New Primary School in Murrumbateman

Social Impact Assessment

Client: School Infrastructure NSW
Date: 09 June 2021

Contact:

Will Roden
will.roden@elton.com.au
02 8907 0967

SYDNEY

Level 27, 680 George Street
Sydney NSW 2000

www.elton.com.au
consulting@elton.com.au
Sydney | Brisbane | Canberra | Darwin | Melbourne | Perth
ABN 56 003 853 101

Elton Consulting is now part of the WSP Group.

Prepared by	Carla Martinez, Alex Iping, Sophie Drysdale and Jessica Walker
Reviewed by	Will Roden
Date	9 June 2021
Version	Final

Contents

FIGURES

TABLES

APPENDICES

1 Introduction

1.1 Background and project description

This Social Impact Assessment (SIA) has been prepared to accompany an Environmental Impact Statement (EIS) that supports a State Significant Development Application (SSDA) for a new primary school in Murrumbateman, to be located on 2 Fairley Street, legally known as Lot 302 in DP 1228766 (**Figure 1**).

The site is located at the northern end of the Murrumbateman village, which is characterised by a mix of uses including low density residential and some commercial development. Murrumbateman is the second largest settlement in the Yass Valley Council local government area (LGA) (behind Yass) with a population of approximately 3,200.

Figure 1 Site Location

Source: Aerial Image

The SSDA seeks consent for works in accordance with the concept plan (**Figure 2**). The proposed development is for construction and operation of a new primary school with Core 21 facilities in Murrumbateman that will accommodate up to 368 students. The proposed development includes:

» A collection of one- to two-storey buildings containing 14 home base units, 2 special education learning units, hall, administration facilities and library.

» On-site parking lot with 40 spaces and kiss-and-ride area.

» Outdoor sports court and play area.

» Integrated landscaping, fencing and signage.

The new primary school will require 25 full time teachers (*EIS – New Primary School at Murrumbateman, Mecone 2021*). The school will provide three support classes to students with special needs.

The preferred design for the school has been configured to maximise play space, incorporates an expanded library and can accommodate future increases in demand. The school will be designed using sustainable and energy efficient measures, which will also help to enhance the learning and teaching environment for students and staff. The facilities will also provide:

» New technology

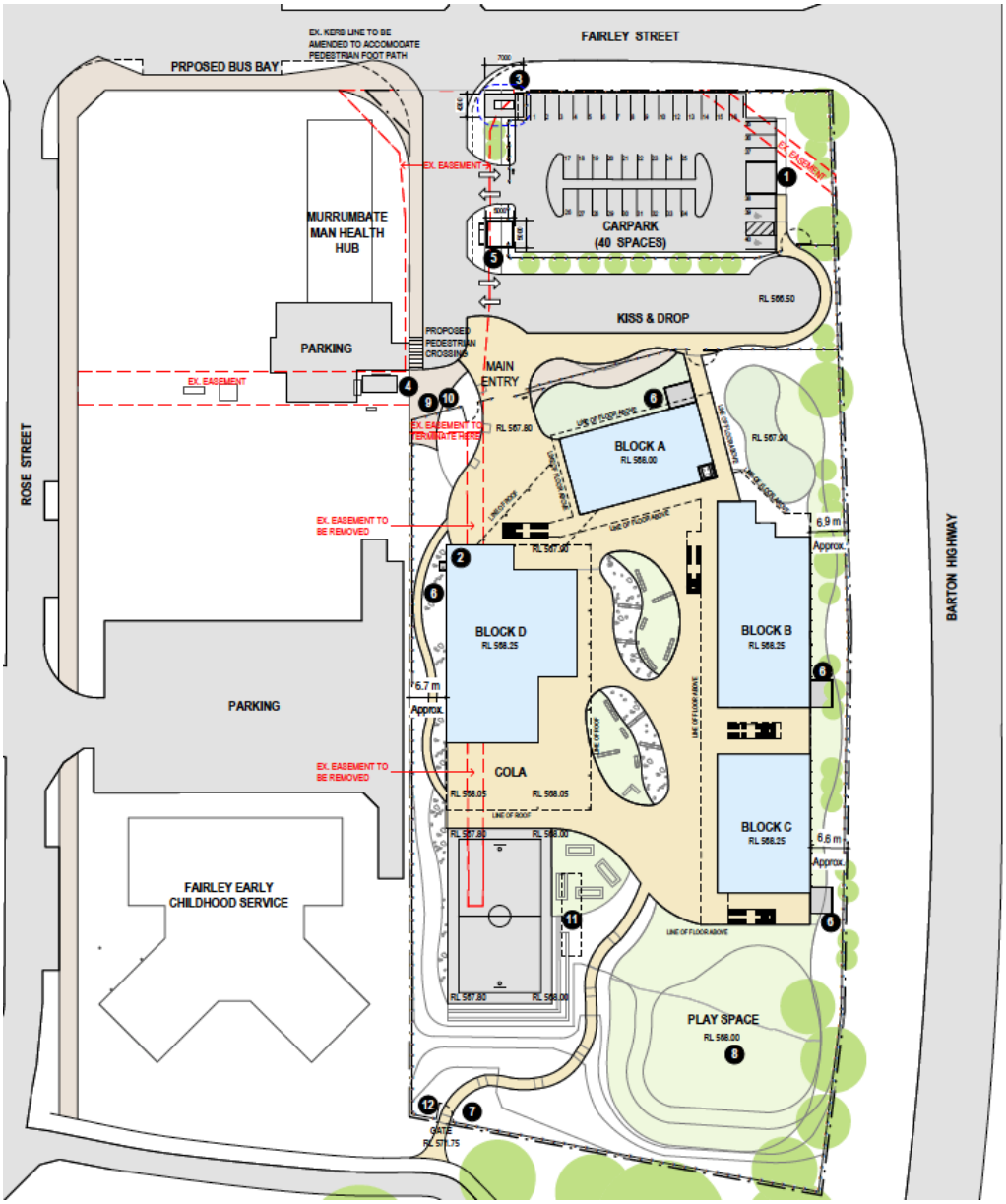
» Flexible furniture

» Open plan collaborative spaces

» Out of School Hours Care (OSHC) with a capacity of 110 students

» Offer additional available and activated spaces for community events.

Figure 2 Site Plan – New Primary School in Murrumbateman



Source: Pedavoli

1.2 Planning process and regulatory framework

According to the NSW Department of Planning Industry and Environment (DPIE), a State Significant Development (SSD) is "…*deemed to have State significance due to the size, economic value or potential impacts that a development may have*" (DPIE, 2020). New educational establishments are identified as a type of SSD.

The Planning Secretary's Environmental Assessment Requirements (SEARs) outline the Environmental Impact Statement's (EIS) Requirements for SSD projects. The SEARs for this project state the need for a Social Impact Assessment (SIA) to be completed as part of the EIS.

1.3 Policy context

NSW Infrastructure Strategy 2018-2038

The NSW Infrastructure Strategy 2018-2038 (Infrastructure NSW, 2018) highlights the need to ensure that school infrastructure keeps pace with student numbers, and provides modern, digitally enabled learning environments for all students. This includes a need to "upgrade all existing permanent learning spaces to Future Learning environments over the long term".

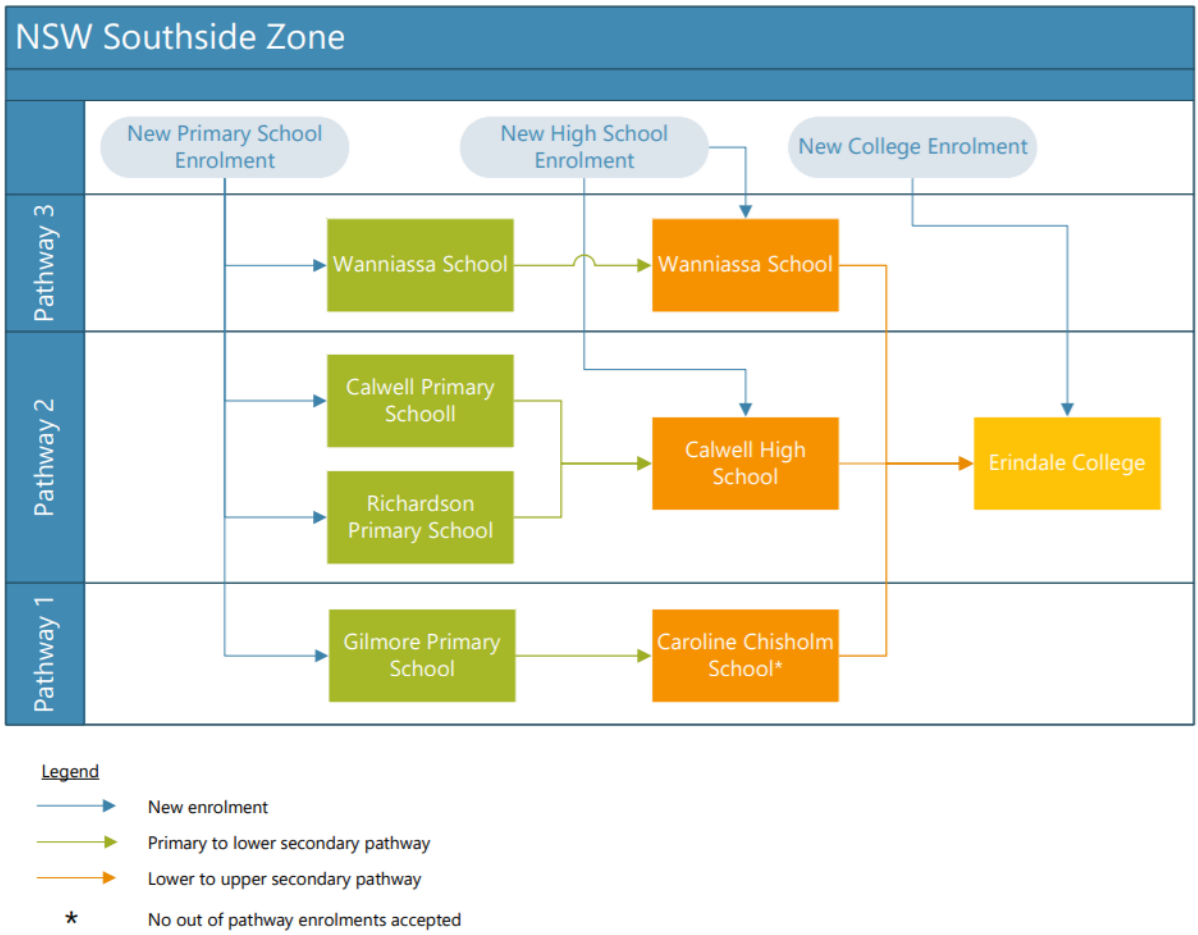
School Infrastructure NSW's 2020 Delivery Strategy (SINSW, December 2020) identifies a commitment to provide "the best learning environments at public schools across NSW to meet the needs of a growing student population". The strategy identifies a series of new and upgraded school projects clustered into six geographic clusters of investment aimed at achieving economies of scale.

NSW Pathways Zones

The ACT Government have recently implemented changes to enrolment policy, 'NSW Pathway Zones'. The changes mean that within the ACT local students are given preference, limiting NSW students' options in the ACT and that NSW residents can choose from a list of selected schools for children to attend.

There are around 315 students from Murrumbateman attending schools in the ACT who will be affected by this policy change. Due to the proximity to the ACT and the location of Berinba Public School in relation to Murrumbateman, students from local townships to the south of the catchment often attend both government and non-government schools located in the ACT (*EIS - New Primary School at Murrumbateman*, Mecone 2021).

Figure 3 Pathway zones



The Yass Valley Settlement Strategy 2036

The Yass Valley Settlement Strategy 2036 (2019) has a strong 20-year vision for Murrumbateman. The Strategy positions Murrumbateman as a major town with a resident population of 10,000 people by 2036, requiring more than 300 new dwellings. Key objectives in achieving this vision include:

- Investment and land use planning which supports local light industrial precincts
- Expansion of the Murrumbateman retail centre
- Continue to support social and cultural lifestyle of Murrumbateman, such as providing large rural lots to support hobby farmers who commute to Canberra for work
- Delivery of local schools
- Continue to support food tourism.

Growth of 1,060 residential developments is expected in Murrumbateman and district between 2017 and 2036, which equates to roughly 55 new dwellings per year[1]. Growth in dwellings and population will result in a demand increase for a Government primary school in Murrumbateman of 401 additional students[2].

[1] .id, 2017, *Yass Valley population forecast: Murrumbateman & District residential development*.
[2] Calculated using data sourced from forecast.id, 2021 and ABS, 2016.

2 Methodology

This section describes the methodology that was used during the preparation of this SIA, which is consistent with the requirements of the DPIE's Draft SIA Guideline (2020).

2.1 Project establishment

Tasks included in the project establishment stage of the report included:

» **Document review**: A review of relevant State and Local documents, strategies, and policies was undertaken to inform the project's strategic planning context. This includes agency feedback into the preparation of the SEARs.

2.2 Social baseline development

Tasks involved in the development of the social baseline include:

» **Social locality definition**: GIS mapping was undertaken to determine the project's social locality. This stage provided the foundational work for the social baseline by determining the study area.

» **Data collection**: data was sourced and organised as per the DPIE's Draft SIA Guideline (2020) impact categories. Data was managed to best align with the social locality; however, at times, this was not possible due to data sources and data boundaries. Specific data targeted at primary school aged residents and school services was included due to the nature of the SIA.

» **Analysis**: data was analysed to understand any differences within the social locality and between the social locality and surrounding areas. This enabled identification of potential areas that the project may impact.

2.3 Stakeholder engagement

Community and stakeholder consultation is a critical input to SIA. Comprehensive community and stakeholder consultation has been conducted by the project proponent to obtain input into project design and additional targeted engagement has been conducted to develop the SIA.

2.4 Expected and perceived impacts

Based on outcomes from engagement activities, technical reports and information about the project – expected and perceived impacts were identified and listed. Consideration was given to their nature (positive or negative), when they would most likely occur in relationship to project stages, which DPIE impact category they align with (in accordance with the Draft SIA Guideline and Technical Supplement) and organised in themes for ease of discussion.

This has included a review of the SSDA package including:

» *Civil Engineering SSDA Report,* Northrop, 2021

» *Infrastructure Management Plan*, Norman Disney and Young, 2021

» *Bushfire Assessment,* Peterson Bushfire, 2021

» *Aboriginal Cultural Heritage Assessment,* Ecological, 2021

» *Design Analysis Report,* Pedavoli Architects, 2021

» *Preliminary School Management Plan,* Ason Group, 2021

- *Preliminary Construction Management Plan,* Hansen Yuncken, 2021
- *Transport Assessment,* Ason Group, 2021
- *Accessibility Report,* JAZ Building Consultant, 2021
- *Preliminary School Travel Plan,* Ason Group, 2021
- *SSDA Consultation Report,* Elton, 2021
- *SSDA Acoustic Assessment,* Pulse White Noise Acoustics, 2021.

2.5 Impact assessment and prediction

Each impact was assessed using methods provided in the DPIE Draft SIA Guideline and Technical Supplement. These methods are detailed further in **Appendix D**.

2.6 Social impact enhancement, mitigation and residual impact

Enhancement and mitigation measures were developed for each impact, to enhance positive impacts or reduce negative impacts. Considering proposed enhancement and mitigation measures, each social impact was reassessed to determine the social risk post-mitigation or enhancement.

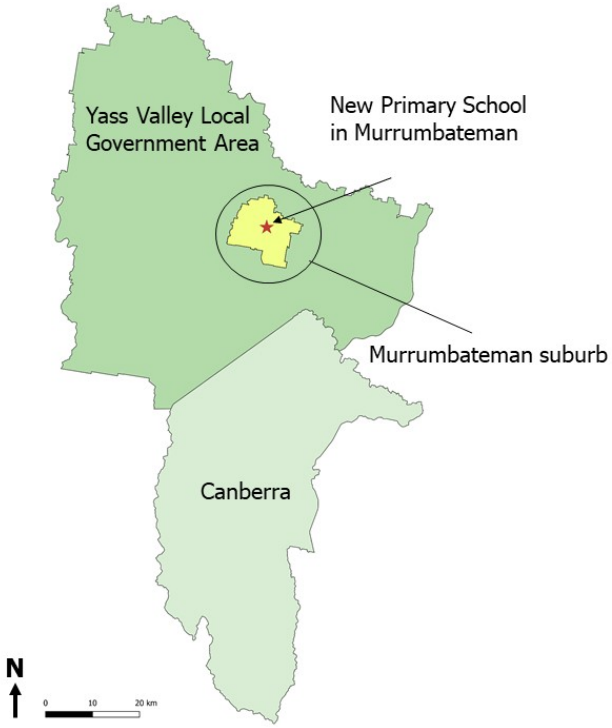
3 Social baseline

A social baseline is a summary of the existing social environment in which the project is located. The data gathered in this section acts as the baseline against which eventual social change is measured. A social baseline considers different geographic scales to understand relative social differences between areas of interest.

3.1 Social locality

The new primary school in Murrumbateman sits within the suburb of Murrumbateman and the Yass Valley Local Government Area (LGA), which shares a border with Canberra (**Figure 4**).

Figure 4 Social locality – New Primary School in Murrumbateman



Source: Elton Consulting

For the purpose of this SIA, the following geographical areas have been utilised for the baseline to best reflect the local and broader community:

» **Murrumbateman suburb** is the smallest geographical scale used is this baseline due to the following two factors:

  > Most of the suburb's population is concentrated in the township of Murrumbateman, where the proposed school site is

  > The Statistical Area 1s (SA1s) for the township are large, capturing both the urban centre and rural areas, providing little strategic insight.

» **Yass Valley LGA** has been used to reflect the broader community in which the suburb of Murrumbateman sits. The Yass Valley LGA will be used to understand the characteristics of Murrumbateman and whether socio-economic, demographic and/or households differ from the broader LGA.

3.2 Indicators

The social baseline has been conceptualised in accordance with DPIE's Draft SIA Guideline (2020). The Guideline outlines eight categories to be used for identifying potential social impacts. The categories are detailed in **Appendix A**.

Detailed baseline data tables are provided in **Appendix B**.

3.2.1 Way of life

Murrumbateman is a town located on the Barton Highway, around 40 minutes North-West of Canberra's city centre by car. It sits in the central section of the School Community Group (SCG), around 20 kilometres South-East of Yass.

In 2016 Murrumbateman had a resident population of 3,219 persons representing nearly 20% of the Yass Valley population (ABS, 2016). Since 2011, the population increased 13.1%, nearly double the growth rate of the LGA. The 2020 estimated resident population (ERP) in Murrumbateman was 3,349 persons, an increase of 4.0% since 2016 (ABS, 2020).

Table 1 Population

	2011	2016	2020 (ERP)	Total change 2011-2020	Total % change 2011-2016	Total % change 2016-2020
Murrumbateman	2,846	3,219	3,349	503	+13.1%	+4.0%
Yass Valley LGA	15,020	16,142	17,321	2,301	+7.5%	+7.3%

Source: ABS, 2016: Census of Population and Housing; ABS, 2020: Regional Population Growth, Australia (3218.0).

Household composition varies between Murrumbateman and the Yass Valley LGA. Key differences include:

» A slightly higher proportion of couples with no children in Murrumbateman (32.9%) compared to the LGA (29.6%)

» A significantly higher proportion of couples with children in Murrumbateman (48.1%) compared to the LGA (35.0%)

» A lower proportion of one parent families in Murrumbateman (3.9%) compared to the LGA (7.4%)

» A notably smaller proportion of lone person households in Murrumbateman (10.6%) compared to the LGA (19.0%)

» A smaller proportion of 'other' family types in Murrumbateman (0%) compared to the LGA (5.0%).

This shows most households in Murrumbateman are couple families with low household composition diversity across the suburb. For more information refer to **Figure B.1** in **Appendix B**.

3.2.2 Community

The Murrumbateman and the Yass Valley LGA both have a relatively high median age, reflecting an older population. However, Murrumbateman has a relatively younger age profile compared to the LGA with a higher proportion of primary school aged residents and parents and homebuilders and fewer residents aged 60 years or older.

When compared to the Yass Valley LGA, differences in service ages include:

» A slightly higher proportion of primary school and secondary school aged children in Murrumbateman (23.2%) compared to the LGA (18.8%)

» A slightly smaller representation of young workers in Murrumbateman (7.5%) compared to the LGA (9.0%)

» A notably larger proportion of parents and homebuilders in Murrumbateman (26.8%) compared to the LGA (22.0%)

» A smaller representation of empty nesters and pre-retirees, seniors and elderly aged residents in Murrumbateman (30.6%) compared to the LGA (44.7%).

Murrumbateman and the LGA both have fairly established communities with more than half of all residents having lived in the same address for five years. This suggests there is little outward migration in Murrumbateman and the LGA.

Murrumbateman has a variety of community clubs, sporting clubs and groups. Community clubs include Scouts, Lions, Landcare, book clubs and craft clubs and the Ukulele Strummers Collective. In terms of sporting groups, Murrumbateman has a cricket, tennis, football, little athletics, adult riding, pony, cycling and social darts clubs.

According to interviews, community networks are disrupted when children start primary school with contact between parents and children that met at pre-school and childcare being lost due to the need to attend primary school outside of the area.

3.2.3 Accessibility

Much of the Yass Primary SCG is in a rural and semi-rural setting, meaning most of the schools are geographically separated with limited public transport options.

Schooling options are available in surrounding SCGs including Yass, Goulburn, Braidwood or Cooma. Gundaroo Public School is approximately 32 kilometres, while Berinba and Yass Public Schools are approximately 22 kilometres in the opposite direction, West of Murrumbateman.

Enrolment data from 2016 to 2020 (**Table 2**) shows that enrolment trends are increasing for most primary schools in the area. Berinba Public School is the only Government primary school to have a decreasing enrolment trend. This suggests that demand for local primary schools near Murrumbateman is increasing.

Table 2 School enrolment

Primary School	2016	2017	2018	2019	2020	Enrolment trend
Berinba Public School	301	297	293	276	273	Decreasing
Yass Public School	258	286	298	323	344	Increasing
Gunning Public School	71	82	96	103	114	Increasing
Wee Jasper Public School	9	6	6	3	5	N/A
Gundaroo Public School	98	105	105	114	118	Increasing
Mt Carmel School	309	293	313	320	315	Stable

Source: Australian Curriculum, Assessment and Reporting Authority; MySchool; 2020

According to interviews, the Berinba Public School is the only school in the area that has special education classes in the whole of Yass LGA. They have a school catchment enrolment and a special education enrolment which is separate for school facility funding and staffing. The Berinba Public School receives two buses coming from Murrumbateman with about 40 students.

Capacity of local schools

There is limited enrolment capacity data for most schools in the local area (**Table 3**). The two Government primary schools which did have enrolment capacity data, Berinba and Yass Public Schools, are technically at capacity.

Table 3 School capacity

Primary School	Enrolment cap	2020 Enrolment	Enrolment capacity	Comment
Berinba Public School	278	276	-2	At capacity
Yass Public School	324	323	-1	At capacity
Gunning Public School	N/A	N/A	N/A	N/A
Wee Jasper Public School	N/A	N/A	N/A	N/A
Gundaroo Public School	N/A	N/A	N/A	N/A

Source: Baker and Gladstone (2020), Sydney Morning Herald, using data from NSW Department of Education, accessed at https://www.smh.com.au/education/the-sydney-schools-exceeding-new-enrolment-caps-by-almost-1000-students-20200420-p54lfh.html

In Murrumbateman there is 402 primary school aged residents compared to 1,679 across the broader Yass Valley LGA (**Table 4**). Half of all primary school students in Murrumbateman attend a Government primary school (**Table 5**). This is notably lower than the LGA rate of 60%. The rate of students attending Catholic primary schools is relatively similar across both areas, however a greater proportion of residents attend other Non-Government schools in Murrumbateman (19.9%) compared to the LGA (10.0%).

According to interviews, there are very limited public transport options available in Murrumbateman and there is high dependence on car use. This is reflective of the Australian Bureau of Statistics (2016) data, in which 77.8% of persons (employed and over 15 years of age) in Murrumbateman indicated travel to work by car whilst only 1.7% used public transport.

Table 4 School aged students and attendance

	Murrumbateman	Yass Valley LGA
Number of primary school aged residents	402	1,679
Number of residents attending a Government primary school	198	1,009

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Type of Education Institution Attending; Age

Table 5 School attendance type

Primary School Type	Murrumbateman	Yass Valley LGA
Government	49.3%	60.1%
Catholic Primary School	31.6%	30.2%
Other Non-Government	19.9%	10.0%
Total Non-Government	51.5%	40.3%

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Type of Education Institution Attending

The new primary school in Murrumbateman is located adjacent to an existing Fairley Early Childhood Service and a preschool. As identified during consultation, the Fairley Early Childhood Service offers care to children from six

weeks to five years old. There are currently 115 children attending the centre. However, this number is expected to increase as the population of Murrumbateman continues to grow as a result of the new school and new sub developments nearby.

The Murrumbateman Preschool is a not-for-profit education facility for children aged three to five. The preschool has been operating in the Murrumbateman community for over 30 years, offering education services and extra-curricular activities, such as dance classes, sporting activities, music and a mobile library.

3.2.4 Culture

Murrumbateman and the LGA have relatively low cultural diversity. A significantly greater proportion of persons have both parents born in Australia in Murrumbateman (63.9%) and in the LGA (68.6%) than in NSW (45.4%). The majority of residents in Murrumbateman were born in Australia (82.8%) and most persons born overseas are from 'Western'/Anglo-Saxon countries such as England (4.6%), New Zealand (1.7%), and the United States (0.6%), similarly in the LGA. Murrumbateman also has a low representation of Aboriginal and/or Torres Strait Islander residents (1.6%) compared to the LGA (2.4%), and both are lower than the state average (2.9%).

The traditional custodians of the land on which the site is located are the Ngunnawal people. The Aboriginal Cultural Heritage Assessment (ACHA) Report (Eco Logical 2021) determined that there are no heritage listed items or Aboriginal Archaeology sites on the site.

The former Murrumbateman School and School House directly south of the site has a local heritage listing (Item number I111 under schedule 5 of Yass Valley Council's 2013 LEP).

3.2.5 Health and wellbeing

The Yass Valley Regional Council is part of the Southern New South Wales Local Health District (SNSWLHD). Key health and wellbeing challenges include:

» 66% of males and 62% of females have a high body mass index

» 9% of adults are affected by diabetes

» Hospitalisation for mental distress and self-harm is higher than the rest of NSW.

Yass Valley Council conducted a Community Research survey in 2017 which identified that 47% of residents felt health and medical facilities in the area are either 'good' or 'very good'. The survey also identified that the quality of life in the area was ranked as 'high', with 96% of residents rating their quality of life as 'good' to 'excellent' (Yass Valley Council, 2017).

The prevalence of asthma and smoking in the population can indicate a proportion of the population that will be more vulnerable to dust impacts during construction of the project. In SNSWLHD in 2019, 13.2% of children (aged 2-15 years) suffered from asthma, a similar proportion to NSW (13.1%) (NSW Ministry of Health, 2021). In the same year, a much higher proportion of adults (21.1%) were asthma suffers, especially compared to NSW (9.6%). In 2019, 14.4% of persons in SNSWLHD compared to 11.2% throughout NSW were daily smokers. These trends are expected to be similar in Murrumbateman and suggest greater vulnerability within to dust impacts related to construction of the project.

The Murrumbateman Health Hub is located at the intersection of Fairley St and a private road adjacent to the proposed school site. According to interviews, the Health Hub has a patient turnover of approximately 4,000 patients. It has five general practitioners and houses allied health services, including physiotherapy and chiropractic services. Ultrasounds and imaging can also be accessed at the Hub.

The Health Hub infrastructure consists of a 2-storey building with car park, its access is through the private road. A Stage 2 of construction is planned to increase the capacity of the Hub. The new infrastructure will be a mirror image the building and will be designated to allied health services.

According to interviews, the Health Hub serves a wide range of patients. There is a focus from the general practice on stress disorder on children and adolescents. The NSW Ministry of Health (2018) estimate that in

2017 approximately 13.4% of secondary school aged (12-17 years) students suffered from psychological distress in SNSWLHD, reflecting a need for improved mental health services.

3.2.6 Surroundings

Murrumbateman is a district town known for its food and wine tourism. The town faces key challenges such as water security and balancing development to support a rural lifestyle.

By 2036, Murrumbateman is anticipated to be a major town of 10,000 residents, currently there is limited housing choice in Murrumbateman and the broader LGA.

Future land use changes should support local industries and expand the retail heart while retaining rural lifestyles and community values.

The town has limited infrastructure due to its relatively small size. The lack of schools was noted as a restricting factor in the growth of Murrumbateman, with most residents commuting to Yass or Canberra for school.

Dwelling typology

The Yass Valley LGA has slightly greater housing diversity than Murrumbateman. This is reflected by the lower proportion of separate dwellings (93.0%) and higher proportion of medium density dwellings (4.8%) across the LGA compared to Murrumbateman (98.2% and 0.9%, respectively). Neither area has a representation of high-density dwellings.

Table 6 Dwelling typology

	Murrumbateman	Yass Valley LGA
Separate dwelling	98.2%	93.0%
Medium density	0.9%	4.8%
High density	0.0%	0.0%

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Dwelling Structure

The project site is cleared and contains no significant vegetation or other natural features. The nearby heritage sites (the former Murrumbateman School and School House) do not benefit from any significant views over the site (*EIS - New Primary School at Murrumbateman*, Mecone, 2021). No natural watercourses are mapped as traversing the site and the site has been predominately cleared of vegetation, with a small amount of vegetation (trees and shrubs) retained along the southern property boundary line (Peterson Bushfire, 2021).

The *Bushfire Assessment Report* (Peterson Bushfire, 2021) states that the proposed site is not mapped as bush fire prone land by Yass Valley Council's (Council) Bush Fire Prone Land (BFPL) Map, and that the nearest mapped bushfire prone vegetation is greater than 3 km to the north-west, south-east and south-west.

3.2.7 Livelihoods

Half of the labor force who reside in the LGA travel to Canberra for work. Murrumbateman has higher unemployment (3.2%) compared to the LGA (2.9%), and a larger labour force than the LGA.

Key industries of employment and occupations of Murrumbateman residents reflect skilled employment opportunities in Canberra either in offices and/or public sector.

Both Murrumbateman and the LGA have low levels of disadvantage and high levels of advantage. Most residents in Murrumbateman are engaged in home ownership (88.2%) with very few residents renting (7.1%) compared to the LGA with lower home ownership (74.6%) and a greater proportion of renters (15.7%).

According to one stakeholder interview, property turnover in Murrumbateman is high. Local real estate agents suggest there is 35% property turnover annually in the area, caused by the lack of a school nearby. The

stakeholder noted people get to the point in their lives where their children start school out of the area and their community and social activities are elsewhere (e.g. Canberra, Yass). It becomes too difficult to juggle the commuting, so people move.

Employment

Employment profiles for Murrumbateman and the LGA are relatively similar. Key differences include:

» A slightly higher proportion of the labour force is employed in full time work in Murrumbateman (63.3%) compared to the LGA (61.3%)

» A slightly higher proportion of the labour force is unemployed in Murrumbateman (3.2%) compared to the LGA (2.9%)

» Murrumbateman has a proportionally larger labour force with only 43.9% of the population not in the labour force compared to 48.5% in the LGA.

The higher proportion of residents not in the labour force in the LGA is most likely linked to its older population.

Table 7 Employment

	Murrumbateman	Yass Valley LGA
Proportion of labour force		
Work full time	63.3%	61.3%
Work part time	27.5%	28.8%
Away from work	4.5%	4.4%
Unemployed	3.2%	2.9%
Proportion of total population		
Not in labour force or not applicable	43.9%	48.5%

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Labour Force Status

Industry of employment

Murrumbateman and the LGA have similar key industries of employment. The largest proportions of persons are employed in public administration and safety (26.2%), education and training (10.0%), professional, scientific and technical (8.7%), and health care and social assistance (8.6%). There is also a significant proportion of persons employed in the construction industry (10.3%), suggesting a potential workforce pool for the project. Four of the five top industries of employment require skilled workers and/or are office based, likely representative of the large proportion of the labour force travelling to Canberra for work. This also suggests that industries which require manual labour play a smaller employment role across the LGA.

Table 8 Top industries of employment

Murrumbateman	Yass Valley LGA
Public Administration and Safety (26.2%)	Public Administration and Safety (19.0%)
Construction (10.3%)	Construction (10.2%)
Education and Training (10.0%)	Health Care and Social Assistance (9.8%)
Professional, Scientific and Technical (8.7%)	Education and Training (8.6%)
Health Care and Social Assistance (8.6%)	Professional, Scientific and Technical (8.0%)

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Industry of Employment

Occupation

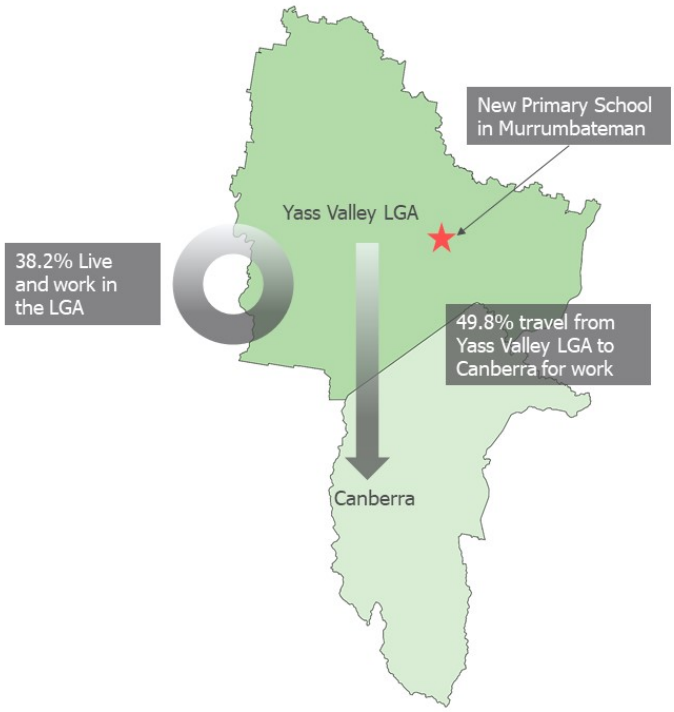
The largest proportion of residents in both Murrumbateman (25.1%) and the LGA (20.8%) are employed in professional occupations. Top occupations for both areas also include managers and clerical and administrative workers, these occupations are representative of the large proportion of persons travelling to work in Canberra. Murrumbateman has a slightly smaller proportion of labourers, machinery operators and drivers, and technicians and trade workers compared to the LGA.

Worker migration

Workforce migration can be assessed based on residents' place of work and usual residential address, available at the LGA level. Of the total labour force in the LGA, 38.2% of residents live and work within the same LGA. Nearly half of all residents living in the LGA (49.8%) travel to Canberra for work (**Figure 5**). For many residents, Canberra offers a range of employment opportunities.

Considering industry of employment, occupation type and worker migration, it is fair to assume that Canberra offers a range of skilled employment opportunities many of which could be within the public sector.

Figure 5 Worker migration



Source: ABS; 2016; Person Aged 15 Years and Over Place of Work; LGA (POW); LGA (UR); produced by Elton Consulting

Tenure type

Most residents in Murrumbateman are homeowners or purchasers, with very few residents renting. When compared to the LGA, key differences in housing tenure include:

» A lower proportion of residents own their property outright in Murrumbateman (88.2%) compared to the LGA (74.6%)

» A higher proportion of residents own their property with a mortgage in Murrumbateman (61.2%) compared to the LGA (41.9%)

» A notably smaller proportion of residents rent in Murrumbateman (7.1%) compared to the LGA (15.7%).

3.2.8 Decision making systems

The Community Research survey conducted by Yass Valley Council in 2017 idenfitied that 78% of residents were 'somewhat satisified' with Yass Valley Council. The key factors resulting in this satisfaction level with Council include the level of communication and engagement the community have with Council. The analysis of the survey suggested greater engagement opportunities and improved communications are provided by Council to increase satisfaction (Yass Valley Council, 2017).

Implications of the baseline

- Murrumbateman makes up a one fifth (20%) of the Yass Valley Council area
- Over the past 11 years, the population has increased by 13%, which is almost double the growth rate of the LGA, indicating that Murrumbateman is a **growing area**
- There is a significantly higher proportion of couples with children in Murrumbateman, demographic groups that create **demand for education infrastructure**
- Much of the Yass Primary SCG is in a rural and semi-rural setting, meaning most of the schools are geographically separated with **limited public transport options**
- Only half of children currently enrolled in primary school are attending a government primary school, which is a smaller proportion than the LGA. This suggest that **there may be a gap** in the provision of government primary schools in the Local Area
- Primary schools within the SCG are experiencing enrolment growth and some are operating at capacity. The catchment of the future primary school will incorporate portions of other school catchments and likely **influence enrolments for these schools**
- There are smaller proportions of Aboriginal and/or Torres Strait Islander residents and lower levels of socio-economic disadvantage in the Local Area which suggests that the population is **less vulnerable**, however future school catchments may be restructured and result in more disadvantaged children attending the future school
- Most overseas born residents in Murrumbateman and the LGA are from 'Western'/Anglo-Saxon countries
- There are **lower levels of socio-economic disadvantage** in the Local Area
- Nearly half of all residents living in the Yass Valley LGA travel to Canberra for work (49.8%). For many residents, Canberra offers a range of employment opportunities. **A new school may impact employment migration or number of trips** to multiple destinations if people currently travel to drop children at school.

4 Stakeholder engagement

4.1 Approach

Community and stakeholder consultation is a critical input to SIA. Comprehensive community and stakeholder consultation has been conducted by the project proponent to obtain input into project design and additional targeted engagement has been conducted to develop the SIA.

Appendix C outlines identified stakeholders consulted as part of the development of the SIA. It also outlines the intended discussion themes for SIA consultation activities and proposed timing and method for how to consult each stakeholder group, which included phone and online interviews.

4.2 Previous consultation findings

SINSW have been conducting stakeholder and community engagement since the project's inception (*SSDA Consultation Report,* Elton, 2021). The intent of community and stakeholder engagement is to inform the community as the project progresses and provide opportunities for feedback. Engagement activities with stakeholders and the community include:

» School community engagement (Project Review Group, Meetings, workshops, school tours, and design user group sessions)

» Communications (Project webpage, Information Pack, Project Updates and Works Notifications).

The key feedback during the consultation included:

» Positive response about the proposal to build a new primary school in Murrumbateman, noting it would provide a positive contribution to the local community

» Sustainable design is of high priority to fit the needs of the community, closely followed by accessibility of location and community access to playing fields and surrounding amenity

» Time frame for construction is considered top priority for respondents, followed closely by effective use of space

» Technology, activity spaces and flexibility were the three most important things for a new school design

» Covered outdoor learning areas (COLA) are the most important element of outside school space, followed closely by activity spaces

» Considerations to traffic, transport and parking are an essential element of design

» Local Aboriginal knowledge share -discuss connection to Country and identify opportunities to celebrate local Aboriginal heritage and culture.

4.3 Stakeholder interviews

Eight stakeholders and community members were interviewed in May 2021 to provide input into the SIA (see **Appendix C**). Interviewees were consulted regarding their involvement in the project, key concerns and aspirations about the proposed school, as well as potential enhancement and management measures to social change.

Findings from interviews are distilled throughout the report, however key findings include:

» There is high expectation across stakeholders and community members that the new school will contribute towards the growth, wellbeing, sense belonging and cohesion of the community

- The inclusion of special education facilities and classes are perceived as a great opportunity for families with special needs who currently have limited support services in the local area. The Berimba Public School also acknowledged the opportunity to share the delivery of special needs education in the area
- Pedestrian safety, increased traffic and safety on the Barton Highway were a major concern raised by all stakeholders. Their concern varied from immediate risks due to construction and long-term impacts during school operation
- Dust, noise and vibration during construction was an undesirable effect identified by the neighbouring service providers (Health Hub and Day care facilities). They both identified communication and coordination as key activities to address any potential issue
- The use of the proposed site for the construction of the school was identified as a loss of commercial development opportunity and loss of playground. Concerns were raised regarding the size and location of the site, particularly that it may not allow room for expansion
- Communication and engagement were perceived as key activities to enhance the positive effects of the school and manage any potential issues during construction and operation
- There were different perspectives regarding the potential impact on schools in catchment area. Some interviewed identified as an opportunity to have this school to share the load and others identified as a negative effect that might affect school resources and staff availability.

5 Impact identification, assessment and measures

5.1 Preliminary scoping

Based on baseline and interview findings a preliminary scoping exercise was conducted to identify potential expected and perceived impacts. A preliminary scoping table is provided in **Appendix D**.

5.2 Impact assessment and measures

Following the scoping process, findings from literature and other technical specialists, detailed social baseline and engagement were used to assess the expected and perceived impacts. This section utilises tools from the DPIE SIA Draft Guideline and Technical Supplement (2020). These tools have been used to complete the assessment of expected and perceived impacts.

An overall social impact significance is then attributed using the tool described in **Table 9**.

Table 9 Social impact significance assessment tool

		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 Possibly	Low	Medium	Medium	High	High
	D Unlikely	Low	Low	Medium	Medium	High
	E very unlikely	Low	Low	Low	Medium	Medium

Source: NSW Department of Planning Industry and Environment, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

The following sections discuss the expected and perceived impacts of the construction of a new primary school in Murrumbateman. These are addressed in themes, as some impacts are related or similar in content matter.

Each section identifies the impacts, discusses their significance and recommends mitigation or enhancement measures. Enhancement and mitigation measures were developed for each impact, in order to respectively enhance positive impacts or reduce negative impacts. A series of measures were identified that are relevant for planning/design stages, while another series of measures are relevant for the longer-term operations of the school.

Considering proposed enhancement and mitigation measures, each social impact was then reassessed to determine the social risk post-mitigation or enhancement. A Social Impact Management Plan (SIMP) is provided in **Appendix E**, and includes two tables providing a full assessment of each impact pre and post-mitigation or enhancement measures.

5.3 Access to education and facilities

Identified impacts – access to education:

- Responding to future education needs
- Improved quality of learning and teaching experience
- Improved access to education to students with special needs
- Reduction of travel time for parents and students
- Improved health in students and families
- Access to information, consultation or complaint mechanisms to address issues during construction and/or operation
- Effects on neighbouring schools.

Responding to future education needs

The new primary school will accommodate up to 370 students. As identified in baseline, data from 2016 to 2020 shows that enrolment trends are increasing for most primary schools in the area. The two Government primary schools which did have enrolment capacity data, Berinba and Yass Public Schools, are technically at capacity.

In addition, based on population growth expected in Murrumbateman to 2036, it is estimated that student demand for a public school in Murrumbateman will increase to around 400 students by 2036. This is a relatively conservative estimate as it assumes the current proportion of primary students going to public schools (50%) will continue, however this is below the NSW average (69%) and it is likely that the development of new government schools will increase the share of students moving to public education. During consultation, there was concern regarding the size of the proposed new primary school site and its capacity to meet future demand.

Reduction of travel time for parents and students

The construction of a new primary school in Murrumbateman will significantly reduce travel time for parents and students who currently attend school in the ACT or local catchment area. Current schooling options within the catchment area include Berinba and Yass Public Schools at approximately 22 kilometres, Mt Carmel School (non-government) at approximately 22 kilometres, Sutton Public School at approximately 39 kilometres, Gundaroo Public School at 32 kilometres[3].

Improved quality of learning and teaching experience

The new primary school in Murrumbateman will be designed to support student's learning and wellbeing. The new school will provide facilities which are flexible and sustainable to account for changes to learning and teaching as technology advances and curriculums evolve (*Design Analysis Report,* Pedavoli, 2021).

The layout and design of the school has considered learning and teaching experience for school users. The library will be located adjacent to the school entry creating a strong school focus and the home base units located to the south create a compact school and frame the north-east open play space (*Design Analysis Report,* Pedavoli, 2021).

Increased access to education for students with special needs

The new primary school in Murrumbateman includes the construction of two special programs units, which will be located near the kiss and drop area for easy access by students with special needs (*Design Analysis Report,* Pedavoli, 2021). Wheelchair access will be provided across the school site to all areas normally used by occupants (*Accessibility Report*, JAZ Building Consultant, 2021).

[3] Australian Curiculum, Assessment and Reporting Authority, 2021, *Find a school*, https://www.myschool.edu.au/

Consultation identified the high value the community places on the inclusiveness of the new school, consideration of the special needs of children and how they can be integrated with the rest of the students. It was strongly suggested that access and integration details should be designed in consultation with families with students with special needs. Interviewees also saw an opportunity to support families and children with special needs through the establishment of a therapy room in the school.

The Berinba Public School highlighted the importance of the new primary school in providing special education support classes. This will help to share the existing demand for this service and allow families with multiple children to attend the same school.

Improved health in students and families

The Murrumbateman Health Hub expects that the proximity to the new primary school precinct will attract more users to the Health Hub. This is perceived as a positive impact as there is existing capacity to absorb demand and it will support the rationale for the construction of the Stage 2 of the Health Hub.

According to interviews, the new school also has the potential to reduce stress on children and families transitioning from pre-school to primary school. This will contribute to decreased anxiety and provide emotional stability in transitioning.

The new primary school will offer out of school care, in the school hall, access to this local service will alleviate stress on family. The open active play space located in the centre of the site and playgrounds are expected to contribute to the health and wellbeing of students.

Access to information, consultation or complaint mechanisms

Interviewees identified that consultation with the broader community, constant communication and access to information as important. This will ensure their views are considered in the project design to maximise the positive effects, as well as to minimise any potential issues during construction and operation.

The SSDA *Consultation Report* (Elton, 2021) identified that stakeholders and the community have had access to information about the new primary school and opportunities to provide feedback through ongoing face to face meetings, communications collateral and digital engagement methods.

Effects on neighbouring schools

There are potential impacts for neighbouring schools with the introduction of the new primary school in Murrumbateman. According to interviewees, there is likely to be a reduction in school enrolments in neighbouring schools which may also result in reduction in teaching staff. There is potential for an increase in disparity of use of school resources whereby one school might be at or over capacity while another may have fewer students.

During consultation, it was identified that the Berinba Public School could be impacted by the new primary school, as they currently receive approximately 40 students from Murrumbateman. This could potentially impact on the school's Family Occupation and Education Index (FOEI), and thus affect school funding.

Across interviewees, there were mixed views about the potential effects on school staff for the neighbouring schools. While some interviewees felt teaching positions at some schools could be reduced, others felt this was unlikely particularly given the difficulties in securing teaching staff. They noted that currently there are shortages of casual staff and that most of teachers were sourced from Canberra. It is also noted the new primary school at Murrumbateman will create 25 new teaching positions, so there is likely to be more teaching roles available across the area.

Table 10 Social risks and bgenefits – access to education

Social risks in order of significance:	**Social benefits in order of significance:**
1. Effects on neighbouring schools.	1. Responding to future education needs 2. Improved quality of learning and teaching experience 3. Improved access to students with special needs 4. Reduction of travel times for students and families 5. Improved health in students and families 6. Access to information, consultation and/or complain mechanism.
Mitigation measures:	**Enhancement measures:**
1. Support teachers if positions are made redundant (there are processes already in place) 2. Ensure adequate support mechanisms are provided for children changing schools.	1. Ensure design incorporates sufficient space for any expansion if required 2. Consult with school community regarding teaching preferences, and inform of benefits of teaching methods 3. Support/consider access to technology within school and homes 4. Ensure teachers are approved to teach special education 5. Address all requirements in detailed design and implement recommendations from Accessibility Assessment 6. Ensure children with special needs, including from more disadvantaged backgrounds, are supported and explore how they can be best integrated with the rest of the school through consultation with their families 7. Finalise and implement School Travel Plan 8. Ensure adequate support mechanisms are provided for children changing school 9. Explore opportunities of collaboration with the Health Hub to promote healthy lifestyles 10. Ensure sun safety as per Department of Education (DoE) policies along with all other wellbeing policies 11. Opportunity to facilitate local excursions or take day-care students to the school and familiarise them with the school environment. 12. Continue consultation with different stakeholders to ensure better design outcomes and solutions 13. Provide regular updates to the community.

Monitoring measures

» Monitor demand to ascertain future need

» Monitor any issues and complaints

» Monitor health and wellbeing as per DoE's Tell Them From Me program.

5.4 Community way of life and livelihood

Identified impacts – community way of life and livelihood:

- Increased community cohesion, sense of belonging and integration
- Celebration of Aboriginal cultural heritage
- Influx of new residents/dwellings to the area
- Local business opportunities
- Increased job opportunities
- Loss of commercial area and playground.

Community cohesion, sense of belonging and integration

Urbis[4] (2015) states that schools play a critical role in satisfying community needs such as connectedness, inclusion and civic pride. One way that schools do this is through sharing of school spaces, such as gyms, halls and ovals.

The new primary school in Murrumbateman is expected to support a sense of belonging and community. This was confirmed during interviews, where it was identified that the most significant change that the new primary school will have in the community is increased community cohesion, sense of belonging and integration.

The opportunity to further develop relationships between community members and having a space in which extra-curricular activities can take place are perceived as substantial positive changes for the community.

Interviewees believe the new school will foster a sense community and new lasting relationships between the families that attend the school. Additionally, students will be able to form their own friendship groups in the neighbourhood rather than in other locations, such as Yass or Canberra. The local school will also allow students to join local sporting groups, further contributing to social cohesion.

Celebration of Aboriginal cultural heritage

The site for the new primary school in Murrumbateman is near the Murrumbidgee River, which is an archaeologically sensitive landscape area. Despite this, the *Aboriginal Cultural Heritage Assessment* (Ecological Australia, 2021) determined that no Aboriginal archaeological sites or heritage items have been recorded within the study area and that the area has been significantly impacted by past and current landscape use. Further to this, the *Aboriginal Cultural Heritage Assessment* (Ecological Australia, 2021) identified that there are no impacts from the project on Aboriginal cultural heritage.

Engagement has been undertaken with local Aboriginal and Torres Strait Islander people regarding the construction of the new primary school in Murrumbateman (*Design Analysis Report*, Pedavoli Architects, 2021). A site visit was conducted to learn about the history of the site and elements of importance to the local Aboriginal and Torres Strait Islander community in developing the design for the project. It was recommended during this consultation that:

- A yarning space is included to make the space more accessible
- Create space for food gardens and gathering spaces
- The project team visit the native bush track at Berrima Public School as an example of Indigenous culture incorporated into school design
- Further consultation is conducted with other elders in the area to gain a deeper understanding of the site area and surrounding context.

[4] Urbis, "The importance of placemaking in successful new communities (2015), <https://urbis.com.au/insights-news/the-importance-of-placemaking-in-successful-new-communities/>

Local business and job opportunities

Construction

During the construction and operation of the school, there will be opportunities for local businesses to provide resources. The construction of the school will provide 250 full time equivalent (FTE) jobs (*EIS - New Primary School at Murrumbateman*, Mecone 2021).

Operation

The daily influx of families to the school site will benefit businesses operating in the area, in particular business located in the proposed commercial development 'Fairfield Square'.

The operation of the school will require 25 school staff, including teachers, executive and administrative staff, and a further 3 maintenance and cleaning staff (*EIS - New Primary School at Murrumbateman*, Mecone 2021)

Influx of new residents/dwellings to the area

The Yass Valley Settlement Strategy 2036, positions Murrumbateman as a major town with a resident population of 10,000 people by 2036, requiring more than 300 new dwellings. The construction of new primary school will contribute to an influx of new residents to the area.

Interviewees perceived the new primary school as an opportunity to contribute to the growth of the community, making Murrumbateman more attractive for new residents and bringing opportunities for local employment.

Loss of commercial area and playground

The proposed site for the construction of the new primary school was initially intended for commercial purposes, which included a restaurant, brewery, four commercial buildings and playground (Development application 5.2016.112.1). Several interviewees were concerned about the loss of the playground and commercial development on this site.

However, a new commercial site has been approved for development on Fairley Street adjacent to the school site, called Fairley Square. The new development will incorporate opportunities for different businesses potentially including a cafe, florist, gym, newsagent, real estate agent, food and beverage, business/professional offices, bakery, butcher, among others.

Interviewees and the commercial developer expect that through innovative landscaping and use of outdoor space both developments could be integrated, with paths and pedestrian links is acceptable to SINSW.

Table 11 Social risks and benefits – community way of life and livelihood

Social risks in order of significance:	**Social benefits in order of significance**
1. Loss of commercial space and playground.	1. Increased community cohesion, sense of belonging and integration 2. Celebration of Aboriginal Cultural Heritage 3. Influx of new residents/dwellings to the area 4. Local business opportunities 5. Increased job opportunities.
Mitigation measures:	**Enhancement measures:**
1. Project to consider the Share our Space initiative 2. Work with Fairley Square developer to enhance connectivity between projects.	1. Develop a community outreach plan that identifies opportunities for the use of shared spaces e.g. the school hall, library and outdoor play areas via the Share our Space program 2. Consider out of school hours activities involving the broader community

	3. Support involvement of parents in the school operations as per DoE programs 4. Further reinforce cultural celebration in detailed design. Incorporate recommendations from traditional landowners and from NSW Government Architect in relation to cultural celebration 5. Incorporate celebration of Aboriginal cultural heritage as part of annual activities in coordination with Traditional owners in the are 6. Incorporate local procurement measures to further enhance benefits for local community.

5.5 Amenity

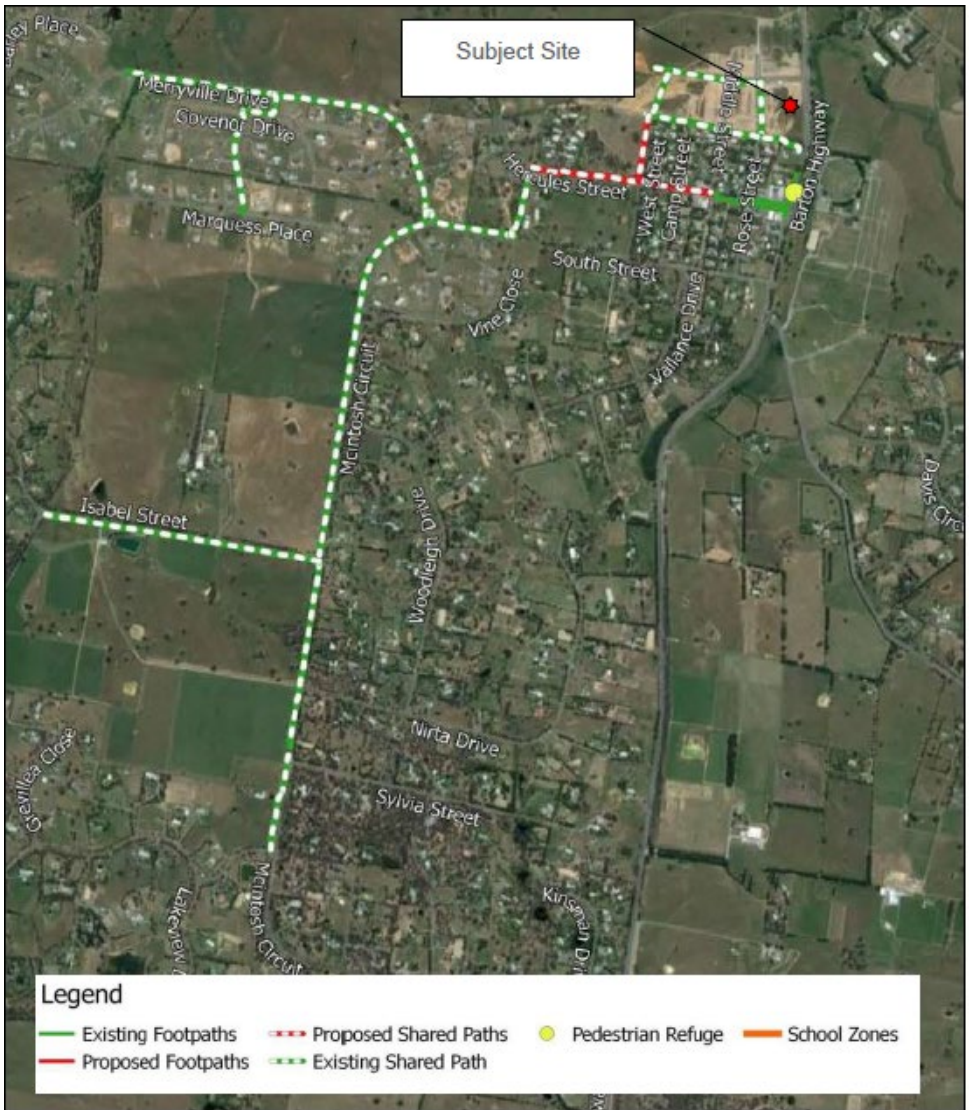
Identified impacts – amenity:

- Active transport use
- Public transportation alternatives
- Heavy vehicle traffic
- Safety risks to pedestrians
- Disturbance caused by noise, dust and vibration.

Active transport use

The proposed location has the potential to allow for active transport for those residents located within the town centre, including McIntosh Circuit, Merryville Drive and Hercules Street, see Figure 6. Future developments towards the towns' north and north-east are anticipated to provide new footpaths in certain locations to the north of the school site (*Transport Assessment*, Ason Group, 2021).

Figure 6 Active transport



Source: Transport Assessment, (Ason Group, 2021)

According to interviews, Murrumbateman is a largely dispersed community and it relies heavily on the use of car or public transportation. Residents who live on the west side of the Burton highway are unlikely to walk or cycle to the new primary school. Most of the future walking activity will likely be located around the village.

The *Preliminary School Travel Plan* (Ason Group, 2021) identified that most of the pedestrian connectivity and footpaths are concentrated in the town centre. Therefore, the *Preliminary School Travel Plan* (Ason Group, 2021) notes the "limited provision of pedestrian footpaths and off-road cycling infrastructure do not support the active transport mode, particularly for younger students".

The Yass Valley Council Bike and Pedestrian Access Plan will include shared paths (off-road); McIntosh Circuit, Merryville Drive, Isabel Street, Fairley Street and North Street, and will create new paths in Hercules Street and West Street (*Transport Assessment,* Ason Group, 2021)

It was also noted in the Plan that Yass Valley Council has advised against students under the age of 16 (which includes all students who will attend the new primary school) using the crossing location on Barton Highway. This restricts pedestrian access to the school from the east. The same applies for cycling.

Public transportation alternatives

Public transportation alternatives are limited in Murrumbateman. Currently Bus Routes 842 (six times a day) and 843 (twice a day) operate in the area, connecting Yass to Canberra, with a stop at Murrumbateman Village accessed from Barton Highway (*Transport Assessment*, Ason Group, 2021).

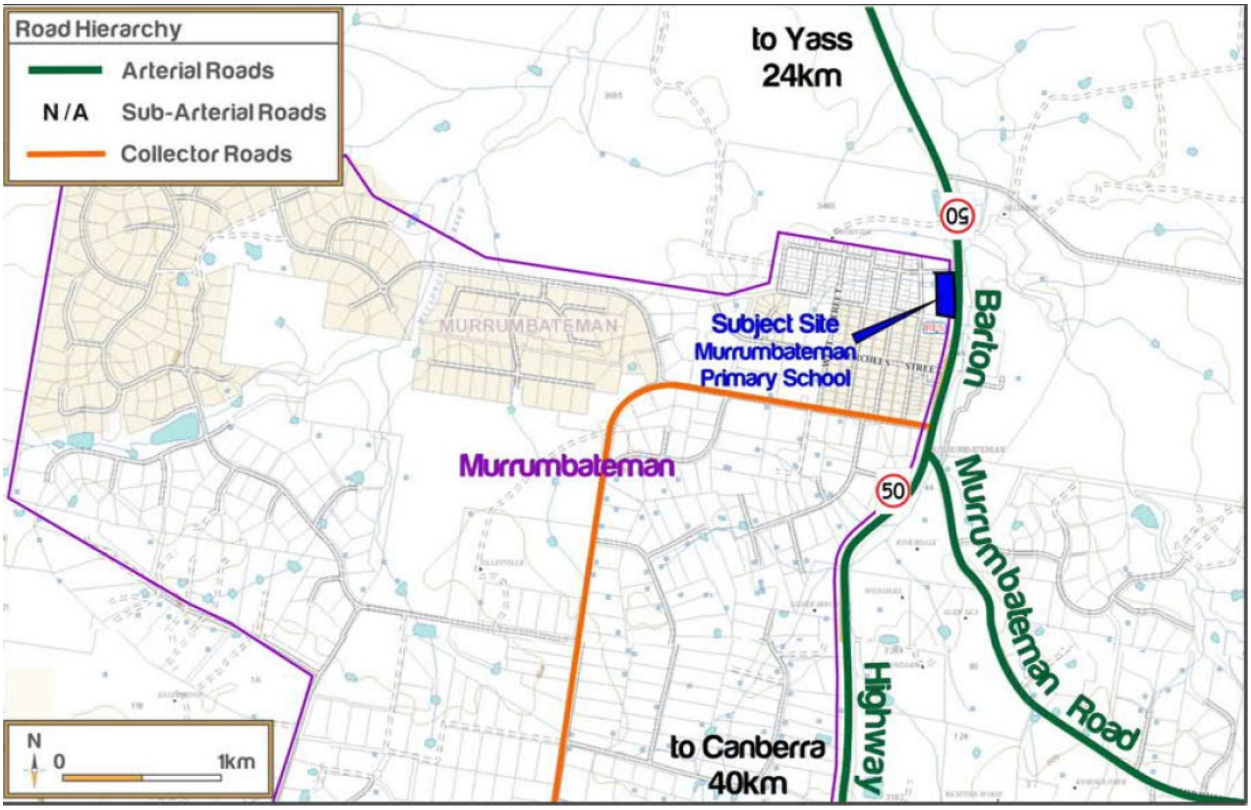
The *Preliminary School Travel Plan* (Ason Group, 2021) identified that there is limited connectivity to public transport networks in Murrumbateman. There are 12 bus routes (two public and 10 school) that operate along Barton Highway (TransBorder Express). Eight of the 12 routes stop at the public bus stop, representing an additional opportunity for five school routes to service the new school (*Transport Assessment,* Ason Group, 2021).

A key opportunity to maximise student catchment effectiveness relates to the provision of bus services for the school. The *Preliminary School Travel Plan* (Ason Group, 2021) identifies a measure to advocate to TfNSW to improve public transport services in response to increased development.

Heavy vehicle traffic

The Barton Highway plays a significant role in the way in which the community access services and infrastructure (**Figure 7**). Pedestrian risks, car accidents and car traffic are already a great concern in the community. According to the Transport for NSW (TfNSW) 451 crashes were reported between 2015-2019 in Yass Valley LGA, a vast majority of which occurred along Barton Highway[5]. The Highway divides the town in two sectors and is considered a major barrier to active transport permeability, safety and amenity. There is only one pedestrian crossing (pedestrian refuge) on Barton Highway.

Figure 7 Road hierarchy



Source: Transport Assessment, (Ason Group, 2021)

There are plans for the duplication and realignment of Barton Highway by 2023, from the ACT border towards Murrumbateman. The expected outcomes are improvements in intersection, clear zones (improved curvatures),

[5] TfNSW, 2020, *Crash and casualty statistics – LGA view: Yass Valley, 2015-2019.*

additional bus stops and improved access for cyclists, pedestrians and horse riders around Murrumbateman Village (*Transport Assessment,* Ason Group, 2021).

In addition, the Murrumbateman Masterplan 2031 expects that within Murrumbateman, the Barton Highway will accommodate 11,000 vehicles per day. The Masterplan includes the development of a major realignment of Barton Highway, minimising village exposure to through traffic (funded), although there is no date for construction.

There are also plans for establishing a direct connection between Merryville Drive to the Barton Highway, alleviating volumes on South and Hercules Street (*Transport Assessment,* Ason Group, 2021).

During construction

During construction of the new primary school in Murrumbateman, it can be expected there will be light vehicle traffic from construction staff movements to and from the site. The peak construction traffic periods are likely to be during the workforce arrival and departure periods which are 6:30-7:00am and 6:00-6:30pm. It is expected that heavy vehicles will arrive and depart outside of the peak periods and will no contribute to peak construction traffic periods (*Preliminary CMP*, Hansen Yuncken, 2021).

The *Preliminary Construction Management Plan (CMP)* (Hansen Yuncken, 2021) notes that a construction traffic management plan will be prepared prior to construction works commencing. However, several methods for vehicle management were outlined, including:

» Restrict construction vehicles to specific routes

» Establish safe pedestrian environment

» Keep disruption to road users at a minimum

» Construction and delivery vehicles to use arterial roads wherever possible.

The *Transport Assessment* (Ason Group, 2021) also recommends that traffic control is required to manage and regulate traffic movements in and out of the site during construction, no trucks are to be queued on local roads. Priorities are pedestrian safety and maintaining accessibility to public transport facilities.

In operation

The *Transport Assessment* (Ason Group, 2021) analysed different scenarios to identify the performance of key intersections within proximity to the School Site, concluding that all intersections have spare capacity during both AM and PM school peak hour traffic, and thus the local road network impacts as a result of the proposed development is negligible.

The kiss'n'drop area will be located separate to the car park but within the school site with access from the internal access road and a two-way driveway (**Figure 8**). It is expected that Student Drop Off and Pick Up (DOPU) trips are concentrated over 30 – 45 minutes rather than a full hour in the school morning and afternoon peak. Increase in the average stopping time its expected in the pickup time, and as such queues can form behind the vehicles waiting in the pick-up area. To ensure queuing is kept to a minimum, management measures will be required to ensure parents/carers do not arrive at the school early, with potential time-slots based on a numbering system in place to allow for families to be assigned an appropriate time for pick-up (*Preliminary School Travel Plan*, Ason Group, 2021).

The *Preliminary School Travel Plan* (Ason Group, 2021) considers the following measures to address heavy traffic:

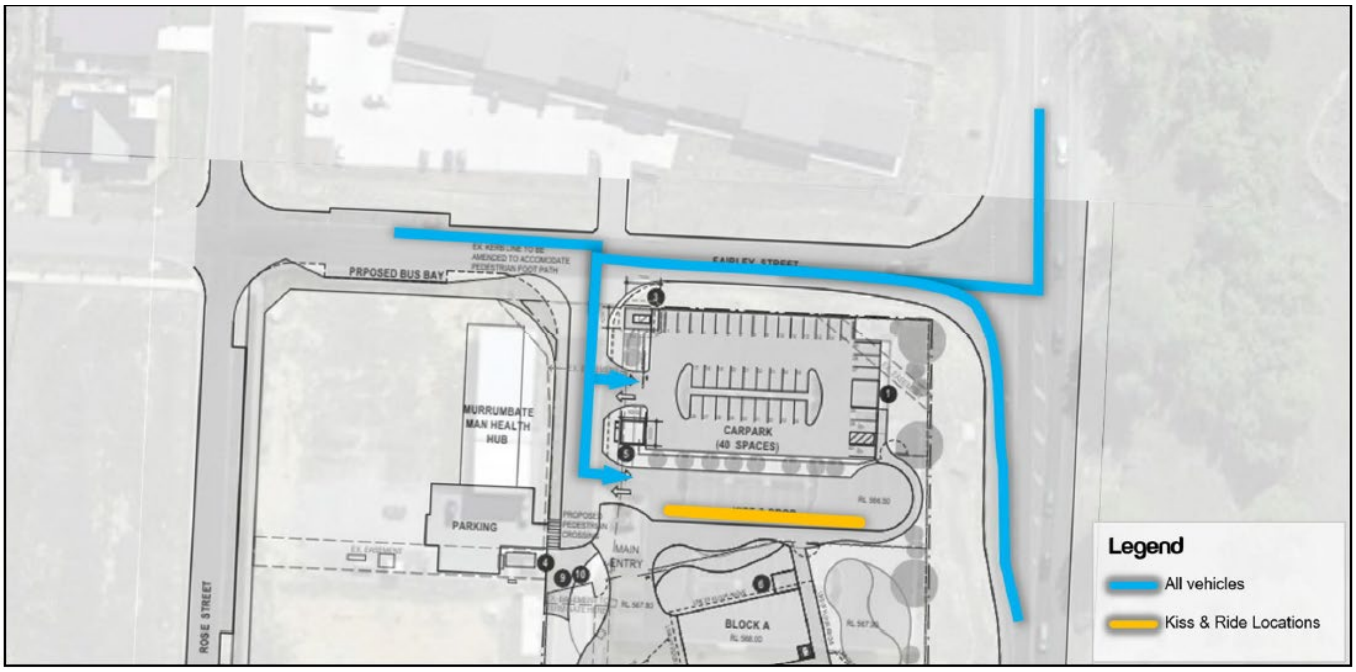
» Education initiatives such as road awareness/safety, independent travel

» Promote use of public transport for students with a rewards scheme

» Liaise and discuss with TfNSW the feasibility of providing bus services for students outside of the 2.3 km driving distance from the School

» Development of Event Traffic Management Plan specific to any larger scale out-of-school-hours activities (fete, sporting events, carnivals, community use of school hall, church groups, etc).

Figure 8 Vehicular access



Source: Transport Assessment, (Ason Group, 2021)

Safety risks to pedestrians

During construction

The site and surrounds will be managed during construction to ensure public safety. The *Preliminary CMP* (Hansen Yuncken, 2021) notes that the site will not be operationally active during construction and appropriate temporary steel fencing will be installed for security purposes. All machinery, equipment and tools will be stored within the site confines, along with storage compounds, site shed, crane set up locations and concreate pumping.

The *Preliminary CMP* (Hansen Yuncken, 2021) also identifies that the pedestrian footpath will be managed by a traffic controller or an approval pedestrian traffic control plan when deliveries are made to the site of crossover works take place. When the temporary and final driveways of the school are being constructed, pedestrians will be directed around the construction site with the assistance of a Traffic Controller or approved pedestrian/traffic control plan.

In operation

The new primary school includes one vehicular access from Fairley Street and three pedestrian accesses, two from the adjacent the kiss'n'drop and one from the shared path to the south of the school. All the access locations (bicycle pedestrian and vehicular) have been designed so that direct access to Barton Highway is not permitted (*Transport Assessment*, Ason Group, 2021).

According to the *Transport Assessment* (Ason Group, 2021) pedestrian access to the proposed bus bay on Fairley Street has been facilitated by a footpath along the southern part of Fairley Street and then along the western side of the access road, which allows for appropriate separation from vehicular movements.

During consultation, concern was expressed regarding potential safety risks derived from the location of the school drop off areas and bus stop. Existing infrastructure at the side of the Highway might encourage parents to cross the Highway to access the school, and then go back to Highway to catch a bus.

In this regard, the Yass Valley Council has advised for students under the age 16 against utilisation of the crossing location on Barton Highway adjacent to the Jones Park Rest Area and the Oval to the east, east of the community Centre (*Transport Assessment*, Ason Group, 2021).

The bus stop location servicing the new primary school is proposed to utilise existing kerbside indented parking bays located north-west of the school on Fairley Street. A pedestrian crossing is proposed across the driveway of the Murrumbateman Health Hub parking lot. Safe pedestrian routes will be provided in the School Travel Plan.

The *Preliminary School Travel Plan* (Ason Group, 2021) proposes the implementation of a Monitoring and Review Process to assess the efficacy of the Plan strategies, including the development of travel mode surveys, review information regarding participation in active travel programs, undertaking community consultation and periodic on-site review of facilities, among others.

It was acknowledged during consultation that pedestrian safety and traffic management required multiagency collaboration and additional resources for road infrastructure. The *Transport Assessment* (Ason Group, 2021) includes the following measures to ensure pedestrian safety in the internal car park:

- To avoid sightline issues, ensure the substation located on the east side of the vehicular access along Fairley Street is setback
- To enable vehicle egress, adjust the kerb line at the kiss and drop zone
- To reduce the risk of collisions, reduce the wester end of the central island within the car park.

The *Preliminary School Travel Plan* (Ason Group, 2021) includes the following measures:

- Education initiatives such as road awareness/safety, independent travel
- Potentially introduce and enforce of parking restrictions around the schools. To be discussed and implemented in collaboration with council Road Safety Officer
- Discussions are currently underway with Council to establish the potential for future strategic crossings, specifically:
  - An east-west crossing spanning the access road from Fairley Street and
  - An east-west crossing spanning Rose Street via the equestrian path and north street.

Visual amenity

The *EIS - New Primary School at Murrumbateman* (Mecone 2021) identified that there are no significant visual impacts across the site. The assessment identified that the new primary school will be appropriately located within the village context as it is of a similar scale to surrounding buildings. The proposed buildings of the new primary school obscure development/land to the south of the site. However, this view has not been considered worthy of retention.

There are instances where the new primary school will enhance the visual amenity of the area, including softening the appearance of built form to the southeast. The boundary planting and other landscape are also expected to positively impact the area by helping to soften the built form.

Figure 9 Proposed design

Source: Design Analysis Report, Pedavoli Architects 2021

Disturbance caused by noise, dust and vibration

During construction

During construction it is likely that residents and users of the Murrumbateman Health Hub and Fairley Early Childhood Service are disturbed by the noise, dust and/or vibration. This could be a temporary negative effect on the health and wellbeing of vulnerable groups in the community, such as those with pre-existing lung conditions (e.g. asthma or smoking-related conditions).

The Preschool outdoor environment is next to where construction will take place. Communication between the Preschool and Project Managers/Builders could allow for coordination of the use of other yards and minimise impact on our children (e.g. those with asthma).

The *Preliminary CMP* (Hansen Yuncken, 2021) outlines that all practicable measures will be taken to ensure impacts of noise and vibration are reduced. It is identified that all noise from the site will not exceed the Environmental Protection Authority (EPA) limits. The *Preliminary CMP* describes measures which will be taken to reduce noise from the construction works, including:

» Promote clear understanding of methods to identify and minimise noise

» Apply all practicable work practices to minimise construction noise impacts

» Provide flexibility in the selection of work practices to minimise noise impacts

» Encourage construction to be undertaken within the approved standard work hours

» Install noise reduction techniques, such as barriers, enclosures and silencers.

A dust prevention strategy is to be developed to manage the impacts of dust during construction (Yuncken, 2021). Dust management practice may include:

» Using shade cloth

» Covering loads when entering and exiting the site

» Monitoring weather conditions

» If practicable, implementing a wet process for concreate sawing, coring and grinding. If not practicable, use a vacuum for dust extraction

» Stockpiling and storing materials on site correctly. However, stockpiles should be limited and watered down if needed.

The *Preliminary CMP* (Hansen Yuncken, 2021) establishes public safety, amenity and site security measures such as:

» Site access for vehicles and pedestrians will be via Fairley Street

» A vehicular access/egress gate will be installed providing vehicular access for workers, visitors, and deliveries

» Pedestrian gates will be controlled to ensure that only approved personnel enter the site, preventing unwanted access

» A statutory signage board will be located on the fence outside the main gate, providing the public with information on the site including; builder name and licence number, emergency contact details and site safety requirements.

In operation

SSDDA Acoustic Assessment (Pulse White Noise Acoustics, 2021) recommends acoustic treatments to the future buildings' facades adjacent to the Barton Highway to ensure internal noise levels are within permissible limits. The assessment also assists with the control of noise emissions from high noise spaces such as the community hall to comply with relevant guidelines at nearby receivers.

Noise emissions from the use of the school play areas during periods where maximum capacities are achieved (i.e. recess and lunch) is deemed acceptable and not offensive (Pulse White Noise Acoustics, 2021).

Table 12 Social risks and benefits – amenity

Social risks in order of significance:	**Social benefits in order of significance:**
1. Safety risks to pedestrians 2. Heavy vehicle traffic 3. Disturbance caused by noise, dust and vibration.	1. Public transportation alternatives 2. Visual amenity 3. Active transport use.
Mitigation measures:	**Enhancement measures:**
1. Finalise *Preliminary School Travel Plan* 2. Finalise *Preliminary Construction Management Plan* 3. Improve communications as per DoE policies leading up to construction/opening 4. Implement recommendations of Transport Assessment and *Preliminary CMP* 5. Education initiatives such as road awareness/safety, independent travel 6. Follow *Transport Assessment* measures to ensure pedestrian safety	12. Advocate for the *Yass Valley Council Bike and Pedestrian Access Plan* 13. Liaise and discuss with TfNSW the feasibility of providing bus services for students outside of the 2.3 km driving distance from the school and or increase of frequency 14. Promote use of public transport for students with a rewards scheme 15. Continue consultation with stakeholders regarding school landscaping.

7. Include recommendations from Acoustic Assessment (in relation to noise and vibration)
8. Finalise discussions of potential new strategic pedestrian crossings with Council
9. Active communication plan between Construction Management and Fairley Day Care Centre and Health Hub.
10. As per Transport Assessment, implement programs and policies to assist with spreading the peak arrival and departure periods which will also require staff to supervise the kiss 'n' drop areas during each period via School Travel Plan.
11. Implement no stopping areas to avoid traffic congestion.

Monitoring measures:

» Monitor any issues and complaints, including as per *Preliminary CMP* recommendations

» Implement Monitoring and Review Process of the *School Travel Plan*

» Monitor number of students using the reward scheme.

6 Conclusion and monitoring

This SIA has been prepared to accompany an EIS that supports a SSDA for a new primary school in Murrumbateman.

This SIA has been prepared using the findings of a policy and literature review, review of technical studies, social baseline, and consultation feedback. It has followed the necessary steps of SIA preparation identified in DPIE's *Draft Guideline* in order to identify and assess social impacts, and to develop enhancement and mitigation measures. Social impacts were assessed pre and post-mitigation/enhancement measures.

The new primary school in Murrumbateman will represent an important piece of public infrastructure and will support the overall wellbeing of the existing and future community. Significant social benefits have been identified, including the following 'very high' benefits:

» Responding to future education needs

» Improved quality of learning and teaching experience

» Improved access to education to student with special needs

» Reduction of travel time for parents and students

» Increased community cohesion, sense of belonging and integration

» Local business opportunities.

Some social risks were identified, including the following 'high' and 'very high' risks:

» Safety risks to pedestrians during operation – this can be mitigated by the finalisation and implementation of the Preliminary School Travel Plan, as well as implementation of the Transport Assessment recommendations.

» Heavy vehicle traffic during operations – this can be mitigated by implementation of the Transport Assessment recommendations and the enhancement measures that lead to increased public and active transport.

» Disturbance caused by noise, dust and vibration – this can be mitigated by implementing recommendations from the Acoustic Assessment and developing an active communication plan between construction managers and the Fairley Early Childhood Service and the Murrumbateman Health Hub.

Enhancement and mitigation measures have been identified in the SIMP, including the following monitoring measures to implement post-construction:

» Monitor any issues and complaints during construction

» Monitoring and review process for the School Travel Plan

» Monitor the number of students using the bus reward scheme

» Monitor demands to ascertain future enrolment requirements

» Monitor health and wellbeing as per DoE's "Tell Them from Me" program.

Appendices

A Social Baseline Categories

B Baseline data

C Stakeholder and Community Engagement Plan

D Preliminary Scoping

E Impact assessment and prediction

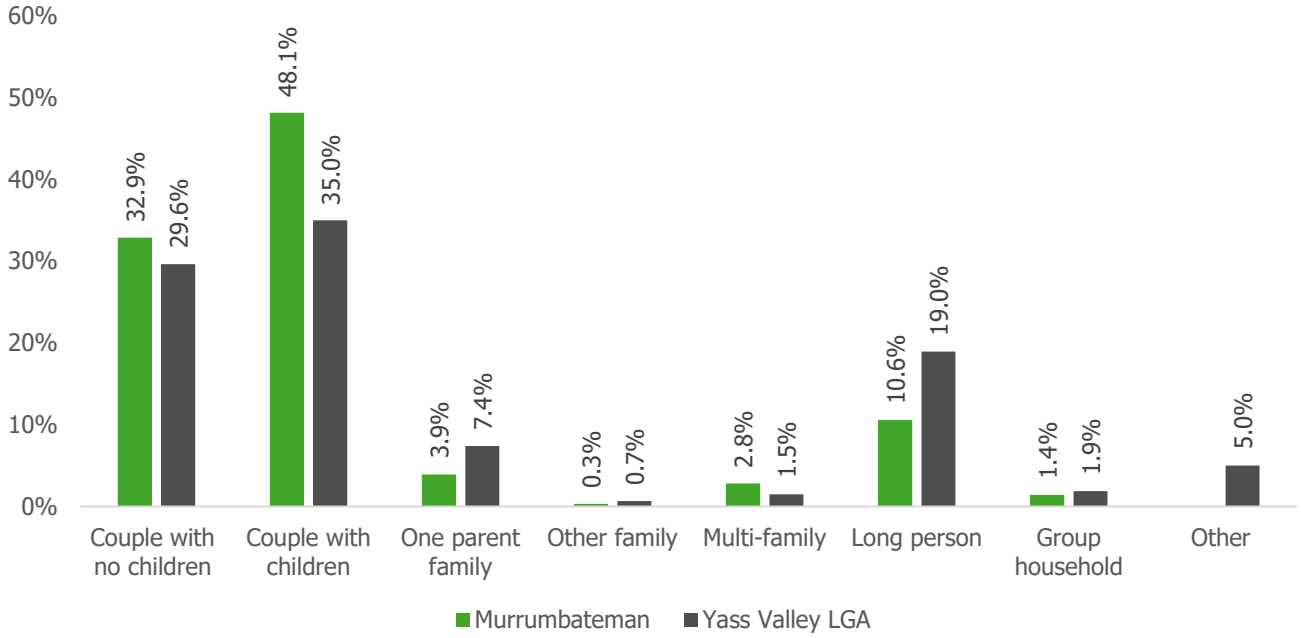
A Social Baseline Categories

Category	Description	Indicators	Source
Way of life	How people live, how they get around, how they work, how they play, and how they interact each day	Population	ABS
		Household composition	ABS
Community	Composition, cohesion, character, how the community functions and people's sense of place	Age	ABS
		Median age	ABS
		Sex	ABS
		Length of residency	ABS
Accessibility	How people access and use infrastructure, services and facilities, whether provided by public, private or not-for profit organisations	Type of school institution attending	ABS
		Local schools	MySchool
		School enrolments	MySchool
		School capacity	NSW Department of Education
Culture	Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings	Aboriginal and/or Torres Strait Islander residents	ABS
		Country of birth	ABS
Health and wellbeing	Health and wellbeing, including physical and mental health, especially for people vulnerable to social exclusion or substantial change, psychological stress resulting from financial or other pressures, and changes to public health overall	Health data	NSW Department of Health
Surroundings	Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity	Dwelling type	ABS
		Murrumbateman context	Yass Valley LGA
		Future land use change in Murrumbateman	Yass Valley LGA
Livelihoods	Livelihoods, including people's capacity to sustain themselves through employment or business, whether they experience personal breach of disadvantage, and the distribution of equity of impacts and benefits	Industry of employment	ABS
		Employment	ABS
		Occupation	ABS
		Workforce migration	ABS
		IRSAD	ABS
		Tenure type	ABS

Decision making systems	Decision-making systems, particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.

B Baseline data

Figure 10 Household composition



Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Family Household Composition (Dwelling)

Table 13 Housing tenure

	Murrumbateman	Yass Valley LGA
Owned outright	27.0%	32.7%
Owned with a mortgage	61.2%	41.9%
Total owned	**88.2%**	**74.6%**
Rented	**7.1%**	**15.7%**
Not stated	4.3%	6.9%

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Tenure Type

Median age

Murrumbateman has a slightly younger resident population than the broader Yass Valley LGA, however both areas have relatively high median ages. Since 2011 the median age has increased in both areas reflecting an aging population.

Table 14 Housing tenure

	Murrumbateman			Yass Valley LGA		
	2011	2016	Change	2011	2016	Change
Median age	37	40	+3	40	42	+2

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Median Age

Age profile

Murrumbateman has a relatively younger resident population, as shown in the median age. When compared to the Yass Valley LGA, differences in service ages include:

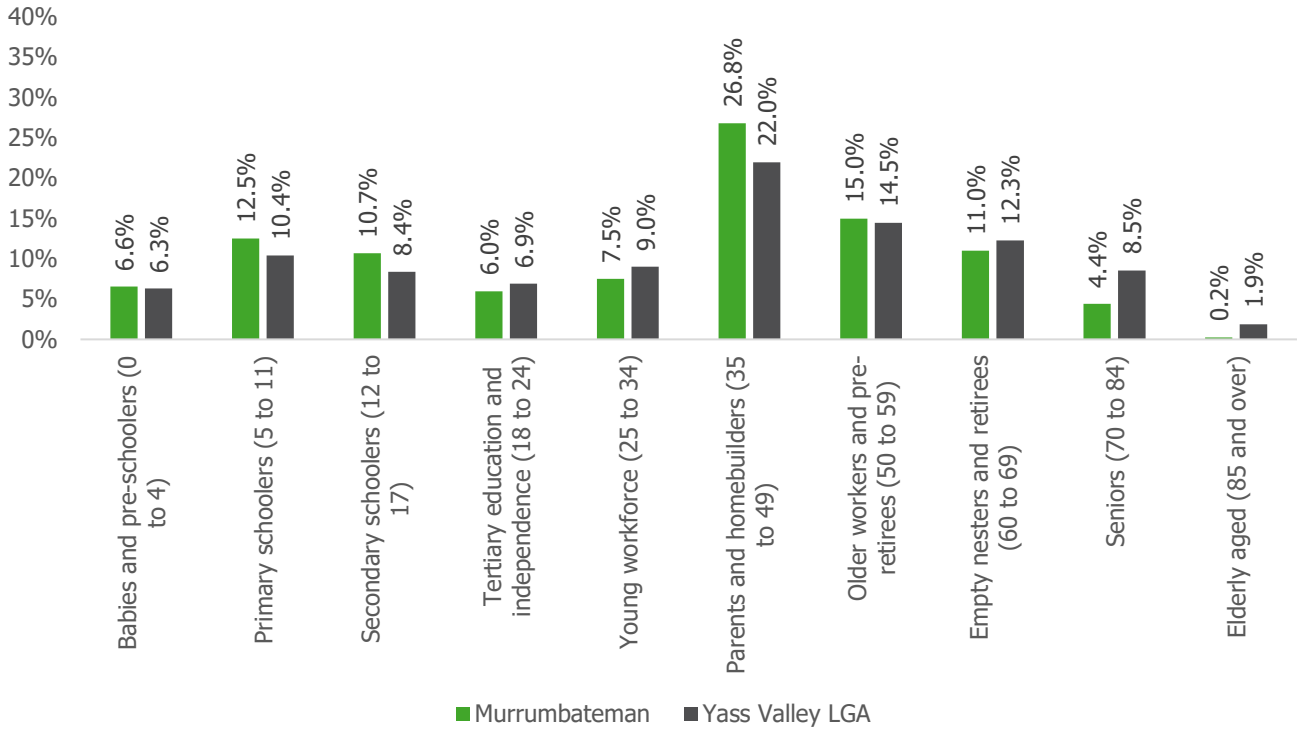
» A slightly higher proportion of primary school and secondary school aged children in Murrumbateman compared to the LGA

» A lightly smaller representation of young workers in Murrumbateman compared to the LGA

» A notably larger proportion of parents and homebuilders in Murrumbateman compared to the LGA

» A larger representation of empty nesters and pre-retirees, seniors and elderly aged residents across the LGA compared to Murrumbateman.

Figure 11 Age profile



Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Age; Service age groups adapted from profile .id

Table 15 Sex

	Murrumbateman	Yass Valley LGA
Female	50.0%	50.9%
Male	50.0%	49.1%

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Sex

Length of residency

Murrumbateman and the Yass Valley LGA both have fairly established communities with more than half of all residents having lived in the same address for five years. This suggests there is little outward migration across the LGA and in Murrumbateman.

Table 16 Length of residency

Residency in 2011	Murrumbateman	Yass Valley LGA
Same address	57.3%	55.6%
Elsewhere is Australia	30.1%	30.2%
Overseas	1.1%	1.2%
Not stated	4.9%	6.7%
Not applicable	6.5%	6.3%

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Usual Address Five Years Ago Indicator

Country of birth

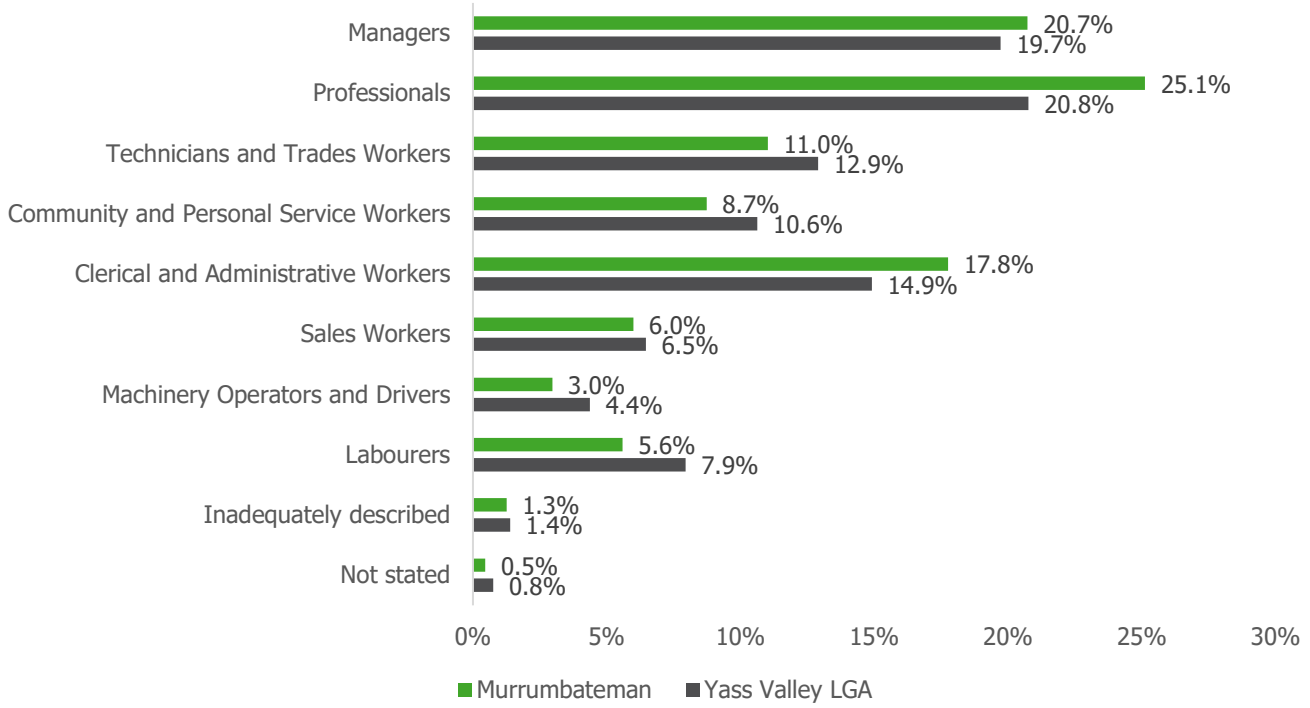
Considering the top country of birth for residents born overseas it is clear that both the Murrumbateman and Yass Valley LGA have low cultural diversity. For both Murrumbateman and Yass Valley LGA, the top five countries of birth are predominately Anglo-Saxo and culturally 'Western'. While this can indicate strong community cohesion due to similar cultural values, it also reflects a fairly homogeneous community.

Table 17 Country of birth

Murrumbateman	Yass Valley LGA
England (4.6%)	England (3.6%)
New Zealand (1.7%)	New Zealand (1.2%)
Germany (0.7%)	United States of America (0.5%)
United States of America (0.6%)	Germany (0.4%)
South Africa (0.5%)	Netherlands (0.4%)

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Persons Place of Usual Residence

Figure 12 Employment



Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); Occupation

SEIFA

Socio-economic Advantage and Disadvantage assess the economic and social conditions of households within an area. Variables considered in the assessment of Socio-economic Advantage and Disadvantage include household income, number of dependents, occupation, housing costs and overcrowding/under-occupancy (Australian Bureau of Statistics, 2018).

This social baseline has considered the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) using deciles. The deciles range from 1 to 10, where 1 represents greater disadvantage and a general lack of advantage in an area while 10 represents a lack of disadvantage and greater advantage in an area.

Compared to other suburbs, Murrumbateman has a general lack of disadvantage and greater advantage. Compared to other LGAs, Yass Valley LGA has a general lack of disadvantage and greater advantage. Both areas reflect high socio-economic advantage and low socio-economic disadvantage.

Table 18 SEIFA Score

	Murrumbateman	Yass Valley LGA
Decile	10	10

Source: Australian Bureau of Statistics; 2016; Murrumbateman (SSC), Yass Valley (A); IRSAD Deciles

C Stakeholder and Community Engagement Plan

Table 19 Interview discussion guide

Stakeholders Consulted
» SINSW and/or Department of Education service planning staff » Principals of neighbouring schools in impacted school catchment » Project Reference Group member » Resident Association Group representative » Yass Council representative » Murrumbateman Health Hub representative » Fairley Day Care Centre representative
Discussion Point
» Expectations/concerns about: > Impacts of the project on the surrounding community including roads, facilities, playing fields etc. > Impacts of project on existing infrastructure and public transport capacity > Quality of infrastructure and resources upon opening > Pedestrian and traffic access to the school > Parking and drop-off and pick-up considerations > Information and decision making on project design > External users of school facilities (in joint use facilities) > Adequate play space > Innovative learning practices
» Demographics/socio economics of the school community (students, families, staff)? » Are there members of the school community that you would define as vulnerable? » What do you think will be positive/negative impacts of the project on: > Existing and future children enrolled at the school > Their families > Staff > Any other users of the school including vulnerable members of the school community > Members of the public. » What can be done to further enhance positive impacts or mitigate negative ones? » Are there any facilities or spaces that are currently available to the general community out of school hours?

D Preliminary Scoping

Table 20 Summary of expected and perceived impacts

Expected and perceived impacts	Nature	Actual / perceived	Project stage	Impact category
Increased traffic and traffic queues at exit of highway and Fairley Street.	Negative	Actual	Construction	Way of life
Increased traffic and traffic queues at exit of highway and Fairley Street.	Negative	Actual	Operation	
Safety risks to pedestrians and vehicles in vicinity of the construction site (Health and Day care Centres)	Negative	Actual	Construction	
Safety risk to pedestrian crossing (refuge) on Barton Highway that facilitates crossing to the Bus Stop, as well as distance from bus stop to school grounds.	Negative	Actual	Operation	
Less travel time for parents and students for school drop off and pick ups	Positive	Actual	Operation	
Disturbance (sleep disruption, irritation, anxiety) caused by noise, dust and vibration of construction work in nearby residents, day care and health care users.	Negative	Actual	Construction	Health and Wellbeing
Reduce stress on children and families transitioning from pre-school to primary school	Positive	Perceived	Operation	
Increase number of Health Hub users	Positive	Actual	Operation	
Improved health in students and families due to increased opportunity for sport and recreation on school grounds (Provision of additional extra-curricular learning opportunities (P37)	Positive	Perceived	Operation	
Improved quality of learning and teaching experience	Positive	Actual	Operation	Accessibility

Expected and perceived impacts	Nature	Actual / perceived	Project stage	Impact category
Increased access to education to local families and families with special needs	Positive	Actual	Operation	
Impact on school resources, teaching staff of nearby Government schools in the catchment area	Negative	Perceived	Operation	
Increased community cohesion, sense of belonging and integration	Positive	Actual	Operation	Community
Influx of new residents/dwellings to the area.	Positive	Actual	Operation	
The construction of new facilities may boost local business due to the volume of construction workers	Positive	Actual	Construction	
Loss of business and community development opportunities (i.e. Business venues, community hall, community park)	Negative	Actual	Construction	Livelihoods
Increased job opportunities	Positive	Actual	Operation	
Limited access to information, communication or complain mechanisms to address issues during construction and/or operation	Negative	Perceived	Construction and Operation	Decision making systems

E Impact assessment and prediction

The impact assessment and prediction section of this SIA utilises tools from the DPIE SIA Draft Guideline and Technical Supplement (2020). These tools (**Tables 21-24**) have been used to complete the assessment of expected and perceived impacts in **Tables 25 and 26.**

Table 21 Likelihood assessment tool

Likelihood level	Meaning
Almost certain	Definite or almost definitely expected (e.g. has happened on similar projects)
Likely	High probability
Possible	Medium probability
Unlikely	Low probability
Very unlikely	Improbable or remote probability

Source: DPIE, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 22 Magnitude assessment tool

	Characteristics	Details needed to enable assessment
Magnitude	Extent	Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including and potentially vulnerable people? Which location(s) and people are affected? (e.g. near neighbours, local, regional).
	Duration	When is the social impact expected to occur? Will it be time-limited (e.g. over particular project phases) or permanent?
	Severity or scale	What is the likely scale or degree of change? (e.g. mild, moderate, strong).
	Sensitivity or importance	How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter, whether it is rare/unique or replaceable, the extent to which it is tired to their identity, and their capacity to cope with or adapt to change.
	Level of concern/interest	How concerned/interested are people? Sometimes, concerns may be disproportionate to findings from technical assessments of likelihood, duration and/or severity. Concern itself can lead to negative impacts, while interest can lead to expectations of positive impacts.

Source: DPIE, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 23 Magnitude level assessment tool

Magnitude level	Meaning and examples
Transformational	Substantial change experience in community wellbeing, livelihood, amenity, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people on a widespread area.

Magnitude level	Meaning and examples
Moderate	Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	Not noticeable change experienced by people in the locality.

Source: DPIE, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 24 Social impact significance assessment tool

		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 Possibly	Low	Medium	Medium	High	High
	D Unlikely	Low	Low	Medium	Medium	High
	E Very unlikely	Low	Low	Low	Medium	Medium

Source: DPIE, Social Impact Assessment Draft Guideline and Technical Supplement, 2020

Table 25 Assessment of expected and perceived impacts

Impact	Impact category	Nature	Likelihood	Extent / Affected stakeholder	Temporal nature	Severity or scale	Sensitivity	Concern / Interest	Magnitude	Pre-mitigation significance rating
Access to education and wellbeing										
Responding to future education needs	Accessibility	Positive	Almost certain	Teachers and staff Students Parents and carers	Operation	Moderate	High	High	Major	Very High (A4)
Improved quality of learning and teaching experience	Accessibility	Positive	Almost certain	Teachers and staff Students Parents and carers	Operation	Moderate	High	High	Major	Very High (A4)
Increased access to education to student with special needs	Accessibility	Positive	Almost certain	Teachers and staff Students Parents and carers	Operation	Moderate	High	High	Major	Very High (A4)
Reduction of travel time for parents and students	Way of life	Positive	Almost certain	Students Parents and carers	Operation phase	Moderate	High	High	Moderate	High (A3)
Improved health in students and families	Health and Wellbeing	Positive	Likely	Students Parents and carers	Operation	Moderate	High	High	Moderate	High (B3)
Access to information, consultation or complain mechanisms to address issues during construction and/or operation	Decision making systems	Positive	Likely	Teachers and staff Students Parents and carers Day-care and Health Care Centre users Residents who live near new school	Operation	Moderate	Medium	High	Moderate	High (B3)
Effects on neighbouring schools	Accessibility	Negative	Possibly	Teachers and staff of other schools Students of other schools Parents and carers of other schools	Operation	Minor	Medium	Medium	Minor	Medium (C2)
Community way of life and livelihood										
Increased community cohesion, sense of belonging and integration	Community	Positive	Almost certain	Teachers and staff Parents and Students Residents	Operation	Strong	High	High	Major	Very High (A4)
Celebration of Aboriginal cultural heritage	Culture	Positive	Likely	Teachers and staff Parents and Students Residents	Operation	Moderate	High	High	Moderate	High (B3)
Influx of new residents/dwellings to the area	Community	Positive	Likely	Residents Parents and carers	Operation	Moderate	Low	Medium	Moderate	High (B3)
Local business opportunities	Livelihoods	Positive	Likely	Business and service providers	Construction	Moderate	Low	Medium	Minor	Medium (B2)

Impact	Impact category	Nature	Likelihood	Extent / Affected stakeholder	Temporal nature	Severity or scale	Sensitivity	Concern / Interest	Magnitude	Pre-mitigation significance rating
Local business opportunities	Livelihoods	Positive	Likely	Business and service providers	Operation	Moderate	Low	Medium	Moderate	High (B3)
Loss of commercial area and playground	Livelihoods	Negative	Almost Certain	Residents Local community Business and service providers	Construction	Moderate	Low	High	Minor	Medium (A2)
Increased job opportunities	Livelihoods	Positive	Possibly	Local and neighbouring communities	Construction	Moderate	Medium	High	Minor	Medium (B2)
Increased job opportunities	Livelihoods	Positive	Possibly	Local and neighbouring communities	Operation	Moderate	Medium	High	Minor	Medium (B2)
Amenity										
Active transport use	Livelihoods	Positive	Unlikely	Students Parents and carers	Operation	Moderate	Medium	High	Minor	Low (D3)
Public transportation	Livelihoods	Positive	Possibly	Residents Students Parents and carers Students and parents from other neighbourhoods	Operation	Moderate	Medium	High	Moderate	Medium (C3)
Heavy vehicle traffic	Way of life	Negative	Likely	Teachers and staff Students Parents and carers using Barton Highway Day-care and Health Care Centre users Residents who live near the new school Residents and workers who utilise the Barton Highway	Operation phase	Moderate	High	High	Moderate	High (B3)
Heavy vehicle traffic	Way of life	Negative	Possibly	Day-care and Health Care Centre users Residents who live near the new school	Construction phase	Moderate	High	Medium	Minor	Medium (C2)
Safety risks to pedestrians	Way of life	Negative	Possibly	Day-care and Health Care Centre users Residents who live near the new school	Construction	Moderate	High	High	Minor	Medium (C2)
Safety risks to pedestrians	Way of life	Negative	Almost certain	Teachers and staff Students Parents and carers using Barton Highway Day-care and Health Care Centre users	Operation	Moderate	High	High	Major	Very High (A4)

Impact	Impact category	Nature	Likelihood	Extent / Affected stakeholder	Temporal nature	Severity or scale	Sensitivity	Concern / Interest	Magnitude	Pre-mitigation significance rating
				Residents who live near the new school						
Visual amenity	Surroundings	Positive	Possibly	Teachers and staff Students Parents and carers using Barton Highway Day-care and Health Care Centre users Residents who live near the new school	Operation	Moderate	High	High	Moderate	Medium (C3)
Disturbance caused by noise, dust and vibration	Health and Wellbeing	Negative	Almost certain	Day-care and Health Care Centre users Residents who live near the new school	Construction	Moderate	High	High	Moderate	High (A3)

Table 26 Re-assessment of social impacts with mitigation and enhancement measures

Impact	Nature	Pre-mitigation significance rating	Mitigation / Enhancement	Nature post mitigation	Likelihood post-mitigation	Magnitude post-mitigation	Social impact significance post mitigation/enhancement
Access to education							
Responding to future education needs	Positive	Very High (A4)	Ensure design incorporates enough space for any expansion if required	Positive	Almost certain	Major	Very High (A4)
Improved quality of learning and teaching experience	Positive	Very High (A4)	Consult with school community regarding teaching preferences, and inform of benefits of teaching methods Support/consider good access to technology within school and homes	Positive	Almost certain	Transformational	Very High (A5)
Improved access to education to student with special needs	Positive	Very High (A4)	Ensure teachers are approved to teach special education. Address all requirements in detailed design and implement recommendations from Accessibility Assessment Ensure children with special needs including from more disadvantaged backgrounds are supported and explore how they can be best integrated with the rest of the school through consultation with their families.	Positive	Almost certain	Transformational	Very High (A5)
Reduction of travel time for parents and students	Positive	High (A3)	Finalise and Implement School Travel Plan	Positive	Almost certain	Major	Very High (A4)
Improved health in students and families	Positive	High (B3)	Ensure adequate support mechanisms are provided for children changing school Explore opportunities of collaboration with the Health Hub to promote healthy lifestyles. Monitoring: Monitor health and wellbeing as per DoE Tell Them From Me program Operations: Ensure sun safety as per DoE policies along with all other wellbeing policies. Opportunity to facilitate local excursions or take day-care students to the school and familiarise them with the school environment.	Positive	Almost certain	Major	Very High (A4)
Access to information, consultation or complain mechanisms to address issues during construction and/or operation	Positive	High (B3)	Continue consultation with different stakeholders to ensure better design outcomes and solutions Provide regular updates to the community	Positive	Likely	Major	(High B4)
Effects on neighbouring schools	Negative	Medium (C2)	Support teachers if positions are made redundant Ensure adequate support mechanisms are provided for children changing school	Positive	Likely	Minor	Medium (B2)
Community way of life and livelihood							
Increased community cohesion, sense of belonging and integration	Positive	Very High (A4)	Community outreach plan that identifies opportunities for the use of shared spaces e.g. the school hall, library and outdoor play areas. Organise out of school hours activities involving the broader community	Positive	Almost certain	Transformational	Very High (A5)

Impact	Nature	Pre-mitigation significance rating	Mitigation / Enhancement	Nature post mitigation	Likelihood post-mitigation	Magnitude post-mitigation	Social impact significance post mitigation/enhancement
			Support involvement of parents in the school operations as per DoE programs				
Celebration of Aboriginal cultural heritage	Positive	High (B3)	Further reinforce cultural celebration in detailed design. In doing so, incorporate recommendations from traditional landowners and from NSW Government Architect in relation to cultural celebration. Incorporate celebration of Aboriginal Cultural Heritage as part of annual activities in coordination with Traditional owners in the are	Positive	Likely	Major	High (B4)
Influx of new residents/dwellings to the area	Positive	High (B3)	Community Outreach program	Positive	Likely	Moderate	High (B3)
Local business opportunities (Construction)	Positive	Medium (C2)	Incorporate local procurement measures to further enhance employment benefits for local community	Positive	Likely	Minor	Medium (B2)
Local business opportunities (Operation)	Positive	High (B3)	Incorporate local procurement measures to further enhance employment benefits for local community Work with Fairfield Square developer to enhance connectivity and aesthetics of both projects.	Positive	Almost certain	Major	Very High (A4)
Loss of commercial area and playground	Negative	Medium (A2)	Consult with the community on landscape development and use of outdoor space. Work with Fairfield Square developer to enhance connectivity and aesthetics of both projects.	Positive	Likely	Moderate	High (B3)
Increased job opportunities (Construction)	Positive	Medium (C2)	Incorporate local employment measures to further enhance benefits for local community	Positive	Likely	Moderate	High (B3)
Increased job opportunities (Operation)	Positive	Medium (B2)	Incorporate local employment measures to further enhance benefits for local community	Positive	Almost certain	Moderate	High (A3)
Amenity							
Active transport use	Positive	Low (D3)	Finalise discussions about potential new strategic pedestrian crossings with Council Advocate for the Yass Valley Council Bike and Pedestrian Access Plan.	Negative	Possibly	Minor	Medium (C2)
Public Transportation alternatives	Positive	Medium (C3)	Advocate for the creation of new bus routes and/or increase of frequency. Liaise and discuss with TfNSW the feasibility of providing bus services for students outside of the 2.3 km driving distance from the school Promote use of public transport for students with a rewards scheme	Negative	Likely	Major	High (B4)
Heavy vehicle traffic (Operation)	Negative	High (B3)	Implement recommendations of Transport Assessment and CMP Education initiatives such as road awareness/safety, independent travel Monitoring: Monitor any issues and complaints Monitor number of students using the reward scheme	Negative	Possible	Moderate	Medium C3)

Impact	Nature	Pre-mitigation significance rating	Mitigation / Enhancement	Nature post mitigation	Likelihood post-mitigation	Magnitude post-mitigation	Social impact significance post mitigation/enhancement
Heavy vehicle traffic (Construction	Negative	Medium (C2)	Finalise CMP Implement CMP Implement recommendations of Transport Assessment Monitoring: Monitor any issues and complaints as per CMP recommendations	Negative	Unlikely	Minor	Low (D1)
Safety risks to pedestrians (Construction)	Negative	Medium (C2)	Implement recommendations of Transport Assessment And CMP Monitoring: Monitor any issues and complaints	Negative	Unlikely	Minor	Low (D1)
Safety risks to pedestrians (Operation)	Negative	Very High (A4)	Finalise School Travel Plan Implement recommendations of Transport Assessment Staff to supervise and manage the kiss 'n' drop areas Finalise location of pedestrian crossings Monitoring: Monitor any issues and complaints	Negative	Possible	Moderate	Medium (C3)
Visual amenity	Positive	Medium (C3)	Continue consultation with stakeholders regarding school landscaping.	Positive	Likely	Moderate	High (B3)
Disturbance caused by noise, dust and vibration	Negative	High (A3)	Implement recommendations from Acoustic Assessment (in relation to noise and vibration) Active Communication plan between Construction Management and Fairley Early Childhood Service and Murrumbateman Health Hub. Monitoring: Monitor any issues and complaints as per CMP recommendations Monitoring: Monitor any issues and complaints	Negative	Possibly	Minor	Medium (C2)

elton
consulting
a wsp company

www.**elton**.com.au