrounding the development (e.g. wayfinding, lighting, adequate shade, public art).
- Develop an operational Plan of Management to monitor the impact of the school operations on surrounding residents and other users.

Summary:

Overall impact	Provision of high quality education facilities at this location would have a significant positive benefit to surroundings. Negative social impacts associated with surroundings are medium during construction, but low during operation: • Construction: B2 (likely minor) • Operation: D2 (unlikely minor)
Likelihood	Positive impacts of the proposed development are likely during operation, and negative impacts are minor during construction.
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes to culture may impact students school-age students and visitors to the Liverpool Hospital, who are considered sensitive receivers.
Extent	Construction impacts would likely impact. Improved surroundings and amenity would benefit residents, students/ parents and workers in the PSA, and visitors from the broader area to the site.
Potential to mitigate/ enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

Health and wellbeing

Potential impacts

Construction phase:

- Potential temporary wellbeing impacts for residents, school and hospital communities and other workers, students and visitors in the area, associated with the noise, dust and vibration caused by the construction activity. The impacts may disproportionately impact following groups:
 - Students, staff and parents of the Liverpool Girls and Boys High Schools located next to the construction site: There may be impacts to the usual learning and working environment and routine of the communities. For example, noise may impact learning activities in nearby school buildings, whilst noise, dust and vibration may disrupt the use of the sports grounds adjacent the site. Truck movements may impact on pedestrian safety in the area. Note that children are considered as sensitive receivers.
 - Many visitors to the Liverpool Hospital and other health care services in the area (e.g. hospital patients and their carers) are likely to be experiencing physical and/ or mental illness, disability or distress, and may be therefore disproportionately impacted by construction impacts (e.g. visitors with existing respiratory conditions).
 - Note that detailed assessments have been provided with the EIS in relation to noise and vibration and air quality.

It is noted that the project is proposed to use DFMA process reducing overall construction impacts on site.

- Potential health and wellbeing impacts associated with temporary changes to accessibility of the play and sporting routines of the Liverpool Boys and Girls High Schools community associated with reduction of the open space currently available to them, and construction activities adjacent the remaining sports fields.
- Potential health and wellbeing impacts associated with cumulative construction impacts, which may result in an extended period of noise, dust and vibration in the area. Local residents, hospital and school communities in the PSA may experience “construction fatigue” due to several major projects undertaken or planned in the immediate surrounds of the area, including the ongoing Liverpool Hospital redevelopment (e.g. early works and multi-storey car park works adjacent the school site commenced in 2020, and any future works to 2026), future redevelopment of the Liverpool Boys and Girls High Schools, and other future infrastructure or residential development identified as part of the Liverpool Innovation Precinct (LIP) *Land Use Analysis and Precinct Strategy*. It is noted that many of the projects highlighted in the LIP strategy may not take place until further in the future.

Operational phase:

- Positive wellbeing benefits for the NLPS students and staff associated with the delivery of a well-designed contemporary learning and teaching environment, incorporating flexible learning spaces, various outdoor play areas, and contemporary admin and support spaces.
- The design of the NLPS could result in the following positive health and wellbeing benefits:
 - Access to green space contributes to positive mental and physical health outcomes and is an important cultural element for the Aboriginal and Torres Strait Islander community to be able to connect with Country.
 - Indoor and outdoor open spaces and play spaces can encourage social interaction and provide opportunities to connect with other members of either the school or the broader local community.
 - Flexible and comfortable learning spaces can support student mental health and wellbeing.
- Potential positive wellbeing benefits associated with delivery of spaces designed to enable shared use with the community. The provision of opportunities for community members to meet each other and form connections has the potential to improve wellbeing in the SCSA.
- Potential improved perceptions of safety associated with increased activation of the site associated with an increased number of students, parents, staff and visitors using the site, which may have a positive wellbeing benefit. Community consultation to inform Liverpool City Council's CSP and LSPS has highlighted that safety in public areas is a priority.

Potential impacts

- Potential negative wellbeing impacts associated with replacement of a green open space currently used for sporting purposes with a building. It is noted that the remaining amount of open space across the NLPS and Liverpool Boys and Girls High Schools sites complies with relevant requirements and standards.
- Potential negative perceptions of pedestrian safety in the area surrounding the schools, associated with increased activation and traffic related to the site. It is a stakeholder priority to ensure there are safe pedestrian connections between the school and Liverpool CBD.
- Potential negative wellbeing and health impacts associated with activities on the school site that may generate noise (e.g. young children playing outdoors, child care activities, OSCH, school bells, events in the hall, sports uses of the outdoor space) based on notably increased number of students on the block and potential additional community uses. Regular noise and may disproportionately impact mental and physical health of school students, neighbouring residents or other people in the area that are sensitive to noise.

It is noted that the proposed new school building is orientated in a way that would minimise noise from the active play area, as it is placed within the school courtyard and facing towards Burnside Drive, opposite direction from the high schools and residential properties .

Responses / mitigation measures

During construction:

- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with noise, dust and vibration during the construction phase.
- Implement mitigation measures included in technical reports, including Noise and Vibration Assessment, Air Quality Assessment, Construction Traffic Management Plan, Student Travel Plan and Visual Impact Analysis.
- Implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with the LBHS and LGHS to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.
- Collaborate with the Council, adjacent Liverpool Girls and Boys High Schools, Liverpool Hospital and other stakeholders to minimise cumulative impacts. Any opportunities to coordinate construction impacts with other construction projects in the area should be explored.

During operation:

- Consider and incorporate feedback from school communities into the design. Optimise health, safety and secure spaces, while creating a welcoming environment for all. Ensure spaces are welcoming, accessible and inclusive for students from various backgrounds.
- Explore opportunities to incorporate community feedback into the building and outdoor areas design. Community consultation to inform Liverpool City Council's CSP and LSPS has highlighted that local community desires well-maintained community facilities, improved access to recreation, and improvements to access and safety in public areas.
- Ensure the design is inclusive and welcoming to all community members, can facilitate social gatherings and casual social interaction, to enhance community cohesion. Explore opportunities to include design elements to support student and staff wellbeing and social interactions.
- It is recommended that the school facilities designed for shared use be made accessible to the local community, to maximise the broader community benefits of the proposed development. There may be opportunities to collaborate with Liverpool City Council, adjacent schools, and other community stakeholders to optimise the shared and/ or public uses of the site.
- Develop and implement a sustainable travel plan to encourage active and public transport use by students, staff and visitors to the school, to encourage physical activity.

Potential impacts

- Consider opportunities to enhance pedestrian connections between the site and surrounding neighbourhoods to encourage active transport and improve perceptions of safety in the areas surrounding the development (e.g. wayfinding, lighting, adequate shade, public art).
- Develop an operational Plan of Management to monitor the impact of the school operations on surrounding residents and other users.

Summary:

Overall impact	New, contemporary education facilities at this site would have a significant positive benefit to health and wellbeing. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive health and wellbeing outcomes for the community. Negative social impacts associated with health and wellbeing are medium during construction, but low during operation: - Construction: C2 (possible minor) - Operation: D2 (unlikely minor)
Likelihood	Positive impacts of the proposed development are highly likely, if strategic and design briefs are executed well, and negative impacts are minor during construction.
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes to culture may impact students school-age students and visitors to the Liverpool Hospital, who are considered sensitive receivers.
Extent	Construction impacts would likely impact residents, students, workers in and visitors to the PSA. Access to improved education and community uses on this site would impact the students and families in the school catchment area, as well as school staff and broader local community living across the SCSA and beyond.
Potential to mitigate/ enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

Livelihoods

Potential impacts

Construction phase:

- Increased access to employment opportunities within the construction sector during the construction phase. While these jobs will be temporary, project based work is typical to the sector. It is estimated that approximately 412 jobs will be required for construction of the proposed development.
- Potential improved viability of businesses in the area associated with trade from construction workers (for example for cafes and shops in the local area).

Operational phase:

- Positive benefits to livelihoods associated with increased employment opportunities at the site, supporting the Greater Sydney Commission's vision of a "30-minute city" where jobs, services and housing is co-located. It is expected the NLPS is estimated to provide approximately 100 operational jobs (based on the preliminary estimations) when fully operational and at capacity primarily in the education sector, including teaching and support staff at the school and preschool.

Potential impacts

- Positive benefits to livelihoods associated with additional opportunities for the NLPS to generate income through use of school facilities by the broader community.
- Potential improved viability of other businesses in the area associated with increased number of students, parents, school staff and visitors at this site.

Responses / mitigation measures

During construction:

- Mitigation measures set out in the Construction Management Plan will be implemented to reduce the impacts to local businesses associated with disruption during the construction phase.
- Implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Collaborate with the Council, adjacent Liverpool Girls and Boys High Schools, Liverpool Hospital and other stakeholders to minimise cumulative impacts. Any opportunities to coordinate construction impacts with other construction projects in the area should be explored.

During operation:

- Consider opportunities to hire out school facilities to the local community, to generate additional income for the school.
- Explore opportunities to employ local residents during the operational phase of NLPS, to support the state government vision for the 30 -minute city, and engage local community by providing local jobs

Summary:

Overall impact	Provision of new education facilities at this location would have a significant positive benefit to livelihoods. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive social outcomes in terms of increased employment opportunities and possibly improved viability of local businesses. Negative social impacts associated with livelihoods are low during construction and operation: • Construction: D2 (unlikely minor) • Operation: D1 (unlikely minimal)
Likelihood	Positive impacts of the proposed development are highly likely during construction and operation.
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	Sensitivity to livelihood impacts due to SCSA community being socio-economically disadvantaged.
Extent	Construction impacts would likely mostly impact the construction sector and provide jobs within the PSA. Whilst it is a vision of both state and priority of local community to provide/ have employment opportunities close to home, the jobs provided within the NLPS may attract workers both locally, but also from further across the LGA or beyond.
Potential to mitigate/ enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

9.5 Monitoring and management framework

To monitor and measure the ongoing impact of the proposed development on relevant stakeholders and the surrounding community, the following framework is recommended:

During construction

- Development of a Construction Management Plan that includes complaints handling procedure for identifying and responding to community issues related to construction impacts.
- Implementation of the Communications Strategy developed for the Project that detail the processes and communication strategies to ensure that key stakeholders are advised and consulted about major changes and disruptions, and the process for providing feedback and further consultation during the Project.

During operation

- Continued consultation with relevant stakeholders, to identify emerging social issues and trends.
- Development and implementation of an operational plan of management that mandates data collection (e.g. user surveys) to enable ongoing monitoring of the performance of the proposed facilities over time.

10.0 Concluding comments

An assessment of the social impact categories, as defined within the *Draft Social Impact Assessment Guideline* (DPIE, 2020) and Liverpool City Council's *SIA Policy* (2015) 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 significant negative impacts identified in relation to the proposal that cannot be effectively mitigated.

Key challenges identified with the proposed development relate to:

- Permanent loss of one sports field on the site, currently used by Liverpool Girls High School (LGHS) and Liverpool Boys High School (LBHS). The proposed development would permanently reduce the amount of open space currently available to students at these schools. However, it is noted that these schools currently have a significant oversupply of open space, and the remaining amount of open space on the site complies with relevant requirements and standards.
- Temporary impacts to surroundings and amenity during the construction phase of new Liverpool Public School. Changes to amenity may relate to environmental factors such as noise, traffic and parking, vibration, views and air quality. As the site is adjacent to two high schools and close to Liverpool Hospital, there are a number of users within the immediate vicinity of the site who may be sensitive to changes to amenity in this area. The surrounding context of the development (i.e. Liverpool Innovation Precinct) is also undergoing significant redevelopment activity, users of this site may be more sensitive to cumulative impacts to surroundings. These impacts will be managed in accordance with legislation and regulation, through a Construction Management Plan
- Temporary impacts to accessibility and way of life associated with disruption due to the construction phase, such as changes to wayfinding and daily routines for staff, students and their families and Liverpool Girls and Boys High Schools. In addition, the loss of the sportsgrounds will disrupt sporting routines. School-aged children may be more sensitive to changes to routine.

The most significant social benefits of the proposal relate to:

- Improved access to primary education services due to delivery of new primary school facility on this site, in an area with projected rapid population growth and close to Liverpool CBD by significantly increasing capacity (catering for up to 1200 students) within the local area. Not delivering the new school will result in demand exceeding the existing enrolment capacity of the school catchment by 2022.
- Improvements to way of life and daily routines for students and staff of new Liverpool Public School associated with delivery of high quality flexible learning and teaching environments in contemporary purpose-built spaces. The proposed development will contain flexible learning spaces; a library, hall, canteen and a covered outdoor learning area and sports uses; out-of-school-hours and pre-school services; and modern core facilities such as administration and staff areas. These high quality, contemporary spaces would support improved learning outcomes and innovation in teaching.
- Potential improved accessibility of community facilities in Liverpool CBD associated with potential shared community uses on this site. The proposed development has been designed to enable community access to the school hall, library and sports uses associated with improved opportunities and access to community infrastructure. Stakeholder consultation has identified Liverpool City Council supports shared use of the school facilities, to support community wellbeing and access to programs and facilities.
- Social benefits associated with delivery of education uses at an accessible location, close to Warwick Farm Station and Liverpool Station. This supports state and local strategic policy which prioritises delivery of a "30-minute city"

The overall long-term benefit of the proposed development is considered to be positive, and potential negative impacts can be mitigated through implementation of a robust Construction Management Plan and ongoing consultation with the local community and relevant stakeholders.

Appendix A. SIA scoping checklist

See attached document.

Appendix B. Ethos Urban Social Strategy team

Our Social Strategy and Engagement teams have deep expertise in delivering Social Impact Assessments and engagement strategies for a range of health, education, cultural and transport infrastructure projects, along with commercial and mixed-use precinct-scale developments for government and private sector clients.

The Social Strategy team brings specialist expertise, recognised qualifications, and a strong reputation with NSW Government clients in relation to the preparation of Social Impact Assessments under the new DPIE draft SIA Guideline 2020 and previous guidelines.

Team and qualifications	Role and expertise
Allison Heller BTP (Hons. 1) PGDipHistArch MPIA	Director, Social Strategy Allison has more than 20 years' experience in urban and social planning/ policy across the private and public sectors. With expertise in social impact analysis, social infrastructure planning, place strategies and broad-based social sustainability strategies, she brings a deep understanding of the complexities of urban renewal and the growing need for developers to demonstrate social value to shareholders, governments and communities. As the City of Sydney's manager of social strategy for the five years to 2018, Allison delivered the City's inaugural social sustainability policy and action plan – a roadmap for improving liveability and community resilience over the next decade. Since joining Ethos Urban, Allison has led the successful delivery of a range of SIAs for NSW Government clients' major projects, including Sydney Metro West, the Parramatta Powerhouse, and the Sydney Football Stadium, along with a range of education, health and cultural infrastructure and major renewal precincts. Allison is a recognised industry leader, an inaugural member of the Property Council of Australia's Social Sustainability Committee, and Chair of the Urban Development Institute of Australia's Sustainability and Smart Cities Social Sustainability Working Group.
Lucy Fokkema BA (MeCo) MPlan	Principal, Social Strategy Lucy has more than seven years' experience in social planning and policy. She has worked for both state and local government and a range of private clients on planning for urban renewal precincts, residential, commercial, and mixed-use development, as well as major infrastructure projects. Prior to joining Ethos Urban, Lucy led the development of City of Parramatta Council's first framework for social sustainability. Lucy has delivered a range of SIAs for NSW Government clients' major projects, including Sydney Metro West, the Parramatta Powerhouse, and a range of education, health and cultural infrastructure and major renewal precinct projects. Lucy is a member of the Property Council of Australia's Sustainability Committee.
Mari Jaervis BA (SocSc) MA (SocSc)	Senior Urbanist, Social Strategy Mari is a skilled social researcher with a long-time interest in understanding how people and the urban environment interact. With more than 15 years of experience in social and market research and analysis sector, she has worked for both private and public clients and across a range of research projects from local to WW scope. Mari holds degrees in Social Sciences (in Urban Studies and in Sociology) and brings both quantitative and qualitative research expertise. Her most recent role was at the City of Sydney's Strategy unit where she managed the City's Wellbeing Survey and Community Wellbeing Indicators and examined which aspects of the urban environment, along with other social, economic and cultural factors impact the quality of life of local communities the most. At Ethos Urban she has worked on SIAs for health, education and cultural infrastructure and other projects.

Full team CVs can be provided on request.

Appendix C. Strategic policy review

The following state and local policies, strategies and documents that articulate the desired social outcomes for the area have been reviewed:

Premiers Priorities	
NSW Government (2019)	
Purpose and Vision	The Premiers Priorities are a set of goals set by NSW Premier, Gladys Berejiklian, and represent a commitment to making a significant difference to enhance the quality of life of the people of NSW. <i>“They aim to tackle many of the issues that have been put in the too hard basket, for too long. Each priority has an ambitious target. They have been set with the purpose of delivering on my government’s key policy priorities, being:</i> <i>• a strong economy</i> <i>• highest quality education</i> <i>• well-connected communities with quality local environments</i> <i>• putting customer at the centre of everything we do</i> <i>• breaking the cycle of disadvantage.”</i>
Key Directions and Strategies	<i>The document contains a number of priorities relevant to the proposed development:</i> <i>• Bumping up education results for children:</i> <i>– Increase the proportion of public school students in the top two NAPLAN bands (or equivalent) for literacy and numeracy by 15% by 2023</i> <i>– State-wide rollout of ‘Bump It Up’ program</i>
Building Momentum: State Infrastructure Strategy 2018-2038	
Infrastructure NSW (2018)	
Purpose and Vision	The NSW State Infrastructure Strategy 2018–2038 builds on the NSW Government’s major long-term infrastructure plans over the last seven years. The strategy sets out the government’s priorities for the next 20 years, and combined with the Future Transport Strategy 2056, the Greater Sydney Region Plan and the Regional Development Framework, brings together infrastructure investment and land-use planning for our cities and regions. The vision of the NSW State Infrastructure Strategy for metropolitan NSW is as follows: <i>“By 2056, Greater Sydney will be a metropolis of ‘three cities’ – an Eastern Harbour City, Central River City and Western Parkland City. Residents will be able to access jobs and services within 30 minutes. Newcastle, Wollongong, and Gosford will be important economic hubs with key transport and freight gateways, and strong service-based industries”</i>
Key Objectives	<i>The strategy contains a number of objectives relevant to the proposed development:</i> <i>• Strategic objective 13: Deliver infrastructure to keep pace with student numbers and provide modern, digitally-enabled learning environments for all students</i>
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	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: Goal 8: <i>Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching (p.1)</i>

School Assets Strategic Plan	
NSW Schools Infrastructure (2017)	
Purpose & vision	The NSW School Assets Strategic Plan is a high level document that aims to coordinate planning for and delivery of both new and expanded schools. The Plan encourages the joint and shared use of school facilities with local government and the private sector to develop innovative ways to provide school infrastructure. The priorities of the Plan include: • <i>Ensuring that our schools can flexibly accommodate increasing student numbers with school expansions and modular buildings.</i> • <i>Involving the community in new approaches to planning. Instead of upgrading education one school at a time, we are collaborating with the community to determine how best to distribute students and deliver new and upgraded facilities within an area or region.</i> • <i>Making it easier for school infrastructure projects to start by streamlining the approvals in a new education-based State Environmental Planning Policy.</i> • <i>Investigating how we can better harness innovative technologies and equip our education facilities for the digital age.</i>
Design Guide for Schools	
Government Architect (2018)	
Purpose and vision	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: • 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	Education SEPP Design Quality Principles • Whole of life, flexible and adaptive – <i>Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches;</i> – <i>Provide capacity for multiple uses, flexibility and change of use over time;</i> – <i>Understand the potential impacts of future local projected growth;</i> – <i>Design learning spaces to cater for a range of learning styles and group sizes;</i> – <i>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.</i>
Greater Sydney Region Plan: A Metropolis of Three Cities	
Greater Sydney Commission (2017)	
Purpose and Vision	The Greater Sydney Commission's Greater Sydney Region Plan is a 20-year plan to manage growth and change for Greater Sydney in the context of social, economic, and environmental matters. The plan informs district and social plans, assists infrastructure agencies to plan and deliver for growth and informs the private sector and the wider community of the growth management and infrastructure intentions of the government. The overarching vision of the plan is as follows: <i>"Greater Sydney is Australia's global city; an economic powerhouse of 4.7 million people, endowed with the natural beauty of Sydney Harbour, bushland, beaches and the Blue Mountains. Greater Sydney's people have embraced this place for its opportunities and its potential".</i>
Key Objectives and Strategies	The plan contains a number of objectives and strategies relevant to the proposed development: • <i>Objective 2: Infrastructure aligns with forecast growth – growth infrastructure compact</i> – <i>Strategy 2.1: Align forecast growth with infrastructure.</i>

Greater Sydney Region Plan: A Metropolis of Three Cities	
	– Strategy 2.2: Sequence infrastructure provision across Greater Sydney using a place-based approach. • Objective 14: A Metropolis of Three Cities – integrated land use and transport creates walkable and 30-minute cities – Strategy 14.1 Integrate land use and transport plans to deliver the 30-minute city.

Western City District Plan	
Greater Sydney Commission (2018)	
Purpose & vision	The Greater Sydney Commission's Western City District Plan is a 20 year plan to manage growth in the LGAs of Liverpool, Hawkesbury, Penrith, Fairfield, Blue Mountains, Campbelltown, Camden, and Wollondilly. The Plan highlights the importance of establishing the land use and transport structure to deliver a liveable, productive, and sustainable Western Parkland City, including Western Sydney Airport, Badgerys Creek Aerotropolis and the South West Growth Area. The Plan focuses on extending Liverpool CBD to create better connections to and through the river and to make Liverpool a true river city. While the Plan does not include specific directions related to Liverpool Civic Place, it identifies action for the Collaboration Area, of which Liverpool CBD forms part of. Build on the centre's administrative and civic role is a key action for the Collaboration Area. The Plan notes that the Western City District contains a diverse range of people from different socio, cultural, ethnic, linguistic backgrounds, and from differing socio-economic circumstances. The Plan also notes: <i>"The District includes social housing in places like Minto, Airds, Bradbury, Claymore and Bonnyrigg. Targeted local responses to address spatial variations in socio-economic disadvantage across the District are required, particularly in neighbourhoods that experience greater disadvantage. This includes creating communities where social housing is part of the same urban fabric as private and affordable housing, has good access to transport and employment, community facilities and open spaces, which can therefore provide a better social housing experience."</i> (p.33-34).
Key actions	The Plan contains a number of priorities and actions relevant to Liverpool Civic Place: • Planning Priority W3: Providing services and social infrastructure to meet people's changing needs; – Action 9: Deliver social infrastructure that reflects the needs of the community now and in the future – Action 10: Optimise the use of available public land for social infrastructure • Planning Priority W4: Fostering healthy, creative, culturally rich, and socially connected communities – Action 11: Deliver healthy, safe, and inclusive places for people of all ages and abilities that support active, resilient, and socially connected communities by: a. Providing walkable places at a human scale with active street life b. Prioritising opportunities for people to walk, cycle and use public transport c. Co-locating schools, health, aged care, sporting, and cultural facilities d. Promoting local access to healthy fresh food and supporting local fresh food production – Action 12: Incorporate cultural and linguistic diversity in strategic planning and engagement. – Action 13: Consider the local infrastructure implications of areas that accommodate large migrant and refugee populations. – Action 15: Facilitate opportunities for creative and artistic expression and participation, wherever feasible, with a minimum regulatory burden, including: a. Arts enterprises and facilities, and creative industries b. Interim and temporary uses c. Appropriate development of the night-time economy

Liverpool Place Strategy	
Greater Sydney Commission (2018)	
Purpose & vision	Liverpool Place Strategy establishes a vision for the Liverpool Collaboration Area, based on community engagement, identifies impediments and opportunities, sets strategic priorities, and identifies actions to deliver the vision. It informs public and private policy and investment decisions by identifying and recognising complex, place-based issues. The strategy's vision for the Liverpool Collaboration Area is as follows: <i>"By 2036, Liverpool is a rejuvenated city, offering diverse and growing residential and employment opportunities. Major health, education, retail precincts, and a network of open spaces and parklands alongside the Georges River, create a rich mix of jobs and workplaces, public spaces, shops and entertainment"</i> (pg. 9).
Key Priorities and Actions	The strategy contains a number of priorities and actions relevant to the proposed development: • <i>Priority 4: Create and renew great places for people</i> – <i>Action 9: Planning Proposals must demonstrate consistency with the sequencing of infrastructure delivery</i> • <i>Priority 5: Provide social and civic infrastructure for current and future generations</i> – <i>Action 11: Utilise existing school sites to meet demand for education and other community uses, and coordinate early identification of sites for new primary and secondary schools, including the potential for specialised education streams complementing the local TAFE and university offerings</i>
Our Home Liverpool 2027	
Liverpool City Council (2017)	
Purpose & vision	Liverpool City Council's most recent community strategic plan identifies a 10 year vision for the future of the LGA, based on extensive community consultation. The following vision has been identified for the LGA: <i>"LIVERPOOL: Rich in nature, rich in opportunity, creating community; our place to share and grow (p. 15).</i> Public consultation undertaken to development the CSP indicates that the following community priorities: • Connected community, • More community activities and events, • Well-maintained, multipurpose facilities that are accessible to all, • Clean public spaces, • Increased green space, • Creation of well-planned, attractive, and people-friendly urban environments, • Improvement to access and safety in public areas, • Increased numbers of jobs and businesses in the area.
Key actions	To achieve this vision, Council has identified a number of strategic directions: • <i>Direction 1: Creating connection, including:</i> – <i>Celebrate diversity, promote inclusion, and recognise heritage</i> – <i>Deliver a range of community events and activities</i> – <i>Implement access and equity for all members of the community</i> – <i>Provide community facilities which are accessible to all</i> – <i>Create a dynamic, inclusive environment, including programs to support healthy living.</i> • <i>Direction 2: Strengthening and protecting our environment,</i> • <i>Direction 3: Generating opportunity,</i> • <i>Direction 4: Leading through collaboration.</i>

Connected Liverpool 2050: Draft Local Strategic Planning Statement

Liverpool City Council (2019)

Purpose & vision	Liverpool City Council's draft LSPS provides a land use vision for the LGA to 2050. The purpose of the LSPS is to list planning priorities and to manage housing, economic and population growth in the LGA. The LSPS identifies the following vision for Liverpool: <i>“A vibrant place for people that is community focused, walkable, public transport-oriented, sustainable, resilient and connected to its landscape. A place that celebrates local diversity and history and is connected to other Sydney centres. A jobs-rich city that harnesses health, research, education, innovation and growth opportunities to establish an inclusive and fair place for all.” (p.18)</i> The development of the LSPS has been informed by engagement with the local community, who have identified their top priorities for Liverpool: • More parks, trees, and green space • Better streets • Better public transport • A cleaner environment • More car parking.
Key actions	The LSPS includes a number of planning priorities relevant to the delivery of Liverpool Civic Place, including: • <i>Planning Priority 3: Accessible and connected suburbs</i> • <i>Planning Priority 5: A vibrant, mixed-use, and walkable 24-hour City Centre with the Georges River at its heart</i> • <i>Planning Priority 6: High quality, plentiful and accessible community facilities, open space and infrastructure aligned with growth.</i> • <i>Planning Priority 9: Safe, healthy, and inclusive places shaping the wellbeing of the Liverpool community.</i> • <i>Planning Priority 11: An attractive environment for local jobs, business, tourism, and investment.</i>

Appendix D. Community Profile

Category	400m Construction Impact Zone	School Catchment	Liverpool LGA	Greater Sydney
<u>Income</u>	-	-	-	-
Median individual income (annual)	\$27,080	\$26,600	\$30,480	\$37,460
Variation from Greater Sydney median	-27.7%	-29.0%	-18.6%	na
% of persons (15 years or older) earning \$1,000pw or more	21.9%	24.3%	28.9%	37.3%
Median household income (annual)	\$53,890	\$58,020	\$80,850	\$92,200
Variation from Greater Sydney median	-41.6%	-37.1%	-12.3%	na
% of Households earning \$2,500pw or more	7.8%	9.4%	25.2%	31.8%
Individual income				
<i>No income</i>	13.6%	14.8%	14.1%	12.3%
<i>Low</i>	43.4%	42.4%	39.1%	34.2%
<i>Medium</i>	40.9%	40.0%	41.8%	41.9%
<i>High</i>	2.2%	2.9%	5.0%	11.6%
Household income				
<i>No income</i>	2.7%	2.9%	1.7%	2.0%
<i>Low</i>	26.6%	22.3%	16.0%	14.1%
<i>Medium</i>	54.0%	55.2%	44.4%	39.6%
<i>High</i>	16.7%	19.6%	37.8%	44.3%
<u>Age Structure</u>	-	-	-	-
0 years	2.4%	2.4%	1.5%	1.2%
1-2 years	3.1%	4.1%	3.1%	2.6%
3-4 years	2.9%	3.3%	3.1%	2.6%
5-6 years	2.3%	2.6%	3.1%	2.6%
7-11 years	5.0%	5.3%	7.5%	6.2%
12-17 years	4.7%	5.2%	8.8%	6.9%
18-24 years	9.6%	9.3%	10.0%	9.6%
25-34 years	19.5%	23.1%	14.6%	16.2%
35-49 years	23.4%	22.2%	21.3%	21.3%
50-59 years	11.3%	10.2%	12.2%	12.3%
60-69 years	8.1%	6.9%	8.1%	9.4%
70-84 years	6.5%	4.7%	5.7%	7.1%
85 years and over	1.3%	0.7%	1.1%	1.9%
Males	51.5%	49.8%	49.6%	49.3%
Females	48.8%	50.3%	50.4%	50.7%
Total persons	3,670	12,210	204,330	4,823,900
Median Age (years)	35.0	32.0	33.0	36.0
<u>Country of Birth</u>				
Australia	33.2%	30.8%	55.9%	61.9%
<i>Aboriginal and Torres Strait Islanders</i>	1.5%	0.9%	1.5%	1.4%
Other Major English Speaking Countries	4.3%	2.8%	3.7%	7.6%
Other Overseas Born	62.5%	66.4%	40.4%	30.5%
% speak English only at home	29.0%	22.9%	44.3%	62.5%

Category	400m Construction Impact Zone	School Catchment	Liverpool LGA	Greater Sydney
<u>Previous Address</u>	-	-	-	-
Same address as 1 year ago	79.9%	73.0%	87.1%	83.9%
Different address 1 year ago	20.1%	26.8%	12.7%	16.0%
Same address as 5 year ago	47.0%	35.8%	61.2%	56.6%
Different address 5 year ago	53.0%	63.5%	38.4%	42.9%
<u>Household Composition</u>	-	-	-	-
<i>Couple family with no children</i>	20.2%	19.4%	17.5%	23.8%
<i>Couple family with children</i>	29.6%	32.5%	48.9%	37.5%
Couple family - Total	49.8%	51.9%	66.4%	61.3%
One parent family	13.4%	15.6%	14.8%	11.1%
Other families	1.8%	1.8%	1.4%	1.3%
Family Households - Total	65.0%	69.3%	82.6%	73.7%
Lone person household	30.8%	26.5%	15.7%	21.7%
Group Household	4.2%	4.2%	1.8%	4.6%
<u>Dwelling Structure (Occupied Private Dwellings)</u>	-	-	-	-
Separate house	3.6%	1.4%	75.9%	57.2%
Semi-detached, row or terrace house, townhouse etc.	6.0%	2.0%	10.5%	14.0%
Flat, unit or apartment	90.0%	96.4%	13.3%	28.2%
Other dwelling	0.3%	0.2%	0.2%	0.5%
<i>Occupancy rate</i>	95.3%	95.8%	95.2%	92.3%
Average household size	2.4	2.5	3.3	2.8
<u>Tenure Type (Occupied Private Dwellings)</u>	-	-	-	-
Owned outright	13.6%	9.7%	24.9%	30.0%
Owned with a mortgage	14.8%	18.2%	41.3%	34.2%
Rented	71.4%	71.9%	33.1%	35.1%
<i>State or territory housing authority</i>	5.1%	6.5%	7.3%	4.2%
<i>Housing co-operative/community/church group</i>	0.0%	0.9%	0.6%	0.5%
Other tenure type	0.3%	0.2%	0.8%	0.7%
<u>Attending Education (% of those attending)</u>	-	-	-	-
Pre-school	4.9%	5.1%	6.4%	6.9%
Infants/Primary Total	30.1%	29.7%	35.6%	32.2%
<i>Government</i>	73.3%	71.3%	64.1%	68.4%
<i>Catholic</i>	21.2%	23.5%	21.3%	19.7%
<i>Other</i>	5.5%	5.2%	14.6%	11.9%
Secondary Total	20.7%	20.3%	29.5%	25.0%
<i>Government</i>	73.6%	73.5%	57.8%	54.8%
<i>Catholic</i>	19.0%	21.5%	26.3%	26.4%
<i>Other</i>	7.4%	5.1%	15.9%	18.9%
Technical or Further Educational Institution	12.5%	13.9%	7.6%	7.6%
University or other Tertiary Institution	24.3%	22.8%	17.4%	24.2%
Other type of educational institution	7.5%	8.2%	3.5%	4.0%
<i>% of total population attending education</i>	18.5%	20.3%	26.5%	25.2%

Category	400m Construction Impact Zone	School Catchment	Liverpool LGA	Greater Sydney
<u>Highest Level of Education Completed (% of population aged 15 years and over)</u>	-	-	-	-
Year 12 or equivalent	64.4%	69.3%	59.5%	67.5%
Year 9-11 or equivalent	26.0%	20.6%	30.5%	26.7%
Year 8 or below	7.0%	6.8%	7.0%	4.4%
Did not go to school	2.7%	3.3%	3.0%	1.5%
<u>Highest Level of Non-School Qualification</u>	-	-	-	-
Postgraduate degree	10.0%	12.7%	7.5%	13.9%
Graduate diploma or certificate	1.3%	1.7%	2.0%	3.4%
Bachelor degree	30.1%	34.6%	28.2%	36.4%
Advanced diploma or diploma	22.5%	21.1%	21.4%	17.7%
Certificate	36.1%	29.9%	41.0%	28.6%
% of persons with non-school qualifications (persons 15 years and above) - excludes not-stated and inadequately described	39.0%	41.5%	41.9%	52.7%
<u>Employment Status</u>	-	-	-	-
Unemployed/ looking for work	11.9%	12.0%	7.5%	6.0%
Labour force participation rate	57.6%	56.8%	61.7%	65.6%
<u>Need for Assistance</u>				
With Need for Assistance	5.6%	5.3%	6.2%	4.9%
No Need for Assistance	88.6%	89.1%	86.3%	88.7%
Need not stated	5.8%	5.6%	7.5%	6.4%
<u>Top 10 Countries of Birth</u>	<u>400m Construction Impact Zone</u>	<u>School Catchment</u>	<u>Liverpool LGA</u>	<u>Greater Sydney</u>
1	Australia (33.2%)	Australia (30.8%)	Australia (55.9%)	Australia (61.9%)
2	India (11.6%)	India (10.3%)	Iraq (5.2%)	China (5.0%)
3	Iraq (5.4%)	Iraq (9.8%)	Vietnam (3.5%)	England (3.4%)
4	Philippines (4.5%)	Fiji (3.8%)	Fiji (3.5%)	India (2.9%)
5	Fiji (4.3%)	Philippines (3.5%)	India (2.8%)	New Zealand (1.9%)
6	New Zealand (2.7%)	Croatia (2.9%)	Lebanon (2.2%)	Vietnam (1.8%)
7	Bosnia Herzegov (2.3%)	China (2.8%)	Philippines (2.1%)	Philippines (1.7%)
8	Croatia (2.1%)	Bosnia Herzegov (2.8%)	New Zealand (1.8%)	Lebanon (1.2%)
9	Vietnam (1.8%)	Iran (2.0%)	Italy (1.4%)	Korea South (1.1%)
10	China (1.7%)	Vietnam (1.9%)	China (1.4%)	Hong Kong (0.9%)
<u>Top 10 Languages Spoken at Home</u>	<u>400m Construction Impact Zone</u>	<u>School Catchment</u>	<u>Liverpool LGA</u>	<u>Greater Sydney</u>
1	English (29.0%)	Arabic (15.7%)	English (26.3%)	English (62.5%)
2	Arabic (10.7%)	English (11.5%)	Arabic (12.2%)	Mandarin (5.1%)
3	Serbian (7.4%)	Serbian (9.2%)	Vietnamese (5.2%)	Arabic (4.3%)
4	Hindi (5.9%)	Hindi (5.5%)	Hindi (4.3%)	Cantonese (3.1%)
5	Tamil (2.8%)	Indo Aryan - other (3.6%)	Spanish (2.7%)	Vietnamese (2.2%)
6	Tagalog (2.7%)	Mandarin (3.1%)	Serbian (2.6%)	Greek (1.7%)
7	Indo Aryan - other (2.7%)	Spanish (2.6%)	Italian (2.4%)	Hindi (1.4%)
8	Spanish (2.3%)	Vietnamese (2.6%)	Greek (1.6%)	Italian (1.4%)
9	Vietnamese (2.0%)	Tamil (2.1%)	Cantonese (1.4%)	Indo Aryan - other (1.3%)
10	Punjabi (1.9%)	Tagalog (2.1%)	Mandarin (1.4%)	Korean (1.3%)

Appendix E. SIA Guideline review questions

The NSW Government's Draft *Social Impact Assessment Guideline* (2020) includes a set of review questions for proponents to check that they have fulfilled the requirements of the Guideline. Responses to the review questions are included below.

Item	Review question	Response
General		
1	Does the lead author of the SIA Report meet the qualification and experience requirements?	Yes (see Appendix B)
2	Has the lead author of the SIA Report provided a signed declaration certifying that the assessment does not contain false or misleading information?	Yes, see page 2.
3	Would a reasonable person judge the SIA Report to be impartial, rigorous, and transparent?	Yes
Project's social locality and social baseline		
4	Does the SIA Report identify and describe all the different social groups that may be affected by the project?	Yes (see Section 6.0)
5	Does the SIA Report identify and describe all the built or natural features that have value or importance for people, and explain why people value those features?	Yes (see Section 7.0 and 8.0)
6	Does the SIA Report identify and describe historical, current, and expected social trends or social changes for people in the locality, including their experiences with this project and other major development projects?	Yes (see Section 6.0 and 7.0)
7	Does the social baseline study include appropriate justification for each element, and provide evidence that the elements reflect both relevant literature and the full diversity of views and potential experiences?	Yes
8	Does the social baseline study demonstrate social-science research methods and explain any significant methodological or data limitations?	Yes
Identification and description of impacts		
9	Does the SIA Report adequately describe potential social impacts (whether negative, positive, tangible, intangible, perceived, and/or cumulative) from the perspectives of how people may experience them, and explain the research used to identify them? Where the assessment is partially complete, and expected to be completed in Phase 2 SIA, has this been explained?	Yes (see Section 9.0 and attached scoping checklist)
10	Does the SIA Report apply the precautionary principle to social impacts, and consider how they may be experienced differently by different people and groups (i.e. distributive equity)?	Yes (see Section 9.0)
11	Does the SIA Report describe how the preliminary analysis influenced both the project design and EIS Engagement Strategy?	As a NSW infrastructure agency, School Infrastructure is bound by the requirements of the NSW Government Business Case process. Once a concept is approved for funding wider engagement is undertaken via the SINSW Community Engagement framework. This ensures that concept designs are informed by the school leader, community representatives and technical experts in the delivery of education facilities.

Item	Review question	Response
Community engagement		
12	Were the extent and nature of engagement activities appropriate and sufficient to canvass all relevant views, including those of vulnerable or marginalised groups?	Yes (see Section 8.0 and <i>Consultation Outcomes Report</i> , Ethos Urban, 2021)
13	How have the views, concerns, and insights of affected and interested people influenced both the project design and each element of the SIA Report (e.g. the social baseline, predicting impacts, and mitigation/enhancement measures)?	See Section 9.0
Predicting and analysing social impacts		
14	Does the SIA Report impartially focus on the most material social impacts at all stages of the project life cycle, without any omissions or misrepresentations?	Yes (see Section 9.0)
15	Does the SIA Report identify the matters to which the precautionary principle could or should be reasonably applied?	Yes (see Section 9.0)
16	Does the SIA Report analyse the distribution of both positive and negative social impacts, and the equity of this distribution?	Yes (see Section 9.0)
17	Does the SIA Report identify its assumptions, and include sensitivity analysis and alternative scenarios (including 'worst-case' and 'no project' scenarios where relevant)?	The delivery of education facilities to meet service needs within local catchments is fundamental to communities. Context analysis informs the concept design process to ensure school developments fit within, and enhance, the places in which they are proposed.
Evaluating significance		
18	Do the evaluations of significance of social impacts impartially represent how people in each identified social group can expect to experience the project, including any cumulative effects?	Yes (see Section 9.0)
19	Are the evaluations of significance disaggregated to consider the potentially different experiences for different people or groups, especially vulnerable groups?	Yes (see Section 9.0)
Responses, monitoring and management		
20	Does the SIA Report propose responses (i.e. mitigations and enhancements) that are tangible, deliverable by the proponent, likely to be durably effective, and directly related to the respective impact(s)?	Yes (see Section 9.0)
21	How can people be confident that social impacts will be monitored and reported in ways that are reliable, effective, and trustworthy?	See Section 9.1
22	How will the proponent adaptively manage social impacts and respond to unanticipated events, breaches, grievances, and non-compliance?	See Section 9.1