



Ethos Urban acknowledges the Traditional Custodians of Country throughout Australia and recognises their continuing connection to land, waters and culture.

We acknowledge the Gadigal people, of the Eora Nation, the Traditional Custodians of the land where this document was prepared, and all peoples and nations from lands affected.

We pay our respects to their Elders past, present and emerging.

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This Social Impact Assessment (SIA) contains all relevant information, has been prepared as per legal and ethical obligations, and is not false or misleading - under the assumption that the key findings of the background studies and technical reports are accurate.

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CONTENTS

1.0	Introduction	4
1.1	Overview and project background	4
1.2	Secretary's Environmental Assessment Requirements	4
1.3	Purpose and structure of this report	5
2.0	Objectives and scope of the assessment	6
2.1	Assessment framework and methodology	6
3.0	Site context	9
3.1	Site location and context	9
3.2	Site description	10
3.3	Existing development	10
3.4	Surrounding development	11
4.0	Proposed development	12
4.1	Description of the proposed development	12
4.2	Design elements	14
5.0	Strategic policy context	17
6.0	Local social context	19
6.1	Study area definition: area of social influence	19
6.2	Community profile: demographic characteristics	20
6.3	Population estimates and forecasts	22
6.4	Local social infrastructure context	23
6.5	Transport and accessibility	23
7.0	Local social issues and trends	25
7.1	Narrabri Special Activation Precinct	25
7.2	Education needs of rural and Indigenous populations	25
7.3	Innovation in school design	26
7.4	Shared use of school infrastructure	26
8.0	Community and stakeholder perspectives	27
8.1	Engagement to inform this SSDA	27
8.2	Outcomes of broader LGA-wide consultation undertaken by Narrabri Shire	36
8.3	Data considerations for this assessment	36
9.0	Social Impact Assessment	37
9.1	Assessment framework and scope	37
9.2	Key affected communities	37
9.3	Impact assessment factors and responses	38
9.4	Impact assessment factors and responses	40
9.5	Monitoring and management framework	56
10.0	Summary of social impacts: concluding comments	57
Appendix A.	Strategic policy review	59
Appendix B.	Community Profile	61

Figures

Figure 1	Site Context NSW (left) and local (right)	9
Figure 2	Aerial photography of Site	10
Figure 3	Residential Development to the North	11
Figure 4	Residential Development to the East	11
Figure 5	Public School to the south	11
Figure 6	Residential Development to the West	11
Figure 7	Indicative site layout plan	13
Figure 8	Indicative concept design, school entry	15
Figure 9	School Catchment Study Area	20
Figure 10	Age profile	21
Figure 11	Local social infrastructure context	24

Tables

Table 1	SEARs specifications and report references	4
Table 2	Strategic policy review	17
Table 3	Population estimates – 2021 to 2036	22
Table 4	Summary of community survey feedback	29
Table 5	Summary of the key consultation undertaken with stakeholders	30
Table 6	Defining magnitude levels for social impacts	39
Table 7	Defining likelihood levels of social impacts	39
Table 8	Social impact significance matrix	39

1.0 Introduction

1.1 Overview and project background

This Social Impact Assessment report supports a State Significant Development Application (SSDA) for the proposed New Wee Waa High School (SSD-21854025) at 105-107 Mitchell Street, Wee Waa, NSW. The applicant is NSW Department of Education.

Students and staff were evacuated from the current Wee Waa High School site due to ongoing health issues in late 2020. Students are currently co-located within the town's primary school in an overcrowded site. A Ministerial announcement made on 3 June 2021 committed to the construction of a new High School at Wee Waa on existing Department of Education owned land and adjacent Crown land as an urgent priority. The site is located on Mitchell Street/ Kamilaroi Highway and is legally described as Lot 1 DP577294, Lot 2 DP550633 and Lots 124-125 DP757125.

The SSDA seeks consent for the construction of a new high school with a capacity of approximately 200 students in a two-storey building (with future growth potential for up to 300 students, subject to funding and service need), an Indigenous Cultural Centre, sporting fields and associated civil and utilities works. For a detailed project description refer to the EIS prepared by Ethos Urban.

This report addresses the requirement for a Social Impact Assessment (SIA) specified in the NSW Department of Planning, Industry and Environment (NSW DPIE)'s Secretary's Environmental Assessment Requirements (SEARs) for the project – as set out in **Section 1.2** below. It follows the principles set out in the *Social Impact Assessment Guideline for State Significant Projects* (SIA Guideline) released by NSW DPIE in July 2021.

1.2 Secretary's Environmental Assessment Requirements

The NSW Department of Planning, Industry and Environment DPIE issued SEARs to the applicant on 6 July 2021 for the preparation of an Environmental Impact Statement for the proposed development. The SEARs outline the following requirements (see **Table 1**).

Table 1 SEARs specifications and report references

SEARs	Where addressed in this report
Social Impact Assessment	
Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guideline.	Chapter 9.0
Relevant Policies and Guidelines: <ul style="list-style-type: none"> Social Impact Assessment Guideline (Department of Planning, Industry and Environment) 	

1.3 Purpose and structure of this report

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

This report includes the following components:

- Project summary and site context.
- Baseline analysis of the designated area of social influence of the development, including current and forecast population profile, and existing social infrastructure networks.
- Strategic policy context, including relevant state and local government drivers.
- Social issues and trends relevant to the proposed development.
- Community and stakeholder perspectives of relevance to the proposed development.
- Predicted social impacts of the proposed development at this location, along with recommended mitigation and enhancement measures.
- A suggested social impact monitoring and measurement plan has also been provided - as per the SIA Guideline.

2.0 Objectives and scope of the assessment

2.1 Assessment framework and methodology

Social Impact Assessment (SIA) involves the analysis of social changes and impacts on communities that are likely to occur as a result of a particular development, planning scheme, or government policy decision. The purpose of Social Impact Assessment is to assess the impacts of the development, both positive and negative, for all stages of the project lifecycle for key stakeholders and the broader affected community.

2.1.1 Social Impact Assessment

The assessment of social impacts in this report has been based on *Social Impact Assessment Guideline for State Significant Projects* (SIA Guideline) released by the NSW Department of Planning, Industry and Environment in July 2021. The SIA Guideline is considered by NSW Government to represent best practice in social impact assessment processes, and provides a consistent framework and approach to the assessment of social impacts associated with all state-significant projects and developments in NSW.

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

The assessment involves a number of steps, including a baseline analysis of the existing socio-economic environment of a defined study area or areas; identifying list of stakeholders and considering their views; scoping of relevant issues; identification and assessment of potential impacts against the specified suite of factors set out in the SIA Guideline; determination of the significance of the impacts, and identification of measures to manage or mitigate the project's potential negative impacts and enhance potential benefits.

This methodology employed in preparing this SIA is designed to ensure that the social environment of communities potentially impacted by a project is properly accounted for and recorded, and anticipated impacts are adequately considered and assessed.

2.1.2 Social factors for assessment

The SIA Guideline classifies social impacts in the following way, which forms the core basis of this assessment:

- **Way of life:** how people live, get around, work, play and interact with one another each day
- **Community:** its composition, cohesion, character, how it functions, resilience, and people's sense of place
- **Accessibility:** how people access and use infrastructure, services and facilities (private, public, or not-for-profit)
- **Culture:** both Aboriginal and non-Aboriginal - people's shared beliefs, customs, practices, obligations, values and stories, and connections to Country, land, waterways, places and buildings
- **Health and wellbeing:** people's physical, mental, social and spiritual wellbeing – especially for people vulnerable to social exclusion or substantial change, psychological stress (from financial or other pressures), access to open space and effects on public health
- **Surroundings:** access to and use of natural and built environment, including ecosystem services (shade, pollution control, erosion control), public safety and security, as well as aesthetic value and amenity
- **Livelihoods:** including people's capacity to sustain themselves through employment or business
- **Decision-making systems:** the extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.

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

2.1.3 Assessment methodology

Stages in the preparation of this Social Impact Assessment are as follows:

- Baseline analysis of the existing socio-economic environment, involving:
 - Study area definition, including primary and secondary geographic areas likely to be impacted (see **Chapter 6.0** of this report)
 - Demographic analysis, including socio-economic characteristics of current communities and population forecast (see **Chapter 6.0**)
 - Review of relevant background information, along with relevant local and state policy frameworks (see **Chapter 5.0**)
- Stakeholder and community engagement: Findings of stakeholder and community consultation undertaken by School Infrastructure NSW and NSW Department of Education have been reviewed to identify community and stakeholder aspirations and values (see **Chapter 8.0**).
- Scoping of issues: Analysis of potential impacts during and post-construction, with each of the directly affected communities and other stakeholders identified in relation to the way they may be affected. Both positive and negative potential issues are identified. An SIA Scoping Checklist has been prepared at the outset of this assessment, in line with the specifications of the NSW DPIE *SIA Guideline* (2021), and provided to the proponent. The scoping process has underpinned the social impact assessment in **Chapter 9.0**.
- Identification of impacts as per the *Draft SIA Guideline* parameters. The social impact assessment ultimately appraises the significance of each identified impact based on its duration, extent and sensitivity of impact “receivers.” This results in a social significance rating for impacts and benefits, as per the social impact significance matrix shown in **Chapter 9.0**.
- Identification of mitigation strategies to manage impacts and enhance benefits of the development (**Chapter 9.0**).

2.1.4 Information sources and assumptions

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

- *ABS Census of Population and Housing 2016* (Australian Bureau of Statistics, 2016)
- *Design Guide for Schools* (Government Architect NSW, 2018)
- *NSW Infrastructure Strategy 2018-2038* (NSW Government, 2018)
- *Premier’s Priorities* (NSW Government, 2019)
- *Narrabri Shire Community Strategic Plan 2017-2027 – Your Voice, Our Future* (Narrabri Shire)
- *Narrabri Shire Local Strategic Planning Statement – Narrabri 2040* (Narrabri Shire, 2016)
- *School Assets Strategic Plan* (NSW School Infrastructure, 2017)
- *Social Impact Assessment Guideline for State Significant Projects* (NSW DPIE, 2021)
- *Strategic Plan 2018 – 2022* (NSW Department of Education, 2018)
- *Transport for NSW Population Projections 2020* (TfNSW, 2020)

Assumptions applied to complete this SIA include:

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

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

3.0 Site context

3.1 Site location and context

The site is located at 105-107 Mitchell Street, Wee Waa within the Narrabri Shire Council Local Government Area (LGA). Wee Waa is located in the New England Region of Upper Central NSW and sits adjacent to the Namoi River, approximately 40km north-west of Narrabri and 570km north-west of Sydney.

The site is in proximity to the Kamilaroi Highway which is a key transport connection to the town and runs north-east through the centre of Wee Waa, providing connection to western NSW and Narrabri in the east. The site's locational context is shown at **Figure 1**.



Figure 1 Site Context NSW (left) and local (right)

Source: SHAC

3.2 Site description

The site is roughly L-shaped and has an approximate area of 6.03 hectares. The site has a frontage of approximately 390m to Mitchell Street along the southern boundary (which is part of the Kamilaroi Highway), a 190m frontage to Charles Street along the western boundary and a 100m frontage to George Street along the eastern boundary. Mitchell Street, as part of Kamilaroi Highway, is a key movement corridor, particularly during the harvest season, when B-Double trucks and combine harvesters move along the road and pass through Wee Waa and the site.

Three of the four allotments are Crown Land, with the fourth owned by the NSW Department of Education. A lease currently exists over the Crown Land to permit site investigation works to be undertaken, expiring in February 2022. SINSW are yet to confirm the acquisition of the Crown Land parcels.

An aerial photograph of the site, allotments and surrounding development is shown at **Figure 2** below.

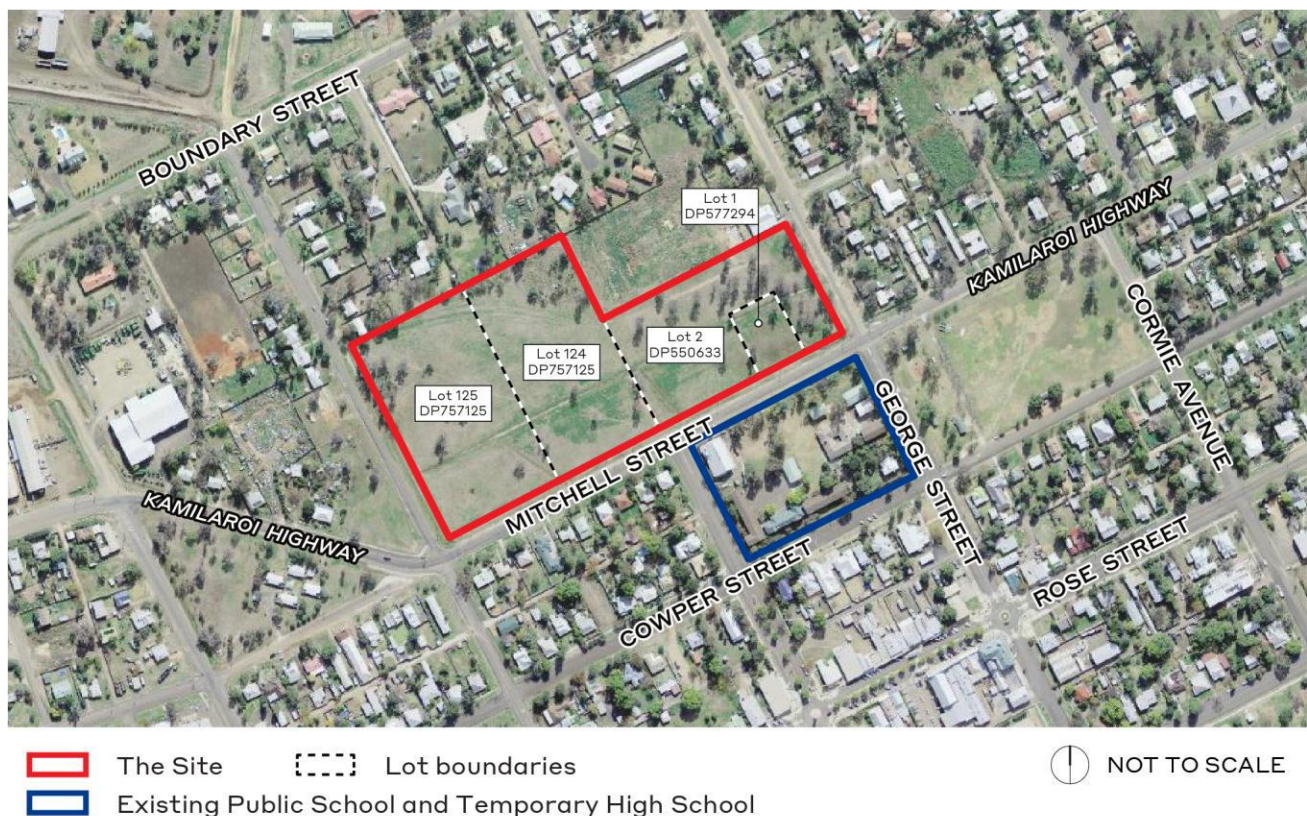


Figure 2 Aerial photography of Site

Source: Ethos Urban

3.3 Existing development

The site is currently undeveloped with a range of sparsely scattered trees throughout the site. There is an established stand of mature Eucalypt Tree in the north-east portion and small dense trees along the north-western corner. The remainder of the site is flat grassland. The site contains existing stormwater channels which provide for drainage needs. The primary one is located through the centre of the site and runs from George Street to Charles Street. This primary catchment is fed by three smaller channels, feeding into Mitchell Street.

3.4 Surrounding development

The site is surrounded by the following development (refer to Error! Reference source not found.-6 for images):

- **To the north:** A large 1.3 hectare privately owned residential property adjoins the site in the north-east, with a residence fronting George Street and open space in the west of the site. Otherwise to the north of the site is generally low-density, single-storey residential dwellings to Boundary Street.
- **To the east:** Across George Street are low-density, single-storey residential dwellings. Across the George Street/Mitchell Street intersection is Dangar Park, Wee Waa's primary public open space.
- **To the south:** Directly across Mitchell Street is Wee Waa Public School (the site of the current temporary high school). Also across Mitchell Street are several blocks of low-density, single-storey residential dwellings. The Wee Waa commercial centre is located approximately 250m down Church Street to the south-east.
- **To the west:** Across Charles Street are several low-density, single-storey residential dwellings. A tractor and agricultural machinery sales centre is also located in the adjacent block across Charles Street.



Figure 3 Residential Development to the North

Source: Google Maps



Figure 4 Residential Development to the East

Source: Google Maps



Figure 5 Public School to the south

Source: Google Maps



Figure 6 Residential Development to the West

Source: Google Maps

4.0 Proposed development

4.1 Description of the proposed development

This chapter of the report provides a detailed description of the proposed development.

The SSD Application seeks consent for the construction of a new two-stream high school with a capacity of 200 students (with future growth potential for up to 300 students, subject to funding and service need). Specifically, the SSD Application seeks approval for the following development:

- Site preparation and earthworks as required.
- Construction of the following:
 - A new two-storey school building arranged in a U-shape courtyard typology, including teaching spaces, library/administration, staff facilities, and a multi-purpose gymnasium/hall.
 - A Covered Outdoor Learning Area (COLA).
 - One grass sport field with a perimeter running track and asphalt playing courts.
 - A standalone single-storey Agricultural and Environment Centre building.
 - A standalone single-storey Indigenous Cultural Centre.
 - Internal vehicular access from George Street running east-west through the site.
 - Two at-grade car parking areas with a total of 40 parking spaces.
- Augmentations to the road network as required to ensure road safety, including a dedicated drop off/pickup area and bus bay along George Street.
- Removal of trees as required and retention where possible.
- Installation of landscaping, additional tree planting and fencing to integrate with the design of the new school.
- Installation of signage and public art.
- Installation and augmentation of associated services infrastructure to service the new school.

Additional works associated with the school site, but under separate planning pathways include:

- An overland flow management area along the southern and western boundaries of the site (flood mitigation works within this area and elsewhere in Wee Waa locality under separate planning pathway)
- Retention and upgrade of the existing agricultural plots at the existing school site located at 1 Purcell Avenue to be used by the new school (under separate planning pathway).
- Augmentation of electricity network including new pole-mount substation (under separate planning pathway).

The indicative layout plan is shown at **Figure 7** over page.

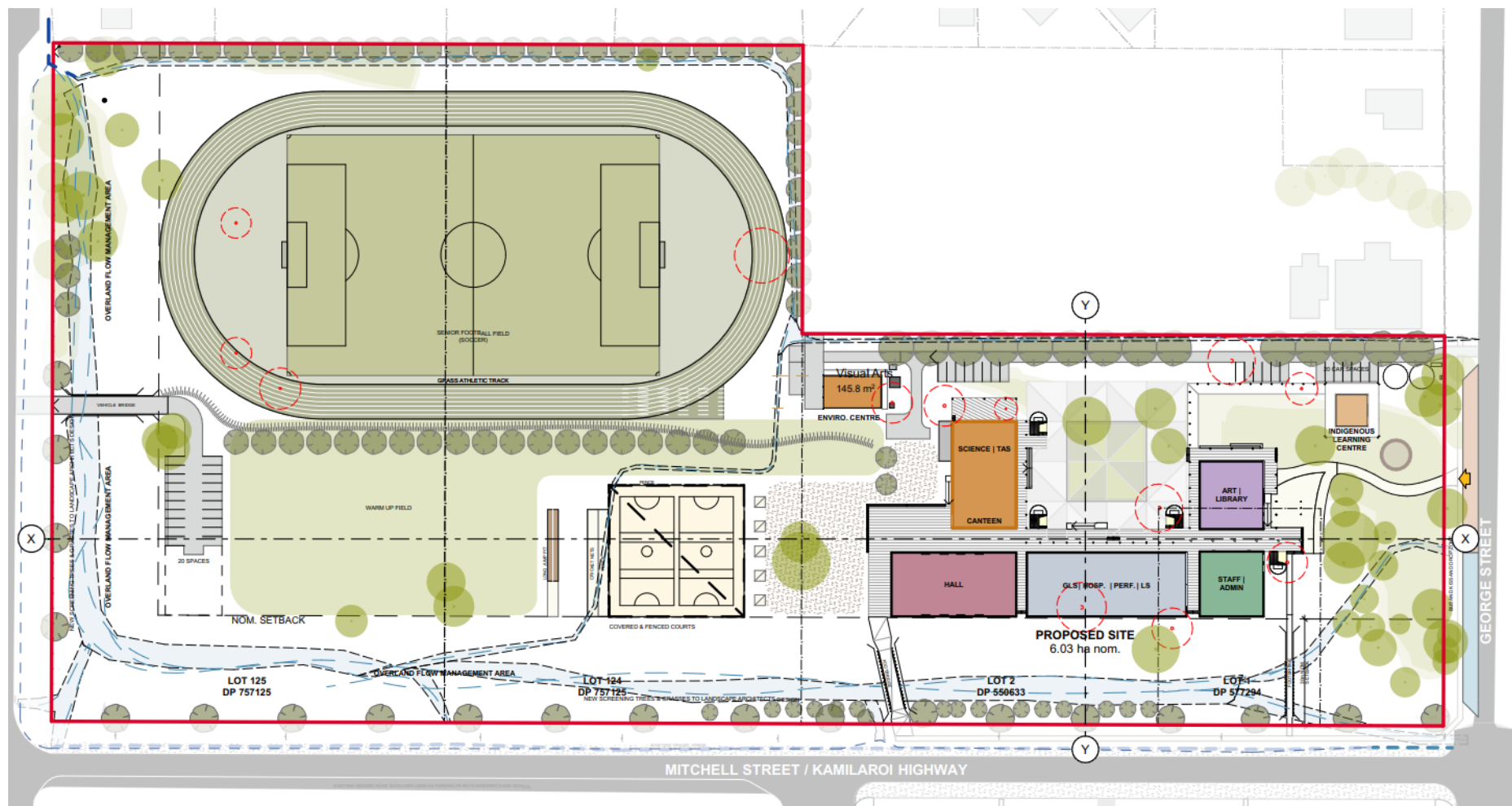


Figure 7 Indicative site layout plan

Source: SHAC

4.2 Design elements

The following section identifies the principles that have informed the development of the design for the New Wee Waa High School.

4.2.1 Design principles

Wee Waa High School Concept Design Report (SHAC 2021) highlights following principles that have informed the proposed design:

- **Site influencing architectural concept:** Motifs of Water, Harvest, and Gathering have been embedded in design.
- The architectural concept was driven by the schools physical, operational context and uniqueness as well as addressing key functional requirements identified during the masterplan process. The areas identified included:
 - **Site:** The positioning of the proposed school rests adjacent the existing eucalypt forest and native grass meadow, to promote a strong connection to the surrounding landscape, and minimise the development's physical intervention on the site.

- **Relationship:** The adjacent Public School strengthens the town's core, creating a centralised location for education, student drop-off & pick-up, and addresses safety concerns along the Kamilaroi Highway

- **Climate:** The built form shelters from harsh westerly weather, provides access to favoured northerly sun in winter, and affords shade in the heat of summer at the peripheries and under large, covered play spaces.

The north-facing central courtyard supports a sense of community, and allows for passive observation and active participation in activities across the playground/ campus, and connects the campus by minimising distances between learning spaces.

- **Palette:** The chosen colour palette reflects the nearby Piliga forest, greys and glimpses of yellow wattle, the flight of the cockatoo and the native grasses in the sunlight. It creates a rhythm of colour and texture across the street facade to the Kamilaroi Highway, creating pride of place and street presence within the community.
- **Entry:** The main school entry & administration is located along the main street frontage of the Kamilaroi Highway and adjacent the proposed, upgraded pedestrian crossing from Wee Waa Public School, appropriate for way-finding and connection between education campuses, in turn creating a more accessible and approachable school campus with an opportunity for shared facilities.
- **Circulation:** Adopting the Australian vernacular of the veranda, the proposal utilises its performative and spatial qualities. Clear identifiable entry, circulation spines and an external street-scape of shared informal learning areas are formed, with multiple entry points from playground to reduce load.
- **Learning:** The learning spaces able to be shared with the community, such as the Gymnasium and Library, are located on the periphery of the built form for ease of access and adjacent sports fields and play spaces, to harness and strengthen connection of these functions with the surrounding landscape and native vegetation, and highlight their shared use to the community. This creates a sense of ownership and pride of the school, in turn aiding supervision/surveillance of the school after hours.
- **Binaalbaar Indigenous Cultural Centre:** The Indigenous Cultural Centre, Binaalbaar, is a separate built form embedded in the landscape, proposed atop an earth mound to remain above the flood level but connected to the landscape, adjacent the Native Grass Meadow and a Community Circle. The Centre is accessible from the on site car park or past the Library from the main entry, accommodating a multitude of approaches to suit the end user.
- **Culmination of investigations/ identified opportunities/ constraints:** Given the need and desire for Modern Methods of Construction (MMC), the buildings are designed on a 3,750 x 3,000mm grid to accommodate and maximise the size of the building portions that can fit on the specified truck, minimising the amount of truck movements required to deliver to site. This resulted in the depth of the floor plates whilst still maintaining opportunities for cross ventilation and access to natural daylighting, as well as delivering the required areas within the EFSG for a 2 Stream High School.



Figure 8 Indicative concept design, school entry

Source: SHAC

4.2.2 Connecting with Country: Aboriginal cultural heritage and living cultures

Indigenous elements are proposed to be included in the design, where appropriate and approved by Indigenous stakeholders. An integral part of the School is the proposed Indigenous Cultural Centre, which will be a free-standing facility with its own identity away from the primary built form on the site.

The Indigenous Cultural Centre Concept Design has been carefully considered and informed in close collaboration with the local Indigenous community and Wee Waa High School. The proposed Centre reflects the importance of being easily accessible to the broader community and the need to maximise its connection with the existing natural landscape setting co-located with the School. The subject site is fundamental to the ancient topography of the region and Peoples, situated within the Namoi River Valley.

The Centre will be a story telling space, which is accessible for community use. Location of these facilities is sited, to both allow privacy, should the community wish, but also enable synergy and interaction with other school facilities on the site.

Connection with Country is emphasised throughout the design process. User Group workshops and meetings with Wee Waa High School's Aboriginal Education Officer (AEO) have discussed the following approaches:

- Wayfinding and signage: 'Belong' is to be a key word ingrained into the culture of the school, facilitating close knit social clan engagement and visibility. The way-finding and welcome signs are to be in native language including "we are on Gamilaraay lands".
- Totems and murals: Totems play an integral role in Indigenous identity within the Kamilaroi nation. Opportunities exist to utilise an existing \$20k Totem grant at the new school to incorporate totems and murals within or upon the buildings and surrounding landscape.
- Teaching facilities: The existing school has a stand alone centre; 'Binaalbaa room', meaning 'A learning place'. The new Indigenous Cultural Centre is to include a "community circle" / yarning circle for sharing stories.

- **Landscape:** Opportunities for cultural narrative through space for interpretive artwork, planting, materiality and functional spaces. The local Native Grasses are used as part of a pre-colonial indigenous agriculture study. Native grass fields onsite can assist further research and development of application. Future visions to create a 'Food Park' will unite local people from all walks of life with an interest in investigating and using native plant food species.

4.2.3 Shared use of school facilities

The design and site layout enable shared use by the local community. For example, after hours entry points have been designed to facilitate ease of access for the community whilst minimising interaction with the school community and spaces.

The school design has been developed in consultation with the Wee Waa High School staff and stakeholders. It is therefore anticipated, that during operation, there is a high ability for staff and students to adapt to the new facilities on the site, due to consideration of user preferences, and their proposed quality and design. (Refer to Wee Waa High School Concept Design Report (SHAC 2021) for further details on site architecture and design).

5.0 Strategic policy context

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

- *Premier's Priorities* (NSW Government, 2019)
- *NSW Infrastructure Strategy 2018-2038* (NSW Government, 2018)
- *Strategic Plan 2018 – 2022* (NSW Department of Education, 2018)
- *School Assets Strategic Plan* (NSW School Infrastructure, 2017)
- *Community Use of School Facilities Policy* (NSW Department of Education, 2021)
- *Design Guide for Schools* (Government Architect NSW, 2018)
- *Narrabri Shire Local Strategic Planning Statement* (Narrabri Shire Council, 2016)
- *Narrabri Shire Community Strategic Plan* (Narrabri Shire Council, 2017)

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

Table 2 Strategic policy review

Policy themes	Implications for Social Impact Assessment	Relevant documents
Growing demand for new education facilities	<ul style="list-style-type: none"> • NSW school enrolments are expected to increase by approximately 25% over the next 20 years. Whilst more than 80% of the growth occurring in the Sydney region, it is a state priority to “deliver infrastructure to keep pace with student numbers and provide modern, digitally-enabled learning environments for all students” (pg. 188). • It is a goal of the NSW Department of Education’s strategic plan to ensure that state school infrastructure is able to meet the needs of a growing population and facilitate “future-focused” (pg. 1) learning and teaching. • It is a community priority to see improved educational services and learning pathways in Narrabri Shire. It is an objective of the Narrabri Community Strategic Plan to ensure that “schools are provided with the resources required to deliver quality learning outcomes and retain student numbers” (pg. 16). 	<ul style="list-style-type: none"> • NSW Infrastructure Strategy 2018-2038 (NSW Government, 2018) • Strategic Plan 2018 – 2022 (NSW Department of Education, 2018) • Narrabri Shire Community Strategic Plan (Narrabri Shire Council, 2017)
Population growth and diversity in Narrabri LGA	<ul style="list-style-type: none"> • Narrabri Shire Council aims to reach a population of 14,000 by 2040. This is likely to be facilitated by the growth of mining and agriculture industry sectors in Narrabri LGA. Continuing to develop a strong education and training sector is vital to grow, attract, and retain a younger demographic. • Aboriginal and Torres Strait Islander people make up 12.2% of Narrabri LGA’s population. 	<ul style="list-style-type: none"> • Narrabri Shire Local Strategic Planning Statement (Narrabri Shire Council, 2016) • Narrabri Shire Community Strategic Plan (Narrabri Shire Council, 2017)
Creating flexible, adaptable educational spaces which meet contemporary student needs	<ul style="list-style-type: none"> • There is a need to develop education facilities that can adapt to changing community needs over time. Government Architect NSW has emphasised the need for schools to cater for changing demographics and new teaching practices. Schools may need to include collaborative spaces, display areas, student breakout spaces, teacher meetings, and reflective/ quiet spaces. 	<ul style="list-style-type: none"> • Design guide for schools (Government Architect NSW, 2018)
Improving educational outcomes for students in NSW	<ul style="list-style-type: none"> • It is a Premier’s Priority to improve education results for children and increase the proportion of public school students who perform in the top two NAPLAN bands for literacy and numeracy by 15% by 2023. • High quality school facilities play a role in improving learning outcomes. • Aboriginal and Torres Strait Islander people make up 12.2% of Narrabri LGA’s population. It is a state and local government priority to improve Indigenous education outcomes. 	<ul style="list-style-type: none"> • Premier’s Priorities (NSW Government, 2019) • Narrabri Shire Community Strategic Plan (Narrabri Shire Council, 2017)

Policy themes	Implications for Social Impact Assessment	Relevant documents
Delivering connected neighbourhoods which are accessible and include a network of schools and social infrastructure	<ul style="list-style-type: none"> Schools contribute towards creating and supporting inclusive and vibrant neighbourhoods. There is an opportunity for schools to play a critical role as community hubs, providing facilities which are social connectors within the broader community, and which foster healthy, culturally rich, and resilient communities. It is a Council priority to create more walkable and accessible places in Narrabri LGA in order to ensure community access to essential infrastructure and services. This will involve the delivery of social infrastructure in optimal locations, close to people's homes. 	<ul style="list-style-type: none"> Design guide for schools (Government Architect NSW, 2018) Narrabri Shire Local Strategic Planning Statement (Narrabri Shire Council, 2016)
Shared use of school facilities by the broader community	<ul style="list-style-type: none"> It is a School Infrastructure NSW priority to encourage community use partnerships between schools and local governments. Halls, libraries and sporting fields can be shared with the wider community outside of school hours. Planning Priority 8 of the Narrabri Shire Local Strategic Planning Statement states that public spaces should be "accessible and enjoyable by all for free and without a profit motive" (pg. 52). This includes open spaces, sport facilities, and other social infrastructure. 	<ul style="list-style-type: none"> School Assets Strategic Plan (NSW School Infrastructure, 2017) Community Use of School Facilities Policy (NSW Department of Education, 2021) Narrabri Shire Local Strategic Planning Statement (Narrabri Shire Council, 2016)
Supporting community wellbeing and liveability	<ul style="list-style-type: none"> It is a vision of the Narrabri Shire Local Strategic Planning Statement to establish Narrabri LGA as "a strong and vibrant regional growth centre providing a quality living environment for the entire Shire community" (pg. 23). Narrabri Shire Council recognises the importance of social infrastructure provision for social connectivity and accessibility. It is a Council priority to improve community access to high-quality community facilities which facilitate social gathering and meet community needs and aspirations. 	<ul style="list-style-type: none"> Strategic Plan 2018 – 2022 (NSW Department of Education, 2018) Narrabri Shire Community Strategic Plan (Narrabri Shire Council, 2017)

6.0 Local social context

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

This section provides an analysis of the existing social characteristics of the community within the identified study areas to better understand the potential characteristics and context of the existing community that may be impacted by the proposed development.

6.1 Study area definition: area of social influence

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

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

Both the Primary Study Area and School Catchment Study Area (described below) have been benchmarked against the social profile of residents living within Narrabri Shire, due to the broader impacts and benefits that the proposed development will likely have on the broader surrounding community. In addition to this, benchmarks of the existing population profile and growth profile of NSW (excluding Greater Sydney) has been outlined throughout this analysis.

Primary Study Area

For this assessment, a Primary Study Area (PSA) has been defined to represent the local community within the immediate area of the site. A PSA typically includes residents living within a short walk (~400m radius) of the subject site, i.e. people most likely to experience impacts associated with construction phase of the project, as well as many of the impacts and benefits associated with the operation of the proposed development at this site.

The PSA for this assessment has been defined using boundaries of the four SA1s that capture the population of the Wee Waa township, which also includes those living within 400m of the subject site:

- There are likely to be localised social impacts relating to the immediate surrounds of the site, for example impacts associated with the construction phase of the proposed development (i.e. changes to amenity, access, noise, air quality etc).
- Longer term impacts such as increased activity in the area are also anticipated to occur within the Primary Study Area, as well as likely changes to community sense of place, or perceptions of safety.

School Catchment Study Area

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

The SCSA has been defined using SA1 boundaries which best intersect with the school catchment (see **Figure 9** over page). As the SCSA is not defined using official statistical boundary areas, the SA1 boundaries used do not precisely match the SCSA. Despite this, the area captured using SA1's best aligns with the SCSA boundary and still provides an accurate representation of the local community profile characteristics for the purposes of this assessment.

Note that since approximately half of the SCSA population lives within the PSA, there are commonalities in the two population profiles.

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

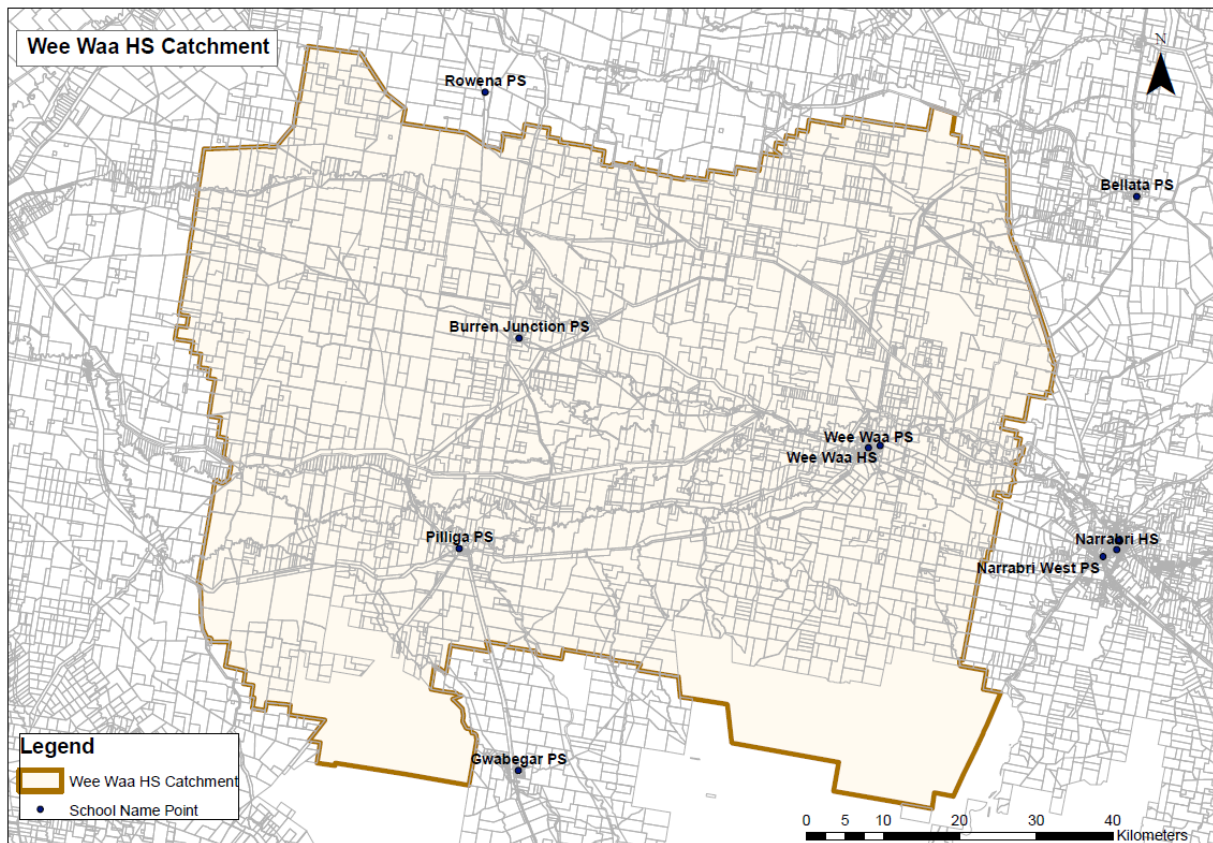


Figure 9 School Catchment Study Area

Source: NSW Department of Education

6.2 Community profile: demographic characteristics

This section provides an overview of the existing social context surrounding the site. An overview of the demographic and socio-economic profile of study areas are compared to the Narrabri Shire, and NSW (excluding Greater Sydney) benchmark. This profile (other than the 2021 population estimates) is based on 2016 ABS Census of Population and Housing data. Detailed profile is available in **Appendix B**.

The key findings of the community profile within the PSA and SCSA are highlighted below:

- Population estimates (further discussed in **Section 6.3**) show that **as of 2021, there are approximately 1,630 residents in the PSA, and 3,260 residents in the SCSA.**
- A median age of 37 within the PSA and 40 within the SCSA.** This compares to a median age in Narrabri Shire of 40.0, and somewhat lower than NSW at 43.0 years (excl. Greater Sydney). This slightly lower median age within the PSA is driven by the relatively higher share of children aged below 5 years (8.7%), and high school aged children between 12-17 years at 8.9%. There is also a higher share of young adults in the PSA by comparison to the other study areas, where persons aged 18-24 represent 8.0% of the resident population, and persons aged 25-34 years at 12.2%. This compares to 7.2% and 11.4% for the same age profile groups in Narrabri Shire LGA. (See **Figure 10** over page)
- A high proportion of Indigenous Australians residing within the PSA.** Approximately 20% of PSA residents identify as being of Aboriginal and/or Torres Strait Islander descent. Similarly, the Indigenous Australian population of the SCSA is at 15.3%, compared to Narrabri Shire at 12.2%. This is notably higher than the NSW (excl. Greater Sydney) average for Aboriginal and or Torres Strait Islander residents of just 5.5%. As such, the proposed high school will be operating within a culturally important and sensitive community.

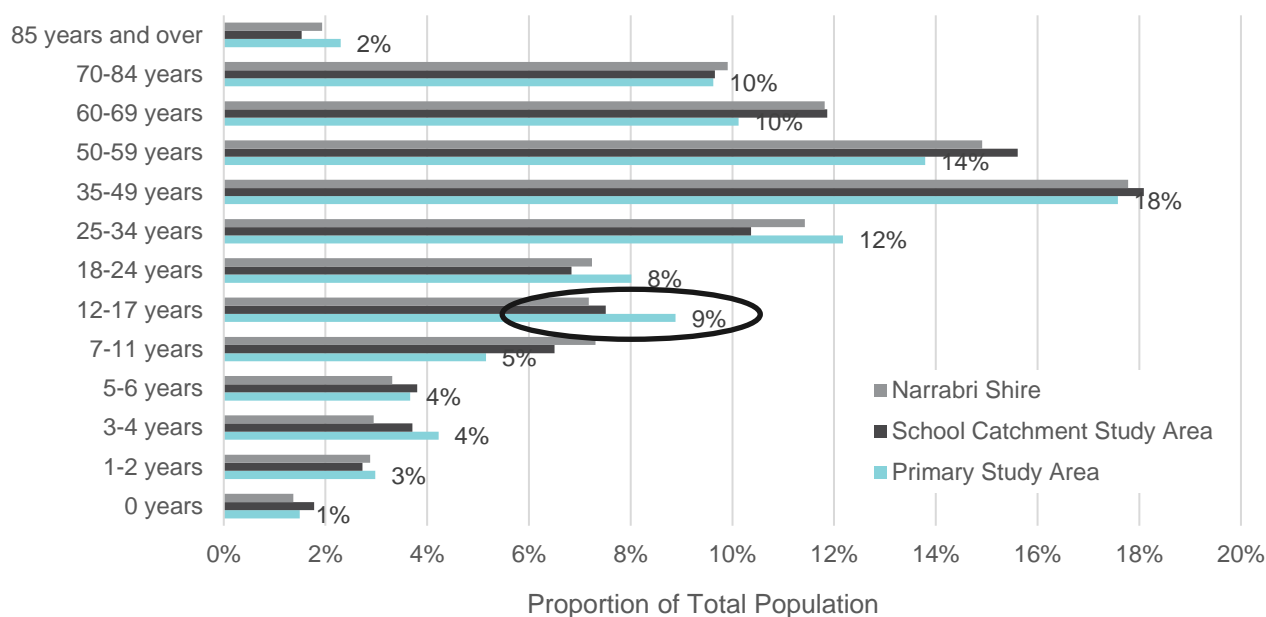


Figure 10 Age profile

Source: ABS Census of Population and Housing (2016)

- Some 20% of PSA residents are attending education.** The rate of the total resident population in the PSA attending education is relative to the SCSA and NSW benchmarks. Of the 20.1% of residents attending education in the PSA, some 34.0% attend secondary school, which is higher by comparison to the SCSA at 29.3%, and NSW at 28.6%.
- PSA and SCSA residents have slightly lower levels of educational attainment by comparison to NSW benchmarks.** Just 36.7% and 38.8% of PSA and SCSA residents have completed year 12 or equivalent, below the NSW (excl. Greater Sydney) benchmark of 43.7%.
- PSA and SCSA households have low median annual household incomes** of \$52,880 and \$55,740 per year. This equates to being -13.6% and -8.9% lower than the NSW (excl. Greater Sydney) median of \$61,200. This data demonstrates that residents in the study areas are likely to experience greater extents of economic disadvantage by comparison to other regions in NSW.
- Dwellings within the PSA and SCSA are primarily occupied by families** at 62.6% and 66.1%, respectively. Of all households, some 39.7% in the PSA are couple or single families with children, and similarly 40.6% in the SCSA. Around a third (33.6%) of households in the PSA are occupied by lone persons. This compares to 30.8% in the SCSA, and 27.6% in NSW (excl. Greater Sydney). This mix of household compositions demonstrates that the region is characterised by a large share of families, with and without children, as well as a significant number of lone persons that are likely attributed to the share of elderly residents or young singles across the study area.
- PSA and SCSA residents experience higher levels of social and economic disadvantage by comparison to other regions across NSW.** Data available on the ABS website² shows that Wee Waa residents typically experience high levels of disadvantage, with the PSA SA1s within the lowest two quintiles of the measure. Similarly, Narrabri Shire scores relatively high levels of disadvantage by comparison to other LGAs within NSW, with an averaged quintile of two (2) across the Shire. This higher level of disadvantage in the area would likely to be driven by a number of social and economic issues, including access to education and skilled jobs, access to health services, lower incomes, which is influenced by remoteness.³

² IRSAD interactive map, Australian Bureau of Statistics (accessed October 2021)

www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2033.0.55.001~2016~Main%20Features~IRSAD%20Interactive%20Map~16

³ The Socio-Economic Indexes for Areas (SEIFA) are produced by the Australian Bureau of Statistics to describe various aspects of advantage and disadvantage, in terms of people's access to material and social resources, and their ability to participate in society. The Index of Relative Disadvantage factors in issues such as income, employment, occupation, education, housing and English proficiency. Each of these inequities signify substantial barriers which may prevent people from accessing and benefiting from health services within the area.

6.3 Population estimates and forecasts

Population estimates and forecasts for the PSA and SCSA are shown below in **Table 3**. For the purposes of this assessment, population forecast have been prepared with reference to official forecasts from Transport for NSW, and rebased to 2021 with consideration to the latest population estimate from ABS for 2020.

Population estimates show that as of 2021, there is approximately 1,630 residents in the PSA, and 3,260 residents in the SCSA.

Population projections show that both study areas have a slowly declining population, where in 2036 the PSA population will have slightly declined by -110 to 1,520 residents, while the broader SCSA will similarly decrease by -250 to a total of 3,010 residents. This decline is consistently spread across all age groups, with the exception of residents aged over 70 years, indicating a slightly ageing population. The decline in younger age groups may be driven by factors such as rural-urban migration, where young adults may seek education and employment opportunities in regional or metropolitan centres. This has flow on effects to the number of adults residing in the study areas in the longer term, and therefore the potential number of young children being raised in families.

Despite the above, the population decline is only minimal and does not reflect a decline in demand for educational facilities in Wee Waa. Based on the current and projected population estimates, there still remains a number of primary and secondary school aged children in the PSA and SCSA that will require access to educational facilities in Wee Waa both currently and in the future, particularly in the context of the current co-location of educational facilities for secondary students in temporary structures on the site of the local primary school, at an overcrowded site.

Table 3 Population estimates – 2021 to 2036

	2021		2036		Change 2021-2036	
<u>Age Group</u>	<u>PSA</u>	<u>SCSA</u>	<u>PSA</u>	<u>SCSA</u>	<u>PSA</u>	<u>SCSA</u>
0-4 years	130	260	110	240	-20	-20
5-9 years	120	280	100	230	-20	-50
10-14 years	120	230	90	190	-30	-40
15-19 years	120	180	110	160	-10	-20
20-34 years	340	660	300	600	-40	-60
35-49 years	270	570	260	570	-10	0
50-59 years	180	400	150	330	-30	-70
60-69 years	150	330	130	270	-20	-60
70-74 years	90	150	100	150	10	0
75-84 years	80	170	110	210	30	40
85 years and over	30	30	60	60	30	30
Total	1,630	3,260	1,520	3,010	-110	-250

Source: Transport for NSW, ABS 2020

6.4 Local social infrastructure context

A review of the existing local social infrastructure has been undertaken to inform the Social Impact Assessment. An overview of the local social infrastructure context is provided below, identifying key social infrastructure within a local 800m catchment of the site (a distance equivalent to approximately 10-minute walk). A map illustrating the approximate area is shown in **Figure 11** over page.

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

Educational facilities: There are three educational facilities within walking distance of the site, including Namoi Valley Christian School, St. Joseph's Primary School, and Wee Waa Public School (where the Wee Waa High School is currently temporarily co-located). The map also shows the location of the existing Wee Waa High School building (outside the 800m catchment), the site that has recently been vacated due to significant health concerns, and driving the need for the new high school development.

- **Community facilities:** There are three community facilities within walking distance of the site: Wee Waa Neighbourhood Centre, Namoi Care Connect, and Wee Waa & District Bowling Club.
- **Open space and recreational facilities:** There are four open spaces and recreational facilities located within walking distance of the site, including Dangar Park, Wee Waa Showgrounds, Wee Waa Memorial Swimming Pool, and Ludowici Park.
- **Health and aged care facilities:** There are three health and aged care facilities located within walking distance of the site, including Genevieve Graaf Podiatry, Wee Waa Medical Centre, and Wee Waa Community Hospital.
- **Places of worship:** There are three places of worship within walking distance of the site: St. Augustine's Anglican Church of Australia, St. Andrew's Catholic Church, and Presbyterian Church.

6.5 Transport and accessibility

The site is walkable from the Wee Waa Coach Stop, which is serviced by the following routes:

- 329 Narrabri to Burren Junction
- 330 Burren Junction to Narrabri
- 332 Wee Waa to Narrabri
- 334 Wee Waa to Narrabri
- 335 Narrabri to Burren Junction
- 336 Burren Junction to Narrabri



Figure 11 Local social infrastructure context

Source: Ethos Urban, based on Google Maps

7.0 Local social issues and trends

The following section provides an overview of social issues and trends, in respect to Narrabri LGA and the education sector, that will have a bearing on the delivery of the New Wee Waa High School.

7.1 Narrabri Special Activation Precinct

The NSW Government has recently identified Narrabri as a Special Activation Precinct (SAP). This categorisation defines “a dedicated area in a regional location identified by the NSW Government to become a thriving business hub”, and will enable fast-tracked planning, investment, and government-led development in the precinct⁴. Due to Narrabri’s potential to fuel economic growth in several industries, including manufacturing, agricultural production, recycling, and freight and logistics⁵, subsequent growth in supportive infrastructure is inevitable.

Wee Waa’s proximity to the Narrabri SAP, noting freight connections between both centres, is likely to catalyse population growth as a result of increased employment opportunities in the region. In order to support population growth and economic development, sufficient investment into social infrastructure will be needed in Wee Waa, including educational facilities.

It is well-documented that investment into education can have wide-reaching benefits for economic development. Endogenous Growth Theory describes this effect, explaining that the enhancement of human capital – intangible assets such as educational attainment and other skills – will lead to economic growth:

“The endogenous growth theory [offers] a fresh perspective on what engineers economic growth. It [argues] that a persistent rate of prosperity is influenced by internal processes such as human capital, innovation, and investment capital, rather than external, uncontrollable forces, challenging the view of neoclassical economics. Endogenous growth economists believe that improvements in productivity can be tied directly to faster innovation and more investments in human capital.”⁶

7.2 Education needs of rural and Indigenous populations

Federal and state governments in Australia have recognised several challenges for educational outcomes in rural and remote areas. Small and declining populations in some regional communities have meant that schools have to adapt to fewer resources, often struggling to provide a full curriculum. It is a national priority to ensure educational equity across Australia’s communities, in regard to both accessibility and quality.⁷

The Australian Government Department of Education, Skills and Employment released an Independent Review into Regional, Rural and Remote Education in Australia in 2018, which recognised a need for equity of education, rather than equality or resource distribution. It is understood that rural, remote, and regional communities often have “unique needs that go beyond the funding they receive – though that remains important – and the school gate.”⁸ The review established the following priorities:

1. *Establishing a national focus for regional, rural and remote education, training and research to enhance access, outcomes and opportunities.*
2. *Focusing on research for successful learning and building young people’s future – school leadership, teaching, curriculum and assessment*
3. *Addressing the information communication and technology needs in regional, rural and remote locations.*
4. *Focusing on the transitions into and out of school.*

It is understood that there is a significant gap between the educational outcomes of Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians, regarding both attendance rates and achievement. These inequalities are often the result of institutions and curriculums which have been established without adequate consideration of Indigenous cultural implications. To improve educational outcomes for Aboriginal and Torres

⁴ <https://narrabricourier.com.au/2020/11/24/deputy-premier-confirms-narrabri-special-activation-precinct/>

⁵ <https://www.nsw.gov.au/snowy-hydro-legacy-fund/special-activation-precincts/narrabri>

⁶ <https://www.investopedia.com/terms/e/endogenousgrowththeory.asp>

⁷ <https://www.infrastructureaustralia.gov.au/sites/default/files/2019-08/Australian%20Infrastructure%20Audit%202019%20-%20206.%20Social%20Infrastructure.pdf>

⁸

Straight Islander communities, flexible academic programs, high-quality resources, guidance systems, and teachers who can sufficiently adapt to context are needed in educational institutions.⁹

7.3 Innovation in school design

The landscape of teaching and learning is rapidly evolving, prompting a shift in approach to the design of learning environments. Traditional, static classroom designs do not inspire productivity, enthusiasm, and engagement with schoolwork, and can present a challenge to keep students engaged whilst meeting their educational needs. Increasingly, school design is responding to the need for flexible learning spaces which consider the needs of individual students rather than a one-size-fits-all model¹⁰.

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

The term 'flexible learning spaces' does not specify a particular spatial typology, but rather refers to spaces that are of sufficient size and flexibility to support different teaching and learning pedagogies. The term 'flexible learning spaces' reflects the adaptable nature of the space and that the provision of smaller, break out spaces is also important...Flexible learning spaces are intended to support the adaptable delivery of teaching and learning programmes to meet the learning needs of all students...This should not be limited to the space influencing which pedagogies will be most effective, but should also recognise that teachers can actively configure or utilise the space to support the learning programme being planned¹¹.

The NSW Department of Education has recognised this trend by supporting key changes to many of the state's classrooms, configuring them in a way which facilitates diverse learning experiences and opportunities for collaborative work.

The spaces contain a range of different furniture options in a relatively open space, and often utilise a number of technologies in order to support personalised teaching and learning.¹² Further, implementing flexibility into the physical space of classrooms creates a student-centred learning environment and extends a positive impact onto the social and emotional wellbeing, inclusivity, and physical comfort of students.

7.4 Shared use of school infrastructure

NSW Department of Education implemented the Joint Use of School Facilities and Land Policy in 2017 as a commitment to the construction of new facilities and maintenance of existing facilities, as well as to establish conditions for partnerships between the NSW Department of Education and other stakeholders to invest in facilities for shared use. The facility should be for the mutual benefit of all parties involved and be shared between the school and other stakeholders over its lifetime¹³.

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

Infrastructure can be adapted and shared for different uses – school and open space facilities can be used for community, sports, arts, screen, cultural and recreational use when they are not otherwise required. Creating opportunities for increased shared use, and more flexible use, of under-utilised facilities can support growth and respond to the different needs of local demographic groups...Joint and shared use of facilities is encouraged to make school assets available to the community outside school hours and to give schools access to community facilities¹⁴.

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

⁹ <https://theconversation.com/stop-focusing-on-the-problem-in-indigenous-education-and-start-looking-at-learning-opportunities-71994>

¹⁰ <https://theconversation.com/classroom-design-should-follow-evidence-not-architectural-fads-89861>

¹¹ <https://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/Design/Flexible-learning-spaces/FLS-The-impact-of-physical-design-on-student-outcomes.pdf>

¹² <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/learning-space>

¹³ <https://policies.education.nsw.gov.au/policy-library/policies/joint-use-of-school-facilities-and-land-policy>

¹⁴ https://gsc-public-1.s3.amazonaws.com/s3fs-public/western-district-plan-0618_0.pdf

8.0 Community and stakeholder perspectives

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

8.1 Engagement to inform this SSDA

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

8.1.1 Community engagement strategy

NSW Department of Education and School Infrastructure NSW has prepared a Draft Communication and Engagement Strategy to engage with the local community and stakeholders. The objectives for community engagement are to:

- *Promote the benefits of the project*
- *Build key school community relationships and maintain goodwill with impacted communities*
- *Manage community expectations and build trust by delivering on our commitments*
- *Provide timely information to impacted stakeholders, schools and broader communities*
- *Address and correct misinformation in the public domain*
- *Reduce the risk of project delays caused by negative third-party intervention*
- *Leave a positive legacy in each community.*

8.1.2 Community engagement activities

Due to the varying levels of stakeholder interest in this project, as well as the different levels of awareness, School Infrastructure NSW recognised that a multi-channelled approach to communications was required to ensure consistent and proactive engagement.

Following key engagement tools and activities were established to support this approach:

- A Project Reference Group was formed, including representatives from the school, business, and community. The PRG met monthly from February 2021. The PRG includes representatives from school leadership teams, the Aboriginal Education Consultative Group (AECG), the High School and Public School P&C, and Narrabri Shire council.
- A dedicated project website was established (during the period of 3 June 2021 to 13 July 2021), providing one source of information for all community and agency stakeholders:
 - Website: www.schoolinfrastructure.nsw.gov.au/projects/w/wee-waa-high-school-redevelopment.html

There was high level of online engagement during the first month, with high proportion of engagement occurring via the School's Facebook posts which served to promote the above webpage.

Below captures the Webpage data outcomes from 3 June 2021 to 13 July 2021:

- Visits: 601
- Unique visitors: 513
- Returning visitors 48 (number of people who returned to the webpage for a second or third look)

Referrals (how people accessed the School Infrastructure NSW webpage):

- Social 63%, (most people clicked from the School's FB posts; with one post a week on the school's FB page from the directing people to webpage and survey).

- Direct 18% (visitors from the QR code on Project Update, school newsletter or people typing in the website URL directly)
- External 5% (primarily Wee Waa High school webpage and small number from our budget announcements).
- Search engines 1%
- PDF project updates were issued alongside via the School Infrastructure website
- A dedicated email inbox and project phone number were established, to ensure feedback and inquiries could be managed effectively and in a responsive manner.
- SINSW issued a public media release on the School Infrastructure NSW website on the 3rd of June 2021. This announced funding for the new school, and was picked up by media outlets including ABC news.
- An information session was scheduled at the Wee Waa Public School Hall on Wednesday 23 June 2021. Unfortunately due to COVID-19 health restrictions this was unable to be held. In place of this session, three documents were published online for the community to access, including:
 - 1. Project update with extensive FAQs and invitation to participate in the community survey
 - 2. Project Factsheet addressing key areas of concern, and
 - 3. Information boards.

Printed versions of the project update and Factsheet were shared with key local businesses to be shared with the broader community.

- A **community survey** was available online, from 23 June to 7 July 2021. A total of 49 responses were collected. The Survey was conducted on the following topics:
 - Priorities of classroom design
 - Key elements and offerings within the school
 - Transport to and from the school
 - Demographic and location of students
 - Importance and preference of Aboriginal and cultural integration into design.

The results of the community survey have been outlined below (see section 8.1.3).

- All stakeholder agencies specified in the SEARs were offered a briefing. A number of stakeholder briefings have been held, requested by each group following an invitation letter from School Infrastructure NSW.

Below agencies have chosen to respond to the invite, and meet:

- Narrabri Shire Council
- Government Architect NSW
- Transport for NSW
- Essential energy
- NSW SES
- LALC
- P&C / AECG
- Wee Waa High School and Primary School

Remainder of the agencies have been engaged via written communication. Where no response has been received, the matters are addressed in the EIS, as appropriate.

In addition to the above, a Planning Focus meeting was held with Council and with attendance by numerous agencies during the SEARS consultation period, which is beyond typical engagement undertaken for an SSDA.

8.1.3 Community engagement outcomes

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

Community feedback

The table below provides a summary of the feedback received via online survey from 3 June 2021 to 13 July 2021:

Table 4 Summary of community survey feedback

Theme	Comment	Team response
Construction	Question on timeliness of construction	The planning process has been fast-tracked by the Minister for Education in recognition of the need for a facility as soon as possible. An up to date timeline has been issued, indicating completion by the end of 2022.
	Question on sustainability - long term sustainability is a key factor for the new school	We are working with sustainability experts as the design process progresses, addressing biological and ecological diversity are key elements of the new school.
	Site location – community supports overwhelmingly the proposed site location	
Water Management	Concerns expressed in stormwater management and the existing floodplain in Wee Waa.	A range of experts have been consulted in informing the approach to managing waterflow on the referred site. Narrabri Shire Council has been consulted to ensure that the design of the school compliments the towns existing stormwater infrastructure.
	<i>'All the water from the north end of town drains to that point. When I was a child in the 60's and 70's before the levee bank, Mitchell Street was like a fast flowing river during floods'</i>	
Learning spaces	Survey responses highlighted that 80 percent of respondents prefer 'flexible learning spaces'	Flexible Learning Environments consider space, furniture, and technology to support collaboration and improved learning outcomes. These are designed with flexibility at their core, to deliver a broad range of learning experiences.
		In response to the feedback on a preference for 'flexible learning spaces', the new school will be designed with students at the centre, by incorporating ILEs.
Aboriginal and cultural heritage	It is important that the Aboriginal heritage of the town is reflected in the school design.	A new Aboriginal learning centre is to be included in the new schools design.
	<i>'Cultural identity is important for many students attending the school. Maybe include an indigenous garden, cultural men's and ladies' classes with local elders, English and Gamilaroi language around the school.'</i>	
Priorities to consider in creating a new school	Question regarding maintaining the agricultural facilities - a fit for purpose agricultural facility is the most important element for the new high school.	Location, Local Knowledge and Education outcomes were the three principles in determining the new location for the school. The new facilities will be designed to support a modern STEM agricultural program. STEM programs integrate elements from science, technology, engineering and mathematics and will focus on modern agriculture practices
	Question about community access - Sharing new facilities with the wider community was identified to be the second most important element of the new school	In recognition of the importance of community access and involvement, the schools sporting grounds are being designed to be shared with the community. The location of the site – in town – was also considerate of the convenience and potential to establish community partnerships.

Stakeholder/ Agency Feedback

The table below provides a summary of all stakeholder briefings held during the preparation of the EIS as part of the SSD DA.

Table 5 Summary of the key consultation undertaken with stakeholders

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
Narrabri Shire Council	14/12/2020	<ul style="list-style-type: none"> Project team introduction Project Briefing WWHS current status NSW Health response Recent school consultation Project scope Next steps 	<ul style="list-style-type: none"> Project briefing. Further consultation ongoing.
	8/2/2021	<ul style="list-style-type: none"> Project update <ul style="list-style-type: none"> Business case development Options assessment: Mitchell Street and Dangar Park Consultant procurement: core team engaged, Masterplan first draft due within month Recent school consultation Next steps 	<ul style="list-style-type: none"> Project briefing. Further consultation ongoing.
	11/02/21	<ul style="list-style-type: none"> Narrabri Shire Council planning team introduction Planning Snapshot 	<ul style="list-style-type: none"> Project Update. Further consultation ongoing
	3/3/21	<ul style="list-style-type: none"> Project Update <ul style="list-style-type: none"> Strategic Investment Paper submitted in Feb Value Management Session conducted 3 March Proposed program – D1T3 delivery Draft Masterplan presented Traffic & Transport – Mitchell Street/Kamilaroi Hwy Bypass roads – Cotton Lane 	<ul style="list-style-type: none"> Project Update. Further consultation ongoing
	19/3/21	Transport and Traffic Strategy presentation	<ul style="list-style-type: none"> Project Update. Further consultation ongoing
	30/3/21	<ul style="list-style-type: none"> Project Update <ul style="list-style-type: none"> Business Case in preparation Transport and traffic feedback Planning Pathway – Opportunity exists for the assessment and approval of the application to be deferred to the Narrabri Shire Council Masterplan Update 	<ul style="list-style-type: none"> Project Update. Further consultation ongoing
	31/3/21	<ul style="list-style-type: none"> Wee Waa High School Planning Pathway - Narrabri Shire Council & DPIE Discussion of possibility to become the consent authority for project 	<ul style="list-style-type: none"> Project Update. Further consultation ongoing

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
	23/4/21	<ul style="list-style-type: none"> Project Update <ul style="list-style-type: none"> Masterplan update Traffic and transport Planning pathway Civil and structural design 	<ul style="list-style-type: none"> Project Update. Further consultation ongoing
	27/4/21	<ul style="list-style-type: none"> Project Update <ul style="list-style-type: none"> Masterplan update Traffic and transport Planning pathway Civil and structural design 	<ul style="list-style-type: none"> Project Update. Further consultation ongoing
	5/5/21	Presentation of Mitchell Street civil design to NSC Infrastructure Director	<ul style="list-style-type: none"> Project Update. Further consultation ongoing
	31/5/21	<ul style="list-style-type: none"> Project Update <ul style="list-style-type: none"> Final Business Case submitted SEARs ready for submission. Awaiting project announcement Preliminary contamination testing shows small hotspot. Further testing will be conducted Electrical Infrastructure Upgrade – New pole-mount substation on Mitchell Street 	<ul style="list-style-type: none"> Project Update. Further consultation ongoing NSC advised that SINSW may have problems sourcing fill and with accommodation in town during construction
	29/6/21	<ul style="list-style-type: none"> Project Update <ul style="list-style-type: none"> SEARs submitted 7 June ECI tender approved for release 29 June Civil design peer review underway Community information session rescheduled Planning Focus Meeting Follow-up <ul style="list-style-type: none"> SINSW noted Mitchell Street as preferred site following site selection analysis Council will not hold position on site, focus on engineering solutions around stormwater, drainage, water runoff, traffic Stakeholder engagement to increase Open relationship and dialogue between project team and Council will be key going forward 	<ul style="list-style-type: none"> NSC noted that the Council won't be holding a position in relation to the site. Council acknowledges the site chosen by SINSE to progress the SSDA. NSC stated that Council will continue to focus on the engineering solutions particularly stormwater, drainage, water runoff, and traffic at the preferred site NSC noted that traffic calming measures on Mitchell Street could be put in place sooner to assist with the management of the current situation
	29/7/21	<ul style="list-style-type: none"> Design update <ul style="list-style-type: none"> Responds to needs outlined in Education Rationale Three precincts: buildings, sports recreation and wellbeing, agriculture Transport update <ul style="list-style-type: none"> Pick up and drop off moved to George Street Council concern around safety of Mitchell Road, with temporary and permanent measures proposed Car spaces increased to 20 in line with existing provision 	<ul style="list-style-type: none"> NSC noted more than 20 parking spaces will be required NSC raised key issues including location, parking and flooding NSC and project team to meet on site

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
	17/9/21	<ul style="list-style-type: none"> - Suitable locations for overflow parking • Project update <ul style="list-style-type: none"> - Flood management - Options assessment • High school in support for Option 2 • Council want alternative sites looked at • Traffic issues yet to be addressed • Upcoming council briefing on 5th Oct 	<ul style="list-style-type: none"> • Elected members no longer support the chosen site • NSC would like alternative sites to be considered • Traffic issues are not fully addressed
	30/9/21	<ul style="list-style-type: none"> • Preparation for Council briefing <ul style="list-style-type: none"> - Deputy mayor election has shifted dynamic - Councillors want to understand assessment of alternative sites - Transport and biodiversity consultants, architect, flood engineer will be present to answer specific questions 	<ul style="list-style-type: none"> • The Councillors want SINSW to clearly articulate why other sites have not been considered appropriate
	5/10/21	<p>Council briefing</p> <ul style="list-style-type: none"> • Background and need for the High School • School and education requirements • Presentation of solution <ul style="list-style-type: none"> - Flood mitigation strategy - Traffic management - School site plan, including 3D imagery - Agricultural plot - Benefits 	<ul style="list-style-type: none"> • Council advised they are generally supportive of the alternative design including the flood mitigation, transport and place making opportunities
Government Architect NSW	28/7/21	The following aspects of the presentation were supported:	<ul style="list-style-type: none"> • A detailed response to all feedback provided by GANSW is outlined in the Design Report in Section 2.18, page 110. • Further landscape feedback is captured in the Landscape Report.
	13/10/21	<ul style="list-style-type: none"> • The intent and approach to Aboriginal culture and heritage. • The integration of water, harvest and gathering themes into the masterplan. • The plan to rectify existing flooding issues and previous damage to the site. <p><i>Key themes of further commentary included:</i></p> <ul style="list-style-type: none"> • Connecting with Country • Landscape • Architecture <p>A full copy of GANSW Advice can be found in Appendix 2</p>	
Transport for NSW	21/06/2021	<ul style="list-style-type: none"> • Pick up and drop off location was requested to be shifted from Mitchell Street. • Additional on site parking was requested. • Potential for pedestrian crossing to be reviewed with projected pedestrian trips. 	<ul style="list-style-type: none"> • Further considerations to be made in the Transport strategy

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
	7/10/21	<ul style="list-style-type: none"> Update was provided regarding the relocation of pick up and drop off to be away from Mitchell Street. It was requested that separation be provided between the pick up and drop off location to prevent overflow of pick up and drop off movements into the bus layover area. It was also requested that bus layover be relocated to Charles Street to separate these movements. It was stated that a pedestrian crossing at Mitchell Street would not be supported on the basis of delays to through vehicle movements. It was requested that traffic modelling be conducted of a potential future midblock crossing to ensure no impact to the surrounding intersections. 	<ul style="list-style-type: none"> Comments are considered in the Transport and Accessibility Impact Assessment
NSW Health	11/10/2021	<p>Letter issued to NSW Health including:</p> <ul style="list-style-type: none"> Update on minor amendments to proposed development New flood mitigation strategy has been proposed including landscaped overland flow in combination with off-site upgrades to the existing floodwater discharge system Changes to footprint of the school Minor redesign of the school Offer to meet with the project team to discuss above matters 	<ul style="list-style-type: none"> No response has been received from NSW Health No further action required The matters raised in NSW Health's letter to the SEARs are addressed in the EIS in relation to relevant SEARs requirements for Air Quality, Noise and Vibration, Land Contamination, Surface Water, Ground Water and Flooding, Waste Management and Consultation Outcomes
DPIE - Water and the Natural Resource Regulator (NRAR)	11/10/2021	<p>Letter issued to NRAR including:</p> <ul style="list-style-type: none"> Update on minor amendments to proposed development New flood mitigation strategy has been proposed including landscaped overland flow in combination with off-site upgrades to the existing floodwater discharge system Changes to footprint of the school Minor redesign of the school Offer to meet with the project team to discuss above matters 	<ul style="list-style-type: none"> No response has been received from NRAR No further action required The matters raised in NSW NRAR's letter to the SEARs are addressed in the EIS in relation to the Soil and Water SEAR (No. 18)
	10/2021	Bore water license enquiry	<ul style="list-style-type: none"> <i>TBC – See detail in the Consultation Outcomes Report</i>
Crown Lands	15/01/2021	<ul style="list-style-type: none"> Licence application 	<ul style="list-style-type: none"> Application granted
	25/04/21	<ul style="list-style-type: none"> Land search enquiry 	<ul style="list-style-type: none"> Detailed report provided by Crown Lands

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
Essential Energy	11/10/2021	<p>Letter issued to Crown Lands including:</p> <ul style="list-style-type: none"> Update on minor amendments to proposed development New flood mitigation strategy has been proposed including landscaped overland flow in combination with off-site upgrades to the existing floodwater discharge system Changes to footprint of the school Minor redesign of the school Offer to meet with the project team to discuss above matters 	<ul style="list-style-type: none"> No response has been received from Crown Lands No further action required SINSW is liaising with Crown lands on the land acquisition matters and has their 'in principle' support to lodge the EIS. Appropriate evidence of the progress of the land acquisition arrangements will be provided to DPIE.
	15/10/2021	Land owners consent	<ul style="list-style-type: none"> Consent granted
	4/7/21	Request for a low voltage connection or connection alternation as submitted by SINSW to Essential Energy.	Certification provided by Essential Energy
	8/7/21	<p>Essential Energy have provided certification of the project. This included an expedited contract.</p> <p>Advice from Essential Energy included:</p> <ul style="list-style-type: none"> Lot1/DP577294 has been used for this projects electrical application (where MSB will be located) – Application 55443883 is to be provided to the building works electrical contractor + electrical engineer <p>Standard Offer Approval – 559679 is to be provided to the building works electrical contractor + electrical engineer</p>	
EPA	11/10/2021	<p>Letter issued to EPA including:</p> <ul style="list-style-type: none"> Update on minor amendments to proposed development New flood mitigation strategy has been proposed including landscaped overland flow in combination with off-site upgrades to the existing floodwater discharge system Changes to footprint of the school Minor redesign of the school Offer to meet with the project team to discuss above matters 	<ul style="list-style-type: none"> No response has been received from EPA No further action required The matters raised in NSW EPA's letter to the SEARs are addressed in the EIS in relation to relevant SEARs requirements for Air Quality, Noise and Vibration, Land Contamination, Water and Soils, and Waste Management.
Heritage NSW - Aboriginal Cultural Heritage	11/10/2021	<p>Letter issued to Heritage NSW including:</p> <ul style="list-style-type: none"> Update on minor amendments to proposed development New flood mitigation strategy has been proposed including landscaped overland flow 	<ul style="list-style-type: none"> No response has been received from Aboriginal Cultural Heritage No further action required However, the project has completed an Aboriginal Cultural Heritage Assessment Report in

Stakeholder	Key Dates	Key Issues Discussed	Outcomes
		in combination with off-site upgrades to the existing floodwater discharge system <ul style="list-style-type: none"> • Changes to footprint of the school • Minor redesign of the school • Offer to meet with the project team to discuss above matters 	line with the relevant Codes and Guidelines.
Water NSW	11/10/2021	Letter issued to Water NSW including: <ul style="list-style-type: none"> • Update on minor amendments to proposed development • New flood mitigation strategy has been proposed including landscaped overland flow in combination with off-site upgrades to the existing floodwater discharge system • Changes to footprint of the school • Minor redesign of the school • Offer to meet with the project team to discuss above matters 	<ul style="list-style-type: none"> • No response has been received from Water NSW • No further action required • However, Water NSW provided feedback to DPIE for the SEARs that: the subject site is not located in close proximity to any WaterNSW land or assets, and as an SSD any flood works or licensing approvals will be assessed by others, the risk to water quality is considered to be low and WaterNSW has no comments or particular requirements.
NSW SES	7/10/2021	<ul style="list-style-type: none"> • Project overview • Flood mitigation • Civil works • Stormwater solution 	The recommended flood and stormwater solution for the High School project involves: <ul style="list-style-type: none"> • Preparation of the high school site including building a drainage channel through the site and lifting the site to provide adequate drainage • Enlarging of existing Stormwater drainage works in Boundary and Charles Streets, north-west of the school site. • Widening of the drainage channel to the Namoi River, including new pumps at the levee north-west of the town.

It is also noted that the project architects and designers have developed the site layout, landscape and school design in close consultation with the local Council, Wee Waa High School staff and local communities and Aboriginal stakeholders.

8.2 Outcomes of broader LGA-wide consultation undertaken by Narrabri Shire

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

- Community Strategic Plan 2017-2027 – *Your Voice, Our Future*.
- Local Strategic Planning Statement – Narrabri 2040.

8.2.1 Community engagement activities by Narrabri Shire Council

Narrabri council undertook extensive community consultation in the preparation of their Community Strategic Plan 2027 and Local Strategic Planning Statement – Narrabri 2040. Engagement activities included community surveys, school activities, community, stakeholder and focus group workshops, information stall, and online conversation hours. In total, over 1200 community members gave feedback on the plans.

8.2.2 Key aspirations and concerns

Key social outcomes were identified as a priority by the community. These include:

- Community arts, events and entertainment
- Reduction in anti-social behaviour and public offences
- Community accessibility and inclusiveness
- Sport and recreational services and facilities
- Educational services and learning pathways
- Community health and support services

Key environmental concerns were identified by the community, including:

- Air, water, and soil quality
- Waste reduction
- Maintenance of heritage sites.

Key economic aspirations were identified by the community, including increasing community events, conferences and entertainment and ensuring housing availability and affordability. Civic leadership priority areas were also identified, including improved community engagement and establishing community partnerships.

8.3 Data considerations for this assessment

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

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

9.0 Social Impact Assessment

9.1 Assessment framework and scope

This SIA has been prepared based on the Social Impact Assessment Guideline for State Significant Projects (NSW DPIE 2021) to address the SEARs. This assessment considers the potential impact on the community and social environment should the social impacts envisaged occur, compared to the baseline scenario of the existing use of the site and social context.

The purpose of this social impact analysis is to:

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

Ultimately, there can be two main types of social impacts that may arise as a result of the proposed development. Firstly, direct impacts can be caused by the project which may cause changes to the existing community, as measured using social indicators, such as population, health and employment. Secondly, indirect impacts that are generally less tangible and more commonly related to matters such as community values, identity and sense of place. Both physically observable as well as psychological impacts need to be considered.

This study identifies all eight social factors outlined in the NSW DPIE guideline as relevant to the assessment of social impacts of the proposed project, and have been discussed in further detail in **Section 9.4.** in this report:

- | | |
|------------------------|--------------------------|
| • Way of life | • Culture |
| • Health and wellbeing | • Surroundings |
| • Accessibility | • Livelihoods |
| • Community | • Decision-making system |

9.2 Key affected communities

This assessment covers both the Wee Waa township (the Primary Study Area), that is expected to experience social impacts associated with the temporary construction activities and some of the future operational impacts, as well as the broader social localities (the High School catchment, Narrabri Shire) that are likely to experience the resulting benefits from the operational phase of the project. These study areas are shown in **Chapter 6.0.**

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

- School communities (students, staff, parents)
 - New Wee Waa High School communities
 - Communities of the neighbouring Wee Waa Public School
- Neighbouring residents
- Neighbouring businesses and organisations
- Local workers
- Visitors to Wee Waa within walking distance of the site
- Broader local community
- Users of Mitchell Street/ Kamilaroi Highway
- Temporary construction workers in the area.

9.3 Impact assessment factors and responses

The following section sets out the assessment of social impacts arising from the proposed development and recommended responses, including measures to enhance social benefits and mitigate potentially negative impacts, across the suite of factors set out in the NSW DPIE SIA Guideline. The assessment has been based on the information available to date, and is primarily a desktop study, informed by a review and analysis of publicly available documents relevant to the project.

9.3.1 Evaluation principles

The SIA Guideline classifies social impacts in the following way, which forms the core basis of this assessment:

- **Way of life:** *how people live, get around, work, play and interact with one another each day*
- **Community:** *its composition, cohesion, character, how it functions, resilience, and people's sense of place*
- **Accessibility:** *how people access and use infrastructure, services and facilities (private, public, or not-for-profit)*
- **Culture:** *both Aboriginal and non-Aboriginal - people's shared beliefs, customs, practices, obligations, values and stories, and connections to Country, land, waterways, places and buildings*
- **Health and wellbeing:** *people's physical, mental, social and spiritual wellbeing – especially for people vulnerable to social exclusion or substantial change, psychological stress (from financial or other pressures), access to open space and effects on public health*
- **Surroundings:** *access to and use of natural and built environment, including ecosystem services (shade, pollution control, erosion control), public safety and security, as well as aesthetic value and amenity*
- **Livelihoods:** *including people's capacity to sustain themselves through employment or business*
- **Decision-making systems:** *the extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.*

The evaluation includes a risk assessment of the degree of significance of risk, including the envisaged magnitude (duration, extent, severity/ sensitivity), likelihood, and potential to mitigate/enhance and likelihood of each identified impact. The social impact significance matrix provided within the SIA Guidelines Technical Supplement (see **Table 8**) has been adapted for the purposes of undertaking this social and impact assessment.

Each impact has been assessed and assigned an overall risk that considers both the likelihood of the impact occurring and the consequences should the impact occur. The assessment also sets out recommended mitigation, management and monitoring measures for each identified matter.

Magnitude of impact generally considers the following dimensions:

- **Extent –** *Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including any vulnerable people? Which location(s) and people are affected? (e.g. near neighbours, local, regional, future generations).*
- **Duration –** *When is the social impact expected to occur? Will it be time-limited (e.g. over particular project phases) or permanent?*
- **Severity or scale –** *What is the likely scale or degree of change? (e.g. mild, moderate, severe)*
- **Intensity or importance –** *How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter; whether it is rare/unique or replaceable; the extent to which it is tied to their identity; and their capacity to cope with or adapt to change.*
- **Level of concern/interest –** *How concerned/interested are people? Sometimes, concerns may be disproportionate to findings from technical assessments of likelihood, duration and/or intensity.*

Table 6 Defining magnitude levels for social impacts

Magnitude level	Meaning
Transformational	<ul style="list-style-type: none"> Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	<ul style="list-style-type: none"> Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
Moderate	<ul style="list-style-type: none"> Noticeable deterioration/ improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	<ul style="list-style-type: none"> Mild deterioration/ improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	<ul style="list-style-type: none"> Little noticeable change experienced by people in the locality.

Table 7 Defining likelihood levels of social impacts

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

Table 8 Social impact significance matrix

Likelihood	Magnitude				
	Minimal	Minor	Moderate	Major	Transformational
Very unlikely	Low	Low	Low	Medium	Medium
Unlikely	Low	Low	Medium	Medium	High
Possible	Low	Medium	Medium	High	High
Likely	Low	Medium	High	High	Very high
Almost certain	Low	Medium	High	Very high	Very high

Source: NSW DPIE, 2021, *Technical Supplement - Social Impact Assessment Guideline for State Significant Projects*.

9.4 Impact assessment factors and responses

9.4.1 Health and wellbeing

Potential impacts

The proposed development may have the following potential social impacts and benefits with relation to health and wellbeing of local communities:

Construction phase:

- Potential temporary wellbeing impacts for residents, school communities and other workers, students and visitors in the area, associated with the noise, dust and vibration caused by the construction activity. The impacts may disproportionately impact following groups:
 - Students, staff and parents of Wee Waa PS and Wee Waa HS located next to the construction site: There may be impacts to the usual learning and working environment and routine of the communities. For example, noise may impact learning activities in nearby school buildings, whilst noise, dust and vibration may disrupt the use of the sports grounds adjacent the site. (Whilst the Air Quality Impact Assessment (EMM 2021) concludes that human health and ecological impacts were determined to be either negligible or low, children are considered as sensitive receivers to environmental impacts).
 - Other local residents, workers, or visitors with existing respiratory conditions.

Note that detailed assessments have been provided with the EIS in relation to acoustic and air quality. Refer to the Acoustic Assessment Report (Day Design Pty, 2021) and the Construction Air Quality Impact Assessment (EMM 2021) for recommended mitigation measures in relation to potential noise and air quality impacts generated by the construction activities.

- Construction truck movements may impact on pedestrian safety in the area (children are considered as sensitive receivers). However, it is noted that truck movements in the area would not be uncommon, as the current Wee Waa PS site, where the HS students are currently co-located, and the proposed Wee Waa HS site are located adjacent Mitchell St/Kamilaroi Highway.
- Potential health and wellbeing impacts associated with cumulative construction impacts, which may result in an extended period of noise, dust and vibration in the area. Local residents, school communities in the PSA may experience “construction fatigue” due to other construction projects in the Wee Waa locality (e.g. flood mitigation works proposed across Wee Waa locality).
- However, it is noted that the proposed development is aligned with state and local priorities for high quality, accessible education facilities, and urgently required due to Wee Waa HS students being evacuated from the previous Wee Waa High School site due to ongoing health issues among students and staff.

Operational phase:

- Improved health and wellbeing of staff and students of Wee Waa High School, associated with provision of the new school built to contemporary health and safety standards. This impact is particularly significant, and a key benefit of the proposed project, noting the health concerns associated with the vacated HS site, and overcrowding at current temporary co-located site.
- Positive wellbeing benefits for Wee Waa High School students and staff associated with the delivery of a well-designed contemporary learning and teaching environment, incorporating flexible learning spaces, various outdoor play areas, and contemporary admin and support spaces. It is noted that the school design has been developed in consultation with the Wee Waa High School staff and communities. It is therefore anticipated, that during operation, there is a high ability for staff and students to adapt to the new facilities on the site, due to consideration of user preferences, and their proposed quality and design.
- The design of the Wee Waa High School could result in the following positive health and wellbeing benefits:
 - Access to green space contributes to positive mental and physical health outcomes and is an important cultural element for the Aboriginal and Torres Strait Islander community to be able to connect with Country. It is noted that the site landscaping retains and adds a number of mature trees, and the native grass meadow retained along the George St side of the site, which will surround the proposed Indigenous Cultural Centre, is one of the key features of the landscape of the proposed site.

Potential impacts

- Indoor and outdoor open spaces and play spaces have been designed to encourage social interaction and provide opportunities to connect with other members of either the school or the broader local community.
- Physical and mental wellbeing benefits are associated with regular physical activity which will be supported by the provision of new sport courts and fields on this site.
- Flexible and comfortable learning spaces can support student mental health and wellbeing, in particular noting the current baseline where students are studying in temporary structures on an overcrowded site.
- Potential positive wellbeing benefits associated with delivery of spaces designed to enable shared use with the community. The provision of opportunities for community members to meet each other and form connections associated with proposed shared access to community infrastructure, including a library, hall, sports uses, and the Indigenous Cultural Centre - can improve social networks and connections, and improve social cohesion and community wellbeing in the area.
- Positive physical and mental wellbeing benefits are associated with high-quality and climate conscious building design proposed for this site, providing spaces with comfortable temperatures throughout the year. This can have further potential benefits in terms of improvements of learning outcomes.
- Positive health and wellbeing impacts associated with enabled active transport access to the site, encouraging increased physical activity (e.g. provision of bike storage).
- Some negative impacts that may occur, or local residents may be concerned, that may occur, are associated with:
 - Activities on the school site that may generate noise (e.g. children playing outdoors, school bells, events in the hall, sports uses of the outdoor space) based on number of students on the block and potential additional community uses. Regular noise may disproportionately impact mental and physical health of school students, neighbouring residents or other people in the area that are sensitive to noise.

However, it is noted that the school site is on the southern, eastern and western boundary at a 30+meter distance from adjacent roads and neighbouring properties, that would mitigate the potential impact for majority of neighbours. Also it is noted that Mitchell St/ Kamilaroi Highway separates the site from Wee Waa PS, Dungar Park and neighbouring residential properties south of the proposed site, and would generate noise and pollution on a regular daily basis.

Detailed assessments have been provided with the EIS in relation to potential noise generated by the school activities. The study concludes that level of noise emitted by the proposed Wee Waa HS will be able to meet acceptable noise levels (refer to the Acoustic Assessment Report (Day Design Pty, 2021)).

- Potential negative impacts associated with the delivery of the new Wee Waa High School on Mitchell Street/Kamilaroi Highway. Noise and pollution generated by the highway traffic may have health impacts on students and staff. It is noted that school buildings will be at a distance from the road, and double-glazing and other mitigation measures of the school design would further minimise this impact.

A detailed assessments have been provided with the EIS in relation to the level of road traffic noise intrusion on school activities. The study recommends particular façade construction measures to meet recommended internal noise levels (refer to the Acoustic Assessment Report (Day Design Pty, 2021)).

- Overall cumulative positive health and wellbeing benefits associated with flood mitigation works (subject to separate planning pathway) on the proposed site and surrounds that significantly decrease the overall flood risk for the proposed site and adjacent properties.

Responses / mitigation measures

During construction:

- It is recommended that the project use DFMA/ MMC process, if feasible, in order to reduce overall construction impacts on site, and therefore minimise potential related health impacts.
- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with noise, dust and vibration during the construction phase.
- Implement mitigation measures included in technical reports prepared to support this SSDA, including Acoustic Assessment Report, Air Quality Assessment, Traffic Assessment.

Potential impacts

- Continue to implement the Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with Wee Waa PS and HS, co-located on site adjacent to the proposal site, to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.
- Collaborate with the Council, adjacent Wee Waa PS and other stakeholders to minimise cumulative impacts. Any opportunities to coordinate construction impacts with other construction projects in the area should be explored.

During operation:

- Optimise health, safety and security of spaces while creating a welcoming and accessible environment for all. Space that is inclusive, accessible and welcoming to all community members can facilitate social gatherings and casual social interaction, to enhance community cohesion.
- Collaborate with the Council, Wee Waa High School and Public School, and other community stakeholders to maximise benefits of shared and/ or public uses of the site.
- Encourage active and public transport use by students, staff and visitors to the school, to encourage physical activity.
- Consider opportunities to enhance pedestrian and bicycle connections between the site and surrounding neighbourhoods to encourage active transport and improve perceptions of safety in the areas surrounding the development (e.g. wayfinding, lighting, adequate shade, public art).

Summary

Overall impact / benefit	<p>New, contemporary education facilities at this site would have a significant positive benefit to health and wellbeing. Positive impacts of the proposed development are highly likely, if the proposed design is executed well.</p> <p>The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive health and wellbeing outcomes for the community.</p> <p>Social impacts associated with health and wellbeing are Medium during construction, but resulting benefits Very High during operation:</p> <ul style="list-style-type: none"> • Construction: Medium (Possible Minor) - Negative • Operation: Very High (Almost Certain Transformational) – Positive
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes would impact students on both Wee Waa PS and new HS sites (children are considered sensitive receivers).
Extent	<p>Construction impacts would likely impact residents, students, workers in and visitors to the PSA.</p> <p>Access to improved education and community uses on this site would impact the students and families in the school catchment area, as well as school staff and broader local community living across the Wee Waa locality and beyond.</p>
Potential to mitigate/ enhance	<p>Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected.</p> <p>During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.</p>

9.4.2 Way of life

Potential impacts

The proposed development may have the following potential social impacts with relation to their way of life, including how people live, get around, work, play and interact with one another each day.

During construction:

- Temporary negative impacts to way of life associated with the noise, dust and vibration caused by the construction activity, which may result in disruption and associated inconvenience for local residents, adjacent Wee Waa Public School (PS) communities, staff and visitors in the immediate vicinity. The impacts may disproportionately impact following groups:
 - Students, staff and parents of Wee Waa PS located adjacent to the construction site: There may be impacts to the usual learning and working environment and routine of the communities. For example, noise may impact learning activities in nearby school buildings, whilst noise, dust and vibration may disrupt the use of the sports grounds adjacent the site. Note that children are considered as sensitive receivers.
 - Daily routines of residents living along Mitchell, Charles and George Streets, or north of the site, close to the construction activities, may be disrupted by construction noise and dust.

It is noted that Mitchell St/Kamilaroi Highway which separates the site from Wee Waa PS would generate noise and pollution on a regular daily basis.

Note that detailed assessments have been provided with the EIS in relation to acoustic and air quality. Refer to the Acoustic Assessment Report (Day Design Pty, 2021) and the Construction Air Quality Impact Assessment (EMM 2021) for recommended mitigation measures in relation to potential noise and air quality impacts generated by the construction activities.

- Potential way of life impacts for Wee Waa PS community and local residents associated with traffic changes during construction, including:
 - Residents may have concerns regarding disruption and changes to way of life associated with increased traffic, reduced parking, pressure on parking from construction workers accessing site, truck movements associated with the construction activity on the site, which may result in increased inconvenience or road safety issues in the area. However, the Transport and Accessibility and Impact Assessment (TTW 2021) concludes that Construction traffic is expected to be negligible in relation to total local traffic volumes, and will also be comfortably accommodated in the local road network. Therefore this impact is expected to be nil to minimal.
- Potential way of life impacts associated with cumulative construction impacts, which may result in an extended period of disruption due to changed road conditions, noise, dust and changed wayfinding. Local residents and school communities in the PSA may experience “construction fatigue” due to extended works in the area associated with flood mitigation works in the Wee Waa locality (to be completed Q1 2021). However, it is noted that flooding of the locality and the school site is a key concern of the community, and local stakeholders are welcoming the proposed improvements in the area.
- It is noted that the proposed development is aligned with state and local priorities for high quality, accessible education facilities, and urgently required due to Wee Waa HS students being evacuated from the previous Wee Waa High School site due to ongoing health issues among students and staff.

During operation:

- Improvements to way of life and daily routines for the local school communities associated with delivery of new high quality learning and teaching environments in contemporary purpose-built spaces, that can in turn lead to improved student learning outcomes. As the proposed development will contain facilities sufficient to meet the needs of the school community, it will not rely on access to nearby community facilities for successful operation.

It is noted that the school design has been developed in consultation with the Wee Waa High School staff and communities. It is therefore anticipated, that during operation, there is a high ability for staff and students to adapt to the new facilities on the site, due to consideration of user preferences, and their proposed quality and design.

- Improvements to way of life for students, their families, and staff of Wee Waa PS and HS due to reduction of current overcrowding of Wee Waa PS site that is temporarily accommodating displaced Wee Waa High School students.

Potential impacts

- Positive impacts to way of life associated with proposed shared community uses on this site, e.g. community access to the school hall, library, Indigenous Cultural Centre, and sports uses - associated with improved opportunities and convenient access to high quality community infrastructure facilities close to homes.
- Some negative impacts to way of life may occur, associated with:
 - Potential inconvenience and additional travel times required to access uses, such as agricultural learning and sports uses, off site. It is noted that these uses are required to remain on the pre-existing Wee Waa High School site due to flood mitigation requirements associated with the proposed HS site.
 - Potential way of life impacts (such as inconvenience and increased travel times) for the existing school communities, local residents, workers and visitors to the area, associated with potential traffic congestion and changes to parking related to the operation of the new school (e.g. parents dropping off their children). We note that the site design has responded to this potential impact by locating the Kiss and Drop on George St, rather than Mitchell St/Kamilaroi Highway. This impact is also expected to be nil to minimal as the school communities are currently accessing adjacent site and the overall number of students, parents and staff accessing the immediate area surrounding the site on a daily basis would not change. The Transport and Accessibility and Impact Assessment (TTW 2021) concludes that Forecast additional vehicle traffic volumes can be comfortably accommodated in the local road network, and proposed car parking capacity is suitable.
 - Potential Inconvenience and disruption to daily living, learning and teaching routines for the neighbouring residents due to activities on the school site that may generate noise (e.g. children playing outdoors, school bells, events in the hall, sports uses of the outdoor space), noting potential additional community uses outside school hours that could also generate noise. However it is noted that there is already a school located adjacent to the site, where the HS students are currently located.

Detailed assessments have been provided with the EIS in relation to potential noise generated by the school activities. The study concludes that level of noise emitted by the proposed Wee Waa HS will be able to meet acceptable noise levels (refer to the Acoustic Assessment Report (Day Design Pty, 2021)).

Responses / mitigation measures

During construction:

- Deliver the buildings based on the DfMA process, if feasible, to minimise or reduce construction duration and impacts on site, as well as reducing wastage.
- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with noise and vibration and visual amenity during the construction phase.
- Implement mitigation measures included in other technical reports, including Acoustic Assessment, Air Quality Assessment, and Traffic Assessment.
- Continue to implement the Communication and Engagement Strategy prepared for this project to communicate with surrounding residents, school communities, other nearby businesses, workers, and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with Wee Waa PS and HS to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.
- Continue to consult with the Council and Wee Waa PS to minimise cumulative impacts.

During operation:

- Collaborate with the Council, Wee Waa High School and Public School, and other community stakeholders to maximise benefits of shared and/ or public uses of the site.
- Consider ways to improve access to students of the Public School and the broader community.

Potential impacts	
Summary	
Overall impact/benefit	<p>Overall improved access to high quality secondary education facilities in Wee Waa, and proposed community uses of the site would have a significant positive benefit to way of life. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive social outcomes for the community.</p> <p>Long term positive impacts associated with improved education facility and capacity are expected to be almost certain. Not delivering the proposed development will result in continued overcrowding of the Wee Waa PS site.</p> <p>Likely positive impacts are also associated with potential community uses on the site.</p> <p>Social impacts associated with way of life are Medium during construction, but resulting benefits Very High during operation:</p> <ul style="list-style-type: none"> • Construction: Medium (Likely Minor) - Negative • Operation: Very High (Almost Certain Major) – Positive
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes to way of life would impact students on both Wee Waa PS and new HS sites (children are considered sensitive receivers), and the low-density residential zone surrounding the site.
Extent	<p>Construction impacts would likely impact way of life of residents, students, and workers in the PSA.</p> <p>Provision of improved education facilities would benefit families living in the school catchment area.</p> <p>Community uses at the site would benefit the broader community living in the school catchment area and beyond.</p>
Potential to mitigate/enhance	<p>Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. It is recommended to deliver the buildings based on the DfMA process to reduce construction duration and impacts on site.</p> <p>During operation, there is a high ability for students, workers, visitors, and local community to adapt to new facilities on the site, due to their proposed quality and design.</p>

9.4.3 Accessibility

Potential impacts
<p>The proposed development may have the following potential social impacts with relation to accessibility, including how people access and use infrastructure, services, and facilities.</p> <p><u>During construction:</u></p> <ul style="list-style-type: none"> • Temporary negative accessibility impacts associated with establishment of the construction site: <ul style="list-style-type: none"> – Potential accessibility impacts associated with noise, dust and vibration caused by the construction activity, which may change access to and use of facilities at Wee Waa PS. For example, noise may impact learning activities in nearby school buildings, whilst noise, dust and vibration may disrupt the use of outdoor areas or sports grounds adjacent the site. Note that children are considered as sensitive receivers. – Similarly these construction noise, dust and vibration may impact on neighbouring residents ability to enjoy their outdoor areas; or local residents, workers and visitors being able to enjoy Dungar Park across the road from this site. <p>However, it is noted that Mitchell St/Kamilaroi Highway which separates the site from Wee Waa PS, Dungar Park and many of the neighbouring residential properties would generate noise and pollution on a regular daily basis.</p>

Potential impacts

Note that detailed assessments have been provided with the EIS in relation to acoustic and air quality. Refer to the Acoustic Assessment Report (Day Design Pty, 2021) and the Construction Air Quality Impact Assessment (EMM 2021) for recommended mitigation measures in relation to potential noise and air quality impacts generated by the construction activities.

- Residents may have concerns about potential temporary accessibility impacts for the school communities, local residents, visitors, and users of Mitchell St/ Kamilaroi Highway associated with increased traffic and truck movements, traffic changes and potential temporary changes to parking, which may result in increased inconvenience or road safety issues in the area. However, the Transport and Accessibility and Impact Assessment (TTW 2021) concludes that Construction traffic is expected to be negligible in relation to total local traffic volumes, and will also be comfortably accommodated in the local road network. Therefore this impact is expected to be nil to minimal.
- Potential cumulative accessibility impacts, due to an extended construction project in the area (associated with the proposed flood mitigation works in the Wee Waa locality that may lead to extended period of changed road, traffic or parking conditions, noise, dust and changed wayfinding). Local residents, and school communities in the PSA may experience “construction fatigue”.

During operation:

- Delivery of the new Wee Waa High school in a location that the community overwhelmingly supports.
- Notably improved access to secondary education services due to delivery of new high school facility on this site. Not delivering the new school will result in continued overcrowding on the Wee Waa PS site, and study environment in temporary structures.
- Improved accessibility associated with the delivery of new secondary education facility adjacent to existing Wee Waa PS. Potential improvement in educational outcomes due to increased synergies and shared use of infrastructure.
- The proposed school is designed to be accessible for students and staff experiencing impaired mobility. Detailed assessment has been provided with the EIS in relation to access planning. The study makes a number of recommendations to improve accessibility of the site, based on the original site plans (refer to the Access Planning Review Report (Group DLA, 2021)), to further refine during design development.
- Improved access to and accessibility of community facilities in Wee Waa associated with proposed shared community uses on this site, e.g. community access to the school hall, library, Indigenous Cultural Centre, and sports uses. Community survey has identified that sharing new facilities with the wider community was the second most important element of the new school for the community.

It is noted that the site layout has been designed to locate community accessible facilities near the public access points. New sports fields and outdoor ball courts in the west of the site can be used by the public and are accessible by car from Charles Street and by foot from Mitchell Street. The hall has been located and designed so that it is legible and directly accessible from Mitchell Street. Amenities and change rooms are located with the hall for community use.

- Some negative impacts to accessibility may occur, associated with:
 - Potential inconvenience and additional travel times required to access uses, such as agricultural learning and sports uses, off site. It is noted that these uses are required to remain on the pre-existing Wee Waa High School site due to flood mitigation requirements associated with the proposed site.
 - Residents may have concerns regarding potential accessibility impacts (such as inconvenience and increased travel times) for the existing school communities, local residents, workers and visitors to the area, associated with potential traffic congestion and changes to parking related to the operation of the new school (e.g. parents dropping off their children), based on the proposed school location on a high-traffic road. However, the Transport and Accessibility and Impact Assessment (TTW 2021) concludes that Forecast additional vehicle traffic volumes can be comfortably accommodated in the local road network, and proposed car parking capacity is suitable. Therefore this impact is expected to be nil to minimal.

Potential impacts**Responses / mitigation measures**During construction:

- Deliver the buildings based on the DfMA process, if feasible, in order to minimise or reduce construction duration and impacts on site, as well as reducing wastage.
- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with noise and vibration and visual amenity during the construction phase.
- Implement recommendations in the Access Planning Review Report.
- Implement mitigation measures included in other technical reports, including Acoustic Assessment, Air Quality Assessment, and Traffic Assessment.
- Continue to implement the Communication and Engagement Strategy prepared for this project to communicate with surrounding residents, school communities, other nearby businesses, workers, and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with the Wee Waa PS and HS to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.
- Continue to consult and collaborate with the Council and other stakeholders to minimise cumulative impacts. Any opportunities to coordinate construction impacts with other construction projects in the area should be explored.

During operation:

- Collaborate with the Council, adjacent schools, and other community stakeholders to optimise the shared and/ or public uses of the site, to maximise the broader community benefits of the school.
- Explore ways to minimise disruptions to activities and improve access to students of the Public School and the broader community.
- Explore potential for internal wayfinding opportunities to ensure that the site and surrounds are legible for school communities and broader community members using the site, to enhance accessibility of facilities on the site.
- Support and promote active and sustainable transport use by staff and students of Wee Waa High School. The Plan could consider:
 - Provision of end of trip facilities and promote active and sustainable transport options.
 - Ensuring pedestrian connections surrounding the site and connections to the public transport stops are accessible, particularly to people experiencing reduced mobility (e.g. ensuring surrounding walking paths are level and well-maintained, and there is good shade and frequent resting places).

Summary**Overall impact/
benefit**

Overall improved access to high quality secondary education facilities in Wee Waa, and proposed community uses of the site would have a significant positive benefit.

The long term positive impacts associated with access to improved education facility and capacity are almost certain. Not delivering the new school will result in continued overcrowding of Wee Waa PS site.

Likely positive impacts are also associated with community access to community infrastructure on the site.

The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive social outcomes for the community.

Social impacts associated with accessibility are Medium during construction, but resulting benefits Very High during operation:

- Construction: Medium (Likely Minor) - Negative

Potential impacts	
Duration	<ul style="list-style-type: none"> Operation: Very High (Almost Certain Major) – Positive <p>Operational benefits are long term, construction impacts are temporary.</p>
Severity/ sensitivity	High sensitivity to impacts, as changes would impact students on both Wee Waa PS and new HS sites (children are considered sensitive receivers).
Extent	<p>It is possible that establishment of the construction site may reduce or change access to the site or surrounds to residents, students and workers in the PSA, including users of Mitchell St/ Kamilaroi Highway.</p> <p>Provision of improved education facilities would benefit families living in the school catchment area.</p> <p>Community uses at the site would benefit the broader community living in the school catchment area and beyond.</p>
Potential to mitigate/ enhance	<p>Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. It is recommended to deliver the buildings based on the DfMA process, in order to reduce construction duration and impacts on site.</p> <p>During operation, there is a high ability for students, workers, visitors, and local community to adapt to new facilities on the site, due to their proposed quality and design.</p>

9.4.4 Community, including its composition, cohesion, character

Potential impacts
<p><u>During construction:</u></p> <ul style="list-style-type: none"> The construction period may disrupt the existing local community surrounding the site, including: <ul style="list-style-type: none"> Impacts to composition: <ul style="list-style-type: none"> Changes to the composition of the local community may be experienced during construction, with an increased number of construction workers in the local area required to deliver the building (noting the potential cumulative impacts of the other construction projects in the area). FTE construction jobs figure will be determined at future stages of the project. The increased number of construction workers in the area may lead to perceptions of 'strangers' and decreased safety. This could be mitigated by hiring construction workers locally. No change to the composition of the local resident population is expected based on the construction as the Wee Waa High School is being relocated from adjacent temporary location to proposed site, which is clear of development. Neither are decanting activities required. Impacts to sense of place: <ul style="list-style-type: none"> The proposed site is currently vacant, however, some community members may have connections and memories associated with the site, appearance of which will be significantly altered. Impacts to how the community functions are not expected to occur during the construction phase of the proposed development. <p><u>During operation:</u></p> <ul style="list-style-type: none"> No significant change to the size and composition of the local resident population and how the community functions is expected based on the delivery of the new school, as the students and staff are currently already based in Wee Waa, at an adjacent site. Potential changes to sense of place for surrounding residents, workers, past and current staff and students of Wee Waa PS, Wee Waa High School and their families, and visitors to the area, based on delivery of the new school, and changed appearance of the site.

Potential impacts

- Potential benefits to community cohesion and functioning for the Wee Waa High School community associated with the delivery of high quality education floorspace that reflects contemporary standards to support student and teacher wellbeing.
- Potential benefits to community cohesion associated with potential community uses (community hall, library, Indigenous Cultural Centre, sports uses) and increased activation of the site, catalysing new opportunities for community interaction and connection. There is an opportunity for the school to become one of the community interaction focal points in the area and support community networks and cohesion in an area with otherwise limited availability of community facilities. Noting the high quality architectural and landscape design on this site and both school and shared community uses. The proposed inclusive and welcoming design for this site can facilitate social gatherings and social interaction enhancing community cohesion. Community survey has identified that sharing new facilities with the wider community was one of the key elements of the new school for the local community.

Responses / mitigation measures

During construction:

- Implement mitigation measures set out in the Construction Management Plan to reduce the impacts associated with disruption to Wee Waa school communities during the construction phase.
- Positive social impacts and community acceptance of the project can be amplified by employing local residents.
- Continue to implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers, and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.

During operation:

- Collaborate with the Council, Wee Waa HS, adjacent Wee Waa PS, and other community stakeholders to maximise benefits of shared and/ or public uses of the site. Explore opportunities for integration with the local community via open days and programming, e.g. school fetes, student art exhibitions and performances etc.

Summary

Overall impact / benefit	<p>Overall improved access to high quality secondary education facilities in Wee Waa and potential community uses of the site would have a significant positive benefit to community. Positive impacts associated with potential community uses on the site, are likely. The redevelopment of the site, if impacts associated with construction are well mitigated, will ensure positive social outcomes for the community.</p> <p>Social impacts associated with changes to the community are Medium during construction, but resulting benefits High during operation:</p> <ul style="list-style-type: none"> • Construction: Medium (Likely Minor) – can be perceived as either Negative or Positive • Operation: High (Likely Major) – Positive
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes may impact local students (children are considered as sensitive receivers), and local Aboriginal communities.
Extent	Construction impacts would impact most the community in the PSA. Operational phase would benefit the families and broader community living in the school catchment area.
Potential to mitigate/ enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.

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

Potential impacts

Construction phase:

- Potential changes to the community's connection to place and heritage associated with changes to appearance and use of the site. Whilst the site is vacant, some local people may have memories associated with the site, appearance of which will be significantly altered.

Aboriginal Cultural Heritage Assessment Report has been prepared as part of the technical papers to support the proposed development (OzArk Environment & Heritage 2021). The ACHAR concludes that no Aboriginal cultural heritage values or objects were identified within the study area during field survey or through consultation with the Aboriginal community. A general Heritage Impact Assessment has also been prepared (OzArk Environment & Heritage 2021), and concludes that no heritage sites are near the proposal site, and wooden structure and poles identified during a site survey are also assessed as having no historic heritage significance. This suggests that construction impacts on Aboriginal or non-Aboriginal cultural values would be negligible, if any. However, the ACHAR recommends that all land and ground disturbance activities must be confined to within the study area, as this will eliminate the risk of harm to Aboriginal objects in adjacent landforms.

Operational phase:

- Improvements to sense of and connection to place associated with the high quality of the built form and design of the proposed Wee Waa High School, and potential community uses on the site:
 - Delivery of high quality built and landscape amenity, designed in close consultation with the HS and local communities would create a new architectural focal point within the locality, that has potential to generate new values, stories and connection to place.
 - The proposed building has been designed to encourage a welcoming and inclusive atmosphere for staff, students, and their families.
 - Shared community access to the school hall, library, Indigenous Cultural Centre, and sports fields could catalyse new opportunities for community interaction and connections by providing safe and attractive spaces for play, gathering, events and informal social interaction.
- Positive benefits to culture associated with delivery of Indigenous Cultural Centre, and local heritage and cultural elements embedded in building and landscape design, which will provide opportunities for cultural learning and appreciation of Aboriginal heritage and cross-cultural learning, noting the significant proportion of Aboriginal students attending Wee Waa HS and community living in the study area.

Importantly, the Indigenous Cultural Centre has been developed in consultation with the school and local Aboriginal community (see Design Report for more info). In particular - it has been designed to be a separate building to the main school with easy access to the native grasslands and outdoor teaching areas, as well as being located near the car park and can be easily accessed without having to walk through the formal school entrance. These considerations were developed collaboratively with the local Aboriginal community.

The school design also incorporates elements that seek to Connect with Country, including wayfinding signage in native language, public art depicting totems and murals, dedicated Aboriginal learning areas and indigenous planting throughout the landscape design.

The provision of the Indigenous Cultural Centre and inclusion of Indigenous elements in the school design also responds to expectations of the broader local community - community survey highlighted that it is important that the Aboriginal heritage of the town is reflected in the school design.

Responses / mitigation measures

- Continue to implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers, and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.

Potential impacts

- Positive social impacts and community acceptance of the project can be amplified by employing local residents during the construction and operational phases of the development.
- Collaborate with the Council, Wee Waa HS, adjacent Wee Waa PS, and other community stakeholders to maximise benefits of shared and/ or public uses of the site. Explore opportunities for integration, cultural and cross-cultural learning with the local community via open days and programming.
- Whilst no Aboriginal cultural heritage values have been identified within the study area, recommendations in the Aboriginal Cultural Heritage Assessment Report will need to be implemented – e.g. develop an Aboriginal Cultural Heritage Management Plan (ACHMP), in consultation with Registered Aboriginal Parties, and approved by NSW DPIE; all land and ground disturbance activities must be confined to within the study area, as this will eliminate the risk of harm to Aboriginal objects in adjacent landforms.
- Continue to engage with local Aboriginal stakeholders and ensure that Connecting with Country approaches and objectives are embedded in the construction and delivery phases of the project in order to optimise social outcomes. Refer to NSW Government Architects Draft Connecting with Country Framework for relevant strategies and principles for action.

Summary

Overall impact/ benefit	Provision of high quality contemporary education facilities at this location would have a positive benefit to culture if cultural needs of the student and resident community proposed in the school design are executed well. Social impacts associated with changes to culture are Medium during construction, but resulting benefits High during operation: <ul style="list-style-type: none"> • Construction: Medium (Possible Moderate) – can be perceived as either Negative or Positive • Operation: High (Likely Major) – Positive
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes may impact local students (children are considered as sensitive receivers), and local Aboriginal communities.
Extent	Proposed development has the potential to enhance connection to culture for students, staff, local residents and visitors from across the Wee Waa locality, high school catchment and beyond.
Potential to mitigate/ enhance	Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected. During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design

9.4.6 Surroundings – amenity

Potential impacts

During construction:

- Temporary impacts to amenity and enjoyment of surroundings associated with dust, noise, vibration, and truck movements generated by construction activities. In particular, changes to environmental amenity may impact:
 - Primary and high school students currently co-located on the Wee Waa PS site adjacent the proposal site (children are considered sensitive receivers), and there could be potential impacts on learning outcomes or temporarily reduced opportunities to use and enjoy the schools' outdoor spaces due to changes to the amenity of the area.
- Changes to the streetscape and appearance of the site associated with construction activity. The establishment of hoarding and changes to the streetscape associated with the construction phase may have an adverse effect on:

Potential impacts

- Visual and aesthetic of the area associated with changes to views in the area associated with construction activity. Construction activity on the site would likely temporarily reduce the aesthetic value and views in this area, primarily for the school communities co-located on the Wee Waa PS site, nearby residents, users of Mitchell Street/ Kamilaroi Highway, and other workers and visitors to the area. However, it is noted that the proposed development is aligned with state and local priorities for high quality, accessible education facilities, and urgently required due to Wee Waa HS students being evacuated from the previous Wee Waa High School site due to ongoing health issues among students and staff.
- Perceptions of safety in the area associated with changes to the site, e.g. establishment of hoardings, changes to sight lines. This may impact students, staff or visitors leaving the site outside of school hours.
- Potential cumulative negative impacts to surroundings (i.e. prolonged dust, noise, traffic changes, congestion and disruption) associated with other construction projects in the Wee Waa locality (e.g. flood mitigation works proposed across the locality).

During operation:

- Permanent changes to the surroundings and appearance of the site associated with the delivery of the new Wee Waa High School at the proposed site.
 - The new Wee Waa High School is being built on vacant land. The proposed development would result in changes to the landscape, with existing land replaced by several buildings and associated increased activity on this site. However, delivery of high quality built and landscape amenity would create a new architectural focal point within the locality.
 - Feedback from the local community members that responded a community survey overwhelmingly supported the proposed site location.
 - In particular, the proposal would deliver:
 - A new two-storey school building arranged in a U-shape courtyard typology
 - A Covered Outdoor Learning Area (COLA)
 - A grass sport field with a perimeter running track and two playing courts
 - An Indigenous Cultural Centre
 - Internal vehicular access road from George Street and two car parks
 - Installation of landscaping, additional tree planting, fencing and public art to integrate with the design of the new school.
- Potential benefits to staff and students associated with delivery of improved surroundings and amenity on the site:
 - Improved health and wellbeing of staff and students of Wee Waa High School, associated with provision of the new school built to contemporary health and safety standards, noting the health concerns related to the vacated HS site.
 - High-quality and welcoming education and teaching spaces based on contemporary flexible learning and supporting spaces design, that can support improved study and student and staff satisfaction outcomes.

It is noted that the school design has been developed in consultation with the Wee Waa High School staff and communities. It is therefore anticipated, that during operation, there is a high ability for staff and students to adapt to the new facilities on the site, due to consideration of user preferences, and the proposed quality and design of the development.

- Potential benefits to staff, students, local residents, workers, and visitors associated with the delivery of high quality, contemporary shared use community spaces, and facilities on this site.
- Potential improved perceptions of safety in the area associated with new amenity and increased activation of the site.

Responses / mitigation measures

During construction

- Mitigation measures set out in the Construction Management Plan will be implemented to reduce the impacts associated with noise and vibration and visual amenity during the construction phase.

Potential impacts

- Implement mitigation measures included in technical reports, including Acoustic Assessment, Air Quality Assessment, and Traffic Assessment.
- Continue to implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.
- Consult with Wee Waa PS and HS, co-located on site adjacent to the proposal site, to understand periods in which they may be more sensitive to impacts and explore opportunities to undertake works outside these periods to minimise disruption, e.g. during school holidays.
- Collaborate with the Council, adjacent Wee Waa PS, and other stakeholders to minimise cumulative impacts. Any opportunities to coordinate construction impacts with other construction projects in the area should be explored.
- Implement CPTED principles to support safety of the site during construction and operational phases of the proposed development.

During operation

- Encourage active and public transport use by future students, staff and visitors to the school, and to reduce traffic and congestion impacts across the Wee Waa locality.
- Consider opportunities to enhance pedestrian and active transport connections between the site and surrounding areas to encourage active transport and improve perceptions of safety in the areas surrounding the development (e.g. wayfinding, lighting, adequate shade, public art).
- Monitor and manage impacts on surrounding residents ongoing.

Summary:

Overall impact/ benefit	<p>Provision of high quality education facilities at this location would have a significant positive benefit to surroundings.</p> <p>Negative social impacts associated with surroundings are medium during construction, but low during operation.</p> <p>Social impacts associated with surroundings are Medium during construction, but resulting improvements Very High during operation:</p> <ul style="list-style-type: none"> • Construction: Medium (Likely Minor) - Negative • Operation: Very High (Almost Certain Major) – Positive, but noting that some receivers may consider the change to the landscape as Negative
Duration	Changes to the landscape and surroundings would be long term or permanent. Other operational benefits are long term. Construction impacts are temporary.
Severity/ sensitivity	High sensitivity to impacts, as changes may impact local students (children are considered as sensitive receivers), and local Aboriginal communities.
Extent	Construction impacts would likely impact residents and users of the PSA. Improved surroundings and amenity would benefit residents, students/ parents and workers in the PSA, and visitors from the broader area to the site, including users of Mitchell Street/ Kamilaroi Highway.
Potential to mitigate/ enhance	<p>Construction impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected.</p> <p>During operation, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site, due to their proposed quality and design.</p>

9.4.7 Livelihoods

Potential impacts

Construction phase:

- Increased access to employment opportunities within the construction sector during the construction phase. While these jobs will be temporary, project based work is typical to the sector. (An estimate of the FTE construction jobs required for construction of the proposed development figure will be determined at future stages of the project.)
- Potential improved viability of businesses in the area associated with trade from construction workers (for example for cafes, shops and petrol stations in the local area).
- Potential for local employment and training opportunities to be created through the construction process.

Operational phase:

- It is assumed that staff associated with the operation of the Wee Waa HS will move from current (temporary) site, and additional job generation during operational phase is therefore nil to minimal.
- There may be potential for some local jobs to be created, including a range of services to the school during operation (e.g. student support, cleaning, and maintenance contracts).
- Long term flow on benefits associated with provision of contemporary high quality educational environment on this site, that may lead to improved opportunities to find and retain work or further education opportunities later in life for students of the Wee Waa HS.

Responses / mitigation measures

During construction:

- Positive social impacts and community acceptance of the project can be amplified and have flow on benefits in other aspects of contractor life by using social employment and procurement practices, and hiring locally. Explore opportunities to engage, train and employ local residents, and utilise the skills and services of local businesses.
- Implement Communication and Engagement Strategy to communicate with surrounding residents, school communities, other nearby businesses, workers and visitors to the area to ensure that all stakeholders are made aware of the timing and likely impact of the construction period. Opportunities for feedback and to ask questions should also be provided.

During operation:

- Consider opportunities to hire out school facilities to the local community, to generate additional income for the school.
- Seek to support local economic development through exploring opportunities to source skills, services and products from local businesses in Wee Waa and the surrounding region. This can have a tangible local effect on generating local prosperity. Consider whether a sustainable procurement policy or approach to adopted and implemented for the school.

Summary:

Overall impact / benefit	Provision of new education facilities at this location would have a significant positive benefit to livelihoods during the construction phase of the development. Social benefits associated with livelihoods are expected to be Medium during construction and operation: <ul style="list-style-type: none"> Construction: Medium (Possible Moderate) - Positive Operation: Low (Unlikely Minor) - Positive
Duration	Operational benefits are long term, construction impacts are temporary.
Severity/ sensitivity	Sensitivity to livelihood impacts due to community being socio-economically disadvantaged.
Extent	Construction impacts would likely mostly impact the construction sector and provide jobs for contractors from the PSA and beyond.
Potential to mitigate/ enhance	Benefits to livelihoods can be amplified by exploring opportunities to employ local residents during the construction phase.

9.4.8 Decision-making systems

Potential impacts

- The school design and the adjacent Indigenous Cultural Centre have been developed in consultation with the Wee Waa High School and local Aboriginal communities and other local stakeholders, and as such, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site.
- It is noted that the land selected for the new high school includes the acquisition of Crown Land lots. It is acknowledged that the Crown land falls within a more extensive native title claim. SINSW is engaged in ongoing discussions with the representatives of the land claimants, the Kamilaroi/ Gamilaroi people and continues to seek guidance from the Wee Waa Local Aboriginal Land Council to ensure all due process and correct approach is followed in relation to any future claims made.
- In general, local community members have expressed support for and optimism about the new school and its potential to bring positive social impacts to the community for the long term.

Responses / mitigation measures

- Continue to engage in ongoing discussions with the representatives of the land claimants, the Kamilaroi/ Gamilaroi people and seek guidance from the Wee Waa Local Aboriginal Land Council to ensure all due process and correct approach is followed in relation to any future claims made.
- Continue to engage with local communities (Aboriginal and non-Aboriginal) during the development and operation of the school, to optimise community benefits.

Summary:

Overall impact / Benefit	Impacts associated with decision-making systems could potentially be High (Possible Major), and experienced as either Positive or Negative, depending on the receiver.
Duration	Potential impacts could be long-term or permanent
Severity/ sensitivity	Sensitivity to impacts due to land claim issues impacting Aboriginal communities, and historic and ongoing injustices related to land-related decision making systems across Australia. Flow on effects - future changes to the uses of the site, once the proposed school is operational, may impact students of the proposed HS (children are considered sensitive receivers).
Extent	The Kamilaroi/ Gamilaroi people. Users of the school facilities – Wee Waa HS communities and broader local community from across the HS catchment and beyond.
Potential to mitigate/ enhance	Impacts would need to be proactively mitigated due to the sensitivity of users of the site and communities directly affected.

9.5 Monitoring and management framework

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

During construction

- Development of a Construction Management Plan that includes complaints handling procedure for identifying and responding to community issues related to construction impacts.
- Implementation of the Communications Strategy developed for the Project that detail the processes and communication strategies to ensure that key stakeholders are advised and consulted about major changes and disruptions, and the process for providing feedback and further consultation during the Project.
- Continue to engage with local Aboriginal stakeholders and ensure that Connecting with Country approaches and objectives are embedded in the construction and delivery phases of the project in order to optimise social outcomes.

During operation

- Continued engagement with relevant stakeholders, to identify emerging social issues and trends and issues relevant to the school's operation, including Kamilaroi/ Gamilaroi Elders.
- Ongoing monitoring of the performance of the school across a range of metrics, including student outcomes, community engagement and community benefits. This could be achieved through the development of a framework of outcomes and KPIs with measurement approaches, such as school community and broader community surveys, undertaken at, e.g. five-year intervals.

10.0 Summary of social impacts: concluding comments

An assessment of the social impact categories, as defined within the *Social Impact Assessment Guideline* (NSW DPIE, 2021) has been undertaken with consideration to the issues identified through the baseline analysis. Each category of impact outlined in the SIA Guideline is appraised with a significance of the impact based on the likelihood and magnitude of the change experienced by the community.

Overall, the level of impacts associated with the proposed development have been assessed to range from being Low to Very High, some of which would be experienced as Negative, and most as Positive. No major significant negative impacts were identified in relation to the proposal, that cannot be effectively mitigated.

Key challenges identified with the proposed development relate to:

- Temporary impacts to surroundings and amenity during the construction phase of new Wee Waa High School. Changes to amenity may relate to environmental factors such as noise, traffic and parking, vibration, views and air quality. As the site is adjacent to Wee Waa Public School, and a residential neighbourhood, there are a number of users within the immediate vicinity of the site who may be sensitive to changes to amenity in this area. For example, school-aged children may be more sensitive to changes to routine. It is therefore recommended to deliver the project based on the DfMA process, in order to reduce construction duration and impacts. (It is also noted that Mitchell St/ Kamilaroi Highway which separates the site from Wee Waa Public School would generate noise and pollution on a regular daily basis.)
- As the Wee Waa locality more broadly is proposed to undergo extensive flood mitigation works, residents and users of the area may become sensitive to cumulative impacts to surroundings.
- These impacts will be managed in accordance with legislation and regulation, through a Construction Management Plan.

The most significant social benefits of the proposal relate to:

- **Improved health and wellbeing of staff and students** of Wee Waa High School, associated with provision of the new school built to contemporary health and safety standards. This impact is particularly significant, and a key benefit of the proposed project, noting the health concerns associated with the vacated High School site.
- **Improvements to way of life**, daily routines, and health and wellbeing for students and staff of Wee Waa Public School and Wee Waa High School, as not delivering the proposed development will result in continued overcrowding of the Wee Waa Public School site, and study environment in temporary structures.
- Improvements to way of life and daily routines for students and staff of Wee Waa High School associated with delivery of high quality flexible learning and teaching environments in contemporary purpose-built spaces. The proposed development will contain flexible learning spaces; a library, hall, various outdoor play and sports areas; and modern core facilities. It is noted that the school design has been developed in consultation with the Wee Waa High School staff and stakeholders. These high quality, contemporary spaces, that are considering end-user preferences, are likely support improved teaching and learning outcomes.
- **Significant benefits to culture are associated with the Indigenous Cultural Centre** proposed to be delivered on the school site, and the local heritage and cultural elements embedded in broader school building and landscape design, which will provide improved opportunities for cultural learning and appreciation of Aboriginal heritage in Wee Waa. There is a significant proportion of Aboriginal students attending Wee Waa HS and community living in the study area, and the Cultural Centre has been developed collaboratively with the local Aboriginal community.
- **Improved accessibility of community facilities** in Wee Waa is associated with proposed shared community uses on this site. The proposed development has been designed to enable community access to the school hall, library and sports uses and would create a new focal point for the local community. Community survey has identified that sharing new facilities with the wider community is a key element of the new school for the local community.

Overall, the development will support various community priorities identified in local Narrabri Shire strategic documents, such as improved community health; improved access to educational services and learning pathways; and improved access to sport and recreational services and facilities. The development also has the potential to support community accessibility and inclusiveness, and community arts, events and entertainment.

It is noted that the school design and the adjacent Indigenous Cultural Centre have been developed in consultation with the Wee Waa High School and local Aboriginal communities and other local stakeholders, and as such, there is a high ability for students, workers, visitors and local community to adapt to new facilities on the site.

This assessment considers the overall level of the long-term social impact of the proposed development to be Very High and Positive. Any potential negative impacts can be mitigated through implementation of a robust Construction Management Plan and ongoing consultation with the local communities, including local Aboriginal stakeholders.

Appendix A. Strategic policy review

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

Premiers Priorities	
NSW Government (2019)	
Purpose and Vision	<p>The Premiers Priorities are a set of goals that represent a commitment to making a significant difference to enhance the quality of life of the people of NSW.</p> <p><i>“They aim to tackle many of the issues that have been put in the too hard basket, for too long. Each priority has an ambitious target. They have been set with the purpose of delivering on my government’s key policy priorities, being:</i></p> <ul style="list-style-type: none"> <i>• a strong economy</i> <i>• highest quality education</i> <i>• well-connected communities with quality local environments</i> <i>• putting customer at the centre of everything we do</i> <i>• breaking the cycle of disadvantage.”</i>
Key Directions and Strategies	<p><i>The document contains a number of priorities relevant to the proposed development:</i></p> <ul style="list-style-type: none"> <i>• Bumping up education results for children:</i> <ul style="list-style-type: none"> <i>– Increase the proportion of public school students in the top two NAPLAN bands (or equivalent) for literacy and numeracy by 15% by 2023</i> <i>– State-wide rollout of ‘Bump It Up’ program</i> <i>• Increasing the number of Aboriginal young people reaching their learning potential:</i> <ul style="list-style-type: none"> <i>– Increase the proportion of Aboriginal students attaining year 12 by 50% by 2023, while maintaining their cultural identity</i>
Building Momentum: State Infrastructure Strategy 2018-2038	
Infrastructure NSW (2018)	
Purpose and Vision	<p>The NSW State Infrastructure Strategy 2018–2038 builds on the NSW Government’s major long-term infrastructure plans over the last seven years. The strategy sets out the government’s priorities for the next 20 years, and combined with the Future Transport Strategy 2056, the Greater Sydney Region Plan and the Regional Development Framework, brings together infrastructure investment and land-use planning for our cities and regions.</p> <p>The vision of the NSW State Infrastructure Strategy for metropolitan NSW is as follows: <i>“By 2056, Greater Sydney will be a metropolis of ‘three cities’ – an Eastern Harbour City, Central River City and Western Parkland City. Residents will be able to access jobs and services within 30 minutes. Newcastle, Wollongong, and Gosford will be important economic hubs with key transport and freight gateways, and strong service-based industries”</i></p>
Key Objectives	<p><i>The strategy contains a number of objectives relevant to the proposed development:</i></p> <ul style="list-style-type: none"> <i>• Strategic objective 13: Deliver infrastructure to keep pace with student numbers and provide modern, digitally-enabled learning environments for all students</i>
Strategic Plan 2018-2022	
NSW Department of Education	
Purpose and vision	The NSW Department of Education’s (DoE) strategic plan aims to “prepare young people for rewarding lives as engaged citizens in a complex and dynamic society” (p.1)
Key Actions	<p>The strategic plan includes ten goals that set DoE’s direction over the next five years and emphasises the importance of ensuring all children in NSW have access to a high quality education, are engaged in learning, and can successfully transition to higher education, training and work. The following goal is relevant to the proposal:</p> <ul style="list-style-type: none"> Goal 8: <i>Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching (p.1)</i>

School Assets Strategic Plan

NSW School Infrastructure (2017)

Purpose & vision	<p>The NSW School Assets Strategic Plan is a high level document that aims to coordinate planning for and delivery of both new and expanded schools. The Plan encourages the joint and shared use of school facilities with local government and the private sector to develop innovative ways to provide school infrastructure.</p> <p>The priorities of the Plan include:</p> <ul style="list-style-type: none"> • <i>Ensuring that our schools can flexibly accommodate increasing student numbers with school expansions and modular buildings.</i> • <i>Involving the community in new approaches to planning. Instead of upgrading education one school at a time, we are collaborating with the community to determine how best to distribute students and deliver new and upgraded facilities within an area or region.</i> • <i>Making it easier for school infrastructure projects to start by streamlining the approvals in a new education-based State Environmental Planning Policy.</i> • <i>Investigating how we can better harness innovative technologies and equip our education facilities for the digital age.</i>
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Design Guide for Schools

Government Architect (2018)

Purpose and vision	<p>The Design Guide is an integrated design policy for the built environment of New South Wales and establishes the value of good design. It identifies key concepts, good process and objectives for good design outcomes. It aims to do the following:</p> <ul style="list-style-type: none"> • Promote and champion good design processes and outcomes for schools across NSW; • Deliver schools that respond positively to their physical, social and environmental context; and • Support the delivery of excellent learning environments.
Key Actions	<p>Education SEPP Design Quality Principles</p> <ul style="list-style-type: none"> • Whole of life, flexible and adaptive <ul style="list-style-type: none"> – <i>Allow for future adaptation to accommodate demographic changes, new teaching and learning approaches;</i> – <i>Provide capacity for multiple uses, flexibility and change of use over time;</i> – <i>Understand the potential impacts of future local projected growth;</i> – <i>Design learning spaces to cater for a range of learning styles and group sizes;</i> – <i>Consider providing areas for collaboration, group learning, presentations, specialised focus labs, project space and wet areas, display areas, student breakout, teacher meetings and reflective / quiet spaces.</i>

Appendix B. Community Profile

Category	Primary Study Area	School Catchment Study Area	Narrabri Shire	Rest of NSW (i.e. NSW less Greater Sydney)
<u>Income</u>				
Median individual income (annual)	\$29,820	\$29,620	\$33,000	\$30,420
Variation from Rest of NSW median	-2.0%	-2.6%	8.5%	na
% of persons (15 years or older) earning \$1,000pw or more	25.0%	26.5%	29.7%	27.3%
Median household income (annual)	\$52,880	\$55,740	\$64,860	\$61,200
Variation from Rest of NSW median	-13.6%	-8.9%	6.0%	na
% of Households earning \$2,500pw or more	12.8%	14.1%	17.0%	16.2%
<u>Age Structure</u>				
Median Age (years)	37.0	40.0	40.0	43.0
<u>Country of Birth</u>				
Australia	96.6%	96.3%	95.3%	89.3%
Aboriginal and Torres Strait Islanders	19.6%	15.3%	12.2%	5.5%
Other Major English Speaking Countries	2.6%	3.1%	2.5%	5.5%
Other Overseas Born	0.9%	0.6%	2.2%	5.2%
% speak English only at home	99.1%	98.3%	98.0%	94.5%
<u>Household Composition</u>				
Couple family with no children	21.9%	25.0%	28.7%	29.2%
Couple family with children	24.4%	28.6%	28.3%	27.4%
Couple family - Total	46.3%	53.6%	57.0%	56.6%
One parent family	15.3%	11.9%	11.7%	11.9%
Other families	1.0%	0.5%	0.8%	0.8%
Family Households - Total	62.6%	66.1%	69.6%	69.2%
Lone person household	33.6%	30.8%	27.6%	27.6%
Group Household	3.7%	3.1%	2.8%	3.2%
<u>Tenure Type (Occupied Private Dwellings)</u>				
Owned outright	29.8%	37.6%	36.0%	38.7%
Owned with a mortgage	27.8%	24.0%	29.8%	31.6%
Rented	42.4%	37.5%	33.3%	28.9%
State or territory housing authority	6.6%	3.9%	3.9%	3.8%
Housing co-operative/community/church group	0.9%	0.7%	1.1%	0.6%
Other tenure type	0.0%	0.9%	0.9%	0.8%
<u>Attending Education (% of those attending)</u>				
Pre-school	9.4%	10.9%	9.7%	8.4%
Infants/Primary Total	43.5%	48.3%	46.6%	37.8%
Secondary Total	34.0%	29.3%	28.3%	28.6%
Technical or Further Educational Institution	5.2%	4.8%	7.1%	8.9%
University or other Tertiary Institution	7.0%	5.3%	6.1%	14.3%
Other type of educational institution	0.9%	1.4%	2.1%	2.0%
% of total population attending education	20.1%	19.4%	19.7%	21.5%
<u>Highest Level of Education Completed (% of population aged 15 years and over)</u>				
Year 12 or equivalent	36.7%	38.8%	37.9%	43.7%
Year 9-11 or equivalent	54.5%	51.8%	53.9%	49.8%
Year 8 or below	8.2%	8.7%	7.8%	6.1%
Did not go to school	0.6%	0.6%	0.4%	0.4%
<u>Highest Level of Non-School Qualification</u>				
Postgraduate degree	2.4%	1.1%	3.3%	5.5%
Graduate diploma or certificate	2.6%	2.4%	2.7%	3.2%
Bachelor degree	23.8%	25.1%	21.1%	22.4%
Advanced diploma or diploma	13.5%	16.4%	15.8%	17.7%
Certificate	57.7%	55.0%	57.1%	51.1%
% of persons with non-school qualifications (persons 15 years and above) - excludes not-stated and inadequately described	30.0%	32.3%	36.6%	46.1%

Source: ABS Census 2016, Ethos Urban