



# SOCIAL IMPACT ASSESSMENT

Carlingford West Public  
School

Prepared for  
**SCHOOL INFRASTRUCTURE NSW**  
10 June 2021



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# 1. INTRODUCTION

Urbis Pty Ltd (Urbis) was engaged by School Infrastructure NSW (SINSW) (a division of the Department of Education (DoE)) to prepare a Social Impact Assessment (SIA) for Carlingford West Public School (CWPS or the site). The SIA is to inform a development proposal for alterations and additions to the existing school on site. This includes replacing demountable buildings, construction of new teaching spaces and upgrades to existing core facilities, landscaping and associated works.

## 1.1. PROJECT OVERVIEW

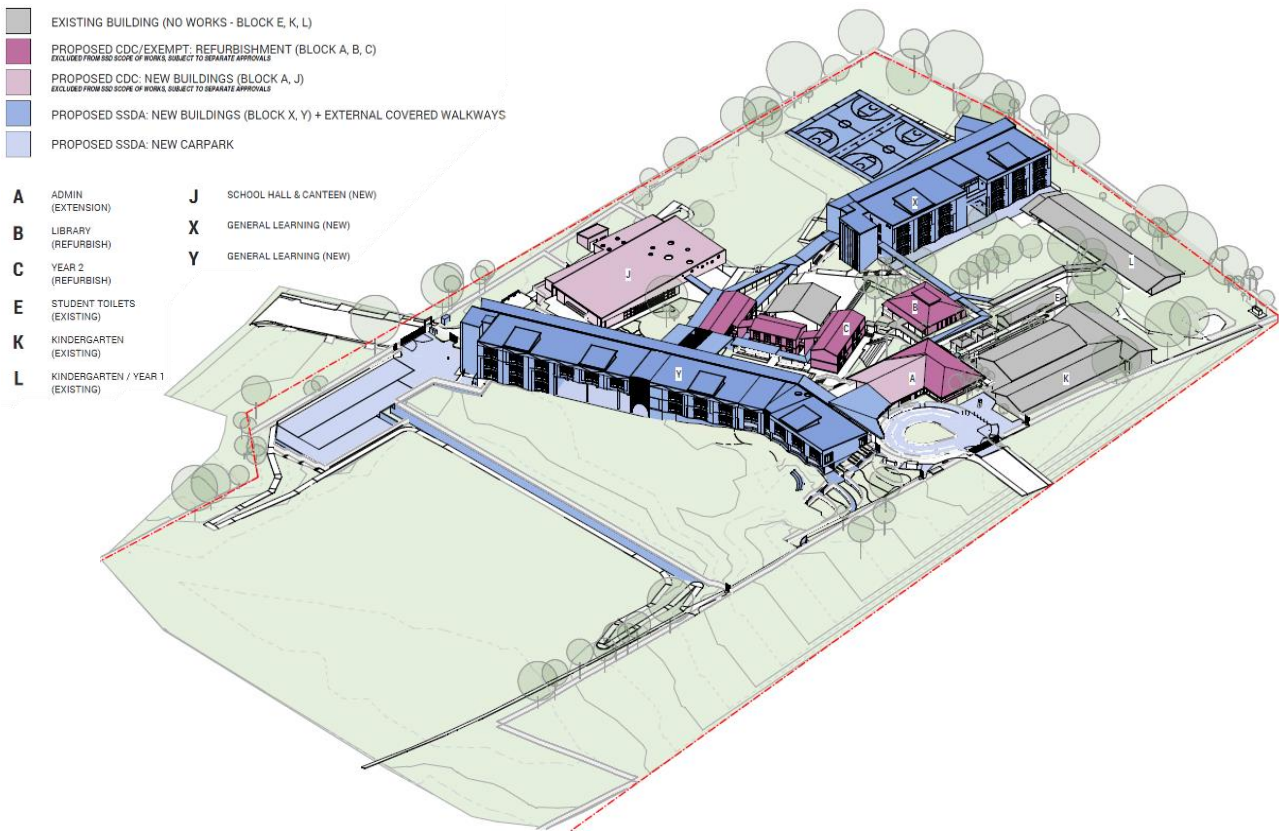
The DoE has a legislative responsibility to provide teaching spaces to meet demand in all areas of NSW. SINSW the delivery branch of DoE is proposing the redevelopment of the existing Carlingford West Public School (CWPS). The proposal involves the removal of all 55 existing demountable buildings, upgrades to existing facilities on site and the construction and operation of new school buildings.

Further detail of the proposal is provided below and in Figures 1 and 2.

- Proposed upgrades will cater for a capacity of 1,610 students
- Construction of 2 new buildings:
  - Building X: A three storey building that contains 24 new homebases
  - Building Y: A three storey building containing 22 homebases, six special program rooms and a single storey library, linking the two site entry points and includes a covered outdoor learning area below.
- Car park with 53 parking spaces for staff and visitors, and associated traffic strategy for the precinct
- Reconfiguration of the current kiss-and-drop zone at Felton Road East and West
- Landscaping masterplan for the entire school
- Associated signage, civil works, utilities and services to support the proposed upgrades.

There are existing plans to refurbish existing Buildings B and C on the CWPS site and construct two additional buildings, known as Buildings A and J. These buildings will be located centrally to the school site. These proposals are being progressed through exempt or complying development pathways and are not part of the SSDA proposal.

Figure 1 Axonometric diagram of the proposal



Source: NBRS Architecture



Figure 2 Proposed site plan



Source: NBRS Architecture



## 1.2. PURPOSE AND SCOPE OF THIS REPORT

This SIA is a specialist technical study that will form part of the Environmental Impact Statement. The purpose of this report is to identify and analyse the potential positive and negative social impacts associated with a development proposal. It involves a detailed and independent study to outline social impacts, identify mitigation measures, and provide recommendations in accordance with professional standards and statutory obligations.

In line with the draft Department of Planning, Industry and Environment's (DPIE's) SIA Guidelines for State Significant Projects (2020) social impacts are those that involve changes to people's:



## 1.3. STRUCTURE OF THIS REPORT

This report has seven chapters as summarised below:

- **Section 1** (this chapter) introduces the proposal, purpose and scope of this report.
- **Section 2** provides an outline of the legislative requirements and the methodology that has been followed to complete the assessment
- **Section 3** provides key findings from a review of local and state policies that set the strategic context of the site
- **Section 4** provides a social baseline of the study area including the site's locality, social context and demographic characteristics
- **Section 5** sets out a preliminary assessment of expected and perceived social impacts of the proposal
- **Section 6** sets out the social impact assessment of moderate to very high impacts, including mitigation and enhancement measures
- **Section 7** provides a monitoring and management framework with recommendations for enhancement of positive impacts, or management of negative impacts
- **Section 8** contains a conclusion and overall impact assessment.

## 2. METHODOLOGY

The methodology used to assess potential social impacts is discussed in this section, with reference to the legislative requirements.

### 2.1. LEGISLATION AND GUIDELINES

#### Secretary's Environmental Assessment Guidelines or Environmental Planning Assessment Act 1979

This SIA has been undertaken in accordance with the technical requirements of the Secretary's Environmental Assessment Requirements (SEARs) for SSD-10879802 This report addresses the following SEARs:

##### 9. Social Impacts

Provide a Social Impact Assessment prepared in accordance with the draft Social Impact Assessment Guideline 2020.

#### City of Parramatta guidelines

The City of Parramatta's Social Impact Assessment Guidelines (2013) provides direction on the preparation of a SIA within the local government area. This SIA also has been informed by the City of Parramatta's guideline as well as best practice guidelines from the International Association for Impact Assessment (IAIA).

### 2.2. ASSESSMENT METHODOLOGY OVERVIEW

The following methodology was undertaken to inform the preparation of this SIA.

Background review	Impact scoping	Assessment and reporting
<ul style="list-style-type: none"><li>▪ Review of surrounding land uses and site visit</li><li>▪ Review of relevant state and local policies to understand potential implications of the proposal</li><li>▪ Analysis of relevant data to understand the existing community.</li></ul>	<ul style="list-style-type: none"><li>▪ Review of site plans and technical assessments</li><li>▪ Consultation with City of Paramatta, CWPS Principal, and representatives of CWPS Parents and Citizens Association to identify potential impacts</li><li>▪ Stakeholder mapping.</li></ul>	<ul style="list-style-type: none"><li>▪ Assessment of significant impacts considering management measures</li><li>▪ Recommendations to enhance positive impacts, reduce negative impacts and monitor ongoing impacts.</li></ul>

### 2.3. APPROACH TO ASSESSING SOCIAL IMPACTS

The assessment of social impacts can be approached in several ways. The International Association of Impact Assessment (IAIA) highlights a risk assessment methodology, whereby the significance of potential impacts is assessed by comparing the consequence of an impact against the likelihood of the impact occurring. This approach is also used in the draft DPIE SIA Guidelines.

The DPIE risk assessment methodology is outlined below and has been used in this SIA.

			Magnitude level				
			1	2	3	4	5
			Minimal	Minor	Moderate	Major	Transformative
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

## Magnitude level

According to the DPIE SIA Guidelines, the magnitude level of impact considers:

- who is expected to be impacted, including the volume of people affected and their relative location to the proposal
- when the potential impact will occur and the frequency of potential impacts
- the scale or degree of change from the existing condition as a result of the impact
- the extent to which people or an environment can adapt to or mitigate the impact
- the level of concern or interest among the people affected.

## Management measures

Social impacts are assessed before and after the implementation of management measures. Management measures are designed to reduce negative impacts and enhance positive impacts. These measures can take different forms and may be incorporated in the planning, construction, or operational stage of the proposal.

Section 6 of this report assess potential impacts prior to management measures as part of the impact scoping phase. Impacts which are assessed as moderate or higher are considered significant and included for further assessment in Section 7. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level.

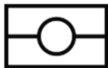


### 3. POLICY CONTEXT




A review of relevant state and local policies was undertaken to understand the strategic context of the proposed development and any potential impacts. The documents reviewed for this policy context are listed below.

- Infrastructure NSW, State Infrastructure Strategy 2018-2038 (SIS)
- Department of Education, Community Use of School Facilities Policy 2021
- Government Architect NSW (GANSW), Connecting with Country Draft Framework 2020
- Greater Sydney Commission, Central City District Plan 2018 (the District Plan)
- City of Parramatta, Local Strategic Planning Statement 2020 (LSPS)
- City of Parramatta, Community Strategic Plan 2018-2038: Butt Yura Barra Ngurra 2018 (CSP)
- City of Parramatta, Socially Sustainable Parramatta Framework 2018 (SSPF)
- City of Parramatta, Community Infrastructure Strategy 2020 (CIS).

A summary of the key findings from the policy review, as it relates to the proposal, is outlined below.

Table 1 Policy review impact scoping

Theme	Summary of findings
Protecting and enhancing connection to Aboriginal culture 	<ul style="list-style-type: none"> <li>▪ Key strategies of the CSP are to make Parramatta a leading city of reconciliation and acknowledging the Darug peoples and the traditional custodians of the land while championing the role that culture plays in city-building.</li> <li>▪ The GANSW Designing with Country discussion paper and framework is for all stakeholders engaged in built environment projects that impact Aboriginal communities, as well as their culture and heritage. The discussion paper and framework aim to establish tools and strategies for all stakeholders engaged in built environment projects to share knowledge about Aboriginal places and places of shared cultural and heritage significance, as well as respecting and protecting sensitive sites and strengthening culture.</li> </ul>
Increasing access to education 	<ul style="list-style-type: none"> <li>▪ The SIS, District Plan and LSPS all identify the need for increased capacity within the education system to meet growing and changing demand.</li> </ul>
Providing innovative education facilities 	<ul style="list-style-type: none"> <li>▪ The SIS contains priorities to continue improving education facilities across NSW. This includes delivering infrastructure to keep pace with student numbers and providing modern, reconfigurable, and digitally enabled learning spaces.</li> <li>▪ A priority in the Central City District Plan is to provide services and social infrastructure to meet people's changing need. This includes innovative approaches to land use, contemporary design and flexible learning spaces and facilities.</li> </ul>

Theme	Summary of findings
<p>Delivering high quality open space</p> 	<ul style="list-style-type: none"> <li>▪ The District Plan identifies a shortfall of active open space across the Central District. To enhance connectivity and diversity of open space the plan recommends making better use of existing facilities, converting existing open space into sports fields, and partnering with schools to share spaces outside school hours.</li> <li>▪ The CIS has identified Carlingford Town Centre as a 'High Growth Precinct' with an increasing population living in high density housing. The residents of this high density housing will require access to spaces outside of the home to socialise, play, learn and relax.</li> <li>▪ The CIS recognises the current low provision of open space in Carlingford and the underutilisation of sports fields in some areas of the LGA.</li> </ul>
<p>Community use of school facilities</p> 	<ul style="list-style-type: none"> <li>▪ The District Plan, CIS, LSPS all reinforce the importance of shared use agreements in delivering public open space.</li> <li>▪ The DoE's Community Use of School Facilities Policy recognises the importance of shared use agreements in strengthening partnerships between the school and community.</li> <li>▪ The District Plan recognises that shared use agreements will be particularly important in urban areas, where there are growing and competing demands for access to open space and community facilities.</li> <li>▪ The CIS states that there are more than 30 public schools across the LGA with the potential to be made accessible to the wider community. Specific schools are not, however, identified.</li> </ul>
<p>Fostering socially connected communities</p> 	<ul style="list-style-type: none"> <li>▪ The District Plan identifies schools as important facilities that enhance and promote social connections and networks within the community.</li> <li>▪ The District Plan also identifies that places with high concentrations of social connectors are characterised by high provision of social infrastructure.</li> <li>▪ A goal of the SSPF is to facilitate social connections to foster socially and culturally diverse, inclusive, and empowered communities.</li> </ul>

## 4. SOCIAL BASELINE

This section provides a social baseline of the study area including the site's locality, social context, demographic characteristics, engagement outcomes and area of social influence.

### 4.1. SOCIAL LOCALITY

CWPS is located at 59-73 Felton Road and part of 183 Pennant Hills Road, Carlingford and occupies an area of approximately 4.3ha. The school is situated approximately 1km west of the Carlingford commercial centre and future light rail station, 4km north east of Parramatta CBD and 18km north west of Sydney CBD. Pedestrian and vehicular access to CWPS is from Felton Road east and west. There are also pedestrian only access points from Hillar Avenue, Blenheim Road and Dunmore Avenue, as well as Cumberland High School (CHS).

Carlingford is a suburb of primarily low to medium density housing with a growing area of high density housing and commercial premises to the east of the site, along the Pennant Hills Road corridor. This area of higher density is focused around the forthcoming Stage 2 of the Parramatta Light Rail project. The new Carlingford light rail station will take the place of the former Carlingford train station. The new light rail network will use the decommissioned heavy rail corridor and eventually link Carlingford to Westmead via the Parramatta CBD.

Carlingford Court and Carlingford Village are the main retail shopping centres in the area. Carlingford Court is anchored by Coles, Woolworths, and Target. Numerous smaller retailers and a Bunnings Warehouse exist along the Pennant Hills corridor between Carlingford Court and the future light rail station.

The area is home to pockets of open space including Peggy Womersley Reserve, Kingsdene Oval and Homelands Reserve. There are three other education institutions within a 400m radius of the site. Immediately south of CWPS and sharing the same site is Cumberland High School, a government secondary school. Approximately 300m west of the site is James Ruse Agricultural High School, a government selective secondary school. Approximately 400m south west of the site is OneSchool Global Sydney Campus, a co-educational independent Christian primary and secondary school. Approximately 1km to the west of the site is The King's School, an independent Christian primary and secondary school.

NSW Bureau of Crime Statistics and Research (BOCSAR) data shows no crime hotspots at or near the CWPS site.

Figure 3 Social context





Figure 1 Site photos



Picture 1 CWPS East Felton Road entrance



Picture 2 CWPS West Felton Road entrance



Picture 3 CWPS pedestrian entrance from Hilar Avenue



Picture 4 CWPS pedestrian entrance from Blenheim Road



Picture 5 14-16 Blenheim Rd, Carlingford an example of typical multi dwelling housing in the area

Source: Urbis



Picture 6 Peggy Womersley Reserve and Kingsdene Oval

## 4.2. COMMUNITY PROFILE

A social baseline identifies the demographic and social characteristics of the existing community. It is an important tool in understanding how a community currently lives and that community's potential capacity to adapt to changes arising from a proposal.

A community profile has been developed for Carlingford based on demographic data from the Australian Bureau of Statistics (ABS Census 2016), Australian Curriculum, Assessment and Reporting Authority (ACARA) and DPIE. The demographic characteristics of the City of Parramatta and Greater Sydney have been used for comparison purposes.



### Family households

Families make up the majority of households in Carlingford (84%) with a median household size of 3.1 people. In comparison, Greater Sydney has a lower portion of family households (74%) and smaller median household size of 2.8.



### Cultural and linguistic diversity

More than half of the Carlingford population were born overseas (54%) and a majority speak a language other than English at home (61%). A large majority of CWPS students are from a language background other than English (96%)



### Socio-economic advantage

Carlingford scores 1,086 on the Socio-Economic Indexes for Areas (SEIFA), placing it in the top 10% of all NSW suburbs for socio-economic advantage/disadvantage. The Parramatta LGA scores 1,063, also placing it in the top 10% of the state's LGAs.



### Low density living

At the last Census in 2016, Carlingford was characterised as a low density residential neighbourhood. Most dwellings were separate or semi-detached houses (80%) compared to Greater Sydney (71%). The number of flats and apartment dwellings is expected to have increased since 2016, with recent high density development in the Carlingford Town Centre Precinct.



### Educated population

The population of Carlingford is highly educated. 37% of people aged 15 and over have obtained a bachelor's level degree and above. In comparison, in Greater Sydney 28% of people aged 15 and over has obtained a bachelor's degree level and above.



### Motor vehicle use

Most households in Carlingford (93%) have at least one motor vehicle. Fewer people in Carlingford travel to work by public transport compared with the Parramatta LGA (22% and 28% respectively).



## 5. ENGAGEMENT OUTCOMES

### Community and stakeholder engagement activities

As outlined by the Consultation Outcomes Report, community and stakeholder engagement activities were undertaken by SINSW between October 2019 and May 2021 including:

- Five Project Reference Group (PRG) meetings held between 14 October 2019 and 20 May 2021
- Project updates distributed through letterbox notification to the catchment area during each planning phase
- Two NSW State Design Review Panel (SDRP) Workshop meetings between SINSW and GANSW held on 12 February 2020 and 12 May 2021
- A site visit with CWPS staff and Parents' and Citizens' Association (P&C) representatives to Burramurra Public School conducted on 1 April 2021 to view a recently completed Design for Manufacture and Assembly (DfMA) school
- Two meetings between SINSW and the City of Parramatta Council held on 8 April and 13 May 2021
- Transport Working Group meetings between SINSW, Transport for NSW (TfNSW) and the City of Parramatta held on 2 February, 31 March and 21 April 2021
- Two Community Information Sessions on 27 and 28 May 2021 with approximately 146 attendees. A translator was present to communicate with residents in Cantonese and Mandarin.

The SINSW project team also responded to 11 direct emails and 5 phone calls about the project.

The authors of this report completed stakeholder meetings for the purposes of this SIA. This involved three separate meetings with key stakeholders:

- CWPS Principal held on 14 May 2021
- City of Parramatta's Social Outcomes team held on 26 May 2021
- Two representatives of the CWPS Parents and Citizens Association held on 28 May 2021.

### Engagement feedback summary

The key themes raised during engagement activities are summarised below.

#### Active school community

- It was felt by the Principal and representatives of the P&C that the parent and family community of CWPS is very active and willing to contribute time to the school for the benefit of the community's children. This includes a strong commitment to the P&C and the ability to mobilise very quickly to support the school.
- There was feedback from the Principal and representatives of the P&C that CWPS has a proud community that highly values education. Representatives of the P&C believe the new built form will better reflect the already high performance of the school.

#### Design

- Representatives of the P&C and most stakeholders during the two community information sessions provided positive feedback on the proposed design of the new buildings including the modern design and high quality facilities.
- The Principal and representatives of the P&C acknowledged the positive impact of removing the existing 55 demountable classrooms.
- Representatives of the P&C appreciated their feedback was heard in the early stages of the proposal and incorporated into the design. This included their preference for traditional classrooms and for the school to remain on a separate campus from CHS.

- Some stakeholders expressed concern that the design of the school, particularly access arrangements, has not been informed by operational requirements. This included the ability of school buses to access the site when transporting students to and from excursions.

### **Traffic management and accessibility**

- Queries were raised by stakeholders about how the proposal would address ongoing issues of traffic congestion during drop off and pick up times. Many stakeholders believe the proposal will exacerbate traffic congestion. Anecdotal evidence suggested waiting times of up to an hour in traffic to drop off and collect students before and after school.
- Challenges were raised by residents neighbouring the school about ongoing challenges with managing dangerous driving behaviour.
- Concerns were raised by residents about the current number of students enrolled at CWPS. Residents felt that the current number of students enrolled at the school is far too high.
- Frustrations from residents that the large number of students attending the school has resulted in undue pressure being placed on surrounding road infrastructure. Residents also explained that local traffic management during school hours has become such a critical issue that they feel it has impacted how they carry out daily activities.
- Concerns were raised from stakeholders that encouraging walking and cycling to school is not a realistic solution to resolving traffic issues. There were concerns expressed for the safety of students riding and walking to school, particularly at the proposed car park driveway and services entry, where there is possibility for pedestrian, car and truck conflict.

### **Temporary school staging and construction**

- Concerns were raised by parents, teachers, and staff of both CWPS and CHS about the arrangements for the temporary school. These included the temporary loss of oval spaces and sports facilities, lack of consultation with CHS, and negative impact on student learning due to continued disruption.
- Concern was raised by the CWPS Principal over the short time frame proposed for the staging and construction of the project. It was suggested that a slower process could assist in minimising construction and staging disruption to students by potentially reducing the requirement for demountable classrooms.
- Following further engagement between the project team and Principal of CHS, the latter has endorsed the open space arrangements for the high school during construction of CWPS. These arrangements at CHS include provision of a new volleyball court and upgrades to existing tennis and basketball courts.

### **School capacity and enrolment numbers**

- Concerns were raised by the existing school community and neighbouring residents about current enrolment numbers, projected growth of the school's population over the coming years and the proposal's potential inability to accommodate existing school numbers or projected growth.
- Significant concerns were raised by the CWPS Principal and representatives of the P&C that once the proposal was complete the school may continue to require demountable classrooms to cater for student needs.
- Frustrations were also raised by some community members present at the two community information sessions, who believe families are not required to provide substantial 'proof' of living in the catchment area to enrol children in the school.
- Conversely, some attendees at the drop-in sessions raised some fears that the catchment area for the school may change to deal with large enrolment numbers. This would result in some families which had planned to send their children to CWPS being unable to do so.
- Other common questions raised about school capacity and enrolment numbers included:
  - What capacity will the school have once the school is complete?
  - How will the DoE cap the number of students at CWPS?
  - Will there be future changes to the catchment area?

- How is the capacity of a classroom calculated?
- Will demountables remain on site post completion?

### **Loss of open space**

- There was concern from the community about whether there would be sufficient open space for students, particularly given that a growing number of local families live in apartments.
- Concerns were also raised over the potential that at project completion, the school's areas of open space may accommodate demountable classrooms.
- Consultation with the City of Parramatta identified there is existing pressure on Council managed parkland within the area with four schools (including CWPS) regularly using Kingsdene Oval and Penny Womersley Reserve for physical education lessons and regular sporting competitions.

### **Planning process**

- Most stakeholders requested further information on how the SSDA will be assessed and approved and sought clarity on whether they would be consulted further throughout the exhibition period.
- Representatives of the P&C were content with the level of consultation and rate of project development up until the proposal was deemed a 'fast-tracked project'. Since then, the P&C has felt a lack of consultation.
- Some representatives on the P&C expressed frustrations with the engagement process, dating from the preparation of the Master Plan. There were also differing expectations on the purpose on PRG meetings, and whether they are for information or collaboration purposes.

## **5.1. AREAS OF SOCIAL INFLUENCE**

Considering the social locality, demographic data and engagement outcomes, the area of social influence is immediate and mostly contained to Carlingford suburb. Within the area of social influence, the following individuals and communities are likely to be impacted by the proposal:

- Local Indigenous community
- Current and future CWPS students, staff and families
- Current CHS students and staff
- Carlingford residents.

## 6. EXPECTED AND PERCEIVED IMPACTS

A proposal may cause a range of direct and indirect social impacts which can have a positive, negative or neutral impact on the existing community and environment. A SIA should assess the expected and perceived impacts which are considered to have the most significant impacts on the community and identified stakeholder groups.

The following section outlines the impact scoping considerations which were used to inform the determination of significant social impacts.

Social impacts have been informed by the contextual information presented in Sections 1 - 5 of this report. The social impacts were assessed against the SIA criteria contained in Section 2, and information provided in relevant technical studies.

The social impact categories shown in Tables 2 and 3 are sourced from DPIE's draft SIA Guidelines.

### 6.1. NEUTRAL TO LOW IMPACTS

Table 2 outlines the social impacts which were considered neutral to low and are not included for further assessment.

Table 2 Neutral to low impacts

Potential impacts	Social impact category	Further information
Increased noise and vibration during construction	<ul style="list-style-type: none"> <li>Way of Life</li> <li>Surroundings</li> </ul>	<p>The proposal utilises Design for Manufacture and Assembly (DfMA) whereby substantial elements of the building are constructed offsite in a controlled factory environment and lifted into place onsite. Maximising off-site fabrication results in a reduction in construction amenity impacts onsite such as noise and vibration.</p> <p>The Acoustic Assessment prepared by Pulse White Noise outlines the suggested hours of operation for construction activities, which are Monday to Friday 7am to 6pm and Saturday 9am to 1pm. Any work conducted outside the recommended hours will require strong justification, and where noise is more than 5dB above the noise affected level, the community is required to be notified. Construction work will be required to comply with noise levels as recommended in the Acoustic Assessment.</p>
Improved security	<ul style="list-style-type: none"> <li>Surroundings</li> </ul>	<p>Crime data from BOCSAR shows that Carlingford has low rates of crime of potentially relevant offence types, including non-domestic assault, malicious damage to property, steal from motor vehicle and motor vehicle theft. There are no crime hotspots at or near the CWPS site. The overall design of the school has incorporated CPTED principals and their application to provide a safe and secure school environment.</p> <p>Improved security is considered a low positive impact and not included for further assessment.</p>



## 6.2. MODERATE TO HIGH IMPACTS

Table 3 outlines the social impacts which were considered moderate to high and are included for further assessment in Section 6 of this report.

Table 3 Moderate to high impacts

Potential impacts	Social impact category	Preliminary assessment
Engagement with Aboriginal culture	<ul style="list-style-type: none"> <li>Culture</li> </ul>	The proposal draws design inspiration from Burramattagal cultural items and themes. By including Aboriginal and Torres Strait Islander peoples in the design and decision making process, the proposal is likely to assist in respecting and celebrating the character and culture of the land.
Access to high quality education facilities	<ul style="list-style-type: none"> <li>Way of life</li> <li>Community</li> </ul>	<p>The proposal will provide access to modern and high quality educational facilities. Classrooms will be in a traditional format to meet the preferences of CWPS families. There has been supportive feedback from the community and stakeholders on the design of the school buildings.</p> <p>There appears to be differing views on whether there is likely to be a need for demountable classrooms at CWPS following the completion of the upgrade works.</p> <p>Community and stakeholder engagement revealed concerns about the capacity of CWPS to cater for the number of current and future students attending the school.</p>
Pressure on open space	<ul style="list-style-type: none"> <li>Community</li> <li>Accessibility</li> <li>Health and wellbeing</li> </ul>	<p>The proposal will result in a total of 18,450sqm of open space on the CWPS campus. This equates to approximately 11.5sqm of open space per student.</p> <p>The EFSG states that designs for a major upgrade of an existing school must aim to achieve a minimum of 10sqm of open space per student. The proposed provision of open space exceeds this benchmark.</p> <p>Engagement with Council identified that CWPS, along with other schools, uses public open space for school activities. This is placing pressure on public space. It is assumed CWPS will continue to use Council owned open space for some activities.</p> <p>There were concerns from CWPS families and the local community that if demountable classrooms are required once the new school is operational, these will be located on areas of open space, reducing access for students. Attendees at the drop in sessions also expressed</p>

Potential impacts	Social impact category	Preliminary assessment
		concerns about the demountable classrooms proposed to be located on the playing fields associated with CHS.
Traffic and parking	<ul style="list-style-type: none"> <li>Way of life</li> <li>Accessibility</li> </ul>	<p>Traffic and parking are an existing issue for CWPS staff, students and families, as well as local residents. The Transport and Accessibility Impact Assessment (TAIA) acknowledges the proposal will result in traffic conditions consistent with existing conditions. The TAIA finds that future traffic conditions around CWPS will not change due to the proposal.</p> <p>Community members and stakeholders expressed significant concerns with traffic and parking around the school, particularly at student drop off and pick up times. There were strong concerns that current traffic and road safety issues are not sufficiently addressed by the proposal and that more could be done to incorporate the operational requirements of the school into the design.</p>
Disruption to learning during construction	<ul style="list-style-type: none"> <li>Way of life</li> </ul>	<p>The construction of the new facilities on an active school site will require a staged process to ensure provision of education to the existing student cohort. The staged process is planned to take place over a 12 month period. This relatively short time frame will involve the removal of the existing 55 demountable classrooms and closure of some existing school buildings and open space. This, and the relocation to the temporary school, is likely to create some disruption for staff and students.</p>

## 7. ASSESSMENT OF SIGNIFICANT IMPACTS

The following section provides a detailed assessment of the significant social impacts of the proposal, as identified in Section 6. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level. The assessment process used to determine each impact level is described in Section 2.

### 7.1. ENGAGEMENT WITH ABORIGINAL CULTURE

Description of impact	
Increased engagement with Aboriginal culture and heritage through design of school buildings and landscaping	
Current environment	
<p>The Burramattagal People of the Darug Nation are the Traditional Custodians of the Carlingford area.</p> <p>Today, 0.3% of the population of Carlingford identify as Aboriginal and/or Torres Strait Islander. This is a much lower proportion than in the wider LGA and Greater Sydney, where 0.7% and 1.5% of the population identify as Aboriginal and/or Torres Strait Islander.</p> <p>A key strategy of Parramatta's CSP is to make the City a leader in reconciliation. This involves acknowledging the Darug peoples as the traditional custodians of the land and championing the role that culture plays in city-building.</p>	
Impact of the proposal	
<p>Through the process of designing the new school, NBRS Architecture and Landscape engaged with Tocomwall, an Aboriginal cultural heritage consultancy firm. The design aims to incorporate identity of place through design interpretations of the site's history, while respecting and celebrating the character and culture of the land. The design of CWPS landscaped areas and buildings draws inspiration from Burramattagal cultural items and themes, including the eel and its environment. Educational wall graphics are used throughout the new buildings displaying Darug language and portraying Aboriginal people as first conservationists, engineers, artists, astronomers, and land managers of the Country on which the school is located.</p> <p>A framework was developed by NBRS Architecture and Landscape to outline the process for approval, design input and ownership of Aboriginal themed elements within the school. This includes ongoing consultation with the school's Aboriginal Liaison Officer, Aboriginal students, and local Aboriginal artists. Any items or themes used are to be approved by local Elders, the school and SINSW.</p> <p>An Aboriginal Cultural Heritage Assessment Report (ACHAR) is being prepare. Consultation with Aboriginal stakeholders will be undertaken prior to finalisation of the ACHAR.</p>	
Management measures	SIA recommendations
<ul style="list-style-type: none"> <li>Consideration of further opportunities to provide greater connection with Country including a nature trail to allow students to connect with Country, art installations produced by local indigenous artists, and Indigenous language inlay and graphic features throughout the site.</li> </ul>	<ul style="list-style-type: none"> <li>No additional recommendations beyond the management measures.</li> </ul>

- Engaging with local Indigenous artists, representatives and Elders to design and endorse the proposed artworks for the school.
- Maintain ongoing consultation with Indigenous stakeholders as the proposal progresses to ensure approval, design input, and ownership of Aboriginal themed elements of the school.

#### **Residual impact (considering management measures)**

**Likelihood:** Likely

**Magnitude:** Moderate

The inclusion of Aboriginal themed elements throughout the school is likely to enhance engagement with Aboriginal culture and have a positive impact on the community. The implementation of further opportunities, such as a nature trail and art installations, and recommendations for ongoing consultation with Indigenous stakeholders will further enhance engagement with Aboriginal culture.

## **7.2. ACCESS TO HIGH QUALITY EDUCATION FACILITIES**

#### **Description of potential impact**

Removal of demountable classrooms and provision of modern, high quality education facilities

#### **Current environment**

CWPS is located on a constrained site in an area with increasing residential densities and population. Engagement with Council, the CWPS Principal and representatives of the P&C Committee identified the school is highly regarded for its academic excellence. Families in the local and, in some cases, broader community actively seek to enrol their children in CWPS.

The school has experienced significant student growth over the past five years. Based on enrolment data from the Australian Curriculum, Assessment and Reporting Authority there are currently 1,678 students enrolled at CWPS. Since 2015 enrolment numbers have grown by 762 students or 83%. As a result of this rapid growth in enrolments, there are 55 demountable classrooms on the school site.

Population projections for Carlingford show the suburb is expected to experience a 9.2% increase in primary schoolers (aged 5 to 11) growing from 2,278 children in 2016 to 3,457 children in 2041.

Growth projections for CWPS also suggest that enrolments could continue to increase for the next five years.

#### **Impact of the proposal**

The SSDA proposal includes the construction of:

- An additional three storey Building X containing 24 home bases
- An additional three storey Building Y containing 22 home bases and six special program rooms
- An additional single storey library with a covered outdoor learning area below.

The CWPS Principal and representatives of the P&C Committee provided positive commentary about the proposed design and quality of new buildings. The school community has been advocating for improved school facilities for many years, with representatives of the P&C Committee describing improvements to

the school as 'very welcome' and 'exciting to school families'. The supportive feedback on the design of the school buildings was reiterated by CWPS families and neighbouring residents during the drop-in sessions.

The CWPS redevelopment is based on a 'base design size' of 1,610 students, with flexibility to accommodate a higher number if needed. This is based on the educational Facilities and Standards Guidelines (EFSG) which assumes an occupation of 23.8 children per classroom. School operations have the flexibility under the EFSG to accommodate up to 30.0 students per classroom. The design documents do not show any demountables remaining on site following completion of the design.

The DoE advises that a rebalancing of students attending public schools within the catchment is underway. This is expected to result in a readjustment of catchment boundaries to create closer alignment between CWPS enrolments and the 1,610 student figure. DoE advises this will be undertaken incrementally over the next few years.

Analysis of projected enrolments undertaken by the CWPS Principal indicates there will be a need for demountable classrooms at the school following the completion of the upgrade project, and this need will increase in coming years with the growth in student numbers.

There therefore appears to be differing views on whether there is likely to be a need for demountable classrooms at CWPS following the completion of the upgrade works.

The Principal, P&C Committee members and attendees at the drop-in session appreciated that the proposal will considerably reduce the number of demountable buildings on site. There were significant concerns expressed about the potential for demountable classrooms to remain at the school after the completion of the project and in the following years. People who attended the two drop-in sessions also expressed concerns about the capacity of the school to cater for current and future student numbers.

Conversely, some attendees at the drop-in sessions raised fears that the catchment area for the school may be reduced, result in some families which had planned to send their children to CWPS being unable to do so.

Management measures	SIA recommendations
<ul style="list-style-type: none"> <li>Amending the proposal to a traditional classroom layout, rather than open plan classrooms, based on feedback from the PRG.</li> <li>Achieving a five star Greenstar rating with natural lighting and ventilation maximised to enhance learning experiences.</li> <li>Working closely with the CWPS operations team during detailed design to convert existing space for classroom use and therefore minimise potential future dependence on demountables.</li> </ul>	<ul style="list-style-type: none"> <li>Work closely with DoE to reach consensus on the design and operational parameters for CWPS in 2022 and beyond.</li> </ul>
<b>Residual impact (considering management measures)</b>	
<b>Likelihood:</b> Likely	<b>Magnitude:</b> Moderate
Access to modern and high quality school buildings would be likely to have a high positive impact on the local community, and particularly current and future students of CWPS. A significant reduction in the	

number of demountable classrooms on site would also have a positive impact on learning outcomes for students.

There is, however, a lack of certainty about the future number of number of students the CWPS campus is expected to cater for, particularly given the rapid growth in student numbers from 762 to 1,678 between 2015 and 2021 and the population growth projections for Carlingford.

It is uncertain whether the proposed changes to the school catchment will sufficiently mitigate the risk of significant ongoing growth in student numbers at CWPS. This uncertainty, and the potential for demountable classrooms to be required following the redevelopment works, reduces the positive impact of the new facilities from 'high' to 'moderate'.

### 7.3. PRESSURE ON OPEN SPACE

#### Description of potential impact

Pressure on existing areas of public open space in Carlingford, and areas of open space within the school

#### Current environment

There is limited public open space in Carlingford, particularly north of Pennant Hills Road. There are two areas of open space within 500m of CWPS, being Kingsdene Oval and Peggy Womersley Reserve, and Homelands Reserve.

Engagement with Council identified that CWPS is one of three schools that use these ovals for physical education lessons and competitive school sport. This is placing pressure on the ovals, as they are the only core areas of open space for Carlingford, which is experiencing substantial population growth.

CWPS currently has approximately 14,285sqm of open space.

The installation of 55 demountable classrooms has resulted in a loss of approximately 8,600sqm of this space. In its current form, the school is restricted to a fragmented network of relatively small parcels of open space with reduced amenity.

#### Impact of the proposal

The proposal will result in a total of 18,450sqm of open space on the CWPS campus. This includes a play space in the north west with two multipurpose courts, a secret garden, two quadrangles and a southern play space. This is an increase of 4,165sqm and will mean the equivalent of approximately 11.5sqm of open space per student, based on the proposal's design capacity of 1,610 students.

The EFSG states that 10sqm of open space per student is preferred for schools with enrolments of 1,000 or more students. The proposed open space currently exceeds the 10sqm benchmark and has the capacity to cater for up to 1,845 students without resulting in open space provision below the benchmark. The open space will also be better designed and likely of a higher quality than existing space.

It is assumed CWPS will continue to use Council owned open space for some sporting activities. Given the lack of certainty about the number of students the CWPS campus is expected to cater for in future, (discussed in Section 7.2), school reliance on Council owned public open space may increase in future.

There were concerns from CWPS families and the local community that if demountable classrooms are required once the new school is operational, these will be located on areas of open space, reducing access for students.



Attendees at the drop in sessions expressed concerns about the demountable classrooms proposed to be located on the playing fields associated with CHS. Following further engagement between the project team and Principal of CHS, the latter has endorsed the open space arrangements for the high school during construction of CWPS. These arrangements at CHS include provision of a new volleyball court and upgrades to existing tennis and basketball courts.

Management measures	SIA recommendations
<ul style="list-style-type: none"> <li>Provision of a variety of open spaces to cater for different student needs.</li> <li>Provision of two multi-purpose courts to enable flexible programming with terraced spectator seating areas.</li> <li>Central quad located adjacent the hall and covered outdoor learning area to provide a seamless connection between these spaces.</li> <li>Provide regular updates CHS on changes to the school's playing fields during construction of the CWPS upgrades.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with the City of Parramatta to investigate community use of the school's open spaces outside operational hours.</li> <li>Establish an operational plan for CWPS's open spaces to ensure their efficient use by students and staff and limit the need to use Council ovals.</li> </ul>
Residual impact (considering management measures)	
<b>Likelihood:</b> Possible	<b>Magnitude:</b> Moderate
<p>Following completion of the upgrade works, the open space provided on the CWPS campus will exceed the EFSG benchmark for the provision of open space in primary schools and will be of a better design and quality than existing space.</p> <p>There will be continued, and potential growing, need for the school to use Council owned open space for sports events. This space is already under increasing pressure due to population growth in Carlingford. There will also be a temporary reduction in the open space available to CHS students.</p> <p>Based on the risk assessment matrix, it is likely that access to open space due to this proposal will have a medium negative impact on the community, its health and wellbeing and its access to services and facilities. This impact would be mitigated by clarity on the number of students CWPS is expected to accommodate and clear measures agreed with Council to manage the school's impact on public open space.</p>	

## 7.4. TRAFFIC AND PARKING

### Description of potential impact

Opportunity costs of not addressing significant existing traffic and parking issues and perceived safety concerns for pedestrian and bike rider safety

### Current environment

Carlingford has high rates of household car ownership (92.8%) and low rates of public transport use.

The closest public transport option for people accessing CWPS is approximately 300m east of the school on Baker Street (see Figure 3). A travel mode survey conducted as part of the Transport and Accessibility Impact Assessment (TAIA) prepared by Taylor Thompson Whiting found that 60.7% (1,006) of all students are dropped off to the school by private vehicle. This correlates with the overall pattern of public transport use generally being low for primary school students (Taylor Thompson Whiting, 2021).

CWPS has two vehicle access point and drop off and pick up zones, at Felton Road east and west. Felton Road east is currently the main entrance to the site providing access to a staff parking area of 30 spaces and a turning circle inside a controllable gate to allow for drop off and pick up. At Felton Road west there is an external drop off and pick up, area as well as vehicle access for maintenance vehicles operated on a controlled basis. This entrance is generally closed for public vehicles including staff.

Traffic and parking have been a point of tension between the school community and local residents. Community and stakeholder engagement revealed that existing traffic associated with CWPS is considered a major concern, with reports of long traffic queues. Representatives of the P&C Committee also described the stress that existing traffic issues place on families, with some families arriving at the school up to an hour before drop off or pick up time. Some nearby residents report planning their days so as not to coincide their movements with school drop off and pick up hours.

### Impact of the proposal

The TAIA finds that future traffic conditions around CWPS will not change due to the proposal. This finding is based on the school having a population of 1,610 students.

The TAIA acknowledges the existing levels of traffic congestion associated with the school and includes an overall transport strategy to support the redevelopment of CWPS. The transport strategy for the proposal aims to reduce existing levels of traffic by replacing some car travel with alternative modes and implementing works to improve walking and cycling. The transport strategy also supports the creation of a 53 space carpark for staff and visitors, and minor improvements and lay out changes to the existing drop off and pick up zones at Felton Road east and west to improve safety and efficiency.

During the construction period, CWPS could see an average of 80 workers on site and a peak of 12 heavy vehicles accessing the site each day. Temporary staging arrangements will provide construction vehicle access primarily from Felton Road west. No onsite parking will be available for construction workers. Qualified traffic controllers and a detailed Construction Traffic and Pedestrian Management Plan will be developed in consultation with the Council and TfNSW. The Management Plan will encourage subcontractors to access the site via public transport and not to park in surrounding streets. Construction deliveries and vehicles will only be able to enter and leave the site outside the school drop off (8:00am-9:30am) and pick up (3:00pm-4:00pm).

Community members and stakeholders expressed significant concerns with traffic and parking around the school, particularly at student drop off and pick up times. There were strong concerns that current traffic and road safety issues are not sufficiently addressed by the proposal and that more could be done to

incorporate the operational requirements of the school into the design. Stakeholders considered that the proposed reliance on active transport methods is neither viable nor safe in an area of substantial traffic congestion.

Management measures	SIA recommendations
<ul style="list-style-type: none"> <li>Provision of bike storage and end-of-trip facilities for staff to encourage use of active transport.</li> <li>Developing and implementing a Construction Traffic and Pedestrian Management Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Implement recommendations from the TAIA.</li> <li>Continue consultation with Council to develop a green travel strategy for the area.</li> </ul>
Residual impact (considering management measures)	
<b>Likelihood:</b> Possible	<b>Magnitude:</b> Major
<p>There are considerable existing traffic and parking challenges associated with CWPS, with evidence this is having a negative impact on the community's way of life and ability to access services and facilities.</p> <p>The TAIA prepared to accompany this SSDA finds that future traffic conditions around CWPS will not change due to the proposal, as it is not proposing any changes to the existing condition.</p> <p>If the rebalancing of students attending public schools within the catchment is not successful in preventing the ongoing growth in student numbers, the local community will likely face additional negative impacts to its way of life and accessibility.</p>	

## 7.5. DISRUPTION TO LEARNING DURING CONSTRUCTION

Description of potential impact	
Disruption to CWPS students and staff due to construction and operation of the temporary school	
Current environment	
<p>CWPS currently has 55 demountable classrooms. The demountable classrooms have been installed periodically for more than a decade leading up to the most recent addition in January 2021.</p> <p>The previous installation of the demountables has created recurrent disruptions for students and staff.</p>	
Impact of the proposal	
<p>The construction of the new facilities on an active school site will require a staged process to ensure provision of education to the existing student cohort. The staged process is planned to take place over a 12 month period commencing in June 2021. This relatively short timeframe is enabled by the DfMA delivery approach, whereby substantial elements of the building are constructed offsite and lifted into place onsite. Maximising off-site fabrication reduces construction impacts, such as noise and vibration, and enables a considerably shorter construction timeframe.</p> <p>The construction process will include the removal of the existing 55 demountable classrooms and closure of some existing school buildings and open space.</p> <p>Students and staff will use a temporary school consisting of the remaining eight permanent school buildings and proposed 49 new demountable classrooms. The new demountable classrooms are proposed to be sited across the existing open space in the south of the school and onto the playing fields associated with CHS.</p> <p>The engagement demonstrated there is a general acceptance from CWPS families that implementation of a temporary school is required to facilitate the development of the new school buildings. However, there is a lack of consistent understanding of the construction process and timeframe, and associated disruption to students learning outcomes. Engagement with the CWPS communities also identified frustrations around the lack of consultation throughout the latter part of the design process, particularly in relation to plans for the staging of construction and the temporary school.</p>	
Management measures	SIA recommendations
<ul style="list-style-type: none"> <li>Preparation and implementation of a Construction Management Plan with strategies to manage construction related impacts from site establishment through to completion of the project.</li> <li>Preparation and implementation of a Construction Traffic and Pedestrian Management Plan with strategies to manage pedestrian and vehicle conflict.</li> <li>Arrangements that no construction related deliveries will be made during school drop off and pick up times.</li> </ul>	<ul style="list-style-type: none"> <li>No additional recommendations.</li> </ul>

- Implement a regular Construction Liaison Committee (at least monthly) to enable engagement and communication with key stakeholders throughout the development process and resolution of operational matters.
- Provide frequent updates to students, staff and families of CWPS during construction.
- Prepare a temporary CWPS management plan that includes procedures around matters such as student movements, drop off and pick up locations and student access to open space during construction.

#### **Residual impact (considering management measures)**

**Likelihood:** Likely

**Magnitude:** Moderate

Staff and students of CWPS will experience disruption to teaching and learning due to the creation and use of the temporary school, which is likely to have a short term negative impact. This impact is unavoidable.

Impacts will be reduced through the implementation of the proposed management measures. The short construction timeframe will also minimise the period during which the impacts of using a temporary school are felt by CWPS staff and students.

## 8. CONCLUSION

This SIA has been undertaken to assess the potential social impacts arising from the proposed alterations and additions to CWPS.

### 8.1. KEY SOCIAL IMPACTS

Based on the assessment in this report, the key social impacts of this proposal are:

- **Engagement with Aboriginal culture:** The inclusion of Aboriginal themed elements throughout the school is likely to enhance engagement with Aboriginal culture and have a positive impact on the community. The implementation of further opportunities, such as a nature trail and art installations, and recommendations for ongoing consultation with Indigenous stakeholders will further enhance engagement with Aboriginal culture.
- **Access to high quality education facilities:** Access to modern and high quality school buildings would be likely to have a high positive impact on the local community, and particularly current and future students of CWPS. A significant reduction in the number of demountable classrooms on site would also have a positive impact on learning outcomes for students.

There is, however, a lack of certainty about the future number of number of students the CWPS campus is expected to cater for, particularly given the rapid growth in student numbers from 762 to 1,678 between 2015 and 2021 and the population growth projections for Carlingford.

It is uncertain whether the proposed changes to the school catchment will sufficiently mitigate the risk of significant ongoing growth in student numbers at CWPS. This uncertainty, and the potential for demountable classrooms to be required following the redevelopment works, reduces the positive impact of the new facilities from 'high' to 'moderate'.

- **Pressure on open space:** Following completion of the upgrade works, the open space provided on the CWPS campus will exceed the EFSG benchmark for the provision of open space in primary schools and will be of a better design and quality than existing space.

There will be continued, and potential growing, need for the school to use Council owned open space for sports events. This space is already under increasing pressure due to population growth in Carlingford. There will also be a temporary reduction in the open space available to CHS students.

On balance, it is likely that access to open space due to this proposal will have a low negative impact on the community, its health and wellbeing and its access to services and facilities. This impact would be mitigated by clarity on the number of students CWPS is expected to accommodate and clear measures agreed with Council to manage the school's impact on public open space.

- **Traffic and parking:** There are considerable existing traffic and parking challenges associated with CWPS, with evidence this is having a negative impact on the community's way of life and ability to access services and facilities.

The TAIA prepared to accompany this SSDA finds that future traffic conditions around CWPS will not change due to the proposal, as it is not proposing any changes to the existing condition.

If the rebalancing of students attending public schools within the catchment is not successful in preventing the ongoing growth in student numbers, the local community will likely face additional negative impacts to its way of life and accessibility.

- **Disruption to learning during construction:** Staff and students of CWPS will experience disruption to teaching and learning due to the creation and use of the temporary school, which is likely to have a short term negative impact. This impact is unavoidable.

Impacts will be reduced through the implementation of the proposed management measures. The short construction timeframe will also minimise the period during which the impacts of using a temporary school are felt by CWPS staff and students.

Section 8.2 contains recommendations to help further manage and enhance the potential social impacts from the proposal.

## **8.2. RECOMMENDATIONS**

The following recommendations are provided to further manage the potential impacts from the proposal:

- Work closely with DoE to reach consensus on the design and operational parameters for CWPS in 2022 and beyond.
- Engage with the City of Parramatta to investigate community use of the school's open spaces outside operational hours.
- Establish an operational plan for CWPS's open spaces to ensure their efficient use by students and staff and limit the need to use Council ovals.
- Implement recommendations in the TAIA.
- Continue consultation with Council to develop a green travel strategy for the area.

## **8.3. OVERALL IMPACT ASSESSMENT**

Based on this assessment and the recommendations provided, on balance it is likely the proposal will create a low positive impact on the community.



# REFERENCES

## Demographic data:

- Australian Curriculum, Assessment and Reporting Authority (ACARA) 2020 – My School Data
- Australian Bureau of Statistics Census (ABS) 2016 – Greater Sydney level data (GCCSA)
- Australian Bureau of Statistics Census (ABS) 2016 – City of Parramatta LGA level data (LGA16260)
- Australian Bureau of Statistics Census (ABS) 2016 – Carlingford level data (SSC10818)

## Policy documents:

- NSW Department of Planning Industry and Environment, 2020, Draft Social Impact Assessment Guideline – State Significant projects
- NSW Department of Planning Industry and Environment, 2020, Draft Social Impact Assessment Guideline – Technical Supplement to support the Social Impact Assessment Guideline for State Significant projects
- NSW Government, 2018, NSW Infrastructure Strategy 2018-2038
- NSW Government Architect, 2018, Design Guide for Schools
- NSW Government Architect, 2020, Designing with Country discussion paper and framework
- Greater Sydney Commission, 2018, Central City District Plan
- City of Parramatta, 2020, Local Strategic Planning Statement (City Plan 2036)
- City of Parramatta, 2018, Community Strategic Plan 2018-2038: Butbutt Yura Barra Ngurra
- City of Parramatta, 2017, Socially Sustainable Parramatta Framework
- City of Parramatta, 2020, Community Infrastructure Strategy

## Technical reports:

- Arcadis, Structural Report – Carlingford West Primary School, May 2021
- Harris Crime Prevention Services, Crime Risk and Crime Prevention Through Environmental Design (CPTED) Final Report in relation to the Redevelopment of Carlingford West Public School, May 2021
- NBRs Architecture, Design Statement – Carlingford West Public School, May 2021
- NBRs Architecture, Landscape Strategy Report – Carlingford West Public School, May 2021
- Pulse White Noise Acoustics (PWNA), Carlingford West Public School Upgrades, Felton Road, Carlingford- SSDA Acoustic Assessment, May 2021
- School Infrastructure NSW (SINSW) Draft Community Engagement Summary Report – Carlingford West Public School, May 2021
- Taylor, Construction Management Plan Carlingford West Public School, May 2021
- Taylor Thompson Whitting (TTW), Transport and Accessibility Impact Assessment (TAIA), May 2021

## Other references:

- City of Parramatta, Aboriginal and Torres Strait Islanders, May 2021 Available at: <https://www.cityofparramatta.nsw.gov.au/community/aboriginal-and-torres-strait-islanders>
- NSW Department of Education (DoE), Educational facilities: standards and guidelines, 2018. Available at: <https://efsg.det.nsw.edu.au/>

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