

**SOCIAL IMPACT ASSESSMENT PROPOSED EDUCATION ESTABLISHMENT
'PACIFIC BROOK CHRISTIAN SCHOOL'
72-74 MAITLAND STREET, MUSWELLBROOK**

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Prepared for:
Pacific Group of Schools

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1.0 INTRODUCTION

This report has been prepared on behalf of the Pacific Group of Schools, and provides information to accompany an application for a State Significant Development comprising a masterplan for a new Educational Establishment (Kindergarten – Year 12), at 72-74 Maitland Street, Muswellbrook to be known as the *Pacific Brook Christian School*.

The Pacific Brook Christian School campus is currently located at 96-104 Hill Street Muswellbrook and the school is looking to move the existing campus to a new campus on the subject site.

As the proposed development represents a new school, it is the subject of a State Significant Development Application (SSDA). The SEARs for the proposed school, issued on 26 April, 2021 identifies the requirement for a Social Impact Assessment to be prepared in accordance with the Departments' *Draft Social Impact Assessment Guidelines 2020* (the *Guidelines*). The *draft Guidelines* were finalised and adopted in July 2021.

The *Guidelines* note that an SIA should include a combination of findings from Phase 1 and Phase 2 of the SIA. Phase 1 of the SIA will typically include:

- an understanding of the projects social locality;
- initial analysis of the defining characteristics of the communities within the project's social locality, including any vulnerable groups (described as the social baseline);
- initial evaluation of likely social impacts for different groups in the social locality;
- any project refinements or approaches to project development in the early phases of project planning that will be undertaken in response to likely social impacts;
- how the EIS Engagement Strategy will help to identify and assess social impacts;

- the proposed approach for undertaking the remainder of the SIA process.

Phase 2 of the SIA report typically includes:

- predict analyse the extent and nature of potential social impacts against baseline conditions using accepted social science methods;
- evaluate, draw attention to and prioritise the social impacts that are most important to people;
- develop appropriate and justified responses (i.e. mitigation and enhancement measures) to social impacts and identify and explain residual social impacts;
- propose arrangements to monitor and manage residual social impacts, including unanticipated impacts, over the life of the project (including post-closure phases for mining projects).

An essential component of the preparation of an SIA to satisfy the *Guidelines* is community consultation and this was undertaken as part of the preparation of this SIA.

The *Technical Supplement* for the *Guidelines* note that for a new school development, the following impact categories should be considered:

- Way of life:
 - Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly people's daily lives and activities (during both construction and operation).
 - How people get around if traffic/parking demands or noise levels increase.
- Community:
 - Changes to community composition and character caused by new residents and families.
 - Changes to demand for support services, e.g. child care, social infrastructure
 - Community cohesion, identity and a sense of place.

- Potential changes to the community over time as the school attracts new residents.
- Access to and use of infrastructure, services and facilities:
 - Equity of access to education and associated services for different social and cultural groups.
 - Accessibility of school facilities for the broader community outside school hours.
 - Will there be any restrictions on residents accessing local services during construction.
- Culture:
 - Opportunities for (multi) cultural expression through design.
- Health and wellbeing:
 - Will community health be improved by public access to school facilities (e.g. sports facilities).
 - Safety of children/pedestrians, especially with increased traffic.
 - Stress and uncertainty, or hope, around neighbourhood change.
- Surroundings:
 - Will there be loss or enhancement of public space?
 - Changes to environmental values, visual landscape, aesthetic values, and amenity.
- Livelihoods:
 - Impacts on neighbours, including their ability to sustain themselves.
 - Will anyone experience personal advantage or disadvantage?
- Decision-making systems:
 - Whether affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design.

A site and area inspection were carried out as part of the preparation of this report.

The report includes consideration of the proposed school in social impact terms and includes the detail of the community consultation undertaken to gauge community attitude regarding the proposed development, and the outcomes of that consultation.

Further details of the proposed development can be found in the reports accompanying the application, including:

- The *Environmental Impact Statement* prepared by DFP;
- Architectural Plans prepared by NBRS Architecture
- *Acoustic Assessment* by Acoustic Logic;
- *Traffic and Parking Impact Assessment* Report prepared by PTC;
- *DA Access Report* prepared by BCA Logic.;
- *Arborist Report* prepared by Abel Ecology; and
- *Landscape Drawings* prepared by NBRS Architecture Landsacpe

2.0 PROPOSED DEVELOPMENT

2.1 Subject Site

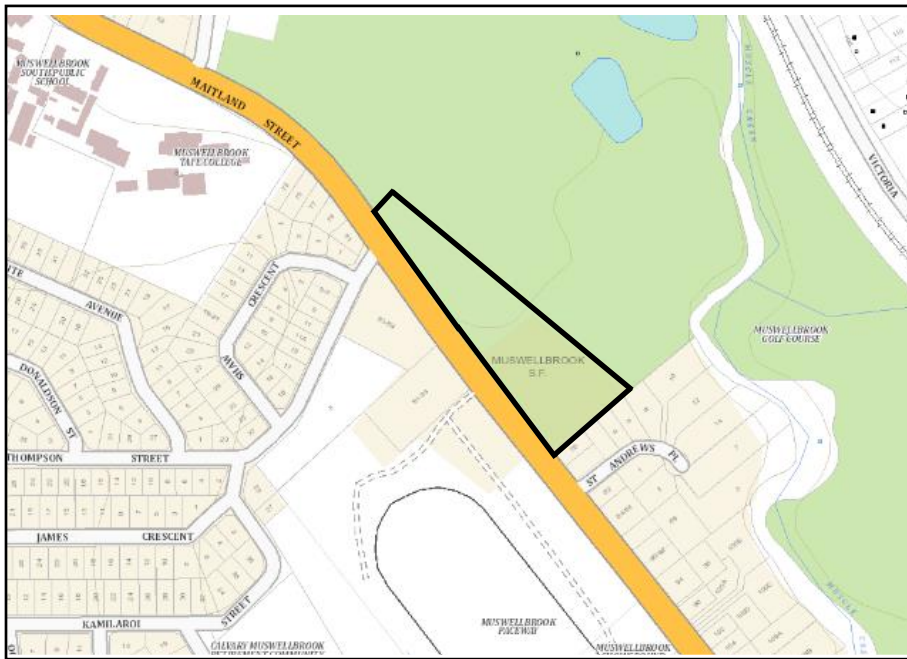
The site is triangular in shape, with a northwest/southeast alignment and has an area of 2.432 ha. The site is bound by Muswellbrook Golf Course along the north eastern boundary, Maitland Street along the south western boundary and residential properties to the south eastern boundary. The site address is 72-74 Maitland Street and is legally described as Lot 100 in Deposited Plan (DP) 1261496 (see **Figure 1**).

The site is generally level with a slight slope to a watercourse at the north west boundary. This watercourse flows northeast into the adjoining golf course and on to Muscle Creek via a series of dams on the golf course. Muscle Creek flows west into the Hunter River which at its closest is 1.3 km north-west of the site. Stormwater management on site is by overland flow.

72-74 Maitland Street was previously used for forestry plantation purposes and is mapped as Muswellbrook State Forest. The site is no longer used for this purpose and currently sits as an empty and underutilised site.

The main vehicular access to the site is from Maitland Street, as well as pedestrian access. Existing vehicular parking on site includes open air at grade parking spaces facing Maitland Street.

In terms of travel, Muswellbrook is approximately three (3) hours from Sydney, three hours (3) from Dubbo, two (2) hours from Tamworth and 90 minutes from Newcastle.

Figure 1 – Location

Opposite the subject site on Maitland Street is a McDonalds fast food outlet.

Currently, the only public transport options in the Muswellbrook area are provided by Osborns Bus service. Routes 413 (Highbrook Loop) and 418 (Eastlinks Loop) currently operate along Maitland Street, providing public transport in close proximity to the site.

Osbornes also provide bus routes for local schools.

2.2 Proposed Development

Pacific Brook Christian School proposes the staged construction of a new school at 72-74 Maitland Street, Muswellbrook. This will involve site preparation work (including remediation), the removal of 96 trees, civil works, infrastructure works, landscaping, signage and construction works in stages over the next 10 years.

The masterplan will support high-quality educational outcomes to meet the needs of students within the local community as follows:

- Administration building
 - One (1) staff and student amenities block;
- Junior School facilities
 - Ten (10) General Learning Areas (GLAs);
 - Two (2) Specialist Classrooms;
 - One (1) Store; and
 - Covered Outdoor Learning Area (COLA)
- Middle School facilities
 - Seven (7) General Learning Areas (GLAs);
 - One (1) Science Classroom; and
 - Covered Outdoor Learning Area (COLA)
- Senior School facilities
 - Eight (8) General Learning Areas (GLAs);
 - One (1) Specialist Classroom;
 - Three (3) TAS Classrooms;
 - Two (2) Food Tech Classrooms;
 - One (1) Art Classroom;
 - One (1) Drama Classroom;
 - Four (4) amenities blocks;
 - Three (3) Store; and
 - Covered Outdoor Learning Area (COLA)
- Hope School (special needs) facilities
 - Four (4) General Learning Areas;
 - One (1) Specialist Classroom;
 - Four (4) Shared Withdrawal rooms;
 - One(1) Office;
 - One (1) Staff room;
 - Three (3) Amenities blocks;
 - Three (3) Store; and

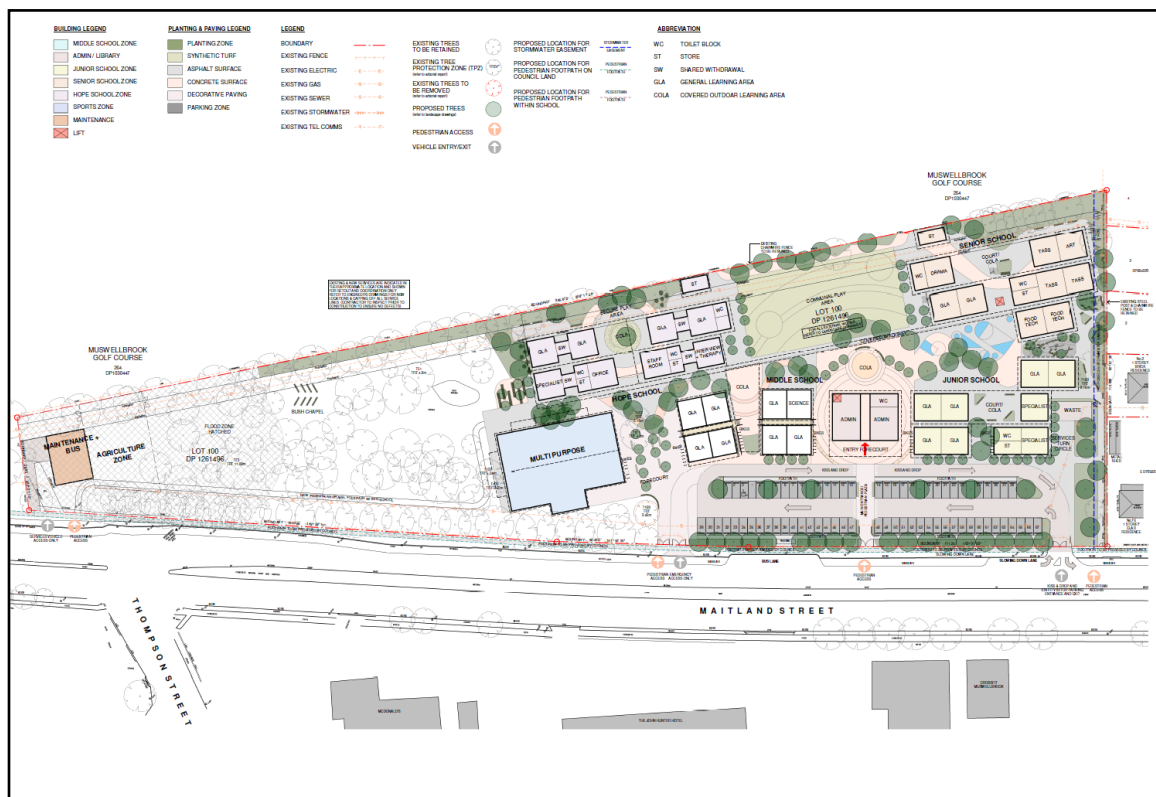
- One (1) Covered Outdoor Learning Area (COLA)
- Multi-Purpose Hall;
- Maximum student capacity of 656;
- Maximum 65 staff;
- Agricultural facilities (including maintenance and bus area);
- On-site Parking (67 spaces, inclusive of 1 accessible);
- Bicycle storage totalling space for 72 bicycles)
- Internal pathways;
- Kiss and drop areas;
- Bus stop;
- Waste Storage and collection area;
- Signage;
- Bush Chapel;
- Removal of 96 trees (total);
- Landscaping (including Bush Chapel);
- Infrastructure works;
- Earthworks;
- Secondary emergency vehicle/large vehicle areas;
- Acoustic and safety fence; and
- Widening of existing vehicular access from Maitland Street.

Stage 1 of the masterplan consists of:

- Site remediation;
- Removal of 7 trees;
- Facilities for a maximum of 140 students and 16 staff, including:
 - One (1) administration and staff building;
 - One (1) staff and student amenities block (including one (1) end of trip facility);
 - Five (5) General Learning Areas (GLAs);

- One (1) Science classroom; and
- Covered outdoor learning area (COLA)
- Internal pathways;
- Onsite parking (15 spaces, inclusive of 1 accessible);
- Bicycle parking for 12 bicycles;
- Kiss and drop areas;
- Bus stop;
- Bin storage and collection area;
- Signage;
- Infrastructure works; and
- Widening of existing vehicular access from Maitland Street.

Figure 2: Proposed site plan (Ground floor)



The educational establishment will be used during the following hours:

Monday to Friday between 7.30am and 6.30pm

Saturday between 4.00pm and 10.00pm

School bell times are to be:

- Bell time 1: 8:50am to 3:10pm
- Bell time 2: 8.35am to 2.55pm.

The School has bells ringing every 50 minute period. There will be two bells for recess, one at 10.35am and another at 10.50am (both recess periods will be 40mins). There will also be two lunch bells, one at 12.55pm, and the second at 1.10pm (lunch will be for a period of 20 minutes each session).

Before school care will commence at 7:30am, and after school care running until 6:30pm.

Concept plans of the masterplan for the proposed development, including the proposed stages, are illustrated on the plans prepared by NBRS Architecture.

3.0 SOCIAL PROFILE/BASELINE

3.1 Existing Socio-economic and demographic profile

It is considered that it will be residents within the immediate vicinity of the subject site that will experience the most impacts as a result of the proposed development, however, as the proposed development does not result in any increase in accommodation, the area immediately around the subject site is unlikely to experience any primary social impacts associated with changes to the population or its characteristics.

The subject site is located within Statistical Area Level 1 – 1112615, however this area includes a small number of residents only, and socio-economic and demographic data for this area is not available in detail. As such, the socio-economic and demographic data for the suburb of Muswellbrook, the Muswellbrook Local Government Area (LGA) compared to Greater Sydney and NSW is presented in the *Demographic Profile Table* included at Appendix A.

The current socio-economic and demographic profile reveals:

- a greater proportion of the population who identify as Aboriginal and/or Torres Strait Islander in the suburb of Muswellbrook (9.2%) and in the Muswellbrook LGA (8.3%) compared to Greater Sydney (1.4%) and NSW (2.9%);
- significantly fewer residents who were born overseas in a non-English speaking country in the suburb of Muswellbrook (5.3%) and in the Muswellbrook LGA (4.5%) compared to Greater Sydney (30.5%) and NSW (22.0%);
- a significantly smaller proportion of the population who speak a language other than English at home in the suburb of Muswellbrook (4.4%) and in the Muswellbrook LGA (3.5%) compared to Greater Sydney (35.8%) and NSW (25.1%).

- fewer residents require assistance to carry out everyday tasks in the suburb of Muswellbrook (4.9%), the Muswellbrook LGA (4.8%) and Greater Sydney (4.9%) compared to NSW (5.3%);
- children aged between 5-14 years represented 14.8% of the population of the suburb of Muswellbrook and of the Muswellbrook LGA, a greater proportion than that in Greater Sydney (12.2%) and NSW (12.3%)
- people aged between 25-35 years of age are the largest age group in the suburb of Muswellbrook (15.5%), the Muswellbrook LGA (14.1%), representing similar rates to Greater Sydney (16.0%) and NSW (14.2%);
- the average age in the suburb of Muswellbrook (34), the Muswellbrook LGA (35) and Greater Sydney (36) is slightly younger than that in NSW (38);
- a greater proportion of the population of the suburb of Muswellbrook are unemployed (9.6%) compared to the Muswellbrook LGA (8.2%), Greater Sydney (6.0%) and NSW (6.3%);
- residents have a lower median weekly household income in the suburb of Muswellbrook (\$1331) and in the Muswellbrook LGA (\$1346) compared to Greater Sydney (\$1750) and NSW (\$1486);
- the majority of residents are married in the suburb of Muswellbrook (42.8%), and in the Muswellbrook LGA (45.1%), smaller proportions than in Greater Sydney (49.3%) and NSW;
- a greater proportion of the population have never married in the suburb of Muswellbrook (38.0%) and in the Muswellbrook LGA (36.3%) compared to Greater Sydney (35.5%) and NSW (34.3%);
- couple families with dependent children represented the largest proportion of families in the suburb of Muswellbrook (41.9%), the Muswellbrook LGA (42.5%) Greater Sydney (40.1%) and NSW (37.0%);
- similar rates of couple families with no dependent children in the suburb of Muswellbrook (35.5%), the Muswellbrook LGA (37.2%), Greater Sydney (33.4%) and NSW (36.5%);

- a greater proportion of one parent families with dependent children in the suburb of Muswellbrook (21.5%) and in the Muswellbrook LGA (19.3%) compared to Greater Sydney (9.1%) and NSW (9.9%);
- a greater proportion of households report owning two cars in the suburb of Muswellbrook (37.8%) and in the Muswellbrook LGA (33.1%) compared to Greater Sydney (32.8%), and NSW (34.0%);
- the most common dwelling type are separate houses in the suburb of Muswellbrook (73.4%) and in the Muswellbrook LGA (74.0%), representing a greater proportion than in Greater Sydney (52.5%) and NSW (59.8%);
- a smaller proportion of homes being fully owned in the suburb of Muswellbrook (23.5%) and in the Muswellbrook LGA (26.2%) compared to Greater Sydney (29.1%) and NSW (32.2%);
- higher rates of the population renting dwellings in the suburb of Muswellbrook (36.6%) and in the Muswellbrook LGA (34.1%) compared to Greater Sydney (29.9%) and NSW (27.7%);
- a greater proportion of public housing dwellings in the suburb of Muswellbrook (6.0%) compared to the Muswellbrook LGA (4.7%), Greater Sydney (4.1%) and NSW (4.0%);
- the majority of residents work in technical or trade occupations in the suburb of Muswellbrook (20.8%) and in the Muswellbrook LGA (20.0%) compared to Greater Sydney (11.6%) and NSW (12.7%);
- a greater proportion of people working in low paid labouring and related roles in the suburb of Muswellbrook (12.4%) and the Muswellbrook LGA (12.9%) compared to Greater Sydney (7.5%) and NSW (8.1%).

As can be observed, the residents of the suburb of Muswellbrook display less robust socio-economic and demographic characteristics compared to other parts of the LGA and other parts of the State.

However, given the subject application relates to an education establishment, and there is no change in terms of the population, there is nothing about the proposed

development that is likely to generate any social impacts in terms of the existing socio-economic or demographic characteristics in the area.

3.2 Population Projections

Population projections compiled by the NSW Department of Planning indicate that the Muswellbrook LGA is likely to experience modest growth over the 25-year period from 2016-2041 of around 0.4%, based on data from the 2016 Census. The current data estimates predict a decrease in the number of school aged children between 2021 and 2041.

	2021	2026	2031	2036	2041
Muswellbrook LGA	17,082	17,578	17,938	18,186	18,338
5-9 year olds	1,321	1,174	1,232	1,208	1,177

Source: <https://www.planning.nsw.gov.au/Research-and-Demography/Population-projections/Projections>

It is likely that these estimates will change at the next Census, particularly in light of the recent increase in people leaving the Sydney Metropolitan Area for a sea or tree change with the increased flexibility provided by working from home and related to the increases in house prices in the Sydney Metropolitan Area. Recent data compiled by Profile ID notes that the Hunter Valley area (excluding Newcastle) gained approximately 1,682 new residents from the Greater Sydney Area, with more people moving to the area, than out of the area¹.

3.3 Crime data

Crime data for the suburb of Muswellbrook compiled by the NSW Bureau of Crime Statistics (BOCSAR) and mapped using their *Crime Mapping Tool* provides the following in terms of existing crime rates:

¹ <https://blog.id.com.au/2020/population/population-trends/migration-within-australia-strongest-out-of-sydney/>

	Muswellbrook suburb (Rate per 100,000 population)	Muswellbrook LGA (Rate per 100,000 population)	NSW (rate per 100,000 population)
Assault	1665.1 (second lowest density)	1483.8 (second highest density)	786.5
Domestic related assault	816.4 (medium density)	781.6 (second highest density)	394.9
Non-Domestic related assault	816.4 (lowest density)	677.8 (second highest density)	361.0
Assault Police	32.3 (lowest density)	24.4 (highest density)	30.6
Homicide	0.0 (lowest density)	0.0 (lowest density)	1.2
Robbery	8.1 (lowest density)	6.1 (lowest density)	24.3
Sexual Offences	404.1 (lowest density)	378.6 (medium density)	192.2
Theft	3653.4 (lowest density)	3138.5 (second highest density)	2092.9
Malicious damage to property	1382.2 (lowest density)	1264.0 (second highest density)	650.1

NSW Bureau of Crime Statistics and Research (www.bocsar.nsw.gov.au) April 2020 to March 2021

As can be observed, the suburb of Muswellbrook has low rates and low densities of all crimes. No 'hotspots' for any crimes were identified in the suburb of Muswellbrook. There is nothing about the proposed development that is likely to result in any increase in crime rates in the suburb of Muswellbrook or in the Muswellbrook LGA.

The detailed design for the proposed school will consider the principles of Crime Prevention Through Environmental Design (CPTED) and include lighting of entrances, paths and car parking areas, minimising the number of areas where people could hide, security fencing, and territorial reinforcement in the form of distinct and secure fencing and signage.

CPTED principles have been specifically addressed in the *Environmental Impact Statement* (EIS) prepared by DFP, accompanying the application, and summarised in the following:

Principle 1 – Surveillance

The attractiveness of crime targets can be reduced by providing opportunities for effective surveillance, both natural and technical.

- *The Proposed Development orientates active areas such as building entrances, learning precincts and ground floor open space towards surrounding roads, driveways, pedestrian paths, car parking and deep-soil landscaping;*
- *The Proposed Development utilises low-level landscaping in appropriate locations to ensure there is no obstruction of surveillance opportunities; and*
- *External security lighting will enable the maintenance of sight lines and surveillance after dark.*

Principle 2 – Access Control

Access control can be defined as physical and symbolic barriers that are used to ‘attract, channel or restrict the movement of people’.

- *During after school hours, access would be allowed via secure points only;*
- *The design of the built-form incorporates in-built access control throughout the Site, for example, all site access is through the front office; and*
- *Directional signage and design features would facilitate legibility and direct all site-users to the appropriate access points and areas of the School.*

Principle 3 – Territorial Reinforcement

Territorial reinforcement can be described as creating a sense of ownership to a public space or vicinity, encouraging the usage of that space. By increasing the usage capability, this also deters crimes and, further increases the chances of a crime being witnessed and reported in a timely manner.

- *The provision of boundary treatments will emphasis the separation between the private and public realm; and*
- *Well maintained planters, gardens and pavers will indicate the development is well-used and cared for to reduce criminal activity.*

Principle 4 – Space Management

Space Management is intuitive of Principle 3 – Territorial Reinforcement – and, refers to ensuring the space is utilised and cared for appropriately.

- *Space management strategies to be implemented, include activity coordination, site cleanliness, rapid repair of vandalism, rapid removal of graffiti and the replacement of decayed physical elements;*
- *On the ground level, pathways and planters will be well maintained;*
- *Continued repairs and maintenance will discourage vandalism; and*
- *High quality materials, varied façade treatments and landscaping along boundaries will assist in discouraging vandalism and graffiti.*

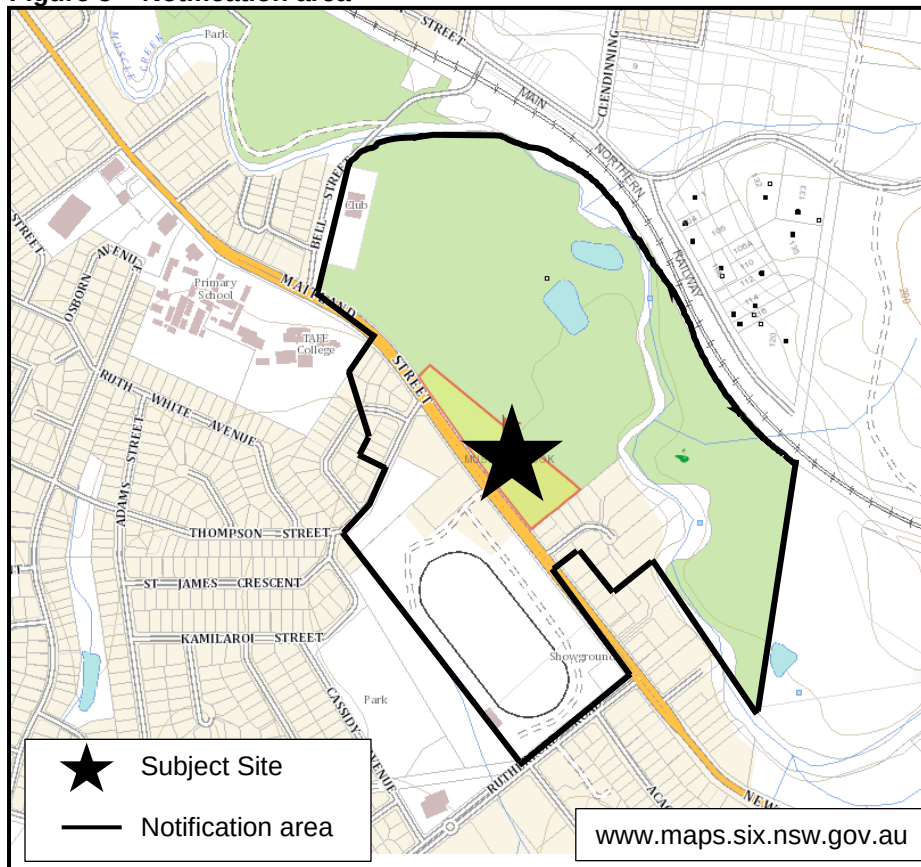
The proposed school campus will also have fully operational 24 hour surveillance that will be used to ensure the safety of the students, staff and local community.

4.0 COMMUNITY CONSULTATION

As required under the SEARs, community consultation was undertaken as part of the preparation of this report. The community consultation took the form of a notice distributed to properties in close proximity to the proposed school, who can see, or might be likely to hear the school once operational.

In total, 33 notices were distributed on the 20th May, 2021 properties in the immediate vicinity of the subject site that were most likely to be able to see, hear or other wise be affected by the proposed development. Recipients were asked to respond to the notice within 21 days. The area in which notices were distributed is illustrated on Figure 5 below. A list of addresses notified is included at Appendix B.

Figure 5 – Notification area



Comment was also sought from groups representing the interests of the local communities, including:

- Wanaruah Local Aboriginal Land Council (letter returned to sender)
- Hunter Valley Aboriginal Corporation
- Hunter Youth Services
- Muswellbrook Showgrounds

Separate consultation was undertaken with relevant statutory bodies, including the Roads and Maritime Services and Muswellbrook Council, details of which is included in the *Environmental Impact Statement* (EIS) prepared by DFP accompanying the application.

At the time this report was finalised, over 2 months after the notices were distributed, a total of 2 responses had been received:

- An email from residents of 12 St Andrews Place, raising the following:
We believe that there are numerous potential social/environmental and safety impacts that need to be addressed

Safety issues

1.0 HIGHWAY

The proposed school would be situated on a busy highway - constant trucks with very large loads and busy car traffic , people going to work and to other school. What plans are being proposed to

1.1 eliminate noise from the traffic in particular fast moving trucks

1.2 provide safe entry and exit lanes to the school from the busy highway for buses/cars/trade vehicles/vans and so on . How would this work for pupils/staff/parents and visitors and supply vehicles.

1.3 provide safety access for pedestrians? Lights and crossings

2.0 TRAINLINE

which runs alongside the golf course footprint-adjacent o the proposed land for the school

2.1 Noise

There are numerous trains hourly very close to the golf course, there are many trains that make extra loud noise when they do the shunting . this is not conducive to school learning.

2.2 Golf Course - potential for golf balls being hit into the school area - there is concern for the safety of the children

3.0 Air Quality

The region has numerous mines surrounding the proposed location- coal dust and poor air quality on some days together with truck and car fumes is not ideal at all for a school environment

Social impact for neighbours

The local neighbourhood would have increased noise at certain times due to school activities and Increased traffic flow and pollution as well as poor access to the main highway .

Given the noise pollution already existing in this area from the trains/trucks and golf course this extra building and activities will increase this issues significantly.

It's seems a very poor decision to use this land ...Have any other alternatives been identified and investigated?

- A phone call from a resident of 6 St Andrews Place noting no concerns with the use of the site as a school but expressed concern regarding some large trees on the site, adjacent to their backyard, which make a mess, which they fear are dangerous, and that overshadow their backyard. The resident stated they would like to see these trees removed.

5.0 SOCIAL IMPACT ASSESSMENT

Social impacts refer to the social or community consequences of a proposed development. Social Impact Assessments typically involve processes of analysing, monitoring and managing the intended and unintended social consequences, both positive and negative, of developments, and consideration of any social change processes generated by developments.

To inform a SIA, consideration is made of the existing socio-economic and demographic characteristics of the area in which a proposed development is situated; identification of the likely changes to that population brought about by the proposed development; whether the potential impacts of a proposed development are likely to be short or long term; and whether a development is likely to generate unreasonable or unexpected social impacts in the local community, when balanced against the potentially positive social impacts generated.

5.1 Expected and perceived impacts

With a new school development such as the one proposed the most commonly expected impacts typically relate to:

- Noise emissions from the school, particularly relating to children playing in outdoor areas; bells; and PA announcements; and
- Increased traffic and parking demands on local streets, particularly at school drop-off, and pick-up times.

The proposed Education Establishment is considered against the following criteria:

- Way of life
- Community
- Access to and use of infrastructure, services and facilities
- Culture
- Health and wellbeing:

- Surroundings:
- Livelihoods:
- Decision-making systems

In addition to the above, amenity and public interest impacts are considered.

5.2 Way of Life

As detailed the *Guidelines*, consideration should be made of the potential impacts on way of life of existing residents, in particular:

- Privacy, peace, and quiet enjoyment for neighbours and the local area, particularly people's daily lives and activities (during both construction and operation).
- How people get around if traffic/parking demands or noise levels increase (also known as residential amenity).

The proposed education establishment is unlikely to generate any significant impacts in terms of privacy as the proposed buildings are primarily located away from residential dwellings, with the exception of the proposed senior campus, which is located in the north-eastern corner of the site, close to the rear of properties facing St Andrews Place.

Overlooking has been considered in the design of this building and the following measures have been included in the design to minimise overlooking into residential backyards:

- retention of the mature trees along the site boundary;
- privacy screening on upper windows; and
- orientation of buildings towards the centre of the site.

Noise intrusion from the train line, and noise emissions from the proposed school were issues raised by a community member as part of the consultation process.

Noise generated as a result of the construction process are short term impacts and are able to be addressed through conditions of consent limiting the time that works can be undertaken on the site. Noise associated with construction will also be a potential issue with the staged development of the school, and will need to be considered in terms of interruptions to lessons while the development progresses.

It is reasonable to assume that there will be some noise emissions from the proposed school, largely limited to hours of operation when there will be children and young people on the site. These emissions represent potential social impacts for future residents of the properties immediately surrounding the subject site.

An *Acoustic Impact Assessment* prepared by Acoustic Logic accompanies the application. That Assessment includes recommendations on how to minimise noise emissions from the proposed school (including associated with construction and operation) and noise intrusions into the proposed school.

Recommendations:

We recommend the following acoustic treatments/management controls are implemented to mitigate acoustic impacts as much as practicable:

- *Operation of the school should be limited to the activities and times of operation indicated in page 9 and 10 of this report, subject to additional mitigation of noise for certain activities and operating times as indicated on pages 9 and 10 of this report.*
- *Detailed acoustic review of all external plant items should be undertaken following equipment selection and duct layout design. All plant items will be capable of meeting noise emission requirements of Council and the EPA Noise*

Policy for Industry (2017) Trigger Levels, with detailed design to be done at CC stage.

- *External speakers for PA and bells should be designed to minimise noise spill, be directional facing away from residential receivers to comply with EPA Noise for Industry (2017) guidelines (refer to Sections 6.2.4).*
- *Waste removal times should be scheduled between 7am and 6pm and co-ordinated with the Junior school to avoid child rest periods.*
- *Ground maintenance should only occur between 7am and 6pm, Monday to Friday.*
- *A 1.8m high imperforate boundary fence extending from the waste area to near the road boundary. The fence could be constructed from Sheet metal, FC sheet panels or plywood panels, or other imperforate material having a surface density exceeding 3.5kg/m².*
- *The school multipurpose centre doors and other large ventilation openings should be closed after 6pm where the activity involves amplified music or competitive sporting activities. Events should cease by 9:30pm.*
- *Where music practice occurs within a school classroom outside of normal hours the windows of the rooms should be kept closed.*
- *Current levels of traffic noise exposure would require, for the buildings closer to Maitland Street, an acoustically attenuated building envelope and the provision of an alternative ventilation system to permit the windows to be closed. Prior to CC a detailed assessment should be undertaken to recommend the performance of the building envelope needed to comply with the internal noise level recommendations of “Development Near Rail Corridors and Busy Roads” Interim Guideline.*
- *The proposal would not produce adverse vibration impacts on nearby structures or impact the amenity of the surrounding property.*
- *Construction noise impacts should be managed as outlined in Section 11 Construction noise assessment.*

Conclusion:

Noise emissions associated with the proposed Pacific Brook Christian School have been assessed with reference to relevant EPA and relevant acoustic guidelines presented in Section 6 of this report.

The operational noise emission have been assessed in Section 7 of the report along with recommendations where required for the following:

- *Noise from internal areas*
- *Noise from Traffic generation (Carpark and Kiss and Drop)*
- *Waste Removal*
- *External activities*
- *Non-school uses, and after hours school activities*
- *Noise from mechanical plant, PA system and school bells.*

Comments have been made regarding operational vibration emissions (Section 8), noise intrusion into the development (Section 9) and noise increase from traffic generation on local road (Section 10).

Finally, an assessment on construction activities has been undertaken in Section 10 of this report.

A summary of the recommendations to mitigate acoustic impact associated with the proposed development have been presented in Section 12. Recommendations have been made so that noise emissions from the school do not adversely impact the surrounding properties. Provided the recommendations within this report are adopted the proposed school will not adversely impact the acoustic amenity of surrounding receivers.

A separate Traffic Impact Assessment Report prepared by PTC parking implications of the proposed development, across the different stages of

construction, and including the potential traffic and parking implications of the use of the school during the week.

That Assessment concludes:

The following section outlines the key findings throughout the course of study:

- *The proposed masterplan of Pacific Brook Public School involves relocating the existing school from 96-104 Hill Street, Muswellbrook to 72-74 Maitland Street, Muswellbrook and providing school facilities to accommodate 656 students and approximately 65 staff.*
- *A review of the available public transport services operating within the vicinity of the proposed School site indicates that public transport is currently not a viable option for school, but discussions between TfNSW, Council and SINSW should be undertaken to deliver the more convenient public transport connections to the School. As part of the project, it is planned that a future bus stop will be provided on Maitland Street along the School frontage close to the main school entry.*
- *A review of the exiting walking and cycling facilities has found that the pedestrian and cycling networks are currently underdeveloped with lack of footpaths and cycling routes.*
- *Online questionnaires have been undertaken for students and staff to understand the existing traffic and parking profile of students and staff on a typical school day.*
 - *The primary mode of transport for students is by car (64% in the AM and 51% in the PM peaks, respectively);*
 - *This was followed by bus which comprised 30% and 38% in the AM and PM peaks respectively;*
 - *The weighted average vehicle occupancy rates were 1.62 and 1.71 occupants/vehicle in the AM and PM peaks respectively; and*
 - *In terms of staff travel mode, all staff travel by car (as driver).*

- *A car park has been designed to accommodate up to 65 car spaces. A pick-up and drop-off area has been proposed on the internal roadway within the car park. A loading/waste collection bay is proposed within the property boundary.*
- *Queuing Assessment has been undertaken to estimate the pick-up and drop-off requirement.*
- *The existing, post-development and future scenarios for the surrounding road network have been modelled using the SIDRA 9 intersection software. Overall, the traffic modelling indicates that the proposed development will not have any significant impact on the performance on the surrounding road network.*
- *A preliminary review of the proposed car park layout indicates that the design is capable of complying with the design requirements of AS2890.1:2004, AS2890.2:2018 and AS2890.6:2009. The concept car park design submitted as part of this SSDA will be finalised in the detailed design state to ensure full compliance with Australian Standards.*
- *Bicycle spaces.*

In light of the above, the proposed development is endorsed in the context of parking and traffic.

5.3 Community

The *Guidelines* note consideration should be made to the following areas of the community:

- *Changes to community composition and character caused by new residents and families.*

The proposed development does not result in any changes to the existing housing stock. No dwellings are lost or gained as a result of the proposal.

The proposed school is unlikely to generate any changes to the resident population of the suburb of Muswellbrook as the proposed development does not involve the removal or introduction of any new dwellings.

The proposed school will generate a temporary increase population of the suburb of Muswellbrook during school hours. However, this increase is temporary and is unlikely to generate any discernible or long-term social impacts in terms of the local population.

- *Changes to demand for support services, e.g. child care, social infrastructure*

As the subject application relates to an education establishment for children aged 5-18 (primary and secondary students), and all services are provided to students on site, there is unlikely to be any increase in demand for services such as child care, or other social infrastructure.

- *Community cohesion, identity and a sense of place.*

Schools form part of a community's identity and as such, the proposed school will contribute to the identity of the suburb of Muswellbrook.

While the proposed development represents an intensification of use of the site, there is nothing about it that is likely to generate any impact in terms of social cohesion and integration within the community, particularly in the context of the predominantly commercial uses along Maitland Street.

- *Potential changes to the community over time as the school attracts new residents.*

Pacific Brook Christian School are an established school in the Muswellbrook area, with their existing campus being located at 96-104 Hill Street, Muswellbrook since 1999. The proposed new school campus replaces the existing campus and will, on completion, provide education across all years of

a child's education, from Kindergarten to Year 12. The current campus only provides classes up to Year 8.

As the proposed new campus represents a minor expansion of the school and the years of education it offers, and as the student population proposes to be capped at 656, representing an increase of 561 students from the current campus. It is not anticipated that the proposed new campus will attract significant volumes of students from outside the current catchment (which is considered to be the Muswellbrook Shire generally) such that any noticeable changes to the characteristics of the resident population or local community will be generated.

On balance, the proposed development represents a positive social impact in terms of the provision of education and community facilities for the community.

5.4 Access to and use of infrastructure, services and facilities:

The proposed development does not remove any community or recreation facilities or services from the area.

The proposed school represents a community facility and service through the provision of education services for the future population of the area. The school will provide opportunities for recreation for students on site, including, a multi-purpose hall, sporting courts and playgrounds.

Accessibility in and around the site has been considered in the design of the proposed school. A *DA Access Report* prepared by BCA Logic accompanies the application, detailing the compliance of the proposed school with relevant legislation and codes for access. That report notes:

The design documentation as referred to in this report has been assessed against the applicable provisions for Accessibility as outlined in Part 1.2 of this

report. It is considered that such documentation complies or is capable of complying (as outlined in Part 2 of this Report) with those documents

- *Equity of access to education and associated services for different social and cultural groups.*

Pacific Brook Christian School welcomes families from all social and cultural groups who wish to have their children receive teachings in the Christian faith, alongside curriculum based learnings.

The *Hope School* represents a community service and facility through the provision of a specialist school for children with additional needs.

- *Accessibility of school facilities for the broader community outside school hours.*

As is typical with many school facilities, community based groups can apply to lease school facilities such as the multipurpose hall on weekends and evenings, when not in use by the school.

- *Will there be any restrictions on residents accessing local services during construction.*

The subject site does not currently house any community services or facilities and as such, the proposed development is unlikely to generate any restrictions during construction or operation.

5.5 Culture

There is nothing about the proposed school that is likely to generate any negative impacts on cultural values or beliefs.

The proposed development is an education establishment providing for the education needs of the community.

- *Opportunities for (multi) cultural expression through design.*

The proposed school campus has been designed by project architects NBRS Architecture, in collaboration with Pacific Brook Christian School. The design intent of the proposed school is outlined in the following:

The vision of Pacific Brook Christian School (PBCS) is to “provide a Christian educational community as a centre of teaching, learning and serving excellence founded on biblically based beliefs, values and behaviour.”

They desire that students will achieve their own potential, including for those with special needs, gifted and those from an indigenous, or overseas background. PBCS is from 2020 a Kindy to Year 7 school, but continues to grow, and our plans are to extend to Year 12. The maximum enrolment for this school is envisaged to be double stream to 656 students.

In the future, and in keeping with all our other schools we plan to house a ‘Hope’ school onsite for special needs students. They will be included up to 20% of their time back into mainstream PBCS activities. As such the pedestrian pathways, visual and other connections between schools are of great importance.

The modular approach is highly favoured for this school as they require speed of building at a low cost. Overall, PBCS expect the masterplan to show an attractiveness with landscaping being a high priority. The masterplan will offer hospitality and welcome, with a sense of belonging for students and the community. There are connections between the different parts of the school, Junior, Middle, Senior, Hope, Administration and Maintenance.

The Masterplan of the school is centred around community, culture, and place. A place where students can gather and interact with the environment. The orientation of buildings and interaction with the landscape encourages spontaneous, voluntary, and joyful learning opportunities for students to explore and interact within a safe indoor and outdoor learning areas.

The relationships between the buildings, outdoor learning areas, and pedestrian pathways are significant parts of the design as it is crucial to have good connections between schools and enhance its green vistas surrounds facing the Golf Course on the North East.

The scale of the buildings has been developed as single and double storey modular buildings linked within a gardenesque setting. Large eave overhangs will be used as covered walkways between the buildings and each learning space will have direct access to a landscaped area.

The building materiality used will complement with tones and textures from the surrounding bush environment.

The ecologically sustainable response of the building is further underpinned by its materiality. Thermal mass, thermally broken glazing, shading mechanisms, and cross ventilation have been articulated in the design to ensure the comfort of occupants and a reduction of the environmental footprint.

5.6 Health and wellbeing

The proposed school includes areas for recreation for students on the site, therefore contributing to the health and wellbeing of students.

The proposed development does not generate any negative impacts in terms of the health and wellbeing of the community.

- *Will community health be improved by public access to school facilities (e.g. sports facilities).*

As noted in 5.3 above, community groups will have the opportunity to enter into individual lease agreements with the school to hire out the multipurpose hall.

- *Safety of children/pedestrians, especially with increased traffic.*

Pedestrian safety was an issue raised by one resident who responded to the community consultation notice.

Student and pedestrian safety has been considered in the design of the proposed school, and in the *Traffic Impact Assessment* accompanying the application. That assessment notes that the vast majority of students will be driven to school, followed by other students who will catch a bus to get to school.

The proposed school design includes an on-site drop-off and pick-up area to ensure the safety of students on the site.

- *Stress and uncertainty, or hope, around neighbourhood change.*

Feedback from one of the two responders as part of the consultation process noted that given the sites location on a main road, adjacent to a golf course with a train line further north, and existing noise issues from the road and trains, and the busy road on which the site is located, that they did not feel it was a suitable location for an education establishment.

The proposed development provides an appropriate and active use of a currently disused site.

5.7 Surroundings

- *Will there be loss or enhancement of public space?*

No public space is impacted by the proposed development.

- *Changes to environmental values, visual landscape, aesthetic values, and amenity.*

The proposed development will result in changes to the visual presentation of the site to the street. The site is currently not in active use, and has until recently, been neglected. The change in the visual presentation of the site to the street is considered to be a positive impact. The proposed school has been designed to fit in with the existing mature trees on the site which will to some extent, retain some of the existing appearance of the site, with the school buildings complementing the site and existing fauna.

As detailed in the Architectural Design Statement included above, the masterplan for the school is centred around community, culture and place. The buildings have been oriented to interact with the landscape to encourage spontaneous, voluntary, and joyful learning opportunities for students to explore and interact.

In addition, the relationships between buildings, outdoor learning areas and pedestrian pathways were specifically designed to provide good connections between the school and to enhance the green vistas facing the golf course.

There is nothing about the proposed development that is likely to result in any impacts on environmental values.

5.8 Livelihoods

The proposed school will provide employment opportunities through the fit out of the school, and its operation. The school will employ approximately 65 teachers, management and support staff. In addition, maintenance and cleaning staff will be employed at the school.

The proposed development does not remove any employment or opportunities for employment from the area.

- *Impacts on neighbours, including their ability to sustain themselves.*

The proposed school is unlikely to result in any negative impacts in terms of income generation for neighbours in the area, nor their ability to sustain themselves. The proposed development represents a small, independent school operating predominantly Monday – Friday between 8.00am – 3.10pm with extra-curricular activities outside of these times.

- *Will anyone experience personal advantage or disadvantage?*

The proposed school will not result in personal advantage to any one individual, however it will provide advantage to the families and children who attend the school, through the provision of a new school campus. In addition existing staff will benefit from ongoing employment, and the expanded school will require the employment of new staff.

No groups are likely to experience personal disadvantage as a result of the proposed development.

5.9 Decision-making systems

- *Whether affected people can make informed decisions and feel they have power to influence project decisions, including elements of project design.*

In addition to the community consultation undertaken as part of the preparation of this report, as detailed in Chapter 4.0, residents and the local community will have another opportunity to comment on the proposed development, once the application is lodged and advertised in the usual manner.

5.10 Issues raised during consultation

Noise, traffic and parking and pedestrian safety issues were raised as concerns in one of the two submissions received. These issues are addressed in the foregoing and in the *Traffic Impact Assessment* and *Acoustic Impact Assessments* accompanying the application.

Other issues raised in the first submission related to:

- environmental pollution from mines, roads and trains;
- safety issues with golf balls being hit into school grounds;

Issues raised in the second submission related to specific, existing concerns associated with the mature trees located near the north-western corner of the site, and the impacts these trees have on the residential property that fronts St Andrews Place.

- ***Pollution/Air quality***

Potential impacts associated with pollution from surrounding uses has been addressed, in detail in the reports accompanying the application, and in the

Environmental Management Plan (EMP) to ensure that all works comply with, but are not limited to, the requirements of the following legislation:

- Protection of the Environment Operations Act;
- Contaminated Land Management Act;
- Dangerous Goods Act;
- Construction Safety Act;
- Work Health and Safety Act (Workcover); and
- Council Development Approval Conditions.

- ***Golf balls entering school grounds***

To reduce the potential for golf balls to enter the school grounds and potentially striking a child, staff member, or causing damage. It is noted that there is an existing chain wire fence along the boundary of the school and the golf course. This is to be retained, and if required, upgraded to increase privacy and protection from the golf course.

- ***Existing trees in north western corner***

As part of the planning for the proposed development, an Arborist was engaged to assess the 240 existing trees on the site, including those located in the north-eastern corner of the site.

As part of that assessment, the Arborist identified a number of trees that are dead, diseased or dangerous that needed to be removed as part of the first stage of the development. None of the trees in the north-eastern part of the site were identified as being potentially dangerous, and therefore have not been earmarked for removal.

5.11 Public interest benefits

The proposed school provides a number of public interest benefits, including:

- provision of a modern education facility for the existing and future school population, able to cater for children for their whole school journey;
- provision of the *Hope School* for children with additional needs, providing an essential school environment for children who traditionally struggle in the generic school environment;
- the provision of employment opportunities in the construction and operation of the proposed school;
- improvements to the existing site, and the presentation of the site to the street including extensive landscaping.

6.0 ENHANCEMENT, MITIGATION AND MONITORING

The proposed school is unlikely to generate any long term or significantly negative social impacts that require mitigation. While it is acknowledged that the proposed development represents a significant intensification of use of the site, that intensification of use is not out of character with the existing and future character of the area.

Any impacts generated by the intensification of use of the site are likely to be associated with noise and traffic, which have been separately addressed in reports accompanying the application (including Acoustics and Traffic and Parking), and which include recommendations designed to minimise noise and traffic impacts.

Negative short-term impacts that may be generated are likely to arise with the construction and fitout of the school buildings, should the application be approved. Any potentially negative impacts associated with construction can be mitigated through conditions of development consent.

School contact details will be available on the school website, should any neighbours or members of the wider community wish to raise issues or concerns about the operation of the school, with the school executive.

The potential positive social impacts generated by the proposed school will only be realised if consent for the application is granted.

7.0 CONCLUSION

The proposed Pacific Brook Christian School, comprising a Junior, Middle and Senior School plus special needs school, on the site at 72-74 Maitland Street, Muswellbrook has been assessed in social impact terms in this report.

The proposed development is unlikely to generate any long term negative social impacts. Short term negative impacts are likely to be associated with excavation and construction of the school, however these impacts are unlikely to be noticeable in the context of the Maitland Street and the traffic it carries and can be controlled through conditions of development consent.

The proposed school is unlikely to generate any material adverse social implications for the surrounding area and given the minimal feedback from the local community during the consultation process, it is reasonable to assume that the proposed school is generally supported by the local community. As such, there are no reasons from a Social Impact perspective, to refuse the application.

APPENDIX A

SOCIO-ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS

Demographic Profile Table

Demographic Characteristic	Muswellbrook Suburb	Muswellbrook Local Government Area	Greater Sydney	NSW
Total Persons	12,075	16, 086	4 823 991	7 480 228
ATSI	1,122 (	1,342 (8.3%)	70 135 (1.4%)	216 176 (2.8%)
NESB Persons				
(i) No. born overseas in non-English speaking country.	640 (5.3%)	734 (4.5%)	1 474 715 (30.5%)	1 646 057 (22.0%)
(ii) No. speaking lang. other than English at home	499 (4.1%)	560 (3.5%)	1 727 574 (35.8%)	1 882 015 (25.1%)
In need of assistance	596 (4.9%)	781 (4.8%)	236 139 (4.9%)	402 048 (5.3%)
Age range:				
0-4 years	988 (8.1%)	1,242 (7.7%)	310,173 (6.4%)	465,135 (6.2%)
5-14 years	1,778 (14.8%)	2,383 (14.8%)	590,126 (12.2%)	921,195 (12.3%)
15-19 years	714 (5.9%)	988 (6.1%)	288,362 (5.9%)	448,425 (5.9%)
20-24 years	771 (6.3%)	975 (6.0%)	340,737 (7.0%)	489,673 (6.5%)
25-34 years	1,874 (15.5%)	2,272 (14.1%)	774,405 (16.0%)	1,067,524 (14.2%)
35-44 years	1,527 (12.6%)	2,077 (12.9%)	696,037 (14.4%)	1,002,886 (13.4%)
45-54 years	1,663 (13.7%)	2,267 (14.0%)	627,580 (13.0%)	977,984 (13.0%)
55-64 years	1,307 (10.8%)	1,801 (11.2%)	524,011 (10.8%)	889,763 (11.9%)
65-74 years	876 (7.1%)	1,265 (7.8%)	372,488 (7.7%)	677,020 (9.0%)
75-84 years	439 (3.6%)	617 (3.8%)	204,051 (4.2%)	373,115 (4.9%)
85 years and over	138 (1.4%)	203 (1.2%)	96,022 (1.9%)	167,506 (2.2%)
Unemployment rate	9.6	8.2	6.0	6.3
Median weekly household income	\$1331	\$1346	\$1750	\$1486
Med Age	34	35	36	38
Ave household size	2.5	2.5	2.8	2.6
Marital Status				
Married	3990 (42.8%)	5619 (45.1%)	1 934 134 (49.3%)	2 965 285 (48.6%)
Separated	446 (4.8%)	572 (8.6%)	111 495 (2.8%)	190 199 (3.1%)
Divorced	841 (9.0%)	1082 (8.6%)	298 433 (7.6%)	512 297 (8.4%)
Widowed	493 (10.3%)	655 (5.2%)	185 646 (4.7%)	331 655 (5.4%)

Demographic Characteristic	Muswellbrook Suburb	Muswellbrook Local Government Area	Greater Sydney	NSW
Never married	3540 (38.0%)	4524 (36.3%)	1 393 988 (35.5%)	2 094 457 (34.3%)
Families				
Couple families with dependent children under 15 years and other dependent children	1275 (41.9%)	1741 (42.5%)	501 238 (40.1%)	718 364 (37.0%)
Couple families with no children	1081 (35.5%)	1524 (37.2%)	416 588 (33.4%)	709 524 (36.5%)
One parent households with dependent children	654 (21.5%)	793 (19.4%)	113 772 (9.1%)	192 626 (9.9%)
Other families	36 (10.6%)	42 (1.0%)	22 992 (1.8%)	32 483 (1.6%)
Car ownership				
None	339 (7.7%)	386 (6.7%)	179 500 (11.0%)	239 625 (9.2%)
One	1544 (35.1%)	1908 (33.1%)	603 062 (37.1%)	946 159 (36.3%)
Two	1662 (37.8%)	2173 (37.7%)	532 633 (32.8%)	887 849 (34.0%)
Three	456 (10.3%)	686 (11.9%)	164 918 (10.1%)	283 044 (10.8%)
4 or more	220 (5.0%)	360 (6.2%)	89 744 (5.5%)	152 500 (5.8%)
Dwellings				
Sep house	3811 (73.4%)	5060 (74.0%)	924 225 (52.5%)	1 729 820 (59.8%)
Semi-detached	517 (9.9%)	576 (8.4%)	227 238 (49.8%)	317 447 (35.7%)
Unit	28 (0.5%)	58 (0.8%)	456 233 (25.9%)	519 380 (17.9%)
Other dwelling	14 (0.2%)	21 (0.3%)	9 129 (0.5%)	23 583 (0.8%)
Unoccupied dwellings	794 (15.3%)	1065 (15.6%)	136 055 (7.7%)	284 741 (9.8%)
Dwelling ownership				
Home fully owned	1033 (23.5%)	1515 (26.2%)	472 635 (29.1%)	839 665 (32.2%)
Being purchased	1358 (30.9%)	1805 (31.3%)	539 917 (33.2%)	840 665 (32.2%)
Private rental	1611 (36.6%)	1969 (34.1%)	485 404 (29.9%)	722 020 (27.7%)
Public housing	268 (6.0%)	274 (4.7%)	67 845 (4.1%)	104 902 (4.0%)
Number of bedrooms per dwelling				
0	15 (0.3%)	10 (0.3%)	12 812 (0.7%)	17 157 (0.6%)
1	134 (3.0%)	164 (2.8%)	118 881 (7.3%)	157 194 (6.0%)
2	473 (10.7%)	653 (11.3%)	402 675 (24.8%)	577 675 (22.1%)

Demographic Characteristic	Muswellbrook Suburb	Muswellbrook Local Government Area	Greater Sydney	NSW
3	1863 (42.3%)	2402 (41.6%)	548 987 (33.8%)	970 001 (37.2%)
4	1554 (35.3%)	1998 (34.6%)	376 427 (23.1%)	633 184 (24.3%)
5	213 (4.8%)	315 (5.5%)	101 053 (6.2%)	148 851 (5.7%)
6+	38 (0.8%)	55 (0.9%)	23 774 (1.4%)	34 370 (1.3%)
Migration				
Same add 1yr ago	8705 (73.3%)	11,896 (75.1%)	3 695 742 (77.5%)	5 718 965 (77.3%)
Same add 5 yr ago	5116 (46.1%)	7,334 (49.4%)	2 402 160 (53.2%)	3 775 527 (53.8%)
Occupation				
Manager	351 (7.2%)	650 (9.6%)	311 762 (13.7%)	456 084 (13.5%)
Professional	565 (11.6%)	717 (10.6%)	597 798 (26.3%)	798 126 (23.6%)
Technical & Trade	1011 (20.8%)	1347 (20.0%)	265 056 (11.6%)	429 239 (12.7%)
Community	471 (9.7%)	607 (9.0%)	218 206 (9.6%)	350 261 (10.3%)
Clerical	485 (9.9%)	684 (10.1%)	331 135 (14.5%)	467 977 (13.8%)
Sales	426 (8.7%)	533 (7.9%)	205 051 (9.0%)	311 414 (9.2%)
Machinery op	887 (18.2%)	1201 (17.8%)	128 020 (5.6%)	206 839 (6.1%)
Labourer	603 (12.4%)	870 (12.9%)	171 450 (7.5%)	297 887 (8.1%)
Travel to work				
Car driver	3621 (74.5%)	4854 (72.1%)	1 197 269 (52.6%)	1 953 399 (57.7%)
Train	9 (0.2%)	9 (0.1%)	247 051 (10.8%)	252 786 (7.4%)
Bus	13 (0.3%)	12 (0.2%)	125 503 (5.5%)	133 903 (3.9%)

Source: 2016 Census data (www.abs.gov.au) – General Community Profile – as at 2020

APPENDIX B

COMMUNITY CONSULTATION

Sarah George Consulting
Social Planning Consultants
PO Box 319, Marrickville NSW 1475
Ph: 0418 439 813

20th May, 2021

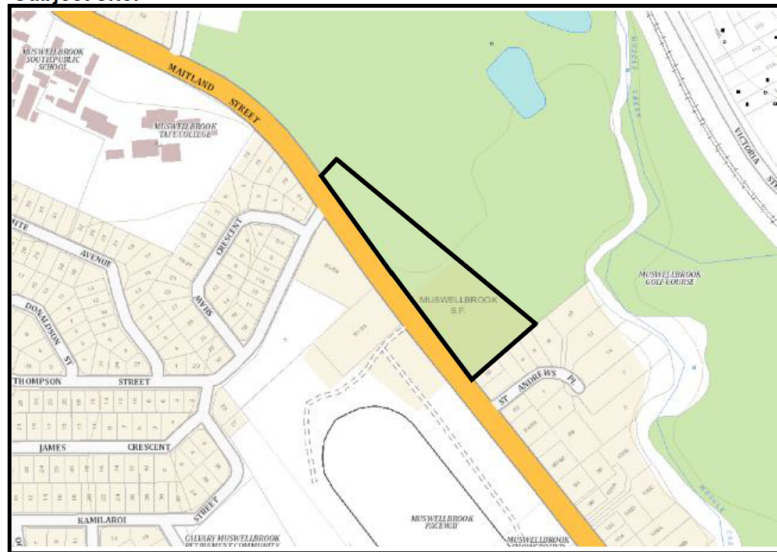
To Whom It May Concern,

**Proposed Pacific Brook Christian School
72-74 Maitland Street, Muswellbrook**

Sarah George Consulting has been engaged by the Pacific Group of Schools to prepare a Social Impact Assessment (SIA) for a proposed Educational Establishment (school) on the site at Lot 100 DP1261496, with the street address of 72-74 Maitland Street, Muswellbrook. The intent of the SIA is to assess the potential social impacts of the proposed development in the local area, and the SIA will form part of the masterplan application for the site.

The proposed development of the site and will include the staged development of the site as a school with a total student population of 656 from Kindergarten to Year 12, with the inclusion of a specific school for children with additional needs – the *New Hope School*.

Subject site:



Stage 0 of the development will include:

- 6 General Learning areas
- 1 Science/Art/Technology Learning area
- Amenities block for students and staff

Sarah George Consulting
Social Planning Consultants

The anticipated student population at the completion of Stage 0 will be 140, supported by 16 staff.

As part of the preparation of the SIA, community consultation is being undertaken to seek any comment or feedback you may have on the proposed development in terms of potential social impacts.

We would like to invite your comment on any issues you would like us to address in this Social Impact Assessment.

If you wish to comment on the potential social impacts that may arise as a result of the proposed development, or would like additional information, please respond within 21 days from the date of this notice in writing to PO Box 319, Marrickville NSW, 1475; via email (sgeorgeconsulting@gmail.com) or by phone (Ph:0418 439 813 9.00am – 5.00pm Monday-Friday only).

Regards,

A handwritten signature in cursive script, appearing to read 'George'.

Sarah George
Social Planning Consultant

Sarah George Consulting
Social Planning Consultants
PO Box 319, Marrickville NSW 1475
Ph: 0418 439 813

20th May, 2021

Upper Hunter Showground
PO BOX 562
MUSWELLBROOK NSW 2333

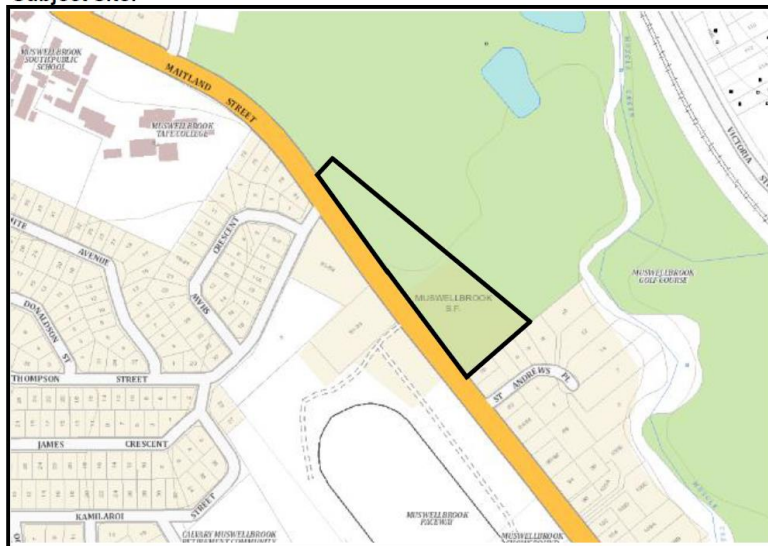
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The proposed development of the site and will include the staged development of the site as a school with a total student population of 656 from Kindergarten to Year 12, with the inclusion of a specific school for children with additional needs – the *New Hope School*.

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Regards,



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Ph: 0418 439 813

20th May, 2021

Upper Hunter Youth Services Inc
PO Box 628
MUSWELLBROOK NSW 2333

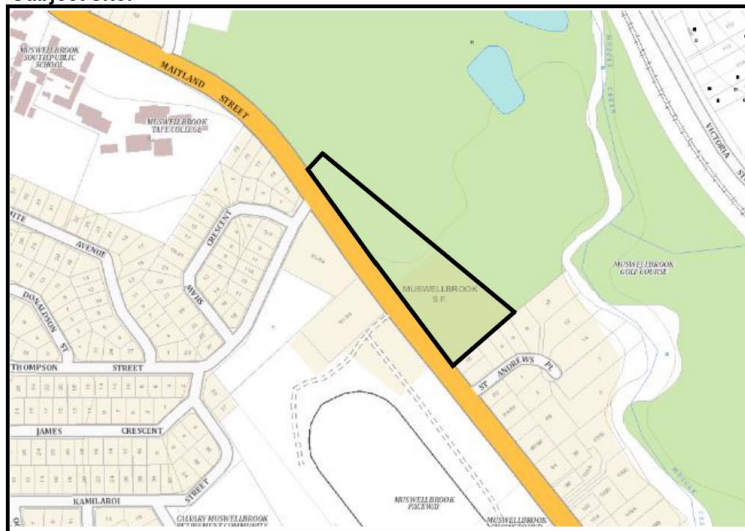
To Whom It May Concern,

**Proposed Pacific Brook Christian School
72-74 Maitland Street, Muswellbrook**

Sarah George Consulting has been engaged by the Pacific Group of Schools to prepare a Social Impact Assessment (SIA) for a proposed Educational Establishment (school) on the site at Lot 100 DP1261496, with the street address of 72-74 Maitland Street, Muswellbrook. The intent of the SIA is to assess the potential social impacts of the proposed development in the local area, and the SIA will form part of the application to be submitted to the Department of Planning and Industry.

The proposed development of the site and will include the staged development of the site as a school with a total student population of 656 from Kindergarten to Year 12, with the inclusion of a specific school for children with additional needs – the *New Hope School*.

Subject site:



Stage 0 of the development will include:

- 6 General Learning areas

Sarah George Consulting
Social Planning Consultants

- 1 Science/Art/Technology Learning area
- Amenities block for students and staff

The anticipated student population at the completion of Stage 0 will be 140, supported by 16 staff.

As part of the preparation of the SIA, community consultation is being undertaken to seek any comment or feedback you may have on the proposed development in terms of potential social impacts.

We would like to invite your comment on any issues you would like us to address in this Social Impact Assessment.

If you wish to comment on the potential social impacts that may arise as a result of the proposed development, or would like additional information, please respond within 21 days from the date of this notice in writing to PO Box 319, Marrickville NSW, 1475; via email (sgeorgeconsulting@gmail.com) or by phone (Ph:0418 439 813 9.00am – 5.00pm Monday-Friday only).

Regards,



Sarah George
Social Planning Consultant

Sarah George Consulting
Social Planning Consultants
PO Box 319, Marrickville NSW 1475
Ph: 0418 439 813

20th May, 2021

Wanaruah Local Aboriginal Land Council
19 Maitland Street
Muswellbrook NSW 2333

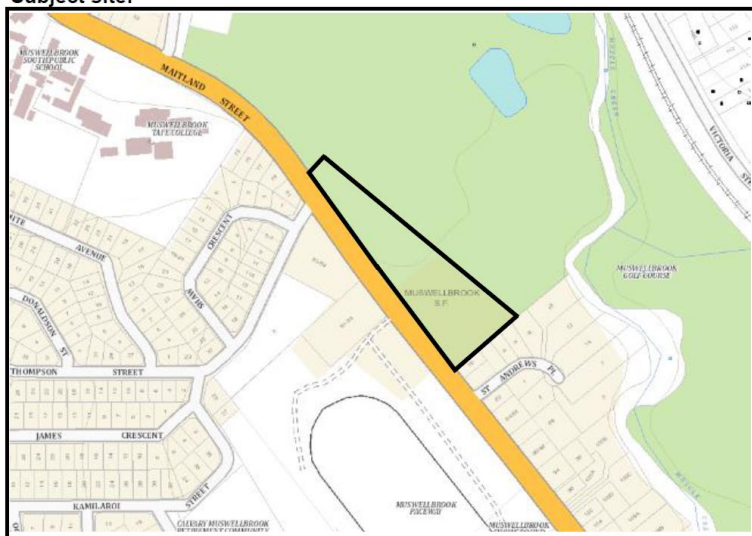
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20th May, 2021

Wonnarua National Aboriginal Corporation
254 John Street
SINGLETON NSW 2330

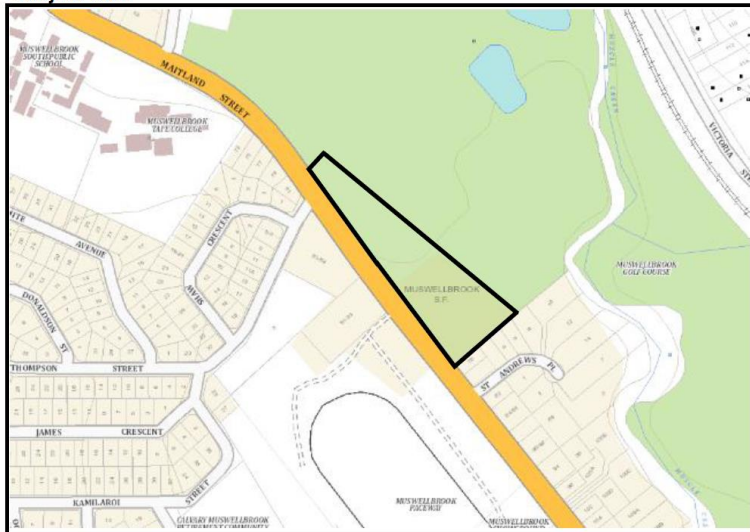
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Regards,



Sarah George
Social Planning Consultant

Dear Sarah

Thanks you for the opportunity to comment and seek clarification/information in regards to the proposed development.

We believe that there are numerous potential social/environmental and safety impacts that need to be addressed

Safety issues

1.0 HIGHWAY

The proposed school would be situated on a busy highway - constant trucks with very large loads and busy car traffic, people going to work and to other school. What plans are being proposed to

1.1 eliminate noise from the traffic in particular fast moving trucks

1.2 provide safe entry and exit lanes to the school from the busy highway for buses/cars/trade vehicles/vans and so on. How would this work for pupils/staff/parents and visitors and supply vehicles.

1.3 provide safety access for pedestrians? Lights and crossings

2.0 TRAINLINE

which runs alongside the golf course footprint-adjacent to the proposed land for the school

2.1 Noise

There are numerous trains hourly very close to the golf course, there are many trains that make extra loud noise when they do the shunting. this is not conducive to school learning.

2.2 Golf Course - potential for golf balls being hit into the school area - there is concern for the safety of the children

3.0 Air Quality

The region has numerous mines surrounding the proposed location- coal dust and poor air quality on some days together with truck and car fumes is not ideal at all for a school environment

Social impact for neighbours

The local neighbourhood would have increased noise at certain times due to school activities and Increased traffic flow and pollution as well as poor access to the main highway.

Given the noise pollution already existing in this area from the trains/trucks and golf course this extra building and activities will increase this issues significantly

.

It's seems a very poor decision to use this land ...Have any other alternatives been identified and investigated?

*Regards Audrey and Mario Fantini
12 St. Andrews Place
Muswellbrook
NSW 2333*

APPENDIX C

EXPERIENCE AND QUALIFICATIONS OF AUTHOR

Sarah George

QUALIFICATIONS:

Bachelor of Arts majoring in Psychology & Sociology (Macquarie University);
Certificate IV – Workplace Training & Assessment, Youth Work Certificate IV
(TAFE NSW), Teaching by Distance (TAFE NSW)

EXPERIENCE:

In practicing as a consultant since 2006, I have completed assignments for of clients in the private, public and government sectors, including:

- preparation of Statements of Evidence and representation as an Expert Witness in the Land and Environment Court of NSW;
- preparation of the City of Sydney Council's Alcohol-Free Zone Policy Review & Guide;
- preparation of a draft Local Approvals Policy for the City of Sydney ("Sex on Premises Venues");
- preparation of Social Impact Assessments for Development Applications, including State Significant Developments, mixed use developments, residential flat buildings, Master Plan developments, licensed premises, child care centres, boarding houses, sex services premises and schools; and
- preparation of Community Impact Statements for packaged liquor outlets, on-premises licences for submission to the Office of Liquor, Gaming and Racing.

Prior to commencing as a consultant, I worked in community organisations and in the non-Government and private sectors in numerous roles including:

- Teacher, TAFE Digital – Mental Health, Alcohol and Other Drugs, Youth Work and Community Services
- Project Officer – Education & Development & Chronic Disease Self-Management with Hepatitis NSW
- Case Manager Big Brother Big Sister Mentoring Program with the YWCA NSW
- Drug and Alcohol educator and counsellor

- Youth Worker

I also worked for several years in a Town Planning Consultancy.

Other:

Volunteer Ethics Teacher – Primary Ethics

Justice of the Peace