

URBIS

SOCIAL IMPACT ASSESSMENT

The King's School

Darug Country

Prepared for

THE KING'S SCHOOL

27 October 2023

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I confirm this SIA contains all relevant information and complies with legal and ethical obligations of social impact practitioners, including those set out in the Social Impact Assessment Guidelines for State Significant Project, 2023, prepared by the Department of Planning and Environment.

I further confirm that none of the information contained in the SIA is false or misleading.



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**Urbis acknowledges the important contribution that
Aboriginal and Torres Strait Islander people make in
creating a strong and vibrant Australian society.**

**We acknowledge, in each of our offices the Traditional
Owners on whose land we stand.**

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EXECUTIVE SUMMARY

Urbis Pty Ltd (Urbis) was engaged by TSA Management (on behalf of The King's School) to prepare a Social Impact Assessment (SIA) for The King's School North Parramatta Campus (the site). The SIA is to inform a state significant development application (SSDA) to develop and upgrade facilities on site, as well as improve amenities and facilities to support the current and future student and staff population.

Assessing social impacts

A SIA is a specialist technical study which identifies and analyses the potential positive and negative social impacts associated with a proposal. Social impacts are the consequences that people experience when a new project brings change. Social impacts are those that impact on people's way of life, community, culture, accessibility, health and wellbeing, surroundings, livelihoods and decision making.

The potential impacts of the proposal are assessed by comparing the magnitude of impact (minimal to transformational) against the likelihood of the impact occurring (very unlikely to almost certain). This risk assessment methodology has been applied from the NSW Department of Planning and Environment (DPE) SIA Guideline: Technical Supplement (2023) and is outlined below.

Table 1 Social impact significance matrix

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

Source: DPE, 2023, SIA Guideline for State Significant Projects: Technical Supplement, p. 13

Potential social impacts

A summary of key potential social benefits and impacts identified are provided in Table ES1. The full assessment of benefits and impacts are provided in Section 6 and 7.

Table ES1 Potential social benefits and impacts

Theme	Impact/benefit	Summary of impact	Mitigated/enhanced rating
Accessibility	Improved internal pedestrian access and circulation	Proposed additions to the internal pedestrian circulation network will provide a more functional layout to the school's grounds and will enhance usability for students, staff and visitors when moving between the new and existing buildings.	Low (+ve)
Accessibility	Accessibility related to high	Increasing student enrolment numbers and the provision of education within high quality fit for	Low (+ve)

	quality education facilities	purpose facilities to a targeted cohort will benefit future students to a minimal extent.	
Health and wellbeing	Health and wellbeing related to construction dust and noise	The potential impact from construction noise on The King's School students, staff and visitors, and residents and businesses surrounding the site will likely have a low negative short-term impact, particularly during noisy activities such as demolition.	Medium (-ve)
Culture	Culture related to engagement with Aboriginal people	The integration of design principles informed by local Aboriginal culture and Country Narratives in the design of new buildings and landscaping is likely to enhance engagement with Aboriginal culture and have a benefit on the local Aboriginal community, and current and future The King's School staff, students and visitors.	High (+ve)
Accessibility	Increased access to sports, recreation, and arts facilities	The proposed new sports and arts facilities will provide students with increased access to these spaces and will have a positive impact on The King's School students and staff. The proposal includes new and refurbished sports and recreation facilities as well as a new performing arts and music centre. These new facilities will also contribute towards meeting the existing and added demand of a growing student population.	Medium (+ve)
Way of life	Accessibility to the local area	Increased travel times and reduced access caused by increased vehicle movements to and from the site and changes to existing traffic conditions. As well increased vehicle movements to and from the site, generated by the increased student capacity at the preparatory school.	Low (-ve)

Mitigation and enhancement measures

The proposed mitigation and enhancement measures for the above impacts and benefits are presented in Section 7 and 8 of this report. Any further SIA recommendations for project adoption consideration are also provided in Section 7 and 8 of this report.

1. INTRODUCTION

Urbis was engaged by TSA Management (on behalf of The King's School) to prepare a SIA for The King's School North Parramatta Campus (the site). The SIA is to inform a SSDA on site to develop and upgrade facilities on site, as well as improve amenities and facilities to support the current and future student and staff population.

This SIA has been prepared in response to the requirements of the Secretary's Environmental Assessment Requirements (SEARs) for the proposal, as outlined in Table 2.

Table 2 SEARs item for SIA

Issues and Assessment Requirements – Concept Proposal
22. Social Impact Provide a Social Impact Assessment prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i>
Issues and Assessment Requirements – Stage 1 Proposal
25. Social Impact Provide a Social Impact Assessment for the Stage 1 works prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i> .

Source: SEARs SSD-48497708 issued on 13 October 2022

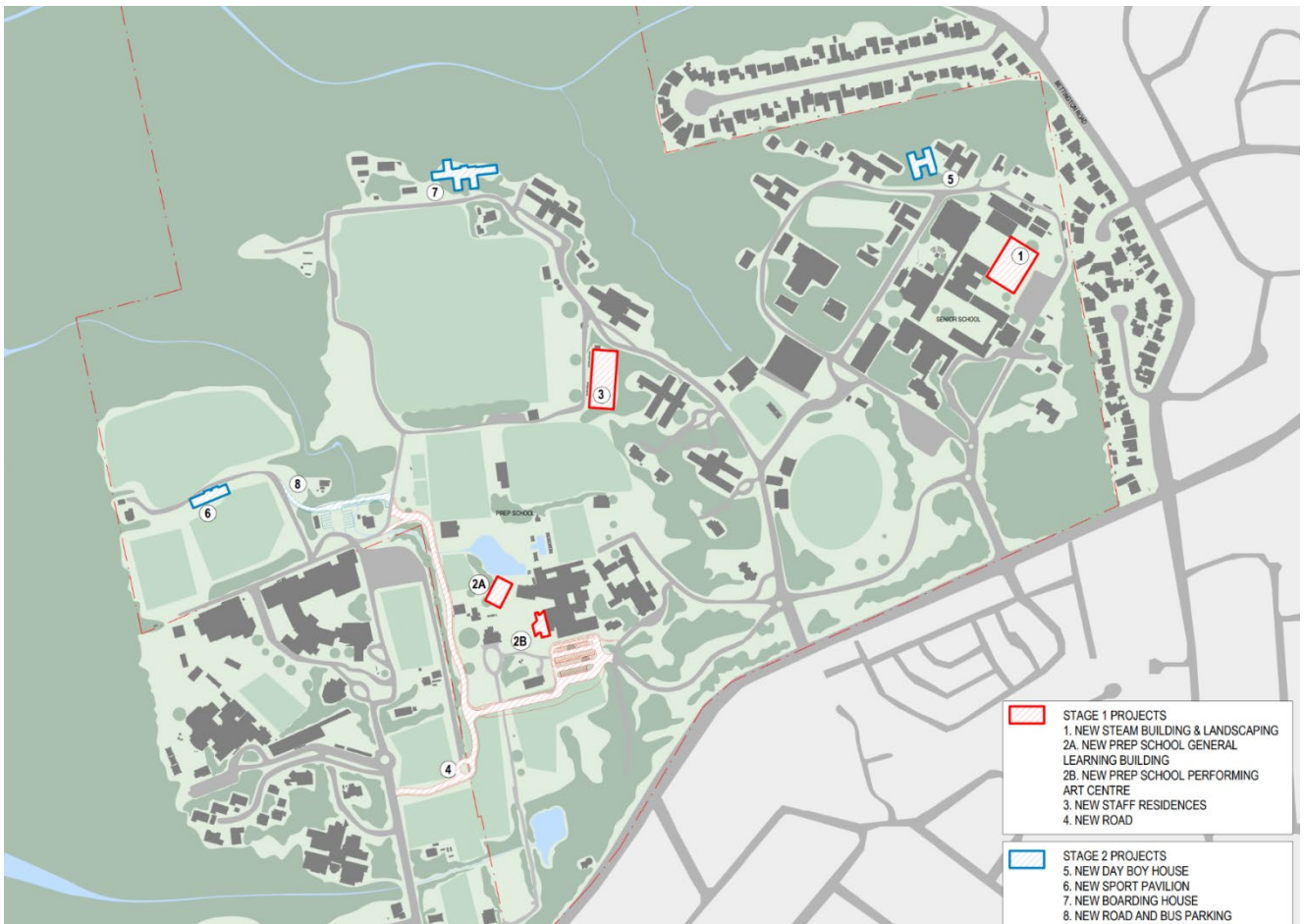
1.1. PROJECT OVERVIEW

This SSDA seeks consent for the staged development of TKS, including:

- **Concept Proposal for the provision of new and upgraded facilities, including:**
 - Building envelope for a new Sports Pavilion within the western sports field precinct (subject to further detailed approval).
 - Building envelope for a new Boarding House within the northern residential precinct to the north of the Doyle Sports Fields and adjacent building envelope for Staff Quarters (subject to further detailed approval).
 - Building envelope for a new Day Boy House between Dalmas House and Burkitt House, including the associated relocation of Ryrrie Road (subject to further detailed approval).
 - Increase in staff and student numbers.
 - Detailed Stage 1 works (as outlined below).
- **Detailed Stage 1 works, including:**
 - Earthworks and the associated demolition of existing buildings and structures.
 - Traffic upgrade works including the construction of a new vehicular entrance into the site from Masons Drive, new drop-off pick up facilities, internal access roads and additional car parking and bus parking.
 - The construction of a new Staff Residence Building comprising residences for staff and their families within the Senior School Boarding Precinct.
 - The construction of a new building for Science, Technology, Engineering, Arts and Maths (the 'STEAM building') within the Senior School and associated landscaping.
 - The staged construction of new buildings as part of upgrades to the Preparatory School, including:

- Construction of a new Performing Arts and Music Centre ('Performing Arts Building' / 'PAB') comprising a dedicated performance space and music practice rooms to the northwest of Horrocks Road.
 - Construction of a new General Learning Unit ('GLU') building comprising additional classrooms / general learning spaces adjacent to the existing dam.
 - Upgrades to pedestrian access throughout the Prep. School.
 - Staged increase in staff and student numbers.
- The removal and replacement of trees and associated landscaping, and associated upgrades to pedestrian access and footpaths.

Figure 1 The King's School Masterplan



Source: BVN

1.2. REPORT PURPOSE AND SCOPE

A SIA is a specialist technical study which identifies and analyses the potential positive and negative social impacts associated with a proposal. It involves a detailed and independent study to:

- Identify potential social impacts.
- Identify appropriate mitigation and enhancement measures.
- Provide recommendations aligned with professional standards and statutory obligations.

According to the DPE's SIA Guideline for State Significant Projects (2023), social impacts are the consequences that people experience when a new project brings change. For the purposes of an SIA, 'people' can be individuals, households, groups, communities, businesses, or organisations. These impacts can be considered in eight categories, as shown in Figure 2 below.

Figure 2 Social impact categories



Source: DPE, 2023, SIA Guideline for State Significant Projects

1.3. STRUCTURE OF THIS REPORT

This report has seven chapters as summarised below:

- **Chapter 1** (this chapter) introduces the proposal, purpose and scope of this report.
- **Chapter 2** outlines the legislative requirements and methodology applied to complete this SIA
- **Chapter 3** reviews the key findings and strategic directions from relevant state and local policies, as it relates to the proposal
- **Chapter 4** provides a social baseline of the study area including the site's locality, social and demographic characteristics, and consultation outcomes
- **Chapter 5** outlines a preliminary assessment of expected and perceived social impacts of the proposal
- **Chapter 6** assess the significant (moderate to very high impacts) of the proposal, including mitigation and management measures
- **Chapter 7** concludes the SIA by setting out a summary of the social impacts, recommendations and overall impact assessment.

2. METHODOLOGY

This section outlines the methodology to prepare this assessment, with reference to the relevant legislative requirements.

2.1. LEGISLATION AND GUIDELINES

This SIA has been prepared in response to the requirements of the Secretary’s Environmental Assessment Requirements (SEARs) for the proposal, as outlined in Table 3.

Table 3 SEARs item for SIA

<p>Issues and Assessment Requirments – Concept Proposal</p> <p>22. Social Impact</p> <p>Provide a Social Impact Assessment prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i></p>
<p>Issues and Assessment Requirments – Stage 1 works</p> <p>25. Social Impact</p> <p>Provide a Social Impact Assessment for the Stage 1 works prepared in accordance with the <i>Social Impact Assessment Guidelines for State Significant Projects</i>.</p>

Source: SEARs SSD-48497708 issued on 13 October 2022

2.2. ASSESSMENT METHODOLOGY OVERVIEW

The following methodology was undertaken to prepare this SIA. The methodology was informed by the guidance contained within the DPE SIA Guidelines for State Significant Projects (2023).

Table 4 SIA methodology

Background review	Impact scoping	Assessment and reporting
<ul style="list-style-type: none"> ▪ Review of surrounding land uses and site visit ▪ Review of relevant state and local policies to understand potential implications of the proposal ▪ Analysis of relevant data to understand the existing community. 	<ul style="list-style-type: none"> ▪ Review of site plans and technical assessments ▪ Consultation with Council and The King’s School to identify potential impacts ▪ Review of engagement outcomes ▪ Identification of impacted groups ▪ Initial scoping of impacts. 	<ul style="list-style-type: none"> ▪ Assessment of significant impacts considering management measures ▪ Provision of recommendations to enhance positive impacts, reduce negative impacts and monitor ongoing impacts.

2.3. APPROACH TO ASSESSING SOCIAL IMPACTS

The assessment of social impacts can be approached in several ways. The International Association for Impact Assessment (IAIA) highlights a risk assessment methodology, whereby the significance of potential impacts is assessed by comparing the consequence of an impact against the likelihood of the impact occurring. This approach is used in the Technical Supplement which supported DPE's SIA Guideline.

The DPE's risk assessment methodology is outlined below and has been applied in this SIA.

Table 5 Social impact significance matrix

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

Source: DPE, 2023, SIA Guideline for State Significant Projects: Technical Supplement, p. 13

Likelihood and magnitude level characteristics

The likelihood and magnitude levels are determined by subjective and objective components. It considers both individual experiences, community perceptions and technical evaluations.

The likelihood level assesses the probability of the impact occurring impact. The level of magnitude assesses the likely significance of the impact and considers several characteristics including:

- **Extent:** the volume of people expected to be affected and their relative location to the proposal
- **Duration:** the timeframe and frequency of potential impacts
- **Severity or scale:** the degree of change from the existing condition as a result of the impact
- **Intensity or importance:** the extent to which people or an environment can adapt to or mitigate the impact, including the value they attach to the matter and their capacity to cope and/or adapt to change
- **Level of concern/interest:** the level of interest or concern among the people affected.

Management measures

Social impacts are assessed before and after the implementation of management measures. Management measures are designed to reduce negative impacts and enhance positive impacts. These measures can take different forms and may be incorporated in the planning, construction, or operational stage of the proposal.

Section 5 of this report assess potential impacts prior to management measures as part of the impact scoping phase. Impacts which are assessed as moderate or higher are considered significant and included for further assessment in Section 7. The significant impacts are assessed with the assumption that proposed mitigation and enhancement measures are successfully implemented to determine the residual impact level.



3. POLICY CONTEXT


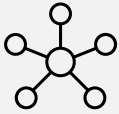
A review of relevant state and local policies was undertaken to understand the strategic context of the proposed development and any potential impacts. This included the following documents:

- Infrastructure NSW, State Infrastructure Strategy (SIS) 2018-2038
- Department of Education, Community Use of School Facilities Policy 2021
- Government Architect NSW (GANSW), Connecting with Country Draft Framework 2020
- Great Sydney Commission, Central City District Plan (2018)
- City of Parramatta, Local Strategic Planning Statement (2020)
- City of Parramatta, Community Strategic Plan (2018)
- City of Parramatta, Socially Sustainable Parramatta Framework (2017)

A summary of key findings relating to the potential social impacts of the proposal is provided below.

Table 6 Relevant social themes from policy review

Theme	Summary of findings
Protecting and enhancing connection to Aboriginal culture 	<ul style="list-style-type: none"> ▪ Key strategies of the CSP are to make Parramatta a leading city of reconciliation and acknowledging the Dharug peoples as the traditional custodians of the land while championing the role that culture plays in city building. ▪ The GANSW Designing with Country discussion paper and framework provide guidance for all stakeholders engaged in built environment projects that impact Aboriginal communities, as well as their culture and heritage. They aim to establish tools and strategies for all stakeholders engaged in built environment projects to share knowledge about Aboriginal places and places of shared cultural and heritage significance, as well as respecting and protecting sensitive sites and strengthening culture.
Growing school aged population 	<ul style="list-style-type: none"> ▪ The NSW Department of Education estimates there will be an additional 89,360 students in the Central City District by 2036, 32% of which will likely be in the Parramatta LGA (CCDP & LSPS). ▪ The SIS, District Plan and LSPS all identify the need for increased capacity within the education system to meet growing and changing demand. ▪ New students will need to be accommodated in expanded and improved schools, both government and non-government across the Central City District (CCDP & SSPF). ▪ Population growth, high density development and urban renewal are putting pressure on our shared resources, and in many neighbourhoods across the city, parks, community centres, libraries, schools and roads are struggling to keep up with growth (SSPF).
Access to high quality education facilities	<ul style="list-style-type: none"> ▪ The Parramatta community aspires for their city to be a destination for educational excellence, where everyone is supported to reach their full potential (CSP).

Theme	Summary of findings
	<ul style="list-style-type: none"> ▪ Children get a great start in life when their families can access quality early education and care and young people thrive when they can access engaging and well-resourced schools (SSPF). ▪ Planning for new schools, and the use of existing schools must respond to growth and changing demand in innovative ways such as more efficient use of land, contemporary design, greater sharing of spaces and facilities, and flexible learning spaces (CCDP).
<p data-bbox="165 539 405 640">Increasing opportunities for shared use facilities</p> 	<ul style="list-style-type: none"> ▪ Infrastructure can be adopted and shared for different uses. Schools and open space facilities can be used for community, sports, arts, screen, cultural and recreational use when they are not otherwise required (CCDP). ▪ Shared use agreements are particularly important in urban environments with high land values and growing demand for access to open space and community facilities (LSPS).

4. SOCIAL BASELINE

This section provides a social baseline of the study area including the site's locality, social context, demographic characteristics, engagement outcomes and areas of social influence.

4.1. SOCIAL LOCALITY

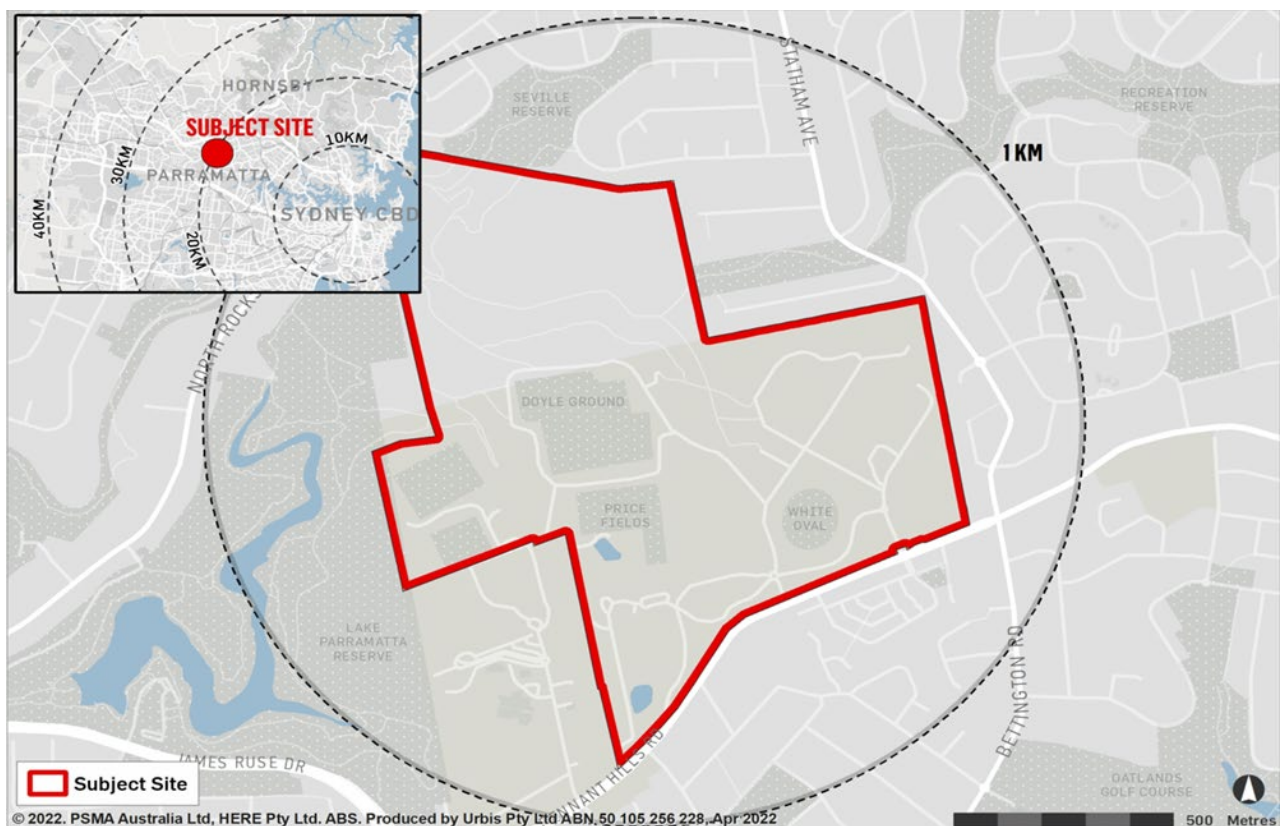
The site is located on Darug Country, known as The King's School campus at 87-129 Pennant Hills Road, North Parramatta in the Parramatta local government area (LGA). The King's School is Australia's oldest independent school and has provided education since 1831, having moved from their former Parramatta CBD campus to their current campus in North Parramatta in the 1950s.

The site is bound by Pennant Hills Road to the south, James Ruse Drive and Lake Parramatta Reserve to the west, Stanmore Avenue to the east, and North Rocks Road and Seville Reserve to the north. The site is in an area featuring a variety of land uses, including low and medium density residential dwellings to the north, east and south, including a private housing estate on the south of Pennant Hills Road.

Several schools are in proximity to the site, including Tara Anglican School for Girls and Burnside Public School, both accessible from Masons Drive to the south east of the site. Additionally, there are a number of bushland reserves in proximity to the site, including North Rocks Wildlife Sanctuary, Lake Parramatta Reserve and Seville Reserve.

The site is accessible by bus and train, with several bus stops located along the school's frontage with Pennant Hills Road and is located approximately 4kms north-east of Parramatta train station and 3kms west of the former Carlingford train station (soon to be opened as a light rail station).

Figure 3 Site context



Source: Urbis

Figure 4 Site photos



Picture 1 View of The King's School main entrance from Pennant Hills Road



Picture 2 View of the private housing estate across from The King's School main entrance



Picture 3 View of the west end of Pennant Hills Road from The King's School main entrance



Picture 4 View of the east end of Pennant Hills Road from the King's School main entrance



Picture 5 View of residents that back on to The King's School on Gowan Crescent



Picture 6 View of public accessway from The King's School to Gowan Crescent

Source: Urbis

4.2. COMMUNITY PROFILE

A community profile identifies the demographic and social characteristics of a proposal's likely area of social influence. This is an important tool in understanding how a community currently lives and that community's potential capacity to adapt to changes arising from a proposal.

A community profile has been developed for North Parramatta (SAL13011) based on demographic data from the Australian Bureau of Statistics (ABS) Census of Population and Housing (2021), Profile id and DPE population projections for NSW (2022). The demographic characteristics of Parramatta LGA and Greater Sydney have been used, where relevant, to provide a comparison.

In 2021, there were 12,064 people living in North Parramatta, representing 5% of the Parramatta LGA. Key characteristics of this community include:



Family and lone person households

Family households are the primary household composition in North Parramatta (61%), Parramatta LGA (73%) and Greater Sydney (73%). North Parramatta has a higher proportion of lone person households (34%) compared to Parramatta LGA and Greater Sydney (both 23%).



Culturally and linguistically diverse

Around half of North Parramatta and Parramatta LGA residents were born overseas (53% and 58% respectively) and speak a language other than English at home (50% and 62% respectively).



High density rental living

More than half of North Parramatta residents live in a flat or apartment (58%) and are renting (54%), compared to Parramatta LGA (47% and 46% respectively) and Greater Sydney (31% and 36% respectively).



Predominantly office based employment

The top three occupations in North Parramatta are professionals (34%), clerical and administrative workers (16%) and managers (13%). These are also the top three occupations in Parramatta LGA and Greater Sydney.



Lower socio-economic status

The median household income is lower in North Parramatta (\$1,703) compared to Parramatta LGA (\$2,051) and Greater Sydney (2,077). North Parramatta is rated amongst the top 30% of suburbs in NSW, according to 2016 SEIFA data.



Steady population growth

The population of North Parramatta is forecast to increase by 28% from 12,064 in 2021 to 15,488 in 2041. The young workforce (aged 25 to 34) service age group is forecast to have the most growth with an increase of 685 residents.

4.3. HEALTH PROFILE

Alongside the community profile, key health data has been analysed to understand the existing health characteristics of the region and potential social risk factors. This profile relies on long term health condition data for North Parramatta from the 2021 ABS Census, as well as physical health data for the Western Sydney Local Health District (the LHD) from NSW Health Stats. This data was accessed in April 2023. Key findings include:



Lower rates of long-term health conditions

The suburb has lower rates of long-term health conditions (63% living with no long-term health conditions) compared to Greater Sydney (65%). Long term health conditions cover illnesses such as arthritis, asthma, cancer, dementia, diabetes, heart disease, kidney disease, lung conditions, mental health conditions and stroke.



Lower rates of high to very high psychological distress

In 2020, 15% of adults in the LHD experienced high or very high levels of psychological distress. This is slightly lower compared to the NSW state average (17%).



Insufficient rates of physical activity

The LHD has a less active population compared to state averages. In 2020, 46% of adults (16 years +) in the LHD were considered to engage in insufficient levels of physical activity compared to only 38% of adults in NSW. Children (aged 5 – 15 years) in the LHD also had lower rates of adequate physical activity (13%) compared to NSW (18%).



Lower rates of hospitalisations

Between 2010-2020 the overall hospitalisation rate for all causes in the WSLHD has generally remained lower than the NSW average. There are, however, some areas where the LHD has experienced a higher rate of hospitalisation than the NSW average during all or part of this 10-year period. These include for hospitalisation for dialysis, maternal, neonatal and congenital causes, and mental disorders

4.4. CRIME AND SAFETY

As part of the community profile, data from the NSW Bureau of Crime Statistics and Research (BOSCAR) was also analysed to understand the crime and safety context around the site. This data is accurate as of 27 January 2023. Crime data from the NSW BOSCAR indicates the site was not in a hot spot for any relevant crimes.

North Parramatta generally has a lower rate of crime compared to the City of Parramatta LGA and NSW averages. However, there are some crime types where North Parramatta had higher rates of crime per 100,000 people than the City of Parramatta LGA and NSW averages. These crime types were:

- Break and enter dwelling: 295 (compared to 275 in the City of Parramatta LGA and 223 in NSW)
- Motor vehicle theft: 172 (compared to 118 in the City of Parramatta LGA and 143 in NSW)
- Steal from motor vehicle: 378 (compared to 356 in City of Parramatta LGA and 335 in NSW).

The crime profile indicates that the suburb may be more susceptible to opportunistic and theft crimes. This is likely due to the sites proximity to the Parramatta CBD as built up areas with transport interchanges are more susceptible to opportunistic crime due to higher numbers of people travelling to form and through the area.

4.5. RELEVANT ENGAGEMENT OUTCOMES

Several general and targeted community and stakeholder engagement activities have been conducted to share information and inform this SIA and the EIS. These activities occurred between September 2022 to April 2023.

City of Parramatta Council engagement

To directly inform the preparation of this SIA, an interview was undertaken on 12 April 2023 with representatives from the City of Parramatta's City Strategy team. The following table summarises the key themes and feedback from this interview.

Table 7 Key feedback from City of Parramatta Council

Key theme	Feedback summary
Increasing access to high quality education and facilities	<ul style="list-style-type: none"> ▪ The City's representatives noted that North Parramatta residents are highly educated and value access to high quality education. ▪ Increasing supply of high quality education places and facilities was recognised as a positive impact by Council representatives. They noted this impact could be enhanced by increasing opportunities for disadvantaged groups to attend the school. ▪ North Parramatta and the Parramatta LGA are continuing to experience significant population growth. Council recognises the proposals potential to meet the growing demand for high quality education within the Parramatta community.
Potential for shared use agreements	<ul style="list-style-type: none"> ▪ Potential for shared use agreements was noted by Council representatives as a potential positive impact The King's School could have on the broader Parramatta community. It was also recognised that security and safety of boarders would need to be a key consideration. ▪ Council representatives recognised the Parramatta LGA has a shortage in several types of key community infrastructure, particularly indoor recreation facilities.
Traffic	<ul style="list-style-type: none"> ▪ The proposal's impact on traffic, internally and externally, was noted as a potential negative impact. Council representatives recognised that traffic could impact individuals, the school and broader community and should be adequately mitigated.
Loss of green space	<ul style="list-style-type: none"> ▪ Loss of green space was noted as a negative impact and should be reduced where possible to mitigate it. ▪ Council representatives also recommended that tree canopy should be increased where possible.

The King's School engagement

To directly inform the preparation of this SIA, an interview was undertaken on 10 February 2023 with representatives from The King's School. The following table summarises the key themes and feedback from this interview.

Table 8 Key feedback from The King's School representatives

Key theme	Feedback summary
The King's School community characteristics	<ul style="list-style-type: none"> ▪ The King's School has a culturally diverse student community, reflective of Sydney's broader community. ▪ Most students don't live in North Parramatta. They predominately travel from northern and eastern suburbs, with a growing number travelling from the southern and western suburbs. ▪ There are approximately 360 boarders at the school, of which, approximately one third of students come from rural properties, one third come from regional towns or are international students, and one third from around Greater Sydney.
Shared use of The King's School facilities	<ul style="list-style-type: none"> ▪ Organisations and community groups can pay to hire the school's facilities outside of school hours and term. The King's School sees this as a positive source of financial revenue and contributes to their social licence to operate. ▪ The public informally access the school grounds. The representatives noted that community members sometimes access the site to walk their dogs or walk up to the school from the Lake Parramatta walking track. ▪ The representatives noted that there is an existing relationship with the Tara Anglican School for Girls and the Burnside Public School. The King's School often shares their hall and sporting facilities, particularly for their annual events such as sport carnivals and presentation nights.
Traffic concerns	<ul style="list-style-type: none"> ▪ The school receives complaints from the community and key stakeholders regarding the traffic generated by the school, particularly for weekend sporting events. Pedestrian safety is a primary concern for parents and families accessing the school. ▪ The school has also received complaints from the level of pedestrian activity along neighbouring streets, particularly in relation to students walking on the front lawns of neighbours. ▪ The representatives noted that the demographics of families attending the school plays a factor in their travel behaviours. As a lot of families are high income earners, they generally prefer to drive their children to school, particularly in preparatory school. ▪ The preparatory school representative noted that younger students are required to be physically handed over from the parents to the school. As such, parents require adequate access to parking with a direct and safe route to walk their children to the drop off area. ▪ The representatives are confident that the upgrades to the road network and new entranceway into the school will enhance pedestrian safety and relieve traffic congestion.
Noise during construction	<ul style="list-style-type: none"> ▪ Noise during construction was the only potential impact raised by the representatives that may have a short term negative impact on students and the surrounding community.

Key theme	Feedback summary
	<ul style="list-style-type: none"> As the construction works are being undertaken within the primary education precinct, it is unlikely that neighbours or the broader community will be largely impacted. To minimise impacts from noise and construction works on students, the representatives plan to select a construction company which can best mitigate noise, dust and other concerns, at the construction stage.
Change of visual landscape	<ul style="list-style-type: none"> The representatives noted that the community may be concerned with the change in views, as an open field will be replaced with a building. However, as there are only approximately ten neighbours that adjoin the school, the representatives don't expect this to be a significant impact.
Improved student experience	<ul style="list-style-type: none"> The proposed Performing Arts and Music Academy is expected to fill an existing gap in infrastructure onsite. The representatives noted that 70% of prep school students play an instrument, but the current music function space has capacity for 300 students, thereby putting pressure on other classrooms that aren't designed to accommodate these uses. The representatives noted that the architectural design and layout of buildings will create an indoor-outdoor learning environment to include more open space and create clear sightlines across the school. They expect for these design initiatives to enhance students' connection and access to outdoor spaces.

Summary of community consultation undertaken to date

TSA Management prepared the Engagement Outcomes Report and undertook community consultation for the proposal from September 2022 to February 2023. Consultation activities included an internal email to the school community, a letterbox drop to the surrounding community, community information sessions and letters of briefings to relevant external stakeholders, including the City of Parramatta Council. All relevant community consultation outcomes are summarised and categorised into key themes in the table below.

Consultation with the surrounding community

The letterbox drop to the surrounding North Parramatta community was undertaken on 9 September 2022 and was distributed to 2,210 surrounding homes and 18 businesses to notify the community about the proposal. A second letterbox drop was undertaken on 16 November 2022 to the same homes and businesses to invite them to the community information sessions. There were two community sessions on 24 November with 18 attendees.

Consultation with the school community

Members of the school community were invited to provide feedback on the proposal by attending a consultation session on 1 February 2023, or via email to the school. The consultation session had 10 attendees and The King's School received also received feedback via email.

Table 9 Key feedback from The King's School community and surrounding community

Key theme	Feedback summary
Loss of open space	<ul style="list-style-type: none"> One community member expressed dissatisfaction with the loss of the sports field where the STEAM Building is proposed.

Key theme	Feedback summary
Traffic	<ul style="list-style-type: none"> One community member suggested The King's School to provide an additional access point for vehicles to the school from Betting Road One community member suggested the school to stagger school start and finish times and before and after school sport to spread traffic demand. One member of the school community suggested a new carpark be provided to cater for the lack of parking on sport days.
Landscaping and maintenance	<ul style="list-style-type: none"> One member of the school community asked how the proposal will restore landscaping i.e., re-planting native species to encourage wildlife and managing insect issues. One member of the school community asked how storage and water harvesting issues will be addressed.
Overshadowing	<ul style="list-style-type: none"> One member of the school community expressed concerns about the overshadowing of Baker House and other nearby residences with the construction of new townhouses due to existing mould.
Protection of heritage items	<ul style="list-style-type: none"> One member of the school community asked how heritage listings will be protected. These heritage listings include the gutters around the campus, particular roads and walking tracks, and a convict-built dam wall.
Impact on students and parents	<ul style="list-style-type: none"> One member of the school community asked if pathways will be constructed around the school. One member of the school community asked how student residents will be affected by construction i.e., noise and timing of construction. One member of the school community suggested the proposal include a 'small parent hub facility' where parents can access amenities after dropping their children off at school. Noting parents travel quite far to take their children to school and can't use the bathroom or have a break from driving.

IMPLICATIONS FOR THE PROPOSAL

- The King's School attracts preparatory and senior school students from across NSW and internationally, thereby having a far-reaching social influence. It will be a key consideration for the proposal to accommodate a range of different users and their specific needs, particularly in relation to cultural diversity, mobility and health needs. The school already has a culturally diverse student population and this is likely to increase with the increase in boarding house capacity and preparatory school places.
- Residents in the Western Sydney LHD are generally healthy compared to state averages as they have lower rates of long term health conditions, rates of high to very high psychological distress and rates of hospitalisation compared to state averages. However, residents in the LHD are less physically active, which may indicate insufficient access to recreation infrastructure in their local area.
- North Parramatta residents have a lower socio-economic status, compared to the LGA and State averages. However, as their population is expected to experience significant growth, it will be important for The King's School to accommodate some of the increased demand for education in the local area. Ensuring that local residents are provided with financial subsidy options, such as scholarships, will relieve the increasing pressures on surrounding schools as the population grows.

- Council has identified a shortage in recreation facilities, particularly indoor recreation facilities, and the demand on Council facilities will likely grow as the number of North Parramatta residents living in apartments or flats likely continues to increase. The King's School has an opportunity to provide local residents with access to their recreation facilities, particularly for those that don't have access to a private backyard, to relieve pressures on Council's facilities and ensure local residents are able to increase their daily physical activity.

4.6. VULNERABLE POPULATIONS

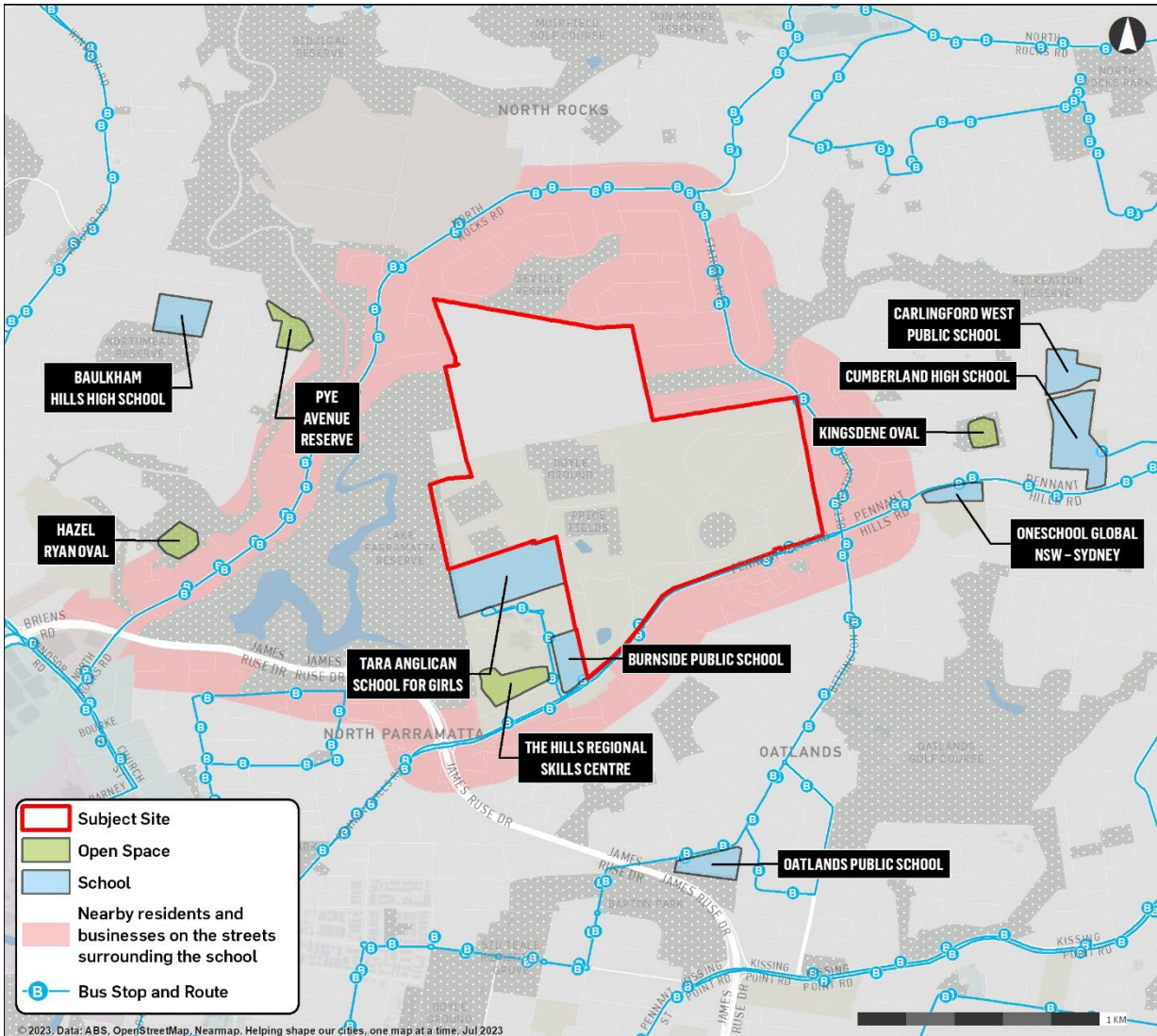
- Of North Parramatta's total population, **6.3% (763 individuals) identified as needing assistance due to disability**. This is higher than the rate for Parramatta LGA (4.1%) and NSW (5.8%).
- In North Parramatta, **9.5% of the population aged over 15 (950 individuals) were providing unpaid assistance to a person with a disability, long term illness or old age** in 2021. This is marginally higher than the rate of Parramatta LGA (9.1%) and less than that of the rate for NSW (11.5%).
- There is a **higher proportion of people living with one or more long term health conditions (28.5%) compared to Parramatta LGA (23.1%) and NSW (27.0%)**. The three most common health issues amongst North Parramatta residents are **mental health conditions (8.4%), asthma (6.8%) and arthritis (6.3%)**.
- North Parramatta indexed at 1028 on the ABS 2021 Index of Relative Socio-Economic Advantage and Disadvantage placing it in the 30th decile, meaning North Parramatta is in the **top 30% of the country for relative socio-economic advantage and disadvantage**.

4.7. AREAS OF SOCIAL INFLUENCE

Considering the outcomes from the social baseline, the area of social influence is mostly confined to the immediate context, Parramatta LGA and the wider district. Within the areas of social influence, the following individuals and communities are likely to be impacted by the proposal:

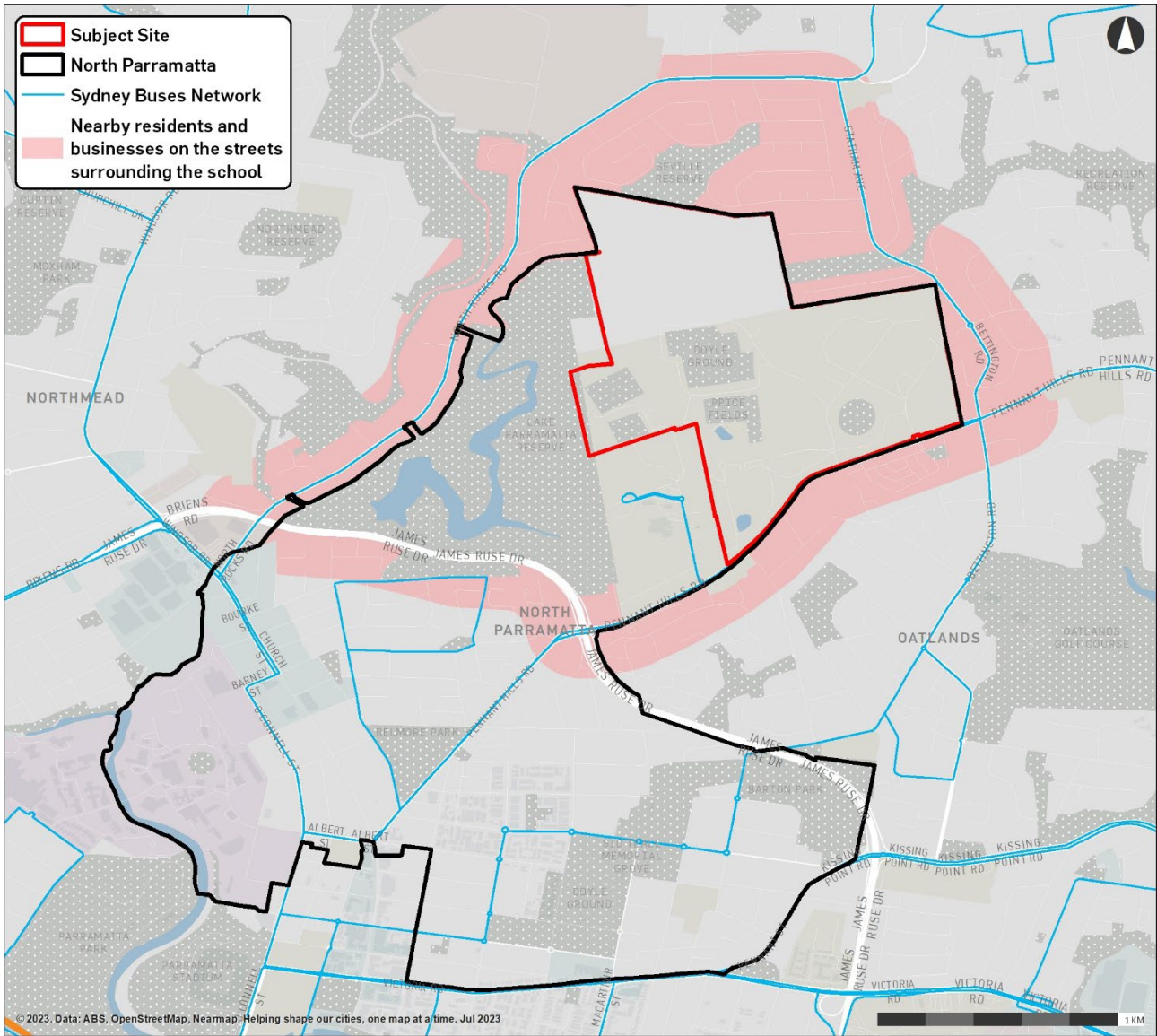
- Local Aboriginal community
- Current and future The King's School students
- The King's School staff and visitors
- Residents and businesses in the streets surrounding the site
- North Parramatta residents.

Figure 5 Immediate area of social influence



Source: Urbis

Figure 6 Broader area of social influence



Source: Urbis

5. SOCIAL IMPACT ASSESSMENT

A proposal may cause a range of direct and indirect social impacts which can have a positive, negative or neutral impact on the existing community. A SIA should assess the expected and perceived impacts which are considered to have the most significant impacts on the community and identified stakeholder groups.

The following section outlines the impact scoping considerations which were used to inform the significant social impacts. These impacts have been informed by the contextual information outlined in Sections 2 – 4 of this SIA and have been assessed against the SIA criteria described in Section 2.

As detailed in Section 2.3 likelihood and magnitude levels are determined by subjective and objective components including individual experiences, community perceptions and technical evaluations. The likelihood level assesses the probability of the impact occurring impact. The residual impact has then been determined by applying the likelihood and magnitude levels to the Social Impact Significance Matrix prescribed in DPE's SIA Guideline (Table 4).

NOTE: The proposal could potentially result in air quality related impacts during the construction phase e.g. from operation of machinery and generation of dust. An air quality impact report has not been developed therefore any impacts relating to air quality have not been assessed.

6. NEUTRAL TO LOW SOCIAL IMPACTS

This section outlines the social impacts considered to have a neutral to low impact on the community. These are not considered to have a significant impact on the community and are not included for further assessment.

Table 10 Initial scoping of low impacts

Social impact category	Impact assessment summary
Accessibility	Improved internal pedestrian access and circulation
	Potentially impacted groups: existing and future The King’s School students, staff and visitors
	<p>Unenhanced benefit</p> <p>The school acknowledges the difficulties of connectivity within the school, given the large campus and current layout of buildings, as noted in the Environmental Impact Statement (EIS) prepared by Urbis (2023). The master plan seeks to implement precinct-based zones throughout the school to establish nodes and pathways throughout the Campus and extend trails to sports fields and the Bushland to the North (see EIS).</p> <p>Therefore, proposed additions to the internal pedestrian circulation network will provide a more functional layout to the school’s grounds and will enhance usability for students, staff and visitors when moving between the new and existing buildings. These include modern building layout and landscaping, new and upgraded footpaths, and the construction of new pathway connections linking existing and proposed buildings, as demonstrated in the Architectural Design Statement (BVN 2023). The improved circulation environment will facilitate safer, more equitable and legible movement across the campus.</p> <p>The unenhanced benefit of improved access throughout the school grounds will likely have a low benefit on The King’s School students, staff and visitors, given the likely likelihood and minimal magnitude.</p> <p>Enhanced benefit</p> <p>No enhancement measures have been proposed; therefore the enhanced benefit assessment remains as low.</p>
Accessibility	Accessibility related to high quality education facilities
	Potentially impacted groups: Future The King’s School students
	<p>Unenhanced benefit</p> <p>There is increasing demand for school enrolment places across the Central City District, with the District Plan estimating that an extra 89,360 students will need to be accommodated in government and non-government schools by 2036 (Greater Sydney Commission 2018).</p> <p>The King’s School has an existing school capacity of 1,944 (comprising approximately 444 preparatory students and 1,500 senior students).</p>

The ACARA Index of Community Socio-Educational Advantage (ICSEA) measures the level of educational advantage or disadvantage that students bring to their studies. As at 2022 The King's School ranked in the 97th School ICSEA percentile, with 67% of students ranked in the top quarter for socio-educational advantage (ACARA 2023).

The proposal is estimated to increase the school's capacity by approximately 56 students and 2 staff at The King's Preparatory School. The proposal will therefore contribute towards meeting growing demand for school places in the Central City District and will accommodate these places within existing and proposed high quality fit for purpose spaces and facilities.

It was noted during consultation with the City of Parramatta's City Strategy team that increasing supply in high quality education will have a positive impact as North Parramatta and the Parramatta LGA continue to experience significant population growth (as seen in Section 4.5).

Based on the above assessment, increasing student enrolment numbers and the provision of education within high quality fit for purpose facilities to a targeted cohort will almost certainly benefit future students to a minimal extent. Therefore, this unenhanced benefit is assessed as having a **low** benefit on future students accessing The King's School.

Enhanced benefit

Though there is a demonstrated need for more enrolment places across the Central City District, the operation of the school by a non-government operator and as a gender segregated institution, means financial and gender barriers are likely to restrict access by many households. This was also noted during consultation with representative of the City of Parramatta's City Strategy team, who expressed that the positive impact of increasing the supply of high-quality education could be further enhanced by increasing opportunities for disadvantaged groups to attend the school (see Section 4.5).

At this stage, no enhancement measures have been proposed to increase the accessibility of disadvantaged groups to the high-quality education facilities proposed at The King's School. Therefore, the enhanced benefit remains as **low**.

7. ASSESSMENT OF SIGNIFICANT IMPACTS

The following section provides a detailed assessment of the significant social impacts of the proposal. The significant impacts are assessed with any planned mitigation measures to determine the residual impact level. The assessment process used to determine each impact level is described in Section 2.

7.1. HEALTH AND WELLBEING RELATED TO CONSTRUCTION DUST AND NOISE

Description of impact

Construction works are proposed to take place across The King's School campus in proximity to existing Senior School and Prep School buildings, as well as residents and buildings located in streets that border The King's School.

Health and wellbeing related to construction dust and noise – impact unmitigated

Construction emissions have the potential to exacerbate the health and wellbeing of students, workers, and residents bordering the Project site with respiratory conditions and those sensitive to changes in air quality during construction. Although a dust assessment has not been prepared as part of the SSDA, construction activities generate emissions that include particulates which can include dust, motor vehicle emissions, smoke, and odours (Environment NSW). Dust emissions from construction may cause adverse health impacts with symptoms including irritation of the eyes, coughing, sneezing, hay fever reactions, and asthma attacks (WA Health 2020). However, the risk to health varies depending on the size and nature of the dust particles and existing respiratory vulnerabilities (NSW Health 2017).

The impact to residents would be exacerbated by the noise due to sleep disturbance when undertaking activities that require high levels of concentration such as working or studying. During consultation with The King's School representatives, the potential negative impacts of construction noise on the school community was raised. A member of the school community also expressed concern about the timing of construction and the potential noise generated from construction and how this will impact on students and their ability to study.

The Acoustic Assessment prepared by Acoustic Logic (2023) assessed the likely construction noise impact on students and the surrounding community. Sound measurement receivers were positioned at the southwest boundary of the site, including Tara Anglican Girls School, and residential and commercial receivers were positioned on all streets that bounded the site to the north, east, south and west (Acoustic Logic, 2023). The assessment found that none of these receiver locations are likely to exceed the 'highly noise affected level' during the most significant noise generating construction activities, such as demolition works (Acoustic Logic, 2023).

The assessment found the proposal to be compliant with noise objectives, however the likelihood and magnitude of health impacts associated with dust is unknown. Therefore, the potential impact from construction noise on The King's School students, staff and visitors, and residents and businesses surrounding the site will likely have a low negative short-term impact, particularly during noisy activities such as demolition. However, unmitigated dust will almost certainly impact individuals with respiratory conditions to a greater magnitude.

As such, the residual unmitigated impact is **medium**, given the almost certain likelihood and minor magnitude of the impact to health and wellbeing from construction noise

Residual impact (unmitigated)

Likelihood: Almost certain	Magnitude: Minor	Resultant impact: Medium
Health and wellbeing related to construction dust and noise – impact mitigated		
<p>The Acoustic Assessment has identified a list of recommendations to be implemented during the construction stage to ensure the proposal aligns with best practice. These include:</p> <ul style="list-style-type: none"> ▪ Notification of neighbouring residents prior to commencement of works ▪ Implementation of respite periods, quiet work methods, and noise and vibration monitoring in the event of ongoing complaints of excessive noise. ▪ Noise and vibration monitoring in the event of ongoing complaints about excessive noise and/or vibration ▪ The use of quiet work methods/technologies ▪ Formalised complaints handling <p>With the implementation of the above mitigation measures, the mitigated impact will likely have a low impact on surrounding residents' health and wellbeing.</p>		
Residual impact (mitigated)		
Likelihood: Almost certain	Magnitude: Minor	Resultant impact: Medium
<p>Additional SIA recommendations:</p> <ul style="list-style-type: none"> ▪ Implement a construction management plan that includes covering of vehicles to and from the site carrying loads that may generate dust emissions, installation, operation, and maintenance of dust control measures and/or equipment on all processing equipment, disturbed areas, truck loading areas, and stockpiles; and water spraying of unsealed roads to suppress dust when in use. ▪ Complaints mechanism and regular communication with bordering residents, workers, students and their families about the construction timeframe. 		

7.2. CULTURE RELATED TO ENGAGEMENT WITH ABORIGINAL PEOPLE

Description of benefit
<p>Increased engagement with Aboriginal culture and heritage through the design of school buildings and landscaping will increase appreciation of Aboriginal cultural heritage.</p>
Culture related to engagement with Aboriginal people – benefit unenhanced
<p>The Burrumattagal People of the Darug Nation are the Traditional Custodians of the area in which The King's School campus is located. Today, 1.1% of the North Parramatta population identify as Aboriginal and/or Torres Strait Islander (ABS 2021). This is a higher proportion compared to the Parramatta LGA (0.7%), but lower compared to Greater Sydney, where 1.7% of the population identify as Aboriginal and/or Torres Strait Islander (ABS 2021).</p> <p>A key strategy in the City of Parramatta's CSP (2018) is to make the City a leader in reconciliation. This involves acknowledging the Darug peoples as the Traditional Custodians of the land and championing the role that culture plays in city-building (City of Parramatta 2018).</p>

The Aboriginal Cultural Heritage Assessment Report (ACHAR) was prepared by Artefact (2023) and found no Aboriginal sites or objects had been previously recorded or were newly identified during the survey of the study area. The ACHAR also noted the study area is moderately to heavily disturbed by historical development activities and the site is likely to have nil to low potential for Aboriginal objects to be located within it (Artefact 2023).

As such, the unenhanced benefit is assessed as having a **medium** benefit, given the likely likelihood and minor magnitude.

Residual benefit (unenhanced)

Likelihood: Likely	Magnitude: Minor	Resultant impact: Medium
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Culture related to engagement with Aboriginal people – benefit enhanced

Djinjama (2022) led consultation with the Darug community and facilitated a sensing/walking through Country workshop with the relevant project teams to develop a shared understanding and appreciation of Country. From these activities, Djinjama developed a set of Country Narratives and design principles that was shared with the architecture team, BVN (2023). These directly informed the development of BVNs Architectural Design Statement (2023) and the design of new buildings.

The design of the STEAM building incorporated these narratives by providing free flowing landscaping, creating a place of belonging and learning by including collaborative spaces and a central atrium, and celebrating the unique setting and character of the site by incorporating hardwoods sourced from sustainable timbers into the design (BVN 2023). Similar design principles have been applied to the proposed General Learning Unit and Performing Arts Buildings (BVN 2023).

The integration of design principles informed by local Aboriginal culture and Country Narratives in the design of new buildings and landscaping is likely to enhance engagement with Aboriginal culture and have a benefit on the local Aboriginal community, and current and future The King’s School staff, students and visitors. Additionally, the workshops with local Aboriginal communities and the integration of design principles informed by local Aboriginal culture and Country Narratives in the design of new buildings is assessed as having a high benefit, with a likely likelihood and moderate magnitude.

Residual benefit (enhanced)

Likelihood: Likely	Magnitude: Moderate	Resultant impact: High
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Additional SIA recommendations:

- No further recommendations.

7.3. INCREASED ACCESS TO SPORTS, RECREATION AND ARTS FACILITIES

Description of impact

New sporting facilities will increase access to sport, recreation, academic and creative spaces.

Increase access to sports, recreation and arts facilities – benefit unenhanced

The King’s School currently has several sporting, recreational, academic and creative spaces utilised by staff, students and occasionally organisations, community groups and neighbouring education institutions.

As noted in Section 4.4. of this report, organisations and community groups pay to hire the schools' facilities outside of school hours and term. Representatives of The King's School also noted they often shared their hall and sporting facilities with Tara Anglican School and Burnside Public School for large annual events, such as sport carnivals and presentation nights (as seen in Section 4.5).

There is also an identified need for more capacity within the preparatory school for performing arts and music education with current student demand for music teaching space not being met within existing dedicated music space and adding pressure on other classrooms that aren't designed to accommodate these uses.

As documented in Section 3 of this report, population growth, high density development and urban renewal is putting pressure on shared resources and many neighbourhoods are struggling to keep up with this growth and the pressure it has on social infrastructure. The Greater Sydney Commission's Central City District Plan (2018), and the City of Parramatta's Local Strategic Planning Statement (2020) both identify opportunity for the shared use of school facilities with the wider community. This includes open space, sports, and arts facilities. Therefore, increasing potential public access to The King's School's facilities could assist in meeting this growing demand.

The proposed new sporting and arts facilities will provide students with increased access to these spaces and will have a positive impact on The King's School students and staff. The proposal includes new and refurbished sports and recreation facilities as well as a new performing arts and music centre. These new facilities will also contribute towards meeting the existing and added demand of a growing student population.

Proposed new sporting and arts facilities will provide students with increased access to these spaces and will have a benefit on The King's School students and staff. As such, the unenhanced benefit is assessed as **medium**, given the almost certain likelihood and minor magnitude.

Residual benefit (unenhanced)

Likelihood: Almost certain	Magnitude: Minor	Resultant impact: Medium
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Increase access to sports, recreation and arts facilities – benefit enhanced

No enhancement measures have been implemented at this stage.

As such, the enhanced benefit assessment remains as **medium**.

Residual benefit (considering management measures)

Likelihood: Almost certain	Magnitude: Minor	Resultant impact: Medium positive
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Additional SIA recommendation/s:

- Continue making facilities available for community use and hire.

7.4. ACCESSIBILITY TO THE LOCAL AREA

Description of impact

Increased travel times and reduced access caused by increased vehicle movements to and from the site and changes to existing traffic conditions.

Increased travel times and reduced access caused by increased vehicle movements to and from the site, generated by the increased student capacity at the preparatory school.

Accessibility to the local area – impact unmitigated

Currently vehicle access to the campus is provided by access points from Russell Road and Wade Road, both of which are accessible from Pennant Hills Road. Vehicle access to all school facilities is from these two roads, including the school's houses, sports centre, dining hall, health centre, preparatory school, chapel, music school and classrooms. Additionally, pick-up/drop-off zones, entrance to staff car parking, loading area for service and waste vehicles are accessed through Russell Road and Wade Road. There are several public bus stops located within proximity to the site along Pennant Hills Road.

As reported by the Transport and Accessibility Impact Assessment (TAIA) prepared by Taylor Thomas Whiting (TTW) (2023), most preparatory students are currently dropped off and picked up at designated kiss and ride areas. At the senior school, there is a mix of students being dropped off and taking the bus (TTW, 2023).

It was noted during consultation with representatives of The King's School that the school receives complaints from the community and key stakeholders regarding traffic generated by the school, particularly during weekend sporting events and in relation to pedestrian safety (see Section 4.5). These complaints demonstrate that existing traffic conditions are negatively impacting the health and wellbeing, in relation to their sense of safety and levels of stress, of some individuals who regularly walk or drive through and around the school.

Added vehicular movements and demand for road network and parking spaces can have impacts on individuals and households and their ability to access the local area, services, and facilities. The proposal will introduce a new vehicular access point to the site from the west, as well as the construction of new and upgraded internal roads and parking.

During consultation with representatives of the City of Parramatta's City Strategy team, it was noted the proposal could have potential negative impacts on traffic (internal and external) (see Section 4.5). Council's representatives expanded that increased traffic could have a social impact on individuals. As impacts on health and wellbeing are already being felt by the community, as discussed in Section 4.5, it is important that any additional traffic generated by the increase in preparatory students be adequately mitigated to enhance feelings of safety and reduce stress whilst driving through and around the school for the school and surrounding community, as discussed above.

The TAIA (TTW 2023) found that the proposal would introduce additional traffic to the local area in two forms, one through an increase in the population of the preparatory school and the other through a transfer of some existing traffic from existing access points to the to the new access point to the west of the site. The transferred traffic resulting from reconfiguration of through lanes and turning lanes are expected to cause traffic delays equal to or better than that of the existing situation in the local area (TTW 2023).

Therefore, the unmitigated impact may have a **low** impact on nearby residents and businesses in the surrounding streets, given the possible likelihood and minimal magnitude.

Residual impact (considering management measures)		
Likelihood: Possible	Magnitude: Minimal	Resultant impact: Low
Accessibility to the local area – impact mitigated		
<p>The following measures have been implemented to mitigate the potential impact of additional traffic on the accessibility of the local area:</p> <ul style="list-style-type: none"> ▪ Development of a School Transport Plan to reduce car use as a mode of transport ▪ Inclusion of active transport infrastructure, including new direct pathways linking school facilities to the surrounding public footpath and transport network. <p>With the implementation of the above mitigation measures, the mitigated impact will likely have a low to neutral impact on surrounding residents' way of life and ability to access the local area, services and facilities.</p>		
Residual impact (considering management measures)		
Likelihood: Possible	Magnitude: Minor	Resultant impact: Low to neutral
Additional SIA recommendation/s:		
<ul style="list-style-type: none"> ▪ No further recommendations. 		

8. CONCLUSION

This SIA has been undertaken to assess the potential social impacts arising from the proposed SSDA for the development and upgrades to The King's School facilities.

Based on the assessment in this report, the key social impacts of this proposal are:

Theme	Impact/benefit	Summary of impact	Mitigated/enhanced rating
Accessibility	Improved internal pedestrian access and circulation	Proposed additions to the internal pedestrian circulation network will provide a more functional layout to the school's grounds and will enhance usability for students, staff and visitors when moving between the new and existing buildings.	Low (+ve)
Accessibility	Accessibility related to high quality education facilities	Increasing student enrolment numbers and the provision of education within high quality fit for purpose facilities to a targeted cohort will almost certainly benefit future students to a minimal extent.	Low (+ve)
Health and wellbeing	Health and wellbeing related to construction dust and noise	The potential impact from construction noise on The King's School students, staff and visitors, and residents and businesses surrounding the site will likely have a low negative short-term impact, particularly during noisy activities such as demolition.	Medium (-ve)
Culture	Culture related to engagement with Aboriginal people	The integration of design principles informed by local Aboriginal culture and Country Narratives in the design of new buildings and landscaping is likely to enhance engagement with Aboriginal culture and have a benefit on the local Aboriginal community, and current and future The King's School staff, students and visitors.	High (+ve)
Accessibility	Increased access to sports, recreation, and arts facilities	The proposed new sporting and arts facilities will provide students with increased access to these spaces and will have a positive impact on The King's School students and staff. The proposal includes new and refurbished sports and recreation facilities as well as a new performing arts and music centre. These new facilities will also contribute towards meeting the existing and added demand of a growing student population.	Medium (+ve)
Way of life	Accessibility to the local area	Increased travel times and reduced access caused by increased vehicle movements to and from the site and changes to existing traffic conditions. As well increased vehicle movements to and from the site, generated by the increased student capacity at the preparatory school.	Low (-ve)

8.1. MITIGATION AND ENHANCEMENT MEASURES

The proposed mitigation and enhancement measures for the above impacts are listed below.

- Adhere to all recommendations included within the Acoustic Assessment
- Integration of design principles informed by local Aboriginal culture and Country Narratives in the design of new buildings and landscaping.
- Workshops with local Aboriginal communities and the integration of design principles informed by local Aboriginal culture and Country Narratives in the design of new buildings.
- Development of a School Transport Plan to reduce car use as a mode of transport.
- Inclusion of active transport infrastructure, including new direct pathways linking school facilities to the surrounding public footpath and transport network.

Further SIA recommendations

Any further SIA recommendations for project adoption consideration are also provided below:

- Implement a construction management plan that includes covering of vehicles to and from the site carrying loads that may generate dust emissions, installation, operation, and maintenance of dust control measures and/or equipment on all processing equipment, disturbed areas, truck loading areas, and stockpiles; and water spraying of unsealed roads to suppress dust when in use.
- Complaints mechanism and regular communication with bordering residents, workers, students and their families about the construction timeframe.
- Continue making facilities available for community use and hire.

REFERENCES

This SIA has been informed by a range of data sources, information and technical studies. The following data sources have been used:

Demographic, crime and health data

- Australian Bureau of Statistics, Census of Population and Housing, 2021, Greater Sydney, Paramatta LGA (SA3) and North Parramatta (SA2) data.
- Australian Curriculum, Assessment and Reporting Authority, 2021, School enrolment data.
- NSW Bureau of Crime Statistics and Research, North Parramatta, Parramatta LGA and NSW hotspot maps and crime rates.
- NSW Department of Planning and Environment, 2022, NSW population projections.
- Profile id. North Parramatta community profile.

Policy documents

- Infrastructure NSW, State Infrastructure Strategy (SIS) 2018-2038
- Department of Education, Community Use of School Facilities Policy 2021
- Government Architect NSW (GANSW), Connecting with Country Draft Framework (2020)
- Great Sydney Commission, Central City District Plan (2018)
- City of Parramatta, Local Strategic Planning Statement (2020)
- City of Parramatta, Community Strategic Plan (2018)
- City of Parramatta, Socially Sustainable Parramatta Framework (2017)

Technical studies prepared for this proposal

- Acoustic Logic, Acoustic Assessment (2023)
- Artefact, Draft Aboriginal Cultural Heritage Assessment Report (2022)
- BVN, Draft Architectural Design Statement (2023)
- Taylor Thomson Whitting, Transport and Accessibility Impact Assessment (2023)
- TSA, Consultation Outcomes Report (2022).

Research

- Environment NSW, Local government air quality toolkit – air quality guidance note: construction sites, NSW Government, viewed 18 February 2021, <https://www.environment.nsw.gov.au/resources/air/mod3p3construc07268.pdf>.
- NSW Health 2017, Mine dust and you, viewed 3 December 2020, <https://www.health.nsw.gov.au/environment/factsheets/Pages/mine-dust.aspx>.
- WA Health 2020, Health effects of dust, Western Australia Department of Health, https://healthywa.wa.gov.au/Articles/F_I/Health-effects-of-dust.

9. DISCLAIMER

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