John Palmer Public School Upgrade

Social Impact Assessment

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1 Introduction

1.1 Background and project description

This Social Impact Assessment (SIA) has been prepared to accompany an *Environmental Impact Statement* (EIS) that supports a State Significant Development Application (SSDA) to upgrade John Palmer Public School. The SSDA seeks consent for the following works on the existing Public School site:

- Construction of a new three storey building facing The Ponds Boulevarde which will accommodate 29 Permanent Learning Spaces and 1 new staff room
- Construction of a one storey new library building
- Relocation of service access to staff car park off The Ponds Boulevarde, including alterations to the existing car park to accommodate service vehicle
- One-storey extension to and refurbishment of existing School Hall building. The School Hall extension will accommodate spaces for Out of Hours School Care
- Building Block D will be re-purposed from an existing library to special program spaces and administration
- Refurbishment of Building F to provide 1 new support unit
- Minor additions and internal refurbishments to Building A
- Removal of all 20 existing demountable classroom buildings once alterations and additions have been completed
- Ancillary works to support the alterations and additions including landscaping and service provision.

The SSDA will result in an increase in capacity to 1,012 students to accommodate future growth in enrolments.

1.2 Planning process and regulatory framework

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

The Planning Secretary's Environmental Assessment Requirements (SEARs) outline the Environmental Impact Statement's (EIS) Requirements for SSD projects. The SEARs for the John Palmer Public School project identify the need for a "Social Impact Assessment prepared in accordance with the Social Impact Assessment Guideline". Blacktown City Council's submission to inform the SEARs also identify the need for a SIA to be prepared "to address the integration of the school in its local community".

1.3 Policy context

State policy context

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

School Infrastructure NSW (SINSW)'s *2020 Delivery Strategy* (December 2020) identifies a commitment to provide "the best learning environments at public schools across NSW to meet the needs of a growing student population".

Social Impact Assessment (SIA) Guideline

The Department of Planning, Industry and Environment's *SIA Guideline* and *Technical Supplement* (2021) provide a rigorous framework to identify and assess social impacts. Key steps of the SIA process as per the *Guideline* are discussed throughout this report.

Local policy context

Focus areas and priorities identified in Blacktown Council's policy documents[1] in relation to community and school infrastructure include:

- Providing a safe community including via the provision of safe, high quality walking and cycling links including a shared user path cycleway that caters for and encourages short trips to key destinations including local centres, public transport services, schools, local open space and the Green Grid
- Providing vibrant cultural opportunities and community activities including a range of community spaces
- Encouraging life-long learning including early learning opportunities
- Providing more new schools to support the rate of population growth and rectify the gap in existing infrastructure
- Collaborating to maximise shared and joint use of school facilities to optimise community use of recreation space.

[1] Blacktown *Community Strategic Plan*, 2017; Blacktown *Local Strategic Planning Statement*, 2020

2 Methodology

This section describes the methodology that was used to prepare this SIA. The methodology is consistent with the requirements of the DPIE's *SIA Guideline* (2021).

2.1 Project establishment

Tasks included:

» **Document review**: A review of relevant State and local strategies and policies was undertaken to inform the project's strategic planning context (**Section 1**).

» **No site visit** could be conducted given COVID-19 restrictions in place at the time this report was written.

2.2 Stakeholder engagement

Stakeholder engagement is an important aspect of SIA. Details of the engagement process and findings are provided in **Section 3.**

2.3 Social baseline development

The development of the social baseline (**Section 4**) included:

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

» **Data collection**: data was sourced and organised as per DPIE's *SIA Guideline* (2021) impact categories. Data was managed to best align with the social locality; however, at times, this was not possible due to data sources and data boundaries.

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

2.4 Impact identification

Based on outcomes from engagement activities, technical reports and information about the project – expected and perceived impacts were identified (**Section 5**). Consideration was given to their nature (positive or negative), when they would most likely occur in relationship to project stages, which DPIE impact category they align with (in accordance with the *SIA Guideline* and *Technical Supplement*) and organised in themes for ease of discussion.

This has included a review of the SSDA package and request for SEARs information including:

» *Concept Design Report*, PTW, 2021

» *Architectural Design Statement,* PTW, 2021

» *Aboriginal Cultural Heritage Assessment Report*, Tocomwall, 2021

» *Biodiversity Development Assessment Report*, Kleinfelder, 2021

» *Civil Engineering Secretary's Environmental Assessment Requirements Report*, Enstruct, 2021

» *Community Engagement Summary Report*, School Infrastructure NSW, 2021

» *Concept Design Report Access*, Philip Chun, 2021

- Connecting with Country Meeting Minutes, Jacobs, 2021
- *Landscape Design Statement*, McIntosh & Phelps, 2021
- *Preliminary Construction Management Plan*, Jacobs, 2021
- *Report on Detailed Site Investigation (Contamination)*, Douglas Partners, 2021
- *Report on Geotechnical Investigation*, Douglas Partners, 2021
- *SSDA Noise and Vibration Impact Assessment*, AECOM, 2021
- *ESD Report*, AECOM, 2021
- *Transport and Accessibility Impact Statement*, TTW, 2021

2.5 Impact assessment and prediction

Each impact was assessed using methods provided in the DPIE *Guideline and Technical Supplement*. These methods are detailed further in **Section 5**.

2.6 Social impact enhancement, mitigation and residual impact

Enhancement and mitigation measures were developed for each impact, in order to respectively enhance positive impacts or reduce negative impacts. Considering proposed enhancement and mitigation measures, each social impact was reassessed to determine the social risk post-mitigation or enhancement. This process used the methods in **Section 5**.

3 Stakeholder engagement

3.1 Previous consultation findings

SINSW are conducting community and stakeholder engagement throughout the project's duration.

Some engagement had been conducted prior to this SIA being prepared and has informed this SIA report. Findings from the following activities have been used as part of this report:

- Meetings and workshops, including Connecting with Country sessions, with key stakeholders such as DoE and SINSW representatives, John Palmer PS Principal, Staff and students, PPP Axiom 2, Spotless, Government Architect, NSW Treasury and Blacktown City Council
- Project Reference Group (PRG) and Project Control Group (PCG) meetings to provide important updates on the project. Updates were provided in relation to key issues and risks, community and stakeholder engagement, project design, specific features and feedback.
- Consultation undertaken by the various consultants as part of their technical studies
- Exploration workshops and focus groups with John Palmer Public School users including school executive, teaching and non-teaching staff and community representatives. The findings raised during workshops and focus groups were summarised in the Education Rationale and informed the report's Project Objectives, Educational Model, Translational Brief, transition considerations for staff and assumptions and recommendations.

Engagement identified current benefits, challenges and constraints at the school.

Positive aspects identified included:

- A nurturing professional environment, staff collaboration and support
- Access to technology and digital resources
- K-6 programs, learning support and intervention programs
- Extra-curricular activities, PSSA groups and Performing Arts groups
- Outside play space, specifically structured play areas and separate Kindergarten area
- Group mental health intervention, student welfare and school counsellor
- Connections with community and whole school events
- Communication with parents and an active P&C group.

Negative aspects raised during consultation were primarily related to space and organisation including:

- Limited parking capacity
- Limited variety of playground activities including active and passive play space and shade
- Limitations to space including demountables, wet weather space, art and hall size
- Limited availability for whole school gatherings, extracurricular activities and creative and performing arts groups
- Access and number of toilet facilities
- Staffroom space and storage for teacher resources, furniture and learning equipment
- Cluttered and cramped classrooms.

Opportunities for the project identified during previous consultation include the school's *principles of future focused learning*. Consultation identified staff preference and/or desire for learning spaces in close proximity to each other, flexibly connected learning spaces, co-teaching and differentiation opportunities, increased support

opportunities for high needs students and improved access to pick up and drop off for students using Assisted Travel[2]. The Assisted School Travel Program (ASTP) is a service designed to support the individual travel needs of students with disability[3]. The NSW Department of Education offers the ASTP at John Palmer Public School.

Consultation also identified opportunities to Connect with Country, for example through the incorporation of designs, homages and artworks, sensory garden with Indigenous plants.

The consultation process also asked participants to identify things they would add to and remove from the project. Key responses to 'add' included a larger hall, staff and student amenities, larger staffroom with kitchen facilities, an art room, natural shade and playground equipment. The most common aspect to remove was the demountables.

3.2 Engagement for this SIA

The engagement plan prepared for this SIA intended to communicate with the community and provide opportunities for feedback.

Engagement methods included:

» A community flyer, including a link to the online survey, was distributed in the local community by SINSW and within the school networks by the School's principal. A total of 115 responses were received. Over 65% of respondents had one or more dependents attending John Palmer Public School and 23% were staff. The remainder included students at the school, residents of The Ponds and Kellyville Ridge suburbs.

» A copy of the survey script is provided in Appendix A.

» One on one interviews with:

- Department of Education/SINSW
- John Palmer Public School Principal
- John Palmer Public School Parent representative
- The Ponds Shopping Centre
- Social planning staff from Blacktown City Council
- Northwest Community Childcare – operator of the out of school hour care (OSHC) service at John Palmer Public School.

» During the survey, one on one interviews were proposed to community members including immediate residents, students, teachers or parents. Participants were identified on a voluntary basis during the survey. One interview was conducted with a school community member.

A standard discussion guide is provided in Appendix B. This was tailored for every interview.

The engagement identified what is working well and what is not working well at John Palmer PS, and provided a general sense of the impacts the project may have on the school and local community.

De-identified findings from the consultation process are distilled throughout the report, however key findings are summarised below in four sections: the current situation at the school, potential positive impacts of the project, potential negative impacts of the project and ideas provided during engagement to maximise the benefits and minimise the concerns of the project.

[2] Innovative Learning Environment, John Palmer Public School Education Rationale, 2019

[3] NSW Department of Education, Assisted School Travel Program Guidelines, 2020

3.2.1 Current situation

School community

» School is within a mid to high socioeconomic area, with a range of cultural backgrounds, and is within walking distance for many students

» The school blends with the natural environment and surroundings

» The school community is highly supportive.

Learning and teaching

» Children are very studious

» Facilities are modern, relatively new and well maintained

» Insufficient facilities including disability access facilities, staff bathrooms, sport facilities and overcrowded classrooms

» Buildings and layout: appreciation of individual and single-level structures and covered walkways

» All learning spaces including demountables have air conditioning which is necessary due to heat

» Staff are valued by the school community

» There is a positive learning environment: organisation, dedication and support from teachers, high quality of education and leadership, effective communication with parents and encouragement of physical activity

» Limited space in buildings and use of demountables with a small library and hall space (insufficient for entire school to gather) and limited storage space in classrooms

» Lack of creativity: complaints of simple design, lack of artwork around the school, no access to a music program or teachers specialising in creative and performing arts.

Access

» There are some constraints with staff parking

» There are issues with pick up/drop off areas creating bottleneck traffic in peak times in the kiss and drop zone.

Outdoor spaces

» Children enjoy outdoor play

» Open and green spaces are valued, particularly the significant size of outdoor play area and safety of the separate kindergarten playground

» Lack of shade and covered play space for hot or wet weather

» No playground equipment and open space is currently restricted by demountables.

3.2.2 Positive impacts

Positive impacts were identified:

» Improved amenity

» Shared learning spaces and new teaching methods

» Possibility of outdoor learning spaces

» Potential for shared use of space with community

» Natural design features and incorporation of Aboriginal heritage in design

» Outdoor open space will be maintained and increased in size

» Replacement of demountables with permanent learning spaces

» Additional support unit for students with special needs

» Improved access to technology for all students.

3.2.3 Negative impacts or concerns

Negative impacts or concerns were identified by approximately 25 respondents, some of which were related to the construction period.

During construction:

» Noise, trucks and safety concerns during construction

» Workers on school site

» Undercover play space for wet weather becoming further limited during construction

» Parking and traffic pressure during construction including workers parking in the area

» Alterations to the staff carpark to accommodate service vehicle access.

During operations:

» Concerns regarding parking and traffic due to an increased number of users at the kiss and drop area and in local streets, particularly Pebble Crescent, and The Ponds Boulevard

» Visual impact of a new 3-storey building including on privacy

» Possible noise during learning times due to the loading dock and shopping centre adjacent the new building

» Additional students at the school could impact the quality of teaching and cause the school to become overcrowded.

3.2.4 Further ideas to maximise benefits and mitigate concerns of the project

Some suggestions were made by approximately 70 participants to incorporate in the design. It is noted that participants during the consultation process had not had access to comprehensive information about the proposal, and some of these elements had already been included in the design:

» Increase covered and shaded area

» Install playground equipment

» Privacy screens around fence lines

» Limit open learning hubs yet encourage different styles of teaching

» Include facilities such as a board games room, outdoor learning facilities and increased toilets and bubblers, larger hall and improved kitchen in hall

» Staff space: space for staff breaks and collaboration, staff bathrooms and space to work with small groups

» Classroom improvements including storage space for teacher resources and bag hanging racks for students

» Use of environmentally friendly materials and solar panels

» Include more artwork, colourful, bright designs and connection to Aboriginal heritage.

» Sport: access to coaching, weekend soccer classes, soccer and cricket facilities and indoor sport space

» Access: improve kiss and drop, staff car parking and safety of entry and exits to the school, and ensure streets are safe for students walking/riding, as well as a scooter rack

» Technology: strong internet connection in all rooms, a technology learning zone and a computer room.

In addition, there were suggestions to minimise disruptions throughout construction by minimising work during school hours and maximising school holiday work, and following a safety protocol.

In relation to consultation and open communication, there were requests to ask parents' opinion as well as staff input into the design of new learning spaces and teaching style changes. It was also asked to communicate a clear outline about construction impacts on students.

4 Social baseline

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

4.1 The site

The redevelopment site is located at 85 The Ponds Boulevard, The Ponds (Lot 1 / DP 1131340) within the Blacktown City Council Local Government Area (LGA). The land is owned by the Department of Education (DoE) and the School is owned and operated by consortium Axiom Education No 2 Pty Ltd under a Public Private Partnership (PPP) arrangement.

The site is approximately 2.98 hectares in size with buildings currently spread across the site excluding the north-western corner which is a large area of open space.

Figure 1: Site location

Source: PTW Architects, Concept Design Report, 2021

The site is located within a low density residential area, and is immediately adjoined by The Ponds Shopping Centre. The area is known as The Ponds, and is originally a greenfield project that was completed in 2016-2017, with over 4,000 dwellings.

The site is accessed via a primary entrance on The Ponds Boulevard, and a secondary entry from Pebble Crescent to the west of the school. The Ponds Boulevard meets Riverbank Drive to the north. Jetty Street is located south of the site separated by a small area of open space.

4.2 Social locality

The social locality has been determined in alignment with the NSW *SIA Guideline* (DPIE, 2021). As shown by **Figure 2**, the social locality differs from the site location as it considers the nature and potential impacts of the project. Based on the nature and subject matter of the project (State significant and education infrastructure), the following areas have been determined as part of the social locality:

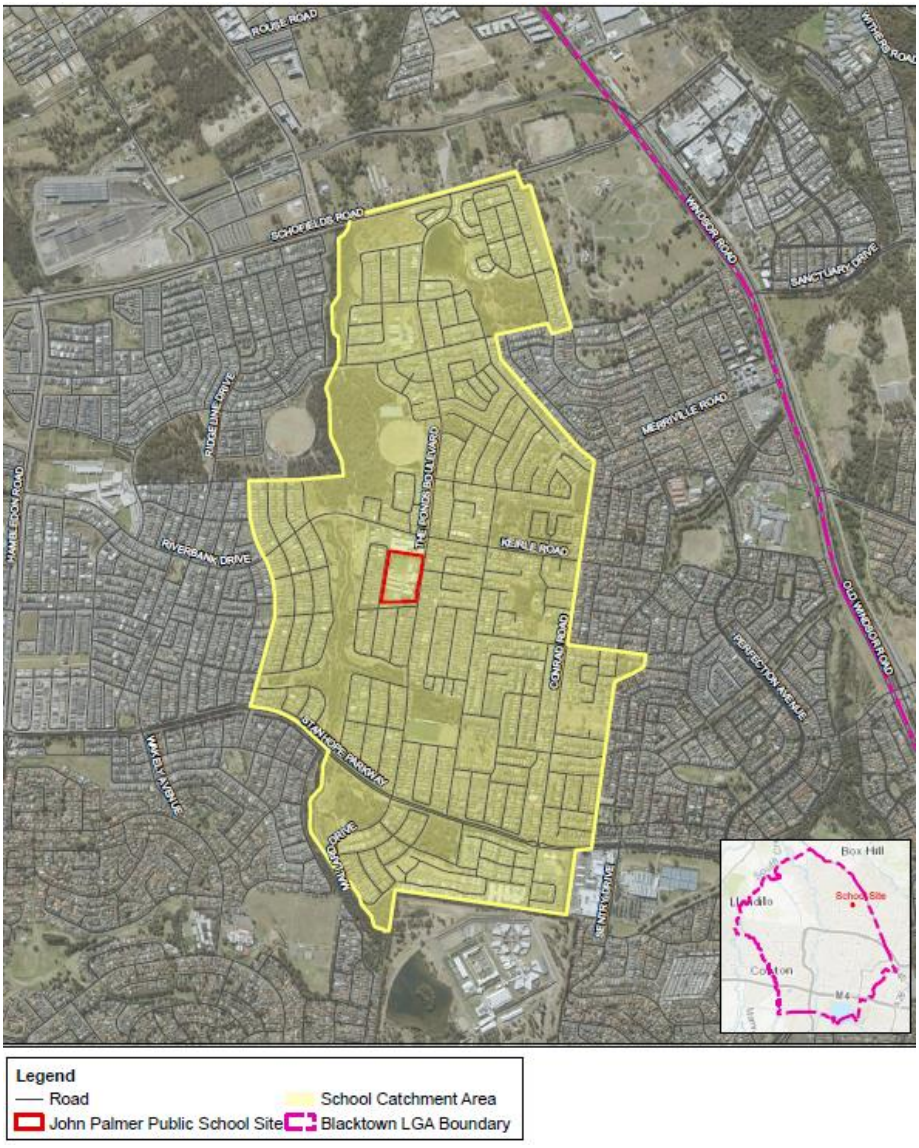
» **The School Community**: includes John Palmer Public School students, teachers, visitors

» **The John Palmer Public School catchment area:** this approximates the catchment area using the suburbs of the Ponds and Kellyville Ridge. It reflects the potential broader community of the Public School as well as the local area surrounding the school

» **The Blacktown City Council LGA**: John Palmer Public School is located within the Blacktown City Council LGA. The LGA has been included as a representation of the broader community.

Together these geographical and statistical scales represent the social locality, with emphasis on the School Community Area and the John Palmer Public School catchment area given the educational nature of the project.

Figure 2: Social locality



Source: Elton Consulting/WSP

4.3 Baseline indicators

The *SIA Guideline* outlines eight categories to be used for identifying potential social impacts. This is shown by **Table 1** below, along with a description of data sources. Consultation findings and findings from technical studies were also distilled throughout the baseline where relevant.

Due to the nature of the project, the core community of relevance is the school community, which includes students and their families, staff, other users of the school and visitors. Detailed characteristics of the John Palmer Public School community are provided in **Appendix C**, along with data describing the School Catchment and the LGA.

Key characteristics are summarised in the following sections.

Table 1 List of indicators and data sources

Category	Description	Indicators	Source
Way of life	How people live, how they get around, how they work, how they play, and how they interact each day	» Population	» ABS
		» Household composition	» ABS
Community	Composition, cohesion, character, how the community functions and people's sense of place	» Age	» ABS
		» Sex	» ABS
		» Type of school institution attending	» ABS
		» School enrolments	» MySchool
		» School capacity	» NSW Department of Education
		» Community cohesion	» School annual reports
Accessibility	How people access and use infrastructure, services and facilities, whether provided by a public, private or not-for-profit organisation	» School choice	» NSW Department of Education
		» Travel modes	Transport and Accessibility Impact Statement
Culture	Both Aboriginal and non-Aboriginal, including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places and buildings	» Aboriginal and/or Torres Strait Islander residents	» ABS
		» Aboriginal and/or Torres Strait Islander students	» MySchool
		» Country of birth	» ABS
		» English proficiency	» ABS
Health and wellbeing	Health and wellbeing, including physical and mental health, especially for people vulnerable to social exclusion or substantial	» Health and wellbeing	» School annual reports

	change, psychological stress resulting from financial or other pressures, and changes to public health overall	» Crime	» NSW Bureau of Crime and Statistics
Surroundings	Ecosystem services such as shade, pollution control and erosion control, public safety and security, access to and use of the natural and built environment, and aesthetic value and amenity	» Dwelling type	» ABS
		» Crime	» NSW Bureau of Crime and Statistics
Livelihoods	Livelihoods, including people's capacity to sustain themselves through employment or business, whether they experience personal breach or disadvantage, and the distributive equity of impacts and benefits	» Industry of employment	» ABS
		» Equivalised household income	» ABS
		» IRSAD	» ABS
		» Socio-education advantage and disadvantage	» MySchool

4.4 Way of life

John Palmer Public School existing community

Studying at the school

Buildings include portable (demountable) and permanent buildings used as learning spaces. A total of 20 demountables have been established over the years to accommodate growth. As a result, demountables account for over half of the school's teaching spaces[4]. The school also includes a community hall, a library, an out of school hours care (OSHC) service, and administration and staff facilities.

Consultation confirmed that the current condition and maintenance of existing buildings, including demountables, was adequate. Facility condition was reported to be good, and close to excellent. All learning spaces have air conditioning. However in terms of size and layout of spaces, the *Functional Design Brief* (DoE, 2021) and consultation described that demountables limit the range of learning and teaching opportunities and particularly collaborative practices.

The *Functional Design Brief* (DoE, 2021) and consultation further describe that:

» The school is currently experiencing undersized core facilities and there is a lack of storage room.

» The school hall is in high demand as one of the only large spaces where multiple classes can gather. The size of the hall creates difficulties for the school to gather as a whole and to include the community in celebrations and ceremonies.

» There is a high number of extra-curricular activities which means that all available spaces are in constant use. Outdoor spaces are usually in use for different activities and the OSHC service has access to limited outdoor areas (however has access to the basketball court and field when not in use).

Consultation also identified space limitations associated with demountables. Their smaller size restricts the opportunity to move around, reduces opportunities to collaborate with other classes and limits access to technology/interactive equipment (also because stairs that make any access with trolleys difficult). There are also no wet areas for arts and crafts. Interviews also suggested that parents may dislike demountables more than children, potentially due to a perception that permanent spaces are better.

[4] NSW Department of Education and School Infrastructure NSW, Functional Design Brief, 2021

During consultation, some families noted that the school is currently overpopulated, with overcrowded classes, and the number of students has outgrown facilities.

The OSHC service is operated out of the hall (license for 116 children) as well as the library during extreme weather (license for 49 children). Consultation described that operating OSHC in two separate spaces was a good way to separate younger and older children and manage activities and noise.

Playing at the school

The site contains two main outdoor open play spaces and one concrete sports court. Consultation identified that the school community highly values open spaces particularly grassed areas.

The current provision of play space is described as insufficient for the variety of active and passive play space required by students, which includes active and passive play, eating, sports and Physical Education activities, outdoor learning and OSHC play space.

It was mentioned during consultation that there are some challenges with the current amount of open space, particularly for OSHC operations. Access to outdoor spaces for children at OSHC is sometimes a challenge particularly due to other extracurricular activities undertaken at the same time. During the day time, there is a fenced off playground for preschool children (in the south-west portion of the site), which consultation identified as a valued element. The rest of the play area is split into two times, to manage the number of children outdoors at one given time.

Lack of access to shade limits play space and opportunities for outdoor uses during summer[5]. Lack of shade and covered play space was identified during consultation as a current negative aspect of the school. Lack of appropriate cover limits opportunities for outdoor activities during extremely hot or wet weather for day activities as well as OSHC. This can result in overcrowded indoor spaces.

Consultation confirmed the current design does not maximise the use of outdoor areas and some are underutilised. In addition, the play areas are not engaging or interactive, despite a range of outdoor games having been purchased recently.

Working at the school

The *Functional Design Brief* (DoE, 2021) identifies the following existing concerns:

» Inadequate administration and staff space for the size of the staff

» A lack of private meeting space and teacher collaboration areas.

More details around employment are provided under the 'community' category below.

4.5 Community

John Palmer Public School existing community

Children and families

The current (2020 – no 2021 data) enrolment of John Palmer Public School is 943 students comprising children aged 5 to 11 years[6]. This has increased from 926 enrolments in 2019 and follows a trend of consistent growth since the establishment of the school in 2008.

With a permanent capacity of 416 places[7] (i.e. excluding demountables) in 2020 and enrolments at over 900, the school currently operates over its permanent capacity by a significant number of children. Consultation described that there are no spare learning spaces, and some spaces such as the library can be used as classrooms.

[5] NSW Department of Education and School Infrastructure NSW, Functional Design Brief, 2021
[6] Myschools.edu
[7] https://www.smh.com.au/education/the-sydney-schools-exceeding-new-enrolment-caps-by-almost-1000-students-20200420-p54lfh.html

A few children are from outside the current catchment of John Palmer PS. Due to high enrolments, out of area children cannot attend the school now. During holidays, the OSCH service runs a centralised holiday care for the area, which includes children from other schools.

The overall student attendance level for Semester 1 in 2019 (data unavailable for 2020) was 81%. This means that nearly 20% of enrolled students are absent for more than 10% of the semester (i.e. 10 school days). Through consultation it was identified that attendance levels are high and "above the state average". Prior to Covid-19, lower attendance was associated with overseas travel.

In 2020, results of the Tell Them From Me surveys[8] showed there was an increase in sense of belonging and positive relationships. Parents feel included and well informed. Students believe they feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Staff

The number of full-time equivalent staff (teaching and non-teaching) has increased as enrolments have grown over the years. The number of full-time equivalent teaching staff in 2020 was 51.3 compared to 38.2 in 2014. The number of non-teaching staff has increased from 5.0 to 6.4 full time equivalent jobs[9]. This includes permanent and temporary staff.

Visitors and users

As previously mentioned, the Northwest Community Childcare operates OSCH (morning sessions between 6.30am and 8.30am, afternoon sessions between 3pm and 6.30pm) and vacation care (7am to 6.30pm) services, Monday to Friday, within the school (hall, COLA and parts of Block E).

All activities such as soccer clinics and music tuition are for John Palmer students only. It is understood that the school also hosts basketball games on Fridays as part of the Primary Schools Sports Association. There are no other community uses.

School catchment area

The Public School catchment area is home to 22,199 residents, relatively equally split between The Ponds and Kellyville Ridge (11,731 and 10,468 residents respectively).

Of these residents, approximately 14% (3,208 children) are children who are primary school aged (5 to 11 years). Another 11% are aged 0 to 4 and will attend primary school in the next few years. These age groups represent a quarter of the School catchment area population.

The breakdown of other age groups in the School catchment area is as follows:

» 8% are secondary schoolers

» 7% are young adults aged 18 to 24

» 52% are young workers, parents, homebuilders and older workers aged 25 to 59

» 5% are empty nesters and retirees aged 60 to 69

» 2% are aged 70 and over.

The majority of households within the School catchment (73%) are families with children.

These community characteristics reflect the high number of families and children in the area, requiring adequate school facilities.

Education

Of all people attending educational establishments, approximately 26% attend a public primary school in the catchment area. This is 5% higher than in the Blacktown LGA and more than 10% higher than attendance at a

[8] John Palmer Public School Annual Report 2020
[9] ACARA, MySchool, John Palmer Public School, https://www.myschool.edu.au/school/41789

primary non-government school in the catchment area, despite the presence of two non-government public schools adjacent the catchment area.

4.5.1 Accessibility

John Palmer Public School existing community

Within the school

Consultation identified that the existing covered walkways as a current positive aspect of the school.

Access to the school

Driving

As described in the *Transport and Accessibility Impact Assessment* (TTW, 2021), there are school zones along The Ponds Boulevard, Pebble Crescent and portion of Jetty Street. Two 'Kiss and drop' zones are located on Pebble Crescent. There are existing congestion issues due to the School as well as the Ponds Shopping Centre. Consultation further indicated issues with the kiss and drop zone and other unofficial drop off/pick up areas on The Ponds Boulevard in regard to congestion and safety.

There are currently 37 car parking spaces including one non-compliant accessible space. The *Transport and Accessibility Impact Assessment* (TTW, 2021) identifies that the average occupancy is approximately 35.6 spaces. The Assessment further describes that there is generally good availability of on-street parking with an average availability of 123 spaces on school days in the streets surrounding the school.

Lack of parking was however mentioned during consultation as a 'dislike' for some (both staff and parents). Consultation described that on-site staff parking and street parking is insufficient for all staff including OSHC staff.

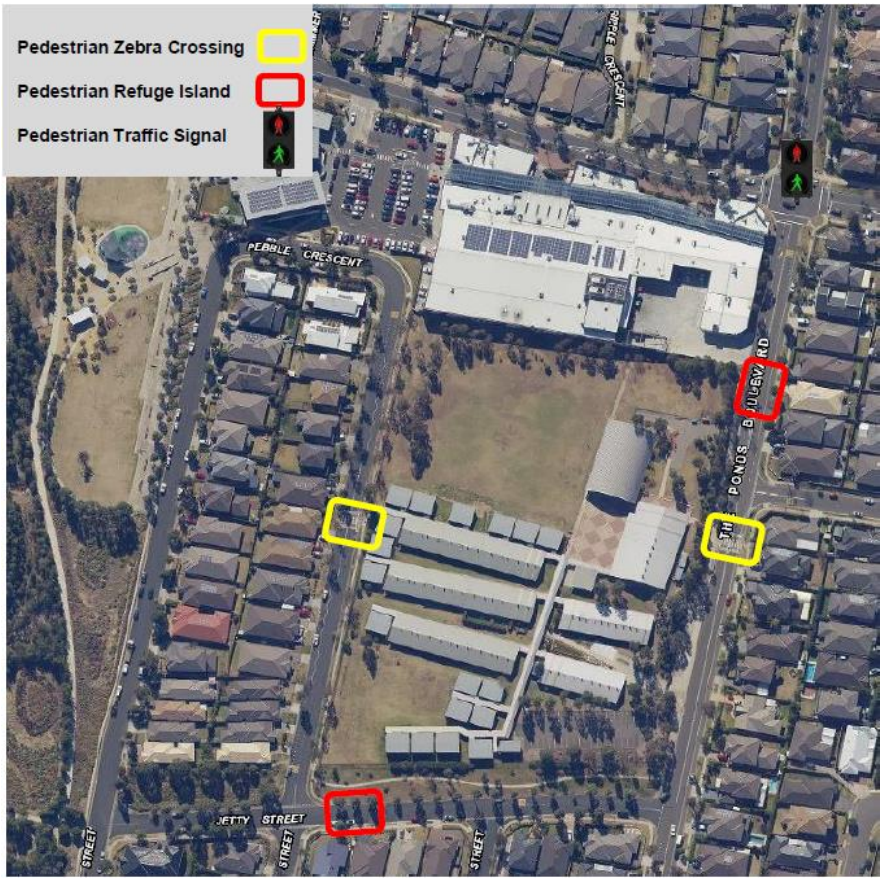
Walking and cycling

The school currently has 86 bicycle storage spaces and 60 spaces for scooters inside the school. The *Transport and Accessibility Impact Assessment* (TTW, 2021) identifies that:

- Approximately 15% of students live within a 5 minute walk, and another 24% live within a 10 minute walk. Three quarters of students live within a 15 minute walk or shorter. Some 20% of students live within a 10 minute cycling trip.
- Student travel modes are as follows:
  - The majority (60%) of students are dropped off and picked up at the kiss and ride facility on Pebble Crescent
  - 28% walk, cycle or ride a scooter
  - 12% get to a car park and walk, and 1% use the bus.
- 99% of staff drive.

As described in the *Transport and Accessibility Impact Assessment* (TTW, 2021), there are currently two pedestrian zebra crossings near the two pedestrian entries into the school. There are also existing cycling routes along portion of The Ponds Boulevard.

Figure 3: Pedestrian facilities surrounding the site



Source: TTW, 2021

Bus services

Bus lines operate in the local area with a bus bay located at the main entrance of the school on The Ponds Boulevard.

» The School Student Transport Scheme (SSTS) gives eligible school students free or concession travel between home and school on public transport in NSW[10]

» The school is serviced by the NSW School bus network.

School catchment area

School choice

John Palmer Primary School lies within the Blacktown City Council LGA. It is part of The Ponds Primary School Community Group (SCG) located within the North West Priority Growth area. The Ponds Primary SCG currently includes three other public primary schools: Riverbank Public School, Kellyville Ridge Public School, and Parklea Public School. Two of these are located within approximately 1km from the site. Established in 2015, the Ponds School is also within approximately 1km and provides special needs education.

Kellyville Ridge Public School is located east and is smaller in terms of enrolment but also operating over capacity[11]. Riverbank Primary School to the west is a larger school with over 1,700 enrolments[12]. In 2019-2020, an upgrade at this school provided an additional 15 new learning spaces, along with other new or upgraded elements.

[10] Transport NSW, School Transport Support Scheme, https://apps.transport.nsw.gov.au/ssts/schoolTravelPasses#/
[11] https://www.smh.com.au/education/the-sydney-schools-exceeding-new-enrolment-caps-by-almost-1000-students-20200420-p54lfh.html
[12] ACARA, My School, https://www.myschool.edu.au/school/51472 and https://www.myschool.edu.au/school/41786

In recent years, a number of new schools, or new learning spaces in existing schools, have been established in the broader area to respond to growth, including Quakers Hill East, Bella Vista Public School, Schofields Public School and Galungara Public School Stage 1, all within a relatively small area. This is as part of the NSW Government's program to deliver 19 new or upgraded school in Sydney's north-west[13].

As previously mentioned, there are also two non-government primary schools within the SCG. John XXIII Catholic Primary School is located approximately 1.6km west of the site, counting approximately 780 enrolments[14].

Other social infrastructure

The Ponds Community Hub and Community Playground is located just around Pebble Crescent, less than 100m away from the school. The Second Ponds Creek and riparian corridor runs parallel to Pebble Crescent, and connects to an active recreation hub located some 400m to the north of the school, and other passive and active recreation to the south.

4.5.2 Culture

John Palmer Public School existing community

There is a large proportion of students at John Palmer Public School who have a language background other than English, representing 59% of the overall enrolment[15]. There are 41 different language backgrounds at the school. A significant number of students speak either Hindi or Punjabi at home and Indonesian, Dari, and Arabic are also common[16].

There is a small proportion of students (1%) at John Palmer Public School are of Aboriginal and/or Torres Strait Islander background[17].

Consultation confirmed there is a prominent group of families from an Indian background at the school. Consultation also identified that the school community is very supportive of their families with parents very committed to their children. Some changes have been incorporated already in the school environment, with new signage and seating areas for example to address Covid-19 social distancing, which have all been embraced now following a short period of hesitancy.

An *Aboriginal Cultural Heritage Assessment Report* (ACHAR, Tocomwall, 2021) determined there are 77 recorded Aboriginal heritage sites within approximately 2km radium of John Palmer Public School. There are no recorded Aboriginal sites within the school grounds or the proposed development site according to the Aboriginal Heritage Information Management System. An archaeological survey was undertaken with two registered Aboriginal knowledge holders which confirmed no Aboriginal objects, sites or places were located within the development footprint. While the intangible value is recognised, the study area has been identified as otherwise having low educational, historical, scientific, aesthetic and representative significance.

As part of the preparation of the *ACHAR*, Tocomwall conducted targeted consultation. One registered Aboriginal party (RAP) expressed cultural values for the locality – particularly its intangible values rather than a specific object or site.

School catchment area

Traditional Owners and Custodians of the land and water in The Ponds and Kellyville Ridge are the Dharug people. The ACHAR (Tocomwall, 2021) determined it is likely the traditional lands of the Bediagal Clan. The catchment area is located on the Cumberland Plain which holds a rich archaeological record of past Aboriginal occupation.

[13] School Infrastructure media release "19 new and upgraded schools in North-West Sydney", 15 June 2020
[14] ACARA, My School, https://www.myschool.edu.au/school/43207
[15] Ibid.
[16] NSW Department of Education and School Infrastructure NSW, Functional Design Brief, 2021
[17] Myschool.edu

In the John Palmer Public School catchment area, 42% spoke a language other than English at home which is comparable to the LGA. This reflects diverse cultural groups and backgrounds in the catchment area.

The primary countries of birth in the school catchment area include:

» India – 11%

» Philippines – 4%

» United Kingdom – 3%

» Sri Lanka, China and Fiji – 2% respectively.

The *Functional Design Brief* (DoE, 2021) further indicates that:

» None of the schools within the Ponds Primary SCG have Intensive English Centres despite the area consisting of diverse cultural groups

» Parklea PS is the only school that offers English as an Additional Language/Dialect (EAL/D) support program to students who speak another language at home or are from a Language Other than English Background (LBOTE).

4.5.3 Health and wellbeing

John Palmer Public School existing community

As previously mentioned, there are no issues regarding the existing condition and maintenance of buildings.

The *Functional Design Brief* (DoE, 2021) and consultation identified that:

» There are some children from three years to school entry-age with a confirmed disability at the school. This was confirmed during consultation which also described that there is an ambulant toilet near the hall.

» The school operates an Early Intervention preschool with two classes on-site running on some days of the week. This is specialised support for young children who have a disability or learning support need but there is currently no identified support unit for children older than pre-school age. The need for a support unit to cater for student with disabilities was mentioned during consultation as a current negative aspect about the school.

» The school has a full-time counsellor and psychologist on-site.

The school provides whole school programs support a consistent approach to wellbeing, as well as Individual Education Plans for Aboriginal students, learning support programs and support for beginning teachers[18].

Consultation also identified that, while on average the school community is relatively affluent, some students and families do require additional support.

The *Functional Design Brief* (DoE, 2021) identifies some work health and safety concerns associated with the size of existing administration and staff spaces.

School catchment area

Within the John Palmer Public School Catchment, 3% are people living with disabilities and 7% are people caring for people with a disability. These figures are slightly lower than the wider LGA at 5% and 11%.

[18] John Palmer Public School Annual Report 2020

4.5.4 Surroundings

Surrounding built environment

The site is within a residential area, with dwellings typically between one and two storeys. The site is adjacent The Ponds Shopping Centre and its service yard. A parking entrance and entrance/egress for Woolworths delivery vehicles is located just north of the site, off the Ponds Boulevard.

Consultation identified that the local community valued the very high levels of amenity in the area.

Natural environment

» The school is located within short walking distance (300 metres) from a small tributary of Second Ponds Creek

» There is limited tree canopy on site[19]

» In terms of topography, the school site is located on reasonably flat land

» The site is not within flood prone land (Enstruct, *Civil Engineering SEARs report*, 2021)

Consultation identified that the local community valued that the school currently blends into its surroundings, with natural colours and materials.

Crime

There are low and decreasing levels of crime in The Ponds suburb[20] (noting that a decrease may be associated with Covid-19), which was confirmed during consultation.

4.5.5 Livelihoods

John Palmer Public School existing community

The Index of Community Socio-educational Advantage (ICSEA) is prepared for each school. ICSEA values are calculated on a scale which has a median of 1000 and a standard deviation of 100. They typically range from approximately 500 (representing schools with extremely disadvantaged student backgrounds) to about 1300 (representing schools with extremely advantaged student backgrounds). ICSEA uses information relating to parental occupation, school education and non-school education obtained from student enrolment records.

At 1,100, John Palmer Public School is above the median and therefore has a relatively high level of socio-educational advantage. The school is within the 85th percentile which means that it is more educationally advantaged than 85% of schools in Australia[21]. Consultation confirmed that the school community had a relatively high socio-economic profile.

Engagement identified that there are a few families with "traumatic backgrounds" who need additional support. Assistance is typically provided in reduced fees, food deliveries, uniforms. This has been amplified during Covid-19 particularly for those families whose adults are employed in construction.

School catchment area

Within the School catchment:

» There is a significantly lower proportion of households in The Ponds and Kellyville Ridge that earn less than $650 a week than in the LGA. In addition, there is a significantly larger proportion of households in these suburbs that earn more than $3,000 a week compared to the LGA.

[19] Concept Design Report, PTW 2021
[20] NSW Bureau of Crime Statistics and Research, NSW Crime Tool Incidents of Assault from July 2020 to June 2021
[21] ACARA, MySchool, John Palmer Public School, https://www.myschool.edu.au/school/41789

» The median weekly household income in The Ponds is $2,649 and Kellyville Ridge is $2,559. By way of comparison, the Bankstown LGA median is $1,711

» There is close to 0% social housing in both The Ponds and Kellyville Ridge, compared to a small proportion (7.7%) in the LGA

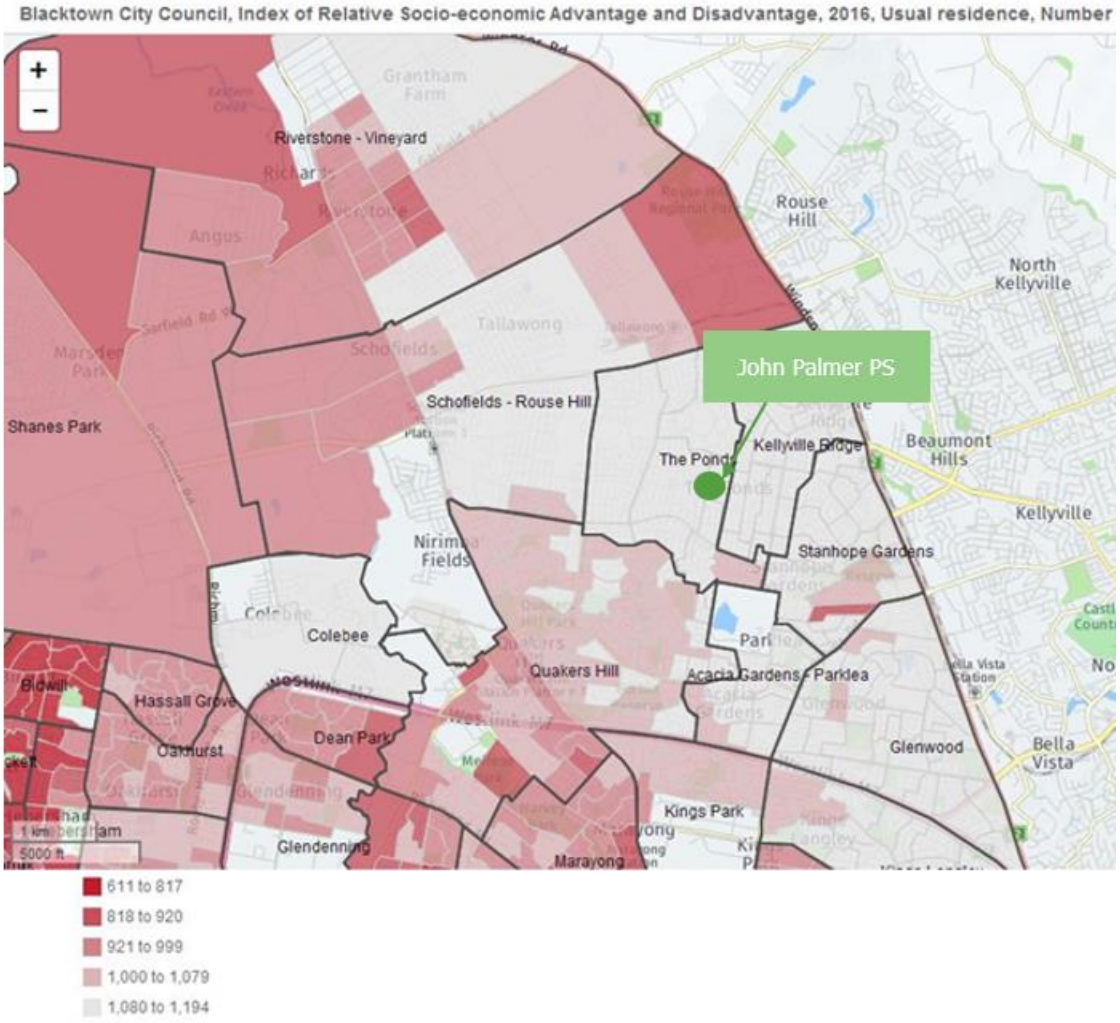
» Unemployment is similar in both suburbs, around 4.5%, lower than the LGA by nearly 3%

» Banking and Hospitals (except Psychiatric Hospitals) are some of the top industries of employment in both The Ponds and Kellyville Ridge suburbs, as well as the LGA

» SEIFA: Socio-Economic Indexes for Areas (SEIFA) uses census data relating to income, employment status, literacy, English language proficiency, living conditions and many other measures to calculate a measure of socioeconomic conditions. SEIFA indexes include the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) which contains indicators of disadvantage as well as indicators of advantage (e.g. professional occupations, high income, higher education levels, larger houses).

  Each area is attributed a score on this index. As shown by Figure 4 below, The Ponds and Kellyville Ridge are amongst the highest ranked areas, that are relatively more advantaged and less disadvantaged areas. As confirmed during consultation, the area is not within an area of socio-economic disadvantage.

Figure 4: IRSAD



Source: Profile.id

Implications of baseline

John Palmer Public School

- Increase in enrolments and teaching roles reflect a school that is in demand
- The school is currently operating over capacity and over half of learning spaces are in the form of demountables
- The school buildings are currently in good condition however the layout and size does not support innovation, creativity or large groups
- The school community has relatively high levels of socio-economic advantage
- The school has high levels of cultural diversity, and students or their families may need additional communications support during construction or transition
- Play spaces are not varied nor engaging
- The site has low cultural significance however there are intangible cultural values to consider
- Three quarters of students live within a 15 minute walk or shorter. Some 20% of students live within a 10 minute cycling trip
- There are current challenges with the kiss and ride facility.

John Palmer Public School Catchment area

- Significant number of new or upgraded schools in the area to address recent population growth
- There are higher proportions of families in the catchment area, with nearly a quarter of the population aged below 11 years old and currently or soon requiring primary education
- Active population mostly employed, with higher weekly income compared to the LGA
- The catchment area is relatively affluent with nearly no social housing, and is showing relative socio-economic advantage
- Overall the population of the catchment area is younger than the LGA with larger proportions of children and young adults/families, and lower proportions of people aged 50 and over
- The catchment area has high levels of cultural diversity, comparable to the LGA.

Local area

- There are existing traffic congestion issues in the area
- There are very high levels of amenity in the area
- The site is adjacent The Ponds Shopping Centre and its service yard and within short distance of key open spaces and playgrounds.

5 Impact identification and assessment and measures

This section of the SIA identifies, then assesses expected and perceived social impacts, with consideration given to nature (positive or negative), when the impact will most likely occur (project stage) and the relevant DPIE impact category (impact category).

It also identifies mitigation measures that have been identified to mitigate negative social impacts, as well as enhancement measures aimed at further strengthening social benefits.

5.1 Preliminary scoping

A preliminary scoping of impacts identified likely impacts using the DPIE's *SIA Guideline*, including categories described in the social baseline.

The preliminary scoping of possible impacts is provided in **Appendix D**.

5.2 Impact identification and assessment

Following the scoping process, findings from literature and other technical specialists, detailed social baseline and engagement were used to refine the identification of impacts and understand their potential significance.

The impact assessment process utilised tools from the DPIE *SIA Guideline* and Technical Supplement (2021), to assess each impact in relation to its likelihood and its magnitude (i.e. extent, duration, severity/scale, sensitivity/importance, level of concern/interest). These tools are further described in **Appendix E**.

An overall social impact significance is then attributed using the tool described in **Table 2**.

Table 2 Social impact significance assessment tool

		1 Minimal	2 Minor	3 Moderate	4 Major	5 Transformational
Likelihood level	**A** Almost certain	Medium	Medium	High	Very high	Very high
	B Likely	Low	Medium	High	High	Very high
	C Possibly	Low	Medium	Medium	High	High
	D Unlikely	Low	Low	Medium	Medium	High
	E very unlikely	Low	Low	Low	Medium	Medium

Source: NSW Department of Planning Industry and Environment, Social Impact Assessment Guideline and Technical Supplement, 2021

The following sections discuss the expected impacts of the John Palmer Public School upgrade. These are addressed in themes, as some impacts are related or similar in content matter.

Each section identifies the impacts, discusses their significance and recommends mitigation or enhancement measures.

Enhancement and mitigation measures were developed for each impact to enhance positive impacts or reduce negative impacts. A series of measures were identified that are relevant for planning/design stages, while another series of measures are relevant for the longer-term operations of the school post-project and may therefore be the responsibility of DoE or the school (or others) rather than SINSW.

Considering proposed enhancement and mitigation measures, each social impact was then reassessed to determine the social risk post-mitigation or enhancement.

A Social Impact Management Plan (SIMP) is provided in **Appendix F** and includes two tables providing a full assessment of each impact pre and post-mitigation or enhancement measures, as well as monitoring measures.

5.2.1 Increased capacity of the school

Identified impacts:

School community:

Construction:

» Vacation care will be relocated on-site during refurbishment of the hall (during holidays). The hall should be completed for OSHC to resume after holidays.

Operations:

» The upgrade will provide more learning spaces and allow children from the JPPS catchment to attend their local school

» Attending a local school may encourage more walking/cycling with health and wellbeing benefits for children and their families

» Concerns that the school will lose its personal touch with too many children

» Potential risk and concerns that the upgrade does not suffice to accommodate future growth

» Provision of new support learning spaces to address special needs to better support children and their families

» Increased size of facilities for OSHC/vacation care service

» Small number of jobs with likely positive social impacts on livelihoods.

Local area:

Operations:

» More learning spaces will relieve pressures on other schools.

For the school community

Construction

Some works will be completed during school holidays (e.g. completion of hall extension) and access to the hall will be lost for a short period of time which will likely impact on vacation care operations. The hall is where OSHC and vacation care activities take place. These will be relocated to existing classrooms while the hall is being refurbished. Communication with the operator and families (including families from other schools that use vacation care services) is required to ensure that all timeframes are well communicated and any queries resolved before works start. Should works last longer than holidays periods, this may impact OSHC activities.

Operations

More local places responding to existing needs

The upgrade will result in the construction of a total of 44 permanent learning spaces, which represents an increase of eight learning spaces.

Based on a class size of 23 students, eight new learning spaces will result in an increase in capacity from 828 places to 1,012 students[22], which is an increase of approximately 69 places compared to existing enrolments (943).

The majority of respondents to the survey identified the provision of more teaching spaces to accommodate more students as a benefit, and thought it represented a significant to very significant benefit. As explained during consultation, this will allow children living in the John Palmer PS catchment to attend the school and will ease pressures on other schools in the area. By allowing children to attend their local school, the upgrade may also encourage more walking or cycling to school, with associated health and wellbeing benefits. Ways to increase walking and cycling are discussed in Section 5.2.2.

As noted in the baseline, some families think that the school is currently overpopulated, and concern was expressed in the survey by some parents that the upgrade will further contribute to this overpopulation. Social implications of this were described as the school potentially losing its 'personal touch' and having too many children in one location. The staff to student ratio will not change and there is therefore low likelihood that the level of attention will change.

More places responding to future needs

In the survey, parents and staff mentioned the project should be designed and built looking to the future to accommodate future years of growth without the addition of demountables, especially as the upgrade may mean that "more people will want to attend and move into the catchment". As mentioned by SISNW during consultation, the project has been designed to address growth.

With a forecast demand for 1,263 places by 2036[23], and a proposed capacity of 1,012 places, there is a risk that the upgrade will not suffice to accommodate future growth in the broader area. There are however several other upgrade projects or new schools being provided within the SCG, or adjacent areas. When combined, these projects will contribute to meeting the forecast growth.

Should future enrolments exceed the proposed capacity, changing catchment boundaries is a possible solution to prevent any overcrowding of the school. Next measures then typically include further upgrades of existing schools, use of temporary classrooms (demountables), and creation of a new school. New primary schools in Greater Sydney are planned to cater for a maximum size of 1,000 students. The proposed project will be consistent with this target and consultation confirmed that the site will be at its built capacity (i.e. the built footprint cannot be expanded). It is therefore understood that it will not be possible to increase the footprint of buildings or add more demountables in the future.

Associated increase in support services

In addition to more learning spaces, the proposal will also increase the number of support learning spaces (two learning spaces). DoE's *Disability Strategy 2019* identifies that demand for disability support is growing by 4% annually. Providing more support learning spaces will address potential future needs and ensure children and families receive adequate support.

The baseline described that the lack of a support unit is currently a negative aspect about the school, and this is also identified in the *Functional Design Brief* (DoE, 2021). The majority of survey respondents saw an increase in spaces for students with disabilities as a significant to very significant benefit of the project. Ensuring the support unit is available for all students in need was said to maximise this benefit.

Refurbishment of the hall and new Block D will benefit the operations of the OSHC, which currently faces a shortage of space and has to use the library space in extreme weather. It was also described during consultation that it is currently positive to have two spaces to separate younger and older children, which could be another element to consider through detailed design of the hall.

While not mentioned during engagement, the baseline noted that some families required some additional assistance. Ensuring that assistance continues as required during potentially more stressful situations such as construction will be important.

[22] *Concept Design Report*, PTW 2021
[23] DoE, *Final Business Case*, 2020

More operational jobs

The project will result in a total of 59 staff (*Transport and Accessibility Impact Assessment*, TTW, 2021) which represents an increase of two staff. Social implications of this depend on whether these staff will be relocated from other schools, and if so, which schools, or whether they will be new roles for currently unemployed people. If the latter, this would represent a significant benefit on livelihoods and overall wellbeing for these people.

In the local area

Consultation identified concerns of impacts on the surrounding community due to increased capacity and more people heading to and from the school each day. This is explored in the following section.

Assessment and enhancement/mitigation measures

The SIMP in **Appendix F** provides a detailed assessment of identified social impacts. Social risks and social benefits are summarised below, along with enhancement and/or mitigation measures.

Social risks in order of significance (starting with very high):

1. Potential risk and concerns that the upgrade does not suffice to accommodate future growth
2. Concerns that the school will lose its personal touch with too many children
3. Vacation care will be relocated on-site during refurbishment of the hall (during holidays). The hall should be completed for OSHC to resume after holidays.

Social benefits in order of significance (starting with very high):

1. The upgrade will provide more learning spaces and allow children from the JPPS catchment to attend their local school
2. Increased size of facilities for OSHC/vacation care service
3. Provision of new support learning spaces to address special needs to better support children and their families
4. Attending a local school may encourage more walking/cycling with health and wellbeing benefits for children and their families
5. More learning spaces will relieve pressures on other schools
6. Social impacts of additional operational jobs are likely positive but will depend on the origin of future staff (e.g. relocated internally from within DoE, from another school nearby or further away, new staff previously unemployed).

Mitigation measures:

1. Continue regular engagement with community updates and respond to any concerns.
2. Ensure OSHC/vacation care activities can be relocated in adequate facilities during construction and/or that activities can continue in a safe manner
3. Communication with the child care operator and families (including families from other schools that use vacation care services) is required to ensure that all timeframes are well communicated and any queries are resolved before works start.

Operations:

4. Continue to assess needs and change catchment boundaries if enrolments exceed capacity (or consider other intervention as necessary)

Enhancement measures:

1. Consider design solutions to have separation between younger and older age groups (OSHC) and consult with OSCH provider regarding best design of facility
2. Ensure that assistance to more vulnerable students/families continues as required during potentially more stressful situations such as construction

Operations:

n/a

5. Ensure similar level of presence and programs so there is no change in 'personal touch'.

Monitoring measures

1. School to monitor enrolments in mainstream and support units
2. SINSW/DoE to continue monitoring enrolments in the SCG, including mainstream and support units, and change catchment boundaries if enrolments exceed capacity (or consider other intervention as necessary)
3. School to continue monitoring satisfaction levels with the school community with regular surveys
4. DoE/school to monitor increase in staff numbers.

5.2.2 More people accessing the school

Identified impacts:

School community:

Construction:

» Access into the construction area will be made safe for the school community and workers by manned traffic control at the entrance of construction area

» Fencing and hoarding will isolate construction area from school operation therefore safety issues are unlikely

» Possible impacts of construction on vehicles/safety of kiss and ride facility with implications for school users

» Local construction jobs may improve the livelihood and overall wellbeing of families in the area, particularly following recent COVID-19 restrictions.

Operations:

» A lift will be provided and the project has the ability to comply with all relevant accessibility requirements

» Existing shortage of car spaces will be amplified by a slight reduction in car parking on-site which is a concern for families and staff however increase in car parking demand will be low

» No change to kiss and ride facilities will not address existing concerns

» Increased and safer infrastructure to encourage walking and cycling with associated health and wellbeing and increased concentration benefits.

Local area:

Construction:

» Local construction jobs may improve the livelihood and overall wellbeing of families in the area, particularly following recent COVID-19 restrictions

» There will not be sufficient parking for workers on-site, and workers will need to park in the local area with possible implications on residents and customers of the shopping centre

» Possible impacts of vehicles on local road network with implications for residents.

Operations:

» Safety benefits for pedestrians in the local area with a new zebra crossing

» Traffic impacts as a direct result of the proposed development are considered negligible.

For the school community

Construction

Construction workers

During construction, approximately 132 construction jobs (Certificate of Cost, Rider Levett Bucknall, 2021) are expected to be created.

Parents highlighted some concerns related to the presence of strangers on school grounds. The *Preliminary Construction Traffic Management Plan* (CTMP) describes that "the construction vehicle access points to the site would be secured by manned traffic control to ensure no unauthorised or unsafe access is permitted for vehicles or pedestrians". AECOM (*ESD Report*, 2021) further describes that "during early stages of construction workers may be able to park on site". The *Concept Design Report* (PTW, 2021) shows that an access path will be created along the northern boundary of the site, off Pebble Crescent. The *Preliminary Construction Management Plan* (CMP) (Jacobs, 2021) describes that construction zones will be isolated to "maximise[s] separation between the school operation and construction work", and site hoarding and fencing will be installed as per Australian Standards and SafeWork NSW requirements to maintain security.

Engagement identified that some families at the school are employed in the construction sector and may have been impacted by Covid-19 and recent lockdowns. There could be an opportunity to promote local employment and involve any impacted workers from within the school community.

Driving and parking

With access into the construction area proposed off Pebble Crescent, this may create further issues with the kiss and ride facility. Adequate management of safe movements around this area should be ensured. There may not be issues if arrival of construction vehicles is timed outside school peak hours.

Walking and cycling

The negative impact on walking and cycling to school/in the area during construction was thought to be not very significant by 27% of respondents, mainly teachers, and another 27% thought the negative impact would be significant (mainly parents). Another 19% of respondents thought this would be a very significant impact whilst 17% saw no negative impact at all, both mostly parents and a small percentage of teachers. There were no further comments regarding this impact during construction in the survey or interviews, and as noted above, manned traffic control will manage pedestrian movements around the construction area.

Operations

Inclusive access

The *Design Access Report* (Philip Chun Accessibility, 2021) notes that the project design is currently at an early conceptual stage and does not yet incorporate all necessary accessibility details. The project however has the ability to comply with all relevant accessibility requirements in subsequent detailed design development stages (e.g. lift, accessible paths between buildings, building entrances and accessible parking spaces, ramps, floor finishes, doors, signage, sanitary facilities, hearing augmentation).

As shown in proposed plans, a lift will be provided in the new building. The project currently complies with the number of accessible car parking spaces required.

Driving and parking

There will be no change to the existing kiss & ride facility, which will not address existing concerns that parents have. However, use of this facility is sought to be discouraged via measures included in the School Travel Plan. This is to encourage active modes and discourage vehicle movements, in association with improved cycling and walking access (see below).

While no change is proposed to public transport access, the School Transport Plan will provide measures to encourage use of public transport (*Transport and Accessibility Impact Assessment*, TTW, 2021). The Plan further suggests that increased frequency of bus services could be explored with Transport for NSW.

There will be a total of 35 car parking spaces provided (compared to 37 currently) and the non-compliant accessible space will be modified to achieve compliance. The project will slightly reduce the current number of car parks by two spaces. Staff are concerned about car parking on-site, which is already limited. Alterations to the staff car park to accommodate service vehicles was also highlighted as a concern in the survey. TTW (*Transport and Accessibility Impact Assessment*, 2021) identify that there are significant levels of available capacity of street parking in the surrounding streets. TTW also explain that for a school, "it is critical to increase the amount of

available on-site open play space and reduced levels of on-site car parking assist in achieving this", and on balance, the proposed parking capacity is acceptable.

Traffic congestion and parking constraints around the school during operation was considered a significant to very significant negative impact by around 70% of respondents. This was a concern for mostly parents and more than half of staff who responded. These community concerns have been reviewed by TTW as part of the final iteration of the *Transport and Accessibility Impact Assessment*. TTW note that "the existing local transport network, and the physical space available for it, are constrained in the local residential area". For this reason, the "transport strategy put forward for this development is to reduce private vehicle usage as far as practical, by providing feasible alternatives for both staff and students".

TTW conclude that, with the relatively low increase in student population resulting from the project, "only a low shift in travel mode would be required to achieve a net zero change in existing vehicular traffic conditions" and this is realistic and achievable.

It will be important to communicate these alternatives to the school community, in order to maximise their uptake.

Walking and cycling

As mentioned in the baseline, many students walk or ride scooters and bikes to school, and it was suggested during consultation that a scooter rack be considered in the project.

The majority of parents who responded to the survey, well over half of staff and both students thought there would be no or low negative impact on walking and cycling to school/local area once the school is operational. Another 23% of respondents (mostly parents) thought there may be a significant impact. This is potentially associated with some parents' existing concerns regarding the safety of the school's entries, exits and kiss and drop area. Suggestions were made in the survey to work with council and the police to make surrounding streets safer for children walking or riding to school, noting that students have a tendency to jaywalk around the school.

As described in the *Transport and Accessibility Impact Assessment* (TTW, 2021), the project will include:

- A new pedestrian entry to Jetty Street and new raised zebra crossing on Jetty Street (zebra crossing subject to separate approval) – other existing pedestrian access will remain
- People walking to and from School should be encouraged to use the new Jetty Street pedestrian entry to reduce conflict with vehicles accessing the staff car park, resulting in safer pedestrian movements
- New bicycle and scooter storage for students, and new bicycle storage and end-of-trip facilities for staff. Cyclist access will be allowed at all entry points
- There will be a new accessible ramp to the existing northern access at The Ponds Boulevard.
- The school zone along Jetty Street will be extended (subject to separate approval)
- 10 bike rails for 20 bikes resulting in a total capacity of 106 bikes (up from 86 existing), near the new entry
- An additional 20 scooter racks resulting in a total 80 spaces (up from 60 existing), near the new entry
- 4 bike rails for 8 bikes for staff, to be located near the staff area and end of trip facilities

The above improvements may result in increased walking and cycling for students/families and staff. TTW expect that these works will make walking and cycling to site a safer and more attractive option. the mode share to shift from 13% cycling/riding a scooter to 18.4%, and from 1% staff cycling to 13.6%.

Increased active modes can be associated with health and wellbeing benefits, as previously discussed, and is strongly encouraged in the *Healthy Built Environment Checklist* (NSW Health, 2020) that seeks to support physical activity and reduce car dependency. They may also lead to improved concentration for children as also suggested in research[24].

[24] World Health Organization, Denmark Physical Activity Fact Sheet Monitoring and Surveillance

A full-time new zebra crossing is also a type of measure consistent with the *Healthy Built Environment Checklist*, that seeks to maximise safety around schools.

In the local area

Construction

Driving and parking

Concern was raised in the survey about the amount of construction worker possibly parking cars around the area and the disruption to parking this may cause. Consultation suggested that this could impact the shopping centre car park and community members in the broader area if workers park there. It was further suggested that if the broader public does not have access to the shopping centre car park, this may result in customers parking further away and trolleys being left in local streets, affecting local amenity and residents. This may be an issue for older customers or customers with disabilities not being able to park.

As mentioned above, AECOM (*Noise and Vibration Impact Assessment*, 2021) describes that "during early stages of construction workers may be able to park on site, during later stages they would park away from the site and either walk or use public transport to get to the site". The *CTMP* (TTW, 2021) shows that approximately 18 contractor car parking spaces will be provided in the north-west portion of the site, which may not suffice for all workers. It describes that measures will be put in place to mitigate impacts on the local area.

Additional solutions expressed during consultation, which could be explored during detailed design to investigate their feasibility, in collaboration with stakeholders, included:

» Collaborating with the shopping centre to gate off an area in their car space, reserved for workers with small fee

» Collaborating with Council or other landowners if available land exists in the area that could be used for excess parking.

Overall, the CTMP identifies that the local road network will easily accommodate the proposed increase in traffic due to construction vehicles subject to appropriate management.

Operations

Consultation identified concerns of impacts on the surrounding community due to increased density and more people heading to and from the school each day.

Four out of five overall survey responses by residents highlighted traffic congestion and parking constraints around the school when operational to be a significant to very significant negative impact. Local residents are concerned about additional traffic, especially on Pebble Crescent and The Ponds Boulevard which are already busy and described as 'dangerous' streets. Residents appeared to be more concerned about traffic and parking constraints once operational, rather than a concern for disruptions caused by construction.

The *Transport and Accessibility Impact Assessment* (TTW, 2021) expect that:

» An additional 41 drop-off and pick-up users are expected as a result of increased capacity

» The relative growth and the net number of additional vehicles are both considered reasonable growth that could be accommodated within the local road network

» The proposed development has some effect on the traffic operation of the modelled intersection in AM and School PM peak hours due to additional demands (if no mode shift is to occur)

» The worsening of traffic as a result of the development is negligible compared to the results of background growth and the traffic impacts as a direct result of the proposed development are considered negligible and acceptable in the context of the local network

» Periods of congestion are typically short and are limited to school peak times (school PM peak hour is different to broader PM peak hour)

» On-street parking remains available for residents and their visitors outside these hours and during weekends and school holidays

» Measures proposed in the School Travel Plan will contribute to reducing car travel which will seek to offset expected vehicle growth.

It is also noted that the zebra crossing will benefit the broader community in the local area, as opposed to a children's crossing only operating at certain times.

Assessment and enhancement/mitigation measures

The SIMP in **Appendix F** provides a detailed assessment of identified social impacts. Social risks and social benefits are summarised below, along with enhancement and/or mitigation measures.

Social risks in order of significance (starting with very high):

1. No change to kiss and ride facilities will not address existing concerns
2. Possible impacts of construction on vehicles /safety of kiss and ride facility with implications for school users
3. Existing shortage of car spaces will be amplified by a slight reduction in car parking on-site which is a concern for families and staff however increase in car parking demand will be low
4. There will not be sufficient parking for workers on-site, and workers will need to park in the local area with possible implications on residents and customers of the shopping centre
5. Possible impacts of vehicles on local road network with implications for residents
6. Fencing and hoarding will isolate construction area from school operation therefore safety issues are unlikely
7. Access for construction workers will be made safe by manned traffic control at the entrance of construction area
8. Traffic impacts as a direct result of the proposed development are considered negligible

Social benefits in order of significance (starting with very high):

1. Safety benefits for pedestrians in the local area with a new zebra crossing
2. A lift will be provided and the project has the ability to comply with all relevant accessibility requirements
3. Increased and safer infrastructure to encourage walking and cycling with associated health and wellbeing and increased concentration benefits
4. Local construction jobs may improve the livelihood and overall wellbeing of families in the area, particularly following recent COVID-19 restrictions

Mitigation measures:

1. Implement recommendations from CTPMP regarding workers parking
2. Consider further solutions for parking in consultation with stakeholders in final CTPMP
3. Consider impacts of construction on kiss and ride facility in final CTPMP
4. Adjust arrival times for construction vehicles so these do not coincide with school peak hours

Operations:

5. Implement measures from the School Travel Plan to reduce use of kiss and ride facility
6. Implement School Travel Plan to achieve mode shift towards active and public transport modes and reduce car travel
7. Maximise communication of driving alternatives to the school community

Enhancement measures:

1. Finalise Construction Traffic and Pedestrian Management Plan (CTPMP) and School Transport Plan (STP) including Travel Access Guide
2. Implement recommendations from School Travel Plan including arranging a Travel Coordinator for the duration of works and first year post-occupancy
3. Finalise design and location of zebra crossing at Jetty Street
4. Extension of school zone along Jetty Street
5. Explore an increase in frequency of bus services with Transport for NSW, as recommended by TTW
6. Consider promoting local employment during construction including unemployed members of the school community working in construction

7. Detailed design to incorporate recommendations from *Design Access Report* (Philip Chun Accessibility, 2021) in relation to inclusive access

Operations:

8. Implement measures from School Travel Plan (TTW, 2021) to encourage use of public transport and active travel.

Monitoring measures

1. Contractor to monitor employment of members of the school community during construction
2. School to monitor issues within school community with accessing the school during operations
3. DoE to monitor increase in frequency of bus services
4. As recommended in *Transport and Accessibility Impact Assessment* (TTW, 2021), contractor/SINSW is to:
   - » Implement monitoring measures listed in Table 5.2 of *Transport and Accessibility Impact Assessment* (TTW, 2021) to understand mode travel shift
   - » Implement incident recording and complaints management systems
   - » Review School Travel Plan regularly (with a first review 6 months after operation then review every two years)
   - » Review Travel Access Guide annually.

5.2.3 Modern school environment

Identified impacts:

School community:

Construction:

» There will be no harm to Aboriginal cultural heritage.

Operations:

» More learning opportunities for children due to the removal of demountables and creation of permanent spaces

» Possible benefits of removal of demountables on students' and teachers' wellbeing

» Improved look and feel will benefit the school community's sense of wellbeing

» Design contributes to school blending in its natural environment which is valued by the school community

» A thermally efficient design will ensure that learning and teaching in future spaces will remain comfortable

» Improved amenities and work conditions for staff including OSHC staff

» New flexible learning opportunities will benefit children's social, emotional and physical wellbeing, autonomy and engagement levels, and respond to teachers' suggestions expressed during consultation

» Not all learning spaces will be suited for collaborative/open learning. Depending on staff and children preferences, there may be a shortage of future-focused learning spaces.

» This may also support flexibility regarding new teaching/ learning methods for teachers who prefer existing methods, which may be beneficial for some families

» The school community is generally excited about changes to learning spaces and methods

» Some intangible values exist that should be explored, recognised and integrated in the design. The design incorporates measures to Connect with Country.

Local area:

Operations:

» The future building is unlikely to result in unreasonable additional overshadowing of adjacent residents on The Ponds Boulevard in the last hours of daytime

» Privacy concerns will be addressed by existing/additional trees along The Ponds Boulevard to help screen the building.

For the school community

Removal of demountables

Permanent learning spaces as well as demountables are currently fitted with air conditioning and consultation identified that there is no maintenance issue with demountables. Notwithstanding, demountables were one of the main elements that people disliked in the current school, though it is not clear exactly which aspect of demountables was negative. One comment described that demountables are not designed for young ages and only fit the required number of desks, with no room for activities or equipment.

The proposal will lead to the removal of all existing demountables, which was identified in the survey as the third most significant benefit of the project. Over 90% of respondents thought demountables being replaced with permanent structures would be a significant to very significant potential benefit of the project.

As explained during consultation, the removal of demountables will lead to all future learning spaces having equal access to technology, wet areas, and generally more space to move about in classrooms. This offers more opportunities for children and consultation described that staff were also excited about demountables being removed.

Look and feel

In terms of building quality, John Palmer is a relatively new school and the current condition and maintenance is not an existing issue. The current Facility Condition Index is good, close to excellent, as described during engagement.

Nearly 70% of survey respondents, and the majority of families, staff and students identified the new look of the school and a modern and visually appealing design as a significant to very significant positive impact of the project. A pleasing and stimulating environment was mentioned during consultation as having a positive impact on students and families. Research also suggests that the "look and feel of the physical environment [has] a social and emotional influence" on students[25], which is further defined as a negative association between "limited physical appeal of particular spaces [in particular uninvitingly dark and characterless classrooms]" and "sense of wellbeing". It is therefore possible that a new building and the removal of demountables will have a positive impact on existing and future students' wellbeing.

There will be new office, storage and kitchen spaces for the OSHC service which will address existing shortages of space and improve working conditions for staff. Teachers responded in the survey they would like more staff bathrooms as well as a large and appropriate space for breaks, collaboration, office space for 'specialist teachers' and niche spaces to work in small groups. The proposed design addresses these requests, however detailed design may address any further comments.

In relation to the new three-storey building:

» One parent in the survey thought the three-storey design was a great way to save space, but another two feared that the design could be potentially dangerous for young students. It remains unclear why the design would be dangerous and there is no evidence to support this.

» The location will not affect the existing green space in the western portion of the site, which is a benefit for the school community.

» Interviews identified appreciation for the proposed design, whereby the building will blend in with its natural surroundings, which is consistent with the rest of the school through natural colours, brick, sandstone and grass and trees. This is important as the school's blending with the natural environment and abundant green space is currently valued.

Other considerations identified in the survey, to maximise the positive impacts of the project included:

» More artwork, incorporating some bright, colourful designs

» Maintaining the welcoming and friendly atmosphere which will be a consideration for future school operations

» Ensuring the school is thermally efficient given summer temperatures was described as "critical" in interviews. The *ESD Report* (AECOM, 2021) describes that the project will be designed with high performing facades, maximised use of natural daylight with shading applied to windows with direct sunlight, resulting in thermal comfort for at least 90% of occupants. The Plan describes that a "comprehensive climate change risk assessment will be undertaken to identify and treat (with design measures) any high or extreme risks identified", to safeguard the school and prevent any social costs. Detailed design will ensure "at least 75% of the total project site area comprises building or landscaping elements that reduce the impact of the heat island effect".

More space for collaborative learning

It was also described during consultation that, although well maintained, existing learning spaces are not engaging nor do they allow creativity. There are existing size shortfalls in the school's existing facilities. In terms of spaces, spaces including the library, canteen, administration and staff spaces, communal hall, are not of a size that fulfils DoE's Educational Facilities Standards and Guidelines (EFSG) requirements (PTW Architects, *Concept*

[25] Hughes H. et al, High School Spaces and Student Transitioning: Designing for Student Wellbeing, in *School Spaces for Student Wellbeing and Learning*, 2019

Design Report, 2021). Parents also noted that the school is currently overpopulated, with overcrowded classes, and the number of students has outgrown facilities.

Size shortfalls will mostly be resolved through the project. Providing new permanent larger learning spaces will create new opportunities for open and collaborative learning, group work and sharing of spaces. This is in line with DoE's approach to classroom design which seeks to promote flexibility, collaborative learning and use of technology[26]. Outcomes of previous consultation undertaken with the school has identified that the project should provide flexible spaces, multipurpose spaces, connected classrooms as well as quiet spaces for passive activities. Entirely open classrooms were not preferred. The proposed design responds to these requirements by providing flexible learning modules with adjustable walls to support various learning modes. The *ESD Report* (AECOM, 2021) further describes that acoustic comfort will be ensured by "restricting internal noise levels and reverberation times as appropriate and provide acoustical privacy between rooms". It further identifies that an "Acoustic Comfort Strategy must be prepared describing how the building design will deliver acoustic comfort to the building occupants".

Research suggests that flexible learning spaces such as these proposed in the project, and compared to traditional classrooms:

» Reduce sedentary behaviours such as prolonged sitting when coupled with student-centred pedagogy. Reduced school-day sitting has been shown to enhance cognitive function, and breaking-up sitting improves cardio-metabolic health, reducing the risk of metabolic syndrome and type 2 diabetes[27].

» Benefit students' social, emotional and physical wellbeing, with greater levels of interaction between students and teachers and among students, with positive associations with levels of motivation and engagement[28].

It was also mentioned during consultation that more interaction between children "might bring them out a bit" and increase autonomy.

Generally, new learning practices were considered a very significant benefit of the project by 70% of respondents. This was predominantly considered a positive by parents followed by teachers, and although only a small number of students responded overall, all chose 'very significant' in response to this positive impact. Interviews also revealed a level of excitement regarding new teaching possibilities and collaboration opportunities for students.

Survey engagement did reveal a level of opposition from a small number of parents and teachers to an open learning concept, open learning hubs and a preference for the regular method of 1 class per room although specific reasons for this were not expanded upon. A total of 46% of respondents (mostly parents) considered a change in educational methods to be a significant to very significant negative impact. Communication regarding new learning spaces and teaching practices would be a positive measure to ensure the school community understands them and has an opportunity to express concerns or preferences.

Amongst teachers, 11 out of 23 teachers that responded to this question considered this as a significant to very significant negative impact, whilst 12 out of 23 saw it to be a not very significant to no negative impact at all. A suggestion to maximise benefits of the project was to allow for staff input as to what 'new learning spaces' might look like and the teaching style changes required to make it work, reflecting a desire by teachers to be in control of the changes to their teaching methods.

It is noted, however, that only demountables will be upgraded. Existing permanent learning spaces will remain as they are and will not allow such collaborative and open learning opportunities. This may assist in providing flexibility and choice for those who may prefer more traditional methods.

Suggestions were made in order to further improve this benefit, including:

» Ensuring that new learning spaces are not limited to one style of teaching or learning. Interview consultation confirmed there will be flexibility in regard to open learning and traditional methods, with opportunity for teachers to choose their preferred style

[26] https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/learning-space
[27] Kariippanon, K. E. et al, Flexible learning spaces reduce sedentary time in adolescents, 2019
[28] Kariippanon, K. E., Perceived interplay between flexible learning spaces and teaching, learning and student wellbeing, 2017

» Need for training for staff to conduct future-focused pedagogy and manage different styles of classrooms

» Bifold doors were suggested as a way to easily switch between open plan learning or smaller class learning. The project will provide adjustable walls which responds to this suggestion

» Ensuring strong internet connection and access to technology for all classes as well as ensuring there will be storage for electronic equipment on each level of the new build. Some of these suggestions may need to be explored in future detailed design.

Connecting with Country

The *ACHAR* (Tocomwall 2021) has concluded there would be no harm to Aboriginal cultural heritage and no need for management or mitigation measures. However, through the Connecting with Country (CwC) process, design suggestions for the site were discussed with the Dharug people and it was noted that sense of touch, feeling and smell are important to Aboriginal cultural references. It was recommended by the *ACHAR* that the CwC process undertaken for the project integrate the intangible cultural values expressed through further consultation and engagement with the RAPs. Should any objects, sites, remains be found during works, the *ACHAR* describes required steps to follow, and works should cease immediately.

Linking to Aboriginal artwork, design and heritage was also identified in the survey as an important consideration for future design.

The proposal will provide a student art wall, amphitheatre in the form of a circle and native landscaping. It will include colours and motifs and details in screens, to respond to ideas raised during consultation undertaken by Tocomwall (*Concept Design Report*, PTW, 2021).

The *ESD Report* (AECOM, 2021) further identifies that providing a public platform to provide information regarding the cultural significance of the school would help support the Green Star "Innovation" criteria.

In the local area

Four out of the five residents were pleased with the modern and visually appealing design of the upgrade. Three out of five residents who responded to the survey were concerned about the amenity impact of the new build, whilst one was unsure and one was not concerned by this.

Some local residents raised concerns about the visual impact of a three-storey building in the survey including the 'look' of the building being inconsistent with the school and the surrounding residential area, and inadequate location and size of this new structure. While some thought the new structure would not blend in the surrounding residential area, others thought that the proposed location of the three-storey element, adjacent the existing shopping centre, minimises impacts on community members, with only residents to the east directly facing the new structure.

Concern for privacy was also raised by one resident multiples times. Privacy screens around fence lines were suggested as a measure to give a 'green look' to the school and minimise the three-storey building looking out of place. It is noted that the *Landscape Design Statement* (McIntosh & Phelps, 2021) also indicates existing and additional trees along The Ponds Boulevard will help screen the new structure, as shown by Figure 5 below.

Figure 5: View looking north from The Ponds Boulevard

Source: PTW, 2021

The *Concept Design Report* (PTW, 2021) describes that consultation with Council resulted in the following conclusions:

» The proposed building will not adversely affect the urban setting of The Ponds Boulevard.

» The overshadowing drawings show limited effect on the private open space of the surrounding residential property.

» Setbacks should be well landscaped to shield the new services infrastructure required.

As shown in the *Concept Design Report*, there may be some overshadowing of a small number of properties located along The Ponds Boulevard. This is anticipated in the late hours of the day after 3pm and limited to front yards, noting that existing trees already create some overshadowing.

Assessment and enhancement/mitigation measures

The SIMP in **Appendix F** provides a detailed assessment of identified social impacts. Social risks and social benefits are summarised below, along with enhancement and/or mitigation measures.

Social risks in order of significance (starting with very high):

1. Not all learning spaces will be suited for collaborative/open learning. Depending on staff and children preferences, there may be a shortage of future-focused learning spaces
2. The future building unlikely to result in unreasonable additional overshadowing of adjacent residents on The Ponds Boulevard in the last hours of daytime
3. Privacy concerns will be addressed by existing/additional trees along The Ponds Boulevard to help screen the building
4. There will be no harm to Aboriginal cultural heritage

Social benefits in order of significance (starting with very high):

1. More learning opportunities for children through the removal of demountables and creation of permanent spaces
2. New flexible learning opportunities will benefit children's social, emotional and physical wellbeing, autonomy and engagement levels, and respond to teachers' suggestions expressed during consultation
3. Possible benefits of removal of demountables on students' and teachers' wellbeing
4. Improved amenities and work conditions for staff including OSHC staff
5. The school community is generally excited about changes to learning spaces and methods
6. Some intangible values exist that should be explored, recognised and integrated in the design. The design incorporates measures to Connect

	with Country. The design incorporates measures to Connect with Country 7. A thermally efficient design will ensure that learning and teaching in future spaces will remain comfortable 8. Not all learning spaces will be suited for collaborative/open learning. This may support flexibility regarding new teaching/ learning methods for teachers who prefer existing methods, which may be beneficial for some families 9. Improved look and feel will benefit the school community's sense of wellbeing 10. Design contributes to school blending in its natural environment which is valued by the school community
Mitigation measures: 1. Communication with school community regarding new learning, to understand preferences and concerns 2. Continue to engage with Registered Aboriginal Parties, and identify opportunities to integrate the identified intangible cultural values 3. Cease works and follow recommendations of the ACHAR should any objects, sites or remains be identified during works	**Enhancement measures:** 1. Ensure technology can be provided as required (sufficient internet access, storage for electronic material on each level) 2. Prepare comprehensive climate change risk assessment as recommended in *ESD Report* (AECOM, 2021) 3. Conduct adequate Safety by Design safety risk assessment, as recommended in *ESD Report* (AECOM, 2021) 4. Prepare Acoustic Comfort Strategy as recommended in *ESD Report* (AECOM, 2021) 5. DoE and school to continue engaging with staff regarding teaching preferences and what future learning spaces will look like 6. Continue engaging with staff to understand potential design needs 7. Continue to engage with the school and inform about design and detailed design when available, and involve in the design 8. Detailed design to ensure "at least 75% of the total project site area comprises building or landscaping elements that reduce the impact of the heat island effect (*ESD Report* (AECOM, 2021) *Operations:* 9. Ensure that staff are trained to conduct future-focused pedagogy so that future learning is implemented 10. Create public platform to provide information regarding the cultural significance of the school as recommended in *ESD Report* (AECOM, 2021)
Monitoring measures 1. DoE/school to monitor that training of staff for future-focused pedagogy is conducted 2. School to continue monitoring satisfaction of school community via Tell Them from Me surveys (biannually)	

3. DoE/school to monitor school community preferences for new or traditional teaching methods and ensure that spaces support these preferences
4. SINSW / DoE to monitor cultural values or suggestions expressed during future engagement to maximise Connection to Country in detailed design
5. DoE/school to monitor education outcomes (NAPLAN results)

5.2.4 Open and outdoor areas

Identified impacts:

School community:

Construction:

» There will be an impact on play spaces during construction with limited access to covered play spaces.

Operations:

» The overall provision of open space will increase and continue to be consistent with requirements, ensuring sufficient outdoor space for students

» More play opportunities will create a more fun and creative environment and benefit children's health and wellbeing

» More covered outdoor learning areas will increase educational and healthy eating opportunities

» New covered walkways will contribute to all-weather protection

» Improved wayfinding within the school

» Increased natural shade in outdoor /play areas.

Local area:

Operations:

» The proposed design will allow for shared uses of facilities and spaces if these are implemented in the future.

For the school community

Construction

Play

Access to open spaces will be affected during construction including the grassed area in the north-western portion of the site and the covered court. It is expected that access to the court will be available earlier than the grassed area. Operations of the school will need to manage how children access play spaces. There could be an agreement formed with Council for temporary use of open space in the local area (located than 100m from the school).

Vehicle movements are expected in the north-western portion of the site. Additional attention should be provided during construction to children in free play area and safe separation should be made. Potential impacts and measures related to vehicle movements are addressed in more detail in Section 5.2.2.

Operations

Play

Consultation identified that there is currently a lack of fun and creative play equipment in the school.

In survey responses, 82% thought more open spaces, trees and play areas to be a very significant positive impact of the project. This reflected a high proportion of parent, staff, resident and student responses.

The existing play areas and covered games court will remain, as well as the separate playground for preschool children. By removing existing demountables and increasing building height, the proposal will ensure that the amount of open space does not decrease. The project will:

» Increase the provision of play areas from 10,403sqm to 10,775sqm (PTW, 2021). The ratio of open space per student will be of 10.6sqm (slight decrease from 10.9sqm currently) based on a future capacity of 1,012 students. Current guidelines require schools to provide at least 10sqm of useable play space per student. An additional 451sqm may help to address current access challenges (i.e. split times and lack of access for OSHC at times).

» New walking/running track around the new building, hall and library

» A slide will be provided for children to go down to ground floor

» Increase tree canopy cover from 9% to over 37% (*Landscape Design Statement*, McIntosh & Phelps, 2021), providing natural shade for outdoor activities and benefitting children's health and wellbeing. As described in the baseline, the lack of shade is currently an issue identified by many members of the school community. More shaded and covered areas was suggested by survey respondents which is provided in the project. Consultation also suggested the limited undercover play spaces could be a difficult aspect to manage during construction when it rains. Additional built covers may be considered in detailed design to provide additional all-weather covered play.

Figure 6: View from the ground floor of the new building, with slides

Source: TTW, 2021

The broader range of play opportunities will respond to negative feedback received on the current play equipment, as described in the baseline. Sport facilities such as fixed soccer goals and cricket facilities were also outlined as useful additions to the school's play spaces in the survey. Other suggestions were made to include seats, stools, rocks, and other similar types of natural elements that can stimulate imagination. This would also connect children to their environment with wellbeing benefits. These should be explored in detailed design

Outdoor learning

The project will provide expanded outdoor learning areas from 155sqm to 330sqm, including outdoor learning areas on upper levels in the new building, as well as a small outdoor amphitheatre. The design will include edible plants into landscaping which will provide educational opportunities. This is a measure particularly encouraged by the *Healthy Built Environment Checklist* (NSW Health, 2020) to promote healthy eating.

In the survey, parents described outdoor learning as a practice they would like to see implemented to support all aspects of learning, enhance experiences and noted not all learning must be done at a table. Suggestions were

made to provide better outdoor learning facilities such as additional toilets, bubblers and lighting. The *Landscape Design Statement* (McIntosh & Phelps, 2021) further suggests that the school's proximity and ease of access to Second Ponds Creek reserve create opportunities to tell the story of water by capturing site run-off within the planted swale along Pebble Crescent Boundary. This could be explored in detailed design.

Covered walkways

With existing covered walkways described in the baseline as a positive aspect of the school, there were concerns expressed by staff in the survey that these walkways are very congested. To address this, it was recommended during consultation to include more footpaths leading to buildings, and ensure that they are more user friendly to prevent students having to walk on the grass. As shown in the proposed design, new covered walkways will be provided throughout the site and will link the new building to existing buildings and open spaces.

The *ESD Report* (AECOM, 2021) identifies that "occupants must be able to find the facilities thanks to clear signage throughout the building and access points". This should be addressed in detailed signage however the *Landscape Design Statement* (McIntosh & Phelps, 2021) describes that the proposed walking track improves wayfinding.

In the local area

Operations

Consultation identified that some level of shared uses with the broader community would be a positive outcome. Recommendations were made in interviews and the survey for the playing field and hall to be available for community use, as well as requests for an upgrade to the kitchen in the hall for this purpose.

The decision to implement shared uses will be a matter for school operations. However at this stage, with the proposed location of the hall and field, the proposed design allows for shared uses to occur should they be implemented. It is encouraged to explore such shared uses in the future to realise social benefits in the broader area[29].

No other impacts on the local area have been identified.

Assessment and enhancement/mitigation measures

The SIMP in **Appendix E** provides a detailed assessment of identified social impacts. Social risks and social benefits are summarised below, along with enhancement and/or mitigation measures.

Social risks in order of significance (starting with very high):

1. There will be an impact on play spaces during construction with limited access to covered play spaces.

Social benefits in order of significance (starting with very high):

1. More play opportunities will create a more fun and creative environment and benefit children's health and wellbeing
2. The overall provision of open space will increase and continue to be consistent with requirements, ensuring sufficient outdoor space for students
3. Increased natural shade in outdoor /play areas
4. More covered outdoor learning areas will increase educational and healthy eating opportunities
5. New covered walkways will contribute to all-weather protection
6. Improved wayfinding within the school
7. The proposed design will allow for shared uses of facilities and spaces if these are implemented in the future.

[29] NSW Health, *Healthy Built Environment Checklist*, 2020

Mitigation measures:

1. Detailed final staging to be developed in collaboration with the school to ensure a range of play spaces remains available during construction
2. Potentially explore use of open spaces in the area in collaboration with Council

Enhancement measures:

1. Detailed design to consider incorporating natural elements in play areas to stimulate imagination, or fixed sport equipment such as goal posts or cricket nets
2. Detailed design to consider amenities in COLA (e.g. lighting, bubblers)
3. Consider opportunities to tell the story of water as suggested by McIntosh & Phelps (*Landscape Design Statement*, 2021)
4. Additional built covers may be considered in detailed design to provide additional all-weather covered play areas.
5. Detailed design to provide clear detailed wayfinding signage as recommended in *ESD Report* (AECOM, 2021)

Operations

6. Recommend implementing shared uses out of school hours as per DoE's 'Community Use of School Facilities' and 'Share Our Spaces' programs

Monitoring measures

» DoE/ school to monitor formulation of shared use agreements with community groups and uptake (number of groups, frequency of bookings)

5.2.5 Other amenity considerations

Identified impacts:

School community:

Construction:

» Noise levels on the school community have not been assessed. It is likely construction will affect the school community within the school site during school hours as well as out of school hours (OSHC, extracurricular activities). There are concerns from parents particularly regarding disruptions during construction.

» There will not be impacts associated with vibration

» Some works will be undertaken during school holidays which will minimise impacts

» Dust will be generated but will be managed

» There may be planned disruptions to school operations.

Operations:

» There may be noise intrusion into the new building due to road traffic.

Local area:

Construction:

» There will be a negligible impact of construction vehicles on noise traffic levels

» There will be noise impacts on nearby residential properties particularly those on The Ponds Boulevard

» Works are unlikely to trigger impacts from vibration.

Operations:

» Imperceptible increase in noise levels due to the increasing number of children in outdoor areas

» Marginal noise impacts resulting from infrequent activities in the hall (as per existing activities).

For the school community

Construction

Demolition will be limited to some internal demolition and parts of hall, as well as the existing waste collection area. Most disruptions will therefore be during construction. At this stage it is understood that:

» During construction, children will be able to stay on site and will continue to use these buildings until the end of construction.

» The covered court will be unavailable during some stages of construction

» Some works will be completed during school holidays (e.g. completion of hall extension) which will minimise disruptions

» Construction activities will be limited to the below recommended hours (*Preliminary Construction Management Plan* (CMP), Jacobs, 2021):

> Monday to Friday: 7 am to 6 pm

> Saturday: 8 am to 1 pm

> Sunday and Public Holidays: No works.

In the survey, 26% of respondents (mostly families and staff) thought disruptions during construction for children and staff would be a 'not very significant' negative impact. On the other hand, 37% and 30% (predominantly parents) thought it would be significant and very significant respectively. Those who thought this would be a very significant negative impact were mainly parents. "Sound pollution" was one of the concerns for parents.

As described in the *Noise and Vibration Impact Assessment* (AECOM, 2021), "noise is expected to be generated by construction works as well as construction traffic movements". The assessment does not assess noise impacts

of construction on the school community, particularly students and staff, who will be on-site during construction. This gap in the assessment should be addressed as detailed design is progressed. If impacts are predicted to exceed NMLs in the surrounding area, it is expected that noise levels will affect the school community within the school site during school hours as well as out of school hours (OSHC, extracurricular activities).

In terms of vibration during construction, AECOM's assessment concludes that works are unlikely to trigger adverse impacts.

During consultation, suggestions by parents included minimising construction work during school hours and avoiding loud noises, having shifts after school and during the school holidays. It is noted that some works will be undertaken during school holidays which will minimise impacts. Shifts after school hours will impact on out of school hours activities and surrounding residential areas. Generally, AECOM conclude that "all environmental noise and vibration impacts can be appropriate managed in accordance with the relevant guidelines and standards". A series of mitigation measures are recommended in AECOM's Assessment which should be incorporated in a construction noise and vibration management plan and Construction Management Plan (CMP).

Parents highlighted other concerns related to children's exposure to potential building dust and general dust. The *Preliminary CMP* identifies measures to manage dust.

The *Preliminary CMP* further describes the potential for planned disruptions. These are proposed to be managed via Disruption Notices describing the applicable works, timetable, issues, and contingency plans.

Operations

The location of the new building directly next to a loading dock and shopping centre was identified in the survey as a concern by one parent, particularly because of possible truck noise during learning times impacting the class.

AECOM's *Noise and Vibration Impact Assessment* (2021) identifies that:

» There may be noise intrusion resulting from road traffic and acoustic measures should be implemented in the design of the façade of the building

» The increase in traffic to the site will result in an "insignificant" increase with no impact on noise levels.

In the local area

Construction

It was mentioned during interviews that given the existing high levels of amenity, complaints during construction were highly likely, yet manageable.

Three out of five local resident respondents thought that disruptions during construction in the local area such as noise or traffic would not be significant or not very significant negative impact. The remaining two residents thought this would be a significant and very significant negative impact.

As described in the *Noise and Vibration Impact Assessment* (AECOM, 2021):

» During construction, noise levels are predicted to exceed accepted Noise Management Levels (NMLs) at nearby residential properties, shopping centre and community hub. The most affected residences are located along The Ponds Boulevard with worst case construction scenarios. No high impacts are predicted (i.e. noise is predicted to remain under a certain NMLs of 75dB(A)).

» In terms of vibration during construction, AECOM's assessment concludes that works are unlikely to trigger adverse impacts.

» In terms of construction traffic, AECOM identify that 20 trucks a day will enter/egress the site off Pebble Crescent. Given the existing volumes of traffic, this is described as resulting in negligible impacts on traffic noise levels.

A series of mitigation measures are recommended in AECOM's Assessment which should be incorporated in a construction noise and vibration management plan and final Construction Management Plan (CMP).

Operational

During operations, the building (which would incorporate acoustic treatments described in Section 7.2.2. of AECOM's *Noise and Vibration Impact Assessment* (2021) would not exceed noise level criteria. The Assessment also predicts that OSHC activities "would comply with the relevant NPfI criteria at residences, therefore, no further consideration to outdoor area usage is required".

The increased number of children will result in an "imperceptible" increase in noise level and is therefore considered acceptable by AECOM.

Use of the hall in the evening may result in exceeded noise levels, in an infrequent manner (i.e. when events are held) which is "considered marginal". In addition, the existing eastern façade of the hall will not be modified and there will therefore be no change in impacts from the existing use of the hall.

In addition, recommendations are made in Section 7.5 in relation to the design and use of speakers/school bell.

Assessment and enhancement/mitigation measures

The SIMP in **Appendix F** provides a detailed assessment of identified social impacts. Social risks and social benefits are summarised below, along with enhancement and/or mitigation measures.

Social risks (starting with very high):

1. Noise levels on the school community during construction have not been assessed. It is likely this will affect the school community within the school site during school hours as well as out of school hours (OSHC, extracurricular activities). There are concerns particularly from parents about effects of sound on learning
2. There will be noise impacts on nearby residential properties particularly those on The Ponds Boulevard which can be mitigated
3. There will be a negligible impact of construction vehicles on noise traffic levels
4. There may be planned disruptions to school operations
5. There may be noise intrusion into the new building due to road traffic
6. Dust will be generated but will be managed
7. Imperceptible increase in noise levels due to the increasing number of children in outdoor areas
8. Marginal noise impacts resulting from infrequent activities in the hall (as per existing activities)
9. There will not be impacts associated with vibration at the school and works are unlikely to trigger impacts from vibration for the local area.

Social benefits (starting with very high):

1. Some works will be undertaken during school holidays which minimises disruptions

Mitigation measures:

1. In detailed design, *Noise and Vibration Impact Assessment* (AECOM, 2021) to include an assessment noise impacts on school community during school hours and out of school hours
2. Prepare construction noise and vibration management plan to inform CMP, as recommended by AECOM, incorporating mitigation measures proposed in Table 21 the *Noise and Vibration Impact Assessment* (AECOM, 2021) and establish complaints handling procedure

Enhancement measures:

n/a

3. Incorporate AECOM's recommendations (Section 7.5) in relation to the design and use of speakers/school bell 4. Incorporate AECOM's recommendations in (Section 7.7) to attenuate noise intrusion in new building during operations 5. Contractor to refine dust management measures as recommended in draft CMP 6. Ensure disruption notices are well communicated to school community and engage with school management to confirm adequate notice	

Monitoring measures:

» Contractor/SINSW to incorporate monitoring measures proposed in Table 21 and Section 6.1 of the *Noise and Vibration Impact Assessment* (AECOM, 2021)

» Contractor/SINSW to monitor complaints pre and during construction.

6 Conclusions

This Social Impact Assessment (SIA) has been prepared to accompany an *Environmental Impact Statement* (EIS) that supports a State Significant Development Application (SSDA) to upgrade John Palmer Public School.

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

The John Palmer Public School is a well-loved element of school infrastructure in the local area, and there is considerable excitement in the school community about the project.

Significant social benefits have been identified, including the following high and very high benefits:

- The upgrade will provide more learning spaces and allow children from the JPPS catchment to attend their local school
- There will be increased size of facilities for OSHC/vacation care service
- The provision of a new support unit will also address special needs to better support children and their families– however a shortfall may remain
- A lift will be provided and the project has the ability to comply with all relevant accessibility requirements
- Safety benefits for pedestrians in the local area with a new zebra crossing
- Increased and safer infrastructure to encourage walking and cycling with associated health and wellbeing and increased concentration benefits
- More learning opportunities for children through the removal of demountables and creation of permanent spaces, as well as possible benefits of removal of demountables on students' and teachers' wellbeing
- Improved amenities and work conditions for staff including OSHC staff
- The school community is generally excited about changes to learning spaces and methods. New flexible learning opportunities will benefit children's social, emotional and physical wellbeing, autonomy and engagement levels, and respond to teachers' suggestions expressed during consultation
- A thermally efficient design will ensure that learning and teaching in future spaces will remain comfortable.
- Some intangible values exist that should be explored, recognised and integrated in the design. The design incorporates measures to Connect with Country and there is an ongoing engagement process
- The overall provision of open space will increase and continue to be consistent requirements, ensuring sufficient outdoor space for student. More play opportunities will create a more fun and creative environment and benefit children's health and wellbeing.
- Increased natural shade in outdoor /play areas will also increase comfort in area where temperatures can be high. More covered outdoor learning areas will increase educational opportunities.

Some social risks were identified, including the following high (no very high impacts were identified):

- No change to kiss and ride facilities will not address existing concerns. This is an issue for the school community, particularly parents, which is expected to be mitigated by increased active modes, resulting in a negligible impact on traffic conditions as per TTW's advice.
- Noise levels on the school community during construction have not been assessed. It is likely this will affect the school community within the school site during school hours as well as out of school hours (OSHC, extracurricular activities). There are concerns particularly from parents about effects of sound on learning.

An additional assessment should be conducted as part of detailed design to describe how these can be mitigated.

» There will be temporary noise impacts on nearby residential properties particularly those on The Ponds Boulevard, during construction, which can be mitigated.

Enhancement and mitigation measures have been identified in the SIMP to maximise benefits and mitigate risks. A series of monitoring measures have also been identified in Section 5.

Appendices

A Survey script

B Standard discussion guide

C Baseline data

D Preliminary scoping

E Impact assessment guidelines

F Social impact management plan

A Survey script

John Palmer Public School Survey

Background

To address the current and future enrolment numbers at John Palmer Public School, the NSW Government is investing in a major upgrade of the school. The project will deliver:
- Construction of a new three storey building facing The Ponds Boulevard which will accommodate 29 Permanent Learning Spaces and staff facilities;
- Construction of a one storey new library building;
- Relocation of service access to staff car park off The Ponds Boulevard, including alterations to the existing car park to accommodate service vehicle;
- One-storey extension to and refurbishment of existing School Hall building. The School Hall extension will accommodate spaces for Out of Hours School Care;
- Building Block D will be re-purposed from an existing library to special program spaces and administration;
- Refurbishment of Building F to provide 1 new support unit; and
- Removal of existing demountable classroom buildings once alterations and additions have been completed

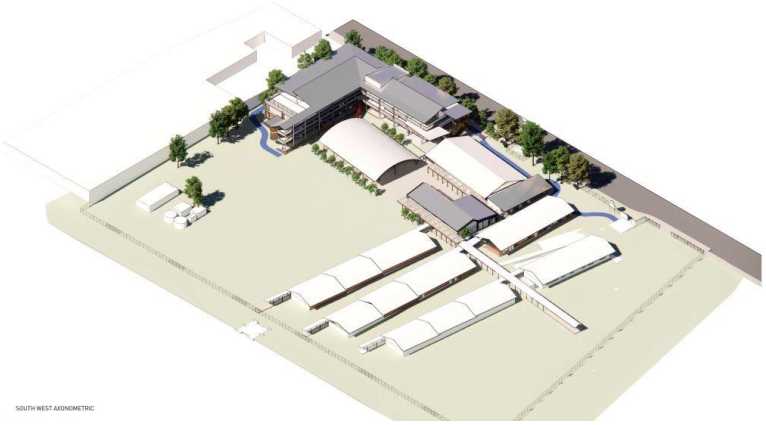
For further information, please visit:
https://www.schoolinfrastructure.nsw.gov.au/projects/j/john-palmer-public-school-upgrade.html

It is expected that a development application will be submitted in the coming months to the Department of Planning, Industry and Environment. This project has been declared a State Significant Development (SSD), and requires the preparation of a Social Impact Assessment (SIA). SIAs are undertaken to understand how local communities are impacted by projects, assessing both potential positive and negative impacts.

As part of a best practice approach to SIA, Elton Consulting is undertaking independent community engagement. All information provided in this survey is confidential, meaning personal information will not be published. Your responses will be anonymous and your name or details will not be shared publicly or in any report. Your responses will only be reported as part of a general analysis of survey findings. You will not be identified in the data or results, as survey responses will not be linked to contact details. For the report, individual quotes may be included, however, all information gathered will be de-identified.

This survey should take you about 5-8 minutes to complete. Participating in the survey is entirely voluntary. We encourage children to respond to this survey together with their families and/or if parental consent has been sought.

Survey will end on Monday 6 September.



1 1. Which of the following best describes you:

- One or more of my dependents attends John Palmer Public School
- I am a student at John Palmer Public School
- I work at John Palmer Public School
- I live in The Ponds suburb
- I live in Kellyville Ridge suburb
- Other (please specify)

2 2. I am with a parent or have consent from a parent to fill out this survey

- Yes
- No

3. What is your postcode of residence?

4. What is your age?

5. In a few words (5-10 words), what do you currently like about the school?

6. In a few words (5-10 words), what do you dislike?

7. What do you think are potential benefits of the school project (select all that apply) and how significant do you think these benefits are?

	Not significant	Not very significant	Significant	Very significant	I don't think this will be a benefit	I don't know/unsure
Demountables will be replaced with permanent structures	○	○	○	○	○	○
There will be more open spaces , trees and play areas	○	○	○	○	○	○
There will be more teaching spaces to accommodate more students	○	○	○	○	○	○
The look of the school will change with a modern and visually appealing design	○	○	○	○	○	○
New learning spaces will support new learning practices	○	○	○	○	○	○
There will be more special needs spaces for those who need them	○	○	○	○	○	○

Other (please describe impact and significance)

8. What can the project do to further maximise these benefits?

9. Of the following potential negative impacts, which are you most concerned about (select all that apply) and how significant do you think these impacts are?

	Not significant	Not very significant	Significant	Very significant	I don't think this will be a benefit	I don't know/unsure
Disruptions during construction for children and staff	○	○	○	○	○	○
Disruptions during construction in the local area (such as noise or traffic)	○	○	○	○	○	○
Traffic congestion and parking constraints around the school when it's operational	○	○	○	○	○	○
Educational methods will change	○	○	○	○	○	○
Amenity impacts due to new built form	○	○	○	○	○	○
Impact on walking and cycling to school/in the area during construction	○	○	○	○	○	○
Impact on walking and cycling to school/in the area when it's operational	○	○	○	○	○	○

Other (please describe impact and significance)

Thank you for completing this survey.

Would you like to participate in a phone conversation with our independent SIA team to further discuss your feedback?

If yes, please contact 1300 482 651 | Email: schoolinfrastructure@det.nsw.edu.au to register for an interview.

B Standard discussion guide

About us

Elton Consulting has been engaged by Jacobs on behalf of School Infrastructure NSW to prepare a SIA for the upgrade of John Palmer Public School at the Ponds. This SIA will inform a State Significant Development Application for the redevelopment.

Our understanding is that the upgrade will include the replacement of the existing 20 demountables with permanent learning spaces and upgrades to core school facilities. The upgrade also seeks to expand the school's capacity with the addition of new permanent learning spaces to address current and future capacity constraints on the school.

We are talking with key stakeholders to get their feedback on potential social impacts of the proposal. These can be both positive and negative. We are also seeking feedback on potential mitigation measures for negative impacts and enhancement measures for positive impacts.

About you

Role and involvement in project so far?

Existing situation

» Socio-economic profile of the school community (students, families, staff, other users) / existing/local community – any vulnerable groups with specific needs?

» What works well in the area/what doesn't work so well?

» What are opportunities that the project can help address?

Potential impacts

» What are positive impacts that you think will be associated with the project (on students/staff, broader community in the local area)?

» What are concerns or negative impacts associated with the project (on students/staff, broader community in the local area)?

» How do you think these impacts could be mitigated or enhanced?

» What are the most significant impacts in your view?

» Is there anything else you think we need to know as we are completing our SIA for the school upgrade?

C Baseline data

Table 3 Resident population, 2016

	John Palmer Public School Catchment Area	Blacktown LGA
Total	22,199	169,390
Children aged 0-4	2415 (10.9%)	26,928 (8%)
Children aged 5-11	3208 (14.5%)	36,246 (10.8%)
Children aged 12-17	1698 (7.6%)	27,583 (8.2%)
Tertiary education/independence aged 18-24	1517 (7.8%)	32,024 (9.5%)
Young workforce aged 25 to 34	3584 (16.1%)	52,249 (15.5%)
Parents and homebuilders aged 35 to 49	6313 (28.4%)	73,191 (21.7%)
Older workers and pre-retirees aged 50 to 59	1776 (8%)	38,467 (11.4%)
Empty nesters and retirees aged 60 to 69	1098 (4.9%)	28,475 (8.5%)
Seniors aged 70 to 84	538 (2.4%)	18,251 (5.4%)
Frail aged 85 and over	55 (0.2%)	3,553 (1.1%)
Attending pre school	9.0%	5.8%
Attending primary government school	25.9%	20.6%
Attending primary non-government	13.6%	9.5%
Attending secondary government school	10.7%	12.9%
Attending secondary non-government	9.8%	9.2%
Attending university or TAFE institution or technical education	18.7%	20.4%
Year 12	2696 (12.1%)	46,805 (18%)
Year 10	1081 (4.9%)	31,512 (12.1%)

Source: ABS Quick Stats

Table 4 John Palmer Public School characteristics

	John Palmer Public School		
	2020	**2019**	**2014**
Current enrolment	943	926	722
Existing capacity	416	n/a	n/a
Capacity level	510 over capacity	n/a	n/a
Attendance rates (all students)	n/a	94%	n/a
Average student attendance level (proportion of students attending 90% or more of the time)			
Semester 1	n/a	81%	n/a
Term 3	n/a	74%	n/a
Indigenous students	n/a	89%	n/a
Non-indigenous students	n/a	80%	n/a
Full time equivalent teaching staff	51.3	49.7	38.2
Full-time equivalent non-teaching staff	6.4	6.4	5

Source:

Table 5 Cultural indicators, 2016

	John Palmer Public School (2020)	**John Palmer Public School Catchment Area**	**Blacktown LGA**
Aboriginal and/or Torres Strait Islander students	1%	0.7%	2.8%
Language background other than English	58%	42%	41%

Source: ABS Quick Stats

Table 6 Livelihoods, 2016

	John Palmer Public School	**John Palmer Public School Catchment Area**	**Blacktown LGA**
Staff (full time equivalent teaching and non-teaching)	57.7	n/a	n/a
Top industries of employment	n/a	1. Banking (431) 2. Hospitals (except Psychiatric Hospitals) (407)	1. Hospitals (except Psychiatric hospitals) (5,713) 2. Supermarket and Grocery Stores (4,531) 3. Banking (3,747)

	John Palmer Public School	John Palmer Public School Catchment Area	Blacktown LGA
		3. Computer System Design and Related Services (242) 4. Supermarket and Grocery Stores (187)	
Index of Community Socio-Educational Advantage (ICSEA)	1100	n/a	n/a
School ICSEA percentile	85	n/a	n/a
Household Income - average weekly household income	n/a	$2,559-$2,649	$1,711
Less than $650 (low)	n/a	4-4.5%	15.3%
$2,500 or more (high)	n/a	37.5-40.2%	18.2%

Source: ABS Quick Stats

D Preliminary scoping

Category	Potential impacts
1. Way of life	» Project will remove demountables with increased quality of school environment – improved wellbeing for school community » School is currently undersized and the project will respond to existing demands » Demand will help to contribute to meeting demand in SCG, along with other projects » With removal of demountables: release of open spaces » Diversity of play with green area, court, running track » Upgrade will not impact on minimum play space per student requirements » A new school may trigger change in preferences to attend JPPS instead of another school nearby – and school may become overcrowded? » Adjustment to new learning practices that may challenge beliefs and have a positive or negative impact on individual students » Project will address non fit for purpose spaces and provide fit for purpose learning spaces » Huge improvement to amenity for the staff » Project will open up more to community to participate » Reduced maintenance post construction
2. Community	» Design accommodates for broader community use if possible once school is operational » Project will address future population growth and demand for school places » Project will alleviate pressures on other schools e.g. Riverbank PS » Impacts on other schools during construction and post construction
3. Accessibility	» Road network and access to the school, increased congestion » Increased capacity in school encourages walking/cycling – instead of students having to travel to other schools further away
4. Culture	» Cultural aspects: art wall, native landscape » Impacts to heritage significance of existing buildings
5. Health and wellbeing	» Disruption to school operations during construction » Increased provision of special needs learning spaces » Protection against bushfire risk? » School does not currently meet EFSG standards and project will address this
6. Surroundings	» Public domain upgrades around the project site » Local traffic and pedestrian safety » Change of built form, visual impact and overshadowing » Improved landscaping – not a lot of mature trees on the site. Improve tree canopy cover » Disruption to broader area during construction
7. Livelihoods	» Impacts on businesses in the area

Category	Potential impacts
	» Additional staff positions
8. Decision-making systems	»
Cumulative impacts	»

E Impact assessment guidelines

The impact assessment and predication section of this SIA utilises tools from the DPIE *SIA Guideline* and Technical Supplement (2021). These tools have been used to complete the assessment of impacts.

Table 7 Likelihood assessment tool

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

Source: DPIE, Social Impact Assessment Guideline and Technical Supplement, 2021

Table 8 Magnitude assessment tool

Characteristics		Details needed to enable assessment
Magnitude	Extent	Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including and 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).
	Sensitivity or importance	How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter, whether it is rare/unique or replaceable, the extent to which it is 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.

Source: DPIE, Social Impact Assessment Guideline and Technical Supplement, 2021

Table 9 Magnitude level assessment tool

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

Minor	Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
Minimal	Not noticeable change experienced by people in the locality.

Source: DPIE, Social Impact Assessment Guideline and Technical Supplement, 2021

Table 10 Social impact significance assessment tool

		1 Minimal	2 Minor	3 Moderate	4 Major	5 Transformational
Likelihood level	**A** Almost certain	Low	Medium	High	Very high	Very high
	B Likely	Low	Medium	High	High	Very high
	C Possibly	Low	Medium	Medium	High	High
	D Unlikely	Low	Low	Medium	Medium	High
	E Very unlikely	Low	Low	Low	Medium	Medium

Source: DPIE, Social Impact Assessment Guideline and Technical Supplement, 2021

F Social impact management plan

Assessment of expected and perceived impacts pre-mitigation/enhancement

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
Increased capacity of the school											
More permanent school places	The upgrade will provide more learning spaces and allow children from the JPPS catchment to attend their local school	Community, accessibility, way of life	Positive	Almost certain	Catchment area	Operations	Moderate	Moderate	Moderate	Moderate	High (A3)
	Attending a local school may encourage more walking/cycling with health and wellbeing benefits for children and their families	Community, health and wellbeing, way of life	Positive	Possible	School community (students and families), catchment area	Operations	Moderate	Major	Minor	Moderate	Medium (C3)
	Concerns that the school will lose its personal touch with too many children	Community, way of life, health and wellbeing	Negative	Possible	School community (students and families)	Operations	Minor	Moderate	Minor	Minor	Medium (C2)
	Potential risk and concerns that the upgrade does not suffice to accommodate future growth	Community, accessibility	Negative, cumulative	Possible	Catchment area, local area	Operations	Moderate	Moderate	Low	Moderate	Medium (C3)
	More learning spaces will relieve pressures on other schools	Community, accessibility, health and wellbeing	Positive Cumulative	Likely	Local area	Operations	Minor	Minor	Minor	Minor	Medium (B2)
The hall will be extended	Increased size of facilities for OSHC/vacation care service will benefit children and staff	Community, way of life, accessibility	Positive	Likely	School community (students and families), catchment area	Operations	Minor	Major	Minor	Moderate	High (A3)
	Vacation care will be relocated on-site during refurbishment of the hall (during holidays). There will be minimal change to vacation care activities and the hall should be completed for OSHC to resume after holidays, with minimal impact on children/staff	Community, way of life, accessibility	Negative	Unlikely	School community (users of vacation care), catchment area	Construction	Minor	Major	Minor	Moderate	Medium (D3)
Increased support classes	Provision of a new support unit to address special needs to better support children and their families	Community, accessibility, health and wellbeing, way of life	Positive	Almost certain	School community (students and families), catchment area	Operations	Moderate	Major	Moderate	Moderate	High (A3)
Small number of additional operational jobs	Social impacts are likely positive but will depend on the origin of future staff (e.g. relocated internally from within DoE, from another school nearby or further away, new staff previously unemployed)	Way of life, livelihoods	Positive	Almost certain	School community (staff)	Operations	Minor	Moderate	Minor	Minor	Medium (A2)
More people accessing the school											

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
Project will provide for accessibility requirements	A lift will be provided and the project has the ability to comply with all relevant accessibility requirements	Accessibility, way of life, health and wellbeing	Positive	Likely	School community (students and families)	Operations	Moderate	Major	Minor	Moderate	High (B3)
Workers on site	Fencing and hoarding will isolate construction area from school operation therefore safety issues are unlikely	Way of life, health and wellbeing	Negative	Unlikely	School community	Construction	Minor	Major	Minor	Minor	Medium (D3)
	Access for construction workers and school community will be made safe by manned traffic control at the entrance of construction area	Accessibility, way of life, health and wellbeing	Negative	Unlikely	School community	Construction	Minor	Major	Minor	Moderate	Medium (D3)
New zebra crossing and pedestrian entry	Increased and safer infrastructure to encourage walking and cycling with associated health and wellbeing and increased concentration benefits	Accessibility, way of life, health and wellbeing	Positive	Possible	School community (students)	Operations	Moderate	Major	Moderate	Moderate	Medium (C3)
	Safety benefits for pedestrians in the local area with a new zebra crossing	Accessibility, way of life, health and wellbeing	Positive	Almost certain	Local area	Operations	Moderate	Major	Minor	Moderate	High (A3)
Pressure on traffic and parking at the school	No change to kiss and ride facilities will not address existing concerns	Accessibility, way of life	Negative	Almost certain	School community (families)	Operations	Minimal	Moderate	Moderate	Moderate	High (A3)
	Possible impacts of vehicles /safety of kiss and ride facility with implications for school users	Accessibility, way of life	Negative	Possible	School community (students, families and staff)	Construction	Minor	Major	Minor	Moderate	Medium (C3)
	Existing shortage of car spaces will be amplified by a slight reduction in car parking on-site which is a concern for families and staff however increase in car parking demand will be low	Community, accessibility, health and wellbeing	Negative	Almost certain	School community (staff and families)	Operations	Minor	Minor	Moderate	Minor	Medium (A2)
Changes to traffic and parking in the local area	Possible impacts of construction vehicles on local road network with implications for residents	Accessibility, way of life	Negative	Possible	Local area	Construction	Minor	Minor	Minor	Minor	Medium (C2)
	There will not be sufficient parking for workers on-site, and workers will need to park in the local area with possible implications on residents and customers of the shopping centre	Accessibility, way of life	Negative	Possible	Local area	Construction	Minor	Moderate	Minor	Minor	Medium (C2)
	Traffic impacts as a direct result of the proposed development are considered negligible	Community, accessibility, way of life, surroundings	Negative	Unlikely	Local area	Operations	Minimal	Minor	Minor	Minor	Low (D2)
Job opportunities	Local construction jobs may improve the livelihood and overall wellbeing of families in the area, particularly following recent COVID-19 restrictions	Way of life, livelihoods, community, health and wellbeing	Positive	Possible	Local area	Construction	Moderate	Major	Minor	Moderate	Medium (C3)
New modern school environment											

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
Demountables will be replaced by permanent spaces	More learning opportunities for children through the removal of demountables and creation of permanent spaces	Way of life, health and wellbeing, community	Positive	Likely	School community (staff and students)	Operations	Major	Major	Major	Major	High (B4)
	Possible benefits of removal of demountables on students' and teachers' wellbeing	Health and wellbeing	Positive	Possible	School community (staff and students)	Operations	Major	Major	Moderate	Major	High (C4)
Staff spaces will be upgraded	Improved amenities and work conditions for staff including OSHC staff	Way of life, health and wellbeing	Positive	Almost certain	School community (staff)	Operations	Moderate	Major	Minor	Moderate	High (A3)
Opportunity for collaborative learning	New flexible learning opportunities will benefit children's social, emotional and physical wellbeing, autonomy and engagement levels, and respond to teachers' suggestions expressed during consultation	Way of life, health and wellbeing, community	Positive	Possible	School community (staff and students)	Operations	Major	Major	Moderate	Major	High (C4)
Not all learning spaces will be suited for collaborative/ open learning	Depending on staff and children preferences, there may be a shortage of future-focused learning spaces.	Way of life, accessibility	Negative	Possible	School community	Operations	Moderate	Moderate	Minor	Moderate	Medium (C3)
	This may support flexibility regarding new teaching/ learning methods for teachers who prefer existing methods, which may be beneficial for some families.	Way of life, accessibility	Positive	Possible	School community	Operations	Moderate	Moderate	Moderate	Moderate	Medium (C3)
New look and feel	Improved look and feel will benefit the school community's sense of wellbeing	Health and wellbeing, way of life, community	Positive	Possible	School community	Operations	Moderate	Major	Moderate	Moderate	Medium (C3)
	A thermally efficient design will ensure that learning and teaching in future spaces will remain comfortable	Health and wellbeing, way of life	Positive	Likely	School community (staff and students)	Operations	Moderate	Major	Minor	Moderate	High (B3)
	Design contributes to school blending in its natural environment which is valued by the school community	Surroundings, way of life	Positive	Almost certain	School community, local area	Operations	Moderate	Minor	Minor	Minor	Medium (A2)
Connecting with Country	There will be no harm to Aboriginal cultural heritage	Culture	Negative	Unlikely	School community, local area	Construction	Minimal	Major	Minor	Minor	Low (D2)
	Some intangible values exist that should be explored, recognised and integrated in the design. The design incorporates measures to Connect with Country	Culture, surroundings	Positive	Likely	School community	Operations	Moderate	Major	Moderate	Moderate	High (A3)
More change in the school community	The school community is generally excited about changes to learning spaces and methods	Way of life, community	Positive	Almost certain	School community	Operations	Minor	Moderate	Major	Moderate	High (A3)
New three-storey build -privacy and overshadowing	The future building is unlikely to result in unreasonable additional overshadowing of adjacent residents on The Ponds Boulevard	Way of life, surroundings	Negative	Unlikely	Local area	Operations	Minimal	Minor	Minor	Minor	Low (D2)
	Privacy concerns will be addressed by existing/ additional trees along The Ponds Boulevard will help screen the building	Way of life, surroundings	Negative	Unlikely	Local area	Operations	Minor	Minor	Minor	Minor	Low (D2)

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
More and improved open and outdoor space											
There will be more outdoor spaces	The overall provision of open space will increase and continue to be consistent requirements, ensuring sufficient outdoor space for students	Way of life, health and wellbeing	Positive	Almost certain	School community (students)	Operations	Minor	Major	Major	Moderate	High (A3)
	More covered outdoor learning areas will increase educational and healthy eating opportunities	Way of life, health and wellbeing	Positive	Likely	School community (students, staff)	Operations	Moderate	Major	Minor	Moderate	High (B3)
	More play opportunities will create a more fun and creative environment and benefit children's health and wellbeing	Way of life, health and wellbeing	Positive	Likely	School community (students)	Operations	Moderate	Major	Major	Major	High (B4)
	Improved wayfinding within the school	Way of life, accessibility	Positive	Likely	School community	Operations	Minor	Minor	Minor	Minor	Medium (B2)
Construction will affect play spaces	There will be an impact on the amount of available play spaces during construction with limited access to covered play spaces	Way of life, health and wellbeing, accessibility	Negative	Almost certain	School community (students)	Construction	Moderate	Major	Minor	Moderate	High (A3)
There will be new covered walkways	New covered walkways will contribute to all-weather protection	Way of life, health and wellbeing	Positive	Almost certain	School community	Operations	Minor	Moderate	Minor	Minor	Medium (A2)
Increased tree canopy	Increased natural shade in outdoor /play areas	Surroundings, health and wellbeing	Positive	Almost certain	School community	Operations	Moderate	Major	Moderate	Moderate	High (A3)
Spaces will be designed to allow community use	The proposed design will allow for shared uses of facilities and spaces if these are implemented in the future	Community, way of life, health and wellbeing	Positive	Possible	School community, local area	Operations	Minor	Moderate	Minor	Minor	Medium (C2)
Other amenity considerations											
Noise and vibration impacts during construction	Noise levels on the school community have not been assessed. It is likely this will affect the school community within the school site during school hours as well as out of school hours (OSHC, extracurricular activities). There are concerns particularly from parents about effects of sound on learning.	Way of life	Negative	Likely	School community (staff and students)	Construction	Moderate	Major	Moderate	Moderate	High (B3)
	There will be a negligible impact of construction vehicles on noise traffic levels	Way of life, surroundings	Negative	Likely	Local area	Construction	Minimal	Minor	Minor	Minor	Medium (B2)
	There will be noise impacts on nearby residential properties particularly those on The Ponds Boulevard which can be mitigated	Way of life	Negative	Likely	Local area	Construction	Moderate	Moderate	Minor	Moderate	High (B3)
	There will not be impacts associated with vibration at the school and works are unlikely to trigger impacts from vibration for the local area	Way of life	Negative	Unlikely	School community (staff and students), local area	Construction	Minimal	Minimal	Minimal	Minimal	Low (D1)
Construction disruptions to learning	There may be planned disruptions to school operations	Way of life, accessibility	Negative	Possible	School community (staff and students)	Construction	Minor	Moderate	Moderate	Moderate	Medium (C3)
	Some works will be undertaken during school holidays which will minimise impacts	Way of life	Positive	Almost certain	School community (staff and students),	Construction	Minor	Moderate	Minor	Minor	Medium (A2)

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
Increase in noise when operational	There may be noise intrusion into the new building due to road traffic	Way of life	Negative	Possible	School community (staff and students)	Operations	Minor	Moderate	Minor	Minor	Medium (C2)
	Imperceptible increase in noise levels due to the increasing number of children in outdoor areas	Way of life	Negative	Unlikely	Local area	Operations	Minimal	Minimal	Minimal	Minimal	Low (D1)
	Marginal noise impacts resulting from infrequent activities in the hall (as per existing activities)	Way of life	Negative	Unlikely	Local area	Operations	Minimal	Minimal	Minimal	Minimal	Low (D1)
Creation of dust pollution	Dust will be generated but will be managed	Way of life, health and wellbeing	Negative	Unlikely	School community (staff and students), local area	Construction	Minor	Minor	Minor	Minor	Low (D2)

Re-assessment of social risk, taking into consideration recommended mitigation and enhancement measures

Impact	Nature pre-measure	Rating pre-measure	Mitigation / Enhancement	Nature	Likelihood	Magnitude	Residual rating
Increased capacity of the school							
The upgrade will provide more learning spaces and allow children from the JPPS catchment to attend their local school	Positive	High (A3)	n/a	Positive	Almost certain	Moderate	High (A3)
Attending a local school may encourage more walking/cycling with health and wellbeing benefits for children and their families	Positive	Medium (C3)	n/a	Positive	Possible	Moderate	Medium (C3)
Concerns that the school will lose its personal touch with too many children	Negative	Medium (C2)	1. Ensure similar level of presence and programs so there is no change in 'personal touch' 2. Ensure that assistance to more vulnerable students/families continues as required during potentially more stressful situations such as construction 3. Continue regular engagement with community updates and respond to any concerns.	Negative	Unlikely	Minor	Low (D2)
Potential risk and concerns that the upgrade does not suffice to accommodate future growth	Negative, cumulative	Medium (C3)	4. Continue to monitor needs and change catchment boundaries if enrolments exceed capacity (or consider new school)	Negative, cumulative	Unlikely	Moderate	Medium (D3)
More learning spaces will relieve pressures on other schools	Positive Cumulative	Medium (B2)	n/a	Positive Cumulative	Likely	Minor	Medium (B2)
Increased size of facilities for OSHC/vacation care service	Positive	High (A3)	5. Consider design solutions to have separation between younger and older age groups (OSHC) and consult with OSCH provider regarding best design of facility	Positive	Almost certain	Moderate	High (A3)
Vacation care will be relocated on-site during refurbishment of the hall (during holidays). The hall should be completed for OSHC to resume after holidays, with minimal impact on children/staff	Negative	Medium (D3)	6. Ensure OSHC/vacation care activities can be relocated in adequate facilities during construction and/or that activities can continue in a safe manner 7. Communication with the child care operator and families (including families from other schools that use vacation care services) is required to ensure that all timeframes are well communicated and any queries are resolved before works start.	Negative	Unlikely	Minor	Low (D2)
Provision of a new support unit to address special needs to better support children and their families	Positive	High (A3)	8. Monitor need for support units and provide in other school upgrades/projects in the area	Positive	Almost certain	Major	Very high (A4)
Social impacts of new jobs are likely positive but will depend on the origin of future staff (e.g. relocated internally from within DoE, from another school nearby or further away, new staff previously unemployed)	Positive	Medium (A2)	n/a	Positive	Almost certain	Minor	Medium (B2)
More people accessing the school							
A lift will be provided and the project has the ability to comply with all relevant accessibility requirements	Positive	High (B3)	9. Detailed design to incorporate recommendations from *Design Access Report* (Philip Chun Accessibility, 2021) in relation to inclusive access	Positive	Almost certain	Moderate	High (A3)
Fencing and hoarding will isolate construction area from school operation therefore safety issues are unlikely	Negative	Medium (D3)	n/a	Negative	Unlikely	Moderate	Medium (D3)

Access for construction workers and school community will be made safe by manned traffic control at the entrance of construction area	Negative	Medium (D3)		Negative	Unlikely	Moderate	Medium (D3)
Increased and safer infrastructure to encourage walking and cycling with associated health and wellbeing and increased concentration benefits	Positive	Medium (C3)	10. Implement School Travel Plan to achieve mode shift towards active and public transport modes and reduce car travel 11. Finalise design of zebra crossing at Jetty Street 12. Finalise extension of school zone along Jetty Street	Positive	Likely	Major	High (B4)
Safety benefits for pedestrians in the local area with a new zebra crossing	Positive	High (A3)	n/a	Positive	Almost certain	Moderate	High (A3)
No change to kiss and ride facilities will not address existing concerns	Negative	High (A3)	13. Implement measures from the School Travel Plan to reduce use of kiss and ride facility 14. Explore an increase in frequency of bus services with Transport for NSW, as recommended by TTW	Negative	Possible	Moderate	Medium (C3)
Possible impacts of construction on vehicles /safety of kiss and ride facility with implications for school users	Negative	Medium (C3)	15. Consider impacts of construction on kiss and ride facility in final CTPMP 16. Finalise Construction Traffic and Pedestrian Management Plan (CTPMP) and School Transport Plan (STP) including Travel Access Guide 17. Implement recommendations from School Travel Plan including arranging a Travel Coordination for the duration of works and first year post-occupancy	Negative	Unlikely	Minor	Low (D2)
Existing shortage of car spaces will be amplified by a slight reduction in car parking on-site which is a concern for families and staff however increase in car parking demand will be low	Negative	Medium (A2)	18. Implement School Travel Plan to achieve mode shift towards active and public transport modes and reduce car travel	Negative	Likely	Minor	Medium (B2)
Possible impacts of construction vehicles on local road network with implications for residents	Negative	Medium (C2)	19. Finalise Construction Traffic and Pedestrian Management Plan (CTPMP) 20. Adjust arrival times for construction vehicles so these do not coincide with school peak hours	Negative	Unlikely	Minor	Low (D2)
There will not be sufficient parking for workers on-site, and workers will need to park in the local area with possible implications on residents and customers of the shopping centre	Negative	Medium (C2)	21. Consider further solutions for parking in consultation with stakeholders 22. Implement recommendations from CTPMP regarding workers parking	Negative	Unlikely	Minor	Low (D2)
Traffic impacts as a direct result of the proposed development are considered negligible	Negative	Low (D2)	23. Implement School Travel Plan to achieve mode shift towards active and public transport modes and reduce car travel 24. Maximise communication of driving alternatives to the school community	Negative	Unlikely	Minimal	Low (D1)
Local construction jobs may improve the livelihood and overall wellbeing of families in the area, particularly following recent COVID-19 restrictions	Positive	Medium (C3)	25. Consider promoting local employment during construction including unemployed members of the school community working in construction	Positive	Likely	Moderate	High (B3)
New modern school environment							
More learning opportunities for children through the removal of demountables and creation of permanent spaces	Positive	High (B4)	n/a	Positive	Almost certain	Major	High (B4)

Possible benefits of removal of demountables on students' and teachers' wellbeing	Positive	High (C4)	n/a	Positive	Possible	Major	High (C4)
Improved amenities and work conditions for staff including OSHC staff	Positive	High (A3)	26. Continue engaging with staff to understand design needs	Positive	Almost certain	Major	Very high (A4)
New flexible learning opportunities will benefit children's social, emotional and physical wellbeing, autonomy and engagement levels, and respond to teachers' suggestions expressed during consultation	Positive	High (C4)	27. Ensure that staff are trained to conduct future-focused pedagogy so that future learning is implemented 28. Prepare Acoustic Comfort Strategy as recommended in *ESD Report* (AECOM, 2021) 29. Ensure technology can be provided as required (sufficient internet access, storage for electronic material on each level)	Positive	Likely	Major	High (B4)
Depending on staff and children preferences, there may be a shortage of future-focused learning spaces	Negative	Medium (C2)	30. Communication with school community regarding new learning, to understand preferences and concerns 31. DoE and school to continue engaging with staff regarding teaching preferences and what future learning spaces will look like	Negative	Possible	Minor	Medium (C2)
This may support flexibility regarding new teaching/ learning methods for teachers who prefer existing methods, which may be beneficial for some families	Positive	Medium (C3)	n/a	Positive	Possible	Moderate	Medium (C3)
Improved look and feel will benefit the school community's sense of wellbeing	Positive	Medium (C3)	32. Involve school community in detailed design 33. Conduct adequate Safety by Design safety risk assessment, as recommended in *ESD Report* (AECOM, 2021)	Positive	Likely	Moderate	High (B3)
A thermally efficient design will ensure that learning and teaching in future spaces will remain comfortable	Positive	High (B3)	34. Prepare comprehensive climate change risk assessment as recommended in *ESD Report* (AECOM, 2021)	Positive	Almost certain	Moderate	High (A3)
Design contributes to school blending in its natural environment which is valued by the school community	Positive	Medium (A2)		Positive	Almost certain	Minor	Medium (A2)
There will be no harm to Aboriginal cultural heritage	Negative	Low (D2)	35. Continue to engage with Registered Aboriginal Parties, and identify opportunities to integrate the identified intangible cultural values	Negative	Very unlikely	Minor	Low (E2)
Some intangible values exist that should be explored, recognised and integrated in the design. The design incorporates measures to Connect with Country	Positive	High (A3)	36. Cease works and follow recommendations of the ACHAR should any objects, sites or remains be identified during works 37. Create public platform to provide information regarding the cultural significance of the school as recommended in *ESD Report* (AECOM, 2021)	Positive	Likely	Major	High (B4)
The school community is generally excited about changes to learning spaces and methods	Positive	High (A3)	38. Continue to engage with the school and inform about design and detailed design when available, and involve in the design	Positive	Almost certain	Major	Very high (A4)
The future building is unlikely to result in unreasonable additional overshadowing of adjacent residents on The Ponds Boulevard	Negative	Low (D2)	n/a	Negative	Likely	Minor	Medium (B2)
Privacy concerns will be addressed by existing/ additional trees along The Ponds Boulevard will help screen the building	Negative	Low (D2)	n/a	Negative	Unlikely	Minor	Low (D2)
More and improved open and outdoor space							
The overall provision of open space will increase and continue to be consistent	Positive	High (A3)	n/a	Positive	Almost certain	Moderate	High (A3)

with requirements, ensuring sufficient outdoor space for students							
More covered outdoor learning areas will increase educational and healthy eating opportunities	Positive	High (B3)	39. Detailed design to consider amenities in COLA (e.g. lighting, bubblers) 40. Consider opportunities to tell the story of water as suggested by McIntosh & Phelps (*Landscape Design Statement*, 2021)	Positive	Almost certain	Moderate	High (A3)
More play opportunities will create a more fun and creative environment and benefit children's health and wellbeing	Positive	High (B4)	41. Incorporate sport equipment such as goal posts or cricket nets 42. Incorporate natural elements in play areas to stimulate imagination	Positive	Almost certain	Major	Very high (A4)
Improved wayfinding within the school	Positive	Medium (B2)	43. Detailed design to provide clear detailed wayfinding signage as recommended in *ESD Report* (AECOM, 2021)	Positive	Almost certain	Moderate	High (A3)
There will be an impact on the amount of available play spaces during construction with limited access to covered play spaces	Negative	High (A3)	44. Detailed final staging to be developed in collaboration with the school to ensure a range of play spaces remains available 45. Potentially explore use of open spaces in the area in collaboration with Council	Negative	Almost certain	Minor	Medium (A2)
New covered walkways will contribute to all-weather protection	Positive	Medium (A2)	n/a	Positive	Almost certain	Minor	Medium (A2)
Increased natural shade in outdoor /play areas	Positive	High (A3)	46. Additional built covers may be considered in detailed design to provide additional all-weather covered play areas	Positive	Almost certain	Major	Very high (A4)
The proposed design will allow for shared uses of facilities and spaces if these are implemented in the future, but it is unclear whether they will	Positive	Medium (C2)	47. Recommend implementing shared uses out of school hours as per DoE's 'Community Use of School Facilities' and 'Share Our Spaces' programs	Positive	Likely	Major	High (B4)
Other amenity considerations							
Noise levels on the school community during construction have not been assessed. It is likely this will affect the school community within the school site during school hours as well as out of school hours (OSHC, extracurricular activities). There are concerns particularly from parents about effects of sound on learning.	Negative	High (B3)	48. In detailed design, *Noise and Vibration Impact Assessment* (AECOM, 2021) to include an assessment noise impacts on school community during school hours and out of school hours	Negative	Likely	Minor	Medium (B2)
There will be a negligible impact of construction vehicles on noise traffic levels	Negative	Medium (B2)	n/a	Negative	Likely	Minor	Medium (B2)
There will be noise impacts on nearby residential properties particularly those on The Ponds Boulevard which can be mitigated	Negative	High (B3)	49. Prepare construction noise and vibration management plan to inform CMP, as recommended by AECOM, incorporating mitigation measures proposed in Table 21 the Noise and Vibration Impact Assessment (AECOM, 2021) and establish complaints handling procedure	Negative	Likely	Minor	Medium (B2)
There will not be impacts associated with vibration at the school and works are unlikely to trigger impacts from vibration for the local area	Negative	Low (D1)	n/a	Negative	Unlikely	Minor	Low (D2)
There may be planned disruptions to school operations	Negative	Medium (C3)	50. Ensure disruption notices are well communicated to school community and engage with school management to confirm adequate notice	Negative	Possible	Minor	Medium (C2)
Some works will be undertaken during school holidays which will minimise impacts	Positive	Medium (A2)	n/a	Positive	Almost certain	Minor	Medium (A2)

There may be noise intrusion into the new building due to road traffic	Negative	Medium (C2)	51. Incorporate AECOM's recommendations in (Section 7.7) to attenuate noise intrusion in new building during operations	Negative	Unlikely	Minor	Low (D2)
Imperceptible increase in noise levels due to the increasing number of children in outdoor areas	Negative	Low (D1)	n/a	Negative	Unlikely	Minor	Low (D2)
Marginal noise impacts resulting from infrequent activities in the hall (as per existing activities)	Negative	Low (D1)	52. Incorporate AECOM's recommendations (Section 7.5) in relation to the design and use of speakers/school bell	Negative	Very unlikely	Minor	Low (E2)
Dust will be generated but will be managed	Negative	Low (D2)	53. Contractor to refine dust management measures as recommended in draft CMP	Negative	Very unlikely	Minor	Low (E2)

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