

An architectural rendering of the Western Sydney University Indigenous Centre of Excellence. The building features a large, circular, textured facade made of wooden slats, with a series of vertical wooden poles supporting a canopy. The building is surrounded by lush greenery, including trees and low-lying plants. A paved walkway leads through the garden area, where several people are walking. In the foreground, a woman is walking away from the camera. The sky is blue with scattered white clouds and a few birds flying.

Western Sydney University - Indigenous Centre of Excellence

Social Impact Assessment

GYDE

Acknowledgment of Country



Towards Harmony by Aboriginal Artist Adam Laws

Gyde Consulting acknowledges and pays respect to Aboriginal and Torres Strait Islander peoples past, present, Traditional Custodians and Elders of this nation and the cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander people. We recognise the deep and ongoing connections to Country – the land, water and sky – and the memories, knowledge and diverse values of past and contemporary Aboriginal and Torres Strait communities. Gyde is committed to learning from Aboriginal and Torres Strait Islander people in the work we do across the country.

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Report Version:	Final

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EXECUTIVE SUMMARY

This Social Impact Assessment (SIA) accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act), in support of a State Significant Development Application (SSDA) for the construction and operation of the Indigenous Centre of Excellence for Excellence (SSD - 64916225).

This SIA responds to the **SSD-64916225** Secretary's Environmental Assessment Requirement (SEARs) **number 21**, which was issued by the Department of Planning, Housing and Infrastructure on 21st November 2023.

The Project

Located on Dharug Country, the site is part of the Western Sydney University Parramatta South Campus, located within the City of Parramatta Local Government Area (LGA).

The Applicant seeks development consent for the construction of a new state-of-the-art Indigenous Centre of Excellence as a new tertiary education facility on campus. The Indigenous Centre of Excellence project is funded by the NSW Government's Western Sydney Infrastructure Grants Program in association with Western Sydney University. The new Indigenous Centre of Excellence will be an important asset for both the University and local community alike, providing a space for the commitment to advancing Indigenous education, leadership, and reconciliation. The Indigenous Centre of Excellence will stand as a symbol of recognition of Indigenous land and the University's relationship with Indigenous communities. The Indigenous Centre of Excellence will represent a celebration of tens of thousands of years of Indigenous knowledges and histories, a legacy that the University is honoured to nurture and promote through further education opportunities for students and communities.

Through the Indigenous Centre of Excellence, the University will aim to drive positive change, increase Indigenous participation in higher education, and contribute to the preservation and sharing of Indigenous cultures.

This State Significant Development Application (SSDA) specifically seeks detailed approval for the following works:

- Site preparation including demolition of the existing car park, tree removal and installation of inground utility infrastructure services.
- Construction of a three-storey Indigenous Centre of Excellence encompassing:
 - Ground level facilities, including but not limited to; a dedicated arrival area, outdoor amphitheatre, multipurpose court and theatre, and gallery. Associated workspaces, teaching spaces, meeting areas, lounge areas and other amenities are to be provided throughout the ground floor.
 - First floor level comprising meeting space and dedicated educational facilities including learning areas and teaching spaces.
 - Second floor level comprising offices, and collaboration spaces.
 - Roof level plant and services.
- Construction of internal driveway and car parking spaces areas, including:
 - 13 with hardstand area spaces adjacent to the new dedicated arrival zone for the proposed ICoE development
 - 106 temporary replacement P1 spaces proposed in new western car park to the west of Bridge Street, adjacent to the existing oval
 - 181 temporary replacement P1 spaces proposed in new eastern car park on the southern side of Fifth Street
 - Associated land remediation, civil and electrical works.
- Landscaping works to provide outdoor educational and recreational spaces.

This report responds to the SSD-64916225 Secretary's Environmental Assessment Requirement (SEARs) which was issued by the Department of Planning, Housing and Infrastructure on 21 November 2023.

Social Impact Summary

The social impact summary presents the residual rating for each of the impacts post implementation of the mitigation and enhancement measures identified through the social impact assessment and the various technical reports reviewed as part of the assessment.

The major mitigation and enhancement measures identified in the technical reports that are most relevant to reducing or improving the social impacts are applied to the residual impact assessment in Section 10.

The assessment identified the following positive and negative impacts. **Impacts related to Closing the Gap.**

In a commitment to address issues faced by Aboriginal Australians, in July 2020 the Prime Minister, Minister for Indigenous Australians, and Lead Convenor of the Coalition of Peaks announced the signing of the new (building on the previous 2008 COAG Agreement) National Agreement on Closing the Gap.

Objectives for the Indigenous Centre of Excellence align with socio-economic outcomes listed in the Agreement. Impacts of the Indigenous Centre of Excellence are likely to be broad, and positively influence health and wellbeing, economic development, and self-determination for many Indigenous people.

Given the potential of the Indigenous Centre of Excellence to have a meaningful role in Closing the Gap, the impact has been assessed as major, **very high positive**.

Impacts related to location.

There are two positive impact streams related to location. First, one-fifth of Australia's Indigenous population is in Greater Western Sydney with the densest clustering being in Blacktown and the Macarthur region.

Parramatta has always been an important meeting place for Indigenous people, and the Indigenous Centre of Excellence's location on the Western Sydney University campus will provide a resource that evokes continuity and connection with place.

The impact related to the Indigenous Centre of Excellence's location in Parramatta and its association for Indigenous people is assessed as major, **very high positive**.

The second significant impact is associated with its location and relationship with transport routes.

Public transport creates social opportunity. Being able to easily and conveniently access public modes of transport effectively heightens and promotes positive health and wellbeing. Public transport is also can be a much more affordable option, contributing to the principle of equity.

The Parramatta Light Rail Corridor is approximately 500m from the site, with the construction of new Yallamundi Light Rail now completed and awaiting operation by TfNSW (scheduled for mid 2024).

Enhancement measures include the implementation of a green travel plan to encourage access to the Indigenous Centre of Excellence via

the light rail and public transport network. The residual impacts are assessed as major, **very high positive**.

Impacts related to cultural development.

Cultural Development and associated activities within a community can support cultural exchange, making its members more aware and aligned towards the realisation of a shared future.

The Indigenous Centre of Excellence will be a place where Indigenous peoples and the broader community can come together in a space of belonging, safety, connectedness, and learning. It will be informed by Indigenous knowledges, ways of knowing, being and doing, and it will challenge Western constructs.

According to stakeholder interviews, the participation of non-Australians should be an important part of the Indigenous Centre of Excellence's activities.

Through the sharing of cultural values and stories the Indigenous Centre of Excellence is likely to have positive cultural development impacts for generations of Indigenous people. It is also likely that the Indigenous Centre of Excellence will have benefits for all communities, particularly those in Greater Western Sydney. Impacts related to cultural development have been assessed as major, **very high positive**.

Impacts related to visual amenity.

There is likely to be visual change to the area because of the Project. Travelers along Victoria Road, visitors to Western Sydney University and passengers on the Parramatta Light Rail are likely to have low to medium

sensitivity to the nature of the change.

Given the diverse character of Victoria Road, and the consistency of height and scale between the proposal and existing Western Sydney University facilities, the visual impacts have been assessed as minimal.

Replacing the P1 carpark, the proposal and its design is more likely to enhance the character of the area and have a positive impact. The impacts related to amenity have been assessed as **high positive**.

Impacts related to ongoing engagement.

Engagement with Indigenous Elders, Traditional Knowledge Holders and Indigenous communities has been foundational to the development of the concept for the Indigenous Centre of Excellence. There are plans that engagement will continue through the next stages of the design, and into the future where operations will be directed by Indigenous people. The centrality of Indigenous people making decisions on their own futures is the key to self-determination, and this has much broader impacts that align with the National Agreement on Closing the Gap. Impacts related to ongoing engagement are assessed as major, **very high positive**.

Impacts related to traffic and parking.

Traffic and parking are often contentious issues when related to development, particularly in urban areas.

The major and only real point of concern for surrounding residents was the potential loss of onsite parking and how that would impact residential streets.

Given Western Sydney University will locate the same number of parking spaces to another area within the campus, and identified mitigation measures to reduce car use are implemented, the impacts related to traffic and parking have been assessed as minimal, **low**.

At the same time commitments to reduce carbon emissions through the implementation of alternate travel methods have in some local

government areas been accompanied by rules to reduce onsite parking spaces in new developments.

Replacing the number of spaces lost to another site on the campus is positive for residents, however this may continue to facilitate private motor vehicle use which has impacts that are detrimental to the environment. Not replacing car spaces will have negative impacts for residents.

While it is difficult to arrive at a definite risk rating for the impacts associated with replacing the car park and potentially facilitating motor vehicle use, there is no proposal to increase the overall number.

Further, the University is committed to reducing their environmental impacts and will continue to implement measures that encourage public and active transport.

Despite these initiatives, Australia's penchant for private motor vehicle is likely to continue. The risk rating associated with potentially encouraging motor vehicle use has been assessed as minor, **low**.

Impacts related to construction activity.

Construction activity can have significant impacts on neighbourhoods, and particularly those living directly around or proximal to building sites. Depending on the size and scale of projects, impacts like noise, dust, and construction traffic can be relatively long term, but they can also have bouts of short-term intense activity that cause nuisance.

Some construction traffic, noise and dust will be an unavoidable consequence of the Project.

Although there is a significant distance buffer between the site and nearest residents, demographic data shows that there are 22 people with asthma, and 18 people with a mental health condition. While the health characteristics of University students and staff are unknown, they should also be a consideration.

The potential for these health impacts will require the implementation of mitigation measures as identified in the construction traffic management plan, noise impact assessment, and the pending construction management plan.

Residual impacts related to construction activity have been assessed as minimal, **low negative**.

Assessment result

The proposed Indigenous Centre of Excellence was overwhelmingly identified as having a positive impact, particularly on Western Sydney University Indigenous students, staff and communities in Greater Western Sydney.

Day to day it is likely to be Indigenous students will benefit most directly, however the positive impacts of the proposal with 'Country' as its driving tenet means the impacts will go beyond the campus grounds to have a role in advancing Indigenous education, leadership, reconciliation and health and wellbeing.

These benefits are the central doctrines of the Priority Reforms and Socio-economic outcomes identified in the National Agreement on Closing the Gap.

While not explicitly stated, objectives of the Indigenous Centre of Excellence like care for Country, promoting leadership, fostering Indigenous knowledge, and sharing culture are consistent with achieving Socio-economic outcomes.

Located on the University campus, there is unlikely to be any negative impacts on local amenity, indeed replacing the at ground car park with an architecturally designed building and landscaped area is more likely to improve amenity.

The provision of replacement parking should mitigate any potential impacts associated with the loss of the P1 car park. This is a win for surrounding residents. Car park provision does facilitate car use, however it is a replacement not a new car park so any additional impacts will be negligible.

Some construction impacts will be unavoidable, however if the mitigation measures documented in the SIA and the technical reports are implemented, these are likely to be minimal.

Based on the overwhelming positive impacts and the minimal negative impacts, this Social Impact Assessment supports the proposal for Western Sydney University's State Significant Development Application for the Indigenous Centre of Excellence.

The following mitigation measures are recommended:

1. Ensure ongoing engagement with Indigenous stakeholders.
2. Provide a sustainable transport strategy, prioritising active and public transport and discouraging travel by private vehicle.
3. Provide on-site bicycle parking and end-of-trip facilities to encourage and facilitate pedestrian and cyclist movements.
4. Provide an on-site car park for designated use by Elders, with capacity for 12 parking spaces, including 1 accessible parking space.
5. Facilitate an overall shift away from private vehicle use at a campus-wide level to mitigate the impacts of additional traffic generation and parking demand at the proposed ICoE.
6. Encourage public / active transport uptake through the implementation of a GTP.
7. Accommodate service vehicles on the site with a dedicated on-site loading dock for vehicles up to and including 12.5m Heavy Rigid Vehicles, separated from the car park and pedestrian areas
8. Contractor to prepare and implement a Construction Worker Transport Strategy to encourage alternate transport modes, and reductions in car usage by construction workers, to minimise demand for on-street car parking.
9. Structural capacity of nearby local roads should be investigated and exclude such roads from construction vehicle routes should any roads are incapacitated for oversized trucks.
10. Ensure continual engagement of Indigenous communities in the operational phase of the Indigenous Centre of Excellence.
11. Ensure publicity for the Indigenous Centre of Excellence is inclusive and targeted at all communities.
12. Schedule construction traffic outside peak periods where possible.
13. A construction Worker Transport Strategy shall be prepared and implemented by the Contractor to encourage alternate transport modes.

14. Communicate with any sensitive receivers prior to any potential high noise or significant dust making activities to advise of the pending activity and assist with appropriate noise and dust reduction measures.
15. Include the addition and use of air quality monitors, as required.
16. Conduct ongoing noise monitoring to confirm measured levels are consistent with predictions in the acoustic assessment, and to verify that the mitigation procedures are appropriate for the affected receivers.
17. Provide respite offers to stakeholders subjected to an ongoing noise impact where required.
18. Where required, consider alternative construction options that achieve compliance with relevant criteria.
19. Maximise the offset distance between plant items and nearby noise sensitive receivers
20. Prevent noisy plant working simultaneously and adjacent to sensitive receivers.
21. Minimise consecutive works in same site area
22. Orient equipment away from noise sensitive areas.
23. Carry out loading and unloading away from noise sensitive areas.
24. Develop and issues register for ease of documentation of concerns throughout the construction/transition process to ensure that issues are addressed timely and adequately.
25. Continue the frequent distribute project information to Indigenous stakeholders during the construction stage emphasising participation in detailed design stages.
26. Implement recommendations in the ACHAR.
27. Add more trees around the lone melaleuca tree in the Indigenous Centre of Excellence car park.
28. Have a Welcome to Country and smoking ceremony before starting test excavations, and a smoking ceremony to close out excavations.
29. Have both male and female RAPs present on site in the case that either men's or women's business artefacts/archaeological features are identified.

1. INTRODUCTION

This Social Impact Assessment (SIA) accompanies an Environmental Impact Statement (EIS) pursuant to Part 4 of the *Environmental Planning and Assessment Act 1979* (EP&A Act), in support of a State Significant Development Application (SSDA) for the construction and operation of the Indigenous Centre of Excellence (SSD - 64916225).

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

Ref No	SEARs Requirement	Section of Report where response is provided
SEAR 21 – Social Impact	<i>Provide a Social Impact Assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Projects.</i>	N/A – this entire report comprises the response to this SEAR.

The proposed development is identified as a State Significant Development (SSD) site by virtue of Schedule 1 of State Environmental Planning Policy (Planning Systems) 2021.

Development for educational purposes for a tertiary institution with a capital investment value of more than \$50 million is identified in Schedule 1 of State Environmental Planning Policy (Planning Systems) 2021 (Planning Systems SEPP) and is therefore declared to be State Significant Development (SSD) for the purposes of the EP&A Act. The proposal has an estimated capital investment value of \$83 million and accordingly, the project is declared to be SSDA subject to Section 2.6 and Schedule 1, Subclause 15 of the Planning Systems SEPP and Section 4.36 of the EP&A Act.

A request for the issue of Industry Secretary's Environmental Assessment Requirements (SEARs) was sought on the 16th November 2023. Accordingly, the SEARs were issued on 21st November 2023 for SSD-64916225.

1.1 Authorship

The report has been prepared by Paul Graham, Senior Associate, who has completed a Bachelor of Leisure Studies, University of Technology Business School, Graduate Diploma in Social Impact, University of New South Wales and continuing a Masters of Adult Education, University of Technology.

Paul has worked in state and local government roles for 25 years in the disciplines of social and cultural policy and strategy. Paul is a member of the Australasian Evaluation Society and an accredited IAP2 practitioner.

I Paul Graham, confirm this Social Impact Assessment addresses the requirement of SEAR No. 24 and relevant State and local legislation, policies, and guidelines including. I further confirm that none of the information contained in the Social Impact Assessment is false or misleading.

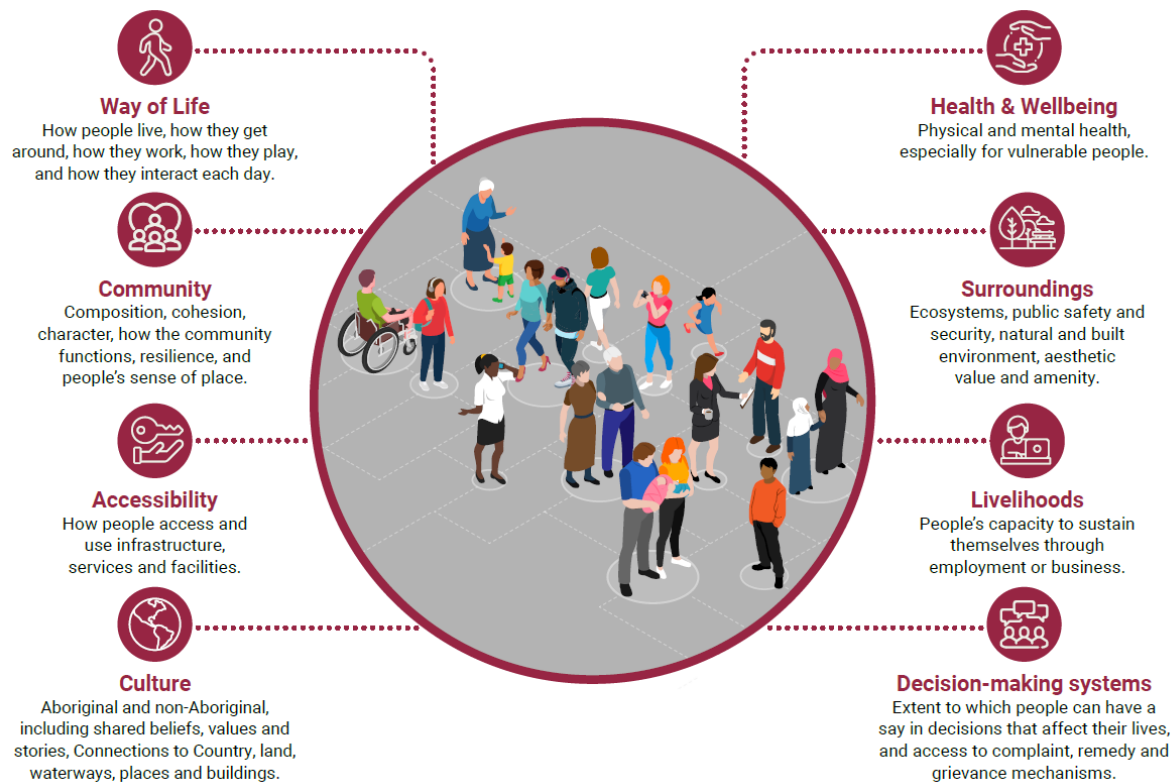


2. WHAT ARE SOCIAL IMPACTS AND HOW ARE THEY ASSESSED?

Social impact is about understanding how changes affect the well-being and overall quality of life for individuals and communities.

Social impacts refer to the consequences, both positive and negative, that a project has on people and communities. These impacts can affect various aspects of life, including people's way of life, community, access, culture, health and wellbeing, livelihoods and people's ability to contribute to decision-making.

Social impacts are assessed according to the following categories as defined by the NSW Government *Social Impact Assessment Guideline, 2025*.



The principles below support an evidence-based approach to SIA. The conclusion of this assessment will identify how the SIA adheres to these principles.

Principles	Description
Action-oriented	Defines specific actions to deliver practical, achievable and effective outcomes for people.
Adaptive	Establishes systems to respond to new or different circumstances to support continuous improvement.
Culturally responsive	Develops culturally informed approaches and methodologies to ensure Aboriginal and culturally diverse communities are engaged appropriately, and their perspectives, insights and feedback are valued.
Distributive equity	Considers how different groups will experience social impacts differently (particularly vulnerable and marginalised groups, future generations compared with current generations, and differences by gender, age and cultural group).
Impartial	Uses fair, unbiased research methods and follows relevant ethical standards.
Inclusive	Seeks to hear, understand, respect and document the perspectives of all likely affected people. Uses respectful, meaningful and effective engagement activities tailored to the needs of those being engaged (e.g. being culturally

	sensitive and accessible).
Integrated	Uses and references relevant information and analysis from other assessments to avoid duplication. Supports effective integration of social, economic and environmental considerations in decision-making.
Life-cycle focus	Seeks to understand likely impacts (including cumulative impacts) at all project stages, from pre-construction to post-closure/operation commencement.
Material	Identifies which likely social impacts matter the most for people and/or pose the greatest risk/opportunity to those expected to be affected.
Precautionary	If there are risks of serious or irreversible environmental damage (including harm to people), avoids using any limits on full scientific certainty as a reason for postponing measures to prevent environmental (including social) degradation.
Proportionate	Ensures the scope and scale of the SIA corresponds to the scope and scale of the likely social impacts.
Rigorous	Uses appropriate, accepted social science methods and robust evidence from authoritative and trustworthy sources.
Transparent	Explains, justifies and makes available information, methods and assumptions so that people can see how their input has been considered.

Section 10. assesses the social impacts. The impacts are categorised and assessed according to the social impact categories identified above. Each impact has an overarching heading that documents the impact it aims to assess, with a series of subheadings that provide a narrative and rationale for the eventual 'risk significance rating', as listed below.

- **Impact description:** Includes a broad description of the subject matter and an understanding of how the issue may be experienced by the community. The impact description is usually supported by academic research and / or experience of like projects.
- **Social baseline:** Information under the social baseline heading is built on outputs from community and stakeholder engagement (Section 9), ABS census data and other relevant sources (Section 6), technical reports (Section 8), and site visits. Baseline data describes conditions in the social locality before the project and includes community engagement inputs.
- **Extent:** Describes who might be affected by the project.
- **Duration:** Describes the time period or when the impacts might be expected (i.e. construction or operations / throughout the project lifecycle / future generations).
- **Intensity or scale:** The degree or scale of the changes and their likely impact.
- **Sensitivity or importance:** The vulnerability or sensitivity of those likely to be impacted.
- **Level of concern or interest:** The level to which people have or are likely to demonstrate concern for a project.
- **Impact summary:** Provides an overview of the potential impacts that can be both positive and negative and attributes a risk significance rating based on the assessment of the information contained in the table.

The 'likelihood' of an impact is assessed by considering the 'impact description' and 'social baseline' and applying the information to determine a 'magnitude' level for each of the following dimensions.

The subheadings '*extent*', '*duration*', '*intensity or scale*', '*sensitivity or importance*', and '*level of concern or interest*' are described as 'dimensions of social magnitude'. The dimensions are assessed according to the following magnitude levels.

- **Minimal:** Little noticeable change experienced by people in the locality.
- **Minor:** Mild deterioration/improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.
- **Moderate:** Noticeable deterioration/improvement to something that people value highly, either lasting for an extensive time, or affecting a group of people.
- **Major:** Substantial deterioration/improvement to something that people value highly, either lasting for an

indefinite time, or affecting many people in a widespread area.

- **Transformational:** Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.

Based on the impact description and social baseline, the likelihood of an impact is assessed according to four levels.

- **Almost certain:** Definite or almost definitely expected.
- **Likely:** High probability.
- **Possible:** Medium probability.
- **Unlikely:** Low probability.
- **Very unlikely:** Improbably or remote probability.

The level of likelihood, plus the magnitude provides an overall score of the likely social impact. For example, a social impact that is 'likely', with a magnitude of 'major' will be shown as Likely + Major = (social risk rating) Very high. Each risk rating is colour coded as per the social impact significance matrix presented below.

Table 1

Social impact significance matrix

LIKELIHOOD	MAGNITUDE					
		1	2	3	4	5
		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	Low	Medium	High	High
	D. Unlikely	Negligible	Low	Low	Medium	High
E. Very unlikely	Negligible	Negligible	Low	Medium	Medium	

Source: Adapted from Department of Planning, Industry and Environment, SIA Technical Supplement.

3. METHODOLOGY

The methodology for this assessment utilises approaches outlined the NSW Government Department of Planning and Environment (DPE) *Social Impact Assessment Guideline 2021*¹ and the *Social Impact Assessment Technical Supplement, 2021*².

The following methodology outlines the step by step approach to assessing the social impacts related to this project.

A. Proposal overview

The proposal review provides an initial understanding of the project, the broader geographic and site contexts. The proposal review includes site visits and desktop research.

B. Prepare scoping study

The scoping study enables:

- an initial understanding of the project's social locality
- a high level understanding of issues for consideration through a review of due diligence and other preliminary planning reports
- an initial evaluation of the potential social impacts and the level to which they need to be assessed
- consideration of potential refinements or approaches in response to potential social impacts.

C. Define the social locality

Confirmation and mapping of the social locality identifies the likely affected communities and stakeholders in one or more geographical areas, and how positive and negative impacts may be reasonably perceived or experienced by different people in that catchment.

The geographic areas are identified through site visits and aerial mapping. Demographic data collection and GIS mapping helps define the characteristics of communities within the social locality, as well as any special interest groups. Characteristics of the built and natural environment and defining features including Aboriginal and non-Aboriginal heritage are documented. The Traditional Owners of the site and broader area are identified at this stage.

D. Review the literature

The main purpose of the literature review is secondary data research to inform the assessment. A review of the literature is undertaken in three main categories:

- Federal, state and local government policy and planning context in which the project is situated
- Academic and other research to support the assessment.
- Technical reports to enable a thorough understanding of project details, potential impacts, and any recommended mitigation and enhancement measures.

E. Conduct demographic analysis

Baseline data is collected to gather data to assess the current situation in the social locality, provides valuable insights that guide the development of appropriate mitigations and enhancements. The baseline analysis serves as a reference point against which progress can be measured and evaluated throughout the project cycle.

The baseline analysis generally includes the collection of selected ABS Census data and other secondary research data from a variety of sources.

F. Conduct community and stakeholder engagement

Community and stakeholder engagement is vital to ensure that the voices of those likely to be impacted by the Project are included in the SIA.

Residents, communities, stakeholders and communities of interest identified as part of the social locality are the

¹ NSW Government (2023) Social Impact Assessment Guidelines for State Significant Projects, November 2023 <https://www.planning.nsw.gov.au/sia>

² NSW Government (2023) Technical Supplement: Social Impact Assessment Guidelines for State Significant Projects, November 2023 <https://www.planning.nsw.gov.au/-/media/Files/DPE/Guidelines/Policy-and-legislation/Social-Impact-Assessment/SIA-Guideline--Technical-Supplement-2v7.pdf?la=en>

general focus of engagement, however as consultation begins it may be appropriate to expand the engagement to others.

The level of community and stakeholder engagement and the activities specifically designed to align with the project will depend on the potential impacts identified through the scoping study. Those likely to be directly and significantly impacted may require extensive consultation, while others may require a 'lighter touch'.

Community and stakeholder engagement is conducted using valid and reliable research methods. It is based on social inquiry techniques, where questions are crafted to 'activate' thinking to facilitate deeper knowledge, creating a better understanding of the project, the potential for better informed input, and positive outcomes.

G. Social impact assessment

Based on information collected and collated in the previous sections, potential social impacts are assessed against the corresponding impact categories as outlined in the SIA Guideline. These eight categories provide for high level groupings of potential social impacts that can be interrogated, which then forms the basis of the assessment. The level and scope of interrogation of the categories will depend on the nature of the project. The categories have been established to provide a standard approach to measuring social impact assessments.

The impact assessment process utilises tools from the SIA Guideline and the SIA Technical supplement to assess each impact in relation to its likelihood and magnitude (including the extent, duration, severity/scale, sensitivity/importance, level of concern/interest). The significance of the social impacts is then undertaken and a pre residual impact score applied.

H. Residual impact assessment

Enhancement and mitigation measures are developed for each impact to enhance positive impacts or reduce and minimise negative impacts. Each social impact will then be reassessed with proposed enhancement and mitigation measures to determine the post-mitigation or residual social risk.

4. PROPOSAL OVERVIEW

This section provides an overview of the geographic context of the Project location, including features of the area, a description of the site and its surrounds, as well as a depiction of the development proposal.

4.1 Country Context

The land where Parramatta is located is Dharug Country with the Burramattagal clan group of the Dharug acknowledged as the Traditional Custodians of the land and waters. Parramatta is known as the 'place of the eels' or 'the head of waters' deriving from the word Burramatta which is translated to Burrameaning 'eel' and matta meaning 'creek'³. It is the place where the adult eels follow their age-old cycle, ready for their epic journey up to the Coral Sea to spawn, with their young eventually returning to the rivers to continue the cycle⁴.

The site is approximately 27.8 kilometres from Kamay (Botany Bay) where Captain James Cook landed in 1770 and took shots at Gweagal warriors. The site is situated around 28.1 kilometres on foot from Warrane (Sydney Cove in Port Jackson), where Captain Arthur Phillip as the commander of the First Fleet of 11 ships established a colony on 26 January 1788. As the eel swims it is about 19 kilometres from Tumbalong (Darling Harbour). It is sited on the north side of the upper reaches of Parramatta River, at the head of Sydney Harbour. It is on the edge of the Cumberland Basin, located between the hills and the plains.

Archaeological evidence indicates that changing sea levels and subsequent waterways have caused the topography of Parramatta to change drastically over deep time. It impacted vegetation, movement patterns and social organisation of local populations of people and animals. The changing environment and climate explain Parramatta River's physical presence; during the last interglacial 130 000 to 115 000 years ago, the river was a small freshwater creek and sea levels were about 5 metres higher than today. Parramatta as an urban Indigenous Centre of Excellence grew upon a more than 3 metre layer of sand, known as the Parramatta Sand Body. This sand began to be deposited by the Parramatta River 50,000 to 60,000 years ago because of extreme environmental conditions including massive floods. Sea levels then fell, fluctuating between about 20 and 80 metres below the present level until 35 000 years ago.

It is estimated that 18,000 years ago the creek flooded, and the landscape and waterways transformed to be closer to what is seen today⁵.

While no longer present physically, the site holds the memory of the Sydney Turpentine Ironbark Forest and Forested Wetlands, both culturally and ecologically significant. To the south is the Parramatta River, bounded on both banks by saline wetlands (mangroves). On the east is Vineyard Creek, named such due to being the site of an early colonial vineyard.

Parramatta has always been an important meeting place for Indigenous peoples who would come to Parramatta from the coast and plains to meet. To the south of the site across the river is the road now called the Great Western Highway, known to be an original pathway connecting Coastal Dharug to groups over the Great Dividing Range. To the north of the site is the road called Pennant Hills Road, also a pathway that connected the Dharug to northern groups.

Colonisation has also changed the landscape and waterways of Country. There has been a destructive impact on the vegetation, fauna and archaeological sites. Large areas of native vegetation have been cleared and native fauna have been dislocated.

Foreshores along the Parramatta River have been extensively modified with retaining walls and structures. Since 1788, mudflats have increased in undeveloped sections of Parramatta River and mangroves have expanded⁶.

³ Welcome to Burramatta—Darug Land (Welcome & Smoking Ceremony) 2020 City of Parramatta. Cited in Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and nqurra advisory, on 13/03/2024.

⁴ Burra Matta—Parramatta Leanne Tobin and Bonney Djuric. Cited in Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and nqurra advisory, on 13/03/2024.

⁵ Sydney's Aboriginal Past: Investigating the archaeological and historical records 2010 Val Attenbrow. Cited in Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and nqurra advisory, on 13/03/2024.

⁶ Sydney's Aboriginal Past: Investigating the archaeological and historical records 2010 Val Attenbrow. Cited in Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and

The Parramatta River flows through cultural stories, has been a source of food for communities and connects people with each other. It is also the meeting place of the saltwater and freshwater communities, whose living cultural roots stretch along the river today.

4.2 Community Context

The 2021 Census recorded a total of 54,498 (2.1%) Aboriginal and/or Torres Strait Islander people living in Greater Western Sydney. In the Parramatta LGA 2,079 (0.8%) registered as Aboriginal and/or Torres Strait Islander⁷.

Parramatta has been home to Burramattagal people for thousands of generations. Custodial cultural leadership enhances futures which belong, care and connect to Ngura based in Dharug knowledges and practices embedded for millennia⁸.

Colonisation saw the dispossession of Ngura, disruption of Law/lore and language, which led to an undermined Dharug voice⁹. The Dharug community is activating Ngura through storytelling and their continuing connections with places, culture, and care for Country practices. With traditional custodial leadership Dharug language is being reactivated, with Knowledge Holders working to educate the wider community.

The Dharug have shown an enormous level of determination and resilience when it has come to the revitalisation and recognition of their inherent rights as Custodians of Country. Despite facing concerted campaigns to de-legitimise their cultural identity and lived experiences, the Dharug community have continued to make considerable inroads with local, state and federal governments to be not only recognised, but celebrated, as the Custodians of Greater Western Sydney.

Dharug people still populate the areas of Parramatta and Western Sydney with established organisations and advisory committees. In Greater Western Sydney Dharug organisations include the Dharug Strategic Management Group, the Dharug Ngurra Aboriginal Corporation and Darug Custodians Aboriginal Corporation. These organisations focus on Dharug community, culture and Country. The Dharug community actively works to protect, preserve and celebrate their culture. They aim to create educational opportunities and share their knowledge and practices with the wider community¹⁰.

3.3 Site Description and Location

Located on Dharug Country, the site is part of the Western Sydney University Parramatta South Campus, located within the City of Parramatta Local Government Area (LGA).

The site comprises two (2) allotments, which is legally described as Lot 100 in DP 816829 and part Lot 101 in DP 816829. The project site comprises the P1 Car Park in the northern portion of the wider site campus and consists of the grassed area to the south and southwest of the P1 Car Park. The project site is approximately 20,035m² in area and is irregular in shape. It currently comprises of a hardstand area that accommodates approximately 284 car parking spaces and a grassed open space adjoining the Oval to the south. There is an existing single storey Central Energy Plant to the west of the development area which serves the wider campus; it remains outside of the scope of this SSDA.

The site is strategically positioned to the northern boundary of the Western Sydney University (University) South Parramatta Campus, fronting Victoria Road (the A40). The wider campus comprises a significant landholding size of approximately 20ha containing a series of buildings of differing heights and massing forms which are used for educational purposes. The buildings contained within the wider campus site are dissected by a series of open, at grade car parks, internal roads, pathways, and landscaped areas. The

nqurra advisory, on 13/03/2024.

⁷ It should be noted that discrepancies are possible in these accounts as a sizable number of people in each LGA did not state their Indigenous status in the 2021 Census response. For example, in the Parramatta LGA 10,181 (4.0%) did not specify their Indigeneity. Cited in Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and nqurra advisory, on 13/03/2024.

⁸ Dharug Custodial Leadership: Uncovering Country in the City 2019 Rey, Jo Anne. Cited in Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and nqurra advisory, on 13/03/2024.

⁹ Indigenous Identity as Country: The "Ing" within Connecting, Caring, and Belonging 2021 Rey, Jo Anne. Cited in Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and nqurra advisory, on 13/03/2024.

¹⁰ Cultural Design Brief. Western Sydney University Indigenous Centre of Excellence. Burramattagal Country. Djinjama Cultural Design and Research, and nqurra advisory. Cited on 13/03/2024.

Campus sits to the north of the Parramatta River.

The site is located approximately 3km east of the Parramatta CBD, which is an area undergoing a process of significant transformation. It is also located approximately 500m to the Parramatta Light Rail Corridor, with the construction of new Yallamundi Light Rail now completed and awaiting operation by TfNSW.

The site location is identified in **Figure 1**.



 WSU Parramatta South Campus  SSD Development Site  Specific Area
Figure 1 Western Sydney University Parramatta South Campus locational context. Source: Nearmap/Ethos Urban

3.4 Project Description

The Applicant seeks development consent for the construction of a new state-of-the-art Indigenous Centre of Excellence as a new tertiary education facility on campus. The Indigenous Centre of Excellence project is funded by the NSW Government's Western Sydney Infrastructure Grants Program in association with Western Sydney University. The new Indigenous Centre of Excellence will be an important asset for both the University and local community alike, providing a space for the commitment to advancing Indigenous education, leadership, and reconciliation. The Indigenous Centre of Excellence will stand as a symbol of recognition of Indigenous land and the University's relationship with Indigenous communities. The Indigenous Centre of Excellence will represent a celebration of tens of thousands of years of Indigenous knowledges and histories, a legacy that the University is honoured to nurture and promote through further education opportunities for students and communities.

Through the Indigenous Centre of Excellence, the University will aim to drive positive change, increase Indigenous participation in higher education, and contribute to the preservation and sharing of Indigenous cultures.

This State Significant Development Application (SSDA) specifically seeks detailed approval for the following works:

- Site preparation including demolition of the existing car park, tree removal and installation of inground utility infrastructure services.

- Construction of a three-storey Indigenous Centre of Excellence encompassing:
 - Ground level facilities, including but not limited to; a dedicated arrival area, outdoor amphitheatre, multipurpose court and theatre, and gallery. Associated workspaces, teaching spaces, meeting areas, lounge areas and other amenities are to be provided throughout the ground floor.
 - First floor level comprising meeting space and dedicated educational facilities including learning areas and teaching spaces.
 - Second floor level comprising offices, and collaboration spaces.
 - Roof level plant and services.
- Construction of internal driveway and car parking spaces areas, including:
 - 13 with hardstand area spaces adjacent to the new dedicated arrival zone for the proposed ICoE development
 - 106 temporary replacement P1 spaces proposed in new western car park to the west of Bridge Street, adjacent to the existing oval
 - 181 temporary replacement P1 spaces proposed in new eastern car park on the southern side of Fifth Street
 - Associated land remediation, civil and electrical works.
- Landscaping works to provide outdoor educational and recreational spaces.

This report responds to the **SSD-64916225** Secretary's Environmental Assessment Requirement (SEARs) which was issued by the Department of Planning, Housing and Infrastructure on 21 November 2023.

3.5 Project History

The SSDA was lodged with the NSW Department of Planning, Housing, and Infrastructure (DPHI) in August 2024. The SSDA sought development consent for the construction of a new four (4) storey tertiary educational facility comprising 5,543.3m² of Gross Floor Area (GFA) to accommodate the new Indigenous Centre of Excellence. The SSDA was publicly exhibited by the DPHI from 20 August 2024 until 26 September 2024, with the subsequent request for response to submissions issued on 1 October 2024. Additional matters were raised by DPHI on 16 July 2025 and by Heritage NSW on 28 July 2025.

An Amendment Report and supporting documentation in response to the matters raised by DPHI, Heritage NSW and other agencies, was submitted on 27 August 2025 in accordance with the Environmental Planning and Assessment Regulation 2021 for WSU Indigenous Centre of Excellence (SSD-64916225).

On 13 October 2025, DPHI provided written correspondence outlining that all agency responses had been received apart from Crown Lands and the Conservation Programs, Heritage and Regulation branch of the NSW Department of Climate Change, Energy, Environment and Water. Notwithstanding, it was requested that a formal submissions report be prepared in response.

Following, the formal written correspondence from DPHI, ongoing liaison has occurred with DPHI and the relevant agencies to respond to the site constraints and matters relayed within the submissions received. The current proposal has been amended accordingly and results in a three (3) storey building, accommodating a site area of approximately 20,035m². The particulars of the project have been expanded upon throughout this social impact assessment.

3.5.1 Project objectives

The Project is driven by 12 strategic objectives.

1. **INDIGENOUS CENTRE OF EXCELLENCE COUNTRY:** Starts with, Indigenous Centre of Excellence, returns to, learns from Country.
2. **CARES FOR COUNTRY:** Actively seeks opportunities to improve the health and wellbeing of Country in all actions.
3. **EXCELLENCE AND LEADERSHIP:** Promotes leadership opportunities for Indigenous peoples throughout the University and creates spaces for Indigenous excellence.
4. **WORKPLACE OF CHOICE FOR INDIGENOUS PEOPLES:**
Positions the University as a place of choice for Indigenous peoples to work in an environment that supports and nurtures their careers.
5. **UNIVERSITY OF CHOICE FOR INDIGENOUS STUDENTS:**

Provides opportunities for Indigenous students to learn and succeed in an environment that promotes Indigenous excellence.

6. **EMPOWERING INDIGENOUS RESEARCH:** Develops the breadth and depth of Indigenous research with a vision to promote research that empowers Indigenous peoples.
7. **FOSTERS INDIGENOUS KNOWLEDGES:** Builds perceptions and viability of Indigenous knowledges across the University.
8. **WELCOMES COMMUNITY:** Invites Indigenous communities to share Indigenous spaces.
9. **EMBRACES KIN:** Creates opportunities for non-human and more-than-human kin to flourish again on this part of Country.
10. **SHARES CULTURE:** Promotes the University as a place that works with and for Indigenous communities and creates spaces for culture to be shared and practised.
11. **CREATE SPACES FOR LEARNING:** Ensures all students develop understanding and knowledge about Indigenous peoples through the Graduate Attribute.
12. **CONTEMPORARY CULTURE:** Integrates and leverages technology to enhance and support Indigenous learning and teaching.

The Indigenous Centre of Excellence will also support the University's commitments in the Indigenous Futures Decadal Strategy for 2032 to:

- be the University of choice for Indigenous students, supporting over 1,500 Indigenous students on their learning journey, with retention rates of over 80 per cent
- support and inspire over 250 Indigenous degree completions each year
- engage over 200 Indigenous staff, including at least 50 academic staff and 100 professional staff
- be recognised as the leading University for Indigenous graduates who are leaders in their disciplines
- be recognised as the international leader in Indigenous peoples' education and research.

3.5.2 Design Objectives

The project is guided by design objectives to ensure the Indigenous Centre of Excellence respects and reflects Ngura, creates space for Indigenous cultures to flourish, and meets the needs of the University and broader community. These objectives are:

Connection to Country and Culture. The Indigenous Centre of Excellence should support and actively promote connection to culture and Country, contributing to an improvement in physical and psychological health outcomes for Indigenous peoples in the region more broadly.

Fostering Living Culture. The Indigenous Centre of Excellence will provide primarily Indigenous peoples with the unprecedented opportunity to meaningfully connect with the Indigenous stories, languages, cultures and histories of the region, increasing the diversity and depth of cultural activities which are available in the region.

Construction of the Indigenous Centre of Excellence will provide opportunities for reflection and deeper understanding of Indigenous perspectives and stories through its research, teaching, learning and public-facing programs.

Cross-Cultural Learning. The Indigenous Centre of Excellence will be another place to celebrate Western Sydney University's connection to Indigenous peoples, and a destination for students, staff and communities. It will be a benchmark for Indigenous leadership, a place of research and inquiry where layers of history are celebrated throughout the building design.

The Indigenous Centre of Excellence will catalyse opportunities for connection and engagement. By centring inclusionary design and experience principles, the Indigenous Centre of Excellence will welcome peoples of all abilities, cultures, religions, genders, and sexual identities, driving engagement and contributing to a sense of belonging within the community of Indigenous peoples across Western Sydney.

The Indigenous Centre of Excellence on the Parramatta South campus should seek to attract more Indigenous peoples to the University, as students, staff and visitors.

Benefiting the Community. The benefits related to the establishment of the Indigenous Centre of Excellence will also extend to the wider community, with access to the Indigenous Centre of Excellence

catalysing community enrichment and an uplift to liveability outcomes over generations.

By establishing this state of the art facility which has the scale to service the region, Western Sydney University will provide access to teaching, learning as well as creative experiences for both current and future generations across Western Sydney thereby ensuring that Indigenous Australians can contribute to and benefit from regional growth, development and prosperity.

The celebration of culture and subsequent access to traditional knowledges is critical to the enduring legacy that the Indigenous Centre of Excellence will deliver.

Having practised sustainable environmental management and social resilience for millennia, Indigenous communities are a source of inspiration to the sustainability in design standard.

The following project principles will continue to develop as stakeholder dialogue continues:

Living Culture and Shared Knowledge. Recognising Indigenous knowledges about the site and its ecology, Country-Indigenous Centre of Excellence approaches must be integral to the design and consistent with the NSW Government Connecting with Country Framework.

Collaborative innovation will ensure that key stakeholders are true partners in the Project and also that the Indigenous Centre of Excellence will benefit them. This approach should be extended to the development of opportunities, experiences and services rather than being limited to the design of the physical spaces.

Country-Indigenous Centre of Excellence approach. The design must be grounded within Country and a holistic view of ecological, spiritual and human health, which includes Traditional Custodians and cultural groups, and also the land, local flora and fauna, and ecosystems, waterways, and skies. Sustainability and resilience, both environmental and social, and the learnings from traditional ways of working with Country, will be critical to the success of the Project.

Sufficiency. This is the condition of having enough, especially of something essential. A principle of sufficiency discourages use beyond what is necessary. It aligns with more general principles of sustainability such as material selection and design.

Reciprocity. The principle of reciprocal exchange demands that the design and construction process be synergistic with the local environment. Space taken from its surroundings and into the built form should still contribute to those surroundings in a meaningful way.

Caring. The design of the Indigenous Centre of Excellence should minimise harm to end users, the environment, non-humans and the people involved in the construction process. The space should demonstrate a sense of caring, the character of a safe space, responding to and addressing the needs of those who will use the building.

Connection to Nature. As part of a Country-centred approach, the Project should maximise connections to nature, including the surrounding land, flora, fauna, sky and nearby ecosystems. This will enhance local Indigenous peoples' connections to Country and will help to ground a sense of wellbeing for visitors.

Consideration should be given to the integration of interior and exterior spaces, enhancing natural smells and sounds, optimising biodiversity and habitat, and maximising daylight and sky views.

Health and Wellbeing. The Indigenous Centre of Excellence should enhance the health and wellbeing of end users, the environment around the building, and Country as a whole.

The building should have culturally appropriate spaces, access to natural light and air from outside, recycled and reused materials, and Water Sensitive Urban Design. It should also minimise impact on local ecosystems.

Passive Design and Resilience. In keeping with the University's ambitions for buildings that perform sustainably, the Indigenous Centre of Excellence should be a hard working building with engineered, operational responses and innovative materials.

Passive design increases the resilience of the building and the people who use it and mitigates other climate risks by reducing the need for HVAC, electricity generation, storage and consumption, and ongoing maintenance.

Passive design enables people to be more aware of natural systems, less inclined to use air conditioning and artificial lighting, and be more conscious of the effects of the environment on the building and themselves.

Climate change resilience is an important objective to address. Glazing, shading and building envelope insulation should be optimised. Designs should bring a holistic approach to the onsite water management and landscape design. Approaches to landscape design, exterior building colours and material selection, in addition to water management, will contribute to a resilient design response and will assist in reducing heat island effect.

Sustainable Procurement. The principles of sufficiency, reciprocity and Country-centred approaches to design demands that the Project be delivered with responsible and inclusive contractors, and through documented, ethical supply chains. It touches on all the principles outlined, including Country-Indigenous Centre of Excellence approach influencing what we procure, sufficiency and reciprocity challenging our thought process on why and where we procure from, and caring, influencing how we procure.

5. SCOPING

After a review of the proposal, site visit and review of the area immediately surrounding the site, a scoping study was undertaken to identify the potential impacts. By scoping the initial impacts, the scoping study helped inform:

- the geographic areas and populations most likely to be impacted
- the methods and data sources required to investigate the impact
- initial project refinements in response to likely impacts
- potential mitigation / enhancement measures.

Table 2. below lists the initial impacts identified through the scoping study. Project responses to the suggested actions and project refinements are also listed.

A copy of the completed scoping study is provided in **Appendix A**.

Table 2 Initial impacts, suggested actions / refinements identified through the scoping study and project responses.

Potential social impacts	Responses
Impacts related to traffic / parking.	There will be no net loss in car parking spaces on campus. A new car park will be created on the campus to accommodate the number of spaces lost from the use of the P1 carpark. WSU is committed to sustainability and reducing its carbon footprint in line with its environmental targets. Part of this is the University's responsibility to provide the necessary infrastructure to support students and staff to better access public and active transport use. A green travel plan will be prepared for the construction and operational stages of the project to reduce the use of private vehicles.
Impacts related to construction.	A construction traffic management plan will be required. The plan will recommend measures to divert construction traffic from local streets and limit the impact of construction workforce parking in nearby residential streets. A noise and vibration assessment will be prepared that introduces measures to minimise construction noise for surrounding residents and minimise the impacts of construction noise on WSU students and staff, particularly during examinations of other events.

5. THE SOCIAL LOCALITY

Through the scoping study and the identification of potential impacts, the following geographic areas, residents and stakeholders were recognised as the social locality.

5.1 Western Sydney University Students and Staff – Now and Future

Western Sydney University has more than 50,000 students, over 1,600 academic staff, and over 1700 professional staff. There are over 12,000 students at the Parramatta Campus¹¹.

In 2022, 94 Indigenous students were enrolled at Western Sydney University, making up 2.54% of the School's domestic students.

Western Sydney University has a target of 4.5% of all enrolled domestic students are Indigenous by 2025.

4.6% of staff employed in the School are Indigenous. Western Sydney University has a target to Increase the employment population of Indigenous people in the School to 5% by 2025.

Students and staff at Western Sydney University are likely to be directly impacted during the construction period. Students and staff may be adversely impacted by construction traffic, noise and dust.

The 94 Indigenous students and 4.6% of the workforce that are Indigenous are likely to be amongst those that are most directly impacted by the Indigenous Centre of Excellence of Excellence.

Greater Western Sydney – Indigenous Population

The Greater Western Sydney Region encompasses the thirteen local government areas of Blacktown City, Blue Mountains City, Camden Council, Campbelltown City, The City of Canterbury Bankstown, Cumberland Council, Fairfield City, Hawkesbury City, Liverpool City, The City of Parramatta, Penrith City, The Hills Shire and Wollondilly Shire.

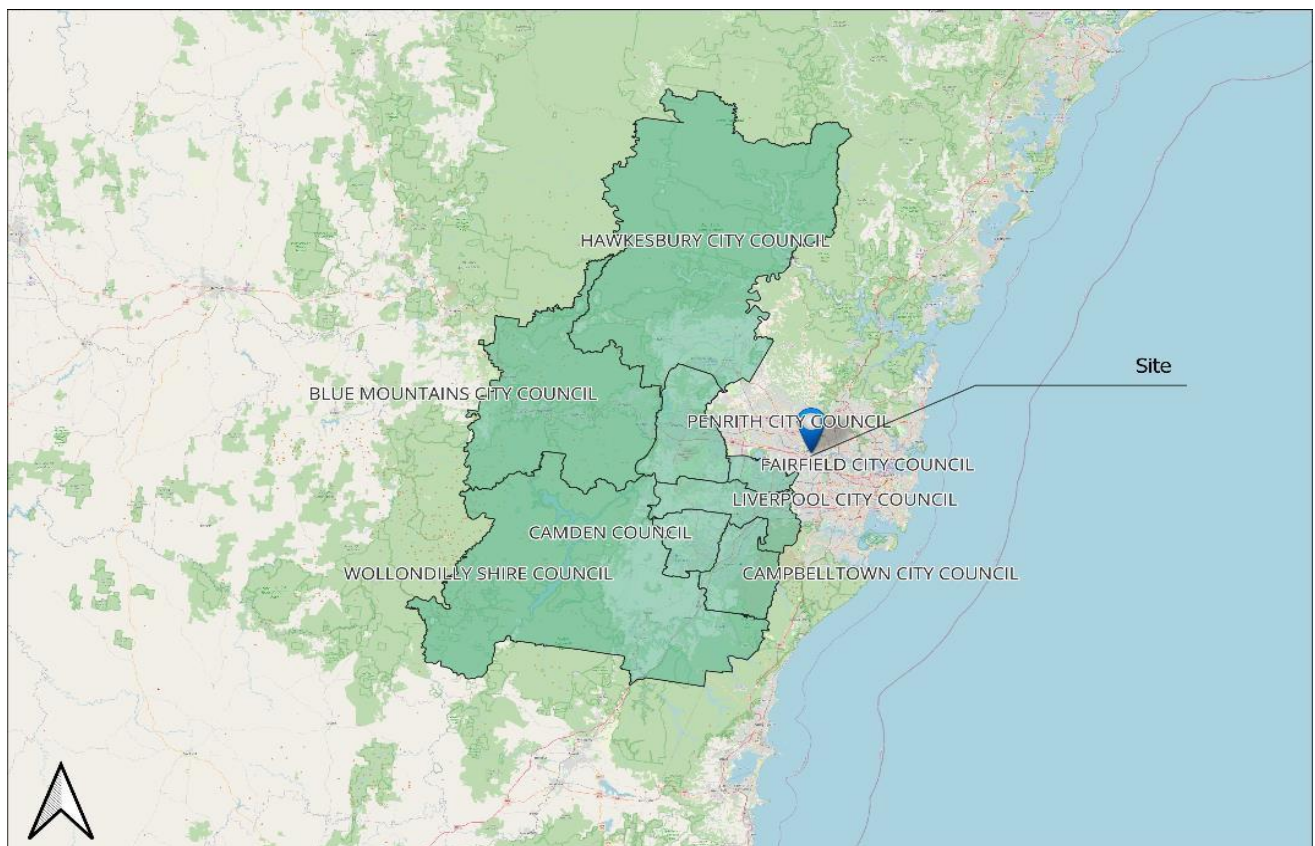


Figure 2 Greater Western Sydney

Overall, one-fifth of Australia's Aboriginal population lives in Greater Western Sydney with the densest clustering being in Blacktown and the Macarthur region.

At the 2021 Census, Greater Western Sydney was home to over 34,000 Indigenous people, representing about 60 percent of the total Indigenous population in Greater Sydney¹¹.

While its impact is likely to be experienced beyond the area, the Indigenous Centre of Excellence is most likely to have the greatest impact on Indigenous people from the Greater Western Sydney region.

5.2 Nearby Residents

Nearby residents are those immediately surrounding the site. These residents may experience a range of direct impacts resulting from the Project. If impacts arise such as noise, a reduction in air quality, increased traffic in residential streets around the site, parking or general reductions in amenity, these people are those most likely to be impacted through both the construction and operational stages.

Engagement activities to inform the Social Impact Assessment, including the webinar and targeted survey, was conducted with residents in the area in **Figure 3**. Below.



Figure 3 Nearby residents, highlighted in blue. Source: Ethos Urban.

¹¹ Western Sydney University Pocket Profile 2018.

6. LITERATURE REVIEW

This section provides a discussion of the relevant literature, including federal, state and local government policy and planning documents, as well as a review of Project technical reports.

6.1 Commonwealth Policy and Planning Drivers

6.1.1 National Agreement on Closing the Gap.

The objective of the National Agreement on Closing the Gap (the National Agreement) is to enable Aboriginal and Torres Strait Islander people and governments to work together to overcome the inequality experienced by Aboriginal and Torres Strait Islander people and achieve life outcomes equal to all Australians.

At the Indigenous Centre of Excellence of the National Agreement are four Priority Reforms that focus on changing the way governments work with Aboriginal and Torres Strait Islander people.

The Priority Reforms aim to:

- strengthen and establish formal partnerships and shared decision-making
- build the Aboriginal and Torres Strait Islander community-controlled sector
- transform government organisations so they work better for Aboriginal and Torres Strait Islander people
- improve and share access to data and information to enable Aboriginal and Torres Strait Islander communities make informed decisions.

The National Agreement has 19 national socio-economic targets and outcomes across areas that have an impact on life outcomes for Aboriginal and Torres Strait Islander people.

6.1.2 Commonwealth Indigenous Advancement Strategy.

The Indigenous Advancement Strategy consolidates the many different Indigenous policies and programs delivered by Federal Government into five overarching programs, making it easier for organisations delivering local services. The program streams are:

- Jobs, Land and Economy
- Children and Schooling
- Safety and Wellbeing
- Culture and Capability
- Remote Australia Strategies.

6.1.3 National Cultural Policy – Revive: a place for every story, a story for every place.

The Australian Government's National Cultural Policy is a five-year plan to revive the arts in Australia. At the heart of this policy is the goal to ensure there is a place for every story, and a story for every place.

The National Cultural Policy is structured around five interconnected pillars, including:

Pillar 1: Indigenous First.

Recognising and respecting the crucial place of Indigenous stories at the Indigenous Centre of Excellence of Australia's arts and culture.

The Policy includes principles that sit across the pillars to guide the Government's actions and investments. This includes:

- Indigenous arts and culture are Indigenous led.
- actions identified in the Policy include:
- implement the Uluru Statement from the Heart in full
- support the telling of Indigenous histories and stories in Australia's galleries, libraries, archives and museums
- establish a dedicated Indigenous-led Board within the newly established Creative Australia to invest in, create and produce Indigenous works of scale and with priorities and funding decisions determined by Indigenous leaders
- develop a Indigenous Creative Workforce Development Strategy
- promote best practice cultural protocols, the principle of
- self-determination and cultural safety training, in partnership with Indigenous communities, across arts

and cultural organisations

- provide \$80.0 million to establish a National Aboriginal Art Gallery in Alice Springs to celebrate Indigenous storytelling and cultural expression
- provide \$50.0 million, in partnership with the Western Australian Government, towards the establishment of a world-class Aboriginal Cultural Indigenous Centre of Excellence in Perth to showcase and celebrate Indigenous arts and cultures
- provide \$5.0 million to upgrade training facilities at NAISDA Dance College's Kariong campus
- establish a Indigenous Languages Policy Partnership between Indigenous representatives and Australian governments to improve outcomes for Indigenous peoples
- support sixty primary schools around Australia to teach local Indigenous languages and cultural knowledge in schools
- develop a National Action Plan that identifies priority areas that will preserve and safeguard Indigenous languages, as part of the UNESCO International Decade of Indigenous Languages 2022–2032
- continue support for Indigenous peoples to express, preserve and maintain their culture through languages and the arts, under the Indigenous Languages and Arts program
- introduce stand-alone legislation to protect Indigenous knowledge and cultural expressions, including to address the harm caused by fake art, merchandise and souvenirs
- review the Indigenous Art Code to strengthen the protections for Indigenous artists and consumers across the country
- continue investing in Indigenous art, as well as pivotal sector organisations, through the Indigenous Visual Arts Industry Support program to benefit Indigenous communities
- support professional development and training for Indigenous peoples to ensure that artists are treated ethically and receive a fair return for their work
- provide a comprehensive response to the Productivity Commission's report on Aboriginal and Torres Strait Islander Visual Arts and Crafts, building on the commitment to introduce stand-alone legislation outlined above
- continue pursuing, in a culturally sensitive way, the return of Indigenous ancestors and cultural heritage material from overseas, and domestically the return of ancestors and secret sacred objects in Australia's major museums
- establish a new place of safe-keeping, the National Resting Place, dedicated to the care of ancestors returned from overseas by the Government, with provenance only to Australia.

6.1.4 Australian Government Australian Infrastructure Plan, 2021

The Australian Infrastructure Plan is intended to deliver infrastructure for a stronger Australia and support the country's national recovery from the still-unfolding COVID-19 pandemic, as well as the bushfires, drought, floods and cyber-attacks that have tested Australia's resilience in recent years. The Plan provides three major recommendations to improve social infrastructure across the country: (1) Support Australians to enjoy a healthier, safer, more connected and fulfilled quality of life by facilitating targeted investment in the right physical and digital social infrastructure; (2) Maximise social and economic community benefits by supporting shared use of social infrastructure through future agreements and capital funding programs prioritising shared use of facilities; and (3) Support economic development by recognising the value of investment in social infrastructure.

6.2 State Government Policy and Planning Drivers

6.2.1 Connecting with Country Framework.

The Connecting with Country framework encourages all urban environment projects to take a Country-Indigenous Centre of Excellence approach, guided by Aboriginal people.

The framework aims to improve the health and wellbeing of Country through sustainable land and water use management to reduce the impacts of natural disasters; valuing and respecting Aboriginal cultural knowledge through co-designed development projects; and protecting Aboriginal sites and ongoing access for Aboriginal people to the ancestral lands.

6.2.2 NSW Our Place on Country: Aboriginal Outcomes Strategy 2020 – 2023.

The Aboriginal Outcomes Strategy aims to further grow cultural understanding, guide those organisations to be an employer of choice for Aboriginal people and deliver better services in partnership with Aboriginal communities.

The Strategy also aims to embed Aboriginal cultural knowledge within NSW Government departments.

Relevant priority actions identified in the Strategy include:

- Planning and Public Spaces Aboriginal Strategy
 - Embedding Aboriginal cultural knowledge across various roles and work areas
 - Enabling opportunities to increase Aboriginal people's skills and economic participation.
- Cultural Fire Management Unit
 - Progressing cultural fire management in NSW by strategically directing collaboration with Aboriginal land managers, land owners and cultural fire knowledge holders to preserve its cultural integrity and promote its application
- Aboriginal Participation Strategy
 - Enabling opportunities to increase Aboriginal people's skills and economic participation.

6.2.3 NSW Our Place on Country: Aboriginal Outcomes Strategy 2020 – 2023.

The Aboriginal Outcomes Strategy aims to further grow cultural understanding, guide those organisations to be an employer of choice for Aboriginal people and deliver better services in partnership with Aboriginal communities.

The Strategy also aims to embed Aboriginal cultural knowledge within NSW Government departments.

6.2.4 NSW Aboriginal Employment Strategy.

The NSW Aboriginal Employment Strategy provides NSW public sector agencies with the best practice, connections, information, and resources to drive Aboriginal employment outcomes and priorities.

The strategic focus areas are:

- attracting and recruiting a talented Aboriginal workforce
- creating inclusive and respectful workplaces for our Aboriginal workforce
- supporting the career mobility and growth of our Aboriginal workforce.
- The strategy will be brought to life through six (6) key initiatives:
- Creating a platform to share knowledge.
- Attraction and recruitment of Aboriginal talent into the NSW public sector.
- Developing and retaining Aboriginal talent in the NSW Public Sector.
- Listen to Aboriginal voices and learn from their experiences.
- Deepening connections and sharing knowledge.
- Championing cultural capability and safety.

6.2.5 NSW Regional Plan – A Metropolis of Three Cities.

The Region Plan (currently under review) sets the 40 year strategic plan for the growth and prosperity of the Greater Sydney Region. It is built on a vision of three cities where most people live within 30 minutes of work, education, health facilities, services and great places. It adopts the 10 Directions for a Greater Sydney and sets 40 objectives aimed at delivering these outcomes, the most relevant for this proposal are listed below:

A city for people

Objective 8. Greater Sydney's communities are culturally rich with diverse neighbourhoods.

Strategy 8.1. Incorporate cultural and linguistic diversity in strategic planning and engagement.

A city of great places

Objective 12. Great places bring people together.

Strategy 12.1. Using a place-based and collaborative approach throughout planning, design, development and management, deliver great places by:

recognising and celebrating the character of a place and its people.

Objective 13. Environmental heritage is identified, conserved and enhanced.

Strategy 13.1. Identify, conserve and enhance environmental heritage by:

- engaging with the community early in the planning process to understand heritage values and how they contribute to the significance of the place

- applying adaptive re-use and interpreting heritage to foster distinctive local places
- managing and monitoring the cumulative impact of development on the heritage values and character of places.
- Objective 24. Economic sectors are targeted for success.
- Strategy 24.2. Consider the following issues when preparing plans for tourism and visitation:
- supporting the development of places for artistic and cultural activities
- protecting heritage and biodiversity to enhance cultural and eco-tourism.

A city in its landscape

Objective 25. The coast and waterways are protected and healthier.

Strategy 25.2 Enhance sustainability and liveability by improving and managing access to waterways, foreshores and the coast for recreation, tourism, cultural events and water-based transport.

Objective 27. Biodiversity is protected, urban bushland and remnant vegetation is enhanced.

Strategy 27.1. Protect and enhance biodiversity by:

- supporting landscape-scale biodiversity conservation and the restoration of bushland corridors
- managing urban bushland and remnant vegetation as green infrastructure.

Objective 28. Scenic and cultural landscapes are protected. Strategy 28.1 Identify and protect scenic and cultural landscapes.

Strategy 28.2 Enhance and protect views of scenic and cultural landscapes from the public realm.

31. Public open space is accessible, protected and enhanced

32. The Green Grid links parks, open spaces, bushland and walking and cycling paths.

6.2.6 Western City District Plan.

The Western City District Plan Provides a 20 year plan (currently under review) to manage growth and achieve the 40 year vision while enhancing Greater Sydney's liveability, productivity and sustainability into the future. It is a guide for implementing the Region Plan at a District level. It reflects the 10 directions and puts forward 22 Planning Priorities to guide the growth and development of the Western Parkland City. The most relevant are:

- W4 – Fostering healthy, creative, culturally rich and socially connected communities
- W6 - Creating and renewing great places and local Indigenous Centre of Excellence s, and respecting the District's heritage
- Valuing Green spaces and landscape
- W15 – Increasing urban tree canopy cover and delivering Green Grid connections
- W18 - Delivering high quality open space.

6.2.7 NSW Cultural Infrastructure Plan 2025+.

The Cultural Infrastructure Plan 2025+ is the NSW Government's guide for the planning and delivery of cultural infrastructure in NSW to support a thriving and dynamic cultural sector.

The Plan aim is to establish NSW as a place where:

- Culture is seen as integral to communities and a key part of creating great places for people to live, work, visit, play and do business. Cultural infrastructure planning is integrated with state and local planning processes.
- Everyone can access infrastructure they need to make culture part of their everyday lives.
- There are more affordable, fit-for-purpose and sustainable spaces for the cultural sector and creative industries.
- Cultural infrastructure delivery and funding is supported by partnerships. These partnerships include NSW Government, local councils, cultural organisations, philanthropists and business.
- Greater Sydney's cities become a leading cultural capital in the Asia-Pacific – and continue to grow the visitor economy and employment.
- A strategic and coordinated approach to cultural infrastructure planning allows creativity and access to culture to thrive across NSW.

The four strategic priorities of the Plan are:

1. Cultural infrastructure supports strong communities and economies in New South Wales
2. Access to space for community participation in culture
3. Cultural infrastructure for a collaborative and thriving cultural sector
4. Creating impact through partnerships and capacity building. Under Priority 2, Goal 6 is:
 - Cultural infrastructure supports the economic and social participation of Aboriginal people.
 - The Plan identifies the following actions to achieve this goal:
 - Support spaces for Aboriginal heritage and contemporary culture
 - Support opportunities for Aboriginal creative entrepreneurship.
 - The Plan also includes geographic priorities, which includes:
 - Greater Sydney is recognised as a leading cultural destination of the Asia-Pacific.
 - Goal 13 under this priority includes:
 - Showcase our cultural identity and assets with world-class facilities.
 - The Plan identifies the following actions to achieve this goal:
 - Establish governance and investigate the best business models and funding opportunities for a contemporary Aboriginal Cultural Indigenous Centre of Excellence.

6.2.8 Creative Communities: NSW Arts, Culture and Creative Industries Policy 2024-2033.

Creative Communities aims to ensure that over the next decade everyone in NSW from early childhood to old age has access to cultural and creative activities, services and goods. It aims, over time, to correct past inequity, inadequacy and inefficiency.

Creative Communities is designed to complement Revive, the national cultural policy, and builds on the long tradition of NSW as a national leader in cultural policy innovation.

The Policy makes several commitments for arts and culture in NSW. This includes:

Creative Communities envisages that NSW will become home to a Indigenous cultural Indigenous Centre of Excellence and enhanced cultural tourism. It will forge strong and enduring partnerships with Indigenous creative communities, to create new work, rebuild connection and promote healing.

The Policy is underpinned by 5 principles, which includes:

Principle one: The first principle recognises the unique gift and responsibility of being home to the world's longest continuous civilisation.

Creative Communities recognises and respects the place of Indigenous stories at the Indigenous Centre of Excellence of NSW's arts and culture. The NSW Government will prioritise Indigenous investment, programs, and strategies to support Indigenous creative industries growth. We will support self-determined and autonomous organisations, services and spaces for NSW's Indigenous creative, cultural and language practitioners, Aboriginal Community Controlled Organisations, businesses and communities.

6.2.9 State Significant Development (SSD).

The State Significant Development process provides an alternate approval pathway for projects or sites that are considered to be of State Significance. At its core, the State Significant Development (SSD) process enables the assessment of significant projects at the State level, rather than at the local Council level.

This ensures that not only local issues are considered, but broader state significant issues are also taken into account when determining the merit of the proposal.

State Environmental Planning Policy (State and Regional Development) 2011 (SEPP) sets out the various types of state significant development, state significant infrastructure, and regionally significant development.

The Project is a State Significant Development (SSD), as defined in the EP&A Act and prescribed by item 15 of Schedule 1 of the State Environmental Planning Policy (Planning Systems) 2021.

6.2.10 Social Impact Assessment Guideline and Technical Supplement for State Significant Projects.

The Social Impact Assessment Guidelines and Technical Supplement (2023) has been developed for proponents of State significant projects. The SIA is one input to the broader environmental impact assessment (EIA) process that also considers environmental, economic, social and cultural impacts. The EIA is reported through an environmental impact statement (EIS), which identifies likely environmental impacts and responses for certain types of development. All State significant projects require an EIS as part of the application for consent or approval.

6.3 Western Sydney University Policy and Planning Drivers

6.3.1 Western Sydney University School of Social Sciences Indigenous Strategy 2020 – 2025.

The Indigenous Strategy sets out objectives that the University's plan by focusing on strategic objectives in seven areas of Indigenous engagement: students; employment; research; learning and teaching; community engagement; leadership; and cultural viability and knowledge.

The Project has been developed to align with these objectives and the key success measures identified in the Strategy.

6.3.2 Western Sydney University Sustaining Success 2021 – 2026 Strategic Plan.

Sustaining Success 2021–2026 defines the future direction and priorities for the University.

The Plan makes clear the values that underpin the core business of Western Sydney University, namely education, research, scholarship, innovation and service. The plan reinforces that the University is a values-based and ethical organisation, and a leader in sustainability.

The Plan is framed by the values of Boldness, Fairness, Integrity and Excellence. These values define the role of the University.

The realisation of the values is guided by the principles of Sustainability, Equity, Transformation and Connectedness.

While each of the values and principles apply to the University and all students, specifically targeted at Indigenous people are:

Principle 2: Equity

To realise the principle of equity, the University commits to:

2.1 recognise the cultures, contributions and achievements of Indigenous peoples through prioritising programs for everyone that are inclusive and personally transformative.

As part of the University's role as 'enablers' and commitment to 'Research and Innovation', they aim to "...collaborate with First Nation peoples, regional, national and international communities to contribute to their economic, social and environmental wellbeing".

Acknowledging Indigenous history, particularly relating to Western Sydney, the Plan also aims to lead efforts to bridge the tertiary attainment gap in partnership with Western Sydney's Indigenous communities.

6.3.3 Western Sydney University: Western Sydney Creative. Arts and Culture Decadal Strategy 2019 – 2029.

In 2019, Western Sydney University launched the Western Sydney Creative (WSC) decadal strategy. The strategy outlines the University's long-term commitment to the arts and cultural sector, including championing, celebrating and investing in the local in order to assist in the growth and maturation of the region's arts and cultural landscape nationally and internationally.

The Strategy outlines four principles that inform the Strategy, including:

- Recognition of arts and culture priorities for Aboriginal and Torres Strait Islander people

- Enriching our cultural environment.
- The Strategy also identifies 12 priority areas for arts and culture in Western Sydney. While all of these have positive implications for First Nations peoples, most relevant priority is:
- Develop an overall concept masterplan appropriate to each campus that supports Aboriginal and Torres Strait Islander culture and placemaking through wayfinding, landscape, visual identity, art, language and voice, together with longer-term plans for an iconic 'meeting place'.

6.3.4 Western Sydney University: Western Growth.

Western Growth is a large-scale transformative program led by the University to provide the highest quality learning opportunities and world-class research expertise in Western Sydney. It includes:

- revitalising the campus network between peri-urban and CBD locations, enabling connectivity, and becoming a catalyst of CBD development and community engagement
- creating new technology-enabled learning, teaching and research facilities
- repurposing existing assets to generate a corpus to re-invest into learning, teaching and research
- incorporating our learning, teaching and research projects into real-world environment with living laboratory opportunities.

6.3.5 University of Western Sydney, Sustainability and resilience Strategy 2030.

Sustainability and Resilience 2030 is a call to come together as a community around key aspirations that frame a vision for just transitions to sustainable ways of living that leave no one behind.

The Strategy establishes nine interconnected priority statements to focus the University's actions for the decade to 2030. Sustainability and Resilience 2030 also leverages other institutional strategies, including the Indigenous Strategy.

The first priority statement is: Aboriginal and Torres Strait Islander Knowledges Embrace Indigenous knowledges for pathways to sustainability and Caring for Country.

The Strategy recognises the need to position local Indigenous knowledge centrally as an integral part of the way that the University respond to sustainability and resilience objectives.

6.3.6 Western Sydney University Reconciliation Statement¹²

The Western Sydney University of Western Sydney embraces the vision statement of the Council for Aboriginal Reconciliation which guides all its endeavours:

A united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all. Western Sydney University therefore seeks to respond and be part of the wish of the vast majority of Australians to participate in the creation of a confident and harmonious nation where:

- we acknowledge Aboriginal and Torres Strait Islander people as the original inhabitants of this continent and we recognise their loss of land, children, languages, health and kin
- we believe that Australia will only become a mature nation if the past is acknowledged, the present understood and the future confidently based on the co-existence of rights.

This University is committed to providing higher education pathways for Indigenous students and contributing to the process of reconciliation as an education institution which shares with the Australian community the cultures, languages, history and contemporary experiences of Australia's Indigenous people.

6.4 Local Government Policy and Planning Drivers

6.4.1 City of Parramatta Community Strategic Plan.

The City of Parramatta endorsed the Community Strategic Plan 2018–2038 *Butbutt yura barra ngurra* is developed on behalf of the community and based on their feedback. The Plan identifies priorities and aspirations for the next 20 years and provides a roadmap for how Council will deliver.

This title acknowledges Parramatta's ongoing connection to the Traditional Owners and Custodians of the land and waters of Parramatta, and recognises that our entire community is the living, beating heart of the City of

¹² Western Sydney University. Reconciliation Statement.
https://www.westernsydney.edu.au/about_uws/leadership/vcs_biography/reconciliation_statement

Parramatta.

The Plan has the long-term community goals of:

- Fair
- Accessible
- Welcoming
- Green
- Thriving
- Innovative.
- The desired outcomes to achieve this long-term goal include that are most relevant to this Project include:
 - Our spaces and facilities meet our needs and support health and wellbeing
 - Our City is a destination for educational excellence, where everyone is supported to reach their full potential
 - Everyone has a place to live that meets their needs
 - We recognise that Parramatta has always been a gathering place, and our diversity is our strength.

6.4.2 City of Parramatta Cultural Plan 2017 – 2022.

The Cultural Plan lays out a vision for the City that is:

Driven by culture, Parramatta will be a world-class city known for its diversity and energy, with people, ideas and creativity at its core.

A significant focus of the direction established in the Plan is on Indigenous cultural development. This includes:

Goal 1: Always was, always will be a gathering place. To achieve this this goal, Council outlines it role to:

- Embrace the importance of Parramatta as an Aboriginal place.
- Create a place where people want to be.
- Foster a sense of adventure through our changing city.
- Acknowledge and love the place we are in.
- Share our rich and diverse heritage story and create new histories.
- The most relevant actions included in the Plan to deliver Goal 1 include:
- Create an Aboriginal City Scape Cultural Walk, connecting large-scale public art commissions and online programming with sites of importance.

The Plan also includes:

Goal 3: Ideas and imagination are the heartbeat of our City.

To achieve this Goal, Council outlines its role to support creative communities, which includes:

- Support the cultural and arts practice of Aboriginal and Torres Strait Islander artists in Parramatta, ensuring locally produced works across all art forms.

Goal 4: By design, our City incubates creativity, industry and new knowledge

To achieve this Goal, Council outlines its role to support Aboriginal cultural infrastructure, which includes:

- Work with partners to identify Parramatta's role in the Western Sydney network of Aboriginal cultural infrastructure
- Embed Aboriginal content in arts and culture programming across the city's cultural programs and institutions.
- Attract signature Aboriginal and Torres Strait Islander cultural programs to Parramatta.

6.5 Technical Report Summary

The technical report summary extracts and presents information directly relevant to this report and used to inform the assessment. Those mitigation and enhancement measures identified in the technical reports and related to social impacts are used to undertake the residual impact assessment in **Section 11**.

6.5.1 Cultural Design Brief: Western Sydney University Indigenous Centre of Excellence *Burramattagal Country*¹³.

The cultural design brief provides details of the needs to be addressed in the project in terms of Country, culture, community and kin. For instance, the rights of Country, the needs of the community, protocols of behaviour, principles and values of culture, etc which guides how the place functions, is experienced, and reflects culture. The following is an abstract from the Cultural Brief prepared by Djinjama and Ngurra Advisory.

The Cultural Brief provides background based on history, geographic and ecological information, Clan Groups, local Indigenous community, engagement, and cultural practices to prompt design prompts for the project. The brief outlines the following prompts:

History. Acknowledge the beauty and privilege of this Country. The unique location and fertile lands provided sustenance for the early colony, stolen from Indigenous peoples and utilised to support a fledgling colony that likely would have returned to England or starved without intervention. This land was cultivated over thousands of generations of Indigenous people to provide such fertility. The colony did not happen upon this Garden of Eden by chance.

Colours. Visual and sensorial connections to Burramattagal Country can be drawn by responding to colours of this landscape. The river, flora, fauna and geology combine to create a diverse palette unique and connected to this area.

Reflect the diversity of Indigenous peoples with a wide range of colours, contrasting elements, different scales, many proportions.

Materials. Many non-human kin have lost their habitat. Ensure when specifying materials that non-human kins' habitats are not further destroyed. Ensure materials are sustainable and work with Country.

Practise the principle of 'enoughness' by curating a material palette that avoids overuse of any one type of material.

Consider the impact of proposed materials on Country through a life cycle evaluation.

Forms. This is the place of the eels and the meeting place of the freshwater and saltwater communities. Look to the water, the non-human eel kin and the river for form and follow the natural winds and bends. Work with Country and its form. Ensure local endemic original plant species are Indigenous Centre of Excellence.

Textures. Celebrate the textures and forms of endemic plants and animals. Fur, feather and scales; markings, forms and movement of animals, footprints; texture of bark, colours of flowers, smells of leaves.

Shapes. Take inspiration from Turpentine and Sheoak seed pods and other plants or animals that belong to this Country. Consider how the river can be an informant to the design. Remember the eel as co-designer and find insight from this key kin, consider how their shapes and textures can inform the design.

The cultural design brief was developed through engagement with cultural and place-based Knowledge Holders and Elders of the Dharug/Darug community, Western Sydney University Indigenous Elders Advisory Board, Western Sydney University Indigenous leadership team, and Indigenous staff and students at WSU.

6.5.2 Acoustic Assessment¹⁴

The Acoustic Assessment aims to satisfy SEAR 12 'Provide a noise and vibration assessment prepared in accordance with the relevant NSW Environment Protection Authority (EPA) Guidelines.

The Assessment identifies the nearest noise sensitive receivers as:

- **Receiver 1:** Single level residential dwellings located to the north of the project site to the north of Victoria Road.

¹³ Cultural Design Brief: Western Sydney University Indigenous Centre of Excellence *Burramattagal Country*, *Djinjama and Ngurra Advisory*

¹⁴ Pulse White Noise Acoustics. Acoustic Assessment. Western Sydney University Indigenous Centre of Excellence. State Significant Development Application, 17 April 2024.

- **Receiver 2:** Located to the east of the project site is situated a series of residential dwellings, these dwellings are located at 203-213 Victoria Road/Service Road, Rydalmere.
- **Receiver 3:** Located to the east of the project site is also situated a commercial receiver. This property is a dual level Warehouse located at 211 Victoria Road Rydalmere
- **Receiver 4:** Located to the south of the project site is the University of Western Sydney (Parramatta) Campus. These grounds consist of consists of sporting fields, green spaces, car parking spaces, as well as multilevel educational buildings.

The Assessment provides a map showing the site location as well as nearest receivers, shown in **Figure 4**.



Figure 4 Site Map, Nearest Sensitive Receivers, Monitoring Locations. Source: Pulse White Noise Acoustics.

The Assessment provides an analysis according to the following four categories:

- external noise intrusion
- operational noise emission
- construction noise and vibration
- construction traffic.

Based on modelling the following acoustic treatments (external noise intrusion and operational noise emission) and / or management controls are required to be implemented.

- Recommended building envelope treatments (glazing recommendations, external wall construction, external roof construction) should be implemented.
- A detailed acoustic review of all building services is required prior to installation once final selections are made to ensure compliance.
- Based on the location of the proposed auditorium which is location within the building the resulting noise emission requirements of the project will be achieved without the requirement for additional acoustic mitigations.
- Internal activity noise will be acoustically acceptable based on the proposed construction of the building, including the façade construction. The resulting noise emissions from the internal activity noise will be acoustically acceptable without the requirements for additional acoustic mitigations.
- The proposed sports court to be located on the roof will be acoustically acceptable based on the

proximity to the surrounding receivers without the requirement for additional acoustic mitigations.

- External amphitheatre has been investigated and based on its location, the future building will act as an acoustic screen to the potentially affected residential receivers. Based on the project layouts additional acoustic mitigations are not required for the mitigation of noise resulting from the use of the amphitheatre.
- Based on the location of the proposed loading bay, which is orientated facing Victoria Road, the use of the bay will be acoustically acceptable without additional acoustic mitigation required
- As part of the project there is proposed additional parking spaces to be located to the south west of the site, based on the proposed number of parking spaces and the location compliance with the required project trigger noise levels will be achieved without additional mitigation.
- Noise from the passive external landscape areas will be acoustically acceptable and will comply with the project trigger noise levels.
- Based on the potential for additional traffic numbers resulting from the use of the site compliance with the requirements of the EPA NSW Road Noise Policy.

The Assessment recommended the following acoustic management procedures.

General Management Measures. Introduce best-practice general mitigation measures in the workplace which are aimed at reducing the acoustic impact onto the nearest affected receivers.

Project Notification. Issue project updates to stakeholders, discussing overviews of current and upcoming works. Advanced warning of potential disruptions can be included. Content and length to be determined on a project-by-project basis.

Verification Monitoring. Monitoring to comprise attended or unattended acoustic surveys. The purpose of the monitoring is to confirm measured levels are consistent with the predictions in the acoustic assessment, and to verify that the mitigation procedures are appropriate for the affected receivers. If the measured levels are higher than those predicted, then the measures will need to be reviewed and the management plan will need to be amended.

Complaints Management System. Implement a management system which includes procedures for receiving and addressing complaints from affected stakeholders.

Specific Notification. Individual letters or phone calls to notify stakeholders that noise levels are likely to exceed noise objectives. Alternatively, contractor could visit stakeholders individually in order to brief them in regard to the noise impact and the mitigation measures that will be implemented.

Respite Offer. Offer provided to stakeholders subjected to an ongoing impact.

Alternative Construction Methodology. Contractor to consider alternative construction options that achieve compliance with relevant criteria. Alternative option to be determined on a case-by-case basis. It is recommended that the selection of the alternative option should also be determined by considering the assessment of on-site measurements (refer to Verification Monitoring above).

Site specific noise mitigation measures are recommended as the following.

- Maximising the offset distance between plant items and nearby noise sensitive receivers.
- Preventing noisy plant working simultaneously and adjacent to sensitive receivers.
- Minimising consecutive works in the same site area.
- Orienting equipment away from noise sensitive areas.
- Carrying out loading and unloading away from noise sensitive areas.

To minimise noise impacts during the works, the contractor will take all reasonable and feasible measures to mitigate noise effects.

The contractor will also take reasonable steps to control noise from all plant and equipment. Examples of appropriate noise control include efficient silencers and low noise mufflers.

The contractor should apply all feasible and reasonable work practices to meet the NMLs and inform all potentially impacted residents of the nature of works to be carried out, the expected noise levels, duration of noise generating construction works, and the contact details for the proposal.

Noise monitoring. Noise monitoring for the excavation, compaction and construction works should be undertaken using statistical noise loggers. This may require the use of:

- Alternative equipment or process
- Acoustic enclosures or screening.

Vibration mitigation and monitoring. The Assessment recommends the following vibration mitigation measures.

- Any vibration generating plant and equipment is to be in areas within the site in order to lower the vibration impacts.
- Investigate the feasibility of rescheduling the hours of operation of major vibration generating plant and equipment.
- Use lower vibration generating items of construction plant and equipment; that is, smaller capacity plant.
- Minimise conducting vibration generating works consecutively in the same area (if applicable).
- Schedule a minimum respite period of at least 30 minutes before activities commence which are to be undertaken for a continuous 4-hour period.
- Use only dampened rock breakers and/or “city” rock breakers to minimise the impacts associated with rock breaking works.
- Conduct attended measurements of vibration generating plant at commencement of works to validate the indicative safe working distances and, consequently, to establish safe working distances suitable to the project.

Community consultation. The Contractor is to establish a communication register for recording incoming complaints. The registration of a particular item will remain open until the complaint has been appropriately dealt with. Upon receipt of a complaint the Contractor is to:

- Try to ascertain from the complaint which appliance is causing the problem i.e., inside or outside the site and in what position.
- Establish from the monitoring equipment if the allowable noise levels have been complied with.
- Establish if the appliance positioning has previously been highlighted as a problem area. If not and the noise levels are above the allowable limit, then the equipment and its position shall be noted.
- Move machinery if the allowable levels have been exceeded or take other acoustic remedial action.
- The Site Supervisor is to ensure that a report of any incident is provided to the Project Manager.
- The Project Manager is to provide a report on the incident to the relevant stakeholders.
- The Contractor is to provide a 24-hour telephone contact number and this number is to be prominently displayed on the site.

Contingency Plans. Contingency plans are required to address noise or vibration problems if excessive levels are measured at surrounding sensitive receivers and/or if justified complaints occur. Such plans could include:

- Stop the onsite works.
- Identify the source of the main equipment within specific areas of the site which is producing the most construction noise and vibration at the sensitive receivers; and
- Review the identified equipment and determine if an alternate piece of equipment can be used or the process can be altered.
- In the event an alternate piece of equipment or process can be used, works can re-commence.
- In the event an alternate piece of equipment or process cannot be determined implement a construction assessment to be performed by a suitably qualified acoustic consultant.

6.5.3 Visual impact Assessment¹⁵

The purpose of this visual impact assessment (VIA) prepared by Ethos Urban is to support this SSDA by identifying and determining the acceptability of the proposal's likely visual impact by addressing the secretary's environmental assessment requirements (SEARS) issued by DPHI for the proposal.

‘Acceptability’ is based on assessment of the level of significance of likely visual impact and the consistency of this impact. The significance of the impact is based on the factors of sensitivity of the visual catchment to the nature of change being proposed and the magnitude of the nature of change being proposed.

That part of the visual catchment where the proposal is likely to be most visible in bound by:

- **north:** Victoria Road

¹⁵ Ethos Urban Visual Impact Assessment, Western Sydney University Parramatta Campus Indigenous Centre of Excellence April 2024.

- **east:** Parramatta Light Rail Line, and the Victoria Road overpass of the line
- **south:** Sixth Avenue
- **west:** western end of the campus oval.

The sensitivity of the visual catchment to the nature of change proposed is low – moderate. The Assessment concludes that the magnitude of the nature of change proposed ranges from negligible to moderate, as categorised by destination:

- Victoria Road east: moderate
- Victoria Road west: moderate
- Yallamundi / Rydalmere Station: low
- Eliazbeth Farmhouse: negligible
- Sixth Street: negligible
- The Western Sydney University campus oval: low.

Regardless of the impacts identified, the significance of the impact is not determinative of the acceptability of a proposal. The proposal will:

- have a low significance of visual impact on the Parramatta Light Rail as represented by Yallamundi / Rydalmere Station
- not have a significant impact on State heritage listed buildings. In particular, it will not be visible behind the Verdon Building
- not be visible from historic view corridors identified in the PDCP 2013, in particular those from Elizabeth Farmhouse
- have a low significance of visual impact on the Western Sydney University campus oval.
- The Assessment concludes that the proposal is compatible with and strengthens the role of Victoria Road as a key route into the Parramatta CBD and represents a new high-quality landmark at a key gateway into the broader CBD.

6.5.4 Transport and Accessibility Impact Assessment¹⁶

The purpose of the Transport and Accessibility Impact Assessment (the Assessment) prepared by TTW is to assess and address the traffic and transport impacts of the proposed development and define the key traffic-related design elements of the proposal.

Conclusions of the Assessment are based on the overall transport strategy for the project developed by Western Sydney University, namely to shift students, staff and visitors away from car usage, and towards more sustainable travel modes. In doing so, the goal of the proposal is to produce net zero traffic generation at a campus-wide

level, so that any traffic generated by the ICoE is offset by overall reductions in traffic generation at the campus.

As such, the Assessment concludes that the resulting post-development traffic generation would be no different to the existing condition and would result in negligible impacts to the performance of the surrounding road and intersection network.

Cumulative impacts have been considered as part of the Assessment and include the following.

P1 replacement car park. A new car park at Parramatta South campus of Western Sydney University which will be a one-to-one replacement of the P1 car park, which will locate the ICoE. The removal of the P1 car park will be offset by the separate replacement project and the total car parking provision at the Western Sydney University Parramatta campuses. the P1 replacement car park shall have no cumulative impact with the proposed ICoE, as the ICoE parking demands will be absorbed into the broader Parramatta South campus activity.

Parramatta Light Rail (PLR) Stage 2. PLR will enhance the public transport network around the Rydalmere and Parramatta area, meaning those attending the university have better connectivity and access to the suburbs to the east. An increase in the usage of public transport for travel to and from the university and contribute towards the sustainable transport strategy of the ICoE project.

Main construction works are expected to start in 2025 and will support the future operations of the Parramatta campuses. Cumulative impacts with the proposed ICoE could include cumulative construction vehicle activity along Victoria Road.

¹⁶ TTW. Transport and Accessibility Impact Assessment. WESTERN SYDNEY UNIVERSITY – Indigenous Centre of Excellence, May 2024. TTW. Construction Traffic Management Plan. WESTERN SYDNEY UNIVERSITY – Indigenous Centre of Excellence. May 2024.

The ICoE site is however well connected to the broader state road network including James Ruse Drive, meaning construction vehicle traffic is likely to be well distributed with minimal impacts. Expected construction vehicle volumes associated with the proposed ICoE are also likely to be low in number.

Victoria Road revitalisation project. Improvements to existing bus services along Victoria Road will provide benefits to those travelling to and from the university, particularly as bus stops along this road are within close proximity (approximately 3 minutes' walk) and therefore highly accessible from the campus. These service improvements will allow a greater uptake in public transport travel and aligns with the sustainable transport strategy of the ICoE project.

The Assessment identifies the following mitigation measures for the ICoE:

- provide 28 bike parking spaces on site
- provide 10 showers, changerooms & 9 lockers, with pedestrian entry points aligned with zebra crossings
- provide on-site loading dock for service & deliveries
- provide on site car park for elders
- implement a green travel plan
- create a new footpath connection to active transport links.
- The overall transport strategy for the proposed Indigenous Centre of Excellence is as follows:
- provide a sustainable transport strategy, prioritising active and public transport and discouraging travel by private vehicle.
- provide on-site bicycle parking and end-of-trip facilities to encourage and facilitate pedestrian and cyclist movements.
- benefit from the highly accessible and well-serviced public transport network within proximity to the university and encourage an uptake in this travel mode through the implementation of a GTP.
- accommodate service vehicles on the site with a dedicated on-site loading dock for vehicles up to and including 12.5m Heavy Rigid Vehicles, separated from the car park and pedestrian areas.
- provide an on-site car park for designated use by Elders, with capacity for 12 parking spaces, including 1 accessible parking space.
- facilitate an overall shift away from private vehicle use at a campus-wide level, in order to mitigate the impacts of additional traffic generation and parking demand at the proposed ICoE.

6.5.5 Construction Traffic Management Plan¹⁷

This Construction Traffic Management Plan (CTMP) developed by TTW assesses and addresses construction traffic impacts of the proposed development and defines the necessary management process and mitigation measures for construction of the project.

The CTMP identifies the following potential impacts and the mitigation measures required.

Construction traffic increases traffic volumes on road network. Heavy truck traffic is expected to have minimal impact on the local road network given that construction is likely to result in only 2 trucks per hour, and it is assumed that major trucks routes such as Victoria Road are already extensively used by trucks.

Furthermore, construction traffic movements are to be scheduled outside peak periods where possible. However, some movements may be necessary from time to time such as for significant concrete pours which cannot be interrupted.

Additional measures for minimisation and management of these impacts may be required and would be determined in advance based on the nature of the event.

Construction worker parking exerting additional demand to on-street parking. Certain parts of the site may be available to workers subject to the staging of construction works, and the development of a construction methodology.

A construction Worker Transport Strategy shall be prepared and implemented by the Contractor to encourage alternate transport modes, and reductions in car usage by construction workers, to minimise demand for on-street car parking.

Oversized construction vehicle. A detailed swept path analysis should be conducted to ensure sufficient

¹⁷ TTW. Construction Traffic Management Plan. WESTERN SYDNEY UNIVERSITY – Indigenous Centre of Excellence. May 2024.

manoeuvring clearance. Structural capacity of nearby local roads should also be investigated and exclude such roads from construction vehicle routes should any roads are incapacitated for oversized trucks.

Local impacts. Sufficient communication measures are to be implemented to ensure nearby neighbours are well informed of any project updates.

6.5.6 Aboriginal Cultural Heritage Assessment Report¹⁸

The purpose of the Aboriginal Cultural Heritage Assessment Report (ACHAR) is to document the process of investigation, consultation and assessment with regards to Aboriginal cultural heritage and Aboriginal archaeology, as undertaken for the Project, specific to the proposed development works. This includes background research and

assessment of evidence and information about material traces of Aboriginal land use in the study area and surrounds, significance assessment of potential Aboriginal sites, places, landscapes and/or other values, as well as an impact assessment and management recommendations to assist Western with their future responsibilities for Aboriginal cultural heritage within the study area.

The ACHAR found that overall, there is a high potential for Aboriginal archaeological resources, within either preserved or disturbed contexts, to be present within the study area. As such, the document makes several management recommendations.

Recommendation 1 – Archaeological Testing

An archaeological test excavation methodology and research design has been prepared and presented in the ACHAR. The methodology should be implemented following SSDA approval and prior to any ground disturbing works.

Recommendation 2 – Aboriginal Cultural Heritage Induction

A site induction is recommended to be provided to all employees/contractors engaged for the proposed works for the study area. The induction material should include an overview of the types of sites to be aware of (i.e., artefact scatters), obligations under the NPW Act, and the requirements of an archaeological finds' procedure.

Recommendation 3 – Aboriginal Unexpected Finds Procedure

Once the site has been signed off and all archaeological testing and/or salvage works have been completed, if the discovery of an archaeological feature that is suspected to be Aboriginal cultural material in nature (excluding human remains- see Recommendation 4 below), the following procedure should be followed:

- Cease works in the immediate vicinity of the find.
- Contact the Project archaeologist to verify the nature of the find.
- If Unexpected Find is confirmed as Aboriginal archaeology, Project archaeologist will notify Project RAPs and DPHI of the find. If Unexpected Find is confirmed as not Aboriginal in origin, Project archaeologist will provide advice for works to recommence.
- Project Archaeologist/Project RAPs will undertake a preliminary assessment and recording of the find.
- Formulate archaeological or heritage management plan- specific to nature of the find.
- Implement archaeological/heritage management plan.
- Works may commence once archaeological/heritage management plan has been successfully implemented and Project archaeologist provides sign off to contractor for works to resume in vicinity of find.
- Recommendation 4 – Human Remains Procedure
- While not anticipated to be encountered within the study area, the unexpected discovery of any potential skeletal remains during development works would be managed in accordance with the approved Heritage NSW protocol for the discovery of human remains which is stated as:
 - If any suspected human remains are discovered and/or harmed the proponent must:
 - Not further harm these remains.
 - Immediately cease all work at the particular location.
 - Secure the area so as to avoid further harm to the remains.
 - Notify the local police and OEH's Environment Line on 131 555 as soon as practicable and provide any available details of the remains and their location.
 - Not recommence any work at the particular location unless authorised in writing by Heritage NSW.

7. COMMUNITY PROFILE - SUMMARY

The community profile provides secondary data that creates a greater understanding of the characteristics of communities potentially impacted by the Project. With the addition of community engagement inputs and research from the literature review including technical reports, the demographic profile informs the social baseline.

The primary source of data for the community profile is the Australian Bureau of Statistics (ABS) 2021 Census. A full ABS Census profile is provided in **Appendix C**.

Additional data from other sources has been collected as necessary to provide a commentary on the social locality. A summary of community and social locality characteristics are presented below.

GREATER WESTERN SYDNEY INDIGENOUS COMMUNITY

The land where Parramatta is located is Dharug Country with the Burramattagal clan group of the Dharug acknowledged as the Traditional Custodians of the land and waters.

Dharug lands take in the mouth of the Hawkesbury River, running inland as far as Mount Victoria. It took in the areas around Campbelltown, Liverpool, Camden, Penrith and Windsor.

According to the 2021 Census, Greater Western Sydney (GWS) had a population of 34,082 Aboriginal and Torres Strait Islander people.

The Aboriginal population of Greater Western Sydney is younger than the population as a whole. While 53.9% of the Aboriginal population of Western Sydney is under 25, only 34.1% of the population of Western Sydney as a whole is under 25.

Aboriginal parents and homebuilders, or those aged 35 to 49, were the predominant age group, making up 15.0% of the population. The rest of the age groups were spread reasonably evenly among the younger populations, including 0 to 4 (12.1%), 5 to 11 (16.3%), 12 to 17

(13.3%), 18 to 24 (13.3%), and 25 to 34 (14.4%).

In 2021, 924 Aboriginal and Torres Strait Islander people from GWS were enrolled in a University, and 1,282 in vocational education, including TAFE and private training providers.

Some Indigenous people in GWS also spoke indigenous languages at home. 132 people spoke an undefined indigenous language, 96 spoke Wiradjuri, and 46 spoke Gamilaraay.

The highest number of people represented in a single occupation was in 'Community and Person Service Workers' at 5.41%, followed by 'Technical and Trades Workers' (5.22%), and 'Clerical and Administrative Workers' (4.83%). The weekly income bracket represented by the highest number of households are those in the \$2,000 - \$2,499 group, or \$104,000 to \$129,999 per annum.

Most households consisted of couple families with children, at 36.7%, followed by one parent families, at 28.2%.

Household types are reflected in the dwelling mix, with 82.3% of Indigenous people living in a separate house, and 10.7% in a separate house.

PARRAMATTA

About: The City of Parramatta is in Sydney's western suburbs, about 24 kilometres from the Sydney CBD. The City of Parramatta is bounded by The Hills Shire and Hornsby Shire in the north, the City of Ryde and the City of Canada Bay in the east, the Strathfield Council area and the Cumberland Council area in the south, and Blacktown City in the west.

Prior to colonial settlement, Parramatta was home to successive generations of Aboriginal peoples for thousands of years. As Australia's first inland European settlement, Parramatta is often described as the 'cradle of the colony'. Successive waves of migration and historical movements have helped to shape Parramatta's rich and compelling history.

Indigenous population: The Aboriginal and Torres Strait Islander Census population of the City of Parramatta in 2021 was 2,080, living in 1,030 dwellings.

Population: In 2023 the Estimated Residential Population (ERP) of the Parramatta LGA was 269,145.

Age Structure: 20.9% of the population was aged between 0 and 17, and 17.2% were aged 60 years and over,

compared with 21.8% and 20.5% respectively for Greater Sydney. When compared to Greater Sydney, there was a *larger* percentage of 'Parents and homebuilders' (23.8% compared to 21.5%), *larger* percentage of 'Young workforce' (19.4% compared to 15.5%) and a *smaller* percentage of 'Older workers & pre-retirees' (10.3% compared to 12.0%).

Households & Household types: 35.5% of households were made up of couples with children in 2021, compared with 34.4% in Greater Sydney.

The proportion of lone person households was 21.5% compared to 22.2% in Greater Sydney while the proportion of couples without children was 23.4% compared to 23.3% in Greater Sydney.

63.2% of the dwellings were medium or high density, compared to 46% in Greater Sydney. The total number of dwellings in the City of Parramatta increased by 20,928 between 2016 and 2021. High density (+18,889 dwellings) made up the largest dwelling increase between 2016 and 2021, compared to separate houses at just 1,020 dwellings.

There were 28,949 people in 13,591 low income households living in the City of Parramatta. 17.2% of those households were made up of couples with children compared with 15.5% in Greater Sydney.

61.2% of the low income households were in medium or high density dwellings.

Language used at home: 56.4% of people used a language other than English at home in 2021. The dominant language used at home, other than English, in the City of Parramatta was Mandarin, with 12.4% of the population, or 31,823 people using this language at home. Between 2016 and 2021, the number of people who used a language other than English at home increased by 27,265 or 23.2%, and the number of people who used English only increased by 3,778 or 4.0%.

Religion: In the City of Parramatta in 2021, the largest religious group was Western (Roman) Catholic (17.1% of all people), while 29.9% of people had no religion and 6.4% did not answer the question on religion.

The largest changes in the religious affiliation of the population in the City of Parramatta between 2016 and 2021 were for those who nominated Hinduism (+ 7,599 persons), and Islam (+4,545 persons).

A comparison between the City of Parramatta and Greater Sydney shows that in 2021 there was a similar proportion of people who professed a religion and a lower proportion who stated they had no religion.

Health: In 2021 the most common long-term health condition was asthma, while 23.1% of the population reported one or more health conditions, a lower rate than in Greater Sydney (27.5%). 10,535 people (or 4.1% of the population) in the City of Parramatta reported needing help in their day-to-day lives due to disability.

Income: Compared to Greater Sydney, in 2021 there was a smaller proportion of high income households (those earning \$3,000 per week or more) and a lower proportion of low income households (those earning less than \$800 per week) in Parramatta LGA. Overall, 27.5% of the households earned a high income and 16.5% were low income households, compared with 30.1% and 17.9% respectively for Greater Sydney.

Community values: The City of Parramatta's Community Strategic Plan is built on consultation input from communities. Based on these inputs, the Plan sets out the Community aspirations for Parramatta as:

Fair: We can all benefit from the opportunities our City and neighbourhoods offer.

Accessible: We can all take part and get to where we want to go. **Welcoming:** We foster belonging and celebrate culture and diversity. **Green:** We value our environment.

Thriving: We are a nation-leading City with prospering communities and industries.

Innovative: We champion new ideas to create a better future.

WESTERN SYDNEY UNIVERSITY

Western Sydney University, formerly the University of Western Sydney, is an Australian multi-campus public research university in the Greater Western region of Sydney, New South Wales, Australia.

Western Sydney University is a provider of undergraduate, postgraduate and higher research degrees across eight sites in Western Sydney.

The Parramatta South site is a heritage-listed parkland style campus in Rydalmere on the banks of the Parramatta. The 27 ha Campus was first established on the site of the Female Orphan School, which was founded in 1813. The site was formerly home to Rydalmere Psychiatric hospital and is located at the eastern end of Parramatta, near the border with the suburb of Rydalmere.

Students: There are 41,864 total student enrolments across all Western Sydney University campuses and employs over 3,100 staff. Over 12,500 students attend the Parramatta Campus.

Accessibility: Western Sydney University Parramatta North Campus is well serviced by various transport infrastructure and will continue to improve when Parramatta Light Rail opens in mid-2024.

The nearest train station to the site is Parramatta station. The station is approximately a 38-minute walk from the site. There is a free shuttle bus from the station provided by Western Sydney University.

Pedestrian bridges and walkways are utilised to reach the university. There is an approved DA for a new pedestrian footpath link connecting Parramatta North to the Active Transport Link (ATL) at the eastern boundary of the University. This bridge will provide direct access from the internal University pedestrian infrastructure, through the current P2 car park to the ATL which will run adjacent to the light rail corridor from Parramatta to Carlingford.

Currently there are a few dedicated bicycle lanes surrounding the site. The site falls within the vicinity of the Parramatta Bike Plan that promotes accessibility for active travellers, and there is proposed cycling infrastructure to be constructed around the site. The light rail corridor includes a shared cycleway, which will expand the active transport amenity offered by the Parramatta Escarpment Boardwalk and 20km long river foreshore cycleway.

The nearest bus stops are located along Victoria Road with stops going in both directions. All bus stops are approximately a 3–8-minute walk from the site.

When the PLR opens in mid-2024, the nearest light rail station to the site is the Yallamundi station. The station is approximately a 5-minute walk from the site. The approved Stage 2 of the PLR will connect north and south of the Parramatta River directly to the Parramatta CBD, and then to Sydney Olympic Park.



Figure 5 Parramatta South Campus. Source. WESTERN SYDNEY UNIVERSITY.

8. ENGAGEMENT

This section provides details of the engagement activities, communities and stakeholders engaged, and the key outputs from the activities.

Consistent with the community consultation objectives of DPIE's SIA Guideline, community and stakeholder objectives for this SIA include:

- to provide meaningful opportunities across the project planning lifecycle for communities to understand both the nature and complexity of potential positive and negative impacts, ensure inputs from the community inform the development of purposeful enhancement and
- mitigation measures.
- to use culturally appropriate methodologies to ensure Aboriginal and culturally diverse communities are engaged, and their perspectives, insights and feedback valued and considered.
- to tailor and organise engagement to ensure a range of views, concerns and community aspirations.
- to target engagement to understand and respond to the degree of potential impacts experienced by different residents and communities across the social locality.
- to ensure inputs, outputs and measures to enhance and / or mitigate impacts are reported back to the community.

This social impact assessment has been informed by primary and secondary data.

Primary research engagement activities and outputs

The scoping study provided the framework for the engagement approach, identifying a requirement for the collection of primary data through targeted research and broad consultation, as well as secondary data.

Western Sydney University established a webpage to provide information about the Indigenous Centre of Excellence. The Project webpage received 316 page views, 242 unique visitors, and an average time on site of 5 minutes and 17 seconds.

"What happens to all the cars from the carpark. The project will take over the largest carpark in the university. This will have significant impacts for the neighbourhood". Survey Response.

Targeted engagement was initiated through the distribution of flyers to surrounding residents with an invitation to visit the webpage for the Project, information on planned engagement activities, and a link to a survey.

A summary of engagement activities is presented in **Table 3**. below.

Table 3 Engagement activities and details

Activity	Participants	Date	Attending / Responding
Webinar	Residents	26 Mar 2024	5
Survey	Residents	29 Feb – 27 Feb	6
Interviews	First Nations Stakeholders	24 Apr, 3 – 8 May 2024	4

The major issue identified in the webinar and survey related to potential social impacts was parking.

Nearby residents claimed they were already impacted by student parking in residential streets, and that the removal of the P1 car park proposed for the Indigenous Centre of Excellence would exacerbate the problem.

The flow on impacts from a perceived reduction in parking on the campus also concerned some respondents, namely access to local streets caused by traffic congestion.

Suggestions to mitigate these impacts ranged from building a multi-story car park, to holding regular community meetings during the construction stage.

Concern over construction noise was also raised, with a request that no night works be undertaken.

Most respondents requested that they receive regular updates about the project.

Dharug community members were engaged to discuss the merits of the Project, and their aspirations for the future of the Indigenous Centre of Excellence.

As well as the benefits for Indigenous students, the University as a whole and Aboriginal people in Western Sydney, the groups hoped that the Indigenous Centre of Excellence would be an educational facility for everyone to come together in the spirit of reconciliation.

Discussions with Ngurra Advisory, authors of the Cultural Brief were also conducted. This stakeholder emphasised the importance of ongoing engagement with Aboriginal stakeholders throughout the design and operations of the Project, so it maintains 'community ownership'.

At the time of the interview, Ngurra Advisory were in the process of organising further engagement with community to drive the next phase of the design process.

8.1 Secondary Research

Significant community and stakeholder engagement has been conducted from the initiation of the proposal, much of which provided the foundation for the Cultural Brief developed for the Project.

Western Sydney University Indigenous Elders Advisory Board and Western Sydney University's Indigenous leadership team supported the development of the Cultural Brief.

Learnings from this engagement have been agreed as being important to the Indigenous community. The purpose of some consultation was to provide shared guidance for operations and actions on Country including design. The following principles, which generally guide Djinjama's work, were provided by Elders including one who is a member of Western Sydney University Indigenous Elders Advisory Board. These principles include:

- **Always show respect** to Country, culture, kin and community
- **Acknowledge** those whose shoulders you stand upon and those from whom you learn
- **Never be greedy, and always share** to conserve resources and reduce waste on Country.
- **Don't take too much from the water or the bush** to ensure you are acting mindfully and sustainably towards Country.
- **Always listen** to a diversity of voices about Country including human, non-human and more-than-human.

Members of the Western Sydney University student cohort provided the following core ideas relating to their aspirations for the Indigenous Centre of Excellence, as documented in the Cultural Design Brief prepared by *Djinjama and Ngurra Advisory*.

CONNECTIONS AND CULTURE. Students at Western Sydney University suggest that the Indigenous Centre of Excellence for Indigenous Excellence should have a cultural space that creates a strong sense of community. Their feedback advises having a culturally safe space where Elders can come, yarn and share knowledge to help strengthen their connections with culture. Students note it should be a place where Indigenous students and staff can come together with a common goal, and network with each other. They suggest it should be a place that the community can connect with culture and learn about their history, and a space without lateral violence. Educational opportunities such as language classes and music, dance and art workshops are suggested, as well as regular cultural and social events for the community.

WELCOMING SPACES. Students encourage the inclusion of warm, welcoming, truth telling spaces that meet studying and social needs. These include quiet spaces, specifically for study and research alongside public community spaces specifically for public cultural and social activities. To create a connection to the space, students recommend use of visual and physical stimuli that can encourage reminiscing of past Indigenous milestones, such as the installation of a mural with contributions from the teachers and students; a space that represents the Indigenous community; utilising knowledge of plants, medicines and art. Feedback further emphasises culturally safe and accessible facilities. Students recommend the inclusion of computers, printers, internet access and spaces to meet tutors, as well as unisex bathrooms for the LGBTQIA+ community members to make it as welcoming a community space as possible.

DHURAG TRUTHTELLING. Students recommend that the Indigenous Centre of Excellence should reflect Dharug knowledge, Country and culture. Students suggest that since Dharug people have been hit hard by colonisation there should be spaces where Dharug people can connect with each other that features art, murals and maps of Country without marginalising others in the community, and that includes Dharug language and art. Students emphasise the importance of providing support and inclusivity regarding mental illness and disabilities. They recommend honouring Dharug community with a museum space, yarnng spaces for storytelling and a

communal pantry and garden. An Indigenous Centre of Excellence focused on Indigenous knowledges is more important than ever for the health of Country. They emphasise the importance of consulting with Darug community members and knowledge sources on how they are reflected in the space.

Engagement with Registered Aboriginal Parties (RAPs) for the development of the ACHAR also provided secondary research useful for the Assessment. Some of the key points raised by the RAPs during the site visit are as follows.

- Add more trees around the lone melaleuca tree in the Indigenous Centre of Excellence of the car park. Trees need family and support to thrive. Whilst this tree is resilient, its condition shows that it is struggling to survive on its own. Its seeds will also be collected to preserve its heritage and continue its line.
- Incorporate traditional vegetation local to Country to encourage birds and insects and increase biodiversity. Some other suggestions included ring trees, Moreton Bay figs and quandong trees.
- Even though the main focus is on representing Darug Country heritage, there is also the potential to incorporate other various cultures, as mobs have relocated across all over NSW and are becoming more and more multicultural. The ICoE can become a safe space for mobs of all Country and show some representation for all groups. This can also represent trading system between different Indigenous groups as they shared resources and stories/culture.
- Have a Welcome to Country and smoking ceremony before the start of test excavations, and a smoking ceremony to close out once excavations are finished.
- Have both male and female RAPs present on site in the case that either men's or women's business artefacts/archaeological features are identified.

9. SOCIAL IMPACT ASSESSMENT

The Social Impact Assessment considers the potential of the proposed development to have impacts (positive and negative) on the community. The impact assessment is informed by information from the previous sections in this assessment, including the scoping study, primary data from social practitioner engagement outputs, data from secondary sources including the ABS 2021 Census and engagement undertaken by SINSW, and various specialist technical reports.

WAY OF LIFE

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

Impact table 1: Impacts related to Closing the Gap.

Impact description
In a commitment to address issues faced by Aboriginal Australians, in July 2020 the Prime Minister, Minister for Indigenous Australians, and Lead Convenor of the Coalition of Peaks announced the signing of the new (building on the previous 2008 COAG Agreement) National Agreement on Closing the Gap. The National Agreement on Closing the Gap (the National Agreement) is a commitment between governments and Aboriginal and Torres Strait Islander people to achieve better life opportunities and physical, mental, cultural and spiritual wellbeing for all Aboriginal and Torres Strait Islander people. The National Agreement was informed by a comprehensive engagement process, led by the Coalition of Peaks, in late 2019 with Aboriginal and Torres Strait Islander people across the country on what should be included. It contains four Priority Reforms to change the way governments work with Aboriginal and Torres Strait Islander people, and 17 Socio-Economic Outcome targets in areas such as education, employment, health and wellbeing, justice, safety, housing, land and waters, languages and digital inclusion. Indigenous perspectives of health and wellbeing are holistically based. Factors such as cultural identity, family and kinship, country and caring for country, knowledge and beliefs, language and participation in cultural activities and access to traditional lands are also key determinants of health and wellbeing. These factors are interrelated and combine to affect the health of individuals and broader communities¹⁹.
Social baseline
In 2021, 55.7% of Aboriginal and Torres Strait Islander people aged 25–64 years were employed, an increase from 51.0% in 2016 when baseline measures were taken²⁰. The Western Sydney University Indigenous Future's Decadal Strategy 2023 – 2032, School of Social Sciences Indigenous Strategy 2020 – 2025, Western Sydney Creative. Arts and Culture Decadal Strategy 2019 – 2029, and Sustainability and resilience Strategy 2030 all feature strategies and directions that have as their overall goal to improve the health and wellbeing of Indigenous people. In addition to the National Agreement on Closing the Gap, the Indigenous Centre of Excellence's objectives are aligned to support and advance the City of Parramatta Cultural Plan 2017 – 2022, Commonwealth Indigenous Advancement Strategy, National Cultural Policy – Revive: a place for every story, a story for every place, NSW Government Connecting with Country Framework, NSW Our Place on Country: Aboriginal Outcomes Strategy 2020 – 2023, and NSW Aboriginal Employment Strategy. In 2022, 94 Indigenous students were enrolled, making up 2.54% of the School's domestic students. Western Sydney University has a target of 4.5% of all enrolled domestic students are Indigenous by 2025. Greater Western Sydney (GWS) had a population of 34,082 Aboriginal and Torres Strait Islander people according to the 2021 Census, one of the largest urban Aboriginal and Torres Strait Islander populations in Australia. According to health survey data, an AIHW analysis of results from the Australian Bureau of Statistics (ABS) estimated that around one-third (34%) of the health gap between Indigenous and non-

²⁰ Australian Government. Australian Institute of Health and Welfare. Determinants of Health for Indigenous Australians. Web article. 07 July 2022. <https://www.aihw.gov.au/reports/australias-health/social-determinants-and-indigenous-health>. Accessed on 26 February 2024.

Indigenous Australians was due to social determinants, which includes employment and hours worked, highest non-school qualification, and level of schooling completed²¹.

Extent	Evaluated: Transformational
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The Indigenous Centre of Excellence will have a significant and direct impact on a vulnerable group, which is likely to lead to generational change. The most direct impacts are likely to be on Western Sydney University students, however its location in Greater Western Sydney means benefits may extend throughout the region and beyond.

Duration	Evaluated: Major
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During the operational stage, with benefits that are likely to be permanent.

Intensity / scale	Evaluated: Major
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The scale of change associated with the Indigenous Centre of Excellence is difficult to access with accuracy. Achieving the stated aims has the potential to achieve generational change.

Sensitivity / importance	Evaluated: Transformational
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The impacts of colonisation of Indigenous people are well documented. The loss of cultural identity, Country, knowledge and beliefs, language and access to traditional lands continues to have negative impacts on a vulnerable group of people. The Indigenous Centre of Excellence, and its alignment in supporting and advancing National Agreement targets will make a highly important contribution to health and wellbeing.

Level of concern / interest	Evaluated: Major
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There is a high level of interest in the Indigenous Centre of Excellence from Indigenous people in Greater Western Sydney, students, but also local, state and federal governments.

Impact summary

- The interrelated nature of health and wellbeing and its determinants means that the 12 strategic objectives driving the project align with the National Agreement on Closing the Gap and the 19 national socio-economic targets across areas that have an impact on life outcomes for Aboriginal and Torres Strait Islander people.

Likelihood	Magnitude	Risk significance rating
Likely	Transformational	Very High – B5

²¹ Australian Government. Australian Institute of Health and Welfare. Determinants of Health for Indigenous Australians. Web article. 07 July 2022. <https://www.aihw.gov.au/reports/australias-health/social-determinants-and-indigenous-health>. Accessed on 15 April 2024.

Impact table 2: Impacts related to location.

Impact description

Parramatta has always been an important meeting place for Aboriginal people. In early colonial times, many Aboriginal people were brought to Sydney and Parramatta as an underpaid workforce in domestic service and building infrastructure. This migration resulted in a large Aboriginal population in inner-city Sydney and Western Sydney. Of note, Western Sydney has the largest Aboriginal and Torres Strait Islander population of any region in Australia.

Aboriginal people have a very close and special connection to several institutions in Parramatta, including the Native Institution, Parramatta Gaol, Parramatta Park, and the Women's Factory.

Many historical policies and initiatives were first implemented in Parramatta, which had major impacts on Aboriginal and Torres Strait Islander society. For example, the policies that led to the Stolen Generation began outside the Parramatta Town Hall in 1810 through the Assimilation Policy (1810-1825). The lasting effects of the Stolen Generation have been profound throughout Australia, and the consequences of which have rippled into the 1970s and present-day generations²².

Many benefits result from good access to public transport services. Public transport creates social opportunity for members of the community who may not have access otherwise. Being able to easily and conveniently access public modes of transport effectively heightens and promotes positive mental health and a sense of belonging through social connection. Public transport also can be a much more affordable option, and there is a direct correlation between physical activeness and its utilisation. Active transport can increase the amounts of physical activity leading to better health and wellbeing. Creating a bicycle/walking friendly environment increases accessibility and social amenity²³.

A lack of access to transport is experienced disproportionately by women, children, disabled people, people from minority ethnic groups, older people and people with low socioeconomic status, especially those living in remote rural areas, including Indigenous Australians²⁴.

Transport is a key enabler for access to health care, goods and services and support for Aboriginal and Torres Strait Islander people to achieve education and employment outcomes and maintain cultural obligations to travel to family commitments.

Social baseline

According to the National Aboriginal and Torres Strait Islander Social Survey 2014–15, Indigenous Australians aged 15 and over were 9.1 times as likely as non-Indigenous Australians to report being unable to get to places they needed to²⁵. There are many factors that contribute to these numbers, including the remote nature of many Indigenous communities.

Income may also be a factor. In 2021, more than 1 in 3 (35% or 137,600) Indigenous adults lived in households with incomes in the lowest 20% of incomes nationally (First income quintile; based on equivalised gross household income, an adjusted income measure used to compare households of different types and sizes)²⁶.

²² Australian Government. Productivity Commission. Closing the Gap Information Repository. Socio-economic outcome area 8: Strong economic participation and development of Aboriginal and Torres Strait Islander people and communities. <https://www.pc.gov.au/closing-the-gap-data/dashboard/se/outcome-area8>. Accessed on 15/04/2024.

²³ Australian Government. Australian Institute of Health and Welfare. National Indigenous Australians Agency. Aboriginal and Torres Strait Islander Health Performance Framework - Summary report: Income. <https://www.indigenoushpf.gov.au/report-overview/overview/summary-report/5-tier-2-%E2%80%93-determinants-of-health/income#:~:text=Between%202011%20and%202021%2C%20after,%241%2C141%20for%20non%2DIndigenous%20adults>. Accessed on 15/04/2024.

²⁴ Garrard J., Crawford S., Hakman N., 2006. Revolutions for Women: Increasing women's participation in cycling for recreation and transport, School of Health and Social Development, Deakin University, Melbourne.

²⁵ Acheson D 1998. Independent inquiry into inequalities in health: report. HM Stationery Office. <https://www.indigenoushpf.gov.au/measures/2-13-transport#references>. Accessed on 15/04/2024.

²⁶ Australian Government. Australian Institute of Health and Welfare. National Indigenous Australians Agency. Determinants of Health: Transport. <https://www.indigenoushpf.gov.au/measures/2-13-transport#references>. Accessed on 15/04/2024.

Western Sydney University provides a free university shuttle bus from Parramatta railway station. There are also campuses bus that service the campus. The nearest bus stops are located along Victoria Road with stops going in both directions. All bus stops are approximately a 3–8-minute walk from the site. The construction of the new Parramatta Light Rail is due for completion in 2024. When the Light Rail opens in mid-2024, the nearest light rail station to the site is the Yallamundi station. The station is approximately a 5-minute walk from the site. The Light Rail will run from the Parramatta City Indigenous Centre of Excellence which locates a major public transport interchange, including heavy rail and bus services that run throughout Western Sydney. While there are a few dedicated bicycle lanes surrounding the site, the light rail corridor includes a shared cycleway, which will expand the active transport amenity offered by the Parramatta Escarpment Boardwalk and 20km long river foreshore cycleways passing close to the site. While the campus provides adequate onsite car parking, students are required to pay for parking by either purchasing a parking permit upfront or buy a ‘pay and display’ one-day permit from a parking machine. Upfront permits are purchased according to various categories, with half year costing \$151 (outside peak hours) to an annual fee of \$778 (during peak hours). Nearby residents who are impacted by student parking in residential streets may benefit from the additional transport options.	
Extent	Evaluated: Major
The Indigenous Centre of Excellence’s location proximal to the new Parramatta Light Rail connection will provide greater accessibility for a greater number of Indigenous students and communities. The option of public transport may also provide a more affordable option which provides more access opportunities. Parramatta’s history as a meeting place for Indigenous people means the Indigenous Centre of Excellence is in an important location that continues to people and communities to place.	
Duration	Evaluated: Major
The impacts are likely to occur during the operation.	
Intensity / scale	Evaluated: Major
The location of the Indigenous Centre of Excellence close to the new Parramatta Light Rail provides students and communities access via affordable transport that may not otherwise have been an option, enabling better education and cultural outcomes. Together with the Indigenous Centre of Excellence itself, more convenient and affordable access may lead to significant in Indigenous participation in education.	
Sensitivity / importance	Evaluated: Major
Access barriers related to distance and affordability can have a range of impacts on vulnerable communities. Barriers to education, employment and general participation in society has detrimental impacts on health and wellbeing. Access via Parramatta Light Rail will create social opportunities for members of the Aboriginal and Torres Strait Islander community who may not otherwise have access. Being able to easily and conveniently use public modes of transport to effectively access the Indigenous Centre of Excellence will heighten the likelihood that Indigenous students and communities will be able to advance educational and cultural outcomes.	
Level of concern / interest	Evaluated: Major
There is a high level of concern related to participation in education by Indigenous people, but also that indigenous languages, cultures, and relationships to Country are continued and preserved. There is also a high level of interest in the use and development of Aboriginal and Torres Strait Islander cultural practices and their application to environmental management.	
Impact summary	

- There are significant benefits that result from greater accessibility to public transport, including convenience and affordability. The Light Rail will significantly improve transport options to the campus. Proposed cycleway routes will provide an additional transport option.
- The location of the Indigenous Centre of Excellence in Parramatta will continue the area's significance to Indigenous people as an important meeting place.

Likelihood	Magnitude	Risk significance rating
Likely	Major	Very High – B4

Impact table 3: Impacts related to traffic and parking.

Impact description

Congestion usually relates to an excess of vehicles on a portion of roadway at a particular time resulting in speeds that are slower—sometimes much slower—than normal or "free flow" speeds. Congestion often means stopped or stop-and-go traffic. When the capacity of a street, road or highway is exceeded, traffic flow breaks down, speeds drop, and vehicles crowd together. These actions cause traffic to back up behind the disruption. The traveling public's expectation or fear of unreliable traffic conditions affects both their view of roadway performance, and how and when they choose to travel. With reliability as a measure, commuters will often allow extra travel time of a 'buffer' around the journey, which carves extra time out of their day and carved out of their day - time they could be using for other pursuits besides commuting.

In addition to impacts of way of life, traffic congestion has several negative health and wellbeing impacts on populations in surrounding areas. Traffic creates air pollution and noise, which are linked with several health concerns. (WHO 2005; Ndrepepa & Twardella 2011) and reduced well-being (Dratva et al. 2010; Orru et al. 2016). Increases in traffic levels also increase collision risk for cyclists (Reynolds et al. 2009) and pedestrians (Harwood et al. 2008). This may reduce the propensity for walking and cycling, leading to a reduction in physical activity and levels of accessibility to local facilities, and ultimately to social exclusion (SEU 2003) and to the deterioration of health and well-being (Mindell & Karlsen 2012). High traffic levels also separate communities, with potential effects on social cohesion (Appleyard et al. 1981).

High traffic densities, continuing increasing populations, an attachment to private motor vehicles, commitments to reduce carbon emissions and the creation of fewer parking spaces to achieve this aim, as well as an insufficient supply of transport options in some areas, creates parking issues in many urban areas. The absence of available car parking, or the presence of it, can have a significant impact on surrounding communities and frustrate residents, who at times are forced to park further from their residences. This can have a major impact on older people or those with a disability. Parking is generally a fiery issue across car dependent Australian cities. Parking issues can occur during the construction and operational phases of a project.

Social baseline

There are a combination of 16 Streets, Roads and Avenues that have the potential to be impacted by the proposal. Rippon and Anderson Avenue are the most susceptible to impacts. While there were no comments about potential traffic increases, survey results did show parking was already issue on student days.

The site for the proposed Indigenous Centre of Excellence is the P1 Car Park, in the northern portion of the wider site campus. The project site is approximately 12,150m² in size and currently comprises a hardstand area that accommodates approximately 284 car parking spaces. However, while the campus provides adequate onsite car parking, students are required to pay for parking by either purchasing a parking permit upfront or buy a 'pay and display' one-day permit from a parking machine. Upfront permits are purchased according to various categories, with half year costing \$151 (outside peak hours) to an annual fee of \$778 (during peak hours). Daily permits are charged at a flat rate of \$9 per day.

This may lead to students that do not wish or are unable to pay to park in nearby residential streets.

Many respondents to the survey living in Rippon and Anderson Avenue commented that student parking was a problem and were concerned that the removal of the car park would increase parking pressures.

Extent

Evaluated: Minimal

Increased demand for parking would potentially impact residents in surrounding streets, avenues and roads. While the P1 car park will be used to locate the Indigenous Centre of Excellence, and this will result in the loss of 284 car parking spaces, Western Sydney University proposes to replace the car

park so there is no net loss in parking spaces.

Duration

Evaluated: N/A

N/A.

Intensity / scale

Evaluated: N/A

N/A.

Sensitivity / importance

Evaluated: Major

Residents placed a high value on the availability of parking in their neighbourhood. Student parking was already a concern, and there was a high level of sensitivity about the potential for more parking pressures.

Level of concern / interest

Evaluated: Minimal

While there was significant concern about parking, considering the car parking will be replaced, the level of concern is assessed as minimal.

Impact summary

- Parking was a major concern expressed by residents during the engagement. Current car parking issues in the neighbourhood are already bad, and the loss of spaces would exasperate the issue.
- While the use of the existing P1 car park for the Indigenous Centre of Excellence will mean the loss of 284 car parking spaces, the University proposes to replace the spaces at another location within the campus, minimalizing the potential for car parking related impacts.
- Improved transport options may reduce parking pressures in surrounding streets. While pay for parking may be a restrictive factor for some, it may serve to reduce private car access to the campus.
- Newly introduced public and active transport options may also reduce parking pressures in surrounding streets.

Likelihood**Magnitude****Risk significance rating**

Unlikely

Minimal

Low – D1

CULTURE

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

Impact table 4: Impacts related to cultural development.

Impact description

The National Aboriginal and Torres Strait Islander Health Plan 2021 – 2031 identifies culture as the “...foundation for Aboriginal and Torres Strait Islander health and wellbeing. It is a protective factor across the life course and has a direct influence on broader social determinant outcomes. In turn, gains across these broader determinants reinforce cultural connectedness, maintenance, resurgence, nation building and pride in cultural identity” (p.18)²⁷.

Research has shown strong cultural identity as a factor associated with resilience and demonstrated the importance of culture as a means through which Aboriginal people can overcome disadvantage. Strong cultural identity and connection is increasingly being linked to better outcomes in education, justice, health and wellbeing, and employment, as well as being a positive point of difference for economic activity.

Particularly among young people, culture can be a vehicle for enhancing self-esteem, identity and belonging, which can help build their resilience, alongside other factors such as family support and good health²⁸. Where traditional cultural practices and structures have broken down, re-establishing these among the broader community can have a direct effect on children and young people’s community connections and sense of wellbeing²⁹.

Cultural institutions also provide opportunities toward better understanding of Indigenous people for other communities, helping to respect, acknowledge and engage in the values of Country and culture.

Cultural development occurs through creating an awareness to the similarities and differences that exist between cultures, appreciating and having an understanding of those differences and accepting them, and building shared respect, meanings, knowledge and experience of learning, living and working together. Bringing awareness of Indigenous to the broader Australian community is a central tenet of reconciliation.

Indigenous cultural development can also have a more practical application. Indigenous Knowledges will be critical to solving the major dilemmas facing Australia and the world. This is already evident in Indigenous contributions to understanding caring for Country in relation to the climate crisis³⁰. These contributions also have socio economic benefits.

Social baseline

The promotion of cultural development is central to most Indigenous focused policy and strategies. Western Sydney University Indigenous Futures Decadal Strategy 2023 – 2032 aims to harness the University’s indigenous research and teaching success and to augment Indigenous People determining their cultural, economic, political and social autonomy. The key values for the Strategy are

²⁷ Australian Government. Department of Health. The National Aboriginal and Torres Strait Islander Health Plan 2021 – 2031. <https://www.health.gov.au/sites/default/files/documents/2022/06/national-aboriginal-and-torres-strait-islander-health-plan-2021-2031.pdf>. Accessed on 26 February 2024.

²⁸ Department of Aboriginal Affairs 2015, *Discussion Paper: Culture and the design and delivery of programs and services for Aboriginal young people*, Department of Aboriginal Affairs, Perth, Western Australia. Cited in Commissioner for Children and Young People. Western Australia. Section 3 – Understanding Aboriginal Cultural Contexts. <https://www.cyp.wa.gov.au/our-work/resources/aboriginal-and-torres-strait-islander-children-and-young-people/engaging-with-aboriginal-children-and-young-people-toolkit/section-3-understanding-aboriginal-cultural-contexts/>. Accessed on 15/04/2024.

²⁹ Commissioner for Children and Young People. Western Australia. Section 3 – Understanding Aboriginal Cultural Contexts. <https://www.cyp.wa.gov.au/our-work/resources/aboriginal-and-torres-strait-islander-children-and-young-people/engaging-with-aboriginal-children-and-young-people-toolkit/section-3-understanding-aboriginal-cultural-contexts/>. Accessed on 15/04/2024.

³⁰ Western Sydney University. Indigenous Futures: Decadal Strategy 2023 – 2032. <https://www.westernsydney.edu.au/content/dam/digital/pdf/DecadalStrategy.pdf>. Accessed on 15/04/2024.

based on the fundamental principles of social justice and self-determination. The NSW Aboriginal Outcomes Strategy aims to further grow cultural understanding. The Connecting with Country framework encourages all urban environment projects to take a Country-Indigenous Centre of Excellence approach, guided by Aboriginal people.

Extent	Evaluated: Major
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There is the potential for a broad range of positive impacts to result from the Indigenous Centre of Excellence and its cultural development programs and initiatives. While these benefits will directly impact indigenous students and others directly participating in learning, programs and initiatives, they are likely to have generational benefits, and the potential for far reaching impacts across Australia.

Duration	Evaluated: Major
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The extent of the impacts may not be experienced in the short term, however in the longer term the Indigenous Centre of Excellence's impact on indigenous and non-indigenous cultural development is aimed to be permanent.

Intensity / scale	Evaluated: Major
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The Indigenous Centre of Excellence aims to drive positive change, increase Indigenous participation in higher education, and contribute to the preservation and sharing of Indigenous cultures. The project also aims to contribute major change that extends to the wider community.

Sensitivity / importance	Evaluated: Major
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The advancement of indigenous education, leadership, and reconciliation is of major importance in the preservation and sharing of Indigenous culture, representing tens of thousands of years of indigenous knowledges and histories. The Indigenous Centre of Excellence will create a place where Indigenous peoples and the broader community come together in a space informed by Indigenous knowledges, ways of knowing, being and doing, which also challenges Western constructs.

Level of concern / interest	Evaluated: Major
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There is a strong level of interest in the Indigenous Centre of Excellence from indigenous people.

Impact summary

- The Indigenous Centre of Excellence will create a place where Indigenous peoples and the broader community come together in a space informed by Indigenous knowledges, ways of knowing, being and doing.
- Cultural development programs are likely to directly impact Indigenous students, however they will also have much broader impacts including on non-indigenous, and potentially proving alternate methods to challenge contemporary global issues like climate change.

Likelihood	Magnitude	Risk significance rating
Likely	Major	Very High - B4

HEALTH AND WELLBEING

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.

Impact table 5: Impacts related to construction activity.

Impact description

Those living close to sites with high levels of activity can suffer from the annoyance of noise that can cause disturbance of sleep, cognitive impairment, decreased mental wellbeing and other health and wellbeing impacts. Children, those with complex cognitive issues, the elderly and those with underlying mental health conditions are particularly vulnerable to the impacts of noise.

According to the NSW Environment Protection Agency (2013), a range of health implications, including impacts on cardiovascular and respiratory health, can result from air born particle pollution, which includes dust and combustion emissions. Children, older adults and those with asthma, heart or lung disease are people most sensitive to particle pollution. The NSW Department of Education has identified asthma as a student wellbeing issue, and each school is required to have asthma management plans and guidelines in place. There is also a risk of children being exposed to air pollutants that may trigger undiagnosed respiratory issues or irritation.

Social baseline

There are 18 people in the surrounding streets known to suffer from a mental health condition, while 22 people suffer from asthma. One respondent to the survey was concerned about construction noise and nightworks.

The Noise Assessment prepared by White Noise Acoustics identified four (4) sensitive receiver categories which included single level residential dwellings located to the north of the project site to the north of Victoria Road, a series of residential dwellings to the east of the site, a dual level warehouse located at 211 Victoria Road to the east of the site, and Western Sydney University owned sporting fields, green spaces, car parking spaces, as well as multilevel educational buildings to the south of the site.

In the Parramatta region, the Parramatta River and its associated tributaries represent the primary source of freshwater and marine resources. Areas adjacent to these watercourses were therefore likely the focal point for past Aboriginal life and activities within the region while other areas located further away may have been used sporadically during movement through the landscape. Despite the development that has occurred within the local region, intact natural soil profiles exist, and thus it is likely for archaeological deposits to be preserved below historically disturbed layers.

Extent

Evaluated: Moderate

Any impacts experienced from construction noise will be the sensitive receivers proximal to the site as identified in the Noise Impact Assessment. The construction traffic management plan will address traffic movements and routes, including those for heavy vehicles, and loading / unloading times and zones. A construction management plan will identify measures to reduce airborne irritants.

Duration

Evaluated: Minor

During the construction period.

Intensity / scale

Evaluated: Minor

The proximity of the site in relation to the sensitive receivers would indicate that there are unlikely to be significant increases in noise levels during the construction stage. If any impacts occur, closest to the site are those in Receiver Area 2, residential dwellings at 203-213 Victoria Road/Service Road. Consideration should also be given to students and staff in education buildings (Receiver Area 4).

Victoria Road is likely to provide a barrier to construction noise for Receiver Area 1, while Receiver Area 2 functions as a warehouse and is unlikely to experience significant change.

Sensitivity / importance

Evaluated: Moderate

Noise pollution caused by construction activities in urban areas can affect human health and well-being negatively. While the proximity of the site related to potential receivers is likely to mitigate construction noise, those suffering a mental health condition and / or asthma may be more sensitive to the impacts of noise and poor air quality. Further, students in Receiver Area 4 may be more sensitive to noise during study times.

Level of concern / interest

Evaluated: Minor

There was some level of concern about construction noise identified by respondents to the resident survey.

Impact summary

- The Acoustic Assessment recommends the approval of a site-specific Construction Noise Management Sub-Plan (CNVMSP) be conditioned to ensure all mitigation measures (identified in the Assessment) are developed and implemented prior to construction works commencing onsite. Ensuring the site achieves a high standard of acoustic mitigation.
- No registered AHIMS sites are located within the study area, however overall, there is a high potential for Aboriginal archaeological resources, within either preserved or disturbed contexts, to be present within the study area.

Likelihood

Magnitude

Risk significance rating

Possible

Minor

Low – C2

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.

Impact table 6: Impacts related to visual amenity.

Impact description	
Amenity is the pleasantness, attractiveness, desirability or utility of a place, facility, building or feature. Amenity is important to communities and other stakeholders. In some instances, local amenity can be adversely impacted by development. Loss of amenity can occur for a range of reasons, including significant increases to the heights of existing buildings, noise, loss of heritage, more traffic, reduced parking, overshadowing and higher population density. A loss of amenity has the potential to negatively impact residents in several ways, including their health.	
Social baseline	
The site for the proposed project is the grounds of Western Sydney University, known as the P1 car park. Most of the site does not contain vegetation, however it is surrounded on all sides by planted street trees that have not yet reached maturation. The site fronts Victoria Road, comprising three travel lanes in each direction (6 lanes in total) separated by a low, narrow concrete median strip. The site is also and bounded by others including Railway Street to the east, Fifth Street to the south (which provides car park access), and Bridge Street to the west. The natural environment surrounding the site mostly comprises street tree plantings and plantings within private property. There are areas of more densely planted trees adjoining the northern side of Victoria Road and along parts of the road network. On the Western Sydney University grounds the built environment is made up of a mix of larger and smaller but generally low-rise older buildings that existed prior to the site becoming an educational institution. There are also larger, multi storey more contemporary buildings purpose built for the site's current tertiary education. Surrounding land use and built form is mixed. To the north is a mix of mainly residential buildings, north and northwest low density residential, and to the east light industrial uses.	
Extent	Evaluated: Minimal
Views of the proposed development may be experienced more than others. For example, travelers along Victoria Road, visitors to Western Sydney University and passengers on the Parramatta Light Rail are likely to have low to medium sensitivity to the nature of change resulting from the proposal.	
Duration	Evaluated: N/A
N/A	
Intensity / scale	Evaluated: Minimal
Although the proposed project has considerable height and bulk, it is comparable with other nearby buildings on Western Sydney University campus.	
Sensitivity / importance	Evaluated: Minimal
Although level of interest or attention in views and visual amenity is likely to be low, the proposal will be seen by many people travelling on Victoria Street and to a lesser extent the Parramatta Light Rail.	
Level of concern / interest	Evaluated: Minimal

In terms of amenity, the level of most concern and interest is the proposed scale of the building. However the proposal is consistent with other Western Sydney University buildings and will not have a significant impact on sensitive uses such as residential areas, or road travellers.

Impact summary

- The proposal will be highly visible and be particularly noticeable for those travelling along Victoria Rad, and to a lesser extent passengers on the Parramatta Light Rail.
- The diverse and varied overall character of Victoria Road, and the rapidly and extensively evolving nature of Greater Parramatta as the metropolitan Indigenous Centre of Excellence for the Central River City, suggests that the proposed project is likely to 'fit' within the existing urban environment and unlikely to have any negative impacts on amenity, including for sensitive uses such as local residents.
- While there are unlikely to be negative impacts on visual amenity, the visual impact of the proposal may significantly improve the character of Victoria Road in this location.

Likelihood	Magnitude	Risk significance rating
Likely	Moderate	High – B4

DECISION MAKING SYSTEMS

Particularly whether people experience procedural fairness, can make informed decisions, can meaningfully influence decisions, and can access complaint, remedy and grievance mechanisms.

Impact table 7: Impacts related to ongoing engagement.

Impact description	
Decision making processes in Aboriginal communities are also more likely to be structured within the community, requiring individuals to consult with and gain consensus from other members of the community before being able to agree to a view or recommendations about community issues. This impacts the ability of an individual to speak for a community and selecting individuals to represent a community, without the consent, support and involvement of the community, should be avoided. Instead, consider building in time for community consultation and feedback into your process and including multiple individuals to assist in relaying the information to and from the community and to support the discussion of a reflective range of views. From the outset, the role of Elders and senior leaders in the community should also be respected through early engagement, prior to involving children and young people.	
Social baseline	
The principle that Aboriginal people are best placed to self-determine their futures is a central tenant in the policy and planning drivers that direct federal, state and local government initiatives, and those of Western Sydney University. Significant engagement has been undertaken with Indigenous stakeholders that has been foundational to the Project concept.	
Extent	Evaluated: Major
Indigenous communities in Greater Western Sydney, Aboriginal Elders and students. It is possible that non-Aboriginal people will also be impacted. The Indigenous Centre of Excellence has the potential to positively impact future generations.	
Duration	Evaluated: Major
During the design and operational stages, with permanent positive impacts.	
Intensity / scale	Evaluated: Major
An Indigenous Centre of Excellence located in the heart of Western Sydney is likely to make a significant change to the lives of those using the Indigenous Centre of Excellence.	
Sensitivity / importance	Evaluated: Major
Many Indigenous people are both vulnerable and resilient. They place a high value on Country, culture, kin and community, the acknowledgement of which is central to the objectives of the Indigenous Centre of Excellence.	
Level of concern / interest	Evaluated: Major
The National Agreement on Closing the Gap is a result of alarming circumstances for some Aboriginal people and communities. While not explicitly aimed at responding to the National Agreement, the Indigenous Centre of Excellence's objectives are aligned.	
Impact summary	

- Aboriginal people making decisions about the direction of the Indigenous Centre of Excellence will be important for its success.
- Aboriginal people making decisions about their own futures is central to self-determination and achieving Closing the Gap Priority Reforms and Socio-economic outcomes.
- Engagement with the Aboriginal community is planned to continue community input into the design of the Indigenous Centre of Excellence, but also that Indigenous people continue to be involved in decision making regarding the ongoing operations.

Likelihood	Magnitude	Risk significance rating
Likely	Major	Very High – B4

10. ENHANCEMENT AND MITIGATION

The potential Impacts of the Project have been considered in Section 9. Section 10 of the social impact assessment outlines mitigation and enhancement measures to avoid or reduce potential negative impacts, or improve potential positive social impacts identified in Section 9.

Mitigation proposes actions or measures to reduce adverse social impacts of the Project.

Mitigations may be performance based (achieve an appropriate social outcome without specifying how the outcome will be achieved) or prescriptive (actions or measures that must be taken, such as a known best-practice technology, design, or management approach).

Enhancement measures provide an opportunity to expand on the positive impacts of the Project and improve its social sustainability.

The table below identifies the assessed social impacts, applies mitigation and enhancement measures, and assesses the residual social impacts, or how the population is likely to experience the impacts post mitigation and enhancement.

Many of the social impacts identified in the scoping study and engagement activities that require mitigation or enhancement have been identified in project technical reports. These mitigation or enhancement measures related to social impact have been documented, as well as those specifically identified as part of the social impact assessment.

Mitigation and enhancement measures are categorised according to prior to construction (PC), during construction (DC), and operations / ongoing (OO).

MITIGATION / ENHANCE MEASURES – SIA & TECHNICAL REPORTS	PC	DC	OO
1. Ensure ongoing engagement with Indigenous stakeholders.	✓	✓	✓
2. Provide a sustainable transport strategy, prioritising active and public transport and discouraging travel by private vehicle.			✓
3. Provide on-site bicycle parking and end-of-trip facilities to encourage and facilitate pedestrian and cyclist movements.		✓	✓
4. Provide an on-site car park for designated use by Elders, with capacity for 12 parking spaces, including 1 accessible parking space.		✓	✓
5. Facilitate an overall shift away from private vehicle use at a campus-wide level to mitigate the impacts of additional traffic generation and parking demand at the proposed ICoE.			✓
6. Encourage public / active transport uptake through the implementation of a GTP.		✓	✓
7. Accommodate service vehicles on the site with a dedicated on-site loading dock for vehicles up to and including 12.5m Heavy Rigid Vehicles, separated from the car park and pedestrian areas		✓	✓
8. Contractor to prepare and implement a Construction Worker Transport Strategy to encourage alternate transport modes, and reductions in car usage by construction workers, to minimise demand for on-street car parking.		✓	
9. Structural capacity of nearby local roads should be investigated and exclude such roads from construction vehicle routes should any roads be incapacitated for oversized trucks.		✓	
10. Ensure continual engagement of Indigenous communities in the operational phase of the Indigenous Centre of Excellence.			✓
11. Ensure publicity for the Indigenous Centre of Excellence is inclusive and targeted at all communities.			✓
12. Schedule construction traffic outside peak periods where possible.		✓	
13. A construction Worker Transport Strategy shall be prepared and implemented by the Contractor to encourage alternate transport modes.		✓	
14. Communicate with any sensitive receivers prior to any potential high noise or significant dust making activities to advise of the pending activity and assist with appropriate noise and dust reduction measures.		✓	
15. Include the addition and use of air quality monitors, as required.		✓	
16. Conduct ongoing noise monitoring to confirm measured levels are consistent with predictions in the acoustic assessment, and to verify that the mitigation procedures are appropriate for the affected receivers.		✓	
17. Provide respite offers to stakeholders subjected to an ongoing noise impact where required.		✓	

MITIGATION / ENHANCE MEASURES – SIA & TECHNICAL REPORTS	PC	DC	OO
18. Where required, consider alternative construction options that achieve compliance with relevant criteria.		✓	
19. Maximise the offset distance between plant items and nearby noise sensitive receivers		✓	
20. Prevent noisy plant working simultaneously and adjacent to sensitive receivers.		✓	
21. Minimise consecutive works in same site area		✓	
22. Orient equipment away from noise sensitive areas.		✓	
23. Carry out loading and unloading away from noise sensitive areas.		✓	
24. Develop and issues register for ease of documentation of concerns throughout the construction/transition process to ensure that issues are addressed timely and adequately.		✓	
25. Continue the frequent distribute project information to Indigenous stakeholders during the construction stage emphasising participation in detailed design stages.	✓	✓	✓
26. Implement recommendations in the ACHAR.		✓	
27. Add more trees around the lone melaleuca tree in the Indigenous Centre of Excellence car park.		✓	
28. Have a Welcome to Country and smoking ceremony before starting test excavations, and a smoking ceremony to close out excavations.		✓	✓
29. Have both male and female RAPs present on site in the case that either men's or women's business artefacts/archaeological features are identified.		✓	

11. RESIDUAL ASSESSMENT AND MONITORING FRAMEWORK

This section provides a rating of the identified social impacts, and how the community will experience these impacts after mitigation and enhancement measures have been implemented. The mitigation and enhancement measures have been divided into three categories:

- those that have been integrated into the design that respond to potential impacts or enhance the Project
- those that have been identified in the various technical reports, including the social impact assessment, that respond to and aim to minimise or enhance impacts.
- The monitoring plan is provided to help track and assess the results of the interventions throughout the life of the Project.

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES		RESIDUAL IMPACT RATING	RESPONSIBILITY / MONITORING
		TO BE INCLUDED IN DESIGN	TO BE ADDRESSED		
WAY OF LIFE					
Impacts related to Closing the Gap.	Very High – B5.	Not required.	Ensure ongoing engagement with Indigenous stakeholders.	Very High Positive.	Western Sydney University / Design team. <i>Stakeholder participation.</i> <i>Design refinements based on stakeholder inputs.</i>
Impacts related to location.	Very High – B4.	Not required.	Provide a sustainable transport strategy, prioritising active and public transport and discouraging travel by private vehicle. Provide on-site bicycle parking and end-of-trip facilities to encourage and facilitate pedestrian and cyclist movements. Provide an on-site car park for designated use by Elders, with capacity for 12 parking spaces, including 1 accessible parking space. Facilitate an overall shift away from private vehicle use at a campus-wide level to mitigate the impacts of additional traffic generation and parking demand at the proposed ICoE.	Very High Positive.	Western Sydney University <i>Communication initiatives undertaken to promote GTP.</i> <i>Utilisation of bicycle parking / end of trip facilities.</i> <i>Student / staff travel patterns via interview surveys.</i>

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES		RESIDUAL IMPACT RATING	RESPONSIBILITY / MONITORING
		TO BE INCLUDED IN DESIGN	TO BE ADDRESSED		
Impacts related to traffic and parking.	Low – D1.	Not required.	Encourage public / active transport uptake through the implementation of a GTP. Accommodate service vehicles on the site with a dedicated on-site loading dock for vehicles up to and including 12.5m Heavy Rigid Vehicles, separated from the car park and pedestrian areas. Contractor to prepare and implement a Construction Worker Transport Strategy to encourage alternate transport modes, and reductions in car usage by construction workers, to minimise demand for on-street car parking. Structural capacity of nearby local roads should be investigated and exclude such roads from construction vehicle routes should any roads be incapacitated for oversized trucks.	Low.	Western Sydney University / Contractor. <i>No. of complaints from residents, regulatory authorities or site operations.</i>
CULTURE					
Impacts related to cultural development.	Very High - B4.	Not required.	Ensure continual engagement of Indigenous communities in the operational phase of the Indigenous Centre of Excellence. Ensure publicity for the Indigenous Centre of Excellence is inclusive and targeted at all communities.	Very High Positive.	Western Sydney University.
HEALTH AND WELLBEING					

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES		RESIDUAL IMPACT RATING	RESPONSIBILITY / MONITORING
		TO BE INCLUDED IN DESIGN	TO BE ADDRESSED		
Impacts related to construction activity.	Low – C2.	Not required.	Schedule construction traffic outside peak periods where possible. A construction Worker Transport Strategy shall be prepared and implemented by the Contractor to encourage alternate transport modes. Communicate with any sensitive receivers prior to any potential high noise or significant dust making activities to advise of the pending activity and assist with appropriate noise and dust reduction measures. Include the addition and use of air quality monitors, as required. Conduct ongoing noise monitoring to confirm measured levels are consistent with predictions in the acoustic assessment, and to verify that the mitigation procedures are appropriate for the affected receivers. Provide offers of respite to stakeholders subjected to an ongoing noise impact where required. Where required, consider alternative construction options that achieve compliance with relevant criteria. Maximise the offset distance between plant items and nearby noise sensitive receivers. Prevent noisy plant working simultaneously and adjacent to sensitive receivers.		Western Sydney University / Contractor. <i>Number of threshold value exceedances (air quality monitoring targets).</i> <i>Average value of expenses incurred attributable to the handling of complaints.</i> <i>Number of complaints filed weekly.</i>

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES		RESIDUAL IMPACT RATING	RESPONSIBILITY / MONITORING
		TO BE INCLUDED IN DESIGN	TO BE ADDRESSED		
			Minimise consecutive works in the same site area. Orient equipment away from noise sensitive areas. Carry out loading and unloading away from noise sensitive areas. Develop and issues register for ease of documentation of concerns throughout the construction and transition process to ensure that issues are addressed timely and adequately. Have a Welcome to Country and smoking ceremony before the start of test excavations, and a smoking ceremony to close out once excavations are finished. Implement recommendations in the ACHAR. Have both male and female RAPs present on site in the case that either men's or women's business artefacts/archaeological features are identified.		
SURROUNDINGS					
Impacts related to visual amenity.	Neutral.	Not required.	Add more trees around the lone melaleuca tree in the Indigenous Centre of Excellence of the car park. Incorporate traditional vegetation local to	High Positive.	Western Sydney University.

SOCIAL IMPACTS	SIGNIFICANCE RATING	MITIGATION / ENHANCEMENT MEASURES		RESIDUAL IMPACT RATING	RESPONSIBILITY / MONITORING
		TO BE INCLUDED IN DESIGN	TO BE ADDRESSED		
			Country to encourage birds and insects and increase biodiversity.		
DECISION MAKING SYSTEMS					
Impacts related to ongoing engagement.	Very High – B3	Not required.	Continue the frequent distribute project information to Indigenous stakeholders during the construction stage emphasising participation in detailed design stages.	Very High Positive.	Western Sydney University.

12. CUMULATIVE IMPACT ASSESSMENT

Cumulative impacts resulting from this Project that are likely to have a social impact are those arising from the interaction of construction activities.

The Construction Traffic Management Plan (CTMP) identifies several potential issues that may cause cumulative impacts and recommends the coordination of the following factors.

Neighbouring construction works:

Parramatta Light Rail Active Transport Link (within Western Sydney University Campus).

Since the scope of the Project primarily involves civil works, construction traffic is expected to be minimal. Any potential adverse impacts can be mitigated through careful management and coordination. Moreover, given the separate locations of the projects within the campus, it is unlikely that construction traffic from both projects will coincide and disrupt day-to-day campus operations.

Parramatta Light Rail Stage 2. Construction of the light rail is expected to generate a considerable amount of traffic, with the possibility of overlapping construction traffic with ICoE. However, this overlap is not anticipated to pose any significant cumulative impacts, as the travel routes where overlap occurs primarily encompass major roads such as James Ruse Drive and Victoria Road which are already extensively used, and it is highly unlikely that they will use the same local roads to reach their respective destinations. Thus, additional trips generated by both projects are considered minimal in the broader context.

Sydney Metro West. Similar to the light rail development, it is expected that the combined traffic of all three projects is expected to generate minimal impact in the larger perspective as the nearby major roads are already widely employed.

Two potential station locations are currently being investigated, including one at Rosehill Gardens, located close by. This additional development will generate further construction demand in the vicinity, in particular James Ruse Drive, as the potential development situates next to said road. As the station is currently unconfirmed at this stage, the discussion of any cumulative impacts generated as a result of this proposal shall be evaluated and integrated into a future revision of the CTMP should the development proceed.

Recommendations

The CTMP provides several recommendations to mitigate the potential cumulative impacts.

Site communications

The site manager shall be responsible for liaising with the site manager of the surrounding construction projects once identified. Communication across sites should ensure:

- overall project programs are to be identified and shared.
- high-volume days or periods (such as concrete pours) are to be communicated, and where possible are to be coordinated to avoid excessive impact to the road network
- oversize / over mass delivery days are to be communicated, and where possible are to be coordinated to avoid excessive impact to the road network.
- traffic control measures (including Traffic Control Plans / Traffic Guidance Scheme are to be shared if these may be relevant to construction vehicle routes for surrounding projects.

Community notification.

Community notification shall be undertaken as per TfNSW requirements and includes (but is not limited to):

- temporary notification signage installed around the site and affected areas highlighting the upcoming changes / impact
- door knocks to immediately surrounding stakeholders advising them of the upcoming works

- mailbox drops within a set radius around the project distributing the monthly project updates
- project specific website containing project updates, notifications, planning documents, and contact numbers
- project specific distribution lists that can be signed up to by members of the public who wish to receive notifications electronically.

13. CONCLUSION

The Western Sydney University Indigenous Centre of Excellence is likely to have a major positive impact. These impacts are likely to be experienced by Indigenous students and staff at Western Sydney University. But also, more broadly, it will benefit Indigenous people in Greater Western Sydney, and potentially, those non Indigenous Australians that seek out the Indigenous Centre of Excellence with a view to a greater understanding of Indigenous people and their connection to Country, culture, kin and community.

The Indigenous Centre of Excellence objectives align with the aims of several state and local strategic documents and delivers on the Western Sydney University School of Social Sciences Indigenous Strategy 2020 – 2025.

Perhaps most impressively is for the potential of the Indigenous Centre of Excellence to support the achievement of the Priority Reforms and Socio-economic outcomes that drive the National Agreement on Closing the Gap.

While not explicitly stated, objectives that Indigenous Centre of Excellence on care for Country, promoting leadership, fostering Indigenous knowledge, and sharing culture are consistent with achieving Socio-economic outcomes:

- 'Aboriginal and Torres Strait Islander People Enjoy Long and Healthy Lives'
- 'Aboriginal and Torres Strait Islander Students Achieve their Full Learning Potential'
- 'Aboriginal and Torres Strait Islander People Reach Their Full Potential Through Further Education Pathways'
- 'Aboriginal and Torres Strait Islander People Enjoy High Levels of Social and Emotional Wellbeing'
- 'Aboriginal and Torres Strait Islander People Maintain a Distinctive Cultural Spiritual, Physical and Economic Relationship with their Land and Waters'
- 'Aboriginal and Torres Strait Islander Cultures and Languages are Strong, Supported and Flourishing'
- 'Aboriginal and Torres Strait Islander People have Access to Information and Service Enabling Participation in Informed Decision Making Regarding their Own Lives'.

The proximity of the Indigenous Centre of Excellence to a range of public transport options, its location in Parramatta and its meaning, its potential for promoting cultural development, that ongoing engagement will continue to prioritise Indigenous decision making, and visual amenity improvements have all been identified as a positive social impact.

There are very few negative social impacts that are likely to arise from this Project. As long as mitigation measures are implemented to reduce noise and traffic issues related to construction, these social impacts have been assessed as low.

Based on the overwhelming positive impacts and the minimal negative impacts, this Social Impact Assessment supports the proposal for the Indigenous Centre of Excellence for Excellence.

Appendix A

Social impact scoping worksheet

Social Impact Assessment (SIA) Worksheet																		
Project name: Western Sydney University - Centre of Indigenous Excellence																		
Date: 25/02/2024																		
PROJECT ACTIVITIES	CATEGORIES OF SOCIAL IMPACTS	POTENTIAL IMPACTS ON PEOPLE	PREVIOUS INVESTIGATION OF IMPACT	CUMULATIVE IMPACTS	Update Assessment Level Impact	ELEMENTS OF IMPACTS - Based on preliminary investigation						ASSESSMENT LEVEL FOR EACH IMPACT	Clear Assessment Level Impact				PROJECT REFINEMENT	MITIGATION / ENHANCEMENT MEASURES
						Will the project activity (without mitigation or enhancement) cause a material social impact in terms of its: You can also consider the various magnitudes of these characteristics	extent i.e. number of people potentially affected?	duration of expected impacts? (i.e. construction vs operational phase)	intensity of expected impacts i.e. scale or degree of change?	sensitivity or vulnerability of people potentially affected?	level of concern/interest of people potentially affected?			Level of assessment for each social impact	What methods and data sources will be used to investigate this impact?			
Which project activity / activities could produce social impacts?	what social impact categories could be affected by the project activities	What impacts are likely, and what concerns/aspirations have people expressed about the impact? Summarise how each relevant stakeholder group might experience the impact. NB: Where there are multiple stakeholder groups affected differently by an impact, or more than one impact from the activity, please add an additional row.	Is the impact expected to be positive or negative	Has this impact previously been investigated (on this or other projects)?	If "yes - this project," briefly describe the previous investigation. If "yes - other project," identify the other project and investigation	Will this impact combine with others from this project (think about when and where), and/or with impacts from other projects (cumulative)?	If yes, identify which other impacts and/or projects											
the Indigenous Centre will actively promote this connection to culture and Country, contributing to an improvement in physical and psychological health outcomes for Indigenous people in the region more broadly	way of life	Impacts related to closing the gap / Impacts related to the preservation of Indigenous culture / Impacts related to cultural exchange / Impacts related to creative and cultural industries / Impacts related to cultural infrastructure	Positive	No		Yes	Access Way of Life Health and Wellbeing	No	Yes	Yes	Yes	Yes	Detailed assessment of the impact	Required	Broad consultation	Targeted research	First Nations stakeholders will continue to be involved throughout the design process.	None required.
The removal of the P1 car park to locate the centre may result in increased parking pressures in surrounding streets	way of life	Impacts related to traffic and parking	Positive	No		Yes	Access Way of Life Health and Wellbeing Community	No	Yes	Yes	Yes	Yes	Detailed assessment of the impact	Required	Broad consultation	Targeted research	A new car park is planned for the campus that will replace all lost car parking spaces from P1.	A traffic management plan will be prepared to identify any potential traffic and parking issues, with recommendations on mitigation measures.
Construction activity may result in nuisance because of noise and impacts on air quality	health and wellbeing	Impacts related to construction	Positive	No		Yes	Culture Community	No	Yes	Yes	Yes	Yes	Detailed assessment of the impact	Required	Broad consultation	Targeted research	None required.	A construction management plan, and noise and vibration impact assessment will be prepared to identify any potential issues and provide recommendations on mitigations accordingly.

Appendix B

Demographic profile

GREATER WESTERN SYDNEY ABORIGINAL COMMUNIT

Table 4 Indigenous population in Greater Western Sydney

GWS	
	Number
Aboriginal	34,082
Torres Strait Islander	364
Both Aboriginal and Torres Strait Islander	400
Totals	34,846

Table 5 Indigenous population in Western Sydney University

WESTERN SYDNEY UNIVERSITY	
	Number
Aboriginal	7
Torres Strait Islander	0
Both Aboriginal and Torres Strait Islander	0
Totals	7

Table 6 **Service age group in GWS's Indigenous community**

GWS		
Median age: 22		
	Number	%
Babies and pre-schoolers (0 to 4)	4,115	12.1
Primary schoolers (5 to 11)	5,532	16.3
Secondary schoolers (12 to 17)	4,514	13.3
Tertiary education and independence (18 to 24)	4,508	13.3
Young workforce (25 to 34)	4,888	14.4
Parents and homebuilders (35 to 49)	5,104	15.0
Older workers and pre-retirees (50 to 59)	2,617	7.7
Empty nesters and retirees (60 to 69)	1,724	5.1
Seniors (70 to 84)	893	2.6
Elderly aged (85 and over)	87	0.3

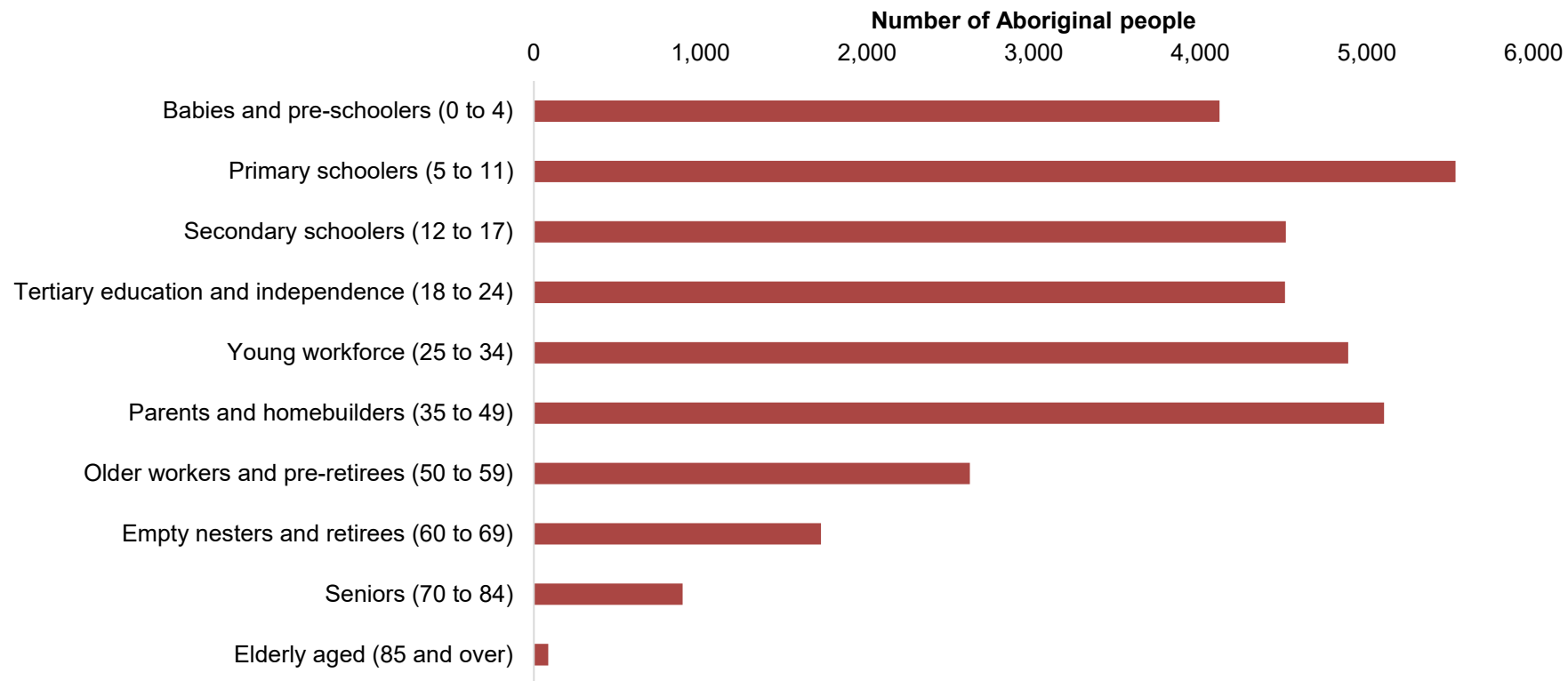


Figure 6 Service age group in GWS's Indigenous community

Table 7 Education institution attending in GWS's Indigenous community

GWS		
	Number	%
Preschool	1,358	4.0
Primary - Government	4,576	13.5
Primary - Catholic	508	1.5
Primary - other non-Government	293	0.9
Primary - not further defined	4	0.0
Secondary - Government	2,805	8.3
Secondary - Catholic	709	2.1
Secondary - other non-Government	255	0.8
Secondary - not further defined	-	0.0
Tertiary - Vocational education (including TAFE and private training providers)	1,282	3.8
Tertiary - University or other higher education	924	2.7
Tertiary - not further defined	10	0.0
Other		0.6

GWS		
	200	
Not stated	869	2.6
Not applicable	20,149	59.4

Table 8 Highest level of education attainment in GWS's Indigenous community

GWS		
	Number	%
Postgraduate Degree Level	322	0.9
Graduate Diploma and Graduate Certificate Level	222	0.7
Bachelor Degree Level	1,240	3.7
Advanced Diploma and Diploma Level	1,757	5.2
Certificate III & IV Level	4,743	14.0
Secondary Education - Years 10 and above	8,806	25.9
Certificate I & II Level	43	0.1
Secondary Education - Years 9 and below	2,970	8.8
Supplementary Codes	578	1.7

GWS		
Not stated	1,243	3.7
Not applicable	12,018	35.4

Table 9 Languages spoken at home in GWS's Indigenous community

GWS		
	Number	%
English	32,013	94.3
Other Australian Indigenous Languages, nec	132	0.4
Australian Indigenous Languages, nfd	98	0.3
Wiradjuri	96	0.3
Arabic	58	0.2
Spanish	56	0.2
Gamilaraay	46	0.1
Auslan	41	0.1
Samoan	33	0.1
Italian	30	0.1

Table 10 Workforce status in GWS's Indigenous community

	GWS	
	Number	%
Employed, worked full-time	6,401	18.9
Employed, worked part-time	3,416	10.1
Employed, away from work	1,720	5.1
Employed, hours of work not stated	306	0.9
Unemployed, looking for full-time work	642	1.9
Unemployed, looking for part-time work	343	1
Not in the labour force	8,736	25.7
Labour force status not stated	370	1.1
Not applicable	12,018	35.4

Table 11 **Occupation in GWS's Indigenous community**

	GWS	
	Number	%
Managers	1,026	3.02
Professionals	1,552	4.57
Technicians and Trades Workers	1,773	5.22
Community and Personal Service Workers	1,838	5.41
Clerical and Administrative Workers	1,639	4.83
Sales Workers	980	2.89
Machinery Operators and Drivers	1,248	3.68
Labourers	1,451	4.27
Inadequately described	195	0.57
Not stated	144	0.42
Not applicable	22,106	65.11

Table 12 Total household Income (weekly) in GWS's Indigenous community

GWS		
Median weekly income \$1,870 (or \$91,000-\$103,999 annually)		
	Number	%
Negative income	89	0.6
Nil income	158	1.0
\$1-\$149 (\$1-\$7,799)	97	0.6
\$150-\$299 (\$7,800-\$15,599)	195	1.2
\$300-\$399 (\$15,600-\$20,799)	397	2.5
\$400-\$499 (\$20,800-\$25,999)	672	4.2
\$500-\$649 (\$26,000-\$33,799)	676	4.2
\$650-\$799 (\$33,800-\$41,599)	892	5.5
\$800-\$999 (\$41,600-\$51,999)	907	5.6
\$1,000-\$1,249 (\$52,000-\$64,999)	1,032	6.4
\$1,250-\$1,499 (\$65,000-\$77,999)	1,168	7.2
\$1,500-\$1,749 (\$78,000-\$90,999)	961	6.0

GWS		
\$1,750-\$1,999 (\$91,000-\$103,999)	935	5.8
\$2,000-\$2,499 (\$104,000-\$129,999)	1,912	11.9
\$2,500-\$2,999 (\$130,000-\$155,999)	1,475	9.1
\$3,000-\$3,499 (\$156,000-\$181,999)	1,058	6.6
\$3,500-\$3,999 (\$182,000-\$207,999)	702	4.4
\$4,000-\$4,499 (\$208,000-\$233,999)	455	2.8
\$4,500-\$4,999 (\$234,000-\$259,999)	469	2.9
\$5,000-\$5,999 (\$260,000-\$311,999)	369	2.3
\$6,000-\$7,999 (\$312,000-\$415,999)	282	1.7
\$8,000 or more (\$416,000 or more)	78	0.5
Partial income stated	841	5.2
All incomes not stated	299	1.9
Not applicable	-	0.0

Table 13 Long-term health conditions in GWS's Indigenous community

	GWS	
	Number	%
Arthritis	2,361.00	5.6
Asthma	5,343.00	12.8
Cancer (including remission)	558.00	1.3
Dementia (including Alzheimer's)	113.00	0.3
Diabetes (excluding gestational diabetes)	1,588.00	3.8
Heart disease (including heart attack or angina)	1,046.00	2.5
Kidney disease	324.00	0.8
Lung condition (including COPD or emphysema)	743.00	1.8
Mental health condition (including depression or anxiety)	5,085.00	12.1
Stroke	274.00	0.7
Any other long-term health condition(s)	3,364.00	8
No long-term health condition(s)	18,890.00	45.1
Not stated	2,209.00	5.3

Table 14 Count of Long-term Health Conditions in GWS's Indigenous community

GWS		
	Number	%
None of the selected conditions	20,338	59.9
One condition	7,602	22.4
Two conditions	2,427	7.1
Three or more conditions	1,368	4.0
Not stated	2,209	6.5

Table 15 Household types in GWS's Indigenous community

GWS		
	Number	%
Couple family with no children	2,683	16.6
Couple family with children	5,921	36.7
One parent family	4,554	28.2
Other family	261	1.6
Lone person household	2,082	12.9
Group household	621	3.9

Table 16 Dwelling structure in GWS's Indigenous community

GWS		
	Number	%
Separate house	13,268	82.3
Semidetached house	1,733	10.7
Flat or apartment	1,051	6.5
Other	48	0.3
Not stated	26	0.2

SURROUNDING RESIDENTS

The following data sets from the 2021 Census provides selected demographic information about communities and households surrounding or close to WESTERN SYDNEY UNIVERSITY.

Table 17 Population numbers in the social locality

	Number
Population (2021)	324

Table 18 Service age group in the locality

	Number	%
Babies and pre-schoolers (0 to 4)	18	6.0
Primary schoolers (5 to 11)	25	8.0
Secondary schoolers (12 to 17)	29	9.0
Tertiary education and independence (18 to 24)	36	12.0
Young workforce (25 to 34)	38	12.0
Parents and homebuilders (35 to 49)	69	22.0
Older workers and pre-retirees (50 to 59)	50	16.0
Empty nesters and retirees (60 to 69)	28	9.0
Seniors (70 to 84)	18	6.0
Elderly aged (85 and over)	2	1.0

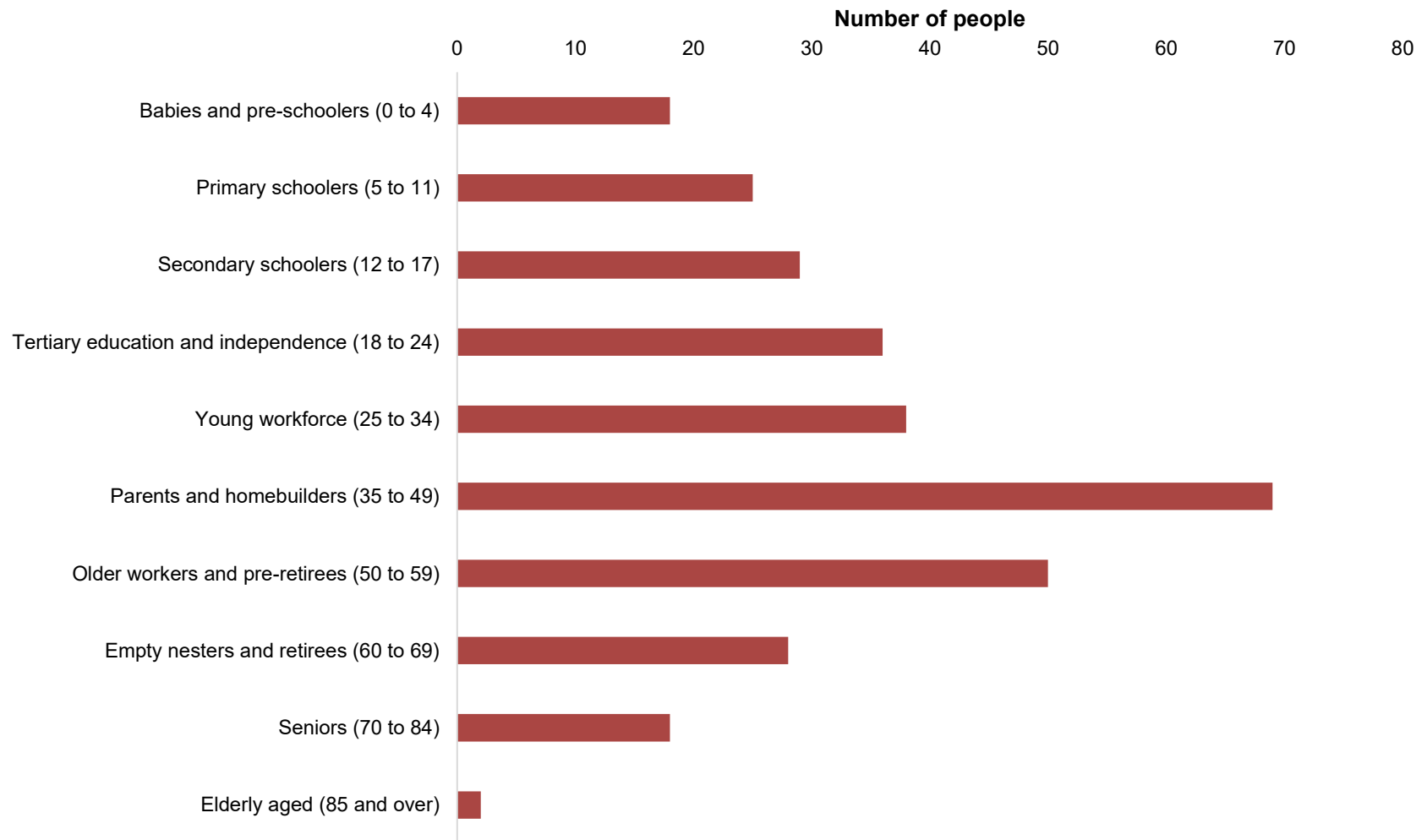


Figure 7 Service age group in the locality.

Table 19 Household types in the social locality

	Number	%
Couples with no children	23	21.5
Families with children	45	42.1
One parent families	16	15.0
Other families	2	1.9
Lone person	16	15.0
Group household	5	4.7

Table 20 Dwelling structure in social locality

	Number	%
Separate house	99	90.0
Semidetached house	3	2.7
Flat or apartment	2	1.8
Other	0	0.0

Table 21 Long-term health conditions in the social locality

	Number	%
Arthritis	13	3.9
Asthma	22	6.5
Cancer (including remission)	4	1.2
Dementia (including Alzheimer's)	0	0.0
Diabetes (excluding gestational diabetes)	13	3.9
Heart disease (including heart attack or angina)	8	2.4
Kidney disease	0	0.0
Lung condition (including COPD or emphysema)(b)	0	0.0
Mental health condition (including depression or anxiety)	18	5.3
Stroke	0	0.0
Any other long-term health condition(s)(c)	27	8.0
No long-term health condition(s)	222	65.9
Not stated	10	3.0

Table 22 Languages spoken at home in the social locality

	Number	%
English only	172	53.9
Chinese languages Mandarin	31	9.7
Indo Aryan Languages	18	5.6
Korean	18	5.6
Chinese languages Cantonese	17	5.3
Arabic	15	4.7
Vietnamese	9	2.8
SE Asia Austronesian Languages	8	2.5
Thai	5	1.6
Spanish	4	1.3

Table 23 Total household Income (weekly) in the social locality

Median weekly income \$2,150 (or \$ 111,631 annually)		
	Number	%
Negative Nil	2	1.92
1 to 149	0	0
150 to 299	1	0.96
300 to 399	2	1.92
400 to 499	5	4.81
500 to 649	2	1.92

650 to 799	5	4.81
800 to 999	7	6.73
1,000 to 1,249	7	6.73
1,250 to 1499	11	10.58
1,500 to 1,749	4	3.85
1,750 to 1,999	4	3.85
2,000 to 2,499	12	11.54
2,500 to 2,999	9	8.65
3,000 to 3,499	8	7.69
3,500 to 3,999	3	2.88
4,000 or more	16	15.38
Partial income stated	6	5.77
All incomes not stated	0	0

Table 24 Workforce status in the social locality

	Number	%
Employed, worked full-time	43	30.9
Employed, worked part-time	25	18.0
Employed, away from work	2	1.4
Employed, hours of work not stated	0	0.0
Unemployed, looking for full-time work	0	0.0
Unemployed, looking for part-time work	0	0.0

Not in the labour force	29	20.9
Labour force status not stated	0	0.0
Not applicable	40	28.8

Table 25 **Occupation in the social locality**

	Number	%
Managers	17	10.18
Professionals	46	27.54
Technicians & trades workers	30	17.96
Community & personal service workers	14	8.38
Clerical & administrative workers	22	13.17
Sales workers	12	7.19
Machinery operators & drivers	11	6.59
Labourers	13	7.78
Occupation inadequately described/ Not stated	2	1.2

References

Item	Title	Source
Table 8	Indigenous population in Greater Western Sydney	2021 Census of Population and Housing, TableBuilder
Table 9	Indigenous population in Western Sydney University	2021 Census of Population and Housing, data prepared by GapMaps
Table 10	Service age group in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 11	Education institution attending in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 12	Highest level of education attainment in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 13	Languages spoken at home in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 14	Workforce status in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 15	Occupation in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 16	Total household Income (weekly) in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 17	Long-term health conditions in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 18	Count of Long-term Health Conditions in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 19	Household types in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 20	Dwelling structure in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Table 21	Population numbers in the social locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 22	Service age group in the locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 23	Household types in the social locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 24	Dwelling structure in social locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 25	Long-term health conditions in the social locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 26	Languages spoken at home in the social locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 27	Total household Income (weekly) in the social locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 28	Workforce status in the social locality	2021 Census of Population and Housing, data prepared by GapMaps
Table 29	Occupation in the social locality	2021 Census of Population and Housing, data prepared by GapMaps

Item	Title	Source
Figure 1	Service age group in GWS's Indigenous community	2021 Census of Population and Housing, TableBuilder
Figure 2	Service age group in the locality	2021 Census of Population and Housing, TableBuilder

Appendix C

Social impact assessment evaluation sheet

SIA GUIDELINE REVIEW QUESTIONS		RESPONSE
General		
1	Does the lead author meet the qualification and experience requirements?	Yes
2	Has the lead author provided a signed declaration?	Yes
3	Would a reasonable person judge the SIA report to be impartial, transparent and suitably rigorous given the nature of the project?	Yes
Project's social locality and baseline		
4	Does the SIA report identify and describe all the different social groups that may be affected by the project?	Yes, describes major stakeholders as Indigenous students and those from Greater Western Sydney. Describes characteristics of nearby residents.
5	Does the SIA report identify and describe all the built or natural features that have value or importance for people, and explain why people value those features?	N/A.
6	Does the SIA report identify and describe historical, current, and expected social trends or social changes for people in the locality, including their experiences with this project and other major development projects?	Yes.
7	Does the social baseline study include appropriate justification for each element, and provide evidence that the elements reflect both relevant literature and the diversity of views and likely experiences?	Yes.
8	Does the social baseline study demonstrate social-science research methods and explain any significant methodological or data limitations?	Yes.
Identification and description of social impacts		
9	Does the SIA report adequately describe likely social impacts from the perspectives of how people may experience them, and explain the research used to identify them? When undertaken as a part of SIA scoping and initial assessment, has the plan for the SIA report been detailed?	Yes, p.p. 62 – 79.
10	Does the SIA report apply the precautionary principle to identifying social impacts, and consider how they may be experienced differently by different people and groups?	Yes.
11	Does the SIA report describe how the preliminary analysis influenced project design and EIS engagement strategy?	Yes, p.p. 29 – 30.
Community engagement		
12	Were the extent and nature of engagement activities appropriate and sufficient to canvass all relevant views, including those of vulnerable or marginalised groups?	Yes, p.p. 54 – 57.
13	How have the views, concerns and insights of affected and interested people influenced both the project design and each element of the SIA report?	Indigenous stakeholders have driven the design and continue

	SIA GUIDELINE REVIEW QUESTIONS	RESPONSE
		to have input. Community concerns re car parking have been mitigated by creating a new car park on campus.
Predicting and analysing social impacts		
14	Does the SIA report impartially focus on the most important social impacts to people at all stages of the project, without any omissions or misrepresentations?	Yes.
15	Does the SIA report analyse the distribution of both positive and negative social impacts, and identify who will benefit and who will lose from the project?	Yes.
16	Does the SIA report identify its assumptions, and include sensitivity analysis and alternative scenarios? (including 'worst-case' and 'no project' scenarios where relevant)	Yes. Initial impact assessment and residual analysis.
Evaluating significance		
17	Do the evaluations of significance of social impacts impartially represent how people in each identified social group can expect to experience the project, including any cumulative effects?	Yes.
18	Are the evaluations of significance disaggregated to consider the likely different experiences for different people or groups, especially vulnerable groups?	Yes.
Responses, monitoring and management		
19	Does the SIA report propose responses that are tangible, deliverable, likely to be durably effective, directly related to the respective impact(s) and adequately delegated and resourced?	Yes.
20	Does the SIA report propose responses that are tangible, deliverable, likely to be durably effective, directly related to the respective impact(s) and adequately delegated and resourced?	Yes.
21	Does the SIA report demonstrate how the proponent will adaptively manage social impacts and respond to unanticipated events, breaches, grievances and non-compliance?	Yes.



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