

School Infrastructure NSW

New Primary School at Gregory Hills

Social Impact Assessment



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New Primary School at Gregory Hills Social Impact Assessment

School Infrastructure NSW

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WSP acknowledges that every project we work on takes place on First Peoples lands.
We recognise Aboriginal and Torres Strait Islander Peoples as the first scientists and engineers and pay our respects to Elders past and present.

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Author's declaration

This report was prepared by Jessica Walker, Consultant – Social Strategy and Outcomes at WSP Australia. Jessica holds the degrees of Bachelor of Social Science in Development and Bachelor of Arts in Geography from the University of Queensland.

The report was reviewed by Sophie Le Mauff, Senior Associate – Social Strategy and Outcomes 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).

This SIA was prepared between March and October 2022 following rigorous, impartial, and transparent methods. It was completed on 05 October 2022. 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.



Jessica Walker, Consultant – WSP Australia

Date: 05 October 2022

1 Introduction

This Social Impact Assessment (SIA) report accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act), in support of a State Significant Development Application (SSDA) for the construction and operation of a new primary school at Gregory Hills (SSD-41306367).

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

Table 1.1 SEARs requirements

SEARs Requirement	Response
20. Social Impact Provide a social Impact Assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Projects	This SIA report

1.1 Proposal

The proposal is for a new primary school at Gregory Hills that generally comprises the following:

- 44 General Learning Spaces
- 4 Support Learning Spaces
- Administration, staff hub, amenity and building service areas
- Library, communal hall and canteen
- Outside School Hours Care (OSHC) services
- Sport courts, outdoor play space, a Covered Outdoor Learning Area (COLA) and site landscaping
- Dedicated bicycle and scooter parking
- Three (3) kiss and drop spaces for Supported Learning Students (SLS) located on Wallarah Circuit.
- On-site car parking
- Signage
- Footpath widening on Wallarah Circuit.

The site plan is shown in Figure 1.1 below.



Figure 1.1 Site plan

Source: Bennett and Trimble 2022

1.2 Site description and location

The site is located in Dharawal Country at 28 Wallarah Circuit, Gregory Hills NSW 2557, and is legally described as Lot 3257 DP1243285 (see Figure 1.2).

The site is located within the Camden Local Government Area and is within the Turner Road Precinct of the South-West Growth Centre.

The site has an area of approximately 2.926ha (by Deposited Plan). This will be reduced to 2.907ha under approved DA2022/742/1 once Long Reef Circuit has been widened.

Topography is minimal with a fall from the south-east corner (RL116.5) to the north- west corner (RL113).

The site has three (3) street frontages:

- Wallarah Circuit (southern boundary)
- Gregory Hills Drive (northern boundary)
- Long Reef Circuit (eastern boundary).

As shown in Figure 1.3, the site is primarily vacant land, with the exception of an existing group of trees that have been retained in the southwest corner of the site that pre-date the subdivision and development of the precinct. There is also an existing electrical substation located on the south-eastern boundary.

A temporary school will be established within the north/north-western portion of the site (planned to be in operation Day 1 Term 1 2023) and does not form part of the works proposed under this SSDA. It is anticipated that the temporary school will be removed during construction/on completion of the permanent school.

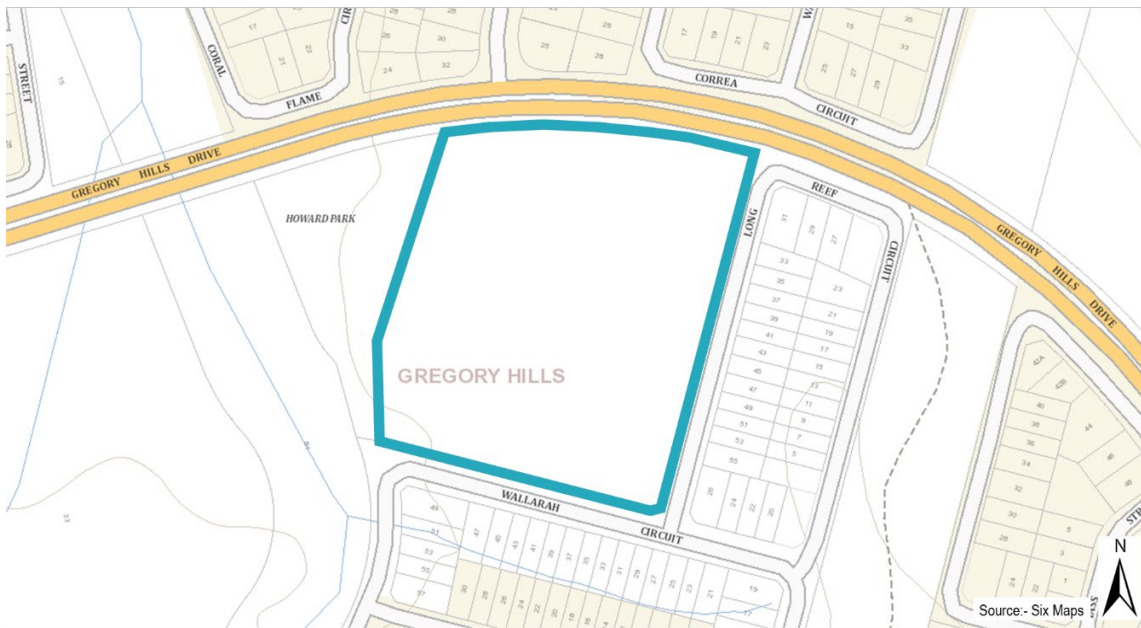


Figure 1.2 Locality map

Source: Six Maps 2022



Figure 1.3 Site aerial map

Source: Bennett and Trimble 2022

1.3 Surrounding development

To the north, east, and south of the site is emerging and recently completed residential development (See Figure 1.4).

To the east of Long Reef Circuit are high voltage power lines within an easement which includes pedestrian paths and cycleways.

Immediately to the west of the site is Howard Park with an established playground adjacent Sykes Creek's riparian corridor. Further west is the Gregory Hills town centre. A pedestrian bridge links Wallarah Circuit with the town centre across Sykes Creek.



Figure 1.4 Surrounding development

Source: Nearmap 2022

1.4 Strategic planning context

1.4.1 State policies

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 *2022-23 Delivery Strategy* (August 2022) identifies a commitment to provide “the very best learning environments that meet the needs of a growing student population”. A new public school in Gregory Hills is identified in the Strategy as part of the Sydney South Public School Cluster.

Social Impact Assessment (SIA) Guideline

The Department of Planning and Environment's (DPE) (2021) *Social Impact Assessment Guideline for State Significant Projects* (the *Guideline*) and its Technical Supplement 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.

1.4.2 Local policies

Gregory Hills is located in the Camden Council Local Government Area (LGA) on the land of the Dharawal people.

Focus areas and priorities identified in Camden Council and the Western City District's policy documents in relation to community and school infrastructure include:

- Working with DPE and Department of Education (DoE) to ensure primary schools in the Camden LGA are being built in a timely manner¹
- Skilling residents and initiating new educational opportunities²
- Working in partnership with other local councils and government agencies to deliver a more liveable, productive, and sustainable Camden, particularly working with DoE to investigate co-location and shared use of facilities for communities³
- Ensuring most residents live within 30 minutes of **jobs, education**, and health facilities and services and great places⁴
- Facilitating a healthy and active community with access to open space, facilities, and services that support wellbeing⁵.

¹ Camden Council 2018, [2018-2021 Children and Families Strategy](#)

² Commonwealth of Australia 2018, [Western Sydney City Deal](#)

³ Camden Council 2020, [Local Strategic Planning Statement](#)

⁴ Greater Cities Commission 2018, [Greater Sydney Region Plan: A metropolis of three cities – connecting people](#)

⁵ Camden Council 2022, [Connecting Camden: Community Strategic Plan 2036](#)

2 Methodology

This section describes the methodology that was used to prepare this SIA. The methodology is consistent with the requirements of the *Guideline*.

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 0**).
- **Site visit** conducted 30 March 2022.

Stakeholder engagement

Stakeholder engagement is an important aspect of SIA. Details of the engagement process and findings are provided in **Section 0**.

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.

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 including:

- | | |
|--|---|
| — <i>Architectural Report</i> (Bennett and Trimble) | — <i>Preliminary School Travel Plan</i> (Ason Group) |
| — <i>Landscape Plans Report</i> (Taylor Brammer Landscape Architects) | — <i>Noise and Vibration Impact Assessment</i> (NVIA) (Norman Disney & Young) |
| — <i>DDA Design Compliance Report</i> (MBC Group) | — <i>Flood Study Report</i> (Robert Bird Group) |
| — <i>Sustainable Development Plan Report</i> (Norman Disney & Young) | — <i>Cultural Heritage Management Plan</i> (Jacobs) |
| — <i>Transport and Accessibility Impact Assessment</i> (TAIA) (Ason Group) | — <i>Ecological Assessment Report</i> (Kleinfelder) |
| — <i>Connecting with Country Framework</i> (Jacobs). | |

Impact assessment and prediction

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

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

Some of the direct community engagement activities that have been undertaken by SINSW to date on the project are included in **Table 3.1** below. All engagement activities are detailed in the Engagement Report.

Table 3.1 SSDA Consultation activities

Activity	Details
Project website on the SINSW website	The project website for the primary school provides background on the project, how to get involved, and access to all project updates to date.
Community Information Sessions	<p>The SINSW Communications and Engagement team held a community information session in the Gregory Hills Town Centre on 11 May 2022. The session was attended by approximately 50 community members.</p> <p>A second community information session was held in the Gledswood Hills Public School library on 16 August 2022. Approximately 148 community members were in attendance, including children.</p>
Community project update flyers	<p>Published on the project website and distributed to households in the local area.</p> <p>(see Error! Reference source not found. for example project updates with invitation to consultation)</p>

3.1.1 Summary of EIS consultation

Community Information Session – 11 May 2022

The major concern raised by the community was disappointment with the proposed delivery schedule (i.e., day one, term one 2025). Community members were generally happy with the design of the school though some concerns included:

- Lack of shading in the school grounds
- Whether buses would be able to navigate narrow streets surrounding the site
- Location of the kiss and drop area being opposite residential dwellings
- Lack of high school options in the area
- Proposed catchment excludes the northern side of Gregory Hills Drive (within Gledswood Hills suburb).

Community Information Session – 16 August 2022

The SINSW Communications and Engagement team shared information with the community about the temporary school, new catchment area, enrolment procedure, and the proposed school motto. The acting Principal of the new primary school and Director of Educational Leadership were also introduced to community members.

The overall atmosphere at the session was described to be positive with high levels of engagement. The main points of discussion with community members included:

- Enquiries about enrolments at the new school
- Access points for temporary and permanent school
- Queries about the temporary school and facilities
- Queries regarding bus services

- Car parking for parents at both the temporary and permanent school
- Questions around play space and inclusion of a playground.
- Complaints around intake area not including houses north of Gregory Hills Drive

3.2 SIA specific engagement activities

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

- An **online survey** to maximise community input.
- Total of **6 online video interviews** conducted between 20 May and 6 June 2022, with:
 - Camden Council Community Project Officer – Children and Families
 - SINSW representative for Asset Activation
 - Principals of Gledswood Hills PS, Barramurra PS, and Oran Park PS
 - Three mothers of children currently attending Gledswood Hills PS.

A standard discussion guide is provided in **Appendix B**. 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*

WSP prepared the survey in collaboration with the SINSW Communications and Engagement team and hosted it on Zoho from 13 May to 10 June 2022. A project update flyer including a link to the survey was prepared by SINSW and distributed within the local area including via local school networks by the Oran Park PS, Barramurra PS, and Gledswood Hills PS principals. A reminder was sent out during the third week. A total of 151 responses were received. Findings from the online survey are distilled throughout the report and a summary of key findings is provided below.

The vast majority of survey responses came from residents in the 2557 postcode which encompasses Gregory Hills, Gledswood Hills, Catherine Fields, and Rossmore in Sydney's western suburbs (84.1%). Survey respondents were primarily parents or carers of children currently attending Gledswood Hills PS, Barramurra PS, Oran Park PS, or another government or non-government school in the local area (76.8%), followed by parents or carers of current or future primary school aged children (36.4%). Other respondents were staff members from local schools (4.6%), current primary school students from local schools (4.6%), residents living adjacent to the proposed site (8.6%), and residents living elsewhere in the Gregory Hills suburb (17.9%).

A total of 131 respondents answered the question "do you plan on sending your child/ren to the new primary school in Gregory Hills if it is the designated local school for your address?". Of these, 40.3% noted they were planning on sending their child/ren to the new primary school, while 34.9% were not planning to, and 26.4% were unsure.

Potential benefits and enhancement measures

Respondents were asked to select which benefits they thought could be applied to the project, and the level of significance of these benefits.

Of 149 respondents to this question, the vast majority thought that relief on existing nearby public primary schools (88.7%) and greater availability of public primary school spaces in the local area (80.67%) would be beneficial, with these respondents considering the scale of these benefits to be very significant (80.8% and 88.2% respectively). Half of the respondents (50.7%) also considered more support learning spaces for those who need it to be significant. See for potential benefits of the project.

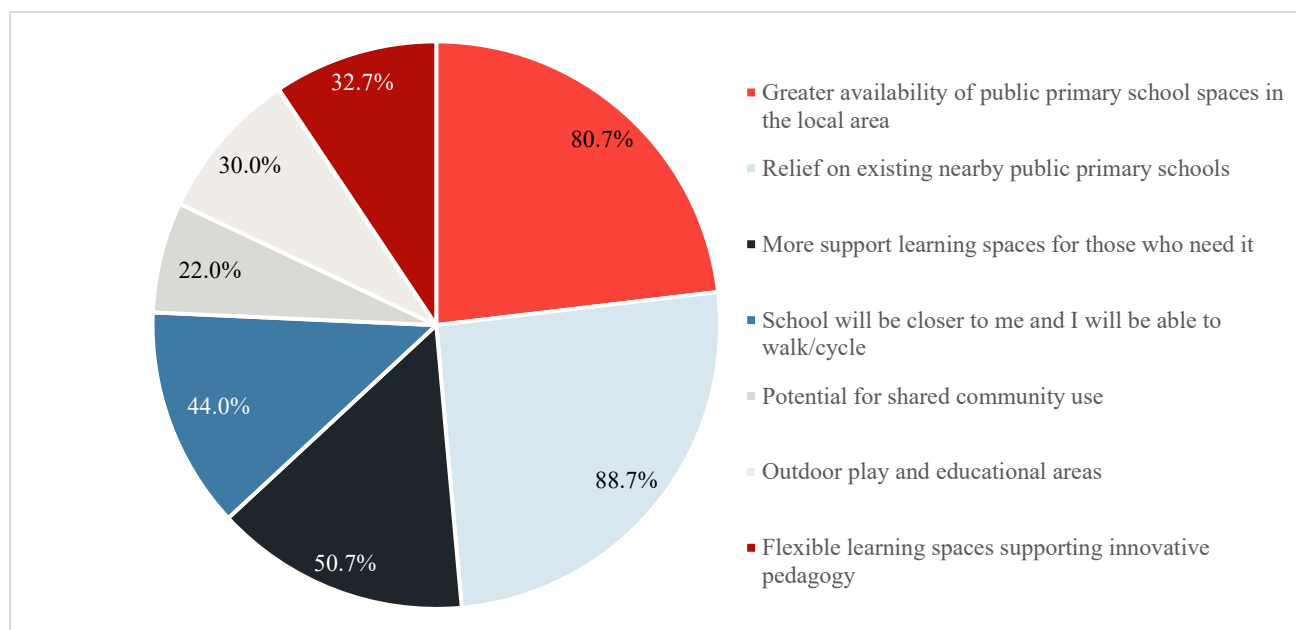


Figure 3.1 Potential benefits of the project

Source: WSP 2022, Online community survey

Other potential benefits (noted by 21.2% of respondents) included:

- Increased sense of belonging, wellbeing, and community for children and families living in Gregory Hills
- Reduced reliance on cars for drop off/ pick up reducing congestion and parking issues in Gledswood Hills, and reducing costs of fuel and time spent travelling to Gledswood Hills PS
- Local employment for teachers and non-teaching school staff
- Close location of the school to the park and shopping centre.

Enhancement measures to further maximise benefits of the project were discussed by 30.1% of respondents. Suggestions made by survey participants are outlined in **Table 3.2**.

Table 3.2 Potential enhancement measures

Pre-construction
<ul style="list-style-type: none"> — Fast tracking the process and building the school as soon as possible (20) — Building a local high school (11) — Ensuring sufficient capacity for future demand (7) — Considerations of urban heat in design (1) — Ensuring a sufficient number of classrooms and teachers (1)
Construction
<ul style="list-style-type: none"> — Extensive traffic planning (11)
Operations
<ul style="list-style-type: none"> — Transition plans and support for children transferring from Gledswood Hills PS (1) — Providing an opportunity class for Year 5 and 6 (1) — Canteen offering hot, ready-made meal deals for families at pick up time (1).

Source: WSP 2022, Online community survey

Potential negative impacts and mitigation measures

Respondents were asked to select which negative impacts they thought could be applied to the project, and the level of significance of these impacts.

Of 111 respondents to this question, the majority were concerned about traffic congestion and parking constraints around the school once operational (78.4%). Of those who thought it was a potential issue, most respondents thought this was a ‘very significant’ potential impact (52.3%). Nearly half (48.8%) were concerned about difficult transitions for children transferring from their existing school to the new school. Of those, difficult transitions were mostly rated as ‘significant’ (48.1%). See **Figure 3.2** for potential negative impacts from the project.

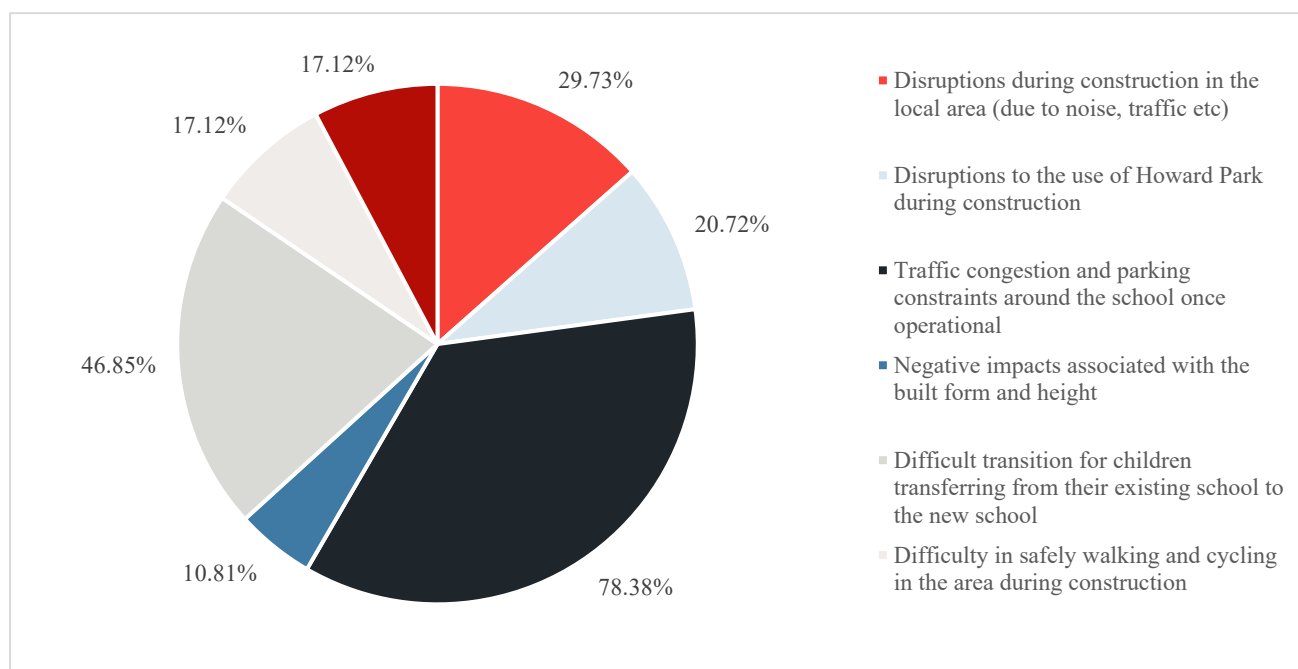


Figure 3.2 Potential negative impacts

Source: WSP 2022, Online community survey

Other potential negative impacts and concerns (noted by 13.9% of respondents) included:

- Transport, traffic, parking, and difficulties crossing roads surrounding the school
- Delays to the slow planning and building process
- Congestion in the adjacent shopping centre carpark, which currently experiences issues without the school
- Children on the northern side of Gregory Hills Drive not being included in the catchment area for the school
- Lack of shaded space
- School capacity not being large enough and requiring demountables in future, as well as opposite concern of a school operating under capacity as the current population ages and requires high school spaces.
- Hall not being large enough for the whole school and parents/carers
- Urban heat considerations including building aspects
- Concerns over playground space per child
- Potentially dividing friends and communities with changes to intake area catchments
- Not having a local high school for the new primary school cohorts to transition to
- Insufficient special needs classes
- Cumulative impact on children’s education with previous transition from Oran Park to Gledswood Hills, two years of COVID, and a transition to the new Gregory Hills PS
- Potential difficulties in finding appropriately experienced teachers to deliver innovative pedagogy

- Opening the school without all necessary books, furniture, and other resources on the first day of operation impacting on children's learning ability
- Concerns over location of the school and building locations on the site
- Potential visual amenity impacts for neighbours.

Potential measures to mitigate negative impacts were discussed by 27.2% of respondents. Suggestions made by respondents are outline in **Table 3.3**.

Table 3.3 Suggested mitigation measures

Pre-construction
<ul style="list-style-type: none"> — Plan thoroughly for sufficient parking and better design of short stay parking area — Build a high school in the suburb — Fast track the delivery of the project — Improve and seek community feedback on the design of the school — Design for urban heat — Plan for increased school capacity from the start to avoid the need for demountables in the future — Provide multiple entrances to the school to reduce amenity impacts on neighbours adjacent proposed entrance
Construction
<ul style="list-style-type: none"> — Update families on progress via emails and provide solid delivery timelines — Ensure safety during ongoing construction
Operations
<ul style="list-style-type: none"> — Include residents north of Gregory Hills Drive in the catchment — Employ enough teachers to minimise number of students per teacher — Provide support/transition plans for students moving from other schools to make a positive transition for students — Plans to ensure student safety around the shopping centre outside of school hours — Staggered start and finish times to reduce congestion and minimise amenity impacts.

3.2.2 Summary of interview findings

Matters discussed in semi-structured interviews were dependent on the stakeholder being engaged. Some interviews were primarily seeking feedback on potential positive and negative impacts as well as mitigation and enhancement measures (e.g., community member interview). Some others also sought clarification on surrounding school processes (e.g., Principals of nearby schools), and the socio-demographic profile of the local area (e.g., Council). Findings have been noted under common themes below:

Overcrowding at Gledswood PS

- Families of children attending Gledswood PS raised concerns regarding overcrowding at the school

Traffic and parking

- Concerns around student safety from traffic travelling to/from school
- Concerns around limited parking available during drop off and pick up
- Concerns around busy-ness at the shopping centre, particularly in the car park, during drop off and pick up times.

Travel times

- The new primary school would allow for active travel to and from school for children and carers
- The location of the school would significantly reduce travel times for families living in Gregory Hills to access schools.

Accessibility within the school

- Concerns around multi-storey buildings potentially causing inclusion and access problems for people with disability, particularly during fire drills if lifts are inoperable.

Transitioning to a new school

- It was recommended to nominate a new principal at least 12 months prior to opening, in order to start engaging with the community to make transitions easier and reduce stress on parents
- Recommendation to support the cost of new uniforms for transitioning families
- Concerns from parents about potential mandatory transfers to the new school – although it was made clear that no child will be forced to change schools
- Cumulative impacts: Some of the children have experienced moving from Oran Park to Gledswood Hills then gone through 2 years of COVID with online learning – another transition would add more stress/educational disruption again.

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 proposed site for the project is located at 28 Wallarah Circuit, Gregory Hills (bounded by Gregory Hills Drive, Wallarah Circuit and Long Reef Circuit) (Photo 4.1 and Photo 4.2). The Traditional Custodians of the land on which the project is taking place are the Dharawal people.

The site is owned by the Department of Education (DoE). It is approximately 2.9ha with no existing buildings and minimal vegetation and is surrounded by a chain link fence. The western edge of the site borders Howard Park (see orange shade sails in Photo 4.1). The eastern edge of the site is bordered by Longreef Circuit, and Wallarah Circuit to the south.

Site location and surroundings, March 2022



Photo 4.1 View from Wallarah Circuit towards Howard Park



Photo 4.2 View along Wallarah Circuit towards site

Source: WSP site visit, March 2022

The site is located approximately 100m east of the Gregory Hills shopping centre (See Figure 1.3 and Figure 1.4). It is within an otherwise low density residential area with a combination of single and double-storey detached dwellings at various stages of development (Photo 4.3 and Photo 4.4).



Photo 4.3 View along Wallarah Circuit towards Longreef Circuit



Photo 4.4 View of houses on Wallarah Circuit

Source: WSP site visit, March 2022

4.2 Social locality

The *SIA Guideline* (DPE, 2021) notes that there is not a standard or prescribed definition of a ‘social locality’. A social locality, similar to a social area of influence, must be defined for each project considering its nature and its potential impacts.

For this project the key areas of the Social Locality (shown in Figure 4.3) are identified as:

- **Site area:** comprised of the proposed site and immediately surrounding streets. This area is likely to be most affected by construction-associated activities. Immediately adjoining residents may also be impacted in the longer term during operation of the school.
- **Future primary school catchment:** the proposed primary school catchment, as shown in Figure 4.1 below, contains those people most likely to be impacted by the provision of a new primary school and represents future users of the primary school (children and their families). This new catchment will be formed by significantly reducing the current Gledswood Hills PS catchment (also shown in Figure 4.1 Social locality and as such there may be impacts on this existing school community).
 - This area contains the whole of the Gregory Hills suburb. Data has been collected from the Australian Bureau of Statistics (ABS) 2021 Census of Population and Housing (2016 where 2021 data has not been released) for the Gregory Hills Suburbs and Localities (SAL) area. There are also students and families currently attending Gledswood Hills PS that may transition to the new primary school in Gregory Hills. Data was therefore collected for the ABS Gledswood Hills SAL reflecting the future catchment for Gledswood Hills PS. Gregory Hills and Gledswood Hills SAL’s combined reflect the Gledswood Hills PS existing school community.
 - Existing and future primary school communities will be best represented by data collected using Australian Curriculum, Assessment and Reporting Authority (ACARA) (Gledswood Hills PS).
 - Broader catchment data (e.g., non-school communities) will be described using socio-demographic data collected for Gregory Hills SAL (future primary school catchment) and Gledswood Hills SAL (Gledswood Hills PS future catchment).
- **Regional area:** consisting of Camden LGA, to be used as an area of comparison for the catchments (shown in inset map in Figure 4.1).

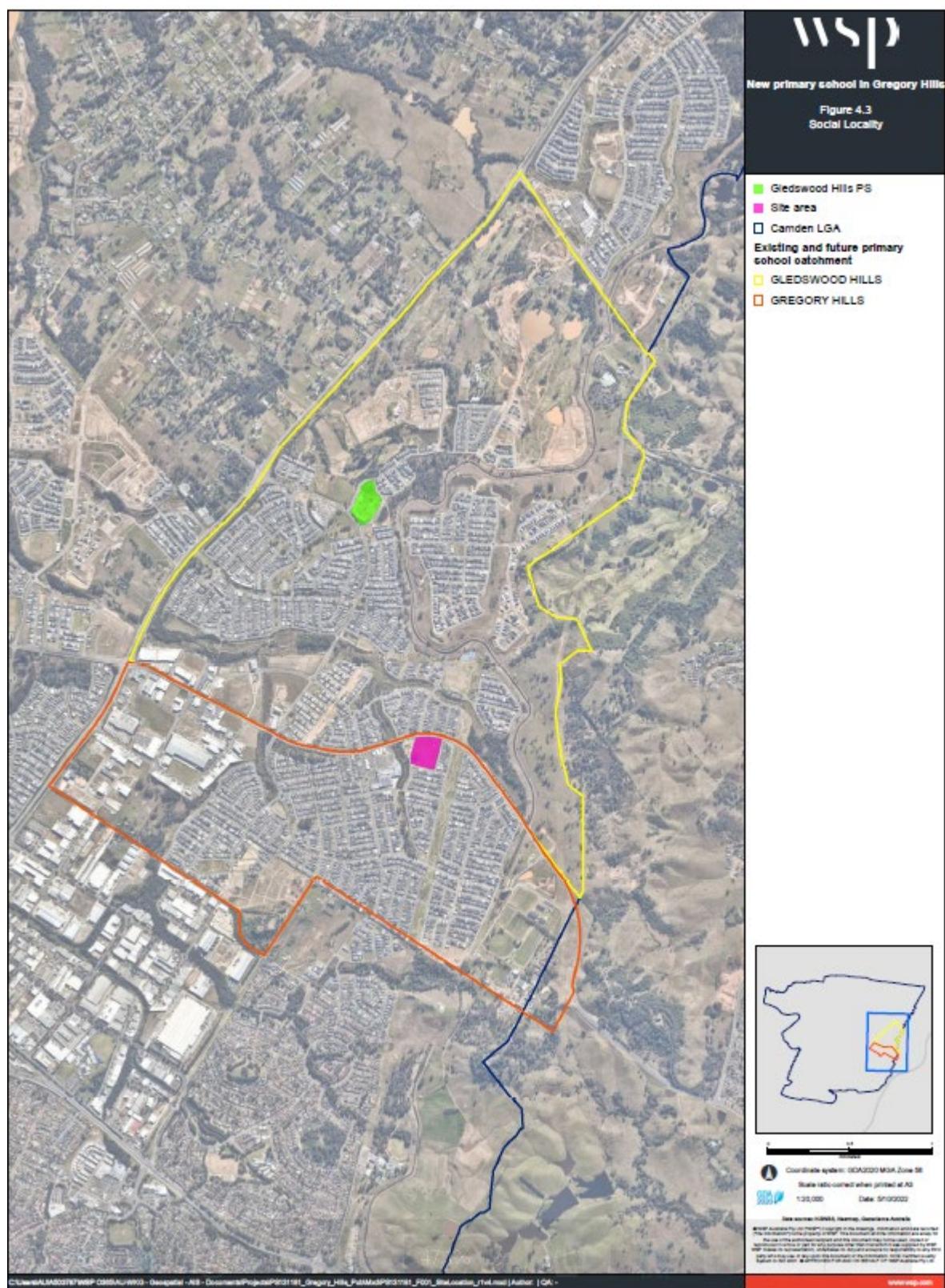


Figure 4.1 Social locality

Source: WSP 2022

The *SIA Guideline* outlines eight categories to be used for identifying potential social impacts. This is shown by Appendix C, along with a description of sources used to collect data.

Data from other relevant technical studies has also been incorporated throughout the social baseline.

Due to the nature of the project, the core communities of relevance are the existing and future school communities, which include students and their families, staff, other users of the school, and visitors. Detailed data is provided in Appendix C, and key characteristics are summarised in the following sections.

4.3 Baseline findings

4.3.1 Community

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

Existing school communities

As shown in Figure 4.1, the new primary school is planned in the existing catchment of Gledswood Hills PS. This means that the existing catchment for this school will be reduced to accommodate the new school. Consultation identified that approximately half the children attending the school were from Gregory Hills.

Table 4.1 below shows the current enrolments at these schools, their existing capacity, and the capacity level they are currently operating at.

Table 4.1 Enrolments at surrounding schools, 2021

Existing schools	2021 ENROLMENTS	2022 ENROLMENTS*	EXISTING CAPACITY**	2022 CAPACITY LEVEL (%)
Gledswood Public School	856	1,057	1,000	105.7%
Barramurra Public School	243	560	1,000	56%
Oran Park Public School	1,542	1,452	1,086	133.7%

*Source: ACARA 2021, My School; *Baker and Gladstone 2020; *Consultation with school principals 2022; **SINSW 2022, Project webpages*

Enrolments for Gledswood Hills PS suggest it is operating over capacity (105.7%) and consultation highlighted that enrolments are anticipated to continue rising in coming years. The school has 24 permanent classrooms and 22 demountables on site (12 were required in 2021 one year after opening, and a further 10 in 2022). There are plans for an additional 20 learning spaces to be established with construction anticipated to start in 2022.

Broader community

The existing and future primary school catchment is home to 12,254 residents (9,142 in Gregory Hills and 6,112 in Gledswood Hills). Of these residents approximately 11.8% are primary school aged children (aged 5-11 years). A further 13.1% are babies and pre-schoolers (aged 0-4 years) and will attend primary school over the next four years. These age groups represent a quarter of the population (24.9% total) in the existing and future primary school catchment. This is a higher proportion compared to the LGA (20.8%). The suburbs are still developing (particularly in Gregory Hills) and given the trend of young families with children moving into the area and other comparable areas in Western Sydney, the proportion of primary school aged children will likely continue to rise in coming years before the new school is built.

Couple families with children are the predominant household type in the existing and future primary school catchment (60.2%), and similarly in the LGA (56.1%). Consultation found that couples and children in the LGA are expected to increase by approximately 46%.

Community feel

Consultation identified that the shopping centre adjacent to the future school site is a busy hub for families. Howard Park is also a popular space with all ages on weekends and in afternoons. There is also a community centre located just south of the shopping centre which is often booked out by regular groups.

4.3.2 Way of life

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

Existing school communities

Education

Of all people attending education institutions, approximately 45.5% in Gregory Hills and 49.8% in Gledswood Hills are attending preschool or primary school. A much higher proportion of students are attending public primary schools (22.6%) compared to non-government primary schools (10.9%). This is very similar to the government share in the LGA (22.5% and 11.4% respectively).

Broader community

Methods of transport/ car ownership and movements

Most recent data for methods of transport in the catchment is from 2016 – at which time there was no data on travel for Gledswood Hills due to the minimal population in the area. While method of transport data is collected for travel to work, it is likely that families use the same method for travel to school, and these findings have been largely confirmed during consultation with community members and stakeholders.

The average number of registered motor vehicles in Gregory Hills in 2016 was 2.1 vehicles per dwelling, very similar to the average in the LGA (2.2). Travel to work by car as a driver or passenger in Gregory Hills (78.8%) was also very similar to the LGA (78.6%).

A smaller proportion of persons in Gregory Hills walked to work (0.7%) and worked from home (2.5%) compared to the LGA (0.9%) and 3.8% respectively), however this has likely changed significantly since 2016 due to the Covid-19 pandemic resulting in many more people working from home.

4.3.3 Accessibility

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

Existing school communities

School choice

As previously discussed, students living in Gregory Hills may be attending Gledswood Hills PS, Barramurra PS, or Oran Park PS. There is also one non-government primary school (St Gregory's College Campbelltown) in the existing and future primary school catchment. St Gregory's College is a combined primary and secondary school and was operating at 1,331 students in 2021.⁶

Broader community

Community facilities

Community facilities and services within approximately 1km of the future school site include:

⁶ Australian Curriculum, Assessment and Reporting Authority 2022, [My School: St Gregory's College Campbelltown, Gregory Hills, NSW](#)

- HomeCo Gregory Hills Town Centre including grocery and retail stores
- Parks and open spaces, including:
 - Howard Park: including a fenced toddler play area with sandpit, slide, and log garden; assortment of play equipment for school aged children; multi-use hardcourt sports facilities catering for basketball, soccer, table tennis, and roller sports for older children⁷
 - Champagnat Park: connected green corridor with walking/cycling paths over approximately 2km including a dog park
 - Chestnut Reserve: public toilets, playground and open space
 - Cunningham Park: Gregory Hills Football Club fields, car parking, open space, and multi-use hard courts
 - La Valla Park: open space and walking/cycling paths
- Gregory Hills Community Centre: a large hall with mirrored wall and a smaller hall. Suitable for, birthdays, engagements, weddings, christening, meetings, playgroups, community groups, and dance, fitness, and art classes⁸
- Childcare facilities: Great Beginnings Gregory Hills (100 approved places for long day care). There are a further six childcare facilities in the Gregory Hills suburb, including one before and after school and vacation care facility at St Gregory's College Junior School.⁹

Public transport services

The proposed site is not within walking distance of a train station. The TAIA notes that there is potential opportunity for future connections (via shuttle or chartered services) from Leppington Station which is located approximately 8km north east of the site or Minto Station approximately 6km east.

Gregory Hills is well serviced by buses. The TAIA identifies four bus stops within 400m of the site along Village Circuit and Kavanagh Street, serviced by the following bus routes::

- 840 – Campbelltown Station to Oran Park Town Centre, via Gregory Hills (one to two services per hour)
- 841 – Narellan to Leppington via Gregory Hills (four services per hour)
- 850 – Narellan Town Centre to Minto.¹⁰

There are also multiple school bus routes travelling to and from Gregory Hills to Oran Park PS and HS, Gledswood Hills PS, St Benedict's Catholic College, St Justin's PS, Mt Annan HS, and St Gregory's College.

Active travel

The area surrounding the new primary school is well equipped for walking and cycling, with extensive networks of footpaths. The TAIA confirms that the broader road network is accompanied by pedestrian facilities on one or both sides of all streets. A pedestrian footbridge is located between HomeCo Gregory Hills Town Centre and Howard Park providing access over Sykes Creek.

The TAIA indicates that there are presently limited dedicated on-road cycling facilities through the Gregory Hills area. Shared path provision is observed along both sides of Gregory Hills Drive and through riparian zones located to the west and east of the proposed school site. However, it is noted that little crossing infrastructure is available along cycling routes which limits the use of the cycling network, especially for young cyclists.

⁷ Gregory Hills 2022, [Howard Park super playground opens for play](#)

⁸ Camden Council 2022, [Gregory Hills Community Centre](#)

⁹ Australian Children's Education & Care Quality Authority 2022, Service search: [Gregory Hills](#)

¹⁰ Moovit 2022, [How to get to Gregory Hills by Bus or Train?](#)

4.3.4 Culture

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

Existing school communities

At Gledswood Hills PS in 2021, 3.0% of students were from Indigenous backgrounds and approximately half (53.0%) had a language background other than English. These findings are reflective of the broader community cultural backgrounds highlighted in “Other cultural groups” under “Broader community” below. Some of these students identified may represent groups with needs that should be considered in planning of the future schools including future communications. There may also be opportunities for the project to celebrate this cultural diversity.

Consultation identified families within the community requiring assistance with translation, noting that around 54% of students have language backgrounds other than English, and six children have no English at all. The new school will need to ensure these groups are catered for in communications about the school and in everyday operations.

Broader community

Aboriginal and/or Torres Strait Islander people

There is a lower proportion of Aboriginal and/or Torres Strait Islander people in Gregory Hills (2.0%) and Gledswood Hills (2.3%) compared to the LGA (3.2%). The low proportions of Aboriginal and/or Torres Strait persons in the suburbs is likely due to these areas being newly established compared to older areas in the broader Camden LGA.

Other cultural groups

The dominant ancestries in the existing a future primary school catchments are Australian (25.9%), English (19.1%), Indian (7.0%), Italian (8.2%), Irish (5.1%), and Scottish (4.5%). A significantly lower proportion of people in the catchment were born in Australia (66.4%) compared to the LGA (74.1%). Other top countries of birth include India (3.8%), Philippines (2.7%), Iraq (2.0%), and Fiji (1.9%).

The top languages spoken at home in the catchment are Arabic (4.2%), Hindi (2.9%), Spanish (2.2%), Bengali (1.1%), and Samoan (1.0%). The top three languages are the same in the LGA.

The cultural backgrounds were confirmed in consultation, noting that there are high proportions of Indian, Fijian, and Pakistani families, especially in Gregory Hills.

4.3.5 Health and wellbeing

Existing school communities

Findings below suggest a small portion of the future school communities may require disability access throughout the schools or may experience impacts of the school differently to other community members.

In the existing and future primary school catchments, approximately 462 people (3.0%) have a need for assistance in one or more of the three core activity areas of self-care, mobility, and communication due to long-term health conditions (lasting six months or more), a disability, or old age. Approximately 105 of these are aged between 0 – 14 years. Additionally, approximately 979 people (6.4%) are providing unpaid care for people with a disability, health condition, or old age. These proportions are all lower than the LGA average (4.6%, 3.6%, and 11.2% respectively).

Consultation suggested that there are many children from Gregory Hills with higher learning needs and behavioural problems. Families moving into the suburb from elsewhere in Greater Sydney, NSW or beyond, are often not familiar with the health care system and available services.

Active travel

Consultation identified that very few families in the existing school community walk to and from school or use bikes and scooters. It was suggested that this was a result of concerns around traffic safety, long distances to travel for families

from Gregory Hills, and the young age of the majority of children (approximately 600 children Kindergarten to Grade 2 at Gledswood Hills PS).

Broader community

Long-term health conditions

A greater proportion of persons in the catchment areas have no long-term health conditions (72.8%) compared to the LGA (66.2%). The most significant long-term health conditions in the community include:

- Asthma (7.0%)
- Any other long-term health condition (6.0%)
- Mental health conditions (including depression and anxiety) (5.2%).

4.3.6 Surroundings

Surrounding built environment

The site is adjacent the Gregory Hills Town Centre. The surrounding built environment consists of low density residential homes, Howard Park, and the local shopping centre as shown in Photo 4.1 and Photo 4.2.

Natural environment

The project area consists of Blacktown and Luddenham soil landscapes. Gregory Hills is defined by gently undulating slopes consistent throughout the entirety of the surrounding landscape of the project area. A large proportion of the project area has been cleared of vegetation for agricultural purposes or more recently for other uses such as residential and urban development. The vegetation within the site consists of managed exotic grassland and a patch of remnant woodland (Forest Red Gum) determined to be representative of *Cumberland Shale Plains Woodland*. The road verges were characterised by exotic grassland and a mix of planted ornamental deciduous exotic trees and natives (i.e., Tuckeroo) (Plate3). A revegetated riparian corridor occurs to the west of the site, this area is defined by a mix of native species including Swamp Oak, Forest Red Gum, Spiny-headed Mat-rush, Blue Flax-lily, Kangaroo Grass, and Broadleaf Cumbungi in wetter areas of the corridor.

Crime and safety

Crime statistics for Gregory Hills identified significantly lower rates of crime per 100,000 population in the suburb for all types of crime compared to Camden LGA from April 2021 to March 2022. The most prominent crime in Gregory Hills and the LGA in this time period was theft with rates of 1,459 and 2,041 incidents per 100,000 population respectively.

Statistics for youth crime (offenders aged 10 – 17 years) are available at the LGA level. In Camden LGA from January to December 2021 the top five crimes committed by youth offenders were steal from motor vehicle (42 incidents), other offences (39), drug offences (27), non-domestic violence related assault (20), and intimidation, stalking and harassment (17). The top five crimes for all offenders in this time period were intimidation, stalking, and harassment (400.7 per 100,000), other offences (351.6), breach bail conditions (330.2), malicious damage to property (318.2), and domestic violence related assault (308).

The TAIA for the project notes that crash data from the past five years indicates that the local road network within the immediate vicinity of the site operates in a relatively safe manner.

4.3.7 Livelihoods

Existing school communities

Employment in primary education

Gledswood Hills PS currently provides employment for 50.7 full-time equivalent (FTE) teaching staff and 5.0 FTE non-teaching staff.

Employment data from the 2021 Census will not be released until later in 2022 or 2023, however in 2016 in Gregory Hills primary education was in the top three industries of employment with 77 people (3.1% of people aged 15 years and over) employed in it.

Community socio-educational advantage

Looking at socio-educational advantage levels may also identify vulnerable groups. Socio-educational advantage is measured by ACARA using the Index of Community Socio-Educational Advantage (ICSEA). The ICSEA is a scale allowing for “...fair and reasonable comparisons among schools with similar student”. Low ICSEA rankings reflect lower levels of educational advantage of students attending the school with the average score set at 1,000, providing a benchmark for comparisons.

ICSEA rankings for the existing schools are all above average and do not reflect socio-education disadvantage (Table 4.2).

Table 4.2 Index of Community Socio-Educational Advantage (ICSEA), 2021

School	ICSEA RANKING	ICSEA PERCENTILE
Gledswood Public School	1036	64
Barramurra Public School	1033	63
Oran Park Public School	1006	49

Source: ACARA 2021, My School

Broader community

Employment – 2016

The unemployment rate in 2016 in the social locality was 3.7% in Gregory Hills and 4.1% in the LGA. Coupled with significant residential development, the COVID-19 pandemic has affected unemployment rates globally since mid-2020. As such current unemployment rates in the social locality may differ significantly from those in 2016.

The top three industries of employment are the same in Gregory Hills and the LGA:

- Hospitals (except psychiatric hospitals) (3.2% and 2.9%) respectively)
- Primary education (3.1% and 3.2%)
- Supermarket and grocery stores (2.4% and 2.7%).

Household income

Median weekly household incomes in the social locality are significantly higher in Gregory Hills (\$2,406) and Gledswood Hills (\$2,780) compared to the LGA (\$2,047). This is reflective of the high socio-economic profiles indicated by Socio Economic Index for Areas (SEIFA) scores in the suburbs. The proportion of high weekly household incomes is greatest in Gledswood Hills with 44.7% of households earning greater than \$3,000 compared to 32.4% in Gregory Hills and 23.7% in the LGA. Significantly fewer households have weekly incomes less than \$650 in Gregory Hills (4.8%) and Gledswood Hills (3.9%) compared to the LGA (10.6%). The proportion of future students from a disadvantaged background is therefore expected to be low (though not non-existent).

SEIFA – 2016

SEIFA uses census data relating to income, employment status, literacy, English language proficiency, living conditions and many other measures to calculate a measure of socio-economic conditions. An area with all of its indicators equal to the national average will receive a score of 1,000.

All areas are ordered from lowest to highest score. The lowest 10% of areas are given a decile number of 1, the next lowest 10% of areas are given a decile number of 2 and so on, up to the highest 10% of areas which are given a decile number of 10.

The Index of Relative Socio-economic Disadvantage (IRSD) summarises variables that indicate relative disadvantage. A low score on this index indicates a high proportion of relatively disadvantaged people in an area. We cannot conclude that an area with a very high score has a large proportion of relatively advantaged people, as there are no variables in the index to indicate this. We can only conclude that such an area has a relatively low incidence of disadvantage.

- Data from 2021 for SEIFA has not been released yet. In 2016, Gregory Hills and Gledswood Hills were in the highest decile for IRSD, indicating relatively low incidence of disadvantage.

The Index of Relative Socio-economic Advantage and Disadvantage (IRSAD) summarises variables that indicate either relative advantage or disadvantage. This index contains indicators of disadvantage (as per IRSD above) as well as additional indicators of advantage (e.g., professional occupations, high income, higher education levels, larger houses). Characteristics are also weighted differently than the IRSD, so areas do score differently on either measure. An area with a high score on this index has a relatively high incidence of advantage and a relatively low incidence of disadvantage.

- In 2016, Gregory Hills and Gledswood Hills were in the highest decile for IRSAD, indicating high incidence of advantage and relatively low incidence of disadvantage.

4.3.8 *Decision-making systems*

Existing school communities

Consultation highlighted extreme desire within the community for a new primary school. Consultation activities conducted in relation to this project are described in the following section. Concerns were raised regarding overcrowding at Gledswood Hills, and current distance and time spent travelling from Gregory Hills to Gledswood Hills before and after school. The general feeling from consultation is that the community want a school to be built as soon as possible, and want to be engaged, informed, and included in the planning process.

Implications of baseline:

Existing school communities

- Schools operating over built capacity indicating strong demands vs supply
- Insufficient school places to accommodate recent growth in Gregory Hills
- Higher proportion of preschool and primary school attendees compared to the LGA and NSW
- High proportion of students at Gledswood Hills PS with language backgrounds other than English
- Small proportion of the population with need for assistance indicating requirement for disability access throughout the school
- Low uptake of active travel to school at surrounding schools due to traffic safety concerns, long distances to travel, and young age of school children
- Primary education in the top three industries of employment in Gregory Hills in 2016
- High desire for a new public primary school in Gregory Hills.

Broader community

- High dependency on private motor vehicles as primary methods of travel
- Gregory Hills is well serviced by bus routes and is well equipped for walking and cycling, with extensive networks of footpaths
- High levels of cultural diversity compared to LGA with a particularly significant communities on Indian and Italian ancestries. Arabic, Hindi, and Spanish are the top languages spoken at home
- Proportion of the community suffering from asthma and long term mental health conditions
- Opportunities for connection with Howard Park and the Gregory Hills town centre
- Relatively affluent area with high median weekly household incomes, relatively low incidence of disadvantage, and minimal long-term health conditions.

5 Impact identification and assessment

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 DPE 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.

Preliminary scoping

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 Table 5.1.

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 included and further described in Appendix E.

An overall social impact significance is then attributed using the tool below in **Table 5.1**.

Table 5.1 Social impact significance assessment tool

LIKELIHOOD LEVEL	MAGNITUDE LEVEL				
	1 Minimal	2 Minor	3 Moderate	4 Major	5 Transformational
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: DPE 2021, SIA Guideline and Technical Supplement.

The following sections discuss the expected and perceived impacts of the new primary in Gregory Hills. These are addressed in themes, as some impacts are related or similar in content matter. The key themes addressed are:

1. Increased availability of public school places
2. Accessibility
3. Modern and inclusive school environments and facilities
4. Amenity impacts.

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. It is also noted that some measures may have already been implemented by the time the SSDA is lodged..

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

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

5.1 Increased supply of public primary school places

Identified social impacts:

Existing and future school communities:

Pre-Construction:

- 1 Uncertainty around delivery timeframes is causing stress and impacting decision-making and livelihoods for community members

Operations:

- 2 The project will respond to existing and future demands for public primary school places and contribute to addressing the future estimated shortfall of school places in the broader area
- 3 Additional support learning spaces will benefit a greater number of students with special needs as well as their families
- 4 The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity
- 5 Children transferring from other schools may experience potential stress and anxiety as a result of this transition
- 6 There is a risk that the proposed school is insufficient to meet existing and future school demands
- 7 The project may provide an increased sense of community and belonging
- 8 The project will provide outside school hours care services for local families
- 9 The project will provide employment opportunities for 60 staff, potentially benefitting livelihoods and overall wellbeing of future workers and their families

Broader community

Construction:

- 10 The project will provide temporary employment for approximately 150 (direct and indirect) construction related workers, potentially benefitting livelihoods and overall wellbeing of future workers and their families

5.1.1 Existing and future school communities

Pre-Construction

Lack of trust in government from delayed timelines/ unmet promises on project

Consultation found that there is a sense of distrust in the government due to unmet promises and delayed timelines on construction of the new primary school in Gregory Hills. Consultation found that the uncertainty surrounding delivery timeframes is causing stress and impacting decision-making and livelihoods for community members.

In response to community concerns, a temporary school for approximately 300 students has been proposed on site during the construction of the permanent school. A Development Application (DA) for the temporary school was lodged with Council on 3 August 2022.

The temporary school will include 12 GLS, administration and staff buildings, library space, communal hall and canteen, OSHC facilities, student amenities, services and storage space, and 3,000m² open play space. The school will be based on typical demountable modules (with exception of communal hall space). This will allow local students in Gregory Hills to receive primary education close to home while the permanent school is being built.

While not within the scope of this SSDA and therefore not assessed, it is noted that the provision of a temporary school would provide local public primary school places to respond to existing needs in the community as soon as possible (day one, term one 2023), during the duration of the three-year approval. This likely mitigates the significance of community concerns, though uncertainty regarding the opening of the permanent school remains. It will be important to put adequate measures in place to ensure the safety of students of the temporary school while building the permanent school.

Many survey respondents also noted the need for a public high school in Gregory Hills. Concerns included their children reaching high school age and having to travel long distances to already overcrowded high schools in surrounding suburbs. The Department of Education continuously monitors enrolment growth in South West Sydney. The two existing high schools at Oran Park and Mount Annan, which currently service these areas have sufficient accommodation to meet current demand.

Operations

Increased local public school spaces responding to existing needs

Interviews with community members and findings from the online community survey identified a high need for a new primary school in Gregory Hills. The majority of respondents to the survey thought that greater availability of public primary school spaces in the local area would be a benefit of the project (80.7%). This benefit is perceived as significant (11.8%) and very significant.

The projected 1,012 new public primary school spaces for children from within the future primary school catchment will respond to the current demand within the community. The future primary school catchment was home to 9,142 residents in 2021, 11.5% of which are primary school aged children and a further 13.1% are babies and pre-schoolers. This suggests that in 2021 there were approximately 1,053 children currently, and another 1,197 in the next four years, requiring a local primary school in Gregory Hills. These children are currently likely attending Gledswood Hills PS or local non-government schools. Capacity and demand at Gledswood Hills is discussed under “**Relieve pressure on other public primary schools**” below.

With new local school places for families in Gregory Hills, there may be an uptake of active travel to school, which would likely result in health and wellbeing benefits for children and their families, as well as staff if they live locally. This is discussed further under Accessibility in **Section 5.2.1**.

The proposed school catchment for the new primary school excludes areas north of Gregory Hills Drive. This was raised as a concern during all community consultation activities. Community members raised this concern during both public information sessions and it was noted during consultation in interviews and online survey that these houses should be zoned for the new primary school; “ensure that students living in Gregory Hills are zoned for that school. Being zoned for Gledswood Hills when you are opposite the school seems ridiculous.”¹¹

The catchment was announced and showcased at the August 16 information session at Gledswood Hills PS library. Gregory Hills drive was selected as the cut off to ensure safe access to the school without having to cross over main roads. Parents/carers who are out of area and wish to enrol their child in the new school can enrol as an “out of area” applicant. Such applications are subject to selection criteria and department policies. If the demand for local enrolment exceeds the number of places available, out-of-area enrolments will not be available.

¹¹ Quote from online survey respondent.

Relieve pressure on other public primary schools

Gregory Hills families are currently in the intake area for Gledswood Hills PS. A small number of students may also be attending Oran Park PS or Barramurra PS. Enrolments for Gledswood Hills PS suggest it is operating over capacity (105.7%) and consultation highlighted that enrolments are anticipated to continue rising in coming years. There is also one non-government primary school (St Gregory's College Campbelltown) in the existing and future primary school catchment that may experience changes in enrolments following operation of the new primary school. St Gregory's College is a combined primary and secondary school and was operating at 1,331 students in 2021.

Consultation identified that Gledswood Hills PS has 24 permanent classrooms and 22 demountables on site (12 needed in 2021 one year after opening, and a further 10 in 2022). Approximately half the children attending the school are from Gregory Hills. This suggests that Gledswood Hills PS enrolments could potentially be halved following opening of the new primary school in Gregory Hills, depending on how many families in the new catchment area choose to transfer to the new school. Consultation suggested that if Gregory Hills does not open in 2023, Gledswood Hills PS might require another six to 12 demountable buildings to accommodate growth in enrolments. The future school catchment for the new primary school in Gregory Hills will reduce the intake area for Gledswood Hills PS, potentially addressing concerns for its capacity going forward.

Additionally, consultation indicated that Barramurra PS and Oran Park PS may see some students transfer to Gledswood Hills PS once capacity returns, with changes in enrolments for these schools.

The new school may also potentially result in reduced congestion at surrounding schools. Consultation highlighted significant traffic congestion and parking concerns at Gledswood Hills PS due to overcrowding. This is discussed under Accessibility in **Section 5.2**.

Whilst children transferring to the new primary school may relieve pressure on surrounding existing schools, the children transferring may experience potential stress and anxiety as a result of this transition. There may be cumulative impacts for those children who recently joined Gledswood Hills PS, in addition to stress and anxiety experienced during the Covid-19 pandemic. This will need to be managed by the new school to ensure comfortable and safe transitions.

More places to meet future demand

The Gregory Hills suburb has experienced significant growth in the past 5 years, nearly doubling in size from 4,985 people in 2016 to 9,142 in 2021 (183.4% growth). The population in Gledswood Hills has grown even more significantly from 22 people in 2016 to 6,112 in 2021 (27,781.8% increase). The major household composition in the future school catchment is couple families with children. As discussed in **Section 4.3.6**, the area surrounding the school is still developing, with new houses in several stages of construction, suggesting the number of children in the catchment requiring primary school places will likely have increased and will continue to rise. Consultation found that couples and children in the LGA are expected to increase by approximately 46%.

With recently opened schools already at capacity, there are cumulative concerns regarding school places in the area. Consultation highlighted significant concerns within the future school communities that capacity of the new school will not be large enough to meet future demand for primary school places in the area and to properly relieve existing schools. While there is a risk that the proposed school site does not suffice to meet existing and future school demands, the project proposes a total outdoor play space of 14,007m², equivalent to 13.8m² of play space per student at the proposed student population of 1,012 students. This allowance exceeds the 10m² open space per student EFSG requirement and also allows for future expansion of the school if required.

With approximately 1,012 new primary school places, the project will contribute to responding to future demands for school places in the proposed catchment. SINSW will continue to monitor demands and enrolments, noting that school catchment areas are fluid and can be adapted to match demands.

Local support learning spaces for those who need it

Approximately 50.7% of survey respondents identified more support learning spaces for those who need it as a potential benefit of the project. This benefit is perceived as significant (21.65) and very significant (78.4%).

An interviewee with a child with learning difficulties from another new school project identified that having a school near home would reduce anxiety for them as a parent and for their child regarding travel to school and knowing that they are nearby home.

Baseline data identified that 3.0% of people in the future primary school catchment have need for assistance with the three core activity areas of self-care, mobility, and communication due to long-term health conditions (lasting six months or more), a disability, or old age. Approximately 105 of these are aged between 0 – 14 years. A further 6.4% are providing unpaid care for people with a disability, health condition, or old age. Consultation suggested that there are many children from Gregory Hills with higher learning needs and behavioural problems and that families moving to the suburb from elsewhere in the State often don't know where the doctors are to seek help or have not received diagnosis. This may be something the new school can assist families with by providing information and resources.

The project will provide four new support learning spaces. Support classes cater for students with moderate to high learning and support needs including students with intellectual and physical disability, mental health issues, autism, sensor impairment, and behaviour disorders.¹²

It will be important to ensure appropriate design measures to maximise comfort for all abilities in the future school environment e i.e., people with physical disabilities, vision and hearing impairments, learning difficulties, sensory issues, and more. Ensuring accessibility for all abilities within the school as well as surrounding streets was a key input from Council. This is addressed below under 'Accessibility' in **Section 5.2.1**.

Provision of outside of school hours care (OSHC)

The proposed site plan includes OSHC facilities within the communal hall building on the southern side of the site. The provision of OSHC facilities at the site will provide care for children before and after school and on school holidays, supporting ways of life that work for parents and carers.

The school will provide OSHC facilities and services for before and after school and vacation care.

Employment opportunities for teaching and non-teaching staff

Consultation for this report and broader EIS consultation identified members of the community interested in employment opportunities at the new primary school.

The project is anticipated to provide approximately 60 new full-time equivalent (FTE) jobs during operations at full capacity. This creates direct benefits for the livelihoods, and potentially way of life, accessibility, health and wellbeing, of these future workers and their families, particularly if future workers are currently unemployed or currently experience long commutes. There may also be transfers from existing schools.

Employment data for 2021 is not yet available to understand employment and potential education workforce in the surrounding area, however in 2016 primary school education was one of the main industries of employment in future school catchment, employing 3.1% of the population over 15 years of age. A further 2.4% were employed in secondary education and may have skills applicable to a primary school setting.

The TAIA anticipates that staff for the new primary school will travel from the broader sub-region. Local procurement initiatives are encouraged where practicable to promote benefits within the local community. Local procurement may also assist in reducing traffic impacts if staff are able to travel actively or via public transport.

Increased sense of community and belonging in Gregory Hills

Consultation highlighted the opportunity for the project to provide an increased sense of community and belonging in Gregory Hills. Parents of current Gledswood Hills PS students suggested that having friendship groups closer to home would be beneficial for their children and for families in regard to travel for social gatherings.

Shared use arrangements are currently in consideration and consultation with SINSW and Camden Council. The proximity of the new school to Howard Park and the Gregory Hills Town Centre provides opportunities for use of the

¹² NSW Department of Education 2022, [Support classes in mainstream schools](#)

school facilities and grounds for outside of school activities for sporting and community groups. Opportunities for shared use of facilities with the community include the sporting field, school landscape and play space, community hall, library, and the possibility of staff car park use by the community/groups using the hall or sporting fields.

Shared use agreements for the school reinforce the importance of the school as a public institution, provide potential health and wellbeing benefits to the local community, and engender a community ownership and pride in the school.

5.1.2 Broader community

Construction

Employment opportunities for construction workers

The project is anticipated to provide approximately 150 (direct and indirect) new FTE jobs during the construction phase. 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. Employment data for 2021 is not yet available to understand employment and potential construction workforce in the surrounding area. Social procurement initiatives are encouraged to support employment and training for under-represented people including youth, Aboriginal community members, people with disabilities, and support gender diversity.

Assessment, enhancements/mitigations, and monitoring measures

Social risks and social benefits are summarised in **Table 5.2**, along with enhancement and/or mitigation measures. The SIMP in Appendix F provides a detailed assessment of identified social impacts.

Table 5.2 Assessment, enhancements/mitigations, and monitoring measures for increased availability of public school places

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 Uncertainty around delivery timeframes is causing stress and impacting decision-making and livelihoods for community members (High – A3) 2 There is a risk that the proposed school is insufficient to meet existing and future school demands (High – C4) 3 Children transferring from other schools may experience potential stress and anxiety as a result of this transition (Medium – C3) 	<ol style="list-style-type: none"> 1 Additional support learning spaces will benefit a greater number of students with special needs as well as their families (High – A3) 2 The project will provide outside school hours care for local families (High – A3) 3 The project will provide employment opportunities for approximately 60 teaching and 15 non-teaching staff members, potentially benefitting livelihoods and overall wellbeing of future workers and their families (High – A3) 4 The project will provide temporary employment for 60 staff, potentially benefitting livelihoods and overall wellbeing of future workers and their families (High – A3) 5 The project will respond to existing and future demands for public primary school places and contribute to addressing the future estimated shortfall of school places in the broader area (High – B4) 6 The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity (High – C4) 7 The project may provide an increased sense of community and belonging (Medium – C3)

Mitigation measures:

- 1 Provide community with estimated delivery timelines for construction and operation of the school to assist with family planning and budgeting
- 2 Consider needs for public high school places in the local area
- 3 Ensure safety of school community during operations of the temporary school and building of permanent school
- 4 Provide support to community in transferring students to other public schools in other catchment areas if needed
- 5 Engage with families with special needs to ensure design satisfies learning needs
- 6 Provide extensive information to school communities on eligibility for transferring, how to transfer, and support transitions
- 7 In the year before opening the new school, work with existing schools to understand which children will transfer and put children transferring in the same classes so they can form friendships with their future cohort. Also, potential to look into having transfer students with teachers that may transfer to new school
- 8 Appoint new principal for the school as soon as possible (ideally at least 12 months before opening) and engage with existing school community
- 9 Continue to provide opportunities for community feedback throughout design, planning, construction, and operation of the new schools
- 10 Social procurement measures supporting employment diversity during construction (e.g., % local supply chain, women participation, Aboriginal workers, disadvantaged youth, people with disabilities, etc.).
- 11 Provide events open to the broader community such as school fetes.

Monitoring measures

- 1 Continue to engage with community members to determine sentiments around approvals process
- 2 Continue to monitor the demand for support learning service to ensure facilities will absorb demand
- 3 Continue to monitor supply and demands at surrounding schools
- 4 Monitor teacher and student satisfaction as per Tell Them From Me survey
- 5 Continue to monitor supply and demands and identify solutions if the new school reaches capacity earlier than anticipated
- 6 Continue to monitor supply and demand for community facilities
- 7 Continue to monitor supply and demands for OSHC
- 8 Monitor employment of teaching and non-teaching staff in the local and regional area
- 9 Monitor construction related employment in the local and regional area.

5.2 Accessibility

Identified social impacts:

Existing and future school communities:

Operations:

- 1 Potential accessibility issues for people with disabilities
- 2 There may be a decrease in traffic congestion issues surrounding existing primary schools following changes to school catchments
- 3 By providing families with the opportunity to actively travel to school, there may be associated health and wellbeing benefits
- 4 The project may reduce travel times to school for parents/carers and children

Broader community:

Construction:

- 5 Construction related traffic may temporarily increase congestion in surrounding streets

Operations:

- 6 There may be an increase in traffic congestion and parking issues in the surrounding streets during drop off and pick up times
- 7 The project may provide opportunities for shared use of facilities for non-school community members

5.2.1 Existing and future school communities

Operations

Accessibility within the site for all levels of ability

Consultation highlighted concerns in relation to multi-storey school buildings and implications for accessibility for people with disabilities. Council noted that accessibility within buildings and throughout the school will need to be considered in planning to ensure people with disabilities are not excluded from use.

The project proposes three-storey height for the buildings along Long Reef Circuit and a one storey hall and administration hub. Accessible pathways from the three school entries are provided to all areas of the school via walkways, ramps, and lifts. Accessible bathrooms for students, staff, and visitors are co-located with all other amenities.

The *DDA Design Compliance Report* for the project determines that compliance is readily achievable with further details to be provided as the design progresses.

Travel to and from school

Driving to school

Consultation identified existing traffic congestion issues in the surrounding area and generally on Gregory Hills Drive. Congestion was also described during drop off and pick up at Gledswood Hills. The majority of online survey respondents (78.4%) were concerned that the project would result in traffic congestion and parking constraints around the school once it is operational. This was perceived as significant (38.4%) and very significant (52.3%) by these respondents. Consultation found that parents and carers of children are highly concerned with road safety surrounding the school, particularly being located adjacent to Gregory Hills Drive which has heavy traffic flows at all times and particularly during peak times. Consulted community members and survey respondents noted that extensive planning of traffic, transport, and parking was needed at the new school.

While no transport data is available from the 2021 Census, 2016 data indicates that the majority of residents drive as their primary form of transport. The TAIA identifies low dependency on walking and public transport in the suburb. Bus usage

in the area has likely increased since 2016 due to extensive housing developments and many bus routes now travelling through the suburb as discussed in the baseline.

The TAIA anticipates that the new primary school will generate 638 vehicle movements (332 in and 306 out) in the AM school peak hour and 527 vehicle movements (243 on and 284 out) in the PM school peak hour. This is inclusive of parents/carers dropping off and picking up students and staff travelling to and from work. This may result in traffic congestion and parking issues in the streets surrounding the school site during peak times around drop off and pick up.

The project proposes no car access to the school from Gregory Hills Drive, with access to be provided along Wallarah Circuit and Long Reef Circuit. An indented bay kiss and drop is proposed on Long Reef Circuit.

Public transport

The TAIA determines that given adequate public transport serviceability within the future school catchment that provision of additional school bus services would not be required.

The TAIA identifies that the vast majority of the future school community students live within the 1.6km or further straight-line distance and 2.3km or further on-path walking distance required to be eligible for the School Student Transport Scheme (SSTS). This suggests a minimal proportion of the school community would be eligible for the Scheme and majority would have to walk, drive, or pay for public transport.

Active travel opportunities for local families

Findings from consultation identified a low uptake of active travel to school for families in the area given the long distances to travel to current schools (as well as difficulty and safety concerns with crossing Gregory Hills Drive). A total of 66 (44%) survey respondents thought that the ability to walk or cycle to school due to its closer proximity would be a benefit of the project. This benefit was perceived as significant or very significant by majority of respondents (24.6% and 69.2% respectively).

Consultation suggested parents of school aged children would feel much more comfortable with their children travelling the short distance from their houses to the new school, particularly if accompanied by friends/other families from surrounding houses and streets as it would mitigate most of these concerns.

The provision of a new primary school in Gregory Hills would provide the opportunity for local children to travel actively to school. The TAIA has determined that 74% of students will be within 15-minute walking distance of the new school.

The area surrounding the new primary school appears to be well-equipped for active travel, with extensive networks of footpaths for walking and cycling. Additionally, the project proposes 3m wide footpaths along school frontages on Wallarah Circuit and Long Reef Circuit. These paths connect to an established network of pedestrian and bike paths running through to the riparian corridors and open space networks. Consultation identified concerns with crossing Gregory Hills Drive due to there being only one refuge island crossing nearby the school site without a zebra crossing or traffic lights. In response to these concerns, the future catchment for the new primary school has excluded dwellings on the northern side of Gregory Hills Drive to minimise the need for the school community to cross the main road.

The project will provide end-of-trip facilities to facilitate and encourage active travel where possible, with 60 on-site bicycle parking rails and 60 on-site car parking spaces for staff. A Preliminary School Travel Plan has been prepared and will need to be finalised and implemented to further support active travel within the school community. It is noted that this Plan targets a total of 45% of students and 10% of staff using active travel.

A total of 17.1% of respondents were concerned about difficulties in safely walking and cycling to school and in the area surrounding the school both during construction and operations. Pedestrian and cyclist safety during construction has been addressed in the *Construction Traffic Management Plan* (CTMP) and during operation in the *Preliminary Travel Plan*.

Reduced travel times for families during peak times

Reduced travel times for families during drop off and pick up were raised as a benefit during consultation. It was identified that parents/carers are currently spending long commutes in cars during drop off and pick up, impacting on livelihoods and mental wellbeing. One interviewee, for another similar new school social impact assessment, also raised the importance of sleep and rest for children which may be impacted by needing to travel long distances on public transport to access schools.

The provision of the new primary school may significantly reduce travel times for many families and students as well as allowing a proportion of the school community to walk or cycle to school. This will likely result in benefits to way of life, livelihoods, and health and wellbeing.

5.2.2 Broader community

Construction

Potential temporary increase in traffic congestion and parking issues

Disruptions to the local area during construction of the project from noise and traffic was identified as a concern by 29.7% of respondents to the online survey. This impact was largely perceived to be significant (45.5%) or very significant (33.3%).

The construction of buildings for the new school will be undertaken using Modern Methods of Construction (MMoC). MMoC may reduce the duration of impacts from construction activities on nearby neighbours compared to standard construction of a new school project.

Proposed hours for work during the construction phase will be undertaken during standard construction-working hours (7AM to 6PM Monday to Friday, 8AM to 2PM Saturday, and no work on Sundays or public holidays).

Construction traffic will generally include 22m long vehicles for delivery of building modules for MMOC and 11.5m long vehicles for removal of spoil and transportation of materials. The maximum number of trucks accessing the site is estimated to be 2 to 3 times per weeks for 22m trucks and 20 movements a day over a duration of 3 weeks for 11.5m trucks. All construction vehicles are proposed to access the site via Gregory Hills Drive, Kavanagh Street, and Wallarah Circuit, representing the shortest route between the local and regional network to minimise the impacts of the construction process.

It is estimated that there will be between 15 and 40 contractor workers on site during peak construction activities. Construction contractor parking will be provided through a combination of the following:

- Some on-site parking will be available to construction contractors.
- On-street parking along the following streets:
 - Limited on-street parking on Wallarah Circuit, east of the southern construction site access along the Site's boundary
 - Remote off-site parking on the local road network where parking is permitted
 - Off-site parking within the general vicinity of the site.

A CTMP has been prepared to provide an understanding of the likely traffic impacts during the construction period. The CTMP has determined that construction for the project would generate a moderate increase in traffic on the surrounding road network.

The overall principles of the CTMP include:

- Minimising the impact on pedestrian and cyclist safety and movements
- Maintaining appropriate public transport and school bus access
- Minimising the impact on existing traffic on adjacent roads and intersections

- Minimising the loss of on-street parking
- Maintaining access to/from adjacent properties
- Restricting construction vehicle movements to designated routes to/from the site
- Managing and controlling construction vehicle activity near the site
- Ensuring construction activity is carried out in accordance with the Council's approved hours of work.

A small portion of respondents to the online survey (17.1%) were concerned about difficulties in safely walking and cycling in the area during construction. This impact was largely perceived to be significant (31.6%) or very significant (42.1%).

The CTMP identifies that pedestrian movement will be maintained along all frontages of the site when possible during construction, including maintaining access needs and requirements for pedestrians to/from the Gregory Hills Town Centre, particularly from Wallarah Circuit. Construction hoarding and fencing will be provided around the perimeter of the site (this will be documented in the project's *Construction Management Plan (CMP)* to be prepared by the Contractor). Traffic controller(s) will be present at the site accesses to manage pedestrian and vehicular traffic to ensure public safety while construction vehicles enter and exit the site.

Operations

Potential shared use of facilities for broader community

Potential for shared community use of school facilities was identified as a benefit of the project by 22% of survey respondents.

Within approximately 1km of the site there are several community infrastructure and sport and recreation facilities including Gregory Hills Community Centre, Howard Park, Champagnat Park, Chestnut Reserve, Cunningham Park, and La Valla Park. Consultation with SINSW Asset Activations team identified that there may be interest from Council in casual shared use of the multi-use hardcourts as these facilities are in demand within the community.

Shared use opportunities in the future school include community use of the communal hall, library, multi-use courts, and sports fields. The communal hall and library are located to open out onto the school centre, while also providing access to the wider community off Wallarah Circuit if required.

The sports fields are located adjacent to Howard Park and will allow for integration between the existing park and school facilities. Large sliding gates within the fence line are proposed to provide a generous and open connection to the school playing field and open space on appropriate occasions and as agreed between the Council and the school.

The project team and SINSW Asset Activations team are in ongoing consultation with Council to determine opportunities for shared or joint use of the project. Shared use arrangements for school facilities will be determined following operation of the school in consultation with the future Principal.

Assessment, enhancements/mitigations, and monitoring measures

Social risks and social benefits are summarised in **Table 5.3** along with enhancement and/or mitigation measures. The SIMP in Appendix F provides a detailed assessment of identified social impacts.

Table 5.3 Assessment, enhancements/mitigations, and monitoring measures for accessibility

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 There may be an increase in traffic congestion and parking issues in the surrounding streets during drop off and pick up times (High – B3) 2 Potential accessibility issues for people with disabilities (Medium – D3) 3 Construction related traffic may temporarily increase traffic congestion and parking issues in surrounding streets (Medium – C2) 	<ol style="list-style-type: none"> 1 The project may reduce travel times to school for parents/carers and children (High – B4) 2 By providing families with the opportunity to actively travel to school, there may be associated health and wellbeing benefits (High – C4) 3 The project may provide opportunities for shared use of facilities for non-school community members (High – C4) 4 There may be a decrease in traffic congestion issues surrounding existing primary schools following changes to intake catchments (Medium – C3)
Mitigation/ enhancement measures	
<ol style="list-style-type: none"> 1 Implement any recommendations of DDA Report or adequate specialists regarding the design or operation of the school 2 Maximise communication of alternatives to driving to the school community, actively promote the School Travel Plan to achieve mode shift towards active and public transport modes and reduce car travel, and implement a school recognition program to increase active transport journeys to school 3 Engage early with Council to employ crossing guards for proposed zebra crossings 4 Implement measures in the Preliminary School Travel Plan including Annual Ride 2 Work/ Ride 2 School Days and Health Events (e.g., Bike Week, Walk Safely to School Day, and Health and Wellness Fairs) 5 Signage and communication with families around parking etiquette to mitigate impact on direct neighbours, i.e., no parking/stopping in people's driveways, on footpaths, etc. 6 Implement the NSW Department of Education's Community Use of School Facilities policy to promote utilisation of new facilities 7 Continue to engage with Council on opportunities for shared/joint use arrangements 8 Finalise and implement CMP/CTMP 9 Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate 	
Monitoring measures	
<ol style="list-style-type: none"> 1 Monitor accessibility within the schools to ensure schools remain accessible for all levels of ability 2 Monitor school community health and wellbeing 3 Monitor number of school community members actively travelling to school 4 Monitor traffic and parking levels around schools during operation and identify solutions early if issues arise 5 Monitor traffic and parking levels during construction and identify solutions early if issues arise 6 Continue to monitor supply and demand of facilities in the community 7 Monitoring as per Preliminary School Travel Plan and TAIA. 	

5.3 Modern and inclusive school environment and facilities

Identified social impacts:

Existing and future school communities:

Operations:

- 1 The project will provide flexible learning spaces and opportunities for innovative pedagogy with social and educational outcomes
- 2 The project has been designed to Connect with Country, and further engagement and investigations may identify additional potential education and cultural benefits for the local community
- 3 The project will provide green open spaces for sport, recreational and educational activities for students, with health and wellbeing benefits
- 4 The sustainable design will support high levels of thermal comfort and shading, mitigating urban heat island and associated temperatures within the school
- 5 The design has implemented CPTED principles to ensure safe movements for all users of the site and local area during and after hours

5.3.1 Existing and future school communities

Operations

Flexible learning spaces and innovative pedagogy

The design will prioritise the key principles of contemporary flexible and collaborative education models, such as student centred, project based and integrated learning approaches.

Consultation noted that many parents and caregivers are excited by the prospect of new schools and believe that their children will receive better educations in brand new learning spaces, compared to established and traditional schools.

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 school¹³.

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 students.¹⁴¹⁵ They may also reduce sedentary behaviours resulting in improved health¹⁶. 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.¹⁷

Consultation with an interviewee from a similar new school project noted that these learning styles may be beneficial for some but not for others, giving the example of having one child with learning difficulties that would suffer in an open,

¹³ Hughes H. et al 2019, School Spaces for Student Wellbeing and Learning

¹⁴ DoE 2021, Exploring fit-for purpose contemporary learning space,

¹⁵ 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>

¹⁶ Kariippanon, K. E. et al 2019, Flexible learning spaces reduce sedentary time in adolescents

¹⁷ Benade, L. 2019. Flexible Learning Spaces: Inclusive by Design? New Zealand Journal of Educational Studies, 1–16

collaborative teaching environment while their other child was very bright and would thrive in the same space. They noted that good teachers will be able to recognise children's needs and provide additional support to those that need it. Survey responses also noted that well-trained and experienced teachers would be crucial to enhancing the benefits of the schools. Ensuring that staff are appropriately trained and provided the resources to deliver new pedagogy in flexible spaces will be key to ensure the educational success of these new spaces. Early engagement with communities by an early appointed principal will help to identify the learning preferences of families and staff.

Culturally inclusive

Opportunities to Connect with Country

The traditional owners of the land on which the project is proposed are the Dharug people. In 2021, there was a total of 181 people (2.0%) identifying as Aboriginal and/or Torres Strait Islander in Gregory Hills. In the same year, Gledswood Hills PS had 3.0% of students identifying as Indigenous.

Connecting with Country processes that have taken place for the project include site meetings with Aboriginal community members, formation of a working group including Aboriginal Education Consultative Group (AECG) members and local Dharawal people, and a cleansing ceremony completed on site.

Initial consultation with Tharawal Local Aboriginal Land Council (LALC) identified key themes to be addressed as the school development continues, including:

- Aboriginal cultural representation to be embodied within the establishment of the school
- Totemic representation holds high importance to Aboriginal people. Totems define the Aboriginal people of the area, the Dharawal people assume the responsibility and protection of their totem as being their descendants and own spiritual embodiment
- Recognition that the First Nations children are the elders of the future and important to embrace this. With consultation the school will be able to acknowledge country and elders past, present and emerging for assemblies, meetings, and events
- The circle as a symbol is meaningful symbol for sharing stories and connecting with each other.
- The significance of the Cumberland trees on the site.
- Any signage and artwork incorporated into the school design to be designed by a local indigenous artist
- Significance of the old creek line within the schools grounds
- New plants to be native to the area
- Possible display of archaeological artefacts (from Gregory Hills precinct development) in the school.

Architectural and built form elements being explored by the project include the design of the screening to the stairs, the use of Australian timber for structural beams and columns, and the reuse of the felled trees from the remnant cluster within school and landscape play areas.

The design of the school has incorporated a yarning circle (located beside the cluster of remnant trees) and wayfinding and signage elements. The process of Connecting with Country will continue throughout the project, through ongoing consultation and engagement with Aboriginal community members.

Incorporation of Connection to Country in design of the new primary school and opportunities for educational programs would not only be beneficial for the portion of the population identifying as Aboriginal and/or Torres Strait Islander but for all people to connect with the cultural history of their local area.

Cultural diversity

The baseline identified high levels of cultural diversity in the local area. In 2021, the top three non-English ancestries in Gregory Hills were Indian (7.0%), Italian (7.0%), and Irish (5.3%). India (3.9%), Philippines (2.6%), and Iraq (2.1%) were the top overseas countries of birth. There were 44.8% of households where non-English language is spoken at home

with 4.3% speaking Arabic, 3.0% Hindi, and 2.3% Spanish. Gledswood Hills reported 53.0% of its students having language backgrounds other than English in 2021.

These statistics highlight that it is likely that many children attending the new primary (and their families) will be from diverse cultural and linguistic backgrounds. The project provides an opportunity to celebrate cultural diversity of the community in its curriculum and through events or programs held at the schools. This will be the responsibility of future school principals. This should also continue to be recognised in future consultation.

Provision of green open spaces for sports, recreation and education

Consultation identified that more space to run and play will be a significant benefit of the project, both at the new school and at Gledswood Hills PS if demountable buildings can be removed due to reduced enrolments.

The project proposes a total outdoor play space of 14,007m², equivalent to 13.8m² of play space per student at the proposed student population of 1,012 students. This allowance exceeds the 10m² open space per student EFSG requirement and also allows for future expansion of the school if required. Much of this play space will consist of a turf oval for active play located in the north west corner of the site, adjacent to Howard Park. Other outdoor play areas will include passive outdoor play connected to the library; a multi-use games court and Imaginative Play space; passive play/gathering spaces; water and nature play connected to outdoor learning zones, Cumberland Plain Woodland, and Howard Park access point; and an active play and climbing structure.

The Sun Safety for Students Guidelines¹⁸ strongly encourage school communities to make sun safety a priority in the curriculum, school plans and policies, and more broadly in everyday life. It is recommended that the school incorporates education programs and policies on sun safety in their operations, which will be enhanced by shading provisions of the design discussed below.

Sustainable design of the new school

The design of the project will support high levels of thermal comfort and shading, mitigating urban heat island effects and associated temperatures within the school.

The Landscape Concept has been adapted in response to the State Design Review Panel to ensure appropriate shading is provided by COLA and tree planting on the site.

According to the Architectural Report, the proposed development aims to go beyond minimum building statutory requirements and provide a progressive sustainability outcome for the community. Through early design input from sustainability professionals, key initiatives incorporated in the proposed development include the following benefits with associated social benefits:

- Passive design elements, such as high performance façade, effective shading and natural ventilation to reduce the energy demand of the buildings and improve indoor environment quality for students and staff.
- Preliminary consideration of the building design's resilience and adaptation to climate change impacts.
- High indoor air quality, acoustic design principles, visual amenity and thermal comfort to support the site functions as training and teaching spaces and private staff areas.
- Social sustainability initiatives such as incorporation of indigenous design elements, implementation of universal design principles and providing community benefits via community use of the school facilities.

The project is targeting a 5 Star Green Star Design & As-Built rating, deemed to represent Australian Excellence by the Green Building Council of Australia. The project will be built using the MMOC approach (as discussed in **Section 5.2.2**) which has sustainability gains including reduced carbon emissions, material waste, and waste water on site.

¹⁸ NSW Government 2013, [Sun Safety Guidelines for Students](#)

The sustainable design of the new primary school will result in health and wellbeing and way of life benefits for the school community.

Crime Prevention Through Environmental Design (CPTED)

The Architectural Report identifies that the project has incorporated the principles of CPTED to reduce opportunities for crime at the site. The four key CPTED principles are territorial re-enforcement, surveillance, access control and space/activity management. Strategies implemented in the design in line with these principles include:

- A secure area is formed around all areas accessible to the school students. This perimeter uses the DoE standard 2150mm high palisade fencing.
- In order to present an open and welcoming school to the community, children, visitors and users of the hall and library, the school frontage along Wallarah Circuit uses a low height fence and landscape elements to present a clear demarcation between school property and the public domain. Additional security measures including CCTV may be appropriate in this location.
- All areas not visible from the public domain are within the secure perimeter
- Areas outside the 2150mm high perimeter have very high visibility from the public domain and residents on the other side of the street
- Access gates are located at school entries and vehicular entries - Visitors to the school must enter through the reception area - Possible shared use arrangements with the playing fields, hall, and library will require access gates. A management plan will need to be developed between Camden Council and the school in this instance.
- Shared use of the Hall and Library activates the street frontage along Wallarah Circuit.

This will ensure safe movements for all users of the site and local area during and after hours.

Assessment, enhancements/mitigations, and monitoring measures

Social risks and social benefits are summarised in **Table 5.4**, along with enhancement and/or mitigation measures. The SIMP in Appendix F provides a detailed assessment of identified social impacts.

Table 5.4 Assessment, enhancements/mitigations, and monitoring measures for modern and inclusive school environment and facilities

Social benefits in order of significance (starting with very high):	
1	The project will provide green open spaces for sport, recreational and educational activities for students, with health and wellbeing benefits (High – A3)
2	The sustainable design will support high levels of thermal comfort and shading, mitigating urban heat island and associated temperatures within the school (High – A3)
3	The design has implemented CPTED principles to ensure safe movements for all users of the site and local area during and after hours (High – A3)
4	The project will provide flexible learning spaces and opportunities for innovative pedagogy with social and educational outcomes (Medium – C3)
5	The project has been designed to Connect with Country, and further engagement and investigations may identify additional potential education and cultural benefits for the local community (Medium – C3).
Mitigation/enhancement measures	
1	Support teacher upskilling and training initiatives to ensure the transition to flexible learning minimises stress for teachers and enhances benefits for students
2	Continue to engage with Registered Aboriginal Parties (RAPs), and identify opportunities to integrate the identified intangible cultural values

- 3 Identify opportunities to build partnerships with local Indigenous groups to run educational programs and initiatives that build understanding of new Indigenous design elements
- 4 Incorporate sport equipment such as goal posts or cricket nets
- 5 Incorporate natural elements in play areas to stimulate imagination as identified in Landscape Report
- 6 Provide opportunities for students to join school sports teams, particularly interschool sports competitions (PSSA) to enhance health and wellbeing
- 7 Implement Sun Safety for Students Guidelines including policies such as “no hat no play” to protect children from heat and sun damage
- 8 Implement ESD and CPTED strategies.

Monitoring measures

- 1 Continue to monitor learning outcomes of students
- 2 Annual surveys with school community and RAPs to determine opportunities for further enhancements of Connecting with Country
- 3 Monitor student health and wellbeing
- 4 Monitor heat levels in the schools both within and outside of buildings, particularly during summer months
- 5 Monitor teacher and student safety using Tell Them From Me survey.

5.4 Amenity impacts

Identified social impacts:

Broader community:

Construction:

- 1 The project may impact on amenity for nearby neighbours as a result of construction related noise emissions, traffic, and parking

Operations

- 2 Nearby neighbours of the site may experience negative visual impacts from the built form of the project
- 3 Operation of the project may result in amenity impacts for nearby neighbours from school-related noise emissions and traffic

5.4.1 *Broader community*

Construction

The SSDA works are expected to occur in one stage. It is anticipated that construction will commence in 2023 (subject to DPE approval) with completion and commencement of operation in 2024. Construction hours will be in line with approved SSDA consent conditions and undertaken in standard hours (as specified in the NSW Interim Construction Noise Guideline). These are anticipated to be:

- Monday to Friday: 7:00am to 6:00pm
- Saturday: 8:00am to 2:00pm
- Sundays and Public Holidays: No works if required, approval for construction works outside of the above hours will be sought from the relevant authorities.

Construction related noise emissions, traffic, and parking

Amenity impacts can occur in many forms, with one of the most noticeable being noise and vibration. Research from the Department of Health suggests that health and wellbeing impacts from construction activities can include disturbance of sleep, cognitive impairment, and decreased mental wellbeing due to annoyance, for those in close proximity to construction sites.¹⁹ Those particularly vulnerable to the health impact of noise include children, those with complex cognitive issues, the elderly and those with underlying physical and mental health conditions.

A third of respondents to the online survey (29.7%) were concerned about disruptions during construction in the local area (including noise and traffic). Traffic impacts were discussed in **Section 5.2.1** and **Section 5.2.2** of this report.

As previously discussed, all construction vehicles are proposed to access the site via Gregory Hills Drive, Kavanagh Street, and Wallarah Circuit, representing the shortest route between the local and regional network to minimise the impacts of the construction process.

The Noise and Vibration Impact Assessment (NVIA) has determined that:

- Noise impacts from construction traffic is unlikely to have an impact at the nearest affected properties and no further assessment was undertaken. The construction phase may result in noise emissions from earthworks, construction and fit-out works, and car park works.
- Construction noise levels during both excavation and structural works phases are predicted to exceed the noise affected level but not to exceed 75 dB(A), meaning there is no requirement for construction noise to be managed as part of a construction noise and vibration management plan. However, the report notes that the proponent should apply all feasible and reasonable work practices to meet the noise affected level. The proponent should also inform all potentially impacted residents of the nature of works to be carried out, the expected noise levels and duration, as well as contact details.

Despite low likelihood of impacts, any nearby residents with greater vulnerability may still experience disturbance or annoyance during the construction phase as a result of construction related noise, traffic, and parking. Adequate measures should therefore be put in place to manage any concerns or complaints.

Operations

Visual impact

A small portion of respondents to the online survey (10.8%) were concerned by negative impacts associated with built form and height of the new primary school buildings.

The view analysis provided in the Architectural Report has determined that changes in all view corridor surrounding the school are deemed appropriate for the following reasons:

- The site has been planned to be a large public school since the subdivision was developed, and the proposed buildings are in line with typical school building height and scale
- There will be lower fences (900mm) than existing (~2,100mm) along Wallarah Circuit and Long Reef Circuit
- There is an appropriate scale relationship between the school and residences opposite
- The open space at the staff carpark draws people toward the entry to Howard Park and the pedestrian footbridge to the town centre
- Looking north along Long Reef Circuit, the articulation of the facade, and the large open break in the centre of the building provides character and variation

¹⁹ Department of Health 2018, '[The health effects of environmental noise](#)'

- Looking toward the school from Howard Park, the school provides an appropriate backdrop to the playground and the open space of the school will have a visual connection to the playground.

Despite minimal visual impacts anticipated by the view analysis, it is possible that some adjacent residents may experience negative visual impacts as a result of the new primary school due to significant changes from existing views.

School-related noise emissions, traffic, and parking

The NVIA outlines the following findings for school-related noise emissions:

- The main contributors of operational noise emission are expected to be building services equipment, vehicular noise from short stay parking, noise from amplified music and speech during outside of school hours event and the waste collection area.
- Building services equipment will be attenuated through the use of typical acoustic treatment items such as internally lined ductwork, attenuators, acoustic louvres, etc., as required.
- Noise impact from vehicular activities at short stay parking is deemed compliant. Some noise control mitigation action and works are provided to reduce the vehicular noise emission from short stay parking to meet the 55 dBA criteria.
- Waste collection activities will comply with project trigger noise levels provided activities have a sound power level not greater than 86 dBA.

The TAIA outlines the following findings for school-related traffic and parking:

- The new primary school would generate 638 vehicle trips in the AM peak hour and 527 vehicle trips in the PM peak hour
- Surrounding intersections are anticipated to continue to operate within requirements for the 2034 future year assessment, demonstrating that these intersections have sufficient capacity to accommodate school related traffic.

It is likely that a proportion of the community will experience negative impacts on amenity as a result of school related noise emissions and traffic, however this was not identified as a significant concern in consultation.

Assessment, enhancements/mitigations, and monitoring measures

Social risks and social benefits are summarised in **Table 5.5**, along with enhancement and/or mitigation measures. The SIMP in Appendix F provides a detailed assessment of identified social impacts.

Table 5.5 Assessment, enhancements/mitigations, and monitoring measures for amenity impacts

Social risks in order of significance (starting with very high):	
1	The project may impact on amenity for nearby neighbours as a result of construction related noise emissions, traffic, and parking (High – B3)
2	Nearby neighbours of the site may experience negative visual impacts from the built form of the project (Medium – C3)
3	Operation of the project may result in amenity and wellbeing impacts for nearby neighbours from school-related noise emissions and traffic (Medium – C2)
Mitigation/ enhancement measures	
1	Implement recommendations from CMP/CTMP
2	Implement recommendations from NVIA
3	Establish complaints handling procedure for any issues arising for surrounding neighbours
4	Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program and future site design

Monitoring measures

- 1 Monitor complaints during construction phase
- 2 Monitor noise levels and identify solutions to any arising issues for surrounding neighbours

5.5 Cumulative impact assessment

Temporary school

A temporary school for approximately 300 students has been proposed on site during the construction of the permanent school. A Development Application (DA) for the temporary school was lodged to Council on 3 August 2022 and is currently under assessment.

The temporary school will include 12 GLS, administration and staff buildings, library space, communal hall and canteen, OSHC facilities, student amenities, services and storage space, and 3,000m² open play space. The school will be based on typical demountable modules (with exception of communal hall space). This will allow local students in Gregory Hills to receive primary education close to home while the permanent school is being built.

While not within the scope of this SSDA and therefore not assessed in detail, it is noted that the provision of a temporary school would provide local public primary school places to respond to existing needs in the community as soon as possible (day one, term one 2023). There may be amenity impacts relating to the construction of the temporary school for surrounding residents and once built students and teachers may experience impacts resulting from construction of the permanent school. It will be important to put adequate measures in place to ensure the safety of students of the temporary school while building the permanent school. It will also be important to communicate with the local community (particularly nearby neighbours) regarding the construction of the temporary school.

Oran Park / other school upgrade projects in local area

Funding for 44 new and upgraded school projects was announced as part of the NSW 2021/2022. An upgrade to Gledswood Hills PS has been announced and is currently in design stages. This will provide an additional 20 flexible learning spaces and will contribute to meeting demands in the school's catchment. The budget also includes an upgrade of Oran Park Public School.²⁰ The upgrade will include additional permanent teaching spaces that will further contribute to meeting the growing population in the area.

²⁰ Department of Education 2022

6 Conclusions

This report provides the results of an SIA for the construction of a new primary school at Gregory Hills, located at 28 Wallarah Circuit, Gregory Hills. The report contains a description of the existing social baseline conditions for local and regional areas potentially affected by the project, an assessment of the potential likelihood and magnitude of the predicted social impacts on those communities during construction and operation, and a list of recommended mitigation, enhancement, and monitoring measures associated with each identified social impact.

The potential positive social impacts with high significance are:

- The project will respond to existing and future demands for public primary school places and contribute to addressing the future estimated shortfall of school places in the broader area
- Additional support learning spaces will benefit a greater number of students with special needs and their families
- The project will provide outside school hours care for local families
- The project will provide employment opportunities, potentially benefitting livelihoods and overall wellbeing of future workers and their families
- The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity
- The project will provide temporary employment for construction related workers, potentially benefitting livelihoods and overall wellbeing of future workers and their families
- By providing families with the opportunity to actively travel to school, there may be associated health and wellbeing benefits
- The project may reduce travel times to school for parents/carers and children
- The project may provide opportunities for shared use of facilities for non-school community members
- The project will provide green open spaces for sport, recreational and educational activities for students, with health and wellbeing benefits
- The sustainable design will support high levels of thermal comfort and shading, mitigating urban heat island and associated temperatures within the school
- The design has implemented CPTED principles to ensure safe movements for all users of the site and local area during and after hours.

The potential negative social impacts with high significance are:

- Uncertainty around delivery timeframes is causing stress and impacting decision-making and livelihoods for community members
- There is a risk that the proposed school is insufficient to meet existing and future school demands
- There may be an increase in traffic congestion and parking issues in surrounding streets during drop off and pick up
- The project may impact on amenity for nearby neighbours as a result of construction related noise emissions, traffic, and parking.

Many of the negative impacts of high significance are able to be downgraded and many of the positive impacts are able to be maximised, via a series of measures as outlined throughout the impact identification and assessment section and in the SIMP. Identified mitigation and management measures may be the responsibility of SINSW/DoE, principals, contractors, or other stakeholders. It is noted that some of the recommended measures are considered to be 'business as usual' by SINSW and some may have already been implemented when this SSDA is lodged.

Appendix A

Project updates and consultation invitation



A1 Sample project update and consultation invitation

NSW Department of Education – School Infrastructure



Artist's impression of new school (subject to change)

New primary school in Gregory Hills

Project update | May 2022

Investing in our schools

The NSW Government is investing \$7.9 billion over the next four years, continuing its program to deliver 215 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

The NSW Department of Education is committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

Project overview

School Infrastructure NSW (SINSW) is planning a project to deliver a new primary school in Gregory Hills which will cater for approximately 1000 students. The school will be located at Gregory Hills Drive (surrounded by Wallarah Circuit and Long Reef Circuit) and will include fit-for-purpose learning spaces and core facilities to support the growing area.

Progress summary

Early planning is now complete and we will continue the design and approval process to deliver the project. Project Managers, Architects and other consultants have been engaged and are continuing to develop the design and progress planning for the new school. The tender for the early works contractor has closed and SINSW is reviewing submissions.

The Secretary's Environmental Assessment Requirements (SEARs) has been received from the Department of Planning and Environment. The concept design review to align the delivery model with the Modern Methods of Construction (MMC) methodology is nearing completion. Visit our website for more information <https://www.schoolinfrastructure.nsw.gov.au/projects/n/New-primary-school-in-Gregory-Hills.html>

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Next steps

- Community and stakeholder consultation.
- Project Reference Group (PRG) meetings will continue.
- Concept design to be finalised.
- Early Contractor Involvement (ECI) tenders to be assessed.
- Schematic Design to be developed.
- Environmental Impact Statement (EIS) to be prepared and lodged with the State Significant Development Application.
- Continue work to obtain authority approvals.

REMINDER - Information Session- Wednesday 11 May 2022

SINSW would like to invite members of the community to view the latest designs and site layout and ask questions of the project team. There will be an information session held at the Gregory Hills Town Centre on Wednesday 11 May from 3pm to 5pm.

Have your say

We are committed to working with schools, stakeholders and the community to deliver the best possible learning facilities for the new primary school in Gregory Hills. As part of this process, consultation will be undertaken as part of the Social Impact Assessment. We invite you to take part in this survey using the link below. The survey will be open from Tuesday 10 May 2022 to Friday 10 June 2022.

<https://survey.zohopublic.com.au/zs/c7BtEM>



For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Appendix B

Standard discussion guide



B1 Standard discussion guide

Name – organisation – date

About us

WSP has been engaged by School Infrastructure NSW to prepare a Social Impact Assessment (SIA) for a proposed new public school at Gregory Hills. This SIA will inform a State Significant Development Application for the development.

The proposal involves construction of a new public school consisting of 44 learning spaces to accommodate approximately 1,012 students. The proposal will also include 4 permanent support unit home bases with associated safe play areas, after school care facilities, a library and canteen, and open play space of 10m² per student.

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 the project so far?

Existing situation

- Socio-economic profile of the school community (students, families, staff) / 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)?
during construction, during operations
- What are concerns or negative impacts associated with the project (on students/staff, broader community in the local area)?
during construction, during operations
- 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?

Appendix C

Social baseline data



C1 Social baseline data

C1.1 Community

Table C.1 Community age profile, 2021

Age Structure	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Babies and preschoolers (0 to 4)	1,197	13.1	796	13.0	11,198	9.4
Primary schoolers (5 to 11)	1,053	11.5	745	12.2	13,655	11.4
Secondary schoolers (12 to 17)	635	6.9	398	6.5	9,875	8.3
Tertiary education/independence (18 to 24)	661	7.2	385	6.3	9,857	8.3
Young workforce (25 to 34)	2,212	24.2	1,307	21.4	19,443	16.3
Parents and homebuilders (35 to 49)	2,060	22.5	1,575	25.8	26,686	22.4
Older workers & pre-retirees (50 to 59)	634	6.9	457	7.5	11,963	10.0
Empty nesters and retirees (60 to 69)	440	4.8	295	4.8	8,693	7.3
Seniors (70 to 84)	188	2.1	131	2.1	6,726	5.6
Frail aged (85 and over)	29	0.3	9	0.1	1,224	1.0
Median age	30	--	31	--	33	--

Source: ABS 2021, Community profile, people & population

Table C.2 Household composition, 2021

Household structure	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Couples with children	679	27.0	469	27.6	9,378	28.6
Couples without children	1,466	58.3	1,067	62.9	18,391	56.1
One parent family	346	13.8	150	8.8	4,695	14.3
Lone person households	322	11.5	159	8.7	5,160	13.9
Group households	52	1.9	20	1.1	592	1.6
Average household size	3.2	--	3.3	--	3.1	--

Source: ABS 2021, QuickStats, family composition

Table C.3 Potentially impacted nearby schools, 2021

Existing schools	2021 ENROLMENTS	2022 ENROLMENTS**	EXISTING CAPACITY*	2022 CAPACITY LEVEL (%)
Gledswood Public School	856	1,057	1,000	105.7%
Barramurra Public School	243	560	1,000	56%
Oran Park Public School	1,542	1,452	1,086	133.7%

Source: ACARA 2021, My School; *Baker and Gladstone 2020; *SINSW 2022, Project webpages; **Consultation with school principals 2022

C1.2 Way of life

Table C.4 Educational attendance and attainment, 2021

Education	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Type of educational institution attended (of all educational enrolments)						
Attending pre-school or primary school	1,318	45.5	937	49.8	16,564	43.9
Attending secondary school	570	19.7	345	18.4	8717	23.1
Attending university or TAFE institution	610	21.1	364	19.4	7,481	19.8
Government vs non-government enrolments (of all educational enrolments)						
Government primary	655	22.6	467	24.8	8,465	22.5
Non-government primary	316	10.9	223	11.9	4,295	11.4
Government secondary	284	9.8	151	8.0	4,434	11.8
Non-government secondary	285	9.9	193	10.2	4,263	11.3
Highest level of educational attainment (of total population)						
Year 12	4,224	64.9	2,880	66.5	48,890	54.8
Year 10	1,113	17.1	754	17.4	20,704	23.2

Source: ABS 2021 QuickStats, demographics & education

C1.3 Culture

Table C.5 Indigenous population, 2021

Indigenous population	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Indigenous population	181	2.0	140	2.3	3,868	3.2

Source: ABS 2021, QuickStats, people & population

Table C.6 Ancestry, 2021

Ancestry	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Australian	2,333	25.5	1,613	26.4	39,041	32.7
English	1,716	18.8	1,193	19.5	34,539	28.9
Indian	642	7.0	422	6.9	4,855	4.1
Italian	640	7.0	616	10.1	8,843	7.4
Irish	486	5.3	290	4.7	9,077	7.6
Scottish	391	4.3	301	4.9	8,000	6.7

Source: ABS 2021, QuickStats, Ancestry

Table C.7 Top countries of birth, 2021

Country of birth	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Australia	5,950	65.1	4,176	68.3	88,465	74.1
India	361	3.9	223	3.6	2,866	2.4
Philippines	237	2.6	179	2.9	1,504	1.3
Iraq	196	2.1	113	1.8	1,289	1.1
Fiji	182	2	104	1.7	1,199	1.0
New Zealand	181	2	95	1.6	1,763	1.5
England	90	1.0	81	1.3	2,725	2.3

Source: ABS 2021, QuickStats, Ancestry

Table C.8 Top 3 languages spoken at home, 2021

Top 3 languages spoken at home	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Arabic	390	4.3	247	4	2,689	2.3

Top 3 languages spoken at home	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Hindi	274	3	168	2.7	1,745	1.6
Spanish	212	2.3	117	1.9	1,859	1.6
Households where non-English language is spoken	1,257	44.8	777	42.7	10,277	27.6

Source: ABS 2021, QuickStats and Community profiles, Language spoken at home

Table C.9 Cultural backgrounds of students at existing schools, 2021

Existing schools	INDIGENOUS STUDENTS (%)	LANGUAGE BACKGROUND OTHER THAN ENGLISH (%)
Gledswood Public School	3.0	53.0
Barramurra Public School	5.0	59.0
Oran Park Public School	5.0	60.0

C1.4 Accessibility

Table C.10 Car movements and ownership, 2016

Car movements and ownership	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Car as driver or passenger	2,087	78.8	--	--	31,441	78.6
Walked only	18	0.7	--	--	375	0.9
Public transport	306	11.6	--	--	3235	8.1
Worked at home	67	2.5	--	--	1532	3.8
Average motor vehicles per dwelling	2.1	--	2	--	2.2	--

Source: ABS 2016, QuickStats, Travel to work

Note: No data is available from 2016 for Gledswood Hills due to low population in the suburb at that time.

C1.5 Livelihoods

Table C.11 Full-time equivalent (FTE) staff at existing schools, 2021

School	FTE TEACHING STAFF	FTE NON-TEACHING STAFF
Gledswood Public School	50.7	5.0
Barramurra Public School	16.2	4.2
Oran Park Public School	85.6	14.3

Source: ACARA 2021, My School

Table C.12 Index of Community Socio-Educational Advantage (ICSEA), 2021

School	ICSEA RANKING	ICSEA PERCENTILE
--------	---------------	------------------

Gledswood Public School	1036	64
Barramurra Public School	1033	63
Oran Park Public School	1006	49

Source: ACARA 2021, My School

Table C.13 Household income, 2021

Ancestry	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Less than \$650 (low)	--	4.8	--	3.9	--	10.6
\$3,000 or more (high)	--	32.4	--	44.7	--	23.7
Median weekly household income	\$2,406	--	\$2,780	--	--	\$2,047

Source: ABS 2021, QuickStats, Household income

Table C.14 Industries of employment, 2016

Economic	Gregory Hills (SAL)	Camden LGA
Main industry of employment (top 3)	Hospital (except psychiatric hospitals) (3.2%)	Primary education (3.2%)
	Primary education (3.1%)	Hospitals (except psychiatric hospitals) (2.9%)
	Supermarket and grocery stores (2.4%)	Supermarket or grocery stores (2.7%)

Source: ABS 2016, QuickStats

Note: No data is available from 2016 for Gledswood Hills due to low population in the suburb at that time.

Table C.15 SEIFA scores and deciles, 2016

Index	Gregory Hills (SAL)	Gledswood Hills (SAL)	Camden LGA
IRSD (score)	1,094	1,099	1,056
IRSD (decile within State)	10	10	9
IRSAD (score)	1,116	1,124	1,056
IRSAD (decile within State)	10	10	9

Source: ABS 2016, SEIFA

C1.6 Health and wellbeing

Table C.16 Long-term health conditions, 2021

Long-term health condition	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Arthritis	361	3.9	219	3.6	7,869	6.60

Long-term health condition	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Asthma	657	7.2	408	6.7	9,323	7.80
Cancer (including remission)	104	1.1	68	1.1	2,484	2.10
Dementia (including Alzheimer's)	17	0.2	4	0.1	587	0.50
Diabetes (excluding gestational diabetes)	298	3.3	186	3.0	4,917	4.10
Heart disease (including heart attack or angina)	148	1.6	99	1.6	3,403	2.90
Kidney disease	54	0.6	26	0.4	815	0.70
Lung condition (including COPD or emphysema)	60	0.7	21	0.3	1,273	1.10
Mental health condition (including depression or anxiety)	506	5.5	293	4.8	8,609	7.20
Stroke	34	0.4	25	0.4	758	0.60
Any other long-term health condition(s)	570	6.2	352	5.8	8,696	7.30
No long-term health condition(s)	6,605	72.2	4,502	73.7	79,020	66.20
Not stated	531	5.8	317	5.2	7,274	6.10

Source: ABS 2021, QuickStats, Health

Table C.17 Disability and need for assistance, 2021

Disabilities	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Core activity need for assistance (all ages)	296	3.2%	166	2.7%	5,530	4.6%
Core activity need for assistance (0-14 years)	61	2.3%	44	2.5%	1,094	3.6%
People caring for people with disability, health condition or old age	566	6.2%	413	9.5%	6,690	11.2%

Source: ABS 2021, QuickStats & Community profiles, Health

C1.7 Surroundings

Table C.18 Dwelling structure, 2021

Occupied private dwellings (excl. visitor only and other non-classifiable households)	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Separate house	2700	96.3	1768	97.1	34397	92.5
Semi-detached, row or terrace house, townhouse, etc	77	2.7	41	2.3	2192	5.9

Occupied private dwellings (excl. visitor only and other non-classifiable households)	Gregory Hills (SAL)		Gledswood Hills (SAL)		Camden LGA	
	No	%	No	%	No	%
Flat or apartment	24	0.9	3	0.2	365	1
Other dwelling	0	0	0	0.0	153	0.4

Source: ABS 2021, QuickStats, Dwellings

Table C.19 Incidents of crime, April 2021 - March 2022

Type of crime	Gregory Hills (SAL)	Camden LGA
	Rate per 100,000 population	
Assault	527.1	767.5
Homicide	0.0	1.0
Robbery	0.0	20.9
Sexual offences	37.7	172.2
Theft	1459.0	2,041.0
Malicious damage to property	282.4	590.8
Against justice procedures	150.6	996.5
Disorderly conduct	75.3	208.1
Drug offences	291.8	564.1

Source: BOCSAR 2022, NSW Crime Tool – Gregory Hills

Notes: No data is available for Gledswood Hills.

Table C.20 Top 5 crimes in Camden LGA, January-December 2021

Top five crimes	Camden LGA
Youth offenders (aged 10 – 17 years) – number of incidents	
Steal from motor vehicle	42
Other offences	39
Drug offences	27
Non-domestic violence related assault	20
Intimidation, stalking and harassment	17
All offenders – rate per 100,000	
Intimidation, stalking and harassment	400.7
Other offences	351.6
Breach bail conditions	330.2
Malicious damage to property	318.2
Domestic violence related assault	308

Source: BOCSAR 2021, NSW Recorded Crime Statistics 2017 – 2021, Camden LGA

Appendix D

Preliminary scoping



Social Impact Assessment (SIA) Worksheet						Project name: North Sydney Public School Upgrade					Date: 05/07/2021					
PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE		PREVIOUS INVESTIGATION OF IMPACT		CUMULATIVE IMPACTS		ELEMENTS OF IMPACTS - Based on preliminary investigation					ASSESSMENT LEVEL FOR EACH IMPACT			
Which project activity / activities could produce social impacts?	what social impact categories could be affected by the project activities	What impacts are likely, and what concerns/aspirations have people expressed about the impact? Summarise how each relevant stakeholder group might experience the impact. NB. Where there are multiple stakeholder groups affected differently by an impact, or more than one impact from the activity, please add an additional row.	Is the impact expected to be positive or negative	Has this impact previously been investigated (on this or other project/s)?	If "yes - this project," briefly describe the previous investigation. If "yes - other project," identify the other project and investigation	Will this impact combine with others from this project (think about when and where), and/or with impacts from other projects (cumulative)?	If yes, identify which other impacts and/or projects	Will the project activity (without mitigation or enhancement) cause a material social impact in terms of its: You can also consider the various magnitudes of these characteristics					Level of assessment for each social impact	What methods and data sources will be used to investigate this impact?		
								extent i.e., number of people potentially affected?	duration of expected impacts? (i.e., construction vs operational phase)	intensity of expected impacts i.e., scale or degree of change?	sensitivity or vulnerability of people potentially affected?	level of concern/interest of people potentially affected?		Secondary data	Primary Data - Consultation	Primary Data - Research
Construction activity on site resulting in the temporary closure of facilities	way of life	<ul style="list-style-type: none"> Changes to the way parents, teachers and students use and interact with each other and the school Changes to the way community groups such as the Russian and Portuguese schools who utilize school facilities operate Changes to the way residents surrounding the school site move about their neighbourhood 	Negative	Yes - other project	Various other SINSW SIAs	Yes	Amenity impacts	Yes	No	Unknown	Yes	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research

Construction activity on site resulting in the temporary closure of facilities	way of life	Improved teaching and learning environments supporting learning outcomes	Positive	Yes - other project	Various other SINSW SIAs	Yes	Community, surroundings and livelihoods	Yes	Yes	Yes	Yes	Yes	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Impacts to heritage structures / trees	community	Community reaction to changes – potential infighting and division (School community and broader community)	Negative	Unknown		Yes	Surroundings	No	Yes	No	Yes	Yes	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Increased capacity at schools	community	New students and parents changing the current social profile of the school	Negative	Yes - other project	Various other SINSW SIAs	Yes	Way of life	Unknown	Unknown	No	No	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Traffic management and exclusion zones set up during construction	access	<ul style="list-style-type: none"> Changes to the way parents and students access the school Potential delays and or longer journey times for parents doing pick up and drop off 	Negative	Yes - other project	Various other SINSW SIAs	Yes	Way of life	No	No	Yes	Unknown	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Works onsite require relocation of extracurricular and community activities	access	Forced relocation of the Russian School, Portuguese School and other community programs changing the way people access these services	Negative	Unknown		Yes	Community, Way of life	Yes	Unknown	No	Yes	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research

New entrances, ramps, elevators and landscaping treatments in line with DDA requirements	access	Improved access for parents with prams, school users with disabilities and general community users with specific access requirements	Positive	Yes - other project	Other SINSW SIA's	Yes	Way of life, Health and wellbeing	No	Yes	Unknown	Yes	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
New library, hall and COLA	access	Improved spaces promote increased student participation in recreation pursuits and increased usage of facilities by community groups outside of school hours.	Positive	Unknown	Other SINSW SIA's	Yes	Community, Way of life	Yes	Yes	No	No	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Damage or permanent loss of heritage items	culture	• Anger and sense of loss over impacts to valued heritage asset	Negative	Yes - other project		Yes	surroundings	No	Yes	No	Unknown	Yes	Detailed assessment of the impact	Required	Broad consultation	Targeted research

Noise, vibration and dust from construction	health and wellbeing	<ul style="list-style-type: none"> • Amenity impacts for surrounding residents impact ability to work, play and rest in private dwellings • Amenity impacts cause stress and anxiety for students who struggle to learn with distraction • Amenity impacts trigger episodes and or reactions in students with cognitive difficulties • Amenity impacts require teachers to rapidly adapt teaching methods and activities resulting in stress and burnout 	Negative	Yes - other project	Other SINSW SIAs	Yes	Way of life, Community	Yes	No	Unknown	Yes	Yes	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Loss of trees and greenery from the street and school site	surroundings	<ul style="list-style-type: none"> • Loss of trees reduces local visual amenity and impacting sense of place for local residents, students, parents and teachers 	Negative	Yes - other project		Yes	Community	No	Yes	Unknown	No	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Final built form of new buildings and landscaping treatments	surroundings	<ul style="list-style-type: none"> • Changes to build form result in students feeling out of place and uncomfortable • Changes to build form result in loss of character for surrounding streets leaving residents feeling a sense of loss 	Negative	Yes - other project		Yes	way of life	No	Unknown	No	Unknown	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research

Final built form of new buildings and landscaping treatments	surroundings	• Opportunity: new design improves visual amenity and invoke pride in the school environments	Positive	Yes - other project		Yes	community	Unknown	No	Unknown	No	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Construction jobs from the development	livelihoods	Improved economic outcomes for workers	Positive	Yes - other project		No	Not required	No	Unknown	No	No	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Increased operations and teaching staff to support new school operations	livelihoods	Improved economic outcomes for workers and improved opportunities for Demonstration Program participants to hone their skills	Positive	Yes - other project		Yes	community	No	Unknown	No	Yes	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
Construction amenity impacts	livelihoods	Amenity impacts affecting surround home businesses	Negative	Unknown		Yes	way of life	Unknown	No	Unknown	Unknown	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research

Consultation both pre and during construction	decision-making systems	School community feels disengaged and is not supportive of the project/.	Negative	Yes - other project		Yes	community, health and wellbeing	Yes	No	No	Yes	Unknown	Detailed assessment of the impact	Required	Broad consultation	Targeted research
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Appendix E

SIA Guideline tools



E1 Impact assessment guidelines

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

Table E.1 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: DPE, Social Impact Assessment Guideline and Technical Supplement, 2021

Table E.2 Magnitude assessment tool

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

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

Table E.3 Magnitude level assessment tool

MAGNITUDE LEVEL	MEANING AND EXAMPLES
Transformational	Substantial change experience in community wellbeing, livelihood, amenity, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
Major	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
Moderate	Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
Minor	Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.

MAGNITUDE LEVEL	MEANING AND EXAMPLES
Minimal	Not noticeable change experienced by people in the locality.

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

Table E.4 Social impact significance assessment tool

MAGNITUDE LEVEL					
LIKELIHOOD LEVEL	1 Minimal	2 Minor	3 Moderate	4 Major	5 Transformational
A Almost certain	Low	Medium	High	Very high	Very high
B Likely	Low	Medium	High	High	Very high
C Possible	Low	Medium	Medium	High	High
D Unlikely	Low	Low	Medium	Medium	High
E very unlikely	Low	Low	Low	Medium	Medium

Source: DPE 2021, SIA Guideline and Technical Supplement.

Appendix F

Social impact management plan



F1 Social impact management plan

This section contains the Social Impact Management Plan (SIMP) for monitoring and adaptively managing responses to social impacts. Findings will be provided to DPE to support compliance with conditions of consent for the proposal and to review and seek feedback on the monitoring program and whether any actions or targets should be revised. Table F.1 provides an overview of pre-management and monitoring significance ratings for identified impacts while Table F.2 provides an overview of significance following implementation of enhancement/ mitigation measures and monitoring.

Table F.1 Assessment of impact significance pre-enhancement/mitigation measures and monitoring

WHAT THE PROJECT IS DOING	IMPACT	IMPACT CATEGORY	NATURE	LIKELIHOOD	EXTENT	DURATION	SEVERITY OR SCALE	SENSITIVITY / IMPORTANCE	LEVEL OF CONCERN/ INTEREST	MAGNITUDE	RATING
Increased supply of public primary school places											
Communication of plans to community Provision of a new primary school	Uncertainty around delivery timeframes is causing stress and impacting decision-making and livelihoods for community members	Decision-making systems Livelihoods	Negative	Almost certain	Existing and future primary school communities	Pre-construction and construction	Moderate	Moderate	Major	Moderate	High (A3)
	The project will respond to existing and future demands for public primary school places and contribute to addressing the future estimated shortfall of school places in the broader area	Way of life	Positive	Likely	Existing and future primary school communities	Operation	Moderate	Major	Major	Major	High (B4)
	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	Almost certain	Future primary school community	Operation	Moderate	Moderate	Minor	Moderate	High (A3)
	The project will provide outside school hours care for local families	Way of life	Positive	Almost certain	Future primary school community	Operation	Moderate	Moderate	Minor	Moderate	High (A3)
	The project will provide employment opportunities for 60 staff, potentially benefitting livelihoods and overall wellbeing of future workers and their families	Livelihood	Positive	Almost certain	Future primary school and high school communities	Operation	Moderate	Moderate	Moderate	Moderate	High (A3)
	There is a risk that the proposed school is insufficient to meet existing and future school demands	Way of life	Negative	Possible	Future primary school community	Operation	Moderate	Major	Major	Major	High (C4)

WHAT THE PROJECT IS DOING	IMPACT	IMPACT CATEGORY	NATURE	LIKELIHOOD	EXTENT	DURATION	SEVERITY OR SCALE	SENSITIVITY / IMPORTANCE	LEVEL OF CONCERN/ INTEREST	MAGNITUDE	RATING
Changes to existing primary school catchments	The project may provide an increased sense of community and belonging	Way of life Community Health and wellbeing	Positive	Possible	Future primary school community	Operation	Moderate	Moderate	Minor	Moderate	Medium (C3)
	The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity	Way of life	Positive	Possible	Gledswood Hills PS, Oran Park PS	Operation	Moderate	Major	Major	Major	High (C4)
	Children transferring from other schools may experience potential stress and anxiety as a result of this transition	Health and wellbeing	Negative	Possible	Existing and future primary school communities	Operation	Moderate	Moderate	Moderate	Moderate	Medium (C3)
Construction activities	The project will provide temporary employment for approximately 150 (direct and indirect) construction related workers, potentially benefitting livelihoods and overall wellbeing of future workers and their families	Livelihoods Health and wellbeing	Positive	Almost certain	Broader community	Construction	Moderate	Moderate	Moderate	Moderate	High (A3)
Accessibility											
School design	Potential accessibility issues for people with disabilities	Way of life Accessibility Health and wellbeing	Negative	Unlikely	Future primary school community	Operations	Moderate	Major	Moderate	Moderate	Medium (D3)
Changes to existing primary school intake areas	There may be a decrease in traffic congestion issues surrounding existing primary schools following changes to intake catchments	Way of life	Positive	Possible	Gledswood Hills PS	Operations	Moderate	Moderate	Moderate	Moderate	Medium (C3)
Provision of new local	By providing families with the opportunity to actively travel to school, there may be associated health and wellbeing benefits	Way of life Health and wellbeing	Positive	Possible	Future primary school community	Operation	Major	Major	Major	Major	High (C4)

WHAT THE PROJECT IS DOING	IMPACT	IMPACT CATEGORY	NATURE	LIKELIHOOD	EXTENT	DURATION	SEVERITY OR SCALE	SENSITIVITY / IMPORTANCE	LEVEL OF CONCERN/ INTEREST	MAGNITUDE	RATING
primary school and high school	The project may reduce travel times to school for parents/carers and children	Way of life Health and wellbeing	Positive	Likely	Future and existing primary school community	Operation	Major	Major	Major	Major	High (B4)
	There may be an increase in traffic congestion and parking issues in the surrounding streets during drop off and pick up times	Way of life Health and wellbeing	Negative	Likely	Future primary school community and broader community	Operation	Moderate	Major	Major	Moderate	High (B3)
Provision of sports and recreation facilities	The project may provide opportunities for shared use of facilities for non-school community members	Way of life Health and wellbeing	Positive	Possible	Broader community	Operation	Moderate	Moderate	Moderate	Major	High (C4)
Construction traffic and movement	Construction related traffic may temporarily increase traffic congestion and parking issues in surrounding streets	Way of life Health and wellbeing	Negative	Possible	Broader community	Construction	Minor	Moderate	Minor	Minor	Medium (C2)
Modern and innovative school environments and facilities											
Provision of flexible learning spaces and innovative pedagogy	The project will provide flexible learning spaces and opportunities for innovative pedagogy with social and educational outcomes	Way of life Livelihoods	Positive	Possible	Future primary school and high school communities	Operation	Moderate	Moderate	Moderate	Moderate	Medium (C3)
Connecting with Country	The project has been designed to Connect with Country, and further engagement and investigations may identify additional potential education and cultural benefits for the local community.	Culture	Positive	Possible	Future primary school and high school communities	Operation	Moderate	Moderate	Major	Moderate	Medium (C3)
Provision of green open space	The project will provide green open spaces for sport, recreational and educational activities for students, with health and wellbeing benefits	Health and wellbeing	Positive	Almost certain	Future primary school and high school communities	Operation	Major	Major	Major	Major	High (A3)

WHAT THE PROJECT IS DOING	IMPACT	IMPACT CATEGORY	NATURE	LIKELIHOOD	EXTENT	DURATION	SEVERITY OR SCALE	SENSITIVITY / IMPORTANCE	LEVEL OF CONCERN/ INTEREST	MAGNITUDE	RATING
Design of the new schools	The sustainable design will support high levels of thermal comfort and shading, mitigating urban heat island and associated temperatures within the school	Health and wellbeing	Positive	Almost certain	Future primary school and high school communities	Operation	Major	Moderate	Moderate	Moderate	High (A3)
Incorporation of CPTED principles in design	The design has implemented CPTED principles to ensure safe movements for all users of the site and local area during and after hours	Health and wellbeing	Positive	Likely	Future primary school and high school communities	Operation	Moderate	Moderate	Moderate	Moderate	High (A3)
Amenity impacts											
Construction activities	The project may impact on amenity for nearby neighbours as a result of construction related noise emissions, traffic, and parking	Surroundings Way of life Health and wellbeing	Negative	Likely	Nearby residential neighbours	Construction	Moderate	Moderate	Moderate	Moderate	High (B3)
School operations	Nearby neighbours of the site may experience negative visual impacts from the built form of the project	Way of Life Accessibility Health and wellbeing	Negative	Possible	Broader community directly adjacent site	Operation	Moderate	Moderate	Minor	Moderate	Medium (C3)
	Operation of the project may result in amenity impacts for nearby neighbours from school-related noise emissions and traffic	Way of life Surroundings	Negative	Possible	Nearby residential neighbours	Operation	Moderate	Minor	Minor	Minor	Medium (C2)

Table F.2 Assessment of expected and perceived impacts post-mitigation/enhancement and monitoring

IMPACT	NATURE PRE-MEASURE	RATING PRE-MEASURE	MITIGATION OR ENHANCEMENT MEASURES	MONITORING MEASURES	NATURE	LIKELIHOOD	MAGNITUDE	RESIDUAL RATING
Increased supply of public primary school places								
Uncertainty around delivery timeframes is causing stress and impacting decision-making	Negative	High (A3)	Provide community with estimated delivery timelines for construction and operation of the schools to assist with family planning and budgeting.	Continue to engage with community members to determine sentiments around approvals process	Negative	Likely	Major	High (B4)

IMPACT	NATURE PRE- MEASURE	RATING PRE- MEASURE	MITIGATION OR ENHANCEMENT MEASURES	MONITORING MEASURES	NATURE	LIKELIHOOD	MAGNITUDE	RESIDUAL RATING
and livelihoods for community members			<p>Consider needs for public high school places in the local area</p> <p>Ensure safety of school community during operations of the temporary school and building of permanent school</p> <p>Provide support to community in transferring students to other public schools in other catchment areas if needed.</p> <p>Continue to provide opportunities for community feedback throughout design, planning, construction, and operation of the new schools</p>					
The project will respond to existing and future demands for public primary school places and contribute to addressing the future estimated shortfall of school places in the broader area	Positive	High (B4)	N/A	Continue to monitor supply and demands and identify solutions if the new school reaches capacity earlier than anticipated	Positive	Almost certain	Major	High (B4)
Additional support learning spaces will benefit a greater number of students with special needs as well as their families	Positive	High (A3)	Engage with families with special needs to ensure design satisfies learning needs	Continue to monitor the demand for support learning service to ensure facilities will absorb demand	Positive	Almost certain	Moderate	Very high (A4)
The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity	Positive	High (C4)	Provide extensive information to school communities on eligibility for transferring, how to transfer, and support transitions.	Continue to monitor supply and demands at surrounding schools	Positive	Likely	Major	High (B4)
Children transferring from other schools may experience potential stress and anxiety as a result of this transition	Negative	Medium (C3)	<p>In the year before opening the new school, work with existing schools to understand which children will transfer and put children transferring in the same classes so they can form friendships with their future cohort. Also, potential to look into having transfer students with teachers that may transfer to the new school.</p> <p>Appoint new principals for the school as soon as possible (ideally 12 months before opening) and engage with existing</p>	Monitor teacher and student satisfaction as per Tell Them From Me survey	Negative	Possible	Minor	Medium (C2)

IMPACT	NATURE PRE-MEASURE	RATING PRE-MEASURE	MITIGATION OR ENHANCEMENT MEASURES	MONITORING MEASURES	NATURE	LIKELIHOOD	MAGNITUDE	RESIDUAL RATING
<p>There is a risk that the proposed school is insufficient to meet existing and future school demands</p> <p>The project may provide an increased sense of community and belonging</p> <p>The project will provide outside school hours care for local families</p> <p>The project will provide employment opportunities for 60 staff, potentially benefitting livelihoods and overall wellbeing of future workers and their families</p> <p>The project will provide temporary employment for approximately 150 (direct and indirect) construction related workers, potentially benefitting livelihoods and overall</p>	Negative		<p>school communities, e.g., Marsden Park PS gave up their uniform shop prior to Northbourne PS opening for the principal and several staff members to set up a temporary office where parents could come to enrol and meet with the new principal.</p> <p>Work with existing schools before opening to understand which children will transfer and put these children in the same classes and potentially with any transferring teachers.</p> <p>Provide school councillors to support students in transitions</p>					Medium (D4)
		High (C4)	SINSW to monitor supply and demands and identify solutions if the new school reaches capacity earlier than anticipated	Continue to monitor supply and demands	Negative	Unlikely	Major	
	Positive	Medium (C3)	Provide events open to the broader community such as school fetes	N/A	Positive	Likely	Moderate	High (B3)
	Positive	High (A3)	Consult with OSHC provider regarding best design of facility	Continue to monitor supply and demands for OSHC	Positive	Almost certain	Moderate	High (A3)
	Positive	High (A3)	<p>Consider promoting local employment during operation including unemployed members of the school community working in education</p> <p>Social procurement measures supporting employment diversity during operation (e.g., % local supply chain, women participation, Aboriginal workers, disadvantaged youth, people with disabilities, etc.).</p>	Monitor employment of teaching and non-teaching staff in the local and regional area	Positive	Almost certain	Major	Very high (A4)
	Positive	High (A3)	<p>Consider promoting local employment during construction including unemployed members of the school community working in construction</p> <p>Social procurement measures supporting employment diversity during construction (e.g., % local supply chain, women</p>	Monitor employment in the local and regional area	Positive	Almost certain	Major	Very high (A4)

IMPACT	NATURE PRE- MEASURE	RATING PRE- MEASURE	MITIGATION OR ENHANCEMENT MEASURES	MONITORING MEASURES	NATURE	LIKELIHOOD	MAGNITUDE	RESIDUAL RATING
wellbeing of future workers and their families			participation, Aboriginal workers, disadvantaged youth, people with disabilities, etc.).					
Accessibility								
Potential accessibility issues for people with disabilities	Negative	Medium (D3)	Implement any recommendations of DDA report or adequate specialists regarding the design or operation of the school	Monitor accessibility within the schools to ensure schools remain accessible for all levels of ability	Negative	Unlikely	Moderate	Medium (D3)
There may be a decrease in traffic congestion issues surrounding existing primary schools following changes to school catchments	Positive	Medium (C3)	N/A	Monitor traffic and parking at surrounding schools	Positive	Possible	Moderate	Medium (C3)
By providing families with the opportunity to actively travel to school, there may be associated health and wellbeing benefits	Positive	High (C4)	<p>Maximise communication of alternatives to driving to the school community, actively promote the School Travel Plan to achieve mode shift towards active and public transport modes and reduce car travel, and implement a school recognition program to increase active transport journeys to school</p> <p>Engage early with Council to employ crossing guards for proposed zebra crossings</p> <p>Implement measures in the Preliminary School Travel Plan including Annual Ride 2 Work/ Ride 2 School Days and Health Events (e.g., Bike Week, Walk Safely to School Day, and Health and Wellness Fairs)</p>	<p>Monitor school community health and wellbeing</p> <p>Monitor number of school community members actively travelling to school</p>	Positive	Likely	Major	High (B4)
The project may reduce travel times to school for parents/carers and children	Positive	High (B4)	N/A	N/A	Positive	Likely	Major	High (B4)
There may be an increase in traffic congestion and parking issues in the surrounding	Negative	High (B3)	Maximise communication of alternatives to driving to the school community, actively promote the School Travel Plan to achieve mode shift towards active and public transport modes and reduce	Monitor traffic levels around schools during operation and identify	Negative	Possible	Major	High (C3)

IMPACT	NATURE PRE- MEASURE	RATING PRE- MEASURE	MITIGATION OR ENHANCEMENT MEASURES	MONITORING MEASURES	NATURE	LIKELIHOOD	MAGNITUDE	RESIDUAL RATING
streets during drop off and pick up times	Positive	High (C4)	car travel, and implement a school recognition program to increase active transport journeys to school	solutions early if issues arise	Positive	Likely	Major	High (B4)
The project may provide opportunities for shared use of facilities for non-school community members			Signage and communication with families around parking etiquette to mitigate impact on direct neighbours, i.e., no parking/stopping in people’s driveways, on footpaths, etc.	Continue to monitor supply and demand of facilities in the community				
Construction related traffic may temporarily increase traffic congestion and parking issues in surrounding streets			Implement the NSW Department of Education’s Community Use of School Facilities policy to promote utilisation of new facilities	Continue to engage with Council on opportunities for shared/joint use arrangements				
	Negative	Medium (C2)	Implement CMP/CTMP	Monitor traffic and parking levels during construction and identify solutions early if issues arise	Negative	Unlikely	Minor	Low (D2)
			Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate					
Modern and innovative school environment and facilities								
The project will provide flexible learning spaces and opportunities for innovative pedagogy with social and educational outcomes	Positive	Medium (C3)	Support teacher upskilling and training initiatives to ensure the transition to flexible learning minimises stress for teachers and enhances benefits for students	Continue to monitor learning outcomes of students	Positive	Likely	Moderate	High (B3)
The project provides an opportunity for Connecting with Country, with potential education and cultural benefits for the local community	Positive	Medium (C3)	Continue to engage with Registered Aboriginal Parties (RAPs), and identify opportunities to integrate the identified intangible cultural values	Annual surveys with school community and RAPs to determine opportunities for further enhancements of Connection to Country	Positive	Likely	Major	High (B4)
The project will provide green open spaces for sport and recreational activities for	Positive	High (A3)	Incorporate sport equipment such as goal posts or cricket nets	Monitor student health and wellbeing	Positive	Almost certain	Major	Very high (A4)
			Incorporate natural elements in play areas to stimulate imagination as identified in the Landscape Report					

IMPACT	NATURE PRE- MEASURE	RATING PRE- MEASURE	MITIGATION OR ENHANCEMENT MEASURES	MONITORING MEASURES	NATURE	LIKELIHOOD	MAGNITUDE	RESIDUAL RATING
students, with potential health and wellbeing benefits			Provide opportunities for students to join school sports teams, particularly interschool sports competitions (PSSA) to enhance health and wellbeing					
The design will support high levels of thermal comfort and shading, mitigating urban heat island effects and associated temperatures within the school	Positive	High (A3)	Implement Sun Safety for Students Guidelines including policies such as “no hat no play” to protect children from heat and sun damage	Monitor heat levels in the schools both within and outside of buildings, particularly during summer months	Positive	Almost certain	Moderate	High (A3)
The design has implemented CPTED principles to ensure safe movements for all users of the site and local area during and after hours	Positive	High (A3)	N/A	Monitor teacher and student safety using Tell Them From Me survey	Positive	Almost certain	Moderate	High (A3)
Amenity impacts								
The project may impact on amenity and wellbeing for nearby neighbours as a result of construction related traffic, noise, and dust	Negative	High (B3)	Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program Implement recommendations from CMP/CTMP	Monitor and proactively respond to complaints during construction	Negative	Possible	Minor	Medium (C2)
Operation of the project may result in amenity and wellbeing impacts for nearby neighbours from school-related noise emissions and traffic	Negative	Medium (C3)	Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program Establish complaints handling procedure for any issues arising for surrounding neighbours Implement recommendations from NVIA	Monitor noise levels and identify solutions to any arising issues for surrounding neighbours	Negative	Likely	Moderate	High (B3)
Nearby neighbours of the site may experience negative visual impacts from the built form of the project	Negative	Medium (C2)	Proactive and ongoing communication and engagement with the school community to build awareness and preparedness for the construction program and future site design	N/A	Negative	Unlikely	Minor	Low (D2)