



Glenwood High School Upgrade

Social Impact Assessment

Client: School Infrastructure NSW

Date: 12 November 2021

Contact:

Sophie Le Mauff
sophie.lemauff@elton.com.au
02 8907 0967

SYDNEY

Level 27, 680 George Street
Sydney NSW 2000

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

Elton Consulting is now part of the WSP Group.

Prepared by	Sophie Le Mauff and Caitlin Treacy
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Reviewed by	Steve Rossiter
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Version	Final
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Author's declaration

This report was prepared by Sophie Le Mauff, Associate – Healthy Communities and Regions at WSP Australia. Sophie holds the degrees of Bachelor of Arts in Geography and Planning, Masters Degree in International Architectural Regeneration and Development, a Masters Degree in Tourism Planning and Development and a Certificate in Engagement Essentials (IAP2).

It was reviewed by Steve Rossiter, Director – Healthy Communities and Regions at WSP Australia. Steve holds a Bachelor of Arts with majors in Psychology and History, a Diploma of Education, a Masters Degree in Community and Regional Planning.

This SIA was prepared between September and November 2021 following rigorous, impartial and transparent methods. It was completed on 12 November 2021. It contains all relevant information that was available at the time of writing, and to my knowledge does not contain information that is false or misleading.



Sophie Le Mauff, Associate – WSP Australia

Date: 16 November 2021

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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) in support of a State Significant Development Application (SSD - 23512960). The SSDA seeks consent for the upgrade of Glenwood HS (Glenwood HS) at 85 Forman Avenue, Glenwood. The upgrade consists of the following alterations and additions:

- » Construction of a new three-storey building at the north-eastern portion of the site facing Glenwood Park Drive which will accommodate new learning spaces
- » Construction of one storey performance pavilion
- » Refurbishment of existing Building Block A (ground floor only) to provide one new support unit within the space of an existing general learning space
- » Refurbishment of Building Block D (ground floor only) to provide an additional office space and storeroom
- » Refurbishment of Building Block E to re-purpose it on the ground floor for computer learning spaces, staff and administration spaces as well as upgrades to the library on the first floor
- » Refurbishment of Building Block J to re-purpose it from visual arts and performing arts to learning spaces and workshops for food tech and woods/metal unit
- » Demolition of existing botany room and construction of a new single storey pavilion comprising of interview rooms and end-of trip facilities
- » The proposed development will also involve ancillary works at the site associated with the proposed upgrades.

With the addition of new permanent learning spaces, the upgrade will result in an increased capacity of 1,820 students.

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 or upgrades to existing schools are identified as SSD.

The Planning Secretary’s Environmental Assessment Requirements (SEARs) outline the Environmental Impact Statement’s (EIS) Requirements for SSD projects. This report addresses the relevant Secretary’s Environmental Assessment Requirements (SEARs), which request the provision of a “Social Impact Assessment prepared in accordance with the Social Impact Assessment Guideline”.

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 to provide 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

DPIE's *SIA Guideline* and Technical Supplement (the *Guideline*) (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 documents¹ 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 cater for and encourage 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 *Guideline*.

2.1 Project establishment

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

- » **Document review:** A review of relevant State and local documents, strategies, and policies was undertaken to inform the project's strategic planning context (**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

Tasks included in 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 the *Guideline* impact categories. Data was managed to best align with the social locality.
- » **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 impact category they align with (in accordance with the *Guideline*) and organised in themes for ease of discussion.

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

- » Tocomwall, *Aboriginal Cultural Heritage Assessment Report*, 6 August 2021
- » PTW, *Architectural Design Statement*, 1 October 2021
- » PTW, *Concept Design Report*, 25 August 2021
- » PTW, *Landscape Plan DA-LA-0001-F*, 21 November 2021
- » TTW, *Transport and Accessibility Impact Assessment*, 11 November 2021
- » Enstruct, *Civil Engineering Design Report*, 28 September 2021
- » AECOM, *Noise and Vibration Impact Assessment*, 29 September 2021
- » Kleinfelder, *Biodiversity Assessment Report*, 10 November 2021
- » Jacobs, *Preliminary Construction Management Plan*, 30 July 2021

2.5 Impact assessment and prediction

Each impact was assessed using methods provided in the *Guideline*. 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 described in **Section 5**.

3 Stakeholder engagement

3.1 Previous consultation findings

Community and stakeholder consultation and engagement was conducted during the early planning stages of the project to inform the initial design and approach to the Glenwood HS upgrades², including project governance meetings, design user group sessions, P&C meetings, an Indigenous engagement workshop, and various community updates.

Consultation activities that have been undertaken by SINSW to date on the project generally are included in **Table 1** below.

Table 1 General consultation and communication activities undertaken by SINSW

Activity	Details
Glenwood High School community	
Project Review Group (PRG) workshops, meetings, design group user sessions and school tours (x6)	PGM meetings, ad-hoc meetings, workshops and school tours involving stakeholders from Glenwood HS community, including the Principal and P&C representatives, to seek feedback and input regarding project design, future community consultation, and construction activities.
Axiom 1 (PPP) working groups and design group user sessions (x6)	Meetings with the PPP and SINSW to seek feedback and input regarding project design, future community consultation, and construction activities.
Technical stakeholder group (TSG) meetings (x3)	Working groups with SINSW and relevant technical specialists including design, heritage, disability access and standards, sustainability, IT services, safety and school transport specialists. TSG working groups help to ensure the project design meets education facility standards and operational needs.
Expert review group (ERG) meetings (x2)	Meetings with SINSW ESG to assess and inform project design, buildability and compliance.
Design Advisory Team (DAT) meetings (x1)	Meetings with SINSW DAT to inform the Project's Educational Facilities Standards and Guidelines (EFSG) compliance.
Design user group sessions	Design user groups seek to engage with Glenwood HS users including staff, students the PPP and PRG, to inform the proposed design and its applicability to the site-specific context.
Communications and project updates via Glenwood HS newsletters, app updates, and P&C meetings	Ongoing updates as the project progresses and direct responses to key questions or concerns amongst the school community.
Connecting with Country workshop	Workshop with school, community, and design representatives to discuss potential opportunities to integrate local Darug Aboriginal culture into the updated Glenwood HS design and curriculum.

² SINSW, Glenwood HS Final Business Case, 2020

Activity	Details
Local general community and Glenwood Residents	
Community communications and project updates via media releases, the Project webpage, information pack, and notifications	Distribution of project information to stakeholders within the local Glenwood HS catchment community. Distributed via letterbox drops and the Glenwood HS newsletter.
1300 project number and email address for enquiries, concerns, and feedback	The distribution of the SINSW project email and number within the local community to provide an opportunity for direct community contact, complaints and responses to enquiries.

Source: SISNW, Glenwood High School Community Consultation Report, 2021.

There has been no formal feedback or complaints regarding the project through the project's email and phone number. There has been one enquiry relating to potential supplier opportunities. It is anticipated that enquiries and general feedback from the community will increase as the project progresses, and the SSDA has been lodged.

Findings from the following activities have been used as part of this report:

1. Connecting with Country (CwC) Stakeholder Engagement Session – September 2021.
2. Project Review Group (PRG) workshops, meetings, design group user sessions, and school tours (x6) – May, June, July, September and October 2021.

3.1.1 Connecting with Country (CwC) stakeholder engagement session

Opportunities identified during the CwC session included incorporating key principles of 'connecting to country' into the project design and integrating the local Darug community and culture into the school, as well as findings from the *Aboriginal Cultural Heritage Assessment Report* (ACHAR) (Tocomwall, 2021). There is also an opportunity to incorporate Darug cultural practices and iconography into the building and landscape design of the upgraded school site.

Some key cultural practices and values and design suggestions that were raised during the CwC session to be incorporated into the design and teaching of the school were:

- » Upgrading the existing welcome garden at the front of Glenwood HS
- » Incorporating circular imagery into building design and landscaping. Rings and circles were raised as important culturally significant symbols, due to their prominence in local Darug ceremony, knowledge sharing, storytelling and astrology
- » Traditional and contemporary Darug practices such as weaving and dancing
- » Native flora and the incorporation of Australian and Islander Plant species, such as edible plants and natural weaving materials
- » Aboriginal iconography such as the Aboriginal flag, handprints, stone tools and material culture
- » Songlines, cultural landscapes and waterways
- » 'Deep time continuation'
- » Collaboration with Darug Elders, artists and community members
- » Yarning activities and acknowledgment of Reconciliation week.

3.1.2 PRG meetings and workshops

Six PRG meeting were held throughout May to October 2021, involving members of the project team, Glenwood HS staff and parent representatives, and the project design team. Discussions focused primarily on updating stakeholders on proposed design changes and addressing specific stakeholder project questions. The sentiment at meetings was largely positive, with staff from Glenwood HS expressing satisfaction with the overall design of upgrades and the integration of stakeholder feedback and input thus far.

Some benefits and key priorities of PRG members raised in meetings included:

- » The overall quality of the new design, including the improvements to circulation space, site layout and additional staff rooms
- » Project consideration and incorporation of the school's input and feedback into the new design so far
- » The desire to integrate the existing patch of Cumberland Forest area into usable open spaces
- » The desire to integrate local Aboriginal culture into building design
- » Suggestions to incorporate an edible native garden and to include Indigenous/native plant species in the landscaping
- » The desire to integrate Glenwood HS' strong multicultural community into the design alongside local Indigenous culture
- » Storage space was raised as a priority amongst school staff.

Some issues were also identified in relation to the existing site, including:

- » Heat regulation issues in existing parts of the school – some rooms get especially hot
- » Ease of supervision raised as an issue – desire for minimisation of blind spots and hiding areas on campus (CCTV will be installed)
- » Potential hazard where the current end of trip facilities creates a blind spot between the proposed new seminar rooms and Block E.

The following was identified as possible risks with the proposed project design:

- » The relocation of demountables will remove outdoor play space
- » Shared use of the COLA and oval which are currently hired out for vacation care provider, may be impacted by the demountable relocation.

3.2 SIA specific engagement activities

The engagement plan prepared for this SIA intended to communicate with the community, identify potential positive and negative impacts, and provide opportunities for feedback. Engagement methods included:

- » A survey to maximise community input. Elton Consulting prepared and hosted the survey. A project update flyer including a link to the survey was prepared by SINSW and distributed within the local area. The flyer was also distributed within the school network by the Glenwood HS principal. A reminder was sent out during the second week. A total of 13 responses were received from 15 September to 5 October 2021.
- » One on one interviews with:
 - > Glenwood HS Principal
 - > Glenwood HS P&C representative
 - > Goodstart Early Learning Glenwood Forman Avenue staff representatives
 - > Blacktown City Council Representative
 - > SINSW representative.

A detailed discussion guide is provided in Appendix A. De-identified findings from the consultation process are distilled throughout the report, however key findings are summarised below in Section 3.2.1.

3.2.1 Summary of community survey findings

A total of 13 respondents completed the survey, including:

- » Seven who had 'one or more of their dependents attended Glenwood HS'
- » One who is a current student at Glenwood HS
- » Five who lived in the Glenwood suburb

No staff responded to the survey.

Most respondents (10) stated that they lived in the Glenwood, Parklea, Stanhope Gardens postcode area.

Existing school campus

Responses to the question '*what do you currently like about the school?*' included:

- » Support for student wellbeing and enjoyment (x3) and community focus
- » High quality learning spaces, including speciality subject spaces (woodwork and engineering spaces) (x2) and good selection of subjects offered
- » Friendly and approachable staff (x2)
- » The amount of open outdoor spaces, elements such as water coolers, effective air flow, air conditioning (in some classrooms).

Responses to the question '*what do you currently dislike about the school?*' included:

- » Lack of speciality subject spaces (kitchen/hospitality and performing arts) (x2)
- » Lack of air conditioning (x2)
- » Traffic and congestion (x2)
- » Some facilities and learning spaces are tired and in need of upgrading and lack of cleanliness
- » Demountable classrooms
- » Lack of flexible learning spaces
- » Blind spots on campus without supervision (at the back of buildings)
- » Lack of lockers.

One respondent stated there was nothing that they disliked about Glenwood HS.

Potential project benefits

Figure 1 below demonstrates the survey results for the question '*what do you think are potential benefits of the school project and how significant do you think these benefits are?*'.

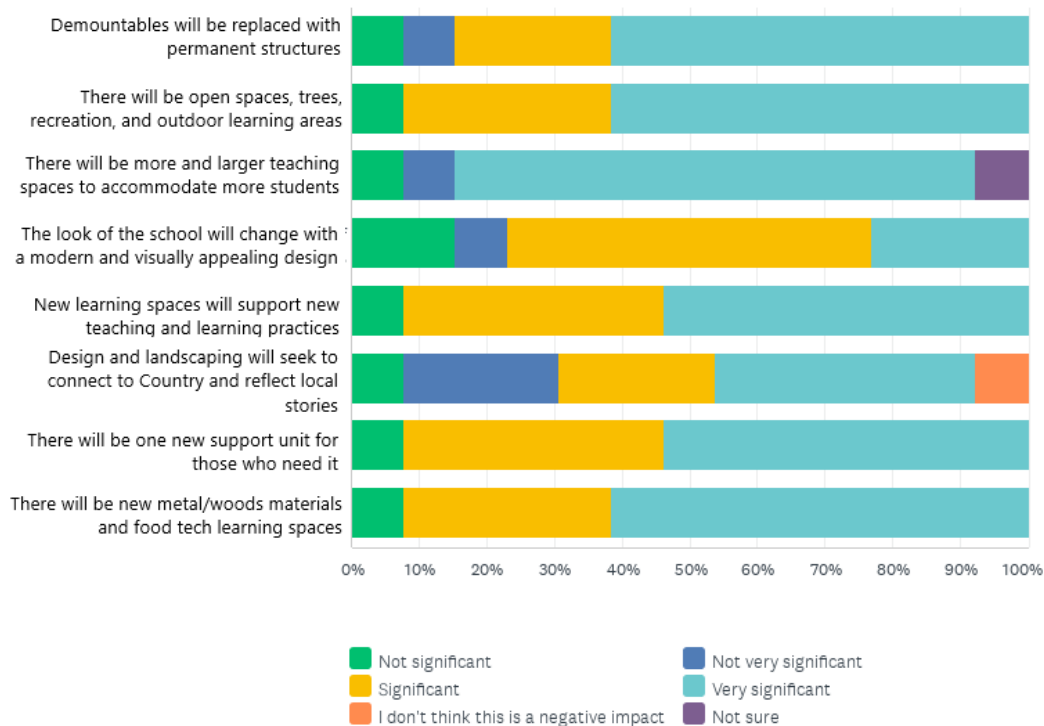
Based on these findings, 'new learning spaces to accommodate more students' received the most 'very significant' ratings (10).

The following received the highest level of significance ('significant' and 'very significant'): 'New metal/woodwork and food tech spaces', 'new support unit', 'contemporary learning spaces', and 'open spaces, recreation and outdoor learning areas'.

'Opportunities for 'connecting to country'' received the most 'not significant' and 'not very significant' responses, followed by the 'improved design and look of the school'.

Figure 1 Survey responses: potential project benefits

Q6 What do you think are potential benefits of the school project (select all that apply) and how significant do you think these benefits are?



Source: SurveyMonkey, 2021

Responses to the question, 'what can the project do to further maximise these benefits?' included:

- » Focus on student areas of interest
- » Ensure the project is not delayed and remains on schedule
- » Constructing additional flexible learning environments
- » Constructing additional outdoor seating for break times.

Potential project risks

Figure 2 below demonstrates the survey results for the question 'Of the following potential negative impacts, which are you most concerned about and how significant do you think these impacts are?'. Based on the significance ratings given by respondents, operational traffic congestion and parking constraints was identified as the most significant potential impact, with 4 'very significant' and 5 'significant' responses.

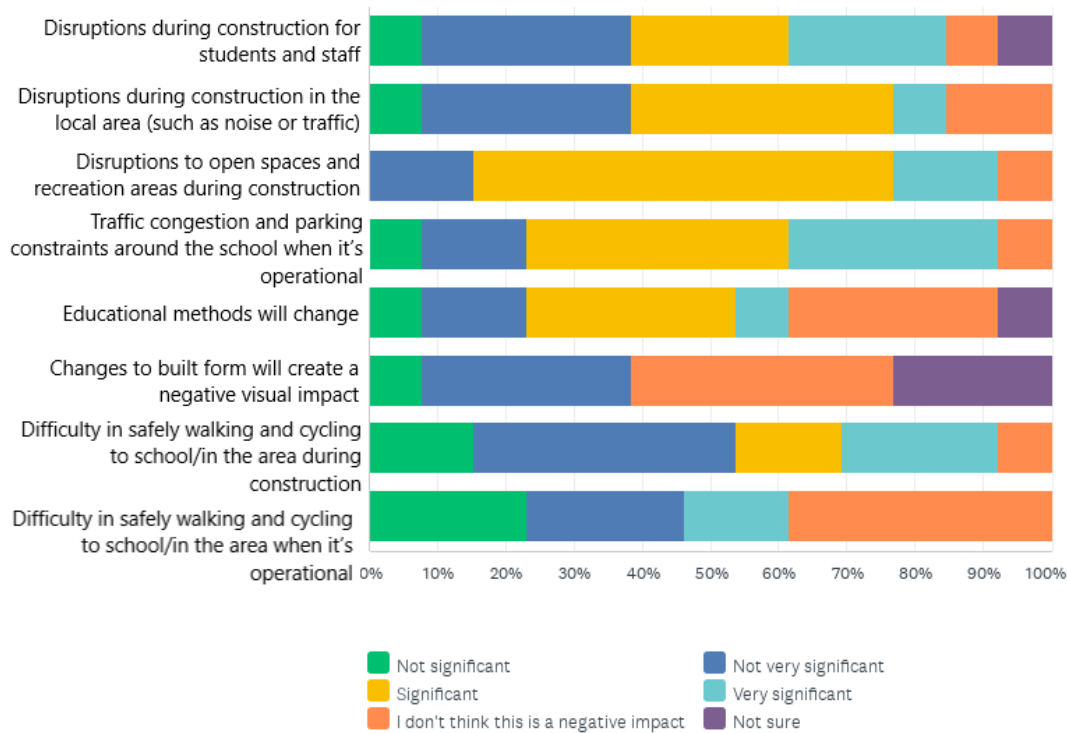
'Negative visual impact' received no 'significant' or 'very significant' responses.

Several respondents also thought that the following were not potential negative impacts:

- » Visual impact due to new design
- » Educational methods will change
- » Disruptions to local area during construction.

Figure 2 Survey responses: potential project risks

Q8 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?



Source: SurveyMonkey, 2021

Responses to the question, '*what can the project do to further address/mitigate your concerns?*' included:

- » The installation of air conditioning in all buildings including learning spaces and the hall
- » Address traffic and congestion issues, and provide additional drop off areas
- » Minimising disruption of recreation spaces
- » Consider accessibility in design.

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 Forman Avenue in Glenwood, NSW (Lot 5227/ DP 868693) within the Blacktown City Council Local Government Area (LGA).

The land is owned by the Department of Education (DoE) and operated by consortium Axiom Education 1 Pty Ltd under a Public Private Partnership (PPP) arrangement.

The existing school site is 6.1 hectares, bordered by Forman Avenue to the south, Glenwood Park Drive to the east, and the rest of the site's boundaries face open green spaces.

As shown by Figure 3, the school's permanent buildings are mostly concentrated in the southern half of the existing site, with a total of 19 demountables within the north-eastern corner. A large area of open green space, remnant bushland, and sports courts (both covered and uncovered) exist in the northern portion of the site.

The site is located within a low-density residential area, and is immediately adjoined by Glenwood Reserve.

The Glenwood HS site is an existing co-educational state secondary school which currently contains the following buildings and facilities:

- » Ten permanent buildings that include:
 - > Building A and B: double storey classroom buildings
 - > Building C: double storey classroom buildings with a fitness laboratory on the ground floor
 - > Building D: double storey buildings with administration and staff facilities on the ground floor and classrooms on the first floor
 - > Building E: double storey buildings with classrooms and science laboratories on the ground floor and main library on the first floor
 - > Building F: staff facility buildings
 - > Building G, H and J: single storey classroom buildings (Block J contains the school canteen)
 - > Building K: single storey gymnasium.
- » 19 single-storey demountable classrooms, including 17 general learning spaces and two staff rooms³.

³ Enstruct, Glenwood HS civil engineering design report, 2021

Figure 3 Site location



Source: TTW, 2021

4.2 Social locality

The social locality has been determined in alignment with the *Guideline*. As shown by Figure 4 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 Glenwood HS students, teachers, visitors
- » **The Glenwood HS catchment area:** this approximates the catchment area using the suburbs of Glenwood and Parklea. It reflects the potential broader community of the Public School as well as the local area surrounding the school
- » **The Blacktown City Council LGA:** Glenwood HS is located within the Blacktown City Council LGA.

Together these geographical and statistical scales represent the social locality, with emphasis on the School Community Area and the Glenwood HS catchment area given the educational nature of the project. The Blacktown City Council LGA has been included as a comparison point.

Legend

- Road
- Catchment Area
- █ Glenwood High School
- █ Blacktown LGA Boundary

Map: 1:25,000
Date: 02/03/2021
Author: Isaac Angley
Approved by: S.S. Maill
Map: P10120452_0001_01 (GlenwoodHighSchool_LGA)
Coordinate system: GDA 1984 MGA Zone 55
Scale: ratio correct when printed at A4

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 a map company

Glenwood High School
 Overview

Glenwood High School Upgrade

4.3 Baseline indicators

The social baseline has been prepared in accordance with the *Guideline*. The *Guideline* outlines eight categories to be used for identifying potential social impacts. Indicators are organised by these categories to create greater synergies between the impact assessment process and the social baseline. This is shown by Table 2 below, along with a description of data sources. Consultation findings 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 Glenwood HS community are provided in Appendix B, along with data describing the School Catchment and the LGA.

Key characteristics are summarised in the following sections.

Table 2 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 groups	» ABS
		» Type of school institution attending	» ABS
		» School enrolments	» MySchool
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	» Traffic and Transport Impact Assessment
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 » My school
		» Language spoken at home	» ABS
		» 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 change, psychological stress resulting from financial or other pressures, and changes to public health overall	» Health and wellbeing	» Consultation
		» Crime	» NSW Bureau of Crime and Statistics
Surroundings	Ecosystem services such as shade, pollution control and erosion control, public safety and	» Dwelling types	» ABS

Category	Description	Indicators	Source
	security, access to and use of the natural and built environment, and aesthetic value and amenity	» 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 » Unemployment rate	» ABS
		» Equivalised household income » Low/high income groups	» ABS
		» IRSAD	» ABS
		» Socio-education advantage and disadvantage	» Myschool

4.3.1 Way of life

Glenwood HS existing community

Studying at the school

Buildings at Glenwood HS include portable (dismountable) and permanent buildings used as learning spaces. There is a total of 67 learning spaces, including 49 existing permanent learning spaces and 18 learning spaces in dismountables at the school which have been established to accommodate the school's growth. As a result, 28% of the school's student capacity is in temporary learning spaces.

The school also includes a gymnasium, performance facilities, a canteen, wood/metal work facilities, food tech facilities, staff facilities, a library, administrative facilities and fitness facilities. Outdoor spaces include a large outdoor play space, a covered outdoor learning area (COLA), and a small area of remnant bushland that is fenced and not accessible to students.

The *Glenwood HS Education Rationale* (DoE, 2020) states that the current learning spaces at Glenwood HS are individual classrooms designed for one teacher and up to 30 students, which limits the potential for collaborate teaching, flexible grouping and integrated learning activities. The community survey revealed that although some were happy with the overall quality of existing facilities at Glenwood HS, some felt that the classrooms and buildings were 'tired', and in need of upgrading.

Consultation also revealed that the dismountable learning spaces do not currently meet the standards of flexible learning and teaching methods and are considered 'outdated'. It was mentioned that the overall condition of the dismountables was poor, with some maintenance and leaking issues. Some community members thought the dismountables make the site feel 'unfinished' and were not a pleasant sight to look in on from outside the school along Glenwood Park Drive.

Air conditioning was also raised as an issue, with some stating that the students enjoy being in the dismountable classrooms as they are the only fully air-conditioned learning spaces. Air conditioning and fresh air ventilation systems are anticipated to be installed throughout the school as part of the 'Cooler Classrooms Program', which will likely be completed prior to the finalisation of the school upgrades, as mentioned during consultation.

Sports and recreation spaces at the school

The school's sports, recreation and outdoor spaces include courts (including covered court), one field, a covered outdoor space adjacent to the canteen and grassed areas in the centre of the site. There is also a small area of remnant bushland that is fenced and not accessible to students.

The school site is well shaded due to the existing tree coverage and remnant bushland, as well as the COLA. During consultation it was raised that the school leases out some outdoor spaces (oval and COLA) to private companies for school holiday activities (for Glenwood children only).

Working at the school

The administration executive office is currently located in Building D. One of the 19 demountables is used as a staff room. There is currently limited space for teacher collaboration across faculties (*Architectural design statement*, PTW, 2021).

4.3.2 Community

Glenwood HS existing community

Children and families

As advised during consultation, the school's enrolments are currently at 1,410 students⁴. This has decreased over the past six years, with a peak in 2014 with 1,549 students⁵. During consultation, it was explained that the school peaked before The Ponds High School opened.

Based on a class size of 20 students, the school currently has a capacity of approximately 1,320 students. The school is therefore currently operating above its capacity by around 83 students.

The overall student attendance level for Semester 1 in 2019 (data unavailable for 2020) was 78%. This means that over 20% of enrolled students were absent from school for more than 10% of the semester (i.e. 10 school days). In 2019, attendance rates also dropped slightly from semester 1 to term 3, where only 71% of students attended school 90% or more of the time. It was explained during consultation that this is usually due to overseas travel occurring outside school holidays, associated with the high levels of multicultural families.

Staff

Based on ACARA data, the number of full-time equivalent staff (teaching and non-teaching) decreased slightly between 2014 and 2020 as enrolments decreased. The number of full-time equivalent (FTE) teaching staff in 2020 was 97.6 compared to 104.3 in 2014. The number of non-teaching staff also decreased from 20.6 FTE jobs in 2014 to 19.4 in 2020⁶.

The *Transport Impact Assessment* (TTW, 2021) identifies that there are currently 106 staff and this number has been retained for consistency purposes.

Visitors and users

On-campus extra-curricular activities are limited to Glenwood HS Students only.

There is currently no shared use of the Glenwood HS campus. There are plans to commence an out of school hours care service for primary school children from the broader area however this has not yet been initiated due to Covid-19 restrictions. It is unclear when this will commence and whether the project will impact on these activities.

School catchment area

The High School catchment area is home to a total of 19,599 residents, with most of the population living in the Glenwood suburb (16,128 compared to 3,471 in Parklea).

Of these residents, approximately 9.5% are secondary schoolers aged between 12 and 17 years (1,865). Another 11% are aged 5 to 11 years (2,153) and will attend secondary school within the next few years. Combined, these two age groups represent over 20% of the School catchment area population.

⁴ TTW, Transport Impact Assessment, 2021

⁵ ACARA data is only available between 2014 and 2020. Enrolments may have been higher prior to 2014, however for the purpose of this report, 2014 data has been considered peak.

⁶ MySchool, 2021

Consultation identified that approximately 77 students who live in the Glenwood HS catchment currently do not attend Glenwood HS.

In terms of other age groups in the School catchment area:

- » 6.4% are babies and pre-schoolers
- » 10.5% are young adults aged 18 to 24
- » 51.5% are young workers, parents, homebuilders and older workers aged 25 to 59
- » 7.2% are empty nesters and retirees aged 60 to 69
- » 3.8% are aged 70 and over.

Within the School catchment there is a total of 5,014 households. Within these households:

- » 66.3% of total families are couples with children
- » 16.3% of total families are couples without children
- » 9.5% of total families are one parent families.
- » 6% are lone person households
- » 1.8% are group households.

The average household size across both suburbs within the catchment is 3.6. These community characteristics reflect the high number of families in Glenwood and Parklea suburbs.

Education

Within the school catchment area 6.1% of the local population attend a government secondary school. Of all students attending secondary school in the Glenwood HS catchment area, 67% attend a government secondary school, which is almost 10% higher than in Blacktown LGA more broadly (58%).

A childcare facility, Goodstart Early Learning Ltd, is located adjacent the school on Forman Avenue. The childcare offers long day care and early learning programs to children aged six weeks to five years and has capacity for a maximum of 90 children⁷.

Community values

Consultation identified that the local community values recreation opportunities for youth in the local area. Community members have recently come together to lobby Council for various infrastructure improvements for the benefit of the local youth population, including a new pedestrian crossing to support primary and secondary school students walking to school, and a new skatepark on Glenwood Park Drive. One school and local community member stated that 'as a community, [Glenwood residents] are very invested in the parks and outdoor areas', as there are many children and families in the area that use these spaces frequently.

4.3.3 Accessibility

Glenwood HS existing community

Access to the school

Driving

Based on information from TTW (*Transport and Accessibility Impact Assessment*, 2021):

- » A 'Kiss and drop' zone is located on Forman Avenue in front of the school's main pedestrian and vehicular entrances, and cars enter the zone from the western end. The zone is operational between 8am – 9.30am and 2.30 to 4pm and signposted as a 'no parking' area during these times.

⁷ Australian Children's Education & Care Quality Authority (ACECQA), Goodstart Early Learning Glenwood – Forman Avenue, <https://www.acecqa.gov.au/resources/national-registers/services/goodstart-early-learning-glenwood-forman-avenue>

- » There is further on-street kiss & ride (No Parking) zones along Forman Avenue, both east and west of the indented bay.
- » There are no official 'kiss and drop' facilities on Glenwood Park Drive.
- » The site has a current total of 93 parking spaces (including one accessible space) spread across two parking areas, one in the south-eastern corner, and one along the western boundary. Both areas are accessible via Forman Avenue. Additional car parking exists for the Goodstart facility but is not counted towards the school's provision (though consultation identified this car park is sometimes used by the Glenwood HS community). Analysis shows that "the average occupancy reaches the marked capacity".
- » On-street parking is generally unrestricted, and analysis shows that there is generally good availability of parking in the vicinity of the site and within the assessed zones. An overall capacity of 148 on-street spaces has been identified, and considering existing utilisation, another 50 or so vehicles could potentially be accommodated, bringing the precinct occupancy to 85%.
- » There is also capacity at the Glenwood reserve car park.
- » The most congested approach of the Glenwood Park Dr/Forman Avenue intersection is right turning movements from north Glenwood park Drive with highest delay and degree of saturation during peak hours among other movements.
- » The highest delay and degree of saturation at the Glenwood Park Dr/Forman Avenue intersection is related to the right turning movements from east Forman Avenue.

It was mentioned once that on-site and street parking at or near the school site could be difficult at times for both staff (one mention) and students who drive (one mention). Congestion around Glenwood Park Drive and Forman Avenue around pick up and drop off times was identified as an existing issue, and associated by some to use of the zebra crossing. Because of long waiting times, many children are dropped off further away from the school and need to use a street network that does not necessarily offer adequate pedestrian facilities, also noting that there is currently no crossing guard at the school.

Walking and cycling

Based on information from TTW (*Transport and Accessibility Impact Assessment*, 2021):

- » There are three pedestrian access points, with one access from Glenwood Park Drive, and two from Forman Avenue (including one access with an accessible ramp)
- » The school site currently features 56 on-site bicycle parking spaces in the south east corner of the school, near the staff car park
- » Existing staff facilities have limited provision of end-of-trip facilities. 1 shower is available, and some unassigned lockers are located in the staffroom
- » Most students live 1200m or further from the school site. Currently, only approximately 3% of students live within a 5-minute walking distance from the school. About 16% are within a 10-minute walking distance, and nearly 40% within a 10-minute cycling distance. There is also a lack of pedestrian accesses which limits walkability in the area.
- » Approximately 36% of students walk to school, 1% cycle, 12% use the bus, 42% use the kiss and ride and another 10% a combination of car-pooling or walking
- » 92% of staff drive to school. about 6% cycle or walk or use the bus.

Bus services

The school is serviced by the NSW School bus network. Bus lines operate in the local area with two public bus stops located directly outside the school on either side of Glenwood Park Drive, and two more stops on either side of Forman Avenue. The School Student Transport Scheme (SSTS) gives eligible school students free or concession travel between home and school on public transport in NSW⁸.

⁸ Transport for NSW, School Transport Support Scheme, <https://apps.transport.nsw.gov.au/ssts/schoolTravelPasses#/>

School catchment area

School choice

Glenwood HS lies within the Blacktown City Council LGA. It is part of the North West Secondary School Community Group (NWS SCG) located within the North West Priority Growth Area. The NWS SCG is comprised of five high schools, including:

- » Riverstone High School
- » Quakers Hill High School
- » The Ponds High School
- » Glenwood HS
- » Wyndham College.

The SCG also includes two special purpose schools (SPS):

- » Casuarina School: K-12 school for students with additional needs
- » Noree School: this used to be co-located at the Riverstone HS site but became a separate school in 2020 for students with additional needs⁹.

There are an additional three public secondary schools that are not included in the NWS SCG but are within a 5km radius of the site, including Seven Hills High School (3.5 km), Crestwood High School (3.5km), Kellyville High School (4km). Non-government secondary schools near the site include St Andrew's Secondary College, a co-educational catholic school 5km from the site, and Hills Adventist College which is 4.5km away.

Planning for the potential development of a new high school at Marsden Park is also currently underway. The school proposes to service the north-west region of the North-West Secondary SCG. It is not anticipated that the development of Marsden Park High School will impact the demand and supply of Glenwood HS¹⁰.

Other social infrastructure

The Glenwood Community Hub is located 1km from the site on Glenwood Park Drive. The Alwyn Lindfield Reserve is located next to the community hub and offers various shared use community and sporting facilities. Other parks, reserves and green spaces in the suburb of Glenwood include Glenwood Lake, Exter Farm Reserve, Refalo Reserve, Valentine Sports Park, Knightsbridge Park, and Cornucopia Reserve.

The Parklea Correctional Centre is located in Parklea, approximately 1.8km from the school site.

The neighbouring Glenwood Reserve is owned and maintained by the Blacktown City Council and is currently utilised by the general community and by Glenwood HS for health and physical education. The reserve is also used by several sports clubs, including the Glenwood Redbacks Soccer Club, Sydney West Cricket Coaching and the Glenwood Tennis Courts. Consultation identified high community utilisation on weekends and after school but not during the day.

School catchment area

Based on information from TTW (*Transport and Accessibility Impact Assessment*, 2021):

- » There are footpaths on both sides of Forman Avenue and Glenwood Park Drive with a raised pedestrian crossing servicing each
- » The majority of minor roads within the residential areas have a footpath on at least one side of the road. It is noted that some streets within 800 to 1,200m of the school do not have footpaths
- » There are also currently no bicycle paths connecting directly to the site.

⁹ SINSW, Glenwood HS Final Business Case, 2020

¹⁰ *ibid.*

4.3.4 Culture

Glenwood HS existing community

More than half (60%) of the Glenwood HS student population have a language background other than English, highlighting the culturally diverse student body¹¹. The school has an 'English as a second language/dialect' (EL/D) to provide English lessons to students with varying language backgrounds. Glenwood HS also provides services such as family counselling and interpreters to aid non-English speaking students and families. Consultation that these services were becoming less common as more children are born in Australia and speak English fluently.

There is a small proportion of students (1%) at Glenwood HS that identify as Aboriginal and/or Torres Strait Islander¹². The school offers support for Indigenous students through various projects and programs in collaboration with the local Darug community, and students have access to mentor and peer support services, and additional academic tutoring¹³. The *Aboriginal Cultural Heritage Assessment Report* (ACHAR) (Tocomwall, 2021) identified that there were no Aboriginal archaeological sites, objects, potential archaeological deposit (PAD) or places within the site. This may be in part due to the historic land clearance of the site, demountable installation and the overall development of the school.

The *Functional Design Brief* (PTW, 2021) states that a number of students at the school also engage in extracurricular religious groups, which meet at lunch times on a weekly basis.

School catchment area

The school's catchment area is located on lands traditionally belonging to the Darug (or Dharug) people. Blacktown City Council states that the second largest Aboriginal and Torres Strait Islander population in Sydney (after the Central Coast) with 9,527 Indigenous residents¹⁴.

In the Glenwood HS catchment area, almost half (46.4%) of the local population spoke a language other than English at home, which is slightly higher than the Blacktown LGA more broadly. This reflects the diverse cultural groups and backgrounds in the catchment area. A large Sikh Temple is located near the school (Gurdwara Sahib Glenwood) and may be associated with higher levels of religious involvement in the local community.

Within the school's catchment area, the most common ancestry was Indian (19%), which is slightly higher than Australian (18.1%)

Other top ancestries in the catchment area include:

- » English – 16.3%
- » Filipino – 6.9%
- » United Kingdom – 3%
- » Chinese – 6.6%.

Other local high schools that offer EL/D courses include Riverstone High School (in Year 11 and 12), Quakers Hill High School, The Ponds High School, and Wyndham College.

4.3.5 Health and wellbeing

Glenwood HS existing community

As previously mentioned, approximately a third of students use temporary learning spaces at the school. Consultation revealed that demountable learning spaces may limit opportunities for flexible and collaborative learning and teaching methods. Consultation also identified that there was air conditioning in demountables which is currently unavailable in some of the permanent buildings. The existing permanent learning spaces are also

¹¹ MySchool, Glenwood HS, <https://www.myschool.edu.au/school/41813>

¹² Ibid.

¹³ PTW Architects, Functional design brief, Glenwood HS, 2021

¹⁴ Blacktown City Council, Aboriginal Communities, 2021

designed in line with 'the old' educational model and do not feature flexible learning spaces and varied teaching opportunities.

The *Civil Engineering Design Report* (Enstruct, 2021) describes the school's existing core facilities as 'undersized', referring to the administration facilities, library, staff facilities, canteen, and the student and staff amenities. Consultation revealed that the staff facilities are undersized, may be in poor condition and requiring upgrades, particularly the staff kitchen which was anecdotally described by some as a 'health and safety' hazard.

Glenwood HS has a support unit consisting of three classes for students with autism spectrum disorder (ASD) and one class for students with a moderate intellectual disability¹⁵. According to the school, there is a "large group of students with ASD in the support unit and the mainstream classes"¹⁶.

School catchment area

Within the Glenwood HS Catchment, 3% of the local population requires assistance due to age or disability, and 7.8% reported that they are caring for people with a disability. These figures are slightly lower than the wider LGA at 5% and 11.2%.

There are several disability services within proximity of the school site, including six within 1km, offering a range of services to individuals requiring varying levels of assistance.

4.3.6 Surroundings

Glenwood HS existing community

There are a number of mature and dense trees within the site, including remnant vegetation, and there is potential for these trees to be historically and culturally significant amongst the school, and wider local community¹⁷. Consultation identified that the local community valued the natural features of the school site, including the large trees that provide shade to students, and the patch of remnant Cumberland forest.

Local area

Surrounding built environment

The site is located within a residential area, with dwellings typically between one and two storeys. It is adjacent to the Glenwood Reserve to the west, with fields and courts. It is bordered by Forman Avenue to the south and Glenwood Park Drive to the east.

Natural environment

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

Land north of the school is characterised by passive open spaces with informal paths throughout, with Glenwood Lake (450m) further to the north.

As per the *Glenwood HS Civil Engineering Design Report* (Enstruct, 2021) the site is not identified as flood prone¹⁸.

To the northern side of the property is situated remnant Cumberland Plain bushland.

¹⁵ Glenwood HS, Learning Support, <https://glenwood-h.schools.nsw.gov.au/supporting-our-students/learning-support.html>

¹⁶ Glenwood HS, Autism Awareness, <https://glenwood-h.schools.nsw.gov.au/supporting-our-students/learning-support/autism-awareness-month.html>

¹⁷ AECOM, Glenwood HS building services concept design report, 2021.

¹⁸ Enstruct, Glenwood HS civil engineering design report, 2021.

4.3.7 Livelihoods

Glenwood HS existing community

An Index of Community Socio-educational Advantage (ICSEA) is prepared for all schools in NSW. 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 1,300 (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 1,064, Glenwood HS is above the median and therefore has a relatively high level of socio-educational advantage. The school is within the 75th percentile which means that it is more educationally advantaged than 75% of schools in Australia¹⁹. The school's ICSEA has been increasing over the last six years, from 1,050 in 2014.

Consultation confirmed that the school community had a relatively high socio-economic profile.

School catchment area

Within the School catchment:

- » There is a significantly lower proportion of households in the Glenwood HS catchment that earn less than \$650 a week than in the LGA (6% and 14% respectively). In addition, there is a significantly larger proportion of households in the catchment that earn more than \$2,500 a week compared to the LGA (44.5% and 25% respectively).
- » The median weekly household income in Glenwood is \$2,476, and \$2,392 in Parklea. By way of comparison, the Blacktown LGA median is \$1,711.
- » Close to 0% of the local population lives in social housing in the catchment area, compared to 7.7% in the LGA more broadly.
- » Unemployment in the catchment area is at 5.9%, which is slightly lower than the LGA which is 7.3%.
- » The top industries of employment in the Glenwood HS catchment area are hospitals (except psychiatric hospitals) (4.1%), banking (3.6%), supermarket and grocery stores (3.2%) and computer system design and related services (3.1%), which is similar throughout the broader LGA.
- » SEIFA: Socio-Economic Indexes for Areas (SEIFA) use 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).

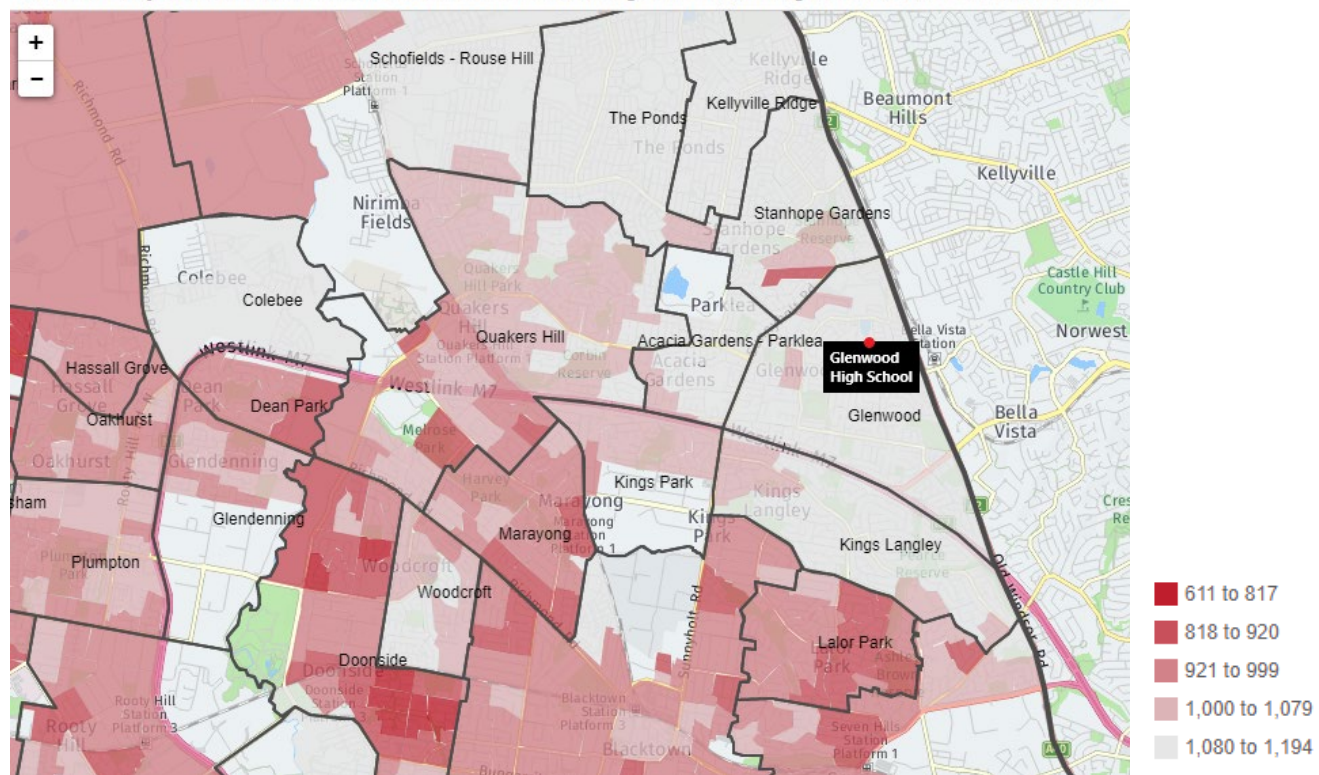
Each area is attributed a score on this index. As shown in Figure 5 below, the Glenwood and Parklea suburbs are amongst the highest ranked areas, that are relatively more advantaged and less disadvantaged areas.

All areas are ordered from lowest to highest score, with the lowest 1% of areas are given a percentile number of 1, up to the highest 1% of areas which are given a percentile number of 100. Both suburbs are within the 97th percentile Australia wide. As confirmed during consultation, the area is not within an area of socio-economic disadvantage.

¹⁹ ACARA, MySchool, Glenwood HS

Figure 5 IRSAD

Blacktown City Council, Index of Relative Socio-economic Advantage and Disadvantage, 2016, Usual residence, Number



Source: Profile.id, 2021

Implications of baseline

Glenwood HS

- » While enrolments have decreased since the opening of a new high school nearby, the school remains over capacity
- » About a third of learning spaces are in the form of demountables
- » The permanent school buildings are currently in good condition however demountables have maintenance issues (though they provide air conditioning which is not always available in permanent spaces)
- » The layout and size of both permanent and temporary learning spaces does not support innovation, creativity or large groups
- » Some of the staff facilities are undersized or in poor condition
- » The school has a support unit consisting of four classes
- » 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
- » The school has a good amount of play, open and natural areas as well as natural shade
- » There are congestion issues around the school during peak times and no manned zebra crossing.

Glenwood HS Catchment area

- » Significant number of new or upgraded schools in the area to address recent population growth
- » There are high proportions of families with children in the catchment area, with 20% of the population secondary-school aged or primary-school aged (i.e., soon requiring secondary education)
- » Lower levels of unemployment compared to the LGA, 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
- » The catchment area has high levels of cultural diversity, comparable to the LGA.

Local area

- » There are congestion issues around the school during peak times
- » The local area is residential (low density)
- » There are passive and active recreation adjacent the site – with the school already using the Glenwood Reserve at times.

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 proposes 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/structure

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

The preliminary scoping of possible impacts is provided in **Appendix C**. Consideration was also given to the following preliminary site constraints that were identified in the *Request for SEARs* (Architectus, 2021):

- » *Building functionality: existing facilities are undersized. The current number of teaching spaces will not sustain future enrolment growth and limited teaching spaces at the school inhibits opportunities for student learning*
- » *Cycling Infrastructure: Bicycling within the vicinity of the site is inaccessible given the lack of provision of off-road easy access cycling route*
- » *Staging: redevelopment of the area occupied by demountable classroom buildings on the site requires temporary relocation of learning spaces*
- » *Asbestos and contamination: there is potential for asbestos contamination beneath the existing demountable buildings on the site*
- » *Adjacent residential dwellings: the site borders residential dwellings to the south, north and east which may have impact on the building form and height allowance. They are also sensitive receivers for the purpose of any noise and vibration impacts light spill.*

It is important to note the preliminary nature of the above constraints. The role of the SIA and other technical studies has been to refine these potential constraints and impacts, which is the purpose of the following sections.

5.2 Impact identification and assessment

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

The impact assessment process utilised tools from the *Guideline*, 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 D**.

An overall social impact significance is then attributed using the tool described in **Table 3**.

Table 3 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: NSW Department of Planning Industry and Environment, *SIA Guideline*, 2021

The following sections discuss the expected and perceived impacts of the Glenwood HS upgrade. These are addressed in themes, as some impacts are related or similar in content matter. The key themes addressed are:

1. Increased availability of school places
2. Modern school environment
3. Demolition and construction
4. Accessibility.

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 other stakeholders, 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 E** and includes two tables providing a full assessment of each impact pre and post-mitigation or enhancement measures.

5.3 Increased availability of school places

Identified social impacts:

Glenwood HS community/catchment:

Operations:

- » The upgrade will provide more learning spaces for students
- » The project will allow all students living in the Glenwood HS catchment to attend Glenwood HS, with potential health and wellbeing benefits for those who will be able to walk/cycle to school
- » The project will respond to future demands for public high school places
- » Additional support learning spaces will benefit a greater number of students with special needs as well as their families.

North West Secondary (NWS) SCG:

Operations:

- » Upgrades at Glenwood HS may relieve pressures on other high schools in the local area that are currently operating at or over capacity
- » The project will contribute to addressing the future estimated shortfall of school places in the broader area.

Local area:

Operations

- » Insignificant increase in noise levels with no associated social impact
- » New teaching and non-teaching positions will be created at the school with unknown associated social impacts depending on the situation and location of future employees.

Glenwood HS School community/catchment

Operations

Increased school capacity responding to existing needs

By providing 1,820 places, the proposed project will provide an additional permanent 480 places at Glenwood HS compared to its existing capacity of 1,340. Enrolments are currently at 1,410 students and the school is over capacity by approximately 70 students²⁰. This will address existing capacity issues at Glenwood HS and an actual growth of 410 students is expected.

During consultation, it was explained that the school's enrolments peaked before The Ponds High School opened. It was also described that it was common for upgrades or new schools to create an uptake in enrolments as families like to send their children to new facilities. Noting that approximately 77 students who live in the Glenwood HS catchment currently do not attend Glenwood HS, as identified during consultation, increased and modern places may attract these students back to Glenwood HS. Given the size of the Glenwood HS catchment, attending their local school may allow these students to walk or cycle to school, with associated health and wellbeing benefit.

At the North West Secondary (NWS) SCG scale, additional enrolments at Glenwood HS may also relieve pressures on other high schools in the SCG that are currently operating at or over capacity.

²⁰ To be consistent with the Glenwood HS Final Business Case (DoE, 2021), existing capacity is assumed to be 1,340, based on 67 learning spaces and a school size of 20 students.

Increased school capacity responding to future needs

During consultation, a key benefit raised by local stakeholders was the opportunity for future growth and the positive investment in local children's educational futures.

The proportion and number of secondary schoolers (as well as that of babies and primary schoolers) are expected to slightly decrease between 2016 and 2041 in the Glenwood suburb as well as surrounding suburbs²¹.

Consultation identified that there is a projected demand of 1,539 places by 2036 at Glenwood HS. By providing a total capacity of 1,820 places, the project responds to this estimated future demand and provides additional places. The *Glenwood HS Final Business Case* (DoE, 2021) also identifies an overall shortfall of about 3,100 places by 2036 in the NWS SCG. This project will therefore potentially contribute to addressing additional demand or pressures that may continue to exist in other areas of the NWS SCG, noting that other separate interventions may be required for these.

Increased support learning spaces

An additional support learning space is also proposed. This will increase the capacity for support students at the school and provide opportunities for additional students requiring assistance to attend the school. Providing additional opportunities for support will benefit a greater number of students with special needs as well as their families. In the survey, 12 out of 13 survey respondents stated that a new support unit will be a significant/very significant benefit, highlighting the support for additional support facilities at Glenwood HS within the school and local community.

Increased employment opportunities

The proposal will result in a total 133 jobs, representing an additional 16²² job opportunities in teaching and administration at the project's completion, creating a long-term socio-economic benefit for a small number of people. Employment may benefit the wellbeing and livelihoods of future employees as well as their families and households. However, at this stage it is not understood whether these jobs will result in transfers internal to DoE or new jobs. In the case of transfers, social impacts will depend on the situation and location of the person being relocated. For new jobs, it is likely that this will result in positive social benefits if the person was unemployed to date and potentially under stress.

Local area

An increased number of children attending the school may also result in an increased number of people travelling to the school via car, public transport or active travel. This is addressed in the 'Accessibility' section.

Increased traffic may also result in additional noise impacts on the local area. AECOM's *Noise and Vibration Impact Assessment* (2021) identifies that there will be an insignificant increase in noise levels due to increased traffic. Overall, the increased number of students will result in an imperceptible increase in noise level and there is therefore no social impact identified.

²¹ Forecast.id, Blacktown Council

²² TTW, Transport and Accessibility Impact Assessment, 2021

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.

<p>Social risks in order of significance (starting with very high):</p> <ol style="list-style-type: none"> 1. Insignificant increase in noise levels with no associated social impact 	<p>Social benefits in order of significance (starting with very high):</p> <ol style="list-style-type: none"> 1. The upgrade will provide more learning spaces for students 2. The project will respond to future demands for public high school places 3. Additional support learning spaces will benefit a greater number of students with special needs as well as their families 4. The project will contribute to addressing the future estimated shortfall of school places in the broader area 5. The project will allow all students living in the Glenwood HS catchment to attend Glenwood HS, with potential health and wellbeing benefits for those who will be able to walk/cycle to school 6. Upgrades at Glenwood HS may relieve pressures on other high schools in the local area that are currently operating at or over capacity 7. New teaching and non-teaching positions will be created at the school with unknown associated social impacts depending on the situation and location of future employees.
<p>Mitigation measures:</p> <p><i>Operations:</i></p> <p>N/A</p>	<p>Enhancement measures:</p> <ol style="list-style-type: none"> 1. Ensure adequate accessibility and inclusive design during detailed design, in consultation with school and students with special needs and their families <p><i>Operations:</i></p> <ol style="list-style-type: none"> 2. DOE/SINSW to monitor enrolments and increase Glenwood HS catchment if necessary to further alleviate pressures on other schools 3. Continue to ensure adequate supports for students with special needs, with adequately trained staff
<p>Monitoring measures</p> <ol style="list-style-type: none"> 1. DoE/SINSW to monitor enrolments (mainstream and support places) 2. DoE to monitor increase in staff numbers. 	

5.4 Modernised school environment and facilities

Identified social impacts:

Glenwood HS School community:

Construction:

- » The proposed works are considered unlikely to harm Aboriginal objects of cultural significance
- » Asbestos has been identified in some demountables
- » There will be no access to the school's open space during construction for students to play during school hours and for extracurricular activities
- » There will be direct and indirect impacts on biodiversity including the remnant forest within the school site, impacting school community values.

Operations:

- » Replacing demountables with permanent learning spaces will better support future focused learning. More flexible learning spaces and opportunities for collaborative teaching methods may be associated with improved educational outcomes
- » Replacing demountables with permanent learning spaces will address existing maintenance issues, resulting in improved wellbeing
- » Existing learning spaces will remain, and it is unclear if they will be able to support flexible learning methods, potentially resulting in some not being able to access new methods
- » Benefits to staff wellbeing due to upgrades to staff and administration
- » Increase in outdoor learning areas and covered outdoor space, creating additional learning and play opportunities
- » The design incorporates Safety in Design principles which will benefit the future school community
- » The design incorporates Connecting to Country principles which should continue as detailed design progresses
- » The main wall visible along Glenwood Park Drive will be designed in association with the school community to reflect a multicultural community
- » There will be direct and indirect impacts on biodiversity in the local area as a result of the development, impacting community values
- » There is a risk that there will not be sufficient shading provided.

Local area:

Operations:

- » The new built form is unlikely to create negative social impacts from a visual perspective and there is support for the new look.

Glenwood HS School community

Construction

Open spaces will not be accessible during construction

All demountables will be relocated to the existing play spaces in the north-western portion of the site. These play spaces will therefore not be accessible during the duration of the works. The project team has indicated that a temporary arrangement with Blacktown City Council will be sought to utilise Glenwood Reserve fields during construction (noting that the school already currently uses the Reserve at times). Council has not expressed any issues with this possible arrangement, and this should be further investigated as planning progresses. No conflict with other users of the reserve is anticipated due to current low levels of utilisation during school hours. However,

consultation with user groups of the reserve is recommended to ensure information is shared and any potential concerns are identified.

Asbestos was identified in some of the existing demountables. It has been advised that removal of demountables is being undertaken separate to this SSD via a separate planning pathway, and that adequate measures are separately in place to avoid any impact on the school community during construction. These measures are unknown at this stage.

Impacts on remnant forest and biodiversity

Consultation identified that the school community values the remnant patch of Cumberland Plain Woodland within the school site, and more generally the natural spaces in the area. The *Biodiversity Assessment Report* (Kleinfelder, 2021) identifies some direct and indirect impacts on biodiversity in the local area as a result of the development. This Report also identifies that 'no species at risk of Serious and Irreversible Impacts (SAIIs) and recommends a series of mitigation measures that should be implemented, including regeneration and additional planting within the Cumberland Woodland Patch, which will be consistent with community values.

Operations

Replacement of demountables with permanent learning spaces

Currently, Glenwood HS has a total of 18 temporary demountables used as learning spaces. These will be replaced with permanent learning spaces through the construction of a three-storey building.

During consultation, it was raised that the existing on-site demountables are 'not in good condition', with some maintenance issues such as water leaks. It was also described that they do not provide students and teachers with opportunities for flexible and contemporary learning and teaching pedagogies.

As noted in the *Functional Design Brief* (PTW, 2021), none of the general learning spaces at the Glenwood HS are considered too small (less than 47m²) to deliver modern pedagogies, however, many of them are not as sizeable as EFSG²³-compliant learning spaces would be (i.e., 60m²).

As demonstrated in the *Concept Design Report* (PTW, 2021), the removal of the existing demountable buildings will likely improve the overall school environment by ensuring all facilities are designed to EFSG requirements. All learning spaces will have air conditioning.

The design will prioritise the key principles of contemporary flexible and collaborative education models, such as student centred, project based and integrated learning approaches. New learning spaces that support new teaching and learning practices was identified as one of the most significant benefits of the project during consultation. It was mentioned during consultation that it is still unclear what the school community, including staff, might think of new or different learning/teaching methods. Engagement should continue throughout detailed design and seek to include the whole school community, to inform about these new methods and any implications/ changes to students' or staff's day to day lives at school. School-wide engagement should generally occur to include all members in the future design and maximise future sense of belonging and feeling of connectedness to the school²⁴.

Research has demonstrated that flexible classrooms and learning spaces are more likely to support collaborative approaches to learning, which have been linked to more inclusive and effective educational outcomes amongst students²⁵²⁶. They may also reduce sedentary behaviours resulting in improved health²⁷. The provision of new contemporary learning spaces is likely to positively impact overall wellbeing of students and staff, as well as creating a space for new learning methods that may be associated with improved educational outcomes. Spaces that allow for student-focused learning will also potentially benefit students who require additional support and non-conventional approaches to learning, which may have been previously unavailable at Glenwood HS²⁸.

²³ The Educational Facilities Standards and Guidelines (EFSG) is a suite of information to aid in the planning, design and use of NSW Department of Education school facilities.

²⁴ Hughes H. et al, School Spaces for Student Wellbeing and Learning, 2019

²⁵ DoE, Exploring fit-for purpose contemporary learning space, 2021

²⁶ Martin, S., & Bradbeer, C. 2016, Creating collaborative effectiveness: One school's approach. Set:Research Information for Teachers, 2, 48–52. <https://doi.org/10.18296/set.0046>

²⁷ Kariippanon, K. E. et al, Flexible learning spaces reduce sedentary time in adolescents, 2019

²⁸ Benade, L. (2019). Flexible Learning Spaces: Inclusive by Design? New Zealand Journal of Educational Studies, 1–16.

It is also noted that Safety in Design principles have been incorporated including access to school, amenities, Crime Prevention Through Environmental Design (CPTED) requirements, slips trips and falls (*Functional Design Brief*, PTW, 2021). Safety in Design considerations will continue to be explored during detailed design.

An Environmentally Sustainable Design report has been prepared however was not able to be reviewed as part of this SIA.

No change to existing learning spaces

Current permanent learning spaces will remain with little change, and it is unclear whether these are appropriate for flexible learning and whether they are ESFG-compliant.

Upgrades to staff and administration facilities

The proposal includes the upgrade of several staff and administration facilities²⁹. These are:

- » The conversion of existing science learning units on ground floor to computer labs and staff facilities
- » The removal of partition walls to create connected staff spaces.
- » Relocation of the administration executive office from building D to building E.
- » Refurbishment and separation of original administration office into a deputy principal space and a storeroom.

The two demountables used as staff rooms will also be removed. The *Functional Design Brief* (PTW, 2021) also identifies that the demountable used as staff rooms is assumed to have asbestos. During consultation it was raised that the condition of existing staff and administration facilities is poor and a potential workplace health and safety hazard. The provision of additional and refurbished staff and administration facilities is likely to address these concerns, and improve overall staff health, safety and wellbeing.

Open and green spaces

A Landscape Design Statement has been prepared but was not able to be reviewed for this SIA.

The project will not change the size of the existing play areas in the north-western corner of the site. However, there will be an increase in outdoor learning areas and covered outdoor space, creating additional learning and play opportunities.

The development of a kitchen garden is proposed, with 'a mix of native edible plant growing plots and raised planter beds' (*Landscape Plan*, PTW, 2021). This responds to design suggestions made during the Connecting with Country sessions to incorporate local Darug culture and community within the upgraded school.

The proposed kitchen garden will also likely provide additional and varied opportunities for outdoor learning, which may positively benefit student and teacher wellbeing.

No information has been made available about shade or tree canopy. At this stage it is unknown whether there will be negative or positive impacts associated shading but there is a risk that there will not be sufficient shading provided. Sufficient shading should be ensured during detailed design.

Consultation identified that the school community values the remnant patch of Cumberland Plain Woodland within the school site. As mentioned above there will be some impacts to this area, impacting community values.

Engagement identified an opportunity to investigate the accessibility of the remnant forest to the school community for educational purposes. It was mentioned that this outdoor space would provide opportunities to educate students on Country and allow them to become custodians of this space. Additional suggestions could be sought during further engagement as detailed design progresses.

Cultural impacts

Local Aboriginal culture and heritage is highly valued by the school community, as identified during consultation. The community survey identified that eight of the 13 respondents rated connecting to Country and reflecting local stories through design and landscaping as either a significant or very significant benefit.

²⁹ PTW Architects, Architectural design statement, 2021.

The *Aboriginal Cultural Heritage Assessment Report* (ACHAR) (Tocomwall, 2021) states that the proposed works are considered unlikely to harm Aboriginal objects. The report suggests that consultation with the relevant local Aboriginal stakeholder should be maintained throughout the project's development and construction phases.

Elements of the proposed design for the new building and landscaping integrate Aboriginal and Darug culture and visual elements. Some elements such as modelled perforated aluminium for the screens to the external stairs have been designed to reflect the 'weaving traditions of the Darug people' (*Architectural Design Statement*, PTW, 2021).

The *Architectural Design Statement* also states that 'colours of the screens and the panels of glazed brick will be selected based on artefacts found in the surrounding area', which reflects the desire to incorporate material culture and artefacts into the school design, as raised in the Connecting to Country sessions. Such examples of design incorporations are encouraged to continue to be investigated through further engagement as detailed design progresses.

The main wall visible along Glenwood Park Drive will be designed in association with the school community to reflect a multicultural community, including the Aboriginal community as well as all other cultural backgrounds present in the school and local community.

Local area

Operations

Enhanced visual amenity

The three-storey building that will replace the current demountables is proposed to be located in the north-eastern corner of the site, along Glenwood Park Drive. As shown by Figure 6, the new building will be visible from the eastern boundary of the site from the adjacent road, footpaths and properties along Glenwood Park Drive.

Figure 6 View looking south-west from Glenwood Park Drive



Source: PTW, 2021

During consultation, there was some support for the building design and façade looking outwards towards Glenwood Park Drive. It was also raised that the current outlook of the school is unpleasant, as a large portion of the eastern boundary is occupied by existing demountables, which gives the site an 'unfinished' look and feel.

Within the community survey, no respondent said a 'negative visual impact due to new design' would be a significant or very significant impact. Five said they did not think this was a negative impact. Local residents did not show particular concern with the visual impact of the new building.

Replacing the current demountables with a permanent and site-specifically designed building, alongside updated landscaping and outdoor facilities, will likely benefit the overall built environment and visual amenity amongst the local community and neighbouring residents, as well as the school community.

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):	Social benefits in order of significance (starting with very high):
<ol style="list-style-type: none"> 1. Asbestos has been identified in some demountables 2. There will be no access to the school's open space during construction for students to play during school hours and for extracurricular activities 3. Existing learning spaces will remain with no refurbishment and it is unclear if they will be able to support flexible learning methods, potentially resulting in some not being able to access new methods 4. The proposed works are considered unlikely to harm Aboriginal objects of cultural significance 5. There is a risk that there will not be sufficient shading provided 6. There will be direct and indirect impacts on biodiversity in the local area as a result of the development, impacting community values. 	<ol style="list-style-type: none"> 1. Replacing demountables with permanent learning spaces will address existing maintenance issues, resulting in improved wellbeing including visual appeal/school identity 2. Increase in outdoor learning areas and covered outdoor space, creating additional learning and play opportunities 3. Benefits to staff wellbeing and workplace health and safety due to upgrades to staff and administration buildings 4. The design incorporates Connecting to Country principles which should continue as detailed design progresses 5. The main wall visible along Glenwood Park Drive will be designed in association with the school community to reflect a multicultural community 6. The design incorporates Safety in Design principles which will benefit the future school community 7. Replacing demountables with permanent learning spaces will better support future focused learning 8. The new built form is unlikely to create negative social impacts from a visual perspective and there is support for the new look. Additional tree planting will further help to screen the new building
Mitigation measures:	Enhancement measures:
<ol style="list-style-type: none"> 1. If any unanticipated Aboriginal archaeological objects, sites or PAD or human remains are identified during construction program, implement recommendations from ACHAR, Tocomwall, 2021) 2. Engage with Council and confirm a formalised arrangement for use of Glenwood Reserve during construction 1. Engage with user groups of Glenwood Reserve and fields to inform about the project and seek feedback 	<ol style="list-style-type: none"> 1. Continue engagement with traditional owners through detailed design 2. Involve the school community in detailed design to improve ownership of future school 3. Ensure all learning spaces are appropriately designed for climatic conditions (e.g. air conditioning, ventilation) and acoustics 4. Engage with staff to ensure any concerns with existing spaces are being addressed 5. Continue to explore Safety in Design considerations during detailed design

2. Investigate opportunities to improve the accessibility of the remnant forest to the school community for educational purposes
3. Ensure sufficient shading, including through tree canopy and shade sails across the site
4. Mitigation measures as per *Biodiversity Development Assessment Report* (Kleinfelder, 2021)

Operations:

3. Continue engagement throughout detailed design with the school community about new learning/teaching methods
4. Consider how to deliver new methods in existing learning spaces

Operations:

6. Ensure that staff are trained to conduct future-focused pedagogy so that future learning is implemented.

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 regular surveys (biannually)
3. SINSW / DoE to monitor cultural values or suggestions expressed during future engagement to maximise Connection to Country in detailed design
4. DoE/school to monitor education outcomes (NAPLAN results) and post-education outcomes (e.g. employment, university)
5. DoE/ school to monitor formulation of shared use agreements of school facilities with community groups and uptake (number of groups, frequency of bookings)

5.5 Accessibility

Identified social impacts:

To the school community:

Construction:

- » The majority of construction traffic will be from Glenwood Park Drive with minimal impact on the school community. A *Preliminary CTPMP* identifies that there will be local traffic control by qualified traffic controllers
- » With significant pedestrian activity around the site (including children), there are concerns and risks about traffic and machinery around a school site
- » The impact of construction on cyclists is expected to be minimal
- » There may be impacts on kiss and drop operations
- » There are multiple worker parking options that could be implemented with likely no major social impact on the school community.

Operations:

- » An accessibility report has not been provided at this stage to discuss inclusive access for all abilities throughout the site and within buildings and there is a risk that requirements cannot be fulfilled
- » There will be no change to pick-up and drop-off facilities which will not address existing concerns, noting increased future use
- » There will be a shortage of on-site car parking and some staff might not be able to park. However, this can be accommodated in the local area and effects on staff should not be significant

- » One additional pedestrian access will improve pedestrian connectivity to the site and support increased walkability to school with associated health and wellbeing benefits for the school community, and improved concentration for children
- » There will be an increase in cycling facilities to support active movements and associated health
- » There is a strategy to increase active movements and reduce private car use which has the potential to increase health and wellbeing benefits (and reduce traffic impacts) if successfully implemented.

Local area:

Construction:

- » There may be some impacts of construction vehicles on the local road network

Operations:

- » Increased traffic due to additional student enrolments will trigger negligible additional demand on the local transport network
- » Additional demand for car parking will be absorbed in local streets where there is parking capacity, with no unreasonable impacts for local residents.

Glenwood HS school community

Construction

As per the *Preliminary Construction Management Plan* (Jacobs, 2021) and *Preliminary Construction Traffic and Pedestrian Management Plan (CTPMP)* (TTW, 2021):

- » The majority of proposed works are in the north-east portion of the site and access to this part of the site for construction vehicles will be from Glenwood Park Drive, with minimal risk for the school community
- » There could be approximately 10 vehicles per day throughout construction
- » Construction vehicles would generally include rigid vehicles (6.4m-12.5m), 18m truck-and-dog vehicles and/or 19m semi-trailers and vans and utes depending on the construction activities
- » The drop-off and pick up bay on Forman Avenue may provide a secondary construction access point for the Building E refurbishment.

SIA comment: There may be impacts on kiss and drop operations.

- » The staff car park may allow suitable construction access for Building J refurbishment works.

SIA comment: It is noted that the childcare's emergency access point is within the school car park. Any impacts of construction on the car park might affect the childcare's evacuation plans. Adequate consultation should be undertaken with Goodstart as part of the finalisation of the CTPMP.

- » The entry gates to the site will be supervised and operated by traffic control staff during site operation hours and will be locked shut when the site is closed. Traffic controllers will be used where required to manage the interface of construction vehicles with pedestrians and/or public vehicles. Traffic control will also enable safe pedestrian movements across the construction access driveway, particularly students walking to and from school.

SIA comment: This responds to concerns expressed during consultation about having additional traffic and heavy machinery around the site, particularly with children involved.

- » Given the low number of students or staff cycling to school, the impact of construction on cyclists is expected to be minimal
- » There is significant pedestrian activity that will require adequate safety measures. A series of measures are proposed in the *Preliminary CTPMP*.

Three options are also put forward by TTW for construction worker parking, one of which includes an on-site workers car park using the school's open space. It has been advised by the project team that this would be accessed via Glenwood Park Drive. Social impacts on the school community are therefore expected to be minimal subject to adequate management of access points.

Operations

Accessibility within the site

An accessibility report has not been provided at this stage to discuss inclusive access for all abilities throughout the site and within buildings. This should be prepared as part of detailed design.

Driving to school

Consultation identified existing and significant existing congestion issues in the area. In addition to comments received during interviews, nine out of 13 survey respondents (both families and local residents) were concerned about future traffic congestion and parking constraints around the school.

The *Transport and Accessibility Impact Assessment* (TTW, 2021) identifies that the project may result in 164-200 more drop-offs/pickups (representing a growth of at least 29% relative to existing operations), 33 more student cars parked in the area, and 25 more staff cars, noting that this will be gradual growth until the school reaches full capacity (which may not occur before 2036 or later based on forecasts from the *Glenwood HS Final Business Case* (DoE, 2021).

TTW conclude that an additional 164-200 drop-offs/pickups represent approximately 110-134 additional vehicles using the kiss and ride areas on Forman Avenue. The existing on-site bay and No Parking zones on Forman Avenue will remain with no change proposed as part of the upgrade. As advised by TTW, for current volumes of the kiss and ride facility to be maintained under the increased student capacity, kiss and ride usage would need to decrease from the existing 40% to approximately 31%, which is considered to be an achievable reduction.

Private car use is anticipated to decrease in the future through the implementation of the School Travel Plan and driving alternatives, resulting in decreased use of the kiss and ride. It will be important to communicate these alternatives to the school community, in order to maximise their uptake. Monitoring of car use and capacity of kiss and ride will also be important to ensure any unexpected impacts can be managed.

In relation to car parking, and with increased demands for car parking, there will be a shortage of on-site car parking, which was a concern identified during consultation. However, TTW conclude that this additional demand can be accommodated within the street network (refer 'local area' below), and therefore the number of car parks will not change and will remain at 93 spaces.

TTW note that not increasing car parking allows for the size of open space to be maintained, and that the proposed parking capacity (unchanged) is acceptable. Again, private car use is anticipated to decrease through the implementation of the School Travel Plan which, if successful, would also reduce the need for car parks.

As identified during consultation, there is a risk that an increase in parking demands from Glenwood HS might impact the childcare facility, noting existing anecdotal conflicts mentioned during consultation. Consultation should be conducted with Goodstart to identify any existing issues and address concerns and ensure users of the childcare facility are not affected.

Walking and cycling to school

A new pedestrian access to the campus is proposed to be provided at Glenwood Park Drive adjacent to the new building. All other existing pedestrian access points will be retained. The additional pedestrian access will improve pedestrian connectivity to the site and support walkability to school particularly from the north-east.

Cyclist access will be available at all existing access points to the site.

There will be an additional 84 bicycle spaces provided (resulting in a total of 140) which will exceed the requirements for this type of school.

New end of trip facilities are also proposed for staff. TTW (*Transport and Accessibility Impact Assessment*, 2021) suggests that this will increase uptake of cycling by staff. However, consultation noted that active transport can be difficult for teachers particularly who have to carry material and may have after hours work at the school requiring late movements. Further engagement with staff may identify design measures to incorporate in detailed design, that will support active movements for staff.

Increased active movements to school can be associated with health and wellbeing benefits and is strongly encouraged in the *Healthy Built Environment Checklist* (NSW Health, 2020), which seeks to support physical

activity and reduce car dependency. Research also suggests that active modes may also lead to improved concentration for children³⁰.

It was noted in the baseline that there are some streets with no footpaths in the walkable area around the school and no cycleways connecting to the school. While not the responsibility of the applicant, advocating to Council to ensure that pedestrian and cycling infrastructure is improved within the school's walkable/cyclable catchment could further support walking to school.

While no change is proposed to public transport access, the final School Transport Plan (*Transport and Accessibility Impact Assessment*, TTW, 2021) will provide measures to encourage use of public transport to increase use of existing services, particularly bus services.

Local area

Construction

As per the *Preliminary CTPMP* (Jacobs, 2021):

- » There will be no interference with the bus stop on Glenwood Park Drive or existing bus routes
- » The local road network can accommodate the proposed standard construction vehicle movements subject to appropriate management (to be finalised with the final CTPMP).

In terms of workers parking, and as mentioned above, three options are put forward by TTW for construction worker parking:

- » An on-site workers car park using the school's open space, with minimal parking impacts on the local area
- » On-street parking as there is capacity in the local area, although a series of measures are suggested to manage this and minimise the impacts on school users and the local area
- » Use of Glenwood Reserve car park where there is significant capacity, potentially with the exception of Saturday sporting events with allowed use of the school's car park (vacant during weekends). We suggest that allowing use of the school's car park for whole weekends could be explored to minimise any impact on the local area and on Glenwood Reserve users.

Operations

Driving

The *Transport and Accessibility Impact Assessment* (TTW, 2021) identifies that the project may result in 164 more drop-offs/pickups, 33 more student cars parked in the area, noting that this will be gradual growth until the school reaches full capacity (which may not occur before 2036 or later based on forecasts from the *Glenwood HS Final Business Case* (DoE, 2021). TTW conclude that:

- » An additional 164-200 drop-offs represent approximately 110-134 additional vehicles using the kiss and ride areas on Forman Avenue
- » This is considered reasonable growth that can be accommodated within the local road network and will create negligible additional demand on the network
- » There will be new demands for car parking (total of 58 new student/staff vehicles) but this can be accommodated in the surrounding streets given the significant levels of available capacity of spaces. This will not create unreasonable impacts to local residents.
- » Additional traffic occurs during peak school periods which are typically short, and all street parking becomes available for residents outside school hours
- » As explained above, private car use of the school community is anticipated to decrease in the future, resulting in reduced effects on the local area.

30 World Health Organization, Denmark Physical Activity Fact Sheet Monitoring and Surveillance

Shared uses

Consultation identified that some level of shared uses with the broader community, including the childcare facility, would be a positive outcome. It is unclear at this stage whether the proposed design allows shared uses should these be implemented in the future.

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):	Social benefits in order of significance (starting with very high):
<ol style="list-style-type: none">1. With significant pedestrian activity around the site (including children), there are concerns and risks about traffic and machinery around a school site2. There will be no change to pick-up and drop-off facilities which will not address existing concerns, noting increased future use3. There will be a shortage of on-site car parking and some staff might not be able to park. However, this can be accommodated in the local area and effects on staff or the local area should not be significant.4. There may be some impacts of construction vehicles on the local road network5. There may be impacts on kiss and drop operations6. There are multiple worker parking options that could be implemented with likely no major social impact on the school or local community. One option could impact staff access.7. The impact of construction on cyclists is expected to be minimal8. The majority of construction traffic will be from Glenwood Park Drive with minimal impact on the school community	<ol style="list-style-type: none">1. One additional pedestrian access will improve pedestrian connectivity to the site and support increased walkability to school with associated health and wellbeing benefits for the school community, and improved concentration for children2. There will be an increase in cycling facilities to support active movements and associated health3. There is a strategy to increase active movements and reduce private car use which has the potential to increase health and wellbeing benefits (and reduce traffic impacts) if successfully implemented.
Mitigation measures: <ol style="list-style-type: none">1. Finalise School Travel Plan (TTW)2. Finalise CTPMP, including:<ol style="list-style-type: none">2.1 Management of pedestrian and cyclist safety particularly around access points to the site, and surrounding the site2.2 Adequate consultation with Goodstart about impacts of construction traffic2.3 Car parking options and consider staff access to car park as part of finalisation.2.4 Also explore the use of the school's car park for whole weekends to minimise any impact on the local area and on Glenwood Reserve users	Enhancement measures: <ol style="list-style-type: none">1. Prepare accessibility report Operations: <ol style="list-style-type: none">2. Implement School Travel Plan3. Advocate to Council to ensure that pedestrian and cycling infrastructure is improved within the school's walkable/cyclable catchment could further support walking to school.4. Further engagement with staff may identify design measures to incorporate in detailed design, that will support active movements for staff

-
3. Consultation should be conducted with Goodstart to identify any existing operational parking issues and address concerns.

Operations:

4. Implement School Travel Plan.
-

Monitoring measures

1. As recommended in *Transport and Accessibility Impact Assessment* (TTW, 2021), contractor/SINSW is to:
 - » Implement monitoring measures listed in Table 5.1 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.
-

5.6 Demolition and construction

Identified social impacts:

School community:

- » Students and teachers will remain on site during construction in similar and safe conditions, with the exception of possible planned disruptions
- » It is unclear at this stage whether HSC exams are currently or will be impacted, as they are typically conducted within demountables
- » Noise and vibration impacts on the school community have not been assessed. It is likely construction will affect the school community within the school
- » Vibration unlikely to be an issue.

Local area:

- » New temporary construction jobs to benefit the livelihoods of future workers
- » Noise and vibration impacts of construction on the child care facility have not been assessed
- » There may be learning opportunities for childcare children to explore during the construction period
- » Some noise impacts will affect surrounding residential areas particularly to the north and east of the school.

Glenwood HS School community

Demolition will be minimal given the nature of the project.

As per the *Preliminary CMP* (Jacobs, 2021):

- » The following stages of construction are expected:
 - > Foundations commencement Q3 2022
 - > Performance Centre Complete Q4 2022
 - > New Building Construction Complete Q2 2023
 - > Refurbishments Complete Q3 2023
- » Hours of operation are proposed to be 7am-5pm Monday to Friday and 8am-1pm on Saturdays.
- » "The construction phasing will be developed to ensure continued school operations and distinct isolated construction zones which maximises separation between the school operation and construction work".
- » Overall a program of 12 months is anticipated to complete the new building

- » Dust will be managed by the contractor. There were concerns about dust and airborne particles expressed during consultation. Any dust-generating activities should be adequately communicated to the local community including the child care facility.

Based on the above, students will therefore continue to be able to study on-site in similar and safe conditions. It is unclear at this stage whether HSC exams are currently or will be impacted, as they are typically conducted within demountables. It was mentioned by the project team that demountable relocation should occur after the exams are completed.

However, construction will likely be associated with noise and vibration impacts on the school community. The version of the *Noise and Vibration Impact Assessment* (AECOM, 2021) reviewed as part of this SIA 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.

Appropriate site hoarding and fencing, as per relevant standards, will be installed to prevent public access into work zones. There may be planned disruptions to school operations and services and the communication of these to the school community will need to be managed by the contractor. It was noted during consultation that some services (e.g., power, water) are shared between the school and the childcare facility. Adequate communication of planned disruptions should also include the childcare facility where relevant.

Local area

It was advised by the project team that a total of 240 construction jobs are expected to be. It is unclear where workers will originate from but it is likely that this will extend beyond the local area. This is likely to improve the livelihoods of these future workers and their families, particularly if future workers are currently unemployed.

As per the above, construction will predominantly occur in the north-eastern portion of the site facing Glenwood Park Drive. The closest dwellings are located north of the site, across the riparian corridor, some 45m from the site boundary. Other dwellings exist east of Kidman Street, with closest living areas located some 57m from the school boundary. Those dwellings are expected to be the most affected residences in terms of noise impacts, as per AECOM's *Noise and Vibration Impact Assessment* (2021). No dwellings are expected to be 'highly noise affected'. AECOM recommend a series of mitigation measures to further reduce this impact. No impacts are expected in relation to construction vibration. Continuing community updates with the local community will be important to ensure all project information is made available as early as possible.

AECOM however do not assess potential impacts on the childcare facility. Concerns were expressed during consultation regarding the impacts of construction noise on children, including during sleep time (typically between 12-2pm, also noting that some children have sensory processing disorders, as identified during consultation. The childcare facility will prepare a risk assessment and it is recommended that the contractor and DoE engage with the facility to address any concerns. An assessment of impacts on the childcare facility should be conducted.

Consultation identified that construction provides opportunities to expose children to the world of construction as a learning opportunity. As engagement occurs with the childcare facility, there will be occasions to discuss such opportunities, noting that risk and safety will remain the primary consideration.

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 (starting with very high):

1. Noise and vibration impacts on the school community have not been assessed. It is likely construction will affect the school community within the school

Social benefits (starting with very high):

1. Construction creates learning opportunities for childcare children to be investigated
2. New temporary construction jobs to benefit the livelihoods of future workers

2. Noise and vibration impacts of construction on the child care facility have not been assessed and there may be disruptions
3. Some noise impacts will affect surrounding residential areas particularly to the north and east of the school
4. It is unclear at this stage whether HSC exams are currently or will be impacted, as they are typically conducted within demountables
5. Students and teachers will remain on site during construction in similar and safe conditions with minimal disruptions, with the exception of possible planned disruptions
6. Dust will be generated by works but will be adequately managed as per standards therefore not creating adverse social impacts
7. Vibration unlikely to be an issue

Mitigation measures:

1. Prepare Construction Noise and Vibration Management Plan including AECOM's recommendations from Table 22 (*Noise and Vibration Impact Assessment*, 2021) and complaints handling procedure.
2. Include an additional assessment of construction noise and vibration impacts on the child care facility in AECOM's *Noise and Vibration Impact Assessment* (2021)
3. Include an additional assessment of construction noise and vibration impacts on the school community in AECOM's *Noise and Vibration Impact Assessment* (2021)
4. Any dust-generating activities should be adequately communicated to the local community including the child care facility.
5. Continue community updates in the local area
6. Ensure that planned disruptions to school operations are communicated well in advance to the school community as well as Goodstart and the local area where relevant
7. Ensure that students and staff have adequate conditions for HSC exams

Enhancement measures:

1. As engagement occurs with the childcare facility, there will be occasions to discuss learning opportunities associated with construction, noting that risk and safety will remain the primary consideration
2. Consider promoting local employment during construction

Monitoring measures:

1. Contractor to monitor employment of members of the school community during construction
2. Contractor/SINSW to monitor complaints (e.g. from the local area, school community, childcare facility, users of Glenwood reserve) pre and during construction
3. Contractor/school/SINSW to monitor and address any impacts on HSC exams and associated complaints.

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 Glenwood High 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 the *Guideline* to identify then assess social impacts, and to develop enhancement and mitigation measures. Social impacts were assessed pre and post-mitigation/enhancement measures.

Glenwood High School is an important piece of social infrastructure and its upgrade will allow the continuation of its activities with permanent facilities. While there has not been significant consultation to date with the school community, engagement findings to date indicate a great level of positivity about the project.

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

- » The upgrade will provide more learning spaces for students
- » The project will respond to future demands for public high school places
- » Additional support learning spaces will benefit a greater number of students with special needs as well as their families
- » Replacing demountables with permanent learning spaces will address existing maintenance issues, resulting in improved wellbeing including visual appeal/school identity
- » Benefits to staff wellbeing and workplace health and safety due to upgrades to staff and administration buildings
- » Increase in outdoor learning areas and covered outdoor space, creating additional learning and play opportunities
- » The design incorporates Connecting to Country principles which should continue as detailed design progresses
- » The main wall visible along Glenwood Park Drive will be designed in association with the school community to reflect a multicultural community
- » The design incorporates Safety in Design principles which will benefit the future school community

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

- » Asbestos has been identified in some demountables and this is to be addressed before relocation of demountables with adequate measures in place
- » There will be no access to the school's open space during construction for students to play during school hours and for extracurricular activities. It is anticipated that additional consultation with Council will result in authorised use of the adjacent Glenwood Reserve
- » With significant pedestrian activity around the site (including children), there are concerns and risks about traffic and machinery around a school site. This is expected to be addressed through the finalisation and implementation of a Construction Traffic Management Plan.
- » There will be no change to pick-up and drop-off facilities which will not address existing concerns, noting increased future use. This is expected to be mitigated by increasing active modes and reducing private car use, which would result in a negligible impact on traffic and parking conditions as per TTW's advice.
- » Noise and vibration impacts on the school community and child care facility have not been assessed. An additional assessment should be conducted as part of detailed design to describe how these can be mitigated.

Enhancement and mitigation measures have been identified in the SIMP.

The following monitoring measures have also been identified:

1. DoE/SINSW to monitor enrolments (mainstream and support places)
2. DoE to monitor increase in staff numbers
3. DoE/school to monitor that training of staff for future-focused pedagogy is conducted
4. School to continue monitoring satisfaction of school community via regular surveys (biannually)
5. SINSW / DoE to monitor cultural values or suggestions expressed during future engagement to maximise Connection to Country in detailed design
6. DoE/school to monitor education outcomes (NAPLAN results) and post-education outcomes (e.g. employment, university)
7. DoE/ school to monitor formulation of shared use agreements of school facilities with community groups and uptake (number of groups, frequency of bookings)
8. As recommended in *Transport and Accessibility Impact Assessment* (TTW, 2021), contractor/SINSW is to:
 - » Implement monitoring measures listed in Table 5.1 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.
9. Contractor to monitor employment of members of the school community during construction
10. Contractor/SINSW to monitor complaints (e.g. from the local area, school community, childcare facility, users of Glenwood reserve) pre and during construction
11. Contractor/school/SINSW to monitor and address any impacts on HSC exams and associated complaints.

Appendices

- A Stakeholder interview guide
- B Social baseline data
- C Preliminary scoping
- D Impact assessment guidelines
- E Social impact management plan

A Stakeholder interview guide

Discussion Guide

Name – organisation – date

About us

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

Our understanding is that the proposal involves major alterations and additions to the existing high school, comprising the construction of a new 3 storey building that will provide contemporary learning spaces, replacing existing demountable classrooms on site. The proposed development will provide additional learning spaces, including refurbished wood/metal and food tech units, provision of an additional support learning unit plus new administration and staff facilities, upgrades to the existing library, construction of new covered walkways and ancillary utility infrastructure and landscaping works.

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?

B Social baseline data

B-1 Community

Composition, cohesion, character, how the community functions, and people's sense of place.

Population

Table 4 Resident population, 2016

	Glenwood SSC	Parklea SSC	Glenwood HS Catchment Area	Blacktown LGA
Residents				
Total	16,128	3,471	19,599	336,962
Male population	49.5%	64.3%	52.1%	49.7%
Female population	50.5%	35.4%	47.8%	50.3%
Children aged 0-4	6.6%	5.6%	6.4%	8.0%
Children aged 5-11	11.6%	8.1%	11.0%	10.8%
Children aged 12-17	10.2%	6.4%	9.5%	8.2%
Tertiary education/independence aged 18-24	10.4%	11.1%	10.5%	9.5%
Young workforce aged 25 to 34	11.6%	20.8%	13.2%	15.5%
Parents and homebuilders aged 35 to 49	25.3%	29.6%	26.0%	21.7%
Older workers and pre-retirees aged 50 to 59	12.5%	11.1%	12.2%	11.4%
Empty nesters and retirees aged 60 to 69	7.6%	5.2%	7.2%	8.5%
Seniors aged 70 to 84	3.9%	1.9%	3.5%	5.4%
Frail aged 85 and over	0.4%	0.1%	0.3%	1.1%
Education				
Attending preschool or primary school	5.1%	2.5%	1.7%	5.8%
Attending primary government school	24.5%	9.7%	8.0%	20.6%
Attending primary non-government	7.6%	4.8%	2.7%	9.5%
Attending secondary government school	18.9%	6.2%	6.1%	12.9%
Attending secondary non-government	8.5%	4.8%	2.9%	9.2%
Attending university or TAFE institution or technical education	8.6%	5.8%	8.1%	20.4%
Highest level of educational attainment				
Year 12	20.5%	11.6%	14.6%	18.0%
Year 10	8.2%	5.7%	6.0%	12.1%

Source: ABS Quick Stats 2016

B-2 Way of life

How people live, how they get around, how they work, how they play, and how they interact each day.

B-2-1 Housing and property

Household composition

Table 5 Household composition, 2016

	Glenwood SSC	Parklea SSC	Glenwood HS Catchment Area	Blacktown LGA
Total private dwellings	4,610	694	5,014	88,519
Residents				
Couples with children	64.6%	64.4%	66.3%	55.5%
Couples without children	15.8%	16.1%	16.3%	24.8%
One parent families	9.2%	9.6%	9.5%	18.0%
Lone person households	6.0%	5.3%	6.0%	15.2%
Group households	1.9%	1.3%	1.8%	2.3%
Average household size	3.6	3.6	3.6	3.2
Housing tenure				
Social housing	0.6%	0%	0.6%	7.7%

Source: ABS Quick Stats 2016

B-3 Culture

Both Aboriginal and non-Aboriginal including shared beliefs, customs, values and stories, and connections to Country, land, waterways, places, and buildings.

Cultural indicators

Table 6 Cultural indicators, 2016

	Glenwood SSC	Parklea SSC	Glenwood HS Catchment Area	Blacktown LGA
Residents				
Aboriginal and/or Torres Strait Islander	0.6%	5.5%	1.5%	2.8%
Speaks language other than English at home	48.1%	38.7%	46.4%	41.0%
Top cultural backgrounds (Ancestry)				
Indian	15.4%	14.4%	19.0%	8.9%
Australian	15.4%	10%	18.1%	17.8%
English	13.7%	9.6%	16.3%	16.2%

Filipino	5.5%	5.4%	6.9%	7.0%
Chinese	5.6%	3.4%	6.6%	8.9%

B-4 Accessibility

How people access and use infrastructure, services, and facilities, whether provided by a public, private, or not-for-profit organisation.

B-4-1 Education

School enrolments, ICSEA and staff

Table 7 Glenwood HS characteristics

Year	2014	2019	2020
Enrolments			
Total enrolments	1549	1426	1403
Male students	53.2%	51.3%	50.9%
Female students	46.8%	48.7%	49.1%
Indigenous students	1%	1%	1%
Language background other than English	52%	58%	60%
Attendance			
Attendance rates (all students)	93%	93%	-
Attendance rates (Indigenous students)	95%	89%	-
Average student attendance level (proportion of students attending 90% or more of the time)			
All students (S1)	-	78%	-
All students (T3)	-	71%	-
Indigenous students (S1)	-	78%	-
Indigenous students (T3)	-	46%	-
Staff			
Teaching staff	89	92	90
Full-time equivalent teaching staff	104.3	98.9	97.6
Non-teaching staff	22	22	20
Full-time equivalent non-teaching staff	20.6	19.4	19.4
Total FTE staff	124.9	118.3	117
ICSEA			
School ICSEA value	1050	1062	1064

School ICSEA percentile	71	74	75
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Source: Myschool.com, <https://myschool.edu.au/school/41813>

Assistance

Table 8 Assistance, 2016

	Glenwood SSC	Parklea SSC	Glenwood HS Catchment Area	Blacktown LGA
Needs assistance due to age or disability	3.1%	2.4%	3.0%	5%
Provided unpaid assistance to a person with a disability (last two weeks)	10.9%	6%	7.8%	11.2%

Vehicles

Table 9 Vehicles, 2016

	Glenwood SSC	Parklea SSC	Glenwood HS Catchment Area	Blacktown LGA
Average number of registered motor vehicles	2.1	2.1	2.1	1.8

B-5 Livelihoods

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.

Livelihood indicators

Table 10 Livelihoods indicators, 2016

	Glenwood SSC	Parklea SSC	Glenwood HS Catchment Area	Blacktown LGA
Weekly household income				
Median weekly household income	\$2,476	\$2,392	-	\$1,711
Less than \$650	6.4%	3.4%	6.0%	50.3%
\$650 to \$1,449 (lower middle)	15.1%	15.4%	15.2%	13.9%
\$1,449 to \$2,499 (upper middle)	24.7%	31.7%	25.8%	25.9%
\$2,500 or more (high)	44.5%	41.5%	44.5%	25.5%
SEIFA (IRSAD)				
IRSAD score	1115	1109	-	993
IRSAD quintile	5	5	-	4
IRSAD percentile	97	97	-	74

Source: ABS 2016, Quickstats

Employment

Table 11 Unemployment, 2016

Glenwood SSC				Parklea SSC		Glenwood HS Catchment Area		Blacktown LGA	
Employment									
Employed	94.0%			94.6%		94.1%		92.7%	
Unemployed	6.0%			5.4%		5.9%		7.3%	
Top Industries of employment									
Top Industries of employment	1.	Hospitals (except Psychiatric Hospitals)	1.	Banking	1.	Hospitals (except Psychiatric Hospitals)	1.	Hospitals (except Psychiatric Hospitals)	
			2.	Hospitals (except Psychiatric Hospitals)	2.	Banking			
	2.	Banking	3.	Supermarket and Grocery Stores	3.	Supermarket and Grocery Stores	2.	Supermarket and Grocery Stores	
	3.	Computer System Design and Related Services		Computer System Design and Related Services		Computer System Design and Related Services	3.	Banking	
		Supermarket and Grocery Stores						Aged Care Residential Services	

Source: ABS 2016, Quickstats.

C Preliminary scoping

Table 12 Preliminary Scoping

Category	Potential impacts
1. Way of life	<ul style="list-style-type: none"> » Improved access to shared flexible learning spaces and associated benefits/improvements to learning outcomes » Upgrades focused on replacing demountable buildings with new permanent learning spaces. Old/existing classrooms will likely not be in line with the new infrastructure and will remain more suited to traditional teaching methods. » Open space significantly reduced during the construction phase of the project. Students will likely have minimal access to on-site green spaces and recreation areas, and will use the neighbouring council fields. This may impact wellbeing and recreational/sporting activities » Increased access to local state secondary schooling in the local area. » School improvements may encourage local families to change schools, increasing the number of enrolments at Glenwood HS » Impacts on concentration and learning capacity amongst students during construction phase
2. Community	<ul style="list-style-type: none"> » Flexible learning opportunities incorporating outdoor spaces, overall increased sense of place and improvement to the built environment
3. Accessibility	<ul style="list-style-type: none"> » Growth of student and teacher capacity may not be met with sufficient parking infrastructure to support additional people on site. May also contribute to increased off-site parking and congestion in small residential streets. » Only one existing pedestrian entry point for the school. Impacts associated with larger groups of students coming to and from the campus, congestion at pedestrian access points. » Increased student enrolment may lead to increased local traffic and congestion, as more students will be travelling to school.
4. Culture	<ul style="list-style-type: none"> » Unclear
5. Health and wellbeing	<ul style="list-style-type: none"> » Disruptions during construction » The upgrade will address existing workplace and health safety concerns and improve wellbeing for staff » Impacts on student and teacher health, safety and wellbeing during construction phase
6. Surroundings	<ul style="list-style-type: none"> » Improved street façade and outlook to the community. Benefit to local sense of place and built environment. » Amenity and wellbeing impacts on neighbours and surrounding residents during construction phase
7. Livelihoods	<ul style="list-style-type: none"> » New jobs created and associated benefits
8. Decision-making systems	<ul style="list-style-type: none"> » Information/consultation with community
Cumulative impacts	<ul style="list-style-type: none"> » Other school projects in the area » In conjunction with other school upgrades in the local area, the project will provide increased local access to school

D Impact assessment guidelines

The impact assessment and predication section of this SIA utilises tools from the *Guideline*. These tools have been used to complete the assessment of impacts.

Table 13 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, SIA *Guideline*, 2021

Table 14 Magnitude assessment tool

Characteristics	Details needed to enable assessment
Magnitude	Extent Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including any vulnerable people? Which location(s) and people are affected? (e.g. near neighbours, local, regional, future generations).
	Duration When is the social impact expected to occur? Will it be time-limited (e.g. over particular project phases) or permanent?
	Severity or scale What is the likely scale or degree of change? (e.g. mild, moderate, severe)
	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, SIA *Guideline*, 2021

Table 15 Magnitude level assessment tool

Magnitude level	Meaning and examples
Transformational	Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	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	Little noticeable change experienced by people in the locality.

Source: DPIE, SIA *Guideline*, 2021

Table 16 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, SIA *Guideline*, 2021

E Social impact management plan

Assessment of significance pre-mitigation

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
5.3 Increased availability of school places											
Construction of new permanent learning spaces	The upgrade will provide more learning spaces for students	Way of life	Positive	Almost certain	School community (students and families) / Glenwood HS catchment	Operations	Moderate	Moderate	Minor	Moderate	High (A3)
	The project will allow all students living in the Glenwood HS catchment to attend Glenwood HS, with potential health and wellbeing benefits for those who will be able to walk/cycle to school	Way of life, health and wellbeing	Positive	Possible	School community (students and families)	Operations	Moderate	Major	Minor	Moderate	Medium (C3)
	The project will respond to future demands for public high school places	Way of life	Positive	Almost certain	School community (students and families)/ Glenwood HS catchment	Operations	Moderate	Moderate	Minor	Moderate	High (A3)
	Additional support learning spaces will benefit a greater number of students with special needs as well as their families	Way of life, health and wellbeing	Positive	Likely	School community (students and families)/ Glenwood HS catchment	Operations	Moderate	Major	Minor	Moderate	High (B3)
	Upgrades at GHS may relieve pressures on other high schools in the local area that are currently operating at or over capacity	Way of life	Positive	Possible	Other school communities in SCG	Operations	Minor	Moderate	Minor	Minor	Medium (C2)
	The project will contribute to addressing the future estimated shortfall of school places in the broader area	Way of life	Positive	Likely	North West Secondary (NWS) SCG	Operations	Minor	Moderate	Minor	Minor	Medium (B2)
Increased activity at the school	Insignificant increase in noise levels with no associated social impact	Surroundings	Negative	Unlikely	Local community	Operations	Minimal	Minor	Minimal	Minor	Low (D2)
	New teaching and non-teaching positions will be created at the school with unknown associated social impacts depending on the situation and location of future employees	Livelihoods Wellbeing	Unknown	Possible	School community (staff) Local community	Operations	Minor	Moderate	Minor	Minor	Medium (C2)
5.4 Modernised school environment and facilities											
Replacement of demountables with permanent learning spaces	Replacing demountables with permanent learning spaces will address existing maintenance issues, resulting in improved wellbeing including visual appeal/school identity	Way of life	Positive	Likely	School community (students, staff)	Operations	Moderate	Moderate	Moderate	Moderate	High (A3)
	Replacing demountables with permanent learning spaces will better support future focused learning. More flexible learning	Way of life	Positive	Possible	School community (students, staff)	Operations	Moderate	Major	Moderate	Moderate	Medium (C3)

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
	spaces and opportunities for collaborative teaching methods may be associated with improved educational outcomes										
	Existing learning spaces will remain with no refurbishment and it is unclear if they will be able to support flexible learning methods, potentially resulting in some not being able to access new methods	Way of life	Negative	Possible	School community (students, staff)	Operations	Moderate	Moderate	Minor	Moderate	Medium (C3)
	Asbestos has been identified in some demountables	Health and wellbeing	Negative	Almost certain	School community Workers	Ongoing/ Construction	Moderate	Major	Moderate	Moderate	High (A3)
Upgrades to staff facilities	Benefits to staff wellbeing and workplace health and safety due to upgrades to staff and administration buildings	Health and wellbeing, way of life	Positive	Likely	School community (staff)	Operations	Moderate	Moderate	Minor	Moderate	High (B3)
The project will not change the provision of open space in the long term	There will be no access to the school's open space during construction for students to play during school hours and for extracurricular activities	Way of life, Surroundings , Health and wellbeing	Negative	Almost certain	School community (students, staff) Local community, users of Glenwood Reserve	Construction	Major	Major	Minor	Moderate	High (A3)
	The proposed works are considered unlikely to harm Aboriginal objects of cultural significance	Culture Community	Negative	Unlikely	School community (students, staff) Local community	Construction	Minimal	Major	Minor	Minor	Low (D2)
	There will be direct and indirect impacts on biodiversity including the remnant forest within the school site, impacting school community values.	Culture Community	Negative	Almost certain	School community Local community	Construction	Minor	Minor	Moderate	Minor	Medium (A2)
Upgrades to outdoor areas and existing facilities	Increase in outdoor learning areas and covered outdoor space, creating additional learning and play opportunities	Way of life Health and wellbeing	Positive	Almost certain	School community (students)	Operations	Minor	Moderate	Minor	Minor	Medium (A2)
	The design incorporates Connecting to Country principles which should continue as detailed design progresses	Culture Community	Positive	Likely	School community (children, staff and families) Local community Local Aboriginal (Darug) community	Operations	Moderate	Major	Moderate	Moderate	High (B3)
	The main wall visible along Glenwood Park Drive will be designed in association with the school community to reflect a multicultural community	Culture Community	Positive	Likely	School community (children, staff and families) Local community Local Aboriginal (Darug) community	Operations	Moderate	Major	Moderate	Moderate	High (B3)
	The design incorporates Safety in Design principles which will benefit the future school community	Way of life Accessibility	Positive	Likely	School community (children, staff and families)	Operations	Minor	Major	Minor	Moderate	High (B3)

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
	There is a risk that there will not be sufficient shading provided.	Way of life, health and wellbeing	Negative	Possible	School community (children, staff)	Operations	Moderate	Major	Minor	Moderate	Medium (C3)
	There will be direct and indirect impacts on biodiversity in the local area as a result of the development, impacting community values	Culture Surroundings Way of life	Negative	Almost certain	School community (children, staff)	Operations	Minor	Moderate	Minor	Minor	Medium (A2)
There will be a new building along Glenwood Park Drive	The new built form is unlikely to create negative social impacts from a visual perspective and there is support for the new look.	Surroundings	Positive	Likely	Local community	Operations	Moderate	Minor	Minor	Minor	Medium (B2)
5.5 Accessibility											
Construction traffic and movements	The majority of construction traffic will be from Glenwood Park Drive with minimal impact on the school community	Accessibility	Negative	Unlikely	School community (children, staff and families)	Construction	Minor	Minor	Moderate	Minor	Low (D2)
	There may be some impacts of construction vehicles on the local road network	Accessibility	Negative	Possible	Local community	Construction	Minor	Minor	Minor	Minor	Medium (C2)
	With significant pedestrian activity around the site (including children), there are concerns and risks about traffic and machinery around a school site	Accessibility Health and wellbeing Surroundings	Negative	Possible	School community (children, staff and families) Local community	Construction	Major	Major	Moderate	Major	High (C4)
	The impact of construction on cyclists is expected to be minimal	Accessibility, Health and wellbeing, surroundings	Negative	Unlikely	School community (children, staff and families) Local community	Construction	Minimal	Major	Minor	Minor	Low (D2)
	There are multiple worker parking options that could be implemented with likely no major social impact on the school or local community.	Accessibility Surroundings	Negative	Unlikely	School community (staff) Local community	Construction	Minor	Minor	Moderate	Minor	Low (D2)
	There may be impacts on kiss and drop operations	Accessibility	Negative	Possible	School community (children and families)	Construction	Minor	Minor	Moderate	Minor	Medium (C2)
Accessibility within the site	An accessibility report has not been provided at this stage to discuss inclusive access for all abilities throughout the site and within buildings, and there is a risk that requirements cannot be fulfilled.	Accessibility	Negative	Possible	School community (children, staff and families)	Operations	Moderate	Major	Moderate	Moderate	Medium (C2)
No upgrades to parking, site access, drop off zones or active	There will be a shortage of on-site car parking and some staff might not be able to park. However this can be accommodated in the local area and effects on staff or the local area should not be significant.	Accessibility Surroundings	Negative	Possible	School community (staff) Child care facility Local community	Operations	Minor	Moderate	Major	Moderate	Medium (C3)

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
transport infrastructure	One additional pedestrian access will improve pedestrian connectivity to the site and support increased walkability to school with associated health and wellbeing benefits for the school community, and improved concentration for children	Accessibility Health and wellbeing	Positive	Possible	School community (children, staff and families)	Operations	Moderate	Moderate	Minor	Moderate	Medium (C3)
	Increased traffic due to additional student enrolments will trigger negligible additional demand on the local transport network with unlikely social impacts	Accessibility	Negative	Unlikely	Local community	Operations	Minimal	Minor	Minor	Minor	Low (D2)
	Additional demand for car parking will be absorbed in local streets where there is parking capacity, with no unreasonable impacts for local residents.	Accessibility	Negative	Unlikely	School community (children, staff and families) Local community	Operations	Minor	Minor	Minor	Minor	Low (D2)
	There will be no change to pick-up and drop-off facilities which will not address existing concerns, noting increased future use	Accessibility Health and wellbeing	Negative	Likely	School community (children, staff and families) Childcare community (children, staff and families)	Operations	Moderate	Moderate	Moderate	Moderate	High (B3)
	There will be an increase in cycling facilities to support active movements and associated health	Accessibility Health and wellbeing	Positive	Possible	School community (children, staff and families)	Operations	Moderate	Major	Minor	Moderate	Medium (C3)
	There is a strategy to increase active movements and reduce private car use which has the potential to increase health and wellbeing benefits (and reduce traffic impacts) if successfully implemented.	Accessibility Health and wellbeing	Positive	Possible	School community (children, staff and families) Local community	Operations	Moderate	Moderate	Major	Moderate	Medium (C3)
5.6 Demolition and construction											
Relocation of demountables during construction	Students and teachers will remain on site during construction in similar and safe conditions with minimal disruptions, with the exception of possible planned disruptions	Way of life	Negative	Possible	School community (children, staff)	Construction	Minor	Moderate	Minor	Minor	Medium (C2)
	It is unclear at this stage whether HSC exams are currently or will be impacted, as they are typically conducted within demountables	Way of life	Negative	Possible	School community (children, staff)	Ongoing/ construction	Moderate	Moderate	Moderate	Moderate	Medium (C3)
	Noise and vibration impacts on the school community have not been assessed. It is likely construction will affect the school community within the school	Way of life, health and wellbeing	Negative	Likely	School community (children, staff)	Construction	Unknown	Moderate	Minor	Moderate	High (B3)

What is the project doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/interest	Magnitude	Rating
	Vibration is unlikely to be an issue	Way of life	Negative	Unlikely	School community (children, staff) Local community	Construction	Minimal	Moderate	Minor	Minor	Low (D2)
	Noise and vibration impacts of construction on the child care facility have not been assessed and there may be disruptions	Surroundings , Way of life, health and wellbeing	Negative	Likely	Child care community	Construction	Major	Moderate	Moderate	Moderate	High (B3)
	New temporary construction jobs to benefit the livelihoods of future workers	Way of life, livelihoods	Positive	Likely	Broader area	Construction	Moderate	Minor	Minor	Minor	Medium (B2)
	Construction creates learning opportunities for childcare children to be investigated	Surroundings , Way of life, Health and wellbeing	Positive	Possible	Childcare community	Construction	Minor	Minor	Moderate	Minor	Medium (C2)
	Dust will be generated by works but will be adequately managed as per standards therefore not creating adverse social impacts	Surroundings , Way of life, Health and wellbeing	Negative	Unlikely	School community (children, staff) Childcare community Local community	Construction	Minor	Moderate	Moderate	Moderate	Medium (D3)
	Some noise impacts will affect surrounding residential areas particularly to the north and east of the school	Surroundings	Negative	Likely	Local community	Construction	Moderate	Minor	Minor	Minor	Medium (B2)

Re-assessment of impacts post-mitigation

Impact	Nature pre-measure	Rating pre-measure	Mitigation / Enhancement	Nature	Likelihood	Magnitude	Residual rating
5.3 Increased availability of school places							
The upgrade will provide more learning spaces for students	Positive	High (A3)	N/A				High (A3)
The project will allow all students living in the Glenwood HS catchment to attend Glenwood HS, with potential health and wellbeing benefits for those who will be able to walk/cycle to school	Positive	Medium (C3)	N/A				Medium (C3)
The project will respond to future demands for public high school places	Positive	High (A3)	N/A				High (A3)
Additional support learning spaces will benefit a greater number of students with special needs as well as their families	Positive	High (B3)	1. Ensure adequate accessibility and inclusive design during detailed design, in consultation with school and students with special needs and their families 2. Continue to ensure adequate supports for students with special needs, with adequately trained staff	Positive	Almost certain	Moderate	High (A3)
Upgrades at GHS may relieve pressures on other high schools in the local area that are currently operating at or over capacity	Positive	Medium (C2)	3. DOE/SINSW to monitor enrolments and increase Glenwood HS catchment if necessary, to further alleviate pressures on other schools	Positive	Likely	Minor	Medium (B2)
The project will contribute to addressing the future estimated shortfall of school places in the broader area	Positive	Medium (B2)		Positive	Almost certain	Minor	Medium (A2)
Insignificant increase in noise levels with no associated social impact	Negative	Low (D2)	N/A				Low (D2)
New teaching and non-teaching positions will be created at the school with unknown associated social impacts depending on the situation and location of future employees	Unknown	Medium (C2)	N/A				Medium (C2)
5.4 Modernised school environment and facilities							
Replacing demountables with permanent learning spaces will address existing maintenance issues, resulting in improved wellbeing including visual appeal/school identity	Positive	High (B3)	4. Involve the school community in detailed design to improve ownership of future school	Positive	Almost certain	Moderate	High (A3)
Replacing demountables with permanent learning spaces will better support future focused learning. More flexible learning spaces and opportunities for collaborative teaching methods may be associated with improved educational outcomes	Positive	Medium (C3)	5. Ensure that staff are trained to conduct future-focused pedagogy so that future learning is implemented. 6. Ensure all learning spaces are appropriately designed for climatic conditions (e.g. air conditioning, ventilation) and acoustics	Positive	Likely	Moderate	High (B3)
Existing learning spaces will remain with no refurbishment and it is unclear if they will be able to support flexible learning methods potentially resulting in some not being able to access new methods	Negative	Medium (C3)	7. Continue engagement throughout detailed design with the school community about new learning/teaching methods 8. Consider how to deliver new methods in existing spaces	Negative	Possible	Minor	Medium (C2)

Asbestos has been identified in some demountables with some risks for school community and workers	Negative	High (A3)	9. Identify and implement adequate measures are taken during relocation of demountables	Negative	Possible	Moderate	Medium (C3)
Benefits to staff wellbeing and workplace health and safety due to upgrades to staff and administration buildings	Positive	High (B3)	10. Engage with staff to ensure any concerns are being addressed	Positive	Almost certain	Moderate	High (A3)
There will be no access to the school’s open space during construction for students to play during school hours and for extracurricular activities	Negative	High (A3)	11. Engage with Council and confirm a formalised arrangement for use of Glenwood Reserve during construction 12. Engage with user groups of Glenwood Reserve and fields to inform about the project and seek feedback	Negative	Almost certain	Minor	Medium (A2)
The proposed works are considered unlikely to harm Aboriginal objects	Negative	Low (D2)	13. If any unanticipated Aboriginal archaeological objects, sites or PAD or human remains are identified during construction program, implement recommendations from ACHAR, Tocomwall, 2021)	Positive	Unlikely	Minimal	Low (D1)
There will be direct and indirect impacts on biodiversity including the remnant forest within the school site, impacting school community values.	Negative	Medium (A2)	14. Mitigation measures as per Biodiversity Development Assessment Report (Kleinfelder, 2021)	Negative	Possible	Minor	Medium (C2)
Increase in outdoor learning areas and covered outdoor space, creating additional learning and play opportunities	Positive	Medium (A2)	N/A				Medium (A2)
The design incorporates Connecting to Country principles which should continue as detailed design progresses	Positive	High (B3)	15. Continue engagement with traditional owners through detailed design 16. If any unanticipated Aboriginal archaeological objects, sites or PAD or human remains are identified during construction program, implement recommendations from ACHAR, Tocomwall, 2021)	Positive	Almost certain	Moderate	High (A3)
The main wall visible along Glenwood Park Drive will be designed in association with the school community to reflect a multicultural community	Positive	High (B3)	17. Involve the school community in detailed design to improve ownership of future school	Positive	Almost certain	Moderate	High (A3)
The design incorporates Safety in Design principles which will benefit the future school community	Positive	High (B3)	18. Continue to explore Safety in Design considerations during detailed design	Positive	Almost certain	Moderate	High (A3)
There is a risk that there will not be sufficient shading provided.	Negative	Medium (C3)	19. Ensure sufficient shading, including through tree canopy and shade sails across the site	Negative	Unlikely	Minimal	Low (D1)
There will be direct and indirect impacts on biodiversity in the local area as a result of the development, impacting community values	Negative	Medium (A2)	20. Investigate opportunities to improve the accessibility of the remnant forest to the school community for educational purposes	Negative	Possible	Minor	Medium (C2)
The new built form is unlikely to create negative social impacts from a visual perspective and there is support for the new look.	Positive	Medium (B2)	N/A				Medium (B2)
5.5 Accessibility							
The majority of construction traffic will be from Glenwood Park Drive with minimal impact on the school community	Negative	Low (D2)	21. Finalise CTPMP	Negative	Very unlikely	Minor	Low (E3)
There may be some impacts of construction vehicles on the local road network	Negative	Medium (C2)		Negative	Unlikely	Minor	Low (D2)

With significant pedestrian activity around the site (including children), there are concerns and risks about traffic and machinery around a school site	Negative	High (C4)	22. Finalise CTPMP, including adequate consultation with Goodstart and management of pedestrian and cyclist safety particularly around access points to the site, and surrounding the site	Negative	Unlikely	Moderate	Medium (D3)
The impact of construction on cyclists is expected to be minimal	Negative	Low (D2)	N/A				Low (D2)
There are multiple worker parking options that could be implemented with likely no major social impact on the school or local community.	Negative	Low (D2)	23. Finalise CTPMP with car parking options and consider staff access to car park as part of finalisation. Also explore the use of the school's car park for whole weekends to minimise any impact on the local area and on Glenwood Reserve users	Negative	Unlikely	Minimal	Low (D1)
There may be impacts on kiss and drop operations	Negative	Medium (C2)	24. Finalise CTPMP	Negative	Unlikely	Minor	Low (D2)
An accessibility report has not been provided at this stage to discuss inclusive access for all abilities throughout the site and within buildings, and there is a risk that requirements cannot be fulfilled.	Negative	Medium (C2)	25. Prepare accessibility report	Negative	Unlikely	Minimal	Low (D1)
There will be a shortage of on-site car parking and some staff might not be able to park. However, this can be accommodated in the local area and effects on staff should not be significant	Negative	Medium (C3)	26. Consultation should be conducted with Goodstart to identify any existing operational parking issues and address concerns. 27. Implement School Travel Plan to reduce car use	Negative	Unlikely	Moderate	Medium (D3)
Increased traffic due to additional student enrolments will trigger negligible additional demand on the local transport network with unlikely social impacts	Negative	Low (D2)	N/A				Low (D2)
Additional demand for car parking will be absorbed in local streets where there is parking capacity, with no unreasonable impacts for local residents.	Negative	Low (D2)	N/A				Low (D2)
One additional pedestrian access will improve pedestrian connectivity to the site and support increased walkability to school with associated health and wellbeing benefits for the school community, and improved concentration for children	Positive	Medium (C3)	28. Implement School Travel Plan	Positive	Likely	Moderate	High (B3)
There will be no change to pick-up and drop-off facilities which will not address existing concerns, noting increased future use	Negative	High (B3)	29. School to consider establishing a 'walking bus' 30. Advocate to Council to ensure that pedestrian and cycling infrastructure is improved within the school's walkable/cyclable catchment could further support walking to school.	Negative	Likely	Minor	Medium (B2)
There will be an increase in cycling facilities to support active movements and associated health	Positive	Medium (C3)	31. Further engagement with staff may identify design measures to incorporate in detailed design, that will support active movements for staff	Positive	Likely	Moderate	High (B3)
There is a strategy to increase active movements and reduce private car use which has the potential to increase health and wellbeing benefits if successfully implemented.	Positive	Medium (C3)		Positive	Likely	Major	High (B4)
5.6 Demolition and construction							

Students and teachers will remain on site during construction in similar and safe conditions with minimal disruptions, with the exception of possible planned disruptions	Negative	Medium (C2)	32. Ensure that planned disruptions to school operations are communicated well in advance to the school community as well as Goodstart and the local area where relevant	Negative	Possible	Minimal	Low (C1)
It is unclear at this stage whether HSC exams are currently or will be impacted, as they are typically conducted within demountables	Negative	Medium (C3)	33. Ensure that students and staff have adequate conditions for HSC exams	Negative	Unlikely	Minor	Low (D2)
Noise levels on the school community have not been assessed. It is likely construction will affect the school community within the school	Negative	High (B3)	34. Prepare Construction Noise and Vibration Management Plan including AECOM's recommendations from Table 22 (<i>Noise and Vibration Impact Assessment</i> , 2021) and complaints handling procedure. As part of this, include an additional assessment of construction noise and vibration impacts on the child care facility in the final AECOM's <i>Noise and Vibration Impact Assessment</i> (2021)	Negative	Unlikely	Minor	Low (D2)
Vibration unlikely to be an issue	Negative	Low (D2)	N/A				Low (D2)
Noise and vibration impacts of construction on the child care facility have not been assessed and there may be disruptions	Negative	High (B3)	35. As part of Construction Noise and Vibration Management Plan, include an additional assessment of construction noise and vibration impacts on the school community in the final AECOM's <i>Noise and Vibration Impact Assessment</i> (2021)	Negative	Unlikely	Minor	Low (D2)
New temporary construction jobs to benefit the livelihoods of future workers	Positive	Medium (B2)	n/a				Medium (B2)
Construction creates learning opportunities for childcare children to be investigated	Positive	Medium (C2)	36. As engagement occurs with the childcare facility, there will be occasions to discuss learning opportunities associated with construction, noting that risk and safety will remain the primary consideration	Positive	Likely	Minor	Medium (B2)
Dust will be generated by works but will be adequately managed as per standards therefore not creating adverse social impacts	Negative	Medium (D3)	37. Any dust-generating activities should be adequately communicated to the local community including the child care facility.	Negative	Unlikely	Minor	Low (D2)
Some noise impacts will affect surrounding residential areas particularly to the north and east of the school	Negative	Medium (B2)	38. Prepare Construction Noise and Vibration Management Plan including AECOM's recommendations from Table 22 (<i>Noise and Vibration Impact Assessment</i> , 2021) and complaints handling procedure. 39. Continue community updates in the local area	Negative	Unlikely	Minor	Low (D2)

