

School Infrastructure NSW

Melonba new primary school and Marsden Park new high school

Social Impact Assessment

SEPTEMBER 2022



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Melonba new primary school and Marsden Park new high school 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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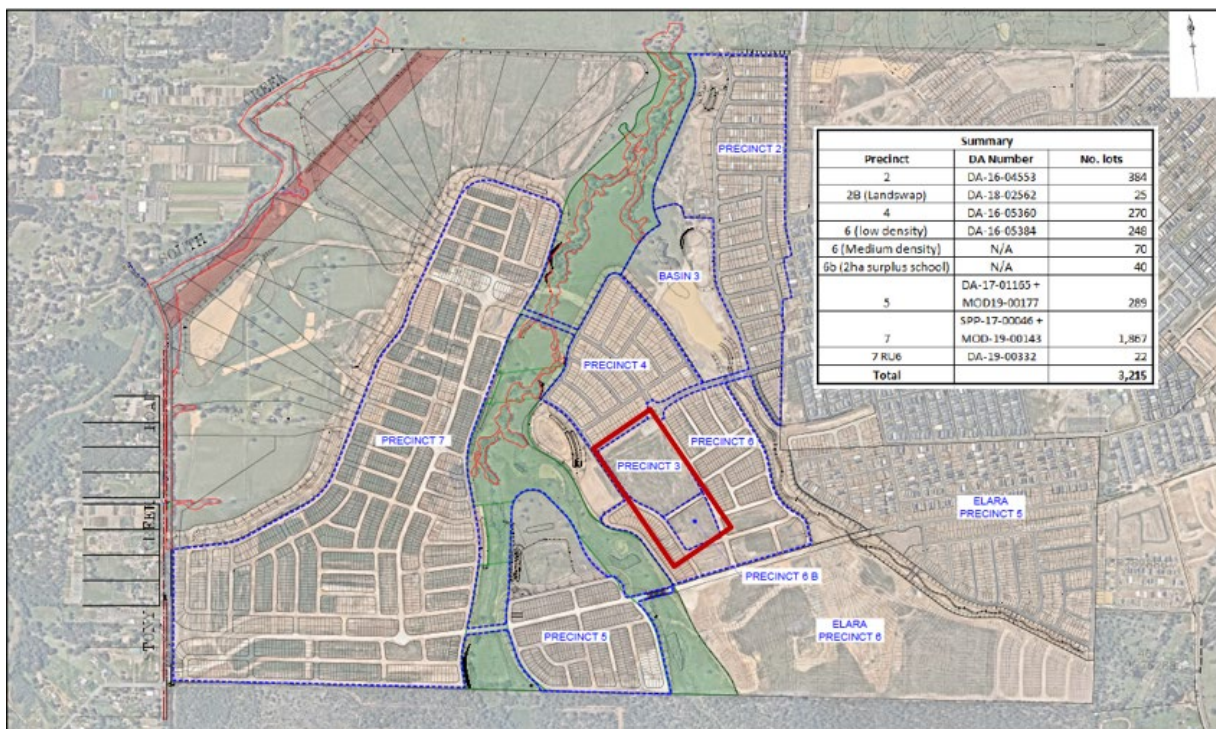
Appendix E Social impact management plan

1 Introduction

1.1 Background

School Infrastructure NSW (SINSW) has engaged WSP to prepare a Social Impact Assessment (SIA) to accompany an Environmental Impact Statement (EIS) for the development of a new combined primary and high school. The new Marsden Park new high school (HS) and Melonba new primary school (PS) (the project) are proposed on a site located on Elara Boulevard in Melonba. The proposed site is within the Newpark Development as shown in the subdivision plan in **Figure 1.1**.

Figure 1.1 Newpark development subdivision precincts, 2019



Source: J. Wyndham Prince, 2019

Notes Proposed site shown in red box.

1.2 Project description

The project consists of the construction of two new schools, Marsden Park new HS and Melonba new PS, located at 20 Kaluta Avenue and 10 Swallowtail Street, Melonba.

The new HS in Marsden Park is a new large high school comprising:

- 97 general learning spaces (GLS) and specialist teaching spaces
- Three supported education learning unit (SELU) rooms
- School hall and lecture and movement studio
- Administration spaces
- Staff and student facilities
- Library
- Canteen
- Sports courts
- Playing field
- Landscaping and outdoor learning areas
- Covered outdoor learning areas (COLA)
- Car parking (shared with Melonba new primary school).

The new PS in Melonba will comprise:

- 44 GLS
- Three SELU rooms
- Administration and staff facilities
- Canteen
- Multi-purpose hall
- Library
- Out of School Hours Care (OHSC)
- COLA
- Outdoor play areas including sports courts
- Landscaped outdoor learning areas.

The concept landscape plan for the new PS and HS is shown in Figure 1.2.

Figure 1.2 Landscape concept design for the new primary school and high school



Source: NBR Architects, 2022

1.2.1 Operating hours

Proposed operating hours for the school, staff, and maintenance are outlined in **Table 1.1**:

Table 1.1 Operating hours

Activity	Melonba new PS	Marsden Park new HS
School hours	Between 8am and 4pm, Monday to Friday	Between 8am and 4pm, Monday to Friday
Recess and lunch times	TBC, Monday to Friday	TBC, Monday to Friday
Administration and Office	TBC, Monday to Friday	TBC, Monday to Friday
Outside school hours care (OSHC)	6am to 8am, and 4pm to 6pm, Monday to Friday	N/A

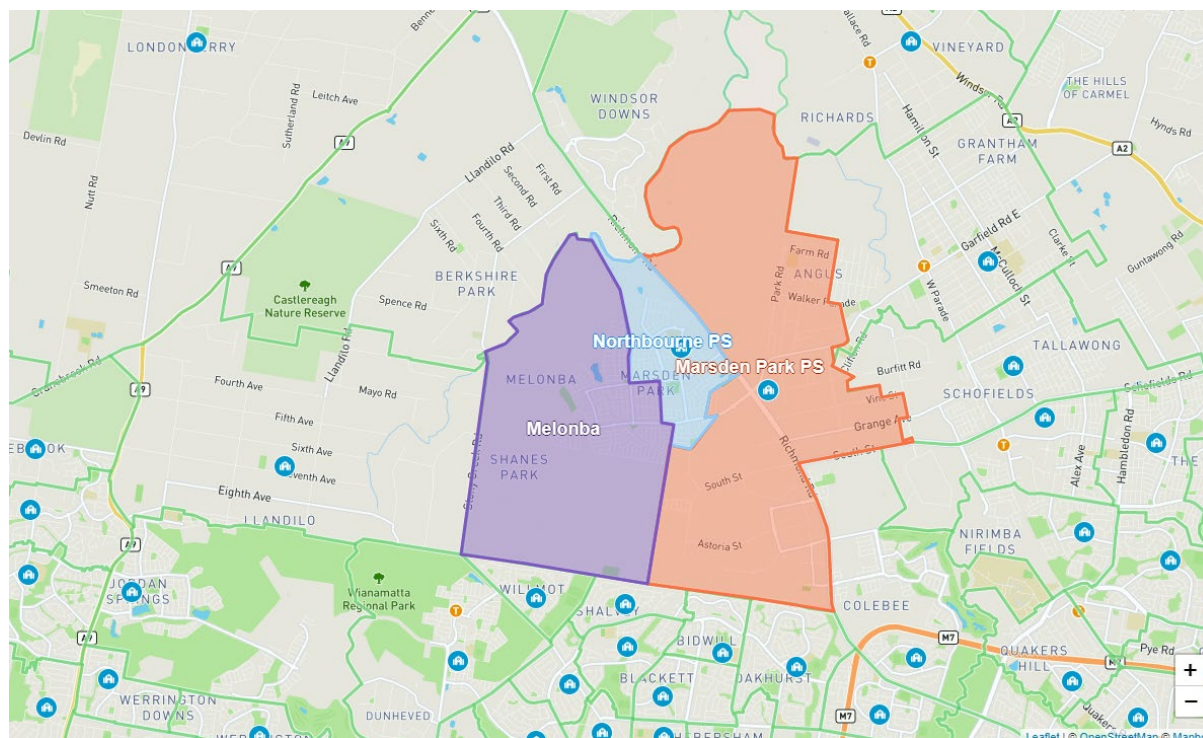
Activity	Melonba new PS	Marsden Park new HS
Vacation care	7am to 6pm, Monday to Friday during school holidays	N/A
After school hours use of hall, libraries, lecture and movement studio, and sporting facilities	4pm to 6pm, Monday to Friday	4pm to 6pm, Monday to Friday
After hours communal use of hall, library, lecture and movement	6pm to 10pm Monday to Friday 9am to 10pm Saturday 9am to 6pm, Sunday	6pm to 10pm Monday to Friday 9am to 10pm Saturday 9am to 6pm, Sunday
Cleaners	5:30am to 6pm	
Waste collection	Before 7am, or after 6pm, Monday to Friday	

1.2.2 Changes to school intake areas

The project proposes to reduce the size of the Northbourne PS and Riverstone HS intake catchment areas. The indicative future catchment for the new primary school is illustrated in **Figure 1.3**. There are two indicative options for the future catchment for the new high school. Option 1 (**Figure 1.4**) is in alignment with the existing Marsden Park PS and Northbourne PS, and Melonba new PS catchments. In Option 2 (**Figure 1.5**) residents east of Richmond Road are not included in the new HS catchment and would remain in the catchment for Riverstone HS.

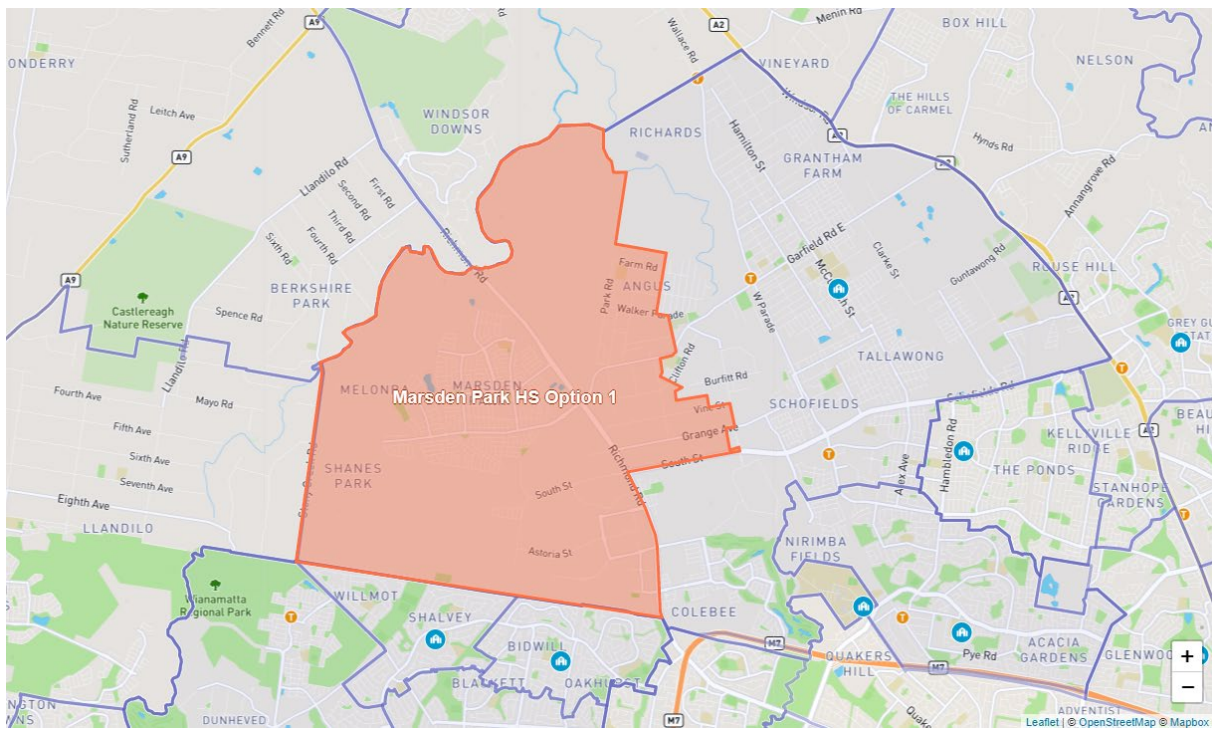
Consultation with the SINSW Intake Areas team identified that these intake areas are subject to change. Final intake areas will be finalised approximately 12-18 months ahead of the opening of the schools following consultation with school leaderships and in consideration of latest demographic data.

Figure 1.3 Future primary school catchments



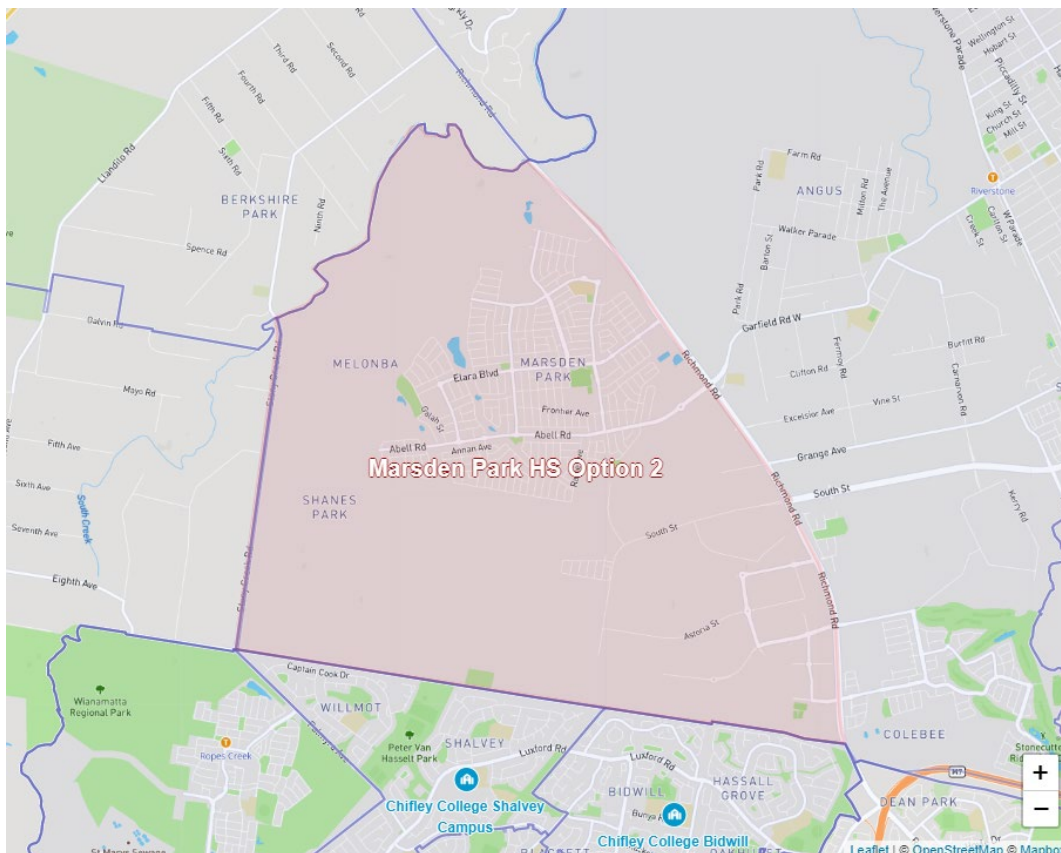
Source: SINSW Asset Activations 2022

Figure 1.4 Future high school catchment Option 1 – PS alignment



Source: SINSW Asset Activations 2022

Figure 1.5 Future high school catchment Option 2 – Richmond Road boundary



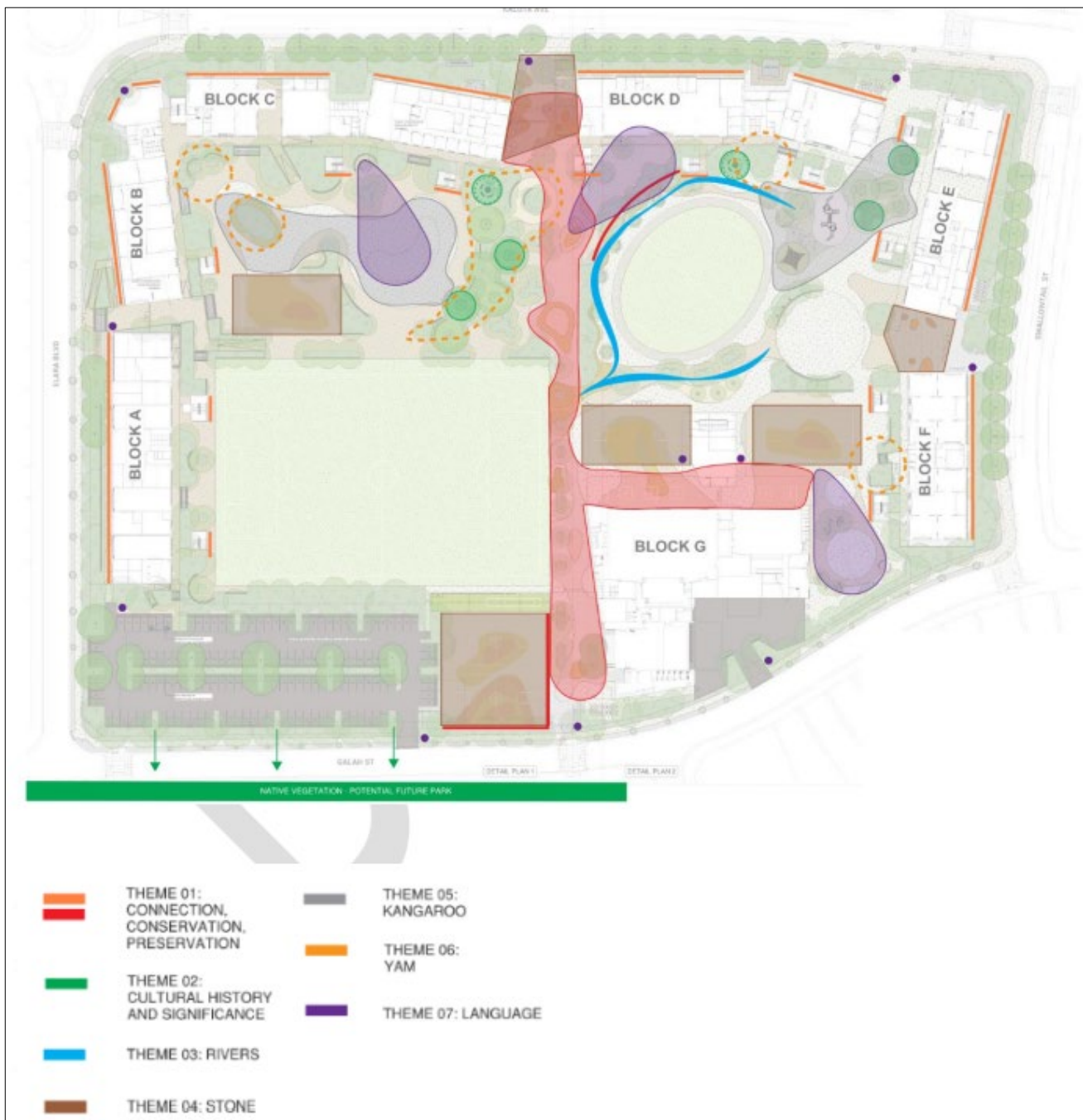
Source: SINSW Asset Activations 2022

1.2.3 Connecting with Country

Connection with Country (CWC) has been at the forefront of the architectural design since the Masterplan stage to the current development application phase.

From research and consultation conducted by NBRIS, CWC consultants, and representatives, seven key CWC themes have emerged and form a framework for incorporating CWC elements within the design. The following diagram and description (**Figure 1.6**) highlight how these themes have been applied to the architecture and landscape.

Figure 1.6 Connecting with Country design



Source: NBRIS Architecture 2022

1.3 Planning context and regulatory framework

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

The Planning Secretary’s Environmental Assessment Requirements (SEARs) outline the Environmental Impact Statement’s (EIS) Requirements for SSD projects. This report addresses the SEARs issued on 28 April 2022, which request the provision of a “Social Impact Assessment prepared in accordance with the *Social Impact Assessment Guidelines for State Significant Projects*”.

1.4 Strategic planning context

1.4.1 State strategies and policies

NSW Infrastructure Strategy 2018-2038

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 2021-22 Delivery Strategy

School Infrastructure NSW (SINSW)’s *2021-22 Delivery Strategy* (October 2021) identifies a commitment to provide “the best learning environments to meet the needs of a growing student population”, with a new “Marsden Park new HS” to be delivered.

New school infrastructure investment – 2022/23 NSW Budget¹

In June 2022, SINSW released a project update announcing an additional 23 projects being funded as part of the 2022-23 NSW Budget. “Melonba (new primary school)” was announced as one of these new projects to receive infrastructure funding.

Social Impact Assessment (SIA) Guideline

DPIE’s (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 plans

Melonba is located in the Blacktown City Council Local Government Area (LGA) on the land of the Dharawal people.

Focus areas and priorities identified in Blacktown City Council² and the Western City District’s policy documents in relation to community and school infrastructure include partnering with the Department of Education to foster a vibrant and inclusive community that enables the city to prosper as a centre of culture, creativity, and learning; and creating a vibrant, inclusive, and resilient community; a clean sustainable and climate resilient city; a smart and prosperous economy; a growing city supported by accessible infrastructure; and a healthy, sporting, and active city.

¹ SINSW 2022, “[\\$1.6 billion to build and upgrade NSW public schools](#)”

² Blacktown City Council, [Our Blacktown 2041: Community Strategic Plan](#)

2 Methodology

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

2.1 Project establishment

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

- **Document review:** A review of relevant State and local documents, strategies, and policies was undertaken to inform the project's strategic planning context (**Section 1**).
- **A site visit** was conducted on 30 March 2022.

2.2 Stakeholder engagement

Stakeholder engagement is an important aspect of SIA. Details of the engagement process and findings are provided in **Section 4**.

2.3 Social baseline development

Tasks included in the development of the social baseline (**Section 3**) included:

- **Social locality definition:** GIS mapping was undertaken to determine the project's social locality. This stage provided the foundational work for the social baseline by determining the study area.
- **Data collection:** data was sourced and organised as per the *Guideline* impact categories. Data was managed to best align with the social locality.
- **Analysis:** data was analysed to understand any differences within the social locality and between the social locality and surrounding areas. This enabled identification of potential areas that the project may impact.

2.4 Impact identification

Based on outcomes from engagement activities, technical reports and information about the project – expected and perceived impacts were identified (**Section 4**). 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:

- Architectural Design Report – NBRIS
- Landscape Report – NBRIS
- Transport and Accessibility Impact Assessment (TAIA), Construction Traffic Management Plan, and School Travel Plan – TTW
- Melonba Public School Rapid Transport Assessment – TTW
- Noise and Vibration Impact Assessment (NVIA) – Acoustic Studio
- Crime Prevention Through Environmental Design Report (CPTED) – NBRIS
- Visual Impact Assessment (VIA) - NBRIS
- Ecologically Sustainable Development Report (ESD Report) – Steensen Varming
- Operational Waste Management Plan– Elephants Foot
- Ecology and Bushfire Assessment (EBA) – Eco Logical
- Connection to Country Report (CwC) – Tocomwall Pty Ltd
- Accessibility Report – MBC Group
- BCA Compliance Report – MBC Group
- Aboriginal Heritage Impact Permit (C0001857) – Office of Environment & Heritage.

2.5 Impact assessment and prediction

Each impact was assessed using methods provided in the *Guideline*. These methods are detailed further in **Section 4**.

2.6 Social impact enhancement, mitigation and residual impact

Enhancement and mitigation measures were developed for each impact, in order to respectively enhance positive impacts or reduce negative impacts. Considering proposed enhancement and mitigation measures, each social impact was reassessed to determine the social risk post-mitigation or enhancement. This process used the methods described in **Section 4**.

3 Social baseline

The social baseline focuses on the statistical areas outlined in **Section 3.2**. Findings have been organised by social impact categories discussed in **Table 5.1** in **Appendix B**. Baseline indicators are also included in **Appendix B**. Consultation findings and findings from the other technical studies are also distilled throughout the baseline where relevant.

3.1 The site

The site is located at 20 Kaluta Avenue and 10 Swallowtail Street, Melonba, which is within the Central River City Precinct and Blacktown Local Government Area (LGA) (**Figure 1.1**). The Connecting with Country Report³ identifies the Boorooberongal people of the Darug nation as the Traditional Custodians of the land on which the project is taking place under the jurisdiction of Metropolitan Local Aboriginal Land Council.

The land has been identified for a future school since subdivision of the site as part of the Marsden Park/ Newpark Development. It is owned by the Department of Education (DoE). The site is approximately 6 ha in size with no existing buildings. It is irregular in shape and is sited between two tributaries of Little Creek. It is generally flat but has a gentle fall from the south-eastern corner (RL23) to the north western corner (RL19.5). The site contains no vegetation other than grass and is currently fenced to prevent unauthorised access. It has remained vacant since completion of the subdivision, identified for school purposes.

The site is located within an R2 low density residential area with a combination of single and double-storey detached dwellings at various stages of development (**Figure 3.1**).

Figure 3.1 Surrounding residential dwellings, March 2022



Source: WSP site visit, March 2022

3.2 Social locality

The SIA Guideline 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 3.2**) are identified as:

³ Tocomwall Pty Ltd 2022, Melonba new primary school and Marsden Park new high school Connecting with Country Report.

- **Site area:** comprised of the proposed site and locality mainly defined by the Marsden Park/Newpark development Precincts 3,4, and 6 (as shown in **Figure 1.1**). This area is likely to be most affected by construction-associated activities. Immediately adjoining residents may also be impacted in the longer term.

- **Future Primary School Catchment:** the proposed primary school catchment, as shown in **Figure 3.2** 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. This new catchment will be formed by significantly reducing the current Northbourne PS catchment (also shown in **Figure 3.2**) and as such there may be impacts on this existing school community.

This area contains the whole of the Marsden Park/Newpark master plan as well as newly established areas of Melonba. The catchment also contains a portion of land in the suburb of Shanes Park however this is and will remain a non-residential area and as such data has not been collected for Shanes Park. There are also students and families currently attending Marsden Park PS that may transition to the new primary school in Melonba. Data was therefore collected for Marsden Park – Shanes Park Statistical Area 2 (SA2)⁴ in which Marsden Park PS is located.

Existing and future primary school communities will be best represented by data collected using Australian Curriculum, Assessment and Reporting Authority (ACARA) (Northbourne PS and Marsden Park PS).

Broader catchment data will be described using socio-demographic data has been collected for Melonba State Suburb (SSC), Statistical Area 1 (SA1) – 11602162916 and SA1 – 11602162918.

- **Future High School Catchment:** the proposed high school catchment will be formed within the current Riverstone High School catchment (shown in **Figure 3.2** below) and will represent a reduction of Riverstone HS's catchment. There are currently two options for the future Melonba new HS catchment. As such the data for this area has been collected using the primary school catchments (red line in **Figure 3.2**) as the closest data boundary for the proposed options.

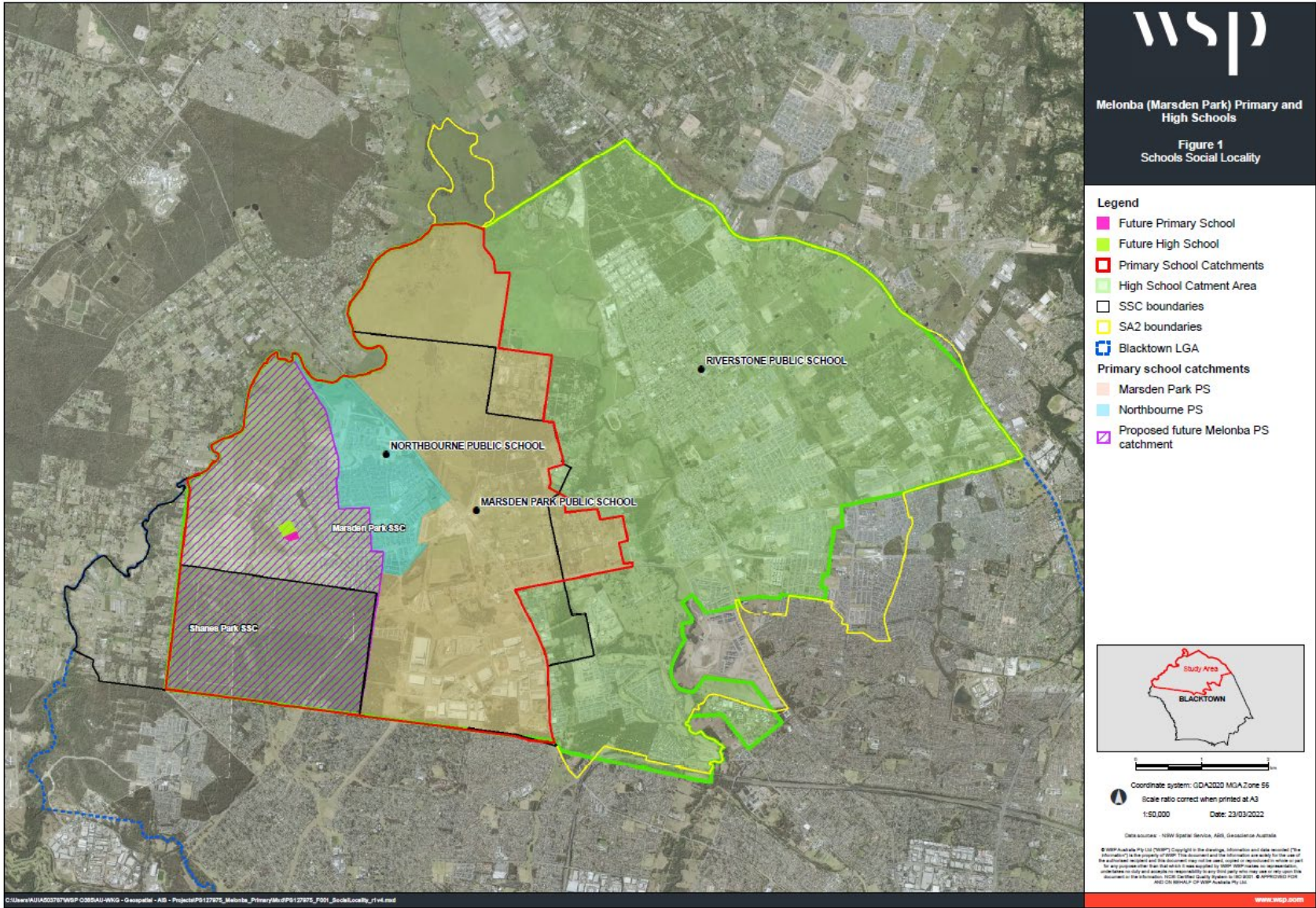
Existing and future high school communities will be best represented by data collected using ACARA (Riverstone HS).

Broader catchment data will be described using socio-demographic data for Riverstone SA2 and Marsden Park – Shanes Park SA2. These areas contain those people most likely to be impacted by the new high school.

- **Regional area:** consisting of Blacktown LGA, to be used as an area of comparison for the catchments.

⁴ ABS 2021, Census of Population and Housing, Australian Bureau of Statistics.

Figure 3.2 Social locality



Source: WSP 2022

Data was collected using:

- Australian Bureau of Statistics (ABS) Census of Population and Housing data for 2016 and 2021 from ABS QuickStats, Community Profiles, and Socio-Economic Index for Areas
- ACARA 'My School' 2021 school profile data for existing schools in the catchment areas
- NSW Bureau of Crime and Statistics data for Marsden Park.

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.

3.3 Community

3.3.1 Existing school communities within proposed catchments

As shown in **Figure 3.2** the new schools are planned within the existing catchments of Riverstone HS and Northbourne PS. This means that the existing catchments of these schools will be reduced to accommodate the new schools. Additionally, consultation identified that Marsden Park PS may experience changes in capacity as a result of students transitioning to the new primary school in Melonba. To understand change, it is therefore relevant to understand these existing school communities.

Table 3.1 below shows the current enrolments at these schools, their existing student capacity, and the capacity level they were operating at in 2021.

Table 3.1 Existing schools, 2021

SCHOOL	ENROLMENTS			EXISTING CAPACITY	CAPACITY LEVEL	
	2020	2021	2022*		2021	2022
Riverstone HS	403	496	~570	~1,000*	49.6%	57%
Marsden Park Public School	526	210	--	<150	140%	--
Northbourne Public School	--	855	1,300	924	92.5%	140.7%

Source: ACARA 2021, My School; Baker and Gladstone 2020; *Consultation with school principals.

Future primary school catchment

Enrolments for Northbourne PS increased rapidly from 2021 to 2022, with 2022 numbers suggesting it is operating 40.7% over its built capacity. However, the existing capacity does not account for demountable buildings on the school site. Northbourne PS was operating at 92.5% capacity in 2021. Consultation identified that the school is operating with 17 demountable buildings on site to accommodate the rapid growth in enrolments from 2021. Marsden Park PS was also operating approximately 40% over its permanent capacity in 2021, and consultation with community members identified that there are also several demountable buildings on site at Marsden Park PS.

Future high school catchment

In 2022 Riverstone HS was operating at only half of its built capacity. Consultation identified that some families living in the catchment for Riverstone HS prefer to send their high school aged children to non-government schools in the area. However, this trend is declining, and enrolments are increasing at Riverstone HS, following recent upgrades to the school (as indicated by enrolment numbers from 2021 to 2022). Consultation identified that Riverstone HS' enrolments were impacted by the opening of The Ponds HS with the school accepting out of area enrolments. Consultation also identified

that Riverstone HS does not expect to be able to accommodate the anticipated growth in high school aged students in the area following the development of Melonba and Marsden Park.

3.3.2 Broader community

Broader primary school catchment area

The future primary school catchment is home to 2,634 residents, with the majority of these residents living within Melonba SSC (55%). Of these residents, approximately 13.5%⁵ are primary school aged children (5 to 11 years). A further 11.5% of children in the primary school catchment are babies and pre-schoolers (0 – 4 years) and will attend primary school in the next four years. These age groups represent a quarter of the primary school catchment population. This is a lower proportion compared to the LGA (18.4%), however the suburb is still developing. 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 may continue to rise in coming years before the new school is built.

Couple families with children are the predominant household type in the PS catchment (66.5%). These proportions are higher than the proportion of couples with children in the LGA (56.2%).

Broader high school catchment area

The future high school catchment is home to 28,368 residents, relatively equally split between Marsden Park – Shanes Park SA2 and Riverstone SA2. Of these residents, approximately 13.6% are high school aged (12 to 17 years). A further 23.7% are primary school aged and 11% are babies and pre-schoolers. These children will be requiring a local high school in the next 7 – 11 years and some may be currently attending or zoned for Northbourne PS or Marsden Park PS and will transition to the new primary school.

Couple families with children are the predominant household type in the HS catchment (62.1%). These proportions are higher than the proportion of couples with children in the LGA (56.2%). This further reflects the high proportion of families in the area, who require adequate public school facilities for primary and high school aged children.

Community feel

Consultation highlighted that the community in the Melonba estate is getting to know each other but there is already a good community spirit. A new neighbourhood centre has opened in Elara Village shopping centre in Marsden Park. It is already well utilised, with private gatherings as well as dance, judo, and other recreation activities; mothers groups; and other community activities. This suggests a strong sense of community cohesion within the area.

The online survey asked respondents to describe what they like about the Melonba area. Most frequent responses included:

- | | |
|--|---|
| — The community | — Parks, sporting fields, and open spaces |
| — The location, associated convenience, and accessibility of amenities | — Description of being a nice place to be |
| — The modern and brand new feel with ‘state of the art landscape’ | — Plans for new schools |
| | — The quiet and peaceful environment. |

3.4 Way of life

3.4.1 Existing school communities within proposed catchments

Education

⁵ Proportion of primary school aged children in Melonba suburb only as 2021 data unavailable for SA1s in primary school catchment. Proportions are assumed to be similar in SA1s.

Future primary school catchment

Of all people attending educational institutions, approximately 49% in the PS catchment and 48.3% in Marsden Park – Shanes Park SA2 are attending preschool or primary school. Nearly half of these children (22.9% and 22.4% respectively) are attending public schools, around 2% higher than in the LGA (20.5%).

Melonba SSC in the PS catchment has a significantly greater number of people with Year 12 level education (85.7%) compared to Riverstone SA2 (59.2%), Marsden Park – Shanes Park SA2 (78.0%) and the LGA (64.0%).

Proportions of non-government school attendance in the PS catchment (16% primary and 10.3% secondary) are higher than the LGA non-government share (9.2% and 8.6% respectively). Consultation with community members suggested that many families choose to pay to send their children to the local St Luke's Catholic College, or other non-government schools in the area.

Future high school catchment

Of all people attending educational institutions in the HS catchment, approximately 18.1% are attending high school, with nearly half (8.8%) attending public schools. This is significantly lower than the government school share for high school in the LGA (12.6%).

Proportions of non-government school attendance in the HS catchment (14.8% primary and 9.4% secondary) are higher than the LGA non-government share (9.2% and 8.6% respectively). This reflects low numbers of enrolments at Riverstone HS and findings from consultation with community members suggesting that people in the area are choosing to pay for non-government over public schooling options.

Methods of transport

Consultation with community and stakeholders highlighted major concerns regarding current levels of traffic and congestion in the catchments, particularly on Richmond Road when accessing Riverstone HS. Community members and Council also expressed concerns around parking on streets surrounding the proposed site given the streets are currently quite narrow.

Consultation with community members also found that there is currently 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 numerous major roads to cross for Riverstone HS).

3.4.2 Broader community

Methods of transport/ Car ownership and movements

Most recent data for travel in the catchments is from 2016 – at which time there was no Melonba SSC as it was part of Marsden Park SSC. Riverstone SA2 and Marsden Park – Shanes Park SA2 were also a combined SA2 in 2016. While method of transport data is for travel to work it is likely that families with children use the same methods for travel to school and these findings have been confirmed in consultation with community members.

In terms of car ownership, the average number of registered motor vehicles in the social locality is 2.1 vehicles per household in Marsden Park, 2 in Riverstone – Marsden Park SA2, and 1.8 in Blacktown LGA. Travel to work by car is relatively similar in Marsden Park (69.1%) compared to Riverstone – Marsden Park SA2 (71.5%) and Blacktown LGA (70.1%).

A greater proportion of persons in Marsden Park walk to work (3.8%) and work from home (7.5%) compared to Riverstone – Marsden Park SA2 (1.5% and 4.3% respectively) and Blacktown LGA (1.1% and 2.5%). Use of public transport is significantly lower in Marsden Park (9.6%) compared to Riverstone – Marsden Park SA2 (15.4%) and Blacktown LGA (19.7%). Walking is more common in Marsden Park with 3.8%, compared to 1.5% in Riverstone – Marsden Park SA2, and 1.1% in Blacktown LGA.

Privacy, peace and quiet enjoyment

The online community survey identified that members of the Melonba community highly value the sense of peace and quiet in the neighbourhood.

3.5 Accessibility

How people currently access schools, infrastructure, services, and facilities is an important consideration. Understanding bus routes and current traffic around the school site will also be necessary with consultation suggesting that traffic is currently a significant issue in the suburb and surrounding areas.

3.5.1 Existing school communities within proposed catchments

School choice

As previously discussed there are currently two public primary schools and one public high school in the area, with Marsden Park PS and Northbourne PS significantly over their built capacity with numerous demountables on site and Riverstone HS operating significantly under capacity.

The following schools (and their 2021 enrolments⁶) exist within the HS catchment, some of which may be affected by the project (e.g., reduced enrolments, new enrolment eligibility):

- | | |
|---|--|
| — Marsden Park Public School (210) | — Australian Christian College Marsden Park (943) (K-12) |
| — Northbourne Public School (855) | — Richard Johnson Anglican School Marsden Park Campus (K-12) |
| — Riverstone High School (496) | — Casuarina School (47) (Only special needs school in the area). |
| — St Luke's Catholic College (primary – 798, secondary 420) | |

Public transport

Consultation identified that there are often issues around Riverstone HS with buses not being able to get down streets in the area and getting stuck.

3.5.2 Broader community

Community facilities

Community facilities and services within approximately 2km of the site include:

- Elara Village shopping centre and adjoining Marsden Park Neighbourhood Centre (recently opened): accommodating sport and recreation classes, mothers groups, private bookings, etc.
- Several parks: Livvi's Place Elara (playground), Barrett Street Park, Elara Sporting Fields, Barrallier Drive Park, Lake Melonba, and Oakland Avenue Marsden Park
- Childcare facilities: Mounika's Day Care; Namita's Family Day Care; Mili's Family Day Care; Kids Castle Family Day Care; Goodstart Early Learning – Elara, Harvest Street; Little Star Family Day Care; Marsden Toddlers Family Day Care; Ohana Family Day Care; Little Smiles Family Day Care; Rytham Family Day Care; and Little Birds Family Day Care.

Consultation with community members highlighted the desire for more community facilities in the suburb including a swimming pool, preschool and child care services, and a public library.

Public transport services in the catchment areas

⁶ ACARA, [My School - find a school](#)

The TAIA⁷ identified that there are existing bus stops on either side of Elara Boulevard (east of the roundabout with Kaluta Avenue), approximately 3 minutes' walk to the site. These bus stops are serviced by the following bus routes:

- 747 – Rouse Hill Station to Mt Druitt via Riverstone & Marsden Park (all day – every 30 minutes)
- 748 – Marsden Park to Rouse Hill Station via Schofields (AM – every 15 minutes, PM – every 30 minutes)
- 751 – Marsden Park to Blacktown via Colebee (all day – every 30 minutes).

Active travel

The TAIA identified that the local area has mixed servicing by pedestrian facilities. Some local roads (including Elara Boulevard) provide concrete footpaths on both sides of the road while some other local roads provide concrete footpaths on at least one side of the road. Many local roads in the immediate vicinity of the site, currently have no footpath on either side of the road. There are currently no pedestrian crossings near the site.

There are no cycleways in the immediate vicinity of the site according to the Cycleway Finder website,⁸ however there is a shared concrete bike path along the west side of Galah Street which is part of a wider network of connecting shared paths (existing and proposed).

3.6 Culture

3.6.1 Existing school communities within proposed catchments

Future high school catchment

As shown in **Table 3.2**, there is a significant proportion of students of Indigenous background at Riverstone HS.

Future primary school catchment

There are significant proportions of students from homes that speak a language other than English at the existing primary schools, particularly Northbourne PS (91%) (Table 4.2). These findings are reflective of the broader community cultural backgrounds highlighted in **Section 3.6.2**. It is likely that some of these students may transfer to the new primary school or high school with changes to the Northbourne PS and Riverstone HS catchment areas.

Table 3.2 Student cultural backgrounds

SCHOOL	INDIGENOUS STUDENTS	LANGUAGE BACKGROUND OTHER THAN ENGLISH
Riverstone High School	12%	31%
Marsden Park Public School	1%	83%
Northbourne Public School	1%	91%

Source: ACARA 2021, *My School*

Some of the students identified in the above table may represent groups with needs that should be considered in design and planning of the future schools including future communications. There may also be opportunities for the project to celebrate this cultural diversity.

3.6.2 Broader community

Aboriginal and/or Torres Strait Islander people

⁷ Taylor Thompson Whitting 2022, Transport and Accessibility Impact Assessment.

⁸ TfNSW 2022, [Cycleway Finder](#)

The Connecting with Country Report⁹ identifies the Boorooberongal people of the Darug nation as the Traditional Custodians of the land on which the project is taking place under the jurisdiction of Metropolitan Local Aboriginal Land Council. Preparation of the report involved consultation with local Aboriginal to determine tangible and intangible connections to Country for the community. The report highlights Darug people's strong connection to the Hawkesbury and Nepean rivers and other surrounding waterways including Eastern, South, and Bells creeks.

The site was part of an Aboriginal Cultural Heritage Assessment for the wider subdivision. An Aboriginal Heritage Impact Permit (AHIP) was issued, and works were completed. The site does not contain any items of Aboriginal Cultural Heritage significance.

There is a higher proportion of Aboriginal and/or Torres Strait Islander persons in Riverstone SA2 (4.0%) in the HS catchment compared to all other statistical areas. As described during consultation, this is likely due to the older, more established nature of the Riverstone area, with significant areas of public housing, compared to the recent nature of Melonba mostly composed of young, relatively well-off families.

Other cultural groups

The dominant ancestries in PS catchment and HS catchment are Indian (29.4% and 17.6% respectively), Filipino (17.3% and 10.4%), Australian (11.5% and 20.1%), and English (9.5% and 17.2%). The population of people with Indian ancestry is most significant in SA1 – 11602162916, with 35.4% of people. India was the second most common country of birth in the PS catchment (29.4%) and HS catchment (23.7%). Unsurprisingly, the most common language other than English is Punjabi in the PS catchment (12.1%) and HS catchment (6.0%), with other languages spoken at home in the catchments including Tagalog, Gujarati, Hindi, and several other Indian languages, reflecting the high proportion of Indian-born community members. The overseas-born population in the catchments is significantly higher than in the LGA, where 50.4% of residents are Australian born.

Consultation highlighted that many communications pieces that are distributed within the community are provided with translations given the high proportions of non-English speaking backgrounds.

3.7 Health and wellbeing

3.7.1 Existing school communities within proposed catchments

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. This was also raised during consultation with community members.

Future primary school catchment

In the PS catchment there are approximately 42 people (1.6%) with core activity need for assistance; approximately 10 of these people are aged between 0 – 19 years (0.4%). Additionally, approximately 125 people (4.7%) in the community are providing unpaid care to people with a disability, health condition, or old age.

Future high school catchment

In the HS catchment there are approximately 958 people (3.3%) with core activity need for assistance; approximately 246 of these people are aged between 0 – 19 years (0.8%). Additionally, approximately 1,877 people (6.4%) in the community are providing unpaid care to people with a disability, health condition or old age.

Community consultation also raised concerns about the health of children living in Melonba and travelling to school outside the suburb (particularly Riverstone HS), including reduced sleep times, long and tiring commutes to and from school, and not attending school with their neighbourhood friends.

⁹ Tocomwall Pty Ltd 2022, Melonba new primary school and Marsden Park new high school Connecting with Country Report.

3.7.2 Broader community

Long-term health conditions

Data from ABS Census 2021 suggests that there significantly fewer people suffering from long-term health conditions in the PS catchment (15.1%) compared to HS catchment (21.4%) and the LGA (26.6%). Council consultation suggested that this may be attributed to the higher proportion of Indigenous persons and lower socioeconomic profile in the Riverstone area as result of the older and more established community compared to the Marsden Park/Melonba area.

Broader primary school catchment

Significant long term health conditions in the future PS catchment include:

- Asthma (5.2%)
- Other long-term health conditions (4.2%)
- Diabetes (excluding gestational diabetes) (3.1%)
- Mental health (including depression or anxiety) (2.3%).

Broader high school catchment

Significant long term health conditions in the future HS catchment include:

- Asthma (6.3% (7.7% in Riverstone SA2))
- Other long-term health conditions (5.5%)
- Mental health (including depression or anxiety) (4.9%)
- Diabetes (excluding gestational diabetes) (4.0%)
- Arthritis (4.0%).

3.8 Surroundings

Surrounding built environment

To the north, east and south of the site a low density residential development has recently been completed with one and two storey dwellings. Further to the south is an area zoned as B2 Local Centre, which has not yet been developed. The next phase of residential development in the area is located on the western side of Little Creek and is currently in the bulk earthworks phase to create the street network.

Natural environment^{10 11}

- To the west of the site is an open space area (which serves a drainage function). The school is located within walking distance (approximately 160m) from a small tributary of South Creek with no current recreation opportunities
- There is very minimal vegetation on site though some community survey respondents noted enjoyment of views of the open space
- In terms of topography the site land is reasonably flat
- The site is not mapped as containing Terrestrial Biodiversity. The site is Biodiversity Certified Land. The site is not mapped as bushfire prone land and is not close to any land that has bushfire affectation.
- The site is partially mapped as comprising ‘flood planning area’ under SEPP SRG – North West Growth Centre and Marsden Park Precinct Development Control Plan (MPDCP). However, updated flood modelling for the area has been undertaken following the earthworks for the subdivision, which indicate that the site is no longer subject to flooding. This position was confirmed by Blacktown Council engineers during a meeting on 19 August 2020. A flood engineering report has confirmed that the site is no longer flood affected.
- There are distant views towards the Blue Mountains to the west.

¹⁰ Site visit conducted in March 2022 to observe surrounding environment

¹¹ NBRS Architects 2022, Architectural Design Report

Crime and safety

Consultation with community members found that the area surrounding the school is reasonably safe. It was noted that while development is ongoing in the area, there are not sufficient footpaths throughout the suburb. These are anticipated to be completed by the time the school is built and operational.

No crime statistics are available for Melonba SSC; data for Marsden Park suburb is the nearest available. Crime rates in Marsden Park have fluctuated in the past two years with high rates of all types of assault during 2020 during peaks of COVID-19 cases (between 160.9 and 321.7 incidents per 100,000 people from May – October 2020) compared to NSW (fairly stable rates from 55.2 – 64.3 in the same period).¹² Following this period, rates have been at or below roughly 100 incidents per 100,000 people and haven't risen above 190.1.

3.9 Livelihoods

3.9.1 Existing school communities within proposed catchments

Consultation with community members highlighted considerations of employment opportunities at local schools for teaching and non-teaching staff.

Employment

Future primary school catchment

As shown in **Table 3.3**, the existing primary schools currently provide employment for 57.5 full-time equivalent (FTE) teaching staff and 7.2 FTE non-teaching staff. Employment data from the 2021 Census will not be released until later in 2022 or 2023, however in 2016 in Marsden Park SSC there were four people employed in the education and training industry.

Future high school catchment

Riverstone HS provides employment for 47.8 FTE teaching staff and 13.7 FTE non-teaching staff (**Table 3.3**). Employment data from the 2021 Census will not be released until later in 2022 or 2023, however in 2016 in Riverstone – Marsden Park SA2 there were 149 people employed in the education and training industry.

Table 3.3 FTE staff at existing schools, 2021

SCHOOL	FTE TEACHING STAFF	FTE NON-TEACHING
Riverstone High School	47.8	13.7
Marsden Park Public School	14.0	2.6
Northbourne Public School	43.5	4.6

Source: ACARA 2021, My School

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".¹³ 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 ranking for the existing schools are shown in **Table 3.4**.

¹² NSW Bureau of Crime Statistics and Research, [NSW Crime Tool Incidents of Assault in Marsden Park suburb from April 2020 to March 2022](#)

¹³ ACARA 2015, What does the ICSEA value mean?, https://docs.acara.edu.au/resources/About_icsea_2014.pdf

Future primary school catchment

With ICSEA rankings of respectively 1,082 and 1,088 in 2021, Marsden Park PS and Northbourne PS are above average and do not reflect high levels of socio-educational disadvantage.

Future high school catchment

With an ICSEA ranking of 945 in 2021, Riverstone HS is below average and reflects higher levels of socio-educational disadvantage.

Table 3.4 Index of Community Socio-Educational Advantage (ICSEA), 2021

SCHOOL	ICSEA RANKING
Riverstone High School	945
Marsden Park Public School	1,064
Northbourne Public School	1,008

Source: ACARA 2021, My School

Consultation with community members highlighted current significant economic costs of sending children in the area to private schools due to lack of a local high school and congested primary schools.

3.9.2 Broader community

Employment and Socio-Economic Indexes for Areas (SEIFA) data from the 2021 Census will not be released until later in 2022 or 2023, meaning the most recent employment data is from 2016. At this time, Melonba SSC was part of Marsden Park SSC. Riverstone SA2 and Marsden Park – Shanes Park SA2 were combined as Riverstone – Marsden Park SA2.

Employment – 2016

The unemployment rate in 2016 in the social locality was 4.1% in Marsden Park, 5.3% in Riverstone – Marsden Park SA2, and 7.3% in Blacktown 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.

Key industries of employment differ across the social locality. Marsden Park's key industries of employment include road freight transport (5.1%), supermarket and grocery stores (4.8%), takeaway food services (3.0%), and accounting services (2.7%). Riverstone – Marsden Park SA2 and Blacktown LGA share several key industries including hospitals (except psychiatric) (2.8% and 3.8% respectively), supermarket and grocery (2.7% and 3%), and banking (2.3% and 2.5%).

Lower income households – 2021

Median week household incomes in the PS catchment are significantly higher than Riverstone SA2 in the HS catchment and the LGA. This suggests that socio-economic profiles in the PS catchment are relatively high. The proportion of high weekly household incomes is greatest in Melonba SSC with 43.5% of households earning greater than \$3,000 compared to 29.3% in Riverstone SA2, 40.5% in Marsden Park – Shanes Park, and 27.7% in Blacktown LGA. Very few households in Melonba SSC have average weekly household incomes less than \$650 (0.9%). The proportion of future students from a disadvantaged background is therefore expected to be low (though not non-existent).

SEIFA – 2016

SEIFA use 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.

- Marsden Park SSC is within the lowest decile for IRSD scores, indicating higher incidence of disadvantage (this score is likely very different for Melonba SSC in 2021 (data not yet available)).¹⁴

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.

- Marsden Park is within the third lowest decile for IRSAD scores, indicating higher levels of disadvantage. Lower IRSAD scores also indicate a relatively lower incidence of advantage in the suburb (this score is likely very different for Melonba SSC in 2021 (data not yet available)).

Consultation highlighted that the majority of families in Melonba are highly educated people with high-paying occupations suggesting lower levels of socio-economic disadvantage in the suburb.

3.10 Decision-making systems

3.10.1 *Existing school communities within proposed catchments*

Consultation with community members highlighted an extreme need and desire within the community for the new school. Concerns were raised regarding overcrowding at the two closest public primary schools and the lack of a public high school closer than Riverstone HS for children in the local area to attend.

The general sentiment in the community is frustration over delays in planning and delivery of the schools. Consulted community members noted that they moved to the area on the premise that they would be able to send their children to a public school. This was an important selling point for families with children buying land in the suburb. Community members expressed frustration over the lack of communication of delivery timelines to assist families in planning for where their children will attend primary school or high school.

3.10.2 Broader community

Demand for the schools in the community is evident from a petition to the NSW premier created by MP Prue Car on Change.org.¹⁵ The petition notes that “the NSW Government promised a high school to families in Marsden Park in 2019, on the eve of the 2019 NSW election” and that two years following there has been no progress. The petition received 1,882 signatures (noting 1,439 people were living in Melonba SSC in 2021) indicating high interest and engagement in the project within the local community.

¹⁴ ABS 2016, [Census of Population and Housing: Socio-Economic Index for Areas \(SEIFA\)](#)

¹⁵ Car, P 2021, ‘Build the promised Marsden Park High School now!’, change.org, viewed 12 February 2022, <https://www.change.org/p/gladys-berejiklian-build-the-promised-marsden-park-high-school-now>

Implications of baseline:

Existing school communities within proposed catchments

Primary schools

- Schools operating over built capacity indicating strong demands vs supply
- Significant population of language diverse students at Marsden Park PS and Northbourne PS indicating family groups with different language needs that should be considered in planning of the future schools – potential opportunities to celebrate diversity in new schools
- Insufficient school places to accommodate recent population growth in Melonba and Marsden Park

High schools

- Nearest public high school (Riverstone HS) is too far from the area resulting in long travel times for local students and families
- Significant Indigenous population at Riverstone HS creating opportunities for cultural integration and celebration.

Primary and high schools

- Many families currently sending children to non-government schools in the area at economic costs (as well as longer travel times)

Broader community

- High proportion of families with children with large numbers of babies and toddlers and primary and high school aged children that require local schools
- Relatively affluent area with high median weekly household incomes, high levels of educational attainment, and minimal long-term health conditions
- High levels of cultural diversity compared to LGA with a particularly significant Indian and Filipino communities.
- High Indigenous population in Riverstone SA2 compared to, LGA, State, and national averages

Local area (Melonba/ Marsden Park)

- Residents generally pleased with the community
- Existing traffic congestion in surrounding streets with high reliance on cars for travel
- Lack of sporting facilities in the area
- Significant number of childcare providers as evidence of large emerging primary school aged populations.

4 Stakeholder engagement

4.1 SINSW engagement activities

Consultation and engagement activities that have been undertaken by SINSW to date on the project are included in **Table 4.1** below.

Table 4.1 SINSW consultation and engagement activities

Activity	Details
Project website in the DPIE Major Projects Portal for primary school and high school	The project websites for the primary school and high school included links to the online community survey from 21 June to 10 July 2022.
Community Information Session	1x virtual information session on SINSW website from 25 May to 8 June 2022. 2x in person public information sessions 10 August and 11 August 2022. Local residents were notified of the sessions through a letterbox drop, emails to the school network and SINSW database, and a community member posting details on a closed Marsden Park community Facebook group.
Project update flyers	Regular planning and project updates and media releases have been posted on the project websites from December 2020 onwards. Two community flyers with project updates were distributed in the local area during preparation of the SIA report to update community members on project progress and provide the link to the online community survey (refer below). The flyers were distributed to a total of 4,107 letterboxes in the suburbs of Melonba (all homes) and Marsden Park (homes north of South Street, west of Richmond Road, and East of Story Creek Road) to ensure all families within the existing primary school catchments for Northbourne PS, Marsden Park PS, and the future Melonba PS catchment were captured in the distribution. The project updates were also uploaded to the project websites and emailed to previously engaged stakeholders along with local school communities through principals/P&Cs. Copies of the project updates are included in Appendix A .

4.1.1 Community information session findings

On Wednesday 10 and Thursday 11 August, members of the project team and SINSW Communications and Engagement held two in person public information sessions at Elara Village Shopping Centre. There were approximately 50+ attendees at each session, including the president and vice president of the Marsden Park Public School P&C, four teachers looking to transfer to the new school, and one realtor from the Newpark Development.

The main topics of interest from attendees included:

- School opening dates (all attendees asking about construction and opening dates)
- The need for a new high school:
 - More than half of attendees discussed the new high school

- Nearly all parents did not want their children to attend Riverstone High School due to distance, public transport issues or lack of public transport
- Perceived safety of their children in the area.
- Selective classes for high-performing students at the high school
- Shared facilities (multi-purpose hall for hire as an indoor gym or indoor sports courts)
- Standardised design (same as perceived wealthier suburbs)
- Transport and zebra crossings:
 - Enquiries regarding increase in public transport in the area
 - Ensuring coordination with Council about zebra crossing which the suburb is perceived as lacking
- Noise impacts (one resident enquired about operational noise level).

Attendees were asked to fill in feedback forms for the information session. Feedback on the project included a desire to enrol children in the schools now and to know exact construction dates of the new high school, interest in working at the new schools, a request for an indoor sports centre accessible to the community, and for a dedicated OC and selective school.

Following the information sessions an email was received discussing plans at Gregory Hills for the new primary school to be opened Day 1 Term 1 2023 as a temporary school on site while the permanent school is being constructed.¹⁶ The resident stated, “This tells me Marsden Park High school is way behind on construction and time lines Melonba primary funding is showing 2022-2023 so seems like primary school planning has pushed the high school behind for some reasons”. Residents wanting confirmation of construction and delivery timelines have been a common theme throughout all engagement activities, as evidenced in the sections below.

4.2 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 their significance as well as potential measures, and provide opportunities for feedback. Engagement methods included:

- An **online survey** to maximise community input. WSP prepared the survey in collaboration with the SINSW Communications and Engagement team and hosted it on Zoho. Two project update flyers including a link to the survey were prepared by SINSW and distributed within the local area including via local school networks. A total of 229 responses were received between 21 June to 10 July 2022.
- **Total of 10 online video interviews/ phone conversations** conducted between 1 July and 4 August 2022, with:
 - Blacktown City Council – Community Planner (x2)
 - SINSW – Intake Areas Manager
 - SINSW – Asset Activations Manager
 - Principals of Northbourne Public School and Riverstone High School
 - 4x community members (parents of students at surrounding schools and residents in future school catchment).
- **Attendance at Pre-Application meetings** with Blacktown City Council staff and project team on 25 February and 15 June 2022.

4.2.1 Summary of online community survey findings

The vast majority of survey responses came from residents from within the 2765 postcode (96.1%), which encompasses Melonba, Marsden Park, Riverstone, and other surrounding suburbs. As shown in **Figure 4.1**, respondents were primarily

¹⁶ SINSW 2022, [New primary school in Gregory Hills](#)

students or parents/carers of students attending Northbourne PS, Marsden Park PS, or Riverstone HS (58.5%). Students or parents/carers of students from other schools in the area attended several different schools, as shown in **Figure 4.2**. Other respondents identified as students or parents/carers of student attending another school in the area, residents living adjacent to the proposed site or elsewhere in Melonba, and local school staff members.

Figure 4.1 Which of the following best describes you?

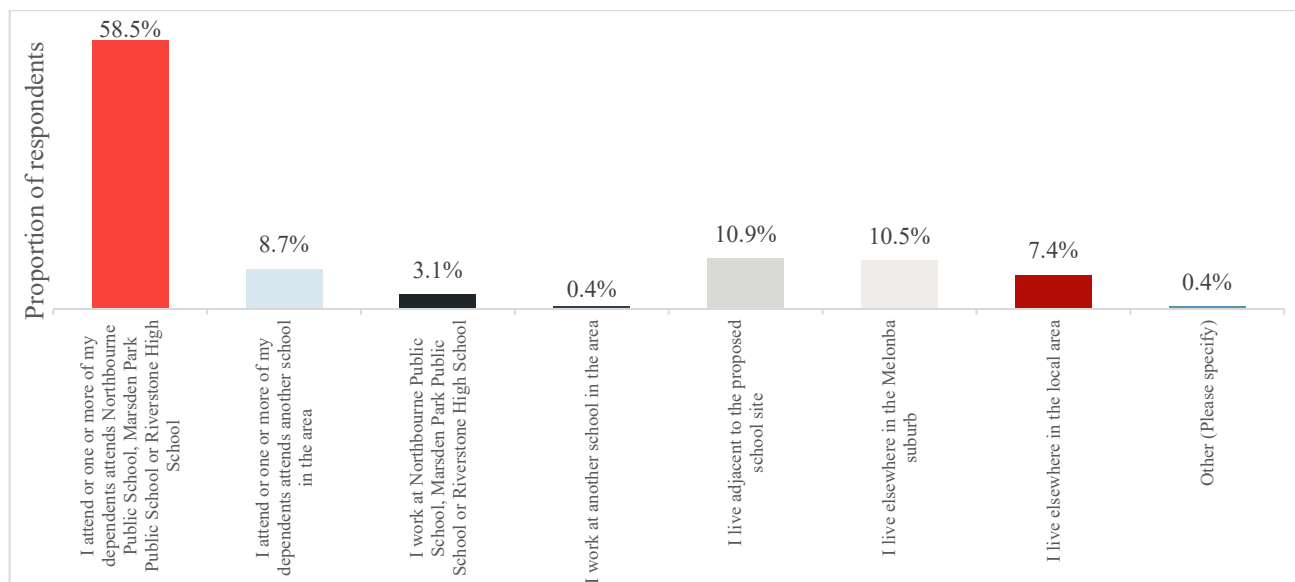
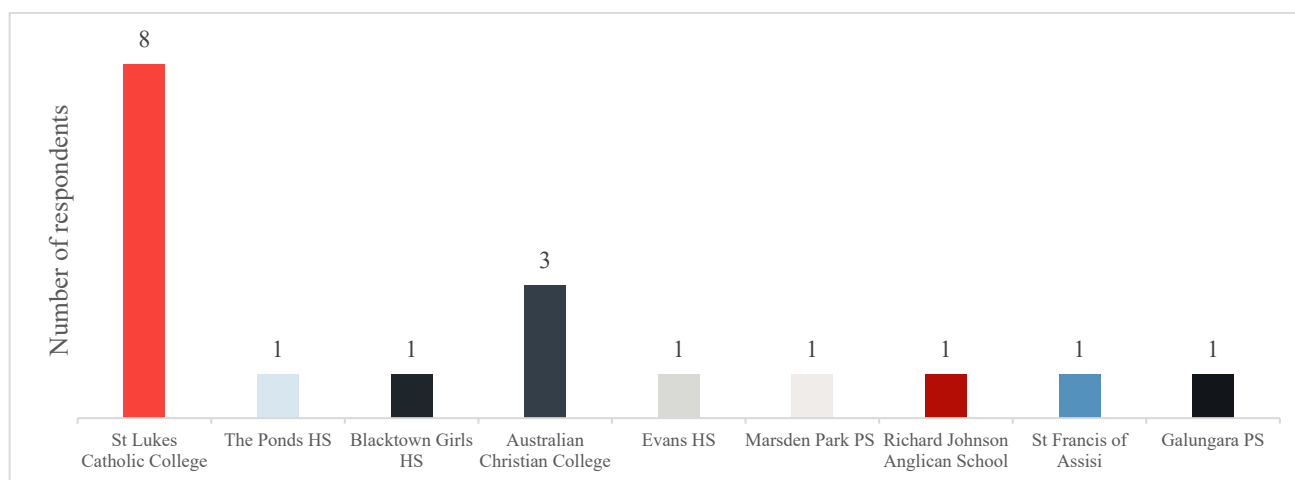


Figure 4.2 Local schools respondents/their dependents attend



The majority of survey respondents (94.3%) noted that they would plan to send their child/ren to the new schools if they were the designated school for their address.

Community values

Respondents were asked to describe what they currently liked about the Melonba area. The most frequent responses included:

- The community (22.3%)
- The convenient location (17.6%)
- It is modern and new (15.5%)
- The local parks, sporting fields and facilities and open spaces (12.2%)
- It is a “nice” place or a “good” area (11.5%)
- Plans for the new schools (11.5%).

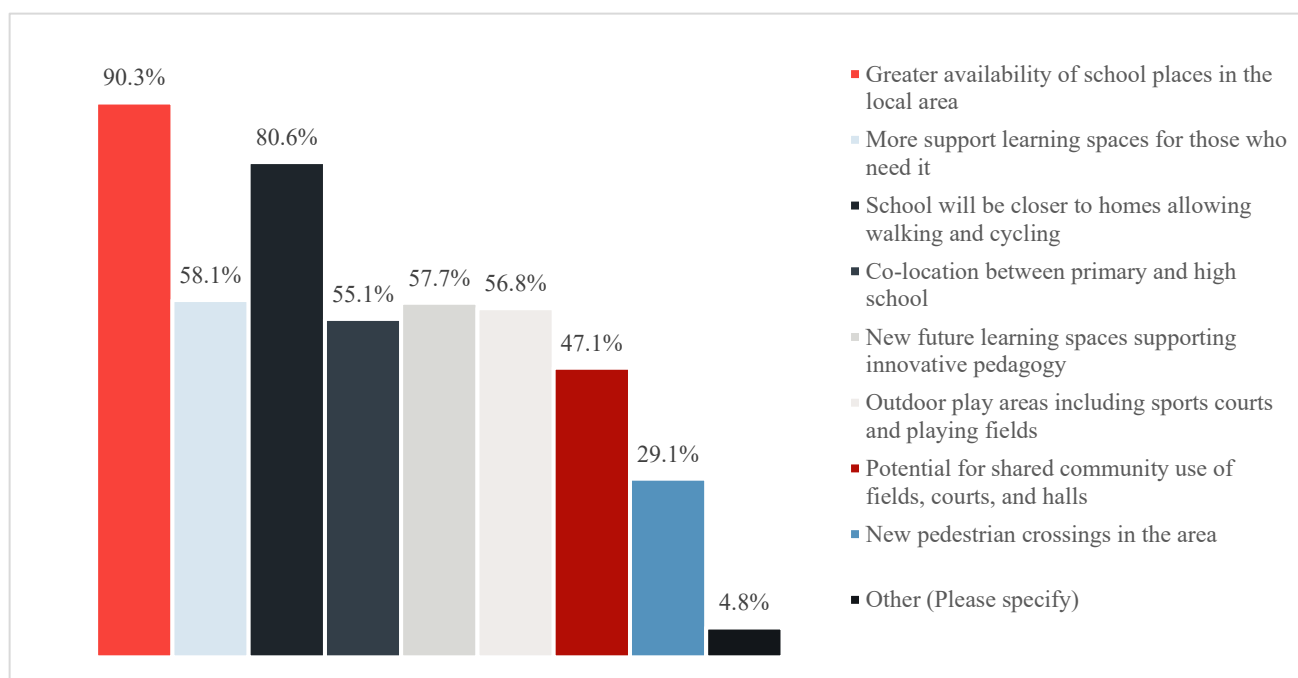
Benefits of the project

As shown in **Figure 4.3**, the large majority of respondents believed that the greater availability of school places in the local area (90.3%), and that the ability to walk or cycle to school (80.6%) would be benefits of the project.

Approximately half of respondents also thought the following were benefits: more learning spaces for those who need it, co-location between primary and high school, new future learning spaces supporting innovative pedagogy, and potential for shared use. About a third of respondents thought that new pedestrian crossings were a benefit, which reflects the proportion of respondents who lived in the local area.

Overall, nearly all respondents believed these benefits would be significant (11.6%) or very significant (86.6%). Nearly 5% of respondents suggested additional benefits which included relief of surrounding schools, less traffic at surrounding schools and on Richmond Road, and reduced travel times.

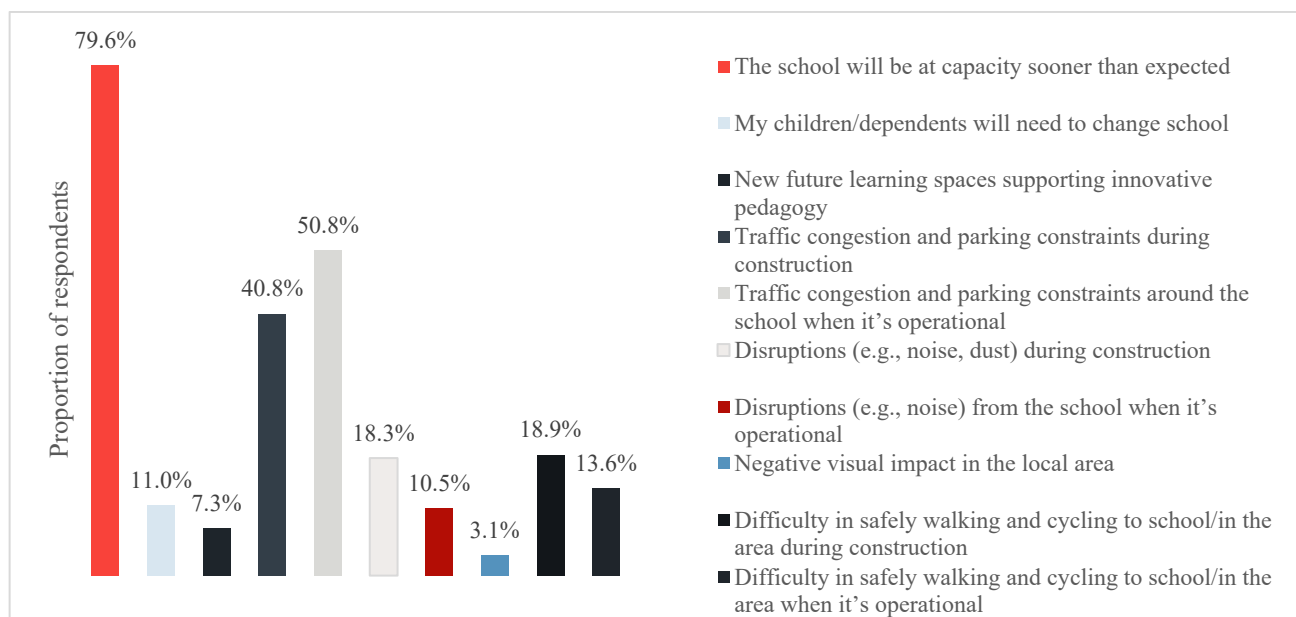
Figure 4.3 Potential benefits of the project



Areas of concern

Respondents were most concerned that the schools would be at capacity sooner than anticipated (79.6%). Approximately 40% to 50% of respondents were also concerned about traffic congestions and parking constraints when the schools are operational (50.8%) and during construction (40.8%). Between 10% and 20% of respondents were concerned about their dependents needing to change school, difficulties in safely walking to school/in the area during construction and when the school is operational, and amenity disruptions during construction and when the school is operational. Less than 10% were concerned with future innovative pedagogy or visual impact in the area. Areas of concern are shown in **Figure 4.4**.

Figure 4.4 Potential negative impacts of concern



Enhancement and mitigation measures

Many suggestions were made for how the project could maximise benefits or mitigate impacts for the community, which have been distilled throughout **Section 4**. The most frequent recommendations included:

- To build the school as soon as possible
- Fast track the approvals process
- Inform community members of delivery timeframes
- Provide adequate parking, and safe drop off and pick up zones
- Implementing traffic flow management plans/systems around drop off and pick up
- Prioritise the high school (ideally beginning 2023)
- Plan for greater than anticipated enrolment numbers from the beginning
- Increasing building storey heights to increase capacity and open space
- Providing selective classes for gifted and talented students.

Other final comments received from respondents were most frequently re-emphasising the need to build the schools as soon as possible (32.7%) and to prioritise delivery of the high school (21.8%).

4.2.2 Summary of interview findings

The following provides a summary of findings from the interviews with community members and stakeholders. These findings have also been distilled throughout the report where applicable.

Existing community features

Interviewees were asked to discuss what currently worked well and not so well in the community. In general, community members had few complaints, noting that there was good access to services and good walkability. However, most participants noted that there is significant traffic congestion when entering or exiting the estate from Richmond Road and around existing schools. The major concern in the area is the significant need for a new primary school and high school due to overcrowding of existing primary schools and long distance travelled for high school.

Discussion with Council highlighted that the estate has been well received by residents and the recently opened Marsden Park Neighbourhood Centre has been very popular with the community.

Potential benefits of the proposal

The major benefits noted by community members were more local school places, reduced travel times, relief for existing schools, ability for active travel, and reduced financial pressure of sending children to non-government schools.

Consultation noted that the new schools may benefit should the new primary school and high school relieve pressure on existing schools.

Potential negative impacts

The major concerns for potential negative impacts were parking and traffic around pick up and drop off, particularly with the co-location of two schools with capacity for 3,000 students, in already constrained streets.

Consultation noted that if the new high school opens all year levels in the first year of operation that this may drastically impact on enrolments at Riverstone HS. This would be a negative impact for the existing school.

Mitigation and enhancement measures

Interview participants made many suggestions for mitigation and enhancement measures to maximise benefits and mitigate negative social impacts of the project. It is noted that participants during the consultation process had not had access to comprehensive information about the proposal, and some of the recommended measures/design elements may have already been included in the design of the schools. These measures will be included as relevant in **Section 4**, but they typically included:

- Staging and delivery timeframes
- Design and capacity
- Provision of additional uses e.g., special education classes, after hours school care
- Curriculum information
- Information on eligibility and transfers from other schools
- Traffic management and active transport
- Pre-school opening measures
- General communication with the community.

5 Social 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 DPIE impact category (impact category).

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

Preliminary scoping

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

The preliminary scoping of potential impacts is provided in **Appendix C**.

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 D**.

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: DPIE 2021, SIA Guideline and Technical Supplement.

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

- 1 Provision of a new public primary school and new public high school
- 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.

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

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

5.1 Increased supply of public primary and high 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 new schools will provide more learning spaces to allow students in the future catchments to attend school in their local area
- 3 The project will respond to existing and future demands for public primary school and high school places and contribute to addressing the future estimated shortfall of school places in the broader area
- 4 Additional support learning spaces will benefit a greater number of students with special needs as well as their families
- 5 Co-location of the schools will enable students to continue their schooling with their primary school friends with potential associated health and wellbeing benefits
- 6 The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity
- 7 Children transferring from other schools may experience potential stress and anxiety as a result of this transition
- 8 There is a risk that the proposed school site does not suffice to meet existing and future school demands
- 9 The project will provide before and after school care services for local families
- 10 The design ensures separation between primary and high school students, promoting a feeling of safety particularly for younger children
- 11 A new public primary school and high school may provide financial relief for families currently spending lots of money on sending children to local non-government schools
- 12 The project will provide livelihood benefits for 128 high school staff members and 59 primary school staff members

Local area (Melonba/ Marsden Park):

Construction:

- 13 The project will provide temporary employment for 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

Uncertainty around delivery timeframes

The major concern raised by interviewees and survey respondents was the lack of consultation and clarity around delivery timeframes for the new schools. Community members are frustrated by the delays in delivery, when many purchased land to build homes in the suburb on the expectation that there would be a future local primary school or high school for their children to attend.

Community members raised concerns over needing to plan family budgets for coming years and relying on information about delivery timelines of the new primary school and high school to determine whether/for how long they would need to pay to send their children to local non-government schools. One interviewee emphasised the difficulty of this decision when considering education options for their three children. They stated that one child attending private education is affordable, second child is a stretch on the family budget, and sending the third child cannot be managed.

Communication of estimated timeframes for delivery of the project would benefit families in planning for the future and reduce significant stress and livelihood impacts. One potential mitigation for uncertainty around delivery timeframes, proposed by the community during consultation and being implemented at other new schools including the new primary school in Gregory Hills¹⁷, would be to provide temporary schools on the site while construction of the permanent schools occurs.

Operations

Increased local public school places responding to existing needs

The projected 1,000 new public primary school spaces for children from within the future school catchments will respond to the current demand within the community. The future primary school catchment was home to 2,634 residents in 2021, 13.5% of which are primary school aged children and a further 11.5% are babies and pre-schoolers. This suggests in 2021 there were approximately 355 children currently, and another 304 in the next four years, requiring a local primary school. Current students are likely attending Northbourne PS or local non-government schools.

The project will provide 2,000 new public high school spaces for children from within the future school catchment, responding to current demand within the community. Most children currently travel long distances to attend high school and/or parents and caregivers spend significant sums on non-government schools that exist in the local area. The future high school catchment was home to 13,844 residents in 2021, 6.5% of which were high school aged children, 14.5% primary school aged children, and 11.5% babies and pre-schoolers. This suggests in 2021 there were approximately 1,003 children currently, and another 4,040 in the next 7 – 11 years, requiring a local high school. Current students are likely attending Riverstone HS or local non-government schools. Consultation identified that some children are currently travelling all the way to Blacktown to attend school. The benefit of providing a local high school for children to attend was raised as a major benefit for Melonba children, with reduced travelling time for children and their carers.

Interviews with community members and findings from the online community survey identified a high need for increased public schooling options within the existing primary school and high school catchments for families in Melonba. The majority of respondents to the survey thought that greater availability of school places in the local area would be a benefit of the project, "...providing desperately needed supply of schooling to an otherwise overcrowded school district".¹⁸

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

¹⁷ SINSW 2022, [New primary school in Gregory Hills](#)

¹⁸ Quoted response to online community survey.

Relieve pressure on other public primary schools

Melonba families are currently in the intake areas for Northbourne PS. Northbourne PS is quickly approaching 100% capacity only one year after opening and the nearby Marsden Park PS is currently operating at approximately 40% over its built capacity. Community members and stakeholders noted that Marsden Park PS includes a significant number of demountable buildings which decreases available green open space for children to play in. Community members are concerned that this will soon occur at Northbourne PS when it passes its built capacity, with many community members already considering the school to be overcrowded.

The future primary school catchment for Melonba will reduce the intake area for Northbourne PS, potentially addressing capacity pressures going forward. It is noted that there is strong demand in the area. The new schools may potentially result in reduced congestion at these schools but it is unclear whether the new Melonba PS will suffice to fully reduce pressures on other primary schools. Whilst children transferring to the new primary school will 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 Northbourne. This will need to be managed by the new school to ensure comfortable and safe transitions.

Consultation highlighted significant traffic congestion and parking issues at Northbourne PS due to overcrowding. One interviewee mentioned some parents parking in the middle of roundabouts near the school to drop off or pick up their children due to lack of effective kiss and drop facilities, parking, or traffic management plans surrounding the school.

The new primary school at Melonba will potentially relieve pressure on Northbourne PS by reducing the number of enrolments. The number of families that will choose to transfer their children to the new primary school from Northbourne PS is unknown and will affect the level of significance of this impact. No families will be forced to transfer their children to the new primary school if they do not wish to, and siblings of existing students rezoned for the new primary school but remaining at Northbourne PS will also be allowed to attend the existing school. If many families choose to transfer, Northbourne PS will experience significant relief on existing pressure, while few families transferring would result in minimal benefit for Northbourne PS.

More school places to meet future demand

As previously discussed, the Melonba suburb is still in development and the number of homes in the area has likely increased following the 2021 Census. The major household composition in the future school catchments is couple families with children. This suggests that the number of children in the catchments will have already increased and will continue to rise in coming years as more homes are built. Council's forecast.id population forecasts estimates that the population of the Marsden Park – Melonba – Shanes Park area will nearly quadruple between 2022 and 2041, with 5,136 new primary schools, 3,830 new high schoolers and another 3,500 new babies that will need access to school. With approximately 3,000 new places, the project will contribute to responding to future demands for primary school and high school places in the proposed catchments.

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 and high school will not be large enough to meet future demand for primary and high school places in the area. The majority of survey respondents (80%) believed that the schools will be at capacity sooner than expected and many mitigation recommendations included the need to increase the capacity to meet current and future demands in a rapidly growing area. While there is a risk that the proposed school site does not suffice to meet existing and future school demands, there are however limited opportunities to increase the proposed capacity in order to ensure sufficient open space for children. 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

Baseline data identified that 1.6% of people in the future primary school catchment and 3.3% in the future high school catchment have core activity need for assistance while a further 4.7% and 6.4% respectively are providing unpaid care for people with a disability, health condition, or old age.

Approximately 58% of survey respondents identified more support learning spaces for those who need it as a potential benefit of the project.

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

It will be important to ensure appropriate design measures to maximise comfort for all abilities in the future school environment 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 during consultation. This is addressed in the below under ‘Accessibility’ in **Section 5.2.1**.

Co-location of primary school and high school

The 6-ha site at Kaluta Avenue will contain two co-located schools. This point was raised regularly in the online survey with some respondents feeling this would be a benefit. Similar sentiments were raised by some community members during interviews. Half of survey respondents identified the co-location between primary school and high school as a potential benefit of the project.

A benefit for children attending the future PS will be the ability to transition from primary to high school with friends from the local area, and to continue schooling in a familiar environment. Parents of primary school aged children noted the anxiety that children feel if they are separated from their friends when moving to different high schools. With co-located schools, the transition from primary to secondary school will occur within a familiar environment, with peers and existing social relationships, which may improve the transition process for students.

Consultation found that families at existing nearby schools like the idea of co-location of the new primary school and high school. A benefit for parents/carers of the co-location is the single drop-offs for families with multiple children.

Research also suggests that younger children may feel “intimidated and unsafe among older students in interstitial spaces such as pathways and stairwells”.¹⁹ In the case of this project, the design completely separates primary and high school students with separate learning, administration and play spaces as well as halls, libraries, canteens and access points. While separating age groups is important to ensure feelings of safety, particularly for younger children, a joint primary and high school supports the early introduction of the high school environment to primary students. Ways to promote the transition should be explored.

Some community members were concerned that the site is not large enough for two schools and the surrounding infrastructure would be insufficient, causing increased issues for surrounding neighbours during operation (e.g., traffic, safety, and amenity). Amenity related concerns and impacts are discussed in **Section 5.4**.

Provision of outside of school hours care (OSHC)

The provision of OSHC facilities at the site will provide care for children of working parents allowing parents to work before and after school and on school holidays.

The school will provide OSHC for before and after school and vacation care. The OSHC will operate from 6am to 8am and 4pm to 6pm weekdays during school terms and 7am to 6pm weekdays during school holidays.

Provision of before and after school hours care was identified as a benefit and enhancement measure by many survey respondents and interviewees.

Financial relief for families sending children to local non-government schools

Consultation with community members identified that many families are currently sending their children to local non-government schools at great financial cost due to overcrowding in existing public schools in the area and great distance and travel times to the nearest high school.

¹⁹ Hughes H. et al, High School Spaces and Student Transitioning: Designing for Student Wellbeing, in School Spaces for Student Wellbeing and Learning, 2019

Baseline findings highlighted that approximately 16.0% of people attending educational institutions in the future primary school catchment were attending non-government primary schools and approximately 10.3% were attending non-government secondary schools. Similar proportions of people in the future high school catchment were attending non-government schools (14.8% and 9.4% respectively). The average cost of non-government school fees for one child in North West Sydney in 2022 is \$14,580.²⁰ As previously mentioned, one consulted community member noted that this may be affordable for one child but becomes significantly less affordable as younger siblings reach schooling age.

Provision of the new public primary and high schools would give families more affordable options for schooling in their local area, potentially reducing financial and decision-making burdens of non-government education.

Employment opportunities for teaching and non-teaching staff

The project is anticipated to provide jobs for 127.9 full-time equivalent (FTE) teaching staff and 22.8 FTE administrative and support staff in the new high school (150.7 total FTE jobs), and 58.5 FTE teaching staff and 9.4 administration and support staff (67.9 total FTE jobs) in the new primary school during operations.

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. 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. Local procurement initiatives are encouraged where practicable to promote benefits within the local community and may assist in reducing traffic impacts if staff are able to travel actively or via public transport, in line with the School Transport Plan discussed in **Section 5.2**.

5.1.2 Local area (Melonba/ Marsden Park) and broader area

Construction

Employment opportunities for construction workers

The project is anticipated to provide a total of 769 jobs during construction. This is estimated to include 533 jobs for construction of the new high school and 263 jobs for construction of the new primary school. 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**, as well as mitigation/ enhancement and monitoring measures. The SIMP in **Appendix E** provides a detailed assessment of identified social impacts before and after mitigation/ enhancement and monitoring.

²⁰ Chrysanthos, N in Sydney Morning Herald, January 27 2022, "[Where Sydney's school fees have increased most this year](#)"

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

Social risks in order of significance (starting with very high):	Social benefits in order of significance (starting with very high):
1 Uncertainty around delivery timeframes (Very high – A4) 2 There is a risk that the proposed school site is insufficient to meet existing and future school demands for two schools (High – C4) 3 Children transferring from other schools may experience potential stress and anxiety as a result of this transition (Medium – C3)	1 The new schools will provide more learning spaces to allow students in the future primary school and high school catchments to attend school in their local area (Very high – A4) 2 The project will respond to future demands for public primary school and high school places and contribute to addressing the future estimated shortfall of school places in the broader area (Very high – A4) 3 Additional support learning spaces will benefit a greater number of students with special needs as well as their families (High – A3) 4 The project will provide before- and after-school hours care for local families (High – A3) 5 The design ensures separation between primary and high school students, promoting a feeling of safety particularly for younger children (High – A3) 6 The project will provide livelihood benefits for 128 high school staff members and 59 primary school staff members (High – A3) 7 The project will provide temporary employment for construction related workers, potentially benefitting livelihoods and overall wellbeing of future workers and their families (High – A3) 8 Co-location of primary school will enable students to continue their schooling with their primary school friends with potential associated health and wellbeing benefits (High – B3) 9 The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity (High – B4) 10 A new public primary school and high school may provide financial relief for families currently sending children to local non-government schools (Medium – C3)

Mitigation/ enhancement measures

- 1 Provide community with estimated delivery timelines for construction and operation of the schools to assist with family planning and budgeting
- 2 Build the schools as soon as possible, with particular community interest in building the high school first
- 3 Consider a temporary school on site while building permanent buildings to give children a local schooling option as soon as possible
- 4 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
- 5 Engage early with Council to employ crossing guards for proposed zebra crossings at each corner of the site
- 6 Provide opportunities for primary school students to interact with high school students in safe environments to assist ease of transition to high school i.e., buddy/mentoring systems etc
- 7 Prepare transition plans for students moving from primary to high school
- 8 Provide extensive information to school communities on eligibility for transferring, how to transfer, and support transitions and provide school councillors to support students in transitions
- 9 Appoint new principals for the school as soon as possible (ideally 12 months before opening) and engage with existing 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.
- 10 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.
- 11 Proactive and ongoing communication and engagement with the school community
- 12 Consider design solutions to have separation between younger and older age groups (OSHC) and consult with OSHC provider regarding best design of facility
- 13 Ensure separation between schools is sustained unless in supervised events to promote a feeling of safety, particularly for young children
- 14 Consider promoting local employment during construction including unemployed members of the school community working in construction
- 15 Consider promoting local employment during operation including unemployed members of the school community working in education
- 16 Engage with families with special needs to ensure design satisfies learning needs

Monitoring measures

- 1 Continue to engage with community members to determine sentiments
- 2 Continue to monitor supply and demands, including surrounding schools, and identify solutions if the new schools reach capacity earlier than anticipated
- 3 Monitor health and wellbeing of school community
- 4 Continue to monitor the demand for support learning service to ensure facilities will absorb demand
- 5 Monitor teacher and student satisfaction as per Tell Them From Me survey
- 6 Continue to monitor supply and demands for OSHC
- 7 Monitor employment of 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 intake 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

Local area (Melonba/Marsden Park):

Construction:

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

Operations:

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

5.2.1 *Existing and future school communities*

Operations

Accessibility within the site

The design of the school proposes three-storey buildings. Accessibility for students and other school users was raised as a concern during consultation.

Architectural drawings suggest that each floor of the planned buildings will provide accessible toilets for people with wheelchairs and other accessibility needs. Blocks A, D, and E will provide lifts to accommodate access for people with disabilities or other access requirements to first and second levels. All 3-storey buildings within each school are connected to each other, either via accessible pathways on the ground floor or via connecting bridges on Floors 1 and 2.

The kiss & drop bays for the new primary school and high school include four accessible parking bays each to serve the SELU's at each site. These bays are located adjacent to each school's SELU building; however, it is unclear on plans whether access from these bays directly to the SELU will be provided, suggesting students/families will be required to travel through the main gates and back to the SELU once inside the school fence.

Access throughout the school for people with a disability has been assessed in the DDA Assessment Report.²¹ While much is unknown at this stage of the design in regard to accessibility throughout the site and buildings, the report determines that compliance with majority of the Building Code Australia and its prescriptive Australian Standards "is readily achievable" with further details required as the design of the new schools progresses.

Travel to school

Interviewees and survey respondents raised reduced travel times to school as a major benefit of the new schools, for both parents or carers dropping off or picking up children, and for children travelling to school independently.

²¹ MBC Group 2022, DDA Assessment Report: Marsden Park High School and Melonba (New Primary School)

Parents are currently spending long commutes in cars during drop off and pick up, impacting on livelihoods and mental wellbeing. One interviewee raised the importance of sleep and rest for children which is currently being impacted by needing to travel long distances on public transport to access schools. The provision of the new primary school and high school will significantly reduce travel time for the majority of families and students as few students are anticipated to reside north of Richmond Road. It will also allow some to walk or cycle to school. There may also be a decrease in traffic congestion surrounding existing primary schools due to reduced student enrolments following changes to intake catchments. These impacts will result in benefits to way of life, accessibility, livelihoods, and health and wellbeing. These findings are discussed in more detail below.

Active travel opportunities

Findings from consultation with community members found that there is currently a low uptake of active travel to school for families in the area with families and students needing to travel long distances to current schools (as well as numerous major roads to cross for Riverstone HS). The provision of a new primary school and high school in Melonba would provide the opportunity for local children to actively travel to school.

Parents of school aged children suggested they would feel much more comfortable with children travelling the short distance from their houses to the new schools, particularly if accompanied by large numbers of friends from surrounding houses and streets. A total of 183 respondents (80.6%) to the online survey thought that school being closer to homes, allowing for walking and cycling, would be a benefit of the project, supporting associated health and wellbeing benefits to families.

In 2016, 3.8% of residents walked to work in Marsden Park SSC and 1.5% in Riverstone – Marsden Park SA2. The TAIA anticipates that 60% of primary school students (600), 30% of high school students (600), and 20% of all staff (22) will walk or cycle to school. This is based on a combination of existing travel habits at comparable sites plus anticipated travel habits based on school catchments and the project's transport provisions. Pre-development, a School Transport Plan will be implemented to ensure the ongoing management and encouragement of more sustainable travel modes.

Community members noted that the Melonba area is still in development and that footpaths have not been constructed in all streets. However, this is anticipated to be completed by the time the schools are operational and would allow for safe walking and cycling within the future catchments.

To accommodate safe active travel to and from the schools, the project proposes to provide seven new pedestrian crossings at all corners of the site (connecting to existing and future pedestrian and cycle pathways).²² New pedestrian crossings in the streets surrounding the schools were identified as a benefit of the project by 29% of respondents. Consultation identified that early planning for crossing guards (lollipop people) to ensure safe travel for children at opening would be important due to long application processes.

The project aims to provide bicycle storage onsite above the EFSG rates to encourage cycling to school for students and staff. The Architectural Design Report identifies that the new high school will provide a minimum 84 bike spaces for students. The new primary school will provide a minimum 60 bike spaces for students. The project will also provide end-of-trip (EOT) facilities for staff members to facilitate active travel to the site; three unisex showers and changerooms per school, 20 lockers for high staff, and 15 lockers for primary school staff. The EOT facilities will be equipped with the bike racks for staff (40 bike spaces total).

A small proportion of survey respondents had concerns around difficulties safely walking and cycling to school and in the area when the schools are operational. Road and pedestrian safety during operation of the schools will be addressed in the School Transport Plan.

Travel by car as driver or passenger

Consultation identified existing traffic congestion issues in the surrounding area, particularly during drop off and pick up at Northbourne PS and generally on Richmond Road. Community members noted that families are currently spending

²² NBRS 2022, Marsden Park new high school and Melonba new primary school Architectural Design Report

long commutes travelling to and from school which is impacting on livelihoods, way of life, and health and wellbeing. Interviewees noted that safety around the new schools during peak times was also of major concern and extensive planning of traffic, transport, and parking was needed at the new schools.

The project may reduce existing traffic congestion and parking issues surrounding existing schools with reduction to the Northbourne PS catchment (see **Figure 1.3**) but may increase traffic congestion and parking issues in the streets surrounding the new primary school and high school given existing low traffic movement in the immediately surrounding streets during peak periods.²³

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 anticipates that 175 staff (80% total staff) and 800 students (~26.7% total students) will travel to the site in cars as drivers or passengers.

The pickup and drop off zones (kiss & ride) for the new high school will be located on Kaluta Avenue and for the new primary school on Swallowtail Street. The new primary school and high school kiss & ride bays will accommodate approximately 16 vehicles each, including four accessible parking bays each. These bays will be 'No Parking' zones during peak periods. The TAIA has determined that the forecast demands for pick up and drop off bays for the new primary school (approximately 400 students in 333 cars) and new high school (approximately 400 students in 333 cars) can be accommodated or processed in approximately 20 minutes (see TAIA for more detail). Staggered school bell times for the high school and primary school are recommended to separate traffic movements for each school on the surrounding road network.

The project proposes to provide 142 parking spaces which would accommodate 65% of staff members driving to school. The School Transport Plan proposes a carpooling strategy involving a pairing system that notifies staff members of other staff who live in nearby areas or along their travel route or by using the Liftango app, aiming for a further approximately 15% travelling by car as passengers.

The Blacktown City Council DCP requires a provision of 219 spaces for staff parking (equivalent to one space per employee). The TAIA argues that this is impracticable for the project as it would encroach on available open space for student play, conflict directly with the sustainable transport strategy for the development, and further congest the road network. The transport strategy considers 15% of staff potentially carpooling (in addition to the capacity of 65% driving) resulting in 80% potential travelling by car (closer to the relevant DCP rate).

No parking is provided onsite for families or Year 12 students. The DCP requires one space per five students in Year 12, which would require 60 spaces (from an estimated 300 Year 12 students) and one space per 100 students for visitors to the site, which would require 30 spaces.

The TAIA provides an assessment of available street parking on non-residential frontages in the local area to determine nearby parking for the shortfall of approximately 137 spaces relative to the provisions on site. The assessment suggests that there are approximately 290 or more parking spaces in the local area, and the shortfall at the relevant DCP rates would occupy only 41-47% of the identified non-residential street parking capacity. This suggests that families will be able to park in nearby streets during pick up and drop off times, Year 12 students will be able to park their during the school day, and any staff not allocated parking on site will be able to park in nearby streets, with minimal impact on surrounding residences.

Travel via public transport

The TAIA anticipates demand for bus services to be approximately 1,000 students. It is anticipated that students travelling to the site by bus would do so with a combination of general public route services and dedicated school special services, subject to future operations to be determined by TfNSW. As it is not yet possible to determine the exact distribution and alignment of future bus routes, the TAIA assumes that many bus routes providing dedicated service for the school could be aligned to operate northbound along Kaluta Avenue and utilise the bus bay. Some services (or

²³ TTW 2022, Marsden Park New High School and Melonba New Primary School Transport and Accessibility Impact Assessment

general public services) may be required to operate southbound along Kaluta Avenue and use the existing bus stop at Elara Boulevard.

The project proposes a bus bay with capacity for five or six buses on Kaluta Avenue adjacent to high school and primary school libraries. According to the TAIA, service demand in the bus bay is anticipated to be approximately 15 buses which could be cleared within approximately 12 – 20 minutes of afternoon bell times (and would likely be more spread during the morning).

TfNSW has advised of a planned future expansion of route 747 past the school site by the end of 2023. Students residing further than 1.6km from the school site will be eligible for School Student Travel Scheme (SSTS) passes.

Consultation identified potential issues with buses travelling down streets in Melonba/Marsden Park. This issue has not been identified in the TAIA

5.2.2 Local area (Melonba/ Marsden Park)

Construction

Temporary increase in traffic congestion and parking issues

The project will create an estimated 769 temporary jobs during construction (533 jobs for the new high school and 236 jobs for the new primary school). Construction activities are to be carried out from 7AM to 6PM Monday to Friday, 8AM to 1PM Saturdays, and no work on Sundays or Public Holidays. Construction timeline is unknown at this stage. The TAIA notes that no onsite parking will be provided for workers during the construction phase of the project. Workers will be advised of alternative transport options and will be encouraged to utilise public transport to and from the site. Workers choosing to travel by car will be responsible for finding their own on-street car parking and are to park in accordance with all signposted parking restrictions. Construction worker parking and on surrounding streets may result in parking and congestions issues for nearby neighbours of the site during the construction timeline.

The delivery of material to and from the site will result in some generated traffic activity associated with the works. It is expected that the heavy vehicles would generally arrive outside of PM peak and AM peak, therefore there is no impact on the peak period traffic volume associated with the heavy construction vehicles. The estimated construction traffic volumes for the standard operation for the worst-case is 15 trucks per day. This is equivalent to 1 truck per hour maximum, as a result, increased traffic associated with construction activities will have minor impacts on the existing road network. All construction vehicle movements will be via Richmond Road and Elara Boulevard. This will likely have minimal impacts for nearby neighbours and residents in surrounding streets.

Operations

Potential shared use of facilities for broader community

Consultation highlighted a desire for the future schools to provide facilities or spaces that will be accessible or available for hire to all community members including full-sized basketball courts (there are currently none in the community), hall facilities, and potential use of smaller spaces such as classrooms for small groups.

The proposed design of the schools is adequate and offers opportunities for community access to the school halls, including the lecture and movement studio; Special Unit Programs in the primary school library; and two multi-purpose hardcourts accessible via Galah Street for after school hours use. Shared use opportunities of these facilities would potentially make the new school a centre for local communities, bringing people together and creating opportunities for learning, work, and play.

Traffic congestion and parking on surrounding streets

As mentioned, consultation highlighted concerns that co-location of the schools on a single site would result in traffic congestion and parking issues with 3,000 students travelling to and from the site, as well as staff for two schools, in a constrained area with narrow streets.

The TAIA has forecast approximately 400 high school and 400 primary school students would travel to and from school in cars, in addition to approximately 175 staff members (23 as passengers and 142 as drivers). The assessment anticipates that the forecast demands for each school can be accommodated or processed through the relevant kiss & ride bays in approximately 20 minutes. It is recommended that the primary school and high school bell times be staggered to minimise impacts on the surrounding road network during peak times. The transport strategy for the project is designed as a sustainable transport strategy, prioritising non-vehicle modes such as active transport (i.e., walking and cycling) and public transport and discouraging private vehicle travel (including kiss & ride and car parking).

Parking in particular was a major concern for most consultation participants across interviews and the online survey and was also raised as a major concern for Council during the pre-application meetings with the project team. The proposed staff parking was perceived as insufficient to meet the needs of teaching and non-teaching staff for both new schools.

The project will provide 142 onsite parking spaces for staff members of both the new primary school and high school with access on the corner of Elara Boulevard and Galah Street. This accounts for 65% of staff. Assuming a total of 80% of staff travel to work by car, the project will aim for approximately 15% of staff to carpool. No parking will be provided onsite for parents for the primary or high school during drop off and pick up. Additionally, no parking will be provided for senior students of the high school driving their own cars to school and parking during school hours. However, surrounding streets will sufficiently be able to accommodate senior students and visitors to the site on non-residential frontages resulting in minimal parking impacts for residents.

Assessment, enhancements/mitigations, and monitoring measures

Social risks and social benefits are summarised in **Table 5.3**, as well as mitigation/ enhancement and monitoring measures. The SIMP in **Appendix E** provides a detailed assessment of identified social impacts before and after mitigation/ enhancement and monitoring.

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):
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 – C3) 3 Construction related traffic may temporarily increase traffic congestion and parking issues in surrounding streets (Low – D2)	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	
1 Ensure all school areas are accessible for members of the school community with disabilities 2 Maximise communication of driving alternatives 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 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) 4 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.	

- 5 Implement the NSW Department of Education's Community Use of School Facilities policy to promote utilisation of new facilities
- 6 Continue to engage with Council on opportunities for shared/joint use arrangements
- 7 Implement CMP/CTMP
- 8 Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate

Monitoring measures

- 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

5.3 Modern and inclusive school environments and facilities

Identified social impacts:

Existing and future school communities:

Operations:

- 1 The project will provide flexible learning spaces and opportunities for innovative pedagogy
- 2 The project has incorporated Connection to Country design principles and provides opportunities for educational programs
- 3 The project will provide green open spaces for sport and recreational activities for students
- 4 The design will support high levels of thermal comfort and shading, mitigating urban heat island effects 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 *Future school communities*

Operation

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.

A total of 131 survey respondents answered that new future learning spaces supporting innovative pedagogy would be a benefit of the project. Other related benefits of the new schools raised by survey respondents included "new innovation and technology" and "new tech and facilities".

A small number of respondents were less excited by the new learning styles and stated that despite living adjacent to the site, they would not send their children to the school if flexible learning spaces and innovative pedagogy were included in the design. Engagement should continue throughout detailed design and seek to include the whole school community, to inform about these new methods and any implications/ changes to students' or staff's day to day lives at school. School-

wide engagement should generally occur to include all members in the future design and maximise future sense of belonging and feeling of connectedness to the school²⁴.

Research has demonstrated that flexible classrooms and learning spaces are more likely to support collaborative approaches to learning, which have been linked to more inclusive and effective educational outcomes amongst students.^{25,26} They may also reduce sedentary behaviours resulting in improved health²⁷. The provision of new contemporary learning spaces is likely to positively impact overall wellbeing of students and staff, as well as creating a space for new learning methods that may be associated with improved educational outcomes. Spaces that allow for student-focused learning will also potentially benefit students who require additional support and non-conventional approaches to learning.²⁸

Consultation with one interviewee 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, 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

There is a large proportion of children identifying as Aboriginal or Torres Strait Islanders currently attending Riverstone HS, who may be zoned in the future school catchments. While the cultural profile of Melonba suggests that few of these students live within the future primary school catchment or future high school catchment (these students most likely reside in Riverstone SA2), it is likely that some future students will identify as Aboriginal and/or Torres Strait Islander.

The baseline also identified high levels of cultural diversity in the local area, and it is likely that many children will be from diverse cultural and linguistic backgrounds. This should continue to be recognised in future consultation.

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.

Opportunities to Connect with Country

Additionally, Connection to Country is an important aspect of education for children, regardless of cultural backgrounds. There is an opportunity to celebrate Indigenous culture in the new schools through design and educational programs.

Consultation was undertaken with local Aboriginal representatives for the Connecting with Country Report²⁹ to understand the significance of the site and to provide suggestions and examples of how this significance could be celebrated in the designs. Tangible and intangible representations of Darug life and culture recommended to incorporate in the design included Acknowledgement of Country; Welcome to Country mural; inclusion of a sensory space and Yarning Circle; use of reflective materials and curves in design; river design feature; rock shelter design feature; dual-lingual signage; Aboriginal artwork in perforated screening; interactive native garden; totem design feature; and fire pit and use of fire-inspired materials.

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

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

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

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

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

²⁹ Tocomwall Pty Ltd 2022, Connecting with Country Report

Several themes and narratives emerged from work with Comber, Tocomwall Consultants, and various Aboriginal Working Groups.³⁰ The Connecting with Country Design is illustrated in **Figure 1.6**.

The Architectural Design Report explains how the Melonba plant has been incorporated in the design of the project to Design with Country. The design captures organic patterns, verticality of the hanging wattle pods, seeds, and vibrant colours from the Melonba plant's wattle seed pods.

Reconnecting to land, water, sky, seasons, and animals has been incorporated in the design through:

- Replanting native vegetation
- Providing a green link across the site to the vegetative lands nearby
- Making reference to sky knowledge, seasons, and significant animals such as the emu throughout the architecture and landscape design. Sky knowledge stories referenced in lighting underside of external covered outdoor learnings (COLA), materials graphics within the pavement and courts, motifs and murals either etched or painted onto the surfaces of buildings and fencing/walls, as well as plant species that respond to the different season cycles.

Cultural history and significance will be incorporated in the project through:

- The opportunity to display artefacts found by Comber in 2016 at the site and to teach the school community about the cultural heritage of the site. The library is identified as a potential zone for this, however further investigation is required to determine the special considerations of such a display.
- References are made within the landscapes to cultural history through use of yarning circles, fire pit, outdoor seating arrangements, planting, and local stone materials.

The theme of rivers, as an important aspect of Darug culture and livelihoods, are incorporated in the design through:

- Use of the colour blue as a feature colour façade panel and sun shading device in reference to the river.

The theme of stone, representing tools and ochre paints, will be incorporated in the design through:

- Reference to local geology and utilisation of brick as a solid foundational plinth at the base of the buildings, with the brick colour selection referencing the tones of the local silcrete rock.

The themes of the Darug totem kangaroo and the yam daisy are proposed to be incorporated in the design through use of their colours as feature colours of façade panels and sun shading devices.

The project represents an opportunity to bring back Darug language through:

- Darug language subjects taught within the schools' curriculums
- Use of Darug language in naming and signage of buildings, rooms, and landscape zones within the schools (see Architectural Design Report for suggested Darug words).

Additionally, the basketball courts located close to Galah Street will feature a variety of line marking and colour design, allowing for other games as well as indigenous sports to be played.

Provision of green open spaces and shading

Parks, sporting fields and facilities, and open spaces are highly valued by members of the Melonba community.

The concept landscape design provides for 10,000 sqm of outdoor play space in the new primary school and 20,000sqm in new high school as per the EFSG standards. The design includes one large sports oval and three hard courts on the high school portion of the site and one junior sports field and two hard courts on the primary school portion. Each school also contains passive open spaces. Access to outdoor play areas including sports courts and playing fields was identified as a benefit of the project by 57% of survey respondents and was considered an important consideration for interviewees whose children are currently attending local schools with demountables that reduce play space for children.

³⁰ NBRS 2022, Architectural Design Report

Under recommendation from the Government Architect's Office, the project is aspiring to reach 40% canopy cover. The Landscape Design Report identifies that the site will have a mature canopy coverage estimated at 17,850m² (40%). The project team have entered into the process of early contract procurement of 200 litre trees as part of a pre-growth strategy to ensure large trees are provided upfront opposed to waiting for saplings to grow. Adequate tree planting will contribute to cooling the future school site, ensuring thermal comfort for future children as well as natural protection from the sun.

The project proposes passive design strategies including shading optimisation to provide effective solar protection during summer and mid-season while allowing for heating during winter. Internal blinds are incorporated to manage low angle sun and glare risks. The current shading design consists of a 2.5m covered walkway and specific external shading design to respond to northern and eastern orientations.

The Sun Safety for Students Guidelines³¹ strongly encourage school communities to make sun safety a priority in the curriculum, school plans and policies, and more broadly in everyday life. The schools will likely incorporate education programs and policies on sun safety in their operations, which will be enhanced by shading provisions of the design discussed previously.

Sustainable design of the new schools

The project is aiming for an Environmentally Sustainable Design (ESD) 5 Star Green Star rating. The ESD initiatives proposed for the project aim to reduce the environmental impacts typically associated with buildings during construction and throughout operation of the schools. The project utilises ESD strategies for to meet EFSG Compliance and 5 Star Certification with Green Star.³² Some of these strategies include sustainable transport plans; healthy foods in canteens; building as a teaching tool for showcasing ESD strategy elements; energy reduction; high outdoor comfort levels through daylight, shading and air movement; high levels of indoor comfort; environmental considerations; efficient water use; heat island effect reduction; community benefits (shared use and Aboriginal collaboration in design); climate adaptation; and waste reduction. Strategies are discussed in detail in the Sustainable Design Report. When implemented, this will result in a design supporting high levels of thermal comfort, reduced heat island and associated temperatures within the school. Strategies such as healthy foods and sustainable transport plans are supported and should be implemented during operations.

Thermal comfort in particular will be enhanced by mitigating the urban heat island effect through:

- Use of future large canopy trees
- Planting coverage of grasses and groundcovers to minimise use of hard surface pavement
- Wide planting beds along perimeter and carpark providing shade to minimise refracted heat from surfaces and cars
- Cool paving with high albedo surface or soft landscaping
- Shade structures to assist with comfortable use of outdoor space
- Contract grown trees to ensure larger trees than typical are able to be installed from day one.

Crime Prevention Through Environmental Design (CPTED)

The project has incorporated the principles of CPTED to reduce opportunities for crime at the site. Crime prevention strategies implemented in the design of the project include:

- Avoiding blind corners
- Promoting passive supervision
- Providing adequate & clear wayfinding strategy
- Providing adequate site security
- Adequate lighting for surveillance purposes
- Creating a hub to introduce mixed activities within the precinct
- Using robust building materials
- Providing clear line of sight across the school site.
- Providing adequate outdoor covered area
- Providing adequate security to monitor access to school & carpark.

³¹ NSW Government 2013, [Sun Safety Guidelines for Students](#)

³² Steensen Varming 2022, Sustainable Development Plan

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, as well as mitigation/ enhancement and monitoring measures. The SIMP in **Appendix E** provides a detailed assessment of identified social impacts before and after mitigation/ enhancement and monitoring.

Table 5.4 Assessment, enhancements/mitigations, and monitoring measure for modern and inclusive school environments and facilities

Social benefits in order of significance (starting with very high):	
1	The project will provide green open spaces for sport and recreational activities for students, with potential health and wellbeing benefits (High – A3)
2	The design will support high levels of thermal comfort and shading, mitigating urban heat island effects 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 has incorporated Connection to Country design principles and provides opportunities for educational programs (High – B3)
5	The project will provide flexible learning spaces and opportunities for innovative pedagogy with potential educational outcome benefits (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
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 Connection to 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:

Local area (Melonba/ Marsden Park):

Construction:

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

Operations:

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

5.4.1 *Local area (Melonba/ Marsden Park)*

Construction

Impacts on amenity for nearby neighbours of the site

Approximately 18% of survey respondents were concerned about amenity disruptions relating to noise and dust during construction of the schools. In addition to general disruption to way of life for nearby neighbours, noise and dust from construction activities can also result in negative health and wellbeing impacts.

The Noise and Vibration Impact Assessment (NVIA)³³ has determined that activities during all stages of the construction program will result in exceedances at surrounding sensitive receivers (nearby neighbours of the site) during worst case sound levels. These noise exceedances will be from generators, cranes and loaders, Skip fills, excavators and rock breakers, concrete pump and cement mixers, bobcats and forklifts, front end loaders, and trucks.

Construction traffic noise is expected to be minimal as construction-related traffic increase will total less than 50% additional vehicles to the existing traffic levels surrounding the site. However, it is noted that heavy vehicles associated with construction works can generate maximum noise levels which are higher than general car traffic and can lead to greater disturbance than cars. Therefore, nearby neighbours may experience some disturbance and annoyance during construction work hours.

The NVIA recommends noise avoidance driver behaviours when travelling to and from the work site. The TAIA identifies that arrival of trucks will be staged to avoid queueing and idling on streets, all deliveries will be via Richmond Road and Elara Boulevard to minimise use of local roads, non-tonal reversing beepers (or equivalent mechanisms) will be fitted and used on all construction vehicles and mobile plants regularly used on site (i.e., greater than one a day) and for any out of hours work. Sufficient implementation of these mitigating measures will reduce impacts on nearby neighbours during the construction phase.

Further to the assessment of noise and vibration and traffic during construction, the appointed Contractor will be required to prepare a Construction Environmental Management Plan (CEMP), a comprehensive Construction Noise and Vibration Management Plan (CNVMP) including cumulative noise impacts.

³³ Acoustic Studio 2022, Marsden Park High School and Melonba (New Primary School) Noise and Vibration Assessment for State Significant Development Application (SSDA)

Operation

Visual impact

Very few survey respondents (3.1%) were concerned with visual impacts of the project. Interviews with community members highlighted that people that have bought land neighbouring the site have likely done so with the knowledge that a school would be built in the future. The survey and interviews highlighted that many community members were encouraging of the schools being built with extra storeys to allow for more open space within the school.

The Visual Impact Assessment (VIA) states that the project will considerably alter the urban fabric of the surrounding area. The construction of the new schools will positively alter the appearance of a vacant unattended site into an active educational facility. The proposed 3-storey school buildings have a minimum 6.5m setback with inclusion of a widened footpath along Kaluta Avenue and street facing landscaping. At full maturity, the landscape will complement the architecture in providing a pleasant view at the Kaluta Avenue and Elara Boulevard road junction. The view at the corner of Galah Street and Elara Boulevard will be improved with the presence of mature trees as a buffer to the proposed carpark. The built form and landscaping at the corner of Galah Street and Swallowtail Street will provide a sense of arrival to the precinct when travelling up Galah Street from Abell Road. On the corner of Swallowtail Street and Kaluta Avenue the buildings are well setback from the adjacent streets and the proposed landscaping will soften the appearance of the school development at this junction.

The visual impact of this major school development on a vacant site in a new subdivision is expectedly high. The school project offers significant activation and can contribute to creating a vibrant environment within the precinct. While views of the site will be significantly changed for adjacent residential neighbours, it is anticipated that landscaping, setbacks, and breaks in the façade providing through-views to the Blue Mountains will not significantly impact on people's visual amenity and may provide more visual interest compared to the current vacant block.

School-related noise emissions and traffic

Respondents to the online survey identified several potential impacts on amenity resulting from operation of the new schools. Identified potential amenity impacts for nearby neighbours included reduced on-street parking with parents and students parking their cars on streets surrounding the schools, and litter on streets. Other potential impacts may include school operational noise and additional traffic noise during peak times.

The NVIA has determined that school operational noise emissions will likely be from workshop areas; internal spaces including classrooms and halls; playground areas; out of hours use of halls and sport facilities; service operations including waste, deliveries, and cleaners; and car park and traffic noise emissions. Noise from the above areas is generally expected to comply with the relevant criteria and targets, so long as the recommendations in the NVIA are adhered to and therefore cause no adverse noise impact on noise sensitive receivers surrounding the site.

Traffic relating to the operation of the schools is outlined in Section 5.2.1. The NVIA reports that additional traffic noise generated during drop off and pick up peak times (7:45-8:45AM and 2:30-3:30PM) for the new PS and new HS will result in noise levels up to 11dB above the relevant noise criteria for residential properties on local roads surrounding the new schools. Recommended mitigation measures from the *NSW EPA Road Noise Policy, 2011* considered in traffic planning for the site include strategic location of access to car park and school drop off/ pick up zones to minimise congestion and noise impact. The TAIA also provides a School Transport Plan aimed at encouraging active travel and minimising car use for drop off and pick up. The NVIA predicts that noise emissions from the car park will comply relevant criteria.

As a result of additional traffic generation, it is likely that nearby neighbours of the site may experience some disturbance and annoyance compared to current levels of amenity in the streets surrounding the schools during peak drop off and pick up times. These impacts will likely be contained within approximately one hour outside morning and afternoon bell times for the new primary school and high school.

It will be important to provide ongoing communication of the timing of operation for nearby residential neighbours to ensure they are informed of when to expect impacts to occur.

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 E** provides a detailed assessment of identified social impacts.

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

Social risks in order of significance (starting with very high):	
1	Operation of the project may result in amenity and wellbeing impacts for nearby neighbours from school-related noise emissions and traffic (High – B3)
2	The project may impact on amenity and wellbeing for nearby neighbours as a result of construction related traffic, noise, and dust (Medium – C2)
3	Nearby neighbours of the site may experience negative visual impacts from the built form of the project (Low – D3)
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 impacts

Changes to school catchment areas for Northbourne PS may require some existing students to move to the new Melonba PS if they fall within the new school catchment. Moving from one school to another could present opportunities or challenges for some students and families due to a change of education culture and school/community relationships.

Northbourne PS is a relatively new school, and some children/families who would have recently joined Northbourne PS, may experience additional change by transferring to the new Melonba PS. Additionally, consultation with community members noted that these students have experienced two years of Covid-19 online learning disruptions and require stability in their education going forward.

Changes to school catchment areas for Riverstone HS may require some existing students to move to the new Melonba PS if they fall within the new school catchment. Moving from one school to another may present opportunities/challenges for some students and families related to a change of education culture and school/community relationship.

With schools undergoing significant pressure in the area, due to significant population growth, there are existing concerns regarding school size and adequacy to address demands, and an overall sentiment of caution within the community.

There are existing traffic issues in the area that a future school will contribute to (refer **Section 5.2.2**).

There may be ongoing construction in the area which the future construction of the school will contribute to with potential cumulative nuisances.

6 Conclusions

This report provides the results of an SIA for the construction of Marsden Park new HS and Melonba new PS on a single site on Elara Boulevard in Melonba. The report contains a description of the existing social baseline conditions for local and regional areas potentially affected by the proposal, an assessment of the potential likelihood and magnitude of the predicted social impacts on those communities during the construction and operation of the proposal, and a list of recommended mitigation and enhancement measures associated with each identified social impact.

The potential positive social impacts with high significance are:

- The project will provide temporary employment for construction related workers, potentially benefitting livelihoods and overall wellbeing of future workers and their families
- The new schools will provide more learning spaces to allow students in the future primary school and high school catchments to attend school in their local area
- The project will respond to existing and future demands for public primary school and high 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 as well as their families
- The project will provide before- and after-school hours care for local families
- The project will provide livelihood benefits for 128 high school staff members and 59 primary school staff members
- Co-location of the schools will enable students to continue their schooling with their primary school friends with potential associated health and wellbeing benefits
- The design ensures separation between primary and high school students, promoting a feeling of safety particularly for younger children
- 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.

The potential negative social impacts with high significance are:

- Construction related traffic may temporarily increase traffic congestion and parking issues in surrounding streets.
- There is a risk that the proposed school site is insufficient to meet existing and future school demands for two schools
- Children transferring from other schools may experience potential stress and anxiety as a result of this transition
- There may be an increase in traffic congestion and parking issues in the surrounding streets during drop off and pick up times
- Operation of the project may result in amenity and wellbeing impacts for nearby neighbours from school-related noise emissions and traffic

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.

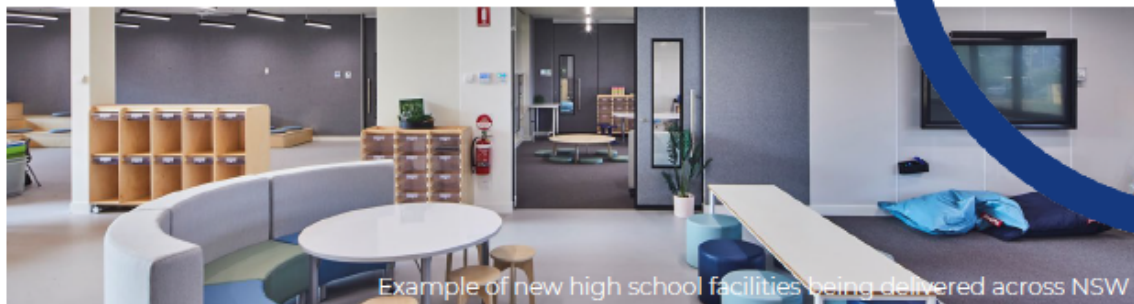
Appendix A

Project updates



A1 Project update – June 2022

| NSW Department of Education – School Infrastructure



New high school in Marsden Park and New primary school in Melonba

Project update | June 2022

Investing in our schools

The NSW Department of Education is delivering a pipeline of school infrastructure projects to help cater for population growth in the North West Growth Area by planning new and upgraded schools now and into the future. The new high school in Marsden Park and the new primary school in Melonba are a part of this pipeline. The schools will cater to the western region of the North West Growth Area.

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

The new high school will have modern facilities including flexible learning spaces for approximately 2,000 students; specialist classrooms for science, wood and metal workshops, and performing arts; supported learning spaces; a library, canteen and administration facilities; a multipurpose hall for sports and performance; and sports and recreation facilities and landscaping.

The new primary school will have modern facilities including general flexible learning spaces, support learning spaces, outdoor play areas including sports courts, and core facilities for up to 1,000 students, subject to government approval of the business case.

Online Survey

School Infrastructure NSW is committed to hearing what the new high school in Marsden Park and the proposed new primary school in Melonba will mean to you. An indicative site plan for the new schools is overleaf. You can respond to this [short online survey](#) by scanning the QR code to share your thoughts. The survey is available from Tuesday 21 June 2022 to Sunday 10 July 2022.



Further updates will be released as the project progresses.

For more information contact:

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



Indicative site plan for the new high school and primary school



For more information contact:

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



A2 Budget planning update – June 2022

NSW Department of Education – School Infrastructure



Melonba new primary school

Planning update

June 2022

Investing in our schools

The NSW Government is investing \$8.6 billion in school infrastructure over the next four years, continuing its program to deliver 160 new and upgraded schools to support communities across NSW. This builds on the more than \$9.1 billion invested in projects delivered since 2017, a program of \$17.7 billion in public education infrastructure.

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.

Melonba new primary school

The NSW Government is increasing its investment in public education infrastructure, with funding for 23 new and upgraded school projects announced as part of the NSW 2022/23 Budget. This includes the new primary school in Melonba.

The new primary school will have modern facilities including general flexible learning spaces, support learning spaces, outdoor play areas including sports courts, and core facilities for up to 1,000 students, subject to government approval of the business case.

Progress summary

We are delivering the new primary school next to the Marsden Park new high school at a greenfield site on Kaluta Avenue, Melonba to meet current population needs and future enrolment growth.

Planning has begun. At this stage of the project consultants such as architects and project managers have been appointed, site investigations and reviews have taken place, and a preferred master plan option has been developed. Government approval of a business case will be needed to progress to the delivery of the project.

The statutory planning process for the new primary school has started. The project is considered a State Significant Development (SSD) and therefore the NSW Department of Planning and Environment (DPE) will assess the development application (DA) for the project. The Secretary's Environmental Assessment Requirements (SEARs) for the project have been received.

For more information contact:

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Next steps

The current design phase is concept design, where an architect considers the overall layout and look and feel of the school, as well as the character of the buildings to ensure the design responds to the local surrounding area; and takes into consideration heritage, environmental, access, transport and other planning requirements. As part of the development application, we will prepare an Environmental Impact Statement (EIS).

The EIS contains technical studies to consider matters such as traffic, noise, operations, ecology, bushfire and construction management. The technical studies involve research, site investigations, surveys and assessments, data analysis, and community and stakeholder consultation, and can be viewed when the development application is placed on public exhibition in the coming months.

Online Survey

School Infrastructure NSW is committed to hearing what the new high school in Marsden Park and the proposed new primary school in Melonba will mean to you. An indicative site plan for the new schools is below. You can respond to a short online survey by scanning the QR code to share your thoughts. The survey is available until Sunday 10 July 2022.

Further updates will be released as the project progresses on a dedicated project page published on the School Infrastructure NSW website, which is updated as the project progresses. You can also contact us via our community information line and email on the details below.



Indicative site plan for the new high school and primary school



For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
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www.schoolinfrastructure.nsw.gov.au



Appendix B

Social baseline data



B1 Social baseline data

Note: Some data collected from Community Profiles is not available at SA1 level. Unavailable data throughout the baseline has been indicated by “--” in data tables.

Social impact categories and baseline indicators

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

Table B.1 Social impact categories, baseline indicators, and data sources

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

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

Community

Table B.2 Community age profile, 2021

Age Structure	Melonba (SCC)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%
Babies and preschoolers (0 to 4)	166	11.5	1,447	10.5	1,793	11.5	29,909	7.5
Primary schoolers (5 to 11)	194	13.5	1,272	9.2	2,247	14.5	43,425	10.9
Secondary schoolers (12 to 17)	87	6.0	992	7.2	1,003	6.5	31,676	8.0
Tertiary education/ independence (18 to 24)	77	5.4	1,181	8.5	883	5.7	35,926	9.1
Young workforce (25 to 34)	347	24.1	2,673	19.3	2,921	18.8	59,260	14.9
Parents and homebuilders (35 to 49)	427	29.7	3,149	22.7	4,626	29.8	92,798	23.4

Age Structure	Melonba (SCC)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%
Older workers & pre-retirees (50 to 59)	67	4.7	1,299	9.4	830	5.3	42,325	10.7
Empty nesters and retirees (60 to 69)	43	3.0	909	6.6	701	4.5	32,502	8.2
Seniors (70 to 84)	12	0.8	565	4.1	480	3.1	24,682	6.2
Frail aged (85 and over)	0	0.0	100	0.7	34	0.2	4,303	1.1

Source: ABS 2021, Community profile, people & population

Notes: Age profile data from 2021 Census is not currently available at the SA1 level.

Table B.3 Household composition, 2021

Household structure	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%					No	%			No	%
Couples with children	278	65.4	92	70.2	141	66.5	2,081	55.0	2,913	68.5	58,576	56.2
Couples without children	120	28.2	26	19.8	45	21.2	1,020	27.0	985	23.2	17,238	25.6
One parent families	23	5.4	8	6.1	20	9.4	615	16.3	314	7.4	17,238	16.5
Lone person households	10	2.4	9	6.6	9	4.5	606	13.9	396	8.9	19,260	15.9
Group households	6	1.4	0	0.0	0	0.0	116	2.7	58	1.3	3,208	2.6
Average household size	3.3	--	3	--	4	--	3.0	--	3.4	--	3.1	--

Source: ABS 2021, QuickStats, family composition

Table B.4 Surrounding schools, 2021

Existing schools	2020 ENROLMENTS		2021 ENROLMENTS		EXISTING CAPACITY	2021 CAPACITY LEVEL (%)
Riverstone HS	403		496		858	47.0
Marsden Park Public School	526		210		<150	140.0
Northbourne Public School	--		855		924	92.5

Source: ACARA 2021, My School; Baker and Gladstone 2020

Way of life

Table B.5 Educational attendance and attainment, 2021

Education	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Type of educational institution attended (of all educational enrolments)												
Attending pre-school or primary school	223	51.3	78	54.6	126	44.8	1,769	40.4	2,577	48.3	48,850	36.3
Attending secondary school	77	16.9	22	15.4	63	22.4	840	19.2	920	17.2	28,188	21.2
Attending university or TAFE institution	91	20.0	31	21.7	59	21.0	867	19.8	1,020	19.1	28,890	21.6
Government vs non-government enrolments (of all educational enrolments)												
Government primary	110	24.2	44	30.8	50	17.8	763	17.4	1,195	22.4	27,381	20.5
Non-government primary	66	14.5	19	13.3	58	20.6	562	12.9	876	16.4	12,287	9.2
Government secondary	32	7.0	14	9.8	24	8.5	476	10.9	373	7.0	16,814	12.6
Non-government secondary	45	9.9	8	5.6	39	13.9	364	8.3	547	10.2	11,374	8.6
Highest level of educational attainment (of total population)												
Year 12	839	85.7	--	--	--	--	5,924	59.2	8,192	78.0	187,321	64.0
Year 10	75	7.7	--	--	--	--	2,073	20.7	1,076	10.2	46,780	16.0

Source: ABS 2021 QuickStats, demographics & education

Culture

Table B.6 Indigenous population, 2021

Indigenous population	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Indigenous population	18	1.3	4	0.9	0	0.0	557	4.0	213	1.4	11,812	3.0

Source: ABS 2021, QuickStats, people & population

Table B.7 Ancestry, 2021

Ancestry	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Indian	421	29.3	154	35.4	200	26.3	1,206	8.7	3,966	25.5	53,712	13.5

Ancestry	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Filipino	258	17.9	79	18.2	119	15.7	790	5.7	2,274	14.6	35,579	9
Australian	167	11.6	29	6.7	106	13.9	3,786	27.3	2,131	14.6	75,612	19.1
English	123	8.5	44	10.1	84	11.1	3,288	23.8	1,761	11.3	66,767	16.8
Punjabi	99	6.9	20	4.6	38	5	--	--	680	4.4	--	--

Source: ABS 2021, QuickStats, Ancestry

Table B.8 Top countries of birth, 2021

Ancestry	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Australia	549	38.2	165	37.9	322	42.4	8,635	62.4	6,741	43.4	199,911	50.4
India	446	31.0	142	32.6	187	24.6	1,187	8.6	3,683	23.7	47,090	11.9
Philippines	180	12.5	60	13.8	80	10.5	492	3.6	1,506	9.7	25,292	6.4
Bangladesh	--	--	--	19	4.4	--	--	--	--	--	--	--

Source: ABS 2021, QuickStats, Ancestry

Table B.9 Top languages spoken at home, 2021

Top languages spoken at home	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Households where non-English language is spoken	327	76.4	102	73.9	151	74.0	1,617	37.1	2972	66.5	64,558	53.2
Punjabi	200	13.9	41	9.4	79	10.4	423	3.1	1,353	8.7	20,554	5.2
Tagalog	120	8.3	26	6	44	5.8	262	1.9	871	5.6	14,993	3.8
Gujarati	100	6.9	62	14.3	42	5.5	119	5.6	1,376	8.9	9,380	2.4
Hindi	76	5.3	--	--	39	5.1	331	2.4	872	5.6	17,429	4.4
Filipino	72	5	21	4.8	--	--	78	3.7	537	3.5	3,495	3.9

Table B.10 Cultural backgrounds of students at existing schools, 2021

Existing schools	INDIGENOUS STUDENTS (%)	LANGUAGE BACKGROUND OTHER THAN ENGLISH (%)
Riverstone High School	12.0	31.0
Marsden Park Public School	1.0	83.0
Northbourne Public School	1.0	91.0

Accessibility

Table B.11 Car movements and ownership, 2016

Car movements and ownership	Marsden Park (SSC)		Riverstone – Marsden Park (SA2)		Blacktown (LGA)	
	No	%	No	%	No	%
Car as driver or passenger	300	69.1	6,017	71.5	106,185	70.1
Walked only	16	3.8	124	1.5	1,717	1.1
Public transport	41	9.6	1,291	15.4	29,892	19.7
Worked at home	32	7.5	362	4.3	3,843	2.5
Car ownership (average)	2.1	-	2	-	1.8	-

Source: ABS 2016, QuickStats, Travel to work

Livelihoods

Table B.12 Full-time equivalent (FTE) staff at existing schools, 2021

School	FTE TEACHING STAFF	FTE NON-TEACHING STAFF
Riverstone High School	47.8	13.7
Marsden Park Public School	14.0	2.6
Northbourne Public School	43.5	4.6

Source: ACARA 2021, My School

Table B.13 Index of Community Socio-Educational Advantage (ICSEA), 2021

School	ICSEA RANKING
Riverstone High School	945
Marsden Park Public School	1,064
Northbourne Public School	1,008

Source: ACARA 2021, My School

Table B.14 Household income, 2021

Household income	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Less than \$650 (low)	4	0.9	--	3.2	--	5.2	389	8.9	251	5.6	14,340	11.8
\$3,000 or more (high)	192	43.5	--	48.8	--	59.2	1,280	29.3	1,810	40.5	33,611	27.7
Median weekly household income	\$2,859	--	\$2,912	--	\$3,291	--	\$2,272	--	\$2,729	--	\$2,107	--

Source: ABS 2021, QuickStats, Household income

Table B.15 Industries of employment, 2016

Economic	Marsden Park (SSC)		Riverstone – Marsden Park (SA2)		Blacktown (LGA)	
	No	%	No	%	No	%
Main industry of employment (top 3)	Road freight transport - 17	5.1	Hospitals (except Psychiatric Hospitals) - 235	2.8	Hospitals (except Psychiatric Hospitals) - 5,713	3.8
	Supermarket and grocery stores - 16	4.8	Supermarket and Grocery Stores - 229	2.7	Supermarket and Grocery Stores - 4,531	3
	Takeaway food services - 10	3.0	Computer System Design and Related Services - 203	2.4	Banking - 3,747	2.5

Source: ABS 2016, QuickStats

Table B.16 SEIFA scores and deciles, 2016

	Marsden Park (SSC)	Riverstone – Marsden Park (SA2)	Blacktown (LGA)
IRSD (score)	881	1,031	986
IRSD (decile)	1	7	6
IRSAD (score)	961	1,043	993
IRSAD (decile)	3	6	7

Source: ABS 2016, TableBuilder

Note: Melonba suburb was included in Marsden Park until it was gazetted in 2020, hence there is no data from 2016.

Health and wellbeing

Table B.17 Long-term health conditions, 2021

Long-term health condition	Melonba (SCC)		1160216291 6 (SA1)		1160216291 8 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Arthritis	17	1.2	5	1.1	11	1.4	750	5.4	439	2.8	24,005	6.1
Asthma	72	5.0	22	5.1	44	5.8	1,061	7.7	786	5.1	28,858	7.3
Cancer (including remission)	0	0.0	7	1.6	5	0.7	198	1.4	138	0.9	6,860	1.7
Dementia (including Alzheimer's)	0	0.0	0	0.0	0	0.0	29	0.2	20	0.1	1,917	0.5
Diabetes (excluding gestational diabetes)	40	2.8	14	3.2	27	3.6	564	4.1	620	4.0	24,292	6.1
Heart disease (including heart attack or angina)	14	1.0	4	0.9	9	1.2	313	2.3	257	1.7	12,091	3.0
Kidney disease	0	0.0	0	0.0	4	0.5	76	0.5	76	0.5	3,257	0.8
Lung condition (including COPD or emphysema)	0	0.0	0	0	0	0.0	167	1.2	80	0.5	4,853	1.2

Long-term health condition	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Mental health condition (including depression or anxiety)	32	2.2	15	3.4	13	1.7	988	7.1	465	3.0	23,716	6.0
Stroke	0	0.0	0	0.0	0	0.0	73	0.5	53	0.3	2,711	0.7
Any other long-term health condition(s)	67	4.7	17	3.9	27	3.6	894	6.5	730	4.7	27,713	7.0
No long-term health condition(s)	1,169	82.0	359	82.5	605	79.6	9,126	65.9	11,913	76.7	259,473	65.4
Not stated	49	3.4	14	3.2	40	5.3	1,126	8.1	929	6.0	31,915	8.0

Source: ABS 2021, QuickStats, Health

Table B.18 Disability and need for assistance, 2021

Disabilities	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Core activity need for assistance	23	1.6	--	--	--	--	598	4.3	360	2.3	21,302	5.4
Persons aged 0-19 years with need for assistance	6	0.4	--	--	--	--	149	3.6	97	1.8	3,537	3.1%
People caring for people with disability, health condition or old age	61	6.0	27.0	9.0	37.0	6.8	1,040	10.0	837	7.7	30,244	9.9

Source: ABS 2021, QuickStats & Community profiles, Health

Surroundings

Table B.19 Dwelling structure, 2021

Occupied private dwellings (excl. visitor only and other non-classifiable households)	Melonba (SCC)		11602162916 (SA1)		11602162918 (SA1)		Riverstone (SA2)		Marsden Park – Shanes Park (SA2)		Blacktown LGA	
	No	%	No	%	No	%	No	%	No	%	No	%
Separate house	419	97.9	131	94.9	195	95.6	4,203	96.4%	4,359	97.5%	98,390	81.1
Semi-detached, row or terrace house, townhouse, etc	4	0.9	--	--	--	--	112	2.6%	98	2.2%	14,480	11.9
Flat or apartment	--	--	--	--	4	2.0	29	0.7%	9	0.2%	8,158	6.7
Other dwelling	--	--	--	--	--	--	10	0.2%	0	0.0%	98	0.1

Source: ABS 2021, QuickStats, Dwellings

Appendix C

Preliminary scoping of impacts



C1 Preliminary scoping of impacts

Table C.1 Preliminary scoping of social impacts

POTENTIAL IMPACT	IMPACT CATEGORY/IES	EXPLANATION	GROUP/ GROUPS MOST AFFECTED	PROJECT ACTIVITY	POSITIVE/ NEGATIVE	LEVEL OF ASSESSMENT	MITIGATION/ ENHANCEMENT MEASURES
Increased access to public primary education	Accessibility	The two new schools will increase school capacity for both public primary and public secondary school in the social locality in response to high existing and future demand.	Future PS catchment Students with disabilities	Operation	Likely Positive	Detailed	Ensure capacity is designed to meet the anticipated growth in the area
Increased access to public secondary education	Accessibility	The new schools are anticipated to alleviate pressure on the existing schools in the social locality which are operating over capacity with the increasing population in the area.	Future HS catchment	Operation	Likely Positive	Detailed	
Risk of school not responding to demand	Way of life	Based on other schools in the area there is a risk that the future school will not suffice to respond to demands	Future school catchment	Operation	Likely Negative	Detailed	
Change of school community due to changed catchment area (PS)	Way of Life Community Accessibility	Changes to school catchment areas for Northbourne PS may require some existing students to move to the new Melonba PS if they fall within the new school catchment. Moving from one school to another could present opportunities/challenges for some students and families related to a change of education culture and school/community relationship. There has already been changes to school environment during Northbourne PS upgrades potentially resulting in cumulative stress.	Northbourne PS school community	Operation	Possibly Negative or positive Cumulative	Detailed	Ensure any students changing schools are supported and welcomed in the new school environment Provide adequate support systems throughout and post transition Ensure continuous communications and information sharing with school communities (starting as soon as possible) Potentially run interschool sport or other activity days to allow students to associate with students from other schools in the area
Change of school community due to changed catchment area (HS)	Way of Life Community Accessibility	Changes to school catchment areas for Riverstone HS may require some existing students to move to the new Melonba PS if they fall within the new school catchment. Moving from one school to another may present opportunities/ challenges for some students and families related to a change of education culture and school/community relationship.	Riverstone HS school community	Operation	Possibly Negative or positive	Detailed	
Quality built school environment	Way of Life Accessibility Health and wellbeing	New schools and campus designed to reflect best practice pedagogy with flexible learning spaces including a variety of learning environments. Joint school site may support access to greater teaching resources and more choice with improved curriculum offering for students. The future schools may represent improvements compared to Northbourne PS / Riverstone HS though these are also new schools. Any improvements will be investigated. Some members of the school community may prefer more traditional learning / teaching methods	Future school community	Operation	Likely Positive, possible negative	Detailed	Ensure quality of environment/opportunities/play is at least equal to Northbourne PS/ Riverstone HS Ensure adequate consultation with school communities regarding future design of school including learning spaces and teaching methods to understand needs and identify opportunities. Involve existing teachers (if they are to be transferred to the new school?)
New employment opportunities	Way of Life Livelihoods	The new school campuses will provide new job opportunities in the suburb for teaching and non-teaching staff. This will ensure people's capacity to sustain themselves by providing a source of income. This may also result in changes of employment location in the event of staff choosing to transfer from Northbourne PS, Riverstone HS or elsewhere. Construction of the new schools will also provide temporary employment opportunities for those in the construction industry.	Future school communities (staff) Local and regional construction companies and employees	Construction and Operation	Likely Positive	Standard	Local procurement plans to ensure livelihood benefits are experienced within the local community and to encourage active travel of staff (potentially reducing traffic impacts)
Increased provision of shared social infrastructure	Way of Life Accessibility Community	Plans for the new campus to be designed based on 'share our school' concept, to allow future shared uses e.g., shared oval, hall, courts	Marsden Park community	Operation	Likely Positive	Standard	Ensure design addresses safety and accessibility considerations Engage with Council via SINSW's Asset Activation team
Active travel to school	Accessibility Surroundings Health and wellbeing Way of Life	Students in the Melonba PS and Marsden Park HS catchment may have increased opportunities to walk/cycle to school which may not have been possible when attending schools in the area due to distance from their homes	Future school communities	Operation	Positive	Detailed	Educating children and parents on benefits of active travel Providing safe active travel connections to the school in collaboration with Council Ensuring adequate spaces in the design for bikes and scooters

POTENTIAL IMPACT	IMPACT CATEGORY/IES	EXPLANATION	GROUP/ GROUPS MOST AFFECTED	PROJECT ACTIVITY	POSITIVE/ NEGATIVE	LEVEL OF ASSESSMENT	MITIGATION/ ENHANCEMENT MEASURES
Public transport access with new bus stop provided	Accessibility Surroundings Health and wellbeing Way of Life	There will be new public transport options provided which will benefit future school communities as well as the local area.	Future school community Local area	Operation	Likely positive	Detailed	Continue design of bus stop and active infrastructure to/from bus stop
Traffic impacts for school users and neighbours	Way of Life Accessibility Surroundings	The new school site will likely be a traffic generator at key drop off and pick up times, potentially on Kaluta Avenue, Elara Boulevard, Galah Street and Swallowtail Street. School related traffic will add to the cumulative impacts of existing traffic issues in Marsden Park with reports of 30 minute waits to get from Elara Boulevard (adjacent to the site) to the main road. Traffic congestion will likely cause delays for parents and staff during drop-off and pickup times and for neighbours trying to enter or leave their properties. Traffic noise may disturb nearby neighbours.	School neighbours / local community for new schools Students and families of new school	Operation	Likely Negative	Detailed	Traffic studies and Traffic Management Plan Possible design solutions to accommodate more vehicles including buses/kiss and drop areas Staggered school start and end times for the primary and high school to reduce the number of drop off/pickups occurring at a single time Encourage school community to walk, cycle, etc. to school where possible – educate students and parents on benefits of active travel – provide incentives/run competitions for students to encourage uptake
Decreased traffic impacts at other schools	Way of Life Accessibility Surroundings	While generating traffic at the site, the project may potentially decrease traffic impacts at existing schools in the area by decreasing the enrolments at these schools – particularly likely for Northbourne PS with enrolments anticipated to potentially reduce by half with changes to the indicative intake area.	School neighbours / local community of existing schools Students and families of existing schools	Operation	Likely positive	Standard	Further encourage other school communities to walk/cycle
Amenity impacts on surrounding neighbours during construction	Surroundings Way of Life Health and Wellbeing	The Marsden Park HS and Melonba PS project will require an extensive construction process. The neighbours adjacent to and surrounding the construction site will be subject to disruption, noise, annoyance, dust, construction traffic etc. during the construction phase.	Surrounding neighbours	Construction	Likely Negative	Standard	Construction Management Plan (CMP), consultation and engagement with the community including update newsletters with construction timeframes and potential impacts
Enhanced Connection to Country	Culture	The proposed schools are intended to respond to the historical context of the site and the cultural knowledge of the traditional custodians of the land, thus providing spaces and design aspects that reflect the cultural context.	Local Indigenous groups Local community	Operation	Likely Positive	Standard	Connection to Country design workshops, engagement with Indigenous communities, celebration of existing heritage
Visual impacts for surrounding neighbours	Surroundings Way of Life	The primary views for adjacent residential properties are out towards the riparian area – these views will likely be impacted by the proposed three-story school building fronting Kaluta Avenue as impacted houses are two stories.	Neighbours on Kaluta avenue	Operation	Likely Negative	Detailed	Incorporate aesthetically pleasing design on the outside of the building, breaks in the design/eastern façade Minimise overshadowing, maximise landscaping
Parking impacts on surrounding streets	Way of Life Accessibility Surroundings	All staff will be accommodated for by parking on site. Proposed parking has allowed for about 155 parking spaces for the high school and around 67-70 for the primary school. Onsite parking is important due to narrow streets and limited public transport accessibility. This will result in unlikely negative impacts, and benefits for staff. It is noted however, that parking will not be provided for year 12 students (to encourage active travel) meaning these students may create parking impacts on surrounding streets.	Neighbours in surrounding streets	Operation	Likely positive in relation to staff Possibly negative in relation to high school students for local area	Standard	Given narrow streets surrounding the school and likely high levels of traffic generation, Council may need to restrict street parking in a school zone to reduce impacts on nearby neighbours and ensure two way accessibility on all roads. Maximise active travel for school community including staff and year 12 students
Safe outdoor play	Way of Life Health and wellbeing	The proposed design of the schools will promote safe active recreation outdoors by providing shaded play areas for students. The design includes a proposed 40% tree canopy on the school sites and will include artificial shading areas. Active recreation is important for mental and physical health and wellbeing of students.	Future students	Operation	Likely positive	Minor	Ensure adequate shaded play areas are provided for children to engage in safe outdoor active recreation.
Construction opportunities	Health and wellbeing Community	As per the ESD report, there might be educational/learning opportunities during construction for children in the local area	Children in the local area	Construction	Likely positive	Minor	Encourage such opportunities during construction
Potentially high cultural diversity in school community	Culture Community	The schools have the potential to have a highly culturally diverse student and school community population given the cultural diversity of Marsden Park and Riverstone – Marsden Park SA2, providing an opportunity for a multicultural school environment providing learning opportunities for all students if this diversity is embraced and celebrated within the curriculum and school culture.	School communities of Melonba PS and Marsden Park HS	Operation	Likely Positive	Detailed	Cultural education programs, artwork celebrating different cultures, language classes etc. Engagement to consider cultural/language diversity

POTENTIAL IMPACT	IMPACT CATEGORY/IES	EXPLANATION	GROUP/ GROUPS MOST AFFECTED	PROJECT ACTIVITY	POSITIVE/ NEGATIVE	LEVEL OF ASSESSMENT	MITIGATION/ ENHANCEMENT MEASURES
Co-location of primary and high school fostering sense of community	Community Health and Wellbeing	The co-location of the primary school and high school will have a number of benefits for future students and the school community. Students will be able to continue to high school with their existing social networks and support systems which will foster the sense of community within the school community and will likely reduce some stress and anxiety felt by students transitioning to high school. Parents of students might form longer lasting connections with other parents if their children are in the same school location for an extended period of time.	Future students and school community	Operation	Likely positive	Detailed	Transition plans for students moving from primary to high school. Programs where primary and high school students can engage and interact i.e., buddy/mentoring systems etc.

Appendix D

SIA Guideline tools



D1 Impact assessment guidelines

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

Table D.1 Likelihood assessment tool <Title text>

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

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

Table D.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: DPIE, *Social Impact Assessment Guideline and Technical Supplement*, 2021

Table D.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.

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

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

Table D.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: DPIE 2021, SIA Guideline and Technical Supplement.

Appendix E

Social impact management plan



E1 Social Impact Management Plan and residual ratings

Table E.1 provides an assessment of identified impacts pre-mitigation/ enhancement and monitoring measures. Table E.2 provides an assessment of residual impact post mitigation and monitoring mechanisms to support the successful delivery of the Project.

Table E.1 Assessment of expected and perceived impacts pre-mitigation/enhancement

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/ interest	Magnitude	Rating
Increased supply of public primary and high school places											
Communication of plans	Uncertainty around delivery timeframes is causing stress and impacting decision-making and livelihoods for community members	Decision-making systems Livelihoods	Negative	Almost certain	Future primary and high school catchment communities	Pre-construction and construction	Moderate	Moderate	Major	Major	Very high (A4)
Provision of local high school and primary school	The new schools will provide more learning spaces to allow students in the future primary school and high school catchments to attend school in their local area	Way of life	Positive	Almost certain	Future primary and high school catchment communities	Operation	Major	Major	Major	Major	Very high (A4)
	The project will respond to existing and future demands for public primary school and high school places and contribute to addressing the future estimated shortfall of school places in the broader area	Way of life	Positive	Possible	Future primary and high school catchment communities	Operation	Major	Major	Major	Major	Very high (A4)
	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 and high school catchment communities	Operation	Moderate	Moderate	Minor	Moderate	High (A3)
	The project will provide before- and after-school hours care for local families	Way of life	Positive	Almost certain	Future primary and high school communities	Operation	Moderate	Moderate	Major	Moderate	High (A3)
	A new public primary school and high school may provide financial relief for families currently sending children to local non-government schools	Livelihoods Health and wellbeing Decision making systems	Positive	Possible	Future primary and high school communities	Operation	Major	Moderate	Moderate	Moderate	Medium (C3)

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/ interest	Magnitude	Rating
Co-locating primary school and high school	The project will provide livelihood benefits for 128 high school staff members and 59 primary school staff members	Livelihood	Positive	Almost certain	Future primary school and high school communities	Operation	Moderate	Moderate	Moderate	Moderate	High (A3)
	Co-location of the schools will enable students to continue their schooling with their primary school friends with potential associated health and wellbeing benefits	Way of life Health and wellbeing	Positive	Likely	Future primary school and high school catchment communities	Operation	Moderate	Major	Moderate	Moderate	High (B3)
	There is a risk that the proposed school site is insufficient to meet existing and future school demands for two schools	Way of life	Negative	Possible	Future primary and high school catchment communities	Operation	Major	Major	Major	Major	High (C4)
Changes to existing primary school and high school intake areas	The design ensures separation between primary and high school students, promoting a feeling of safety particularly for younger children	Way of life Surroundings Health and wellbeing	Positive	Possible	Future primary and high school communities	Operation	Moderate	Moderate	Minor	Moderate	High (A3)
	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	Likely	Northbourne PS and Marsden Park PS	Operation	Moderate	Major	Major	Major	High (B4)
	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 and high school catchment communities	Operation	Moderate	Moderate	Moderate	Moderate	Medium (C3)
Construction activities	The project will provide temporary employment for construction related workers, potentially benefitting livelihoods and overall wellbeing of future workers and their families	Livelihood	Positive	Almost certain	Local and broader areas	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	Possible	Future primary school and high school communities	Operations	Moderate	Major	Moderate	Moderate	Medium (C3)

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 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	Existing primary school communities	Operations	Moderate	Moderate	Major	Moderate	Medium (C3)
Provision of new local primary school and high school	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 and high school communities	Operation	Major	Major	Major	Major	High (C4)
	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 and high school communities	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 and high school communities 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	Unlikely	Local area	Construction	Minor	Moderate	Moderate	Minor	Low (D2)
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 potential educational outcome benefits	Way of life Livelihoods	Positive	Possible	Future primary school and high school communities	Operation	Moderate	Moderate	Moderate	Moderate	Medium (C3)
Connection to Country	The project has incorporated Connection to Country design principles and provides opportunities for educational programs	Culture	Positive	Likely	Future primary school and high school communities	Operation	Moderate	Moderate	Major	Moderate	High (B3)

What the project is doing	Impact	Impact category	Nature	Likelihood	Extent	Duration	Severity or scale	Sensitivity/ importance	Level of concern/ interest	Magnitude	Rating
Provision of green open space	The project will provide green open spaces for sport and recreational activities for students, with potential health and wellbeing benefits	Health and wellbeing	Positive	Almost certain	Future primary school and high school communities	Operation	Major	Major	Major	Moderate	High (A3)
Design of the new schools	The design will support high levels of thermal comfort and shading, mitigating urban heat island effects 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 and wellbeing for nearby neighbours as a result of construction related traffic, noise, and dust	Surroundings Way of life Health and wellbeing	Negative	Likely	Nearby residential neighbours	Construction	Moderate	Moderate	Moderate	Minor	Medium (B2)
School operations	Operation of the project may result in amenity and wellbeing impacts for nearby neighbours from school-related noise emissions and traffic	Way of Life Accessibility Health and wellbeing	Negative	Likely	Broader community directly adjacent site	Operation	Moderate	Moderate	Minor	Moderate	High (B3)
	Nearby neighbours of the site may experience negative visual impacts from the built form of the project	Way of life Surroundings	Negative	Unlikely	Nearby residential neighbours	Operation	Major	Moderate	Minor	Moderate	Low (D3)
	Nearby neighbours of the site may experience positive visual impacts from the built form of the project	Way of life Surroundings	Positive	Possible	Nearby residential neighbours	Operation	Moderate	Moderate	Minor	Moderate	Medium (C3)

Table E.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 and high school places								
Uncertainty around delivery timeframes is causing stress and impacting decision-	Negative	Very high (A4)	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	Negative	Likely	Major	High (B4)

Impact	Nature pre-measure	Rating pre-measure	Mitigation or enhancement measures	Monitoring measures	Nature	Likelihood	Magnitude	Residual rating
making and livelihoods for community members	Positive	Very high (A4)	Build the schools as soon as possible, particular community interest in building the high school first.	sentiments around approvals process	Positive	Almost certain	Major	
			Provide support to community in transferring students to other public schools in other catchment areas if needed.					
The new schools will provide more learning spaces to allow students in the future primary school and high school catchments to attend school in their local area			Consider a temporary school on site with modern demountables while building permanent buildings to give children a local schooling option as soon as possible.	Continue to monitor supply and demands and identify solutions if the new schools reach capacity earlier than anticipated and communicate to school community				Very high (A4)
The project will respond to existing and future demands for public primary school and high school places and contribute to addressing the future estimated shortfall of school places in the broader area	Positive	Very high (A4)	N/A	Continue to monitor supply and demands and identify solutions if the new schools reach capacity earlier than anticipated	Positive	Almost certain	Major	Very high (A4)
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	High (A3)
Co-location of the schools will enable students to continue their schooling with their primary school friends with potential associated health and wellbeing benefits	Positive	High (B3)	Provide opportunities for primary school students to interact with high school students in safe environments to assist ease of transition to high school i.e., buddy/mentoring systems etc. Transition plans for students moving from primary to high school.	Continue to monitor health and wellbeing of school community	Positive	Likely	Moderate	High (B3)
The project may relieve pressures on other primary schools in the local area that are currently operating at or over capacity	Positive	High (B4)	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)	Appoint new principals for the school as soon as possible (ideally 12 months before opening) and engage with existing 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. 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. Provide school councillors to support students in transitions	Monitor teacher and student satisfaction as per Tell Them From Me survey	Negative	Possible	Minor	Medium (C2)
There is a risk that the proposed school site is insufficient to meet existing and future school demands for two schools	Negative	High (C4)	Proactive and ongoing communication and engagement with the school community	Continue to monitor supply and demands and identify solutions if the new schools reach capacity earlier than anticipated	Negative	Possible	Major	High (C4)

Impact	Nature pre-measure	Rating pre-measure	Mitigation or enhancement measures	Monitoring measures	Nature	Likelihood	Magnitude	Residual rating
The project will provide before- and after-school hours care for local families	Positive	High (A3)	Consider design solutions to have separation between younger and older age groups (OSHC) and consult with OSHC provider regarding best design of facility	Continue to monitor supply and demands for OSHC	Positive	Almost certain	Moderate	High (A3)
The design ensures separation between primary and high school students, promoting a feeling of safety particularly for younger children	Positive	High (A3)	Ensure separation between schools is sustained unless in supervised events to promote a feeling of safety, particularly for young children	Monitor teacher and student satisfaction as per Tell Them From Me survey	Positive	Almost certain	Moderate	High (A3)
A new public primary school and high school may provide financial relief for families currently sending children to local non-government schools	Positive	Medium (C3)	N/A	N/A	Positive	Possible	Moderate	Medium (C3)
The project will provide livelihood benefits for 128 high school staff members and 59 primary school staff members	Positive	High (A3)	Consider promoting local employment during operation including unemployed members of the school community working in education	Monitor employment of teaching and non-teaching staff in the local and regional area	Positive	Almost certain	Major	Very high (A4)
The project will provide temporary employment for construction related workers, potentially benefitting livelihoods and overall wellbeing of future workers and their families	Positive	High (A3)	Consider promoting local employment during construction including unemployed members of the school community working in construction	Monitor employment in the local and regional area	Positive	Almost certain	Major	Very high (A4)
Accessibility								
Potential accessibility issues for people with disabilities	Negative	Medium (C3)	Ensure all schools areas are accessible for members of the school community with disabilities	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 intake catchments	Positive	Medium (C3)	Provide extensive information to school communities on eligibility for transferring, how to transfer, and support transitions	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)	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 Engage early with Council to employ crossing guards for proposed zebra crossings at each corner of the site 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)	Monitor school community health and wellbeing Monitor number of school community members actively travelling to school	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)

Impact	Nature pre-measure	Rating pre-measure	Mitigation or enhancement measures	Monitoring measures	Nature	Likelihood	Magnitude	Residual rating
There may be an increase in traffic congestion and parking issues in the surrounding streets during drop off and pick up times	Negative	High (B3)	Implement School Travel Plan to achieve mode shift towards active and public transport modes and reduce car travel Maximise communication of driving alternatives to the school community 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.	Monitor traffic levels around schools during operation and identify solutions early if issues arise	Negative	Possible	Major	High (C3)
The project may provide opportunities for shared use of facilities for non-school community members	Positive	High (C4)	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	Continue to monitor supply and demand of facilities in the community	Positive	Likely	Major	High (B4)
Construction related traffic may temporarily increase traffic congestion and parking issues in surrounding streets	Negative	Low (D2)	Implement CMP/CTMP Maintain ongoing proactive communication with surrounding residents to identify emergent issues before they escalate	Monitor traffic and parking levels during construction and identify solutions early if issues arise	Negative	Possible	Minor	Low (D2)
Modern and innovative school environment and facilities								
The project will provide flexible learning spaces and opportunities for innovative pedagogy with potential educational outcome benefits	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 has incorporated Connection to Country design principles to enhance Connection to Country for the community	Positive	High (B3)	Continue to engage with Registered Aboriginal Parties (RAPs), and identify opportunities to integrate the identified intangible cultural values Identify opportunities to build partnerships with local Indigenous groups to run educational programs and initiatives that build understanding of new Indigenous design elements	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 students, with potential health and wellbeing benefits	Positive	High (A3)	Incorporate sport equipment such as goal posts or cricket nets Incorporate natural elements in play areas to stimulate imagination Provide opportunities for students to join school sports teams, particularly interschool sports competitions (PSSA) to enhance health and wellbeing	Monitor student health and wellbeing	Positive	Almost certain	Moderate	High (A3)
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)

Impact	Nature pre-measure	Rating pre-measure	Mitigation or enhancement measures	Monitoring measures	Nature	Likelihood	Magnitude	Residual rating
Amenity impacts								
The project may impact on amenity and wellbeing for nearby neighbours as a result of construction related traffic, noise, and dust	Negative	Medium (B2)	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	High (B3)	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	Low (D3)	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	Moderate	Low (D3)
Nearby neighbours of the site may experience positive visual impacts from the built form of the project	Positive	Medium (C3)	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	Positive	Possible	Moderate	Medium (C3)