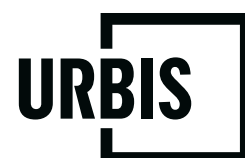




# SOCIAL IMPACT ASSESSMENT

New Education Campus at  
Jindabyne

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





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# 1. INTRODUCTION

This Social Impact Assessment (SIA) prepared by Urbis Pty Ltd accompanies an Environment Impact Statement (EIS) pursuant to Part 4 of the Environmental Planning and Assessment Act 1979 (EP&A Act) to accompany an application for a State Significant Development (SSD No 15788005). The SSDA is for a new education campus at Jindabyne, comprising of a new primary and high school, located at the Jindabyne Sport and Recreation Centre (JSRC).

This report addresses the Secretary's Environmental Assessment Requirements (SEARs), notably:

## 9. Social Impacts

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

## 1.1. PROPOSAL

The proposed development is for the construction of the Jindabyne Education Campus comprising a new primary school and a new high school at Jindabyne (the proposal). The proposal is located within the JSRC located at 207 Barry Way (the site) and will accommodate approximately 925 students with the capacity for expansion in the future.

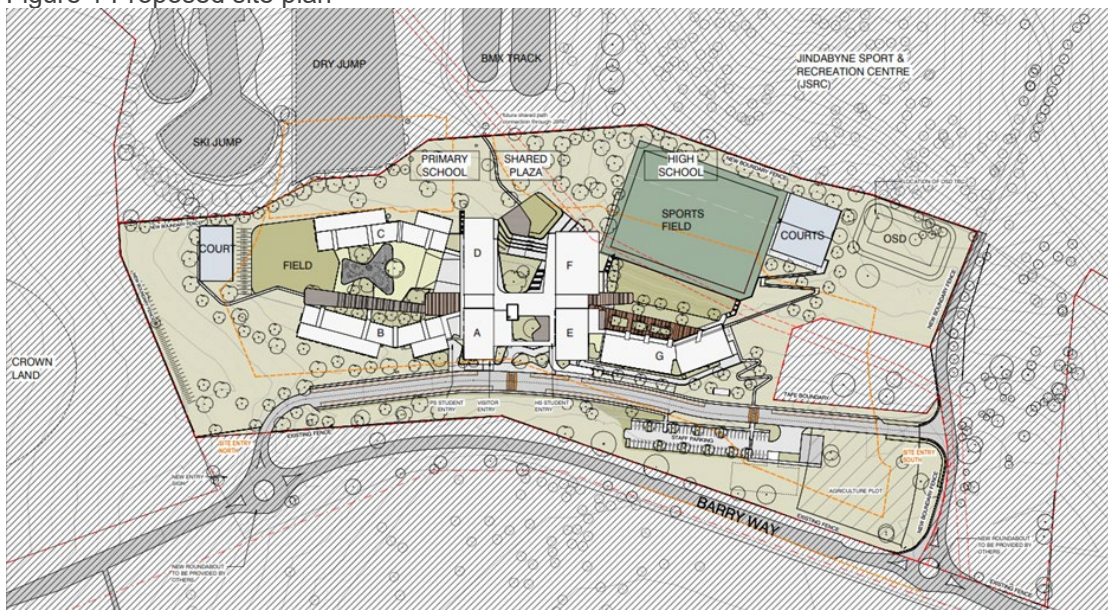
The new primary school will be located generally in the northern portion of the site whilst the new high school will be to the south of the site. While the schools are inherently separate identities, with separate student entries, opportunities for integration are provided in a central shared plaza with co-located school administration facilities, as identified in Figure 1 below. This outdoor learning space is activated by the school canteen (shared) and separate core facilities including the primary school hall and library, and the high school gym and library, and provides opportunities for shared community use.

The new primary school will provide for a Core 21 school. This will comprise of 20 home base units and 2 support learning units, administration and staff facilities, covered outdoor learning area (COLA), hall, staff and student amenities, out of school care facilities, library and special programs. Landscaped areas include active and passive open space play areas, and a games court.

The new high school will provide for a stream 2 high school. This is to comprise of 20 general/specialised learning spaces and support learning units, administration and staff facilities, covered outdoor learning area (COLA), hall, staff and student amenities, library, an agricultural learning unit. Landscaped areas include active and passive open space play areas, a sports field and multipurpose games courts.

A new access driveway is proposed off Barry Way Road along the western boundary of the site and includes car parking, bus and private vehicle drop-off zones, and delivery zones.

Figure 1 Proposed site plan



Source: DJRD architects

## 1.2. PURPOSE AND SCOPE OF THIS REPORT

The purpose of this report is to identify and analyse the potential positive and negative social impacts associated with a development proposal. It involves a detailed and independent study to outline social impacts, identify mitigation measures, and provide recommendations in accordance with professional standards and statutory obligations.

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



## 1.3. STRUCTURE OF THIS REPORT

This report has seven chapters as summarised below:

- **Chapter 1** (this chapter) introduces the proposal, purpose and scope of this report.
- **Chapter 2** provides an outline of the legislation requirements and the methodology that has been followed to complete the assessment
- **Chapter 3** provides a social baseline of the study area including the site's locality, social context and demographic characteristics
- **Chapter 4** provides key findings from a review of local and state policies that set the strategic context of the site
- **Chapter 5** sets out a preliminary assessment of expected and perceived social impacts of the proposal without mitigation measures
- **Chapter 6** sets out the social impact assessment of moderate to very high impacts, including mitigation, management and enhancement measures
- **Chapter 7** concludes the report by setting out a summary of the social impacts, recommendations and an overall impact assessment.

## 2. METHODOLOGY

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

### 2.1. ASSESSMENT METHODOLOGY OVERVIEW

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

| Background review                                                                                                                                                                                                                                                    | Impact scoping                                                                                                                                                                                             | Assessment and reporting                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Review of surrounding land uses</li> <li>Review of relevant state and local policies to understand potential implications of the proposal</li> <li>Analysis of relevant data to understand the existing community.</li> </ul> | <ul style="list-style-type: none"> <li>Review of site plans and technical assessments</li> <li>Discussion with School Infrastructure Community Engagement Manager</li> <li>Stakeholder mapping.</li> </ul> | <ul style="list-style-type: none"> <li>Assessment of significant impacts considering management measures</li> <li>Provision of recommendations to enhance positive impacts and reduce negative impacts.</li> </ul> |

### 2.2. APPROACH TO ASSESSING SOCIAL IMPACTS

The assessment of social impacts can be approached in several ways. The International Association of Impact Assessment (IAIA) highlights a risk assessment methodology, whereby the significance of potential impacts is assessed by comparing the consequence of an impact against the likelihood of the impact occurring. This approach is also used in the DPIE SIA Guidelines for State Significant Projects (2021).

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

#### Magnitude level

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

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

## **Management measures**

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

Section 5 of this report assess potential impacts prior to management measures as part of the impact scoping phase. Impacts which are assessed as moderate or higher are considered significant and included for further assessment in Section 6. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level.

## 3. SOCIAL BASELINE

### 3.1. SOCIAL LOCALITY

#### 3.1.1. Local context

The site of the proposed new education campus at Jindabyne is located within the western extent of the existing JSRC at 207 Barry Way (101 DP1019527). The site is approximately 9ha in size, containing a former golf course and three existing workers cottages which were occupied during the construction of the Snowy Hydro Scheme. The majority of the site is undeveloped and contains maintained grasslands and scattered trees. Much of the surrounding land comprises remnant grassland, woodland and agricultural land.

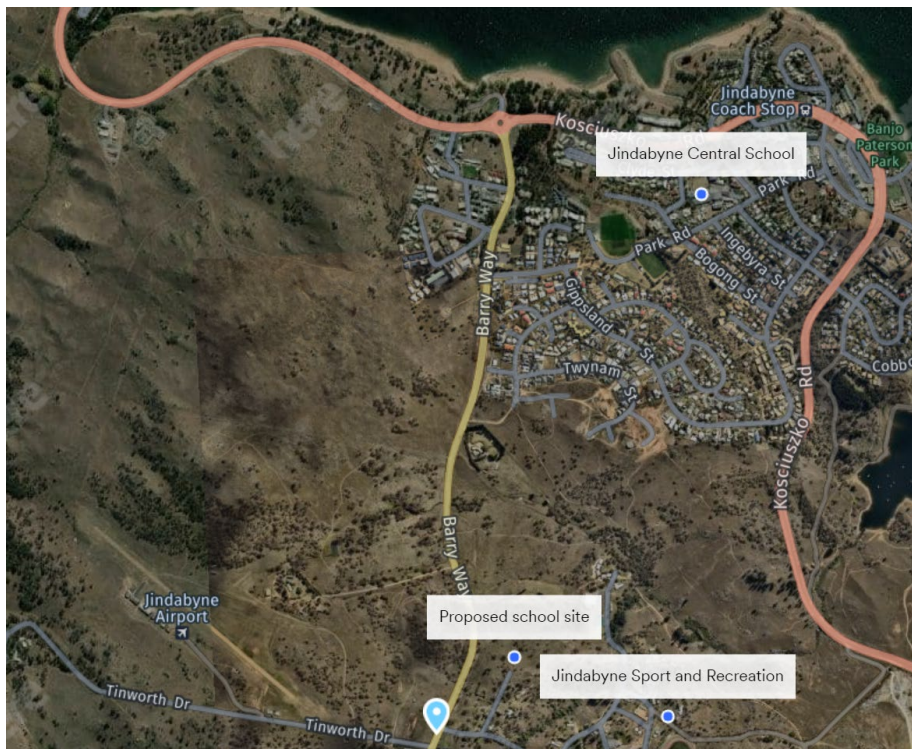
As identified above, the site is within the existing JSRC which is a high performance and community sport centre located directly east of the site. The JSRC has a range of sporting facilities including a synthetic running track, cycling track, netball and tennis courts, fitness and indoor sports centres, and sporting ovals, as well as other services and accommodation facilities. The newly constructed BMX track is located directly east of the site with the new ski jump currently under construction to the northeast.

This site is located approximately 2.2km south of Jindabyne town centre and 2km from Jindabyne Dam. Jindabyne is an alpine town which services the ski resorts of Perisher, Thredbo and Charlotte Pass. The compact town centre is predominately located along the foreshore of the Snowy River and bound by Kosciuszko Road to the north and east and Barry Way to the west. The town centre provides a range of uses including residential, retail and small scale commercial including food and beverage. Nuggets Crossing Shopping Centre is the main retail shopping mall with anchor tenant Woolworths. As Jindabyne supports a strong tourism sector, the town centre is characterised by many accommodation uses.

Key social infrastructure in Jindabyne includes JJ Connors Oval, Jindabyne Skate Park, Jindabyne Central School, Jindabyne Sport and Recreation Centre and Snowy Mountains Neighbourhood Centre, which provides mobile library services. TAFE NSW have recently lodged a development application for a Connected Learning Centre (CLC) and Mobile Training Unit (MTU) which is proposed to the south of the site.

Bureau of Crime Statistics and Research data shows very low crime rates in Jindabyne and no crime hotspots at or near the site.

Figure 2 - Local context



Source: Nearmap

### 3.1.2. Regional context

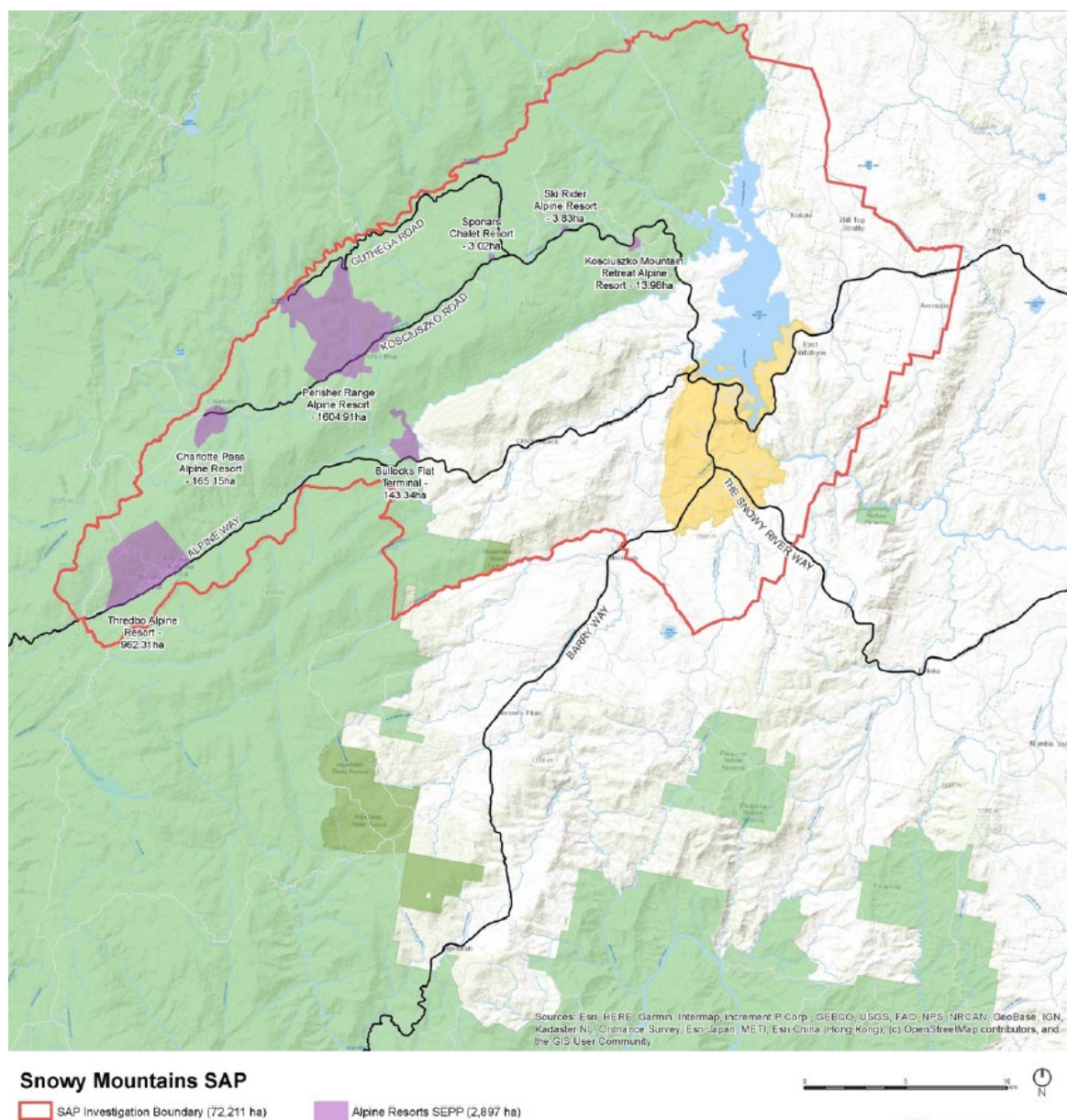
Jindabyne is one of 12 regional towns within the Snowy Monaro Regional Council LGA. Jindabyne is approximately 170km south of Canberra, 260km south-east of Wagga Wagga, 250km south of Albury and 460km south-west of Sydney.

Jindabyne is part of the Snowy Mountains Special Aviation Precinct (SAP), which is one of six SAPs in regional NSW. A SAP is a dedicated area in a regional location identified by the NSW Government as a place with opportunity to become a business hub. Investigations for the Snowy Mountains SAP cover an area of 70,000ha, with a large focus on the Jindabyne town centre and areas of high tourism interest within Kosciuszko National Park.

The vision for the Snowy Mountains SAP was available for public feedback in August 2020. Community feedback on the vision identified the need for more education choices, with specialised higher education opportunities.

The draft Master Plan and Discussion Paper will be on public exhibition from late June to mid August 2021.

Figure 3 - Snowy Monaro SAP boundary



Source: Urbis

Figure 4 - Site context photos



Picture 1 - View of entrance to Jindabyne Sport and Recreation facility from Barry Way



Picture 2 - Athletic track within Jindabyne Sport and Recreation facility



Picture 3 - Rope course within Jindabyne Sport and Recreation facility



Picture 4 - BBQ area within Jindabyne Sport and Recreation facility

*Images sources: Office of Sport NSW*

## 3.2. COMMUNITY PROFILE

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

A community profile has been developed for Jindabyne based on demographic data from the Australian Bureau of Statistics (ABS Census 2016), and population projections from the Snowy Monaro Local Strategic Planning Statement (LSPS). The demographic characteristics of Jindabyne, Snowy Monaro LGA and New South Wales have been used for comparison purposes.

It is recognised that while the population data from ABS was published five years ago, it remains the most recent population data source until the release of the 2021 census data in June 2022. In addition, census data does not capture the high numbers of seasonal residents, visitors and workers in the Jindabyne area.

In 2016, Jindabyne was home to 2,629 permanent residents, representing approximately 21% of the Snowy Monaro Regional Area.



### Young adult population

The largest five year age groups in Jindabyne are 25 to 29 year olds (12.6%) and 20 to 24 year olds (12.3%). This is almost double the average proportions for these age groups in NSW (7.0% and 6.5% respectively). This aligns with the family composition in Jindabyne, as almost half (45.2%) the population are couple families without children.



### Low cultural diversity

Jindabyne has lower cultural diversity in comparison to NSW. A lower proportion of the Jindabyne population is born overseas in comparison to NSW (13.4% and 27.6% respectively). Jindabyne also has a higher proportion (85.3%) of people who only speak English at home compared to NSW (68.5%).



### Strong accommodation and recreation industries

The largest industry of employment in Jindabyne is Accommodation (16.5%), followed by Sports and Physical Recreation Venues, Grounds and Facilities Operation (10.6%). These proportions are much higher than in NSW, where only 1.0% and 0.2% of employees work in these industries.



### Relatively advantaged

Jindabyne has a high weekly household income (\$2,062) in comparison to Snowy Monaro LGA and NSW (\$1,200 and \$1,486 respectively). SEIFA data also shows that Jindabyne is in the top 20% of all suburbs for advantage and disadvantage.



### Higher proportion of people with TAFE qualifications

In Jindabyne 33.6% of people aged 15 years and over have a TAFE qualification (certificate level 3 and 4, diploma or advanced diploma). This is higher than Snowy Monaro LGA (29.5%) and NSW (23.7%).



### Expected population growth

In its LSPS, Snowy Monaro Regional Council has prepared scenarios for low, main, and high population growth for the area. It projects anywhere from an additional 1,000 to 12,000 residents in the region by 2041 depending on economic growth.

### 3.3. ENGAGEMENT OUTCOMES

Engagement with the local community is being undertaken by SINSW. Separate stakeholder engagement is being undertaken by relevant technical consultants.

#### 3.3.1. Community engagement

Engagement with the local community was undertaken by SINSW between December 2020 and June 2021, as outlined in the table below.

Table 3 Engagement activities overview

| Date and location                                                                               | Activity                                                                                              | No. of attendees and/or survey responses                            |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| 8 - 11 December 2020 at the SMRC Carpark - Corner Kalkite Street and Park Road, Jindabyne       | Four community information sessions<br>Survey available                                               | 120 attendees over four information sessions<br>68 survey responses |
| March 2021 online update                                                                        | Update on project progress and overview of survey responses from December                             | N/A                                                                 |
| April 2021 online update                                                                        | Update on project progress and information on the second online survey                                | N/A                                                                 |
| April – May 2021 online survey                                                                  | Survey open online                                                                                    | 311 survey responses                                                |
| 9 and 10 June 2021 at Jindabyne Central School and online via Zoom (due to weather disruptions) | One teachers' information session<br>One P&C information session<br>One community information session | 130 attendees over three information sessions                       |
| June 2021 online update                                                                         | Update on project progress and overview of survey responses from April/May                            | N/A                                                                 |

### Summary of feedback

#### Community information sessions and survey in December 2020

Feedback provided by attendees at the community information sessions is summarised below:

- Most attendees at the sessions supported the proposed integration of the primary and secondary schools, but wanted to see adequate separation of primary and secondary indoor and outdoor spaces for student safety (particularly primary students).
- Most of the attendees at the sessions provided positive feedback about the additional open space that will be available at the new site compared to the existing site.
- Some attendees noted that Jindabyne has been waiting over ten years for a new school.
- There was some concern about access to the new site, as currently the school is located in the centre of town, with students walking or cycling to school. Similarly, there were some concerns about traffic and student safety due to the location of the proposed school site on a highway.
- There were also comments about the need for adequate onsite parking, as there is no street parking at the new site.

- There was a general sentiment that the student population has outgrown the existing school site and buildings, which was seen as being evident from the use of demountable buildings.

Attendees at the community information sessions were also invited to complete a survey. Analysis of the surveys undertaken by SINSW found that:

- 88% of respondents believed the campus will provide modern facilities for students
- 85% agreed that the proposal addresses the need for new high school facilities in the local community
- 84% agreed that the proposal addresses the need for new primary school facilities in the local community
- 76% believed the stages of building a new school have been explained clearly and that the school will be delivered in an appropriate timeframe
- 75% agreed that the concept of the new education campus fits appropriately into its surrounding environment.

### Community information sessions and survey between April and June 2021

The second round of community engagement on the proposal was undertaken by SINSW between April and June 2021.

Most of parents and community members who attended the community information sessions **supported** the overall design of the school and the improved and additional learning spaces that will be offered (such as the agricultural plot and commercial kitchen). Most attendees also supported the inclusion of a formalised sports field and oval, and the revised location of the play space for the primary school was seen as safer and more appropriate.

There were some areas which were previously of concern for some community members and had been **addressed by project changes** or information updates:

- Concerns about the safety of the combined approach to the schools had been addressed providing more clearly separate entrances to the primary and secondary schools, as well as clearly separated spaces for students including two separate sporting fields for primary and high school students. Attendees at the information sessions reported that this design change adequately responded to their concerns.
- There was also less scepticism that the new schools, would be delivered, with many attendees reporting that they believed there was now a commitment to deliver the project.

There were also some areas which **remained of concern** to community information session attendees:

- The availability of adequate onsite parking for teachers and parents remained of concern to many attendees, as there is no street parking available near the new schools site.
- There was also ongoing concern about the safety of walking and cycling routes between the town centre and the schools.

There were also **new** areas of interest or concern raised by attendees:

- Some attendees expressed concern concerns that school facilities will be impact by requirements of the potential future TAFE in the same location.
- There were also questions about the future of the existing Jindabyne Central School site. This included concern that relatively new buildings would be demolished and uncertainty about the uses or activities which may replace the school.

As in the previous round of engagement, attendees at the community information sessions were invited to complete a survey. Analysis of the surveys completed in mid 2021 found that:

- Over 90% of respondents supported the inclusion of flexible and innovative learning spaces
- 83% of respondents believed the campus will benefit the local community
- 82% were supportive of the location of the new education campus

- Top priorities for the schools included embedding sustainable design principles and ensuring adequate transport options
- The inclusion of activity spaces and spaces protected from the weather were seen as the most important factors to consider in the schools' design
- The inclusion of sports courts and activity areas were seen as the most important elements of the outdoor spaces.

### 3.3.2. Stakeholder engagement

In addition to consultation with the community, all stakeholders referenced in the 'Consultation' section on page 12 of the SEARs have been engaged as part of the preparation of the EIS and associated reports. These stakeholders included:

- Bega Local Aboriginal Land Council
- Registered Aboriginal Stakeholders:
  - Southern Kosciuszko Aboriginal Working Group
  - Ngarigo Elders
  - Ngarigo and Djiringanj People
- Snowy Monaro Regional Council
- Government Architect NSW (through the NSW SDRP process)
- Transport for NSW
- Jindabyne Aero Club
- Department of Planning Industry and Environment
- TAFE NSW.

Key feedback from these stakeholders has been incorporated into technical reports that have informed this SIA. These include:

- Aboriginal Cultural Heritage Assessment, July 2021, NGH Consultants
- Acoustic Report, July 2021, SLR Consultants
- Architectural Design Statement, July 2021, DJRD Architects
- Landscape Concept Design Report, March 2021, Site Image Landscape Architects
- Transport Assessment, July 2021, Aurecon.

### **3.4. AREAS OF SOCIAL INFLUENCE**

Based on the social locality and demographic data, the areas of social influence include the immediate context and surrounding towns of Crackenback, East Jindabyne, Tyrolean Village, Moonbah, Kalkite and Thredbo. Within the areas of social influence, the following individuals and communities are likely to be impacted by the proposal:

- Residents in Jindabyne and surrounding towns
- Jindabyne Central School students and staff
- Jindabyne Sport and Recreation staff and users
- Local Aboriginal community
- Education employees.

## 4. POLICY CONTEXT

A review of relevant state and local policies was undertaken to understand the strategic context of the proposed development and any potential impacts. A summary of the key findings from the policy review, as it relates to the proposal, are outlined below. The documents reviewed for this policy context are listed below, with references in Section 8 of this report.

- Draft Greener Places Design Guide 2020 (GPDG)
- Future Transport Strategy 2056 (FTS)
- Healthy Urban Development Checklist 2009 (HUDC)
- State Infrastructure Strategy 2018-2038 (SIS)
- South East and Tablelands Regional Plan 2036 (The Regional Plan)
- Snowy Monaro LSPS 2020
- Snowy Monaro 2040 Community Strategic Plan (CSP).

Table 1 Policy review impact scoping

| Theme                                                                                                                                           | Summary of key findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Protecting and enhancing connection to Aboriginal culture<br> | <ul style="list-style-type: none"> <li>▪ A planning priority in the LSPS is to protect and enhance connection to local Indigenous heritage and culture.</li> <li>▪ The Snowy Monaro Region is recognised as the starting point for the ancient pathway used by Aboriginal people over thousands of years, linking Targangal (Mt Kosciuszko) to Bilgalera (Fisheries Beach).</li> </ul>                                                                                                                                                                                                     |
| Increasing access to education services<br>                  | <ul style="list-style-type: none"> <li>▪ The SIS identifies the need for increased capacity within the State's education system to meet growing and changing demand.</li> <li>▪ The Regional Plan forecasts a growing population which is likely to place demand on education services.</li> <li>▪ Consultation outcomes that helped inform priorities in the CSP identified a need for better access to higher education.</li> <li>▪ The LSPS identifies a need to maintain good accessibility to recreation and education facilities in Jindabyne.</li> </ul>                            |
| Improving educational facilities<br>                         | <ul style="list-style-type: none"> <li>▪ The SIS includes priorities to continue improving education facilities to keep pace with people's changing needs by providing flexible and digitally enabled learning spaces, contemporary design and innovative approaches to land use.</li> <li>▪ The CSP identifies the need to advocate for and promote education and lifelong learning opportunities for the younger population.</li> <li>▪ The LSPS identifies opportunities to improve educational facilities by enhancing the use of technology in learning and development. .</li> </ul> |

| Theme                                                                                                                 | Summary of key findings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Encouraging active transport</p>  | <ul style="list-style-type: none"> <li>▪ The draft GPDG and HUDC contain principles and directions to encourage new developments to promote pedestrian activity and bicycle use.</li> <li>▪ The FTS contains priorities on delivering sustainability, supporting healthy lifestyles, and ensuring accessibility through the expansion and integration of walking and cycling networks.</li> <li>▪ The Regional Plan acknowledges that providing integrated walking and cycling networks in new communities is important to encourage physical activity and reduce car reliance.</li> <li>▪ The LSPS identifies a need for Jindabyne to have better pedestrian links, cycle routes, transport alternatives, improved road safety and better managed congestion to create a vibrant and safe town centre.</li> </ul> |
| <p>Optimising shared facilities</p>  | <ul style="list-style-type: none"> <li>▪ The HUDC seeks to maximise efficiencies in social infrastructure and the provision of environments that encourage social interaction by encouraging facilities are multipurpose, jointly used and available for maximum community access.</li> <li>▪ The Regional Plan recommends that master planning for new urban release areas should optimise shared facilities for community and school uses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |

## 5. EXPECTED AND PERCIEVED IMPACTS

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

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

Social impacts have been informed by the contextual information presented in Sections 1 - 4 of this report. The social impacts were assessed against the SIA criteria contained in Section 2, and information provided in relevant technical studies.

### 5.1. NEUTRAL TO LOW IMPACTS

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

Table 2 Impact scoping neutral to low impacts: not included for further assessment

| Potential impacts          | Social impact category                                                              | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Noise, dust and vibrations | <ul style="list-style-type: none"> <li>Way of life</li> <li>Surroundings</li> </ul> | <p>There are no residential uses located near the site as the predominant resident population is located 3km north in the town centre.</p> <p>To reduce impact relating to noise, dust and vibrations and deliver the school in a shorter timeframe, it is proposed to use a Design for Manufacture and Assembly (DfMA) approach for the buildings. DfMA manufacturing takes place in a controlled factory setting and the building can be disassembled, re-purposed and re-assembled on site. This allows for a reduction in construction related amenity impacts such as noise, dust and vibrations to the local community.</p> <p>The acoustic report prepared by SLR Consultants determined that, subject to construction and control measures, operational noise of the new education campus is expected to comply with established noise level criterion. Construction noise is expected to marginally exceed this established criterion for the nearest sensitive receiver during demolition and earth works.</p> <p>The acoustic report contains mitigation and management strategies for noise and vibration during operation and construction of the new education campus. These include specifications on building materials to ensure buildings achieve minimum acoustic performance, engineering methods (i.e. judicious location and selection of low-noise mechanical plant equipment), barriers/enclosures, silencers and acoustically lined duct work.</p> <p>With the implementation of these mitigation measures amenity related impacts will have a short term low negative impact on the community during the construction period.</p> |

| Potential impacts                                                | Social impact category                                                                   | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                  |                                                                                          | Ongoing operational noise generated by the school will have a neutral impact on the community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Enabling potential future delivery of the TAFE training facility | <ul style="list-style-type: none"> <li>▪ Accessibility</li> <li>▪ Livelihoods</li> </ul> | <p>TAFE NSW has requested that 5,500sqm of the proposed site be made available for an onsite training. This is likely to include facilities such as group and outdoor learning spaces, media lounge, computer hub, print room, maker space, technology bar and a connected learning centre which could be used by TAFE and the school.</p> <p>The delivery of the TAFE will be subject to a separate development and approval pathway. This impact has therefore not been assessed further.</p>                                                                                                                                                                      |
| Increased employment opportunities                               | <ul style="list-style-type: none"> <li>▪ Way of life</li> </ul>                          | <p>ACARA data shows that in 2020, Jindabyne Central School had 64.5 FTE staff in teaching and non-teaching roles.</p> <p>Currently, the primary and secondary school is offered as an integrated service with one school Principal.</p> <p>It is likely that the increased capacity of Jindabyne Education Campus will require the need for additional teachers. It is also likely that the new school will require an additional school Principal as it is intended to have two Principals – one for primary school and one for secondary school.</p> <p>It is likely some increased employment opportunities will have a low positive impact on the community.</p> |

## 5.2. MODERATE TO HIGH IMPACTS

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

Table 2 Impact scoping moderate to high impacts: included for further assessment

| Potential impacts                                   | Social impact category                                                                                     | Impacted groups                                                                                                                                                                         | Preliminary assessment                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Engagement with Aboriginal culture and heritage     | <ul style="list-style-type: none"> <li>Community</li> <li>Culture</li> </ul>                               | <ul style="list-style-type: none"> <li>Local Indigenous community</li> <li>Residents in Jindabyne and surrounding towns</li> <li>Jindabyne Central School students and staff</li> </ul> | The proposed landscape design for the school site intends to connect with Country, respond to the natural setting, and recognise the Ngarigo people, the Traditional Custodians of the Snowy Monaro area. This is likely to have a high positive impact on the community.                                                                                               |
| Increased school capacity                           | <ul style="list-style-type: none"> <li>Way of life</li> <li>Accessibility</li> <li>Livelihoods</li> </ul>  | <ul style="list-style-type: none"> <li>Residents in Jindabyne and surrounding towns</li> <li>Jindabyne Central School students and staff</li> </ul>                                     | The new education campus at Jindabyne will provide an increase of 113 places across primary and secondary school. This will address the ongoing demand for education in Jindabyne and is likely to have a positive impact on the community.                                                                                                                             |
| Access to modern, high quality education facilities | <ul style="list-style-type: none"> <li>Way of life</li> <li>Accessibility</li> <li>Surroundings</li> </ul> | <ul style="list-style-type: none"> <li>Jindabyne Central School students and staff</li> <li>Residents in Jindabyne and surrounding towns</li> </ul>                                     | Jindabyne Central School has 24 demountable buildings and is outgrowing the site. This has led to limited areas for open space. The proposal will provide modern and high quality education facilities by providing new buildings and educational services and more open space and recreation opportunities. This is likely to have a positive impact on the community. |
| Designing a safe school environment                 | <ul style="list-style-type: none"> <li>Way of life</li> <li>Accessibility</li> </ul>                       | <ul style="list-style-type: none"> <li>Jindabyne Central School students and staff</li> </ul>                                                                                           | The site has a sloping topography which may present safety risks. Engagement with the community raised access arrangements to the primary and high school as a key concern. The community also raised concerns about proposed shared spaces, particularly outdoor spaces.                                                                                               |
| Lack of active and public transport                 | <ul style="list-style-type: none"> <li>Way of life</li> <li>Accessibility</li> </ul>                       | <ul style="list-style-type: none"> <li>Jindabyne Central School students and staff</li> </ul>                                                                                           | Access to the proposed education campus will via a new internal road from the existing JSRC access road to the south of the site. The JSRC                                                                                                                                                                                                                              |

| Potential impacts | Social impact category | Impacted groups | Preliminary assessment                                                                                                                                                                                                                                                                                                                              |
|-------------------|------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                        |                 | <p>access road branches from Barry Way, which is a 100km/hour highway without dedicated walking or cycling paths.</p> <p>Without the provision of safe active and public transport options, the location of the site could have a high negative impact on primary and secondary school students, as well as staff and the families of students.</p> |

## 6. ASSESSMENT OF SIGNIFICANT IMPACTS

The following section provides a detailed assessment of the significant social impacts to the proposal, as identified in Table 3. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level. The assessment process used to determine each impact level is described in Section 2.

### 6.1. ENGAGEMENT WITH ABORIGINAL CULTURE AND HERITAGE

| Description of impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increased engagement with Aboriginal culture and heritage through the inclusion and delivery of an Aboriginal Cultural Heritage Interpretation Strategy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Current environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>In the Snowy Monaro LGA, 2.2% of the population identify as Aboriginal and/or Torres Strait Islander people. The Ngarigo people are the Traditional Custodians of most of the Snowy Monaro region. It is also recognised that there is connection to other groups, including the Walgalu people in the north west, the Ngunnawal people in the north east and the Bidjawal people in the south. As outlined in the LSPS, the Snowy Monaro Region is recognised as the starting point for the ancient pathway used by Aboriginal people over thousands of years, linking Targangal (Mt Kosciuszko) to Bilgalera (Fisheries Beach). Groups of people from the south eastern region of Australia (or NSW) would have travelled to or through the area as guests of the Ngarigo people (Snowy Monaro Regional Council).</p> <p>It is a planning priority in the LSPS to protect and enhance connection to local Indigenous heritage and culture. Council acknowledges the importance of continuing to engage with the community, to learn and to raise awareness about the Aboriginal history and culture of the area.</p> <p>One way Aboriginal culture and heritage can be expressed and celebrated is through design. The Government Architect NSW (GANSW) Designing with Country discussion paper and framework provide a starting point for the development of Principles of Country that can be applied to government projects in the built environment. The draft framework includes strategies and pathways for connecting with Aboriginal culture. It acknowledges that the first strategy must be cultural awareness, which can take many forms through language, performance, ceremony, food, song, dance, art, clothing and tools. Other strategies include building relationships, learning from Country and finding common ground through knowledge sharing.</p> |
| Impact of the proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Engagement with registered Aboriginal Stakeholders began early in the design process of the proposed new education campus at Jindabyne. DJRD Architects joined Aunty Iris White on 20 April 2021 to Walk Country. DJRD has captured Aunty Iris White's stories and produced a design response to embed connecting with Country into the proposed buildings and landscaping.</p> <p>The proposed landscape plans, by Site Image Landscape Architects, are designed in accordance with three main principles. The first principle is to respect, represent and embrace the significance and practices of the Traditional Owners. In accordance with this principle Site Image Landscape Architects have prepared an Aboriginal Cultural Heritage Interpretation Strategy has been prepared to incorporate cultural awareness through landscape design.</p> <p>At the north of the site, an 'Arrival Place' is intended to be the entry to the site for pedestrians and cyclists. As outlined in the Landscape Concept Design Report, prepared by Site Image Landscape Architects, the Arrival Place aims to have an appropriate scale to represent connection with 'big sky' country and natural</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

local characteristics and features including rock formations, undulating landforms, wildflowers and endemic gums.

At the centre of the site, and the central place between the primary and secondary schools is the 'Meeting Place'. The landscape strategy for this area is to provide an engaging, gathering space for students and the wider community. Seating is proposed at this location in the form of a yarning circle to enhance the feeling of gathering, connectedness and collaboration. Aboriginal people have used yarning circles for thousands of years as a place to openly discuss issues without judgement (Department of Education, Training and Employment, QLD Government).

Other landscape elements proposed throughout the site include gardens with Bushtucker and Indigenous flora and fauna, inclusion of local natural materials and utilisation of colours of Country. An artwork strategy is also proposed with inclusion of Ngarigo totems to pay respect to the Traditional Owners of the area.

| Management measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | SIA recommendations                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Early and ongoing engagement with registered Aboriginal Stakeholders</li> <li>▪ Incorporation of Indigenous spaces and cultural awareness in the landscape design.</li> <li>▪ Integration and consideration of the school siting and landscape design within its natural environment.</li> </ul>                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>▪ Engage with local Indigenous artist/s to design and fabricate the proposed artwork/s for the school.</li> <li>▪ Engage with the local Aboriginal community to provide advice on final designs for the yarning circle, Indigenous gardens and use of materials and colour.</li> </ul> |
| <b>Residual impact (considering management measures)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |
| <b>Likelihood:</b> Likely                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Magnitude:</b> Major                                                                                                                                                                                                                                                                                                       |
| <p>The inclusion of Indigenous spaces, cultural awareness through landscape design and integration of the school with the natural environment will assist in creating a welcoming and inclusive environment for Aboriginal students, staff and visitors to the school. It will also enhance student, family and staff engagement with and awareness of the local Aboriginal culture which aligns with the GANSW Designing with Country framework suggested strategies to continue learning from Country. Engagement with Aboriginal culture and heritage is likely to have a high positive impact on the community.</p> |                                                                                                                                                                                                                                                                                                                               |

## 6.2. INCREASED STUDENT CAPACITY

| Description of impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase in student capacity for primary and secondary education in Jindabyne.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Current environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Jindabyne Central School is the only government school supporting the Jindabyne population, as well as other surrounding towns that are between 7km and 35km away. This includes Tyrolean Village, Moonbah, Kalkite and Thredbo. Snowy Mountains Grammar School is the only non-government school that supports Jindabyne and surrounding areas.</p> <p>Jindabyne Central School current has capacity for 812 students, with 415 places for primary school students and 397 places for secondary school students. Enrolment numbers accessed from Australian Curriculum, Assessment and Reporting Authority (ACARA) for the past five years show that the school</p> |

has generally experienced year on year growth from 2015 (736 students) to 2019 (856 students). However, the school did experience a drop in enrolment numbers in 2020 to 763.

The Regional Plan forecasts a growing population for Snowy Monaro LGA which is likely to place demand on education services. This is further supported by key strategic actions at a local and State level to provide new schools that respond to the needs of the local student population. In its LSPS, Snowy Monaro Regional Council has prepared scenarios for low, main and high population growth for the area. This projects anywhere from an additional 1,000 to 12,000 residents in the region by 2041.

### Impact of the proposal

The proposal is for the construction of a new education campus at Jindabyne. The school will be located at the Jindabyne Sport and Recreation Centre, approximately 3km south of the existing school. The existing Jindabyne Central School will be closed once all students are transitioned to the new campus.

The construction of a new education campus at Jindabyne will increase the enrolment capacity by 113 students to a total of 925 students. This will see an increase to 515 places for primary school students and 410 places for secondary school students. The additional student places will help support the existing demand for education services, as well as future planned growth for the area. As summarised in Section 3 of this report, surveys were undertaken with the local community. Most respondents agreed that the proposal will address the need for primary and secondary education facilities in Jindabyne.

#### Management measures

- Preparation of an expansion strategy to accommodate additional learning spaces and a larger hall, library and administration building.
- Department of Education is undertaking ongoing analysis to determine the catchment area for the school.

#### SIA recommendations

- Ongoing consultation with the community and existing families and students to maintain communication about project progress, the school catchment and transition processes to the new campus.

### Residual impact (considering management measures)

**Likelihood:** Almost certain

**Magnitude:** High

The proposed new education campus at Jindabyne will increase student capacity to respond to the growing enrolment demand in the area. It is likely the proposal will have a high positive impact on the community.

## 6.3. ACCESS TO MODERN, HIGH QUALITY EDUCATION FACILITIES

### Description of impact

Improved school buildings, facilities, open space and recreation.

### Current environment

Jindabyne Central School has 11 permanent teaching spaces for the primary school, eight permanent teaching spaces for the secondary school, three support classrooms for special education learning and 22 demountable buildings. Secondary specialist areas, including science labs and visual art workshops are provided in demountable buildings. Other core school facilities include a multipurpose school hall,

gymnasium and library. The Architectural Design Statement, prepared by DJRD architects, found that these current core school facilities, are undersized.

Students also have limited access to open space, with only one playing field, one outdoor sports court and some other passive areas of open space. The open play space provision per student currently is 6.7sqm.

As identified in Section 4, Council's CSP identified a need to advocate for and promote education and lifelong learning opportunities by providing high-quality education facilities.

### Impact of the proposal

The new education campus at Jindabyne will provide significantly improved education facilities by providing 22 permanent teaching spaces to replace all existing demountable classrooms. The intended approach is for teaching spaces to be flexible in their design and be well equipped with modern teaching equipment. It is also proposed to provide four support teaching spaces, two for the primary school and two for the secondary school, which is an increase from the existing spaces. The design intends to provide two distinct campus offerings for the primary and secondary schools, with some co-location and shared services.

The primary school will be located to the north of the campus, with the secondary school to the south of the campus. The primary and secondary schools will have their own classrooms and outdoor play areas. Between the two distinct campus' will be a shared zone. This zone will include a canteen with two separate service access points for primary and secondary students, a stacked library building with primary student access at the ground floor and secondary student access at the first floor, and a shared administration building with independent functions for each school. Also located in the shared precinct will be a shared community plaza intended to be used as part of a potential shared use agreement.

Other proposed facilities for secondary students and staff include a semi-commercial kitchen to cater for vocational hospitality courses and an agricultural learning unit to cater for vocational primary industry courses. Visual art learning units will be designed to better meet secondary school curriculum demands, including a dark room area for Higher School Certificate (HSC) students' major projects. Performing arts learning units include a music teaching space and drama and language teaching spaces with tiered seats to accommodate performances.

The proposal will provide more opportunities for open space. The outdoor field will more than double in size from 3,500sqm to 9,000sqm. The games and assembly area will also double in size from 1,100sqm to 3,000sqm. Students will have access to approximately 3,000sqm of passive and outdoor learning areas. This will increase the open space provision per student from 6.7sqm to 16.5sqm.

| Management measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | SIA recommendations                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Central zone, primary school hall and secondary school gym are planned to be shared use and accessible for the community.</li> <li>Provision of a permeable connection from the school to the facilities at the Jindabyne Sport and Recreation campus to enhance potential joint use arrangements to these facilities.</li> <li>Lift access provided at the performing arts and languages hub to enable accessible access to the amphitheatre.</li> </ul> | <ul style="list-style-type: none"> <li>Preparation of a Plan of Management (PoM) for the school to address accessibility outside of school hours and management responsibilities of shared use areas.</li> </ul> |

| Residual impact (considering management measures)                                                                                                                                                                                                                                                                                                                                                      |                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Likelihood:</b> Almost Certain                                                                                                                                                                                                                                                                                                                                                                      | <b>Magnitude:</b> High |
| <p>The proposal will provide students and staff with access to modern, high quality education facilities by providing new buildings and facilities such as a commercial kitchen and agricultural learning unit, and a significant increase in open space and recreation. This is likely to provide an improved learning environment for students and have a high positive impact on the community.</p> |                        |

## 6.4. DESIGNING A SAFE SCHOOL ENVIRONMENT

| Description of impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <p>Designing a safe school environment for students.</p> <p>Social impacts in relation to safe access to and from the new education campus are discussed in Section 6.5.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                  |
| Current environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |
| <p>The Architectural Design Statement prepared by DJRD architects notes that the proposed site for the new education campus has steeply sloping terrain. The site falls to the north east from approximately RL1000 at the south west corner to RL984 to the north east corner.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                  |
| Impact of the proposal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                  |
| <p>The siting of the buildings responds to the steep topography by minimising the need for cross contours. The primary school building will be at a lower contour, which rises at the location of the high school. The Central Plaza located in the middle of the two school buildings will provide a safe transition in levels. In areas that present a potential safety risk, ramping and balustrading will be provided to mitigate against falls.</p> <p>The proposed education campus co-locates primary and secondary schools on the same site. Engagement with the community found that there is broad support for this arrangement. Some community members were initially concerned about shared areas, such as entrances to the primary and high school and outdoor play areas and sporting fields. This concern related particularly to the safety of primary school students.</p> <p>To reflect community feedback, the design was revised. This includes further separating the primary and high school entrances on either side of the main administration building. The revised design also added a second sports field dedicated for primary school students. The sports field proposed in the first design will remain in its location as dedicated outdoor space for high school students.</p> <p>During engagement, some community members also expressed concern about a lack of separation between the education campus and Barry Way, the potential TAFE site and the existing uses associated with Jindabyne Sport and Recreation Centre. Fencing has therefore been included around the boundaries of the site.</p> |                                                                                  |
| Management measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SIA recommendations                                                              |
| <ul style="list-style-type: none"> <li>Provision of access ramps and balustrading on steep areas across the site.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>No further SIA recommendations</li> </ul> |

|                                                                                                                                                                                                                                                                                                          |                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| <ul style="list-style-type: none"> <li>A Security Plan has been designed for the school to ensure a safe school is maintained and outlines various procedures related to school gates and landscaping.</li> </ul>                                                                                        |                            |
| <b>Residual impact (considering management measures)</b>                                                                                                                                                                                                                                                 |                            |
| <b>Likelihood:</b> Likely                                                                                                                                                                                                                                                                                | <b>Magnitude:</b> Moderate |
| Overall, the proposal will likely provide a safe and secure environment for students and staff with perimeter fencing, internal fencing, separate access arrangements and separate sporting fields for primary and high school students. This will create a high positive impact for students and staff. |                            |

## 6.5. LACK OF ACTIVE AND PUBLIC TRANSPORT OPTIONS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Description of impact</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Providing students and staff with safe active and public transport options to and from the new education campus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Current environment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| The proposed site currently has no vehicular, pedestrian or cycle access. To the west of the site is Barry Way, a 100km/hour highway running in a north south direction, connecting Jindabyne town centre to the Victorian border. To the south of the site is the JSRC access road connecting the JSRC to Barry Way.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Impact of the proposal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Engagement with the local community identified concerns about the safety of students accessing the new education campus, due to its location adjacent to Barry Way. These concerns relating to vehicle speeds on Barry Way and the lack of off-road walking and cycling routes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Vehicular access to the site was initially proposed via a spur road branching from Barry Way in the north west corner of the site. It was expected that pedestrian and cycling infrastructure linking the site to Jindabyne town centre would be delivered as part of the Snowy Mountains SAP infrastructure delivery program.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Following further consultation with relevant stakeholders, design and engineering amendments have been made. The site is now proposed to be accessed from the south via a main entrance off the JSRC access road. From the main entrance a new internal road will link the JSRC to new car parking, overflow parking, kiss and ride bays and separate visitor, primary and high school pedestrian entrances.                                                                                                                                                                                                                                                                                                                                                            |
| As part of the draft Snowy Mountains SAP master plan a southern connector road (SCR) is proposed to the north-east of the school site. The SCR is intended to provide direct access between Kosciusko Road and Barry Way, bypassing Jindabyne town centre. Additional to the SCR, a pedestrian and cycling shared path is earmarked as part of the draft master plan and would include a bridge over the proposed SCR, linking the site to Jindabyne town centre. However, it is currently unclear whether this infrastructure will be delivered prior to the opening of the new education campus. Without a pedestrian and cycle bridge, the proposed risks becoming an additional barrier to safe pedestrian and cyclist access to and from the new education campus. |
| The Transport Assessment (TA) prepared by Aurecon found the new education campus is severely lacking in pedestrian, cycling and public transport infrastructure. The TA states that in order to provide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

safe and accessible active and public transport options, investment will be required in infrastructure, programs and services. The TA recommends:

- Creating shared paths from Jindabyne town centre to the school
- Completing the southern connector road pedestrian and cycle bridge.
- Continuing to consult with Alpine Charters and Cooma Coaches to ensure the provision of bus services
- Implementing transport encouragement programs to increase the uptake of walking, cycling and public transport access to the site.

The TA also proposes reducing the speed limit on Barry Way to 50km/hour, with a 40km/hour school zone during morning and afternoon drop off and pick up times.

| Management measures                                                                                                                                                                                                                                                                                                                                                                                            | SIA recommendations                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Establishing a Transport Working Group to provide a forum resolving pedestrian, cycling and public transport access to and from the new education campus</li> <li>▪ Undertaking ongoing discussions with Council, TfNSW and the DPIE and the SAP teams to confirm changes to the speed limit on Barry Way.</li> <li>▪ Including new internal access roads.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Implement the recommendations of the TA, including developing active and public transport infrastructure and the establishing transport encouragement programs.</li> <li>▪ Continue to hold Transport Working Group meetings to agree the way in which TA recommendations will be funded and delivered.</li> </ul> |
| <b>Residual impact (considering management measures)</b>                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Likelihood:</b> Likely                                                                                                                                                                                                                                                                                                                                                                                      | <b>Magnitude:</b> Moderate                                                                                                                                                                                                                                                                                                                                  |
| Without the development of infrastructure and services, the lack of pedestrian, cycling and public transport access will likely have a high negative impact on staff and students attending the new education campus, as well as families of students who may need to alter daily routines to transport students to school.                                                                                    |                                                                                                                                                                                                                                                                                                                                                             |

## 7. CONCLUSION

This SIA has been undertaken to assess the potential social impacts arising from the development of the Jindabyne Education Campus at the Jindabyne Sport and Recreation Centre. The proposal seeks to provide a new and larger combined primary and secondary school for the Jindabyne community. The existing Jindabyne Central School will be closed once all students are transitioned to the new campus.

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

- **Engagement with Aboriginal culture and heritage:** The inclusion of Indigenous spaces, cultural awareness through landscape design and integration of the school with the natural environment will assist in creating a welcoming and inclusive environment for Aboriginal students, staff and visitors to the school. It will also enhance student, family and staff engagement with and awareness of the local Aboriginal culture which aligns with the GANSW Designing with Country framework suggested strategies to continue learning from Country. Engagement with Aboriginal culture and heritage is likely to have a high positive impact on the community.
- **Increased student capacity:** The proposed new Jindabyne Education Campus will increase student capacity to respond to the growing enrolment demand in the area. It is likely the proposal will have a high positive impact on the community.
- **Access to modern, high quality education facilities:** The proposal will provide students and staff with access to modern, high quality education facilities by providing new buildings and facilities such as a commercial kitchen and agricultural learning unit, and a significant increase in open space and recreation. This is likely to provide an improved learning environment for students and have a high positive impact on the community.
- **Designing a safe school environment:** Overall, the proposal will likely provide a safe and secure environment for students and staff with perimeter fencing, internal fencing, separate access arrangements and separate sporting fields for primary and high school students. This will create a high positive impact for students and staff.
- **Lack of public and active transport options:** Without the development of infrastructure and services, the lack of pedestrian, cycling and public transport access will likely have a high negative impact on staff and students attending the new education campus, as well as families of students who may need to alter daily routines to transport students to school.

Section 7.1 below contains recommendations to help further manage and improve the potential impacts arising from the proposal.

### 7.1. RECOMMENDATIONS

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

- Engage with local Indigenous artist/s to design and fabricate the proposed artwork/s for the school.
- Engage with the local Aboriginal community to provide advice on final designs for the yarning circle, Indigenous gardens and use of materials and colour.
- Undertake ongoing consultation with the community and existing families and students to maintain communication about project progress, the school catchment and transition processes to the new campus.
- Prepare a Plan of Management for the school to address accessibility outside of school hours and management responsibilities of shared use areas.
- Implement the recommendations of the TA, including developing active and public transport infrastructure and the establishing transport encouragement programs.
- Continue to hold Transport Working Group meetings to agree the way in which TA recommendations will be funded and delivered.

## **7.2. OVERALL IMPACT ASSESSMENT**

Based on this assessment and the recommendations provided, it is likely the proposal will have a low positive impact on the community, and particularly on primary and secondary students.

This positive social impact could be significantly increased through the resolution of transport challenges, and particularly the provision of safe active and public transport options.

## 8. REFERENCES

This SIA has been informed by a range of data sources, information and technical studies. The following data sources have been used:

### Demographic and crime data:

- Bureau of Crime Statistics and Research – Jindabyne suburb hotspot maps and crime rates.
- ABS Census 2016 – NSW level data.
- ABS Census 2016 – Snowy Monaro LGA (SA3) level data.
- ABS Census 2016 – Jindabyne suburb (SA2) level data.

### Policy documents:

- Government Architect NSW, 2020, Designing with Country discussion paper and framework.
- Government Architect NSW, 2020, Draft Greener Places Design Guide.
- Infrastructure NSW, 2018, State Infrastructure Strategy.
- NSW Department of Planning, Industry and Environment, 2017, South East and Tablelands Regional Plan 2036.
- NSW Department of Planning, Industry and Environment, 2021, Social Impact Assessment Guideline: State significant projects.
- NSW Department of Planning, Industry and Environment, 2021, Technical supplement: Technical supplement to support the Social Impact Assessment Guide for State-significant projects.
- NSW Government, 2018, State Infrastructure Strategy.
- NSW Health, 2009, Healthy Urban Development Checklist.
- Snowy Monaro Regional Council, 2018, Snowy Monaro 2040 Community Strategic Plan.
- Snowy Monaro Regional Council, 2020, Snowy Monaro Local Strategic Planning Statement.
- Transport for NSW, 2018, Future Transport 2056.

### Technical studies:

- Aurecon, July 2021, Transport Assessment.
- Cardno, March 2021, Structural Report.
- DJRD Architects, July 2021, Architectural Design Statement.
- NGH Consultants, July 2021, Aboriginal Cultural Heritage Assessment.
- Site Image Landscape Architects, March 2021, Landscape Concept Design Report.
- SLR Consultants, July 2021, Acoustic Report

### Other sources:

- Australian Curriculum, Assessment and Reporting Authority, My School, <https://www.myschool.edu.au/>.
- NSW Department of Education - School Infrastructure, Jindabyne Education Campus, <https://www.schoolinfrastructure.nsw.gov.au/projects/j/jindabyne-education-campus.html>.
- Snowy Monaro Regional Council, Aboriginal Communities, <https://www.snowymonaro.nsw.gov.au/763/Aboriginal-Communities>.
- Queensland Government, Department of Education, Training and Employment, Supporting learning resources - Yarning Circles, <https://harlaxtonss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/yarning-circles.pdf>.

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